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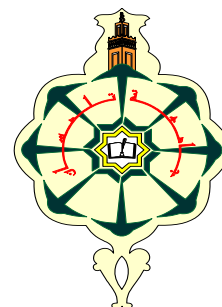
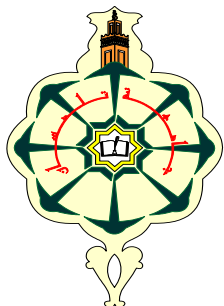
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**An Exploration into the EFL Learners' Speaking Skills Difficulties:
The Case of 1st A.S. Students at Said MESSAOUD Secondary School,
Ouled Mimoun, Tlemcen.**

*Dissertation Submitted to the Department of Foreign Languages in Candidacy for the
Degree of "Magister" in Applied Linguistics and T.E.F.L.*

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Dedication

To my family,

my mother, my father,

my sister, and my brothers.

Acknowledgments

First of all I would like to acknowledge the assistance of my supervisor Dr. A. Belmekki for his patience, support and guidance throughout the course of this research study. I am deeply indebted to him also for his prompt and constructive feedback to accomplish this dissertation.

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I am particularly thankful to the contribution of my colleagues of profession and my students who made this study feasible through their cooperation in completing the questionnaire and responding to the interview.

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ABSTRACT

English has become increasingly the vehicle language used for communication across the globe. This fact led to the increase in demand and urgent need of learning and teaching the target language. Historically speaking, the Algerian educational system paved the way for making the progress of teaching/learning process by adopting several approaches and methods. It is virtually certain that the main pre-requisite of mastering the language, is to speak accurately and fluently. Nevertheless, our traditional classrooms still emphasis on writing and reading at the expense of speaking skills and make no attempt to assessment during the academic year. Therefore, teaching speaking skills represents a great challenge for both the EFL teachers and their learners who display low achievements in their oral skills.

The current study is conducted with first-year secondary school pupils at Said Messoud lycée in Ouled Mimoun, a small village around Tlemcen. It tends to explore the main causes and factors that determine the difficulties of pupils' oral proficiency; and to find out the remedial strategies that can be approached for promoting speaking skills.

This dissertation is split up into four interrelated chapters; the introductory chapter is a theoretical background of the speaking skills and deals with some principal tools and techniques of assessing oral proficiency as far as EFL context is concerned. The second chapter describes the teaching/learning situation in Algerian secondary education; with the focus on research procedures used for collecting and analyzing data.

The third chapter reports on the results obtained from the research tools, and provides both qualitative and quantitative analyses. Lastly, on the bases of the findings obtained in this chapter, some recommendations and implications are drawn for EFL teachers and learners to overcome the common obstacles that hint the oral performance in the target language.

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Key to Abbreviations and Acronyms

CA: Communicative Approach

CBA: Competency-based Approach

CLT: Communicative Language Teaching

EFL: English as a Foreign Language

ELT: English Language Teaching

FL: Foreign Language

PES: Secondary school teachers (Professeurs d'Enseignement Secondaire)

TEFL: Teaching English as a Foreign Language

TL: Target Language

TS: Targeted Skills

1ère-AS: First-Year Secondary School (Première Année Secondaire)

%: Percentage

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GENERAL INTRODUCTION

Recently, in the field of ELT great attentions have been oriented towards the communicative properties of language. At this level, all of the four important skills: listening, reading, writing, and mainly speaking are to be involved within the teaching/ learning process without the exclusion of any one of them.

Particularly, though teaching speaking skills in an EFL context is consensually regarded as a crucial issue; is still an insufficiently covered aspect of language teaching. In fact, secondary school learners encounter difficulties in oral performance which can be directly attributed to deficiencies in the teaching and learning environment itself.

For this purpose, this study endeavours to explore the main factors that lead to the first-year pupils' low achievements of the oral skills; and to suggest remedial tools and strategies to overcome the learners' difficulties. Thus, the core attempt of the researcher is to seek to provide satisfactory answer to the following general research question:

What are the main causes of our EFL pupils' low achievement in speaking skills?

Then the following sub-questions were formulated to get a reliable answer to this problematics:

1. Is it related to pupils' negative attitudes towards English speaking?
2. Is it related to a lack of knowledge of the language system (vocabulary, grammar, pronunciation...).
3. Do pupils' failure in speaking due to the inadequacy of teaching materials, methodology, short and non-evaluated practice?

Therefore, out of these questions, the following hypotheses were put forward:

1. There is an effect resulting from learners' attitudes towards English speaking skill in the classroom.

2. The low achievement in speaking is related to the difficulties in making use of language (syntax, lexis, phonology).
3. The speaking skills is not performed adequately (short time devoted to the TS, non-evaluation of practising the targeted skills).

To tackle these former problematics, an exploratory study was undertaken with first-year pupils in the secondary school education. This present study embodies four chapters. The first chapter discusses some of the literature pertaining to the main areas that provide the core of this research study, namely the key concepts of speaking skills and the importance of their assessment in the teaching/ learning process.

The second chapter is mainly twofold: The first section describes the general background of ELT situation in the Algerian secondary school education. The Second one provides a thorough account of the research tools and procedures. The third chapter seeks to analyse and discuss the collected data based upon the theoretical account hold in the previous chapter.

After collecting, analysing and interpreting data, some suggestions and recommendations are proposed in the fourth chapter. This area is concerned with implying a range of tasks that are of paramount of importance to promote the speaking skills and the strategies to achieve this goal.

CHAPTER ONE

Theoretical Perspectives on Speaking Skills

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1.1. Introduction

Language is mainly concerned with communication and most of the communication process is performed through speech. Speaking is a crucial part of foreign language learning/teaching process. Yet, it is often neglected in the EFL classroom context.

Studies in foreign language learning have addressed the necessity of classroom interaction or students' oral participation in class. However, getting students to respond orally in the TL (Target language) is indeed, the problem that most language EFL teachers encounter and represents a real challenge.

Accordingly, this chapter is developed to introduce a more or less relevant literature closely related to speaking skills and their assessment as well. It also provides the research background and definitions of key terms used in this exploratory study. In an attempt to find out the nature of speaking skills and learners/teachers' attitudes towards these skills, this chapter is carried out to shed some light on the concept of speaking skills and what they do involve as sub-skills. A focus on some principles and goals of teaching the targeted skills are also discussed in this introductory chapter. The aspects of assessing speaking skills are determined to perceive their significance and difficulties in educational settings.

Relying on the pervious researches undertaken by famous scholars, they may help us to get insight into the EFL teaching/learning process in general, and speaking skills in particular as Littlewood (1998: 90) claimed: **“Research into second language learning has considerably enriched our understanding of the processes that take place and the factors that influence them.”**

1.2. Language as a Means of Communication

Language is widely regarded as means of communication between human beings. It is used to transmit ideas, feelings, attitudes, and information, etc. Yet, the most complex technique of communicating information is spoken language which allows us to produce a sequence of vocal sounds in such a way that another person can reconstruct from those sounds a useful approximation to our original meaning.

According to Broughton et al. (1980), the sender starts with a thought and puts it into language. The receiver perceives the language and thus understands the thought. The sender has to encode his thought, while the receiver decodes the language. Most of the time, these processes are so fast that one could say that both the sender and the receiver perform them instantaneously and virtually simultaneously. This process is clearly displayed by Broughton et al. (1980: 26) in Figure 1.1.

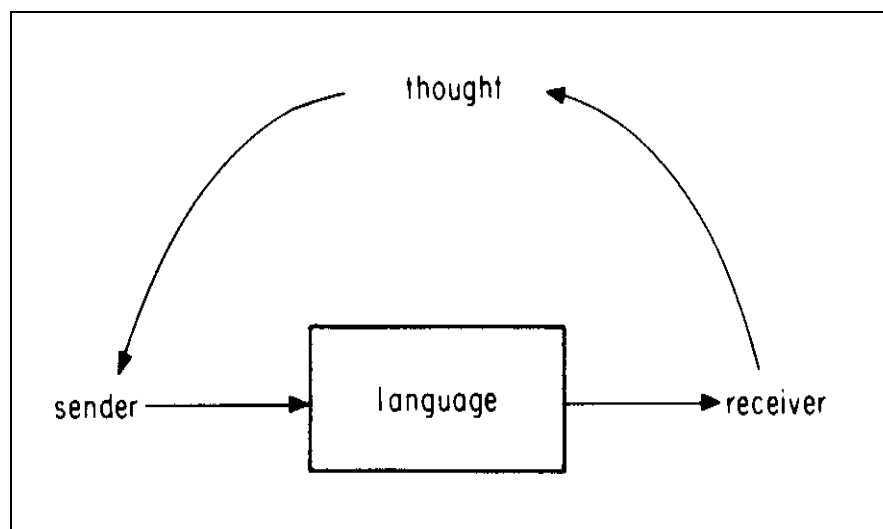


Figure1.1. The Communication Process

Broughton et al. (1980: 26)

1.3. The Concept of Spoken Language

This section explores the components of spoken English, drawing on a model proposed by Van Lier (1995: 15), Figure 1.2., which illustrates the complexity of the EFL learners' process. Though, it is only EFL teachers who are required to have knowledge of these components as it is claimed by Bailey (2006: 120)

It is not necessary for learners to have meta-linguistic awareness of these components in order to use them effectively. However, it is necessary for teachers to understand fully these interrelated components in order to help learners improve their speaking skills.

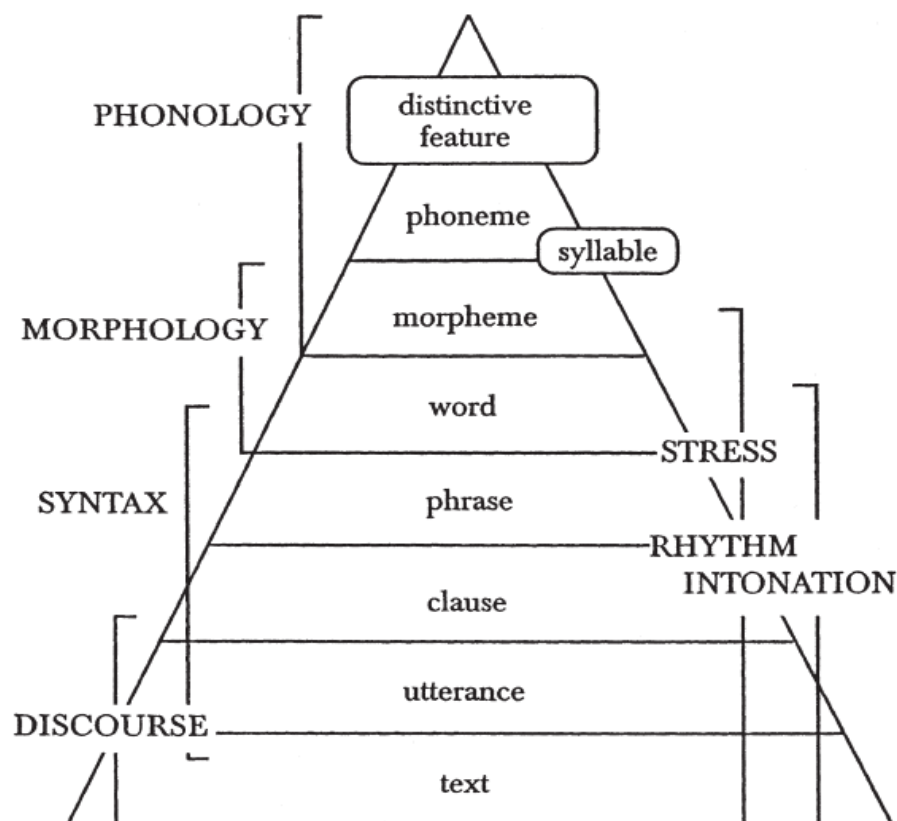


Figure 1.2. Units of Spoken Language

Van Lier (1995: 15)

1.3.1. The Components of Spoken English

Speaking is widely considered as one of the most significant human skills, and a constant human activity. It refers to the method of verbal language communication that includes the oral production and articulation of words. Hence, many researchers were interesting to examine the processes that are involved. In this respect, figure 1.1 depicts the elements that are included in teaching speaking to foreign language learners. The left column lists four traditional areas of linguistic analysis that teachers must understand, and the central column labels the units of spoken language which learners must master. All of these units, or levels of language, must function together when FL learners speak English:

- **Text:** It refers to stretches of language of an undetermined length. A spoken text is composed mainly of utterances.
- **Utterance:** It may not be a fully grammatical sentence, though it would certainly be understood in context.
- **Clause:** It refers to two or more words that contain a verb marked for tense and a grammatical subject. Independent clauses are complete sentences that can stand alone, whereas dependent clauses cannot.
- **Phrase:** In contrast, a phrase is two or more words that function as a unit but do not have a subject or a verb marked for tense. These include prepositional phrases and infinitive phrases. Clauses and phrases usually appear alone in speech. Both clauses and phrases can be utterances, as can individual words.
- **Word:** It is called a free morpheme i.e.; a unit of language that can stand on its own and convey meaning. In contrast, bound morphemes are always connected to words. These include prefixes, such as un-; pre-., as well as suffixes, such as -tion, -s,-ed.

- **Phoneme:** It is a unit of sound that distinguishes meaning. Phonemes can be either consonants or vowels. In the top levels of the figure (see figure 1.1.), the word syllable overlaps the levels of morphemes and phonemes because a syllable can consist of a morpheme or simply one or more phonemes.
- **Syllable:** The structure of syllables is referred to as being either open (ending with a vowel) or closed (ending with a consonant). Consonants and vowels are called segmental phonemes. A spoken syllable may consist of only one phoneme. Syllables also consist of combined sounds, and of both free and bound morphemes.
- **Distinctive feature:** It is a smaller unit relates to how and where in the mouth a sound is produced when we speak.
- **Stress, Rhythm, and Intonation;** represent the supra-segmental phonemes. When we speak, these phonemes carry different meanings depending on where the stress is placed which are related to the context where the utterances occur.

Several researches have demonstrated that foreign language speakers can be misunderstood as a result of their misuse of the English supra-segmental features. As far as EFL learners are concerned, managing the multiple components of language that must work together as they speak is widely required, and the ability to use these components to produce and understand language is known as linguistic competence (Bailey, 2006).

An important element of successful speaking that is not addressed in this model is knowing how to make use of the linguistic components of English which is part of EFL learner's communicative competence as Florez (1999: 2) said:

Speaking requires that learners not only know how to produce specific points of language such as grammar, pronunciation, or vocabulary . . . but also that they understand when, why, and in what ways to produce language.

1.3.2. Communicative Competence

Teaching English as a second/foreign language is largely regarded as developing linguistic competence, that is to say, FL learners should master the use of phonemes, morphemes, words, and grammar patterns so as to put them all together and communicate effectively.

In the 1970's the notion of communicative competence arose being introduced by some sociolinguists, namely Hymes (1972 quoted in Cunningsworth (1983: 8), to focus on the ability to use the language effectively in social cultural context since speech seems to happen in real time and to maintain that the linguistic knowledge is insufficient for EFL learners to command the target language: '*Rules of use without which the rules of grammar would be useless*'. Likewise, Cunningsworth supported this view when he said clearly:

Knowing a language means being able to use it effectively in social situation, selecting the appropriate style, matching language to context, perceiving the speaker's intention, and producing successful speech acts.

ibidem

There are several models of communicative competence such as the framework of Canale & Swain, (1980), whereby they included the following components:

- *Linguistic competence*: It refers to the knowledge of lexical items and of rules of grammar, semantics, and phonology. (Canale & Swain, 1980: 29) in Brown (2007: 219).

- *Sociolinguistic competence*: It refers to the knowledge of the socio-cultural rules of the language and of discourse and the ability to use language appropriately in various contexts. It entails register (i.e.; degrees of formality and informality), appropriate lexical choice, and style shifting.
- *Strategic competence*: It refers to the verbal and non-verbal communication strategies to compensate for gaps in one's second/foreign language skills.
- *Discourse competence*: It refers to the ability to connect sentences in stretches of discourse and to make meaningful utterances.

ibidem

From this point, one can notice that communicative competence is not against the notion of linguistic competence but rather a complementary aspect to perform competency upon the linguistic and communicative sides which are really both properties of the language that no one can deny.

1.3.3. Features of Spoken Language vs. Written Language

Spoken language differs from written language in that the former is received auditorially, and the latter is received visually. Thus, the spoken message is temporary and its reception by the learner is usually immediate. In contrast, written language is permanent, and reception by the learner typically occurs after the text has being generated. The main features of spoken English according to Lazaraton (2001: 103): **“is almost always accomplished via interaction with at least one other speaker”**.

Therefore, it is through interaction that learners face the gaps between their knowledge and skills. Accordingly, speaking is both the product and the process of second/foreign language acquisition. The following table (Table 1.1.) attempts to display the different characteristics of spoken language and written language: (Cornbleet et al., 2001).

Table 1.1. Features of Spoken Language vs. Written Language

Spoken Language	Written Language
*Rapid and usually thinking on the spot *Contains simpler constructions (sometimes uncompleted sentences), discourse markers e.g. <i>um, er.</i>, repetitions and rephrasing *More transient	*Pre-planned *Requires more careful organization (structures are more complex) *permanent

Based on the aforementioned characteristics that distinguish the spoken language from the written one, it is virtually certain that many difficulties occur in the learning of spoken language, especially at the level of the phonological aspects and the oral expressions.

1.4. Defining Speaking

According to the Oxford Dictionary of current English (2009), speaking means; the action of conveying information or expressing one's thoughts and feelings in spoken language. Indeed, speaking is the most commonly used form of communication, both in everyday life and in the classroom settings as maintained by Chaney et al. (1998: 13): **“The process of building and sharing meaning through the use of verbal and non-verbal symbols, in a variety of contexts.”**

Speaking is the primary tool for communicating, thinking, and learning in general, and learning a language in particular. It is through speaking and listening, students learn concepts, develop vocabulary, and perceive the structure of the English language as essential components of learning. Furthermore, speech is a vehicle to link individuals to society, and a medium through which human beings communicate with each other. By the same token, Widdowson (1978: 59), assumed that:

Speaking is part of reciprocal exchange in which both reception and production play apart. In this sense the skill of speaking involves both receptive and productive participation.

1.4.1. The Concept of Speaking Skills

According to Richards et al. (2002: 293), speaking skills refer to as one of the four language skills, typically productive in which language is used:

Listening, speaking, reading, and writing are generally called the four language skills. Sometimes speaking and writing are called the active/productive skills and reading and listening, the passive/ receptive skills.

Hence, the English language has two kinds of skills: The first one refers to the receptive skills which involve two aspects: listening and reading; and the second denote the productive skills, which entail two critical components of the complex process of communication, namely writing and speaking. In this regards, Harmer (2001: 154) stated that the aim of studying foreign language is mainly based on the knowledge and use of both the productive and receptive skills of language:

The immediate goal of language study is to increase knowledge of the language system so that the longer-term aim of improving productive and receptive skill.

It is of vital importance that foreign language learners need to develop their oral proficiency in a confident and comfortable way, since speaking is generally accomplished via interaction with other speakers. Thus, speaking is the productive aural/oral skill. It consists primarily of producing systematic verbal utterances to convey meaning, as noted by Florez, (1999:1) speaking is **“an interactive process of constructing meaning that involves producing and receiving and processing information”**.

Similarly, Luoma (2003: 20) put out the significance of speaking skills that consists one of the prerequisites of the teaching/learning process; and therefore, EFL learners should adapt themselves to develop their oral language proficiency:

**Teaching and testing experts often talk about speaking
as a technical term to one of the various that language
learners should develop and have.**

Many EFL learners regard the speaking ability as the measure of knowing a language and thus, it is the most important skill they need to acquire, and they assess their progress in terms of their achievements in spoken interaction. According to Burkart (1998), EFL learners need to recognize that speaking involves three areas of knowledge, namely mechanics, functions and social and cultural norms.

- Mechanics (pronunciation, grammar, and vocabulary): Using the right words in the right order with the correct pronunciation.
- Functions (transaction and interaction): Knowing when clarity of message is essential (transaction/information exchange) and when precise understanding is not required (interaction/relationship building).

- Social and cultural rules and norms (turn-taking, rate of speech, length of pauses between speakers, relative roles of participants): Understanding how to take into account who is speaking to whom, in what circumstances, about what, and for what reason.

In sum, EFL learners need to develop their ability to produce grammatically correct, logically connected sentences that are appropriate to specific contexts with regards to perform comprehensible pronunciation.

Speaking requires a greater degree of fluency and thinking “on the spot”, and requires practice and exposure to the language over time. It is best developed through meaningful use in a vibrant and trusting environment taking into account students' cultural backgrounds and communication styles. Its form and meaning are dependent on the context in which it occurs, including the participants themselves, their collective thoughts, the physical environment, and the purposes for speaking.

Apart from that, speaking requires that learners not only know how to produce specific points of language such as grammar, pronunciation, or vocabulary (linguistic competence), but also they need to understand when, why, and in what ways to produce language (sociolinguistic competence). Effectively, it has been widely accepted that speech has its own skills, structures, and conventions that are different from written language. A good speaker synthesizes this array of skills and knowledge to succeed in a given speech act.

1.4.2. Micro and Macro Skills of Speaking

Brown (1994: 272) has drawn up a list to provide taxonomy of speaking skills which is based on the forms and the functions of language. The former refers to producing the smaller chunks of language such as phonemes, morphemes, words, collocation, and phrasal units. The latter implies that the speakers focus on the large elements, fluency, discourse, function, style, cohesion, nonverbal communication and strategic option:

Micro skills

- Produce chunks of language of different length.
- Orally produce difference among English phonemes and allophonic variants.
- Produce English stress patterns, words in stressed and unstressed positions, rhythmic structure and intonation contours.
- Produce reduced forms of words and phrases.
- Use an adequate number of lexical units (words) to accomplish pragmatic purpose.
- Produce fluent speech at different rates of delivery.
- Monitor one's own oral production and use various strategic devices pauses, fillers, self-corrections, backtracking to enhance the clarity of the message.
- Use grammatical word classes (nouns, verbs, etc), systems (e.g. tense agreement, pluralisation), word order, pattern, rules and elliptical forms.
- Produce speech in natural constituents, in appropriate phrases, pause groups, breath groups and sentences.
- Express a particular meaning in different grammatical form.
- Use cohesive devices in spoken discourse.

Macro skills

- Accomplish appropriately communicative functions according to situations, participants and goals.

- Use appropriate register, implicature, pragmatic conventions and other sociolinguistic features in face to face conversations.
- Convey links and connections between events and communicate such relations as main idea, supporting idea, new information, given information, generalization and exemplification.
- Use facial features, kinesics, body language and other nonverbal cues along with verbal language to convey meanings.
- Develop and use a battery of speaking strategies, such as emphasizing key words, rephrasing, providing a context for interpreting the meaning of words, appealing for help, and accurately assessing how well your interlocutor is understanding you.

Brown (1994: 272)

It is assumed that in designing tasks for assessing spoken language, these skills can act as a checklist of objectives. Although, the functions of language have the appearance of being more complex than the forms, both of them present level of difficulty, depending on the stage and context of the test taker. In the same line of thought, Carol (1998) suggested an array of sub-skills that the speaker has to:

- pronounce the distinctive sounds of a language clearly enough so that people can distinguish them. This includes making tonal distinctions.
- use stress and rhythmic patterns, and intonation patterns of the language clearly enough so that people can understand what is said.
- use the correct forms of words. This may mean, for example, changes in the tense, case, or gender.
- put words together in correct word order.

- use vocabulary appropriately.
- use the register or language variety that is appropriate to the situation and the relationship to the conversation partner.
- make clear to the listener the main sentence constituents, such as subject, verb, object, by whatever means the language uses.
- make the main ideas stand out from supporting ideas or information.
- make the discourse hang together so that people can follow what you are saying.

Given this background, many researchers assume that speaking represents a real challenge to most English foreign language learners, and as such needs to be developed and practised. Likewise, Thornbury (2005: iv) who reckoned that:

Speaking is interactive and requires the ability to co-operate in the management of speaking turns. It also typically takes place in real time for detailed planning. In these circumstances, spoken fluency requires the capacity to marshal a store of memorized lexical chunks.

1.5. Teaching Speaking Skills

Speaking skills are the central issue of foreign language learning and teaching process. According to Nunan (2003), teaching speaking means to teach ESL/EFL learners to:

- Produce the English speech sounds and sound patterns.
- Use word and sentence stress, intonation patterns and the rhythm of the second language.
- Select appropriate words and sentences according to the proper social setting, audience, situation and subject matter.
- Organize their thoughts in a meaningful and logical sequence.
- Use language as a means of expressing values and judgments.
- Use the language quickly and confidently with few unnatural pauses, which is called as fluency.

