

People's Democratic Republic of Algeria
Ministry of Higher Education and Scientific Research
University of Mohamed Seddik Ben Yahia
Faculty of Letters and Languages
Department of English Language and Literature



**An Investigation of the Effect of Students' Presuppositions Related to
Teachers' Behavior on their Fluency from the Students' Perspective**

Thesis submitted in partial fulfillments of the requirements for the degree of Master in
English linguistics

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Abstract

The present study aims at investigating the effects of students' presuppositions related to teachers' behaviour on their fluency. It attempts to achieve insights into these presuppositions and whether they have an effect on students' fluency. For the purpose of verifying the validity of the research hypothesis which states that positive students' presuppositions that are related to teachers' positive behavior are key factors for enhancing learners' fluency. A descriptive research design was implemented in which a questionnaire was directed to third year LMD students in the Department of English at Mohammed Seddik Ben Yahia University of Jijel. From the results obtained, it is evident that students' presuppositions related to teacher's behaviour have an enormous influence on their fluency. When students have positive presuppositions related to teachers' behaviour, this helps them to enhance their fluency, while when they have negative presuppositions, this latter affects their fluency in a non desirable way. Therefore, teachers should provide a comfortable environment inside the classroom that encourages students to discuss and negotiate their ideas and opinions freely. Hence, effective learning and a good fluency will be achieved.

In The Name of Allah, the Most Compassionate, the Most Merciful

Dedication

I dedicate this modest work

To Allah who gave me strength and energy to complete it

To My mother and father

To my sisters Moufida and Rima and my brothers Abd Erezzak and
Mahdi

To my beloved husband Abd Erezzak and my sweet daughter Nada
To my dear friends who supported me in times of weakness especially
Farida, Aicha, Wissam, Loubna, Sadjia, Bahia, Abir, Kouloud, and
Saida

To all those I have forget to mention but they are always in my Heart,
thank you all for your unforgettable support

Meiem Bouhanika

To the two candles always enlighten my life, the reason of what I become today. Thanks for
your support through all my life's challenges and decisions, dad Habib and mom Saliha

To my dearest grandfather and grandmothers

To my dearest brother and sisters Abdellah, Selma, Marwa, Chahla, Lamis, Iness, Noursin

To my great Husband and beloved Soufiane for his love, patience, and support

To the smallest creature, who gives the honor to be a mother, who made my life full of
kindness and love; to my Yakoub

To my wonderful friends with whom I have shared the school life with its lights aand
shadows; Meriem, Farida, Aicha, Sadjia, Amina, Abir, Kouloud, Radja, and Loubna

To all those who believed in me and prayed for my success.

I dedicate this modest work and I say may Allah

bless you

Yakoub's Mother

Wissam Boukchem

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“No one walks alone, and when you are walking on the journey of life...you have to start to thank those that joined you, walked beside you, and helped you along the way”

David H. Hooker

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List of Abbreviations

SL: Second Language

TL: Target Language

FL: Foreign Language

LMD: License Master Doctorate

EFL: English as a Foreign Language

ELLS: The English Language Learners

ESL: English as a Second Language

CELS: Certificate in English Language Speaking Skills

IELTS: International English Language Testing System

Q: Question

%: Percentage

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General Introduction

Introduction

- I. Statement of the Problem
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- VI. Structure of the Study

General Introduction

I. Scope of the Study

Experiencing real communicative situations is of crucial importance for those who are studying English in non-English speaking settings. Such experience helps students to learn how to express their own views and opinions, and to develop their oral fluency and accuracy. Both of oral fluency and accuracy are very essential for the success of FL communication. Actually, the teaching and learning of a foreign language by its very nature requires a friendly and positive atmosphere in the classroom, which involves active interaction and participation of both the teacher and students. This atmosphere will help those students enhance and develop their speaking skill.

A positive classroom interaction particularly that of the teacher and his students plays a significant role in the process of second language learning. Teacher -student's interaction creates opportunities for the classroom community to develop knowledge and skills. As far as the speaking skill is concerned, this research work sheds some light on this skill which is considered the most desirable skill to be mastered by the majority of foreign language (FL) students.

Many researchers have called into question the importance of investigating the role of teachers' attitudes on learners' motivation to improve their oral fluency. A negative interaction, i.e., the negative attitudes of teachers or their negative feedback towards students' work or answers have a negative influence on students' ability in achieving the needed fluency. These negative attitudes hinder learners from participation in the classroom as it is required because they are afraid of such feedback as a blame for their answers. For that reason, a positive and a good teacher-student relationship is being truly demanded.

II. Statement of the Problem

In many cases, students of English find it difficult to speak flawless English without hesitation for five whole minutes. Because of the lack of participation and practice, students cannot bring their talk forth as quickly as needed to speak fluently. Thus, the lack of these two items, participation and practice, can lead to the lack of fluency.

The classroom environment is a major issue in student's success or failure. Teachers as a part of this environment have been proven to be the most influential factor in enhancing the learning process. Therefore, the relationship between the teacher and the students considered to be as a key factor in achieving good fluency and good learning as a whole. The effect of teacher's behaviour on students is largely determined by student's level of fluency. Thus, it is necessary to create a positive atmosphere inside the classroom which will encourage students to interact, participate and train themselves more to use the language they are learning. Hence, their fluency will be enhanced and developed.

Since interaction is an important point in the teacher-learner relationship, students' perceptions towards their teachers as an influencing factor of their fluency will be the aim of this work. The study also attempts to shed some light on teachers' behaviour inside the classroom as an essential issue in building the students' attitudes towards their teachers. Since students are in direct contact with the teacher, the use of the students' perceptions in the assessment of the teachers' behaviour and in investigating its effect on learners fluency will be both valuable and necessary.

III. Aims of the Study

The major goal of the present study is to investigate the overall effect of students' presuppositions related to teachers' behaviour on their fluency. Thus, the study specifically

aims at achieving insights on whether learners' positive or negative perspective related to teachers' behaviour really influence the success or failure of obtaining the needed fluency.

IV. Research Questions

To fulfill the aim of the study, the general research question which will be explored and answered is the following:

- How and to what extent does teachers' behaviour effect students' fluency from third year LMD students' perspective?

In order to answer this research question, other sub-questions need to be answered through the study. They are:

- To what extent does teachers' behaviour impact students' fluency?
- Do all teachers have positive behaviour that provides a good atmosphere inside the classroom which helps in achieving students' fluency effectively?

V. Assumptions and Hypothesis

On the basis of what has been said, we assume that:

- English Language Learners (ELLs) desire is to improve their fluency and to speak English without hesitating.

- Learning is not passively observed facts or information simply added to existing knowledge; instead, learning is an interactive process between teachers and learners.

- The underachievement in speaking is not only due to learners' unwilling to speak but also to teachers' marginalization of the teacher-learner relationship.

In this respect, this research work is based on the following hypothesis:

- Teachers' positive behaviours which lead to students' positive presuppositions are key factors for enhancing learners' fluency.

VI. Means of Research

The most adequate tools for collecting data in this research work are interviews, observation and questionnaires. However, interviews and observation are more useful in helping to better understand students' needs, but more time consuming. Because of time constraints, only a questionnaire is used to achieve a more reliable and comprehensive picture. In this sense, the questionnaire is submitted to third-year LMD students in the department of English at Jijel University. It aims at investigating the effect of students' presuppositions towards teachers' behaviour on their fluency.

VII. Structure of the Study

This research aims at investigating the effect of students' presuppositions related to teachers' behaviour on their fluency. To deal with this issue, the study is divided into three chapters. The first two chapters constitute the theoretical part while the third one is the practical part.

The first chapter presents some of the aspects and the theoretical issues of language speaking fluency. It also deals with the relationship between fluency and accuracy. Then, the factors that hinder students' fluency will be discussed as an ending point for this chapter.

In the second chapter entitled "Teacher-Student Relationship", perspectives on teacher-student relationship are explored in addition to illustrating these expectations. Then, a comparison between negative and positive teacher-student relationship is made, besides to indicating the process of developing positive teacher-student relationship. The last two points

we underlined in this chapter are consequently students' presuppositions related to teachers' behaviour and teachers' role as a motivator in enhancing students' fluency.

The last chapter deals with data analysis. It provides a detailed analysis of learners' questionnaires. It will help us to see whether the results go in the same direction of our hypothesis.

Chapter One: The Speaking Skill

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- 1.2. Language Speaking Skill
- 1.3. The Importance of the Speaking Skill
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Introduction

Nowadays in the global era, communication has become of crucial importance in the speech community. Without good communication people from different nations will not be able to understand each other. Communication is very important because everything is impossible to be done without it. The first and the most powerful language that is used for the aim of communication is English. It is now a global lingua franca. This chapter highlights the value of English language and how speaking this language has sufficient worth. It begins with stating the importance of English language in the world and the importance of the speaking skill. It also presents a definition of speaking fluency. Then, a comparison between fluency and accuracy is followed. In addition, it sheds light on speaking assessment. Presentations of both factors that hinder learners' speaking fluency and strategies that enhance learners' fluency are also portrayed in the framework of this chapter.

1.1. English Language Importance

Nowadays, for a number of reasons, the expansion of English language is widely increasing. It is used across the globe in different fields such as business, education, communication, information, in media and entertainment, tourism, trade, transport and in so many other social and scientific domains. In this regard, Cook (2003) stated that: "In recent years the growth of English has been further accelerated by startling expansion in the quantity and speed of informational communication" (p25). English is regarded as a global language, an international language and as a lingua franca between people for whom it is not a first language. Therefore, needless to say, the emphasis on teaching English is becoming a vital part of education all over the world.

English use increasingly takes a crucial place by international community. In order to communicate across national borders and maintain correspondence with overseas business parties and professional, English is essential.

Education as well as business is an important area that sheds light on English language and calls for using it. This language is fundamental for higher education and specialized training. English is mostly used in books and many other written subjects and even most of the quickly translated works are done in English. It is the language of instruction of most universities and higher institutes of the world.

English language is also of a great importance in communication and in maintaining international relations. It is the language of conferences, meetings, international politics, and diplomacy.

In today's world of technology and information, English language is essential for getting easy access to any information at any time. The information people search for are available in English. Thus, English is considered to be the language of information, technology, and internet.

The importance of English in media and entertainment appears in a form of different usage of language. Satellite channels around the world telecast news and views in English. Cinemas, cartoons, and other media productions are available in English

The undeniable importance of English as an international language is determined through the vast usage of this language in many of social and non-social fields. Anywhere in the world English is useful and helpful. So, learning English is like having an international visa

1.2. Language Speaking Skill

The need of mastering any language can be decided through the importance of the language itself and the purpose behind learning it. Language learning is basically observed as the process of building productive and receptive competencies in the four skills of the language to be learnt. In his article on language skills, Gillis (2013) reported that “The four skills of listening, speaking, reading, and writing are all interconnected”. On the importance of speaking in relation to the other skills, he added; “Proficiency in each skill is necessary to become a well-rounded communicator, but the ability to speak skillfully provides the speaker with several distinct advantages”.

Along with reading, writing, and listening; speaking as a skill is required in the language learning process. Learners can communicate with others though speaking in order to achieve certain goals or to express their opinions, intentions, hopes and viewpoints. Furthermore, in almost any setting, speaking is the most frequently used language skill. As Rivers (1981) argued, speaking is used twice as much as reading and writing in our communication.

The difference between the speaking skill and the other skills can be distinguished through comparing their characteristics. Thus, speaking as a productive skill as well as writing has always been compared to each other, as opposed to the receptive skills of reading and listening. Speaking relationship with listening also can be demonstrated via their interrelated ways accomplishing communication. Every speaker is simultaneously a listener and every listener is at least potentially a speaker (Oprandy, 1994, p. 153).

Speaking has been classified to monologue and dialogue. The former focuses on giving an interrupted oral presentation and the latter on interacting with other speakers (Nunan, 1989, p. 27). Speaking is also defined as an interactive process of constructing meaning that

involves producing, receiving and processing information. Its form and meaning are dependent on the context in which it occurs, the participants and the purposes of speaking (Burns & Joyce, 1997).

In English foreign language (EFL) learning, speaking is a secondary stage in which students become capable of expressing themselves orally, coherently, fluently, and appropriately in a given context. This will serve both transactional and interactional in a given meaningful context using correct pronunciation, grammar and vocabulary and adopting the pragmatic and discourse rules of the spoken language.

The speaking skill development is of crucial importance in EFL programmes. Nunan (1999), Burkart, and Sheppard (2004) argued that success in learning a language is measured in terms of the ability to carry out a conversation in the target language (TL). Thus, speaking is probably a priority for most learners of English (Florez, 1999). Instruction in speaking is important in order to help students acquire EFL speaking skills; therefore, they converse spontaneously and naturally with their teachers, colleagues, or native speakers. Furthermore, if the right speaking activities are taught in the classroom, speaking can raise general learners' motivation and make the English language classroom a fun and dynamic place to be (Nunan, 1999 & Celce-Murcia, 2001). In addition, speaking can support other language skills. Recent research has considered oral interaction as an important factor in the shaping of the learners' developing language (Gass & Varonis, 1994). For instance, it was proved that learning speaking can help the development of reading competence (Hilferty, 2005), the development of writing (Trachsel & Severino, 2004) as well as the development of listening skills (Regina, 1993).

