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**Investigating Motivational Techniques to Enhance the Speaking Skills**  
**The Case of Third Year EFL Students at Ibn Khaldoun**  
**University of Tiaret**

*A Dissertation Submitted to the Department of Foreign Languages in Partial  
Fulfillment of the Requirements for the Master's Degree in Didactics*

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## Dedication

In the name of Allah, Most Merciful, Most Gracious

Praise be to ALLAH, the almighty, for always being there for me and blessing me.

It gives me an immense pleasure to dedicate this work to my adorable and affectionate mother Taibi Fatma who taught me the value of the education, I am deeply grateful for

her love, encouragement, and continued support and faith in me, I am eternally grateful for my beloved husband Abdesselam Nabil, for his constant love, support, and for raising my spirits when I was most discouraged,

I could never have made it this far without both of you

Not forgetting my shining star, my daughter ASMA

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## **Abstract**

The English language has become globally recognized in almost every field, it has grown to be the lingua franca. This fact led to the increase in demand and urgent need of learning and teaching the language for the unique purpose of communication. However, speaking is one of the most challenging and tiresome skill. This research attempted to investigate the techniques of teaching the speaking skill in order to enhance the oral proficiency of EFL students. The main problem we have noticed is that students' speaking skill was poor. Hence, we believe, that there are numerous ways through which teachers can help their students to enhance their speaking ability. Due to the difficulty of this skill, the learners found it rather challenging to master all the aspects of speaking and use them appropriately in different social contexts. We have adapted a descriptive methodology of research with regard to the requirements of the presents research work. The main threefold objectives were identifying the main problems which may prevent EFL learners from developing their speaking skill, discussing the role of the EFL teachers in teaching speaking in order to help the EFL learners overcome their hitches; and, finally, investigating the effective learning strategies and communicative activities that promote the oral proficiency. The current study was conducted with third year LMD learners, and the teachers of the English department at the Ibn Khaldoun University, Tiaret. The analysis of results revealed that the students were more aware and mindful about the importance of the speaking activities in enhancing their oral skill. From another perspective, EFL teachers were well aware and ready to use the communicative activities and acknowledge its' importance. Finally, this extended essay ended up by providing some fruitful and efficient suggestions for both EFL learners and teachers to flourish and evolve in their learning process.

### **Key Words:**

English language, speaking skills, EFL speaking problems, communicative strategies and techniques.

## Résumé

La langue anglaise est devenue mondialement reconnue dans presque tous les domaines, elle est devenue la lingua franca. Ce fait a entraîné une augmentation de la demande et un besoin urgent d'apprendre et d'enseigner la langue dans le seul but qui est la communication. Cependant, parler est l'une des compétences les plus difficiles et les plus fastidieuses. Cette recherche tente d'étudier les techniques d'enseignement de l'habileté à parler afin d'améliorer les compétences orales des étudiants d'anglais. Le principal problème que nous avons constaté est que les aptitudes de parole des élèves sont médiocres. Par conséquent, nous pensons qu'il existe de nombreuses façons pour les enseignants d'aider leurs élèves à améliorer leur capacité de parole. En raison de la difficulté de cette compétence, les apprenants trouvent assez difficile de maîtriser tous les aspects de la parole et de les utiliser de manière appropriée dans différents contextes sociaux. Nous avons adapté une méthodologie de recherche descriptive aux exigences des travaux de recherche actuels. Les trois objectifs principaux consistent à identifier les principaux problèmes susceptibles d'empêcher les apprenants d'EFL de développer leurs compétences orales, en discutant du rôle des enseignants d'EFL dans l'enseignement de la parole afin d'aider les apprenants d'EFL à surmonter leurs difficultés ; et, enfin, étudier les stratégies d'apprentissage efficaces et les activités de communication qui favorisent la maîtrise de l'oral. La présente étude a été menée auprès d'étudiants en troisième année du LMD et des enseignants du département d'anglais de l'Université Ibn Khaldoun, à Tiaret. L'analyse des résultats révèle que les étudiants sont plus conscients de l'importance des activités d'expression orale pour améliorer leurs compétences orales. Dans une autre perspective, les enseignants d'anglais sont bien conscients et prêts à utiliser les activités de communication et reconnaissent son importance. Enfin, cet essai prolongé fournit des suggestions fructueuses et efficaces aux apprenants et aux enseignants d'anglais comme langue étrangère pour s'épanouir et évoluer dans leur processus d'apprentissage.

## List of Acronyms

**CC:** Communicative competence

**EFL:** English as a Foreign Language

**ESL:** English as a Second Language

**LMD:** License Master Doctorate

**TL:** Target Language

**CS's:** Communicative Strategies

**FL:** Foreign Language

**Q:** Question

**%:** percentage

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# GENERAL INTRODUCTION

## General Introduction

### 1. Introduction

Recently, in the field of ELT great attentions have been oriented towards the communicative properties of language. The interest of communication has been developed since the appearance of the communicative language teaching approach and other communicative methodologies that focus on enhancing the communicative abilities of the students. The English language explicitly, became a dominant language by virtue of reaching the power of being spread widely. It is also established as a lingua franca, that is the common language consistently used as a bridge in communication between people who do not share the same language.

Some researchers claim that knowing English means knowing how to communicate in English. Knowing English involves not only producing language correctly which is grammatically well structured, but also using language for communication. One of the problems of learning English as a foreign language is to focus on mastering the structures of the language such as rules and vocabulary and pay a little attention to the use of the language.

Hence, the major aim of teaching EFL would be to enable learners to communicate correctly. Nevertheless, The English language teaching has long focused on written language at the expense of spoken language. It has been noticed that in the classroom the learners are mostly able to write and compose correct passages, but still are unable to interact in English inside the classroom generally and during the oral expression sessions specifically. Speaking is a primary tool for communicating, thinking, and learning in general specially with languages. Through speaking learners receive the basic structures of the English language, to formulate correct sentence and therefore give a good speech. It is a vehicle to link individuals to society and a medium through which human being communicate with each other.

A person being learning a language incapable of speaking it, is simply as if he is learning the language in a vacuum. Many learners have difficulties in producing speech and communicating using the foreign language and expressing their thoughts may seem hard for them even if they have excellent knowledge of vocabulary and language structures, but have other fears and problems, i.e. psychological ones. And that could be observed during classes

specially in the oral expression sessions, it can be seen in their lack of participation and sometimes even absence of participation.

Within this context, it is the desire of many EFL learners to be fluent and to improve their speaking skill in spite of the difficulties which obstruct a free communication.

As a matter of fact, we think it will be interesting to study the difficulties of EFL learners in the speaking skill and, eventually to suggest a number of effective teaching methods and strategies to enhance this skill.

To remedy to that dilemma, the teachers should interfere to make things smoother and easier to their learners to be good speakers; because for them being able to speak the target language fluently without holding back is a sign of success of knowing the language. They link the success of achievement to speaking, thus failing in speaking and using the English language means for them that they have failed in learning the language so it is necessary for them to speak the language as if it was a matter of life and death. However, helping learners to become fluent and accurate despite of the problems they face seems to be a challenge for EFL teachers.

Making learners to speak more English is not a matter of forcing them to speak, but It is a matter of motivating them and boosting their self-confidence to speak what is on their minds. And for a teacher to do what his/her job properly it is necessary for him/her to be well prepared and proper materials and implementations must be progressive and systematic.

## **2. Aims of the Study**

Through this research, we aim at pointing out the problems that prevent the EFL learners' from using the target language during oral expression sessions, as well as to indicate the role of the EFL teachers in order to assist the students overcome and face those hindrances.

Additionally, intends to detect the most effective communicative activities that is used to improve the oral proficiency and would be fruitful for both teachers and learners. Finally,



to elicit the attitudes of EFL students towards the use of communicative activities as well as the learning strategies as tools to promote their speaking skill.

### **3. Significance of the Study**

In this current century, appropriate communication is needed by everyone. The English language these days stand for international interaction, therefore, not only learning it is important, but mastering the speaking skills is important as well, thus the focus here is on performance which matters most in the speaking skill.

This study may influence teachers to diversify in their techniques and try new strategies in teaching speaking which will provides with new insights to help EFL learners surmount their difficulties when producing verbal speech.

### **4. Statement of the Problem**

The ability to speak and communicate spontaneously is among the main objectives that EFL learners aim to achieve since that the English language has become a global language. However, we observe that EFL learners have difficulties in communicating using the TL.

For EFL learners English can be taught and practiced only in the classroom, it is the only place where the language is spoken and it is the only chance for them to speak only during those few hours of the day since it is not their native language but a foreign language.

We believe that this issue is worth analysis because as EFL students ourselves have noticed that during the past five years we spent studying the language the learners were better at reading, writing, and even listening but their speaking skills were poor both during the speaking class and during the other modules. It is true that the English language is used in all the modules of the specialty but teachers must take in consideration that not all students learn equally and in the same way, there are different types of learners such as voiced, voiceless, volunteers and victims, and they face many difficulties to express themselves and even provide the simplest verbal response to their teachers; and some teachers are not aware of those problems and may think that it is as a dereliction or shortening coming from learners.

To remedy to the problems that learners face, teachers have to provide learners with a variety of techniques that suit every type of learner and which raises other opportunities of language use. Therefore, implementing those techniques in the oral expression classes may provide learners with wide-ranging oral production and communication.

## **5. Research Questions**

To achieve the purpose of our study, we aim at finding answers to the following research questions:

1. What sort of hindrances or problem that are encountered by both EFL teachers and learners during the oral expression session that may inhibit their speaking skills?
2. What are the student's attitudes towards the importance of the speaking skills?
3. What are the most appropriate methods and strategies that can be used by the EFL teachers to enhance the EFL learners speaking skill?

## **6. Hypotheses**

Recognizing the importance of the speaking skill and what it represents to the EFL learners is of great value, knowing what prevent students from using the TL is highly crucial.

The previous questions led to the following hypothesis:

- If EFL teachers are well aware of the difficulties and fears that EFL learners face when speaking the English language, they can therefore choose the appropriate methods and techniques in teaching speaking and assisting them to improve the learner's performance.

- If EFL teachers diversify within the teaching techniques and use a variation of speaking activities EFL learners will be highly motivated to communicate using the TL and overcome the hindrances that frighten and embarrass them and stop them from speaking.

## **7. Methodology of the Study**

The choice of the research method is determined by the nature of the problem. In this study, a descriptive research methodology will be more appropriate to investigate our hypothesis. This study will be conducted quantitatively through survey questionnaires that will be administered to both EFL teachers and learners, with the objective of providing an in-depth view of what happens during an oral expression course.

## **8. The Structure of the Study**

The present study is basically divided into three chapters in addition to the general introduction. First, there is chapter one which is devoted for the theoretical part of the study where we find a general overview of the speaking skill and its aspects; then, it shed the light on the factors that cause learners inhibition to communicate using the target language, and to remedy to that issue, an investigation of the teacher's roles along with some communicative strategies and activities.

The second chapter concerns practical field work that has been conducted through the use of survey questionnaire distributed to both EFL teachers and LMD learners. It was based on the points of view of the third year LMD learners at Tiaret's University of Ibn Khaldoun regarding the enhancement of the EFL speaking skill, this chapter comprises the research design, the sample population, learner's profile, teacher's profile, and the research instruments. It seeks to answer the research questions by confirming or disconfirming the research hypotheses and then conclude with the research results.

