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**Investigating Factors that Affect Students' Speaking
Performance :
Case of EFL First -year LMD Students of Tlemcen
university.**

Dissertation submitted to the Department of English as a partial
fulfilment of the requirements for the degree of Master in Language
Studies

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DEDICATIONS

Firsly , the greatest thank would be to ALLAH who gave me power to complete this work

I dedicate this modest work to the soul of my parents

To my lovely sisters Imane and Zineb

To my beloved brothers Amine and Ibrahim

To my sweet cousin

To my closet friends

ACKNOWLEDGEMENTS

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My appreciations to all those who helped me to realize this work .

ABSTRACT

The present study attempts to investigate the main factors affecting E.F.L students' speaking performance at Tlemcen university. The researcher used descriptive and analytic methods. For the later, a questionnaire was addressed to forty EFL learners and an interview was administered to six teachers at the English department of Tlemcen university. From the obtained findings, the researcher has come to the point that both teachers and learners should be strongly aware of the significance of psychological, linguistic, and pedagogical factors since they are a real obstacles on the students' way towards successful oral communication. Our dissertation consists of two fundamental chapters, the first one is a theoretical part which includes a demonstration of the major speaking barriers starting from the psychological and linguistic until reaching the pedagogical difficulties that hinder the students' oral production during oral English classes. Therefore, the practical part deals with the methodology adopted to investigate through a questionnaire and an interview that were used in this study. Learners need to obtain some speaking sub-skills and take into consideration their fears towards speaking in order to overcome these difficulties and jump into a better oral production performance. The revealed data recommend some techniques and procedures that EFL teachers and learners need to work with to get rid off these hindrances in speaking English.

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LIST OF ABBREVIATIONS and ACRONYMS

E FL : English as Foreign Language

L1 :Mother Tongue

LMD :License Master Doctorate

General Introduction

GENERAL INTRODUCTION

Learning the English language in a non-English speaking country such as in Algerian speech community exhibits English is completely different aspect from the Algerian arabic language. Algerian E.F.L learners practice the speaking skill only in classroom as matter of fact it is the only place where they can improve their oral performance. The E.F.L learners should be supported to gain oral communicative skills since speaking is the first productive skill in which students use language actively to express meaning and thoughts .Therefore , students use language through the speaking skill for serving various purposes .

For many decades , the oral language has had great importance in the EFL context and in the field of teaching and learning . The aim of the majority of learners is to master spoken language in order to communicate fluently and effectively .

Recent studies have shown that no matter how long learners studied the English language, they still face many speaking difficulties due to different factors .Some scholars said that it is because the spoken language developments have been neglected in the EFL classrooms .Generally speaking , oral language is used more by the teacher than by students . Others relied these difficulties on psychological barriers ,such as :anxiety , shyness , and lack of motivation and besides there are linguistic weaknesses like mispronunciation and misuse of grammar patterns .Besides this , teachers struggle with some hindrances while teaching oral expression modules. These obstacles are result mainly from crowded classes and lack of acoustic materials which make learning process a hard task for both teachers and learners .

The researcher in this study needs to know the real nature of these factors and their impact on the spoken language especially in the EFL context .We aim also to figure out the main reasons and circumstances that contribute to the existence of these barriers until reaching the point of why is it difficult for EFL learners to express their

ideas fluently and appropriately? .Once , these factors are considered students will be able to improve their oral performance .

The ultimate aim of EFL learners is to master generally the English language and the spoken one in particular . Therefore , the ability to speak English fluently is their main goal but unfortunately no matter they try to learn the English language they are still facing some obstacles when they speak .We have observed that these difficulties are due to psychological , linguistic , and pedagogical factors . Exploring these factors is our essential aim in this work and we are taking first-year EFL students of Tlemcen university as our sample in this case study .

This study aims at investigating the major factors affecting EFL learners ' speaking performance . Additionally , it aims at shedding some light on the role of both teachers and learners in putting more emphasis on these difficulties through adopting new techniques that may help them to get rid of these obstacles . Finally , we suggest some solution that may help learners to become good speakers .

The current study endeavors to find answers to the following questions :

- 1-What are the main factors that affect E.F.L students' oral performance?
- 2-What are the reasons behind the speaking difficulties that encounter first year E.F.L students at Tlemcen university ?
- 3-Why do E.F.L students not enhance the speaking skill ?
- 4-How do English language teachers attempt to solve the problems of speaking ?

From the about research questions ,the researcher tries to set the following hypotheses were set for the study :

- 1.Psychological (anxiety , lack of confidence , shyness) and linguistic factors (mis pronunciation , mis use of grammar patterns , listening weaknesses) affects greatly first E.F.L student's speaking performance.
- 2.Pedagogical factors hinder students' speaking oral productions .
- 3.The mother tongue interference leads to speaking mistakes.
- 4.Teachers play a vital role in improving students' speaking performance.

In order to test our hypotheses from the collected ,we opted first to the descriptive method to identify the various obstacles which hinder students' oral performance. Then,if the results are validated in parallel with the hypotheses, we will provide some solutions that may solve these problems .Besides this , the analytic method is used to explore the research problem and to answer the questions mentioned above .

In this work we will collect data through the use of two different research tools , a questionnaire addressed to EFL learners in order to obtain information about the main speaking difficulties and interview administered to EFL teachers for the sake of exploring the reasons behind these difficulties and how students can overcome them .

The population under study includes a group of first year Efl learners from Tlemcen university since we cannot take the whole we have chosen a group at random and teachers who teach oral production modules because our main issue of this work is to investigate the present situation of EFL learners concerning the speaking skill .

Our dissertation consists of two fundamental parts . The first one deals with the description of the main theoretical aspects of speaking skill, the major factors that have

an impact on the students' speaking performance , and the issues that have relation to it .

Chapter two consists of the practical phase in which data were obtained through the use of two tools of research , the questionnaire for EFL learners and an interview for their teachers .

In this part we provide analysis and interpretation of the instruments of results and it will help us to check the validity of our hypotheses .Furthermore , it allows us to give the right recommandations and suggestions for a better acheivement in the future.

Chapter One :

**Factors Affecting Learners' Speaking
Performance**

Chapter one : Factors Affecting E.F.L Learners Speaking Performance

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1.1. Introduction:

Speaking is the most important skill to foreign language learners .The essential aim of acquiring speaking skill is to reach proficiency in receiving and producing English language orally .However, foreign language learners are facing some difficulties which handicap their learning advancement and hinder their abilities to communicate effectively.

In this chapter, we elaborate the various types of factors that encounter the learners speaking performance. These factors are classified in four parts. The first part involves the major psychological factors that E.F.L students are struggling with such as anxiety , lack of confidence , and lack of motivation .The second part is related to the main linguistics concepts that helps the student to achieve high level of capacities in producing and using language correctly .The third one , the researcher provides basic aspects that characterizes a good speaker .Final part consist of how classroom management affects students learning we started with the classroom size until concluding with the importance of the teacher in enhancing E.F.L learners speaking skill .

1.2. Psychological Factors

E.F.L students struggle to communicate in English as a resulted by many factors such as the infrequent use of English in their daily life. Furthermore ,they have a fear of making mistakes , lack of self confidence , shyness , and anxiety which affects their speaking performance , no matter how they try to overcome this various factors they cannot break free their speaking performance .

1.2.1. Anxiety

Speaking anxiety is mainly related to a feeling of worry that arises when students communicate in English. It occurs in specific situation such as classroom performance .In this issue Light brown and Spada stated that ‘ Anxiety that interferes with the learning process affects most speaking activities and is not simply related to specific situations such as oral presentations in front of the whole class ‘ (2003 :60-61). Language courses, in general, rise anxiety among students.

According to Horvitz and Cope (1986) foreign language anxiety is “a distinct complex construct of self-perceptions, beliefs, feelings, and behaviors related to classroom language learning arising from the uniqueness of language learning process” (p. 128). Students feel anxious during language classes due to fear of making mistakes, they also believe that they are unable to speak correctly in English. What is more, anxious students are afraid from their teachers’ evaluations. Negative evaluations affects the students speaking performance. In this situation, teachers should encourage their students by paying attention to their weaknesses and helping them to overcome their fears and negatives thoughts. Classroom management in this issue is very important in order to lower students anxiety by creating comfortable atmosphere and using effective methodology.

