PEOPLE'S DEMOCRATIC REPUBLIC OF ALGERIA

MINISTRY OF HIGHER EDUCATION AND SCIENTIFIC RESEARCH

UNIVERSITY OF IBN KHALDOUN -TIARET-

FACULTY OF LETTERS AND LANGUAGES

DEPARTMENT OF LETTERS AND FOREIGN LANGUAGES

SECTION OF ENGLISH

**Enhancing Students' English Speaking Skill through Situational Dialogues;**

**a Way towards Fluency.**

**A Case Study of 1st Year Students at Ibn Khaldoun University-Tiaret-**

**Dissertation Submitted In Partial Fulfillment of the Requirements**

**for the Master's Degree in Linguistics**

Submitted by                                      Under the supervision of

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**Academic Year: 2018/2019**

# *Dedication*

*To all my grandparents,*

*To my father and mother who have extremely supported me in both my studies and my life. I hope the efforts I've made will make them proud of me.*

*To my sister and brother,*

*To my dear uncle Said,*

*To all the 'Simerabet' big family,*

*To all my friends*

**Chapter One : Theoritical Review : Speaking English as a Foreign Language**

**Chapter Two: Situational Dialogues**

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# LIST OF ABBREVIATIONS

**EFL :** English as a Foreign Language

**L1 :** Fist Language

**L2 :** Second Language

# PHONEMIC SYMBOLS OF CA (CLASSICAL ARABIC)

# &

# AA (ALGERIAN ARABIC)

**A) Consonants :**

/ b / (ب)as in  / bent /     'a girl'                (Voiced bilabial plosive)

/ f / (ف) as in  / ftah /     'he opened'           (Voiceless labio-dental fricative)

/ m / (م) as in   / msaħ / 'he cleaned'            (Voiced bilabial nasal)

/ t / (ت)as in     / tefa:ħ /   'apple'             (Voiceless alveolar plosive)

/ d / (د) as in    / di:n /     'religion'          (Voiced alveolar plosive)

/ s / (س) as in  / sri:r /     'bed'                (Voiceless alveolar fricative)

/ n / (ن) as in   / nsi:m /    'fresh air'          (Voiced alveolar nasal)

/ z / (ز) as in   / za:weʃ /    'bird'              (Voiced alveolar fricative)

/θ / (ث) as in    /θmania /   'eight'              (Voiceless dental fricative)

/ ð / (  ) as in  / ði:b /    'wolf'                (Voiced dental fricative)

/ ʃ / (ش) as in        / ʃ ta /   ' winter'          (Voiceless post-alveolar fricative)

/ t ʃ / ( تش ) as in / tʃi:na /   'Oranges'         (Voiceless post-alveolar affricate)

/ ʒ / (ج) as in        / ʒbel /   ' mountain'        (Voiced post-alveolar fricative)

/ dʒ / (ج) as in   / dʒuw /     'weather'          (Voived post-alveolar africate)

/ r / (ر)  as in     / raaʂ /    'head'              (Alveolar trill)

/ l / (ل) as in     / la:kin /    'but'              (Alveolar lateral)

/ k / (ك) as in     / ketba /     'writing'         (Voiceless velar plosive)

/ g /(ڤ) as in     / ga:ʒ /      'all'             (Voiced velar plosive)

/ χ / (خ) as in   / χ a:tem /     'ring'            (Voiced uvula fricative)

/ɤ / (غ) as in      / ɤa:li /     'expensive'        (Voiceless velar fricative)

/ q / (ق) as in   / qdi:m /      'old'             (voiceless uvula plosive)

/ ħ / (ح) as in    / ħulm /     'dream'            (Voiceless pharyngeal fricative)

/ h /(ه) as in / hrab /         'he fled'           (Voiceless glottal fricative)

**B) Semi- vowels / Weak Consonants** ال حروف □ ين

/ w / (و) as in    / warda /   ' flower          (Voiced alveolar lateral)

/ j / (ج) as in    / jed /       'hand          (Voiced palatal semi-vowel)

**C) True Emphatics**

/ ş / (ص) as in / şaab / 'he found' (Voiceless alveolar emphatic fricative)

/ ṭ / (ط) as in / ṭajaːra / 'plane' (Voiceless valorized stop)

/ ḍ / (ض) as in / ḍaw / 'light' (Voiced valorized stop)

/ ð / (ظ) as in / ð / / ð olm / 'injustice' (Voiced valorized fricative)

**D) Vowels**

/ I / as in    / qIşşa /    'a story'     Front high spread

/ æ / as in   / hæːmi /   'hot'       Front mid-open unrounded

/ a / as in   / rma /     'he shoot'     Back low unrounded

/ ɑ/ as in   / rɑːħ /     'he left'       Back mid-open unrounded

/ oː / as in   / noːr /    'light'       Back mid-open rounded

/ u / as in   / ruː ħ /   'soul'       Back high rounded

Adopted from Hemaidia 2016 (XX-XXI)

**Subject**

**Enhancing Students' English Speaking Skill through Situational Dialogues; a way towards Fluency. A Case Study of 1ˢᵗ Year Students at Ibn Khaldoun University**

# Abstract

Like all languages, English lays out many difficulties for the non-native speakers. Socio-cultural factors, such as the local environment and AA variety's different accents intervene in shaping the pronunciation of Algerian learners of English in a way that they identify themselves with their own accents, which are likely to influence their pronunciation accuracy in an EFL context. Some believe that a learner must acquire the ability to produce and recognize the allophones used by the speaker of the target language. The main concern of this study is to demonstrate the possible solutions and the effectiveness of classroom environment in improving first year LMD students' pronunciation and reducing serious speaking difficulties. Thus, it is hypothesized that the socio-cultural environment where speaking takes place hinders students' abilities to speak good English. Our investigation aims to seek the causes behind EFL learners poor speaking and, eventually, to suggest some solutions. The nature of the research and the testing hypothesis require three research tools: firstly, a questionnaire was administrated to first year LMD students of English at the department of foreign languages at Tiaret University. Secondly, a teachers' checklist was filled by 12 teachers who have experiences during their teaching. Thirdly, classroom observation with students is complementary in developing EFL speaking performance. After analyzing the data obtained from students' questionnaire, teachers' checklist and classroom students' observation, all the research hypotheses are confirmed and some solutions and recommendations are suggested.

**Key Words**: pronunciation, allophones, transfer, classroom environment, EFL Context, socio-cultural context

# GENERAL

# INTRODUCTION

*"As you begin to take action toward the fulfilment of your goals and dreams, you must realize that not every action will be perfect. Not every action will produce the desired result. Not every action will work. Making mistakes, getting it almost right, and experimenting to see what happens are all part of the process of eventually getting it right."*

*Jack Canfield (2010)*

Language is used by humans in order to know, communicate and understand each other. As we know God created humans in different condition and character, so they need to interact among themselves by the medium of language.

Among all world languages, English is used by millions of people all over the universe. It is used as a first, a second or a foreign language. In those countries that use it as a foreign language, their educational system considers it from the middle school up to the tertiary education. In education point of view, the students hope to speak English fluently so as to comply with technology development.

For learners who are studying Engligh in non-English speaking settings, it is very important to experience real communicative situations in which they will learn how to express their own views and opinions, and to develop their oral fluency and accuracy which are very essential for the success of foreign language communication.

Students find it necessary to learn to communicate in English with people from different linguistic and cultural backgrounds and for different purposes. They may also need it for acquiring some knoweledge in some domains, such as social studies, business and economics which are world-widely used.

The need for understanding drives students to learn this language. The need to guide students drives instructors, and the need for an explanation of how students comme to get what they need to hear in order to speak drives researchers as well as instructors. The purpose of this

study then is to investigate the prior knowledge in oral expression in English as a foreign language.

The incentive behind this research work derives from our curiosity and desire to predict whether situational dialogues are useful materials that can be used by the teacher to enhance students' pronunciation in English. This effort will emphasised on how to improve and develop students' skills, techniques and procedures of speaking. This will enable teachers of oral expression to draw carefully the teaching objectives in classroom situations as experienced in the context of the section of English at the University of Ibn Khaldoun Tiaret.

English is playing a major role in many sectors including education, medecine and tourism. The communication facilities available to us through internet and our access to a variety of websites are all being carried out in English. English is being taught and learned around the world as a second language today.

Thus, the poor performance of most Algerian students in English, mainly in speaking is becoming a major failure in the academic accomplishement in Algerian universities. Their lack of vocabulary and grammar pushes them to commit errors that may cause problems in conveying messages, and hence creating missunderstanding.

The easiness and difficulty that these students face in their learning is determined by the similarity and the difference of the systems of Arabic and English. There might be some similarities between the two languages, yet they differ significantly in the form, meaning and distribution of grammatical structures systems of the two languages. This may give a possibility of explaining and predicting obstacles in speaking.

The present research work, which is in the field of linguistics, is an attempt to describe and examine some of the problems the Algerian students of English as a foreign language when speaking during their learning process and also behind gramatical that causes them to struggle in speaking through different situations not only in classrooms but in some places. It also

examines situational dialogues as essential materials to enhance students' speaking performance.

This research clarifies the difficulties of speaking faced by EFL students at Ibn Khaldoun University during their process of learning. Students very often meet various obstacles when speaking. They sometimes find difficulties to express themselves since they lack the necessary vocabulary and do not know what to say. They also tend to keep silent as a result of their shyness, being uncomfortable and inconfident especially, when they fair to commit pronunciation mistakes. In the case, these learners tend to translate ideas from L1 to L2. For them this represents the safety way to speak, yet and because they ignore totally of the differences of two languages this will lead to serious transfer errors which may surely lead to misunderstanding or to a non-sense. As a matter of fact, teachers should help learners to develop this skill through designing suitable materials such as situational dialogues which can be authentic means capable of taking these students to real life situations to diminish the amount of transfer in their English speaking.

This study focuses on the issues that surround EFL students when they study English, specially the speaking skill. Speaking skill is one of the primary elements of communication; it requires special attention and instruction. English students might encounter certain problems in developing their speaking skill, which prevent them from communicating orally. The study seeks to answer the following research questions:

1- Is the socio-cultural environment where speaking takes place supportive to EFL learners' performance?

2- Are situational dialogues useful teaching materials that enhance students' speaking in English?

These questions are asked to

a) See whether the Algerian socio-cultural environment where speaking in English takes place suitable for acquiring a good pronunciation of this language.

b) See whether situational dialogues can be a useful material to develop students' performance in speaking.

The following hypotheses are tentative answers to the above questions

1-The socio-cultural environment where speaking takes place hinders students' abilities to speak good English.

2- Situational dialogues are useful teaching materials to enhance students' speaking abilities in English.

In the present research work both the descriptive method and analytical method are adopted to conduct this research work both quantitatively and qualitatively. In carrying out this study , a triangulation data collection method is chosen: it includes a questionnaire administrated to first year LMD students at the section of English in Tiaret University. The sample is chosen randomly (40 students among 300). The purpose is to know their opinions about the speaking skill in classroom situations through situational dialogues in order to find the possible remedies to the difficulties they encounter. Teachers are asked to fill the checklist in the form of observational tool and procedure to state their students' weaknesses in speaking. Teachers also asked to investigate classroom students through a means of observation to show whether students interactwith the teacher and among themselves in classroom.

This research work includes a general introduction and three chapters:

The general introduction is devoted to the aims of the research, motivation and to a brief discussion of the subject. Chapter one is a theoretical review. A large part of it is devoted to the importance of speaking English, students' motivation as well as some concepts and definition related to the subject. Chapter two is about the use of situational dialogues as a means to inhance

students' speaking skill. Chapter three is the field work where all data are exposed before their analysis. Some recommendations are suggested in the chapter.

# CHAPTER ONE

Introduction ............................................................................................................

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**Introduction**

Most English learners attempt to enhance language proficiency in the four skills, speaking, listening, reading and writing. **« Language is a city, to the building of which every human being brought a stone » Ralph Waldo Emerson, Letters and Social Aims(1876).** Although most learners consider the development of these four-language skills necessary, many learners would see English-speaking comptency as being the most relevant and purposeful for many learners, who are likely to meet and have contact with other English speakers during their, in different situations, discovering their English speaking skill is seen as being possibly the most important aspect. English as a second language, for this reason , speaking English as a foreign language for learners attempt to make their speech more usefull and more intelligible and comprehensible, so that they can be more like native speakers. Many English foreigners of a second language face considerable issues in developing and perfecting their speaking because of miss leading with vocabulary and grammar structures and the way of thinking in L1 Arabic which gave similar in L2 English in order to speak . Speaking is most important key and sophisticated one, as it obeys rules and instructions. This is really true considering the efforts learners make to enhance their speaking.

This chapter is devoted to speaking in general, starting by a definition of English learning and their importance on learning as a foreign language and how to learn this skill in classroom and in different situations. This chapter also includes the different stages of speaking and his nature. Last but not least, we will also discuss about the materials and sources of motivation in enhancing students' speaking performance.

### 1- Foreign Language Learning

Teaching / learning a foreign language is a complicated strategy that's influenced by many factors or variables such as teachers, learners, individual differences, learning style, etc. Teachers have an important role to organize each step of this strategy, what to teach, when to teach and how to teach, etc. Learners are another critical portion as each learner has a distinctive learning styles and backgrounds that influence his/her learning. It is known that each student has diverse learning style and pace. One can learn by memorizing whereas, the other can learn by writing, etc.

## 1.1. English as a World Language

Language is the primary medium of human social interaction is the means through which social relations are constructed and maintained. It is a vital commodity in a globalized world that means, every people needs and uses language as a means to communicate to each other. People need language to express themselves needs in many aspects of life. So, like the community of the world.

English is seen as a connective instrument that link people worldwide. This language invites and connects all the people around the world regardless of their cultures, beliefs, nationalities and countries.

Crystal (1997) states that: 'a language achieves a genuinely global status when it develops a special role that is recognized in every country' (Crystal 1997, p 2). He discusses how a language, to be able to achieve such status, must be used by people in countries that do not have English as their mother tongue and they must give it a place in their societies. This can according to Crystal be done in two ways. Firstly, a language can be made as the official language of a country where it will be used as a tool of communication in areas such as the educational system, the media, the law courts and in government. In the second way, a language can be made a priority in a country's foreign-language teaching although the language itself has no official status. Crystal argues that one of the main reasons for the spread of English is that it has repeatedly been in the right place at the same time.

Crystal (2003, p5) strongly believed that English turns and makes the big world in a small village.

English as a global language has invited and connected all the people language has invited and connected all the people in the world in terms of communication. For example, people in India, Senegal and Spain can share cultural understandings such as norms, values and beliefs through English as a medium of communication. It can decrease and minimize cultural misunderstandings among people around the world.

English is the international language used for wider communication to an extent that no other language can be compared. In many areas, English is the tool of communication between people from different countries as well as between individuals from the same country. McKay states that from this standpoint, English can be seen as an international language not only from a global sense but also from a local (McKay 2002, p 5).

Marko Modiano (2009) discusses how many different languages that are spoken and pursued in education within the EU, but there is one language, English, that is the most useful language when speakers with different languages interact (Modiano 2009, p 58&59). Modiano claims

that the spread of English across the EU is linguistically unique and states that ; " Never before has one language been so widespread among the general'' population, taken such a prevalent place in education at all levels, had such presence in information services such as printed media, film, radio and television, been so prominent in music and entertainment, as well as the Internet, and also serve as a contact language with people from throughout the world. (Modiano 2009 p 72-73)

## 1.2. Importance of Learning English as a Foreign Language

Learning English as a foreign language allows you to fully appreciate the culture and its context of a country, it widens your understanding. By understanding a person's culture, for example, you can avoid situations which could cause misunderstandings. Being able to understandother cultures and through learning a foreign language you can bridge the gap between cultures, which would be a powerful tool intoday's modern world. It also increases your understanding of your own culture. If you study English and its culture, you will be able to see your own culture from another perspective. Encountering other cultures will allow you to question things that you've taken to be universal. Studying a foreign language will give you theunique opportunity of stepping outside theboundary of your everyday life. Experiences ofother cultures and your personal developmentthrough the study of a foreign language willgreatly shape your identity and heighten yourself-awareness.If you master English, you will enjoy travelling.

## 2. Nature of Speaking

As Rivers (1981) disscuses, speaking is used twice as much as reading and writing in our communication. Many specialists determine speaking in different ways. Dark and Yule (1983) expressed that ''speaking is to formulate the need-request, information, administration, etc.'' Another meaning of speaking skill '' the process of building and sharing meaning through the use of verbal and non verbal into a variety of context.''(Chaney, 1998 :13). Therefore, speaking is not an easy task, it's mastery claim a lot of experience and practice.

Luoma (2004 :1) argues that ''speaking is a foreign language is very very difficult and competence in speaking takes a long time to develop.''

Speaking requires that learners understand when, why, and in what ways to produce language (sociolinguistics competence) (Burns & Joyce, 1997; Cohen, 1996 and Harmer,

2001:269-270). A good speaker hence synthesizes this array of skills and knowledge to succeed in a given speech act.

## 2.1. Speaking in Foreign Language Teaching

Speaking is generally taught to be the most important of the four skills. Indeed, one frustration commonly voiced by learners is that they have spent years studying English, but still they cannot speak it.

Speaking is one of the most difficult skills language learners have to face especially in learning foreign language, it is traditionally been faced into the background while, teachers of foreign language English have spent all our efforts and time in classroom in order to teach students how to speak, read , write and sometimes even listen in L2 .

