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Teachers' Role in Promoting Students' Communicative Performance

The Case Study of Second Year LMD Students at the English Division in the

University of Mohamed Kheider Biskra

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

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Dedication

This work is dedicated to my dear parents, who have provided me with love, support, and understanding.

I also dedicate my work to my dear supervisor Mrs. Bencharef Sakina to whom I'm very appreciative and thankful.

I also dedicate my work to my brothers and to my lovely sister Rim and her husband Seba Brahim to whom I'm so thankful and grateful for his help and support.

To my cute and lovely nephews and nieces: Aziz, Mohammad, Meriem and Ritej. To my sister in law Nour.

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Abstract

This present research aims to investigate the role of teachers in promoting students' communicative performance. In other words, the present study is mainly concerned to highlight the importance of teachers, who are supposed to perform different roles, in enhancing EFL learners' communicative performance. Therefore, it is hypothesized that if teachers perform their role effectively through using appropriate methods, strategies, and techniques, students' level of oral performance will be improved. The method used in this study is descriptive. Indeed, it aims to describe two main variables: the teachers' role which is the independent variable, and the students' communicative performance which is the dependent variable. In order to fulfill this investigation and to prove the set hypothesis, the questionnaire was used as the main instrument in this study to gather data. A questionnaire was administrated to a representative sample of second year LMD students and another one was conducted with oral expression teachers in the English division at the University of Biskra during the academic year 2015-2016. The findings obtained from the analysis of the results confirmed that EFL teachers are the basic element in promoting students' communicative performance. More precisely, the use of different oral activities, teaching materials and appropriate methods contributed to the development of learners' speaking skill, and to the enhancement of their participation and motivation in class. Finally, this research is supported with some recommendations for teachers which may be applied in the oral classrooms as additional strategies to enhance students' communicative performance as well as some suggestions for students to help them overcome their problems in speaking and promote their level.

List of Abbreviations

CLT: Communicative Language Teaching.

EFL: English as Foreign Language.

FL: Foreign Language.

GTM: Grammar Translation Method

LMD: License Master and Doctorate.

MT: Mother Tongue.

O.E: Oral Expression.

TL: Target Language.

TPR: Total Physical Response.

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المُلخَص

General Introduction

Introduction

The process of education is one of the most important and complex of all human endeavors. The general notion of education is something carried out by teachers standing in front of the classroom transmitting information and knowledge to a group of learners who are prepared to receive and absorb that knowledge, so that gives the sense that the process of education is a combination of two sub-processes of teaching and learning. In fact, these two processes are vital to achieve a proper level in education; besides, a good and successful educator is someone who can decode the complexities of the teaching-learning process to facilitate the transition and the understanding of the given knowledge. However, teaching-learning the FL is not only a matter of the structure and the grammatical rules; in fact, it is also the application of these rules in communication i.e. the oral side of language should be taken into consideration because the spoken form of language takes the large part in humans' real life.

More precisely, teaching foreign languages is an interchangeable process that requires the participation of both teachers and learners. It requires, as well as, the use of some materials to facilitate this process and to help learners achieve communicative proficiency, which has to be improved and practiced continuously. However, teachers often face situations in which students are not able to speak, so here comes the importance of the role that teachers play to improve students' communicative proficiency via the use of some instructional techniques and strategies. Therefore, this study attempts to dig up the teachers' role in promoting students' communicative performance (speaking skill) through the use of some teaching strategies.

1. Statement of the Problem

The main objective of teaching the foreign language is to help EFL learners to express themselves and their ideas orally in a fluent way in the classroom. However, most EFL learners are considered as passive, spoon-fed participants because most of times teachers talk more than students. Moreover, most of second year university students are not able to conduct a full and clear conversation mostly because they are not competent enough in communicating. So here, we should highlight the importance of the role of teachers in enhancing EFL learners' communicative proficiency (speaking).

2. Aims of the Study

This study aims at highlighting the importance of specific speaking strategies to promote students' speaking skills. In this work, we had investigated how can teachers provide the needed knowledge to develop EFL learners' speaking skills. Furthermore, these strategies tend to explain to students that achieving communicative proficiency is not only a question of knowing the grammatical rules, but rather how to use them in a given conversation/discussion.

3. Significance of the Study

The importance of this study is to improve and to develop students' speaking performance and to give the needed help to students to speak fluently through the use of some techniques. Moreover, a great focus had been put on the role of the teacher in using certain teaching techniques and methods to provide a suitable atmosphere in the classroom as well as to encourage students to be more self-confident, motivated, and less anxious to use the FL. This work provides teachers with some measures and recommendations that they can use in the

classroom to develop learners' oral performance and to promote students to make best use of their conversational abilities.

4. Research Questions

This work attempts to address the following questions:

- Are second year LMD students at Mohamad Kheider University able to perform orally?
- What are the problems that face learners in speaking?
- What are the most effective techniques used by teachers to help EFL learners overcome their speaking difficulties?
- What is the role of teachers in promoting communicative performance?

5. Hypothesis

We hypothesize that if teachers perform their role effectively through the use of teaching methods and appropriate speaking activities, learners' communicative performance would be improved.

6. Limitations

This research is limited to a sample of second year LMD students of English at Mohamed Kheider University of Biskra. Furthermore, this work is limited at investigating some (but not all) of the most used teaching methods and speaking activities to enhance learners' communicative proficiency. Thus, more emphasis is put on the speaking by highlighting the impact that these teaching strategies and methods have on this productive skill.

7. Research Methodology

7.1 Research Method

In order to assure the accuracy of our hypothesis and to obtain information from the subjects (teachers/students), we had used the descriptive method because it is the most appropriate for our research. This method attempts to describe the situation (the two main variables) and to provide the needed data for the phenomenon of Teacher's Role in Promoting Students' Communicative Performance. After collecting the required information for this research, we had analyzed it qualitatively and quantitatively.

7.2 Sample of the Study

The sample that we had opted for our study was second year LMD students in the English section of Mohamed Kheider University. This sample has been chosen because second year students are in a transitional phase; i.e., they have been introduced to the Oral Expression tutorial. Thenceforward, we had decided to choose randomly 50 students to represent our sample from a whole population of 447 students, so we had chosen that number because it was difficult to work on the whole population. Moreover, 8 teachers of Oral Expression have been chosen randomly in order to provide us with their points of view about the topic of Teachers' Role in Promoting Students' Communicative Performance.

7.3 Data Gathering Tools

The questionnaire had been chosen in this study as the main instrument or tool and this is due to its efficiency in saving time and efforts. Thus, two questionnaires had been handed. One was devoted to teachers of the Oral Expression, and the second one was handed to second year LMD students at the English division of Mohamad Kheider University.

8. Structure of the Dissertation

This investigation is divided into three main chapters. The first and second chapters are devoted for the theoretical framework while the last chapter deals with the presentation of the data and its analysis.

Chapter one tackles the definition of teaching, its characteristics, elements, and the term of effective teaching; also this chapter deals with the definition of the teacher, his types, qualities, and focuses more on his roles. Moreover, it emphasizes the most common EFL teaching methods and approaches.

Chapter two focuses on the notion of communication considering its definition, elements, process, and its main types. It also provides what is meant by communicative competence and communicative performance; furthermore, it highlights the speaking skill by providing its various definitions, elements, types, aspects, importance, and the most common speaking difficulties. In addition, this chapter illustrates the relationship between speaking and listening and states the basic communicative activities to promote the speaking skill.

Chapter three is devoted to come forward the data analysis obtained from the questionnaires that had been submitted to both samples. We found that there is a dire need to conclude the dissertation with a general conclusion and some pedagogical implications or recommendations.

Chapter

One

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Introduction

Generally, the teaching-learning process is interrelated and requires an interaction between both teachers and learners. In fact, real success of teaching and learning requires ambitious teachers and motivated learners; moreover, it requires not only competence in grammar but also whether learners can communicate in English in various situations. Unfortunately, most learners seem to learn much more from the use of a language than from explanations about it. Therefore, here comes the responsibility and the role of teachers to solve such a kind of problems and misunderstandings by adopting certain methods and strategies to facilitate the educational tasks.

In this chapter, we try to explain as much as possible what is meant by teaching by providing some definitions and some specific characteristics and elements of teaching. Also, we attempt to highlight what effective teaching means, to mention types of teachers, and to explain their different roles. Furthermore, we are going to describe the main characteristics of good teachers; and finally, we will discuss the different methods used in teaching the English as a foreign language.

1. Definition of Teaching

Although it is not always easy to state exactly what people might mean by the term ‘teaching’, educators have always needed a wide range of subject knowledge and a large repertoire of professional skills (Brown 2000).

According to Cambridge International Dictionary of English, teaching is defined as “the process of giving knowledge, instruction or training to someone” (Harmer 2001).

Moreover, teaching maybe defined as showing or helping someone to learn how to do something, guiding in the study of something, providing with knowledge and causing to know or to understand (Brown 2000).

According to Amidon (1966), “Teaching is defined as an interactive process, primarily involving classroom talk which takes place between the teacher and the pupils, and it occurs during certain definable activities.” (p.47).

In addition, Williams and Burden (1997) argued that teaching is frequently the process of arranging conditions under which the learners change their ways consciously in the direction of their own goals. Thus, it is often regarded as an art rather than a science.

However, Brown (2000) claimed that teaching cannot be defined apart from learning; teaching is guiding and facilitating learning, enabling the learner to learn, and setting the conditions for learning. In this sense, Gage (1964) noted, “to satisfy the practical demands of education, theories of learning must be ‘stood on their head’ so as to yield theories of teaching” (p. 296). In fact, teaching, like learning, must be concerned with teachers making sense of the situations in which they find themselves; i.e., they should be ready to expect any type of situation they may face. Moreover, Louden (1991) points out

From a practitioner’s perspective [...] teaching is a struggle to discover and maintain a settled practice, a set of routines and patterns of action which resolve the problems posed by particular subjects and groups of children. These patterns, content and resolutions to familiar classroom problems are shaped by each teacher’s biography and professional experience. The meaning of these patterns of action only becomes clear when they are set in the context of a teacher’s personal and professional history, her hopes and dreams for teaching, and the school in which she works. (Cited in Williams, M & Burden, R.L, 1997, p.53)

That is to say, teaching is a challenging task which put teachers in a struggle to figure out and possess a set of practices and strategies which reflect teachers' personality and professional experience in order to solve students' problems.

Furthermore, teaching has often been described as a profession. Although, for plausible reasons, it refers to an occupation; it is like other abilities, it develops through a combination of thoughtful practice, reflection and stimulation.

Another definition was suggested by Wrench (2009), who stated that teaching is about relationships with students and about achievements of students. If someone asks most teachers why they choose teaching as a career, or why they continue to work in schools, they will answer that it is because of the children, and if they are asked what can most effectively turn bad day into a good one, they will answer that it is the moment when "the light bulb" goes on, and when everything comes together and a student's face light up with the realization he/she does understand.

2. Nature and Characteristics of Teaching

As any concept, teaching is known by some features and characteristics that make it a significant process. These can be summarized in the following points:

- There are three main aspects that are interrelated: (1) teacher, (2) students, (3) education.
- The main character of teaching is to provide guidance and training.
- Teaching is an interaction between teachers and students.
- Teaching is an art to give knowledge to students with an effective way.
- Teaching is a science to educate facts and causes of different topics of different subjects.

- Teaching is a conscious process.
- Teachers can teach effectively if they have full confidence on the subject.
- Teaching encourages students to learn more and more.
- Teaching is formal as well as informal.
- Teaching is communication of information to students. In teaching, teachers transmit information in an interesting way so that students can easily understand the information.
- Teaching is a tool to help students to adjust themselves in society and its environment.

(Retrieved from <http://wgc.net/online.svtuition.org/2009/03/definition-of-teaching-and-its.html?m=1/>)

Obviously, teaching is an incredibly challenging profession which requires qualified teachers who take control over their classroom. The classroom environment must be safe and helpful for students in order to interact respectfully with one another and with the teacher because this kind of environment will motivate them to achieve higher levels. (Atkins, 1988)

3. Elements of Teaching

The analysis of the teaching process agreed on six main elements of teaching.

- Identification of potential learners, estimating their requirements and breaking the ice.
- Creation, selection and preparation of tasks, experiences and activities.
- Preparation of resources.
- Performance of tasks, roles and responsibilities.
- Assessment and feedback of learning.
- Evaluation and review of teaching (Cross, 2009).

In fact, teaching should be eventful, and its elements should be remarkable, astonishing, affecting, and to certain extent have serious purpose to achieve.

4. Effective Teaching

Having many years of experience does not guarantee expert teaching because experience is useful only when the teacher continually engages in self-reflection and modifies classroom techniques to better serve the needs of his/her students. Hence, a teacher must prepare to teach a wide range of students in terms of interest, motivation and ability; some of whom may need additional assistance. Effective teachers assess needs, abilities and preparedness on a class-by-class basis and respond to these needs accordingly.

Brown and McInryre (1992 ; cited in Williams and Burden, 1997) reported a study of the opinions of 75 learners in a comprehensive school in UK aged 12- 13 years old as to what makes a good teacher. Ten categories represent elements of good teaching.

- Creating a relaxed and enjoyable atmosphere in the classroom.
- Retaining control in the classroom.
- Presenting work in an interesting and motivating way.
- Providing conditions so learners understand the work.
- Making clear what learners are going to do and achieve.
- Judging what can be expected of a learner.
- Helping learners with difficulties.
- Encouraging learners to raise their expectations of themselves.
- Developing personal, natural relationships with pupils.
- Demonstrating personal talent or knowledge

In fact, effective teaching is about knowing what to do and being able to do it: It is about being authentically “you” and being totally engaged with other people

(learners). Additionally, effective teaching is sometimes equated with successful teaching; that is, the students learn what is intended; it is to create the appropriate atmosphere to motivate the learners to achieve better results (Brown and Atkins, 1988). Indeed, Pine and Boy (1977) argued, “Effective teachers create learning atmospheres which are cognitively and affectively expanding; learning atmosphere which enable the learner to become a more adequate and knowledgeable person” (p. iii).

Moreover, Marrett, Wheldall, Rosenshin and Furst (1997) identified nine key factors contributing to effective teaching:

- Clarity of presentation.
- Teacher enthusiasm.
- Variety of activities during lessons.
- Achievement- oriented behavior in classroom.
- Opportunity to learn criterion material.
- Acknowledgement and stimulation of students’ ideas.
- (Lack of) criticism.
- Use of structuring comments at the beginning and during lessons.
- Guiding of students answers (p. 47).

An effective teacher is the one who is concerned with the students' learning outcomes. He/she is expected to demonstrate five key behaviors and five helping behaviors in teaching. The former concern: 1) lesson clarity, 2) instructional variety, 3) task orientation, 4) engagement in the learning process, and 5) student success. The Five helping behaviors are (1) using student ideas and contributions, (2) structuring, (3) questioning, (4) probing, and (5) teacher affect.

However, there can be no single definition of the effective teacher because there is no simple definition. The effective teaching varies with the age of the student population, background, subject matter etc.

5. Definition of the Teacher

The basic element in the teaching process is **the teacher** because he/she carries the massive part in the educational cycle.

According to Oxford World Power Dictionary, “the teacher is a person who teaches, especially in schools” (p.792). However, this definition gives only the surface image of the teacher.

The following description of the “teacher” gives more details: “Sometimes they [teachers] say they are like actors because ‘we are always on the stage.’ Others think they are orchestral conductors ‘because I direct conversation and set the space and tone.’ Yet, others feel like gardeners, ‘because we plant the seeds and then watch them grow” (Harmer, 2001, p. 56).

A given definition of “teacher” cannot be precise and limited because it is opted from different sources and regarded from different points of view; consequently, it is quite difficult to arrive at only one definition.

6. Types of Teachers

Teachers are not all the same; they are divided into two main types according to the scholars Glasser.

6.1. Boss teachers

It is an authoritarian type of teachers who create reverence and fear environment in class. They are characterized by certain features such as authority, imposing, demanding, controlling, punishing, severe, intolerant and discipline-makers. They seem impatient and sometimes not interested in their job (Rehaiem, 2012, p. 17-18).

6.2. Leader teachers

It is a democratic type of teachers who inspire their students. They create an enjoyable and relaxing atmosphere for learning, and they have specific characteristics such as: motivating, open-minded, rewarding, reinforcing, tolerant, facilitating, easy-going, guiding and friendly (Rehaiem, 2012, p. 17-18).

7. Qualities of Good and Effective Teachers

Good teachers are those who are aware of what to teach and how to teach; they are those who are interested about the teaching-learning process and the students' needs. Most teachers do not want to be just good teachers but rather want to be great teachers. (NWREL, 2001, p. 18).

According to Sesnan (1997), the main characteristics of good and effective teachers are:

- They know their subject well (what to teach and how to teach).
- They understand what learners know and what they still have to learn.
- They are always ambitious and work hard to do well.
- They make lessons and classroom atmosphere more enjoyable.
- They cover a lot of materials but always make sure that learners understand them before starting new ones.
- They prepare themselves very well before coming to the classroom.
- They discuss students' progress as a class with other teachers.
- They know their learners' strengths and weaknesses and always help them to improve.
- They want their learners to achieve advanced level.
- They make the subject interesting and relevant to the learners.
- They involve the whole class in classroom activities.

- They encourage learners' creativity.
- They encourage self-evaluation.
- They involve feelings and emotions.
- They attempt to develop learners' personal identity.
- They attempt to develop knowledge of the learning process.
- They adjust their lessons based on the needs and abilities of their students.
- They organize materials in such a way to facilitate learning.
- They formulate specific goals and objectives and then select the best methods for meeting those objectives. (p. 157-158).

To conclude, teachers should be ambitious. They should attempt not only to be teachers, but also to be good and effective teachers, because effective teachers are aware of the struggles that they have to face to obtain good qualities in order to achieve effectiveness.

8. Roles of the Teacher

Research in recent years attempted to investigate the responsibilities of the teacher in terms of providing effective teaching, though the concept of effectiveness in relation to teaching is quite complex. A communicative classroom involves the teacher in a wide range of roles beyond only providing and presenting new language.

Using a framework suggested by Harmer (1991), it is possible to identify the teacher in a number of roles in class. These roles are clearly explained in the following points.

8.1. Controller

Teachers as controllers are in complete charge in the class and stand at its front. They do not control only students' behavior, but also these latter speech and performances. Moreover, some teachers tend to perform the controlling role because they are addicted of being the centre of attention. In fact, effective teachers perform that role

in the sake of transmitting students' knowledge in a controlled and organized class. In that sense, Harmer (1991) asserted that the teacher's job, here, is to transmit knowledge from himself to his students (p. 236). In addition, teachers who are good controllers are able to inspire learners because they possess certain genuine quality which attracts and motivates learners and gives them chances to learn rather than to be taught.

8. 2. Assessor

The major part in the teacher's job is to assess students' work, and to see how well they are performing or how well they performed. Students need this assessment to enhance their level. There are two different types of assessment: correction and organization feedback. When the teacher is totally in control, students' errors and mistakes are corrected immediately. Here, the teacher's function is to show when incorrectness occurs and helps students to recognize what is done wrong so that it would be done right. Harmer (1991) stated another type of correction "gentle correction" which means pointing at the students' mistakes without complaining about it (p.237). On the other hand, organization feedback takes place when students are engaged to a given task. This task intends to show students the extent of their success or failure and to provide them with ideas about their mistakes through a set of types of assessment.

8.3. Organizer

Harmer (1991) emphasized that the most significant and difficult role that the teacher has to perform is as an organizer because the success of classroom activities depends on good organization. The main aim of the teacher when organizing certain activities is to make students aware about what they are going to do, to give clear instructions about the task, to make the activity ongoing, and then to organize feedback at the end of the activity. In order to make this activity run smoothly, teachers have to be aware about what to say in advance. Furthermore, it is vital for the teacher to plan and

organize the needed information for students in order to be able to recognize what they are going to do. In fact, this role is about organizing an activity as effectively as possible. It allows teachers to check and examine whether students have received and understood the given information.

8.4. Prompter

The teacher's role as a prompter is to encourage students to think by using their creativity in case they lack vocabulary to interact with each other or with the teacher. However, the teacher has to make students rely on themselves in learning and to help them only when it is extremely necessary. Indeed, Harmer (1991) argued, "Often, the teacher needs to encourage students to participate or needs to make suggestions about how students may proceed in an activity where there is a silent or when they are confused about what to do next" (p. 241). The main aim of this role is to help students inductively, to support them, and to encourage them to progress.

8.5. Participant

Teachers are likely to be active and involved in certain activities the same as their students because this creates an enjoyable learning atmosphere. Harmer (1991) supported this point by stating: "There is no reason why the teacher should not participate as an equal in an activity especially where activities like stimulations are taking place." (p. 241). Therefore, teachers should participate in classroom activities because they give learners a chance to practice English and to learn more; however, they must prevent themselves from dominating in the proceedings.

8.6. Resource

The other important role of the teacher is to be a kind of walking resource centre. That means that the teacher has to be always ready to provide learners with the needed help in terms of information and advice.

8.7. Observer

Teachers observe what students do (especially in oral communicative activities) in order to give them useful group and individual feedback. When observing students, teachers should be careful not to be too intrusive by hanging on students' every word, by getting too close to them, or by officially writing things down all the time. Harmer (1991, 62) pointed that teachers' observation over students is not done only in order to provide feedback, but also to judge the success of the different materials and activities that they take into lessons so that they can, if necessary, make changes in the future. Indeed, teachers' development involves such observation.

8.8. Tutor

The teacher as a tutor can be explained in the sense that he/she acts like a coach, a guide, and a resource when learners are involved in a certain task or work to call for advice, to ask for clarification and to correct errors. This role is appropriate for intermediate and advanced learners and gathers all the previous mentioned roles.

9. EFL Teaching Methods and Approaches

In the process of teaching foreign languages, teachers face many situations in which they need to adopt certain methods, approaches or techniques to achieve their objectives. In this sight, a set of methods and approaches is arranged to guide and assist teachers, especially novice and trainee ones, to go smoothly through teaching the target language.

9.1. Grammar Translation Method (GTM)

This method was also called the "Classical Method". It was originally used to teach classical languages, Latin and Greek, which were not used in everyday communication. Its aim was to make students able to read FL literature and to study the

target language through deep and detailed analysis of the grammar rules; i.e., the linguistic structure, followed by application of this knowledge to the task of translating words or sentences of the TL by using and referring them to the mother tongue. This method belongs to a cognitive way of language teaching. The basic principles of the method are:

- Teacher's role is very traditional; the teacher is the authority in class.
- Learning the language is in order to read its literature that results from FL study.
- Grammar is taught deductively by presenting rules and then practice through translation.
- The use of the native language (translating new words into MT).
- Focus on reading and writing.
- Literary language is considered superior than the spoken language.
- Vocabulary and grammar are emphasized rather than pronunciation.
- Learning words in isolation and focus on the form rather than the content of texts.
- Memorization is quite encouraged (Konzourcium, 2006).

9.2. The Direct Method

The Direct Method has been developed as a reaction against Grammar Translation Method. Its aim was to overcome the shortcomings of GTM which was unhelpful for those who want to learn the FL for communication. The Direct Method receives its name from the fact that: meaning is to be connected 'directly' with the TL. The goal of FL learning is communication; in order to achieve this goal, students are encouraged to communicate and think in the TL. Moreover, this method is a shift key from literary language to everyday spoken language. It is also a radical change from GTM by considering and using TL as a means of instruction and communication in the language

classroom. The direct method belongs to the natural approach of teaching. Its main principles can be summarized as follows:

- Grammar is taught inductively.
- The teacher should demonstrate not explain or translate.
- Native language is not used in the classroom.
- Students are encouraged to be actively involved to use language in everyday real situations, i.e. using the language for the sake of communication.
- Students should make association between the target language and meaning (Konzourcium, 2006).

