



PEOPLE'S DEMOCRATIC REPUBLIC OF ALGERIA  
MINISTRY OF HIGHT EDUCATION AND SCIENTIFIC  
RESEARCH



UNIVESSITY OF CHADLI BENDJEDID EL-TARF

Faculty of Letters and Languages

Department of English

**Enhancing Student`s Oral Skills Through Communicative Language  
Teaching**

**Case Study: Second year EFL students At Chadli Ben Djedid**

Dissertation Submitted to the Department of English in partial Fulfillment of the Master  
Degree in English Didactics

**Submitted by:**

Khemeli Sihem

Affoune Souheila

Laguel Riheb

**supervisor:**

Mrs.Zarzouni

**Board of Examiners:**

**Chair Man  
Examiner Mrs**

**Djedid Fouad  
Nouri Imen**

**2016/2017**

## *Dedication*

After my thanks to Allah, I want to dedicate this work to

My parents and all my sisters Radia Ahlam Basma Laila Souraya and my lovely brother

Abdelaziz

And for all my friends specially Souheila Rihab Abir Chahra Chahira Samra Imen Amira

Hanan Habiba Ahlam

A very special thanks goes to my grandparents.

Also khemili & Mansouri family.

## **Dedication**

I dedicate this work to the bright memory of my grandmother who always believed in my ability to be successful in the academic arena. You are gone but your belief in me has made this journey possible.

## **Dedication**

I dedicate this work to the memory of my grandfather Mohamed and my portents Mabrouk and

dalila

Also a special dedication to my lovely brothers and sisters Ahmad Baha Eddine, Seif Eddine

, Hibat Allah , Boutheina

And for all my friends who where there for me Souheila Sihem Lilia Asia

Thank

## **Acknowledgement**

Firstly, we would like to acknowledge our broad of the examiners: Chairman Mr Djedid Fouad and examiner Mrs Nouri Imen for accepting to evaluate our dissertation.

Secondly, we would like to express our sincere gratitude to our supervisor Mrs. zarzouni for her Continuous support of our study and research, for her patience, motivation, enthusiasm, and immense knowledge. Her guidance helped us in all the time of research and writing of this thesis. We could not have imagined having a better advisor and mentor for our research study

Thirdly, we like to thank the participants in our survey, who have willingly shared their precious time during the process of interviewing. Also, we are thankful to Mr Ferach Waheb for his help and advices during the process of doing this dissertation. We would like to express our special thanks to our colleagues in university with whom we spent a fruitful time which we will never forget in our life

Last but not the least we would like to thank our families our parents for supporting us spiritually throughout writing this thesis and our life in general

## **Abstract**

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

## **List of abbreviations**

CLT: Communicative language teaching

CA: Communicative approach

TL: Target language

EFL: English as foreign language

TEFL: Teaching English as a foreign language

LMD: License Master Doctorate

%: Percentage

## List of Tables

<b>List of Tables</b>	<b>pages</b>
<b>Table 1:</b> a Scale to Test the Speech Orally.....	40
<b>Table 2:</b> Students' Choices in Studying English Studying English	52
<b>Table 3:</b> How Long Have You Been Studying English?	53
<b>Table 4:</b> How Do You Evaluate Your Level in English	53
<b>Table 5:</b> How Often Do You Participate In the Oral Expression?	54
<b>Table 6:</b> Students' Justification of Their Participation in Oral Expression	56
<b>Table 7:</b> Do You Feel Comfortable In the Oral Class	56
<b>Table 8:</b> Students' Justification of Feeling Uncomfortable	57
<b>Table 9:</b> How Often Do You Speak English outside the Classroom?	58
<b>Table 10:</b> Students' Preferences	59
<b>Table 11:</b> Students' Justification to Their Preference	61
<b>Table 12:</b> How Do You Prefer To Be In the Classroom?	62
<b>Table 13:</b> Outside the Classroom, Do You Prefer To Be	63
<b>Table 14:</b> How Do You Describe the Atmosphere of Your Class?	64
<b>Table 15:</b> What Is the Type of the Relationship between You and Your Teacher	66
<b>Table 16:</b> Which Activity Does Your Teacher Use Most?	67
<b>Table 17:</b> Does Your Teacher Encourage You to Speak?.	68
<b>Table 18:</b> How Often Does He Invite You to Speak?	68
<b>Table 19:</b> How Often Does the Teacher Correct Your Mistakes?	69
<b>Table 20:</b> How Often Does He Interrupt You to Correct Your Mistakes?.	70
<b>Table 21:</b> Does This Hinder You to Interact?	71
<b>Table 22:</b> How Would You Describe Your Teacher?	72
<b>Table 23:</b> Your Teacher Is	73

<b>Table 24:</b> How Long Have You Been Teaching English at University	74
<b>Table 25:</b> As a Teacher of Oral Expression, Which Level Have You Taught Throughout Your Career	75
<b>Table 26:</b> Do You Prefer To Teach Oral Expression?	76
<b>Table 27:</b> Teachers' Justification behind Their Choices	77
<b>Table 28:</b> How Often Do Your Students Participate In the Oral Expression?	77
<b>Table 29:</b> Teachers' Justification of Students' Frequency of Participation	78
<b>Table 30:</b> Do Your Students Feel Comfortable In the Oral Expression Class?	78
<b>Table 31:</b> Do You Think That They Participate Because	79
<b>Table 32:</b> Do You Think That the Students Do Not Participate Because	81
<b>Table 33:</b> What Is the Role of the Teacher?	81
<b>Table 34:</b> In the Classroom; You Are the One Who Talks	82
<b>Table 35:</b> Do You Motivate Your Students to Speak?	83
<b>Table 36:</b> Do You Reward Them When They Answer Correctly?	83
<b>Table 37:</b> Which Skill Do Rely On To Teach Oral Expression?	84
<b>Table 38:</b> Teachers' Justification behind Their Choices	85
<b>Table 39:</b> Do You Agree That In Order To Learn the Language, Students Have To Speak It?	85
<b>Table 40:</b> According To You, a Language Is.....	86
<b>Table 41:</b> What Types of Activities Do You Use Most	86
<b>Table 42:</b> Do You Explain To Your Students That They Are Learning the Communicative Use Language?	86
<b>Table 43:</b> How Often Do You Correct Students' Mistakes?	87

<b>Table 44:</b> How Often Do You Interrupt Your Students to Correct Their Mistake?...	88
<b>Table 45:</b> Do You Take Their Feeling into Consideration When Inviting Them to Speak?.	89
<b>Table 46:</b> Do You Make Your Learners Work In.....	90
<b>Table 47:</b> Do You Give Your Students Opportunities to Talk About Their Communicative Needs?.....	91

## List of Figures

<b>Figure 1:</b> Students' Choices for Studying English.....	52
<b>Figure 2:</b> Years of Studying English .....	53
<b>Figure 3:</b> Students' Evaluation of Their Level in English.....	54
<b>Figure 4:</b> Students' Participation in the Oral Expression	55
<b>Figure 5:</b> Students' Feelings in the Oral Class.....	57
<b>Figure 6:</b> Students' Justification of Feeling Uncomfortable.....	58
<b>Figure 7:</b> Learners Speaking English outside the Classroom.....	59
<b>Figure 8:</b> Students' Preferences.....	60
<b>Figure 9:</b> Students' Justification to their Preferences	62
<b>Figure 10:</b> Students' Preferences Being in the Classroom.....	63
<b>Figure 11:</b> Learners' Preferences outside the Classroom.....	64
<b>Figure 12:</b> The Classroom Atmosphere.....	65
<b>Figure 13:</b> Students' Relationship with Their Teacher.....	66
<b>Figure 14:</b> The Most Activities Used by the Teacher.....	67
<b>Figure 15:</b> Whether the teachers encourage their students.....	68
<b>Figure 16:</b> Frequency of the Students Invited to Speak	69
<b>Figure 17:</b> Teachers' Frequency of Correcting Students' Mistakes.....	70
<b>Figure 18:</b> The Frequency of Teachers' Interruption for Correction.....	71
<b>Figure 19:</b> Whether the Interruption Hinder Students to Interact.....	72
<b>Figure 20:</b> Students Describing Their Teacher.....	73
<b>Figure 21:</b> Teachers' Amount of Talkativeness .....	74
<b>Figure 22:</b> Teachers' Educational Experience	75
<b>Figure 23:</b> The Most Levels Teachers have taught.....	76

<b>Figure 24:</b> Teachers' Preferences of Teaching Oral Expression	77
<b>Figure 25:</b> The Reason behind the Students' Feeling	79
<b>Figure 26:</b> Reasons behind Students' Feeling .....	80
<b>Figure 27:</b> The Teachers' Role .....	81
<b>Figure 28:</b> Teacher' Talk .....	82
<b>Figure 29:</b> The Teachers' Frequency of Rewarding Their Students When They Answer	83
<b>Figure 30: 38:</b> Communicative Use of Language Explanation	87
<b>Figure 31:</b> The Frequency of Teachers' Correction of the Students' Mistakes ...	88
<b>Figure 32:</b> The Frequency of Teachers' Interruption to Correct Students' Mistakes	89
<b>Figure 33:</b> The Frequency of Teachers' Taking Care of Students' Feeling .....	90
<b>Figure 34:</b> Making the Students Work In	91

## **General introduction**

Speaking skill is a crucial part of foreign language teaching and learning. This actually shows the great importance of this skill on foreign language classes. Through speaking we can share our ideas and thoughts with other people; in that way a smooth interaction between people can take place. Teachers of English may experience the same situation in which students are unwilling to speak. Of course many factors causing this problem, such as; lack of confidence; lack of vocabulary and others say that the topic of conversation is not interesting.

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

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

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

### **1) Statement of the problem**

The main purpose of learning language is to communicate with native speakers, but the common teaching methods that are adopted by many teachers are traditional ones which focus on teaching a set of grammatical rules. This kind of teaching method emphasizes the reading and writing rather than speaking. Teachers try to impart the knowledge of language to learners and learners at the same time earnestly learn in everything that is different from their

mother tongue. Applied linguists have introduced the communicative approach in the 1970 and its main principle to enable EFL students to communicate in the target language fluently and freely. In the present study at the department of English at university of EL TARGHAI; we are going to investigate the effect of CLT on students' speaking skill and how it works to improve the learner's oral performance.

## **2) Significance of the study**

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

## **3) The aim of the study**

Through this research, we aim at:

- investigating whether teaching the speaking skill by using communicative language teaching approach is effective to overcome the students' problems in speaking skill.

-To describe what teachers should do in applying the CLT in the classroom in teaching activity and to analyse the benefits of using CLT in teaching learning process for the teacher and students.

## **4) Research question**

The main questions of this study are:

- 1) What are the students' problems in the speaking skill?.
- 2) Is teaching the speaking skill by using communicative language teaching effective to overcome students' speaking difficulties?
- 3) In what ways does a communicative language teaching lead student to perform better orally?.

## **5) Hypothesis**

In this research our assumption is:

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

## **6) Key terms**

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

## **7) Methodology**

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

### **7.1. The population**

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

#### **7.1.1. The students**

Second year students of English at the University of EL TARF are the whole population; we will deal with thirty (30) students out of the total population about 542 students divided into three (3) groups.

#### **7.1.2. The teachers**

Teachers at the University of EL TARF are the total population; we will deal with the sample of four (4) teachers. They will be selected randomly from the whole population of about twenty (20) teachers.

## **7.2. Data gathering tools**

In order to ensure our findings and reach our objective from this study we will use one main tool: Questionnaires The questionnaires will be administered to the 2nd year students at the department of English in order to investigate their influence about CLT method and if this method help them to communicate and improve their speaking skill.

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

## **7.1. Structure of the study**

This current dissertation consists of three chapters; the first two chapters dealt with the literature review and the third chapter is devoted to the field work. It starts with the general introduction which deals with the statement of the problem and research questions. It includes also the significance of the study, hypothesis and the methodology of the research. **The first chapter** deals with the communicative approach. We have tackled the main methods prior to the communicative language teaching and the history of CLT approach besides to its main principles and the main communicative activities.

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

# **Chapter one**

## **Communicative Language Teaching**

## **Introduction**

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

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

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

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

## **2. Methods of English Language Teaching Prior to the Communicative Approach**

### **2.1. The Grammar Translation Method**

The grammar translation method of foreign language teaching is one of the most traditional methods dating back to the late nineteenth and early twentieth centuries. It appeared as opposed to the classical method of Latin and Greek. (Brown, 2000, p. 18). The main focus of this method is “grammatical rules as the basis for translating from the second to the native language”. (Ibid, p. 18) .According to (Prator and Celce Murcia, 1979 cited in Brown, 2000, p. 3) the main principles of this method are:

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

## **2.2.The Direct Method**

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

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

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

### **2.3. The Audio-Lingual Method**

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

1. Dependence on mimicry and memorization of set of phrases.
2. Teaching structural patterns by means of repetitive drills.
3. No grammatical explanation.
4. Use of types and visual aids.
5. Immediate reinforcements of correct responses (Richard and Rodgers, 2001, pp,156-157).

### **2.4. Total Physical Response**

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

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

## **2.5. Suggestopedia**

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

“the human brain could process great quantities of material if given the right condition for learning, among which are a state of relaxation and giving over the control to the teacher”.(Brown, 2000, p. 27).Foreign learners; as Lozanov suggests, could learn better if they are given the right atmosphere. Such as, the decoration, furniture and arrangement of the classroom. The use of music and yoga exercises, the meditative relaxation. All these features influence students to achieve better. (Richard and Rodgers, 1982, p. 142).

## **2.6. The Silent Way**

The silent way method was established by Caled Gattegno. This method is quite similar to suggestopedia it emphasizes the cognitive aspect then the affective one. (Brown, 2000, p. 28). Richard and Rodgers (1986, p. 99) summarized the theory of learning behind the silent way as follows:

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

## **2.7. The Natural Approach**

It is a theory of second language acquisition proposed by Krashan and Terrell 1983, the main concern of this approach is on the comprehensible input which means that the

teacher should provide comprehensible input to the learners so the acquisition can take place.

In the natural approach students should follow three main stages:

- a) The preproduction stage: in this stage foreign learners develop their speaking skill
- b) Early production stage: in this stage the students struggle with language and teachers should focus on the meaning not the form; the teacher should not correct errors in this stage.
- c) The speech emergent stage: in this stage student develop their speaking skill and their speech by involving them in role plays, dialogue...(Brown, 2000, p. 31)

Although they were introduced in order to help learners to communicate effectively using the target language, most of the previous methods fail to fulfill this goal. Some educators and linguists began to feel that students were at “a loss to communicate in the culture of the language studied”. (Galloway, 1993, p. 1). “ Despite years of language instruction.”(Taylor, 1983, p. 69). Because of the ineffectiveness of these methods, the communicative approach came into existence to be the most successful innovative approaches in the history of ELT and its main goal is to develop learners’ communicative competence.

### **3. The History of Communicative Language Teaching**

If we return back to the history of communicative language teaching we find that it started developing in Great Britain in 1960s as an alternative method to the earlier structural methods when applied linguistics began to question the assumption underlying the situational language teaching.(Richard and Rodgers, 2001, p. 153) and it was partly in response to Chomsky’s (1965) criticism of structural theories and British functional linguists such as Firth and Holliday, as well as American sociolinguists such as Hymes, Labov (Brumfit, 1984, pp, 24-25).

Actually; communicative language teaching mainly has been influenced by the American sociolinguists Hymes. He introduced the term communicative competence which

was based on the two Chomsky's notions competence and performance. According to Brown (2007, p. 35) competence is "a non-observable ability to do something, to perform something". Moreover; Widdowson (1978, p. 26) defines competence as knowledge of how to recognize and to use sentences for the performance of communicative acts.

#### **4.What Is Communicative Competence**

As it is mentioned before, Dell Hymes introduced "communicative competence" on the basis of Chomsky's notions competence and performance, He believed that second language acquisition, to acquire a language, learners should go beyond the language rules, but also how to communicate using those rules, he stated that "communicative competence is the aspect of our competence that enables us to convey and interpret messages and negotiate meanings interpersonally within specific contexts" (Brown, 2007, p. 219) Hymes stated that the speaker needs to communicate the language and to be able to use it according to the sociocultural environment. This means that the speaker of foreign language should use the language in a specific context. This idea interpreted by Bachman into communicative language ability. (Bachman, 1990 and in Hedge 2000, pp, 44-46) .Canale and Swain (1980) and Savignon (2000) conceived communicative competence in terms of four components: grammatical competence, discourse competence, sociocultural competence, and strategic competence. (Savignon, 2001 in Celce-Murcia, 2001, p. 17 ).

##### **4.1. Grammatical Competence:**

Brown states that the grammatical competence "encompasses knowledge of lexical items and rules of morphology, syntax, sentence grammar, semantics and phonology" (Brown, 2007, in Canale and swain, 1980, p. 29).

In other words; the ability of students' to produce accurately structured comprehensible utterances.

#### **4.2. Sociolinguistic Competence:**

It helps the speakers to be “contextually appropriately” (Hedge, 2000, p. 50). This means to use socio cultural messages in meaningful ways.

#### **4.3. Discourse Competence:**

According to Brown (2007, p. 220) discourses competence “the ability to connect sentences ...and to form meaningful whole out of a series utterances” In other words; the speaker’s ability to shape and communicate purposely using cohesion and coherence.

#### **4.4. Strategic Competence:**

For Canale and Swain strategic competence it is “how to cope in an authentic communicative situation and how to keep the communicative channel open” (Canale and Swain, 1980, in Hedge, 2000, p. 53) in other words, the learners’ ability to enhance the effectiveness of communication.

### **5. Principles of Communicative Language Teaching**

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

1. Classroom goals are focused on all of the components (grammatical, discourse, functional, sociolinguistic, and strategy) .of communicative competence; In other words; students should not only learn the grammatical rules and memorize vocabulary but also know how to use them in a given situation.
2. Language techniques are designed to engage learners in the pragmatic, authentic, functional use of language for meaningful purposes, organizational language forms are not the central focus but rather aspects of language that enable the learner meaningfully

engaged in language use. In other words; the different activities or tasks which are used in the classrooms to help students to use the language for meaningful purposes.

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

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

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

6. The role of the teacher is that of a facilitator and a guide these characteristics show the main focus of communicative language teaching. To sum up; CLT enables students to communicate in the foreign language using the different types of communicative competence. However; the language techniques encourage them to use the target language in different situations. In addition; communicative language teaching pays less attention to accuracy (the degree to which learners use target language is remarkably free of errors, students errors are tolerated into some extent since it focuses more on meaning and fluency which helps students to communicate spontaneously, finally the teacher in CLT approach is a facilitator not a controller.

## **6. Types of Communicative Language Teaching Frame Work**

### **6.1.Learner Cantered Instruction**

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

- Techniques that focus on or account for learners needs styles and goals
- Techniques that give some control to the students. (Group work, or strategy training)
- Curricula that includes the consultation and input of students and that do not presupposed objectives in advance
  
- Techniques that allow for students creativity and innovation
  
- Techniques that enhance students sense of competence and self-worth (Brown, 2000, p. 47).

### **6. 2. Cooperative and Collaborative Learning**

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

the socially structured exchange of information between learners”. (Brown, 2000, p. 47). Students in collaborative learning engage with teachers or advance peers who provide “assistance and guidance”. (Oxford, 1997, p. 47).

### **6. 3. Interactive Learning**

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

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

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

### **6. 4. Whole Language Education**

“*Whole* language learning” is a term that originated from reading research and it was used to emphasize (a) the wholeness of language in contrast to views that considered the language bits and piece of phonemes, graphemes, morphemes, and words (b) the interaction and interconnections between oral language (listening and speaking) and written language (reading and writing) and (b) the importance of both the written and the speaking language of a given society. Moreover, it includes more other particles, it utilized to describe cooperative learning as well as student centered learning. It is also used to focus on the social nature of

language and the use of authentic natural language and the integration of the four skills (Brown, 2000, pp, 48-49).

### **6.5. Content Based Instruction (CBI)**

According to Brinton, Snow and Weshche (1989, vii) defined CBI as: “The integration of content learning with language teaching aims, and it refers to the concurrent study of language and subject matter with the form and sequence of language presentation dictated by content material.”(Brown, 2000, p. 49)It highlights the importance of using the language in relation to the content material, as opposed to teaching the language skills in isolation from content.

### **6. 6. Task Based Instruction**

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

### **7. Affective factors in communication language teaching**

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

## **7. 1. Self-Esteem**

Self-esteem is the most widespread aspect of human behavior, it is claimed that no successful cognitive or affective activity can be carried out without some degree of self-esteem, self-confidence, and knowledge of oneself (Brown, 2007, p. 145). Cooper Smith (1967, pp, 4-5) defined self-esteem as “a personal judgment of worthiness that is expressed in the attitudes that individuals hold towards themselves .In other words, self-esteem is the evaluation that individuals make with reference to themselves. People self-esteem is brought from the different experiences with themselves and with the external world. Brown (2007, p. 145) identified three levels of self-esteem:

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

The second level is situational or specific self-esteem, it refers to oneself evaluation in particular life situation, such as social interaction, homework education or personality traits, such as, empathy and flexibility or certain relatively distinct characteristics as, intelligence and communicative ability.

