FINAL STUDIES DISSERTATION

Submitted in Partial fulfillment of the Requirements for the Master's degree

Option: Didactics

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Theme : The difficulties facing English learners in oral performance.

Case of study : Third year Middle school

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بِسْمِ اللهِ الرَّحْمٰنِ الرَّحِيمِ

Dedication

All the gratitude to Allah the most merciful who learns us that the best kind of knowledge to have is that which learned for its sake and the largest task can be achieved if it is done one step at a time.

My humble effort I dedicated to my sweet and loving mother and father whose encouragement, love, advice and prayers of day and night make me challenging this work .

To my beautiful sisters Nihad , Alaa , Souhila , To my beloved one Nada and her husband Mofdi and brothers Ali , İshak , Abd El Samed who never failed to have my back and been one of my sources of happiness since their birth .

To Firas who kept praying and wishing for my joy and success and gave me strength .

To my dear friends I will always appreciate the time spent together and I thank you with all my heart for not judging me and being the best friends I always wanted to have.

To our supervisor Dr. Refif Djelloul

To all the teachers who I have been honored to be taught by during my whole educational career.

To my lovely partner, without her this college journey and this work wouldn't be the same. I am very happy to have ever known you and I am very grateful for the good times and fun memories.

At last, I thank every person who brought positivity throughout this journey and I would say thank you all for your encouragement and love.

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I would like first to thank Allah for giving me power and capacity to complete this work

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Abstract

The present study aims to depict the speaking difficulties that affect EFL learners' oral performance at Middle school , Third year students Annasser (Bordj Bou Arreridj) . Throughout this study we hypothesize that students encounter a number of obstacles like linguistic problems, psychological problems, or the learners' bad attitudes towards the topic…etc. These obstacles prevent them from improving their oral skill. In order to confirm the previous hypotheses, we investigated the case of third year students at Middle school and the teachers of the English language at the same level . We have used more than one research tool; a questionnaire, an interview, and a classroom observation. The data obtained from the research tools indicate that there are some factors affect the students' oral performance in learning English as a Foreign language . As the last step, the data suggests some techniques and activities that help students effectively to face their speaking problems, as it provides some advice for both learners and teacher for a successful oral performance in teaching and learning English

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Second part : Survey methodology and analysis of collected data :

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Introduction :

In a perpetual scientific and technological evolution world , the teaching of foreign languages has become a necessity.   However, learning a foreign language is not limited to the aspect linguistically, it also concerns the communicative aspect. Teach a foreign language involves developing in the learner's abilities to communicate. The teaching of foreign languages must be well developed in the perspective of having learners who could communicate correctly with the foreign language taught.

We notice at everyday, around us, that many students in Bordj Bou Arreridj find difficulties in communicating orally in a foreign language . It exists at them as a refusal or a fear to communicate in English , This situation leads us to ask the following question .

 What are the origins of the difficulties encountered by students in the third year case in the college of "Saoudi Laid" at the level of oral expression in English as a foreign language?

In response, we make several assumptions:

• The English language is not spoken in class by the students.

• The poor linguistic background in learners causes ignorance of the meaning of words and subsequently misunderstanding of the English language.

• Neglect of reading by students.

• Lack of oral evaluation.

• The primacy of the written word in school curricula.

• The influence of the extracurricular environment on learners.

 Our work concerns the teaching/learning of (EFL) in Algeria, it enables us to bring to light the difficulties encountered by 3rd year college students in oral expression in English .

More precisely at the level of grammar, phonetics, conjugation, spelling and vocabulary.

We have chosen to conduct a survey of 3rd grade students year of college of "Saoudi Laid commune of El Annasser daïra wilaya of Bordj Bou Arreridj ".

 We have divided our work into two chapters:

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A first chapter where we present the theoretical instruments and methods related to our research.

The second chapter is reserved exclusively for the practice of which the objective is to verify the hypotheses through analysis and survey conducted using a questionnaire and an observation for the study of our case of the pupils of 3rd year average of the college of "Saoudi Laid".

We present also the analysis and the interpretation of data collected in the field, which will allow us to determine the causes relating to the difficulties encountered by the pupils to suggest possible remedial solutions and allow improving oral communication among students in English . These proposals could be tested and verified by another future study .

Chapter 01

Literature review : Oral

performance :

Section one :

1.1   **The definition of oral performance :** Oral performance or 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 very often considered as the first skill that almost foreign language learners aim to master. Many researchers have pointed out that oral language is the foundation of all language learning. Oxford Pocket Dictionary of Current English 2009 has defined speaking as," the action of conveying information or expressing one/s thoughts and feelings in spoken language". The same is expressed by the TKT course (the teaching knowledge test course) which has considered speaking as a productive skill, like writing, which involves using speech to express meanings to other people. Byrne (1986) has claimed that oral communication is a complex process as it involves the interaction of both productive (speaking) and receptive (listening) skills. That is, the speaker needs to encode in effective way the message willing to transmit; and the listener has to decode that idea. According to Bygate (1987), this skill is a matter which needs special attention and must be taken into considerations as much as the other skills because it plays a major role in improving students' oral competencies. He has claimed that: "speaking is the vehicle par excellence of social solidarity, of social ranking , of professional advancement and of business. It is the medium through which much language is learnt, and which for many is particularly conductive for learning. Perhaps, then, the teaching of speaking merits more

thought". That is, people are most frequently judged through their ways of speaking and to speak does not mean merely
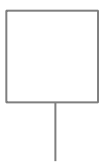
uttering a chain of words with a correct pronunciation, but the good speaker is the one who provided the well manages to convey the idea existed in his mind and make the listeners comprehend what he is saying. Hedge (2000, 261) also has asserted that oral performance is "a skill by which they (people) are judged while first impressions are being formed". Bygate (1987) has thought that achieving a communicative purpose through speaking is determined by the existence of two aspects that are the language knowledge and the skill in using that knowledge. For him, it is not enough to possess an amount of knowledge but the good speaker must be capable in using this knowledge in different situations and circumstances. He further has believed that this ability requires two kinds of skills that are production skills and interaction ones : The tow skills help learners to sound more naturally as foreign language speakers. « Productive skills , interaction skills ».

1.2 Elements of Oral performance :

According to Harmer (2003), competent language speakers should be aware of the different spoken language elements that are important for their good oral performances. That is, they should have background knowledge of the different language features and the ability of processing the available information in order to convey a well performed spoken production. Harmer (2001) has introduced the following elements that are necessary for the production of the oral language :

1.2.1 Language Features :

Harmer has claimed that it is obligatory for fluent speakers to know the following language features that are needed for the spoken production

1.2.1.1 Connected Speech :language speakers must have the ability to Produce more fluent quick connected speech while performing orally rather than using only separated phonemes. They have to possess the same ability to speak rapidly and fluently as the natives do by modifying, adding, and swallowing some sounds through the utilization of assimilation, linking, sound weakness etc.

1.2.1.2 Expressive Devices: Fluent speakers should transmit their intended oral messages and convey their meanings effectively as the natives through integrating appropriately the different phonological rules as speed, pitch, and stress with the other physical non verbal (paralinguistic) means. They have to cooperate both aspects to express effectively what they are willing to say and make their ideas clearer to the audience.

1.2.1.3 Lexis and Grammar. Speakers need to vary their lexical and grammar structures using a variety of vocabulary and phrases that enable them to express different language functions while communicating as: expressing surprise (I am surprised, I don't believe it…) , agreeing, disagreeing (I think so, yes of course, I am afraid of ….) etc.

1.2.1.4 Negotiation language : Language performers have to express clearly their ideas in a well organized speech to facilitate understanding. They also have to vary their utterances and expressions to interact and ask for clarifications while listening to the others speech. Speakers need to interact effectively with others using a well performed spoken language that easies the interlocutors to comprehend the negotiation.

1.2.2 Mental Social Processing.

According to Harmer, language speakers need to possess the ability of processing that is necessary for speaking. The following is a list of the main processing skills of the spoken production:

1.2.2.1 Language Processing. It refers to the speakers' ability to process the language in their minds before and while speaking with the appropriate selection of language expressions and words existed in the memory for effective communications with others. That is, language processing involves both of the retrieval of words existed in the mind and their appropriate systematic syntactic assembly.

1.2.2.2 Interacting with Others. Oral performance is characterized by the notion of interaction among speakers. Thus, Good language speakers should possess the ability of listening thoroughly to the others while speaking; understand what they say, and then react using the adequate spoken language. That is, speaking performance involves a

good deal of listening, an understanding of others' feelings, and linguistic knowledge to react and take turns or allow others do.

1.2.2.3 Information Processing. Effective speakers should be getable to analyze the obtained information on the spot. That is, they should process the data others tell them in their minds rapidly in the moment they get it. They should be ready all the time to analyze others speech, respond to it immediately and take part in the interaction process.

1.3   Characteristics of oral performance :

 The following five aspects are generally the common criteria recognized in the analysis of speech process :

1.3.1   Fluency :

In teaching speaking, the principal goal teachers wish to achieve is to make their learners talk the foreign language fluently without hesitations. According to Hedge (2000. 54), the term of fluency is normally reserved for speech production. It is the ability to link speech units together with facility and without constraints, strains, or undue hesitations. Hughes (2002) also has defined fluency as the ability to express oneself intelligibly, reasonably and accurately without too much hesitation ; otherwise the communication will fail as listeners will lose their interest and attention. Richards (2006) has defined fluency as a "natural language use occurring when a speaker engages in meaningful interaction and maintains comprehensible and ongoing communication despite limitations in his or her communicative competence". Hughes (2002) further has claimed that while assessing language fluently, learners are not asked to speak fatly using the same rhythm as the natives do, but they have to speak with a normal level of continuity, rate and effort to convey a coherent connected speech. That is, speaking at a normal speed, without hesitation, repetition, and with smooth use of connected speech. This is also argued by Thornbury (2005) in which she has stressed the importance on taking pause and breath to make others understand and catch what the speakers say. She has pinpointed that speed is an important indicator in language fluency but taking appropriate pausing is significant too because even native speakers

need to stop from time to time rather than swallowing letters and items to take breath and make listeners comprehend the message.

However, Nunan (1999) believed that students should be able to keep going when speaking spontaneously but they should not use frequent pauses while speaking since some considers it as a signal of low speaking proficiency; thus, Thornbury (2005) has suggested some strategies or tricks as fillers to hide the frequent pauses such as vagueness expressions like "I mean" or "uh" and "um".

1.3.2   Pronunciation :

According to Hedge (2000), pronunciation refers to the ability to produce the language intelligibly and accurately. The author has believed that foreign language speakers should be aware of the different sounds' realizations and where they occur in the mouth with their different segmental features. Thus, he has claimed that effective pronunciation should be characterized by a correct individual sounds production, linking words appropriately, using stress and pitch to express meanings, and the acceptance of first language accents and the interference of the of some first language influences providing that communication and meaning are not impeded. This totally agreed by Redmond & Vrchota (2007) who has defined pronunciation as the ability of saying words in ways that are mostly understood and accepted. They also point out that this language aspect is hard for learners to master and use the right word in the right place with a correct pronunciation since it has an overall command of the conversational meaning .

1.3.3. Grammar :

Grammar is a linguistic category which is generally defined by the range and the appropriate use of syntactic forms and concerned with how the structures of a sentence are put and function together to convey meaning. According to Hughes (2002), Grammar is the criterion that concerns with the appropriate use of the subordinate clauses and sentence structure with taking into considerations the number of the grammatical errors that occur during speech and the communication effect of errors. Thornbury (2005) also has claimed that grammatical aspect of a spoken production should be

characterized by performance effects as hesitations, false starts, and incompletion .

1.3.4   Vocabulary :

Vocabulary is one of the aspects of the spoken language that maintains all information about meaning. That is the ability to use appropriate and accurate diction and word selection while speaking. It is defined by Folse (2004) as one of the basic elements of the language that includes all single words, phrases, phrasal verbs, and even idioms. Language speakers should be able to select the appropriate lexis and expressions that fit the speaking context. In other words, learners should put the right word in the right place to convey meaning. Thus, they should study a wide range of items ; know their meanings, and their use within context. This is claimed by Harmer (2001) in which he further stressed the focus on the ability to distinguish between lexical words classes as nouns, adjectives, verbs, determiners, etc .. to transmit appropriately the intended meaning and make the interlocutors understand what is said.