9.3. The Audio-lingual Method

The Audio-lingual Method belongs to the cognitive approach of language teaching. It was developed in the USA during the Second World War and was called also “The Army Method” because there was an important demand for those who speak foreign languages for military purposes. The main focus of this approach is to make students able to use the target language communicatively and automatically by creating new habits in the TL, and by overcoming the habits of the native language. This method is also known as “Audio-lingualism” and “Aural-oral Approach”. It is said to result in rapid acquisition of speaking and listening skills. According to this method, the learner repeats patterns until he/she becomes able to produce them spontaneously (Konzourcium, 2006). Furthermore, it emphasizes pattern drills and conversation practice; drills and patterns are typically of the direct method (Richards, et al., 1986). This includes: **Repetition** (where the learners repeat an utterance as soon as he/she hears it), **Inflection** (where one word in a sentence appears in another form when repeated.), **Replacement** (when word is replaced by another.), and **Restatement** (the student re-phrases an utterance).

The audio-lingual method is similar to the direct method as it encourages students to learn a language directly without using the mother tongue to explain or translate new words. However, unlike the Direct Method, Audio-lingualism doesn't focus on teaching vocabulary; instead, the teacher drills students in the use of grammar. More principles of this method are summarized in the following points:

- The teacher is an orchestra leader; he directs and controls students' behavior, provides a model for imitation and reinforces correct responses.
- The use of the native language is discouraged in the classroom.
- Language skills are a matter of habit formation.
- Focuses on speaking and listening competence (Konzourcium, 2006).

9.4. Total Physical Response (TPR)

TPR originates from James Asher, who discovered that adults' second/ foreign language learning could have similar developmental patterns to that of children's language acquisition. In that sense, a baby spends a long period of time listening to people in the surrounding world before he/she utters a word; likewise, in TPR learners listen and respond to the spoken target language commands of their teacher. The aim of this method/approach is to make students enjoy their experience in learning to communicate in the FL. TPR was established to demote the stress and anxiety people feel when studying FL, and to encourage learners to continue in their studies beyond the beginning level of proficiency. The basic pillars of TPR are:

- The teacher is the director of all students' behavior, and students are supposed to imitate the teacher's nonverbal model.
- The interaction is between the teacher and a group of students, and with individual students.
- Pronunciation is developed through listening mostly.

- Teachers should be tolerant of errors and only correct major errors even these should be corrected gently.
- Understanding the utterance precedes its pronunciation; thus, spoken language is emphasized over written language.
- Using commands to direct behavior. (Konzourcium, 2006).

9.5. The Silent Way

According to cognitive psychologists and transformational generative linguists, people can produce utterances that they never heard before; therefore, language must not be considered as habit formation but rather a rule formation. In this sense, in language acquisition, people should use their own thinking processes or cognition to discover and to build the rules of the language they are trying to learn. As a result of the focus on human cognition, the term “cognitive mode” emerged. Caleb Gattegno’s Silent Way did not arise from the cognitive mode approach, but it shares certain principles with it. In the Silent Way, teaching should be subordinated to learning. The goal of this method is to enable students to make use of the language for self-expression for the sake of expressing their thoughts, perceptions and feelings. In order to achieve that, they need to develop independence from the teacher to develop their own inner capacities for correctness (Konzourcium, 2006). The main principles set for this method are:

- The learner is the one who can do the learning while the teacher focus on the students’ perception and force their awareness.
- For much of the students-teacher interaction, the teacher is silent; he is still active in preparing situations to force awareness.
- Students-students verbal interaction is desirable and is encouraged.
- Students’ native language can be used to give instructions only when it is necessary.

- Vocabulary is restricted at first.
- All four skills are used.
- The teacher never gives a formal test; he assesses students' learning all the times.
- The students' errors are considered as a natural part of the learning process.

9.6. Communicative Language Teaching (CLT)

CLT also referred to as the communicative approach. It began in 1970s. It is an approach to language teaching that emphasized learning a language first and most for the purpose of communicating with others. It may also involve explaining daily routines to others who want to know about them. Communicative language teaching is about a set of beliefs which included not only a re-examination of what aspects of language to teach, but also a shift in emphasis in how to teach the content aspect of CLT which stressed the significance of language functions (speech acts) rather than focusing only on grammar and vocabulary (Konzourcium, 2006).

The goal of this approach is to train students to use the language forms appropriately in different contexts and for different purposes. Another aim is to encourage students to use aspects of the language in everyday communication. As a result, CLT has become a generalized term to describe learning sequence which aims to improve students' ability to communicate (ibid).

CLT addresses the needs of migrants language learners wishing to convey and interpret meanings in actual and social contexts became very important. Littlewoods (2011) argues, "CLT still serves as a valuable reminder that the aim of teaching is not to learn bits of learns but to 'improve the students' ability to communicate' and that every country needs people to communicate internationally" (p. 542).

9.7. The Eclectic Method

The eclectic method was advocated in the beginning of the 1990's and became fashionable popular these days. The term "principle eclecticism" had been used by Larser Freeman (2000) and Mellow (2000) to describe a desirable, coherent and pluralistic approach to language learning teaching. A variety of language learning activities are involved in eclecticism, each activity may have different characteristics and objectives. In fact, in this method, the different components of the language (pronunciation, grammar and vocabulary, etc) have no meaning in isolation from each other (Freeman, 1992); i.e., language should not be separated.

The eclectic method is mostly used because any other theory has strengths and limitations of its own. In addition, many studies have shown that the eclectic method is a combination of different teaching and learning, approaches. This combination helps the teacher to teach English effectively. This method also works effectively for any type of learners irrespective of age and standard. As a result of the use of this method, it becomes easier and more possible for learners to understand the language of the text with the context of culture. Moreover, it blends the practices of listening, speaking, reading and writing into an organic whole (Asher, 1976).

All in all, teaching methods embrace the principles used for instruction to be implemented by teachers to achieve the desired learning in students. An appropriate and efficient teaching method has to be in relation with the characteristics of the learners and the type of learning. Davis (1997) suggested that the design and selection of teaching methods must take into account not only the nature of the subject but also how students learn. Commonly used, teaching methods may include class participation demonstration, recitation, memorization or a combination of these.

Conclusion

The teacher is the core of the teaching process when he/she applies the appropriate method according to the learners needs. In addition, he has many characteristics that help him succeed in his teaching and enhance his learners' language level and communicative abilities. Moreover, teachers are considered lucky because of the provided techniques and methods which certainly can help them improve their learners' oral performance.

Throughout the covered points in this chapter, it is assumed that the teacher is responsible to promote EFL learners' speaking performance by playing different roles and by checking their errors for improving EFL oral production.

Chapter

Tow

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Introduction

Language is what we use to transfer and transmit ideas, feelings and information from one person to another. It is the basic means of communication and the most common way of doing this is by speech. Obviously, the speaking skill is acquired first before other skills because the need for communication is what distinguishes us from animals. In fact, teaching English as a foreign language (EFL) demands exposing learners to the four common skills: speaking, listening, reading and writing; however, a great emphasis is put on the speaking skill because it is of vital significance in performing the communicative process. Hence, it is the teachers' role to motivate and to develop learners' oral proficiency.

This chapter will discuss what is meant by communication, and will give its basic elements in addition to the different types of communication. Moreover, a distinction will be made between communicative competence and communicative performance. Then, a massive emphasis will be put on the speaking skill by providing its definition, types, elements and importance, also by mentioning the aspects of speaking and the relationship between listening and speaking. The most important point to be discussed is the different problems facing EFL learners in speaking, and finally stating some but not all communicative strategies that should be applied in the classroom.

1. The Communication Process

In general, communication is a means of connecting people and places. Communication between humans is an extremely complex ever-changing phenomenon. (Harmer, 1991, p. 46).

Communication (from Latin: *communicare*, meaning "to share") is the purposeful activity of information exchange between two or more participants in order to convey or

to receive the intended meanings through a shared system of signs and semiotic rules (Harper, 2013).

Communication is a dynamic interactive process which involves the effective transmission of facts, ideas, thoughts, feelings and values. It is not passive and does not happen randomly, and people actively and consciously engage in communication in order to develop ideas and relationships. It is dynamic because it involves a variety of forces and activities interacting over time. The word “process” suggests that communication exists as a flow through a series of steps. The term “process” also indicates a condition of flow and change, the relationship of people engaged in communication consciously grow and develop. (Mojibur, 2010).

Moreover, communication is an exchange of meaning and understanding, meaning is central to communication, this latter is symbolic because it involves not only words but also symbols and gestures that accompany the spoken words because symbolic action is not limited to verbal communication. In fact, there are two agents involved in the communication process which are: Sender (S) and Receiver (R), they both have reciprocal influence on each other through interstimulation and response. (ibid).

1.1. Elements of Communication

Communication is a continuous and a two-way process of reaching mutual understanding, in which participants not only exchange (encode-decode) information, ideas and feelings, but also create and share meaning. The main components of communication process are as follows:

1.1.1. Context

Communication is affected by the context in which it takes place. This context maybe physical, social, chronological or cultural. Every communication proceeds with context the sender chooses the message to communicate within a context.

(Retrieved from <http://en.m.wikipedia.org/wiki/communication>)

1.1.2. Sender/Encoder

The sender is a person who sends the message. A sender makes use of symbols (words, graphic or visual aids) to convey the message and to produce the required response. The sender maybe an individual or a group of an organization (ibid).

1.1.3. Message

The message is a key idea that the sender wants to communicate; it is a sign that elicits the response of the recipient. Communication process begins with deciding about the message to be conveyed. It must be ensured that the main objective of the message is clear (ibid).

1.1.4. Medium

It is a means used to exchange/transmit the message. The sender must choose an appropriate medium for transmitting the message; however, the message might not be conveyed to the desired recipient. The choice of the appropriate medium of communication is essential for making the message effective and correct. The choice of communication medium varies depending upon the features of communication (ibid).

1.1.5. Recipient/ Decoder

The decoder is the person for whom the message is intended/aimed/targeted. The degree to which the decoder understands the message depends upon various factors such as knowledge of recipients, their responsiveness to the message, and the reliance of the encoder and decoder. (ibid).

1.1.6. Feedback

It is the main component of communication process as it permits the sender to analyze the efficacy of the message; it helps the sender in confirming the correct interpretation of the message by the decoder. Feedback maybe verbal or non-verbal. It may take written form, also in form of memos, reports, etc.

Communication is simply the act of transmitting information from one place to another and as any other process; it is based on a combination of different elements.

(Retrieved from <http://en.m.wikipedia.org/wiki/communication>)

1.2. Steps of Communication Process

A message or communication is sent by the sender through a communication channel to a receiver or to multiple receivers. Besides, the sender must encode the message (the information being conveyed) into a form that is appropriate to the communication channel and the receiver who is supposed to decode the message in order to understand its meaning and significance.

(Retrieved from <http://skillsyouneed.com/general/what-is-communication.html>)

The process of communication is like other processes, it is a combination of several steps that should be followed by both interlocutors to maintain complete and meaningful communication. These steps are as the following:

- **Communication Channel**

It is the term given to the way in which one communicates. There are multiple communication channels available nowadays such as face-to-face conversations, telephone calls, text messages, emails, the internet, radio and television, written letters, brochures and reports. (ibid).

- **Encoding Messages**

The message must be encoded into a form that can be conveyed by the communication channel chosen for the message.

- **Decoding Messages**

Once received, the receiver(s) need to decode the message, successful decoding is also a vital communication skill.

- **Feedback:**

Receivers of messages are likely to provide feedback on how they have understood the messages through both verbal and non-verbal reactions. The most important point that interlocutors must notice is that misunderstanding can occur at any stage of the communication process. (Retrieved from www.skillsyouneed.com/general/what-is-communication.html)

The following figure explains and simplifies the different steps of the communication process which are maintained and followed by both interlocutors.

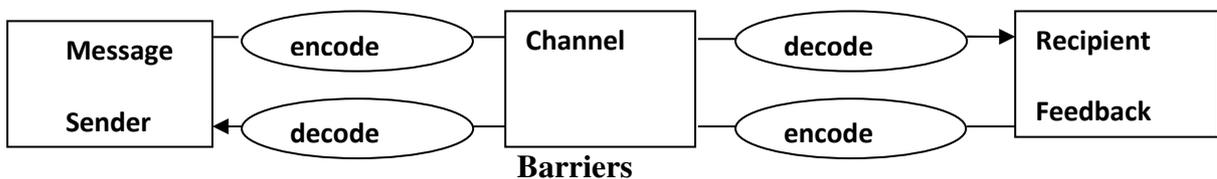


Figure 01: The Communication Process. (ibid)

1.3. Types of Communication

Communication is a key to maintain successful relationships. People communicate with each other in a number of ways depends upon the message and its context in which it is being sent. There are three basic types of communication: **verbal**, **non-verbal** and **written**.

1.3.1. Verbal Communication

Verbal or oral communication uses spoken words to communicate a message; when most people think of communication, they think of speaking but listening is an equally important skill for this type of communication to be successful. Verbal communication is applicable to a wide range of situations, ranging from informal office discussion to public speeches made to thousands of people.

(Retrieved from <http://blog.udemy.com/types-of-communication/>)

1.3.2. Non-verbal Communication

Non-verbal communication is anything besides words such as gestures, actions, facial expressions, body language and other aspects of physical appearance. Non-verbal communication is as automatic as breathing because people do it most of time. Even though non-verbal communication accompanies oral communication as an extension of a particular message, the two do not align because non-verbal communication is often used without consideration. (Retrieved from <http://study.com/academy/lesson/types-of-communication-interpersonal-non-verbal-written-oral.html>)

1.3.3. Written Communication

Written communication is essential for communicating complicated information such as statistics or other data that could not be easily communicated through speech alone. Written communication also allows information to be recorded so that it can be referred to at a later date. When producing a piece of written communication, especially one that is likely to be referred to over and over again, people need to plan what they want to say carefully to ensure that all the relevant information is accurately and clearly communicated. Written communication must be clear and concise in order to communicate information effectively. A good written report conveys the necessary

information using precise and grammatically correct language, without using more words than are needed.

By improving verbal, non-verbal and written skills, people can become more successful in all areas of life; the ability to communicate effectively can improve relationships among people in different situations. (Retrieved from <http://blog.udemy.com/types-of-communication/>)

The coming figure consists of the main types of communication. It represents the nature and the basics of each type; also it illustrates other sub-types under the main ones.

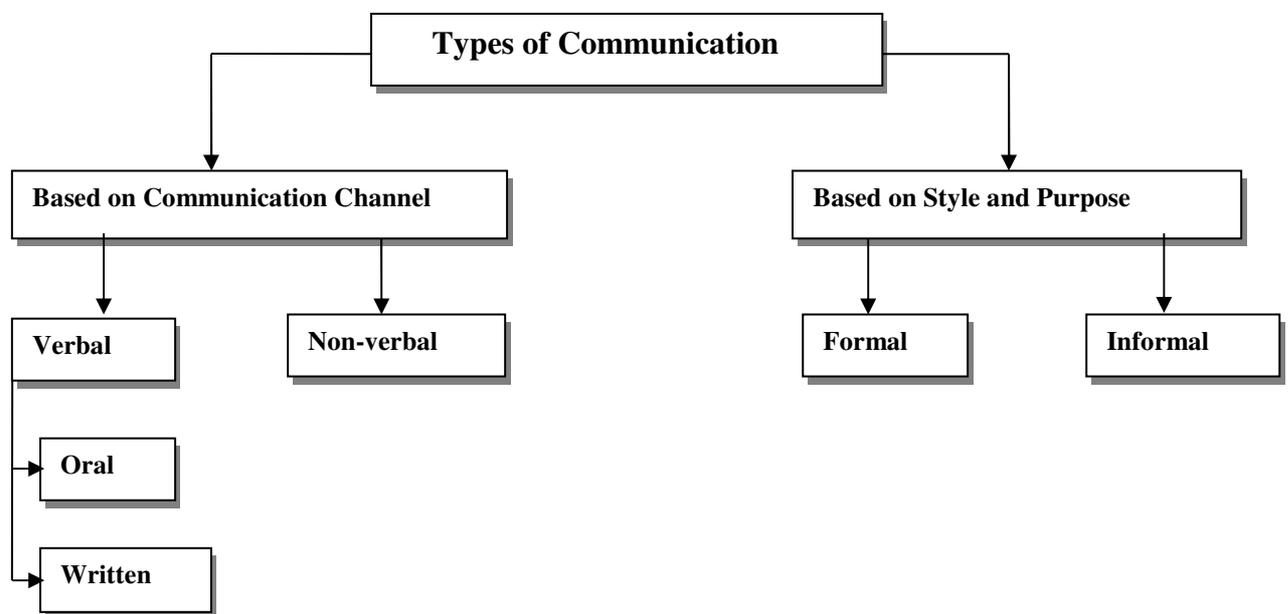


Figure 02: Types of Communication. (ibid)

1.4. Communicative Competence Vs Communicative Performance

Communicative competence is a term in linguistics which refers to a language user's grammatical knowledge of syntax, morphology, phonology, as well as social knowledge about how and when to use utterances appropriately.

The term was coined by Dell Hymes (1967), reacting against Chomsky's (1965) distinction between competence and performance. The notion communicative

competence is one of the theories that underline the communicative approach to foreign language teaching.

Canale and Swain (1980) defined communicative competence in terms of three components:

- **Grammatical competence** which include words, rules and structure.
- **Sociolinguistic competence** means the appropriateness.
- **Strategic competence** is the appropriate use of communication strategies.

Canale (1983) redefined the above model by adding **discourse competence** including coherence and cohesion (Chomsky, 1965).

As it is shows in the figure below, communicative competence is composed of a combination of different competences which are all of a vital importance to build a competent communicator.

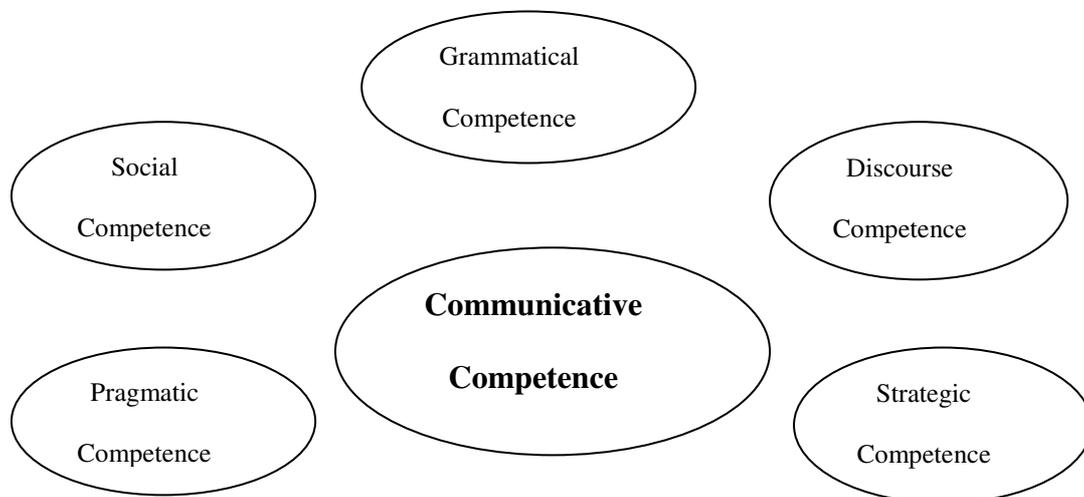


Figure 03: Canale's Components of Communicative Competence. (ibid)

On the other hand, many linguists, who defined communicative competence, stated that to be competent, one must perform competent communication behaviors. In other words, the only way people can judge competence is by observing performance.

Performance of behaviors judged to be competent is neither a necessary nor a sufficient condition for a judgment of communicative performance.

According to Chomsky (1965), performance is the actual use of the language in concrete situations; moreover, performance is the application of the person's competence in actual circumstances to produce grammatical sentences.

2. Speaking Skill

2.1. Definition of Speaking

Speaking is one of the four language skills (reading, listening, writing and speaking) which are significant for successful language communication.

Speaking is a means through which learners can communicate with others to reach certain purposes and to express their feelings, opinions, intentions and hopes. Furthermore, speaking is the most frequently used language skill in communication. In addition, speaking is concerned as "productive skill", it is closely related to listening since both are interrelated ways of accomplishing communication. Every speaker is simultaneously a listener and every listener is at least potentially a speaker (Oprandy, 1994, p. 153 & EL Menoufy, 1997, p. 9).

According to previous researches related to the definition of speaking, two basic approaches are adopted: the bottom-up and the top-down approaches. Starting with the bottom-up view, Bygate (1987, p. 5-6) stated that traditionally the focus in speaking was on motor perspective skills. In this sense, speaking is viewed as the production of auditory signals. It is a systematic combination of sounds to form meaningful utterances. The bottom-up view claims that learners should be taught the smallest units-sounds first, and then move to the mastery of words and sentences to form discourse (Cornbleet & Carter, 2001, p. 18).

On the other hand, in the top-down approach of speaking, Eckard & Kearny (1981), Florez (1999) and Howarth (2001) define speaking as a two-way process including true communication of thoughts, information and feelings. This view considers spoken texts as the production of cooperation between two or more interlocutors in a shared time and physical context. Supporters of this approach suggest that rather than teaching learners combining sentences well, and then using them in discourse, teachers should encourage learners to master the spoken discourse at the starting point, and then acquire the small units (Nunan, 1989, p. 32).

Moreover, Burners & Joyce (1997) and Luoma (2004, p. 2) define speaking as an interactive process of constructing meaning which includes producing, receiving and processing information. The form and meaning of speaking depends upon the context in which it occurs, in addition to the participants, the physical setting and the purposes for speaking. Furthermore, speaking is the learners' ability to express themselves orally, coherently, fluently and appropriately in a given situation.

Quianthy (1990) argued that speaking is the process of transmitting ideas and information orally in a variety of contexts. Effective oral communication involves generating messages and delivering them with attention to vocal variety, articulation and nonverbal signals.

Moreover, Boonkit (2010, p. 135) asserts:

Speaking is one of the four macro skills necessary for effective communication in any language, particularly when speakers are not using their mother tongue. As English is universally used as a means of communication, especially in the internet world, English speaking skills should be developed along with the other skills so that these integrated skills will enhance communication achievement both with native speakers of English and other members of the international community.

In other words, speaking is the pillar of communication especially when speakers are using foreign language. For this, developing speaking skills is interrelated with the development of other language skills in order to improve communicative achievement.

2.2. Elements of Speaking

EFL learners attempt to become fluent speakers, and this can be achieved only if they are able to master some basic elements for the spoken production. Harmer (2001) stated two basic elements of speaking: language features and mental/social processing.

2.2.1. Language Features

The necessary language features that EFL learners need to recognize are the following:

a) Connected Speech

Effective EFL learners should be flexible in modifying, omitting and adding in connected speech. In other words, they are able not only to produce self-standing phonemes of English (as in saying I would have gone) but also to use fluent connected speech (as in I'd've gone) (Harmer, 2001).

b) Expressive Devices

Native speakers of English use certain phonological rules such as pitch, stress, volume and speed in addition to other paralinguistic means to express their feelings (especially face-to-face interaction). Recognizing these devices is very important for learners in order to be able to transfer meanings. Learners should be aware of such suprasegmental features and devices if they intend to be effective and successful communicators (ibid).

c) Lexis and Grammar

Most of EFL learners use in their speech common lexical phrases, especially in the production of some language functions. Hence, the teacher's responsibility is to provide learners with a variety of phrases which have different functions like agreeing, disagreeing, expressing surprise, shock, etc. When learners are involved in certain speaking contexts, they can use those phrases in different phases of communication (ibid).

d) Negotiation Language

The process of learning a foreign language and the effectiveness of speaking that language require language negotiation because learners often use it for asking about clarification, repetition and explanation when they are listening and paying attention to someone else speech. Here comes the teacher's job to provide them with some polite expressions, such as:

(I'm sorry) I didn't quite catch that.

(I'm sorry) I don't understand.

Could you explain that again, please?

For the sake of being clear and accurate, learners should be fluent in performing their speech, especially if they are not understood by others. In this sense, they need to master the necessary expressions of explanation and clarification when they are asked by other interlocutors (Harmer, 2001).

