



People's Democratic Republic of Algeria
Ministry of Higher Education and Scientific Research



University of ChadliBendjedid – El Tarf
Faculty of Letters and Foreign Languages
Department of English

**Exploring the Role of Situational Language Teaching on Enhancing Student's
Speaking Skill
Case of Study: Students at the Privet School of Foreign Languages “WAN LI
QIAO”in Algiers**

Dissertation Submitted in Partial Fulfillment of the Requirements for the Master's Degree in
“Didactique de L'Anglais”

**Presented by: Mrs.RimKardi
Mrs.SalimaDjedoun**

**Supervised By: Mr.Abd-
ElKader Khaldoun**

**Board of
Examiners**

Chairperson:Mrs Nouri Imen	M.A.A.	ChadliBendjedid University
Supervisor: MrAbd-El Kader khaldoun	M.A.A.	ChadliBenjedid University
Examiner: MrsDjafri Zineb	M.A.B.	ChadliBenjedid University

Academic Year

2019-2020

STATEMENT OF ORIGINAL AUTHORSHIP

We hereby certify that this research work entitled “Exploring the Role of Situational Language Teaching on Enhancing Student’s Speaking Skill”, supervised by Mr. Abd El-Kader Khaldoun in the academic year (2019-2020), and submitted to the department of English at Chadli Benjedid University, El-Tarf of the requirements of the award of the Master degree, has not been previously submitted to meet requirements of an award of this study or any other higher education institution. To the best of our knowledge and belief, this dissertation contains no material previously published or written by other person. Hence, it is our own work, and any information used was properly cited in the reference list to avoid any act of plagiarism.

Rim Kardi

Signature:

Salima Djadaoun

Signature :

Date:

Exploring the Role of SLT on Enhancing student 's Speaking Skill

Acknowledgements

Firstly,we would like to thank the Almighty Allah for giving us the ability to achieve this humble work.

Heartfelt thanks and gratitude go to our supervisor,Mr .Abd el kader Khaldoun whose understanding, guidance and support our work pushed us to make the utmost efforts in the process of conducting this research.Thank you ,sir,for your unfailing support ,your patience , and your advices ,which will not be forgotten.

Special thanks, to the cooperation of Wan Li Qiao Private School ,without their help and kind response ,our research would not have been possible.

We also thank the members of the jury who accepted to read and evaluate our work , and for their valuable remarks and comments .

Zillion Thanks

Exploring the Role of SLT on Enhancing student 's Speaking Skill

Dedications

I dedicate this work to Allah ,the most gracious for the wisdom ,and understanding He has given us.

To my darling parents ,who always support me throughout the educational process

To my beloved sisters, Nabila, Najla, Fouzia ,Amel ,and brother Khaled for their endless support and love.

To all my cutest nieces and nephews ,Haithem, Raouf, Chiheb,Lokmen ,Ritaj ,Roudina ,Tasnim and Ratil .

To the best friends ,Hassna , Taous , Salima, Najla,Yousra, and Hadjer ,whose deserve profound thanks for their help and the precious times .

To all the teachers of Primary , middle,secondary school ,and the teachers of our university .

Kardi Rim

Thank you All

Exploring the Role of SLT on Enhancing student 's Speaking Skill

Dedications

I thank Allah the Almighty for giving me the chance to enlighten my mind with sufficient knowledge .

I would dedicate this work to my mother ,Allah bless her soul .to my sisters and my brothers to all my family

Address our thanks to those who have been our teachers throughout our university studies at the Department of English of Chadli Ben Djedid El Tarf.

To all my friends ,Rim, Nadia ,Nafissa ,Roukia and to Kilani fadila ,to every person,for all of you ,I dedicate my work.

Djadoun Salima

Thank you All

Exploring the Role of SLT on Enhancing student 's Speaking Skill

Contents

Acknowledgments.

Dedication.

Table of Content.

List of Tables.

List of Figures

List of Abbreviation and Acronyms.

Abstract .

ملخص.

Chapter One : Introductory Chapter to the Research Problem

Introduction.

Statement of the Problem.

Aims of the Study .

Research Questions.

Hypothesis .

Method .

Research Design

Participants

Data Gathering Tools

Exploring the Role of SLT on Enhancing student 's Speaking Skill

Structure of the Dissertation

Conclusion

Chapter Two :Literature Review about Situational Language Teaching and the Speaking Skill

Introduction

Part One :the Situational Language Teaching

Definition of Situational Language Teaching

The History of Situational Language Teaching

The Features of Situational Language Teaching

The Theoretical Foundation of SLT

- The Communicative Theory :
- The Behaviorist Theory

The Approach :

- Theory of Language :
- Theory of Learning :

Practical Teaching Learning Techniques

- Objectives :
- Syllabus :
- The Learner's role :
- The Teacher's role :

Exploring the Role of SLT on Enhancing student 's Speaking Skill

The Forms of the Application and Revelation of Situational Language Teaching :

- LingualDescription :
- Visual Illustrations :
- Game Adoptions :
- Musical Affection :

The Steps of applying the Situational Language Teaching

- Choosing Suitable Situation According Questions:
- Giving some Introductions According to Students performance
- Solving Problems by Utilizing the Situation :

The procedures of the Situational Language Teaching

The two main contents

- Vocabulary control
- Grammar control

The principles of Situational Language Teaching .

The Advantages of Situational Language Teaching

Part Two :the speaking skill

Definition of the speaking skill :

Speaking Sub-Skills :

- Fluency :
- Pronunciation :
- Grammar :

Exploring the Role of SLT on Enhancing student 's Speaking Skill

- Vocabulary :

Kinds and Types of Speaking :

- Imitative
- Intensive
- Responsive
- Interactive
- Extensive

The Components of Speaking Skill :

- The speaker
- The listener
- The utterances

Factors Affecting learner's Speaking :

- Cognitive factors
- Affective factors
- Linguistics factors

Characteristics of An Effective Speaker :

The main Approaches of Teaching Speaking

- The Communicative Language Teaching.

The principles of Communicative Language Teaching:

The Role of the Teacher in Speaking .

Exploring the Role of SLT on Enhancing student 's Speaking Skill

The Obstacles of Teaching Speaking Skill.

The Benefit of Speaking Skill.

Conclusion

Chapter Three :Method

Introduction

Method

Research design

Participants

Data gathering instruments and procedures

Conclusion

Chapter Four :Results

Introduction

Student's Questionnaire Results

Conclusion

Chapter Five :Discussion

Introduction

Implication of the Research Findings

Discussion of the Hypothesis and Research Questions

Exploring the Role of SLT on Enhancing student 's Speaking Skill

Limitations of the Study

Suggestions for Further Research

Conclusion

References

Appendices

List of Tables

2.1. The Typical Structural Syllabus of the Situational Teaching(Frisby,1957)

List of Figures

Figure 2.1 Threefold Function of a Teacher Byrne(1976).

Figure 2 ‘How Do You Make A Banana Shake ?’

Figure 4 .1 The Significance of the Spaking Skill.

Figure 4.2 The Description of the SLT.

Figure 4.3 The Development of the Speaking Skill.

Figure 4.4 Is the SLT A New Way of Teaching.

Figure 4.5 The Feeling While Studying Outside the Classroom.

Figure 4.6 A Comparaison Between the SLT and the Other Sessions.

Figure 4.7 The Responsibility of SLT's Teachers.

Figure 4.8 The Development of the Skill While Using SLT.

Figure 4.9 The Best Way of Attending SLT Class.

Figure 4.10 Is SLT Provides Natural Environment to Speak with the Others .

Figure 4.11 The Common use During the Oral Session.

Figure 4.12 The Way of Introducing the Language Points.

Figure 4.13 The use of Time Outside the Class

Figure 4.14 The Home Work Activities of SLT.

List of Abbreviations and Acronyms

CLT :Communicative Language Teaching.

EFL : English Foreign Language .

ESL : English Second Language.

FL : Foreign Language.

LAD : Language Acquisition Device.

SLT : Second Language Teaching .

Exploring the Role of SLT on Enhancing student 's Speaking Skill

Abstract

Situational Language Teaching (SLT) is considered as one of the fundamental effective instructional method of teaching –learning speaking in English Foreign Language. This descriptive research characterizes the role of using SLT on enhancing student's speaking skill. Thus ,the study aims to provide vocabularies and sentence patterns with their frequent situations to communicate fluently and accurately .The research was conducted at Wan Li Qiao Private School ,Algiers as it dealt with a short group consists of 14 EFL students. We have used one data gathering tool which is the questionnaire during the academic year of 2019/2020. In or achieve the addressed aims ,two research questions were raised to carry out the invistigation to confirm or reject the formulated hypothesis .In addition, both of qualitative and quantitative methods are applied to achieve the adequate results. Hence, the results show that EFL student of Wan Li Qiao sufficiently benefited from SLT method of teaching to enhance their speaking skill .In the light of findings ,the researchers concluded the work by some suitable recommendations that would highlight the significance of SLT to enhance student's speaking skill.

Key words :Situational Language Teaching ,Method of teaching and learning, Inhancing Speaking skill,

ملخص

يعتبر تدريس اللغة الظرفية احد الاساليب التعليمية الاساسية الفعالة في التدريس و تعلم اللغة الانجليزية ,يميز هذا البحث الوصفي تاثيرات اللغة الانجليزية كلغة اجنبية في تحسين مهارة التحدث لدى الطلاب ,تهدف الدراسة الى توفير المفردات و انماط الجمل مع مواقفها المتكررة للتواصل بطلاقة و دقة .تم اجراء البحث في مدرسة وان لي تشياو الخاصة بالجزائر العاصمة حيث تناول عينة صغيرة تتكون من اربعة عشر طالبا في اللغة الانجليزية كلغة اجنبية,استخدمنا اداة واحدة لجمع البيانات وهي الاستبيان خلال العام الدراسي 2019_2020.لتحقيق الاهداف التي تم تناولها ,تم طرح سؤالين بحثيين لاجراء التحقيق لتأكيد او رفض الفرضية المصوغة ,بالاضافة الى ذلك,يتم تطبيق كل من الاساليب النوعية و الكمية لتحقيق النتائج المناسبة .ومن ثم تظهر النتائج ان طلاب اللغة الانجليزية كلغة اجنبية في وان لي تشياو استفادوا من هذه المنهجية لتعزيز مهارات التحدث و تعلم اللغة في ضوء النتائج ,احتتم الباحثون العمل ببعض التوصيات المناسبة التي من شأنها ان تسلط الضوء على اهمية هذه المنهجية لتعزيز مهارات التحدث لدى الطلاب .

الكلمات المفتاحية: تدريس اللغة الظرفية, طرق التعليم و التعلم,تحسين مهارات التحدث

Chapter One

Introductory Chapter to the Research Problem

Exploring the Role of SLT on Enhancing student 's Speaking Skill

Chapter one

Introductory Chapter to the Research

Introduction

This research is conducted to exploring the role of situational language teaching on enhancing student's speaking skill .This chapter is an introductory chapter to the study ; it presents the statement of the problem along with the aims of the study.It also covers the hypothesis ,the research questions and the method used which consists of the research design ,the participants and the data collecting instruments and procedures.

Statement of the Problem

Most of the Algerian teachers following the traditional way of teaching in classroom rather than using the situational language teaching method which is more effective for promoting EFL student's speaking skills .

As students at the private school of foreign languages "WAN LI QIAO" they still follow the common place of learning ,rather than turning it to new atmosphere .The situational method is rarely used despite its benefits on students speaking skill « vocabulary ,accuracy and fluency ... ».Because of this method students will perceive and receive the language easily.Students at the private school of FL face many problems,such the lack of vocabulary ,spelling mistakes which led them to lose marks within the assessment due to the lack of practice.

Aims of the Study

Exploring the Role of SLT on Enhancing student 's Speaking Skill

This study aimed at using the situational method in order to enhance EFL student's speaking skill. Our research is highly motivated to increase the student's ability to speak well the English language, and encourage teachers adopt that method in order to improve the student's communicative skill in real life situation.

Research Questions

To conduct our research it is necessary to ask the following questions :

- What is the role of SLT on improving student's speaking skills ?
- How can the use of SLT enhance the student's vocabulary, and make them reaching the accuracy and fluency ?

Hypothesis

From the questions above we hypothesize that :

If EFL students use the situational language teaching method they can enhance their vocabulary, fluency and accuracy. The Situational method is an alternative way to enhance student's speaking skill.

Research Method

Research Design

To verify the content of this hypothesis, we relied on a mixed method. We used the descriptive method to verify the role of SLT on enhance the students speaking skill. The descriptive method helps us to report valuable data to be analyzed and to be used. As such, our research yields a qualitative and quantitative data.

Exploring the Role of SLT on Enhancing student 's Speaking Skill

Participants

To exploring the role of situational language teaching on enhancing student's speaking skill ,the current enquiry was conducted with a group randomly selected in the Privet School of Foreing Languages « Wan Li Qiao » at Alger ,during the academic year(2019-2020),additionally ,we worked on group of 14 students among privet school of FL which were very helpful in supplying us with the needed data and bringing validity to our research to be successfully accomplished.

Data Gathering Tools

So as to collect the needed data for the present research ,one main instrument isused which is the questionnaire to explore the role of situational language teaching on enhancing student's speakingskill .

Structure of the Dissertation

This study is composed of five chapters.The first one is an introduction to the study that constitutes the statement of the problem,the aims of the study ,research questions ,the hypothesis,and the methodused.

The second chapter generally,is devoted to introduce a general over view about the SLT its definition ,types,approach..., additionally to clear information about the speaking skill.

The third chapter is about introducing the method ,approach ,the population and the instruments used in collecting data .

Moreover, the fourth and the fifth one present the practical part ,the fourth one analyzes the obtained data by the student's questionnaire ,and the final section is devoted to provide a deep discussion of the final results .

Exploring the Role of SLT on Enhancing student 's Speaking Skill

Conclusion

This chapter has introduced our research which is about "Exploring the role of situational language teaching on enhancing student's speaking skill" starting by presenting the problem for research and the different components which entail. Hence, the present section is of paramount importance since it gives general description about the issue being examined.

