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**Department of Foreign Languages**

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# **MASTER THESIS**

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**Investigating the effect of context-based approach on students' oral proficiency in communication: the case of third year LMD students' at Biskra University.**

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## Dedication

*I dedicate my work to:*

*To my Parents*

*To my siblings, Toufik, Okba and Hind*

*To all my friends*

*And finally to you, dearest reader*

## **Acknowledgments**

First, I would like to express my most sincere gratitude to my supervisor Dr. Bashar Ahmed for his valuable advice, and for his ongoing, honest and genuine support throughout developing this research.

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## Abstract

Foreign language teaching, more than any other social or human discipline, is constantly witnessing changes in revolutionizing the teaching methodology and producing new teaching techniques. Since research made it evident that what makes second or foreign language learners competent in the target language is not only the mastery of linguistic rules but also the practice of free-form communication. It is clear now that the main purpose of learning is communication. Nevertheless, students are surprised when they realize that, in spite of having a perfect dominion of the L2 grammar rules, they have difficulties at interpersonal level when establishing a conversation with native speakers. This is due to the fact that even fairly advanced learners often lack communicative competence; most of third year English students enrolling the Algerian Education find it difficult to master all the aspects of speaking and produce appropriate situationally utterances, on account for the complexity of speaking as a skill and to the teaching instructions which remain form-focused. This work focuses on investigating the impact of the contextual-based approach on third year students' oral communication proficiency at Biskra University and more precisely at the section of English. This is achieved through two complementary stages; first, a survey via a questionnaire conducted to know the level of awareness do third year EFL students' display towards context-based approach. Second, another questionnaire is conducted on how do oral expression teachers at the English Department perceive their students level of competence in communication. The data gathered reveal that the respondents, by and large, students attribute a low level of awareness on the contextual approach, as well as dissatisfaction displayed from the teachers' part with the oral communicative level students' manifest. A mixed method data analysis procedure have better validated the hypothesis proposed at the very beginning to lead us to confirm stating that if teachers adopt context-based approach, they will improve their EFL learners' oral communication proficiency, students whom undergone through a contextual teaching activity are more proficient than others who have not. Finally, comparing the final results with the respondents answers allow us to the validity of our suggested hypothesis. Indeed, context-based approach do have a positive impact on third year students at the Department of English at Biskra University, as it provides a pivotal tool towards achieving remarkable changes at the level of proficiency in communication.

**Key terms:** Context-based approach, Oral communication Proficiency, EFL students (English as a foreign language), Appropriate situationally utterances.

## **List of abbreviations and acronyms**

- ALM:** The audio-lingual method
- CC:** Communicative competence
- CLT:** Communicative language teaching
- CTL:** Contextual teaching and learning
- EFL:** English as a foreign language
- ELT:** English language teaching
- ESL:** English as a second language
- FL:** Foreign language
- FLT:** Foreign language teaching
- IC:** Intercultural communication
- LMD:** License/Master/Doctorate
- L1:** First language/native/mother tongue
- L2:** Second language
- N:** Number of participants
- Q:** Question
- SLA:** Second language acquisition
- SLT:** Second language teaching
- USA:** United States of America
- ZPD:** Zone of proximal development

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## General Introduction

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It is generally assumed that, until recently, language learning and teaching have concentrated on grammatical rather than communicative competence. Although there have been major changes in the methodology of language teaching, the underlying principle which has remained is that units of learning should be defined in grammatical terms. However, the alternative to a grammatically structured syllabus is one which is structured communicatively, where the students learn to produce communicative acts in a relevant sequence and acquire at any one time only those aspects of grammar necessary for a realization of a particular act, in other words, instead of being presented with a coherent grammar of the language and having to construct for himself the linguistic manifestations for particular functions, the student may be given little more than a series of guidebook phrases for greeting, apologizing or complaining and have to construct his own grammar of the language.

### 1-Study background

The last five decades have witnessed major changes in our understanding of how languages are learned, and subsequently taught. Empirical results from linguistics, psycholinguistics, cognitive psychology and sociolinguistics have better established the complex nature of language learning; It has become evident that linguistic, psychological, and socio-cultural factors play a key role in this process; furthermore, these results have shown that communication is a pivotal point in language learning and that the degree of success achieved in this process depends much on the meaning negotiated in communication. This concept of language explains the emergence of communicative approaches to L2 teaching as well as learning over the last two decades whose pedagogical goal is to develop learners' communicative competence, i.e., the ability to use the linguistic system in an affective and appropriate way; However, one researcher emphasized that "the implementation of a communicative methodology is not an easy task. In fact, it represents a challenge to language practitioners since it requires an understanding of the complex and integrated nature of the theoretical concept communicative competence" (Celce-Murcia, 2005).

The teaching of communicative skills refers to the growing importance of communicative competence across the world in recent years, this is due partly to the focus of language teaching from form to function and partly to the inability of language learners to communicate despite having learnt the language, for that communicative language

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teaching involves developing language proficiency through interactions embedded in meaningful contexts .this approach to teaching provides authentic opportunities for learning that language beyond repetition and memorization of grammatical patterns in isolation .a central concept of communicative approach to language learning and teaching is communicative competence which involves the learners' ability and understanding , also the use of language appropriately to communicate in authentic rather than in simulated social and school environments and here rises the value of contextualization in achieving oral proficiency as a part of communicative competence . The learners' knowledge of rules of grammar and rules of language use in the appropriate Context, i.e., putting items into a meaningful and real context rather than being treated as isolated items of language manipulation giving a real communicative value to the language.

### **2- Statement of the problem**

Language is an integral part of human behavior. It is the primary means of interaction between people. Speakers use language to convey their thoughts, feelings, intentions, and desires to others. Language links interlocutors in a dynamic, reflexive process. We learn about people through what they say and how they say it; and we learn about our relationships with others through the give- and take of communication (Nancy, 2003).

Being communicatively competent is the main aim of EFL learners. However, teachers provide their learners with more exercises focusing on grammatical accuracy through writing tasks .Nevertheless, students aim to be competent in their writing and speaking skills with the use of more complex word forms and combinations to appear fluent and reach native-like proficiency.

The term communicative competence was coined by Hymes (1972), who defined it as knowledge of both rules of grammar and rules of language use appropriate to a given context. His work clearly demonstrated a shift of emphasis among linguists, away from the study of language as a system in isolation; And since the speakers of a language form part of a given community or culture, in order to be competent in that language , they possess an ability that goes further than grammatical competence .learners as well as practitioners i.e., teachers ignored the study of the communicative patterns and systems of language use, which raise up the attention to communicative competence which not only involves the knowledge of abstract linguistic rules, but also the ability to use language in concrete

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situations of everyday life , such as the ability to check at a hotel , argue , or even use silence appropriately .

Thus, the main concern of this research is to investigate the effect of using contextualization in learning English as a foreign language which means to put items into a meaningful and real contexts rather than being treated as isolated items of language manipulation and to give a real communicative value to language to reach native- like oral proficiency being part of communicative competence , for that the main concern was and still not the structure of isolated sentences or mainly messages , but the rules of speaking within a community .

### **3- Research questions**

Based on what has been stated in the problematic , this study investigate these research questions :

**Q1:** What difficulties do EFL learners encounter when communicating in social and academic contexts?

**Q2:** What is communicative competence?

**Q3:** What is meant by contextualization in language learning?

**Q4:** Is the implementation of context in language learning important for EFL learners to achieve communicative competence?

### **4- Research hypothesis**

The main hypothesis underlying our research is the following :  
If EFL teachers adopt contextualization and provide more effective communicative teaching techniques and activities in the classroom through the foci on contextualization as a method of teaching communicative competence, learners will be prepared for real life communication, use the language fluently, and be motivated to speak and develop their oral proficiency.

### **5- Research aims/objectives**

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The general purpose of the present study is to contribute in the development of the speaking competence of English Language Learners through the acquisition of context, also draw to learners' attention towards contextualization in language learning and to investigate its effects on their communicative competence.

More specifically, this study aims to:

- a- Raise learners' motivation in speaking activities.
- b- Suggest new teaching practices and techniques among these the foci on contextualization as a method of teaching communicative competence.
- c- Seeks to develop learners' fluency and competence in language .

### **6- Research methodology**

Methodology refers to the main approaches and paradigms that guide the manner with which the research is conducted while methods refer to specific research tools, instruments or techniques that a researcher uses to collect data to answer research questions. The decision to choose a particular research method is generally determined by its being fit for the purpose of the research problem, questions, objectives and other practical considerations. The nature of the issue , the objective to be attained , and the kind of data required are all factors determining the most appropriate research method to be used. A descriptive design is opted in this research under the qualitative research method, this research aims at investigating the effect of contextualization on students' oral communication proficiency. In order to gather the data needed, this research seeks for the semi-structured questionnaire for both teachers and learners, a mixed method data analysis procedure, tries to come up with accurate as well as precise detailed results using descriptive statistics and qualitative data analysis.

Furthermore, concerning the sampling design; ideally one wants to study the entire population .However, usually it is impossible or unfeasible to do this and therefore one must settle for a sample. According to Black and Champion (1976) sample is a portion of elements taken from a population, which is considered to be representative of the population. As Rescoe (1975) cites that a sample sizes larger than 30 and less than 500 are appropriate for most research. In brief, the quantitative research method is chosen for this

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study, a descriptive research design is selected to be tackled is such a research. As it impossible to deal with the whole population 400 third year students and oral expression teachers at Biskra University ,10% of the total number of students which equals 40 student, also (5) oral expression teachers are the samples in which we opt for to answer the questionnaires.

### **7-Sample**

Because of the claim that the acquisition of contextual approach to learning English requires a certain level of competence in communication, we needed to take advanced learners as population for investigation (Third year LMD).The large number of third year students at the University of Biskra at the English Department make us confine our investigation on a representative sample (50) students about 12% chosen through random stratified selection.

### **8-Research delimitations**

Supposedly, out of 400 third year students of English at Biskra University,40 was used as a sample to carry out investigation on .This study limits its coverage on the third year English students only; mainly sine at this level students are more aware of the skills needed to learn a second language , also at this level, students are more likely to acquire complex skills and seek for more use of the target language rather than a passive observation of the second language rules. Its main purpose is to identify the common problems that they encounter and to propose possible solutions regarding these problems in learning English only from a structural background ignoring the communicative factor, and also the lack of proficiency concerning their communicative competence being part of the community of the language being studied by them. All respondents are given the same questionnaires to answer. And gone through the same process of results' analysis during the school year 2018-2019 and more precisely, this research will be conducted from November till March.

### **9-A Point on language**

The American Psychological Association (APA) referencing style is chosen to carry out this research study, simply for the fact that the APA is traditionally used when writing natural or social sciences research papers including linguistics. The most recent edition

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(6<sup>th</sup>) is highly recommended and consequently applied throughout this investigation. Furthermore, the terms learner and student are used interchangeably, since a learner for some is not the same as a student for others, also for the purpose to target all kinds of readers and to be more comprehensive in describing the phenomenon carried out in this research, we deliberately used both terms interchangeably. We opt for the term teacher other than instructor, because a teacher is the one who is appointed by the management of a school or any other educational institution to teach a given subject to the students (in our case oral expression); while an instructor is more concerned with the practical side of a training 'How-to-do'. As a conclusion, in such an instructive environment where teachers and students are masters of the situations, the term teacher is more appropriate since we are dealing with a teaching-learning atmosphere.

### **10-Research limitations**

It is humbling and empowering at the same time to realize that researchers are critically restricted in many ways when conducting research, these deficiencies include. First, the availability of resources also some difficulties in contacting resource persons, and the accessibility to the sample been chosen to conduct research on. The uncooperative attitude of some of them too. Moreover, the difficulty in obtaining accurate facts in details since the subject being studied is human beings and has feelings and so many other considerations to be taken into account; time and budgetary constraints as well, in addition to the conventional objections, arguments, and rules as well as regulations of some authorized people.

### **11-Research outline/ thesis structure**

This dissertation is divided into three main chapters, at the first starts with general introduction of the study deals with the inspiration of the present dissertation; it introduces the statement of the problem and the aim behind investigating this research. Moreover, the dissertation describes the significance of the study and presents the research questions and our main hypothesis and finally gives the general outline of the dissertation. However, the first two chapters deal with the theoretical part; they represent the review of literature in which the readers will have a general overview about the investigated phenomenon. The first chapter focuses on defining contextualization in language learning and teaching from different perspectives; its main principles and its effectiveness in the classroom. While the

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second chapter deals with the importance of speaking as a skill and as a communicative means and its importance in teaching-learning process.

The third chapter deals with the practical part include data collection; data analysis and results. Which runs as follows: a qualitative research method will be applied on the basis of descriptive design posed upon 40 students of third year students of English chosen randomly; a questionnaire will be distributed to both students and teachers to achieve more reliable and comprehensive picture.

**Chapter I: Contextualization  
in Language Learning  
And Teaching**

## Introduction

The English language has become the first international and the communication medium used by most communities around the globe. Obtaining a high school diploma was once a guarantee that an individual had the skills and credentials required to pretend reaching high standards and achieving the learning goals in foreign languages, but this is no longer the case. Contextual teaching and learning (CTL) as an approach came to introduce new learning environment where the teacher and the learners are peers, through which learning takes place. One of the goals and effects of a contextualized approach is to capture a student's attention by illustrating the relevance of the learning experience. CTL helps students find and create meaning through experience, drawing from prior knowledge in order to build upon existing knowledge. A primary principle of CTL is that knowledge becomes the students' own when it is learned within the framework of an authentic context. In CTL, the traditional curriculum is placed in a broader framework that integrates other subject content into the learning process for the students. Learning goals are elevated to higher order thinking skills in the process of learning to find information, adapt to change, and communicate effectively while relating to others.. In the traditional classroom, students often struggle to connect with abstractions. An authentic context helps the learner see the relevance of information and creates a pathway for them to understand the material. This chapter seeks to examine the approach known as CTL, its theoretical background and paradigm. Its definitions and perceptions from a variety of disciplines and teaching approaches, the different point of views governing the implementation of CTL in the F/SL classroom; throughout this chapter, we will also carry out the different components and features of context and the different classroom activities designed to better explain the validity and effectiveness of such approach, also a brief account is addressed to highlight the importance of CTL in EFL classroom.

### 1.1 Defining CTL and its development

What is the best way to teach so that all students can use and retain that information? How can a teacher communicate effectively with students who wonder about the relevance of what they study?

Contextual teaching and learning (CTL) is one of the hot topics in education today. Surprisingly, there exist no comprehensive guide to CTL that explains exactly what it is

and why it works. The fact that the term itself is not novel, it has emerged in the in 1923; nevertheless, it has taken more time than expected for scholars and linguists to come up with the first definition for this approach. Few years after, considerable developments occurred in the field of studying language theories made by many researchers resulted in constructing new definitions for a number of concepts that linguists previously have taken for granted for a very long time. As mentioned by Ghadessy (1999):

A shift towards a functional (sociolinguistic) approach to the analysis of language in the last few decades has necessitated new definitions and models for a number of concepts .Two of the main areas of concern have been: what is context? .And how contextual teaching and learning as well have been perceived from different angles. (para.1)

The concept of contextual teaching and learning has been defined differently from various perspectives and from numerous scholars and linguists .In drawing a comparative study on the different perspectives set by scholars concerning what CTL means, and how it was perceived by scholars along its path of discovery. We can initially say that the first group led by Elaine (2002) who believes that CTL is a system encompassing many sub-components working together to successfully reach the goals of learning a language .This view is held by scholars who support and admit the scientific nature of contextual learning and teaching. She primarily said:

Context corresponds to the way the universe works, during the past 75 years, physicists and biologists have discovered the three principles infuse everything in the entire universe .Including all living systems. Remarkably, these three principles of interdependence , differentiation, and self-organization are replicated in the contextual teaching and learning system , because the contextual teaching and learning system corresponds to principles permeating nature .To learn contextually is to learn in a way that naturally draws forth a students' full promise.(p.1)

This idea clearly demonstrate the fact that, throughout the preceding 75 years, physicists and scientists have discovered the three basic truths encompassing everything in the whole universe. In a surprising and interesting way, these three fundamentals of differentiation(in education, it denotes the wide variety of teaching techniques and lessons and adaptations that educators and instructors use to teach a diverse group of students; with diverse learning needs in the same course, classroom, or learning environment,

commonly used in heterogeneous grouping. Interdependence (which corresponds to the connection between subjects where one subject's needs can be fulfilled by the other subject's resources, and this transfer of resources works both ways; which means both subjects need each other to accomplish their needs. These kinds of relationships can be found everywhere, since as humans we need other people's help to survive and strive; in almost all fields of life including primarily learning. The last principle went back to self-organization (that simply stand for the spontaneous often seemingly purposeful formation of spatial, temporal, spatiotemporal, structures or functions in systems composed of few or many components.

Mozzeo (2010) broadened the definition describing CTL as:

A diverse family of instructional strategies designed to more seamlessly link the learning of foundational skills and academic or occupational content by focusing teaching and learning squarely on concrete applications in a specific context that is of interest to the student. (p.4)

It is connecting educational theoretical knowledge to community practical applications, it calls mainly for the integration of knowledge into real life functions, primarily implies the translation of theoretically-based pedagogy into practice; which make learning more meaningful and useful.

Let us turn to the question of how context to be defined from purely educational background or perspective. According to the second group held by educationalists and teachers who strongly believe on the scholarly academic nature of the concept; a group of scholars and linguists sought to identify what is meant by CTL from a purely didactic viewpoint, "CTL is a learning philosophy that emphasizes the students' interest and experiences. "It provides the means for reaching learning goals that requires higher thinking skills" (As cited in Satriani and Gunawan, 2012, p.11). In an attempt to bridge the gap between the academic disciplines and the real world experiences, it is a marriage between school-based teaching and learning and community-based learning and teaching. Students learn in the field of their interest, often providing a service to the community during their learning experience. CTL promotes the development of knowledge and skills hoping to show students how teaching academics is useful in their everyday lives.

It is believed among linguists that CTL is a process of placing learning within specific context; so that the application of skills and knowledge learned occur in a more effective

and efficient manner. As Elaine assumes, "Contextual teaching and learning, an instructional system is based on the premise that meaning emerges from the relationship between content and its context" (p.3).As confirmed by Hudson and Whistler (2007):

It is a conception of teaching and learning that helps teachers relate subject matter content to real world situation and its application to their lives as a family, citizens, and workers, and engage in the hard work that learning requires. (p.1)

It occurs when students apply and experience what is being taught referencing real problems associated with their roles and responsibilities as family members, citizens, students, and workers. It is an approach to learning that is grounded in context, and connected to real life situations providing opportunities for authentic assessment and individual reflection. In few words, CTL is drawing on a diverse array of contexts to enrich and illustrate content.

In the nineteenth century, the notion of context originally meant the accompanying text, the word that came before and after whatever was under attention. It was extended to things other than language, both concrete and abstract; the context of the building, the moral context of the day .But if we were talking about language, then it still referred to the surrounding words, and it was only in modern linguistics that it came to refer to the non-verbal environment in which language was used (Halliday, 1999, p.3-4).

In response to the to the need to pay more attention to language acquisition as a social phenomenon, there emerged a new approach to L2 pragmatic development which take both learner and socio-cultural context into consideration .Ochs (1996, P.408) defined contextual teaching and learning approach as, "is to use language meaningfully, appropriately, and effectively". Which clearly demonstrate the pragmatic version of CTL, as contextual learning means simply the ability to produce appropriately the language forms and different speech acts and language functions.CTL offers a particularly useful approach when researching the acquisition of L2 pragmatics because it incorporates the neglected dimension of the speech event as it links learners' discourse with a focus on spoken modes of the language e.g , to a more general ethnographic account of the cultural beliefs and practices of the community into whih a learner is being socialized

To put the simplest definition as a conclusion, As we are talking English we then manipulate this in the typical English way, expanding the word by various derivations; we

have the adjective contextual, as in contextual features or parameters ;then the verb contextualize ; and since language can be contextualized , it can also be decontextualized, and then of course recontextualized over again .And each of these in turn , can become an abstract objet , like recontextualization. So it is strongly recommended to put the word “context” between inverted commas for a while and ask what it actually means i.e., problematize it if necessary (Halliday,1999,p.3).

### **1.1.2 Current approaches to language teaching: from purely structural to contextualized language learning-teaching**

Before carrying out the main approaches and methods of language teaching, it is crucial to make a distinction between three disparate concepts have misled many teachers and learners for a very long period of time.

- Based upon Richards and Rodgers (1986, p.154) terminology of the three terms:

**Approach:** defines those assumptions, beliefs, and theories about the nature of language, and, the nature of language learning; it is a set of a complimentary assumptions or premises and theoretical principles dealing with the nature of language teaching and learning.

**Method/design:** specifies the relationship of theories of language and learning to both the form and function of instructional materials and activities in instructional settings; it is procedural plan for presenting and teaching the language.

**Technique/procedure:** comprises the classroom techniques and practices which are consequences of particular approaches and designs; it is the set of strategies for implementing the methodological plan.

- Anthony’s terminology (1965) suggested the following:

**An approach:** is the level at which assumptions and beliefs about language and language learning are specified, it embodies the theoretical principles governing language learning and teaching.

**A method:** is the level at which theory is put into practice and at which choices are made about the particular skills, content to be taught, and the order in which the content will be presented. It is an overall plan for the orderly presentation of language material.

**A technique:** is the level at which classroom procedures are described.

Over the twentieth century, most of researches on the field of education tried to find out new approaches and methods that can help both teachers to create new learning environment and learners to successfully make use of the target language in real authentic communicative situations. So many changes occurred due to the shift in focus, practice, and purpose; these changes led to the development of multiple approaches and methods to language teaching. Consequently, some have been come to light and others died out. As Richards and Ranandya (2002) stated, "the notion of teaching method has had a long history in language teaching, as is witnessed by the rise and fall of a variety of methods throughout the recent history of language teaching" (p.5).

There are various types of teaching approaches in education with an emphasis on numerous skills, during the 21<sup>st</sup> century, teaching approaches begun to take different shapes that cater to specific aspects of learning. The most common approaches to be discussed is the teacher-centered approach be it the widely recognized and admitted by teachers for a long period of time, also the learner-centered approach, constructivists or inquiry-based learning, and collaborative learning. These learning approaches cleaned the path for the emergence of a wide range of teaching methodologies; it serves as a intellectual basis for the concrete application in the teaching classroom. Here are the most common methods of language teaching:

Prior to the twentieth century, language were not learnt for the purpose of communication be it oral or aural, but rather for the sake of building correct forms of the language targeting the structures. According to Chelli(2012,p.23), the grammar translation method can be considered as the first methods up late to the 1960s; its major features can be summarized in the following:

- Classes are taught in the mother tongue, with little active use of the target language.
- Much vocabulary is taught in the form of isolated words.
- Long elaborate explanations of the intricacies of grammar are given.

- Grammar provides the rules for putting words together, and instruction often focuses on the form and inflection of words.
- Reading of difficult classical texts is begun early.
- Little attention is paid to the context of texts, which are treated as exercises in grammatical analysis.
- Often the only drills are exercises in translating disconnected sentences from the target language into the mother tongue.
- . Little or no attention is given to pronunciation. (As cited in Prator and Celce-Murcia, 1979, p.3)

So the grammar translation method (also known previously as the classical method) is built upon the assumption that the main objective of learning second/foreign language is to master the structures and forms of that language, constructing a valid knowledge of how language is formed .this teaching method or approach of learning regards the foreign language only in terms of grammar rules and drill memorization. Though, it was a dominant teaching method in the United states from the 1840s and continued to the 1940s, thereafter it expended to reach the other parts of the world; it does nothing to enhance the learners' communicative ability in the target language, as it cleans the way for the after coming approaches and methods which advocated the grammatical competence and strongly defended the grammatical nature of language learning and consequently teaching.

As tackled earlier, the grammar translation method highlights its learning on repetitive practice and drilling, as the deductive teaching of grammar. This conception was supported by the audio-lingual approach taking place in the United Kingdom as well as situational learning in the United States of America. As discussed by Harzelli (2013, p.40) whose clarified the main points and characteristic shared by this method to teaching foreign languages, she straightforward summarized its main attributes:

- Teaching grammatical points implicitly through dialogue.
- Memorization of list of vocabulary and dialogue.
- The use of drills and patterns practice such as repetition, substitution, transformation and translation (Krashen, 1982; Richards and Rodgers, 1986).
- Students learn through stimulus-response techniques. Pattern drills precede any explanation of grammar (Hall Haley and Austin, 2004).
- Reading and writing are left a side till speech is mastered.

- Linguistic competence is the desired goal.
- Accuracy is a primary goal.
- Language is a habit formation, so errors are prevented.

The audio lingual method(ALM) also known as the army method, and aural-oral method, its origins go back to the Second World War when the United States of America declares war on Japan; at that time the focus was mainly to achieve conversational proficiency (in listening and speaking) neglecting the other skills (reading and writing) because of lack of time .Chelli (2012,p.23-24) clarifies stating that in the audio lingual classroom , the teacher seeks to provide the students with lessons planned in advance to meet the PPP or what is also known as the three Ps which primarily stand for presentation, practice, and production .She adds:

First, the teacher presents the target language through a dialogue or a text, and then gives the students the opportunity to practise it through controlled activities like substitution drills and sentence transformations. In the final stage of the lesson, the students practice the target language in freer activities which bring in other language elements.(As cited in Harmer,1998,p.3)

Paulston (1992) discussed a number of such attempts to add new perspectives to second/foreign learning and teaching that reveals an assumption of much support from linguists, she argues that upon a superficial quick look done ,acknowledges a consistent interest about drills, their objective ,construction , and the role it plays in language teaching. She points out, “Language learning is seen as basically a mechanical system of habit formation ,strengthened by reinforcement of the correct response ;language is verbal, primarily oral , behavior and as such learned only by inducing the students to’ behave’’(p.10).This leads us to say that learning and language is perceived as “habit” in which accuracy in terms of correctness is a primary goal and the students are expected to interact with the language embodied in machines or controlled materials , where grammatical linguistic competence is the desired goal .