2.2.2. Mental/Social Processing

The ability of the speaker's production requires the knowledge of the following points:

a) Language Processing

Effective learners (speakers) need to be able to process language in their mental capacity and realize it in coherent order for the sake of being comprehended by other speakers and for conveying the intended information. Language processing demands retrieving words and phrases from their memories in order to use them again in appropriate sequences while interacting with others (Harmer, 2001).

b) Interacting with Others

Because speaking requires interaction between two or more interlocutors, EFL speakers need to be able to listen carefully and to pay attention to others' speech and their emotional state. They need to know also how linguistically to take turns and give others chance to do so (Harmer, 2001).

c) (On-the-spot) Information Processing

While communicating with others, speakers need to process the information mentally immediately at the moment they receive them, because taking too much time in processing the information will lower the effectiveness of responding to someone else speech (ibid).

2.3. Types of Speaking Performance

Brown (2000) suggested six kinds of oral production that EFL learners are supposed to apply in the classroom. They are the following:

2.3.1. Imitative

This kind of speaking is based on imitation. In other words, learners are supposed to imitate native speakers when they are exposed to audio-visual aids for example, a tape recorder of a dialogue of native speakers. The purpose of this imitation is not for meaningful interaction, but rather for emphasizing certain elements of language form. In fact, drilling is a very important part in communicative language classroom because it

assists learners to listen and to orally repeat certain elements of language (phonological or grammatical) in order to develop their speaking skill (Brown, 2000).

2.3.2. Intensive

Intensive speaking goes one step beyond imitative to involve any kind of speaking performance which is designed for the practice of different aspects of language either phonological or grammatical. This type of speaking can be individually practiced, or through pair work activity (ibid).

2.3.3. Responsive

Responsive speaking is effective for students' speech in the classroom, especially in short replies of teacher-students or students-students questions and comments. Usually, these short answers are sufficient and do not develop in long dialogue. Brown (2000) put the following example:

T: How are you today?

S: Pretty good, thanks, and you?

S1: So, what did you write for question number one?

S2: Well, I wasn't sure, so I left it blank

2.3.4. Transactional Dialogue

This type of speaking is designed for the sake of conveying or exchanging specific information. It is an extended version of responsive language because it has more negotiative nature to form discourse, as an example:

T: What is the main idea of this essay?

S: The United Nations should have more authority.

T: More authority than what?

S: Than it does right now.

T: What do you mean?

S: Well, for example, the UN should have the power to force a country like Iraq to destroy its nuclear weapons (Brown, 2000).

2.3.5. Interpersonal Dialogue

Interpersonal dialogue is carried out for constructing social relationships more than for conveying information and facts. This kind of conversation is very challenging for learners because they have to be aware of several factors such as casual register, the use of colloquial language, slang, ellipsis, sarcasm, and others. Also, learners need to be able to decode these features. The following example illustrates well this definition,

Amy: Hi Bob, how's going on?

Bob: Oh, so-so

Amy: Not a great weekend, huh?

Bob: Well, far bit from criticize, but I'm pretty miffed about last week.

Amy: What are you talking about?

Bob: I think you know perfectly what I'm talking about.

Amy: Oh, that...how come you get so bent out of shape over something like that?

Bob: Well, whose fault was it, huh?

Amy: Oh, wow, this is great, wonderful. Back to square one. For caring out loud,

Bob, I thought we'd settled this before. Well, what more can I say

(Brown, 2000).

2.3.6. Extensive Monologue

Eventually, learners at advanced levels are intended to produce extended monologues in forms of oral reports, presentations, summaries, or short speeches, and the style of language used is formal and planned (Brown, 2000).

2.4. Aspects of Speaking Skill

The first concern in teaching speaking skills is the achievement of fluency and accuracy because they are both very important in learning any language.

2.4.1. Fluency

EFL learners' primary goal is to be fluent speakers of this language. According to Segalowitz (2003, cited in Knapp and Antos, 2009, p. 409), the term fluency is "an ability in second language to produce and comprehend utterances smoothly, rapidly, and accurately". Fluency is the basic objective in the spoken performance. In fact, both fluency and accuracy are closely linked together because being fluent does not mean only to produce utterances smoothly and rapidly, but also accurately.

Fluency is carried out by two main aspects: speed of delivering and regularity, which means a natural amount of pauses (Bygate, 2009). Moreover, Thorenbury, (2005, p. 7) asserts that:

Natural-sounding pauses | are those that occur at the intersection of clauses, | or after groups of words that form a meaningful unit. | (the vertical lines in the last sentence mark where natural pauses might occur if the sentences were being spoken) pauses, on the | other hand, occur | midway between related groups of | words.

2.4.2. Accuracy

It is a general problem faced by language teachers today, whether to focus on accuracy or fluency. Accuracy is the ability of the learner to produce grammatically correct sentences. The learner should not only know correct grammatical rules, but he should also be able to speak them accurately.

Goh and Burns (2012, p. 43) suggest a definition of accuracy as follows: “Speech where the message is communicated using correct grammar. The notion of accuracy can also be expanded to include correct pronunciation according to target language norms.”

That is to say, accuracy is not limited only to the correct use of grammar structures, but also to pay attention to the pronunciation of the TL; in other words, to be able to utter the words of the TL correctly as its native speakers.

Therefore, to be accurate in spoken production and to be fully comprehended in order to attract others attention, learners need to be aware of the correctness the completeness of the language form: vocabulary, grammatical structures and the correct pronunciation (Florez, 1999. p. 2).

All in all, accuracy and fluency are the factors which determine the success of English language students in the future.

2.5. The Importance of Speaking

The speaking skill is of vital importance in the language learning process because learners’ acquisition of language is judged according to their spoken production during the communication process. Also, the main reason to learn the English language is to be able to speak it.

Therefore, many researchers emphasized the speaking skill more than the other skills; Ur (2000. p. 120) argued:

Of all the four skills [listening, speaking, reading and writing], speaking seems intuitively the most important: people who know a language are referred as ‘speakers’ of the language, as if speaking included all other kinds of knowing , and many if not most foreign language learners are primarily interested in learning to speak.

Speaking a given language is a quite difficult and challenging deal for EFL learners since effectiveness in communication requires using the language in an appropriate way in social contexts (Shumin, 1997. p. 8).

Addedly, (Mackey, 1978.p. 263) stated, “Speaking is the most complex of linguistics skill, since it involves thinking of what is to be said while saying what has been thought.”

Learning to speak is an important goal in itself for it provides learners with a set of skills which they can use in their daily lives. EFL learners need to speak well in their personal lives, future work places, and social interactions in order to position themselves to accomplish a wide range of purposes and to be useful members in their communities (Mojibur, 2010).

Developing speaking skills is of vital importance in EFL/ESL programs to help learners in maintaining successful communication. (Abd EL Maksoud Zaher, 2006).

Moreover, Richard (2008, p.19) stated that:

The mastery of speaking skills in English is a priority for many second-language or foreign-language learners. Consequently, learners often evaluate their success in language learning as well as the effectiveness of their English course on the basis of how much they feel they have improved in their spoken language proficiency.

In this sense, EFL learners tend fist to develop their oral abilities because it is important to be aware that their effectiveness and success is measured basing on to what extent they have developed their proficiency in oral language.

2.6. EFL Learners’ Speaking Problems

Zhang (2009) argued that the speaking is the most difficult skill to master for the majority of EFL learners, and they are still incompetent in oral communication in

English. In this sight, Ur (1996) suggested four basic problems EFL learners' share. They are summarized in the following points:

2.6.1. Inhibition

Unlike reading, writing or listening activities, speaking requires certain degree of real-time exposure to an audience. In this problem, learners are worried about making mistakes, and they are afraid from the judgment and the criticism of others, and also because of the lack of confidence and shyness (Ur, 1991).

2.6.2. Nothing to Say

Even if learners are not inhibited, they often complain that they are not able to think about anything to say because they have no motivation to express themselves, and that is also because of the feeling of being guilty that they should speak (Ur, 1991). In this sense, Harmer (1991, p. 131) asserted: "Many teachers can be heard complaining that their students 'have nothing to say': they complain, for example, that they have no opinions and are not prepared to discuss anything."

2.6.3. Low or Uneven Participation

There many reasons behind low participation in class. For example, only one participant can talk at a time because of the large classes. Moreover, there is a tendency that some learners dominate the conversation while the rest of learners are given small chance to speak (Ur, 1991).

2.6.4. Mother-Tongue Use

Learners who share the same mother tongue tend to use it because it is easier and looks normal, and because they feel less exposed when they are speaking it. According to Harmer (2001, p. 131), "attitudes to the use of the students' mother tongue have undergone a significant change."

In fact, Rababa'h (2005) pointed out that there are many factors that cause difficulties in speaking English among EFL learners, some of factors are related to learners themselves, the teaching strategies, the curriculum or the environment.

For successful communication and in order to overcome misunderstanding in the communicative process, EFL learners need to be aware as well as to be provided with certain strategies that can help them while facing problems in speaking. According to Anderson, Maclean and Lynch, these strategies are:

- Using familiar or standard terms.
- Using synonyms when you do not know the exact word or you cannot remember it.
- Describing what you want to convey or mention the function of the thing which you want to say; for example, you can use the expression: an instrument that is used for pressing the juice out of some fruits such as lemon and orange, instead of the word squeeze.
- Using paralinguistic features; for example, the vocal paralinguistic features such as facial expressions and gestures like smiling for pleasure.
- Combining several known terms to create new words.
- Trying to give more explanations and clarifications of what you mean (129)
(Cited in Rehaiem, 2012. p. 33-34).

2.7. Relationship between Speaking and Listening

Many investigations have been made to prove that receptive skills are closely related to productive ones, and that both interact and complete each other in various ways. Harmer (2001) and Bygate (1991) investigated the independence of oral skills in communication, and they argued that most of the time, reception and production develop together. In other words, people usually listen to something being spoken and

they rarely speak without listening to others. Thus, speaking is an integral part of listening, and reception is also an important part of production. In this sense, Harmer (1991, p. 22) stated:

In order to develop communicative proficiency in pronunciation, the students need to understand how sounds are made and how stress is used [...]. They need also to hear the language used so that they can both imitate the pronunciation and also subconsciously acquire some of its sounds and patterns.

In most of situations, listening normally leads to speaking; there is “a natural link between speaking and listening” (Brown, 2000.p. 275). Most of times listening is not given much of importance; in fact, it plays a significant role. Both skills listening and speaking complete and strengthen each other to maintain a successful communication.

2.8. Communicative Activities to Promote Speaking Skill

Since EFL learners often face certain difficulties while producing spoken speech, which prevent them from achieving advanced level in communication; here comes the teachers’ responsibility to encourage their learners to develop their speaking ability in English by providing learners with a set of basic communicative activities in the classroom. According to Harmer (1991), the following strategies are designed to provoke spoken communication between the teacher and students, and between students among each other.

2.8.1. Discussion

This activity normally runs every week. Usually, learners are engaged in a formal or informal discussion/ debate on a planned topic. During this activity, learners are the center of attention; in other words, they play all the roles of conductor, observer, group presenter and participating member. At the end of the performance, learners are

provided with feedback individually. The teacher informs them about the errors that have been made in order not to be repeated next time (Mojibur, 2010).

However, some discussions may occur in the middle of the lecture, they are not already planned, but if they are encouraged, they can create enjoyable atmosphere to help learners to produce spoken communication. The success of these discussions depends on the teacher's ability encouraging students to feel free while speaking (Harmer, 2001).

Furthermore, Harmer (1991, p. 125) emphasized: "Discussion activities are an important part of many lessons. The main thing to remember is that proper organization can ensure their success. Lack of it can provoke their failure."

2.8.2. Acting from Script

Acting from script is to ask learners to act certain scenes and extract from plays or from their textbooks. Learners are supposed to perform dialogues from plays or those which they have written by their own, and they are asked to act them in front of their classmates.

Concerning choosing learners who are going to perform their dialogues, the teacher should not select the shy ones first, and he/she is supposed to create a supportive climate in the classroom. Moreover, learners should be given a chance to prepare and organize their dialogues in advance before performing them. Also, the teacher should direct and organize the learners' performance to guarantee their success (Harmer, 2001).

2.8.3. Prepared Talks

In this type of activity, learners are asked to present a topic of their own choice. These talks are formal because they are prepared and planned in advance, and the learners are supposed to speak from notes rather than scripts. Prepared talks are important and useful; if they are well organized, they can be extremely interesting and beneficial for both the speaker and the listeners (ibid).

2.8.4. Communication Games

This type of games which is accomplished to motivate and provoke communication is based upon information gap. It enables learners to talk to each other; for example: to solve a puzzle, describe a picture, put thing in the right order...etc (Harmer, 2000).

In this activity, learners are put in a situation in which they have all or any of the language they possess in order to complete the game-like task (Harmer, 1991). To bring television or radio games in the classroom can provide good fluency activities such as: “Twenty Questions”, “Just a Minute”, “Call My Bluff”, “Fishbowl” (op.cit).

2.8.5. Simulation and Role-play

EFL learners get great advantages from simulation and role-play. These two activities are used to motivate and encourage learners’ oral fluency and to train them for certain situations. In simulation, learners need to have these characteristics:

- **Reality of function:** Learners need to live in the given situation as participants not as learners.
- **A simulation environment:** Here the teacher changes the classroom in another situation; for example: airport, police station, office, etc.

- **Structure:** Learners have to be aware how the activity is structured, and must also be provided with the necessary information to be effective in simulation (Jones, 1982, p. 4-7 cited in Harmer, 2001).

On the other hand, teachers use role plays to teach and practice certain features and structures of language in given contexts. Role play helps learners to hear and to use different features of language in natural situations. Also it helps them to improve their vocabulary (Sesnan, 1997).

Both simulation and role-play can offer learners with three different benefits. First, they are fun, good and motivating. Second, they make learners more straightforward their thoughts and behavior. Third, they enable learners to broaden the classroom to include the outside world (Harmer, 2001).

2.8.6. Story-telling

Teaching tends to focus more on learners because it is quite important for EFL learners to learn how to speak clearly, fluently and with confidence.

Story-telling is a significant way to promote speaking at least once at the beginning of the week; also it is very useful activity for shy learners to overcome their shyness. Indeed, Sesnan (1997) states, “With a shy learner, try to hear their story first, before they talk to the class, and ask some questions to make the telling easier.” (pp. 177-8)

Conclusion

To conclude this chapter, it is quite important to appreciate the speaking skill for its significance in communication, since it is the primary goal the process of teaching and learning the English language; in this sight, many researchers provided us with the outcomes of their studies about the importance of this productive skill.

Through this chapter, we have tried to provide the overview of the notion of communication and its related features: elements, types, process. Furthermore, we have focused on the on the scope of this study which the speaking skill. Within this chapter, we have stated the definition of speaking and its types and elements, also its importance; and least but not last, we highlighted the main difficulties in speaking the English language by pointing out some activities used to promote learners' spoken production in EFL classes.

Chapter Three

Chapter Three: The Field Work

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Introduction

The theoretical part of the present study (chapter one and two) has adopted some basic descriptions of the teachers' roles and methods as well as the communicative performance (speaking). Therefore, this investigation aims to deduce, from the students' and the teachers' opinions and answers, how the role of EFL teachers can improve their students' communicative performance.

This chapter is designed for the analysis and interpretation of the data gathering tools' (questionnaires) findings, and for presenting the outcomes about the teachers' role in promoting students' EFL oral performance.

1. Research Methodology

1.1. Research Method

For the sake of confirming our hypothesis and obtaining the required information for our subjects, we have decided to apply the descriptive method. That is, it aims to describe the two main variables of this study namely the teachers' role as independent variable, and the students' communicative performance as a dependent variable.

1.2. Data Gathering Tools

The questionnaire has been selected as the main instrument of this research due to the fact that it saves time and efforts. Hence, two questionnaires have been administrated. The first was for O.E teachers, and the second one was for second year LMD students at the University of Biskra.

1.3. Sample of the Study

Concerning students, the whole population that is considered in this research is second year LMD students of English at Biskra University during the academic year 2015-1016. A sample of fifty (50) students was selected randomly from a population of

about 447 divided into ten (10) groups. The reason behind selecting this sample is because second year LMD students have already an experience of one year at university; they were already exposed to oral expression sessions, and they already dealt with some methods used by their oral expression teachers. Hence, they are aware of the importance of the speaking skill as well as of the need to enhance and improve their speaking productions

A sample of eight (8) teachers of oral expression has been also chosen to enrich this research work with further comments, opinions, and facts. This sample was selected because oral expression teachers are the basic source of information needed for this study, and they can help (we believe) EFL learners improve their communicative performance as these latter use the language orally more than in other modules.

2. Students' Questionnaire

2.1. Aim of the Questionnaire

This questionnaire is the instrument of this study; it aims to list a set of questions to second year LMD students of Biskra University in order to gather a large amount of information that is appropriate and helpful for this research.

2.2. Administration of the Questionnaire

The students' questionnaire was provided to second year LMD students. Fifty (50) students from three different groups were selected randomly because it is difficult to deal with the huge number of the whole population. The questionnaire was given to the students on February 2016 in their classes. They took about 10-15 minutes to answer the questions, so all the papers were given back the same day. Students were provided with explanations by the researcher to clarify the topic.

2.3. Description of the Questionnaire

The students' questionnaire is a combination of twenty-one (21) questions divided into three main sections. They are direct/close questions that require from the students to choose 'yes' or 'no' with a brief justification whenever needed. The questionnaire also comprises multiple choice and open questions requiring students' own answers. Here is a detailed description of the sections:

Section One: General Information (Q1-Q3)

This section is designed for the students' personal information. It seeks to know students age (Q1), gender (Q2), and choice of studying English (Q3).

Section Two: Teaching EFL (Q 4- Q 12)

The second section consists of nine (9) questions about teaching EFL. In (Q4), students are asked to identify their teachers' role. In (Q5), students are intended to state if they like their oral expression teacher or not. Also, students are asked to say whether their teacher corrects their mistakes or not in (Q6). In (Q7), students are supposed to mention some personal qualities in their oral expression teacher as well as other qualities which they want to find in them (Q8). Moreover, students are asked if they are satisfied with the methods of teaching used by their oral expression teacher (Q9). In (Q10), students are supposed to answer whether their oral expression teacher motivates them to speak in class, then to choose between some suggested motivational strategies in Q 11 or not. The final question concerns the use of authentic materials in the oral class.

Section Three: Speaking Skill (Q13- Q21)

The last section is specified to obtain information about the speaking skill. The first question in this section is about asking students whether they like speaking the English language or not, with a brief justification in (Q13). In (Q14), students are

intended to evaluate their level in speaking English. In (Q15), they are asked about their participation in oral expression sessions. Then, (Q16) is prepared to know students' confidence when speaking English in class. In case of a negative answer, students have to select a reason from a list suggested. (Q17) is devoted to ask students about the most used activities in their oral class. (Q18) seeks to know how students try to develop their performance in communication. Moreover, students are supposed to state a rate about how often they are exposed to listening activities as well as to mention their type (Q20). Finally, the (Q21) is designed to make students suggest some strategies that can be used by their teacher to help them be proficient in oral communication.

2.4. Analysis of Results

Item 01: Students' Age Distribution

Age	20	21	22	23	24	Total
Participant	21	14	8	5	2	50
percentage	42%	28%	16%	10%	4%	100%

Table 01: Students' Age Distribution

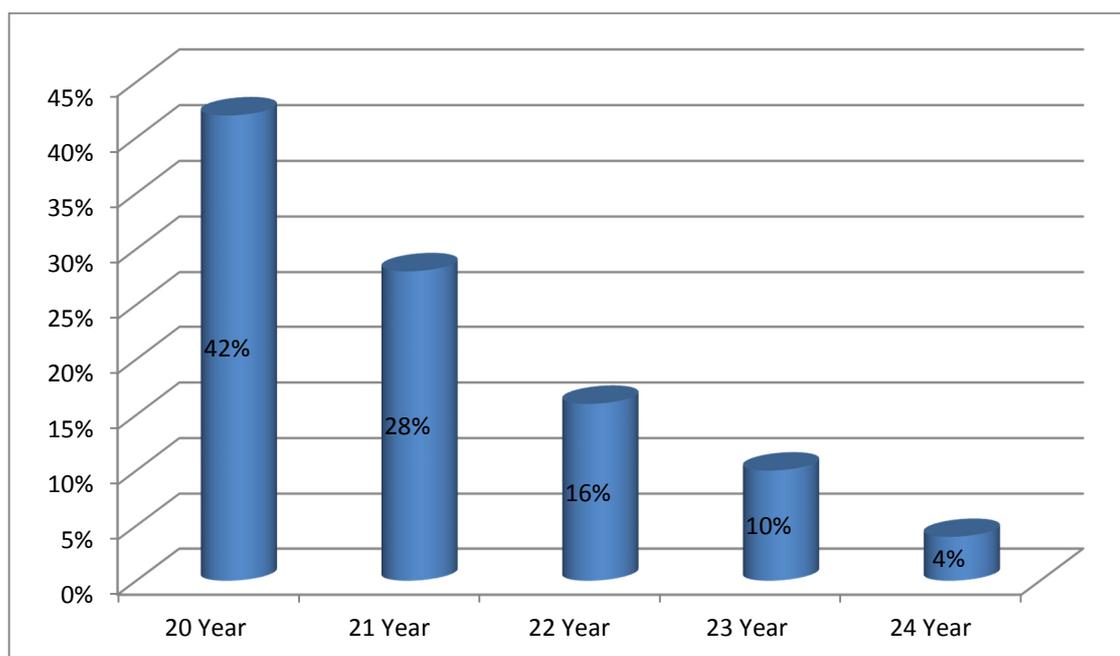


Figure 04: Students' Age Distribution

This table represents students' age. It consists of five age groups varied between 20 and 24 years old. 20 years old students represent 42% out of the whole sample (and as it is noticed it is the highest percentage). Concerning 21 years old students, they are 14, making up 28% of the sample. 8 (16%) students are 22, and 5 (10%) are 23 years old. Only 2 students (4%), however, are 24 years old. These variations in students' age are because of many reasons such as starting early/late the primary education, repeating years, or studying many braches in university.

Item 02: Students' Gender Distribution

Gender	Participants	Percentage
Male	10	20%
Female	40	80%
Total	50	%

Table 02: Students' Gender Distribution

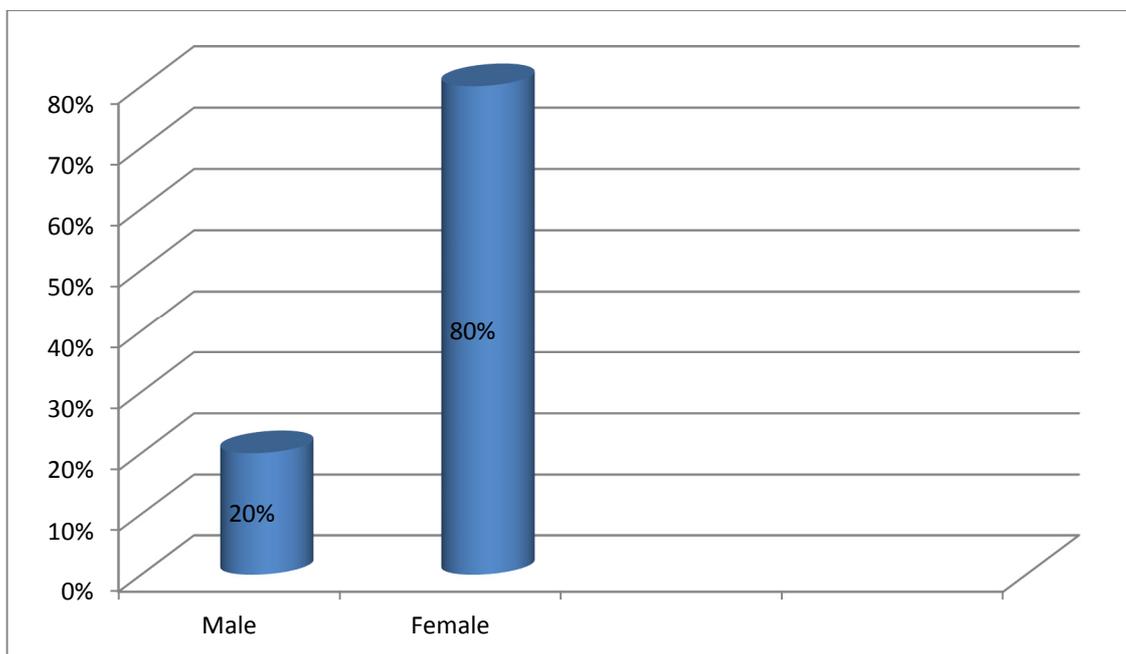


Figure 05: Students' Gender Distribution

It can be noticed from the above table that females students are numerous than males. The results reveal that (20%) of the sample is males while the majority is females, making up (80%) of the sample.