It is widely viewed that being able to speak a language is as knowing the language and therefore learning the language as learning how to speak the language or as Nunan (1991: 39) wrote “... **success is measured in terms of the ability to carry out a conversation in the language.**” In fact, the mastery of speaking skills comes at the first rank of the teaching/learning process as cited by Richards (2008: 19): **“The mastery of speaking skills in English is of priority for many second or foreign language learners”**.

Therefore, if students do not get any opportunity to speak in the language classroom they may get de-motivated and lose interest in learning. On the other hand, if the right activities are taught appropriately, it can raise learners’ motivation and make English language classroom a vibrant and dynamic context.

1.5.1. Goals and Techniques for Teaching Speaking

Teaching speaking skills should not be perceived as an end *per se*, but rather a medium through which the EFL learners would be able to develop their oral proficiency. Besides, they are expected to have the benefit of practising all the language skills in an integrated, natural, communicative way, even if one skill is the main focus of a given session.

The goal of teaching EFL speaking skills is essentially communicative efficiency; EFL learners should be able to make themselves understood, and should try to avoid confusion in the message which can be due to faulty pronunciation, grammar, or vocabulary, and to observe the social and cultural rules that apply in each communication situation.

To help students develop communicative efficiency in speaking, instructors can use a balanced activities approach that combines language input, structured output, and communicative output.

1.5.2. Factors Influencing the Learners' Speaking Skills

Many students equate knowing the language to the ability of speaking a language and therefore if they do not get the opportunity to speak in the TL, they may soon get demotivated and lose their interest in learning. Conversely, if the speaking activities are promoted appropriately, the English language will be learnt in an academic and dynamic environment. Thus, the factors that influence the speaking skills of the students are fundamentally interest, motivation and environment:

❖ The learners' interest

The learners' interest to study and extensively practise the speaking skills is an important factor. By having strong interest, the learners will try to give a great attention to improve their speaking. They manage to involve themselves in activities that are typically oral and interactive within academic settings, i.e; *the classroom*.

In an attempt to achieve this goal, EFL teachers should bear in mind that routine activities are one of the causes that led to the failure in teaching English at school and make the students bored, and therefore lose their attention to the teaching and learning process. This view is supported by Brown (1994: 48): **"Routine activities in learning can make the students bored. As the result, their motivation and participation in learning will decrease"**.

So, interest has become a crucial factor in increasing classroom practice for teaching the students. Besides, the teacher should apply the appropriate teaching techniques that enable the increase of learners' interest in the learning process.

❖ **The learners' motivation**

Ur (1991: 274) confirmed that various studies such as Gardener and Lamber (1972), have found that motivation is very strongly related to achievement in language learning. A motivated learner is one who is willing or even eager to invest effort in learning activities to progress. Learner's motivation makes teaching and learning immeasurably easier and more pleasant, as well as more productive.

❖ **The learners' environment**

Environment is also a significant factor in gaining the speaking skills. One of the reasons for the failure in learning FL, is that, there is no contact between FL learners and the community in which the language is spoken.

Based on the above assumptions, many European and American researchers have argued that the learners' language success depends on their interest, motivation, and environment surrounding them; and no one can deny the importance and the impact of these natural parameters on their achievement of speaking skills particularly.

Additionally, EFL teachers have to enhance and improve the speaking skills of their learners by increasing their motivation; stimulating their interest; and creating a warm atmosphere for English use within the academic settings since the classroom remains the only environment to get the pupils involved in speaking English.

1.5.3. Models of Teaching Speaking Skills

For Thornbury (2005), there are at least three theories of language learning relevant to the teaching of speaking skills: behaviourist, cognitive, and socio-cultural theory:

❖ *Behaviourist Model*

According to behaviourism, language learning is essentially the formation of good language ‘habits’ through repeated reinforcement. In its popularized form, audiolingualism, the three stages of learning were called presentation, practice, and production (PPP for short). This three-step PPP process aimed at developing automatic habits largely through classroom processes of modelling, repetition, and controlled practice.

PPP was applied originally to the teaching of grammar, but by extension it has been used to structure the teaching of language skills as well, including speaking. A typical teaching sequence might involve listening to, and imitating, a taped dialogue, followed by repetition of features of the dialogue, and then performance of the dialogue in class.

❖ *Cognitive Model*

A cognitive account of language learning rejects the behaviourist view of the learners as empty vessels waiting to be filled, and instead credits them with an information processing capacity, analogous to computers. According to this view, the learning of a complex skill, like speaking, is seen as movement from controlled to automatic processing.

Initially, conscious attention (or awareness-raising) is applied to the learning of the individual stages (or rules) of a procedure that, through repeated activation, are chunked into a single manageable ‘programme.’ This is integrated into existing knowledge, a stage which will involve some restructuring of the user’s linguistic system, and is then readily available for use, with minimal attention control on the part of the user. This stage is known as autonomy.

In teaching terms, cognitive theory replaced the PPP model with one that progress from awareness-raising, through proceduralization, to autonomy. In fact, it is only the first stage that is significantly different, in terms of classroom practice. Awareness-raising implies an explicit focus on the rules of the system, whereas strict audiolingual practice insisted on simply imitating models without any explicit attention being given to the rules that generated them. Moreover, the cognitive model prioritizes mental functions over social ones.

❖ *The Socio-cultural Model*

The socio-cultural theory, on the other hand, places the learning process firmly in its social context. At this point, learning a second or a foreign language is mediated through social and cultural activity. To achieve autonomy in a skill, the learner first needs to experience other regulation, that is, the mediation of a ‘better other’, whether parent, peer, or teacher. This typically takes the form of assisted performance, whereby the teacher interacts with the learner to provide a supportive framework within which the learners can extend their present competence.

Through this shared activity, new knowledge is jointly constructed until the learners are in a position to appropriate it, i.e., to make it their own; and become able to function independently in a state of self-regulation.

Learning according to the socio-cultural view, is fundamentally a social phenomenon, requiring both activity and interactivity. In the classroom settings, it takes place in cycles of assisted performance, in which learning is collaborative, and co-constructed. For example, learners may set about solving a problem in small groups, during which the teacher intervenes when necessary to provide suggestions or even to model the targeted behaviour.

All these three theories have some elements in common, especially once translated into classroom procedures. Thornbury (2005: 39) presents in the table below (Table 1.2.), the correlation between different elements of each model which may contribute in the learning process:

Behaviourist theory	Cognitive theory	Sociocultural theory
Presentation, modeling	Awareness-raising	Other-regulation
Practice	Proceduralization, restricting	Appropriation
Production	Automaticity, autonomy	Self-regulation

Table 1.2. The Relation between Different Elements of each Model

Nevertheless, each theory incorporates a stage which roughly equates with awareness, whereby the learner encounters something new. Each theory attempts at explaining how this knowledge is integrated, or appropriated, into the learner's existing systems. Finally, each theory acknowledges that at least some of this new knowledge becomes available for use; it is automated and the learner is autonomous.

1.6. Defining the Notion of Assessment

Assessment is the process of observing and measuring learning abilities. It helps gaining insights of what the pupils are being learning and involve in the learning process. It is also defined as the ongoing process of gathering, analyzing, and reflecting on evidence to make informed and consistent judgments to improve future pupils' learning. It is a systematic and cyclic process that makes expectations and standards explicit and public.

Assessment is a teaching approach which implies that the more teachers know about what and how their pupils are learning, the better they can plan learning activities to structure teaching the target language.

1.6.1. Types of Assessment

The diversity in types of assessments of foreign languages are due to varying perceptions and rationales for assessments, as well as contrasting views on the functions of assessments. Assessment is often divided into formative and summative categories for the purpose of considering different objectives for assessment practices.

Formative assessment

It is a continuous and ongoing process, part of day to day teaching where teachers continually confirm or modify their activities and directions with their students.

Formative assessment is generally carried out throughout a course or project. This type of assessment would not necessarily be used for grading purposes. A common form of formative assessment is diagnostic assessment. This latter measures a pupil's current knowledge and skills for the purpose of identifying a suitable program of learning.

According to Brown (2004), the purpose of formative assessment is to evaluate students in the process of forming their competences and skills with the goal of helping them to continue that growth process. Also, Davison et al. (2009) claim that there are two key-functions of formative evaluation, namely forming and informing, which bring benefits to the teachers and the learners respectively.

Summative assessment

The second form is summative assessment which is used at the end of a unit or a semester to determine what each student has achieved and learnt. It is, generally, carried out at the end of a course or project. It is typically used to assign students a course grade. Thus, summative assessment is evaluative.

1.6.2. The Purpose of Assessing

Basically, assessment seeks to support and improve pupils' learning. It can also reveal each student's performance in the learning process. Each assessment implemented has a specific objective within its own educational context.

In addition, language assessment focuses mainly on the learner, and provides feedback to both the teacher and the pupils on the quality of learning and the effectiveness of the teaching taking place in the classroom. Assessment is implemented to inform the teacher whether there are gaps between what the pupils know and what the teacher expected them to have understood.

However, assessment gives organizations more than just data and information. It opens doors to strategic change and helps measure progress. It can lead EFL learners to increase their motivation and change their attitudes towards their learning process, and they will have a clearer vision of what is expected from them. Consequently, assessment as a teaching tool is used in order to:

- help students see their strengths and weaknesses, and thus, improve
- increase their motivation
- foster a desire for learning
- help them learn how to learn

Assessment serves as a process of setting high expectations for student learning, measuring progress toward established learning outcomes, and providing a basis for reflection, discussion and feedback to improve EFL secondary school curriculum. It should be appropriately implemented to satisfy the initial purpose of the assessment.

1.6.3 Assessment of Speaking Skills

Assessing oral proficiency has become one of the most important issues in language assessing, since the importance of the speaking ability has become more central in language teaching. According to Bachman (1990), both the immediate and long-term prospects for language assessment are filled with opportunities and challenges.

Speaking is a productive skill that can apparently be directly and empirically observed. Luoma (2005) ensured that speaking skills are central part of the language teaching curriculum, and this makes them an important object of assessment as well. However, assessing speaking is really a challenged task, for there are so many factors that influence our impression of how well someone can speak a language, and because we expect test scores to be accurate and appropriate for our purpose.

Within the Algerian educational context for instance, assessing speaking skills is still one of the most problematic areas in teaching English, though there is a growing interest in assessing speaking. The reasons behind this fact are various, such as large classes, time constraints, loading programme, and no special training is available for this subject matter.

1.6.4. Categories of the Speaking Ability

For the purpose to assess the students' speaking ability, Thornburg (2005: 127) proposes four categories which are used to test speaking: grammar and vocabulary, discourse management, pronunciation, and interactive communication. They are described in the following terms:

- *Grammar and Vocabulary*: on this scale, the students get marks for the accurate and appropriate use of syntactic forms and vocabulary to meet the task requirements.
- *Discourse Management*: on this scale, examiners look for evidence of the students' ability to express ideas and opinions in coherent and connected speech. In this term, the learners must be able to construct sentences and produce utterances in order to convey information and to express or justify opinions.
- *Pronunciation*: this term refers to the students' ability to produce comprehensible utterances to fulfil the task requirements such as, the production of individual sounds, the appropriate linking, of words, and the use of stress and intonation to convey the intended meaning.
- *Interactive Communication*: this term refers to the students' ability to interact with the interlocutor and the other students by initiating and responding appropriately and at the required speed and rhythm to fulfil the task requirement including the ability to use functional language and strategies to perform interaction.

Based on these descriptions, speaking is an active interaction between speaker and listener. The speakers must be able to produce fluent speech at different rates of delivery and appropriate and variant vocabulary. Besides, they have also to be able to use appropriate pronunciation, grammatical rules, and communicate their opinions well.

1.6.5. Advantages for Speaking Assessment

This section examines the advantages of classroom assessment for assessing oral skills by reference to research concerning performance assessment and communicative language tests as well as classroom assessment.

First, classroom assessment can offer opportunities for teachers to directly observe linguistic performance via classroom observations or direct testing. As McNamara (1996) claimed that the assessment of linguistic performance can make direct inference of an individual's ability to use language appropriately or correctly in a variety of situations.

Thus, a reliable and valid assessment method needs to evaluate the performance of a test-taker rather than the linguistic knowledge. Particularly, if the target language skill of assessment is speaking, then the importance of direct testing using performance tasks is critically increased. Along with this framework, Brown (2000) argued that performance assessment contributes to improving content validity since students actually perform the target language use.

In terms of Canale and Swain's (1980) communicative competence model, speaking by its nature needs to be judged on the basis of social context, interaction, communication, and integrated skills, all of which can be provided in the classroom context involving peers and a teacher.

Third, in relation to communicative assessment, discrepancy between the test taker's grammatical competence and communicative competence is manifested by Savignon (1991). Students can notice the gap between their linguistic competence and real language use while involving interaction with peers or a teacher. Consequently, it helps learners to know how to use what language they have learned in a variety of ways in real life situations. Classroom assessment can serve as a powerful motivation factor as many researchers like Crooks (1988) who have proved that tests have positive effects on enhancing learning motivation.

Lastly, classroom assessment may be beneficial for reducing any student anxiety associated with test taking. Concerning the relationship between test anxiety and test results, both Phillips (1992) and Crooks (1988) provided evidence of a negative correlation between such anxiety and test achievements in the assessment situation; i.e., negative influence of a learner's higher anxiety on achievement tends to be greater on formal tests than in classroom assessment.

Underhill (1987) explained the positive effect of classroom assessment in reducing test anxiety, and he maintained this that when the teacher assesses his/her students in the familiar classroom, students become more relaxed and confident and hence usually able to demonstrate better performance and proficiency than they can demonstrate in standardized tests. Hence, Assessment doesn't only measure progress but also it offers strategic changes and leads to increased self-awareness.

1.7. Conclusion

Speaking as a key component to communication, it is the process of transmitting ideas and information orally in a variety of situations. In fact, building speaking skills is very challenging for students in EFL context, as they have very few opportunities to use the target language inside the classroom session, taking into account the Algerian secondary schools where English is taught as a foreign language, that is neither contact with the native speaker nor make use in the social situation.

For the purpose to find out the difficulties that account for the low achievement in developing speaking skills to secondary school learners, it is of paramount importance to review the theoretical background of speaking skills and try to gain insights about the Algerian secondary schools.

This chapter has also reviewed the relevant literature for the theoretical background, the advantages and the reliability in relation to classroom speaking assessment. Such research has conceptualized classroom assessment in the perspective of alternative assessment or the socio-cultural theory and identified its pedagogical usefulness and advantages to both teachers and learners in terms of formative evaluation.

Effectively, different arguments about reliability in classroom assessment have been raised in the perspective of traditional testing vs. alternative assessment. With respect to advantages of speaking assessment in the classroom, performance assessment should be consistent with communicative language tests because there have been few studies focusing on speaking as a target language skill of classroom assessment.

Moreover, there are even fewer studies based on the Algerian secondary school experience. To date, research into classroom assessment has been carried out at a limited school level and has hardly focused on speaking. Therefore, this present study is intended on expanding the scope of this specific research field by exploring the secondary school level and investigating the detailed features of classroom speaking skills.

CHAPTER TWO

Situational Analysis of ELT and Research Design

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2.1. Introduction

The English language teaching tradition has been subject to great changes throughout the twentieth century and so far. In Algeria, the ministry of education seeks to improve the teaching/learning of foreign languages, especially English in which the learners have less opportunity to master it, since it is not the language of interaction in social situation. To achieve the development of this tradition, the decision-makers, the syllabus designers, and EFL teachers take into consideration some millstones in the selection and implementation of the optimal methods and approaches for EFL teaching and learning process as well as underline the principal objectives and procedures to attain these objectives.

This chapter presents an overview of the Algerian educational context with reference to ELT speaking skills in secondary school, particularly 1ère-AS pupils of literary and scientific streams as they eventually have finished the four years in the middle school; and they pursue the same curriculum of studying English in the first secondary school level. The EFL teaching and objectives of these pupils are described in accordance with the syllabuses for English recently designed.

Finally, this chapter ends with a bird's eye view of some of the major approaches and methods being adopted in the Algerian schools (middle and secondary schools) throughout a historical context, with the focus on the target speaking skills.

2.2. The status of English in Algeria

English is increasingly used across the globe in different fields such as, science, technology, trade, business, transport, tourism, and it is used in many countries as a medium of high education. In this regard, Cook stated (2003: 25): **"In recent years the growth of English has been further accelerated by startling expansion in the quantity and speed of international communication"**.

To illustrate this widespread of English as a global language, it is worthwhile noting the Kachru's concept (2006: 241) of three concentric circles, (see figure 2.1.) which describes **“the types of spread, the patterns of acquisition and the functional domains in which English is used across cultures and languages.”**

The inner circle represents the native speakers of English in such countries as the UK, the US, Canada, Australia and New Zealand, where English is the primary language. The outer circle represents the former colonies where English is used as a second language such as India and Singapore; and the expanding circle represents the users of English as a foreign language. As an EFL country, Algeria belongs to the third circle, i.e.; the expanding circle, where English is used primarily at high schools and universities as a second foreign language. In general, English is a language of education, tourism, etc. but not a language of communication between the Algerian people.

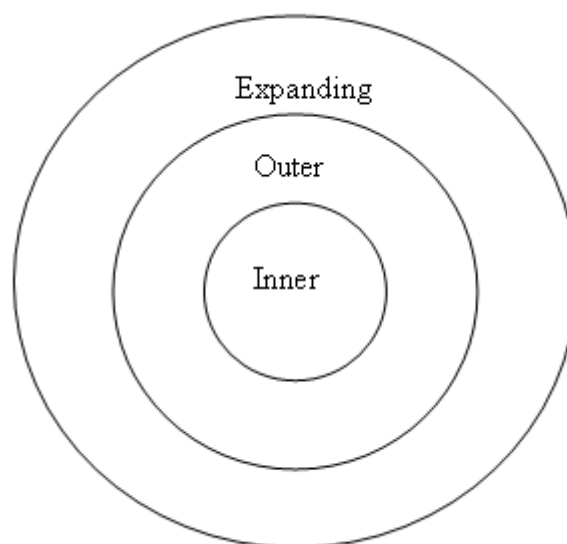


Figure 2.1. The Three Circles of English Users

Although Algeria is not one of the previous English colonies, and instead it is a former French colony, it acknowledges the importance of English as a world language. Thus, it constitutes the context of which English is taught as a foreign language as the most useful vehicle of international communication.

The Ministry of Education in Algeria has adopted a policy towards the teaching and learning foreign languages, particularly English. From its independence, Algeria started redesigning the educational system for the purpose to improve the teaching/ learning process and obtaining high yields. In fact, English is taught from first-year in the middle school level until the last year of the secondary level. This means that the Algerian pupils have to learn English exactly seven years, i.e., four years at the middle school level, and three years at the secondary school level). This new policy has been adopted to make progress in ELT by offering opportunity to learn English at an earlier age.

Whereas, for higher education, that is, university, English is taught as a branch of study in the department of English or as a supplementary module in other fields of study such as, Physics, Biology, Economics, Sociology, etc. This tendency towards teaching English in these fields of study is due to the fact that English is the language of science in this global era.

2.3. Teaching English in Algeria

As has been mentioned above, English is used in Algeria as a second foreign language after French, as it was a French colony for more than a century (138 years). Actually, English is taught first in the elementary school along the four school years; then it is taught in the secondary school for three years as a compulsory subject. While at university, it is taught as an obligatory module in all fields of study, such as, biology, economics, physics, etc. or it is a field of study itself whereby, students hold a licence degree in English. In the following subsections, the status of English at the secondary level of education, and the main objectives EFL teaching/learning at this level are to be discussed:

2.3.1. Teaching EFL to First -Year Secondary School Pupils

Teaching EFL to first-year secondary school is the ongoing programme of the middle educational school level in which the learners were studying English during the four years. The syllabus of 1-AS is then elaborated and designed to meet the needs and interests of the learners.

The syllabus of EFL teaching/learning is designed by new structures so as to promote the enhancement of the communicative and functional aspects of language and intended to develop the learners' communicative skills. It is conceived with the purpose to deepen and develop the skills and abilities being acquired in the middle school level.

EFL is a compulsory subject that takes place along with the other school subject matters during the year. As far as 1-AS year is concerned, there are two different streams: literary and scientific streams. Each one studies a common core, respectively. In fact, the syllabus of English is the same for each common core stream. However, the time allotted to the teaching of English is four hours weekly for literary streams and three hours for scientific streams. That is to say, 108 hours and 81 hours, respectively, is the amount of time of the whole school year, as represented below in the table below:

Common Core TC	Weekly Time Load	Yearly Time Load	Text Book
1- Literary Streams	4 H	108 H	<u>At the Crossroads</u>
2- Scientific Streams	3 H	81 H	

Table 2.1. Time Load of ELT for 1ère-AS

When 1ère-AS pupils pass their first school year, they have to be enrolled in the second class; in different streams depending on their annual results. The pupils who belong to the common core of literary streams, they have to study either of the streams according to the results obtained in the academic tests and examinations, namely foreign languages, or literature and philosophy. For the core curriculum of the scientific streams, the pupils have to pursue their studies in scientific experiments, mathematics, technical mathematics, management and economy.

Pupils' Entry Profile

Indeed, when the learners start their first-year at secondary school, they are already exposed to the TL during four years; they are required to develop learning strategies to cope with the difficult situations and to increase their cultural learning of the target communities. Thus, they are capable to interpret, produce messages more complex than in the previous cycle, and conduct a conversation effectively based on communication purposes.

Pupils' Exit Profile

It is also called *Intermediary Objective of Integration*. The first year of secondary school level is assumed to be the year where pupils have already acquired skills during the middle school on one hand; and learning new knowledge, on the other hand. At the end of this school year, the learner is supposed to produce a message relied on the themes of the curriculum and the communicative skills.

(The Syllabus for English, 2005: 6)

2.3.2. The Syllabus

The current English syllabus has been recently designed by the Ministry of Education in 2005. It consists of a list of units based upon selected themes according to the needs of 1^{ère}-AS pupils' streams. Throughout these themes, the pupils will develop the overall competencies as worded in the syllabus:

- interacting orally in English
- interpreting oral and written texts
- producing oral and written texts

(The Teacher's guide, 2005)

It has to be noticed that the concept of competency in the 1^{ère}-AS syllabus is viewed as an on-going process extending from the middle school level to the first secondary education. It comprises of five units; each of them deals with a particular theme drawn from literary and scientific points mentioned in Table 2.2., which describes the common themes dispatched for 1^{ère}-AS for both literary and scientific streams.

Themes of the Units	Literary Streams	Scientific Streams
1-Intercultural Exchanges	+	+
2-Communication: The Press	+	+
3- Environment/Pollution/The World of Animals	+	+
4- Innovation and Technology	+	} +
5-famous People	+	

Table 2.2. 1^{ère}- AS Themes Distribution for all Streams

First -Year Secondary Textbook

The textbook consists of a major part of EFL learning/teaching process. It is the primary material provided to the learner as cited by Harmer (2001: 304): **“Coursebooks also provide material which students can look back at for revision, and at their best their visual and topic appeal can have a powerfully engaging effect.”**

Concerning the first secondary school year text book in Algeria, it is called *At the Crossroads*. This textbook is not a syllabus *per se*, but rather a guide to translate the syllabus. *At the Crossroads* is called so, for two reasons: First, it is intended for learners who have come at a ‘crossroads’ in their educational career, and at the end of SE1 they will choose to specialise in different streams. Second, the course places the learners at a ‘crossroads’ of disciplines (school subjects) and cultures. While the content and the structure of 1- AS year courses may differ, the general learning objectives tend to be similar. The overall aim of *At the Crossroads* is to consolidate and extend the competencies being already acquired at the Middle School level, namely:

- interacting orally in English
- interpreting oral and written texts
- producing oral and written texts

(The Teacher’s guide book, 200: 4)

This coursebook consists of five units which are thematically related topics(see figure 2.2); each unit contains four sequences which include in turn three to four sub-sequences or rubrics. The first two sequences, notably ‘Listening and Speaking’ and ‘Reading and Writing’ follow the pattern in order to facilitate their use in the learning process.

The third sequence ‘Developing Skills’ aims at combining the four basic skills with attitudinal patterns in problem-solving situations such as, telephoning; conducting a meeting; writing a letter of application, etc. This is subdivided into one rubric named *Stop and Consider*. This latter is considered as a training phase of the use of English rules such as those of grammar, syntax, and phonology.

The fourth and last sequence ‘Consolidation and Extension’ comprises two rubrics which aim at elaborating and expanding the language functions and skills. Finally, the part of project workshop is mentioned in the end of each unit; yet, it should be launched before these sequences.

At the end of each unit, the pupils are supposed to carry out oral and written project in groups, relying on given steps and learned skills and knowledge. This phase of learning is really viewed as an opportunity to interact in English. Yet, it is sometimes ignored by many teachers and learners; as they often complain the limited time and the loaded programme; in addition to the low achievement of the integrative skills, particularly speaking and interacting. The last rubric ‘Check your Progress’ is introduced to assess what the pupils have learnt during the unit through a number of revision exercises.