1.3.5 Comprehension :

Comprehension is one of the important components of the speaking performance since to be able to speak a language means understand it. That is, it refers to the ability to understand the whole message conveyed in a conversation. Learners should not only know how to produce the different language points, but they have to understand when, why, and what type of language should be used in such context.

1.4 Talk as performance :

Talk as interaction is one of the three speech activities that refers to what normally mean by "conversation". It focuses mainly on the interaction that serves a primarily social function. When people meet together, they exchange greetings, engage in small talk, and so on willing to establish a comfortable zone on interaction with each other. The primary focus is more on the speakers and the way they present themselves than the message or the idea they wish to transmit. (Brown &Yule, 1983 as cited by Richards, 2008)

Richards (2008) presents the main features of talk as interaction as follows :

•Has a primarily social function

•Reflects role relationships

• Reflects speaker's identity

•May be formal or casual

• Uses conversational conventions

•Reflects degrees of politeness

• Employs many generic words

•Uses conversational register

• Is jointly constructed

   The author further provides some authentic examples to illustrate these kinds of talk as : chatting to an adjacent passenger during a plane fight (which refers to a polite conversation that does not aim to seek or foster future social relations), chatting to a school friend over a coffee (that is a casual conversation that describes an ongoing friendship), and a student chatting with his/her professor while waiting for an elevator (which is a polite conversation that reflects unequal power).

   Moreover, the author believes that using talk as interaction involves an ability to do some skills to achieve a successful conversation and effective interaction while speaking as being able to open and close a conversation with others, selecting the appropriate topics to discuss, having the sense of humor and joking, interrupting and reacting to others in an appropriate way using an appropriate speaking style, turn taking, and adjacency pairs techniques with being able to make small talk and recount personal events and experiences.

   However, Richards declares that talk as interaction may not be a priority for all second language learners because of the difficulty to master such kind of talk especially for those who do need such skills to present a good image of themselves in different situations that

require talk as interaction. Hatch (1978, as cited in Richards, 2008) emphasized on that and further introduced some suggestions that might help second language learners to deal with this type of talk. He thought that those students need a wide range of topics at their disposal starting with the most familiar ones to get by so that they can manage talk as interaction. He also stressed the importance of practice in introducing such new topics into conversation to move beyond this stage. He summarized these suggestions as follows :

•They should practice selecting and nominating topics about which they are prepared to talk.

• They should practice listening comprehension of these topics made by native speakers.

•They should practice predicting questions for a large number of topics.

•They should be taught elicitation devices to get topic clarification as the use of "huh", "pardon me, I didn't understand" etc…

1.5. The of oral expression in EFL : Oral language lays the foundation for the reading and writing skills learners will develop as they enter and progress throughput school. They will use oral language in all aspects of their education, in the classroom as they connect with their peers and teachers, and throughout their lives as they grow into adulthood. Having a solid foundation in oral language will help children become successful readers and strong communicators as well as build their confidence and overall sense of well-being.

According to Dr. Elizabeth Brooke : oral language includes mastery of phonology, grammar, morphology, vocabulary, discourse, and pragmatics. Each of these areas presents a different challenge for ELs. Some may struggle with pragmatics, or social use of the language, which includes cultural norms about conversational turntaking or dynamics of a group discussion. Others may have difficulty with the more technical aspects of English, such as developing an expressive vocabulary, mastering morphology, or learning the rules of grammar.

According to Dr. Brooke « The Critical Role of Oral Language in Reading Instruction and Assessment » white paper, one significant risk factor for Els is the lack of exposure to English in their homes. If students are only hearing English stories, conversations, and vocabulary at school, they have less background knowledge of the language than peers who hear English spoken in all areas of their lives. For this reason, it's important to make sure that Els have plenty of exposure to oral language in the classroom, as well as opportunities to practice.

A prerequisite for oral language development in the classroom is creating a classroom space where students feel safe and comfortable taking risks with their language. This is important because risk-taking is crucial to language development. While many of our language concerns for Els center on their ability to comprehend and complete academic work, Els also need emotional and social support to become fluent. Students who aren't confident in their ability to express themselves may stay quiet during class discussions or shy away from starting conversations with their peers. While we do want students to use English to understand their classwork, we also want students to feel comfortable using English to express themselves and connect with others.

During a presentation for 2009 National Center for Research on the Educational Achievement and Teaching of English-Language Learners (CREATE) Conference, Aida Walqui shared her experience finding her "personal voice" as an EL. After moving from Peru to the United States as a young adult, she felt like a "fake" speaking English instead of Spanish. Says Walqui, "I sounded more like a 7-year-old, and I was in college."

Ms. Walqui's experience echoes that of many EL students. Beyond purely academic tasks, such as reading a text or asking relevant comprehension questions, learners need the oral language skills to share their experiences, offer opinions, and have meaningful conversations with their peers.

1.6 Function of oral performance :

Many attempts have been made to classify the functions of speaking in human interaction. One of the most useful classification is the one done by Brown & Yule (1983,as cited by Richards,2008) who made a clear distinction between the interactional functions of speaking, in which it serves to establish and retain social relations, and Transactional functions, which emphasize on the exchange of information. They further design three speech activities that are quite distinct in their forms and functions. These activities that require different teaching approaches are : talk as interaction, talk as transaction, and talk as performance.

Section two :

2.1 Successful speaking lesson :

Undoubtedly, effective second language learning requires assimilation of all the four skills, but special focus is stressed on teaching speaking as almost foreign language learners desire to speak fluently without mistakes. Therefore, teachers should set up their speaking lessons properly and take into account the different factors that can help them to design a successful speaking lesson. Kusnierek (2015) emphasized on the importance of a well planned activities and the need for designing profitable oral exercises claiming that "the key to a successful speaking lesson is a successful speaking activity".

He also urged on providing opportunities for learners to use the target language by giving them equal chance to practice language, and let them talking to the maximum. For that, he suggested to divide students into groups which will increase the amount of language practice since seating together in small circles will remove students' inhibitions and encourage them to speak. He also emphasizes on appointing one student to monitor the rest of the group and remind them to use only the target language. Brown (2001, as cited by Kusnierek, 2015) focuses more on the role of participations in classes since successful speaking lesson ensures the engagement of all the students even the less active ones. Thus, teachers ought to engage all the learners who must be involved in an

equal way and do not work only with the controlled active group. The author also insists on motivation which is important for effective speaking activities. He claimed that teachers should motivate their students to perform the target language through selecting topics that are of genuine interest among the suitable group of learners. Ur (1996) further emphasized on the use of acceptable level of language in which teachers should select activities whose language level is suitable for learners' linguistic abilities (Kusnierek, 2015).

All in all, we can say that well planned speaking activities, providing

the right time and the equal chance to speak, effective participation, motivation, and the use of acceptable level of language are the Keys for successful and effective speaking lessons.

2.2 Strategies for developping speaking skills :

According to Bashir, Azeem, and Dogar (2011), in communicative output activities, the main interest of foreign language learners is to complete a task in which they are required to eliminate the entire information gap. However, they believe that speaking is the product of language learning, but in fact it is a crucial part of the language learning process. The authors claimed that effective instructors teach their learners the different speaking strategies that help them to perform better orally, increase the target language knowledge, and even use speaking to learn. They teach them using the three main strategies that are using minimal responses, recognizing scripts, and using language to talk about language.

Students often think that the ability to speak a language is the product of language learning, but speaking is also a crucial part of the language learning process. Effective instructors teach students speaking strategies – using minimal responses, recognizing scripts, and using language to talk about language – that they can use to help themselves expand their knowledge of the language and their confidence in using it. These instructors help students learn to speak so that the students can use speaking to learn.

2.2.1 Using minimal responses :

Language learners who lack confidence in their ability to participate successfully in oral interaction often listen in silence while others do the talking. One way to encourage such learners to begin to participate is to help them build up a stock of minimal responses that they can use in different types of exchanges. Such responses can be especially useful for beginners. Minimal responses are predictable, often idiomatic phrases that conversation participants use to indicate understanding, agreement, doubt, and other responses to what another speaker is saying. Having a stock of such responses enables a learner to focus on what the other participant is saying, without having to simultaneously plan a response.

2.2.2 Recognizing scripts :

Some communication situations are associated with a predictable set of spoken exchanges – a script. Greetings, apologies, compliments, invitations, and other functions that are influenced by social and cultural norms often follow patterns or scripts. So do the transactional exchanges involved in activities such as obtaining information and making a purchase. In these scripts, the relationship between a speaker's turn and the one that follows it can often be anticipated.   Instructors can help students develop speaking ability by making them aware of the scripts for different situations so that they can predict what they will hear and what they will need to say in response. Through interactive activities, instructors can give students practice in managing and varying the language that different scripts contain.

2.2.3 Using language to talk about language :

Language learners are often too embarrassed or shy to say anything when they do not understand another speaker or when they realize that a conversation partner has not understood them. Instructors can help students overcome this reticence by assuring them that misunderstanding and the need for clarification can occur in any type of interaction, whatever the participants' language skill levels. Instructors can also give students strategies and phrases to use for clarification and comprehension check.

By encouraging students to use clarification phrases in class when misunderstanding occurs and by responding positively when they do, instructors can create an authentic practice environment within the classroom itself. As they develop control of various clarification strategies, students will gain confidence in their ability to manage the various communication situations that they may encounter outside the classroom.

2.2.4 Activities for Promoting Speaking :

Teaching speaking is a very important part of second language learning that is based mainly on creating real life situations which require communications and interactions among learners. It also requires a degree of real time exposure that can be achieved through a diversity of classroom activities which should be developed in a safe, relaxed, authentic interactive environment that fosters oral language practice. Both teachers and learners should collaborate to foster a perfect oral performance through a good participation to complete the different teaching speaking tasks that must include different authentic styles and dialects of native speakers. For this aim, many linguists and researchers suggested and classified the different activities used to teach speaking skill in the classroom. According to Kayi (2006), who inferred from many linguists on her article on teaching English as a second language (TESL) journal, there are thirteen activities that can be adapted to promote learners students oral performances which are:

2.2.5. Discussion :

Discussion is considered as one among the best forms of oral practice during classes. It helps foreign language learners to develop their communicative skills because it provides them with opportunities to express and share their ideas in an organized way, and enables them to arrive to conclusions and find solutions within the rest discussion group.

In fact, discussion differs from a conversation since it centers on a specific identifiable purpose set by the teacher before so that students keep interacting the whole time about relevant things. However, according to Harmer (2001), foreign language teachers are

generally complained about "discussion failure" which handicaps the accomplishment of the speaking activities. It is caused mainly by those students who refuse to participate using the target language due to some factors as the lack of confidence and fear of making mistakes in front of others. Thus, Harmer suggested a "Buzz group" technique which will help learners to achieve an effective oral discussion and minimize all the difficulties they face while speaking. It is based on the formation of small groups that assure the chance for all learners to speak and interact using the target language.

2.2.6 Role Play :

Role-play is one of the most adapted excellent activities for teaching speaking. This technique ensures the provision of authentic practice that prepares foreign language learners for real life communication situations and this expressed in the lines of Nunan (2003) who claimed that, "Role-plays give learners practice speaking the target language before they must do in real environment" Such activities are important to practice speaking in the appropriate contexts in which students pretend they are in various social contexts and have a variety of social roles.

2.2.7 Simulations :

Simulation is very similar to role-play but what makes it different is that simulations are more elaborate in which learners can bring items to the class to create a realistic environment. According to Nunan (2003), " in simulations, props and documents provide a somewhat realistic environment for language practice". Kayi,(2006) believed that both simulations and role-plays techniques are of great value for developing speaking skills as they are entertaining, motivating and increasing students' self-confidence to use the language.

2.2.8 Information Gap :

Information gap activity is another useful type among the foreign language classroom spoken interaction activities. It has a requirement for information exchange in which learners are supposed to be working in pairs. It is an effective speaking activity in which one person has the information that the other lacks. Kayi

believed that such tasks serve many purposes as collecting information and solving problems using only the target language. It also ensures the opportunity for all partners to interact extensively because each one plays an important role in completing the task and providing the information the other want.

2.2.9 Brainstorming :

Brainstorming is an activity that promotes students oral performances since it enables them to generate ideas about a given topic in a limited time. It also helps them to produce and share ideas freely and quickly with one another without being criticized.

2.2.10 Storytelling :

This type of speaking activities has generally been one of the main means of oral practice during foreign language classes. It enhances learners' speaking abilities and helps them to foster their creative thinking. Adapting this kind of activities enables them express their ideas in the organized formal of beginning, development, and ending including the characters and the story settings. It also makes them summarize a story they hear from others beforehand or even create their own stories to present it to their classmates which lead them to perform better orally the target language.