Brooks (1964) came to introduce that the conception of drills itself has been criticized largely on its applicability, he believes that looking upon the history for the past 20 years, show that there has been to some extent a conflict concerning the purpose of structural drills; which has been taken exclusively for the sake of practice, so that performance become constant and automatic, and does not claim the act of communication (p.146).

Moreover, Chomsky (1966) contributed in the issue, he argued that it is impossible for people to acquire a language by simple repetition and reinforcement; he said, “Linguists have had their share in perpetuating the myth that linguistic behavior is ‘habitual’ and that a fixed stock of ‘patterns’ is acquired through practice and used as the basis for analogy”(p.44). These views could be maintained only as long as grammatical description was sufficiently vague and imprecise. For that, Bowen (1965, p.295) clarifies that the function of drills is to provide satisfactory repetition in meaningful context to build correct habitual responses (As cited in Paulston, 1992, p.11).

Finocciaro and Brumfit (1983, p.91-93) discussed a number of features that mark the ALM from the other teaching methods as:

- ALM influenced by structural linguistics and behavioral psychology, focuses on inductive learning of grammar via repetition, practice, memorization.
- Communicative activities only come after a long process of rigid drills and exercises.
- The use of students’ native language is forbidden.
- Translation is forbidden at early stages.
- Reading and writing are deferred until speech is mastered.
- The target linguistic system will be learned through the over teaching of the patterns of the system.
- Linguistic competence is targeted at most.
- Varieties of language are required but not emphasized.
- The sequence of units is determined solely on principles of linguistic complexity.
- The teacher controls the learners and prevents them from doing anything that conflict with theory.
- ‘Language is habit’, errors must be prevented at all costs.
- Accuracy in terms of correctness is crucial.
- The teacher is the master of the sea, who takes the responsibility of choosing the language which students are expected to make use of.
- Intrinsic motivation will spring from an interest in the language.

Therefore, another teaching method came to the scene labeled as the direct method, it was first elaborated by its pioneer F.Gouin who has been inspired by the children way of acquiring their first native language, after a continuous observation of their behavior and

manner of acquisition, he came with a conclusion declaring that the child acquire his first language in the same way or similar to the learning of the second language. Richards and Rodgers (1986, p.9) put forward a number of characteristics which single out the direct method from the previous as well as the coming approaches to language teaching:

- Classroom instruction and grammar rules were explained exclusively in the target language (Ibid, p.10).
- It makes use of audio visual equipments such as audiocassettes, slides and videos (Ansari, 2012, p. 523).
- Teaching just every day vocabulary and sentences.
- Focus on the oral communication, the question-answer exchanges are the main activity used by language teachers.
- Specially constructed pictures depicting life in the target culture are developed to enable the teacher to present meaning without translating (Hall Haley and Austin, 2004, p.37).
- Grammar rules are presented inductively.
- Teaching both speech and listening comprehension.
- Accuracy was emphasized and errors are corrected in class.

According to Blanchard (2012, p.1) there are some differences between contextual teaching and learning and traditional instruction, he argues that traditional instruction emphasized in a conventional manner, still giving much importance to memorization not the construction of materials from real context based on experience, it relies on rote memory as a process of learning a foreign language, also focusing typically on a unified single subject. CTL is an attempt to adopt our instruction to better fit the learning needs and outcomes, it focuses on the communicative nature of language rather than on its structural abstract particularity. Up to the late 1960s the traditional view of language has been practiced in various adaptations in language classrooms for a very long time as it was advocated for its effectiveness and positive insights, but the case changed and both students and teachers are seeking for more benefit and use of the language goes further than just its abstraction and passive grasp of information provided. In short, traditional teaching is no more the need for students to effectively gain knowledge and reach higher standards in education, it simply reinforce memorization and passive drilling, whereas; CTL calls for more usage of the language and focuses on the text practice .Unlike the

traditional way of teaching which merely focus on learners' ability to produce accurate correct language forms and structures.

On one hand, traditional instruction highlights the role of the teacher at the expense of the learner as the only source of information, the teacher is supposed to fill students with deposits of information if necessary or until needed. On the other hand, in an environment where learners are treated under what is labeled contextual instruction, the value of information is based on the learners needs, as if the learner is the source of information that the teacher is supposed to relate information with the prior knowledge of the learner on which a variety of subjects to be integrated. In few words being contextually taught denotes that the learner is in cooperation with the teacher in the process, accessed via practical application or solving realistic problems. However, traditional instruction implies another form of assessment through ONLY the formal academic occasions such as exams. In traditional textbooks, for instance, single sentences and even single words were often presented in isolation, out of context, in the original sense of the term as presented in dictionaries; what really matters in such instructions is the semantic correctness of concepts treated separated from the context in which take place. Actually they had their own linguistic context; in a structure drill, for example, the context of a given sentence was the set of all the other sentences displaying a similar structure.

This purely structural approach have been heavily criticized as its primarily principle is to deliver students who have the ability to produce accurate language, but fail to make use of the language and understand its usage in real communication. A wide range of teaching methods come after audio-lingualism gave way to the communicative language teaching approach (CLT) of teaching foreign languages; which has been developed in order to overcome the weaknesses of the structural approach, according to the CLT, communication is not simply a matter of what is said (structure and lexis), but where it is said, by whom, when and why it is uttered. In short, this is basically communicative function or purpose of language.

### **1.1.3 Towards communicative language teaching (CLT)**

Referring back to the history of language teaching, linguistics has been one of the most dominant disciplines, given the fact that the main concern for the past fifty years has been the structure and grammar of the language. A number of methods and learning approaches were used widely, mostly concerning with what their approach on teaching or learning is

and how it is pursued. Starting with the CLT approach which clearly draw the path for a new rationale on teaching and learning foreign/second languages, it was basically a response to the ALM and came as an alternative to the structural approach that dominated the scene and prevailed the language teaching programs and curricula many years ago.

The communicative language teaching approach has passed over different stages, from classical to current trends and experienced a remarkable development. The term 'communicative language teaching' means different things to different people; to some it may simply denote a greater emphasis on the use of the language in classroom (most precisely on what is verbally communicated rather than the written form of the language), to others communication entails the exchange of unknown information between interlocutors. Indeed, to other people it is understood in the most anthropological terms; that is as a cultural –bond system for making meaning. Despite their various definitions of CLT, all the module instructors seem to advocate for a communicative approach. According to Berns (1990), CLT go with the establishment of new emerging pedagogical directions that have spread out because of the raising awareness that the knowledge of grammatical forms and structures is no longer useful, as it does not qualify the learners towards an effective as well as appropriate use of the target language. Moreover, the growing attention to language use has led to the expansion of new approaches to foreign language teaching, that pretends to be communicative. She clarifies the process as inevitable (p.79).

### **1.1.3.1 The classic communicative language teaching (1970s to 1990s)**

Due to the need for new approaches to foreign/second language teaching, up to the end of the sixties both the audio-lingual method and the situational language teaching had run their courses; what necessitates the shift of emphasis from mainly considering the language as a set of structures towards the use of language as a means of communication. Hymes (1972) examines Chomsky's concept of linguistics states that, in order to use language as a means of exchanging ideas, feelings, the speaker must possess both the ability to produce correct sentences (linguistic competence), but also the capacity to produce utterances which are socially pertinent.

### **I.1.1.3.2 The current communicative language teaching (from the late 1990s to the present)**

The CLT approach came to replace the structural approach that has dominated the language teaching programs and curricula for many years ago. Hymes, Widdowson, Brumfit, Halliday, Austin and Searle were its main propagandists, building upon this perspective, communication is not restricted to isolated sentences but rather to participate in a discourse; also the consensus on the idea that this approach focuses both on form and the meaning, on structure and function, following the cognitive learning theory with emphasis on learning by doing, through which the tasks and activities are of problem-solving nature. Harzelli (2013, p.42) identified the CLT approach in terms of:

- Teaching of communicative competence (what a speaker needs to know to communicate appropriately within a particular speech community) (Saville-Troike, as cited in McKay and Hornberger, 1996, p. 362).
- Focus on fluency rather than accuracy (Cook, 2003).
- Inductive teaching of grammar rules.
- Errors are tolerated.
- Learning through attending to the feedback learners get when they use the language (Richards, 2006, p. 4).
- Learners participate in the classroom activities with their classmates through a cooperative group, and the teacher is a facilitator and moderator.
- Link the different skills such as speaking, reading and listening together, since they usually occur so in real world.
- Communicative Language Teaching activities are: Information Gap activities, Jigsaw activities,( people discuss opinion), Task-Completion activities ( puzzles, games, map-reading...etc), Information Gathering activities (surveys, interviews, research), Opinion-Sharing activities, Information-Transfer activities, Reasoning-Gap activities, Role play, Project Work, Pair and Group Work activities,...etc.
- Making communication more authentic, by doing so learners will be able to better understand the speaking customs and ways of life of the target country to behave appropriately in native environments (Kramsch, 1993).

The communicative approach tends to be context-sensitive in which contextualization is believed to be a basic requirement for learning language items; its emphasis is put on

fluency than accuracy as it tolerates errors as an integral part of learning. The communicative approach importance lies mainly on its positive influence on learners' communicative abilities. In other words, it is a learner-centered approach in which the learner's needs are at most importance, While the teacher's role is that of a guide or facilitator. The teacher is required to be extra resourceful in order to develop his/her own materials based on their needs. It is an approach where the grammar of the language is set inductively. Furthermore, skills' integration is emphasized; skills such as listening, speaking, reading, and writing are developed thoroughly. Activities exercised via individual work, pair or group work, role-play, discussion...etc. To sum up, it is a growing approach that proves its utility and effectiveness in foreign language learning and more precisely teaching; it highlighted the issue on which knowledge of structures was never enough to develop the communicative proficiency in learners.

Chelli (2012, p.15) defined it as an approach that emphasizes interaction as both the means and ultimate goal of learning a language. Historically speaking, it has seen as a response to the audio-lingual method and an extension to the notional-functional syllabus. CLT makes use of real life situations that entail communication; therefore, the teacher's goal is to set up situations that students are likely to encounter in real-life through various activities. CLT views language as interaction, it is interpersonal activity and has a clear relationship with society. In this light, language has to emphasize the use (function of language) in context, both its linguistic and social or situational context (who is speaking, what their social roles are, why have come together to speak (Berns, 1984, p.5).

Brown (1998, p.18) describes the journey towards CLT stating that:

Beyond grammatical discourse elements in communication, we are probing the nature of social, cultural, and pragmatic features of language. We are exploring pedagogical means for 'real-life' communication in the classroom. We are trying to get our learners develop linguistic fluency, not just the accuracy that has consumed our journey. We are equipping our students with tools for generating unrehearsed language performance 'out there' when they leave the womb of our classrooms. We are concerned with how to facilitate lifelong learning among our students, not just with the immediate classroom task. We are looking for learners as partners in a cooperative venture. And our classroom practices seek to draw on whatever intrinsically sparks between learners to reach their fullest potential.

From this, we deduce that CLT include distinct aspects , via applying these aspects , language teaching and learning become far more than a serial of grammar lessons and vocabulary lists .For language teaching and learning to be truly communicative, it must be used in context to convey ideas, preferences, thoughts, feelings, information....etc. Finocciaro and Brumfit (1983, p.91-92) brought about new characteristics of CLT:

- Meaning is paramount.
- Dialogs, if used, centre on communicative function and not normally memorized.
- Contextualization is a basic premise.
- Language learning is based upon the knowledge of how to communicate mainly.
- Effective communication is sought.
- Drilling may occur.
- Comprehensive pronunciation is targeted.
- Any device which helps the learners is accepted in condition to be varied according to their age.
- Attempts to communicate may be encouraged from the very beginning.
- Judicious use of the native language is tolerated where feasible.
- Translation may be used where the students need or benefit from it.
- Reading and writing can start from the first day.
- The target linguistic system will be learned best through the process of struggling to communicate.
- Communicative competence is the most desired objective to reach.
- Linguistic variation is a central concept in materials and methods.
- Teachers help students in any way that motivates them to work with the language.
- Language is created by the individual often by trial and error.
- Fluency and acceptable language use is the primary goal; accuracy is judged not in the abstract but in context.
- Students are expected to interact with other people , either in the flesh , through either pair or group work.
- The teacher is unable to decide exactly what language students must use.
- Intrinsic motivation will spring from an interest in what is being communicated by the language.

CLT is usually characterized as a broad approach to teaching foreign languages, rather than a method with a clearly defined set of principles. According to Nunan (1999,p.98) ,five principles of CLT are:

- Learners learn a language through using it to communicate.
- Authenticity and meaningful communication should be the goal of classroom activities.
- Fluency is an important dimension of communication.
- Communication involves the integration of different skills.
- Learning is a process of creative construction and involves trial and error.

This was supported by Brown (2001.p.43) who displayed six interconnected qualities as a description of CLT:

- Classroom goals are focused on all the components (grammatical, discursive, functional, sociolinguistic, and strategic) of communicative competence. Goals therefore must intertwine the organizational aspects of language with pragmatics.
- Languages are designed to engage learners in the pragmatic, authentic and functional use of language for meaningful purposes. Organizational language forms are not the central focus, but rather aspects of language that enable the learner to accomplish those 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.
- Students in a communicative class ultimately have to use the language, productively and receptively, in unrehearsed contexts outside the classroom. Classroom tasks must therefore equip students with the skills necessary for communication in those contexts.
- Students are given opportunities to focus on their own learning process through an understanding of their own styles of learning and through the development of appropriate strategies for autonomous learning.
- The role of the teacher is that of a facilitator and guide, not an all knowing best owner of knowledge. Students are therefore encouraged to construct meaning through genuine linguistic interaction with other.

Unlike the structural approaches and methods, CLT provide unlimited range of exercise types and activities to enable the learner to attain the communicative objectives of the curriculum and engage them in communication. Littlewood (1981, p.20) distinguishes between two functional activities and social activities and social-interaction activities as two major types. According to Chelli (2012, p.22):

Functional activities include tasks such as learners comparing a set of pictures and noting similarities and differences, working out a likely sequence of events in a set of pictures, discovering missing features in a map or a picture, communicating behind a screen to another learner and giving him instructions on how to draw a map, a picture or a shape solving problems from shared clues. Social interaction activities include conversation and discussion, dialogues and role plays, simulations, skits, improvisation and debates.

The rationale for implementing CLT in EFL classrooms, is that the teacher should act as a facilitator to create a student-centered classroom atmosphere, and to engage learners in an authentic-like and meaningful communication that calls for significant negotiations with the goal to increase meaningful input for learners and enable them to generate more input (Huang and Liu,2000,p.4).Language is used for communication , it is used to express what is meaningful in real life; however, it is more than a tool of communication; it reflects social and cultural backgrounds. Learning merely the target linguistic knowledge cannot successfully engage learners into real-life communication in the target culture; they also need to acquire the target pragmatic competence, the capacity to incorporate cultural knowledge into language use and choose appropriate language in different socio-cultural contexts (Hymes, 1972; Bachman, 1990).

## **1.2 Historical overview: from behaviorism to constructivism to CTL**

In much of the literature on the emergence of CONTEXT as a notion developed recently to clear the path for new perspective towards teaching contextually. Halliday (1999) brought a new principle focusing that language must be seen and understood in relation to its environment, therefore; it is more lucid and explicitly recognized by scholars when they first started observing spoken language .Simply, because it is no more supported to treat spoken discourse in isolation from its environment.

In an attempt to get attached with the notion of context and how, and how far, it provides a pivotal tool towards proficiency in language learning., (Widdowson, 1998) argues that the historical point of departure of our inquiry is Malinowski, and it is fairly

tempting to stick around the coral islands from which he was inspired towards the idea of “context of situation”, but we will start with the rather less romantic representation of J.R.Firth, simply for the fact that he was the one who first sought to integrate the idea into a genuine convincing theory of language (p.6).

Malinowski contributed largely in defining what is meant by “context “as a new domain of inquiry .Building upon this view, (Halliday, 1999, p.4) notes that despite the fact that he was the first who sought to introduce the expression ‘context of situation’, the concept “situation” tend to mean the events and actions happened when people speak or converse; had been investigated previously in the field of linguistics, in a fairly different area of research called dialectology. He confirms his idea by saying:

These two founding traditions of the study of language in context, the British, with Malinowski and Firth, on the one hand, and the American, with Sapir and Whorf, on the other, are in an important way complementary to each other. The former stress the *situation* as the context for language as *text*; and they see language as a form of action, as the enactment of social relationships and social processes. The latter stress the *culture* as the context for language as *system*; and they see language as a form of reflection, as the construal of experience into a theory or model of reality. From these two sources, taken together, we have been able to derive the foundations of a functional semantics: a theory of meaning that is relevant to applied linguistic concerns.(p.6)

Drawn upon Malinowski’s view of “context of situation”, the immediate situation in the activity of learning a foreign language, including the teacher, the learner, and students’ companion or classmates, and obviously the text which serves as an instructing material. Thus, in this “context”, the normal ordinary setting is the classroom, but there is another context which the students are totally aware of its significance. It goes beyond the natural instructing environment to a further workplace or shopping centre, to participate effectively in their new lives as part of the community ( Halliday, 1999, p.11). Malinowski’s view seemed to consider context to be the whole material and social environment in which language is used .From this perspective , if context is equated with the material situation of the occasion of language use , then clearly it is possible to describe certain kinds of language use as contextualized ,this clarification highlighted that the issue is not the presence or absence of context but rather the extent to which the material situational setting of a text is relevant to the text produced.

Widdowson (2004, p.37-38) first discusses the notion of context of situation with reference to Malinowski, he argues that a statement spoken in real life situation, is never separated from the context in which it has been produced .He adds that, all verbal discourse uttered by a human being, has the potential and objective of expressing something be it a feeling, or thought .At a fixed time, and in a situation, which necessitate a reason to be done known to a person or persons. He affirms saying, “in order either to serve the purposes of common action, or to establish ties of purely social communion, or else to deliver the speaker of violent feelings or passion”’.

A wide range of learning theories relate closely to contextualized teaching and learning as a strategy for improving students’ basic skills acquisition. According to Berns and Ericson (2001, p.12), “In the beginning, contextual teaching and learning approach was derived from the theory of behaviorism and then continued with the theory of constructivism”, behaviorism is a teaching and learning theory that was proposed by E.L Thorndike who suggested that learning resulted from links between stimuli and response through the application of rewards; it focuses on the observable behavior produced by the learner as a stimuli. First it was implemented conventionally based on drill and memorization. Then, as a response to it a new theory was born, namely the constructivist theory .Built upon Berns and Ericson view, in constructivism the learners construct their own knowledge based on ideas tested via experience or prior knowledge on the matter; it gives the learner a prominent role at the expense of the teacher in order to find solutions to problems and consequently enhance their critical skills. To conclude, Both behaviorism and constructivism contributed to the development and emergence of contextual teaching and learning .Behaviorism as a means towards the measurement of students’ observable behaviors; and constructivism as a tool to help them connect code with the content used.

By raising the question, what learning theories have contributed in the emergence of CTL as an independent, promising approach in learning and teaching foreign languages? .It was first taken for granted until, a wide range of learning theories support, providing a satisfying amount of information .in the 1960s or so , CTL has been developed to be an essential part of teaching English as a foreign language .In addition to the former perspectives on the emergence of CTL as a new , promising approach of teaching English as a second or foreign language .a wide range of learning theories have contributed in the arising of this new born approach to language education. Respectively, the connection theory, the constructivist theory, the active-learning theory, and finally CTL and brain

research .According to Berns and Erickson, “contextual teaching and learning helps students connect the content they are learning to the life contexts in which that content could be used”.

In the first place, the connection theory of learning , which is a learning theory first coined by Edward Thorndike .therefore, it is a theory that emphasizes the brain function comparing it to the computer system , stressing out the neural systems which plays the role of the networks to enable the student make connections and associations between various related concepts . According to Berns and Erickson, “contextual teaching and learning helps students connect the content they are learning to the life contexts in which that content could be used”(as cited in Whistler and Hudson,2007,p.54).

The concept of teaching the students by just letting them practice the acquired knowledge in real life situations is a step towards success, but there is more than just approving the learner to make links and process learning in the same equipment they may come across in the real world. In this case, they must be aware to what extent the work they are carrying out require similarly the skills they already have. As Vygotsky refers to this gap between what is known and what is being learned as the Zone of Proximal Development, and he stresses the importance of social interaction between the student and someone (perhaps even another student) who is more skilled at the tasks being learned; (Ibid,p.55) stress out the concept focusing on association between current and previous existing knowledge to build upon a new conception ,they clarify so by adding that, learners are herby able to draw upon their previous experiences and build existing knowledge, as they reach learning goals ;also set up the ground for learners to discover meaning in the whole process of learning rather than just in the classroom setting. They stated, “by learning subjects in an integrated, multidisciplinary manner and in appropriate contexts, they are able to use the acquired knowledge and skills in applicable contexts”. To conclude, the ideal process would be of three-fold consists of; students’ review what they already know related to the new concept, next they learn about and practice the new concept, and finally tie what they have learned to a real life scenario.

In addition, another learning theory which is equally important to what has been previously discussed, the constructivist theory which reinforce widely in the evolution of CTL .In the same fashion, it seeks to improve authentic learning and boost students to success by making connections and links as they build new knowledge upon.(Ibid)

examine historically the idea by stating, “In his writings, well-known Swiss biologist, philosopher, and child psychologist, Jean Piaget views the origin of knowledge as genetic epistemology, which he also calls constructivism, due to his belief that knowledge acquisition is a process of continuous self construction”;Mayer contends on the claim by saying:

The concept of constructing knowledge is different from two earlier popular views of learning: learning as response strengthening, based on the study of animal learning in laboratory settings, and learning as knowledge acquisition, where the learner passively absorbs information presented by the expert. Constructivist learning is active learning in which the learner possesses and uses a variety of cognitive processes during the learning process. The major cognitive processes include paying attention to relevant information, organizing that information into coherent representations, and integrating these representations with existing knowledge. (Ibid)

It is an approach that helps the teacher as well as the learner to create meaning via prior knowledge to construct a new one; and unlike the previous learning theories. The constructivist theory based upon the rationale that learning should be actively absorbed by the learner; in a way the new constructed knowledge must be of reference to real applications, and reinforce the cognitive skills of the learner.

In addition to the former perspectives on the emergence of CLT .Active learning theory has been one of the learning theories which provide a countless literature on the matter. Many scholars think of active learning as any strategy that differ from the traditional lecture format where the teacher pass on knowledge by talking about it .Chickering and Gamson suggests that, “in order to be active, students should be doing much more than just being passive listeners”. Such strategies as cooperative and collaborative learning, integrated learning, problem-based learning, and work-based learning may be used to encourage inquiry and stimulate higher-order thinking (ibid, p.55).

Researches on has shown that when students are free to handle and control their learning, they become problem solvers and assimilate skills throughout their formal experience in education. Lankard called this “learning by doing”, According to him the process is made up of three categories. First, active learning, which is based on the assumption that learning requires and necessitates action , and action requires learning as well, which means that learning and action has been seen as two sides of the same coin.

Second, situation learning, where knowledge and skills are taught in contexts that reflect how knowledge will be used in real life situations , and finally incidental learning ,which is defined as a natural instinctive or activity in which the desired objective is task accomplishment, but rather the task that successfully boost particular skills and understanding as well i.e. learning via committing mistakes, by doing, through networking and association , learning from a series of interpersonal experiments.

Berge quotes Lave to stress the importance of constructing meaning through contextual learning among students:

The ideal situation is for independent learners to take what they have learned and apply it, making it meaningful in the context of actions and interactions within their own lives as they seek personal satisfaction, credentials, and advancement on their life path. When students have the opportunity to interact with one another and their instructors, they can analyze, synthesize, and evaluate course content and use their new learning to construct a shared meaning, making sense of what they are learning in the context of their own community of practice.(ibid,p.55-56)

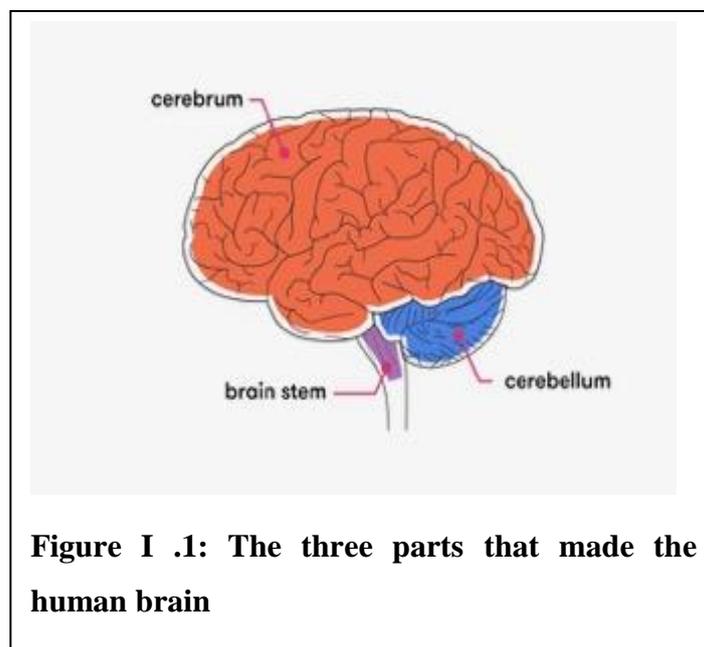
Upon this understanding, CTL emphasizes higher level of thinking, and knowledge transfer across academic disciplines; it requires collection, analysis, and synthesis of information and data from multiple sources and viewpoints. It is a conception of teaching and learning that requires emphasis on problem-solving, and recognition of the need for teaching and learning to occur in a variety of contexts, such as home, community, and work sites. It seeks to teach students to monitor and direct their own learning, so they become self-regulated, as well as encouraging learning from each other and together, also employing authentic assessment.