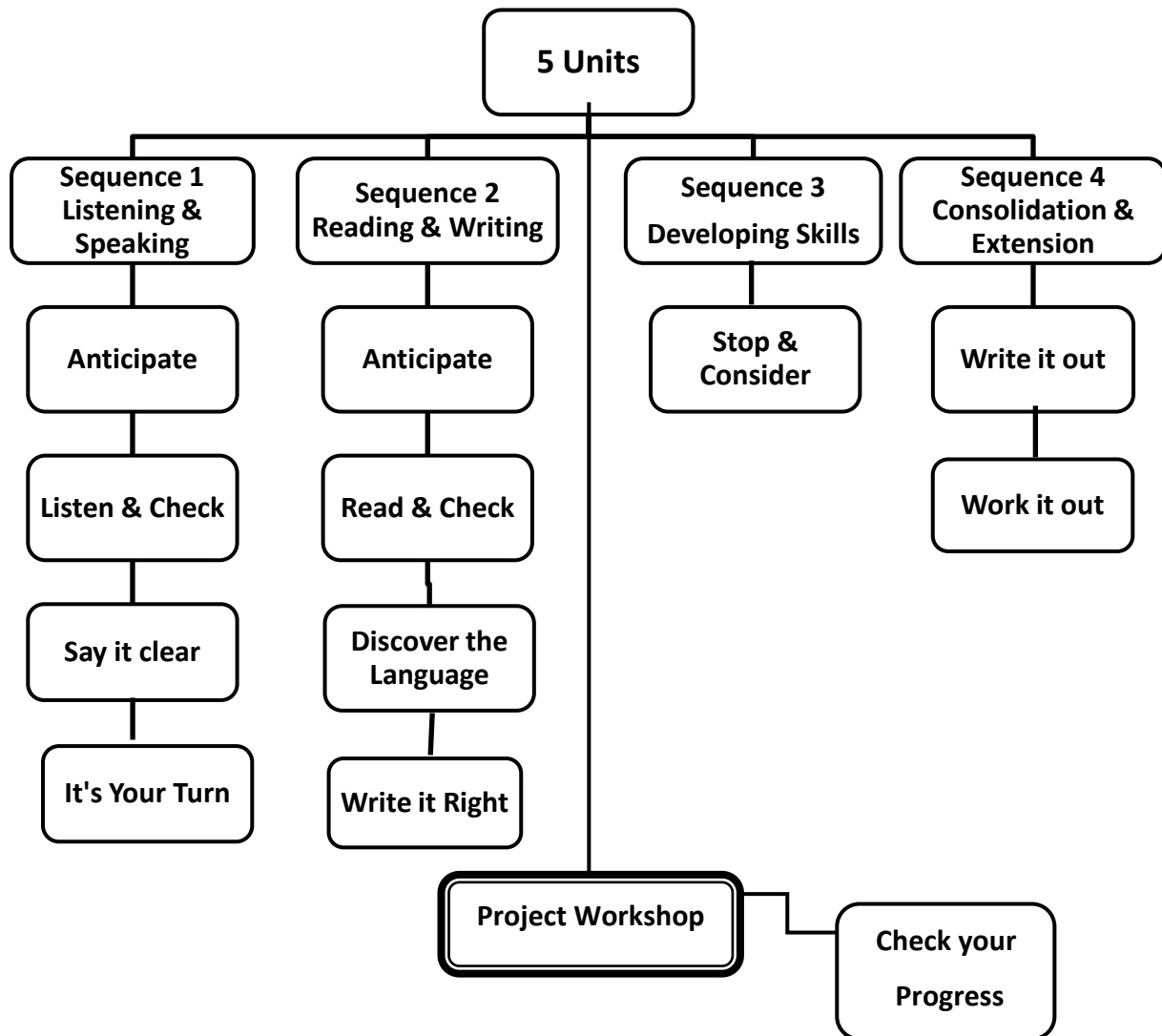


Figure 2.2. The Outline of the Units' Content

2.3.3. First -Year Secondary Pupils' EFL Objectives

As English is widely spread in all over the world, by becoming the dominant language of various fields of life such as, science, technology, communication and telecommunication, culture, and especially economy, Algerian authorities are well aware of the urgent need of promoting the teaching and learning of this language. Hence, they mobilized all the efforts and steps of educational reforms to maintain the use of English in the national educational context. To achieve this, they underlined explicitly the principal objectives and goals of ELT:

- Help the learner to get integrated in modernity.
- Join the linguistic community of English for all types of transactions
- Develop the skills and abilities that may enable the learner to get integrated in the living society as well as to be aware of his/her relation to others.
- This participation relies on the assumption of exchanging ideas, and experiences in science, culture, and civilization. This fact allows the learner to know oneself as well as the others through self-reflexion.
- Mastering English as a linguistic tool to communicate effectively is said to enable the learners to:
 - have access to the world science, technology and culture.
 - open to the academic and professional world
 - develop high spirits of tolerance and open mindness to the world.

(Syllabus for English, 2005:4)

Teaching English at the secondary school level is a part of the national policy of the foreign languages and a part of the provisions of the educational reform system introduced in 2001. It is highly recommended that teaching English should contribute to the progress of the learner in all dimensions and values, including, openness to the world, respect, and tolerance as well.

Under the general objectives of teaching and learning foreign languages, three ones are sub-categorized in order to maintain the development of competencies and skills of the learner:

- Linguistic objectives
- Methodological objectives
- Cultural objectives

(ibidem)

Linguistic objectives

The linguistic objectives for EFL teaching/ learning in our country are to:

- equip the learner with the necessary tools to pursue further studies in English (high education).
- encourage developing skills which allow the learner to understand and communicate efficiently.
- develop and improve the basic language skills being acquired in the previous cycle.

Methodological objectives

The methodological objectives are primarily assigned to:

- promote autonomous learning as a learning strategy which permits them to deepen and enrich their knowledge and information.
- reinforce intellectual and mental aptitudes for analyzing, synthesising, evaluating through selecting appropriate activities.

Cultural objectives

The cultural objectives are also of vital importance towards the teaching and learning of English in order to:

- encourage the learner to explore and understand the different cultural aspects of the target linguistic communities.
- stimulate pupils' interests and expose them to various contexts of the target culture and civilization.
- promote interdisciplinary by introducing the themes being studied in the other disciplines as a strategy of completion and extension of information.

According to the Ministry of Education, these objectives enable the learner to cope with communicative skills (oral/written) so as to satisfy the needs of the country in the future. Besides, the EFL teaching/learning allows the learner to use the target language as a tool of communication in various domains like, culture science and technology, etc.

2.3.4. Integration of Language Skills

It is worthwhile noting that the four language skills (listening, reading, speaking, and writing) are most of the time integrated in terms of joining two different skills within a classroom session. For instance, listening is generally combined with various tasks as speaking (repeating), writing (taking notes, filling charts), or reading (matching, filling blanks).

This embodied in the fact that no language skill can occur solely on one hand, and in stimulating the learner's interest of listening on the other hand. For instance, through reading activities, the learners train themselves to extract information from the reading passage in terms of scanning and skimming. And via writing activities, they train themselves to produce messages relevant to the given text using the accurate punctuation, capitalization i.e., to make use of the acquired knowledge both in English and in the other subjects.

Oral Interaction

It implies developing listening and speaking but even reading and writing may intervene. At this point, the learner is well aware of the importance of EFL learning process in order to use the TL in meaningful situations. According to the Ministry of Education, in the pedagogical instructions (2005: 14) the learner should:

- listen carefully to give feedback
- grasp the necessary information or the main idea.
- listen as much as possible with interest to focus on the important elements of the message.
- neglect all the new vocabulary items and unnecessary for the understanding of the message.

Generally, the EFL teacher prepares his/her pupils for the task by starting a pre-listening e.g., picture, general background of the context, etc. in order to lead them guess the coming points of learning. Hence, the pupils train themselves to speak, to:

- start a conversation, take part in a discussion,
- express opinion, advice, order
- suggest and comment
- ask for and give information

In the classroom settings, EFL teacher needs to create conditions in which the learners can make use of the TL by opting appropriate strategies and techniques such as, conversation, pair work, role player, group work, and activities that involve the whole class.

Reading Comprehension

Like listening, the pupils need to have reasons for reading that lead them to ask questions about what they read e.g., what am I reading? A dialogue? A letter? Why? Which strategy should I adopt? Skimming or scanning? The principal objective is to make the learner read longer and more difficult passages silently and gradually autonomously i.e., without the help of the teacher or the use of dictionary, they have to guess the meaning of words from the context. In contrast, dialogues are generally read aloud in pair work or group work for the purpose to study accurate pronunciation, intonation which requires particular attention.

Writing

In the first secondary year, writing is essential in the EFL learning/teaching process; they need to acquire competencies that enable them to:

- produce coherent messages and express their ideas, opinions, describe, and narrate, etc.
- use correctly punctuations, capitalizations and organization of paragraphs.
- take notes during the lesson session.

2.4. An Overview of Teaching Speaking Skills across EFL Methodology

The quest for appropriate method and approach of teaching EFL was and still the preoccupation of both teachers and applied linguists. Thus, Algeria has witnessed constant changes and development of teaching methods and approaches. This fact can be attributed to the different focuses on different language skills, notably speaking; writing; reading; and listening. In this respect, Corder (1973: 28) cited that:

.....that teaching languages is, and always has been, thought of as developing a set of performance skills in the learner, and syllabuses and timetables are often expressed in terms of the skills being taught.

This section is a description of the basic premises and procedures of the most recognized methods for teaching English as a foreign language and being implemented in the Algerian educational reform.

Grammar-Translation Method

This method was originally used to teach classical languages, such as Latin and Greek. Then, it was generalized to teaching modern languages like French and English. It dominated the English language teaching field in Algeria in the 1960's at all the educational levels.

The textbooks were P.M. Richards and Wendy Hall's series of ELT textbooks for instance, 'Anglais Seconde Langue', Classe de Quatrième, in 1960; 'Anglais Seconde Langue', Classe de Troisième, in 1961; L'Anglais par la Littérature, Classe de Seconde, in 1962; L'Anglais par la Littérature, Classe de Première, in 1963; and La Vie en Amérique for 1ère Classe ou Terminales in 1963. These series were French-designed ELT textbooks. They highlighted the learning of the vocabulary items and the grammar rules via memorization; Reading and writing are the primary skills and much less attention is given to speaking and listening, as Rivers (1968: 17) stated:

...Little stress is laid on accurate pronunciation and intonation, communication skills are neglected; there is great deal of stress on knowing rules and exceptions, but little training is in using the language actively to express one's meaning.

Hence, this method has been criticised in that knowing a language is not merely the process of memorizing a set of grammar rules and a list of isolated words. In addition, this method relies heavily on translation which generally led to interference and no appreciation of communicative skills as Cook (2003: 32) Pointed out: **“success was measured in terms of the accurate use of grammar and vocabulary rather than effective communication”**.

The direct Method

This approach was developed initially as a reaction to the grammar-translation method in an attempt to integrate more use of the target language in instruction. It was called ‘direct’ because the teaching of the foreign language was taught without any resort to the mother tongue. This method was used in Algeria, first, in the Middle School classrooms in the early 1970’s with Broughton’s ELT textbook ‘Success with English’. Then, through the textbooks Andy in Algeria, Learn English With Us for 3ème-AM (1977) and ‘Madjid in England’, ‘Learn English With Us’ for 4ème-AM (1977). The main assumptions underlying this method is that priority is given to speech and oral skills; reading and writing are postponed for months until listening and speaking skills are established.

As this method presents the total refusal of the use of translation in the classroom, dramatisation, demonstration and pointing at objects are used for concrete words, and abstract words are explained through association of ideas. This assumption is based on the idea that a child learns his mother tongue by being simply exposed to it as Lado (1964: 5) noted:

The direct method assumed that learning a foreign language is the same as learning the mother tongue, that is, that exposing the student directly to the foreign language impresses it perfectly upon his mind.

Nevertheless, this method did not escape from criticism in that all the language tasks were classroom based context, and had no relation to the real life situations. As a result, the learners were not able to use the foreign language effectively for communication. Subsequently, the Algerian educational authorities found themselves impelled to adopt another approach to pave the way for effective EFL leaning/teaching process.

The structural Approach

The 1970's and early 1980's had witnessed the dominance of the structural approach. This approach marked significantly ELT in Algeria through the introduction of L.G. Alexander's textbooks 'Practice and Progress' (1967) and 'Developing Skills' (1967) for the three secondary school years. This approach adapted many of the principles and procedures of the Direct Method.

It emphasized on oral drills, and skills are ordered as follow: listening, speaking reading and writing. It has been criticized on the ground that the structures were not taught in particular situations that are likely to meet in reality.

Communicative Approach

The ever growing need for communication skills in English has led to the emergence of the Communicative Language Teaching. As far as foreign language is concerned, this method takes into account the essential need for real communication of the target language. This approach recognizes that language communication requires more than a knowledge of a set of grammar rules and an amount of vocabulary but rather knowing a language is what Hymes (1971) wrote: **"Rules of use without which the rules of grammar would be useless"**.

Hymes (1972) who advocated this approach, coined the term Communicative Competence to refer to that aspect which enables the learner to convey and interpret messages and to negotiate meanings interpersonally within specific contexts.

In the same line of thought, Brown (2007: 241) summarizes the main characteristics of the Communicative Approach as follow:

- Classroom goals are focused on all of the components of communicative competence and not restricted to grammatical or linguistic competence.
- Language techniques are designed to engage learners in the pragmatic, authentic, functional use of language for meaningful purposes. Organizational language forms are not the central focus but rather aspects of language that enable the learner to accomplish those purposes.
- Fluency and accuracy are seen as complementary principles underlying communicative techniques. At times fluency may have to take on more importance than accuracy in order to keep learners meaningfully engaged in language use.
- In the communicative classroom, students ultimately have to use the language, productively and receptively, in unrehearsed contexts.

The CA was introduced in Algerian education system through illustrative coursebooks as ‘My New Book of English’ for 1ère-AS; ‘New Midlines’ for 2èmeAS; and ‘Comet’ for 3ème-AS. These series were designed to help the learners make use of the TL. Yet, this approach has been criticized since its application requires the availability of a classroom that allow for group work or for pupils’ interaction, such a classroom that cannot be afforded in the Algerian context.

Competency-based Approach

The Competency-based approach has been introduced in the foreign language teaching/learning field since 2003 as part of the reform of the Algerian educational system. As its name implies, it is based mainly on building up competencies and abilities of language learning. In fact, many scholars advocate that competency itself is a function of these core components: attitude, skills, and knowledge.

Like the Communicative Approach, the Competency-Based Approach bases its activities on interaction. Pair work and group work are used to generate communication in activities such as problem solving and filling information gaps. Translation is used only if necessary for communication. Context is based on authentic materials and is used to help the learner deduce meaning.

The implementation of the CBA in ELT field has an impact on the learning process through the elaboration of new textbooks such as ‘Spotlight On English’ for 1^{ère}-AM, the English Courses Series for the 2^{ème}-AM and 3^{ème}-AM and ‘On The Move’ for 4^{ème}-AM. As for the secondary level, one can mention ‘At The Crossroads’ for 1^{ère}-AS, ‘Getting Through’ for 2^{ème}-AS and ‘New Prospects’ for 3^{ème}-AS.

It is worthwhile mentioning that Algerian educational system is still experiencing this trend as part of the educational level of integration. This latter itself is part of the multidimensional globalization process.

2.5. Research Design

As stated earlier, this research study is carried out to explore the main causes and factors that led to the EFL pupils’ low achievement of oral skills. This issue was drawn from the fact that our pupils though they spent over four years in studying English, it is often noticed in our classrooms the total absence or lack of oral ability to generate even the most basic utterances.

To obtain more reliable answer to the problematics, a case study was adopted in this research of a particular situation to help us gathering data about the factors and causes of pupils' low achievement in the speaking skills despite the amount of time they afford in learning English from the middle school and despite the Algerian authority to help these pupils to improve their English as it is aware of the important role this target language plays in all over the world.

In this regards, the case study conducted in this research is appropriate to examine the factors that cause behavioural patterns of a given unit and its relationship to the environment. Evidently, Kothari (1990: 113) postulated that: **"The object of the case study method is to locate the factors that account for the behaviour-patterns of the given unit as an integrated totality.**

Case study is an intensive investigation that highlights on providing a detailed account of one or more cases. For instance, one might study a classroom that was given a new curriculum for oral skills. It is also useful for testing whether theories and models actually work in the real world; as Yin (1984: 23) wrote:

A case study is an empirical inquiry that investigates a contemporary phenomenon within its real-life context; when the boundaries between phenomenon and context are not clearly evident; and in which multiple sources of evidence are used.

Hence, case study is a research methodology based on an in-depth investigation of a single individual, group, or event to explore causation in order to find underlying principles. It can include quantitative evidence as well as qualitative one, relies on multiple sources of evidence and benefits from the prior development of theoretical propositions. In brief, it can be based on a mix of quantitative and qualitative evidence.

According to Adelman et al. (1976 cited in Nunan 1992: 78), case study as a method of research is ‘strong in reality’ and therefore likely to appeal to practitioners, who will be able to identify with the issues and concerns raised; and It can represent a multiplicity of viewpoints, and can offer support to alternative interpretations.

Furthermore, Cohen et al. (2000) assumed that case studies can establish cause and effect as they observe effects in real context which is in turn, a powerful determinant of both causes and effects.

Yet, some researchers such as Kothari (1990) proclaimed that case study method consumes more time and requires lot of expenditure, and the findings obtained are often not comparable and the results may not be generalizable except where other readers/researchers observe their application.

2.5.1. The research Sample Population

At the centre of any investigation into educational phenomena are the participants that constitute the *raison d’être* of the study. The subjects of the study were EFL teachers from different secondary schools and the pupils of first year literary and scientific streams from secondary school Said Messoud in a village called Ouled Mimoun.

Teachers’ Profile

EFL teachers were required in this investigative study in an attempt to elicit information about their perspectives on their pupils’ interactions in the classroom. This category of teachers, were also known as PES in the Algerian educational context.

Accordingly, our informants were selected at random regardless of their age, sex, and length of experience in their teaching career. The rationale of including them in this study was twofold: first, to gain more relevant and in-depth data since they are the direct observers of their learners and, second, to gain additional guidance in order to ensure that the research was being conducted appropriately.

Pupils' Profile

The subjects were 57 first year pupils from the secondary school Said Messoud located in a small village called Ouled Mimoun, 60 kilometres away from Tlemcen. The pupils pursue their studies under core curriculum in both literary and scientific streams respectively. They are supposed to have learnt English throughout the four years in the middle school as opposed to the previous years where English used to be learnt in three years. This step is being recently established in the educational reform system (noting here, that the middle school lasted only three years in the past). The subjects were assigned at random from different classes. During this phase of research, the subjects expressed their willingness to respond to the interview protocol and accepted to participate in the current study (see Appendix A).

Apart from that, the researcher strived to recognize the gap between English teaching/learning process in the middle and the secondary level and whether this weakness in oral skills has roots in their previous foreign language learning with close reference to communicative abilities. The pupils in the sample were assigned to the researcher's classes at random.

Effectively, for McDonough et al. (1997), a research which is done by teachers contributes to various outcomes including innovation in teaching method, classroom organization, and curriculum and knowledge development. It is worthwhile mentioning here, that despite both of the streams have the same curriculum concerning the English language learning process, only the literary stream pupils are allowed to study foreign language when they pass the common core.

2.5.2. The research Instruments

In the current study two different instruments were used to get qualitative and quantitative data. First, a questionnaire was administered to the EFL secondary school teachers; and a structured interview was conducted with the EFL first secondary school year. So that triangulation emerged out of this process as Gorard et al. (2004: 45) pointed out: **“If we are using two different methods then the results have to be genuinely combined if something new is to result”**.

In this way, triangulation is a practical approach to combine both qualitative and quantitative research to counteract the weaknesses in both qualitative and quantitative research. Seale (2004: 297) advocated that employing different methods in a research project can generate consistent findings. Likewise, Malterud (2001: 487) states that, *“qualitative studies can also be added to quantitative ones, to gain a better understanding of the meaning and implications of the findings”*.

2.5.2.1. Teachers' questionnaire

A questionnaire is a self-report data collection instrument that is filled out by the research participants. It refers to a series of written questions on a topic about which the subjects' opinions are sought (Sommer et al.: 2001). It is widely assumed that the questionnaire is one of the most popular research tools in applied Linguistics for it is easy to construct, collect and treat a large amount of data. As Dörnyei (2007: 101) pointed out:

The popularity of questionnaires is due to the fact that they are relatively easy to construct, extremely versatile and uniquely capable of gathering a large amount of information quickly in a form that is readily processible.

The questionnaire is considered as a relatively popular means of collecting data that can be analysed quantitatively and qualitatively. It enables the researcher to collect the appropriate data with close reference to the research objectives and likely to be analysed, measured in numerical data as maintained by Wilson et al. (1994: 1):

The questionnaire is a widely used and useful instrument for collecting survey information, providing structured, often numerical data, being able to be administered without the presence of the researcher, and often being comparatively straightforward to analyze.

Thus, one questionnaire is employed as a research instrument to collect the necessary information of this research, in which the respondents have adequate time to give well thought out answers and large samples can be made use of and thus the results can be made more dependable and reliable, as Kothari (1990: 105) indicated: *‘Wider and more representative distribution of sample is possible under the questionnaire method’*.

Nevertheless, Kothari (1990) indicated some limitations of this method for some respondents may not return the questionnaire in time despite several reminders; and there is a risk of collecting incomplete and wrong information, particularly when the respondents are unable to understand questions properly.

In order to achieve the purpose and the objectives of the study, a questionnaire was administered to EFL teachers from different secondary schools in Tlemcen on the seminar day planned by the inspector.

Since this meeting lasted only one day, the researcher found it appropriate to give the subjects time to respond, and she collected the filled questionnaires by moving into their *lycées* the days after. The total number of the filled questionnaire was 30 by the respondents who participated and were not reluctant to fill out the questionnaires anonymously. This research instrument was adopted mainly to elicit information from the teachers' perspectives and viewpoints concerning the low achievement of their learners' oral proficiency and to obtain the basic information necessary for answering the research questions.

The teachers' questionnaire is divided into two parts: The first part includes teachers' background information; the second part contains questions related to the research project concerning the causes and factors that determine the low achievement of speaking skills of their learners. This part of the questionnaire is formulated through the use of close ended questions and open ended questions which aim at providing answers to the research questions. For more details, see (Appendix B). It also allows us to collect data that can be analysed quantitatively and qualitatively.

Close-ended questions usually the type 'yes' or 'no' or multiple choice questions are used for the possible responses are known and a range of responses are prescribed and chosen by the respondent. Open ended questions, on the other hand, enable the respondents to write a free response in their own terms, to explain and qualify their responses and are used also to help to identify possible answers for a closed-ended questions.

2.5.2.2. Learners' Interview

As it has been mentioned earlier, the interview method is used for data collection in an aim to elicit information directly from the informants with reference to the researcher' area of inquiry. Interviewing is a research tool typically used to gain a better insight and in-depth about the respondents' interests, attitudes, beliefs, opinions, etc. As far as the interview protocol is concerned, there are three distinct types of interview formats: structured interview, semi-structured interview, unstructured interview.

- *Structured interview:* This type of interview involves a standard and predetermined set of identical questions to obtain data that can be gathered from the participants. Thus, it allows the researcher to observe as well as to listen; and to get reliable and valid data.
- *Semi-structured interview:* This method is usually flexible in nature whereby the participants can expand upon their answers, provide more details, and add additional perspectives. Thus, they are not restricted by standardized questions.
- *Unstructured interview:* The main aspect of this type is simply to get the participants talk about a topic area via probing questions and let them speaking freely by revealing their perceptions, attitudes, and opinions, etc.

In an attempt to explore the learners' perceptions about their speaking skills difficulties in the classroom activities, and to unveil the causes behind these difficulties; a *structured interview* was conducted with first- year secondary pupils. We have adopted such instrument because it is used in data collection in an aim to elicit information directly from the informants.

A *structured interview* was conducted with first- year secondary pupils so as to avoid all sorts of confusion among them. The subjects were assigned to the researcher' classes in the secondary school Said Messoud in Ouled Mimoun, a village located around Tlemcen. The total number of the informants was 57 who expressed their willingness and participated at the convenience of their time i.e., free time, break, etc.

The choice of the *structured interview* was employed for it provides sufficient flexibility to approach different respondents within the same framework of investigation. It is formulated in accordance with the research questions and objectives and designed to 1^{ère}-AS pupils to obtain the desired information, processed it and draw valid conclusions.

The interview was developed in the mother tongue of the respondents to avoid all kinds of confusion; tape-recorded to secure an accurate account of the data since not everything can be written down during the interview. Then, the interviews were translated into the TL and stored in the computer; analysed and interpreted afterwards. The interview method is recorded for subsequent reflection and interpretation that enables the researcher to give a better reflection of the inter-personal context of the teaching /learning process.

