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**Investigating EFL Learners' Perceptions about the
Characteristics of Input and the Way they Process it in order to
Develop their Oral Fluency**

**Case Study: Master 1 EFL Students at the University
Abderahmane Mira of Bejaia**

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Dedication

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Abstract

The difference between child's mother tongue natural development and the difficult mastering of the speaking skills in EFL settings has been subject of investigations of many researchers. This research work as its title suggests; *“Investigating EFL Learners’ perceptions about the Characteristics of Input and the Way they Process it in order to Develop Their Oral Fluency”* seeks at investigating the possible characteristics of an EFL environment that hamper the natural development of EFL learners’ oral fluency. After the review of the literature, the aural input characteristics revealed to be at the center of our issue. Thus, questionnaires designed for students and teachers were conceived in order to investigate the aural input Master 1 EFL learners are exposed to in an EFL setting and the way they process it to develop oral fluency. The final results showed that, in addition to the authentic aural input they are daily exposed to through the different media they use; Master 1 EFL learners invest efforts in processing this input into a native-like oral fluency. However, instead of supporting their efforts by providing them with an optimal input, the language competence obstacle is reinforced by the university different teaching aspects; which expose the learners to non-authentic simplified and foreign English language aural input. This is due to the tiny importance it gives to developing higher levels of oral fluency amongst the English department community. At last, before extending our research to further research questions, some recommendations to be considered by the university and the students are suggested.

Key terms: oral fluency, aural input, optimal input

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Definition of Terms

Oral Fluency

It is to use the language accurately, smoothly, appropriately and to express oneself in order to communicate effectively. It is defined by Marie-N. G (1999: 4) to be “*the ability of the speaker to produce indefinitely many sentences conforming to phonological, syntactical and semantic exigencies of a given natural language on the basis of a finite exposure to a finite corpus of that language*” Leeson (1975:136). This definition confirms the crucial importance of exposure to the target language as a condition to oral fluency achievement.

Input

In the context of language learning, the linguistic information that the learner is exposed to is called language input. Michael S.S. (1994: 200) defines it as “*the default definition of input is language data which the learner is exposed to. More properly it is observable, potentially processable language data relevant for acquisition. Input that is actually processed and turned into knowledge is called intake. Input may contain evidence for or against a given assumption held by the learner/listening device. Alternatively, it may simply contain information about no previous assumption is held.*”

Optimal Input

The language input that displays characteristics which favor the language acquisition process success is called optimal input. Krashen (1982) argues that “*optimal input should be comprehensible, be interesting and /or relevant, not be grammatically sequenced, be in sufficient quantity. If the learner can be exposed to input having to these features, it is considered acquisition is more likely to occur.*” Xiaoru Wang (2010:283)

List of Abbreviations

CPH: Critical Period Hypothesis

EFL: English as a Foreign Language

ELLC: English Language Literature and Civilization

FL: Foreign Language

L1: First language

L2: Second or Foreign language

LDS: Language Didactics and Sciences

LMD: License, Master, Doctorat

SLA: Second Language Acquisition

TL: Target Language

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²General Introduction

The human being's social nature implies a need for communication with others. This need is most directly fulfilled through speaking. This makes of mastering the speaking skills the first goal behind learning languages. This is supported by Nunan (1991:39) who states that *"to most people, mastering the art of speaking is the single most important factor of learning a second or foreign language"* (Cited in Zakia. D (2013: 4). According to him (1991), the first parameter to measure the speaking mastery is the ability to carry out a conversation in the target language (TL). He cites referring to the speaking skill mastery achievement *"...and success is measured in terms of the ability to carry out a conversation in the language"* (cited in Zakia (2013: 4)). However, most foreign language (FL) learners are incapable of carrying out a conversation in the TL.

In fact, while a seven years old child smoothly uses his native language to fulfill his daily communicative needs; the adult advanced English as a Foreign Language (EFL) learner faces many difficulties in undertaking the most basic interaction because of lexical, structural, or phonological difficulties. This surprising difference was justified by Critical Period Hypothesis (CPH) supporters with biological factors. They claim that only children can achieve native or near-native proficiency in a foreign language L2. They argue that this is due to the child's brain plasticity, which is lost at puberty. (Murielle. S. T. (2006:187). But this view was rejected because of the three fallacies. Richard (2002:7) reported them to be misinterpretation of observation fallacy; the misattribution of conclusions and finally the common fallacy of overgeneralization in reasoning.

Although strongly supporting the three fallacies they advanced, Marinova-Todd, Marshall and Snow (2000) accept that generally adults achieve lower levels of proficiency than younger learners due to contextual factors (cited in Richard. J. (2002:7). Thus, appropriate language learning environmental conditions play a crucial role in achieving the TL mastery.

The input represents one of the most important features in the language acquisition environment *"since the big difference between foreign learning in the mother tongue environment and SLA in the target language environment lies in the amount of input that is available to the learner."* (cited in Xiaoru Wang (2010:283)). However, in order to be authentic and functional; input has to display, in addition to its authentic characteristics, characteristics that support the learners' cognitive processes to become part of their language

competences. This is illustrated In Xiaoru Wang (2010:283) who states that Krashen's (1982) optimal input "*should be comprehensible, be interesting and /or relevant, not be grammatically sequenced, be in sufficient quantity. If the learner can be exposed to input having to these features, it is considered acquisition is more likely to occur.*"

Considering the oral fluency, it is defined by Leeson (1975) as "*the ability of the speaker to produce indefinitely many sentences conforming to phonological, syntactical and semantic exigencies of a given natural language on the basis of a finite exposure to a finite corpus of that language*" (cited in Marie-N. G (1999: 4)). This definition involves characteristics which can be illustrated and developed only with reference to oral discourse displaying the same characteristics.

Regarding the crucial importance of the language input in a FL learning environment, this research work is conceived to investigate and describe the characteristics of the aural input to which EFL learners are exposed in our university, the role they play in processing it and its influence on their oral fluency development.

The nature of our research is exploratory, since we are trying to find out the sources of input from the students' own lived experiences. Moreover, given that the issue varies from a learner to another according to his own experiences, the work is not hypothesis driven. A quantitative methodology was adopted in order to get such data. We; thus conceived questionnaires from our literature review. For the sake of exploring our main issue that is "*what are the characteristics of the aural input that the EFL learners are exposed to and how do they process this input in order to develop their oral fluency?*", the questionnaires were organized so as to respectively answer the following sub-questions:

- What are the sources of aural input Master 1 EFL learners are exposed to?
- What are the characteristics of the aural input Master 1 EFL learners are exposed to?
- How do Master 1 EFL learners process the input they are exposed to?
- Which difficulties do Master 1 EFL learners face in their attempts to develop the oral fluency?
- Which characteristics does Master 1 EFL learners' output display?
- What are the views of Master 1 EFL learners and their teachers about developing native-like oral fluency in their classes and which efforts do they invest in achieving such an objective?

Before moving into details, we first provide a brief description of the organization of this work. This dissertation is divided into two chapters. The first chapter is theoretical. It is entitled: *Oral Fluency and Optimal Input in Language Acquisition Process*. It is divided into two sections. In the first one, we provided the definition and characteristics of the oral fluency. In the second one, we introduced the optimal input in both mother tongue (L1) and FL settings. At the end, we deepened in analyzing the concept of *Optimal Input* in an EFL environment by providing the conditions under which it favors FL acquisition. The second chapter is practical. We entitled it: *Design and Findings of the Empirical Investigation*. The first section introduces the participants, instrument, validity and reliability, design, and procedures for collecting data. The second section presents the collected data and their analysis. At last, we provided relevant data about possible sources and characteristics of aural input in our university for advanced EFL students. Besides, we seek at uncovering the main obstacles to develop a native-like oral fluency in such an environment.

Chapter One: Oral Fluency and Optimal Input in Language Acquisition Process

Introduction

It is useless to expect a fluent oral performance from a foreign language (FL) learner after years of exposure to a poor language environment. Al Sibai (2004: 2) argued that “*one of the most difficult challenges in teaching an L2 is finding ways to help students improve their oral fluency. This is especially true in countries where learners share a common mother tongue and have little or no exposure to the L2 outside the classroom.*” This literature review is organized in two sections. In the first section, we analyze the oral fluency definition and characteristics. In the second section, we attempt to investigate the importance of the personal contribution of the FL learner, to his own learning process using the input available in his environment.

I. Section One: Definition and Characteristics of Oral Fluency

Introduction

This section deals with a short analysis of the oral fluency definition and the role that the structural and phonological features of the language play in forming a fluent oral discourse.

1. Definition of Oral Fluency

Oral fluency is not an easy term to define as it is measured according to many parameters covering many aspects of the language. Derwing (2004) noticed that “*the difficulty in achieving a definition lies in the fact that fluency encompasses many aspects of language*” (cited in Al Sibai (2004: 2). These aspects involved in oral fluency are interrelated and interdependent. Their characteristics in the oral performance depend on the degree of the speaker’s mastery of the target language as a personal communicative tool. This implies using grammatical and phonological features of the target language (TL) at ease, to formulate oneself ideas, feelings and experiences according to the communicative situation’s characteristics. This is illustrated by Fillmore (1979) who, drawing on native speakers' oral production, identified four abilities that fluency might involve;

The first of which is the ability to talk at length with few pauses. The three other abilities include the ability to talk in coherent, reasoned, and “semantically dense sentences”, the ability to have appropriate things to say in a wide range of contexts, and finally the

ability to be creative and imaginative in language use (cited in Al Sibai (2004: 2))

2. The Structural Characteristics of Language

One aspect of the language that the oral fluency covers is structural i.e. the mastery of the grammatical rules of the TL, this mastery is bounded to the way they are produced as reflective to such mastery. In this issue, Hartman and stork (1976) described these characteristics stating that *‘a person is said to be a fluent speaker of the language when he can use its structures accurately whilst concentrating on the content rather than form, using the units and patterns automatically at normal conversational speed when they are needed’*, (cited in Al Sibai (2004: 2)). This definition involves three features involved in oral fluency:

2.1. Accuracy

The fluent speaker uses the language accurately; here only the grammatical form of the language is involved i.e. grammatical structures are accurately used to formulate the meaning that is intended to be expressed.

2.2. Automaticity

Michael (1994: 195) described automaticity as being *‘used to denote how swift and spontaneous the use of a given linguistic structure may be similar to fluent use’*. This implies that the fluent speaker does not hesitate while expressing his ideas. The speaker concentrates on developing his ideas rather than seeking for the appropriate language forms to use i.e. the accurate grammatical structure is directly associated with its meaning according to its context of use. ; in this issue James. W. N. (1985) reported Fries (1945) View, and insisted upon the fact that language features should be practiced in different contexts until they become productively automatic.

2.3. Normal Conversational Speed

The rate of speed determines whether the speaker is fluent or not. This is argued by Carl, Elizabeth, and Barbara (2002: 2) who state that *“when we observe a person speaking Italian smoothly, quickly, and without hesitation. It’s not just about saying the correct words. It’s also about achieving a useful pace or speed of performance.”* In fact, if there is automaticity in the oral production, the meaning will automatically trigger the appropriate grammatical structure that expresses it. Speech would, then, be produced at a normal speed

according to the speakers' ideas development; rather than in a slow manner, according to the finding and organization of the appropriate grammatical structures to use to express the needed meaning. This characteristic of the oral production results in the natural use of pausing. In this respect, in *The Cambridge encyclopedia of language* (1977 .128), it is argued that in addition to the meaning silence communicates in its own right, threatening, thoughtful...

pauses are the normal stops that are triggered by the conversational need or the completion of the idea rather than insufficient language mastery. It is marked with a silence which is an important feature of speech transcription in the marking of pauses used to demark linguistic units, to signal the activity of the speaker and help the structure speech interaction. They may be silent or filled with the vocalization such as (English am, err...).

This characteristic, in addition to automaticity, demonstrates the direct link between the meaning and the appropriate accurate grammatical structure that conveys it. I.e. the meaning being composed of the idea the speaker needs to express in that particular situation.

3. *The Phonological Characteristics of Language*

An appropriate accent is considered as one of the main characteristics of the fluent speaker's oral performances. It can be illustrated only through actual situations of the English language oral use. It can totally change the written language forms through transforming them into interrelated sound units with totally different oral characteristics; as Cook (2000: 12) states, "*as you go along, you'll notice that you're being asked to look at accent in a different way. You'll also realize that the grammar you studied before and these accents you're studying now are completely different.*" The language accent is proper to that language and its natives. It represents the language characteristic that gives the speaker's oral performance that feature of being natural, a feature, that Brumfit ((1984) cited in Al Sibai (2004: 2)), considers as being the natural characteristic of the fluid language speaker. Cook (2000: 12) distinguished three components in accent which are "*intonation (speech music), liaisons (word connections), and pronunciation*".

3.1. *Intonation*

Intonation plays a crucial role in determining the extent to which the speaker is a native, a native like or a foreigner to the TL. It also covers the general music of the target

language. Every spoken language possesses its own speech music and adapting it to another language is very confusing for the listener and embarrassing for the speaker. This is illustrated in Cook (2000: 12) as she states that “*intonation, or speech music, is the sound that you hear when a conversation is too far away to be clearly audible but close enough for you to tell the nationality of the speakers*”. She also adds, referring to American intonation that it is a crucial element in the language oral performance; because it does not only contain elements for a complete pronunciation, but it also transports part of the speech meaning that cannot be expressed with only words or in any other manner. Thus, intonation is an essential part of a natural oral performance. She states that “*the American intonation dictates liaisons and pronunciation, and it indicates mood and meaning. Without intonation, your speech would be flat, mechanical, and very confusing for your listener.*” (Cook, A. (2000: 18).

3.2. Liaison

This characteristic of the accent shows the direct link between the phonological side of the language and its grammatical side. Referring to its importance in a fluent oral production, Cook (2000: 19) states that

if you speak word by word, as many people who learned "printed" English do, you'll end up sounding mechanical and foreign. You may have noticed the same thing happens in your own language: When someone reads a speech, even a native speaker, it sounds stiff and stilted, quite different from a normal conversational tone.

Indeed the development of the grammatical competence and the learning of the language through the medium of listening are interrelated processes. However this is, most of the time, not taken into consideration in foreign language learning settings. Mehrdad (2011: 120) reported Landoli's (1990) argument about this issue;

there is a distinct pleasure in being able to interact with native speakers without paying undue attention to ones 'foreignness', and an even greater pleasure in being thought to come from...[the country] where the language is spoken. This achievement requires an integration of skills that unfortunately are too often taught separately. Phonemic system, stress, intonation, gesture, appropriate vocabulary, cultural mores, morphology, syntax... discourse and pragmatics –all need to fit together as a harmonious whole... . Dividing the elements of language acquisition by

postponing attention to one facet, for instance, until the advanced level or until there is immersion in the target culture hinders the learner.

If we interpret this characteristic of fluency into an instructional recommendation, it would certainly be the simultaneous phonological illustrations along with the grammar structures instruction. This gives the learners the opportunity to connect words to form sound groups. Also, it is consistent with cook's (2000: 185) instruction that instead of thinking of a word as a unit, the learner will notice sound units; even if some of the uttered items will sound completely different from their written form, but they are the natural way of orally producing them. Referring to the importance of respecting liaison in order to achieve a natural accent, cook (2000:19) argues that “*sound units make a sentence flow smoothly.*” She also exemplified this characteristic as follows:

Example: Native speakers don't say *Bob is on the phone* /bob iz on ðə fəʊn/, but say:

[Bobzən ðə fəʊn]: this transcription illustrates how a native speaker would combine the words of the sentence ***Bob is on the phone*** in his natural language use.

3.3. Pronunciation

Hewings (2004:16) declares that “*pronunciation is an important aspect of both speaking and listening. To make sense of what we hear we need to be able to divide the stream of speech up into units (for example, tone units, words and individual sounds) and to interpret what they mean*”. This definition demonstrates the crucial role listening comprehension plays in making meaning of the uttered sounds. It also implies that unless the meaning discriminates between sounds units, the oral speech would be a continual stream of meaningless sounds; in other words, if you don't distinguish between sound units, uttered with the target pronunciation, you can make any attempt for understanding its meaning.

Acquisition of the language accent, thus, requires sustained exposure to the target language which is meaningful input for the learner. The aural input is arguably the most important component in the linguistic environment.

Conclusion

The above cited characteristics cover the grammatical and phonological language features that are interrelated and that cannot stand independently one from another to form the structural aspect of a fluent oral production. They are developed simultaneously. Their features (whether they are near-native, native like, or foreigner), within the foreign language learner oral performance; depend on the characteristics of the input, the basis to which the learner was referring to during his language learning process.

II. Section Two: The Optimal Input and Language Acquisition

Introduction

This section discusses the crucial role of the input in a language acquisition environment. It presents the characteristics of the optimal input that is necessary for language acquisition and the role of consciousness and output in using this input in order to develop oral fluency in English as a foreign language (EFL) environment. First, we will discuss the characteristics of the child's oral fluency development process, which are related to his aural input reception and the simultaneous development of his speaking skills. Optimal input characteristics in an EFL setting will, then, be discussed along with the learners' contribution to their own oral fluency development.

1. The Child's Oral Fluency Development and Aural Input Characteristics

It is clear that both the child and the adult foreign language (FL) learner have undergone tremendous difficulties to achieve their language oral proficiency. However, the surprising difference in their achievements confirms the complexity of the language nature and the learning process it requires. In fact, according to the Critical Period Hypothesis (CPH) supporters, success or failure to achieve oral fluency depends on the biological characteristics of the learner, as they argue that

children have only a limited number of years during which they can acquire their L1 flawlessly; if they suffered brain damage to language areas, brain plasticity in childhood would allow other areas of the brain to take over the language functions of the damaged areas, but beyond a certain age, normal language development would not be possible. This concept is commonly extended to SLA as well, in the claim that only children are likely to achieve native or near-native proficiency in L2. (Murielle, S. T. (2006: 187)).

