

People's Democratic Republic of Algeria
Ministry of High Education and Scientific Research
Elbachir Elibrahimi University of Bordj Bou Arreridj
Faculty of Letters and languages
Department of Letters and Foreign Languages-English Section



Faculté: Des Lettres Et Langues
Département: Lettres et Langues Etrangères

END OF STUDIES' DISSERTATION

Submitted in fully Fulfillment of the Requirements for the Master's Degree

Specialty: Didactics

Theme

Perceptions Towards Speaking Difficulties Encountered by Young EFL Learners
Case Study of 4th Year Pupils at Madjdoub Mokran Middle School

Submitted by:

Chourouk BENAÏSSA
Ines DJERBAH
Chaima BOUDIAF

Supervised by:

Mr. Djelloul REFFIF

Jury members

Mrs.Fatima MECHRI	President
Mr. Djelloul REFFIF	Supervisor
Mrs.Houda BOUACHA	Examiner

Academic year 2022/2023

Dedication

I dedicate this present research work to:

*My beloved parents' **Abdelkader** and **Farida** for their infinite sacrifices and great support throughout the many years of my education.*

*My dear brothers **Ayemen** and **Ayoub** who have always stood by me and believed in my efforts.*

*My adorable and beautiful sister **Ibtihel** who supported me in my career.*

*My dear nephews **Djoud**, **Djad** and **Karam**.*

*My adorable little niece **Dina**.*

*My soulmates **Chaima**, **Chourouk** and **Bouchra** who are the most faithful friends in my life.*

*My dear friends **Chahda**, **Khawla** and **Malek***

*To my dear and pure soul my grandmother **Rachida**.*

My deepest gratitude for their support and encouragements.

Ines

Dedication

To my dearest parents “Abdelghani and Ayacha”

To my adorable Grandmother “Nouara”

To my lovely siblings “Oussama, Hadjer and Ishak”

To my dear husband “Hamza”

To my true and best friends “Bouchra, Ines and Chaima”

To everyone who loves and appreciates me,

I dedicate this work.

Chourouk

Dedication

To those who are not matched by anyone in the universe

*To my dear father **Ibrahim** for his infinite sacrifices and great support throughout the many years of my education.*

*To my dear and "Queen of hearts" my mother **Mounira** who was my great supporter and has surrounded me with love and care.*

*to my dear and pure soul my grandmother **Saadia***

*To my beloved brothers **Chouaib, Abdelmouamen, Younes***

*To my second grandmother **Mbarka** for her prayers*

*to my sisters in spirit **Bouchra, Chourouk and Ines** whom I share with them my best souvenirs.*

*To my dear friends and sisters **Achwak, Chahda and Khawla** for her encouragement and motivation.*

To my aunts and uncles and all my cousins.

To my lovely friend for his supporting words.

Last but not least, I want to thank me, for believing in me, for doing all this hard work and for never quitting.

Thank you all: you have been my best supporter throughout my academic career.

Chaima

Acknowledgments

*First, all thanks and gratitude to Allah for giving us strength
and patience to complete this work.*

*A great thanks and appreciation to our parents for their infinite sacrifices and endless love
throughout the many years of our education.*

A great appreciation to:

Our supervisor Mr. Djelloul Reffif for the instructions and guidance that he gave us.

*The members of the jury “Mrs.Bouacha” and “Mrs.Mechri” for being so kind to read and
examine our study.*

*The professors “Mr. Sahed, Mr. Laoubi, Mr. Habitouch, Mrs. Bouziane, Mrs. Djetti and Mrs.
Rouabah” for their instructions and advices.*

*Special thanks to the administration, teachers and pupils
of Madjdoub Mokran middle school for their cooperation
to be part of our research.*

*And we would like to express our gratitude to all the teachers who
taught us and left a positive effect in education life.*

Abstract:

Speaking is one of the most significant skills to be developed as a mean of effective communication. Speaking skill is viewed as one of the most difficult features of language learning. Most pupils find difficulties to express themselves in a spoken language. They face problems to use and to communicate with the foreign language in order to express their ideas effectually. This study aimed to explore the factors that caused the EFL learners' English speaking difficulties and then investigate the successful learners' strategy use to improve their English speaking performance. In this research study, we investigate the major difficulties encountered by EFL learners of Medjdoub Mokran middle School in Algeria (RAS EL OUED) through questionnaire given to 40 pupils chosen randomly. The results of the analysis showed that psychological problems (lack of self-confidence, anxiety, lack of motivation, fear of making mistakes, shyness and inhibition) was the primary reason for English speaking difficulties followed by linguistic problems (vocabulary, pronunciation and grammar) and nonlinguistic problems such (use of mother tongue, low participation and nothing to say). A majority of successful learners tended to use various speaking strategies to improve their English speaking performance and particularly focused on linguistic fluency and accuracy by practicing pronunciation and intonation. Furthermore, learners and teachers should follow some strategies in order to avoid such problems and to develop speaking performance.

Keywords: *EFL/speaking difficulties/ 4th year pupils*

List of acronyms

CLT: Communicative Language Teaching

EFL: English as a Foreign Language

ESL: English as a Second Language

TBLT: Task-Based Language Teaching

TEFL: Teaching English as a Foreign Language

List of tables

Table N	Title	Page
Table01	Learners' Gender	41
Table 02	Learners' Age	42
Table 03	Learners Experience with Learning English before Middle School.	42
Table 04	Pupils' Level in English	43
Table 05	Pupils' Opinion about the Level of Difficulty of the English Language	44
Table 06	Pupils' Opinion about the Importance of the English Language	45
Table 07	Pupils' Ability to Participate English in the Classroom	45
Table 08	Learners' Experience with Speaking Difficulties in Classroom	46
Table 09	pupils' difficulties in speaking English in classroom	47
Table 10	pupils' difficulty in speaking with limited vocabulary	48
Table 11	pupils' grammatical errors while speaking English	49
Table 12	pupils' difficulty in choosing the right words or phrases for communication	50
Table 13	learners' difficulties with pronunciation	51
Table 14	strategies that pupils use to improve their pronunciation	52
Table 15	learners feeling of shyness while speaking English	54
Table 16	learners' self-confidence	54
Table 17	learners' feeling of nervous	55
Table 18	learners' feeling of anxiety	56
Table 19	the causes of anxiety among learners	57
Table 20	pupils' opinion about the interaction with the teacher and if it is beneficial in improving their speaking skills	59
Table 21	Learners' reasons why the interaction with the teacher is not beneficial	60
Table 22	pupils' opinion about the opportunities that their teachers provide to practice speaking English in the classroom	61
Table 23	pupils' opinion about the improvement of their speaking abilities since starting to learn English	62

Table 24	pupils' opinion about crowded classrooms and speaking difficulties	63
Table 25	pupils' opinion about the speaking difficulties that crowded classrooms may create	63
Table 26	teachers' use of technology tools in speaking activities	65
Table 27	pupils' opinion about the benefits of technology tools in speaking activities	65

List of figures

Figure N	Title	Page
Figure01	Learners' gender	41
Figure02	Learners' age	42
Figure 03	Learners experience with learning English before middle school.	43
Figure 04	pupils' level in English	43
Figure 05	pupils' opinion about the level of difficulty of the English language	44
Figure 06	pupils' opinion about the importance of the English language	45
Figure 07	pupils' ability to participate English in the classroom	46
Figure 08	Learners' experience with Speaking difficulties in classroom	47
Figure 09	pupils' difficulties in speaking English classroom	48
Figure 10	pupils' difficulty in speaking with limited vocabulary	49
Figure 11	pupils' grammatical errors while speaking English	50
Figure 12	pupils' difficulty in choosing the right words or phrases for communication	51
Figure 13	learners' difficulties with pronunciation	52
Figure 14	strategies that pupils use to improve their pronunciation	53
Figure 15	learners feeling of shyness while speaking English	54
Figure 16	learners' self-confidence	55
Figure 17	learners' feeling of nervous	56
Figure 18	learners' feeling of anxiety	57
Figure 19	the causes of anxiety among learners	58
Figure 20	pupils' opinion about the interaction with the teacher and if it is beneficial in improving their speaking skills	59
Figure 21	Learners' reasons why the interaction with the teacher is not beneficial	60
Figure 22	pupils' opinion about the opportunities that their teachers provide to practice speaking English in the classroom	61
Figure 23	pupils' opinion about the improvement of their speaking abilities since starting to learn English	62
Figure 24	pupils' opinion about crowded classrooms and speaking	63

	difficulties	
Figure 25	pupils' opinion about the speaking difficulties that crowded classrooms may create	64
Figure 26	teachers' use of technology tools in speaking activities	65
Figure 27	pupils' opinion about the benefits of technology tools in speaking activities	66

Table of content

Abstract:.....	VI
Keywords:.....	VI
List of acronyms	VII
List of tables	VIII
List of figures.....	X
Introduction	16
1. Background	17
2. Statement of the problem.....	17
3. Objectives of the study.....	17
4. Questions of the study	17
5. Significance of the study	18
6. Limitation of the study	18
7. Methodology of the study.....	18
Chapter One	19
Literature Review	19
1. Introduction	20
2. Definition of Speaking Skill	20
3. Types of Speaking Skills.....	21
3.1. Imitative Speaking	21
3.2. Intensive Speaking.....	21
3.3. Responsive Speaking	22
3.4. Transactional Speaking (Dialogue)	22
3.5. Interpersonal Speaking (Dialogue)	22
3.6. Extensive Speaking (Monologue)	22
4. The barriers of Learning Speaking	22
4.1. Linguistic problems.....	23
4.1.1. Vocabulary.....	23
4.1.2. Pronunciation	23
4.1.3. Grammar	23
4.2. Psychological Problems	23
4.2.1. Lack of self confidence	24
4.2.2. Anxiety.....	24
4.2.3. Lack of motivation	24
4.2.4. Fear of making mistakes.....	24
4.2.5. Shyness.....	25

4.2.6. Inhibition	25
4.3. Nonlinguistic problems.....	25
4.3.1. The use of mother tongue in EFL classrooms	25
4.3.2. Low or uneven participation.....	25
4.3.3. Nothing to say	25
5. Characteristics of Speaking Performance	26
5.1. Fluency	26
5.2. Accuracy	26
5.3. Grammar	27
5.4. Vocabulary.....	27
5.5. Pronunciation	27
6.the role of Speaking Skills.....	28
6.1. Communication and Expression	28
6.2. Classroom Performance	28
6.3. Social Interaction.....	28
6.4. Self-Confidence and Empowerment.....	28
6.5. Preparation for High School	28
7. Teaching Speaking.....	28
7.1. Teaching Speaking to middle school pupils	29
7.1.1. The Seven Concepts for Creating Speaking Techniques	29
7.2. Technical problems in teaching speaking	30
7.2.1. Limited Speaking Time.....	30
7.2.2. Inadequate Practice Opportunities.....	30
7.2.3. Insufficient Feedback.....	30
7.2.4. Limited Resources	30
7.2.5. Language Barriers	30
7.2.6. Technical Issues	30
7.2.7. Different Learning Styles	30
7.2.8. Cultural Differences.....	31
7.2.9. Learners' Motivation	31
7.3. Effective strategies in teaching Speaking to Algerian middle school pupils.....	31
7.3.1. Communicative Language Teaching (CLT)	31
7.3.2. Task-Based Language Teaching (TBLT)	31
7.3.3. vocabulary and language input.....	31
7.3.4. Scaffolder Speaking Activities.....	32
7.3.5. Cooperative Learning	32

7.3.6. Error Correction and Feedback.....	32
7.3.7. Technology-Enhanced Learning.....	32
8.The importance of Speaking.....	32
9. The importance of Speaking Skills	33
9.1. The importance of Speaking Skill in Education	34
9.2. The importance of Speaking Skills in a social setting.....	34
10.Young middle school pupils' speaking.....	34
10.1. Factors affecting young learners' speaking skills	34
11.Conclusion.....	34
Chapter Two.....	36
Methodology.....	36
1.Introduction	37
1.Methodology.....	37
2.The sample.....	38
3.research instrument.....	38
3.1. Validity of the Questionnaire	38
3.2. Reliability of the Questionnaire.....	38
4.Description of the Questionnaire	39
Section One: Background Information	39
Section Two: Perceptions towards Speaking Difficulties	39
Section Three: Linguistic Problems.....	39
Section Four: Socio-affective Problems (Psycho-social)	39
Section Five: Classroom Interaction	39
Section Six: Technical Problems	40
5.data analysis and interpretation of the result:.....	40
6. The interpretation of the results.....	65
7.Discussion of the findings.....	66
8. Suggestions and Recommendations.....	67
8.1. Teachers	67
8.1.1. Create a Supportive Environment	67
8.1.2. Provide Opportunities for Speaking Practice.....	67
8.1.3. Encourage Active Listening.....	67
8.1.4. Individualized Support.....	67
8.1.5. Use Visual Aids	68
8.1.6. Encourage learners Engagement.....	68
8.1.7. Vocabulary.....	68

8.1.8. Grammar	68
8.1.9. Pronunciation	68
8.2. To Pupils	68
8.2.1. Practice Regularly	68
8.2.2. Set Achievable Goals	68
8.2.3. Seek Support	69
8.2.4. Focus on Listening	69
8.2.5. Embrace Mistake	69
8.2.6. Build Confidence.....	69
9. Conclusion.....	69
General conclusion.....	72
References:	75
Appendix	79

Introduction

1. Background

Speaking is the process of creating and sharing the meaning between two or more people through verbal and nonverbal signals and this can be employed in a variety of contexts. Speaking is therefore the most crucial of the four language skills in second language learning and teaching since learners today value communication with others and are aware that it may provide them with more opportunities to learn about other cultures.

The learners encounter numerous challenges when practicing their speaking skill. The psychological elements that influence learners when they speak are the initial aspect from which the researchers view these challenges. Other perspectives include the teachers who interact with the learners, the learners themselves, and the surrounding environment. As the study has discovered, there are some language learners who feel timid and others who are afraid to make mistakes while speaking, which has an impact on oral communication.

Speaking increases, a learner's self-assurance, which increases interest in the language and enables them to converse over dialect and pronunciation barriers. Language skills have been the subject of numerous studies, but the current one focuses specifically on the speaking challenges faced by English language learners in Algerian middle schools.

2. Statement of the problem

The study looks into what causes the speaking issues that fourth-level middle school English language learners from Algeria have.

The acquisition of speaking skills in the English as a Foreign Language (EFL) context among young learners is a complex and challenging process. While previous studies have explored speaking difficulties, there is a lack of comprehensive understanding regarding the perceptions of both learners and educators towards these challenges. Consequently, this dissertation looks into what causes the speaking issues that fourth-level middle school English language learners from Algeria have.

3. Objectives of the study

This study aims to:

- 1- Identify the speaking difficulties that face Algerian pupils in middle schools and find solutions to it.
- 2- Encourage speaking skills among middle school pupils.
- 3- Draw teachers' attention to the importance of speaking skills

4. Questions of the study

- 1- What are the major reasons behind the speaking difficulties that encounter Algerian English pupils at middle school?
- 2- Are there any strategies that could be followed to improve pupils' speaking skill?

5. Significance of the study

The study intends to highlight the speaking challenges faced by Algerian English language learners because speaking ability is a crucial skill that learners should work on developing. Learners, teachers, and anybody with an interest in the English language will benefit from this study.

6. Limitation of the study

The present study will not cover all the Algerian middle schools, because of time limit and the other factors. This study is limited to 40 pupils from Madjdoub Mokran middle school 4th level. In addition to the pupils' lack of interest and willingness to respond to the questionnaire

So the study's results are limited to the specific time, place, and participants involved

7. Methodology of the study

Our research investigates the difficulties encountered by young EFL learners, it looks for the reasons of these problems. The study will outline the approach that will be used to look into the speaking issues that English language learners face. To get the results, descriptive methodology will be used for the methods, processes, validity, and reliability of the methods, as well as the data collecting. The tool that is going to be used is a questionnaire.

Chapter One
Literature Review

1.Introduction

English as a foreign language consists of four skills, learning, speaking, reading and writing. Each learner experiences the same problem with these skills in a unique way. Speaking appears to be the most significant of other foreign language abilities (listening, reading, and writing). Ur (1996) says that speaking is considered to be the most significant skill of the four skills, because people who produce the language are usually remarked as speakers of that language. The majority of learners want to master speaking skill in order to participate and communicate effectively. Thus, speaking skill is considered as the most crucial skill need to be developed. One of the primary goals of learning a second language is to utilize the target language. Even after years of learning English, not all language learners can speak effectively and properly. That example, some learners speak up and express themselves when given the chance. While others can not. As a result, the primary problem in second language learning is learner's inability to speak. The objective of this chapter is to provide theoretical view about speaking, definition, types, identifying its importance, including its main characteristics, the role of speaking in middle schools, teaching speaking, the main barriers or difficulties that they face learners, and young middle school pupils' speaking.

2.Definition of Speaking Skill

Speaking is one of the most important crucial four skills in learning a foreign language. Despite its importance, it has been undervalued and just in recent two decades it wins its place as an independent teaching and learning branch (Bygate, 1987). It is frequently thought that is the first skill that nearly all foreign language learners want to achieve. According to numerous studies Spoken language is the cornerstone of all language learning. Speaking is described as "the action of imparting information or expressing one's thoughts and feelings in spoken language" by the Oxford Compact Dictionary of Current English for 2009. The TKT course (the teaching knowledge test course), which views speaking as a productive skill similar to writing which involves using speech to express meanings to other people.

According to Brown, (1994) Bunsand Joyce, (1997) Speaking is an interactive process of constructing meaning that involves producing and receiving and processing information. Yet speaking is never predictable. The capacity to use the language speaking abilities and speech habits has an impact on the success of any exchange, therefore, learners must be able to speak in addition to producing specific language points like grammar, pronunciation, and vocabulary. When speaking, speakers must be able to anticipate what will be said and then deliver it; rephrasing, giving criticism, or redirecting.

Every opportunity for speaking in class should be taken, according to Elsasheer (2001). Students come to understand their need for language by attempting to communicate and by using speaking skills as a barometer of language proficiency. Fluency is defined by these students as the capacity for interpersonal communication, rather than reading comprehension or vocal language competence. They believe that speaking is the most crucial talent one can learn, and they use it to gauge how well they communicate verbally.

According to Burns and Joyce (1997: p. 71), the learners must also pick the appropriate terminology to describe the circumstance.

Chaney (1998) points that Speaking is the process of creating and exchanging meaning through the use of verbal and nonverbal symbols in context.

Chaney (1998:13), states that a kid can pronounce words, then eventually complete sentences until he is able to speak the language precisely and fluently. Vocal organs create speech in a variety of phonological aspects, including stress, vowel intonation, constant, pause, and rhythms, and many others.

Oral communication, as defined by Niraula (2012), is the spoken expression of ideas and thoughts during face-to-face interactions involving two or more persons. In addition, Alyan (2013), defined oral communication as the capacity to have a discussion with both native and non-native speakers.

Paul (2000:82) points out that public speaking is more difficult than it first appears because many people find it difficult to speak in front of huge crowds due to making mistakes. Hedge (2000, 261) has asserted that oral performance is “a skill by which they (people) are judged while first impressions are being formed.”

Bygate (1987) believed that the existence of two aspects: language knowledge and the skill in using that knowledge was what determined whether a communicative objective could be achieved through speaking. For him, having information alone is insufficient; a skilled speaker also needs to be able to apply that knowledge to a variety of contexts. Additionally, he was of the opinion that this capacity required both production and interaction skills: The two skills aid learners in speaking foreign languages more naturally.

3.Types of Speaking Skills

In 2001, Brown proposed that there are six types of speaking skills: imitative, intensive, responsive, transactional (dialogue), interpersonal (dialogue), and extensive (monologue). These six types of speaking skills have different characteristics and serve different communicative functions.

3.1. Imitative Speaking

Imitative speaking involves repeating words and phrases after a model speaker without necessarily understanding their meaning. This type of speaking skill is typically used in beginner's language classes where learners focus on pronunciation and intonation. However, imitative speaking has limitations as it does not involve actual communication or comprehension. Therefore, imitative speaking should be used in conjunction with other types of speaking skills to develop communicative competence.

3.2. Intensive Speaking

Intensive speaking involves focusing on the details of the language, such as grammar and vocabulary, to produce a message accurately. This type of speaking skill is essential in developing accuracy and fluency in speaking. Intensive speaking is particularly useful in

communicative situations where precision is necessary, such as giving instructions, making arrangements, or reporting events.

3.3. Responsive Speaking

Responsive speaking involves responding to another speaker's message, usually in a conversation or dialogue. This type of speaking skill requires the ability to listen carefully and produce appropriate responses. Responsive speaking is essential in developing communicative competence as it involves understanding and using language in context.

3.4. Transactional Speaking (Dialogue)

Transactional speaking involves exchanging information and ideas between two or more speakers to achieve a specific purpose, such as making a transaction, giving or receiving directions, or negotiating. This type of speaking skill requires the ability to communicate effectively and appropriately in a specific situation. Transactional speaking is essential in developing pragmatic competence, which involves understanding and using language in social situations.

3.5. Interpersonal Speaking (Dialogue)

Interpersonal speaking involves exchanging information and ideas between two or more speakers to develop a relationship or social connection. This type of speaking skill requires the ability to engage in small talk, express opinions, and share personal information. Interpersonal speaking is essential in developing sociolinguistic competence, which involves understanding and using language appropriately in different social contexts.

3.6. Extensive Speaking (Monologue)

Extensive speaking involves delivering a message or presentation to an audience, usually in the form of a monologue or speech. This type of speaking skill requires the ability to organize ideas, use appropriate language, and engage the audience. Extensive speaking is essential in developing communicative competence and is particularly useful in academic or professional contexts.