The interview consisted of eleven questions (see appendix A): the interviewer first created a relaxing atmosphere and ensured the informants to respond freely in order to allay their anxiety. The first two questions aimed at revealing background information about their amount of time being exposed to learn English; and whether they really enjoy learning it. Then, they were asked about their attitudes and feelings when they speak English in the classroom, in front of their peers. After that, they were asked about their oral use of the TL and interaction; and whether they had any contact with this language outside the classroom settings. Finally, the informants were asked about the common difficulties they encounter in oral proficiency; and what they expect from their EFL teachers to enhance their speaking skills.

2.6. Conclusion

Foreign language teachers and educators are often confronted with the common question: What method or approach do they use in teaching a foreign language?

Admittedly, there is no one best method for teaching a foreign language, but rather different approaches and methods are available on the EFL scene; and all of them aim at improving the teaching/learning process.

Evidently, the importance of English as a universal language and the advance of technology and educational reform are key-determinants for new developments in English language teaching and learning in Algeria. The role of English in Algeria is quite important as it is in many other developing countries. Since the independence of Algeria, English is being taught so as to meet the needs of the learners as well as the country.

In fact, the rationale behind adopting a new policy for EFL teaching and underlining the objectives, is to make progress in all aspects of life, social, economic, technological and cultural, etc. In spite of this, Algeria has still a long way in order to enhance English proficiency of the learners. The present chapter has tried to analyse and describe the Algerian educational situation of ELT with reference to first-year secondary level on one hand; and outline on the other hand the research methods, procedures and the sample population undertaken in this case study.

CHAPTER THREE
Results' Analysis and Discussion

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3.1. Introduction

The present chapter intends to gain valuable insights via the data gathered from the pupils and EFL teachers in the secondary school level concerning their perceptions of the difficulties they encounter in speaking English, the reasons underlying these difficulties, and the strategies they use in accomplishing their oral linguistic tasks.

Thus this chapter serves two purposes. First it presents the analysis of the collected data from the research procedures undertaken in this study. Second, it offers some insights into perceptions and attitudes of the participants with reference to the speaking skills. Its preliminary aim is to identify and spot the factors underlying pupils' low achievement in speaking skills, and by trying to approach their attitudes towards learning the targeted skills, the content and techniques of teaching related, and by looking at the problem from the teachers' perspectives, trying thus, to correlate the answers for both the participants.

The research procedures of data collection were discussed in the previous chapter; and the analysis of the results will be reported in this chapter. Data analysis is used in this case-study so as to obtain information about the data issues associated with the relevant research questions and objectives. As far as the methodological process used in this case-study, data was measured and analysed both quantitatively and qualitatively. In this regards, most of the researchers assume that using more than one type of analysis contribute towards obtaining more reliable research findings to reach the necessary data.

Quantitative Data Analysis

The quantitative method of analysing data is by and large seen as an efficient way of handling the gathered data; and it enables numerical comparisons to be made. Therefore, the research instruments used in this investigative study, namely, the interview protocol and the questionnaire were collected, analysed and measured in terms of frequency of various phenomena using percentages.

Qualitative Data Analysis

This approach is relied on the collection of qualitative data. According to Wiersma (1995), qualitative research investigates the complex phenomena experienced by the participants by examining their words and actions in descriptive ways. This view is also maintained by Cohen et al., (1995: 41): '*Qualitative researchers seek lived experiences in real situation*'.

In addition, qualitative research seeks to discover the way the participants interpret situations and their perspectives towards a particular issue; and to understand the meaning attributed to actions by participants. The outcomes emerged out of this research method can be also reliable and valuable. According to Miles et al. (1994), analysing qualitative data is not a linear process but rather cyclical and it consists of three streams: data reduction; data display, conclusion drawing/verification:

1. Data reduction refers to the process of selecting, focusing, simplifying, and transforming the data that appear in written-up field notes or transcriptions.
2. Data display is the second major process, it is an organized, compressed assembly of information that permits conclusion drawing such as graphs or charts.
3. Conclusion drawing and verification includes explanation, causal flow, and propositions in addition to verifying the analysed data. All these streams occurred before, during, and after data collection in parallel form.

These three streams form an interactive cyclical process as shown in the following figure (see Figure 3.1.) Miles et al. (1994: 12):

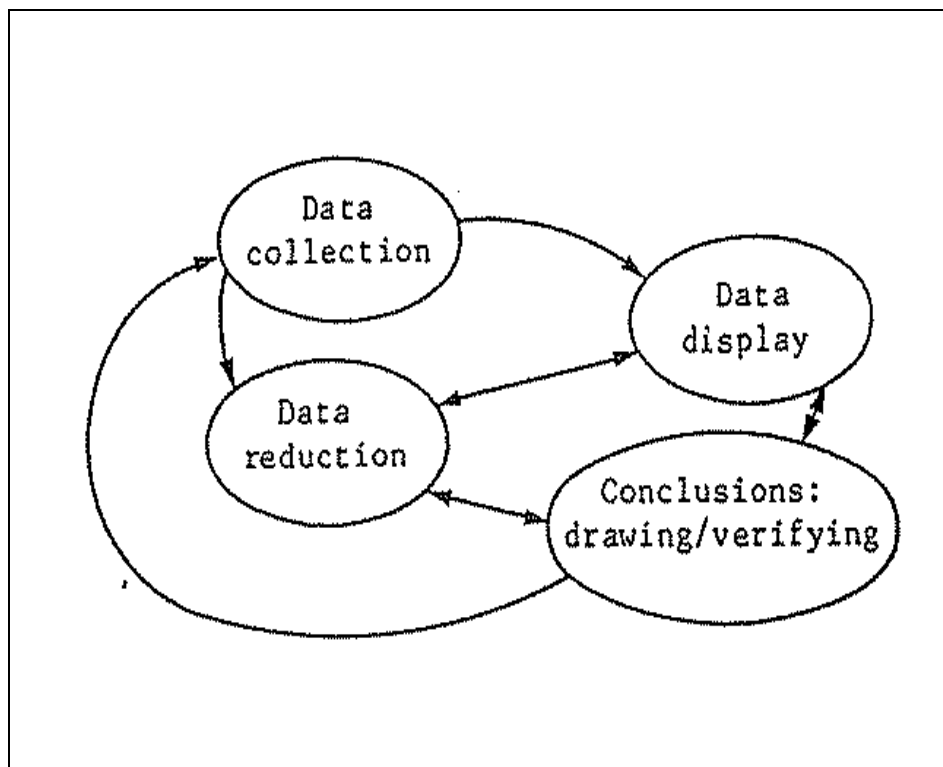


Figure 3.1. The Components of Data Analysis: Interactive model

Yet, it has been argued that qualitative studies singly cannot provide grounds for generalizing across cases. It is also difficult to use this method to handle large sets of data. Evidently, the use of the two distinct types of methods, is complementary process whereby each method has qualities which complement the weaknesses of the other one as Wallace (1998: 38) pointed out:

Quantitative is broadly used to describe what can be counted or measured and can therefore be considered objective. Qualitative is used to describe data which are not amenable to being counted or measured in an objective way, and are therefore 'subjective'.

3.2. Data Analysis

This section consists of processing the data obtained from each tool used during the empirical study, namely: teachers' questionnaire, and learners' interview, which will be discussed and interpreted after being analysed qualitatively and quantitatively. At this point, the investigator may gain insights in the context of the research problematic.

3.2.1. Learners' Interview Results

The aim of this interview is to identify the major reasons behind the low achievement in oral English. The conducted interview with the 1ère-AS learners is analysed in this section:

Identifying the gender of the respondents:

In this exploratory study, the interview was conducted with 57 1ère-AS pupils literary and scientific streams from Said Messoud lycée in Ouled Mimoun during the school year 2010-2011. The interview lasted from three to five minutes for each individual. The sample consisted of the two sexes: 34 females and 23 males; so that this research embodied all the population to collect various data.

Gender	Number	rate	Total
Males	23	40,35%	57
Females	34	59,65%	100%

Table 3.1. Pupils' gender

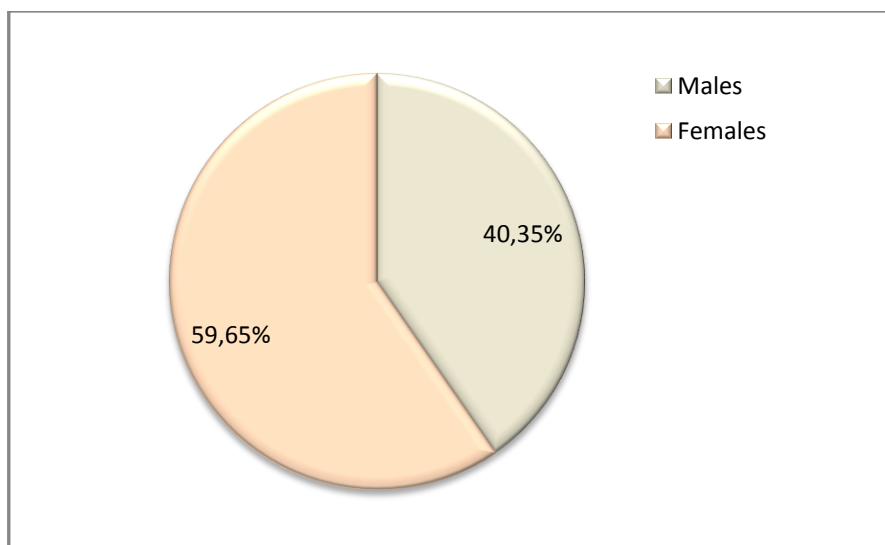


Figure 3.2. Pupils' gender

Question 1: How long have you been learning English?

To investigate the time spent in learning English, the table shows that most of the respondents are being studied English for five years i.e., four years in the middle school and the current (one) year in the secondary school and only 09 pupils are studying it for 6 years as they failed in one year during their life learning either in the middle or the secondary school.

Years of studying English	Number	Rate
05 Years	48	84,21%
06 Years	09	15,79%
Total	57	100%

Table 3.2. Years of learning English

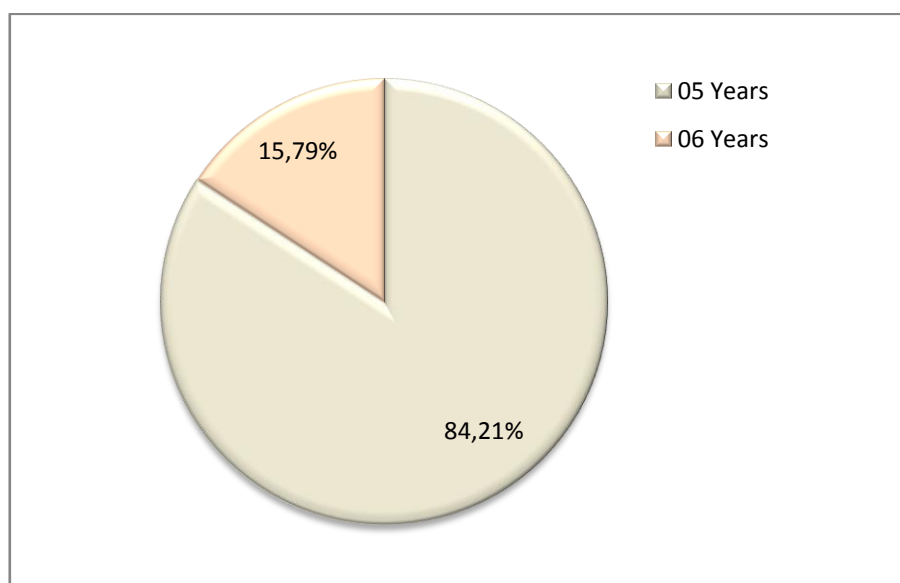


Figure 3.3. Years of Learning English

Question2: Do you enjoy learning and speaking English? Or are you learning it just because it is a compulsory subject?

The issue over whether the pupils are being studied English because they enjoy it or just because being compelled to learn it as a school curriculum subject; the data shown in Table 3.3 indicates strongly, positive attitudes towards learning English as a foreign language and not only because of being a part of the school curriculum. Additionally, they commented they enjoyed it because it is becoming so global language that they need to learn it.

Pupils' answers	Yes	No	Total
Frequency	57	00	57
Percentage	100%	00%	100%

Table 3.3. Attitudes towards learning English

Question3: Do you participate in class?

The issue over whether the pupils participate in English classroom and to what extent; the results revealed the average frequent of the learners' participation in class as shown in Table 3.4, in the sense that 72% of the respondents answered sometimes participated and 25% of them answered they often did; they added on commenting it depends on the extent to which they understood the required tasks. So, only 4% of the respondents replied never they participated for the reason of their (natural behaviour) habit being silent in class.

Participation in class	Frequency	Percentage
Never	2	3,51%
Sometimes	41	71,93%
Often	14	24,56%
Total	57	100%

Table 3.4. Participation in English classroom

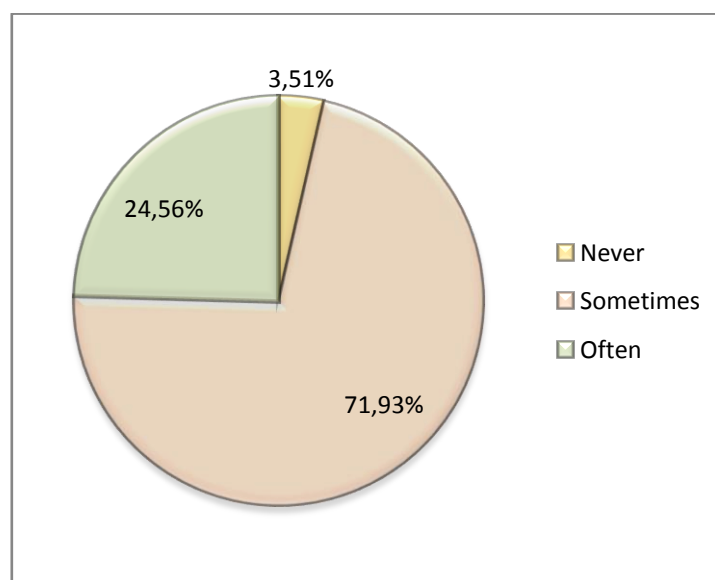


Figure 3.4. Participation in English Classroom

Question4: To what extent do you usually engage yourself in speaking activities such as dialogues/ interpreting a graph, a text...during classroom sessions?

To explore whether the respondents take part in oral tasks such as dialogues, role plays, interpreting a picture, reporting orally a story; and to what extent they do involve themselves to this kind of tasks, the data presented in Table 3.5 shows that over 14% of the pupils, they quite attempted to use oral English and made efforts to perform these kinds of tasks, whereas 72% of them they replied a little bit.

Suggestions	Frequency	Percentage
Not very	2	3,51%
A little bit	41	71,93%
Quite	14	24,56%
Total	57	100%

Table 3.5. Participation in oral tasks

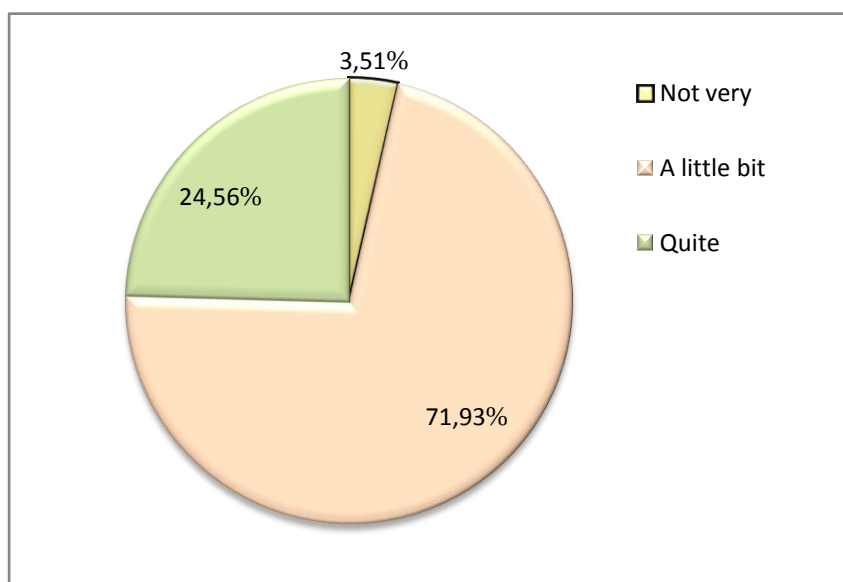


Figure 3.5. Participation in Oral Tasks

Question5: When you want to ask your teacher, do you do that in English or in your mother tongue?

For the purpose to elicit information which language the pupils usually used to ask their instructors questions, the results showed high tendency towards the use of the mother tongue for the majority of the pupils (78,95%) admitted they used English and their mother tongue (Arabic) depending on their abilities or inabilities to formulate accurate questions. Whereas about 8,77% of them preferred asking their instructors in the target language; and only 10,53% of them used English in spite of making errors.

Preferred Language in asking Questions	Frequency	Percentage
Asking in Arabic	05	8,77%
Asking in English	06	10,53%
Asking in English and Arabic	45	78,95%
Dont' ask	01	1,75%
Total	57	100%

Table 3.6. Language used for Asking Questions

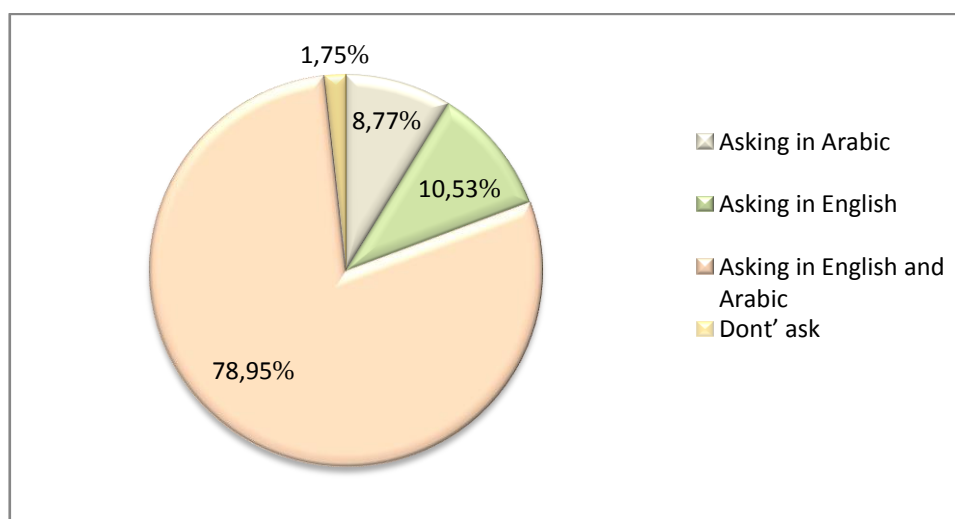


Figure 3.6. Language used for Asking Questions

Question6: How do you feel when speaking English in the classroom: anxious/confident?

This question attempted to know how the school subjects feel when speaking English in the classroom, in front of their teachers and classmates. Table 3.7 demonstrated that 49,12% of the respondents who assured that they felt confident and normal adding they knew that they were learning. By contrast, 43,86% they responded that they felt anxious for the main reasons which lied on the fear of making errors and to be laughed at by their peers. Interestingly, 7,02% of them said that they felt at ease only when they were able of answering correctly, and they felt anxious if they had the wrong answer or mispronounce the words.

Suggestions	Frequency	Percentage
Anxiety	25	43,86%
At ease	28	49,12%
Mixed (anxiety & at ease)	3	7,02%
Total	57	100%

Table 3.7. Pupils' psychological status when speaking English

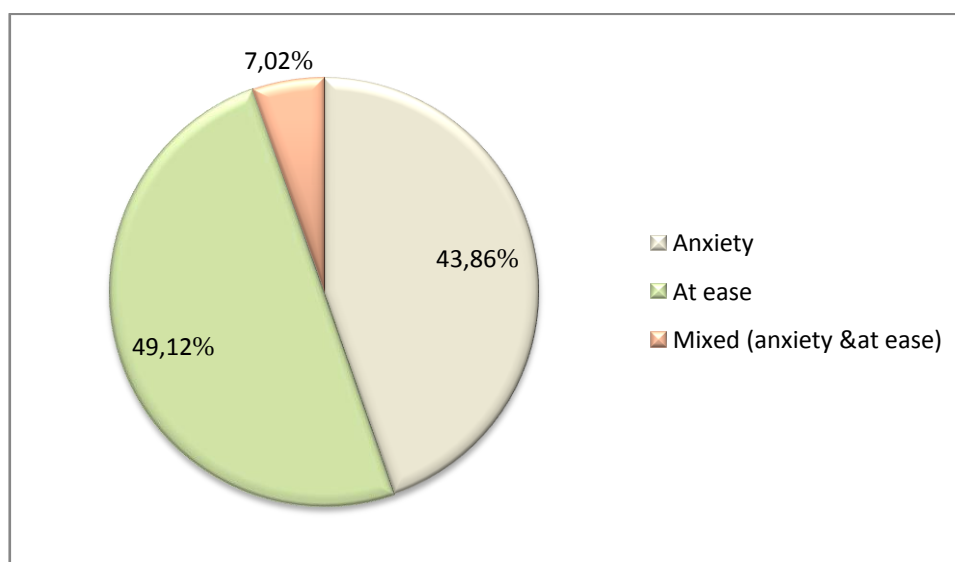


Figure 3.7. Pupils' psychological status when speaking English

Question7: Do you practise your English outside school? Reading books/listening to news, films/ friends interaction?

This item seemed not to be less significant as it provided with information about learning or using English outside the classroom. The results reported in Table 3.8 showed that almost all the respondents were in touch with English. For instance, approximately,45,61% watched different English films or documentaries, and 14,04% listened to English music even though they confessed not having full understanding just few words. 28,07% of the informants read handbooks and dictionaries to learn new words. And only about 7,02% of them, said they used some English expression for greeting and thanking with their friends for pleasure.

Using English outside	Frequency	Percentage
Speaking English outside the class	04	7,02%
Reading books, dictionaries, handbooks	16	28,07%
Watching TV (films, documentaries,..)	26	45,61%
Listening to music	03	5,26%
Revising the lessons	08	14,04%
No use of English	00	00%
Total	57	100%

Table 3.8. The Use of English outside the Classroom

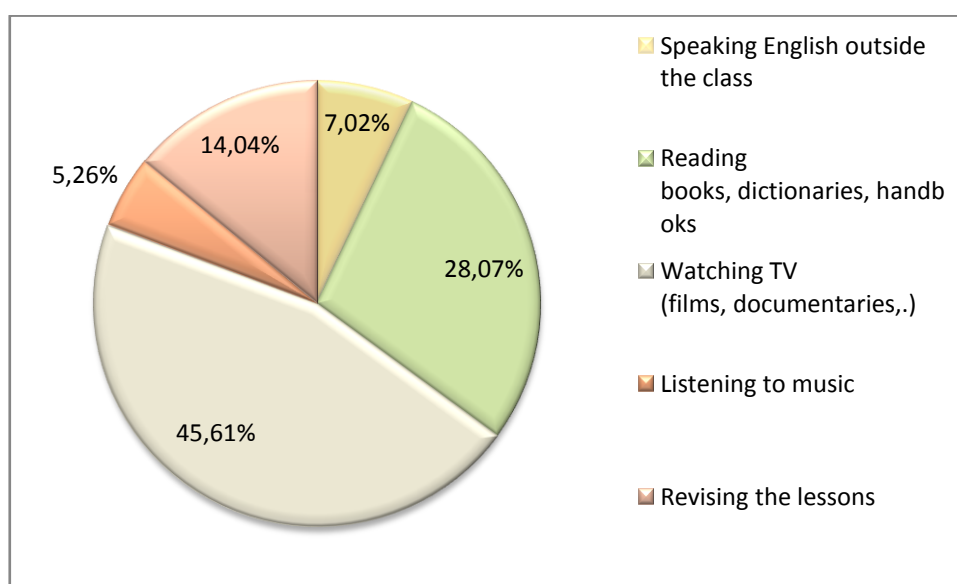


Figure 3.8. The use of English outside the classroom

Question8: What kinds of difficulties do you generally encounter while speaking English?

This issue was of paramount importance, for it sought to obtain data with reference to the main factors that affect learners' oral proficiency. It should be mentioned here that these difficulties were identified by the respondents themselves and the researcher didn't provide them with possible suggestions. Table 3.9 clearly shows that the difficulties most encountered by our learners when they tend to speak English are linguistic difficulties. The results demonstrated that 26,32% faced grammar difficulties by being unable to structure correct sentences. Others (22,81%) had difficulties to pronounce accurately, and about 19,30% admitted that their difficulties lay in the lack of vocabulary in order to form meaningful sentences.