Finally, we have the third chapter, which include the recommendation and suggestions to remedy to the problems discussed and the results that have been deduced.

# CHAPTER ONE

## *General Overview of the Speaking Skills*

## **1.1. Introduction**

Language is mainly concerned with communication and most of the communication process is performed through speech. Speaking is an interactive process of communication which is the basis of all human relationships within language learning. However, it is often ignored in the EFL classroom and much more importance is given to other language skills such written.

In foreign language teaching-learning, student's oral participation in class is a must. However, getting students to respond orally in the target language represents a real challenge for most language EFL teachers, and seems to be a problem that both learners and teachers have to deal with.

This first chapter is devoted to the literature review and deals with the theoretical part of this work. Several basic concepts and definitions which are related to the work are provided. This chapter aims at presenting the concept of speaking skill and the main goals of teaching it. Moreover, it sheds light on the factors that cause speaking difficulties to EFL learners. Finally, it attempts to reveal some of the learning strategies and activities which may tackle the hitches of EFL learners in speaking skill.

Relying on the pervious researches undertaken by famous scholars, they may help us to get insight into the EFL teaching/learning process in general, and speaking skills in particular.

## **1.2. Language as a Means of Communication**

Language is a systematic means of communicating by the use of sounds or conventional symbols. Language not only helps us to communicate information, language also shapes our thoughts. It is a fundamental tool used to transmit ideas, feelings, attitudes, and information, etc. the most complex technique of communicating information is spoken language which permits the production of a sequence of vocal sounds in such a way that another person can reconstruct from those sounds a useful approximation to our original meaning.

According to Broughton et al. (1980), the speaker starts with a thought and puts it into language. The listener perceives the language and thus understands the thought. The sender has to encrypt his thought, while the receiver deciphers the language. Most of the time, these processes happen so fast that one could say that both the sender and the receiver perform them instantaneously and virtually simultaneously.

### 1.3. The Components of Spoken English

Speaking is commonly considered as one of the most substantial human skills, and an endless human activity. It is a verbal language communication that includes the oral production and articulation of words. Hereafter, many researchers were interested to examine the processes that are involved in teaching speaking to foreign language learners. There are traditional areas of linguistic analysis that teachers must understand in addition to units of spoken language which learners must master. All of these units, or levels of language, must function together when EFL learners speak English and they are as such:

- ❖ **Text:** It refers to stretches of language of an undetermined length. A spoken text is composed mainly of utterances.
- ❖ **Utterance:** It may not be a fully grammatical sentence, though it would certainly be understood in context.
- ❖ **Clause:** It refers to two or more words that contain a verb marked for tense and a grammatical subject. Independent clauses are complete sentences that can stand alone, whereas dependent clauses cannot.
- ❖ **Phrase:** In contrast, a phrase is two or more words that function as a unit but do not have a subject or a verb marked for tense. These include prepositional phrases and infinitive phrases. Clauses and phrases usually appear alone in speech. Both clauses and phrases can be utterances, as can individual words.
- ❖ **Word:** It is called a free morpheme i.e.; a unit of language that can stand on its own and convey meaning. In contrast, bound morphemes are always connected to words. These include prefixes, such as un-; pre-..., as well as suffixes, such as -tion, -s, -ed.
- ❖ **Phoneme:** It is a unit of sound that distinguishes meaning. Phonemes can be either consonants or vowels, the word syllable overlaps the levels of morphemes and

phonemes because a syllable can consist of a morpheme or simply one or more phonemes.

- ❖ **Syllable:** The structure of syllables is referred to as being either open (ending with a vowel) or closed (ending with a consonant). Consonants and vowels are called segmental phonemes. A spoken syllable may consist of only one phoneme. Syllables also consist of combined sounds, and of both free and bound morphemes.
- ❖ **Distinctive feature:** It is a smaller unit relates to how and where in the mouth a sound is produced when we speak.
- ❖ **Stress, Rhythm, and Intonation:** represent the supra-segmental phonemes. When we speak, these phonemes carry different meanings depending on where the stress is placed which are related to the context where the utterances occur. (Van Lier (1995: 15)

Several researches have demonstrated that managing the multiple components of language that must work together as they speak is widely required, and the ability to use these components to produce and understand language is known as linguistic competence which can be very difficult for EFL learners (Bailey, 2006).

An important notion that needs to be mentioned is knowing how to make use of the linguistic components of English which is part of EFL learner's communicative competence as it is explained by Florez (1999: 2):

Speaking requires that learners not only know how to produce specific points of language such as grammar, pronunciation, or vocabulary . . . but also that they understand when, why, and in what ways to produce language.

#### **1.4. Definitions of Speaking**

Speaking is considered as the ability to use the language and communicate with others fluently, it is the primary tool for communicating, thinking and particularly for learning a language, a vehicle to link individuals to the society and a medium through which human being communicate to one another. Chaney et al. (1998: 13) says: *The process of building and*

*sharing meaning through the use of verbal and non-verbal symbols, in a variety of contexts.* Through speaking pupils learn concepts, develop vocabulary, receive the structure of the English language.

According to the Oxford Dictionary of current English (2009), speaking means; the action of conveying information or expressing one's thoughts and feelings in spoken language. It is the most commonly used form of communication, both in everyday life and in schools. As it is pointed out by some researchers; a human being learning a language incapable of speaking it, is simply as if learning a language in vacuum. Hence, speaking is indeed the most important skill to be developed, but unfortunately is in many ways an undervalued skill. Perhaps this is because we can almost all speak, and so take the skill too much for granted as explained by Bygate Martin (1987: vii).

Furthermore, it is considered that speaking is an interactive process of constructing, receiving and processing information, likewise it is “the process of building and sharing meaning through the use of verbal or non-verbal symbols in a variety of contexts” as mentioned A. L. Chaney (1998: 13).

By the same token, Widdowson (1978: 59), assumes that:

Speaking is part of reciprocal exchange in which both reception and production play apart. In this sense the skill of speaking involves both receptive and productive participation.

Spoken language is acquired throughout time and in English language teaching and learning, speaking is also considered as a skill that has to be practised and mastered. The kind of speaking that should be taught is called “activate exercise”, in which students use the target language to perform a sort of oral practice (Harmer, 2001, p: 87).

We have the motor-perceptive skills that involve perceiving, recalling, and articulating in the correct order sounds and structures of the language. Hence, to be able to speak you need the knowledge, i.e. the vocabulary and the grammar to form coherent sentences, but to speak you have to get the learners to actually say something, we conclude that this distinction between the knowledge and the skill is crucial in the teaching of speaking (Bygate: 3).



Mastering all the aspects of speaking and using them appropriately to produce fluent and flowless English is the sign of success in the eye of every language learner; according to them, to reach that means that they have achieved their goal in learning the language. This means that learners of foreign languages associate succeeding in learning a foreign language with the speaking skill. In this case, G. S. Burkart (1998) states “...*they assess their progress in the terms of their accomplishments in spoken communication.*”

Speaking a foreign language is not an easy task, because it is as expressed by W. F. Mackey (1978, p. 263) “speaking is the most complex of linguistics skill, since it involves thinking of what is to be said while saying what has been thought”. In other words, Speakers must be able to anticipate and then produce the expected patterns of specific discourse situations. He also explained that oral expression involves not only the use of the right sounds in the right patterns of rhythm and intonation, but also the choice of words and inflections in the right orders to convey the right meaning, which can be tricky for EFL learners due to the lack of the use of the TL during speaking sessions.

the spoken language is characterized by its spontaneity and its contingent nature, unlike written language; the spoken one takes place in real life, it is unplanned, dynamic and context dependent and generally happens in face to face communication.

From these previous definitions and notions, we can recognize that speaking has occupied a peculiar position in the process of language teaching and learning throughout the history. And portray speaking as an action, as a process and as a skill. speaking has many purposes but implies knowledge of the rules to make sense of the context in which speech occurs.

#### **1.4.1. The Features of Spoken Language**

Spoken language differs from written language in that speaking is received auditorily, and writing is received visually. It is a language produced by articulate sounds, as opposed to written language. However, many languages have no written form, and so are only spoken.

It is a language produced with the vocal tracts, as opposed to sign language, which is produced with hands and face. Speaking is different from writing for many reasons; in speed, since speaking is faster than writing, in loudness or quietness, gestures and body language, intonation, stress, rhythm, pitch range, in pausing and phrasing.

Here are some of the features that distinguish the spoken language from the written language:

- ❖ There is an opportunity to rethink an utterance whilst it is in progress. However, errors once spoken cannot be undone. As such, the interlocutor must live with the consequences.
- ❖ Negotiation of meaning is common and often a large part of any conversation.
- ❖ Interruptions and overlapping are normal and are generally very common.
- ❖ Negotiation of topic is also very important: “yes but”, “anyway”, “right then”.
- ❖ Interlocutors give and receive immediate feedback
- ❖ Spoken language makes greater use of shared knowledge than written language.
- ❖ Many words and constructions are characteristic of, especially informal speech. Lengthy co-ordinate sentences joined with co-ordinates such; as “and” are normal and are often of considerable complexity. Nonsense vocabulary is often not written and may have no standard spelling.

### **1.5. The Concept of Speaking Skills**

For more than six decades now, research and practice in English language teaching has identified the four skills as of paramount importance, there are two kinds of skills: the first one refers to the receptive skills: Listening and Reading; and the second refers to the productive skills which involves two significant components of the complex process of communication, namely writing and speaking in this regard, Harmer (2001, p: 154) states:

The immediate goal of language study is to increase knowledge of the language system so that the longer term aim of improving productive and receptive skill.

Speaking is the productive oral skill. It consists primarily of producing systematic verbal utterances to convey meaning, as noted by Florez, (1999:1) speaking is “an interactive process of constructing meaning that involves producing and receiving and processing information”. Thus, it is very important for EFL learners to develop their speaking proficiency in a comfortable manner and through interaction with others.

The speaking skill is a significant prerequisite of the teaching learning process, and therefore, EFL students should develop their oral proficiency through practicing it more often and not depending only on what happen during the oral sessions, and it goes the same for teachers who need to pay more attention to the speaking skill and not take it for granted, because teaching and learning relays on speaking since language is learnt and acquired via that skill and it is as important as the writing skill if not more.

Speaking is one of the most challenging skills in leaning the English language, however, it has been noticed that this skill has been overlooked by teacher whom has long focused on written language at the expense of the spoken language, while the right thing to do would be to balance between the four skills. Students are able to write sentences and simple passages correctly, but they are incapable to interact in English inside the classroom and during the oral expression, unable to utter a very simple question or answer correctly and with mispronunciation of the easiest words. In this regard, Martin Bygate (1987) stated that:

Speaking is, however, a skill which deserves attention every bit as much as literary skill, in both first and second languages. Our learners often need to be able to speak with confidence in order to carry out many of their most basic transactions.

Speaking seems intuitively the most important skill among others, leaners choose to learn a specific language for the sake of speaking in that target language, according to (Ur, 1984), many if not most foreign language learners are interested in learning to speak it. To explain

more, it means that every students of any foreign language is mainly learning that language to learn how to use it in speech and to communicate with it not for any other reason.

