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**The Role of Task Based Language Teaching Approach in
Developing EFL Learners' Speaking Skill**
**Case Study: Second Year EFL Learners at the English
Department of Bouzareah University-Algiers**

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Dedication

This work is dedicated to:

The memory of my father and

*My wonderful mother without her support, and inspiration, bringing this work
to its end would never have been possible*

*I would like to thank my sister Nadhira and my brothers Abdelhak and
Abdelkader*

For their understanding and endless love

They have been so supportive and encouraged the fulfillment of this

Work

To my dear uncles Rochdi and Essadek

For being there for me

To all the members of my family

To all those who trusted and wished me success

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Abstract

The present research investigates the effect of using Task Based Language Teaching approach in developing the speaking skill. Since the English language has turned vital nowadays, the research aims at exploring the effectiveness of using TBLT to improve and develop EFL learners' speaking skill. We have conducted a case study research at the department of English - Bouzareah University - Algiers, Thus, we have put forward these hypothesis, which we plan to investigate throughout this research the role of Task Based Language Teaching in developing the speaking skill. To achieve this hypothesis two main objectives are set a) how Task Based Language Teaching (TBLT) promotes EFL learner's speaking skill, b) investigate learner's attitudes towards those activities. In order to achieve these objectives we rely on some research tools including questionnaires for both learners and teachers. The analyses of results reveals that second year English learners are more aware and mindful about the importance of speaking activities in improving their oral proficiency. From another perspective, EFL teachers agreed that using communicative activities are one of the most effective and beneficial tools to reinforce second year English learners' speaking. Finally, this research work ends up by providing some fruitful and efficient suggestions for EFL learners and teachers to flourish and evolve in their teaching-learning process.

Key words: Task Based Language Teaching approach, task, speaking skill. Fluency, accuracy.

List of Abbreviations

TBLT: Task Based Language Teaching

EFL: English as a Foreign Language

FL: Foreign Language

ALM: Audio Lingual Method

CLT: Communicative Language Teaching

TEFL: Teaching English as Foreign Language

CAF: Complexity, Accuracy, and Fluency

PPP: Presentation, Practice, Production

SLA: Second Language Acquisition

FL: Foreign Language

S/FLT: Second/ Foreign Language Teaching

LMD: License Master Doctorate

L2: Second language

N: Number

Q: Question

%: Percentage

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General Introduction

Over the past few decades, English is often qualified to be the "Global Language". English became a dominant language by virtue of reaching the power of being spread widely. It is also established as a lingua franca, that is the common language consistently used as a bridge in communication between people who do not share the same language. Karahan (2007, p.1) when describing English language ‘...leading foreign language is enjoying a prestigious position in many countries, including Spanish speaking countries, since the end of World War II, it is neither a national nor an official language in Latin America but it is the most widely taught foreign language at all stages of educational system. In this respect, the mastery of speaking skill has become increasingly important in FLL setting due to its preeminent rank in international communication. For learners who are studying English in a non-English speaking setting, it is very important to experience real communicative situations in which they will learn how to express their own views and opinions, and to develop their oral fluency and accuracy which are very essential for the success of FL communication. TBLT then, reveals to be necessary and useful as an educational approach to enhance learning a second language.

The concept of TBLT plays a significant role in the process of second language learning. In fact the considerable interest in the role of interaction in the context of learning became an important factor for the researchers of this field, because it creates opportunities for the classroom community to develop knowledge and skills. As far as the speaking skill is concerned, we will try to shed some light on this vital linguistic skill which is considered as the most desirable skill to be mastered by the vast majority of SL learners.

The understanding of the role of TBLT approach in enhancing the speaking skill comes from understanding the importance of this approach in the teaching process and

interaction through identifying the hinders during oral production and eventually suggest some of the effective communicative activities and strategies through (TBLT) for genuine communication to occur in the language classroom. This can widely increase learner's motivation and awareness to tackle oral problems.

1. Statement of the Problem

The main goal of learning any language is communication, i.e. interaction with others. In last decades, the increase of interest of using language orally led to the emergence of TBLT approach which emphasizes the role of tasks in developing the speaking skill. Therefore, the problem we are confronted within this research is the improvement of learners speaking skill through TBLT. In any oral classroom learners appear to have multiple problems, and one of them is fluency in English. Through Appropriate tasks which should be provided by teachers learners, because they need to exhibit a wide range of academic papers, and even presenting oral or written evaluation of methods or results in many cases

2. Rationale of the Study

The importance of speaking skills is enormous for the learners of any language. It promotes communicative efficiency; teachers want learners to be able to use language fluently and correctly as much as possible. Learners as well give the speaking skill priority in their learning because it is, in fact, the active use of language to express meaning. According to Widows (1990, P. 27) learning just the language system is not the appropriate way for learning how to communicate in the FL because knowledge of the language code alone does not explain the demands of communication and interaction with others in the FL. Rules and isolated terms that are learned are not what learners need outside the classroom.

With speaking, learners can influence their listeners; it is a means of expressing and showing social positions and moving the solidarity of societies as well. Hence, speaking is important in both inside and outside the classroom. It is a tool by which speakers of foreign

languages have more opportunities to get jobs and , is also the skill whereby people be friends or separate others ; Baker and Westrup (2003, P. 05) support that " a student who can speak English well may have greater chance for further education, of finding employment and gaining promotion . "

Within this context, it is the desire of many second year EFL learners to be fluent and to evolve their speaking skill in spite of the difficulties, which impede a free communication. As the second EFL learners' year owns the knowledge which is basically acquired during the previous years as they are familiar with grammar rules, vocabulary, phonetics and phonology. This gave them an opportunity to have birth of speaking skill. Likewise, to detect the most effective communicative activities that is used to improve the oral proficiency. In addition, to elicit the attitudes of EFL learners towards the use of (TBLT) in terms of communicative activities as a tool to promote their speaking skill.

3. Aims of the Study

Through this research, our first aim is to find out what extent does TBLT develop learners' speaking skills. The second one is motivating teachers to adopt it when teaching oral expression module. The third aim is to show the importance of creating contexts for natural language use, where there is a focus on meaning and form. Finally, the present study highlights the role of TBLT, which is facilitating authentic language use through practicing tasks in classrooms.

4. Research Questions

The present research work is an attempt at answering a set of questions related to speaking under the application of TBLT. Thus, the following preoccupying questions are formulated:

- a) Does the application of the TBLT improve EFL learners' speaking skill and motivate them?
- b) What are EFL learners' attitudes towards the implementation of TBLT?

5. Hypothesis

TBLT gives learners many opportunities for natural language use. It enables learners to interact and speak freely. Thus, we have put forward this hypothesis, which we plan to investigate throughout this research:

- TBLT has a positive role in developing EFL learners' speaking skill.

6. Significance of the Study

The study investigates the role of TBLT in developing learners' speaking skill. It is an attempt to provide EFL teachers with a specific teaching procedure which they can use in their classroom to enhance learners' speaking skill. Our research will supply teachers with practical way to create a suitable atmosphere for the teaching-learning process.

7. Research Methodology

We are conducting an investigation in the field of higher education; the historical method does not fit our work and the experimental one requires a long period. Therefore, in this research, we are going to follow the descriptive method since it is not time consuming and fit the nature of the subject.

Many scholars agree that case study is neither a methodology nor a method but rather a research design. Gerring (2004) stated,

Case study is a . . . research design best defined as an intensive study of a single unit (a relatively bounded phenomenon) where the scholar's aim is to elucidate features of a larger class of similar

phenomenon (p. 341).

This research aims to describe two variables; Task Based Language Teaching as the independent variable, and its role in improving learners' speaking skill as the dependent variable.

7.1 The population and sampling

The total of EFL Second year LMD at Bouzareah University is about 200 learners. Beside to 30 teachers of the English of the same department. 1/5 (40 participants) is the number of the Learners' sampling, which seems sufficient for the study and to deduce the results come after. 1/10 (03 participants) is number of the teachers sampling was considered as weak due to the difficulties faced during the survey at the university.

7.2 Data Collection Tools

The data-gathering tool we used in our present research work are questionnaires; for teachers and learners. The first one was administered to second year LMD learners of English to diagnose their reactions about TBLT and if this method really helps them to communicate easily.

The second questionnaire was directed to the teachers of the English department at Bouzareah University in order to know their views and attitudes towards TBLT.

8. Structure of the study

This dissertation is divided into two main parts; the first part is divided into two chapters. The first chapter is devoted to give a general view about Task Based Language Teaching. Through this chapter, we try to define the concepts of TBLT and deal with language teaching trends, mainly TBLT. We also shed the light on the notion of task.

The second chapter is devoted to give a general view about speaking skill. That is, we define it and show how it can be taught. This chapter covers the functions, elements and the importance of speaking skill. It also deals with oral performance; its characteristic, effective factors and TBLT activities which enhance learners' speaking skill.

The second part which constitutes the fieldwork deals with the description and analysis of the questionnaires (learners and teachers' questionnaire), then the discussion of the obtained results.

Chapter One

Task Based Language Teaching

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1.1 Introduction

Research in the field of second language teaching has resulted in different teaching methods, each method has a different perspective from the other one, but all aim at improving the quality of teaching. This first chapter is devoted to the Task Based Language Teaching review and deals with the theoretical part of this work. Several basic concepts and definitions which are related to the work are provided. Moreover, this chapter aims at presenting the nature of speaking skill and the main goals to teach it by shedding light on the factors that cause speaking difficulties to EFL learners. Finally, it attempts to reveal some of the activities which may tackle the problems of EFL learners in speaking skill.

1.2 English Language Teaching Methods Prior to Task Based Language Teaching

There has been a prominent shift in the field of language learning and teaching over the last twenty years. English plays a key role in educational system, not only as an important subject but also as a medium of instruction. This shift makes the birth of TBLT after the following three basic stages of the field research which traditional methods, alternative method and communicative language teaching method.

1.2.1 Traditional Methods.

According to Richards and Rodgers (2001, p.7), traditional methods like grammar translation method, the direct method and the audio-lingual method have focused mainly on translation, drills and repetitions. They see language as a set of rules and structures. Therefore, they taught grammar and form through extensive practice, but neglected the role of the learner and his desire to use language to communicate.

The following sub-titles highlight the main limitations of some methods and what mainly led to the emergence of TBLT.

1.2.1.1 The Direct Method 1890s – now:

The Major fallacy of the Direct Method was the belief that second language should be learned in a way in which first language was acquired - by total immersion technique. But obviously far less time and opportunity in schools, compared with small child learning his mother tongue.

Another pitfall is the first language learning process applicable to second foreign language learning at later stage. First language learning is essential part of child's total growth of awareness of world around him. He starts off with blank sheet, then starts collecting/selecting organising the experience of a totally new world, perceived through his senses, by formulating a variety of pre-verbal concepts. Subsequently part of the process of learning how to live is the acquisition of skills to verbalise his desires and aversions and to label his concepts, so as to make living more sufficient and secure. Effectiveness of these verbalising skills depends on maturation level of the child / on type of environment on intelligence. Language is part of an intrinsic process through which child learns to recognise/ deal with new situations.

In addition, when we compare learning of second language at 11 years of age, the child is not interested in recognition of new living situations; child has normally learned the basic concepts and can handle situations for ordinary living purposes. So as far as 'learning to live' is concerned, no similarities between two processes of learning. (Not the case for immigrant children - they need to learn English for survival purposes - therefore motivating force is totally different). Older child has already at his disposal a first language, which is securely fixed to the universe of things; (s)he is equipped with this advantage; first language learner does not have this. Older child is more mature and it would seem nonsensical to imitate first language learning processes totally for learning additional language. (Think of contact hours needed) this is argument for using MT (anti Direct Method). What does foreign

language learner wish to know first? To know the FL equivalent of MT sentences/ words used in hitherto familiar situations. To learn how to handle certain known/ recurring situations through the medium of the FL. He does not wish to handle completely new situations in FL terms.

According to Carl (1916, p.9). Why Direct Method rejects use of the printed word - but this objection is illogical since second language learner has already mastered his reading skills. Does printed word interfere with FL pronunciation? -In fact experiments show that the printed word is of real help to consolidate the FL and actually reinforces retention e.g. (ef 'Je ma pel') - leaves mental imprint, image of shape of word.

1.2.1.2 Grammar translation method 1850s – 1950s:

The Grammar-Translation Method began in Prussia at the end of the eighteenth century with the publication of a French course book and an English course book for secondary school pupils, authored by Johann Valentin Meidinger in 1783 and Johann Christian Fick in 1793 respectively (both cited in Howatt 2004: 152). The method was developed during the nineteenth century and became the dominant method of teaching foreign languages in European schools from the 1840s to the 1940s

The aim of Grammar Translation was to enable learners to read literary classics and ‘to benefit from the mental discipline and intellectual development that result from foreign language study’ (Richards and Rodgers 2001: p.5). Grammar Copyrighted material - Provided by Taylor & Francis Historical overview 5 rules were presented in the learner’s first language one by one and in an intuitively graded sequence. Each grammar point was exemplified with a set of sentences created ad hoc in the L2 alongside their literal translation in the L1. Vocabulary was learnt by memorizing bilingual lists of lexical items and phrases. For example, Franz Ahn’s *New Practical and Easy Method of Learning the German Language* (1869) started with the declensions of German nouns, specimens of handwriting

and the pronunciation of simple and double vowels, diphthongs, consonants and syllables. Then, in Part I, it introduced singular and plural subject personal pronouns with the present simple tense of the verb *seen* (to be) in the affirmative and interrogative forms (Ahn 1869: 1-12)

Two basic principles informed the process of learning expounded in Grammar Translation textbooks. The first is that a language course can be based on a sequence of linguistic categories, most notably parts of speech. The second is that these categories can be exemplified in sample sentences and then practiced by constructing new sentences on a word-for-word basis. It was also assumed that all that was required for translating into a foreign language was a knowledge of the grammar and the possession of a good dictionary. This belief was based on the ‘arithmetical fallacy’ that ‘sentences could be constructed a priori by combining words according to certain definite rules’ (Sweet 1900: 202). In more recent times, Grammar Translation was adopted in self-study guides like *The Penguin Russian Course* in 1961 (Fennel in Cook 2010: 11), which remained in print until 1996. Today the method continues to be used in situations where the primary focus of foreign language study is understanding literary texts (Richards and Rodgers 2001: 6 –7). So, Grammar Translation has stood the test of time and proved to be remarkably resilient to the innovations that have been introduced in language teaching from 1830 until the present day.

1.2.1.3 The audio-lingual method (ALM) 1960s – 1970s:

Apart from many of its strengths, the Audio-lingual method was not completely free from its weaknesses and flaws. Behaviourist assumptions underlying this method have come under severe criticism. The importance given to achieve ‘oral accuracy’ only has prompted many linguists to question the very necessity of a teacher. Albert Valdman(1904, P. 36) has criticized “the exaggerated emphasis on oral drilling” in this method. Decanny (1963, p. 192-193) has the following to say about mechanical drilling. He says:

“Drills are inherently unnatural, contrived examples of the use of language. Humanising these devices is left to the teacher. Unless the students are stimulated by variety, novelty, and a quick change of cues, they may be mouthing meaningless sentences and in this unwilling frame of mind no learning takes place.”Decanny (1963, p. 192-193)

In spite of the strong objection to the mechanical drilling, many pedagogues see some values in this method. In this regard K. Chastain (1972, p. 35) writes:

“to harvest these values the method must be made more responsive to the students’ intellectual needs. The methods of drill and pattern have proved pedagogically very sound. Therefore, the language teacher should devise methods to make the drills more meaningful and interesting bringing in real communicative situations outside the classroom”.

Thus, no Audio-lingual method can, however, be successful in the absence of a qualified, trained, inventive and resourceful teacher. Machines cannot replace teachers. The approach is and ought to be teacher-centred; that is to say, the aids require planned utilization by specially trained teachers. The high incidence of poorly qualified teachers only increases the waste of student time and public resources. Good teachers and good materials are an indispensable condition for the successful implementation of any scheme of teaching English as a second language.

1.2.1.4 Structural-situational method (PPP): 1960s –1980s.

TBLT is commonly described both as an ‘extension of the Communicative Language Teaching (CLT) movement’ (Richards 2006:27) and as a reaction to the inadequacies of PPP, which, since the 1980s, has received widespread and well-founded criticism (D. Willis 1996: v) and yet remains popular today in various contexts around the world.

One of the problems with PPP is that, because the target language is specified in advance and the emphasis is placed on accuracy and the avoidance of error, it tends to result in stilted production and to give learners a sense of failure (J. Willis, 1996). An emphasis on accuracy almost inevitably leads to a loss of self-esteem, a sense of failure, and resulting drop in motivation (Willis and Willis, 2011). Unfortunately, this has caused many EFL learners to lose motivation and to develop a poor self-image as language learners. As a case in point, a recent study (Kikuchi and Sakai, 2009) on Japanese learners’ demotivation to study English found that the use of non-communicative (i.e. traditional) methods, which typically involve PPP, was perceived to be a significantly demotivating factor.

Another problem with PPP is that its underlying assumption, namely that learners acquire a language sequentially as a series of products, was shown to lack credibility in linguistics and psychology (Skehan, 1996:18). Contrary to PPP’s underlying assumption, SLA research (e.g. Corder 1967) showed that learners follow their own built-in syllabus, irrespective of what they are taught. In light of this evidence, many researchers and teachers adopted the new view that language ‘learning is constrained by internal processes’ (Skehan, 1996:19).

PPP has proved highly durable, however, because of its convenience for the teaching profession (Skehan, 1996: 17). One of the factors that has allowed PPP to remain popular is that there has been considerable conceptual uncertainty about TBLT, in particular, “the

definition of the central concept of ‘task’ itself and what activities are (or are not) included in it” (Littlewood, 2007: 247), an issue to which we now turn.