Learners' Difficulties	Frequency	Percentage
Vocabulary	11	19,30%
Pronunciation	13	22,81%
Grammar structure	15	26,32%
Vocabulary and grammar	4	7,02%
Vocabulary and pronunciation	8	14,04%
Grammar and pronunciation	6	10,53%
Total	57	100%

Table 3.9. Difficulties in Oral English Use

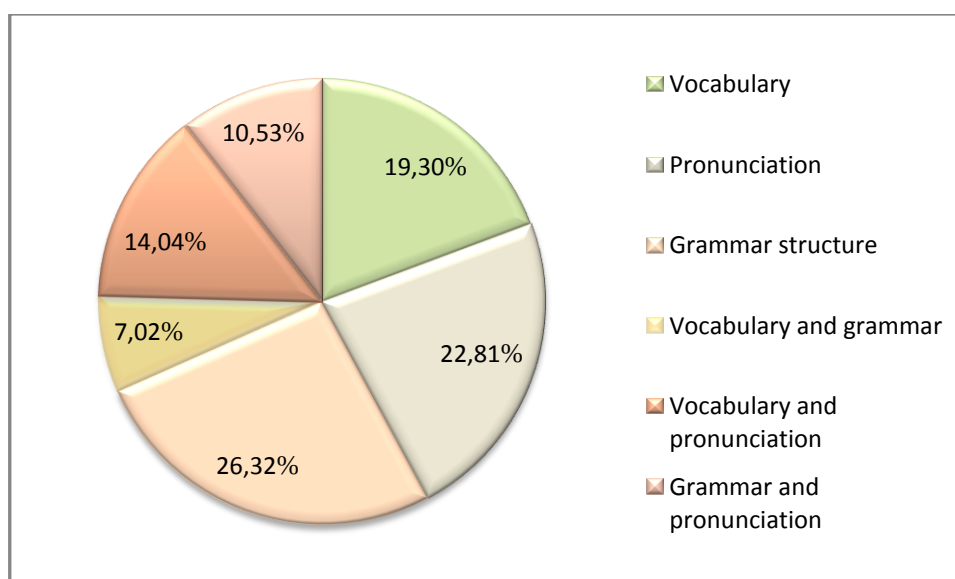


Figure 3.9. Difficulties in Oral English Use

Question9: Are you aware of the significance of language speaking skills?

This question aims to reveal whether the learners are aware of the significance of speaking skills to be acquired in parallel with the other integrative skills. Importantly, the results showed that all the learners regardless their level of proficiency, they responded positively to this point by emphasizing their essential need of oral English especially for future use since the TL is increasingly the world language used across the nations in many fields.

Awareness of the importance of oral skills	Frequency	Percentage
Positive attitude	57	100%
Negative attitude	00	00%
Total	57	100%

Table 3.10. Learners' awareness of oral skills

Question10: Do you favour providing an English session divided into two separate groups once a week? Or learning in a full class?

Since the Algerian classes are generally large and the time allotted to learn English is limited (section 2.4), it is widely acknowledged by EFL teachers that is impossible to give a chance for all the pupils to speak English within the classroom settings. In this regards, we saw of vital importance to know whether the pupils agreed to study English one session a week into two separate groups or not.

As it was expected almost all the respondents agreed to learn English within this procedure for it gave them an opportunity to speak English with few number of pupils and they showed their welcome to this suggested initiation as they believed it would help them to speak English and they could learn better than in a full class that might be noisy. Yet, among the respondents, there were only two who preferred learning English in a full class, arguing that it would allow all the pupils to attend the lecture in a warm atmosphere.

Suggestions	Frequency	Percentage
Splitting the class into two -groups	55	96,49%
Full class	02	3,51%
Total	57	100%

Table 3.11. Learners' Attitude towards Learning in Groups

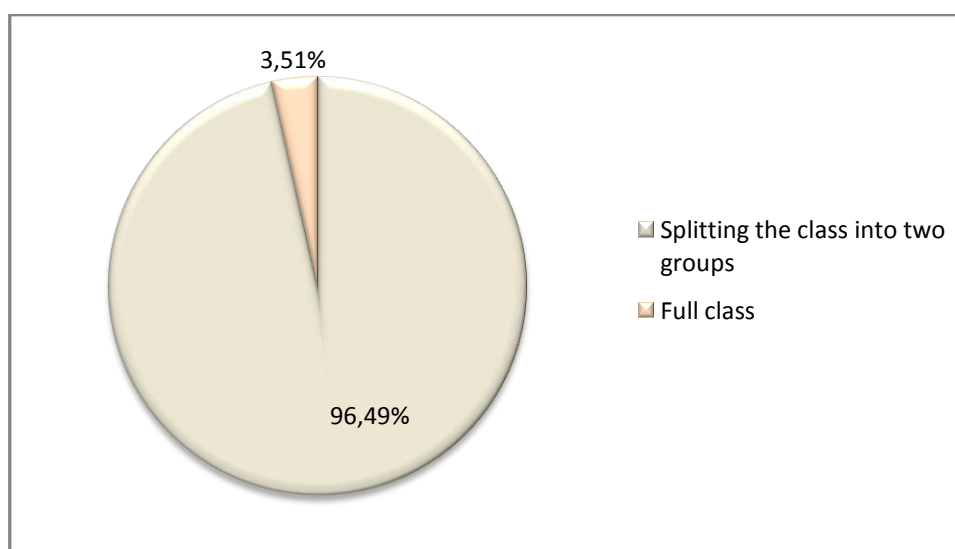


Figure 3.10. Learners' Attitude towards Learning in Groups

Question11: Would you like oral tests in addition to your written tests?

This issue attempted to get knowledge about whether the pupils preferred to undertake an oral test since all of them were well aware of the importance the speaking skills. The findings presented in Table 3.12 indicated that the majority of the informants 42% preferred the introduction of oral test, as it might contribute to assess their level in oral proficiency and that would be an opportunity for them to train and habituate themselves to speak English better.

On the contrary, 15% of them, proclaimed it would be difficult for them for they wouldn't have enough time to think about the answer as opposed to the written test whereby they would have enough time to think before answering.

Learners' Attitudes	Frequency	Percentage
Positive attitude	42	73,68%
Negative attitude	15	26,32%
Total	57	100%

Table 3.12: Learners' attitude towards oral test.

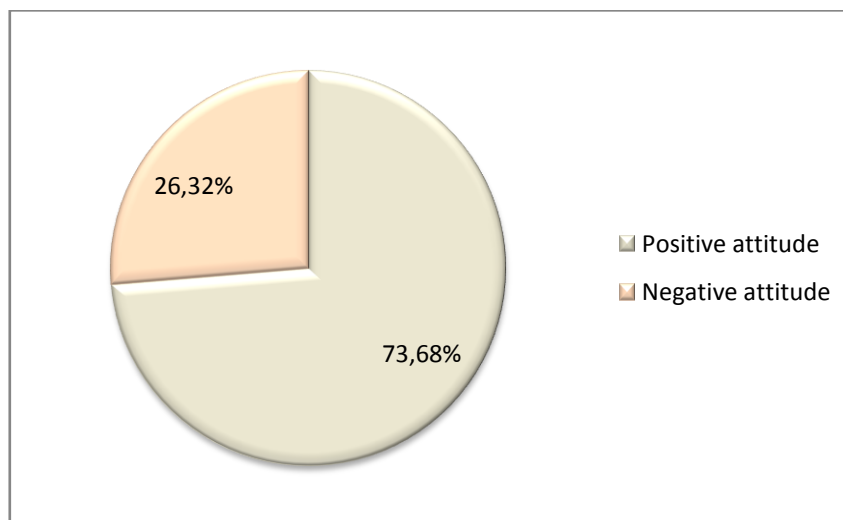


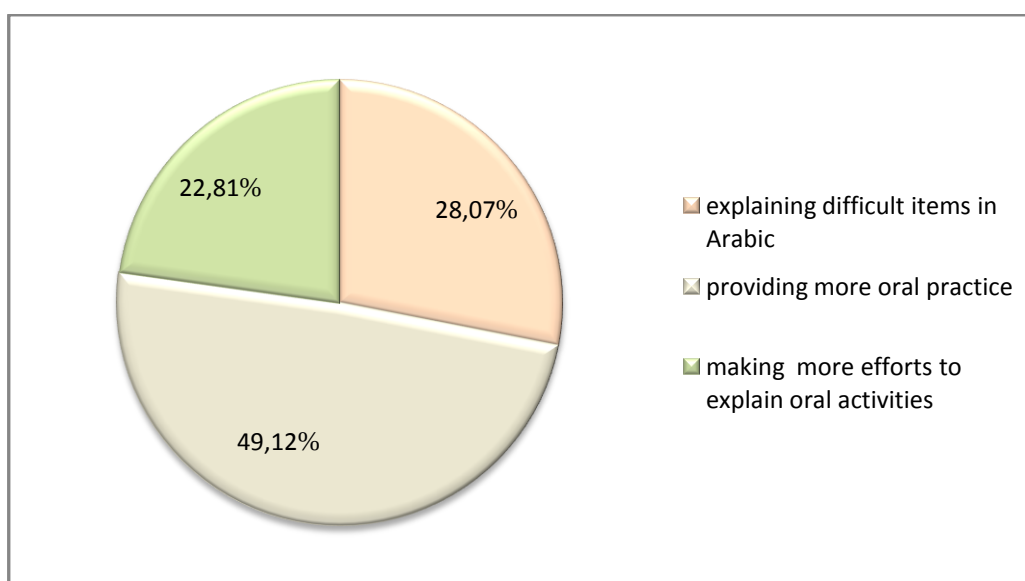
Figure 3.11. Learners' Attitude towards Oral Test

Question12: What do you expect from your teacher to help you improving your speaking English?

To elicit information from the secondary school subjects about their perceptions and views concerning what they expect from their instructors to help them improving their oral English; the respondents replied that their English teachers were doing all their best to help them; and they frequently proposed these suggestions such as explaining difficult words in Arabic, providing more oral tasks in the classroom. (See below Table 3.13)

Leaners' Suggestions	Frequency	Percentage
Explaining difficult items in Arabic	16	28,07%
Providing more oral practice	28	49,12%
Making more efforts to explain oral activities	13	22,81%
Total	57	100%

**Table 3.13. Learners' views about their teachers
to improve their oral skills**



**Figure 3.12. Learners' Views about their Teachers to Improve
their Oral Skills**

3.2.2. Teachers' Questionnaire Results

As it has been mentioned in the previous sections (section 2.5.2.1.), a questionnaire was administered to thirty EFL secondary school teachers from different lycées in Tlemcen. The main objectives of this research instrument were to explore the relevant areas with reference to secondary school pupils and to elicit information about their perceptions and views concerning the factors underlying the low achievement in English speaking skills. It seems therefore essential that teachers reflect on their practice and their assumptions on EFL students' speaking skills. The sample was considered to be the representative of this population category. All of them hold the licence degree, yet their length of experience ranged from 02 to 32 years as shown in Table 3.14.

Years of experience	Number
5 years and less	06
6 -10 years	03
11- 15 years	08
16- 20 years	07
21-32 years	07
No answer	02
Total	30

Table 3.14. Teaching Experience

Question1: What objectives do you intend when teaching the speaking skills?

This question aimed at gaining insight about the objectives, the teachers tend to attain when teaching the speaking skills. As the subjects used their own words to express their objectives, we have tried to categorise them accordingly to facilitate analysis. Most of the informants (06) indicated that their main objectives were to enable their learners to master a wide range of language functions and express themselves, to develop their oral/aural proficiency and communicative competence. Others (06) of them said that their main objective was to enable their learners to improve their pronunciation, including stress and intonation.

(04) of them set their objectives to enhance pupils interaction and re-invest the learnt language forms and improve their oral skills. (09) of them, thought that their objectives lied in encouraging their learners to master the spoken language and therefore to be able to speak with great confidence. Four of them have deviated their objectives between mastering their pronunciation and expressing themselves. Only one of them said that the main objective is to enrich their vocabulary and to correct their speech.

As the respondents have different length of experience in teaching, several and various information was obtained about their objectives for teaching speaking skills. Thus to have a clearer picture of these objectives proposed by the teachers (PES), the researcher elaborated and summarized them in the following table (see Table 3.15).

Teachers' Suggestions	Frequency	Percentage
To improve pronunciation, stress and intonation of the learners	06	20%
To encourage pupils speaking and to enhance their ability in speaking	09	30,00%
To enable the learners to master the language functions and express themselves; to speak fluently by making themselves understood.	06	20%
To enable the pupils to interact orally and communicate and express their ideas, opinions	04	13,33%
To help the pupils expressing themselves and improve their pronunciation	04	13,33%
To correct their speech and enrich their vocabulary.	01	3,33%
No answer	00	00%
Total	30	100%

Table 3.15. Teachers' objectives of speaking skills

Question 2: What are the sequential steps do you often undertake for teaching speaking?

This question seeks to reveal information about the sequential steps, the teachers generally undertake when they intend to make their learners speak and respond orally in the TL. 33,33% of the informants assumed that speaking should be preceded by attentive listening to a particular passage. And 30% of them highlighted the oral drills such as repeating and simulating dialogues. Whereas, a warm-up presentation of the topic as a preliminary phase was recognized before oral production by 20% of the subjects. Only one of them held that the pupils could improve their abilities of speaking only through interaction in pairs or groups.

Teachers' suggestions	Frequency	Percentage
listening then speaking	10	33,33%
through interaction between pupils (role playing, in pairs, in groups as opposed to mechanical pattern drills.	01	3,33%
warm up-presentation of the topic followed by oral production.	06	20%
oral drills: listening-repeating; listening- asking questions	09	30%
no answer	04	13,33%
Total	30	100%

Table 3.16. The steps undertaken for teaching speaking

Question 3: How do you assess your learners' level of speaking performance?

When teachers were asked about their learners' oral proficiency; half of them, 53,33%, assessed their level weak and the other half of the respondents 46,67% noted that their level in general is average. None of them indicated it as good.

Teachers' suggestions	Frequency	Percentage
Good	00	00%
Average	14	46,67%
Weak	16	53,33%
No answer	00	00%
Total	30	100%

Table 3.17. Teachers' views about the level of their learners' speaking skills

Question 4: According to you what are the main reasons behind their speaking difficulties?

This question aimed at exploring the main reasons behind the speaking difficulties of the pupils that might impede their speaking English. In fact, the results presented in Table 3.18 showed clearly that 12 of the teachers held that these difficulties were due to the lack of the learners' interests in speaking skills; and they didn't take pains recalling the words and the grammar structures. About 10 of the respondents, considered the feeling of anxiety and the fear of making errors consisted the major reasons behind these difficulties.

Other suggestions were thought by two respondents. The former referred to the main reasons behind the speaking difficulties were that our learners had little chance to practise spoken English due to the time constraints and the emphasis being on written rather the spoken language and the latter returned that to the lack of speaking strategies and the teacher dominated the class in speaking.

Suggestions	Frequency	Percentage
Difficulty of the speaking skill itself	04	13,33%
Feeling of anxiety	10	33,33%
Lack of learners' interest	12	40,00%
Lack of learners awareness	02	6,67%
Teacher's dominance in speaking	01	3,33%
Lack of oral practice	01	3,33%
No answer	00	00%
Total	30	100%

Table 3.18. Reasons of speaking difficulties

Question5: Relying on your classroom experience, what would you make to help your learners improve their speaking skills?

This question was designed to get ideas about the potential remedies for the low achievement of speaking skills. Table 3.19 demonstrated that 36,33% of the respondents held that to improve the speaking skills of their learners, rested on providing more oral practice. And 20% of them, advocated to let their learners speak and make errors as this is a natural behaviour appears in the learning process. Besides, there was one informant who proposed to provide topics of learners' interests to inspire them.

Teachers' Suggestions	Frequency	Percentage
Use of paralinguistic features (gestures, mimicry, intonation, facial expression)	01	3,33%
Provide more oral practice	11	36,67%
Encourage them to speak in pairs, in groups	04	13,33%
Allow them to make errors when speaking	06	20%
Using different teaching materials, audio-visual aids	06	20%
Evaluate their oral production	01	3,33%
Provide topics of their interests for discussion	01	3,33%
No answer	00	00%
Total	30	100%

Table 3.19. Teachers' suggestions to help their learners improve their oral skills

Question 6: Do you favour teaching speaking skills by splitting your class into two separate groups once a week?

Since most of the Algerian secondary schools contain large classes and the limited time allotted to the pupils for learning English as mentioned in section (2.2), we have seen it would be appropriate to teach them once a week into two separate groups and to allow each pupil to take part and make use of oral English since this impossible in full class.

In this respect, the question whether our informant agreed this pedagogical procedure or not, has revealed that most of them (73,33%) agreed to teach their pupils by splitting the class into two groups like the other subjects such as science and physics. According to them, this way would enable them to hold their pupils' attentions; and it would give learners more chance to perform English effectively. By contrast, the rest of our informants (26,67%) said no because it would not give different results.

Suggestions	Frequency	Percentage
Yes	22	73,33%
No	8	26,67%
No answer	00	00%
Total	30	100%

Table 3.20. Teachers' opinions about teaching oral skills in groups

Question7: How do you generally assess the speaking skills of your pupils?

This issue attempts to reveal how EFL teachers would assess the speaking skills of their pupils. Table 3.21 below showed that they suggested that they assess different aspects of oral language. Thus, the results indicated that the majority of the informants (43,33%) assessed the oral performance of their pupils on the basis of the topic content; and about 26,67% of them assessed their speaking skills in terms of grammar mistakes. Whereas, 6,67% of them they did in terms of pronunciation.

From these results, it can be perceived that fluency comes at the second rank after accuracy because pupils are still unable to perform orally correct utterances, to generate their ideas in a coherent and meaningful way. In contrast, fluency is associated with the natural use of TL, whereby, it can be developed only active participation.

Teachers' Suggestions	Frequency	Percentage
Pronunciation	02	6,67%
Fluency, cohesion mistakes	05	16,67%
Asking /answering questions related to the topic	13	43,33%
Vocabulary	01	3,33%
Grammar mistakes	08	26,67%
No answer	01	3,33%
Total	30	100%

Table 3.21. Teachers' assessment of speaking skills

Question 8: Do you encourage your pupils to speak English in spite of their weaknesses?

As it was expected, all the subjects assured that they encourage their pupils in spite of their weaknesses and they admitted that speaking skills was the most difficult skill of the language, and error-making is very natural and remediable through oral practice. Moreover, they recommended to avoid direct correctional interferences; instead, stimulating encouragements are of vital importance.

Suggestions	Frequency	Percentage
Yes	30	100%
No	00	00%
No answer	00	00%
Total	30	100%

Table 3.22. Teachers' attitudes towards the weaknesses of their learners

Question 9: What do you best prefer to test your learners' speaking skills?

This question was issued to elicit information about which tasks can be useful and practicable for testing learners' speaking abilities. They all agreed that the given suggestions were widely recommended and regarded them as the good tools and measurements to test the learners' speaking skills. Thus, 70% of them selected these techniques (report on something read, summary, picture analysis and interpretation, story reconstruction) as being the background of the reproduction and re-investment of an already-seen sensation. Unlike dialogues and interviews, they come as a second phase of oral performance since they require instant abilities.

Suggestions	Frequency	Percentage
Dialogue and interviews	9	30%
Report on something read Summary Picture analysis and interpretation Story reconstruction	21	70%
No answer	00	00%
Total	30	100%

Table 3.23. Tasks for testing oral skills

Question 10: What strategies do you most of the time favour to use to enhance and develop oral skills of your learners?

This is the latest area of the teachers' questionnaire was intended to extract noticeable ideas concerning the strategies of speaking skills teachers adopt to develop the learners' oral proficiency. Table 3.24 showed that 30% of the informants thought oral presentation followed by memorizing and reconstructing passages and dialogues were prominent to enhance the learners' oral proficiency; and to deal with the difficulties that might crop up when the learners tend to speak.

07 out of them, suggested involving the learners in discussing interesting topics as many pupils are generally not interested when they can't digest the topic. While the others 07 informants, proposed interacting and interpreting via listening and responding are significant to create a vivid environment within the classroom settings.

Teachers' Suggestions	Frequency	Percentage
involve the learners in discussing interesting topics	07	23,33%
interacting and interpreting (listen & respond)	07	23,33%
Oral reconstruction and memorizing of small bits of passages and simulating dialogues	09	30%
using authentic materials	02	6,67%
stimulating them to the language functions for effective communication	03	10%
No answer	02	6,67%
Total	30	100%

Table 3.24. Teachers' strategies to develop oral skills of their learners

3.3. Discussion and Interpretation

The major purpose of this exploratory research was to find out the factors that secondary school learners display low achievement in their oral performance in accordance with pronunciation, grammar and vocabulary, including communication skills. Confronted with these challenges, some strategies are suggested to overcome accordingly.

The findings of this study based on the views and experiences of the participants regarding the difficulties and challenges they usually confront with, are analysed and interpreted. Both teachers and learners have approximately similar responses concerning their perceptions on the reasons behind the difficulties of speaking skills, though they differ in their interpretations of these factors according to their experience and level in EFL learning and teaching process.

In fact, the qualitative and quantitative data revealed that speaking the target language depends upon various determinants, particularly the learners' attitudes and interests towards foreign language; such affective factors resulted from their inadequate knowledge of the language aspects, i.e., grammar, pronunciation, and vocabulary, etc.

All these reasons lead the pupils to opt between the three different ways or strategies in the classroom context: speak English by committing errors; avoid speaking English and instead, they use their L₁; or simply they persist in making no use of any language to avoid any potential troubles. In fact, this study has revealed that all these factors are interrelated and influence the students' oral interactions in the classroom.

Concerning the different problems that EFL learners are commonly to encounter in oral practice, the data gathered in this study has revealed that they are consistent with those being identified by Ur (1991: 121):

- *Inhibition*

Learners are often inhibited about trying to say things in a foreign language in the classroom: worried about making mistakes, fearful of criticism or losing face, or simply shy of the attention that their speech attracts.

- *Nothing to say*

Even if they are not inhibited, you often hear learners complain that they cannot think of anything to say: they have no motive to express themselves beyond the guilty feeling that they should be speaking.

- *Low or uneven participation*

Only one participant can talk at a time if he or she is to be heard; and in a large group this means that each one will have only very little talking time. This problem is compounded by the tendency of some learners to dominate while others speak very little or not at all.

As mentioned earlier in (section 1.5.4.) there are three theories that can be included in the learning/teaching process of speaking skills, namely behaviourist, cognitivist, and sociocultural. Based on these theories, to manage with the difficulties of oral performance, appropriate activities are implied for developing speaking skills and increase participation of the learners with great confidence and stimulate their interests to the extent to which they are ready to use English and not their mother tongue, really have a great impact on their oral performance. The theories in question constitute three processes, i.e., controlled activities; autonomous stage; and sociocultural activities are included in the learning of speaking skills. Effectively, the three models are necessary to learn a foreign language.

Consistently with the data extracted from the informants, these founded theories by researchers in occidental countries constitute significant impact on developing speaking skills within the Algerian context. Firstly, the behaviourist view which supports the learning as forming language habits via oral drills can enhance the FL learners to master their oral skills as maintained by many PES teachers and pupils that no one can command the spoken language without practising it in oral tasks.

Secondly, it has been noticed that cognitive approach to learning and to take part in practising speaking the TL has also to be supported by autonomous leaning and providing them with more opportunities for speaking English. Lastly, the sociocultural view is a necessary component of encouraging pupils to make use of language through incorporating interesting and meaningful topics in an attempt to avoid boredom and create vital atmosphere closely linked with the sociocultural background of the learners and their interests.

Furthermore, allowing pupils make errors should be encouraged so as to ally anxiety of the learners; and feedback should be given in a suitable way by focusing on the error rather than the learner. What is important at this level, is to use the TL as much as possible instead of relying on the L₁ whenever they tend to speak: willing to express themselves or asking questions, or even responding to a question.

It is worth noting, that both learners and teachers admit speaking skills are generally the skills not evaluated which often led to be neglected. Hence, oral tests are recommended for the sake of highlighting the status of oral tests in the pedagogical settings since evaluation is perceived by many scholars to increase oral performance.

Confronted with these challenges, and as it was noted in (section 1.4.1.) that knowing a language is measured with the ability to master its oral skills; all the EFL teachers, inspectors and syllabus designers are called upon to give greater position of the speaking skills and to cooperate in order to underline the basic goals. In sum, they are required to:

- Interchange their ideas and perceptions towards speaking skills during seminars, workshops concerning the strategies for improving the oral proficiency.
- Allow maximum of the learners to use oral English by splitting the large classes into groups at least once a week as a preliminary step towards increasing oral participation in class.
- Vary their speaking activities and provide topics of learners' interests: taking into account their social and cultural background and knowledge.
- Encourage oral participation by allowing the pupils make errors as these are natural phenomenon in the learning process.
- Provide oral tests during the academic terms besides to the written tests in order to assess the pupils oral performance.
- Create a conducive learning atmosphere to improve the speaking skills of the learners.