Most recent research on the human brain and its relevance to the fundamentals CLT advocate came to summarize the former findings in order to elaborate a single satisfactory conception:

Historical philosophers and educators including William James, John Dewey, Jerome Bruner; as well as contemporary author Robert Sternberg, support the idea of making connections in education. In addition, in the past couple of decades, neuroscientists have shown that this need for connections in the teaching and learning process may very well be rooted in the basic physiological function of the brain itself. To understand how we learn, one must understand how the brain transforms learning experiences into actual

physiological connections in the brain. The following summarizes the basics from Brain Facts. The human brain is made up of three main parts:

- (1) The brain stem and cerebellum.
- (2) The limbic system
- (3) The cerebrum.(ibid,p.56)



**The limbic system:** the portion of the brain that deals with the three key factors: emotions, memories, and arousal (or stimulations); known as the emotional brain, set at the top of the brain stem (its major structures: Septum, Fornix, Cingulate gyrus, Offactory, Bulb, Hypothalamus, Amygdala, Mammillary body, Hippocompus).

**The brain stem :** is the posterior part of the brain, continuous with the spinal cord ,it is extremely important part of the brain as the nerve connections of the motor sensory systems from the main part of the brain to the rest of the body pass through the brainstem.

**The cerebrum:** is where learning actually takes place, the most remarkable part of the brain controls our language development, our thoughts, and our voluntary actions, and stores our long term memories. This is the part that makes us human. It contains about

three-quarters of the 100 billion neurons in our brain, it is the part that holds the key to the brain's efficient system of communication and of making connections. Neurons communicate with each other by releasing several kinds of chemicals, called neurotransmitters. An individual neuron receives messages from other neurons and based on the strength of the electrical signals that excites the neurotransmitters decides to pass the message along. The neurotransmitter passes to other neurons over tiny gaps called synapses.

**The cerebellum:** is a plum sized portion of the brain located below the cerebral hemispheres and behind the brain stem; it contains half of the neurons of the brain, despite being only 10% of its size. Its main function is to provide feedback and fine-tuning for motor output.

What is interesting about this complexity is that new synapses (the synapse contact points which number in the thousands are tree-like fibers called dendrites, which are branching arms of the neurons that transmit and receive messages) tend to accumulate as the brain acquires new information and new experiences. Thus, our brains create neural networks and maps as we gain experiences. When no connection to an experience can be found, or when the neurotransmitter impulse is very weak, a message is not sent to other neurons (ibid, p.58). To sum up, Contextual Teaching and Learning (CTL) has been defined here as a way to introduce content using a variety of active-learning techniques designed to help students connect what they already know to what they are expected to learn, and to construct new knowledge from the analysis and synthesis of this learning process. A theoretical basis for CTL has been outlined, with a focus on Connection, Constructivist, and Active Learning theories. A summary of brain activity during the learning process illustrates the physiological changes and connections that occur during educational activities. Three types of learning scenarios (project-based, goal based, and inquiry-oriented) are presented to illustrate how CTL can be applied by practitioners.

### **1.3 The components of contextual communicative situation**

Broadly speaking, language is a social phenomenon in which individuals should not only focus on the superficial analysis of language structure, but also the socio-cultural norms that govern language use in a particular speech community. The study of language in its socio-cultural context rises from the assumption that there are certain social and cultural conventions which govern the language use in a specific context (Stern, 1983); a

context can be defined as a dynamic situation in which a linguistic unit is uttered and determines the speaker's meaning. Saville- Troike (2006, p.187) defines it as:

Knowledge based on what has already read or heard in a specific text or situation, as well as an understanding of what the writer's or speaker's intentions are, and the overall structure of the discourse patterns being used.

In order to analyze language in its socio-cultural context (i.e. language use) , it is crucial to shed light on a number of parameters and components such as, tone of voice and facial expiration ; the relationship between interlocutors; their age, sex, and social status; the time and place , the degree to which something (cultural background) is shared among speakers (Cook,2003).Firth (1957) claimed that the context of a situation and types of language function can be then grouped and classified (p.182),perhaps we can make the notion more manageable by specifying the following components (obviously the list is by no means complete):

- The type, or genre (for example a sermon, a political speech, an election poster, a recipe, and so).
- Its topic, purpose, and function.
- The immediate temporary and physical setting.
- The text's wider social, cultural, and historical setting
- The identities, knowledge, emotions, abilities, beliefs, and assumptions of the speaker (writer) and hearer (reader).
- The relationship holding between interlocutors.
- The associations with other similar or related text (or discourse) types: intertextuality.

In a communicative situation there are at least two persons, one an actual agent, another possible agent, i.e., a speaker and hearer. Respectively, both belong to at least one speech community, i.e., a group of persons with the same language and related conventions for interaction. During a period of time the activities of two (or more) members of the community coordinated, in the sense that a speaker produces an utterance with certain consequences for the hearer.

The necessary components in contexts may help (sometimes not sufficient) to completely define conditions of appropriateness. In fact, complications will especially appear in the complexity of speech acts and communicative interaction as analyzed below:

### 1.3.1 Van Dijk categorization:

- A set of possible contexts: the context is dynamic because of the action of various elements such as shift from the initial topic, new participants, changing of location.
- A set of time points: it is closely connected to time changing and time reference.
- A set of places: 'here-and-now' pair defining the state of the actual context.
- A set of persons: the actual participants and the possible agents.
- A set of utterances types: the actual utterances (content sequences) and the utterances token serving as preliminaries or small-scale substitute such as interjections, starters, or onomatopoeias.
- A set of communicative acts: sequences display an infinite number of speech acts (a speaking function and a hearing function).
- Several sets of actual relevant knowledge, beliefs, wants/wishes, intentions.
- The set of communicative conventions of the speech community.

### 1.3.2 Dell Hymes:

Hymes categorizes the speech situation in terms of eight (8) constituents which may be summarized in the following:

- Form and content of text: the text itself forms part of the speech situation.
- Setting: it can take the form of open-space surrounding or specific location; however, he acknowledges that these physical circumstances are only part of the story. There is also an abstract and internal location for communication as well as a concrete external one, and this he refers to as the scene. Which is distinct from setting, designates the psychological setting, or the cultural definition of an occasion as a certain type of scene (Hymes, 1974, p.55).
- Participants: active and passive interlocutors.
- Ends: the intentions and effects of speech.
- Key: non-verbal communication or 'body language' such as facial expressions, head or eye movements, hand signals or body postures.

- Medium: as far as speech record is concerned, we can mention oral interviews, telephone conversations, video-conferences, or chat-rooms.
- Genre: the style or category of speech of the oral record and literary genre like poetry, drama novels of the written record.
- Interactional norms: all the socio-cultural conventions that govern human oral and written communication.

### **1.3.3 Widdowson classification:**

Henry Widdowson (1998,p.6-7) provides a brief account regarding the components of “context of situation “. He said, my view was , and still , that ‘context of situation ‘ is best used as a suitable schematic construct to apply to language events , and that it is a group of related categories at a different level from grammatical categories but rather of the same abstract nature .A context of situation for linguistic works brings into relation the following categories :

- The relevant features of participants: persons, personalities.
  - The action of the participants
  - The non-verbal action of the participants.
- The relevant objects.
- The effect of the verbal action.

### **1.3.4 Johnson’s characterization: other types.**

Johnson characterizes it into eight elements as the following:

- Making meaningful connection.
- Doing significant work.
- Self-regulated learning.
- Collaborating.
- Critical and creative thinking.
- Nurturing the individual.
- Reaching high standard.
- Using authentic assessment.

She argues that together, these components create a network by which students are better able to create meaning and retain information.

## **1.4 Nature and characteristics**

A careful analysis of human communication reveals that connected speech does not arise out of a vacuum, but that its production, purpose and effect are deeply embedded in the particular context in which both the speaker and hearer play their distinctive roles. At this point, we should distinguish between two types of context:

### **1.4.1 Linguistic context**

It refers to the surrounding features of language inside a text, like typography, sounds, words, phrases, and sentences. Which are relevant to the interpretation of such linguistic elements. It is also known as Co-text, a set of words form a phrase or a sentence, the explicit meaning of those words remains as the basic concern for a linguistic analyst .For example, John eats an apple, this sentence has only a surface meaning which is the act of eating.

### **1.4.2. Non-linguistic context**

Is a much more complex notion, since it may include any number of text-external features influencing the language and style of a text. It is evident that interlocutors are , consciously or not , greatly influenced by a wide variety of contextual factors such as the topic, the speakers' expectations of the listeners knowledge , anxiety or skepticism , creative talents , attitudes , and beliefs .Other elements are equally influential namely inter-textual allusion, the participants' assumptions , the general knowledge of the social functions and stylistic conventions .It has been obvious from this long, but still incomplete list of non-linguistic contextual factors that any idiosyncratic style or any conscious or unconscious choices of expressions are always motivated , inspired or involved by contextual circumstances in which both speakers and listeners are in various ways involved. The non-linguist context includes both:

#### **1.4.2.1 Physical context**

Also known as "the situational context", this is mainly related to the properties, "Here" and "Now"; it refers to the place and time of a given contextual situation (setting).Consider the following example:

**A:** when did you come back home?

**B:** at eight, and you know how the air traffic looks like.

Here the common features of context are; time(at eight),place(home) and two interlocutors (mainly a woman and her husband).

#### 1.4.2.2 Socio-cultural context

It is considered as the most important kind, simply for the reason that, it directly addresses the socio-cultural aspects of the speech community such as tribal, economics, social or organization, kinship patterns (relatives), fertility rites, seasonal rhythms, concept of time and space ...etc. If we analyze the previous example, we can notice that it has two connotations; the first one refers to a casual situation where a woman asks her husband about the time of coming back home; and the second one reflects a certain cultural dimension related to English people where man and woman collaborate to each other in every single thing even in preparing dinner. This hidden meaning cannot be analyzed and understood without referring back to the socio-cultural context.

Yule (2006) and Kramsh (1998) have pointed out that there are three kinds of context, noting the linguistic, the physical and the socio-cultural context. As it may be, in another situation, divided into respectively linguistic, psychological, and socio-cultural contexts. As Halliday, (1964, p.16-19) who is a follower of Firth, conceives the matter differently. What he does in a simple terminological manoeuvre, is to change 'context of situation' having thus deftly divided a single concept into two, he then incorporates (context) into a model of linguistic description under semantics, as 'the relation of form and meaning, and leaves the other (situation) to account for non-linguistic phenomena (as cited in Malkajaer and Williams, 1998, p.7).

Mey (1993, p.38) demonstrated:

The difference between a 'grammatical' and 'user-oriented' point of view in the context. On the former view, we consider linguistic elements in isolation, as syntactic structures or parts of a grammatical paradigm, such as, case, tense. Whereas, on the latter, we pose ourselves the all-important question, how are these linguistic elements used in a concrete setting, i.e. a context. (As cited in *ibid*, p.9)

### 1.5 The raising importance of CTL

Educational experts have identified teaching in context , also known as contextualized learning , as an effective strategy to accelerate student's path towards success .There is no doubt, that CTL can dramatically boost teaching and learning outcomes .Thus lately, there has been an increases appreciation of the contextualized learning activities. According to Satriani, Emilia & Gunawan (2012), CTL motivates the learner to take charge of their own learning and to make connections between knowledge and its application to various contexts of their lives (p.11).It makes the process of learning more meaningful, because the students enjoy learning by doing. Therefore, it strengthens students' memory and understanding of concepts; for the fact that the materials used are extracted purely from their proper experiences and the knowledge gained. Also it provides an effective tool that helps learners in the process of recalling, and comprehending the material. It motivates the learners to explore their learning and talents; it can improve students' motivation, learning, persistence.

In addition, A 2008 review by Rivet and kvacijik stated, "CTL is identified as a promising strategy that actively engages students and promotes improved learning and skills development" (as cited by Berns & Erickson, 2001, p.2). One of the goals and effects of a contextualized approach is to capture a student's attention by illustrating the relevance of the learning experience; it helps students find and create meaning through experience, drawing from prior knowledge in order to build upon existing knowledge. A primary principle of CTL is that knowledge becomes the students' own when it is learned within the framework of an authentic context.

Growing numbers of teachers today are discovering that most students' interest and achievement improve dramatically when they are helped to make connections between new knowledge and experiences they have had, or with other knowledge they have already mastered .Students' engagement increases significantly when they are taught why they are learning the concepts and how does those concepts can be used outside the classroom. According to Johnson (2002), it directs our thinking toward experience .When ideas are experienced, in context, they have meaning (p.10). For example, if learners are university students, the situations for speech acts should relate to those scenarios of situations with professors, university personnel, other students, friends, roommates, and service personnel...etc

Building upon this understanding, CTL encourages educators to choose or /and designing learning environment that incorporate many different forms of experience in working towards the desired learning outcomes .In such an environment , students discover meaningful relationships between abstract ideas and practical applications in the context of the real world; concepts are internalized through the process of discovering , reinforcing , and relating. Based on Johnson's assumption (ibid), CTL is the key towards success in language learning and understanding .She believes:

Contextual teaching and learning engages students in significant activities that help them to connect academic studies to their context in real-life situations .By making these connections , students see meaning in schoolwork, when students formulate projects or identify interesting problems , when they make choices and accept responsibility , search out information and reach conclusions , when they actively choose , order , organize , touch , plan , investigate , question , and make decisions to reach objectives , they connect academic content to the context of life's situation , and in this way discover meaning .(p.3)

It acknowledges the student's role as an agent in the learning process. In this paradigm, learners assume to be self-directed, enriched by a diversity of personal experience, and ready to learn; also to become life-entered, task-centered, and subsequently problem-centered. Therefore, become critically aware of their own tacit assumptions and expectations .It is necessary to get the learners to believe that the choices being made, during the learning process, are under the learners' control, if possible, otherwise, motivation will be damaged. Paulston (1992) investigates CTL relevance to language learning and teaching. She argues that, it increases the learners' self-efficacy with regard to the task, focusing on smaller and rather more immediate goals to help students make success more likely and believe in the eventual success of the whole task (p. 23).

### **1.6 CTL and foreign language teaching: the implementation of CTL in the EFL classroom:**

Many students had a difficult time understanding academic concepts , as they are commonly taught (that is , using an abstract , lecture , method ), but they desperately need to understand the concepts as they relate to workplace and to the larger society in which they live .however, growing number of teachers today are discovering that most students' achievement in language related activities ,improve dramatically when they are helped to

make connections between new knowledge and experiences they have had , or with other they have already mastered .

### **1.6.1 Authenticity:**

Authenticity of context is neatly a rational concept, that is, a characteristic of the context in all its dimensions .Therefore, one needs to reassess the common usage of the term authentic context which implies at least four meanings:

- It can be in accordance with socially established usage or traditions (from duly authorized source).
- It can be entitled to acceptance or belief in relationship to fact (real, trustworthy).
- It can be the result of recognizable communication intention (sincere, not specious).
- It can be compatible with an identifiable , undisputed source or origin(original, genuine)

Authentic context enables the foreign language learner to be aware of three major parameters:

- Representative usages: it should be clearly determined that context reflects socially established usages or traditions which are representative of the foreign language speech community.
- Cultural competence: authentic text offers opportunities in acquiring cultural competence which does not necessarily imply the obligation to behave solely in connection with the social conventions of a given speech community, but necessarily increases cultural awareness of the foreign language.
- Critical understanding: authentic context eliminates students' uncritical insider's experience of the foreign language, but rather encourages learners to develop the tools for a critical understanding culture and its social conventions.

### **1.6.2 Context-based learning**

One of the pedagogical theoretical basics for CTL known as context- based learning provide an instructional formal foundation for implementing CTL within the EFL classroom; Rose(2012 )examines the issue , defining context-based learning as:

Context-based learning is a pedagogical methodology that, in all its disparate forms, centers on the belief that both the social *context* of the learning environment and the real, concrete *context* of knowing are pivotal to the acquisition and processing of knowledge. The approach is based on the firm conviction that learning is a social activity that is badly served by most classroom situations due to an inherent misrepresentation of how the mind acquires, processes, and produces knowledge. Learning is a communal activity centered on the interactions between persons with substantial interests and standard classroom structures that do not respond to this may well inhibit the success of learning. (p.1)

According to him context-based learning is the actual practice of CTL that, foremost part , contributed largely in the redefinition of the roles both learners and teachers possess; the former is to be actively involved in the learning process; and the latter to facilitate the learner possession of knowledge for him or herself .

The learning process is not about rote learning of facts, but is interest governed in the sense that the learner perceives that there is something at stake in the learning rather than the mere propensity to pass an examination or gain credit. Learning is no longer seen as something happening to one, but an activity in which one is engaged. Consequently, the teacher becomes a facilitator or a supervisor of tyro researchers; he or she is no longer a dispenser of facts and theories, but an organizer of a social community of equal learners. (ibid, p.2)

As the learner becomes the center of their own educational experience situated within a communal group, so he or she reflects upon the first axis of the context (the social environment), the object (the intersection of the knowledge with empirical reality), and the experience of learning. The foreign language learner passes through a continuous process of learning in CTL starts when the learner become the center of his own knowledge and educational experience First, the learner begins with empirical engagement with the site or interacting the knowledge that relies on facts and theories already belonging to the learner as well as knowledge shared with peers and then encounter with the new knowledge in situation. Second, the learner then conceptualizes that reality into theories and concepts drawn from one or more academic disciplines. Finally, the results and conclusions acquired and generated are disseminated in a variety of ways, determined by appropriateness: presentations, reports, theses, web pages, and so on. The approach encourages higher-order thinking alongside the passive acquisition of discipline-based knowledge and involves the learner in the social construction of knowledge that interfaces with a concrete reality.

### 1.6.3 Contextual classroom activities:

Foreign language teaching has witnessed a great deal of development with regard to contextualized classroom activities .A large variety of teaching materials display some very interesting and effective learning activities that take into account the socio-cultural background of the FL .Here is a non-exhaustive representation of some topics that are handled within the contextualized perspective of FLT:

- Politics: learners explores the symbolism used by political groups themselves and to communicate their core values and beliefs, for example, describing symbols, logos and slogans , politicians' body language , political debate.
- Religion: learners research and describe key features of different kinds of religion, familiar and possible unfamiliar .The main objective is to complete an 'association hart' that compares the significant characteristics across religious groupings.
- Food: learners identify a national dish that they associate with their home culture and research the national dishes of other cultures .They are required to describe food, ingredients, and association. For instance, they practice some classroom activities in connection with regional and ethnic cuisine, international food , food idioms, shopping lists, supermarket psychology.

The advantages of the approach are that the learning environment facilitates the internalization of knowledge and facts because they are connected to the reality of learners' lived experience. Learners are involved in the production of the knowledge in a tyro researcher role whereby a hands-on experience makes learning into a *doing* and not just a *happening*. Furthermore, learners are motivated to acquire the knowledge and see it as valuable because it solves a specific problem or engages a distinct reality. The motivation to engage in learning is interest rather than punitively driven. As a pedagogical method, it implicitly builds upon the knowledge that learners already possess and so increases confidence and independence through active involvement and social collaboration.

## Conclusion

It is urgent that the many advocates and practitioners of CTL share a universally acceptable definition of it agree on its characteristics, its origins and the reasons for its success. Communicative competence can be defined in intercultural terms in the knowledge of linguistics and related communicative conventions that speakers must have to create and sustain conversational cooperation, and thus involves both grammar and contextualization. While the ability to produce grammatical sentences is common to all who counts as speakers of a language or a dialect, knowledge of contextualization convention varies along different dimensions .The knowledge is of a kind that cannot be easily acquired through reading or formal schooling , face to face contact in situations which allow for maximum feedback is necessary .In real life situations ,learning of contextualized discourse strategies is most successful when outside conditions exist which force interlocutors to disregard breakdowns and stay in contact. Learning and teaching of second languages shows that teaching a second language cannot be restricted to the direct teaching of linguistic code rather it requires the acquisition or at least being aware about other's culture. Hinkel (1999) has proved that in his speech “work on culture learning and teaching has been more interested in attitudinal issues relating to learners’ development of tolerance and understanding of other cultures as well as in the degree to which the study of other cultures enhance cultural-self awareness” (p.28).

**Chapter II: Oral  
communicative competence  
and FL learners**

## **Chapter two Oral communication Proficiency and FL learners**

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### **Introduction**

English as a foreign language (EFL) learners' communicative competence presents a challenge for both students and instructors. Being communicatively competent leads the language user to avoid any kind of breakdown of communication; thus, reaching fluency which is the main aim of foreign language learners (EFL learners). The last five decades have witnessed vast and important changes in our understanding of how languages are learnt, and subsequently taught. Empirical results from linguistics, psycholinguistics, cognitive psychology and sociolinguistics have better established the complex nature of language learning; it has become evident that linguistic, psychological and socio-cultural factors play a key role in this process. Furthermore, these results have also shown that communication is a pivotal point in language learning and that the degree of success achieved in this process depends much on how meaning is negotiated in communication. This concept of language learning explains the emergence of Communicative approaches to L2 teaching over the last decades whose pedagogical goal is to develop learners' communicative competence, i.e., the ability to use the linguistic system in an effective and appropriate way. This chapter seeks to define what is meant by communicative competence, the historical background it has undergone through, its applications in foreign and second language classroom, its further developed models, and finally the communicative strategies in which a communicative speaker based his speech upon.

### **1.1 Historical overview**

By raising the question, how communicative competence emerged? And through which it was processed to elaborate a completely new approach towards making the learning-teaching operation more effective and useful. An extensive number of dichotomies have been established all along the last years, developed by numerous scholars and linguists. Starting with the 'langue and parole' dichotomy originated by the Swiss structural linguist Ferdinand De Saussure, whose conception was recognized as purely structural. Language seen as a means of communication which differs from the other means; it is a complex system through which human beings interact. It is called a system simply because it contains interrelated parts that work together in harmony. He defined langue as the knowledge that the person has about the structures of the language, i.e. the abstract knowledge concerning how language functions in the speech community; simply

## **Chapter two Oral communication Proficiency and FL learners**

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comprises the rules of grammar, the syntax, phonetics, spellings...etc of a language. Whereas, parole is making use of these rules in order to produce utterances.

On the same train of thought, Chomsky introduces two notions in language learning and teaching labeled as 'performance and competence'. As Newby (2011) points out, in the 1960s and the early 70s, Chomsky's interpretation of the term 'performance and competence' brought about an extensive dilemma among linguists, and later on carried out by applied linguists. Highlighted two areas of research, first the nature of linguistic competence. As well as the relationship built between both competence and performance and their significant roles in linguistic analysis and description (p.16). He clearly stated:

The starting point of the competence-performance debate was Chomsky's famous statement: "We thus make a fundamental distinction between competence (the speaker-hearer's knowledge of his language) and performance (the actual use of language in concrete situations)". He further states that "Observed use of language cannot constitute the actual subject matter of linguistics, if this is to be a serious discipline". It is clear, therefore, that in his view, it is competence that is to be at the centre of linguistic attention. (ibid)

Hymes (1972) account for the notion of competence; he criticized Chomsky's view from distinct directions. He put forward, "the controlling image is of an abstract isolated mechanism, not except incidentally, a person in a social world" (p.227). He comment upon as being sociological. Furthermore, as being based solely or completely on grammatical competence as a theoretic ground for teaching, learning, and testing languages. Chomsky (1972) emphasizes:

We have to account for the fact that a normal child acquires knowledge of sentences, not only as grammatical, but also as appropriate. He or she acquires competence as to when to speak, when not, and as to what to talk about with whom, when, where, in what manner. (P.277-278)

Consequently, the starting point of performance and competence debate initiated by Chomsky who was heavily criticized by several linguists namely Halliday and Hymes, whom clear the path for the emergence of competence. As stated earlier Chomsky's competence (1965,p.4) represents what he calls mental reality handling actual behavior (as cited in Newby,2011p.17). Moreover, in both linguistics and language teaching. The notion of competence has loomed large and have seen continuous progress from the first suggested by Chomsky. Newby(2011) investigates the issue by mentioning that the term

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itself has gone through different stations to reach what is known as competence , far away from the one elaborated by Chomsky. He believes that competence handle three distinctive hypotheses:

The first is the widespread acceptance that language is essentially a *cognitive* phenomenon and that the use of the linguistic code of a language (performance) is steered by tacit rule-based knowledge stored in the minds of speakers (competence). This (...) which see language and cognition in general, as an integrated whole sharing similar system of perception and categorization. The second is the recognition that the subject of linguistic description is not only the mental processes that steer language but the *speech community* and *culture* in which a particular variety of language is used. The third is the view that language analysis must include not only the systems and rules which steer the generation of utterances, but the interactional processes by which *human discourse* arises and is maintained; that is to say language use.(p.16)

To put it briefly, the concept competence has been developed first by Chomsky built upon his dichotomy, who claim that it means the speaker's knowledge of his language be it a second or as in our case a foreign language .Then this terminology was criticized for its sociological and structural nature .Hymes and Halliday brought about adjustments declaring that Chomsky's perception claimed to be a new appellation for old concepts. They deduce that competence tend to be more than just another term to refer to the old-fashioned approaches in foreign language learning and respectively teaching .It denote the ability to use grammatical structures in different situations to convey and interpret messages , also to negotiate meanings.

