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**Investigating Teachers and Students' Attitudes towards the  
Effectiveness of Communicative Activities in Developing Students'  
Speaking Skill**

The Case of Second Year Liscense Students of English and at Mohamed  
Seddik

Thesis Submitted in Partial Fulfillment of the Requirements for Master Degree in  
Language Sciences

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### ***Dedications***

*In the Name of God the Most Merciful and the Most Compassionate*

*This work is dedicated to:*

- The spirit of my grandfather who will live always in my heart;*
- My Parents: my dear father and my beloved mother without whom I would not have been what I am. Thank you, mother and father, for all your sacrifice;*
- My brothers Abdurrahmane and Ayoub;*
- My sisters: Sarah, Hanane, and Imane;*
- All my Friends: Asma, Faiza, Fatima, Hayet, Sarah, Loubna, Wafiya, and Somia;*
- All my classmates and acquaintances;*
- All my extended family;*
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- All those who know me;*
- To all who prayed for my success.*

*Amina Chellouche*

***Dedications***

*To my beloved father;*

*To my precious mother;*

*To my lovely sister: Salwa;*

*To my brothers: Walid and Houssam;*

*To my grandmother for her prayers;*

*To my big family;*

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### **Abstract**

Nowadays, many researchers claim that through classroom communicative activities, knowledge can be constructed and skills can be developed. Teachers' roles and responsibilities were changed in the direction of facilitators of the learning and teaching processes. In this context, learners are supposed to be given opportunities to use the language naturally rather than only memorizing dialogues and pattern practices. The present work aimed at showing that communicative activities can be a best pedagogical Strategy to develop not only learners' speaking skill, but also to foster their capacity to generate new language via interaction. The dissertation in hand exposed issues about the speaking skill and communicative activities in its theoretical part. As far as its practical part is concerned, it was based on two questionnaires administrated to both the second year license students and teachers of Oral Expression to get information about the effectiveness of classroom communicative activities on developing the learners' speaking skill. The analysis of the questionnaires showed that both learners and teachers consider communicative activities as an important pedagogical strategy in enhancing the speaking skill. By the end of the dissertation in hand, a set of pedagogical recommendations are suggested.

### List of Tables

Table 1: Students' Gender.....	58
Table 2: Students' Attitudes towards Speaking Skill.....	59
Table 3: Students' Evaluation of their Oral Performance in English.....	59
Table 4: The Frequency of English Language Use outside the Classroom.....	60
Table 5: The Frequency of Students' Participation in Class.....	61
Table 6: Students' View towards Classroom Atmosphere.....	62
Table 7: Students' Confidence in the Use of English.....	62
Table 8: Reasons for Students' Inability to Speak.....	63
Table 9: The Role of the Teacher.....	64
Table 10: Teacher- Learner Talk in Oral Expression Session.....	64
Table 11: Students 'Preferred Interaction Technique.....	65
Table 12: Teachers' Interruption for Students' correction.....	66
Table 13: Students' Evaluation of Fluency and Accuracy.....	67
Table 14: Students' Familiarity with Communicative Activities.....	68
Table 15: Students' Attitudes toward Classroom Interaction.....	68
Table 16: Students' opinion about the Effectiveness of Communicative Activities.....	69

Table 17: Teacher Adoption of Communicative Activities.....	70
Table 18: Raising Students' Awareness towards Communicative Activities.....	70
Table 19: Students' Attitudes towards Communicative Activities.....	71
Table 20: Students satisfaction about Interaction via Communicative Activities.....	71
Table21: Teachers' Gender.....	76
Table22: Teachers' Degrees.....	77
Table23: Teachers' Experience.....	77
Table24: Teachers' aims behind teaching a language.....	78
Table25: Teachers' points of views about the effect of language use on its learning.....	79
Table26: Teachers' attitudes towards teaching at University.....	79
Table27: Teachers' amount of talking.....	80
Table28: Teachers' amount of interaction with their students.....	81
Table29: Teachers' support of students' interaction.....	81
Table30: Students' enjoyment of interaction with each other.....	82
Table31: The use of communicative activities by teachers of OE.....	83
Table32: The main reasons behind using CA.....	84
Table33: The mot used CA by the teachers in teaching OE.....	85
Table34: The effectiveness of CA.....	86
Table 35: The difficulty of speaking skill.....	87

Table36: Teachers' evaluation of students' performance in OE.....	88
Table37: Teachers' main concern when teaching OE.....	89
Table38: Speaking difficulties.....	90
Table39: The variety of aspects that present speaking difficulties.....	91
Table40: Students' participation in Oral Expression.....	92
Table41: The main reasons behind students' difficulty to speak.....	93
Table42: Teachers' attitudes towards students' mistakes.....	93



### **List of Abbreviations & Symbols**

**%** Percentage

**CA** Communicative Activities

**CLT** Communicative Language Teaching

**EFL** English as a Foreign Language

**ESL** English as a Second Language

**FL** Foreign Language

**FLL** Foreign Language Learning

**FLT** Foreign Language Teaching

**L2** Second Language/ Foreign Language

**OE** Oral Expression

**SL** Second Language

**SLL** Second Language Learning

**TL** Target Language

<b>Table of Contents</b>	<b>Page</b>
Dedication .....	I
Acknowledgements .....	II
Abstract .....	III
List of Tables .....	IV
List of Abbreviations .....	VII
Table of Contents.....	VIII
General Introduction.....	1
1. Background of the Study.....	2
2. Statement of the Problem.....	2
3. Aims of the Study.....	3
4. Hypothesis.....	3
5. Means of Research.....	3
6. Structure of the Study .....	4

## **Chapter One: The Effectiveness of Communicative Activities in**

### **Developing Speaking Skill**

Introduction.....	6
<b>Section One: Communicative Activities</b>	
Introduction.....	7
1.1. The Place of Communicative Activities in the Previous Methods.....	7
1.2. Communicative Language Teaching.....	8
1.2.1. Definition of Communicative Language Teaching.....	8

1.2.2. Principles of Communicative Language Teaching.....	9
1.2.3. Advantages and Disadvantages of Communicative Language Teaching...	11
1.3. Competence versus Performance.....	12
1.3.1. Communicative Competence .....	14
1.4. Communicative Activities.....	15
1.4.1. Definition of Classroom Communication.....	15
1.4.2. Interaction as part of classroom Communication.....	16
1.4.3. Types of Interaction .....	17
1.4.3.1 Teacher - Learner Interaction.....	17
1.4.3.2. Learner – Learner .....	18
1.4.3.3. Teachers and Students' Amount of Talking.....	18
1.4.4. The Role of the Teacher .....	19
1.4.5. The role of the Student.....	20
1.5. Definition of Communicative Activities.....	21
1.5.1. Types of Communicative Activities.....	21
1.5.1.1. Problem Solving Activities.....	22
1.5.1.2. Discussions.....	22
1.5.1.3. Oral Report.....	23
1.5.1.4. Dialogues.....	24
1.5.1.5. Debates.....	25
1.5.1.6. Interviews.....	25
1.5.1.7. Games.....	26
1.5.1.8. Role plays.....	27
Conclusion.....	27

## Section Two: Speaking Skill

Introduction.....	30
2. Oral Communication.....	30
2.1. The Nature of Oral Communication.....	31
2.2. Background of teaching Speaking.....	32
2.2.1. Definition of Speaking .....	32
2.2.2. Function of Speaking.....	34
2.2.3. Importance of Speaking.....	36
2.2.4. The Speaking Sub skills.....	37
2.3. The Relation between Speaking and the Other Skills.....	38
2.3.1. Speaking versus Writing.....	38
2.3.2. Speaking versus Listening.....	39
2.3.3. Speaking versus Reading.....	40
2.4. Problems behind Students' Difficulty to Speaking.....	40
2.4.1. The Fear of Making Mistakes.....	41
2.4.2. Shyness.....	41
2.4.3. The Use of Mother Tongue.....	42
2.4.4. Anxiety.....	42
2.4.5. Lack of Confidence.....	43
2.4.6. Lack of Motivation.....	43
2.4.7. Risk Taking.....	45
2.5. Elements of Speaking.....	45
2.5.1. Language Features.....	45
2.5.2. Mental and Social Processing .....	47

2.6. Strategies used To Teach Speaking.....	47
2.6.1. Using Minimal Response.....	48
2.6.2. Recognizing Scripts.....	48
2.6.3. Using Language to speak about language .....	49
2.7. The Characteristics of Speaking Performance	49
2.7.1. Fluency.....	50
2.7.2. Accuracy.....	51
2.7.3. Vocabulary.....	52
2.7.4. Pronunciation.....	52
2.7.5. Grammar.....	53
Conclusion.....	54
Chapter one: conclusion	55

## Chapter Two: Research Methodology and Data Analysis

Introduction	56
1. The Students' Questionnaire.....	56
1.1 .The Sample.....	56
1.2. Description of the Questionnaire.....	56
1.3. Analysis and interpretation of the Results.....	58
Discussion.....	72
2. Teachers' Questionnaire.....	74
2.1. The Sample.....	74
2.2. Description of the Questionnaire.....	74
2.3. The Analysis and interpretation of the Results .....	76
Discussion.....	95
Conclusion.....	95
General Conclusion.....	96
Pedagogical Recommendations.....	97
Limitations of the Study.....	98
List of References.....	99
Appendices.....	103
Appendix I.....	104
AppendixII.....	109
Résumé.....	114
الملخص.....	115

### **General Introduction**

1. Background of the Study
2. Statement of the problem
3. Aim of the study
4. The hypothesis
5. Means of research
6. Structure of the study

### 1. The Effectiveness of Communicative Activities in Developing Speaking Skill

In teaching, today's professional interest is on the development of students' speaking proficiency in foreign language class. In general success is shown through the speaking ability which requires special abilities to be mastered that is why for learners who are studying English in a non-native setting, it is important to experience real communicative situations in which they will learn how to express their own opinions, and develop their oral fluency and accuracy which are crucial for the success of foreign language (FL) communication. Communicative activities (CA) then, are essential and useful as educational techniques used to develop students' speaking skill.

The use of communicative activities (CA) plays a significant role in the process of S/ F language learning because it creates and provides students' with opportunities to practice and use the language with focusing on students' realistic communication that is to say to encourage the students to develop their language skills and particularly speaking skill and to help them interact in English in real life situation rather than learning grammar rules and vocabulary lists. The teachers' role then, is to encourage the students to do most of the talk and to get all of them involved in a wide range of communicative activities to activate and develop their speaking, since this skill requires a lot of practice and experience to be developed.

### 2. Statement of the problem

Communicating effectively is the ultimate goal of English Foreign Language (EFL) learners. Yet, many of them face difficulties to develop their speaking skill. Although they have learned English for many years, the majority of them are still unable to use it in communicative situation "They sometimes hesitate, repeat themselves, stutter or make



slips of the tongue” Clarck and Clarck (1977, p. 6). That is why Littlewood (1991), suggested that the use of communicative activities in EFL/ ESL learning is considered as an effective way to engage learners and help them to develop their speaking skill in natural contexts.

- Does the use of communicative activities lead to the development of learners' speaking skill?
- What types of communicative activities are used to develop learners' speaking skill ?

### **3. Aims of the study**

This research aims at

- Investigating whether the use of communicative activities is effective in developing speaking skill
- Investigating teachers and students' attitudes towards the use of communicative activities

### **4. The hypothesis**

Our hypotheses are the following:

- If teachers use communicative activities to teach oral expression, their students speaking skill will be developed.

### **5. Means of Research**

The present study is concerned with second year LMD students of English and teachers of Oral expression at Mohamed seddik Ben Yahia University. Concerning data collection two questionnaires are handed out; the first one is displayed to teachers of oral expression

to investigate their attitudes towards using communicative activities as a strategy to develop learners' speaking skill.

The second questionnaire is devoted to second year LMD students to find out whether they are aware of the importance and value of these communicative activities in developing their speaking skill

## **6. Structure of the study**

The present dissertation consists of two main parts a descriptive part which includes one chapter about the related literature, and an empirical part which includes one chapter which is concerned with the analyses of the data obtained from teachers and students questionnaires.

Chapter one is divided to two sections. Section one is entitled Communicative Activities. It deals with a review of communicative language teaching, its principles, advantages and its shortcoming, classroom interaction and its two main types, teachers' and students' roles, a review of the notion of competence and performance and finally, the definition of communicative activities and its diverse types used to develop students' speaking skill.

Section two is devoted to the speaking skill. It generally deals with a variety of issues related to speaking skill. First, the nature of oral communication, then a historical background of teaching speaking, its importance, functions, sub skills, elements, different strategies used by teachers to teach speaking and the relationship between speaking and other language skills. Finally, we have shed light on the main characteristics of speaking performance and the main reasons behind students' difficulty to speak.

Chapter two is about data analysis. After collecting the needed data from both teachers and students questionnaires, they are analyzed to show the importance of communicative

activities in developing learners' oral production. The analysis is considerable in refuting or confirming the set hypothesis. It answers questions previously asked.

## **Chapter One: The Effectiveness of Communicative Activities in Developing Speaking Skill**

### **Section One: Communicative Activities**

#### Introduction

##### 1.1. The Place of Communicative Activities in the Previous Methods

##### 1.2. Communicative Language Teaching

###### 1.2.1. Definition of CLT

###### 1.2.2. Principles of CLT

###### 1.2.3. Advantages and Disadvantages of CLT

##### 1.3. Communicative Competence

###### 1.3.1. Competence versus Performance

##### 1.4. Communicative Activities

###### 1.4.1. Definition of Classroom Communication

###### 1.4.2. Interaction as part of classroom Communication

###### 1.4.3. Types of Interaction

###### 1.4.3.1 Teacher - Learner Interaction

###### 1.4.3.2. Learner – Learner

###### 1.4.4. The Role of the Teacher

###### 1.4.5. The role of the Student

##### 1.5. Definition of Communicative Activities

###### 1.5.1. Types of Communicative Activities

###### 1.5.1.1. Problem Solving Activities

###### 1.5.1.2. Discussions

1.5.1.3. Oral Report

1.5.1.4. Dialogues

1.5.1.5. Debates

1.5.1.6. Interviews

1.5.1.7. Games

1.5.1.8. Role Plays

Conclusion

## **Chapter one: the Effectiveness of Communicative Activities in Developing Students'**

### **Speaking Skill**

#### **Introduction**

Speaking is a productive skill which needs more and more practice to obtain a sense of competence and mastery of the language. The ultimate challenge of English language teachers is to develop students' ability to use language for interactive goals. The latter requires them to provide students' with necessary exposure. Communicative activities are the effective strategy that allow students' to experience real communicative situations in which they will learn how to express their own views and opinions and develop their oral fluency and accuracy which are very essential for the success of FL communication. In short, CA offer opportunities for practicing and assessing the speaking abilities.

## **Section one: Communicative Activities**

### **Introduction**

Communicative activities have been considered important in the field of language learning. CA require students to communicate with each other and provide them with opportunities to use the language in a wide variety of contexts. The use of such activities is considered an effective way for developing students' language skills and particularly the speaking skill. In this section, we shall deal with the use of CA as a strategy to develop students' speaking skill, starting with a brief definition of CLT and its principles, since CA is one type of its framework. Then, we will define what is meant by communication, and interaction as a part of classroom communication and its two types, in addition to the role of the teacher and the student, and finally we will deal with the definition of CA and its various types used in EFL classes.