The last level is task self-esteem, it refers to a specific tasks within a specific situation such as; educational domain that usually refers to one subject area, for example, in athletic context skill in a sport. Specific self-esteem includes second language acquisition in general and task self-esteem refers to oneself-evaluation of a specific aspect of the processes of speaking and writing in a particular class in second language acquisition. Hyde (1979) studied the effect of these three levels of self-esteem on performance of an oral production task by American college students learning French as foreign language, She

discovers that there is positive correlation between task self-esteem and performance on oral production (Brown, 2000, p. 146).

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

## **7.2. Inhibition**

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

According to Gurra (1972) and Ehrman (1996) the human ego includes "the language ego" (Brown, 2000, p. 47).the language ego is related to the idea that when learning language students construct a new way of thinking, feeling and second identity, the language ego entwined with the second language, it can effortlessly generate a sense of «fragility, defensiveness, and raise inhibition in the students (Brown, 2000, p. 61). In order to make lower inhibition in the learner the teacher should encourage students to take risks and conceive them as learning a language; we should go through the process of making errors and mistakes.

## **7.3.Risk Taking**

Risk taking is important affective factor in successful learning of a second language learning; According to Brown (2000, p. 149) students should take risks and try touse the language ; many teachers do not encourage risk taking and instead they encourage correctness (ibid, p. 63).

The principle of risk taking in classroom reflects:

- \* Create atmosphere in the classroom that encourage students to try out language
- \* provide reasonable challenges in your techniques and make them neither too easy nor too hard
- \* help your students to understand what calculated risk taking is
- \* respond to students risky attempts with positive attitude

#### **7.4. Anxiety**

Another important factor in second language learning is anxiety which is defined by Scovel (1978, p. 134) as follows anxiety is “associated with feelings of uneasiness, frustration, self-doubt, apprehension or worry” (cited in Brown 2000, p. 151). Research on anxiety suggest three various levels like self-esteem, at the deepest level, general level we fined treat anxiety which is permanent and some people are anxious about many things; the other level is state anxiety; which is related to specific events or acts.( Brown, 2000, p. 151) . Theorists emphasized the difference between debilitating anxiety; the nervousness before giving a public speech and facilitative anxiety, the feeling of pressure to get the job done (ibid, p. 152).

#### **7.5 Empathy**

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

Empathy is considered to be crucial in communication in order to communicate effectively students need to be able to understand persons’ affective and cognitive state.

Teachers should pay attention to the students' feelings and emotions to achieve their goal; since teaching a language means teaching cultural customs, traditions and values.

### **7.6. Extroversion and Introversion**

On one hand, extroversion and introversion are two important components in second language acquisition; a typical extrovert means someone who is sociable. on the other hand, a typical introvert is someone who is quite and introspective. According to Brown (2000, p. 155 )extroversion is the extent to which a person has a deep-seated need to receive ego enhancement, self-esteem, and a sense of wholeness from other people as opposed to receiving that affirmation within oneself. In other words, extrovert persons need the presence of other people to feel good. Introverts in the other hand, «is the extent to which a person derives a sense of wholeness and fulfillment a part from a reflection of this self from other people.” (ibid, p. 155). In other words, extrovert persons are shy, inhibited and risk avoiders, they are usually silent and do not participate in the classroom. Introvert persons have strength which extroversion don't have, so teachers should help this kind of students to show up this

### **7.7. Motivation**

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

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

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

## **8. Activities Used In Communicative Language Teaching**

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

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

1. Responding to directions or questions given by the teacher or another students
2. Giving directions for other students

3. Preparing original sentences with communicative expressions, structures or notions which have been presented

4. Answering questions asked by other students about any class or out of class experience

5. Asking the teacher or other students questions about reading or common experience

6. Describing objects from a picture or chart

7. Using their own words to tell or retell a well-known story or experience

8. Reporting a prepared topic and be ready to answer questions on it.

9. Improving realistic conversations about a class shop, a library, or other appropriate resources

10. Taking a role in a communicative language game.

11. Participating in some oral group activities such as, a debate, a discussion, a forum, based on research where students are forced to listen attentively to the previous speaker in order to agree, disagree, express, uncertainty, or add other relevant information

12. Giving a report in the TL about newspaper article written in the native language

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

### **8.1. Information Gap Activity**

Conveying information is considered to be one of the important aspects of CLT and it provides student with extensive talks where the students give each other information. Harmer (2001:85) described information gap activity as “a key to the enhancement of the communicative purpose and the desire to communicate.” information gap activity is defines as; “A situation where information is known by only one or some of those present, students

use the language they have at their command to bridge the information gap, by asking a question, giving information...etc.”(Gower.et al. 1995, p. 211).

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

## **8.2. Role Play Activity**

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

According to Livingstone (1983, p. 3) role play is “a classroom activity which gives the students the opportunity to practice the language, the aspects of role behavior and the actual roles he may need outside the classroom.” Furthermore, role play is a good technique for providing interaction in the classroom, Revell (1979, p. 60) sees role play as “an individuals’ spontaneous behavior reacting to others in a hypothetical situation” this indicates that the learner creates a new identity with new views. Willinks (1976, p. 81) illustrated the importance of role play in the classroom by pointing out that role play is likely to be a most important technique in teaching to a notional, and particularly a functional syllabus. It will insure that all utterances are properly contextualized and it will require the learner to exhibit language behaviour that we have defined as the principle objective of language learning. Clearly, role play has many advantages, such as; acting requires the use of language. Hence, learners will develop their ability of communicating and it provides spontaneous use of

language during interaction, Moreover, it maximizes the students' activity and increases the possibility of effective learning and motivation to learn.

### **8.3. GroupWork**

Group work is a form of cooperative learning, it helps in the development of communicative ability and it provides learners with a total freedom to express ideas, knowledge where the learners correct each other mistakes because they engage in a debate with their friends. Teachers can provide learners with different roles and responsibilities to motivate them to work in groups in orders to promote their confidence and develop their different skills (Baker and Westrup, 2000, p. 135).Brown (2000, p. 177 )defines a group work as “a generic term covering a multiplicity of techniques in which two or more students are assigned a task that involves collaboration and self-initiated language. Nunan (1998, p. 84) argues that; Group work is essential to any classroom that is based on principles of experiential learning. Through group work,learners develop their ability to communicate through tasks that require them, within the classroom, to approximate the kinds of things they will need to be able to do to communicate in the world beyond the classroom. Consequently; Group work has great potential for the following reasons:

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

### **8.4. Gaming Activity**

Another communicative activity, which is considered as the best way to reduce the stress and anxiety inside the classroom. A game is “activities in which people agree to abide by a set of conditions in order to achieve a desire state or end” (Shirts, 1972) as cited in

Sharan and Sharan,(1976, p. 188). Many writers have agreed on the importance of using games in the classroom. Finocchiaro and Brumfit (1983) insists that games can be used as “an enjoyable change of pace while reinforcing language ”.McCallum (1980, p. 4) argues that when one considers the importance of communicative competence in the target language, a major goal of all language acquisition, and the need for spontaneous and creative use of that language, one recognizes the significant role of word games in achieving these objectives. Students in the formal atmosphere of game play are less self- conscious and therefore more apt to experiment and freely participate in using the foreign language.

In addition, games automatically stimulate students’ interest a properly introduced game can be one of the highest motivating techniques. On the whole; game activities are used to learn in an enjoyable way particular forms and vocabulary and to encourage students to interact fluently with each other when they are using the TL. Icebreakers are from the best games which are playing inside the classroom. Icebreakers are used to break the barriers among the students, this kind of game help students to increase confidence and corporate with each other.

### **8.5. Conversation Activity**

Conversation activity is a communicative activity which stimulates students to speak using the target language and it helps them to use “*verbal strategies in natural situation*”.(Wall, 1987, p. 6 ).Conversation activity is very important in improving students’ oral performance. Wilkins (1976, p. 81) claims that: dialogues in teaching are far more crucial than is the case in synthetic approach, that such dialogues should be based much more closely on the kinds of linguistic interaction that take place in real language use and should not be treated simply as ways of context utilizing particular grammatical structures, and that the

contribution of the learner should be to play those roles in the dialogues that we can predict he will take subsequently in real acts of communication.

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

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

## **9. The Communicative Classroom**

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

### **9.1. The Role of Interaction**

Interaction is considered as a central part in communicative language teaching, it helps students to involve in communication using the target language. Interaction is defined as “a collaborative exchange of thoughts, feelings, or ideas between two or more people, resulting in a reciprocal effort on each other “(Brown, 2000, p. 165). Rivers emphasized the idea that the communicative classroom should be interactive he affirmed that:“in interaction students can use all they possess of the language, all they have learnt or

casually absorbed, in real life exchange (1987, pp, 4-5, Rivers and Brown, 2000, p. 165).The main principles that are identified by Brown (2000).

### **9.1.1. Automaticity**

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

### **9.1.2. Intrinsic Motivation**

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

### **9.1.3. Strategic Investment**

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

### **9.1.4. Risk Taking**

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

### **9.1.5. The Language Culture Connection**

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

### **9.1.6. Interlanguage**

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

### **9.1.7. Communicative Competence**

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

## **9.2. The Different Roles of the Teacher in Communicative Approach**

The teacher in a communicative classroom has many roles that are totally different from his/her counterpart in the traditional classroom. Communicatively speaking, “the teacher interacts with students, giving feedback, offering solutions and assign speaking in collaborative way” (Gutierrez, 2005, p. 7). The teacher is also a guide, a planner, an organizer, an inspector, an assessor, a prompter, a resource, a facilitator of learning, an instructor, a curriculum developer, a classroom manager a consultant and a monitor. (1981, pp, 92-93 in Little wood and Knight, 2003, p. 158) summarizes the role of the teacher as follows, the CLT teacher is often more autonomous than the audio lingual teacher because classroom practices are usually less predictable, and in his/her role as facilitator of communication the teacher often interacts with the learner in ways which mirror interaction outside the classroom, e.g. by asking real questions about the learners’ back ground, opinions,... etc.

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

### **9.3 The Students' Role**

In communicative classroom, learners are provided with opportunities to rely on themselves and acquire the target language “by using it rather than...by studying it” (Taylor, 1983, p. 70). In addition, students should be self-reliant when they are interacting with their peers in groups and they should be responsible for their own learning. Breen and Canldin describe the learners' role within communicative language teaching, they claimed that, The role of the learner as negotiator between the self, the learning process, and the object of learning emerges from and interacts with the role of joint negotiator within the group and within the classroom procedures and activities which the group undertakes. The implication for the learner is that he should contribute as much as he gains and thereby learn in independent way. (1980, p. 110, cited in Richards and Rodger2001, p. 166). In other words, students in communicative approach are supposed to take an active role in the learning process which means that they will have opportunities to express what they mean in any form that they prefer and then they will have some degree of control over what goes on in the classroom.

## **Conclusion**

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

# **Chapter two:**

**An overview of the speaking skill**

## **Introduction**

There are four skills in teaching and learning a language: listening, speaking, reading and writing. Speaking skill is considered to be one major skill to be developed by FL learners; both teachers and learners of foreign language give much more importance to the speaking skill as it's the essential pillar to build up the competence of learner in foreign language since it's based on communication and interaction. This chapter is concerned with the speaking skill; our description goes in deep to focus on the process of speaking, in addition to its different stages, the main causes behind the difficulty of this skill, and the main challenges that face students when learning to speak. Finally, we are going to tackle the different activities that are used by teachers in teaching speaking.

### **1. The Nature of Speaking Skill**

#### **1.1. Definition of speaking skill**

We should know what does the term speaking mean? According to the Oxford (2009) pocket dictionary speaking is “the action of conveying information or expressing one's thought and feeling in spoken language». Chaney (1998, p. 13) defines speaking skill as “the process of building and sharing meaning through the use of verbal and non-verbal symbols, in a variety of context”. In the whole, speaking is to express, every day, occurrence for most of us, and efforts or preparation.

#### **1.2. Oral Skills and Interactions**

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

### **1.3. Typology of Speaking Skill**

According to Ben tayab(2008, p. 28). there are three types of speaking situation:

#### **1.3.1. Interactive Speaking Situation**

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

#### **1.3.2. Non Interactive Speaking Situation**

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

#### **1.3.3. Partially Interactive Situation**

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

### **2. Listening and Speaking Relationship**

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

### **3. Speaking and Writing Differences**

Speaking and writing are productive skills while they are completely different from each other. Spoken language is more spontaneous, chaos, and disorder form. It maybe informal, short and clear sentence, whereas writing is more ordered and coherent structures (By gate, 1987, p. 10-11). According to Brown (2000, p. 303) he pointed out that speaking and writing are different in many levels. First of all, performance .The oral production is

ephemeral; it disappears as one finishes speaking. However, the written language is enduring one can read what was written centuries ago. The other difference is orthography; the spoken language contains phonemes, stress, rhythm, intonation and «verbal cues». Whereas; writing contains only graphemes (punctuation, pictures, charts...etc.). Another difference is complexity, speaking is less complicated than writing. However; they are both complicated, the difference lies in the degree of their complexity, in the spoken language, people produce short sentences with many conjunctions while in writing people produce longer subordinating sentences. The last difference is vocabulary. On one hand, speakers tend to use simple and clear vocabulary while they are speaking because it is easy to be understood by the hearer. On the other hand, writers tend to use a more complicated vocabulary because they have time to think about what to write.

#### **4. What Makes Speaking Difficult**

Learning how to speak is very difficult for second language learners, Brown (2000, pp, 270-271) identified some problems that may be faced by students in their learning process:

##### **4.1. Clustering**

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

##### **4.2. Redundancy**

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

### **4.3. Reduced Forms**

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

### **4.4. Performing Variable**

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

### **4.5. Colloquial Language**

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

### **4.6. Rate of Delivery**

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

### **4.7. Stress and Rhythm and Intonation**

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

### **4.8. Interaction**

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

## **5. Types of Classroom Speaking Performance**

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

### **5.1. Imitative**

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

### **5.2. Intensive**

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

#### **5.2.3. Responsive**

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

#### **5.2.4. Transactional Dialogue**

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

#### **5.2.5. Interpersonal Dialogue**

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

#### **5.2.6. Extensive Monologue**

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

## **6. Students Challenges in Learning Speaking Skill**

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

### **6.1. Linguistic Problems**

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

#### **6.1.1. Fluency**

It's the ability to produce speech without hesitation. According to Hedge (2000, p. 261) who claims that Fluency means responding coherently with the turns of the conversation, linking words and phrases using intelligible pronunciation and appropriate intonation, and doing all this without hesitation.

#### **6.1.2. Accuracy**

Accuracy is the ability to produce grammatically correct sentences and it focuses on the correct use of grammar and vocabulary and other skills. To achieve accuracy, the learner needs to devote some attention to the form i.e. "getting it right". It is often difficult for the learners to focus on the form and meaning at the same time.

### **Grammar and vocabulary**

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

#### **Form related error:**

It includes misspelling, malformations, and spelling and pronunciation errors.

#### **Meaning related errors:**

It occurs when words that have similar or related meaning are confused and the wrong choice is made. Generally, most of our students go on making the same errors even when such errors are obvious.

**Table 1: a Scale to Test the Speech Orally**

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

## **6.2. Psychological Problems**

In fact, these problems are originated from the great diversity of the learners within the same class and inhibition is one of many psychological problems. The problem of inhibition is related to the students themselves because of shyness and fear of making mistakes, this latter will lead to the criticism of their peers, as well as; their teachers and they think that whenever they make mistakes/errors are in their views signs of ignorance. This proves by Ur (ibid, p. 121) who claims that Learners are often inhibited about trying to say things in foreign language in the classroom worried about making mistakes, fearful of criticism, or losing face or simply shy of attention that their speech attracts. So, can claim that inhibition is a bridge to the psychology of the students to be shy, fearful, and feel embarrassment when they try to speak in the classroom.

### **6.3. The Social Problems**

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

**The use of L1:** the use of L1 is a problem because many students keep or prefer to use their native language (mother tongue) rather than English to perform such tasks in their classrooms. This habit happens when one of the students is explaining something important to his classmate using L1 to express. According to UR ,mother tongue use in classes where all or a number of learners share the same mother tongue they tend to use it because it's easier, it feels unnatural to speak to one another in foreign language and because they feel less exposed if they are speaking their mother tongue (1998, p. 121).The social environment has a great impact on the learning process, as well as, the use of the language to express their ideas; many students go back to their mother tongue to speak because they have a deep knowledge of their language.

### **6.4. Cultural Problems**

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

## **7. Activities to Teach Speaking Skill**

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

### **7.1. Awareness**

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

#### **7.1.1. Using Recordings**

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

#### **7.1.2. Using Live Listening**

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

#### **7.1.3. Using Noticing the Gap Activity**

The students are asked to perform an oral task then they listen to a competent speaker performing the same task and then they denote the characteristics of the language that they

have not used in the same way, each student reproduces the oral task as the competent speaker did.

## **7.2. Appropriation**

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

### **7.2.1. Drilling and Chants**

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

### **7.2.2. Milling Activities**

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

### **7.2.3. Writing Activities**

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

#### **7.2.3.1. Dictation**

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

### **7.2.3.2. Paper Conversation**

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

### **7.2.3.3. Computer-Mediated Chat**

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

### **7.2.3.4. Rewriting**

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

### **7.2.4. Reading Aloud**

Reading aloud is considered to be “useful tool for the appropriation of language: and it’s classified between speaking and writing. Moreover; it helps students to focus on pronunciation without feeling stressed of what to

### **7.2.5. Dialogues**

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

#### **7.2.5.1. Item on Bored**

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

#### **7.2.5.2. Disappearing Dialogues**

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

### **7.2.5.3. Dialogue Building**

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

## **7.3. Autonomy**

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

### **7.3.1. Presentations and Talks**

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

#### **7.3.1.1. Show And Tell**

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

#### **7.3.1.2. Did you read about**

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

### **7.3.1.3. Academic Presentations**

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

### **7.3.2. Stories, Jokes and Anecdotes**

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

#### **7.3.2.1. Guess the Lie**

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

#### **7.3.2.2. -Insert the Word**

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

#### **7.3.2.3. Chain Story**

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

#### **7.3.2..4. Party Jokes**

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

### **7.3.3. Role Play**

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

### **7.3.4. Discussion and Debate**

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

## **Conclusion**

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

## **Chapter Three: The Field Two**

## **Introduction**

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

### **1. Population**

#### **1. 1. The Students**

Second year students of English at the University of El TARF are the whole population. We will deal with twenty four(24) students chosen randomly out of the total population about 100 students divided into three(3) groups. The reason behind choosing the second year is that they are more motivated to speak and to use the language that they are learning. For that; teachers should choose the best method to teach them and help the students to improve their oral performance. also they need to learn how to communicate and how to improve their speaking skill

#### **1.2. The Teachers**

Teachers at the University of El TAR Department of English are the total population. We will deal with the sample of three (4) teachers. They will be selected randomly from the whole population of about twenty (20) teachers. All the participants are teachers of oral expression to collect different views about communicative language teaching and if they considered it as the best method to develop students speaking skill.

### **1. Description of the questionnaire**

In this research we use the questionnaire as main tool of our study, one for the students and another for the teachers. The questionnaires contain multiple choices where the participants have to tick

in the box the best answer. The result of these questionnaires will help teachers to use the CLT approach as an affective teaching method to enhance students' speaking skill.

## **1. Description of the questionnaire**

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

### **2.1 Students' questionnaire**

The students' questionnaire is composed of (21) questions and it consists of four(04) parts. The first part deals with the back ground information of the students. The second part deals with the students' perception of the speaking skill and their attitudes. The third part is about the learners' preferences and the last one is about communicative language teaching. It contains questions about the classroom atmosphere and the types of activities that are used in the classroom to teach the speaking skill.

### **2.2 Teachers' questionnaire**

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

## **3. The administration of the questionnaire**

### **3.1. The students**

As we have mentioned before, twenty five (25) students were selected randomly for our study since it's difficult to work with the whole population. The students were given some explanation and

instruction before they complete the questionnaire and it took the students more than 20 minutes to complete the questionnaire.

