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Developing the Students' Speaking Skill through Communicative Language Teaching

Case study: Second year LMD Students of English at Mohamed Khieder Biskra University.

Dissertation submitted in partial fulfillment of the requirements for the Master Degree in Science of the Language.

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Dedication

I dedicate this work to

My dearest parents

My brother Islam

My lovely sisters Zahra, Amel, Souad, Chaimaa

All my friends

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After my thanks to Allah, the almighty, for granting me the energy and power to continue my efforts to prepare this work.

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Abstract

This current study aims to investigate the development of the students' speaking skill through the use of communicative language teaching approach (CLT). The main problem underlying this work is that many students are unable to carry on a spontaneous communication using the target language. The main cause behind this problem is the traditional methods that are followed by many teachers to teach speaking skill which focus on teaching a set of grammatical rules. To carry out this research and confirm this hypothesis, if teachers use communicative language teaching approach the students' speaking skill will be enhanced Two questionnaire are administered, one for teachers of oral expression and another for the second year students at the Department of English at university of Biskra to identify and explore their attitudes about the speaking skill and the communicative approach. The data collected of this study shows that the communicative language teaching is a very effective method to develop students speaking skill. Finally this study aims at suggesting some strategies, techniques and procedures that may help teachers to teach speaking skill.

List of abbreviations

CLT: Communicative language teaching

CA: Communicative approach

TL: Target language

EFL: English as foreign language

TEFL: Teaching English as a foreign language

LMD: License Master Doctorate

***%*:** Percentage

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General introduction

Speaking skill is a crucial part of foreign language teaching and learning. This actually shows the great importance of this skill on foreign language classes. Through speaking we can share our ideas and thoughts with other people; in that way a smooth interaction between People can take place.

Teachers of English may experience the same situation in which students are unwilling to speak .there are of course many factors causing this problem, such as; luck of confidence; luck of vocabulary and others say that the topic of conversation is not interesting.

Different language teaching methods have been introduced in order to improve the quality of teaching and learning and achieve the desire impact on students. Among these methods: communicative language teaching (CLT) or communicative approach which has been widely accepted as an effective way of teaching language in English foreign language contexts.

The main principle of this approach is that language learning emphasizes learning to communicate as opposed to the traditional approaches which focus on learning a set of grammatical rules and structures. Many teachers agree that CLT is the best method to obtain and to implement in their classrooms to impose the learners in real life activities and pure communication.

In this study we are going to investigate how the communicative approach affects and develop the students' speaking skill and in what ways can CLT overcome the student's problems in the speaking skill.

1) Statement of the problem

The main purpose of learning language is to communicate with native speakers, but the common teaching methods that are adopted by many teachers are traditional ones which focus on teaching a set of grammatical rules.

This kind of teaching method emphasizes the reading and writing rather than speaking. Teachers try to impart the knowledge of language to learners and learners at the same time earnestly drink in everything that is different from their mother tongue. Applied linguists have introduced the communicative approach in the 1970 and its main principle to enable EFL students to communicate in the target language fluently and freely

In the present study at the department of English at university of Biskra; we are going to investigate the effect of CLT on students' speaking skill and how it works to improve the learner's oral performance.

2) Significance of the study

This study is important as it investigates the improvement of the students speaking skill by using communicative language teaching .it may provide EFL teachers with a specific language teaching procedures which they can use in their classrooms to enhance learners' oral performance ,and to encourage students to maximize their capability by using English orally.

3) The aim of the study

Through this research, we aim at investigating whether teaching the speaking skill by using communicative language teaching approach is effective to overcome the students' problems in speaking skill, Moreover; to describe what teachers should do in applying the CLT in the classroom in teaching activity and to analyse the benefits of using CLT in teaching learning process for the teacher and students.

4)   Research question

The main questions of this study are:
1) What are the students' problems in the speaking skill?
2) Is teaching the speaking skill by using communicative language teaching effective to overcome students' speaking difficulties?
3) In what ways does a communicative language teaching lead student to perform better orally?

5) Hypothesis

In this research our assumption is:

If teachers use communicative language teaching; this will enhance the students speaking skill

6) Key terms

Communicative language teaching (CLT); communicative competence; speaking skill

7) Methodology

In this study we are going to follow the descriptive research as it fits the outlined objectives; it aims to describe tow variables, communicative language teaching as the independent variable, and its role in improving the students' speaking skill as the dependent variable. The quantitative method suits our study since it permits a close examination of the CLT approach which helps students to enhance their speaking skill.

7.1. The population

It is defined that the population of research is all the members of research object to which the result of the research will be generalized. The population will be the 2nd year LMD students of English at Biskra University.

7.1.1. The students

Second year students of English at the University of Biskra are the whole population; we will deal with thirty (30) students out of the total population about 542 students divided into twelve (12) groups.

7.1.2. The teachers

Teachers at the University of Biskra are the total population; we will deal with the sample of ten (10) teachers. They will be selected randomly from the whole population of about seventy (70) teachers.

7.2. Data gathering tools

In order to ensure our findings and reach our objective from this study we will use one main tool: Questionnaires

The questionnaires will be administered to the 2nd year students at the department of English in order to investigate their influence about CLT method and if this method help them to communicate and improve their speaking skill.

The second questionnaire will be directed to the teachers of oral expression at the Department of English as they have been exposed to various teaching approaches, In order to examine their views and attitudes about communicative language teaching.

7.1.   Structure of the study

This current dissertation consists of three chapters; the first two chapters dealt with the literature review and the third chapter is devoted to the field work. It starts with the general introduction which deals with the statement of the problem and research questions. It includes also the significance of the study, hypothesis and the methodology of the research.

The first chapter deals with the communicative approach. We have tackled the main methods prior to the communicative language teaching and the history of CLT approach besides to its main principles and the main communicative activities.

The second chapter is dealt with the nature of speaking skill and the main challenges that face EFL learners in their learning process besides to the different activities used to teach speaking skill

The third chapter is devoted to the investigation of the obtained results we have also dealt with the research tools (questionnaires) and we have described the questionnaires' design, research findings and we have provided some suggestions and recommendations

Chapter one

Communicative Language Teaching

Introduction

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Introduction

Over the past few decades, many language teaching methods have been introduced in order to improve the quality of teaching and learning process. Some methods see language as a set of grammar and vocabulary; others identify the language as an abstract set of semantic, syntactic and lexical feature and others see it like a concepts and norms, Moreover, ELT methods before the emergence of CLT can be classified into traditional, such as; the Audio lingual method, the grammar translation method and precommunication methods, such as; total physical response and the natural approach.

In this chapter, we will shed some light on the main approaches and methods which appeared in the twentieth century prior to communicative language teaching, in order to facilitate teaching and learning. Moreover; we are going to tackle the history of communicative language teaching, its main principles and the main communicative activities that are used in the classroom as it is our main concern.

1. Definition of The Terms: Approach, Method, Technique

First of all, we should state some definition of the terms approach, method and technique. According to Harmer approach refers to "theories about the nature of language and language learning that serves as the source of practice and principle in language teaching" *(*2001: 17, in Richard and Rodgers, 1986: 16). However, a "Method" according to harmer is "the practical realization of an approach it includes various techniques and procedures" (ibid: 17). Brown defines techniques as "any of a wide variety of exercises activities or tasks used in the language classroom for realization lesson objectives" (ibid: 16)

2. Methods of English Language Teaching Prior to The Communicative Approach

2. 1 The Grammar Translation Method

The grammar translation method of foreign language teaching is one of the most traditional methods dating back to the late nineteenth and early twentieth centuries. It appeared as opposed to the classical method of Latin and Greek. (Brown, 2000: 18). The main focus of this method is "grammatical rules as the basis for translating from the

second to the native language". (ibid: 18) According to (Prator and Celce Murcia, 1979 cited in Brown, 2000: 3) the main principles of this method are:

1. Classes are taught in the mother tongue, with little active use of the target language.
2. Much vocabulary is taught in the form of lists of isolated words
3. Often the only drills are exercises in translating disconnected sentences from the target language into the mother tongue
4. Elaborate explanation of grammar are always provided
5. Little or no attention is given to pronunciation

2.2. The Direct Method

The direct method is a new method which appeared, since many problems had faced the grammar translation method which started to encounter foreign language learners. This method started to be known and practiced at the turn of the twentieth century. (Harmer, 2001: 21). The main premise of this method is that second language should be taught and learnt in the same way as in the first language learning, the use of interaction and communication between students and neglect or put away translation between 1st and 2nd language.(ibid: 21).

According to Richard and Roger (1989: 9 -10) the main principles of the direct method are summarized as follows:

1. Classroom instruction was conducted exclusively in the target language
2. Only everyday vocabulary and sentences were taught
3. Oral communication skills were built up in a carefully traded progression, organized around question and answer exchanges between teachers and students in small intensive classes.
4. Grammar was taught inductively
5. New teaching points were taught modelling and practice
6. Concrete vocabulary was taught through demonstration objects and pictures, abstract vocabulary was taught by association of ideas
7. Both speech and listening comprehension were taught
8. Concrete pronunciation and grammar were emphasized

2.3. The Audio_ Lingual Method

The Audio-lingual method was influenced by Behaviourism and it's stressed the habit formation as the main process of learning (Harmer, 2001:79).Some behaviours of learners could be trained through a system of reinforcement, the correct behaviours would receive positive feedback 'reward' in the other hand the incorrect behaviour would receive negative feedback, Moreover; the main focus of this method is on using drills to form this habit. (ibid: 79). The main characteristics of this method are:

1. Dependence on mimicry and memorization of set of phrases
2. Teaching structural patterns by means of repetitive drills
3. No grammatical explanation
4. Use of types and visual aids
5. Immediate reinforcements of correct responses

(Richard and Rodgers, 2001: 156,157).

2.4. Total Physical Response

The total physical response is a language teaching method which focuses on physical action in teaching the foreign language. It appeared in 1977 by its founder James Asher .According to Brown (2000: 30). The main characteristic of this approach are:

1. Focus on the listening skill more than speaking skill.
2. Utilize the imperative mood such as; open the window, close the door
3. Focus on the meaning more than the form
4. Reduce learning stress.

2.4. Suggestopedia

Suggestopedia is a method of teaching that was produced by the Bulgarian psychologist educator Georgi Lozanov. This method emphasizes that:

"the human brain could process great quantities of material if given the right condition for learning, among which are a state of relaxation and giving over the control to the teacher".(Brown, 2000:27).

Foreign learners; as Lozanov suggests, could learn better if they are given the right atmosphere. Such as, the decoration, furniture and arrangement of the classroom. The use of music and yoga exercises, the meditative relaxation. All these features influence students to achieve better. (Richard and Rodgers, 1982: 142).

2.6 The Silent Way

The silent way method was established by Caled Gattegno. This method is quite similar to suggestopedia; it emphasizes the cognitive aspect then the affective one. (Brown, 2000: 28).

Richard and Rodgers (1986:99) summarized the theory of learning behind the silent way as follows:

1. Learning is facilitated if the learner discovers or creates rather than remembers and repeats what is to be learnt
2. Learning is facilitated by accompanying/ mediating physical objects
3. Learning is facilitated by problem solving involving the material to be learned

2.7. The Natural Approach

It is a theory of second language acquisition proposed by Krashan and Terrell 1983, the main concern of this approach is on the comprehensible input which means that the teacher should provide comprehensible input to the learners so the acquisition can take place. In the natural approach students should follow three main stages:
a) The preproduction stage: in this stage foreign learners develop their speaking skill
b) Early production stage: in this stage the students straggle with language and teachers should focus on the meaning not the form; the teacher should not correct errors in this stage.
c) The speech emergent stage: in this stage student develop their speaking skill and their speech by involving them in role plays, dialogue...(Brown, 2000:31)

Although they were introduced in order to help learners to communicate effectively using the target language, most of the previous methods fail to fulfil this goal. Some educators and linguists began to feel that students were at "a loss to communicate in the culture of the language studied". (Galloway, 1993: 1). "Despite years of language

instruction." (Taylor, 1983:69). Because of the ineffectiveness of these methods, the communicative approach came into existence to be the most successful innovative approaches in the history of ELT and its main goal is to develop learners' communicative competence.

3. The History of Communicative Language Teaching

If we return back to the history of communicative language teaching we find that it started developing in Great Britain in 1960s as an alternative method to the earlier structural methods when applied linguistics began to question the assumption undelaying the situational language teaching.(Richard and Rodgers, 2001: 153) and it was partly in response to Chomsky's (1965) criticism of structural theories and British functional linguists such as Firth and Holliday, as well as American sociolinguists such as Hymes, Labrov (Brumfit, 1984 :24_25) .

Actually; communicative language teaching mainly has been influenced by the American sociolinguists Hymes. He introduced the term communicative competence which was based on the two Chomsky's notions **competence** and **performance.** According to Brown (2007: 35) competence is "a non-observable ability to do something, to perform something". Moreover; Widdowson (1978: 26) defines competence as knowledge of how to recognize and to use sentences for the performance of communicative acts.

4. What Is Communicative Competence

As it mentioned before, Dell Hymes introduced "communicative competence" on the basis of Chomsky's notions competence and performance, He believed that second language acquisition, to acquire a language, learners should go beyond the language rules, but also how to communicate using those rules, he stated that *"communicative competence is the aspect of our competence that enables us to convey and interpret messages and negotiate meanings interpersonally within specific contexts"* (Brown,2007:219)

Hymes stated that the speaker needs to communicate the language and to be able to use it according to the sociocultural environment. This means that the speaker of foreign language should use the language in a specific context. This idea interpreted by Bachman into communicative language ability. (Bachman 1990; in Hedge 2000: 44_46) .Canale and Swain (1980) and Savignon (2000) conceived communicative competence in terms of four

components: grammatical competence, discourse competence, sociocultural competence, and strategic competence. (Savignon, 2001 in Celce-Murcia, 2001: 17).
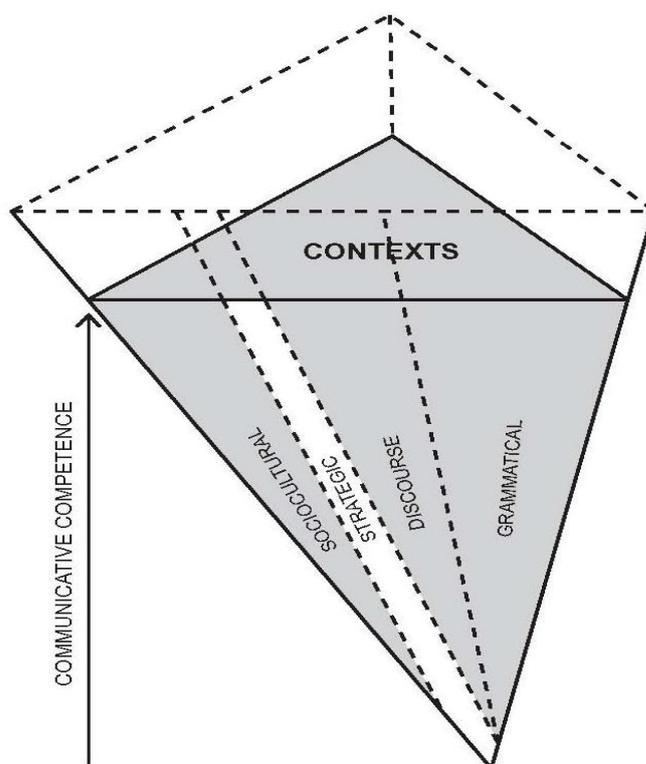
Figure 1: Components of Communicative Competence

4.1. Grammatical Competence: Brown states that the grammatical competence "encompasses knowledge of lexical items and rules of morphology, syntax, sentence grammar, semantics and phonology" (Brown, 2007; in Canale and swain, 1980: 29).In other words; the ability of students' to produce accurately structured comprehensible utterances.

4.2. Sociolinguistic Competence: it helps the speakers to be "contextually appropriately" (Hedge, 2000:50). This means to use socio cultural messages in meaningful ways.

4.3. Discourse Competence: According to Brown (2007:220) discourses competence "the ability to connect sentences …and to form meaningful whole out of a series utterances*"* In other words; the speaker's ability to shape and communicate purposely using cohesion and coherence.

4.4. Strategic Competence: for Canale and Swain strategic competence it is "how to cope in an authentic communicative situation and how to keep the communicative channel open" (Canale and Swain, 1980; in Hedge 2000:53) in other words, the learners' ability to enhance the effectiveness of communication.