« Teachers must encourage direct and spontaneous use of the foreign language in the classroom » (Richards and Rodgers, 1986, 9)

The teacher should provide learners with feedback to make learners active and more effective that enhance participation in the classroom. The speaking skill is an important skill in teaching foreign language. Through speaking English foreign language , learners can express and exchange their ideas or points of view during the learning process in the classroom with teachers or with other students and get to know other foreign cultures for easier understanding for different words and their uses outside classroom. EFL teachers help learners to overcome difficulties and to correct their errors using effective teaching methods classroom activities. That suits learners' needs and reduce their weakness and they become more confident when they speak and make them able to overcome any difficult situation that contains misunderstanding to other person in conversation.

As Wallace, Stariha and Walberg (2004) defend, it is important that students are given the chance of practising their oral skills in the classroom (p. 10). In addition teachers can also help them not to feel shy and be able to overcome the problems which may arise when they are asked to communicate in the English language. Regardless the importance of making the most of the time in the classroom, Dinapoli (2000) argues that the interaction between teacher and students is almost nonexistent in most cases.

## 2.2. Speaking in Foreign Language Learning

Speaking skill is most difficult and demanding in foreign language learning. Learning to speak is not an easy thing because it needs a lot from both learners and teachers but it needs from the learner's side. « When people are learning to speak a language, they are

concerned mainly with two things; first knowing what to say. What words and phrases to use at any given moment. In any given situation- and second, being able to say it, able to perform the required actions, the moment necessary, for saying those words and phrases aloud » (Mac Carthy, 1972 :9). In other words, Mac Carthy suggest two main things that learners should learn in order to develop their speaking skill in the Foreign Language. Firstly, mastering grammar rules, memorising lists of vocabulary, where and when to use them. Secondly, mastering phonology features and using the necessary gestures needed. Moreover, learning speaking does not mean just learning vocabulary and grammar but also learning how to use prosodic features of pitch, intonation and duration the expressive features of tone and voice, gestures and facial expression ; the phonic features of assimilation and how to connect speech in a smooth way and how to use all these features in appropriate contexts.

### 3. Speaking among other Learning Skills

Four skills in the language classroom serve many valuable purposes; they give learners opportunities to create, contexts in which to use the language for exchanges of real information, evidence of their own ability and, most important confidence in their learning skills.

Reading is fun-way to knoweledge hunt-through reading, we learn a lot and it is the most prominent language skill. But the fact of making a reading habit of being good at it is the question here. For now, students, adults and even educators read veryless ; it is a well known fact when there were no television or computers or other forms of entertainment, reading was a primary

Reading is a life long skill to be used both at school and throughout life. According to Andreson, Hiebert, Scott, & Wilkinson, reading is a basic life skill. It is cornerstone for child's success in school and, indeed, throughout life. Without the ability to read well, opportunities for personal fulfilement and job success unevitably will be lost (1985).

According to Hadfield (2008), reading is the own language is very different from reading is a foreign language, because the mother tongue has different ways of reading depending on what is being read and why. To use students' background knowledge of certain topic could help to predict the content of a text and also to understand it easily because student already know how different texts are structured.

Hadfield says that reading for a gist is mother strategy that implies reading with purpose in mind. Also reading for detail is considered as a strategy. Sometimes, students need to read carefully because it is necessary to pay attention to all the sentences to get the meaning of the whole text.

Listening is a vital component of the oral communication, or the interactive process in which the individual takes the roles of speaker and listener through a verbal and non verbal component.

Listening is an essential part of the communication process. Students spent the majority of each school day listening and much of what students know is acquired through listening. It is a term daily used without giving it much thought. Yet, listening is a vital mental capacity one of the principal ways through which we understand and take part in the world around us (Rost, 1994) as he quoted :" Listening is considered to be a part of oracy, a capacity to formulate Thought verbally and to communicate with others''.

Listening is a vital component of the oral communication, or the interactive process in which the individual takes the roles of speaker and listener through a verbal and non verbal component.

When examining the state of listening in FLT, it is noticed the lack of an agreement on an exact definition (Witkin, 1990) as he agued   "No one theory about what listening is" (P7). But, still this process can be defined variously and many definitions can be attributed to this skill.

Listening is an essential part of the communication process. Students spent the majority of each school day listening and much of what students know is acquired through listening. It is a term daily used without giving it much thought. Yet, listening is a vital mental capacity one of the principal ways through which we understand and take part in the world around us (Rost, 1994) as he quoted :

" Listening is considered to be a part of oracy, a capacity to formulate Thought verbally and to with others''

A good listener shows and possesses an ability to manupilate the sound into words and their textual meaning. A student learns better when he can listen better. Listening should be enhanced in your life as to be greater speaker. The attitude of the listener is another stepping stone to achieve this skill.

According to Penny Ur (1996), it is important to work on the development of listening comprehension, since « students should learn to function successfully in real-life listening situations »

Hadfield (2008), mentions different kinds of activities and strategies.

One of them ' Listening with a purpose', which is important because learners can (…) adapt the way they listen to their aims'' pay more attention to the information they need to extract from the listening-text.

Another aspect that Hadfield mentions is ' listening for gist' : when teacher uses this strategy, he/she sets « a question or task which is given to the '' learners before they listen so that they know what information they are listening for''.

The third aspect mentioned by Hadfield is 'listening for specific details which means that to listen with a clear purpose in mind that show learners develop the ability to filter out everything they do not need to know.''

Writing skill is the ''hard copy'' of your intelectual level or the level of your experience. The writing process is taught in schools and colleges. But, do they practice it well ? Pre writing opens the doors to effective writing where your brainstorm almost anything under the topic or theme ; you find a topic, narrow it and consider the purpose, audience as well as the form of writing. It is a journey of self-discovering promotes effective learning. Students feel more motivated when teacher give imaginative writing tasks, because the feel engaged and try to do their best in producing a variety of correct and appropriate language than they might, for more routine assignements.

As writing is an important skill ability, it is necessary to build a writing habit in students. Doing this, students will recognize writing as a normal part of classroom practise and they come to writing assignments with much enthuisiasm. To achieve the writing habit, it is necessary to give the students interesting and enjoyable tasks to do. (Harmer, 2007). According to Hornby (2005), writing means '' to make letters or numbers on a surface, especially using a pen or a pencil.''Richards & Renandya (2002) mention that writing is the most difficult skill for L2 learners, since they need to generate ideas, organize them and translate these ideas into readable text which can be very difficult for students.

Speaking is the most important skill among other skills (Bygate, 2001, p.120)

Off all the four skills (listening, speaking, reading, writing) speaking seems intuitively the most important skill, people who know a language reffered to as « speakers » of the language, as if speaking included all other kinds of knowing, and many if not most foreign language learners are primarily interested to speak.

Speaking skill is an interactive process of constructing meaning that involves producing and processing information. Its form and meaning are dependent on the context, in which it occurs, including participants themeselves, their collective experiences, the physical environment and the purposes of speaking, it is often spontaneous, open-ended and evolving. Being skillful in speaking means to be able to decide what to say in the situation saying it clearly being flexible during a conversation when a difficult situation comes out and trying to solve it

for that reason, speaking requires that learners not only know how to produce specific aspects of language such as grammar, vocabulary …

## 4. Socio-cultural Impacts on Students' speaking skills

The socio-cultural impact on the students' has great influence on students' performance in learning speaking skill. Three issues of interference, low and high contextual factors that affect students performance in English. The interference phenomenon affects the students in areas of grammar, phonology also about oral speech.

### 4.1. Mother tongue Influence on learning English

When asking any learners especially first year if they can speak in foreign language without referring to their first language, directly they answer with no because they are dealing with new language. They find themselves obliged to think in L1 before they speak. Also they transfer a lot of thing from their mother tongue, that's why they feel that they are incapable to speak. The term first « Language Interference » best summarizes this phenomenon. Besides, being able to express fully one's ideas to another language is always a demanding task. Thus, when learners' L2 is not sufficient in expressing themselves, it is likely that they will rely on their L1 to express their ideas.

Mahmoud (2002) explicated that the mother tongue undoubtely plays a prominent role in learning and using another language especially in foreign language learning situation where learners are infrequently exposed to the target language.

### 4.2. Limited Environment for EFL speaking

Learners speaking skill in foreign language are limited because, they are only learning it in classroom not in everyday life for this reason, learners are not interested even in classroom to speak only when the teachers obliged them to speak English. However, outside classroom learning English is totally rejected and neglected because of the influence of L1 and they are not seeing themselves speaking other languages or watching movies to learning except few of them when they are interested in speaking the language. Moreover, the opportunities to use the second foreign language outside the classroom is almost nonexistent, even in classrooms that are most of the time limited because the target language is taught as a subject. Teachers should help learners to develop themselves in the target language; teaching speaking as a skill may provide learners with different capacities, learners are in need of those abilities to express their personalities in various situations.

## 5. Motivation in Speaking English as a Foreign Language

Motivation is an issue worthy of investigation because it seems implicated in how successful language learners are. And motivation is the answer that researchers and teachers provide when regarding to efficient language learning. Most teachers and researchers have widely accepted motivation as one of the key factors which influence the rate and success of second/foreign language learning. Moreover, motivation provides the primary impetus to initiate learning the L2 and later the driving force to sustain the long and tedious learning process ; indeed, all the other factors involved in L2 acquisition presuppose motivation to some extent (Dörnyei, 1998, as cited in Huang 2007). Motivation determines the extent of active, personal involvement in L2 learning ; research shows that motivation directly influences how often students use L2 learning strategies, how much students interact with native speakers and how long they persevere and maintain L2 skills after language study is over (Oxford & Shearin, 1994, as cited in Huang 2007). Conversely, without sufficient motivation, even individuals with the most remarkable abilities cannot accomplish long-term goals, and neither are appropriate curricula and good teaching enough on their own to ensure students achievement (Dörnyei & Csizér, 1998, as cited in Huang 2007).

## 6. Sources of Motivation in English Speaking Classroom

Many researchers studied motivation and its effects on language learners. The most extensive and significant research in second language learning was carried out by Gardner and Lambert (1959, 1972) to investigate the role of motivation and to determine how attitudinal and motivational factors affect language learning success.

### 6.1. Intrinsic Motivation

Intrinsic motivation comes from a person's desire to perform an activity in order to gain internal reward such joy, pleasure and satisfaction of curiosity.

Psychologists agree on the fact that there is a natural curiosity drive in animals and human beings, "…a drive that does not appear to be directed towards an apparent material end, but which prompts exploration and discovery from an early age." (Field, 2008: 149).

According to Ellis (1997), he claimed that intrinsic motivation is influenced by classroom environments such as physical conditions, method, teacher and success. Th key factors which can inrease and decrease this kind of motivation are the teachers.

Girard's study (as cited in Cook, 199, p.9) found that the teacher's qualities are the important factors leading to stimulate the learner's intrinsic motivation. Teachers should have good pronunciation and be able to explain the subject clearly and get students involved in the learning task.

### 6.2. Extrinsic Motivation

Extrinsic motivation comes from a person's desire to get external rewards or recognition of their peers and parents such good or praise from others. Moreover, extrinsic motivation occurs in order to avoid punishment (Arnold, 2000, p.14)

Extrinsic motivation results from the desire to obtain some particular outcomes from outside and beyond the self such as grades, prize, teacher's and peer's approval, money, etc. It also comprises the desire to please parents, succeed in an external exam, gain a group competition, influence someone or avoid punishment.

Because learners find success to be rewarding, they are always building expectations and work harder to fulfill them. However, at a school level, extrinsic motivation is seen to increase anxiety and leads to failure and low self-esteem. Furthermore, in cases when praise may be highly rewarding, it can prove highly directive too, and may "…lead children to abandon their other ideas and concentrate upon the one to which the teacher has responded so positively" (Brown, 200:157).

### 6.3. Integrative Motivation

This kind of motivation can help second language learners to develop their proficiency in the target languages.

Gardner (as cited in Wang, 2006) stated that integrative motivation occur when a person want to communicate with the members of the target language or when a person wants to be part of a second language group. It is similar to Brown (1987) who claimed that this type of motivation refers to one's wishes to integrate oneself within the culture of second language group.

Lambert quoted in Ellis (2000a : 509) says that '' an integrative orientation involves an interest in learning an L2 because of a sincere and personal interest in the people and culture represented by the other language group.''

### 6.4. Instrumental Motivation

Instrumental motivation refers to the benefits for getting job or higher salary, or passing examination or travelling.

[…] more functional reasons for learning a language as the means of attaining certain instrumental goals, e.g. getting a better job, reading technical materials, passing required examinations, etc. (Gardner, 1985: 76).

### 7. Motivation in Enhancing Learners' Speaking Performance

As it has been discussed before, the role of motivation is indisputably important in language learning. Chiefly, Motivation has a direct effect on learners' speaking performance. In other words, motivated learners are more likely interested to practise the spoken language, and enhance their communicative skills. That is, the more learners are motivated, the more they participate and concentrate on the learning tasks.

Dörnyei (1998) argues, 'motivation has been widely accepted by both teachers and researchers as one of the key factors that nfluences the rate and success of second/foreign language (L2) learning' (cited in Barker, 2004, p. 71).

### 8. Teacher's Role in the Motivation process

Without motivation, learners may not start the act of learning at all and for those who have started to learn, they may not able to mantain learning once experiencing hardstrip in the process (dornyei ; 2001 ; gardner, 2007 ; palmer, 2009).

In EFL contexts where motivation to learn English is driven mainly from external sources and exposure to english outside the classroom is somewhat. The teacher is responsible for focusing the student attention to, and interest in learning.

The enthuithiasm of the teacher is clearly activities has a significant impact on increasing the student motivation levels. A key task of the teacher is to ensure the motivation of students (deniz et al. 2006)

The teacher is the desicive element in providing inspiration motivation and learning. Also, teacher should model the best ethical behaviour in their dealing with students, administration and community. For example, maintaining a sense of humor throughout the day is always important to morale in order to feel free without pression.

## 9. Materials to Enhance Learners' Speaking Skills

These materials could be considered effective if they facilitate the learning of a language by increasing learners' knowledge, experience and understanding of it and, simultaneously, helping learners learn what they want and need to learn. Learning materials are also used to help transfer information and skills to others. Allwright (1990) argues that learning materials should teach students to learn, that they should be resource books for ideas and activities for learning, and that they should give teachers rationales for what they do.

The relevant subject of materials is decided according to learning needs which can be assessed by interview with the students or observation. Format of materials is selected according to volume of the subject, degree of complexity of messages, and language level which is to be set with relevant to students' lives. The materials may be designed based on two types : audio visual aids and authentic materials.

### 9.1. Audio Visual Aids

The audio-visual aids are very important tools because they facilitate both the learning and the teaching process. Moreover, they provide exposure to spoken English, so students get different information about vocabulary, grammar and pronunciation through listening as well as they see how native speakers use body language when they speak. Furthermore, these aids motivate students and help them to understand in order to perform well when they speak.

Audio-visual aids are useful materials which help both teachers and students in the teaching and learning process. Many scholars, writers and websites provide different definitions of audio visual aids. According to Kinder S. James,"audio visual aids are any devise which can be used to make the learning experience more concrete,more realistic and more dynamic."

Burton states that " audio visual aids are those senory objects or images which initiate or stimulate and reinforce learning." In addition, Carter.V.Good defines "audio visual aids are those aids which help in completing the triangular process of learning that is motivation, classification and stimulation." So audio visual aids are very useful devices because they do not facilitate the learning process only, but they motivate students and make the course interesting.

Mckean and Roberts add that " audio visual aids are supplementary devices by which the teacher, through the utilization of more than one sensory chanel is able to clarify, establish and correlate concepts, interpretations and appreciations". From these definitions, we conclude that audio-visual aids are important devices which facilitate learning and teaching process. Besides, they help students to acquire the foreign language and develop their speaking skill

since they give them the opportunity to hear as well as to see the foreign language as it is used by native speakers.

### 9.2. Authentic Materials

Rogers and Madley (1988 :468), states that the term authentic to refer to language samples that reflect a naturalness of form, and appropriatness of cultural and situational context that would be found in language as used by the native speakers, orally. Authentic materials refer to audio / video recordings of a discourse or a conversation that is spontaneously generated by a native speakers of the language.

Jordan (1997 :116) states that to authentic texts are not written for the aim of language to authentic texts are not written for the aim of language teaching.

Its aim is to enable learners to hear, read, and produce the language as it is in the target culture. Similarly, Martinez (2002, p. 1) stated that "Authentic would be material designed for native speakers of English used in the classroom in away Similar to the one it was designed for."

Authentic materials are not created specifically to be in the classroom, but they make excellent learning tools for students precisely because they are authentic. They divided authentic materials into print (web sites, newspaper, magazines, TV guide) and auditory (radio, broadcast, video, movies).it is important to use materials in authentic ways not in traditional school based ways. The purpose or function of authentic materials often will determine how teachers use them.

### 10. Impact on the Use of Authentic Material in Enhancing Learners' Speaking skills

Authentic materials use in EFL language teaching because it can improve students' motivation, creating an intresting learning situation, where authentic materials will affect the four skills in English. It is used in the classroom of EFL students are considered to introduce them not only to the language they learnt but also the life behind language. One of the researcher stated that authentic materials help motivate students learn the language behind by making them feel that they are learning the real language (Guariento & Morley, 2001 as cited in Al Azri & Al Rachidi, 2014) .