Many teachers are unaware that EFL learners often measure their success in learning a language through the speaking skill, they use it as a tool of measurement. G. S. Burkart (1998) stated that: “they assess their progress in the terms of their accomplishments in spoken communication”.

The speaking skill is the most important skill in the learning process. We usually judge someone's acquisition of language according to his speech during the communicative process. For example, when someone speaks fluently and accurately in the foreign language, we say that he masters this language. Therefore, researchers focus on the speaking skill more than the other skills, Penny Ur states that:

Of all the four skills [...], speaking seems intuitively the most important: people who know a language are referred to as speakers of that language, as if speaking included all other kinds of knowing; and many if not most foreign language learners are primarily interested in learning to speak (Ur 120).

In sum, Speaking requires a greater degree of fluency and thinking “on the spot”, and requires practice and exposure to the language over time. It is best developed through meaningful use in a vibrant and trusting environment considering students' cultural backgrounds and communication styles. Its form and meaning are dependent on the context in which it occurs, including the participants themselves, their collective thoughts, the physical environment, and the purposes for speaking.

Apart from that, speaking requires that learners not only produce certain points that have developed in their linguistic competence, but also, they need to have an understanding of the

sociolinguistic competence and be accurate as to when, why, and in what ways to produce language. Effectively, it has been widely accepted that speech has its own skills, structures, and conventions that are different from written language. A good speaker synthesizes this collection of skills and knowledge to succeed in a given speech act.

## **1.6. The Aspects of Speaking Skills**

When we talk about speaking in the EFL classroom, the debate about accuracy versus fluency is sure to come up. Accuracy and fluency are the two cornerstones of assessing speaking in the target language and it is necessary to make a distinction between the two in order to narrow down the aim of the lesson. According to BBC British Council, they are the two aspects which could determine the success of English language learners.

They are the central criteria to measure both linguistic ability and speaking/communicative competence respectively in the language use, i.e. If you speak English with a high level of accuracy it means you speak correctly, with very few mistakes, and if you speak fluently it means you speak easily, quickly and with few pauses. The ideal is obviously to speak accurately and fluently but that will come after years of practice. Focusing on these facts, each aspect will be discussed separately.

### **1.6.1. Accuracy**

Accuracy, meanwhile is defined by the Oxford dictionary as the quality or state of being correct or precise. Quoting from British Council's website, accuracy refers to how correct learners' use of the language system is, including their use of grammar, pronunciation and vocabulary. In other words, accuracy is the ability to speak or write without making any grammatical, vocabulary, punctuations and other errors. Teachers who believe accuracy is the key help their students to produce written and spoken English with zero mistake and perfect correctness. Typical classroom activities for accuracy-based learning are grammar drilling, fill-in-the-gaps exercises, error analysis and grammar presentation.

J. Harmer (2001, p. 104) points out that accuracy involves the correct use of vocabulary, grammar and pronunciation, that are considered by S. Thornbury (2000, July, p. 3) as three criteria that most teachers have reliance on concerning the assessment of learner's grasp of the linguistic systems. Consequently, to be accurate in speech, to be comprehended and to gain

interest of their interlocutors; learners should pay attention to correctness and completeness of the language form; they should be knowledgeable and master the use of:

- ❖ Vocabulary: which mean that learners should study words and know their meanings, their use distinguish between words classes which are lexical ones, or functional ones ...etc. Becoming skilled at vocabulary helps learners to be able to select and use the suitable words, utterances and expressions with the context when speaking.
- ❖ Grammatical structures: Rules of words order, tenses...etc. This means that learners should know how elements of a sentence are put and work together such as morphemes, phonemes, words, phrases, clauses...etc.
- ❖ Correct pronunciation: production of sounds, stress patters, rhythmic structures and intonation of the language (Florez, 1999, p. 2).

### 1.6.2. Fluency

Fluency, according to the Oxford dictionary, is defined as the quality or condition of being fluent, in particular the ability to express oneself easily and articulately. Ellis and Barkhuizen (2005), following Skehan (1998), define fluency as “*the production of language in real time without undue pausing or hesitation.*” To put into simpler words, fluency is the ability to speak, write and read smoothly and effortlessly. Teachers who put more emphasis on fluency aim to produce students who are competent in expressing themselves and giving responses in communication. They focus more on meaning and context rather than grammatical structure. The usual classroom activities to promote fluency are public speaking, debate, role play, group works and games.

Fluency is the features which give speech the qualities of being natural and normal, including native-like use of pausing, rhythm, intonation, stress, rate of speaking, and use of interjections and interruptions (Richards et al 1992, 204). Therefore, teachers should train learners how to be coherent when speaking by paying more attention to the meaning and context then to the form in order to achieve oral fluency. This latter describes a level of proficiency in communication, which includes:

- The ability to produce spoken language with ease.

- The ability to speak with a good but not necessarily perfect command of intonation, vocabulary, and grammar.
- The ability to communicate ideas effectively.
- The ability to produce continuous speech without causing comprehension difficulties or a breakdown of communication. (Richards et al, 1992, p. 204).

To sum up, fluency and accuracy are two contrasting things. The former is how smoothly and effortlessly one speaks and writes while the latter is speaking and writing without grammatical and structural flaws. They each bring different effects to students.

### **1.7. The Importance of Speaking**

Being able to communicate effectively is perhaps the most important of all life skills. It is what enables us to pass information to other people, and to understand what is said to us. The ability to communicate information accurately, clearly and as intended, is a vital life skill and something that should not be overlooked. It's never too late to work on your communication skills and develop the quality of speech.

The importance of speaking skills is of huge importance for the learners of any language. It promotes communicative competence. The speaking skill is considered a major priority in the language learning process for EFL learners, the teachers as well want their students to be as fluent and correct as possible, because in fact speaking is the active use of language to express meaning. As matter affect, knowing just the language system is not the suitable way to learn how to communicate via TL, because it does not explain the demands of communication and interaction with others in the FL. Learning rules and terms in isolation is not what learners need outside the classroom (Widdowson, 1990: 27).

Acquiring the speaking skill is a very long and tiresome process, especially when one aims at becoming fluent in using the FL; which is a frustration commonly shared by learners who have spent years studying English, but still can't speak it as they should. Thornbury (2008: 208) explains that one of the main difficulties of course, is that speaking usually takes place spontaneously and in real time, which means that planning and production overlap. If too much attention is paid to planning, production suffers, and the effect is a loss of fluency, on the other hand, if the speaker's attention is directed solely on production, it is likely that accuracy will

suffer. In order to free up attention, therefore, the speaker needs to have achieved a degree of automaticity in both planning and production.

Speaking is important in both inside and outside the classroom. It is a tool by which speakers of foreign languages have more opportunities to get jobs overseas and even continue their studies abroad, is also the skill through which they make friendships all over the world. In this context, Baker and Westrup (2003 :05) support it *“a student who can speak English well may have greater chance for further education, of finding employment and gaining promotion.”*

### **1.8. What is Communicative Competence?**

The concept of communicative competence refers to the learners' ability to communicate effectively using the foreign language which is English here. This term is combined from two words; communicative and competence.

The sociolinguist, Dell Hymes, was the first one who introduced the concept communicative competence to refer to Brown's (1994) who defined it as; *“That aspect of our competence that enables us to convey and interpret messages and to negotiate meanings interpersonally within specific contexts”*. However, CC refers to the language rules' knowledge and the way of using these rules to understand and produce appropriate language in a variety of socio-culture settings, may scholars support that description such as; L. Bachman (1990, p. 87), M. Cannal & M. Swain (1980, pp. 1-47), Hymes (1971), W. Littlewood (1994, p. 6), S. Savignon (1983, p. 9) and according to them it covers four ranges:

- Linguistic/grammar competence: the knowledge of grammar rules, lexis, syntax, phonetics and vocabulary of the target language and the ability to use them.
- Sociolinguistic/pragmatic competence: the knowledge of how to express messages in agreement with the relationship between the speaker, the listener, the topic, and the setting.
- Discourse competence: the ability to understand the context and to know how to link utterances of language to make coherent whole and meaningful texts.



- Strategic competence: the ability to manage difficulties that may arise in communication.

Briefly, we can say that CC is what enables a person to perform appropriately in speech events. It is the ultimate aim of language learning (Widdowson 67). As a result, CC requires both the knowledge of the linguistic rules, such as: syntax, phonology, vocabulary and other grammatical aspects, and the knowledge of the social norms and culture characteristics of the language.

### **1.9. Teaching Oral Communication**

Speaking is a crucial part of second language learning and teaching. Despite its importance, for many years, teaching speaking has been overlooked and English language teachers have sustained to teach speaking just as a repetition of drills or memorization of dialogues.

What is meant by "teaching speaking" is to teach ESL learners to:

- Produce the English speech sounds and sound patterns.
- Use word and sentence stress, intonation patterns and the rhythm of the second language.
- Select appropriate words and sentences according to the proper social setting, audience, situation and subject matter.
- Organize their thoughts in a meaningful and logical sequence.
- Use language as a means of expressing values and judgments.
- Use the language quickly and confidently with few unnatural pauses, which is called as fluency. (Nunan, 2003)

As (Nunan 1991:39) explains it, the success is measured in terms of the ability to carry out a conversation in the language, i.e. being able to speak the TL that is being learnt without hindrances is a sign that the learner has achieved its aim in learning the language. It is commonly that the mastery of speaking skills comes at the first rank of the teaching-learning process.

In brief, learners should have as many opportunities as possible to communicate using the TL during the oral expression sessions, and with the use of the right activities they will be motivated to learn. Therefore, EFL teachers should create a classroom environment where students have real-life communication, authentic activities, and meaningful tasks that promote oral language. This can occur when students collaborate in groups to achieve a goal or to complete a task.

### **1.10. The Significance of Teaching Speaking**

The English language nowadays, is used as a common way that connect people from different countries together, and mainly the first reason to teach the speaking skill is to be able to speak and communicate via the TL, because it is an expressive language skill in which the speaker uses verbal symbols to communicate Karen (1994). English language is now officially considered as an international language, which the primary benefits of learning it is the resulting job, advance education and travel opportunities, because as J. Baker and H. Westrup (2003, p. 5) states; a student who can speak English well may have greater chance for further education, of finding employment and gaining promotions.

However, the main goal of teaching speaking in a language context the improvement of the learners' communicative skills, by teaching them to be fluent, accurate and more communicatively competent.

Hence, the importance of speaking skills is enormous, because speaking is the active use of language to express meanings and feelings, and just as the teachers want their learners to be fluent and correct while using TL, learners as well give the speaking skill priority in the learning process. Teaching speaking skill promotes communicative efficiency, according to Widdowson (1990: 27) learning just the language system is not the appropriate way for learning how to communicate in the TL because knowledge of the language code alone does not explain the demands of communication and interaction with others in the TL.

It is in fact a very long and tiresome process to become fluent in speaking the foreign language, which is what all EFL learners agree on since they have spent many years learning the language yet still cannot reach the perfection they seek

To conclude, teaching speaking is a very important part of second language learning. teaching speaking is the best way to reach the communicative proficiency and to be fluent, and

being so needs great efforts from both learners and teachers. The ability to communicate in a second language clearly and efficiently contributes to the success of the learner in the classroom.