Chapter Two

Literature Review about Situational Language Teaching and the Speaking Skill

Chapter Two

Literature Review about Situational Language teaching(S L T) and the Speaking Skill

Introduction

This chapter is designed to provide a general overview about the situational language teaching and the speaking skills .It provides common definitions ,the history ,and the main features of the situational language teaching.It also sheds light,specifically,on the theoretical foundations of situations,inaddition to its approach and the practical teaching learning techniques,The focus on its application and revelation besides its steps,content,its goal and principles.However the second part is designed to introduce a brief definition about the speaking skills inaddition to its sub-skills,kinds and type of speaking and its components .It highlights the major factors affecting learner's speaking and the characteristics of an effective speaker,It also sheds lights on its main approach of teaching speaking ,the role of the teacher and the obstacles that faced while teaching and learning speaking skills,ending up with the massive importance of speaking skills.

Part One :Situational Language Teaching

Definition of Situational Language Teaching

Multifarious definitions were suggested in the same area of the study ,so to embark with defining the situational language teaching ,many researchers like Li,Mckay and others. have agreed that (SLT)is a way of teaching that turns the traditional classroom on its head ,therefore,(SLT) has a good effect in teaching a foreign language ,because it based on the

Exploring the Role of SLT on Enhancing student 's Speaking Skill

needs of the teaching content, stimulates the interest of students in learning ,and achieves the goal of teaching .

Moreover, Situation language teaching « SLT »is about utilizing items,picture [...] while doing a presentation or practice ,the main idea within it is to be realistic,all words and sentences must develop out of some genuine or envisioned circumstances.In this respect,Li(2011,p.10)stated that ‘‘Situational teaching is a pedagogy that requires teachers to apply their skills and creativity to bring out an image out of texts during learning’’.Which means ;the teacher should be skillful when making a practice gotten from the outside classroom situation.

Furthermore,different definitions of situational language teaching were suggested by various researchers in this scope. According toMckay and Bokhorst-Heng(2017)Situational teaching has a noteworthy effect on understudies' future life and job in the general public.The encounters help to additionally refine and process educational substance and react to the requirements and desires of the society.

The outcome of such a situational approach is imparting unobtrusive impact on students.The SLT ,was considered as the heart of speaking ability,because it is like practicing a situation orally(Pittman,1963) .

The History of Situational Language Teaching

The advancement and development of the SLT is extended across 1920s to 1960s.It was developed as an improvement over out of Direct Method .In1920s and 1930s ,the center territory of English language examination was vocabulary for reading proficiency and developing teaching materials (Hussain,2015).

Exploring the Role of SLT on Enhancing student 's Speaking Skill

The founders of the situational language teaching and the oral approach were Harold Palmer, A.S. Hornby, Michael West and other British applied linguists. During his stay in Japan, Harold Palmer attempted to show sentence structure through oral methodology. While attempting to base an increasingly logical and explicit technique. (Palmer, 1940).

Situational language teaching originated from the Constructivism theory which was advanced by J. Piaget and others. This theory is a decent path for students to get activity by associating knowledge with the reality. According to Hornby (1991) "Situational language teaching is a method in the teaching process that teachers create a certain situation to introduce certain emotional color to a vivid image of the main scene" (para, 2). which means ;when the teacher need to make the learner understand more the best way to introduce or creat some situations ,the best way use the SLT .

The Features of Situational Language Teaching

Situational language teaching playing a massive role in the learning process ,because of its double function system ;cultivating function and enlightenment function. To support this idea, Chu (2010), pointed out that the cultivating function shows when situational showing sustains understudies sincerely and purges their emotions. Education is discipline that includes modification of one's mental state with the point of capacity building.

The enlightenment function of situational teaching provides students with a good hint or inspiration .As such, Richard and Rodgers (2014). argued that the socialization of man shapes "the sum of all social relation" This procedure of transformation from common people to social one is in certainty altogether the consequence of a blend of natural ,social ,family ,school, ethnic and geographical factors.

Theoretical Foundation of Situational Language Teaching

Exploring the Role of SLT on Enhancing student 's Speaking Skill

Situational language teaching method take a common place, and has its root during the late nineteenth and early twentieth centuries in England. As Comenius(2006).claims that all information starts from the impression of the faculties. Through introducing real products, performing test and applying sight and sound to create unique situations. Within the theoretical of situational language teaching, two major theory was developed :The communicative theory and the behaviorist theory of learning .

The Communicative Theory :

The communicative theory was created by Davito who uses his work on communication science to clarify its connection with the act of showing English(Li,2011).The main aim of it is to led people ,students make an interaction and communication via the use of language .Accordingly,Li(2011)declared that :

The theory refers to communication to three perspectives.First , communication entails a Series Of activities,this relates to situational teaching which involves multificated class activities and Engagements Such as storytelling,audiovisuals and gams,Second,the theory relates communication to an Interaction in that can be facilitated by two or more people and never a single person.The third aspect of the theory is the continuity of communication,it is through communication that people interact.(p.19)

Based on previous definitions, we can understand that the situational teaching centers around getting and bringing imagination in learning to make sure that students comprehend and understand what is being educated and taught through vivid situations .

Hence,the communicative theory encourages students to learn for the reason of advocates for authenticity and realism in speaking which involve them to communicate and

Exploring the Role of SLT on Enhancing student 's Speaking Skill

help each other to learn and become familiar with the language during the time spent educating(Cao,2017).

_The Behaviorist Theory :

The behaviorist theory of learning clarifies that the learning process have more huge effect and significant impact to the outcomes and on the results than the states and condition of learning (Shao,2017).This has been viewed as the establishment of situation language teaching .

Moreover,there are three key procedures within it ;knowledge and material reception, cognitive action on the material through reiteration ,utilization and application of the information of the material in real life situation to become a habit.

Additionally ,the researchers Yuan and Shi (2014) asserted that the situational language teaching is facilitated by the three principle of the behaviorist theory.A flop in one of the procedures endangered that adequacy of teaching and learning process .Specially ,teachers who apply situational teaching showing go knowledge through some procedures .The teacher passes data orally to the receiving end's students,the reasonable and realistics condition created by the teacher through pictures permits the students to use their psychological abilities « cognitive skills » to sink the information and the connections in class through activities ,in addition to the practice and habit formation.

Furthermore, Situational teaching in this manner lines up with the statement that giving primacy to analogy over investiagation and analysis can extend learning of English.Basically The theory implicates that 'people form behaviors out of learning and they are taught between good and bad during the process to filter habit formation into posotive.(Shao,2017).

Exploring the Role of SLT on Enhancing student 's Speaking Skill

The Approach :

Language teaching was characterized by the change and the development of language teaching ideologies ,and within this approach there is a method which based on two main theory :theory of language and theory of learning.

1. Theory of Language :

« The theory of language underlying situational language teaching can be characterized as a type of British 'structuralism' .Speech was regarded as the basis of language ,and structure was viewed as being at the heart of speaking ability »(Richard&Rodgers,2004 ,p.35) they add also ,that this theory should link the knowledge of structures to situations ,that is why Haliday(1964) developed powerful views of language in which situations were given a prominent place.

According to Pittman(1963)who declared that :our principal classroom activity in the teaching of English structure will be the oral practice of structures.This oral practice of controlled sentence patterns should be given in situations designed to give the greatest amount of practice .(179) .

Moreover ;Haliday ,McIntosh ,and strevens(1964) pointed that the emphasis now is on the description of language activity as part of the whole complex of events which ,together with the participants and relevant objects , make up actual situations(«38) ;So ,language is like purposeful activity related to goals and situations in the real word .

2. Theory of Learning :

The theory of learning underlying situational language teaching is a type of behaviorist habit learning ,which address the processes more than the conditions of learning .Billows indicated that 'it we give the meaning of new word , either by translation into the home

Exploring the Role of SLT on Enhancing student 's Speaking Skill

language or by an equivalent in the same language ,as soon as we introduce it we weaken the impression which the word makes on the mind '(28)

Additionally, the focus of situational language teaching was not on the structure or on the meaning of word that given by the explanation which discouraged the learners but from the form of situation which used ;therefore ;the learner can apply what they learned in class to situation outside the classroom .

Practical Teaching Learning Techniques

Generally speaking, the practical teaching learning techniques consist of four main elements which are :Objectives, syllabus, learner's role, and teacher 's role :

- **Objectives :**

The objectives of situational language teaching method according to Richard and Rodgers(2014) are to teach a practical command of the four basic skills of language ,in wich the goal was shared as we can say with the most mothods of language teaching . Whereas ; the skills are approached through structure ,in which accuracy plays a crucial part in both pronunciation and grammar ,without forgetting that the errors should be avoided .To reach this point Pittman(1963) argued that "Before our pupils read new structures and new vocabulary ,we shall teach orally both the new structures and the new vocabulary "(186) .

Hussain (2015) shows some objectives under the situational language teaching method as follows :

- To command over four skills of language .
- To achieve skills through structures.
- To emphasize on accuracy of grammar and pronunciation.

Exploring the Role of SLT on Enhancing student 's Speaking Skill

- To introduce speech at the first place followed by reading and writing

- **Syllabus :**

The syllabus under the situational language teaching method is the list of words and list of structures arranged according to situations .A structural syllabus is a list of the basic structures and sentence patterns of English ,arranged according to their order of presentation.That's why Frisby (1957) pointed out that "Our early course will consist of a list of a sentence patterns (statement patterns ,question patterns , and request or command patterns)... will include as many structural words as possible ,and sufficient content words to provide us with materials upon which to base our language practice"(134) .

Let us see on this example bellow conceived from Frisby (1957) of the typical structural syllabus around which situational teaching was based :

Table 1

The Typical Structural Syllabus of The Situational Teaching

Lesson	Sentence pattern	Vocabulary
first lesson	I am hungry	Thirsty , poor , alone ...
Second lesson	He is lazy	Prompt , slow , clever ,...
Third lesson	You are crazy	Bold , mad , intelligent , ...
Fourthlesson	Am I hungry ? Yes , I am	Strange , old , blind ...
Fifthlesson	Is he lazy ? No he is not	Sick, rich , busy,...

- **The Learner'srole :**

Exploring the Role of SLT on Enhancing student 's Speaking Skill

Initially ,the learner is required simply to listen and repeat what teacher is saying ,to command ,and to respond the questions asked by the teacher ,then ,the learner has to situationalize the structure and meaning in wich the class is teacher controlled and hence ,pupil do dictations ,drills ... ,oral based reading and writting exercises ,pair practices and group works.

Furthermore, pittman(1963) stated that the learner has no control on the content of learning, the learner might lapse into faulty pronunciation or grammar ,forget what has been taught ;incorrect habits are to be avoided ,because of the learner is often regarded as likely to succumb to undesirable behaviors unless skillfully manipulated by the teacher.Later, more active participation is encouraged ;it is a kind of imitation and question of learners which responses and asking each other, although the controll of the teacher , introduction, and practice of new language is stressed throughout(Davies, Roberts, and Rossner,1975)

- **The Teacher's role :**

The method leads to threefold activity for a teacher-setting the stage for a new structure,presenting the model structure , and finally drilling and correction,in other word ;when the teacher is going to present a lesson ,he serves as a model ,setting a situations according to the need of the target structure,then it can be like a way of repetition because in this step the teacher modeling the new structure for students to repeat .Byrne(1976) claims that the teacher "becomes more like the skillful conductor of an orchestra , drawing the music out of the performers"(2).The figure bilow represents those threefold function of a teacher from Byrne (1976)

Exploring the Role of SLT on Enhancing student 's Speaking Skill

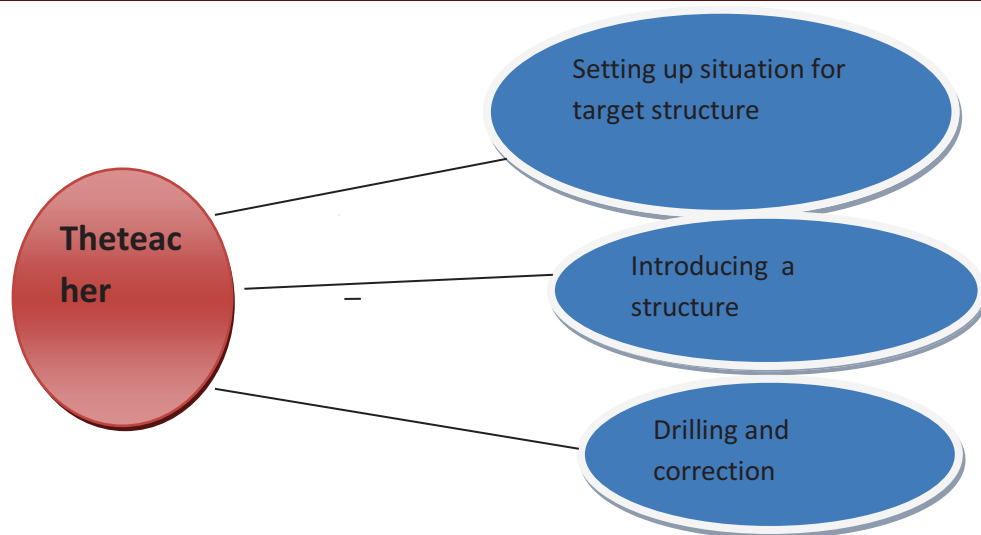


Figure 2 . 1 :Threefold Function of a Teacher adapted from Byrne(1976).

Moreover, the teacher according to Richard and Rodgers(2014)

"is required to be a skillful manipulator ,using questions ,commands , and other cues to elicit correct sentences from the learners.Lessons are hence teacher directed ,and the teacher sets the pace .During the practice phase of the lesson,students are given more of an opportunity to use the language in less controlled situations ,but the teacher is ever on the lookout for grammatical and structural errors that can form the basis of subsequent lessons.(38_ 39)

Additionally,organizing review is primary task for the teacher according to Pittman(1963 ,177),who summarizes the teacher's responsibilities are dealing with :

1. Timing.
2. Oral practice, to support the textbook structures.
3. Revision.
4. Adjustment to special needs of individuals.
5. Testing.
6. Developing language activities other than those arising from the textbook.

Exploring the Role of SLT on Enhancing student 's Speaking Skill

Moreover ,we notice that the teacher has a massive role in the success of the method ,because the knowledge without (teacher) guided are not enough ;for example the book provide the teacher only with the activeties to carry out in class.

The Forms of the Application and Revelation of Situational Language

Teaching :

The purpose of teaching English is to make the learners able to use it in suitable realistic situations.That is why the educator Li Jilin mention five forms of situational language teaching which are :lingual description ,role –playing , visual illustrations , game adoptions and musical affection.