### **1.1. The Place of Communicative Activities in the some famous Methods**

Grammar translation method was called the classical method, as it was used firstly to teach the classical languages: Latin and Greek (Freeman: 2000). It highlights the learning of vocabulary items and of the grammar rules via memorization; reading and writing are the prior skills and much less attention is given to speaking and listening as (River, 1968, p.17) said:

Little stress is laid on accurate pronunciation and intonation, communication skills are neglected; there is a great deal of stress on knowing rules and exceptions, but little training is in using the language actively to express one's meaning

Hence, grammar translation method was criticized because the process of memorizing a set of grammar rules and a list of isolated words is not sufficient to know a language. In

addition, this method relies too much on translation, which led to inference and no appreciation of communicative skills

(Cook, 2003, p.32) pointed out: "Success was measured in term of the accurate use of grammar and vocabulary rather than effective communication."

The direct method attempted to focus more on the use of target language in teaching foreign language. It teaches foreign language without any resort to the mother tongue. The main assumption of this method is that the priority is given to speech and oral skills. Lado (1964) stated that the direct method assumption is based on the idea that a child learns a second language by being exposed to it the same way as when learning his mother tongue. However, the direct method was also criticized because all the language tasks were classroom based and has no relation to real life situations and thus the learners were not effective communicators

In the Audio lingual method (AL) the orientation is towards accuracy in the use of oral and aural skills. Second language is the main language used to conduct the lesson and grammar is taught implicitly. Errors are corrected immediately and directly. The practice of activities relies on the repetition of sentences following a particular pattern. The teacher's role involves less talking than in grammar translation, he is a source of instruction, and he controls what happens in class. Learning materials tend to be grammar focused. The text written for language teaching purposes is preferred over the authentic text

## **1.2. Communicative Language Teaching**

### **1.2.1. Definition of CLT**

Despite the various changes the foreign language teaching has witnessed, the teacher's aim remains stable; getting students communicate spontaneously using the target language.

Theoreticians were pretty much concerned about the effective method to teach foreign language. They put forward several methods to facilitate the process of learning and teaching the foreign language, yet our concern is on communicative language teaching.

CLT has made language teaching more communicative and effective. Different linguists and educators define CLT in different ways. According to Wikipedia; the free encyclopedia, “communicative language teaching (CLT) or the communicative approach is an approach to language teaching that emphasis interaction as both the mean and ultimate goal of study.” According to Richard & Rodgers (2001) communicative language teaching is best considered as an approach rather than a method. It refers to a diverse set of principles that reflect a communicative view of language and can be used to support a wide variety of classroom procedures. According to Littlewood (1981) communicative language teaching means systematic attention to functional as well as structural aspects of language; combining these into a more fully communicative view. The primary focus of CLT is on language use rather than language usage. Sarasdy et al (2006, p. 22) stated that: “when we communicate we use language to accomplish some functions such as arguing, persuading, and promising we carry out these functions with a social context.” Larsen Freeman (2006) stated that CLT aims at making the communicative competence central and of great importance; he adds that CLT concentrates largely on the speaking form of English. Even though the spoken form is an important part, reading, writing, and listening are also focused on. According to Long (1991), CLT draws the learner attention toward not only communication and fluency, but grammar, pragmatics, spelling, pronunciation and punctuation as well.

### **1.2.2. Principles of Communicative Language Teaching**

Here are the six principles of CLT as identified by Brown (2001, p. 43):



-Classroom goals focus on all the components (grammatical discourse, functional, sociolinguistic, and strategic) of communicative competence. That is to say the linguistic knowledge is insufficient for EFL learners to command target language. Learners need to combine all the four components of communicative competence to be able to communicate effectively.

- Language techniques are designed to engage learners in pragmatic, authentic, functional use of language for meaningful purposes. It means that the various exercises, activities, or tasks used in language classroom encourage the learners to use the language for meaningful purposes.

- Fluency and accuracy are seen as complementary principles underlying communicative techniques. At times fluency may have to take on more importance than accuracy in order to keep learners meaningfully engaged in language use. In other words, fluency and accuracy are equally focused, however, fluency is sometimes given more importance since the main concern of CLT is getting students communicate in a meaningful context. Students' errors are tolerated. They are believed to be the result of the development communicative competence

Students in a communicative class ultimately have to use the language productively and receptively, in unrehearsed context outside the classroom. That is to say, the classroom activities should equip the students with the skills needed in real life situations.

Students are given opportunities to focus on their own styles of learning and develop appropriate strategies for autonomous learning. That is students are invited to take responsibility of their own learning which help them to develop strategies for automaticity and to adopt the learning styles that fit them.

The role of the teacher is that of a facilitator and a guide. In other words, the teacher implicitly directs the learners' learning process. He establishes situations in which spontaneity develops. The students resort to the teacher if they need further clarification or they have deficient vocabulary.

### **1.2.3. Advantages and disadvantages of CLT**

Nowadays, communicative language teaching has become one of the basic teaching/ learning approaches, "The goal of CLT is to enable students to communicate in the target language" (Freeman, 2000, p. 100). CLT does not only focus on the mastery of the target language elements, but also on the use of the target language communicatively.

The implementation of CLT in teaching/ learning process has brought a lot of advantages in addition to disadvantages to the field of English language Learning.

#### **1.2.3.1. The advantages of CLT**

According to Freeman (2000), the use of communicative language teaching as an approach has brought some significant advantages to the English learning process

- CLT stimulates students to improve their communicative ability using English by themselves
- During classroom activities, the teacher's role is to facilitate the students activities and to encourage them to communicate and interact among themselves to solve those activities
- CLT contexts are based on realistic situations, that is why it engages and involves students in realistic communication using English language. In other words, CLT is based on the use of a wide variety of classroom activities that are based on real circumstances such as role plays, problem solving activities, discussion, interviews

and so on to stimulate a variety of real life contexts, and to help the students to develop English language use in realistic situations.

- The focus is on the interaction between student-student rather than the traditional education process where such interaction is too limited.

#### **1.2.3.2. The disadvantages of CLT**

According to Richards and Rodgers (2001), in addition to the different advantages, there are some disadvantages that are stated in the field of foreign language learning

- The focus is much on oral skills neglecting reading and writing skills, and also emphasizing meaning over form
- The use of inductive teaching rather than of the deductive one to explain; teachers do explain language elements indirectly which may lead to the students' misunderstanding
- CLT activities need a lot of output. But if students do not have sufficient background or knowledge about the activities, teachers have to provide them with different models to support the communicative activities
- CLT approach is not suitable with large classes
- Students with low levels of proficiency find it difficult to participate in oral communication

CLT is not effective in teaching English as a foreign language since English is not used in daily life situations, but only within the classroom context

### **1.3. Competence versus Performance**

The difference between competence and performance is established by Chomsky (1965); he states that "we thus make a fundamental distinction between competence (the

speaker-hearer knowledge of the language) and performance, the actual use of language in concrete situations (cited in Brown, Malnkjar, & Williams, 1996, p.2).

In other words, “competence refers to the linguistic system or grammar that an ideal native speaker has internalized whereas performance mainly concerns the psychological factors that are involved in the perception and production of speech” (Canal and Swain, 1980; cited in Renner, 2003, p.4)

Competence in language (in generative grammar) as it is defined in Longman dictionary of applied linguistics (2002, p.94) refers to the deductive system of rules that a person's knowledge of language is made up of. This means a person's ability to produce and understand sentences either sentences they have heard or not, knowledge of what are and what are not sentences of a particular language, and the ability to recognize vague and irregular sentences. In contrast, performance is defined as the actual use of language, how an individual uses his knowledge in creating and understanding sentences. As an instance, people may have a competence to produce infinitely long sentences but when they try to use this knowledge (to perform) they face many break downs and difficulties, or their audience may get bored or forget what has been said if the sentence is too long. In second and foreign language learning, a learner's performance in a language is often considered an implicit reflection of his competence (p.392).

### **1.3.1. Communicative Competence**

Linguistic competence is widely regarded as the sole concern of teaching English as a foreign language; the mastering of phonemes, morphemes, words, and grammar patterns is all what is required for an effective communication.

In the 1970's the notion of communicative competence was introduced by the American sociolinguist Dell Hymes. Hymes focused on the ability to use the language efficiently in social cultural contexts since speech happens in real time. He argues that linguistic knowledge is not enough for EFL learners. It is useless without the rules of use. (Cunningsworth, 1983, p. 8) said that "Rules of use without which the rules of grammar would be useless". (Hymes, 1972) as cited in (Brown 2007:8) noted that communicative competence is "The aspect of our competence that enables us to convey and interpret messages and negotiate meaning interpersonally within a specific context."

There are many models of communicative competence such as the framework of Bachman, (1990); Hedge, (2000:44-6); Brown, (2007), Canal and Swain (1980); and Sauvignon (2000).

They all stated that communicative competence is composed of four components: grammatical competence, socio-cultural competence, discourse competence, and strategic competence.

- **Grammatical Competence**

Brown said that grammatical competence "encompasses knowledge of lexical items and rules of morphology, syntax, sentence-grammar, semantics, and phonology" (2007, p.219; Swain, 1998, p. 29) Sauvignon said that grammatical competence requires both the mastery and the ability of using grammatical rules (2001)

- **Strategic Competence**

It is the use of communicative techniques within a defined context. Actually Swain (as cited by Sasody, Benecze, Poor, and Vanday, 2006) claimed that strategic competence includes "communicative strategies that may be called into action either to enhance the effectiveness of communication or to compensate for breakdowns". That is strategic

competence is used to solve and restate the misunderstood or ambiguous speech while communicating.

- **Sociolinguistic Competence**

Savignon( as cited in sarady, Beneceze, Poor, and vanday, 2006) stated that sociolinguistic competence requires “an understanding of social context in which language is used: the roles of participants, the information they share, and the function of interaction. Only in a full context of this kind can judgments be made on the appropriateness of a particular utterance”

- **Discourse Competence**

It deals with the ability to understand and express an individual in a given language; that is to connect sentences in stretches of discourse to produce a meaningful product through series of utterances

(Brown, 2000, p.277) stated that “Discourse means everything from simple spoken conversation to lengthy written text (articles, books, and the like), while grammatical competence focuses on the sentence –level grammar, discourse competence is concerned with intersentential relationship

#### **1.4. Communicative Activities**

Oral communicative activities are very helpful especially for overcrowded classes; they defeat students' feeling of shyness and fear. Communicative tasks are those activities induced by the teacher to promote students' interaction and ensure a better development for their production. Teachers believe that through the communicative activities students get ready to use the language in real life situation and that these activities improve automaticity in them.

#### **1.4.1. Definition of Communication**

CLT is concerned with the communicative process, how learners receive and convey information. According to Luneburg (2010), communication is the process of exchanging information between two or more members within a given context. Communication is one of the responsibilities of teachers working with English language learners to enable them to communicate effectively. Students then are required to use meaningful purposeful utterances and not manipulating language forms and structures for their own sake. Learners are free to say whatever they want, when they want; errors are considered as sign of active learning. Savignon and Sandra (1972): “communicative competence is not the rapid fire exchange of linguistically accurate complete sentences. It is sometimes slow, sometimes painful, sometimes non-verbal exchange of thoughts between human beings.” (page)

#### **1.4.2. Interaction**

Interaction is of crucial importance in the process of FL/SL learning and teaching. Interaction is highly recommended in classrooms because it is the context where the learners are given the opportunity to practice the target language. (Swain, 1985, p.283) stated that: “interaction allows the learner to practice the target language, thus enhancing fluency; to test hypothesis about structural points and to reflect metalinguistically.”, that is students are encouraged to try out structures they have learned when communicating and make necessary changes either by confirming or modifying. It also offers training for a more fluent production

The term classroom interaction requires at least the involvement of two people who share a list of signs and semiotic rules. (Wagner, 1994, p.8) defines the concept of interaction as “reciprocal event that require at least two objects and two actions. Interaction occurs when these objects and events influence one another” Therefore, there is a natural influence through decoding and encoding the message in order to achieve communication.

Allwright and Breen (as cited in Chaudron 1988) stated: interaction is viewed as significant because it is argued that:

- a- Only through interaction the learner can decompose the target language structure and derive meaning from classroom event.
- b- Interaction gives learners the opportunities to incorporate target language structures into their own speech.
- c- The meaningfulness for learners of classroom events of any kind whether taught as interaction or not will depend on the extent to which communication has been jointly constructed between the teacher and the learner

### **1.4.3. Types of Interaction**

Thurmond (2003, p. 120) stated that “The learners’ engagement with the course content, other learners, the instructor and the technological medium used in the course. True interaction with other learners, the instructor, and technology results in reciprocal exchange of information. The exchange of information intended to enhance knowledge development in the learning environment”. According to Thurmond, there are four basic types of interaction: learner-content interaction, learner-learner interaction, learner-teacher interaction, and learner-technology interaction. Our main concern in classroom communication is only on the two well known types; learner-teacher interaction, and learner-learner interaction.

#### **1.4.3.1. Teacher-Learner interaction**

This type of interaction has received a great deal of importance from teachers in a wide range of disciplines, as it is widely considered as essential by educators and students alike. This interaction type includes three tasks to be performed by the instructor (teacher): to stimulate interest and motivation; to organize application of students learning; and to support and encourage each learner.



Lessons where students have multiple opportunities to communicate with the teacher are essential for effective construction of students' knowledge, by welcoming curiosity and encouraging students to raise their own questions and developing their level of discussion "The teacher must create a climate in which spontaneity can thrive, in which unrehearsed language can be performed and in which the freedom of expression given over to students makes it possible to predict everything that they will say and do". (Brown, 1994, p. 167).

The interaction between the teacher and the learner helps the educators view classroom through common lens and discuss them using a common language, providing support for improving the quality of teacher-students interaction, and, ultimately, students' learning. This interaction or communication between the students and their instructor serves as a connection between the two, which provides a better atmosphere for classroom environment "Academic achievement and student behavior are influenced by the quality of the teacher and student relationship" (Jones & Lewis 1981, p. 95).

#### **1.4.3.2. Learner-Learner interaction**

Theories of learning maintain that knowledge is actively constructed and skills are improved through interaction between learners. This type of interaction occurs as learners share information with their peers and receive feedback.

ESL/ EFL classes where students have opportunities to communicate with each other help them to construct their knowledge, by emphasizing the collaborative and cooperative nature of work. Students share responsibility of their learning with each other "Learners are expected to help each other to discuss and argue each other to assess each other's current knowledge and filling gaps in each other's understanding" (Slavin, 1995, p.100).

Classes that have more focus on student-student interaction provide multiple opportunities for students to discuss ideas in small groups or peer to peer and may support

a whole class communication, because encouraging peer to peer, or group communication is just as essential to prevent a boring, repetitive and isolating learning environment.

Therefore, learner-learner interaction can be an important factor of cognitive development educational achievement of students and the development of social competencies. That is why teachers must encourage interaction between learners as an effective way to make them active learners rather than passive ones.

#### **1.4.3.3. Teachers and Students' Amount of Talking**

According to Second language acquisition theories, both teachers and students should participate in language classes actively. Especially, in communicative English as foreign language classes students need more opportunities to practice their target language so teachers should reduce their talk to 20 % to 30 % of the class time, and students talk time should be around 70 % to 80 % during lesson time. According to Nunan , 1991( as cited in Davidson and Tsegaye) excessive teacher talk should be avoided and total teacher talk should not take up the majority of the class, as this will not provide students with enough opportunities for language production.

However, researches on the first and second language have shown that teachers tend to dominate classroom discourse, speaking for approximately 60 % to 70 % of the total talk. As a result teachers talk makes the learners passive participant and discourage interaction; and too much teachers talk also minimizes students learning autonomy and they do not want to take any learning responsibility. ( Darn, 2007) (as cited in Davidson and Tsegaye).