Producing spoken language has been always a challenging process for EFL/ESL learners. The difficulties students encounter when speaking are mostly either related to

fluency, accuracy, or to both of them. In addition to accuracy issues, students of English language usually complain of lack of speaking fluency in classroom especially with their teachers. Teachers in the other side frequently complain of the lack of interaction between them and their students. Therefore, the focus on the impact of teacher-student relationship on speaking fluency is of crucial importance for the development of language learning.

1.3. The Importance of the Speaking Skill

Among the other foreign language skills (listening, reading, and writing), Speaking seems intuitively the most important one. According to Richards (2006), speaking is the “natural language use” which occurs “when a speaker engages in meaningful interaction and maintains comprehensible and ongoing communication despite limitations in his or her communicative competence” (p.14).

The crucial role of speaking has been stressed by Kayi (2006). According to him, speaking is helpful in maintaining oral communication. It leads to the strength of interpersonal ties especially when it is used appropriately in social interactions. In addition, speaking is considered as “the vehicle par excellence of social solidarity, of social ranking, of professional advancement and business” (Bygate, 1987, p.vii). Moreover, language is also used for transactional purposes. The transactional uses of language, as defined by Richards (1990), are situations “in which language is being used primarily for communicating information” (p.54).

According to Celce-Murcia (2003), “the most basic means of human communication is speaking” (p.103). For that reason, there is an attempts to link both the interactional and transactional uses of language as argued-by Brown and Yule (1983, p.3), and Kingen (2000, p.218). According to Kingen (2000), speaking helps fulfil the following twelve functions: expressing personal feelings, opinions, beliefs and ideas, describing someone or something,

real or imagined, creating and telling stories or chronologically sequenced events, giving instructions or providing directions designed to produce an outcome, asking questions to obtain information, comparing two or more objects ,people ,ideas ,or opinions to make judgments about them, expressing mental images of people, places, events, and objects, predicting possible future events, exploring meaning, creating hypothetical deductions, and considering inferences, changing others 'opinions, attitudes, or points of view, or influencing the behaviour of others in some way, explaining, clarifying, and supporting ideas and opinions and sharing information with others.

1.4.Speaking Fluency

As the processes of learning and applying the skills of oral English are so closely related, classroom should be a place where the use of spoken language is sensitively supported, since it enables students to make connections between what they know and what they are learning, and it is the one through which they are going to be judged while the first impressions are being formed .UR (1984) stated that “Many if not most foreign language learners are interested in learning to speak” (p.120). In practice or in real classroom situation, those learners find it difficult to communicate or interact using the target language. They think that speaking a foreign language perfectly with a good pronunciation and fluency is a complex task to fulfil.

Derived from the speaking skill, there are conversational skills. They can be explained as language abilities needed to interact in social situations. These abilities include speaking with appropriate vocabulary and structured linguistic forms. They are types of competences that every foreign language learner seeking for the aim of developing fluency and speaking proficiency.

1.4.1. Grammatical Competence

The grammatical competence “encompasses knowledge of lexical items and rules of morphology, syntax, sentence-grammar, semantics, and phonology” (Brown, 2007, p. 219). That is to say, the grammatical competence deals with the ability of using the grammatical rules correctly, and not only with the recognition and mastery of them (Savignon, 2001). It is important to have the knowledge of words and sentences in order to convey meaning, i.e. there must be an understanding of how words are segmented into various sounds, and how sentences are stressed in particular ways. The grammatical competence enables people using and understanding English language structures accurately and unhesitatingly, which contributes to learner's fluency depends on the grammatical competence that they have (Eggins, 1997, p.p. 42-9).

1.4.2. Discourse Competence

The rules of cohesion and coherence apply which aid in holding the communication together must be learnt in both formal and informal discourse in a meaningful way (Brown, 2007). Brown (2007) also stated that production and comprehension of a language, in communication, require one's ability to perceive and process stretches of discourse, and to formulate representations of meaning from referents in both previous sentences and following sentences. (need reference)

In this sense, Brown (2007) stated that discourse competence is “the ability to connect sentences [...] and to form meaningful whole out of a series utterances.” (p. 220). Thus, a large repertoire of structures and discourse markers to express ideas, show relationships of time, and indicate cause, contrast, and emphasis is required to be an effective speaker and learners can also manage turn taking in conversation (Schiffirin,1994,p.109).

1.4.3. Sociolinguistic Competence

Since knowledge of language alone are not enough, learners must also know knowledge about the sociolinguistic side of that language for the aim of preparing learners for effective and appropriate use of the target language. The sociolinguistic side of language helps learners know what comments are appropriate, know how to ask questions during interaction, and know how to respond none verbally according to the purpose of the talk. Brown (2007) claimed that sociolinguistic competence has to do with “an understanding to the social context in which language is used”.

1.4.4. Strategic Competence

Strategic competence is “how to cope in an authentic communicative situation and how to keep the communicative channel open” according to Canale and Swain (1980, p. 25). In other words, the way learners manipulate language in order to meet communicative goals is called strategic competence. The latter is the ability to compensate for imperfect knowledge of linguistic, sociolinguistic, and discourse rules. In terms of speaking, the ability of knowing when and how to take the floor, how to keep a conversation going, how to terminate the conversation, and how to clear up communication breakdown as well as comprehension problem is known as strategic competence.

1.5. Accuracy Vs Fluency

When talking about speaking in the EFL classroom, the debate about accuracy versus fluency is arises; as they are the two cornerstones of assessing speaking in the target language (Scrivener, 2005). He stated that accuracy is the ability to employ rules of grammar correctly (2005, p.160-162). This means, using the right tenses and the correct prepositions while producing sentences, in addition to developing a good grasp of vocabulary by understanding what words actually mean and using them in the correct contexts without making serious

mistakes. Therefore, a greater use of instant teacher's correction within a speaking activity is appropriate. In reverse, fluency is the ability to produce language easily, smoothly and confidently without irrelevant pauses or hesitation, however, often with making major mistakes. In this case, instant correction may be inappropriate and could interfere with the aims of the speaking activity.

Students' needs dictate whether their teachers are supposed to choose speaking activities that are concerned with accuracy or those concerned with fluency, additionally to adapt their teacher's role in class. If the speaking activities aimed at achieving accuracy, producing grammatically correct spoken English is emphasized and the teacher should focus more on student's mistakes and devote time to their correction. If the fluency in speaking the language is the target, less attention will be given to grammatical mistakes, as a result teacher's contribution in class is reducing; the less the teacher speaks, the more time and space will be allowed to students. Fluency generally increases as learners' progress and become more comfortable using the language.

However, our societies today based on fast exchanges of information what requires fluent speakers of the foreign language who speak or write efficiently without pauses as they will be able to converse freely and talk with native speakers even though making grammatical mistakes. It is not much help trying to use only fluency, an absolute beginner who have no framework, no body of words that he or she can use to start actually speaking, to get him to become fluent, you first have to build the frame. It would be injudicious to qualify accuracy as less important in communication and underestimate its importance. It is also essential for the ability to speak a foreign language well. Accuracy and Fluency are two factors which can determine the success of English language students in the future.

1.6. Speaking Assessment

Assessment is the process of analyzing and measuring knowledge and ability, in this case, learners' knowledge of the language and ability to communicate. Assessing learners is of crucial importance for the aim of developing their speaking skill. O'Sullivan (2006) stated that process of speaking assessment, in language teaching, is considered as very contentious and intricate.

There are two ways to assess learners, formal and informal. Assessment that students can have at the beginning and at end of the language courses is called informal assessment. It can also happen at various occasions during the course itself by asking questions to check whether the learners have understood or not. While assessment that can be done through tests-using placement, diagnostic, progress or development tests and examinations like the Cambridge Certificate in English language Speaking Skills (CELS), the International English Language Testing Service (IELTS) examination is called formal assessment.

1.7. Factors Hindering Students' Fluency

Many students cannot participate in oral activities or talk freely due to several reasons including both internal (psychological), students' previous experiences and external factors, environment created by teachers in the class.

1.7.1. Psychological Factors

There are some psychological factors that contribute significantly in preventing the students from practicing their speaking in the class which hinder them from achieving the goal of teaching the speaking oral skill in enhancing communicative efficiency. Among these factors: Anxiety, shyness, lack of confidence and the fear of making mistakes.

1.7.1.1. Lack of Interest in the Subject

In a foreign language classroom, the topic chosen to be discussed or to be talked about is of great importance. Topics of oral expression sessions should be interesting to the learners for the aim of stimulating their attention. Otherwise, students will stay silent and have nothing to say. Moreover, the teacher should choose a topic that he has something to talk about it, i.e. a topic that he knows very well. In addition to what is said, student-teacher and student-students relationship should be positive so students feel comfortable and speak without hesitation or fear.

1.7.1.2. Poor Listening Practice

In order to learn a foreign language, listening to its native speakers is very important to speak that language fluently. Although the students may have acquired, to some extent, the speaking skill so they can express themselves in the foreign language, but they have little practice in understanding the oral language when spoken at a normal speed of delivery in a conversation situation by native speakers. The student therefore does not comprehend sufficient elements in the message to be able to make further contribution to the discussion. Students need much practice in listening to the target language functions that will provide them with the breathing space necessary for oral performance.

1.7.1.3. Deficient Vocabulary

When students attempt to use foreign language, they find it difficult to get appropriate words to express their own ideas and opinions. As they are asked to talk, they feel frustrated and uncomfortable because of the limited vocabulary and the expressions they have.

The teacher must be aware of this psychological factor and conscious of his own contribution in the process of teaching. He must be aware of the fact that, although they are

limited in their powers of expression, they are not really the immature persons this deficiency might make them appear to be.

1.7.1.4. Anxiety

One of the main blocking factors for an effective language learning and achieving the needed fluency in that language is anxiety. According to Horwitz et al (cited in Nascente, 2001) nervousness, apprehension and feeling of tension are words that can describe anxiety which is associated with the situation of learning a foreign language. This feeling impacts students' learning and fluency. In fact, learning requires a comfortable atmosphere which gives students more comfortable situations in their learning activity. Therefore, teachers should identify students' strengths and weaknesses and then they should create a learning method which accommodates all students in the classroom for the purpose of reducing that feeling of anxiety (Harmrer, 2007).

1.7.1.5. Shyness

Shyness plays an important role in students' speaking performance. Shyness as a negative feeling can negatively affect students' oral production. Because of shyness, students' mind goes blank or students will forget what to say when they are asked to speak in front of people. For shy students, such speaking is like a phobia (Baldwin, 2011). Therefore, paying attention on this aspect is also quite important in order to help the students do their best in their speaking performance in the classroom (Gebhard, 2000).

There are many reasons that cause students' shyness. According to Saurik (2011) most of English students feel shy when they speak the language because they think they will make mistakes when they talk. They are also afraid of being laughed at by their peers. Shyness for some learners is caused by their nature that they are very quiet.

Convincing students to look upon shyness as a thing to overcome and do not fear failure or success is one of the solutions suggested by Chinmoy (2007). Moreover, Pesce (2011) said that it is of crucial importance that teacher creates a friendly and open classroom environment. In such way, they will not feel afraid of making mistakes.

1.7.1.6. Lack of Confidence

Another psychological factor that affects students' fluency is the lack of confidence. The latter occurs when students think that their conversation teacher or partners have not understood them or when they do not understand other speakers. As a result, they keep silent to avoid mistaking. In this regard, Tsui cited Nunan (1999) said that unconfident students will suffer from communication apprehension. That is to say, encouraging students to building their confidence is an important part of teacher's focus of attention.

With regard to possible solutions to overcome the students' lack of confidence, a strategy to build students' confidence is suggested by Ye Htwe (2007). According to him, maximizing students' exposure to English is a good way to build the students' confidence. Furthermore, teachers can provide regular opportunities to practice proper pronunciation and intonation, and to converse freely (Kubo, 2009). Thus, students will experience a greater sense of ability to speak English. Therefore, a comfortable atmosphere should be provided in the mistakes and students should be praised for talking.

1.7.1.7. Fear of Making Mistakes

One of the main factors of students' reluctance to speak in English in the classroom is the fear of making mistakes (Tsui in Nunan, 1999; Yi Htwe, 2007; Robby, 2010). This fear, according to Aftat (2008), comes from teacher's negative evaluation and negative feedback. It also comes from the fear of looking foolish or being laughed at by other students. As a result, students stop participating in the classroom speaking activities.

Several suggestions are given by Zua (2008) in order to overcome that fear of making mistakes. First, emotional bonds between students and teachers should not be existed. This way, the students are expected to feel comfort with their teacher and believe that the teacher will help them if they make mistake. Second, the teacher should improve the students' concentration when learning English by creating a supporting learning atmosphere. Finally, teacher should create a harmonious atmosphere that can reduce students' nervousness. .