Although our pupils have spent five or more years learning EFL, they are still incapable of expressing their ideas reasonably, and they often run into problems when asking questions. This is due to a number of causes such as the inversion of the auxiliary verb and subject can be especially tricky for many students. In fact, the production of spoken language is influenced by various factors that may be either inhibit or encouraged our learners. Hence, adequate and appropriate activities should share the learning objectives in terms of oral performance.

The analysis of data in relation to the participants' understanding of assessment revealed that teachers and learners are aware of the fact that since oral performance is not assessed lead them not to treat speaking seriously in the classroom.

Allocating the whole class into two separate groups once a week was also maintained by the pupils as well as the teachers; for this strategy can improve the quality of oral practice; and all the learners can take part in the classroom. This point has been proved by Doff (1990) who confirmed that learners feel secure within the group where there is a real chance that learners who would never say anything in a whole class activity participate at least partially during the group work. Ur (1991) also agreed that working in group can be beneficial for it provides some learners with confidence and courage to participate in oral tasks, and thus increases their opportunities for oral practice in class and promote collaboration between each other.

From the results obtained, it has been noticed EFL are required to understand, to repeat accurately, and to use the newly understood language in conversation as noted by Wright et al. (1984). These findings have confirmed the research hypotheses in that low achievement of oral skills is due to a lack of knowledge of the language system (vocabulary, grammar, pronunciation...); and to the inadequacy of teaching materials, methodology, short and non-evaluated practice. EFL Teachers' responses to the questionnaire demonstrated that they envisage to further their learners' speaking skills through implementing authentic materials that are suitable to their level, interests, and needs.

3.4. Conclusion

During this exploratory study, valuable insights were gained in accordance with the research questions and objectives. Furthermore, the results obtained from the participants allowed us to confirm our hypothesis and draw evidence concerning the difficulties and impediments which generally our learners are confronted with during their learning process. We could also gain information about the remedial strategies to enhance the speaking skills of the pupils from teachers' views as well as from pupils'.

This study has cast new light on the causes of low achievement in speaking English and provides evidence to the researchers and pupils. Taking into account all these influential factors that underlie the difficulties of oral skills, have a real impact on the learners' achievement, this research study has focused on the teacher's roles to reduce them and increase self-confidence of the learners by encouraging oral interaction between peers to speak with confidence the target language. Evidently, interaction between peers is significantly effective and it can contribute to activate the oral skills. Therefore, the coming chapter will attempt to provide some suggestions and recommendations that can alleviate these difficulties which impede the oral performance.

CHAPTER FOUR

Practical Implications and Recommendations

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4.1. Introduction

Relying on the results obtained in the preceding chapter, the main causes of our EFL pupils' low achievement in speaking skills are correlated to the implied hypotheses. In fact, no one can deny that young learners meet barriers whenever they tend to speak in the target language. To this extent, this chapter is twofold: First, it outlines some suggestions and some implications based on underlying principles drawn from the findings of the subjects. They entail different activities to promote the speaking skills and some techniques are recommended to be followed by the teachers to suit their learners' needs and abilities. Second, it offers sample lessons from the textbook adapted to facilitate their performance and to enhance their oral proficiency.

4.2. Some Recommendations

Today's world requires that the goal of teaching speaking should improve learners' oral skills so as to enable them to express themselves and make use of the TL. For this reason, this section intends to alleviate the learners' difficulties in oral proficiency by adapting some remedial solutions to foster and improve their speaking abilities. Hadfield et al. (1999) perceived the speaking lesson as a kind of bridge for learners between the classroom and the world outside. And in order to build this bridge, speaking activities must have three features. They must give the learners practice opportunities for purposeful communication in meaningful situations. Hadfield et al. (1999: 3) have illustrated this idea in figure 4.1.

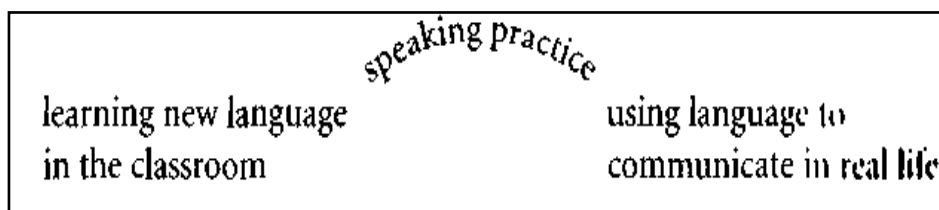


Figure 4.1. Description of a Speaking Lesson

4.2.1. Activities to promote speaking skills

In the foreign language classroom context, teachers should adopt strategies and techniques to help their pupils overcoming the common obstacles they usually confront. From the prevalent view “Practice makes perfect”, this section implies a bank of activities to put them into practice designed for the targeted skills. Accordingly, Ur (1991: 120) stated:

Classroom activities that develop learners' ability to express themselves through speech would therefore seem an important component of a language course.

With reference to the foreign language context, the common difficulty that learners encounter is that English is not used outside the classroom, which constitutes a great challenge for didactitians as well as practitioners. Moreover, EFL teachers have considerable limitations in EFL classes such as lack of opportunities to use the TL (target language), lack of motivation on the part of the learners, large classes, curriculum restrictions, etc...

Nevertheless, there are solutions and strategies that should be put into practice. In order not to hamper oral proficiency of the learners, teachers should not merely provide them with specific strategies but rather foster their engagement in speaking freely as suggested by Merriani (1994: 7):

we can hardly force them into a straightjacket of pre-selected strategies [...] Most of us would agree that we should encourage spontaneity, creativity and originality in language use.

In fact, as teachers can, and should, improve learners' speaking skills and communication competencies, the only thing they need to do is to plan their teaching around two main questions: what they want to teach, which specific speaking features they want to develop in their learners; and how they want to do it. All in all, the learners should always be encouraged to ask questions, share ideas, express themselves, and so on. Accordingly, Kayi (2006) argued that EFL teachers are called upon to select appropriate tasks that can best develop the oral proficiency of the pupils via interaction.

Several investigations have demonstrated that creative and diverse speaking activities have positive contributions towards the development of speaking skills. This is drawn from the fact that oral skills require constant practice and these tasks are to increase the opportunities for speaking in classroom. Evidently, we have opted the tasks that best reflect the needs and capacities of our learners regarding many factors such as their age, their level of proficiency, and the status of English in our country as an EFL, etc. so as to encourage pupils to participate actively in the learning process:

Discussions

This task is considered to be meaningful and it is topic based activity. In fact, the topic planned for discussion should be of interest on the part of the learners to avoid boredom; and foster interaction in the language classroom. As it is mentioned in (section 3.3), many pupils are not interested simply because they couldn't digest the topic. Accordingly' selecting a relevant topic that can be a current issue of interest i.e; extracted from the newspaper, internet resources, television, or a community issue.

As an illustration of this task, the teacher may set the language points of agree/disagree about a particular topic and split the class into equally divided groups. This activity fosters critical thinking, and pupils learn how to express and justify themselves in polite ways while disagreeing with the others.

Dialogues, Role Play and Simulations

Most of the EFL textbooks contain dialogues and they are used to present language in context and to facilitate conversation. Dialogues are primarily used to practise a function, structure or vocabulary and to illustrate degree of formality and values of the target culture. They are also used to practise pronunciation and intonation. EFL instructors should personalize dialogues available in the textbooks and adapt them according to their students' needs and interests. Thus, the students can benefit from dialogues by developing a bank of authentic expressions and vocabulary.

Doff (1990: 232) defined a role play as: “... *a way of bringing situations from real life into the classroom*”. That is, students simulate roles from real-life situation into the classroom settings. In this sense, they bridge the gap between the classroom and the world outside the classroom. Indeed, role play activities provide opportunities for interaction and initiate communicative skills. Moreover, they can consolidate their learning and can determine their own level of mastery over specific language content. In role play activities, pupils can simulate different social situations as Harmer (2001: 274) wrote:

Many students derive great benefit from simulation and role-play. Students simulate a real-life encounter as if they were doing so in the real world.

According to Harmer role plays and simulations can highly motivating tasks and they increase the self-confidence of hesitant students, since they have different roles. Besides, this type of tasks enhances oral and communicative skills though in an artificial form. Therefore, appropriate situations should include topics that interest the students such as shopping, interacting at school, talking on the telephone, asking for directions, and situations in which students prepare for a future event, for example, interviewing for a job. Overall, the objectives for instructional role plays should be based on students' needs, proficiency level, and course curriculum.

Brainstorming

This activity enables the learners to generate ideas freely in short time of a particular topic. Several researches have indicated that to hold the learners' attention is by maintaining a supportive warm-up. At this level, teachers are called upon to give great weight to this part for each lesson so as to activate the speaking skills.

Brainstorming is considered as preliminary activity, necessary to develop a climate of confidence, awareness and co-operation in which creative and interactive collaboration can occur. At this stage, students are not criticized for sharing their ideas.

Story Telling

EFL learners can briefly summarize a tale or story they heard from their teacher in the classroom. Story telling fosters creative thinking and it helps the pupils to express ideas in the format of beginning, development, and ending, including the characters and setting of a story. This kind of activities can be highly beneficial to EFL learners as they can build oral language by acquiring related vocabulary. Moreover, it underlies both social and academic development.

Picture Narrating

This activity is relied on several sequential pictures (web-based pictures). Students are asked to narrate the story taking place in the sequential pictures by paying attention to the criteria provided by the teacher as a rubric. Rubrics can include the vocabulary or structures they need to use while narrating.

Titanic Worksheet



1 Why is the Titanic famous ?



2 Where did the Titanic start ?



3 What did it cross ?



4 Where was it going to?



5 What is the sailor doing?



6 What happened ?



7 And then?



8 Who got into the lifeboats ?



9 What happened to many people ?



10 Why didn't they go back to rescue the drowning people ?

Label the pictures with the following vocabulary.

lifeboat, women, afraid, cold, children, drowning
sailor, iceberg, sinking, sank, right ahead, unsinkable accident, hit, iceberg,

Picture Describing

Another way to make use of pictures in a speaking activity is to give different pictures to each group of the learners to discuss, then, a spokesperson for each group describes the picture to the whole class. Admittedly, pictures are considered as didactic resource to increase the amount of oral practice.

This activity fosters the creativity and imagination of the learners as well as their public speaking skills. To illustrate this type of activities, below there are four pictures (web-based pictures) enclosed with a list of vocabulary by which the learners have to label these pictures:

money, storm, clubs, cancelled, baseball, bat, golf, pet, referee,
helicopter, robbery, picnic, survivor, rescue, raft, vacation, family,
red card, thief, foul, penalty, rules, player, whistle, soccer, unhappy,

Then, they have to describe these pictures by answering the questions like:

1. Who are the people in the picture?
2. What is happening now?
3. What happened before?
4. What happened later?



Spot the Difference

In this activity students can work in pairs and each couple is given two different pictures, for example, picture of boys playing football and another picture of girls playing tennis. Students in pairs discuss the similarities and/or differences in the pictures.

Oral drills

These activities involve repetitive practice of language points in condition, making mistakes is minimized. They typically include imitation and repetition of words, phrases, and whole utterances. As explained by Thornbury (2005: 64), they may be a useful ‘noticing’ technique, and they also provide a means of gaining articulatory control over language. In this sense ‘drilling’ is a technique enhancing fluency and accuracy in contrasts to the traditional view which implies that drilling primarily aimed at developing merely accuracy.

Matthews et al. (1991: 210) contended that a drill is a type of highly controlled oral practice in which the students respond to a given cue; and the response varies according to the type of drill. In fact, drills are used as language teaching material that can be meaningful by using pictures to provide meaning or by allowing students choices to express their personal responses. So, making meaningful drills can help the students to speak accurately and fluently the TL.

4.2.2. Teachers’ roles

On the basis of the aforementioned activities, EFL teachers are called upon to provide their students maximum opportunities to speak the target language by creating a supportive atmosphere that contains speaking tasks and authentic materials. In this regard, Harmer (2001: 275) ensures that EFL teachers need to play a number of various roles to stimulate the students to participate in the classroom during the speaking activities, particularly the followings are the most relevant to the underlined aims:

- **Prompter:** Learners sometimes get lost, cannot think of what to say next. It is the role of the teacher to help them and offer them some suitable suggestions without disrupting the discussion, but rather in such a way to make progress.
- **Participant:** Teachers should be good animators when asking to produce language. They are required to set up an activity clearly and with enthusiasm without dominating the speaking performance.
- **Feedback provider:** Whether, pupils are in the middle of a speaking activity or have finished it, helpful and gentle correction may get them out of difficult misunderstandings and hesitations. So, everything depends upon the appropriacy of the feedback we give in particular situations. Correction, at this level should include both the content of the activity as well as the language points being used.

Apart from that, EFL teachers need to make their students able to interact in speaking activities. According to Bowman et al. (1989) to do so, they ought to outline these necessary goals for implementing the spoken activities:

Participation

It is obvious that EFL teachers are required to cover the school curriculum imposed by the Ministry of Education. This point usually makes them reluctant to emphasize speaking in their classroom. Thus, the practical solution to this obstacle is to divide the large class into small groups so that the learners can have as much as possible opportunities to have turns in speaking English and at this level the teachers are required to introduce speaking activities that include issues and topics of interest.

Interaction

Teaching English in the secondary school, means teaching or dealing with adolescents; which is really not an easy task. So, the EFL instructors should promote their learners to interact with each other co-operatively; as this strategy will enhance their confidence.

Confidence

One way of building up confidence, EFL learners are required to start taking control of themselves and by making use of English in spite of making errors, as this is a natural phenomenon in learning. In fact, the EFL teachers might reduce their anxiety and increase their confidence by providing comprehensible input.

4.2.3. Awareness-raising Process

Not only the teachers who are responsible in the teaching/learning process, but even the learners are required to build their oral skills which is due to their lack of knowledge and to fill this gap, they need what Thornbury (2005) called: awareness activities. For him, awareness involves three processes: attention, noticing and understanding.

Attention

Learners need to pay attention, to be interested, involved, and curious in order to notice the features of the targeted skills.

Noticing

It is the conscious registering of the occurrence of some event or entity. For example, EFL learners might notice a gap in their language proficiency for being incapable of expressing a particular idea. They can also notice the difference between their own and novice performance and that of an expert.

Understanding It refers to the recognition of a general rule or principle or pattern.

Within the EFL context, the learners can collaborate in the awareness-raising process. To illustrate this, Thornbury gave an example of working in small groups, they can jointly construct and rehearse a story based on picture prompts and then tell it to the other group, who have to put the pictures as they listen. So, the task prompts a degree of attention, and in rehearsing it, the learners may notice the gap between their performance and that of their peers. Finally, the task may take the form of an explanation, which contributes to the understanding.

4.3. Features of the spoken language

Usually oral skills are integrated with listening to scripts, either to the teacher or to the recordings about a particular topic and tasks to be accomplished. This strategy is reckoned to raise learners' awareness of features of spoken language. In fact, these scripts allow us to expose the learners to instances of the targeted skills. According to Thornbury (2005) the features of the spoken language are designed not only to display a pre-selected grammar structures and simplified to ensure understanding but also to incorporate features of naturally-occurring spoken language, namely, focus on stress and intonation; focus on organization, focus on speech acts, focus on vocabulary. (ibid.)

Focus on organization

In an attempt to make the learners familiar with a particular presentation, it is more useful, to identify each stage in the sequence such as, *introduction, problem, possible solution1, drawbacks, possible solution2, advantages, conclusion*. At this level, the learners should give the names of the stages and match them to sections of the text.

Focus on stress and intonation

Listening to recordings or scripts can also be employed to notice the stress and intonation which segment the speech into meaningful chunks.

Focus on speech acts

A script can involve a number of speech acts, e.g., a compliment, a response to a compliment, an invitation, a suggestion, a request, an apology, a refuse, a promise. The following model well illustrate this idea.

(Thornbury, 2005 :51)

4.4. Principles for teaching speaking

Regarding the EFL context and the complexity of the concept of speaking skills, Bailey (2007: 54) set out the following guiding principles for teaching speaking skills that can be applicated accordingly in the classroom settings:

1. Be aware of the differences between second language and foreign language learning contexts

EFL teachers should be aware that learning speaking skills is very challenging for students in foreign language context since they have very few opportunities to use the target language outside the classroom as opposed to the SL context in which the target language is the language of communication in the society where they live.

2. Give students practice with both fluency and accuracy

Accuracy refers to the extent to which students' speech matches what people actually say when they use the target language. And fluency refers to the extent to which speakers use the language quickly and confidently, with few hesitations or unnatural pauses, false starts, word searches, etc. In language lessons, EFL teachers should provide learners with opportunities to develop both their fluency and accuracy and realize that making mistakes is a natural part of learning a foreign language.

3. Provide opportunities for students to talk by using group work or pair work, and limiting teacher talk

EFL teachers should create appropriate incentives to motivate his/her learners speak the TL. For instance, pair work and group work activities can be used to increase the amount of time that learners get to speak in the TL during lessons on one hand, and reduce that of the teachers who seem to be the dominant speaker in EFL contexts on the other hand.

4. Plan speaking tasks that involve negotiation for meaning

Several researches imply that learners make progress via communicating in the TL because interaction necessarily involves trying to understand and to be understood. Such a process is called negotiating for meaning, i.e; by asking for clarification, repetition, or explanations during conversations, in order to check if someone understands or is understood.

5. Design classroom activities that involve guidance and practice in both transactional and interactional speaking

Interactional speech is communicating with someone for social purposes such as establishing and maintaining social relationships. Whereas, transactional speech implies communicating to get something done, for instance, the exchange of goods and services. Effectively, speaking activities need to embody both interactional and transactional purposes.

(Bailey, 2007)

To make the students able to communicate in the target language, the English teacher should be aware of implementing classroom speaking process that is rested on the underlying principles suggested by Brown (1994: 110), and should be taken into account for teaching speaking skills:

- Focus on both fluency and accuracy depending on the underlined objectives
- Provide intrinsically motivating techniques
- Encourage the use of authentic language in meaningful contexts
- Provide appropriate feedback and correction
- Capitalize on the natural link between speaking and listening
- Give students opportunities to initiate oral communication
- Encourage the development of speaking strategies

4.5. Implications for teaching speaking

Considering the EFL context in Algeria, and the limited need of our learners to use the TL in the secondary school, the typical recipe of promoting speaking skills is to incorporate some appropriate ingredients to achieve this proper goal.

In line with the materials available for teaching speaking skills, EFL teachers are required to adapt the content of the syllabus and to expose their learners to the TL through participating in oral activities and stimulate their interests in authentic interactions. Evidently, the learners cannot be really successful in the TL unless they become able to use it as Nunan (1991:39) pointed out **"success is measured in terms of the ability to carry out a conversation in the (target) language."**

Success should be achieved in the classroom settings as well as in real-life situation according to Davies et al. (2000: 99) pointed out: **"Real success in English teaching and learning is when the learners can actually communicate in English inside and outside the classroom"**

Teaching speaking skills tends to be a crucial issue among didactitians, and teachers in EFL context. And thus, confidence, creativity of topics, and increasing opportunities to practise speaking are key components of improving speaking skills. Thus, to overcome the common problems that encounter the EFL teachers and learners described in (section 3.3), Ur (1991: 121) has suggested the following assumptions:

1. Use group work increases the sheer amount of learner talk going on in a limited period of time and also lowers the inhibitions of learners who are unwilling to speak in front of the full class. Group work is useful for oral practice than in the full-class.
2. Base the activity on easy language that is suited to their level is essential to be recalled and produced by the learners and thus they can speak fluently with the minimum of hesitation.
3. Make a careful choice of topic and task to stimulate the interest of the learners and increase their motivation. The clearer the purpose of the discussion the more motivated participants will be. In this sense, Lightbrown et al. (1999) argued that students do not assimilate everything they are taught, yet, they learn what they are interested in.
4. Keep students speaking the target language and avoid the use of the mother tongue.

4.6 Sample adapted oral tasks

This section offers two example lessons extracted from the textbook of 1-AS *At the crossroads*. Both of them are designed in the second unit ‘Once upon a time’, sequence of developing skills. These two lessons are selected because they aim at pushing the pupils to perform orally the language functions. Objectives, language points to be studied are being preplanned. They are outlined under the three phases:

Introductory phase	→	pre-activity
Main phase	→	whilst activity
Reflection phase	→	post-activity.

1. In the **introductory phase**, the teacher activates some knowledge to stimulate pupils' interest in the topic and provide the impetus for further discussion and activity.
2. In the **main phase**, the pupils perform a number of tasks and activities in order to develop language skills, knowledge and attitudes in the field of experience. At this point, the pupils are supposed to develop their language skills in a meaningful context.
3. The **post or reflection phase**, allows the teacher and pupils to reflect on what they have learned and the strategies used. It consists of a follow-up activity to further practice.

Although, the textbook is designed to provide a support to the EFL teachers for the teaching/learning process, we have adapted these tasks in an aim to facilitate the task to the pupils in our traditional classrooms. Each task encompasses a preliminary work to provide support for pupils and familiarizing them with the topic as suggested by Brown et al. (1983).

Lesson Plan1

Unit Two: Once Upon a Time

Sequence Three: Developing Skills

Profile: 1st -Year Literary & Scientific Streams

Textbook Material: At the Crossroads

Duration: 2 hours

Objectives: -to enable learners to ask for and give directions appropriately.
 -to enable learners to use words and expressions about directions, and places properly
 -to practise speaking in pairs

Skills: interpret a street map (see appendix 'D')

Language Functions: -ask for and give directions
 -locate places

Language Forms: -use of prepositional phrases for location

Phonology: -marking the intonation of questions

Procedures

Pre-activity: Pupils listen to the scripts and complete the table with the expressions/ patterns used for asking and giving directions.

Intermediate objectives: -brainstorming the topic
 - get pupils familiar with the language patterns/functions.

Asking for directions	Giving directions
Can you show me the way to....?	Go straight ahead..
Can you tell me how to get there?	turn left; go along; It's opposite; turn
How do I get to...?	right into; It's on the left-hand corner
	Turn right and go along.....

Table to be completed by the students

Whilst activity: Pupils re-listen to the scripts and complete the street map beforehand (see Appendix D).

Intermediate objectives: - to locate places.

Post-activity: Pupils simulate dialogues in pairs to ask for and give directions.

Intermediate objectives: -to study and practice the language patterns used in various situations in pairs.

-mark the intonation in asking and responding.

Scripts

Dialogue 1

Passer-by: Excuse me, sir. Can you show me the way to the Railway Station please?

Policeman: Yes. Go straight ahead and turn left into Spring Avenue at the roundabout. Then go along Spring Street and turn right at the stadium. It's opposite the school.

Passer-by: Is it far from here?

Policeman: Not really.

Dialogue 2

Passer-by: Excuse me, madam. Is there a bank near here?

Another passer-by: Yes. There's one near here.

Passer-by: Can you tell me how to get there?

Another passer-by: Go along this road and turn right into Wilson Road. Then go straight again and take the second turning left. It's between a cinema and a bookshop.

Passer-by: How long does it take to get there?

Another passer-by: It's about thirty minutes' walk from here.

Dialogue 3

Passer-by: Excuse me, how do I get to the Hilton Hotel please?

Another passer-by: Yes. Go straight ahead and turn right at the roundabout. Then walk along Spring Avenue. It's on the left-hand corner of Spring Avenue and Long Road.

Lesson plan 2

Unit Two: Once Upon a Time

Sequence Three: Developing Skills

Profile: 1st -Year Literary & Scientific Streams

Textbook Material: At the Crossroads

Objectives: pupils will be able to report orally a short biography

Skills: interpret a biography

Functions: -ask and answer questions about a biography

-summarize orally the biography

Language Forms: -use of wh-questions (word-order)

-use of past simple

Phonology: mark the intonation in wh-questions

Procedures

Pre-activity: Teacher asks the pupils about a famous person with the focus on word order as an intensive review of the use of auxiliary verbs in asking questions.

Intermediate objectives: -brainstorming and introducing the topic

Whilst activity: pupils fill in the gap questions in the two given passages.

Intermediate objectives: -to practise asking/ answering questions properly

-The right intonation when asking/answering questions

-the tenses of the auxiliary and the verbs

-the word order in questions/answers

Post-activity: It is a followed-up activity by which pupils report orally Shakespeare's biography.

Intermediate objective: - to train pupils to speak orally a longer passage step-by-step

Passage1

William Shakespeare was born in.....(where) on April 23rd, 1564. His father was (what). He attended the Stratford grammar school for (how long). At the age of eighteen, he married.....(whom). Their first child, Susanna was born in.....(when). Two year later, (Who)..... gave birth to twins. (what) Shakespeare wanted to become.....

