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***An Analysis of Student's Problems in Using Strategies of Learning Speaking:
The Case study of Second year EFL Students at Mila University Center***

A Dissertation Submitted in Partial Fulfillment for the Requirement of the Master Degree in

Didactics of Foreign Languages

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Abstract

Learning strategies are techniques and activities practiced by language learners to make their learning more effective. These strategies are used in learning the four language skills and specifically speaking which is the focus of this study. Therefore, this research aims to examine the problems that EFL students encounter in using strategies of learning speaking. It aims as well to investigate if this research population, who are sixty (60) second-year students of English at Mila University Center, is using these learning strategies effectively or not so that their speaking skill is enhanced and improved. To conduct the study a questionnaire has been used as a main research tool. The main findings of the study have indicated that stress, shyness and anxiety are among the main affective factors that are considered as obstacles in front of learning and practising speaking. The results have shown as well that the participants use various strategies. The Memory Strategies, Social Strategies and Affective Strategies are used more than the Metacognitive, Cognitive and Compensation Strategies in learning the speaking skill.

Key words: speaking skill, learning strategies, strategies of learning speaking, obstacles

Dedications

All praise to Allah for giving me the strength, and determination to complete this dissertation

With deep love, I dedicate this work to

My beloved mother, who has been a source of inspiration, support, and guidance throughout
my whole life.

My dear father, I'm extremely grateful for the constant understanding and encouragement
during this journey;

My other half, my sister "Rima" thank you for always being there for me, and special thanks
to my little sister "Dounia";

My brothers: Mohammed and Youcef, their patience and love will never be forgotten;

My thanks also go to my partner "Mouna", this journey have been wonderful with you by my
side, it was a pleasure to work with you;

all my friends and classmates.

Souad

Dedications

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My beloved parents Mouhamed and Houria for their support and continuous care,

You are the reason of what I become today.

My sisters and brothers, thank you for the great support.

My lovely nieces and precious nephews.

My partner Souad, thank you for sharing this journey with me.

My dearest friends.

Thank you.

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List of Abbreviations and Acronyms

ASs: Affective Strategies

CSs: Communicative Strategies

CSs: Cognitive Strategies

CSs: Compensation Strategies

EFL: English as a Foreign Language

ELLS: English Language learners

ESL: English as a Second Language

GO: Guessing Intelligently, and Overcoming Limitations in Speaking and Writing

JFL: Japanese as a Foreign Language

L1: first language

L2: Second Language

LET: Lowering Your Anxiety, Encouraging Yourself, and Taking Your Emotional
Temperature

LLS: Language Learning Strategies

LS: Learning Strategies

MSs: Memory Strategies

MSs: Metacognitive Strategies

General Introduction

Background of the Study

In modern education systems, language is the primary means or tool for learners to express themselves and communicate effectively. English is the language that is widely used all over the world, which is described as a global language. In learning English, it is important to master the four skills namely; writing, reading, listening, and speaking. The latter, is one of the essential skills to be given more attention from the learner for it has a significant part in communication, and the mastery of learning English.

Learners are required to possess skills and techniques that help them learn English as foreign language. In language learning and teaching, those techniques are called learning strategies. Therefore, several learning strategies are used by learners in order to enhance or develop the speaking skill. While using these strategies, students may face some challenges and obstacles that may hinder their language learning process.

Statement of the Problem

In the area of language learning, great interest has been devoted to the use of language learning strategies to make learners more aware of their own ways of learning a new language. Learning the English language for instance requires the learners to master the speaking skill as their goal.

In order for learners to become fluent in speaking English, they need a number of strategies of learning speaking. However, while using these strategies students may face some problems. The core of this study is to shed light on the difficulties that second year students at Mila university encounter in using strategies of learning speaking.

Aims of the Study

Learning a foreign language is difficult in general and learning how to speak the language can be challenging. Thus, most EFL students try to use a variety of strategies to learn the speaking skill. Yet students face obstacles in employing these strategies. Therefore, the present study aims to identify and analyze the problems that second year EFL students at Mila university encounter in using the strategies of learning speaking. It aims as well to investigate the obstacles and challenges this research population face while practicing speaking.

Research Questions

- What are the language learning strategies used by EFL students of second year in learning speaking at Mila University Center?
- What are the problems that EFL students of second year encounter in learning the speaking skill?

Research Methodology

In conducting the present research, a questionnaire has been used as a main research tool. The questionnaire has been addressed to sixty (60) EFL second year students belonging to the department of English at Mila university center.

Structure of the Dissertation

This dissertation is composed of a general introduction, two chapters and a general conclusion. Chapter one is dedicated to theoretical background. It consists of two sections; section one covers the speaking skill and section two deals with learning strategies. Chapter two is devoted to the practical part of this research. It includes two sections; section one that deals with the methodology and section two deals mainly with the results and conclusions of the study.

Chapter One: Theoretical Background

Section One: Speaking Skill

Introduction

Language has been one of the most fascinating fields of study for many years. However, in the current time, the English language has taken the lead as the most used language. It has become the medium for international communication, sometimes referred to as the lingua franca. Whether it is in business, diplomacy, or schooling, speaking ability plays an important role in the communication process, especially when the mother tongue is not used for communication and the medium of communication is a foreign language. Since English is widely used for communication all across the world, special emphasis should be placed on improving speaking skill, in particular for EFL learners. The speaking skill has a significant role in learning English as a foreign language. Therefore, this section of this theoretical chapter deals with introducing the concept of speaking skill as well as highlighting its importance for English as foreign or second language learning.

1.1 The Four Language Skills

A language is used for many kinds of purposes. Thus, it has many functions as well. Language is a complex skill involving four sub-skills, speaking, writing, listening, and reading. These four and fundamental language skills may be further classified into two parts: speaking and writing are considered productive skills since the learner or user is not only active but also makes sounds and symbols while using them. Listening and reading, on the other hand, are called receptive skills since the learner is often passive and gets information by either listening or reading.

1.1.1 The Speaking Skill

Speaking is a basic skill that uses in everyday life to communicate with others and to share ideas, thoughts, feelings and information. Moreover, it is a skill that needs a great attention and efforts to be acquired. Thornbury (2005) stated that Speaking is a collaborative process of meaning building that includes language generation, reception, and processing. It is also a multi-sensory activity since it contains nonverbal indicators such as body language, eye contact, facial expressions, voice fluctuations, and pitch modulation, all of which impact conversational flow. Therefore, speaking has to be practised because gaining self-assurance to respond impulsively to another speaker in a discussion takes time. Some people who write pretty well find it difficult to talk clearly due to anxiety. Speaking abilities must be developed via practice and feedback from a supportive audience (Urmila, 2010).

1.1.2 The Writing Skill

All though writing and speaking are both productive skills, they are not the same. Writing is the skill or action of putting words together to produce sentences. It is employed to convey information, feelings, or thoughts. According to Brown (2001) writing is defined as the written results of thinking, drafting, and revising that call for specialised knowledge of how to come up with ideas, organise those ideas coherently, incorporate discourse markers and rhetorical devices coherently into a written text, revise text for clearer meaning, edit text for appropriate grammar, and produce a final product. It is needless to say that writing skills should be acquired by each student. It is a form of communication that is necessary for education as well as for any profession.

1.1.3 The Reading Skill

Reading is one of the most important language skills since it helps learners gain new knowledge about different subjects. Abassi (2021) stated that the act of reading plays a crucial role in cognitive function and acquiring knowledge in modern societies. This skill is

considered as a receptive skill because the reader use less effort in comparison to the productive skills such as speaking and writing and he only receives the information.

1.1.4 The Listening Skill

Furthermore, listening is the language skill that enables learners to receive the information, and processes it cognitively. It is also considered as a receptive skill since the listener passively receives new knowledge. Nordquist (2019) argues that listening is the act of actively accepting and reacting to spoken or unspoken messages, and is a topic commonly explored in the language arts and conversation analysis fields. Learners should be aware of the importance of the listening skill in the process of learning new languages, because it helps them acquire the accent of native speakers.

All in all, the four skills; speaking, writing, reading, and listening are necessary to master in order to learn a new language. The productive skills (speaking and writing) help learners express themselves, their thoughts and ideas, as well as developing self-confidence. In the other hand, the receptive skills (reading and listening) aids learners to gain new knowledge and vocabulary, and also helps them improve their communicative abilities.

1.2 Speaking Skill

1.2.1 The concept of speaking

The speaking skill has been defined by many researchers as one of the most important skills in foreign language teaching and learning. Although this skill is completely natural, speaking in a language other than the mother language is not an easy task. Initially, speaking in a second or foreign language is the most challenging language ability. In order to master and improve this skill, it is important to have a general concept of what is meant by "speak."

According to Nunan (2004) speaking is the creation of organised verbal utterances to express meaning. A spoken language requires the ability to be heard by others. Brown (2001)

agrees that the ability to speak a language entails a certain level of conversational competence. Speaking is successful when the speaker can convey information in a way that is pertinent, understandable, and at a volume that is acceptable to the listener.

Furthermore, in linguistics, it is widely stressed that speech is primary and writing is secondary. Meyer (2009) states that linguists hold this stance because all languages are spoken, but only a fraction of them are written. People may communicate and share their ideas and thoughts via speaking, which helps to develop communication.

Moreover, speaking is a skill that is useful and has a wide range of components. Speaking involves more than just making the right sounds, choosing the right words, and comprehending grammar (Rao, 2019). According to Mcdonough and Show (1993) speaking is a productive skill. It is a skill that allows us to make utterances, and when we are truly communicating, it is motivated by want and purpose. In other words, we are actually trying to say something in order to accomplish a certain goal.

1.2.2 The Nature of Speaking

In the modern world, communication is a fundamental need, and language may provide that need. Therefore, Boonkit (2010) stated that the four basic abilities of language acquisition are reading, listening, writing, and speaking. Learning English is impossible without these four core abilities. Speaking has more significance among these skills. Since, people have had a desire to communicate their ideas, viewpoints, and opinions. Thus, effective communication relies on this ability.

Undoubtedly, speaking in a second language has a great value for individual language learners since their proficiency in language learning is often measured by productive skills, especially speaking ability. According to Chaney and Burk (1998) speaking is described as

the act of creating and exchanging meaning through the use of verbal and non-verbal symbols in different situations. The context in which it happens, including the people themselves, their shared experiences, the physical surroundings and the purposes for speaking. Furthermore, and according to Nunan (2003), being able to speak allows one to verbally communicate with others, including animals and oneself, with the ability to think, feel, and express facts and ideas. Speech is a natural way of communication amongst group members to convey one's views and engage in social conduct.

According to Burkart (1998) speaking abilities require knowledge in three different fields, namely mechanics, functions, and social and cultural rules and norms. The term "mechanics" describes how something is conducted. It is obvious that pronunciation, grammar, and vocabulary are all part of language mechanics for speaking abilities. It is significant because it enables the speaker to pronounce the right words and employ the appropriate word sequence. On the other hand, the transition and interaction are referred to as functions. It entails being aware of when perfect knowledge is not necessary and when communication clarity is necessary. Lastly, social and cultural rules and norms means being aware of who is communicating with whom, under what conditions, for what purpose, and in what contexts. Most individuals would agree that speaking is the end result of a series of acts and methods. Speaking cannot be performed if there is no coherence between the words or phrases that are organized and stated in a precise sequence and linked together in specific and meaningful ways.