#### **1.4.4. The Role of the Teacher**

In the traditional classroom, the teacher was the only authority and the all knowing leader whose task is to transmit information to students. However, In the learning centered

classroom the teacher dominance lessens, however, he has adopted some facilitative roles which have been identified by Harmer (2001, pp.58-63) as follows:

- **Controller**

When teachers act as controllers, they are in charge of the class and of the activity taking place in a way that is different from a situation where students are working on their own in groups. Controllers take the role, tell students things, organize drills, read aloud, and in various other ways exemplify the teacher-fronted classroom.

- **Organizer**

One of the most important roles the teacher has to perform in that of organizing students to do various acts. This often involves giving students' information, telling them how they are going to do the act, putting them into pairs or groups, and classing down when it is time to stop.

- **Assessor**

One of the things students expect from their teacher is an indication of whether or not they are getting their English right, this is where teachers act as assessors, offering feedback and correction and grading students in various ways.

- **Prompter**

Sometimes when students are involved in a role play activity, they lose the thread of what is going on, or they are 'lost for word', that is, they may still have the thread but unable to proceed for a lack of vocabulary).

- **Resource**

Students might ask how to say or write something, or what a word or a phrase means, they might want to know information in the middle of the activity or they might want information about how to look for something. This is where teachers can be one of the most important resources they have.

- **Tutor**

When students are working on a longer project, such as pieces of writing or preparation for a talk debates, teachers can act as tutors, working with individuals or small groups, pointing them in directions they have not yet thought of talking. In such situations, teachers are combining the roles of prompter, and resource, acting as tutor.

- **Observer**

Teachers need to observe what students do so that they can give them useful and individual feedback and to judge the success of different materials and activities that they take into lessons so they can make changes in the future.

#### **1.4.5. The Role of the Student**

According to Jones (2007) students are involved in the learning process. They are active and autonomous. They are responsible for directing their own learning toward a shared goal. They cooperate to enhance their language skills and ameliorate their English. They may work individually-preparing for a listening or a written task, doing a grammar or vocabulary exercise-as they may work in subdivisions (pair or group work) comparing, discussing, reacting, and giving feedback to each other. They also interact with the teacher and the class via questioning and answering. In other words, students are expected to dominate the speaking floor as they speak, express, explain, share, and react enthusiastically. They use English spontaneously in realistic situations. Students are

expected to create a healthy atmosphere where all the participants share and benefit from the discussion

The teacher here is a co-communicator with little or no dominance.

### **1.5. Definition of Communicative Activities**

With the emergence of communicative language teaching, began a movement away from traditional lessons where the focus was on the mastery of different items of grammar toward the use of a wide range of communicative activities in realistic contexts.

Communicative activities include a variety of activities that encourage and require a learner to speak with and listen to other examples of such activities are pair work activities, discussions, role plays, debates and so on. They have real purposes; to find out information, to talk about you, and to learn about the culture of the language that the student is learning. According to Moss and Feldman (2003), research on second/foreign language learning suggests that more learning takes place when students are engaged in relevant tasks within a dynamic learning environment rather than in traditional teacher-centered teaching.

The use of communicative activities in SL/FL learning and teaching is considered as an effective way of engaging learners and helping them to develop their speaking skills in natural contexts [Littlewood, 1981], they encourage learners to improve their language skills in a personalized way and help them to interact in English in real life situations rather than learning English grammar rules and word lists.

Communicative activities are then, about allowing students to practice more and to relate language to their own realities, they focus on students' realistic communications. The more practice and success students have using English, the better their motivation to learn.

### **1.5.1. Types of Communicative Activities**

Communicative activities come in a range of different formats and require a range of useful interaction that supports the development of oral language between learners. They are designed to be lively, interactive, and fun. When students are comfortable they are likely to learn more. (An active cooperative class is a class where a great deal of social and linguistics learning is evident.) Furthermore, communicative activities provide students with a variety of opportunities to hear and use language. These types of activities require learners to communicate with each other to complete a task and use specific target language at the same time.

#### **1.5.1.1. Problem Solving Activities**

Problem solving activities can be a great way to get learners develop their communication skills. Klippel (1985, p. 102) states that "Problem solving activities are 'Activities where the learners have to find solution to various types of problems'". In other words, it is a process in which students take what they know to discover what they do not know like puzzle games that are well known activities which make learners communicate and interact with each other to find solutions for a current problem. According to Scrivener (1999, p. 155) problem solving activities are well known in the field of foreign language teaching and many of these tasks make an interesting and enjoyable learning environment.

Problem solving tasks provide students with opportunities to use their acquired knowledge in meaningful, real-life activities and assist them working at high level of thinking.

#### **1.5.1.2. Discussions**

Through well prepared discussions activities teachers can encourage students to use the language, and create a supportive atmosphere that allows them to make mistakes

without the fear of embarrassment. According to Celce (2001), discussions are a famous activity in the classroom context where students are introduced to a topic via listening and / or reading passages. The learners then are divided into sub-groups to discuss the topics as well as the related issues to arrive at a solution or a response. This will contribute to their self confidence as speakers and to their motivation to learn more. Grouping students has a clear effect on the discussion results. Some teachers may depend on specific criteria while grouping. However, there are no clear basics for grouping students.

Students should have a clear overview about the discussed topic, the aim of discussion and the product intended from the current discussion. In other words, pre-and post-guidance is recommended. Learners usually find discussions enjoyable and a source of relief from routine activities and they allow them to practice the language they have learned "Discussion is thus providing a context for a wide range of communicative functions and domains of meaning". (Littlewood, 1981, p. 34-35). Cristopher and Lan ( as cited in Celce, 2001) believe that students will be more involved with and motivated to participate in discussions if they are allowed to select discussion topics and to evaluate their peers' performance.

#### **1.5.1.3. Oral Reports**

Clarck, ET al. 1997 (as cited in Weir, ET al.2003) state that "Oral presentation is advocated as valuable elicitation task for assessing speaking ability by a number of prominent authorities in the field".

Oral report is a flexible activity that can be realized in different modes. It leaves the floor for the learner a long turn by his own with no external intervention. That is to say, the presenter does not face obstacles that result from cooperative production where there is a mutual effect on both partners' performance. Prepared presentations have positive

psychological effects on students and more beneficial outcomes for both the speaker and the listener “ Prepared talks represent a defined and useful speaking genre, and if properly organized, can be extremely interesting for both speaker and listener”.(Harmer, 1991, p. 274). In the other hand, free talks are not less important than the prepared ones. However, they still challenging tasks for foreign language students “It is challenging to have to give immediate and articulate opinions in our language”. (Harmer: 1991, p. 275).

#### **1.5.1.4. Dialogues**

Dialogues are useful activities for a wide range of purposes. Dialogues are not new-born techniques in the field of foreign language teaching and learning, they have been used in developing learners' different language skills.

Dialogues activities involve learners in a form of conversation and collaborative learning where they interact in pairs, groups, or even with the whole class. Its use as a communicative activity in foreign language classrooms proved to be an effective way to get students to communicate in a friendly atmosphere and to practice their target language with the emphasize on both the accurate expression and the appropriate use of forms in a specific social context. Therefore, students need to be aware of the different purposes behind the use of dialogues in addition to the different contexts where dialogues are to be used “ L earners, should, therefore, be clear about who is speaking to whom, about what, for what purposes, it is also important to heighten learners' awareness of how dialogue is structured, of ways of opening, maintaining and closing a conversation, and of the strategies used by speakers to negotiate meaning so that their efforts at communication achieve the desired result” .(Sheil, 1993, p. 154)

Walsh and Graham(1996, p. 25) state that there are two ultimate goals behind the teaching of dialogues. First is the use of meaningful dialogue in classroom settings so that



learners can adopt it in situations outside the classroom. Second is that those learners get intensive practice of different language patterns in the form of dialogues.

#### **1.5.1.5. Debates**

Evidence has shown that debating activities in school can be contributed to a wider range of outcomes that work towards developing more confident and well rounded individuals.

Broadly speaking, a debate can be described as a formal discussion where two opposing sides follow a set of pre-agreed rules to engage in an oral exchange of different points of views on an issue. According to Wikipedia the free encyclopedia “debate is a method of interactive and representational arguments”. In other words, debates are opened for students to present a wide range of arguments; each speaker will have the chance to present detailed information concerning his point of view.

Debates are flexible activities which can be administered in a variety of formats. When planning for a class debates the teacher has to consider some variable particularly the maturity of his students, the available time, and the size of the class. According to Speech and Debate Union “Debates often involve two teams of two people speaking in a specific order; this is just one type of debate. The process is infinitely variable and whatever works in your class is fine”.

#### **1.5.1.6. Interviews**

In foreign language classroom teachers use interviews as part of communicative activities where students exchange information in a series of questions and answers about themselves or about their opinions, beliefs, and attitudes towards a given phenomenon.

Petra Solcova (2001, p. 87) asserted that

Interviews can be motivating especially if they involve personal experience or opinion sharing a fact which means that learners engage in interaction that interests them.

Interviews can have a simple outline, such as providing learners with questions they can choose from to interview others in pairs, groups or open-class setting. They can also involve learners in taking notes of learners' answers in a creative way such as completing a map of one's life or filling in a questionnaire which learners discuss together. Learners can also conduct interviews on selected topics asking various people questions which they prepared themselves

Interviews, therefore, appear in many different formats some of them may be more familiar to the foreign language students than others; they are multifunctional activities aim at enhancing students receptive skills as well as productive ones with emphasize on the speaking skill. Interviews develop a real sense of students' understanding of a situation because students speak in some depth. Klippel (1985, p. 24) notes that "In foreign language classroom interviews are useful not only because they forced students to listen carefully but also because they are so versatile in their subject matter".

The use of interviews activities in foreign language classrooms has several advantages such as increasing students' comprehension levels, providing a range of opportunities to improve students' listening skill and to develop oral proficiency, and increasing participation of quiet and shy students.

#### **1.5.1.7. Games**

Language learners need to make an effort through the process of learning to be able to repeat, understand and use newly acquired language in conversations. Games are said to be helpful and encourage learners to sustain their interest and work. According to Freeman (2000), language games are fun activities, they offer a considerable communicative training if they are designed in a suitable manner. Andrew wright, et al (2006) state that

games are considered as an effective way that allows students to express language rather than just learn it. They establish situations where language is expressed meaningfully and usefully. Games provide repeated appearance of a particular form or cause a much use of a particular language items. In addition, through games the meaning of language is obviously experienced and is better absorbed than learning lies on mechanical drills.

#### **1.5.1.8. Role plays**

The term role play generally refers to the use of a wide range of classroom activities to prepare students to take part in classroom interaction. Foreign language teachers classes adopt the role-play activity as an effective teaching strategy to motivate learners to use their language in communicative settings. Role-plays are mainly based on different scenes where the students project themselves into an imaginary situation in which they play an imaginary character or even a real-life scenario "Role-play often consists of a short scenes, which can be realistic 'as in acting out a shopping situation, or pure fantasy pretending to interview a Martian on TV'" (Klippel, 1985, p. 121).

All types of role-plays whether an imaginary scene or a realistic situation are of great benefits for learners to practice the use of appropriate language in different contexts, and provide motivation, enjoyment and satisfaction for both learners and teachers "Ultimate aim of role play, as of all speaking activities, is to involve learners in fluent and creative expression in a way which can and should be enjoyable". (Sheil, 1993, p. 158-160). According to Harmer (1991, p. 279), engaging students in different role plays can be a great way for developing not only accuracy but also spontaneity and fluency.

### **Conclusion**

The use of Communicative Activities is considered as an effective way in EFL classes to develop the students' speaking skill. These activities provide the learners with a range of

opportunities to practice their language through useful interaction among them, and encourage speaking and participating in the classroom. CA focus on the learners rather than the teacher; with reducing the teachers' amount of talking. CA are then, learners' centered.

## **Section Two: Speaking Skill**

### **2. Oral Communication**

#### **2.1. The Nature of Oral Communication**

#### **2.2. Background of Speaking**

##### **2.2.1. Definition of Speaking**

##### **2.2.2. Function of Speaking**

##### **2.2.3. Importance of Speaking**

##### **2.2.4. The Speaking Sub skills**

#### **2.3. The Relation between Speaking and the Other Skills**

##### **2.3.1. Speaking versus Writing**

##### **2.3.2. Speaking versus Listening**

##### **2.3.3. Speaking versus Reading**

#### **2.4. Problems behind Students' Difficulty to Speak**

##### **2.4.1. The Fear of Making Mistakes**

##### **2.4.2. Shyness**

##### **2.4.3. The Use of Mother Tongue**

##### **2.4.4. Affective Variables**

###### **2.4.4.1. Anxiety**

###### **2.4.4.2. Lack of Confidence**

###### **2.4.4.3. Lack of Motivation**

###### **2.4.4.4. Risk Taking**

#### **2.5. Elements of Speaking**

##### **2.5.1. Language Features**

##### **2.5.2. Mental and Social Processing**

#### **2.6. Strategies used To Teach Speaking**

2.6.1. Using Minimal Response

2.6.2. Recognizing Scripts

2.6.3. Using Language to speak about language

2.7. The Characteristics of Speaking Performance

2.7.1. Fluency

2.7.2. Accuracy

2.7.3. Grammar

2.7.4. Vocabulary

2.7.5. Pronunciation

Conclusion

## **Section two**

### **The speaking Skill**

#### **Introduction**

English language teachers are responsible for enabling students to communicate effectively. Teachers of oral expression must address this question: why is it so difficult to teach speaking skill?

To a large extent, it is because teachers are hopelessly attempting to teach in the classroom what is best learned outside it. The classroom, of course, is a convenient place for providing information and developing education skills. However, teachers' concern is not only to inform but also to develop learner's ability to use the target language for communicative purposes. In this chapter, we will deal with general issues about speaking; definitions of speaking, the nature of oral communication, and the speaking sub-skills. The relationship between speaking and the other skills. Then, we will discuss the reasons of students' difficulty to speak in English and some techniques for teaching speaking. The roles of the teacher in the process of teaching and assessing speaking are also considered.

#### **2. Oral Communication**

Teaching Oral communication is an important part of English language teaching process, mainly due to the fact that being able to express ourselves orally in English is of great importance and it is also because through oral communication students get to practice English a lot themselves. Moreover, oral communication does not require much planning it requires appropriate Para-linguistic features like tone, pitch, register, facial expressions, gesture and body language. Effective oral communication depends on the purpose of the message.

Oral communication should be used because it is simple, faster, more direct and more personal; it saves more time and creates efficiency.

### **2.1. The Nature of Oral Communication**

Oral communication is the ability to communicate and express yourself through words, while others may express themselves in writing. Communication ability is said to be the heart of speaking skills. It is involved in order to produce and receive information.

Byrne (1986, p. 08), states

“Oral communication is two way process between speaking and listening (or listeners) and involves the productive skill of speaking and receptive skill of understanding (or listening with understanding)”. In the process of oral communication both speaker and listener cooperate together to negotiate meaning with the context in which it occurs, including the participants, shared experience, physical environment, and the aim of speaking.