In conclusion, Brown's six types of speaking skills provide a useful framework for understanding the different aspects of speaking in language learning and communication. These speaking skills have different characteristics and serve different communicative functions, and developing all of them is essential in developing communicative competence. Therefore, language learners should focus on developing all six types of speaking skills to become effective communicators in their target language.

4. The barriers of Learning Speaking

Most of learners nowadays are unable to communicate properly in English and do not have strong abilities, they feel shy, afraid and insecure of making mistakes when they have to speak. There are two main factors that lead to a poor English speaking among Algerian middle school pupils even though they have been exposed to English four years ago. In this section we discuss the three main problems classified as factors barriers affecting learners in speaking English.

4.1. Linguistic problems

According to Richards (2008), reported in Fitriani et al (2015), learners 's difficulties speaking English are due to linguistic issues, including the lack of vocabulary needed for conversation, poor pronunciation and poor grammar.

4.1.1. Vocabulary

Vocabulary is an individual word or a set of words which have specific meaning. Vocabulary is very important part of communication, because it improves all areas of communication and we can not express our feelings without it. According to Sudirman (2019), someone unable to communicate effectively or to convey their ideas either in written or oral performance, if they do not have adequate vocabulary. Vocabulary issues occur when a person lacks of vocabulary or words needed for conversation and does not know how to put those words together correctly in a sentence. Khan (2005) asserts that many learners learning English as a foreign language struggle to employ words or expressions when speaking. In this case, many learners struggle to integrate and apply the adequate vocabulary when asked to translate their ideas from the source language into the target language.

4.1.2. Pronunciation

English pronunciation can be challenging for learners, especially if their native language does not have the same sounds or accent. Many learners may have difficulty producing certain sounds, such as « th, » « r, » or « l, » which can affect their overall fluency in English. Learners may have a great trouble in approaching native speaker pronunciation, the reason behind this is that they have been influenced by their culture (Harmer 2002), because English is not their mother tongue. Incorrect pronunciation of English words is still a common problem among learners, which can lead a listener to misinterpret what the speaker is saying. Therefore, learners should have a strong pronunciation, in order to speak English naturally and comprehensibly. As English speakers, you must be able to communicate intelligibly, comprehensibly and interpretably, according to (Anne & Claire 2003).

4.1.3. Grammar

Grammar is one of the most significant barriers to learning speaking English fluently. However, if learners do not know the rules of grammar, they will never be able to communicate using English effectively. Additionally, in EFL classes, learners often make grammatical errors in oral presentations. They do not realize if their grammatical structure use is appropriate or not. Thus, it can lead to misunderstanding in interpreting the meaning of their ideas among the audience as listeners. Therefore, in order to set a suitable sentence in conversation, learners need grammar (Azlina 2015).

4.2. Psychological Problems

Psychology is the scientific study of mind and behavior in humans and non-humans in their interactions with the environment. There are several barriers related to psychological problems which may bring negative effect towards learners' speaking performance according to (Thornbury, S. 2005).

4.2.1. Lack of self confidence

The most common problem among learners is lack of self-confidence. In agreement with Harmer's (2002) talking about young learners who feel a loss of confidence, perhaps as a result of failure or criticism at school. Lack of self-confidence can lead learners to fear that they will not be good English speakers. Learners' speaking abilities are highly impacted by this lack of confidence, which is another major problem. If the learners lack self confidence in their speaking abilities, learning English speaking will be challenging for them.

4.2.2. Anxiety

Anxiety is considered as one of the most psychological factors that affect learners' learning. It has a negative impact on the speaking abilities of English learners in EFL classroom. Based on Hurwitz (2010) asserts that: "foreign language anxiety is related to communication apprehension, test anxiety and fear of negative evaluation." this feeling commonly arises when people start communicating with others in foreign language in where different situation same as learners who learn English in EFL classes in which they got an anxiety attack. The fact that anxiety plays an important role in pupils' learning is also shared by other researchers like Horvitz (1991) as cited in Sylvia and Tiono (2004), he believed that pupils' performance may be impacted by their fear of speaking a certain language. It can influence the quality of oral language production and make individuals appear less fluent than they really are. Thus anxiety has a big role as a barrier for learners in speaking English.

4.2.3. Lack of motivation

According to (Songsiri, 2007), motivation is a key to learner's learning success. Regarding to the issue of motivation in learning. Nunan (1999) emphasizes the significance of motivation because it can influence learner's reluctance to speak in English. In this sense, motivation plays a significant role in assessing how ready learners are to communicate. Many studies showed that pupils with great motivation to succeed can persist in learning and get higher scores than those who have weaker motivation of success. Thus building learner's motivation to learn is significant and urgent for all teachers. In addition, Babu (2010) asserts that lack of motivation in learning causes learner's hesitation to speak English in the classroom. He claims that the background of this situation is that teachers do not encourage their pupils to communicate in English. Also Siegel (2004, in Aftat, 2008) believes that motivation is a product of good teaching, he also emphasizes that teachers must be passionate, creative and interested in their pupils to inspire them to learn well and actively communicate in English. In other words, learners' motivation is really impacted by the teachers' teaching performance.

4.2.4. Fear of making mistakes

The majority of foreign English learners have to admit that one of the biggest barriers to speaking English well is fear of making mistakes in some classes, learners prefer to keep their ideas to themselves because they are worried about being corrected by the teacher. However, learners' mistakes must be corrected. In addition, according to Juhana (2012), the reason behind the fear of making mistakes is the problem of correction and bad evaluation. Also, learners feel afraid to make their teachers criticize them or their classmates laugh at them. Furthermore, Ur (1996) said that learners who are constrained in their speaking activity

generally are afraid of making mistakes, failure, losing face, and fearful in saying or doing something. Therefore, the majority of EFL learners refuse to engage or even try to speak. Thus teachers should encourage them to talk confidently and learn from their mistakes, because this will help them to become more skilled in communication speaking.

4.2.5. Shyness

Shyness is a purely psychological problem, shyness is an emotion that affects how a person feels and behaves around others, shyness can mean uncomfortable, self-conscious, nervous, timid or insecure. Many learners suffer from shyness especially when teachers ask them to speak in front of them or their classmates. Many psychologists believe that oral performance barriers are caused by shyness. Baldwin (2011) states that speaking in front of people is one of the more common phobias and that feeling marks their mind goes blank or they forget what to say or be unable to recall what to say in innumerable situations they come across.

4.2.6. Inhibition

Inhibition is a psychological barrier that commonly experienced by the learner in speaking activities (Juhana, 2012), this study found that students' inhibitions were a result of their shyness, fear of criticism and worry about making mistakes.

4.3. Nonlinguistic problems

4.3.1. The use of mother tongue in EFL classrooms

In class where all or a number of the learners share the same mother tongue, they may tend to use it because it is simpler, easier and it feels unnatural to speak another language (English language). Therefore, learners will be unable to use the foreign language correctly if they keep on being influenced by the use of their mother tongue. In this sense, Baker and Westup (2003) stated: « Barriers to learning can occur if learners knowingly or unknowingly transfer the cultural rules from their mother tongue to a foreign language ». Additionally, Febriyanti (2000, p.7) argued that there are some problems in speaking such as learners do not want to talk or say anything, pupils keep using their own language. Learners who speak English as a foreign language often use their mother tongue when participating in group projects or other activities that requires more communication, because they feel more comfortable and free in talking to their own language. Natalia (2015). All these problems can be push the learners to enhance and develop their speaking.

4.3.2. Low or uneven participation

In participation, only one participant can talk at a time because of large classes and the tendency of some learners to dominate, while others speak very little or not at all. the majority of learner's dislike speaking during communicative activities; some prefer to listen to others speak. Participation in classrooms is low because teachers do not care or encourage pupils to try express opinions.

4.3.3. Nothing to say

Pupils have no motives to express themselves.

5. Characteristics of Speaking Performance

The main aspects that can determine the success of learning the English language among learners and their ability to speak are generally accuracy and fluency. Fluency refers to the ability to produce a language in a smooth and efficient manner without hesitation or pause, while accuracy refers to the ability to produce a language that is grammatically correct and appropriate in terms of meaning and context. Traditionally, accuracy considered being more important than fluency. Contrary, Brumfit (1984) (as cited in Nunan, 2004) said that both accuracy and fluency are complementary, it is therefore appropriate to treat them in the same way. This is why consideration should be given to this in parallel, two aspects of the same nature. The speech performance refers to the ability to make a sound conversation, and it may be assessed in terms of different characteristics like fluency, accuracy, grammar, vocabulary and pronunciation.

5.1. Fluency

A critical feature of the speaking performance is Fluency, which involves sound clarity and continuity. The word refers to the ability to make speech without hesitation, repetition or a long pause. A study showed that fluency is a significant factor in the perception of speaking skills, according to Derwing & Munro, 2015, it has been used as one of the main indicators of speech performance. Fluency can be measured using a range of metrics, such as speech speeds, pauses and hesitations.

Fluency as a way of expressing oneself intelligibly, reasonably, accurately and precisely Without too much hesitation. Lennon (1990:389) In addition," he says there are two senses of fluency, broad sense, that is, global speaking proficiency, and narrow sense, that is, impression on the listener's part that the psycholinguistic process of speech planning and speech production are functioning easily and efficiently".

Fluency is essential for language skills. Segalwitz and Segalowitz (1993) found that a fluent speaker has more chances of being regarded as having competence and confidence in the course of their interaction with others. in the year (1998) Skehan, he included that fluency is highly correlated with general linguistic competence and very good at predicting effective communication.

5.2. Accuracy

Accuracy is the correct formulation of grammatical sentences. The majority of teachers nowadays ask for fluency, but forget accuracy. They emphasize and focus more on accuracy in their teaching methods. If the speaker does not build correct and accurate speech, they will not be understood.

"Accuracy refers to the correctness of a language system, which includes grammar, pronunciation and syntax, while training second or foreign languages, it speaks of the ability to write grammatically correct sentences " Richard & Schmidt, (2010, p 223). In order to be accurate in oral production, and to be understood, learners may take into consideration the completeness and correctness of the language forms, also should be master grammar, vocabulary, and pronunciation.

Accuracy, which refers to the ability to create speech that is grammatically correct, phonologically precise and lexically appropriate, constitutes a further important characteristic of language performance. It has been demonstrated that accuracy is an important factor for the perception of language skills, and learners who make frequent mistakes are generally perceived to have a lower level of proficiency. Different metrics including grammaticality, phonetics and linguistic appropriateness may be used for measuring accuracy.

5.3. Grammar

Grammar plays an important role in learning to build a correct structure of any language. The concept of combining words to create a sentence which has meaning is referred to grammar. According to Harmer, the language of grammar is different from the language of writing. It indicates to The use of grammatical construction by the learners in a proper way.

The grammatical speech has its own structure, such as English in speaking has its conversation markers, Harmer illustrated some of them such as frequent non-clausal units (Mmm, huh, yeah) and hesitators (er, um, em). Luoma pointed out that The improvement of the learners is closely linked to grammatical form, which can be produced by them. Moreover, learners start from simple to more complex structures, then from Many mistakes to few or no errors until it is finally possible for them to express themselves with the correct forms of utterances.

5.4. Vocabulary

The basic condition to attain accuracy is the mastery of rich vocabularies, and a learner who has a great number of words in their vocabulary is not going to find it difficult to speak. According to Turk (2003), vocabulary means “The appropriate diction or the most important thing in a language especially in speaking. Vocabulary is a set of words and phrases that a language user knows and can use appropriately in different contexts, Nation (2013). It makes it easy for us to talk about what we are thinking, feeling and having thoughts in either oral or written form. It is as important to learn words as it is to acquire one. To avoid repetition of the same words, it is necessary to know synonyms and antonyms. At this time, students should be able to choose appropriate vocabulary during speech in order to be accurate.

5.5. Pronunciation

Pronunciation is very important for language skills, since it affects the comprehension and soundness of a speaker to another. Due to the acquisition of a new speech sound, stress, intonation patterns and rhythm (Derwing & Munro, 2015), pronunciation is often one of the hardest things for learners to get used to.

The Oxford English Dictionary defines the word pronunciation as: ‘the way in which any language or sound is pronounced. The majority of people have seen the English language as a difficult language either they are good at speaking or they are not because of its pronunciation. In addition to the use of grammar and vocabulary, it is also important that teachers do not focus only on this. It is because of pronunciation, intonation and stress that they matter so much. According to Harmer, learners should be able to recognize the various sounds and features of voices when developing their production speech. They have been

helped by all the information on spoken English, aimed at improving understanding and clarity. (2001: Harmer, 2001).

6.the role of Speaking Skills

Speaking skills play a vital role in fourth-year middle school education as they are essential for effective communication and language development. At this stage there are some key aspects of the role of speaking skills:

6.1. Communication and Expression

Fourth-year middle school learners are transitioning into adolescence and are often exploring their identity and expressing their thoughts and opinions. Speaking skills help them effectively communicate their ideas, needs, and emotions with clarity and confidence. It enables them to engage in discussions, debates, and presentations, both inside and outside the classroom.

6.2. Classroom Performance

Strong speaking skills are essential for academic success. learners are expected to actively participate in class discussions, share their understanding of concepts, and present their ideas during group projects and presentations. Effective verbal communication helps them articulate their knowledge, ask questions, and engage in critical thinking.

6.3. Social Interaction

Middle school is a crucial period for social development. Speaking skills allow learners to engage in meaningful conversations with their peers, teachers, and other members of the school community. It helps them build relationships, collaborate on group projects, and navigate social situations with confidence.

6.4. Self-Confidence and Empowerment

Developing speaking skills enhances self-confidence and empowers learners to express themselves effectively. It allows them to overcome shyness, fear of public speaking, and boosts their self-esteem. Being able to communicate their thoughts and ideas confidently fosters a positive self-image and prepares them for future challenges.

6.5. Preparation for High School

Fourth-year middle school is a critical transition period as pupils prepare to enter high school. Speaking skills acquired during this phase will provide strong foundation for high school-level coursework, where learners are often required to engage in more complex oral presentations, debates, and discussions.

7. Teaching Speaking

Teaching speaking is one of the most challenging tasks for language teachers. Despite the advances in language teaching methodologies and technologies, many language learners still struggle to acquire speaking skills effectively.

One of the main challenges in teaching speaking is providing learners with ample opportunities to practice speaking. According to limited practice opportunities and the lack of

meaningful interaction with the language can negatively impact learners' speaking skills. Moreover, many learners may feel shy or embarrassed to speak in front of their peers, leading to a lack of participation in speaking activities.

Another issue is the lack of explicit instruction on how to speak. Many language teachers focus primarily on teaching grammar and vocabulary, neglecting the essential skills of speaking, such as pronunciation, intonation, and stress. This lack of explicit instruction can lead to learners developing poor speaking habits, which are challenging to correct later.

Teaching speaking also requires teachers to provide meaningful and relevant speaking tasks that reflect real-life situations. However, many speaking activities in language textbooks may not reflect learners' interests or needs as a result, learners may become disengaged or uninterested in speaking tasks, leading to limited progress in speaking skills.

Furthermore, the use of technology in teaching speaking has introduced new challenges. Some language teachers may lack the necessary technical skills to integrate technology into their teaching, leading to limited use of digital tools for speaking practice). Additionally, learners' access to technology may vary, leading to unequal opportunities for practice.

Teaching speaking is a complex task that requires language teachers to overcome various challenges and problems. Providing learners with ample practice opportunities, explicit instruction, meaningful and relevant speaking tasks, and incorporating technology can enhance the effectiveness of teaching speaking skills. Further research is necessary to explore the best practices and approaches for teaching speaking skills.

7.1. Teaching Speaking to middle school pupils

Designing and promoting diverse approaches has become an important component of teaching speaking to middle school learners in order to create an engaging teaching and learning environment. Brown (2001) suggests the following seven concepts for creating speaking techniques.

7.1.1. The Seven Concepts for Creating Speaking Techniques

1. Employ approaches that address the whole range of learner requirements, from language-based emphasis on correctness to message-based emphasis on engagement, meaning, and fluency.
2. Provide approaches that are naturally motivating.
3. Promote the use of natural language in relevant settings.
4. Provide constructive criticism and correction.
5. Take use of the inherent connection between speaking and listening.
6. Allow learners to begin spoken conversation.
7. Encourage the development of effective communication methods.

7.2. Technical problems in teaching speaking

Teaching speaking can present several technical problems for educators. Some of these problems include:

7.2.1. Limited Speaking Time

In some classroom settings, the time available for learners to practice speaking English is limited, either due to the size of the class or the length of the lesson. This can hinder learners' ability to develop their speaking skills, as they may not have sufficient time to practice and receive feedback.

7.2.2. Inadequate Practice Opportunities

Learners may not have enough opportunities to practice speaking English in the classroom, which can limit their progress. This can be due to factors such as a lack of group work, a lack of speaking activities or exercises, or a lack of opportunity for learners to express their opinions or thoughts.

7.2.3. Insufficient Feedback

Feedback is essential for learners to improve their speaking skills, but in some cases, learners may not receive sufficient feedback on their spoken English. This can be due to factors such as large class sizes, time constraints, or a lack of expertise on the part of the teacher.

7.2.4. Limited Resources

Limited resources can pose a significant technical problem for TEFL educators. Lack of access to textbooks, audiovisual aids, and technology can limit the range of teaching strategies that educators can employ, making it more challenging to engage learners and promote language learning.

7.2.5. Language Barriers

Language barriers can also be a significant problem for TEFL educators, particularly if they are not native speakers of the language they are teaching. Language barriers can make it difficult for educators to communicate effectively with learners, particularly if learners have limited feedback in the language.

7.2.6. Technical Issues

Technical issues can also arise in TEFL classrooms, such as problems with audiovisual equipment, software, or internet connectivity. Technical issues can disrupt the learning process, making it more difficult for educators to deliver lessons effectively and for learners to engage with the material.

7.2.7. Different Learning Styles

Different learners have different learning styles, and it can be challenging for educators to cater to the needs of all learners. Some learners may prefer visual aids, while others may learn better through interactive activities or discussion. TEFL educators need to be aware of different learning styles and employ a range of teaching strategies to meet the needs of all students.

7.2.8. Cultural Differences

Cultural differences can pose a challenge for TEFL educators, particularly if they are not familiar with the culture of their learners. Cultural differences can affect how learners respond to different teaching strategies, as well as their expectations of the teacher and classroom environment.

7.2.9. Learners' Motivation

Learners' motivation can also be a significant technical problem for TEFL educators. Lack of motivation can make it difficult for learners to engage with the material, practice their speaking skill, and make progress in their language learning. TEFL educators need to employ effective strategies to motivate their learners to speak, such as setting achievable goals, providing feedback, and creating a positive learning environment.

In summary, technical problems that may arise inside the classroom when teaching speaking English as a foreign language can hinder learners' progress and affect their ability to develop their speaking skills. Teachers of English as a foreign language should be aware of these technical problems and employ effective teaching methods to address them. This may include providing sufficient practice opportunities, offering feedback, and using interactive teaching methods that encourage learner participation.

7.3. Effective strategies in teaching Speaking to Algerian middle school pupils

Middle schools in Algeria encounter numerous challenges in teaching English speaking. The dominance of traditional teacher-centered approaches is one of these challenges. These traditional approaches are contributing causes in pupils' limited speaking experience and speaking inhibitions. Middle schools in Algeria must switch from traditional teacher-centered approaches to learner-centered ones in order to effectively teach speaking English. Finding effective strategies and teaching techniques is therefore crucial to improving learners' oral proficiency.

7.3.1. Communicative Language Teaching (CLT)

The Communicative Language Teaching (CLT) approach is a well-known approach for developing speaking skills. CLT places a strong emphasis on the use of authentic language in everyday situations and encourages meaningful learners' interaction. In order to help learners practice and improve their speaking abilities, this method encourages them to participate in interactive activities like role-plays, conversations, debates, and problem-solving exercises.

7.3.2. Task-Based Language Teaching (TBLT)

This approach has also showed potential in the instruction of speaking abilities. TBLT emphasizes meaningful, purposeful tasks that require learners to cooperate and complete out a particular task or goal. Designing exercises that simulate real-world scenarios, including organizing a trip, conducting interviews, or delivering presentations, can help implement TBLT in Algerian middle schools.

7.3.3. vocabulary and language input

Effective vocabulary and language input are essential for the development of speaking abilities. According to research, learners' speaking skills can be improved by explicitly

teaching vocabulary, collocations, and idiomatic expressions. Additionally, exposing learners to rich language input through real-world listening materials like podcasts, films, and recordings can help them become more fluent and accurate speakers by modeling native-like language use for them.

7.3.4. Scaffolder Speaking Activities

Appropriate scaffolding is necessary when putting speaking activities into practice. In scaffolded speaking exercises, challenging speaking tasks are divided into smaller, more manageable parts while learners are supported and guided. learners can be helped by employing visual aids, graphic organizers, and sentence structures, for example, to better arrange their ideas and compose meaningful speech responses.

7.3.5. Cooperative Learning

Techniques for cooperative learning have been shown to improve learners' speaking abilities. learner interaction and meaningful dialogue are fostered by group work activities including pair work and small group talks. Along with encouraging speaking practice, cooperative learning also encourages teamwork, meaning-making, and the growth of interpersonal skills.

7.3.6. Error Correction and Feedback

Providing pupils, the right kind of error correction and feedback is essential for boosting their speaking abilities. To address mistakes and offer direction, teachers might use a variety of strategies, including instant correction, self-correction, peer correction, and focused feedback. It's crucial to strike a balance between providing feedback that is accuracy-focused and encouraging fluency and communication in order to establish a supportive learning environment.