❖ LingualDescription :

According to Wu Jinye (as cited in Jen-eli,n.d,p.5) that language and situation should be combined in English teaching in which the situational language teaching take into consideration the intutional material object to connect with the lingual description.Which means ;the use of some materials like power point ,slide show...and here the role of the teacher like to explain gives a help to students for clear understanding and of course he guiding them through give some lingual description when the situation appear in order to know new things .

So ,the lingual description enhance the sensory ability of the students ,which work to for developping imaginations ,enlighten thinking ,comfortable,and pleasant atmosphere .Moreover ,the lingual description is a good method to apply in order to invite students to talk via imagine the situation .The figure bilow “how do you make a banana milk shake ?”it is a nice way to guide students by lingual description in a funny manner

Exploring the Role of SLT on Enhancing student 's Speaking Skill

,so the students when he listen to their teacher's description they imagine it or they can do it after that.

Step 1 :Peel about three bananas.

Step 2 : cut up the the bananas.

Step 3 :put the bananas and ice cream into the blender.

Step 4 : pour the milk into the blender .

Step 5 : turn on the blender .

Step 6 :drink the milk shake.

Figure 2.2 : "How Do You Make A Banana Shake ?"

❖ **Visual Illustrations :**

Accordingly ,lawrence(2009) stated that illustrations take different function in different fields which means that illustrations is anywhere , because it work for offering special situation ,arousing the interests of the students ,and improving the understanding's ability

Further , the illustrations can take any pattern or form but the goal is one ,to simplify the way of teaching and learning in other word ;the content of the class ,additionally ;illustrations have a significant role why ? because turning the traditional way of teaching from the abstract into substantial situation,give students more confidence because it come from the daily life which feel that they are familiar with some situations ,and to build common situations through the involvement of students .

❖ **Game Adoptions :**

Exploring the Role of SLT on Enhancing student 's Speaking Skill

Game Adoptions considered as the heart of situational language teaching ,it isa game which means an activity , a competition between peoples .According to Johnson(as cited in Jin-e ,li,n.d,p 11) ‘‘A basic skill in teaching English as a foreign language is to be able to prepare , set up and run a single classroom activity , for example a game or a communication task or a discussion ‘’.

In a word, when the teacher uses games the students can band knowledge and games together by creating abundant situations for language communication . Game adoptions it applies simply and usefully to situationsin which the the students become centeredness ‘‘learner-center’’ from Clarke (as cited in Jin-e ,li.n .d).So game adoptions encourage students to work together , to learn in various situations and we dont forgette its value in learning and teaching a foreign language.

❖ **Musical Affection :**

Musical Affection is one of the activity or a method that the teacher can be used in classroom,to change the mood of classroom,to create active situation according to different situations in order to reach the goal of teaching ,and to help students for understand more details better addition to the relaxed atmosphere.

Jin-e(n.d.) indicated that musical affection is a good method when teach because different music offer different situations for students in which students can enjoy about the situation by listening music and the good thing students buoyantly can remember the new word in special situations ,but the teacher should pay attention to some point for the successes of this method ,for instance the teaching situation and content should be harmonious.

The Steps of applying the Situational Language Teaching

Exploring the Role of SLT on Enhancing student 's Speaking Skill

According to Li (1997) who teaches speaking via situational language teaching used three steps . Initially , she highlighted and adopted a suitable situation according to the questions aroused by the teacher , in which , The harmony of the questions and teacher correctly is very useful to pull students into the situation . The second step is to create maximum improved optimised situation , more clearly , this step is giving the first introductory glimpse according to the students performance . The ultimate step is the application of the situation ,in other words, to settle The problem by providing the accurate use of situation .

The procedures of the Situational Language Teaching

In the Situational Language Teaching , the implementation of the classroom procedure extremely concerned to the level of the learner . However , techniques at any level intent to move from controlled to end up with more liberated practice of sentence patterns . Consequently , the automatic use of the language in speaking and writing .

Pittman (1963) gives a case of ordinary exercise may cover Oral lesson . The initial part of the class will be pronunciation , in which , the stress and intonation are significant parts . Subsequently , revision where the preparation for new work is indispensable part . In addition to the presentation of new grammatical structures and vocabulary that should skillfully introduced in suitable situation . Yet , the oral practice ,that comes in form of drilling and imitation , is really required part . Ultimately, reading books and other materials on new structure or composed written activities is very important in Situational Language Teaching approach.

Through Situational Language Teaching practice Davies et al (1975) give exhaustive information about the implementation plan including . Initially, listening

Exploring the Role of SLT on Enhancing student 's Speaking Skill

practice in which the instructor attracts his students and repeats the sentence patterns or words as separated parts patiently in few times (whereis ... The pen ?) Additionally discuss the effectiveness of the reading and writing activities and to be implemented in Situational Language Teaching.

The two main contents

1. Vocabulary Control

One of the first aspects ,that should be highlighted and strongly asserted ,of method design to get consideration was the role of vocabulary. During the 1920s and 1930s a few enormous scale investigations of foreign language vocabulary were conducted.

The urge for this research consisted from two quarters. Initially, there was general agreement among language teaching specialists, according to Palmer(1921) Vocabulary was one of the most significant parts of foreign language learning. A subsequent impact was the intensified emphasis on reading skills ,rather the Vocabulary was seen as ultimate component of foreign language study .

Consequently, This had been the suggestion of the Coleman report and also the independent conclusion of another British language educating specialist , Michael West ,who had deliberated the role of English in India during the 1920s .Vocabulary was viewed as fundamental segment of reading proficiency.

This prompted development of principles of vocabulary control, which were to have a significant viable effect on educating of English in the next decades, recurrence checks demonstrated that core of 2,000 or so words used regularly in written texts that an knowledge of these words would incredibly supported in reading language . West et al (1953) set up a guide for English vocabulary required for teaching English as

Exploring the Role of SLT on Enhancing student 's Speaking Skill

an foreign language. The Interim Report on Vocabulary Selection (Faucett et al., 1936)

According with frequency and other criteria , West (1953) attempts to establish A General Service List of English Words , which considered as reference to develop English materials.

2.Grammar control

As the vocabulary had given a strong interest , the grammar also had the same importance to be controlled. Palmer (1923) had emphasized on the problems of grammar in English foreign language , his researches in Japan was for the sake of teaching the basic grammatical patterns via situational language teaching approach.

Consequently , the major grammatical structures classified into sentence patterns . Mainly, a number of pedagogical materials was very helpful to teach English sentence patterns to complex starting with speaking skill including the book Grammar of Spoken English On a Strictly Phonetic Basis by Palmer et al (1939) which considered as reference source of basic English grammar for textbook writers.

The principles of Situational Language Teaching .

Those are the principles of SLT listed by West (1953) :

- An oral approach should not confused with another methods like the Direct Method which lacked the systematic basis in applied linguistic theory and practice .
- The basic point of the language teaching begins with the spoken presentation of vocabulary and language items , so that, the oral performance of language comes before written from of language.

Exploring the Role of SLT on Enhancing student 's Speaking Skill

- Both teacher and learner exclusively use the target language during the classroom instruction.
- The target language content introduced by teacher. Should be prepared in meaningful appropriate authentic situation.
- The target language points , that are commonly used by native speakers in their daily life , are chosen for teaching.

The Grammatical items are graded based on the level of the learning . Therefore, The simple forms should be taught before complex one , A Grammar of Spoken English On a Strictly Phonetic Basis by Palmer and Blandford (1939) , this was one of the standard reference source of teaching English grammar. Reading and writing are based on the contents, that are already been extended in the situation classroom.

The Advantages of Situational Language Teaching

Experienced scholars tried to conducted a set of researchers on the Situational Language Teaching approach and they highlighted it's efficiency on both teaching and learning . According to karina (2011) Situational Language Teaching gives strong value to oral practice, situational practice, language structures and sentence patterns ,because of it's practicality , many language teachers still support this approach.

Recently, Yu(2012) tends that Oral approach originates physical and psychological learning , that is shaped in a set of practical authentic conditions , that makes satisfying educational quality . In a such suitable atmosphere students are prompted to learn and they are excited to join the class interaction. Consequently, learning activities are converted from passive to a self- requirement.

Exploring the Role of SLT on Enhancing student 's Speaking Skill

Additionally, Pennington(2014) stated that the Situational Language Teaching streamlines the learning process. Students are able to control their traditional view to turn it into something useful and desirable instructive approach. Actually, Situational Language Teaching encourages students to make out textbooks and others materials as an apparatus that gives knowledge in perfect manner.

Ultimately, According to Wang (2000) Situational Language Teaching arises the ability of speaking fluently and accurately via the perfect impact of situations. Eventually, when learners apply their knowledge flexibly in authentic real life. The students encounters experience and cognitive level are enriched. Eventually, the Situational Language Teaching develops all the language skills.

Part Two :The Speaking Skills

Definition of the speaking skill :

Speaking is one of the most crucial skill that play a massive role in language teaching and learning ,to communicate ,to exchange ideas ,to learn ...In this aspect Pollard (2008) states that speaking is one of the aspect that not easier to muster by students .Also speaking is a productive skill that can be directly observed which linked to the accuracy ,effectiveness ,addition to the reliability and the validity of oral production(Brown,2004).

Accordingly to Chaney(1998) "speaking is the process of building and sharing meaning through the use of verbal and non-verbal symbols ,in a variety of contexts"(13)That is why speaking regarded as an important skill while learning or teaching English as foreign language (EFL).

Furthermore ;Kayi(2012) pointed that the aim of teaching speaking skills is to enhance students's communication for many reasons like to express themselves freely

Exploring the Role of SLT on Enhancing student 's Speaking Skill

and to communicate with others .Speaking is considered to be an interactive process because it requires the involvement of another person (Noll,2006)

Speaking Sub-Skills :

Within the language skills of speaking,listening ,reading ,and writing ,usually include or as we can say divided into sub-skills that can the one uses to be effective and good in each of the skills ,so the main speaking sub –skills are :Fluency,Pronunciation,Grammar,and vocabulary.

➤ **Fluency :**

Fluency is the ability to express ideas fluently , in which fluency can serves a reliable indicators for the students to integrate(Thornbury,2005).According to Segalowtiz(2010) fluency is the ability to describe and report actions or situations in precise words (47)

Moreover ,fluency means the person become a fluent speaker ,how ?when the speaker quickly speaking he joined sound,syllable,words and phrase together(Harrell,2007),according to Koponen and Rikkenbach(2000) fluency become like an instruction keeps taking place in language assessment ,and Tumova(2002) add that fluency means to talk without rules to share ideas in real-life situation .

➤ **Pronunciation :**

Generally speaking ;pronunciation means to produce meaningful sounds in a contexts(Dalton,1994) that is why it is important to achieve meanings in context which from pronunciation we can distinguish languages ,but if there is wrong pronunciation may led to misunderstanding(Celce-Muria,1995)

However ,when we say pronunciation came to our mind that by it we learn the language but in fact it is more than that because through it we convey meaning.Additionally ,Harmer(2001) claimed that within pronunciation there

Exploring the Role of SLT on Enhancing student 's Speaking Skill

are some elements :pitch ,intonation ,minimal pairs ,spelling ,rhythm ,and stress.

➤ **Grammar :**

When we say grammar we say ,rules ,structure ...So within the language there are rules added to the spoken words .Alvarez (2010)stated that grammar is simply a reflection of a language at a particular time (14),grammar used for facilitating the way between form and meaning(Tomita,1996).

Accordingly ,to Huddleston(1998) grammar divided into two categories :descriptive and perspective ,the first one used to underlies the actual usage of speakers but the second one to tell the readers what rules should follow.Salazar(2006) reported that learners need to know grammar to enable them to write and speak properly ,and for many reasons ;accepting the challenge,being human, exploring creative ability ,solving problems , learning other languages ,and increasing awareness(Crystal,191).

➤ **Vocabulary :**

Voacabulary is the most significant part in learning foreign language , Because it is the basis of speech(Shafaei and Nejati,2010),it has an important role for developing students to know meaning of words and become more independent (Robinson and Slansky,2011)

However , when we need to develop our vocabulary it can be by practice To serves communication ,require and rich new knowledge ,discovering all The words that are familiar and all information that have a relation with the word(Harley,2013).

Kinds and Types of Speaking :

Exploring the Role of SLT on Enhancing student 's Speaking Skill

Generally speaking ,when we speak we do a communication and an interaction and this interaction divided into three kinds :interactive ,partially interactive and non – interactive .In interactive situation there is a total interaction can be face to face or something like that which enable them to ask for clarification or repetition , but in partially interactive the speaker can not interpret what other said because he can not see the audience to make judgement so here there is no complete interaction because only give the audience a speech ,the last kind is no interactive in this kind simply there is no interaction it can be by recording speech .

However,every thing have types and speaking also have many types ,in this way Brown(2004) states the basic type of speaking as the following :

1. **Imitative :**

Is the ability to simply imitate a word ,phrase or sentence at the end of speaking performance

2. **Intensive :**

The ability to produce short stretches of oral language for demonstrating competence in grammar , lexic or in phonology .

3. **Responsive :**

It is a kind of interaction and testing understanding in short or limited level of conversations.

4. **Interactive :**

It is a way of exchanging specific information in the purpose of making social interction .

5. **Extensive :**

Exploring the Role of SLT on Enhancing student 's Speaking Skill

In this type the opportunity for oral interaction highly limited ,includes representation, speech,or storytelling .

The Components of Speaking Skill :

Accordingly to Vanderkevent(1990) there are three components of speaking skill :the speakers ,the listeners andthe utterances .

- **The speaker :** the speaker who produce the sound for expressing ideas or feelings to the listener and send the message ,of course if there is no speaker so there is no contact .
- **The listener :** the listener is the one who receive the message or the opinion of the speaker ,and the good speaker is a good listener .
- **The utterances :** the utterances are words or sentences ,used by the speaker to share opinion or somethingelse,so the absence of those utterances the speaker and the listener is obliged to use sign to convey the message .

However , Harris (1974) states that there are five components in speaking skill :comperhension which means to understand a subject in order to respond ,in addition to grammar, vocabulary , pronunciation and fluency as we mentioned above

Factors Affecting learner's Speaking :

Within the teaching and the learning process of speaking there are three main factors Affects the learner's speaking,those factors are :the cognitive factors ,linguistic factors and affective factors .