Geoffrey M. Maroko (2010) proposed 5 advantages of using authentic materials both for teacher and students. First, authentic materials will expose the students to the natural business language which will be helpful on their workplace. Second, it will bring reality to the classroom and make interaction meaningful. Other advantage is authentic materials will make

the assessment and teaching to focus on skill rather than the facts of language. The fourth advantages still based on Geoffrey, authentic materials will be readily available and inexpensive teaching resources as well. Lastly, it adds variety to classroom activities and support more creative approach to teaching. The students in this case, will have a chance to practice the skillslearnt in the classroom in real life situation. Getting motivated by using authentic materials and also studying the real English language use in classroom, will both indirectly or directly improving students' listening, speaking, writing, reading, and writing skills in English. There will be many advantages for both teachers and students when they use visual or audio-visual media with its authentic content. KatarzynaChmielowiec (2009) fount that authentic materials in Communicative Language Teaching (CLT) seem more interesting for the students than the ones prefabricated especially for the purpose of learning, because they provide insight into natural everyday language and situations. Moreover authentic visual materials raise students' motivation and students are more willing to participate in communicative activities. Joseph Macwan (2015) herself added that authentic audio-visual material will develop students' speaking skill since they will have a discussion and exchange thoughts after they watch video or film.

### Conclusion

To sum up, in this chapter we focused on speaking English as a foreign language, importance and the natrure of speaking skill in teaching and learning process. We have comfirmed that the skill of speaking is a door to enhance EFL learners can develop their competencies, abilities and build their personalities. In adition, this chapter shed the light on socio-cultural impact on students speaking, sources of motivation in speaking classroom. Moreover, we tackled about teacher's role in the motivation process and how how can materials help learners speak. Also, we dealt with the impact of the use of authentic material in enhancing learners speaking skills. In the next chapter, we will present and discuss about dialogues and their different kinds related to the topic.

# CHAPTER TWO

**Chapter Two: Situational Dialogues**

**Introduction**

**Introduction**

In this chapter, we will discuss about situational dialogues in teaching and learning. Obviously the chapter is concerned with examination of the nature of dialogues in classroom and how learners can develop their speaking. Dialogues as teaching and learning methods has been around many years, learners learn better if the learning is intiated by them, self-directed learning so it also develop and engage students how to create meaning.

"Through dialogue, the teacher-of-the-students, and the students-of-the-teacher cease to exist and a new term emerges: teacher-student with students-teachers" (Freire, *Ibid*, p.80).

It attempts to deal with how can dialogues can be affected by teachers and learners, in addition this chapter will deal with situtional dialogues and different types of conversation and give evidence and reasons on using dialogues in FL classes in order to enhance learners in speaking. it attempts to identify the most important dialogue techniques to provide the readers with how they can assess dialogues. Finally, this research will try to show how dialogues are beneficial for the readers to recognise their nature and significance.

**2.1. Dialogues in enhancing learners' speaking performance**

Dialogue is a good way to get learners to practice saying target language without any hesitation and within a variety of contects (Ur, 1998). It means through dialogue students are able to practice and express their thoughts orally in the target language. The role of dialogues is to help students to develop their conversation skills in common practice in most English classes.Once they become comfortable using a dialogue, students then can go on to have related conversations building on their familiarity with the dialogue and the vocabulary specific to the situation.

Dialogues are a method to enhance learner to discover his pronunciation and his vocabulary in order to communicate through practice. Through dialogues teachers are engaging with their learners, and this makes them discover how they think, create and share ideas that helps teachers give them chance to speak. Stewart (2004, p.9) who views that participants allow for the integration of new knoweledge with what students already know, which in turn, it leads to generate further understanding and fresh insights. Interaction among students and teachers can be most effective triggers of meaningful learning. Using dialogues in classroom do not only improve the EFL learners linguistic backgrounds but also their mental abilities, which means it ameliorates their skills as speaking and listening comprehension

**2.1.1. Nature  of dialogues**

Dialogue  is the process of building  and sharing  meaning  through  the use of verbal and non verbal symbols,  in variety  of contexts (Chaney,  1998, p.13). Goncalves  states that the word ''dialogue''  means speech or conversation  between two people. It expresses a communicative  relationship  between two beings and it evokes intentions,  ways of acting, emotions  and memories  ; hence, the word ''dialogue''  refers to a great deal more than the simple  coming  and going  also meanings.  Teaching  dialogue  has been undervalued  abd English  language  teachers  have continued  to teach dialogue  just a repetition  of teaching dialogue  skill should  improve  students communication  skill because  only in that way. Students can express themselves  and learn how to follow the social and cultural  rules appropriate  in each communicative  circumstance.

According  to Jeremy Harmer (2007), dialogues  are one form of communication interaction  activities.  For instance  in giving  them activities,  a teacher gives a certain topic to learners,  and help them to start speaking  by them.Students  can speak without  paying  attention and say what they think  or believe.  It is one form of communicative  speaking  activities  in which hthe students exchange  their thoughts  or ideas about different  topics. From the point of view of Harmer (2007), dialogues  take the oral form that make them more important.  This form helps the instructor  to know about the students backgrounds,  beliefs,  feeling,  tendencies and their ideas.

Dialogues  usually  incorporate  one or more structure  or functions  which the learners  need to practice,  together  with any relevant  vocabulary.  They can also usefully  include  many feature of spoken language,  for instance,  short form answers,  question  tags, and hesitation markers.

**According  to Byrne (1997 :55) there are some kinds of dialogues  :**

a- Mini-dialogues  :

Mini-dialogues  preceded  by a motivation  and a disccusion  of the function  and situation- people, roles, settings,  topic and informality  or formality  of the language  which the function and situation  demand. Mini-dialogues  are presenting  through  :

1- Picture sets : picture sets encourage  the students  to reproduce  new version of dialogue  with the help of the picture  in the set adter the modeled  dialogue  given.

a- Cue words : students  are given  cards with a number  of cue words on them, around which a dialogue  can be modeled.  For example  : job / factory  / make shoes

b- Mapped dialogue  :

The students  are given  a chart which tells  them which  function  they must use when they
are interacting.  For example :

   Student A                                          Student B

Invite  to go out with you    →   →   →    →    Refuse A's invitation

c-  Cue cards dialogues :

Instead  of using  a standard printed  dialogues  or open dialogues,  the teacher  an give
students  more linguistic  input  by using  cue cards that give  instructions  for perfoming  a
sequence  of communicative  ats designed  to fit in with a corresponding  sequence  on a
partner's  card.

d-  Discourse chain :

Discourse  chain  are usually  presented  to students  in  a diagram,  with  the exchange
between speakers  listed  in the order they naturally  occur.

### 2.1.2. Situational  Dialogues

Situational  dialogues  are concerned  to help learners  build  their speaking skills
in English  by providing  an opportunity  to develop  structurely correct yet functional  English.  It
provide  conversational  cues from a stock of useful  expressions  such as cliches  of conversatio,
frequently  used expressions  and greetings.  The learners  should  be able to produce these learnt
isolated  expression  in new situations  and in new combinations  during  real conversation.  The
language  of dialogues  can be natural,  appropriate  and sufficiently  redundent  so that it gives
plenty  of scope for practice  of conversational  English.

### 2.1.2.1 Importance  of situational  dialogues  in teaching  at schools

Situational  dialogues  are important  in teaching  at schools that seek for the
contribution  of students  as the basis of knowing  new ideas and build  their self confidence  by
formulating  questions  and think  how can respond  when they are in some situations  that force
or push them to speak. However, in terms  of teaching  situational  dialogues  can develop  also
learners  know other cultures.  It can lead students  see that their  exsisting  knowledge  can be
used in addressing  a new problem  in any subject  or topic by modelling  ways of using  the
language.

### 2.1.2.2 Expected  results from situational  dialogue  teaching

In dealing  with expected  results in teaching  situational  dialogues,  specifically
First year EFL students,  concerning  teaching  situational  dialogues  need to take sufficient  time

from the teachers in order to make learners know more about it and give them omly activities artificially that provoke them to speak anything not in using situational dialogues. However, situational dialogues in teaching may promote and help them speak well in pronunciation and their grammer.

## 2.2. Dialogue as a tool in language teaching-learning processes

Using dialogue as a tool of learning and teaching speaking is a supportive way to instruction. Through dialogue teaching and practice, learning cannot be borring. Leaning language through dialogue enables learners get quick knowledge and understanding also can lead them to like pronunciation, stress, intonation and pitch. Moreover, it leads hem to learn new vocabulary in various situations.

Dialogue can be considered as a monitor, in which dialogue can show highlights learners weakness and power points, that enables the teacher know how help them improve their abilities.

### 2.2.1. Dialogue in foreign language classes

Dialogue has a great influence on learning foreign language for achieving their speaking skill in classroom, specifically when learners are going to find and develop their obstacles and struggls to better speak the language appropriately. So it is regarded as an important thing for students that push them to be put in some situations where communication through dialogues in English is needed, that is why the emphasis is mainly on speaking, through dialogue students can work to gather and learn how to think in order to speak.

### 2.2.2. Classroom interactions

According to Brown (2001), interaction is the heart of communication competence. When learner interact with another learner, he/she receives input and produces output.

Ellis (2004) stated that ''interactionist view language learning as an outcome of participating in discourse, in particular face-to face interaction'' (p.78).

Students do not know instinctively how to interact with each other. In ddition, much training time is devoted to help teachers, arrange appropriate interactions between students and materials. How students should interact with one another is relatively ignored and somehow neglected. There are three basic ways are introduced to help L2 learners to interact with each other appropriately. One of the influential strategies is questioning technique. Where a foreign language learners do not have a great number tools for initiating and maintaining language,

encouraging them to formulate to answer questions can provide stepping stones for continued interaction. The types of questions also affect classroom interaction. For example a study of Suter (2001) showed that refrential questions make more interaction between learners than display questions. The second strategy is modifaction which is widely used as negotiation of meaning. Modification helps the learners to continue the interaction without interrupting it, and solve the miscommunication problem without using their mother language. The third strategy than can promote classroom interaction cooperative learning requires learners to work in groups and share different ideas in order to achieve a common goal working together miximize opportunities for student-student interaction with meaningful input and output in a supportive environment.

### 2.3. Integrating dialogues in foreign language teaching

Putting students' into pairs for doing the dialogues is a simple way of organizing even large classes. Dialogues, which involves sort of action or movement, are the ones which work best with students.

Working with dialogues is a useful method to bridge the gap between guided and free activities controlling dialogues can easily develop into freer work when the students are ready for it. For the aim of dialogues are used, the more students learning can be successful. A big challenge for teacher is creating a suitable learning atmosphere that could help them to develop more about different dialogues, integrating dialogues may vary in terms of situations, location and theme or topic. Such as formal and informal dialogues and also, small group discussion and presentations. In addition, formal dialogues that take place in formal situations like seminars and programs classifies as full and respective structures on the other hand, informal dialogues contains talk between friends, exams or playing games ect…
Small group discussion develop learners thinking and skills when they discuss and while looking for answers. Through small group discussion, a teacher can recognize that students interact to each other in classroom. Moreover, presentations can also lead EFL learners convey information from teachers, they also can find it funny and motivating when their classmates transmit and gain knowledge, it can also avoid students' noise in class.

### 2.4. Knowledge building in educational dialogues

Educational dialogues in classroom has been widely aknoweleged to be important in the process of learning how students' development and building their knowledge. It also shared understanding various classroom situations.

According  to  Myhill  (2006),  classroom  dialogue  is  largely  concentrated  on  factually  based  questions,  due  to  pressure  on  teachers  to  manage  multiple  curriculum  objects.  However,  not  all  knowledge  shared  in  the  educational  discussion  is  factual.  The  teacher  has  a  vital  role  in  supporting  students  in  explaining  and  justifying  their  views,  ideas,  opinions,  and  experiences.  Learners  in  a  dialogue  initially  enter  the  discussion  with  their  own  views  and  beliefs,  based  on  shared  language,  socio-cultural  knowledge  and  actions.

### 2.4.1. Pre-requisite  knowledge

Concerning  knowledge  in  learning  educational  dialogues,  previously  teachers  when  they  are  dealing  with  teaching  whether  theirt  students'  help  them  to  think  dialogically  in  many  ways  by  linking  them  to  present  or  past  experience. However,  students  cannot  seen  themselves  reactin  to  these  dialogues  in  order  to  speak  or  having  idea  about  it  for  the  reason  that  teachers  giving  them  just  points  and  also  may  not  explaining  well,  this  may  not  support  them  to  know  how  they  are  going  to  involve  in  class.  Thus,  teachers  haven't  time  sufficient  and  the  students  do  not  have  enough  knowledge  to  engage  in  classes.

### 2.4.2. Use  of  authentic  materials

Exposing  student  to  such  language  forms  will  enable  them  to  cope  genuine  dialogue  and  also  that  create  interaction  wether  it  is  inside  or  outside  the  classroom.  When  an  authentic  materials  are  used  with  the  purpose  of  students  learning,  students  will  have  a  sense  that  the  real  language  of  communication  is  being  learnt,  as  apposed  to  classroom  itself.  Teaching  materials  are  a  very  essential  part  of  teaching  and  learning  a  foreign  language.  Learners  need  to  be  motivated  to  succeed  in  learning  any  language.  Therefore,  the  use  of  materials  in  teaching  must  be  motivating  and  raise  learners'  interest.  In  order  to  help  learners  learn  better  a  lot  of  researchers  suggest  using  authentic  materials.

Richards  (2001),  mentions  several  reasons  for  using  authentic  materials  in  the  classroom.  These  are:  they  prepare  learners  for  real  life,  they  meet  learners  needs,  they  affect  learners'  motivation  positively,  they  encouraged  teachers  to  adopt effective  teaching  methods  and  they  present  authentic  information.

Authentic  materials,  help  learners  realize  the  relationship  between  the  language  presented  in  the  classroom  and  the  language  used  in  real  world  situations.

Genhard  (1996)  believes  that  authentic  materials  ''contextualize''  the  language  learning.  In  addition,  authentic  materials  help  to  bridge  the  gap  between  the  language  being  taught  in  the  classroom  and  language  used  by  real  people  in  real  situations  in  the  real  world.

### 2.5. Role-play  techniques  in teaching  dialogues

Role-Play  is very  good  technique  to be used  in the classroom.  Role-Play  technique  is one of the strategies  to teach speaking  skill  to the students.  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 feels comfortable  with. Simply;  role-plays  can encourage  students  to practice  their  speaking  skill  and develop  their communication  skills.

Role-play  as a vehicle  by which  students  can more easily  learn  the fundamentals  of English  conversation  in a specific  situation,  requiring  the use of the key words  which  act as signifiers  for that particular  situation  (Stocker, 2006:1).

It is useful  in teaching  dialogues  because, it gives  students  an opportunity  to practice communication  in different  social  roles. In addition,  it also allows  students  to be creative  and to put themselves  in another  person's  place for a while.  However,  it enables  the learners  to communicate  in real English,  both spoken  and written.  So, to use role playing  technique  in the language  classroom.  English  should  be used for real communication  as much as possible.  Holt and Kysilka  (2006) state that role play technique  can be fun and lead to develop  learning, these techniques  can be used a student-student  communication,  they help EFL students  to comprehend  the importance  of cooperation  and to have an interest  in learning.

## 2.6. Types of Conversations

It important  for learners  to know which  type of conversation  are in, because that determines  the purpose  of that conversation,  they can better speak to the heart of that conversation.  Here are some types of conversation.

### 2.6.1. Debate

Debate  is a method  that gives  choices  to learners.  They are not only  encouraged to speak up, but also to sharpen  their English  skills.  If they are good at critical  thinking,  they can share their thoughts  and ideas to thir teams. When the debate is used in EFL classes, all the four skills  of English  are practiced.  Moreover  debates need to master  pronunciation  of words, stress, vocabulary,  brainstorming,  logic building,  argumentation  and refutation.  So practicing  the debate lead them to practice  well to learn English.

It needs a lots of practice. Davidson (1996 in Kreiger) says :'' with practice many students show obvious progress in their ability to express and defend their ideas in the debate they often recognize the flaws in each other arguments.

Kreiger (2005) said that with practice, many students had obvious progress in their ability to express and defend ideas in debate and they often quickly recognized the flaws

Nisbet (2003) stated: ''Debate is an important educational tool for learning analytic thinking skills and for forcing self- conscious reflection on the validity of one's ideas (p.10).

### 2.6.2. Dialogue

Dialogue is cooperative, two-way conversation to exchange with participants information and build relationships with one another. According to Freire (1970) dialogue is a literary and theatrical from consisting of written and spoken conversational exchange between two or more people''

Freire also presented dialogue as a pedagogical process, in which teachers and students actively pursue learning through discussion and debate of sophistical realities, processes that entail a particular theory of knowledge.

A dialogue can be a transaction which means that students can ask for information when the teacher finish the lesson in order to create a kind of conversation or interaction between the learner and the teacher. It is used for the purpose of form focused that is a learner can correct his mistake of grammar pronunciation build and extract the function of the words (Ibid 2007) .

### 2.6.3. Discourse

Richards & Schmidt (1992) ; discourse can be defined as a general term for language use. That is, discourse is the language that is produced as an outcome of an act of communication. It generally stands for larger units of language than clause, phrase ; sentence. Hence, it can be a paragraph or a set of paragraphs ; a piece of conversation or even a word.

When communicating with language, the co- participants roles change change from listening to one another to speaking and interacting verbally with interlocuters. So the language being produced by learners in the course of action is simply 'discource', in which learners being dragged in the process put to use the different pieces of language they know, including grammatical and phonological and they could also accomplish their language communication will be reached.

### 2.6.4. Diatribe

When English speakers adopted *diatribe* in the late 16th century, they were glancing back at the ancients. The word comes from Greek *diatribē*, meaning "pastime" or "discourse," by way of Latin *diatriba*. The English word first referred to the popular lectures of ancient Greek and Roman philosophers, the usual topic of which was ethics. When the word *diatribe* referred to written work in this context, that work was understood to be either a transcription of such a lecture, or a written development of one. According to some, these oral and written diatribes were the model on which modern sermons were built. Diatribe is a way to teach without simply dropping information on your audience. It's a way to help them come to their conclusions, using what they already follow or know, in ways shaped by arguments.