He wrote his first play Henry vi in.....(when). In 1594, he moved to.....(where), he also became an actor. With an associate, he built(what) in Southwark, on the south of the Thames.

(Who)returned to his hometown in (when).....One year later, (what)..... Burnt down. He died in 1616.....(where). After that, Shakespeare became famous.

Passage2

William Shakespeare was born in Stratford-upon-Avon, on.....(when). His father was (what). He attended the Stratford grammar school for (how long).

At the age of eighteen, he married.....(whom). Their first child, (who)..... was born in 1583. (When).....his wife gave birth to twins. (what) Shakespeare wanted to become.....

He wrote his (what)..... in 1589. In 1594, he moved to.....(where), he also became an actor. With an associate, he built(what) in Southwark, on the south of the Thames.

(Who)returned to his hometown in (when).....One year later, (what)..... Burnt down. He died in Stratford-upon-Avon, in.....(when). After that, Shakespeare became famous.

4.7. The need for Oral Assessment

School achievement depends on pupils' ability to display knowledge in a clear and acceptable form in writing at the expense of oral form. Subsequently, the pupils pay no attention to oral performance since they can pass their written tests. From this standpoint, it is evident to conceptualize oral assessment as a part of the learning/teaching process.

Assessment provides one way to measure a student's level through tests, interviews or task production. Its main purpose is to evaluate their ability to speak accurately and fluently i.e., it comprises all aspects of language such as pronunciation, grammar, vocabulary, and to what extent the learner can make himself understood.

In spite of manifold constraints both teachers and learners often claim towards assessing speaking, they all acknowledged that it is a prerequisite for measuring speaking abilities. The remedy that can alleviate this fact is to make the pupils participate orally in class and therefore evaluate them when participating in speaking activities.

According to the centre of teaching/learning in Indiana University, the focus should be on three fundamental aspects which are to be taken into account. Firstly, determining objectives of the expected outcomes. Secondly, designing speaking activities to engage the learners in participation and interaction. Lastly, making assessment measures related to the underlined objectives to use the TL. This triangle (See figure 4.2.) illustrated well these principles.

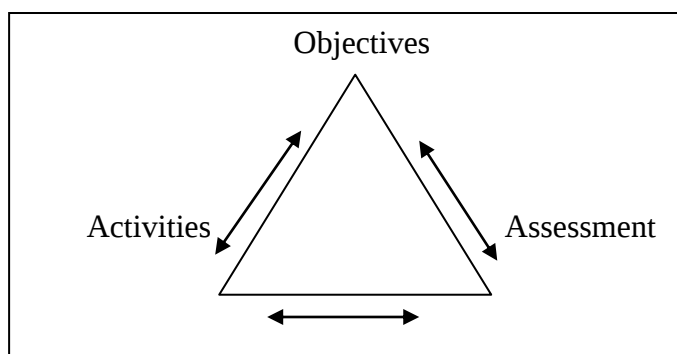


Figure 4.2. Teaching/learning process

4.8. Suggestions for Teaching Speaking

This section highlights some suggestions for English language teachers while teaching oral language proposed by Kayi (2006):

- Provide maximum opportunity to learners to speak the target language by providing a rich environment that contains collaborative work, authentic materials and tasks, and shared knowledge.
- Try to involve each pupil in every speaking activity; for this aim, practise different ways of student participation.
- Reduce teacher speaking time in class while increasing pupil speaking time.
- Indicate positive signs when commenting on a pupil's response.
- Ask eliciting questions such as "What do you mean? How did you reach that conclusion?" in order to prompt students to speak more.
- Provide written feedback.
- Do not correct students' pronunciation mistakes very often while they are speaking. Correction should not distract student from his or her speech.
- Circulate around classroom to ensure that students are on the right track and see whether they need your help while they work in groups or pairs.
- Provide the vocabulary beforehand that students need in speaking activities.
- Diagnose problems faced by pupils who have difficulty in expressing themselves in the target language and provide more opportunities to practise the spoken language.

4.9. Conclusion

Teaching speaking is a crucial part of the foreign language learning/teaching process. Therefore, it is essential that EFL teachers make great efforts in teaching speaking. For that purpose, practical activities and strategies are suggested in this chapter for them. To get the students involved, they need to discuss various topics in English so that they will be able to interact in natural settings. Apart from that, providing them with speaking activities will provide with practice of various speaking skills seen in chapter one.

To develop speaking skills, all the parameters are responsible for the success or failure and can contribute to a great deal of EFL pupils in developing basic interactive skills necessary for their learning process. The instructors should promote oral interaction in their classes, and to ensure that most of the students are able to actively participate. Evidently, to assign small groups is an effective way to attain this goal by avoiding the use of the first language only in the last resort; and raising awareness in the learners that evaluation is based on how well they participate orally. For this purpose, the instructors have to fulfill their students with the necessary language they need to accomplish their goals.

Teaching speaking skills seems to be a challenging task for EFL instructors, though most of the course books are designed for an ideal homogeneous group. It is the role of the teachers to overcome this restriction by adapting already existing materials in order to develop speaking skills, and they should use these course books as guide rather than support. In fact, there are certain factors that should be considered and these major objectives cannot be achieved unless teachers follow certain principles of enhancing oral skills within the classroom setting; and they should personalize their teaching materials by taking into account the students' level of knowledge, their needs and interests.

All in all, it is worth noting that our classroom contain a wide range of learners differing in their abilities, knowledge, confidence, motivation and learning styles, attitudes, and the EFL teachers should create safe and enthusiastic atmosphere so as to help them develop their speaking skills, regardless of their basic diversity.

General Conclusion

In this exploratory study, the researcher attempts to spot the main factors underlying the low achievement in speaking skills of EFL learners at the secondary education level; in spite of the length spent along their studying the TL; and efforts made by the authorities to foster their oral proficiency. It has been concluded that various determinants lead to the low achievement of speaking skills by which the learners face difficulties to generate accurate and meaningful utterances. They usually tend to use their mother tongue for asking questions as their last resort to fill the gap of FL.

There is no doubt that the challenges facing the teaching/learning of a foreign language have been greater as curricula are changeable and at variance. Hence, the present work is an exploratory research study on 1st year pupils in Ouled Mimoun which aimed at enhancing speaking skills and responding the learners' communicative needs into the bargain.

The scope of this study was to reveal the main reasons behind the difficulties in speaking skills. In addition, this research work endeavoured to raise awareness of the importance of oral activities and stimulating topics for improving spoken language performance.

Therefore, the rationale behind this study is to contribute to the improvement of pupils' oral proficiency, and provide useful implications for both PES and learners to overcome the obstacles they generally encounter when they tend to take part in the oral classroom activities.

After formulating the research questions and hypotheses, the researcher provides a general background and context for the research problematics. In addition, she tried to give a clear picture of EFL teaching/learning situation in Algeria at the secondary school level. Coming to the most important phase of this research study, the researcher indicated theoretically the research methodology being used along this study in order to tackle effectively the research problem.

In this context, two distinct tools were used in this study, the interview conducted with the informants; and the questionnaire was administered to EFL teachers of secondary schools. The data was collected, analysed, and then interpreted. The results drawn from the collected data confirmed our hypotheses.

Effectively, the last chapter is devoted for suggestions and recommendations to the EFL teachers as well as their pupils in the secondary school; in order to enhance learning/teaching speaking skills; and to alleviate the learners' difficulties in oral proficiency by adapting some remedial solutions to encourage them and to improve their speaking abilities.

Finally, though new evidence has come to light, this study remains limited regarding the findings obtained and it requires further research to unveil other issues relevant to the speaking skills. Such issues that arise are for instance: What are the appropriate strategies to enhance the spoken language of the students? What is the role of technology to meet the requirements of speaking skills?

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Appendix 'A': Learners' Interview

1. How long have you been learning English?
2. Do you enjoy learning English? (Or are you learning it just because it is a compulsory subject?)
3. Do you participate in class?
-Never -Sometimes -Often
4. To what extent do you usually engage yourself in speaking activities such as dialogues/interpreting a graph, a text...during classroom sessions?
-not very -A little bit -quite
5. When you want to ask your teacher, do you do that in English or in your mother tongue?
6. How do you feel when speaking English in the classroom: anxious/confident?
7. Do you practise your English outside school? Reading books/listening to news, films, friends interaction?
8. What kinds of difficulties do you generally encounter while speaking English?
9. Are you aware of the significance of language speaking skills?
10. Do you favour providing an English session divided into two separate groups once a week? Or learning in a full class?
11. Would you like oral tests in addition to your written tests?
12. What do you expect from your teacher to help you improving your speaking English?

1. شحال هذي من عام و نت تقرا l'Anglais ؟
2. تبغي تقرا l'Anglais ؟
3. و تشارك بـ l'Anglais فالقسم؟
4. وف les exercices تع الحوار (dialogue) ؟ شحال تشاركي دايمًا، خطرات...؟
5. كتبغي تشارك و تهدر بـ l'Anglais كيش تحس راسك : مقلق، خايف، و لامريح؟
6. و كيما تفهيش كاش حاجة فا l'Anglais و تبغي تسقسي prof تعك، تسقسيه بالعربية و لا بـ l'Anglais ؟
7. لئي تهدر l'Anglais فالقسم، ماهما تاصعوبات des difficultés، اللي توجدهم ؟
8. راك عارف بلي كما خاصك تحسن قدراتك فالكتابة، خاصك حتى فالهدرة؟
9. و تبغي و كان يقسموكم إلى فوجين خطرة فالسيمنة تقراوا l'Anglais ؟
10. esq تبغي و كان يديرولكم فالعام examen oral كما l'examen تع الكتابة يسقسيوكم بـ l'Anglais ؟
11. و كتخرج ما lycée تقرا كاش حاجة بـ l'Anglais و لتخرج، و لتسمع؟
12. واسم راكي تسناي من الأستاذ تعك تع l'Anglais باش تسقدي النقائص تعك و تتفادي الأخطاء؟

Appendix 'B' : Teachers' Questionnaire

You are kindly requested to answer the following questions by putting a tick (✓) on the appropriate box and expressing your comments when necessary.

*Thanks for your cooperation.
Researcher*

Qualification: Licence (B. A.) ☐ Magister (M.A.) ☐ Doctorate (PHD) ☐

Years of experience:

1-What objective do you intend when teaching the speaking skills?

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

2-What are the sequential steps do you often undertake for teaching speaking?

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

3-How do you assess your learners' level of speaking performance?

- Good ☐
- Average ☐
- Weak ☐

4-According to you what are the main reasons behind their speaking difficulties?

- Difficulty of the speaking skill itself ☐ -feeling of anxiety ☐
- Lack of learners' interest ☐ -Lack of learners awareness ☐

-If others please specify?.....

.....
.....

5-Relying on your classroom experience, what would you make to help your learners improve their speaking skills?.....

.....
.....

6-Do you favour teaching speaking skills by splitting your class into separate groups?

- Yes ☐
- No ☐

7-How do you generally assess the speaking skills of your pupils?

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

8-Do you encourage your pupils to speak English in spite of their weaknesses?

-Yes ☐

-No ☐

If yes, how?.....

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

9- What do you best prefer to test your learners' speaking skills?

-Dialogue ☐

-Interview ☐

-Report on something read ☐

-Summary ☐

-Picture analysis and interpretation ☐

-Story reconstruction ☐

-Why?.....

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

10-What strategies do you most of the time favour to use to enhance and develop oral skills of your learners?

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

**Appendix 'C':
Learners' Interview Answers**

Pupil 3

1. 6 سنين
2. واه نبغيها.
3. واه نشارك
4. واه نشارك كلما يكون عندنا حصة تع l'Anglais نشارك فيهم.
5. غي لكان عندي الكلمات المناسبة نسقسيه بـ l'Anglais و لماكانش عندي الكلمات نسقسيه بالعربية فهديك اللحظة.
6. خطرات الكلمات، الأفعال يتلفولي فالتصرف، الصرف.
7. مريحة.
8. واه راني عارفة
9. واه نبغي على خاطر الفوج يكون قليل و تفهمي غاية.
10. واه، على خاطر الإنسان يشوف المستوى تاعه ماشي غيفالكتابي حتى فالهدرة.
11. نتفرج حصص لي يهدروا فيها بـ l'Anglais و يترجموا بالعربية.
12. يشرح بزاف، و يديرنا تمارين مالكتاب باش نستوعب الدرس غاية.

Pupil 4

1. هدي 5 سنين و نا نقرا l'Anglais.
2. واه نبغي نقراها
3. نشارك شوية .
4. غيلا كونت عارف نشارك شوية
5. -شوية نتقلق.
6. الحوايج اللبجيوني واعرين الكلمات ليمنعرفهمش كيش ننطقهم.
7. نسقسيه على حساب اللينكون عارف بـ l'Anglais و لبلعربية.
8. واه علبالي l'Anglais مليحة.
9. الأفواج غاية، خاطرش كيكون قسم جماعي تكون الفوضى.
10. إمتحان شفوي حاجة مليحة.
11. نقرا كتوب تع الدروس les annales
12. يعونا الكلمات اللمنعرفهمش يفهمونا.

Pupil 1

1. هذي 6 سنين، 4 سنين فالسيام و عامين فالليسي lycée
2. واه نبغي نقراها
3. واه نشارك
4. des fois نشارك و des fois لا.
5. لا ماش مقلقة. Normale.
6. نسقسيه بالعربية.
7. الأفعال مانعرفش تصريف و الكلمات des fois مانلقاهمش.
8. واه راني عارفة.
9. واه نبغوا نبغو نفرأو يالأفواج
10. نبغوا نشاركوا فيه
11. نتفرج نتفرج MBC max, MBC 2. يجيبوا فيهم des films بـ l'Anglais و مترجمينهم بالعربية.
12. يشرحنا غاية، كبحاجة مانفهموهاش يفهمانا غاية.

Pupil 2

1. 6 سنين.
2. واه.
3. واه.
4. des fois نشارك بزاف، و des fois قع مانشاركش.
5. نسقسيه بالعربية.
6. نكون مريحة بصح des fois كيكونو كلمات صعاب فالنطق، نرتبك.
7. قتللك، كيكونو كلمات صعاب فالنطق.
8. راني عارفة بلي l'Anglais حاجة مهمة.
9. واه نبغي.
10. لا. تجيني صعوبة، خاطر خاصني نكتب، والفنا هكدا.
11. نقرا dictionnaire - تاعش؟ - English-Arabic
12. يفهمنا غاية، كيكونو كلمات صعاب يفهمنا بالعربية على خاطر كتكون الحصة فيهاغـ l'Anglais، l'Anglais مانقدوش.

Pupil 7	Pupil 5
1. 5 سنين	1. 5 سنين.
2. واه نبغي	2. نبغي نقرأها l'Anglais مادة مليحة.
3. yes نشارك des fois	3. شوية نشارك فالتمارين
4. كيكونوا facile نشارك	4. شوية ماش بزاف.
5. نسقسيه بالعربية منسقيشش بـ l'Anglais	5. نسقسيه بـ l'Anglais و لا مفهمتش نسقسيه بالعربية.
6. الصعوبات des phrases	6. نحس راسي تعلمت حاجة جديدة .
7. verbe كيشنقجيقيه	7. كيكون ناقص les mots و خطرات فالنطق.
8. - yes je prefere (الأفواج)	8. واه علبالي.
9. نحس راسي a l'aise مش إرتباك normale	9. حاجة مليحة خير ملي يكون عدد كبير تكون الفوضى
10. no نبغي الكتابي يروحولي الأفكار و les informations	10. نتمنوا ننجحوا فيه
11. Yes	11. يعلمونا حوايج جدد و فالنطق و الكلمات اللدرسناهمش فالماضي
12. dictionnaire نطالع الكلمات بش نبغي نركب فقرة	12. نسمع أشرطة، les films نسمع بـ و نفهمها بالعربية.
13. الأستاذة تشرحنا les activités بالعربية - السؤال تفهمنا بالعربية.	
Pupil 8	Pupil 6
1. ca fait 5 ans	1. 5 سنين
2. نبغي نقرأ	2. نبغيها نبغي نتكلم بها
3. نشارك des fois	3. واه نشارك
4. واه هما اللتشارك فيهم أكثر	4. خطرات فالتمارين للنعرفهم نشارك فيهم.
5. Des fois en arabe des fois en francais	5. <u>نتقلق</u> شوية، نحشم شوية surtout كمنعرفش ننتطق الكلمات.
6. oui ca m'interesse beaucoup, c'est bien(groupes)	6. فالنطق و الكلمات كمنفهومش
7. نحس شوية إرتباك نخاف نغلط	7. مرات نسقسيه بـ l'Anglais و مرات بالعربية.
8. grammaire	8. واه راني عارفة بالخاصني نتعلم نهدها و نفهمها.
9. واه عندي وحد الوعي بلـ l'Anglais لازم activités ومشاركة	9. يفهمنا بالعربية
10. نبرفري بش يديرونا l'écrit	10. حاجة مليحة
11. des annales نترج أفلام نقرأ	11. نهدها بها نقولوا... thank you
12. يعطينا des activités فالدار بش نبحت أكثر وبنش المستوى تعنا يطلع أكثر. des devoirs maison	12. يعاوننا بالتمارين باش نشاركوا فيهم

Pupil 11

1. هذا العام الخامس
2. واه نبغيها
3. واه نشارك
4. واه نشارك فيهم شوي
5. عادي normale
6. بالعربية
7. نطق
8. واه غاية أفواج
9. واه راني عارف
10. واعر
11. الكتاب اللقراو به و television
12. يشرحنا الكلمات بالعربية بش نعقلوا عليهم و انستعملوهم

Pupil 12

1. هذا العام الخامس
2. واه نبغي نقراها
3. نبغي نشارك دائما وكان حتى مايكونش عندي المعلومات
4. Yes نشارك
5. نسقسيه بـ l'Anglais و لا مفهمتش نسقسيه بالعربية
6. نحس راسي مريح و تعلمت حاجة جديدة
7. صعوبات للنتلقها هي كيما كونش عندي المفردات بـ l'Anglais
8. واه بش نتعلموا حوايج (إمتحان)
9. واه خاطرش نحتاجها فحياتي (الوعي)
10. واه نقبلها (الأفواج)
11. نتفرج أشرطة، أفلام، n'chater
12. يورينا la facon تع الهدرة يزيدنا معلومات تمارين les activités

Pupil 9

1. هذا العام الخامس
2. نبغي نقراها هي عندي المفضلة
3. نشارك plusieurs fois
4. oui نشارك هذي مفايدتنا بش نرفدوا l'oral
5. en arabe en francais خطرات نسقسيه en anglais
6. oui بش يبانوا القدرات تعنا
7. نحس راسي شوي مقلق
8. خاص نتعلموا l'oral وكان منعرفوش نكتبو
9. je prefere toute la classe non
- pour بيش قع بشاركوا وقع يرفدوا
10. c'est bien بش يبانوا القدرات تعنا
11. les films نتفرج
12. شوي يفهمنا en arabe بش نرفدوا شوية-

Pupil 10

1. هذا العام الخامس
2. إه نبغيها
3. واه
4. وإه نشارك خطرات
5. en Anglais خطرات en خطرات Arabe
6. Normale
7. خطرات الكلمات منعرفهمش و conjugaison
8. وإه راني عارفة
9. وإه مليح
10. واعر يجي مباشر
11. نتفرج الأفلام الغنى .
12. يزيد يفهمنا فال conjugaison بزاف و يعلمنا كفاش ننطقو

Pupil 15

1. هد ستسنين
2. واه نبغي نقرأها
3. واه نشارك
4. نشارك شوي
5. نخاف شوي نحس شوي ضغط
6. نسقسيه بالعربية، خطرات كنكون فاهم نسقسيه بـl'Anglais
7. فكرة مليحة
8. les verbes la conjugaison ما نفهمش كفاش
9. لا مانبغهاش هذي خاطرش مايكونش عندنا الوقت بش نخمو
10. واه c'est vrais خاطرش نحتاجوها من بعد en cas واحد يخرج للخارج يسلك روحه
11. نقرأ surtout حاجة تع la conjugaison و dictionnaire anglais francais arabe
12. بروف يفهمنا غاية فالدرس و حنا ندبرو رسنا

Pupil 13

1. هد العام الخامس
2. واه نبغيها على خاطر مادة جديدة فالعالم
3. نشارك نبغي الأفكار
4. واه نشارك
5. نحس راسي مريح
6. مليح على خاطر كيكون العدد ناقص تكون الفهامة أفضل
7. كيكون فاهم نسقسيه بـl'Anglais و كيماكونش فاهم ، مايكونش عندي الكلمات بـl'Anglais نسقسيه بالعربية
8. خاطرات مانكونش عارف الكلمات vocabulaire و النطق
9. واه خاصني نتعلم نهديها
10. واه بش نتعلموا على خاطر راحنا ناقسين بزاف (إمتحان)
11. يعاونونا يكترونا تمارين تع dialogue
12. أشرطة، أفلام newspaper

Pupil 16

1. خمس سنين
2. من صغري نبغي l'anglais
3. نبغي نشارك
4. واه نشارك فيهم دايم
5. نحس راسي مليحة
6. كنكون فاهمة نسقسيه بـl'anglais و كمانكونش فاهمة نسقسيه بالعربية
7. فالنطق
8. واه خاطرش نحتاجوها
9. مدابنا بش نفهموا كيكونوا نبغيوا نفهموا قلال
10. مدبنا بش نتعلموا نقدا نهديروا l'anglais
11. نقرأ dictionnaire نتبع التعليمية يجيبوا فيها l'anglais
12. يعطينا تمارين، بحوث بش نحوسوا نبحتوا

Pupil 14

1. هذا العام الخامس
2. واه نبغي نقرأها
3. نشارك شوية
4. لا خطرات
5. نسقسه على حساب اللينكون عارف بالعربية و لا بـl'Anglais
6. شوي نتقلق
7. الكلمات اللي منكزنش عارفهم
8. واه راني عارف بللي خاصني نتعلم نهدي بها
9. مليحة بش كل واحد يتعلم بش يهدرب l'Anglais
10. حاجة مليحة بالأفواج
11. نقرأ l'Anglais نسمع الهدرة بـl'Anglais فتلفزيون
12. يعاونوا بالكلمات الي منعرفوهمش

Pupil 19

1. هد العام الخامس
2. نبغي نقرأها
3. واه نشارك خطرات
4. نتقلق شوي
5. النطق و كمنهمش الكلمات
6. شكلمات نسقسيه بـl'anglais وشكلمات بالعربية
7. هدي غاية. حاجة مليحة أفواج
8. واه راني عارفة باللي خاصني نتعلم نهدر بها و نفهمها
9. من عنده يفهمنا الكلمات بالعربية
10. واعر
11. خطرات كنسمغ بر يقولوا thank you نبغي نكون نهدر كفهم
12. يعطينا تمارين بش نتعلموا نهدروا

Pupil 20

1. خمس سنين
2. واه نبغيها
3. واه نشارك
4. خطرات قليل
5. بالعربية
6. منفهمش الكلمات و النطق
7. منقذش نسقسيه
8. غاية، نحوسو نقرأو
9. لا واعر
10. واه خاصني نتعلمها
11. نتفرج أشرطة، أفلام بـl'anglais بصح منفهمش
12. يفهمنا بالعربية

Pupil 17

1. خمس سنين
2. واه نبغيها
3. واه نشارك
4. نشارك خطرات
5. بالعربية
6. المفردات، الكلمات
7. نحس راسي a l'aise
8. واه حاجة مليحة بالأفواج
9. واه على خاطر نحتاجوها خاصنا نديو منها المنفعة، نسحقوها فحياتنا
10. واه مليح نساهم فيه بصح غلاكن مايحسبوهناش، بش نحسن روعي
11. نهدر مع la famille بـl'anglais او نتفرج وحد القناة يسموها national geograhay يديروفيها أشرطة، أفلام بـl'anglais و يترجموا بالعربية
12. يعلمنا هد المادة بش نهدروا بها مش غالجانب تع قراية

Pupil 18

1. هد العام الخامس
2. نبغي نقرأها
3. نشارك كنعرف
4. نبغي dialogues
5. عادي normale
6. نسقسيه بالعربية
7. غالنطق يجيني صعب
8. واه خاطرش نحتاجوها
9. واه بالفواج نقرأو خير مليكونو جماعي، عدد يكون قليل
10. مليح غلا كان مبحسبهنناش غيش نتعلموا نهدروا
11. يشرحنا الكلمات اليلنستعلوهم بزاف بالعربية بش نقدرنا نهدرو بهم
12. نتفرج national geograhay يجيبوا فيها أشرطة شابين