### **1.11. Aims of Teaching Speaking**

Teaching the speaking a medium through which the EFL learners would be able to develop their oral proficiency. It can be beneficial for several reasons; for instance, it gives students the chance to use the learnt language, another advantage is that it can reinforce the learning of functional language and diagnose their strengths as well as their weaknesses, last but not least, teaching speaking lead the learners to speak fluently and without difficulty (Bake and Westrup 2003: 5).

To sum up, the rationale behind teaching speaking can be either for learning the language in general or for the purpose of communication in order to make themselves understood through the aid of the teacher who should employ balanced approaches and speaking activities that promotes spoken language.

### **1.12. Notion of Learning Anxiety**

According to Wikipedia, Anxiety is a feeling of uneasiness and worry, usually generalized and unfocused as an overreaction to a situation that is only subjectively seen as menacing. MacIntyre views it as a feeling of worry and emotional reaction that arises while learning or using a second language. Speaking anxiety is the most frequently cited concern by the foreign language learners which may negatively affect their performance and ability to process information in the target language. Most learners experience speech anxiety when they have to speak in front of a group; in fact, public speaking is many people's greatest fear. Anxiety can be seen as one of the main reasons that can prohibit students from gaining a good level of language proficiency (Alrabai, 2014).

Horwitz, et al (1986:127) are the first to approach foreign language anxiety as a separate phenomenon, they argue that although general anxiety plays an important role in the

development of foreign language anxiety, this type of anxiety is different from all kinds of anxiety because it is a distinct complex of self-perceptions, feelings and behaviors related to classroom language learning arising from the uniqueness of the language learning process.

On the same track, Oxford (1999:62) states that language anxiety starts as transitory episodes of fear in a situation of performing in the language, it diminishes over time, . . . but if it does not decrease, it becomes a trait and will affect language learning pervasively.

### **1.13. Factors that Cause Speaking Difficulties to EFL Learners**

Speaking is one of the four skills which displays language proficiency, Kouicem (2000:26) Stated that speaking is the most complex skill because being able to communicate orally requires many abilities. The mastery of the foreign language is not limited only to the mastery of grammar rules, but to achieve fluency in the TL we need other proficiencies. That's why EFL learners encounter many restrictions while trying to communicate in the target language. Some of these difficulties are listed as follows:

#### **1.13.1. Age or Maturation constrains**

Many scholars settle that learning a foreign language in early childhood offered to learners the possibility to achieve higher proficiency than those who begin to learn it as adults in spite of the similarities of the stages they go through. Furthermore, the child's brain is characterized by a high degree of flexibility which he eventually loses through the phenomenon of fossilization.

To sum up, the age plays an important role in affecting or limiting adult learners' ability to speak the target language fluently and to be native-like.

#### **1.13.2. Aural Medium**

The listening skill plays a vital role in the development of the speaking skill. During interaction one person speaks and the other listens; so, each of them plays a double role-both speaker and listener. It is revealed that both of the speaking and the listening skills complete each other, because if you are not able to comprehend what the interlocutor says surely you will not be able to answer

According to Shumin (1997, p. 8), the fleetingness of speech, together with the features of spoken English- loosely organized syntax, incomplete forms, false starts, and the use of

fillers are the main factors that delay the EFL learners' understanding and influence negatively the development of their speaking competences. Hence, failing in understanding what is spoken results in the failure of responding fittingly.

### **1.13.3. Socio-Cultural Factors**

Very often, the breakdown in communication occurs because choosing the suitable expressions or terms to specific situations when speaking in a foreign language, which is difficult for EFL learners or non-native speakers; and it is frequently due to their own cultural norm interference. We find that the aspect of interference affects negatively on our language learning, because it is difficult for an EFL learner to form an appropriate expression without referring to his first language. Shuman (2000).

Another reason is that they do not master the nonverbal communication system of the target language leading to the misinterpretation of the nonverbal messages which; in fact, differ from culture to culture (Shumin, 1997, p. 8).

Therefore, to achieve fluency when speaking a foreign language requires knowing the culture of the TL in addition to its linguistic and paralinguistic systems especially in particular social contexts.

### **1.13.4. Affective Factors**

The affective variables can affect negatively as well as positively on language learning. The emotions can facilitate as it can embed the FL learning. The most important influences on language learning success or failure is the affective side of the learner, because 'affective' means connected with emotions and feelings. For Krashen students with a high affective filter hinders the information from being processed by the Language Acquisition Device (LAD), by contrast to those whose affective filter is low are more likely to achieve success in the language learning.

Learner's affective factors are of the main significance in the foreign language learning outcomes, those factors are: emotions, self-esteem, empathy, anxiety, attitude and motivation, where we feel tongue-tied, frustrated, and even we lose words, (Shumin, 1997, p. 8). The complication of the task of learning FL has a notable pressure on the human anxiety (Brown, 1994, as cited in Shumin, 1997, p. 8). Learners may suffer from inhibition in relation to a

number of aspects that they face during the teaching-learning process. Furthermore, there are other influences such as speaking in front of other learners or the language class which is known as Public Speaking Anxiety (PSA), the fact of being judged by their peers, their standing in the competition with fellow learners, the process of taking oral test, and; finally, the native speakers' attitude of the foreign language (K. Johnson & H. Jonson, 1999, p. 21).

According to Shumin (1997: p.8) The affective factors are all interrelated in a certain manner, and their interference restrain the development in the EFL learners' speaking skills and cause inhibition, demotivation, discouragement, sense of failure; and eventually these factors may lead to having a negative attitude towards speaking in the TL.

By and large, the speaking skill being a major element, hence the main goal would be to improve communicating via the target language. Speaking need not be overlooked and completely ignored, it deserves the full attention and instruction in EFL teaching-learning process, and in order to offer effective teaching that leads to skilled speakers of English, it is compulsory for EFL teachers to perform a series of tasks and activities that aim at providing learners with the confidence and the skills needed to make use of the classroom opportunities. They should take special consideration of the factors affecting EFL learners' speaking abilities as those previously.

#### **1.14. Motivation**

Motivation is a major factor in EFL teaching learning process, since if learners get discouraged and probably fail achieving their goals. Coming up next, a clear definition of the term will be provided, then a classification of its types, and lastly, we will identify its sources.

According to Wikipedia, Motivation is the reason for people's actions, willingness and goals. Motivation is derived from the word *motive* in the English language which is defined as a need that requires satisfaction. These needs could also be wants or desires that are acquired through influence of culture, society, lifestyle, etc. The term motivation might be used as a concept that refers to the power which makes the learners like doing something; for instance, the learner who wants and enjoys learning is called motivated learner.

Motivation is a state of cognitive and emotional arousal, which leads to a conscious decision to act, and which give rise to a period of sustained intellectual and/or physical effort, in order to attain a previously set goal (Williams and Burden). It is a set of feelings that inspire

a person and empower him to attain a definite goal. Scholars associated between motivation and attitudes since they are considered as key factors in encouraging and reinforcing the learners to attain a successful mastering of the foreign languages.

## **1.15. Learner's Communication Strategies**

In the process of learning a foreign language, the learner will most certainly encounter hitches in communicating with each other since it is new situations where they lack linguistic resources, in this circumstance it is best advised for the teacher to promote learners' strategic competence. Strategies often help learners to avoid the failure in the oral communication and the factors that obstacle their speaking performance.

Hughes (2002) defines this term as the ability of the learners to manipulate a conversation in an effective way. Several studies have been conducted in this area. No comprehensive list of strategies has been agreed on by researchers in second language acquisition like, (Bygate, 2003, pp. 42-48); (C. Faerch & G. Kasper, 1983, p. 223) who describe two major types of communicative strategies: achievement strategies and reduction strategies, both of them comprise a number of subcategories which are indicated as following:

### **1.15.1. Achievement Strategies**

According to Bygate (1987), These strategies are used in order to compensate for language gap; EFL learners will try to use an alternative term or phrase as a substitute for the word or structure they lack, in order to convey their message without losing or changing it to be able to transmit the real meaning successfully. The achievement strategies comprise the following sub-strategies:

#### **1.15.1.1. Guessing Strategies**

This type of strategies is commonly used in oral expression session. It is also called the conscious transfer strategies, they are used by students to replace words they do not know or are not sure that they are right with other ones which they think their interlocutors will get (Bygate, 1987). The EFL speaker can use different manner of mother-tongue transfer such as:

- ✓ language switch, is one of the guessing strategies, in it the learner may borrow a word from their mother tongue and say it as it is, without any modification hoping that the interlocutor will understand them.
- ✓ Code-switching is considered to be also one of the guessing strategies so that there is always a switching from L2 to L1 when communicating with others in foreign languages.
- ✓ Another type of guessing strategies, the learners may use a foreignize word from their mother tongue and pronounce it as it belongs to English foreign language in order to succeed in transmitting their speech to an English listener
- ✓ Literal transition is considered as one of the guessing strategies so that the learner can translate word by word from his mother-tongue language to overcome difficulties of speech in foreign language.
- ✓ Lastly, coining words that do not exist in the target language on the basis of his knowledge is also a SL speaker's strategy to make the listener get his idea. (Torone, 1983, p. 62).

### **1.15.1.2. Paraphrasing Strategies**

These strategies involve looking for an alternative way to express the idea or word for which the learner lacks resources in the target language (Bygate, 2003, p. 44). These strategies are broken down into two types. The first one is lexical substitution strategy, in which the learner or speaker use a synonym or a negated antonym or another word that includes the same meaning and use it as an alternative to the missing term (Torone, 1983: p. 62. as cited in Bygate, 1987: p. 42).

The second type would be the circumlocution strategy, whereby learners compensate for a limited linguistic knowledge and still get their message across, the speaker will attempt to describes the characteristics of the object or to produce some sort of definition or explanation instead of using the appropriate target language term in order to make his idea clearer for the interlocutor (K. Johnson & H. Johnson, 1999, p. 67).

### **1.15.1.3. Co-operative Strategy**



Also known as *appeal for assistance* (D. Allwright & Bailey, 2004, p. 142; M. Johnson & H. Johnson, 1999, p. 68), through which the speaker may ask for the correct term or structure, or for help in an attempt of solving the problem and in this case; on a co-operative basis (Allwright and Bailey 2004: p.142). This means that the learner may consults for translation of a word in his mother tongue from his interlocutors or dictionary, or may ask for providing a necessary grammatical structure.

### **1.15.2. Reduction strategy**

All communication strategies compensate for a communicative issue. So far, the reduction strategy may be the more used one when speakers feel unable to compensate through achievement strategies. Reduction strategy is used when a specific part or the whole communicating message is abandoned, the speaker reduces the message because he cannot manage to find words or phrases to replace the missing vocabulary, hence, they decide to change the topic or terminate the conversation.

Reduction strategies is often used by speaker who value accuracy over fluency, who prevent making mistakes and reluctant to produce incorrect or non-fluent utterances.

### **1.15.3. Avoidance Strategies**

Avoidance has been identified as a communication strategy which takes multiple forms whereby learners resort to these strategies to try to minimize the risk of communication errors. From this point, two main categories of avoidance strategy can be distinguished, namely syntactic or lexical avoidance; in which EFL learners may learn to avoid talking about topics for which they lack the necessary vocabulary or other language skills in the second language like the phonological aspect.