1.2.2 Alternative Methods

Alternative Methods came as a response to the traditional ones; they emphasized the role of the learner and focused on meaning. Such methods like Total Physical Response, Suggestopedia, and the Silent Way have failed to achieve the promising results and because of their ineffectiveness, Communicative Language Teaching came into prevalent use in the field of S/FLT.

1.2.3 Communicative Language Teaching (CLT)

CLT appeared in 1960’s as an alternative method to the earlier methods. CLT views language as a communicative tool rather than sets of phonological, grammatical, and lexical items.

(Nunan, 2004, pp.6-7). In this approach, teachers are required to involve learners in real life contexts when teaching the language. Moreover, communicative competence is the basis of CLT. According to Brown (2007:217),” communicative competence is the aspect of our competence that enables us to convey, interpret messages and negotiate meanings interpersonally within specific contexts.” According to Ahmed and UL Husain (2013), goals of CLT have been translated into real communication tasks by TBLT. This latter is now considered as a real manifestation of CLT.

During the 1980s, CLT (Communicative Language Teaching) was dominant in the field of SLA (Second Language Acquisition). Ellis (2003) argued that CLT has traditionally employed a Present-Practice-Produce (PPP) procedure mainly directed at the linguistic forms of the target language. Willis (1996) states that presentation of a single point of grammar or a

function, practicing of newly grasped rule or pattern (drills exercises, dialogue practice), and relatively free language production in a wider context consolidate what has been presented and practiced, such as a communication task or a role play activity. However, the PPP approach has its sceptics (Willis, 1996; Skehan, 1996; Ellis, 2003). Willis (1996) points out that “production” are not achieved very often outside the classroom (p.135). Learners often fail when communicating (i.e., they do not do it, or they do it but not well) with native speakers. Skehan (1996) also argued that students do not learn what is taught in the same order in which it was taught, so the presentation, practice and production of material do not always line up. Ellis (2003) summarizes two reasons for this result: First, research in the field of SLA has demonstrated that learners do not acquire language the same way as it is often taught, which is presentation followed by controlled practice and then production (i.e., the PPP model of instruction). Second, learners take a series of transitional stages not included in PPP to acquire a specific grammatical feature.

Traditional form-focused pedagogy	TBLT classroom
<ul style="list-style-type: none"> • Rigid discourse structure • Teacher control topic development • The teacher regulating turn-taking • The teacher knows what the answer is to • Students' responding role and performing a limited range of language functions • Little negotiate meaning • Scaffolding for enabling students to produce correct sentences • Form-focused feedback • Echoing 	<ul style="list-style-type: none"> • Students able to control topic development • Turn-taking is regulated by the same rules • The teacher does not know what the answer is to • Students' initiating and responding roles and performing a wide range of language functions • More negotiate meaning • Scaffolding for enabling students to say what they want to say • Content-focused feedback • Repetition

Table 1.1 Traditional classroom and TBLT classroom (Nunan, 2005, p48)

These insights from SLA research showed that language learning is largely determined by the internal process of the learner. Skehan (1996, p.133) argued that learners do not simply acquire language when they are exposed to it. However, the exposure may be “orchestrated” by the teacher. He considers that learning is promoted by activating acquisition processes in learners and thus requires an approach to L2 learning and teaching

that provides a context that activates these processes. According to Richards and Rogers (2001), “Tasks are believed to foster a process of negotiation, modification, rephrasing and experimentation that are at the heart of second language learning” (p. 228). Nunan (2005) describes the difference between the traditional classroom and the TBLT classroom based on the TBLT theories. This establishes clear guidelines for differentiating between traditional form-focused pedagogy and the TBLT classroom. Even though this distinction does not always work, it is helpful to understand what the TBLT classroom might be like in Table 1.1 Traditional classroom and TBLT classroom (Nunan, 2005, p.48). This distinction the difference between TBLT and the traditional method in classroom.

1.3 Task Based Language Teaching (TBLT)

TBLT is relatively a recent approach in language teaching that provides learner with opportunities to engage in authentic use of the target language (Douglas & KIM, 2014,p. 5).

TBLT comes as a response to some limitations of traditional approach i.e. Presentation, Practice, and Production (Ellis, 2003). Stern (as cited in Dickinson, 2010) have stated that the student who are taught through Traditional Approaches such as PPP fail to communicate effectively.

Task Based Language Teaching is the best alternative for PPP because in Task Based Language Teaching learners are language users whereas in PPP they are language learners (Ellis, 2003,x). The concept of task has defined by Nunan (2004, P.1) “ the task has become an important element in syllable design, classroom teaching and learning assessment. It underpins several significant research agenda, and it has influenced educational policy making in both ESL and EFL”. Pedagogically, task based language teaching has strengthened the following principle and practices: a need based approach to content selection / an emphasis on learning to communicate through interaction in the target language.....ect .

in the light of this definition Nunan (2004, P.1) want to map out the terrain, he define task and illustrate the ways in which it will be used.

Recently Ellis (2009) defined it as “an approach for teaching second or foreign language that seems to engage learners in interactional authentic language use by getting learners to perform a series of tasks”. Task are considered to be the core of the lesson in TBLT (Dickinson, 2010).

1.3.1 TASKS

As TBLT consists one of the most important bone which is TASK. Some definitions of tasks are given by scholars of applied linguistics.

1.3.2 Defining TASK

Tasks have been defined in different ways by many researchers in the literature. Many of these definitions focus on different aspects of what constitute a task. Below are various interpretations of the word task as mentioned by Ellis (2003).Nunan (1989) considers a task as:

A piece of classroom work which involves learners to comprehending, manipulating, producing, or interacting in the target language while their attention is principally focused on meaning rather than form. The task should also have a sense of completeness, being able to stand alone as a communicative act in its own right (p.10).

Prabhu,(1987 , p. 24)An activity which requireslearners to arrive at an outcomefrom giveninformation through someprocess of thoughtand whichallowed teachers to control andregulate that process wasregarded as a ‘task’. (Long, 1986, p .89) ‘is a piece of work undertaken foroneself or for others, freely or forsome reward’. In other words, by‘task’ is meant the hundred andone things people do in everydaylife, at work, at play, and inbetween.

Skehan (1996) distinguishes task-based approach into two forms, a strong, and a weak form, “[a] strong form sees tasks as the basic unit of teaching and drives the acquisition

process, whereas the weak form sees tasks as a vital part of language instruction, that is embedded in a more complex pedagogical context” (p. 36). Willis (1996) states tasks are “always activities where the target language is used by the learners for a communicative purpose (goal) in order to achieve an outcome” (p. 24). Skehan (1996) describes tasks as “activities which have meaning as their primary focus. Success in tasks is evaluated in terms of achievement of an outcome, and tasks generally bear some resemblance to real-life language use” (p. 20). However, Bygate et al. still thinks: “A task is an activity which requires learners to use language, with emphasis on meaning, to attain an objective, and which is chosen so that it is most likely to provide information for learners which will help them evaluate their own learning” (Bygate et al., 2001, p. 11). Task is therefore assumed to refer to a range of work plans which have the overall purpose of facilitating language learning – from the simple and brief exercise type, to more complex and lengthy activities such as group problem-solving or simulations and decision-making.

1.3.3 Components of Task Based Language Teaching

Nunan (2004, p. 41-70) believes that specifications of the following components are needed when selecting, adapting, modifying and creating communicative tasks:

- **Goal:** is the general intention behind any learning task. A goal is the answer to the question: why learners are undertaking a particular task? Developing learners’ confidence in speaking, developing learner’s personal writing skills, encouraging them to negotiate with each other to develop their interactional skills; all these are goal statement. Goals are the desired aims in the teaching process. Nunan (2004, p.41)
- **Input:** Related to the spoken, written and visual data that forms the starting point for the task. The input can be provided in different ways, either by the teacher or a textbook. It can come from a range of sources; letters, newspaper extracts, picture

stories, drawing, shopping lists, recipe, and seminar programme. This list illustrates that these resources should be varied. (p.47)

- **Procedures:** Specifies what learners will actually do with the input. Classrooms procedures reflect communicative performance; they are concerned with skill getting or skill using. In skill getting learners to master phonological, lexical and grammatical form via memorization and manipulation, while in skill using they apply these skills in communicative interaction. (p.52)
- **Activities:** indicate what learners will actually do with the input, these activities are designed to encourage learners to practice communication. Different activities need different learning strategies, those activities can be role-plays, discussions, matching activities, or dialogues. (p.56)
- **Teachers' and learners' role:** Role refers to the part that learners and teachers are expected to play in carrying out learning tasks, as well as the social and interpersonal relationships between them. The learners are the responsible for their own learning, by this way they develop awareness of themselves. Teachers' and learners' roles are two faces of one coin giving the learners a more active role in the classroom, the teacher is a facilitator and a guide.(p.64)
- **Settings:** are the classrooms arrangements specified or implied in the task which affects interaction. In TBLT setting we can distinguish between mode and environment. Mode refers to whether the learner is working individually or collaboratively whereas environment refers to where the learning actually takes place. Nunan (2004, p. 70).

1.4 Task Based Language Teaching Principles:

Nunan (2004, p. 35-37) summarizes the following principles of TBLT

- **Scaffolding** : TBLT is an analytical approach where the language is presented in holistic chunks, so the learners are expected to face items which are beyond their current levels, here the role of the teacher is to provide a supporting framework for the learning process to take place; the lessons and materials should be provide support for the learners. This scaffolding should be removed in appropriate time, when the teacher feels that the learners do not need it. (p. 35)
- **Task Dependency**: The tasks in TBLT should be built one upon another. This task dependency is called task chains, and any task is the accomplishment of the previous one. (p. 35)
- **Recycling**: In TBLT target language items should be introduced in different contexts and environments to ensure that learners are given opportunities to learn and master those items because learning is organic (grows gradually). (p.35)
- **Active learning**: The learners learn better if they participate in the learning process, they should be active in using the language they are learning. They should be given the chances to use the language and to construct their knowledge, the learner-focused work is the dominant in the class, learner learns by doing. (p. 36)
- **Integration**: Linguistic forms, communicative functions and semantic meaning should be integrated in the lesson, their systematic relations must be evident for the learners, the lesson in TBLT should teach grammatical forms and how these forms are used for communication. Nunan (2004, p.37)

- **Reproduction to creation:** In TBLT learners move gradually from stage to stage, they are expected to start by reproducing the presented models to create their own models, so learnt items are used in different ways. (p. 37)
- **Reflection:** In TBLT learners should be aware of the learning process and the strategies driving their learning, they will see how well they are doing and what they have learnt. TBLT according to Nunan provides learners with reflective element. (p. 37)

1.5 Task Based Language Teaching lesson plan

Ellis (2003, p.16) asserted that the design of TBLT lesson involves consideration of the lesson stages or components, where the task is the principle component. He suggested an effective framework for planning TBLT lesson. It is divided into three principle phases: pre-task, during-task, and post-task.

1.5.1 Pre-Task Phase

Skehan (1996) refers to two broad alternatives available to the teacher during the pre-task phase: an emphasis on the general cognitive demands of the task, and/or an

emphasis on linguistic factors. Attentional capacity is limited, and it is needed to respond to both linguistic and cognitive demands ... then engaging in activities which reduce cognitive load will release attentional capacity for the learner to concentrate more on linguistic factors. (p. 25).

These alternatives can be tackled procedurally in one of four ways; (1) supporting learners in performing a task similar to the task they will perform in the during-task phase of the lesson, (2) asking students to observe a model of how to perform the task, (3) engaging learners in non-task activities designed to prepare them to perform the task or (4) strategic planning of the main task performance. We will consider each in some detail.

1.5.2 During Task Phase (Task)

In this task phase, learners do the main task in pairs or groups. The task performance enables learners to choose whatever language they want to use and gives them chances to express themselves. In this phase the teacher should move in the classroom, monitor learners' activities, and encourages them to communicate in the target language. Moreover, the teacher should help the learners to formulate their idea, but not intervene to correct errors; his role is limited to an observer or counselor.

Tasks can be classified in many ways: personal information, narrative, or decision-making tasks communication or enabling tasks pedagogic or target/authentic tasks and problem-solving or structured input tasks (Barrot, 2016).

According to Willis (1996, p.54) cited that there are six types of task:

- 1). Listing
- 2). Ordering and sorting
- 3). Comparing
- 4). Problem solving
- 5). Sharing personal experiences
- 6). Creative tasks

In During-task phase the opportunities are given for interactive spontaneous use of language, where mistakes are permitted. These mistakes motivate learners to use whatever language they know to avoid the risk of developing fluency at the expense of accuracy, the learners should work with the teacher to improve their language while planning their reports of the task. This phase ends up with preparation of a report to be presented to the whole class,

it can be spoken or written, after each presentation the teacher can comment on the content, rephrase but does not give any public correction.

1.5.3 Post-Task Phase

The post-task phase affords a number of options. These have three major pedagogic goals; (1) to provide an opportunity for a repeat performance of the task, (2) to encourage reflection on how the task was performed, and (3) to encourage attention to form, in particular to those forms that proved problematic to the learners when they performed the task. Repeat performance several studies (e.g. Bygate, 1996 and 2001; Lynch and Maclean, 2000) indicate that when learners repeat a task their production improves in a number of ways (e.g. complexity increases, propositions are expressed more clearly, and they become more fluent). A repeat performance can be carried out under the same conditions as the first performance (i.e. in small groups or individually) or the conditions can be changed. One interesting possibility examined by Skehan and Foster (1997) is that of requiring students to carry out the second performance publicly.

As their study examined the ‘threat’ of such a requirement on learners’ initial performance of the task, it technically constituted a during-task option. However, if students are not told to repeat the task publicly until after they have completed the first performance, it becomes a post-task option. There has been no research comparing the learner Asian EFL Journal, Volume 8, Number 3 September 2006 Conference Proceedings: Task-based Learning in the Asian Context 37 production that results from a second performance carried out under ‘private’ conditions, as in the initial performance, and publicly. Clearly, performing a task in front of the class increases the communicative stress (Candlin, 1987) placed on the learner and thus can be predicted to lead to a reduction in fluency and complexity.

However, it is not without value if students need experience in using English in front of an audience, as, for example, might be the case with foreign academics training to give oral presentations in the L2. Public performance is likely to encourage the use of a more formal style and thus may push learners to use the grammaticalised resources associated with this style. Reflecting on the task Willis (1996) recommends asking students to present a report on how they did the task and on what they decided or discovered. She considers this ‘the natural conclusion of the task cycle’ (p. 58). The teacher’s role is to act as a chairperson and to encourage the students.

The reports can be oral or written. Willis’ examples make it clear that the reports should primarily focus on summarizing the outcome of the task. However, it would also be possible to ask students to reflect on and evaluate their own performance of the task. For example, they could be invited to comment on which aspect of language use (fluency, complexity or accuracy) they gave primacy to and why, how they dealt with communication problems, both their own and others, and even what language they learned from the task (i.e. to report what All Wright (1984) has called ‘uptake’ [1]). Students could also be invited to consider how they might improve their performance of the task. Encouraging students to reflect on their performance in these ways may contribute to the development of the metacognitive strategies of planning, monitoring and evaluating, which are seen as important for language learning (O’Malley and Chamot, 1990).

There is also a case for asking students to evaluate the task itself. Such information will help the teacher to decide whether to use similar tasks in the future or look for a different type. I have suggested that student-based evaluations of tasks can be carried Asian EFL Journal, Volume 8, Number 3 September 2006 Conference Proceedings: Task-based Learning in the Asian Context 38 out quickly and effectively using simple questionnaires (see Ellis, 1997a for an example). Focusing on forms Once the task is completed, students can be

invited to focus on forms, with no danger that in so doing they will subvert the ‘taskiness’ of the task. It is for this reason that some methodologists recommend reserving attention to form to the post-task phase of the lesson. Willis (1996), for example, sees the primary goal of the ‘task component’ as that of developing fluency and promoting the use of communication strategies. The post-task stage is needed to counter the danger that students will develop fluency at the expense of accuracy. In part, this is met by asking students to report on their performance of the task, as discussed above, but it can also be achieved by a direct focus on forms. It should be noted, however, that this is not the position taken in this paper. I have emphasized that a focus on form constitutes a valuable during-task option and that it is quite compatible with a primary focus on message content, which is the hallmark of a task. Furthermore, in some tasks (e.g. consciousness raising tasks) a linguistic feature is made the topic of the task. Attention to form, in one way or another, can occur in any (or indeed all) of the phases of a task-based lesson. In the pre-task and post-task phases the focus will be on forms while in the during-task phase it will be on form, to invoke Long’s (1991) distinction. Two obvious methodological questions arise regarding attention to form in the post task phase. The first concerns which forms should be attended to. The answer is fairly obvious; teachers should select forms that the students used incorrectly while performing the task or ‘useful’ or ‘natural’ forms (Loshcky and Bley Vroman, 1993) that they failed to use at all. In other words, teachers should seek to address errors or gaps in the students’ L2 knowledge. Consideration also needs to be given to how many such forms a teacher should seek to address.

1.6 The example of Task-Based Approach in Speaking Instruction

During the class, the task is divided into three phases: pre-task, during-task, and post-task. First, it concerns with the various activities that teachers and students should do before

they start the task, such as whether students are given issue of the story, time allotted to plan the performance of the task.

Pre-task (15-20min)

The Aim of pre-task is to introduce the topic of nights out and to give the class exposure to language related to it. To highlight words and phrases, students pictures of a night out in a restaurant / bar and ask them where they go to have a good night out. Brainstorm words/phrases onto the board related to the topic; people / verbs / feelings etc. Introduce the example of conversation of two people planning a night out. Write up different alternatives on the board to give them a reason for listening e.g. (a) restaurant / bar (b) meet at the train station / in the square. Tell them that they are going to plan a class night out and give them a few minutes to think it over.