7.3.7. Technology-Enhanced Learning

Using technology to enhance language learning can offer chances for engaging and interactive speaking practice. Learners can practice speaking more outside of the classroom by using digital resources like video conferencing platforms, language learning apps, and online speech recognition software. These tools also enable tailored feedback for each student.

A multifaceted approach that involves communicative techniques, task-based instruction, vocabulary development, scaffolded activities, cooperative learning, error correction, and technology-enhanced learning is needed to teach speaking English in middle schools in Algeria. These strategies can help teachers develop a learner-centered environment that encourages engagement, meaningful conversation, and ongoing speaking skill development in their pupils. To further improve speaking training, future study should concentrate on examining specific challenges and best practices in the Algerian environment.

8. The importance of Speaking

Communication plays a critical role to achieve success in all areas of the world today. The language is intended to be a mean of communication. Without language skills, it is not

possible to communicate perfectly. In addition, people are not able to achieve their goals or objectives if they do not use the right language for communication. It is therefore necessary to use a language that enables communication with other people, all over the world. As English is considered the global language and it is spoken all over the world, it serves the purpose of communicating with the people who live in different regions, states, countries, and continents of the world. Speaking skill is the most important skill to acquire foreign or second language learning. The ability to talk is regarded as an essential skill for the acquisition of a Foreign or Second Language in comparison with all four basic language skills. According to Brown and Yuke (1983), "speaking is one of the skills that a student will be judged on in his or her own life". Regardless of its importance, teaching speaking skills have been undervalued and most of the EFL/ESL teachers have been continuing their teaching of speaking skills just as memorization of dialogues or repetition of drills. However, the demands of today's world on communication skills for learners mean that English teachers must instruct ELLs how to acquire those necessary skills in order they can speak more effectively and have a better understanding of actual situations. In the communication process, speaking skills have a prominent place. Especially when there is no use of the mother tongue for communication. Foreign language is a medium of communication. A lot of people are using English All over the world for communication. For this purpose, Attention should be given to improve the speaking skills of EFL learners. Bailey, 2005 and Hood 2007, explaining how strategies can be used Its effective for improving speech skills. They are calling for a carefully planned curriculum, change in the way teachers are taught, and tasks and materials that are introduced into the classroom so as to enhance their speaking skills. In addition, a task of assessing the speakers should be organized.

With the strengthening of English's position as a language for global communication it is now increasingly necessary that we learn to speak English proficiently. (3Nazara, 2011). No doubt, without language, there will be no communication. Words are required for expressing ideas, feelings and thoughts. People use the language to talk about their problems. The beauty of life is the language. There is a need for speech in order to carry out the communication task. In view of the importance of speaking language, EFL learners are finding it more difficult to gain command and proficiency in productive skills. Without language, there is no society and without speech, there is no human language. Due to the importance of language learning, it is becoming harder for EFL learners to learn how to command and develop their own productive skills.

9. The importance of Speaking Skills

Speaking skill is considered one of the most important skills in language learning and communication. Speaking skill is the ability to express oneself effectively and coherently in a given language, using appropriate vocabulary, grammar, pronunciation, and intonation. For all the learners who are interested in learning, speaking is the most important skill, to improve their English skills for career enhancement, improvement of businesses, building confidence, getting better jobs, opportunities to speak in public, participate in interviews, take part in debates and collective discussions.

Speech skills is one of the most important components of learning languages, it is considered as a crucial part of communication process. Speaking skills are crucial in everyday life, professional settings, and academic environments. It is important to be able to communicate effectively.

9.1. The importance of Speaking Skill in Education

To be successful in school, it is essential that you communicate effectively by speaking. In order to achieve success in oral performance in classes, it is essential to be able to present ideas clearly. Research has shown that learners with good language skills have higher class performance than those who lack them.

9.2. The importance of Speaking Skills in a social setting

Communication skills are necessary to create relationships and maintain them within the context of social situations. The good skills of speaking allow young learners to express themselves clearly, share their thoughts and feelings with others in a meaningful way. That may lead to stronger friendships, improved networking opportunities and a higher level of confidence.

The most important aspect of learning English language and communicating is speaking skills. It is critical to achieve good results in education, work and social settings. The ability to speak effectively can improve performance in the classroom, increase work relationships, strengthen social connections and enhance confidence.

10. Young middle school pupils' speaking

English language learning is an essential component of education, and young learners are often taught to speak English as a second language. The ability to speak English fluently and confidently is important for learners to communicate effectively in an increasingly globalized world.

10.1. Factors affecting young learners' speaking skills

Research suggests that there are several factors that can impact young learners' speaking skills including age, language feedback, and socio-culture background. For example, studies have found that younger learners may have more difficulty with speaking tasks due to cognitive and developmental factors, such as attention span and memory capacity. Additionally, learners with limited English feedback may struggle with speaking tasks, which can lead to lower speaking fluency.

11. Conclusion

After reviewing the literature on speaking difficulties encountered by young EFL learners, it is clear that this is a complex and multifaceted issue. The research has identified a variety of factors that can impact a child's ability to speak in a foreign language, including age, personality, motivation, anxiety, and exposure to the target language. In addition, the literature has also highlighted a range of teaching strategies and activities that can be used to support young learners in developing their speaking skills.

One of the main challenges in addressing speaking difficulties in young EFL learners is the fact that every child is unique and has their own individual learning needs and preferences. Therefore, it is important for teachers to be flexible in their approach and to use a variety of different teaching methods and activities to cater to the needs of all learners. It is important for teachers to be aware of the potential barriers that learners may face, such as anxiety or lack of exposure to the language outside of the classroom, and to provide appropriate support and guidance to help them overcome these challenges.

In conclusion, the literature review highlights the importance of addressing speaking difficulties in young EFL learners, and provides valuable insights into the factors that can impact a child's ability to speak in a foreign language. By taking a flexible and communicative approach to teaching, and providing appropriate support and guidance to learners, teachers can help to facilitate the development of young learners' speaking skills and promote their success in learning a foreign language.

Chapter Two
Methodology

1.Introduction

This chapter is fundamentally concerned with the practical side of the study. It aims to collect data about perceptions towards speaking difficulties encountered by young EFL learners. The chosen research method for this investigation is a questionnaire, which is believed to be an appropriate tool for gathering the required data. The study centers around fourth-year middle school pupils at Madjdoub Mokran Middle School, with the objective of examining the speaking problems they face while learning English.

The chapter is divided into two parts. The first part provides an introduction to the research methodology employed, including details about the research instrument (the questionnaire) and information about the sample group. This section explains the rationale behind using a questionnaire and outlines how the data was collected from the learners.

The second part of the chapter focuses on the analysis of the data obtained through the questionnaire administered to the learners. This data analysis is essential for providing evidence of the existence of the identified issue (speaking difficulties faced by young EFL learners).

Overall, this chapter serves as evidence to demonstrate the presence of the identified issue through the analysis of data collected via the questionnaire addressed to the learners.

1.Methodology

In this study, a descriptive qualitative method was used to investigate the speaking difficulties encountered by learners during their English language learning in a classroom setting. The primary goal was to identify appropriate solutions for the difficulties faced by pupils in middle schools. Quantitative research, known for its descriptive and interpretive nature, was chosen to uncover hidden aspects of phenomena that are often difficult to comprehend. Descriptive research, on the other hand, involves observing, recording, analyzing, and interpreting existing conditions to systematically describe the facts and characteristics of the subject under study.

Data collection involved two types of questions: open-ended and closed-ended. Open-ended questions allowed participants to provide comprehensive answers without limitations, similar to essay prompts. Closed-ended questions, on the other hand, required specific answers and provided predefined options. Multiple-choice questions were used to determine the percentage agreement on certain options. Additionally, open-ended questions allowed respondents to express their opinions in their own words, aiding in identifying their preferences.

Following the successful collection of data through the questionnaire, the researchers proceeded with data analysis. This involved identifying, tabulating, calculating, and presenting the data in percentages. Percentages were used to provide a detailed examination of the study results and facilitate generalization. It is important to acknowledge that the study's results are limited to the specific time, place, and participants involved. Consequently, research of this nature remains essential.

2.The sample

The participants in this study were fourth-year middle school pupils of Madjdoub Mokran middle school. The decision to work specifically with fourth-year pupils is based on several reasons. Firstly, this stage represents a transitional period for learners as they move from middle school to high school. This transition often involves various factors that may influence their speaking skills. Therefore, it is expected that these pupils encounter different speaking difficulties.

Additionally, due to their age and developmental stage, fourth-year middle school pupils are likely to provide genuine and valuable insights into their speaking experiences. Their responses are expected to accurately reflect the challenges they face and the perceptions they hold.

From a population of 140 pupils, a random sampling method was employed to select a research sample. The research sample consisted of 40 pupils, comprising 23 females and 17 males. This sample size was deemed sufficient to obtain a representative understanding of the fourth-year middle school pupils' experiences and perceptions related to speaking difficulties in English.

3.research instrument

The research instrument used in this study to gather learners' views about speaking difficulties encountered by young EFL learners was a questionnaire. A questionnaire is considered an appropriate tool for collecting data on learners' opinions and perspectives. It allows for the systematic collection of information, providing a structured format for respondents to express their views and insights. By utilizing a questionnaire, the researchers aimed to capture the learners' points of view regarding the speaking difficulties they face. The questionnaire likely included specific questions related to various aspects of speaking difficulties, such as fluency, vocabulary, pronunciation, confidence, or anxiety. These questions would have provided a comprehensive understanding of the challenges experienced by young EFL learners in their speaking skills.

It is worth mentioning that the questionnaire was conducted in modern standard Arabic so as to facilitate the process of understanding the questions and avoid any form of ambiguity.

3.1. Validity of the Questionnaire

The questionnaire was shown to three university professors and two middle school English teachers to ensure the validity of the questionnaire and their comments and recommendations were taken into consideration before editing the final version.

3.2. Reliability of the Questionnaire

Reliability Is the degree to which an assessment tool produces stable and consistent results. to test the reliability of this questionnaire, we submitted the survey to a random group of pupils and repeated the same survey with the same group under the same conditions at a later point in time. We then compared the responses at the two timepoints, and the results were nearly the same.

4. Description of the Questionnaire

The following questionnaire is designed to gather information about the speaking difficulties encountered by young EFL learners, specifically targeting fourth-year middle school pupils at Madjdoub Mokran Middle School. The questionnaire consists of 27 questions most of them are closed-ended questions; pupils are required to answer by “yes” “no” or to tick the correct answer from a set of options. Thus, there is an open-ended question where the learners are asked to provide their personal opinions about the subject. These questions are divided into six sections, each focusing on different aspects related to the students' perceptions, linguistic problems, socio-affective problems, classroom interaction, and technical issues.

Section One: Background Information

In this section, participants are asked to provide their gender, age, the duration of their English studies, whether they have studied English in a private school before, and to assess their English attainment level as low, good, or average.

Section Two: Perceptions towards Speaking Difficulties

This section aims to understand learners' perceptions of the English language and its importance. Participants are asked to indicate whether they find English easy, if they consider English learning important, and to provide reasons if they believe otherwise. Additionally, pupils are asked if they actively participate in English during classroom activities and to explain any barriers they may face in participation.

Section Three: Linguistic Problems

Here, participants are asked about specific linguistic difficulties they encounter. Questions cover issues such as limited vocabulary, grammatical errors while speaking English, difficulties in choosing the right words or phrases, and challenges with word pronunciation. Additionally, pupils are asked to share any strategies they employ to improve their pronunciation.

Section Four: Socio-affective Problems (Psycho-social)

This section focuses on the psychological and social aspects affecting pupils' speaking abilities. Participants are asked about feelings of shyness, reduced confidence when making mistakes, and experiencing nervousness when speaking English. Those who have felt anxious or nervous are further prompted to identify the cause of their anxiety and how they have overcome it.

Section Five: Classroom Interaction

In this section, participants are asked to assess the role of interaction with their teacher in improving their speaking skills. Pupils are also asked if their English teacher provides enough opportunities for them to practice speaking in the classroom. Additionally, participants are asked to reflect on whether they believe their speaking abilities have improved since beginning their English studies.

Section Six: Technical Problems

The final section addresses technical issues that may impact speaking skills. Learners are asked if they believe crowded classrooms create speaking difficulties and to explain their reasons. They are also asked to assess the level of classroom crowding and whether their teacher uses technology tools for speaking activities. Finally, participants are asked to evaluate whether the use of technology has helped them benefit from speaking activities.

5.data analysis and interpretation of the result:

Section one: General information

Question01: Gender

Table 01: Learners' gender

Table 1 : Learners' gender

Options	Male	Female
Percentage %	57,5%	42,5%

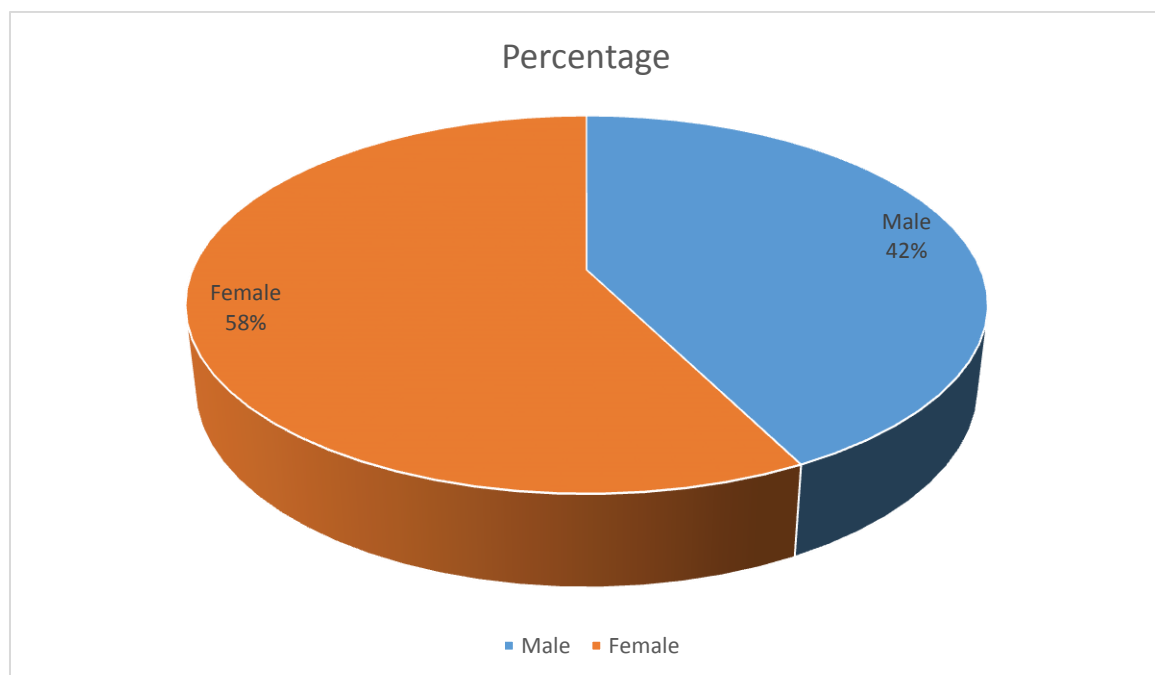


Figure 01: Learners' gender

The table above shows that the rate of females and males learners in the English section. As we can see 57.5 % (23 participants) of the sample are female pupils. However, 42.5% (17 participants) are males. This shows that female pupils represent the majority of our sample.

Question 02 : Age

Table 02 : Learners' age

Age	17	16	15	14
Percentage	5%	12,5%	37,5%	45%

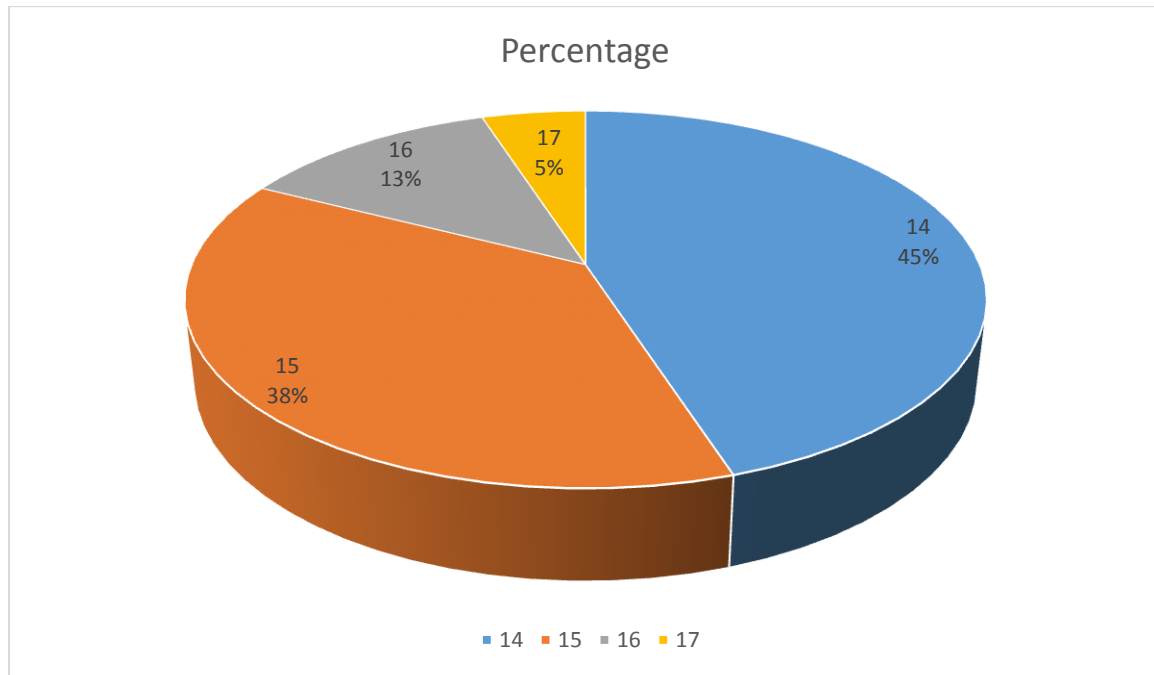


Figure 02: Learners' age

From the figure above, we observe that the participants' age varies from 14 to 17 years old, and the majority of them are 14 years which is the appropriate age for fourth middle school pupils.

Question 03: Have you ever been taught English before middle school?

Table 03: Learners experience with learning English before middle school.

Answers	Yes	No
percentage	20%	80%

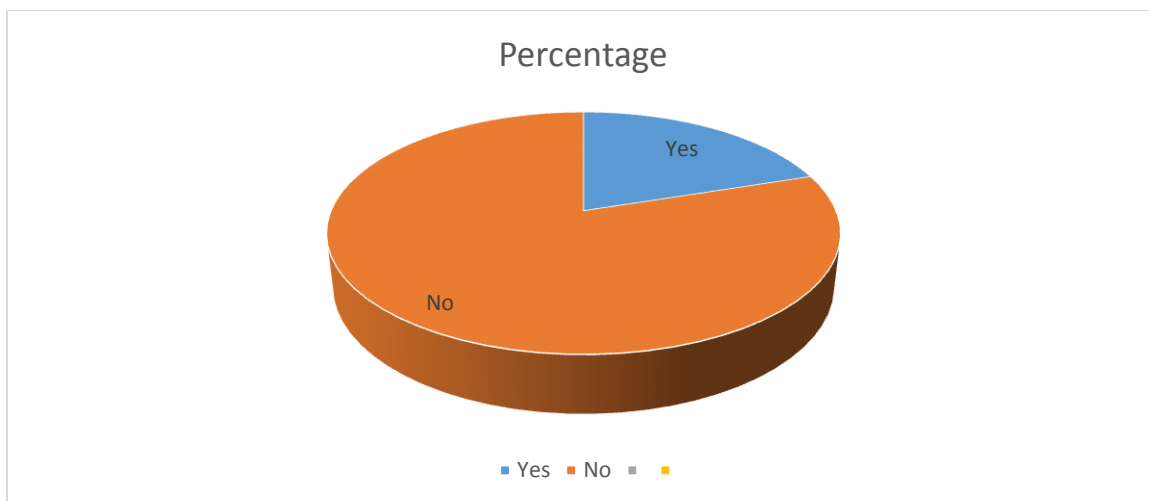


Figure 03: Learners experience with learning English before middle school.

According to the table above the majority of participants (80%) have no idea about English language before middle school. This suggests that the participants did not receive any prior English language instructions. On the other hand, 20% of participants indicate that they have indeed been taught English before middle school. These individuals have received English language either through private schools or other means like TV programs and youtube's educational programs.