This claim was rejected by Marinova-Todd, Marshall and Snow (2000) because of three fallacies. Richard (2002:7) reported them to be summed up in that; their observations were misinterpreted because they ignored the role environmental factors have in first language acquisition. Their conclusions were based on non scientific information. Finally they over-generalized the common failure of adult foreign language learners in achieving oral fluency. This latter is due to ignoring the environmental factors hindering or supporting the foreign language learning process; since many adult foreign language learners achieved native-like oral fluency. The language mastery is, thus, rather dependent on the appropriateness of the conditions under which its learning must occur, than on biological reasons. Regardless to the biological factors favoring the child's language acquisition, the characteristics surrounding the child's language learning environment, can be summarized in five elements:

- An extensive exposure to the target language (TL) which provides him with sufficient, appropriate and authentic input to process and develop his language competence.
- An extensive practice of the acquired language competence triggered by an inner desire of the child to communicate, which Murielle (2006: 13) reported to result from the Children's natural desire to communicate in the TL.
- His continual interactions with native speakers provide him with sufficient, appropriate and authentic input to naturally build his language competence. This is illustrated in Richard (2002: 8), who states that *"when young children interact with parents and others and are exposed to language, this built -in grammar - sometimes called Universal Grammar (UG) - 'tunes itself in' to the grammar of the particular language to which it is exposed. This process of 'tuning in' is not conscious or deliberate and allows children to acquire the grammar of their first language(s) intuitively by natural means"*.
- He learns his first language as he experiences life and discovers his environment (people, objects...). He is totally implicated, thus affectively immersed in daily situations that his social environment uses to introduce him to his external environment and the appropriate and accurate language to use in each situation he experiences. This is illustrated in Brown (1987:13) as he argues that

the child learning her first language learns it all in context. As she learns to push the ball towards her mother, she learns to call the ball "ball" and she learns to catch the "ball." When she goes up to her bath she gets into the "bath" and plays with the "soap" in the "water." She gradually

builds up sets of experiences (sometimes called “schemata” or “frames” or “script”), “playing ball”, “having a bath, “ which are associated with a set of words and expressions. She learns that the word can be associated with different contexts and different types of event, “open your mouth,” “open the door,” “open the drawer,” “open a letter,”(but not “open the tap” or “open the light,” though the child may try these expressions out, and in another language the attempt might have been successful), and eventually she may “open a bank account” or “open a sports day.” As she learns more experience.

- The child experiences each personal experience with an authentic language input which contains the correctly pronounced grammatical structure with the related appropriate use of gestures, intonation, body and voice expressions.

2. The Optimal Input in a Language Teaching Setting

According to Krashen (1982), if a language input, to which the language learners are exposed, is comprehensible, interesting and /or relevant, not grammatically sequenced, and is in sufficient quantity; there are more opportunities for the language acquisition to occur. He refers to this kind of input as the optimal input. Xiaoru Wang (2010:283) reported Krashen’s (1978) description of the learner’s brain’s functions as a filter where only the understandable part of the input becomes intake. She also, as Krashen does, strongly supports that those activities that are not interesting for the learners are boring and time-consuming.

Still dealing with the optimal input characteristics, Krashen (1982) argues that sufficient quantity of input ensures the learner opportunity to rehearse his actual background in different quantity and contexts. This will lead to his readiness to acquire new language competences, as stated in Xiaoru Wang (2010:283) referring to Krashen’s arguments, *“the purpose of language teaching, in a sense, is to provide optimal samples of the language for the learner to profit from. However, if the quantity of input cannot be ensured, the input still cannot be said to be optimal.*

At last but not least, as it is reported by Xiaoru Wang (2010:284), Cook commented that in actual conversations, people do not use full grammatical sentences, and are not as strict as non-authentic material used in foreign language settings. This implies the language to lose its naturalness and appropriateness when the teacher simplifies it. In addition, some cultural meaning is altered. In a word, simplification is often achieved at the expense of authenticity.

3. Input in a Foreign Language Learning Setting

The information the individual receives from his external environment, whether he understands and assimilates it or not, is referred to as input. Kumaravadivelu (2008: 26) states that *“input may be operationally defined as oral and/or written corpus of the target language (TL) to which L2 learners are exposed through various sources, and recognized by them as language input. This definition posits two conditions: availability and accessibility.”*

3.1. Availability

Either input is available in the learner’s external environment, or he has to seek it himself. In both cases he can be faced to three types of input according to the sources from which he can get it. The interlanguage input that he gets from other learners’ oral productions, which Kumaravadivelu (2008: 26) describes as *“the still-developing language of the learners and of their peers with all its linguistically well-formed as well as deviant utterances.”*; simplified input that Kumaravadivelu. B. (2008: 26) defines *“the grammatically and lexically simplified language that teachers, textbook writers, and other competent speakers use in and outside the classroom while addressing language learners”*. In this respect, Judy (2008: 7, 8) reported that Brown (1977) is clear about his point of view about the ineffectiveness of this kind of input. Thus, while referring to ordinary spoken English, he insists that the failure to move beyond the basic elementary pronunciation of spoken English must be regarded as disastrous for any student who wants to be able to cope with a native English situation. He adds that if the student is only exposed to carefully articulated English, he will have learnt to rely on acoustic signals which he will not encounter in the normal English of native speaker.

Finally non-simplified input, which results from real language use situations and not conceived or adapted to a language teaching course. Kumaravadivelu (2008: 26) defines non-simplified input as *“the language of competent speakers without any characteristic features of simplification, that is, the language generally used in the media (TV, radio, and newspapers), and also the language used by competent speakers to speak and write to one another.”*

3.1.1. Forms of Input

Whether displaying the characteristics of interlanguage input, simplified or non-simplified input, the language input the learner is exposed to can be illustrated in its spoken,

written or both spoken and written forms. The FL learner encounters different situations in his daily interactions with the target language input. These situations display different contextual characteristics. The language input can be either formal, in a case where the situation triggers formal language use; or informal, where the situation triggers informal language use.

3.2. Accessibility

If the language input available to the learner, is not appropriate to his cognitive abilities to process it; whether in terms of clarity, comprehensibility or familiarity, the cognitive language input processing process cannot be successfully achieved. This is argued in Kumaravadivelu (2008: 27), *“input has to be recognized by learners as language input, and accepted by them as something with which they can cope. In other words, input should be linguistically and cognitively accessible to them.”* He also adds that the language input that is available, but not accessible, is considered as mere noise. For more accessibility of the available aural input, EFL learners have to understand it enough, to be able to relate it to their own knowledge about the world. This process is called by Gass (1997) apperception. He defines it as *“an internal cognitive act in which a linguistic form is related to some bit of existing knowledge (or gap in knowledge).”* (cited in Kumaravadivelu, B. (2008: 27)). This definition implies that, apperception is a crucial step toward the integration of the new input into the learners’ language competence. It is based on the learners noticing and recognizing of the relation between the input features of the foreign language and the meaning they express in the context of their personal experiences. Kumaravadivelu (2008: 27) adds that apperception can be considered as an initial device that prepares the input for further analysis.

3.2.1. From Input to Intake

3.2.1.1. Input

The language data that the learner receives from his external environment is referred to as input. However, as reported by Shumei Zhang (2009:91); for language acquisition to take place, input availability is not enough. Other prerequisites that are defined by Ellis (1985), to be a set of internal mechanisms to account for how language data are processed, are required.

3.2.1.2. The Role of Attention to Process Input into Intake

Attention in any activity implies that it is being consciously achieved. This is supported by Ellis (2008: 755) statement that “*attention is viewed as mainly conscious process involving working memory.*” To this issue Peter (1998: 44) adds that this implies an active processing of the subject to which attention is paid and which enters the scope of working memory. This latter is directly related to long term memory, as it is considered; in Peter’s (1998: 44) words as “*the getaway to long term memory*”. In this respect, he adds that the most efficient way of transferring the items from the short term memory to long term memory is through rehearsal. He exemplifies with the phone number retention. This process starts with difficulties to remember the number but which is slowly transferred to long term memory. In the context of language learning process, Jack (2008:15) cites Schmidt’s (1990) intervention. This latter stressed the role of consciousness in language learning. He also refers to the role of noticing as being the first step towards incorporation of the new language features of the input to the language competence. He states, that Schmidt’s *argument* is that “*we won’t learn anything from input we hear and understand unless we notice something about the input*” (Jack C. R. (2008:15)).

3.2.1.3. Intake

That part of the input the learner notices and which can serve as the basis for language development. Kumaravadivelu, B. (2008: 27) reported three definitions of intake. Corder, defines it as “*what goes in and not what is available to go in*”; Faerch and Kasper (1980) consider it as the assimilated part of the input and which the interlanguage system accommodates. This concept was further elaborated by Gass (1997) who defined it as: “*apperceived input that has been further processed*”. Concerning the factors, which make the input noticeable for the learner; they are illustrated in Peter’s (1998: 49) figure (N°1. P. 15) of influences upon noticing, which involves frequency of occurrence, perceptual salience and instruction.

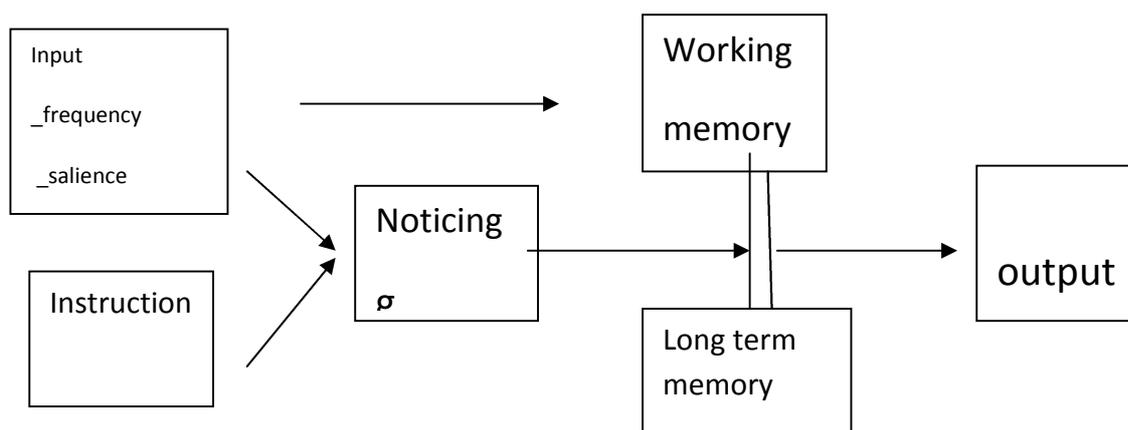


Figure 1: Influence upon noticing. From Peter, S (1998: 49)

3.2.1.3.1. *Frequency of Occurrence*

In order to notice new language input, the learner, because of his background knowledge of the language, is restricted to try to understand the new input. But with recurrence of the same forms he will have more opportunities to notice the features that it displays regardless to its meaning. In this issue, Peter (1998: 48) adds that “*the more frequent a form, the more likely it is to be noticed and then become integrated in the interlanguage system*”

3.2.1.3.2. *Perceptual Salience*

Language input contains many features which are necessary to make it complete and natural. In the target input, there are features which are more prominent than others due to the utterance production and transmission effectiveness constraints. The learner’s attention is naturally kept by these features, thus, they are more likely to be further processed for integration to language competence. This perceptual salience, for Peter (1998: 48) “*concerns how prominent a form is in input. The more a form stands out in the input stream, the more likely it is that it will be noticed.*”

3.2.1.3.3. *Instruction*

The role of instruction in making the less noticeable features of the language more prominent to the learner is complex. In this issue, Peter (1998: 49) argues that instruction “*can work in a more complex way, by making, salient; the less obvious aspects of the input, so that it is the learner who does the extraction and focusing.*” He also emphasizes the role of

instruction in orienting the learners to features that are the most discrete and that he may not notice. He argues that “*the role of instruction is not on the clarity or explanations it provides, but rather in the way it channels attention and brings into awareness what otherwise would have been missed*” (ibid). For more clarifications about the idea of the role of the above mentioned factors in influencing noticing in language learning, the above figure N°1 represents how input frequency, input salience and instruction intervene in the process of output production through influencing ‘noticing.’

3.3.The Importance of Goal Setting in Facilitating the Processing of Input into Intake

There are so many features displayed in the available language input, that the language learner can rapidly be over loaded with features that he can neither notice, nor practice. Goal setting is a very important factor determining the smoothness at which oral skills improvement occurs. Once the learner is conscious about his ups and downs in his oral performance; through comparing them to authentic language features he previously noticed; he can set clear goals according to his needs. Goal setting importance increases with attendance to motor actions. To this issue, Ellis (2008:755) reported Suchert’s intervention concerning the importance of attendance to motor actions for action reproduction efficiency in terms of rapidity. He also argues that attention automatically triggers planning to the way the output will be like. He adds that the goal covering the action plays a crucial role in determining the orientation of attention and its clarity according to the achievement of the pre-set goals. For him, “*there is a constant cycle of stimulus detection, refinement and redefinition according to goals and plans for action*” (ibid). However, for language development to take place, more is required than simply noticing the language input. In fact, characteristics of oral fluency can only be fully developed when practiced during output production. In this respect, we investigated the role output plays in oral fluency development.

4. Role of Output in Oral fluency Improvement

Swain (1985) cited in Peter. S (1998: 16) claims, in the comprehensible output hypothesis, that to learn to speak, it is necessary to speak. Drawing on Swain’s specific suggestions, as well as on other sources, Peter (1998: 17) distinguishes six roles of output that are relevant to language learning. He first mentions its role in language acquisition process by providing the means to negotiate meaning and, thus, to obtain a richer input. He also reports Swain’s (1985) arguments about the importance of constraining the learner to think of how to

produce output, in order to notice the means by which the meaning was expressed. Another crucial role of output is to test hypotheses in order to improve and correct learners' output. This is illustrated by Swain's (1985; 1995) arguments as reported by Peter (1998: 17)

speaking allows the speaker to control the agenda and to take risks and look for feedback on the point of uncertainty in a developing grammar. This is likely to make learning more efficient, since the speaker can control what is going on and engineer feedback that is likely to be most revealing.

Furthermore, recurrence of practice of the same patterns in any activity leads to automaticity in future production. If the language learner attains this level of language production, he will concentrate on more challenging and creative activities using the target language. This is the best way to enjoy oral fluency development. In this issue, Peter (1998: 18) states that

to be effective in the language use, one needs to be able to use the language with some ease and speed. The only way in which learners can go beyond carefully constructed utterances and achieve some level of natural speed and rhythm is speaking. To obtain automaticity that this involves requires frequent opportunity to link together the components of the utterances so that they can be produced without undue effort, so that what will be important will be the meaning underlying the speech rather than the speech itself. In this respect there is an aspect of speaking which makes it an example of skilled behaviour, like driving a car, or probably more relevantly, like playing a musical instrument. Only by frequent use is the fluency side of speech likely to be improved.

Finally, in addition to the opportunity it offers to develop discourse skills that Peter (1998: 18) summarized in turn taking skills, and other capacities for more meaning negotiation efficiency, in ongoing discourse, extensive practice of speaking is crucial in order to develop a personal voice. This can occur only if the learner uses his language competence in order to express his personal ideas with the target language. In this issue, Peter (1998: 19) declares that *"one must have, during language learning the opportunity to steer conventions along routes of interest to the speaker, and to find ways of expressing individual meanings. A role for output here seems to be unavoidable."* It is true that the language difficulties are the main reasons behind FL learners' reluctance to speak. However, if the learner develops his own way of expressing his idea, he will have a basis on which to develop his oral performances.

Conclusion

The child's language environment displays factors that enhance and support the human being natural predispositions to acquire new languages. The foreign language learner in his homeland context, however, doesn't have this opportunity when trying to acquire a new foreign language. This is naturally weakening his endeavor to communicate fluently in the target language. But, unlike the child, the adult EFL learner displays personal characteristics that he may use in acquiring any foreign language by investing enough efforts.

Conclusion

Through our theoretical chapter, we explored the crucial importance of the characteristics displayed by the input along the language acquisition process in determining its success or failure. Like the natural success of the first language acquisition, all studies about foreign language learners who accomplished their learning process in the context of the native country of the TL, show that the process was successfully achieved in developing a native like oral fluency. This with no doubt refutes the claims of the critical period hypothesis and raises the importance of the environmental characteristics (including the aural input) surrounding the language acquisition process if bounded with the learners' personal contributions to their own language learning process. Our task in this research is to investigate any deficiency related to the aural input which prevents EFL students at the university of Bejaia from developing native like oral fluency.

Chapter Two: Design and Findings of the Empirical Investigation

Introduction

The present study aims at investigating the possible sources of aural input in the case of Master 1 English learners. A quantitative method is used to determine these sources and the way the received input is processed by the learners in order to develop oral fluency and the difficulties they can encounter in such an endeavor. This chapter is divided into two sections, Methodology and Data Analysis. In Methodology, we are going to introduce the participants, instruments, validity and reliability, design, and procedures for collecting data. Then, in Data Analysis, we present the data and proceed to the analysis of the results. The collected data are going to be presented and analyzed within three phases. The first phase is the presentation and analysis of the data got from the students' and teachers' questionnaires. The second phase is the presentation of the conclusions got from both questionnaires' analysis. Finally, a sum up of the findings is going to be presented as final answers to our research questions.

A. Methodology

In this section, we are going to introduce the participants, the used instruments, validity and reliability, design, and finally procedures for collecting data.

1. Participants

Selected participants of this study were Master 1 English students at Abderrahmane Mira University of Bejaia. The total number of the students subscribed in the Master 1 level is 247. These students are members of two different specialties. 219 are enrolled in Language Didactics and Sciences (LDS) and the second specialty is composed of 27 students specialized in English Language Literature and Civilization (ELLC). These students have been studying EFL for at least 11 years; from the first year of the middle school.

In the first phase, of the quantitative investigation of our study, 50 students were supposed to participate. But only 36 of them did. In other words, we distributed 50 questionnaires, and we got back 36. This latter represents 14, 57% of the whole population. Seven of them were from the ELLC specialty which represents 25, 92% of the whole section, and 29 were from the second specialty. It represents 13, 24% of the LDS sections. These students were selected randomly. Within the second phase of the research, 11 teachers participated representing 78, 57% of the whole Master 1 teachers' population due to the

difficulties we had to find them. Fourteen was the number of the master 1 teachers, including both specialties.

2. Instruments

In this exploratory research, Quantitative methodology is used as a means for collecting data. Drawing on our literature review, we conceived questionnaires for Master 1 EFL students at the university Abderrahmane Mira of Bejaia and their teachers, in order to describe the aural input the students are exposed to and the way they process it for the purpose of developing their oral fluency.

1) Students' Questionnaire

It comprises 37 items. It is divided into two sections. It aims at describing our sample, the sources of their aural input and the way they process this input to develop oral fluency. Finally the difficulties they face and the way they affect their output.

Section One: Sources, Characteristics and Processing of Aural Input

This section is composed of 15 questions; it deals with the different sources available to the EFL learners in order to get aural input; it is divided into three parts:

A. Personal information

This part comprises three questions. It serves to describe our sample. It provides us with their ages, sex, level and specialty.

B. The Characteristics of the Aural Input Provided by the Teachers

This part is composed of 9 questions. It deals with the way EFL learners perceive their teachers' talk and the way they process it in order to develop oral fluency.

C. The Sources and Characteristics of Authentic Aural Input

This part is composed of 3 questions, it concerns the characteristics of the aural input the EFL learners receive from the authentic materials they use.

Section Two: The Way EFL Learners Process Authentic Input and Characteristics of their Practice and Output Production

This section is composed of 22 questions. It deals with the way the EFL learners process the authentic aural input they receive from the authentic material they use, in order to

improve their oral fluency. It also investigates the amount of practice the learners achieve; in order to develop the oral fluency characteristics in their own oral performance, and the difficulties they encounter in such attempts.