These includes topic avoidance by avoiding complications related with his lack of vocabulary and language resources, or message abandonment because of the difficult grammatical structures he suffers from (M. Johnson & H. Johnson, 1999, p. 67), hence he may abandon a part of the message or simply keep silent.

Secondly, phonological avoidance which means that the speaker has some difficulty in producing the sounds of some words. For example: Instead of saying “breeze” because of the fear that he might pronounce it /brɛz/, he settles with saying “wind”. Another example can be given for the case of phonology problems is when an EFL learner who is unable of pronouncing the /l/ accurately in “Lion” may choose to say simply animal.

Apart from the strategies mentioned earlier here are other strategies that permit learners to pursue the communication and to gain some time to think in order to opt for appropriate vocabulary and grammatical structures, such as;

- ❖ Repeating a part of the utterance previously mentioned before providing one’s own.
- ❖ Exploit some of the expressions and structures the interlocutor has just used
- ❖ Encouraging the interlocutor to persist in his speaking by showing him interest.
- ❖ Or simply addressing questions to their interlocutors to reduce the pressure of conversation. (Bygate: 2003. P.48)

### **1.16. The Teachers’ Roles**

According to dictionaries, a teacher is a person who facilitate the learning process. Moreover, Mbise (2008) defines a teacher as a person who has knowledge, skills and special trainings in teaching, explaining and educating. He is a person who is capable of creating behavioral change in terms of cognitive, psychomotor as well as affective domain.

Teachers play vital roles in the lives of the students in their classrooms. They are best known for the role of educating the students; beyond that, teachers serve many additional roles in the classroom; they establish the mood of their classrooms, build a cozy environment, mentor and foster learners, become role models.

The improvement of the efficiency of teachers within the classroom in the point of view of Harmer, depends on their fluency in changing their behavior or roles according to the different stages of a lesson or to the different kinds of activities. Additionally, Harmer believes that the roles of controller and facilitator are the major distinct roles (2001, pp. 57-62).

Meanwhile, he has identified several other roles, they are classified as follows:

### **1.16.1. Controller**

The teacher is the responsible for the teaching and learning processes by presenting the lessons or lectures and giving activities to learners. Therefore, the most common role for a teacher is being a controller, Harmer (2001, p. 58) points out that controllers take the role, tell students things, organize drills, read aloud, and in various other ways exemplify the qualities of a teacher-fronted classroom. Moreover, the teacher has complete control when it comes to the pace of a lesson, which indicates that the whole classroom is taught on the same level.

Acting as a controller means showing to the learners that the teacher is in charge of the class by facing learners and distributing specific orders as what to do, when to speak, to behave... etc. Nevertheless, acting as a controller should not be during all the period of the lesson, the teacher should act so while introducing or announcing new language rules, restating directions, explaining things, giving feedback...etc. to provide learners with talking time and occasions to learn via practice the communicative activities, or else learners will lose the will to learn the language.

### **1.16.2. Organizer**

Organizing the classroom and activities and preserving a smooth pace of the flow of thing especially with especially having learners to know what are they going to do next is very hard. Therefore, being an organized teacher in one of the most difficult and important quality a teacher must have.

The success of activities depends on good organization, giving instructions is vital in this role as well as setting up activities. When organizing a task, the teacher has to inform learners about the details of the activity, the method they should proceed with when doing this activity, to divide the students in pairs or groups, giving them clear directions about their task, and preparing the feedback.

Harmer (2001, p. 59) assigns the role of organizer with different stages when accomplishing activities;

- The attractive stage: It is an introductory stage to the activity, the teacher involves, engages, and gets the interest and attention of the learners by discussing with them the familiar topic or by explaining them the new one.

- The instruction stage: In this stage, the teacher divides the learners into groups or pairs, he provides all the needed instructions; as what should be done... etc., and presents a brief and accurate demonstration for better understanding, finally he should check whether they grasp the instructions or not.
- The initiation stage: During this stage, the teacher set the timeline in which the activity should be resolved for the learners, then they begin doing the activity without any intervention of the teacher except for reminding them of instructions or time.
- The feedback stage: In this final stage, the teacher gives the organized feedback when the task is completed.

### **1.16.3. Assessor**

Harmer (2001, p.59) emphasizes that the teacher become an assessor in order to give feedback to the learners and correct them with the aim of grading them.

There are a variety of ways we can grade learners; the assessor is given a chance to correct learners. However, if it is not communicated with sensitivity and support it could be counter-productive to a student's self-esteem and motivation in learning the TL. This role is the major and most critical one because of how would learners behave and feel; they may think that they were unfairly judged and poorly graded, then starts comparing with their peers. Consequently, the atmosphere of the classroom will be disturbed. So, the teacher (assessor) should be delicate when giving the feedback and grades to learners, and the feedback should be positive not full of humiliating remarks. As Harmer (2001, p. 60) says; *a bad grade is a bad grade, however it is communicated, but it can be made far more acceptable if it is given with sensitivity and support.*

### **1.16.4. Prompter**

According to Harmer (2001, p.60) To be a good prompter, the teacher should be sensitive, prudent, and encouraging.

When the teacher prompt, he should do it in the most encouraging and sensitive way, also he should be discreet in doing so. He may make suggestions about how students may proceed in a

certain activity, however, only when his help is needed when learners are actually stuck in a non-creative situation, the prompter then can incite them by discreetly nudging students but always in a considerate manner.

Stimulating learners to speak is not an easy task for any teacher, they should be persuaded to participate when they are in lack of vocabulary and inspired with ideas when they are puzzled during the tasks, that is how a good prompter act in the classroom.

### **1.16.5. Participant**

This role improves the atmosphere in the class when the teacher become involved in the classroom activities. Acting like this can brighten the class since it is a great way to interact with learners without being a controller, because usually the teacher had the image of standing back and giving instructions and feedback.

Harmer (2001, p. 60) presumes that when the teacher is taking part in the class activities as a participant, the learners will have the opportunity to practice the language with the most experienced in using it and consequently improve the atmosphere of learning.

However, the teacher takes a risk of dominating the activity when performing it, in way of becoming the center of attention and loses focus on the main goals of teaching which is motivating students to learn.

### **1.16.6. Resource**

The teacher is the most experienced person in the class, he is a sort of walking knowledge storage equipped to provide the help when needed during the tasks and activities. The teacher must make her/himself available so that learners can consult her/him when (and only when) it is absolutely necessary.

However, learners may depend too much on the teacher and turn them into indolent student. Thus, instead of giving all answers to learners' questions, teachers should offer to them guidance and encouragement to use further available resource materials such as interne, dictionary or inciting them to visit the library. And most certainly the teacher has not the role

of spoon-feeding learners, as this might have the disadvantage of making learners more dependent on the teacher.

Harmer (2001, p. 61) asserts that:

When we are acting as a resource we will want to be helpful and available, but at the same time we have to resist the urge to spoon-feed our students so that they become over-reliant on us.

Spoon-feeding learners is not helpful neither to students nor to the teachers, since it will only spoil their education.

### **1.16.7. Tutor**

As mentioned by Harmer (2001, p. 62) the role of tutor combines both prompter and resource roles. It is a role that can be performed by the teachers when the learners are engaged in an individual work or project work. Its difficulty arises from the facts that it hints a more personal contact between the teacher and his learners in terms of guidance, care, support...etc. However, this role can be extremely enhancing.

The teacher acts as a coach when students are tied up in a study project work or an assignment. The teacher offers advice and direction besides helps students clear up instructions and ideas and set the timeline.

This role can be a great help to the teacher in way to test each learner individually and study notice there needs and wants, in order to tailor make a course to fit specific student styles.

### **1.16.8. Observer**

The teacher plays the role of an observer the majority of the time, which makes it the most delicate and imperative role. He is not only watching the learners doing activities or observing their behaviors, no, he is also valuing their steps, and assessing the success of their method and techniques throughout the success of their learners at all periods of the lessons. Moreover, their observation is a good factor in determining the suitable feedback that learners need and in evaluating the used materials and activities to check whether they meet the learners needs.

According to Harmer (2001, p. 62), *Teachers do not only observe students in order to give feedback. They also watch in order to judge the success of the different materials and activities that they take into lessons so that they can, if necessary, make changes in the future.*

The teacher's role here is focused in observing what is going on in his territory, such as observing the efficiency of the used tasks, the classroom management, techniques and strategies, the teaching methods, and evaluations.

### **1.17. Techniques of Teaching Speaking**

Lazaraton (2001) declares that possibly the most difficult aspect of spoken English is that it is almost always accomplished via interaction with at least one other speaker. This means that a variety of demands are in place at once: monitoring and understanding the other speakers, thinking about one's own contribution, producing that contribution, monitoring its effect, and so on.

According to Dinapoli (2000: 1), there is little communicative exchanges between the EFL teacher and their learners, because typically, a teacher asks a question that he knows the answer to; an individual student answers, and the teacher evaluates or corrects the answer. Eventually, this is an unrealistic use of TL and these questions have clear limitations in terms of how much genuine communication practice the student receives.

For a genuine communication, the teacher-learner exchange must exceed a display question and should be based on the gap that occurs between interlocutors when one does not know in advance what the other is going to say (Liao, 2001: 38).

The EFL teachers are required to be able to create and employ certain techniques in order to achieve the goal of language learning and teaching for speaking skill. By this, it means that the teacher plays a significant role in determining which technique will suit best the type of students he teaches and that has to meet with their needs and interests, but most importantly should encourage them to participate and use the TL. Because studying English without speaking English is useless.

These techniques are mostly known as activities that teachers use in EFL classrooms for the sake of improving the learners spoken competencies, those techniques can motivate students to learn English and stimulate them to speak. The field of didactics have come up with some wonderful tasks and activities that promote EFL learners' speaking skill, and target the betterment of the spoken language with focusing on the students' needs and interests.

Baker and Westrup (2003: 5) reasoned the following motives to practice speaking during a lesson:

- Speaking activities can reinforce the learning of new vocabulary, grammar or functional language.
- Speaking activities give students the chance to use the new language they are learning.
- Speaking activities give more advanced students the chance to experiment with the language they already know in different situations and different topics.

### **1.17.1. Information Gap-activities**

Information gap is a communicative activity, it's aim is information exchange, either teacher/learner and learner/learner. Communicative practice imposes some sorts of information gap where one student possesses the missing information and the other does not (Davies 2000: p. 43), similarly Hedge (2000: p. 181) adds that the learners have to be either in pair or group. Information gap activities are interactive activities in which students are supposed to be working together having different information with the purpose of sharing it to get the whole and correct info.

This activity requires from the teacher to divide the learners into pairs or groups, then he distributes the knowledge to them in order to complete the task. According to Scarcella (1992), information gap activities serve best language development than other activities and produce bigger output. These tasks are done to test language competence, mastery and ability as well. Information gap activities provide teachers with solid sign of learner's communicative competence if they are competent or not.



Overall, information gap activities are a widespread type of speaking skills practice which has several advantages:

- Information gap activities prompt communication and engage learners to exchange information and negotiate meanings.
- It boosts intrinsic motivation and creates a great atmosphere in classroom by encouraging learner-learner interaction.
- These activities push students to shift from working structured environment to a more active communicative one.
- students use more target language and discover their gaps which they wish to improve.