2.2.11 Interviews :

Conducting interviews is one of the most useful speaking activities that assure language practice not only in the classroom but also outside. It further helps learners to be more socialized through conducting interviews with different people about several selected topics. In this type of tasks, teachers can guide their learners by providing them with rubrics so that know what type of questions they need to ask or what directions they have to follow. Students further can interview each other and present their reports to the other classmates.

2.2.12 Story Completion :

It is a very enjoyable free speaking activity in which all students sit in a circle to create a safe environment where each student has the opportunity to speak and share his creative ideas. During this activity,

teacher starts telling a story, but after few sentences he/she stops narrating. After that, each student is required to complete the story from the point where the previous partner stopped using his/her own imagination. Each student adds just four to ten sentences in which he/she adds new characters, events, descriptions, and so on. Following this technique, students will develop not only their speaking skills but also their creative thinking.

2.2.13 Reporting :

In this activity, students are required to report the most interesting news they have read before coming to class. They are asked to read any newspaper or magazines etc and report what they have found to their classmates. Reporting technique helps learners to develop both speaking and reading skills with improving their comprehension abilities.

2.2.14 Playing Cards :

It is one of the enjoyable speaking activities in which teacher divide the learners into groups of four, and each suit will represent a selected topic as the example provided by Kayi (2006) : "Diamonds : Earning money hearts : Love and relationships spades : An unforgettable memory cubs : Best teacher" each student in a group will choose a card and will write four to five questions about the topic to ask the other students in the group. They are asked to avoid yes or no questions that limit the spoken language practice and use the open-ended questions that require answering using complete sentences.

2.2.15 Picture Narrating :

This type of activity is one way of making use of pictures in enhancing students 'speaking abilities. It is based on several sequential pictures in which students are asked to narrate the story taking place in these pictures. They are required to follow certain criteria provided by their teacher as rubrics which may include certain lexis or grammar rules to use while narrating.

2.2.16 Picture Describing :

Picture describing is one of the most useful means of teaching speaking skill. It is another way of using pictures in communicative tasks. Adapting this technique helps learners to improve their creativity and imagination as well as their public speaking abilities. It requires presenting just one picture and let students to describe what they see. Teachers also can form groups and provide each group with a different picture. Then, students discuss together the picture and choose a spoken delegate to perform and describe the picture to the rest of the class.

2.2.17 Find the Difference :

In this type of teaching speaking activities, teachers ask learners to work in pairs and each couple is given two different pictures. Then, they are asked to consider the pictures to find the similarities and/or the differences between the two.

2.3 Factors Affecting Learners' Oral Performances :

According to Duong (2015), there are three main factors that should be considered while investigating how EFL learners oral language abilities is affected. They are age, Gender, and affection.

2.3.1 Age :

Age is considered as the most debated and discussed matters in language teaching as it determines the success or failure of the foreign language learning. Scarcella and Oxford (1992) have claimed that young children are able to acquire both fluency and naturalness in spoken language more than the adults as they possess much more "innate- specific endowment" capacities. Brown (2000) further has believed that young children are frightened when dealing with the foreign language as they less aware of the different language forms and the possibility of committing mistakes in the target language, while adults are more embarrassed when attempting to perform the foreign language (ibid).

2.3.2 Gender :

Gender is also one on the main pragmatic factors that has a great impact on learners' oral performances and their progress to improve an effective communicative competence. Romaine (1994) found out

that girls and boys styles of speaking are very different since girls speak more politely, while boys speak roughly with their peers using more slang and swear words. During the difficult period of adolescence, boys starts to use a more non-standard speech specially under the influence of their peers, whereas girls retain their style of speaking using a more standard speech since they believe that they will be judged negatively by the rest of people so they should be more careful (ibid).

2.3.3 Affection :

Many researchers stress the importance of affective factors that can either impede or enhance foreign language learning. According to Thornbury (2005), affective factors include feelings towards the topic or the participants where the more a speaker is a well disposable while speaking, the easier it is likely to be, and self-consciousness in which being "put on the spot" can affect the performance as it causes fear and anxiety while performing, the same of knowing that the speaker is being assessed can be prejudicial. Brown also believed that these factors related mainly to the emotional side of human behavior as motivation and attitude factors which are the most psychological characteristics that paid most attention as they are strongly related to second language learning. He further pointed out that the development of these factors involves a variety of personality factors, feelings about ourselves and about others with whom we come into contact . Thus, the development of learners' communicative competence can be improved providing that learners have motivation and chance to express their identity. He also pinpointed the effect of anxiety which is another factor that has a great role and influence on second language learning. He determines that too much or too little of anxiety handicaps learning.

Thornbury (2005) further listed other factors that can affect students speaking skill. Such factors can make oral performance very difficult or easy to perform. The author stressed the importance of some cognitive factors that correspond to the degree of familiarity within the topic the speaker discuss, the genre, the interlocutors talking to and the processing demands. Besides these cognitive aspects, other

performance factors are important when performing orally. The author insisted on some of them as the mode as the example of speaking face to face with someone where the speaker can use eyecontact or gestures is easier than talking over the telephone, degree of collaboration as giving a presentation on your own is harder when doing it with other colleagues since you cannot count on peer support, Discourse control as controlling the directions of events better than being controlled by others, planning and rehearsal time, time pressure as in case of urgency that causes problems and difficulty for the speaker, and environmental conditions that are of great impact on students speaking skill as trying to speak against a background of loud music is really difficult. The author further points out that the aforementioned factors do not really predict the difficulty or ease of the speaking act as they interact with other personality styles as the extroversion and the introversion and other physiological factors as tiredness as being under the pressure in the case of urgency does not cause difficulties for all students, some students on the hand react positively when putting under such pressure.. Jasson Urquijo (2012) also considers the factors behind low oral performance and lists them as the follows :

1- "The lack of thinking time (class duration is not enough).
2- The lack of concentration (crowded classes of 40 students).
3- Institutional interruptions (interruptions for school activities or announcements).
4- The lack of accurate interviews and interactions. 5- The lack of participation .

2.4 Types of Classroom Speaking   performance :

Brown (2001) identifies six categories of classroom oral production that students are expected to act in the classroom. They can be implemented based on learners' level and abilities. They classified as follows :

2.4.1 Imitative :

Brown claims that an imitative speaking act is carried out for the purpose of focusing on particular language forms rather than

fostering meaningful interaction as practicing intonation or pinpointing a certain vowel sound. When exposing learners to authentic listening materials, they tend to pronounce the words as the native do, that is, they try to "go natives". These kinds of acts are usually performed in the form of drills there students listen and parrot back the teachers' speech focusing more on pronunciation using a very limited portion of speaking time to generate this "human Recorder" speech (ibid).

2.4.2. Intensive :

This type of speaking surpasses and goes one step beyond the imitative one in order to include any kind of oral performance that is designed mainly to practice some phonological or grammatical aspects of language. Intensive speaking can be self initiated as it can be even practiced in a pair work activity, where students are "going over" certain forms of language (ibid) .

2.4.3. Responsive :

Responsive speaking is meant by being able to produce a good deal of meaningful and authentic speech by giving short replies to teacher or students questions or comments. These replies are usually sufficient and do not extend into dialogues. This type includes very brief interactions such as short conversations with only one or two questions with its retorts in order to enhance learners' authenticity level.

2.4.4. Transactional (dialogue) :

Transactional language which is an extended form of responsive language is carried out mainly to convey and exchange specific information.

2.4.5. Interpersonal (dialogue) :

Interpersonal speaking is also carried out in a dialogue as in the transactional conversations. It is purposed for upholding social relationships than for the transmission of facts and information. They might be difficult for learners as they contain colloquial language, slang, or ellipses that are hard to figure out.

2.4.6. Extensive (monologue) :

The other form of conversation is extensive that is carried mostly in the form of monologues that can be planned or impromptu. In practice, learners of intermediate to advanced levels are called to to give extended monologue in the form of oral reports, summaries, or perhaps short speeches. Extensive speaking relies on formal and deliberative register.

2.5 Testing Oral Performance :

Teaching speaking is central yet a complex area of second language learning aiming to realize a good oral production. However, the assessment of this crucial skill is not an easy matter. It should be very careful using a meticulous tests and activities to measure learners' speaking abilities. In teaching and learning foreign language process, both testing and assessment are used when speaking about measuring students' progress and achieving different skills. According to Pawlak and Klimezak (2015), "Testing usually refers to the more formal was of checking students' knowledge and is a subset of assessment, which is an ongoing process of providing students with feedback on their performance" (p252). The authors clarify another important distinction that is between summative and formative assessment. They quote what has Brown (2004, p. 6) explained the two concepts. He define formative assessment as "evaluating students in the process of "forming" their competencies and skills with the goal of helping them to continue the growth process" while summative assessment is the one aiming to "measure, or summarize what a student has grasped". They further point out that assessing speaking skill is a very complex, difficult and time-consuming since teachers should need to evaluate their students' oral performance immediately in the time their students are speaking and they often rely on their memory to decide an accurate evaluation and provide them with appropriate feedback. To overcome such problems, the authors suggest the use of audio-recording, that is, recording students performance so that they can listen again and provide an accurate scores. Luoma (2004) further summarizes the most

important difficulties related speaking assessment in the following lines:

Speaking is also the most difficult language skill to assess reliably. A person's speaking ability is usually judged during a face-to-face interaction in real time, between an interlocutor and a candidate. The assessor has to make instantaneous judgment about a range of aspects of what is being said, as it is being said. This means that assessment might depend not only upon which features of speech (e.g. pronunciation, accuracy, fluency). The interlocutor pays attention to at any point in time, but upon a host of other factors such as the language level, gender, and status of the interlocutor, his or her familiarity to the candidate and the personal characteristics of the interlocutor and candidate (p.ix, x).

Hughes Rebecca (2001) points out that speaking is a complex skill as it is not a discrete one. The author believes that one of the main inherent problems in the study of oral performance is that it overlaps with a considerable number of other disciplines such as the structural level, the discourse level, and speech production. The author ascertain that teaching speaking is not easily separated from other objectives since "when the spoken language is the focus, of classroom activity, there are often other aims which the teacher might have" (p. 6). For example, carrying out a task may help learners to develop their productive skill (as intonation and rhythm), and raise their awareness of some linguistic knowledge (as grammatical rules), socio-linguistic and pragmatic points. The author summarizes all these inter-fields of research into speech and conversation in the following figure:

Figure 1. Levels and fields of research into speech and conversation (Hughes, 2001).

The same is introduced by Scott Thornbury (2005) who claims that assessing speaking skill is very difficult due to the long time needed to interview individually all students of the class and the disruption caused while assessing which, of course, seem to "outweigh the
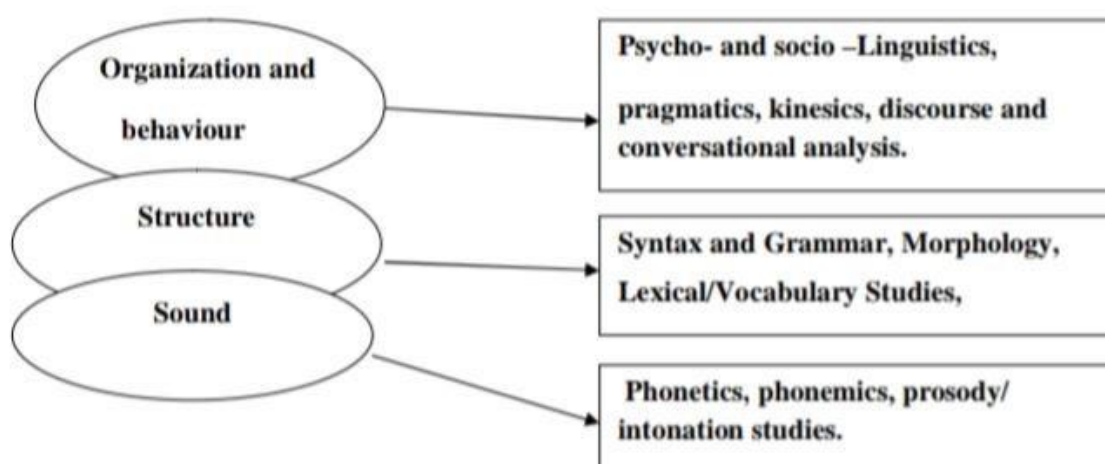
benefits".