The second phase, the ‘during task’ phase, centres on around the task itself and affords task of experiencing the various communicative ways of sharing ideas or options, including the students that are required to operate under time-pressure or not and complete ideas of their story. The final phase is ‘post-task’ and involves procedures for following up on the task performance. Only the ‘during task’ phase is obligatory in task-based teaching (Ahmed, 1996).

Task (10min)

Students do the task in twos and plan the night. Match them with another pair to discuss their ideas and any similarities and differences.

Planning (10min)

Each pair rehearses presenting their night out. Teacher walks around, helps them if they need it and notes down any language points to be highlighted later.

Report (15 min)

- a. Class listen to the plans; their task is to choose one of them. They can ask questions after the presentation.
- b. Teacher gives feedback on the content and quickly reviews what was suggested. Students vote and choose one of the nights out.

The final phase is 'post-task' and involves procedures for following up on the task performance. Only the 'during task' phase is obligatory in task-based teaching.

Language Focus (20min)

- a. Write on the board five good phrases used by the students during the task and five incorrect phrases/sentences from the task without the word that caused the problem. Students discuss the meaning and how to complete the sentences.
- b. Hand out the example of conversation and ask the students to underline the useful words and phrases.
- c. Highlight any language you wish to draw attention to e.g. language for making suggestions, collocations etc.
- d. Students write down any other language they wish to remember.

Thus, minimally, a task-based lesson concentrates the students' preparation, performance of a task. The pre-task can serve a crucial role in ensuring that the task performance is maximally effective for language. The analysis of the task can be graded for the very first start of studying English in the university to the fluent use and instant use of the language.

1.7 Advantages of Task Based Language Teaching

TBLT is a strong communicative approach where learners are encouraged to participate and communicate. It benefits the learners because TBLT lessons are very learner-centered, but also the teacher has permission for input guidance. TBLT offers the opportunity for natural learning within the classroom contexts which developed from the learners' experiences with the language that is personalized and relevant to them. In addition, it gives the learners a different way of understanding language as a tool of specific goal.

TBLT encourages authentic language use and exposure, it ensures that learners use the language to negotiate, they select freely to use what grammar they need and the vocabulary they want. Task allows the learners to use all the language they know rather than just the target language of the lesson. TBLT reversed the traditional sequence of the lesson, it moves from holistic to specific and from fluency to accuracy. It is linked to real world through creating situations similar to real life (such as going to school). It is based on learners' need which dictate what will be covered in the lesson, rather than a decision made by the teacher.

In TBLT, the focus on the learner permits for interpersonal communication where the mistakes are tolerated and corrected implicitly, hence the learners will not be embarrassed. This raises learners' confidence and motivates them. TBLT is more entertaining; its tasks are enjoyable and foster speaking skill creativity. Tasks push the learners to work together; there are more chances to interact and to exchange views and ideas. TBLT can involve all the four skills (listening, speaking, reading, and writing).

1.8. Critics over TBLT

During its development, the TBLT has raised several debates on educators and researchers. The critics mostly appear due to misunderstanding regarding the “task”. Ellis (2009) has pointed out that. It is very often the case when a ‘new’ approach receives the support of theorists and researchers in academe, critics will follow. TBLT is obvious challenging the educators who still implementing traditional teaching due to its easiness and requiring less work for the teacher. However, the implementation of TBLT may face several problems for the teachers and students.

1.8.1 Task Difficulty

Difficulty in understanding the task, requiring more time or more attention and resources (Ganta, 2015)

1.8.2 Cognitive & Linguistics Demand

There must be vocabulary or structures the learners did not know. It is often found in EFL classroom in which during the earlier stage of learning, the students don’t have any primer knowledge about the target language.

1.8.3 Authenticity of the Task

It is being highlighted that the task in TBLT should be real world context. But there are tasks like describing a picture to someone else so that they can draw the picture, identifying the differences between two pictures, telling a story based on pictures etc., which are unlikely to occur in real life situations.

1.9 Conclusion

In this chapter, we have tried to give a general vision about some language teaching trends prior to TBLT which came as a response to the limitations of these methods. Its main goal is to facilitate natural communication where there is a focus on meaning and form to achieve fluency and accuracy. Moreover, TBLT shifts the focus from the teacher to the learner, this latter is considered as the center of the learning process through the different phases of the task as per the stages of teaching through TBLT. Research findings proved that active and communicative learning are the best vehicle to learn language. The diversity of communicative activities motivate learners to interact without being afraid of making mistakes. This can be achieved by the teachers' role as a facilitator and guide to help learners in their learning process.

Chapter Two

The Speaking Skill

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2.1 Introduction

Teaching English as a foreign language (TEFL) requires learners' exposure to what is called the four essential language skills namely, reading, speaking, writing and listening. The first and the last aim of acquiring such language skills is to achieve a high development of abilities in receiving and producing the targeted learned language either in an oral or a written form, i.e. achieving a good mastery in the productive and receptive skills. As far as speaking is concerned, it is regarded as the major skill to be developed because it is necessary for displaying the language proficiency, Learners are going to be put in situations where communication in English is needed, that is why the emphasis is mainly on speaking. In this chapter, light will be shed on the speaking skill with more details, including the main characteristics of speaking performance, demonstrating the oral performance, with some focus on speaking difficulties and, how to practice the speaking skill in the classroom. Finally it provides how this approach enhances speaking skill through its different communicative activities.

2.2 The Speaking Skill

2.2.1 Definition of speaking

Speaking is defined as the production of auditory signals designed to produce differential verbal responses in a listener. It is considered as combining sounds in a systematic way, according to language specific principles to form meaningful utterances. This approach is adopted by audio-lingualism. Eventually, in terms of teaching speaking, the bottom-up approach suggests that we should start with teaching the smallest units- sounds and move through mastery of words and sentences to discourse (Cornbleet & Carter, 2001: 18). Actually, the problem with this approach is that it overlooks the interactive and social aspect of speaking, restricting it only to its psychomotor sense.

Moreover, it is hard to ensure a satisfactory transition from supposed learning in the classroom to real life use of the skill. Alternatively, Bygate (1998: P, 23) advocates adopting a definition of speaking based on interactional skills which involve making decision about communication. This is considered a top- down view of speaking. Adopting this view, Eckard & Kearny (1981), Florez (1999) and Howarth (2001) define speaking as a two-way process involving a true communication of ideas, information or feelings. This top-down view considers the spoken texts the product of cooperation between two or more interactants in shared time, and a shared physical context. Thus, proponents of this view suggest that, rather than teaching learners to make well-formed sentences and then -putting these to use in discourse we should encourage learners to take part in spoken discourse from the beginning and then they will acquire the smaller units (Nunan, 1989, pp,32.35). Attempting to elaborate more on the interactive nature of speaking, Burns & Joyce (1997) and Luoma (2004: 2) define speaking as an interactive process of constructing meaning that involves producing, receiving and processing information. Its form and meaning are dependent on the context in which it occurs, including the participants themselves, the physical environment, and the purposes for speaking. It is often spontaneous, open-ended, and evolving.

However, speech is not always unpredictable. Language functions (or patterns) that tend to recur in certain discourse situations can be identified. It is this latter approach that is adopted in the current study, and speaking is defined as the learner's ability to express himself/herself orally, coherently, fluently and appropriately in a given meaningful context.

2.2.2 Function of speaking

Richards J. C. (2008, Pages 24, 25, 26, 27 and 28) classified functions of speaking into three parts: talk as interaction, talk as transaction, and talk as performance.

2.2.2.1 Talk as interaction

Refers to what we normally mean by “conversation” and describes interaction that serves a primarily social function. When people meet, they exchange greetings, engage in small talks, recent experiences, and so on because they wish to be friendly and to establish a comfortable zone of interaction with others. The focus is more on the speakers and how they wish to present themselves to each other than on the message. Such exchanges may be either casual or more formal depending on the circumstances and their nature has been well described by Brown and Yule (1983). The main features of talk as interaction can be summarized as follows:

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

We can see some of these features illustrated in the following authentic example of a segment of conversational discourse (from Thornbury and Slade 2007, 132-133). Two women are asking a third woman about her husband and how they first met.

2.2.2.2 Talk as transaction

Refers to situations where the focus is on what is said or done. The message and making oneself understood clearly and accurately is the central focus, rather than the participants and how they interact socially with each other. In transactions,

... talk is associated with other activities. For example, students may be engaged in hand-on activities (e.g. in a science lesson) to explore concepts associated with floating and sinking. In this type of spoken language students and teachers usually focus on meaning or on talking way to understanding. (Jones 1991, p14)

2.2.2.3 Talk as performance

Refers to public talk, that is, talk that transmits information before an audience, such as classroom presentation, public announcements, and speeches. Talk as performance tends to be in the form of monolog rather than dialog, often follows a recognizable format (e.g. a speech of welcome) and is closer to written language than conversational language.

According to Jones (1996, p14) Talk as performance tends to be in the form of monolog rather than dialog, often follows a recognizable format (e.g. a speech of welcome) and is closer to written language than conversational language. Similarly, it is often evaluated according to its effectiveness or impact on the listener, something which is unlikely to happen with talk as interaction or transaction.

2.2.3 Elements of speaking

Developing the speaking skill is not an easy task, one should be aware about some elements which are very important. Harmer (2001) mentions the elements of speaking which refer to the language features that learners should have knowledge about. In addition to the processes of language and information in the same time when an interlocutor interacts with them.(As cited in Kouicem, 2010, p.27, 28).

2.2.4 Language features of speaking

For speak effectively there are some features which is very necessary to both learner and teacher in order to speak fluently. From that language feature, the learners could have connected other speech by recognizing phonemes in addition to understand the nature of

native speaker then their phonological rules. The following features are necessary for an effective speaking (Kouicem, K., 2010, p. 27-28):

- **Connected speech:** In connected speech some sounds are modified, omitted, added or weakened, so effective speakers of English should be able to use fluent connected speech which is used by native speakers.
- **Expressive devices:** Native speakers use pitch, intonation, and other devices to show what they mean. Learners should be able to use supra-segmental features, and must know to vary volume and speed to be effective communicators.(Kouicem, K., 2010, p. 27-28)
- **Lexis and grammar:** Some language functions are performed by common lexical phrases, such as agreeing or disagreeing, expressing surprise. Therefore, learners should be supplied with useful phrases to use in spontaneous speech in different contexts of interaction. (ibid)
- **Negotiation language:** Effective speaking is characterized by the use of negotiation language in asking for clarification or in trying to produce clear language. Teachers should offer learners certain phrases which are used for clarification. Learners must also be able to structure their language in order to be understood; sometimes they must reformulate what they are saying to be clearer. (ibid)

2.3 Mental/social processing

In addition to the above language features, speakers need to muster other skills which are necessary for talking.

- **Language processing:** Effective speakers owe the ability to process language in their minds and put it into coherent order, so they produce forms which are comprehensible and suitable for the meaning that they have intended.

- **Interacting with others:** Speaking in general involves interaction with others, so effective speakers are good listeners too, they know when to take turn in speaking or let the others do so.
- **Information processing:** on the spot effective speakers are also instant communicators; they should be able to process the information they have heard immediately.

2.4 The Importance of speaking

Speaking, as Karen (1994) defines it, it is an expressive language skill in which the speaker uses verbal symbols to communicate. The traditional approaches of language learning and teaching, like the grammar Translation Method, fail to properly care for the speaking skill in the majority of classrooms where the emphasis was mainly on reading and writing. Whereas, the emphasis on learning understanding and expressing meaning, which the term fluency represents, come from the philosophy of communicative language teaching (CLT). Revel (1991; p.5) realizes the importance of CLT in making a bridge between linguistic competence and communicative competence. In other words, accuracy and fluency, he claims " theories of communicative competence imply that teachers must do more than just supply learners with a number of language structure to manipulate. "

The importance of speaking skills hence, is enormous for the learners of any language. It promotes communicative efficiency; teachers want students to be able to use language fluently and correctly as much as possible. Learners as well give the speaking skill priority in their learning because it is, in fact, the active use of language to express meaning. According to Widdowson (1990 : 27) learning just the language system is not the appropriate way for learning how to communicate in the FL because knowledge of the language code alone does not explain the demands of communication and interaction with others in the FL. Rules and isolated terms that are learned are not what learners need outside the classroom.

It is however a very long and often tiresome process to become fluent in speaking the foreign language; " one frustration commonly voiced by learners is that they have spent years studying English, but still can't speak it. " (Thornbury 2008: 208) " one of the main difficulties of course, is that speaking usually takes place spontaneously and in real time, which means that planning and production overlap. If too much attention is paid to planning, production suffers, and the effect is a loss of fluency, on the other hand, if the speaker's attention is directed solely on production, it is likely that accuracy will suffer, which could prejudice intelligibility. In order to free up attention, therefore, the speaker needs to have achieved a degree of automaticity in both planning and production. " (Thornbury 2008: 208)

Effective teaching that promotes learners' active engagement and the development of speaking skill is being a challenge to teachers of English as a foreign language. That is, being capable to communicate orally with each other, using effectively the target language, is nowadays of the utmost importance, up to the point where learners who are not able to be fluent in using a foreign language cannot be considered effective language users. Celce-Murcia (2001: 103) argues that for most people "the ability to speak a language is synonymous with knowing that language since speech is the most basic means of human communication. " With speaking, learners can influence their listeners, It is a means of expressing and showing social positions and moving the solidarity of societies as well. Hence, speaking is important in both inside and outside the classroom. It is a tool by which speakers of foreign languages have more opportunities to get jobs and, is also the skill whereby people be friends or separate others; Baker and Westrup (2003 :05) support that " a student who can speak English well may have greater chance for further education, of finding employment and gaining promotion. "

2.5 Oral Performance

Many foreign language learners study a foreign language wishing to become fluent and accurate, including using a range of sophisticated structures and vocabulary. Yet second language acquisition (SLA) specialists are still unsure of what makes up the myriad factors that contribute to second language (L2) proficiency. To establish a baseline view of the complex interactions amongst traits, the researchers (Iwashita, Brown, McNamara, & O'Hagan, 2008; Norris & Ortega, 2000; Ortega, 2003) focused on four key traits: syntactic complexity, grammatical accuracy, lexical diversity, and fluency. However, measures for these four traits vary from study to study, as do the diverse definitions of traits used by different researchers. An additional problem is that most investigations have concerned the acquisition of English. Because of this, it is not clear to what extent research findings from English may be applicable to languages which are typologically distant from English.

2.5.1 Characteristics of Oral Performance

Many researchers agree that oral performance is best measured in terms of three factors: fluency, accuracy and complexity (Ahmadian, 2010; Kuhl et al, 2011, p 193). According to Skehan (1996) and Ellis (2003), the general goal of language learning is the fluent, accurate, and complex use of the target language. Additionally, the advocates of TBLT suggested that the use of tasks has an impact on these three factors.

- **Fluency:** Teachers want through the oral performance from the learners to be fluent in speaking skill, which is considered as one of the main characteristics of speaker performance. Hedge Tricia (2000, p.54) had defined The term fluency relates to the production and it is normally reserved for speech. It is the ability to link units of speech together with facility and without strain or appropriate slowness, or undue hesitation.

On the light of this definition, we can say that fluency is an ability of producing speech that is made up of words and sentences (morphological substance i.e. syntax), articulate the sounds (alteration, high pitch and low pitch, using stress, i.e. phonetics) without hesitation or deficient. Meanwhile, Native speakers also need to stop sometimes in order to let the interlocutors to listen and understand what was said. Besides a frequent pausing is an indication that the speaker has problem of speaking. In such cases Thornbury (2005, p. 54) suggests what is called “tricks” or production strategies, i.e. the ability to fill the pauses. The most common pause fillers are "uh" and "um", vagueness expressions such as “short of and “I mean". Another device for filling the pauses is the repetition of one word when there is a pause.

- **Accuracy:** As we are considered as non-native speakers, thus, we can have difficulties in producing speech fluently. The teachers are always emphasizing on the speech should be structured by respecting the elements components of speech in order to let the interlocutor to understand what was said, Therefore, the speech should be accurate. The term accurate was defined by (Skehan, 1996, p. 23 cited in El l is and Barkhuizen 2005, p. 139) as referring “to how well the target language is produced in relation to the rule system of the target language”. Therefore, learners should focus on a number of units of speech in their production of the spoken language and to consider the grammatical structure, vocabulary and pronunciation.
- **Grammar:** According to (IELTS, 2001, p.15 cited in Hughes 2002) the grammatical accuracy requiring the use of the range of ‘grammatical structure that involves the length like complex sentences (subordinate clauses. We have to distinguish between the spoken grammar and the written ones as Thornbury (2005) lists the following features: (Clause is the basic unit of construction./Clauses are usually added (co-ordinate)./Head+ body+

tail construction./Direct speech favored./A lot of ellipsis./Many question tags./Performance effects (hesitation, repeating, false starts, incompleteness, syntactic blends)

- **Vocabulary:** To presume to achieving accuracy in terms of vocabulary, it require an appropriate selection of words during speaking. Learners often find difficulties when they try to express what they want to say, they lack the appropriate vocabulary, and they sometimes use words incorrectly like in the case of synonyms which do not take the same meaning in all contexts.
- **Pronunciation:** English language has been long considered by either native speakers or non-native speakers as a difficult language because of its pronunciation. Learners, then who want to develop their speaking skill in English should practice pronunciation overall. They should be aware of the different sounds and their features and where they are made in one's mouth; they have also to be aware of where the words should be stressed, when to use raising intonation and when to use a falling one. All these issues give them extra information about how to speak English effectively and help to achieve the goal of a better understanding of spoken English. Redmond and Vrchot (2007, p. 104) argue that: "It is imperative that you use the correct word in the correct instance and with the correct pronunciation. Pronunciation means to say words in ways that are generally accepted or understood." However, if the pronunciation is not correct, the speakers then will not be understood and therefore accuracy is not achieved and broken down the conversation.
- **Complexity:** Complexity is seen as the most controversial dimension of the three CAF constructs (Norris & Ortega 2009; Pallotti, 2009, 2015). The confusion starts with the fact that complexity applies to different aspects of SLA. There is (a) developmental complexity ("the order in which linguistic structures emerge and are mastered in second

(and, possibly, first) language acquisition” (Pallotti, 2015, p. 2); (b) cognitive complexity (the subjective difficulty of a language feature, that is, how a learner perceives the difficulty of an item as it is processed and learned); and (c) linguistic complexity (objective complexity which refers to “intrinsic formal or semantic functional properties of L2 elements (e.g., forms, meanings and form-meaning mappings)” Housen et al., 2012, p. 4).