Pupil 23

1. هدي خمس سنين
2. نبغي نقراها
3. واه نشارك
4. Des fois نحوس نشارك فيهم
5. نحس راسي مليح
6. Les mots difficiles الليمنقدش نفهمهم
7. السؤال كينكون فاهمه بـl'anglais و شوي بالعربية مش كلش بالعربية
8. مليح بش الواحد يقيم روحه المستوى تعه
9. فـl'anglais بش يشوف غلايقد يواجه
10. موسيقى، أفلام ترفيحية و تتقف
11. الأفواج) واه مليح نحوس نتعلم
12. واه نحوس نتعلم نهدرها
13. يقدمنا مجهودات قد ما يقدر بش الواحد
14. كيهدر l'anglais يحس راسه مليح

Pupil 21

1. خمس سنين
2. واه نبغي نقراها
3. واه نشارك
4. غلا فهمت الدرس نشارك و لا مفهمتش منشاركش
5. نكون a l'aise
6. الكلمات يجيوني صعب فالنطق و conjugaison--
7. واه هذي حاجة مليحة
8. هذي صعبة، ما نقدش
9. واه حاجة أساسية
10. نتقلق شوي، نخاف نغلط فالكلمات نهدرهم بالعكس
11. نتفرج أفلام ، أشرطة بـl'anglais
12. نسنا منه يفهمنا غاية بالعربية و يعطينا تمارين و بروجيات بش ندعموا الفهم

Pupil 24

1. خمس سنين
2. نبغي نقراها
3. واه نشارك
4. نشارك شوي مع واحد نتعاون أنا وياه
5. normal كنكون مع واحد نعرفهم
6. الكلمات يكونوا صعبا منعرفهمش
7. نسقسيه بـl'Anglais و خطرات كمنعرفش بالعربية
8. علبالي بللي خاصني تعلم نكتبها و نهدرها
9. مدبنا نقيموا رواحنا لنعرفو نهدر و لا منعرفوش
10. مدبنا نزيدوا نتعلموا الأفواج
11. منقرا حتى حاجة غحاجة ترفيحية أفلام
12. يديروا كل واش يقدر و عليه بشيعاونونا

Pupil 22

1. هذا العام الخامس
2. نبغيها
3. واه نشارك
4. نشارك خطرات
5. نتقلق شوي نحشم نغلط
6. الكلمات يكونوا صعبا
7. واه راني عارف
8. يعلمنا الكلمات اللستعملوهم بزاف
9. واه غاية
10. تبالي أنا منقدرش عليه
11. كنكون مع صحاني نهدر good buye hellow شي صوالح تع السلام ، و نتفرج أفلام
12. يديرونا تملرين أكثر و يعاونونا فالفهم

Pupil 27

1. خمس سنين
2. واه نبغي نقرأها
3. واه نشارك
4. واه نشارك شوي مدابي نشارك فيهم
5. شوي نتقلق كمنفهمش الكلمات
6. الكلمات يكونو شوي صعب و conjugaison بالعربية
7. واه راني عارفة
8. هدي مليحة متكونش الفوض (بأفواج
10. مليحة نقيموا المستوى تعنا نعرفوا رواحنا غلا نقدوا نهذرو
11. نقرأ الكتاب و نراجع فالكراس و نتفرج أفلام بش نتعلموا اللهجة مع l'anglais
12. يشرحونا بالعربية و يشجعونا

Pupil 28

1. خمس سنين
2. نبغي نقرأ على خاطر هي لغة العالم
3. واه نشارك مليح
4. كل خطرة
5. نحس روجي غاية
6. نسي نقرأ الكلمة الموجودة فالكتاب بـ
- l'anglais و خطرات نسقسيه بالعربية
7. هدي حاجة مليحة كيكون العدد قبيل يكون الأسيعاب أفضل
8. كنكون عارفة نفرح و كمنعرفش نتقلق
9. واه مليح (الامتحان
10. Conjugaison منعرفش نستعمل le passé, le présent, نخط
11. نقرأ l'anglais و نسمع بصح منفهمش
12. الكلمات بـ l'anglais يترجموهنا بالعربية و المهم مجهود الأستاذ دايم فالمدى و نتمناوا يعطونا أكثر

Pupil 25

1. هد العام الخامس
2. I love English
3. yes
4. Always yes
5. أصلا نحس راسي براحة خير ملي نهذر بالعربية
6. فالهدرة مكانش بصح فالكتابة شوي
7. Affaire (exam oral)
8. على بالي هي لغة العالم
9. (الأفواج) حاجة مليحة الواحد يستدرك روحه
10. أنا دايم ناسي نسقسيه بـ l'anglais و كمنفهمش نسقسيه بالعربية
11. نهذرمع دارنا بـ l'anglais نقرأ كتوبا، نتفرج أفلام
12. يمدنا الدعم و يزيد يفهمنا المصطلحات بـ l'anglais و لا مفهمناش بالعربية

Pupil 26

1. خمس سنين
2. نبغي نقرأها
3. مشاركتش بزاف
4. نبغي نشارك بصح منفهمش
5. فالنطق
6. نتقلق شوي
7. بالعربية
8. واه راها أساس اللغات
9. مدابنا بش نفهما
10. نقبل بصح انا منفهمش
11. يدعمونا بالساعات الإضافية و يفهمونا الكلمات باللغة العربية
12. منقراش بصح غلكانش الأفلام

Pupil 31

1. ست سنين
2. واه نبغيها
3. خطرات
4. لا منشاركش فيهم يجيوني صعب
5. normale
6. فالنطق
7. بالعربية
8. واه راني عارفة
9. مدبيا
10. غاية بش يساعدونا و انتعلموا
11. Tële فيوما
12. بش يعاونا فالكلصة و يعطينا دروس فال le conjugaison

Pupil 32

1. هد العام خمس سنين
2. واهنبغي
3. واه نشارك
4. كنعرف نشارك
5. normale
6. تجيني صعيبة فالنطق
7. بالعربية
8. واه راني عارفة
9. لا منقدش نركز
10. مدبي يكون العدد قليل فالقسم نقدو نركزو
11. نقرأ dictionnaire
12. الكلمات اللمنفهموش يشرحهمنا بالعربية

Pupil 29

1. هدي خمس سنين
2. نبغيها
3. وله نشارك
4. كنفهم نشارك
5. واه نشارك خطرات
6. نحس راسي مليحة بصح des fois نتقلق
7. كمعرفش نهدر
8. مليحة هدي تعاونا كالدعم
9. خطرات بـl'anglais و خطرات بالعربية
10. خطرات فالنطق
11. واه راني عارفة
12. و لافالكتاب و نخرج les annales مالمكتبة
12. يشرحنا الكلمات بالعربية و يديرنا دروس بش يزيد يفهمنا

Pupil 30

1. هدي خمس سنين
2. واه نبغي
3. واه شوي نشارك
4. خطرات كتحضر المعلومات
5. normale
6. فالنطق ومنعرفش نصرف le conjugaison les verbes
7. واه على بالي
8. يعطينا les verbes bech nconjugaiwhom
9. لا خاطرالكتابي خاصنا بش نفكروا
10. غلا فهمت السؤال نسأله بـl'anglais و لامفهمتش نسأله بالعربية
11. مدبنا بش نتعلموا
12. كتاب و لمطوية تع le conjugaison

Pupil 35

1. هدي ست سنين
2. واه نبغي نقراها
3. واه نشارك
4. خطرات نشارك على حساب لينكون عارف حاجة مليحة
5. نسقسيه بالعربية على خاطر تشكيل السؤال يكون شوي صعب
6. صعوبة فالنطق و تشكيل الجمل و le conjugaison les verbes و إرتكاب السؤال شوي صعب
7. حاجة مليحة و يكون العدد قليل يكون التركيز مليح
8. نسمع musique en anglais و خطرات يعطينا les exercices إنحله مالكتاب
9. إرتباك و قلق شوي
10. واه راني عارف
11. واعر صعوبة فالنطق
12. يديرنا حصص تع texte, l'oral حوار بش نتعلموا الإنجليزية

Pupil 36

1. خمس سنين
2. نبغي نقراها
3. واه نشارك
4. نشارك على حساب للينكون عارفة
5. خطرات ب و خطرات بالعربية
6. واه راني عارفة
7. idée مليحة خاطرش كنكونوا بالأفواج نطبقوا غاية
8. حاجة مليحة
9. يديرنا حصص فيها l'oral
10. normale
11. Pronunciation taa silent letters
12. خطرات تمارين des films

Pupil 33

1. خمس سنين
2. لغة مليحة تعجبني
3. نبغي نشارك
4. دايم كنهم نشارك فيهم
5. شوي نتقلق
6. تركيب الجمل ، يكون عندي أفكار بصح منعرفش نركبهم
7. قع الأساتذة يمدو حاجة مليحة يعلمنا المفردات
8. نشاركو فيه خير
9. مليحة للأستاذ و للتلميذ بش قع يشاركو
10. واه خاصنا نتعلموها و نتقنها
11. نتبعغى ، أفلام ، أشرطة
12. يكترونا التمارين تع النطق

Pupil 34

1. خمس سنين
2. نبغي نقراها
3. خطرات كينكون عارف نشارك
4. لا نشاركش
5. فالنطق
6. نتقلق
7. واه راني عارف
8. واعر إمتحان
9. مليحة الأستاذ يفهمنا غاية دعم
10. بقرونا بالأفواج و يعطينا نصوص نقراوهم بش نتعلمو
11. نتفرج أفلام
12. يعطينا les exercices نديرهم

Pupil 39

1. خمس سنين
2. واه نبغيها
3. واه شوي
4. خطرات نشارك
5. La conjugaison
6. Normal
7. بالعربية
8. لا واعر
9. مليحة قع يقرأوها
10. واه علالي
11. خطرات الأفلام بـ l'anglais
12. يورينا الحروف و الكلمات

Pupil 37

1. هدي خمس سنين
2. نبغيها
3. واه
4. واه نشارك خطرات
5. نتقلق
6. شوي صعبية -نقبل
7. مليحة هدي تسمحنا الفرصة نتعلمو شي كلايم ليما تعلمنهاش جماعي
8. نحاول نسقسيه بـ و لا معرفتش نسقسيه بالعربية
9. متقدرش نسق بين الكلمات
10. واه علالي
11. نسمع الغنى
12. يعاوننا فالفهم و يشرحنا بالعربية

Pupil 40

1. خمس سنين
2. واه نبغيها
3. نشارك
4. واه نشارك
5. normal
6. La conjugaison منعرفوش
7. واه راني عارف
8. Normal عادي إمتحان
9. هدي تساعدنا قع يشاركو
10. خطرات les matchs يعلقوا بـ l'anglais
11. يديرنا les exercices و يفهمنا بالعربية

Pupil 38

1. خمس سنين
2. واه نبغيها شوي
3. واه نشارك
4. واه نشارك شوي
5. Normal
6. بـ L'anglais و خطرات بالعربية
7. فالنطق
8. واه راني عارف
9. لا
10. مليحة بالأفواج
11. يعلمنا النطق
12. نتفرج فيلم و خطرات نقرا كتوب تع les joueurs

Pupil 43

1. خمس سنين
2. واه نبغي نقراها
3. واه نشارك
4. واه نشارك فيهم
5. نتقلق خطرات
6. خطرات بـ l'Anglais و خطرات بالعربية
7. النطق
8. واه راني عارفة
9. واه بش نقيموا هدرتنا
10. خير بالأفواج تفهم و تركزي
11. نراجع كتوبا تع les annales و نحل les exercices
12. يديرو دروس على كفاش نقراو

Pupil 41

1. خمس سنين
2. تعجبني بزاف
3. نشارك
4. نشارك des fois
5. فالنطق و des fois fel conjugaison
6. شوي مقلقة
7. خطرات بـ l'Anglais و خطرات بالعربية
8. واه راني عارفة بلي هي لغة عالمية
9. واه مليح
10. مليحة هدي يكون الجو مليح فالقرايا
11. نقرا كتاب كفاش ننطقوا l'anglais بالعربية
12. يعلمنا كفاش ننطقوا

Pupil 42

1. خمس سنين
2. واه نبغي نقراها
3. واه نشارك
4. كنهم نشارك
5. النطق
6. عادي normale
7. خطرات بـ l'Anglais و خطرات بالعربية
8. واه راني عارفة
9. مليح نتمرّنا
10. مليح التركيز يكون خير
11. نطالع les annales
12. يزيد يعاونا

Pupil 44

1. خمس سنين
2. نبغيها بزاف
3. واه نشارك
4. نشارك بزاف
5. عادي normale
6. Conjugaison silent letters des fois
7. Anglais
8. لازم بزاف
9. مليحة يديرها ca fait plaisir
10. مدابي (الأفواج)
11. يزيدنا سوايع يديرنا فيها l'oral
12. Des fois les annales نقرا نتفرج les films des fois

Pupil 45

Pupil 47

1. هدي خمس سنين
2. نبغيها
3. واه نشارك
4. خطرات نشارك
5. شوي نتقلق
6. النطق و l'conjugaison
7. بالعربية
8. واه راني عارفة بللي مادة أساسية كيحي واحد
9. يهدر معك بـl'anglais تحبسي
10. هدي غاية بش نقدو نشاركوا a l'aise ونسمعو
11. خير مالكلصة فيها الفوضى
12. حاجة مليحة هدي نشوفو رواحنا فالنطق
13. مشي toujours أفلام تع الترجمة
14. يعلمنا الكلمات النطق نعلم و يشرحنا بالعربية
1. خمس سنين
2. نبغيها نقراها
3. واه نشارك
4. خطرات نشارك
5. نحس normal
6. نسقسيه بـl'anglais
7. مدابيا بش نتعلم
8. مليحة نزيديو نكتشفو و نتعلموا أفواج
9. Yes miss وعي
10. واعر فالفاهيم، فالنطق
11. نتبع anglais conjugaison ftélévision الكاين
12. وحد القنوات
13. يزيدنا المعلومات

Pupil 48

Pupil 46

1. خمس سنين
2. نبغيها بزاف
3. yes نشارك
4. كل خطرة نشارك فيهم
5. نكون مريحة
6. نسقسيه بـl'anglais
7. كاين شكلومات منعرفش نغير عليهم
8. واه على بالي
9. نشارك أنا اللولى إمتحان
10. مليحة العدد يكون قليل نستوعبو واشت راه يقول
11. الأستاذ مدابنا بالأفواج خير
12. رجل اختي يقري l'anglais يحاول يهدر معيا
13. فالدار بـl'anglais
14. الأستاذ يهدر معنا مليح حنا خاصنا نقراو المشكلة
15. مراهاش فالأستاذ راها فالتلاميذ مبيغوش يقرأو عندي
1. هد العام الخامس
2. واه نبغي l'anglais
3. واه نشارك
4. واه نشارك فيهم
5. شوي نتقلق
6. بـl'anglais
7. Les verbes nconjugaihom
8. منقدهش (إمتحان خاص يلزمني الوقت بش نفكر
9. عدا بش nrépondre
10. راه علىالي
11. واه نبغي بالأفواج نقرا a l'aise
12. نسمع l'anglais بزاف أفلام نفهم شوي
13. نديرو des exercices فالنطق

Pupil 51

1. خمس سنين
2. واه نبغيها
3. واه نشارك
4. واه نشارك فكل حصة
5. Des fois
6. L'anglais سهلة مفيهاش حتى حاجة واعرة
7. مليحة نزيدوا نتعلموا بزاف
8. يهدر معنا بـl'anglais قع ميهدرش معنا بالعربية
9. Normal
10. علامة منكونوش بزاف فالكلاصة و انستفدوا اكثر
11. نتفرج أفلام ، مسلسلات بـl'anglais و نهدر مع صحباتي بـl'anglais
12. يعاونونا بالتمارين اكثر

Pupil 49

1. هذا العام الخامس
2. نبغي نقراها
3. خطرات
4. لا منشاركش على خاطرش منفهش السؤال نحاول نشارك
5. شوي نتقلق
6. نسقسيه بالعربية
7. واه علبالي
8. نخاف لمننطقش نشان و كاين شكلمات
9. مدايبا بش نتعود نهدر بـl'anglais
10. واه غاية بش نلقوا راحتنا و فالأفواج العدد قليل و منحشموش بزاف
11. قرئت قصة علي بابا بـl'anglais و بـl'français
12. الكلمات المنعرفهمش يقولهمنا بالعربية

Pupil 52

1. خمس سنين
2. واه نبغيها
3. واه نشارك
4. خطرلنت نشارك فيهم
5. كينديرو dialogue فشي كلملت منفهمش ، منعرفش النطق
6. واه كتسمعي البروف يهدر تفهمي خير
7. مليح هكا الواحد يوالف يحكي بـl'anglais
8. نتبـl'anglais ف la télé
9. يشرحنا بالعربية، يعلمنا النطق
10. مليحة a l'aise
11. نسقسيه بالعربية منعرفش ركب جملة
12. هي مليحة بصح جماعي خير يبالي

Pupil 50

1. خمس سنين
2. نبغيها
3. واه نشارك
4. نشارك فيهم كل خطرة
5. مريحة
6. بـl'anglais
7. مليحة بش نتعلموا نهدرو
8. غاية نقراو مريحين منكونوش بزاف
9. يزيد يعلمنا الحوايج اللي منعرفهمش فـl'anglais الكلمات، les verbes
10. شوي صعوبات فالصياغة بـl'anglais
11. واه علبالي
12. نفر les mots fdictionnaire و نحفظهم

Pupil 56

1. ست سنين
2. واه نبغي نقراها
3. خطرات نشارك
4. نحشم يضحكو علي
5. التصريف تع الأفعال
6. خطرات بـ l'anglais و خطرات بالعربية
7. مليحة كتبني تهدر بـ متحشمش
8. واه بش نتعلموا نهديروا و نقيمة رواحنا
9. واه خاصني نتعلم نهديروا
10. مليحة نقد نهديروا بـ l'anglais
11. لا غكيولنا البروف رفيزيو نرفيزي
12. يعطينا قع المعلومات اللي عنده بش حنا نتعلمو

Pupil 57

1. ست سنين
2. نبغي نقراها
3. نشارك
4. دايمنا نشارك فيهم
5. normal منحشمش
6. كلمات منعرفش رتبهم
7. مليحة بش نتعلموا نهديروا (أمتحان
8. غلا كنت عارف نسقسيه بـ l'anglais و غلا
9. مكننش عارف نسقسيه بالعربية
10. مليحة حتى حنا مدابنا
11. مدابنا بش يقيموا هدرتنا
12. نتبع فيلم بـ l'anglais اونقرا كتاب تع العلماء
13. يكترونا التمارين فالقسم و يعطينونا بحوث

Pupil 53

1. خمس سنين
2. واه نبغيها
3. مانشاركش طبيعتي منشاركش
4. نسقسيه بالعربية
5. فالنطق الأفعال الكلمات
6. مليحة بالأفواج
7. واه علبالي
8. منقدرلهش l'examen oral
9. مليحة بش نبقاو نعرفو نهديروا
10. نقرا كتوب les annales
11. البروف يكون يفهم غاية و يشرح و يعاود

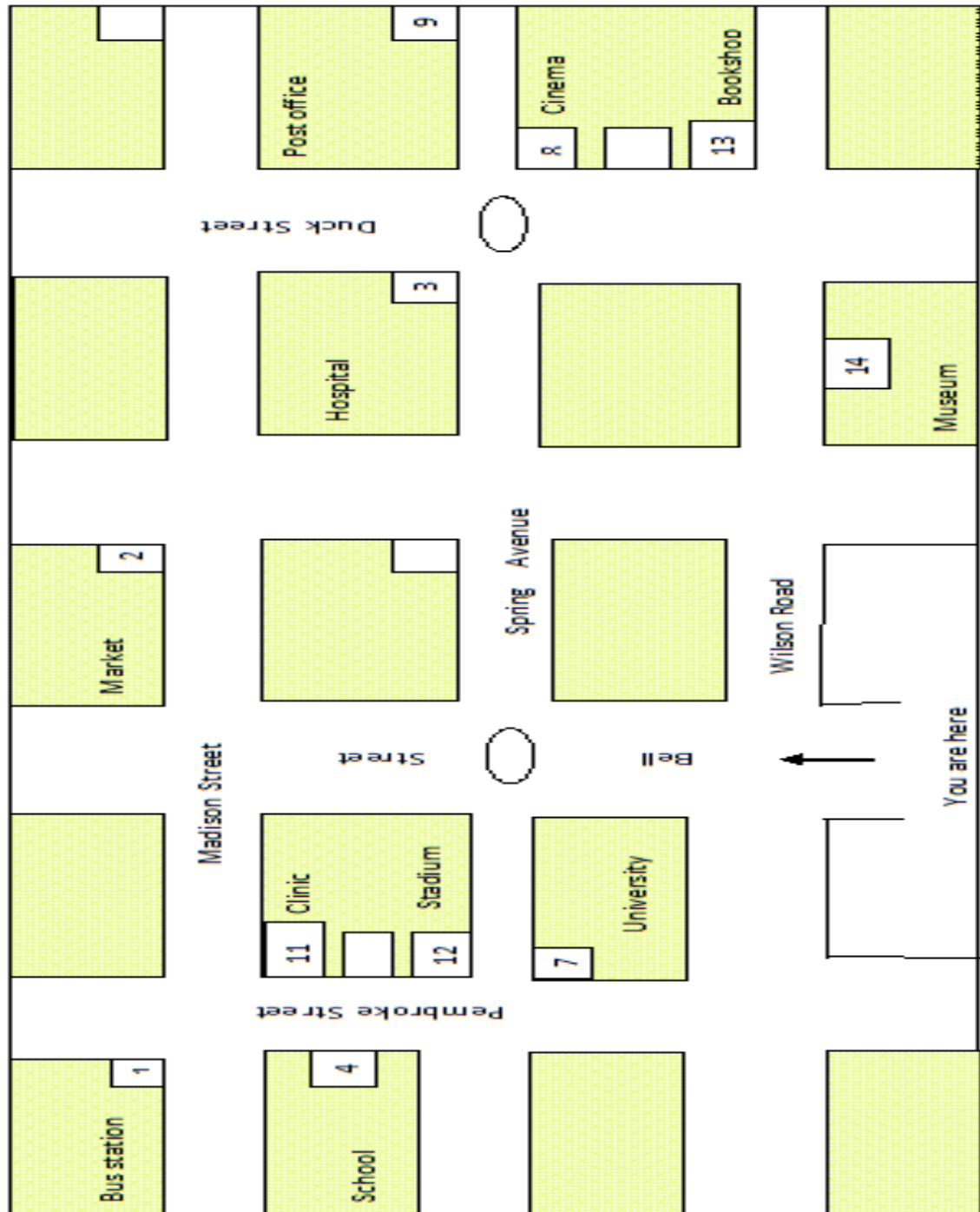
Pupil 54

1. خمس سنين
2. واه نبغي نقراها
3. واه نشارك
4. كنهم نشارك
5. النطق
6. عادي normale
7. خطرات بـ l'Anglais و خطرات بالعربية
8. واه راني عارفة
9. مليح نتمرونا
10. مليح التركيز يكون خير
11. نطالع les annales
12. يزيديعاوننا

Pupil 55

1. ست سنين
2. نبغي نقراها و هي المادة المفضلة عندي
3. واه نشارك
4. نشارك فيهم دايمنا
5. normal
6. ما نكوش عارف les mots بش نعبر
7. خطرات بـ l'Anglais و خطرات بالعربية
8. مليح بش نزيديو نتعلمو و نتفقو و تعاوننا بش نهديروا
9. واه راني عارف
10. مليحة ما يكونش الحس و كل واحد يهدر اللي عنده
11. Yes des films américains les livres les dictionnaires
12. يديرونا ساعات إضافية ، الساعة تع المكتبة لكان تبقى علي يردوها تع l'anglais

Appendix 'D': The Street Map



ملخص باللغة العربية

تهدف هذه الدراسة إلى بحث و إستطلاع العوامل و الأسباب الناجمة عن تدني المستوى اللغوي الشفوي عند تلاميذ السنة الأولى ثانوي. أنجز تحليل معمق لدراسة مفصلة من أجل إيجاد سبل و طرق لمعالجة هذه العقبات؛ و بالتالي مساعدة التلاميذ لتحسين قدراتهم الشفوية.

الكلمات المفتاحية

القدرات الشفوية ، التقييم، الصعوبات ، الأداء الشفوي ، المشاركة، التمارين الشفوية.

Résumé en Français

Le présent travail de recherche a été réalisé afin d'explorer les facteurs et les raisons liés à la diminution du niveau oral chez les élèves de première année secondaire et aux difficultés qui les rencontrent. Une étude d'analyse en-profondeur a été réalisé pour surmonter ces obstacles et améliorer leurs compétences orales.

Mots clés

Les compétences orales, l'évaluation, les difficultés, la performance orale, participation, les activités orales.

Summary in English

The present research work is designed to explore the main reasons and factors behind the low achievement of speaking skills and identify the difficulties the learners encounter in the secondary school. An in-depth analysis of a detailed investigation is provided to overcome these obstacles and to find out the appropriate ways to improve the learners' oral skills.

Key-words

Oral skills, assessment, difficulties, participation, oral performance, speaking activities.