1.2.2. Lack of Confidence:

It has been generally well –known that English students who lack of confidence is due to their failure in communication apprehension. They are afraid to be misunderstood or others not understand them when they speak in English. Unconfident students are afraid to begin a conversations which finish with misunderstanding. They do not believe in their speaking skill. They think that their classmates will not understand them. They are afraid also to make mistakes these negative expectations make them prefer to be quiet rather than beginning a conversation (Nunan, 1999).

According to Juhana (2012) “the possible solution to overcome those psychological factors, most student believed that speak English is worth considering this finding suggests that the teachers should be more aware of their student hindrance to speak in English class”

Students who lack confidence need help from their teachers in order to break their silence and communicate effectively. Moreover, the issue of building high self – confident students is strongly related with the teacher encouragement and evaluation.

1.2.3. Shyness

Shyness is a feeling arises when students start to speak during their English classes .specifically in the case of oral production classes which creates a problem of communication shedding light to these features is essential in order to aid shy students improve their speaking skill (Gerhard, 2000).

Recent studies indicate that performing in front of people is one of the widespread phobias that students face .In response to this , Baldwin(2001) stated that shyness leads learners to forget what they want to say and their mind becomes vacuous .In fact , feeling of shyness make students inadequate to speak freely .that it is to say , the feeling of shyness affects students speaking performance .

According to Brown (2005) and Robby (2010) , there are few of shy learners in reality they are shy and silent because of the nature of their personality further away from the issue of learning foreign language .More than that , Saurik (2011) observe that students think that their incapacity of speaking English accurately will put them in a situation of sarcasm.

1.2.4 Lack of Motivation:

Without a doubt, one of the obvious psychological barriers affecting EFL students speaking performance is lack of motivation. As matter of fact, language learning is not that easy task for them. Based on the previous studies concerning unmotivated students, there are various reasons which lead students to lose their interest and ambition toward learning and especially speaking in classroom .The unease atmosphere in classroom and negative attitude of the teacher may impede their motivation .Brown (2001) states some tips to create better environment for students.

- ✓ help your students to laugh with each other at various mistakes that they all make
- ✓ be patient and supportive to build self-esteem, yet at the same time be firm in your expectations of students
- ✓ elicit as much oral participation as possible from students, especially the quieter ones, to give them plenty of opportunities for trying things out

Teacher behavior plays a big role in his students' motivation, using some tips as the ones mentioned above is very important. Teacher's feedback gives them the courage to speak freely. One of the keys that make students motivated is providing positive energy. Teacher's role also includes creating enjoyable environment which immediately helps students feel comfortable to share their thoughts and learn willingly.

1.3. Linguistic Factors:

One of the essential reasons behind students' struggles in speaking skill are linguistic factors. There is a strong correlation between listening and speaking skill as matter of fact we cannot enhance speaking skill without tackling listening skill. Accordingly, mother tongue interference and pronunciation also have a negative impact in learners oral communication.

1.3.1 .Listening Ability

Listening and speaking are two interrelated skills for better achievement in learning foreign language it is very important to take into consideration the role of listening ability in developing students speaking performance.

Recent studies indicates that the speaker in a conversation take around 40-50 % of time in listening, 25 -30% in speaking, 11-16% reading, and 9% writing (Gilakjani and Ahmadi, 2011). As matter of fact, listening has a vital role in communication process. The first step for a fruitful communication is having listening ability.

Hassan (2000) pointed out 'listening comprehension provides the right conditions for language acquisition and development of other language skills' (p .138). In order to develop the four skills it is essential to have the ability to understand the input at a first level. Listening is the core language skill. Through listening other skills emerge, especially, the speaking skill. Listening comprehension is very important in the learning process and in getting the right input for constructing a healthy language acquisition

A big part of acquiring English relies on listening; the process of learning a language is done through listening.

As posited by Barns (1995) cited in (Lynch, 2009) ‘As the main aim of teaching listening is to prepare the students for real life social interaction, it is imperative that developing listening is seen in combination with developing speaking ‘. Developing the speaking skill has strong relation with developing the listening skill. The two skills are connected with each other. Neglecting the listening skill will create some difficulties when learners get in touch with native speakers such interactions needs practice.

1.3.2. Pronunciation

According to Gower and Adam, (2005), student’s speaking ability progress depends on the aspect of pronunciation. Teacher should give more attention to student’s pronunciation to help them accelerate their learning process.

Pronunciation should be taught in isolation. As matter of fact, teachers should not give a lot of remarks about students’ pronunciation which decrease their self confidence and create another psychological problem .Teaching pronunciation at the first stages help students to communicate effectively in real life interactions with native speakers. In addition, it helps them to improve their level in English (Elsagheer, 2001).

1.3.3. Mother Tongue Interference

According to Baker and Westrup (2003, 12), ‘barriers to learning can occur if students with or without conscience transfer culture rules from their mother tongue to a foreign language.’ One of the obstacles that foreign language students face is the influence of mother tongue. This influence can be negative or positive. The negative aspect is when there is a negative transfer which leads students to produce some errors at the level of pronunciation and grammar. Such errors may be seen when they mix between the two bilabial sounds /p/ and /b /, i.e., they replace the /p / sound with the /b/ sound when it appears in the initial or final positions of a word, e.g., /park / and /bark /. This mispronunciation of sounds seems plausible but it creates big misunderstanding and makes some barriers for students when they communicate in the target language.

Another case where students face problems with mother tongue interference is when they mispronounce the fricatives /f/ and /v/. As Harmer (2007:137) observed ‘...

Arabic does not have a phonetic distinction between /f/ and /v/ and Arabic speakers may well say ferry when they mean very.’

1.4. Pedagogical Factors:

There are various problems within foreign language classrooms that teacher faces when teaching and controlling his /her students.

1.4.1. Problems of Large Classrooms

Baker and Westrup (2000, p. 2) pointed out that “a class is large if the teacher feels that there are many students for them all to make progress in English. So a large class can mean any number.” The number of classroom size is not fixed it .It is rather then the number of students that can provides an ease environment where they can learn effectively and improve their level .

One of the barriers which affect E.F.L student’s progress is large classes .Students find difficulties in understanding their teacher’s instructions. Coetzee et al (2008) stated a list of those problems as follow:

- Students may have difficulty in understanding the instructions and its aims.
- Teacher finds obstacles to evaluate his student’s level of improvement.
- The students lose their interest because of big number of learners.
- Student’s interactions are few and teacher finds difficulty to control the all classroom.
- The teacher cannot meet each student needs.

Other problems observed in big classes by Harmer (1998) :

- Students seating at the back of the classroom are neglected by teacher.
- It is hard for the teacher to give each student an attention and it is hard for students to demand for it.
- Providing various sessions of teaching and learning will be hardly possible task.
- The student’s displacement over the classroom will be tough.

1.4.2 Role of the Teacher

Competent teachers have several roles in classroom for the sake of helping student's enhancement and development .Harmer (2001) introduced three vital roles every teacher needs to play in classroom for a better achievement and results .These important roles has been listed as follow :

- As a prompter: in the case when students forget what they want to say or they don't know the word, the teacher provides some suggestions in order to make the discussion continue.
- As a participant :in the situation where the teacher participates with his /her students for the aim of adding new data to enrich the activity in one hand and on the other hand , in order to motivate them and encourage their creativity .
- As a feedback provider: in oral production sessions teacher evaluates his /her student's performance and he /she gives feedback about the content of the activity.

1.5. Aspects of Speaking Performance

The speaker performance has been characterized by four dominant criteria which are fluency, accuracy, grammar, and vocabulary.

1.5.1. Accuracy

Language accuracy is concerned with the correct use of the language system. It includes the correct use of vocabulary, grammar and pronunciation. Students neglect language accuracy during their learning process .They give more importance to oral fluency. However, teachers pay more intention to it .Teachers ultimate goal is to make their students success in producing grammatical correct sentences and accurate utterances. Riddell (2010:168) identified accuracy as 'the ability to use the correct grammar and the right vocabulary'. Thus, students need to give more importance to their language accuracy because if they don't do so, they will face problems with the interlocutors .The incorrect use of language by the speakers leads the interlocutors to leave the conversation and lose interest.