2) *Teachers' Questionnaire*

It comprises 22 items. It is entitled "*the characteristics of the aural input provided by the teachers*". Its aim is to describe the aural input that the the EFL teachers' expose their learners to.

3. *Validity and Reliability*

For the questionnaires, they were conceived after the literature review was organized in a way to investigate one of the major problems faced by learners of languages in FL language learning settings. Drawing on this latter, we conceived our questionnaires. Moreover, we explained all the items and the sake to which they were conceived to serve our final objective. This provides them with certain validity. Finally, dealing with both teachers and learners' questionnaires is important in giving more importance to the results we provide. This is more likely to make the study more reliable.

4. *Design*

The aim of the present study is to seek the possible sources of aural input among EFL learners at the university Abderahmane Mira of Bejaia. For this reason, we have opted for the quantitative way of investigation in order to get maximum and varied data. It also provides more insights into the characteristics of such input inside and outside their EFL classes. Moreover, the inclusion of the teachers' questionnaire permitted us to investigate more objectively the kind of input our Master 1 students are exposed to at university.

5. *Procedure for Collecting Data*

When collecting data, we process it within two phases. In phase one, we dealt with the distribution of the questionnaires of both students and teachers. In phase two, we analyzed the collected data.

a. *Phase One: Students' and Teachers' Questionnaire*

The first phase of data collection consists of distributing the questionnaires then salvaging them.

The distribution of the questionnaires to Master 1 was dealt with between the 6th of April and the 13th of the same month regarding that at each distribution the students asked for one day to fill the questionnaire which was long, regarding the requirements of our investigation complexity. Distributing the teachers' questionnaires extended from the 6th of April till the 6th of May. This was due to the difficulty to find them then to wait a whole week to get them back according to their exigencies. This was the case for the majority of the teachers.

The first section of the LDS specialty was given 20 questionnaires. This was during their lecture of Didactics. The students were asked to give back the questionnaire the next day. Unfortunately, only 11 were given back. Then, by the same day, 23 other questionnaires were distributed to the section two of the same specialty. By the next Monday, only 18 were given back. The same day, one teacher of the ELLC specialty granted his students the time to fill the 7 remaining questionnaires that he returned back to us after his session was finished.

B. Data Analysis

The second phase deals with presentation and analysis of the data collected in order to explore our main issue that is “*what are the characteristics of the aural input that the EFL learners are exposed to and how do they process this input in order to develop their oral fluency?*”. The questionnaires were organized so as to answer the following sub-questions:

- What are the sources of aural input Master 1 EFL learners are exposed to?
- What are the characteristics of the aural input Master 1 EFL learners are exposed to?
- How do Master 1 EFL learners process the input they are exposed to?
- Which difficulties do Master 1 EFL learners face in their attempts to develop the oral fluency?
- Which characteristics does Master 1 EFL learners' output display?
- What are the attitudes of Master 1 EFL learners' and their teachers about developing native-like oral fluency in their classes and which efforts do they invest in achieving such an objective?

We investigated these research questions within four sections:

- I. Section one: we analyzed the data gathered from the students' questionnaire.
- II. Section two: we dealt with the data gathered from the teachers' questionnaire.

III. Section three: we compared the results got from shared items in both the questionnaires.

IV. Section four: we summed up the results as final answers to the research questions.

1. Section One: Analysis of the Students' Questionnaire

Section One: Sources, Characteristics and Processing of Aural Input

1) Personal information

This first rubric of our questionnaire was conceived to provide us with the personal information of our sample. It will serve us to describe the community our research work is concerned with.

1. Age

Age	21	22	23	24	25	27	28	29
Number of students	2,77%	27,77%	30,55%	19,44%	11,11%	2,77%	2,77%	2,77%

Table 01: Master 1 Students' Age Categories

This item aims at investigating the categories of Master 1 students EFL learners our sample involves. The results showed that our community extends from 21 to 29 aged EFL students. All categories in between are involved. The majority of the respondents (91,66%) are aged between 22 to 25. The minority of them (8,33%) are aged between 27 and 29 with 2,77% for each category. These results serve our objective of illustrating the majority of age categories displayed by Master 1 students.

2. Level and Specialty

This information is included to confirm the advanced level of our respondents in EFL learning. Concerning the specialty, the results showed that our sample is concerned with students from both specialties LDS and ELLC. It is composed of 19,44% of ELLC and 80,55% of LDS students. This result fits our objective of extending our sample to both specialties.

3. Sex

The results showed that 33, 33% of the respondents were males and 66,66% of them were females. This characteristic is obviously favoring our research work as it includes both genders in important numbers.

Regarding our objective to get varied data from using the quantitative methodology; these characteristics advantage our research work. In fact, they involve Master 1 students from both genders and all specialties. It also reaches various categories of ages extending from 21 to 29.

2) *The Characteristics of the Aural Input Provided by the Teachers*

This rubric was conceived in order to investigate the aural input characteristics Master 1 students receive at university.

4. How long have you been studying English? [....years]

This item was conceived in order to determine the extent of the background experience our Master 1 learners have already had with the English language learning. It was found that they were studying English from the middle to the secondary school for at least 7 years and at university for at least four years. This surely has a positive influence on their language competence development.

5. How many modules do you have this year?

This item was conceived so as to determine how many different fields Master 1 EFL students could possibly enrich their language competence through the regular exposure to them at university. The results showed that LDS students have 11 modules, and 07 for the ELLC specialty. They are supposed to be regularly exposed to these modules during the whole year. This is reflective of the varied fields where the aural input received by Master 1 students is illustrated. This factor favors the contextual, lexical and structural variability. It allows the learners to experience and practice the language elements in different linguistic contexts. This promotes language production automaticity.

6. Which kind of topics do your teachers generally treat in classroom?

Please mark, for each proposition, the case which suits you:

	All the time	frequently	rarely	never
Topics related to your interests, they are very interesting	36, 11%	25%	30,55%	5,55%
Topics related only to academic language teaching, they are useful	41,66%	41,66%	5,55%	0%
Topics related only to academic language teaching, they are useless	2,77%	16,66%	38,88%	19,44%
Even if topics relate only to the course requirements, they interest you	16,66%	58,33%	5,55%	2,77%
Topics relate only to the course requirements, they are boring	2,77%	16,66%	55,55%	5,55%

Table 02: Kind of Topics Treated in Classroom According to Master 1 EFL Students

This item was conceived in order to investigate the learners' views about the topics they are exposed to in classroom. It is very important since it is one of the determining factors of the amount of the learners' careful listening to the input they are exposed to. According to the majority of the respondents, the kinds of topics treated in the classroom can be judged to be more frequently interesting and useful. This is the case in both cases; when they are related to their interests, and only to academic language teaching requirements. They are not boring or useless. 61, 11% of them think that the topics are all the time (36, 11%) or frequently (25%) related to their interests, they are very interesting. When they are related only to academic matters, The total of 83, 33% of our respondents think that the topics are all the time (41,66%) or frequently (41,66%) useful. 75% of them find academic centered topics all the time (16,66%) or frequently (58,33%) interesting. When related to only academic language teaching requirements; only 5,54% of the respondents think that the topics are all the time boring (2,77%), useless (2,77%), and frequently boring(16,66%) and useless (16,66%). On the other hand, the majority of the respondents think that the topics are either rarely or never boring 61, 11% or useless (58, 33%) when related only to academic language teaching requirements. However, there is an important number of the respondents who think that the topics are rarely (30,55%) or never(5,55%%) related to their interests. Only 13, 88% of them think that the topics, when related only to academic language teaching requirements, are rarely or never either useful (5,5%), or interesting (8, 33%).

The kinds of topics treated in the classroom are according to the respondents more frequently interesting, useful in both cases; when related to their interests and when only related to academic language teaching requirements. This makes the learners more likely to

have access to the aural input features displayed by their teachers' oral performance through being attentive to them. To get more details about this issue, the next item is concerned with investigating the amount of learners' attention in each situation.

7. How do you generally react in each situation?

Please mark, for each proposition, the case which suits you:

	You listen to everything	You listen only partly	You don't listen at all	You leave the course
Topics related to your interests, they are very interesting	88,88%	5,55%	0%	0%
Topics related only to academic language teaching, they are useful	41,66%	52,77%	2,77%	0%
Topics related only to academic language teaching, they are useless	13,88%	44,44%	27,77%	2,77%
Even if topics relate only to the course requirements, they interest you	38,88%	44,44%	2,77%	0%
Topics relate only to the course requirements, they are boring	5,55% /	38,88%	27,77%	22,22%

Table 03: Learners' Reactions toward the different Kinds of Topics their Teachers Treat During Lectures

This item investigates the learners' reactions to the kind of topics they are exposed to. It determines the amount of careful listening they practice in classroom. 88, 88% of the respondents listen to everything when the topics are related to their interests. They also pay full attention when topics relate only to academic language teaching requirements and judged to be useful (41, 66%) or interesting (38, 88%), useless (13, 88%) or boring (5, 55%). In the case of academic language teaching requirements related topics, the respondents are 52, 77% to listen only partly when they judge the topics useful, interesting (44, 44%), useless (44, 44%) or boring (38,88%). Even when the topics relate to their interests, they are 5, 55% to be only partly attentive. The majority of the respondents (55, 55%) do not pay attention at all when the language requirement centered topics are either useless (27, 77%) or boring (27, 77%). However, there are those who do not listen at all even if they judge these academic related topics to be useful (2, 77%) and interesting (2, 77%). Leaving the course is not frequent since only 25% of the respondents have this reaction when they judge the topics relating only to academic language teaching to be boring (22, 22%) or useless (2, 77%).

These results confirm our assumption that learners pay full attention to what interests them. Master 1 students pay attention to the majority of their teachers' lessons since we previously found that they are interested in most of the topics treated by their teachers. This is the case both when related to their interests, and only to academic language teaching requirements.

8. Do you understand your teachers' talk?

Please mark, for each proposition, the case which suits you:

	All of them(100% of them)	The majority of them (over 50% of them)	The minority of them (under 50% of them)	None of them (0% of them)
All the time	47,22%	41,66%	8,33%	0%
Sometimes	30,55%	36,11%	8,33%	5,55%/
Rarely	19,44%	16,66%	30,55%	11,11%
Never	8,33%	2,77%	11,11%	52,77%

Table 04: Table of the Amount of Comprehensible Input that Master 1 Students Receive from their Teachers

As understanding the available input is the first step for its further processing and language acquisition, this fifth item was conceived to investigate the amount of comprehensible input the learners are exposed to. The majority of the respondents understand their teachers' talk either all of them (47, 22%) or the majority of them (41,66%). However, 66,66% of them understand only sometimes either all of their teachers (30,55%) or the majority of them (36,11%). It never happens to 52, 77% of the respondents to understand any of their teachers when they speak in English. These results are advantageous to Master 1 students as the major amount of input they receive from their teachers is comprehensible.

9. When you don't understand your teachers' English talk, how frequently is it because of:

Please mark, for each proposition, the case which suits you:

	Always	Sometimes	Rarely	never
Grammatical complexity	5,55%/	38,88%	30,55%	11,11%
Lexical difficulty (difficult vocabulary)	5,55%/	52,77%	19,44%	8,33%
The accent	2,77%	52,77%	25%	8,33%
The content complexity	13,88%	44,44%	22,22%	5,55%/
You are uninterested because the content is boring	8,33%	25%	27,77%	22,22%
Others (please, cite them)	2,77%	0%	0%	0%

Table 05: Frequently Faced Problems Preventing Master 1 Students from Understanding their Teachers' English Talk

This item is an extension to the eighth. It was conceived to investigate the possible problems that could hinder the learners' understanding of the available aural input they receive from their teachers. When the respondents do not understand their teachers' talk, the majority of them responded that the reasons were: sometimes grammatical complexity (38,88%), lexical difficulty (52,77%), the accent (52,77%), the content complexity (44,44%) or because they are uninterested because the content is boring (25%). However the minority of the respondents think the reasons are always these ones. An important number of them responded that grammatical complexity was rarely (30,55%) behind the lack of understanding their teachers' talk. 2,77% of the students added that it was because their teachers talk fast. These results imply that unfamiliar phonological and semantic characteristics of the aural input constitute the major problem hampering the students to understand the authentic aural input they are exposed to. These results show the language competence obstacles that the majority of students face at all levels (structural, phonological, and semantic). These obstacles are met as they attempt to achieve the first step towards developing their language competences. This latter can occur by having more accessibility to the aural input features. They then are assimilated as phonological units forming comprehensible grammatical structures serving to express a specific meaning related to the involved content. Once this step achieved, the EFL learners can successfully try to reproduce the same features on their own oral performance by imitating them. This step is further detailed in the following item.

10. Do you try to imitate your teachers' talk?

Please, circle the answer which suits you:

- Yes 55,55%
- No 44,44%

This item investigates whether the learners further process the aural input they receive from their teachers by taking these latter as a model to improve their oral performance or not. While the majority of them (55,55%) tries to imitate their teachers talk, 44,44% of them do not. This result shows the importance that should be given to the teachers' oral performance as it serves as a model to shape the students' oral performance. These latter, on their turn would shape other generations way of interacting in English if they become teachers. The features which encourage the respondents to imitate the teachers' talks are discussed in the next item.

11. If yes, then, why do you generally try to imitate them?

Please mark, for each proposition, the case which suits you:

	Always	Sometimes	Rarely	Never
Because they have native- like accents	27,77%	22,22%	2,77%	5, 55%
Because they are accurate	25%	22,22%	2,77%	0%
Others, please cite them	0%	0%	0%	0%

Table 06: Teachers' Talk Features which Encourage their Master1 Students to Imitate them

This item is an extension of the tenth. It investigates the possible factors that could encourage the learners to take their teachers' talk as a model for further processing and oral performance improvement. Among the respondents, 52,77% always try to imitate their teachers' talk either because they have native-like accent (27,77%) or because they are accurate (25%).

These results show the students' perception of their teachers' talk. According to them it is accurate for the majority of the teachers, and native-like for the minority of them since the reason for imitating their teachers is never due to their native like accent for 38, 33% of the respondents. These characteristics encourage our respondents to imitate their teachers' oral performance. This can be either advantageous for the students' oral fluency development if the teachers' talks display all the characteristics of the authentic oral input. On the other hand, if the input provided by the teachers displays either non authentic structural or phonological features; the majority of our respondents are integrating to their language competences the same non authentic features.

12. If no, please explain why you don't.

This item is an extension of the eleventh. It investigates the possible factors that could prevent the learners from taking their teachers' talks as a model for further processing it to improve their oral performance. This item investigates the elements in their teachers' talks which discourage students from trying to imitate them:

- Because they don't give the importance to the speaking skills.
- For me, I'm listening to broadcasts. I am not imitating them because the majority of them are not using the natural language.
- In order to have my own style and sometimes exhibit my vocabulary and style.

- If I want to imitate someone I will try to imitate native speaker and not native-like speaker.
- I don't try to imitate my teachers for some reasons; one of them is that they are not fluent and they don't have a native-like accent and sometimes they are using only everyday vocabulary and some of them switch when explaining.
- Because some teachers have a strong and terrible accent.
- Because I don't like their way of teaching; and they are not on the high level and they are not the good examples to imitate.
- Because sometimes they don't have a good pronunciation. They don't respect the transcription of words.
- I would rather speak to native speakers.
- Because I have my own accent and way of speaking; then, I don't feel the need to imitate my teachers, because I want to have my own way of speaking and doing things even if sometimes I feel influenced by my teacher.
- Because some teachers have a horrible accent.
- Because I think everyone should have his own talk and way of talking, and also I think that imitating others is bad idea of learning a language.
- I think to have my proper style.
- Each teacher has his way of speaking.

The students' arguments highlight the fact that they are aware of the importance of the input provided by their teachers. They also are aware of the influence (positive or negative) their teachers' accent has on their own.

From the students' answers analysis, it was found that the aural input they receive from their teachers, is displaying three characteristics of Krashen's optimal input. It is provided in a regular way during at least four days in a week. This makes it have an advantageous quantity. It is most of the time interesting according to their views on the topics presented by their teachers. Finally, it is comprehensible and gives opportunities to the students to integrate it to their language competence as they imitate the elements which interest them. These characteristics favor the language acquisition. However, this can become disadvantageous if the teachers' talk is not authentic. The next item investigates the sources of the English authentic aural input Master 1 students receive from the informal sources.

3) *The Sources and Characteristics of Authentic Aural Input*

This third part investigates the sources of authentic aural input that are available to Master 1 EFL students and their characteristics.

13. Do you use these means for listening to the English language outside the classroom

Please, mark the case or the cases which suit you:

Sources	television	radio	Mobile phone or MP3	The computer	Others
respondents	100%	16,66%	77,77%	86,11%	5,55%

Table 07: Sources of Authentic Aural Input

This item was conceived in order to investigate the possible sources of authentic aural input that are available to the learners and if they actually use them to listen to the English language outside the classroom. All the respondents (100%) use television as a means for listening to English outside the classroom. The majority of them also use the computer (86,11%) and the mobile phone or MP3 (77,77%). Only 16,66% of the respondents use the radio. Other materials cited by the students are:

- Everything related to English.
- Native speakers for example.
- Speaking with our friends in English especially when talking about different topics (everyday life)
- Speaking with others who master the language.
- Internet
- Novels, chat online, communicate with other outside

This aural input can be effective for developing the learners' oral fluency, only if they understand it and process it effectively .I.e. only if it becomes intake. This requires, first, sufficient quantity. This latter is investigated in the next item.

14. How much time do you generally use each of them?

Please mark, for each proposition, the case which suits you:

Frequency of use Means	One hour per day	More than one hour per day	Less than one hour per day	I use it weekly	I use it monthly	I rarely use it during a year	I never use it
Television	13,88%	50%	8,33%	16,66%	8,33%	0%	0%
Radio	0%	5,55% /	8,33%	13,88%	5,55%	19,44%	27,77%
Mobile phone/ MP3	19,44%	58,33%	13,88%	0%	0%	5,55%	8,33%
Computer	5,55%	55,55%	5,55% /	16,66%	0%	2,77%	2,77%
Others	0%	0%	0%	0%	0%	0%	0%

Table 08: Frequency of Master 1 Students Use of Authentic Materials to Listen to English

This item was conceived in order to investigate the frequency at which the learners use the available material so as to determine the amount of authentic input they are exposed to outside the classroom. The majority of the respondents use television (50%), the mobile phone/MP3 (58,33%) or the computer (55,55%) more than one hour a day to listen to English outside the classroom. An important number of the respondents never use the radio outside the classroom (27,77%). Only 11,11% of the respondents never use either the mobile phone 8,33% or the computer (2,77%) to listen to English outside the classroom.