Item 3: Students' Choice to Study English

Option	Response	Percentage
Personal	36	72%
Imposed	14	28%
Total	50	100%

Table 3: Students' Choice to Study English

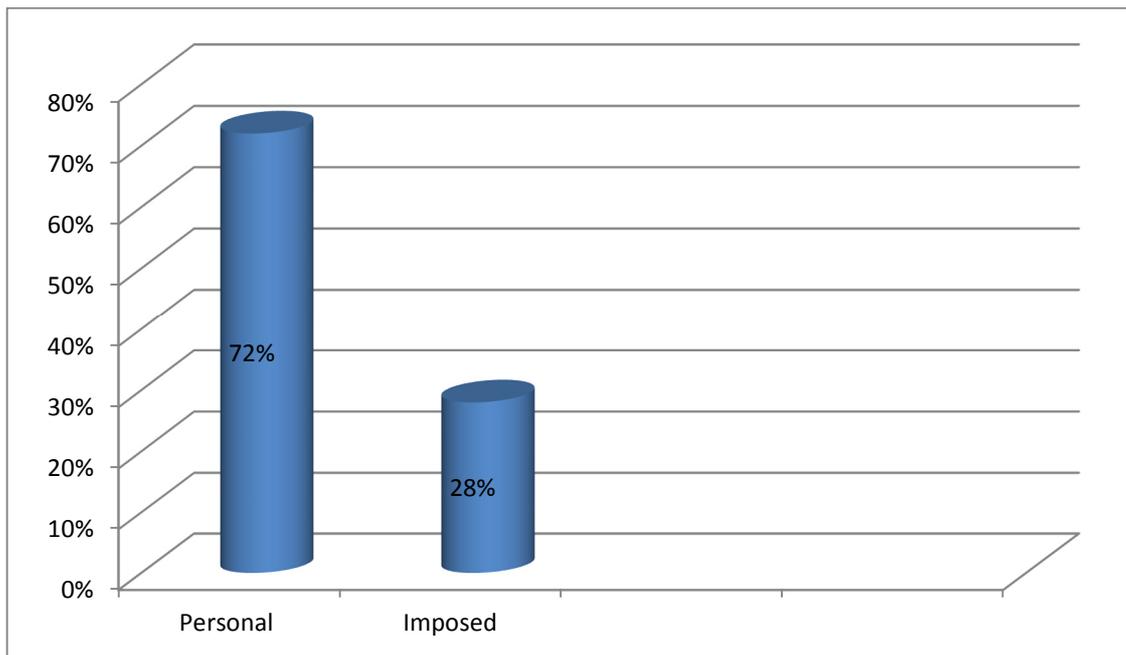


Figure 06: Students' Choice to Study English

This question seeks to identify the reasons for choosing English as a branch to study at university, and to know to what extent students are motivated to learn the English language. The results show that 72% of students revealed that their choice to study English was personal whereas 14% of students were imposed to study this branch either because of their parents or because of the weak average in the baccalaureate exam.

Item 04: Students' Perception of their Teacher's Role

Option	Responses	Percentage
A controller	14	28%
An organizer	10	20%
A resource	8	16%
A guide	18	36%
Total	50	100%

Table 4: Students' Perception of their Teacher's Role

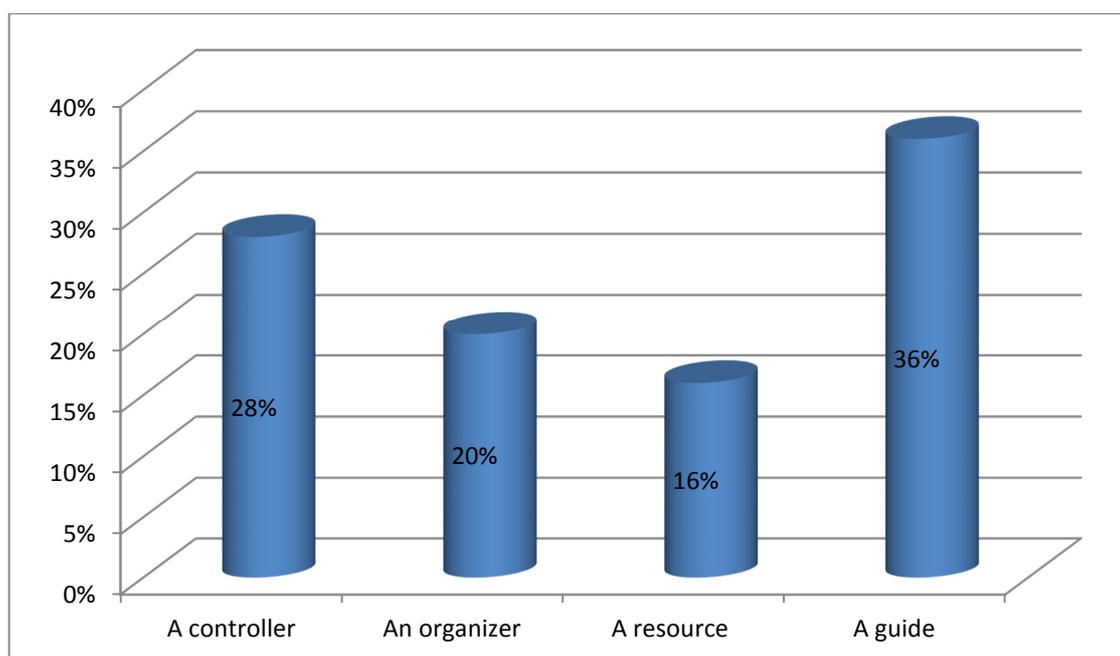


Figure 07: Students' Perception of their Teacher's Role

This question tends to show the different the roles that teachers can perform in class. It is noticed from the graph that 14 students (28%) have identified their teacher as a controller, 10 students (20%) see their teacher as an organizer, 8 students (16%) consider him/her a resource; and the majority of students (36%) perceive their teacher as a guide.

In fact, the variation of responses is quite understandable since the sample has been selected from three different classes; each class being taught by a different teacher. It is important to mention that the role a teacher plays in class is determinant in

shaping the teaching-learning atmosphere, students' motivation, attitudes, progress, and achievement.

Item 05: Students' Feeling towards their Oral Expression Teacher

Option	Response	Percentage
Yes	37	74%
No	13	26%
Total	50	100%

Table 5: Students' Feeling towards their Oral Expression Teacher

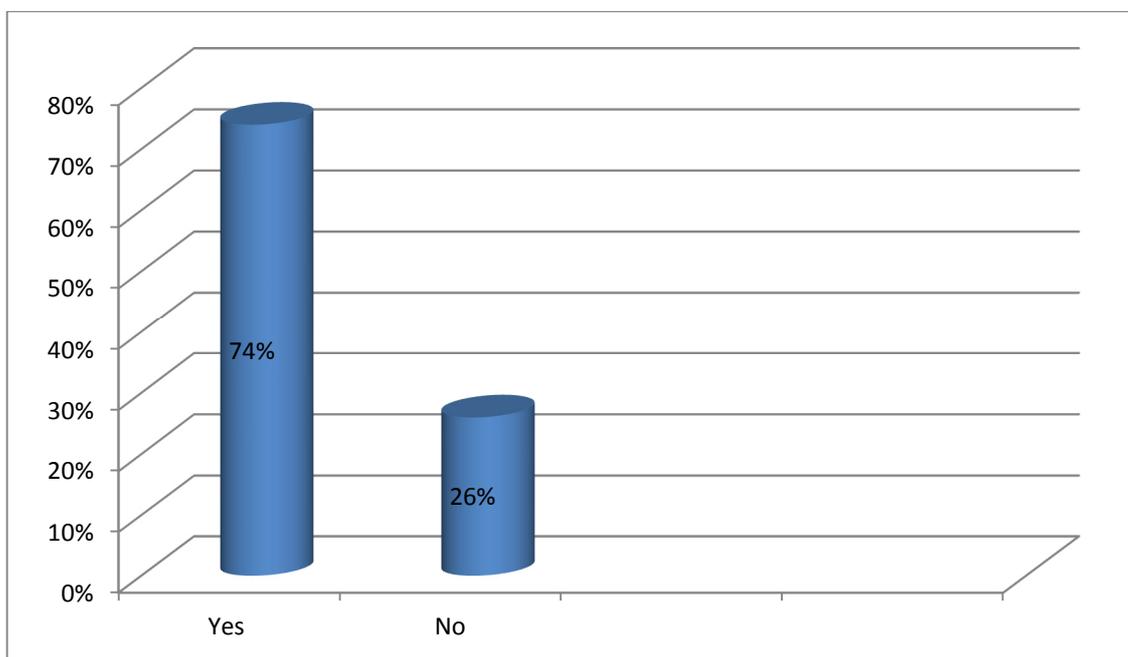


Figure 08: Students' Feeling towards their Oral Expression Teache

The graph above shows that the majority of participants (74%) like their oral expression teacher, while the rest of them (26%) do not like him/her. In fact, students' feeling towards their teacher determines to a large extent their attitude and behavior in class. It is obvious that a positive feeling would enhance students' motivation, self-confidence and interaction. However, a negative feeling would make students feel anxious, uncomfortable and reluctant to participate, and would generally lead to disruptive behavior and negative interaction

Item 06: Teacher's Correction of Students' Mistakes

Option	Response	Percentage
Yes	44	88%
No	6	12%
Total	50	100%

Table 6: Teacher's Correction of Students' Mistakes

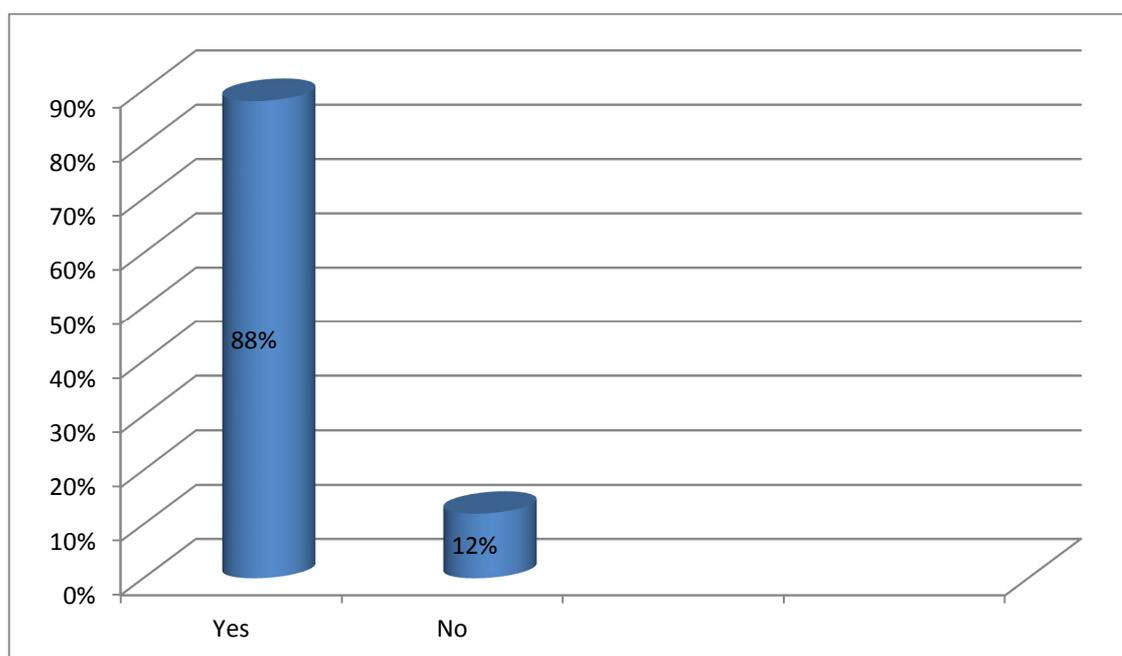


Figure 09: Teacher's Correction of Students' Mistakes

Providing corrections and feedback is an unquestionable part of the teaching-learning process. Moreover, doing that properly and effectively determines a good teacher.

The above results illustrate that the majority of participant, representing (88%), agree that their teacher corrects their mistakes whereas the rest of students (12%) confessed that their teacher do not correct their oral mistakes.

Item 7: Students' Selection of their Teacher's Personal Qualities

In this question, the students were asked to mention some personal qualities to describe their oral expression teacher. The purpose was to see what eye students have on their teacher because this determines their readiness and motivation to participate in class and to improve their speaking abilities.

Some students did not answer this question; but the majority of the sample listed some characteristics which are summarized in the following points:

- Our teacher is understandable, and he knows exactly how to perform his session.
- Our teacher always gives us advice.
- Our teacher is opinionated, funny, motivating, organized, outstanding, smart, tolerant and strict.
- Our teacher has a great American accent, and he is always active and works hard to achieve his goals.
- Our teacher has a perfect language, and he always teaches us new vocabulary.
- Our teacher has a high level of fluency; he/she is friendly, kind, beautiful, helpful, and supports us with some funny activities.
- Our teacher works only with some students whom he likes.
- Our teacher speaks a lot about himself, he waists time and confuses us when we present something.
- Our teacher is a controller, scary, but sometimes nice.
- Our teacher is rude, nervous.
- Our teacher speaks more than us, and does not give us chance to perform anything.

- Our teacher does not like me, bad teacher; he/she uses the mother tongue, and does not give us marks.

It is remarkable that the answers above are quite varied and different. Here, it is obvious that at least two types of teaching personalities are present. Indeed, the first answers are positive and favorable to the teacher describing him/her as a motivating, engaging, and effective. The second half of the list of responses, however, clearly reveal a bad image of the teacher as students perceive him/her as authoritative, rude, and strict.

Item08: Students' Suggestion of Other Qualities to Characterize their Teacher

The aim of this open question is to know what other qualities (added to those mentioned in the previous question) students want to find in their O. E teacher. Unfortunately, not all students answered this question, yet those who did, mentioned the following features:

- To be careful in using the language.
- To be polite, helpful, funny, honest, Knowledge provider, flexible and more active.
- To be him/herself.
- To try working hard and to provide us with vocabulary.
- To be kind, leader skills and to know how to attract attention.
- To reinforce us with good marks.
- To encourage us and to evaluate our work honestly.
- To use only the English language, and to be fair with all students.
- To correct our mistakes in order to improve our pronunciation.

- To be open-minded, comprehensive, and to give us the freedom to present what we want.
- To give us advice about the English language and its use.
- To give us the chance to express ourselves.

Here again, answers diverged. Students suggested qualities related to providing a relaxed atmosphere (by mentioning notions of encouragement, fairness, and tolerance), improving their skills (through the correction of mistakes, the use of the language ...), and establishing a maintain a good interaction (when being kind, open-minded, tolerant, ...)

Item 09: Students’ Satisfaction with their O.E Teacher’s Method

Option	Response	Percentage
Yes	34	68%
No	16	32%
Total	50	100%

Table 7: Students’ Satisfaction with their O.E Teacher’s Method

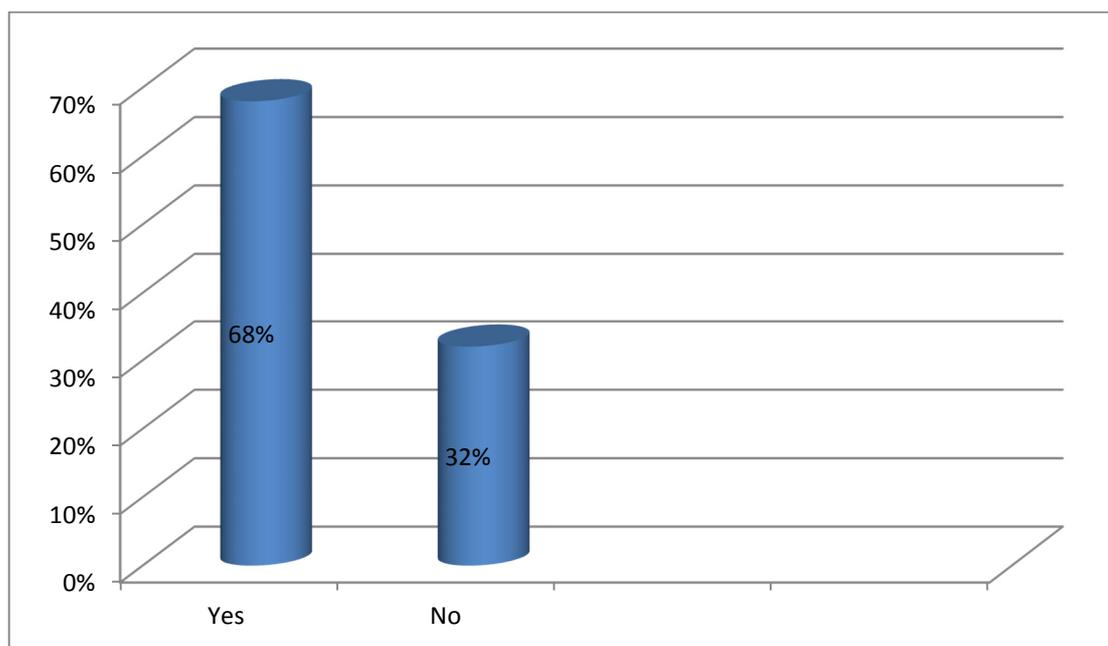


Figure 10: Students’ satisfaction with their O.E teacher’s method

The table above reveals that the highest percentage (68%) goes to students who reported that they are satisfied with their O.E teacher’s method of teaching. Therefore, these students appreciate and support the method used by their teacher which pushes them to learn effectively and achieve good results. On the other hand, 32% of the students are not satisfied with the method used to teach them speaking.

Item 10: The Effect of Teacher’s Behavior on Students’ Understanding

Option	Response	Percentage
Yes	43	86%
No	7	14%
Total	50	100%

Table 8: The Effect of Teacher’s Behavior on Students’ Understanding

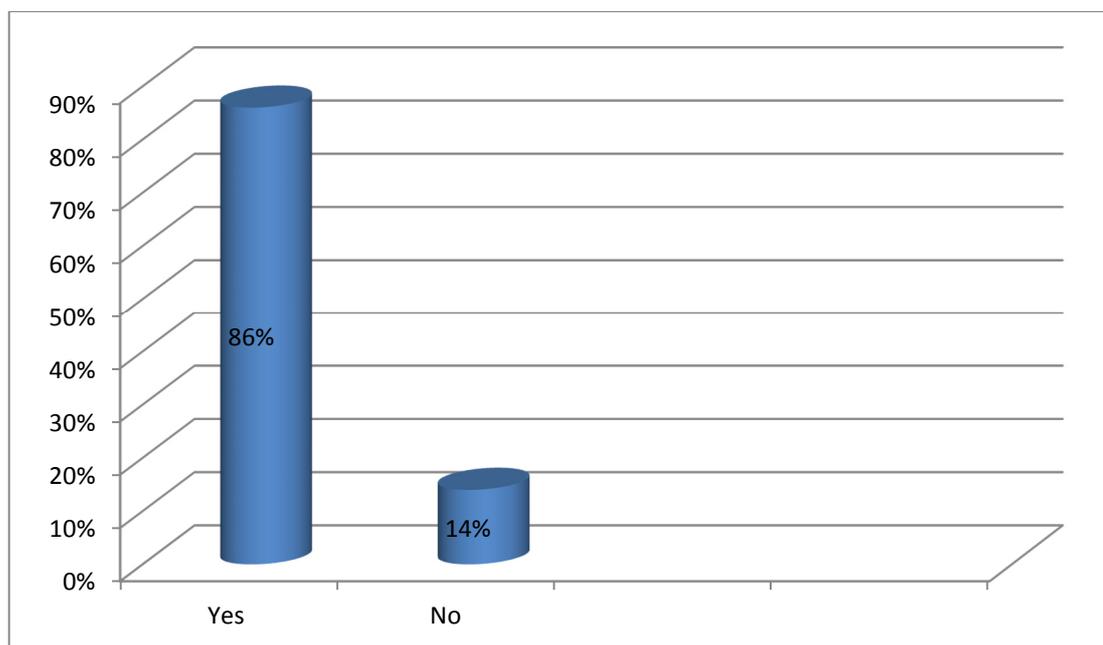


Figure 11: The Effect of Teacher’s Behavior on Students’ Understanding

The results obtained in the table and graph show that 43 students (86%) agreed that the teacher’s behavior does affect their understanding of the course. They clearly reported that they are influenced by their teacher’s behavior. The rest

of the sample (14%), however, does not see the teacher's behavior an affective factor on their understanding.

The single most important factor in determining learning environment is the teacher's behavior. In fact, highly effective teachers are those who are effective classroom managers, they use a collection of best practices to make teaching/learning an enjoyable task, they also have confidence in their abilities to influence students' understanding and achievement.

Item 11: Teacher's Motivation of Students

Option	Response	Percentage
Yes	42	84%
No	8	16%
Total	52	100%

Table 9: Teacher's Motivation of Students

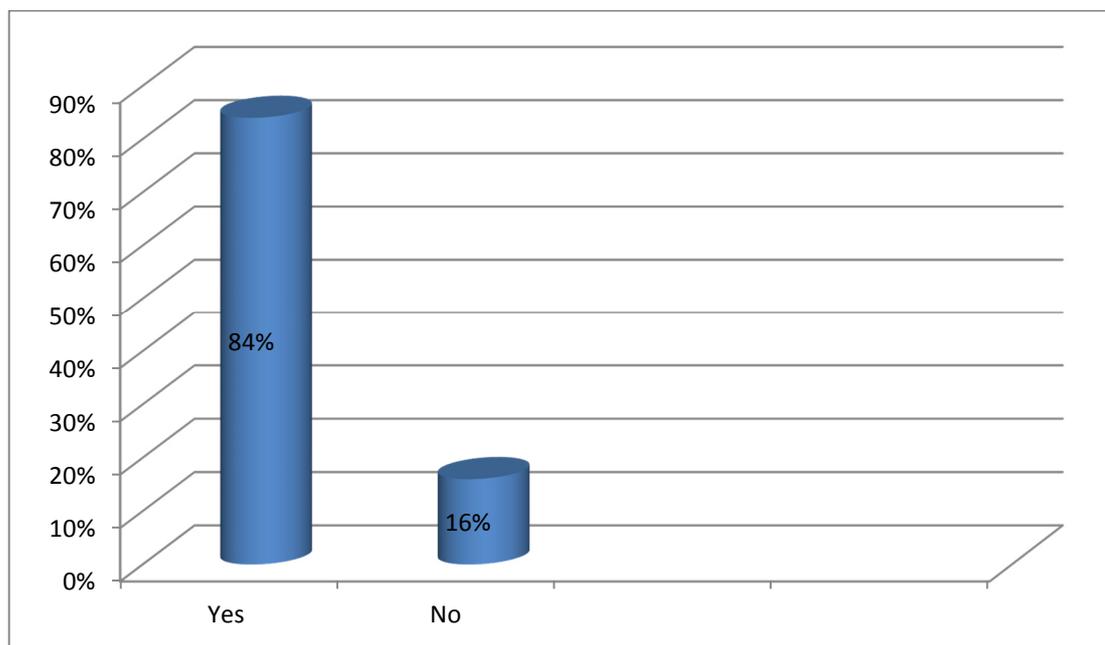


Figure 12: Teacher's Motivation of Students

The above graph reveals that 8 students (14%) confessed not to be motivated by their teacher in class. 42 students (who represent 84% of the whole sample), however, reported that their teacher motivates them to speak English

because they are supported with a relaxed climate in the class. Moreover, they supported their answer by pointing to the motivational strategies their teacher uses in class. These are mentioned in the table below.