### 3.2. The teachers

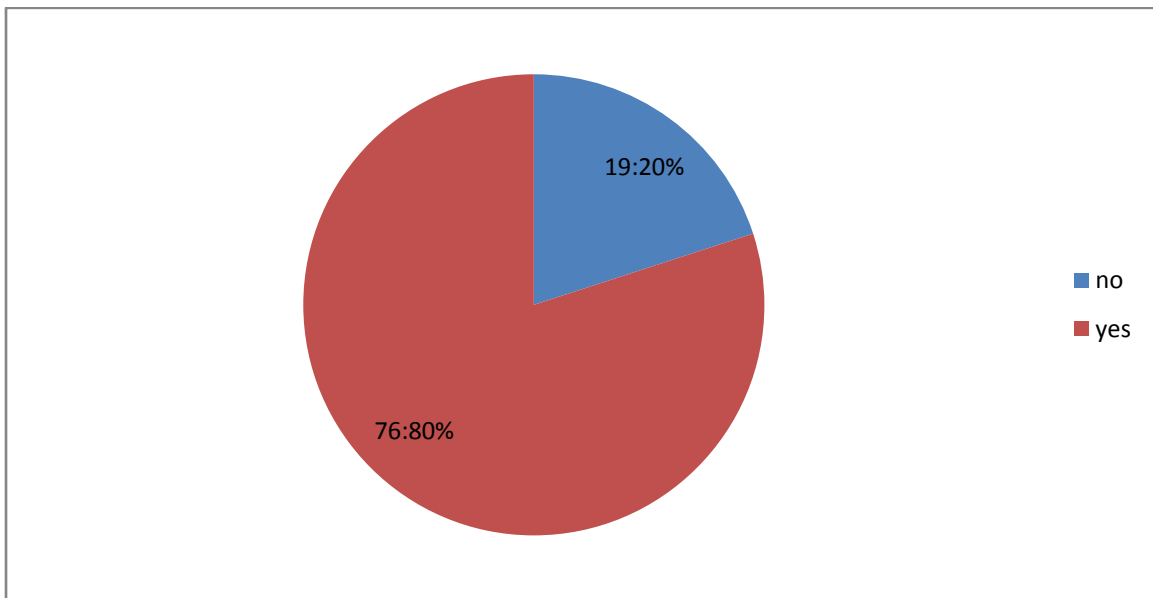
Teachers’ questionnaire was administered to Four (4) teachers of oral expression, some of them have taught oral expression and others still teach it. And it took more than 30 minutes to hand the questionnaire back.

## 4. Analysis of the Students’ Questionnaire

### Section One: Back Ground Information.

**Table 1: Students’ choices in studying English**

Options	Yes	No	Total
Number	19	06	25
%	76%	24%	100%



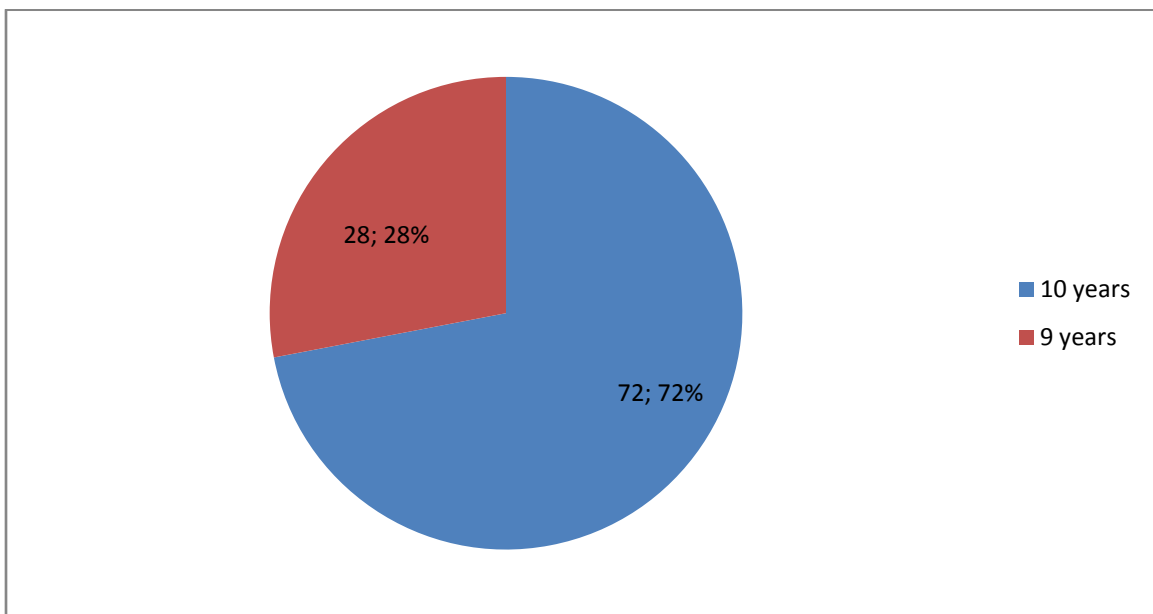
**Figure1: Students’ Choices of Studying English**

A quick look at the table above reveals that (19) participants go for “yes” which represent (76%) of the whole sample while; (6) students have chosen “No” making up (24%). We believe that the

minority of the students (20%) did not chose English as branch in the university maybe because they have other preferences but the baccalaureate average did not allow them to follow the branch they want to. SoThe aim of this question is to know the students motivation towards learning English language.

**Table 2: years of English study**

Years	9 years	10 years	Total
Number	18	07	25%
%	72%	28%	100

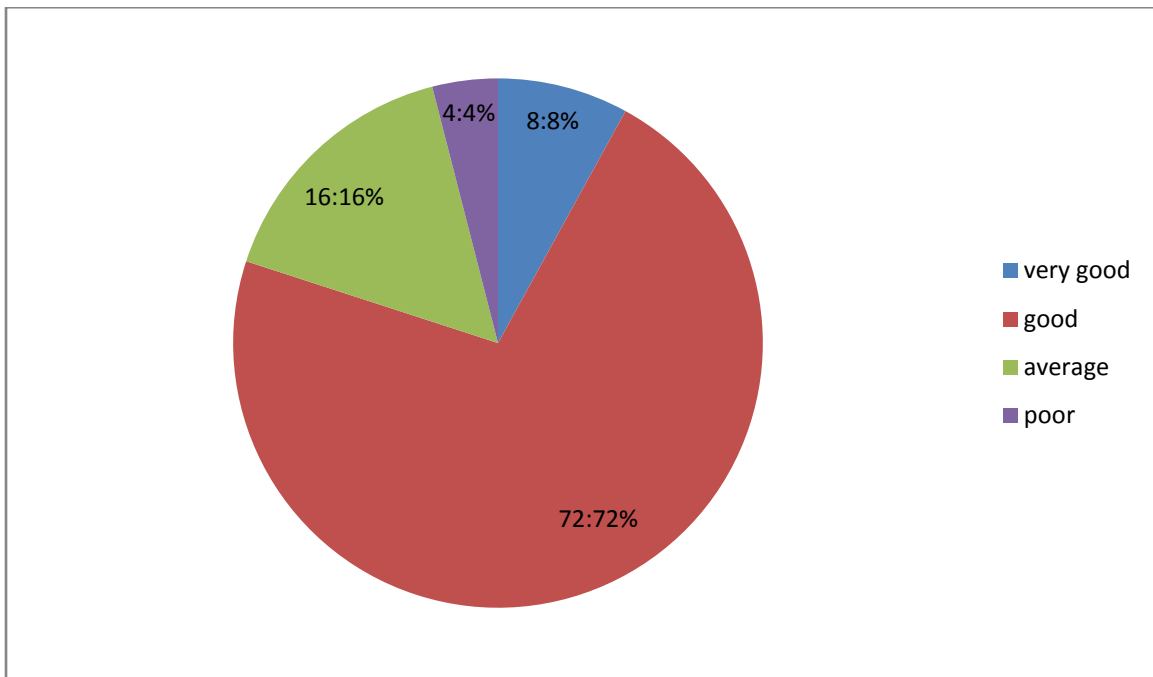


**Figure2: Years of Studying English**

The results in the table above show that (18) students making up (72%) were studying English for (9) years which is believed to be the normal number to reach their Academiclevel. Whereas; (7) students making up (28%) have been studying English for (10) years which are believed that they have repeated one year

**Table 3: Students' evaluation of their level in English**

Options	Very good	good	Average	poor	Total
Number	2	18	4	1	25
%	8%	72%	16%	4%	100%



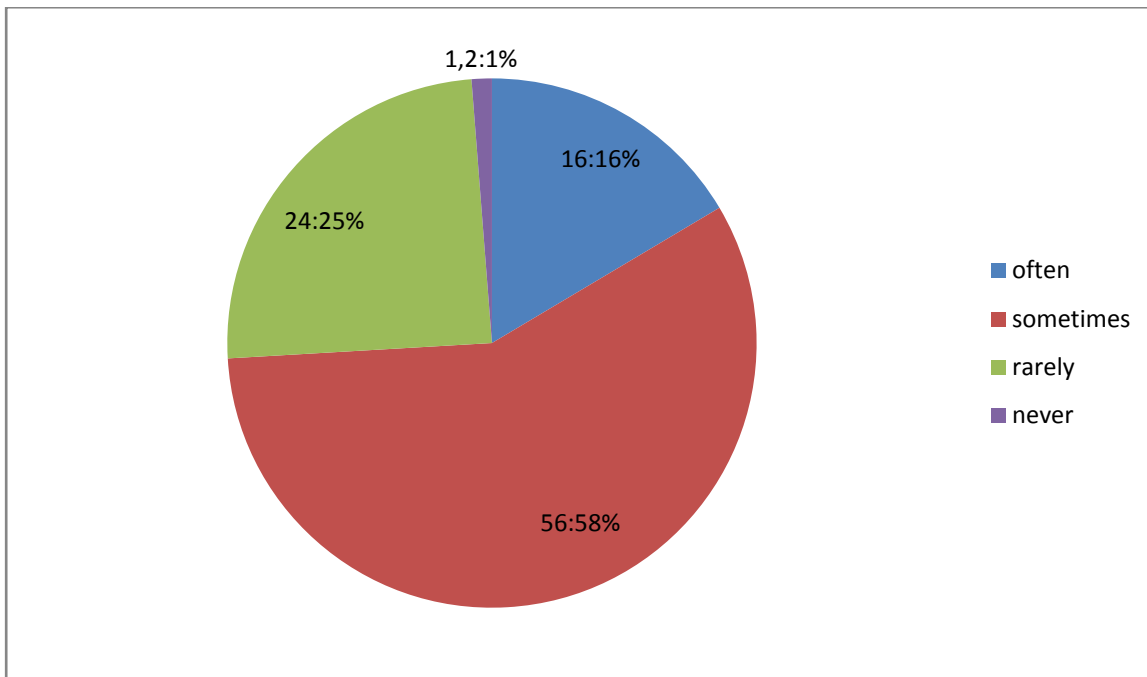
**Figure 3: Students' Evaluation of Their Level in English**

The table above reveals that (2) participants considered their level in English as a very good making up (8%) from the total sample. While the majority of the participants (18) students state that their level in English is good making up (72 %) from the total sample. (4) Students which represent (16%) indicate that their level in English is average and (1) student states that his level in English is poor.

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

**Table 4: How often do you participate in the oral expression?**

Options	Often	sometimes	Rarely	Never	Total
Number	4	14	6	1	25%
%	16%	56%	24%	4%	100%



**Figure 4: Students' Participation in the Oral Expression**

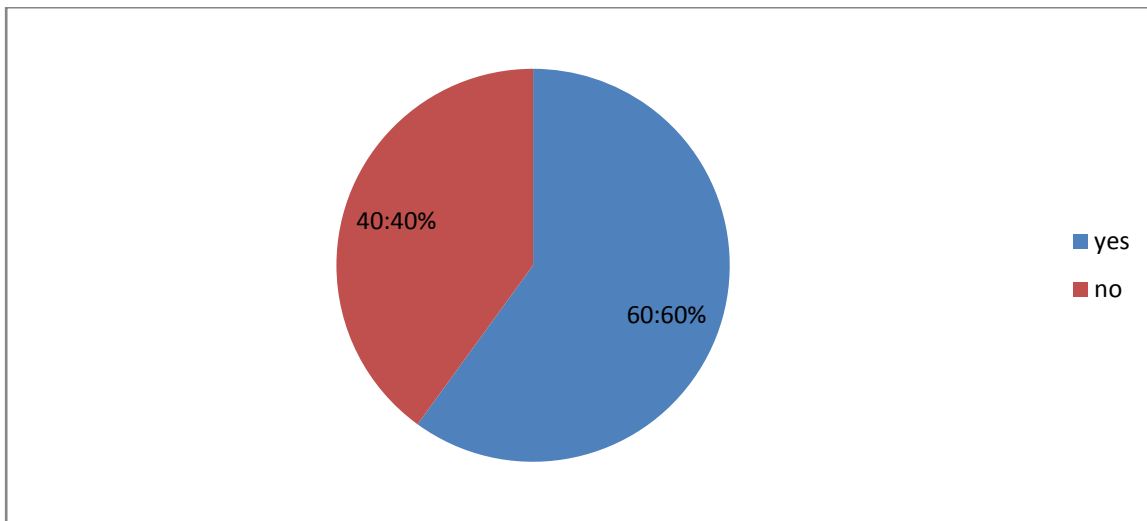
The aim of this question is to know the frequency of the students' participation in the classroom and if they take risks participating and using the target language and try to improve their speaking skill. (4) Participants making up (16%) state that often participates may be because they are motivated, the majority of the participants in our sample (14) students which represent (56%) state that they participate sometimes in the oral class. While 6 students represent (24%) of our sample state that they participate rarely .this is because of many reasons such as; they are not risk takers or maybe not motivated and inhibited. And (1) student represents (4%) state that he never participate the justification of the students choices are in the table below.

**Table 5: Students ‘justification of their participation in oral expression.**

<b>Options</b>	<b>Reasons</b>	<b>number</b>	<b>%</b>
<b>Often</b>	<p>-because oral expression is a fundamental module.</p> <p>-because when I participate, I will develop my level and change mu ideas with my classmates and with my teacher too.</p> <p>-it gives me the opportunity to improve my speaking skills, also to have a good personal assessment.</p>	<b>4</b>	<b>16%</b>
<b>Somatises</b>	<p>-I don’t have confidence in my self</p> <p>-I prefer listening I to other’s presentation to get more ideas</p> <p>-If I find the appropriate answer I participate otherwise I don’t.</p> <p>-I have difficulties with speaking</p> <p>-usually I don’t find interesting topic in oral expression</p>	<b>14</b>	<b>56%</b>
<b>Rarely</b>	<p>-because our teachers don’t give us the chance to speak, and don’t encourage us</p> <p>-I don’t feel comfortable while speaking.</p>	<b>6</b>	<b>24%</b>
<b>Never</b>	-I don’t like speaking at all i like writing just all	<b>1</b>	<b>100%</b>

**Table 6: do you feel comfortable in the oral class**

<b>Options</b>	<b>Yes</b>	<b>No</b>	<b>Total</b>
<b>Number</b>	<b>15</b>	<b>10</b>	<b>25</b>
<b>%</b>	<b>60%</b>	<b>40%</b>	<b>100%</b>

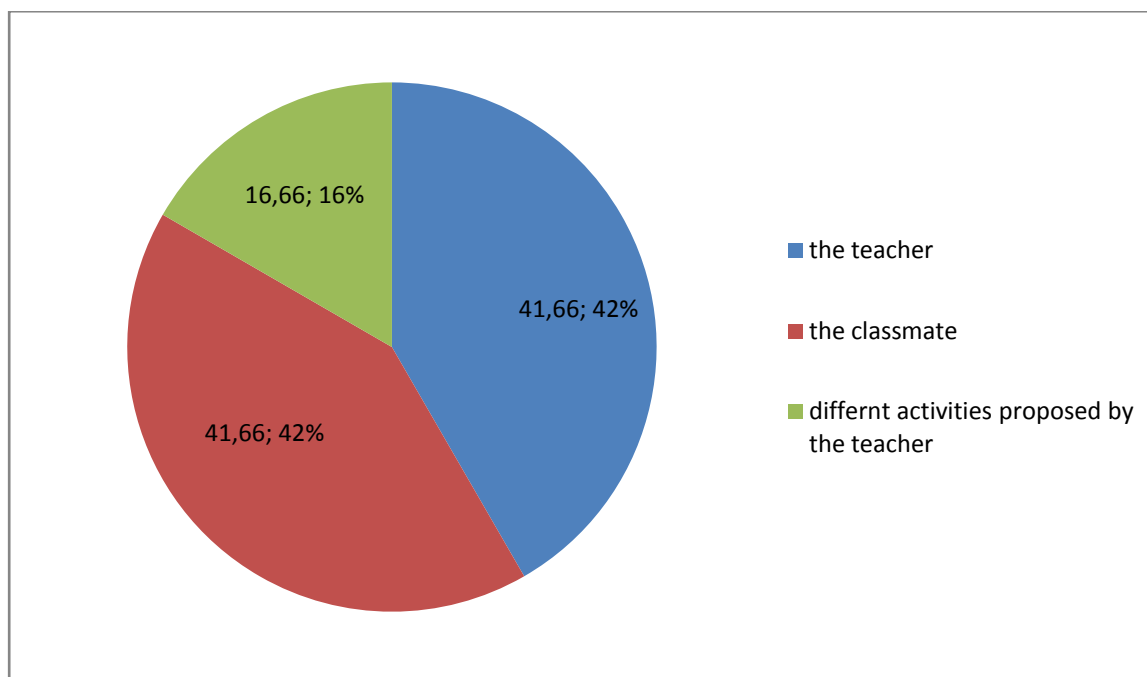


**Figure 5: students' feelings in the oral class**

A quick look at the table above shows that (15) participants who make the majority of the students in our sample go for yes that they feel comfortable in the oral class. this confirms that their teacher of oral expression creates a friendly atmosphere during the session and motivates his/her students to speak and the rest of the participants(10) students making up (40)% stated that they are not comfortable maybe because they are introvert students and they are inhibited to use the language, fearing of making mistakes and loosing face in front of their classmates.

**Table 7: Students' Justification of Feeling Uncomfortable**

<b>Options</b>	<b>The Teacher</b>	<b>Your Classmate</b>	<b>The Different Activities Proposed by the Teacher</b>	<b>Total</b>
<b>Number</b>	<b>10</b>	<b>10</b>	<b>4</b>	<b>24</b>
<b>100%</b>	<b>41,66</b>	<b>41,66</b>	<b>16,66</b>	<b>100%</b>

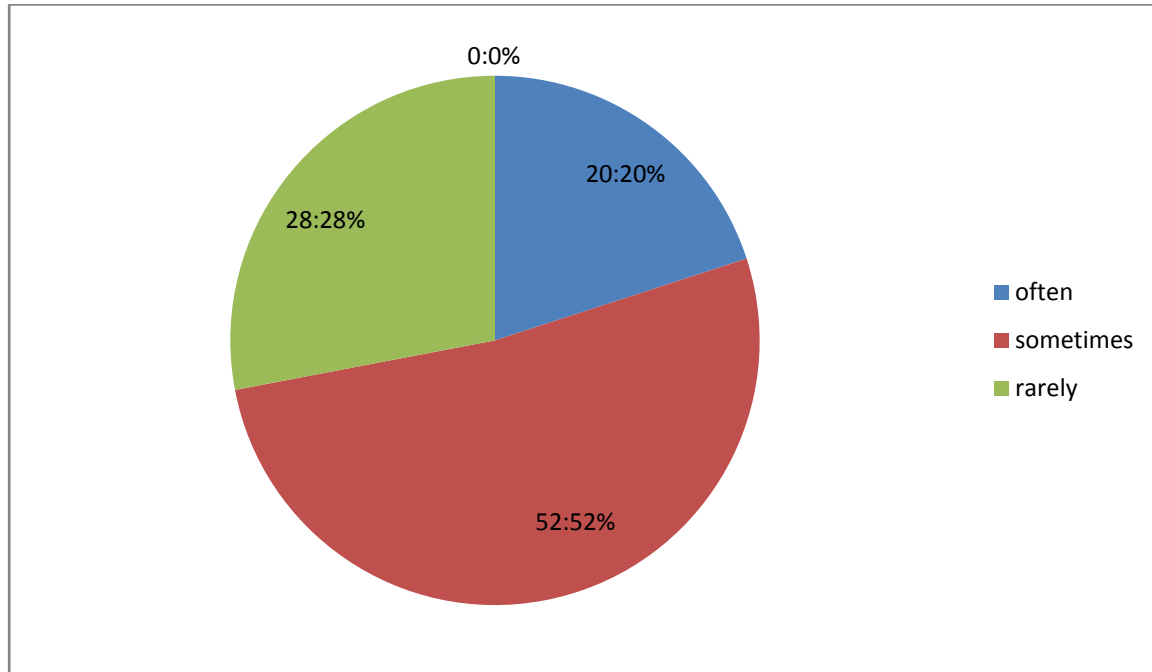


**Figure 6: Students' Justification of Feeling Uncomfortable**

The aim of this question is to know why the students feel uncomfortable in the oral expression class. (24) Students whose answers were that they don't feel comfortable because of many reasons. Ten participants making up (41%) justify their answer of being uncomfortable because of the teacher and (10) students who represent (41,66%) justify their answer because of their classmates and (4) students who making up (16,66%) state that the different activities proposed by the teacher the main reason for being uncomfortable in the oral class .