### **1.2 Defining communicative competence and its development**

The main purpose of learning a second language is communication .Nevertheless, many students are surprised when they realize that , in spite of having a perfect dominion of the L2 grammar rules , they have difficulties at interpersonal level when establishing a conversation with native speakers .This is due to the fact that even fairly advanced language learners often lack communicative competence (Hymes,1964) , that is to say, the necessary knowledge and experience to correctly use the socio-cultural norms of the L2.Numerous comparative discourse studies (Blum-Kulka,1982;Cohen and Olshtain, 1981;Gumperz and Tannen ,1979, among others ) have shown that these norms vary from one culture to another .Therefore , a student requires more than just linguistic knowledge to

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communicate effectively in the L2 (Rose and Kasper ,2001;Jung, 2002, among others).In order to progressively develop their communicative competence , students must be able to carry out some communicative tasks .These form a set of actions that have a concrete communicative purpose within a specific scope .For their accomplishment , different linguistic and discursive skills are used in context.

Communicative competence is defined in the Longman Dictionary of Applied Linguistics as, “knowledge of not only if something is formally appropriate in a language , but also the knowledge of whether it is feasible, appropriate or done in a particular speech community”(2002,p.90).

It reflects the pragmatic competence , which looks as if something is formally appropriate to be said or done according to the socio cultural norms of the speech community , being communicatively competent means here being knowledgeable of the foreign language culture and taboos ,beliefs, customs , ....etc. Learning about target cultures and having a communicative competence have become necessary conditions to hold communication with people from different cultural origins. Moreover, a foreign learner now needs to develop his Intercultural Competence (IC) through getting insights and learning about other cultures (Hinkel, 1999). Thus, the modern language teachers are seeking to raise learners’ awareness about the necessity of having such competence and challenging the difficulties for being able to avoid breaking down communication.

Researchers and scholars are investigating the occurrence of communicative competence and its effect on both language acquisition and production .However, since there is still no single satisfactory definition for it, researchers provide tentative definitions. First, Hymes (1966) was the first to discuss communicative competence as a reaction to Chomsky’s (1965) peculiarity between competence and performance. Who defined it as the knowledge of both rules of grammar and rules of language use appropriate to a given context .His work clearly demonstrated a shift of emphasis among linguists ,away from the study of language as a system in isolation , a focus seen in the work of Chomsky (1965), towards the study of language as communication.

In coining the term, Hymes (1972) demonstrated a shift of emphasis among linguists and defined communicative competence as the appropriate relevant use of language to other participants and to the given social context or situation .In other words, There is a link between, first , the linguistic relevance and appropriateness in terms of speech,

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communication, basic organization and second, the socio-cultural knowledge of the target language (dealing with the pragmatic and contextual meaning of an utterance).(as cited in Assassi,2017, p.116).Besides,(Miler,1970;Titone,1970) map their contribution in defining what communicative competence reveal stating that it is purely equal to the ability to carry out linguistic interaction in the target language (as cited in Paulston,1992, p.38).Hymes argues that communicative competence include not only the linguistic forms of a language but a knowledge of when , how and to whom it is appropriate to use these linguistic forms .

Halliday (1970,p.195) points out, it is paramount in our thinking about language that we want it to grant communication ,i.e. we use the language to share our experience of the processes , persons, objects, abstractions, qualities, states and relations of the world around us and inside us as well (as cited in Rivera,1984,p.38).It is the production of speakers' competent to communicate in the target language ;communicative competence is used exclusively to refer to the knowledge or capability associated to the rules of language use (grammar of the language or mainly linguistic competence); another view advocated by Pierphas (1975) claim that learners have to achieve competence in the use of the rule system of the language .He described his interpretation of communicative competence as it is oriented toward ability by saying :

The ability to make oneself understood without hesitation and inhabitation, by the linguistic means which the individual comprehends and has learned to ass in terms of their effect, and the ability to comprehend communicative intentions even when they expressed in a ode which the speaker him or herself does not yet know well enough to use, and is only available in his or her own idiolect. (P.9-10)

As Munby (1978) has pointed out , this conception tend to lead to unfortunate conclusion that it is possible to be communicatively competent without being grammatically competent , which may , in turn , lead to neglect grammar in language teaching .In defining communicative competence Hebermas is concerned with the notion in terms of the ideal .However, he rejects Chomsky's narrowly notion of competence .Rivera(1984) put forward , the general competence of the ( ideal) speaker go beyond the mastery of the abstract linguistic rules to include the ability to produce situation of potential ordinary communication(p.97).

The notion of communicative competence has been receiving an increasing amount of attention. For that matter, Rivera (1984) declares that, the term communicative competence

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is consisting of two words. "Communicative" and "competence" ;combined together to both mean the competence to communicate .The former tend to denote the ability to interact , while the latter traced back to what Chomsky refer to .(Chomsky, 1965) said a lot about competence referring back to his famous dichotomy ;his perception of competence designate the speaker-hearer's knowledge of his language , as it is different and separated from performance ; which stands for the actual use of language in concrete situations .

As stated earlier Rivera (1984) pointed out that, "on a superficial level, communicative competence may simply be defined as tact and good manners" (p.50); developed in a society which may create to its speakers sort of confusing situation, where people not sharing the same system of communication will consider others rude and tactless .Just to provide a clear image of the conception; a stereotyped American may be seen as rude and considered awkward and harsh.

To sum up, what do we mean by communicative competence in language teaching and of course learning? People in defining what is meant y communicative competence tend to mean two distinct things , it is often confusing because it is not clear enough which definition they had in mind .On one hand , Rivers(1973) and those who work with foreign language teaching tend to define it as simply the linguistic interaction in the target language; it is the ability to function in a truly communicative setting , that is , in a spontaneous transaction involving one or other more persons .While on the other hand , Savigno(1978) and people who work In ESL tend to use communicative competence in Hymes's sense ;it is a system which includes grammatical competence , in addition to the competence to be appropriate to situations.

### **1.3 Models of communicative competence**

The different definitions of the concept of communicative competence share the idea that notion covers four main components being: grammatical, discourse, sociolinguistic and strategic competence. Hedge (2000) in a chapter about 'the communicative classroom' in her book 'teaching and learning in the language classroom emphasized another classification of components of communicative ability as being: linguistic competence, pragmatic competence, discourse competence, strategic competence and fluency. Here is a brief definition of each one of them.

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### **1.3.1 Grammatical competence**

It is also known as linguistic competence, which is defined by Canale and Swain as quoted in Brown (2000) as: “the knowledge of lexical items and of rules of morphology, syntax, sentence- grammar semantics and phonology.” (Brown, 2000, p. 247).

### **1.3.2 Discourse competence**

It is the ability to connect sentences in stretches of discourse and to form a meaningful whole out of a series of utterances. Discourse means everything from simple spoken conversation to lengthy written texts. So, while grammatical competence focuses on sentence grammar, discourse competence is concerned with the inter-sentential relationships.

### **1.3.3 Sociolinguistic competence**

Is the knowledge of the socio-cultural rules of language and discourse; it requires an understanding of the social context in which language is used: the roles of the participants, the information they share, and the functions of the interaction.

### **1.3.4 Strategic competence**

Canale and Swain (1980) describe it as:” the verbal and non verbal communication strategies that may be called into action to compensate for breakdowns in communication due to performance variables or due to insufficient competence (Brown 2000: 147). Savignon (1983) describes this as” the strategies that one uses to compensate for imperfect knowledge of rules – or limiting factors in their application such as fatigue, distraction, and inattention”. so, it is the competence underlying our ability to make repairs to cope with imperfect knowledge and to sustain communication through paraphrase, circumlocution, repetition, hesitation, avoidance and guessing, as well as shifts in register and style.

Nowadays, researchers and educators deal with communicative competence as two main components including linguistic aspects and pragmatic aspects. Here is a brief description of each one of them: **Linguistic aspects**, including: Phonology and orthography, Grammar, Vocabulary and Discourse (textual); **Pragmatic aspects**, including: Functions, Variations, Interactional skills and Cultural framework.

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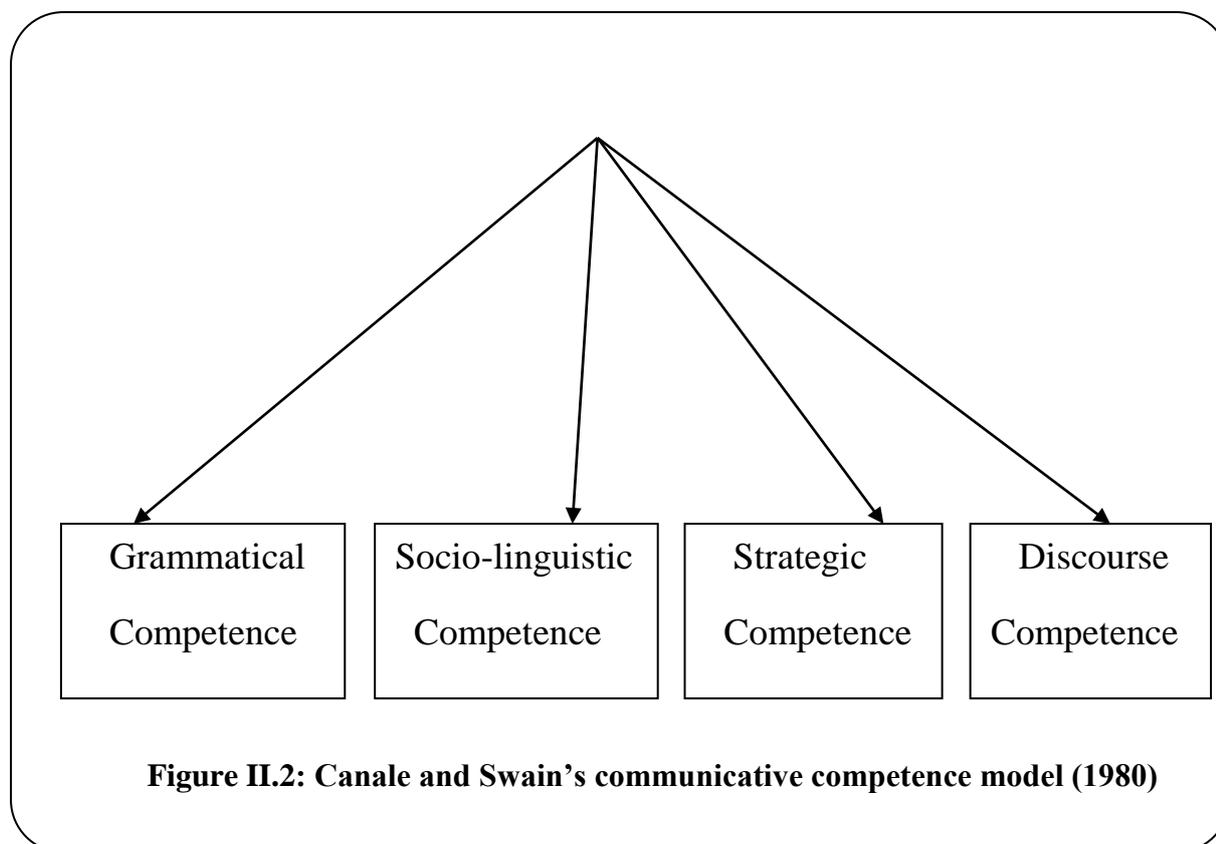
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These elements together, help support both theoretical and practical foundations for CLT. It is clear that Savington (1997) did not rely on these as the sole attributor of CLT. In particular, with regard to the four components she concluded as stated by Sato and Kleinsasser (1999):

Whatever the relative importance of the various components at any given level of overall proficiency, one must keep in mind the interactive nature of their relationship. The whole of communicative competence is always something other than the simple sum of its parts. (p.495)

Literature discusses different categorizations and taxonomies since communicative competence came to exist as a notion in 1966. More scholars lean towards communicative competence as a superior model of language pursuing the steps of Hymes and in opposition of Chomsky's beliefs. Towards the study of language as communication Hymes's (1972) conceptualization of communicative competence has been further developed by scholars such as Canale and Swain (1980) and Canale (1983), Bachman (1990) and Celce-Murcia et al (1995) who attempted to define the specific components of the construct of communicative competence.

The widely cited model by Canale and Swain (1980), later expanded by Canale (1983), includes four competencies under the heading of communicative competence: grammatical competence (i.e. the knowledge of the language code); sociolinguistic competence (i.e. knowledge of socio-cultural rules of use in a particular context); strategic competence (i.e. knowledge of how to use communication strategies to handle breakdowns in communication) and discourse competence (i.e., knowledge of achieving coherence and cohesion in a spoken or written text). Pragmatic competence is essentially included in this model under the sociolinguistic competence, which Canale and Swain described as socio-cultural rules of language.



As the figure above shows, being communicatively competent can be a complex path for foreign language learners. The former are supposed to ensure an appropriate grammatical combination first and finally be strategically competent to ensure the message delivery, and avoid any kind of breakdown of communication.

By grammatical competence, Chomsky means the native speaker's knowledge of his own language, the set or system of internalized rules about the language which enables him to create new grammatical structures and to understand sentences spoken to him (Paulston, 1992, p.39). According to Berns (1990) grammatical competence is, "Knowledge of the sentence structure of a language" (p.90).

Based upon Rivera (view of what grammatical competence demonstrated, she believes that the definition of grammatical competence is to some extent not exposed for debate, since it mainly refers to the mastery of sound system, semantics and fundamental structural patterns of language (p.82-83). She adds that sociolinguistic competence is made up of the knowledge of rules governing both production and interpretation of language in different

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sociolinguistic contexts(p.34).Including the rules under which the learner is capable of determining how a particular utterance is to be interpreted in a particular context as well as the rules of form or structures (which forms are appropriate in a given context). In her contribution to define discourse competence, (ibid, 1984) states:

Discourse Competence consists of knowledge of rules needed to produce a unified text as opposed to sentences in isolation these include rules of cohesion, which relate sentences and clauses to one another (via , for example, proforms, synonyms, transition words, and parallel structures), and rules of coherence, which dictate the order in which various kinds of information (e.g. generalizations and examples) are presented, and which dictate restrictions on the inclusions of information (it must be relevant, not self-contradictory, and so forth).(p.34)

The final area of competence is labeled as strategic competence, which has been defined by Canale and Swain (1980) as the construct which relies primarily on verbal as non-verbal communicative strategies designed to ensure successful message delivery and undoubtedly to avoid any breakdown of communication caused by either performance variables or insufficient competence .On the other extreme Yule and Tarone (1990) believes that, it is the speaker's ability to select rigorous and effective approach and technique for performing a conversational act far from communication failure and subsequently insurance of successful and precise message transfer .(as cited in Assassi,2017,p.117)

For that matter Assassi (2017) adds that the fact towards being strategically competent is a matter of being able to use communicative techniques and strategies to ensure both the accurate message delivery or reception and avoidance of communication breakdowns ;this process depends heavily on the manipulation of language-for-language users (native or non-native).Rivera commented on this issue by stating:

Strategic Competence, consists of the mastery of verbal and non-verbal strategies, and includes the use of dictionaries, paraphrases, gestures, and so forth to compensate for lack of knowledge in the three competencies mentioned above, as well as strategies for dealing with performance limitations such as noisy conditions, limitations in the knowledge of the other participants in the communication, and so on.(p.34)

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In Canale's and Swain's work the formal structure of a language is designated as grammatical competence and encompasses rules of morphology, syntax, semantics, phonology and lexis. They claim that having grammatical competence could seem to be the essential core of acquiring the TL and thus something a learner can build upon. Despite accepting that grammatical knowledge is indispensable, Canale and Swain believe that a native speaker would focus on conveying the desired meaning in his/her utterance rather than concentrate on its grammatical correctness and the same viewpoint should be applied to SLA (Canale & Swain, 1980, p.5).

They also claim that limited knowledge of grammatical competence restrains the speaker's ability to express semantic meaning, in other words, what can be said determines what can be meant (Canale and Swain 1980, p.18). Some language functions and social behavior, they continue, are thus withheld from SLA beginners. Nevertheless, we would agree with Canale and Swain that from a certain stage, i.e. after mastering the basics of a language, the range of semantic options speakers have widens disproportionately enabling students with limited grammatical competence to exploit a vast volume of language functions.

A theoretical model upon which Savignon bases her model of communicative competence, is that developed by Canale and Swain (1980) and refined by Canale (1983) which suggests four components of communicative competence:

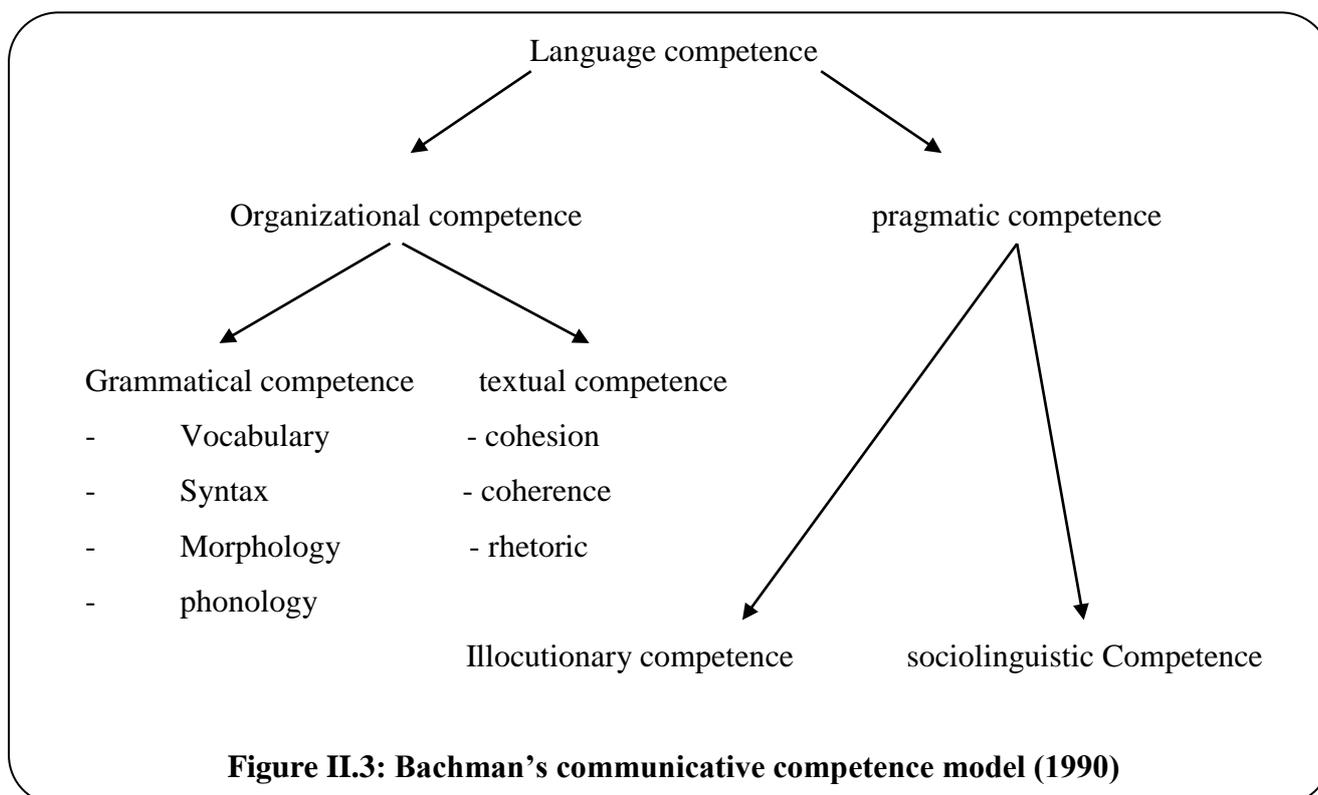
<b>Grammatical competence</b>	-The knowledge of the sentence structures of the language.
<b>Sociolinguistic competence</b>	-The ability to use language appropriate to a given context, taking into account the roles of the participants, the setting, and the purpose of interaction.
<b>Discourse competence</b>	-The ability to recognize different patterns of discourse, to connect sentences or utterances to an overall theme or topic. The ability to infer meaning of large units of spoken or written texts.

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<b>Strategic competence</b>	-The ability to compensate for imperfect knowledge of linguistic, sociolinguistic, and discourse rules or limiting factors in their application such as fatigue, distraction, or inattention.
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**Table II.1: the Savignon’s four major components of communicative competence (based upon Canale’s and Swain’s (1980) categorization).**

Savignon’s communicative competence , a development and elaboration of Canale’s and Swain’s notion. According to Berns (1990) , Savignon’s work focused primarily on the idea that there is no hierarchical relationship exist among these components ,i.e. they are independent. She says,“ communicative competence is greater than anyone single component”. Spotted the fact that language learner is not required to proceed from one component to another “as one strings pearls on a necklace” (p.90).



Another proposal introduced by Bachman (1990),who suggested an alternative to “communicative competence” called “language knowledge to be further classified into two main categories; the first as organizational knowledge, which covers components of

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controlling formal structure of language such as, producing or recognizing correct sentences grammatically and ordering to form texts. It includes grammatical and textual knowledge. And the second made to be the pragmatic knowledge; which as well covers components that enable us to relate words and utterances to their meanings, to the intentions of language users and to relevant characteristics of the language use contexts. It includes lexical, functional, and sociolinguistic knowledge.

It was not until Bachman that pragmatic competence came to be regarded as one of the main components of communicative competence. Bachman's (1990) model of communicative language ability include three elements , namely language competence , strategic competence and physiological mechanisms .Language competence comprises two further components :organizational and pragmatic competence .On the other hand , pragmatic competence , consists of illocutionary competence and sociolinguistic competence , the former referring to knowledge of speech acts and language functions and the latter referring to knowledge of how to use language functions appropriately in a given context.

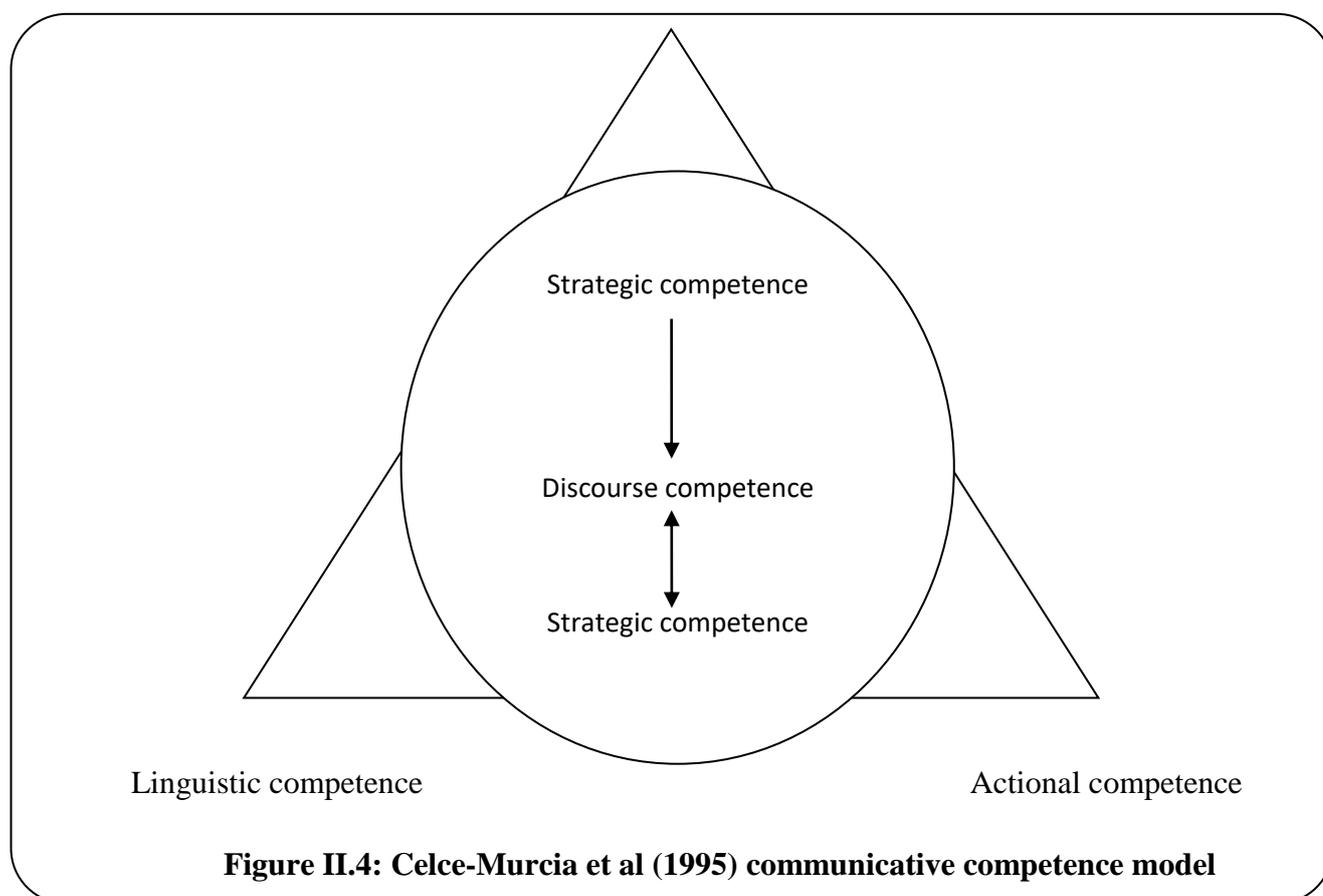
This distinction between those two sub-competencies echoes Leech's (1983) and Thomas's (1983) division of pragma-linguistic ,which has been defined as the particular resources which a given language provides for conveying particular illocutions , and the socio-pragmatic , which has been defined as the sociological interface of pragmatics .Apart from language competence , the model also includes strategic competence and physiological mechanisms .The former refers to the mental capacity to implement language competence appropriately in the situation in which communication takes place , whereas the latter refers to neurological and psychological processes that are involved in language use .The most notable advance on Canale's model is that Bachman's model identifies pragmatic competence as a main component of the construct of communicative competence that is coordinated with grammatical and textual competence rather than being subordinated to it and interacting with the organizational competence in many ways .