Option	Response	Percentage
a)Using humor	20	47.61%
b)Tolerating your mistakes	9	21.42%
c)Using cooperative learning	7	16.66%
a + b	1	2.38%
a + c	3	7.14%
b + c	2	4.76%
Total	42	100%

Table 10: Strategies to Motivate Students

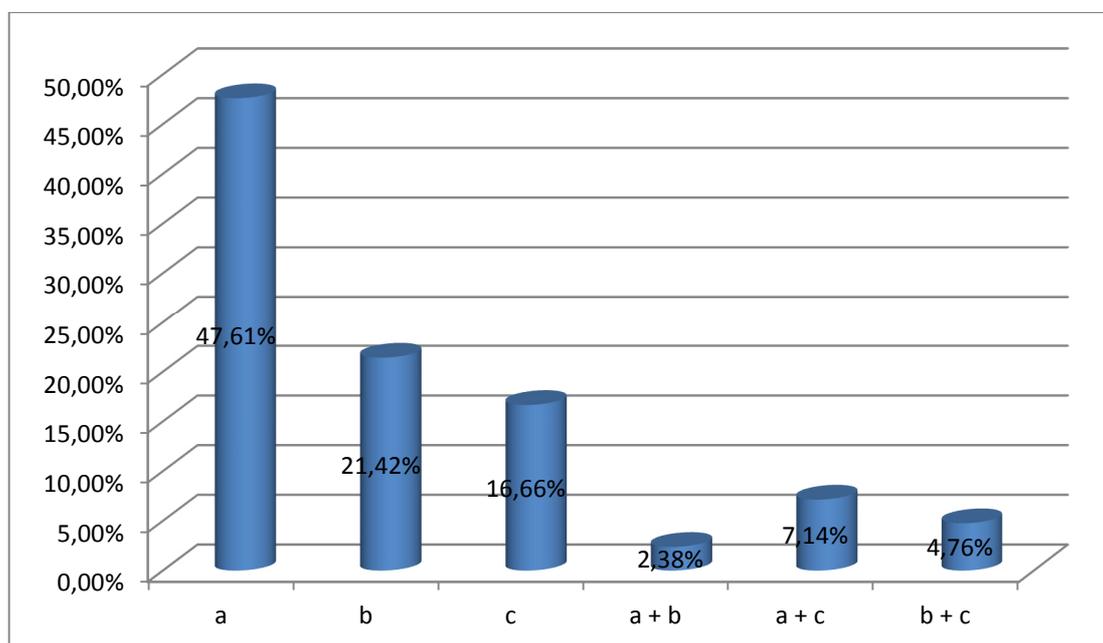


Figure 13: Strategies to Motivate Students

This question was asked just for the students (they are 42) who reported to be motivated by their teacher to speak in class. It has been posed to identify the way(s)/strategies oral expression teachers use to motivate their students and engage

them in speaking tasks. 47.61% of students stated that their teacher motivates them through using humor, 21.42% said that their teacher tolerates their mistakes, and 16.66% see that the motivation goes through using cooperative learning. Moreover, some students have chosen more than one strategy by combining two options of the list proposed revealing that their teacher varies in the ways he/she enhances their attention and engagement to the course and activities.

Item 12: Teacher’s Use of Authentic Materials in the Oral Class

Option	Response	Percentage
Yes	35	70%
No	15	30%
Total	50	100%

Table 11: Teacher’s Use of Authentic Materials in the Oral Class.

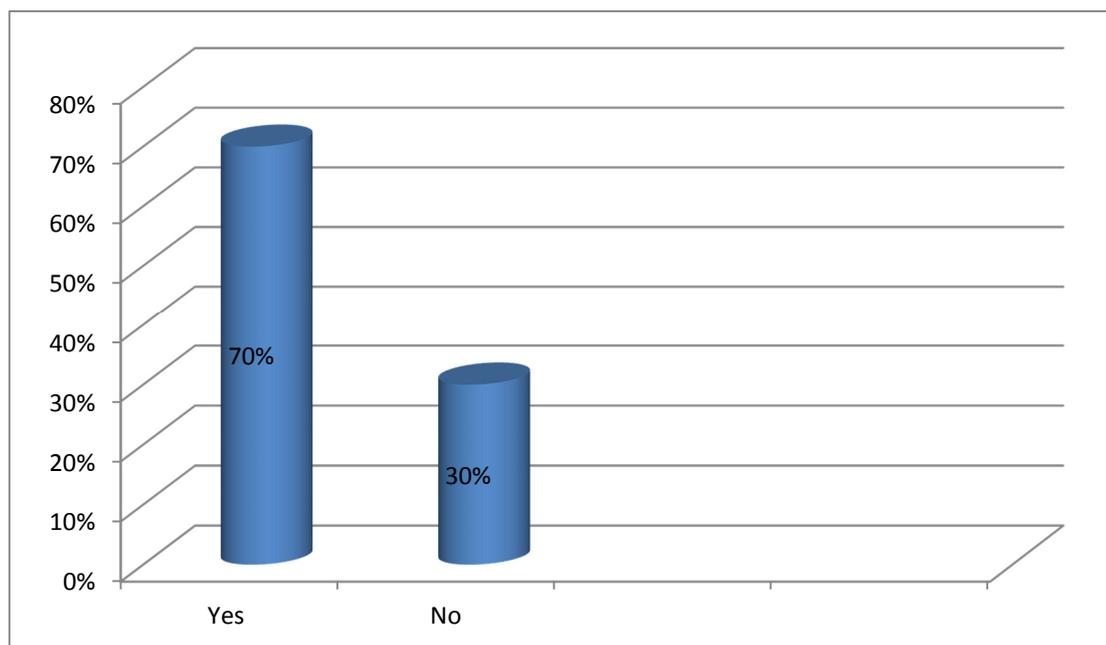


Figure 14: Teacher’s Use of Authentic Materials in the Oral Class

This question aims to check whether oral expression teachers use authentic materials like audio-visual aids in class to teach speaking. Indeed, the use of such back up materials proved to be effective in presenting authentic oral extracts which

serve as models for good fluency and accuracy. They help a lot in saving time and effort and in attracting learners' attention and raising their motivation.

It is clear from the table that the majority of students (70%) revealed that their oral expression teacher uses audio-visual aids to help them improve their speaking skill; however, 30% of the sample denied this fact and reported that their teacher does not rely on such devices to present the oral courses.

Item 13: Students' Attitude towards the English Language

Option	Response	Percentage
Yes	48	96%
No	2	4%
Total	50	100%

Table 12: Students' Attitude towards the English Language

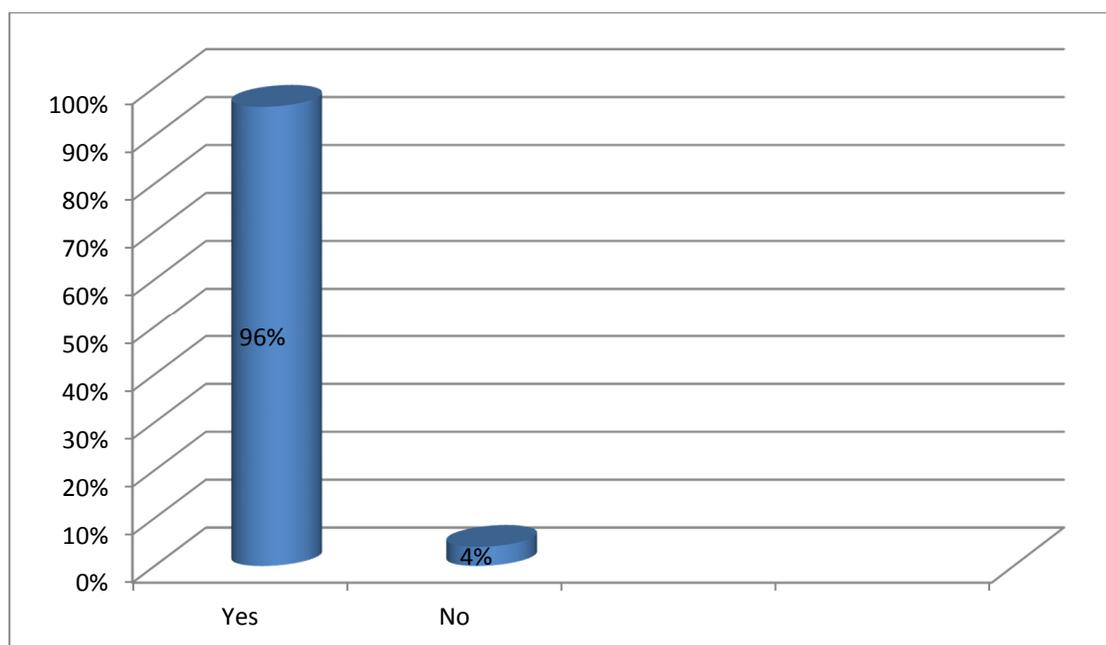


Figure 15: Students' attitude towards the English Language

This questions seeks to figure out whether 2nd year students are motivated to speak English. Results showed that the majority of students (96%) do like speaking English and agreed on the following reasons:

- Because it is an international language.

- Because I love/ adore this language, and because it has beautiful sounds.
- Because it is my goal to be able to be a speaker of English.
- Because I feel comfortable and happy when I speak English.
- Because English is my desire and my dream.
- Because I can express myself through speaking English.
- Because I want to improve my pronunciation and to show my abilities.
- Because it is my choice, my favorite language, and it is easy to learn.
- Because it makes me strong, creative, positive, and self-confident.

Clearly, through these arguments, students confirmed their positive attitude towards the foreign language by focusing on its importance and on the fact that it provides them with happiness and satisfaction.

On the other hand, only two (2) students confessed that they do not like to speak English because they hate that language probably because they are afraid of making mistakes, or they lack confidence.

Item 14: Students' Evaluation of their Level in Speaking English

Option	Response	Percentage
Very good	4	8%
Good	17	34%
Average	25	50%
Bad	4	8%
Total	50	100%

Table 13: Students' Evaluation of their Level in Speaking English

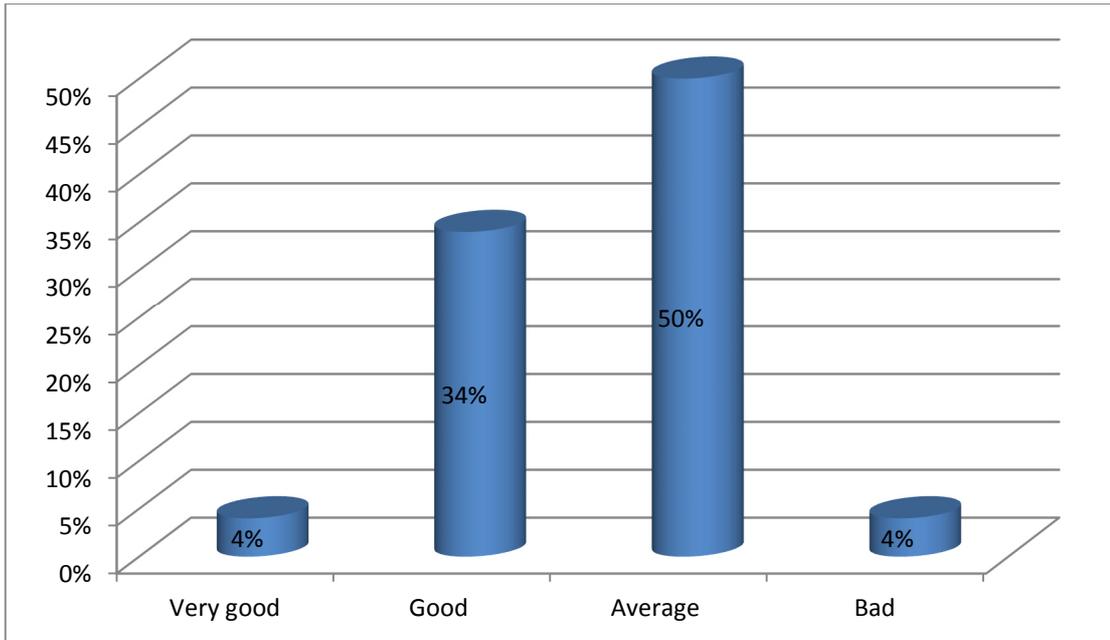


Figure 16: Students' Evaluation of their Level in Speaking English

The aim of this question is to make students recognize their real level in speaking through self evaluation. In fact, it is a positive way to let students discover their level in order to motivate them either to keep going to do better (for those who have very good or good level) or to attempt to improve their level (for those whose level is average or bad).

In this graph, it is remarkable that 4% is given for both who have chosen that their level is “very good” and “bad”, while 17 of them composing (34%) see that their level in speaking English is good, and the rest of the students (25) who represent (50%) evaluate their level as average.

Item 15: Students' Participation in Oral Sessions

Option	Response	Percentage
Yes	35	70%
No	15	30%
Total	50	100%

Table 14: Students' Participation in Oral Sessions

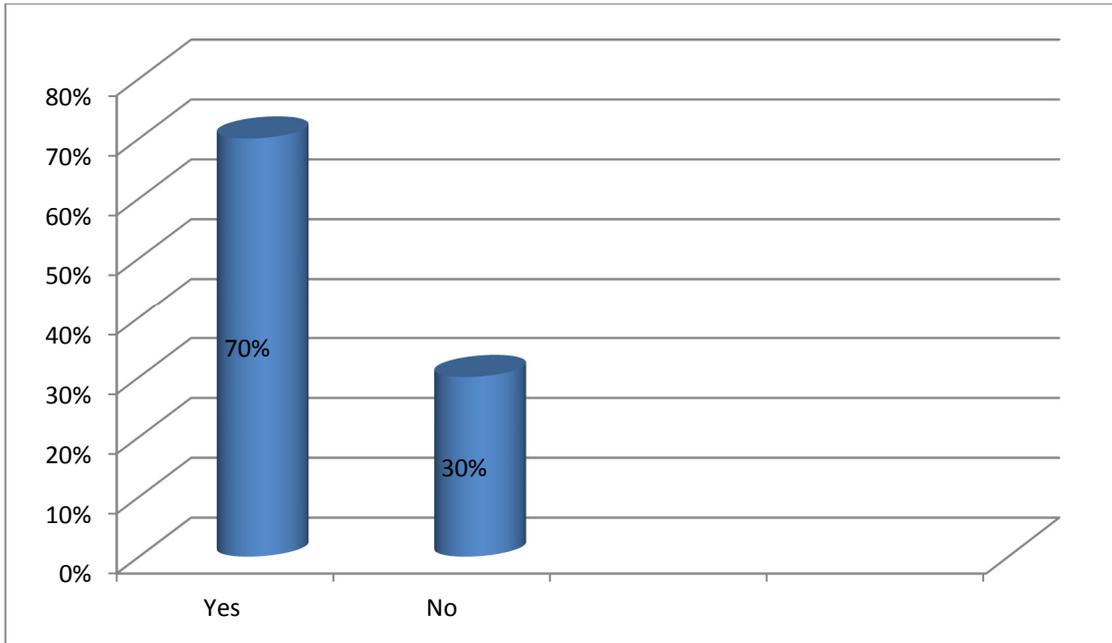


Figure 17: Students' Participation in Oral Sessions

As it is shown in the table above, 35 participants, who represent (70%) of the total sample confirm that they do participate in oral sessions; whereas, 15 students (30%) do not participate.

As a result, the majority of the students participate in oral activities; indeed, they are active and they reflect their understanding in doing and participating in these activities.

In fact, the link between students' classroom participation and their academic achievement is undeniable. In this sense, many studies have shown that when students participate in class, their achievement, especially speaking skill, seems to be higher than those who are passive in class.

Students' Frequency of Participation

Option	Response	Percentage
Always	12	34.28%
Sometimes	19	54.28%
Rarely	4	11.42
Total	50	100%

Table 15: Students' Frequency of Participation

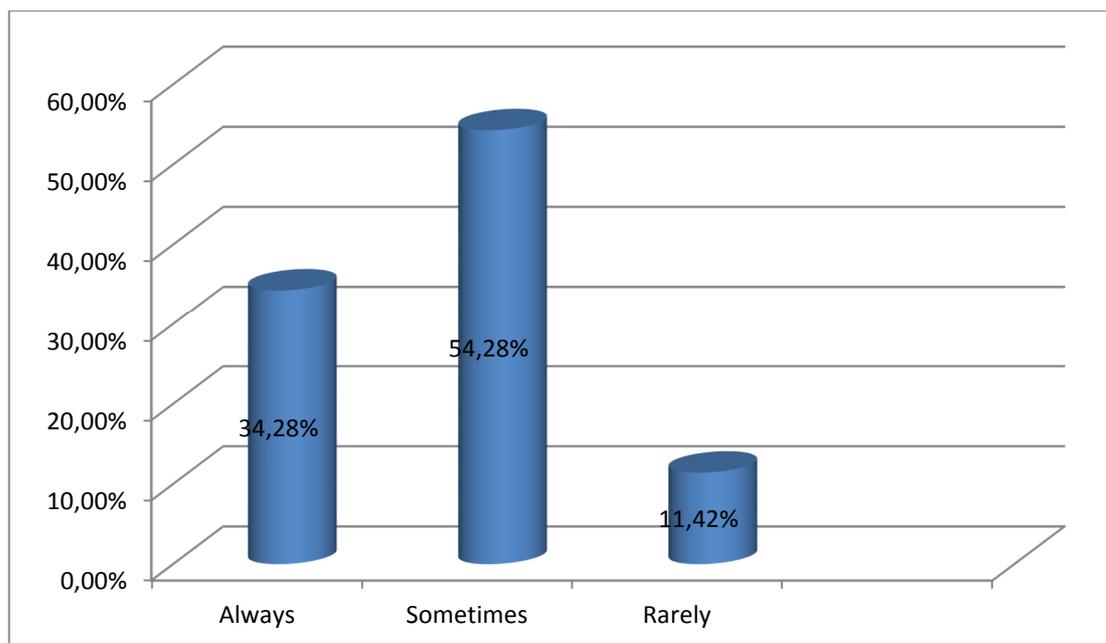


Figure 18: Students' Frequency of Participation

For those 35 students who reported that they participate in oral expression sessions, an additional question was asked to them to discover how often they do it. The table shows that (34.28%) of them revealed that they “always” participate in oral sessions because they are interested in the activities and find them easy. The majority of the students (54.28%) admitted that they “sometimes” participate in class because they do not like the topic, feel shy and cannot find the right words, find difficulties in having the correct answers, or are afraid of making mistakes. (11.42%) of the participants indicated that they “rarely” participate because they are not motivated or interested in the discussed topic.

In fact, many factors can determine the desire and the rate of participation and interaction in class. These can be external factors (related to the teacher’s personality, method, materials, or environment) or internal factors related to the student him/herself like the degree of self-confidence and self-esteem, the amount of motivation, personality type, learning styles, etc. Here comes the role of the teacher (as well as parents or the administration) in determining the factors that

hinder learners' participation and in working on overcoming the difficulties by using specific interactional and motivational strategies.

Item 16: Students' Confidence in Speaking in Class

Option	Response	Percentage
Yes	22	44%
No	28	56%
Total	50	100%

Table 16: Students' Confidence in Speaking in Class

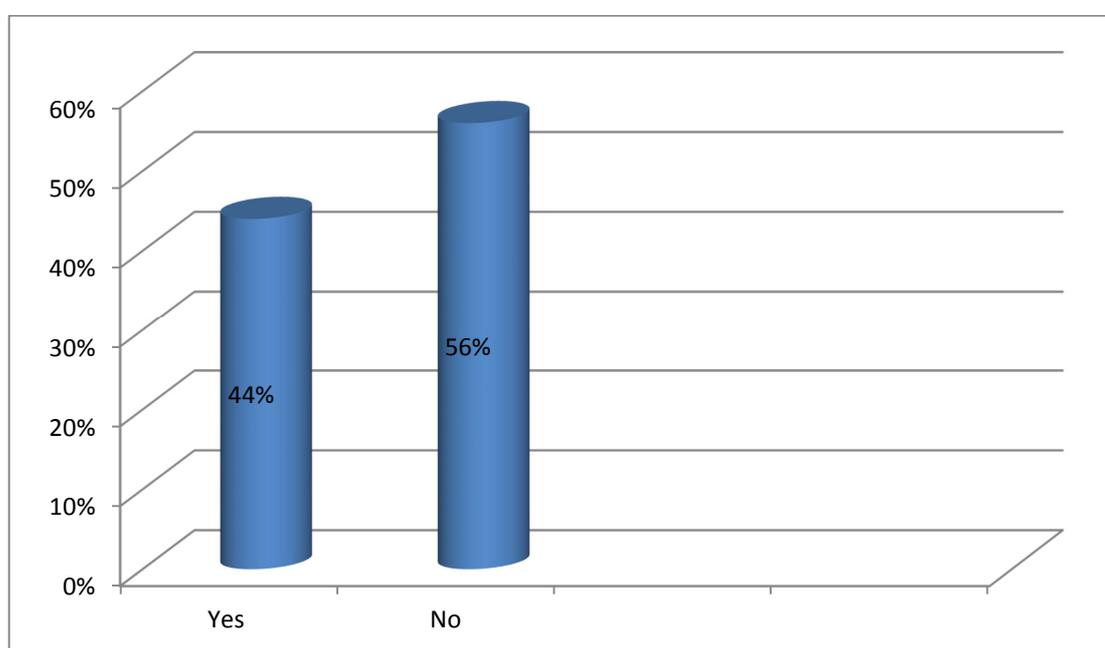


Figure 19: Students' Confidence in Speaking in Class

Since confidence is a fundamental key to communication, this question tends to figure out to what extent students feel confident in speaking English. The table above illustrates that 22 students representing (44%) of the whole sample state that they are confident in speaking; in contrast, (56%) of the sample do not have the confidence to speak in class.

In fact, confidence is such a crucial component to communication. It defines not only how can people express themselves, but also how can they interact with each other and how can they pursue their goals. However, the main problem for many

people is not being able to express themselves in the foreign language with the same personality they have in their native language.

- If no, is it because of :

- a) The teacher's negative feedback.
- b) Classmates' opinions about you.
- c) Lack of vocabulary.
- d) Absence of motivation.
- e) The fear of making mistakes.
- f) Shyness.

Option	Response	Percentage
b	1	3.57%
c	2	7.14%
e	4	14.28%
a + b + c	1	3.57%
d + e + f	2	7.14%
e + f	5	17.85%
b + c + e + f	1	3.57%
c + e + f	2	7.14%
b + e	1	3.57%
c + e	2	7.14%
b + e + f	2	7.14%
c + f	1	3.57%
b + c + e	1	3.57%
b + f	1	3.57%
a + f	1	3.57%
a + b + c + f	1	3.57%
Total	28	100%

Table 17: Reasons for Students' Lack of Confidence in Speaking

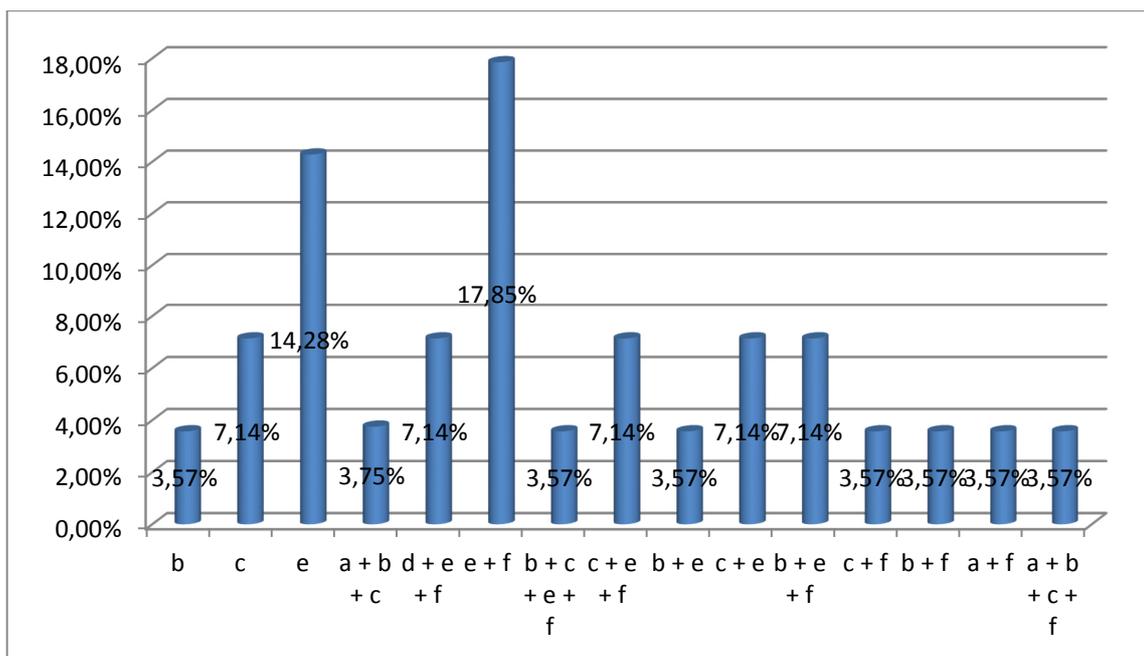


Figure 20: Reasons for Students' Lack of Confidence in Speaking

This related question aims to identify the reasons behind students' lack of self-confidence to speak English in class.