**Table 8: How Do You Speak English outside the Classroom?**

<b>Options</b>	<b>Often</b>	<b>Sometimes</b>	<b>Rarely</b>	<b>Never</b>	<b>Total</b>
<b>Number</b>	<b>5</b>	<b>13</b>	<b>07</b>	<b>00</b>	<b>25</b>
<b>%</b>	<b>20%</b>	<b>52%</b>	<b>28%</b>	<b>00%</b>	<b>100%</b>



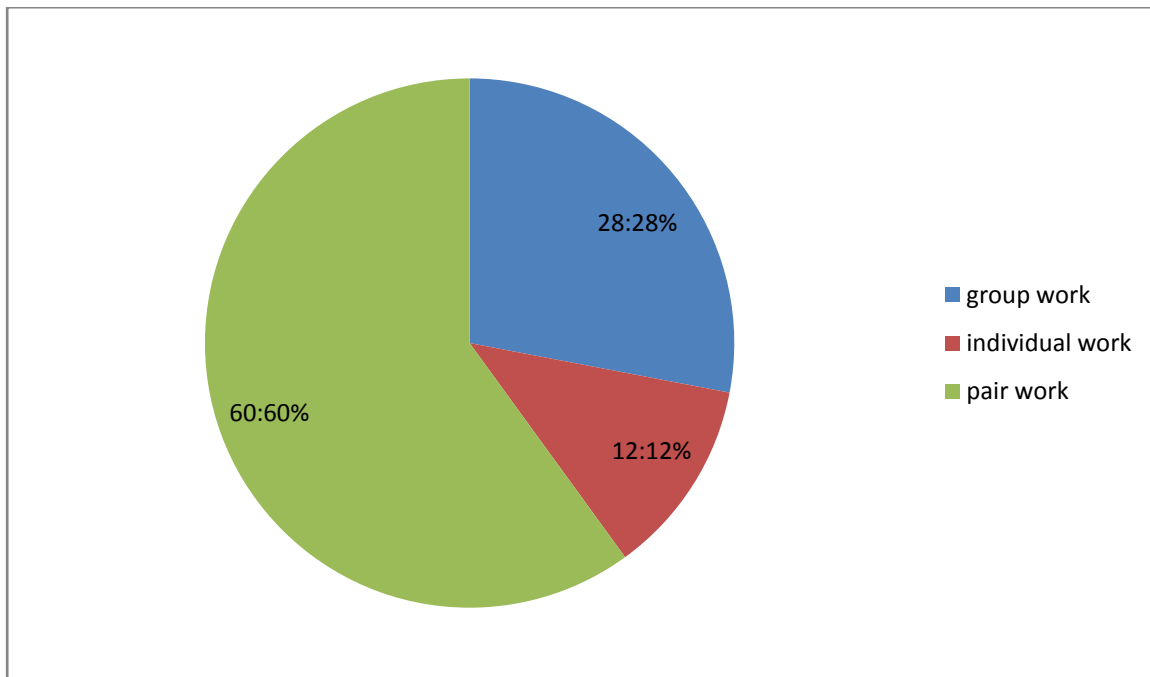
**Figure 7: Learners Speaking English outside the Classroom**

A quick look at the table above shows that just (5) students making up (20%) who are often speaking in English outside the classroom this means that students prefer to speak using their native language this explains why students face many difficulties in speaking skill. (13) Students making up (52%) answered with sometimes and (7) students which represent (28%) state that they rarely use English outside the classrooms from the result We can notice from the results that many students tend to use their native language to interact with each other outside the classroom which makes very tough for them to speak English fluently since to learn language students have to speak it.

**Part Three: Learners' Preferences.**

**Table 9: Students' preferences**

Choices	Group work	Individual Work	Pair work	Total
Number	7	3	15	25
%	28%	12%	60%	100%

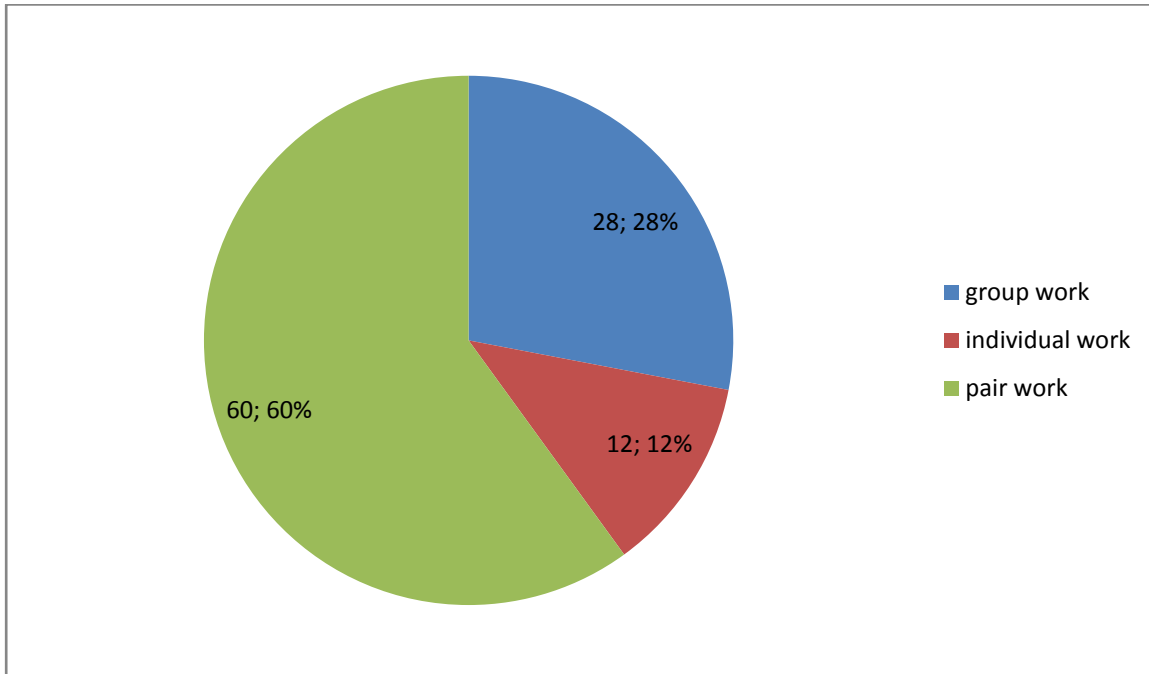


**Figure 8: Students' preferences**

We can observe throughout the table above that the majority of the participants' (15) students making up (60%) prefer to work in a pair work which shows they prefer to learn in pairs to exchange information and learn from each other while (3) students who represent (12 %) like individual work this is maybe because they are shy students and they prefer to work alone.(7) Students making up (23 %) prefer work in groups we can say that this percentage are sociable. In the following table we will mention the reasons behind the students' preferences in working during the session of oral expression.

**Table 10: Students' justifications of their preferences**

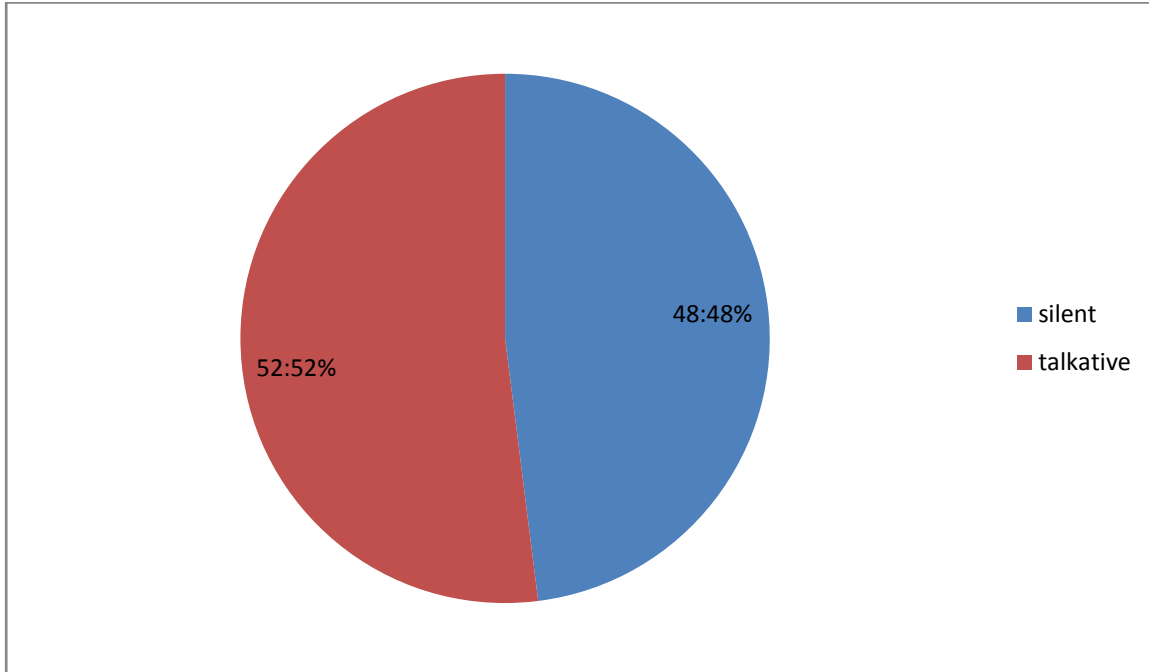
<b>Choices</b>	<b>Reasons</b>	<b>Number</b>	<b>100%</b>
<b>Group work</b>	<p>-I prefer group work because each one of us can suggest different solution or give different information so that we can deal with the subject appropriately</p> <p>-group work gives better results</p> <p>-I love sharing my information with my friends</p> <p>- I feel comfortable in group work</p>	7	28%
<b>Individual work</b>	<p>I feel comfortable when I am working alone</p> <p>-because am not good at organizing my ideas with someone else, we may disagree in some points.</p>	3	12%
<b>Pair work</b>	<p>-I'd like pair work because it's useful for me in which I can share and take each other's ideas without being confused or interrupted by others factors</p> <p>-to exchange different points of view</p> <p>-I think in pair work there is less noise,a limited time at last a great work.</p> <p>-it ismakeyour work so easy when you work with someone who understand you.</p> <p>-this can encourage me to do my best as well as I feel more comfortable with my classmates.</p>	15	60%
<b>Total</b>		25	100%



**Figure 9: Students' justification of their preferences**

**Table 11: students' situation in the classroom**

<b>Options</b>	<b>Silent</b>	<b>talkative</b>	<b>Total</b>
<b>Number</b>	<b>12</b>	<b>13</b>	<b>25</b>
<b>%</b>	<b>48%</b>	<b>52%</b>	<b>100%</b>

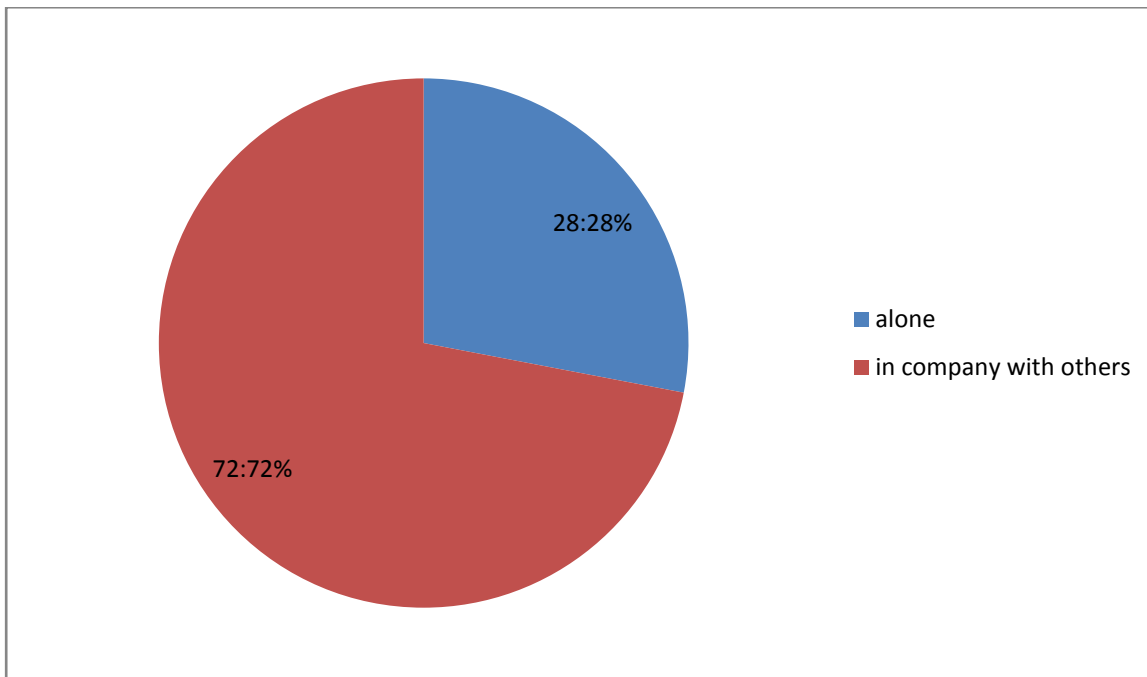


**Figure 10: Students' situation in the classroom**

The collected answers revealed that (13) students making up (52%) declared that they are talkative students; this because they are sociable students .while (12) students represent (48%) state that they are silent in the classroom. This kind of students is shy and inhibited and they should have a special treatment from their teachers to help them get rid of their shyness.

**Table 12: Table 16: Outside the Classroom, Do you prefer to be**

Options	alone	In company of the others	Total
Number	7	18	25
%	28%	72%	100%



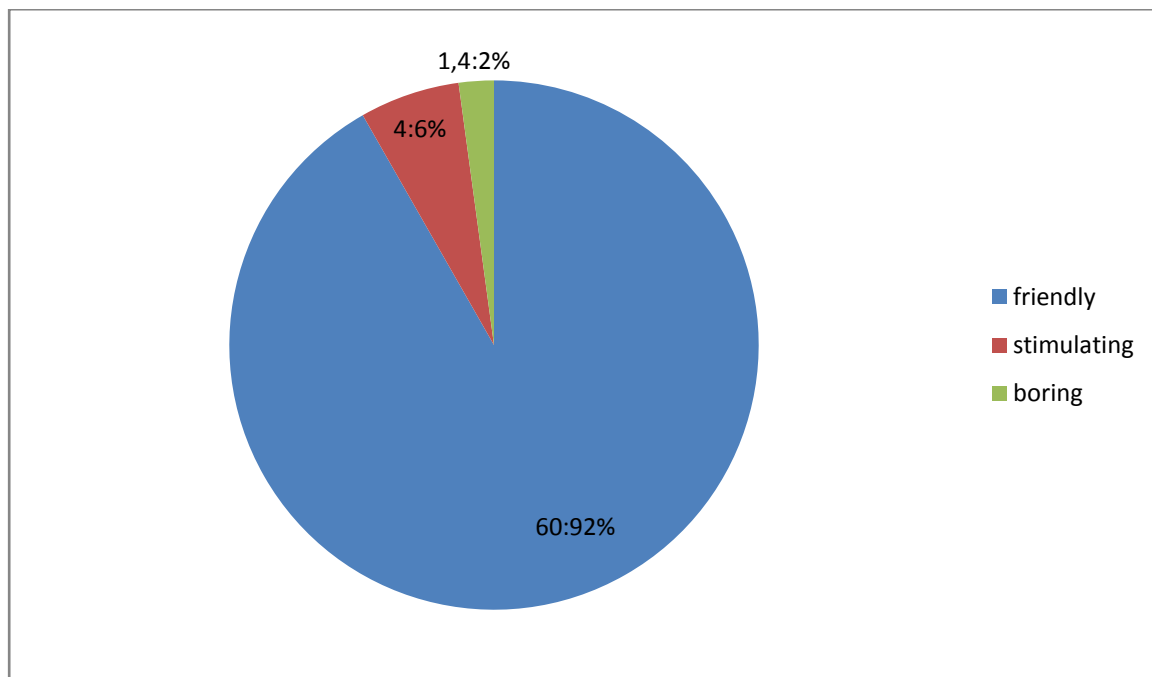
**Figure 11: Learners' Preferences outside the Classroom**

The aim of this question is to know whether the participants are extroverts and sociable or the other way around i.e. Introverts and shy , the majority of our subjects go for «in company of others” this shows that the great part of the students are extroverts and sociable they like to be with people. In the other hand; small portion of our participants (7) students making up 28% prefer to be alone this kind of students tend to be shy and self-conscious

**Part Four: Communicative Language Teaching.**

**Table 13: how do you describe the atmosphere of your class?**

Options	Friendly	Stimulating	Boring	Total
Number	15	1	9	25
%	60%	4%	36	100%

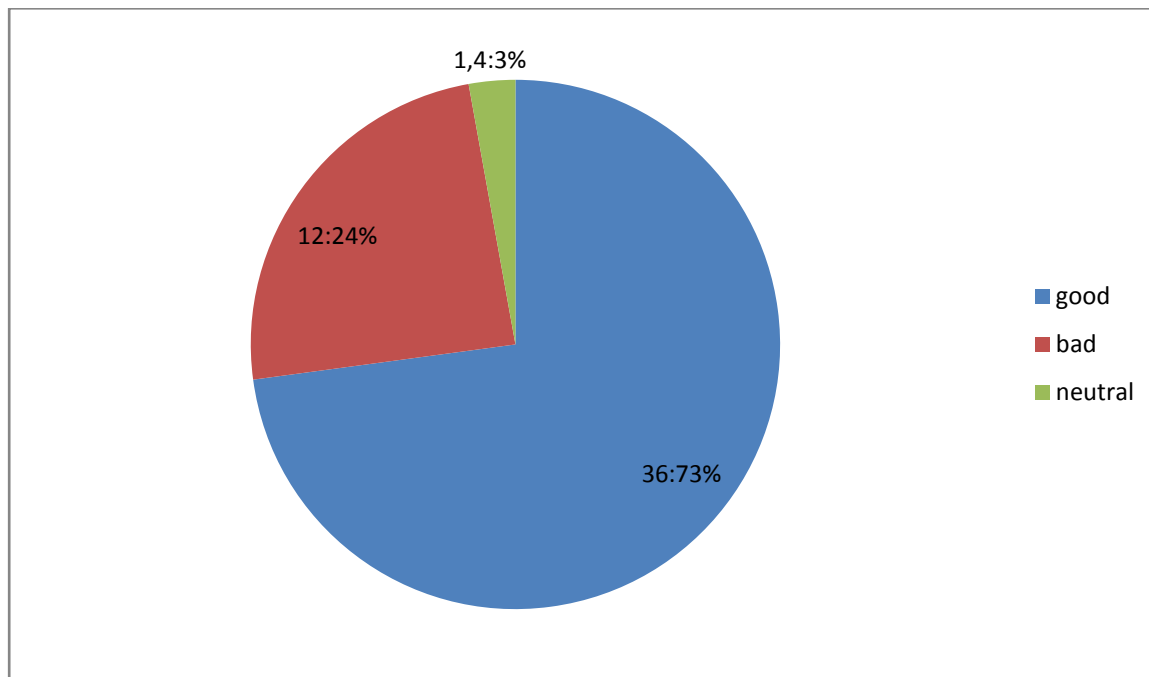


**Figure 12: The Classroom Atmosphere**

Generally, communicative classroom requires a friendly atmosphere, Teachers should create a pleasant atmosphere in order to motivate their students and let them interact freely. The result in the table above shows that 15 students making up 60% describe their classroom atmosphere as friendly whereas 1 participant represents 4% declared that their classroom is stimulating. 9 remaining students making up 36% declare that their classroom atmosphere is boring. We assume that this portion don't like the different activities used by their teacher especially discussion activities where student are obliged and forced by their teacher to speak and give their opinions.