The interaction between the speaker and the listener is a complex process. The speaker encodes the message he wants to convey in appropriate language, the listener then decodes the message, however, the listener's interpretation does not necessarily fit the speaker's intended meaning. The listener is helped by prosodic features, such as stress and intonation as well as by facial expression and body movements such as gestures. However, sometimes speech is inappropriately structured and contains a lot of mistakes uttered by the students. The use of oral communication skills (productive and receptive skills) effectively leads to a successful development of interaction in English between both students and teachers; oral communication in classroom entails mainly interacting with peers and teachers. Developing students' oral fluency is mostly based on the effective preparation and organization of a wide variety of communicative activities by the teacher or even by the



learners themselves; the more it promotes spontaneous oral interaction the more oral fluency will be developed.

## **2.2. Background of teaching Speaking**

Speaking is “the process of building and sharing meaning through the use of verbal and non-verbal symbols, in a variety of contexts”. (Chaney, 1998, p. 13). Speaking is a crucial part of second/foreign language learning and teaching. However, for many years it was a neglected aspect, and only in the last two decades it begun to emerge as an important skill in the field of language teaching and learning.

The early approaches in language teaching such as the Grammar Translation Method, the primary focus was on reading and writing.”As reading and writing were considered to be the focus of language teaching, the ability to speak a foreign language was regarded as irrelevant”.(Prator, 1991, p. 11). However, with the emergence of the Direct Method Speaking was then made the primary focus for many years.

Once again speaking was emphasized in the era of the Audio lingual Method, this approach was popular for many years. It believed that through mimicry, memorization of drills and repetition of dialogues students will develop their speaking ability.

The Audio lingual Method was later on criticized for not providing learners with spontaneous use of the target language; its efficacy to achieve communication was questioned. This has led to the Communicative Language teaching where speaking is developed through the use of variety of communicative activities, and its primary goal is to achieve successful communication.

### **2.2.1. Definition of Speaking**

Speaking is the main tool for communication, thinking, learning in general, and learning a language in particular. Speaking is overvalued with the communicative language

teaching, the development of speaking comes at the first priority of the teaching and learning process as cited by Richards (2008, p. 19) "The mastery of speaking skills in English is the priority for many second or foreign language learners".

Speaking is an active skill that language learners should master with the other language skills; the ability to speak a language is synonymous with knowing that language. Speaking is defined as an interactive process of constructing meaning. According to Cora and Knight, (2000, p. 216) "Speaking is an act of performing and producing the oral language to convey a message in different situations and in appropriate context". That is to say, it is a process that involves producing, receiving and processing information. Its' forms and meanings depend on the context in which it occurs, the participants, and the purpose of speaking. (Burns and Joyce, 1997).

The spoken language is generally known as a complex process that involves sending and receiving messages through the use of verbal expressions, but it also involves non-verbal symbols such as tone of voice, stress, intonation, gestures and facial expressions of the speaker. All these characteristics are for a better communication process between the speaker and the listener.

In EFL/ ESL classes, it is through speaking that the students can concept, develop vocabulary, and improve and develop a variety of English structures as the basic component of learning. It is considered as a vehicle that links individuals and society, yet, it is viewed as the most challenging skill of learners Thornbury (2005, p. 208) claimed that "One frustration commonly voiced by learners are that they spent years studying English, but still cannot speak". EFL/ ESL learners often stammer when speaking English. This results from learners' lack of exposure to authentic English language environment that allow them to use English for communication and expression.

### 2.2.3. Functions of Speaking

The mastery of speaking skills in English is a priority for many EFL/ ESL learners. Learners base their success in learning English to successful development of their speaking skills. Speaking functions are divided to three important types in the human interaction.

- **As interaction**

Interaction here refers normally to what is known by 'conversation' between people and its' primary function is to develop social interaction; the focus is on the participants. These conversations are interactional with the purpose of establishing and maintaining relationships "It plays an important social role in oiling the wheels of social intercourse". (Yule, 1989, p. 169 ). Examples of interaction are greetings, small talks and compliment that people exchange among them to establish a comfortable zone of interaction. According to Richards (1990). The features of talks as interaction can be summarized as follow

- Has primary social function
- Reflects role relationship
- Reflects speaker's identity
- May be formal or casual
- Uses conversational conventions
- Reflects degrees of politeness
- Employs many generic words
- Uses conversational register
- Is jointly constructed

- **As transaction**

Language is used for communicating information therefore in this type of function it is message oriented where the accurate and coherent communication of the message is important, as well as determining the understanding of the message. The focus is on the message rather than on the participants in an interaction.

Talk is associated with other activities. For example, students may be engaged in hand-on activities [e.g. in a science lesson] to explore concepts associated with floating and sinking. In this type of spoken language students and teachers usually focus on meaning or on talking their way to understanding. (Jones, 1996, p. 14).

Speaking that serves a specific purpose tends to be long and involves some prior organization of content and use of linguistic devices to signal either the organization or type of information that will be given. (Basturkmen, 2002, p. 26). According to Richards (1990) the main features of talks as transaction are the following:

- It has a primary information focus
- The main focus is the message and not the participants
- Participants employ communication strategies to make themselves understood
- There may be frequent question, repetition, and comprehension checks
- There may be negotiation and discussion
- Linguistic accuracy is not always important

- **As Performance**

This type of function refers to as performance or public talk, when the speaker is delivering information in front of an audience such as morning talks and political speeches.

This type is characterized by following a recognizable format, including only necessary information with maintaining the importance of the topic, and the focus will be on form and accuracy. According to Richards (1990) the main features of talk as performance are the following:

- There is a focus on both message and audience
- It reflects organization and sequencing
- Form and accuracy is important
- Language is more like written language
- It is often monologue

#### **2.2.4. The Importance of the Speaking Skill**

In the traditional approaches of language learning and teaching, the speaking skills were neglected in many EFL/ ESL classrooms. Much attention was given to reading and writing. The Grammar Translation Method is one example. The communicative approach, however, insists on speaking where students interact verbally with each other. Learners are expected to dominate the classroom interaction whereas the teacher's talk is reduced. UR (2000, p. 12) states that "Of all the four skills [listening, speaking, reading and writing], speaking seems intuitively the most important: people who know a language are referred to as 'speakers of the language', as if speaking included all other kinds of knowing".

Language is a tool of communication. We communicate with each other, to express our ideas, emotions and vice versa. Communication takes place where there is speech without it there is no communication; generally EFL/ ESL learners are asked do you speak English. French Not Do you write English? This infers that people consider speaking and knowing synonymous Celce –Murcia (2001, p. 103) argues that for most people "The ability to

“speak a language is synonymous with knowing that language since speech is the most basic means of human communication”.

The importance of speaking in EFL/ ESL classes is that it is the only way that EFL/ ESL student is going to become proficient in the target language by continuous practice without the fear of making mistakes and being embarrassed. It is through speaking the learner informs, explains, requests, and discusses. The teacher's role then, is to create an environment where students feel comfortable speaking the language they are learning.

The importance of speaking can be also related to the development of the other language skills. Speaking can help students improve their reading and writing skills through developing their level of grammar and vocabulary. The ability to speak skillfully, provides the speaker with several advantages, besides improving student educational process, it can be a very important factor in developing his professional and personal life.

#### **2.2.5. The Speaking Sub-Skills**

Speaking has its own distinct sub-skills which are different from the other language skills. A foreign language learner has to interweave this range of skills and knowledge to realize an effective interaction. Finocchiaro and Brumfit (1983, p. 140) stated that learners have to:

- a. Think of ideas they wish to express, either initiating a conversation or responding to a previous speaking;
- b. Change the tongue, lips and jaw position in order to articulate the appropriate sound;
- c. Be aware of the appropriate functional expressions, as well as grammatical, lexical, and cultural features to express the idea;

- d. To be sensitive to any change in the 'register' or style necessitated by the person (s) to whom they are speaking and the situation in which the conversation is taking place;
- e. Change the direction of their thoughts on the basis of the other person's responses

A learner has to acquire these arrays of sub-skills of knowing what, how, to whom and when to say something. It is worth noting that the teacher role is to plan for activities that address the different skills by providing authentic practice that prepares students for real life communication.

### **2.3. The relation between Speaking and other skills**

The aim of EFL/ ESL teaching is the development of the speaking skills, in addition to the development of the other language skills. These skills are divided to two types; receptive skills (listening and reading) and productive skills (writing and speaking). The teacher role is to focus on the teaching of the four skills one skill at a time depending on the objective and the teaching method adopted to achieve it. According to Edge (1993, p. 106) "...analyzing the language into skills gives us more ways of meaningfully focusing our teaching and motivate our learners".

#### **2.3.1. Speaking and writing**

Speaking and writing are said to be completely different, writing unlike speaking is not simply a speech written down on a paper, it requires systematic instruction and practice. According to Brown and Yule (1983, p. 20) for a long time of its history; language teaching has been concerned with the teaching of written language. Written language is more restricted and generally follows a standardized form of grammar structure,

organization, and vocabulary. Whereas spoken language has dialect variation that represents a region.

A major difference between speaking and writing is that the spoken language is mainly based on the use of short informal sentences; that is while interacting with people the speaker does not use full and formal phrases to express his thoughts. He uses utterances rather than sentences. The spoken language is usually listened to by one or more individuals. It has an immediate reception; it has a special prosody such as stress, rhythm, pitch, pauses, intonation. It must be an immediate feedback for communicating directly. In the speaking process, the speaker has to pay attention to planning, and editing by channel. In written language however, the writer relies on formal language, he uses complete sentences to express his ideas; following a logical order with the correct use of punctuation and more important; avoiding spelling mistakes. The activity of writing has a delayed reception. There is no feedback or it is usually delayed or indirectly communicated. While writing, the planning is unlimited and there are often editing and revising in any part of the written language.

### **2.3.2. Speaking and listening**

The two oral skills (listening and speaking) are very much interconnected with each other, the success of one relies on the success of the other one "A carefully prepared L2 utterance is only a useful aid to communication if the speaker can deal effectively with the replies he receives. For the L2 learner in conversation, he needs to be skilled as both speaker and listener". Anderson and Lynch (1988, p. 15). So, for EFL/ ESL learner to be a proficient partner in conversations he needs to be skilled as both speaker and listener; the two skills play a major role in effective communication.



Listening is considered as a channel of learning a language. However, learners find listening difficult due to its complex process. The teachers' role, then, is to highlight the main reasons behind listening activities, to clarify to the learners its importance in developing different language skills; reading and writing not just speaking, and the important thing is that teachers should provide a wide range of opportunities for students to develop both set of skills 'listening and speaking' and to integrate them in conversations.

### **2.3.3. Speaking and Reading**

It is in fact , in the 1980's that researchers started to consider that reading is an important skill to acquire because of the importance the English language was taking as international means of communication, from that period on researchers started to give more emphasis the fact that reading is among the important skills to be thought . Reading was always considered as passive skill. Widdowson (1978, p. 57) did not share this idea "The main emphasis in language teaching has always been on the so called active skills which are speaking and writing whereas reading and listening are said to be passive." He mentions that this dichotomy is erroneous.

Certain reading specialists like Goodman (1971, p. 135) supported that "reading can be understood as an active purposeful and creative mental process where the reader engage in the construction of meaning through the text". Widdowson added reading is a kind of dialogue between the reader and the text, and the reading process is an interaction between both of them. Reading is now looked at as a cognitive activity which implies a certain amount of thinking on the part of the reader.

## **2.4. Problems behind students' difficulty to speak**

Speaking is the act of sharing information through the use of verbal and non-verbal symbols in a variety of contexts. Therefore, different researches have been conducted to figure out the main reasons behind students' inability to speak. Burns and Joyce(1997) (as cited in Nunan( 1999); Schwartz(2005); and Thornbury(2005) state that problems such as shyness, lack of confidence, lack of motivation, anxiety, and the fear of mistakes are types of a variety of factors that hinder students from speaking.

### **2.4.1. The fear of making mistakes**

In many ESL/ EFL classes, some students prefer or tend to be silent and keep their ideas to themselves simply because of the fear of making mistakes. As argued by many theorists, fear of mistakes becomes one of the main factors that hinder students from speaking English in classroom. Tsui as cited in [Nunan, 1999] adds that this fear is linked to the issue of correction and negative evaluation. In addition, this is also much influenced by the fear of being laughed at by other students or being criticized by the teacher. As a result, students commonly stop participating in the speaking activity. Therefore, it is important for teachers to convince their students that making mistakes is not a wrong or a bad thing but it is a natural thing in the learning process because they can learn from their mistakes.

### **2.4.2. Shyness**

Shyness is a personal feeling that many students suffer from at some time when they are required to speak in English classes. This indicates that shyness could be a real source of problem in students' speaking activities “ Shyness is one of those personal attributes which can be either embraced, detested, or simply accepted that is we can see it as a personal plus or as minus or as both as plus and minus”. (Robert, Dingman, 2012, p. 2),

that is to say shyness can be accepted and helpful, or it could be *negative* to the extent that it limits students' learning development.

Hughes and Robert (2010, p. 124) state that "Shy children may be perceived as having underdeveloped academic skills because of their lack of participation in classroom activities". Speaking in front of people is one of the more common phobias that shy students encounter and the feeling of shyness makes their mind go blank or that they forget what to say.

#### **2.4.3. The use of the mother tongue**

SL/FL students tend to use their mother tongue in classroom and outside classroom because it is easier for them and they feel comfortable when using it. According to Baker and Westrup (2003, p. 12) "Barriers to learning can occur if students knowingly or unknowingly transfer the cultural rules from their mother tongue to foreign language". Learners use their mother tongue due to the fact that they lack vocabulary in the target language, that is why students find it difficult to express their thoughts fluently and correctly, and they misuse words accurately in different contexts. This leads them to borrow words from their native language hence stopping them from developing their oral proficiency

#### **2.4.4. Anxiety**

According to Slavin (2006) anxiety is a common variable among the EFL learners and is seen as a great obstacle of FL achievement. But, that ambiguous feeling may be part of an individual personality, a natural state when the individual is placed under stress, or a combination of the former and latter. Slavin argues (2006) that anxiety is a two edges feeling that may be positive or negative. It has a curvilinear effect on learners' performance; low levels help, whereas high levels hurt.

Mandel (1999, p. 7) defined anxiety as “a natural state that exists any time we are placed under stress. Giving a presentation will normally cause some stress, when this type of stress occurs, physiological changes take place that may cause symptoms such as a nervous stomach, sweating, tremors in hands and legs, accelerated breathing, and/or increased heart rate.” That is anxiety is a natural feeling that appears once students are faced to a stressful activity and it can be recognized because of the physiological changes it causes.

Green (1991) noted that social anxiety affects behaviour. For example, when an individual feels anxious he tends to break eye contact, disengage and avoid communication settings.

#### **2.4.5. Lack of Confidence**

Self confidence is extremely important in almost every aspect of our lives. Particularly, in every one's success throughout the process of learning. Experts continuously debate whether students are successful because they are confident or they are confident because they are successful. Either ways it has been long agreed that confidence and academic success are linked.

Brown (2000, p. 62) summarized self confidence in the phrase « I can do it. » Self confidence involves the knowledge of one's self and self efficacy; students have to believe in their own capacities to successfully perform and gain positive outcomes.

Lack of confidence usually occurs when students realize that their conversation partner has not understood them or when they do not understand what other speakers are saying. In this situation students devalue themselves comparing to others, they would rather keep silent or even avoid interfering in a communication. Lack of confidence results in a negative educational experience as well as a decreased personal satisfaction. According to

Brown (2001) lack of encouragement from the teacher causes lack of confidence, that is why students do not find learning motivating and loose interest in the subject matter. In short, building students 'confidence is an important part of the teachers' attention; it plays a great role in learning success.