1.7.2. External Factors

In addition to psychological factors, external factors also contribute significantly in impacting both the success and the failure of the learning process and the students in achieving a good fluency. Among these factors are the environment, the lack of motivation, and the lack of encouragement.

1.7.2.1. The Environment

The first and the most external factor in influencing the student's success or failure is the environment. Building up their confidence and self-esteem are the best ways to overcome students' feelings of insecurity and fear when talking and orally interacting with others.

Nimmannit (1998) stated some of the characteristics of a typical class in an EFL classroom. The first characteristics, according to him, is that Students are sitting in neat rows listening attentively to the teacher and obediently following each stage of the teacher's instructions. The second one is that the teacher directs questions to specific students, and occasionally calls for volunteers, but students generally seem reluctant to respond.

Nimmannit (1998) also claimed that if students are exposed to activities to which they can relate, they will be more motivated and encouraged to use the target language.

1.7.2.2.The Lack of Motivation

Motivation is a key to students' learning success. In this sense, Babu (2010) stated that the lack of motivation in learning is the reason behind students' hesitation to speak English in the classroom. He said that students' lack of motivation towards communication is the background of this situation. Moreover, motivation is an inner energy and any kind of it that the learners possess is very useful in enhancing the interest towards their study (Zua, 2008).

As so suggestion to overcome this problem and to increase the students' motivation, teachers should provide constant encouragement and support as well ask questions that reveal the basis of a students' problems (Aftan, 2008).

1.7.2.3. The Lack of Encouragement

The lack of encouragement is similar to that of motivation. It also has an effect on students' success or failure. Teachers are the primary source of encouragement. Thus they should try to help students to overcome their fears. By encouraging students, they will give them a feeling of secure and welcome in their learning. For instance, praising students, thanking them for talking is one good thing that a teacher can does for his students. teachers can also encourage them by allowing them to be themselves rather than expecting them to conform to your preconceived ideas about how they should behave. It is very important to convince students that mistakes are means to learn so they can speak with no fear.

1.8.Strategies for Enhancing Learners' Fluency

Fluency, as it is defined by Richard (2006), is the naturally occurring language when a speaker engages and maintains in meaningful communication. Although there are limitations in one's communicative competence, communication will be comprehensive and ongoing thanks to fluency. The latter is also defined as the use of language quickly and confidently.

Harmer (2015) also gave a definition to fluency. According to him it is the focus on the speech content in order to communicate effectively.

All the above definitions of fluency show the importance of being a fluent speaker. For the aim to be achieved, according to Littlewood (1981) and Firth (1957), there are some strategies that should be followed. Enhancing students' vocabulary, collocations, and pronunciations are essential factors that lead to enhance the students' fluency.).

1.8.1. Vocabulary

A good knowledge of vocabulary and a correct mastery of grammar rules are very important to speak a foreign language. For that reason, as stated by Littlewood (1981) "The learner must attain as high degree a possible of linguistic repertoire" (p.6). For instance, vocabulary is considered to be a strategy to enhance students' fluency. The vocabulary exists in our minds and can be active and passive. Active vocabulary consists of the words we use frequently and comfortably in speaking and writing, while passive vocabulary consists of the words we recognize when we read and listen. It is more important for students to make a word or phrase as part to their "active" than recognizing that word.

The following are some associations or connections that students need to know in order to expand their vocabulary and to look more fluent.

- Sometimes examples following the word give a clue to its meaning.
- Sometimes there is a word with the opposite meaning in a nearby sentence or another part of the same sentence.
- An explanation usually follows "that is" or "in other words".
- Sometimes details in the sentence or in the surrounding paragraph provide clues to the meaning.

- Identifying which part of the speech the word belongs to can help you identify its meaning.
- Finding out how the word fits grammatically into the sentence may give you some clues.
- Thinking of the main idea of the whole paragraph can sometimes help you guess the word.
- Look for familiar words within a word.
- Look for familiar roots, prefixes or suffixes.

1.8.2. Collocations

Learning individual words is not enough, it is important to learn also combinations and phrases. The predictable patterns and phrases or groups of words that we typically use together, are often referred to as “collocations”. The latter, in other words, are collections of words that “fit together”. Using collocations accurately is important in order to produce language with native-like accuracy or near-native competence. Firth (1957) introduced the term “collocation” as “collocations of a given word are statements of habitual or customary places of that word.”

What have traditionally been considered vocabulary items, as well as structural patterns which may seem closer to traditional grammar and combinations of words that simply “go together” are included in collocations. For instance, collocations can be idioms like “take a break”, structures like “If I had the chance, I would...”, or word combinations like “get on the bus/get in the car”.

Learning collocations is a useful way to increase efficiency promotes fluency. It is important to mention that our brains tend to store language in chunks, rather than individual

words. Thus, it is more efficient for us, when we speak or write, to remember and use phrases as chunks rather than constructing them one word at time.

1.8.3. Pronunciation

Pronunciation is another way to enhance fluency. For that reason, students need to learn about this aspect. In order to learn it, it is important to choose the pronunciation areas that most frequently lead to misunderstanding when you talk to people. It is crucial also to focus on only one aspect at first, i.e. the students should practice one aspect of pronunciation at a time. As they do so, “target” just one aspect of pronunciation. When students begin to feel more confident and comfortable, then they may want try focusing on several aspects together.

For the purpose of developing good pronunciation, there are three aspects need to be consider. First, the ability to recognize the sound or pronunciation feature when native speakers produce it. Second, the ability to recognize by yourself whether you are pronouncing something clearly (self-monitoring). Third, the ability to produce the sound or desired pronunciation feature in your speech.

Focusing on all three of these areas can help improve one's pronunciation over all which lead to achieve the needed fluency.

Conclusion

In this chapter, the major issues related to speaking English language were discussed. First of all, the importance of English language and the crucial role of speaking it are reviewed. It is followed by the notion of speaking fluency and the difference between fluency and accuracy and a review of speaking assessment. Moreover, the chapter also discussed some factors that hinder students' speaking fluency and some strategies that lead to enhance their fluency.

Chapter Two: Teacher-Student Relationship

Introduction

2.1. Perspectives on Teacher-Student Relationship

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2.1.2. Psychologists Investigation

2.1.3. Sociologists Investigation

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2.5.2. Teacher-Learner Interaction

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Conclusion

Introduction

This chapter sheds light on the notion of teacher-student relationship. It starts with presenting some of the perspectives of a group of researchers and some of the expectations of teachers related to this relationship. It is followed by the importance of having positive teacher-student relationship. In addition, the students' presuppositions related to teacher behaviour will be reviewed. The chapter ends up with highlighting the crucial role of teacher as a motivator in enhancing the students' fluency.

2.1. Perspectives on Teacher-Student Relationship

Recently, in terms of interactions between teachers and students, different perspectives have been researched; however, all of these perspectives share several core principles. The following is a sampling of those perspectives which are linked to the effect of teacher-student interactions on the learning environment. Some of the findings and implications, organized by categories of a group of researchers are included in this sampling.

2.1.1. Educators Investigation

Educators' investigation was about how positive teacher-student relationships look like in the classroom.

A study, on factors that affect academic success, was conducted by Downey (2008). The aim of this study was to examine classroom practices that made a difference for all students particularly for students who are at risk for academic failure. It was found that the personal interaction of teacher with his/her students made a significant difference.

From the analysis of the study , it was recommended that “ students need teachers to build strong interpersonal relationships with them, focusing on strengths of the students while

maintaining high and realistic expectations for success” (Downey,2008,p.57). In addition, respect, trust, caring, and cohesiveness are the basis for this interactive relationship.

Another important characteristic that is of crucial importance in building a strong teacher-student relationship is the sense of belonging. The latter is essential for students' success. In fact, “the study served as a powerful reminder that everyday teacher-student interactions in the classroom matter” (Downey, p. 63).According to Langer (1997) “if the source of information is someone we respect, we are more likely to be influenced and retain the information than if we view the source as untrustworthy” (p.86). The source of information is the basis for initial gathering of information. Langer added “When we have learned information mindfully, we remain open to ways in which information may differ in various situations” (p.87). That is to say, teachers will create a discriminating, as well as lifelong learners by establishing strong relationships with students. It is possible to forget the information's source, but the received information will retain (Langer, 1997).

For the purpose of recognizing the factors that can improve student achievement, a useful question was suggested by Marzano (2003) which is “What influence does an individual teacher have on a student apart from what the school does?” (p.71). Marzano stated that the impact of decisions made by an individual teacher is far greater than the impact of decisions made at the school level as agreed by all researchers. He wrote “the core of effective teacher-student relationships is a healthy balance between dominance and cooperation” (p.49). It is important that the teachers show a personal interest in their students to encourage them to improve their learning, so it is clear that all researchers agreed that the interaction between teachers and students has a significant impact on students' learning in the classroom.

2.1.2. Psychologists Investigation

Psychologists investigate how good teacher-student relations look like and why these relationships matter and also the effect of having a positive relationship with teachers on a student.

The importance of teacher-student relationships has been investigated by Hamre and Pianta (2006). According to these two researchers, positive relationships between teachers and students serve as a resource to students, as it helps maintain their engagement in academic pursuits. This engagement results in better grades. According to Hamre and Pianta (2006), negative relationships affect the quality of the students' relationships in mostly all the grades. Poor teacher student relationships were considered a predictor of "sustained academic problems" and an indicator of future school difficulties (p.52). The results obtained indicated the importance of building solid relationships between the teacher and his students as he has a direct impaction academic achievement for years to come. That is to say, a positive teacher-student relationship allows students to feel that they are competent speakers and this feeling enable them to make greater academic gain (Hamre & Pianta, p.56).

Motivation was defined as the study of action (Eccles & Wigfield, 2002). The two researchers, in motivation's definition, focused on achievement motivation. According to what they have said, people have expectations about success, values, and reasons for doing an activity. In this sense, Eccles and Wigfield stated that "not knowing the cause of one's successes and failures undermines one's motivation to work on associated tasks" (p.111). Moreover, strong sense of control and confidence over your outcomes leads to success.

A study by Skinner, Zimmer-Gembeck & Connell was referred to by Eccles and Wigfield (1998), where the development of students' beliefs, was charted over a number of school years. In that study, a comparison was made between the children's perceived control

and the perception children had of how the teachers treated them. They stated that “children who believed teachers were warm and supportive developed a more positive sense of their own control over outcomes” (p.112).

2.1.3. Sociologists Investigation

The contribution that social aspects of school make to a child's education is the investigation of sociologists.

Crosnoe, Johnson, and Elder (2004) researched effect alienation, the feelings of disconnectedness from others, of youths from the school community had on their academic and behavioural performance in school. They claimed that students' alienation contributes to academic problems which lead to problems on a societal level (p.60”).

They also stressed the importance of considering social aspects of schooling such as teacher-student relationship. Their study was an investigation about whether an affective dimension of teacher-student relationships predicts academic progress and behaviour problems. The study's results revealed that positive teacher-student relationships were associated with better student outcomes both academically and behaviourally. Crosnoe et al. concluded that “students who had more positive views of their teachers did better and had fewer problems in school” (p.75).

According to sociologists, keeping students committed to the educational process can be done by facilitating interpersonal relations.

2.1.4. Students' Perspectives

This investigation is about how students perceive their relationships with teachers and the effect of perception students' learning. “At risk students”, students designated as having a high probability of poor developmental or school outcomes, was a study conducted by Baker

(1999). The latter reported that at risk students often report feeling alienated and disenfranchised from the culture of school.

According to Baker, students who have dropped out of school “seem not to have the social connectedness with adults at school that could function as a protective factor in the face of academic or life stressors” (p.59). Students’ interactions with teachers and the quality of the interactions are potential influences on school performance, as she concluded.

2.2. Teachers’ expectations related to teacher-student relationship

The relationship teachers build with their students is a consequence of teachers’ awareness of the importance of interaction between them and their students in achieving the goals and the objectives of teaching and learning process. Improving students’ relationships with teachers has important, positive and long-lasting implications for both students’ academic and social development. In this sense, teachers work hard to accomplish their expectations about this relationship. It has been suggested that “teacher expectations often do play a role in student achievement” (Cooper, 2000, p. 339). Teachers usually expect a smooth and an easy going relationship with their learners. They believe that students are supposed to initiate questioning their teacher in case of incomprehension. Teachers also consider interchanged respect and interaction between them and their students some of the fundamental expected aspects in the teacher-student relationship. Furthermore, teachers naturally deal with their students expecting them to have no fear of communicating with them inside or even outside the classroom. Hence, teachers’ expectations about the teacher-student relationship are crucial for the success of the teaching learning process.