Thornbury (2005) presents the most used test types as follows :

2.5.1 Interviews :

This type of tests is named also dialogues where students are called one by one sitting in a direct face-to-face with their teacher to ask and answer a protocol of questions. Interviews are the easiest openended tests to set up where learners lead a discussion having the opportunity to express their points of view about the given topic in four to five minutes.

2.5.2 Live Monologue :

Another type of speaking tests are live monologue which called also presentations. Students are asked to prepare and perform a short presentation where they can speak about anything they choose. Contrary to interviews, this kind of acts ensures the test-takers' abilities to take an extended turn without the interference of the interviewer. The other students take the role of audience where they

can ask the candidate questions related to the topic, and this assures his/her abilities to answer interactively and spontaneously the given questions.

2.5.3. Recorded Monologues :

Recorded monologues are among the practical speaking tests that help learners to enhance their delivery speaking skills. They are less stressful than live monologues that require a public speaking which may handicaps speaking production and cause difficulties for some timid students. Adapting this kind of tests enables learners to record their voices talking about the topic in a private way without facing the audience which increases their confidence to perform better orally.

2.5.4. Role-Plays :

Role-play is one among the popular pedagogical activities used to teach speaking skill. Using this kind of assessment requires learners' acquaintance and deal with at least simple role plays during class. The test- taker asks two learners to perform an authentic situation or play the role with one student with allowing some rehearsal time to help students to manage what they are going to say. However, the impact of the test-taker is hard to control as he/she use difficult lexis that can be hard for learners to comprehend.

2.5.5. Collaborative Tasks and Discussions :

These types of assessments require learners to interact with each other discussing and exchanging points of view. The test-taker follows the debate between learners or the group work and evaluate their authentic real-life language use. Collaborative tasks and discussions are more similar to role-plays as learners take roles speaking but they are not required to act a certain specific role given by the test-taker but to be themselves.

The author further stresses the importance of the scoring criteria in which he differentiates between two types of scoring that are generally used in assessment. The first is a holistic scoring which involves providing an overall score based on students' performance as a whole and the overall impression about such performance. It

provides the needed information for an overall categorization of the speaking ability. This type of scoring has the advantage of being quick and it does not need much time and it probably suitable for informal testing of progress. In the other hand, analytic scoring involves giving separate scores for each of the components of the task. It provides more useful diagnostic information about the speaking ability by its components into other sub-skills. Such type enables students to have a clear idea about their speaking abilities and which one they have to foster as explained in the following lines of Bachman and Palmer (1996, p. 211):

First, it allows us to provide a 'profile' of the areas of language ability that are rated.

A second advantage is that analytic scales tend to reflect what raters actually do when rating samples of language use.

However, analytic scoring takes long time to rate students' oral performances and even the scorer may be distracted by the different categories and lose sight of the overall image.

2.6 Oral teaching / learning :

Nowadays, despite the inevitable criticism of methods, techniques or resources and materials available, speech is generally perceived as the most fundamental skill to acquire, it contributes to the formation of the student who is above all a being and a future social individual, the spoken word is considered as the ultimate goal of teaching/learning, and its development appropriate has become the center of attention for teachers and learners.

However, it is commonly accepted that the acquisition of speaking skill in a foreign language is not an easy task, even the gifted learners always finish a language course, with conviction that they are not sufficiently prepared to speak fluently in class.

 This difficulty results essentially from the nature and frequency insufficient opportunities to speak in class compared to the abundance of natural varieties and oral communication genres. Acquire it of a communicative competence depends on several

factors, the most obvious, the level of the learners , the learning context and the purpose of teaching .

2.6.a) The role of the teacher and the learner in oral teaching / learning process :

-The teacher plays the role of vector of knowledge, he is in charge of transmission of information in a manner appropriate to the understanding of his students, it is the game leader who manages the speaking, it is he who decides what kind of activities : exercises to be dealt with in class, he proposes topics for discussion, it questions, it evaluates the students. Today he is supposed to be a mediator, guide and animator who uses methods, techniques and strategies adapted to the levels of the learners to improve their oral expression.

 -The learner plays a passive role, it is the receiver of information, in traditional methods, on the other hand, he is supposed to be the one who must build their own learning in an autonomous way and participate in the act of acquiring knowledge. The student must make an effort to learning to express yourself and speak freely in class is by speaking up that we learn a language.

2.6.b) Self-peer and teacher feedback :

Self peer and teacher feedback has several practical implications for L1-oral language education. The first is that teachers not only have to have feedback skills but also significant knowledge about how feedback can be used to stimulate learning processes and how feedback can best be organized in the L1-oral language classroom. Inspired by this and supported by Bourhis & Allen (1998), an-other practical implication is to integrate classical instructions about the use of feed-back in order to successfully integrate student feedback into the L1-oral language lessons.

Peer and self-assessment for students when using assessment as learning in the classroom, peer and self-assessment is an effective approach to enhance the learning of students. Explicitly teaching students how to assess their own work, and the work of their peers, has many benefits. It promotes student understanding of their

learning, and provides opportunities for critical analysis of their own efforts encouraging them to become more autonomous learners.

Developing students skills in peer and self assessment supports their development as more independent learners.

Peer and self-assessment is an essential aspect of 'assessment as

learning' (formative assessment) :

- Peer assessment involves students reflecting on the work of their peers, against success criteria related to a learning goal, and providing constructive feedback.
- Self-assessment involves students applying success criteria related to a learning goal, reflecting on their efforts, identifying improvements and adjusting the 'quality' of their work.

- Meaningful peer and student self-assessment have the potential to positively contribute to student learning and achievement.

Figure 2 . Steps for peer and self-assessment for Students image (Ross,2006).

The four steps for peer and self-assessment for students image :The four steps of assessment for students includes teacher assessment, peer assessment, self-assessment and then autonomous learner an

upward cycle of learning results when students confidently set learning goals that are moderately challenging yet realistic, and then exert the effort, energy, and resources needed to accomplish those goals. (Ross, 2006).

When teaching English as a foreign language (EFL), teachers use feedback in order to help students to improve their English skills. They can use both oral and written feedback to encourage students to make progress. Oral and written feedback play a significant role in second language acquisition .

• Oral feedback in the classroom :

When discussing oral feedback in the classroom, any kind of dialogue that provides information that will help students improve their learning can be included. As early as in 1975, Sinclair and Coulthard discovered that speaking patterns in the classroom were highly structured and had distinctive functions. They developed a model that consisted of teaching exchanges called initiation, response, and feedback (IRF). The teachers initiated a conversation that resulted in a student responding, and in turn the student was provided with

feedback. Similarly, Sinclair and Coulthard state that, "A typical exchange in the classroom consists of an initiation by the teacher, followed by a response from the pupil, followed by feedback, to the pupil's response from the teacher*…+"

(1992 :3). This is a typical interaction that takes place in a classroom. Oral feedback is therefore a natural part of verbal interaction between students and teachers, or students and students. Oral feedback is mostly considered to happen between a teacher and a student, but some researchers (Yang, Badger and Yu, 2006) note that a great deal of verbal feedback also comes from peers. Hattie and Gan (2011 :260-263) explain that oral feedback can be group-focused or more individual-focused Feedback. So-called collective feedback happens when the teacher collects the most common mistakes and corrects them in class so as not to single out any individual student ; this could be considered to be more group-focused oral feedback. For instance, Yuen Kong (2001:1-4) states that even though feedback can be provided individually, it is more efficient if the whole class is involved so that students can learn from each other's mistakes.

- **Positive feedback : Praise :**

There are numerous ways of categorizing the oral feedback that takes place in an EFL classroom.

Most research focuses on feedback that validates a correct response by providing positive comments, or that corrects a wrong response using some kind of corrective feedback. When oral feedback consists of positive comments such as "good", "ok", "yes", and "well done", it validated a correct response but it also provides support to the learner and fortifies motivation for learning sustainability (Ellis, 2009). This kind of feedback strategy is also referred to as praise by scholars (Hattie and Timperley, 2007 :98). Praise could be defined as "an act which attributes credit to another for some characteristic, attribute, skill, etc., which is positively valued by the person giving feedback" (Hyland & Hyland 2001 :186). The drawback of positive feedback could be that it is misleading since it is not specific : praise markers do not indicate exactly what the student has done well.

Poindexter (2012, [www]) for instance argues that teachers should make sure that students receive positive, specific feedback on the effort they have made, and that they should show them what they have accomplished. So-called "specific praise" improves learning and is about the students themselves solving the problem instead of having a teacher do it for them. According to Petchprasert (2012 :1114), this type of feedback provides the students with the confidence to move forward and focus on achievements, which may help them to feel confident even in the face of a setback.

Stinger, 2014, [www]) discusses feedback and mentions that not all feedback is as effective. He believes that feedback can have a negative impact on learning if presented in a negative or only corrective way. The author stresses the fact that students who experience learning English as positive are less likely to suffer from foreign language anxiety.

-Corrective feedback :

When students make a mistake, teachers provide them with corrective feedback. Scholars have defined corrective feedback in various ways. "*…+ the teacher's response to a student error" is a definition used by Veliz (2013 :286), cited from Dekeyser (1993). This type of oral feedback can be provided either explicitly or implicitly. When the teacher provides feedback in an implicit way, s/he corrects the error by repeating the error or by asking for clarification. The explicit way, on the other hand, refers to the teacher telling the student directly that the produced sentence is wrong and providing a reason for this (Veliz 2013 :287). Petchprasert (2012 :1115) refers to Bitchener and Knoch (2010), who state that, "Implicit feedback is defined as furnishing the type of error that has been made but not providing the correction". Explicit correction, on the other hand, comprises direct forms of feedback in which the teacher points out that the learner's utterance is wrong. Explicit correction consists of grammatical explanation or overt correction, while implicit correction deals with incidental error correction in a response, such as a confirmation check, that reformulates the student's utterance without interrupting the flow of the conversation (Long, 1996:413).

Corrective feedback is further categorized into recast, metalinguistic feedback, elicitation, repetition, paralinguistic signals, and clarification request (Lyster, Saito et al., 2013, Russel and Spada, 2006).

2.6.c) The exploration of students speaking potential by analysis and assessment :

The exploration of students' speaking potential by analysis and assessment, implies that teachers and students are recommended to consciously an-alyze and monitor the L1-oral language development of individual students. This means that teachers need to design learning tasks and materials which allow them to do this with their students. Oliver et al., 2005 (p. 220) claim in this respect that the learning tasks need to have a 'needs-based approach', linked to 'what the students oral language strengths might be at the time'. Also, an important prerequisite for Key element 2 is to reserve time for reflection and analysis in the L1-oral language lessons.

3.Communicative skills :

The verbal exchanges of learners in class require a mastery of the oral language, in order to be able to conduct a discussion, a debate, expressing one's own ideas, imposing one's point of view, argue, or even give a simple answer.

According to Sophie Moirand , communication skills cannot be achieved only by the combination of the following four components, which she cites in his work entitled: "Teaching to communicate in a foreign language.

3.1.a) the linguistic component :

It encompasses the prerequisites and knowledge that comes under the grammatical, lexical, phonetic domain and the language system. Mastery of these aspects helps to combine between words and form correct sentences when speaking.

3.1.b) the discursive component :

It is about knowing the principles and types of discourse as well as their structuring, and respecting the norms of communication situation, choosing the ideal moment to take the word.

3.1.c) the referential component :

It brings together all the knowledge concerning referential representations in the world and their relationship.

3.1.d) the socio-cultural component :

Which means the mastery of knowledge about social norms, the rules of interaction between people, for example refer to language registers according to the situation of communication.

4. Problems(obstacles) that face EFL learners in oral performance :

During their appropriation of a foreign language, every learner is face various obstacles in expressing themselves.

4.a) Psychological obstacles :

Among the psychological elements that prevent learners from expressing themselves in class include:

-**Poor self-esteem**: students who avoid speaking up class, underestimate their abilities, they think they are not good at speaking in front of others, they believe they are useless.

-**Lack of self-confidence**: this is a problem that affects many learners who are always afraid of the teacher's prejudices or classmates, they think talking exposes them to laughter and critics, so they don't take the risk of speaking up so as not to deceive. About, Escudieb writes that "Culturally, socially, intellectually, their words remain restrained. If I don't say anything, at least I'm sure not to be mistaken. »

-**Shyness and nervousness**: learners feel in a situation of insecurity, they cannot find what to say, they manifest blockages, unnatural facial expressions, repetitions, false starts, loss of normal skin color, they avoid eye contact, they shake, they sweat when speaking in front of others in a foreign language .