#### **2.4.6. Lack of Motivation**

Motivation is an essential element to success in SL/FL classes, that is to say, a learner has to want to do something to success at it, if not he will fail to make the necessary efforts for success. Harmer (1991, p. 98) defines motivation as "some kind of internal drive which pushes someone to do things in order to achieve something". So, motivation is an important component of effective instruction. Learners who have the will to learn can easily learn whereas students with low motivation cannot put the effort needed to learn complex materials. Salvin (2006, p. 136) adds that "Motivation is what gets you going, keeps you going and determines where you are trying to go". Motivation is an internal process that activates, guides, and maintains behavior over time.

In the other hand, lack of motivation in the learning process causes students hesitation to learn, and without sufficient motivation, even individuals with the most remarkable abilities cannot accomplish long term goals. In oral communication classrooms, Nunan (1991) (as cited in Lawties, 1999) says that success is measured in terms of the students ability to carry out a conversation in the target language , therefore, if students do not learn how to speak or do not get any opportunity to speak the language in classroom they may soon get de-motivated and lose interest in learning; uninspired teaching, boredom, and lack of knowledge about the goals of the instructional programme all these elements can cause lack of motivation. Nevertheless, if the right activities are taught in the right way, they can raise learners' motivation and make their English language classes fun and dynamic place to study English. Their motivation is likely to increase if students can see

how their process of classroom learning achieves *the objectives and helps them to accomplish success* “the development of communicative skills can only take place if learners have motivation and opportunity to express their own identity and to relate with the people around them”. (Littlewood, 1981, p. 93), one key to increase motivation is to use activities matched to the personalities, learning styles and characteristics of the learners as often as possible.

#### **2.4.7. Risk Taking**

Kahveman, Slovic, and Tursky ( as cited in Gass & Selinker, 2008) state that risk taking in students performance in speaking tasks can have negative results due to the fact that learner might be involved in a loss or failure situation. The concept of risk taking can be defined as the willingness to be risky in certain circumstances. Beebe (1983, p. 39) said that risk taking is “a situation where an individual has to make a decision involving choice between alternatives of different desirability; the outcome of choice is uncertain; there is a possibility of failure.”

The concept of risk taking is said to be associated with unfavorable conditions in oral communication. According to Dewalee & Turnham (1999) risk taking sacrifice accuracy for the sake of speed in speech production, and this may lead the learner to produce poor linguistic output. High levels of risk taking affect other areas, such as self esteem, which may put the learner in a valuable position

#### **2.5. Elements of speaking**

To speak a second language fluently and accurately, learners need to be able **to know some elements** that are crucial in developing this skill. Harmer (2001: 269-271) stated that these elements are of two types; language features that learners should have knowledge about, in addition to mental social processing of the language.

## **1-Language Features**

The elements necessary for the speaking production are the following:

### **A-connected speech**

It refers to the speakers' ability to produce and connect speech rather than producing individual phonemes. In the connected speech sounds may be omitted, added, modified, and weakened.

### **b- Expressive device**

English native speakers apply in their daily communication the phonological rules, pitch, stress, volume, and speed in addition to non verbal means such as facial expressions and body language. The use of these devices helps them to convey their intended meaning. Learners of a foreign or a second language need to master these features if they want to be effective communicators.

### **C-Lexis and Grammar**

The speech production of a learner is generally marked by the repetition of the same lexical items. Therefore, the teacher's role is to provide the learner with different phrases that carry varied functions, so they can apply them at various types of communication.

### **d- Negotiating Language**

Language negotiation can be of a great benefit for learners; while listening to others talks they generally tend to ask about clarification. Therefore, teacher needs to provide them with different expressions necessary for interaction that enable them to ask for the explanation easily from the speaker. Learners also need to produce a well performed

discourse if they want others to encode their speech as intended and to restate what they have been saying if they think that the audience has misunderstood them

## **2. Mental and Social Processing**

### **A-Language Processing**

It refers to the speaker's ability to process language in his mind and to be able to put it in coherent order so that the listener can be able to understand his message clearly. It involves the speaker's ability to retrieve information from his memory to use them when communicating with others

### **b- Interacting with Others**

In second or foreign language classes speaking mainly involve interaction between learners as peers or groups. This means that good speakers have to be able to listen and understand what others are saying and to react through taking turns or allowing other participants to do so.

### **C-Information Processing**

It is the ability to process the information the moment the speaker gets it. For a speaker to be an effective communicator, he should be able to respond to other's talk rapidly.

## **2.6. Strategies' Used to Teach Speaking**

Students often think that the ability to speak a language is the product of language learning, but speaking is also a crucial part of the language learning process. Effective instructors teach students speaking strategies - using minimal responses, recognizing scripts, and using language to talk about language - which they can use to help themselves



expand their knowledge of the language and their confidence in using it. These instructors help students learn to speak so that they can use speaking to learn.

### **2.6.1. Minimal Response**

Language learners who lack confidence in their ability to participate successfully in oral interaction often listen in silence while others do the talking. One way to encourage such learners to begin to participate is to help them build up a stock of minimal responses that they can use in different types of exchanges. Such responses can be especially useful for beginners.

Minimal responses are predictable, often idiomatic phrases that conversation participants use to indicate understanding, agreement, doubt, and other responses to what another speaker is saying. Having a stock of such responses enables a learner to focus on what the other participant is saying, without having to simultaneously plan a response.

### **2.6.2. Recognizing Scripts**

Some communication situations are associated with a predictable set of spoken exchanges - a script. Greetings, apologies, compliments, invitations, and other functions that are influenced by social and cultural norms often follow patterns or scripts. So do the transactional exchanges involved in activities such as obtaining information and making a purchase. In these scripts, the relationship between a speaker's turn and the one that follows it can often be anticipated.

Instructors can help students develop speaking ability by making them aware of the scripts for different situations so that they can predict what they will hear and what they

will need to say in response. Through interactive activities, instructors can give students practice in managing and varying the language that different scripts contain.

### **2.6.3. Using Language to Speak about Language**

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

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

## **2.7. The Characteristic of Speaking Performance**

In recent teaching context, a lot of attention has been paid to design activities which focus more on tasks that are balanced between the need to achieve fluency and accuracy. These criteria are also based upon in the assessment of the oral skills.

In the communicative approach, fluency and accuracy are of the main characteristics of this approach, and they are seen as complementary in accomplishing a given task. Although Richards and Rodgers (2001, p. 157) mention that “fluency and acceptable language is the primary goal: Accuracy is judged not in the abstract but in context”, and

this is an obvious point since the emphasis of CLT is on the communicative process between learners or teachers-learners, rather than mastery of the language forms.

Many questions have been raised about the role of accuracy in CLT theory. Hedge (2000, p. 61) makes the important point that "The communicative approach somehow excuses teachers and learners from a consideration of how to develop high levels of accuracy in the use of grammar, pronunciation, and vocabulary." Learners then, should develop a communicative competence through classroom practice; however, simultaneously they should know how the language system works in a correct and appropriate way.

### **2.7.1. Fluency**

Speaking a language fluently is the ultimate goal to be attained in learning a language. Fluency is the most challenging difficulty in learning a language other than mother tongue. Fillmore (1979) defined fluency as the ability to talk with few pauses and to be able to fill time with talk. (Hedge: 2000, p.54) stated that « The term fluency relates to the production and it is normally reserved for speech. It is the ability to link units of speech together with facility and without stain, or inappropriate showiness, or undue hesitation ». That is to say, fluency is the ability to organize your speech in a coherent way, linking words and phrases effectively, pronouncing sounds clearly, using stress and intonation. Fluency and coherence refer to the ability to speak in a normal level of continuity, rate, and effort.

Another definition given to the term fluency is the one proposed by

Lemon(2000, p. 26) " fluency might be the rapid, smooth, accurate, laced, and efficient translation of thought or communicative intention into language under the temporal constraints of on-line processing" In other words, second or foreign language learner has to have a high command of the target language to achieve fluency. Fluency is a component of

oral proficiency, which is used as a scorer in assessing students oral language skills in a scam situation and it differs from the other components of the speaking skill exam as accuracy. « Students when they speak to express their thoughts they find it difficult to put their ideas into words as a consequence they produce influent speech embedded with mistakes and pauses. » (SBK-22).

Lack of fluency complicates and effects negatively the academic growth. The learner becomes unable to use authentic, smooth, and rapid language production. Indeed, many SL/FL language speakers' mistaken fluency with rapidity as a result they get misunderstood by their audience. It is worth emphasizing that fluency is when speaking automatically, when the speech is effortless, the words come out of your mouth without translation and hesitation. In short, speaking as easily and effortlessly as you do with your native language.

### **2.7.2. Accuracy**

There is always a great difficulty for teachers of EFL classes where accuracy should be focused over fluency or the vice versa. Language learners seek to be fluent and forget about being accurate. Teachers on the other hand want to correct their students so that they will be using the language and conduct a successful communication; teachers believe that when students perform well structured speech will allow their interlocutors to receive the intended meaning as communicated by the speaker. Speaking with a high level of accuracy means making very few mistakes, this is easier said than done, yet paying attention to correctness and completeness of language forms has a crucial value in oral performances (Skehan 1996, p. 23) ( as cited in Ellis & Barkhtuizen 2005, p. 139) defines accuracy as “how well the language is produced in relation to the rules system of the target language”

in other words, learners have to pay attention to grammatical structure, vocabulary, and pronunciation in their production.

### **2.7.3. Vocabulary**

Vocabulary acquisition is an integral and a fundamental area of language teaching and learning. It would be impossible to learn a language-be it first, second, or foreign-without learning its vocabulary. Wilkins (1972,p.00) noted that « without grammar very little can be conveyed; without vocabulary nothing can be converged. » i.e. vocabulary is a priority in language teaching and it deserves high credit and that grammar alone is not sufficient.

Communicative language teaching supported the teaching of vocabulary in relation with context and situation, promoted fluency over accuracy and consequently shifted the focus from sentence- level forms to discourse-level functions. (Hymes 1972; cited in Celce Murcia 2001).

### **2.7.4. Pronunciation**

According to Janet Goodwin (2001, p. 117) the major aim of pronunciation teaching is divided to three \_folds; enabling learners to decode and encode the speech, encouraging them to engage in communication confidently, and controlling their speech based on the input they receive. Richard et al (2002, p. 429) said that: « pronunciation is the way a certain sound or sounds are produced. »

In order to develop their speaking skills, learners should utter sounds correctly and be aware of the correct use of stress and intonation. The incorrect pronunciation may lead to misunderstanding and breakdowns while communicating. Redmond and Vrchota (2007, p. 104) said that “it is imperative that you use the correct word in the correct instance and

with the correct pronunciation: pronunciation means to say words in ways that are generally accepted or understood”.

Pronunciation is an important characteristic of speaking performance. That is through the realization of its sacramental features contributes in the affective negotiation of meaning and ensuring understanding both ways. Janet Goodwin (2001, p. 117) stated that the traditional EFL classes teaching pronunciation focus on the manner of sounds production as well as distinguishing minimal pairs whereas the in present classes the attention is directed to cover other central features embodied in it. namely, stress, intonation, pitch, volume.

#### **2.7.5. Grammar**

According to (IELTS, 2001, p. 15 cited in Hughes 2002, p.33) the grammatical accuracy refers to the range and the appropriate use of the learners’ grammatical structure that involves the length and the complexity of the utterances in addition to the ability to use the subordinating clauses. The grammar of speech differs of that of writing. Thornbury (2005) lists the following features of spoken grammar:

- Clause is the basic unit of construction.
- Clauses are usually added (co-ordinate).
- Head+ body+ tail construction.
- Direct speech favored.
- A lot of ellipsis.
- Many question tags.

- Performance effects (hesitation, repeats, false starts, incompleteness, syntactic blends).

Certain reading specialists like Goodman (1971, p. 135) support that "reading can be understood as an active purposeful and creative mental process where the reader engages in the construction of meaning through the text". Widdowson adds reading is a kind of dialogue between the reader and the text, and the reading process is an interaction between both of them. Reading is now looked at as a cognitive activity which implies a certain amount of thinking on the part of the reader.

### **Conclusion**

As a productive skill, speaking is a very important process that helps to evaluate learners' Proficiency in the target language. It should be one of the basic curriculums of second or foreign language teaching, in addition to other skills. Learning to speak entails learner's engagement in communicative situations so that they will activate their speaking capacity. So, the development of oral skill requires students to make active use of the language that is correct in its grammar and pronunciation. That is to say fluency and accuracy are two essential aspects to be developed through classroom interaction.

**Chapter One:**

To develop the students' speaking skill teachers, should provide them with more chances to get the practice they need to use language. The adoption of communicative activities (CA) in the classroom is essential for promoting oral communication because it creates situations where learners are expected to talk freely, to discuss and argue with each other, to assess each others' current knowledge, and fill in gaps each other's understanding.



## **Chapter Two**

### **Research Methodology and Data Analysis**

#### **Introduction**

The previous chapter has been devoted to the theoretical framework of communicative activities and speaking skill. This chapter, however, is devoted to the empirical side of the work and will hopefully shed light on the results obtained from two questionnaires.

In this research two questionnaires have been handed out to elicit teachers and students' opinions about the importance of communicative activities in developing the learners speaking skill, since the teachers and the learners are the main variables of this study. Their views are valuable to test the stated hypothesis

#### **1. The Students' Questionnaire**

##### **1.1. The Sample**

The questionnaire is submitted to students of second year LMD system at the department of English at Mohammed Essedik Ben Yahia University of Jijel, in the second semester of the academic year 2015. The target population includes all the second year LMD students (236), but since it is impossible to deal with all the students, eighty (80) students who responded the questionnaire have been chosen as a representative sample.

##### **1.2. Aims of the Questionnaire**

The questionnaire is designed to explore students' attitudes towards communicative activities in helping them to develop their speaking skill. In addition, it investigates students' awareness about other related aspects to this type of activities.

##### **1.3. Description of the Questionnaire**

The questionnaire consists of twenty (20) questions ordered in a logical way. They are either closed questions requiring from the students to choose “yes” or “no” answers, or to pick up the appropriate answer from a number of choices or open questions requiring from them to give their own answers and justify them.

### **Section one: Background Information:**

This section is devoted to get background information about the chosen sample of students. In (Q 1) students are asked to specify their gender, and (Q2) seeks information about students' attitudes towards the speaking skill. In (Q3) students are asked to evaluate their level of oral performance in English.

### **Section Two: Speaking Skill**

The main aim of this section is to collect information about students' attitudes towards the use of CA. In (Q4) students are asked about the frequency of English language use outside the classroom. (Q5) is designed to ask students about the frequency of their participation in class; whether it is always, often, sometimes, rarely, or never and in (Q6) subjects are asked whether they find classroom atmosphere friendly, fearful, or neutral. Then, the aim of (Q7) is to know if the students feel afraid to talk in class, with giving them a chance to justify their answers In (Q8). In (Q9) students are asked to consider the role of the teacher in class, and in (Q10) they are asked to say who does most of the talk in class, in (Q11) they are requested to provide information about the type of classroom interaction technique they prefer and they are given chance to argue their choice. (Q12) aims to get information about the frequency of teachers' interruption to correct their mistakes. (Q13) seek to get information about which of fluency and accuracy deserves more attention and why.

### Section Three: Communicative Activities

The main aim of this section is to collect information about students' attitudes towards the use of CA. In (Q14) aims at testing students' familiarity with CA. (Q15) is asked to know if the students enjoy interacting with each other, with giving them a chance to explain their choices. , in (Q16) they are asked to mention the communicative activity that they think is more effective to develop their speaking skill; Problem solving activities, Discussions, Presentations, Debates, Dialogues, Interviews, Role plays, or Games. (Q17 ) investigate whether teachers adopt these activities in OE sessions and which ones are mostly used.(Q18) sees whether teachers raise their students awareness towards CA, then (Q19) aims at knowing students' attitudes towards the effectiveness of CA. Finally, (Q20) gets information about students' attitudes towards interaction via CA.