1.2.3 Types of Speaking

There are a variety of types of speaking based on their purposes. Depending on the purpose, the type of speech must change accordingly to achieve the desired effect. According to Brown (2004) there are five basic types of speaking:

1.2.3.1 Imitative Speaking

It is the capacity to simply repeat back a word or phrase. When exposed to authentic information, learners tend to mimic native speakers, such imitation focuses on specific parts of language form such as grammar and lexis. It assists students in improving their learning skills. The purpose of listening in this situation is the temporary storage of a promotion, just long enough for the speaker to maintain the type of stretch of language that must be imitated.

1.2.3.2 Intensive Speaking

Intensive speaking entails using a limited quantity of words in a highly controlled environment. A basic example would be reading aloud a piece or responding directly to a simple inquiry. At this level, competence is demonstrated by acquiring specific grammatical or lexical mastery.

1.2.3.3 Responsive Speaking

Responsive is somewhat more complex than intensive, and engagement is necessary in this type of speaking. Conversations are taking place at this stage, however they are brief, and consist of a short query followed by one or two follow-up questions.

1.2.3.4 Interactive Speaking

Speaking interactively has the distinct advantage of typically being more interpersonal as well as transactional. Speaking to preserve connections is what is meant by interpersonal. As is typical at the response level, transactional speech is used to exchange information. Context or pragmatics present a barrier in interpersonal communication. Slang, humor, ellipses, and other communication techniques must all be considered by the students to avoid experiencing performance issues. This is considerably more difficult than answering yes or no in a foreign language.

1.2.3.5 Extensive Speaking

For oral presentations, summaries, or presentations, advanced level learners are required to use more prepared and formal language. This is because they are expected to demonstrate a higher level of linguistic complexity as well as fluency. They must also be able to effectively organize their thoughts and articulate them in a clear and concise manner.

1.2.4 Aspects of Speaking

The majority of people want to be able to communicate effectively in a second language. To do so, one must first understand what skills are required to become a good speaker. According to Brown (2004), there are five skills or aspects of speaking, which involve fluency, grammar, vocabulary, pronunciation, and comprehension.

1.2.4.1 Fluency

Fluency means being able to be understood by both native and non-native listeners. Initially, the term "fluency" has been used historically and is still frequently used to describe a learner's or user's proficiency in a variety of languages, particularly when it comes to the ease, eloquence, smoothness, and native-likeness of speech or the complexity, accuracy, and fluency of writing. However, many L2 scholars currently use a more "narrow" definition of fluency (Lennon 2000), and they also concur that fluency is multidimensional in and of itself. At least three sub-dimensions of fluency can be distinguished. Thornbury (2005) emphasizes the role of speed in fluency, but he also acknowledges the need for pauses since speakers need to catch their breath. He goes on to explain that even native speakers occasionally need to pause so that the audience can understand what they are saying and offers a variety of production tips. The words "uh" and "um" are the most often used pause fillers. Fluency, as described, is primarily a phonological phenomenon.

1.2.4.2 Vocabulary

Nowadays, when learning English as a second language, one must develop their vocabulary, as one cannot communicate without it. According to Thornbury (2002) very little can be communicated without grammar, and nothing can be communicated without vocabulary. This suggests that even someone with excellent grammar will have communication breakdowns if they do not possess a wide vocabulary. There is a strong link between vocabulary and speaking ability. The association is that the more learned vocabulary students master, the greater the likelihood of speaking fluently. The correlations should then be maintained in order to learn English as a target language.

In other words, it is widely accepted that vocabulary mastery is an essential component of language knowledge required for effective communication. Furthermore, it is probably true that high vocabulary proficiency especially aids L2 learners in successfully decoding a range of contextual information. In oral production, vocabulary is crucial for producing speech with the intended meanings as well as for creating syntactic, morphological, and phonological structures. The most difficult job every student encounters while learning a foreign language is memorizing vocabulary. Although it is difficult, learning new words may help you speak English fluently. Thus, EFL learners have to work on their vocabulary and pay attention because it allows them to properly convey their own ideas, thoughts, and opinions.

1.2.4.3 Grammar

Regarding the process of learning and teaching foreign languages, grammar has always been stressed. The structure and organization of language components are governed by a set of rules known as grammar. Hence, there has always been a great debate among researchers over whether it should be given that much weight. In this respect, Larsen-Freeman (2001) stated that the ability to communicate accurately, meaningfully, and

appropriately depends on pupils' abilities to use grammar. Knowing that grammar provides students with a wide range of options on how to communicate more effectively, grammar's purpose is to make the link between form and meaning easier to understand.

1.2.4.4 Pronunciation

The term "pronunciation" refers to a variety of aspects of speech. Most language teachers associate pronunciation primarily with the way in which particular sounds are spoken and, to a lesser extent, with how the target language is stressed and intonated. According to Richards and Pennington (1986) pronunciation was viewed as a part of linguistic proficiency rather than communicative ability or as a component of correctness rather than conversational fluency, which has given way to views that place less emphasis on it in a communicative context.

According to Carter and Nunan (2001) pronunciation is defined as the production and perception of the significant sounds of a given language. This includes the creation and perception of stressed- and unstressed-syllable segmental sounds as well as the speech melody or intonation. Pronunciation is essential for communicating meaning. Thus, there is a natural connection between utterances and pronunciation. Goodwin (2001) asserts that pronunciation is a crucial component of every linguistic code, making it possible to understand and distinguish between different languages. Moreover, proper pronunciation is required in some circumstances to convey meaning. Because of this, pronunciation and utterances are intertwined. Therefore, communication will be more challenging without clear pronunciation since listeners will be unable to grasp what the other person is saying. As a result, pronunciation is crucial for students to properly participate in and integrate into their society in both the academic and social spheres.

1.2.4.5 Comprehension

Communication goes hand in hand with comprehension; it might be difficult to achieve communication goals without comprehension. The significance of effective understanding should be discussed in addition to the significance of successful communication. In many cases, understanding is more important than communication itself. According to Knight (2020) even if more time is spent on a message, it will not be as effective if the recipient cannot comprehend it. The process of learning and remembering information depends on understanding.

1.2.5 Obstacles of Learning Speaking

Speaking is believed to be a demanding skill for EFL learners. As a result, they struggle with speaking, and many are incapable of communicating verbally in English. Problems or faults in speech cannot be corrected on their own, so they must be explained. According to Ur (1996) there are a variety of variables that contribute to speaking difficulties, including the following:

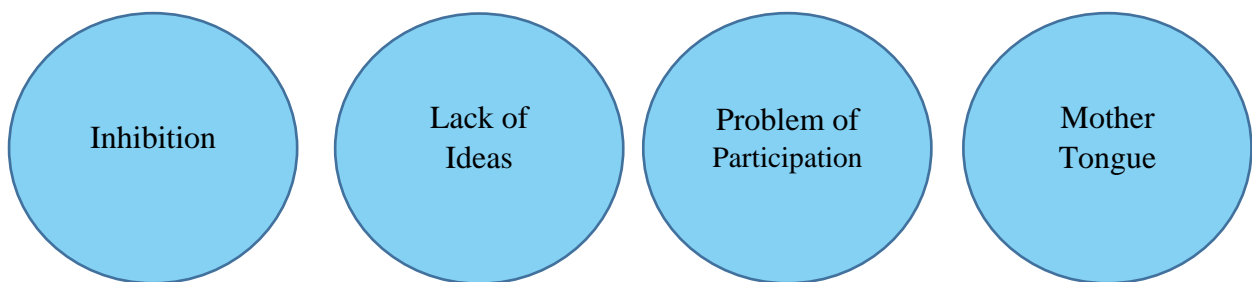
- **Inhibition:** when students attempt to speak in a foreign language in class and get shy, this is one of the key issues. Their dread of making errors, facing judgments, or looking foolish is a major source of anxiety. They fear the attention their remarks may draw.
- **Lack of Ideas:** It is crucial that professors encourage vocal communication among their students regarding subjects they are familiar with. Students sometimes complain that they have nothing to say about certain subjects since those subjects are not appropriate for them. So, there is little incentive for students to express themselves.
- **Problem of Participation:** Students have different levels of ability during the speaking class. Therefore, some students may tend to dominate others by speaking more than others specifically in enormous class sizes and the propensity of certain students to

dominate while others say very little or not at all, only one participant can speak at a time.

- **The Use of Mother Language:** In fact, sometimes it is impossible to hold pupils accountable for using their mother tongue. In addition to the fact that it is more of a natural occurrence that requires constant practice to overcome, another argument is that when professors speak in their native tongue, it may give pupils the sense that it is acceptable for them to do the same, because it is simpler and learners feel less exposed if they are speaking their L1.

The figure below sums up the main variables of speaking difficulties:

Figure 1: Variables for EFL Learners' Speaking Difficulties, Ur (1996)



Additionally, Burns & Joyce (1997) explored the reasons behind EFL learners' reluctances. In their study, they identified three groups of variables, namely:

- ❖ Cultural variables that are a direct result of students' past educational experiences and, subsequently, of the expectations that are built upon those experiences.
- ❖ Linguistic variables that are related to low English competence. Speaking might be restricted for EFL learners due to issues with the phonetics and phonology of the target language, a lack of understanding of grammatical conventions, or a lack of awareness of cultural context and social norms that are crucial for processing meaning in the target language.

- ❖ Affective variables that are defined as personal traits or qualities (such as shyness and reserve), a lack of motivation, individual variations (such as self-esteem and/or self-perception), timidity or nervousness in class, unpleasant social encounters, and culture shock.

1.2.6 The importance of speaking Skills

Success may be achieved in any sector with effective communication. For communication, language is a tool. Additionally, without employing suitable language to communicate, people are unable to accomplish their ambitions, objectives, and goals. In order to connect with people who live all over the world, a language is therefore necessary. Communication between individuals who reside in various world areas, states, and nations is made possible by the fact that English is regarded as the universal language. The key to acquiring a second or foreign language is speaking proficiency.

Speaking is regarded as a crucial language skill to master among the four language abilities for learning a foreign or second language. According to Brown and Yule (1983) speaking is the skill that the students will be judged about the most in real-life situations. Thus, speaking abilities are crucial for language learners of any kind. Speaking with clarity and fluency offers the speaker a number of clear benefits. Henceforth, teachers of English must teach the necessary skills to ELLs in order for them to develop their speaking skill because the current world requires communication skills. Speaking abilities are the most important skills for all students who want to learn English in order to advance in their careers, improve their businesses, boost confidence, find better employment opportunities, give public speeches, attend interviews, take part in debates and group discussions.

Conclusion

Speaking is the most frequently used language skill. It provides students with a channel through which they interact with others in order to accomplish particular objectives or express their thoughts. Therefore, teachers as well as learners need to have an adequate understanding of the concept of speaking, its components, and the obstacles that students face in learning this skill.

Section two: Learning Strategies

1.2 Learning Strategies

Introduction

Through the process of learning, one may discover that certain individuals are able to learn efficiently and effectively cover a variety of topics. Other people, on the other hand, struggle with learning. In the area of language learning many learners have been using learning strategies as a tool to simplify their learning and make it easier. Oxford (1990, p.1) argued that “Learning strategies are steps taken by students to enhance their own learning”. Furthermore, using learning strategies to learn a second or foreign language helps learners learn or acquire the four language skills. Speaking is one of the skills that learners can acquire by applying learning strategies.