5. Principles of Communicative Language Teaching

The main characteristics of communicative language teaching are identified by Brown (2000: 46) as:

1. Classroom goals are focused on all of the components (grammatical, discourse, functional, sociolinguistic, and strategy) .of communicative competence; In other words; students should not only learn the grammatical rules and memorize vocabulary but also know how to use them in a given situation.

2. Language techniques are designed to engage learners in the pragmatic, authentic, functional use of language for meaningful purposes, organizational language forms are not the central focus but rather aspects of language that enable the learner meaningfully engaged in language use. In other words; the different activities or tasks which are used in the classrooms to help students to use the language for meaningful purposes.

3. Fluency and accuracy are seen as complementary principles underlying communicative techniques. At times fluency may have to take on more important than accuracy in order to keep learners meaningfully engaged in language use. In other words; teachers focus more on fluency since the primary goal of CLT is getting students to communicate meaningfully

4. Students in a communicative class ultimately have to use the language productively and receptively in unrehearsed contexts outside the classroom; classroom tasks must therefore equip students with the skill necessary for communication those contexts. In other words students must be provided with the important skills needed to communicate in real world context

5. Students are given opportunities to focus on their own learning process through an understanding of their awn styles of learning and through the development of appropriate strategies for autonomous learning.

6. The role of the teacher is that of a facilitator and a guide

These characteristics show the main focus of communicative language teaching. To sum up; CLT enables students to communicate in the foreign language using the different types of communicative competence. However; the language techniques encourage them to use the target language in different situations. In addition; communicative language teaching pays less attention to accuracy (the degree to which learners use target language is

remarkably free of errors, students errors are tolerated into some extent since it focuses more on meaning and fluency which helps students to communicate spontaneously, finally the teacher in CLT approach is a facilitator not a controller.

6. Types of Communicative Language Teaching Frame Work

6. 1. Learner Cantered Instruction

Learner cantered instruction is cantered on the learner that is to say; the emphasis is on students initiative and interaction. Learner centred instruction always refers to curricula as well as specifies techniques and it is contrasted with teacher centred and it includes the following:

- Techniques that focus on or account for learners needs styles and goals
- Techniques that give some control to the students. (group work, or strategy training)
- Curricula that includes the consulation and input of students and that do not presupposed objectives in advance
- Techniques that allow for students creativity and innovation
- Techniques that enhance students sense of competence and self-worth

(Brown, 2000: 47).

6. 2. Cooperative and Collaborative Learning

Cooperative learning is an instructional device that teachers use to enhance communication among learners since it engage them to work to gather in pairs and groups .Carter (2001:38) defines corporative learning as a basic instructional strategy that can be implemented in every grade level and subject area. He adds that cooperative learning refers to a set of instructional techniques in which students work in small and mixed ability learning groups. According to Brown (2000: 47) in corporative learning students "are a team whose players must work together in order to achieve goals successfully." Researchers have shown an advantage for cooperative learning such as; promoting intrinsic motivation, heightening self-esteem and lowing anxiety (Oxford 1997; in Brown, 2000: 47).

Collaborative learning is a specific kind of cooperative learning. In collaborative learning activity *"is dependent on the socially structured exchange of information between learners"*. (Brown 2000:47). Students in collaborative learning engage with teachers or advance peers who provide "assistance and guidance*"*. (Oxford, 1997: 47).

6. 3. Interactive Learning

Interaction is central to language learning, it is very important for students to interact and communicate to develop their speaking skill. According to Brown, (2000:48). Interactive learning is the main concern of current theories of communicative competence. Most of interactive classes emphasize the following:

- Doing a significant amount of pair work and group work.
- Receiving authentic language input in real world context.
- Producing language for genuine, meaningful communication (ibid:48)

Micchael Long (1996, 1985) described "interaction hypothesis of second language acquisition" as the main theoretical foundation of interactive learning. (in Brown, 2000:48)

6. 4. Whole Language Education

"*Whole language learning*" is a term that originated form reading research and it was used to emphasize (a) the wholeness of language in contrast to views that considered the language bits and piece of phonemes, graphemes, morphemes, and words (b) the interaction and interconnections between oral language (listening and speaking) and written language (reading and writing) and (b) the importance of both the written and the speaking language of a given society. Moreover, it includes more other particles, it utilized to describe cooperative learning as well as student centred learning. It is also used to focus on the social nature of language and the use of authentic natural language and the integration of the four skills (Brown, 2000 48-49).

6. 5. Content Based Instruction (CBI)

According to Brinton, Snow and Weshche (1989: vii) defined CBI as:

"The integration of content learning with language teaching aims, and it refers to the concurrent study of language and subject matter with the form and sequence of language presentation dictated by content material."(Brown, 2000:49)

It highlights the importance of using the language in relation to the content material, as opposed to teaching the language skills in isolation from content.

6. 6. Task Based Instruction

According to Shehans' (1998, in Brown, 2001:50) defined task as an activity in which the primary focus is on the meaning where there is some communication problem to solve as well as a sort of relationship to comparable real world activities. The main aim of task based instruction is that "provide learners with a natural context for language use" (Larsen Freeman, 2000:144). As learners have opportunities to interact with each other which facilitate language acquisition. (ibid: 149).

7. Affective factors in communication language teaching:

Communication language teaching has given a great importance to the affective aspect of the learners without a complete ignoring to the cognitive aspect to facilitate the process in second language learning. According to Brown (2000:143) affect refers to "emotion and feeling side of human behaviour». The main affective factors that are related to the second language learning are as follows:

7. 1. Self-Esteem

Self-esteem is the most widespread aspect of human behaviour, it is claimed that no successful cognitive or affective activity can be carried out without some degree of self-esteem, self-confidence, and knowledge of oneself (Brown, 2007:145).

Cooper Smith (1967:4-5) defined self-esteem as "a personal judgment of worthiness that is expressed in the attitudes that individuals hold towards themselves». In other words, self-esteem is the evaluation that individuals make with reference to themselves. People self-esteem is brought from the different experiences with themselves and with the external world. Brown (145:2007) identified three levels of self-esteem

First of all; general or global self-esteem which is said to be constant in [2] mature adult. And it is an evaluation one makes of oneself overtime and across a number of situation.

The second level is situational or specific self-esteem, it refers to oneself evaluation in particular life situation, such as social interaction, homework education or

personality traits, such as, empathy and flexibility or certain relatively distinct characteristics as, intelligence and communicative ability.

Another level which is task self-esteem; refers to a specific tasks within a specific situation, such as; educational domain and usually refers to one subject areas. For example; in athletic context, skill in a sport. Specific self-esteem includes second language acquisition in general and task self-esteem refers to one self-evaluation of a specific aspect of the process; speaking and writing in a particular class in second language acquisition

Hyde (1979) studied the effect of these three levels of self-esteem on performance of an oral production task by American college students learning French as foreign language, She discovers that there is positive correlation between task self-esteem and performance on oral production (Brown, 2000: 146).

We can notice that self-esteem plays a big role in students' success in their learning; teachers should always encourage students to enhance their self-esteem.

7. 2. Inhibition

Inhibition is closely related to self-esteem, all human being in their understanding of themselves construct sets of "Defences" in order to protect their ego. The persons with weak self-esteem support walls of inhibition in order to defend their ego, whereas; persons with high self-esteem have lower defensive.

According to Gurra (1972) and Ehrman (1996) the human ego includes "the language ego" (Brown, 2000:47).the language ego is related to the idea that when learning language students construct a new way of thinking, feeling and second identity, the language ego entwined with the second language, it can effortlessly generate a sense of "fragility, defensiveness, and raise inhibition in the students (Brown, 2000:61).

In order to make lower inhibition in the learner the teacher should encourage students to take risks and conceive them as learning a language; we should go through the process of making errors and mistakes.

7. 3. Risk Taking

Risk taking is important affective factor in successful learning of a second language learning; According to Brown (2000 :149) students should take risks and try to

use the language ; many teachers do not encourage risk taking and instead they encourage correctness (ibid :63).

The principle of risk taking in classroom reflects:

* Create atmosphere in the classroom that encourage students to try out language

* provide reasonable challenges in your techniques and make them neither too easy nor too hard

* help your students to understand what calculated risk taking is

* respond to students risky attempts with positive attitude

7. 4. Anxiety

Another important factor in second language learning is anxiety which is defined by Scovel (1978:134) as follows anxiety is "associated with feelings of uneasiness, frustration, self-doubt, apprehension or worry" *(cited in Brown 2000, 151)*. Research on anxiety suggest three various levels like self-esteem, at the deepest level, general level we fined treat anxiety which is permanent and some people are anxious about many things; the other level is state anxiety; which is related to specific events or acts.(Brown,2000: 151) .

Theorists emphasized the difference between debilitative anxiety; the nervousness before giving a public speech and facilitative anxiety, the feeling of pressure to get the job done (ibid: 152).

7. 5. Empathy

Another important affective factor is empathy, which is defined as "the process of putting yourself into someone else' shoes" (Brown 2000:153) to understand other persons' feelings. It is also defined as "a process of comprehending in which a temporary fusion of self-object boundaries permits an immediate emotional apprehension of the affective experience of another" (Guiora, 1972:142, cited in Brown, 2000:153).

Empathy is considered to be crucial in communication in order to communicate effectively students need to be able to understand persons' affective and cognitive state. Teachers should pay attention to the students' feelings and emotions to achieve their goal; since teaching a language means teaching cultural customs, traditions and values.

7. 6. Extroversion and Introversion

Extroversion and introversion are two important components in second language acquisition; a typical extrovert means someone who is sociable. In the other hand; a typical introvert is someone who is quite and introspective. According to Brown (2000:155) extroversion is

> the extent to which a person has a deep-seated need to receive ego enhancement, self-esteem, and a sense of wholeness from other people as opposed to receiving that affirmation within oneself.

In other words, extrovert persons need the presence of other people to feel good. Introverts in the other hand, «is the extent to which a person derives a sense of wholeness and fulfilment a part from a reflection of this self from other people.*"* (ibid: 155). In other words, extrovert persons are shy, inhibited and risk avoiders, they are usually silent and do not participate in the classroom. Introvert persons have strength which extroversion don't have, so teachers should help this kind of students to show up this strength by engaging them in different activities such as; role plays, dialogues…etc.

7. 7. Motivation

Motivation is one of the main affective factors in second language acquisition, it's considered as the main cause in students' success or failure. Richards (1997:238) defines motivation as the factor that determines persons' desire to do something. According to (Harmer; 2001:51) motivation is defined as "some kind of internal drive which pushes someone to do things in order to achieve something." Another definition from cognitive view "it includes factors such as; the need for exploration, activity, stimulation new knowledge and ego enhancement." (Brown, 2000 in Harmer, 2000:51).for example; an adult who starts going to a gym, he hopes that a new body image will aid ego enhancement and be stimulated by the active nature of this new understanding.

In second and foreign language learning, learning maybe affected by different types of motivation, the first type which is called the **Extrinsic motivation;** which is caused by outside factors, such as, the need to pass an exam or obtaining driving license. In contrast to the **intrinsic motivation;** this comes from the individual himself and this kind of motivation, the persons motivated by the learning of itself. (Ur, 1996: 276).

Many researchers considered intrinsic motivation as a very important factor for encouraging success. Briefly, teachers should engage their students in different classroom activities, Such as; role plays; discussions...etc. in order to enhance student's motivation and help them in their learning process, such activities help students to get rid of their shyness and anxiety.

8. Activities Used In Communicative Language Teaching

Communicative activities have an important role in creating o opportunities for students to use the language for communicative purpose, generally communicative activities are "fluency based activities" (Teat, 2001, 1) which encourage students to use L2 in an interactive learning. However, for a successful implementation of communicative activities the classroom must be "students centred" and the activities must be interactive, authentic and contextualized (Richard and Rodgers, 1982, 163).

According to Finocchiro and Brumfit,(1983:141-2).students should be encouraged to work with each other as well as with their teacher specific tasks to develop their speaking skill which are listed below:

1. Responding to directions or questions given by the teacher or another students
2. Giving directions for other students
3. Preparing original sentences with communicative expressions, structures or notions which have been presented
4. Answering questions asked by other students about any class or out of class experience
5. Asking the teacher or other students questions about reading or common experience
6. Describing objects from a picture or chart
7. Using their own words to tell or retell a well-known story or experience
8. Reporting a prepared topic and be ready to answer questions on it
9. Improving realistic conversations about a class shop, a library, or other appropriate resources
10. Taking a role in a communicative language game
11. Participating in some oral group activities such as, a debate, a discussion, a forum, based on research where students are forced to listen attentively to the previous speaker in order to agree, disagree, express, uncertainty, or add other relevant information
12. Giving a report in the TL about newspaper article written in the native language

The following activities type underlies the specific speaking tasks listed above:

8.1. Information Gap Activity

Conveying information is considered to be one of the important aspects of CLT and it provides student with extensive talks where the students give each other information. Harmer (2001:85) described information gap activity as "a key to the enhancement of the communicative purpose and the desire to communicate." information gap activity is defines as;

"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."(Gower.et al. 1995:211).

In information gap, the learners are given different information that all other students may not have. This gap cannot be completed only if the learners use the language. Every learner has an important role in this activity because the activity cannot be achieved unless all the participants give the pieces of information they have.

8.2. Role Play Activity

Role plays are very useful kind of activities that are used by many teachers in EFL classes to develop students' oral competence. The students may be asked to perform dialogues using the foreign language, this will help them to know how to perform in a particular social context and provide a good atmosphere in the classroom which gives learners opportunities to practice the language and improve it.

According to Livingstone (1983:3) role play is "a classroom activity which gives the students the opportunity to practice the language, the aspects of role behaviour and the actual roles he may need outside the classroom."

Furthermore, role play is a good technique for providing interaction in the classroom, Revell (1979:60) sees role play as "an individuals' spontaneous behaviour reacting to others in a hypothetical situation" this indicates that the learner creates a new identity with new views. Willinks (1976:81) illustrated the importance of role play in the classroom by pointing out that

Role play is likely to be a most important technique in teaching to a notional, and particularly a functional syllabus. It will insure that all utterances are properly contextualized and it will require the learner to exhibit the very language behaviour that we have defined as the principle objective of language learning.

Clearly, role play has many advantages, such as; acting requires the use of language. Hence learners will develop their ability of communicating and it provides spontaneous use of language during interaction, Moreover, it maximizes the students' activity and increases the possibility of effective learning and motivation to learn.

8.3. Group Work

Group work is a form of cooperative learning, it helps in the development of communicative ability and it provides learners with a total freedom to express ideas, knowledge where the learners correct each other mistakes because they engage in a debate with their friends. Teachers can provide learners with different roles and responsibilities to motivate them to work in groups in orders to promote their confidence and develop their different skills (Baker and Westrup, 2000:135). Brown (2000:177) defines a group work as *"a ge*neric term covering a multiplicity of techniques in which two or more students are assigned a task that involves collaboration and self-initiated language. Nunan (1998: 84) argues that;

Group work is essential to any classroom that is based on principles of experiential learning. Through group work, learners develop their ability to communicate through tasks that require them, within the classroom, to approximate the kinds of things they will need to be able to do to communicate in the world beyond the classroom**.**

Consequently; Group work has great potential for the following reasons:

- Students are encouraged to become active rather than passive learners
- It encourages the development of critical thinking
- Students have the opportunity to learn from each other.

8.4. Gaming Activity

Another communicative activity, which is considered as the best way to reduce the stress and anxiety inside the classroom. A game is "activities in which people agree to abide by a set of conditions in order to achieve a desire state or end" (Shirts, 1972, cited in Sharan and Sharan, 1976: 188). Many writers have agreed on the importance of using games in the classroom. Finocchiaro and Brumfit (1983) insists that games can be used as "an enjoyable change of pace while reinforcing language". McCallum (1980:4) argues that:

> When one considers the importance of communicative competence in the target language, a major goal of all language acquisition, and the need for spontaneous and creative use of that language, one recognizes the significant role of word games in achieving these objectives. Students in the formal atmosphere of game play are less self- conscious and therefore more apt to experiment and freely participate in using the foreign language. In addition games automatically stimulate students' interest a properly introduced game can be one of the highest motivating techniques

On the whole; game activities are used to learn in an enjoyable way particular forms and vocabulary and to encourage students to interact fluently with each other when they are using the TL. Icebreakers are from the best games which are playing inside the classroom. Icebreakers are used to break the barriers among the students, this kind of game help students to increase confidence and corporate with each other.