2.3. Positive Teacher-Student Relationship

One of the problematic issues that plague schools and universities in terms of student achievement is a lack of engagement by students. Lee (2012) has indicated in his study that roughly 25%-60% of students in the United States are disengaged from school. This lack of engagement is not only seen in the United States but is common throughout the world and Algeria is no exception. Students lose interest in studying as they progress from high school to university. Educators believe that a lack of engagement in school affects millions of students; therefore, it needs to be a focus for reform. One avenue to address student disengagement is to examine the teacher–student relationships that exist in the classroom.

Teacher–student relationship is one way in which students can become engaged and connected to their learning environment. These relationships have been conceptualized in a variety of ways, including teacher-student relationship and student–teacher relationship. However, because the teacher is the individual responsible for initiating the relationship and the student is responsible for accepting the relationship, the present study will indicate the teacher–student relationship; it will also shed more light on the impact of this relationship on students' fluency.

It is asserted that teachers have the ability to begin building relationships with their students and, at the same time, setting the tone for these relationships (Balli, 2009). Additionally, for the purposes of this study, a positive teacher–student relationship can be defined as one where a student feels not only respected but also valued and supported (Conner, Miles, & Pope, 2014).

Positive teacher–student relationships are instrumental not only in the potential impact they can have on the student but also in the effect they can have on the teacher. Newberry (2010) suggested that the type of relationship that forms between a teacher and students is pivotal to both teaching and learning. Hughes (2012) explained that many teachers enter the

teaching profession for “the intrinsic value of helping students” (p. 245). Aultman, Williams-Johnson, and Schutz (2009) asserted, “The importance teachers place on developing positive personal relationships with their students has been suggested as one aspect of effectiveness and expertise in teaching” (p. 637). The benefits of positive relationships with their teachers can carry significant advantages for students.

The pressures teachers face, both professionally and personally, impact their ability to remain in the teaching profession. Research has shown that many teachers struggle to remain in the profession and leave within the first few years, and the rate at which teachers leave the profession is greater than in any other profession. While strong relationships between students and their teachers in part stem from the teachers' intrinsic desire to help the students, these relationships also contribute to less teacher stress and burnout. Fraser and Walberg (2005) asserted that these types of relationships are good for students, teachers, and education, because “positive teacher–student relationships, like a positive classroom learning environment, should be considered both a means and an end” (p. 107).

Building a positive teacher-student relationship is basically teachers' concern and responsibility. Teachers' role as educators, facilitators, or both of them depends on the varying needs of students the demands of a diverse student population. Positive teacher–student relationships create a sense of belonging for the students, and they can also positively affect students' academic achievement (Barile et al., 2012). In addition to academic achievement, these positive relationships also impact students emotionally by boosting their confidence and their connectedness to the teacher.

2.4. Students' Presuppositions Related to Teachers' Behaviour

Students' diverse backgrounds, mentalities, and personalities play an important role in determining the type (positive/negative) teacher-student relationship. However, teachers'

behaviour in class is also crucial factor that effect students' view about their teachers. As a matter of fact, the way teachers behave in class (positively/negatively) makes the students draw different images about their teachers. These images are believed to have an impact on the students' performance in the classroom as well as affecting their relationship with their teachers. Joseph and Strain (2004) correlated positive teacher–student relationships to behaviour; the more positive the relationship, the better the student's behaviour. This image can be viewed as students' presuppositions related to teachers' behaviour.

2.5. Teacher's Role as a motivator in Enhancing Students 'Fluency

The best way for achieving and effective learning and making students fluent speakers in a language is motivation. Among several factors, motivation is considered as a key factor deciding the success or failure of a foreign language learning. This term, motivation, has been defined by Dornyei and Otto (1998) as “ the dynamically changing cumulative arousal in a person that initiates, directs, coordinates, amplifies, terminates, and valuates, the cognitive and motor processes where by initial wishes and desires are selected, prioritized, operationalised and acted out. Motivation is that feeling that keeps the students involved in the classroom activities and encourages them to give their best. Motivation can be classified into two types: external and internal motivation. The former, according to Walker Tileston (2004) is the motivation inspired by external rewards or a tangible result; while the latter is the motivation that comes from within, where the enjoyment or success in the task is the actual reward, without the promise of a tangible reward.

In teaching, one of the most important roles that the teacher plays, for the aim of improving the students' speaking skill, is to be a motivator .Motivation encourages the involvement of all students and takes away the stigma of failure from their minds. The teacher can increase students' motivation to speak with no fear using different ways. Among these

ways are: creating adequate atmosphere in the classroom, positive teacher-learner interaction, and positive feedback.

2.4.1. Creating Adequate Atmosphere in the Classroom

Creating a comfortable and relaxed atmosphere in the classroom is one way for motivating students. It is considered to be a very influencing factor on the students' fluency because it helps students to be more confident so they will engage and participate more in the classroom activities. That is to say, a positive atmosphere inside the classroom is truly demanded. For instance, both teacher-students and students-students interaction cannot take place unless a comfortable environment is available. In such atmosphere, students will be encouraged and involved more to participate, negotiate, and discuss the different topics presented in the classroom. For that reason, it is required from the teacher to create a friendly and comfortable atmosphere. In this way, students 'speaking skill will be developed.

2.4.2. Teacher-Learner Interaction

Interaction between the teacher and his students is an essential factor for enhancing students' speaking. This interaction can happen between the teacher and one student or many other students, that is to say a teacher takes a part in such interaction. The teacher does not only explain the course but he negotiates its content with his students, asks questions, gives directions, criticizes or justifies student talk, praises students for their ideas and even uses them in the lecture.

Harmer (2009) stated that there are three things that teachers should focus on with their students. First, they must pay attention to the kind of the language the students are able to understand, i.e. students should provide with a comprehensible output that is suitable for their level. Second, the teacher speech is as a resource for learners that is why teachers must think about what they will say to their students. Third, identifying the ways in which teachers speak

such as the voice, tone, and intonation is of crucial importance. Finally, identifying the ways in which teachers speak such as the voice, tone, and intonation is of crucial importance.

Harmer (2007) also claimed that teacher is like “a gardener, because he/she plants the seeds and watches them grow” (p.107). Students are the field and the seed is seen as the knowledge planted by educators. As a gardener takes very good care of the roses, flowers, waters them when necessary, the teacher also plays different roles in the lives of the students not only by planting knowledge in them but also acting as a model to be followed by students.

Motivation in teacher-students interaction can be done by involving students more in the classroom talk and activities. Thus, the learning process should be a learner-centred. In fact, the learning process should be as it is stated by the famous Chinese, Confucius “tell me and I forget, teach me and I remember, involve me and I learn”. The teacher's role as a motivator contributes significantly in encouraging the students' talk, thus, enhancing their fluency.

2.4.3 Positive Feedback

Another way for motivating the students is the teacher's positive feedback. The teacher's reaction to students' talk and his reinforcement can motivate or demotivate the students. A positive feedback or positive reinforcement is known the contingent presentation of a stimulus, immediately following a response that increases the future rate and/or probability of the response. For instance, praising the students for their talk and convince them that making mistakes is nothing than a way of learning because people learn from the mistakes they made is considered a positive feedback. Correcting the students in such a friendly way without embarrassing them is also so beneficial and helps in building students' confidence.

All in all, all the different ways of motivation are of crucial importance for achieving the goal from teaching the speaking skill, communication. That is why; the teacher should pay attention to this aspect and try to motivate his students as much as possible.

Conclusion

Enhancing students' oral fluency is the role of both students and teachers, but mainly the role of teachers. In this chapter, the notion of teacher-student relationship has been reviewed. Both researchers' perspectives towards this relationship and teachers' expectations of it were discussed. The chapter also reviewed the meaning of positive teacher-student relationship and the students presuppositions related to the behaviour of their teachers. It also dealt with the teacher's role in motivating the students to achieve a good fluency.

Chapter Three: Data Descriptions and Analysis (fieldwork)

Introduction

3.1. Students 'Perspectives of the Effect of Teachers' Behavior on their Fluency

3.1.1. The Sample

3.1.2. Description of the Questionnaire

3.1.3. Analysis of the Questionnaire:

3.2. Discussion and Interpretation of the Results

3.3. Recommendations

3.4. Limitations

Conclusion

General Conclusion

Introduction

This chapter presents the results of the current study which aims at investigating whether students' presuppositions related to teacher behaviour have an impact on their fluency from third year LMD students' perspective. Accordingly, data are collected by means of students' questionnaire. The chapter ends up with a general discussion and interpretations of the results and some recommendations and limitations of this study.

For confirming research hypothesis, a questionnaire is used to achieve a more reliable and comprehensive picture. In this sense, the questionnaire is submitted to third-year LMD students in the department of English at Jijel University. It aims at investigating the effect of students' presuppositions towards teachers' behaviour on their fluency.

3.1. Students' perspectives of the effect of teachers' behaviour on their fluency

(Students' questionnaire)

3.1.1. The Sample

The designed questionnaire was submitted to seventy (70) third year LMD students at Mohammed Seddik Ben Yahia university in Jijel. The students are chosen randomly. Fortunately, only ten (10) of them did not complete the questionnaire. Hence, the sample comprises sixty (60) students.

3.1.2. Description of the questionnaire

The questionnaire starts with a small introduction that presents the aim of the study. It contains twenty one questions (21) divided between (yes-no, close-ended, and open-ended). The questions are divided into three sections. The first and the second sections are concerned with general information about the students and the speaking skill respectively; however, the third one is concerned with students' perceptions of teachers' behaviour and its impact on

their fluency. The students were asked to answer the questions by ticking on the corresponding choice (Yes-no and close- ended) or by making full statements when necessary (open-ended).

3.1.3. Analysis of the Questionnaire:

The obtained results from the addressed questions are presented in tables. As stated before, the total number of the sample is sixty (60) students. Consequently, this number will be matched with the percentage 100%. Hence, every question with its answer and analysis is treated subsequently.

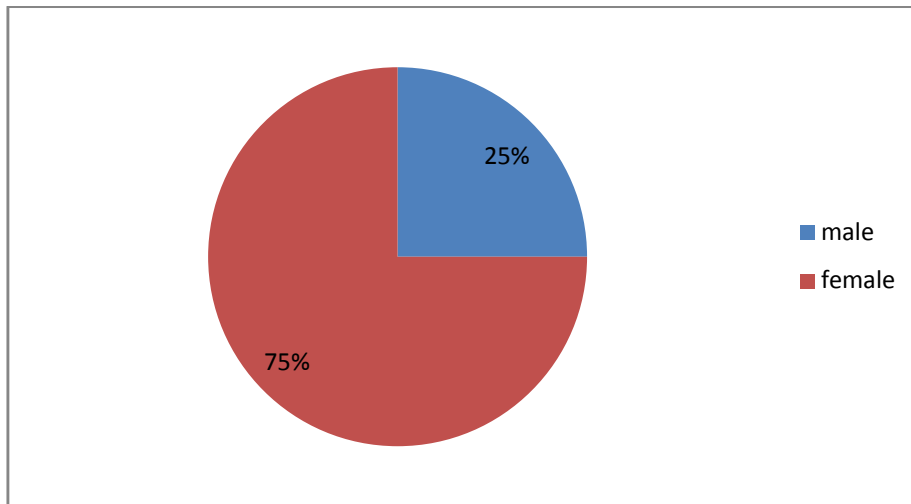
Section one: General Information

Q1: Gender

Table 1

The Students Gender

Options	participants	%
male	15	25
female	45	75
Total	60	100



Graph 1: The students' gender.

The first question is about the sex of the students. The data showed that the number of girls is higher compared to that of boys. We have recorded 45 females making up (75%), whereas the rest is of a male gender that is 15(25%).this may indicates that girls are more collaborative than boys. It may be also due to the fact that females are more interested to study languages and English language particularly than males who often choose to carry on scientific studies.

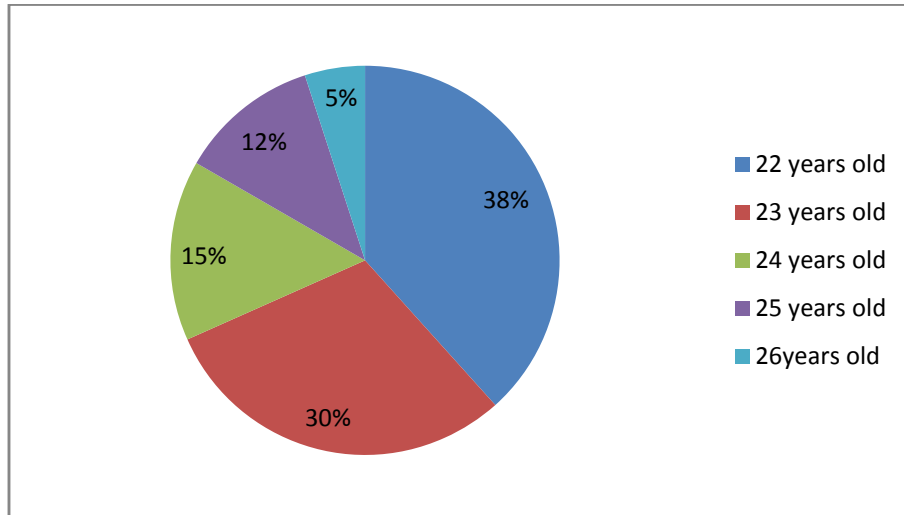
Q2: Age

Table 2

The students' Age

Options	participants	%
22	23	38.33
23	18	30
24	9	15
25	7	11.67

26	3	5
Total	60	100



Graph 2: The students' age

This second question is meant to indicate the age of the participants. From the above data, it is noticed that students' age varies between 22 and 26. The majority of the targeted learners' age was between 22 and 23 with the percentage (38.33%) and (30%). Learners of 24 years old represented (15%) of the target population. Further, (11.67%) represented learners aged 25. Finally, a small fraction (5%) of the sample was of 26 years old. That is to say, the majority of third year LMD students of English aged 22.