- **Cognitive Factors :**

Exploring the Role of SLT on Enhancing student 's Speaking Skill

The speaking processes include formation, conceptualization, and articulation. Conceptualization deals with information to express the meaning, figure out what the appropriate use of word in the appropriate grammatical structure in addition to produce the speech by the articulatory organs (Levitt, 1989)

Accordingly to Hughes (2002) the speaking may be filled with hesitation, false-starts, grammatical inaccuracies and limited vocabulary (77), possibly, the learners making mistakes in face to face communication in addition to the limited capacity of the human minds, which can not be able to focus on everything at the same point (McLaughlin & Heredia, 1996) /

- **Affective Factors :**

In the learning process, self-restriction and anxiety affect the oral proficiency of the learners, which lead the student to feel uncomfortable and nervous especially when asked to speak in class (Shumin, 2002) and this affects their achievement and development when learning in FLC, so the learner should be motivated to speak to increase their level of speaking .

- **Linguistic Factors :**

According to Goh (2007) the linguistic factors include pronunciation, grammar and vocabulary, so the correct use of the form of the language is paramount for oral proficiency (Saunders & O'Brien, 2006) so the lack of use of those forms cause and affect the misunderstanding of the learners .

Characteristics of An Effective Speaker :

Generally speaking, the characteristics of an effective, dynamic, confident speaker according to Unrban (2007, p .5-6) are :

Exploring the Role of SLT on Enhancing student 's Speaking Skill

1. The confident speaker listens to himself critically. He can instantly recognize his mistakes and how to correct them immediately and goes on.
2. An effective speaker has the ability to control the strength and clarity of his voice in a proper breathing.
3. An effective speaker avoids making vocal mistakes; to speak in a normal speed, not very quickly nor very loudly, not to whine nor to use nasals, not to hesitate nor to fade out at the end of the sentences. Such vocal mistakes are considered as barriers to the listener's understanding the message.
4. An effective speaker speaks clearly; to enunciate the words completely, opening his mouth enough to articulate every syllable of every word. Clearly, he completes his words flow and separate his thoughts.
5. An effective speaker uses dynamics; not to drone on and on a monotone voice, varying the pitch, volume, pace and speed of speech. He also adds different pauses in different places to allow thoughts and concepts be shaped, and understandable to the audience.
6. An effective speaker has a powerful vocabulary; not over people's heads, nor force phony. He has the ability to incorporate words into his speech that denote intelligence and an active mind. He avoids using clichés and overused words.
7. An effective speaker controls his body language. He knows exactly which posture to create, maximize the voice tonal quality, be careful to make eye contact with the audience, smiles, shows warmth and sincerity and doesn't use the hands too much.
8. An effective speaker points, relates to his audience, keeps the presentation clear and interesting and involves his audience.

Exploring the Role of SLT on Enhancing student 's Speaking Skill

9. An effective speaker can put it all together; understands the features of an effective and dynamic speech, works to include all elements together regardless of the situation.

10. An effective speaker always looks to improve; gives his performance a proper scoring, doesn't feel completely satisfied with his performance, realizes that promotion and improvement can happen but never will achieve perfection.

The main Approaches of Teaching Speaking

The Communicative Language Teaching.

The holistic understanding of the Communicative Language Teaching (CLT) is highly concerned with the communicative competence of the language and emphasizes on the purpose of learning language, that is completely goes to realise interaction .

In this approach students essentially are concerned with meaning- focused constructive tasks . According to Harmer(2001) language can serves itself mainly by the meaning- focused interactive tasks , moreover, the exposure plays great important role to master speaking and to develop meaningful knowledge and skills .

Nuan (1989) views that :

"... it has been accepted that language is more than simply a

System of rules. Language is now generally seen as a

dynamic resource for the creation of meaning . In terms of

learning, it is generally accepted that we need to distinguish between

" learning that" and " knowing how "(12) . In other words , we need to distinguish

Exploring the Role of SLT on Enhancing student 's Speaking Skill

Between knowing various grammatical rules and being able to use the rules effectively and appropriately when communicating .

The CLT (Communicative Language Teaching) need to understand the role of using language in authentic communication and their is difference between to know the Language and to produce the language appropriately .

The principles of Communicative Language Teaching:

According to Erton (2006) communicative language teaching is extended on the following principles;

_ the classroom activities are selected to contain real communication to boost learning process

_ The classroom activities should not be fictitious rather it should be based on authentic stimulus .

_The meaningful use of language stimulates the language learning .

_ Students produce language in order to express values and their concerns .

_ Students are concerned with functions of language that best realise their own communicative requirements .

_ Communicative Language Teaching is selected use activities that motivate learners to join in actual communication .

_ The Communicative Language Teaching aims to achieve the target language skills and functions.

The Role of the Teacher in Speaking .

Exploring the Role of SLT on Enhancing student 's Speaking Skill

Undoubtedly , teacher of speaking EFL / ESL play vital role in oral class ,according to Harmer (2007)" a teacher is mostly like gardener , because he/ she plants the seeds and watch them grow"(107). Actually, the teacher and the gardener are quitly similar because they seed the knowledge as the gardener seeds the grain. Students are very good flowers towards the knowledge that is planted inside them by their teacher the gardener needs to put very good care to water his thugs to grow up , the teacher plays variety of roles not only inside the classroom but also outside the classroom by his doing and life performance can be perfect model of his students.

Vilar (2003) shed lighted on two fundamental function that are venerable in a good teacher in the field of education ; the good ability of classroom management and the instructional function is closly conserved with the design . Mainly , the inisial function in which the teacher cares about the knowledge that will be given to the student in the classroom . Consequently , teacher have to currently work with these two function during his language instruction successfully because they are indispensable parts.

Speaking skill is highly considred the most significant skill in EFL / ESL. So oral class teacher are anticipated to give their utmost productivity . Eventually, the functions of teachers is not only controllers and classroom managers. However, teacher need to looks after student and enhance their students eduatinonal merits to be productive and creative.

According to Leu (2005) , looking for satisfactional quality of learning , teachers should support their student positive potentials and to use their excitement and attention towards educational purposes therefore teacher needs to know their level and efficiency students styles of learning as well as EFL teacher must have multiple skills and different roles essentially like an ansor , organizer , facilitator prompter motivator participant , monitor model etc..

Exploring the Role of SLT on Enhancing student 's Speaking Skill

According to Harden and Crosby (2000) ,a great educators is the one who assesse their student speaking skill by means of participation control and tests or exames along with their assessment of oral proficiency of the learners . In any ways , in many language courses assessement of student speaking aptitudes is slight by regarded .

Teacher of speaking nowadays gives a good care for assessing speaking skill in the pleasure of affective language studies .Another important role , organizer is one of the formost crucial teaching functions during Oral activities .

This typically more than just clarifying or doing some verbal tasks. Rather , instructor ought to recognize how the gradation of activity and what kinds of activities comes before other kind of activities according to many critirea . This role incorporates variety of corners of teaching setting, for instance; what kind of strategies and techniques along with matericels the students require , how to deal with activities that are not relevant ,how to organize activities o realize accomplishment during instruction because some activities would not work together but ruther in alternative way.

According to Harmer (2001) There are three significant roles that teachers can play in case they need to urge their learners to speak fluently .One of them is promter , This goes when learners are not beyond any doubt almost how to do a assignment? , usuallly teacher play the role as promoter . Eventually , in any speaking assignment learners might face a kind of difficulties when they attempt to precise themselves .In such situation instruction often gives clues , recommend expressions vocabulary, or phrases .However , the teacher should be cautious when they gives prompts to learners during oral exercises because the essential purpose of prompting is to gives the enough spport and encouragement “we should not take intiatiave away from the student “(Harmer 2007.109) .

Exploring the Role of SLT on Enhancing student 's Speaking Skill

In addition , the teacher have to be able to give the required information moreover ,the teacher in other role should provide in hisclassroom instraction . is the observer Harmer (2001) point out that the teacher used this role tho attract student attention so he/she urge students to comunicate more spontaneously .

The Obstacles of Teaching Speaking Skill.

There are many obstacles we faced when teaching the speaking skill .Like :

_ Native Lanuage ; The mother tongue of the students is one of the affecting factors that breaks the student's speaking ability , where the students interfere their first language to the target language. Linguistic teachers tired their hard to separate the native language linguistic aspects.However, teachers of speaking must realize that problems , try to help students to solve this kind of problems .That is why Brown (2001) states that " if you are familiar with the sound system of learner's native language , you will be better able to diagnose students difficulties."(284)

_ Age ; According to Chomsky's view (1959) of LAD (Language Acquisition Device) that children under certain age under puberty may easily grasp the language except for grammar . And the closely have the ability to sound like native speakers in a short period of time. However, after the thirteen years to fourteen years old , the specific place that is located in children Britains which is responsible of LAD started to close . Therefore, adults when they learn new language they do not have any particular advantage according to age favour . That is mean all adults in language learning are similar , if other abilities and circumstances are similar .

Harmer (2007) classify learners from young learners , adolescents , young adults , adults . Generally speaking , the word children is commonly used for age between two years

Exploring the Role of SLT on Enhancing student 's Speaking Skill

to fourteen years old , young learners described the students between about five years to nine years old . However , very young learners commonly between two years old to five years old . Besides , the adults to be from sixteen years old up to twenty years old learners.

_ Motivation ; Intrinsic motivation gives an authentic positive energy to overcome difficulties of language speaking and arising the speaking initiative in the class " motivation and concern are high , and then the necessary effort will be expended in pursuit of goals " . Brown (2001 , p.285). The contrary part of the students have not the same desire that motivate to the speak the target language. Therefore , the teachers of speaking should give the students extrinsic motivation and that is very challenging to make students motivate to speak the target language .

The Benefit of Speaking Skill.

Mainly , speaking skill is the most difficult skills among the second or foreign language four skills .Such productive skill , needs accuracy and flowing .Brown and Yuke (1983) say"speaking is the skill that the student will be judged upon most in real life situation " , historically teaching speaking skill was not given the deserved value , rather teaching speaking was underestimated .and traditional oriented teachers in English FL and SL used to teach speaking just as memorization of dialogues and rehearsal drills .However nowadays , modern life brings it's needs of communication skills for learners .

speaking skill is very challeging for both teachers and students ,according to Bueno , et al (2006,p.321)"speaking is one of the most difficult skill language learners have face" . Actually , whenever the students understand the difficulty of the speaking skill they will deal with it's difficulty, by early acquiring and practicing it even before the other skills eventually , English speaking is very demanded and the most taken language .Additionally, language students take many years to master this skill and using it in authentic real situation .

Exploring the Role of SLT on Enhancing student 's Speaking Skill

Fundamentally, English language students should recognize the significant of speaking skill and they try to enhance their oral skills to achieve their goal .

Conclusion

This chapter was mainly concerned with what was named before The Oral Approach , that is lately take the new name Situational Language Teaching because of it's merit followed the term "Situational" .It lays the focus on some definitions by several researchers . Later, the historical background of this approach . Next , we attempt to shed light on the theoretical foundation of the Situational the approach where it divided on two main theories ; The Communicative theory of learning and the Behavioristic theory of learning.In addition to some useful and practical techniques in both teaching and learning process ,that are used in situational language teaching . Then , the content also emphasizes on the principles and the procedure along with some significant points expended in several titles . Moving on to what we reviewed on the second part that we need to manipulate via Situational Language Teaching . The titles concerned with the component of Speaking are extended along with speaking types and kinds . In addition to the factors of affecting learning speaking and characteristics of an effective speaker . Mainly our research is conducted to master the speaking skill effectively and to attain clear and accurate communicative purpose .

Chapter Three

Method

Exploring the Role of SLT on Enhancing student 's Speaking Skill

Introduction

This research section is the method chapter ,that has provided by our corner , it contains the research method used to carry out this study .in addition to the sample population we have selected to be our case of study . It also contains the data gathering instrument and procedure which were used to collect the required information to prove or deny the suggested hypothesis .

Research design

In order to highlight the role of the Situational Language teaching (SLT) approach towards the speaking skill , mixed method (Qualitative and Quantitative) was absolutely used to make our research more reliable . initially , qualitative method is mainly used to analyses data , explore ,and discover facts and draw conclusion about the role of Situational Language Teaching (SLT)in speaking skill . Whereas, quantitative analyses method transforms the collected data into numerical and statistics to facilitate the work ,it mainly aims to quantify the respondents answers of our research .

The descriptive analytical method was the approach to be applied in this research. It provides questionnaire for student of English in Wan Li Qiao private school. The questionnaire proposed was perceptions towards the effectiveness of Situational Language Teaching (SLT) to speaking skill . The questionnaire mainly contains respondents with series of questions or statements to which the participants are asked to react into the different forms of questions in order to examine students attitudes and perceptions towards the effectiveness of Situational Language Teaching (SLT) to speaking skill .

Participants

Exploring the Role of SLT on Enhancing student 's Speaking Skill

This research work has been conducted with a number of participants for English intermediate level in Wan Li Qiao private school in Algiers for the intent of the Situational Language Teaching and it's role on enhancing speaking skill.

We have selected fourteen students six are males and eight are females , they are aged between (18 and 25) years old ,they study English as target language

Data Gathering Instruments and Procedures

Gathering the required data to assert our hypothesis has provided the absolute focus .So , to set up the validity and credibility to this research work , we have opted only one adequate instrument that suits our research work to collect large amount of data in a short time which is questionnaire , it was tightly administrated to fourteen students only . It was much more useful and feasible to obtain information for analysis.

Actually , the questionnaire was consisted of nineteen questions about the effectiveness of SLT to speaking skill , it includes yes /no questions ; some open questions to better express their perceptions and opinions additionally .The questions that contains choices were the students asked to kindly tick responses have already existed . In fact the series of questions are designed to meet the target goal to prove or disprove the hypothesis of our research .

The data was compiled in the second semester of the academic year (2019 – 2020) . We communicate the students of English in Wan Li Qiao private school .So ,we have asked their teacher to permit us to propose the questionnaire for his students . In fact he was so pleasant and welcoming and he allows us to disturb our questionnaire. The students also were collaborative and honest answer the questionnaire.

Exploring the Role of SLT on Enhancing student 's Speaking Skill

The conclusion

To sum up , the research methodology section was substantial standard that decides about the quality and sets the validity and credibility of our work . It includes the descriptive method and the mixed method to be analyzed and interpreted in the discussion section to bring value to an enlightened research study .

Chapter Four

Results

Chapter Four

Results

Introduction

This section is devoted to present this work which explores the role of using SLT ,and if truly improves the level of students in the speaking skill .That is why we shed light on the obtained results collected by the common instruments which is the student's questionnaire.