4.b) Didactic obstacles :

The methods and strategies used by some teachers may not help students learn formal basics of communicative skills in a foreign language, such as gaps in level of conjugation, grammar, pronunciation, and even the school programs that give little importance to the oral.

4.c) Family and social obstacles :

Family and society are very important factors that help the learner to evolve in his practices language skills, because the learner finds in the family and society opportunities outside of school to speak and practice what he has learned and acquits. However, students who are not in contact with the French language outside of school find it very difficult to speak it because they do not receive help from parents or those around them.

5.1 Oral teaching strategies :

5.1.a) modeling :

Modeling is giving an example language by the teacher of authentic utterances (vocabulary or language structures), to simplify the lesson and convey the message of a clearly, and the learner can acquire oral skills.

5.1.b) correction :

The teacher must correct the errors of the learners, because it is not enough to succeed in having students acquire language skills in a new language, but it is important that these forms are correct and formal, and also the correction of deficiencies, must be followed by a correct and complete reproduction provided by the learner.

5.1.c) interaction :

Communication between teacher/learner or between learner/learner, within the framework of activities organized in groups in the classroom, allowed to offer learners opportunities to enter into interactions in the target language, in this way the learner will have the chance to focus on the idea that wants to convey what will help to make its language structure and its automatic vocabulary more and more progressively measure the students will be able to correct each other.

5.2 Activities that stimulate oral interaction in the classroom :

The teaching of oral in a class of (FLE) is considered as a complex process, because its objective is to make people acquire learners an ability to interact in this foreign language, nevertheless the learner who speaks in class only to answer questions without enter into interactions, without advancing ideas and starting discussions, cannot develop real communicative skills. For it, the teacher accomplishes his task with the help of incentive activities to the learner in a working atmosphere and increase the level of motivation, according to Bucheton Dominique14"It is the increase in the volume of activity language itself, which is the engine of language and cultural development and not the discourse on language. For the author, language activity in the classroom is the most effective way to master language skills and not talking about language and doing theoretical studies.

5.2.a) Dialogue :

It is a technique used by teachers to encourage interaction among students within the group, it is presented in the form verbal exchanges between the speaking subjects on a specific subject, chosen by the teacher or by the learner himself. This activity gives the student a opportunity to enter into a communication situation with peers who are of the same age and level. The teacher can encourage this situation by proposing topics of interest to learners (sport, movies, news…)

5.2.b) Reading aloud :

It is a reading activity of a text written aloud by a learner in class while the others follow in the book and listen at the same time. With this activity the teacher can spot learner errors (pronunciation, hesitation, liaisons), learners can learn new words, and get used to pronounce sounds, letters, words in a foreign language.

According to E. Charmeux : "Reading aloud consists, as we know, of transmitting orally to listeners who have expressed a desire to do so his own reading of a writing. »

5.2.c) Commenting on images :

It's about sticking pictures on the board, or choose them from the textbook, or another book, then ask the students to describe what they observe. Through this exercise the learner express themselves in class and use their lexical prerequisites, they develop their ability concentration and comprehension.

6.1 Key elements of L1 oral language education :

6.2 A clear oral language skills framework with assessment criteria :

A clear oral skills framework with assessment criteria, implies that teachers should have a clear view on goals and criteria before they start teaching and testing oral language skills. Such a clear framework 'would help teachers to plan how to use classroom discourse to enable their students to become more metacognitively aware, and more skilled speakers and listeners' (Mercer et al., 2016). Additionally, such a framework could act as a formative assessment instrument, so that students and teachers can analyze and monitor the learning process over a longer period of time (Mercer et al., 2016; Thompson, 2006). Having a clear framework would also allow testing of L1-oral language skills in a valid way (Carlson et al.,1995). The skills criteria presented by Mercer et al. (2016) (the physical; linguistic; cognitive and social and emotional) constitutes a useful basis for further work on this issue.

6.3 observations of and discussions about videotaped speakers :

Observations of and discussions about videotaped speakers, im-plies that teachers have to collect videotaped examples of public speaking that can be observed and discussed in the L1-oral language classroom. Following Baxter(2002, p. 94), these examples should give a varied view on speaking in public, show-ing students 'different discursive conditions according to categories such as age, race, class, gender and so on.' Such observations and discussions could lead to the development of a shared understanding in the classroom of what is needed to be or become an effective public speaker. This also seems to be related to the advice to use a clear oral skills framework (key element 1) in the L1-oral language classroom.

6.4 regular practice with various speaking tasks :

Teachers would have to facilitate L1-oral language practice on a regular basis and with the use of different assignments for students. Our research implies that practice in small peer groups, alternated with speaking in front of the whole class is beneficial for the development of L1-oral language skills. Students can also benefit from occasionally videotaping their own speech and analyzing their performances. Furthermore, to boost students' self-confidence, we recommend varying the more formal speaking tasks with more playful tasks, such as role-play or problem-solving activities. This advice is based on what Baxter (2000) ; Mercer et al. (2016) ; Oliver, et al. (2005) and Casteleyn (2018 ; 2019) have stated about confidence and the development of oral language skills acquisition. Teachers, ideally, have to take all this into consideration while preparing their L1-oral language lessons.

7. Oracy , oral presentation competence and oral language skills :

Wilkinson (1965) introduced the concept of Oracy and specified this as speaking and listening skills which are relevant in all kinds of speaking situations, from formal to informal and from a large audience to a small group of listeners. In recent scientific studies, such as Kaldahl, et al. (2019), Kaldahl (2019), and Wurth, et al. (2019), this concept has been used in an attempt to describe the essence of contemporary L1-Oral language education. A connected concept to Oracy is the notion of oral presentation competence. De Grez (2009) defines oral presentation competence as the 'combination of knowledge, skills, and attitudes needed to speak in public in order to inform, self-express, relate, or to persuade' (p. 5). A specification of oracy, oral language skills, is defined by Mercer, Warwick & Ahmed (2016) as a set of skills being important for oracy, among which are physical (e.g., voice and body language), linguistic (e.g., vocabulary and structure), cognitive (e.g., content, reasoning and audience awareness) and social and emotional skills (e.g., confidence while speaking).

These concepts of Oracy, oral language competence and oral language skills are operationalized in the examination programs of several Western countries such as great Britain, Norway, Australia

and The Netherlands and consequently fuel L1-oral language teaching practices (Department for Education, 2014 ; Knowledge Promotion, 2006 ; Australian Curriculum, 2015 ; Meestringa, Ravesloot & Bonset, 2012). The programs mentioned show some educational differences, i.e. in Norway oracy is not only part of L1education but is taught throughout all of the different school subjects (Kaldahl, 2020). The current study focusses on Dutch oral language education in L1-classes in secondary education. To be able to effectively examine the curriculum, as perceived by teachers and students, it is important that the current study is informed by previous research.

Chapter 02

Second part : Survey methodology and analysis of collected data

Analysis of oral practice in middle school of "Saoudi Laid" commune of El Annasser daïra Bordj Bou Arreridj .

1. Methodology :

For the development of this thesis, we carried out a field work , in this case at " Saoudi Laid " college in El Annasser . We have given questionnaires to the students of this establishment. We also proceeded to the observation of the courses by taking notes and by carrying out oral tests with the pupils .These tests contain dialogues, comments on images displayed on the board and readings followed by questions.

The collection of data in the field was preceded by a preliminary phase which consists of making contact with the college students. During this field reconnaissance, we had the opportunity to forge friendships with the students and teachers of English from the 3AM classes of the said college .

We had the opportunity to present the objective of our work by inserting it within the framework of a university work: to explain the goals, the purposes of the research. We also guaranteed informants the anonymity of the data collected. After collecting the survey data, an analysis is carried out to better understand the reality and to be able to suggest solutions.

Verification of the results obtained makes it possible to validate or invalidate the hypotheses formulated.

1.1   Questionnaire :

We began our investigation with the distribution of questionnaires to 3AM students   of   the   "Saoudi   Laid"   college. The purpose of this questionnaire is to collect data related to oral practice in EFL class with 3AM learners from " Saoudi Laid " College. The questionnaire was

distributed to (73) students of 3AM classes (3AM1, 3AM2, 3AM3), among these (73) students,41 students are male, while the remaining (32) students are females.

1.2   Observation :

In the second part of our investigation we have on the one hand observe, in class and during the course sessions, the students of 3AM1 and 3AM2 to see what is happening up close and discover the mannerisms and behaviors that students display when faced with a communication situation, on the other hand we have endeavored to mention the different language practices and identify students" difficulties in level of oral expression.

The activity took place during two sessions, the first session was attended a grammar course on the "qualifying adjective" and the second session we attended the correction of homework number "1" of the third trimester. In order not to affect the behavior of the observed group and in order to make an objective observation, we kept a certain distance with the learners observed, so no speaking and no participation in activities. Our only task was to observe and taking notes to understand the phenomena, to identify the practices, to identify the difficulties that the students had when speaking.

At each observation session, we were able to note remarks relating to the reality of the teaching/learning conditions speaking in EFL class.

Audience identification :

| Sex	Numbers	Age
Male	41	Between 13 and
Female	32	16 years old

2. The analytical part:

2.1.Analysis of the questionnaire :

Once the questionnaires were collected, we proceeded to the analysis and interpreting the responses received. Report of students to the English language : according to the answers to the questionnaires distributed, 92% of the pupils like the English language and 8% of them prefer Arabic.

As the majority of students like the English language, this is already a big motivating factor not only for the students but also for the English teachers. It will be easier to teach English to those who love the English language.

English is a difficult language?

To the question "is the English language easy?" » 72% of learners surveyed responded positively, only 28% said that the English language was difficult .

GRAPHIC 1

in class 67
at home 26
out of class 24
at school 21
in the street 7
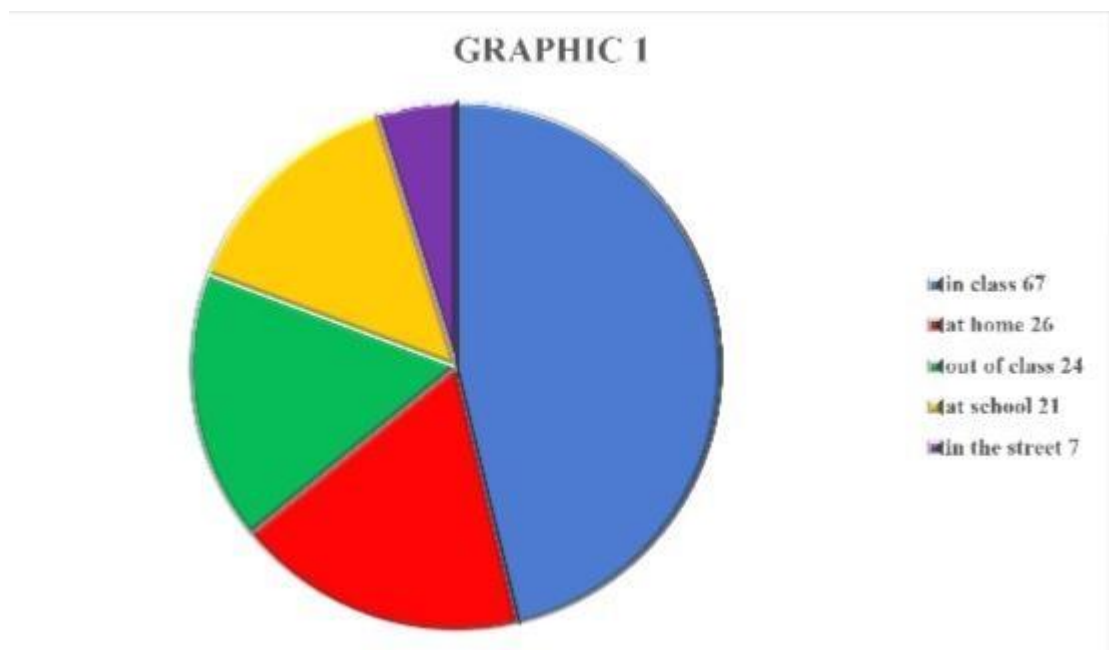
Graph 1: The situation of communication in English :

-In class 67 (blue)

-At home 26 (red)

-Out of class 24 (green)

-At school 21 (yellow)

-In the street 7 (purple)

The majority of students said that they like English , also it is an easy language, however according to this graph we see that the majority of students only speak English in class. Those who practice it at home, outside the classroom and on the street are of lesser importance. From the answers obtained, we can say that the students speak little English outside the classroom. All the students said they spoke very little English , even in class they only speak English when they are questioned by their teacher, when they participate in the course. On our part and during our observations we noted that the mother tongue (the Arabic) is present during the English lessons, the pupils speak among themselves in Arabic.