1.5.2 .Fluency

Fluency is an essential characteristic of the speaking performance. For that reason, teachers' attention tends to reach oral fluency in teaching the speaking skill. Riddell (2010:165) defines fluency as 'the ability to talk fairly freely, without too much stopping or hesitatingit also requires that the listener understands what is being said, so there must be intelligibly and meaning'. Fluency is a very important aspect in communication, however, speaking in long time without any stop does not make the speaker fluent. He/she has also to understand the listener speech and make him /her interested in conversation.

Huge as cited in Ramirez (2010:14) identifies fluency as 'fluency means you can talk easily with native speakers –they easily understand you , and you easily understand them – in fact , you speak and understand instantly.' From this definition we can interpret fluency as the ability to understand the target language and the listener understand you when you speak .It is also the capacity of using language properly and effortlessly.

1.5.3. Grammar:

Grammatical accuracy involves the correct use of the grammatical structures in the right way and in different cases. Moreover, it refers also to the ability to control the length and complexity of the speech (Hughes 2002).

Spoken grammar has been identified by Paterson (2011:1) as 'grammatical items restricted to or particularly common on spoken English and some types of writing that mimic the spoken style.'

Thornburg (2005) distinguished written and spoken grammar by stating the following list where he gave the most important differences between the two types of grammar.

*Clause is the basic unit of construction.

*Clauses are usually added (co-ordinate).

*Head +body+tail construction.

*A lot of ellipsis

*Many question tags

*Performance effects (hesitation, repeats, false starts, incompleteness, syntactic blends).

1.5.4. Vocabulary

Students face difficulty in finding the right words while communicating in English. Choosing the appropriate vocabulary items helps students to speak correctly and express their ideas in meaningful utterances.

Recent studies have shown that most of EFL students struggle to find words when they try to convey their message because they have a poor vocabulary repertoire. For this reason teachers aim to improve student's vocabulary and teach them how they use it accurately. Hammer(2001) pointed out that students need to learn the knowledge of the word classes in order to use language appropriately and effectively .

1.6. Conclusion:

Overall, in this chapter our focus was on shedding light on the most speaking difficulties encountered by E.F.L learners .We started our research from investigating the psychological difficulties facing E.F.L student’s performance until we reached the pedagogical ones .Speaking as productive skill is a very important skill that helps students get proficiency and enhancements in the process of learning the English language .Teachers play a vital role in this process as they are the providers and guides throughout this journey .The aspects mentioned in this chapter really show the most important obstacles faced by learners .So , both teachers and learners need to work on them to improve student’s level in English especially the speaking skill .

Chapter two :
The Practical Phase

Chapter two :Data Analysis and Recommendation

2.1 Introduction

2.2 Sample Population

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2.3 Tools of Research

2.3..1.Learners' Questionnaire

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2.3.2 Teachers' Interview

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2 .3.2.4.Intrepretation of Interviews' Results

2.4 Suggestions and Recomendations

2.4.1 To the Students

2.4.2 To the Teachers

2.5 Conclusion

2.1 Introduction

In the first chapter , we have presented a literature review about the most important factors that affect E.F.L students speaking performance .In addition , we have taken into account researtical aspects from s while building our first chapter .In this chapter we will be concerned with the demonstration and analysis of the data collected from the provided research instruments .The analyses consist of two main research instruments students questionnaire and teachers interview that have been used to gather data in the present research .These analyses will permit us to constitute a clear-cut about our hypotheses concerning the main speaking difficulties that encounter first year E.F.L students at Tlemcen University .The ultimate goal behind using two diffrents research instruments is to collect data about the reasons behind these difficulties and how they affect students oral performance .Besides, we conclude by the propoision of some suggestions , hopefully useful, for E.F.L learners and teachers .

2.2 Sample Population

The purpose of this experimental study is to examine the major speaking difficulties students face in E.F.L context .As matter of fact , both E.F.L teachers and students are concerned by the data collection of this study .

The target population of this study consisted of English language teachers who teach English oral classes at Tlemcen university and first E.F.L learners from the same departement . These population were selected randomly .

2.2.1 1st year E.F.L Learners

Frech winners of baccalaureate exam coming from high school who keen for bright future . They have chosen English as their speciality seeking for the world of professionalism through learning the English language .Since , English was their priority choice which is a good sing in their learning progress .In this present study we selected forty E.F.L students who belong to the same group from the English departement of Tlemcen university .

2.2.2 E.F.L Teachers

For the aim of collectiong data concerning the factors that hinder students' speaking performance we selected six E.F.L teachers who teach distinct English classes at Tlemcen university . Four of them have Magister degree and the remining have doctoract degree . Majority of them are experienced in teaching the English language for many years . They have been chosen randomly .

2.3.1.Tools of Research :

In this study the researcher used two dinstinct reasearch tools for the aim of collectiong reliable and valid data . we attempts to use a questionnaire with students and interview with teachers .

A questionnaire is one of the important tool of research in whatever academic work .It displays a set of questions which go from open questions to open ended questions .They extract some realities og a given situation. The questionnaire in this research was addressed for fourty E.F.L learners in order to check the research questions and hypotheses.

‘ An interview is a conversation that has a structure and a purpose .It goes beyond the spontaneous exchange of view as in everyday conversation and become a careful questioning and listening approach with the purpose of obtaining thoroughly tested knowledge ‘ .(Kvale 1996 :6) we intervied six E.F.L teachers in the departement of English of Tlemcen university .The interview tool was used by the researcher in order to strengthen the validity of his work .

2.3.1.1.Description of the Questionnaire

The questionnaire consists of fifteen cquestions .Some are yes / no questions .Others are multiple questions .

Section one : Questions (1-2) are connected to know whether participants like English and how they find the English language (difficult or easy) .

Section two : Questions (1-13) aim at exploring the learners' belief during their oral productions, i.e., whether they are comfortable when they speak in English. Furthermore, those questions seek also to gather information about the reasons behind the uncomfortable feeling that raises when students talk in English, and to see whether teachers help their learners to reach their speaking proficiency.

2.3.1.2. Administration of the Questionnaire

This questionnaire was given to forty first-year EFL learners from the department of English at Tlemcen university. The participants answered the questionnaire in the classroom under the supervision of their teacher. However, this group of students was chosen randomly to avoid any biased conclusion.

2.3.1.3. Analysis of the Questionnaire

Section One : General information

Question 1 : Do you like English ?

Option	Number	%
Yes	40	100
No	0	0
Total	40	100%

Table 2.1: Learners' choice for English

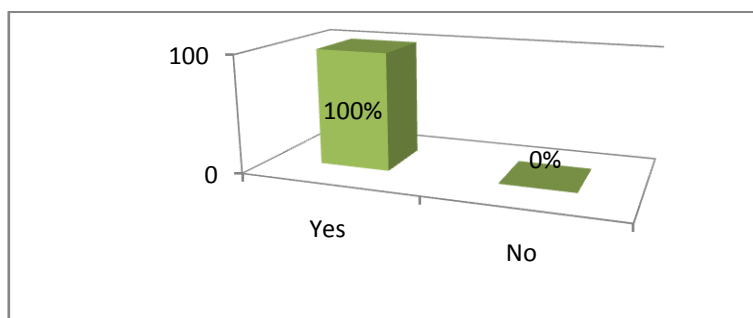


Figure 2.1: Learners choice for English

All the groupe of first E.F.L learners are glad to study the English language .They are satisfied of their choice because all of them answered by ‘yes ‘ to the question.

Question 2 : How do you find speaking in English ?