### 2.7. Samples of situational dialogues

These samples of situational dialogues are based on everyday English daily life

At the doctor

Doctor: Good morning. Please sit. What's the problem?

Paul:     I have a terrible stomachach

Doctor: Do you have any diarrhea?

Paul :   Yes, I do

Doctor: Do you have any others symptoms?

Paul :   Yes I feel sick

Doctor : You mean you feel nauseous?

Paul : That's right. I feel like vomiting and now I feel dizzy, too

Doctor : Where did the symptoms starts?

Paul: Yesterday evening I ate something raw

Doctor: All right. Please take off your clothes to waist and lie down there… just tell me if it hurts when I do this.

Paul : It Doesn't hurt … Ouch. It hurt there.

Doctor: Everything is Okay

Paul : Can you give me some for the time being?

Doctor: Yes, I will give you some prescription for indigestion tablets.

At a hotel

Silver: Hello, I wonder whether you have any vacancies for tonight

Receptionist: Yes, I can offer you Room 24 on the first floor.

Silver: How much is it?

Receptionist: 27.50 Dollars  a night  excluding  service.

Silver:  Can I see it, please?

Receptionist: Certainly,  would  you take a seat for a moment?

At the Bank

Kally: Could you cash this travelers'  cheque, please?

Bank counter: How would  you like it?

Kally: Five-pound  notes,  please?

Bank counter: Anything  else?

Kally: Yes, I'am expecting  some money  from Paris. Is it in yet?

On a bus

A: Does this  go to the station?

B: No, you will  have to get off at the bank, and take a 192.

A: Can you tell  me where to get off?

B: It's the next stop but one.


## 2.8. Teacher's role in teaching situational dialogues

Teacher's role in classroom  teaching  is to guide  them how to manage  in some situation of dialogues,  teacher push them to speak in order to correct them the way of pronunciation, words and expressions.  However students have to practice using  the words and expressions  in a dialogue  or conversation  between teacher or classmates.  To make it more challenging  and to know wether the students are able to link  sentences, their conversation  are based on situational  dialogues.  So the teacher should ask and the learner  should  answer or react by using  some words or expressions  learnt before.

Teacher should balance their efforts and actions  with the need and interests  of the students in order to scaffold students'  active participation  in learning  situational  dialogues.


## 2.9. Learner's need in learning situational dialogues

Learners'  need to understand  what learning  situational dialogues,  and what situation is putting  with and how develop it. Through  situational  dialogues,  students  know how they can plan, discuss and take the responsibility  to react and evaluate  their ideas. Also, it builds  on creating  new ideas empowers students in expressing  their ideas. Situational  dialogues  provoke learners  encountered in any situation; situational  dialogues  can promotes or enhance  them giving  chance to speak even the students abilities  became difficult.  Students need also to

evaluate themselves by interrogating one another, correcting each other's work and checking each others arguments or understanding when they are learning dialogues and how the environment getting suitable for them.

**Conclusion**

This chapter looking to clarify and explain situational dialogues and its importance in teaching and learning, also the purpose of dialogue as a tool of teaching. Moreover, it emphasized on building knowledge in educational and the role-play techniques in teaching dialogues. In addition, it tends to provide some types of conversations and teacher's role and learner's need in situational dialogues. From this chapter, we conclude that leaerners can know more about situational dialogues in order to build their knowledge and their abilities in speaking skills.

# CHAPTER THREE

**Introduction**

**General Conclusion**

**Introduction**

Speaking skill is an important skill and the difficult one among other skills (reading, writing and listening). In the process of learning speaking skill in classroom where the use of speaking is already exist and sensitively supported since it enables learners to improve and create connections between what they know and what they are learning.

Our research work is conducted in order to investigate students' English speaking skill through situational dialogues. It seeks for the difficulties faced by both students and teachers in the skill. In order to each these objectives, different methods of data collection are used which are students' questionnaire, teacher checklist and classroom observation.

Accordingly this chapter describes the different research aims and instruments to collect data. In addition to this, it explains the results and some suggestions of this research.

### 3.1. Research Aims

The purpose of our research work is to consider the role of speaking skill as an efficient method. Thus, this research aims at:

- Researching and illustrating the methods and some materials that can be used in classrom speaking
- Discovering the obstacles that face EFL students' oral comprehension
- Encouraging EFL teachers to use techniques of learning the speaking skill and correct students' mistakes.

### 3.2. Research Design and methodology

The research design and methodology chosen both focused on founding acountable answers to the research questions. The research design is the planning of the research and indicates the type of the study undertaken, while the research methods indicates the steps taken, instruments used and techniques implemented to complete the research process (Mouton, 2001)

The research will use a variety of methods. On this research, the researcher has conducted investigation during the academic year 2018-2019. The partcipants included 40 students from First year L.M.D in the departement of English at University of Ibn Khaldoun Tiaret. In additon, the participants included 15 other respondents from the teaching staff.

The survey will be based on one students' questionnaire, teachers' checklist and also we have chosen classroom students' observation checks as a tool of gathering data about speaking skill during the interaction between the student and the teacher, especially in the session of oral expression. Where the learners attempts to recognize the various techniques of speaking meanwhile the interaction with their classmate and teachers.

### 3.3. Sample Population

After the choice of population (First year L.M.D), we have chosen the sample that is suitable for the study. For the goal of this study.

Cohen (2002) declares that '' a valid sample is very important as it represents the whole population in question''

The study includes a sample of 40 students of First year students who contributed greatly in highlighting how students enhance their speaking skill in EFL classes.

### 3.4. Research Instruments

Data collection instruments refers to devices used to collect data such as questionnaires, tests structured interviews and checklists (Seaman 1991 :42)

Three types of instruments were used in this study ; a questionnaire for students, a checklist for teachers and classroom observation. A questionnaire have been chosen as a research tool and great source of information. As far as, the use of the questionnaire in our investigation is concerned, they were administrated to First year students at University of Ibn Khaldoun Tiaret, in order to obtain a clear results on how students perform and enhance their speaking skill. Also the use of teachers checklist and classroom observation in order to give their opinions on how students are learned English and their speaking level in classroom.

### 3.4.1. Students' questionnaire

The students' questionnaire was given to fourty EFL students at Ibn Khaldoun university of Tiaret. It involves 20 questions, they are divided into four main sections; first section is about background information. The second section is about learners' attitudes towards English. The third section is about learners' motivation in speaking English. The last section is about learners' method of learning the speaking skill. In general, the forms

of the questions  are arranged  in items  for the second  section,  the third  and the fourth
section are yes / no questions  or pick up the situable  answers,  and open-ended  questions.
These questions  requires  to the students  of first  year classes to give  their openning  about
our issue.

### 3.4.2. Teachers' checklist

        The checklist  is conducted  to twelve  teachers.  They are requested  to give
information  about their attitudes  on the main reasons behind  students' weaknesses  in
English  speaking  skill. This meant to give  an answer  to the hypothesis  that socio-cultural
environment  and educational  context  where students  learn to speak may also have a
negative  effects  on speaking  performance.

        Teachers  are investigated  to fill the table  with ''yes''  or ''no'' to discuss three main
 points  divided  into subpoints.  These items  or points  are as follows:

        1) Weak foundation,  which includes  the status of English  as a foreign  language,
students'  ignorance  of the rules of L2, students'  negative  attitude  towards  English  and the
teachers'  of interest  in teaching.

        2) Linguistic  Environment,  which includes  the teacher  and student's  excess use of the
mother tongue  in English  classes,  students'  few opportunities  to practice  English,  Isolated
English  culture.

        3) Method  of teaching  and learning,  which  contains  the inadequacy  of designed
programme,  the students'  direct  translation  from L1 (CA), the students'  direct  translation
from L1 (AA), lack of speaking  practice  in educational  institutions.

### 3.4.3. Classroom Students' Observation

        In this  research  we have  chosen  observation  checks into classroom  as a tool of
gathering  data about speaking  skill during  the interaction  between  the student  and the teacher,
especially  in the session  of oral expression.  Where the learners  attempts  to recognize  the
various  techniques  of speaking  meanwhile  the interaction  with their classmate  and teachers.

        Classroom  observation  carried  out during  first  semester  of academic  year case study
of first  year students  within  EFL classrooms  at Ibn Khaldoun  University  of Tiaret.  It includes
only  one group  of oral expression.  It includes  only one group  of oral expression.  It has been
taken a place on Februry  2019. A checklist  directed  just to the learners,  that is contained  only
4 items,  each two questions  for each one session.

### 3.5. Data Analysis

In this part, the researcher will analyse the data collection from the three instruments qualitatively and quantitatively. Consequently, this part is concerned firstly with the analysis of the results obtained from the students' questionnaire, then moving to the results obtained from teachers' checklist and results of classroom students' observation.

### 3.5.1 Students' Questionnaire Analysis

This section investigates the background information's of the students. This study incorporates the questionnaire which aims at mentioning the struggles faced by students in speaking.

- The three questions are concerned with learners' personal information

➢ **Question 1 : Student Age**

| Age | Number | Percentage |
|---|---|---|
| **18-19** | **29** | **72%** |
| **20-22** | **8** | **20%** |
| **24-26** | **2** | **5%** |
| **41** | **1** | **3%** |

*Table 1 :   Student Age*
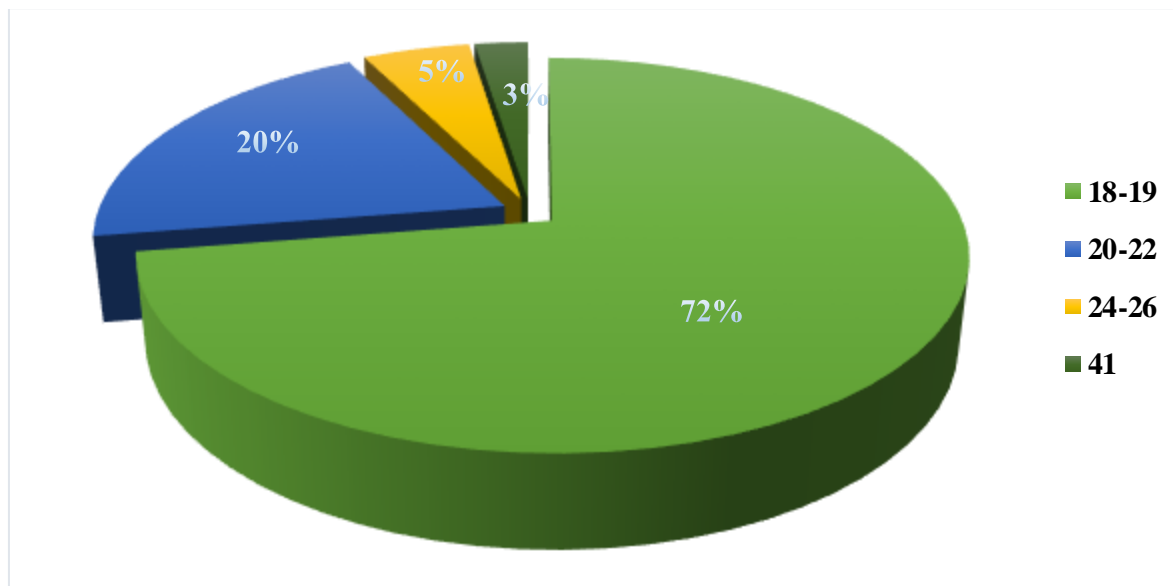


**Figure 1 : Student Age**

❖ Students were asked about their age. The table and the graph represent the age of students which vary from **18 to 26 years** old. The highest percentage of the students is between **18 to 19** (72%) ; (20%) are aged **20 to 22;** whereas (5%) represents students of **24 to 26**. The last one (3%) represents students of **41 years** old.

➢ **Q2 : Student Gender**

| Sex | Number | Percentage |
|-----|--------|------------|
| Female | 25 | 62% |
| Male | 15 | 38% |
| Total | 40 | 100% |

*Table  2 : Student Gender*
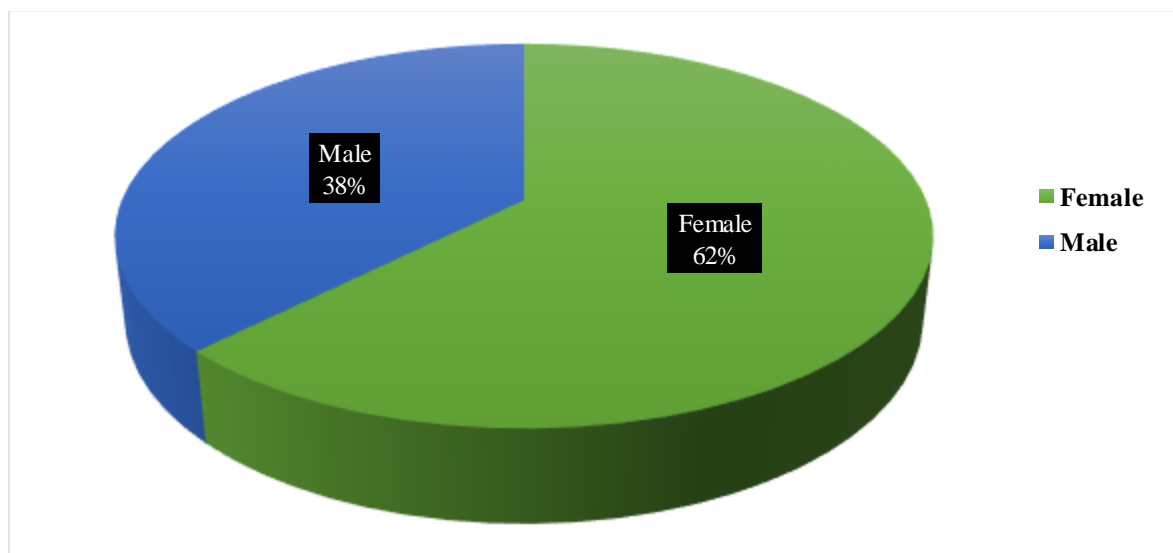


**Figure 2: Student Gender**

It was noticed that the number of **Female** is superior to the number of **Male** students. We found that the bigger number of students consists of girls who represent (**62 %**), and only (**38%**) represents boys from the sample of population.

❖ Q3 : In this question, the researcher wanted to investigate the reasons behind choosing English at the University.

| Options | Answers | Percentage |
|---------|---------|------------|
| Personal | 34 | 85% |
| Imposed | 6 | 15% |

*Table 3 : Reasons behind choosing English*
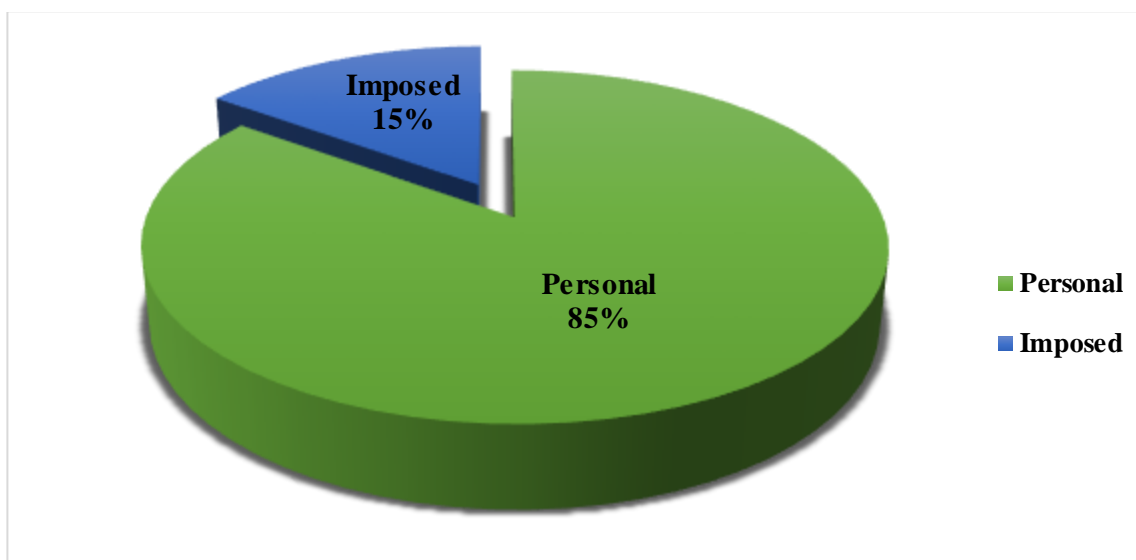


**Figure 3: Reasons behind choosing English**

The data gathered shows that the majority of the students **(85%)** have chosen to study English as a **personal** choice, so they liked to learn it without any obligation; **(15%)** choose English to satisfy their parents or do not have the opportunity to choose another branch because of their average in the baccalaureate exam, or for being far from home and family.