Student's Questionnaire Results

The questionnaire is designed to figure out the role of the SLT on the enhancement of the level of the students on speaking skill. Actually ,it was submitted to fourteen students among privet school of foreign languages « Wan Li Qiao »in Alger.

Q1 +Q2 Student's Gender and Level

According to the answers, the number of female students is mainly about **57.14%** more then the number of male students which is over **42.85%** .In addition ,in describing their level ,the majority of students **64.28%** have an intermediate level in English,whereas **35.71 %** affirmed that they have an advanced level ,and no one **0%** beginner.

Q 3 :In your point of view why speaking is very significant skill ?

Exploring the Role of SLT on Enhancing student 's Speaking Skill

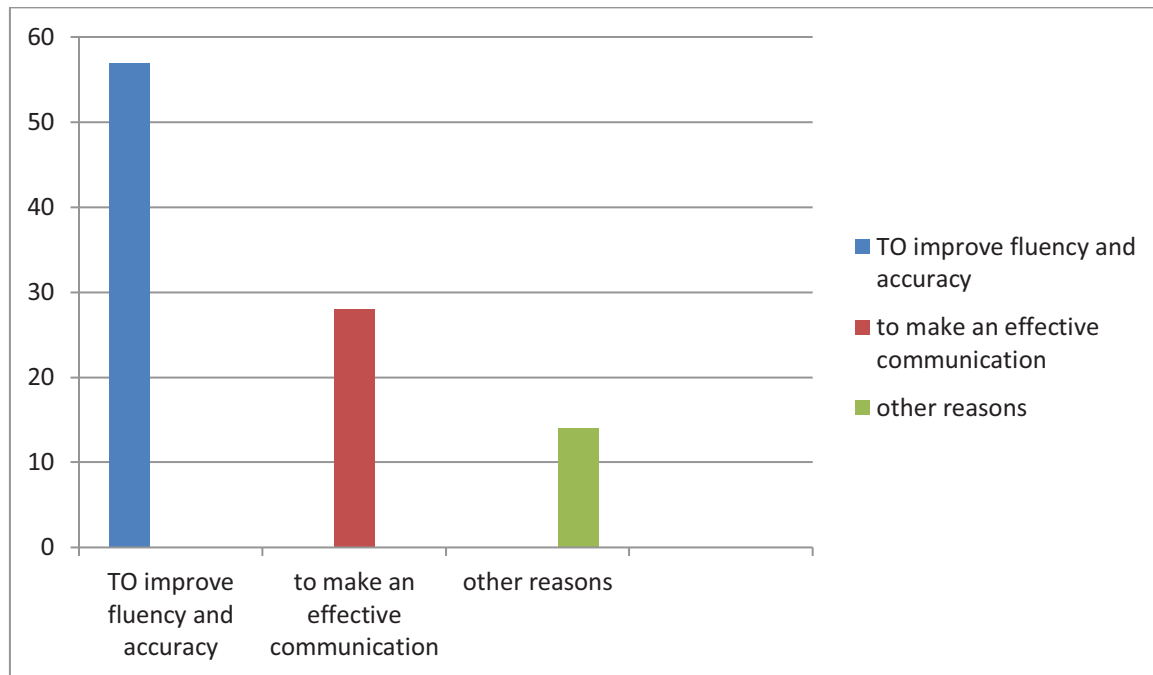


Figure .4.1 :The Significance of The Speaking Skill.

As revealed in the above figure ,a major portion of students over **57.14%** affirmed that speaking is very significant skill because it improves fluency and accuracy,while ,**28.57%**of students claimed that it is important to make an effective communication.However,the rest of them **14.28%** Said other reasons.

Q4 :How can you describe the method of SLT ?

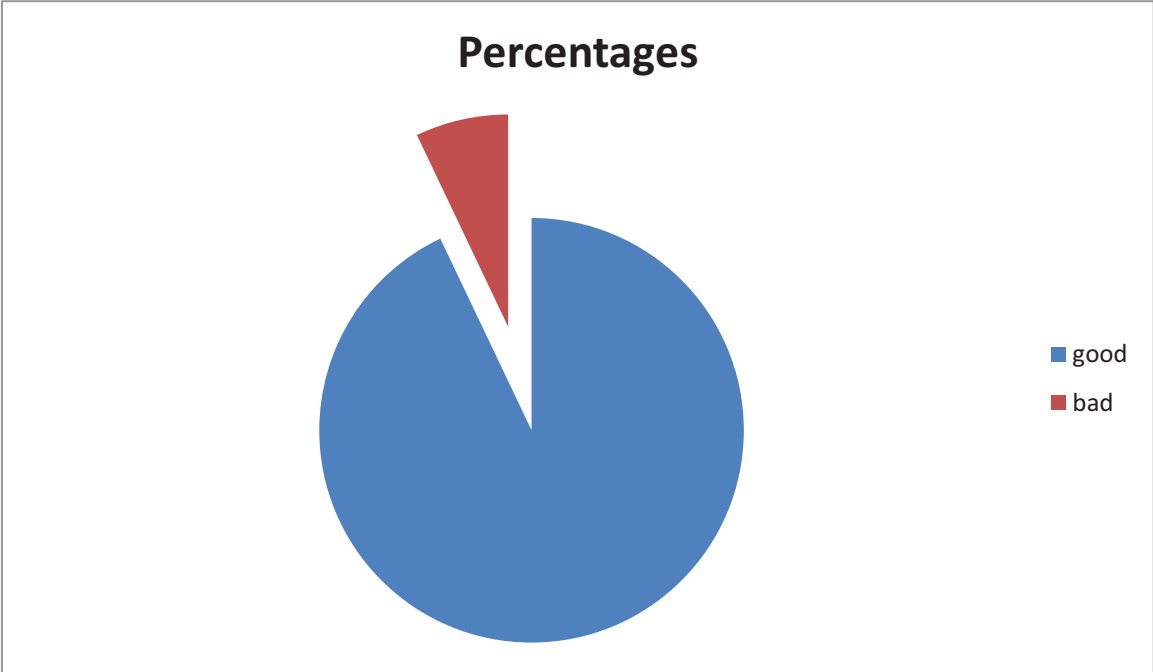


Figure .4.2 :The Description of the SLT .

Seeing the answers of the students , when we ask them to describe the SLT method ,about **92.85%** of them described the SLTmethod that it is good,on the contrary , over **7.14%** said that the method of SLT is bad.

Q5 :After taking SLT sessions, do you feel any development in the speaking skill ?

Exploring the Role of SLT on Enhancing student 's Speaking Skill

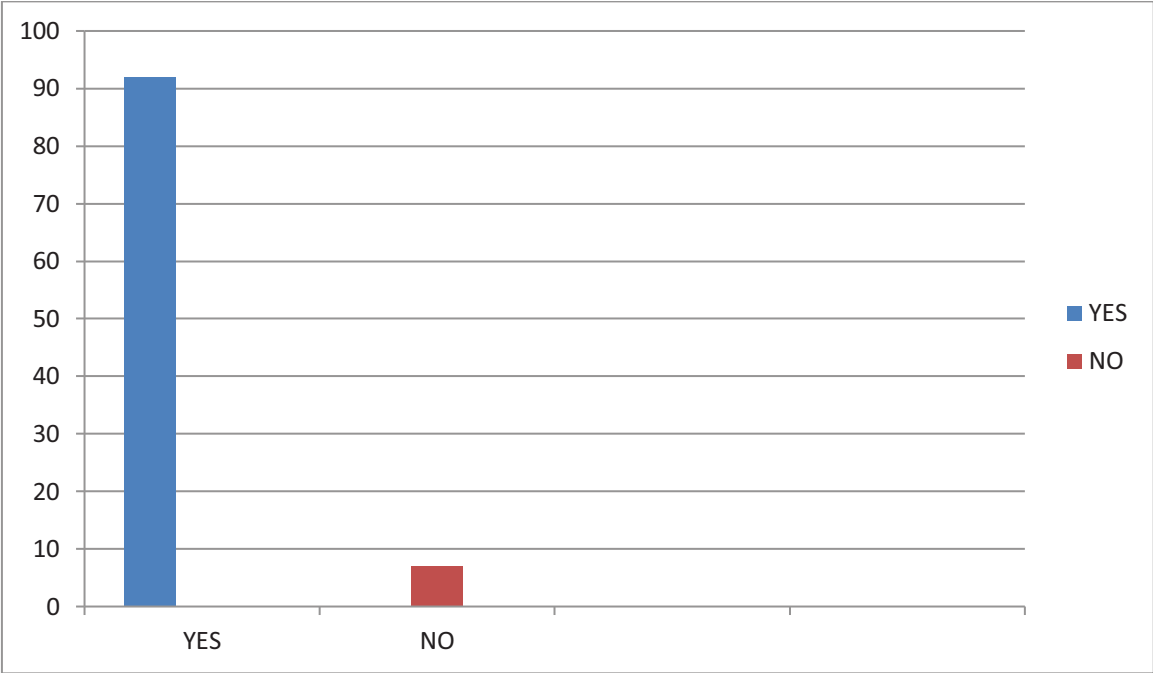


Figure.4.3 :The Development of the Speaking Skill.

As it is clearly shown, **92.85%** of students affirmed that were developed in the speaking skill after taking SLT sessions. However, minority of students over **7.14%** said no development in speaking skill after taking SLT sesseion.

Q6 :Have you tried to learn the same way before in the public school ?

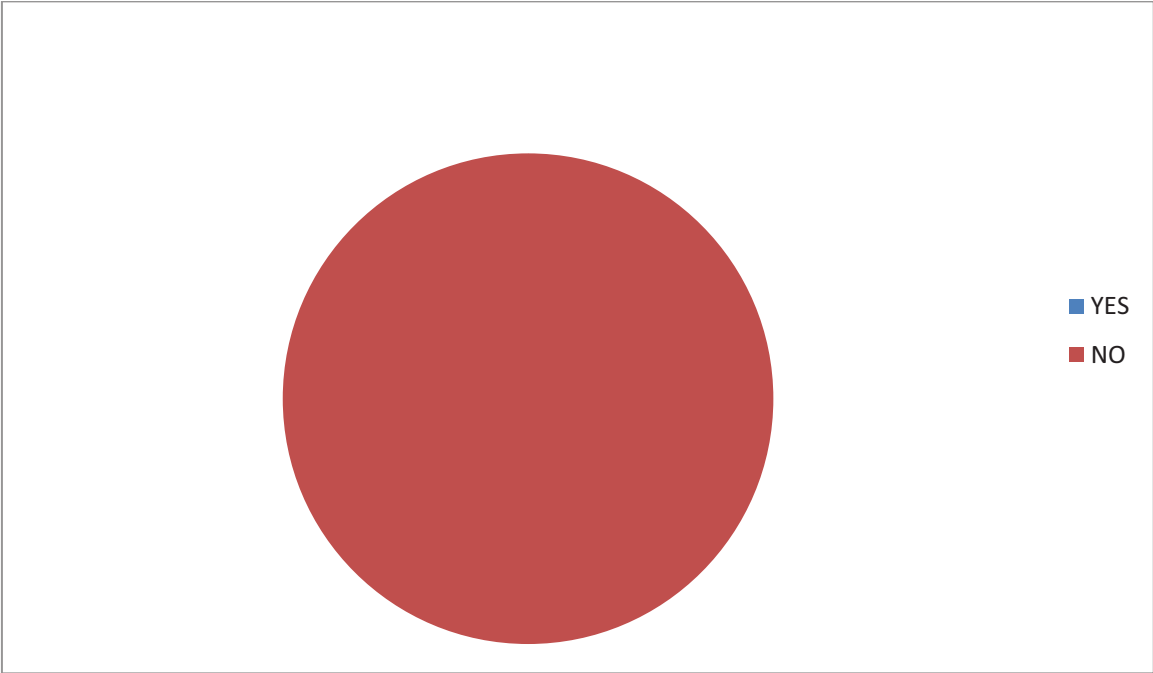


Figure.4.4 :Is the SLT A New Way of teaching ?

Figure four shows that ,all the student which means **100%** admitted that the SLT method is new way of learning for them and they did not tried the same way before in the public school ,also they justified their answers ,because of the time , need more controlling,and the huge number of the students .

Q7 :How do you feel while studying outside the classroom in your oral session ?

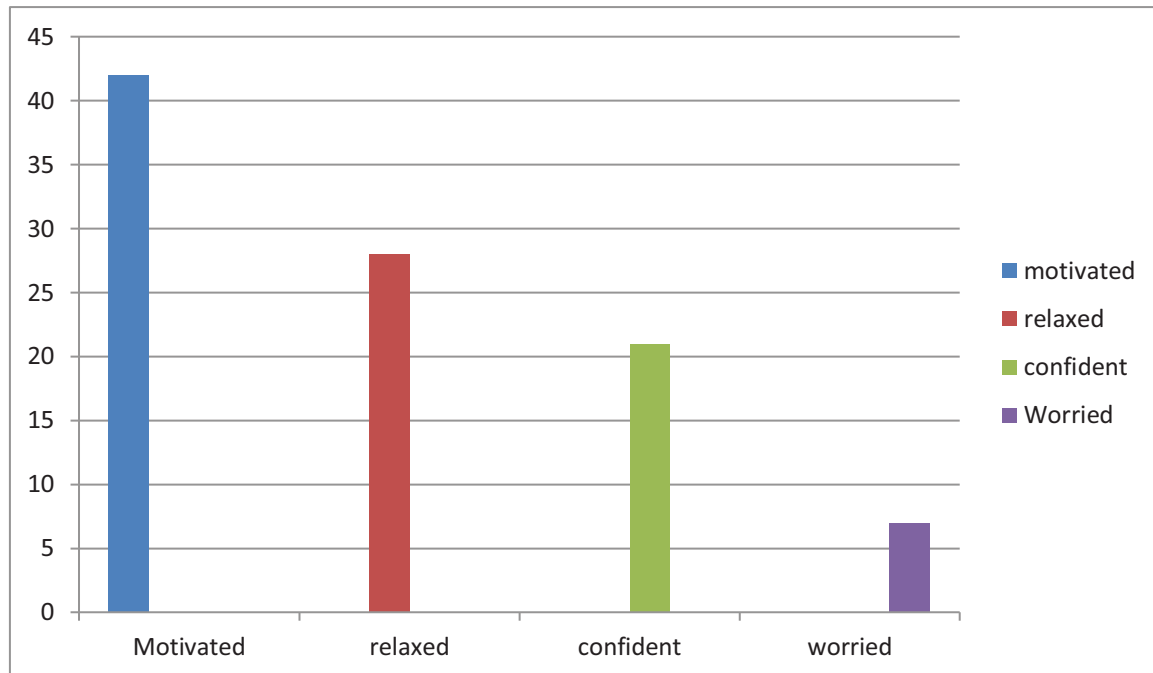


Figure .4.5 :The Feeling While Studying Outside the Classroom.