Difficult	Easy	Total
13	27	40
32,5 %	67,5 %	100 %

Table 2.2: Learners’ reaction towards speaking

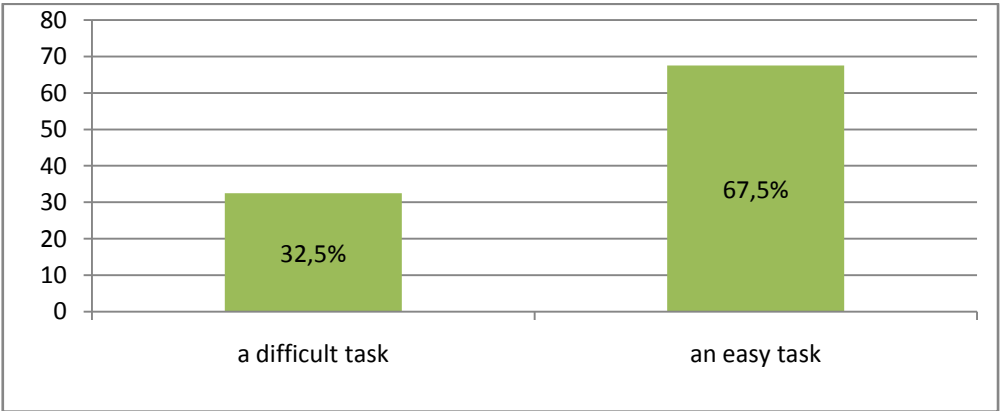
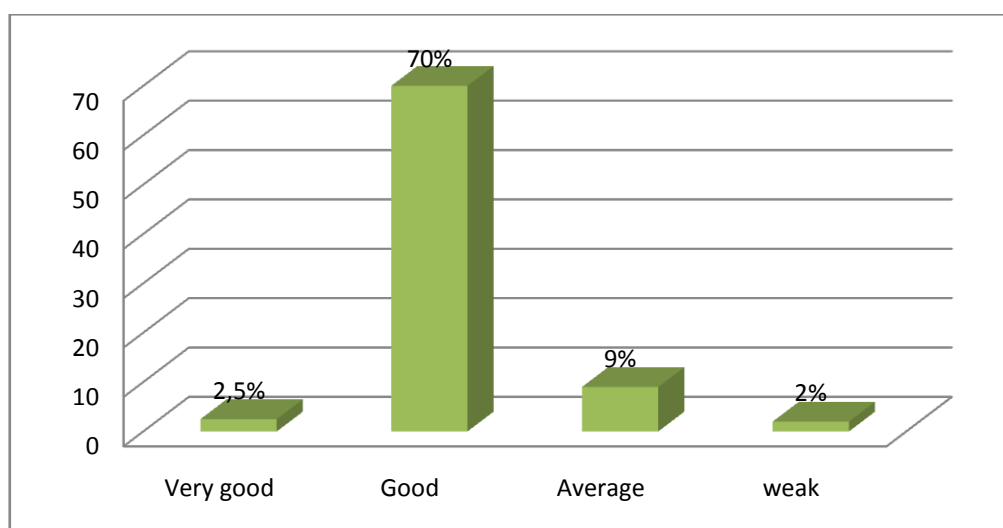


Figure2.2:Learners’ reaction towards speaking

The results show that the majority of learners (67.5%) find speaking in English is an easy task as they are comfortable communicating their thoughts in English .However , some of them (32.5%) find speaking in English is rather a hard task .

Section Two:**Question one:how is your oral production ?**

Option	Number	%
Very good	1	2.5 %
Good	28	70 %
Average	9	22.5 %
Weak	2	5%
Total	40	100 %

Table2. 3: students' pointview on their oral production**Figure 2.3 :students' pointview on their oral production**

The results obtained denote that most students (70%) attest that their oral production is good, about (22.5%) describe their oral ability as being average. Yet, two students claim that their speaking ability is weak and only one student considers his /her oral production level as a very good level.

Question 2:Do you feel uncorfortable when you speak in English ?

Option	Number	%
Yes	28	70%
No	12	30%
Total	40	100%

Table 2.4:students’ feeling when they speak English

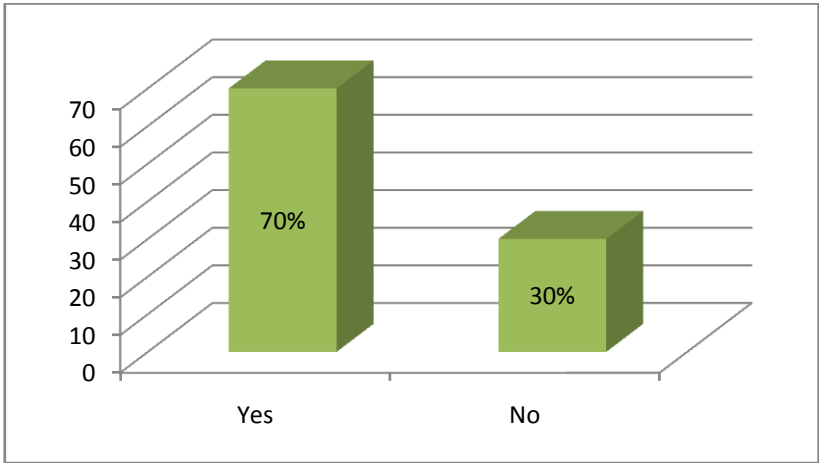


Figure 2.4:students’ feeling when they speak English

In this question we wanted to know how students feel when they speak in English ,i.e; whether they are comfortable or not . The Majority of students (70%) respond by yes , they do not feel comfortle and not free when they start speaking in English .Other participants (30%) answered by no as they have no problem when they talk in English .

Question4:reasons behind students’ uncomfortable feeling?

Feel comfortable	Feel anxious (a)	Afraid of making grammatical mistakes(b)	Afraid of making pronunciation mistakes(c)	Lack of confidence (d)	Total
12	5	8	6	9	40
30%	17.5%	28.57 %	21.42%	32.15%	100%

Table 2.5:reasons behind students’ uncomfortable feeling

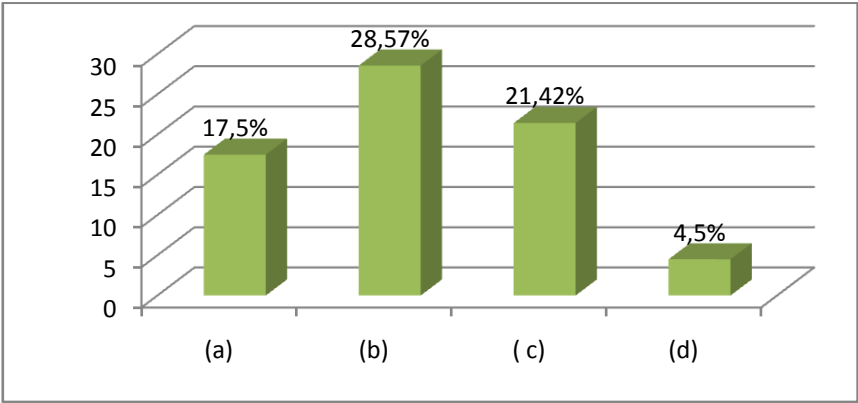


Figure2. 5: reasons behind students’ uncomfortable feeling

We wanted to discover the main reasons behind the uncomfortable feeling that students face when they talk in English .Results show that most learners(32.1%) feel not

comfortable because they are not confident about their oral capacities and abilities. Secondly, 28.57% of participants fear of making mistakes since they might feel flustered if their mates laugh at them. Part of learners (21.42%) consider that uncorrect pronunciation leads them to feel annoyed, and embarrassed when they talk. For the remaining, they feel anxious as long as they are involved in any kind of conversations.

Question 6: How often do you participate in oral production sessions ?