8.5. Conversation Activity

Conversation activity is a communicative activity which stimulates students to speak using the target language and it helps them to use "*verbal strategies in natural situation*". (Wall, 1987:6). Conversation activity is very important in improving students' oral performance. Wilkins (1976:81) claims that:

> […] dialogues in teaching are far more crucial than is the case in synthetic approach, that such dialogues should be based much more closely on the kinds of linguistic interaction that take place in real language use and should not be treated simply as ways of

context utilizing particular grammatical structures, and that the contribution of the learner should be to play those roles in the dialogues that we can predict he will take subsequently in real acts of communication.

Usually, conversation can be used when students are practicing giving opinions and showing agreement or disagreement. And they help students to be responsible for their own learning and to feel confident when they are using the target language.

To sum up, an ideal communicative classroom requires a friendly environment which provides a meaningful exposure to the foreign language and opportunities to use it.

9. The Communicative Classroom

The communicative classroom has come to have characteristics that differentiate it from the non-communicative classroom. According to Taylor (1983:69) a communicative classroom needs an atmosphere "which encourages learners to exercise their own initiative in communicating" and in "which communication can take place comfortably" (ibid: 70). Therefore, its primary goal is to enable EFL learners to communicate in the target language fluently and freely and to emphasize the communicative use of language in everyday situation.

9.1. The Role of Interaction

Interaction is considered as a central part in communicative language teaching, it helps students to involve in communication using the target language. Interaction is defined as *"a collaborative exchange of thoughts, feelings, or ideas between two or more people, resulting in a reciprocal effort on each other "(Brown, 2000: 165). Rivers emphasized the idea that the communicative classroom should be interactive he affirmed that: " in interaction students can use all they possess of the language, all they have learnt or casually absorbed, in real life exchange (Rivers 1987,4-5; in Brown, 2000:165).The main principles that are identified by Brown (2000) .

9.1. 1. Automaticity

Automaticity is achieved when the student's attention is on meaning rather than on grammar and other linguistic forms. This lack of restriction and control enhances automaticity in the students.

9.1. 2. Intrinsic Motivation

While students interact with each other they will enjoy their own competence to use the language and develop a system of self-reward

9.1. 3. Strategic Investment

During interaction, students should use strategic language competence; to make decisions about when and how to say or interpret messages, and to repair the errors they may produce

9.1. 4. Risk Taking

Students, in interactive class may encounter many problems such as; their shyness of their friends laughing at them, failing to produce intended meaning, being rejected or neglected, all these are called risks which students have to challenge for the sake of interaction.

9.1.5. The Language Culture Connection

Students are required to be systematically versed in the cultural nuances of the language

9.1. 6. Interlanguage

The role of the teacher feedback is fundamental in the developmental of language process. Several errors of production and comprehension will be a part of this process.

9.1. 7. Communicative Competence

All the elements of communicative competence (grammatical, discourse, sociolinguistics, pragmatic, and strategic) are involved in the interaction.

9.2. The Different Roles of the Teacher in Communicative Approach

The teacher in a communicative classroom has totally different roles from his/her counterpart in the traditional classroom. Communicatively speaking, the teacher interacts "with students, giving feedback, offering solutions and assign speaking in collaborative way" (Gutirrez, 2005:7). The teacher is also a guide, a planner, an organizer, an inspector, an assessor, a prompter, a resource, a facilitator of learning, an instructor, a curriculum-developer, a classroom manager a consultant and a monitor. (Littlewood, 1981: 92-93).

Knight (2003: 158) summarizes the role of the teacher as follows,

> the CLT teacher is often more autonomous than the audio lingual teacher because classroom practice are usually less predictable, and in his/her role as facilitator of communication the teacher often interacts with the learner in ways which mirror interaction outside the classroom, e.g. by asking real questions about the learners' back ground, opinions, etc.

Generally speaking, the communicative classroom requires less teacher centred instruction, However this doesn't mean putting away the teacher authority inside the classroom, the focus then, should be placed on providing many opportunities for the students to practice the target language and on fulfilling the teachers various roles.

9.3 The Students' Role

In communicative classroom learners are provided with opportunities to rely on themselves and acquire the target language "by using it rather than…by studying it" (Taylor, 1983:70). In addition to, students should be self-reliant when they are interacting with their peers in groups and they should be responsible for their own learning. Breen and Canldin describe the learners' role within communicative language teaching, they claimed that,

> The role of the learner as negotiator between the self, the learning process, and the object of learning emerges from and interacts with the role of joint negotiator within the group and within the classroom procedures and activities which the group undertakes. The implication for the learner is that he should

contribute as much as he gains and thereby learn in independent way. (1980, 110, cited in Richards and Rodgers, 2001:166).

In other words, students in communicative approach are supposed to take an active role in the learning process which means that they will have opportunities to express what they mean in any form that they prefer and then they will have some degree of control over what goes on in the classroom.

Conclusion

To conclude this chapter, we have tried to provide a deep sight about communicative language teaching approach, which was introduced in 1970s as a reaction against the traditional approaches in that time. The main goal of CLT is to improve student's communicative competence, Theorists believe that second language learners need more than learning a set of grammatical rules, They need to communicate with language fluently.to achieve this goal they have set different principles to be implemented in the classrooms. Moreover; they focus on the affective side of the learners without a complete deny to the cognitive ones, and they focus on the importance of communicative activities; such as role plays, conversations, guessing games in order to create a good atmosphere where learners can interact and communicate freely without feeling of inhibition or shyness, all this can be achieved by the teachers' role as facilitator and a guide to help students to achieve their goal in their learning process.

Chapter two:

An overview about speaking skill

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Introduction

There are four skills in teaching and learning a language: listening, speaking, reading and writing. Speaking skill is considered to be one major skill to be developed by FL learners; both teachers of foreign language and learners give much more importance to speaking skill as it's the essential pillar to build up the competence of learner in foreign language since it's based on communication and interaction,

This chapter concerns itself with speaking skill, our description go in deep and focus on the process of speaking skill. In addition to, the different stages of speaking, the main causes behind the difficulty of speaking skill and the main challenges that face students in their learning and finally, we are going to tackle the different activities that are used to teach speaking skill.

1. The Nature of Speaking Skill
1.1. Definition of speaking skill

We should know what does the term speaking means? According to the Oxford (2009) pocket dictionary speaking is "the action of covering information or express ones thought and feeling in spoken language" Another definition of speaking skill is "using language for purpose". (Baker, Watsrup, 2003:7). According to Chaney (1998:13) defines speaking skill as *"the process of building and sharing meaning through the use of verbal and non-verbal symbols, in a variety of context"*. In the whole, speaking is to express, every day, occurrence for most of us, and it's usually requires little thoughts, efforts or preparation.

1.2. Oral Skills And Interactions

The interactional nature of language was examined by Baygate (1987:5-6) He distinguishes between Motor- perceptive skills, which are concerned with correctly using the sounds and structures of the language and interactional skills which involve using motor-perceptive skills for the purpose of communication. Motor-perceptive skills: are developed in the language classroom through activities such as model dialogues pattern practice and oral drills.

1.3 Typology of Speaking Skill

According to Bentayab (2008:28), there are three types of speaking situation

1.3.1. Interactive Speaking Situation

Its commonly contains face to face interaction, it happens as a part of dialogue in communication, and what is said is dependent on the understanding of what else said in the interaction. For example, I say something in the course of a conversation it will not be isolated to what has been said previously.

1.3.2. Non Interactive Speaking Situation

Some speaking situation are totally non interactive, especially, when recording underlies speech from radio broadcast where interpreting underlies listening

1.3.3. Partially Interactive Situation

When giving speech to live audience, during the conversation the audience does not interrupt the live speech

2. Listening And Speaking Relationship

In many cases, listening should lead naturally into speaking; there is "a natural link between speaking and listening" (Brown, 2000:275). That teacher should pay attention to and not hesitate to incorporate these two skills in the teaching process. In fact; both skills listening and speaking happen to gather the link is so clear in almost all the activities used to teach speaking they both strengthen each other.

3. Speaking And Writing Differences

Speaking and writing are productive skills while they are completely different from each other. Spoken language is more spontaneous, chaos, and disorder form. It may be informal, short and clear sentence, whereas writing is more ordered and coherent structures (Bygate, 1987:10-11). According to Brown (2000.303) he pointed out that speaking and writing are different in many levels. First of all, performance. The oral production is ephemeral; it disappears as one finishes speaking. However the written language is enduring, one can read what was written centuries ago. The other difference is orthography; the spoken language contains phonemes, stress, rhythm, intonation and "verbal cues". Whereas; writing contains only graphemes (punctuation, pictures,

charts).another difference is complexity, speaking is less complicated than writing. However; they are both complicated, the difference lies in the degree of their complexity, in the spoken language, people produce short sentences with many conjunctions while in writing people produce longer subordinating sentences. The last difference is vocabulary; speakers tend to use simple and clear vocabulary while they are speaking because it is easy to be understood by the hearer; in the other hand, writers tend to use a more complicated vocabulary because they have time to think about what to write.

4. What Makes Speaking Difficult

Learning how to speak is very difficult for second language learners, Brown (2000:270-271) identified some problem that May students face in their learning process:

4.1. Clustering

According to Brown the fluent speech is phrasal not word by word, students tends to divide their speech into words phrases; for that reason teachers have to help their students to produce fluent speech.

4.2. Redundancy

The spoken language is redundant which means that it is possible for the learners to repeat, rephrase, and use these expressions such as; "I mean" or "you know" from time to time during their oral performance in order to make their meaning understood.

4.3. Reduced Forms

The spoken language has several reduced forms; it might be phonological, morphological, and syntactic. Such reductions might be hard for students who have been studying "full forms" of the language.

4.4. Performing Variable

Second language learners are subject to hesitation, false starts, correction, teachers should help their students to think at the same time of their oral performance using (uh, um...etc.).

4.5. Colloquial Language

It is very difficult for students to get used to the colloquial language (idioms, slang, and cultural knowledge.) the role of the teachers is to get his students communicate using these forms.

4.6. Rate of Delivery

Another problem which may face second language learners is to communicate fluently using the target language, here, the teacher have to speak the language rapidly and fluently

4.7. Stress and Rhythm and Intonation

These are characteristics of English pronunciation and they are considered to be very important to convey meaningful speech.

4.8. Interaction

Interaction helps the student to develop their language when they are negotiating meaning. (Giving feedback, asking for explanation) they learn new words and structures.

5. Types of Classroom Speaking Performance

Brown (2000:271_ 272) listed six kinds of oral production that student are expected to carry out in the classroom.

5. 1. Imitative

Many students when they are exposed to authentic materials tend to imitate native speakers, they pronounce the word in the same way they heard them. These actually help learners and improve their speaking skill.

5. 2. Intensive

It goes one step beyond imitative to include any speaking performances that are designed to practice some phonological or grammatical aspects of language.

5. 3. Responsive

   The students in the language class are responsive; they reply to their teachers with short answers when they are asked or comment about a given situation. However; it can't be extended to dialogues and their speech might be (meaningful and authentic).

5. 4. Transactional Dialogue

   Transactional dialogues are an extended form of responsive language, they are accomplished for the purpose of exchanging information and it could be a part of group or pair work.

5. 5. Interpersonal Dialogue

   Interpersonal dialogues are carried out in order to maintain social relationship more than for the transmission of facts and information. Students may encounter difficulties in performing these dialogues since they include colloquial language, slang, ellipses which are not easy to be worked by the students.

5. 6. Extensive Monologue

   Students in the intermediate or the advanced level are required to give oral reports, summaries or short speeches   .

6. Students Challenges in Learning Speaking Skill

   EFL students face many difficulties within the classroom during their learning process among them,

6.1 Linguistic Problems

   Is the ability to communicate correctly in English is the main goal of any speaker (EFL students in particular).

6.1.1. Fluency

   It's the ability to produce speech without hesitation. According to Hedge (2000:261) who claims that

> Fluency means responding coherently with the turns of the
> conversation, linking words and phrases using intelligible

pronunciation and appropriate intonation, and doing all this without undue hesitation.

Through here, we can notice that the most difficult challenge in learning English is speaking fluently following certain features which give the students' speech a sign of being normal and natural with clear logical connection of ideas. Moreover, the proficiency to use the items of the conversation coherently without hesitation, and this is the challenge that most of our students cannot rich it. According to Trunbury (1999:93) "fluency is a skill, it is the ability to process the language speedily and easily". In fact most of students misrepresent and confuse their ideas when they attempt to perform their own practice.

6.1.2. Accuracy

Accuracy is the ability to produce grammatically correct sentences and it focuses on the correct use of grammar and vocabulary and other skills. To achieve accuracy the learner need to devote some attention to the form i.e. "getting it right". It is often difficult for the learners to focus on the form and meaning at the same time. Accuracy requires attention and this latter need to time. Researchers suggest that learners are more accurate the more time they have available (ibid: 93).Among other difficulties have a relation with pronunciation; the words that are difficult to pronounce are more difficult to learn. Potentially; difficult words will be those that contain sounds which are unfamiliar to some groups of learners. (Trunbury, 2002: 27).so intelligible comprehensible pronunciation of speech is important and it's considered as a key to avoid pronunciation errors which frustrate successful communication.

Grammar and vocabulary

Students lack of useful and appropriate expression and catch the right one to express an opinion or different sorts of things. Students errors can categorized in tow forms:

- **Form related error:** it includes miss election, malformations, and spelling and pronunciation errors.
- **Meaning related errors:** it occurs when words that have similar or related meaning are confused and the wrong choice is made. Generally, most of our students go on making the same errors even when such errors are obvious.

Ur (1991 p: 153) provides a scale to test the speech orally:

Accuracy	Fluency
Little or no language produced	Little or no communication
Poor vocabulary, mistakes in basic grammar may have strong foreign accent	Very hesitation (hesitant and brief utterances). Sometimes difficult understand
Adequate but not rich vocabulary makes obvious grammar mistakes, slight foreign accent.	Gets ideas across, but hesitation and briefly
Good range of vocabulary occasional grammar slips. Slight foreign accent	Effect communication in short turns
Wide vocabulary appropriately used virtually, no grammar mistakes, native like or slight	Easy and effective communication uses long turns

Table 1: a Scale to Test the Speech Orally

1.2. Psychological Problems

In fact these problems are originated from the great diversity of the learners within the same class and inhibition is one of many psychological problems. The problem of inhibition is related to the students themselves because of shyness and fear of making mistakes, this latter will lead to the criticism of their peers, as well as; their teachers and they think that whenever they make mistakes/errors are in their views signs of ignorance. This proves by Ur (ibid: 121) who claims that

> Learners are often inhibited about trying to say things in foreign language in the classroom worried about making mistakes, fearful of criticism, or losing face or simply shy of attention that their speech attracts.

We can claim that inhibition is a bridge to the psychology of the students to be shy, fearful, and feel embarrassment when they try to speak in the classroom.

6.3. The Social Problems

No one can deny that students who share the same native language have different perspective and styles

- **The use of L1:** the use of L1 is a problem because many students keep or prefer to use their native language (mother tongue) rather than English to perform such tasks in their classrooms. This habit happens when one of the students is explaining something important to his classmate using L1 to express. According to UR , mother tongue use in classes where all or a number of learners share the same mother tongue they tend to use it because it's easier, it feels unnatural to speak to one another in foreign language and because they feel less exposed if they are speaking their mother tongue (1998:121).

The social environment has a great impact on the learning process, as well as, the use of the language to express their ideas; many students go back to their mother tongue to speak because they have a deep knowledge of their language.

6.4. Cultural Problems

Speaking over laps with other areas which control and determine our structure of the conversation, According to Harmer (2001) speakers from the same cultural back ground know how to speak with each other, and kind of language they can use. Such cultural habits that shared by all people determine behaviours in such conversation situation. It also determine how women and men speak to each other, how conversation is framed when the participants are of different social or professional status. This leads to guide our behaviour in number of well recognized speech. Sociocultural rules and habits change overtime but at any a given moment they exist in the public conscious (247). Through here, we can say that the cultural back ground determines the perspective, personalities, and the conversation style, and attitudes; this leads to find out differences types of students. Such as; talkative one, silent, and others who feel shyness to speak in front of their classmates.

7. Activities to Teach Speaking Skill

The main purpose of foreign language teachers, More precisely, teachers of oral expression, is to increase the performance of their students in speaking skill. Many

activities can be used by teachers to enhance students speaking skill. According to Thornburg, (2008) theorists proposed three different stages that learner pass through when they are learning how to speak, the first stage is Awareness; which is meant that students are in need to be aware of the characteristics of the language understudy, the second stage is Appropriation, the integration of the language characteristics into the students existing knowledge, the last stage is autonomy, when the learners are able to use the new language on their own. Many activities are designed by theorists for all the previous stages mentioned above to achieve affective teaching; and all these activities motivate students to participate and interact in the classroom.