Question 04: Pupil's level in English

Table 04: Pupil's level in English

Answers	Low	good	Average
percentage	40%	20%	40%

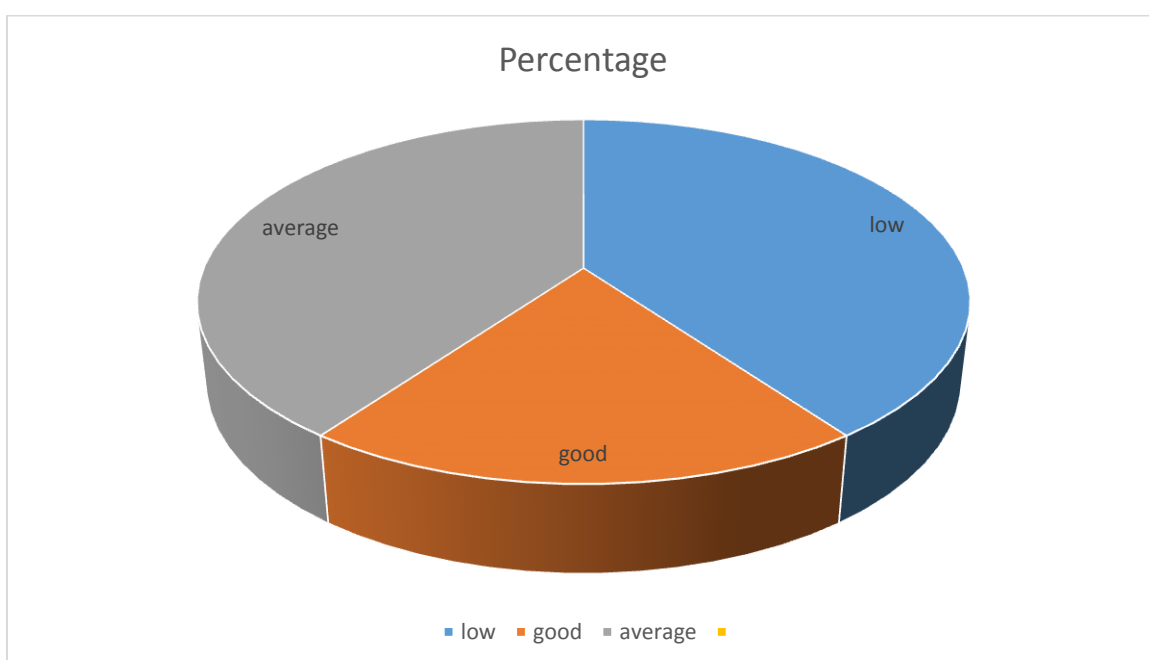


Figure 04: Pupil's level in English

We thought that it would be interesting to see how pupils of fourth year evaluate their level in English so that in order to have an idea about their level. According to the table above 40% perceived their English attainment as low, 20% perceived it as good, and 40% perceived it as average. This indicates that a significant portion of the respondents (40%) consider their English attainment to be low, while a smaller percentage (20%) perceive it as good. The largest group, comprising 40% of the respondents, described their English attainment as average.

Section two: Perceptions towards speaking difficulties encountered by young EFL learners

Question 01: Is the English language easy?

Table 05: Pupils' opinion about the level of difficulty of the English language

Answers	Yes	No
Percentage	60%	40%

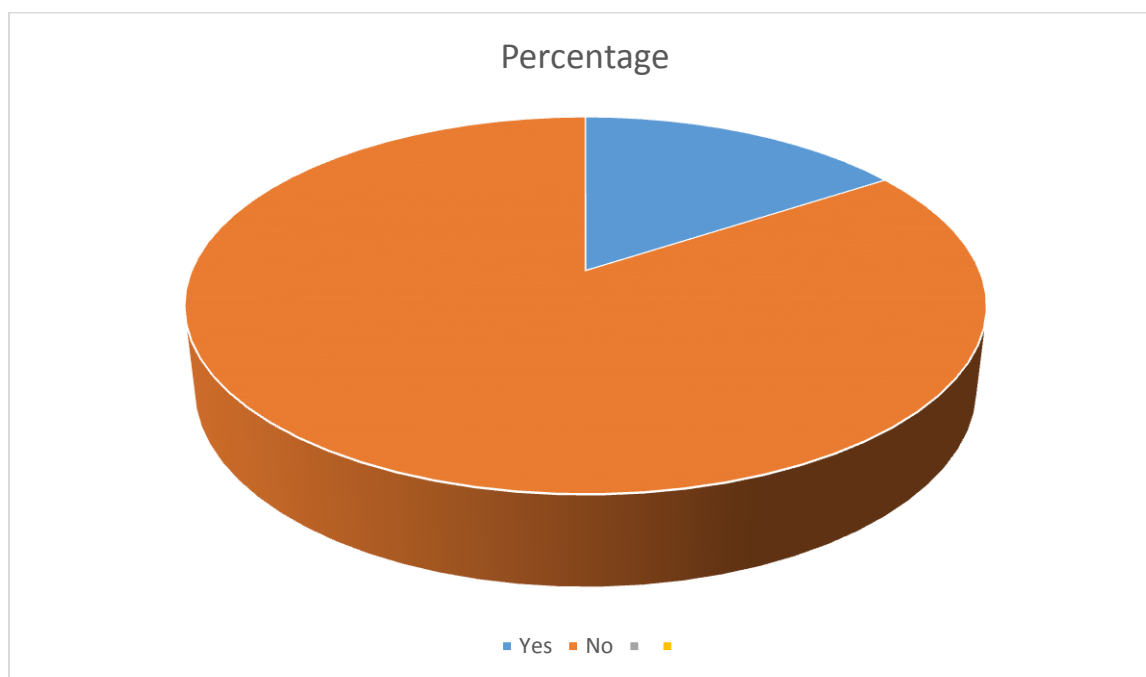


Figure 05: Pupils' opinion about the level of difficulty of the English language

According to the table above 60% believe that the English language is easy, while 40% believe that it is not easy. This suggests that a majority of the pupils find the English language to be easy to learn or use. On the other hand, a significant minority of the pupils perceive the English language as challenging or difficult to learn.

Question 02: In your opinion, Is the English language important?

Table 06: Pupils' opinion about the importance of the English language

Answers	Yes	No
Percentage	100%	0%

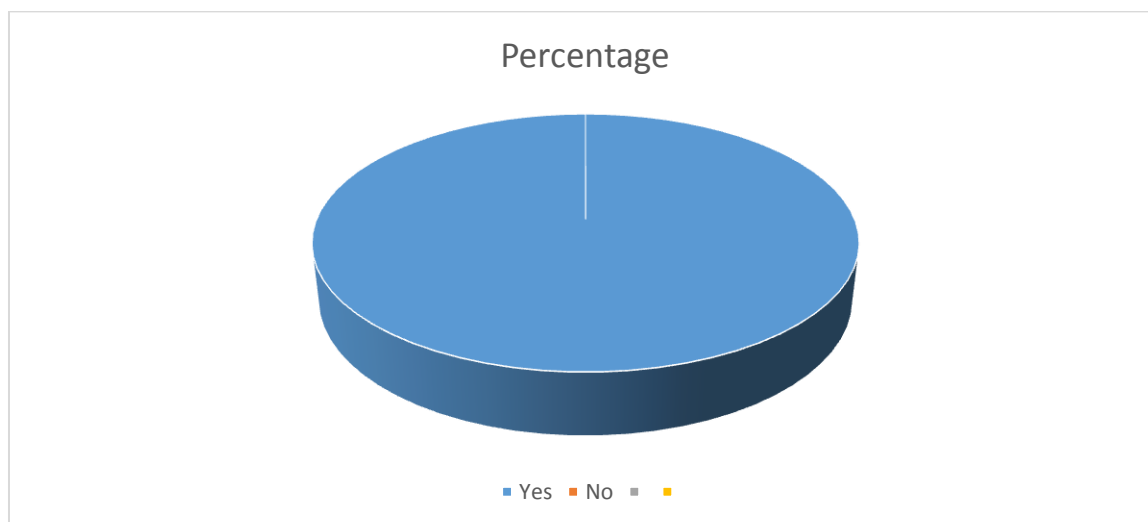


Figure 06: Pupils' opinion about the importance of the English language

According to the table above 100 % believe that English language is important, this indicates that every pupil responded affirmatively to the importance of the English language. Also the given response shows that the pupils agree, supporting the idea that they value English as a language.

Question 03: Are you able to participate in English in classroom?

Table 07: Pupil's ability to participate English in the classroom.

Answers	Yes	No
Percentage	22,5%	77,5%

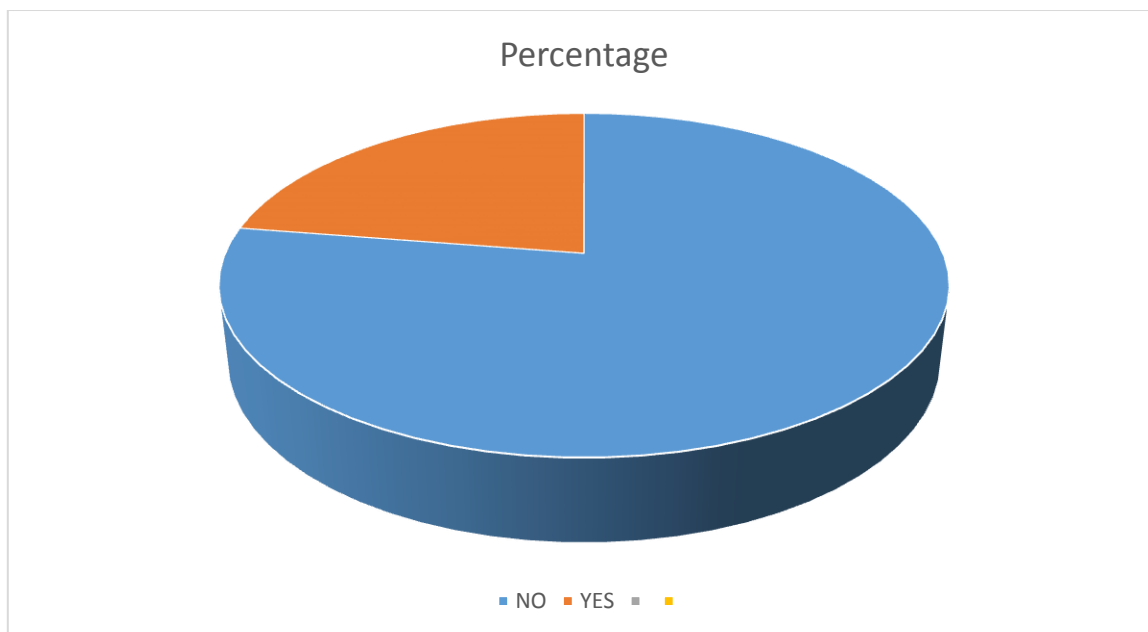


Figure 07: Pupil's ability to participate English in the classroom.

According to the table above, the majority of participants 77.5% indicated that they are not able to participate in English in classroom, while a smaller portion stated that they are able to do so. Based on these results, it can be assumed that the majority of participants do not have the knowledge, necessary skills or confidence to actively participate in English language activities in the classroom and may have difficulties to participate in classroom, while the rest of the participants who responded positively do not have any problems or difficulties to participate in classroom.

Question 04: Have you ever experienced difficulties in speaking English in classroom?

Table 08: Learners' experience with Speaking difficulties in classroom.

Answers	Yes	No
Percentage	57,5%	42,5%

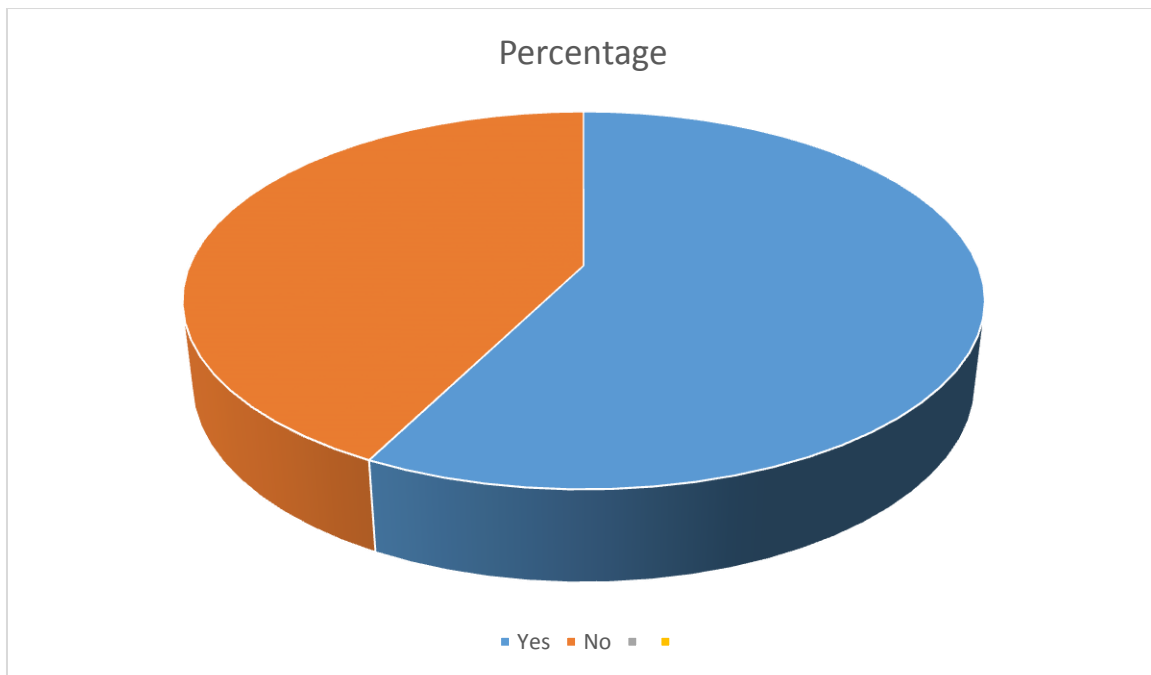


Figure 08: Learners' experience with Speaking difficulties in classroom.

According to the table above, it can be assumed that the majority of participants 57.5% have experienced challenges when speaking English in the classroom, this suggests that a significant portion of the participants have encountered difficulties that have made it difficult for them to communicate effectively or successfully in English within an educational context. Conversely, 42.5 % of the participants responded that they have not faced such difficulties.

Question 05: If yes, is this due to?

Table 09: Pupils' difficulties in speaking English in classroom.

Ansewrs	Absence of motivation	Shyness	Low or uneven participation	Low self confidence	Inhibition	Negative learning environment
Percentage	10%	7,5%	2,5%	10%	22,5%	5%

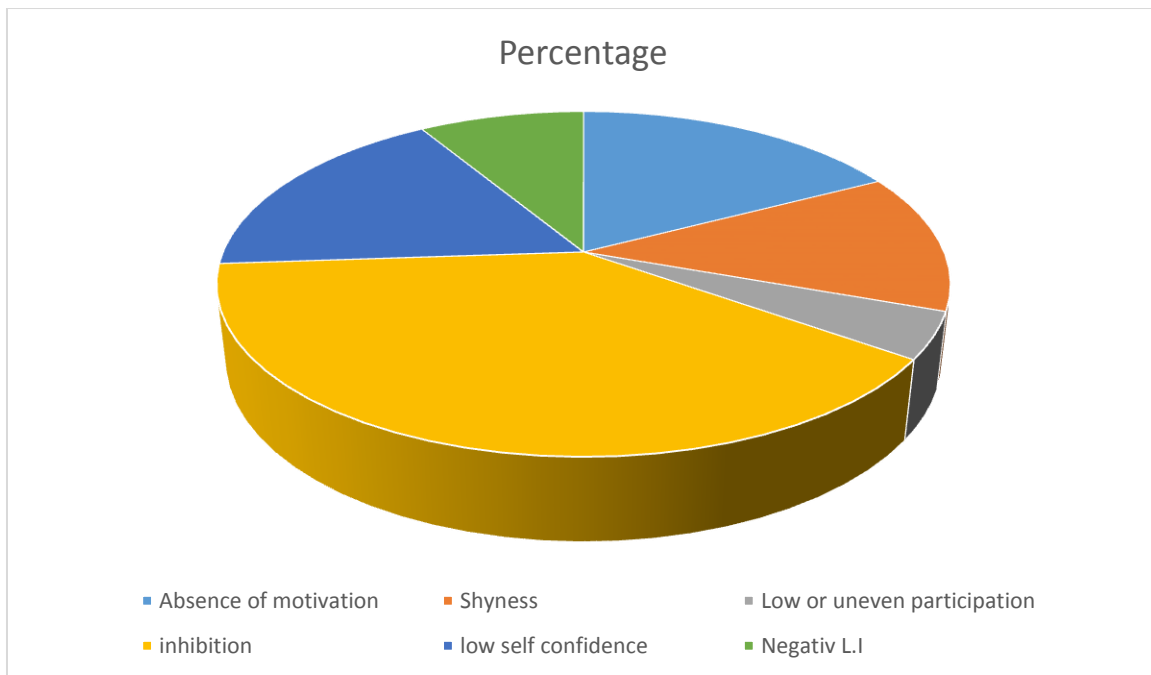


Figure 09: Pupils' difficulties in speaking English in classroom.

From the results obtained we observe that 10 % of the participants claimed that absence of motivation is one of the speaking difficulties that face learners in oral production class. 7.5% of participants stated that sometimes they feel shy to express their ideas or interact with their teacher. Only 2.5% of participants said that the main speaking difficulty that they face is low or uneven participation. While 10% of participants think that the major speaking difficulty for them is lack of confidence, this lack of confidence in learning causes learner's hesitation to speak English in the classroom. Also 5% of participants said that the major difficulty that they face is the negative learning environment. Finally, the majority of participants 22.5% claimed that the major and the main problem or difficulty they face is inhibition which is a result of their shyness, fear of criticism and worry about making mistakes.

Section Three: Linguistic problems

Question 01: do you find difficulties to speak with limited vocabulary?

Table 10: Learners' difficulties in speaking with limited vocabulary.

Answers	Yes	No
Percentage	67,5%	32,5%

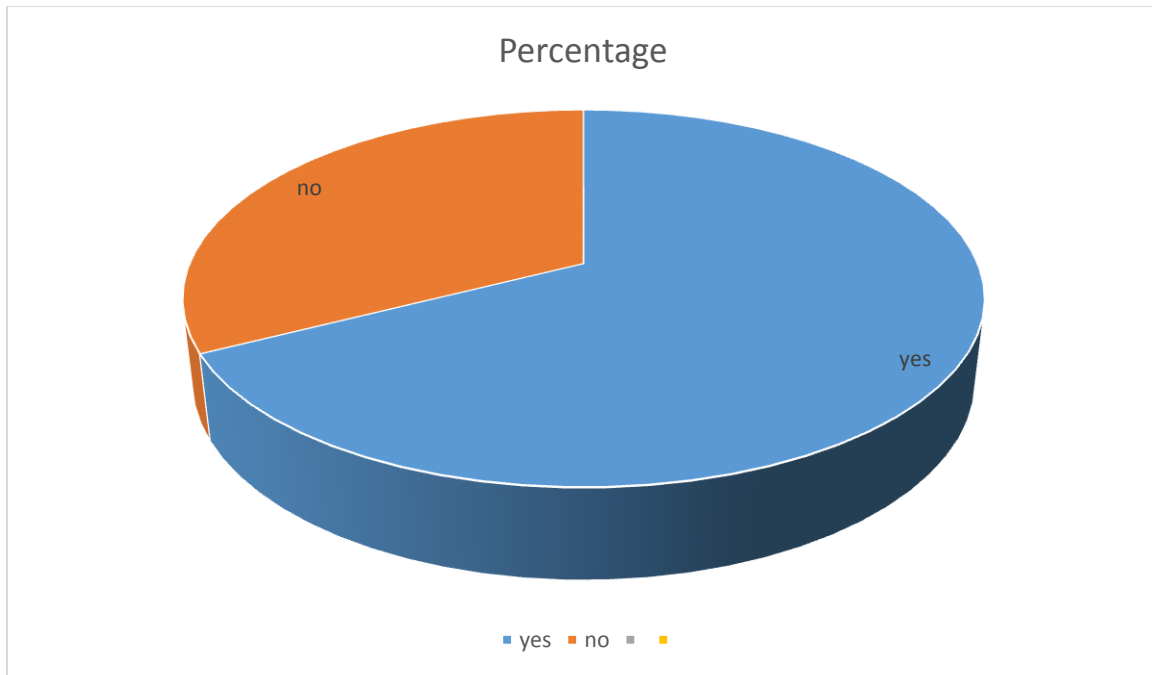


Figure 10: Learners' difficulties in speaking with limited vocabulary.

Among the table above, 67.5% reported that they find difficulties in speaking with limited vocabulary, while 32.5% indicated that they do not face such difficulties. This indicates that a majority of the pupils (67.5%) experience challenges when speaking with a limited vocabulary, while a smaller group (32.5%) do not encounter the same level of difficulty.

Question 02: Do you make grammatical errors when speaking English?

Table 11: Pupils' grammatical errors while speaking English.

Answers	Yes	No
Percentage	82,5	17,5

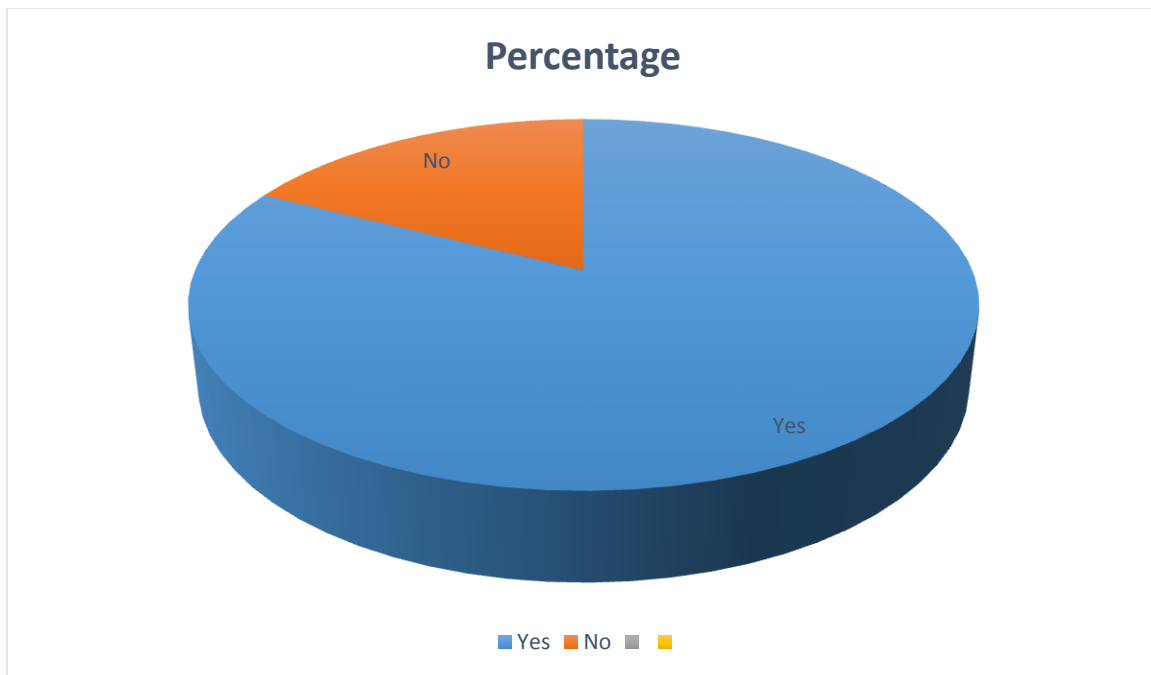


Figure 11: Pupils' grammatical errors while speaking English.