Options	Number	%
Always	6	15%
Sometimes	20	50%
Rarely	12	30%
Never	2	5%
total	40	100%

Table 2.6: learners' participation in oral classes

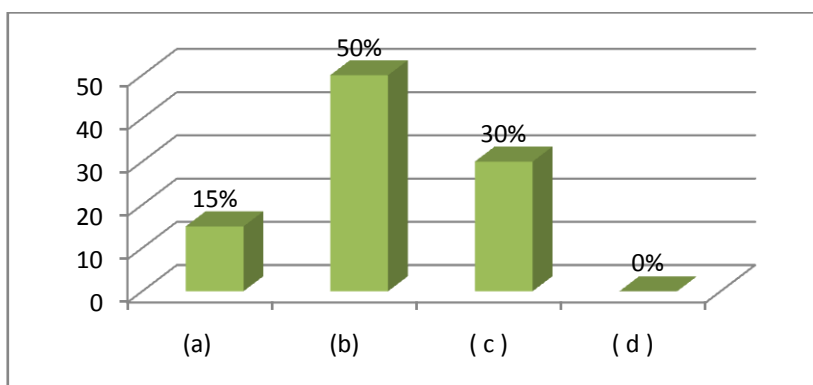


Figure 2.6: Learners' participation in oral classes

A Large scale of students (20%) says that they participate frequently in oral production sessions. As matter of fact, practice makes perfect, students participations bring benefits to their language, and free their tongue while speaking. (15%) of learners say that they participate in every oral session which makes them active students and this leads them to improve their level as well as reach proficiency. In spite of this, some students say that they rarely participate in classroom interactions so that, their level will

not progress and they will face problem later on .For the remaining students , they claim that they had never participated in such sessions for the several reasons that we mentioned before .

Question 6: why students do not participate in oral sessions ?

Students number (a)	Luck of vocabulary (b)	Mother tongue interference (c)	Total
7	4	3	14
50%	28.5%	21.5%	100%

Table 2.7:Reasons behind students' lack of participation in oral sessions

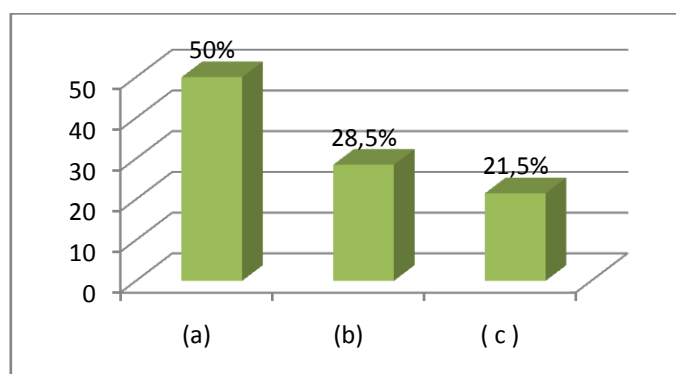


Figure 2.7 :Reasons behind students' lack of participation in oral sessions

Half of students declare that they do not participate in oral classes because of large number of students .Teacher cannot bring attention to all of learners . the second reason is that , learners don't have large repertoires of words that why they cannot engage in all topics discussed in classroom .Over all ,last reason is mother tongue interference which interrupts students' thoughts and ideas .Anyhow , some students take mother tongue interference for granted as they find using L1 easier .

Question 7 : Do you feel shy when you speak in English?

Option	Number	%
Yes	27	67.5 %
No	13	32.5%
Total	40	100%

Table2. 8:Learners’ shyness

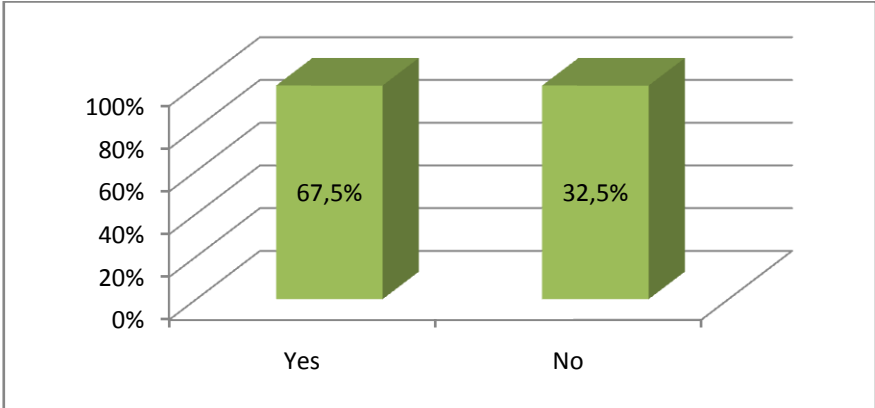


Figure2. 8 :Learners’ shyness

The aim of this question is to know whether shyness hinders students to talk in classroom and whether it leads them to keep quiet in oral sessions. Results show that (67.5%) of participants recognize that one of the reasons behind having problems at the level of oral productions is because they are shy. Additionally, they are afraid of their classmates’ reaction and their teachers’ comments about their speaking performance. However, (32.5) of first year students claim that they are not shy which reflects positively on their oral language performance.

Question 8:Do your teachers motivate you to speak ?

Option	Number	%
Yes	13	32.5%
No	27	67.5%
Total	40	100%

Table2. 9: Teachers’ motivation

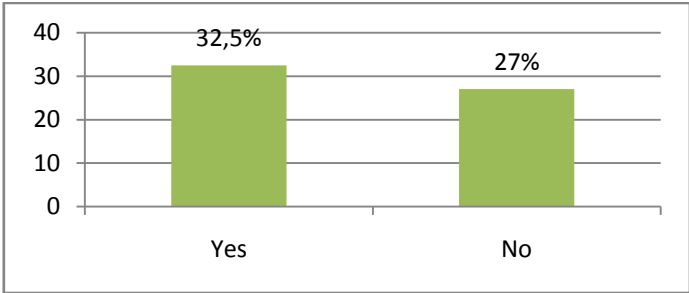
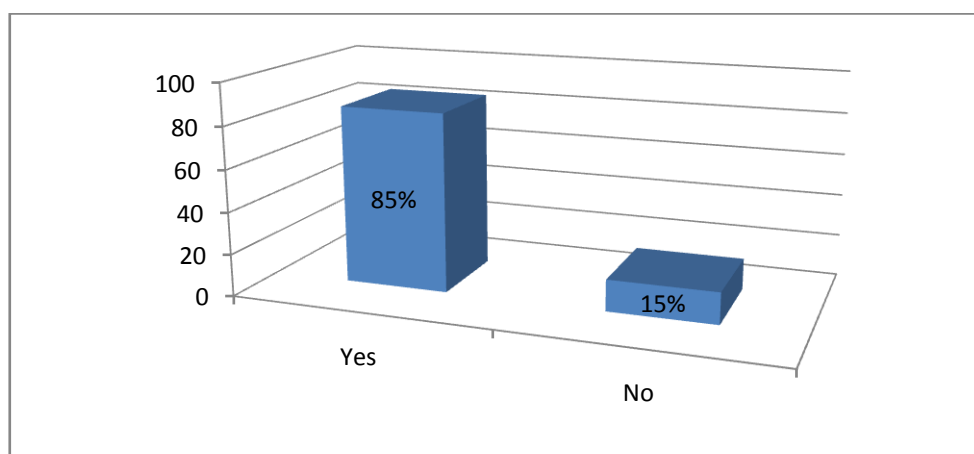


Figure 2.9: Teachers’ motivation

A large number of first year learners (32.5%) agree that most of their teachers motivate them and they bolster them to build up a firm basis on which they can reach admirable English language production. Teachers who motivate their students make them perceive the importance of speaking which will encourage them to make less mistakes when they talk and overcome their fears .Yet , a small number of first year learners (27%) affirm that their teachers do not a motivate them enough.

Question 9 :Do your teachers give you feedbacks ? (guiding , correcting)

Option	Number	%
Yes	34	85%
No	6	15%
Total	40	100%

Table 2.10:Teachers' feedbacks**Figure 2.10 :Teachers' feedback**

In this question we want to determine whether teachers give instructions to their students and if they evaluate their level from time to time. Majority of learners (85%) confirm that their teachers guide them to achieve their goals which make them express their ideas freely and with correct language. However, a few of learners (15%) say that their teachers do not help them to enhance their English level continuously.

Question 10: Does large vocabulary help you to communicate effectively in English ?