### The Analysis of the Results

1-Specify your gender

**Table 1**

*Students' Gender*

Option	Number (N)	Percentage (%)
a-Female	68	85
b- Male	12	15
Total	80	100

The chosen sample in this study reveals that females (85% ) are dominant over males(15%) this maybe due to the fact that females are interested to study foreign

languages as English language particularly than males who often choose to carry on scientific studies.

2-how do you find speaking in English

**Table 2**

Students' attitudes towards the speaking skill

Option	N	%
a- very easy	6	7.5
b- easy	51	63.75
c- difficult	19	23.75
d- very difficult	4	5
Total	80	100

statistics related to question two show that (63.75%) of subjects find speaking in English an easy task and (7.5%) stated that it is very easy this does not necessarily mean that they are good speakers. Those who find speaking difficult (23.75%) or very difficult (5%) might represent the passive, voiceless proportion of students who never participate in the class

## 3- How do you evaluate your oral performance in English?

**Table 3***Students' Evaluation of their Level of Oral Performance in English*

Option	N	%
a- high	7	8.75
b-above average	18	22.5
c-average	45	56.25
d-below average	10	12.5
e-low	0	0
Total	80	100

A quick glance at this table will reveal that the ultimate percentage of students (56.25%) claims that their level of oral performance in English is average. (22.5%) that they are above average. Others (12.5%) show they are below average. (8.75%) say that they have a high level. However, no student has mentioned that his level is low.

Students then, rank their level of oral performance between average and above average (b+ c); (78.75%) coming to the conclusion that students are truly interested in studying English. It can be concluded also that they are self confident to give themselves such judgment.

## 4- How often do you use English to communicate outside the classroom?

**Table 4***The Frequency of English Language use outside the classroom*

Option	N	%
a- always	5	6.25
b- often	7	8.75
c- sometimes	53	66.25
d- rarely	15	18.75
e- never	0	0
Total	80	100

The results obtained denote that (66.25%) of students use English to communicate outside the classroom. Those who say that they rarely use it are (18.75%). Students who say that they often use it represent (8.75%) and (6.25%) claim they always use English outside the classroom. We may notice that a considerable percentage of students stated that they sometimes use English to communicate outside the classroom. This shows that they are interested in that language besides the classroom contexts they attempt to create an independent context outside the classroom to offer themselves chance for further practice of accuracy and fluency, they might believe that using English outside the classroom helps them to experience new situations and enhance their oral capacities.

## 5- How often do you participate in class?

**Table5***The Frequency of Students' Participation in class*

Option	N	%
a- always	14	17.5
b- often	22	27.5
c- sometimes	31	38.75
d- rarely	13	16.25
e- never	00	00
Total	80	100

Regarding students' answers, (38.75% ) of students sometimes participate in oral expression classes while (27.5%) say they often participate. (17.5%) claim that they always participate. The remaining (16.25%) state that they rarely participate. None of them keep silent all the time. The answers were limited between sometimes and often (b+c) (66.25%) this can be related to the fact that the majority of students find the classroom atmosphere friendly and encourage them to participate without being embarrassed.

## 6- How would you describe the classroom atmosphere?

**Table 6***Students' Views about Classroom Atmosphere*

Option	N	%
a- friendly	45	56.25
b- fearful	13	16.25
c- neutral	22	27.25
Total	80	100

Subjects are asked to say whether they find the classroom atmosphere friendly, fearful, or neutral. The majority of respondents (56.25%) say that the class atmosphere is friendly. Others (27.5%) state that it is neutral; that is neither friendly nor fearful. The rest show that the atmosphere is fearful. Most of students find the classroom atmosphere friendly. A space where they feel at ease to interact with each other and with their teacher, a good relationship must exist between students and teachers and the interaction could be more successful.



7- Do you feel afraid to talk?

**Table 7**

*Students' confidence in the use of English*

Option	N	%
a- yes	32	40
b- no	48	60
Total	80	100

The data obtained show that (60%) of students do not feel afraid to talk in oral expression class this may be because they like the class atmosphere and they feel relaxed to use the target language to express themselves , however, (40%) are afraid to talk.

8- If yes, why?

**Table 8**

*Reasons for students' difficulty to speak*

Option	N	%
a- shyness	6	7.5
b- the fear of making mistakes	10	12.5
c- deficient vocabulary	5	6.25
d-anxiety	5	6.25
e- lack of confidence	6	7.5
f-lack of motivation	4	5
Total	8	100

The majority of students (60%) indicate they do not feel afraid to speak during oral expression, however, (40%) say yes they feel afraid due to a variety of problems among them the fear of making mistakes (12.5%), shyness, lack of confidence (7.5%). The rest state that anxiety and deficient vocabulary (6.25% ) and lack of motivation (5%) are the main reasons that prevent them from speaking.

The fear of making mistakes and shyness, and lack of confidence are the prime reasons, they may prevent communication and slow down the learning, in addition to anxiety and deficient vocabulary which might keep learner from making their way towards a native like speakers. So it is the teacher responsibility to keep a friendly and relaxed atmosphere as much as possible to encourage them to speak.

## 9-How do you consider the role of the teach

**Table 9***The Role of the Teacher*

Option	N	%
a- assessor	5	6.25
b-controller	29	18.75
c-tutor	9	11.25
d-observer	19	23.75
e-prompter	3	3.75
f-resource	15	36.25
Total	80	100

We can notice that the high number of participants consider the teacher as a resource. (36.25%) of the students say that the teacher is an observer while (23.75%) see him as a controller. (18.75%) say consider the teacher as tutor. The rest see that he acts as a prompter. Based on learners' answers (11.25%) of them consider the teacher a resource who provide them with the necessary information throughout the different stages of the Activity.

## 10- Who does most of the talk in the oral expression session?

**Table 10***Teacher –learner Talk in OE Session*

Option	N	%
a-teacher	35	43.75
b-student	45	56.25
Total	80	100

The answer tabulated above has obviously shown that it is the student who does most of the talk in the oral expression session represented in (56.25% ) of their answers while (45%) has stated that the teacher dominate the floor. The highest percentage claims that they are the ones who do most of the talk in class this reflect their willingness to engage by taking the initiative. This may be interpreted by their self confidence and motivation to speak. However, (49% ) acknowledge that the teacher does most of the talk, this can be analyzed as a lack of confidence and fear of making mistakes or receiving negative feedback from their teacher and peers.

11- In oral expression do you prefer to work?

**Table 11**

*Students' Preferred Interaction Technique*

Option	N	%
a-individual	21	24.25
b-in pairs	22	27.5
c-in groups	37	46.25
Total	80	100

Students in this question are requested to provide information about the type of classroom interaction technique they prefer. (46.25%) answer the question by choosing group work, and about (27.5%) argue they prefer pair work, while (24.25%) of them prefer to work individually.

In this question students are invited to express whether they prefer individual, pair, or group work. We wanted to know what type of task student opt for and to conclude the kind of instruction they prefer, the highest percentage (46.25%) has indicated that they prefer having group work rather than other types. (27.5%) prefer pair work and (8%) opted for individual work. Students who said that they are likely to learn more when they collaborate in group work justify their answers stating that group work is helpful to exchange ideas with classmate. Discussing a topic in a group provides different point of views and this would enrich the discussion. Group work is a good opportunity to communicate using English and at the same time correcting each others' mistakes. Group work facilitates the task and it becomes easier to find solution. Learners opted for group work are extroverts,

sociable students who enjoy sharing and being with others. Working in groups strengthens their feeling to take risk in speaking. As for the pair work, subjects are likely to be sociable or, at least, trying to be so. As far as the third category is concerned, they state they feel secure to work individually, avoid disagreement when attempting to solve the task, receive feedback on their own work, working individually allow them to show their own abilities and avoid the dominance of one element or more in group or pair work.

12- How often does your teacher interrupt you to correct your mistakes?

**Table 12**

*Teacher Interruption for students' correction*

Option	N	%
a-always	13	16.25
b-often	16	20
c-sometimes	26	32.5
d-rarely	23	31.25
e- never	0	0
Total	80	100

We can notice that the highest percentage of students (32.5%) claims that the teacher sometimes interrupt to correct them when they interact. Others (31.25%) show that the teacher rarely does so, and (20%) said often. (10%) States that the teacher always interrupts. The rest (6.25%) say he never does

The frequency of teacher interruption to correct students' mistakes is limited between sometimes and rarely (c+d; 33.75) as it is shown in table 12. This also indicates that the teachers know when the interruption is necessary so as not to break the students' interaction and affect their fluency. Sometimes too much interruption lessens learners' participation. Another interpretation is that thanks to group work students feel more comfortable and confident which reduces their mistakes thus reduces the teacher interruption

13-According to you, which one deserves more attention

**Table 13**

*The value of fluency and accuracy*

Option	N	%
a-fluency	44	55
b-accuracy	8	10
c-both	27	33.75
Total	80	100

It has been shown that (55%) of student focus more on fluency.(33.75%) argue that both fluency and accuracy deserve equal attention, and (10%) insist on accuracy. (Q13) stated that fluency is a very important characteristic of speaking performance that deserves more attention since the main aim behind learning a FL is to be able to communicate fluently and get the communicative message, moreover, fluency appear in all the learning stages., (33.75) of students said that both fluency and accuracy deserves equal attention .



14-Have you ever heard of communicative activities

**Table 14**

*Students' Familiarity with Communicative Activities*

Option	N	%
a- Yes	58	72.5
b- No	22	27.5
Total	80	100

The statistics related to this item shows that (72.5%) of students have heard of communicative activities. Against (27.5%) who have not. That is to say, the majority of respondents are more likely to have a positive attitude toward communicative activities and this no doubt, will affect their learning outcomes. This is a quality that is rarely found and is believed to establish a healthy environment.

15-Do you enjoy interacting with your class

**Table 15**

*Students' attitudes toward class interaction*

Option	N	%
a-yes	60	75
b-no	20	15
Total	80	100

In this question we have recorded the majority of students (75%) enjoy interacting with their mates. (15%) States they do not enjoy it.

16- Which of the following communicative activities you think is more effective in developing speaking skill

**Table 16**

*Students' opinion about the communicative activities effectiveness*

Option	N	%
a-discussions	21	26.25
b-presentation	9	11.25
c-debates	8	10
d-dialogues	1	1.25
E-Interviews	0	0
f- role plays	5	6.25
g-problem solving activities	3	3.75
h-games	2	2.5
a+b+c	10	12.5
a+d+f	5	6.25
a+b+h	8	10
a+b+c+d+e+f+g+h	5	6.25
Total	80	100

The results obtained denote that most of the students choose discussions (26.25%), (a+b+c) (12.5%) presentations (11.25%), (a+b+h), and debates (10%) as the most effective

activities used in OE. The options role plays, (a+d+f), and (a+b+c+d+e+f+g+h) have the same percentage (6.25%). The least percentages are for the use of dialogues (1.25%), problem solving activities (3.75%), and games (2.5%). None of them have selected interviews as an effective activity to develop their speaking skill. students think of discussions, presentations, and debates as the most appropriate activities that effectively contribute in the developments of the speaking skill.

17-Does your teacher use one of communicative activities

**Table 17**

*Teacher adoption of communicative activities*

Option	N	%
a-yes	65	81.25
b-no	15	18.75
Total	80	100

The table show that (81.25%) say that their teacher use communicative activities, however,(18.75%) claim that they are not used.This means that the teachers' recognize the importance of CA on the students' speaking skills development . It may implies also students' satisfaction about the activities adopted in class

18-Does your teacher raise your awareness towards communicative activities

**Table18**

*Raising Students Awareness towards communicative Activities*

Option	N	%
a-yes	63	78.75
b-no	17	21.25
Total	80	100

As shown in the table above, the majority of the student (78.75%) answer “yes”. Against (21.25%) who answer no. Students’ here acknowledged the role of teacher in raising their awareness toward the importance of CA and its role in developing their speaking skill

19-Do you consider the use of communicative activities as

**Table 19**

*Students' Attitudes towards Communicative Activities*

Option	N	%
a-effective	70	87.5
b-useless	10	12.5
Total	80	100

We can notice that the highest percentage of students ( 87.5%) think of communicative activities an effective technique to develop their speaking skill , against (12.5%) who consider it useless. Students show their awareness of CA importance; they strongly agree that the adoption of such kind of activities is effective for developing their speaking skill in that it helps them to create contexts for practicing the target language that could be used in natural settings.

20- Do you enjoy interacting via communicative activities?

**Table 20**

*Students' attitudes towards interaction via communicative activities*

Option	N	%
a-yes	65	81.75
b-no	15	18.75
Total	80	100

The results demonstrated in the table 20 shows that the majority of students (81.75%) enjoy interacting via CA. However (18.75%) say that they do not enjoy. A great deal of student enjoy the relaxed atmosphere created when adopting CA . they feel free to talk and express themselves via the target language

### **Discussion**

On the basis of the analysis of the students' questionnaire, we note that:

1. Foreign language teaching is not merely a process of transforming knowledge, but one which creates situations where students interact and express their thought using the target language. That is to say, learning a foreign language is to speak and to communicate in that language.

2. With speaking, the majority of the students express their needs in terms of speaking skills. Concerning the other skills (i.e. reading, writing, and listening) students do not seem to understand that they are interrelated. Thus, learning the speaking skill will reinforce the learning of the other skills.



3. Most of students are motivated to learn English and they do not feel afraid to speak it.

However, some of them feel afraid to speak it for their inability to interact with others; lack of self-confidence, fear of operating foolish when mistakes are made (grammatical or pronunciation mistakes) and deficient vocabulary. Because of the many psychological problems (listed above) students have, teachers need to encourage students talk inside the classroom to be exclusively in English.

4. As for teaching speaking, students seem to have different attitudes toward different teaching techniques. The majority of the students are interested in discussion and group work. The teachers' role is to adapt the technique with encourages more students' participation.

5. The students showed different preferences for classroom arrangements (i.e. group work, pair work individual or seat work). However, teachers need to include the type of teaching that provides learners with a variety of opportunities for communicative interaction and language use.

6. Concerning the implementation of communicative activities, students seem aware of the skills they can adopt for a successful functioning of group work. We believed that teachers should raise their students' awareness towards the importance of these skills

7. Students evaluation of communicative activities as a technique for teaching speaking implies student's readiness for such a technique

## **2. Teachers' Questionnaire**

### **2.1. The Sample**

The questionnaire is administered to (11) teachers of OE at the Department of English, University of Mohamed Seddik Ben Yahia- Jijel. The selection of the sample was based on the fact that the teachers of OE will be of great benefits for us since they are the ones who teach students how to develop their speaking skill which is our main interest.

### **2.2. Description of the Questionnaire**

The teachers' questionnaire consists of 23 questions which are divided into three main sections. The questions are either closed questions, requiring from the teachers to pick up the appropriate answer from a number of choices, or to choose "Yes" or "No" answers, or open ended questions where the teachers are requested to justify or explain their choices.