The majority of the respondents daily receive an authentic English aural input from informal sources. Master 1 students receive considerable quantities of authentic English aural input. This is due to the availability of such an input in their daily life through different media. This factor favors further processing of the aural input and can be more likely to be comprehensible for learner if it is encountered in different contexts. The next item is concerned with investigating how varied is the authentic aural input Master 1 students receive.

15. which programs do you generally choose to listen to?

Please mark, for each proposition, the case which suits you:

	Always	Sometimes	Rarely	Never
Music	61,11%	25%	8,33%	2,77%
Movies	47,22%	36,11%	11,11%	0/0%
Series	16,66%	38,88%	22,22%	8,33%
Cartoons	11,11%	30,55%	25%	19,44%
Documentaries	30,55%	50%	8,33%	11,11%
News	38,88%	38,88%	19,44%	0%
TV shows	11,11%	38,88%	27,77%	13,88%
Radio shows	2,77%	11,11%	36,11%	33,33%
Children programs	2,77%	19,44%	30,55%	41,66%
Musical programs	127,77%	38,88%	16,66%	5,55%
Online lessons	11,11%	36,11%	27,77%	16,66%
Others (Please, cite them)	0%	0%	0%	0%

Table 09: Programs that Master 1 Students Frequently Chose to Listen to English

As the variation of the authentic input learners are exposed to plays a crucial role in developing the oral fluency; we conceived this item in order to investigate the varieties of topics the learners could possibly be exposed to through different media. The majority of the respondents either always or sometimes choose to listen to music (86, 11%) or musical programs (66, 66%), movies (83,33%), news (77,77%), documentaries (80,55%) and series (55,55). The total of 47,22% of the respondents either always (11,11%) or sometimes (36,11%) choose online lessons. From these data, we can notice how varied the authentic aural language input Master 1 students receive from authentic materials they daily use.

Once these characteristics are available in the authentic aural input the students receive; it can be more likely to be understood and further processed to develop its features in their own oral performances. In the next section, we are going to investigate the way EFL Master 1 students process the daily authentic oral input they are exposed to.

Section Two: The Way the EFL Learners Process the Authentic Input and Characteristics of their Practice and Output Production

This second section was conceived to investigate the way learners process the aural authentic input they receive from authentic material they daily use. However, before being able to process it; the learners must first notice it. This is why the authentic aural input must be interesting. This latter is investigated in the first item of this section.

16. Why do you generally use those means to listen to English language?

Please mark, for each proposition, the case which suits you:

	Always	Sometimes	Rarely	never
Just because you have a free time	25%	55,55%	2,77%	5,55%
Just to pass a boring time	16,66%	41,66%	27,77%	11,11%
For your own pleasure, I have fun doing it	55,55%	25%	5,55%/	2,77%
Because the teacher asks you to	11,11%	8,33%	1/2,77%	41,66%
To improve your listening skills	69,44%	25%	0%	0%
To try to imitate the native like speakers for your own pleasure	41,66	30,55%	1/2,77	16,66%
To try to imitate the native like speakers to get good marks in the English classes	19,44%	19,44%	25%	30,55%
To try to imitate the native like speakers to please others (teachers, parents...)	0%	25%	22,22%	41,66%
To try to imitate the native like speakers to impress others (teachers, parents...)	2,77%	13,88%	22,22%	50%
Other reasons (please cite them)	0%	0%	0%	0%

Table 10: Learners' Incentives behind Listening to English through Authentic Materials

This item was conceived so as to determine the amount of learners' own desire and interest in using these materials. The majority of the respondents either always or sometimes use those means to listen to English because they have free time (80, 55%), because they have fun doing it for their own pleasure (80, 55%), or just to pass boring time (58, 33%). On the other hand, almost all of them either always or sometimes do it either to improve their listening skills (94, 44%), to try to imitate native like speakers for their own pleasure (72, 22%) or to get good marks in the English classes (38, 88%). However, the majority of the respondents either rarely or never listen to these programs to try to imitate native speakers in order to impress others (72, 22%), to please others (63,88%), to get good marks in English classes (55, 55%), or because the teacher asked them to (44,44%), with 41,66% never do it when they are asked to. These results show that Master 1 students are interested in using authentic material. They do it with their own desire. The aural input Master 1 students receive from authentic material they use to listen to English is interesting. However, in order to access its features for further processing to develop in their oral performances; Master 1 students must first achieve the first step which is noticing.

17. When you are listening to any of these materials, do you try to notice any of these discourse features?

Please mark, for each proposition, the case which suits you the most:

	Always	Sometimes	Rarely	Never
The way the utterances are structured	47.22%	36.11%	8.33%	2.77%
The vocabulary used	83.33%	11.11%	2.77%	2.77%
The pronunciation of individual words	63.88%	27.77%	2.77%	0%
intonation or general music of the utterances	16.66%	50	19.44%	2.77%
How the liaisons are pronounced (they are combinations the native speaker uses between words)	44.44%	36.11%	5.55%	2.77%
The way pauses are filled by native speakers (during pauses in speech, natives use words to fill the gaps: mm, eh, well ...)	19.44%	41.66%	22.22% %	55%
Others (please, cite them, if any)	0%	0%	0%	0%

Table 11: Master 1 Students Attempt to Notice Authentic Language Features

As noticing the input constitutes the first step for its further processing to acquisition; this item was conceived in order to investigate learners' amount of consciousness of the oral fluency features during listening to authentic oral English. When listening to the cited materials almost all the respondents try either always or sometimes to notice the way the utterances are structured (83.33%), the vocabulary used (94,44%), the pronunciation of individual words (91,66%), the intonation of the utterances (66,66%), the way liaisons are pronounced (80,55%) and finally the way the pauses are filled by natives (61,11%). On the other hand, an important number of the respondents rarely or never try to notice the intonation of the utterances (22.22%) and the way the pauses are filled by natives (27.77%).

The structural features of the authentic aural input master 1 students receive from informal sources can be largely further processed by the respondents since the majority of them try to notice them; however except "the way pauses are filled by native speakers" and "pronunciation of individual words"; the other phonological features (intonation or general music of the utterances and the way liaisons are pronounced) can be further processed by the minority of the respondents.

Accessibility of the language input is reached by Master 1 students at the level of the structural and phonological features of the English authentic aural input except at the level of (intonation or general music of the utterances and how the liaisons are pronounced). This means that these latter features cannot be further processed. However for the authentic aural

fluency features that have been noticed; before integrating them to the learners' language competence, they must first be comprehensible by relating them to the meaning they express.

18. When listening to native speakers, do you try to relate the language features you noticed to the context where the speaker used them?

Please, circle the answer which suits you:

- Yes 94,44%
- No 5.55%

This item was conceived so as to determine whether or not the learners try to further process the language features of the oral fluency they are conscious about or not I. e. to try to understand how the native speakers use them to convey appropriate meanings in different contexts. Almost all the respondents (94,44%) try to relate the language features they noticed to the context where the speaker used them. Only 5.55% of the respondents do not do it.

This result confirms that master 1 students do not limit the language features processing at noticing. But they want to understand the way natives use them for more accessibility to further processing. However, in order to become functional for his personal use, the student must first relate it to his own personal experience. This leads us to the next item.

19. Do you try to relate the language features you noticed in context to your own experience?

Please circle the answer that suits you the more:

- Yes 80,55%
- No 19.44%

This item was conceived in order to determine whether the learners' attempt to integrate the oral fluency features that they noticed in context to their language competence through trying to understand how to use them for their own sake or not. The majority of the respondents try to relate the language features they noticed in context to their own experiences (80,55%). Only 19.44% of the respondents do not do it.

This result confirms that master 1 students do not limit the language features processing at noticing, understanding the way natives use them, but if they want to integrate them to their own language competence by understanding how to apply them to their own experiences, they have to plan for the goal of becoming able to reproduce them.

20. If, yes, then, why do you do this?

Please mark, for each proposition, the case which suits you:

	Always	Sometimes	Rarely	Never
In order to improve your listening comprehension	69.44%	13.88%	0%	0%
In order to try to make use of them during your classroom activities	38.88%	44.44%	8.33%	0%
In order to try to develop them for your personal use	55.55%	22.22%	5.55%	0%
Others, please cite them	0%	0%	0%	0%

Table 12: Incentives behind Master 1 Students Attempt to further Process the Previously Noticed Authentic Language Features

This item was conceived to investigate the possible ways the learners may further process the oral fluency features they attempted to relate to their personal experiences. Almost all the respondents try to relate the language features they noticed to their own experiences either always or sometimes in order to improve their listening comprehension (83,33%), to try to make use of them during their classroom activities 83,33% or to try to develop them for their own use (77,77%). However; only 13.88% of the respondents rarely do it either in order to make use of them during classroom activities (8.33%) or in order to develop them for their personal use.

Master 1 students want, by further processing the accessible authentic English aural input, to make them functional for their own use. However, they have to make them productively automatic. This is reached only by extensive imitation, rehearsal and practice. This doesn't mean that they succeed in achieving such a result. The following items further investigate the efforts they invest in achieving such a goal .

21. Do you try to make use of the features you noticed in your own oral performance?

- Yes 94,44%
- No 5.55%

Regarding the crucial importance of putting into practice the noticed items in order to integrate them to the language competence; this item was conceived in order to investigate whether Master 1 students try to make use of the oral fluency features they noticed in their own oral performance or not. Almost all the respondents answered favorably to this statement (94,44%). Only 5.55% were negative about it. This result shows that Master 1 students are furthering their mental efforts with concrete behaviors through trying to use the authentic

aural input they previously made accessible through the different described steps: paying attention, setting goals, noticing the different authentic language features; integrate them to the language competence, making them functional. However, practice requires also efforts from the learners in order to result in success to reproduce the target features in their oral performance. The following items investigate those efforts master 1 students invest in reproducing the oral fluency features, they processed as previously described, through practice.

22. How often do you generally train yourself to reproduce each of them?

Please, for each proposition, mark the case which suits you:

	Always	Sometimes	Rarely	Never
The way the utterances are structured	41.66%	41.66%	2.77%	2.77%
The vocabulary used	55.55%	38.88%	5.55%	2.77%
The pronunciation of individual words	47.22%	30.55%	16.66%	0%
The intonation or the general music of the utterances	19.44%	38.88%	16.66%	13.88 %
How the liaisons are pronounced	27.77%	44.44%	16.66%	5.55%
The way the pauses are filled by native speakers	19.44%	33.33%	27.77%	2.77%
Others (please, cite them, if any)	0%	0%	0%	0%

Table 13: Frequency of Master 1 Students Attempts to Reproduce Authentic Language Features they already Noticed

Regarding the necessity of extensive practice of the language input in order to make it automatic; this item was conceived in order to investigate the frequency at which the learners train themselves in reproducing the authentic oral fluency features they noticed. The majority of the respondents either always or sometimes train themselves to reproduce the way the utterances are structured (83,33%), the vocabulary used (94,43), the pronunciation of individual words (77,77%), the intonation of the utterances (58,33%), the way liaisons are pronounced (72,22%) and the way the pauses are filled by natives (52,77%). An important number of the respondents either rarely or never try to reproduce the way pauses are filled by natives (30.55%), the way liaisons are pronounced (22,22%) and the intonation of the general music (30.55%). Master 1 students generally train themselves to reproduce in their oral performance accessible structural and phonological features of the authentic English input they receive from authentic materials they use. Master 1 students practice the oral fluency features; however, the language features that are unfamiliar to learners cannot be noticed. The following item discusses this point.

23. According to your experience with listening to authentic materials, which language features are most difficult to notice?

Please mark, for each proposition, the case which suits you the most:

	Always	Sometimes	Rarely	Never
The way the utterances are structured	27.77%	55.55%	8.33%	5.55%
The vocabulary used	41.66%	44.44%	13.88%	2.77%
The pronunciation of individual words	47.22%	22.22%	19.44%	5.55%
The intonation or the general music of utterances	36.11%	44.44%	19.44%	2.77%
How the liaisons are pronounced	38.88%	25%	19.44%	5.55%
The way the pauses are filled by native speakers	27.77%	36.11%	25%	0%
Others(please, cite them, if any)	0%	0%	0%	0%

Table 14: Authentic Language Features Frequently most Difficult to Notice by Master 1 Students

This item seeks to investigate the possible problems that can hinder the learners' further processing of the authentic aural input just after listening to it. According to the respondents, the language features most difficult to notice are either always or sometimes the vocabulary used (86,11%), the way the utterances are structured (83,33%), the intonation of the utterances (80,55%), the pronunciation of individual words (69,44%), the way pauses are filled by natives (63,88%) and finally, the way liaisons are pronounced (63,88%). An important number of the respondents either rarely or never find difficulties in noticing the way pauses are filled by natives (30.55%).

The learners find difficulties in noticing at the structural and phonological levels the authentic aural input they receive. This shows their unfamiliarity with such aural input features. This means that only noticed features will be further processed by the learner through to integration then rehearsal and practice. Before being productively automatic, oral fluency features must first be extensively rehearsed. The next items investigate the students' efforts in such endeavor.

24. Do you train yourself to reproduce these features in your own oral performance when you are alone?

Please mark, for each proposition, the case which suits you:

	Daily	Weekly	Rarely in a month	never
The way the utterances are structured	38.88%	33.33%	13.88%	11.11%
The vocabulary used	55.55%	30.55%	13.88%	0%
The pronunciation of individual words	47.22%	33.33%	11.11%	2,77%
The intonation or the general music of utterances	22.22%	36.11%	25%	13.88%
How the liaisons are pronounced	19.44%	41.66%	22.22%	13.88%
The way pauses are filled by native speakers	11.11%	30.55%	25%	25%
Others (please, cite them, if any)	0%	0%	0%	0%

Table 15: Frequency of Master 1 Students Attempts to Reproduce Authentic Language Features when they are Alone

Regarding the importance of rehearsing the language input and the efforts it requires in order to make them automatic in the learners' oral production; this item was conceived to Master 1 students' endeavor to achieve highest level of oral fluency by investing the required efforts either when they are alone or in any other social context. When they are alone, an important number of the respondents either rarely in a month or never train themselves to reproduce in their own oral performance the way pauses are filled by natives (50%), the intonation (38,88%) and the way liaisons are pronounced (36,11%). On the other hand, all of the respondents (100%) train themselves to do it either daily or weekly with the way the utterances are structured (72,21%) , the vocabulary used (86,11%), the pronunciation of individual words (80,55%) and the intonation of utterances (58,33%).

The majority of the students invest personal efforts when they are alone to further process the accessible aural English structural and phonological features in order to develop them in their own oral performance. Except that the minority of them does not further practice the way pauses are filled by native speakers.

25. Do you train yourself to develop these features when you are with your peers?

Please mark, for each proposition, the case that suits you:

	Daily	Weekly	Rarely in a month	Never
The way the utterances are structured	36.11%	11.11%	22.22%	13.88%
The vocabulary used	38.88%	25%	16.66%	8.33%
The pronunciation of individual words	36.11%	25%	13.88%	8.33%
The intonation or the general music of utterances	11.11%	33.33%	19.44%	16.66%
How the liaisons are pronounced	13.88%	27.77%	27.77%	16.66%
The way pauses are filled by native speakers	8.33%	22.22%	22.22%	19.44%
Others (please, cite them, if any)	0%	0%	0%	0%

Table 16: Frequency of Master 1 Students Attempts to Reproduce Authentic Language Features when they are with Peers

This item deals with making oral fluency features productively automatic through their extensive rehearsal. As opposed to the previous one, it deals with the efforts that are invested by the learners in social contexts in order to develop oral fluency features in their oral performance. When they are with peers an important number of the respondents either rarely in a month or never train themselves to develop the way liaisons are pronounced (44,44%), the way pauses are filled by natives and the intonation of utterances (36,11%) even if with this last feature, (44,44%) of the respondents either daily or weekly train to develop it in group. On the other hand, the majority of the respondents, when they are with their peers, either daily or weekly try to develop the way the utterances are structured (47,22%), the vocabulary used (66,66%), the pronunciation of individual words (61,11%).

These results show that, comparing with the efforts they invest to develop oral fluency features in their oral performance when they are alone, the minority of the students do it as they are with their peers. This reveals EFL use in social context obstacle that advanced students face.

26. According to your experience, in the attempt to develop English language feature in your oral performance through authentic materials, which language features are most difficult to practice?

Please mark, for each proposition, the case which suits you:

	Always	Often	Rarely	never
The way the utterances are structured	30.55%	33.33%	13.88%	8.33%
The vocabulary used	11.11%	47.22%	19.44%	11.11%
The pronunciation of individual words	13.88%	33.33%	19.44%	16.66%
The intonation or the general music of utterances	13.88%	47.22%	19.44%	2,77%
How the liaisons are pronounced	25%	33.33%	19.44%	5.55%
The way pauses are filled by native speakers	19.44%	33.33%	19.44%	13.88%
Others(please, cite them, if any)	0%	0%	0%	0%

Table 17: Authentic Language Features Frequently most Difficult to Practice by Master 1 Students

This item investigates the difficulties that can hinder the learner further processing of the oral fluency features just after noticing them. According to the respondents, the features most difficult to practice are either always or often the way utterances are structured (63,88%), the intonation of utterances (61,11%), the vocabulary used (58,33%), the way liaisons are pronounced (58,33%), the way pauses are filled by natives (52,77%). An important number of the respondents rarely or never find difficulties in practicing the pronunciation of individual words (36,11), the way pauses are filled by natives (33,33%) and the vocabulary used (30.55%).

It was already found that the students would find difficulties in the further processing of the authentic oral fluency features. In fact, at the structural and phonological level as it was previously found that they faced difficulties in noticing them. This means that the students must first notice and comprehend them before being able to rehearse them for reproduction.

27. According to your experience of practicing language features, which of them do you generally succeed to reproduce for your personal use, when you are alone?

Please mark, for each proposition, the case which suits you:

	Always	Often	Rarely	never
The way the utterances are structured	19.44%	55.55%	11.11%	0%
The vocabulary used	41.66%	41.66%	5.55%	0%
The pronunciation of individual words	55.55%	16.66%	11.11%	0%
The intonation or the general music of utterances	13.88%	44.44%	25%	2,77%
How the liaisons are pronounced	8.33%	41.66%	30.55%	5.55%
The way pauses are filled by native speakers	16.66%	38.88%	27.77%	0%
Others(please, cite them, if any)	0%	0%	0%	0%

Table 18: Authentic Language Features that Master 1 Students most Frequently Succeed to Reproduce for their Personal use, when they are Alone

This item investigates the learners' success or failure in reproducing the oral fluency features for their personal use when they are alone. An important number of the respondents either rarely or never succeed in reproducing the way liaisons are pronounced (36.11%), the way pauses are filled by natives (27.77%) and the intonation of utterances (27.77%). The majority of the respondents either always or often succeed in reproducing the way the utterances are structured (19,44), the vocabulary used (41,66%), the pronunciation of individual words (72,22%), intonation of the utterances (58,33%), the way pauses are filled by natives (55.55%) and finally the way liaisons are pronounced (50%).