Among the table above, 82.5% said that they making grammatical errors when speaking English, while 17.5% indicated that they do not make such errors. This suggests that a majority of the learners (82.5%) know that they make grammatical errors when speaking English, while (17.5%) claim not to face this issue.

Question 03: Do you find difficulties in choosing the right words or phrases for communication?

Table 12: Pupils' difficulty in choosing the right words or phrases for communication.

Answers	Yes	No
Percentage	55%	45%

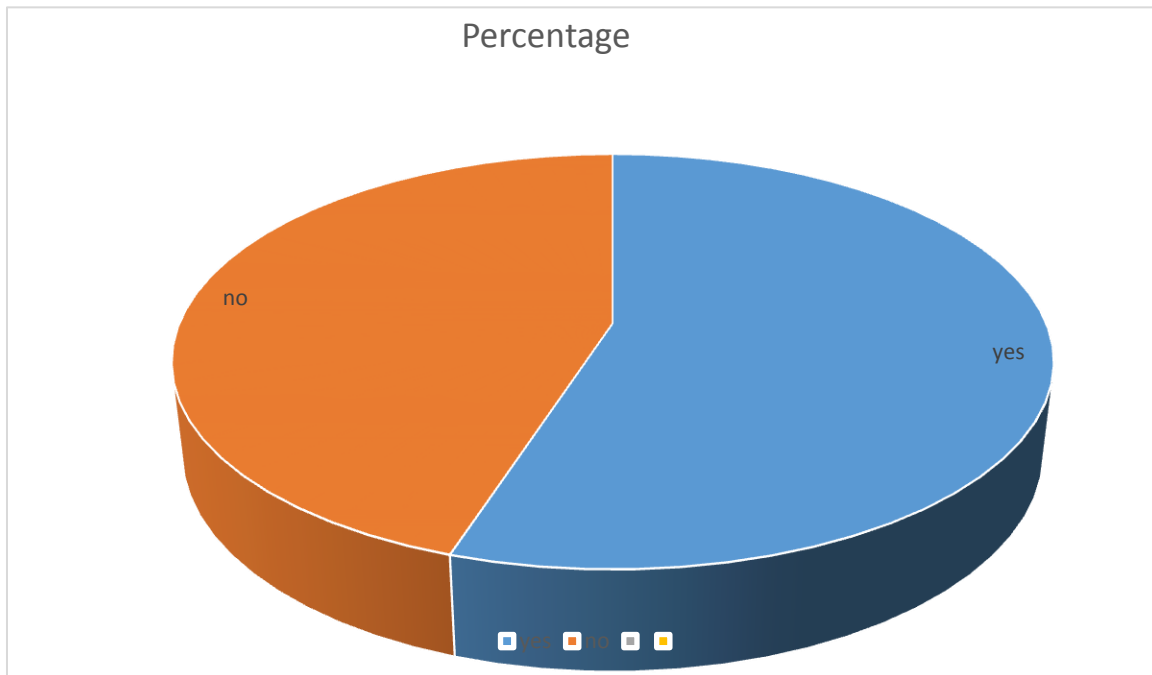


Figure 12: Pupils’ difficulty in choosing the right words or phrases for communication.

Among the table above, 55% reported that they having difficulties in choosing the right words or phrases for communication, while 45% indicated that they do not face such difficulties. This suggests that a majority of the pupils (55%) encounter challenges when it comes to selecting appropriate words or phrases for effective communication, while (45%) do not experience the same level of difficulty.

Question 04: Have you ever experienced difficulties with words pronunciation?

Table 13: Learners’ difficulties with pronunciation.

Answers	Yes	No
Percentage	60%	40%

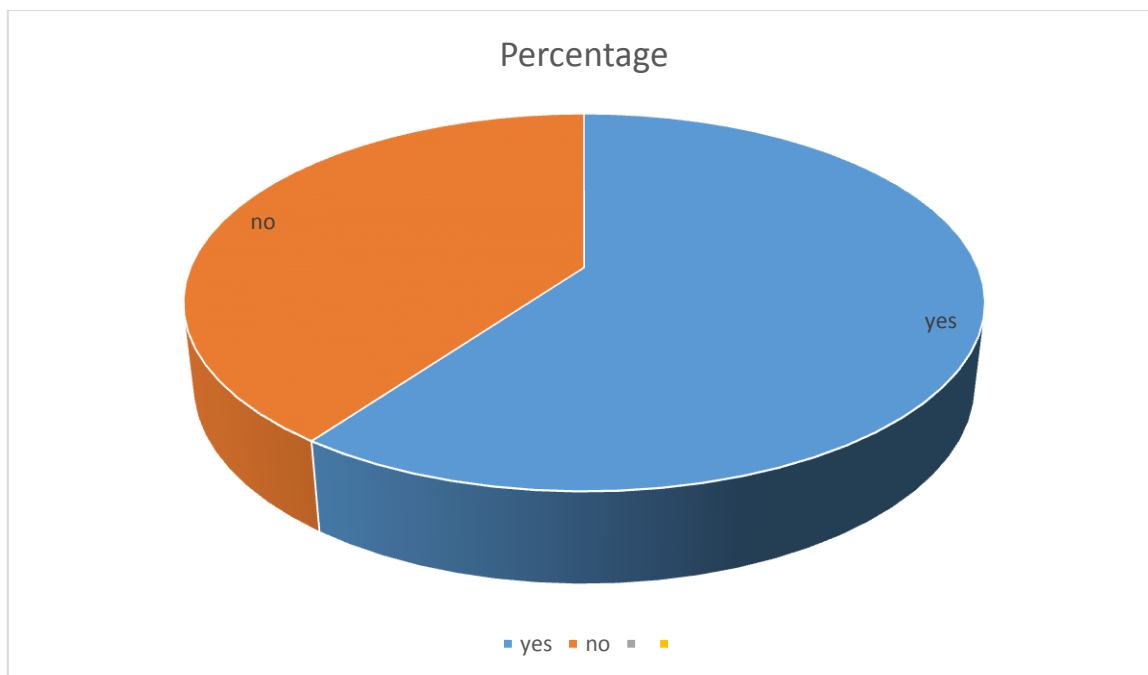


Figure 13: Learners' difficulties with pronunciation.

The table above, 60% reported that they experiencing difficulties with word pronunciation, while 40% indicated that they have not encountered such difficulties. This suggests that (60%) have faced challenges in correctly pronouncing words, while a (40%) claim not to have experienced such difficulties.

Question 05: What strategies do you use to improve your pronunciation?

Table 14: Strategies that pupils use to improve their pronunciation.

Answers	Percentage
Reading books	20%
Practice pronunciation using different language apps	22,5%
Listening to podcasts, movies and songs in English	20%
Communicate with English people	5%
Focus on the teacher's pronunciation	2,5%
Love and passion for language	2,5%
I do not use any strategy	27,5%

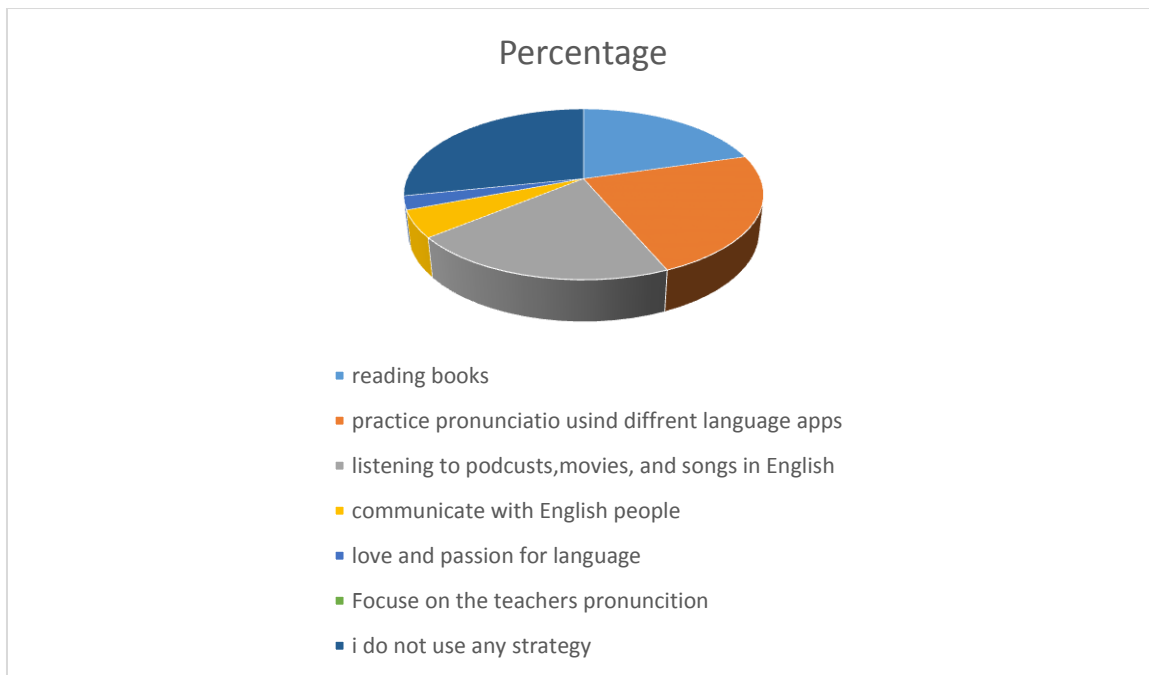


Figure 14: Strategies that pupils use to improve their pronunciation.

various strategies were reported for improving pronunciation:

1)Reading books (20%): (20%) mentioned reading books as a strategy to improve their pronunciation. Reading can help learners encounter different words and practice their pronunciation skills by mentally sounding out the words.

2)Practice pronunciation using different language apps (22.5%): (22.5%) mentioned using language apps to practice pronunciation. Language apps often provide interactive exercises and feedback on pronunciation, allowing learners to practice and improve their pronunciation skills.

3)Listening to podcasts, movies, and songs in English (20%): (20%) mentioned listening to English podcasts, movies, and songs as a strategy to enhance their pronunciation. Exposure to authentic English audio helps learners familiarize themselves with natural speech patterns and pronunciation.

4)Communicate with English people (5%):(5%) mentioned that they improve their pronunciation by actively communicating with English speakers. Engaging in conversations with native English speakers or proficient speakers provides an opportunity to observe and mimic their pronunciation.

5)Focus on the teacher's pronunciation (2.5%): (2.5%) mentioned focusing on the teacher's pronunciation as a strategy. Paying attention to the teacher's pronunciation during language classes can serve as a model for learners to emulate.

6)Love and passion for the language (2.5%): (2.5%) mentioned that their love and passion for the language itself serves as a strategy to improve their pronunciation. The motivation to excel in the language can drive learners to pay closer attention to pronunciation details.

7)No specific strategy (27.5%):(27.5%) mentioned that they do not employ any specific strategy to improve their pronunciation. This suggests that these individuals may not have actively focused on pronunciation improvement or may rely on other language learning methods.

Section Four: Socio-effective problems (psycho – social)

Question 01: Do you feel shy when you speak English?

Table 15: Lerner’ feeling of shyness while speaking English.

Answers	Yes	No
Percentage	70%	30%

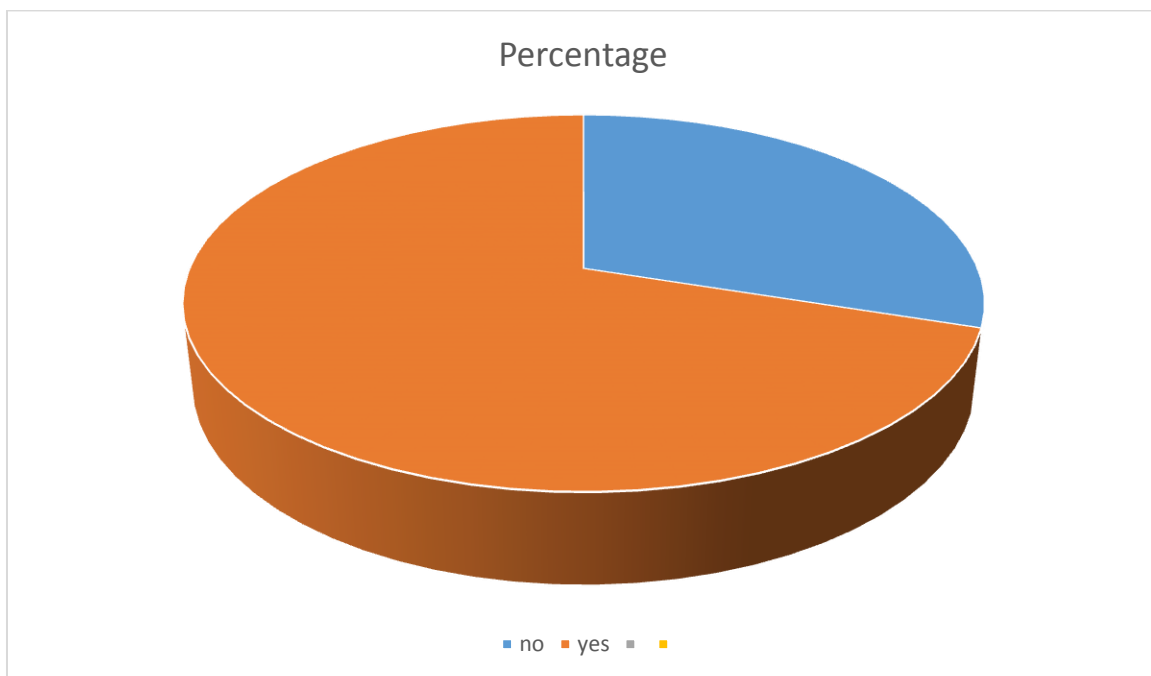


Figure 15: Lerner’ feeling of shyness while speaking English.

Among the table above, 70% reported feeling shy when speaking English, while 30% indicated that they do not experience shyness. This suggests that (70%) feel self-conscious or inhibited when speaking English, while (30%) do not experience such shyness.

Question 02: Do you feel less confidence when you make mistakes in front of your classmates?

Table 16 : Lerner’ self confidence.

Answers	Yes	No
----------------	-----	----

Percentage	55%	45%
-------------------	-----	-----

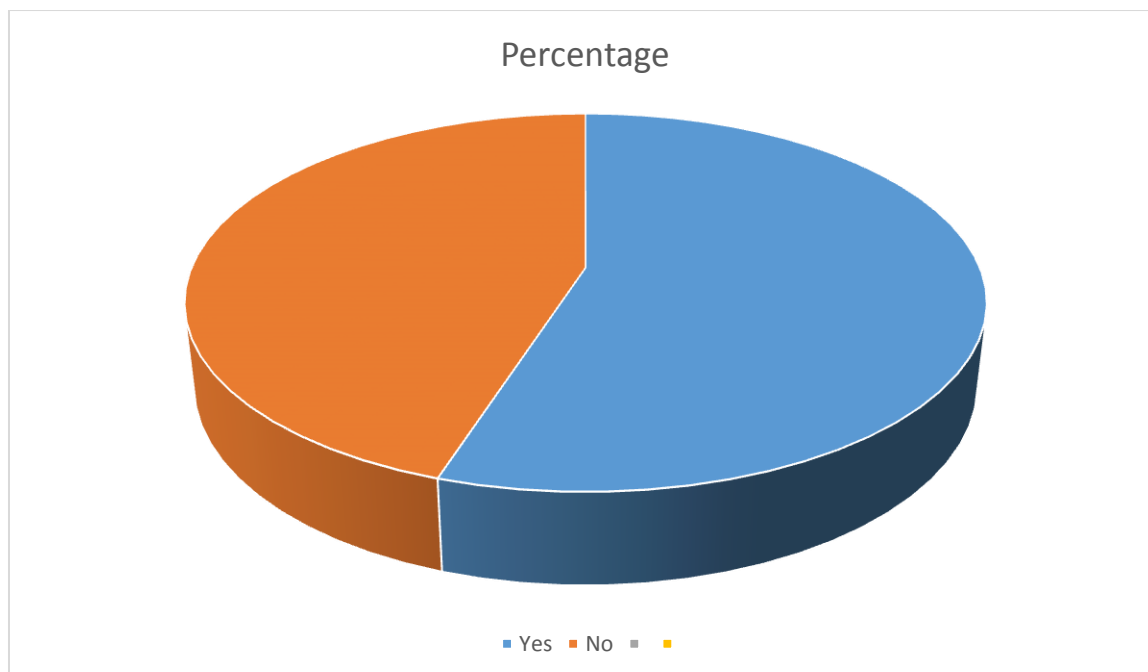


Figure 16: Learners' self confidence.

Among the table above, 55% reported that they feel less confident when making mistakes in front of their classmates, while 45% indicated that they do not experience a decrease in confidence. This suggests that (55%) feel a decrease in confidence when they make mistakes in front of their classmates, while (45%) do not experience a similar effect.

Question 03: Do you feel nervous when the teacher asked you to use English?

Table 17: Learners' feeling of nervous.

Answers	Yes	No
Percentage	55%	45%

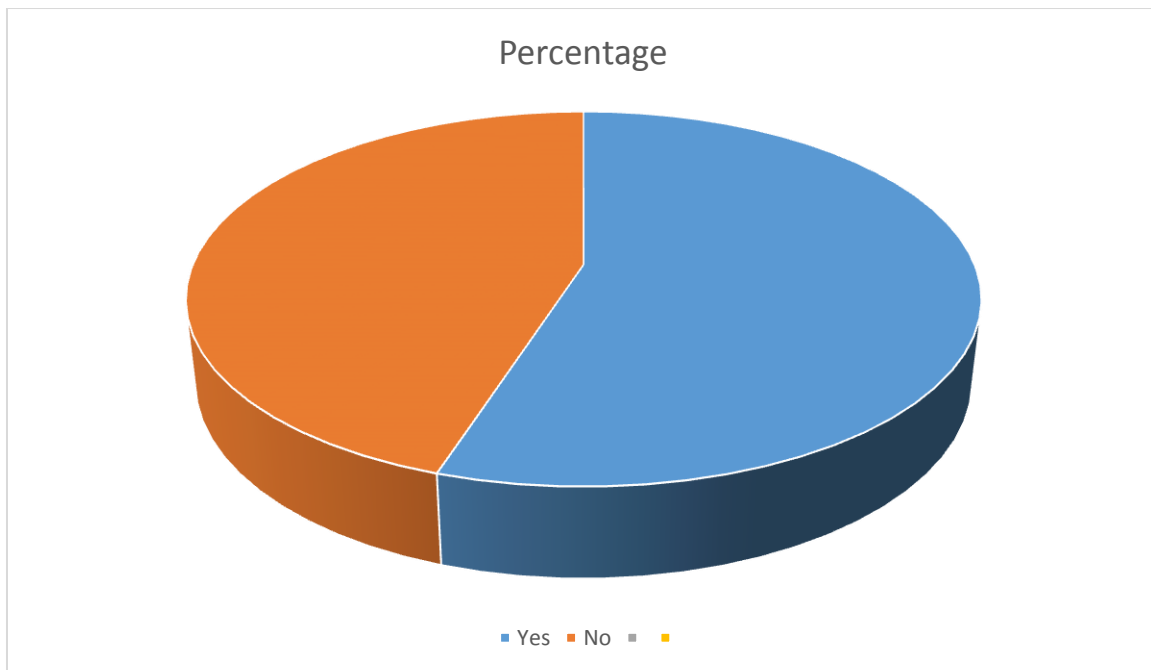


Figure 17: Learners' feeling of nervous.

Among the table above, 55% reported feeling nervous when the teacher asked them to use English, while 45% indicated that they do not experience nervousness. This suggests that a (55%) feel nervous when they are specifically asked to use English by their teacher, while (45%) do not experience a similar nervousness.

Question 04: Have you ever felt anxious when speaking English?

Table 18: Learners' feeling of anxiety.