#### **Section One: Background Information**

This section is devoted to get background information about the chosen sample of teachers. In (Q 1) teachers are asked to specify their gender, and (Q2) seeks information about the teachers in terms of degrees. In (Q3) teachers are asked to give the number of years they have been teaching OE. In (Q 4) we asked the teachers what is meant by teaching a language; whether it is teaching grammatical rules and lists of vocabulary, teaching how to communicate using these rules, or both. In (Q 5) teachers are asked if they agree that to learn a language students have to use this language; whether they strongly agree, agree, when necessary, or disagree. In the last question (Q6), they are requested to give their opinion concerning teaching at University; whether it is very motivating, motivating to some extent, or not motivating.

**Section Two: Communicative Activities**

The main aim of this section is to collect information about teachers' attitudes towards the use of CA. In (Q7) teachers are asked about the amount of their talking in the OE classes. (Q8) is designed to ask teachers about the frequency of their interaction with their students; whether it is always, often, sometimes, or rarely, and in (Q9) whether they encourage the students to interact with each other. Then, the aim of (Q10) is to know if the students enjoy interacting with each other, with giving the teachers a chance to explain their choices. In (Q11) teachers are asked if they use CA in their classes, and in (Q12) they are requested to give the main reasons behind using these activities; whether they are used for developing fluency, accuracy, grammar, vocabulary, pronunciation, or all of them, and then, in (Q13) they are asked to mention the communicative activity that they most of the time favoure to use to develop students' speaking skill; Problem solving activities, Discussions, Presentations, Debates, Dialogues, Interviews, Role plays, or Games. (Q14) aims to get information about the teachers' attitudes towards the use of these activities; whether they think of them as an effective way to develop students' speaking skill or not, giving them the opportunity to justify their answers.

**Section Three: Speaking Skill**

The aim of this section is to obtain information from teachers of OE about the main speaking aspects they focus on during OE sessions. In (Q15) teachers are asked whether they think of speaking as the most challenging skill to teach. (Q16) is put to collect information about how teachers evaluate the level of their students' performance in OE. Moreover, teachers in (Q17) are asked which aspect they focus on when teaching speaking; fluency, accuracy or both of them and why. In (Q18) teachers are asked if they face any difficulties when teaching speaking, and if yes, in (Q19) they are kindly requested which

aspects present these difficulties; whether it is pronunciation, grammar, vocabulary or sentence structure and also they are asked to provide others if possible. Teachers in (Q20) are asked if all their students participate in OE while in (Q21) they are requested to give the main reasons they think are behind students' difficulties to speak. (Q22) is put to know the teachers' opinion on when to correct the students' mistakes. In the last question (Q23) of section three, teachers are requested to add further suggestions they think important to develop students' speaking skill.

### **Teachers' Questionnaire**

### **Analysis of the Results**

#### **Section One: Background Information**

1. Specify your gender:

**Table 21**

*Teachers' Gender*

Options	Number (N)	Percentage (%)
a-female	6	54,54
b-male	5	45,45
Total	11	100

The table above illustrates that (6) respondents out of the chosen sample of the study are females whereas the remaining respondents (5) are males. This indicates that both genders show interest in teaching OE.

## 2. Degree (s) held

**Table 22***Teachers' Degree*

Options	N	%
a-BA(Licence)	0	0
b-Master	5	45,45
c-Magister	6	54,54
d-Doctorate	0	0
Total	11	100

From the table we can notice that six teachers have Master degree; however, five of them have Magister, this can be due to the fact that OE is considered a very important module in ESL/ EFL classes.

## 3. How many years have been teaching Oral Expression?

**Table 23***Teachers' Experience*

Options	N	%
a-1-5 years	9	81,81
b-5-10 years	1	9,09
c-More than 10 years	1	9,09
Total	11	100

We can notice from the data obtained, that nine teachers have spent 1 to 5 years in teaching OE, this means that they do not have long experience, however, one teacher has spent 5 to 10 years and the last one has spent more than 10 years which indicates that both of them have a long experience in the teaching of OE module.

## 2. Teaching a language means

**Table 24**

*Teachers' aim behind teaching a language*

Options	N	%
a-Teaching grammatical rules and lists of vocabulary	0	0
b-Teaching how to communicate using these rules	3	27,27
c-Both	8	72,72
Total	11	100

As it is illustrated in the table above, three teachers focus on teaching their students rules how to communicate using the grammatical rules and lists of vocabulary they have learnt, on the other hand, eight teachers focus on both teaching the grammatical rules and how to develop their students' communicative ability using these rules.

Based the teachers' answers we conclude that the majority of them are aware of their students' needs in terms of developing their language proficiency. Their answers support the fact that the development of learners' communicative abilities is related to the development of the of the four language skills

5. Do you agree that in order to learn a language students have to use it?

**Table 25**

*Teachers' points of view about the effect of language use on its learning*

Options	N	%
a-Strongly agree	11	100
b-Agree	0	0
c-When necessary	0	0
d-Disagree	0	0
Total	11	100

The results obtained denote that all the teachers strongly agree that for the students to improve that language skills and develop their communicative abilities particularly speaking skill, they have to use the language inside and outside the classroom.

Communication is the key for developing speaking skill. Teachers' argue that practice makes perfect. So, if students keep practicing their language through interaction and communication their speaking skill will eventually be developed



## 6. According to you teaching at University

**Table26***Teachers' attitudes towards teaching at University*

Options	N	%
a-Very motivating	7	63,63
b-Motivating to some extent	4	36,36
c-Not motivating	0	0
Total	11	100

The results above show that seven teachers consider teaching at university a very motivating process, whereas four of them find it motivating to some extent. This may be because the teachers find a very interesting environment where they enjoy teaching and interacting with their students. However no one of the teachers chooses the option (c) that is not motivating.

**Section Two: Communicative Activities**

## 7. In classroom, you talk

**Table27***Teachers' amount of talking*

Options	N	%
a-Most of the time	2	18,18
b-Sometimes	4	36,36
c-When necessary	5	45,45
Total	11	100

As we can notice from the data above, two teachers state they are the ones who talk most of the time during OE sessions. On the other hand, four of them state they are talkative to some extent. Five teachers have chosen option (c), talking when necessary that is to say they are less talking.

Based on the results obtained from (Q7), the majority of teachers state they talk sometimes or when necessary during OE sessions, this may be due to the fact that they give their students more opportunities to talk and use the language. They want their students to express their opinions and talk more than they do. Thus, compared to the students' answers to a comparable question, both teachers and learners have approximately similar responses concerning the question who talk most in the classroom.

8. How often do you interact with your students?

**Table28**

*Teachers' amount of interaction with their students*

Options	N	%
a-Always	7	63,63
b-Often	3	27,27
c-Sometimes	1	9,09
d-Rarely	0	0
Total	11	100

The table above illustrates that seven teachers are all the time interacting with students, and three of them state that they often communicate with them. Whereas one teacher indicates that he interacts only when necessary.

Interaction is a way of learning in general and developing the language skills in particular, that is why teachers try all the time to interact with their students not just to develop their communicative abilities but also to build up a good relationship with them and create a healthy and relaxed atmosphere that enable learners to enhance their language proficiency.

9. Do you encourage your students to interact with each other?

**Table29**

*Teachers' support of students' interaction*

Options	N	%
a-Yes	10	90,90
b-No	1	9,09
Total	11	100

Ten teachers state that they encourage their students to interact with each other. However, one claims that he does not do.

A great majority of teachers indicate that they do encourage their students to interact with each other may be because they know that by encouraging students to communicate they can motivate them to speak. Hence, interaction can have a great effect on developing students' performance in the target language

10. Do your students enjoy interacting with each other?

**Table30**

*Students' enjoyment of interaction with each other*

Options	N	%
a-Yes	11	100
b-No	0	0
Total	11	100

All the teachers agree that their students enjoy interacting with each other. They justify their answers as the following:

- Interaction is the best adopted strategy to develop students' communicative skills and it is helpful in decreasing anxiety, shyness, and stress. It develops self confidence
- The students find interaction enjoyable and friendly specially during negotiating interesting topics.
- The students like to show off with their talent and knowledge while interacting.
- They like to share their ideas, real experience; they want to know how others think.
- They like to express their attitudes towards a certain phenomenon and talk freely without any barriers.
- The students feel comfortable and at ease to express their opinions freely and argue spontaneously

All the teachers who invite their learners to interact state that learners enjoy interacting with their classmates because it is stress free where they feel less inhibited, besides it

creates a funny friendly and relaxing atmosphere which provides self-confidence and self-evaluation.

11. Do you use CA in your classes?

**Table31**

*The use of communicative Activities by teachers of OE*

Options	N	%
a-Yes	11	100
b-No	0	0
Total	11	100

The common shared answer between teachers is that all of them use CA in teaching OE. This maybe because the use of such activities is considered as a very important technique to develop students' communicative abilities.

12. According to you these activities are used for the sake of developing

**Table32**

*The main reasons behind using CA*

Options	N	%
a-Fluency	0	0
b-Accuracy	0	0
c-Grammar	0	0
d-Vocabulary	0	0
e-Pronunciation	0	0
f-All of them	11	100
Total	11	100

All the teachers agree that the use of communicative activities can develop a wide variety of language skills not just fluency and accuracy.

All the teachers have chosen the option “All of them” confirming that communicative activities are not used to develop a limited skill; however, they are used to develop fluency, accuracy, grammar, vocabulary, and pronunciation. This leads us to conclude that the teachers are aware of the fact that proficiency in speaking requires not only knowledge about the language, rather, it needs good pronunciation, a wide range of vocabulary, grammatical accuracy, and also the knowledge of what to say to whom and when. Teachers think of CA as an effective strategy that develops students' confidence in using English effortlessly in various situations.

13. Which CA do you most of the time favoure to use to enhance and develop speaking skill of your students?

- a. Problem solving activities
- b. Discussions
- c. Oral reports
- d. Dialogues
- e. Debates
- f. Interviews
- g. Games
- h. Role plays

**Table33**

*The most used CV by the teachers in teaching OE*

Options	N	%
B+c+d+e+f+g+h	1	9,09
B+d+g+h	1	9,09
B+c+e+g+h	1	9,09
A+b+c+d+e	1	9,09
A+b+d+e+g+h	3	27,27
A+b+h	1	9,09
A+d	1	9,09
b+d	2	18,18
Total	11	100

The data obtained show that all the teachers use a variety of communicative activities during OE, but all of them agree that among these activities discussions, debates, oral reports and role plays are the most favourite activities to use for developing the students' speaking skill.

Concerning the communicative activities used to develop speaking skill, the teachers were eclectic. The teachers have chosen different answers, however, discussions, debates, oral reports and role plays were repeated in all the choices they have made. This can mean that these activities are more effective than the others. During these activities, all the learners participate and interact freely with each other and with their teachers without the fear of making mistakes. Learners in such activities speak more freely and with more confidence giving or receiving others' opinions.

14. Do you think using these activities is an effective way to develop students' speaking skill?

**Table34**

*The effectiveness of CA*

Options	N	%
a-Yes	11	100
b-No	0	0
Total	11	100

The results obtained from the table above clearly state that all the teachers think of these activities as an effective way to develop students' speaking skill. They explained their answers as the following:



- Communicative activities motivate students to interact and communicate with each other ( two teachers)
- CA encourage students to practice their language freely (two teachers)
- CA provide learners with opportunities to develop their speaking skill ( three teachers)
- CA develop students' communicative abilities and enhance language proficiency (three teachers)
- CA help students to develop their four language skills not just speaking skill (one teacher)

According to the teachers' answers, they all agreed that these activities are considered as an effective way for developing students speaking skill. They indicate that the use of such activities motivate learners to communicate and interact among themselves, providing them with a range of opportunities to practice they language freely and enhancing their language proficiency.

### Section Three: Speaking Skill

15. Do you consider speaking skill as the most challenging skill to teach?

**Table35**

*The difficulty of speaking skill*

Options	N	%
a-Yes	4	36,36
b-No	7	63,63
Total	11	100

The majority of teachers (7) state that teaching speaking is not consider as the most challenging skill for them, however, four teachers say that for them is the most challenging one.

Teachers who said that teaching speaking is a difficult task can be because they face problems when teaching it such as lack of motivation and lack of interest from the students. However, teachers who indicated that teaching speaking is not considered as a challenging task know how to create a friendly and relaxing environment to make all their learners interested in the topics.

16. Do consider the level of your students' performance in OE as

**Table 36**

*Teachers' evaluation of students' performance in OE*

Options	N	%
a-High	0	0
b-Good	3	27,27
c-Average	6	54,54
d-Less than average	2	18,18
e-Low	0	0
Total	11	100

Regarding the teachers answers, three of them consider the their students' level of oral performance as good, whereas, six teachers state that they are average students, that is to

say their level is good to some extent. However, two teachers think of their students' level as less than average.

Based on the teachers' responses, it seems that the majority of students have a good command of English, probably, because they have good speaking habits and practice, interested in learning English, and are motivated to use the language. However, this does not mean they have a full command of the language; they need more practice and practice to develop their speaking skill.

17. Which of these aspects do you focus on when teaching OE?

**Table 37**

*Teachers' main focus when teaching OE*

Options	N	%
a-Fluency	0	0
b-Accuracy	0	0
c-Both	11	100
Total	11	100

The answers tabulated above reveal that all the teachers focus on teaching both aspects fluency and accuracy. They explained their choices as the following:

- Accuracy develops fluency. (one teacher)
- Both aspects are tremendously important in developing students speaking skill.  
(one teacher)
- Focus on both of them help students speak and write the language at ease. (two teachers)

- The two are very important and complete each other. (two teachers)
- The focus should be on both fluency and accuracy, we cannot just focus on one aspect and we neglect the other. (one teacher)
- A good speaker should be able to speak fluently and accurately without any mistake. (Four teachers).

In teaching speaking, the majority of teachers give both fluency and accuracy equal importance when teaching oral expression. They argue that the learner needs to speak spontaneously and accurately at the same time to achieve a high level of performance. They further illustrate that once students are able to speak in English correctly, they start working on fluency. This latter could be developed anywhere and does not need much of teachers attention as accuracy does. In short, fluency and accuracy are complementary.

18. Do you encounter difficulties when teaching speaking?

**Table38**

*Speaking difficulties*

Options	N	%
a-Yes	11	100
b-No	0	0
Total	11	100

We can notice from the data that all the teachers agree that they face difficulties when teaching the speaking skill.

19. If yes, which aspects present these difficulties?

- a. Pronunciation
- b. Grammar
- c. Vocabulary
- d. Sentence structure

**Table 39**

*The variety of aspects that present speaking difficulties*

Options	N	%
B+c+d	4	36,36
A+c	1	9,09
A+d	2	18,18
B+d	2	18,18
A+b+c+d	2	18,18
Total	11	100

Depending on the teachers answers concerning speaking difficulties all of them have chosen different answers, but they all agree that teaching pronunciation, grammar, and sentence structure are the most common problems they face when teaching speaking.

All the teachers said 'yes' they encounter difficulties when teaching speaking. As shown in table 39 most of them claim that their students need more practice in terms of grammar, sentence structure, vocabulary, and pronunciation. Pronunciation was the commonly shared point among those difficulties this maybe because teachers know that

when using English in real life people may not notice your limited vocabulary or grammar mistakes. But they will notice right away that your pronunciation is poor. Good pronunciation should be one of the first things you learn in English. You can live without vocabulary- you can use simple words to say what you want to say. You live without advance grammar- you can use simple grammar structure instead. But there is no such 'simple pronunciation'. If do not have good pronunciation you have bad pronunciation.

20. Do all your students participate in OE?

**Table 40**

*Students' participation in Oral Expression*

Options	N	%
a-Yes	1	9,09
b-No	10	90,90
Total	11	100

10 teachers state that not all of their students participate during OE session, however, one teacher claims that they the entire do participate.