*Section Two : Learner Attitudes towards English*

| | Items | Agree | Disagree |
|---|---|---|---|
| **Item n° 1** | To learn a language you must speak it. | **38** | **2** |
| **Item n° 2** | Learning English is important to you, because English is a very useful tool in modern society. | **37** | **3** |
| **Item n° 3** | You need english to be more successful in your studies | **38** | **2** |

*Table 4 : Learners' attitudes towards English*
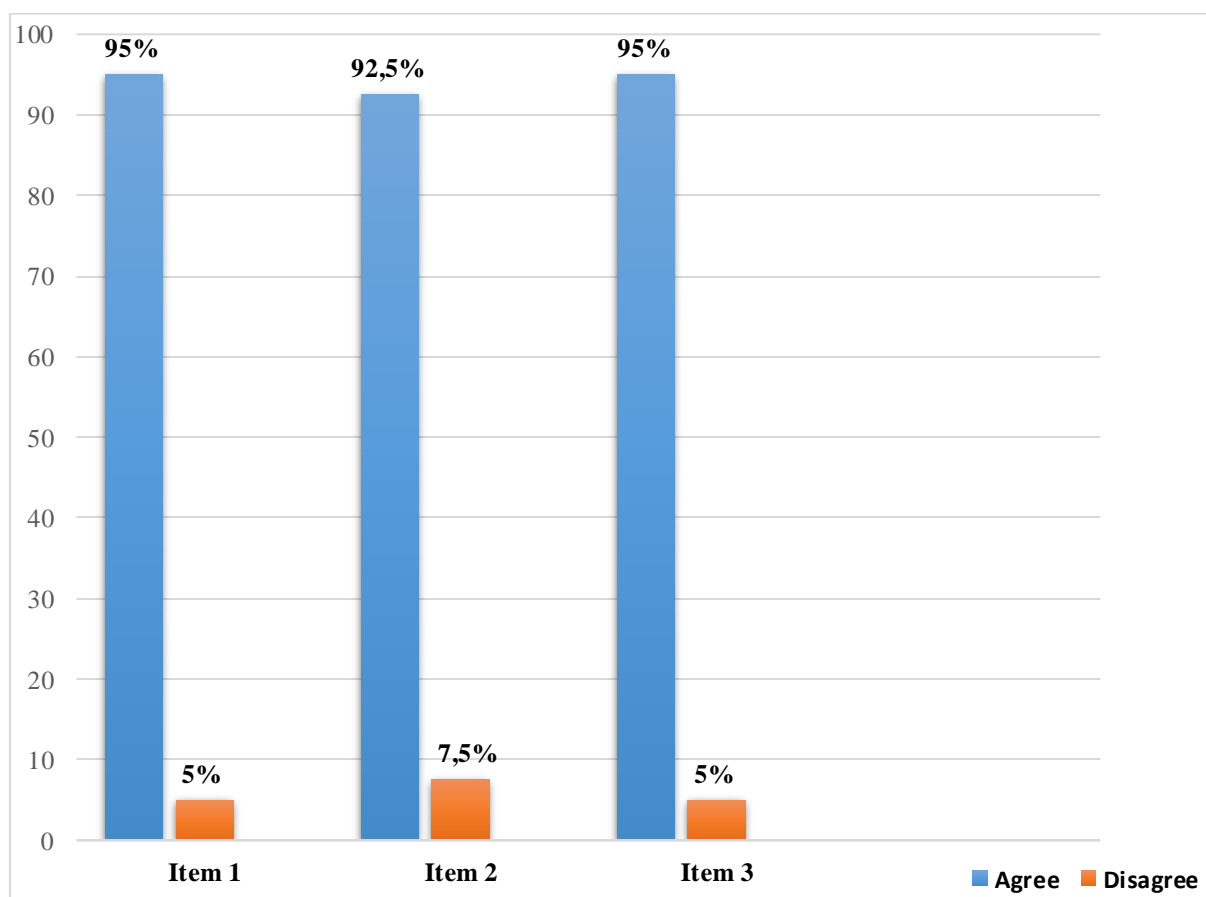


**Figure 4 : Learners' attitudes towards English**

*Item 1 :*   The majority of students between 50% and 45% strongly agree / agree with the idea that to learn a language one must speak it; for the reason to acquire and improve it at least in the speaking skill . Only 2 (5%) are against the idea that learning a language is to speak it.

*Item 2 :*   Around 50% and 42.5% strongly agree, and agree respectively with the statement of « Learning English is important to you, because it is a very useful tool in modern society » because English is a famous language nowadays and it is an instrument to help people to communicate in each country. While few of students about 5% refuse the statement that talks about the importance of English.

*Item 3 :*      52.5% agree , 42.5% strongly agree with the statement of « You need English to be more successful in your studies» which means that, it has such importance to help students to learn and succeed in their studies. About 2.5% disagree and strongly disagree that English is not important for being successful in our studies.

| | Item | Agree | Disagree |
|---|---|---|---|
| **Item n° 4** | You like to speak English | **38** | **2** |
| **Item n° 5** | Learning English will help you know about people and their other cultures | **37** | **3** |

*Table 5 : Learners' attitudes towards English*
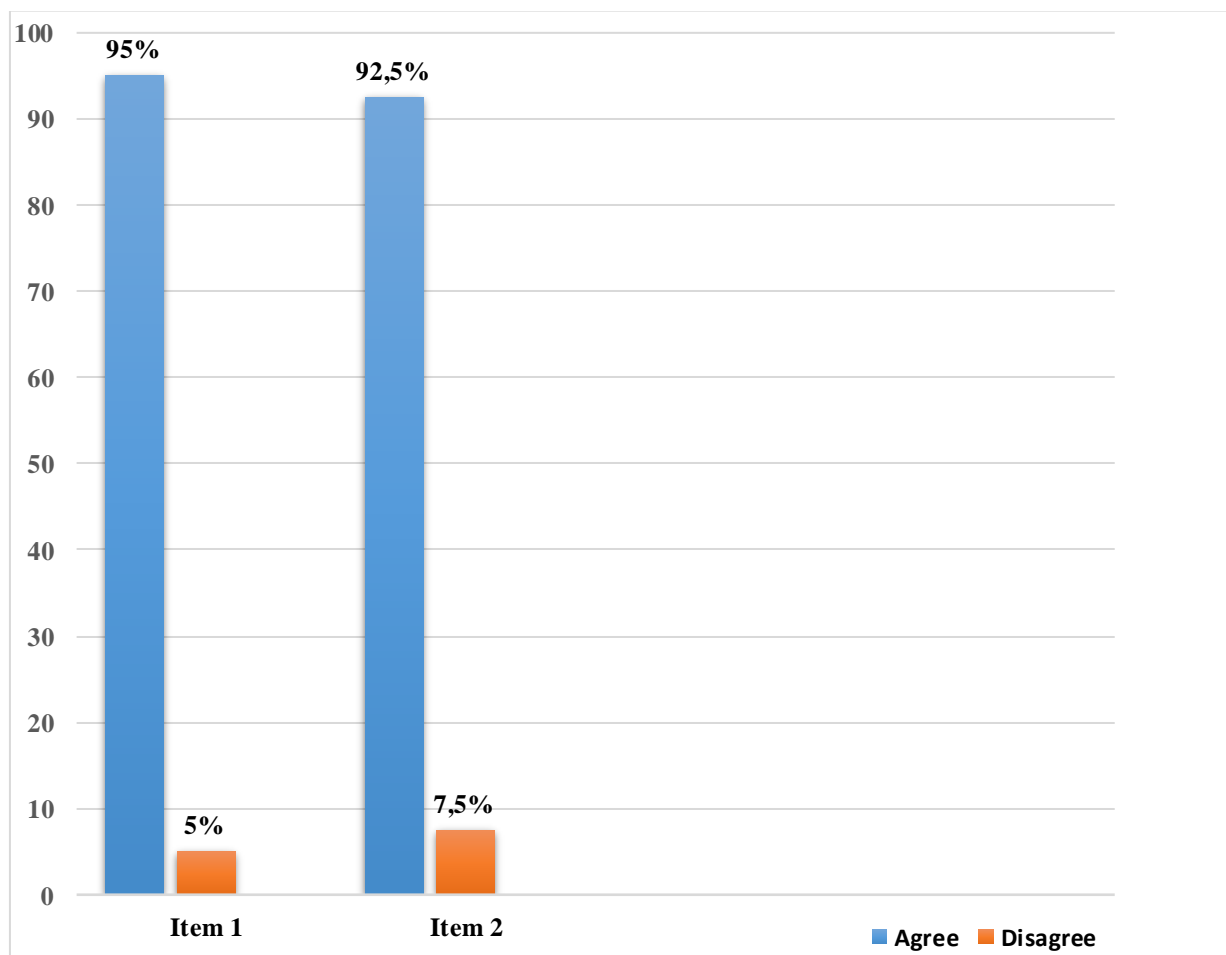


**Figure 5 : Learners' attitudes towards English**

*Item 4 :*      About 67.5% strongly agree, 27.5% agree that when students like to speak English they show that they have such love to speak it. However 2.5% disagree and strongly disagree. They do not like speaking English.

***Item5 :***        55% agree, 37.5% strongly agree with the statement of « Learning English will help you know about people and their cultures », which means the position of English that make a good relation and sharing cultures with others . 7.5 % of students disagree with the idea that that English helps to discover other people and their cultures.

***Sectiont Three : Learners' Motivation in Speaking English***

➤ Questions 1 to 8 deal with learners' Motivation in speaking English

|  | **Responses** | **Percentage** |
|---|---|---|
| **Yes** | 34 | 85% |
| **No** | 6 | 15% |

*Table 6:  Students' attendance in the Oral session*
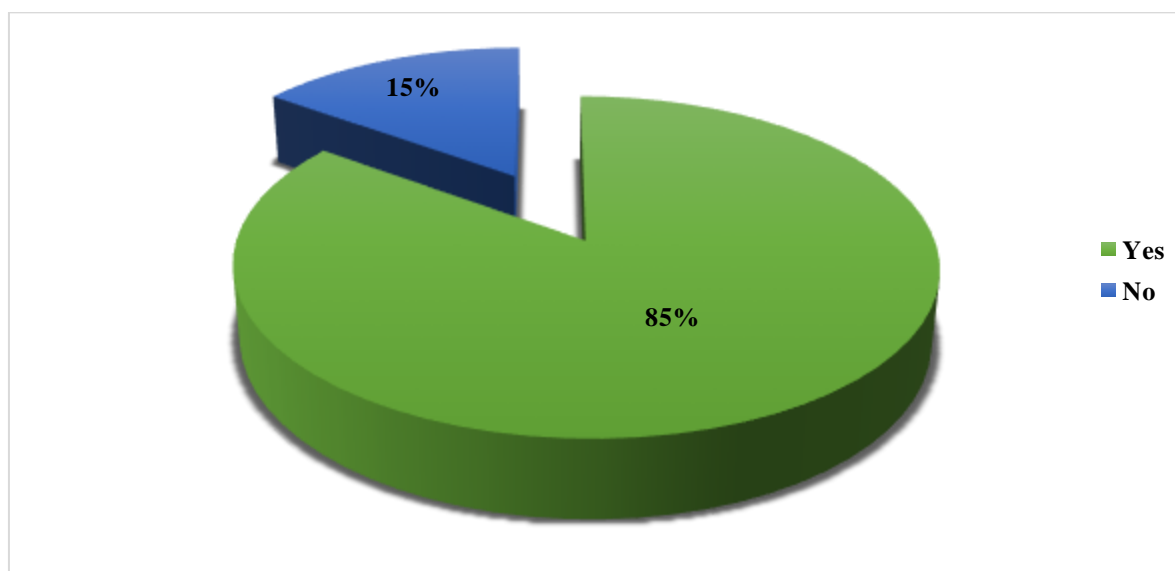


**Figure 6 :  Students' attendance in Oral comprehension**

This question clarifies whether students have such interest in attending the oral expression sessions. **(85%)** say that they are interested in attending these sessions in order to enhance their speaking skill; whereas **(15%)** are not interested to attend these sessions. They may fear to speak in front of the classmates.

➤ Question 7 deals with the level of learners' in speaking skills

|  | **Responses** | **Percentage** |
|---|---|---|
| **Excellent** | 14 | 35% |
| **Sufficient** | 20 | 50% |
| **Poor** | 6 | 15% |

*Table 7 : Learners' Level in Speaking*
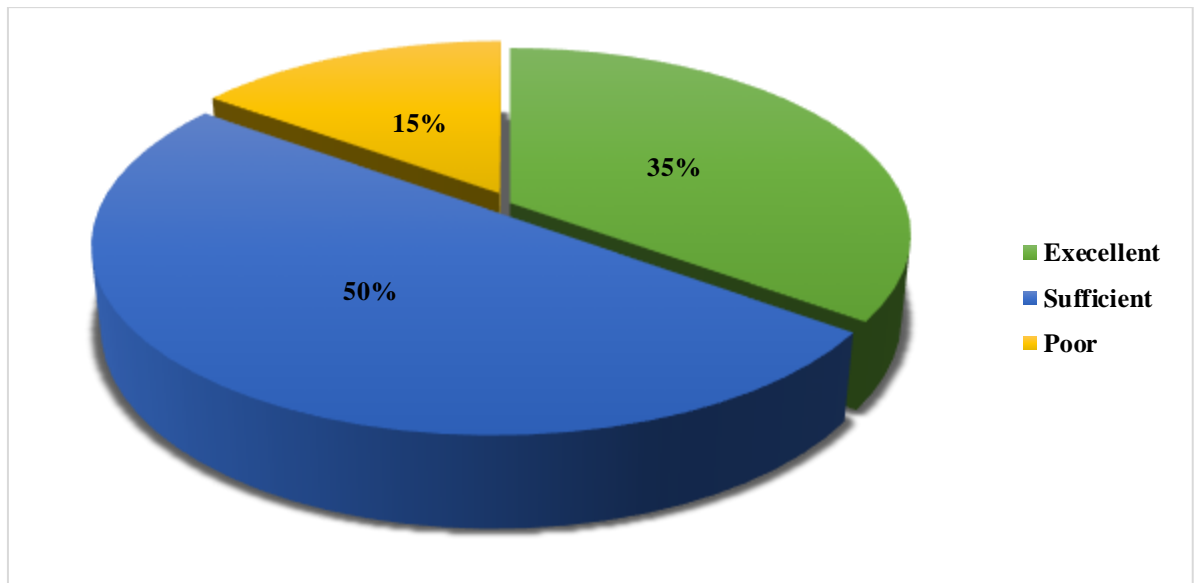
**Figure 7 : Learners' Level in speaking**

We notice that the majority of students **(50%)** claims that their level of speaking is sufficient, others **(35%)** say that it is excellent, however **(15%)** of them say that their speaking skill is poor.

➤ *Question 8:* **Do you feel embarrassed when speaking in class? If yes why?**

|        | **Responses** | **Percentage** |
|--------|---------------|----------------|
| **Yes** | 9            | 22%            |
| **No**  | 31           | 77%            |

*Table 8 : Feeling of students' Speaking in classroom*
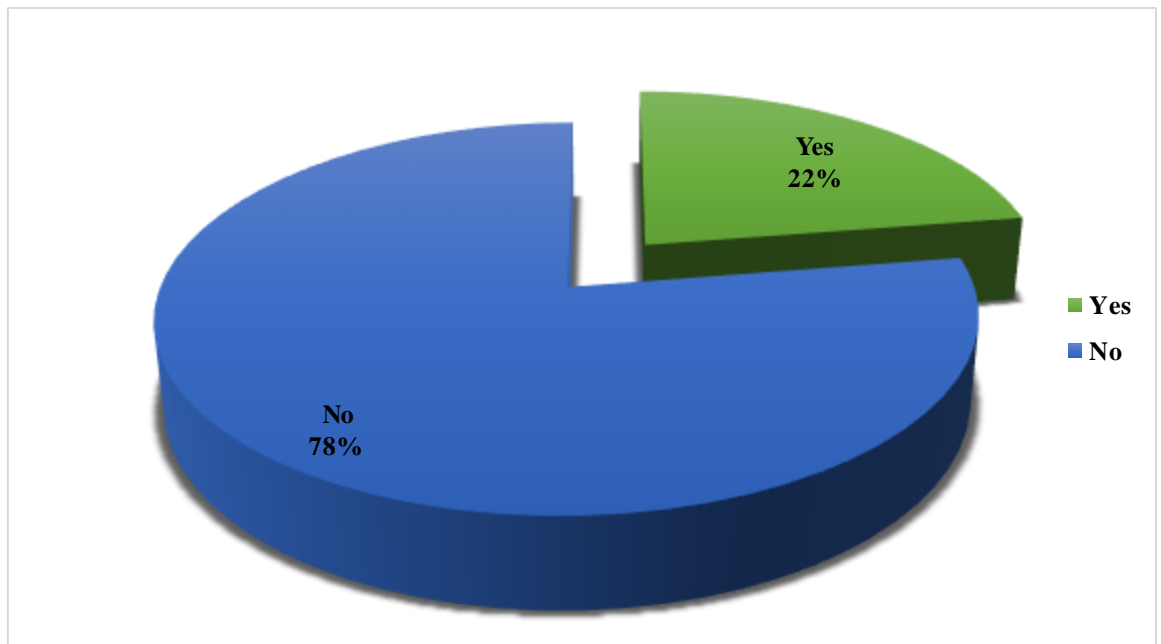
**Figure 8 : Feeling of students' speaking in classroom**

The majority of students **(78%)** say 'No' which means they are not feeling embarrassed when speaking in class while, others **(22%)** say 'Yes' because they feel shy, fear of speaking and the teacher correct their pronunciation.