**Table 14: Students' Relationship with Their Teachers.**

Options	Good	Bad	neutral	Total
Number	9	3	13	25
%	36%	12%	52%	100%

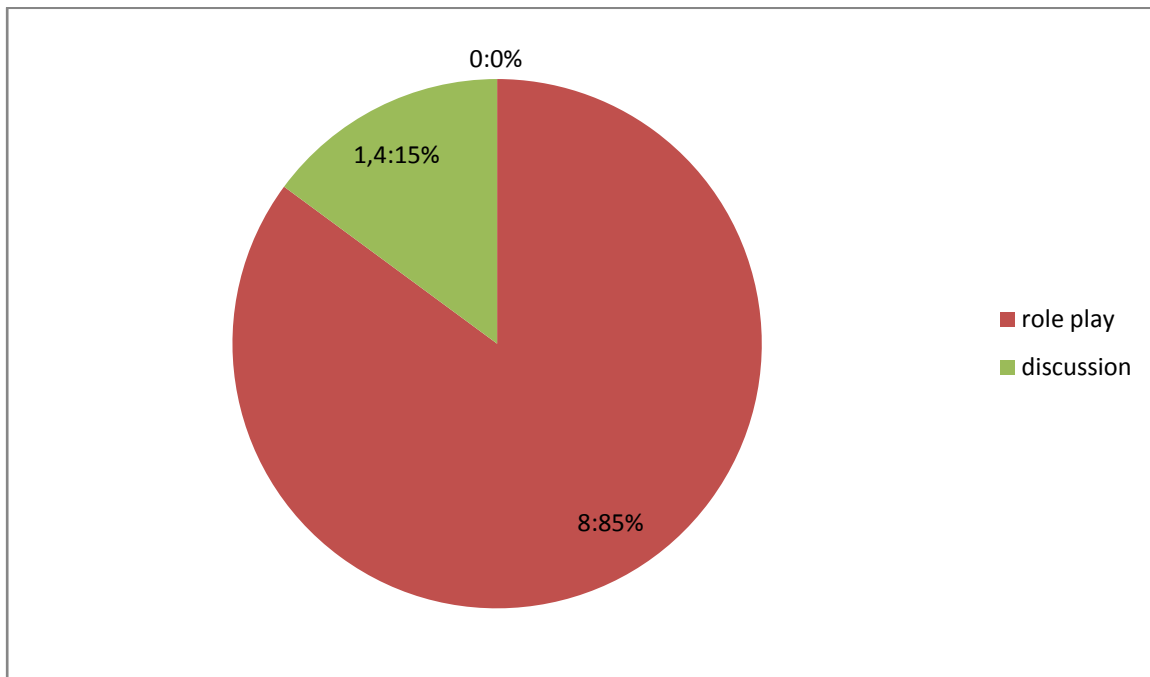


**Figure 13: Students' Relationship with Their Teachers.**

A quick look at the table above shows that (9) participants making up (36 %) affirmed that their relationship with their teachers is good; which means that they can speak and use the language freely without the control of the teacher. The teacher in a communicative classroom should talk to his learners even outside the classroom and he should not put any obstacles between him and his learners. On the other hand, (13) students translated to (52%) state “neutral” and 3 of the participants state “bad “

**Table 15: Which activity does your teacher use most?**

Options	Language games	Roleplay	discussion	Total
Number	<b>00</b>	<b>2</b>	<b>23</b>	<b>25</b>
%	<b>00%</b>	<b>8%</b>	<b>92%</b>	<b>100%</b>

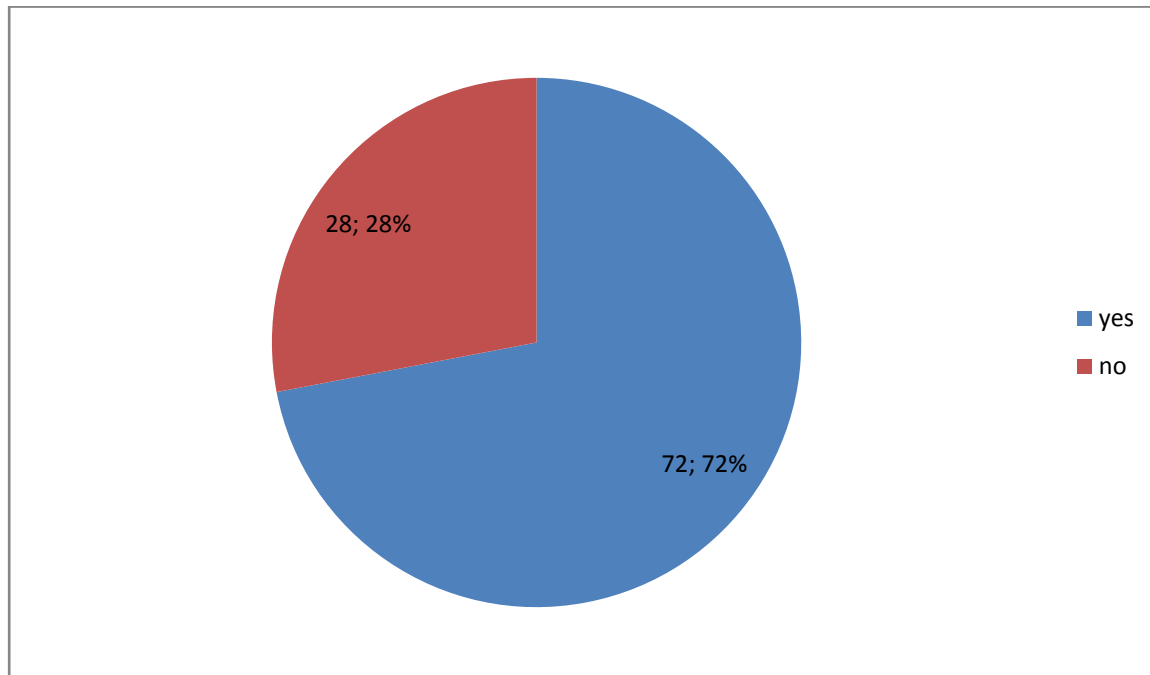


**Figure14: The Most Activities Used by the Teacher**

A quick look at the table above shows that the majority of teachers use discussion activity. (23) Students' answers translated to (92%) go for "discussion". From here; we can say that discussions activity is the most preferred activity by the oral expression teachers because it gives the students the opportunity to use the language and express their different points of view. (3) Participants represent (8%) state "role play" and none of the participant declared "language games". Teachers of oral expression should use different activities to motivate their students to use the language and break the routine of the classroom by using gaming activities to let the students speak and learn in an enjoyable way.

**Table 16: Teacher encouragement of students to speak**

Options	Yes	No	Total
Number	18	7	25
%	72%	28%	100%

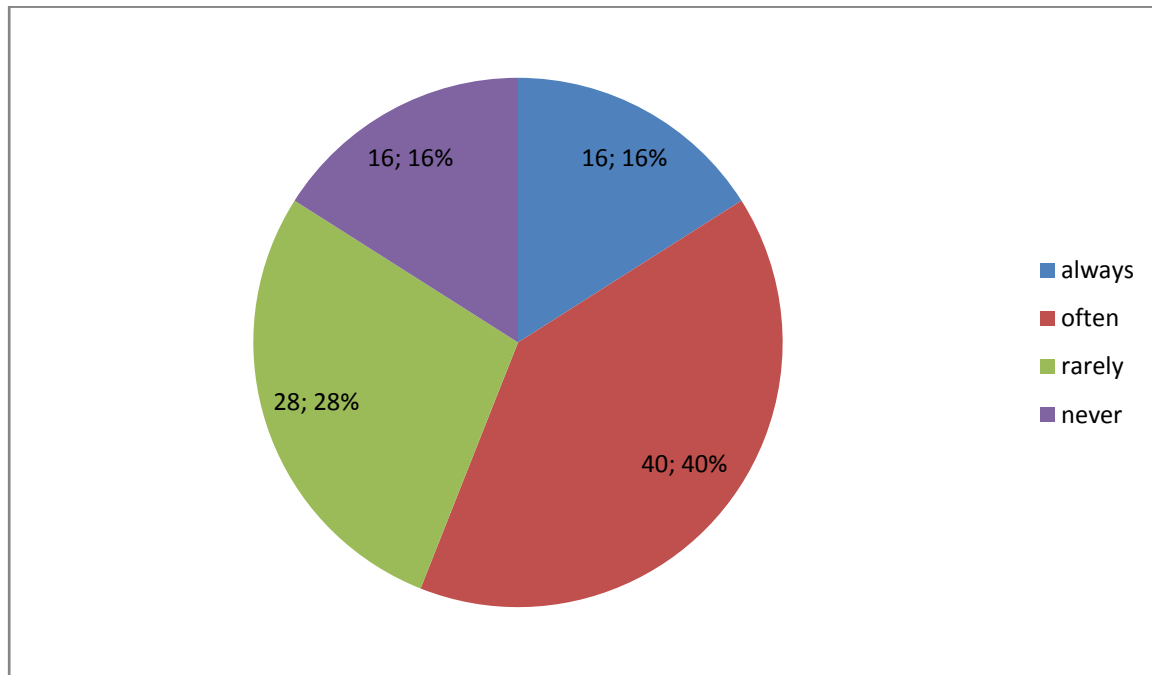


**Figure 15: Teacher encouragement of students to speak**

The aim of this question is to know whether the teacher encourage his students as much as possible to speak. (18) Participants from the whole sample making up 72% go for yes. We assume that the teacher motivate them by creating a pleasant atmosphere, choosing the subjects that the students are interested in since the students who are not motivated they will never speak. In the other hand; a small portion 7 students the equivalent of 28% go for “no”.

**Table 17: Frequency of students’ invitation to speak**

Options	Always	Often	Rarely	Never	Total
Number	4	10	7	4	25
%	16%	40%	28%	16%	100%

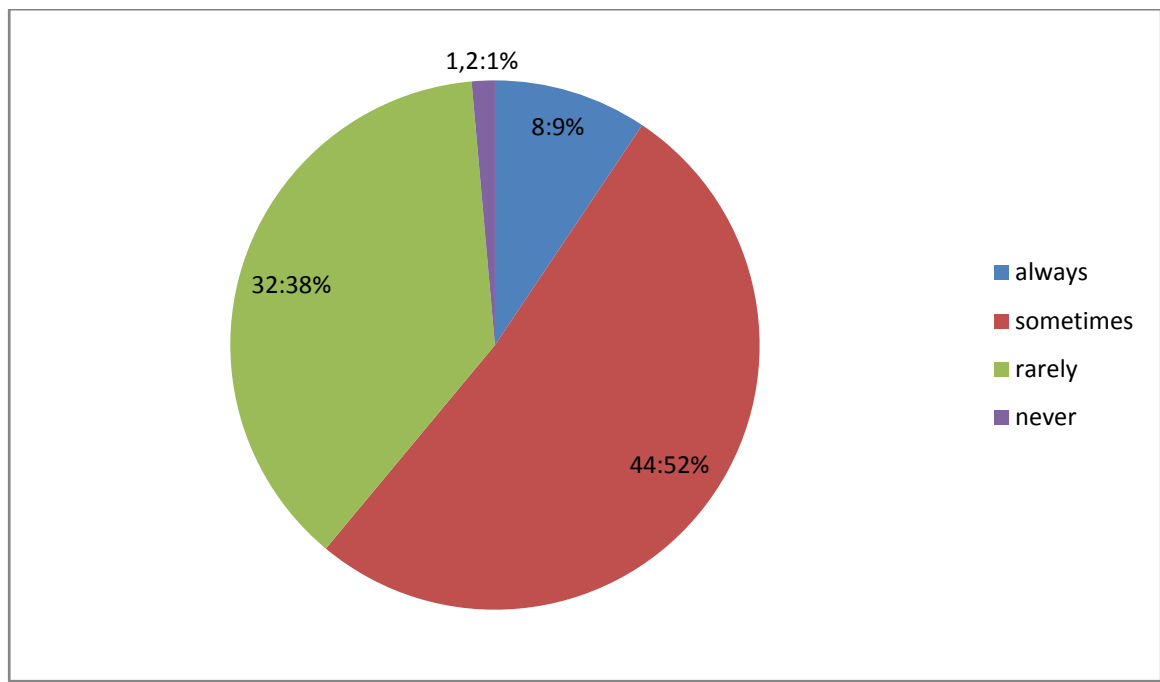


**Figure16: Frequency of students' invitation to speak**

The aim of this question is to know if the teacher invites his learners to speak and encourage them to take risks and to use the language. The results reveal that (4) participants the equivalent of (16%) go for “always” and (10) students making up 40% state that the teacher often invite them to speak while (7) participants represent 28% go with rarely and (4) participants making up 16% go with never. Generally in communicative language teaching the teacher should always invite the students to speak and use the language and help them to reduce their anxiety and fearfulness.

**Table 18: Teachers' frequency of correcting students' mistakes**

Options	Always	sometimes	Rarely	never	Total
Number	2	11	8	4	25
%	8%	44%	32%	16%	100%

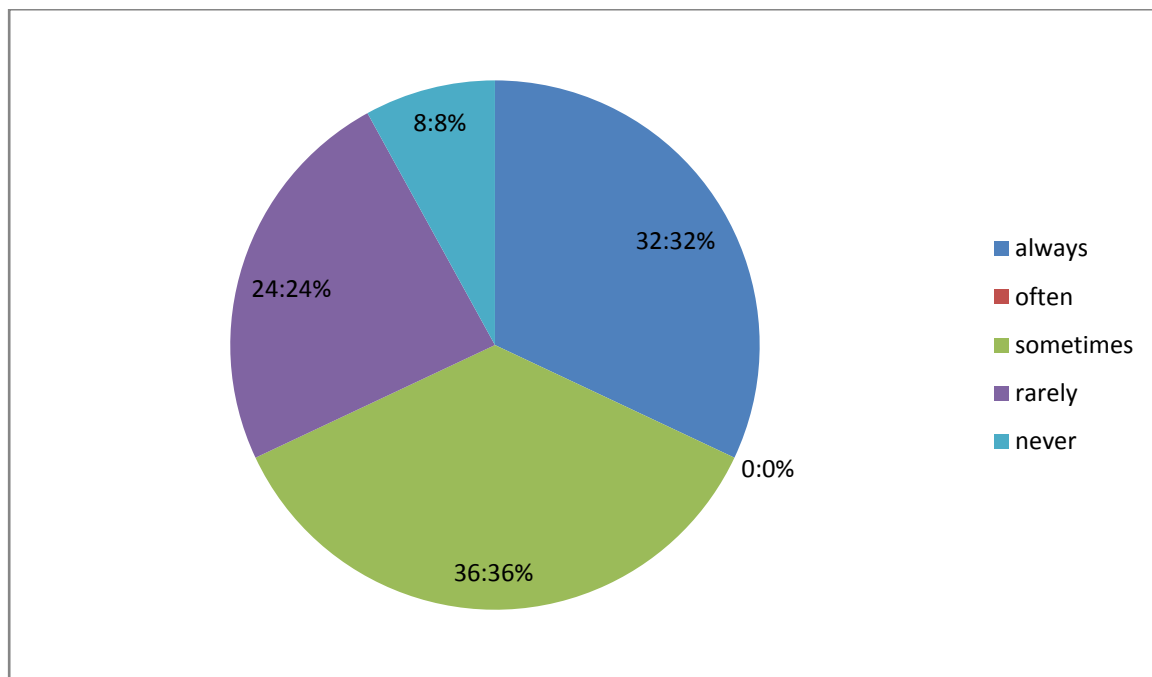


**Figure 17: Teachers' frequency of correcting students' mistakes**

A remarkable characteristic in communicative language teaching is the tolerance attitude towards students' errors especially grammatical errors. A quick look at the table above shows that (2) students making up 8% go for always which means that the teacher continually correct their mistakes. We can say that the teacher should not correct students' mistakes each time to let them interact without fearing of making errors since the teacher correction increases learners' anxiety and hesitation. (11) Participants state often making up 44% while 14 subjects making up the majority of our participants go for sometimes. 8 students the equivalent of 32% answers with rarely and 4 students making up (16%) remaining students declared that the teacher never corrects their mistakes.

**Table 19: how often does he interrupt you to correct your mistakes?**

Options	Always	often	sometimes	rarely	Never	Total
Number	8	0	9	6	2	25
%	32%	0%	36%	24%	8%	100%

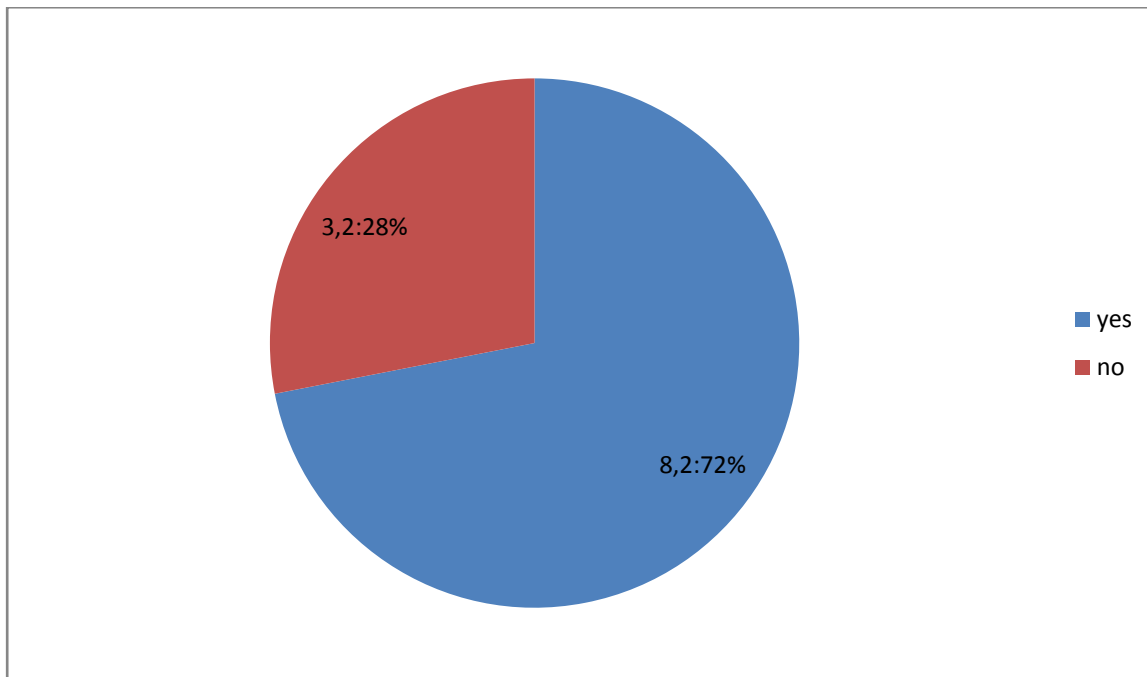


**Figure 18: the frequency of teachers' interruption for correction**

The aim of this question is to know whether the teachers interrupt their students when they make errors to correct them or not. (9) students from the whole sample making up ( 36%) state “sometimes” which is considered to be very encouraging number because teacher should not interrupt their students each time when they are speaking in order to avoid making them fear or anxious and he has just to correct serious mistakes. (8) participants represent (32%) declared that they are always interrupted by their teachers whereas (6) subjects the equivalent of (24%) answer with rarely. in contrast; (2) Students making up (8 %) declared that they have never been interrupted by their teacher and none student declared often .

**Table 20: The impact of interruption on students' to interaction**

Options	Yes	No	Total
Number	10	15	25
%	35%	65%	100%

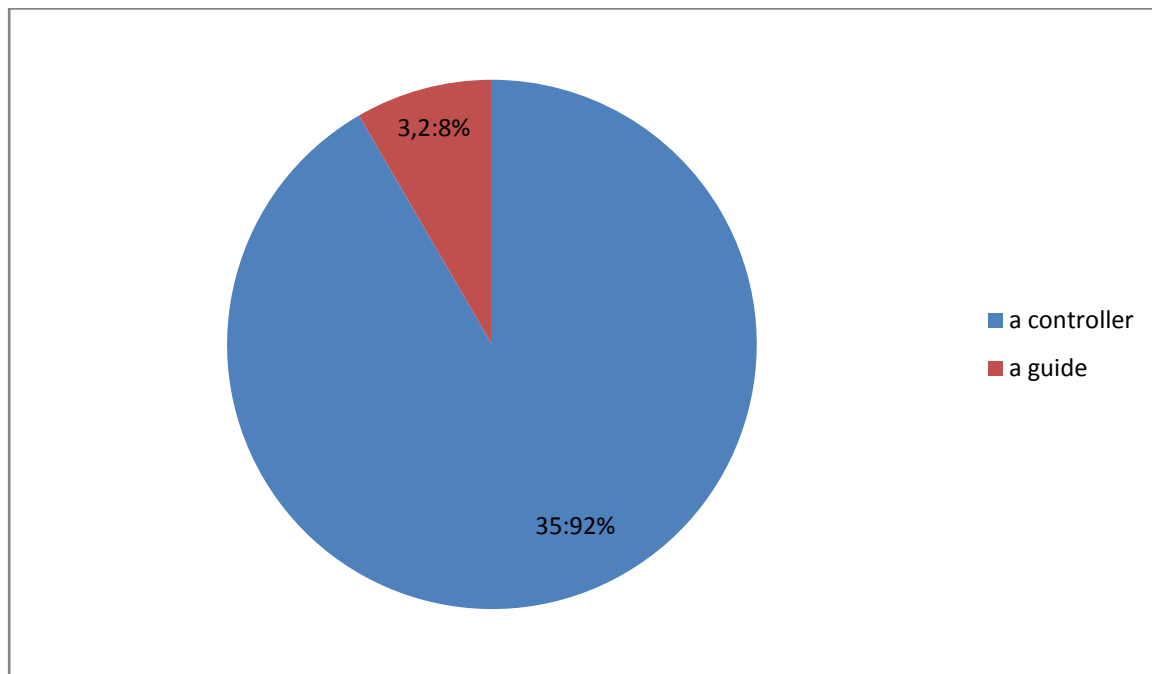


**Figure 19: The impact of interruption on students' to interaction**

A quick look at the table above shows that (15) students the equivalent of (65%) go for No; the interruption does not hinder us to interact. We assume that these students have no problem with interruption of the teacher and they prefer to be corrected by their teacher whenever they make a mistake to improve their learning. In contrast; (10) participants making up 35% declared yes the interruption hinder us to interact .we can say that this portion of students are shy and inhibited and don't like to be corrected by their teacher each time when a mistake occurs.