Bachman distinguishes an organizational competence which consists of grammatical (vocabulary, morphology, syntax, phonology and graphology) and textual competences (cohesion, rhetorical organization). Organizational competence, he says, "is that part of language ability which enables speakers to use grammatically correct sentences, either in isolation or in larger chunks of text, and accurately convey propositional content". In short,

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it is the database of vocabulary and grammatical rules students garner during their studies. Bachman also includes textual competence in this category, namely cohesion and rhetorical organization, which encompasses the knowledge of conventions for joining utterances together (Bachman, 1990, p. 87).

Bachman, concerned mainly with language testing, asked himself a question whether strategic competence is relevant to language abilities assessment. He answers this question by maintaining that strategic competence is not to be considered solely as language ability, but as a general ability to carry out a task effectively. He provides an example of two candidates dealing with a test task focusing on the practical outcome. While one examinee might be preoccupied with constructing grammatically flawless sentences and using a wide range of vocabulary, the other might be more goal oriented and at the expense of making grammatical mistakes efficiently works his/her way toward task completion. As the task was effective communication, the latter examinee was awarded higher marks than the former (Bachman, 1990, p. 104- 105).



**Figure II.4: Celce-Murcia et al (1995) communicative competence model**

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Ever since then, the importance has been maintained as, for example in the pedagogically motivated model of communicative competence proposed by Celce-Murcia et al. (1995) further divided communicative competence into linguistic, socio(cultural, strategic, discourse and actional competencies .In analyzing these components they start with the core , that is to say , discourse competence , which concerns the selection and sequencing of sentences to achieve a unified spoken or written text .This competence is placed in a position where linguistic, socio-cultural, and actional competencies shape discourse competence, which in turn , also shapes each of the three components .Linguistic competence entails the basic elements of communication , such as sentence patterns , morphological inflections , phonological and orthographic systems , as well as lexical resources .Socio-cultural competence refers to the speaker's knowledge of how to express appropriate messages within the social and cultural context of communication in which they are produced .Actional competence involves the understanding of the speaker's communicative intent by performing and interpreting speech act sets. Finally, these four components are influenced by the last one, strategic competence, which is concerned with the knowledge of communication strategies and how to use them .This model has provided a clear picture of the interrelationship among all the components.

As far as the classification of communicative competence is concerned a wide range of models has been suggested by a numerous number of scholars. Namely Canale and Swain (1980), Canale(1983),Bachman(1990),and finally Celce-Murcia et al (1995).to start with , Canale and Swain elucidates four components of communicative competence ;grammatical competence which entails the knowledge of the language code including the grammatical rules , vocabulary , pronunciation , spelling , among others. While the sociolinguistic competence calls for the mastery of the socio-cultural code of language use such as appropriate application of vocabulary, politeness and style in a given situation, as the discourse competence is based mainly upon the ability to combine language structures into different types of cohesive texts, for instance political speech, poetry. The last component labeled as strategic competence which is defined as the knowledge of verbal and non-verbal communication strategies to enhance the efficiency of communication and enable the learner in overcoming difficulties when communication breakdowns occur.

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A further developed model by Celce-Murcia (1995) raises our attention to new components of communicative competence. Their construct suggested the following:

### **1.3.4.1- Discourse Competence:**

It Concerns the selection, sequencing, and arrangement of words, structures, sentences and utterances to achieve a unified spoken or written text. The sub-areas that contribute to discourse competence are as follows:

#### **1.1- Cohesion**

It is the area of discourse competence related to linguistic competence. It deals with elements that help generate texts, such as pronouns, demonstratives, articles which signal textual co-reference in written and oral discourse.

##### **1.1.1-Deixis**

It is an aspect of discourse competence which links situational context with the discourse, such as interpreting deictic personal pronouns (I, you), spatial references (here, there), temporal reference (now, then) and certain textual references.

##### **1.1.2- Coherence**

It involves the use of linguistics signals that make discourse cohere such as, the use of cohesive devices. It also entails lexical or semantic repetition and sequencing or ordering of propositional structures that takes into account social relationships, shared knowledge and genre.

##### **1.1.3- Generic structure**

It is an object of concern in discourse analysis in various types of spoken and written texts as every language has its formal schemata. This also relates to a variety of written and spoken genres with different definable structures.

##### **1.1.4 Conversational structure**

It is the aspect of communicative competence which is inherent to the turn-taking system in oral conversation, such as how to open conversation or change topics... and others.

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- **Linguistic Competence**

It comprises the basic elements of communication, such as the sentence patterns and types, the constituent structure, the morphological inflections, and the lexical resources, as well as the phonological and orthographic systems needed to realize communication as speech or writing.

- **Actional competence**

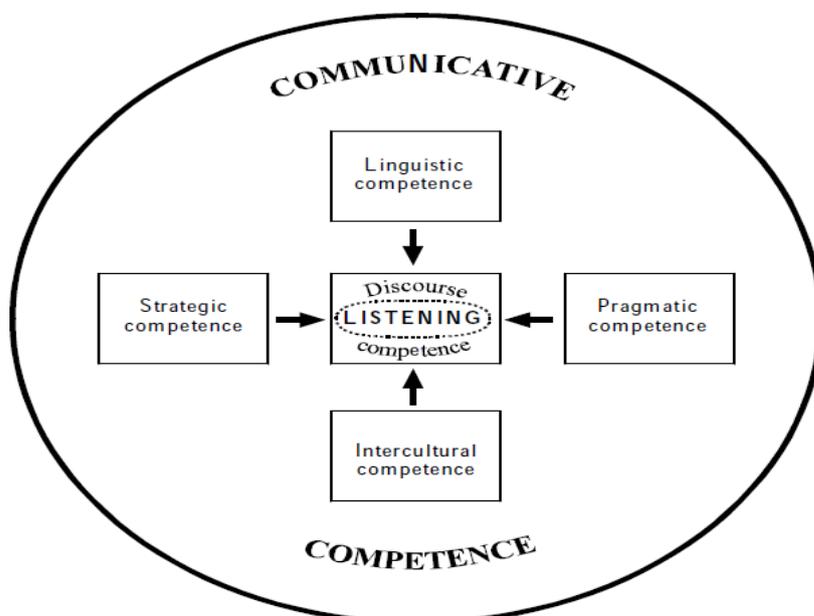
Is defined as competence in conveying and understanding communicative intent; matching actional intent with linguistic form that is closely related to “inter language pragmatics”.

- **Sociocultural competence**

refers to the speaker’s knowledge of how to express messages appropriately within the overall social and cultural context of communication, in accordance with the pragmatic factors related to variation in language use.

- **Strategic competence**

It covers knowledge of communication strategies and how to use them.



**Figure II.5:** schematic representation of the proposed framework of communicative competence (Martinez-flor & Uso-juan, 2008, p. 161).

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The proposed framework contains five components which appear inside rectangular boxes of the same size: discourse, linguistic, pragmatic, intercultural and strategic. All these components appear inside an oval, where in the core of that last centered the discourse competence, in the four corners around the discourse we can find the four skills that help to construct the discourse competence that in turn, also shapes each of the other competencies. This theory is mentioned in Celce-Muria and Olshtain (2000, p. 16) where they emphasize that: “it is in discourse and through discourse that all of the other competencies are realized.” Celce-Muria and Olshtain, 2008, p. 160) In line with Savignon, each component interacts with the other components to produce an increase in the whole construct of communicative competence. That’s why we placed all the components within a circle.

### **1.4 Communicative competence and foreign language teaching**

The works of Hymes, Savignon, Canale, Swain, and others on the theoretical basis for communicative competence, and the active approval of such new principle urged language educationalists to apply it on language teaching. There is fairly unanimous agreement on the need for communication within the language teaching process .The key word has become communicative competence, and that is what we want to talk about: what is it, why we teach it and specifically how we teach it?

For the purpose of ELT it is insufficient to say that a conversation is an exchange of information between two or more participants. With the emergence and spreading of CLT the role of teachers has changed significantly. Going through structural syllabus is no longer the main objective. Especially if we take into consideration all the self-study materials, e-learning software and easily accessible language information, we must reach the conclusion that presenting mere linguistic data is unnecessary. The teacher’s aim is teaching communication. The students’ goal then is the ability to communicate in L2 fluently, naturally, effectively.

Humans learn all kinds of language literacy since the beginning of schooling. Language skills and social skills are inseparable but they can vary at times. Meanwhile, it is not an easy task to learn and comprehend a language and to put it to use in social context. For instance, a student can write very well with perfect English but when asked to speak in classroom, he or she finds it hard to form sentences and speak in a proper way.

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There seems to be errors or misconstruction of words. It could be that the student hardly uses the language in spoken form and lack the courage to fully maximize the language to comprehend meaning. Apart from that, it is possible that the student is shy and is afraid of making mistakes and demonstrating his or her ignorance publicly. They therefore refrain themselves from participating in social activities in school.

In a classroom setting, the teacher is responsible for establishing situations that will encourage communication. The relationship between a teacher and a student can be said to be formal and it requires essential social values that were instilled since young either at home with family or during schooling days where students are exposed to all patterns of interactions with teachers and friends. In an occurring communication, the speaker has a choice of not only what to say but how to say it. This way, students are given an opportunity to express their own ideas and opinions while mistakes they made in sentence structures are seen as positive feedbacks to develop better communication skills to use in future. At this point, the teacher-student or student-teacher relationship in an interaction becomes an important part of the lesson as both parties can take turns to become facilitators to motivate each other in learning the target language. Choudhury's journal on "Interaction in Second Language Classroom" stresses the views of other researchers on the importance of the interaction that takes place in a second language classroom because it determines the various and different directions of learning opportunities for learners.

Researches on teaching and learning languages have shown that the best way to communicate is through communication itself. Therefore in a language classroom, it is essential to preserve values and attitudes of our own culture and also to understand that different cultures functions distinctively with their own special characteristics. There are times where teachers might find it hard to integrate classroom learning and students sometimes encounter problems when the target language does not make sense in their mother tongue. As teachers and students work together in communicating a subject, there are a lot of challenging tasks or problems that may surface. For that reason, students must understand and learn to adapt and accept that different languages work in different ways because different cultures have their own distinctive features that serve different communicative functions. Therefore, by learning a new language and making use of the language to build and maintain cultural connections, students do not need to rely on their mother tongue so much but instead it increases the usage of the target language that they are learning.

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Celce-Murcia examines communicative competence, ‘‘Rethinking the Role of Communicative Competence in Language Teaching highlights the evolution of the term ‘communicative competence’ starting from its original source (Hymes 1967, 1972) through the contributions of Canale and Swain (1980). She discusses socio-cultural competence: to express messages appropriately within the overall social and cultural context of communication and linguistic competence: phonological, lexical, morphological and syntactic knowledge. The varieties of ethnicities and cultures that different people possess portray the way they carry themselves - the way they speak and behave. It comes together with the linguistic knowledge relevant to recognize and produce utterances that fit into a particular situation.

Talk is not ‘‘just a matter of individuals’ encoding and decoding messages.’’ (Gumperz, 2001, p. 218), but also something by which conversationalists attempt to attain their communicative goals in real-life communicative exchange. As far as communicative competence is concerned, the cultural knowledge, interaction skills, and linguistic knowledge are still the essential materials in a language classroom of students. To explore the knowledge, beliefs, and skills that language teachers use to communicate with students, we should first identify the way they approach their work and how they manage classroom activities to make language classroom learning productive and effective. Considering factors like politeness and the intentions of sending a message, it is no wonder how a communication cannot take place between two people as there is no room for negotiation. For example, one may begin a conversation by asking the weather before moving on to the intended question. If one jumps straight into getting something that he or she needs to know, there are chances that the conversation would be awkward and it will affect the performance of the speaker in wanting to gain information. Likewise, a language teacher needs to have a good command of the target language used in order to teach professionally and communicate effectively with students. Different teaching contexts present different notions of the process of language teaching (Zeichner & Grant, 1981). This is because teaching involves understanding the dynamics and relationships within the classroom and the rules and behaviors specific to a particular setting.

Paulston(1992) argued that there are a variety of techniques for teaching communicative competence .Even tough ,teachers usually tend to equate it with the ability to carry out linguistic interaction in the target language .Communicative competence constitutes a key part of CLT , it goes far beyond linguistic competence and involves using language as a

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tool to achieve native-alike oral proficiency. It facilitates EFL learners' assimilation of the target language through a communicative learning process, as well as learners who acquire communicative competence will be able to speak appropriately in a wide variety of settings, which would advance their socialization to the host culture. To sum up, Paulston (1992) concluded that the implications for language teaching that we can draw from the notion communicative competence, applied primarily to situations where the learner in the country of the target language whether as second language speakers or foreign students.(p.44) The necessity communicative competence raise especially in second and foreign language teaching where the fact that speakers are using the same national language easily obscures the equally important fact that the speakers may not share the same rules of speaking. And even if this is apparent, the faulty social meaning conveyed is likely to be just tacitly registered.

### **1.4.1 Aims of communication**

Hedge (2000) in her book "teaching and learning in the language classroom selected a few points from syllabus specification and introduction to course books that demonstrate the aims for students being:

- Enable them operate effectively in the real world
- To develop an ever improving capability to use the target language in order to acquire, develop and apply knowledge, solve problems, responds to an experience...,and others.
- To develop and apply an ever increasing understanding of how the language is organized, used and learned.

Another scholar Devito (2006) in his book "human communication", summarized aims of communication as follows:

- To discover: communication helps us learn about ourselves and about others. It also helps us to discover the external world of objects, events and other people.
- To relate: communication helps establish and maintain close social relationships with others.
- To help: people such as therapists, teachers or parents use communication to help their patients, students or children. It is also useful when criticizing constructively, expressing empathy or working with groups...

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- To persuade: communication helps change others' attitudes and behaviors
- To play: communication helps us get pleasure, escape or relax through (e.g. listening to comedians, telling jokes...)

### **1.4.2 Communicative strategies**

The field of second language acquisition has distinguished between two types of strategy: learning strategies and communication strategies. The former relate to input – processing, storage, and retrieval, that is, to taking messages from others. The latter pertain the output, how we productively express meaning, how we deliver messages to others. In this section, we will examine communication strategies because they are one of the pillars of communication. Brown (2000) defines them as communicative strategies pertain to the employment of verbal or nonverbal mechanisms for the productive communication of information” (Brown 2000, p. 127). Faerch and Kasper (1983, p.36) define communication strategies as “potentially conscious plans for solving what to an individual presents itself as a problem in reaching a particular communicative goal” (Faerch and Kasper in Brown (2000, p.127). While the research of the last decade does indeed focus largely on the compensatory nature of communication strategies, more recent approaches seem to take a more positive view of communication strategies as elements of an overall strategic competence in which learners bring to bear all the possible facets of their growing competence in order to send clear messages in the second language. Perhaps the best way to understand what is meant by communication strategy is to look at a typical list of such strategies.

Many researchers who were interested in the field of language examined different ways followed by learners to solve communication problems. Faerch and Kasper (1983) discusses several strategies including the following: achievement strategies (strategies of guessing, borrowing, translation, paraphrase and cooperative strategies), and reduction strategies (such as avoidance). Dörnyei (1995) proposed taxonomy of communication strategies including: avoidance strategies and compensatory strategies:

#### **1.4.2.1 Avoidance Strategies**

- Message abandonment: leaving a message unfinished because of the language difficulties
- Topic avoidance: avoiding topic areas or concepts that pose language difficulties.

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### 1.4.2.2 Compensatory Strategies

- Circumlocution: describing or exemplifying the target object of action (e.g. the thing you open bottles with for corkscrew)
- Approximation: using an alternative term which expresses the meaning of the target lexical item as closely as possible (e.g. ship for sailboat)
- Use of all purpose words: extending a general, empty lexical item to contexts where specific words are lacking (the overuse of thing, stuff, what-do-you-call-it, thingie).
- Word coinage: creating a non existing L2 word based on a supposed rule (e.g. a vegetarianist for vegetarian). \_ Prefabricated patterns: using memorized stock phrases, usually for survival purposes (e.g. where is the \_\_\_or comment comment allez-vous?, where the morphological components are not known to the learner).
- Non-linguistic signals: mime, gesture, facial expression, or sound imitation.
- Literal translation: translating literally a lexical item, idiom, compound word, or structure from L1 to L2
- Foreignizing : using L1 word by adjusting it to L2 phonology (i.e. with L2 pronunciation) and/or morphology (e.g. adding to it a L2 suffix)
- Code-switching: using L1 word with L1 pronunciation or L3 word L3 pronunciation while speaking in L2.
- Appeal for help: asking for help from the interlocutor either directly (e.g. what do you call...?) or indirectly (e.g. rising intonation, pause, eye contact, puzzled expression).
- Stalling for time-gaining strategies: using fillers or hesitation devices to fill pauses and to gain time to think (e.g. well, now let's see, uh, as a matter of fact) (Dörnyei, 1997, p. 188-189).

To avoid communication problems, teachers should on one hand understand the nature of communicative competence; on the other hand, we should understand and analyze the different factors that influence communication. These factors are examined by Powell et al (2004) in their book classroom communication and diversity; among these factors the learning setting and teachers' attitudes and behavior. So, teachers' beliefs are one of the key factors that affect students' communication and motivation of learning.

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### **1.4.3 Communicative interaction activities**

It is commonly believed that it is highly required from foreign language teachers to first set the goals of teaching (communicative competence), simply for the reason that the procedures and techniques designed to be applied upon these goals. Paulston (1992) believes that linguistic competence constitute part and partial of communicative competence .Therefore, students consistently need to attain knowledge of the linguistic forms .Consequently, the teaching points here can be specific sounds, grammar patterns and vocabulary, n a traditional sequencing of skills from listening to writing.(p.50)

Lepschy proposes in her contribution “Communication training” as a system of categories which helps to discern teaching and learning methods aimed at developing communicative competence. The learning target communicative competence has two dimensions: First, communicative competence aims at taking the participants from intuitive problem awareness to an analytical one. Secondly, it endeavors to create a great individual scope for interaction. These two dimensions include the capacity to interpret social norms and expectations in and for speech situations. At there is a vast research literature on communicative competence. (As cited in Rickheit & Strohner, 2008:p.07)

There are two basic classes of communicative interaction activities, depending on the teaching point, and there is room for both in the curriculum. In one kind of exercises, the teaching point is simply to get meaning across, to be able to communicate some referential meaning in the target language. These we have called exercises in communicative performance, and they are excellent and necessary for developing linguistic competence. In the other type of exercises the teaching point is getting meaning across in a socially acceptable way, and typically these exercises contain language teaching. Only the latter we would call activities for developing communicative competence.

### **1.4.4 Communicative curriculum**

Berns (1990) depends upon Savignon’s work, whose primary concern is the classroom as a setting for teaching foreign languages .She contributed largely in providing working model for language teaching curriculum constitutes of five areas, she states:

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The curriculum she proposes has five areas, with no sequence or hierarchy prescribed. The first of the components is *Language Arts*, which focuses on rules of usage and provides explanation of how language works, but is not restricted in content to analysis alone. Systematic practice in the application of rules is also recommended. Spelling tests, vocabulary expansion exercises, and pronunciation exercises would be typical activities. (p.91)

This component could be interpreted as focus on the textual function of language. It is here that grammar, in the traditional sense of focus on formal relationships, finds its place in language teaching. Savignon stresses that it is important to keep the formal aspects of language in perspective. For that matter, the Language Arts component is regarded as *interrelated* with the others and is not to be considered any more or less important than the other four components.

Respectively, the second component is labeled under the name, language for a purpose, this relates to authentic use of language in the classroom as in bilingual immersion programs. Which could be achieved by simply establishing the L2 as a lingua franca inside the classroom .On this matter, she declares:

The purposes could range from comprehension of basic classroom commands (e.g., "Open your books to page 10") to the learning of a new game or craft activity through the L2. Here the focus can be interpreted as the ideational function since attention is on concepts and relationships rather than formal structures of language or strictly on the skills and strategies required for the expression of meaning between or among individuals. (p.91)

In addition, the third component is related to *Personal L2 Use*. It involves the affective aspects of language acquisition, the expression of one's own attitudes, values, and beliefs, ranging from acceptance of cross-cultural differences or a learner's rejection of native-like competence in the L2. This component highlights the fact that "it is one thing to analyze and appreciate native language behavior, quite another to adopt that behavior for one's own." (1983, p.201).To sum up; this component can be interpreted as focus on the interpersonal function. Activities for learners which incorporate this use of language in the curriculum include the keeping of a personal journal or the construction of family trees with important information about family members. A key feature of these activities is the learners' use of the language to express their own view of the world and their own culture.

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To finish with, the last thing to mention here, the fourth and fifth components provide opportunities for the natural blending of the three functions represented in the other three components. Theater Arts includes such activities as the “class play”, but more importantly calls attention to other facets of the theater such as roles, simulations, and rehearsal. This component provides opportunities to analyze the total set of behaviors involved in communication and also provides chances to try them out. The final component, *Beyond the Classroom*, involves the exploration of the L2 community, either by stepping outside the classroom, if learners are in the L2 setting, or through the media and local representatives of the L2 culture(s).

### **1.5 Oral communicative competence**

The oral communicative competence is determined by students’ linguistic and sociolinguistic proficiency. This was measured in the way students demonstrated their facility of the English language through their accurate production of sounds (phonetic skill) and in lending more meaning to the utterance through intonation patterns. Convergent skill in oral production and use of grammar, vocabulary, and rhetoric created the impression of oral communicative competence. The facility for oral communication was influenced by social and cultural factors in the home, the environment, and the school. The study had shown that students who had no training or limited training in reading and in classroom interaction developed into less English proficient students. The type of school from which one graduated, the income of parents whose income afforded or deprived exposure of children to English reading materials, and the absence of a highly skilled teacher in communication influenced greatly affected the outcome of a highly skilled communicator. Intervention measures started with a methodical study of the weaknesses of the English Program in the College. The designed program should depart radically from the traditional and remediation approaches but must put meaning into a longitudinal and progressive development of language skills in all year levels in all courses across disciplines. Appropriate and consistent monitoring, evaluation and review ensured the success of the program.

The notion of communicative competence has been defined and developed in time in different ways by language scholars of different fields. Because, developing EFL learners’ communicative competence has become the ultimate goal of modern language teaching. In

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each EFL class, you may find learners, who have a good linguistic background, but if they are put in a communicative competence they failed to do so. For that, oral proficiency become part and partial of communicative competence, and students' seek for better oral proficiency level. Communicative Competence refers to the knowledge of both language forms and

Language use, it has been explained by Smith (2002, p. 6) as “the ability to communicate: to interact, to express, to interpret and to negotiate meaning, and to create discourse in a variety of social contexts and situations”. The following concepts have used interchangeably with the term “communicative competence”; “language competence”, “intercultural communicative competence”, “second/foreign language competence”, “transnational cultural competence”, “communicative proficiency”, and “communicative language ability”.

### **Conclusion**

It has been commonly recognized among instructors in the language teaching profession that it is not enough to master grammar, lexis, and phonology of the foreign language; they also need to acquire the ability to use the language culturally and socially in appropriate ways. One of the keys of quality teaching is the knowledge of the subject. Teachers need to cover all aspects of the matter. Teachers should know the nature of the communicative approach and communicative language teaching. Further, teachers should shift their emphasis from traditional methodology of lecturing and conveying information into a new and up to date methods and techniques through varying activities, presenting activities and a motivating way, introducing technology and give more focus to learning strategies.

# **Chapter III: Field Work**

**Introduction**

This research relies on the collection of data, from third year students and teachers of oral expression in the department of English at Biskra University. These informants represent the participants in this research, their importance and role in this research will help us determine:

- The learners' background, their awareness of the importance of contextualization in language learning, their oral communicative competence.
- Their learning experience in previous education, their difficulties in speaking (oral competence).
- University teachers' qualifications, experience, their students' oral proficiency and also their knowledge concerning the contextual teaching approach and whether its implementation at the university level will bring on positive effects.

**1.1 The research methodology**

This part is divided into three crucial items, the first is a mere introductory item where some basic clarifications about the nature of the field work and the research methods used are presented; the second item deals with the students' questionnaire distribution and analysis of the results in order to demonstrate that there is indeed a need to integrate some contextual insights to develop oral performance.. The last part tries to investigate the teachers' perceptions of contextualization in language learning and teaching as well and third year students' level in communication according to their teachers. In this part, we will try to prove the significance of contextual instructed activities to help third year learners achieve better results in their oral communicative proficiency level, how important they judge such a notion when teaching oral expression.

**1.2 Piloting the questionnaires**

The two questionnaires have been initially piloted, in order to test the credibility and reliability of the questionnaires' items; we have passed through a very important step which is piloting the questionnaires. Actually, before submitting the final draft of this research instrument, the two questionnaires have been piloted by two motivated teachers of oral expression and a sample of fifteen (15) students similar to the target sample the instrument has been designed for. The questionnaires have been piloted to determine the

accessibility of the questions before distributing them. Some questions have been reformulated mainly those dealing with the students' perception of the effect of contextualization on students' oral communicative competence; we have concluded that some questions were ambiguous and somehow difficult (Q12, Q17, and Q18). Concerning the teachers' questionnaire; the main problem is that some questions need to repeat their wordings (Q3, Q5, and Q8) to be clear enough to the participants.

Oppenheim (1992,p.47) emphasizes the necessity for piloting saying that, "Every aspect of a survey has to be tried out before hand to make sure it works as intended". This is important before administering the questionnaire because the pilot-test highlights things like ambiguous questions and signs that the instructions were not understood .This is also the phase when omissions and additions in the coverage of the content may be identified.(ibid,p.283) argues, "If you don't have the resources to pilot your questionnaire , do not do it".

### **1.3 Description of the questionnaires**

Cohen et al (2005, p.24) argues that:

Questionnaires are useful instruments for survey information, providing structured, often numerical data, being able to be administered without the presence of the researcher and often being comparatively straightforward to analyze. Questionnaires allow us to quantify people's observations, interpretations and attitudes.