As clearly manifested in the figure ,**42.85%** of students said that they feel motivated when they learn outside the classroom. Addition to **28.57%** of students agreed that they feel relaxed .While , about **21.42%** of students said that they feel confident. In contrast to **7.14%** of students which said that they feel worried when go outside the classroom to learn.

Q8 :To what extent do the SLT helps you to be good English speaker ?

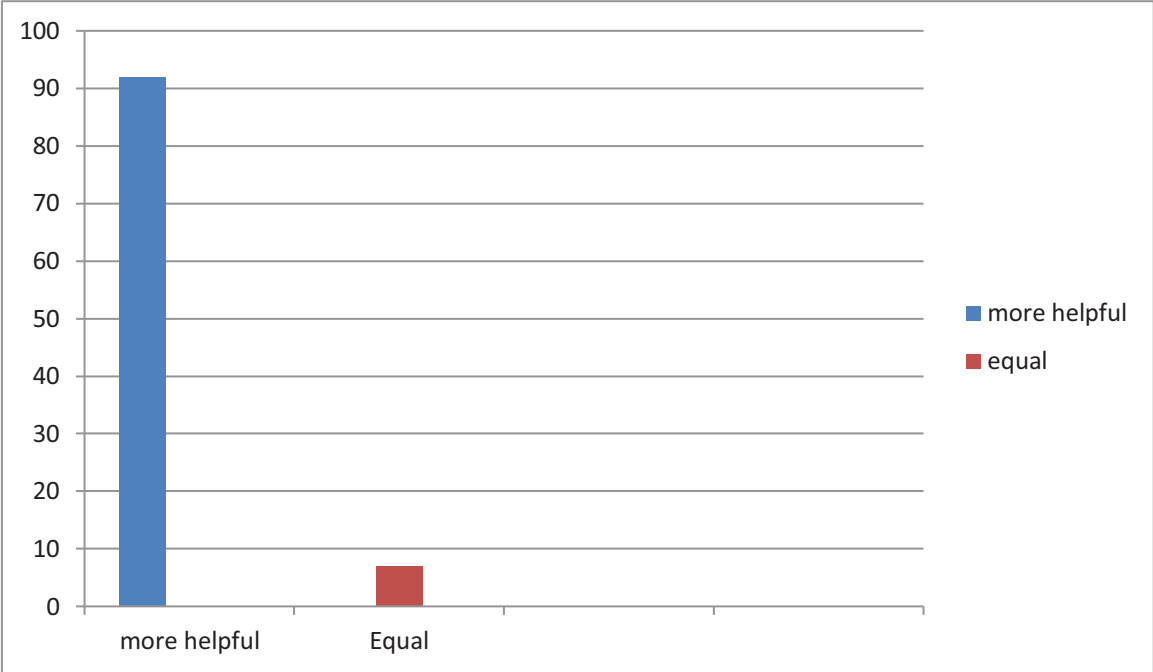


Figure.4.6 :A Comparaisn Between theSLT and the Other sessions.

A large portion of students mainly about **92.85%** agreed that the SLT more helpful than the other sessions .While the rest of them over **7.14%** of students said that this method is equal to the other session ,which no one said that it is less helpful.

Q9 :Do you think that SLT teacher should skillfully be a good manager ,and responsible more than the other teacher ?

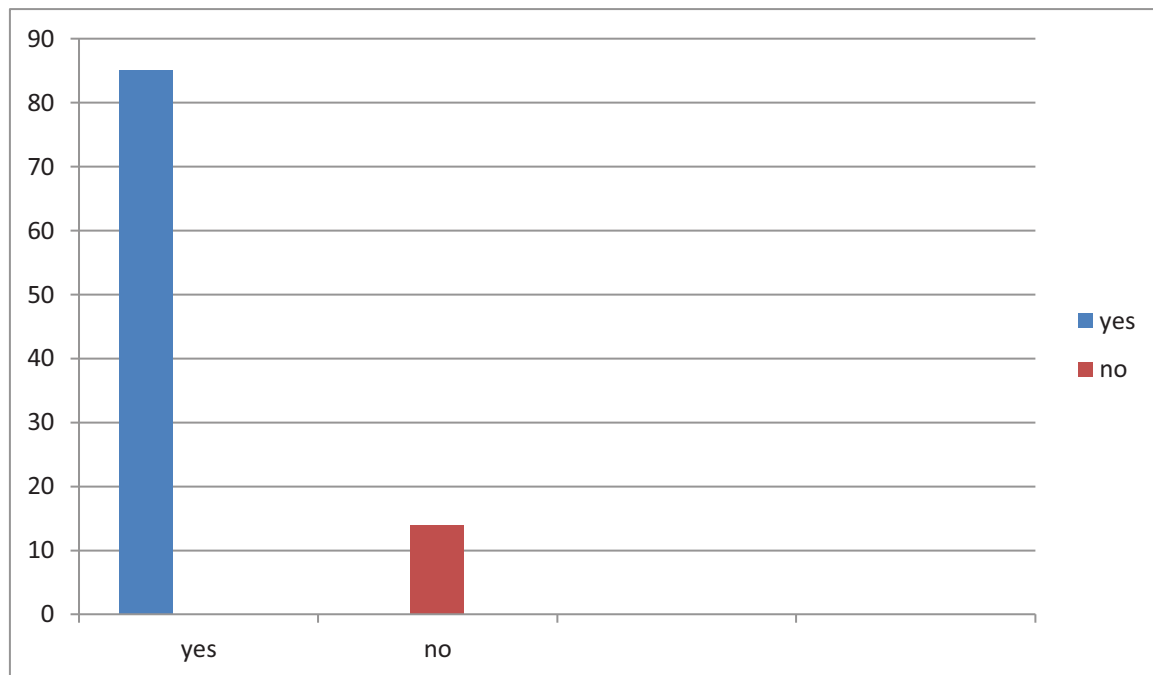


Figure.4.7 :the Responsibility of SLT's Teachers .

As revealed in the above figure ,high percentage of **85.71%** of students agreed with the idea that the SLT need a skillful and a good manager ,and more responsible than the other teacher.They justified their answers that ,when went outside classroom to learn following the SLT method we met other peoples, found buses and cars ,and went to public places that is why the teacher should be more responsible because were not in the class which means short space .In the opposite over **14.28%** said no need for the teacher to become more skillful .They justified that were responsible for their ,maturity enough,and they went to the needed places only for learning not to play.

Q10 :while using the SLT ,which skill developed the most ?

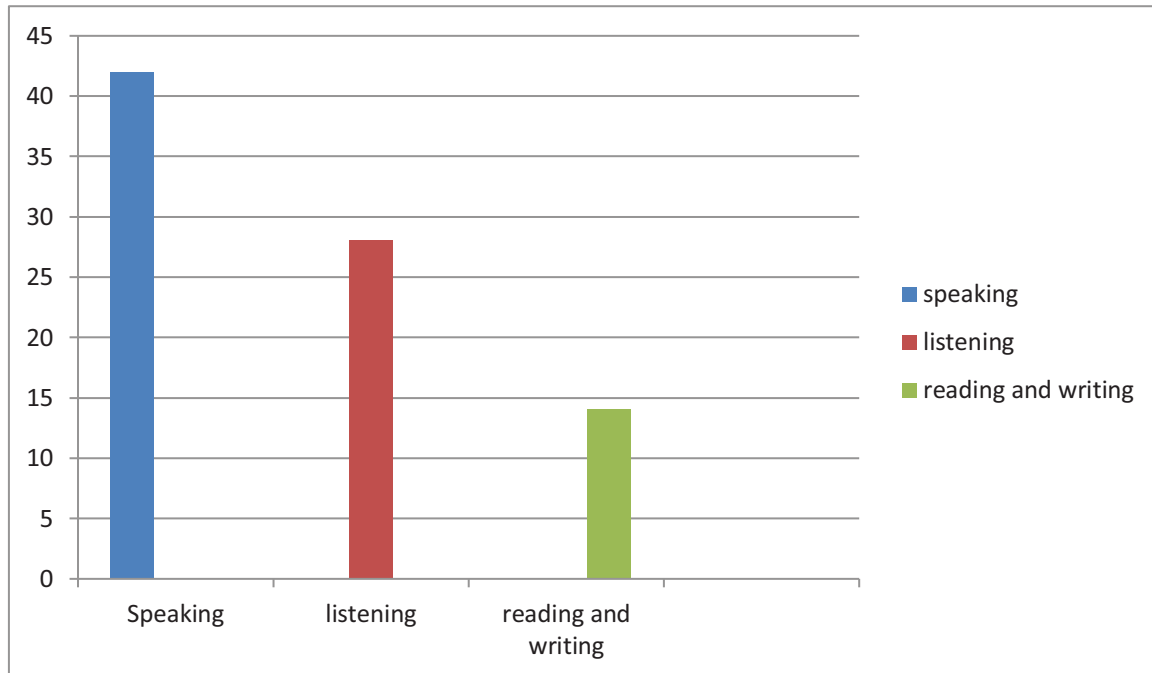


Figure.4.8 :the Development of the Skills While Using the SLT .

Figure ten revealed that **42.85%** of students claimed that the speaking skill was developed after using SLT . About **28.57%** affirmed that after taking the SLT were developed their listening,and the same percent about **14.28%** of students said reading and writing the most developed skill.

Q11 :Do you prefer to attend SLT class as a part of group or individual ?

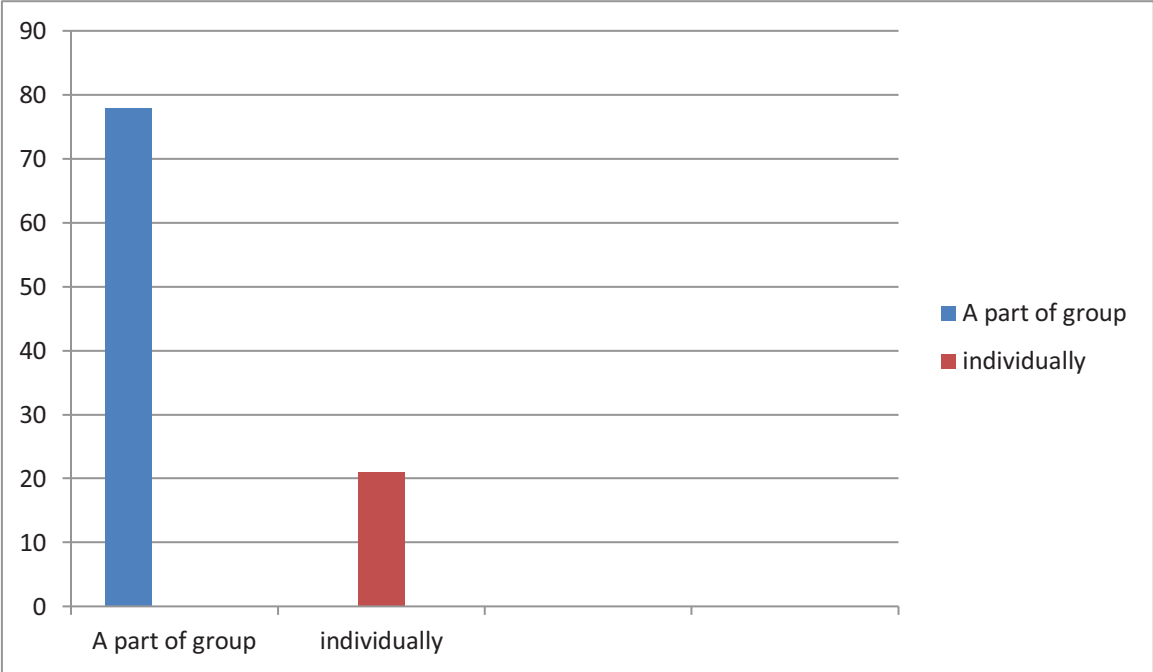


Figure.4.9 :the Best Way of Attending SLT Class.

A large portion of students mainly about 78.57% ,prefered to attend SLT class as a part of group ,because they feel motivated ,making fun, share and exchange ideas.While the rest of them over 21.42% preferred to learn individually when attend the SLT class ,they justified because of shyness, individually feel more confident and relaxed ,but with group feel worried.

Q12 :Outside SLT classroom provides natural environment to speak with other students ?

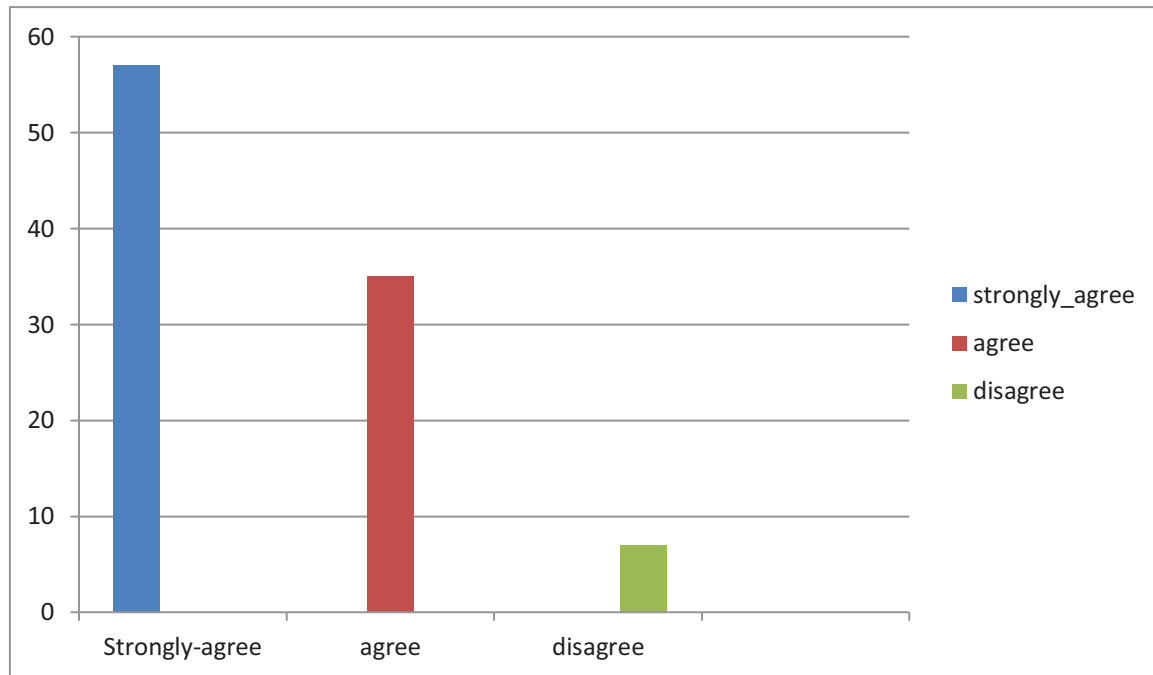


Figure.4.10 :Is SLT Provides NAatural Environment to Speak with the Others.