To give an example, learners may perceive the English article system (zero, a/an, the) as very difficult, and its mastery might only follow at a later stage of development, while linguistically it could be argued to be fairly simple. “The elaboration or ambition of the language that is produced” (Skehan, 1996), or “the extent to which the language produced in performing a task is elaborate and varied” (Ellis, 2003).

2.6 Effective factors in speaking skill

If teachers want to help learners overcome their difficulties in learning speaking skill, they should identify some factors that influence their speaking performance. Learners’ speaking performance are influenced by factors like performance conditions, affective factors, listening skill, and feedback during speaking tasks.

- **Deficient vocabulary:** According to Mahripah (2014), EFL learners’ speaking skill is affected by some linguistic components of language like phonology, syntax, vocabulary, and semantics and psychological factors such as motivation and personality.

Words with similar spellings are sometimes pronounced differently because of their surrounding contexts like tenses and phonemes that come after them. This can cause many problems for non-native speakers of English and they sometimes get confused in producing the English words.

This often the main reason that makes learners unable to express their thoughts. They find themselves limited to use only very simple language, and this leads learners to be

frustrated and uncomfortable. The teacher must be aware of this deficiency and makes his/her students feel at ease while using the FL.

- **Anxiety:** The students should feel comfortable in sharing their feeling and opinions even some cultures consider it as improper values to talk about one. Teachers' attitudes to respond the students thought and opinion is also important as they should not be forced to speak, they should be heard and respected, and they should extend the same courtesy to their classmates.

Teachers should realize that students many times live in difficult conditions, and as a consequence, teachers should avoid expressions of negative feelings. Such attitude is expected to reduce the student anxiety of making mistakes and they will have courageous to speak.

Anxiety, simply speaking, is a kind of troubled feeling in the mind. It is a subjective feeling of tension, apprehension, nervousness, and worry associated with an arousal of the automatic nervous system (Horwitz, 1986).

Krashen (1985a, 1985b) maintained that anxiety inhibits the learner's ability to process incoming language and short-circuits the process of acquisition. An interaction is often found among anxiety, task difficulty, and ability, which interferes at the input, processing, retrieval, and at the output level. If anxiety impairs cognitive function, students who are anxious may learn less and also may not be able to demonstrate what they have learned.

Furthermore, Crookall and Oxford (1991) reported that serious language anxiety may cause other related problems with self-esteem, self-confidence, and risk-taking ability, and ultimately hampers proficiency in the second language.

MacIntyre and Gardner (1991) found that speaking is by far the main agent of anxiety-arousal, and that students with high anxiety perform worse than those with low anxiety.

According to Young (1991), there are six potential causes of language anxiety that include personal and interpersonal, learner beliefs about language learning, instructor beliefs about language teaching, instructor-learner interactions, classroom procedures and language tests. However, to date, findings by Horwitz, Horwitz and Cope (1986) have been the most influential. They identified three causes of language anxiety, that is, communication apprehension, test anxiety, and fear of negative evaluation.

Based on the above definition, anxiety is a kind of troubled feeling in the mind, which covers a subjective feeling of tension, apprehension, nervousness, and worry associated with an arousal of the automatic nervous system. There are three causes of anxiety; they are (1) communication apprehension, (2) the test, and (3) the fear of making mistakes in producing the language.

- **Lack of self-confident:** Most students show lack of confidence when others do not understand them. In this case, they prefer to keep silent rather than talking in front of others because they are not self-confident. Nunan (1999) argues that, "students' lack of confidence about themselves and their English necessarily suffer from communication apprehension"
- **Shyness and fear of making mistakes:** Are common feeling that students are suffering from when they are asked to speak in oral classes, shyness could be a serious obstacle in the improvement of speaking skill, and it may prevent student to participate. Fear of making mistakes is another factor that makes student unwilling to talk; they prefer to be silent instead of being embarrassed.
- **Motivation:** Is one of the main affective factors that is considered as the main cause of students' success or failure because motivated students are more willing to learn. Harmer (2001, p. 20) said that, "motivation is a kind of internal drive which pushes someone to do things in order to achieve something."

- **Lack of interest in the subject:** Keeping silent is the major problem that SL learners are facing because they have nothing to say. Students use common expressions like “I do not know”, “no comment” to avoid participation in a given topic. Moreover, many learners find it difficult to express their ideas and they are unable to discuss topics that are not interesting for them.
- **Poor listening practice:** Listening comprehension plays an important role in the mastery of the speaking skill. Student who are unable to carry on the discussion need to much practice of listening to the target language to be a good language speaker.

2.7 Teaching speaking

Nunan (2003) defines the meaning of “teaching speaking” as teaching ESL learners to:

- a) Produce the English speech sounds and sound patterns;
- b) Use word and sentence stress, intonation patterns and the rhythm of the second language;
- c) Select appropriate words and sentences according to the proper social setting, audience, situation and subject matter;
- d) Organize their thoughts in a meaningful and logical sequence;
- e) Use language as a means of expressing values and judgments;
- f) Use the language quickly and confidently with few unnatural pauses, which is called as fluency.

Previously, teaching speaking has been undervalued and English language teachers teach speaking just in the forms of a repetition of drills or memorization of dialogues. It should be now extended that the goal of teaching speaking is not merely to force them to speak the English utterances but it should cover the mastery of students’ communicative skills due to the fact that only in that way, students can express themselves and learn how to follow the social and cultural rules appropriate in each communicative circumstance.

Therefore, learners should be given an opportunity to work in interactive mode to talk about themselves in personally relevant ways. This requires such a new dimension to the language learning process.

2.8 Modelling Speaking in the Classroom

Discourse Analysis; Exchange Structure and Classroom Speaking Kasper begins by considering the widely held view that “the IRF routine is an unproductive interactional format for the learning of pragmatics and discourse” (2001, p. 518).

Exchanges consisting of the familiar classroom pattern of initiation (I), response (R), and follow-up (F), often referred to as IRF exchanges, fail to give opportunities for tackling the complex demands of everyday conversation, especially since teachers usually exercise the follow-up role, while learners often remain in passive, respondent roles. However, Kasper goes on to argue that the negative reputation enjoyed by the IRF exchange may not be the whole story and that what really matters is the kind of interactional status assigned by the teacher to individual learners: where students are seen as primary interactants in speaking activities, teachers offer them more participation rights in the conversation.

Kasper(2001, p. 520) suggests that teachers can help their learners to become actively involved in interaction, even within the typical IRF patterning found in teacher-fronted classroom dialogue. McCarthy (2002, 2003) argues that responding and follow-up moves play a key role in “listenership,” the manifestation of engagement in the discourse even when one is not in the role of main speaker, a situation NNSs often find themselves in.

For McCarthy (2002 p.50), listenership is not the same as “listening” in the conventional four skills paradigm, and is an important component of the speaking skill. However, Ohta (2001) finds that the overwhelming majority of classroom follow-up moves are spoken by the teacher; learners get few opportunities to use typical listener follow-ups and only experience the teacher’s moves as peripheral participants.

Ibid argues for peer-to-peer interaction as providing the best opportunities for learners to produce appropriate listener behaviour. Notwithstanding, exposure to the teacher's use of follow-up moves along with explicit guidance on the use of responsive moves can help students gradually move toward more productive use in peer-to-peer speaking activities.

Walsh (2002) distinguishes different modes of teacher talk and illustrates how these may hinder or optimize learner contributions. More generally, Hall and M. Walsh (2002) give a relevant and wide-ranging survey of current research into teacher–student interaction and language learning (see also Morita, 2000).

Conversation Analysis and Speaking Tasks Advocacy of conversation analysis (CA) as a means of understanding and improving speaking in pedagogical contexts has continued to grow in recent years. Wong (2000) notes that CA illuminates how local choices unfold in interaction and can home in on aspects of talk which are relevant for the participants themselves.

Ducharme and Bernard (2001) argue along the same lines in their study of learners of French, using micro-analyses of videotaped interactions and retrospective interviews to gain insights into the perspectives of participants. Mori (2002) uses CA to analyse a speaking activity in a class of NNS learners of Japanese, where students exchanged experiences and opinions with Japanese NSs invited to the class.

The resulting interaction resembled an interview, with a succession of questions by the students and answers from the NS guests. Interestingly, more natural discussion came about when students made spontaneous utterances and when they seemed to be attending more to the moment-by-moment unfolding of the talk.

Mori ponders how the talk revealed the speakers' orientation toward the institutionalized nature of the task. Overall, the CA argument is that factors of task design

and execution can influence the resultant talk in ways that CA can make plain, with clear implications for the improvement of the design and implementation of speaking tasks.

However, Rampton, Roberts, Leung, and Harris (2002) warn of the lack of a “learning” dimension in CA studies of this kind. Because CA is a local kind of analysis, it lends itself less easily to providing evidence of actual development of speaking ability over time.

2.9 Cognitive Approaches to Speaking Tasks

Other recent work examines the design and implementation of speaking tasks from the point of view of fluency; complexity and accuracy of production (see Bygate, 2001 for an overview of the evolution of research in this area). Robinson (2001) claims that increasing the cognitive complexity of speaking tasks affects production, with greater lexical variation manifested in more complex versions and greater fluency evidenced in simpler versions of the task.

Yuan and Ellis (2003) assert that pre-task planning positively aids learners’ spoken production, especially with regard to fluency and complexity, albeit accuracy may not benefit so obviously. Yuan and Ellis also examine online planning, where learners are given unlimited time to formulate and monitor their speech while performing, and claim that online planning positively influences accuracy and grammatical complexity. Repetition and recycling and their contribution to the increasing integration over time of fluency, complexity, and accuracy of oral production is also receiving attention (Bygate, 2001; Lynch & Maclean, 2001).

Additionally, the role of the teacher vis-à-vis the design and execution of tasks and the teacher’s role of providing scaffolding to help learners develop their oral competence has come under the spotlight (Samuda, 2001).

2.10 Using Task Based Language Teaching to Enhance Speaking Skill

TBLT is suggested to have a positive impact in the development of speaking skill (Winnefeld, 2012). According to Shehan (1996), tasks can be used with the aim of fostering oral production. A variety of tasks are important for students, so that they will be able to deal with different situations in real life. These tasks increase motivation and decrease anxiety and shyness. Here are some examples of TBLT activities:

- **Role-play:** Role-play enables learners to disclose their problems. It allows them to be spontaneous and to free their creative energy. Role-playing is a holistic teaching activity that promotes the operation of critical thinking, encourages emotions and moral /social / cultural and family values, and give authentic data. Role-playing is another way to get students to express themselves. According to Ur (1984) “role paly [...] is used to refer to all of activities where learners imagine themselves in situation outside the classroom [...], sometimes playing the role of someone themselves, and using the language appropriate to this new context” (p. 131).
- **Information gap activity:** Communicative practice imposes some sorts of information gap where one student is having an information and the other does not. According to (Davies. 2000, p. 43) " this is when one speaker knows information the other speaker does not ". Also Hedge (2000) adds that“ it involves each learner in pair or group possessing information which the other learners do not have” (p. 181). Information gap activities are interactive activities where students are supposed to be working together having different information that should be shared to get the complet and correct information.

Information gap activities are clearly defined by Gower.et al , “A situation where information is known by only one or some of those present, students use the language

they have at their command to bridge the information gap, by asking question, giving information...etc.”(1995:p 211).

- **Dialogue:** Is one form of communicative speaking activities in which the students exchange their thoughts or ideas about different topics. Dialogues are supposed to be done either in pairs or in group work. At the beginning, the teacher provides students with a certain topic and help them a bit to start the dialogue and then he lets them managing the situation and telling whatever they believe or think without control. “The teacher can ask a volunteer student to read aloud [...], while the teacher takes the other role. This is repeated with another student, but this time the roles are reversed " (Ibid, P. 72), he adds “when pairs finish their dialogue, they can be asked to switch roles and do it again, or to change key elements in the dialogue " (P. 73). This is a sort of correction mistakes and evaluating students done at the end in order to make learners feel at ease and enjoy the dialogue.
- **Interview:** Interviews are another type of classroom speaking activities. Students can conduct interviews on different forms. The most common cases are when all the class notice one student in the top of the classroom to be asked by them some questions, this Interviewee must answer to show either he got or failed what they have said. The other case is when the teacher provide students with questions to guarantee their contribution. Conducting interviews can be very beneficial for students in terms of practicing their speaking ability and helps them becoming socialized.

2.11 Conclusion

This chapter has focused on the importance of enhancing speaking skill for EFL learners inside the classroom, because speaking is considered as the most important productive skill in learning process. Speaking should be taught through activities or tasks that engage learners in communication. Therefore, the chapter details some of the communicative activities which fosters speaking and help learners communicate freely and confidently when using the foreign language. Also, make the learners reduce their fear and difficulties during classroom speaking activities. Besides, to explain some factors that may influence speaking such as anxiety, shyness, and fear of making mistakes will be eliminated. Additionally, providing learners with much time to perform tasks using the target language is very essential in developing the speaking skill. The next chapter then will be devoted to analyze teachers' learners' questionnaire.

Chapter Three
Field Work

Outline

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3.1. Introduction

The third chapter is devoted for the practical part of the present research work. It focuses on the data collection and analysis of the gathered results. It is the case study about an educational situation where we have tried to develop the speaking skill through effective strategies and activities. It consists of two questionnaires to investigate; the first is for learners of second year EFL learners LMD system at Bouzareah University, aiming to find out whether learners give importance TBLT approach or not. That is, if EFL learners give importance to the valuable activities that teachers provide inside the oral expression in order to interact and participate within the classroom. The second one is for teachers of oral expressions within the same department which aim to investigate the teachers' opinions about the use of TBLT approach to enhance the learners speaking skill. So, the chapter sheds light on main results gathered after describing the research instruments, the informant's profiles and data analysis methods.

3.2. Research Design

Many scholars agree that case study is neither a methodology nor a method but rather a research design. Gerring (2004) stated,

Case study is a . . . research design best defined as an intensive study of a single unit (a relatively bounded phenomenon) where the scholar's aim is to elucidate features of a larger class of similar phenomenon. (p. 341)

A research design is likely to be research conclusions and results derived and obtained from a collection of questions which have been analyzed and interpreted (Yin, 2003, p341). Moreover, Yin (1994) defined a case study as “an empirical inquiry that investigates a contemporary phenomenon within its real life context, especially when the boundaries

between phenomenon and context are not clearly evident... [And] relies on multiple sources of evidence” (p. 13).

In order to gather information about this research, a case study is applied. It enables the researcher to link the collected data and the conclusions, which is beneficial for the coherence of the work. The researcher can carefully examine a situation data through case study. Generally, case studies investigate and explore contemporary phenomenon by selecting a very restricted number of people as the subjects of study. Case study, in its true essence, might be defined “as an empirical inquiry that investigates a contemporary phenomenon within its real-life context; when the boundaries between phenomenon and context are not clearly evident; and in which multiple sources of evidence are used.” Stake (1994) distinguishes three types of case studies; firstly, intrinsic, where the full interest is about the case itself because of its special features. Second, instrumental, where examining the case is mainly to provide insight into an issue. Thus, a number of cases can be studied jointly. Finally, collective, many scholars agree that it's about instrumental study extended to various cases. Also called multiple-case study.

3.3. Methodology

The research methodology we have employed in this study is the descriptive method. We believe that is the most appropriate for our research and the content when it takes place. This research methodology can provide us with consistent and comprehensive information and valid result.

3.3.1. Hypothesis

It is worth to restate the general hypothesis on which this dissertation is based:

TBLT gives learners a lot of opportunities for natural language use .it enable learners to interact and speak fluently. Thus, we have put forward these hypotheses which we plan to investigate throughout this research.

- TBLT has a positive role in developing learners' speaking skill.

3.3.2. The Sample Population

In the present study, we deal with a sample of forty (40) EFL learners and three (03) EFL teachers from Bouzareah University. The survey was conducted at the English language department at Bouzareah University. The informants have been randomly chosen to respond to the research instruments addressed to them. They represent the whole population and they are the reflection of EFL learners at Bouzareah University.

3.4. Description of the questionnaire

The present work was conducted through the use of questionnaire. It is addressed to both second year EFL learners and EFL teachers at Bouzareah University to collect data for a deep investigation and from a great source of insight. The questionnaire is a common tool used by researchers which provide data, being the easiest one because it doesn't require much time or energy to be done. It is a collection of numerous questions which can be close, open and multiple choice questions. According to Nunan (1992:231) "a questionnaire is an instrument for the collection of data, usually in written form consisting of open and/or closed questions and other probes requiring a response from the subject ". Thus, it allows the researcher to collect the information concisely and precisely, and some cannot be observed.

For our study we devised two questionnaires that contain closed questions (yes/ no questions), questions of multiple choice type; where learners and teachers put tick in the corresponding boxes, and also open questions and views to justify their choices. Our questions are basically split into three main sections which cover the variables selected.