7.1 Awareness

The awareness activities focus on the characteristic of language, sociocultural rules, topic shift, performance effect strategies, speech acts, feature of spoken grammar (repetition, ellipsis…etc.) discourse markers(well ,I mean) vocabulary, lexical chunks, stress and intonation.

7.1. 1. Using Recordings

The teachers should expose their students to audio-recorded material that can be scripted, semi scripted or authentic conversations and dialogues (radio, TV).

7.1. 2. Using Live Listening

Listening to the teacher or to the guest speaker has a particular advantage of interactivity.

7.1. 3. Using Noticing the Gap Activity

The students are asked to perform an oral task then they listen to a competent speaker performing the same task and then they denote the characteristics of the language that they have not used in the same way, each students reproduce the oral task as the competent speaker did

7. Appropriation

Once students are aware about the language features they should appropriate this awareness to be used. It offers the learners the opportunity to do better control over oral production.

7.2.1. Drilling and Chants

Drilling means repetition words, sentences or expression after hearing them (as in dialogues, conversation...etc. in the other hand Chants are very entertaining for students, listening to songs or playing games aid students to memorize words an idiomatic expression and remember them easily.

7.2.2. Milling Activities

This kind of activities which makes the learners use the standard language repetitively, in such activities, the learners are asked to collect the different points of view of their classmates by asking them specific question to complete a survey.

7.2.3. Writing Activities

Writing plays a significant role in the speaking learning process; the following activities explain the role of writing in teaching activities

7.2.3.1. Dictation

In dictation, the teacher asks students to write expression that s/he dictates.suchas, ways of giving advice and the learners write them down while at the same time organizing them into two groups from formal to informal, then the learner have to use them in writing dialogues

7.2.3. 2. Paper Conversation

In this activity, students are asked to write a conversation on a shared paper (group work/ pair work) and the teacher corrects their mistakes while walking around them.

7.2.3.4. Computer-Mediated Chat

Chatting is considered to be a very effective way in learning, since chatting with a person on internet means exchanging words or sentences.

7.2.3.5. Rewriting

In this activity, the teachers ask their students to adapt or modify the written dialogues in order to learn what has been newly introduced (e.g. the direct/indirect speech or the passive voice.)

7.2.4. Reading Aloud

Reading aloud is considered to be "useful tool for the appropriation of language: 70 and it's classified between speaking and writing. Moreover; it helps students to focus on pronunciation without feeling stressed of what to say next. According to Thornbury (2008), Mark Powell suggested techniques for reading aloud which he called "sound scripting" first teacher give the learners a text and ask them to indicate where pauses fall the second is students highlight the stressed words the third is students come to a decision about the sequences of words that are slower or deliberate and the last one is practice reading the text they have been through.

7.2.5. Dialogues

Dialogues has a long history in language teaching and learning dialogues give the learners the opportunity to practice on grammatical and lexical structures

7.2.5. 1. Item on Bored

In this activity, the teacher writes some expression such as, have you seen…? It's really funny to…? In order to make the students imagine the situation. And then to speak.

7.2.5. 2. Disappearing Dialogues

The teacher writes the dialogues on the bored, and then s/he asks the students to read loudly in pairs; after that the teacher removes the sections from the dialogues one after the other and he asks them to rewrite it again.

7.2.5. 3. Dialogue Building

This activity is the opposite of disappearing dialogue; the teacher set up a situation using drawing and asks the learners to imagine the situation. By doing so; the students construct a complete dialogue which they will perform later.

7.3. Autonomy

Automaticity is defined by Thornbury (2008:90) as being "the capacity to self-regulate performance as a consequence of gaining control over skills that were formally other-regulated." In other words automaticity is the state or quality of being spontaneous, involuntary or self- regulating. The activities that are used to enhance automaticity in the learners are described as follow.

7.3.1 Presentations and Talks

In this activity, the teacher asks his students to do the following activities in front of their classmates and engage them in real life communication.

7.3.1. 2. Show And Tell

Students are asked to talk about a picture or an object that is important to them, and then answer the questions that their classmates ask.

7.3.1.3. Did You Read About

Students are asked to talk about something that they have read about in a newspaper or heard in a radio. After that, all the students give their opinions about the subject.

7.3.1.4. Academic Presentations

In this activity the teacher form the students in pair or group to present an academic presentation e.g. (language and gender.) and when they finish a discussion will take place.

7.3.2. Stories, Jokes and Anecdotes

Storytelling activity has been used for a long time and still used now in the classroom and the main goal of this activity is to give the students opportunities to practice their oral skills, jokes and anecdotes have the same goal as well.

7.3.2.1. Guess the Lie

In this activity, students are going to take turns. One of them tells three short anecdotes; two of them really happened to him/her, but the third is false. The other students are going to guess the lie.

7.3.2.2. Insert the Word

The teacher gives all the students cards with different words or expressions. After that, they start telling anecdotes one after the other and the other learners guess the „secret item" that the anecdote entail.

7.3.2. 3. Chain Story

The students turn take to build a story (one sentence per students).

7.3.2. 4. Party Jokes

This activity is very entertaining, the students sit in pairs or groups and exchanges jokes, then the class will vote for the best one.

7.3.3. Role Play

As we have seen in the first chapter, role play Is very good technique to be used in the classroom .it engage the learners in real life communication and reduce their fears because the students even the weak ones they would be working in groups and will have the chance to choose the role that feel comfortable with. Simply; role plays can encourage students to practice their speaking skill and develop their communication skills.

7.3.4 Discussion and Debate

Discussion and debate are, usually, the most used activities in oral classes. Actually, "Panel discussion" is what teachers prefer. Usually used in pairs or in groups; students on the panel give their arguments about a given issue, and those students (from the audience) either agree or disagree. This activity is very effective, in the sense that it helps learners focus more on what they say rather than how to say it.

Conclusion

To conclude this chapter; we have attempted to provide an overview about speaking process in EFL classes, Which is considered as the most difficult skill among the others (listening, reading and writing).also, we have tackled the main challenges face EFL students in learning speaking skill which stand as an obstacle in their learning process. Speaking skill goes through three main stages awareness; appropriateness and autonomy .we have also suggested various activities to the previous stages such as, using records, drilling activities, show and tell to enhance students speaking skill.

Chapter Three

The Field Two

Introduction

1. Population

   1.1 The students

   1.2 The teachers

2. Description and Design of the Questionnaire

3. Administration of the Questionnaire

4. The Analysis of the Students' Questionnaire

5. The Analysis of the Teachers' Questionnaire

6. Discussion

   Conclusion

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Chapter three

The field work

Introduction

This study is conducted to investigate the development of students' speaking skill through communicative language teaching. To carry out this present research, two questionnaires are administered for the teachers and students at the Department of English University of Biskra to collect data and examine this hypothesis, if teachers use communicative approach. This will enhance students speaking skill. As a first step we are going to introduce the population of the research. Second we are going to describe analyze and interpret the questionnaire results and finally, present our research findings about the effectiveness of CLT on EFL classes to develop their speaking skill.

1.   Population

1. 1. The Students

Second year students of English at the University of Biskra are the whole population. We will deal with thirty (30) students chosen randomly out of the total population about 542 students divided into twelve (12) groups. The reason behind choosing the second year is that they are more motivated to speak and to use the language that they are learning. For that; teachers should choose the best method to teach them and help the students to improve their oral performance.

1.2. The Teachers

Teachers at the university of Biskra Department of English are the total population. We will deal with the sample of ten (10) teachers. They will be selected randomly from the whole population of about seventy (70) teachers. All the participants are teachers of oral expression to collect different views about communicative language teaching and if they considered it as the best method to develop students speaking skill.

1. Description of the questionnaire

In order to conduct this research we will use the questionnaire as the main tool of our study, one for the students and another for the teachers. The questionnaires contain multiple choices where the participants have to tick in the box the best answer. The result of these questionnaires will help teachers to use the CLT approach as an affective teaching method to enhance students' speaking skill.

2.1 Students' questionnaire

The students' questionnaire is composed of (23) questions and it consists of four (04) parts. The first part deals with the back ground information of the students. The second part deals with the students' perception of the speaking skill and their attitudes. The third part is about the learners' preferences and the last one is about communicative language teaching. It contains questions about the classroom atmosphere and the types of activities that are used in the classroom to teach the speaking skill.

2.2 Teachers' questionnaire

The teachers' questionnaire is composed of (21) questions and it consists of four (04) parts. The first section is devoted to the back ground information of the teachers; the second section is devoted to the learners' attitudes from the teacher perspective. The third part is about the teacher role in communicative language teaching and the last part is devoted to the CLT approach.

3. The administration of the questionnaire

3.1. The students

As we have mentioned before, thirty (30) students were selected randomly for our study since it's difficult to work with the whole population. The students were given some explanation and instruction before they complete the questionnaire and it took the students more than 15 minutes to complete the questionnaire.

3.2. The teachers

Teachers' questionnaire was administered to ten (10) teachers of oral expression, some of them have taught oral expression and others still teach it. And it took more than two days to hand the questionnaire back.

4. Analysis of the Students' Questionnaire

Section One: Back Ground Information.

Table 2: Students' Age

Years	19	20	21	22	23	**Total**
Number	4	8	10	5	3	30
%	*13%*	*27%*	*33%*	*17%*	*10%*	*100%*

Figure 2: Students' Age
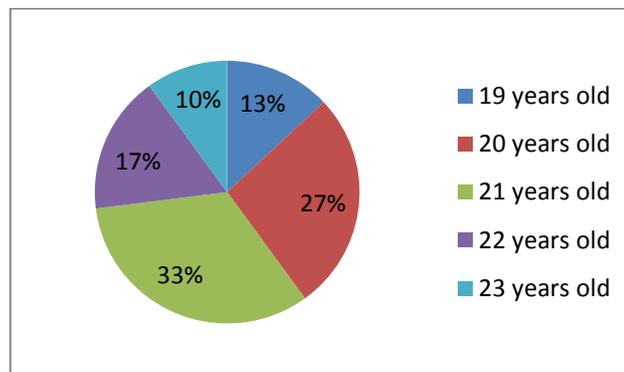
The result from the table above shows great diversity concerning the age of the students in our sample. The age of the students in the table above is divided into 5 groups; all the participants are teenage students whose ages vary between (19) years old and (23) years old out of the total number of our sample (30) students. We have just (4) students represent (13%) who are 19 years old. This may mean that they have started early their primary education.(9) participants who are (20) years old represent (27%) of our sample besides to the majority of the participants who represent (33%) of our sample who are (21) years old which is the normal age of the second year LMD students.(17 %) represents (5) students who are (22) years old and (3) students who represent (10%) of students are believed to be older participants in our sample who are (23) years old which mean that may have repeated at least one year in their education.

Table 3: Gender

Gender	Male	Female	total
Number	5	25	30
%	17%	83%	100%

Figure 3: students' Gender
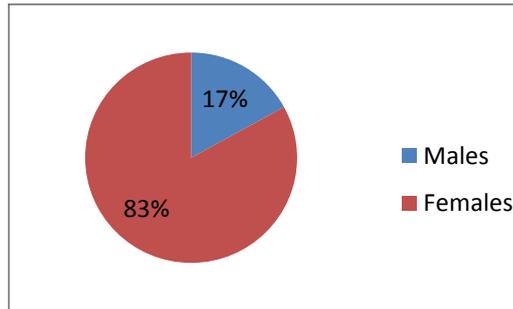
A quick look at the table above we can notice that females students are numerous than males. (25) Participants in this study are females making up (83%) of the whole sample (30) students. Whereas; (5) males making up (17%) of the whole sample. This result shows that girls tend to study foreign languages better than males do. Maybe because boys prefer to study other branches.

Table 4: students' choices in studying English

Options	yes	No	Total
Number	**24**	**6**	**30**
%	**80%**	**20%**	**100%**

Figure 4: Students' Choices of Studying English
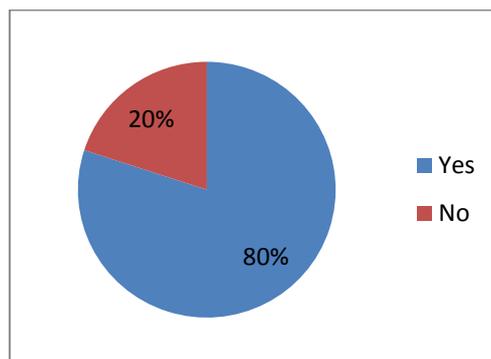
A quick look at the table above reveals that (24) participants go for "yes" which represent (80%) of the whole sample while; (6) students have chosen "No" making up (20%).We believe that the minority of the students (20%) did not chose English as a branch in the university maybe because they have other preferences but the baccalaureate average did not allow them to follow the branch they want to .The aim of this question is to know the students motivation towards learning English language.

Table 5: how long have you been studying English?

| years	9 years	10 years	11 years	total
number	21	6	3	30
%	70%	20%	10%	100%

Figure 5: Years of Studying English
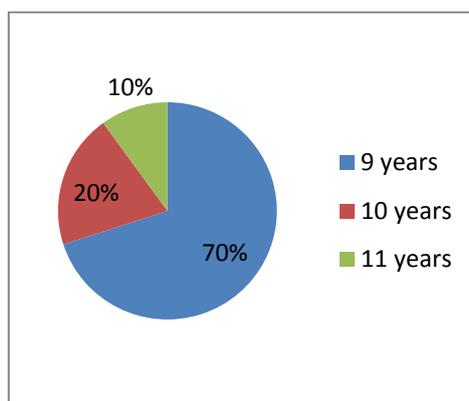
The result in the table above shows that (21) students making up (70%) were studying English for (9) years which is believed to be the normal number to reach their academic level. Whereas; (6) and (3) students making up (20%) and (10%) have been studying English for (10) and (11) years which are believed that they have repeated one or many years at least

Table 6: how do you evaluate your level in English?

Options	Very good	good	average	poor	total
Number	3	15	12	0	30
%	10%	50%	40%	0	100%

Figure 6: Students' Evaluation of Their Level in English
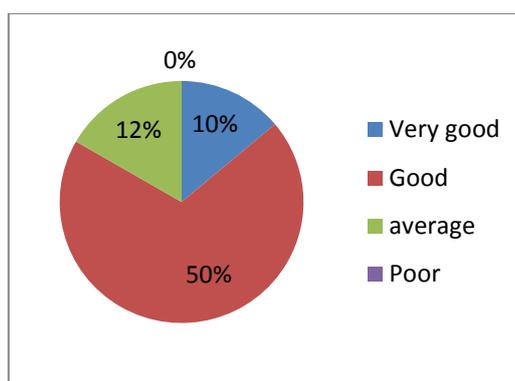
The table above reveals that (3) participants considered their level in English as a very good making up (10%) from the total sample. While the majority of the participants (15) students state that their level in English is good making up (50 %) from the total sample. (12) Students which represent (40%) indicate that their level in English is average and none of the participants considered their level to be poor.

Section two: students' perception of the speaking skill and their attitudes.

Table 7: How often do you participate in the oral expression?

options	often	sometimes	rarely	never	total
number	9	15	6	0	30
%	30%	50%	20%	0	100%

Figure 7: Students' Participation in the Oral Expression.
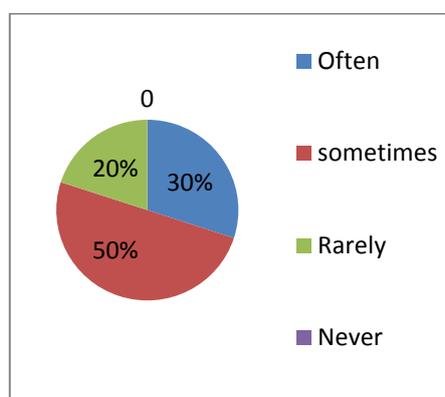
The aim of this question is to know the frequency of the students' participation in the classroom and if they take risks participating and using the target language and try to

improve their speaking skill. (9) Participants making up (30%) state that often participate maybe because they are motivated, the majority of the participants in our sample (15) students which represent (50%) state that they participate sometimes in the oral class. While 6 students represent (20%) of our sample state that they participate rarely .this is because of many reasons such as; they are not risk takers or maybe not motivated and inhibited. The justification of the students choices are in the table below.