Both questionnaires used in this research are simple and straight forward to be understood by everybody. It aims at investigating different perceptions and understanding of both students' and teachers' towards the issue of implementing contextualization in EFL classroom and its positive effects on students' oral communicative competence

### **1.4 Students' questionnaire, results and analysis**

#### **1.4.1 The population**

Third year students at the department of foreign languages at Biskra University represent the population used in this questionnaire .The choice of this population was motivated by the fact that at this level, the students are likely to acquire more complex concepts and predisposed towards acquiring more skills and abilities. Third year students are the suitable population to be treated under this kind of approaches ,they are living a

shift from being beginner to more advanced level which is the master degree; so they have to transmit kind of skills and new way of thinking as well as new styles and philosophy of teaching.

### **1.4.2 The sample**

As it is impossible to deal with the entire population 400 third year English student at Biskra University.; nearly Thirteen percent (12.5 %) of the total number which is equal to 50 students is the sample in which we opt for to answer the questionnaire. These informants have been selected randomly among the ten (10) existing groups to be used in this survey.

### **1.4.3 Description of the questionnaire**

We opt for a semi-structured questionnaire, contains 4 close-ended (with boxes to tick), 4 questions with multiple choices to get exact straightforward answers, as well as a few number of 12 open-ended (blank sections to write in answers) questions grouped under four categories, and one single liker scale question. Sometimes one question is asked in more than one section in order to test the validity of the answers, we have also tried to avoid overly long questions, double-barreled and leading questions.

### **1.4.4 Administration of the questionnaire**

After all , the questionnaire is piloted ,starting on may ,the 25 submitting the final draft; the questionnaire administrated contains twenty-three question item categorized under four(4) categories or section under the label:

**Section one:** General information.

**Section two:** Students' attitudes towards contextualization in language learning.

**Section three:** Students' oral proficiency.

**Section four:** Students' perception of the effect of contextualization on oral communicative competence.

### 1.4.5 Questionnaire analysis

Data analysis is not a simple description of the data collected but, according to Powney and Watts (1987) it is also, "a process by which the researcher can bring interpretation to the data".

#### Section I: a/ General information

##### Q1: Students' age

The fifty (50) students in this questionnaire are aged between eighteen(18) to thirty two(32).The majority are young, these students are from the same area and none of them has ever gone to an English speaking country.

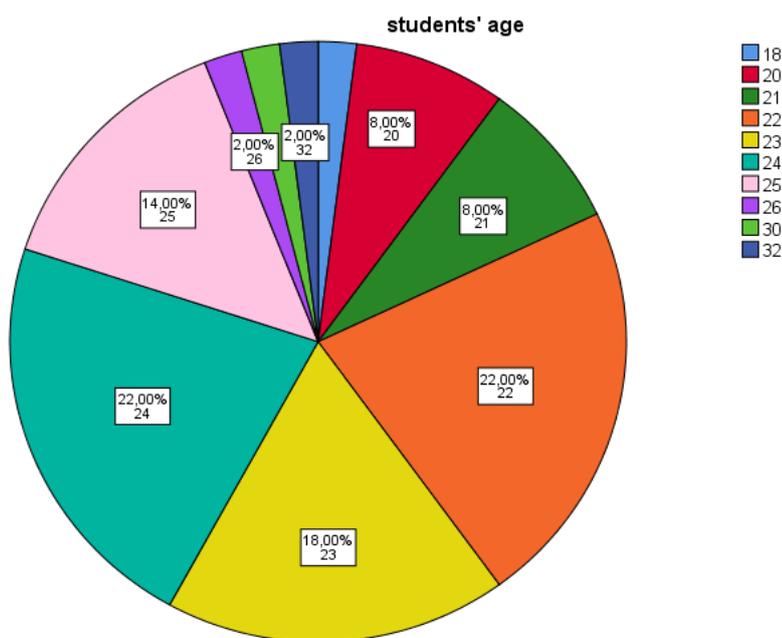
Informants age options	Number(N) Total Number(50)	Percentage (%) (100%)
<b>18</b>	<b>1</b>	<b>1%</b>
<b>20</b>	<b>4</b>	<b>8%</b>
<b>21</b>	<b>4</b>	<b>8%</b>
<b>22</b>	<b>11</b>	<b>22%</b>
<b>23</b>	<b>9</b>	<b>18%</b>
<b>24</b>	<b>11</b>	<b>22%</b>
<b>25</b>	<b>7</b>	<b>14%</b>
<b>26</b>	<b>1</b>	<b>2%</b>
<b>30</b>	<b>1</b>	<b>2%</b>
<b>32</b>	<b>1</b>	<b>2%</b>

**Table III.2: Students' Age Distribution**

This table highlights that the majority of the respondents in this sample, their ages are ranged between 18 and 32 , most of third year students of English have got twenty two(22) years old which implies that those students are motivated to learn English considering that it is a foreign language for them, and they are normally predisposed to acquire a range of skills(among these; oral communicative competence) as their communicative abilities grow .Concerning those who are old enough (30 and 32 years old) , they seem to be experienced enough and have got a high level of maturity which allow them to develop a

number of skills, also they are learning English just to get a diploma(future career) and to enrich their general knowledge, so English for them is no more other than a completion of further studies in others domains of inquiry.

The pie chart below demonstrate better the range of students’ ages of third year students’ of English:



**Figure III.6: Pie Chart illustrate the Diversity of Third Year Students’ Age**

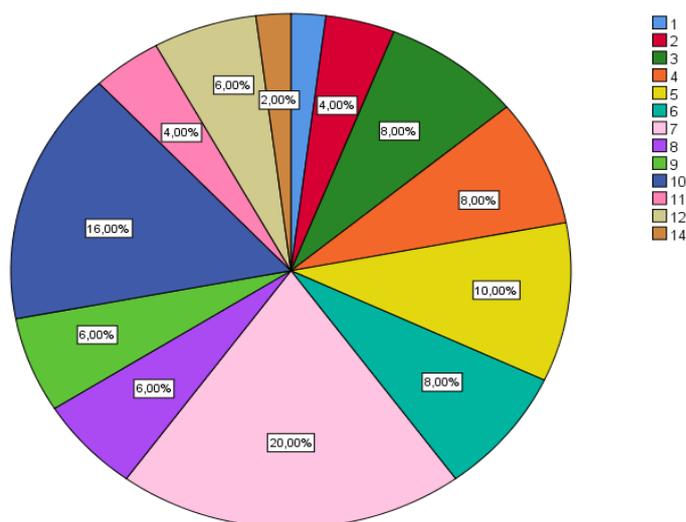
**Q2: For how many years have you studied English language?**

<b>Years of study</b>	<b>(N)</b>	<b>(%)</b>
<b>1</b>	<b>1</b>	<b>2%</b>
<b>2</b>	<b>2</b>	<b>4%</b>
<b>3</b>	<b>4</b>	<b>8%</b>
<b>4</b>	<b>4</b>	<b>8%</b>
<b>5</b>	<b>5</b>	<b>10%</b>
<b>6</b>	<b>4</b>	<b>8%</b>

<b>7</b>	<b>10</b>	<b>20%</b>
<b>8</b>	<b>3</b>	<b>6%</b>
<b>9</b>	<b>3</b>	<b>6%</b>
<b>10</b>	<b>8</b>	<b>16%</b>
<b>11</b>	<b>2</b>	<b>4%</b>
<b>12</b>	<b>3</b>	<b>6%</b>
<b>14</b>	<b>1</b>	<b>2%</b>
<b>Total</b>	<b>50</b>	<b>100%</b>

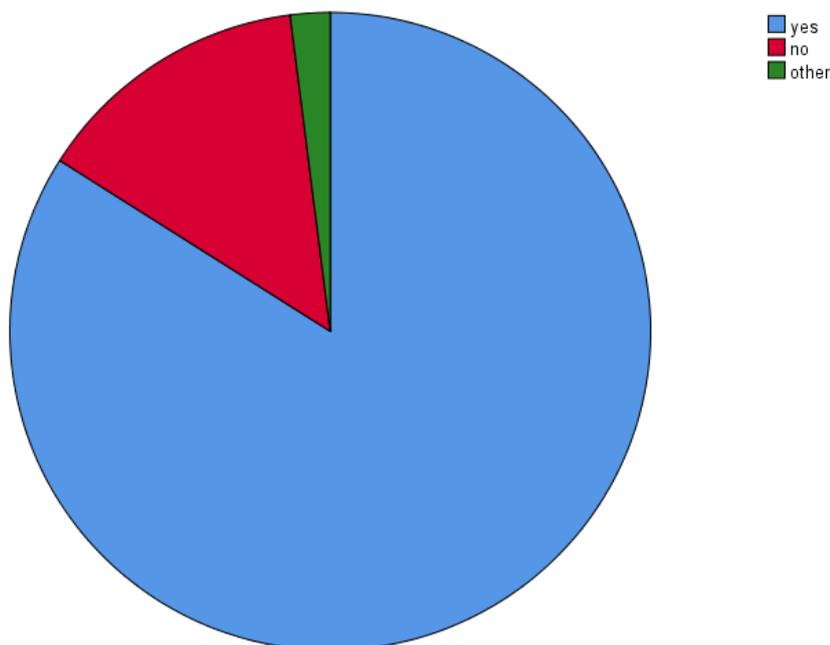
**Table III.3: English Language years of study**

As the table above show, most of the students(20%) at third year level has gone through seven(7) years of studying English which equals the formal years of studying English ,and we cannot deny the 16 % of the results which represent the students who have studied for ten(10) years. In both cases, at this level and as statistics assume students start acquire the communicative skills and reach high level of oral proficiency after studying consistently a language be it their S/FL for more than five years. Consequently, third year students have undergone 7 years of consistent study of English, are able to acquire the necessary skills to be proficient in the foreign language .So we can say that English for them is no more a foreign language , but rather a second language that they must be able to communicate effectively and have received considerable communicative package. Amore detailed description of the issue is presented in the following figure:



**Figure III.7: Pie Chart Show the Different Years a Third Year Student of English has gone through**

**Q3: Do you have the motivation to learn English?**



**Figure III.8: Pie chart represents the students’ responses on motivation towards the English language**

As stated earlier, students’ level of motivation is controlled by many factors among these the age of the student, which plays an important and significant role which can influence in a positive as well as in a negative manner on their level of motivation .More

than 80% of the students are motivated towards learning English, as their motivation is boosted by the fact that:

- It is a beautiful language.
- I am interested in watching series with English language.
- It is the language of science and technology.
- It is a wide world language.
- Because it is a global language.
- I like speaking all foreign languages.
- I like it, because it is an international language.
- I need it in my future career.
- It is a universal language.
- Because good sources are written in English, so I can develop my general knowledge using it.

Here are the 42 students whom are motivated to learn English (84%). On the other extreme, students' level of motivation decreased mainly for no reason detected out of the responses, seven (7) students which represent 14% of the remaining population have responded no, because of the fact that English is no more a priority of them, and as they said, they do not like the language itself.

### **B/ Students' English language background**

**Q4: (according to your exam marks on the oral expression module). What is your English language proficiency?**

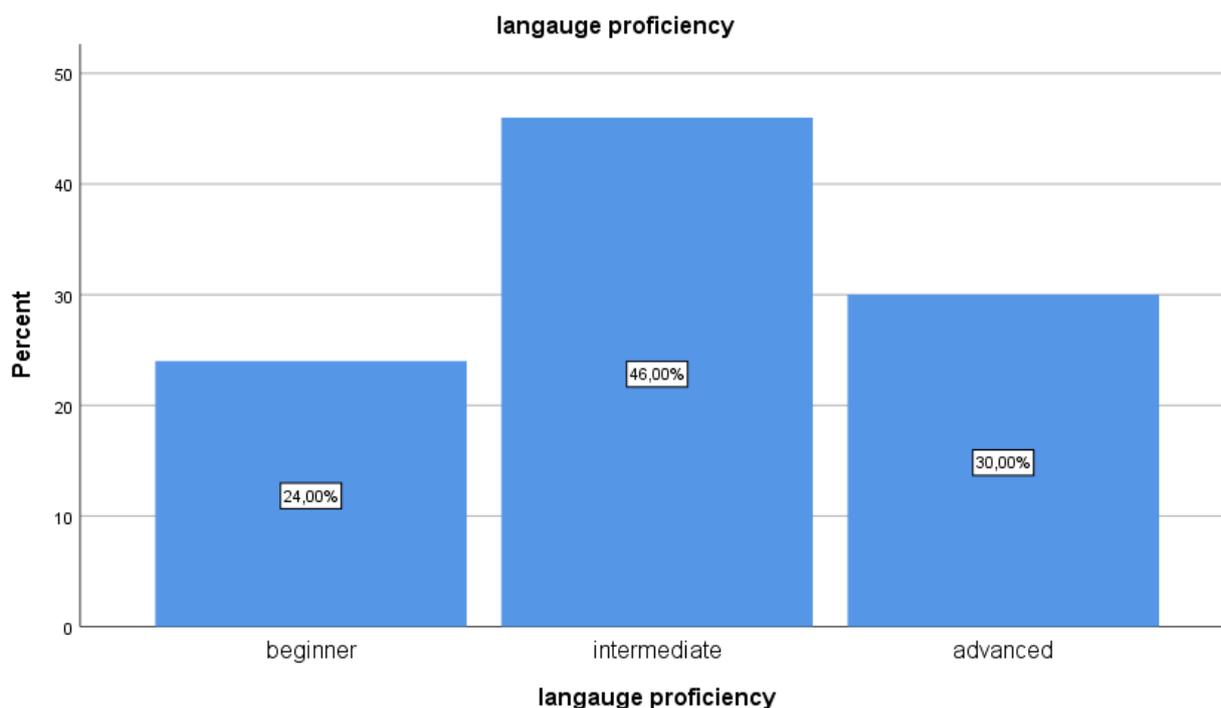
Out of 50 informants, 12 have considered their level of proficiency based on the oral expression exam marks as beginner, 23 of them which represent the great majority of 46% has intermediate, and at the advanced level, only 15 students acknowledge themselves as advanced learners. This fluctuation of responses and considerations, although the same students under the same learning circumstances goes back to personal references, and exam marks which identify a student as being advanced, while another specified as simply a beginner. It is quite logical to find most of the students responded as they are intermediate, because at this level of study (Third year), it is somehow hard to reach a high level of proficiency, this may be due to the teaching beliefs and approaches and the perception of learning English only in terms of grammar ignoring the communicative and

mainly contextual side of the scene. Another reason might be to the teaching of oral expression itself, since the answers imply a certain acceptable level of marks, which itself pose a problem to oral expression teachers; whom role is much more than a knowledge provider as a normal ordinary lecturer. A more explanatory table as follows:

<b>Level of proficiency</b>	<b>Frequency (N)</b>	<b>Percentage (%)</b>
<b>Beginner</b>	<b>12</b>	<b>24%</b>
<b>Intermediate</b>	<b>23</b>	<b>46%</b>
<b>advanced</b>	<b>15</b>	<b>30%</b>
<b>Total</b>	<b>50</b>	<b>100%</b>

**Table III.4: Students' English Language Proficiency Level**

Third year students' level of proficiency passes through numerous stages to reach the so-called advanced or high level .based upon the responses and the educational background of the students; we can assume that learners of foreign languages consider the basis in which he/ she regard him/her self as being proficient in the language mainly oral proficiency, is based upon the native-alike standard; most of the students' goal is to be as native as possible in the language despite the fact that even natives are not highly proficient in the language .The bar chart below summarize the percentages to better perception of the frequency of results:



**Figure III.9: Bar Chart summarizes the Three Levels of Proficiency in English**

**Q5: Where do you use English?**

Where?	( N )	( % )
- In the classroom	29	18%
- internet	28	56%
- interacting with people	14	28%
- others	13	26%
<b>Total</b>	<b>50</b>	<b>100%</b>

**REMARK: this is a multiple choices question, it require more than one option, so the number of students is not equal to the percentages provided to each of the choices**

**Table III.5: English use**

As expected , the above statistics show that only 18% of third year students use English inside the classroom what reflects the typical English learning situation , where the learner is never given the opportunity to speak and interact inside the classroom where the teacher

is the only speaker there.56% of the students use English to speak and interact with others mainly native speakers to get attached with the foreign language and be more knowledgeable of the contextual situations of language use as it must take place. What is interesting in this table, is that students are using English in other situations and contexts, namely; online gaming, social media, with friends sometimes, watching documentaries...etc.

**Q6: What do you want to learn in English EXACTLY?**

<b>Skills options</b>	<b>Number of respondents</b>	<b>Percentage (%)</b>
- <b>Grammar</b>	<b>6</b>	<b>12%</b>
- <b>Reading skills</b>	<b>1</b>	<b>2%</b>
- <b>Vocabulary</b>	<b>15</b>	<b>30%</b>
- <b>Listening skills</b>	<b>1</b>	<b>2%</b>
- <b>pronunciation</b>	<b>15</b>	<b>30%</b>
- <b>Speaking skill</b>	<b>29</b>	<b>58%</b>
- <b>All of the above</b>	<b>17</b>	<b>34%</b>
<b>Total</b>	<b>50</b>	<b>100%</b>

**Note:** you may notice that the equal number of percentages is not 100%, this is mainly because of the question nature (multiple choices) as one respondent is required to choose more than one option of the whole.

**Table III.6: Table showing Students' Perceptions of the Needed Skills in learning English**

It is common belief among students that a good speaker of the language is necessarily a good learner, and this sum up what the table denotes. As seen in table, the informants ranked the skills which they think is most important to be developed; nearly 60% out of the whole population believed that speaking skill is highly required in learning, which denote the importance of the communicative skills to third year students .34% of the students

perceive, as one skill complete the other one, so a language learner is supposed to be able to acquire all the skills in order to achieve high level of proficiency in language. 12% of informants perceive language learning in terms of grammar rules give the high sign to really consider that still some students as well as teachers give much more importance to grammar rules and the structural aspects of the language.30% percent has been equally shared to vocabulary and pronunciation; 15 students believe on the necessity to have good phonetic background and a well pronouncing tongue. While another 15 students consider a good learner in terms of big repertoire. Reading and listening skills are not of that importance to the students to develop mainly for the ignorance and less appraisal from the teachers.

#### Section Two: students' attitudes towards contextualization in language learning.

**Q7: In learning a language (English), do you like?**

- a- Learning the grammatical aspects of the language.
- b- Learning how to communicate in English.
- c- Both.

<b>Learning a language, means:</b>	<b>(N)</b>	<b>(%)</b>
- <b>Learning the grammatical aspects of the language.</b>	<b>4</b>	<b>8%</b>
- <b>Learning how to communicate in English.</b>	<b>32</b>	<b>64%</b>
- <b>Both.</b>	<b>14</b>	<b>14%</b>
<b>Total</b>	<b>50</b>	<b>100%</b>

**Table III.7: Students' Preferable Aspects of the Language**

From this table, we can notice that 64% (32 students) out of the whole population has stated that to learn effectively, it is better to learn how to use language in communication and being able to achieve some communicative tasks in English; taking into account the contextual features governing language use, and the primary goal here is to develop some communicative abilities rather than grammar acquisition, because. Grammar is concrete difficult to learn and to be memorized, also language is human contact before it is grammar rules. 14% advocated the idea of both being able to produce accurate as well as appropriate messages, simply for the reasons:

- Both are crucial.
- Every aspect of the language completes the other.
- Both cannot be separated in order to communicate effectively.
- If you know how to communicate it become easy to use grammar in your speaking.
- because a good level in the language requires both aspects, even though I am not good at the speaking aspect

**Q8: In the classroom the teaching atmosphere can be described as:**

- a- **Teacher-centered (where the learner is a passive recipient of knowledge, and the teacher is the all-knowing figure of ultimate power)**
- b- **Learner-centered (the teacher and the learner share the teaching-learning operation, as well as the learning outcomes where the teacher provide only guidance)**
- c- **Other**

<b>Teaching atmosphere</b>	<b>(N)</b>	<b>(%)</b>
<b>-Teacher-centered</b>	<b>19</b>	<b>38%</b>
<b>-Learner-centered</b>	<b>34</b>	<b>60%</b>
<b>-Other</b>	<b>1</b>	<b>2%</b>
<b>Total</b>	<b>50</b>	<b>100%</b>

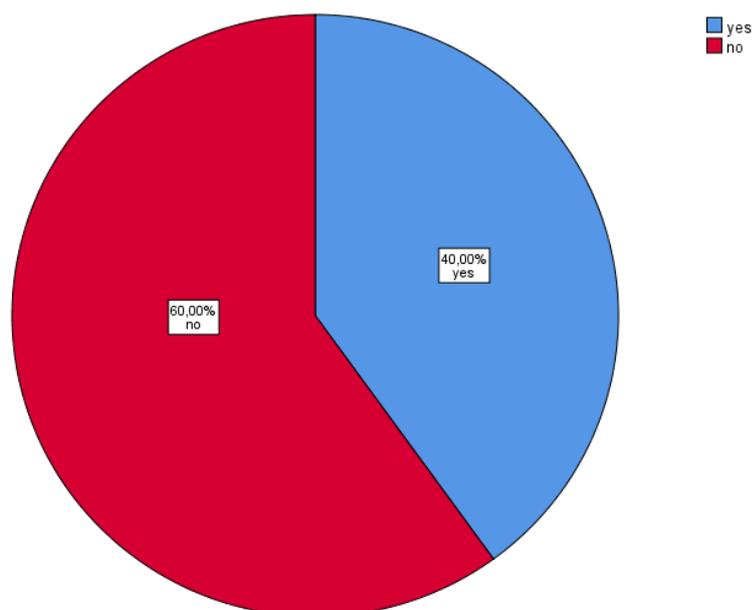
**Table III.8: Students' Perception of the Teaching Atmosphere inside the Classroom**

The table above indicates that 60% of the students consider the teaching atmosphere as learner centered, in which the teacher and the learner share the road together in order to create kind of interchangeable roles to serve. While the other 38% students reflect the real concrete situation in which our education is really conquered from; where the teacher is the master of the sea and the learners at as they are non-existing members ,and listen passively, such distracting atmosphere have been the case for long time in the Algerian university which calls for change. Sum of reasons provided by the informants who assume the cooperation of both the learner and the teacher to build a learner-centered classroom environment:

- Teachers' role is guiders but learners role is researchers.
- Students should take the floor of learning on their own to explore their capacities.
- Teacher behaves with the student as they are just listeners. They receive the information and hold it till the exams. The same for students they wait. For the teacher to give them information to use it in the exams.
- i prefer the learner to active to learn more vocabulary to be confidant to speak in English freely to interact more with each other and the teacher has to an organizer and facilitator.
- I think this is the good atmosphere, especially in language learning in which the learner can engaged in the learning process and develop their skill, especially speaking. Learner centered provides the learner to speak and communicate rather than only listen.

**Q9: Do you have previous knowledge about contextualization in language learning/teaching?**

- 1- Yes
- 2- No



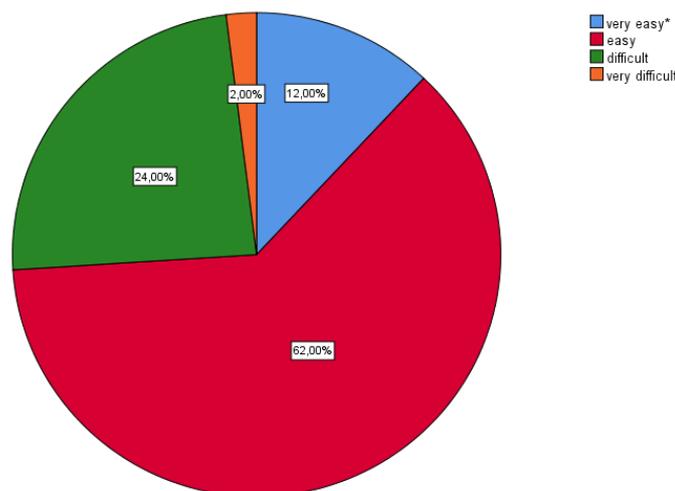
**Figure III.10: Pie Chart consists of the Different Responses on the Knowledge of CTL among Third Year Students**

It is surprising somehow to know that only 20 students are knowledgeable of CTL as a promising approach that must be integrated within the EFL curriculum many years ago, but as the case impose ,60% of third year students have no idea about what contextual teaching and learning is in fact. This obviously mean one single thing is that teachers at the university level are more likely to teach under the old structural circumstances; even though much of them pretend the new developed programs in their classrooms.

**Q10: What does CTL (contextual learning and teaching) denote to you?**

- a- It is a conception of teaching and learning that helps teachers relate subject matter content to real-world situation and its application to their lives.**
- b- It is a diverse fairly of instructional strategies designed to more seamlessly link the learning of foundational skills and academic or occupational content by focusing learning/teaching on concrete applications in a specific context that is of interest to the student.**
- c- It means simply the accompanying text; the word came before and after whatever was under attention .It was extended to things other than language.**
- d- It is an instructional system based upon the premise that meaning emerges from the relationship between content and its context.**
- e- Others.**

What is CTL:	(N)	(%)
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Table

III.9:

### Students' Awareness of what CTL is

Consulting the results provided by this table, we will notice that 50% (half of the population) emphasized the pragmatic nature of CTL, as it is an instructional system; its main focus is the relationship between content and its context. In fact, this responses reflect one side of the big picture; the other side ,nearly 46% believe on the pedagogical objectives of CTL as a promising instruction that help both teachers to give meaning and reference to their learning; and students to make connection between what is learnt and real life applications. A really significant percentage reserved to those who conceive CTL as simply what is around a word (i.e..the surrounding text); 14% of them reflect the truly ignorance on the approach principles'; and it is predicted and highly acceptable, since CTL is relatively a new topic that learners are not yet aware of its principles and applications in real concrete educational settings. It is relating language and language use to the conditions in which it is found and used for.