3.4.1 The Learners' profile

Participants in this study were second year LMD learners at the English department at Bouzareah University-Algiers, since they have an idea about the oral expression course and are conscious of the difficulties that hamper them to promote their speaking skill. Learners have been chosen randomly, they were forty (40) (males and females) since the variable of gender is not taken into account in this research. Their ages, approximately, varied from about nineteen (19) to thirty-two (32). They have been chosen at random to answer a questionnaire about their opinion and attitudes about the use of certain strategies and communicative activities for improving the speaking skill. The reason behind choosing second year EFL learners is that they are receiving basics of speaking skill and they are more excited to learn about and become fluent. Hence, they are mindful about the difficulties in oral expression.

3.4.2 The Teachers' profile

In addition to second year English learners, this study involves three English teachers, these teachers have been randomly selected because they are completely aware about learners' level in speaking and they already dealt with the learners' communication strategies for EFL speaking performance and also the communicative activities.

3.5. Learner's questionnaire

The questionnaire, in this research work, is consisted of nineteen (19) questions under three sections designed for second year EFL learners at Bouzareah University, to achieve the

purpose of this work. That is, to confirm or disconfirm the hypothesis. It also gives the learners the chance to express themselves and say their opinions about enhancing their speaking skill.

3.5.1 Data analysis of learner's questionnaire

The results of the data collected serve to examine the impact of speaking communicative activities in enhancing oral performance of learners. Here is an analysis of each section separately.

Section One: General Information

In this section, learners were asked eight general questions that seek background information about them. For example, in (Q1) and (Q2) the respondent were asked to specify their age and gender. In (Q3), they were asked to indicate how many years have they been studying English language including this year. Then, in (Q4) the learners were asked if studying English at the University was their first choice or not. In (Q5), they were asked about their current level in English language. In (Q6 and Q7), the respondents were asked if are they motivated to study English and if the level that they have enable them to express themselves orally and if not for both questions they have to pick up one of reasons that were provided in (Q8).

The results obtained from the answers revealed that the average age 22.5 where their ages vary from (19) to (32), and the majority of participants were females (24 females, 16 males,). Yet, these obtained results do not affect our survey. The average years of their studying English is (09.5) years.

Question four: Choosing English as first choice.

Was English your first choice?

- a) Yes b) No

The aim behind this question is to know if learners are passionate by choosing English as their first choice.

In consequence of this question, we found that most of them (33 learners) have answered that English was their first choice. Whereas (07) of them had answered by 'No'. Generally, this means that they will give great importance to learn English. (See table 3.1 and chart 3.1)

Question Four	Choice a)	Choice b)
Frequencies %	82.5 %	17.5 %

Table 3.1 Learners' Choice of the English Language

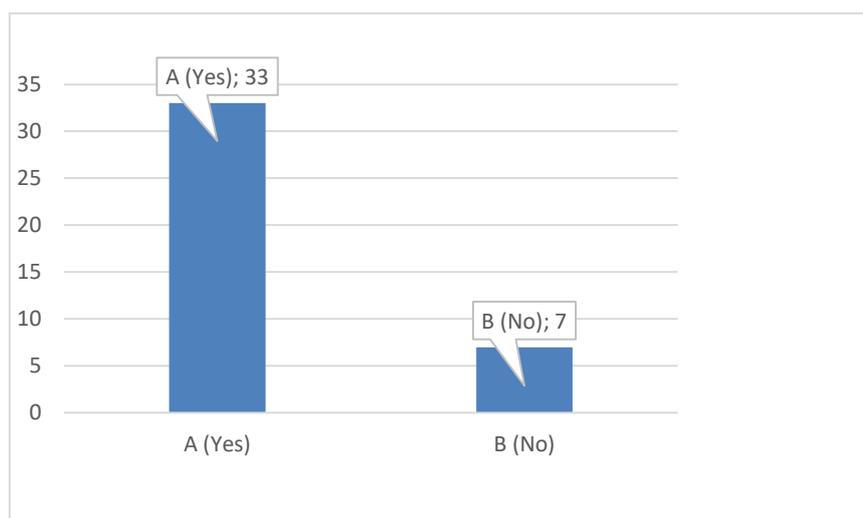


Figure 3.1 Learners' Choice of the English Language

Question five: Assessment of current learner's English speaking level.

How do you evaluate your English speaking level?

- a) Very Good c) Average
 b) Good d) Poor

Question five is designed to unveil the auto evaluation of speaking skill of EFL learners. Consequently, the majority of learners (18 informants) consider their level as "average". Whereas (16) participants state that their level is "good". However, five (05) participants who consider their level "very good" in speaking skill. Only one learner considers his level "poor". Learners often relate their le

vel to how well or how bad they can comprehend and produce the language in spoken forms. (See table and chart 3.2)

Question Five	Choice a)	Choice b)	Choice c)	Choice d)
Frequencies %	13%	40%	45%	3%

Table 3.2 Assessment of Current Learner's English Speaking Level

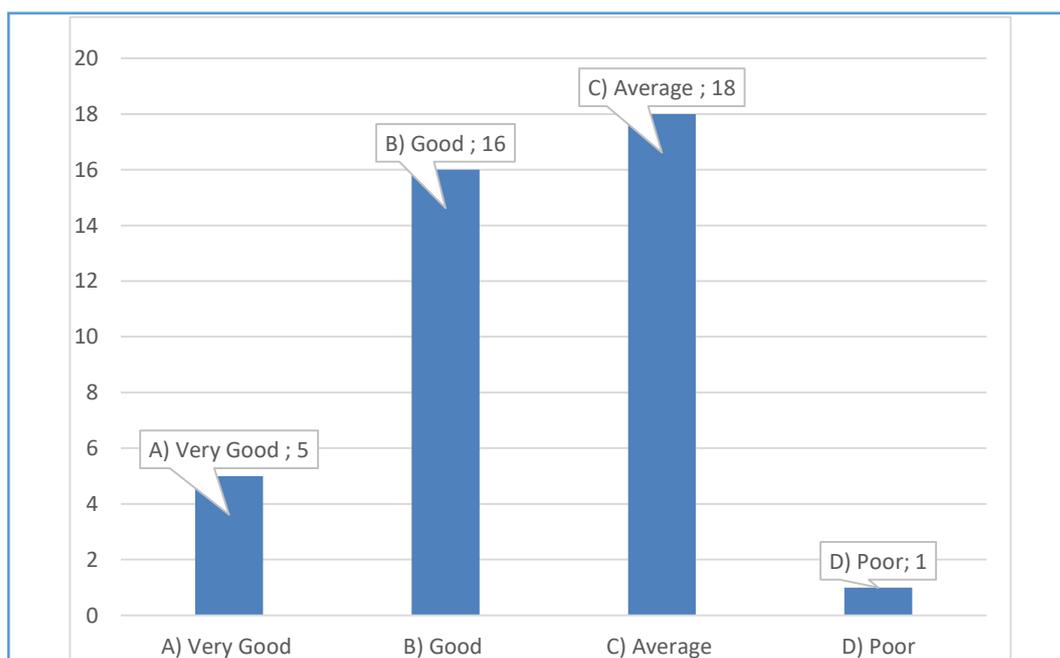


Figure 3.2 Assessment of Current Learner's English Speaking Level

Question Six: Feeling motivated to study English.

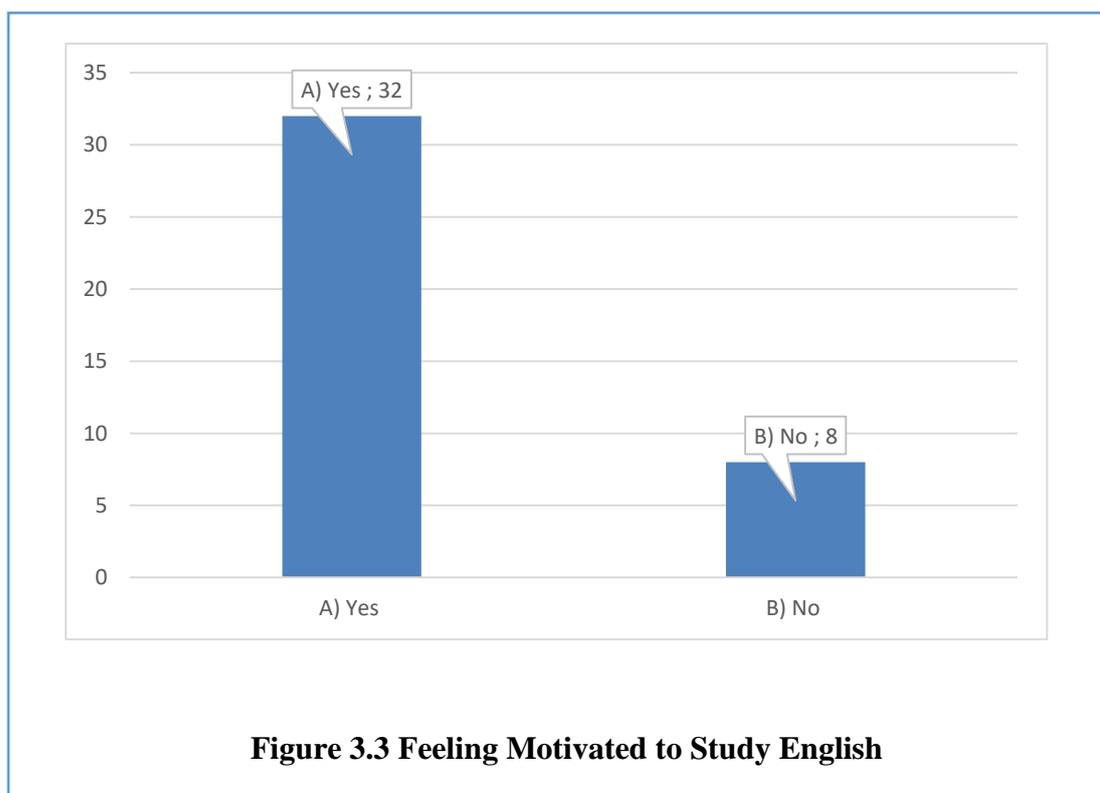
Do you feel motivated that you are studying English?

a) Yes b) No

The reason behind this question is to investigate the motivation of learners during the oral expression sessions. The results show that the majority of learners (32) have answered that they are motivated to study English (even though some learners have stated that English was not their first choice to study, but they are motivated to study it). Whereas, (08) of them said that they are not motivated to study English and among there are some learners who have chosen English to study it and it was their first choice. (See table and Chart 3.3)

Question Six	Choice a)	Choice b)
Frequencies %	80 %	20 %

Table 3.3 Feeling Motivated to Study English



Question Seven: Your speaking level will enable you to improve your oral expression.

Does your level enable you to express yourself orally?

b) Yes b) No

We want to know behind question what is the learners' attitude towards speaking skill as far as this question is related to the next question eight in case the learner had answered by "No" for both precedent questions six and seven. As for the results, the majority of the participants (34) had answered by "Yes", meanwhile six (06) learners stated "No" as they have different expectations. (See table and chart 3.4)

Question Seven	Choice a)	Choice b)
Frequencies %	85 %	15 %

Table 3.4 Learner's Speaking Level enable him to improve his Oral Expression.

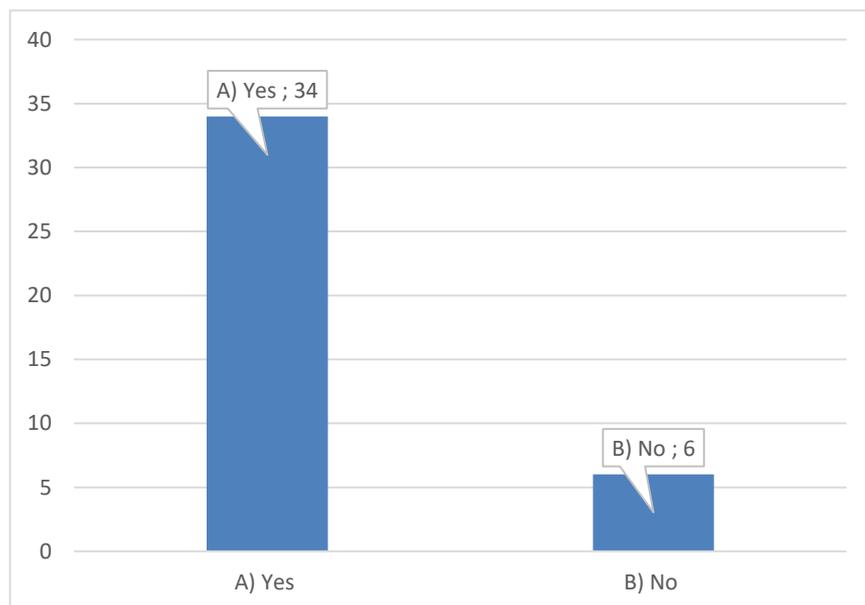


Figure 3.4Learner's Speaking Level enable him to improve his Oral Expression.

Section Two: Learner's Perceptions and Attitudes towards the Speaking Skill.

This section investigates issues in the skill of speaking among EFL learners and the role of teachers in oral classes. Learners were asked seven questions. In (Q1), the respondents were requested to indicate which skill that they want to develop and to understand why and how they will do that. In (Q2), they were requested to indicate to which extent they agree with the idea that in order to learn the language you have to speak it. In (Q3) learners were asked to state their feeling in oral expression class (comfortable/uncomfortable). Next in (Q4) they were asked to indicate how often they participate and speak English inside classroom, and to give some reasons of their choice. The following questions (Q5 and Q6) learners were asked to talk about their teacher and if s/he encourages/urges them to speak and perform orally then, in Q6 they were asked to describe the atmosphere of their class (funny, boring, motivating). In the last question of this section, (Q7) respondents were asked to tick the activity that they like most.

Question One: Learner's point of view on which skill wants to develop.

What is the most important skill that you want to develop?

- | | | | |
|--------------|--------------------------|------------|--------------------------|
| a) Speaking | <input type="checkbox"/> | b) Reading | <input type="checkbox"/> |
| c) Listening | <input type="checkbox"/> | d) Writing | <input type="checkbox"/> |

We wanted to investigate if the EFL learners give much importance to the speaking skill compared to other skills and to know which one will be developed by learners. As for the result, the most of the learners (18) had given importance to develop speaking skill. Whereas, there are (07) learners wanted to develop the speaking and writing skill. (05) Learners wanted to develop writing skill. (04) Learners wanted to develop listening skill. While two (02) learners wanted to develop reading skill. Other two (02) learners wanted to

develop speaking and reading skill. In the other hand, only one learner wanted to develop speaking and listening skill. And another learner wanted to develop the four skills. (See table and chart 3.5)

Question One	Choice a)	Choice b)	Choice c)	Choice d)	Choices a&b	Choices a,b,c&d	Choices a&c	Choices a&d
Frequencies %	45%	5%	10%	13%	5%	3%	3%	18%

Table 3.5 Learner's Point of View on which Skill wants to develop.

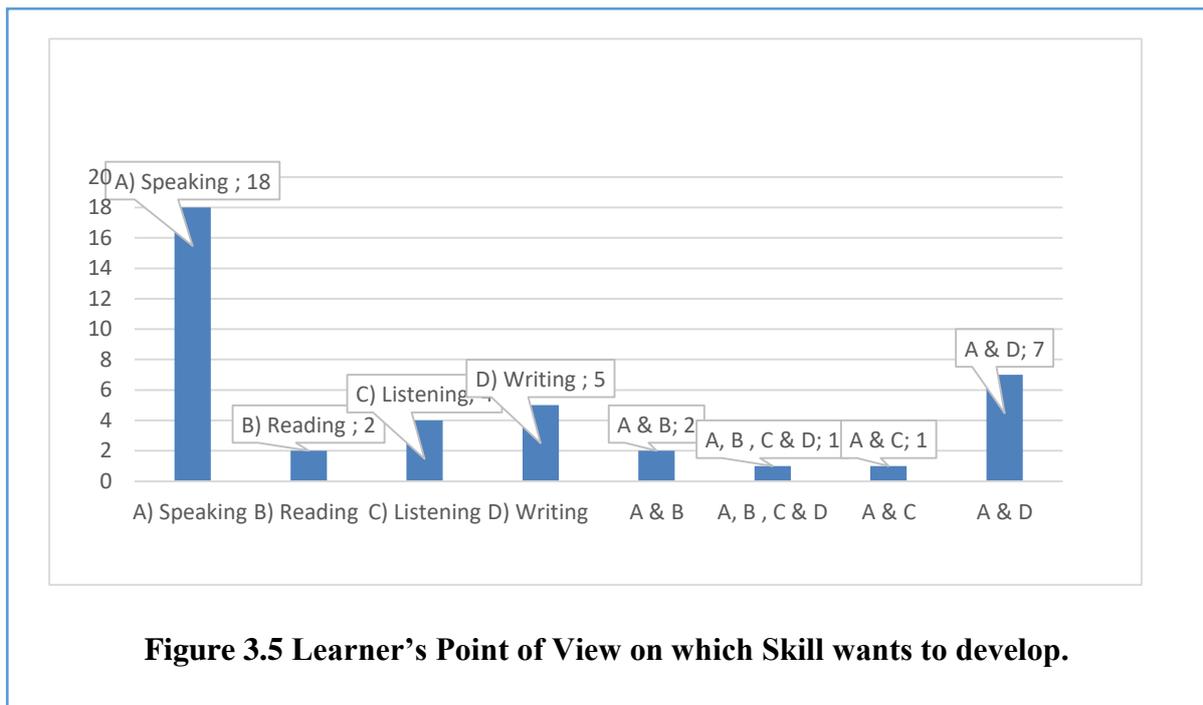


Figure 3.5 Learner's Point of View on which Skill wants to develop.

Question Two: Learning any language, it is required to speak it.