1.2.1 Definition of Learning Strategies

In the field of second or foreign language learning, language learning strategies play an important role in learning any new language. It helps learners overcome the difficulties that face them in learning a foreign language by applying the right methods and techniques that suite their learning styles.

Favaro (2015) identified the term ‘strategy’ as the decisions and activities you undertake in order to turn your implemented strategy into commercial success. Many

researchers have defined LLS according to their own understanding of this concept. Oxford (1990, p.9) defined learning strategies as “the specific actions taken by the learner to make learning easier, faster, more enjoyable, more self-directed, more effective, and more transferable to new situations”.

In addition, Rubin (1981, p.42) defined language learning strategies as: “the techniques or devices that a learner may use to acquire language”. Furthermore, O’Malley and Chamot (1990) described LLS as the special thoughts or behaviours that individuals use to comprehend, learn or grasp new information. Therefore, language learning strategies are vital tools for foreign language students if they want to master the four language skills and the speaking skill specifically.

1.2.2. Characteristics of Learning Strategies

Based on the aforementioned definitions, language learning strategies can signify a variety of things, and researchers have offered numerous definitions of it. However, LLS can share many common characteristics or features. Oxford (1990) suggested a number of these characteristics:

- Learning strategies enable learners engage in authentic communication situations. For instance, affective strategies enhance the self-confidence and persistence required for learners to actively engage in language learning, a prerequisite for obtaining communicative competence.
- Allow learners to become more self-directed. The learner becomes responsible for their own learning process outside the classroom.
- Expand the role of teachers. The teacher is no longer the authority in all the learning process. He becomes a guide, facilitator, adviser and co-communicator for learners.

- Language learning strategies are used to solve a problem or to accomplish a task. For example, memory strategies are used for the reason that there is information to be stored in the memory.
- Are not always observable. There are some LLS that are cannot be observable by human eye, such as metacognitive and affective strategies.
- Are often conscious. In many cases, learners make conscious effort to become in charge of their own learning when using LLS. In other cases, employing or using LLS can become automatic after a specific amount of practice; it means becomes unconscious.
- Are flexible. That is LLS are not always found in predictable sequences, because each learner has his own learning style and choices of LS.
- Are influenced by a variety of features such learning style, personality traits and motivation level.

1.2.3 Types of Learning Strategies

Among all the classifications of learning strategies, Oxford (1990) taxonomy of language learning strategies is the most widely used and the most dominant in the literature. She divided LLS into two main categories: direct strategies and indirect strategies. Each category contains three types of strategies. The direct strategies include memory strategies, cognitive strategies and compensation strategies. While, the indirect strategies consist of metacognitive strategies, affective strategies and social strategies.

1.2.3.1 Direct Language Learning Strategies

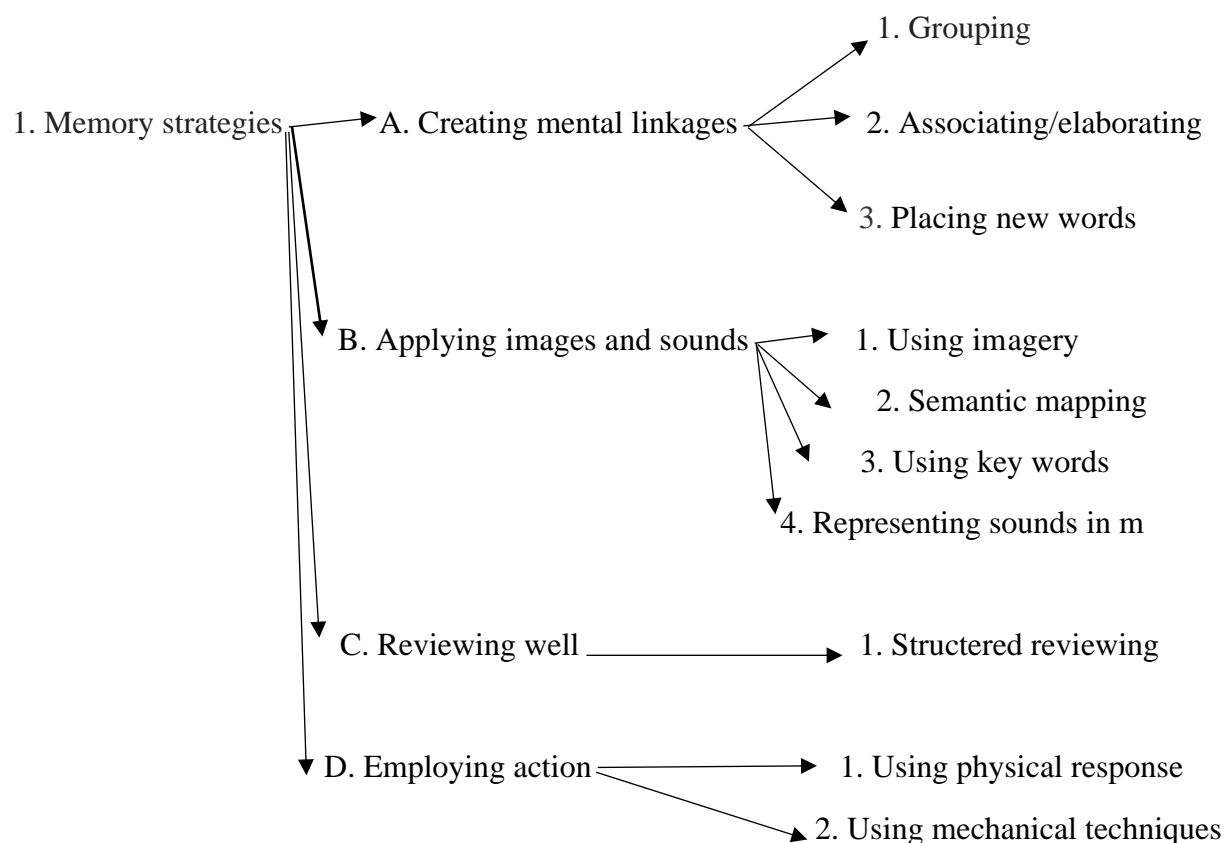
Direct language learning strategies involve conscious efforts to learn particular information or skills. Oxford (1990, p.37) demonstrated that “Direct learning strategies are the strategies that directly involve the target language. All direct strategies require mental

processes of the language, but the three groups of direct strategies (memory, cognitive, & compensation) do this processing differently and for different purposes”. The direct strategies consist of three types of LLS: memory, cognitive and compensation strategies.

1.2.3.1.1 Memory Strategies

Memory strategies are techniques that can be used to learn new knowledge. They are specific methods that are used to make our memory strong and allow us to remember information more effectively instead of forgetting it after a short period of time. According to Oxford (1990) memory strategies are also called mnemonic strategies and are based on extremely basic principles, like for example arranging things in order, creating links and relationships. Memory strategies involve four sets of strategies: creating mental linkages, applying images and sounds, reviewing and employing action. The following figure demonstrates Oxford’s (1990) classification of memory strategies.

Figure 2: Oxford’s (1990) diagram of memory strategies



1.2.3.1.2 Cognitive Strategies

Cognitive strategies are the mental processes that are used to put information into long-term memory. Cognitive strategies are one of the most important learning strategies because they help learners understand their lessons more and remember them for a long period of time. According to Oxford (1990) cognitive strategies play a vital role in learning a new language. There are different cognitive strategies from repeating, analyzing statements and summarizing. Oxford also suggested in her classification of learning strategies that cognitive strategies consist of four strategy series: practicing, receiving and sending messages, analyzing and reasoning, and creating structure for input and output. The table below explains the different components of cognitive strategies:

Table 1: Adapted from Oxford's (1990) diagram of cognitive strategies

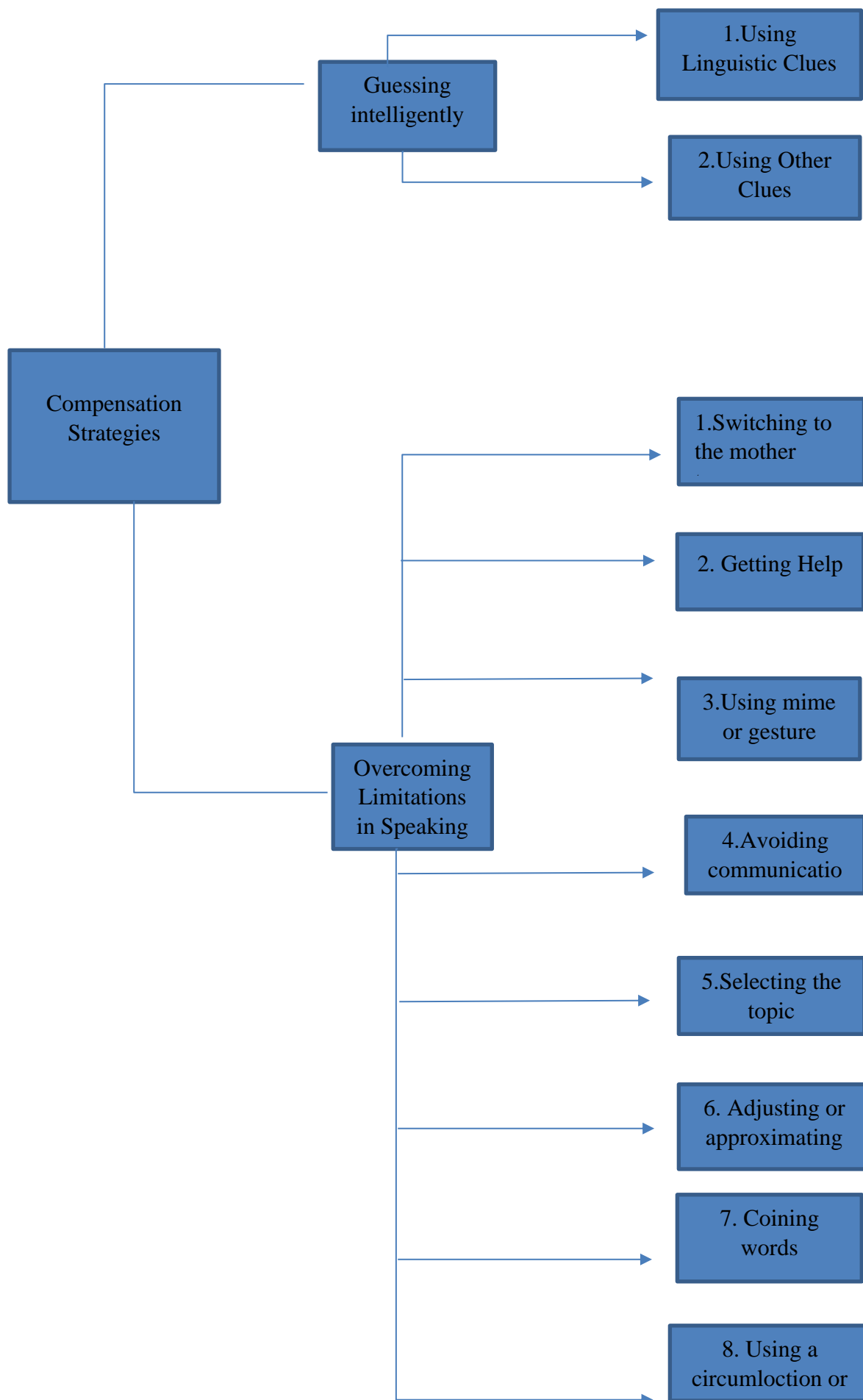
<i>Cognitive strategies</i>	A. Practicing	B. Receiving and sending messages	C. Analyzing and reasoning	D. Creating structure for input and output
	1. Repeating	1. Getting the idea quickly	1. Reasoning deductively	1. Taking notes
	2. Formally practicing with sounds and writing systems	2. Using resources	2. Analyzing expressions	2. Summarizing
	3. Recognizing and using formulas and patterns		3. Analyzing contrastively	3. Highlighting
	4. Recombining		4. Translating	
	5. Practicing naturalistically		5. Transferring	

1.2.3.1.3 Compensation Strategies

Compensation strategies are techniques used by learners to make up for knowledge gaps and for difficulties in their learning. Learners use compensation strategies to overcome knowledge gaps and continue authentic communication. In addition, compensation strategies

are used to make up for a lack of knowledge in the areas of grammar and vocabulary. There are ten compensation strategies in total and they are divided into two sets of strategies: guessing intelligently and overcoming limitations in speaking and writing. According to Oxford (1990) language learners can use compensation strategies when they are presenting in the classroom and when they forget certain words. In this case they can replace the words that they forget with other synonyms instead of stopping the presentation.