Table 8: Students' justification of their participation in oral expression.

options	reasons	Number	%
Often	1) To improve my speaking skill 2) Because I like oral expression , it gives me the chance to speak fluently	**9**	
Sometimes	1) Because our teacher of oral doesn't' make role plays 2) Because i feel uncomfortable	**15**	
Rarely	**1)** Our teacher of oral expression does not motivate us 2) I don't have much vocabulary	**6**	

Table 9: do you feel comfortable in the oral class

options	yes	no	total
number	23	7	30
%	**77%**	**23%**	**100%**

Figure 8: students' feelings in the oral class
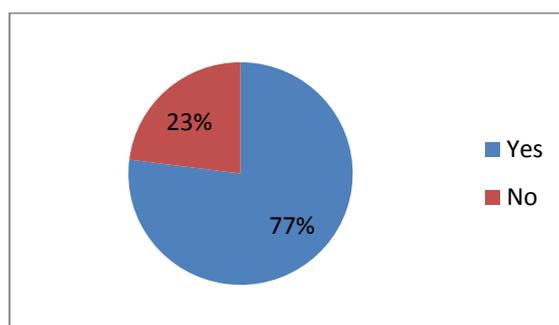
A quick look at the table above shows that (23) participants who make the majority of the students in our sample go for yes that they feel comfortable in the oral class. this confirms that their teacher of oral expression creates a friendly atmosphere during the session and motivates his/her students to speak and the rest of the participants (7) students making up 23% stated that they are not comfortable maybe because they are introvert students and they are inhibited to use the language, fearing of making mistakes and loosing face in front of their classmates.

Table 10: Students' Justification of Feeling Uncomfortable

Options	The Teacher	Your Classmate	The Different Activities Proposed by the Teacher	Total
number	1	3	3	7
100%	14%	43%	43%	100%

Figure 9: Students' Justification of Feeling Uncomfortable
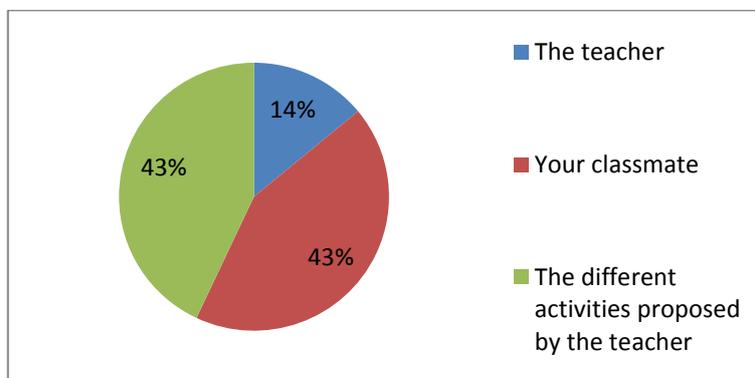
The aim of this question is to know why the students feel uncomfortable in the oral expression class. (7) Students whose answers were that they don't feel comfortable because of many reasons. One participants (1) justify his answer of being uncomfortable because of the teacher making up 14 %.(3) students who represent 43% justify their answer because of their classmate and (3) students who making up 43% state that the different activities proposed by the teacher is the main reason for being uncomfortable in the oral class

Table 11: How Often Do You Speak English outside the Classroom

options	Often	Sometimes	Rarely	Never	Total
number	3	15	11	1	30
%	10%	50%	37%	3%	100%

Figure 10: Learners Speaking English outside the Classroom
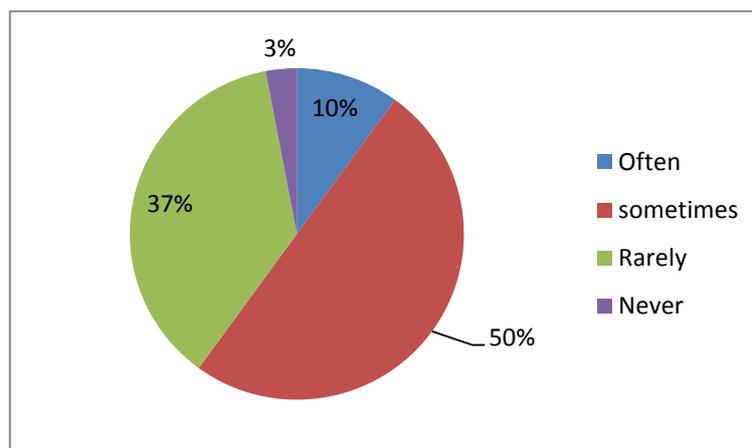
A quick look at the table above shows that just (3) students making up (10%) who are often speaking in English outside the classroom this means that students prefer to speak using their native language rather than TL this explains why students face many difficulties in speaking skill. (15) Students making up (50%) answered with sometimes and (11) students which represent 37% state that they rarely use English outside the classroom1. (1) Remaining students making up (3%) state that he/she never uses English outside the classroom. We can notice from the results that many students tend to use their native language to interact with each other outside the classroom which makes very tough for them to speak English fluently since to learn language students have to speak it.

Part Three: Learner Preferences.

Table 12: Do You Prefer.

choices	Group work	Individual Work	Pair work	total
number	15	8	7	30
%	50%	27%	23%	100%

Figure 11: students' preferences
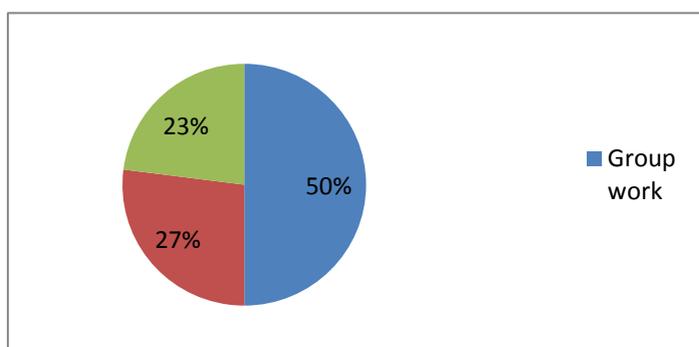
      We can observe throughout the table above that the majority of the participants' (15) students making up (50%) prefer to work in a group work which shows that they are extrovert and sociable learners. they prefer to learn in groups to exchange information and learn from each other while (8) students who represent (27 %) like individual work this is maybe because they are introverts inhibited and shy students and they prefer to work alone. (7) Students making up (23 %) prefer work in pairs we can say that this percentage are sociable but not that much confident to work in groups. In the following table we will mention the reasons behind the students' preferences in working during the session of oral expression

Table 13: Justify Your Answer

Choices	reasons	Number	100%
Group work	1) because I like to exchange my thoughts and opinions with my classmates 2) we learn from each other and I feel more comfortable 3) benefit from each other and correct our mistakes	**15**	**50%**
Individual work	1) I feel free to speak about my opinions without the others comments 2) Improve my own language and discover my own mistakes. 3) If I set with a group I will lose my concentration	8	27%
Pair work	1) I prefer to sit with my friend to help me 2) I get the opportunity to use the language in front of my friend without getting embarrassed	7	23
total		**30**	**100%**

Figure 12: Students' Justification of Their Preferences
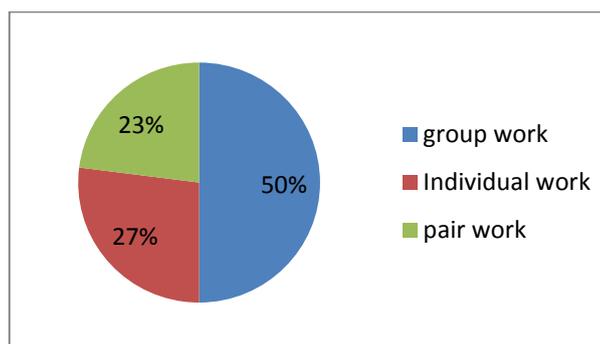
Table 14: How Do You Prefer To Be In the Classroom

options	silent	talkative	Total
Number	13	17	30
%	43%	57%	100%

Figure 13: Students' Preferences Being In the Classroom

43%

Silent
Talkative

57
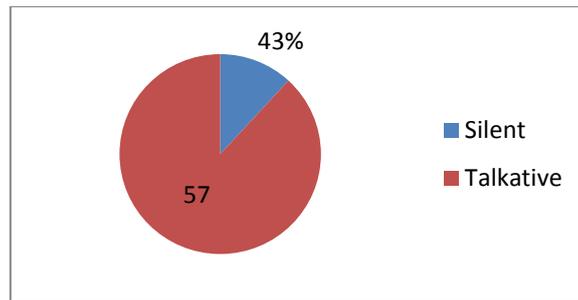
The collected answers revealed that the majority of the students (17) making up (57%) declared that they are talkative students; this because they are extroverts students and sociable .while (13) students represent 43% state that they are silent in the classroom. This kind of students is shy and inhibited and they should have a special treatment from their teachers to help them get rid of their shyness.

Table 15: do you feel satisfied in the different activities you perform in the classroom

options	yes	No	total
number	**15**	**15**	**30**
%	**50%**	**50%**	**100%**

Figure 14: Students Satisfaction from the Different Activities Proposed by The Teacher.

50%   50%

Yes
No
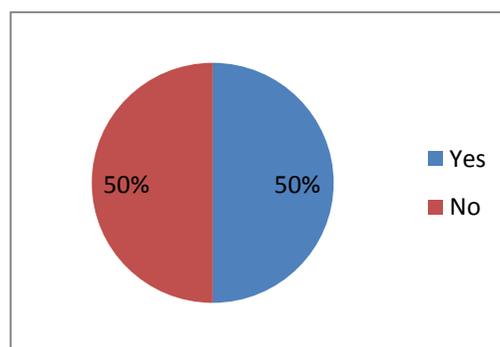
A quick look at the table above we can notice that the half of the students in our sample making up 50% assume that they are satisfied with the different activities used by the teacher in the classroom. We can say that these students appreciate and like the different activities .such as; role plays, discussions and find themselves motivated and interested in the different topics which makes them speak and give their opinions. In the other hand; the

other half of the students making up 50% has declared that they are not satisfied with the different activities proposed by the teacher. These kinds of the learners are resistant to use English because of many reason among of them the luck of vocabulary; confidence and maybe they are introverts and they prefer to work alone.

Table 16: Outside the Classroom, Do you prefer to be

options	alone	In company of the others	total
number	6	24	30
%	**20%**	**80%**	**100%**

Figure 15: Learners' Preferences outside the Classroom
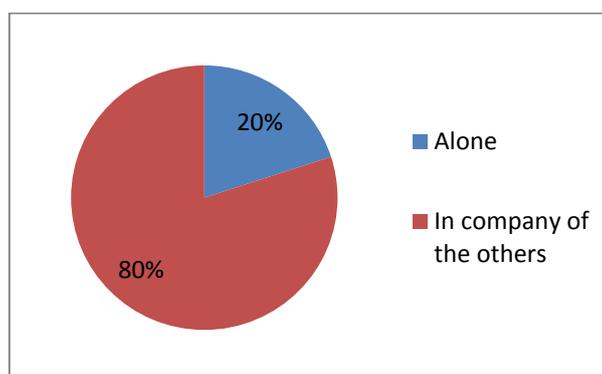
The aim of this question is to know whether the participants are extroverts and sociable or the other way around i.e. Introverts and shy , the majority of our subjects go for "in company of others" this shows that the great part of the students are extroverts and sociable they like to be with people. In the other hand; small portion of our participants (6) students making up 20% prefer to be alone this kind of students tend to be shy and self-conscious.

Part Four: Communicative Language Teaching.

Table 17: how do you describe the atmosphere of your class?

Options	Friendly	Stimulating	Boring	Total
Number	20	7	3	30
100%	**67%**	**23%**	**10%**	*%*

Figure 16: The Classroom Atmosphere
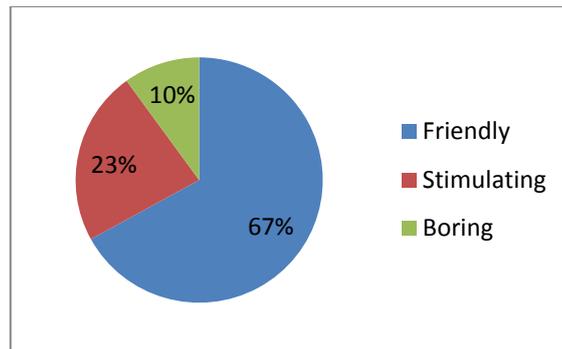
Generally; communicative classroom requires a friendly atmosphere, Teachers should create a pleasant atmosphere in order to motivate their students and let them interact freely. The result in the table above shows that 20 students making up 67% describe their classroom atmosphere as friendly whereas 7 participants represent 23% declared that their classroom is stimulating. 3 remaining students making up 10% declare that their classroom atmosphere is boring. We assume that this small portion don't like the different activities used by their teacher especially discussion activities where student are obliged and forced by their teacher to speak and give their opinions.

Table 18: What Is the Type of the Relationship between You and Your Teacher

Options	good	bad	neutral	total
Number	17	0	13	30
%	57	0	43	100%

Figure 17: Students' Relationship with Their Teacher.
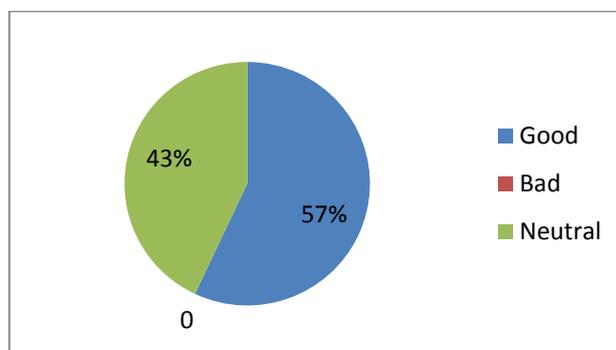
A quick look at the table above shows that (17) participants making up (57 %) affirmed that their relationship with their teachers is good; which means that they can

speak and use the language freely without the control of the teacher. The teacher in a communicative classroom should talk to his learners even outside the classroom and he should not put any obstacles between him and his learners.in the other hand (13) students translated to (43%) state "neutral" and none of the participants state "bad "

Table 19: Which activity does your teacher use most

| Options	Language games	Role play	discussion	Total
Number	0	10	20	30
%	0	33%	67%	100%

Figure18: The Most Activities Used by the Teacher
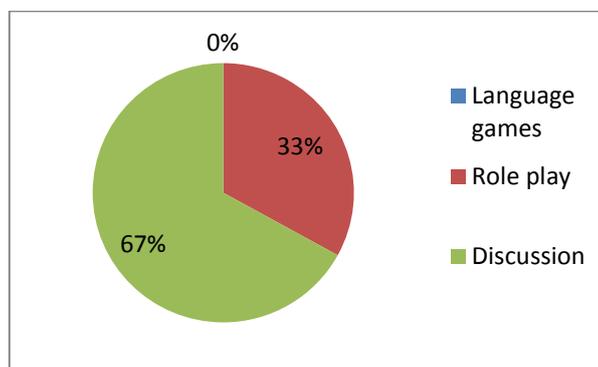
A quick look at the table above shows that the majority of teachers use discussion activity. (20) Students' answers translated to (67%) go for "discussion". From here; we can say that discussions activity is the most preferred activity by the oral expression teachers because it gives the students the opportunity to use the language and express their different points of view. (10) Subjects represent (33%) state "role play" and none of the participant declared "language games". Teachers of oral expression should use different activities to motivate their students to use the language and break the routine of the classroom by using gaming activities to let the students speak and learn in an enjoyable way.

Table 20: Does your teacher encourage you to speak

| Options	Yes	No	Total
Number	24	6	30
%	80%	20%	100%

Figure 19: whether the teachers encourage their students
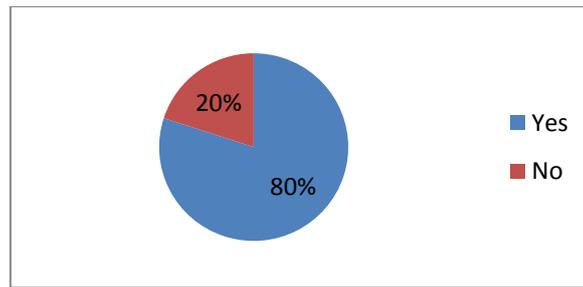
The aim of this question is to know whether the teacher encourage his students as much as possible to speak. (24) Participants from the whole sample making up 80% go for yes. We assume that the teacher motivate them by creating a pleasant atmosphere, choosing the subjects that the students are interested in since the students who are not motivated they will never speak. In the other hand; a small portion 6 students the equivalent of 20% go for "no".

Table 21: How often does he invite you to speak?