Answers	Yes	No
Percentage	67,5%	32,5%

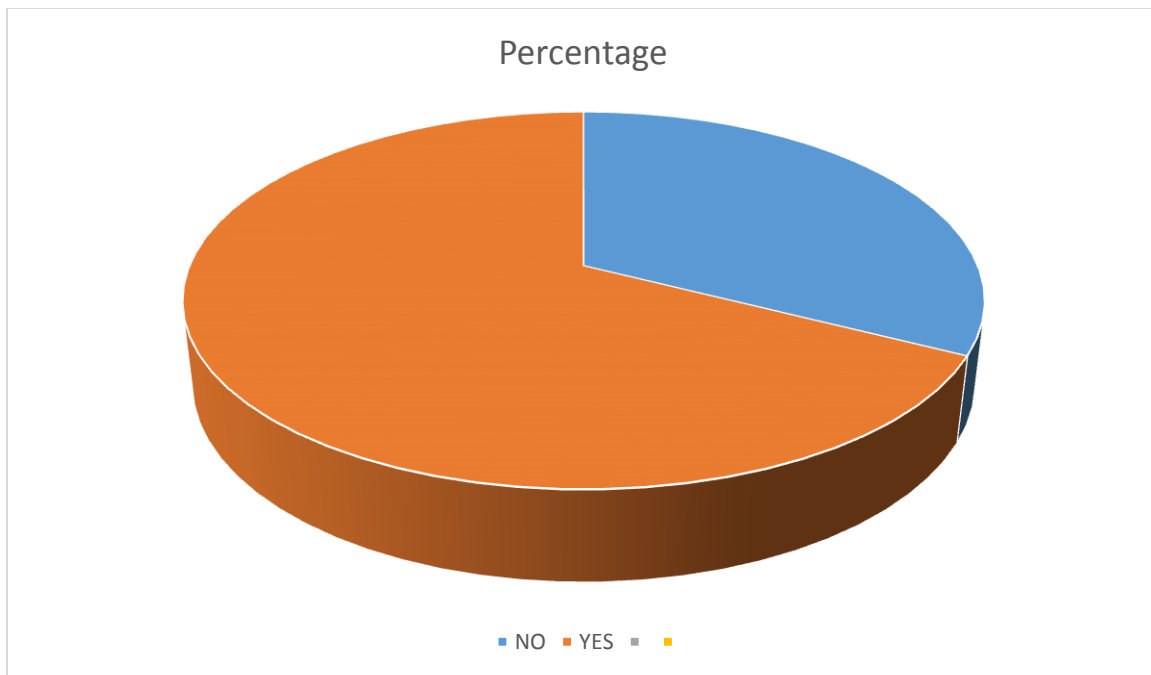


Figure 18: Learners' feeling of anxiety.

Among the table above, 67.5% said that they feel anxious or nervous when speaking in English, while 32.5% indicated that they do not experience such feelings. This suggests that (67.5%) have experienced anxiety or nervousness when speaking in English, while the (32.5%) do not encounter similar feelings.

Question 05: If yes, what caused this anxiety?

Table 19: The causes of anxiety among learners.

Answers	Percentage
Fear of making mistakes	20%
Bad pronunciation	17,5%
Fear of the teacher	2,5%
Fear of being bullied	10%
Lack of confidence	17,5%

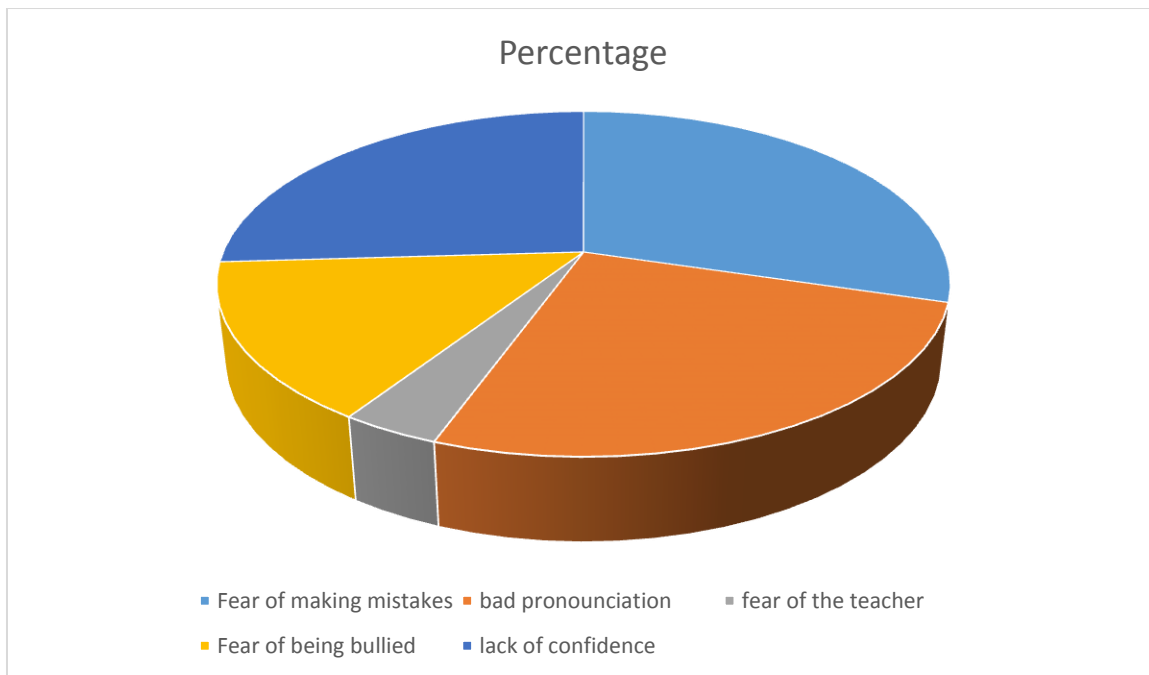


Figure 19: The causes of anxiety among learners.

According to the table above, among the respondents who reported feeling anxiety or nervousness when speaking in English, several factors were identified as the causes of this anxiety:

- 1) Fear of making mistakes (20%): (20%) identified fear of making mistakes as a cause of their anxiety. This fear stems from the concern of being judged or perceived as less competent when speaking English.
- 2) Bad pronunciation (17.5%): (17.5%) attributed their anxiety to having poor pronunciation skills. They may feel self-conscious or anxious about being understood correctly due to pronunciation difficulties.
- 3) Fear of the teacher (2.5%): (2.5%) mentioned fear of the teacher as a source of anxiety. This fear may arise from the pressure to perform well or concerns about receiving negative feedback or criticism.
- 4) Fear of being bullied (10%): (10%) reported anxiety due to the fear of being bullied or ridiculed by peers when speaking in English. This fear of negative social interactions can contribute to overall anxiety during English communication.
- 5) Lack of confidence (17.5%): (17.5%) attributed their anxiety to a general lack of confidence in their English-speaking abilities. This lack of confidence can stem from various factors, including limited vocabulary, grammar knowledge, or limited exposure to English-speaking environments.

Section five: classroom interaction

Question 01: Do you think interaction with the teacher would help you to improve your speaking skill?

Table 20: Pupils' opinion about the interaction with the teacher and if it is beneficial in improving their speaking skills.

Ansewrs	Yes	No
Percentage	75%	25%

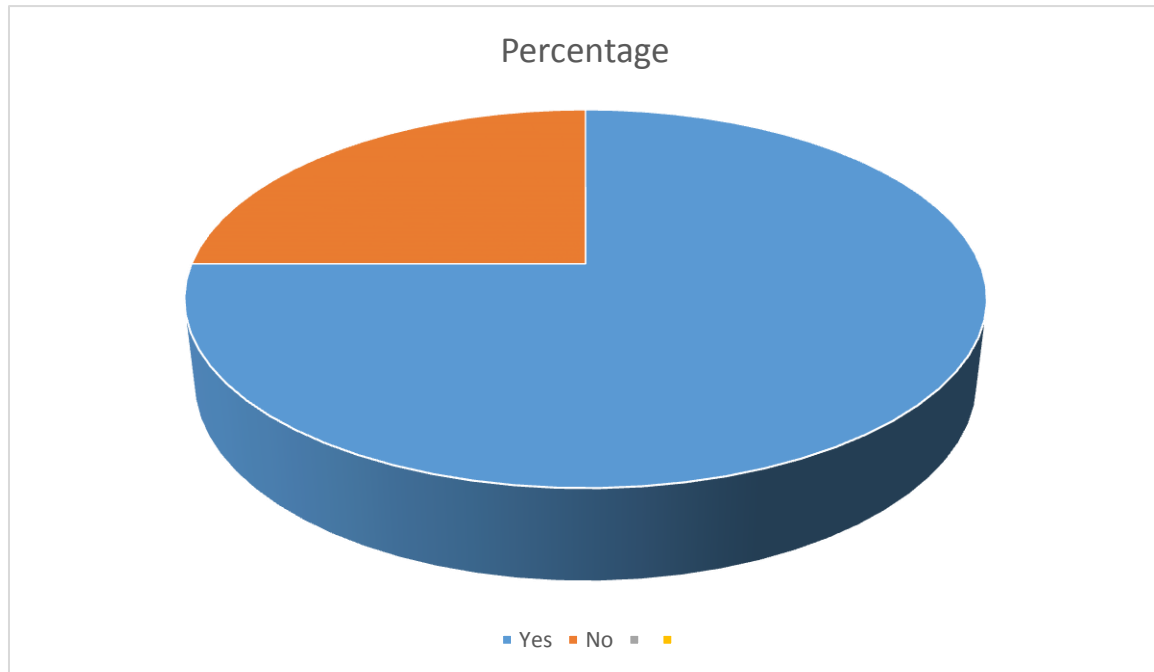


Figure 20: Pupils' opinion about the interaction with the teacher and if it is beneficial in improving their speaking skills.

Among the table above ,75% believed that interaction with the teacher would help them improve their speaking skills, while 25% did not think it would be beneficial. This suggests that (75%) recognized the importance of interacting with the teacher for enhancing their speaking abilities, while (25%) did not see it as a valuable means of improvement.

Question 02: If no, why?

Table 21: Learners' reasons why the interaction with the teacher is not beneficial.

Answers	Percentage
The teacher does not pay attention to students with a weak or average level	5%
I donot like the teacher	5%
The teacher treated me badly	10%
The teacher does not accept our mistakes	5%

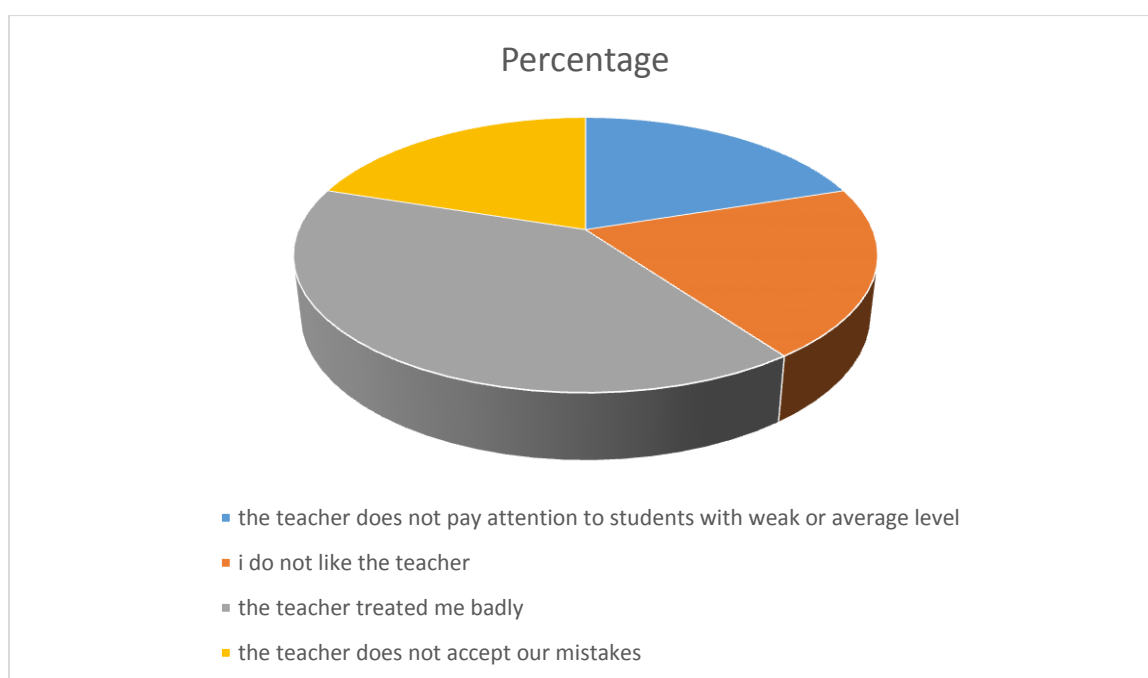


Figure 21: Learners' reasons why the interaction with the teacher is not beneficial.

Among the pupils who indicated that they did not believe interaction with the teacher would help them improve their speaking skills, several reasons were mentioned for this perception. The percentages indicate the proportion of pupils who mentioned each reason:

The teacher does not pay attention to students with a weak or average level (5%):(5%) felt that the teacher did not give sufficient attention or support to students who had a weak or average level of speaking skills. This lack of attention may have led to their belief that interaction with the teacher would not be beneficial for improving their speaking abilities.

I do not like the teacher (5%): (5%) mentioned that they did not have a favorable opinion or personal liking for the teacher. This negative sentiment towards the teacher may have influenced their perception that interaction with the teacher would not be helpful.

The teacher treated me badly (10%): (10%) expressed that they had experienced negative treatment from the teacher. This negative treatment could include unfairness, harshness, or

unfavorable interactions with the teacher, leading to their belief that interaction would not contribute to their speaking improvement.

The teacher does not accept our mistakes (5%): (5%) believed that the teacher did not accept or provide a supportive environment for making mistakes during speaking practice. This lack of acceptance may have deterred them from actively engaging in interaction with the teacher.

The perceptions of the minority of pupils who did not believe in the effectiveness of teacher interaction may have been influenced by negative experiences or unfavorable interactions with the teacher. It is important to note that the quality of teacher-learner relationships, the teacher's instructional approach, and their ability to provide a supportive and inclusive learning environment play a significant role in the effectiveness of teacher interaction.

It's crucial for teachers to foster a positive and supportive classroom atmosphere, address the needs of all learners, and create an environment where mistakes are seen as opportunities for growth and learning. Building strong teacher-student relationships and effective communication can help overcome the negative perceptions and foster a more positive learning experience for all learners.

Question 03: Do you think your English teacher provides enough opportunities to practice speaking English in the classroom?

Table 22: Pupils' opinion about the opportunities that their teachers provide to practice speaking English in the classroom.

Answers	Yes	No
Percentage	40%	60%

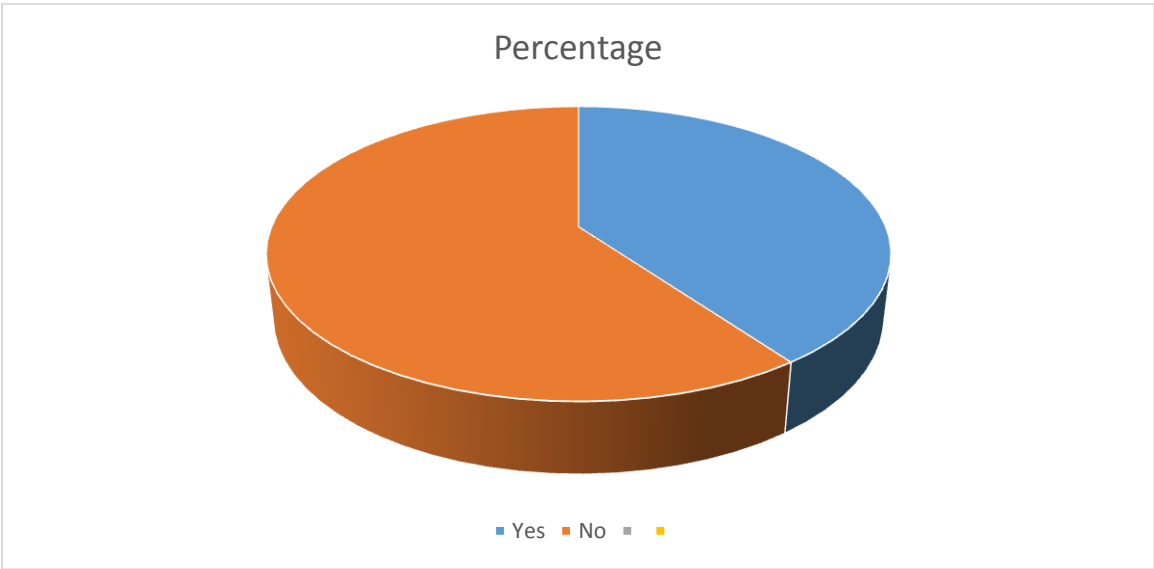


Figure 22: Pupils’ opinion about the opportunities that their teachers provide to practice speaking English in the classroom.

According to the table above, 40% of pupils believed that their English teacher provides enough opportunities to practice speaking English in the classroom, while 60% disagreed and felt that sufficient opportunities were not provided. This indicates a mixed perception among the participants regarding the adequacy of speaking practice opportunities facilitated by their English teacher.

Question 04: Do you think that your speaking abilities have improved since starting to learn English?

Table 23: Pupils’ opinion about the improvement of their speaking abilities since starting to learn English.

Answers	Yes	No
Percentage	22,5	77,5

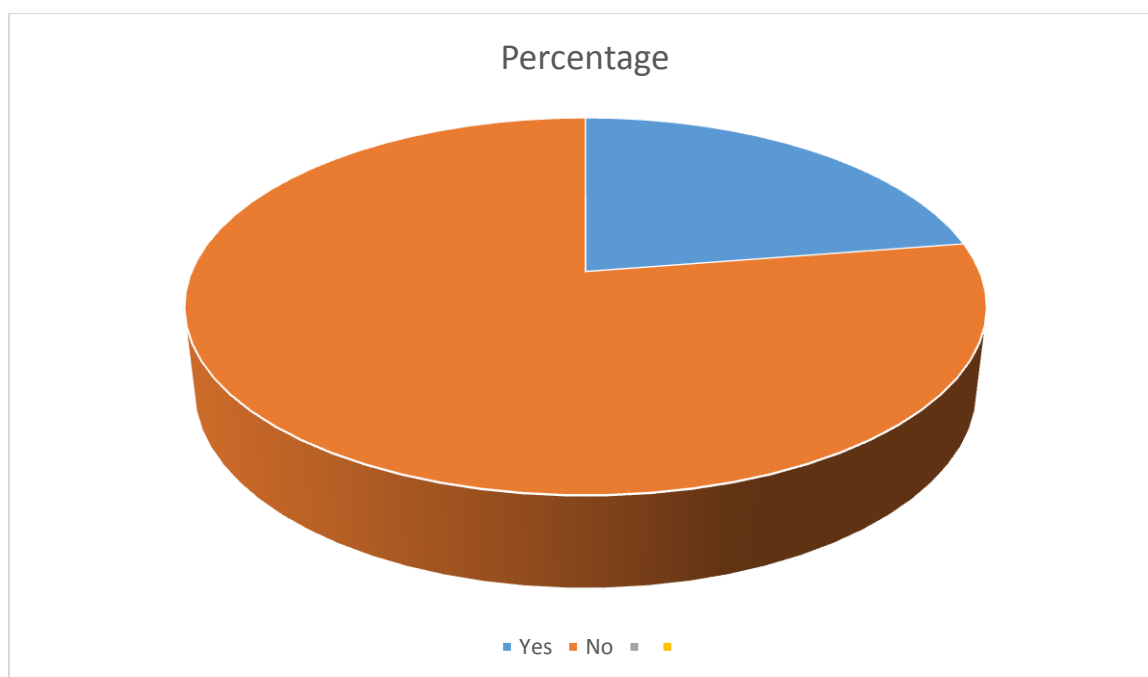


Figure 23: Pupils’ opinion about the improvement of their speaking abilities since starting to learn English.

According to the table above 22.5% believed that their speaking abilities have improved since starting to learn English, while 77.5% disagreed and did not perceive any improvement. This indicates a majority of the participants have not observed positive changes in their speaking skills over the course of learning English.

Section Six: Technical problems

Question 01: Do you think that crowded classes create speaking difficulties?

Table 24: Pupils' opinion about crowded classrooms and its relation with speaking difficulties.

Answers	Yes	No
Percentage	52,5%	47,5%

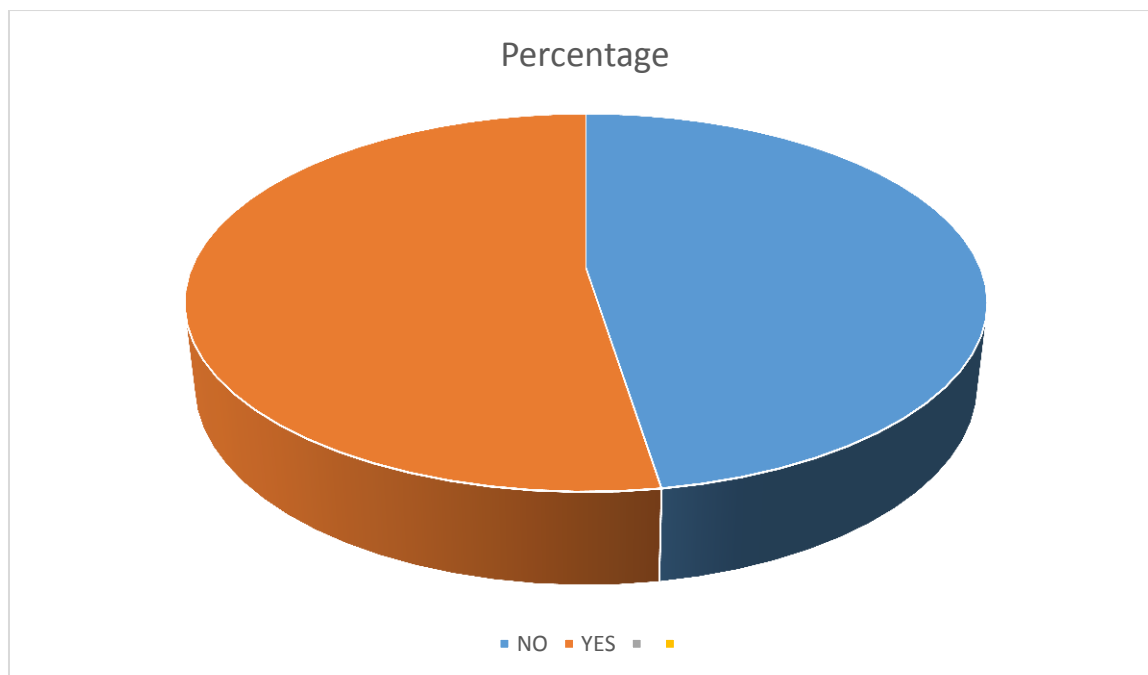


Figure 24: Pupils' opinion about crowded classrooms and its relation with speaking difficulties.