➢ *Question 9:* Do you need much practice of English speaking skill in classroom

|  | **Responses** | **Percentage** |
|---|---|---|
| **Speak with the teacher** | **12** | **30%** |
| **Practice with my friends** | **14** | **35%** |
| **Practice by myself** | **11** | **27 %** |
| **Not care at all** | **3** | **8%** |

*Table 9 : Learners' practice speaking English in classroom*
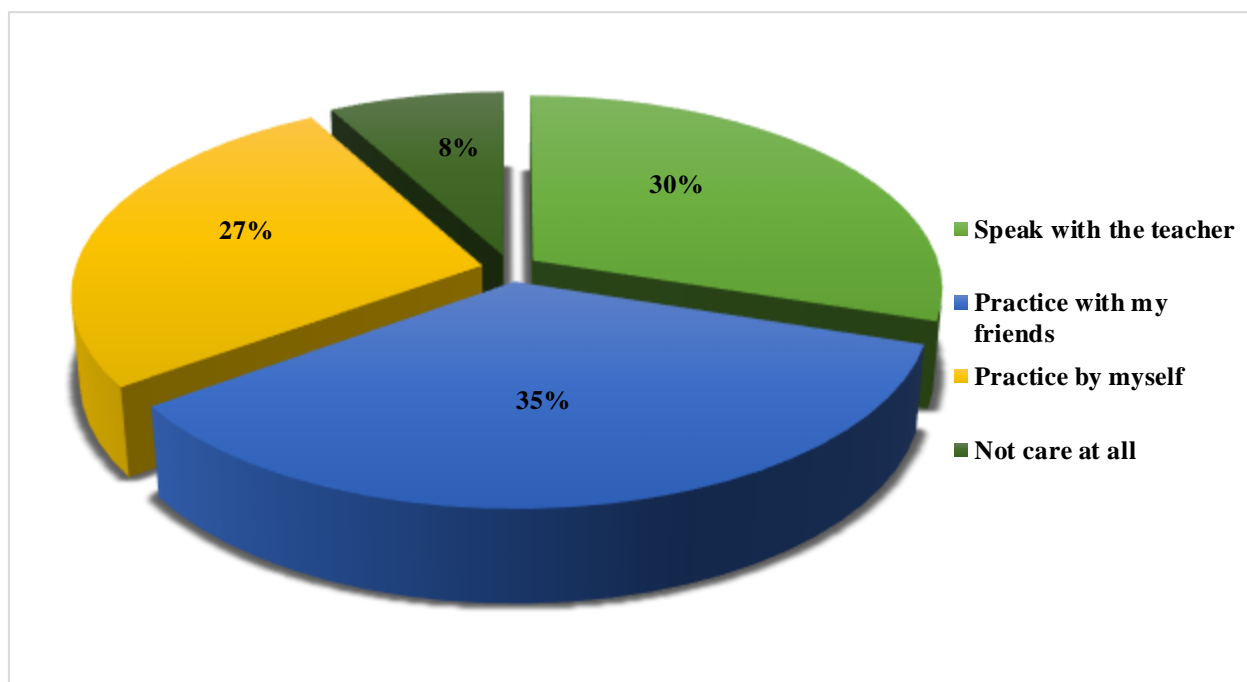
**Figure 9 : Learners' practice speaking English in classroom**

This question aims at knowing how students practice in classroom. The majority of them **(35%)** practice with their friends for the reason of being free to speak, others **(30%)** speak with the teacher in order to correct their mistakes, **(27 %)** practice alone in order to not to feel embarrassed or bothered by others ; few of them **(8%)** they do not care at all of speaking in classroom.

> ➢ *Question 10:* What do you think of the teachers who they force you to participate in order to speak in English?

|                 | **Responses** | **Percentage** |
|-----------------|---------------|----------------|
| **Demotivating** | **11**        | **27%**        |
| **Helpful**      | **29**        | **73%**        |

*Table 10 : Learners' participation in classroom*
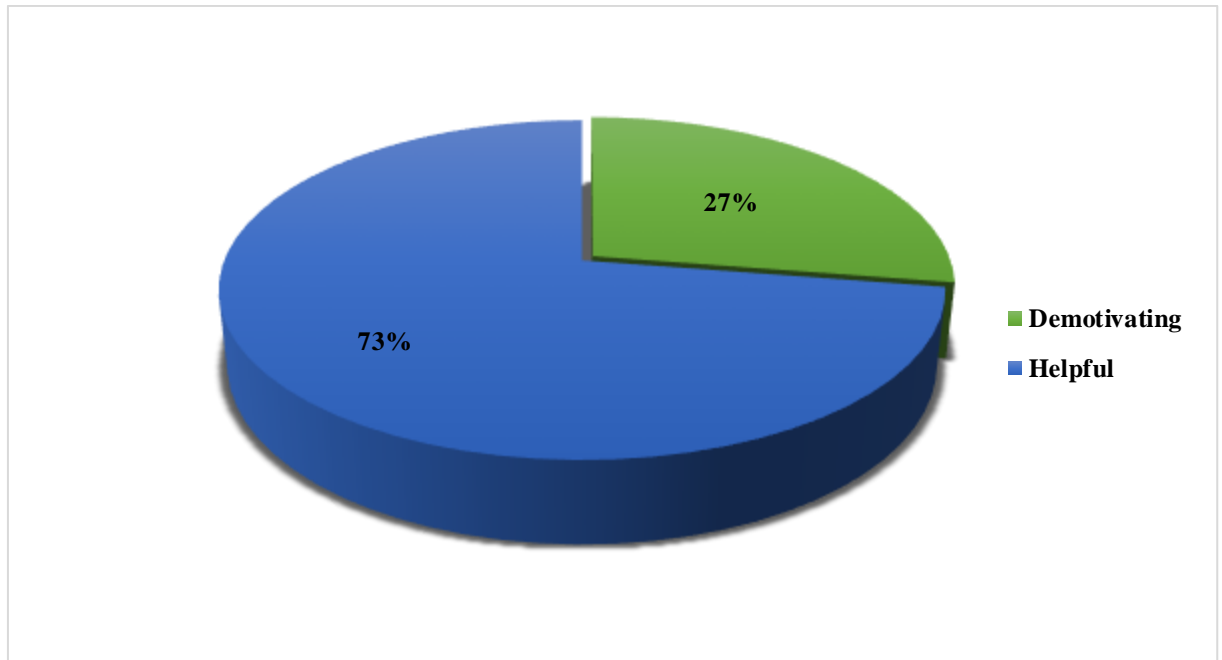
**Figure 10 : Learners' participation in classroom**

This question shows that the majority of students (72.5%) speak in English in order to participate even if the teacher forces them. Whereas, (27.5%) answer that speaking becomes difficult when teacher force them to speak.

➢ *Question 11:* Do you think that subjects in oral expression lectures are motivating?

|           | Responses | Percentage |
|-----------|-----------|------------|
| **Always**    | 17        | 42%        |
| **Sometimes** | 22        | 55%        |
| **Never**     | 1         | 3%         |

*Table 11 : Thinking of students' oral expression lectures*
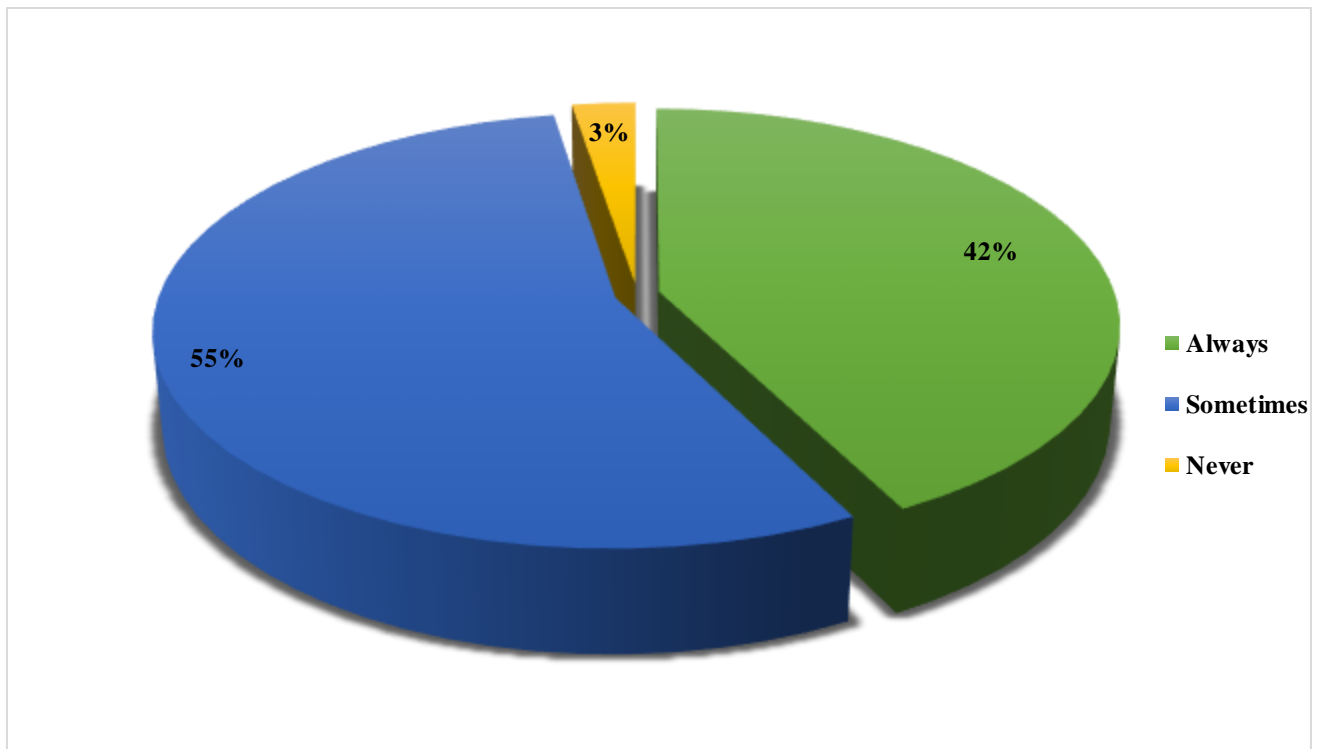
**Figure 11 : Thinking of students' oral expression lectures**

This question shows that the majority of students (55%) say that the subjects dealt with in oral expression are motivating; others (42.5%) answer that the subjects are always motivating in oral expression, yet only 2.5% say the contrary.

➢ *Question 12 :* Do you feel that your teacher is motivating you ?

|       | Responses | Percentage |
|-------|-----------|------------|
| **Yes** | **31**    | **77 %**   |
| **No**  | **9**     | **23%**    |

*Table 12 : The learners' motivation from the teacher*
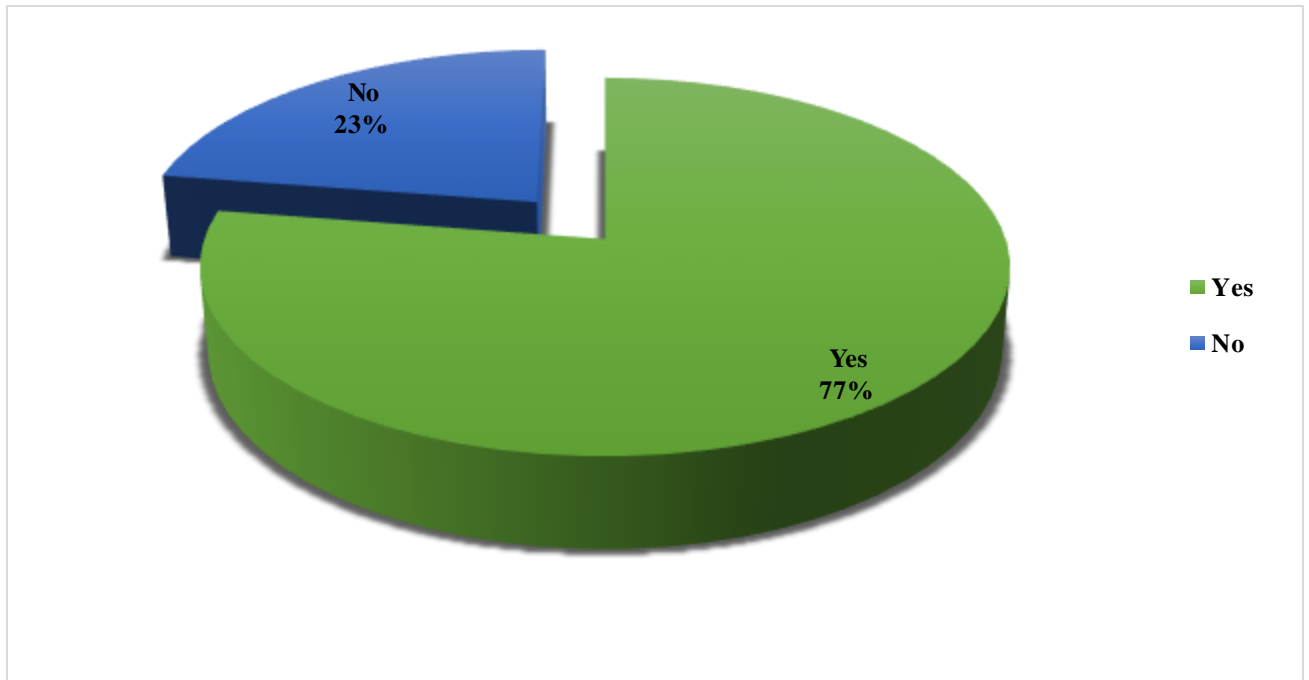
**Figure 12 : Learners' motivation from the teacher**

This question shows that the majority of students **(77%)** are with the idea that the teacher is motivating them to speak; others **(22%)** say that the teacher is not motivating or encourage them to speak.

➢ *Question 13:* Do you really need to be prepared for oral expression sessions in order to speak in English ?

|       | **Responses** | **Percentage** |
|-------|---------------|----------------|
| **Yes** | 28          | 70%            |
| **No**  | 12          | 30%            |

*Table 13 : Learners' preparation in speaking class*
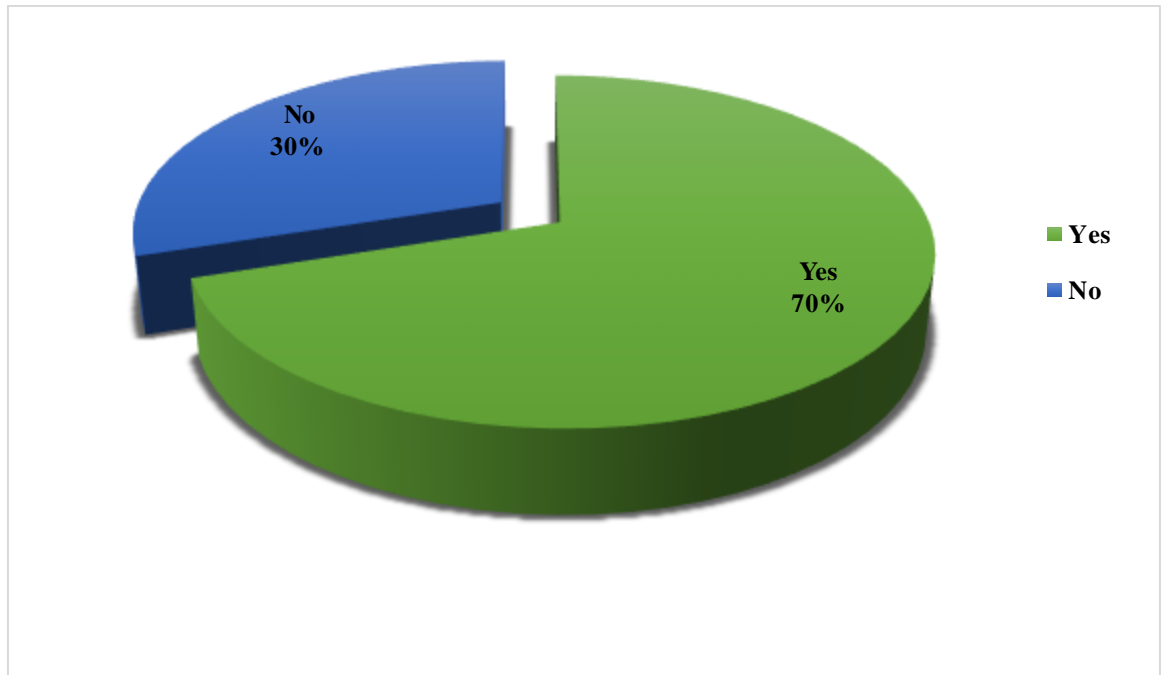
**Figure 13 : Learners' preparation in speaking class**

This question shows that **(70%)** students are in need to prepare for oral expression sessions in order to speak; whereas, **(30%)** of them are not well prepared to speak.

*Section Four : Learners' method of learning the speaking skill*

➢ Q1 to 4 deal with the learners' method of learning the speaking skill

|  | **Responses** | **Percentage** |
|---|---|---|
| **a- To improve a good pronunciation.** | 30 | *75%* |
| **b- Some rules are not sufficient to be a good speaker of language.** | 10 | *25%* |

*Table 14 : The importance of speaking skill*
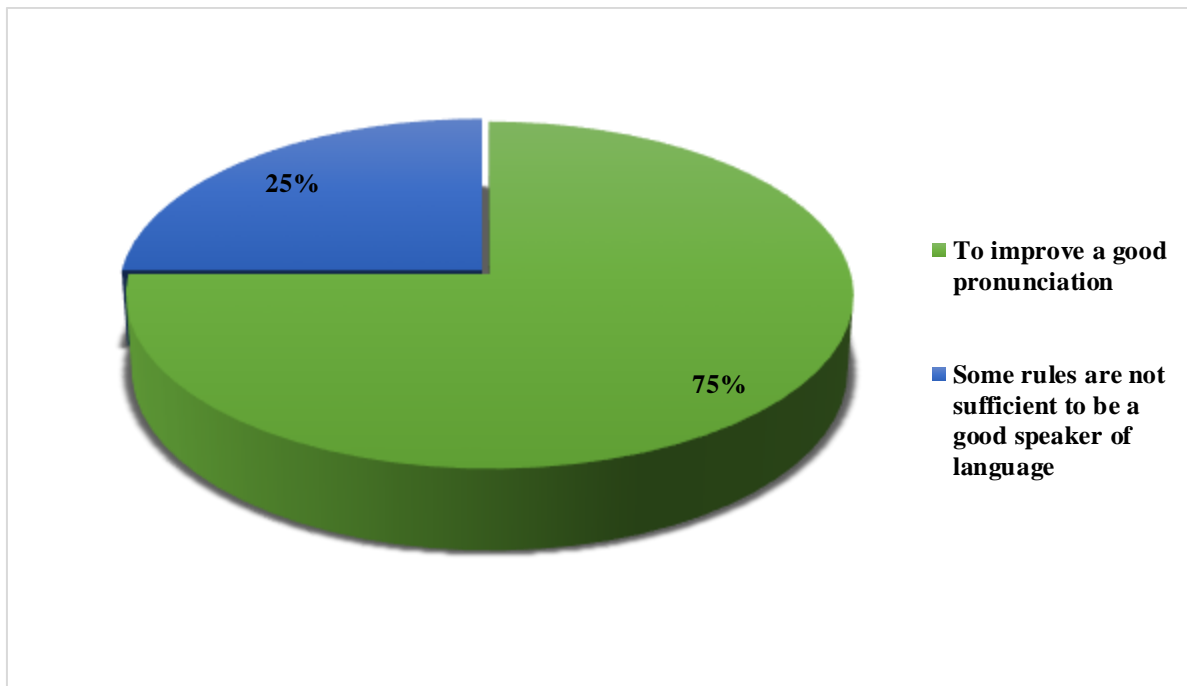
**Figure 14 : The importance of speaking skill**

This question is aimed to give students' opinion concerning the speaking skill. It is found that (75%) students admit that learning the speaking skill is important in order to improve their pronunciation, except (25%) of them who answer that the rules are not sufficient to learn a language; they need much practice in the speaking skill.