Figure 3: Adapted from Oxford's (1990) diagram of compensation strategies



1.2.3.2 Indirect Language Learning Strategies

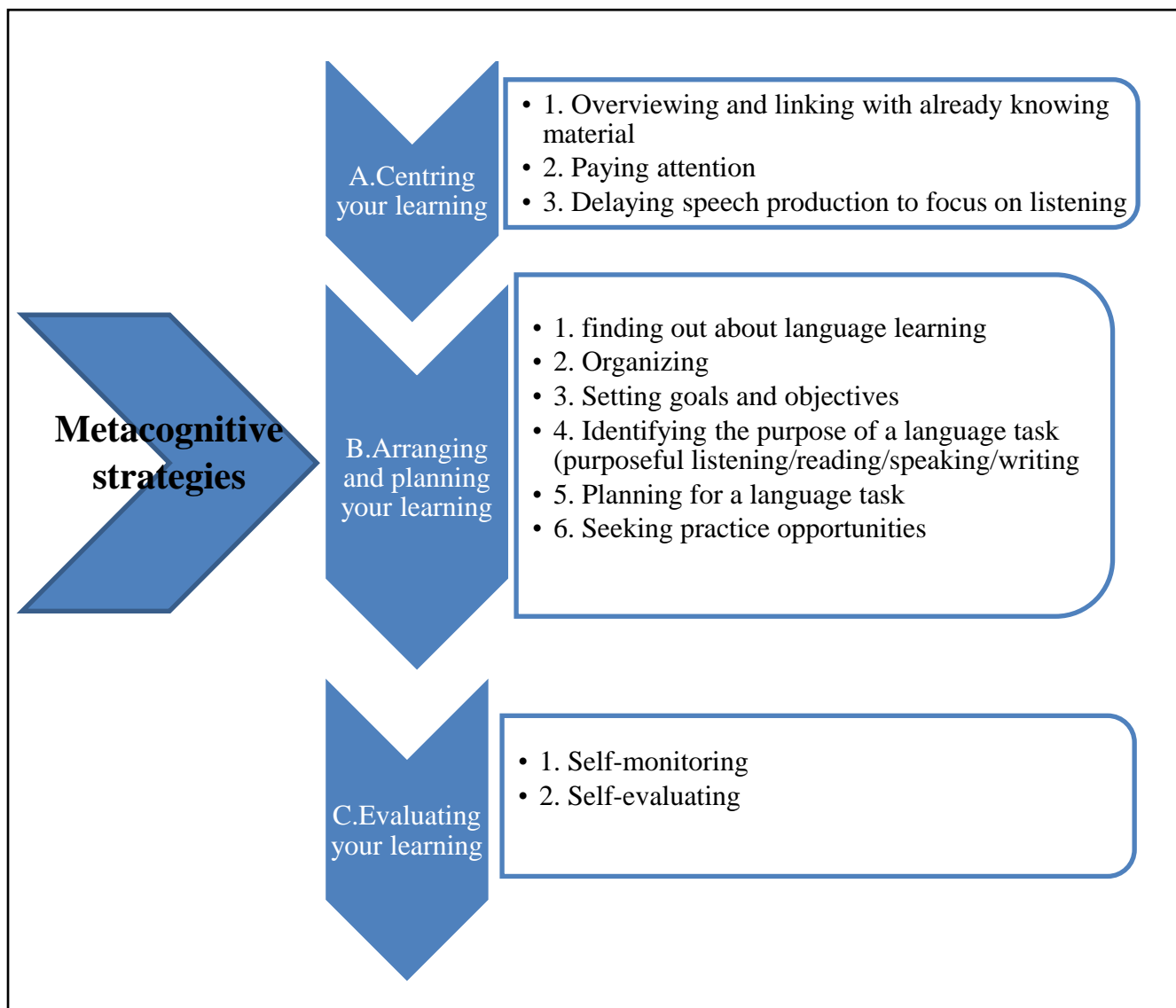
Indirect language learning strategies are strategies which indirectly affect learning (Subrayan et al. 2020). Indirect language learning strategies include metacognitive strategies, affective strategies and social strategies.

1.2.3.2.1 Metacognitive Strategies

Metacognitive strategies help learners to be aware and manage their own learning. In other words, metacognitive strategies is the process of thinking about your own learning process, planning it step by step, and assessing your learning objectives and goals.

Chick (2013) viewed metacognitive strategies as the processes used to plan, monitor, and assess one's understanding and knowledge. According to Oxford' classification metacognitive strategies consist of three series of strategies: centering your learning, planning and arranging your learning, and evaluating your learning.

Figure 4: Adapted from Oxford's (1990) classification of Metacognitive Strategies

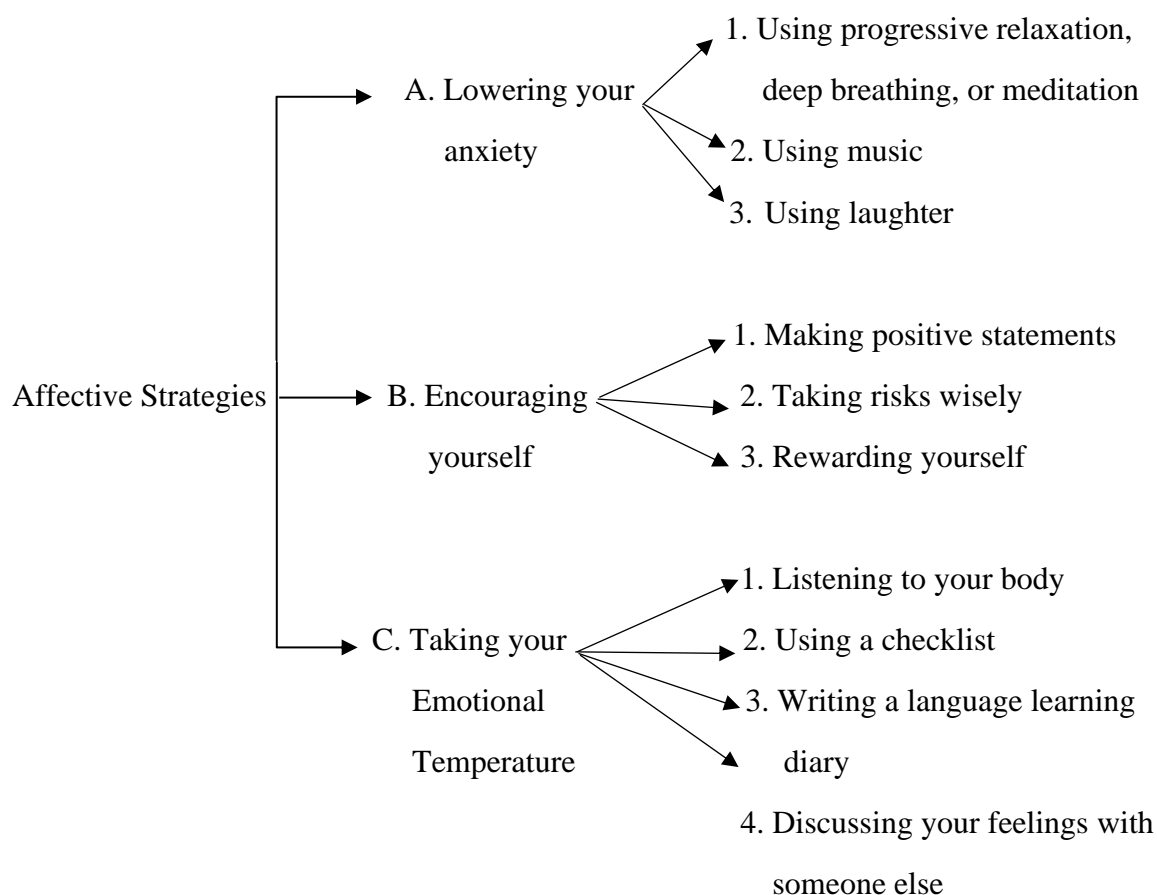


1.2.3.2.2 Affective Strategies

In the field of language learning, the emotional part of learners can affect their learning achievements. That is to say, if the learner is feeling worried and nervous, this can affect their understanding of the lessons during the classroom, or their performance in the exams. However, if the learner is confident and motivated to learn, they will have higher chances of achieving good in exams, mainly because they are more relaxed during class and can grasp the input more easily.

Braun et al. (2012) indicate that when learners use affective learning strategies, they try to create a positive atmosphere that is conducive to learning, manage internal and external resources like time and concentration, and deal with anxiety and other emotions related to learning. Affective strategies consist of three groups of strategies: lowering your anxiety, encouraging yourself, and taking your emotional temperature. These three sets of strategies include ten affective strategies in total, and are combined in the acronym LET (Lowering, Encouraging and Taking).