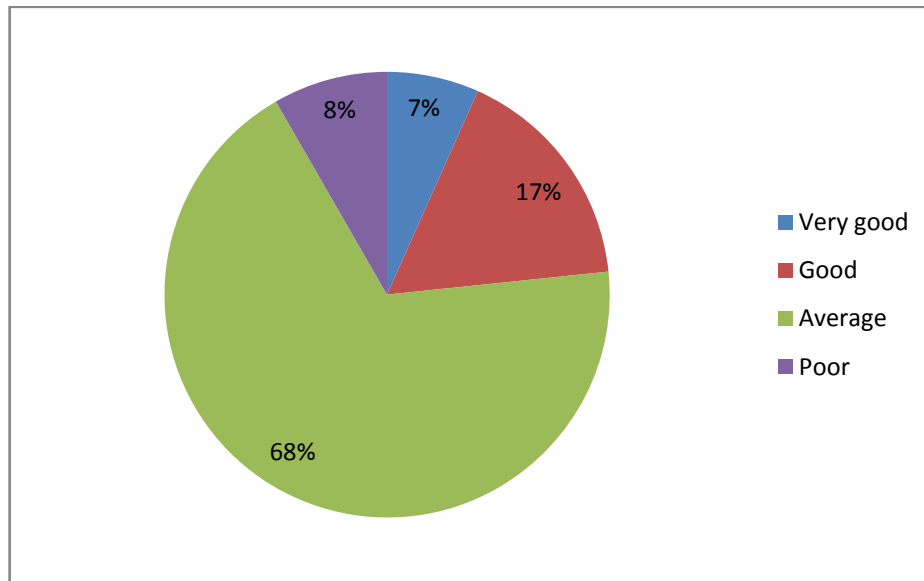
Q3: What is your level at English?

Table 3

The students' English level

Options	participants	%
Very good	4	6.67

Good	10	16.67
Average	41	68.33
Poor	5	8.33
Total	100	100



Graph 3: The students' English level

In the third question, students were asked to describe their level at English. In their answer to this, they are expected to rank themselves from very good to poor. According to this table (68.33%) of the participants considered their level of performance as average, while (16.66%) considered their level good. However, 4 students were confident in their level because they felt very comfortable during oral tasks in the classroom, unlike other participants (8.33%) representing 5 students who felt anxious and embarrassed to make mistakes in front of their teachers and classmates. Those participants confessed that their level is poor. Although the majority of the subjects' level is average, it does not mean that they are fluent speakers.

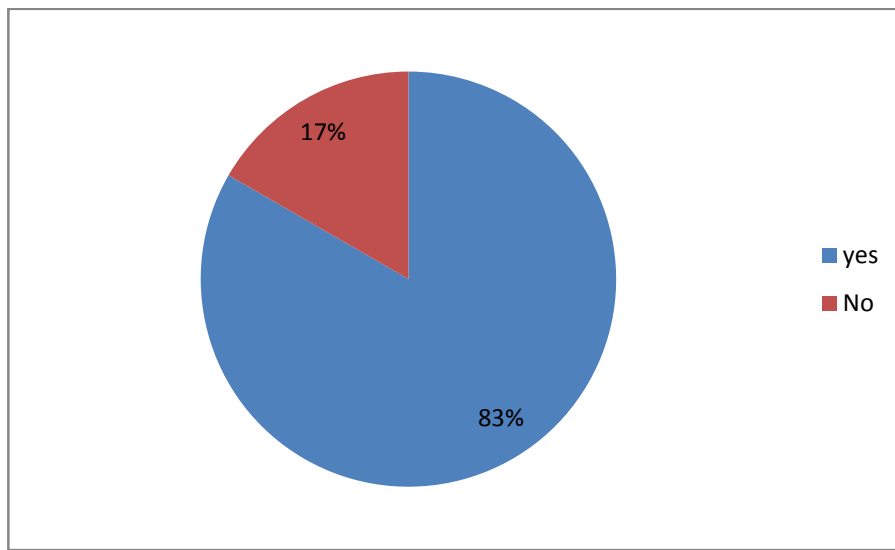
Section Two: students' perceptions of the speaking skill

Q 4: Do you like speaking English?

Table 4

Students' attitudes towards speaking English

Options	participants	%
Yes	50	83.33
No	10	16.67
Total	60	100



Graph 4: Students' attitudes towards speaking English

The fourth addressed question is about the students' interest in speaking English. As it is observed, the majority of the learners 50 making up (83.33%) displayed a positive attitude towards English speaking. While few of them 10 (i.e. 16.67%) showed the opposite.

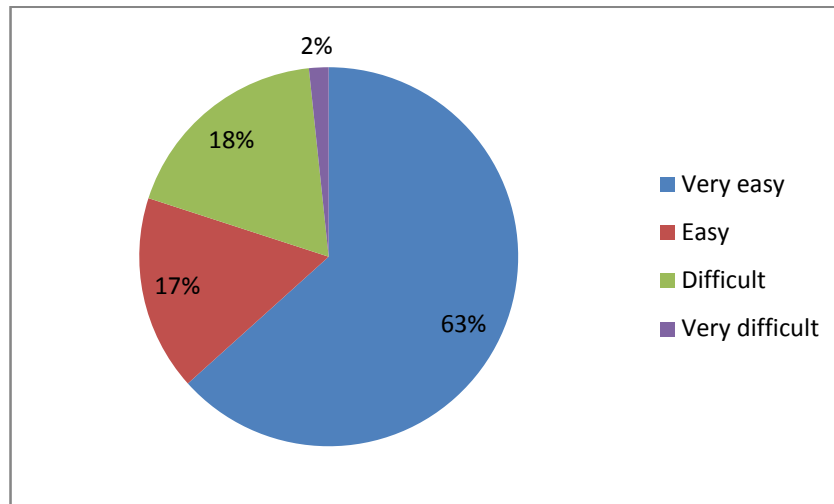
The subjects justified their choice by providing several reasons. Those who like speaking English consider it as an easy language to learn .For them, it is the language of communication (lingua franca). They claim that speaking in English makes conversation more effective and beneficial for them. On the other hand, those who do not like speaking that language claimed that speaking in front of other students makes them uncomfortable and anxious due to the fear of making mistakes, thus , having negative feedback. Others find it a complicated subject; still other students did not like English speaking because they did not have background knowledge on the subject matter.

Q5: Do you find speaking in English

Table 5

Students' Perception towards Speaking in English

Options	participants	%
Very easy	38	63.33
Easy	10	16.67
Difficult	11	18.33
Very difficult	1	1.67
Total	60	100



Graph5: Students' perception towards speaking in English

Subjects, here, are asked to say whether they find speaking very easy, easy, difficult, and very difficult. According to the above result (63.33%), of the participant viewed speaking in English easy comparing to other languages, and about (16.67%) of them said it is very easy .However, (18.33%) of the participants considered speaking in English difficult, and only (1.67%) of them representing one learner find it very difficult. The results indicate that most of the students find that speaking is easy. This, however, does not necessarily mean that they are good speakers. Concerning those students, who finds peaking difficult and very difficult might represent the proportion of students who never participate in the classroom.

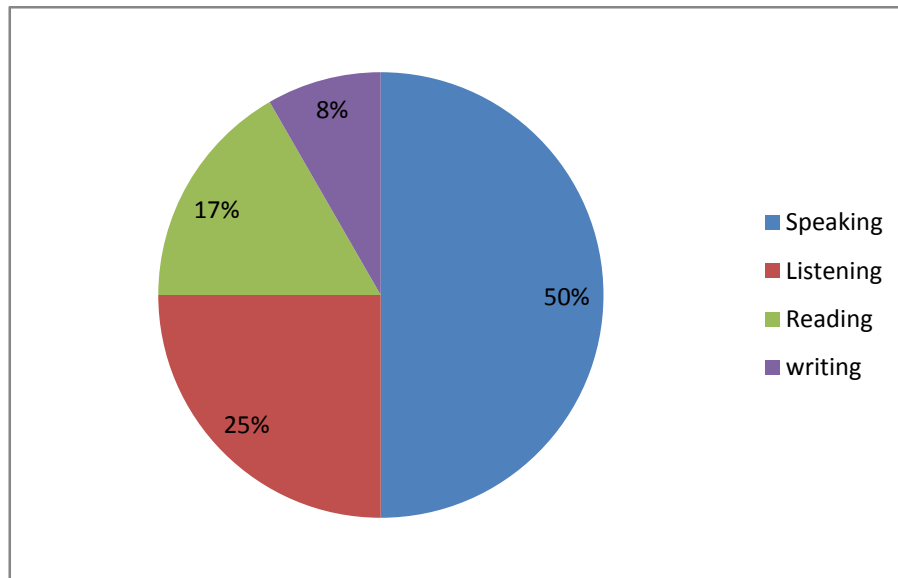
Q6: Pick the most important skill that you need to develop most?

Table 6

Emphasis in Learning the Skill

Options	participants	%
Speaking	30	50
Listening	15	25

Reading	10	16.67
writing	5	8.33
Total	60	100



Graph 6: Emphasis in learning the skill

This question is intended to ask students about the skills needed to be developed (speaking, listening, reading, or writing), and then they have to explain their choice. The table and the graph above summarize the rank of language learning skills according to the participants. In the first place come speaking with (50%) followed by writing with (25%). Moreover (16.67%) and (8.33%) of the participants declared that for them reading and listening respectively are the most needed skills to be developed.

The subjects were asked to justify their answers and they seem to have different attitudes toward the skills. Those students whose first choice is the speaking skill considered speaking more important than the other skills and at the same time the most difficult one. They claimed that this skill comes first because the main purpose from learning foreign

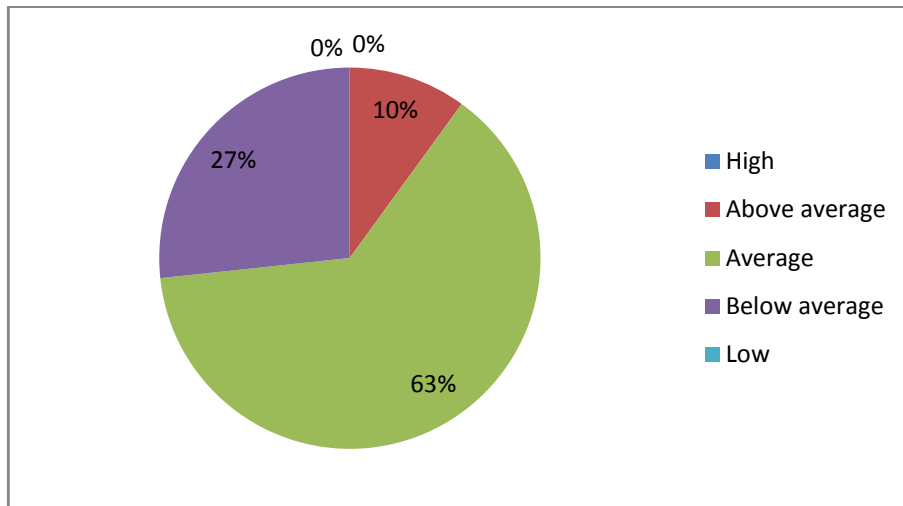
language is to be able to communicate with it. According to them, the first thing that a person is asked about concerning English language is the question “do you speak English”. For those who opted for the writing skill believed that they should be able to write simple but correct and well-organized passage first. Those students whose first choice is the reading skill believed that reading provides them with a large supply of vocabulary items for future use. Besides, the others learners whose first choice is the listening skill claimed that they should receive language first before any oral production of that language.

Q7: which of the following describes your level of oral performance in English?

Table 7

Students' Evaluation of their Oral Performance Level

Options	participants	%
High	0	0
Above average	6	10
Average	38	63.33
Below average	17	26.67
Low	0	0
Total	60	100



Graph 7: Students' evaluation of their oral performance level

Subjects, here, are asked to describe their speaking ability in the language. In answer to this, they are expected to rank themselves from high to low. The majority of their answers are average which is translated in the table above into (63.33%). Six participants (10%) out of 60 pointed that their level in oral performance is high. However, (26.67%) representing 17 participants confess that their level is below average. While no one of our participants chose the first and the last options (high and low). From the gathered data, it can be noticed that either the students are not motivated to speak or they are not interested to practice and develop their level in speaking. Otherwise, their level is at least above the average or high.