**Table 21: Students' descriptions of their teacher**

Options	A Controller	A guide	Total
Number	10	15	25
%	35%	65%	100%

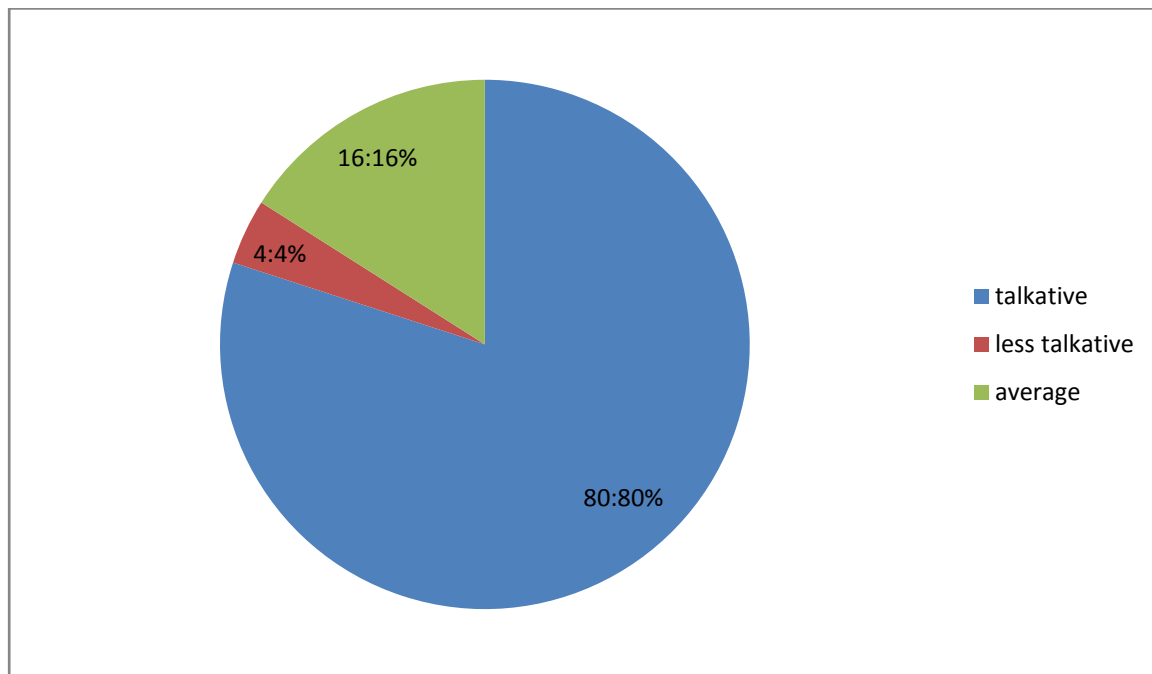


**Figure 20: Students' description of their teacher**

Generally, in communicative language teaching the teacher is a guide a facilitator and assessor in order to facilitate the learning process and make the students use the language freely and reduce their anxiety. 15 students making up 65% from our sample declared that their teacher is a guide. We assume that the students describe their teacher as a guide because they feel comfortable and relaxed in the classroom. Whereas; (10) participants making up (35%) describe their teachers as a controller.

**Table 22: Teacher' amount of talkativeness**

<b>Options</b>	<b>Talkative</b>	<b>Lesstalkative</b>	<b>average</b>	<b>Total</b>
<b>Number</b>	<b>20</b>	<b>1</b>	<b>4</b>	<b>25</b>
<b>%</b>	<b>80%</b>	<b>4%</b>	<b>16%</b>	<b>100%</b>



**Figure 21: Teacher' amount of talkativeness**

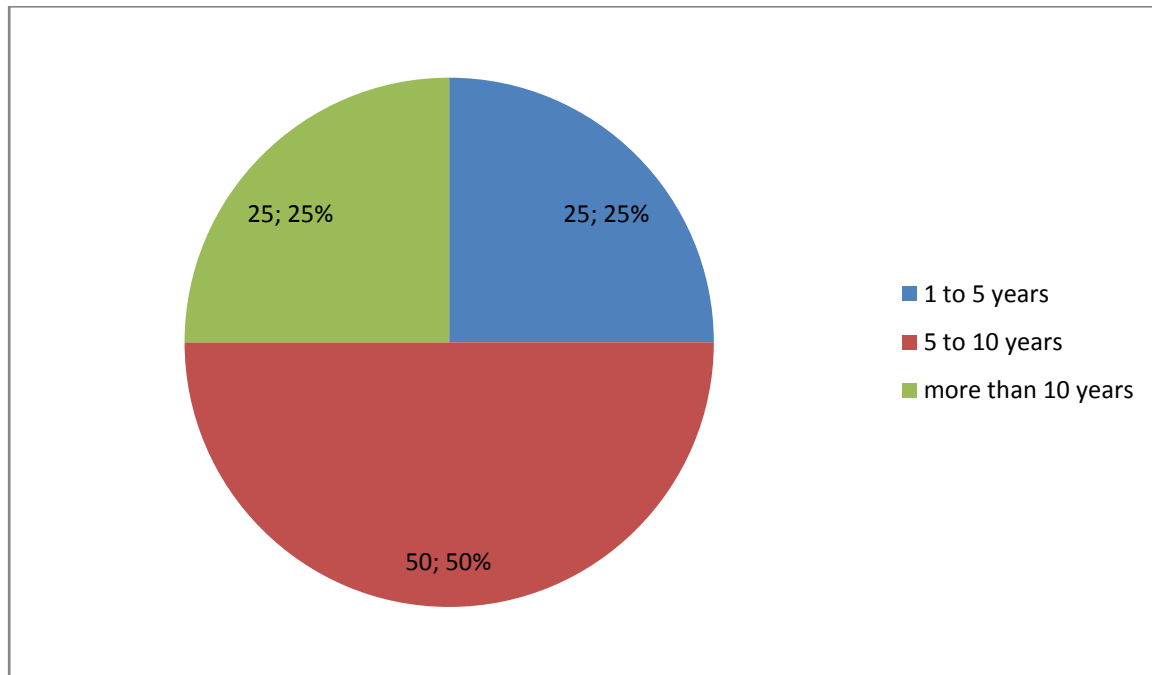
Commonly, the teacher of oral expression should be less talkative and give the opportunity to the learners to talk and express themselves and give their opinions. A quick look at the table above reveals that The majority of the students (20) participants making up (80%) declared that their teacher is talkative. in the other hand (4) participant making up (16%) state that his/her teacher is average. Whereas one remaining student the equivalent of (4%) declared that his teacher is less talkative.

### **The analysis of teachers' questionnaire**

#### **1. Background information**

**Table 23: Years of teaching English at University**

<b>options</b>	<b>1 to 5 years</b>	<b>5 to 10 years</b>	<b>More than 10 years</b>	<b>Total</b>
<b>number</b>	1	2	1	4
<b>%</b>	25%	50	25%	100%

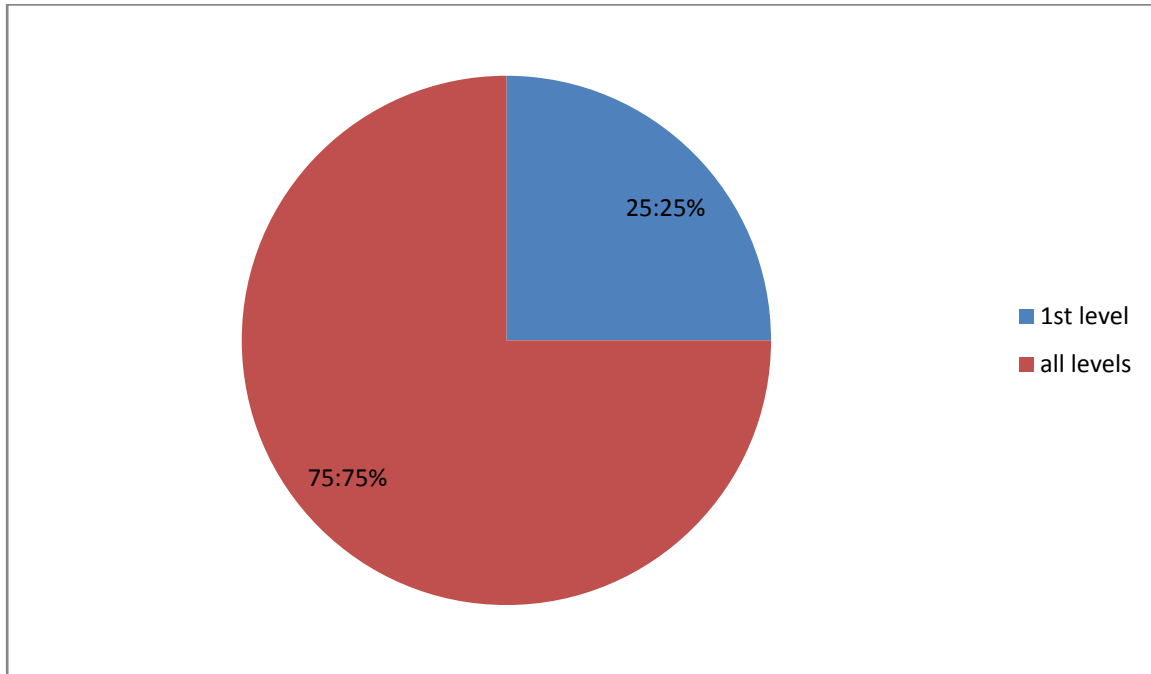


**Figure 22: Years of teaching English at University**

The aim of this question is to know the teachers experience in teaching English at University .50% from the total sample declared that they have been teaching English for five to ten years while 1 teacher the equivalent of 25% states that he has been teaching English from 1 to 5 years and 1teacher making up 25% declared more than10 years.

**Table 24: The most frequent levels teachers have taught**

Options	1st level	2end level	3rd level	All levels	Total
Number	1			3	4
%	25%			75%	100%



**Figure 23: The most frequent levels teachers have taught**

The aim of this question is to know whether the teachers have taught a variety of levels in their teaching career. The majority of the participants (3) teachers making up 75% have taught all levels in their career whereas (1) teacher the equivalent of 25% states that he is teaching the first level.

**Table 25: do you prefer to teach oral expression.**

Options	Yes	No	Total
Number	4	0	4
%	100%	0%	100%

A quick look at the table above shows that all the participants prefer to teach oral expression the (4) said yes and no one disagrees with it

In the table below we are going to mention the main reasons behind the teachers' choice

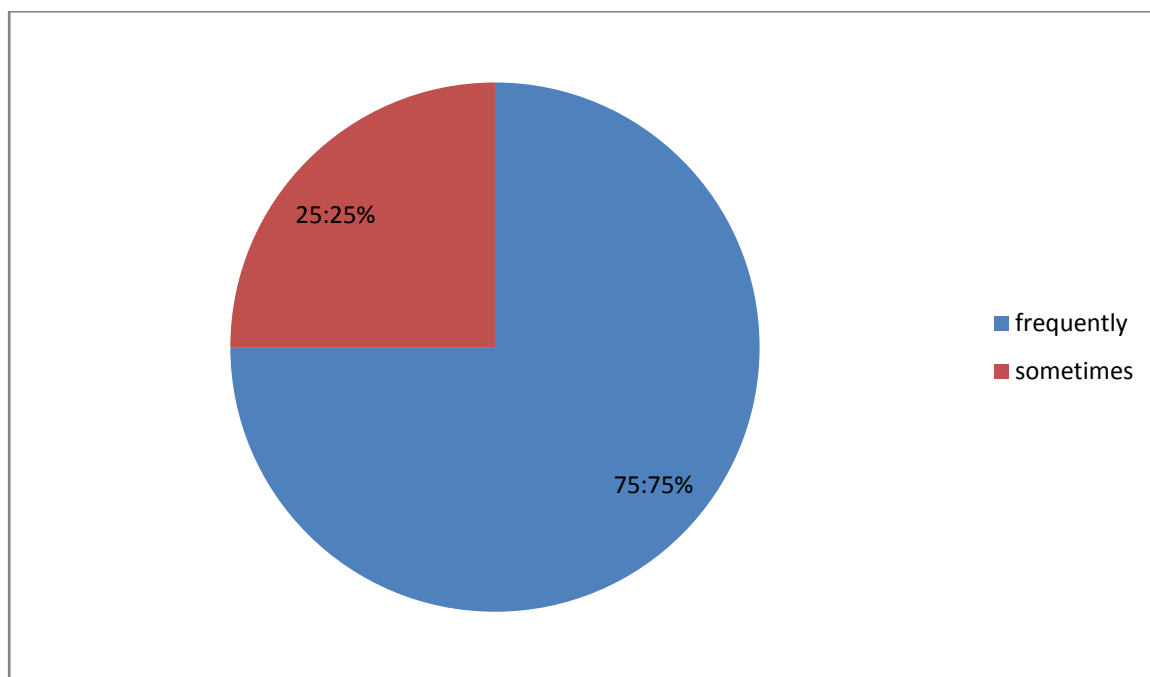
**Table 26: teachers' justification of their choices**

	<b>Teacher's justifications</b>	<b>Total</b>
Yes	-it simply gives you more chance to connect with student.  -it allows me to communicate with my students and to exchange ideas and issues; to be able to explore the target language and share that with my students.	4

**Part two: Learners' attitudes towards teacher's perspective.**

**Table 27: Students' frequency of participation in the oral expression**

<b>Choices</b>	<b>frequently</b>	<b>Sometimes</b>	<b>rarely</b>	<b>Never</b>	<b>Total</b>
<b>Number</b>	3	1	0	0	4
<b>%</b>	75%	25%	0%	0%	100%



**Figure 24: students' frequency of participation in the oral expression.**

The aim of this question is to know the frequency of the students' participation in the oral class and if they are motivated enough to speak and use the target language. The majority of our subjects 3 participants making up 66.66% declared that their students are frequently participating during the oral session. We believe that these students are motivated by their teachers and interested in the different activities that are used in the classroom while 1 participant the equivalent of 25% stated sometimes and none of teachers stated rarely and never. In the table below we are going to mention teachers 'justification behind the students' participation.

**Table 28: teachers' justification of students' frequency of participation**

Choices	Justifications	Number
Frequently	-they are highly motivated to learn;and to communicate in classroom in English as the sole medium of interaction  -because I always involve them in the activities done in classroom.	4
sometimes	-most of them loose confidence	1
Rarely	/	0
Never	/	0
Total	/	4

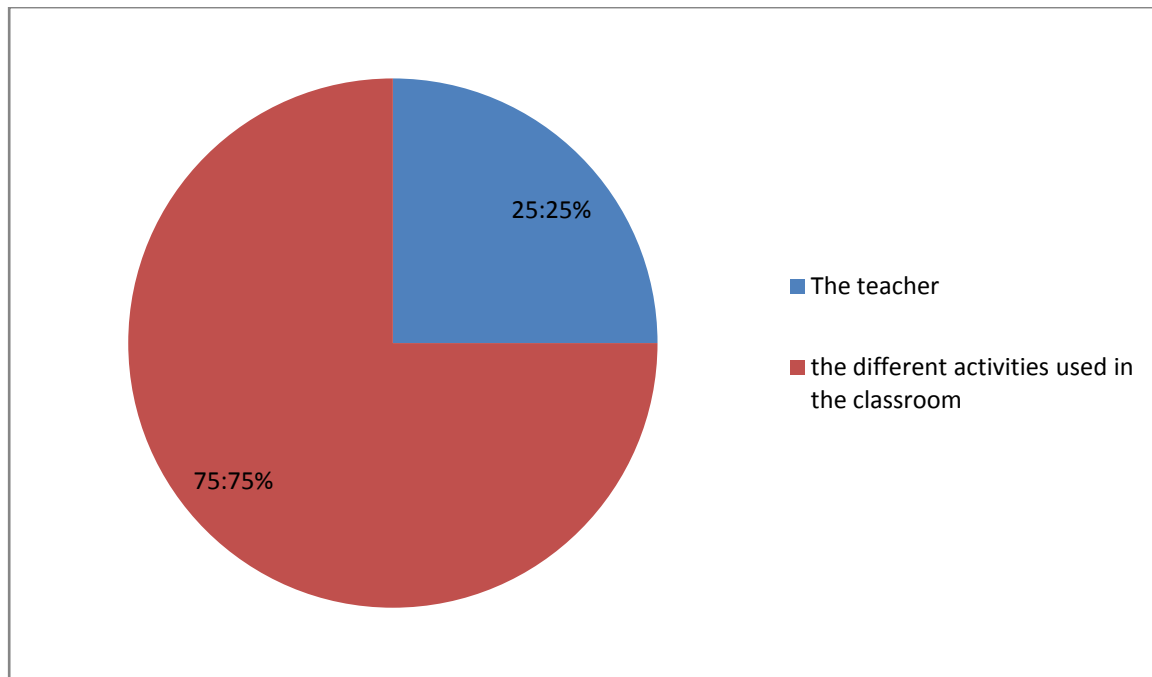
**Table 29: students' attitudes towards oral expression classroom**

Choices	Yes	No	Total
Number	4	0	4
%	100%	0%	100%

A quick look at the table above shows that all the teachers making up 100 % stated that their learners feel comfortable in the oral expression class. We believe that the reason behind the students feeling is that the teachers create a good atmosphere in the classroom.

**Table 30: The reasons behind the students' feelings.**

Choices	The teacher	Their Classmate	The different activities used in the classroom
Frequency Number	1	0	3
total	25%	0%	75%

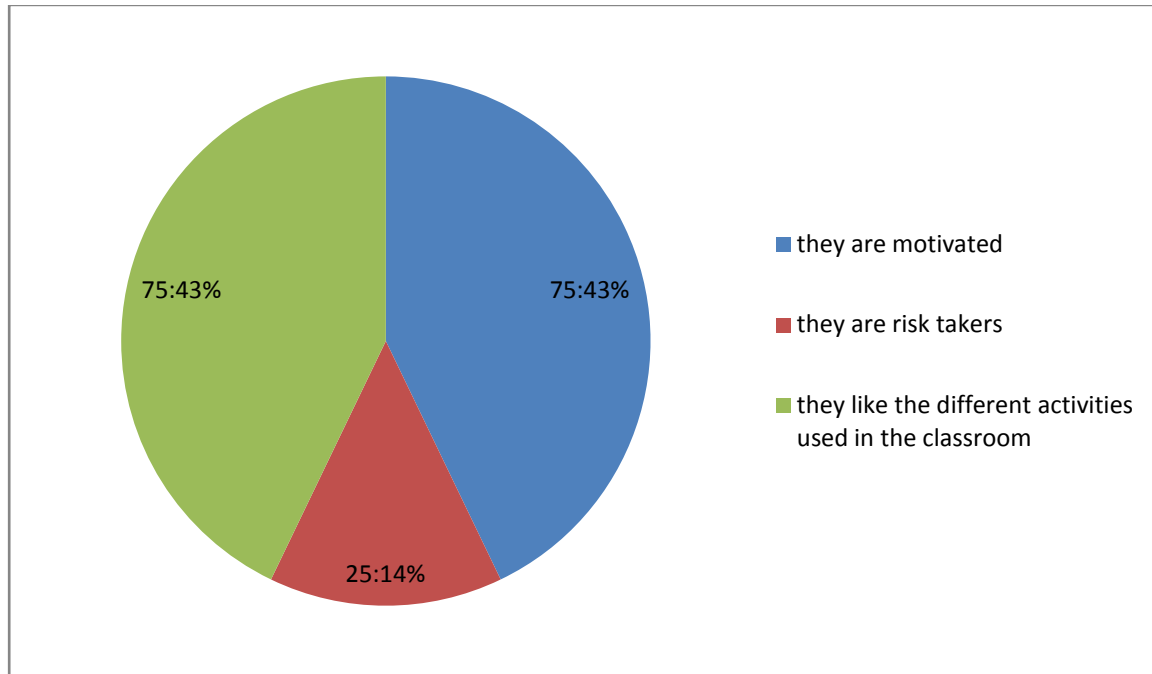


**Figure 25: The reasons behind the students' feelings.**

A quick look at the table above shows that the reasons behind students being comfortable or not(1) teacher making up 25%% go for yes whereas 4 teachers making up 75% go for their classmate and the same teachers have chosen the different activities used in the classroom.