It would be interesting for the students to communicate only with the English language during the English course. " Saoud Laid " college teachers must encourage students to communicate only in English and explain the importance of the English language in today"s society.

GRAPHIC 2

rarely 48%
often 40%
always 12%
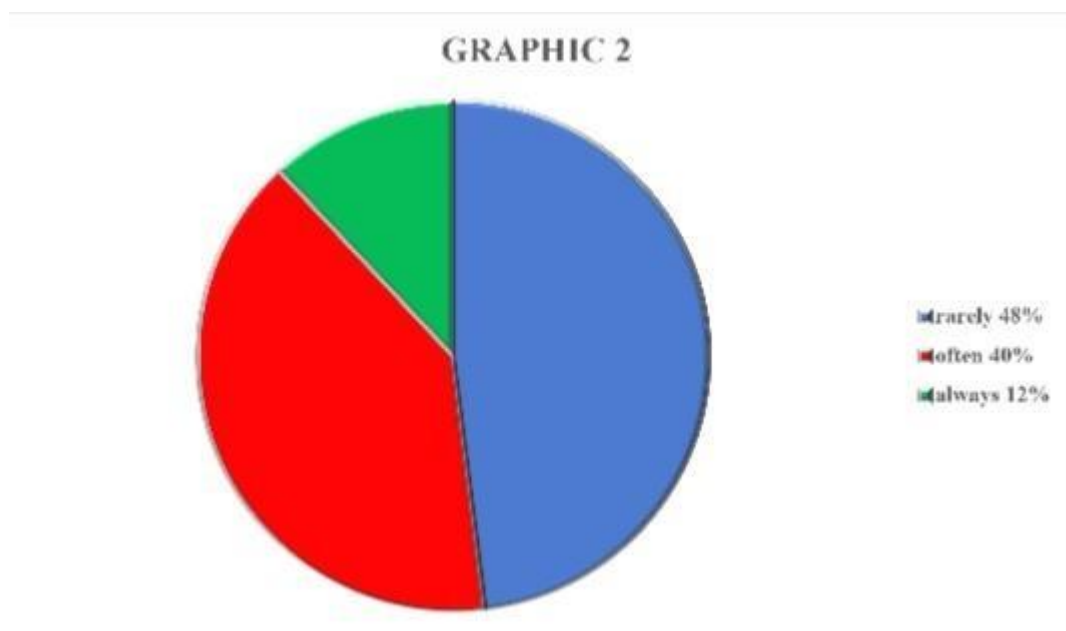
Graph 2: Frequency of communications in English :

-**Rarely 48% (blue)**

-Often 40% (red)

-Always 12% (green)

Through this graph, we can see the frequency of the use of the English language by the pupils. We can conclude that the majority of students (48%) rarely speak the English language.

In addition, (91%) of students who use English say that they speak English only with their English teacher, this indicates that the learners do not use English in a common way, they speak only to respond to the teacher by fear and obligation, moreover we noticed that they answer with hesitation and with discontinuous sentences. There are students who never speak during English lessons. While (9%) of learners affirm that they speak English with their classmates, which gives hope of an improvement in oral expression at home.

GRAPHIC 3
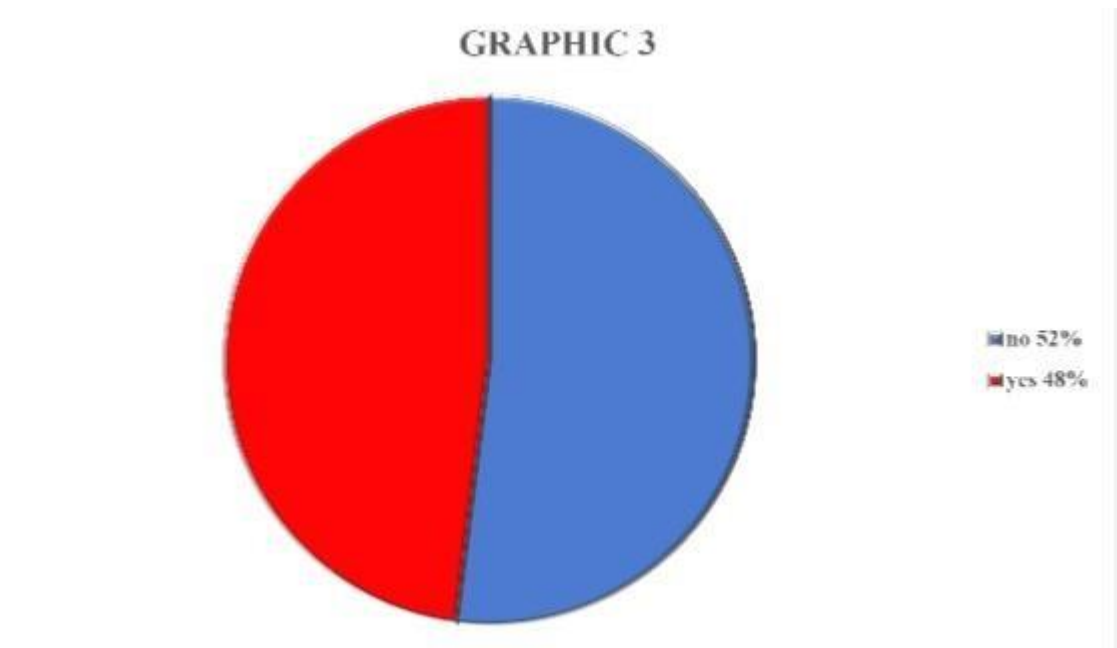
■no 52%
■yes 48%

Graph 3: The use of the English language at home:

-No 52% (blue)

-Yes 48% (red)

We note that the majority (52%) of the pupils never use English at home, which confirms the influence of the socio-cultural environment on the level of learners, the latter they do not receive any help from of their parents or their families to be able to improve their English, however (48%) of the pupils affirmed that they spoke English with their father, mother, brothers, sisters, tents etc. This is a positive factor in training learners to speak English and to correct themselves.

GRAPHIC 4

sometimes 50
all the days 14
never 6
frequently 3
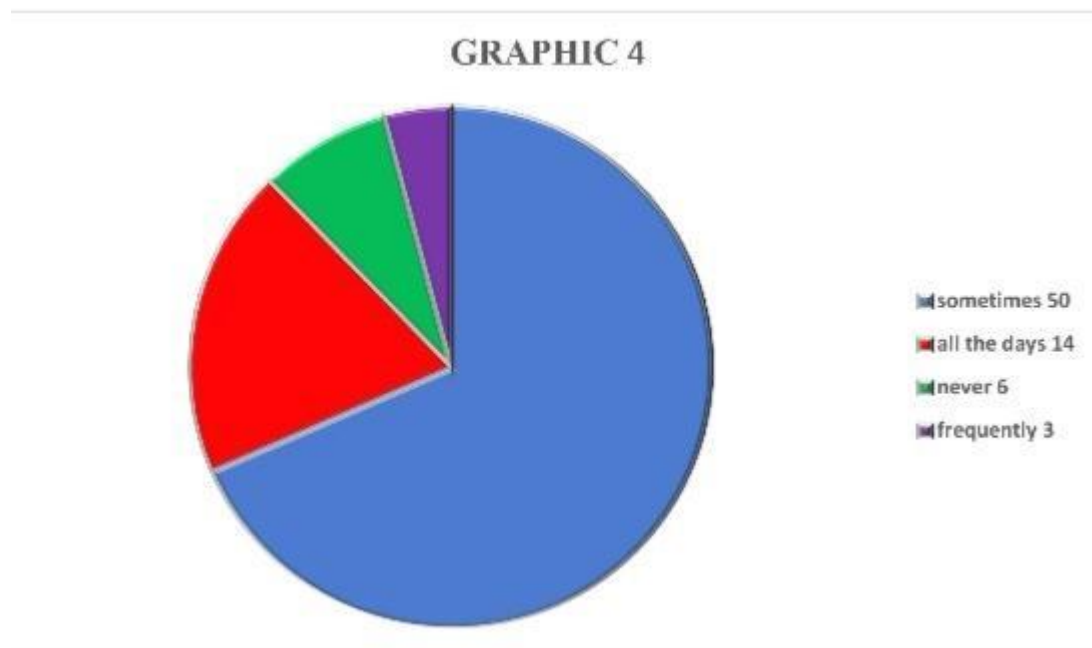
Graph 4: Frequency of use of media in English :

-Sometimes times 50 (blue)

-All the days 14 (red)

-Never 6 (green)

-Frequently 3 (purple)

The proposed questionnaire asks students if they watch programs in English. Among them, 92% answered that they follow programs in English, of which (50)

students sometimes follow these broadcasts, while (3) students only watch English-language broadcasts frequently, and (14) answered every days, and (6) other students stated that they never watch programs in English.

The programs that students follow in English are numerous and varied. According to their answers, (40%) of them watch television programs , (15%) watch documentaries or watch films on DVD, (35%) the internet, and (10%) learners while listening to the radio.

There is a high number of students who watch programs in English. However, they do not follow them in a regular and usual way, the students should follow more this kind of programs to improve their understanding of the English language and the articulation of sounds, and also to develop their listening skills.

GRAPHIC 5

- sometimes 51
- daily 13
- frequently 6
- never 3
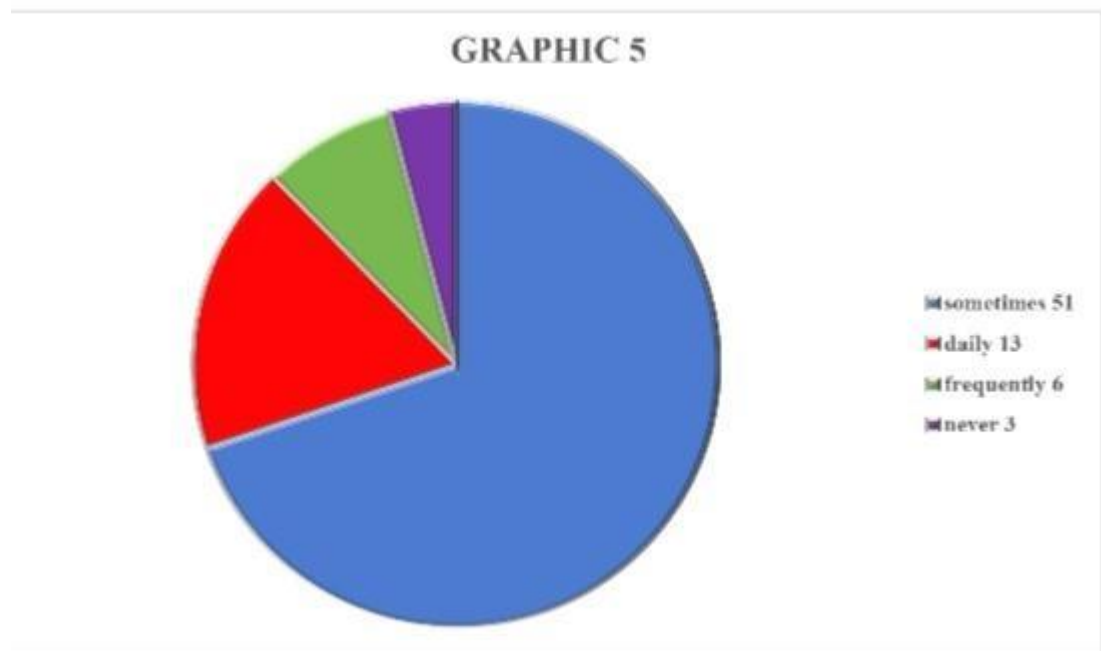
Graph 5: Reading in English :

-Sometimes 51 (blue)

-Daily 13 (red)

-Frequently 6 (green)

-Never 3 (purple)

With regard to reading among the learners, 96% read in English , among them only 6 pupils read frequently, while the majority (51) pupils answered that they read only sometimes, the others (13) pupils have the passion for reading every day, however (3) students never read in English.

(2) students had the opportunity to read in English through subtitles on TV, and (30) others through newspapers, magazines, comics, most (41) students use books and at the same time internet time to read.

These students should read a lot and more frequently, to speak English correctly, because in this way, they will enrich their vocabulary, which helps them to communicate more freely and spontaneously.