Section three: learner's perception of teachers' behaviour and whether it is motivating in achieving good fluency.

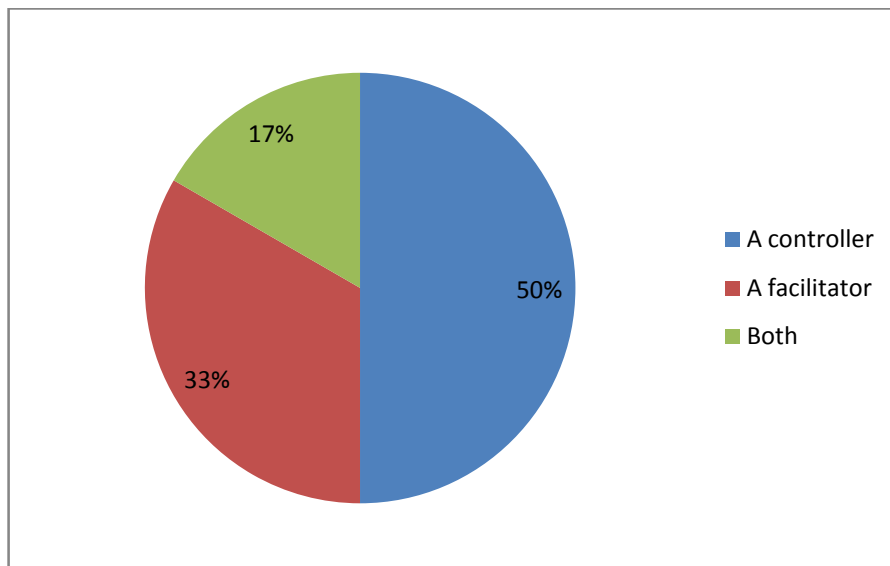
Q8: How do you describe your teacher?

Table8

The Students' Description of their Teachers

Options	participants	%
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A controller	30	50
A facilitator	20	33.33
Both	10	16.67
Total	60	100



Graph 8: The students' description of their teachers

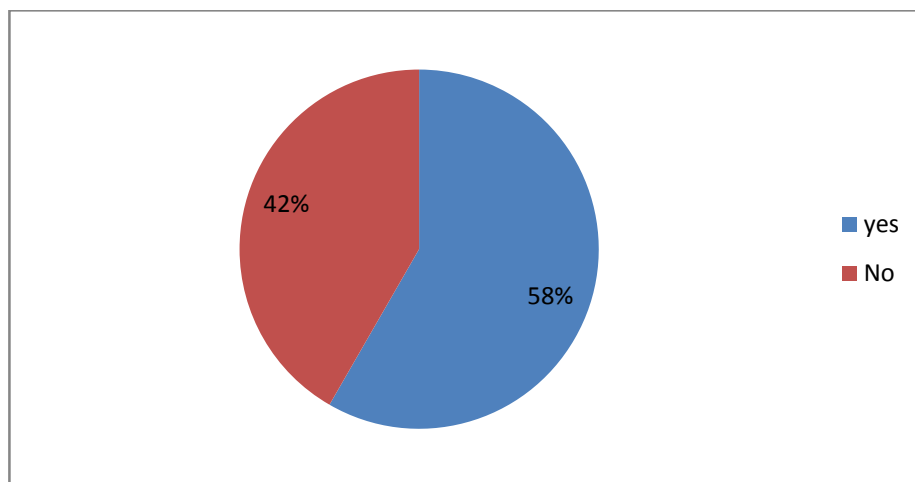
In the eighth question, subjects were asked to describe their teacher whether he is a controller (dominant), a facilitator (guider), or both. A facilitator is what (33.33%) of the participants opted for. While half of the population (50%) affirmed that they would describe their teacher as a controller. others (16.67%) stated that their teacher is both a facilitator and a controller. It is worth indicating that students are not engaged enough in speaking activities and in the learning process as a whole which affect both their learning and their fluency. In fact, teacher ought to be a guider or a facilitator in order to create a zone of communication for students by allowing them to take part in the learning process this will make learning more effective. Not a controller who creates nothing, but inhibition and anxiety in the class.

Q9: does your teacher motivate you to speak English fluently?

Table 9

Learner's towards Being Motivated to Speak English

Options	participants	%
Yes	35	58.33
No	25	41.67
Total	60	100



Graph 9: *Learner's towards being motivated to speak English*

This question aimed to know to what extent students were encouraged to speak in English. While (58.33%) of the subjects seemed to be motivated to speak in English, (41.67%) showed that they are de-motivated to speak English fluently and express themselves orally in the classroom. This may be due to the teacher's behaviour, the subject, the lack of interactive means...etc. it is worth mentioning that teachers ought to create a positive and productive atmosphere in order to enhance the fluency of those students who are self-

motivated; with a natural love of learning and speaking the language and those who do not have this natural drive to speak .Hence, a great teacher can motivate and inspire them to reach their full potential.

Q10: If yes, then how

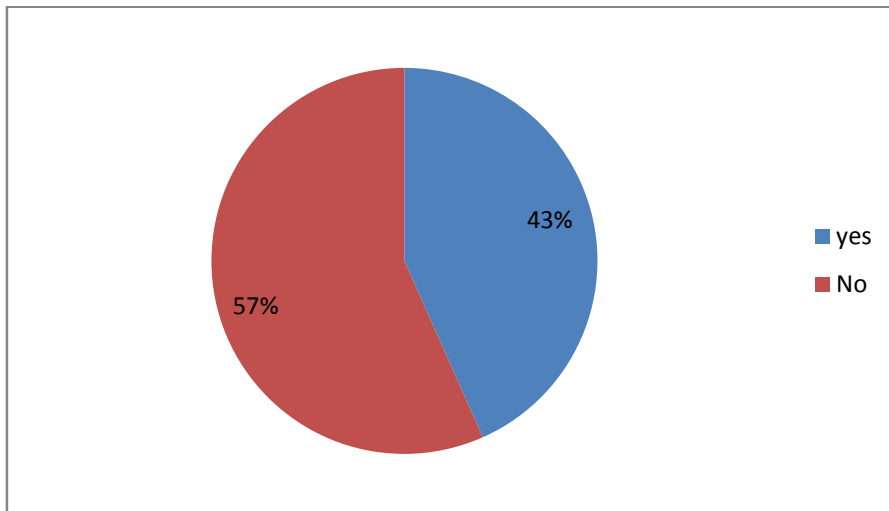
Students were asked to justify their choice by stating how they are motivated. From one hand students who are intrinsically motivated by internal factors said that they have a natural desire to speak the language and master it. On the other hand, externally motivated students admitted that the praise they get from their teacher as reward for their correct answers is their external motive. This indicates that teacher' reaction and feedback to students' work contributes significantly in motivating students to have a good fluency.

Q11: do you feel comfortable to participate in speaking activities?

Table10

Students' Attitude towards Oral Participation.

Options	participants	%
yes	26	43.33
No	34	56.67
Total	60	100



Graph 10: Students' attitude towards oral participation.

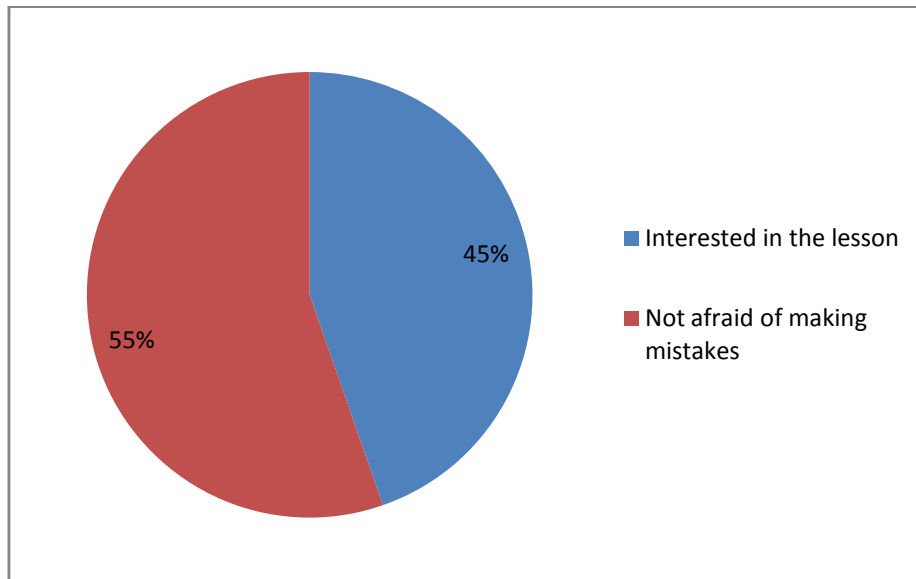
The subjects, in this question, were asked to say whether they feel comfortable to participate in the speaking activities or not. (43.33%) of the respondents picked "yes"; they feel comfortable when they participate. However, over a half of the participants (56.67%) stated that they feel uncomfortable and therefore they do not participate in speaking activities.

Q12: If yes, do you think that you do because:

Table 11

The Reasons behind the Students' Feelings Comfortable

Options	participants	%
Interested in the lesson	7	43.33
Not afraid of making mistakes	19	53.67
Total	60	100



Graph 11: The reasons behind the students' feelings comfortable

Here are some justifications of students of being comfortable in oral participation. Seven (7) participants out of 26 (i.e. 43.33%) responded that they feel so because they are interested in the lesson. While over half of the respondent (53.67%) affirmed that they are not afraid of making mistakes.

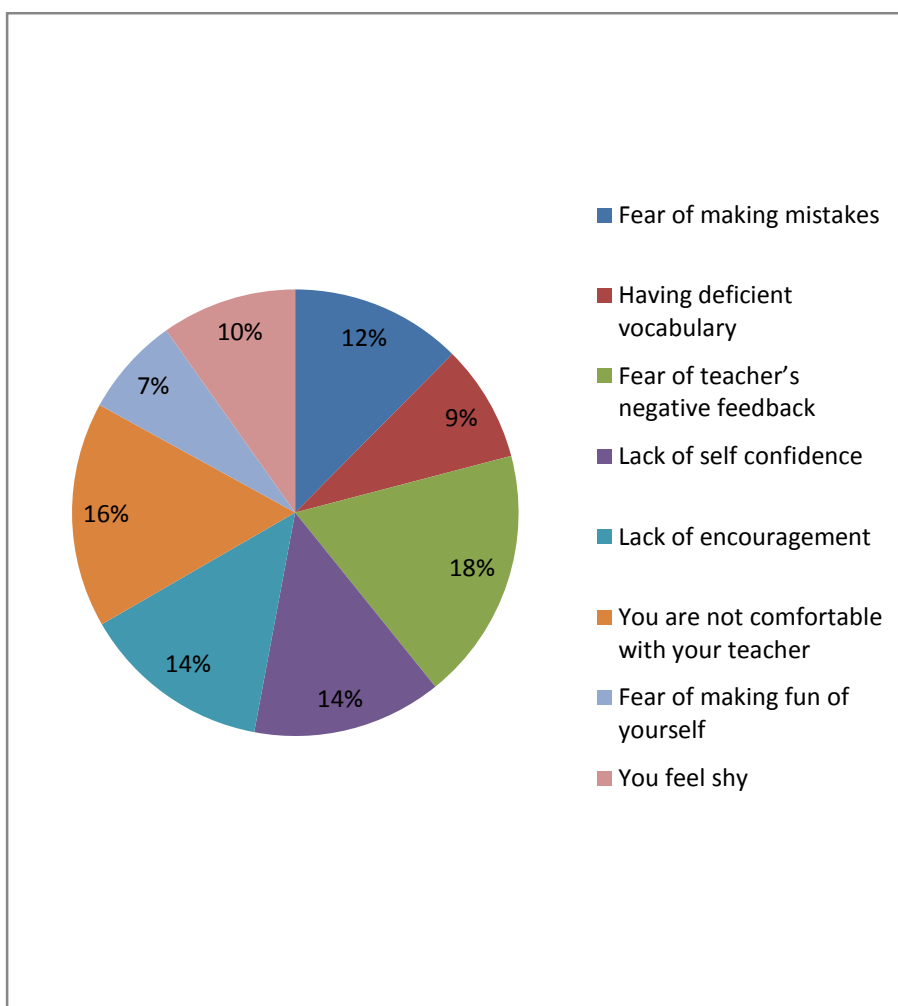
Q13: if your answer is no, is it because

Table 12

Students' Reasons that Prevent them from Participation

Options	participants	%
Fear of making mistakes	19	31.67
Having deficient vocabulary	13	21.67
Fear of teacher's negative feedback	28	46.67

Lack of self confidence	21	35
Lack of encouragement	21	35
You are not comfortable with your teacher	25	41.67
Fear of making fun of yourself	11	18.33
You feel shy	15	25



Graph 12: Students' reasons that prevent them from Participation

By this question, we wanted to know the reason behind student's feeling uncomfortable during speaking activities. The population is (34) Participants who admitted that they feel uncomfortable during speaking process. Participants are provided with a set of possible choices from which they have to choose those which best describe their case.