Figure 5: Oxford's (1990) classification of affective strategies

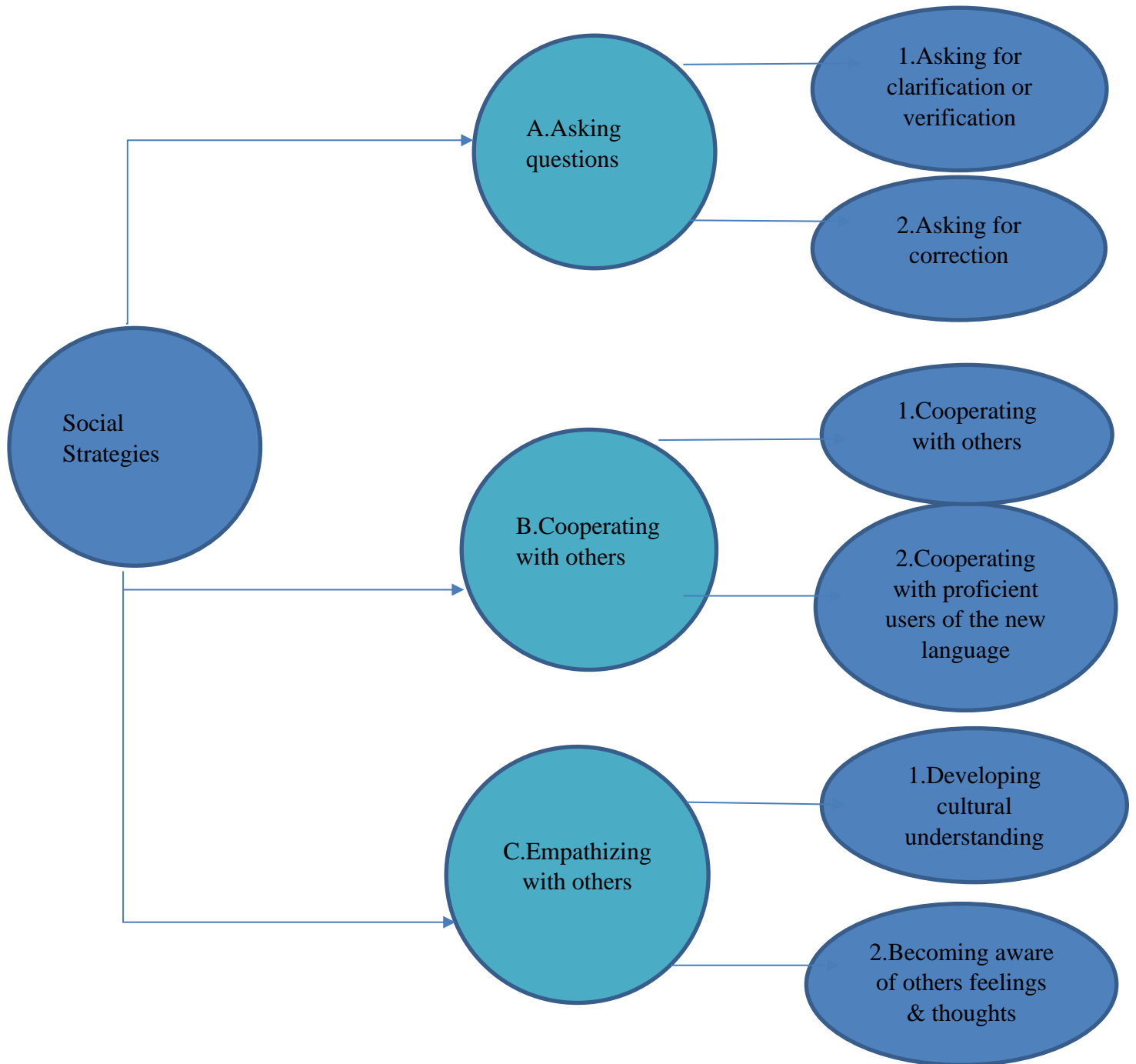


1.2.3.2.3 Social Strategies

Learning a new language requires social interaction and communication among learners. Social strategy is an indirect strategy of the language learning strategy. Oxford (1990) indicated that social strategies include three sets of strategies: asking questions, cooperating with others, and empathizing with others. Oxford also explained that outside of

language learning field, multiple researches have strongly shows the usefulness of cooperative learning strategies. The figure below illustrates better the social strategies:

Figure 6: Adapted from Oxford's (1990) Classification of Social Strategies



1.2.4 Factors Influencing Strategy Choice

The choice of language learning strategies mainly memory, cognitive, compensation, metacognitive, affective, and social strategies is influenced by a range of factors such as: gender, motivation, learning style, attitudes, cultural background and the task requirements.

1.2.4.1 Gender

Gender differences are among the factors that influence the choice of Language Learning Strategies. The choice of gender in LLS is a research focus of various scholars. For instance, Oxford and Nyikos (1989) viewed that many researchers agreed that female learners tend to use learning strategies more often than male learners, in many cases with a focus on specified LLS like: cognitive, metacognitive and social strategies.

1.2.4.2 Motivation

According to Zarei and Elekaei (2013) motivation is one of the factors that affect the choice of language learning strategies. Learners who are more motivated tend to use more learning strategies and among all motivation types ‘intrinsic motivation to know’ had the most effect on students’ use of the majority of the strategies.

1.2.4.3 Learning Style

A learning style is the way that the learner prefers to understand, take in, and restore the information. There are four types of learning styles: visual, auditory, kinesthetic, and reading/writing preference. Learning styles and learning strategies are interrelated, that is to say, the strategy chosen by the learner is based on or influenced by their learning style. According to Ehrman and Oxford (1989) social strategies are preferred by extroverts, and in other hand, introverts more often employ metacognitive strategies.

1.2.4.4 Attitudes

Attitudes are also among the factors that influence the choice of Language Learning Strategies. According to Zarei and Elekai (2014) the level of attitude significantly influenced students' choice of memory strategies, but had a smaller effect on the choice of cognitive strategies. Furthermore, negative attitudes have an unfavorable impact on language learning which can result in negative thoughts and anxiety that lead to poor academic performance (Elis 1994 and Baker 1992). On the other hand, when students have optimistic beliefs about learning a language, they gain positive attitudes regarding language learning, and as a result students' performance will be positively affected.

1.2.4.5 Cultural Background

The students' cultural background has a strong impact on their choice of Language Learning Strategies. Since the culture of a learner is composed of their beliefs, understanding, and principles toward language learning, culture form a significant factor in learning strategy research (Gavriilido and Psaltou-Joycey, 2010). As an illustration, Grainger (2012) conducted a study on the impact of cultural background on the choice of language learning strategies, the results demonstrated that cultural background affects notably upon the choice of strategies by learners of Japanese in Australia. The study's findings indicate that Asian students employ more learning strategies and do so in various ways than Australian students do. The conclusion reached by Grainger is that language learning environment along with multi-lingual capacity can be a significant factor in the strategy choice.

1.2.4.6 Task Requirements

The task requirements have a great impact on learners' choice of Language Learning Strategies. In fact, the different types of tasks in class require students to choose different strategies. As an example, a study was conducted on the impact of task types on the use of communicative strategies by (30) Algerian students of English as a foreign language in

spoken discourse at the university of M'Hammed Bouguerra in Boumerdes by Zerrouki (2020). The results demonstrated that the task type has an influence on the choice and use of Communicative Strategies.

Conclusion

To conclude, this section has dealt with language learning strategies; their various definitions, characteristics, classifications, and the factors that influence strategy choice. Language learning strategies have an important role in the learning of a new language. LLS help learners take control of their own learning process, and accomplish higher achievements.

Chapter Two: Practical Part

Section One: Methodology

2.1 Methodology

Introduction

This section is devoted to methodology. It deals with describing the research tool used to conduct this study. It describes as well the research population and time and place settings.

2.1.1 Research Tool

To conduct the practical part of this research, a questionnaire has been used as a main research tool. This questionnaire consisted of three main sections. Section one dealt with the speaking skill and included questions related to the mastery of the four language skills in general and the mastery of the speaking skill specifically. Section two dealt with the learning strategies such as the metacognitive strategies and the affective strategies. Section three dealt with obstacles of learning speaking such as stress shyness and anxiety.

2.1.2 Research Population

The research population of this study is sixty (60) 2nd year students of English belonging to the department of English of Mila University Center. The sample was selected randomly out of the whole population of 203 second-year students. The reason behind choosing this research population is that second year students are still beginners and may face difficulties choosing the right language learning strategies to learn to speak.

2.1.3 Time and Place Settings

The students' questionnaire has been conducted online and its results have been collected and analysed in the period between March 2023 and May 2023.

Conclusion

Therefore, this section has dealt with the methodology and how the field work of this study has been conducted. It has dealt as well with describing the research population and the research tool.

Section Two: Results of the Study

2.2 Results of the Study

2.2.1 Questionnaire Results

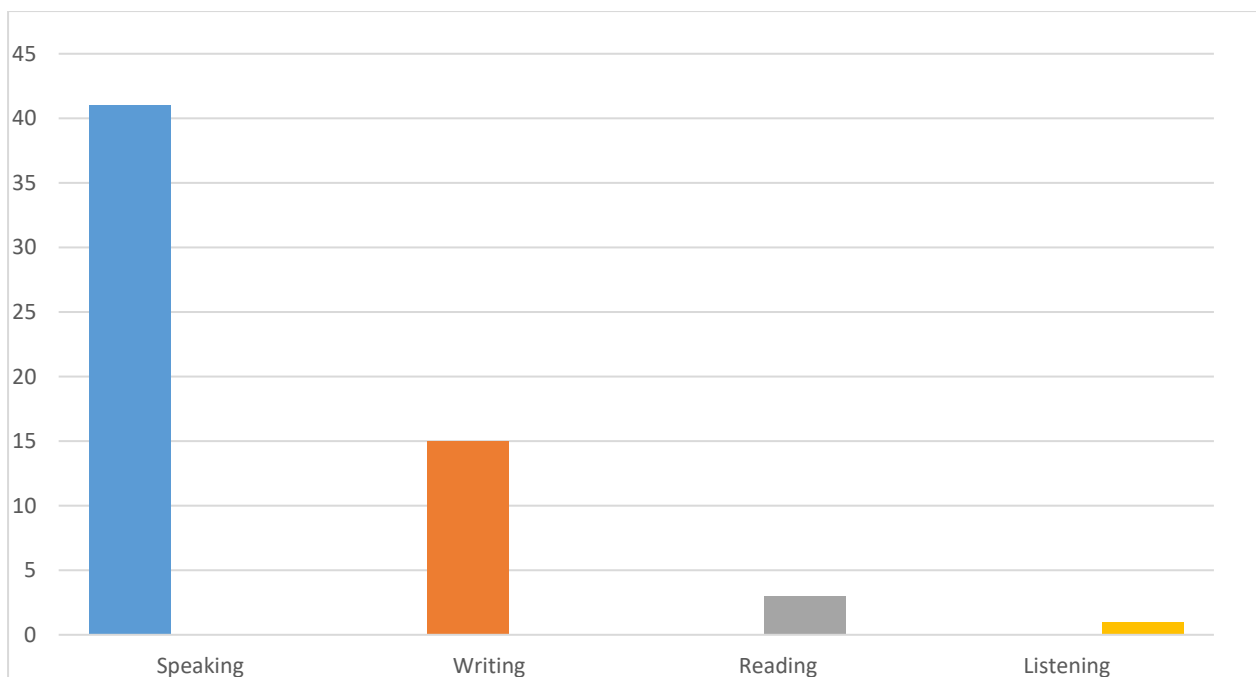
2.2.1.1 Section One Results: The Speaking Skill

Q1: Which of the four language skill do you wish to master the most?

- a- Writing
- b- Speaking
- c- Listening
- d- Reading

Figure 7

Student's Most Important Skill



Note. Number of Participants: 60.

The figure above demonstrates the first question in the questionnaire, which is about the most important skill for students. The results showed that 41 of the participants, the highest percentage 68.3% consider speaking to be the most significant skill. Speaking is an essential skill that has to be mastered by students to be good communicators. The significance of this ability to develop communicative skills is understood by students. 15 of the respondents, equivalent to 25%, chose writing, probably because writing skills are needed for academic performance, where they can express their ideas and opinions with clarity and ease, where there is time to analyse information, think, make mistakes, and improve their writing. While only three (5%) students pick reading, perhaps they like to learn new words and expand their vocabulary. The remaining 1% present only one student who considers listening skill important. Hence, the results indicate that most participants value speaking skill as the most important.