This is advantageous for Master 1 students since it makes them aware of the difference between the foreign talk and the authentic one, more motivated and optimistic about their abilities to develop native like oral fluency.

28. Do you try to use these features in the classroom?

Please mark, for each proposition, the case which suits you:

	Daily	weekly	Rarely in a month	never
The way the utterances are structured	41.66%	19.44%	6/16.66%	2.77%
The vocabulary used	50%	19.44%	16.66%	2.77%
The pronunciation of individual words	47.22%	16.66%	19.44%	2.77%
The intonation or the general music of utterances	16.66%	25%	30.55%	11.11%
How the liaisons are pronounced	19.44%	30.55%	22.22%	13.88%
The way pauses are filled by native speakers	19.44%	16.66%	27.77%	22.22%
Others (please, cite them, if any)	0%	0%	0%	0%

Table 19: Frequency of Master 1 Students' Attempts to Reproduce Authentic Language Features when they are in Classroom

This item investigates whether the classroom context either hampers or encourages the use of the oral fluency features. Here again, in the classroom context, though an important number of the respondents either rarely in a month or never try to make use of the way pauses are filled by natives (50%), the intonation of the utterances (41.66%), and the way liaisons are pronounced (13.88%); the majority of them try either daily or weekly to make use of the vocabulary used (69,44%), the pronunciation of individual words (63,88%), the way the utterances are structured (61,11%), and the way liaisons are pronounced (50%).

This shows that the language competence is at the heart of Master 1 students obstacle of speaking in English in social contexts. Since, when they are successful in reproducing them, the students use the authentic language features they developed in their oral performances. In order to investigate the effect of the context in Master 1 EFL students, we are going to analyze the next table.

29. Which of these features you have developed and you can actually use in your daily interactions with the English language?

Please mark, for each proposition, the case which suits you:

	Only when you are alone	Only when you are alone or In classroom context	In any social situation
The way the utterances are structured	33.33%	25%	19.44%
The vocabulary used	13.88%	41.66%	30.55%
The pronunciation of individual words	22.22%	30.55%	27.77%
The intonation or the general music of the utterances	33.33%	16.66%	25%
How the liaisons are pronounced	30.55%	30.55%	16.66%
The way the pauses are filled by native speakers	30.55%	11.11%	36.11%
Others(please, cite them, if any)	0%	0%	0%

Table 20: Authentic Language Features that Master 1 Students can Actually Use in Different Communicative Settings

This item investigates the influence of the context in the learners' oral fluency development. The majority of the respondents have actually developed the vocabulary used (86,11%), (13,88%)of them can use it only when they are alone, 41.66% of them only when they are alone or in classroom and 30.55% can use it in any social situation. This is the case with pronunciation of individual words in which 80,55% of the respondents have developed

and can actually use only when they are alone (2.22%), only when they are alone or in classroom context (30.55%), and in any social context (27.77%). The way the utterances are structured has been developed by 77,77%. They can use it only when they are alone (33.33%), only when they are alone or in classroom context and in any social context (19.44%). 77,77% of the respondents can actually use the way liaisons are pronounced either only when they are alone (30.55%), only when they are alone or in classroom context (30.55%), or in any social situation; the way pauses are filled by natives is actually developed by 77,77% of the respondents, either only when they are alone (30.55%), only when they are alone or in classroom context (11.11%), or in any social situation (36.11%). 75% of them, which constitute the majority of the respondents, can also use the intonation of utterances when they are alone (33.33%), only when they are alone or in classroom context (16.66%) and in any social situation (25%).

30. When you don't try to develop those features is it because:

Please, circle the answer (s) which suit (s) you:

- You know that you will not succeed2,77%
- You cannot because you try to understand the meaning of the utterances ... 41,66%
- you are not interested in developing them in your oral performance13.88%
- you are shy, you cannot use them in public, not even with your peers22, 22%
- you have no time, you have too much lessons to revise30.55%
- You tried to notice them but you failed 11.11%
- You tried to practice them but you failed11.11%
- Others.....5.55%

This item was conceived especially for learners who do not try to develop the oral fluency to seek for possible reasons which make them react to their language learning process. When the respondents do not try to develop the authentic language feature of English, the majority of them agreed at 41,66%, which is not the majority but an important number, that is because they cannot pay attention to those features since they are first trying to understand the meaning of the utterances. An important number of them (22, 22%) agreed that it was due to the lack of time. There are those who are too shy (22, 22%) and cannot use them even with their peers. Though it represents the minority, but there are those who agree that it was impossible for them to notice (11.11%) or to practice (11.11%) those features even if they

tried and those who are convinced that they would fail even if they tried (2,77%). The remaining minority of the respondents (13.88%) is not interested in developing those features in their oral performance. Some other features added by the students are:

- It is partially useless with classrooms because you will not have some marks in add.
- There is no allowing environment to practice..

This is another obstacle hampering the learners' oral fluency features development. They have fewer opportunities for social interactions which make of their oral performance in social contexts not advanced as their level would suggest but clumsy and hesitant.

31. do you think that you have a:

Please, circle the answers which suit you:

Please, circle the answers which suit you:

1. A fluent Native-like oral performance 8.33%
2. A near native-like oral performance33.33%
3. An accurate and fluent oral performance without a native-like accent25%
4. An accurate but hesitant oral performance with a native-like accent 16.66%
5. An accurate but hesitant oral performance with a nearly native-like accent ...27.77%
6. Inaccurate and hesitant oral performance with a native-like accent2,77%
7. Inaccurate and hesitant oral performance with a nearly native-like accent 5.55%
8. Inaccurate and hesitant oral performance without a native-like accent13.88%

This item investigates the learners' views upon their oral performance in terms of fluency. The sample displays all the levels of oral performance with the majority of the respondents displaying a near native-like oral performance (33.33%), an accurate but hesitant oral performance with a nearly native-like accent (27.77%), an accurate and fluent oral performance without a native-like accent 25%. The minority of the respondents think that they have an accurate but hesitant oral performance. As the majority of the students answered that they have either a near native-like oral performance, or an accurate but hesitant oral performance with a nearly native-like accent. The teachers' answers would help us to highlight more objectively on this issue in the teachers' questionnaire.

32. If you don't have a fluent native-like oral fluency, then, According to you, what is (are) the major problem(s) that prevent(s) you from developing it?

This item is an extension of the seventeenth. It investigates the problems which prevent the learners from developing a native-like oral fluency according to their own experiences and learning styles. These are the answers of Master 1 EFL students as we tried to classify them:

- Problems related to the lack of importance that teachers give to the speaking skill
- Problems related to the lack of exposure to authentic input and practice
- Problems related to the lack of importance given to developing native-like oral performance
- Problems related to the lack of time and material
- Teachers' lack of proficiency

33. Do you think that it is still possible for you to develop it?

- Yes 94,44%
- No 5,55%

This item was conceived so as to investigate the learners' evaluation of their own abilities to develop a native-like oral fluency. Almost all the respondents are optimistic about developing the native-like oral fluency (94,44%). Only (5,55%) of them think that they are incapable of doing it .

34. Do you think that your teachers help you in developing it?

- Yes 44,44%
- No 38,88%

This item was conceived so as to evaluate the amount of help the learners are getting from their teachers in order to develop a native-like oral fluency according to their experiences. Even if the majority of the respondents (44,44%) think that their teachers do not contribute in developing a native-like oral fluency; there is an important number (38,88%) who think that they do.

35. If yes, please explain how.

This item is a follow up to the thirty fourth. It investigates the possible ways in which EFL learners' could take full advantage of their teachers' language proficiency in order to develop a native-like oral fluency. These are the learners' answers:

- Reinforce the speaking skills to listen to a native-like speaker accent.
- By advising me and choosing the best way to.
- Through imitating their used vocabulary.
- Because language can be developed through a time; we can be autonomous learner to reach this goal b giving it more time.
- I can develop it alone.
- Teachers help me to develop it by guiding me and let me to perform every thing has a relation to our domain of performing.
- By interaction.
- Give us more opportunities to speak in the target language.
- Via practicing through using different tools, such as: TV shows, songs, radio
- When my teacher speaks with me, forcing me to speak with him, when they make us have a communication in class make us participate and correct for us when we make mistakes.
- Because teachers are native-like speaker and a teacher can help us to develop the oral performance, and show us the way for learn a foreign language fluently.
- Encourage the student to be participant in the classroom; give opportunities to the student express his own point of view, discussing.
- To orient you to buying suitable materials which can help you such as: books , CD recorders and explain to you the use of their accent.
- By speaking only in English, I mean when presenting the lecture especially and they give us sometimes the opportunity to speak when we're participating.

These results show the students' dependence on their teachers' instruction; inspite of their advanced level. This is illustrated in their answers "*they give us sometimes the opportunity to speak*". These answers also give the impression that Master 1 students are still beginners as they state "*encourage the students to participate in the classroom*" or "*give us more opportunities to speak*". At such advanced level, the students should be much more

productive than waiting for their teachers' approbation to speak. This illustrates the lack of spontaneous interaction. In such a language environment the students' are not only passive and unproductive but they consider it a favor to be given the opportunity to speak not their major role to create the debate. Such passivity is certainly disadvantageous and not reflecting the learners' advanced level, but the obstacle their language competence constitutes to pass the beginners level to be productive.

36. If no, please explain why?

Still as a follow up to the thirty fourth; this item was conceived so as to investigate the possible problems that could possibly be an obstacle to the learners to take advantage of their teachers' language proficiency in order to develop a native-like oral fluency. These were the students' answers:

- Teachers are not interested in that, their major priority is to present the courses; and even I usually hear my mates mispronouncing words with a berber accent; teachers don't provide any feedback!!?
- Teachers base their program on academic goals/ aims, so the oral proficiency is somehow marginalized comparing to grammar and other fields.
- Because there is no motivation and there is no encouraging by the teachers.
- Because they care only on grammar and the information.
- There is not enough time to give chance to every one to express or to talk. Teachers do not help me in developing it as firstly they are not well equipped then they are not formed or trained in a way that helps them to do and another reason is that they are obliged to do with their courses content or transmitting the essential of them (courses) without derying from this.
- Because they don't give us enough in order to improve our way of speaking.
- Because the teachers always look to the content, not the language used ; they told us to improve it by ourselves.
- Because teachers can't work on that, as it is up to us to work on that and improve our levels.
- Because themselves they are not accurate and can not help us to develop our needs, our skills and our language (English).
- We have not native speaker teachers.
- Because they are not really competent.

- Because we don't have enough time with them.
- Because a teacher is just telling what she has in the lecture and we need more.
- Our teacher speak with us in French, so we have the habit and we cannot use English when speaking with them outside the classroom.
- Because they don't give us motivating topics.

This result shows the extent at which students are constantly discouraged by the different obstacles provided by the teaching aspects which are dominated by the teachers' control over the classroom environment. These latter are judged by the learners, in addition to display low levels of speaking skills, but also incompetent and restricting their duties towards their students to only presenting their lectures. This obviously hampers rather than helps the students in developing a native-like oral fluency. This issue will be further investigated and compared to the teachers' answers in order to answer it more objectively.

37. Which conditions, according to you, should be introduced at the university in order to help you to develop a fluent native-like oral fluency?

This last item was conceived to investigate learners' views on the possible means that could help them to develop their oral fluency, according to their academic learning experiences. The students' answers can be summed up in the majority suggesting the favoring of extensive interaction with natives and focusing more on improving the speaking skills by using different available materials.

Master 1 students process the available authentic aural input through the above described steps to make it accessible. First, by paying attention to the different features it displays, noticing them then integrating them to their language competence through understanding how their meaning relates to personal use; Finally, by making them functional and productively automatic for daily communication through extensive practice to reproduce them. Along these steps, Master 1 students may face difficulties to practice some authentic aural fluency features which are unfamiliar to them. These features can never be developed unless processed in this way by the learners.

Conclusion

The data we have got from Master 1 students' questionnaire confirmed their desire to develop highest level of oral fluency. This is reflected in the efforts they daily invest in using all the sources of authentic aural input that are available to them to process it so as to develop

native-like oral fluency. However, the difficulties they face in each step of their endeavor prevent them from reaching their goal. In the teachers' questionnaires, we are going to investigate more deeply whether university constitutes a support to the students in their endeavor or not.

2. Section Two: Analysis of the Teachers' Questionnaire

The Characteristics of the Aural Input Provided by the Teachers

This questionnaire was designed for Master 1 EFL teacher at the university Abderahmane Mira of Bejaia. It investigates the teachers' evaluation of their own oral performance and effects on their students' oral performances.

1) How long have you been teaching English? [....years]

This first item was conceived in order to introduce the community of the teachers which composes our sample.

Master 1 teachers have been teaching English for the majority of them for more than six years. Only 2,77% have had only 1 year of teaching experience. The others have had from 7 to 25 years of English teaching experiences. This must be advantageous for the learners in that they can use their experience for more efficiency in teaching. However, in terms of the students' oral fluency development, their efficiency will be judged in terms of the characteristics of the aural input they provide to the learners.

2) How many sections of master 1 classes do you teach this year?

This item was conceived so as to evaluate the amount of Master 1 students who can take profit from our sample of teachers' oral performances in amphitheatres. This item is important because it determines the amount of the students who are susceptible of taking profit from the target teachers' oral performances. The majority of the teachers (54,54%) teach two sections. 36,36% of them teach 1 section. These results confirm that the aural input that the group of teachers representing our sample reaches all the Master 1 students community.

3) How many groups of master 1 classes do you teach this year?

This item was conceived so as to evaluate the amount of Master 1 students who can take profit from our sample of teachers' performances in classroom i.e. in a more private context than in the previous one. It determines the amount of the students who can have more

opportunities to take profit from the target teachers' oral performances. 54,54% of the teachers teach 8 groups. 9,09% of them teach two groups. 27,27% others teach 1 group. These results show that the majority of Master 1 students are more likely to take profit from the aural input of the teachers representing our sample; since they can attend to English oral performance from an advanced English speaker. This serves Suchert's intervention concerning the importance of attendance to motor actions for actions reproduction efficiency in terms of rapidity that was reported by Ellis (2008:755). However, as Master 1 students are surrounded by foreign language teachers; this may turn disadvantageous in the case of non native speaker teachers who can influence the students who take them as reference to develop their language oral competence oral with their foreign accents.

4) Have you ever been to English speaking countries?

Please circle the answer which suits you:

- Yes 45,45%
- No 45,45%

Regarding the importance of the experiences one FL learner has in native speaking countries of the target language in learning it; this item investigates the number of the teachers who could have been influenced by this factor. This item is important as it determines the number of teachers who can share this experience with their master 1 students through their oral performances. Though half of the respondents have already been to English native speaking countries, the amount of language competence they could have enriched their oral performance with, by developing a native-like accent, cannot be beneficial without a long period of time spent in such a language environment. The following item investigates this issue.

5) If yes, then, for how long have you been there?

This fifth item completes the fourth. It gives more details about the amount of the experiences with natives the target teachers are susceptible of sharing with Master 1 students they are teaching. The respondents spent about only some days for some teachers, in English speaking countries; and some months for the others. In addition to the students' complaints about their teachers' low levels of oral proficiency and their need for native speakers as teachers; it is clear that this period was not long enough to serve the objective of developing native-like oral performance. This issue is deeply investigated in the coming items.

6) Do you use languages other than English during master 1 classes?

Please circle the answer which suits you:

- Yes 45,45%
- No 45,45%

This sixth item is important as it introduces a characteristic of the kind of oral performance the teachers expose their Master 1 students to. In fact, it reveals the need of 45% of the teachers to use other languages during the presentation of their courses to Master 1 students. This result reveals important details about the authenticity of the English language Master 1 students are exposed to by their teachers. One of the authentic aural input characteristics is that it is extracted from real life situations of native speakers using only the English language. Here, we have a foreign language teaching context with non native speakers using languages other than the English language with advanced EFL learners; hence, these teachers play, in a way, the role of an obstacle for Master 1 students' oral fluency development.

7) If yes, then, why do you generally use languages other than English with Master 1 students?

Please mark, for each proposition, the case which suits you:

	Always	Sometimes	Rarely	Never
To explain what they didn't understand in English	0%	27,27%	0%	0%
Because you cannot explain the idea in English	9, 09%	0%	0%	9, 09%
Because of the course requirements	0%	9, 09%	0%	9, 09%
Others (please, cite them)	5,55%	0%	0%	0%

Table 21: Reasons behind Teachers' Use of Other Languages during Master 1 EFL Classes

This item gives more details about the sixth one. It provides us with more details about the necessity to use that kind of non authentic oral performance Master 1 students are exposed to. It reports that 27,27% of the respondents make use of other languages with Master 1 students, sometimes, in order to make their ideas more clear regarding the students weak understanding. 9, 09% of the respondents answered that this always was for the sake of expressing their ideas as they face difficulties in doing it in English. 9, 09% of the respondents sometimes use other languages with master 1 students because of the courses requirements. Other teachers added other reasons as follows:

- In order to motivate the students

- To give them an equivalent expression with which they are most familiar.

These results demonstrate the extent to which the language authenticity is violated during the formal academic courses, since the spontaneity with which the language should be uttered in order to naturally communicate is deviated to become choosing a more appropriate language to make them understand the lesson. More detailed characteristics of this kind of language use is investigated in the next item.

8) When speaking in English during Master 1 classes, do you generally use?

Please mark, for each proposition, the case which suits you:

	Always	Sometimes	Rarely	Never
Short sentences	36,36%	54,54%	0%	0%
Simple sentences	81,81%	18,18%	0%	0%
Grammatically correct sentences	90,90%	9,09%	0%	0%
Repeat many times the same vocabulary	9,09%	54,54%	18,18%	
You repeat, rephrase, or give many explanations of the same utterance	36,36%	45,45%	0%	0%

Table 22: Simplified English Features Used by Teachers with Master 1 Students

This item details the amount of non authentic English oral performance the teachers expose their Master 1 students to. All the respondents either always (90,90%) or sometimes (9,09%) use grammatically correct and well structured sentences with Master 1 students. This is the case for simple sentences; which are either always (81,81%) or sometimes used (18,18%) by our respondents. Short sentences are always used by 36,36% of the respondents and sometimes by 54,54% of them. This non authentic language feature is thus used by the total of 90,90% of the respondents with Master 1 students. Vocabulary repetition is used by the total of 81,81% of the teachers, either sometimes (54,54%), always (9,09%) or rarely (9,09%). 81,81% of the teachers repeat, rephrase, or give many explanations of the same utterance; they use this feature with Master 1 students either always (36,36%) or sometimes (45,45%). In addition to the half of the respondents who use languages other than English inside the classroom with Master 1 students. Almost all teachers plan both the structure and the way to utter their utterances according to the students' level not according to the natural English language use norms. This result not only confirms the students' complaints about the non authentic oral performance of their teachers; but also plays a role in reinforcing their students' language competence obstacle to develop a native-like oral fluency.