### **1.17.2. Communication Games**

Another wonderful communication activity is communication games, this type of activities is widespread and commonly used in the language program in EFL classrooms (Hadfield, 1987). Playing a game is a great way for students to be more relaxed and eager to practice speaking.

Communication games are designed to make students learn in a fun atmosphere and encourage them to improve both their fluency and accuracy. According to Finocchiaro and Brumfit (1983) these games can be used as an enjoyable change of pace while reinforcing language. Therefore, these activities aim at stimulating the learner to be both creative and positive while learning the EFL language; likewise, provide positive ambiance in the learning-teaching process and help motivating students to overcome their fears and boost their confidence when speaking.

Here are some examples of communicative games;

- Spot the differences or find the differences.
- Describe a picture and the other one draws it (Bygate, 1987:78).
- Learners are asked to identify / arrange objects from description and instructions by their learners.
- Guess the object.

- The “Survey Game” is a great way to get students up and moving.
- Make a story with these five words.

### **1.17.3. Role Play**

One other way of getting students to speak is role-playing. Role play is used to refer to all of activities where learners imagine themselves in situation outside the classroom, sometimes playing the role of someone themselves, and using the language appropriate to this new context (Ur. 1984, 131). In role-play activities, the teacher gives information to the learners such as who they are and how they think or feel. Thus, the teacher can provide the student with the roles that he should play which is called *pretend games* like in plays at theatres.

Having the learners to open their heart to the teacher and telling them their honest point of views and what they actually feel, is rather hard if not a mission impossible specially in front of their classmates. They will feel uncomfortable in so many ways, embarrassment, frustration, and even anxious, and so on.

Role play is way for learners to experience new things and express themselves, it enables them to reveal their real personality, it permits them to be natural and to free their creative energy. Role playing promotes the operation of critical thinking, encourages emotions and moral social values.

According to Revell (1979) role play is an individual’s spontaneous behavior reacting to others in a hypothetical situation. There are two types of role playing: role cards, in which the teacher tells the learners what their roles or parts are and it is up to them to act, speak or behave as they wish. Cue cards however, the learners are restricted to the script provided by their teacher.

Role play is a pleasant activity that inspires interaction in EFL classroom. It supports realistic conversation and communication. This activity is a shift from telling a story to acting out a situation where speakers have to improvise.

#### **1.17.4. Discussions**

Discussion is the most common speaking activity, especially after a standard lesson. It is also one form of communicative interaction activities. Through this activity students talk about something specific and tell each other their point of views. It allows the learners to exchange ideas and opinions for the sake of the communication and use of TL.

The action of conversing and debating a subject can be under the form of a task given up by the teacher who already prepared a title for discussion with a minimum of interruption by him. They can be involved in an agree or disagree debate about a topic that stimulate their inner-passion will certainly lead them to express themselves with more self-confidence that eventually lead to enhance their speaking skill.

Hence, discussion can serve multiple causes, to solve a problematic, share thoughts and ideas, to arrive at a conclusion, to express one's feelings and emotions. In this type of activity, the teacher has to divide the classroom into groups, and each consists of 4 to 5 learners where they work on a precise, and that is called group discussion. These scheduled small groups can give every student the chance and time to express himself with his classmates and correct his mistakes which then encourage him to tell it loudly.

In order not to face failure using this activity, the teacher ought to motivate learners to speak spontaneously without the fear of making mistakes which is considered as a hindrance that prevents them from speaking their minds in front of their peers. Consequently, the instructors should vary his choices of topics and matters to be discussed, and most importantly he must keep changing the members of the groups in order to have the learners mingle with each other. Harmer (2001: p. 273) asserts that one of the best ways of encouraging discussion is to provide activities, which force students to reach a decision or a consensus

Here are some advantages of discussion:

- Participants are engaged in different talks where they learn to analyze appropriately on the spur of the moment and explain their own ideas and utterances.
- There is a cooperation of information which reinforce the language development.
- Learners use their own knowledge of language into communicative use.

- There is always a scope for additional communicative use of discussion sessions especially during reports Revell (1979).

### **1.17.5. Storytelling**

Many scholars agree that storytelling is the original form of teaching. According to Valenzuela (1999:5) stories are important to people and education, they are how people make sense of themselves and their worlds. Storytelling is one of the traditional techniques that can be used with EFL learners to increase their proficiency language level. It is a powerful tool in education that integrates both the art of telling stories and listening, in other words speaking and listening skills.

Harmer (2004: 231) considers storytelling one form of the intensive listening or the live listening that provides excellent listening material; the students can predict what is coming next, and they can be asked to comment on any part of the story. Story telling fosters imagination, language ability and creative thinking of students.

Teachers can use riddles, jokes, digital storytelling instead of long stories which may seem long and boring bot for them and learners, because this is an incredible tool that can be used to help learners increase his vocabulary storage and telling stories using his own words.

### **1.17.6. Interview**

Interviews are another type of classroom communication activity in which learners can conduct interviews that they designed themselves, on a specific topic with a group of people. In this task, the teacher has to provide students with questions to know what type of questions they can ask or what path to follow. Conducting interviews can be very beneficial for students in terms of practicing their speaking ability in the classroom, as well as outside by helping them becoming socialized.

### **1.17.7. Simulation**

Simulation can be related to role play, Livingtone (1985, 2) explains that from the language teaching point of view there is little difference between embarking on a role play, a simulation, or a simulation involving role play. In simulation, students pretend real life situation

as if they were themselves doing so in the real world. Moreover, Harmer (2001) states that in stimulation the individual participation speaks and reacts as themselves, but the group role situation and a task they are given is an imaginary one.

Simulation has great benefits on learners', for starters, it is learning in a fun mood; secondly, it motivates students in ways that it reflects on their behavior and attitude towards learning a FL. Last but not least, Stimulation also they increase the self-confidence of hesitant students (Harmer, 1984).

### **1.17.8. Dialogue**

Dialogue is another technique of communication activity which is full of potential. The learners exchange their thoughts and ideas about many subjects and issues of interest. Dialogues can be very handy, it is an activity that requires from learners to be in pairs or groups, then the teacher provides them with the necessities to complete the tasks, such as select a topic for them from a list of topics that may intrigue them, and then he should guide them to start the dialogue and then he lets them manage the rest of it alone with the slightest interruption possible.

First the learners start practicing their dialogues with each other, and then the instructor asks the students to act out dialogues, this is repeated with other students, and the teacher can ask them to switch the roles when finished or to change some elements in the dialogue.

Using this activity, the students can expand their use of a wider variety of vocabulary and expressions. Too, it helps them focus on their pronunciation problems, likewise, it boosts the team work quality in each individual.

## **1.18. Conclusion**

Teaching English to speakers of other languages requires learners' development of language skills: reading, speaking, writing and listening. However, many language learners are interested in speaking rather than the other language skills, which means that the ability of

communicating using the target language is at the top of the list for every EFL learner. Nevertheless, building the speaking skill is very challenging for learners in EFL context because they do not get as many opportunities to use TL inside the classroom as they should. We conclude that the speaking skill is a crucial part of the teaching-learning of foreign languages, that aims at improving the oral competencies, and which needs to be practiced. Despite that importance, the speaking skill has been undervalued for a long time.

Speaking has been defined by many scholars as an intricate process that is used by the students to express themselves. This chapter was an attempt to provide an overview about the speaking skill, its elements, its aspects and components, also its significance. Another point which has been discussed is the features that cause EFL learners' inhibition to use the target language inside the classroom. Furthermore, the chapter shed light on some of the learners' communicative strategies which foster speaking and improve the learners' communication proficiency to be more fluent and confident, in addition to some suggested communication activities for the teachers to be used to enhance the students' speaking skill during the oral expression session, which will also help them overcome their fears and hindrances when using the TL. This chapter also stated the importance of the roles that teachers play in the classroom.

# CHAPTER TWO

## *Research Methodology and Data analysis*

## **2.1. Introduction**

This chapter is devoted for the practical part of this research work. It focuses on data the data collection and analysis. It is a case study about an educational situation which is enhancing speaking skill for EFL learners inside the classroom through effective strategies and activities, because speaking is considered as the most important productive skill in learning process. Moreover, the chapter shed light on some of the communicative activities which fosters speaking and help students communicate freely and confidently when using the foreign language. Also make them reduce their fear and difficulties among classroom speaking, and discuss the main reasons that cause learning anxiety.

Furthermore, it is about eliciting teachers' and students' opinion about the intended subject, since the teachers and the learners are the main variables of this study. Their views and opinions are very crucial to test the stated hypothesis, and the most appropriate tool to investigate that is through addressing a questionnaire.

## **2.2. Research Design**

As stated earlier, this research study is carried out to explore the main causes and factors that led to the EFL pupils' low achievement of oral skills. This issue was drawn from the fact that our pupils though they spent over four years in studying English, it is often noticed in our classrooms the total absence or lack of oral ability to produce even the most basic utterances.

A research design is likely to be research conclusions and results derived and obtained from a collection of questions which have been analyzed and interpreted. A Case study is an intensive investigation that highlights on providing a detailed account of one or more cases; as Yin (1984: 23) wrote:

A case study is an empirical inquiry that investigates a contemporary phenomenon within its real-life context; when the boundaries between phenomenon and context are not clearly evident; and in which multiple sources of evidence is used.



In order to gather information about this research, a case study is applied. It enables the researcher to link the collected data and the conclusions, that is it is beneficial for the coherence of the work. Case study, in its true essence, might be defined “as an empirical inquiry that investigates a contemporary phenomenon within its real-life context; when the boundaries between phenomenon and context are not clearly evident; and in which multiple sources of evidence are used. It can include quantitative evidence as well as qualitative one, relies on multiple sources of evidence and benefits from the prior development of theoretical propositions. In brief, it can be based on a mix of quantitative and qualitative evidence.

Some researchers such as Kothari (1990) proclaimed that case study method consumes more time and requires a lot of expenditure, and the findings obtained are often not comparable and the results may not be generalizable except where other readers/researchers observe their application.

### **2.3. The Research Sample Population**

For some studies, the population may be small enough to warrant the inclusion of all of them in the study. But a study may entail a large population which cannot all be studied. That portion of the population that is studied is called a sample of the population (Nworgu 1991:69). A sample in this study is, therefore, a smaller group of elements drawn through a definite procedure from an accessible population. The elements making up this sample are those that are actually studied. The sample of the population of this study stood at 57 EFL learners and 9 teachers from Tiaret University, gave a total of 66 respondents.

The survey was conducted at the English language department in Tiaret University. The informants have been randomly chosen to respond to the research instruments addressed to them. They represent the whole population and they are the reflection of third year EFL learners in Tiaret University.

#### **2.3.1. Learners' Profile**

Participants in this study were third year LMD students at the English department at Tiaret University since they have an idea about the oral expression course and are conscious of the difficulties that hamper them to promote their speaking skill. Students have been

chosen randomly, they were fifty (50) students (males and females) since the variable of sex is not considered in this research. Their ages, varied from about nineteen (19) to twenty-five (25). They have been chosen at random to answer a questionnaire about their opinion and attitudes about the use of certain strategies and communicative activities for improving the speaking skill. The reason behind choosing first year EFL students is that they are receiving basics of speaking skill and they are more excited to learn about it and become fluent. Hence, they are mindful about the difficulties in oral expression.