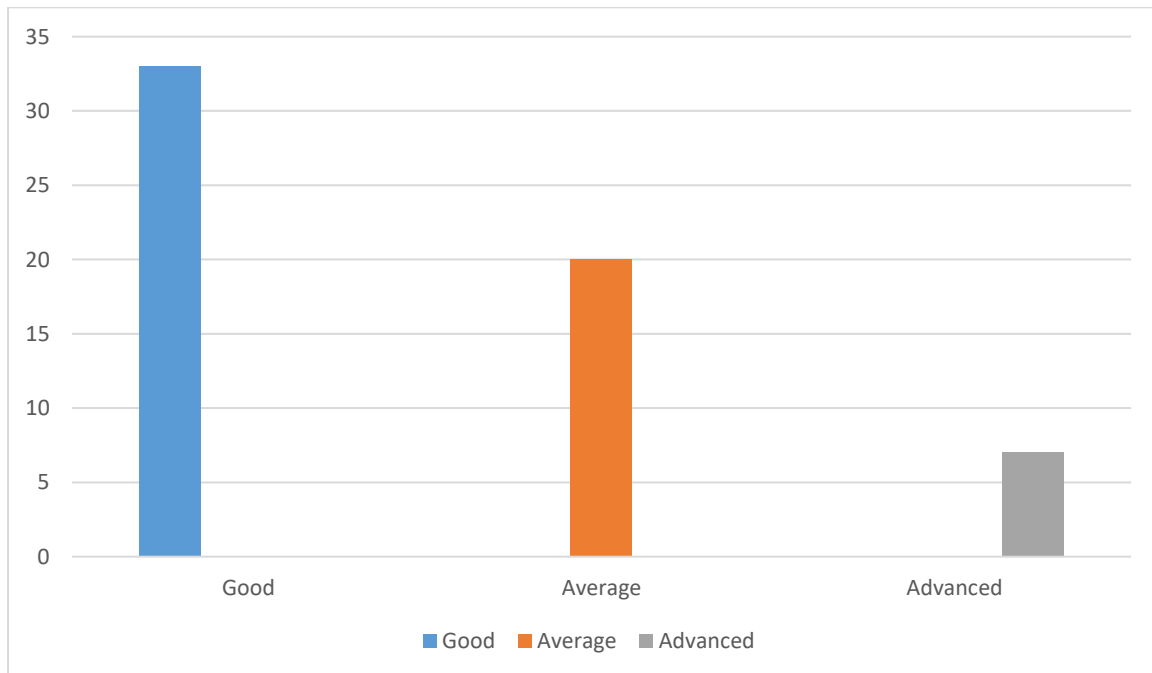
Q2: How do you rate your level in speaking English?

a- Advanced

- b- Good
- c- Average

Figure 8

Student's Level in Speaking English



Note. Number of Participants: 60.

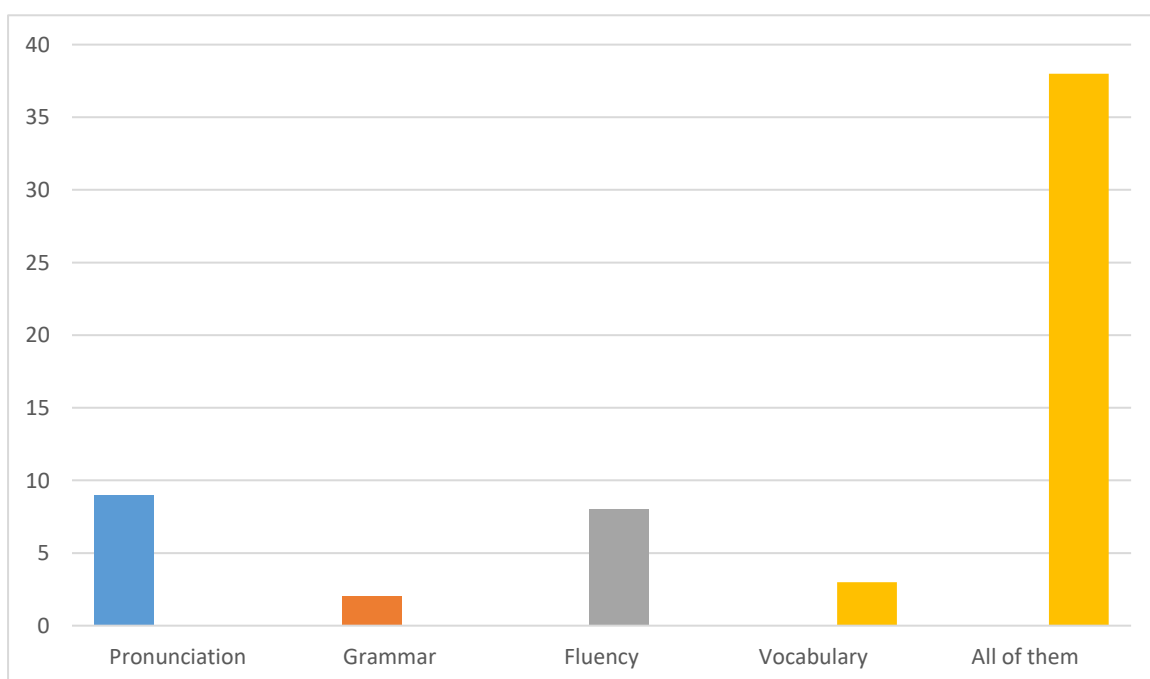
It is noticeable from the figure above that the majority of students (33), 55% have a good level in speaking English. This denotes that the level of students in speaking is adequate and allows them to communicate in English. In contrast, 20 students, about 33.3% of them consider their level average in speaking English. This signifies that the level of students in speaking English is insufficient, and still in need of improvement. It also shows that the students face some difficulties and problems in learning speaking, and that they need to use learning strategies to overcome these problems. While, only (7) students, about 11.7% believes that their level in speaking the English language is advanced. This indicates that only a small number of students are able to communicate without any obstacles, and are fluent speakers of English.

Q3: when learning how to speak, you focus on:

- a- Pronunciation
- b- Grammar
- c- Fluency
- d- Vocabulary
- e- All of them

Figure 9

Student's Focus when Learning Speaking



Note. Number of Participants: 60.

The figure above shows that the majority 38 of the students, about 63,3% take into account the four components (pronunciation, grammar, fluency, and vocabulary) when they learn to speak English; it indicates that the students are aware of the importance of these elements for mastering speaking. 9 of the respondents with approximately 15% claim that they focus on pronunciation when they speak because clear pronunciation is required for effective communication. Whereas, 8 participants who make the equivalent of 13.3% state

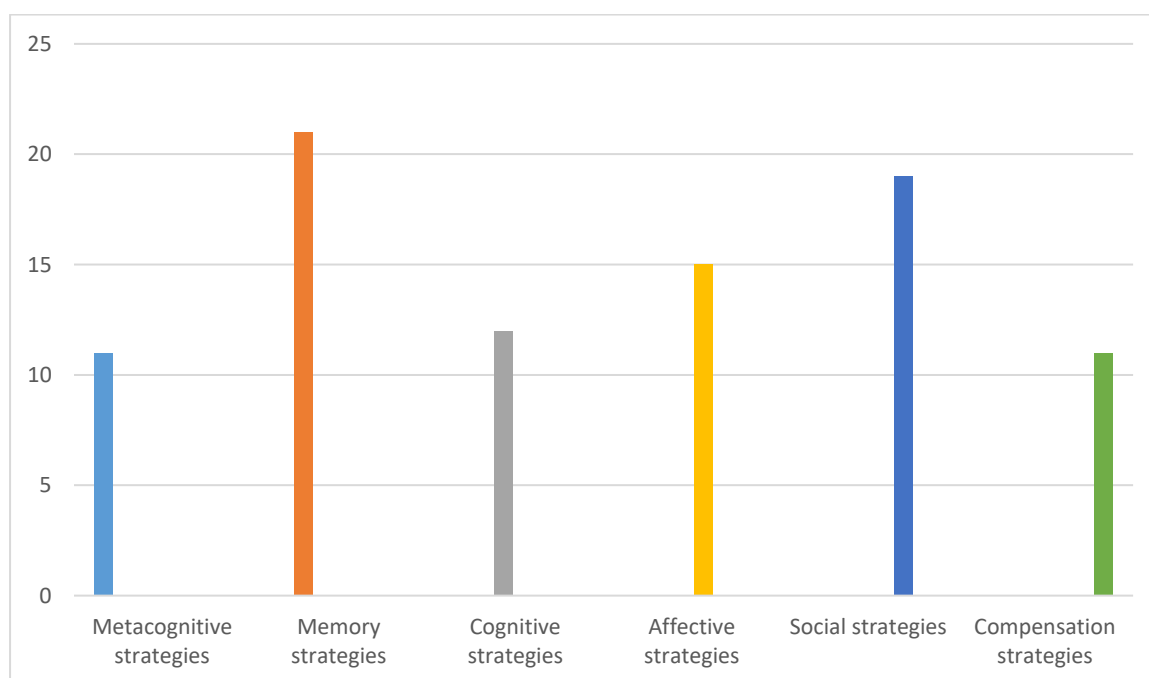
that they prefer to concentrate on fluency in learning to speak. In addition, we can notice that (3) students with 5% opt for vocabulary. While only (2) participants with percentage of 3.3% select grammar as an aspect to pay attention to when they learn to speak.

2.2.1.2 Section Two Results: The Learning Strategies

Q4: Which of the following learning strategies do you use the most?

Figure 10

Students' Use of Learning Strategies



Note. Number of Participants: 60.