9) According to which criteria do you generally select the kinds of topics to present during Master 1 classes?

Please mark, for each proposition, the case which suits you:

	Always	Sometimes	Rarely	Never
Your students' interests	27,27%	45,45%	9,09%	0%
Only academic language teaching requirements	18,18%	36,36%	0%	0%
The topics are imposed by the administration	18,18%	18,18%	9,09%	18,18%
Others, please cite them	0%	0%	0%	0%

Table 23: Criteria Considered by the Teachers when they Select the Kinds of Topics to Present during Master 1 EFL Classes

This item is related to a great point to the teachers' efforts to take control over their learners' attention during their lectures. Attention represents the first step of processing input into intake. Thus, these results represent more or less opportunities Master 1 students have in receiving input that is more susceptible to be acquired, according to the teachers' respect of their interests when selecting topics to present to them. 81, 81% of the respondents either always (27,27%), sometimes (45,45%) or rarely (9,09%) select the kinds of topics to present to their Master 1 students according to their students' interests. The majority of them (54,54%) takes into account only other criteria such as the academic language teaching requirements, always (18,18%) or sometimes (36,36%). The minority of the respondents (36,36%) are either rarely (9,09%) or never (18,18%) imposed topics from the administration; though, one of Master 1 teachers stated that *"in LMD system teachers have the power to decide about the content of the courses and the way / method to teach it"*. Another teacher commented that topics are not imposed but rather *"decided after reflection by experts"*. He is the only one to always deal with this kind of topics in his master 1 classes. Other criteria applied by 18,18% of the respondents are:

- Topics that are relevant to be teachers because Master 1 students are specialized in LDS option. (9,09%)
- Contemporary issues (9,09%)

If we take into consideration the teachers' answers, the majority of the topics that are presented inside the classroom are specially conceived to interest Master 1 students and thus, attract their attention to everything said by the teacher and listen to the English language in

large quantity. However this does not mean that Master 1 students are interested in these topics.

10) do you think that you have a:

Please, circle the answer which suits you:

- 9. A fluent Native-like oral performance0%
- 10. A near native oral performance18,18%
- 11. An accurate and fluent oral performance with a nearly native-like accent....63,63%
- 12. An accurate and fluent oral performance without a native-like accent.....27,27%
- 13. An accurate but hesitant oral performance with a native-like accent.....0%
- 14. Inaccurate but hesitant oral performance with a nearly native-like accent..0%
- 15. An accurate but hesitant oral performance without a native-like accent.....0%

This tenth item reports the teachers' evaluation of their own oral performance. Thus, it gives more details about the kind of oral performance Master 1 students are exposed to either in amphitheatres or in classrooms. The majority of the respondents (63,63%) display an *accurate and fluent oral performance with a nearly native-like accent*. This statistic represents seven of the eleven asked teachers of Master 1 students. 18,18% of them representing two teachers display near native oral performance and 27,27% representing three teachers have an accurate and fluent oral performance without a native-like accent 27,27%. The English aural input that Master 1 students receive from their teachers is not native-like. This is disadvantageous for the students' oral fluency development. This is highlighted by Landoli's (1990) argument

phonemic system, stress, intonation, gesture, appropriate vocabulary, cultural mores, morphology, syntax... discourse and pragmatics –all need to fit together as a harmonious whole... . Dividing the elements of language acquisition by postponing attention to one facet, for instance, until the advanced level or until there is immersion in the target culture hinders the learner” (as cited in Mehrdad (2011: 120))

11) If you don't have a fluent native-like oral performance, do you try to develop it?

- Yes 45,45%
- No 18,18%

This item reports information about the importance given by the teachers to the kind of oral performance they produce and their willingness to achieve highest levels of oral fluency, thus, make their Master 1 students take profit from it. Only 63, 63% of the respondents answered this statement. 45, 45% answered positively and 18, 18% answered negatively. If teachers try to develop a native like oral performance; this will be reflected in the aural input they provide to the learners. This is naturally more advantageous for both of them.

12) If yes, how do you do it?

This item is important as it details the teachers' application of their endeavor in achieving highest levels of the oral fluency. Thus, this makes their Master 1 students take profit from their oral fluency improvement through their oral performances. These are the techniques used by the teachers who stated that they are trying to develop a native-like oral fluency:

- Listening to music, paying attention to the pronunciation of difficult words, talking with natives and not natives, watching TV /English movies.
- Compare and evaluate how I speak English and how natives in authentic material and TV programs. I am not satisfied; I would like to reach a native like performance. For this, I think that I will have to travel a lot to English speaking countries. I also have some recorded material which is made up of lessons of pronunciation that I usually play sometimes when I am free.
- Books; reading about elements of pronunciation. Movies songs.
- By imitating the natives and listen to the authentic language.
- By listening to broadcasts repeatedly.

Obviously, efforts of the teachers to develop a native-like oral fluency are not only reflected in their own oral performance but also in Master 1 students who take them as models for improving their language competences.

13) If no, why don't you do it?

This item investigates why the crucial importance of the native-like oral performance that EFL teacher must expose their students to is ignored by the teachers. These are the reasons provided by the answerers:

- Because I think that it is a nearly native-like accent, and in fact we are not native speakers. Further, I focus on content.
- I wish to do it in the future but not but not right now because I think that teaching a foreign language / EFL should aim at having a students with near native language performance but it should develop producing, understanding of the foreign culture and language.

This result shows the difference between the teachers’ teaching objectives and the students’ endeavors to develop a native-like oral fluency. In addition, it confirms the advantage of having English native speaker teachers. In fact; as opposed to EFL teacher, whether their objective is to help EFL students’ to develop a native-like oral fluency or not, the students would receive an authentic aural input from them. This would, only by imitating them, provide them with the first natural condition to develop the oral fluency.

14) Do you have a native like?

Please mark, for each proposition, the case which suits you:

	Yes	No
Expressions	81,81%	9, 09%
Familiar vocabulary	100%	0%
The pronunciation of individual words	90,90%	9, 09%
intonation or general music of the utterances	45,45%	54,54%
liaisons pronunciation (they are combinations the native speaker uses between words)	27,27%	45,45%
Use of fillers during pauses (during pauses in speech, use of words to fill the gaps: well ...)	72,72%	18,18%
Others (please, cite them, if any)	0%	0%

Table 24: Native-Like Features that are Displayed by the Teachers in their English Oral Performance

This item gives details about native-like oral performance the teachers expose their Master 1 students to. In addition to the majority of the teachers who display in their English oral performances the native-like pronunciation of individual words (90,90%), expressions (81,81%) and the use of appropriate fillers during pauses (72,72%); all of them (100%) display familiar vocabulary. There also is an important number among them who has native like intonation (45,45%) and (27,27%) liaisons pronunciation. However, these two latter characteristics are missing in the majority of the respondents’ oral performances with 54,54% for the intonation and 45,45% for the liaisons pronunciation. These are some comments concerning this point that were provided by a Master 1 teacher, “*there are instances in my*

speech where I know that I am not sounding like a native, especially at the level of general music of utterances and clusters. I sometimes have to slow the rate of my speech and use only basic vocabulary in order to ensure comprehension of my lectures. Students' feedback i.e. when they are not following encourage me to do this; and when you do this you sound less natural in your speech. In addition to the fact that even when I speak faster I sound more natural and more native-like; but still do not have a native-like speech production".

15) How frequently do you use these features during Master 1 classes?

Please mark, for each proposition, the case which suits you:

	Always	Sometimes	Rarely	Never
Expressions	36,36%	63,63%	0%	0%
Familiar vocabulary	63,63%	27,27%	9,09%	0%
The pronunciation of individual words	54,54%	45,45%	9,09%	0%
intonation or general music of the utterances	27,27%	45,45%	9,09%	9,09%
liaisons pronunciation (they are combinations the native speaker uses between words)	18,18%	36,36%	36,36%	0%
Use of fillers during pauses (during pauses in speech, use of words to fill the gaps: mm, eh, well)	45,45%	27,27%	9,09%	9,09%
Others (please, cite them, if any)	0%	0%	0%	0%

Table 25: Frequency of the Teachers' Use of Native-Like English Features during Master 1 Classes

This item completes the fourteenth one. It reports more details about the amount of native-like oral features Master 1 students are exposed to. The majority of the respondents (72,72%) use either always (45,45%) or sometimes (27,27%) native-like fillers during pauses with Master 1 students; and the same number uses the intonation or general music of the utterances either always (27,27%) or sometimes (45,45%). 54,54% of them use always (18,18%) or sometimes (36,36%) native-like liaisons pronunciation. All of the teachers use native-like expressions, familiar vocabulary, the pronunciation of individual words either always or sometimes. It constitutes the minority, but there are teachers (18,18%) who never use neither native-like intonation nor fillers during pauses with Master 1 students.

16) Do you use any of these materials (written or oral in English) during the Master 1 classes?

Please circle the answer or the answers which suit you:

This item reports the opportunities teachers' offer to their Master 1 students to acquire authentic English language features through providing them with the authentic language features illustrated in the authentic material. 45,45% of them use articles. Poems and scientific literary, scientific reports are used by 36, 36% of them each. 27, 27% use films and the same number uses written short stories. Interviews are used by 36,36% of the teachers. Finally, 9,99% of them use news items and the same number for newspapers and debates. Dramas were added by the teachers. A teacher added *"in teaching research methodology, a module which does not require authentic material though I provide my students with authentic examples of research material: books, articles, research papers."* As the quantity determines the extent of their efficiency, the following item discusses the frequency at which teachers use these materials with Master 1 students.

17) How often do you use them?

Please mark, for each proposition, the case which suits you:

	Always	sometimes	rarely	Never
Newspapers	0%	9, 09%	9, 09%	27,27%
Magazines	0%	0%	9, 09%	36,36%
Written short stories	18,18%	9, 09%	9, 09%	18,18%
Scientific, literary, artistic reports	9, 09%	36,36%	9, 09%	18,18%
Application forms	0%	0%	9, 09%	36,36%
Poems	9, 09%	18,18%	9, 09%	18,18%
Recipes	0%	0%	9, 09%	36,36%
Advertisements	0%	9, 09%	0%	36,36%
Brochures	0%	0%	9, 09%	36,36%
Others(please, cite them)	9, 09%	18,18%	0%	0%

Table 26: Frequency of Use of Authentic Material during Master 1 Classes

This gives more details about the amount of authentic language features Master 1 students are exposed to through their teachers' use of authentic materials during official academic lectures. Only the minority of the teachers use the authentic materials with their Master 1 students either always or sometimes such as magazines (27, 27%), scientific, literary, artistic reports (45,45%), poems (27,27%). Films are almost never used; only one teacher uses them sometimes. These are some other tools proposed by the teachers: cours magistraux (seminars), generally discussions and debates as I give lectures in amphitheatres, green board only for writing main points of the lecture, unknown words, illustrating, drawing, songs.

Even if this quantity of varied authentic materials is regularly used by the teachers, the majority of the students complain about the lack of authentic materials inside university; which constitutes to them one of the main obstacles for native-like oral fluency development.

18) How many of Master 1 students do you think have a:

Please, circle the answer which suits you:

	All of them (100% of them)	The majority of them (over 50% of them)	The minority of them (under 50% of them)	None of them (0% of them)
A fluent Native-like oral performance	0%	0%	18,18%	63,63%
A near native oral performance	0%	9,09%	36,36%	36,36%
An accurate and fluent oral performance without a native-like accent	0%	36,36%	36,36%	18,18%
An accurate but hesitant oral performance with a native-like accent	0%	36,36%	54,54%	0%
An accurate but hesitant oral performance with a nearly native-like accent	0%	18,18%	63,63%	0%
Inaccurate and hesitant oral performance with a native-like accent	This one is paradoxical	18,18%	54,54%	9,09%
Inaccurate and hesitant oral performance with a nearly native-like accent	0%	27,27%	45,45%	18,18%
Inaccurate and hesitant oral performance without a native-like accent	9,09%	36,36%	18,18%	18,18%

Table 27: Teachers' Evaluation of their Master 1 Students Oral Performance Proficiency Levels

This item reports an objective description of Master 1 EFL students' oral productions from their teachers' shared views. According to them, Master 1 students display all the levels of oral fluency proposed in our work. Starting with the extreme minority (18,18%) which answered that only the minority of the students has a native-like oral performance with only 9, 09% of them thinking that this oral performance is displayed by the majority of their students. The majority of the students according to 36,36% of their teachers display an accurate and fluent oral performance without a native-like accent. Almost all the teachers (90, 90%) think that their students display an accurate but hesitant oral performance with a native-like accent; either by the majority of their students (54,54%) or by the minority of them (36,36%). An accurate but hesitant oral performance with a nearly native-like accent is thought by 81,81% of the respondents to be displayed either by the minority of their students (18,18%), or by the majority of them (63,63%). An inaccurate and hesitant oral performance with a native-like accent is according to 54,54% of the teachers displayed by the minority of their students, and 18,18% of them think it is displayed by the majority of them. 27,27% of the teachers answered that the majority of their students displayed an Inaccurate and hesitant oral performance with a nearly native-like accent and 45,45% think that this level of oral performance is displayed by the minority of them. There is a total of 63,63% of the teachers who think that inaccurate and hesitant oral performance without a native-like accent oral performance level is also displayed by students in their master 1 classrooms either by the totality of them or not.

19) Do you think that native-like speaking teachers could help Master 1 EFL students to develop a fluent native-like oral performance?

- Yes 90,90%
- No 0%

This item reports teachers' views about the role of a native-like speaking teacher in helping students to develop a fluent native-like oral performance. All of the respondents to this statement answered favorably. This shows the awareness of the teachers of the importance of the kind of the oral performance provided by the teachers to their EFL learners in developing their language competence.

20) Do you think that you are contributing in helping Master 1 EFL learners in developing a fluent native-like oral fluency

- Yes 81,81%
- No 18,18%

This item reports the teachers' views on their own contribution to the process of developing a fluent native-like oral performance in their students' oral performances. To this statement, even if the majority of teachers accept the role of their contribution in developing Master 1 students' oral native-like fluency; there are those who reject it. This reflects the tiny importance that is given to the kind of oral performance that is spread among teachers and learners.

21) If yes, please explain how.

This item completes the twentieth. It reports more details about the way teachers think they are helping their Master 1 students in developing a fluent native-like oral performance. These are the ways some of the respondents think they are helping their students' in developing their oral fluency:

- By imitating as much as possible native speakers.
- My work consists of pushing students to debate their opinions, this pushes them to improve their accent and oral fluency.
- By pronouncing correctly the English words, sentences by giving them hints about the phonological rules.
- Because I will try to utter words as natives and I talk to my mates with correct English by imitating the native speakers.
- By providing them with native-like expressions, native-like pronunciation and imitation.
- The type of input our talk provides them with, will to a great extent impact their oral production. But this is not enough, because there is not constant practice and regular feedback. Which they do not get. Practically, because:
 - they are being taught in sections averaging 120 students each, which doesn't allow them to practice speaking a lot (I mean 100 students in a lecture of one hour and half is determinant to the average speaking time.)

- Because aim of lectures is not that students practicing speech. They are i.e. lectures content oriented, transmission of content.
- Students are usually not willing to speak.
- Mainly by spelling and then pronouncing words individually.
- Being exposed to an accurate and a fluent language is more likely to help students develop their language ability (in all skills and sub-skills).

This is reflective about the inconsistency that exists between teachers and students. If the teachers are only trying to imitate native speakers, and the majority of students are trying to imitate their teachers; then, students are trying to imitate EFL language learners' interlanguage not advanced native-like English speakers. This is naturally hampering students' oral fluency development. It also is promoting low levels of oral fluency among advanced EFL students and teachers.

22) If no, please explain why.

This item explains the teachers' negative answer to the target twentieth statement. These are the reasons that the teachers advance to reject any contribution to the process of Master 1 students' native-like oral performance development:

- It is not the primary objective of the teacher. My concern is to make students acquire literary skills.
- Because I am not teaching listening in lab, but a theoretical unit as a lecture.
- It is because my first objective in my course of research methodology is to develop students' research skills. I help them to get a correct language but not necessarily near native performance.

These results confirm the learners' complaints about being discouraged by the teachers' focus on only achieving their lectures rather than opening the scope for a more communicative environment targeting the learners' oral fluency development.

The teachers' questionnaire provided us with a detailed description of the aural input provided at university. Though it displays the major condition to language acquisition proposed by Krashen, which are the quantity and the comprehensibility, it is not authentic with a foreign accent, in addition to the formal teaching goals which restrict the students to experience the aural input not in real life interactions but only in lectures provided in a formal

way by their teachers. These features naturally negatively affect Master 1 students' native-like oral fluency development process.

3. Section Three: Discussion of the Shared Items between both Students' and Teachers' Questionnaires

This part is concerned with comparing and analyzing the teachers' and students' shared items.

3.1. Are the Topics Treated in Classroom Interesting?

The ninth item of the teachers' questionnaire and the seventh item of the students' questionnaire are concerned with this characteristic. According to the majority of both students and teachers, the aural input Master 1 students receive from the formal sources displays one of the characteristics of the optimal input of Krashen; it is interesting. This is more likely to promote attention amongst the students and thus, provide them with more opportunities to process the aural input provided by the teachers to become part of the learners' language competence, source of their oral performance. However, imitating their teachers' talk is hampering the native-like oral fluency development process; as it was previously confirmed that it was not native like but non authentic foreign talk.

3.2. Which Levels of Oral Performance are Displayed by Master1 Students?

The items concerned with this question are the eighteenth item from teachers' questionnaire, and the seventeen item of students' questionnaire. According to the students, all the levels of oral performance are displayed by Master 1 students. However, while the majority of the teachers are favorable to say that none of Master 1 students they teach has a fluent native-like oral performance. While the majority of them and an important number of Master 1 students are favorable to say that master 1 students basically have an accurate but hesitant oral performance with a nearly native-like accent. This leads us to conclude that Master 1 students' oral performance is basically an accurate but hesitant oral performance with near native-like oral performance. This result confirms our expectations of having the advanced EFL students in our university to display a non authentic foreign talk rather than a native-like oral fluency.