Options	Always	Often	Rarely	Never	Total
Number	13	12	5	0	30
%	43%	40%	17%	0%	100%

Figure 20: Frequency of the students invited to speak
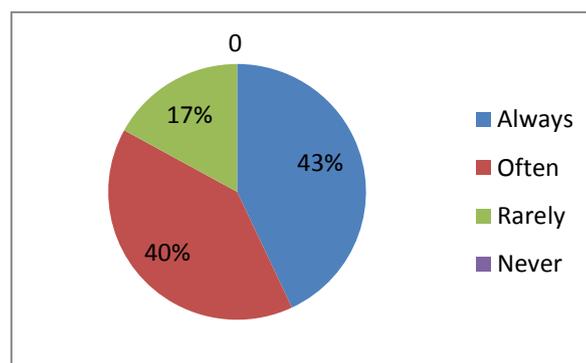
The aim of this question is to know if the teacher invites his learners to speak and encourage them to take risks and to use the language. The results reveal that 13 participants the equivalent of 43% go for "always" and 12 students making up 40% state that the teacher often invite them to speak while 5 participants represent 17% go with rarely and none of the participants respond with never. Generally in communicative language

teaching the teacher should always invite the students to speak and use the language and help them to reduce their anxiety and fearfulness.

Table 22: How often does the teacher correct your mistakes

Options	Always	Often	Sometimes	Rarely	Never	Total
Number	6	3	14	6	1	30
%	20%	10%	47%	20%	3%	100%

Figure 21: teachers' frequency of correcting students' mistakes
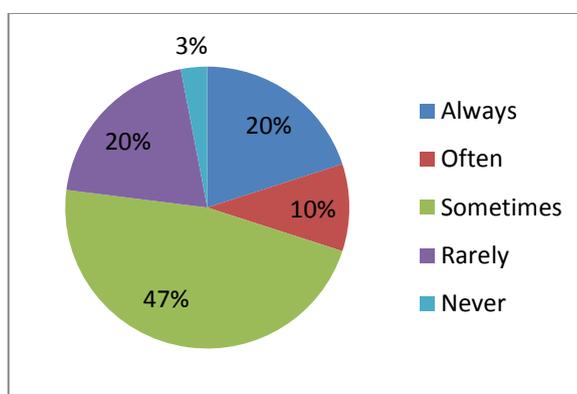
A remarkable characteristic in communicative language teaching is the tolerance attitude towards students' errors especially grammatical errors. A quick look at the table above shows that (6) students making up 20% go for always which means that the teacher continually correct their mistakes. We can say that the teacher should not correct students' mistakes each time to let them interact without fearing of making errors since the teacher correction increases learners' anxiety and hesitation. (3) Participants state often making up 10% while 14 subjects making up the majority of our participants go for sometimes. 6 students the equivalent of 20% answer with rarely and (1) remaining students declared that rarely the teacher correct his mistakes

Table 23: how often does he interrupt you to correct your mistakes?

| options	always	often	sometimes	rarely	never	Total
Number	2	2	19	4	3	30
%	7%	7%	63%	13%	10%	100%

Figure 22: the frequency of teachers' interruption for correction
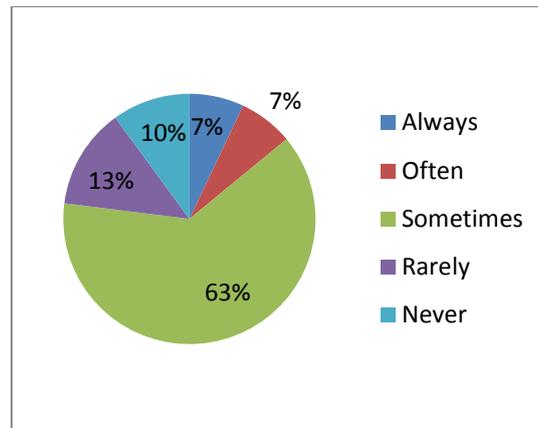
The aim of this question is to know whether the teachers interrupt their students when they make errors to correct them or not.(19) students from the whole sample making up(63%) state "sometimes" which is considered to be very encouraging number because teacher should not interrupt their students each time when they are speaking in order to avoid making them fear or anxious and he has just to correct serious mistakes.(2) participants represent (7%) declared that they are always interrupted by their teachers whereas (2) others representing (7%) declared often and   (4) subjects the equivalent of (13%) answer with rarely. in contrast; (3) Students making up (10 %) declared that they have never been interrupted by their teacher.

Table 24: does this hinder you to interact.

Options	Yes	No	Total
Number	11	19	30
100%	37%	63%	100%

Figure 23: whether the interruption hinder students to interact
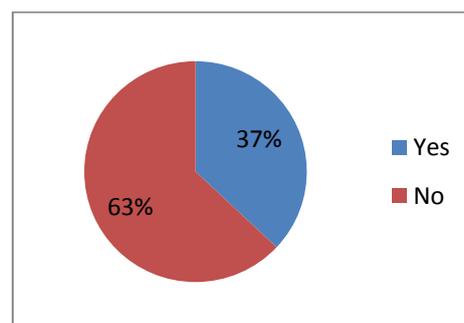
A quick look at the table above shows that (19) students the equivalent of (63%) go for No; the interruption does not hinder us to interact. We assume that these students have no problem with interruption of the teacher and they prefer to be corrected by their teacher whenever they make a mistake to improve their learning.in contrast; (11) participants making up 37% declared yes the interruption hinder us to interact .we can say that this portion of students are shy and inhibited and don't like to be corrected by their teacher each time when a mistake occurs

Table 25: how would you describe your teacher?

Options	A controller	A guide	Total
Number	7	23	30
%	23%	77%	100%

Figure 24: students describing their teacher
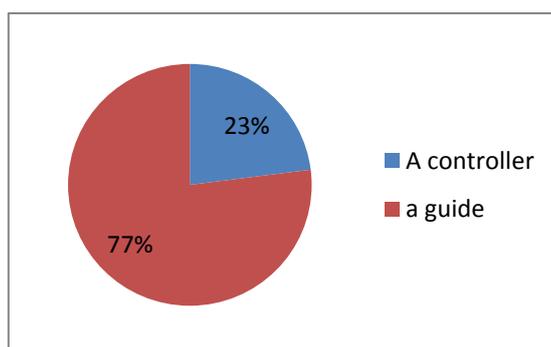
Generally; in communicative language teaching the teacher is a guide a facilitator and assessor in order to facilitate the learning process and make the students use the language freely and reduce their anxiety.23 students making up 77% from our sample declared that their teacher is a guide. We assume that the students describe their teacher as a guide because they feel comfortable and relaxed in the classroom. Whereas; (7) participants making up (23%) describe their teachers as a guide.

Table 26: teacher' amount of talkativeness

options	talkative	Less talkative	average	Total
number	17	1	12	30%
%	57	3%	40%	100%

Figure 25: the teacher is
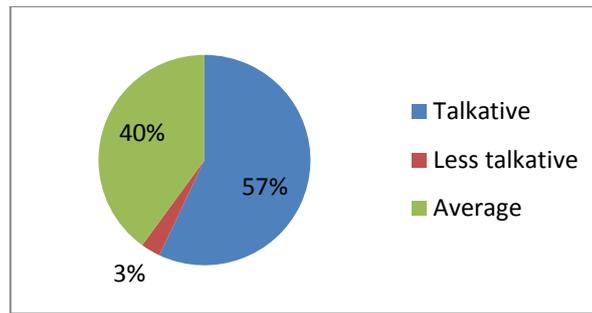

Commonly, the teacher of oral expression should be less talkative and give the opportunity to the learners to talk and express themselves and give their opinions.   A quick look at the table above reveals that (17) participants making up (57%) declared that their teacher is talkative.in the other hand (12) participant making up (40%) state that their teacher is average. Whereas one remaining student the equivalent of (3%) declared that his teacher is less talkative.

The analysis of teachers' questionnaire

1. **Back ground information**

Table 27: Teachers' gender

| gender	male	female	Total
Number	6	4	10
%	60%	40%	100%

Figure 26: teachers' gender
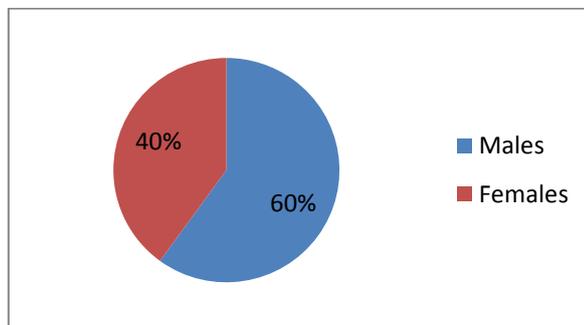
A quick look at the table above shows that the majority of our participants are males 6 males making up 60% declared that are males .whereas; 4 participants making up 40% are females.

Table 28: how long have you been teaching English at University

options	1 to 5 years	5 to 10 years	More than 10 years	Total
number	3	5	2	10
%	30%	50%	20%	100%

Figure 27: teachers' educational experience
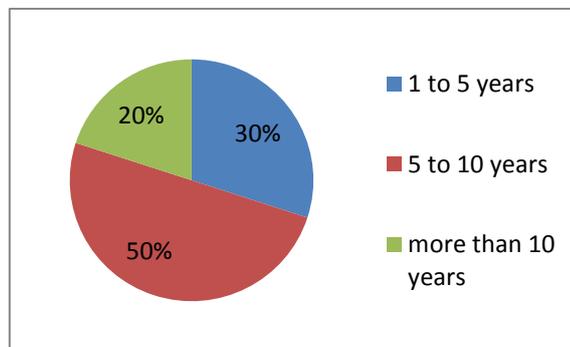
The aim of this question is to know the teachers experience in teaching English at university .50% from the total sample declared that they have been teaching English for five to ten years while 3 teachers the equivalent of 30% state that they have been teaching English from 1 to 5 years and 2 teachers making up 20% declared more than 10 years.

Table 29: as a teacher of oral expression, which level have you taught throughout your career?

options	1st level	2end level	3rd level	All levels	Total
Number	1	1	2	6	10
%	10%	10%	20%	60%	100%

Figure 28: the most levels teachers have taught
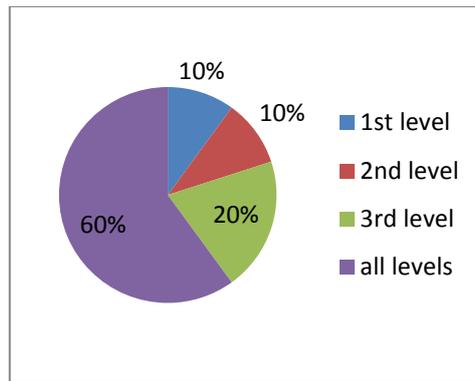
The aim of this question is to know whether the teachers have taught a variety of levels in their teaching career. The majority of the participants (6) teachers making up 60% have taught all levels in their career whereas (1) teacher the equivalent of 10 % state that he is teaching the first level. In the other hand; also (1) teacher making up 10% declared that he is teaching the second level and (2) remaining teachers making up 20% stated they are teaching the third level

Table 30: do you prefer to teach oral expression

options	Yes	No	Total
number	9	1	10
%	90%	10%	100%

Figure 29: teachers' preferences of teaching oral expression
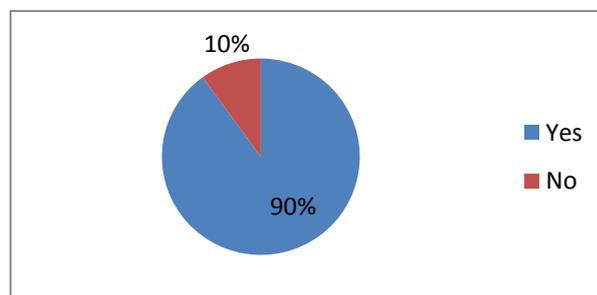
A quick look at the table above shows that the majority of our participants prefer to teach oral expression module.9 teachers making up 90% go for yes we prefer to teach oral expression while 1 teacher making up 10 % go for no maybe he prefers to teach the other

modules . In the table below we are going to mention the main reasons behind the teachers' choices

Table 31: teachers' justification behind their choices

Teachers choices	Teachers' justifications	Total
yes	1) It's challenging module and there is a lot of students teacher interaction 2) I feel at home with dynamic oral classes 3) I like oral expression, it's the real language class we have creativity and a variety 4) Face to face communication is a very good way to know the person you are talking to	9
No	1) It's very difficult, it needs a talented teachers, it requires specific skills, voice	1

Part two: the learners' attitudes from the teacher perspective

Table 32: how often do your students participate in the oral expression?

choices	frequently	sometimes	rarely	never	Total
number	8	2	0	0	10
%	80%	20%	0%	0%	100%

Figure 30: students' frequency of participation in the oral expression
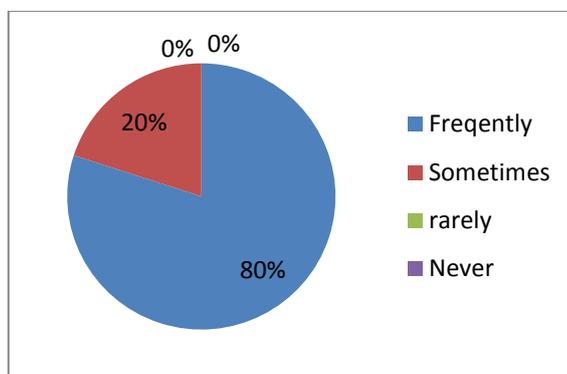
The aim of this question is to know the frequency of the students' participation in the oral class and if they are motivated enough to speak and use the target language. The majority of our subjects 8 participants making up 80% declared that their students are frequently participating during the oral session. We believe that these students are motivated by their teachers and interested in the different activities that are used in the classroom while 2 participants the equivalent of 20% stated sometimes and none of teachers stated rarely and never. In the table below we are going to mention teachers' justification behind the students' participation

Table 33: teachers' justification of students' frequency of participation

choices	justifications	Number
Frequently	1) We need to make them participate to improve their speaking skill 2) Because they need to improve their speaking skill and sometimes they participate because they need to get better scores 3) They are motivated and interested in the different topics and activities	8
sometimes	1) Shy students they avoid to participate until I push them to do so	2
Rarely	/	0
Never	/	0
total	/	10

Table 34: do your students feel comfortable in the oral expression class

choices	Yes	No	Total
Number	9	1	
%	90%	10%	100%

Figure 31: students' feelings in the oral classroom
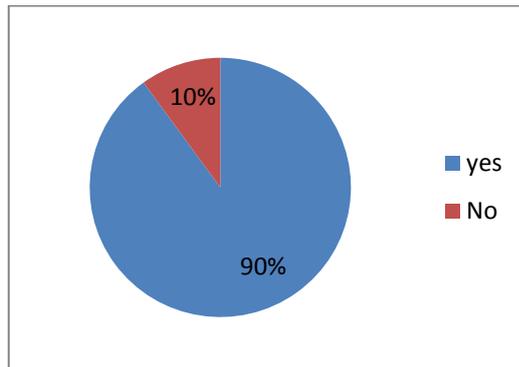
A quick look at the table above shows that (9) teachers making up 90 % stated that their learners feel comfortable in the oral expression class. We believe that the reason behind the students feeling is that the teachers create a good atmosphere in the classroom. While (1) remaining teacher making up 10% from the whole sample go for no that his students feel uncomfortable.