➢ *Question 15 :* What learning situations are comfortable to you better ?

|  | **Responses** | **Percentage** |
|---|---|---|
| **a- Individual.** | 18 | 45% |
| **b- Working in pairs.** | 4 | 10% |
| **c- Group work.** | 18 | 45% |

*Table 15 : learning situations students' preference*
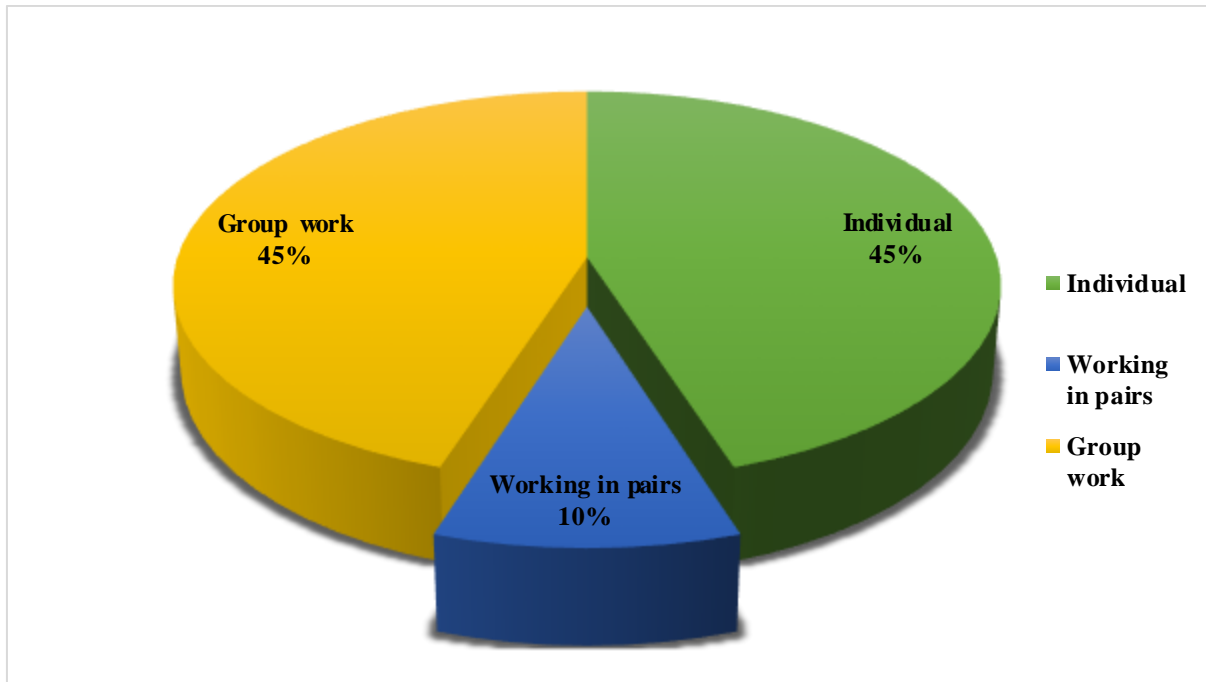
**Figure 15: Learning situations students' preference**

The results show that **(45%)** of students work by themselves, they also **(45%)** prefer to practice speaking in group work; while only **(10%)** prefer to work in pairs.

➢ *Question 16 :* What kind of methods has your teacher used in teaching the speaking skill ?

|  | **Responses** | **Percentage** |
|---|---|---|
| **a- Gestures/ language body.** | **9** | **22%** |
| **b- Listen and repeat.** | **6** | **15%** |
| **c- Dialogues in English.** | **20** | **50%** |
| **d- Using pictures or watching videos.** | **5** | **13%** |

*Table 16 : Students' choice of methods in speaking*
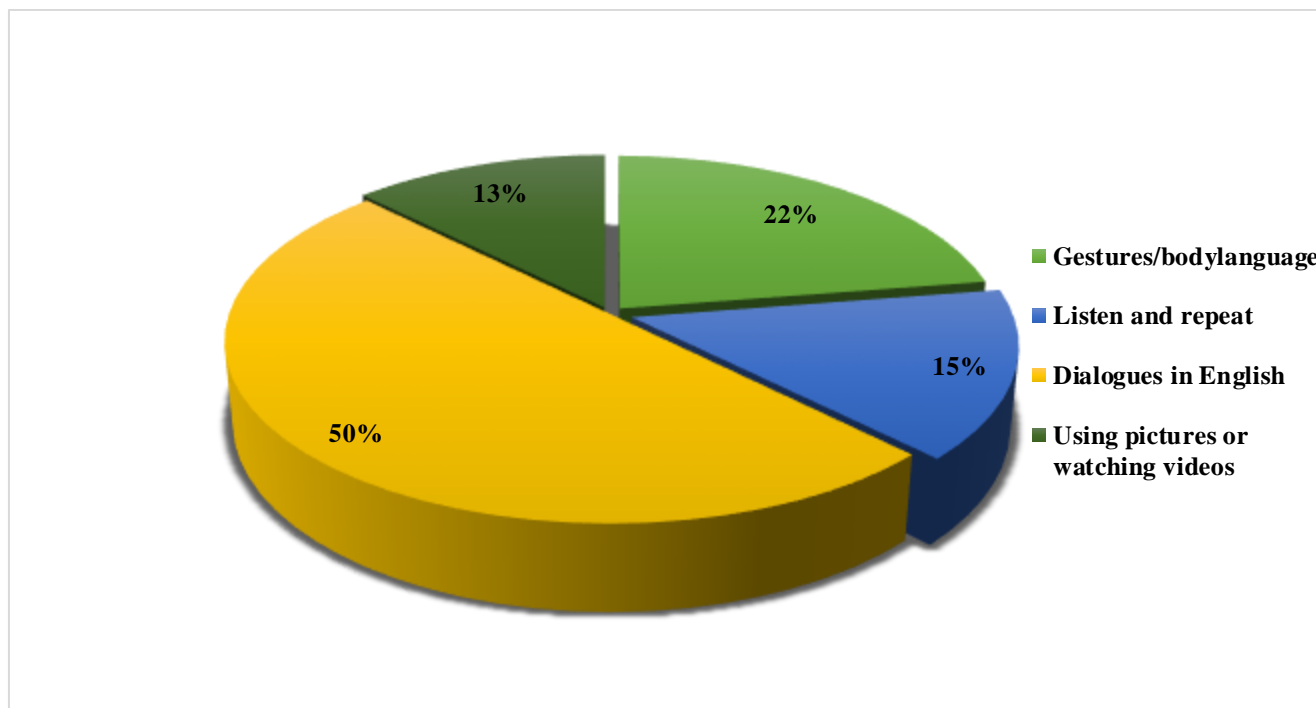
**Figure 16 : Students' choice of methods in speaking**

The purpose behind this question is to show the choice of speaking methods for learners. The majority of students (50%) answer that they prefer dialogues in English, others (22%) choose gestures and body language; (15%) of students' answer that they repeat and listen. Whereas, (13%) say that they use pictures or video watching.

➢ *Question 17 :* Do you think that your teacher use other techniques or methods to enhance your speaking skill ?

|          | **Responses** | **Percentage** |
|----------|:-------------:|:--------------:|
| **a- Yes** | **21**      | **52%**        |
| **b- No**  | **19**      | **48%**        |

*Table 17 : Teacher's method in learning speaking skill*
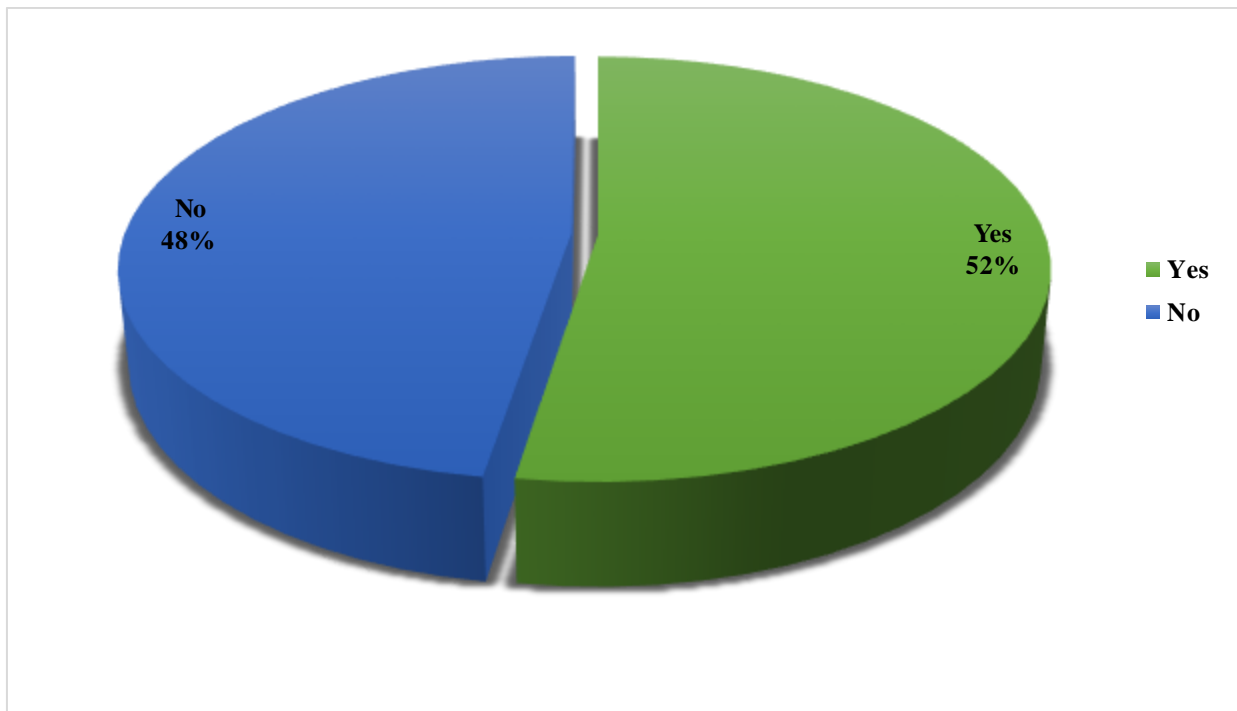
**Figure 17 : Teacher's method in learning speaking skill**

This question shows that **(52%)** of students focus on the teacher's methods and how they enhance them to speak. They say that they are helpful; whereas **(48%)** of them answer that teacher do not use methods to help them speaking

### 3.5.2. Teachers' checklist Analysis

The analysis obtained from the list show that 12 teachers are asked and agreed on the fact that the status of English as a foreign language itself may be the main cause behind students' weaknesses in speaking performance.

In the second item, all of them 12 teachers **(100%)** confirm the idea about students' ignorance of the rules of L2 English.

In third item, which deals with students negative attitudes towards English, 7 teachers **(58,33%)** say have a negative attitude towards English ; whereas 5 of them **(41,66%)** say the contrary.

Concerning the section of linguistic environment, what can be noticed that 8 teachers **(66,66%)** express the idea that both students' and teachers excess use of the mother tongue Arabic in English classes. 4 of them **(33,33%)** choose 'no' to express the opposite.

About the idea that students' few opportunities to practice English, 10 of teachers **(83,33%)** answer for yes. There is no environment except the classroom when English is existed. Only 2 of them **(16,66%)** who are against the idea.

The idea consists of isolated English culture, 4 of teachers **(33,33%)** answer for yes that the English culture is existing in class whereas, 8 of them **(66,66%)** say no on the idea of English culture is totally isolate.

In the last section of teaching and learning method, in the first item of the inadequacy of the designed programme. 3 of teachers **(25%)** say the programme is adequate and suitable programme. While, 9 of teachers **(75%)** answer that the programme is inadequate.

The second item about wether traditional medium of instruction are used, Only 2 of teachers say that traditional is used and benefecial for students whereas, 10 of teachers  ( 86%) say no about the idea of traditional tool is not still used by most instruction in all types of speaking.

The third item, all of the teachers say that the idea of students' direct translations from L1 (CA), this means that students rely on L1 to speak in L2.

The fourth item concern the idea of students direct translations from L1 (AA), 2 of teachers **(16,66%)** say 'yes', nearly all teachers 10 **(83,33%)** answer do not use AA to make translation in speaking.

The last item of the last sectio concern the idea of the lack of speaking practice in educational institutions, 9 of teachers **(75%)** answer that the time devoted for speaking in class is insufficient for students to improve their capacities. While, 3 of them **(25%)** who see that these students have enough chances to improve their speaking skill.

### 3.5.3. Classroom Students' Observation Analysis

**Session One : 13.02.2019**

**Item One : Do learners feel embarassed when the teacher ask them to speak in English ?**

| Session 1    | Yes | No  |
| ------------ | --- | --- |
| Participants | 20  | 5   |
| Percentage   | 80% | 20% |

*Table 18 : Fear of speaking in English in classroom*

**Comment :**

At the begging of the session started at 11 o'clock, the teacher started the lesson with the instruction of discussion chosen by the student to stand in the board in order to discuss any topic

he / she wants. The topic was about traditions in Algeria, one of the students started to discuss about one of the traditional famous dish in Algeria, the student was somehow stressed and feel shy in starting to discuss the topic specifically, when the voice of the student is low in the first time then, the teacher ask her to raise his voice. Thus, she started to discuss how can do that dish and how this dish famous in Algeria however, teacher ask their classmates whether the topic is clear or suggest her to ask anything about the topic, no one is asking but some of them seem they are somehow afraid to speak and feeling shy to answer maybe they are not interesting of the topic or they have another struggles.

**Item Two : Do learners have any reaction when the teacher asks them to communicate ?**

| Session 1 | Yes | No |
|---|---|---|
| Participants | 7 | 18 |
| Percentage | 28% | 72% |

*Table 19 : Reaction of learners when teacher ask them to speak*

**Comment :**

In the same session, The observation emphasized on the students' reaction when the teacher aked them to communicate, the minority of them react when the teacher ask them to speak, they began to speak not too much however, the majority are not giving reaction to speak lack of interesting in speaking the language.

**Session 2 : 20.02.2019**

**Item 1 : Do learners give their opinions and share ideas with their classmates and their teacher ?**

| Session 1 | Yes | No |
|---|---|---|
| Participants | 15 | 10 |
| Percentage | 60% | 40% |

*Table 20 : Learners' sharing opinions and ideas*

**Comment :**

In the next session, the teacher started the lesson asking them about learning English in social media or using youtube to speak the foreign language, some students agree with sharing ideas

between their classmates but not with the teacher because of the fear to make mistakes or the lack of pronunciation .

**Item 2 : Do learners hesitate when speaking ?**

| Session 1 | Yes | No |
|-----------|-----|-----|
| Participants | 21 | 4 |
| Percentage | 84% | 16% |

*Table 21 : Students hesitation in speaking skill*

**Comment :**

In the same session, as I have noticed that students are began hesitated when speaking in classroom may be does not ready to talk or they does not wanted to speak just for using their body language and how they feel in speaking due to the fear and misspronuncing well.

### 3.6. Data interpretation

Data interpretation permits the researcher to set out the general results. The present study was conducted to highlight the issues face that students face when speaking in oral expression and to find out some solutions that help learners speaking skill performance. In this section we attempt to discuss the results obtain from students' questionnaire, teachers' checklist and classroom students observation.

### 3.6.1. Interpretation of students' questionnaire

The results of students' questionnaire are summarized in the following. In section one consists of background information, our sample was about (40) participants as we have noticed that the number of female exceeds than the number of male. This indicates that females are more interested in learning foreign language since this language has become popular and more useful nowaday. The age of the sample are varied between 19 and 26 years except who who is older 41years. In section two, we have specified certain items about learners attitudes in English language and how learners looks like learning English. Most students stronly agree about the idea of learning the language especially English as a foreign language that promotes them to know other people and other cultures. In section three, we also specified questions about learners motivation concerning speaking skill, the majority of students are more interested in

attending the oral session to get more active and know they proform their pronunciation and their speaking. Also, their level of speaking is quite sufficient.While, few of them say that their level of speaking is not sufficient. In addition, students are also motivating themselves by speaking with their friends rather than the teacher. In the last section which is about learning method in speaking skill, the majority of students use dialogues in English and they are working by themselves to improve their speaking skill. From the findings, we think that students give importance to enhance their speaking skill like other skills.