Option	Number	%
Yes	32	80%
No	8	20%
Total	40	100%

Table 2.11:Using vocabulary to communicate effectively

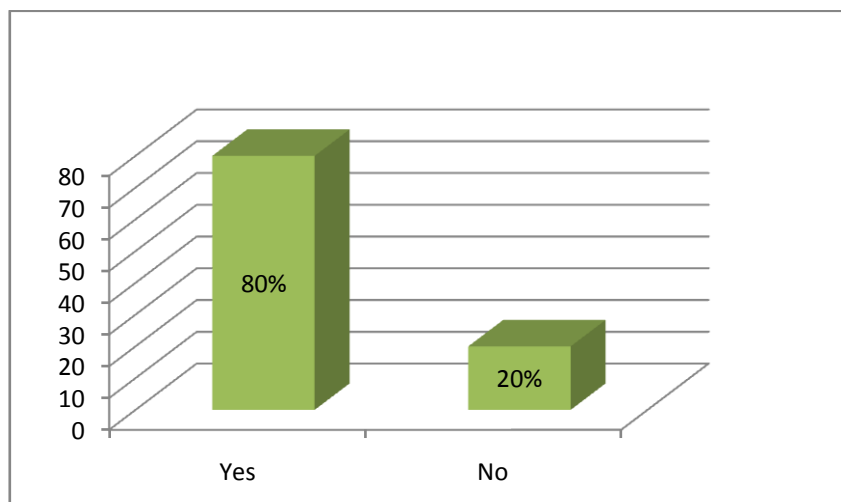


Figure 2.11 : Using vocabulary to communicate effectively

Regarding this question ,approximately all participants proclaim that a large repertoire of vocabulary helps them to involve in any kind of conversations .A large vocabulary helps students to talk easily because they consume less time to find the right words in order to express their thoughts , feeling , and emotions .The remaining (20%) of participants say that , large vocabulary do not help them to communicate effectively as it confuses them .So, they become anxious .Moreover, sometimes they do not know the correct meanings of words and how to use them in daily life . Others claim that the uncorrect use of vocabulary will put them in sarcasm situations so they prefer to have small number of words which they know how they can use them rather than large one .

Question 10: Does listening weakness affects your oral production ?

Option	Number	%
Yes	33	82.5%
No	7	17.5%
Total	40	100%

Table2. 12: Listening weakness

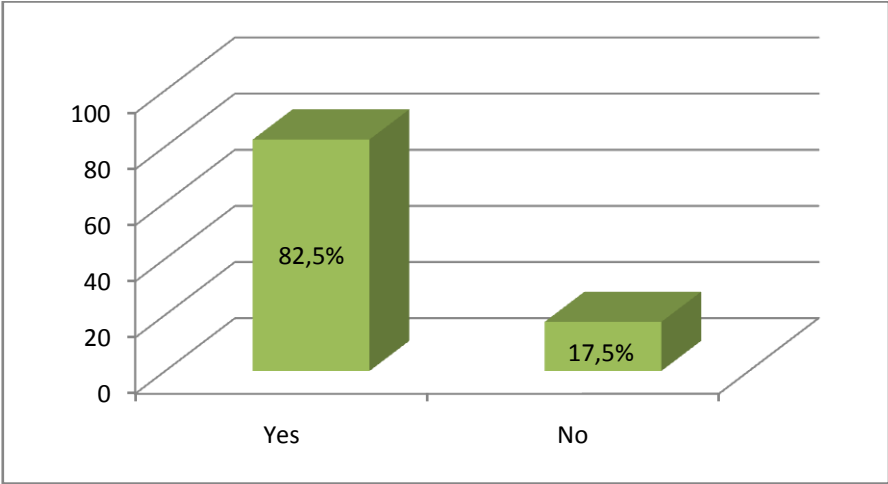


Figure 2.12:Listening weakness

(82.5%) of students claim that they have problems at the level of the listening skill which creates obstacles when speaking . the listening weakness causes gups during converstations which leads the interlocutors to lose interest .The rest of students(17.5%) say that they have no problem at the level of the listening skill as they understand perfectly what the speaker is trying to convey which is very good because this makes them communicate appropriatly and smoothly .

Question 11: Do you feel confident when you speak English ?

Option	Number	%
Yes	15	37.5%
No	25	62.5%
Total	40	100%

Table 2.13:Learners’ self confidence about their speaking skill

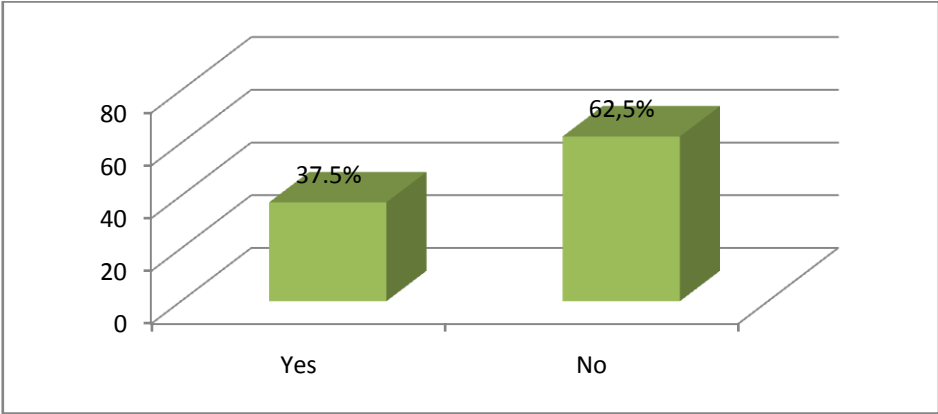


Figure 2.13 :Learners’ self confidence about their speaking skill

The aim of this question is to determine whether students are confident when they speak English. The table above shows that 62.5% of first year students are not confident about their speaking abilities which is not good because it affects their oral production negatively. 37.5% of learners say that they are proud and satisfied when they speak English. It is because they are self-confident and they believe in their speaking abilities which allow them to talk in various topics with higher enthusiasm. Students who have self-confidence they are more motivated to speak in English which helps to create an easy environment to study.

2.3.1.4. Interpretation of The Questionnaire Results

This study was carried out for the aim of examining the factors influencing E.F.L students' speaking production at Abou Bekr-Balkaid University and also for the sake to verify the hypotheses that have been proposed by the researcher .

The answers given by first year students in the questionnaire reveals relevant findings and give clearer view about the studied issue .

The analysis of the questionnaire affirmed that the majority of students have an average level in speaking English as table (see, Table 2.1) shows .Students feel satisfied about their oral production skill since they are comfortable in speaking English .However , they have some struggles due to shyness , lack of confidence , and anxiety (see table 2.4/8/12) which confirm more our hypotheses concerning the influence of the psychological factors on the speaking proficiency .Taking into account students' answers we can say that the linguistic factors (listening weakness , vocabulary , L1 interference) also affects students to improve their speaking skill level .Most of learners agree on that the linguistic factors and psychological ones are significant factors affecting their speaking performance and they need to overcome them in order to develop their academic speaking ability .

From the analyses ; we found that answers in tables (2.6/9/11) in section two indicate that classroom management also has a great role in enhancing the production skill (speaking) .Teachers who do motivate and guide their students play a vital role in encouraging their students and showing them the right path .However , ;classrooms with a large number of students are not a good factor for the learning process .Teachers cannot give attention to all their students and students' evaluations will be a difficult task for them .

Over all , we can say that , the results of learners' questionnaire showed that the psychological factors (anxiety , shyness , and lack of confidence) ,the linguistic factors (grammar , pronunciation, and L1 interference) , and classroom management are an important aspects in the learning and teaching process of English language in general

and play significant role in the students' speaking proficiency in particular . These findings strongly match with our proposed hypotheses .

Finally , it is significant not to oversight the role of those factors on learners' oral achievements .Moreover, learners' awareness of their weaknesses help them to step up their oral production level .Their belief on their abilities leads them to be more motivated and more competent on their speaking performance .

2.Teachers' Interview

2.1.Description of the Interview

The current interview consists of eleven open- ended questions divided into two sections .

Section one includes questions about teachers' experience in teaching English in general and asking them specifically about their experience in teaching the module of oral production .

Section two encompasses questions about speaking proficiency and whether they work on improving students' speaking performance .We tackle also ; the major problems that teachers face while teaching oral productions module .We interviewed them about the negative factors students' face when they talk English and the reasons behind these factors .