The majority of participants (46.67%) declare that they do not participate due to the fear of teachers' negative feedback. (41.67%) are not comfortable with the teacher due to his/her negative attitudes that cause them anxiety and lack of confidence. About (32%) of the respondents stated that they feel afraid of the idea of making mistakes. While (21.67%) said that they do not participate because of the deficient vocabulary they have as they are not talkative. In fact, this problem may prevent communication and slow down learning. Both lack of self confidence and lack of encouragement, making up (35%) make students feel uncomfortable. In addition, (18.33%) admitted that they have a fear of being laughed at by other students. As a result, students commonly stop participating in the speaking activity. So, Teachers play a big role in helping the students to overcome their fears and making them involved in the learning process by creating a friendly and positive atmosphere that motivates them to speak.

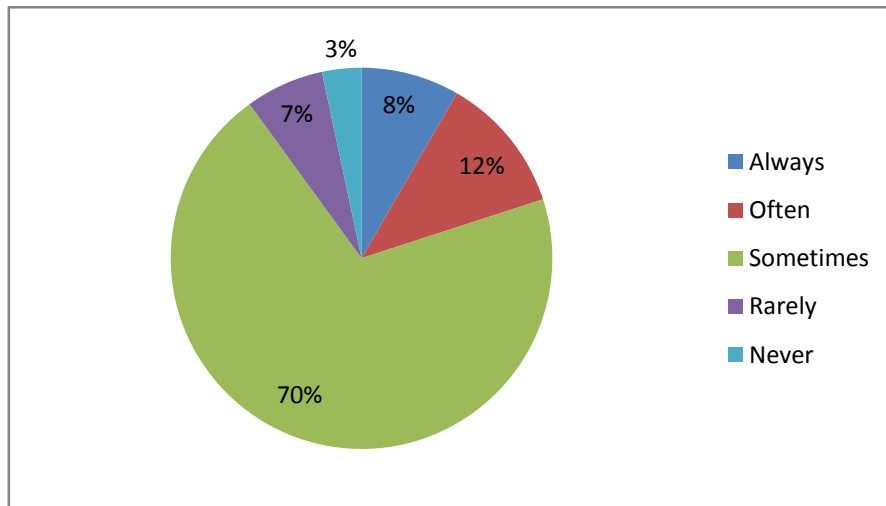
Q14: are you given the opportunity by the teacher to speak in class?

Table 13

Frequency of the Opportunity Being Given to Students to Speak

Options	participants	%
Always	5	8.33
Often	7	11.67
Sometimes	42	70

Rarely	4	6.67
Never	2	3.33
Total	60	100



Graph 13: Frequency of the opportunity being given to students to speak

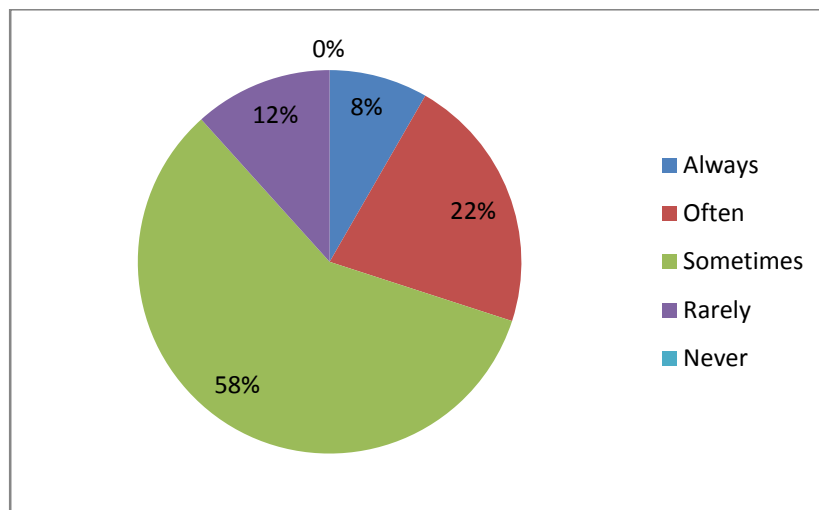
This question was addressed to investigate whether students' are given the opportunity to speak. (11.76%) of the participants affirmed that they often asked to participate and practice the language. Only (8.33%) declared that they are always invited to do so. Whereas the majority (70%) stated that they sometimes contribute in the lesson and speak by the teacher invitation. A small fraction of (3.33%) were never been asked to speak. However, only (6.67%) opted for "rarely"; that is a sign of the lack of interest. The results indicate that external factors contribute in affecting the students silence more than internal factors.

Q15: does your teacher praise you when you answer correctly?

Table 14

The Teacher's Frequency of Praise for the Students' Correct Answer

Options	participants	%
Always	5	8.33
Often	13	21.67
Sometimes	35	58.33
Rarely	7	11.67
Never	0	0
Total	60	100



Graph 14: The teacher's frequency of praise for the students' correct answer

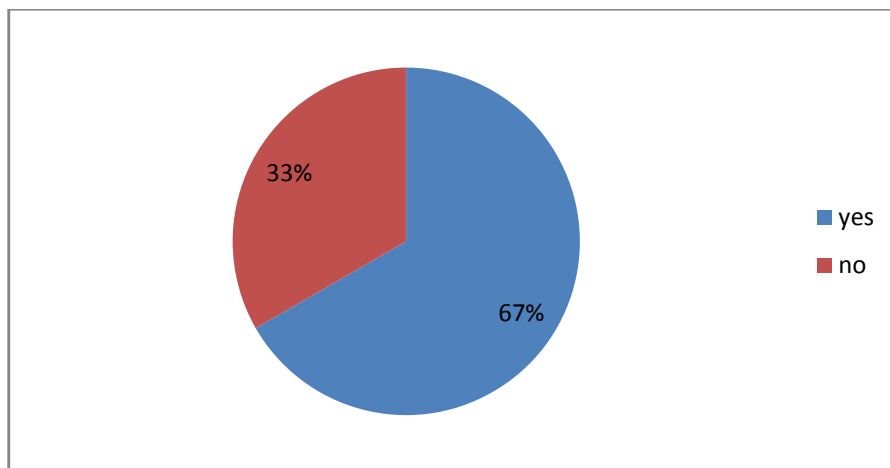
This question aimed at investigating the frequency of the praise being given to the students' for their correct answer. More than half of the respondents (58.33%) state that they are sometimes praised when they answer correctly, about (22%) picked often, while "always" and "rarely" receive a close percentage (8.33%) of the students opted for "always" and (11.67%) of them opted for "rarely". No one of the participants opted for "never". Actually, praise is a motivational key that reinforces the students' self-confidence and enhance their achievement.

Q16: do you find it difficult to interact with your teacher?

Table 15

Learner's Attitude toward Teacher -Learner Interaction

Options	participants	%
yes	40	66.67
no	20	33.33
Total	60	100



Graph 15: *Learner's attitude toward teacher -learner interaction*

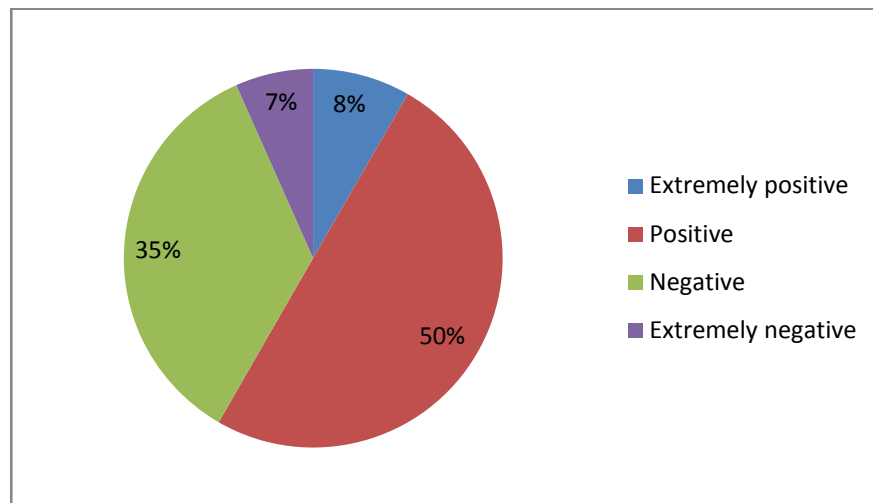
This question was addressed to know learner's attitude toward teacher -learner interaction. The table above shows that (66.67%) of the participants said that they found it difficult to interact with their teacher, while, (33.33%) of the students stated that they did not face any problem during the teacher -student' interaction. In fact, classroom interaction and in particular interaction between the students and the teacher is beneficial for the students' oral performance.

Q17: in term of interaction, when trying to communicate with your teacher, do you expect your teachers to react

Table16

Learner's Attitudes toward Teacher Reaction while Communicating

Options	participants	%
Extremely positive	5	8.33
Positive	30	50
Negative	21	35
Extremely negative	4	6.67
Total	60	100



Graph16: Learner's attitudes toward teacher reaction while communicating

In this question, students were asked to describe their perceptions towards teachers' reaction to their interaction. The results show that only (8.33%) of the subjects expect

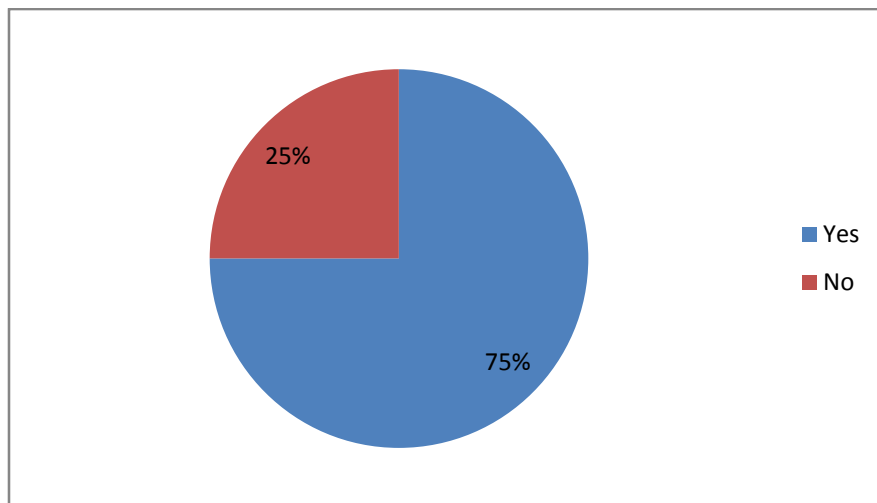
teacher's reaction to be extremely positive, (50%) of them expect it to be positive. However, about (35%) of them expect it to be negative, and roughly (7%) of them expect it to be extremely negative.

Q18: do you usually hesitate or feel afraid of talking with your teacher?

Table 17

Students' Hesitation and Fear of Talking with the Teacher

Options	participants	%
Yes	45	75
No	15	25
Total	60	100



Graph17: *Students' hesitation and fear of talking with the teacher*

This question was set for the aim of determining whether subjects hesitate or feel afraid to talk with the teacher or not .Of the total respondents only (25%) said that they are able to

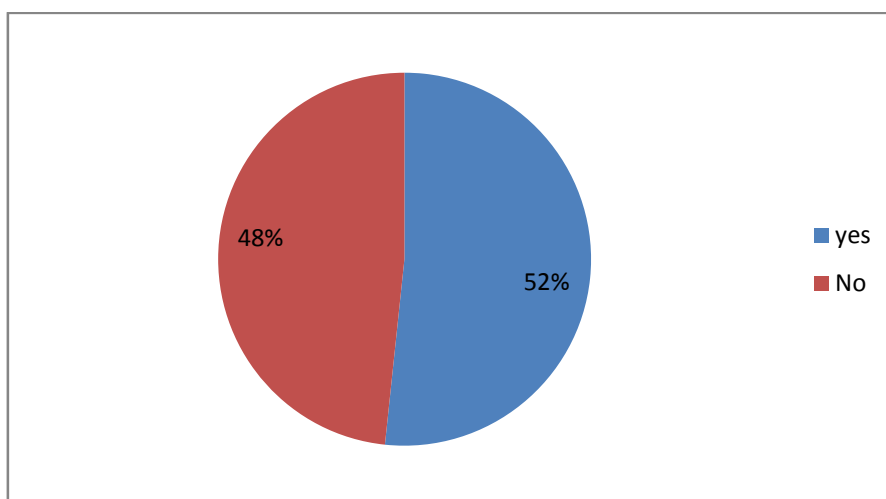
participate without hesitation, (75%) agreed that they really keep silent for the reason of being afraid to speak whit their teacher .The above results indicates that not all the students are able to practice the language.

Q19: if yes, is it because of the any negative attitudes you have in your mind toward your teacher's behaviour?