Do you agree with the following statement: "In order to learn the language, you have to speak it"?

a) Strongly Agree

c) Disagree

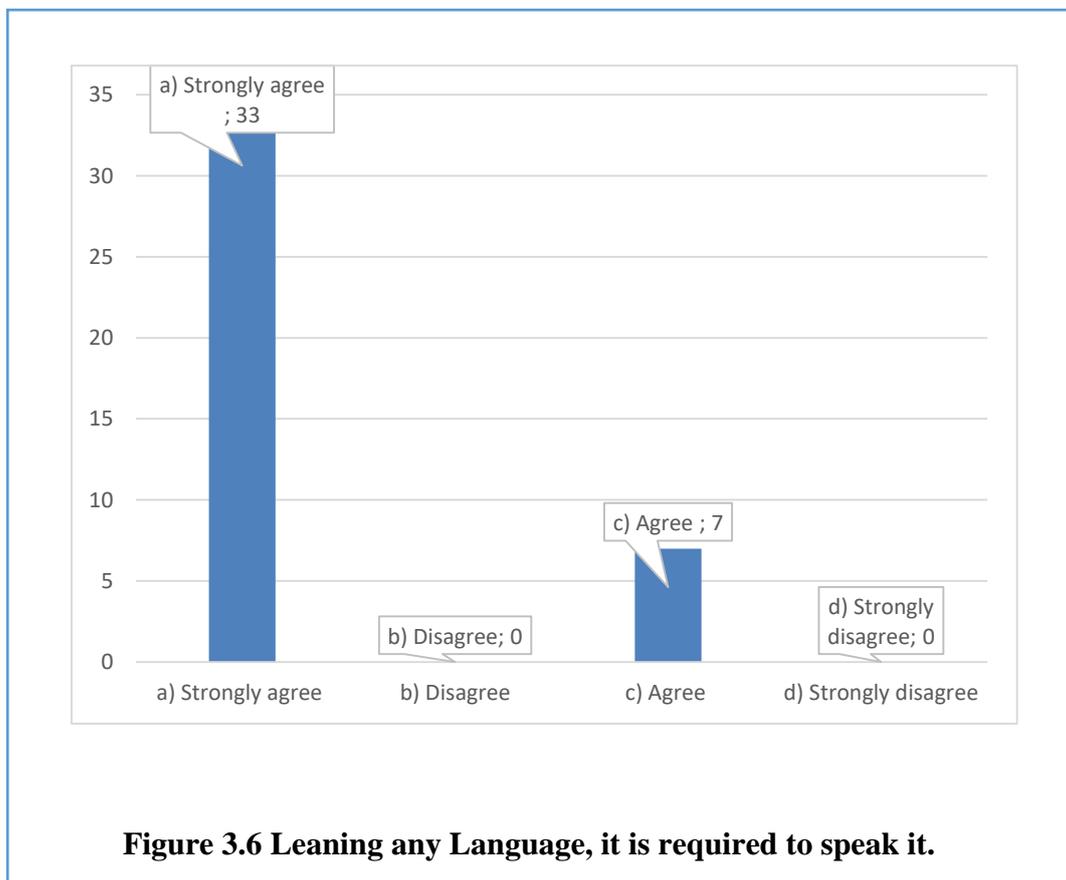
d) Agree

d) Strongly Disagree

This question was designed to unveil the purpose of learning any language, you should speak it. Consequently, (33) learners do strongly agree that important speaking skill of any language will make it easy to learn. The (07) other learners state that they also agreed on the importance of speaking skill in learning a language. Whereas no one disagreed on the importance of it in a learning process. The results show that our informants merit more care to progress perfectly their speaking in classroom. (See table and chart 3.6)

Question Two	Choice a)	Choice b)	Choice c)	Choice d)
Frequencies %	82.5 %	0%	17.5 %	0%

Table 3.6 Leaning any Language, it is required to speak it.



Question Three: Learner's comfortable during the Oral session.

Do you feel comfortable in oral expression session?

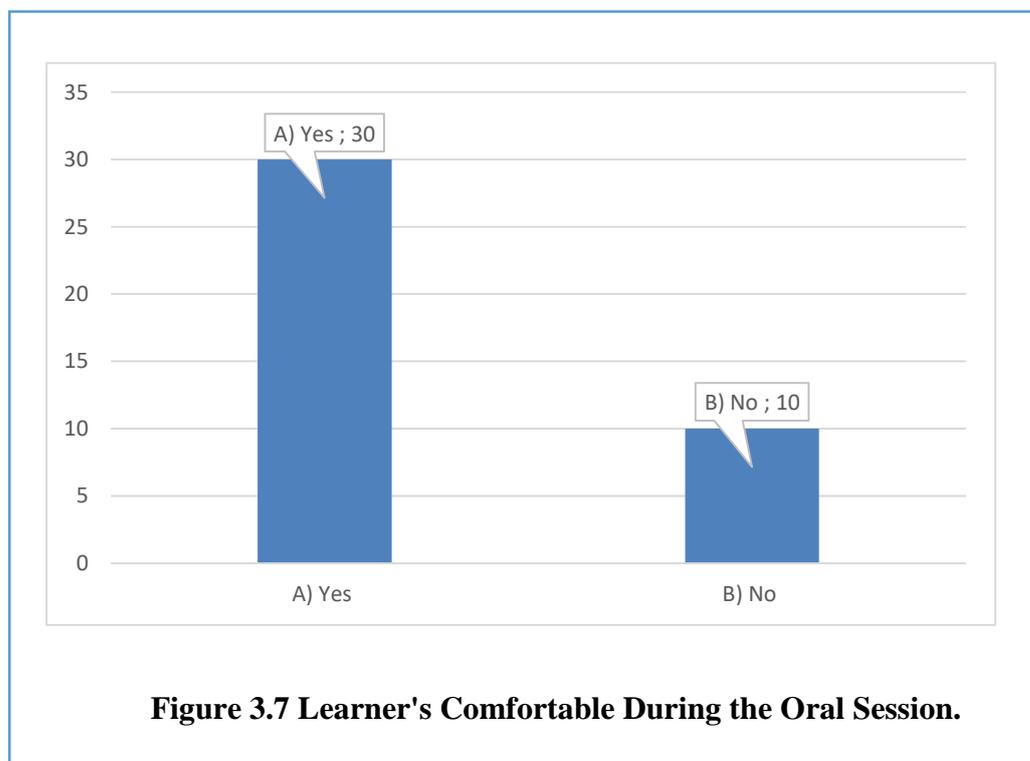
- a) Yes b) No

The aim behind this question is to know whether learners are satisfied and comfortable about the Oral Production modules for improving their speaking.

In consequence of this question, we found that some of them (10learners) answered that they are not comfortable during the oral session. Whereas the majority of them (30 learners) stipulate that, they are comfortable and they can develop the speaking skill which is of a great importance. (See table and chart 3.7)

Question Three	Choice a)	Choice b)
Frequencies %	75 %	25 %

Table 3.7 Learner's Comfortable During the Oral Session.



Question four: Learner's point of view on participation on oral session.

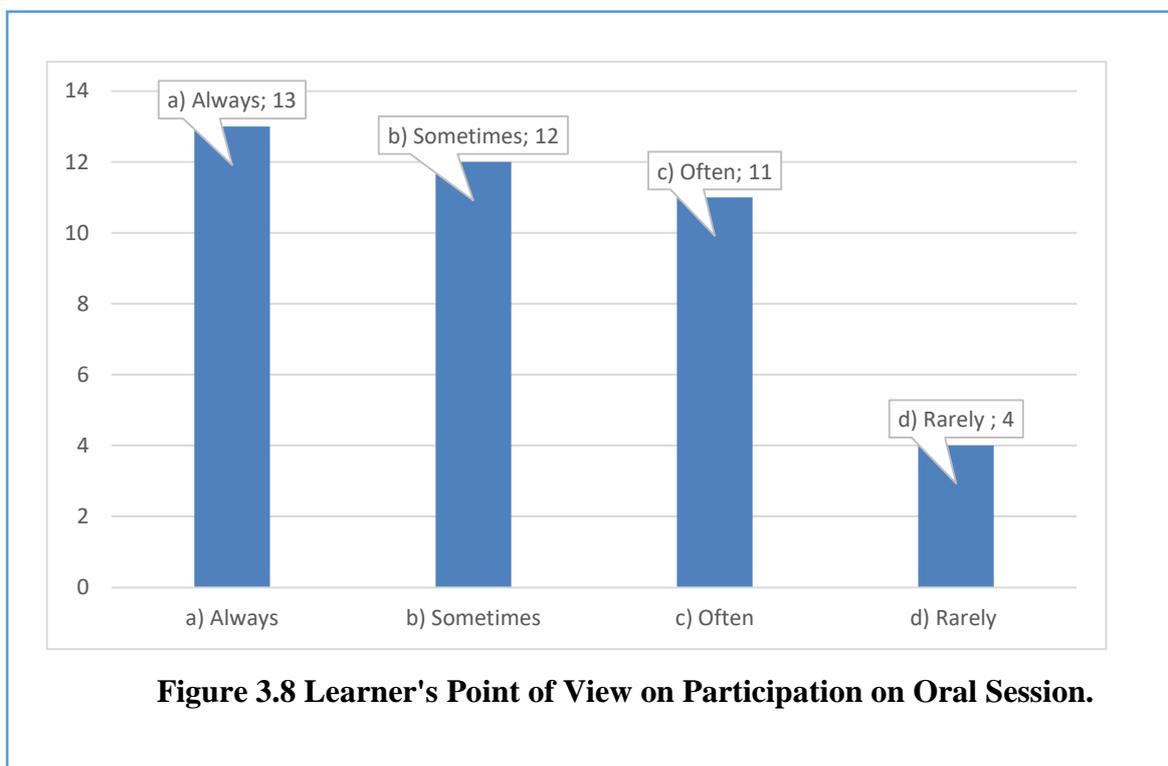
How do you participate in the oral session?

- a) Always b) Sometimes
 c) Often d) Rarely

The aim behind this question is to know the learners' frequency of using the language and their motivation to speak and discuss using it. In consequence of this question, we found that Thirteen (13) participants state that they "always" participate in oral session. Eleven (11) learners of our sample stated that they "often" participate, while (12) learners say that they "sometimes" participate, the remaining (04) participants state that they "rarely" participate.

Question Four	Choice a)	Choice b)	Choice c)	Choice d)
Frequencies %	33%	30%	28%	10%

Table 3.8 Learner's Point of View on Participation on Oral Session.



The Justification of the learners' choice are in the table below:

Choices	Justification	Participants	Frequencies %
Always	1-I like the oral session	13	33 %
	2-I want to exchange ideas with other		
	3-I am self-confident		
Often	1-when I am not interesting in the topic	11	28%
	2-because we are a large group, so the opportunities to participate are limited		
Sometimes	1-because of shyness, lack of ideas, vocabulary	12	30%
	2-to avoid teachers' criticism		
Rarely	1-i am not a good speaker	04	10%
	2-i feel anxious and stressed		

Table 3.9 Learner's Justification about their Participation on Oral Session

The collocated data from table 3.9. We can say that the majority of learners 13 participate (always interpreted by 33% Frequencies) i.e. satisfying feeling comfortable, liking the material session. Whereas, (12) learners participate sometimes because of shyness, lack of ideas or lack of vocabulary (vocabulary deficiency). (11) Learners participate often because of they are not interesting in the topic and they are studying in large group which does not offer them the opportunities to participate. Only (04) learners say that they are rarely participating and they justify their choice, they are not good speakers and they feel stressed during the course.

Question five: Teacher influence to support learners to speak.

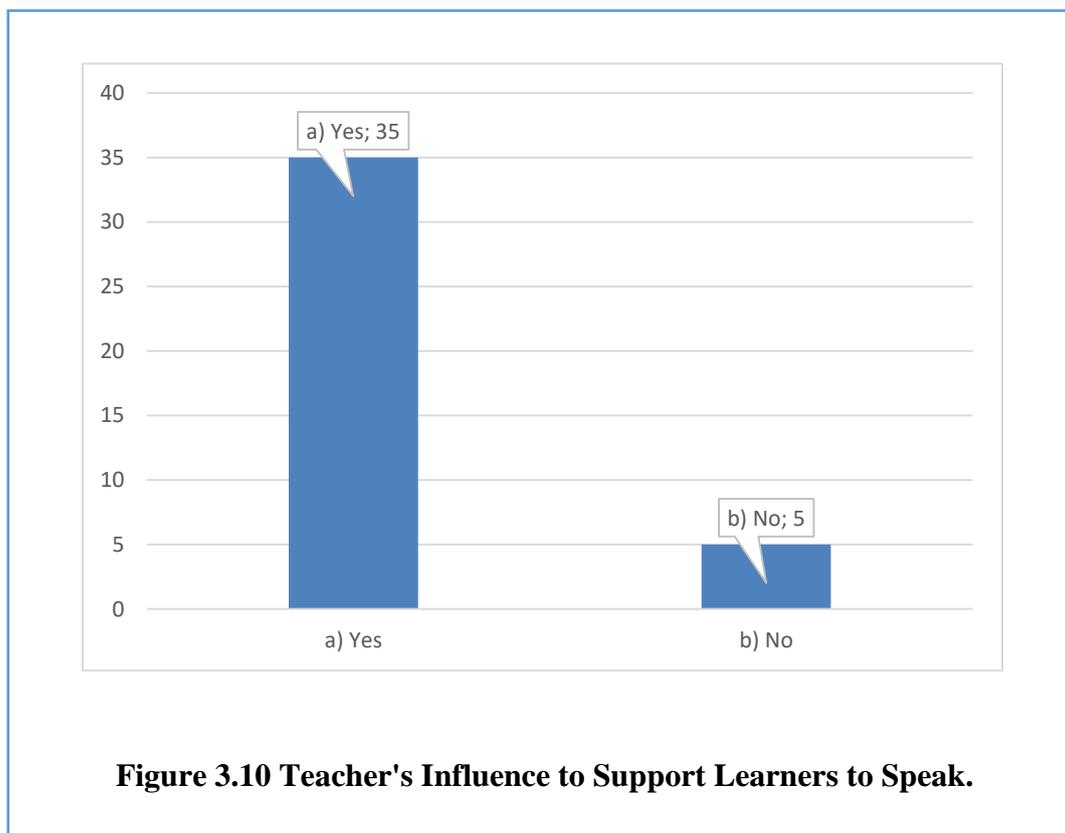
Does your teacher of oral expression encourage/urge you to speak?

a) Yes b)No

The aim behind this question is to know the learners' opinion about teacher influence on them. In consequence of this question, we exactly found that (35) learners were positive declaring, "Yes teachers do encourage them to speak". While the rest of the participants (05) answered negatively stating that the teachers do not encourage and push them to speak.

Question Five	Choice a)	Choice b)
Frequencies %	88%	13%

Table 3.10 Teacher's Influence to Support Learners to Speak.



Question six: Atmosphere of oral session class.

How would you describe the atmosphere of your oral classes?

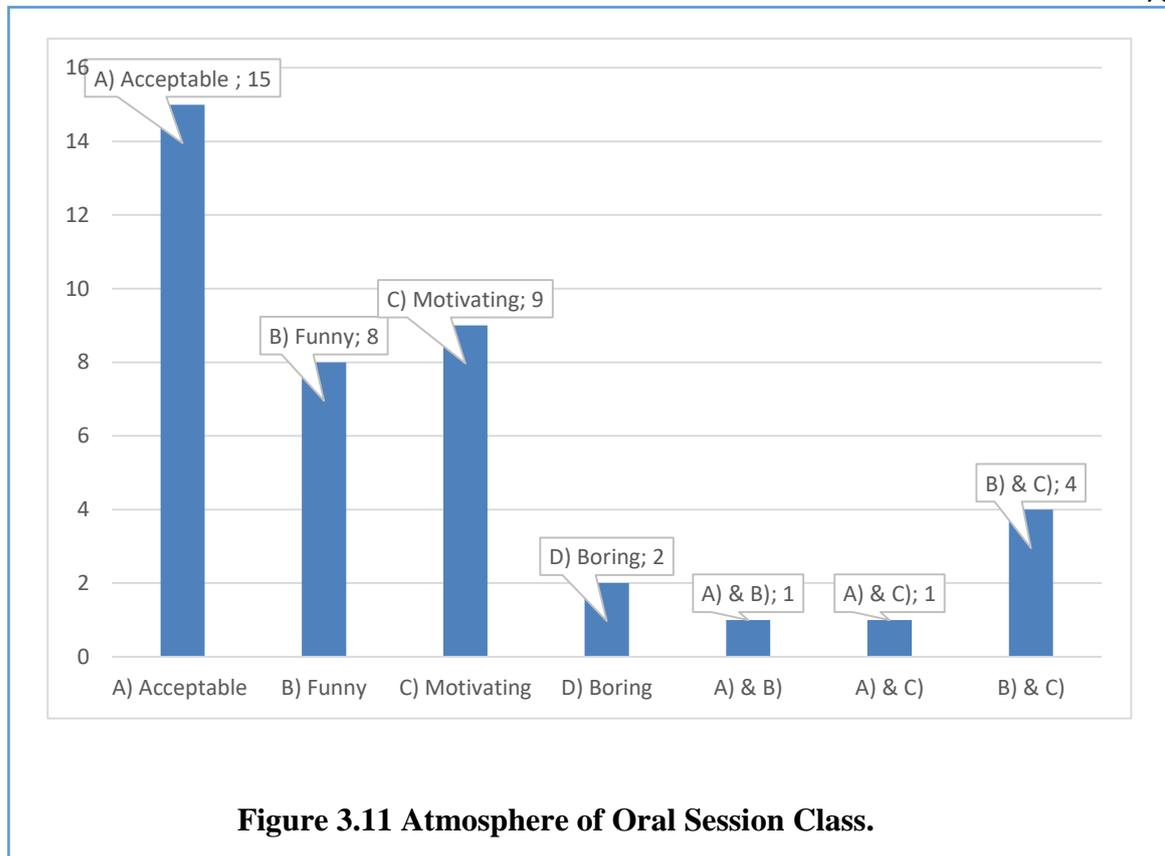
- a) Acceptable b) Funny
 c) Motivating d) Boring

The aim behind this question is to describe the atmosphere during oral session. From table and chart 3.10, the majority of the learners (15) answered positively declaring that the atmosphere of the class friendly and acceptable. While (09) stated that it is motivated. (08) Learners stated that it is funny. Other (04) learners consider it as funny and motivated. However, one learner stated that it is acceptable and funny and another learner consider it as acceptable and motivated. We believe that their answers were due to the good relation that exists between them and their classmates and between them and the teacher.