#### Section three: Students' oral proficiency

##### Q11: Do you find speaking in English?

- a- Very easy
- b- Easy
- c- Difficult
- d- Very difficult

### Figure III.11: Pie Chart describe Students' Opinions on Speaking Skill

As seen above, the students' answers range from easy to very difficult concerning their perception towards the speaking skill. 31 student show a very confident answers declaring that speaking English is an easy matter, because of their continuous usage and communication via English; only 6 students perceive English in terms of a very easy task to achieve; they emphasize the informal usage of it. A respected number that can significantly change the measures claim the difficult side of the language; this may be due to the lack of encouragement to use and integration of the language in daily life procedure, and so many other reasons mentioned later on.

#### Q12: Do you speak English outside the classroom?

- 1- Yes
- 2- No
- 3- Other

Do you use English outside the classroom?	(N)	(%)
yes	23	46%
No	24	48%
Other	03	6%
Total	50	100%

**Table III.10: Students' Usage of English outside the Classroom**

As mentioned earlier a wide range of students does not seek for the option of using the language outside of the classroom, simply for the reasons that the traditional convention which necessitates to use English merely in official environment is no longer the case, students are much more affected by the technological innovations and find themselves opposed to new ways and environments where English could be practiced better. The table above demonstrates that nearly the same percentage is shared among students' which make the distinction much difficult. To sum up, nearly half of the population claim that they do not use English outside of the classroom ,simply because students are fascinated by the conventions and ways of using it outside still limited , also personal motives differ and communicative abilities varied among students themselves.46%stated that English is nearly an everyday routine and become a language of interaction for them so that they use it outside the classroom to interact with friends(mainly English speakers) as well as to chat with natives, so for them English use outside the classroom is a necessity. Another option provided which is other (6%), a wide range of other suggestions stated by the students listed as follows:

- Sometimes.
- Seldom.
- Because nowadays we can communicate with natives using the social media.
- Because there are almost no one that can understand English outside the classroom.

**Q13: Learner of foreign languages passes through four levels of language fluency to reach the functional language ability (what is referred to the more academic term oral proficiency).**

**As a third year language learner, what is your level of proficiency?**

**1- Starting level**

**2- Emerging level**

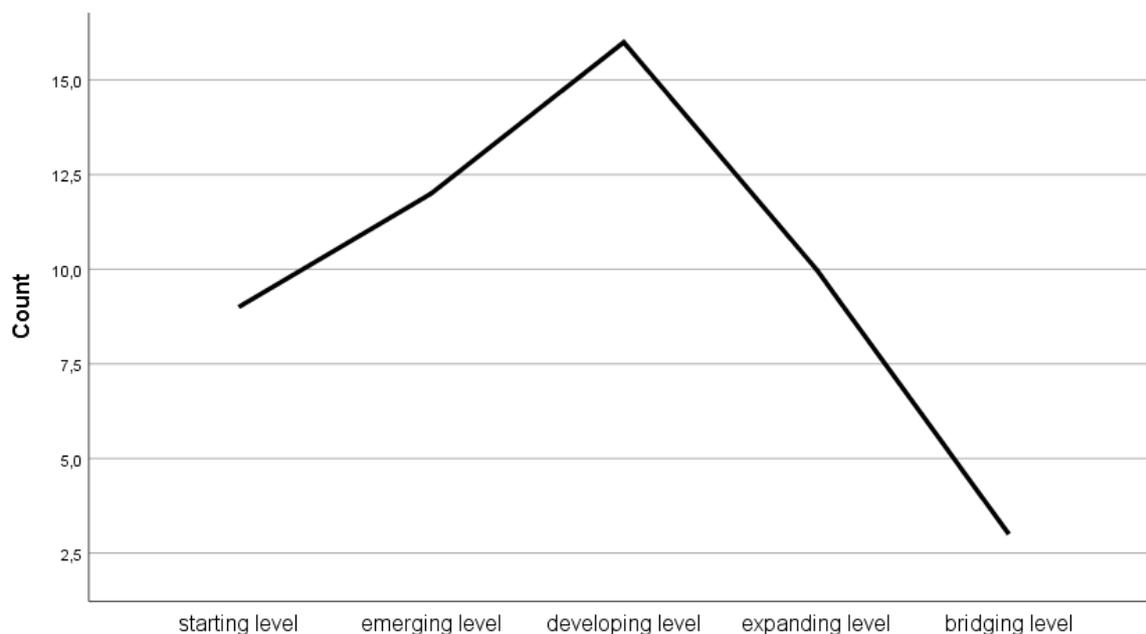
**3- Developing level**

**4- Expanding level**

**5-Bridging level**

**Figure III.12: Line Chart Explain the Variance in Third Students' Level of Oral Proficiency**

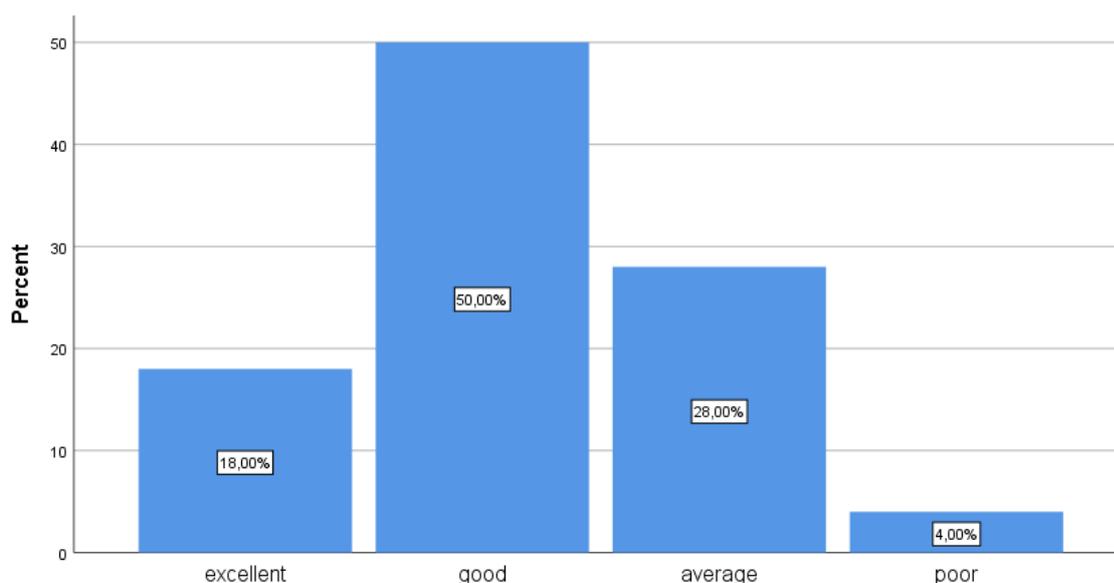
The line above examines the variability in third year students' oral proficiency level according to their age and years of study English ;9 students(18%) still have an emerging



level, while the great majority ,which represent 32% of the whole equal to 16 students reach a developing level of proficiency, which implies the high level of proficiency third year students' reach after a process of continuous learning in order to achieve the ability to use the language spontaneously in comfortable social and academic setting which is the aim of learning English at this level and the objective that normally all students set.

**Q14: As a foreign language learner, do you consider your level of oral proficiency as being,**

- A- Excellent**
- B- Good**
- C- Average**
- D- poor**



**Figure III.13: Students' Level of Proficiency**

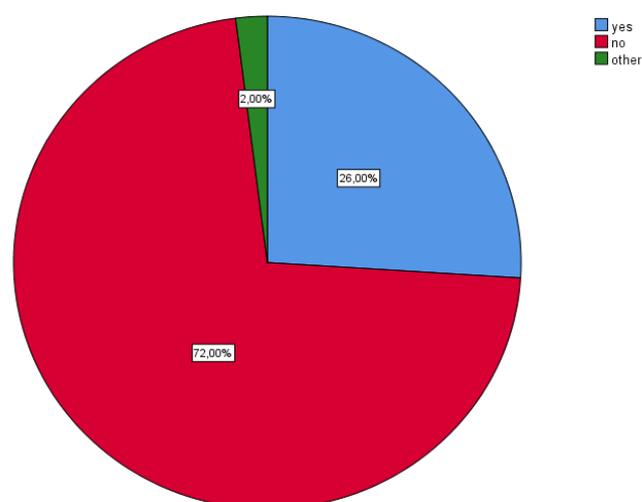
When it comes to students' perceptions of their level at English ,50% assumes a good level at oral communication , being able to address and understand messages.18% of the students have an excellent which is something worth mentioning, simply because it is astonishing for a third year student to be excellent at the foreign language especially at this level of study, but we may accept it for the fact that we are treating different unique students each of different cultural as well as educational background.Indeed,28% of them assumed to be average ,which is quiet acceptable.

**Q15: Does your teacher of oral expression integrate contextual features (i.e. the participants' abilities, knowledge, identities, etc; the physical, social, historical, and psychological setting, others) while performing a classroom activity?**

- 1- Yes
- 2- No
- 3- Other

Options	(N)	(%)
- yes	13	26%
- No	36	72%
- Other	1	2%

**Table III.11: Students' Answers' Distribution**



**Figure III.14: Teachers' Integration of Contextual Features in the Classroom**

The two illustrations justify the necessity for new approaches to oral expression module to be integrated among that teachers are still not aware of the necessity to teach students content which is of relevance to real life application far away from perceiving language learning in terms of grammar only. A high percentage of students responses denote the fact that 72% of oral expression teachers does not integrate contextual features while asking the students to perform a classroom activity, which is to great extent not acceptable, since oral activities need to be practices in relation to its natural occurring context, it is no more possible to carry out activities to teach grammar and structures. Although we still notice that teachers and students are not totally aware of the necessity of contextualization in language learning, but still 26% of teachers and students are doing so and fortunately,

some are applying this approach to teach oral expression considering the authenticity which must be emphasized.

**Q16: Learning is context-sensitive, which refers to the instructional system based upon the premise that meaning emerges from the relationship between content and its context that cannot be situated out of learning – teaching framework, during the oral expression, do the activities designed include:**

- Classroom discussion
- Think-pair-share exercises
- Hands-on activities
- Games
- Guided analysis
- Role play
- Others

<b>Activities</b>	<b>(N)</b>	<b>(%)</b>
- Classroom discussion	27	54%
- Think-pair-share exercises	14	28%
- Hands-on activities	28	56%
- Games	12	24%
- Guided analysis	22	44%
- Role play	18	36%
- Others	17	34%
<b>Total</b>	<b>50</b>	<b>100%</b>

**Table III.12: Contextual Classroom Activities**

Contextual classroom activities provide a great opportunity for both teachers to teach in a challenging atmosphere where students actively apply what they have learnt and get benefit from, and students to enjoy learning new concepts and get knowledge about the other side culture, way of performing certain speech acts; and also being able to acquire

communicative competence. The results revealed that teachers really apply activities which are of a contextual nature and aims to develop oral communication competence.

#### **Section four: students' perception of the effect of contextualization on oral communicative competence**

**Q17: What are the reasons which keep you from mastering the foreign language?**

- A- Learning is carried out of context.**
- B- Lack of practice in and out the classroom.**
- C- Non-authentic teaching materials provided by the teacher.**
- D- Language learning is perceived in terms of grammar ONLY.**
- E- Lack of encouragement to USE the target language.**
- F- Others.**

<b>Options</b>	<b>(N)</b>	<b>(%)</b>
<b>A-</b>	<b>15</b>	<b>30%</b>
<b>B-</b>	<b>27</b>	<b>54%</b>
<b>C-</b>	<b>23</b>	<b>46%</b>
<b>D-</b>	<b>18</b>	<b>36%</b>
<b>E-</b>	<b>26</b>	<b>52%</b>
<b>F-</b>	<b>13</b>	<b>26%</b>

**Table III.13: Reasons which Keep Students from Mastering the FL**

The previous table displays that the majority of students 54% face difficulty in achieving the learning goals for the reason that English is not practiced outside the classroom which confirms the previously done statistics on the matter which have concluded that the majority of students do not use English outside the classroom, because of some constraints, related to the speech community barriers and the lack of encouragement from teachers first to make it a habit for students to speak outside the classroom ;shyness, and self-confidence also plays a great role here.

**Q18: Being communicatively competent means:**

- 1- Being able to communicate effectively in the target language avoiding any kind of breakdown of communication.**
- 2- The knowledge of not only if something is formally appropriate in a language, but also the knowledge of whether it is feasible, or appropriately done in a particular speech community.**
- 3- Being able to carry out some communicative tasks.**
- 4- The knowledge of both the rules of grammar and rules of language use appropriate to a given context.**
- 5- Others**

<b>options</b>	<b>(N)</b>	<b>(%)</b>
<b>1/</b>	<b>8</b>	<b>16%</b>
<b>2/</b>	<b>18</b>	<b>36%</b>
<b>3/</b>	<b>20</b>	<b>40%</b>
<b>4/</b>	<b>12</b>	<b>24%</b>
<b>5/</b>	<b>1</b>	<b>2%</b>
<b>Total</b>	<b>50</b>	<b>100%</b>

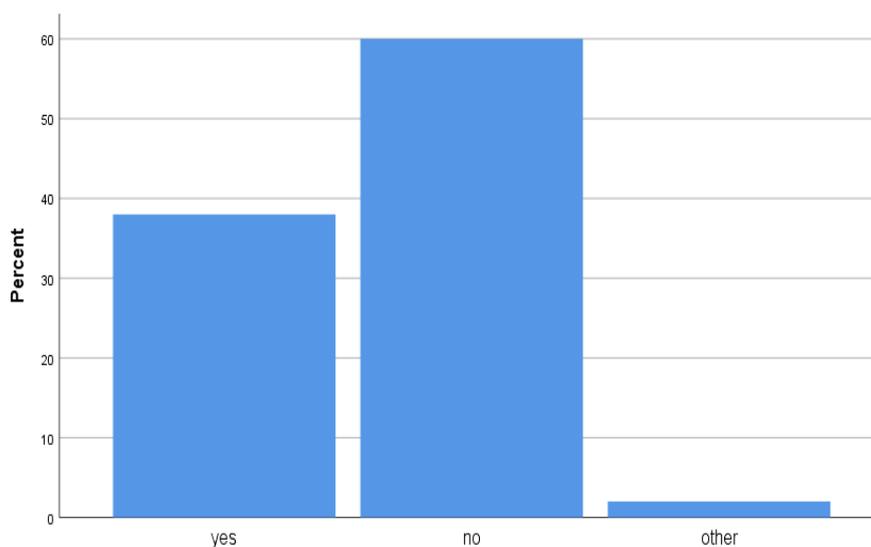
**Table III.14: Students' Perception of Communicative Competence**

As the table shows ,a wide range of third year students(40%) conceive communicative competence as merely the ability to carry out some communicative tasks , which clearly demonstrate the communicative nature of language and the necessity to use language to achieve some communicative needs. The results obtained completely echo the necessity to use language as a communication means in order to successfully communicate .As humans are sociable by nature so in their acquisition of the L2 , they often primarily seek to achieve the communicative function of the language. On the other extreme, considerable number of students (36%) perceive communicative competence in terms of the completion of both being knowledgeable of the L2 grammar rules , in addition to the ability to use these rules appropriately; which reflect that third year students are aware that learning a

language and achieving high standards in that language cannot be achieved unless the student is knowledgeable about the grammar rules and a successful usage of them.

**Q19: then, are you communicatively competent?**

- 1- Yes
- 2- No
- 3- Other

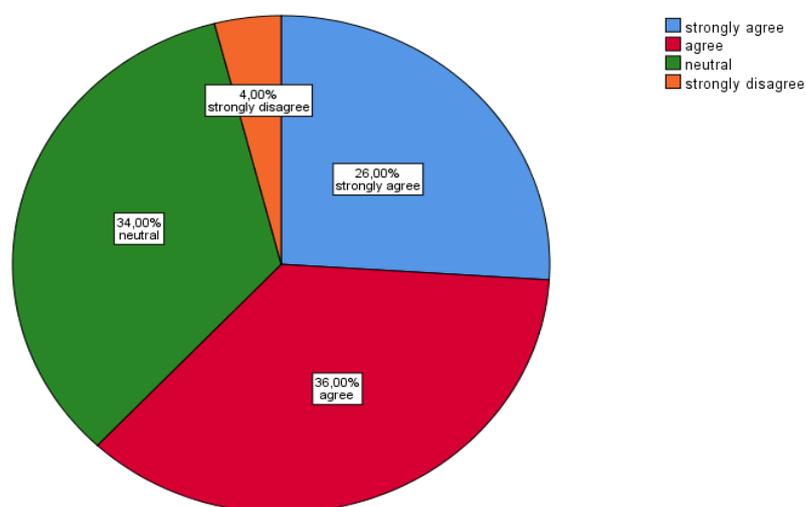


**Figure III.15: Students' Answers Percentage on Communicative Competence**

The statistics done on this matter shows that most of the students (60%) of third year are not communicatively competent simply back to the lack of awareness of new strategies and approaches that might be of a great help to the students , and still ignored by many teachers; and the students still suffer from the basically structural view of language learning; in which the teacher seeks to get accurate formal responses despite of its appropriateness to the context. Furthermore, 40% is quiet sufficient to conclude that students are convinced of the effect of CTL to achieve oral communication competence; which best confirm the question in which students think that CTL enhance students' oral communicative competence .

**Q20: Do you agree with the idea that context in language teaching/learning could be a tool towards developing students' oral communicative competence?**

- Strongly agree
- Agree
- Neutral
- Disagree
- Strongly disagree



**Figure III.16: Pie Chart Showing Degrees of Agreement/Disagreement among informants**

### Summary

We can summarize the results of this section in a number of assumptions about third year students:

- According to the analysis and interpretation of the gathered data , the wide majority of the informants have difficulties in speaking English , despite of more than seven (7) years spent in studying English; the results show that students' level of proficiency remain the same from many years ago , most of them are unable to make appropriate use of the target language .
- The data gathered reveals that students' oral proficiency is not likely to be developed despite of the integration some contextual features previously.

- It is a fact that third year students have a difficulty to communicate effectively in and outside the classroom because of the ignorance of the socio-cultural norms governing language use , and this deficit appears more in their inability to convey simple communicative tasks.
- Indeed, the students' questionnaire shows that there are other additional factors that hinder the EFL learners to be active communicators within the foreign language classroom , so that , they need more practice and exposure to that foreign language in and outside the classroom.
- It is a fact that Teaching English to Speakers of Other languages is restricted somewhere inside the formal institutions. People do not speak it outside as an official language.
- As a result to the complex nature of contextual instruction, EFL learners are not always aware of the complexities of the use of English in various situations, because language classroom environment and most English language resource materials lack sufficient exposure to authentic input.

## **1.5 Teachers' questionnaire, results and analysis**

### **1.5.1 Sample**

One of the aims of this research is to know about third year students' level in speaking in general, and oral communicative competence in particular, because these represent the dependent variables to be investigated. The second is to know about the teachers' attitudes about the CTL approach and whether its implementation at the university level (Third year students of English) will bring on positive results, considering this approach as the independent variable in this research .Based on these considerations, the population in this questionnaire consists of (5) teachers of oral expression at the department of English.

### **1.5.2 Description of the questionnaire**

This form consists of nine (9) question items grouped under three (3) sections; namely:

**Section one:** General information

**Section two:** Teachers' awareness and knowledge of contextual teaching and learning

**Section three:** Teachers' practice of contextualization in language classroom to develop students' oral communicative competence

A wide variety of questions, from open-ended questions as we are dealing with teachers, so more explanation is targeted; as well as a few close-ended questions to make it easy for both the teachers to answer in short time, and the researcher to better analyze the results.

### 1.5.3 Administration of the questionnaire

Teachers of oral expression (N: 5) were issued with questionnaires and were prompted to complete them within a week. All of them showed much interest in participating in this research because according to them, they needed a new conceptualization of teaching. All the questionnaires were returned; however, there were some instances when there were requests to have their questionnaires completed later on because of work circumstances.

### 1.5.4 Questionnaire analysis

As stated earlier, this questionnaire contains twenty-two questions grouped under three sub-headings elicit the necessary data for analysis.

#### Q1: Teachers' qualifications and teaching experience

<b>Informants</b>	<b>Length of teaching experience(At the University)</b>	<b>Teachers' qualifications</b>
<b>Teacher1</b>	<b>24 years</b>	<b>Doctorate</b>
<b>Teacher2</b>	<b>38 years</b>	<b>Doctorate</b>
<b>Teacher3</b>	<b>12 years</b>	<b>(MA) Magister</b>
<b>Teacher4</b>	<b>4 years</b>	<b>(MA) Master</b>
<b>Teacher5</b>	<b>3 years</b>	<b>Doctorate</b>
<b>Teacher6</b>	<b>39 years</b>	<b>Doctorate</b>

**Table III.15: teachers' qualifications and experience**

As the table above clearly demonstrate, teachers' of oral expression held doctorate degree and others a magister degree, which denote that they have been teaching for a very

long time, and experienced enough to draw a clear perception of what the oral proficiency level of students is and what tools could be of help to better make the students' more aware of some teaching concepts that would be of a great help to them. By the time we run this questionnaire, almost all of the five participants had more than 10 years of teaching oral expression to third year students; this presumes that all the informants can provide us with the necessary data required in this investigation.

### **Q2: Teachers' feedback of the students' level of proficiency**

**After these years you have been teaching at the University, are you satisfied with your students' level in speaking?**

<b>Options</b>	<b>Percentage (%)</b>
<b>-Yes</b>	<b>50%</b>
<b>-No</b>	<b>50%</b>

**Table III.16: Teachers' attitude of the students' level in speaking**

Half of the informants 50% feel satisfied about their students' level of proficiency; they tend to feel comfortable about their learners' oral proficiency for many reasons as they assumed:

- The students' level of speaking is to a far extent acceptable to satisfactory most of the time; it is because they have at present various sources and resources mainly technological and digital that have enhanced their skill.

Another 50% feels to some extent dissatisfied about the current level a foreign language learner holds, assuming that, still they are not able to be engaged in an academic conversation; also they focus on pronunciation and accent, but not using language appropriately.

Among all the informants; there have been kind of diversity of opinions; some feel far away comfortable and satisfied about their learners' level of proficiency mainly due to the exposure to new technological aids, which enable the student to get rid of the teachers' feedback and guidance to enhance their oral proficiency level. However, some teachers feel disappointed somehow because of the focus on abstract features and aspects of the

language at the expense of the concrete appropriate use of the language in real authentic situations.

**Q3: The activities opted by teachers' to improve students' oral proficiency****What are the activities you generally use to improve your students' level in speaking?**

Teachers of oral expression generally give much more importance on the activities to integrate inside the classroom rather than the content itself, which better describe the teachers' adaptation of activities which go directly to the objectives set at the very beginning of the year without considerations of students' level, taking into account that students' needs differ as we are different by nature. Here are some of the activities teachers of oral expression feel comfortable to use:

- Mostly debate sessions on a myriad of topic that are handy to them; in addition, we are more biased to individual presentations and sometimes certain linguistic games to enrich their vocabulary and language structure.
- Group-discussion
- Oral-presentations
- Guided analysis

The objective of asking such question is mainly to determine the percentage of students' possibility to attain socio-cultural knowledge .Activities such as role-plays, simulations, improvisations, engaging in debates and discussion sessions were suggested by the respondents, and these activities are indeed communicative in nature because they engage students' in different social roles and speech events .Moreover, it provides opportunities to practice the wide range of socio-cultural and contextual abilities that students need at interpersonal encounters outside the classroom.

**Section two: teachers' awareness and knowledge of contextual teaching and learning.**

**Q4: Teachers' role in the classroom**

**Your role in the classroom is:**

- **Controller**
- **Planner**
- **Manager**
- **Facilitator**
- **Language resource**
- **Mentor**
- **Assessor**
- **A friend**
- **Others**

In this item, and to know the reasons behind the lack of use of the foreign language in and outside the classroom, we have opted for such kind of questions to better recognize the different roles teachers assume to play in the classroom. Almost all the informants (90%) assume a combination of all roles in different situations, which better exemplifies the multidisciplinary nature of the roles embedded by the teacher; a teacher should act different roles in different situations in order to create a learning environment which better boosts students' active learning, creativity, talents. Some informants also found that the teacher is a manager and assessor before anything; they advocate the idea of formal learning atmosphere, where the teacher is supposed to set the classroom and make formal assignments, a typical teacher roles, to ensure that learning and the classroom are controlled and assessed by the optimal agent (the teacher).

It is well documented fact that, in teacher-fronted teaching, the person doing all of the talking is the teacher, this is consistent with a knowledge-transmission model of teaching according to which the teacher imparts new information to students help them process such information and controls whether the new information has become part of the students' knowledge .Studies show that compared to conversation outside instructional settings , teacher-fronted classroom discourse displays narrow range of contextual use of the language.

Classroom discourse is just as authentic as any other kind of discourse, but the difference is that it is limited in the sense of that language does not function as means of communication, but rather as an object of analysis; Nunan (1989), "it is an institutional activity in which participants' roles are inequitably distributed in this unequal power are reflected and re-affirmed at the level of discourse, and this is the detriment of students' speaking opportunities".

This classical format of language classroom does not offer students the contextual opportunities they need in terms of students' language use; the students' participation increases obviously in student-centered activities, they are given more chances to practice conversational management performing a large range of communicative acts.

**Q5: Teachers' assumptions on what learning a language is in reality****Teaching a language means:**

- a- Teaching the grammatical structures (rules of grammar, syntax, morphology, semantics ... and others).**
- b- Teaching how to communicate appropriately using these rules.**
- c- Both.**

Learning a foreign language has been perceived differently as teachers and students change continuously ;in the past the best learning was the learning of grammar rules which was exhaustively used among teachers for a very long time, as time change , learning and teaching conditions change as well and necessitate a new learning environment where the teacher provide the learner with ONLY what is needed , and go far away from the ordinary to make learning meaningful, CTL strongly call for a communicative environment and language use based on the premise that the teacher only provide hints in condition , that must be of relevance to the learners' goals and learning objectives. Nearly all the participants (96%) emphasize the necessity for a complimentary learning incorporates both the grammatical, structural usage and the communicative use of these rules in order to produce learners whom are communicatively competent. Sum of the reasons, why teachers state so:

- A good language user should be a good communicator .S/He should be competent and proficient in language use i.e.be it accuracy or fluency.