The graph reveals that almost all students have chosen more than one option to show that they suffer from more than one problem that prevent them to use the language orally with confidence. The highest percentage (17.85%) is given for those who have chosen both options (the fear of making mistakes and shyness), and (14.28%) are not confident to speak because they are afraid of making mistakes.

Item 17: Activities Used in Oral Expression Classes

- a) Free discussion.
- b) Role plays.
- c) Oral presentations.
- d) Language games.
- e) Story telling.
- f) Group work.

Option	Response	Percentage
a)	9	18%
b)	7	14%
c)	6	12%
f)	2	4%
b + c + f	2	4%
a + b + e	2	4%
b + c + e	1	2%
a + b + c	4	8%
b + c	5	10%
a + b + c + f	4	8%
a + c + e	1	2%
a + b + c + d	2	4%
a + b	3	6%
a + d	1	2%
c + f	1	2%
Total	50	100%

Table 18: Activities Used in Oral Expression Classes

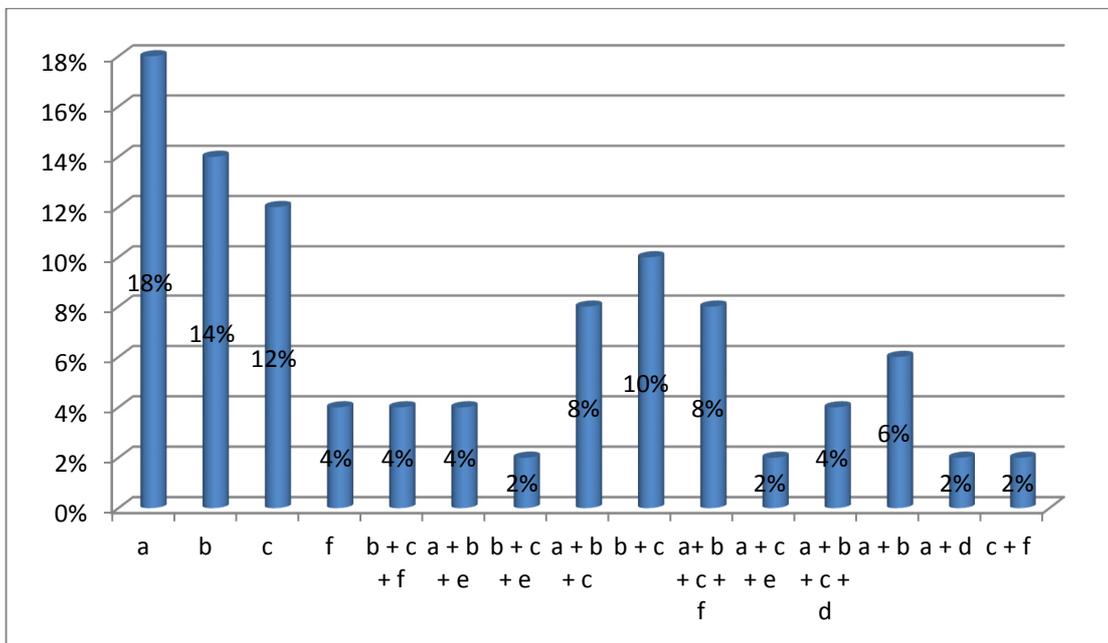


Figure 21: Activities Used in Oral Expression Classes

This question seeks to show the variety of the activities used in oral classes.

As it is remarkable from the table, 9 students (18%) reported that free discussion is

the most used activity in the class, while 7 students (14%) stated that most of times they perform role plays. In addition, 6 respondents (12%) opted for oral presentations. The rest of the sample mentioned more than one activity use by their oral expression teacher.

It is important to vary in tasks and activities to avoid boring students and to consider all their preferences and needs.

Item 18: Students' Attempt to Develop their Performance in Communication

In this question, students were asked to write about how they attempt themselves to improve their performance in communication. It aimed to perceive students' autonomy to develop their speaking skills and to see how much control and responsibility they have over their own learning process. Some students did not answer this question; however, most of the sample responded and provided different answers which can be summarized in the following points:

- Watching movies, talk shows and listening to songs.
- Speaking alone and in front of the mirror.
- Trying to learn more vocabulary.
- Developing the other skills: listening more, reading books, and writing essays.
- Trying to talk to friends outside the classroom, and to native speakers (chatting).
- Trying to be comfortable, using my own words, and being on my nature.

This variation in the given answers prove to what extent speaking is important to achieve proficiency in communication, the students suggested different answers which reveal their necessity to communicate effectively.

Item 19: Students' Exposure to Listening Activities

Option	Response	Percentage
Always	7	14%
Sometimes	33	66%
Rarely	9	18%
Never	1	2%
Total	50	100%

Table 19: Students' Exposure to Listening Activities

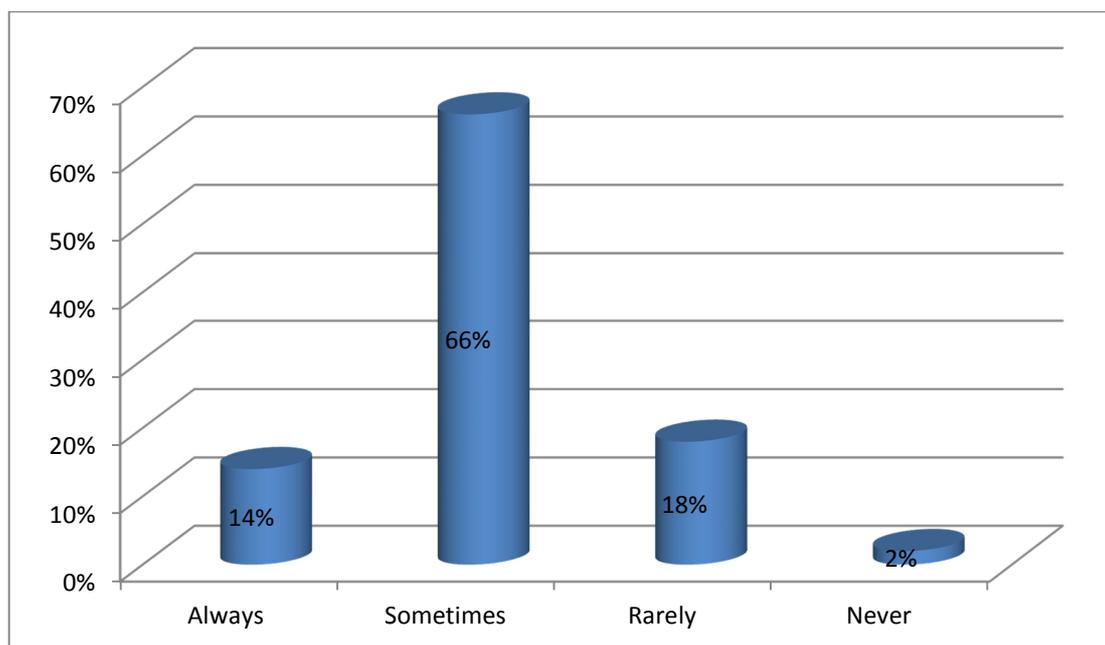


Figure 22: Students' Exposure to Listening Activities

This question has been asked to focus on the relationship of listening and speaking and the positive impact that the former has on the latter. It also aims to check the degree of students' implication in listening activities to improve their oral proficiency.

As it is observed in the graph, 7 students (14%) reported to be “always” exposed to listening activities whereas most of students (66%) responded with “sometimes”, revealing a low degree of exposure to listening.

Furthermore, 9 participants (18%) revealed that they are “rarely” involved in such activities, and only one student (2%) has “never” been introduced to these activities.

Item 20: Types of Listening Materials

Option	Response	Percentage
a) Songs	10	20%
b) Records	3	6%
c) Episodes	1	2%
d) Movies	12	24%
a + b + d	1	2%
a + d	16	32%
a + c + d	4	8%
a + b + c + d	2	4%
b + d	1	2%
Total	50	100%

Table 20: Types of Listening Materials

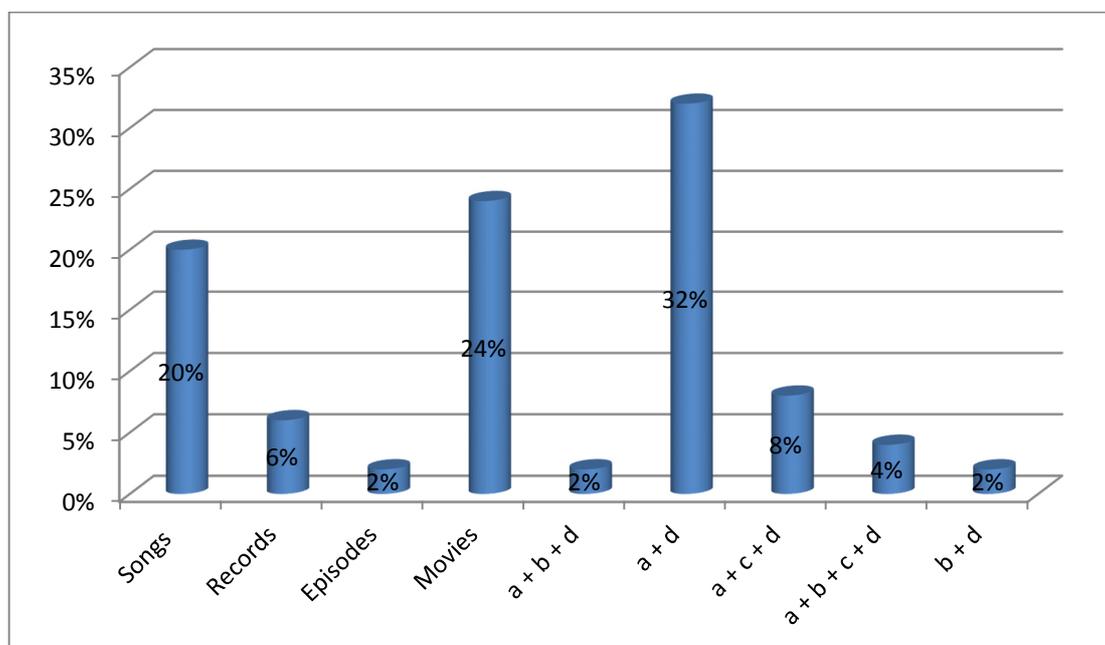


Figure 23: Types of Listening Materials

Students were given a list of options concerning different types of listening materials/activities and were asked to choose which of them they are exposed to.

The table shows that the majority of the respondents (32%) are exposed to both “songs and movies”, and (24%) reported to watch “movies” as a listening material. Moreover, 10 participants (20%) are introduced more to songs, while the rest of students have chosen more than one option as it is remarkable.

Item 21: Students’ Suggestion of Some Strategies which can be Used by their Teacher to Help them be Proficient in Communication

In this last part of the questionnaire, students were asked to give further suggestions about what can be applied in order to foster their communicative abilities. Students provided certain suggestions summarized in the following points:

- Using more games, listening activities, and let us be the teachers from time to time.
- Using data show, native speakers videos, and applying more technology in the class.
- Giving us stories to perform as role plays.
- Giving us chance to talk about free topics which interest us, and give each student 5 minutes to say what comes in his/her mind at the beginning of the session.
- Providing us with the most used words in English, correcting our pronunciation and using teaching methods that are helpful/ appropriate for us.
- Using group work to help us exchange ideas, vocabulary, experience, etc.
- Asking us to write our diaries and present them.

- Being more close to the students to know what they are thinking.
- Helping the students to overcome their shyness and fear to speak.

This question aims basically to discover what students lack to communicate appropriately and effectively. Students suggested various points concerning additional strategies which they want to be applied in order to improve their oral performance; the given suggestions differ including the desire to use more technology (data show, videos...), role plays, group work, providing help, and others.

3. Teachers' Questionnaire

3.1. Aim of the Questionnaire

This questionnaire is designed for Oral Expression teachers in Biskra University. It aims to gather information about how can the role of the teacher enhance students' communicative performance because O.E teachers are the main source which can provide us with the validity that is necessary for this investigation.

3.2. Administration of the Questionnaire

We have administrated the questionnaire to eight (8) teachers of oral expression out of almost twenty (20) teachers of O.E in the English division of Mohamed Kheider University of Biskra during the academic year 2015-2016. The questionnaire was given to the teachers to answer them at home in order not to interrupt their sessions. All the teachers were helpful, and they were ready to provide us with the needed answers. We are, therefore, very thankful for their co-operation.

3.3. Description of the Questionnaire

The questionnaire is composed of four (4) sections containing 17 questions. The questions are varied between direct ones, by asking teachers to choose “yes” or “no” answers, and multiple choice questions in which the teachers are given a list of options to tick in the appropriate one in addition to open questions in which teachers are requested to provide explanation or suggest other statements if necessary.

Section one is conducted to personal information about the teachers (Q1-Q3), they are asked about their gender, academic degree, and the years of experience in teaching English in university. Section two is devoted to the teachers’ role in EFL teaching, it consists of five (5) questions (Q4-Q9). In this section teachers are asked about the teaching method they apply, and about the different roles which characterizes them most; in addition to whether they correct their students’ mistakes or not, and if they provide them with feedback; and last, they are asked about the materials they use in class. Section three is about communicative performance (Q10-Q16). Teachers are asked about the students’ level in communication, their motivation toward speaking, also about their participation in class, and about the different problems which prevent them to participate; furthermore, whether the teachers encourage their students to interact and participate, and if they teach English for linguistic or communicative purposes; the last question asks the teachers about the strategies of promoting students’ communicative performance. Finally, the last section is designed to request the teachers to add any comments or suggestions about the topic.

3.4. Analysis of the Results

Section One: General Information (Q1 –Q3)

Item 01: Teachers' Gender Distribution

Option	Response	Percentage
Male	4	50%
Female	4	50%
Total	8	100%

Table 21: Teachers' Gender Distribution

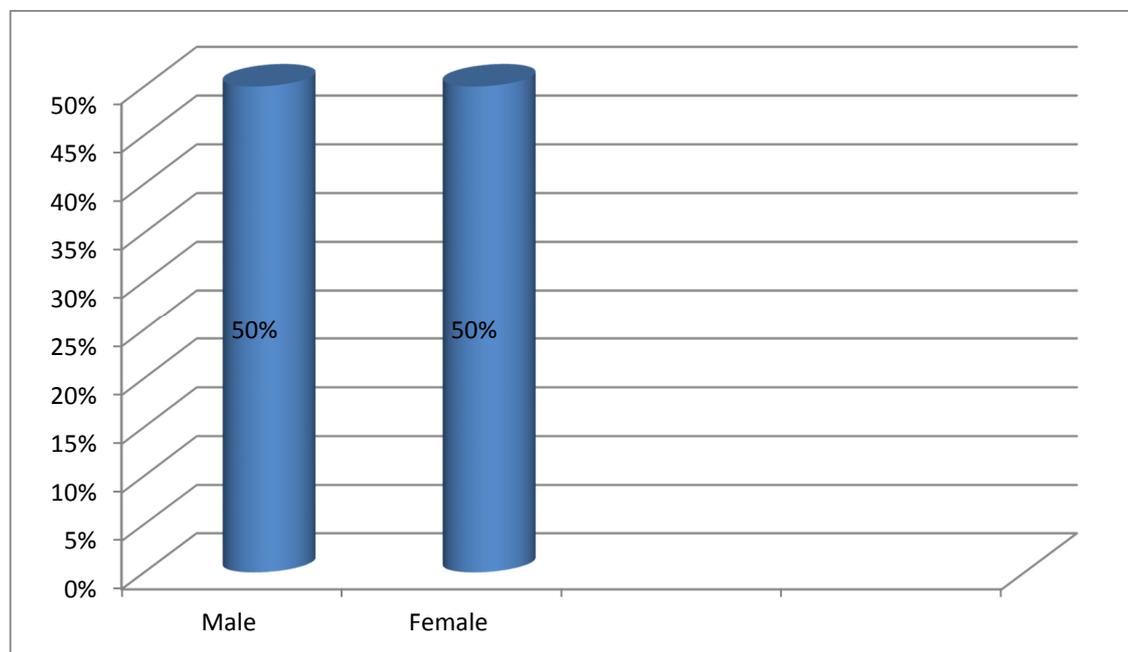


Figure 24: Teachers' Gender Distribution

This table shows that the results are equal between males (50%) and females (50%) out of the total sample of 8 teachers of oral expression.

Item 02: Teachers' Academic Degree

Option	Response	Percentage
BA (License)	0	0%
MA (Master/Magister)	8	100%
PHD (Doctorate)	0	0%
Total	8	100%

Table 22: Teachers' Academic Degree

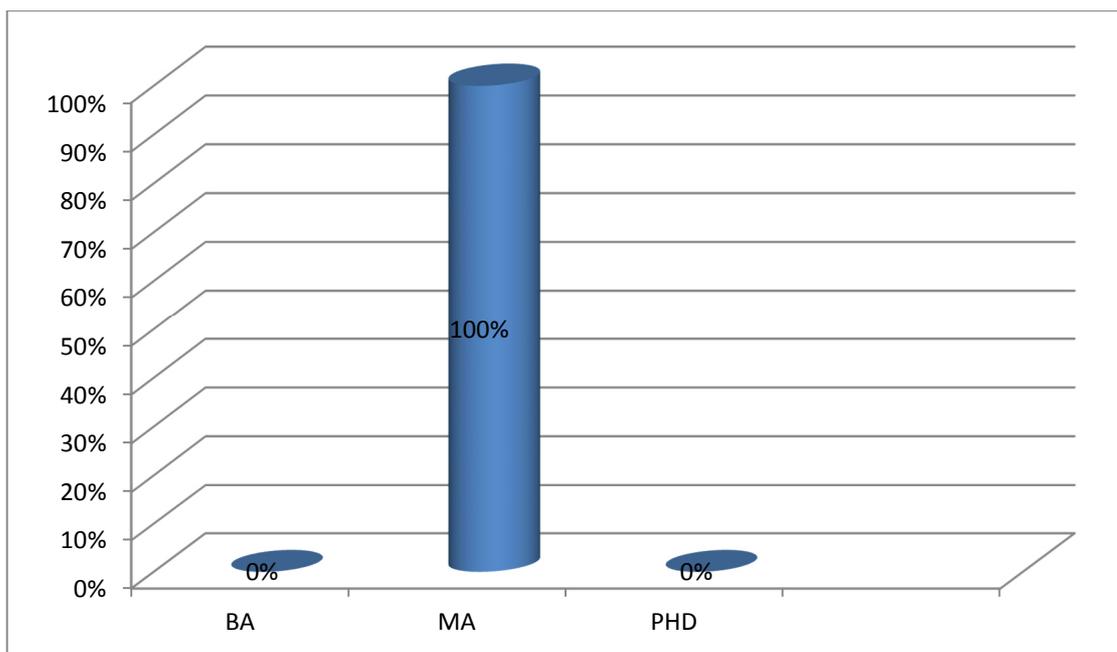


Figure 25: Teachers' Academic Degree

When teachers were asked about their academic degree, all of them (100%), as it is represented by the graph, declared that they have MA degree. From this result, it is noticeable that their degree held corresponds with the regulation of instructing in university.

Item 03: Teachers' Experience in Teaching

Option	Response	Percentage
7 months	1	12.5%
4 years	1	12.5%
6 years	1	12.5%
9 years	1	12.5%
10 years	3	37.5%
12 years	1	12.5%
Total	50	100%

Table 23: Teachers' Experience in Teaching

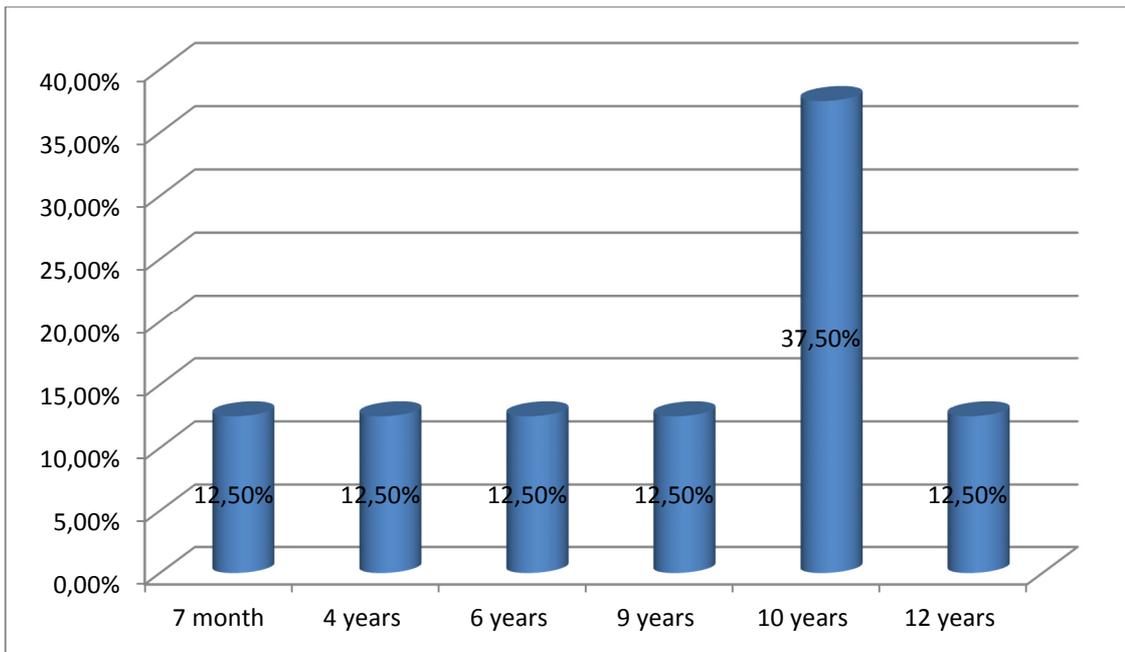


Figure 26: Teachers' Experience in Teaching

As it can be seen from the graph, the experience of teachers varies between 7 months to 12 years. There is one teacher (12.5%), the most experienced among the others, who has been teaching at university for 12 years. There are 3 teachers representing (37.5%) who have 10 years of experience in teaching; another teacher has 9 years of experience, and the rest accumulate an experience of 4 and 6 years. However, there is one last participant who declared that it has been only 7 months since he started his career in teaching at university.

The results above prove that teachers have the appropriate experience in teaching that is needed as well as helpful for the development of students' level of achievement especially oral performance.