According to the table above, 52.5% of participants indicating that crowded classes create speaking difficulties, this means that a significant portion of the participants perceive a link between overcrowding and speaking challenges. This could suggest that when classrooms are crowded, learners may face obstacles in expressing themselves orally due to factors such as increased noise levels, limited individual attention, or reduced opportunities for speaking practice. On the other hand, 47.5% of participants answered "no," suggesting that they do not perceive crowded classes as a direct cause of speaking difficulties. This group may believe that speaking difficulties are influenced by other factors unrelated to class size, such as individual learner characteristics, teaching methods, or language proficiency levels.

Question 02: If yes, why?

Table 25: Pupils' opinion about speaking difficulties that crowded classrooms may create.

Answers	Percentage
A lot of noise	17,5%

Difficulty in speaking and concentrating due to crowding and pressure	12,5%
Difficulty in communicating with the teacher	10%
The teacher's inability to listen and control all pupils at the same time	12,5%

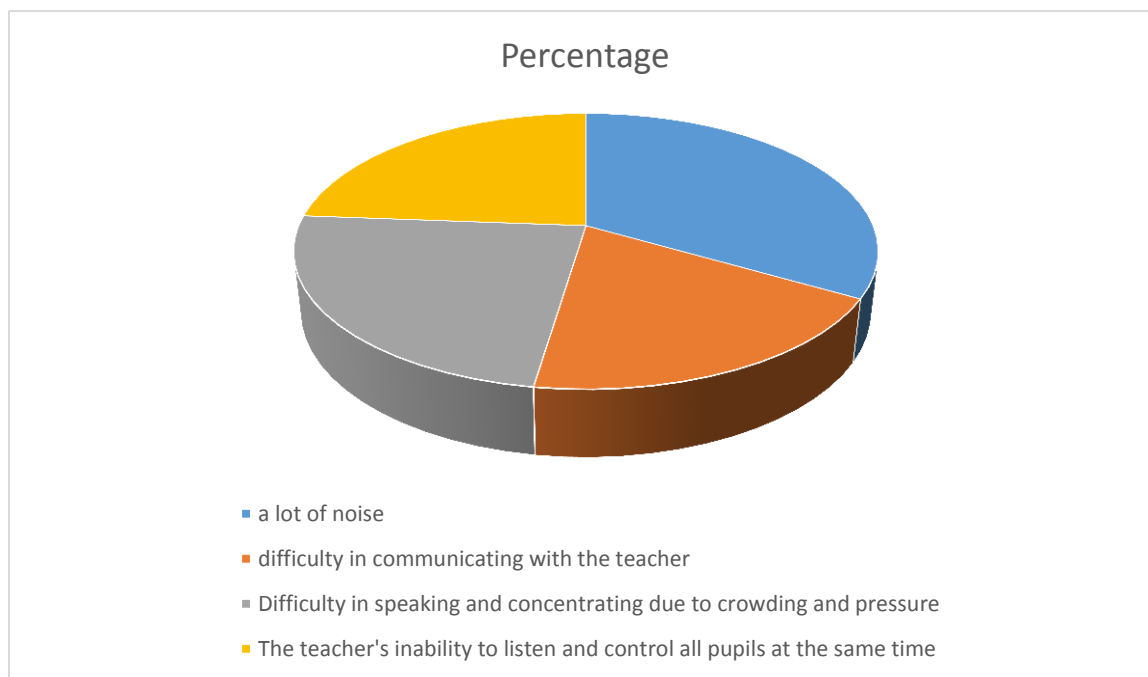


Figure25: Pupils’ opinion about speaking difficulties that crowded classrooms may create.

According to the table above, 17.5% of participants answered "because of noise": This suggests that a significant portion of respondents believe that noise, which is often associated with crowded classrooms, can create difficulties for learners in terms of speaking. The noise levels may interfere with clear communication and make it challenging for students to understand and be understood.

12.5% answered "Difficulty in speaking and concentrating due to crowding and pressure": This response implies that the crowded classroom environment can lead to increased pressure and hinder the ability of learners to speak and concentrate effectively. The presence of many peers in a confined space may create a sense of discomfort, self-consciousness, or anxiety, which can negatively impact students' speaking skills.

10% answered "Difficulty in communicating with the teacher": This indicates that some participants believe that crowded classes can hinder effective communication between students and their teachers. With a large number of students competing for the teacher's

attention, learners may find it challenging to ask questions, seek clarification, or engage in meaningful conversations, thereby affecting their speaking abilities.

12.5% answered "The teacher's inability to listen and control all pupils at the same time": This response suggests that participants perceive the limitations faced by teachers in managing a crowded classroom. When teachers struggle to maintain control and give individual attention to each student, it may impede students' speaking development as they may not receive adequate guidance, feedback, or opportunities for practice.

Question 03: Does your teacher use technology tools in speaking activities?

Table 26: Teachers' use of technology tools in speaking activities.

Answers	Yes	No
Percentage	25%	75%

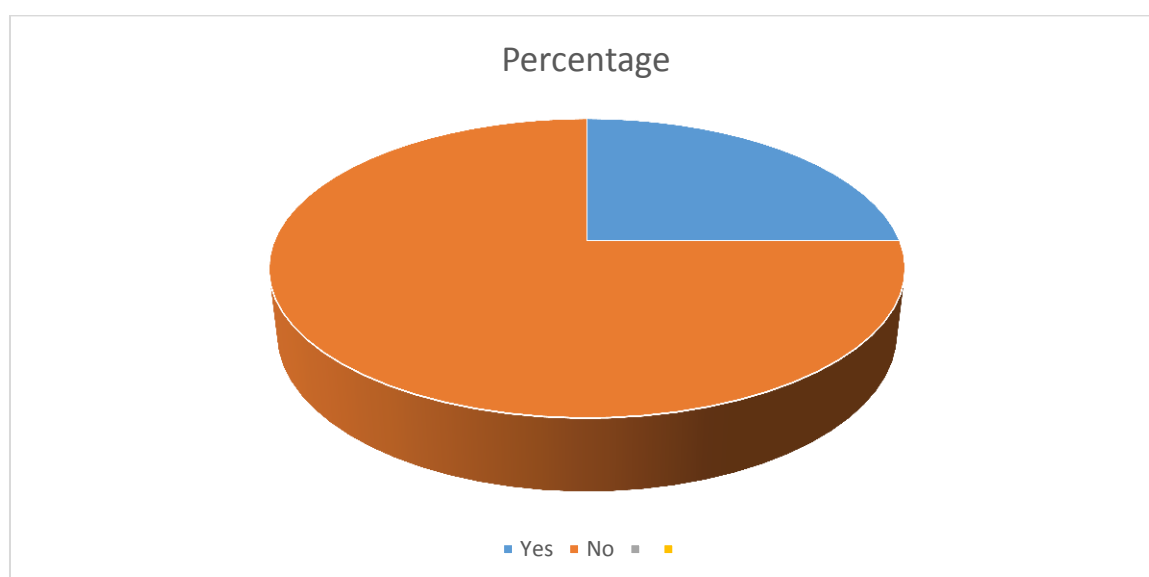


Figure 26: Teachers' use of technology tools in speaking activities.

According to the table above, the results indicate that a significant majority of the participants, 75%, reported that their teacher does not utilize technology tools in speaking activities. Conversely, only 25% of the participants indicated that their teacher does incorporate technology in these activities. These findings suggest that there may be limited integration of technology tools in speaking activities within middle school classrooms.

Question 04: If yes, does the use of these technology tools help you in better benefits from the speaking activities?

Table 27: Pupils' opinion about the benefits of technology tools in speaking activities.

Answers	Yes	No
Percentage	25%	0%

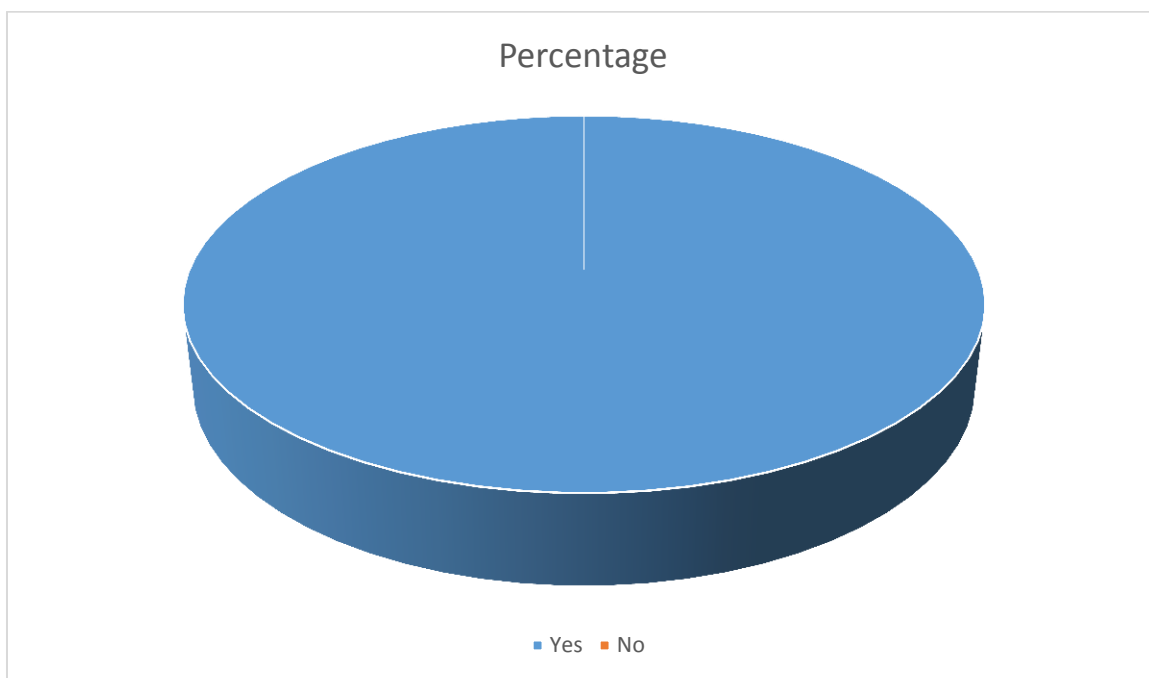


Figure 27: Pupils’ opinion about the benefits of technology tools in speaking activities.

According to the table above, the results indicate a unanimous agreement among the participants that the use of technology tools in speaking activities by their teachers has a positive impact and helps them derive better benefits. It suggests that the integration of technology in speaking activities is perceived as beneficial by all the respondents who have experienced it in their classrooms.

6. The interpretation of the results

The focus of this research is to investigate EFL learners’ perception of the speaking difficulties on their speaking performance. To reach this goal and answer the research questions, a questionnaire is administrated to 40 fourth year middle school pupils from Madjdoub Mokran middle school. Hence we gathered the previous data.

The analysis of learners’ questionnaire implies their perceptions toward speaking difficulties encountered by young EFL learners. In section one, the majority of pupils said that they have no idea about English language before middle school, it means that they did not receive any prior English language (as shown in Q3).

In section two, the obtained results reveal that a large number of the pupils said that learning English is an easy task and they value English as a language (Q1 and Q2). Q3 implies that the majority of pupils do not have the knowledge or necessary skills to actively participate in English in oral performance or activities in classroom. Additionally, a large number of learners report that there are several speaking difficulties affect negatively their speaking performance like absence of motivation, shyness, low participation, lack of self-confidence, inhibition and negative learning environment (Q4 and 5).

In section three, (Q1 and Q3) reveals that the majority of pupils reported that they find difficulties in speaking with limited vocabulary and struggle with finding the right words or phrases during communication, they recognize the impact of limited vocabulary on their speaking abilities. Having a limited vocabulary can obstruct their ability to express themselves effectively, convey their thoughts, and engage in meaningful conversations. Q2 demonstrated that making grammatical errors is a common challenge for language learners, and it can be influenced by factors such as language feedback, exposure to English, and the complexity of grammatical structures. In Q4 and Q5 pupils show their struggling with word pronunciation, which can impact their spoken abilities in English and show which strategies that they use to improve their pronunciation.

In section four, Q1, Q2 and Q3 reveals that the majority of pupils face shyness a, lack of confidence, and nervousness when they speaking in front of their classmates. Q4 demonstrated that the majority of pupils have felt anxious during English speaking situations. Most pupils admitted that they feel anxious because of fear of making mistakes, bad pronunciation, fear of the teacher, fear of being bullied and lack of confidence (Q5).

In section five, In Q1 Most of pupils believed that interaction with the teacher would help them to improve their speaking skills, while the minority of them did not see the interaction with the teacher as a valuable means of improvement because of several reasons which are in the table above in Q2. Also, the majority of pupils are not satisfied with the amount of speaking practice opportunities offered by their teacher (Q3). In Q4 pupils believed that their speaking abilities have not developed since they began learning English, this may indicate a lack of progress or a personal perception that their speaking skills have not improved significantly. This could be due to various factors, such as limited practice opportunities, individual learning challenges. While others feel that their speaking abilities have developed and improved.

In section six, In Q1 and Q2 the majority of pupils face obstacles in expressing themselves orally due to crowded classes because of a lot of noise, difficulty in speaking and concentrating, difficulty to communicate with the teacher and teacher's inability to listen and control all pupils at the same time. In Q3 and Q4 reveals that the majority of pupils reported that their teacher does not utilize technology tools in speaking activities. However, the rest who said yes suggest that technology tools have the potential to enhance the quality and effectiveness of speaking activities for middle school learners.

7. Discussion of the findings

From the employed research instruments, we found that the most of the pupils are shy, introverted, and anxious. They face many problems like linguistic problems which are the lack of vocabulary, poor pronunciation and the wrong use of grammar rules. Psychological problems which are: lack of self-confidence, anxiety, lack of motivation, fear of making mistakes, shyness and inhibition. Also there are non-linguistic problems like the use of mother tongue. We found also that crowded classes prevent pupils to speak because of noise, the

difficulty to communicate with the teacher, the teacher's inability to listen and control all pupils at the same time, and the difficulty in speaking and concentrating due to crowding and pressure. Also, the classroom environment is not helpful at all to learn speaking. Additionally, there is a lack of technology and authentic materials. The reasons of these difficulties are: the fear of being criticized by their teachers or their classmates, the lack of practicing the English language inside the classroom, the lack of speaking opportunities, the teacher's use of ineffective methods to get learners to interact with him and engage into the speaking activities and the lack of using technology in the speaking activities. All these deficiencies affect negatively our sample's Speaking skill.

8. Suggestions and Recommendations

Based on the obtained questionnaire results from (40) pupils of Medjdoub Mokran middle school in Algeria. learner researcher proposes some recommendations to the concerned be taken into considerations:

8.1. Teachers

Teachers play an important role in helping learners to lessen their speaking difficulties by applying some strategies that are useful and effective.

8.1.1. Create a Supportive Environment

Create a safe, positive, non-judgmental and inclusive classroom environment where learners feel comfortable, expressing themselves, taking risks and making mistakes while speaking English. Encourage open communication and assure learners that speaking difficulties are common and can be overcome with practice and support.

8.1.2. Provide Opportunities for Speaking Practice

Incorporate activities that require speaking into your lessons. Group discussions, presentations, debates, and role-playing exercises can help learners develop their speaking skills in a structured setting. Gradually increase the level of difficulty as learners gain confidence.

8.1.3. Encourage Active Listening

Listening plays a crucial role in effective communication. Encourage learners to actively listen to their peers by providing opportunities for active listening exercises and promoting respectful interactions in the classroom. This helps learners develop better comprehension skills and gain confidence in their own speaking abilities.

8.1.4. Individualized Support

Identify learners who struggle with speaking difficulties and offer individualized support. Schedule one-on-one session to address their specific challenges, provide feedback, and offer

strategies for improvement. Modify your approach to meet the unique needs of each learner, taking into account their strengths and weaknesses.

8.1.5. Use Visual Aids

Visual aids can be helpful for students who struggle with verbal expression. Incorporate visual elements such as diagrams, charts, and videos to complement your lessons. This can assist students in organizing their thoughts and conveying information more effectively.

8.1.6. Encourage learners Engagement

Design interactive lessons that require learner participation and collaboration. Incorporate hands-on activities, group work, and discussions. Provide opportunities for learners to share their ideas, ask questions, and contribute to the learning environment.

8.1.7. Vocabulary

Encourage regular vocabulary acquisition by providing word lists, flashcards, or online resources. Incorporate vocabulary-building activities such as word games, vocabulary exercises, and context-based usage practice. Promote independent reading to expose learners to a variety of vocabulary in context.

8.1.8. Grammar

Provide explicit grammar instruction with clear explanations, examples, and guided practice. Offer opportunities for learners to apply grammar rules in meaningful contexts through speaking and writing activities. Provide corrective feedback on grammar errors and guide learners in self-editing their written work.

8.1.9. Pronunciation

Focus on teaching individual sounds, stress patterns, and intonation patterns of the target language. Incorporate pronunciation drills, tongue twisters, and interactive pronunciation exercises. Utilize multimedia resources, such as audio recordings or pronunciation apps, to provide models for learners to imitate and practice.

8.2. To Pupils

8.2.1. Practice Regularly

Like any skill, speaking requires practice. Engage in activities that allow you to practice speaking, such as joining debate clubs, participating in drama or public speaking classes, or engaging in conversations with friends and family members. The more you practice, the more comfortable you will become.

8.2.2. Set Achievable Goals

Break down your speaking goals into smaller, manageable tasks. Set realistic targets for yourself and work towards them step by step. Celebrate your accomplishments along the way, and don't get discouraged if progress seems slow. Remember that improvement takes time and effort.

8.2.3. Seek Support

not be afraid to reach out for help. Talk to your teacher or a trusted adult about your speaking difficulties. They can offer guidance, resources, and individualized support to help you overcome your challenges. Additionally, consider joining support groups or seeking out speech therapy services if necessary.

8.2.4. Focus on Listening

Listening is a vital component of effective communication. Practice active listening skills by paying attention to others when they speak. This will not only improve your comprehension but also give you insights into different speaking styles and techniques that you can incorporate into your own communication.

8.2.5. Embrace Mistake

Remember that everyone makes mistakes, especially when learning a new skill. Instead of being discouraged by your mistakes, view them as opportunities for growth. Learn from them, seek feedback, and keep pushing yourself outside of your comfort zone. Over time, you will become more confident and fluent in your speaking abilities.

8.2.6. Build Confidence

Confidence plays a significant role in overcoming speaking difficulties. Take small steps to build your confidence, such as starting with comfortable speaking tasks and gradually challenging yourself with more difficult ones. Remind yourself of your strengths and accomplishments, and surround yourself with supportive peers and mentors who believe in your potential.

9. Conclusion

This last chapter, which concerned with the major results obtained from the questionnaire. The finding revealed that most fourth-year middle school learners face speaking difficulties due to many reasons. It is evident that speaking difficulties are not uncommon among pupils at this stage of their education. However, with the right support, strategies, and a conducive learning environment, these challenges can be overcome. The findings emphasize the importance of creating a supportive atmosphere within the classroom. Teachers play a vital role in creating an inclusive environment where students feel comfortable expressing themselves. By providing opportunities for speaking practice, promoting active listening, and offering individualized support, teachers can help students build their confidence and improve their speaking skills. Furthermore, incorporating visual aids into lessons can assist learners in organizing their thoughts and conveying information effectively. Celebrating learners' progress and providing positive reinforcement encourages them to persist in their efforts to overcome their speaking difficulties. To the learners themselves, the analysis emphasizes the significance of regular practice and setting achievable goals. By actively seeking support, embracing mistakes as opportunities for growth, and focusing on building confidence, learners can gradually improve their speaking abilities. It is crucial for learners to remember that progress takes time and effort, and they should remain patient and persistent in their

journey towards becoming more confident and fluent speakers. In summary, the data analysis highlights that speaking difficulties among fourth-year middle school learners are a common challenge but can be addressed through targeted interventions. Teachers and learners can work together to create a supportive learning environment, implement effective strategies, and celebrate progress. By doing so, learners will develop the necessary skills and confidence to communicate effectively, setting a strong foundation for their future academic and personal success.

General conclusion

General conclusion

One of the most crucial skills among the four language skills reading, listening, writing is speaking because it allows humans to communicate. Our dissertation shed the light on the most complicated obstacles that students encounter while speaking English. The fundamental aim of our study was to demonstrate the psychological, linguistic and other barriers that the majority of learners face while communicating. The current research study investigates whether fourth year learners of Medjdoub Mokran Middle School in Algeria face difficulties in speaking, whether they benefit from the teachers' instructions of speaking lessons, and major suggestions and solutions to overcome such problems. Through this research, we hypothesized that if learners listen carefully to their teachers' English and engage with them in classroom, will help them to speak correctly.