**Table 31: do you think that they participate because**

Choices	They are motivated	They are risk Takers	They like the different activities used in the classroom	Total
Number	<b>3</b>	<b>1</b>	<b>3</b>	<b>4</b>
%	<b>75%</b>	<b>25%</b>	/	<b>100%</b>



**Figure 26: Reasons behind students' feeling**

The aim of this question is to know what the main reasons behind the students' participation. (3) Subjects from our sample making up (75%) declared that they are motivated whereas (1) subject the equivalent of (25%) state that they are risk takers and the same teachers who choose they are motivated affirmed the different activities used in the classroom are behind students' participation in the oral class.

**Table 32: The reasons behind students’ refusal of participating**

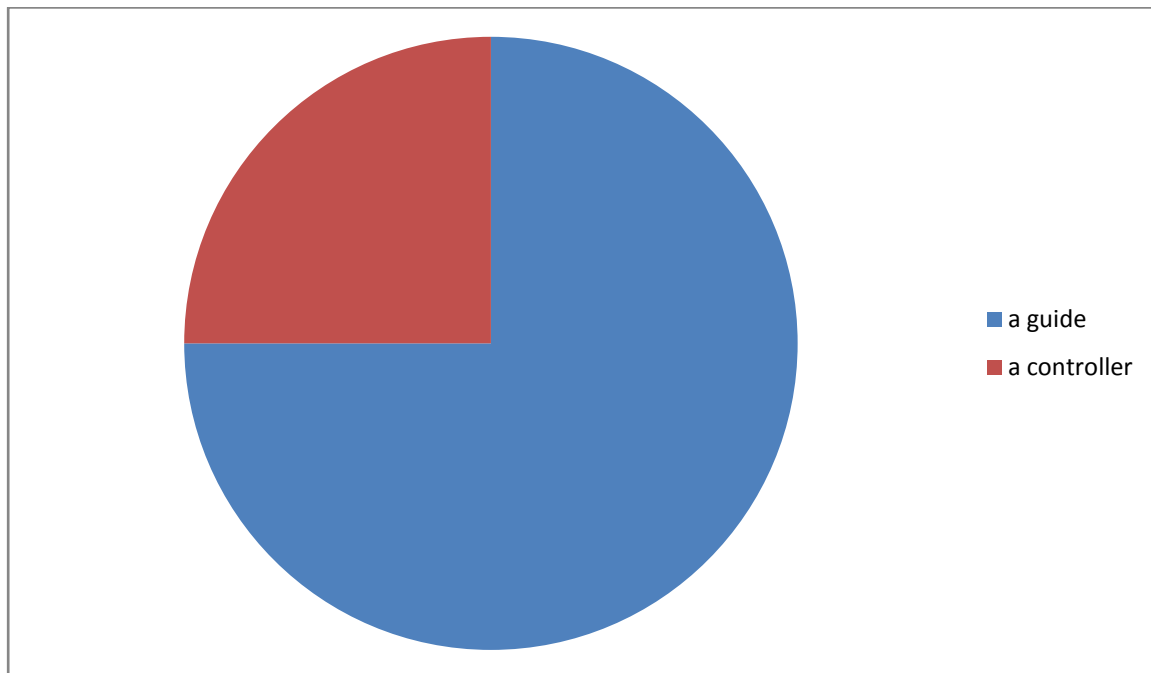
Choices	They are shy	They are not interested in Classroom activities	The overcrowded classroom	Total
Number	<b>4</b>	<b>0</b>	<b>0</b>	<b>4</b>
%	<b>100%</b>	<b>0%</b>	<b>0%</b>	<b>100%</b>

The aim of this question is to know what the main reasons behind the students ‘refusal to speak. All the participants making up 100% go for “they are shy” we believe that many students suffer from this problem of shyness teachers should push these students to participate in order to get rid of shyness.

**Part three: Teacher’s role in communicative language teaching**

**Table 33: The teachers’ role**

Options	A guide	A controller	Total
Number	3	1	4
%	75%	25%	100%

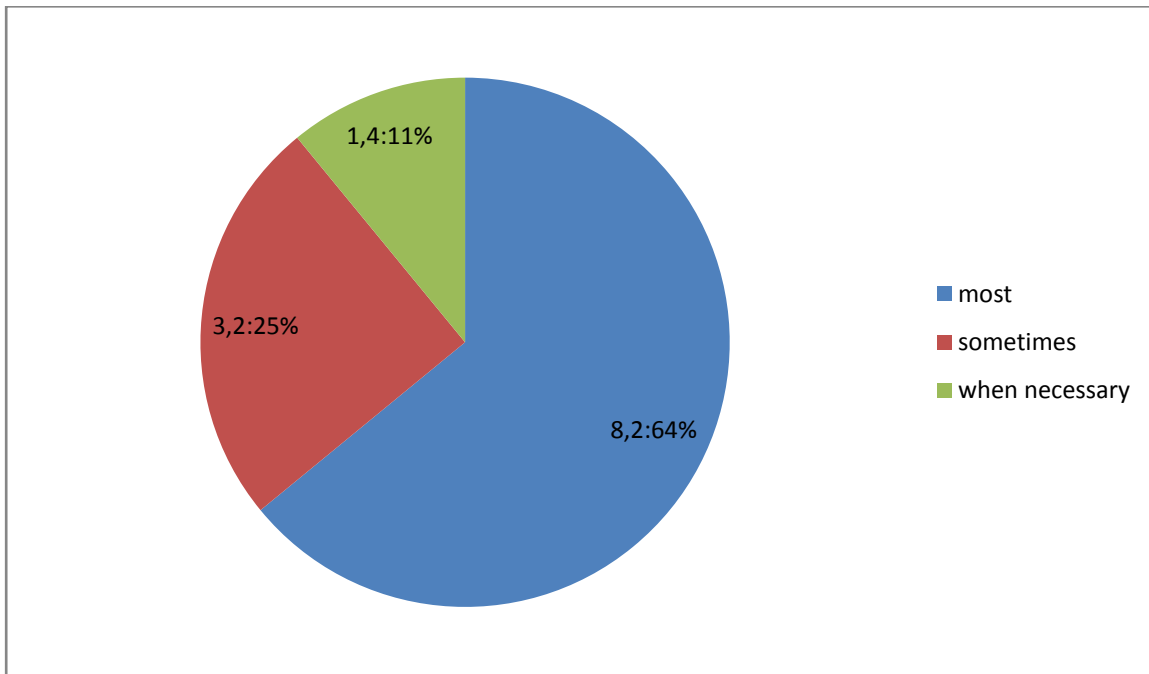


**Figure 27: The teachers’ role**

Ordinarily; in a communicative language teaching the teacher has different roles such as; a guide and a facilitator in order to facilitate learning and make his learner less inhibited and anxious. The result shows that most of teachers making up 75%% declared that they role is a guide while 1 teacher making up 25%stated that their role is controller.

**Table 34: In the classroom; you are the one who talks.**

Choices	Most	Sometimes	When necessary	Total
Number	1	1	2	4
%	25%	25%	50%	100%



**Figure 28: The frequency of the Teachers' talk**

A quick look at the table shows that 2 teachers making up 50% declared that are talking when necessary which means that they emphasize on the students to talk and use the language while 1 subject the equivalent of 25% stated that he talks sometimes whereas 1 teacher making up 25% confirmed that he talks mostly in the oral session.

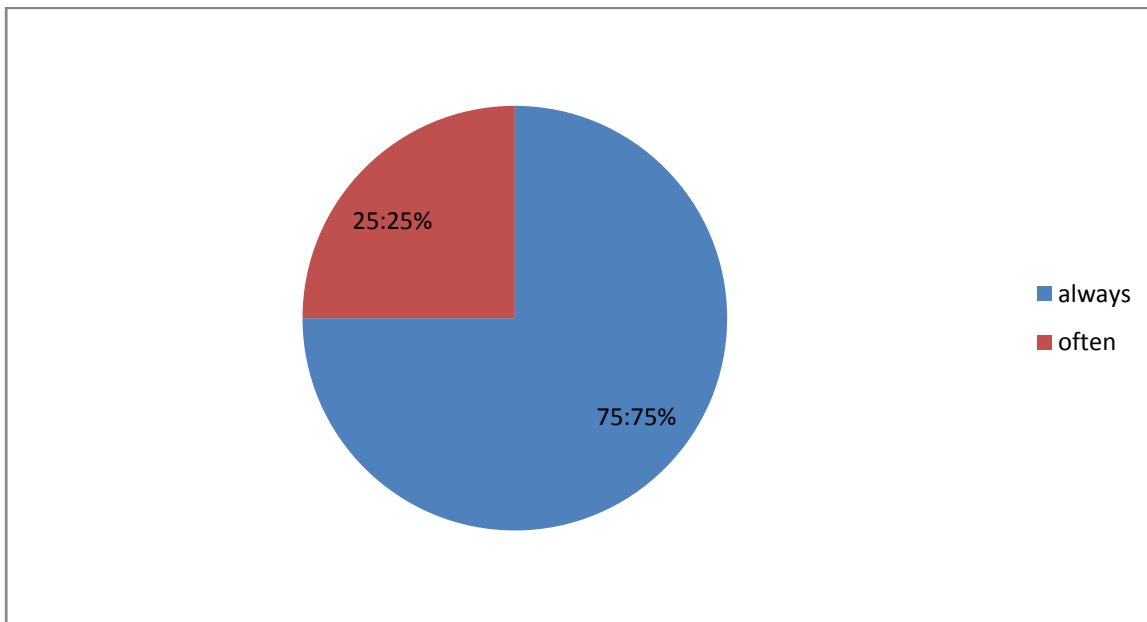
**Table 35: Frequency of teacher’s motivation of students to speak**

Choices	always	Sometimes	Often	rarely	Total
Number	4	/	/	/	4
%	100%	/	/	/	100%

The aim of this question is to know whether teachers motivate their students to speak in the oral session. All our participants (4) teachers making up 100% declared that they are always motivating their students to speak. We can say that teachers try to provide students with different activities and create an encouraging atmosphere in the oral class to push students to use the target language.

**Table 36: do you reward them when they answer correctly**

Choices	always	often	sometimes	rarely	never	Total
Number	3	1	/	/	/	4
%	75%	25%	/	/	/	100%



**Figure 29: the teachers’ frequency of rewarding their students when they answer**

**Correctly**

The aim of this question is to know whether teachers reward their student's from time to time in order to enhance their motivation. The majority of our subjects 3teachersmaking up 75% declared that they always reward their students which considered to be a very good way to enhance motivation in students to speak in the oral clas.1 teacher making up 25% stated often whereas none of teachers stated sometimes rarely or never.

**Part four: communicative language teaching**

**Table 37: The most reliable skill for teachers**

Choices	Speaking	Listening	Reading	Writing
FrequencyNumber	4	1	/	/
%	100%	25%	/	/

Communicative language teaching emphasizes the integration of the four skills; the main target of this question is to know which skill teachers rely on most to teach oral expression. 100% of our subjects have declared speaking as the most skill to teach in oral expression. While one teacher also declared that he relies on listening skill as well to teach oral expression .we can say that because the two skills are interrelated to each other and the good listener is a good speaker. The more they listen to English it helps them their speaking skill and none teacher goes with the productive skills.

**Table 38: teachers' justification behind their choices:**

Choices	Teachers' justification	Frequency number	Total
Speaking	-the oral expression class is basic on listening and speaking skills  -is the most important skill.  -the focus is on speaking, communication performance as I advocate communicative language teaching in classroom in which the focus is on meaning.	4	100%
Listening	Speaking and listening goes together the complete each others.	1	25%
Reading	/	/	
Writing	/	/	

**Table39: Do you agree the students must speak language to learn it**

Choices	Strongly agree	Agree	Not agree	Total
Number	4	/	/	4%
%	100%	/	/	100%

A quick look at the table above shows that 4 teachers making up 100% are strongly agree with the fact that in order to learn a language students have to speak it while none a four participants stated agree or disagree.

**Table 40: Teachers' perception of the language**

Choices	A system of grammatical rules and lists of vocabulary	A social means of communication	Total
Number	/	4	4
%	/	100%	100%

The collected answers shows that the all of our responds see the language as asocial means of communication making up 100%.

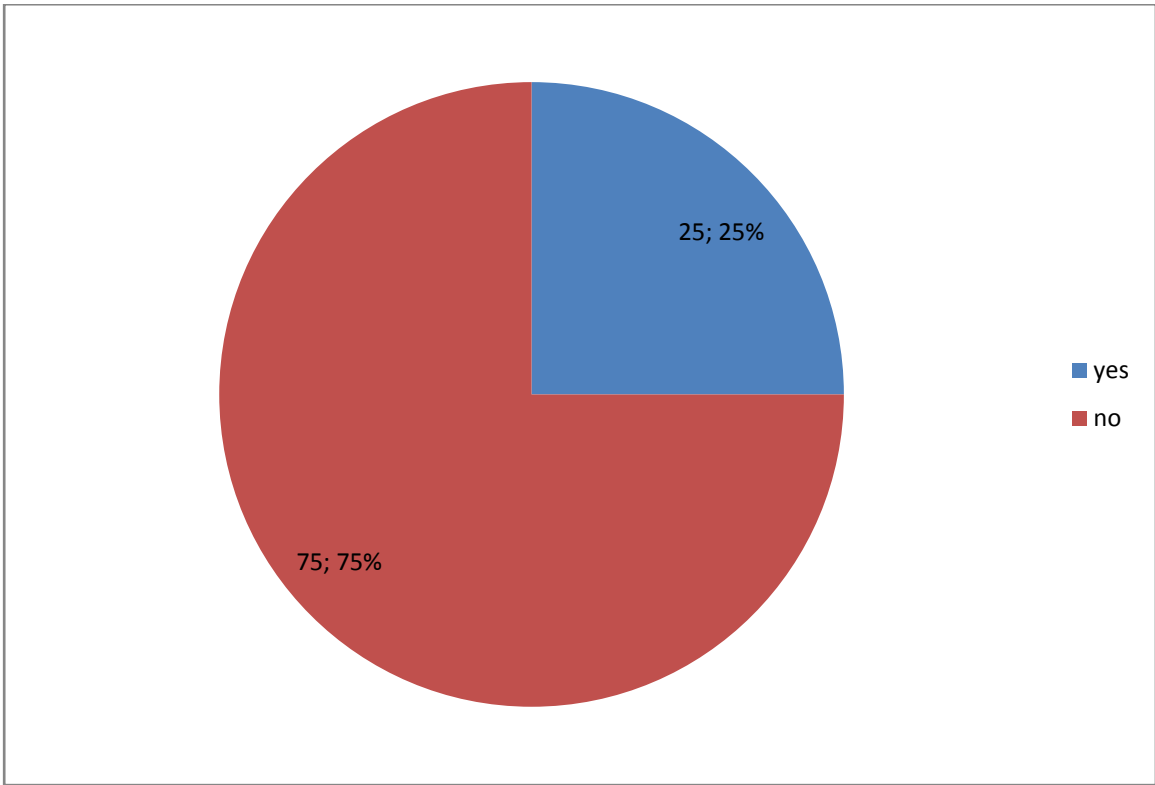
**Table 41: The types of activities that are used by the teacher**

Choices	Communicative activities	Grammatical activities	Total
Number	4	/	4
%	100%	/	100%

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

**Table 42: communicative use of language explanation**

Choices	Yes	No	Total
Number	<b>1</b>	<b>3</b>	<b>4</b>
%	<b>25%</b>	<b>75%</b>	<b>100%</b>

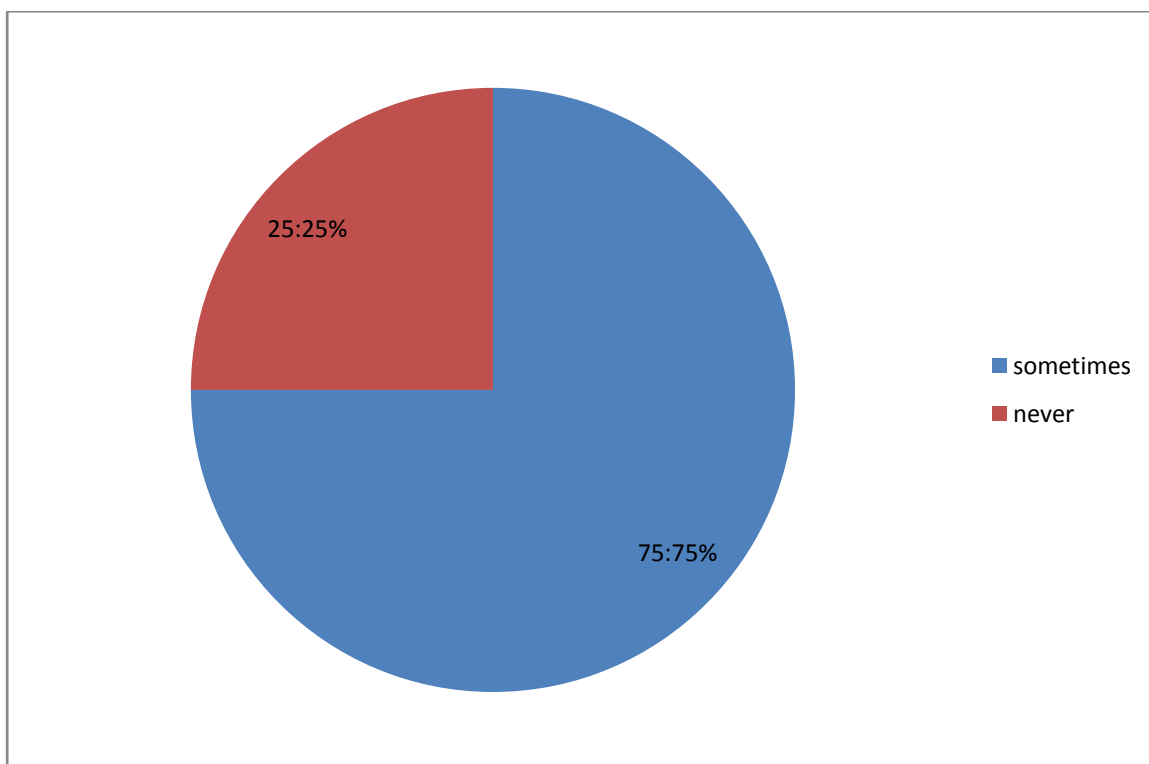


**Figure 30: communicative use of language explanation**

The aim of this question is to know whether the teacher explain to his students that they are learning the communicative use of language one teacher goes for yes and 75 % go for no.

**Table 43: The frequency of teachers’ correction of the students ‘mistakes**

Choices	Always	Sometimes	Rarely	Never	Total
Number	/	<b>3</b>	/	<b>1</b>	<b>4</b>
%	/	<b>75%</b>	/	<b>25%</b>	<b>100%</b>

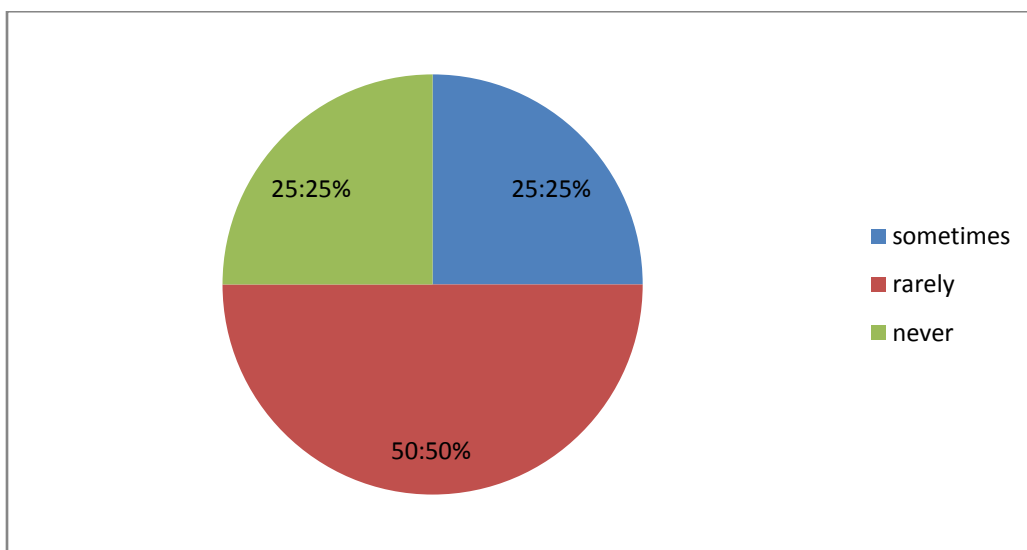


**Figure 31: The frequency of teachers' correction of the students 'mistakes**

A quick look at the table above reveals that 3 teachers the equivalent of 75% affirmed that sometimes correct students' mistakes. And one of our subjects declared never. And none of teachers declared that always and rarely.