However, only (02) learners consider it as boring. We assume that they declared so because of the nature of the relation between them and their classmates and especially with their teacher and the kind of activities that he/she often uses.

Question Six	Choice a)	Choice b)	Choice c)	Choice d)	Choices a&b	Choices a & c	Choices b & c
Frequencies %	38%	20%	23%	5%	3%	3%	10%

Table 3.11 Atmosphere of Oral Session Class.



Question seven: Learner's preferable speaking activities

Which activity do you like?

- a) Discussion/dialogues/interviews
- b) Role play
- c) Language games
- d) Communication games
- e) Information-gap games
- f) Story telling
- g) Songs
- h) All of them
- i) None of them

The purpose behind this question is to show the preferred speaking activities for learners. The big amount of answers revealed that learners prefer all the activities (40% of frequencies interpreted the whole important activities) that we provide in our questionnaire. An equal proportion of learners have indicated that these activities discussions/ dialogues / interviews and songs make them motivated to learn speaking. Storytelling is the other activity that learners prefer too, as (6) of them have chosen it among the mentioned ones. Role-plays and communication games are also equal proportion as (2) learners prefer it. Only (2) learners have chosen information - gap activities.

Question Seven	Frequencies %
A)	0%
B)	3%
C)	0%
D)	0%
E)	5%
F)	0%
G)	0%
H)	40%
I)	5%
A-B-C-F	3%
A-B-D	3%
A-B-G-H	3%
A-C-D	3%
A-C-D-F	3%
A-D	3%
A-D-E	3%
A-E	3%
B-C-F	3%
B-C-F-G	3%
B-C-G	5%
B-F	5%
B-F-G	3%
C-F	3%
C-G	3%
D-E	3%
D-G	3%

Table 3.12 Learner's Preferable Speaking Activities.

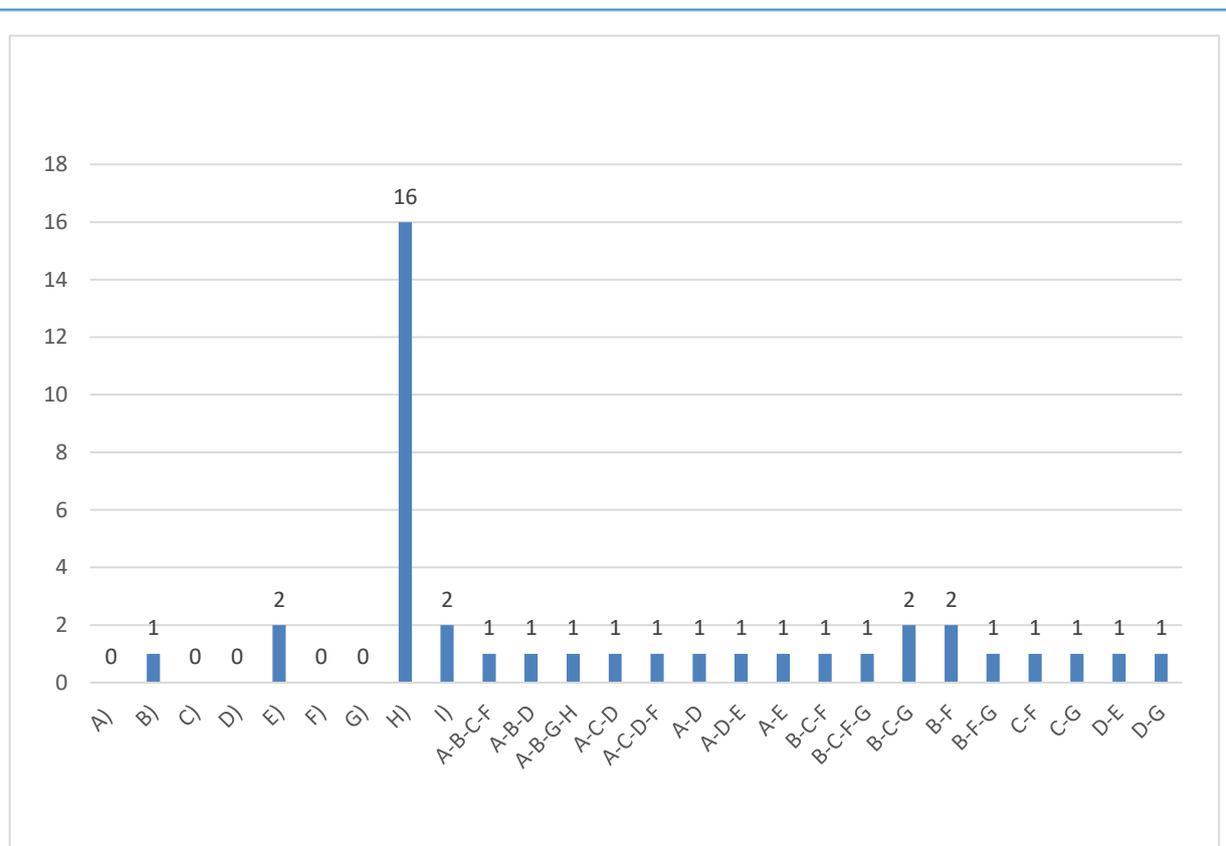


Figure 3.12 Learner's Preferable Speaking Activities.

Section three: Learners' Attitudes towards Task Based Language Teaching.

This section investigates learners' Attitudes towards communicative activities. In (Q1), they were asked about their opinion if all activities which provide by their teacher in oral expression develop the speaking skill and to give some reasons of their choice

In (Q2) the respondents were asked about how they find their teacher as a (controller, guide, prompter, assessor, organizer and planner). Then, in (Q3) they asked about their opinion and to give some suggestions in order to improve their speaking skill in classroom. In the last question (Q4) which consists of two parts, the learners were asked about TBLT as an approach. And to give some justification of their choice.

Question one: Learner's point of view about the activities which is provided by the teacher in oral expression.

According to you, do you think that all activities provided by your teacher in oral expression aim are developing your speaking skill?

a) Yes b)No

The point from this question is to see whether the used activities which are provided by teachers aim to develop their speaking skill. Consequently, the majority of the participants (25) say that all the activities aim to developing the speaking skill, while (12) participants say that not all the activities aim at developing the speaking skill. The rest of participants (03) they don't give their answers.

Question One	Choice a)	Choice b)	No Answer
Frequencies %	63%	30%	8%

Table 3. 13 Learner's Point of View about the Activities

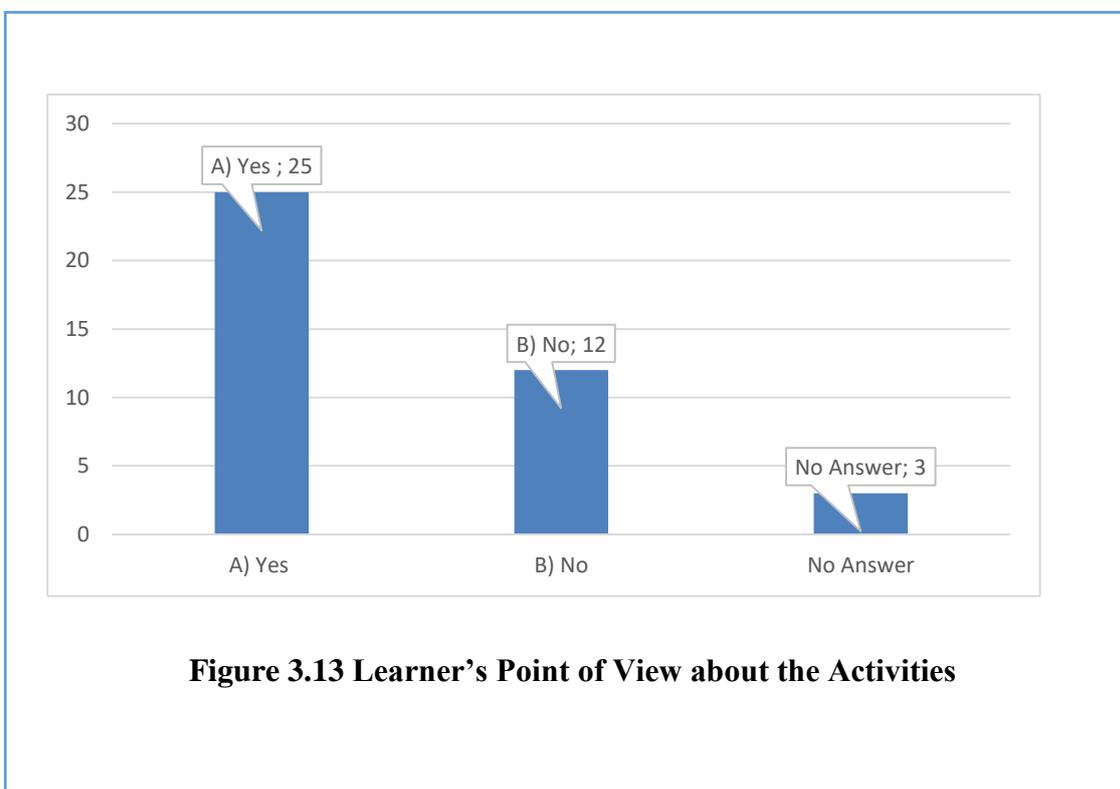


Figure 3.13 Learner's Point of View about the Activities

Below are the justifications:

Options	justification	Respondents	Frequencies %
Yes	<p>1-teachers try their best to involve students in activities</p> <p>2-all activities urge us to participate in the class</p> <p>3- the variety of activities promote learners abilities and performance</p>	25	63 %
No	<p>1-there are activities which aim at developing the other skill</p> <p>2-teachers make combination between the different type of activities which do not aim only in developing speaking skill but grammar rules too.</p>	12	30 %
Non		3	8 %

Table 3.14 Learner's Justifications about the Aim of Activities.

Question two: the role of teacher in classroom

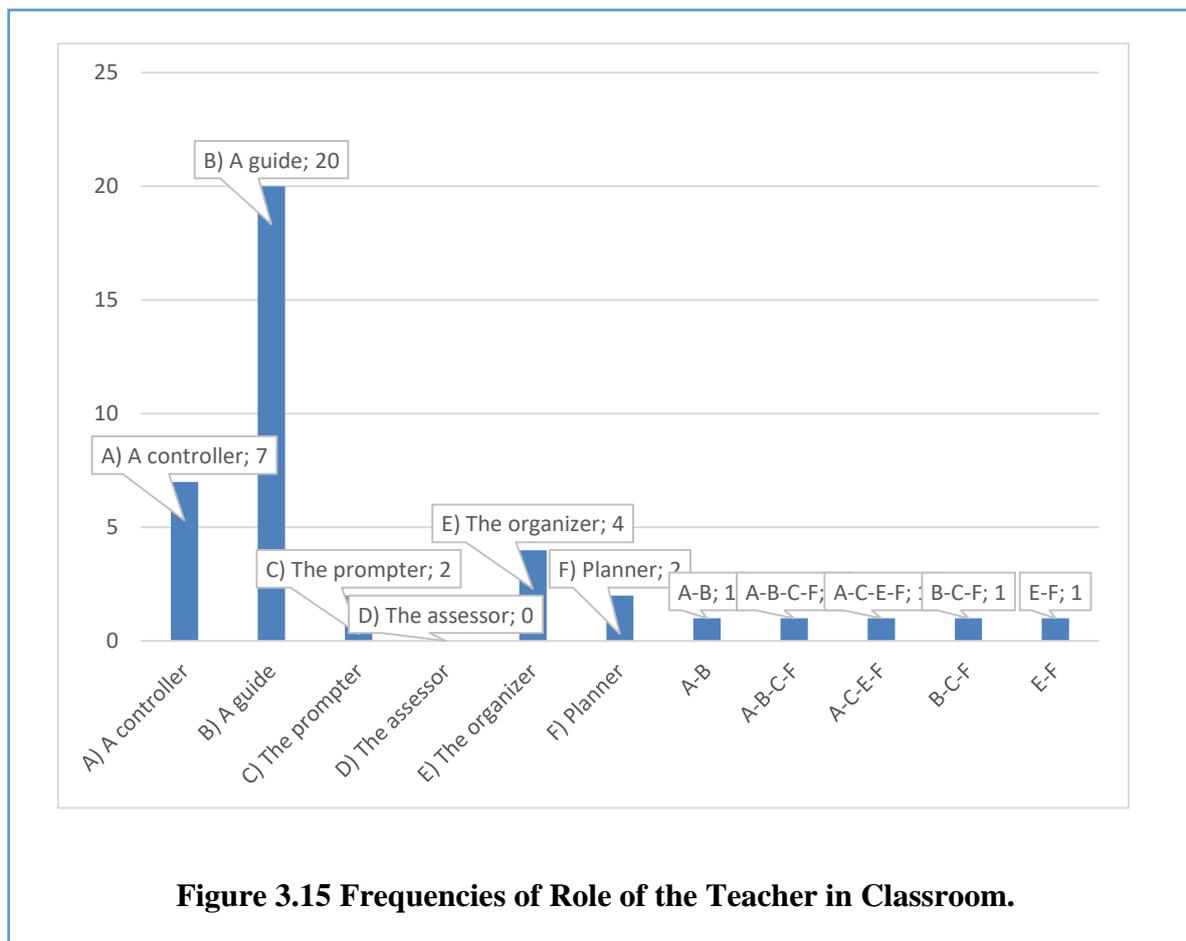
How do you describe your teacher?

- a) A controller
- b) A guide
- c) The prompter
- d) The assessor
- e) The organizer
- f) Planner

The aim behind this question is to know teacher's role in classroom according to learner's point of view. In oral sessions, teachers should be a guides facilitating and directing the learners to learn. But inhibition and communication apprehension. The majority of the learners (50%) describe their teacher as a guide, while (18) describe him/her as a controller. The remaining percentages indicating that the Teacher can have multi-Task roles.

Question Two	Frequencies %
A) A Controller	18%
B) A guide	50%
C) The prompter	5%
D) The assessor	0%
E) The organizer	10%
F) Planner	5%
A-B	3%
A-B-C-F	3%
A-C-E-F	3%
B-C-F	3%
E-F	3%

Table 3.15 Frequencies of Role of the Teacher in Classroom.



Question three : learner's opinion about activities such as role-play and pair work

Do you think that activities such as role-play or pair work help you in developing your speaking skill?

Most learners argue that those type of activities help in developing speaking skill through the discussion with each other on free topics and maybe to get a new information. The second kind of activity (role-play) allows them to speak and performance a dialogue, interview by this kind of activities maybe will make them a good presenting in the future.

Question four: The effectiveness of TBLT in developing speaking skill.

Task based language teaching (TBLT) is an approach which offers learners opportunities to actively engage in communication in order to achieve a goal, so does it affect positively in developing speaking skill?

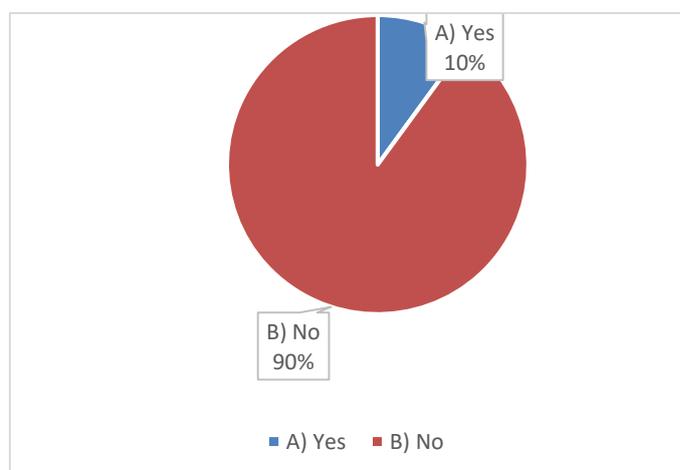
a) Yes b)No

By this question we want to know learners' attitudes towards TBLT. Most learners argue that TBLT approach has a positive role in developing speaking skill. It is an approach based on the idea that the learners are the center of the learning process, it focuses on communication and discussion by engaging learners in a variety of communicative activities. Additionally, when learners perform tasks which are similar to real life contexts, they become more confident and motivated to interact with each other using the target language. However, the majority of learners do not know the TBLT as an approach through their comments.

Question Six	Choice a)	Choice b)
Frequencies %	10%	90%

Table 3.16Learner's Attitudes towards TBLT.

Figure 3.16 Learner's Attitudes Towards TBLT.



3.5.2 Data Interpretation of Learner's Questionnaire

The analysis of the collected data from the learners' questionnaire helped to draw a set of results concerning the improvement of speaking skill and the vital role of Task Based Language Teaching (TBLT).

According to the data analysis, the majority of second year English learners who took part in providing their views to fulfill the questionnaire proposed showed their awareness about the importance of communicative activities to enhance their speaking skill. And from the of questionnaire revealed a part of their attitudes towards communicative activities,. By this means, almost all learners agreed on the importance of such activities like interviews, role-plays, dialogues and gap games information.... etc. help in promoting their communicative speaking and that they are in need for more practice to feel the progress as these activities create a joyful atmosphere and great ambiance in the classroom which make them motivated to learn. This was mostly perceived and cannot left without comment.