2.2.Administration of the Interview

The teachers' interview was given to six teachers of the oral expression module in the department of English at Tlemcen university . All teachers were so kind and helpful .

2.3.2.3.Analysis of the Interview

Section one

Item one :How long have you been teaching English ?

This question aims at knowing the experience in teaching English .Results show that the majority of teachers at Tlemcen university have been teaching English for many years

. From six teachers we can observe that one of them has been teaching English more than three years , and three of them have been teaching English for more than six years .All in all ; results show that most of teachers have a long experience in teaching English language which reflects positively the process of learning .Experienced teachers know better controlling their individuals learners .

Item two : How long have you been teaching the oral productions module ?

Results have shown that four teachers have been teaching oral expression module more than seven years .Two other teachers claim that they are new in this experience since they have been teaching oral production for short time which is less than two years .

Section Two

Item one : What are the aspects of a good speaker in your opinion ?

All teachers agree on that speaking proficiency needs both fluency and accuracy in order to be a good speaker .Teachers agree also on that correct language comes at first stage .Students need to be able to produce well formed utterances and after achieving that level learners move to the aspect of fluency since meaningful language is the most important element in oral communication .

Item two : Do you think L1 interference affects students' oral productions ?

All teachers' agree on that L1 interference is not good for their oral improvements but sometimes they are obliged to explain some words in L1 since first year students have difficulty to understand some vocabulary items .However , there are various ways to clarify the meaning of words such as using images , or drawing on the board, etc .

Item three : Can listening be helpful to enhance the speaking level ?

Results denote that all questioned teachers had the same opinion which is listening skill is helpful in the developments of speaking skill since each oral performance needs to be listened at first .

Item four : what are the most common difficulties that students face while speaking English ?

In this question , all teachers denounced the same obstacles their students have when they talk in English .Their answers are stated as follow :

- Psychological problems such as shyness , lack of motivation , anxiety ,and lack of confidence
- Pronunciation mistakes
- Lack of vocabulary
- Uncorrect use of grammar structures
- Fear of talking in front of their class mates
- Fear of making mistakes

Item five :Do you find your students motivated to speak?

Results show that all teacher agree on that not all students are motivated to speak in classroom . One of the teachers said that only excellent ones who are always motivated .The rest of teachers said that there are various reasons behind that such as fear of making mistakes , lack of self confidence , and uninterested topics .

Item six : What are the solutions you provide to help your students to overcome their mistakes ?

The questioned teachers have several procedures to help their students improving their proficiency in speaking .These procedures are mentioned as follows:

- Advising them to use dictionary

- Repeating the same corrected mistake in order to get students' attention
- Advising them also to listen more , and memorize new words
- Making the transcription of various words for the sake of enhancing their pronunciation
- Encourage them to read books in order to enlarge their vocabulary
- Work in groups which enables them to interact more with each other and correct each others' mistakes
- Listening to native speakers (movies , music , and BBC news)
- Extensive oral communication

Item Seven : What are the difficulties that you face when teaching oral production module ?

The questioned teachers announced that they face problems in terms of acoustic materials , big number of learners ,and time management .The six teachers declared that there are a lack of acoustic and authentic materials , big classes make them tired , and time is allotted.

Item Eight :Do you teach overcrowded classes ?

All teachers said that they are teaching large classes , all agree on that classrooms which contain more than thirty students makes them uncomfortable and they consider it as an obstacle in itself .They find difficulties to control individuals , to give them the right assessments ,and to evaluate each students' level .Moreover , learners cannot concentrate in such atmosphere .

Item Nine : Do you give your students' feedbacks ?

The recorded results reveal that four teachers said that they give instant corrections by straightforwardly asking them questions and giving them feedbacks. The two other ,

teachers said they give kind comments after the students talk and when the mistake is repeated several times , the teacher corrects directly the students' mistake .

2.3.2.4. Interpretation of Interviews' Results

The teachers' answers show that there are different factors that students encounter while speaking English meanwhile teachers are facing real problems in terms of teaching oral production module .

Besides the effective factors rely mainly on psychological and linguistic ones as results show . As matter of fact , students declared that they are not confident about their oral abilities .Consequently , all teachers claime that they need to work on encouraging their students to talk and strengthen their confidence .In the same line of thought , most teachers' said that the psychological factors (anxiety , shyness , lack of motivation) are very important aspects that they need to be overcome .

Concerning the impact of the linguistic factors on students' speaking performance .Results denote that all teachers said that students need to improve their language accuracy by avoiding grammar mistakes , pronunciation mistakes , and by practicing more speaking and listining skills for the sake of better oral acheivements .

From obtained data in the teachers' interview ,most of answers were rather negative concerning the effect of large classes on students ' speaking performance , all teachers agree that large classes in itself is an obstacle and they cannot give attention to all their leraners collectively and individually either .

To conclude , teachers' responses match with what we proposed in our hypotheses.results showed that there are many difficulties which students face when they speak in English .

2.5 Suggestions and Recommendations

The speaking skill is the first productive skill in the process of learning the foreign language , it has been identified by Chaney (1988:13) ‘ as process of building and sharing meaning through the use of verbal or oral form ‘.Speaking is skill which is produced through steps first one is constructing meaningful and consequential sentences than sharing it via well structured oral language . For the aim of improving students oral achievements we propose and recommend some suggestions for both teachers and learners.

2.4.1 To Students

For the sake of becoming good English speaker .Students need to take into consideration various procedures in order to achieve their goal .Nunan 1989 has proposed some subskills which learners need to work on these subskills are stated as follows :

- The capacity of well speaking the phonological features of English language .
- The ability to use the phonological aspects (stress , rhythm , and intonation)
- To be able to interact in short and long conversations
- Transactional and interpersonal skills
- obtaining skills that enable them to talk with cohesion and coherent manner

There are significant factors that EFL students encounter during their learning process , so these factors are of pedagogical , linguistic , and psychological order .The table below displays the main aspects of these factors put as recommendations .

Linguistic	<ul style="list-style-type: none"> - students should not translate from L1 into the target language , because each language has it own grammar patters specially the sentence structure differes from L1 and T.L.It is better to avoid using translation methods . - Practicing the phonetic notation used in dictionary in order to pronounce correctly the words . - Learners need to use dictionary and thesaures apps on their phones . - Practicing writing skill by writing articles and essays in diferent topics , the four skills are interrelated , the more students improve them the more they speak English fluently and effectively . - Learners need to enlarge their vocabulary items in order to express their ideas evidently and efficiently. - Watch English television : there are plenty of choices most known programs are B.B.C news . - Using notebook to record new vocabulary items and using them in daily life conversations . - students need to read english constantly , reading various kinds of books such as fiction , literature , and sciences or whatever the most important is written in English language .
Psychological	<ul style="list-style-type: none"> - Students should avoid to be shy and being afraid of making mistakes . <p>Learners need to record themselves speaking in English , to see their weaknesses for the sake of strengthen their self confidencde .</p>
Pedagogical	<ul style="list-style-type: none"> - Learners should take native speakers as a model and practice more listening skill outside classrooms .

Table 2.14 :Suggestions to EFL learners in oral production sessions.

2.4.2 To the Teachers

The findings of this study recommend that first year EFL learners can overcome their speaking difficulties by giving more importance to the speaking skill for both teacher and learners. Should follow certain strategies bettering the performance of EFL students in oral production. Below, is a list of suggestions some procedural helps for teachers to gain some accuracy in their learners' ability to speak.

Linguistic	<ul style="list-style-type: none"> - Teacher need to shed light on the issue of practice , the more students talk in English the more they get close to native speakers .
Psychological	<ul style="list-style-type: none"> - Teachers should help learners break down their fear towards speaking in English .
Pedagogical	<ul style="list-style-type: none"> - Teachers need to use distinct teaching methods that may diminish the use of mother tongue during English classes . - Teachers should strengthen their students' interactions and inspire them by questioning them various questions . - In large classrooms ,teacher should create a smooth environment where teachers can give attention to all individuals and encourage them for better speaking achievements . -acoustic materials should be provided so as to introduce classroom oral communication activities .