21. According to you what are the main reasons behinds students' speaking difficulties?

- a. Shyness
- b. Anxiety
- c. Lack of motivation
- d. Lack of confidence
- e. Mother tongue use
- f. Fear of making mistakes

**Table 41***The main reasons behind students' difficulty to speak*

Options	N	%
A+b+d+f	2	18,18
A+b+d	3	27,27
A+b+e+f	3	27,27
A+c+f	1	9,09
A+d+f	2	18,18
Total	11	100

It is obvious from the table above that teachers have selected different reasons behind students speaking difficulties, however, they all agree that shyness, anxiety, fear of making mistakes are the main problems that prevent students from speaking.

In (Q20) we asked teachers whether all their students participate in OE session or not. Their answers were 90% no. This can be related to the individual differences among the students, particularly shyness, lack of confidence, and the fear of making mistakes.

22. While students are interacting, do you?

**Table 42**

*Teachers' attitudes towards students' mistakes*

Options	N	%
a-Interrupt them to correct their mistakes	3	27,27
b-Note down students' mistakes and correct them later	6	54,54
c-Ask them to correct their mistakes	2	18,18
Total	11	100

The table above illustrates that the majority of teachers (6) note down the students mistakes and correct them later on. This indicates that teachers are aware of the time for correction. Whereas three teachers interrupt them to correct their mistakes may be because they believe that correction at the beginning is better to avoid mistakes later on. However, there are two teachers who ask their students to correct their mistakes because they claim that this strategy develops ability to interact and communicate freely.

23. Teachers suggestion for developing students speaking skill:

- The development of speaking skill is similar to the development of the child's first language; it develops gradually. So, the teachers' task is to keep this in mind while teaching speaking.
- Teachers should pay more attention to the silent students and give them more choices.



- Lowering the number of students in the lab sessions is a good way to promote students' oral performance.
- Organizing meetings with native speakers will be helpful for developing students' speaking skill.
- Establishing a friendly atmosphere where students feel at ease to speak
- Suggesting videos of current affairs and avoiding vague and scientific issue that may be of less interest for students.
- Removing barriers between the teachers and the students
- Avoid inhibiting students
- Praising students in public raise self-confidence
- Avoid over correction of mistakes
- Using motivating activities that are linked to students lives

### **Discussion**

Analyzing the teachers' questionnaire has revealed many facts on teachers' attitudes towards teaching speaking:

1. All teachers consider speaking skill as their main concern. This implies that teachers are aware of students' need in terms of developing oral proficiency.
2. Most of the teachers value the importance of interaction in classroom and how it helps them develop students' speaking skill.
3. As far as the use of communicative activities when teaching oral expression, all teachers agree that these activities have a major role in developing the students' speaking skill.
4. The teachers' evaluation of the speaking performance in OE reveals their recognition of the effectiveness of such activities.

5. When asked about difficulties encountered while teaching speaking, teachers gave different problems. This urges the teachers to work on solving these problems for a better learning environment.
6. Finally, the different problems that prevent the students from speaking indicate the need for teachers to be closed to their students and help them to solve these problems.

### **Conclusion**

All in all, the positive results obtained from both teachers' and students' questionnaires concerning the effectiveness of communicative activities in developing speaking skill have confirmed our hypothesis. This means there is a positive relationship between the use of CA and oral proficiency, and through regular interaction the learners can increase the pace of their speaking.

### **General Conclusion**

The concept of classroom communication plays a significant role in the process of second/foreign language learning. The current study focuses on the role of classroom communicative activities in developing students' speaking skill. It also seeks to demonstrate that learning a foreign language is not a matter of developing linguistic competence, but it requires developing the ability of communicating competently in different social contexts. If teachers provide students with sufficient time and varied activities that promote interaction in the classroom, most learners could develop their speaking skill and improve their knowledge and use of the language.

Communicative activities are a useful strategy that teachers could engage their students in. This has been confirmed by the results obtained from the analysis of the data gathered from the questionnaires given to teachers of Oral Expression and students of second year LMD (license), where learners express their willingness to interact with their classmates using the TL in meaningful contexts. It has been hypothesized that if teachers use communicative activities in teaching oral expression, students speaking skills will be developed. After analyzing the results of both questionnaires, it can be concluded that most teachers and learners are aware of the significance of communicative activities in developing students' speaking skill and that they consider that interactive activities may help students use the TL in real communication.

### **Pedagogical Implications**

Communicative activities is of great significance for students in the classroom where they are provided with opportunities to express themselves freely through negotiation of meaning, and collaboration to find solution to a task rather than compete for better achievement of goals with their peers. It is highly supported by teachers in their classes in order to develop students' communicative abilities. Communicative activities have a positive impact on students' motivation. Hence,

- Teachers should support the use of this strategy to raise the motivation to learn a foreign language.
- Teachers are responsible for creating an interactive atmosphere in the classroom where learners feel comfortable and at ease to participate without hesitation, by the implementation of various interactive activities that students enjoy engaging in like discussions, debates, role plays, etc.
- Teachers are recommended to minimally intervene; In this case, it is better to act as resource or guides. This does not mean that the teachers ignore the other roles that are considered as a completion to those two roles as assessor of students' progress or controller of their speech correctness.
- Students should be trained to correct each others' errors and should be provided with the opportunity to do so.
- Teachers should not teach students how to produce accurate sentences, but how to use these sentences appropriately and effectively in a given context. For this reason, learners could develop their communicative abilities and interact with peers using the TL

### **Limitations of the Study**

For time constraints, it has been almost impossible to deal with a large sample of students; the number has been reduced to cover only 80 students and 11 teachers. Therefore; the results of the present work are not meant for generalization, but are rather descriptive. Longer time would give us a chance to conduct an experimental study that will enrich the results of this work. The students have avoided justifying their choices; they have not expressed their ideas. The teachers were not collaborative; they either did not give back their questionnaires or they handed them with very narrow answers (without required justifications).

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## **Appendices**

### **Appendix I: The Students' Questionnaire**

### **Appendix II: The Teachers' questionnaire**

## Appendix I

### The Students' Questionnaire

Dear Student,

You are kindly requested to fill in this questionnaire to express your attitudes towards the role of communicative activities in developing English speaking skills.

Your answers are very important for the validity of our research. We hope that you will give us your full attention and interest.

Please tick (✓) the option that corresponds to your answer.

Thank you in advance

#### Personal Information

1. Sex

a. Male

☐

b. Female

☐

2. How many years have you been studying English

3. Do you find speaking English?

a. Very easy

☐

b. Easy

☐

c. Difficult

☐

d. Very difficult

☐

#### Section A: Speaking Skills

4. Is the level of your oral performance in English?

a. High

☐

b. Above average ☐

c. Average ☐

d. Below average ☐

E. Low ☐

5. How often do you use English to communicate outside the classroom?

a. Always ☐

b. Often ☐

c. Sometimes ☐

d. Rarely ☐

e. Never

6. How often do you participate in class?

a. Always ☐

b. Often ☐

c. Sometimes ☐

d. Rarely ☐

E. Never ☐

7. How would you describe the classroom atmosphere?

a. Friendly ☐

b. Fearful ☐

c. Neutral ☐

8. Do you feel afraid to talk in class?

a. Yes ☐

b. No ☐

9. If yes, why?

a. Shyness ☐

b. The fear of making mistakes ☐

c. Deficient vocabulary, and the need of mother tongue use ☐

d. Anxiety ☐

E. Lack of confidence ☐

F. Lack of motivation ☐

10. How do you consider the role of the teacher?

a. Assessor ☐

b. Controller ☐

c. Tutor ☐

d. Observer ☐

e. Prompter ☐

f. Resource ☐

11. Who does most of the talk in oral expression session?

a. The teacher ☐

b. The student ☐

12. In oral expression do you prefer to work?

a. Individually ☐

☐

b. In pairs

☐

c. In groups

☐

-Justify your answer?

.....

.....

.....

13. How often does your teacher interrupt to correct your mistakes?

a. Always

☐

b. often

☐

c. Sometimes

☐

d. Rarely

☐

e. Never

☐

14. According to you which of the following deserves more attention?

a. Fluency

☐

b. Accuracy

☐

c. Both

☐

-Justify your answer?

.....

.....

.....

.....



**Section B: Communicative Activities**

15. Have you ever heard of communicative activities?

a. Yes

☐

b. No

☐

16. Do you enjoy interacting with your classmates?

a. Yes

☐

b. No

☐

-Justify your answer?

.....

.....

.....

17. Which one of the following communicative activities you think is more effective to develop the oral skills?

a. Discussions

☐

b. Presentations

☐

c. Debates

☐

d. Dialogues

☐

e. Interviews

☐

f. Role plays

☐

g. Problem solving activities

☐

h. Games

☐

18. Does your teacher use one of these communicative activities?

a. Yes ☐

b. No ☐

\_which ones of these is mostly used?

.....

.....

.....

19. Does your teacher raise your awareness about the importance of communicative activities?

a. Yes

☐

b. No

☐

20. Do you consider the use of communicative activities in developing oral skills?

a. Effective

☐

b. Useless

☐

21. Do you enjoy interacting via communicative Activities?

a. Yes

☐

b. No

☐

## Appendix II

### The Teachers' Questionnaire

Dear teachers,

This questionnaire is devoted to collect information about the role of communicative activities in developing speaking skill. We would be grateful if you could answer these questions.

Please, use a tick (✓) to indicate your chosen answer and specify your option when needed.

Thank you in advance for your collaboration.

#### Section one: Background Information

1. Gender,

a. Female

☐

b. Male

☐

2. Degree(s) held

a. BA ( license)

☐

b. Master

☐

c. Magister

☐

d. PHD ( Doctorate)

☐

3. How many years have you been teaching oral expression

a. 1-5 years

☐

b. 5-10 years

☐

c. More than 10 years

☐

4. Teaching a language means

- a. Teaching grammatical rules and lists of vocabulary ☐
- b. Teaching how to communicate using these rules ☐
- c. Both ☐

5. Do you agree that in order to learn a language students have to use it

- a. Strongly agree ☐
- b. Agree ☐
- c. When necessary ☐
- d. Disagree ☐

6. According to you , teaching at university is

- a. Very motivating ☐
- b. Motivating to some extent ☐
- c. Not motivating ☐

### Section two: communicative activities

7. In classroom, you talk

- a. Most of the time ☐
- b. Sometimes ☐
- c. When it is necessary ☐

8. How often you interact with your students?

- a. Always ☐
- b. Often ☐
- c. Sometimes ☐
- d. Rarely ☐

9. Do you encourage your students to interact with each other?

- a. Yes ☐

b. No ☐

10. Do your students enjoy interacting with each other?

a. Yes ☐

b. No ☐

Please,

explain.....

.....

.....

.....

.....

.....

.....

11. Do you use communicative activities in your classes?

a. Yes ☐

b. No ☐

12. According to you these activities are used for the sake of developing

a. Fluency ☐

b. Accuracy ☐

c. Grammar ☐

d. Vocabulary ☐

e. Pronunciation ☐

f. All of them ☐

13. Which communicative activity do you most of the time favor to use to enhance and develop speaking skill of your students?

- a. Problem solving ☐
- b. Discussions ☐
- c. Oral reports ☐
- d. Dialogues ☐
- e. Debates ☐
- f. Interviews ☐
- g. Games ☐
- h. Role plays ☐

14. Do you think using these activities is an effective way to develop students' speaking skill?

- a. Yes- ☐
- b. No ☐

Please, justify.....  
.....  
.....  
.....  
.....

### Section three: Speaking skill

15. Do you consider speaking skill as the most challenging skill to teach?

- a. Yes ☐
- b. No ☐

16. Do you consider the level of your students performance in oral expression as

- a. High ☐

- b. Good ☐
- c. Average ☐
- d. Less than average ☐
- e. low ☐

17. Which of these aspects do you focus on when teaching speaking?

- a. Fluency ☐
- b. Accuracy ☐
- c. Both ☐

Why

.....

.....

.....

.....

.....

18. Do you encounter difficulties when teaching speaking?

- a. Yes ☐
- b. No ☐

19. If yes, which aspects present these difficulties?

- a. Pronunciation ☐
- b. Grammar ☐
- c. Vocabulary ☐
- d. Sentence structure ☐

- If other, please specify

.....

.....

.....

20. Do all your students participate in oral expression?

a. Yes ☐

b. No ☐

21. According to you what are the main reasons behind the students' speaking difficulties?

a. Shyness ☐

b. Anxiety ☐

c. Lack of motivation ☐

d. Lack of confidence ☐

e. Mother tongue use ☐

f. Fear of mistakes ☐

22. While students are interacting, do you?

a. Interrupt them to correct their mistakes ☐

b. Note down students' mistakes and correct them later ☐

c. Ask them to correct their mistakes ☐

23. What further suggestions do you think important to develop students' speaking

skill?.....

.....

.....

.....

.....

.....



**Résumé.**

Aujourd'hui, de nombreux chercheurs affirment que, grâce à les activités communicatives en classe de cours, le savoir peut être construit et les compétences peuvent être développées. Cependant, inciter les apprenants à répondre dans une classe de langue, notamment une salle de cours de langue étrangère, est un problème que la plupart des professeurs de la langue confrontent. Le présent travail a pour objectif de montrer que les activités communicatives en classe peuvent être une meilleure stratégie pédagogique pour développer l'habileté des apprenants à parler (Communiquer) et même de favoriser leur capacité à générer de nouvelles langues. Cette étude est basée sur deux questionnaires destinés à la fois aux étudiants de deuxième année LMD et des enseignants d'expression orale pour obtenir des informations sur l'impact des activités communicatives sur le développement de la compétence communicative des apprenants. L'analyse des questionnaires a montré que les apprenants et les enseignants considèrent l'interaction en classe de cours une stratégie pédagogique importante dans l'amélioration de la compétence communicative.

**الملخص**

يدعي اليوم العديد من الباحثين أنه من خلال النشاطات التفاعلية بالقسم يمكن بناء معرفة الطلبة و تطوير مهاراتهم، لكن جعل الطلاب يتفاعلون في صف اللغات مشكلة يواجهها معظم الأساتذة. يهدف هذا العمل إلى إبراز دور النشاطات التفاعلية في القسم التي من شأنها أن تكون أفضل إستراتيجية بيداغوجية للتطوير من مهارات التحدث لدى الطلبة وتعزيز قدراتهم للإلمام بلغة جديدة. لتسليط الضوء على قيمة النشاطات التفاعلية في القسم ، تعرض رسالة الماجستير التي بين أيدينا قضايا حول مهارة التحدث وعلاقتها بالأنشطة التفاعلية الجارية في القسم، ويتجلى ذلك في الجانب النظري . بما أن الجانب التطبيقي مهم، فقد وجهت استمارتين إلى كل من طلاب السنة الثانية لغة انجليزية نظام (ل م د) وأساتذة مادة التعبير الشفوي قصد استعمالهما وتحليلهما بعمق. إذ أن البيانات المحصلة من خلالهما مفيدة للحصول على معلومات حول فعالية الأنشطة التفاعلية الجارية في القسم التي من شأنها أن تساهم في تطوير مهارات التحدث للطلاب . يوحي تحليل هاتين الاستمارتين أن كل من الطلبة والأساتذة يعتبرون الأنشطة التفاعلية في القسم أفضل إستراتيجية بيداغوجية لتعزيز مهارات التحدث كما أننا ختمنا هذه الرسالة بوضع مجموعة من التوصيات حول هذا الموضوع