3.3. Do Teachers Contribute to Master 1 Students' Oral Fluency Development?

The items concerned with this question are: items 20, 21, 23 from the teachers' questionnaire and the same items from the students' questionnaire. The great majority of the teachers think that they are contributing to develop Master 1 students' native-like oral performance by either imitating native speakers as possible, force students to speak, or being accurate. In fact, this was supported by some of the minority of the students' who think that their teachers help them to develop a native-like oral fluency through speaking accurately. However, the majority of the students affirm that their teachers do not help them to develop a native-like oral fluency because, among other reasons, their teachers are not interested in that, as their major priority is to present the courses; to such an extent that one of Master 1 students stated that *"the oral proficiency is somehow marginalized comparing to grammar and other fields"*. This was affirmed by the teachers who think that they are not contributing to the learners' oral fluency improvement as they are concerned with developing students' skills in other fields as one of them commented *"because I am not teaching listening in lab, but a theoretical unit as a lecture"*. One student added that *"our teachers speak with us in French, so we have the habit and we cannot use English when speaking with them outside the classroom"*. This is confirmed by the teachers' answers to the sixth item about their use of languages other than English inside the classroom. These results confirm the students' struggles to develop native-like oral fluency in an EFL teaching environment which not only provides him with lower levels of native-like oral fluency features but also keeps them from developing their communicative skills through restricting them to focus on formal academic goals rather than interactional and language competence development goals.

4. Section Four : Final Answers to the Research Questions

This section presents the final results summed up as the final answers to the research questions and implications to academic foreign language teaching in EFL settings.

- What are the sources of aural input Master 1 EFL learners are exposed to?
- What are the characteristics of the aural input Master 1 EFL learners are exposed to?
- How do Master 1 EFL learners process the input they are exposed to?
- Which difficulties do Master 1 EFL learners face in their attempts to develop the oral fluency?
- Which characteristics does Master 1 EFL learners' output display?

- What are the views of Master 1 EFL learners' and their teachers about developing native-like oral fluency in their classes and which efforts do they invest in achieving such an objective?

4.1. What are the Sources of Aural input Master 1 EFL Learners are Exposed to?

4.1.1. The Sources of Aural Input in their Formal Language Teaching Context

Students' language sources of formal aural input are limited to the regular exposure to the teachers' talk during the courses they are in charge with to teach the programmed modules. Authentic materials are not largely used by the teachers. Without sufficient quantity, no benefit can be taken from the exposure to authentic English language. The value of this aural input will obviously be determined by its characteristics. The variation of the fields it displays promotes more comprehensibility and retention of the language items experienced in the different interactional contexts. The regular exposure, almost every day, to this input during the week provides them with an important quantity which serves Krashen's optimal input characteristic. However, these aural input characteristics are not sufficient to develop a native like oral fluency. It has to be interesting first, to keep the students' full attention. It has to be authentic, in order to display the same structural and spontaneous characteristics of the language. It has to be comprehensible in order to access its features, and finally without the native like accent the natural aspect of the language would be lost.

4.1.2. The Sources of Aural Input in Informal Language Teaching Context

The informal sources of English language input are important sources of aural input to our Master1 students. They are largely used among our respondents. However, unless understood, noticed and processed by the learner to an automatic oral performance. They would be mere noise unless understood; and lost unless noticed and practiced.

4.2. What are the Characteristics of the Aural Input Master 1 EFL Learners are Exposed to?

4.2.1. The Characteristics of Aural Input Received From Formal Sources

4.2.1.1. Is the Formal Aural Input Interesting?

According to the majority of both teachers and learners, the aural input Master 1 students receive from the formal sources displays one of the characteristics of the optimal input of Krashen; it is interesting. The students affirmed to pay full attention to all their teachers' talk. This permits them to attempt to further process a large amount of aural input during each session. However, this can also be of negative effect if the teachers' talk is not native-like; since they are trying to develop native-like oral fluency.

4.2.1.2. Is the Formal Aural Input Authentic?

The English language authenticity is violated during the formal academic courses. In fact, the spontaneity with which the language elements should be uttered in order to naturally communicate is deviated by the teachers as they choose a more appropriate language to make their students receive the content with more clarity. Furthermore, they select the structures to use and the way to utter their utterances according to the students' level not according to the natural English language use norms. This obviously helps the learners to understand the aural input; however, it changes its natural structure. This factor prevents the learners from developing authenticity in their oral performance. In addition, if we refer to Cook, A. (2000: 18), the majority of the teachers of Master 1 level display a mechanical and foreign oral performance as they lack of native like use of intonation and liaisons.. This feature that Master 1 teachers' oral performance displays negatively answers the question of authenticity.

4.2.1.3. Is the Formal Aural Input Comprehensible?

From the data we previously analyzed, we found that the aural input that Master 1 students receive from their teachers is comprehensible. This serves the teachers' objective of making their lecture clear to the learners at the expense of the spontaneity of the language production. However, in our case, it is beyond the teachers' hands to choose between clarity and spontaneity since it was previously found that their oral performance does not display native like oral fluency but a mechanical non authentic oral performance that they are restricted to and restrict their students to.

4.2.1.4. Is the Formal Aural Input Native-Like?

4.2.1.4.1. Accent

Even if half of the teachers of Master 1 classes have already been to English speaking countries, the majority of them spent about only some days for some, and some months for others. The oral performance the teachers of Master 1 have is a basically accurate and fluent oral performance with a nearly native-like accent. This kind of oral performance encourages the majority of Master 1 students to take their teachers' talk as a model for further processing, and oral performance improvement. They either try to imitate their accent or their accuracy. On the other hand, it is not the case for others, as they do not try to imitate this kind of oral performance either because it is not natural, it is not fluent with native-like accent, weak pronunciation, not authentic, or because they prefer to imitate natives and have their own styles.

4.2.2. The Characteristics of the Informal Language Aural Input

English aural input that Master 1 students receive from authentic material they use to listen to is interesting and varied. They daily receive it. In fact, this is because of the availability of such an input in their daily life through different media. Furthermore they can have as much as they want. These characteristics provide this input with an important quantity for further language competence development. This also permits students to have illustrations of the language structures in different contextual settings. However, they cannot serve him unless processed to intake.

4.3. How do Master 1 EFL Learners Process the Input they are Exposed to?

4.3.1. How do EFL Learners Process the Input they Receive from the Formal Sources?

The majority of Master1 students further process the aural input they receive from their teachers by paying attention and imitating them. This was found to be reinforcing for the students' language competence obstacle. In fact, they are not trained to listen to authentic aural input with all its characteristics. Instead, they are obliged to achieve academic related goals with simplified and modified language structured at the expense of achieving communicative goals with authentic language input in an interactional environment.

4.3.2. How do Master 1 EFL Learners Process the Input they Receive from the Informal Sources?

Here are summed up the steps through which Master1 EFL students process the native oral fluency features within the received authentic aural input:

- Goal setting is largely adapted by Master 1 respondents to decide which language skill to develop through the listening activity. This helps them to target a clear objective and facilitate the oral fluency development.
- Noticing of the oral fluency features is reached by Master1 students at the level of the structural and phonological features of the English authentic aural input except at the level of (intonation or general music of the utterances and how the liaisons are pronounced). This is reflective about the students' attempts to understand the utterances first. Also, this shows the language competence obstacle they face. This latter is reflected in their unfamiliarity with grammatical structures used in an authentic way.

- Master1 students do not limit the language features processing to noticing them. But they want to understand the way natives use them for more accessibility to further process them.
- Master1 students do not limit the language features processing to noticing and understanding the way natives use them, but they want to integrate them to their own language competence by understanding how to apply them to their own experiences to make them functional for their own use.
- Master 1 students further process oral fluency features that they extract from the authentic aural input they are exposed to, by trying to use them in their own oral performances. However, practice also requires efforts from the learners in order to result in success to reproduce the target features.
- As opposed to the majority of Master1 students who do not invest personal efforts when they are with their peers to further process the accessible aural English structural and phonological features in order to develop them in their own oral performances, the majority of them do it as they are alone. Except that the minority of them does not further practice the way pauses are filled by native speakers.

In order to make them accessible for their personal use; Master 1 students further process the authentic oral fluency features that they receive from the available informal sources through paying attention to the different features they display, noticing them, then integrating them to their language competence. This is achieved through understanding how their meanings relate to the way the speaker uses them. Finally they make them functional for daily communication. They, thus, try to understand how to use them to fulfill personal communicative needs and extensively practice them to reproduce them with the same features in their own oral performance. If Master 1 students achieve these steps of oral fluency features processing, they could develop automaticity along with accuracy and native like accent in all the processed language items. However, during this process many difficulties encountered by Master1 students can negatively affect the final result and thus the output they produce.

4.4. Which Difficulties do Master 1 EFL Learners Face in their Attempts to Develop the Oral Fluency?

In processing both formal and informal language aural input, Master1 students face many difficulties:

4.4.1. Difficulties in Processing the Formal Language Input

Master1 students face difficulties at the level of understanding their teachers' talk. This is due to the poor language competence they have at both levels: the structural and phonological in addition to the content complexity, as well as to the non-native accent of their teachers.

4.4.2. Difficulties in Processing Informal Language Input

Master1 students face difficulties at the level of noticing during the processing of the available authentic English aural input they receive from informal sources; they face these difficulties at all the levels of phonological and structural features of the aural input. This reflects the poor language competence that Master 1 students display and their unfamiliarity with authentic English aural features though they have been studying general English for seven years and are specialized in it since four years.

When Master 1 students succeed to achieve the first step toward the further processing of the authentic English aural input, which is noticing; other difficulties face them as they try to practice (structural and phonological). They are generally pessimistic about trying to develop an oral fluency because of their poor language competence which hampers the further processing of the available aural input they hear. In fact, they do not manage to understand them; though one of the essential characteristics of Krashen's optimal input is to be comprehensible. Furthermore, in addition to the lack of importance that teachers give to the speaking skill and their lack of proficiency; problems related to the lack of exposure to authentic input and practice, lack of time and material were reported by Master1 students preventing them from developing a native-like oral fluency.

4.5. Which Characteristics does Master 1 EFL Learners' Output Display?

Master 1 students generally succeed in reproducing the accessible structural and phonological features of the authentic English input they receive from authentic materials they use. Master 1 students use of the oral fluency features they developed varies according to the social contextual setting; (alone, in classroom or in any social context).

All the levels of oral performance are displayed by Master1 students; however, the majority of the teachers are favorable to say that none of Master 1 students they teach has a fluent native-like oral performance while the majority of them and an important number of master 1 students are favorable to say that master 1 students basically have an accurate but hesitant oral performance with a nearly native-like accent.

4.6. What are the Views of EFL Learners' and their Teachers about Developing Native-Like Oral Fluency in their Classes and Which Efforts do They Invest in Achieving such an Objective?

4.6.1. The Views Held by the Teachers about Developing Native-Like Oral Fluency in their Classes and their Endeavor in Achieving such an Objective

Many foreign language learners seem to have developed an extremely fluent and native like oral production and can use it for personal daily communication. According to Fries (1946:9), it is obvious that foreign language mastery can be achieved with appropriate environmental conditions; as he argues that

The evidence we have seems to the conclusion that any adult who has learned one language (his native speech) can learn another within a reasonable time if he has sound guidance proper material and if he cooperates thoroughly. The most efficient materials are those that are based upon a scientific description of the language to be learned, carefully compared with a parallel description of the native language of the learners. It is not enough simply to have the results of such a thorough going analysis; these results must be organized into a satisfactory system for teaching and implemented with adequate specific practice materials through which the learner may master the sound system, the structure and the most useful lexical material

Master 1 teachers have been teaching English, for the majority of them, for more than six years. Among these teachers there are those who think that they are contributing to develop Master 1 students' native-like oral performance by either imitating native speakers as possible, force students to speak or being accurate when uttering the structural as well as the phonological English language aspects. There are those who reject any contribution to the process of Master1 students' native-like oral performance development as they consider that their primary objective is to develop their skills in the field they are teaching them. One of the teachers argued that "*because I am not teaching listening in lab, but a theoretical unit as a lecture.*". These teachers think that native-like speaking teachers can help Master1 students to

develop native-like oral performance though those natives mission would have been to develop their skills in the field they teach them. So, they think that it is more advantageous for their Master1 students to have native speaker teachers to develop native like oral fluency, thus, the majority of them invest efforts to achieve highest level of native-like oral fluency through using authentic materials to listen to natives and practice when they have time. Some of them think about travelling to English speaking countries. Thus, make their Master 1 students take profit from it. These views demonstrate the total passiveness of the teachers to ensure appropriate environment and materials for students to develop higher level of oral fluency.

4.6.2. Master1 Students' Views towards Developing a Native-Like Oral Fluency

Master1 students have been studying English for at least 11 years. That is from the first year of the middle school, amongst which 4 years at university. They are optimistic about their abilities to develop a native-like oral fluency. They think that their teachers do not help them to develop a native-like oral fluency. As they argue, it is because:

- their teachers are not interested in that, their major priority is to present the courses; to a such extent that one of them states “*the oral proficiency is somehow marginalized comparing to grammar and other fields*”; their teachers lack of proficiency, they do not motivate their students to speak. One student added: “*our teachers speak with us in French, so we have the habit and we cannot use English when speaking with them outside the classroom*”. There are those who think that their teachers help them to develop a native-like oral fluency either through their accuracy, allowing them to participate during courses, enhancing their listening abilities as they address them in English or through their advice and support when they need orientation.

Master1 students suggested means that are missing at university but could help them to develop their oral fluency. They can be summed up in the followings:

- Getting sessions to practice oral and listening through the available material with competent teachers.
- Reconsidering the speaking skill issue for advanced EFL students and focusing more on helping them to improve it.

- Favor the regular interactions with natives and have English native speaker teachers to get sessions for practice oral and listening through the available material with competent teachers.

These results lead us to the conclusion that it is not impossible for Master1 students to develop native-like oral performance in their EFL environment; since the major problem that could have made it impossible is the absence of exposure to the native speakers' English use. However, Master 1 students daily receive regular quantities of varied aural input from their teachers at university, besides the authentic material they use outside university to listen to the English language used by natives in different contexts. Additionally, the availability of different media materials in their daily life gives them the freedom to choose the quantity of exposure they want to have. On the other hand, though it is interesting and comprehensible, the quality of the aural English input they are exposed to at university does not display a native-like accent and it is not authentic. And this is the kind of oral performance the majority of our respondents imitate.

The low level of students' language competence constitutes the major obstacle to adopt a native oral fluency features they are exposed to through authentic materials; even if they are familiar with all the steps of processing them; which are steps they adapted for already developed language competence. In fact, instead of trying to process the authentic aural input features to develop them in their oral performances, Master 1 students struggle to understand the meaning of the utterances.

Developing a native-like oral fluency amongst the EFL students is not considered as a crucial condition in their EFL teaching environment. It is reflected in the teachers' favoring for the learners' language competence weaknesses by investing efforts in finding new ways of deviating them: using other languages, simplifying the natural English structures and modifying them to adapt them to the learners language weak competences; instead of investing efforts in finding new ways of improving them. However as the teachers do not display fluent native oral performance; it is clear that it would be impossible to encourage the students to do better than the teachers. Thus, since the teachers display accurate and fluent oral performance with a nearly native-like accent, the students have only an accurate but hesitant oral performance with a nearly native-like accent level and under. This fits both the teachers' and students' suggestions that having native teachers for Master 1 students is much

more advantageous for them to develop their language competences and have Master 1 EFL students who are much more productive.

Conclusion

After this data analysis, we come to the conclusion that the major source of Master 1 students' language competence development is both authentic materials they are exposed to outside university and the formal academic input they get from their teachers' talk at university. The first one provides them with authentic language features in varied contexts of actual use by natives in the different aspects of their daily life. However, at university the teachers' efforts are devoted to developing students' skills in other fields at the expense of developing higher level of English language oral performance. There is no Master 1 EFL who does not struggle to develop a higher level of oral performance through trying to process the aural input he gets from different authentic materials that are available in his environment. However, it was found that their teachers, at such advanced level, are addressing them with non-authentic and simplified English with a foreign accent, with using languages other than English during the courses. This does not only hamper the process of developing their language competences but it also discourages them from having native like speaking models to imitate; which according to them is the major element that could have helped them to improve their native-like oral fluency. In such an academic setting, developing skills in other fields using English language is hampered by the lack of language competence which should be the means for integrating and producing new skills. Hence, developing the language competence is hampered by the focus on developing other different skills in other fields.

Recommendations

1) Suggested Recommendations to University

In order to promote knowledge exploitation and production, rather than only being a formal educational setting processing the minimal amount of available knowledge for the only sake to avoid the illiteracy threat; university should target higher level of mastery of the field they are specialized in. This is the case in any foreign language setting. As language is the medium to achieve any intellectual activity; it is impossible for a foreign language learner to pass the status of a beginner without the complete mastery of the target language which is reflected in his efficiency to be free and creative in expressing his ideas. Unfortunately, this is not the case in our university. The low level of the advanced EFL students' language competence is reflected in their dependence on the teachers' encouragement to participate during the courses; which means that there is no natural interaction where both parts (teachers and students) are implicated in achieving the common interactional goal. In this case, the teacher is implicated with presenting his lesson, as it was previously stated by the students; and the students are trying to understand and keep up with the teachers' instructions. Such a setting cannot be language exploiter or producer at all, since these advanced students who are supposed to be the knowledge exploiters and producers are mere passive learners just as a child when learning his second language in the primary school. In order to avoid this problem to reach the coming generations of EFL students and promote knowledge exploitation and production:

- More focus should be put on the models of aural input the foreign language students are exposed to since earlier years of language instruction.
- Make of developing higher level of oral fluency the first goal rather than not a goal at all.
- Provide learners with more opportunities to interact with natives
- Teachers' should collaborate with learners in order to make of using the English language fluently, inside and outside university a need rather than a choice.
- Revising the academic objectives of the university so as to include developing highest level of oral fluency the main goal behind developing learners' skills on other fields through, among many other techniques:
 - The authentic aural illustrations should be at the center of each lecture, either in classroom or amphitheatres for all the modules. This implies the

integration of appropriate materials in every classroom and amphitheater the EFL students use.

- Immersing the learners in the obligation of developing the targeted skills on the specific targeted fields using higher level of oral fluency.
 - Have the learners to use the available informal material to achieve obligatory academic goals related to fluently perform oral presentations in the specific field.
- The academic lectures should be devoted to develop the learners' communicative skills in the specific field.

In fact the focus on developing the EFL students' skills in other fields should be exploited to be an advantage to develop higher level of oral fluency rather than at the expense of it. This would be more appropriate since the students' first objective behind attending language courses was to learn it. If they wanted to specialize on other fields they would have done it. University should take into consideration this fact, and be a support rather than an authority to the students.

2) Suggested Recommendations to EFL Learners

- Look for possible means to listen to English natives treating topics discussed in the classroom in order to discover the related language features in their authentic use.
- Daily extensive exposure to authentic aural input with the goal of developing higher level of oral fluency.
- Daily extensive rehearsal and practice of the intake along with the authentic aural illustrations.
- Continual comparison of the differences between the illustration and the uttered output.
- The regular evaluation of the uttered output comparing with the goals previously set with reference to the native speakers
- Extensive learning of different varieties of English language authentic input (songs, conversations, stories, poems,...) always through authentic illustrations
- Avoid taking foreign accent as first illustration for rehearsal
- Speak to natives as much as possible through the available materials
- Rehearse the oral performance rate of speed through reading extensively
- Listening to simple native English as children programs

- Find people in the social group who attained a native-like oral fluency and daily interact with them.
- Relate achieving higher level of oral fluency to a hobby and practice it through English (for example: having singing as a hobby: practice it only in English, reading about sport, news,)
- Relate the daily activities with the English language (watching TV, interacting with friends, peers,...)