Section Two: Teacher's Role in EFL Teaching

Item 04: The Use of Teaching Methods

Option	Response	Percentage
Direct M	0	0%
Audio-lingual M	0	0%
Communicative Language Teaching	1	12.5%
Eclectic M	7	87.5%
Total	8	100%

Table 24: The Use of Teaching Methods

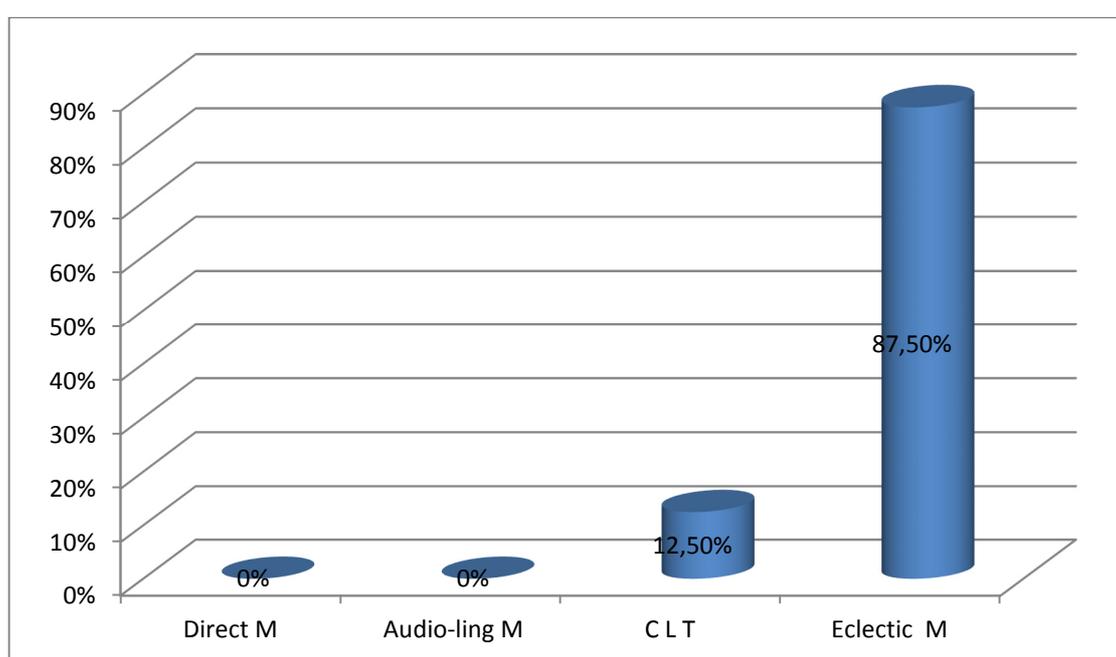


Figure 27: The Use of Teaching Methods

This question aims to see which method of teaching is mostly used by oral expression teachers in order to enhance students' level. As it is remarkable from the table above, almost all teachers composing (87.5%) of the whole sample use an eclectic method as the main teaching method. In fact, according to teachers' justification, it is the best method and the most appropriate one to achieve good results in oral performance. Only one teacher, however, uses the CLT method to teach speaking.

Item 05: EFL Teachers' Role in Oral Class

Option	Response	Percentage
a) Controller	0	0%
b) Assessor	0	0%
c) Organizer	0	0%
d) Prompter	1	16.66%
e) Participant	0	0%
All of them	3	50%
c + d	1	16.66%
c + e	1	16.66%
Total	6	100%

Table 25: EFL Teachers' Role

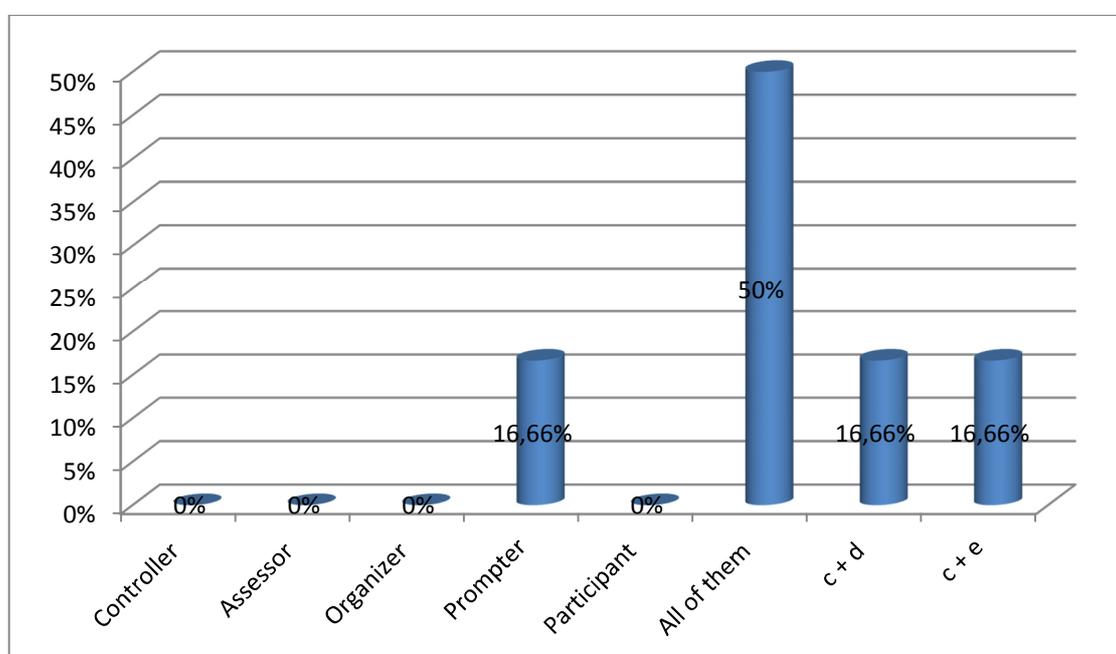


Figure 28: EFL Teachers' Role

The aim of this question is to figure out what are the different roles adopted by teachers to act in the classroom.

The table indicates that only 6 teachers (instead of 8) opted for a role suggested to them. Two teachers, however, have chosen another role of “a guide”.

So, as it is observed in the table above, 50% from the total of 6 teachers have stated that they perform all the mentioned roles, one teacher (16.66%) has

chosen the role of a prompter, and another one (16.66%) has chosen two roles (organizer + prompter), and the last teacher (16.66%) has also chosen two options (organizer + participant). In addition to the previous mentioned roles, some teachers added other roles such as facilitator, feedback provider, and motivator.

As a result, teachers revealed that they are not stick only to one role to perform; in contrast, all teachers have picked more than one role to show their flexibility to deal with different types of learners, and to cope with different situations.

Item 06: Teachers’ Correction of Students’ Mistakes

Option	Response	Percentage
Yes	5	71.42%
No	2	28.57%
Total	7	100%

Table 26: Teachers’ Correction of Students’ Mistakes

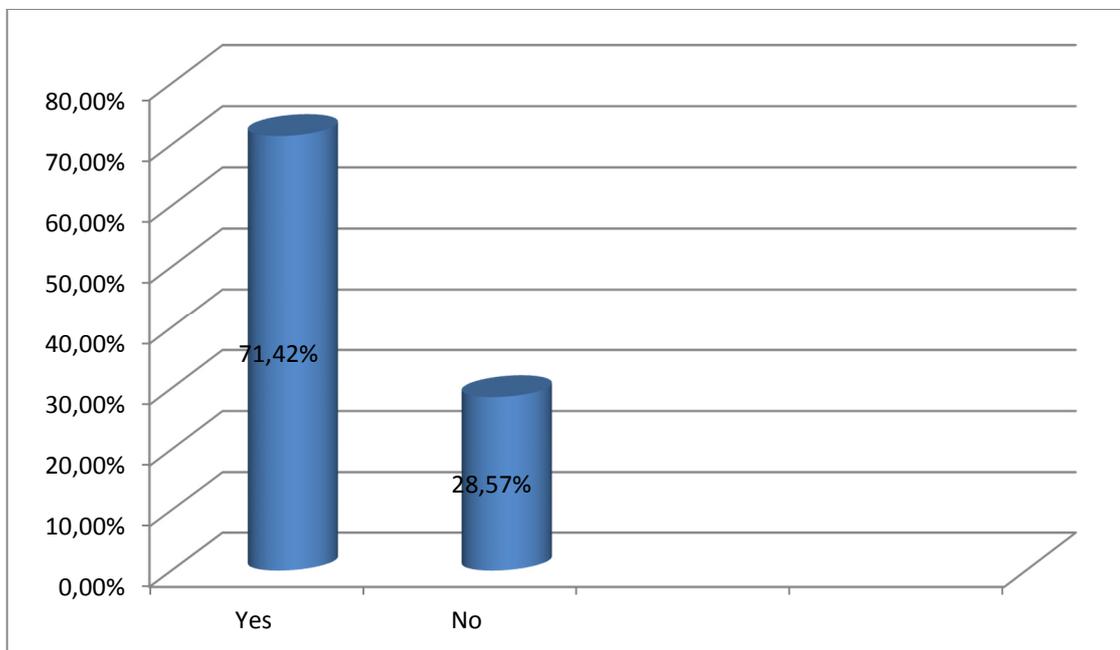


Figure 29: Teachers’ Correction of Students’ Mistakes

Correction of students' mistakes is a crucial key in the teaching-learning process because students will never achieve neither progress nor success unless they are not corrected by their teachers.

Table (26) reveals that most of teachers (making up 71.42% of the sample) do correct their students' mistakes. Moreover, they stated that they do that through:

- Making the students aware about their mistakes.
- Providing positive feedback (correction is given at the end of students' performance).
- Uttering the correct answer to draw the students' attention (direct correction).

On the other hand, 2 teachers do not correct their students' mistakes because they encourage self and peer correction.

It is important to mention that one teacher did not answer this question; that is why only 7 teachers have been taken their comments.

Item 07: Providing Students with Feedback

Option	Response	Percentage
Yes	8	100%
No	0	0%
Total	8	100%

Table 27: Providing Students with Feedback

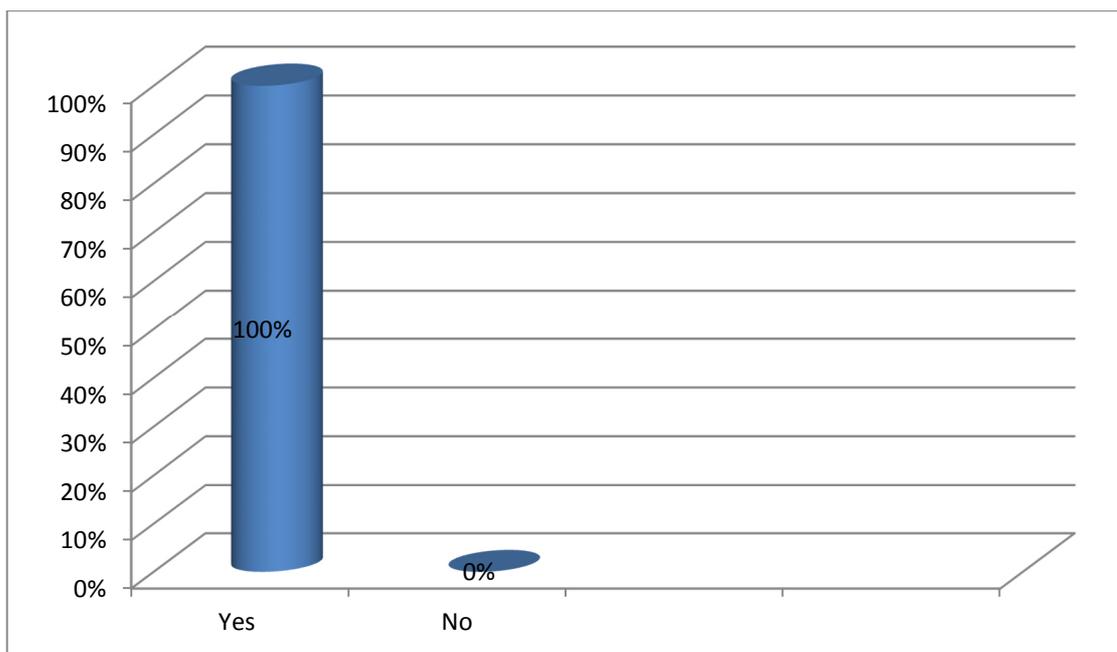


Figure 30: Providing Students with Feedback

The graph above shows that all the teachers (100%) do provide their students with feedback; in fact, it is a very positive strategy to improve students' level and to determine a good and qualified teacher.

Here again, providing students with feedback is an important phase in the teaching-learning process because their success or failure depends on teachers' continuous evaluation and attention to keep providing feedback.

Item 08: Teachers' Interaction with Students

Option	Response	Percentage
Always	6	75%
Sometimes	2	25%
Rarely	0	0%
Never	0	0%
Total	8	100%

Table 28: Teachers' Interaction with Students

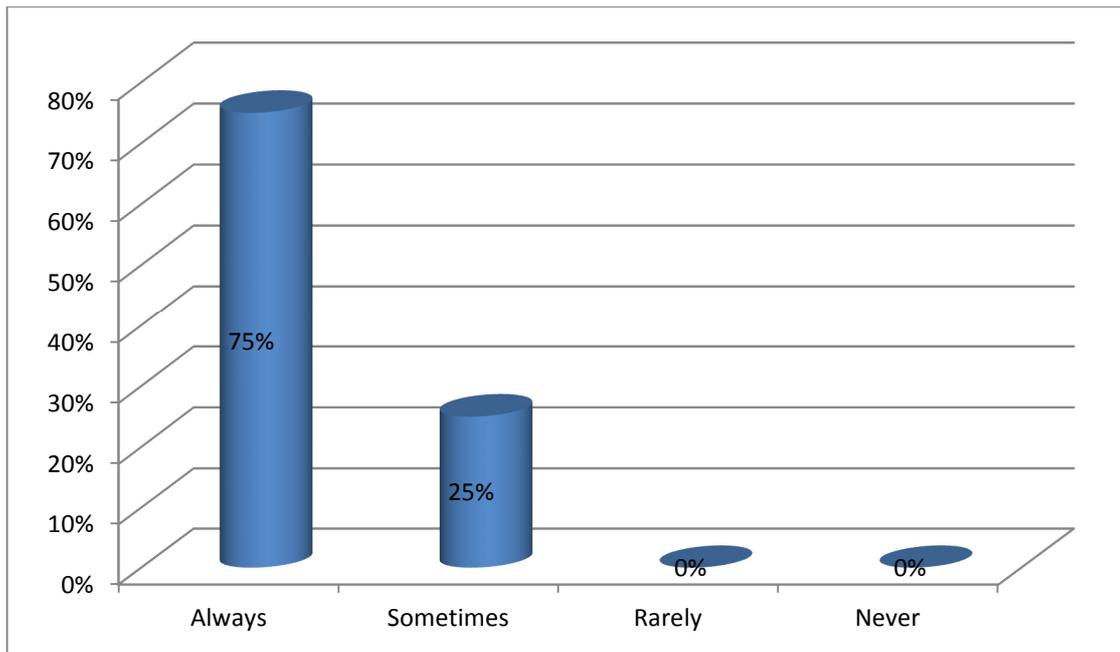


Figure 31: Teachers' Interaction with Students

This question seeks to see to what extent teachers interact with their learners since this kind of interaction plays a significant role to the type of relationship that exists between teachers and students.

The table above indicates that the majority of teachers (75%) are “always” “interacting with their students in order to maintain a successful teaching process whereas 2 teachers (composing 25% of the sample) reported that they “sometimes” interact with their students.

It is remarkable from the results that there is a high interaction between teachers and their students. This interaction reflects a positive teaching and learning atmosphere which itself encourages motivation, cooperation and self-confidence (three crucial elements to determine success)

Item 09: Materials Used in Oral Expression Classes

- a) The board.
- b) Records.
- c) Audio-visual aids.
- d) Handouts.

Option	Response	Percentage
c	1	12.5%
a + d	3	37.5%
a + b + d	1	12.5%
c + d	1	12.5%
All of them	1	12.5%
It depends	1	12.5%
Total	8	100%

Table 29: Materials Used in Oral Expression Classes

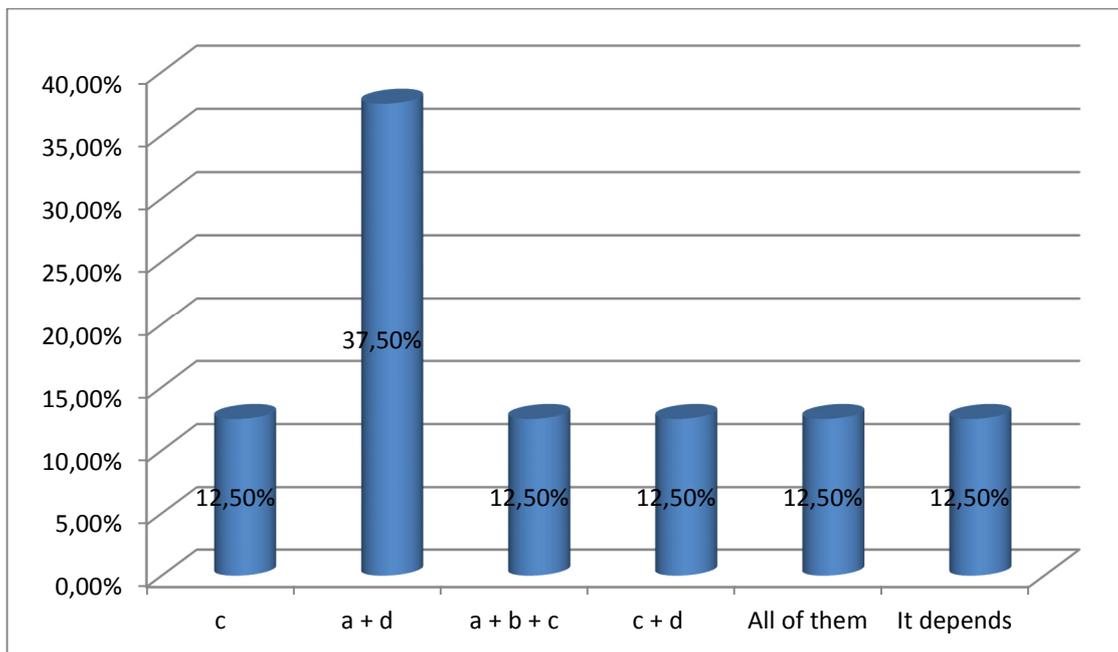


Figure 32: Materials Used in Oral Expression Classes

This question aims to see the variety in the use of different teaching materials in oral sessions.

It can be seen from the graph that the highest percentage (37.5%) is given for teachers who have chosen both options (the board + records), while one teacher (12.5%) has stated that he uses only handouts. Another teacher has picked three options (the board + records + audio-visual aids) indicating that he/she vary in materials to teach speaking. In addition, one teacher has chosen two options (audio-visual aids and handouts) whereas another participant confirmed that he applies all

the mentioned materials. Also, one teacher stated that her use depends either on students or the situation. In addition, some teachers have suggested “pictures” as additional materials.

In fact, this variation in the use of teaching materials, especially in oral classes, is very beneficial for students as they provide more clarification to develop their understanding.

Section Three: Communicative Performance

Item 10: Teachers’ Description of Students’ Level of Oral Performance

Option	Response	Percentage
a) High	0	0%
b) Average	4	50%
c) Below average	3	37.5%
d) Low	0	0%
b + c	1	12.5%
Total	8	100%

Table 30: Teachers’ Description of Students’ Level of Oral Performance

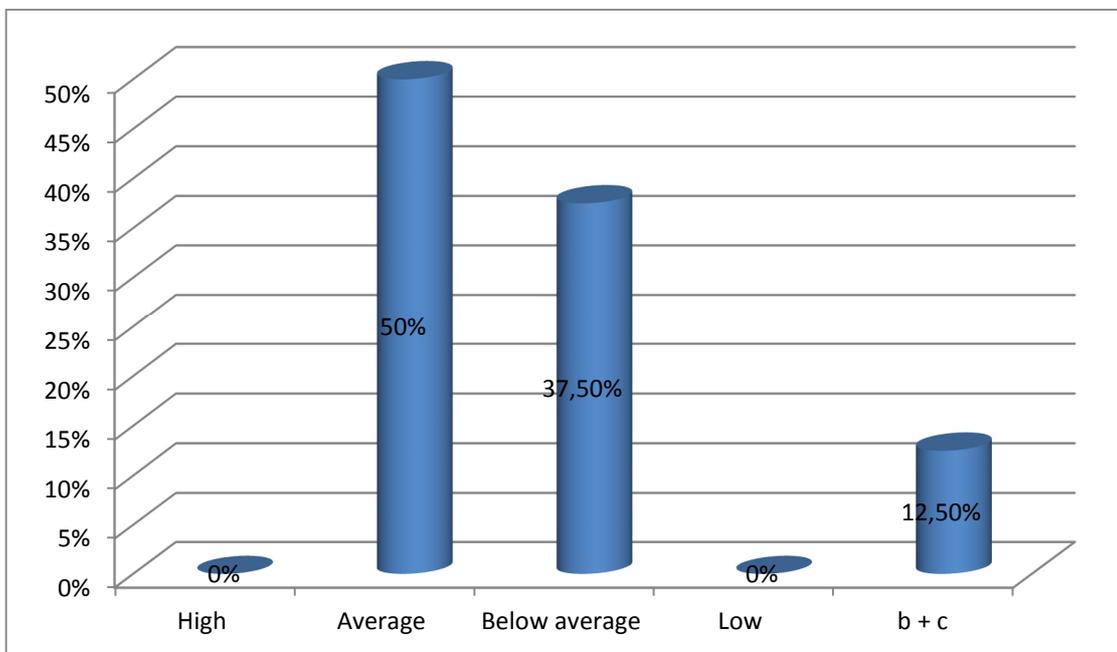


Figure 33: Teachers’ Description of Students’ Level of Oral Performance

Evaluation of students' level of oral performance is an unquestionable responsibility of teachers to determine students' achievement and to think of appropriate solution in case of low levels.

As it is revealed in the table, (50%) of the sample indicated that the students' level is average, and (37.5%) of the total sample declared that their students' level is below average, while one teacher (12.5%) chose both options (average + below average) to describe a mixed level of his/her students.

These results confirm that students do not have a strong level concerning oral performance; in this sense, teachers have to work more on developing the students' speaking skill by adopting new and different strategies to motivate them and to help them perform better.

Item 11: Teachers' Opinion of Students' Motivation in Speaking English

Option	Response	Percentage
Yes	4	50%
No	4	50%
Total	8	100%

Table 31: Teachers' Opinion of Students' Motivation in Speaking English

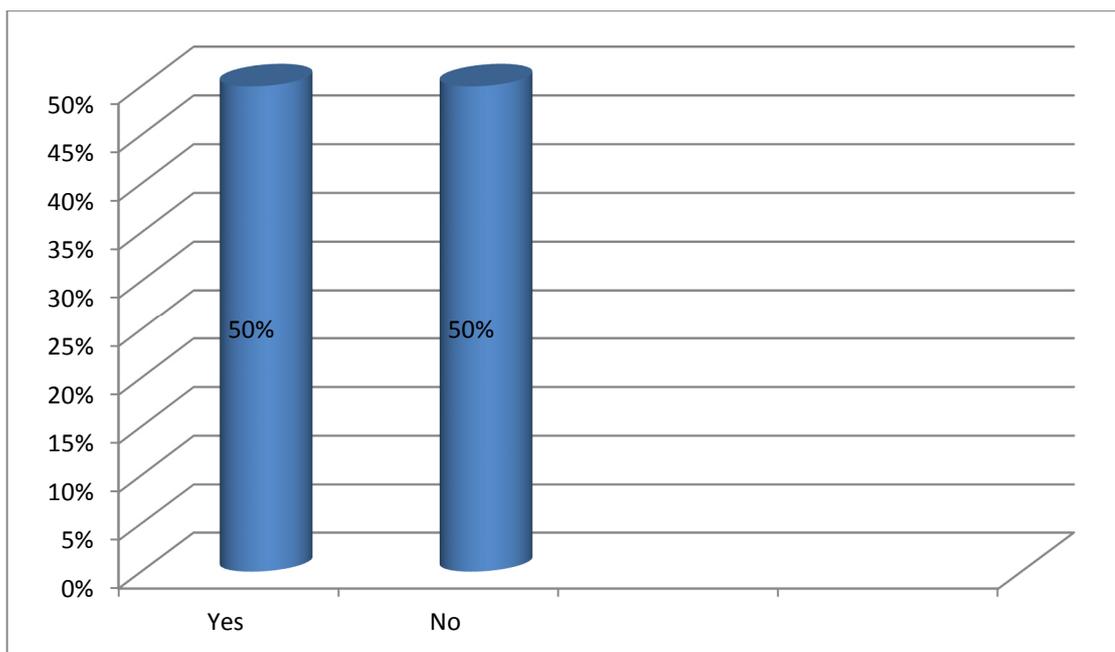


Figure 34: Teachers' Opinion of Students' Motivation in Speaking English

In this question, teachers were expected to inform us whether their students are motivated to speak or not. As it is observed from the graph, (50%) of the whole sample confirmed the existence of students' motivation in speaking English, while the other part of the sample (50%) indicated that their students are not willing to use the language orally in class.