Figure 10 shows that the most used learning strategies by students are the memory strategies with the highest number of (21), 35% of them use MSs to help them remember and store the information more effectively. In addition, social strategies are the second most used learning strategies by (19) students; 31.7% of them of them learn speaking English via interaction with the target language (others). Furthermore, a remarkable number of students (15) choose affective strategies as the learning strategies that they use the most; it means 25%

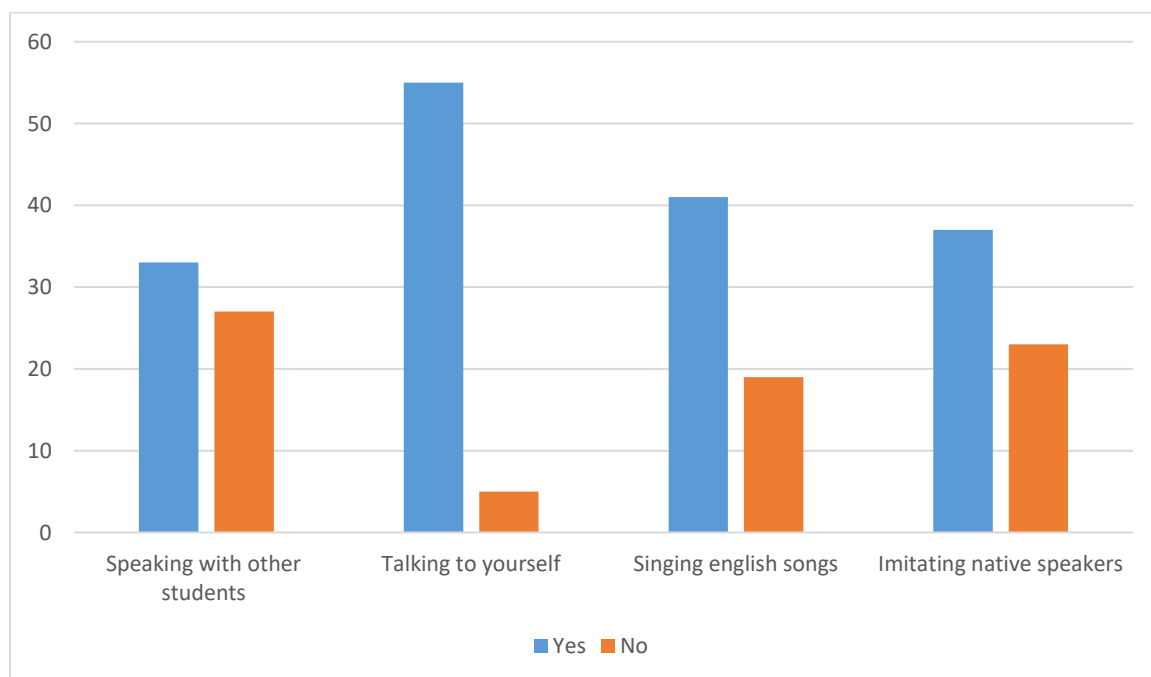
of them use ASs because it helps them manage their emotions such as anxiety and stress. Moreover, cognitive strategies are chosen by (12) students, or 20% of them select CSs since it helps them comprehend or process the information more effectively and easily. Further, metacognitive strategies and compensation strategies are used by the same number of students (11), 18.3% opt for MSs and CSs due to the fact that the former helps them to regulate and manage their learning, while the latter enables them to overcome knowledge gaps for better communication.

Q5: Do you practise speaking English through:

- Speaking with other students yes no
- Talking to yourself yes no
- Singing English songs yes no
- Imitating native speakers yes no

Figure 11

The Strategies Used by Students to Practise Speaking English



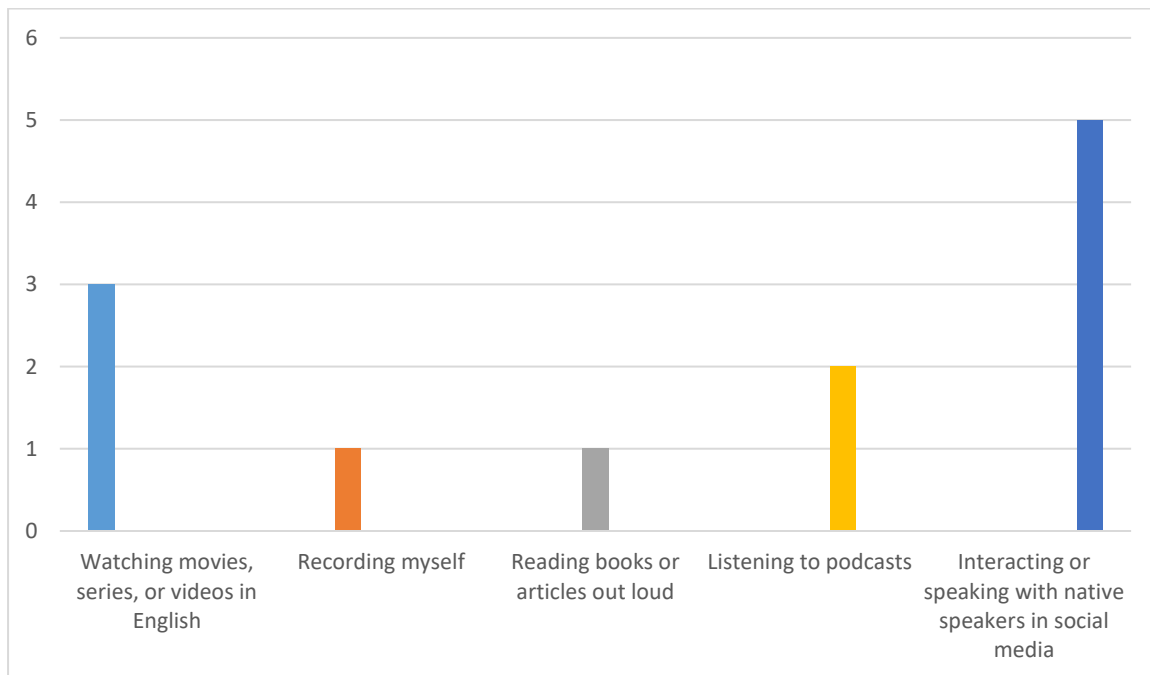
Note. Number of participants: 60.

Figure 11 indicates that the majority (55) students talk to themselves in order to practise speaking English because they do not have a speaking partner, whereas only (5) students do not use this method to practise speaking. In addition, a considerable number of students (41) practise speaking English through singing English songs since it is enjoyable and at the same time improves their level in the speaking skill, while (19) students do not sing English songs to practise speaking. Moreover, (37) students practise speaking English by imitating native speakers because this strategy is very beneficial and helps them acquire the accent of native speakers. However, (23) students claims that they do not use this strategy. Furthermore, (33) students use the technique of interacting or speaking with other students in order to practise speaking English due to the fact that it is a useful method to enrich their knowledge and vocabulary, help them socialize with their classmates, as well as helping them improve their speaking level in English. Nevertheless, (27) students do not prefer this strategy as they do not like socializing or speaking with other students.

Q5: If other ways, please specify them:

Figure 12

The Other Strategies that Students Use to Practise Speaking English



Note. Number of Participants: 60.

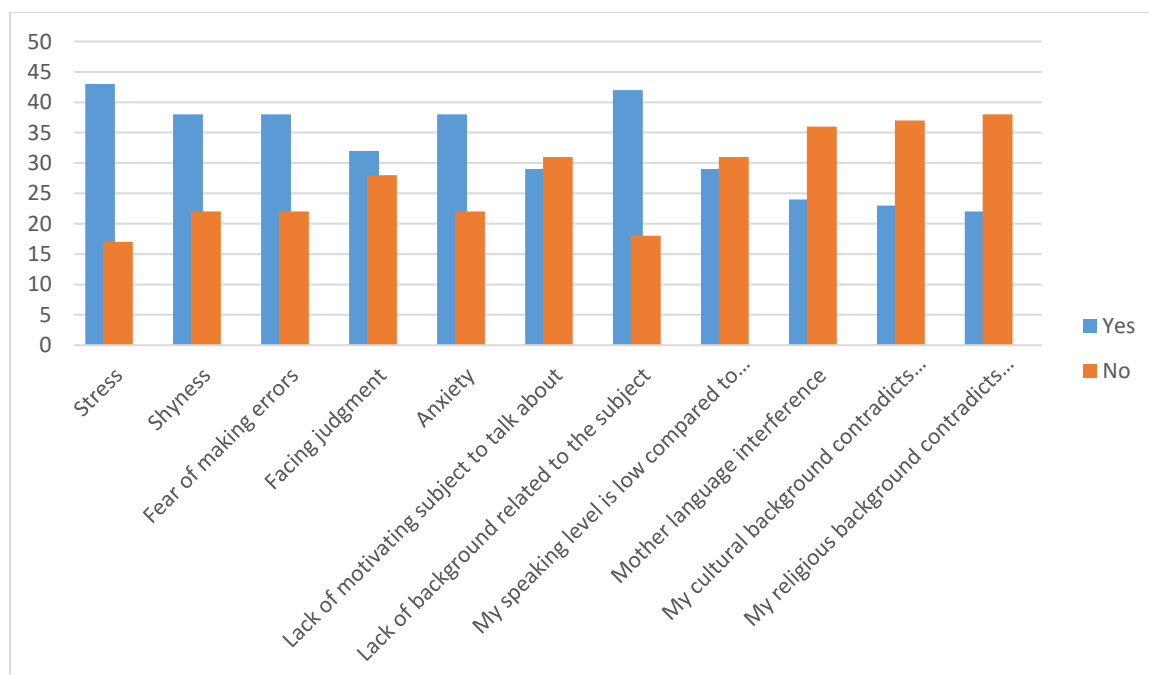
This question has been answered only by 12 students. 48 students ignored answering it. Figure 12 shows that the students use other ways to practise speaking English. The highest number (5) students claims that in order to practise speaking English, they interact or speak with native speakers in social media, or speaking with people from other countries in English about work or any other topic, as well as trying to comment on football matches in English. In addition, (3) students suggests watching movies, series, and videos in English. Moreover, (2) students suggests listening to podcasts to practise speaking English due to the fact that listening more to contents in English improves the speaking skill. Furthermore, a parallel number of students (1) choose recording themselves and reading books or articles out loud to practise speaking English.

2.2.1.3 Section Three Results: Obstacles of Learning Speaking

Q6: The following obstacles hinder my learning speaking:

Figure 13

The Students Obstacles that Hinder their Learning Speaking



Note. Number of Participants: 60.

This question allowed us to detect the difficulties that the participants consider a hindrance for their learning to speak. The students were asked to choose either yes or no for each suggestion. The results revealed that 43 of the students, the highest percentage of 71.6%, consider “stress” as one of the reasons that prevents them from learning speaking. Whereas, 17 (28.3%) of the students contradicts the notion that stress is an obstacle in the face of learning to speak.

In addition, 38 of the respondents with percentage of 63.3% claims that they are afraid of making errors in front of their peers or teachers and it may influence their speaking. In

contrast, 22 of the students, equivalent to 36.6% are opposite; due to the fact that the fear of making errors is not enough cause to hinder their learning to speak.

As shown in the figure above, we noticed that the number of the participants for both “shyness” and “anxiety” is equal; denoting that 38 of the students for each anxiety and shyness with the percentage of 63.3% believe that these factors interfere with their speaking, this may be due to the fact that these affective factors are one of the biggest barriers to develop the communicative skills.

On the other hand, we have 22 students (for each shyness & anxiety), with 36.3% opt for no, which indicates that they do not think that these factors are obstacles in front their learning to speak.

Furthermore, 32 (53.3%) of students find difficulty in acquiring speaking due to the fear of judgment, probably they are afraid of their classmates and teacher’s criticism. By contrast, 28 (46.6%) respondents think differently.

Moreover, 29 students which represent 48.3% opted for yes to the lack of motivating subject to talk about as a problem they face when speaking, perhaps because the topics are not interesting as a result they have no desire to speak. However, 31 students around 51.6% appear to contradict that it is a major obstacle in learning speaking as demonstrated in the figure.

The option “Lack of background related to the subject” was chosen by the majority of the students (42), with the highest percentage of 70%, as a hindrance to their learning to speak, maybe due to the fact that speaking about a certain topic without background information can be problematic. Yet, 18 (30%) of the informants were against.

In addition, 29 of the participants (48.3%) claim that their speaking level is low compared to other speakers, it become a problem that blocks their progress in learning speaking. Nevertheless, 31 learners with approximately 51.6%, opted for no, which indicate that they do not consider it a hinder to learning speaking.

From the results, we can notice that 24 (40%) of the respondents consider mother language as an interference that influence their learning to speak a foreign language while, 36 (60%) students refused this option.