The students' questionnaire was given to EFL students at Ibn khaldoun university of Tiaret. It involves 20questions, five of them are items. The are divided into four main sections ; first section is about background information. The second section about learners' attitudes towards learning English. The third section about learners' motivation in speaking English. The last section is about learners' method of learning speaking skill. In general, the focus of the questions are arranged in items in the second section, in the third and the four section are yes/ no questions or pick up the suitable answers. These questions requires to the students of first year classes to give their opening about

### 3.6.2. Interpretation of teachers' checklist

The results obtained from the checklist show that teachers agree on the fact that status of English as a foreign language itself may be the main cause behind students' weaknesses in speaking skill. This means that students lacking the skill and they are foreigners of a language which not theirs, with its own grammar and pronunciation. This may demonstrate their weak inductive language learning ability.

Despite students' weaknesses in speaking, teachers do not deny on the idea of students possible negative attitude as a reason for their weakness in speaking skill, and strenghten the view of their high motivation. Moreover, according to teachers do not lack interest in teaching. It is their duty to motivate and enhance learners to participate in development of their speaking skills by providing them with sufficient practice in classroom.

Teachers also agree on the idea that both teachers and students have excess use of the mother tongue 'Arabic' in English classes. This means that this use, which can sometimes be a suitable tool in both teaching and learning, is not every much suggest. This depends on teachers will mantain to establich an English-English environment, they are taught artficialy through traditional methos of instructions. These traditional methods have negative impact on students speaking performance. Thus, there are new techniques used through authentic material and visual aids can be a sort of improving students' level.

When teachers asked whether  students  use CA or AA as means of translation,  see that most of them direct translation  exist  from CA to L2 and from AA to L2. Their reliance  on CA to speak English can be another factor for possible source to avoid mistakes. However, the time devoted  for speaking  skill  as answerby  the majority  of teachers,  is unsufficient  to improve students capacities  and abilities.

By the end, the data given  by teachers  show clearly  several elements  to stand as barriers  towards students'  speaking  skill  in English ; their  weak foundation,  their  limited English  concerning  pronunciation,  lack of grammar rules, the status of English  itself ; the linguistic  environment  including  the teachers and students excess use of the mother tongue, lack of opportunities  to practice English  as unsuitable  surrounding  where language  is taught.

### 3.6.3. Interpretation  of classroom students' observation

The results that have been obtained  from the two sessions  are somehow  acceptable  to different  questions  concerning  the interaction  in classroom  between the teacher and learners. The questions  of the two session  are mainly  focused on its own objectives  and all of them have the same purpose is that to improve  learners interaction  in classroom.

The general  results of the two sessions  are about ; the way students  interact in classroom, they are feeling  stressed  and embarassed  when the instructor  ask them to communicate  and make disscussion  to let them express themselves.  Also, they believe  that they do not know the fuction  of words abd expressions  because of the fear of making  mistakes.  In addition,  when they want to take the floor, they hesitate  to express their thoughts  but some of them try to express themselves  the poor of vocabulary  to speak in front of their  classmates.  Moreover, throughout  interaction  lead students used some kind of discourse  with tone in their  voice to show their self confidence.  Speaking  skill  is useful  that promote learners interaction  within  the classroom,  especially  if the teacher  of oral expression  focuses on them to teach EFL to speak the language  accurately.

**Conclusion**

This chapter introduced the practical background of the research methodology and the research design of the current study, where in we desribed the data collection methods, such as : students' questionnaire, checkslist for teachers and classroom observation for students are an effective emethods that show strong and active for developing students speaking skill in FL learning through the use of situational dialogues in classes. Therefore, teachers and students should take into account the speaking skill during their teaching process. The data analysis clarify the positive attitude towards learning English specifically speaking skill in classroom. Though first year students supported to the hypotheses of this study even they face some struggles in improving speaking but they still have to overcome difficulties with the motivation and help from teachers.

**Recommendation and Suggestions**

Speaking skill play a major role in foreign language teaching and learning process. On the basis of the obtained results we have been figured some interested recommendations that is suggested for both teachers and learners of oral expression and comprehension which are follows :

- This research was conducted with small number of students' who were studying English at University of Ibn Khaldoun Tiaret. It is recommended that the future research should contain a larger sample group of students conveing all other techniques and materials to get more data and gain more informations that improve and enhance the speaking skill.

- Teachers should be aware of the importance of CA and its impact on students in EFL classroom.

- The teachers should be more active in classroom with learners' and they should also do their best to help them collaborating in group and making conversatin or dialogue in order to share and develop their knoweldge by providing new ideas with their classmates in learning pronunciation and other things.

- Learners have to support and enhance their speaking skill

- Learners have to adopt the advices of their teachers because they are as positive and reflective to their brainstorm.

- Learners should practice as much as possible in classroom or outside by using dialogues

- Learners should express themselves to the act of improving dialogue in classroom.

# General Conclusion

The current study aims at studying the speaking skill through dialogue teaching and learning process in oral expression as a motivational strategy to enhance learners' speaking performance in first year students English at the departement of foreign language of Tiaret University. To answer the two research questions two main hypotheses are set: the first one is that the socio-cultural environment where speaking takes place hinders students' abilities to speak good English and the second hypothesis is that situational dialogues are useful teaching materials to enhance students' speaking abilities in English. Basing on our research work on investigating these hypotheses, we begin by a section of litterature review composed of a chapter concerning the speaking skill: its nature in foreign language teaching and learning, speaking among other skills, the socio-cultural impact on students' speaking skill. The role of motivation is also focused on in learning speaking skill. Different sources of motivation that enhance learners to speak are advocated, in addition to the teacher's role in motivation process and the impact on the use of materials that help learners improve their speaking performance.

In the second chapter, we presented the study of situational dialogues: those in enhancing speaking, nature of dialogues and the integration of dialogues as tools in teaching and learning the speaking skill in English as a foreign language. Moreover, knowledge building in using the educational dialogues, how role-play technique in teaching situational dialogues in additon, to the different types of conversations and the samples of situational dialogues. The last chapter is devoted to the practical study which is in turn divided into three main methods: students' main invesitgation and its analysis and interpretation, and the teachers' checklist main investigation, its analysis and interpretation in addition to classroom students' observation analysis and interpretation. Students' questionnaire, teachers' checklist and classroom observation help in presenting some suggestions. We can conclude this study by comfirming the hypotheses. Speaking skill through the use of dialogues is almost important in EFL classes.

It helps students bring interaction by providing them with sort of dialogues in classroom. Developing speaking skill through the use of situational dialogues is one of the ways that has to be conducted by the teacher of English to enhance and achieve their speaking skill performance in English. This study is set to investigate the main challenges that many teachers face in EFL classes as well as learners lack of interest in learning foreign language and specifically speaking skill. The lack of materials and the limited time decrease the development of speaking. As the findings show, dialogues are used to improve students' abilities to speak the language accurately. Thus, they can also develop their self confidence. Moreover, using audio visual aids and authentic materials can motivate them to speak, create their own personnalities and build their knowldge. As the final point, the present dissertation has shed the light on the significance of the importance and the impact on the use of speaking skills through situational dialogues by fostering motivation on learners for bettering the speaking performance. It may be supported by further research for the sake of the development and the help in learning and teaching at the level of the university.

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# Appendices

**Appendix One**

**Students' questionnaire**

**Dear Students,**

This questionnaire attempts to gather data about Enhancing students' english speaking skill through Situational Dialogues ; a Way towards Fluency. We would be grateful if you could answer these questions to help in order to carry out this research.

So, please answer the following questions.

Tick the appropriate box (√) and make full statements whenever necessary.

*Section One : Background Information :*

1. **Age :** **………………..**

2. **Gender :**

    **a. Male** ☐                                       **b. Female** ☐

3. **Your choice to study English was :**

    **a. Personal** ☐                                 **b. Imposed** ☐

*Section Two : Learners' attitudes towards English*

| Items | Strongly Agree | Agree | Strongly Disagree | Disagree |
|---|---|---|---|---|
| To learn a language you must speak it. | | | | |
| Learning English is important to you, because English is a very useful tool in modern society. | | | | |

| You need English to be more successful in your studies. | | | |
|---|---|---|---|
| You like to speak English. | | | |
| Learning English will help you know about people and their other cultures. | | | |

## *Section Three : Learners' Motivation in speaking English*

**1-** Are you interested in attending the Oral comprehension ?

a- Yes ☐

b- No ☐

**2-** How do you consider level in speaking English with your classmate in classroom ?

a- excellent ☐

b- sufficient ☐

c- poor ☐

**3-** Do you feel embarrassed when speaking in class? If yes why ?

a- Yes ☐

b- No ☐

If yes why : …………………………………………………..

**4-** Do you need much practice of English speaking skill in classroom?

a-Speak with the teacher ☐

b-Practice with my friends ☐

c-Practice by myself ☐

d-Not care at all ☐

**5-** What do you think of the teachers who they force you to participate in order to speak in English ?

a- Demotivating ☐

b- Helpful ☐

**6-** Do you think that subjects in oral expression lectures are motivating ?

a- Always ☐

b- Sometimes ☐

c- Never ☐

**7-** Do you feel that your teacher is motivating you ?

a- Yes ☐

b- No ☐

**8-** Do you really need to be prepared for Oral session in order to speak in English ?

a- Yes ☐

b- No ☐

*Section Four : Learners' method of learning the speaking skill*

**1-** According to you, why learning the speaking skill is so important ?

a- To improve a good pronunciation ☐

b- Some rules are not sufficient to be a good speaker of a language ☐

**2-** What learning situations are comfortable to you better ?

a- Individual ☐

b- Working in pairs ☐

c – Group work ☐

**3-** What kind of methods has your teacher, used in teaching the speaking skill?

a- Gestures / language body ☐

b- Listen and repeat ☐

c- Dialogues in English ☐

d- Using pictures or watching videos ☐

**4-** Do you think that your teacher use other techniques or methods to enhance your speaking skill ?

a- Yes ☐

b- No ☐

If yes. Are those methods helpful or not ? Justify .

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

……………………………………………………………………………………………………………..

**Thank you very much for your cooperation .**

**Appendix Two**

Dear teachers of English

You are kindly invited to provide us with information about the problems behind students' weaknesses in speaking English by putting a cross (X) in the appropriate box.

| | **Problem** | **Yes** | **No** |
|---|---|---|---|
| Weak foundation | Status of English : a foreign language | | |
| | The students' ignorance of the rules of L2 | | |
| | The students' negative attitude towards English | | |
| | The teachers' lack of interest in teaching | | |
| Linguistic Environment | The teacher and students' excess use of the mother tongue in English classes. | | |
| | Students' few a opportunities to practice English | | |
| | Isolated English culture | | |
| Method of teaching and learning | Inadequacy of the designed programme | | |
| | Traditional medium of instruction | | |
| | The students' direct translation from L1 (CA) | | |
| | The students' direct translation from L1 (AA) | | |
| | Lack of speaking practice in educational institutions | | |

Other possible reasons of learners' problems in English speaking:

1) .............................................................................................................................

2) .............................................................................................................................

3) .............................................................................................................................

4) .............................................................................................................................

5) .............................................................................................................................

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**Appendix Three**

**Classroom observation**

**Speaking skills among Learners and teachers interaction**
**Checklist**

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**Topic Thesis**: The Role of speaking skill in classroom and the use of interaction

**Case Study**: First  Year LMD

**Group**:  01

**Oral Expression**: Miss. Trari

 **Date**: 11.02.2019

**Candidate**:  Simerabet  Insaf

**Sessions**:  Oral expression

**Introduction**

In our subject, we have chosen checklist as an observational tool in gathering data about the application of speaking skills during interaction in the classroom, in oral expression sessions where learners attempt to enhance their speaking abilities. We set four questions for the two sessions of classroom observation with a teacher of oral expressions.

 **Session 1 : 13/2/2019**

| Number | Items | Yes | No |
|--------|-------|-----|-----|
| **01** | Do learners feel embarrassed when the teacher ask them to speak in English? | | |
| **02** | Do learners have any reaction when the teacher asks them to communicate? | | |

**Session 2 : 20/02/2019**

| Number | Items | Yes | No |
|--------|-------|-----|-----|
| **01** | Do learners give their opinions and share ideas with their classmates and their teacher? | | |
| **02** | Do students hesitate when speaking? | | |

**Abstract:** Enhancing Students' English Speaking Skill through Situational Dialogues; a way towards Fluency. A Case Study of 1st Year Students at Ibn Khaldoun University

Like all languages, English lays out many difficulties for the non-native speakers. Socio-cultural factors, such as the local environment and AA variety's different accents intervene in shaping the pronunciation of Algerian learners of English in a way that they identify themselves with their own accents, which are likely to influence their pronunciation accuracy in an EFL context. Some believe that a learner must acquire the ability to produce and recognize the allophones used by the speaker of the target language. The main concern of this study is to demonstrate the possible solutions and the effectiveness of classroom environment in improving first year LMD students' pronunciation and reducing serious speaking difficulties. Thus, it is hypothesized that the socio-cultural environment where speaking takes place hinders students' abilities to speak good English. Our investigation aims to seek the causes behind EFL learners poor speaking and, eventually, to suggest some solutions. The nature of the research and the testing hypothesis require three research tools: firstly, a questionnaire was administrated to first year LMD students of English at the department of foreign languages at Tiaret university. Secondly, a teachers' checklist was filled by 12 teachers who have experiences during their teaching. Thirdly, classroom observation with students is complementary in developing EFL speaking performance. After analyzing the data obtained from students' questionnaire, teachers' checklist and classroom students' observation, all the research hypotheses are confirmed and some solutions and recommendations are suggested.

**Key Words**: pronunciation, allophones, transfer, classroom environment, EFL Context, socio-cultural context

**Résumé :** Amélioration de la maîtrise de l'anglais des étudiants grâce aux dialogues de situation; un chemin vers la fluidité. Étude de cas d'étudiants de 1re année à l'Université Ibn Khaldoun

Comme toutes les langues, l'anglais pose de nombreuses difficultés aux locuteurs non natifs. Des facteurs socioculturels, tels que l'environnement local et les différents accents de la variété Arabe Algérienne, interviennent dans la prononciation des apprenants algériens de l'anglais de manière à s'identifier avec leurs propres accents, susceptibles d'influencer leur précision de prononciation dans un contexte d'anglais langue étrangère. Certains pensent qu'un apprenant doit acquérir la capacité de produire et de reconnaître les allophones utilisés par le locuteur de la langue cible. L'objectif principal de cette étude est de démontrer les solutions possibles et l'efficacité de l'environnement en classe pour améliorer la prononciation des étudiants en première année de Licence LMD et réduire les difficultés d'élocution graves. On émet donc l'hypothèse que l'environnement socioculturel dans lequel la parole a lieu empêche les étudiants de parler un bon anglais. Notre enquête a pour objectif de rechercher les causes des difficultés de prononciation des apprenants d'anglais langue étrangère et, éventuellement, de proposer des solutions. La nature de la recherche et l'hypothèse de test requièrent trois outils de recherche: premièrement, un questionnaire a été administré aux étudiants de première année en anglais au département de langues étrangères de l'université Tiaret. Deuxièmement, une liste de contrôle des enseignants a été remplie par 12 enseignants expérimentés. Troisièmement, l'observation en classe avec les étudiants est complémentaire dans le développement des performances en expression d'anglais langue étrangère. Après avoir analysé les données obtenues à partir du questionnaire de l'étudiant, de la liste de contrôle des enseignants et de l'observation des étudiants, Une fois les hypothèses de recherche confirmées, des solutions et des recommandations ont été suggérées.

**Mots Clés**: prononciation, allophones, transfert, environment de la classe, Contexte d'anglais langue étrangère, le context socio-culturele.

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**الملخص:** تعزيز مهارات التحدث باللغة الإنجليزية للطلاب من خلال حوارات الحالات المختلفة ؛ وسيلة نحو الطلاقة. دراسة حالة لطلاب السنة الأولى بجامعة ابن خلدون

مثل كل اللغات، تشكل اللغة الإنجليزية العديد من الصعوبات للناطقين بغيرها. تتداخل العوامل الاجتماعية والثقافية، مثل البيئة المحلية واللكنات المختلفة للتنوع العربي الجزائري، في نطق المتعلمين الجزائريين للغة الإنجليزية حتى يتسنى لهم تعرفهم على لهجاتهم الخاصة، والتي من المحتمل أن تؤثر على دقة النطق. في سياق اللغة الإنجليزية كلغة اجنبية. يعتقد البعض أن المتعلم يجب أن المستعملة من قبل اللغة المستهدفة. الهدف يكتسب القدرة على إنتاج والتعرف على الألفون الرئيسي هو اظهار الحلول الممكنة وكفاءة بيئة الفصل الدراسي لذلك يفترض ان البيئة الاجتماعية والثقافية التي يحدث فيها الكلام تمنع الطلاب من التحدث باللغة الإنجليزية المجردة، بهدف استطلاعنا الى إيجاد أسباب صعوبات نطق مستعملي اللغة الإنجليزية كلغة اجنبية وربما اقتراح الحلول. تتطلب طبيعة البحث وفرضية الاختيار ثلاث أدوات بحثية. أولا، تم استبيان لطلاب اللغة الإنجليزية في السنة الأولى في قسم اللغات الأجنبية بجامعة تيارت. ثانيا، تم اكمال قائمة مراجعة المعلم بواسطة 12 مدرسا من ذوي الخبرة. ثالثا، تعد الملاحظة الصفية اجنبية. بعد تحليل البيانات التي تم الحصول عليها من استبيان الطالب وقائمة مراجعة المعلم ومراقبة الطالب. بمجرد تأكيد فرضيات البحث، تم اقتراح حلول و توصيات.

**الكلمات المفتاحية**: النطق، الألفون ، النقل، البيئة الصفية، سياق اللغة الإنجليزية كلغة أجنبية، السياق الاجتماعي والثقافي ،

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