Factors which determine motivations are different; some are external (teachers, parents, classmates and others), and others are internal which are related to students themselves. For this, the achievement and the enhancement of students' motivation is the responsibility of both teachers and students themselves through the adoption of various activities which limit the students' anxiety in speaking.

Item 12: Teachers' Perception of Students' Participation in Oral Session

Option	Response	Percentage
a) Always	3	37.5%
b) Sometimes	2	25%
c) Rarely	1	12.5%
d) Never	0	0%
Often	1	12.5%
a + b	1	12.5%
Total	8	100%

Table 32: Teachers' Perception of Students' Participation in Oral Session

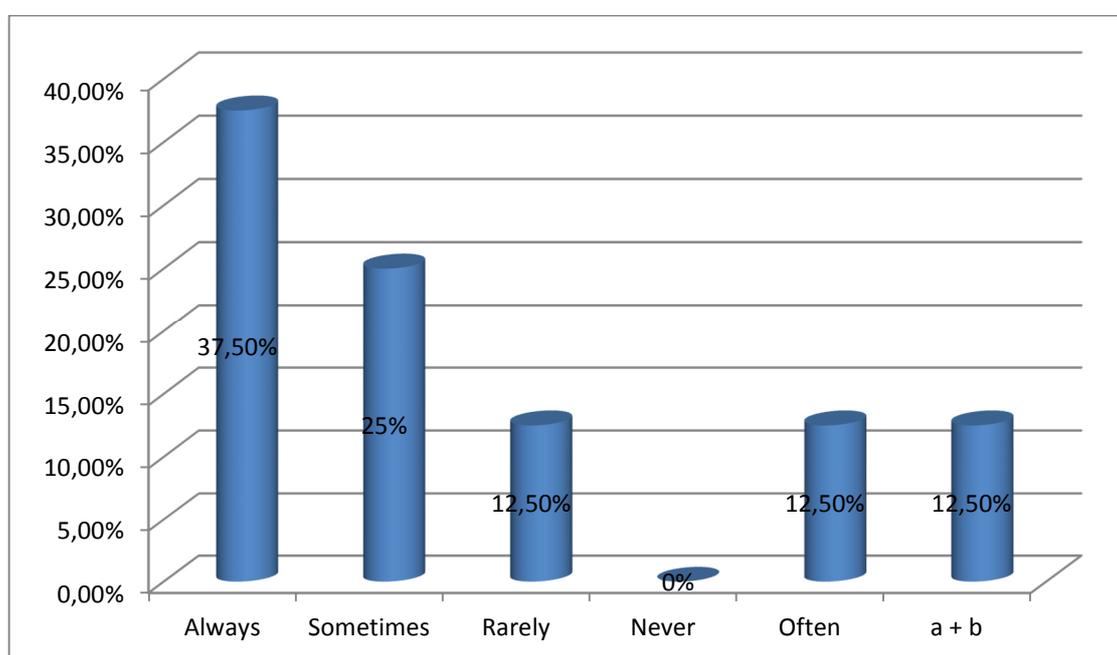


Figure 35: Teachers' Perception of Students' Participation in Oral Session

This question attempts to seek the frequency given by teacher about students' participation in oral classes. The above table shows that the highest percentage (37.5%) which represents 3 teachers confirmed that their students "always" participate in oral session, apparently because they are interested in the given activities. (25%) of the teachers, however, confessed that their students "sometimes" participate in the activities. Other teachers evaluated differently their students' speaking performance as they opted for rarely or often.

Item 13: Teachers' View of Students' Problems of Participation

Option	Response	Percentage
a) Shyness	1	12.5%
b) Lack of confidence	1	12.5%
c) Lack of interest in oral expression	0	0%
All of them	3	37.5%
a + b	3	37.5%
Total	8	100%

Table 33: Teachers' View of Students' Problems of Participation

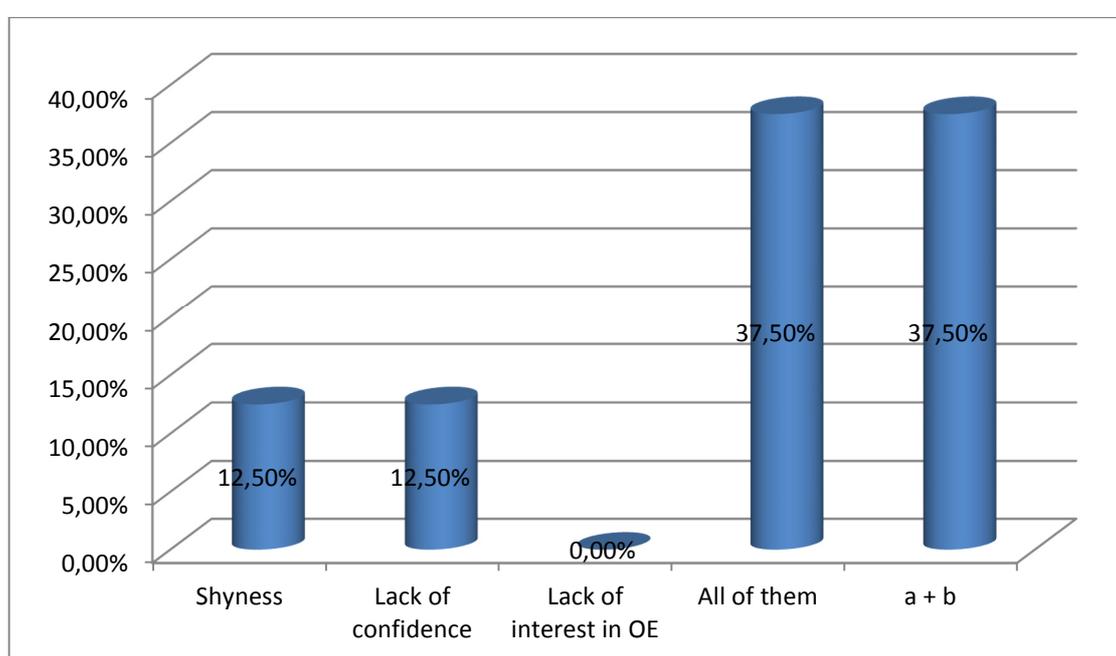


Figure 36: Teachers' View of Students' Problems of Participation

This question's primary aim is to highlight the most common problems which prevent students from participating in oral classes. One teacher indicated that his/her students are shy, another one stated that they lack confidence. Furthermore, 3 teachers (37.5%) see that all the mentioned problems interrupt students' participation because they are all observed in their classes. Finally, 3 teachers (37.5%) chose both options (shyness+ lack of confidence) to refer to the main obstacles their students suffer from in class.

In fact, these problems have a serious negative impact on students' level of achievement, so here comes the role of the teacher to consider such problems and to eliminate them through the use of certain methods and motivational strategies.

Q 14: Teachers' Encouragements of Students to Interact and Participate in Class

In this open question, teachers were asked to state how do they encourage their students to interact and participate in class. Most of the teachers' responses were positive. Indeed, they do encourage their students to interact and participate through:

- Giving them ideas to discuss in order to give their opinions.
- Using activities such as role plays and short stories.
- Facilitating the tasks, fostering their self-confidence.
- Trying to involve them by bringing interesting tasks to discuss.
- Using pair and group work.
- Showing them that their mistakes are part of their learning process, and by using humor to overcome their shyness and anxiety.
- Providing motivating and friendly atmosphere where they are given freedom to choose topics and activities.
- Using the pedagogy of questions, brainstorming and eliciting.

As it is remarkable, there is a variety in using different strategies to motivate and support students to be involved in classroom activities through interaction either between teacher and students or between students themselves and through participation in the given tasks which leads eventually to the increase of their level.

Item 15: Aspects of Using the Language

Option	Response	Percentage
Linguistic aspects	0	0%
Communicative aspects	5	62.5%
Both	3	37.5%
Total	8	100%

Table 34: Aspects of Using the Language

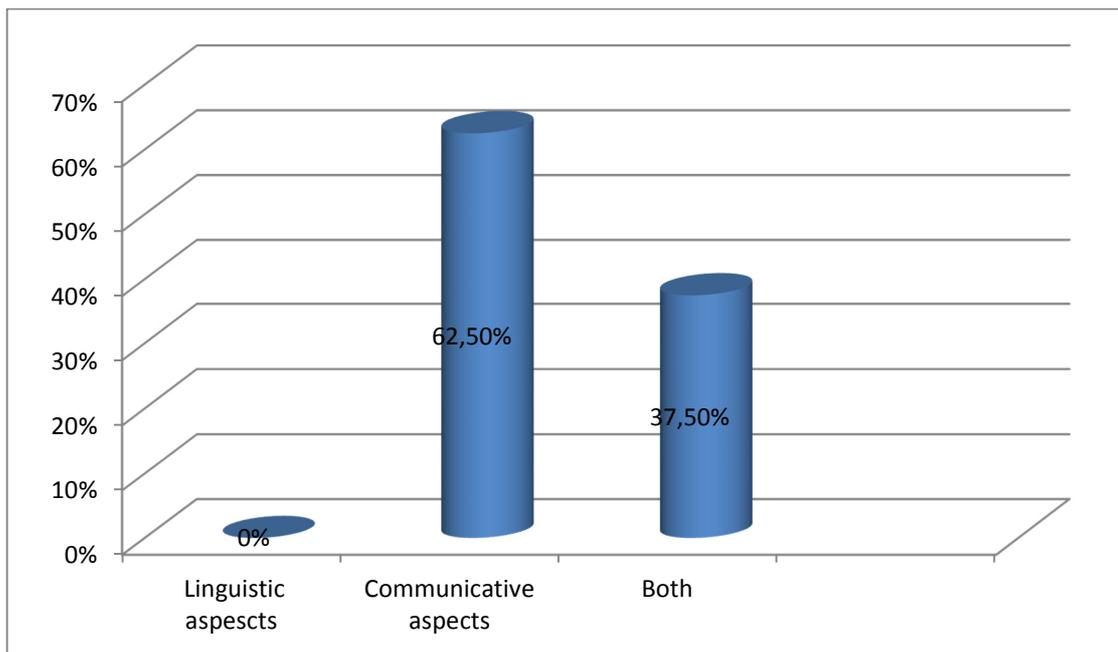


Figure 37: Aspects of Using the Language

From the results of the graph above, the majority of teachers (62.5%) confirmed that they teach the English language for communicative purposes in order to enable students and train them to use the language in different situations outside the classroom appropriately and fluently. On the other hand, 3 teachers (37.5%) agreed upon the fact that both purposes (linguistic and communicative) are important and interrelated to reach successful communication.

Item16: Teachers' Strategies in Promoting Students' Communicative Performance

This final question aims to see how teachers can improve their students' communicative level through the application of certain strategies. Most of teachers employ different strategies which can be listed in the following points:

- Motivating students through the choice of appropriate activities.
- Using listening activities (authentic/ native speakers' recordings...).
- Making them practice the language through role plays, discussion, oral presentations, and to use the language in real situations.
- Making them interact with the teacher and with each other.
- Encouraging them to speak and to express themselves.
- Encouraging them to participate, to create dialogues and conversations.
- Varying the activities according to students' interest, needs, and level of proficiency.

As a result, the teacher's role is of vital significance in determining the students' level of achievement; teachers are responsible to search for the appropriate methods and strategies that should be conformable with students' needs and interests in order to foster their abilities.

Section Four: Suggestions

In this section, teachers were requested to provide extra opinions and suggestions concerning the topic of this research. Unfortunately, most of the teachers did not provide us with any; however, some of them have suggested some points, summarized as follows:

- Achieving communicative performance is not an easy task; it requires using a wide range of speaking activities according to students' interest and needs.
- Enhancing the students' motivation is vital for their communicative performance; they should not feel obliged to learn.
- Emphasizing the culture of the TL to achieve communication.
- Focusing more on the teachers' role to encourage students to be autonomous and independent to develop their speaking skill through the use of the internet (YouTube) to listen more to native speakers, and exchanging experiences with English students from other countries (facebook, viber...).

It can be observed that teachers are interested in this investigation, because they have stated and suggested different strategies and notes which are very important to take into consideration in the teaching-learning process. Furthermore, the application of these strategies in the classroom can support and help students to achieve higher levels of oral performance.

Conclusion

Through this practical part of the research work, we have tried to prove the importance of the teachers' role in promoting students' communicative performance. The results obtained from the analysis of both teachers' and students' questionnaire revealed that students need to improve their oral performance through the assistance and the support of teachers because the former achievement is related to the latter role.

The findings have confirmed our hypothesis that was stated beforehand. Teachers definitely contribute in helping and training the students to be effective communicators.

Suggestions and Recommendations

In this investigation, we have basically focused on the teacher's role in enhancing EFL learners' communicative performance. This dissertation is conducted to figure out to what extent EFL teachers can promote students' oral performance. Based on the findings and the analysis of the results obtained, we have suggested some recommendations for both teachers and students to be taken into considerations to develop students' communicative performance.

Recommendations for Teachers

- Before selecting the teaching methods, teachers have to take into consideration the students' level, interests, needs, and curriculum in order to apply the most appropriate method.
- Teachers should vary their roles which are supposed to perform in the classroom to enhance the students' level.
- Teachers should work more on motivating students to learn the English language through involving them in enjoyable activities.
- Teachers should be aware that providing a suitable and comfortable atmosphere is very important in helping students to learn more.
- Teachers should vary their use of the teaching materials: there should be variation in using pedagogical aids (data show, listening activities in the laboratory, interviews of native speakers, plays, and others).
- Teachers should focus more on developing students' speaking skill because it is one of the most important skills.

- Teachers should emphasize more on the communicative use of English rather than the grammatical rules.
- Teachers should expose students to some cultural features of the English community in order to become communicatively proficient.

Students' Recommendations

- Students should be aware of each role the teacher performs and should try to behave accordingly.
- Students should have voice, opinion, and interaction with the teacher concerning the teaching methods; in other words, they should be involved in the selection of the appropriate teaching method.
- Students should work more to develop their speaking skill through the practice of the language inside and outside the classroom.
- Students should have more self-confidence to overcome the obstacles which prevent them from speaking fluently.
- Students should depend more on their internal factors of motivation in order to be freely able to participate in different classroom activities.
- Students should recognize that using the language for communicating in different situations is more important than mastering the grammatical rules.

In fact, many studies have proved that learners can progress and achieve their objectives in learning English and maintain successful communicative performance through the collaboration and the assistance of their teachers.

General Conclusion

The present study is conducted to investigate the teachers' role in promoting students' communicative performance. The basic concern was to investigate whether the role of the teachers enhances the oral performance of second-year LMD students at the University of Biskra.

This research is a combination of three main chapters. The theoretical review of this dissertation contains two chapters. The first chapter deals mainly with the definition of teaching, its characteristics, and elements; also it deals with the teacher, his types, qualities, and some of his basic roles; finally, it introduces the main EFL teaching methods and approaches. The second chapter represents the definition of communication, its elements, process, and types; also it introduces both communicative competence and performance; moreover, this part deals with the speaking skill including its definition, elements, types, aspects, importance, and the most common speaking problems. On the other hand, the second part of the dissertation is devoted to the field work which reviews the research methodology, the description of the questionnaires, and the analysis of results.

The gathered findings in this study confirmed that teachers are aware of the students' need for communication, and they are also aware of the importance of using the language for communicative purposes rather than mastering only the grammar rules. Moreover, the findings revealed that the increase of learners' speaking skill and the improvement of their motivation and participation in the classroom depend on the appropriate use of teaching methods and the variation of oral activities.

In fact, the final results of the questionnaires' analysis confirmed our hypothesis that teachers can enhance students' level of oral performance and can make

them communicatively proficient by performing their roles effectively through providing students with the needed strategies.

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Web Sites

- [http://wgc.net/online.svtuition.org/209/03/definition of teaching-and its.html?m=1/](http://wgc.net/online.svtuition.org/209/03/definition%20of%20teaching-and%20its.html?m=1/)
- <http://en.m.wikipedia.org/wiki/communication/>
- <http://skillsyouneed.com/general/what-is-communication.html/>
- <http://blog.udemy.com/types-of-communication/>
- <http://study.com/academy/lesson/types-of-communication-interpersonal-non-verbal-written-oral.html/>

Appendixes

Appendix A: Students' Questionnaire.

Appendix B: Teachers' Questionnaire.

People's Democratic Republic of Algeria
Ministry of Higher Education and Scientific Research
University of Mohamad Kheider Biskra
Faculty of Letters and Foreign Languages
Department of Foreign Languages
English Division



Students's Questionnaire

This questionnaire seeks to gather information on the importance of the teachers' role in promoting students' communicative performance. We would be very thankful if you could answer these questions sincerely to help us in our investigation.

Put a tick () in the appropriate box to signal your choice, and please justify your answer if it is needed.

Section one : Personal Information

1. Your age:

2. Your gender: **a)** Male

b) Female

3. Your choice to study English was:

a) Personal

b) Imposed

Section Two: Teaching E F L

4. Would you define your teacher as :

a) A Controller

b) An organizer

c) A resource

d) A guider

Others.....

5. Do you like your teacher of Oral Expression?

a) Yes

b) No

6. Does your teacher correct your mistakes?

a) Yes

b) No

7. Mention some personal qualities of your Oral Expression teacher?

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

8. What other qualities you want to find in your Oral Expression teacher?

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

9. Are you satisfied with your Oral Expression teacher's method of teaching?

a) Yes

b) No

10. Does teacher's behavior affect the students' understanding ?

a) Yes

b) No

11. Does your O. Exp teacher motivate you to speak in class?

a) Yes

b) No

If yes, is it through:

a) Using humor (friendly environment)

b) Tolerating your mistakes

c) Using cooperative learning

12. Does your teacher use authentic materials/ audio-visual aids to teach you speaking?

a) Yes

b) No

Section Three: Speaking Skill

13. Do you like speaking the English language?

a) Yes

b) No

Please justify your answer

.....
.....

14. How do you evaluate your level in speaking English?

a) Very good

b) Good

c) Average

d) Bad

15. Do you participate in oral sessions?

a) Yes

b) No

If yes, how often do u participate?

a) Always

b) Sometimes

c) Rarely

Please justify:

.....

16. Do you feel confident when you speak English in the classroom?

a) Yes

b) No

If no, is it because of?

a) The teacher's negative feedback / criticism

b) Classmates' opinions about you

c) Lack of vocabulary

d) Absence of motivation

e) The fear of making mistakes

f) Shyness

17. Which of the following activities are most used in your oral classes?

a) Free discussion

b) Role plays

c) Oral presentations

d) Language games

e) Story telling

f) Group work

Others

.....

.....

18. How do you try to develop your performance in communication?

.....

.....

19. How often are you exposed to listening activities ?

a) Always

b) Sometimes

c) Rarely

d) Never

20. What types of listening are you exposed to?

a) Songs

b) Records

c) Episodes

d) Movies

21. Can you suggest some strategies that can be used by your teacher to help you be proficient in communicating in English?

.....

.....

.....

THANK YOU FOR YOUR COLLABORATION

SAIFI MAROUA

People's Democratic Republic of Algeria
Ministry of Higher Education and Scientific Research
University of Mohamad Kheider Biskra
Faculty of Letters and Foreign Languages
Department of Foreign Languages
English Division



Teachers' Questionnaire

We are conducting a research about the importance of the role of teachers in promoting students' communicative performance. We would be very grateful if you could answer these questions below in order to provide us with validity needed for the research.

Please put a tick () to signal your answer.

Section One: General Information

1. Your gender:

- a) Male b) Female

2. Degree held:

- a) BA (License)
b) MA (Master/ Magister)
c) PHD (Doctorate)

3. How many years have you been teaching English in university?

.....

Section Two: Teacher's Role in EFL Teaching

4. Which teaching method do you usually use?

- a) Direct M
b) Audio-lingual M

c) Communicative Language Teaching

d) Eclectic M

Others:.....

.....

Please justify your choice

.....

.....

5. Which of the following roles characterizes you most?

a) Controller

b) Assessor

c) Organizer

d) Prompter

e) Participant

Others:

.....

6. Do you correct your students' mistakes?

a) Yes

b) No

If yes, how?.....

.....

If no, why?

.....

7. Do you provide your students with feedback?

a) Yes

b) No

8. How often do you interact with your students?

a) Always

b) Sometimes

c) Rarely

d) Never

9. Which of the following materials do you usually use in Oral classes?

a) The board

b) Records

c) Audio-visual aids

d) Handouts

Others:

.....

Section Three: Communicative Performance

10. How can you describe your students' level in term of oral performance?

a) High

b) Average

c) Below average

d) Low

11. Are your students motivated to speak English?

a) Yes

b) No

Please explain

.....

12. How often do your students participate in Oral Expression session?

a) Always

b) Sometimes

c) Rarely

d) Never

13. In your view, what does prevent your students from participating?

a) Shyness

b) Lack of confidence

c) Lack of interest in Oral Expression

Others, please state them:.....

.....

14. Do you encourage your students to interact and participate in class? How?

.....

.....

15. Do you teach your students to use the language for?

a) Linguistic aspects

b) Communicative aspects

Please explain.....

.....

16. How do you promote your students' communicative performance?

.....

.....

Section Four: Suggestions

Please do not hesitate to add any comment or suggestion about the topic

.....

.....

.....

THANK YOU FOR YOUR COLLABORATION

SAIFI MAROUA

ملخص

يحقق هذا البحث في دور الأستاذ في تعزيز الأداء التواصلي للطلاب. بعبارة أخرى، فإن الدراسة الحالية تسلط الضوء على أهمية المدرسين، الذين من المفترض أن يلعبوا أدوار مختلفة من أجل تطوير الكفاءة التواصلية لمتعلمي الإنجليزية كلغة أجنبية. الفرضية التي وضعناها مسبقاً في بداية هذه الدراسة هو أنه إذا كان الأساتذة يؤدون دورهم بشكل فعال من خلال استخدام الاستراتيجيات المناسبة، سوف يؤدي في نهاية المطاف إلى تحسين الأداء التواصلي للطلاب. لقد استخدمنا الأسلوب الوصفي في هذه الدراسة. في الواقع، فإنه يهدف إلى وصف متغيرين رئيسيين: 01- دور الأستاذ والذي هو المتغير المستقل، 02- الأداء التواصلي للطلاب والذي هو المتغير التابع. من أجل تأكيد هذا التحقيق وإثبات فرضيتنا، تم استخدام الاستبيان كأداة رئيسية في هذه الدراسة. لقد قمنا بتحضير استبيانين، واحد تم تقديمه إلى طلاب السنة الثانية (ل م د) والأخر إلى أساتذة التعبير الشفهي في قسم اللغات في جامعة بسكرة لموسم 2015-2016. النتائج المحصل عليها من تحليل الاستبيانين تثبت صحة الفرضية بأن أستاذ الإنجليزية كلغة أجنبية هو العنصر الأساسي في تطوير القدرات التواصلية للطلبة. ويقدم هذا البحث بعض التوصيات للأساتذة بالإضافة إلى استراتيجيات جديدة التي يمكن تطبيقها في الفصول الدراسية، وبعض النصائح المقترحة للطلاب لمساعدتهم على تحسين أدائهم التواصلي.