Furthermore, 38.3% (23) of the students claim that when their cultural background contradicts with the subject, it is one of the difficulties that hinder their learning. On the contrary, 37 (61.6%) students were opposite; perhaps they think that it is not adequate obstacle to interfere with their learning to speak.

Lastly, we have 22 participants who make the equivalent of 36.6% indicate that their religious background contradicting with the subject makes it difficult to speak. Whereas, 38 students, making up 63.3% of the total sample opt for no, maybe due to that religion can not be a hindrance in the way of learning.

2.2.2 Discussion and Analysis of the Results

The various results obtained from the different questions of the questionnaire allow us to interpret the findings as follows:

First and as for the mastery of the speaking skill compared to the other skills, the results show that more than 68% of the participants opt for mastering the speaking skill as a first priority. This indicates a high level of awareness about the importance of the speaking skill for students of English. Furthermore, the results indicate that when learning the speaking skill, the majority of the participants focus on pronunciation, grammar fluency and

vocabulary all together. This choice highlights the motivation and dedication of these participants in making efforts to master the speaking skill.

Second and as far as the learning strategies are concerned, the participants use various strategies; however, the Memory Strategies, Social Strategies and Affective Strategies are used more than the Metacognitive, Cognitive and Compensation Strategies in learning the speaking skill. This reality should be known by their teachers in order to focus on including teaching practices that foster learning speaking using memory, social and affective strategies.

Third and as for the strategies used by the participants to practise the speaking skill, the results indicate that the majority of the participants prefer talking to themselves in order to practise speaking English. This may be due to the lack of communication in English between students. This lead us to question the teaching ways and practices that may be still focusing on a more role and speaking time to the teachers more than the students whereas the speaking skill requires students to have a more practice and speaking time both inside the classroom and outside.

Fourth and finally, concerning the obstacles in front of learning speaking, a big proportion of participants have obstacles of affective nature such as anxiety, shyness and stress. This shows the importance of encouraging and motivating students to speak to overcome these obstacles. This indicates that the role of teachers of English is not only delivering lectures and preparing exams. In fact, the role of a teacher of English is a motivator to prepare students and to put them in a comfortable positing to speak and participate without any affective hindrance such as shyness or anxiety.

2.2.3 Conclusions of the Study

Departing from the results of the study, it can be concluded that the research questions have positively been answered in the second chapter of this research.

As for research question one which is: What are the language learning strategies used by EFL students of second year in learning speaking at Mila University Center?. The results show that these participants use pronunciation, grammar fluency and vocabulary all together to foster their speaking skill and as for the learning strategies opted for in learning speaking, the participants use mainly the Memory Strategies, Social Strategies and Affective Strategies. As for practising speaking, the majority of the participants prefer talking to themselves as a preferred practice.

As for research question two: What are the problems that EFL students of second year encounter in learning the speaking skill?. The results revealed the following factors as main obstacles in front of learning and practising the speaking skill:

- **Stress**
- **Being afraid of making errors in front of their peers or teachers**
- **Shyness and anxiety**

These factors belong to the affective factors that hinder these participants from learning and practising speaking. Besides that, there are other factors that can be referred to as pedagogical factors that are as well preventing these participants from practising speaking such as:

- **The lack of motivating subject to talk about**
- **Lack of background related to the subject**
- **Mother language as an interference**

2.2.4 Limitations of the Study

During the research work, we have faced and encountered a number of difficulties that were unexpected and beyond our control. The following are some limitations that have had an influence on our study:

- This study is limited to one population, EFL second-year students at Mila University Centre. Therefore, they may have limited knowledge about learning strategies.
- Due to the time constraints, we could use only a questionnaire as a main research tool in spite of the fact of using another research tool besides the questionnaire would lead to more reliable results.
- It was a challenge providing materials related to the research topic due to the limited access of information.

Conclusion

Overall, this chapter presented the methodology, data analysis, and the findings gathered by this research. Initially, the results obtained from the student's questionnaire show that second-year EFL students at Abdelhafid Boussouf University in Mila want to master speaking English. It was remarked also, that the most used learning strategies by second year students are memory, social, and affective strategies as they improve students' speaking skill as well as help them store information, gain confidence, and minimize stress. While cognitive, metacognitive, and compensation strategies are the least used strategies. Additionally, the findings shed light on the obstacles the students faced when learning speaking such as stress, facing judgment, and others.

General Conclusion

Learning a new language is not an easy task. It rather requires the learners to use some techniques or methods which are called learning strategies. While Learning the English language, mastering the macro skills and specifically the speaking skill is essential in order to master this language. This dissertation has aimed to examine the problems that EFL students encounter in using strategies of learning speaking. The first chapter has consisted of two sections. The first section dealt with the concept of speaking which is one of the most important and useful skills in learning English as a foreign language. The second section shed light on learning strategies and its different types. Learning strategies are the techniques the students use to make learning easier, faster, and more effective. There are two types of Learning Strategies: direct and indirect strategies.

The second chapter of this research study has been devoted to the results of the study. To conduct the study, a questionnaire administered to second year students at Mila university center. The obtained results have indicated that the learners employ various strategies to acquire the speaking skill. However, they tend to rely on memory strategies, social strategies, and affective Strategies more than metacognitive, cognitive, and compensation strategies. Additionally, a considerable number of second-year students face affective challenges such as anxiety, shyness, and stress while trying to learn the speaking skill. Apart from these, some pedagogical factors like: the lack of motivating subjects to talk about, lack of background related to the subject, and mother tongue interference further prevent learners from practising speaking.

In order to continue the investigation on the use of learning strategies and the problems that faces students while using them to learn speaking, further research needs to be conducted on how to overcome the factors that hinder students from learning speaking. The

future researches can be conducted using more research tools such as observation, interviews, or experiments methods to gather more reliable data about the study.

To conclude, learning strategies are very important methods for learners to improve their studies. The learners can use learning strategies to learn speaking English. Besides, learners should use the right strategies that suite their learning styles in order to avoid learning obstacles and difficulties.

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Appendix: Students' Questionnaire

Dear student,

This questionnaire is a crucial part of a research study. Students follow a number of strategies when learning speaking. So, this study aims at investigating the problems that face second year students when using strategies of learning speaking. You are kindly requested to answer the following questionnaire by putting a cross(x) in the appropriate box or making a full statement when necessary. There are no right or wrong answers, and your responses are completely anonymous. Thank you in advance for your cooperation and the time devoted to answer the questionnaire.

Section One: The Speaking Skill

1. Which of the four language skill do you wish to master the most?

e- Writing

f- Speaking

g- Listening

h- Reading

2. How do you rate your level in speaking English?

d- Advanced

e- Good

f- Average

3. When learning how to speak, you focus on:

f- Pronunciation

g- Grammar

h- Fluency

i- Vocabulary

j- All of them

Section Two: The Learning Strategies

4. Which of the following learning strategies do you use the most?

- a- Metacognitive strategies (helps learners to regulate and manage their learning).
- b- Memory strategies (helps to remember and storage of information).
- c- Cognitive strategies (are mental strategies learners use to make sense of their learning).
- d- Affective strategies (helps learners to manage their emotions such as anxiety and stress).
- e- Social strategies (learn via interaction with the target language (others)).
- f- Compensation strategies (helps learners to overcome knowledge gaps for better communication).

6. Do you practise Speaking English through?

- | | | |
|---------------------------------|-----|----|
| ➤ Speaking with other students: | Yes | No |
| ➤ Talking to yourself: | Yes | No |
| ➤ Singing English songs | Yes | No |
| ➤ Imitating native speakers | Yes | No |

If other ways, please specify them:

Section Three: Obstacles of Learning Speaking

7- The following obstacles hinder my learning speaking:

- | | | |
|---|-----|----|
| ➤ Stress | Yes | No |
| ➤ Shyness | Yes | No |
| ➤ Fear of making errors | Yes | No |
| ➤ facing judgment | Yes | No |
| ➤ Anxiety | Yes | No |
| ➤ Lack of motivating subject to talk about | Yes | No |
| ➤ Lack of background related to the subject | Yes | No |
| ➤ My speaking level is low compared to the other speakers | Yes | No |
| ➤ Mother language interference | Yes | No |

- My cultural background contradicts with this subject Yes No
- My religious background contradicts with this subject Yes No

Thank you very much for your cooperation

Résumé

Les stratégies d'apprentissage sont des techniques et des activités pratiquées par les apprenants de langue afin de rendre leur apprentissage plus efficace. Ces stratégies sont utilisées pour l'apprentissage des quatre compétences linguistiques et spécifiquement l'expression orale qui fait l'objet de la présente étude. Par conséquent, cette recherche vise à examiner les problèmes que les étudiants en EFL rencontrent dans l'utilisation des stratégies d'apprentissage de l'expression orale. Il vise également à enquêter si cette population de recherche, qui sont soixante (60) étudiants de deuxième année d'anglais au centre universitaire Mila, utilise efficacement ces stratégies d'apprentissage ou non afin d'améliorer leur compétence à l'orale. Pour mener l'étude, un questionnaire a été utilisé comme principal outil de recherche. Les principaux résultats de l'étude indiquent que le stress, la timidité et l'anxiété sont parmi les principaux facteurs affectifs considérés comme des obstacles à l'apprentissage et à la pratique de l'expression orale. Les conclusions ont également montré que les participants utilisent diverses stratégies. Les stratégies de mémoire, les stratégies sociales et les stratégies affectives sont plus utilisées que les stratégies métacognitives, cognitives, et de compensation dans l'apprentissage de la compétence orale.

Les mots clés : la compétence orale, les stratégies d'apprentissage, les stratégies d'apprentissage d'expression oral, obstacles

المخلص

استراتيجيات التعلم هي تقنيات وأنشطة يمارسها متعلمو اللغة لجعل تعلمهم أكثر فعالية. تستخدم هذه الاستراتيجيات في تعلم المهارات اللغوية الأربع؛ الكتابة والاستماع والقراءة والتحدث والتي هي محور هذه الدراسة. لذلك يهدف هذا البحث إلى دراسة المشاكل التي يواجهها طلبة اللغة الإنجليزية في استخدام استراتيجيات تعلم التحدث. ويهدف أيضًا إلى التحقق مما إذا كان هذا المجتمع البحثي، الذين يبلغ عددهم ستين (60) طالبًا في السنة الثانية من اللغة الإنجليزية في جامعة ميله، يستخدمون هذه الإستراتيجيات التعليمية بفعالية أم لا بحيث يتم تعزيز مهاراتهم في التحدث وتحسينها. لإجراء الدراسة تم استخدام استبيان كأداة بحثية رئيسية. وقد أشارت النتائج الرئيسية للدراسة إلى أن التوتر والخجل والقلق من بين العوامل الرئيسية المعطلة التي تعتبر عقبات أمام التعلم وممارسة التحدث. وقد أظهرت النتائج كذلك أن المشاركين يستخدمون استراتيجيات مختلفة ومع ذلك فإن استراتيجيات الذاكرة والاستراتيجيات الاجتماعية والاستراتيجيات العاطفية تستخدم أكثر من استراتيجيات ما وراء المعرفية والمعرفية والتعويضات في تعلم مهارة التحدث.

الكلمات المفتاحية: مهارة التحدث، استراتيجيات التعلم، استراتيجيات تعلم التحدث، العقبات.