Table 18

Learner's Attitudes toward Teacher's Negative Feedback

Options	participants	%
yes	31	51.67
No	29	48.33
Total	60	100



Graph 18: *Learner's attitudes toward teacher's negative feedback*

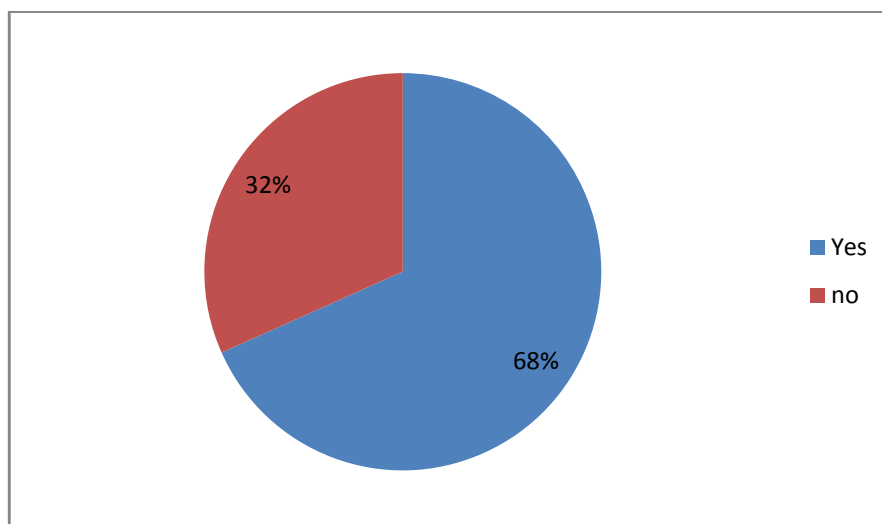
The above results shown that (51.67%) of the population said “yes”; they stated that they do not interact because of their fear of teacher’s negative attitudes towards their speaking. The remaining subjects (48.33%) said “no”; it is not because of teacher’s negative attitudes. However, the teacher’s feedback will enhance their level of performance.

Q20: if yes, do these attitudes impact your fluency while speaking with your teacher?

Table 19

Learner’s Attitudes toward the Impact of The Receiving Feedback on their Fluency

Options	participants	%
Yes	41	68.33
no	19	31.67
Total	60	100



Graph19: *Learner’s attitudes toward the impact of the receiving feedback on their fluency*

Students were asked to say whether teacher’s negative attitudes can impact their fluency during speaking. The results obtained show that the highest percentage of students (68.33%)

claimed that teacher's negative attitudes impacts their fluency. Other (31.67%) claimed the opposite. Teacher's reaction is of great importance in encouraging the students to be self-confident .So, their interaction and participation will be increased and their fluency will be enhanced.

Q21: How?

Students were asked to say how teacher's negative attitudes can impact their fluency during speaking. Most of the subjects said that they hesitate to speak because of their fear of making mistake which leads to the issue of correction and negative evaluation. In addition, they admitted that they are afraid of being laughed at by other students or being criticized by the teacher. As a result, students commonly stop participating in the speaking activity. Others stated that they feel afraid of the idea of making mistakes as they are worried that their friends will laugh at them because of receiving negative evaluations from their teacher. Others claimed that teacher's negative attitudes cause them anxiety and lack of confidence.

3.2. Discussion and Interpretation of the Results

In general, the students' responses reveal that in the chosen sample females are dominant over males, this may be due to the fact that females are more interested to study foreign languages and English language particularly than males who often choose to carry on scientific studies, or it is because of the idea that girls are more collaborative than boys. In our study, the age of the students is varied from 22 to 23; however, the majority of the students' age is 22.

The students' current level also allows us to rely on them in investigating this study since more than half of them say that their level in English is between average and good. Moreover, most of the participants like speaking English and they consider it the language of

communication; however, some of them dislike it because they consider it a complicated subject. In addition to what is said, the majority of those students find that speaking English language is easy. In emphasizing the skills, most of the students prefer to develop the speaking skill first in order for them to be able to communicate. Others choose the writing one to be able to write simple and short passages before moving to oral production while few of them prefer to improve the reading skill to supply them with the needed vocabulary, and still few of them choose the listening skill to get the language before producing it.

Furthermore, students state that their teacher is a controller. ie. He is the one who does most of the talk in the classroom interaction, whereas for some of them it is the students who do so which means that the teacher is a facilitator. Others confess that their teacher is both controller and facilitator. In fact, one of the main characteristics of classroom interaction is that it is learners' cantered, that is to say teachers amount of talking should be less than of the learners. In terms of motivation, a highest percentage of students confess that they are motivated to be fluent speakers by their teacher while the remaining percentage consider themselves not motivated to speak the language fluently. Motivating the students to speak is of great importance because the lack of it in learning causes students' hesitation to speak English in the classroom which affect their fluency.

Moreover, the majority of the population stated that they do not feel comfortable to participate in speaking activities due to many factors: teacher's negative feedback, lack of self-confidence and lack of teacher' s encouragement, fear of making fun of their selves when mistakes are made (grammatical or pronunciation mistakes). Most of those who felt comfortable to do so, stated that it is because they were not afraid of making mistakes and for some of them it was due to their interest in the lesson.

It is clear that encouragement becomes a vital thing in order to build the students' confidence. Therefore, giving students encouragement and showing that they are able to communicate well in English plays a big role in students' success of learning. Furthermore, most of the subjects claimed that they are given the opportunity to speak sometimes but the learning process should be learner-centred to make learning effective. Concerning rewarding and praising, they affect students positively and enhance their self-confidence. In this sense, the majority of the students stated that they are praised for their correct answers by the teacher. Moreover, a big population confessed that they find it difficult to interact with their teacher while the other population state the opposite. For those who find it difficult to interact with the teacher claimed that it is because of teacher's negative feedback. From their point of view, the latter impact their fluency when they speak; they felt afraid of mistaking and getting a negative evaluation or any critical comment. The obtained results make clear that teacher's negative behaviour or feedback has a negative effect on students' personality and performance and this hinder them from obtaining a good fluency.

3.3. Recommendations

Based on the results obtained from this study, the following points are recommended:

- It is important for teachers to convince their students that making mistakes is not a wrong or bad thing because students can learn from their mistakes.
- Anxiety and fear of teacher's negative feedback can affect students' performance. It can influence the quality of oral language production and make individuals appear less fluent than they really are. This explanation suggests that teachers should make an attempt to create a learning atmosphere which gives students more comfortable situations in their learning activity.

- Building students' confidence is an important part of teacher's focus of attention. This means that the teacher should also learn from both theories and practical experience on how to build the students' confidence.
- Teachers need to encourage students' talk inside the classroom to be exclusively in English.
- It is very important to praise students or reward them for their good work to encourage them to talk more and to interact more in the speaking activities.
- Teachers should reduce their time of talking in the classroom interaction and provide more opportunities for students' talk.
- The teacher should be a facilitator of the learning process.

3.4. Limitations

The following are some of the limitations of this study:

- This study is limited to third year LMD students of Mohamed Sadik Ben Yahia University in jijel. Therefore, conclusions need to be verified by conducting similar studies across different cities in Algeria.
- The sample size for this study was small, especially in terms of the number of classes, thus limiting statistical power. Therefore, Future studies could benefit from a larger sample size and selecting participants from other parts of the country.
- Another limitation of this study is that the present study is a macro level evaluation study; however, it can be complemented with a micro evaluation study, which is on the task level. The micro evaluation can take place by means of observation tools, task evaluation sheets and journal keeping so as seeing how tasks and activities work in the classroom. Furthermore, a combination of both macro and micro evaluation studies will provide extensive feedback about the topic.

Conclusion

In summary, the content of this third chapter corresponded to the presentation and description of the findings obtained from the questionnaire devoted to the students. The results were presented in the form of quantitative figures in tables as deemed appropriate. A general discussion and interpretation of the findings of the research tools, the questionnaire was followed. The chapter closed up with a set of recommendations that were derived from the whole research process and a set of limitations on the study.

General Conclusion

The present study attempted to investigate whether students' presuppositions related to teacher behaviour impact their fluency from third year LMD students' perspective. The procedure followed has aimed to identify the effect of teacher's positive and negative behaviour on students' oral performance and how it contributes in enhancing students' fluency.

The present study is a total of three chapters. The first and the second chapters are the theoretical part and the third one constitutes the practical one. The first chapter mainly outlines some of the theoretical issues related to the nature of speaking. The second chapter provides a better understanding of teacher-student relationship. The third chapter is concerned with analysis of the obtained data gathered from the students' questionnaire.

All in all, the obtained results from this study show that teacher's positive behaviours which lead to positive students' presuppositions have a positive influence on students' fluency and teacher's negative behaviours which lead to negative students' presuppositions have a negative impact on students' fluency. That is to say, teachers' positive behaviours are key factors for enhancing learners' fluency. Thus, the research hypothesis has been confirmed.

Generally, the role of teachers and their impact on student's fluency is essential for promoting oral communication by encouraging students to involve more in the speaking activities. The data gathered from this study demonstrate that motivating the students to be more confident to speak is worth considering. In this sense, motivating students to speak in English, to some extent, encourages them to actively participate in speaking in the class. All these suggest the importance of creating a supporting atmosphere of learning in the classroom and as Sarason (1999) said, "The starting point of all learning is to know the minds and hearts

of your learners” (p.110). Future research should be done to test the applicability of the findings to larger population.

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Students Questionnaire

Dear students,

This questionnaire serves as a data tool for a master research project. It aims at investigating the effects of student's presuppositions related to teacher behavior on their fluency.

Your answers are very important for the validity of this study we are undertaken. As such, we hope that you will give us your full attention and interest.

Please, tick (X) the choice that corresponds to your answer.

Thank you very much in advance.

Section one: General information

1. Gender:

a. Male

b. Female

2. Age.....years old.

3. What is your level at English?

a. Very good

b. Good

c. Average

d. poor

Section two: students' perceptions of the speaking skill

4. Do you like speaking English?

a. Yes

b. No

Justify.....

5. Do you find speaking in English?

a. Very easy

b. Easy

c. Difficult

d. Very difficult

6. Pick the most important skill that you need to develop most?

a. Speaking

b. Listening

c. Writing

d. Reading

Why?

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

7. Which of the following describes your level of oral performance in English?

a. High

b. Above average

c. Average

d. Below average

e. Low

Section three: Students' perceptions of teachers' behavior and its impact on their fluency

8. How do you describe your teacher?

a. A controller

b. A facilitator

c. Both

9. Does your teacher motivate you to speak English fluently?

a. Yes

b. No

10. . If yes, then how?

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

11. Do you feel comfortable to participate in speaking activities?

a. Yes

b. No

12. If yes, do you think that you participate because you are:

a. Interested in the lesson

b. Not afraid of making mistakes

13. If your answer is “no”, is it because:

a. Fear of making mistakes?

b. Having deficient vocabulary?

c. Fear of teacher’s negative feedback?

d. Lack of self -confidence?

e. Lack of encouragement?

f. You are not comfortable with your teacher?

g. Fear of making fun of yourself?

h. You feel shy

14. Are you given the opportunity to speak in class?

a. Always

b. Often

c. Sometimes

d. Rarely

e. Never

15. Does your teacher praise you when you answer correctly?

a. Always

b. Often

c. Sometimes

d. Rarely

e. Never

16. Do you find it difficult to interact with your teacher?

a. Yes

b. No

17. If no, then why?

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

18. In terms of interaction, when trying to communicate with your teachers, do you expect your teachers to react:

- a. Extremely Positive
- b. Positive
- c. Extremely negative
- d. Negative

19. Do you usually hesitate or feel afraid of talking with your teachers?

- a. Yes
- b. No

20. If yes, is it because of any negative attitudes you have in your mind towards your teacher's behavior.

- a. Yes
- b. No

21. If yes, do these negative attitudes impact your fluency when speaking with your teacher?

- a. Yes
- b. No

22. How?

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

Résumé

L'objectif de cette étude est de vérifier l'impact des attitudes des étudiants vis-à-vis du comportement des enseignants sur leurs compétences langagières.

Afin de valider l'hypothèse que « les comportements positifs des enseignants qui conduisent à des attitudes positives des étudiants sont des facteurs pertinentes d'amélioration des compétences de ces étudiants, nous avons opté pour un questionnaire comme outil d'investigation que nous avons distribué à des étudiants de la troisième année inscrits à l'université de Jijel en langue anglaise. À partir des résultats obtenus, il est clair que les perceptions antérieures des étudiants concernant le comportement des enseignants a un impact énorme sur les compétences langagières des étudiants. Les attitudes positives des étudiants vis-à-vis du comportement des enseignants les aident à améliorer leur confort tandis que les attitudes négatives influent sur leurs compétences langagières d'une manière indésirable. En effet, Les enseignants doivent fournir un environnement confortable dans la classe qui encourage les étudiants à exprimer librement leurs idées et leurs opinions. Ainsi, l'apprentissage va être efficace.