- It is a sound (complete) combination of the above that makes a good mastery of language for a sound communication.

**Q6: Teachers' degree of agreement upon a crucial issues Contextualization in language learning and communicative competence**

In this question the teachers are required to rank the degree of agreement or disagreement concerning important issues in CTL; a table which better describe the situational analysis of the answers is below:

- Language cannot be separated from its context.
- Learning the language is more than just the mastery of grammar rules and structures, instead is the use of the language appropriately in context in order to communicate effectively.
- Contextual teaching and learning (CTL) engages students in significant activities that help them to connect academic studies to their context in real life situations.
- CTL is identified as a promising strategy that actively engages and promotes improved learning and skills development.
- Learning is facilitated through making connections between new knowledge and experiences students have had.
- The use of real life situations can enhance students' oral communicative competence.

<b>Options</b>	<b>(N)</b>	<b>Degree of agreement</b>
<b>a</b>	<b>2</b>	<b>Strongly agree</b>
<b>b</b>	<b>3</b>	<b>agree</b>
<b>c</b>	<b>4</b>	<b>agree</b>
<b>d</b>	<b>2</b>	<b>Strongly agree</b>
<b>e</b>	<b>5</b>	<b>agree</b>
<b>f</b>	<b>2</b>	<b>agree</b>

**N: the total number of informants**

**Table III.17: Teachers' Agreement Degrees on crucial Aspects of CTL**

From the above table, we conclude that teachers’ are aware of the importance of CLT and the positive impact it implies on students’ oral communication proficiency. In few terms, language mastery should always take into account a contextualized use of language items. Learning a foreign language necessitate a completion of all items and levels of the language (semantic, syntactic, and phonological) as interdependent, so, mastering the language require being knowledgeable in all aspects of this language.

**Q7: Comparison activity for teachers’ about what has been practiced earlier and what is in practice currently**

**Think about your first year(s) of teaching and compare what you did then and what you do now; what are some of the important ways your approach to teaching contextually in order to improve students’ oral communicative competence (oral proficiency) has changed ?**

The table below will better explain and summarize the teachers’ responses:

Then	Now
<p><b>-Focused more on language accuracy.</b></p> <p><b>-My teaching was based on the preparation of the content and language items because of the lack of technological devices and resources.</b></p> <p><b>-my teaching was purely teacher-centered and I was totally against students’ engagement in the learning-teaching operation.</b></p> <p><b>-I used to bring ready-made materials to the classroom.</b></p>	<p><b>-focuses both on accuracy and language use.</b></p> <p><b>-my teaching now account of the best approach to use because of the accessibility of the materials and devices</b></p> <p><b>-my teaching now is less authoritative, so I am giving more chances to students’ to share the teaching activity with me.</b></p> <p><b>-I am bringing ready-made materials but with certain criteria to follow mainly, counting for students’ styles, needs, preferences, cultural bounds.</b></p>

**Table III.18: teachers’ philosophy from the past to the present**

Based upon what has been previously discussed, teachers are likely to be more flexible and calling for change ;almost all the informants accepted the idea that the teaching beliefs and practices is in a need of change , the students are no more passive as previously ; they

seek for change and demand of a new teaching techniques as they look for a better level of proficiency in the language ,and this will not be done unless teachers change their approaches to learning grammar only and give opportunity to new techniques and approaches to be applied and examined; as they have to seek for more authentic classroom outcomes to reach high standards in the language.

**Q8: How do teachers plan for an oral activity, taking into account the contextual features?**

The teachers' responses range from a typical activities, and newly developed ones. Some of the activities teachers' plan for their day-to –day teaching as follows:

- I did try some other ways and strategies in which I have put the learners in real feedback (we have gone to the post office, the central market) and joined the activities with appropriate language items.
- Ordinary planning, considering the instructional objectives set out at the beginning.
- Activity: start with a word from a precise category (adjective, for example and ask the next students to start the finished sound letter and so on; its objective is to enrich categorical vocabulary and ensure good pronunciation of the linguistic item.

The responses stated by the teachers describe to a great extent that the integration of contextual activities in everyday classroom exercises mainly oral ones; would be a tool towards better learning accomplishments and certainly a high proficiency in oral communication. Teachers feel confident about integrating CTL in their classroom activities, 95% of the whole feel quite confident about teaching contextually, simply because it is not an easy matter since teaching contextually is often affected by the reality of the context of teaching, and where teaching takes place .Furthermore, it is because of the contribution of new elements to enhance the oral skill that confidently ensure we are able to approach the contextual teaching through the abundance of the materials and means to create these contexts for learners. The remaining 5% emphasize the necessity for new approaches towards teaching oral communication competence.

**Q9: Final comments and suggestions**

Almost all the teachers welcomed to answer the questionnaire,; a rich explanations derived from all of them contributed largely in a better analysis of the results obtained , but in terms of further suggestions , only one teacher has written something which is, “I do

believe that teaching oral communicative competence does need a knowledge of the culture of the target language ;otherwise, the mastery of language chunks and pieces and statements or ready- made utterances devoid of any cultural background seem to me an unachieved skill mastery may lead to an uncompress use of language”

### **Summary**

To sum up; relying on the informants’ answers, we can draw the following conclusions:

- Teachers’ answers concerning their knowledge and perception of the CTL approach reveals that most of them are not aware of it.
- The positive thing in all of this is the teachers’ positive attitudes toward the necessity of finding a facilitative approach that may help students develop their oral communicative proficiency, believing that it is an urgency which does not accept delay because most of EFL teachers in Algeria find difficulty to teach oral expression, because, speaking is a complicated skill to teach, which more or less , affect the learning outcomes.
- Most of the teachers still believe on the structural background of language learning, still plan for an activities which focus mainly on the grammatical aspect of the language , aims to ensure accuracy production and more vocabulary packaging.
- Most of the informants welcome the implementation of CTL approach in teaching oral expression to third year students.
- We can add that language teachers in an oral expression course should be motivated to explore the connections between academic concepts or content and real-authentic applications.
- Teachers face difficulties in teaching oral expression mainly because of the lack of facilitative encouraging factors; keep in mind that teaching the skill should not e done in isolation.
- Although all the teachers of third year think they are presenting their students with activities promoting communicative their competence , but further answers reveal that these activities do not always reflect authentic interaction nor do they contribute to develop contextual awareness and consequently communicative competence.

- Teachers' knowledge about contextual approach to learning and teaching in general is insufficient to be transmitted to their students .consequently; they are not offering the students' with opportunities to develop their communicative competence.
- Answers reveal that they see their students' general level in proficiency as insufficient.
- Teachers are aware that in order to develop communicative competence, learners must be engaged in real communication; and so they need in addition to the mastery of the grammatical items to know about the socio-cultural uses of the target language. However, they believed that these concepts cannot be taught out of their natural context.
- According to the findings of the present survey , we saw that valid teaching requires a procedure that simulates use of language in an authentic situational context. This procedure must bear on the realization if the communicative act and its semantic and pragmatic content other than external form of accurate.
- Oral expression teachers must know that communicative language teaching is more than just pre-communicative activities.
- Communicative language teaching also means teaching language in contexts in which learners will find themselves.
- Using the target language as a classroom instruction is very important, because the target language here is used not only as a subject matter, but as a means of communication, which students enhance the students' exposure to different speech acts.
- The survey revealed that most oral expression teachers are not equipped with an adequate "up-to-date" theory of teaching; they do not apply the communicative approach from the perspective of language use and communication, also they neglect the contextual and pragmatic aspect, a high valued constituents of communicative competence.

**Conclusion**

The data gathered from the two questionnaires, the one administered to oral expression teachers and the other one to third year English students' at Biskra University clearly reflects a level of speaking competency which cannot be qualified as advanced, also as a conclusion we have found that third year FL learners at Mohamed Kheider University still suffer from a poor treatment concerning oral expression course; mainly because of many reasons among:

- Learners are still looking for good grammar despite of having poor communicative skill.
- Students are aware of their lacks and this is the first step towards change.
- Learners are looking for other sources to use the target language freely far away from the classroom authoritative atmosphere.
- EFL learners welcomed the idea of contextualization in language learning, since good learning requires appropriate use of the language in situations which enable the learner to relate the subject matter to and get benefit from.
- Students' start acquiring communicative competence nearly after 10 years of study in English.
- Learners' main goal in learning is to achieve native-like pronunciation.
- Although nearly all the teachers claim that concerning third year students, the communicative approach is the one adopted in oral classes, but they expressed frustration at the level of the students' competence in communication.
- Teachers are aware that we cannot help learners to be communicatively competent through only developing the mastery of linguistic items, which means they are conscious that linguistic competence does not ensure in itself communicative competence.
- The teachers of oral expression think that their students' level of competence is not the expected level from such an advanced stage (third year) and this is mainly in the students' inability to use language appropriately in real life situations and in different contexts.
- English language teachers are faced with challenge of creating the native-like environment providing the basic range of situations necessary for frustrating students' communicative competence.

All in all, this research sought to explore the importance of contextual insights towards language learning and teaching with regard to oral performance, and it proved, at least at the level of population investigated, that the integration of some contextual insights in teaching oral expression is an indispensable measure to develop the communicative aspect of students' competence in the target language.

## General Conclusion

It is clear enough over a casual observation to the third year EFL students' oral performance that these students' oral proficiency only reflects a type of competence which cannot be qualified as communicative. If this mirrors something, then it is the out of data non-communicative teaching techniques use in oral expression classes, because the new trend in applied linguistics and language teaching is the context-based learning and the new techniques are socio-cultural procedures allowing students to practice the target language in a natural context. English foreign language (EFL) learners' communicative competence presents a challenge for both students and instructors; being communicatively competent leads the language user to avoid any kind of breakdown of communication; thus, reaching fluency which is the main aim of foreign language learners (EFL learners). The acquisition of the notion of contextualization provides a great deal of help for EFL learners to achieve native-like language proficiency and that is the main hypothesis of this study. The main aim of this research is to draw learners' attention towards contextualization in language learning and subsequently teaching and to investigate its effects on their oral communicative competence. To achieve this purpose, an investigation through a descriptive design via survey in a form of questionnaires is carried out to try to confirm the hypothesis stated in the introduction .i.e. students' communicative competence will be improved if the teachers as well as the learners are aware of the positive effects of contextualization and make use of and know the best way to teach and to learn also. First, this inquiry has undergone through three crucial stages, primarily a purely theoretical section to review the literature on both the dependent variable (the students' oral communication proficiency) and the independent variable (context-based learning approach). Furthermore, a descriptive research under the qualitative approach has led to better collection of the data from both questionnaires distributed to third year students as well as oral expression teachers which guide to a mixed method data analysis, by the end, we culminate the enquiry by a set of recommendations and suggestions to oral expression teachers to help their students benefit from the development on context-based approach, and consequently attain a more advanced level of oral proficiency.

Adopting this new approach in the Algerian EFL context presented a challenge to language teachers mainly because of the English teaching attributes which stay as form-focused highlighting the formal aspects of language ignoring the communicative nature of language and the need to integrate some contextual intuitiveness to FL learning. Because of the evidence provided by recent researches attesting the success of contextual teaching experiences in different EFL contexts, there is a call for investigating if such a success can be obtained in the Algerian context. After raising the hypothesis underlying this research, we have opted for the descriptive research design under the qualitative approach; both qualitative and quantitative data analysis was the tools to which we reach the results obtained, although we do not pretend to generalize the findings outside of the population investigated, but we have demonstrated that nearly all students are not aware of the proposed approach in terms of knowledge and practice, as well as oral expression teachers whom display a level of agreement that the level attained by third year students does not fit with their expectations;

they all view their students as incompetent in terms of knowing what communicative acts to use in different situations.

As mentioned previously, this research raised these and other issues, and suggested that if we introduce some contextual insights in third year oral expression class , the students' performance of communicative tasks would improve qualitatively. At the end of this research; it is worth mentioning that despite the fact that EFL learners and teachers are not completely aware of the effectiveness of such approach on the teaching and learning conditions, it is a tool towards success, and no one can deny its effectiveness and validity. An individual's to communicate effectively is not solely dependent on his or her knowledge of the linguistic structures of the language .Rather, effective communication also includes the speaker's ability to use the language appropriately in different situations , depending on factors such as , setting, context, and the relationship between speakers .

### **Recommendations:**

To find a way to more contextual language teaching, some basic requirements need to be taken into account:

- According to the findings of the present study , we saw valid teaching of oral expression requires a procedure that simulates use of language in an authentic situational context; the procedure bear on the realization of communicative act rather on external form and accuracy.
- In preparing an instrument to promote communicative ability, teachers need to recognize the importance of a direct relationship between analytical knowledge of discrete linguistic items (words, grammatical rules, phonemes...etc) and the ability to use these elements in meaningful communicative interaction.
- Students should be more aware of the contextual and communicative nature languages embed and seek for more opportunities to practice the target language in and outside the classroom.
- Teachers are urged to look for other ways to create a native-like environment for the students.
- The administration should yield the needed equipments and offer a comfortable physical setting for the sake of implementing context-based approach inside the FL classroom.
- Future researchers are called to apply the context-based approach with modules other than oral expression (Phonetics, written expression...etc) to assess its effectiveness and validity.

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**Appendix 1 : Students' Questionnaire**

**Appendix 2 : Teachers' Questionnaire**

## Appendix 1

### Students' questionnaire

Fellow students,

This questionnaire serves as a data collection tool for a master dissertation in applied linguistics. It investigates the effect of contextual learning/teaching approach on third year students' oral communicative competence (oral competency) .YOUR answers will be of a great help to us. YOU should know that the contents of this form are absolutely confidential .Information identifying the respondents will not be disclosed under any circumstances.

Thank you for your cooperation.

Will you please tick (√) the appropriate answer, or give your own as truthfully as possible.

#### Section one:

##### **A/ General information**

Question item 1: **Age:** .....

Question item 2: **For how many years have you studied English language?**

- Middle school (.....)
- Secondary school (.....)
- University (.....)
- Other (.....)

Question item3: **Do you have the motivation to learn English?**

Yes

No

Why?.....  
.....

.....  
.....

**B/ Students' English language background**

**Question item 4 :( according to your exam marks on the oral expression module).What is your English language proficiency?**

-Beginner       -intermediate       -advanced

**Question item 5: Where do you use English?**

- In the classroom
- Internet
- Interacting with people
- Others (specify).....

.....

**Question item 6: What do you want to learn in English exactly?**

- a- Grammar
- b- Reading skills
- c- Vocabulary
- d- Listening skills
- e- Pronunciation
- f- Speaking skills
- g- All of the above

If others (please specify and justify your answer).....

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

**Section two: students' attitudes towards contextualization in language learning.**

**Question item 7: In learning a language (English), do you like?**

- a- Learning the grammatical aspects of the language
- b- Learning how to communicate in English

Justify your answer, please.

.....

.....

.....

**Question item 8: In the classroom the teaching atmosphere can be described as:**

- Teacher-centered (where the learner is a passive recipient of knowledge , and the teacher is the all-knowing figure of ultimate power)
- Learner-centered (the teacher and the learner share the teaching-learning operation, as well as the learning outcomes where the teacher provide only guidance)

Explain in your own words.....

.....

.....

.....

**Question item 9: Do you have previous knowledge about contextualization in language learning/teaching?**

Yes  No

**Question item 11: What does CTL (contextual learning and teaching) denote to you? (Please read carefully these assumptions as you are required to choose more than one option of the following):**

- It is a conception of teaching and learning that helps teachers relate subject matter content to real-world situation and its application to their lives
- It is a diverse fairly of instructional strategies designed to more seamlessly link the learning of foundational skills and academic or occupational

content by focusing learning/teaching on concrete applications in a specific context that is of interest to the student

- It means simply the accompanying text ;the word came before and after whatever was under attention .It was extended to things other than language
- It is an instructional system based upon the premise that meaning emerges from the relationship between content and its context

Justify, please.....  
.....  
.....  
.....

**Section three: students' oral proficiency**

**Question item 10: Do you find speaking in English?**

- a- Very easy?
- b- Easy?
- c- Difficult?
- d- Very difficult?

Justify your answer whatever your ticked choice.....  
.....  
.....

**Question item 11: Do you speak English outside the classroom?**

- Yes
- No

Why? Or why not? .....  
.....  
.....

Question item 12: Learner of foreign languages passes through four levels of language fluency to reach the functional language ability (what is referred to the more academic term oral proficiency).

**As a third year language learner, what is your level of proficiency?**

Starting

**Starting level:** the learner has little to no functional ability to speak English , but may respond to simple commands while listening, through imitating small chunks of English they hear as they proficiency grows

Emerging

**Emerging level:** the learner can communicate in basic survival and routine situations, and using mostly memorized phrases and simple vocabulary

Developing

**Developing level:** the learner can use the language (English) spontaneously in comfortable social and academic settings, but with frequent errors.

Expanding

**Expanding level:** the learner is able to communicate in English in almost all typical real-world situations. At this level the learner may still have some content-area misunderstanding.

Bridging

**Bridging level:** learners are able to express themselves in a wide variety of social and academic situations almost like native-speakers in most respect, errors are minimal and do not distract from understanding meaning.

**Question item 13: As a foreign language learner, do you consider your level of oral proficiency as being,**

-Excellent

-Good

-Average

-Poor

Justify your answer whatever your ticked choice.....

.....  
.....

**Question item 14: Does your teacher of oral expression integrate contextual features (i.e. the participants' abilities, knowledge, identities, etc; the**

**physical, social, historical, and psychological setting, others) while performing a classroom activity?**

Yes  No

Explain in a few words.....  
.....  
.....

**Question item 15: Learning is context-sensitive, which refers to the instructional system based upon the premise that meaning emerges from the relationship between content and its context that cannot be situated out of learning –teaching framework, during the oral expression, do the activities designed include:**

- Classroom discussion?
- Think-pair-share exercises?
- Hands-on activities?
- Games?
- Guided analysis?
- Role plays?

If others (please specify).....  
.....

**Section four: students' perception of the effect of contextualization on oral communicative competence**

**Question item 16: What are the reasons which keep you from mastering the foreign language?**

- Learning is carried out of context
- Lack of practice in and out the classroom
- Non-authentic teaching materials provided by the teacher

Language learning is perceived in terms of grammar ONLY

Lack of encouragement to USE the target language

If you have others, you are welcome to state.....

.....  
.....

Question item 17: **Being communicatively competent means:**

- Being able to communicate effectively in the target language avoiding any kind of breakdown of communication
- The knowledge of not only if something is formally appropriate in a language, but also the knowledge of whether it is feasible, or appropriately done in a particular speech community
- Being able to carry out some communicative tasks
- The knowledge of both the rules of grammar and rules of language use appropriate to a given context

Question item 18: **Then, are you communicatively competent?**

Yes

No

Justify, please.....

.....  
.....

Question item 19: **Do you agree with the idea that context in language teaching/learning could be a tool towards developing students' oral communicative competence?**

Strongly agree

Agree

Disagree

Strongly disagree

**Question item 20: Would you please add some comments or suggestions concerning how teachers can develop oral communicative competence among students?**

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**Thank you.**

## APPENDIX 2

### Teachers' questionnaire

Dear teachers,

This questionnaire is part of a master research work .The study aims to explore the importance contextual teaching and learning approach to foreign language learners and its impact on their oral communicative competence( the case of third year LMD students at the department of English, University of Biskra ).Therefore, your answers and suggestions will be very helpful and useful. So we shall be grateful to you if you answer the following questions.

\*\*\*\*\*

Please put a tick (√) in the appropriate box or give a full answer when necessary.

#### **Section one: General information.**

##### **Question item1:**

-Length of teaching

experience.....

-Length of teaching at

University.....

-Teachers' qualification

Licence (BA)

Master/Magister (MA)

Doctorate

PH.D

**Question item 2:**

-After these years you have been teaching at the university, are you satisfied with your students' level in speaking?

Yes

No

**Question item 3:**

-What are the activities you generally use to improve your students oral proficiency?

.....  
.....  
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**Section two: teachers' awareness and knowledge of contextual teaching and learning.**

**Question item 4:**

-Your role in the classroom is:

Controller

Planner

Manager

Facilitator

Monitor

Language resource

Mentor

Assessor

A friend

Others,.....  
.....

**Question item 5:**

-Teaching a language means:

- a- Teaching the grammatical structures (rules of grammar, syntax, morphology, semantics....and others)
- b- Teaching how to communicate appropriately using these rules
- c- Both

Whatever your choice is state why?

.....  
.....

**Question item 6:**

-Please indicate how far you agree with each of the following ideas, using 1, 2, 3, and 4.

-Strongly agree (1), agree (2), disagree (3), and strongly disagree (4)

Language cannot be separated from its context.	
Learning the language is more than just the mastery of grammar rules and structures, instead is the use of the language appropriately in context in order to communicate effectively.	
Contextual teaching and learning(CTL)engages students in significant activities that help them to connect academic studies to their context in real life situations.	
CTL is identified as a promising strategy that actively engages and promotes improved learning and skills development.	
Learning is facilitated through making connections between new knowledge and experiences students have had.	
The use of real life situations can enhance students' oral communicative competence.	

**Question item 7:**

-In your view does the integration of context in language learning and teaching enhance communicative competence (mainly oral competency)?

Yes

No

Please justify.....  
.....  
.....  
.....  
.....

**Section three: teachers' practice of contextualization in language classroom to develop students' oral communicative competence.**

**Question item 8:**

-Think about your first year(s) of teaching and compare what you did **then** and what you do **now**; what are some of the important ways your approach to teaching contextually in order to improve students' oral communicative competence (oral proficiency) has changed (e.g. my teaching is not as teacher-centered as before and now I tend to use contextual features to teach oral expression in my classes)

<b>Then</b>	<b>Now</b>
.....	.....
.....	.....
.....	.....
.....	.....
.....	.....
.....	.....
.....	.....
.....	.....
.....	.....
.....	.....

20-How do you plan for an oral expression session (taking into account integrating contextual features)?

-Please state an example of an oral activity you have recently done in class, which you think best exemplify your approach to teaching contextually (also state your aims)

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**Question item 9:**

-Any further suggestions or point of view are most welcome

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**Thank you.**

## ملخص

تدريس اللغة الأجنبية، أكثر من أي مجال اجتماعي أو إنساني آخر ، يشهد باستمرار تغييرات و ثورة في منهجية التدريس وإنتاج أساليب تدريس جديدة. منذ أن أوضحت الأبحاث أن ما يجعل متعلمي اللغة الثانية أو الأجنبية مؤهلين في اللغة المستهدفة ليس فقط إتقان القواعد اللغوية ولكن أيضاً ممارسة التواصل الحر. أصبح من الواضح الآن أن الغرض الرئيسي من التعلم هو التواصل. ومع ذلك ، يفاجأ الطلاب عندما يدركون أنه على الرغم من امتلاكهم لقدرة هائلة في التحكم في قواعد اللغة ، فإنهم يواجهون صعوبات على مستوى التعامل مع الآخرين عند إجراء محادثة مع ناطقين أصليين. ويرجع ذلك إلى حقيقة أن المتعلمين المتقدمين إلى حد ما يفتقرون في كثير من الأحيان إلى الكفاءة في التواصل ؛ يجد معظم طلاب اللغة الإنجليزية الذين يلتحقون بالتعليم الجزائري في السنة الثالثة صعوبة في إتقان جميع جوانب التواصل الشفهي وإنتاج الكلمات المنطوية المناسبة ، بسبب تعقيد التواصل لغوياً كمهارة وأساليب التدريس التي تنصب جل تركيزها على الجانب النظري. يركز هذا العمل على دراسة تأثير النهج المستند إلى السياق على إتقان كفاءة التواصل الشفهي لطلاب السنة الثالثة في جامعة بسكرة وبشكل أدق في قسم اللغة أولاً، عبر استبيان تم إجراؤه لمعرفة مستوى الإنجليزية. ويتحقق ذلك من خلال مرحلتين متكاملتين و عي طلاب اللغة الإنجليزية اتجاه الانجليزية كلغة أجنبية في السنة الثالثة نحو النهج المستند إلى السياق. ثانياً، يتم إجراء استبيان آخر حول مستوى ادراك اساتذة التعبير الشفهي في اللغة مستوى كفاءة طلابهم في مجال استعمال اللغة للتواصل . تكشف البيانات التي تم جمعها أن المشاركون، بشكل عام، يعززون مستوى منخفض من الوعي حول النهج السياقي، بالإضافة إلى عدم الرضا الذي يظهر من جانب المعلمين تجاه مستوى التواصل الشفهي للطلاب. لقد أثبت إجراء تحليل البيانات صحة الفرضية المقترحة في البداية ليقودنا إلى التأكيد على أنه إذا تبنى الاساتذة نهجاً قائماً على السياق ، فسوف يحسنون إتقان التواصل الشفهي لمتعلمي اللغة الإنجليزية كلغة أجنبية ، و ان الطلاب الذين خضعوا لنشاط تعليمي سياقي أكثر كفاءة من الآخرين الذين لم يفعلوا. أخيراً ، تتيح لنا مقارنة النتائج النهائية مع إجابات المشاركين صحة الفرضية المقترحة. في الواقع، فإن النهج المستند إلى السياق له تأثير إيجابي على طلاب السنة الثالثة في قسم اللغة الإنجليزية بجامعة بسكرة، لأنه يوفر أداة محورية نحو تحقيق تغييرات ملحوظة على مستوى الكفاءة في التواصل