Table 35: what makes them feel so?

choices	The teacher	Their classmate	The different activities used in the classroom
Frequency number	9	5	6
total	90%	50%	%60

Figure 32: the reason behind the students' feeling
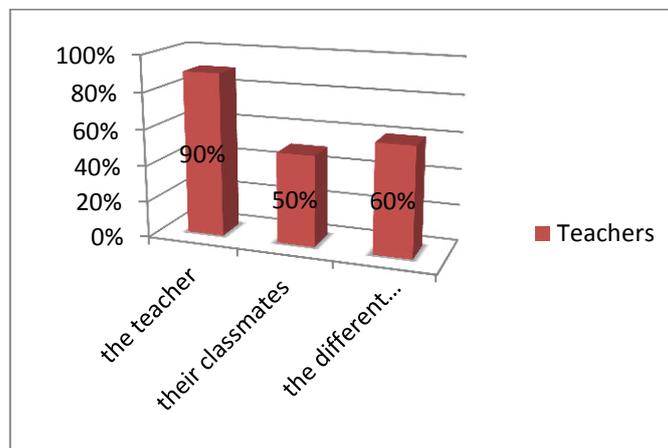
A quick look at the table above shows that the reasons behind students being comfortable or not is teachers making up 90% whereas 5 teachers making up 50% go for their classmate and 6 teachers have chosen the different activities used in the classroom making up 60%

Table 36: do you think that they participate because

choices	They are motivated	They are risk takers	They like the different activities used in the classroom	total
Number	4	2	4	10
%	40%	20%	40%	

Figure 33: Reasons behind students' feeling
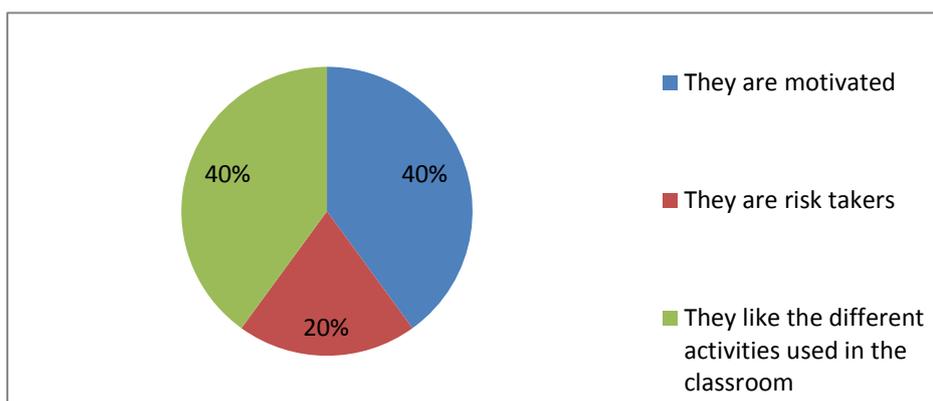
The aim of this question is to know what the main reasons behind the students' participation. (4) Subjects from our sample making up (40%) declared that they are motivated whereas (2) subjects the equivalent of (20%) state that they are risk takers and (40%) affirmed the different activities used in the classroom are behind students participation in the oral class.

Table 37: do you think that the students do not participate because

choices	They are shy	They are not interested in classroom activities	The overcrowded classroom	total
Number	8	1	1	10
%	80%	10%	10%	100%

Figure 34: The reasons behind students' refusal of participating
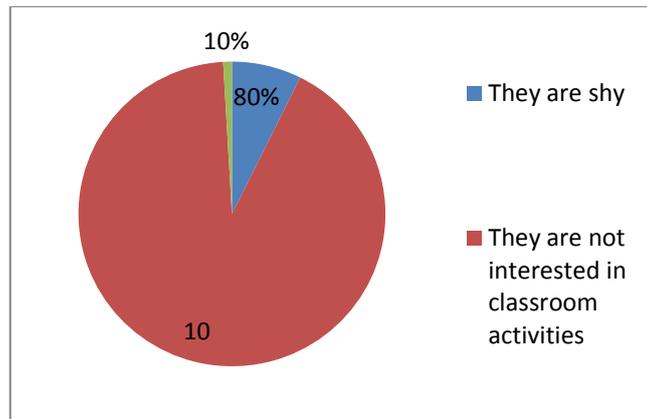
The aim of this question is to know what the main reasons behind the students' refusal to speak. 8 participants making up 80% go for "they are shy" we believe that many students suffer from this problem of shyness teachers should push these students to participate in order to get rid of shyness and inhibition.1 teacher making up 10% declared that they are not interested in the classroom activities while another teacher making up 10% stated that the overcrowded classroom is the main reason behind the students refusal of participating.

Part three: the teacher role in communicative language teaching

Table 38: what is the role of the teacher?

options	A guide	A controller	Total
Number	8	2	10
%	80%	20%	100%

Figure 35: The teachers' role
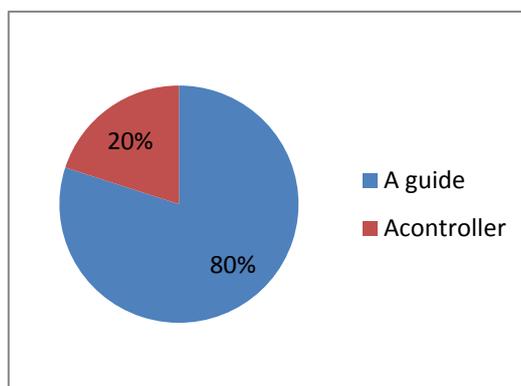
Ordinarily; in a communicative language teaching teacher has different roles such as; a guide and a facilitator in order to facilitate learning and make his learner less inhibited and anxious. The result shows that 8 teachers making up 80% declared that they role is a guide while 2 teachers making up 20% stated that their role is controller

Table 39: In the classroom; you are the one who talks

choices	most	sometimes	When necessary	Total
Number	1	3	6	10%
%	10%	30%	60%	100%

Figure 36: The frequency of the Teachers' talk
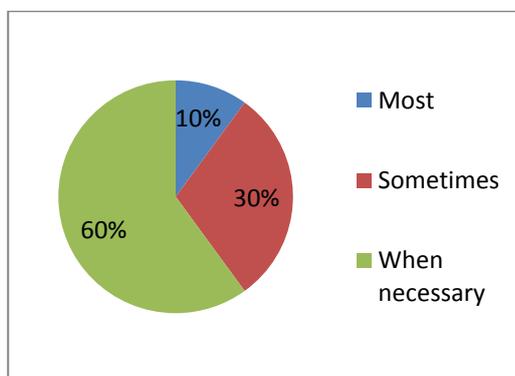
A quick look at the table shows that 6 teachers making up 60% declared that are talking when necessary which means that they emphasize on the students to talk and use the language while 3 subjects the equivalent of 30% stated that they talk sometimes whereas 1 teacher making up 10% confirmed that he talks mostly in the oral session.

Table 40: do you motivate your students to speak

choices	always	sometimes	Often	rarely	Total
Number	10	0	0	0	10
%	100%	0%	0%	%	100%

Figure 37: The frequency of teachers' motivating their students
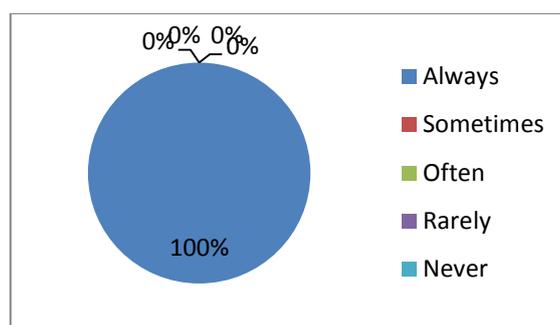
The aim of this question is to know whether teachers motivate their students to speak in the oral session. All our participants (10) teachers making up 100% declared that they are always motivating their students to speak. We can say that teachers try to provide students with different activities and create an encouraging atmosphere in the oral class to push students to use the target language.

Table 41: do you reward them when they answer correctly

choices	always	often	sometimes	rarely	never	Total
Number	5	4	1	0	0	10
%	50%	40%	10%	0%	0%	100%

Figure 38: the teachers' frequency of rewarding their students when they answer correctly
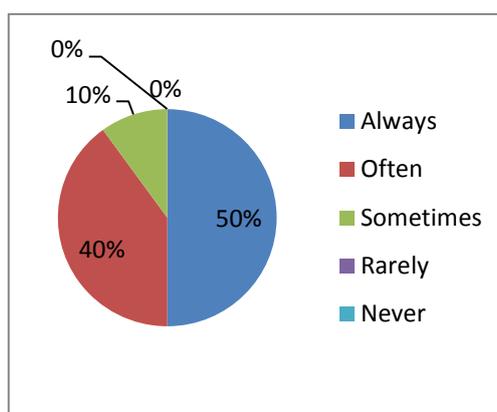
The aim of this question is to know whether teachers reward their students from time to time in order to enhance their motivation. The majority of our subjects 5 teachers making up 50% declared that they always reward their students which considered to be a

very good way to enhance motivation in students to speak in the oral clas.4 teachers making up 40% stated often whereas (1) teacher the equivalent of 10% affirmed that they reward their students sometimes. And none of teachers stated rarely or never.

Part four: communicative language teaching

Table 42: which skill do rely on to teach oral expression

choices	Speaking	Listening	Reading	Writing
Frequency Number	10	8	3	2
%	100%	80%	30%	20%

Figure 39: the most reliable skill for teachers
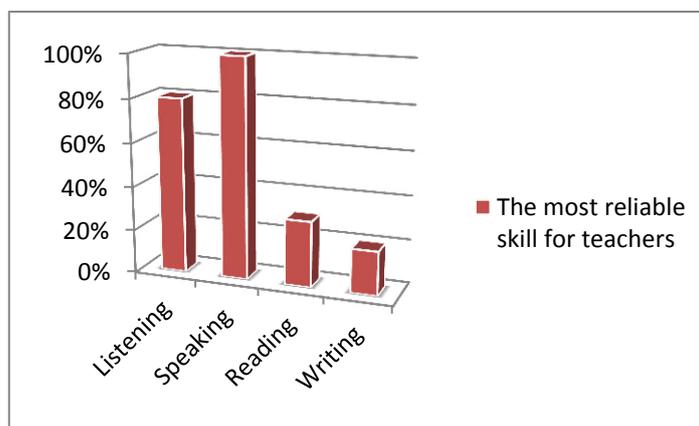
Communicative language teaching emphasizes the integration of the four skills; the main target of this question is to know which skill teachers rely on most to teach oral expression. 100% of our subjects have declared speaking as the most skill to teach in oral expression. While 80% of teachers also declared that they rely on listening skill as well to teach oral expression .we can say that because the two skills are interrelated to each other and the good listener is a good speaker. The more they listen to English it helps them their speaking skill. In the other hand 30 % of teachers declared that they rely on reading and 20% stated that they rely on writing.in the table below we are going to mention the main reason behind the teachers choices

Table 43: teachers' justification behind their choices:

choices	Teachers' justification	Frequency number	Total
Speaking	- To train them to speak fluently and to understand native speakers - Via oral expression we as teachers need to make the students speak fluently so we have to focus on speaking skill	10	100%
Listening	Listening and speaking are needed for communication (understand und reply)	8	80%
Reading	Reading is used to help students to speak out	3	30%
Writing	Students should develop their speaking skill as well their writing skill .if you are good speaker you should be a good writer too	2	20%

Table 44: do you agree that in order to learn the language, students have to speak it

choices	Strongly agree	agree	Not agree	Total
number	10	0	0	10
%	100%	0%	0%	100%

Figure 40: learning the language students have to speak it
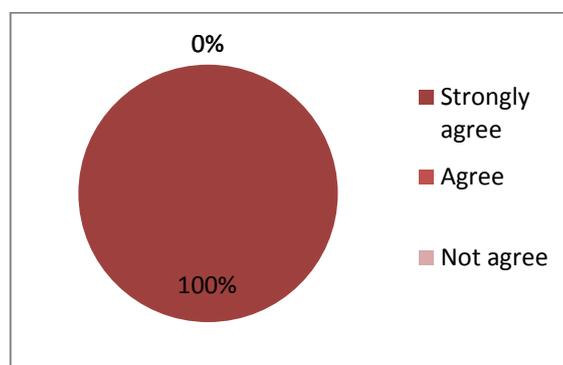
A quick look at the table above shows that 10 teachers making up 100% are strongly agree with the fact that in order to learn a language students have to speak it while none of our participants stated agree or disagree.

Table 45: According to you, a language is

choices	A system of grammatical rules and lists of vocabulary	A social means of communication	Total
Number	3	7	10
%	30%	70%	100%

Figure 41: Teachers' perception of the language
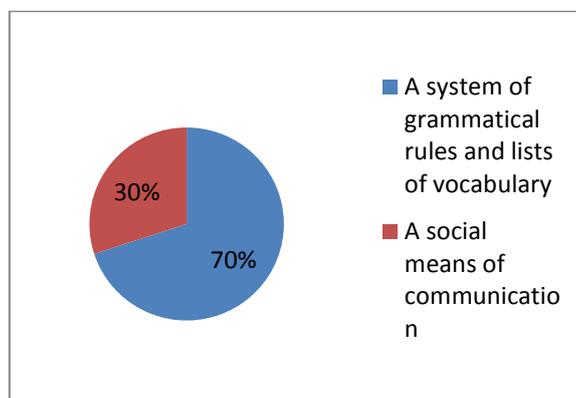
The collected answers shows that the majority of our responds see the language as a social means of communication making up 70% while (3) teachers making up 30% go for a system of grammatical rules and lists of vocabulary.

Table 46: what types of activities do you use most?

Choices	Communicative activities	Grammatical activities	Total
Number	10	0	10
%	100%	0%	100%

Figure 42: the types of activities that are used by the teacher
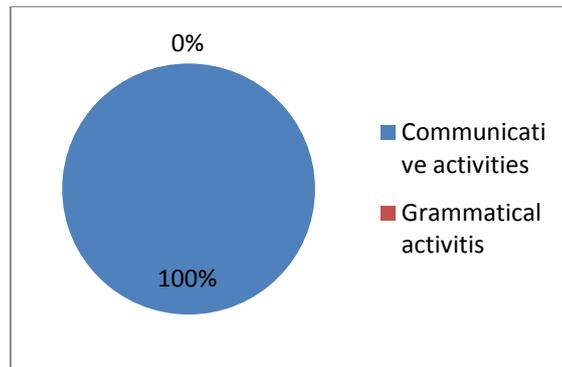
A quick look at the table above reveals that all the teacher making up 100% go for communicative activities. Such role play; discussions...etc. they believe that the communicative activities should be used in order to develop students speaking skill through this activities student will develop their fluency and accuracy.

Table 47: do you explain to your students that they are learning the communicative use of language

choices	yes	no	Total
Number	8	2	10
%	80%	20%	100%

Figure 43: communicative use of language explanation
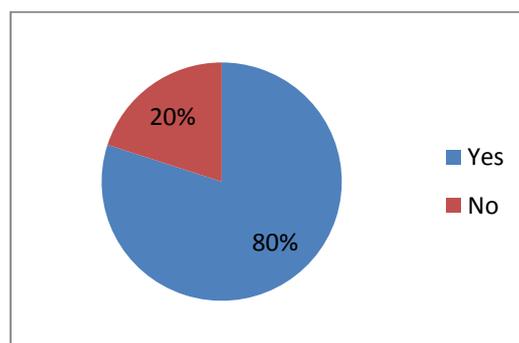
The aim of this question is to know whether the teacher explain to his students that they are learning the communicative use of language 80% of our responds go for yes and 20 % go for no. From here we can say that the teachers are aware to explain to their students the benefit of learning a language which can motivate them to use the target language.

Table 48: how often do you correct students' mistakes?

Choices	Always	sometimes	Rarely	Never	Total
Number	7	2	1	0	10
%	70%	20%	10%	0ù	100%

Figure 44: The frequency of teachers' correction of the students' mistakes
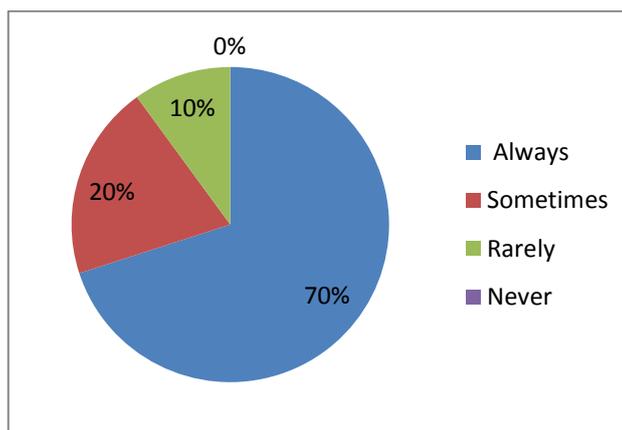
A quick look at the table above reveals that 7 teachers the equivalent of 70% stated always while 2 teachers making up 20% affirmed that sometimes they correct students' mistakes. And none of our subjects declared rarely or never. The teachers should minimize from their correction every time because it affects the students and it increases their fears and inhibition.