Additionally, incorporate visual elements such as diagrams, charts, and videos, enable them to speak correctly. Our research comprised two main chapters, the first is the theoretical part which is divided into two sections. The first section contained the definitions of speaking, types, the importance, characteristics of speaking performance. The second section was about teaching speaking to middle school learners, the barriers and finally effective strategies in teaching speaking. Concerning the second chapter the practical part we have chosen a questionnaire for pupils, which is concerned with the analysis of those problems through interpreting, then analyzing data is collected from the learners' opinions and answers about their speaking problems. In this research we employ one research tool which is questionnaire administered to 40 pupils at Medjdoub Mokran middle school.

there are various factors and challenges related to teaching and learning English, including fluency, accuracy, vocabulary, grammar, pronunciation, and effective strategies for speaking. The literature review highlighted the importance of these language components and their impact on language feedback and communication skills.

The literature review also emphasizes the significance of effective strategies in teaching speaking. Incorporating interactive activities, providing meaningful speaking opportunities, and integrating technology can greatly enhance speaking skills and foster language development.

The findings indicate that fluency plays a crucial role in effective communication, allowing learners to convey their thoughts and ideas smoothly and effortlessly. Accuracy, on the other hand, ensures the correctness and precision of language use. Both fluency and accuracy are essential for effective language production.

Furthermore, the role of speaking in EFL learners, particularly 4th-year middle school learners, was highlighted. Speaking skills are essential for real-life communication, improving speaking abilities enhances learners' confidence, engagement, and overall language feedback.

In conclusion, the reviewed literature underscores the importance of addressing linguistic, psychological, and social challenges in language learning. It emphasizes the need for a supportive and inclusive classroom environment, effective instructional practices, and opportunities for meaningful interactions. By considering these recommendations, educators

can better support learners in their language learning career, fostering their fluency, accuracy, vocabulary, grammar, pronunciation.

الملخص

يعد التحدث أحد أهم المهارات التي يجب تطويرها كوسيلة للتواصل الفعال. تعتبر مهارة التحدث واحدة من أصعب سمات تعلم اللغة. يجد معظم متعلمي اللغة صعوبات في التعبير عن أنفسهم بلغة منطوقة، فهم يواجهون مشاكل في استخدام اللغة الأجنبية والتواصل معها من أجل التعبير عن أفكارهم بشكل فعال، وتهدف هذه الدراسة إلى استكشاف العوامل التي تسببت في صعوبات التحدث باللغة الإنجليزية لدى متعلمي اللغة الإنجليزية كلغة أجنبية. ثم تحقق في استخدام استراتيجيات المتعلمين الناجحين لتحسين أدائهم في التحدث باللغة الإنجليزية. في هذه الدراسة البحثية، قمنا بالتحقيق في الصعوبات الرئيسية التي يواجهها متعلمي اللغة الإنجليزية كلغة أجنبية في مدرسة مجدوب مقران الإعدادية في الجزائر (رأس الواد) من خلال استبيان تم تقديمه إلى 40 تلميذًا. أظهرت نتائج التحليل أن المشكلات النفسية (قلة الثقة بالنفس، القلق، قلة الدافع، الخوف من ارتكاب الأخطاء، الخجل والتثبيط) كانت السبب الرئيسي لصعوبات التحدث باللغة الإنجليزية تليها المشكلات اللغوية (المفردات والنطق والقواعد). مشاكل غير لغوية مثل (استخدام اللغة الأم، قلة المشاركة وعدم قول شيء). يميل غالبية المتعلمين الناجحين إلى استخدام استراتيجيات التحدث المختلفة لتحسين أدائهم في التحدث باللغة الإنجليزية والتركيز بشكل خاص على الطلاقة اللغوية والدقة من خلال ممارسة النطق والتجويد. علاوة على ذلك، يجب على المتعلمين والمعلمين اتباع بعض الاستراتيجيات لتجنب مثل هذه المشاكل ولتطوير أداء التحدث.

الكلمات المفتاحية: تلاميذ السنة الرابعة/ صعوبات التحدث/ الإنجليزية كلغة ثانية.

Résumé

L'expression orale est l'une des compétences les plus importantes à développer en tant que moyen de communication efficace. La compétence orale est considérée comme l'une des caractéristiques les plus difficiles de l'apprentissage des langues. La plupart des apprenants de langues ont des difficultés à s'exprimer dans une langue parlée. Ils sont confrontés à des problèmes d'utilisation et de communication avec la langue étrangère afin d'exprimer efficacement leurs idées. Ensuite, nous étudions la stratégie utilisée par les apprenants qui réussissent pour améliorer leurs performances en anglais. Les résultats de l'analyse ont montré que les problèmes psychologiques (manque de confiance en soi, anxiété, manque de

motivation, peur de faire des erreurs, timidité et inhibition) étaient la principale raison des difficultés à parler anglais, suivis des problèmes linguistiques (vocabulaire, prononciation et grammaire) et problèmes non linguistiques tels (utilisation de la langue maternelle, faible participation et rien à dire). Une majorité d'apprenants qui réussissent avaient tendance à utiliser diverses stratégies d'expression orale pour améliorer leurs performances en anglais et se concentraient particulièrement sur la fluidité et la précision linguistiques en pratiquant la prononciation et l'intonation. De plus, les apprenants et les enseignants doivent suivre certaines stratégies afin d'éviter de tels problèmes et de développer leurs performances orales.

Mots clés : /difficultés d'élocution/apprentissage de L'anglais comme une langue étrangère.

References:

- Alyan, S. S. (2013). Oral Communication in English. *Research Journal of English Language and Literature*, 1(3), 32-36.
- Azlina-k-Eliwarti (2015). A study on the speaking ability of the second year students.
- Backer, J., & Westrup, H. (2003). *Essential speaking skills: A handbook for English language teachers*. London: Continuum
- Bailey, K., M (2005). *Practical English language teaching: speaking*.
- Baldwin, (2011). How to overcome shyness during an Oral presentation?
- Ball, D. L and Fozani.F. M (2009) the work of teaching and the challenge for teacher education. *Journal of teacher education*.
- Brown, G., & Yule, G. (1983). *Discourse analysis*. Cambridge: Cambridge University Press.
- Brown, G., & Yule, G. (2014). *Teaching the spoken language*. Cambridge University Press.
- Brown, H. D. (1994). *Teaching by Principles: An Interactive Approach to Language Pedagogy*. Prentice Hall.
- Brown, H. D. (2001). *Teaching by principles: An interactive approach to language pedagogy*. Longman.
- Brown, H. D., & Lee, H. (2015). *Teaching by principles: An interactive approach to language pedagogy*. Pearson Education.
- Brumfit, C.J. (1984). *Communicative Methodology in Language Teaching: The Roles of Fluency and Accuracy*. Cambridge University Press.
- Bunsand Joyce, H. (1997). *Teaching English as a Second Language*. Pearson Education.
- Burns, Anne and Claire, S. (2003). *Clearly speaking: pronunciation in action for teachers*. National center for English language teaching and Research (NCELTR). Macquarie university.
- Bygate, M. (1987). *Speaking*. Oxford University Press.
- Canale, M., & Swain, M. (1980). Theoretical bases of communicative approaches to second language teaching and testing. *Applied Linguistics*, 1(1), 1-47.
- Celce-Murcia, M., Brinton, D. M., & Goodwin, J. M. (1996). *Teaching pronunciation: A reference for teachers of English to speakers of other languages*. Cambridge University Press.
- Celce-Murcia, M., Brinton, D. M., & Snow, M. A. (2014). *Teaching English as a second or foreign language*. National Geographic Learning.
- Celik, S., & Yesilyurt, E. (2013). Problems encountered by English language teachers in elementary schools in Turkey. *European Journal of Foreign Language Teaching*, 2(1), 14-27.
- Chaney, A. L. (1998). *Teaching Oral Communication in Grades K-8*. Allyn and Bacon1.

- Chappelle, C. A. (1998). Multimedia CALL: Lessons to be learned from research on instructed SLA. *Language Learning & Technology*, 2(1), 22-34.
- Chen, G. M. (1995). Functional communication competence, communication anxiety, and cultural influence: A study of Chinese students in the United States. *International Journal of Intercultural Relations*, 19(4), 469-490.
- Cheng, H. F., & Dörnyei, Z. (2007). The use of motivational strategies in language instruction: The case of EFL teaching in Taiwan. *Innovation in Language Learning and Teaching*, 1(1), 153-174.
- Derwing, T. M., & Munro, M. J. (2013). The pronunciation skills of English as a second language speakers: Insights from speech science. *Canadian Journal of Speech-Language Pathology and Audiology*, 37(4), 266-277.
- Derwing, T. M., & Munro, M. J. (2015). *Pronunciation fundamentals: Evidence-based perspectives for L2 teaching and research*. Amsterdam: John Benjamins Publishing Company.
- Dörnyei, Z. (2001). *Motivational strategies in the language classroom*. Cambridge University Press.
- Ellis, R. (1997). *Second language acquisition*. Oxford University Press.
- Ellis, R. (2008). *The study of second language acquisition* (2nd ed.). Oxford University Press.
- Febrianti, E. (2000). *Teaching speaking of English as a Foreign Language: Problem and solutions*.
- Feng, Y., Zhang, C., & He, J. (2018). Investigating English language teaching and learning in Chinese primary schools. *Language Teaching Research*, 22(5), 589-608.
- Grant, L., & Starks, D. (2001). *Pronunciation for advanced learners of English*. University of Michigan Press.
- Halliday, M. A. K. (1975). *Learning how to mean*. Edward Arnold.
- Harmer, J. (2002). *The practice of English language teaching with DVD* (4th edition) (Longman handbooks for language Teachers) by Jeremy Harmer (z-lip.org).pdf.
- Harmer, J. (2015). *The practice of English language teaching*. Pearson/ Longman.
- Hedge, T. (2008). *Teaching and learning in the language classroom: Oxford handbooks for language teachers*. Oxford, U.K.: Oxford University Press.
- Hu, G. (2019). *English language teaching in China: Policies, progresses, and challenges*. Springer.
- Hurwitz, E.K. (2010). Foreign and second language anxiety. *language teaching*, 42(2), 154-167.
- Johana, J. (2012). Psychological factors that Hinder students from speaking in English class. *Journal of education and practice*, 3(12), 100-112.

Kayi, H. (2006). Teaching Speaking: Activities to Promote Speaking in a Second Language.94University of Nevada. The Internet TESL Journal, Vol. XII, No. 11. Retrieved on June,10, 2020 from <http://iteslj.org/>.

Khan.2005. Language in India available at: www.languageindia.com

Kurt, A. A., & Daloğlu, A. (2021). The use of technology in teaching English language skills: A literature review. *International Journal of Instruction*, 14(1), 1-16.

Lennon (1990,388) Investigating fluency in EFL.A qualitative approach, Ige learning.

Li, Y., Wang, L., & Song, Z. (2020). Analysis of the problems and countermeasures of English speaking teaching for primary school students. *Proceedings of the 2020 International Conference on Education Technology and Computer Science*, 121-124.

Lin, C. Y. (2020). Language learning strategies and the development of oral proficiency. In *The Palgrave Handbook of Global Approaches to the Development of Language and Literacy* (pp. 429-447). Palgrave Macmillan.

Lin, C. Y., Huang, W. H., & Lee, M. C. (2019). Young Taiwanese EFL learners' L2 speaking, reading, and writing skills: A structural equation modelling approach. *International Journal of Applied Linguistics*, 29(1), 22-36.

Liu, M. H., Huang, Y. T., & Li, W. H. (2018). The effect of multimedia technology on young learners' EFL learning motivation and speaking skills. *International Journal of Emerging Technologies in Learning (iJET)*, 13(, 61-70.

Nation I. S. P (2013) learning vocabulary in onther language. Combridge university press .

Nazara, S. (2011). Students' perception on EFL speaking skill development.*JET (Journal of English Teaching)*, 1(1), 28-43.

Nunan, D. (1992c). *Research methods in language learning*. Cambridge: Cambridge University Press.

Nunan, D. (2003). *Practical English language teaching*. McGraw-Hill Education.

Nunan, D. (2003). The impact of English as a global language on educational policies and practices in the Asia-Pacific region. *TESOL Quarterly*, 37(4), 589-613.

Nunan, D. (2004f). *Task-based language teaching*. Cambridge, UK: Cambridge University Press.

Park, S. Y. (2019). Korean elementary school students' attitudes and motivation towards English speaking. *International Journal of Applied Linguistics*, 29(3), 284-

Richards, J. C., & Rodgers, T. S. (2014). *Approaches and methods in language teaching* (3rd ed.). Cambridge University Press.

Richards, J. C., & Schmidt, R. W. (2010). *Longman dictionary of language teaching andapplied linguistics*. (4th ed). London and New York: Routledge.

Richards. (2008). *Teaching listening and speaking from theory to practice*. Cambridge university press."

- Samovar, L. A., Porter, R. E., & McDaniel, E. R. (2016). *Communication between cultures*. Cengage Learning.
- Segalowitz, N., & Segalowitz, S. J. (1993). Skilled performance, practice, and the differentiation of speed-up from automatization effects: Evidence from second-language word recognition. *Applied Psycholinguistics*, 14(4), 369-385.
- Shih, M., & Wang, L. (2010). An exploration of the use of computer-mediated communication (CMC) in ESL instruction. *Computers & Education*, 54(3), 767-776.
- Skehan, P. (1998). *A cognitive approach to language learning*. Oxford University Press.
- Sudirman, A.M. (2019). High school student's problems in speaking.
- Thornbury, S. (2005). *How to teach speaking*. Pearson Education.
- Thornbury, S. (2005a). *How to teach speaking*. United Kingdom: Longman.
- Tiono, Nani I and Sylvia, A. (2004). The types of communication strategies used by Speaking class students with different communication apprehension Levels in English Department of Petra Christian University.
- Turk, C., (2003). *Effective speaking: Communicating in speech*. London: Taylor & Francis-Library.
- Ur, P. (1996 a). *A course in English language teaching: Practice and theory*. Cambridge: Cambridge university press.
- Ur, P. (1996). *A course in language teaching: Practical and theory*. Cambridge university press.
- Ushioda, E. (2011). Motivating learners to speak as themselves. *Innovation in Language Learning and Teaching*, 5(1), 119-132.
- Wu, L. (2019). Pedagogical aspects of teaching English speaking skills to Chinese students. *International Journal of English Language Teaching*, 7(1), 1-1.

Appendix

pupils' Questionnaire

Dear pupils of fourth year middle school at Madjdoub Mokran middle school

This questionnaire aims at investigating the speaking difficulties encountered by young EFL learners. By answering the following questions, you will help us to find out what are those difficulties and try to find solutions to them.

Please read each question carefully and choose the right answer and justify your answers where required.

Section one: Background information

1-Specify whether you are: **Male** **Female**

2-How old are you?

..... years old

3-Have you ever been taught English before middle school? **Yes** **No**

4- Is your English attainment: **Low** **Good** **Average**

Section two: Perceptions towards speaking difficulties encountered by young EFL learners

1-Is the English language easy?

Yes **No**

2-In your opinion, Is the learning of English language important?

Yes **No**

3-Are you able to participate in English in classroom?

Yes **No**

4-Have you ever experienced difficulties in speaking English in classroom?

Yes **No**

5-If yes, is this due to:

a- Absence of motivation

b- Low self confidence

c- Shyness

d- Inhibition

e- low or uneven participation

F-Negative learning environment

g- Others:

Section three: Linguistic problems

1-Do you find difficulties to speak with limited vocabulary?

Yes No

2- Do you make grammatical errors when speaking English?

Yes No

3- Do you find difficulties in choosing the right words or phrases for communication?

Yes No

4- Have you ever experienced difficulties with words pronunciation?

Yes No

5- What strategies do you use to improve your pronunciation?

.....
.....

Section four: Socio-effective problems (psycho – social)

1-Do you feel shy when you speak English?

Yes No

2-Do you feel less confident when you make mistakes in front of your classmates?

Yes No

3-Do you feel nervous when the teacher asked you to use English?

Yes No

4- Have you ever felt anxious or nervous when speaking in English?

Yes No

5-If yes, what caused this anxiety?

.....
.....

Section five: classroom interaction

1-do you think interaction with the teacher would help you to improve your speaking skill?

Yes No

2-If no why?

.....
.....

3-Do you think your English teacher provides enough opportunities for you to practice speaking English in the classroom?

Yes No

4-Do you think that your speaking abilities have improved since starting to learn English?

Yes No

Section six: Technical problems

1-Do you think that crowded classes create speaking difficulties?

Yes No

2-If yes, why?

.....
.....

3- Does your teacher use technology tools in the speaking activities? Yes No

4- If yes, does the use of these technology tools help you in better benefits from the speaking activities?

Yes No

استبيان التلاميذ

اعزائي التلاميذ،

يهدف هذا الاستبيان إلى التحقق من صعوبات التحدث التي يواجهها متعلمي اللغة الإنجليزية كلغة أجنبية. من خلال الإجابة على الأسئلة التالية ، ستساعدنا في معرفة ما هي تلك الصعوبات ومحاولة إيجاد حلول لها. يرجى قراءة كل سؤال بعناية واختيار الإجابة الصحيحة وتبرير إجاباتك عند الاقتضاء.

القسم الأول: معلومات أساسية

1- حدد ما إذا كنت: ذكر أنثى

2. كم عمرك ؟ سنة

3- منذ متى وأنت تدرس اللغة الإنجليزية؟ سنين

4- هل تحصيلك في اللغة الإنجليزية: متوسط جيد منخفض

القسم الثاني: التصورات تجاه صعوبات التحدث التي يواجهها متعلمي اللغة الإنجليزية كلغة أجنبية

1- هل اللغة الإنجليزية سهلة؟ نعم / لا

2- برأيك هل تعلم اللغة الإنجليزية مهم؟ نعم / لا

- إذا كانت الإجابة لا فلماذا

3- هل أنت قادر على المشاركة ب اللغة الإنجليزية في القسم؟ نعم / لا

- إذا كانت الإجابة لا ، فلماذا؟

4- هل واجهت صعوبات في التحدث باللغة الإنجليزية في القسم؟ نعم / لا

إذا كانت الإجابة بنعم ، فهل هذا بسبب:

ا- غياب الدافع ب- تدني الثقة بالنفس ج- الحياء د- التردد هـ- مشاركة منخفضة و- بيئة تعلم سلبية

ز- أخرى :

القسم الثالث: المشكلات اللغوية

1- هل تجد صعوبة في التحدث بمفردات محدودة؟ نعم / لا

2- هل ترتكب أخطاء نحوية عند التحدث باللغة الإنجليزية؟ نعم / لا

3- هل تجد صعوبة في اختيار الكلمات أو العبارات المناسبة للتواصل؟ نعم / لا

4- هل واجهت صعوبة في نطق الكلمات؟ نعم / لا

5- ما هي الاستراتيجيات التي تستخدمها لتحسين نطقك؟

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

القسم الرابع: المشاكل الاجتماعية (نفسية – اجتماعية) .

1- هل تشعر بالخجل عندما تتحدث الانجليزية؟ نعم / لا

2- هل تشعر بثقة أقل عندما ترتكب أخطاء أمام زملائك في الفصل؟ نعم / لا

3- هل تشعر بالتوتر عندما طلب منك المدرس استخدام اللغة الإنجليزية؟ نعم / لا

4- هل شعرت يوماً بالقلق أو التوتر عند التحدث باللغة الإنجليزية؟ نعم / لا

إذا كانت الإجابة بنعم فما سبب هذا القلق وكيف تغلبت عليه؟

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

القسم الخامس: التفاعل الصفّي

1- هل تعتقد أن التفاعل مع المعلم سيساعدك على تحسين مهاراتك في التحدث؟ نعم / لا

- إذا كان الجواب لا ، فلماذا؟

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

2- هل تعتقد أن مدرس اللغة الإنجليزية الخاص بك يوفر لك ما يكفي من الفرص لممارسة التحدث باللغة الإنجليزية في الفصل؟

نعم / لا

3- هل تعتقد أن قدراتك على التحدث قد تحسنت منذ أن بدأت في تعلم اللغة الإنجليزية؟ نعم / لا

القسم السادس: المشاكل الفنية

1- هل تعتقد أن الفصول المزدحمة تخلق صعوبات في التحدث؟ نعم / لا

إذا كانت الإجابة نعم ، فلماذا؟

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

2- هل الفصل الذي تدرس فيه: غير مزدحم شبه مزدحم مزدحم

الجمهورية الجزائرية الديمقراطية الشعبية

وزارة التعليم العالي والبحث العلمي

جامعة محمد البشير الابراهيمى برج بوعريريج

تصريح بالالتزام بقواعد النزاهة العلمية لإنجاز البحث

أنا الممضى (ة) أسفله،

السيد (ة) ..بن. عيسى) ..شروف)الصفة: طالب

الحامل (ة) لبطاقة التعريف الوطنية رقم: 16001165001970008 والصادرة بتاريخ: 2023/01/30

والمكلف (ة) بإنجاز مذكرة ماستر،

عنوانها:

Perceptions towards Speaking difficulties Encountered
by young EFL learners. Case study of 4th year
middle school pupils

أصرح بشرفي أنني التزم بمراعاة المعايير العلمية والمنهجية ومعايير الأخلاقيات المهنية والنزاهة الأكاديمية المطلوبة في إنجاز البحث المذكور أعلاه.

التاريخ: 2023/07/19

توقيع المعنى (ة)

مطلوب للمصادقة على المضمون
بن. عيسى شروف
مدرس الولاية
2023
جامعة محمد البشير الابراهيمى
الجامعة الجزائرية الديمقراطية الشعبية
الولاية: الوادي
مدرسة: محمد البشير الابراهيمى
مدرس: بن. عيسى شروف
مدرس الولاية: بن. عيسى شروف