The figure above shows that about **57.14%** of students strongly agree with the ides of SLT provides natural environment to speak with other students . While **35.71%** of student agreed with that idea ,but the rest of them over**7.14%** were disagree about the SLT provides natural environment to speak with other students .

Q13 :What are the common do you use during oral session ?

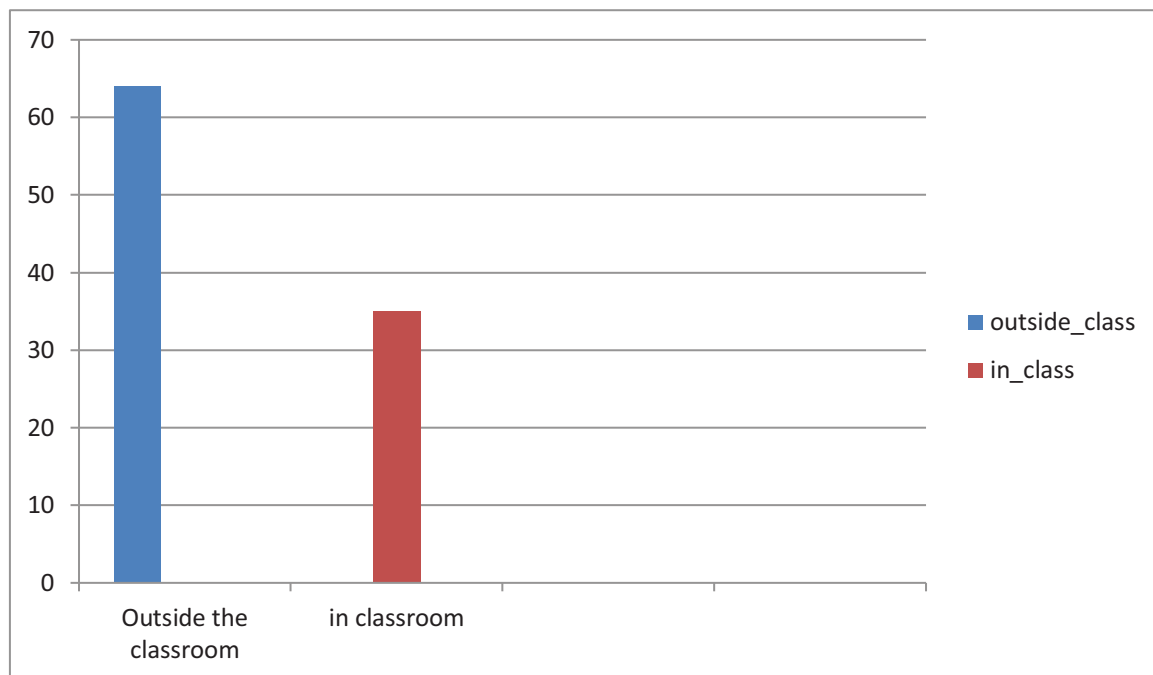


Figure.4.12 :the Common Use During the Oral Sessions .

As it is clearly shown ,**64 .28%** of students said that the common use during the oral session was outside the classroom.The rest of the students over **35 .71%** said the common use during the oral session was in classroom ;and those who said outside classroom when we ask them to give an example about preferable places ,the most of them said the garden ,inaddition to the station ,and the bus.

Q14 :Language points are introduced and presented in authentic situation ?

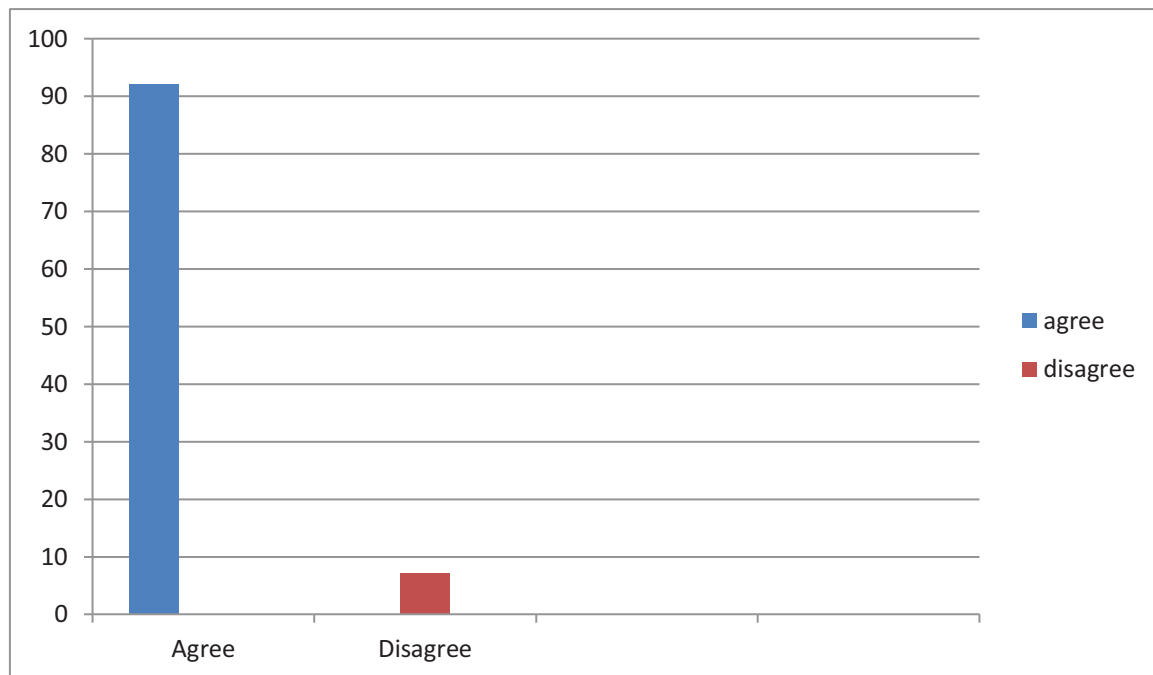


Figure.4.13 :the Way of Introducing the Language Points .

Seeing the answers of the students ,the majority about**92.85%** agree on the idea that the language points are introduced and presented in authentic situation ;while ,the rest of them over **7.14%** disagree on that idea.

Q15 : Are you restricted by certain time when go outside classroom ?

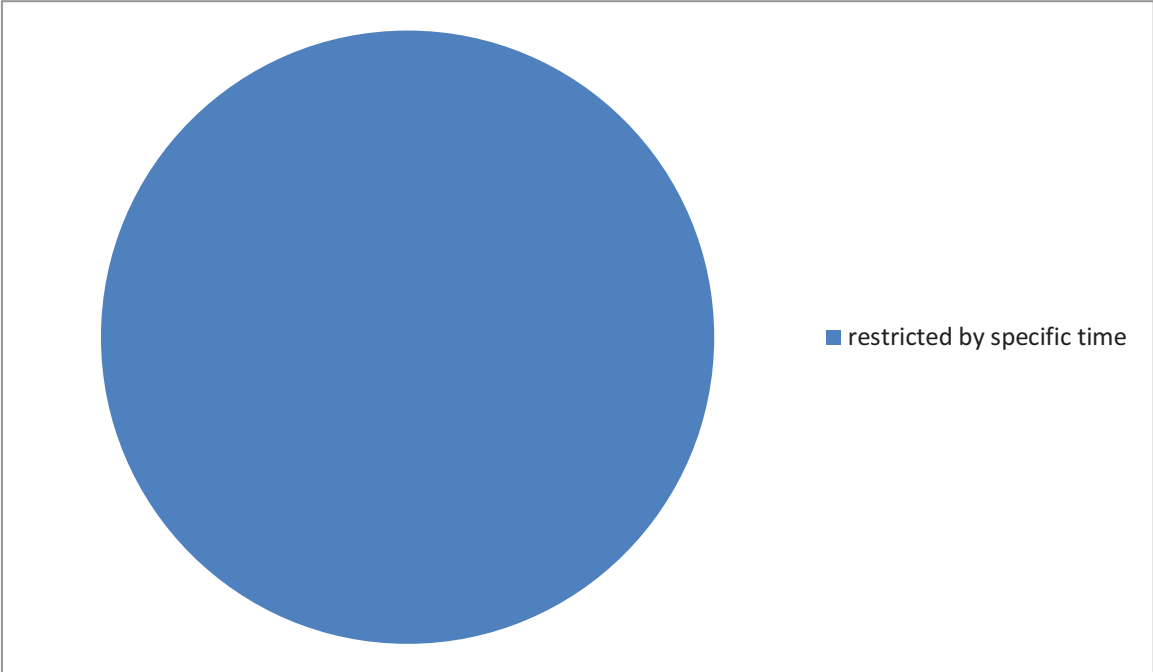


Figure .4.13 :the Use of Time Outside the Class.

The figure above shows that all of the student **100%** said that they were restricted by specific time when go outside ,and no one said no.

Exploring the Role of SLT on Enhancing student 's Speaking Skill

Q16 : What kinds of activities are supposed to do within the SLT as a home work ?

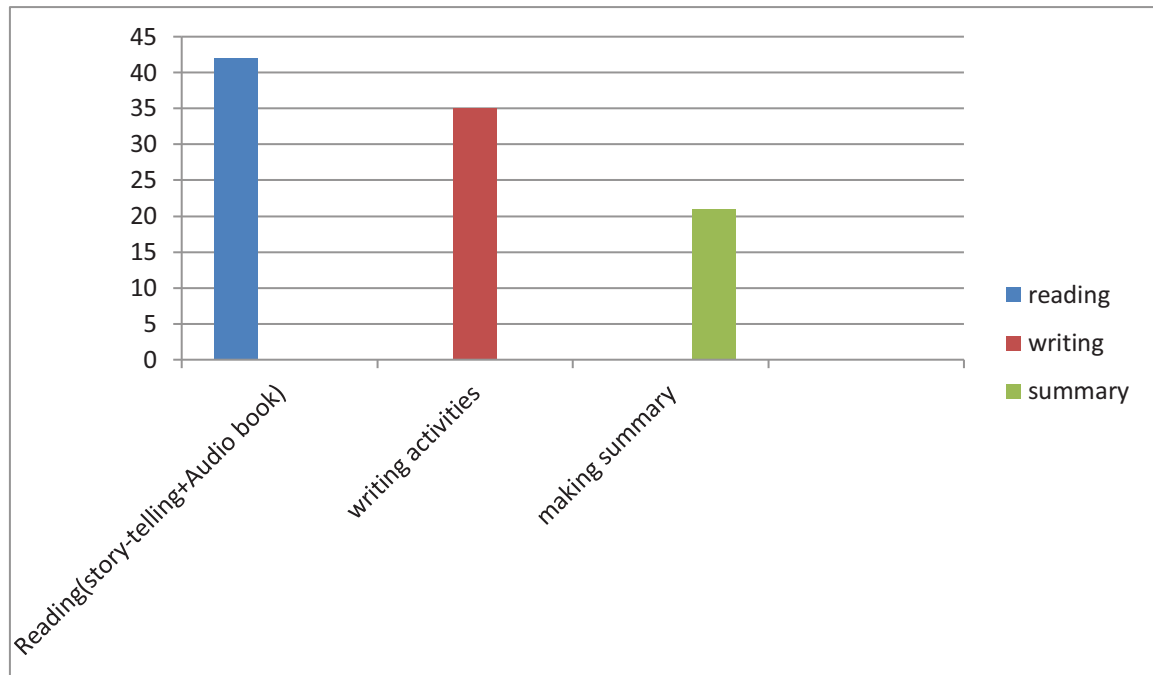


Figure.4 .14 : The Home Work Activities Of SLT .

Almost all students **42.85%** said that the main activity were used ,is reading story telling subtitled with audio book,while the other students about **35.71%** claimed that the common use as a homework was the writing activities .Moreover,the rest of students over **21.42%** said that after go outside the classroom when come back to home we summerize what happened during SLT session.

Chapter Five

Discussion

Exploring the Role of SLT on Enhancing student 's Speaking Skill

Introduction

This final chapter “discussion” provided throughout the analyzed data, that is to say the gained results drawn from the questionnaire to prove or reject the hypotheses . This section mainly contains the limitation of the study and some proposed suggestions for further research .

Implications of the research findings

This research work completed to examine the effectiveness of the Situational Language Teaching on speaking skill . The data analysis has demonstrated that SLT approach helps students of Wan Li Qiaoprivate school to develop their speaking skill and enhance their level in terms of oral skill . Students are adequately recognize the role of SLT approach on their speaking .

Consequently , EFL learners started to be aware enough that speaking skill is very important skill . Rather , accuracy and fluency take strong value in oral class .The data analysis has revealed also that students substantially give large significance to make an effective communication in which the principle goal of speaking is communication .

Throughout the answers , despite that SLT approach is quite new and it has not applied before in Algerian public schools , students find it convenient approach to learn speaking skill . In addition to that , students confirm that SLT sessions remarkably improve speaking skill.

Additionally , along with this enquiry , SLT is clearly offers both outside and inside classroom to make an authentic situations and that helps students a lot , in which it strongly gives effective psychological benefits. So the students feel confident , relaxed and motivated to speak . Actually the enquiry detects that SLT classes provides authentic situations with relaxed atmosphere and natural environment.

Exploring the Role of SLT on Enhancing student 's Speaking Skill

Moreover , students of SLT assert that Oral approach is more helpful session better than other sessions . In addition to that , students shed lighted on the significance of skillful teacher ,however, SLT's teachers have big responsibility more than other teacher and the SLT characterised by higher level of mangment especially in out-door classes .