In the same context, speaking skill is seen as the most important skill in comparison to the other skills (Listening, Reading, and Writing) as most respondents consider it as a direction to broaden their horizon in foreign language. Hence, they agreed that fluency is necessary to be a language user.

When data are taken together, we deduce that participants have showed indirectly great interest to the Task Based Language Teaching (TBLT) and their answers took the cover on the value of these activities which can successfully lead them to reinforce their speaking skill and achieve different communicative goals.

Last but not least, how can we implement TBLT through communicative activities as they are well known to learners, and learners could not give the right terminology for TBLT as an explicit concept? However, we can say that the learners' questionnaire results revealed that (TBLT) are indeed helpful in oral expression.

3.6 Teacher's Questionnaire

In addition, there has been also a questionnaire designed for teachers which was composed of ten questions, attempting to reveal their points of view about TBLT which aim at developing learners 'speaking skill' and which strategies and activities they use to reinforce this skill. It tries to ask for suggestions they give to a better EFL speaking performance.

3.6.1 Data Analysis of Teacher's Questionnaire

The data collected from the questionnaire are analyzed separately as follows:

Section one: Background Information

Question one: Teachers' experience in teaching oral expression

How long have you been teaching oral expression?

Our aim behind this question to know teachers' experience in teaching oral expression. The answer of this question revealed that all the EFL teachers have been teaching English language between one to five years.

Years	Respondents	Frequencies %
1-5	03	100 %
Total	03	100 %

Table 3.17 Teachers' Experience in Teaching Oral Expression.

Question two: Teachers' prefer modules

Which modules do you find easy to teach?

- a) Oral expression
- b) Phonetics and phonology

Concerning this question, teachers provided with two answers which aim to know which modules they prefer to teach. All teachers prefer to teach the oral expression. While no one selects the phonetics and phonology. For several reasons like oral expression sessions offers learners the opportunity to practice their English and improve the three aspects of language (phonology, semantics and grammar).

Second teacher had commented that a better contact with the learners teaching oral expression and having regular engaging and thought problem conversations with the learners. The last teacher says that in oral expression session, can diagnose the hidden difficulties, be it in pronunciation, fluency, grammar and the make learners participate in overcoming them through different tasks.

Section two: Teaching Speaking

Question one: The frequency of learners' participation.

How do your learners participate in the “oral expression”?

Options	Respondents	Frequencies %
a)Frequently	2	66.66 %
b)Sometimes	1	33.33 %
c)Rarely	0	0 %
d)Never	0	0 %
Total	3	100 %

Table 3.18 The Frequency of Learners' Participation

The aim of this question is to discover the frequency of learners' participation. As we notice from the teachers answers as per table 3.19 that majority of learners (02) do participate frequently. (01) Learner does participate sometimes in oral expression.

Others alternative that increase their oral performance which were provided by teachers

As the research required taking notes and comments of our teachers, so the following notes have been considered as suggestions and alternatives that increase the oral performance for EFL learners:

- Rise their awareness of the mistakes that are considered serious while speaking in English. Later on, provide the necessary training under favorable condition.
- Many learners are adopted in oral presentations, group work activities, games, listening tasks.....
- Listening comprehension: to native English songs, radio programs, BBC videos and creativity such as picture interpretations, imagining dialogues.

Question two: Creating good atmosphere in oral class motivates learners to participate.

Do you think that creating or making a good atmosphere in the oral class motivates learners to participate better in oral classes?

This question seeks information about whether teachers create a comfortable atmosphere in the oral class. And as we notice that all teachers say that they create a good atmosphere in the oral class.

Question three: characteristics of oral production.

Among the following characteristics of oral production, which ones do you focus on more in the classroom?

Options	Participants	Frequencies %
Fluency	01	33.33 %
Accuracy	00	00 %
Both	02	66.66 %
Total	03	100 %

Table 3.19 The Characteristics of Oral Production.

This question aims at investigating which characteristics of oral production the teacher relies on in teaching speaking, and from the table above we notice that the majority of teachers (02) focus on both fluency and accuracy. Whereas only (01) participant focus on fluency in their classes.

The explanation of this case regarding the characteristics of oral production

Comment one: Since our students are very less exposed to English in its academic form, it is the teacher's task to help them see instances of misunderstanding and miscommunications when they lack fluency and accuracy.

Comment two: Both fluency and accuracy are important aspects to improve speaking oral skill. While accuracy reflects learner's ling competence, fluency is important part of learners' performance

Comment three: My first objective is to help them overcome the psychological barrier (anxiety, fear, low self-esteem, shyness) that sub consciously prevents them from uttering their opinions in class. So fluency first, then comes accuracy.

Question four: Challenges in teaching speaking in large classes.

What are the challenges in teaching speaking in large classes?

The question aimed to investigate on what makes teaching speaking difficulties for some teachers. As the question provided by teachers, here are some comments and notes from them.

Comment one: Mainly giving individual opportunities for learners to fully express themselves (time restrictions Vs learners' number).

Comment two: There are two types of challenges. The first is concerned with learners' language problems. However, the second type accounts for psychological problem like self-confidence, shyness.

Section three: Teachers' Attitudes towards using TBLT in Teaching Speaking

Question one: The skill that teachers rely on in teaching Oral expression

Do you rely on listening skill to teach learners oral expression? With justification

The main aim of this question is that speaking skill is based on listening skill. So (02) teachers had answered that to have good speaker, you should be listen to native speakers and the tow skill are much complete each other,

Meanwhile, one teacher had made a comment on the lack of materials that can be on instrument to improve the oral expression.

Question two and four: The effectiveness of using TBLT to teach oral expression

Through those two questions, we want to know if TBLT is implemented in the field of teaching oral expression. As a result, teachers showed that they support the use of TBLT which offers learners the opportunity to participate in different activities.

Moreover, TBLT can help learners to be self-confident and to overcome their fears while speaking. Finally, all teachers agreed that TBLT is more effective in teaching and developing speaking skill because

- It helps foreign learners to learn faster and easier.
- It helps them take part in all the activities and regain confidence in themselves.
- It positions the learners in the frontline make them an active participant in the process of learning.

Question three: Teachers' role in the classroom

In the TBLT oral classes, the teacher is mostly a:

Options	Participants	Frequencies %
Controller	00	00 %
Guide	01	33.33 %
Assistant	01	33.33 %
Facilitator	01	33.33 %
Total	03	100 %

Table 3.20 Teachers' Role in the Classroom.

By this question, we aim to know teacher's role in classroom. We conclude that all the teachers of our sample prefer to be a guide or assistant and facilitator to direct the learners to learn rather than a controller who do nothing.

3.6.2 Data Interpretation of Teacher's Questionnaire

As far as the teacher's questionnaire interpretation is concerned, the answers revealed that the majority of EFL teacher's agreed that speaking skill is considered to occupy the lion's part in EFL learning process. Hence, it helps the learner to be a good user of English language. Moreover, they all stated similar points which show the importance of TBLT in EFL learning process but all responses are of same line of thought. The assessment of teachers is based on less than 05 years in teaching oral expression, according to questionnaire responses.

It is considerable to state that the interpretation of this questionnaire reflects the image of teachers' awareness about difficulties of students when communicating and the deep consciousness towards the obstacles when using EFL during classroom lessons.

In addition, responses revealed that teachers are aware to a large extent about the strategic competence of their learners. Needless to recall that the long and fruitful experience of EFL teachers provides us with precious suggestions to improve the speaking skill in EFL learning process via: listening skill and the use of technology material.

The majority of teachers are experienced in teaching English and know how to stimulate their learners to participate via creating friendly encouraging atmosphere. Furthermore, most teachers do focus on both aspects of oral production; fluency and accuracy because they see that they are complementary. From the findings, we have realized that the majority of them face difficulties in teaching speaking since it is very demanding. The collected answers show that most teachers are actually applying some principles of TBLT in their classes, they agree that practicing listening and speaking simultaneously makes perfect speakers, and they prefer to use the communicative tasks by acting as guides and facilitators but not controllers. The positive results of teacher' questionnaire affirmed that TBLT is effective in teaching and developing learners' speaking skill.

3.7. Discussion of the Main Results

Since the English Language acts as a “lingua franca”, much emphasis is placed on enhancing the speaking skill in EFL learning process. That enables them to function appropriately in the target situation. Therefore, educators attempt to find the most efficient ways to make this improvement happen with the knowledge needed to achieve effective communication.

On the one hand, learners have shown their awareness about the importance of speaking skill according to the data collected from the questionnaire addressed to respondents. In addition, they are mindful about the prominent role of TBLT in reinforcing their oral proficiency. In this regard, learners claim that more practice should take place in Oral Production module to overcome their speaking problems by devoting more time and implementing more activities.

On the other hand, the results of the questionnaire addressed to teachers have shown also their agreement that speaking skill is of great importance in EFL learning, it is a tiresome process which requires much time. Similarly, assessing TBLT is seen to be beneficial in enhancing the speaking skill. Yet, using new trends and techniques in teaching oral production may help both teachers and learners to achieve the desired goal of being fluent in the English Language. Therefore, multiple activities lead to successful teaching.

All the previously mentioned findings strengthened more the background ideas of this research work. They seem to confirm the two hypothesis which assume the enhance of learners’ speaking skill through effective communicative activities. Also, the satisfaction and positive attitudes of EFL learners towards the implementation of this approach in learning process.

3.8. Suggestions and Recommendations

Foreign Language Teaching is not merely a process of transforming knowledge, but rather a process which creates situations where learners interact and express their thoughts using the target language. That is to say, learning a foreign language is to speak and to communicate in that language. So, on the basis of the present research finding, we suggest that:

- TBLT shouldn't stand as a mere definition widely known by university learners and scholars, but be thoroughly applied in EFL milieus.
- Teachers should involve TBLT approach more often, especially in the oral production class. For example how to sequence tasks, how to design tasks.
- Due to time limitations, teachers and learners can extend oral activities to be practiced outside the classroom that way tasks would be more natural.
- Train the trainer. EFL teachers should be trained to imply TBLT in language classes, and be monitored for a successful learning experience.
- International Certification such as Cambridge ESOL is crucial and ought to be encouraged for teachers to have a wider view about TBLT.

In addition, we recommend teachers

- Cooperation in work, appropriate communicative activities, authentic tasks and shared knowledge to make a rich environment in Oral Production classes which encourage learners with all levels to progress.
- It is advisable for teachers to include all learners in every speaking activity aiming at testing different ways from learners' participation.

- It is preferable for teachers to reduce their talk time (TTT) in order to increase speaking time of learners (SST). This will help learners to progress and teachers to observe and analyze possible ways to enhance speaking.
- Self-evaluation is very important so that learners can know their gaps and try to progress. Teachers need to encourage students talk inside the classroom to be exclusively in English by using a variety of tasks and take learners to the real station in order to make them more comfortable.

This process can be a long journey which start at classroom where learners can take a lot of practice, motivation to speak and self-confidence. The readiness of learners to improve and think outside of the box and the awareness of teachers about the educational environment is a good mixture which may reinforce students 'skills and achieve almost all the communicative goals.

3.9. Conclusion

The present study reveals that both learners and teachers are aware of the important of using TBLT in oral expression and its impact on learner's capacities. In this chapter two questionnaires have been used as a research tool to collect and analyze data. It also provides some recommendations on how to improve learners' speaking skill among second year level at English department in Bouzareah University. It reflects the teacher's readiness of teaching and assessing oral production activities. The data analysis clears up the positive attitudes of learners towards TBLT too. Though second year learners face some problems in expression, they still have a full wish to overcome these difficulties with an inspiration from their teachers.

General Conclusion

General Conclusion

Although mostly applied in Algerian Universities in general and Bouzereah University in particular, TBLT has led to some tremendous change in the way professionals perceive TEFL. Even for those who would still advocate for more classical styles of teaching, they are demonstrating readings to embrace this approach. Nevertheless, such a modern way has its own limitations and pitfalls that have been encountered while conducting this piece of research. Examples may include, ongoing strikes that affected most colleges and universities and the mindset of learners within this period coincided with exams and tests.

Any achievement has once been a living idea in someone's mind, this can draw us back to our hypotheses prior conducting this piece of research. We assumed that TBLT strengthens the application of a natural learning process and enables a much more communicative approach to develop oral skills among LMD 2nd year English learners through the administration of tasks and monitoring them along the course.

The results had no other way around to disconfirm the hypotheses. Indeed, findings as shown in chapter three consolidate the assumption. Learners enjoy learning by doing, they felt comfortable with a hands-on class and have been able to reach the production skill, speaking, even with a short period of time. For the record this piece of research doesn't imply reaching results at all levels of fluency and accuracy, as grammar errors and mispronunciation can still be visible. However a predominant atmosphere of motivation and more enthusiasm are highly present and would be easily felt.

TBLT has been the primary focus of many scholars since its emergence in the late 1980s, up to now it is still being applied in many language institutions to overcome the lack in TEFL. As far as Algerian Universities are concerned with developing and implementing

TBLT in their curricula of ELT, this could be further reinforced and broaden departments such as engineering, technical or business as their need to communicate is often time urgent and uses rather oral production than written communication skills

The current work was motivated by our personal desire to learn about how to teach and improve English speaking skill to second year English learners. Thus, the main objective of this investigation is to exhibit adequate understanding of the importance of using TBLT as An approach to improve the speaking skill of second year learners. In addition, the study concerns also the existing relationship between the speaking skill and successful communication.

In this vein, the work has been taped in two parts. The first part was about the literature review of teaching the speaking skill, whereas the second part is the practical one of this extended essay. It embodied the data collected from the questionnaires and its analysis in an attempt to provide constituents that help increasing both teacher's and learner's awareness on a very important issue in the FLL process.

From another perspective, the field of research in the first and second chapter which is contemplated as the most prominent phase embodies sample of questions that focused on learners' own opinions and attitudes towards enhancing the English speaking skill through TBLT. Moreover, it elicits the teacher's views regarding teaching speaking skill and the importance of TBLT in teaching-learning process. Thus, questionnaires transcripts are analyzed to determine similarities and differences in informant's perspectives, and issues warranting further attention. Through this study, we deduced the general idea on the way of the EFL learners view the learning speaking skill.

Finally, we end this dissertation by customizing the most considerable suggestions that we find helpful for learners as well as teachers in the foreign oral language classroom, to better discover some of the speaking activities, namely learners to be fluent. The suggestions

which should be followed in all circumstances so as to motivate the learners and progress, is maintaining nice atmosphere, encouragement and giving a chance to everyone to experience their own success and achieve their best.

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Appendices

Appendix 1

Learner's Questionnaire

Q6- Do you feel motivated that you are studying English.

- a) Yes b) No

Q7- Does your level enable you to express yourself orally?

- a) Yes b) No

Q8- If your answer is NO to Qs 6 and 7, is that because:

- a) You have other interests and expectations
b) You have a negative attitude towards the speaking skill

Section Two: Learner’s Perceptions and Attitudes towards the Speaking Skill.

Q1-What is the most important skill that you want to develop?

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

Q2 – Do you agree with this statement: “*in order to learn the language you have to speak it*”?

- a) Strongly agree c) Disagree
b) Agree d) Strongly disagree

Q3- Do you feel comfortable in oral expression session?

- a) Yes b) No

Q4- How do you participate in the oral session?

- a) Always c) Often
b) Sometimes d) Rarely

Justify your answer

.....

.....

.....

Q2-How do you describe your teacher?

- a) A controller
- b) A guide
- c) The prompter
- d) The assessor
- e) The organizer
- f) Planner

Q 3-Do you think that activities such as role-play or pair work helps you in developing your speaking skill?

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Q4- Task Based Language Teaching (TBLT) is an approach which offers learners opportunities to actively engage in communication in order to achieve a goal, so does it effect positively in developing speaking skill?

- a) Yes
- b) No

If yes, justify how?

.....

.....

.....

Thank you

Appendix 2

Teachers'

Questionnaire

Teachers' Questionnaire

Dear teachers,

We are investigating in the area of the speaking skill by using Task Based Language Teaching (TBLT). You are kindly invited to answer our questionnaire, which aims at developing students' speaking skill through TBLT.

Please, tick (✓) the corresponding box and provide full answers whenever necessary.

Miss Laabassia MEROUANI

Master II degree

Section one: Background Information.

Q1: How long have you been teaching oral expression?

.....year(s).

Q2: Which modules do you find easy to teach?

a) Oral expression

b) Phonetics and phonology

In case you select oral expression, please provide more details (which way you find it easy)

.....

.....

.....

Section two: Teaching Speaking

Q1: How do your learners participate in the “oral expression”?

- a) Frequently
- b) Sometimes
- c) Rarely
- d) Never

Are there any alternatives you attempted to increase their oral performance, please list some examples?

.....

.....

.....

Q2: Do you think that creating or making a good atmosphere in the oral class motivates learners to participate better in oral classes?

- a) Yes
- b) No

Q3: Among the following characteristics of oral production, which ones do you focus on more in the classroom?

- a) Fluency
- b) Accuracy
- c) Both

Please, explain why?

.....

.....

Q4: What are the challenges in teaching speaking in large classes?

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

Section three: Teachers' Attitudes towards using TBLT in Teaching Speaking.

Q1: Do you rely on listening skill to teach learners oral expression?

- a) Yes b) No

Justify your answer or provide alternative?

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

Q2: Being a teacher at the English division (department), have you ever used TBLT to teach oral expression?

- a) Yes b) No

If yes, in which way it helps you to develop learners' speaking skill.

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

Q3: In the TBLT oral classes, the teacher is mostly a:

- a) Controller
- b) Guide
- c) Assistant
- d) Facilitator

Q4: Do you think that Task Based Language Teaching (TBLT) is effective in teaching and developing speaking skill?

- a) Yes
- b) No

Why?

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.....

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Thank you