Table 2.15 :Suggestions to EFL learners in oral production sessions .

2.5 Conclusion

In this chapter , the researcher dealt with the practical phase to test the validity of the set hypotheses.

To sum up ,the obtained results concerning the difficulties students face while speaking confirm our hypotheses .

It is important to take into account those factors in the process of learning and teaching the speaking skill .There is clearly enough evidence to say that thre psychological , linguistic ,and pedagogical factors that we mentioned in our research work are strongly affecting students' speaking performance .

This chapter has analized what are the most legible difficulties students encounter when they speak in English . From our findings of this study both teachers and students agree on the facts that they need to work more to overcome these impediments this factors in order to enhance the oral proficiency in English language .

General Conclusion

General Conclusion

Our present research dealt with the examination of the speaking difficulties that first year E.F.L students encounter at Tlemcen university , and suggests some solutions about how students can overcome these negative factors .This study gives us space to investigate first the psychological factors which strongly affect students' oral production .From the procedures of research , we noticed that students are struggling with distinct psychological factors such as anxiety , lack of motivation ,and lack of confidence .It is essential for learner to believe in their abilities in order to improve their oral production skills .In this sense , teachers need to create comfortable atmosphere and friendly environment where learners can overcome these factors for the aim of giving students a space to talk English appropriately and effectively .

Secondly , the current study revealed that not only psychological factors do affect first-year E.F.L students 'speaking performance but also there are linguistic and pedagogical factors .Linguistic factors ,such :as are L1 interference , misuse of grammar ,and mispronunciation .Students break down the speaking performance .Some students donot know how to form well structured sentences causing them to make mistakes in front of their classmates .These mistakes could be grammatical or phonological .In addition , some pedagogical factors like classroom size and teachers' role do enable students to communicate effectively and freely .

From the obtained results both teachers and students declared that large classrooms affected negatively their learning and teaching process .Teachers denoted that they need to encourage more their students in order to strengthen their self confidence which will surely bring fruits to their language and they will be able to speak English brightly .

Our dissertation is a sum of two chapters, the first chapter was about the theoretical backgroud eliciting oral productions' problems in the E.F.L context .We tried to give a clear overview about the main factors that affect E.F.L students' oral productions and all the theoritical issues that are related to the oral communication skills .In the second chapter , we tried to give a clear identification and understanding of these

difficulties and we tried to understand all the elements that have relationship with these negative factors .

We used two different instruments for the present study : an interview with teachers and questionnaire to students .These two different tools were conducted to figure out more information about teachers and students' opinions regarding the reasons behind speaking difficulties E.F.L learners face when communicating in English .We aimed also to find out how can teachers help their students in order to overcome those difficulties especially under the condition of teaching large classes .

To conclude , we finally hope that both teachers and leraners will be aware of the importance of the speaking difficulties that encounter first year E.F.L students at Tlemcen university by giving more emphasis on the oral communicative skills .

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Appendices

Appendix A: Learners' Questionnaire

Appendix B: Teachers' Interview

Learners' Questionnaire:

Dear students , you are kindly requested to answer the following questions which investigate the major difficulties facing E.F.L students speaking performance ,By ticking the appropriate aswer you may give some explanations in cetain questions .

Section One

1.Do you like English ?

a.Yes

b.No

2.How do you find speaking in English ?

a. A difficult task

b. An easy task

Section two

1.How is your oral production ?

a.Very good

b.Good

c.Average

d.Weak

2. Do you feel uncofortable when you speak in English ?

a.Yes

b.No

3.If your answer is 'Yes' is it because ?

a. You feel anxious

b.you are afraid of making grammatical mistakes

c.you are afraid of making pronunciation mistakes

d.You are not confident enough to speak in front of your classmates

4.How often do you participate in oral production sessions ?

a.Always

b.Sometimes

c.Rarely

d.never

5.If your answer is 'rarely' or 'never', is it because?

a.Students number

b.Lack of vocabulary

c.Mother tongue interference

6.Do you feel shy when you speak in English ?

a.Yes

b.No

If your answer is 'yes', why ?

*

*

7.Do your teachers motivate you to speak ?

a.Yes

b.No

8. Do you feel satisfied about your abilities when you speak English ?

a.Yes

b.No

9. Do your teachers give you feedbacks ? (guiding , correcting)

a.Yes

b.No

10. Do you think that large vocabulary helps you to communicate effectively in English ?

a.Yes

b.No

c.Neutral

11. Does listening deficiency affects your oral production ? If your answer is 'yes ' how is that ?

a.Yes

b.No

*

*

Teachers' Interview

The present interview attempted to collect data about the teaching and learning process of the oral production skill and to explore the difficulties that hinder students' speaking performance. Teachers were kindly requested to answer the following questions.

Section one

Question One :How long have you been teaching English ?

*

*

Question Two :How long have you been teaching the oral productions module?

*

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Section two

Question One :What are the aspects of a good speaker in your opinion?

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Question Two :Do you think L1 interference affects students' oral productions ?

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Question Three:Can listening be helpful to enhance the speaking level ?

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Question Four :What are the most common difficulties that students face while speaking English ?

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Question Five :Do you find your students motivated to speak ?

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Question six : What are the solutions you provide to help your students overcome their mistakes ?

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Question Seven :What are the difficulties that you face when teaching oral production module ?

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Question Eight: Do you teach overcrowded classes ?

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Question Nine :Do you give your students feedbacks ?

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Summary

This study deals with exploring the major factors that affect EFL students' speaking performance in oral production sessions at the department of Tlemcen university .In the field of learning and teaching English as foreign language the main aim of learners is to become competent speakers .As matter of fact , speaking skill in the late decades has gained more attention by scholars as it is the first productive skill .Recents studies have shown that no matter how long EFL learners studied English they still face some speaking hindrances which are due to psychological, linguistic and pedagogical factors .Throughout this study , we aim at investigating these difficulties by first giving more emphasis on the speaking skill , identifying the reasons behind these obstacles ,and recommending some techniques for the sake of enhancing students' speaking performance.

الملخص

تلقي هذه الدراسة الضوء على المصاعب التي يتلقاها طلاب السنة الأولى جامعة تلمسان في تخصص اللغة الإنجليزية، في مقياس الشفهي، حيث أن الهدف الرئيسي للطلاب هو أن يصبحوا متحدثين أكفاء في الفترة الأخيرة، أصبح التعبير الشفهي يلقي اهتمامًا كبيرًا من قبل العلماء لأنها أول مهارة لغوية تمكن الطالب من اكتساب اللغة، . وقد أظهرت الدراسات الحديثة أنه بغض النظر عن المدة الزمنية التي يدرس بها الطالب اللغة الإنجليزية، فإنهم ما زالوا يواجهون بعض العوائق التي تحدث بسبب مشاكل نفسية ولغوية. من خلال هذه الدراسة حاولنا أن نركز على مهارة التعبير الشفهي، ثم، نهدف إلى من خلال التركيز أولاً على مهارة التحدث وتحديد الأسباب الكامنة وراء هذه العقبات واقتراح بعض الحلول ببعض من أجل تحسين أداء الطلاب في التحدث.

Résumé

Cette étude porte sur l'exploration des principaux facteurs qui influencent sur les performances orales des étudiants d'anglais lors des sessions de production orale au département de l'université de Tlemcen. Dans le domaine de l'apprentissage et de l'enseignement de l'anglais en tant que langue étrangère, le principal objectif des apprenants est de devenir des locuteurs compétents. En effet, les chercheurs sont beaucoup attirés par l'attention au cours des dernières décennies, car il s'agissait de la première compétence productive. Des études récentes ont montré que, peu importe le temps que les étudiants apprenants l'anglais comme une langue étrangère, ils se heurtaient encore à des difficultés de langage à cause de des difficultés psychologiques, linguistiques. et des facteurs pédagogiques. Tout au long de cette étude, notre objectif est d'enquêter sur ces difficultés en mettant d'abord l'accent sur labilité à parler, en identifiant les raisons derrière ces obstacles et en recommandant des techniques permettant d'améliorer les performances orales des étudiants.