Consequently , the answers has released that , students have great development in all language skills and the most developed one is speaking .Logically , speaking skill is a productive skill , so students of SLT prefer to take part in groups of speaking rather than individual . Consequently , the SLT encourages cooperative learning .

Additionally , students of SLT commonly use outside classroom but inside classroom are still used and important . Yet , some places are convinient to join SLT class . Further students have agreed that language points are adequately introduced and presented inauthentic situation . Similarly ,the significance of the home works plays a great role as the role of classroom instruction in SLT students have story telling and suitable texts that they have to read in order to build background another out put exercises they have to do as writing homeworks .

Discussion of hypotheses

In this section , it is clear that EFL student 's in Wan Li Qiaoprevat school have improved their speaking via SLT sessions . the enhancement mainly includes the vocabulary and grammar along with fluency and accuracy .

The findings , thus , confirm the first hypothesis that SLT plays a great role to enhance EFL learners in the level of vocabulary and grammar . Therefore the research findings confirm the first hypothesis .Moreover , the investigation confirms the second hypothesis that

Exploring the Role of SLT on Enhancing student 's Speaking Skill

SLT better enhance both accuracy and fluency , in which it encourages speaking classes and participation along with cooperative learning .

The limitation of the study

Despite the fact that the research have a great significance towards Educational process of EFL . This scientific research work , like any study , has certain limitation because of Corona virus (Covid 19) , we were obliged to stay at home for long time , which caused by lock down difficulties and we were under kind of pressure and the atmosphere was not that suitable to conduct research .

Further ,the lock down period makes us difficult to adopt suitable scientific method other than descriptive . Another limitation of this study is the net work connection is very weak in the place were we leave , while the net work is the only saurce of information since we have not reckoned on printed sources .

In other side , the limitation that affects our study is the data collection instrument ; the interview and the observation tools are rejected because we can not meet the the students and the teacher in the lock down period . In addition to that , the questionnaire sample was short group of participant . The further limitation is the SLT is not encouraged by academic Education schools so we have chosen private school to be our case of study .

Suggestions

The current research has achieved to investigate the SLT approach and it 's role towards speaking skill . throughout this enquiry we have fundamentally shed lighted on another approach to develop speaking skill. This study may open new questions for other researchers to develop the principles of SLT to better develop Educational process .

Exploring the Role of SLT on Enhancing student 's Speaking Skill

Teachers should be skillful enough in managing and controlling SLT class in order to be developed in educative process . Another point should be taken in consideration the teacher should let students speak , that is to say , to reduce the teacher speaking which lets more opportunities for students to speak .

In addition , teachers should provide constructive feedback and have high convenient level to present the lessons in authentically in various situations . The SLT is not unfortunately adopted in academic schools and universities , it would be suitable if it is covered by public schools to give a strong support for students to speak and learn in released atmosphere at least for one or two hours per week . Higher Education Ministry have to give value to the SLT and give strong significance to speaking skill for EFL students . In other side , students should create groups by themselves and try to adopt SLT principles to develop their speaking skill in the available time .

Conclusion

This last chapter discussion of the research findings that confirm SLT role in enhancing speaking skill , the first hypotheses confirm that SLT develops both grammar and vocabulary . the second hypotheses to better help students to enhance accuracy and fluency . Finally , suggestions that are provided by our corner to create new methods .

References

Exploring the Role of SLT on Enhancing student 's Speaking Skill

References

- Alvarez,A.(2010). *English Grammar and Learning Tasks for Tourism Studies*.
Analyses of Conversational English .Cambridge:Cambridge University Press.
- Brown,H.D.(2001).*Teaching by Principle:An interactive approach to Language
pedagogy*.USA:Leason Education,Inc.
- Brown,H.D.(2004).*Principles of Language Learning and Teaching* .New Jersey:Pearson Hall
Regents.
- Bueno,A.Madrid,D,&Mclaren,N.(2006)*TEFL in Secondary Education*.Granda:Editorial
University de Granda.
- Byrne,D.(1976).*Teaching Oral English*.London:Longman.
- Cao,Q.(2017).*English Teaching Theory and Teaching Method* .Xian:Xian Jiantong University
Press.
- Celce-Murcia.M.(1995).*Teaching English as A Second or Foreign Language*(3rd
ed).USA:Heinle &Heinle.
- Chaney,A.L.T.(1998).*Teaching Oral Communication in Grades k-8*.Boston :Allyn
Bacon;Print.
- Chomsky,N.(1959).*Verbel Behavior Language*,35(1),26-28.doi:10,2307/411334.

Exploring the Role of SLT on Enhancing student 's Speaking Skill

References

Chu,T.(2010).*The Implementation Status and improvement Strategies of high school English*

Situational Teaching .Master's Thesis,Chang Chun:Northeast Normal

University

Comenius ,J.A.(2006).*Great Didactics*.trans.Ren Zhongyin.Beijing:People's Education Press.

Dalton,C.&Seidlhofer,B(1994).*Pronunciation*.Oxford University Press:Oxford

.

Davies,P.J.Roberts,and R.Rossner.(1975).*Situational Lesson Plans*.Mexico City:Macmillan.

Erton,I.(2006).*Semiotic Nature of Language Teaching Methods in Foreign Language*

Learning and teaching.Journal of language and Linguistic studies,2(1)12p.

Faucett,L.,M,West,H.E.Palmer.&E,L Thronidike.(1936).*The Interim Report on Vocabulary*

Section for the Teaching of English as Foreign Language ,London:P.S.King.

Frisby,A.W.(1957).*Teaching English Notes and Comments on Teaching English Overseas*

.London:Longman.

Exploring the Role of SLT on Enhancing student 's Speaking Skill

References

Frontiers in Educational Research .issn2522-6398 Vol.2issue2:01-17.DOI:10-25236/FER-

033001

Goh ,C.C.M.(2007).*Teaching Speaking in the Language Classroom*

.Singapore: SEAME.Regional Language Centre.

Haliday,M.A.K.,McIntosh,A.,&Stevens ,P.(1964).*The Linguistic Sciences and Language*

Teaching .Chapter4.London:Longman.

Harden,R.M,Crosby,J(2000).*The good teacher is more than a lecture –the twelve roles of the*

teacher :AMEE Guide No.20,Med.Teach.22(4),334-347.

Harris,D.(1974).*Testing English as a second language* .New York:Mc Graw.Hill Book

Company

Harmer ,J (2001) , *the practice of English Language Teaching*.Harlow :pearson

Education.LTD

Harmer ,J(2007).*Practice of English Language Teaching* (4th ed).London.Pearson.Longman.

Hornby,A,S.(1991).*A Guide to patterns and usage in English*.London:Oxford University

Press.

Huddleston,R.(1984).*Introduction to Grammar of English* .Cambridge:Cambridge University

Press.

Exploring the Role of SLT on Enhancing student 's Speaking Skill

References

- Hughes,R.(2002).*Teaching and researching speaking* .Edinburgh:Learson Education.
- Hussain ,SH.(2015).*Oral approach and situational language teaching* :Ashort Review vol 4-
issue6 issn-2250-1991;
- Johnson,K(2002).*An Introduction to Foreign Language Learning and Teaching* .Beijing:
Foreign Language Teaching and Research Press
- Karina , H (2011).*Situational Language Teaching* .
- Kay , H (2006) . *Teaching Speaking :Activities to Promote Speaking in a Second L language* .
The Internet TESL Journal. Vol ,XII, No . 11.November .2006
- Lawrence,Z.(2009).*What is Illustration*.Rotovision SA :Rotvision.
- Leu,E (2005).*The Role of Teachers Schools and Communities in Quality of Education* :An
Review of Literature .Washington;DC:Global Education Centre.
- Levelt ,W.J.M(1989).*Speaking :Form Intention to Articulation*.Cambridge :MII Press.
- Li ,A.(2011).*The Theoretical Basis of Situational Teaching Method ?* FOREIGN Language
- Li ,J(2011). *The Application of Situational Teaching Method in English Teaching* .New
Course.
- Mckay,S.L,& Bokhorst-Heng,W.P.(2017).*International English in its Sociolinguistics*
Context:Towards A Socially Sensitive Pedagogy .Routledge.
- Mc Laughlin,B.&Heredia,R.(1996).*Information Processing Approaches to Research on*

Exploring the Role of SLT on Enhancing student 's Speaking Skill

References

- Second Language Acquisition and use* .INWC.Ritchie & T.K .
- Bhatia(Eds.)*Handbook of Second Language Acquisition* (pp.213/228).San Diego:Academic Press.
- Naun,D(1989).*Designing Tasks for the Communicative Classroom*.Cambridge University Press
- Noll,M(2006).*The Evaluation of Media* .Lanham:Rowman &Littlefield Publishers.
- Palmer ,H (1921).*The principles of Language Study* :The Oral Methods of Teaching Language .
- Palmer ,H. E (1923) .*The Oral Approach of Teaching languages* .Cambridge: Haffer
- Palmer ,H.E&.F.G.Blandford .(1939). *A Grammar of Spoken English on A Stricthy Phonetic Basis* . Combridge Heffer .
- Palmer ,H. (1940). *The Teaching of Oral English* : London : Longman
- Pennington,M.C.(2014). *Phonology in English Language Teaching* : An International Approach .Routldge New york
- Pittman ,G.(1963). *Teaching English Brisbance* :Jacaranda
- Pollard,A.(2008).*Reflexive*.
- Robinson,P&Chamsky.N.(2011).*Second Language Task Complexity:Researching the cognition Hypothesis of Language Learning and Performance* .amsterdam;John

Exploring the Role of SLT on Enhancing student 's Speaking Skill

References

Benjamin Publishing.

Richard, J, C (2006). *Communicative Language Teaching today*, now newYork : Cambridge university press.

Richard .,J. C, Rodgers. T.S.(2014). *Approaches and Methods in Language Teaching*. Cambridge University Press.

Salazar, C.(2006). *Anthropology and Sexual Morality: A theoritical Investigation*. NewYork : Berghram books.

Saunders, W.M.& O' Biren .(2006). *Oral language*. In F. Genesee, K. Lindholm-leary, W.M, Saunders, & D- Christian (EDS). *Educating English Language learners: A Synthesis of research evidence* (pp14-15) Cambridge University Press.

Shafaei, a & Negati, M.(eds). (2009). *Annals of Language and Learning : Proceedings of the International Online Language Conference .(IOLL2009)*. Florida: Universal Publishers.

Shao.X(2017). *Reasons, Ways and Paths of the Reform of English Classroom Teaching Methods in Primary and Secondary Schools in Digital Situation*. *Theory and practice of foreign language teaching* (1): 78 – 84.

Shumin, k.(2002). *Factors to consider: developing adult EFL students speaking abilities*. In J-Richards.& W. Renadya (EDS.), *Methodology in Teaching: Anthropology of Current Practice* (pp104-2011) . United States of America, New York: Cambridge University.

Szeto (2015). *Community of Inquiry as An Instructional Approach: What Effects of Teaching, Social and Cognitive Synchronous Learning and Teaching?* *Computers & Edication*.81,191-201.

Thornbury, S.(2005). *How to Teach Speaking?* Person: Longman, print.

Tumova, M.(2002). *Speaking Activities Aimed at Developing fluency in EFL classes*. *MA Thesies, Faculty of Humanities Sciences, University of Pardubice, Czech Republic* .Press.

Unrban, R.(2007). *Speak with confidence now!* Indiana: Dog Ear Publishing.

Vanderkevent.(1990). *Teaching Speaking and Component of Speaking*. New York: Cambridge University Press.

Vilar, E.(2003). *Roles of Teachers a Case Study on: Diary of Language Teacher*.

Exploring the Role of SLT on Enhancing student 's Speaking Skill

References

- Wang, Q .(2000). *The Significance and Methods of The Research in Classroom Teaching*. Journal of Beijing Normalunivers (Social Sciences). 34-43.
- West, M.(ed). 1935 a. *A General Service List of English Words*. London: Longman.
- Yu, Y(2019). *The application of situational language teaching and methods in English teaching*. Journal.
- Yuan, L& Shi, L. (2014). *English Teaching Method for Primary and Secondary Schools-Xian*: Shanxi Normal University Publishing Co., LEtd

Appendices

Appendices

Student's Questionnaire

Dear students,

You are kindly requested to fill in this questionnaire to express your attitudes concerning ‘exploring the role of situational language teaching on enhancing student’s speaking skill’. Your most appreciated contribution is expected to be honest and straight forward. As such, we hope that you read all questions before answering. Thank you in advance for your collaboration and time devoted to answer the questionnaire, by ticking the appropriate answer according to you.

1. Specify your gender

a. Male

b. Female

2. Is your level in English ?

a. Beginner

b. Intermediate

c. Advanced

3. In your point of view why speaking is very significant skill ?

a. To improve fluency and accuracy

b. To make an effective communication

c. Other reasons

4. How can you describe the method of SLT ?

a. Good

Appendices

b. Bad

5. After taking SLT sessions ,do you feel any development in th speaking skill ?

a. Yes

b. No

6. Have you tried to learn the same way before in the public school ? or Is it new way for learning ?

a. Yes

b. No

If NO , please say why ?

.....
.....

7. How do you feel while studying outside the classroom in your oral session ?

a. Confident

b. Relaxed

c. Worried

d. motivated

You can tick more than one answer

8. Accrding to you ,to what extent do the SLT helps you to be good English speaker ?

a. More helpful than the other sessions

b. Equal to the other sessions

c. Less helpful than the other sessions

9. Do you think that the SLT teaher should skillfully be a good manger ,and responsible more than the other teachers ?

a. Yes

b. No

Appendices

Please justify why ?

.....

.....

10. Whie using the SLT ?Which skill developed the most ?

- a. Listening
- b. Speaking
- c. Reading
- d. writing

11. Do you prefer to attend SLT class as a part of group or individual ? Justify your answer

please ?.....

.....

12. Outside SLT classroom provides natural environment to speak with other students

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

13. What are the common do you use during oral session ?

- a. In classroom
- b. Outside the classroom

Please give an example from your preferable places you like to study outside the

classroom.....

.....

Appendices

14 . language points are introduced and presented in authentic situation ?

a. Agree

b. Disagree

15.Are you restricted by curtain time when go outside classroom ?

a. Yes

b. No

16.what kinds of activities are supposed to do within the SLT as a homework ?

.....

.....