**Table 44: how often do you interrupt your students to correct their mistakes?**

Choices	always	Sometimes	rarely	Never	Total
Number		<b>1</b>	<b>2</b>	<b>1</b>	<b>4</b>
%		<b>25%</b>	<b>50%</b>	<b>25%</b>	<b>100%</b>

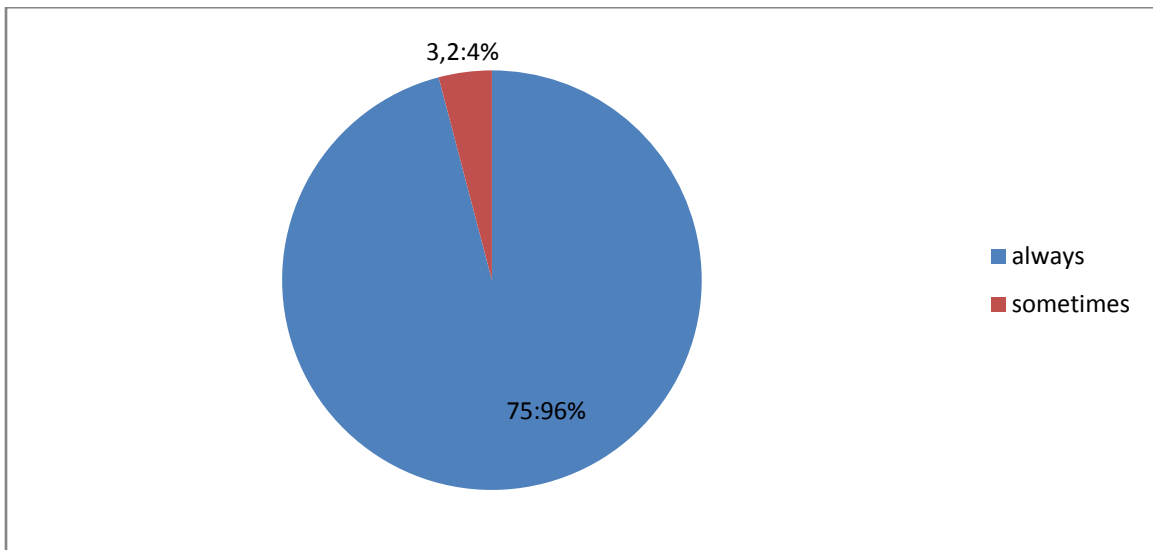


**Figure 32: The frequency of teachers' interruption to correct students' mistakes**

(2) teachers stated sometimes and (1) teachers the equivalent of 25 %stated rarely and (1) teacher said never .this result shows that teachers are aware of students' affective side because interrupting students each time to correct their mistakes increases the fear and inhibition in students .

**Table 45: The frequency of teachers' taking care of students' feelings**

Choices	always	often	sometimes	rarely	Never	Total
Choices	3	/	1	/	/	4
%	75%	/	25%	/	/	100%

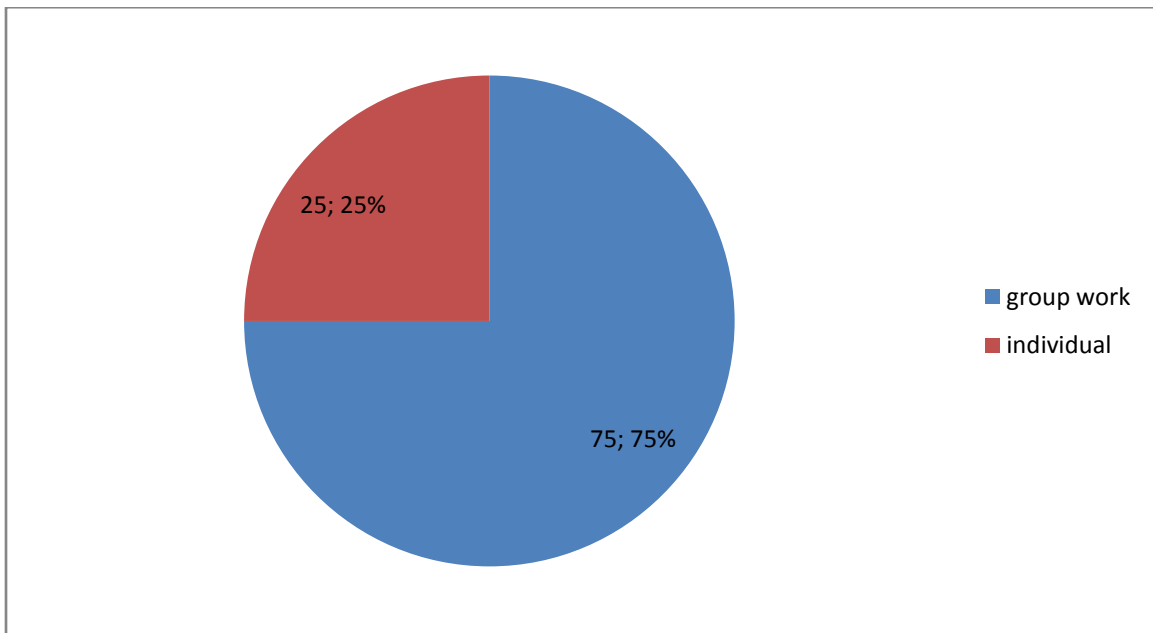


**Figure 33: The frequency of teachers' taking care of students' feelings**

Communicative language teaching put much emphasis on the affective side of the learner without a total ignore to the cognitive side. Teachers should always take the students' feeling into consideration when they invite them to speak. The result in the table above shows 3 teachers making up 75% affirmed that always take the students' feeling into consideration when they invite them to speak. In the other hand; 1 subject making up 25% go for sometimes and none of our responds state often rarely and never.

**Table 46: Teachers' use of group work in teaching speaking**

Choices	Group work	Pair work	Individual work	none
Number	3	00	1	00
%	75%	00	25%	00



**Figure 34: Teachers' use of group work in teaching speaking**

Usually; in communicative activities teachers should divide the students into groups and pairs to make them share their opinions and ideas and use the target language in order to develop their speaking skill. The result at the table above shows that the majority of teachers 75% are using group work and 50 % stated that they are using pair work in the other hand just (2) teachers making up 50% declared that he prefer to make the learners work individually maybe because he face many problems in dividing the students to work together. and one teacher states none

**Table 47: Giving opportunities to the students to talk about their communicative needs**

Choices	Yes	No	Total
Number	4	/	4
%	100%	/	100%

The aim of this question is to know whether the teacher gives chances to their learners to talk about their requirements and their needs and knowing about the language.

## 6. Discussion

First of all, the analysis of the students' questionnaire reveals that communicative approach has an effect on the development of students' speaking skill. The majority of students show a great willing to learn English and speak it fluently. In the second part of the students' questionnaire, the collected data show that the majority of students participate in the oral class and they are really willing to improve their speaking skill because they feel comfortable and motivated by their teachers. In the third part which is devoted to the learners' preferences, the collected answer shows that the majority of the students are willing to work in pairs in order to learn from each other and share their opinions. In the other hand; the introvert students in our questionnaire shows a great preservation because they are shy, self-conscious and inhibited. Here comes the role of the teacher to create a friendly encouraging atmosphere to push the introverts' students to participate in different activities used in the classroom by acting as a facilitator, a guide, a corrector but not a controller. Secondly, the analysis of the teachers' questionnaire shows that most of teachers are actually applying some principles of communicative language teaching in their classes. In the second part of teachers' questionnaire the collected answers affirmed that the majority of their students are motivated to speak and they are willing to use the language because of the classroom atmosphere which is friendly and encouraging and the different communicative activities that are used in the classroom. such as; discussions, role plays...etc .in the third part of the teachers questionnaire the collected answers show that the majority of the teachers agree that they should act as a guide and facilitator in order to help their students to feel comfortable and less inhibited in the oral class. In the fourth part of the teachers' questionnaire concerning the communicative language teaching, the collected answers reveal that the majority of the teachers see that the language as a social means of communication and they put much emphasis on the communicative aspects of the language rather than its form .

## **Conclusion**

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

## **Suggestions and Recommendations**

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

- Due to the several problems which occur in the CLT, We believe that first of all, English teachers need to continue learning advanced teaching theory, improve their professional knowledge, know the correct meaning of communicative competence, understanding the substance of CLT, and master the ways and means of teaching.
- Teachers need to correctly handle the students' ability of listening and speaking and the relationship between reading and writing skills, to encourage students to participate in oral and written communication, not only to meet their current needs and meet the use of English in their future.
- Teachers need to provide some meaningful opportunities for students to communicate in the real situation, so that students can learn grammar structures, while training their communicative competence.
- EFL teachers need to receive in-service training in applying CLT principles. A shift should be made from non-communicative to communicative, Students should work in pairs and groups to promote their speaking skill, Students ought to be encouraged to speak the target language with their classmates.
- Teachers should reduce their speaking time during the session to give more chance to the students to do so and offer more opportunities to the students; especially those who face problems in expressing themselves in the target language.

## **Suggestions and Recommendations**

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

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

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

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

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

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

## **General Conclusion**

This current study is set to investigate the development of students' speaking skill through the use of communicative language teaching. Its main concern is to investigate whether the use of communicative language teaching approach will help students to develop their speaking skill and improve their oral performance the ability to communicate in FL fluently has a great contribution to the success of the learners. Many methods have been introduced to improve the quality of teaching and learning but they fail to help the learners to communicate effectively using the target language. As a result, Communicative language teaching came into existence as one of the various methods to teach speaking skill. It has twofold the first is that language is not jut bits of grammar but also involves languages

functions such as inviting, agreeing, suggesting which students should learn how to use. The second stand is that CLT develops from the idea that if students get enough exposure to language and opportunities for its practice and if they are motivated, a language will take care of itself.

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

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

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

## **Bibliography**

Baker, J., & Westrup, H. (2003). *Essential speaking skills*. London: Voluntary Service Overseas.

Bentayab, N. (2008). *Improving the students' speaking skill through the use of English songs*. University of el Tarf

Brown, H. D. (2000). *Principles of language learning and teaching*. (4th Ed.). San Francisco:

Addison Wesley Longman, Inc.

Brown, H. D. (2000). *Teaching by Principles: An Interactive Approach to Language pedagogy* (2nd Ed.). San Francisco: Pearson Education.

Brown, H. D. (2007). *Principles of Language Learning and Teaching*. San Francisco: Pearson Education

Brumfit, C. J. (1984). *The Communicative Methodology in Language Teaching*. Cambridge Language Teaching Library.

Bygate, M. (1987). *Speaking*. Oxford: Oxford University Press.

Carter, L. et al. (2001). *Improving social skills at the elementary level through cooperative Learning and direct instruction*. Faculty of Education, Saint Xavier University. M.A.

Canale, M. & Swain, M. (1980). *Theoretical Bases of Communicative Approaches*. Cambridge: Cambridge University Press

Celce-Murcia, M. (2001). *Teaching English as a second or foreign language*. (3rd Ed.) Boston, MA: Heinle & Heinle.

Finocchiaro, M., & Brumfit, Ch. (1983). *The Functional-notional approach: From theory to practice*. Oxford: Oxford University Press.

Galloway, A. (1993). *Communicative language teaching: An introduction and sample activities*. ERIC Clearing house on Languages and Linguistics Washington, DC.

(ERIC Document Reproduction Service No. ED357642).

Gower, R., Phillips, D., & Walters, S. (1995). *Teaching practice handbook*. Oxford: Macmillan Education.

Gutierrez, D. G. (2005). *Developing oral skills through communicative and interactive tasks. Profile Issues in Teachers' Professional Development*, ISSN 1957-0790 version impresa. Bogota: Institucion Educativa Distrital Britalia.

Harmer, J. (2001). *The Practice of English Language Teaching*. (3rd Ed.) UK: Pearson Education Limited.

Hedge, T. (2000). *Teaching and Learning in the Language Classroom*. Oxford: Oxford University Press.

Jonna, B. & Heather, W. (2000). *The English Language Teachers' Hand Book: How to teach large classes with few resources*. London: Continuum

Knight, P. (2003). The development of EFL methodology. In Christopher N. Candlin and Neil Mercer (Eds.), *English language teaching in its social context* (pp. 147–166). New York: Taylor & Francis Group.

Larsen-Freeman, D. (2000). *Teaching Techniques in English as a Second Language*. London: Cambridge University Press.

Littlewood, W. (1981). *Communicative Language Teaching: An Introduction*. Cambridge: University Press.

Livingstone, C. (1983). *Role play in language learning*. England: Longman Group Limited.

McCallum, G. P. (1980). *101 word games: for students of English as a second or foreign language*. Oxford: Oxford University Press.

Nunan, D. (1998). *Second language teaching and learning*. Boston: Heinle & Heinle: Pearson Education.

Oxford, R. (1997). *Cooperative Learning, Collaborative Learning, and Interaction: Three Communicative Strands in the Language Classroom*. *Modern Language Journal* 81.

Revel, J. (1979). *Teaching Techniques for Communicative English*. London: Macmillan.  
91

Richards, J. C., & Rodgers, T. (1986). *Approaches and Methods in Language Teaching: A Descriptive Analysis*. Cambridge: Cambridge University Press.

Richards, J., & Rodgers, Th. (2001). *Approaches and methods in language teaching*. New York: Cambridge University Press.

Sharan, Sh., & Sharan, Y. (1976). *Small-group teaching*. New Jersey: Educational Technology Publication, Inc.

Tait, S. (2001). Ingredients for successful communicative tasks. Paper teaching. Oxford: Oxford University Press.

Taylor, B. P. (1983). *Teaching ESL: Incorporating a communicative, students-centered component*. *TESOL Quarterly*, 17(1), 69–85.

Thornbury, S. (2008). *How to teach speaking*. Pearson Education Limited

Thornbury, S. (2002). *How to Teach Vocabulary*. England: Pearson Longman University Press

UR, P. (1991). *A Course in Language Teaching Practice and Theory*. Cambridge university press.

UR, P. (1996). *A Course in Language Teaching: Practice and Theory*. Cambridge: Cambridge

Wall, A. P. (1987). *Say it naturally: Verbal strategies for authentic communication*. New York: Holt, Rinehart and Winston, Inc.

Widdowson, H. G. (1978). *Teaching Language as Communication*. Oxford: Oxford University Press.

Wilkins, D. A. (1976). *Notional syllabus*. London: Oxford University Press.

## **Appendix A :The Student' S'Questionnaire**

### **Students 'questionnaire**

#### **Dear students**

We would be very grateful if You could answer the following questions for the sake of our study .It aims at investigating the role of communicative approach in developing student s speakin skill.

Please tick the appropriate box (√) and make fill statement whenever necessary.

#### **Part one :bakh ground information ?**

Q1 : was English your choice

a- Yes

b -no

Q2 : How long has you been studying english.....Years ?

Q3 : How do you evaluate your level in speakin english as a Foreing language ?

a -verry good

b- good

c -average

d- poor

#### **Part two :student s perception of the speaking skill and their attitudes.**

Q4 :How often do you participate in oral expression ?

a- often

b- sometimes

c- rarely

d-never

Q5 : whatever your answer say why ?

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

Q6: do you feel comfortable in the oral class ?

a –Yes

b- No

Q7 :If ucomfortable say what makes you so ?

a-Teacher

b-Your classmate

c-The diffent activities proposed by the teacher

Q08 : how often do you speak english outside the classroom

a-Often

b-Sometimes

c-Rarely

d-Never

**Part three learner ‘s preferences.**

Q9 :do you prefer

a-Group work

b-Individual work

c-Pair work

Q10 : justify your answer :

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

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

a-Silent

b-Talkative

Q12 :outside the classroom do you prefer to be

a-Alone

b-In company of the others

**Part four : communicative language teaching :**

Q13How do you describe the atmosphere of your class ?

a-Friendly

b-Stimulating

c-Boring

Q14 : what is the type of the relationship between you and your teacher ?

a-Good

b-Bad

c-Neutral

Q15 : which activities does your teacher use most ?

a-Language games

b-Role play

c-Discussion

Q16 : does your teacher encourage you to speak in the classrom ?

a-Yes

b-No

Q17 :how often does he invite you to speak ?

a-Always

b-Often

c-Rarely

d-Never

Q18how often does the teacher correct your mistakes

a-Always

b-Sometimes

c-Rarely

d-Never

Q19 :how often does he interrupt you to correct your mistakes ?

a-Always

b-Sometimes

c-Rarely

d-Never

Q20 : does this hinder you to interact ?

a-Yes

b-No

Q21 : how would you describe your teacher ?

a-A controller dominant

b-A guide

Q22 : your teacher is :

a- talkative

b-less talkative

c-average

**Thank you !**

**suggestions**

**Teacher 's questionnire :**

Dear teacher ;

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

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

**Part one : back ground information**

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

a- one to five years

b-Five to ten years

c-More than ten years

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

a-First level

b-Second level

c-Third level

d-All levels

Q3 : do you prefer to teach oral expression ?

a-Yes

b-No

Justify your answer :

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

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

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

a-frequently

b-Sometimes

c-Rarely

d-Never

Whatever your answer say why ?

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

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

a-yes

b-no

Q6 : what makes them feel so ?

a-The teachers

b-Their classmate

c-The different activities used in the classroom

Q7 :do you think that they participate because

a-They are motivated

b-They are risk takers

c-They like the different activities used in the classroom

Q7 : Do you think that students do not participate because ?

a- they are shy

b- they are not interested in classroom activities

c- the overcrowded classroom

**Part three : the teacher role in communicative language teaching :**

Q8 : What is the role of the teacher ?

a-A guide

b- A controller

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

a-Most

b-Sometimes

c-When necessary

Q10 :in the classroom, you are the one who talks ?

Most

Sometimes

When necessary

Q11 : do you motivate students to speak ?

a-always

b-sometimes

c-rarely

d-never

Q12: do you reward them they answer correctly ?

a-Always

b-Sometimes

c\_Often

d-Rarely

e-Never

**Part four : communicative language teaching :**

Q13 : which skill do you rely on to teach oral expression ?

a-Listening

b-Speaking

c-Reading

d-Writing

Justify your answer :

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

Q14 : do you agree that in order to learn the language,students have to speak it ?

a-Strongly agree

b-Agree

c-Not agree

Q15 : what types of activities do you use most ?

a-A communicative activities

b-A grammatical activities

Q16 : According to you , language is :

a-A system of grammatical rules

b-A social means of communication

Q17 : do you explain to your students that they are listening the communicative use of language. ?

a-Yes

b-No

Q18 : how often do you correct their mistakes ?

a-Always

b-Sometimes

c-Rarely

d-Never

Q19 : how often do you interrupt your students to correct their mistakes ?

a-Always

b-Sometimes

c-Rarely

d-Never

Q20:do you take their feelings into consideration when inviting them to speak ?

a-Always

b-Often

c-Sometimes

d-Rarely

e-never

21 : do you make your learners work in :

a-Groups

b-pairs

c-individually

d-None

22 : do you give your students opportunities to talk about their problems ?

a-Yes

b-No

**Thank you !**

**suggestions**

## نبذة مختصرة

هذه الدراسة الحالية تهدف إلى العمل على تطوير مهارات التحدث من خلال استخدام مناهج التعليم المعروفة ب اللغة التواصلية حيث إن أهم مشكله تعالجها هذه الدراسة هي أن الطلاب غير قادرين على التواصل بصفة تلقائية باستخدام اللغة المعمول بها وسبب الرئيسي لهذه المشكله هو استخدام الأساتذة لمنهجية تعليمية قديمه تسلط الضوء على القواعد النحوية. ولدعم أطروحة هذا البحث سنسلط الضوء على أهميه العمل بمنهجية اللغة التواصلية . ولتنفيذ هذا والتأكيد الفرضية تم إجراء استبيانين ، أحدهما لمعلمي التعبير الشفوي والآخر لطلبة السنة الثانية في قسم اللغة الإنجليزية في الجامعة الشادلي بن جديد الطارف لتحديد واستكشاف مواقفهم حول مهارة التحدث والنهج التواصلية. وتظهر البيانات التي تم جمعها لهذه الدراسة أن تعليم اللغة التواصلية هو وسيلة فعالة جدا لتطوير مهارات التحدث لدي الطلاب. وأخيرا تهدف هذه الدراسة إلى اقتراح بعض الاستراتيجيات والتقنيات والإجراءات التي قد تساعد المعلمين لتكريس مهارات الإلقاء