### **2.3.2. Teachers' Profile**

In addition to third year EFL learners, in this investigative study EFL teachers were required in an attempt to elicit information about their perspectives on their pupils' interactions in the classroom. Accordingly, our informants were nine (9) and were selected at random regardless of their age, sex, and length of experience in their teaching career. The rationale of including them in this study was to gain more relevant and in-depth data since they are the direct observers of their learners.

The teachers have been chosen because they are completely aware about students' difficulties in speaking and they already dealt with the learners' communication strategies for EFL speaking performance and also used different communicative activities.

## **2.4. The Research Instruments**

The present work was conducted through the use of questionnaire. It is addressed to both third year EFL students and EFL teachers in Tiaret University to collect data for a deep investigation and from a great source of insight.

According to Nunan (1992:231), *"a questionnaire is an instrument for the collection of data, usually in written form consisting of open and/or closed questions and other probes requiring a response from the subject"*. Thus, it allows the researcher to collect the information concisely and precisely being the easiest one because it doesn't require much time or energy to be done. The designed questionnaire is consisted of both close- ended questions and open- ended questions.

## **2.5. Data Analysis**

This section consists of processing the data obtained from the used tool of investigation during the empirical study, which will be discussed and interpreted after being analyzed. At this point, the investigator may gain insights in the context of the research problematic.

To begin with, quantitative results will be analyzed in percentage after being calculated. In addition, all the calculated data (in percentage) were presented tables and graphs (figures) for better visualization. Secondly, qualitative data were to be presented in the form of summary or direct quotations when we want to illustrate the analysis of data for the research questions. Both kinds of the data will be collectively analyzed to identify patterns as well as details.

## **2.6. Learners' Questionnaire**

The students' questionnaire was administered to 50 third year LMD EFL students, it is consisted of 29 questions ranging from close- ended, such as Likert scale and multiple-choice items, to open ended questions. However, the open-ended questions were not answered by all the respondents because of time limitations; i.e. the preparing for the final exams. The questionnaire gave them the chance to express themselves and say their opinions about enhancing their speaking skill.

### **2.6.1. Data Analysis of Learner's Questionnaire**

The results of the data collected serve to examine the impact of learning strategies and the communicative activities in enhancing speaking performance of students. Here is an analysis of each section separately.

#### **Part One: Background Information**

The results obtained from the answers revealed that their ages vary from (19) to (27), and the majority of participants were female (8 males and 42 females), and almost all of them English was their first and personal choice of study. Yet, these obtained results do not affect our survey.

*Q1: Age: .....*

- a) 19-24
- b) 25-27
- c) Over 27

**Table 2.1: Learner's Age**

<b>Age</b>	<b>19-24</b>	<b>25-27</b>	<b>Over 27</b>	<b>total</b>
<b>Number</b>	31	16	3	50
<b>%</b>	62	32	6	100

The obtained results show that the majority of students' ages are in between (19-24) 62% followed by the students whose ages are in between (25-27) 32%. Only 6% students whom ages are more than (27). These variations in learners' age are due to many factors such as entering to the primary school at either early or late ages, repeating years, or studying lot of branches in the University.

*Q2: Gender:*

- a) Female
- b) Male

**Table 2.2: Learner's Gender**

<b>Gender</b>	<b>Female</b>	<b>male</b>	<b>total</b>
<b>Number</b>	42	8	50
<b>%</b>	84	16	100

According to the results recorded in the table we can note that 84% of the students are females; whereas, only 16% of them are boys. Generally, we can say that in Algeria, females are more successful in learning foreign languages rather than males who tend more to learn in scientific branches.

*Q3: Was English your first choice?*

- a) Yes
- b) No
- c) Explain in both cases

**Table 2.3: Learner's Choice of Studying**

<b>Choice of English</b>	<b>Yes</b>	<b>No</b>	<b>Total</b>
<b>Number</b>	45	5	50
<b>%</b>	90	10	100

The results show that 90% of the students have chosen to study English language personally, but only a few students 10% who were obliged to study English. Therefore, the majority of students are highly desired to learn English, in contrast, the others are obliged to learn English because of their parents' choice or their weak average obtained in the baccalaureate exam.

The learners justify their answers as follow:

- Personal: - I love the English language and I want to be a teacher of this language.
  - It is currently the first language in the world (international language).
  - I want to speak and communicate fluently in English with foreigners.
- Obligated: - I had no choice and my average does allow me to study the branch I want.
  - my parents obliged me to study the English language

## Part Two: Learner's Perception of Their Speaking Skill

This part contains 22 questions (multiple-choices, closed-ended) by which we aim to know the attitudes of learners about the communicative activities practiced in classroom. The questions have been stated as follows:

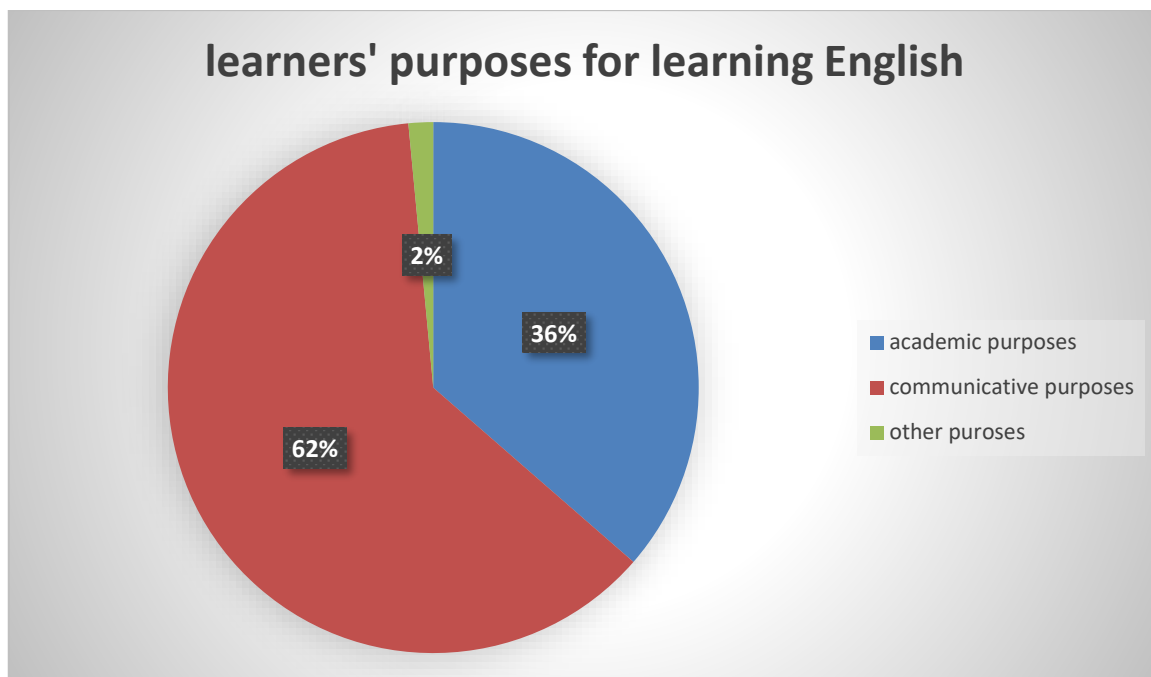
*Q1: Why do you learn the English language?*

- a) For academic purposes
- b) For communicative purposes?
- c) For other purposes.....

**Table 2.4: Learner's Purposes for Learning English**

<b>Learner's purposes</b>	<b>Academic purposes</b>	<b>Communicative purposes</b>	<b>Other purposes</b>	<b>total</b>
<b>Number</b>	17	29	4	50
<b>%</b>	34	58	8	100

We can extract from the above table that 58% of students learn English for communicative purposes and we have noticed that 34% of them learn it for academic purposes (To go abroad in their studies). Only 8% of students stated that they learn it for other purposes such as obtaining a job since in the recent years many foreign companies opened their doors for Algerian people, also a couple of girls dream of being hostesses in air planes. What characterized these results is that most of students study English for the same purpose which is communication because they are highly motivated to use it. Nevertheless, others want to succeed and move forward in their studies, whereas; the rest of them learn it only because it represents a chance for them to find a decent job.



**Figure 2.1**

*Q2: Which of the four skills you would like to master best?*

- a) Listening
- b) Speaking
- c) Writing
- d) Reading

**Table 2.5: Language Skills**

Language skills	Listening	Speaking	Writing	Reading	Total
Number	27	14	4	5	50
%	54	28	8	10	100

The learners' emphasis is put on the speaking skills as the most likable language skill to be mastered with (54%); the writing skill comes as the next option according to the students' classification with (28%). While the listening skill (8%) and the reading skill with (10%)

come at the end. It is clearly mentioned that students strongly want to master the productive or the communicative skills rather than the other skills when they put them as the primary options. The writing and the speaking skills are the elements or the skills by which the learners' achievement in the EFL is measured.

*Q3: How do you evaluate your speaking skill?*

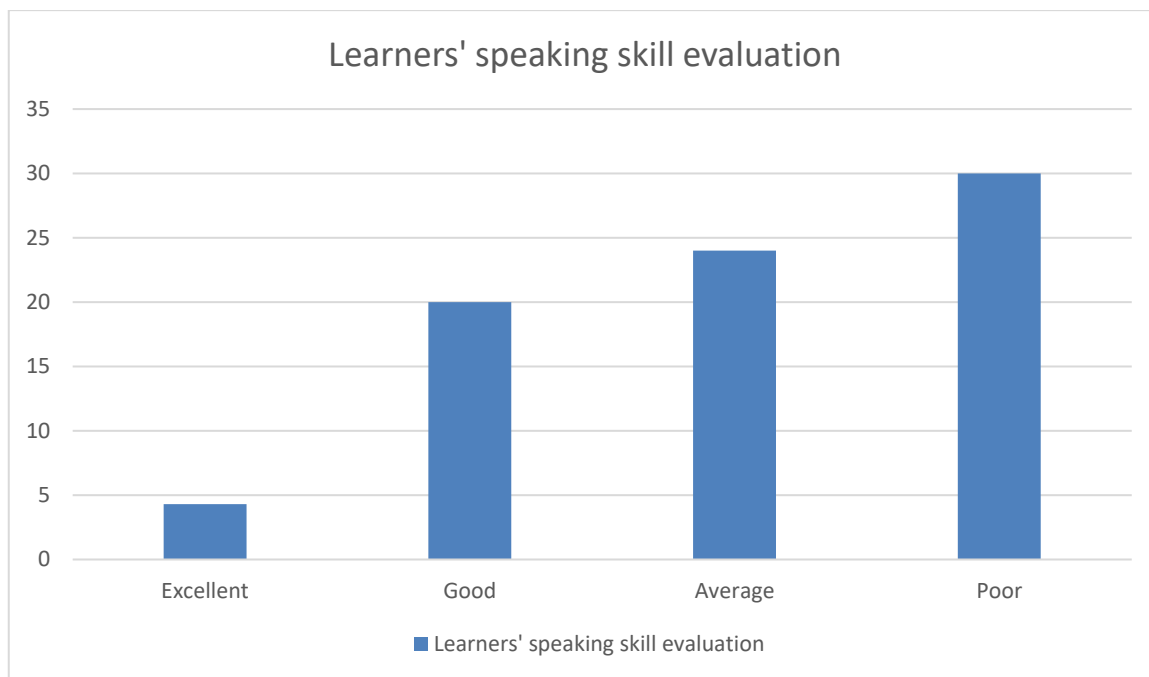
- a) Excellent
- b) Good
- c) Average
- d) Poor

**Table 2.6: Learner's Speaking Skill Evaluation**

Criteria	Excellent	Good	Average	Poor	Total
Number	9	10	12	19	50
%	18	20	24	30	100

The results of this question revealed that, 30% of learners consider themselves as poor English speaker, and only 18% classify themselves as excellent speaker of the TL; however, 24% stated that they are average English speaker, while the remaining 20% stated that they are good speakers. The findings lead to the assumption that learners underestimate themselves and the majority believe that they are terrible at communicating in the TL and that is because of many reasons that has been discussed in chapter one.