In short, we can say that the frequency of the use of English by students outside the classroom is very low or almost non-existent. Students must be encouraged to speak English in class and at home by their teachers and parents, but also make them aware of the importance of the English language. A culture must be created between the students in order to bring them to communicate with each other during English lessons, middle school teachers can hold reading competitions and give homework , so that they can be in contact with the English language outside the school, each time students come into contact with the English language, they have more opportunities to improve their skills in this language.

GRAPHIC 6

- Arabic and English 56%
- only English 40%
- mother tongue 4%
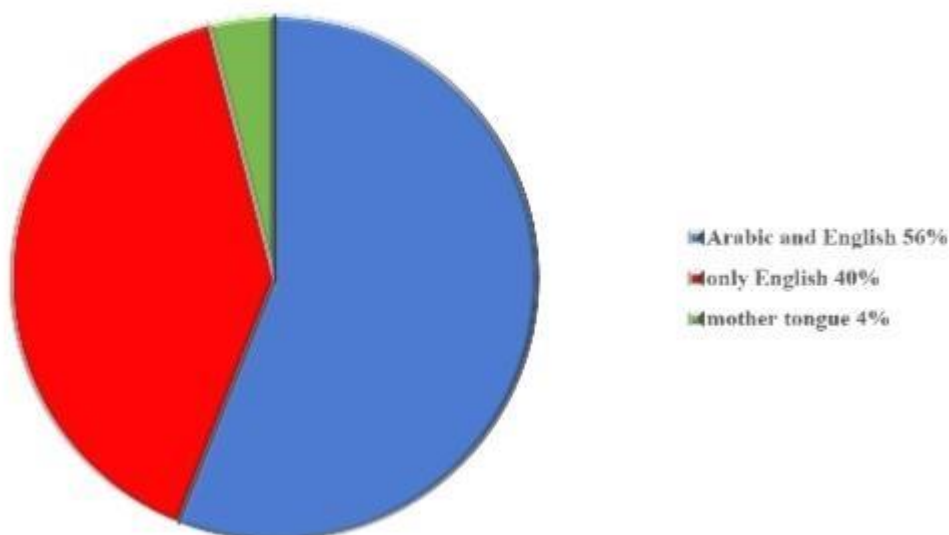
Graph 6: the language used by the teacher :

-Arabic and English 56% (blue)

-Only English 40% (red)

-Mother tongue 4% (green)

This graph shows us which language is most used with students by English teachers in middle school 3AM classes " Saoudi Laid ". (56%) of the students declared that the English teacher uses Arabic and English, then (40%) others testified that their teacher uses only English, while (4%) students have confirmed that the teacher uses the native language of Arabic.

By analyzing this graph, we can conclude that the language most used is English, but there is a very significant use of the mother tongue, often to explain the lessons. The English teachers of " Saoudi Laid " college should use only English and ask the learners to use the dictionary in case of ambiguity or misunderstanding.

GRAPHIC 7

- ask a lot of oral questions 41%
- presents specific exercises about English pronunciation 40%
- ask for dialogue in English 15
- ask to account rendered texts in oral in English 4%
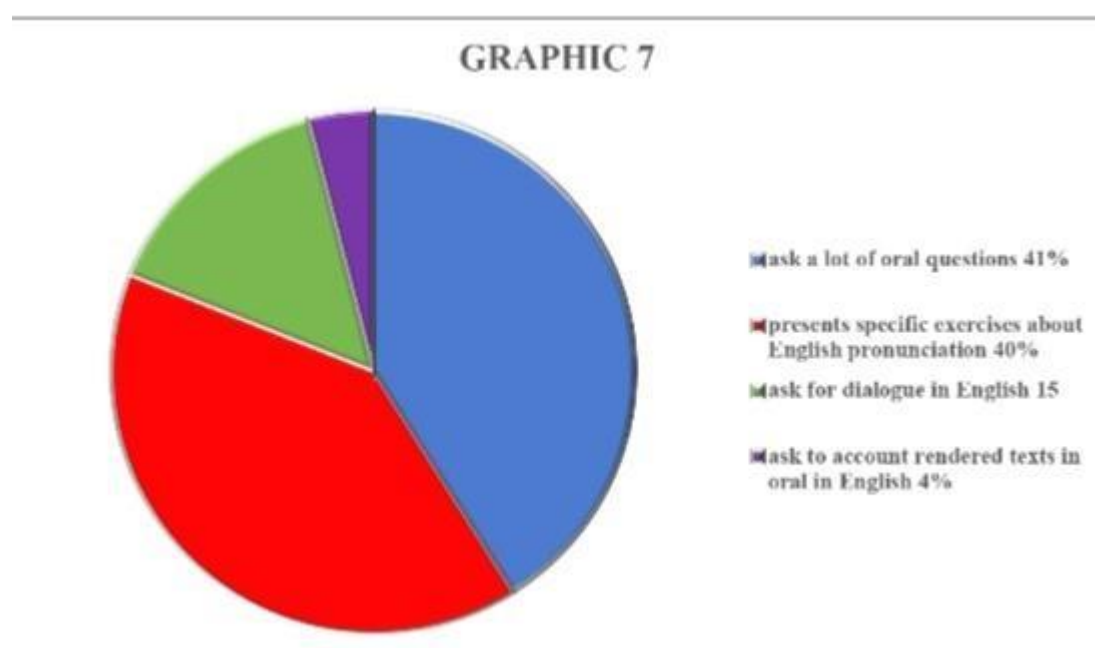
Graph 7: The practice of English :

-Asks a lot of questions orally 41% (blue)

-Presents precise pronunciation exercises in English 40% (red)

-Request to do dialogues in English 15% (green)

**-Asks to report texts in English orally 4% (purple)**

From this graph we can see the method used by the teacher to practice the English language to his students in class. According to (41%) of students, their teacher asks a lot of questions orally to practice the language, however, (40%) students said that the teacher presents precise pronunciation exercises in English, the teacher also asks to do dialogues in English according to (15%) Students, while (4%) students said that their teacher asks them to report texts orally in English.

By analyzing this graph we can see that the methods used by the teachers to practice the English language are different, they ask a lot of questions to check the understanding of the lesson by the students. Other teachers ask to do dialogues in English, this can give learners the opportunity to speak in class to improve their oral expression. The teachers also ask for reports and they offer pronunciation exercises to flush out the difficulties of the students at the level of lexicon and at the level of pronunciation, in English, in order to correct them.

Do the exercises proposed by the teachers to practice speaking interest the learners?

In the school program for the 3rd middle year of middle school "Saoudi Laid" it has been noted that there are no sessions devoted specifically to oral expression, but there are some applications in the textbook, learners were asked if the exercises proposed to practice speaking in class interested them, their answers are as follows: (83%) of pupils said yes while the rest of the pupils (17%) do not find this type of exercise offered interesting . We must devote more sessions to the oral and attract students with inciting and stimulating exercises.

GRAPHIC 8
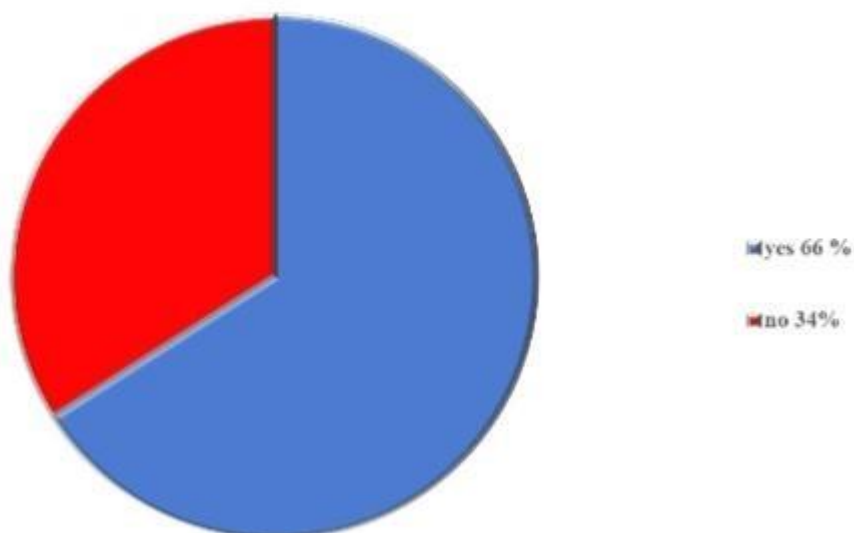
-yes 66 %

-no 34%

Graph 8: Difficulties speaking English :

-Yes 66% (blue)

 -No 34% (red)

Looking at this graph, we notice that the majority of students (66%) have difficulty speaking the English language, and they all recognized that they make mistakes when speaking it, (11) of them say that „they even make a lot of mistakes and (39) students said that they made mistakes from time to time, however (23) students said they rarely make mistakes. Students should make efforts to improve so as not to make mistakes and teachers should also help them to correct themselves.

Students understanding of teachers explanations :

Regarding the explanations given by the teachers, (92%) of the pupils said that they understood everything, then (8%) stated that they did not understand the teacher‟s explanations, so that most students understand when the teacher explains to them lessons, this is a positive factor in the teaching/learning of a foreign language.

The difficulties of learners to find the words to speak in English :

(80%) of students who took part in the questionnaire testified that they had difficulty finding their words when speaking English , this confirms our hypothesis concerning the poor linguistic baggage among learners, and (60%) are afraid to communicate in English and that is linguistic insecurity (58%) are afraid of being corrected, (68%) are ashamed to speak in English which is due to the lack of self-confidence because learners are not used to speaking English .

2.2   Observation Analysis :

During the first observation session where we witnessed an interaction, which took place between the students of (3AM1) of middle school " Saoudi Laid " and their teacher, during a grammar lesson .

At the beginning of this session, we greeted the students, then we took a table at the back of the class.

The teacher presented her lesson, then she gives examples, then it gave several applications, among all these activities there was an interaction between the teacher and the learners.

The first remark was that the learners understood and knew what the teacher expected of them. Most students wanted to work, they attended the course, this is perhaps due to the fact that the course was easy, and that they had time to prepare it at home before doing it in class, we found that the majority spoke, they were comfortable in their relationship with the English language , while the others only intervened when the teacher questioned, they were stressed, they answered in low voices, for lack confidence in their answers and their pronunciation.

It was noticed that there is a free interaction between the majority of the pupils and the teacher.

In this class, there are a total of (8) students who intervened one after another throughout the session which lasted an hour, we note that the flow of speech is prolonged between the students, they take turns speaking for quite a while, and that is a factor positive for the improvement of oral communication acts in class of (EFL).

We also noticed interactions between the teacher and the students through questions/answers.

The second session we attended a report on the duty number "1" of the third trimester, this session took place between the pupils of (3AM2) and their teacher, it was noticed that the pupils already worked on the exam questions, but they are still afraid to speak.

We also found that the same elements responded voluntarily each time (4 girls). In particular, we have observed that learners have a lot of pronunciation problems, in the following some examples of pronunciation mistakes made by students :

The word	Student''s pronunciation
Clause	(Close)
Language	(Langage)
Often	(Often) 't'
Et cetra (etc)	(Exetra)
Read	(red)
Phrase	(phrasse)

It has been noticed that even when students have answers correct, they are badly formulated, and that is due to the fact that they have not used to speaking English, and that they do not practice pronouncing all the letters of the English alphabet, because to learn something you have to learn then apply it and use it enough often to achieve the desired result and have a pronunciation correct. Students were also found to have some difficulty in grammar, when the teacher asked them to pick up text.

A possessive, demonstrative determiner, an adjective, a complement of the noun, a clause sentence) they have problems with the grammar which is considered the basis and system of the language, this can cause a lot of trouble building sentences complete and correct orally and each time they speak they are blocked by a grammatical obstacle.

Based on the observation sessions we conducted in class, we can affirm that the difficulties of the pupils with regard to the oral expression at the level of pronunciation, grammar, plus the psychological obstacles such as stage fright, shyness etc.

Proposals and suggestions to remedy the difficulties Encountered by learners at the level of oral expression:

After the inventory of the difficulties and the obstacles that the learners meet at the level of oral expression, this allows us to move forward some proposals to remedy the failure.

a) **To teachers :**

It is necessary to implement new strategies to improve the oral expression

- Students must be encouraged to speak up in class, even if their answers are wrong .

- Taking care in the way of making comments to learners, in the aim not to intimidate them.

- The teacher should ask learners to make oral presentations.

- Go through the ranks to understand what is happening with the students, and check their comprehension and concentration.