In fact without extensive exposure, imitation and rehearsal of the authentic aural input, no further oral fluency improvement is possible.

General Conclusion

At the university Abderrahmane Mira of Bejaia, the advanced EFL learners reached an extremely important phase in their English language learning process. They prepare to integrate their language competences for their personal use. Some of them will be teachers, others will travel to foreign countries...They are supposed to have assimilated the language basis and master the speaking skills at higher level which entails oral fluency achievement. However, one of the most prominent obstacles of such a language learning environment is the lack of exposure to the target language, source of aural input. This hinders the EFL learners' oral fluency development; since without aural input, some characteristics of the oral fluency cannot be illustrated; thus, never be noticed and further processed by the EFL learners. This is argued in Al Sibai (2004: 2), "*One of the most difficult challenges in teaching an L2 is finding ways to help students improve their oral fluency. This is especially true in countries where learners share a common mother tongue and have little or no exposure to the L2 outside the classroom.*"

Regarding this issue, this research work targeted the investigation of the characteristics of the aural input that our learners are exposed to, and the way they process it in order to develop their oral fluency. We also tried to find out whether these factors positively or negatively affect the process of their oral fluency development. For the sake of exploring our main interrogation that was "*what are the characteristics of the aural input that the EFL learners are exposed to and how do they process this input in order to develop their oral fluency?*", we conceived questionnaires to answer our sub- questions from Master 1 EFL students' own experiences in trying to develop oral fluency inside and outside university. The data we got revealed that English aural input is available to the learners through formal and informal sources. The students are regularly exposed to both. Thus, the problem of exposure does not exist at university. Further investigation on the characteristics of these sources of aural input revealed that both formal and informal sources are varied and interesting. However, it is revealed that the presence of the language competence obstacle, at the structural as well as the phonological levels, prevents the learners from further processing the authentic aural input they receive from the informal sources. On the other hand, the teachers' talk, representing the main formal source of aural input, revealed to be comprehensible. It is further processed by the majority of Master 1 students to be taken as a model for imitation. After the investigation on the characteristics of this input, it is revealed to be non authentic, simplified with a foreign accent. On the further investigation of the learners' output

characteristics, it is found that they are still struggling to use English in social contexts and only trying to rehearse it individually. In addition to their complaints about their teachers' inefficiency in helping them to achieve native-like oral fluency, the teachers are shown to be either struggling to develop it or uninterested in helping them in such an endeavor, at the expense of developing students' skills on other fields.

The EFL language environment has once again been proved to be an obstacle to oral fluency development. This is not because of the impossibility of success in such an endeavor; but because of the minor importance that it is given, not by EFL students but rather by the administration to develop students' higher level of oral fluency. This is reflected in the students' complaints about this issue: "*the speaking skill is marginalized*", "*the teachers are only interested in presenting their lessons*". This conclusion leads us to state that the oral fluency starts from the administration which provides learners with an optimal input environment with developing learners' higher level of oral fluency as their first objective.

The findings of this research are somehow blaming the university administration and Master 1 teachers. However, if we go to the students' background in learning English, we will find that through their 11 years, Master 1 students have had more than 30 English teachers with different accents and oral fluency. Hence, the main issue could, may be, go to the Algerian system in general and the way it exploits the factors it disposes of in order to target higher level of language competence in English language teaching, thus, promote higher level of oral fluency among teachers and learners .

This research work was inspired by our own experience in trying to develop an oral fluency at university. In fact, this is what makes this study original and unique. Hence, we hope that this work will help future researchers in finding possible ways and strategies to make of native-like oral performance natural rather than almost impossible in an EFL setting.

This research work was also the source of other interrogation which could trigger revelations related to the development of the oral fluency in an EFL setting in general and in Algeria in particular:

- Which factors, in an EFL formal teaching setting, could be exploited in order to develop EFL learners' native like oral fluency achievement?
- Which level of oral fluency could EFL learners reach with English native speaking teachers?

- How is it possible that while the majority of the students judged themselves to be accurate near native speakers, their answers to open questions of the students showed to contain basic grammatical and structural errors?

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Appendices

Appendix 1: Students' Questionnaire

Dear student, this Questionnaire is conceived for you as Master1 EFL student, at the university Abderrahmane Mira of Bejaia. It will be used in order to investigate the characteristics of the aural input that you are exposed to, as you perceive it, and the way you process it in order to improve your oral fluency and the difficulties you encounter in such an endeavor. Your cooperation will be highly appreciated.

❖ *Section one: Sources, Characteristics and Processing of Aural Input*

1. Personal information:

- 1) **Age:**
- 2) **Level and speciality:**
- 3) **Sex:**Male.....Female.....

2. The characteristics of the aural input provided by the teachers

- 4) How long have you been studying English? [....years]
- 5) How many modules do you have this year?
- 6) Which kind of topics do your teachers generally treat in classroom?
Please mark, for each proposition, the case which suits you:

	All the time	frequently	rarely	never
Topics related to your interests, they are very interesting				
Topics related only to academic language teaching, they are useful				
Topics related only to academic language teaching, they are useless				
Even if topics relate only to the course requirements, they interest you				
Topics relate only to the course requirements, they are boring				

- 7) How do you generally react in each situation?
Please mark, for each proposition, the case which suits you:

	You listen to everything	You listen only partly	You don't listen at all	You leave the course
Topics related to your interests, they are very interesting				
Topics related only to academic language teaching, they are useful				
Topics related only to academic language				

teaching, they are useless				
Even if topics relate only to the course requirements, they interest you				
Topics relate only to the course requirements, they are boring				

8) Do you understand your teachers' talk?

Please mark, for each proposition, the case which suits you:

	All of them(100% of them)	The majority of them (over 50% of them)	The minority of them (under 50% of them)	None of them (0% of them)
All the time				
sometimes				
rarely				
never				

9) When you don't understand your teachers' English talk, how frequently is it because of:

Please mark, for each proposition, the case which suits you:

	Always	sometimes	Rarely	never
Grammatical complexity				
Lexical difficulty (difficult vocabulary)				
The accent				
The content complexity				
You are uninterested because the content is boring				
Others (please, cite them)

10) Do you try to imitate your teachers' talk?

Please, circle the answer which suits you:

- Yes
- No

1- If yes, then, why do you generally try to imitate them?

Please mark, for each proposition, the case which suits you:

	Always	Sometimes	Rarely	Never
Because they have native- like accents				
Because they are accurate				
Others, please cite them

11) If no, please explain why you don't.

.....

3. The sources and characteristics of authentic aural input:

12) Do you use these means for listening to the English language outside the classroom

Please, mark the case or the cases which suit you:

- Television
- Radio
- Mobile phone or MP3
- The computer
- Others, please cite them:

13) How much time do you generally use each of them?

Please mark, for each proposition, the case which suits you:

Frequency of use means	One hour per day	More than one hour per day	Less than one hour per day	I use it weekly	I use it monthly	I rarely use it during a year	I never use it
television							
radio							
Mobile phone/ MP3							
computer							
others

14) which programs do you generally choose to listen to?

Please mark, for each proposition, the case which suits you:

	Always	Sometimes	Rarely	Never
music				
movies				
series				
cartoons				
documentaries				
news				
TV shows				
Radio shows				

Children programs				
Musical programs				
Online lessons				
Others(Please, cite them)

❖ **Section Two: The Way the EFL learners Process the Authentic Input and characteristics of their Practice and Output Production**

15) Why do you generally use those means to listen to English language?

Please mark, for each proposition, the case which suits you:

	always	Sometimes	Rarely	never
Just because you have a free time				
Just to pass a boring time				
For your own pleasure, I have fun doing it;				
Because the teacher asks you to				
To improve your listening skills				
To try to imitate the native like speakers for your own pleasure				
To try to imitate the native like speakers to get good marks in the English classes				
To try to imitate the native like speakers to please others (teachers, parents...)				
To try to imitate the native like speakers to impress others (teachers, parents...)				
Other reasons (please cite them)				

16) When you are listening to any of these materials, do you select specific goals to achieve through the listening that are related to improving your?

Please circle the answer or the answers which suit you:

- Listening skills
- oral skills
- writing skills
- reading skills
- all of them

17) When you are listening to any of these materials, do you try to notice any of these discourse features?

Please mark, for each proposition, the case which suits you the most:

	Always	Sometimes	Rarely	Never
The way the utterances are structured				
The vocabulary used				
The pronunciation of individual words				

intonation or general music of the utterances				
How the liaisons are pronounced (they are combinations the native speaker uses between words)				
The way pauses are filled by native speakers (during pauses in speech, natives use words to fill the gaps: mm, eh, well, ...)				
Others (please, cite them, if any)				

18) When listening to native speakers, do you try to relate the language features you noticed to the context where the speaker used them?
Please, circle the answer which suits you:

- Yes
- No

19) Do you try to relate the language features you noticed in context to your own experience?
Please circle the answer that suits you the more:

- Yes
- No

20) If, yes, then, why do you do this?
Please mark, for each proposition, the case which suits you:

	Always	Sometimes	Rarely	Never
In order to improve your listening comprehension				
In order to try to make use of them during your classroom activities				
In order to try to develop them for your personal use				
Others, please cite them

21) Do you try to make use of the features you noticed in your own oral performance?
Please, circle the answer which suits you:

- Yes
- No

1- How often do you generally train yourself to reproduce each of them?
Please, for each proposition, mark the case which suits you:

	Always	Sometimes	Rarely	Never
The way the utterances are structured				
The vocabulary used				
The pronunciation of individual words				
The intonation or the general music of the utterances				
How the liaisons are pronounced				
The way the pauses are filled by native speakers				
Others (please, cite them, if any)

22) According to your experience with listening to authentic materials, which language features are most difficult to notice?

Please mark, for each proposition, the case which suits you the most:

	Always	Sometimes	Rarely	Never
The way the utterances are structured				
The vocabulary used				
The pronunciation of individual words				
The intonation or the general music of utterances				
How the liaisons are pronounced				
The way the pauses are filled by native speakers				
Others(please, cite them, if any)				

23) Do you train yourself to reproduce these features in your own oral performance when you are alone?

Please mark, for each proposition, the case which suits you:

	daily	weekly	Rarely in a month	never
The way the utterances are structured				
The vocabulary used				
The pronunciation of individual words				
The intonation or the general music of utterances				
How the liaisons are pronounced				
The way pauses are filled by native speakers				
Others (please, cite them, if any)				

24) Do you train yourself to develop these features when you are with your peers?
Please mark, for each proposition, the case that suits you:

	daily	weekly	Rarely in a month	never
The way the utterances are structured				
The vocabulary used				
The pronunciation of individual words				
The intonation or the general music of utterances				
How the liaisons are pronounced				
The way pauses are filled by native speakers				
Others (please, cite them, if any)				

25) According to your experience, in the attempt to develop English language feature in your oral performance through authentic materials, which language features are most difficult to practice?
Please mark, for each proposition, the case which suits you:

	Always	often	rarely	never
The way the utterances are structured				
The vocabulary used				
The pronunciation of individual words				
The intonation or the general music of utterances				
How the liaisons are pronounced				
The way pauses are filled by native speakers				
Others(please, cite them, if any)

26) According to your experience of practicing language features, which of them do you generally succeed to reproduce for your personal use, when you are alone?
Please mark, for each proposition, the case which suits you:

	Always	often	rarely	never
The way the utterances are structured				
The vocabulary used				
The pronunciation of individual words				
The intonation or the general music of utterances				
How the liaisons are pronounced				
The way pauses are filled by native speakers				
Others(please, cite them, if any)

27) Do you try to use these features in the classroom?
Please mark, for each proposition, the case which suits you:

	daily	weekly	Rarely in a month	never
The way the utterances are structured				
The vocabulary used				

The pronunciation of individual words				
The intonation or the general music of utterances				
How the liaisons are pronounced				
The way pauses are filled by native speakers				
Others (please, cite them, if any)

28) Which of these features you have developed and you can actually use in your daily interactions with the English language:

Please mark, for each proposition, the case which suits you:

	Only when you are alone	Only when you are alone or In classroom context	In any social situation
The way the utterances are structured			
The vocabulary used			
The pronunciation of individual words			
The intonation or the general music of the utterances			
How the liaisons are pronounced			
The way the pauses are filled by native speakers			
Others(please, cite them, if any)

29) When you don't try to develop those features is it because?

Please, circle the answer (s) which suit (s) you:

- You know that you will not succeed
- You cannot because you try to understand the meaning of the utterances
- you are not interested in developing them in your oral performance
- you are shy, you cannot use them in public, not even with your peers
- you have no time, you have too much lessons to revise
- You tried to notice them but you failed
- You tried to practice them but you failed
- Others.....

30) do you think that you have a?

Please, circle the answers which suit you:

1. A fluent Native-like oral performance
2. A near native-like oral performance
3. An accurate and fluent oral performance without a native-like accent
4. An accurate but hesitant oral performance with a native-like accent
5. An accurate but hesitant oral performance with a nearly native-like accent
6. Inaccurate and hesitant oral performance with a native-like accent
7. Inaccurate and hesitant oral performance with a nearly native-like accent
8. Inaccurate and hesitant oral performance without a native-like accent
- 9.

31) If you don't have a fluent native-like oral fluency, then, According to you, what is(are) the major problem(s) that prevent(s) you from developing it?.....
.....

32) Do you think that it is still possible for you to develop it?

- Yes
- No

33) Do you think that your teachers help you in developing it?

- Yes
- No

34) If yes, please explain how.

.....
.....

35) If no, please explain why.

.....
.....

36) which conditions, according to you, should be introduced at the university in order to help you to develop a fluent native-like oral fluency?

.....
.....

Thank You.

Appendix 2: Teachers' Questionnaire

Dear teacher, this Questionnaire is conceived for you as a teacher of English as a foreign language at the university Abderrahmane Mira of Bejaia. It will be used in order to investigate the characteristics of the aural input that Master 1 EFL students are exposed to. And the way they process it in order to improve their oral fluency and the difficulties they encounter in such an endeavor. Your cooperation will be highly appreciated.

4. *The characteristics of the aural input provided by the teachers*

- 2- How long have you been teaching English? [....years]
- 3- How many sections of master 1 classes do you teach this year?
- 4- How many groups of master 1 classes do you teach this year?
- 5- Have you ever been to English speaking countries?
Please circle the answer which suits you:
- Yes
 - No
- 6- If yes, then, for how long have you been there?
- 7- Do you use languages other than English during master 1 classes?
Please circle the answer which suits you:
- Yes
 - No
- 8- If yes, then, why do you generally use languages other than English with Master 1 students?
Please mark, for each proposition, the case which suits you:

	Always	Sometimes	Rarely	Never
To explain what they didn't understand in English				
Because you cannot explain the idea in English				
Because of the course requirements				
Others (please, cite them)				

- 9- When speaking in English during Master 1 classes, do you generally use?
Please mark, for each proposition, the case which suits you:

	Always	Sometimes	Rarely	Never
Short sentences				
Simple sentences				
Grammatically correct sentences				

Repeat many times the same vocabulary				
You repeat, rephrase, or give many explanations of the same utterance				

10- According to which criteria do you generally select the kinds of topics to present during Master 1 classes?

Please mark, for each proposition, the case which suits you:

	Always	Sometimes	Rarely	Never
Your students' interests				
Only academic language teaching requirements				
The topics are imposed by the administration				
Others, please cite them

11- do you think that you have a:

Please, circle the answer which suits you:

10. A fluent Native-like oral performance
11. A near native oral performance
12. An accurate and fluent oral performance with a nearly native-like accent
13. An accurate and fluent oral performance without a native-like accent
14. An accurate but hesitant oral performance with a native-like accent
15. Inaccurate but hesitant oral performance with a nearly native-like accent
16. An accurate but hesitant oral performance without a native-like accent

12- If you don't have a fluent native-like oral performance, do you try to develop it?

- Yes
- No

13- If yes, how do you do it?

.....

14- If no, why don't you do it?

.....

15- Do you have a native like?

Please mark, for each proposition, the case which suits you:

	Yes	No
Expressions		
Familiar vocabulary		
The pronunciation of individual words		
intonation or general music of the utterances		
liaisons pronunciation (they are combinations the native speaker uses between words)		
Use of fillers during pauses (during pauses in speech, use of words to fill the gaps: mm, eh, well)		

Others (please, cite them, if any)
------------------------------------	-------	-----

16- How frequently do you use these features during Master 1 classes?

Please mark, for each proposition, the case which suits you:

	Always	Sometimes	Rarely	Never
Expressions				
Familiar vocabulary				
The pronunciation of individual words				
intonation or general music of the utterances				
liaisons pronunciation (they are combinations the native speaker uses between words)				
Use of fillers during pauses (during pauses in speech, use of words to fill the gaps: mm, eh, well)				
Others (please, cite them, if any)

17- Do you use any of these materials (written or oral in English) during the Master 1 classes?

Please circle the answer or the answers which suit you :

- Newspapers
- Magazines
- Written short stories
- Scientific, literary, artistic reports
- TV commercials
- Films
- News items
- weather forecasts
- airport and station announcement,
- radio talks
- interviews
- and debates
- Recipes
- Articles
- train timetables
- Advertisements
- Brochures
- Poems
- application forms
- Instruction for use of equipment.

- Others.....
.....

18- How often do you use them?

Please mark, for each proposition, the case which suits you:

	Always	sometimes	rarely	Never
newspapers				
magazines				
Written short stories				
Scientific, literary, artistic reports				
Application forms				
poems				
recipes				
advertisements				
brochures				
Others(please, cite them)

19- How many of Master 1 students do you think have a:

Please, circle the answer which suits you:

	All of them (100% of them)	The majority of them (over 50% of them)	The minority of them (under 50% of them)	None of them (0% of them)
A fluent Native-like oral performance				
A near native oral performance				
An accurate and fluent oral performance without a native-like accent				
An accurate but hesitant oral performance with a native-like accent				
An accurate but hesitant oral performance with a nearly native-				

like accent				
Inaccurate and hesitant oral performance with a native-like accent				
Inaccurate and hesitant oral performance with a nearly native-like accent				
Inaccurate and hesitant oral performance without a native-like accent				

20- Do you think that native-like speaking teachers could help Master 1 EFL students to develop a fluent native-like oral performance?

- Yes
- No

21- Do you think that you are contributing in helping Master 1 EFL learners in developing a fluent native-like oral fluency

- Yes
- No

22- If yes, please explain how.

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.....
.....

23- If no, please explain why.

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Thank you