Table 49: how often do you interrupt your students to correct their mistakes?

choices	always	sometimes	rarely	Never	Total
Number	2	4	3	1	10
%	20%	40%	30%	10%	100%

Figure 45: the frequency of teachers' interruption to correct students' mistakes
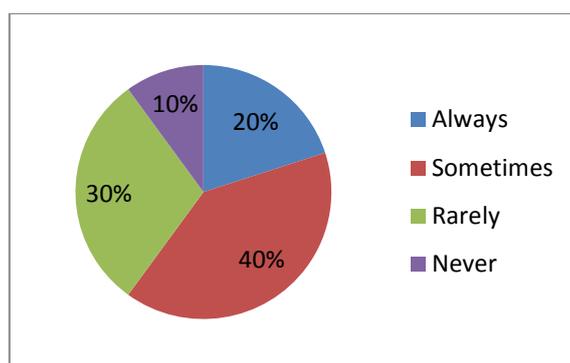
A quick look at the table above shows that the majority of teachers interrupt their students to correct their mistakes from time to time according to the seriousness of the mistake .(2)teachers making up 20% affirmed that they always correct the students' mistakes while (4) teachers stated sometimes and (3) teachers the equivalent of 30 % stated rarely and (1) teacher said never .this result shows that teachers are aware of students' affective side because interrupting students each time to correct their mistakes increases the fear and inhibition in students .

Table 50: do you take their feeling into consideration when inviting them to speak

choices	always	often	sometimes	rarely	never	Total
Number	8	2	0	0	0	10
%	80%	20%	0%	0%	0%	100%

Figure 46: The frequency of teachers' taking care of students' feeling
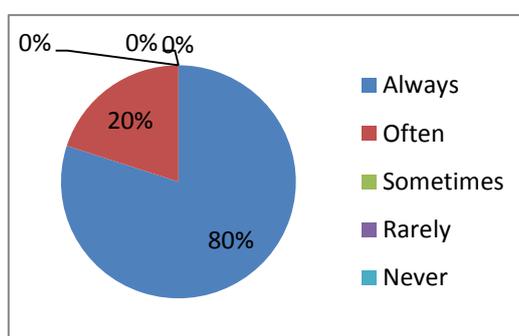
Communicative language teaching put much emphasis on the affective side of the learner without a total ignore to the cognitive side. Teachers should always take the students' feeling into consideration when they invite them to speak. The result in the table

above shows 8 teachers making up 80% affirmed that always take the students' feeling into consideration when they invite them to speak. In the other hand; 2 subjects making up 20% go for often and none of our responds opt sometimes, rarely and never

Table 51: do you make your learners work in

choices	Group work	Pair work	Individual work	none
Number	5	4	1	0
%	50%	40%	10	0%

Figure 46: Making the students work in
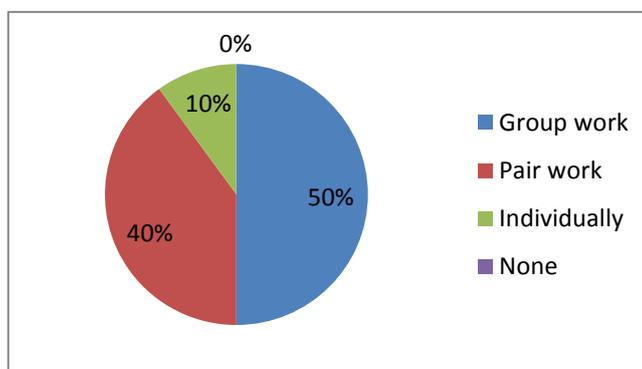
Usually; in communicative activities teachers should divide the students into groups and pairs to make them share their opinions and ideas and use the target language in order to develop their speaking skill. The result at the table above shows that the majority of teachers 50 % are using group work and 40 % stated that they are using pair work in the other hand just (1) teacher making up 10% declared that he prefer to make the learners work individually maybe because he face many problems in dividing the students to work to gather .

Table 52: do you give your students opportunities to talk about their communicative needs

Choices	Yes	No	Total
Number	8	2	10
%	80%	20%	100%

Figure 47: giving opportunities to the students to talk about their communicative needs
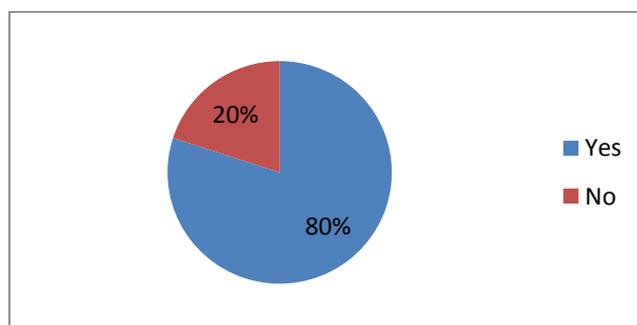
The aim of this question is to know whether the teacher gives chances to their learners to talk about their requirements and their needs and knowing about the language. The majority of our responds making up 80% go for yes and 20% say no.

6. Discussion

First of all, the analysis of the students' questionnaire reveals that communicative approach has an effect on the development of students' speaking skill. The majority of students show a great willing to learn English and speak it fluently. In the second part of the students' questionnaire, the collected data show that the majority of students participate in the oral class and they are really willing to improve their speaking skill because they feel comfortable and motivated by their teachers. In the third part which is devoted to the learners' preferences, the collected answer shows that the majority of the students are willing to work in group work activities in order to learn from each other and share their opinions. In the other hand; the introvert students in our questionnaire shows a great preservation because they are shy, self-conscious and inhibited. Here it comes the role of the teacher to create a friendly encouraging atmosphere to push the introverts' students to participate in different activities used in the classroom by acting as a facilitator, a guide, a corrector but not a controller.

Secondly, the analysis of the teachers' questionnaire shows that most of teachers are actually applying some principles of communicative language teaching in their classes. In the second part of teachers' questionnaire the collected answers affirmed that the

majority of their students are motivated to speak and they are willing to use the language because of the classroom atmosphere which is friendly and encouraging and the different communicative activities that are used in the classroom. such as; discussions, role plays...etc.in the third part of the teachers questionnaire the collected answers show that the majority of the teachers agree that they should act as a guide and facilitator in order to help their students to feel comfortable and less inhibited in the oral class. In the fourth part of the teachers' questionnaire concerning the communicative language teaching, the collected answers reveal that the majority of the teachers see that the language as a social means of communication and they put much emphasis on the communicative aspects of the language rather than its form.

Conclusion

To conclude this chapter, the collected results from students' and teachers' questionnaires show that communicative language teaching is an effective method to develop students' speaking skill. The analysis of students and teacher questionnaire revealed that the communicative language teaching approach (CLT) has positive impact on the students' oral performance. It encourages students' participation, promotes confidence, prepares students for real-life communication .Besides it gives opportunity to the students to use the target language freely and it puts the students in positions where they can practice the speaking skill. Moreover, it allows students to make decisions about how to express and to achieve the goal of developing their speaking skill.

Suggestions and Recommendations

On the basis of the present research findings, it is advisable to suggest these recommendations to EFL teachers,

➢ Due to the several problems which occur in the CLT, We believe that first of all, English teachers need to continue learning advanced teaching theory, improve their professional knowledge, know the correct meaning of communicative competence, understanding the substance of CLT, and master the ways and means of teaching.

➢ Teachers need to correctly handle the students' ability of listening and speaking and the relationship between reading and writing skills, to encourage students to participate in oral and written communication, not only to meet their current needs and meet the use of English in their future

➢ Teachers need to provide some meaningful opportunities for students to communicate in the real situation, so that students can learn grammar structures, while training their communicative competence.

➢ EFL teachers need to receive in-service training in applying CLT principles. A shift should be made from non-communicative to communicative, Students should work in pairs and groups to promote their speaking skill, Students ought to be encouraged to speak the target language with their classmates.

➢ Teachers should reduce their speaking time during the session to give more chance to the students to do so and offer more opportunities to the students; especially those who face problems in expressing themselves in the target language.

General Conclusion

This current study is set to investigate the development of students' speaking skill through the use of communicative language teaching. Its main concern is to investigate whether the use of communicative language teaching approach will help students to develop their speaking skill and improve their oral performance

The ability to communicate in FL fluently has a great contribution to the success of the learners. Many methods have been introduced to improve the quality of teaching and learning but they fail to help the learners to communicate effectively using the target language. As a result Communicative language teaching came into existence as one of the various methods to teach speaking skill. It has twofold: the first is that language is not just bits of grammar but it also involves language functions such as inviting, agreeing, suggesting which students should learn how to use. The second stand is that CLT develops from the idea that if students get enough exposure to language and opportunities for its practice and if they are motivated a language will take care of itself.

Most researchers and teachers around the globe agree upon the idea that the use of communicative language teaching approach will improve and develop the students' speaking skill. This is confirmed through the data obtained from the questionnaires of the students' and teachers' which reveal that the CLT approach is a very effective method to break the silence pattern that exists among students in traditional classrooms.

In point of fact, the communicative approach is a very motivational method because it emphasizes the affective aspect and the centeredness of the learners. The analysis of the students' and teachers' questionnaires revealed that the majority of the students' (extroverts) show a great willing to participate and improve their speaking skill nevertheless the minority (the introverts) students show a great precaution this could be explained that the principles of communicative approach are not well implemented and grasped.

As a final point, the current dissertation has shed some light on the importance of communicative language teaching approach in developing the students' speaking skill through the use of different communicative activities that can be implemented to improve students speaking skill and to create a pleasant atmosphere where the teacher acts as a

guide and facilitator to make the learners feel comfortable in order to participate and use the target language.

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Students' questionnaire

Dear students:

We would be very grateful if you could answer the following questions for the sake of our study. It aims at investigating the role of communicative approach in developing students' speaking skill.

Please, tick the appropriate box (√) and make full statements whenever necessary.

Part one: back ground information:

Age: ……..

Sex:

    Male   ☐

    Female   ☐

Q1: was English your first choice?

    Yes   ☐

    No   ☐

Q2: how long have you been studying English………. Years.

Q3: how do you evaluate your level in English?

    Very good   ☐

    Good   ☐

    Average   ☐

    Poor   ☐

Part two: students' perception of the speaking skill and their attitudes.

Q4: how often do you participate in the oral expression?

    Often   ☐

    Sometimes   ☐

    Rarely   ☐

    Never   ☐

Q5: whatever your answer, say why?

………
………
………
………

Q6: do you feel comfortable in the oral class?

    Yes   ☐

     No   ☐

Q7: if uncomfortable say what makes you so?

    The teacher   ☐

    Your classmate   ☐

    The different activities proposed by the teacher   ☐

Q8: how often do you speak English outside the classroom?

    Often   ☐

    Sometimes   ☐

    Rarely   ☐

    Never   ☐

Part three: learners' preferences.

Q9: do you prefer

    Group work   ☐

    Individual work   ☐

    Pair work   ☐

Q10: justify your answer:

………
………
………
………

Q11: how do you prefer to be in the classroom?

Silent ☐

Talkative ☐

Q12: do you feel satisfied in the different activities you perform in the classroom?

Yes ☐

No ☐

Q13: outside the classroom, do you prefer to be

Alone ☐

In company of the others ☐

Part 4: communicative language teaching:

Q14: how do you describe the atmosphere of your class?

Friendly ☐

Stimulating ☐

Boring ☐

Q15: what is the type of the relationship between you and your teacher?

Good ☐

Bad ☐

Neutral ☐

Q16: which activity does your teacher use most?

Language games ☐

Role play ☐

Discussion ☐

Q17: does your teacher encourage you to speak in the classroom?

Yes ☐

No ☐

Q18: how often does he invite you to speak?

Always ☐

Often ☐

Rarely ☐

Never ☐

Q19: how often does the teacher correct your mistakes?

Always ☐

Often ☐

Sometimes ☐

Rarely ☐

Never ☐

Q20: how often does he interrupt you to correct your mistakes?

Always ☐

Often ☐

Sometimes ☐

Rarely ☐

Never ☐

Q21: does this hinder you to interact?

Yes ☐

No ☐

Q22: how would you describe your teacher?

A controller (dominant) ☐

A guide ☐

Q23: your teacher is:

Talkative ☐

Less talkative ☐

Average ☐

Thank you!

Teachers' questionnaire:

Dear teacher;

You are kindly invited to answer our questionnaire. It aims to investigate the development of students' speaking skill through communicative language teaching.

Please, put a tick (√) in the corresponding box and make full statements whenever necessary.

Part one: back ground information

Sex:

  A) Male ☐

  b) Female ☐

Q1: How long have you been teaching English at university?

  a- One to five years ☐
  b- Five to ten years ☐
  c- More than ten years ☐

Q2: as a teacher of oral expression, which level have you taught throughout your career?

  a) First level ☐

  b) Second level ☐

  c) Third level ☐

  d) All levels ☐

Q3: Do you prefer to teach oral expression?

  Yes ☐

  No ☐

  Justify your answer:

………………………………………………………………………………………………
………………………………………………………………………………………………
………………………………………………………………………………………………
………

Part two: the learners' attitudes from the teacher perspective.

Q4: How often do your students participate in the oral expression?

   a) Frequently ☐

   b) Sometimes ☐

   c) Rarely ☐

   d) Never ☐

Whatever your answer say why?

……
……
……
…………..

Q5: Do your students feel comfortable in the oral expression class?

   Yes ☐

   No ☐

Q6: What makes them feel so?

   a) The teachers ☐

   b) Their classmate ☐

   c) The different activities used in the classroom ☐

Q7: Do you think that they participate because

   a) They are motivated ☐

   b) They are risk takers ☐

   c) They like the different activities used in the classroom ☐

Q7: Do you think that students do not participate because

   a) They are shy ☐

   b) They are not interested in the classroom activities ☐

   c) The overcrowded classroom ☐

Part three: the teacher role in communicative language teaching:

Q8: What is the role of the teacher?

a) A guide ☐

b) A controller ☐

Q9: In the classroom, you are the one who talks?

a) Most ☐

b) Sometimes ☐

c) When necessary ☐

Q10: Do you motivate students to speak

a) Always ☐

b) Sometimes ☐

d) Rarely ☐

e) Never ☐

Q11: Do you reward them when they answer correctly?

a) Always ☐

b) Sometimes ☐

c) Often ☐

d) Rarely ☐

e) Never ☐

Part four: communicative language teaching:

Q12: which skill do you rely on to teach oral expression?

a) Listening ☐

b) Speaking ☐

c) Reading ☐

d) Writing ☐

Justify your answer:

……………………………………………………………………………………………………
……………………………………………………………………………………………………
……………………………………………………………………………………………………
………

Q13: Do you agree that in order to learn the language, students have to speak it?

a) Strongly agree ☐

b) Agree ☐

d) Not agree ☐

Q14: What types of activities do you use most?

a) Communicative activities ☐

b) Grammatical activities ☐

Q15: According to you, language is:

a) A system of grammatical rules and lists of vocabulary ☐
b) A social means of communication ☐

Q16: Do you explain to your students that they are learning the communicative use of language.

Yes ☐

No ☐

Q17: How often do correct their mistakes

a) Always ☐

b) Sometimes ☐

c) Rarely ☐

d) Never ☐

Q18: how often do you interrupt your students to correct their mistakes?

a) Always ☐

b) Sometimes ☐

c) Rarely ☐

d) Never ☐

Q19: Do you take their feelings into consideration when inviting them to speak?

a) Always ☐

b) Often ☐

c) Sometimes ☐

d) Rarely ☐

e) Never ☐

Q20: do you make your learners work in:

a) groups ☐
b) Pairs ☐
c) Individually ☐
d) None ☐

Q21: Do you give your students' opportunities to talk about their communicative needs?

Yes ☐

No ☐

Thank you!

Résumé :

Cette étude vise à examiner le développement de la capacité rhétorique des étudiants Anglais de la deuxième année LMD à l'université de Biskra grâce à l'utilisation de l'approche d'enseignement de la langue communicatif. Le principal problème qui sous-tend ce travail est que de nombreux étudiants sont incapables de mener une communication spontanée en utilisant la langue anglaise. La cause principale derrière ce problème est les méthodes traditionnelles qui sont suivies par de nombreux enseignants à enseigner la capacité rhétorique qui se concentrer sur l'enseignement d'un ensemble de règles grammaticales. Pour mener à bien cette recherche et confirmer cette hypothèse, si les enseignants utilisent l'approche de enseignement de la langue communicatif, ce qui permettra d'améliorer la capacité rhétorique des étudiants, deux questionnaires sont administrés, l'un des professeurs de l'expression orale et l'autre pour les étudiants de deuxième année au département de l'université anglaise de Biskra pour identifier et explorer leurs attitudes au sujet de la capacité rhétorique et l'approche communicative. Les données recueillies dans la carde de cette étude montrent que l'enseignement de la langue communicatif est une méthode très efficace pour développer la capacité rhétorique des étudiants. Enfin, cette étude vise à proposer des stratégies, des techniques et des procédures qui peuvent aider les enseignants à enseigner la capacité rhétorique.