- Teachers must provide stimulating exercises that promote oral expression such as: role-playing, dialogues, riddles, English songs etc.

- The teacher must guide the learner when he speaks.

- Implant the culture of reading in learners, it can offer titles of books, and even have reading contests.

- dedicate free expression sessions to help learners express themselves spontaneously on subjects of their choice (outside school).

b) **To learners :**

- The learner must speak in class, seize the opportunity offered by the school and speak up.

- Try to overcome the psychological problems: fear, shyness, the stress.

- The learner must dare to speak and think that "if you don"t make mistakes, you won"t learn nothing."

- You should never say "I don"t know and I"m not going to succeed".

- Do not think of others when talking.

- Learners should read books, newspapers, magazines, even broadcasts and listen to music in English. In this way the learner will be in direct contact with the English language by de-stressing means.

- Listen to the other when he speaks.

- It is necessary to exploit the data acquired by speaking.

- Speaking out loud and find pleasure in doing so.

- Never cut someone else off.

- Retain all the linguistics data that you learn and make research outside the learners should have fun with each other outside of the classroom by creating role-playing in English, for example the interpretation of characters favorites (superheroes).

- Watching constructive films or subtitled documentaries helps a lot to learn English.

- Seek every possible opportunity to practice the English language outside of school.

Conclusion :

This research has allowed us to get closer to learners and the school environment, to closely conceive the teaching situation/ learning, and to have more experience in the field of research.

The results collected about our work have allowed us to confirm our hypotheses concerning the poor linguistic background among learners that is why they cannot speak freely because they neglect reading which is an essential factor in enriching vocabulary but also they don't speak English in class. With the primacy of the written word in school curriculum the oral is neglected by students and teachers, there is not enough sessions devoted specifically to the oral in order to promote acquiring language skills and developing the ability communication among students.

We hope to have achieved our goal through this simple work which is to help learners improve their oral skills, because, the teaching/learning of the latter will only succeed through the acquisition of communication skills by learners.

In the end, to improve the oral situation, it must be given more value, they must have exams marked orally from the primary cycle, above all, it is necessary to help the teaching of oral language by the materials and the means required.

Oral perfection can only be achieved through effort by teachers and learners.

We want our contribution to help in dominating of teaching/learning (EFL), and may have highlighted the difficulties that 3AM learners encounter in speaking, and we hope through this work to be able to remedy some problems.

Questionnaire :

The main objective of this questionnaire is to collect data related to the practice of speaking in EFL class from learners of the 3ʳᵈ middle school year , of the college of " Saoudi Laid " commune of El Annasser daïra Bordj Bou Arreridj in order to write a dissertation .

Answer the following questions :

Sex :   M   F   Age:

Level :

Number of years studying English :

1.Do you like the English language ?

Yes.   No.

2.The English language is it easy ?

Yes.   No.

*Justify your answer …..

3.Do you communicate in English ?

Yes.   No.

4.In what situation ?

In class.   In the street.   At school.

Outside of class.   At home.

5.Do you speak English ?

Often.   Rarely.   Always.

6.With whom do you speak English ?

Classmates.   The teacher.

7.Do you speak English at home ?

Yes.   No.

8.Do you follow programs in English ?

Yes.   No.   Frequently

Sometimes.   Everyday.   Never.

9.Which ones ?

TV (BBC and others).   The radio.
The internet.   DVDs.

10.Do you read in English ?

Yes.   No.

Frequently.   Sometimes.

Everyday.   Never.

11.What do you read ?

Subtitle (on BBC and others).

Magazines.   Books.

Newspaper.   Comics.

The internet.

12.Which language does the teacher use the most in class ?

The mother tongue.

Only English.

English and Arabic.

13.To practice the English language, the teacher will :

Ask a lot of questions orally ?

Ask to do dialogues in English ?

Ask to make reports in English of the oral texts ?

Presents specific English pronunciation exercises ?

14.Are you interested in the exercises proposed to practice speaking in class ?

Yes.   No.

*Justify your answer ….

15.Do you have trouble in speaking the English language ?

Yes.   No.

16.Do you make mistakes when speaking English ?

Yes.   No.

A lot.   Rarely.

17.Do you understand the teacher's explanations in English ?

Yes.   No.

18.Do you understand the expressions used in English ?

Yes.   No.

19.Do you have difficulty finding words when speaking English ?

Yes.   No.

20.Are you afraid to communicate in English ?

Yes.   No.

21.Are you afraid of being corrected in English ?

Yes.   No.

22.Are you ashamed to speak English ?

Yes.   No.

23.If yes , in front of whom ?

Your parents.   The teacher.

Students.   Others.

*Specify it ….

24.I like studying the English language ?

A lot.   A little.

Not at all.

Résumé :

La présente étude vise à présenter les difficultés d'élocution qui affectent la performance orale des élèves au CEM , à "Saoudi Laid daïra" de Annasser Bordj Bou Arreridj . Tout au long de cette étude, nous émettons l'hypothèse que les élèves rencontrent un certain nombre d'obstacles tels que des problèmes linguistiques, des problèmes psychologiques ou les mauvaises attitudes des apprenants à l'égard du sujet…etc. Ces obstacles les empêchent d'améliorer leurs compétences orales. Afin de confirmer les hypothèses précédentes, nous avons investigué le cas des élèves de troisième année de CEM et des enseignants d'Anglais au même niveau à " Saoudi Laid " CEM Nous avons utilisé plus d'un outil de recherche; un questionnaire, une entrevue et une observation en classe. Les données obtenues à partir des outils de recherche indiquent que certains facteurs affectent la performance orale des élèves dans les lessons . Comme dernière étape, les données suggèrent certaines techniques et activités qui aident efficacement les élèves de 3 ème année CEM à faire face à leurs problèmes d'élocution, car elles fournissent des conseils aux apprenants les élèves et à l'enseignant pour une session de performance orale réussie.

Pictures :

Picture 01:

Picture 02:
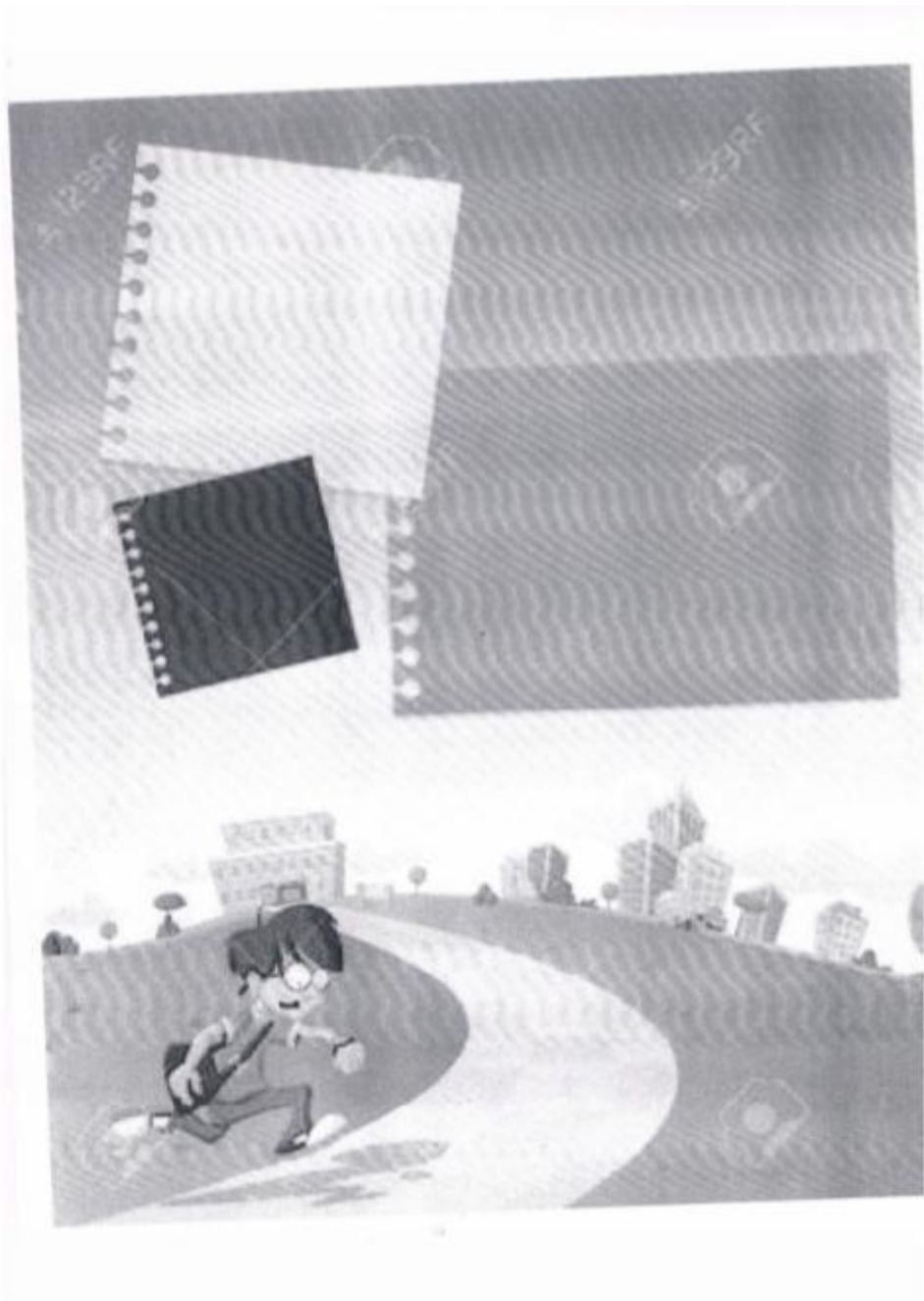
Picture 03 :

Picture 04 :

Picture 05 :

Picture 06 :

Picture 07 :

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Abstract

La présente étude vise à dépeindre les difficultés d'élocution qui affectent les performances orales des apprenants EFL au collège, élèves de troisième année Annasser (Bordj Bou Arreridj). Tout au long de cette étude, nous émettons l'hypothèse que les étudiants rencontrent un certain nombre d'obstacles tels que des problèmes linguistiques, des problèmes psychologiques ou les mauvaises attitudes des apprenants à l'égard du sujet…etc. Ces obstacles les empêchent d'améliorer leurs compétences orales. Afin de confirmer les hypothèses précédentes, nous avons enquêté sur le cas des élèves de troisième année au collège et des enseignants de la langue anglaise au même niveau. Nous avons utilisé plus d'un outil de recherche; un questionnaire, une entrevue et une observation en classe. Les données obtenues à partir des outils de recherche indiquent que certains facteurs affectent la performance orale des élèves dans l'apprentissage de l'anglais comme langue étrangère. Comme dernière étape, les données suggèrent des techniques et des activités qui aident efficacement les étudiants à faire face à leurs problèmes d'élocution, car elles fournissent des conseils aux apprenants et à l'enseignant pour une performance orale réussie dans l'enseignement et l'apprentissage de l'anglais.

Abstract

تهدف الدراسة الحالية إلى تصوير صعوبات التحدث التي تؤثر على الأداء الشفهي لمتعلمي اللغة الإنجليزية كلغة أجنبية في المدرسة الإعدادية ، طلاب السنة الثالثة ناصر)برج بوعريريج .(خلال هذه الدراسة ، نفترض أن الطلاب يواجهون عددًا من العقبات مثل المشكلات اللغوية أو المشكلات النفسية أو المواقف السيئة للمتعلمين تجاه الموضوع ...إلخ. هذه العقبات تمنعهم من تحسين مهاراتهم الشفوية .من أجل تأكيد الفرضيات السابقة ، قمنا بالتحقيق في حالة طلاب السنة الثالثة بالمدرسة الإعدادية ومعلمي اللغة الإنجليزية في نفس المستوى .لقد استخدمنا أكثر من أداة بحث ؛ استبيان ومقابلة ومراقبة الفصل الدراسي .تشير البيانات التي تم الحصول عليها من أدوات البحث إلى أن هناك بعض العوامل التي تؤثر على أداء الطلاب الشفهي في تعلم اللغة الإنجليزية كلغة أجنبية .كخطوة أخيرة ، تقترح البيانات بعض التقنيات والأنشطة التي تساعد الطلاب بشكل فعال على مواجهة مشاكل التحدث الخاصة بهم ، حيث تقدم بعض النصائح لكل من المتعلمين والمعلم من أجل أداء شفهي ناجح في تدريس اللغة الإنجليزية وتعلمها.