**Figure 2.2**

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

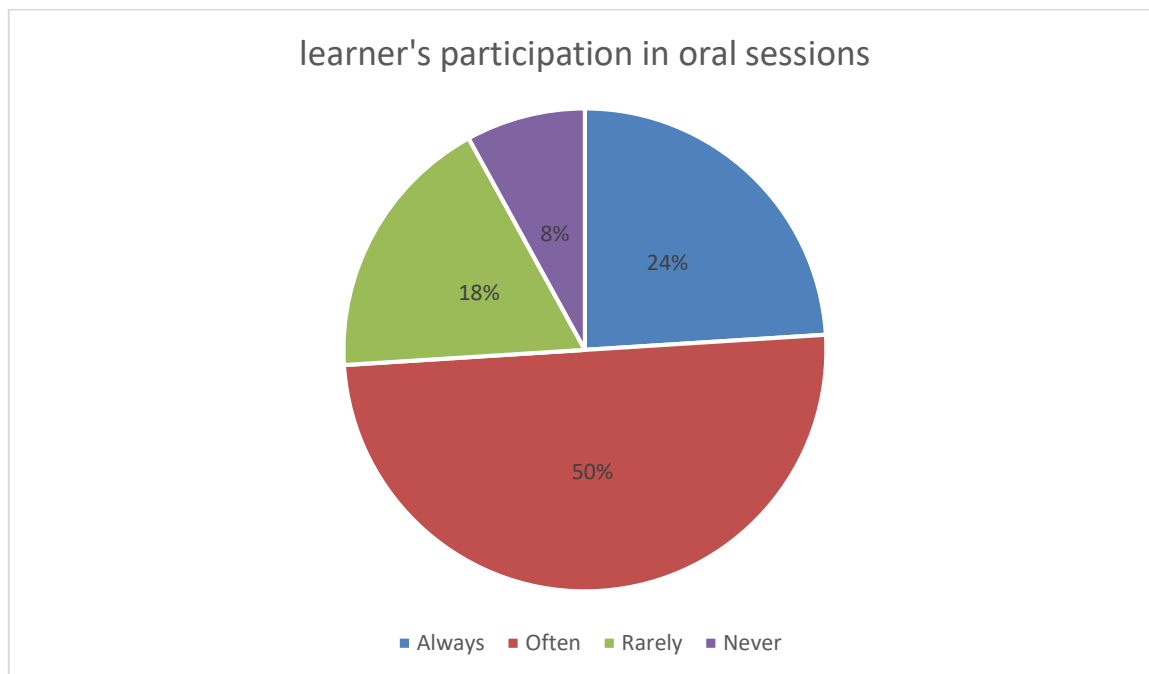
- a) Always
- b) Often
- c) Rarely
- d) Never

**Table 2.7: Learner's Participation in Oral Sessions**

Learner's participation	Always	Often	Rarely	Never	Total
Numbers	12	25	9	4	50
%	24	50	18	8	100%

As it is revealed clearly above, there are only (24%) of students who are always participating, while (50%) of them are often engaged in the classroom activities, but meager rate (18%) represents the students who rarely participate, and only (8%) of the students who never participate. As a result, the majority of students usually participate in the classroom

activities, indeed; students are active and they reflect their understanding of the lesson in doing these activities.



**Figure 2.3**

*Q5: what do you seek to improve through the oral expression session?*

- a) Pronunciation
- b) Fluency
- c) Accuracy
- d) Justify .....

**Table 2.8: Learner's Activities Preferences**

Frequencies	Pronunciation	Fluency	Accuracy	Total
Numbers	17	19	14	50
%	34	38	28	100

The Preference of learners between Fluency and Accuracy Activities. According to results demonstrated in the figure, we can notice that (38%) of the learners prefer fluency

practice and consider it more important to communication, and that is maybe because they feel free when expressing themselves without being controlled in their speech. However, (34%) of the learners prefer pronunciation practice and consider it more important to communication, their preference is probably due to their lack of self-confidence when using English language (speaking), whereas (28%) of the learners prefer accuracy practice and consider that practice more important to communication. From the results above we can advise teacher to vary their activities between accuracy, fluency and pronunciation and distribute them between the lesson stages in order to satisfy learners and help them get an equal advantage of all practices.

*Q6: how do you classify your speaking skill?*

- a) Excellent
- b) Sufficient
- c) Poor

**Table 2.9: Self-Assessment of Speaking Skill**

Frequencies	Excellent	Sufficient	Poor	Total
Numbers	5	34	11	50
%	10	68	22	100%

When the learners were asked how they feel about their speaking skill and about their ability to communicate (use the English language) in different situations, the majority of the learners (68%) evaluated their speaking skill as sufficient and they are able to communicate in a limited number of situations. However, (22%) of the learners consider estimate their speaking skill as poor. While only (10%) of the learners esteem their speaking skill as excellent. From the result above we can notice that the learners have a negative impression toward their speaking skill. They evaluate their self-competence or ability in using the English language as intermediate and that may be due to the lack of opportunities to use the language.



**Figure 2.4**

*Q7: does your oral expression session provide different opportunities for you to speak in English?*

- a) Many opportunities
- b) Limited opportunities

**Table 2.10: Opportunities to Seis in Speaking Sessions**

Frequencies	Many opportunities	Limited opportunities	Total
Percentages	84	16	100%

The results show that many opportunities are provided for them during oral expression sessions by their teachers, 84% had stated it. While 16% of learners may not have enough opportunities to express themselves. A fair amount of 42 learners show that the opportunities are there they just have to learn to seis them.

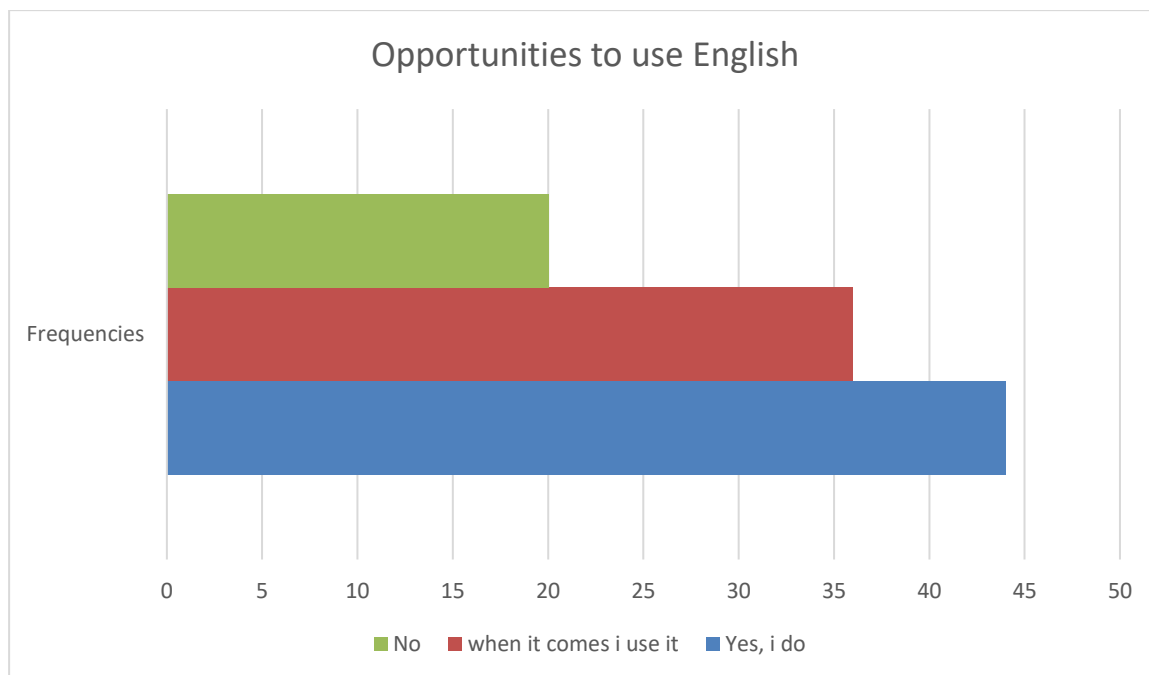
*Q8: do you seek the opportunity to participate during oral expression sessions?*

- a) Yes, I do
- b) When it comes, I use it.
- c) No

**Table 2.11: Opportunities to Use English**

Frequencies	Percentages
Yes, I do	44
When it comes, I use it	36
No	20
Total	100%

The results show that there is a similarity in ratio (percentage). (44%) of the learners admit that they actively seek opportunities to use English and (36%) who take advantage of the opportunity when it comes up. However, only (20%) of the learners do not seek opportunities to use English. From these results and their connection with the precedent results, we can conclude that the majority of learners look at English as a means of communication and as a job opportunity in the future. This incites them to have this positive attitude toward using English or exploiting it when it comes up. The rest of the learners, who have chosen the negative option, may not feel the great importance of speaking English due to the fact that it is not used in their daily life communication or they are not interested in it.



**Figures 2.5**

*Q9: what boosts your confidence and motivate you during the speaking sessions?*

**Table 2.12: Learners' Source of Motivation**

Learner's source of motivation	The teacher	Your environment	The method	Your friends	Total
Numbers	21	7	17	5	50
%	42	14	34	10	10

On the basis of the table's findings, we deduce that the majority of students are motivated from both the teacher with 42% and the method or the way of teaching English with 34%. Therefore, the internal classroom factors and especially the teacher have big contribution on encouraging students to learn the English language. Nevertheless, the external factors contributed only with lower rates in motivating students, for instance, 14% from the environment and 10% from the learners' friends and relatives.

Learners' justifications for the sources of motivation:

- The teacher: Because my teacher is my model and I want to be like him. I want to master the English language, so that I can impress my teacher and talk with him without feeling ashamed.
- Your environment: Because I want to be a successful person and to realize prestige in the society.
- The method: Because the way through which we receive the input makes me feel spontaneously satisfying, enjoying and gaining new knowledge
- Your friends: Because I want to be communicatively proficient in order to interact with my foreign friends and to avoid criticism.

*Q10: what is the role of your oral expression teacher in the classroom?*

Guide – instructor – facilitator – assessor – motivator – controller.

Or: All

**Table 2.13: The Oral Teacher's Role in the Classroom**

Frequencies	Percentages
Guide	20
Instructor	6
Facilitator	4
Assessor	4
Motivator	6
Controller	16
All	44
Total	100%

From the results recorded in the table, it can be seen that (44%) of the learners affirm that their teacher plays an interchangeably role of controller and guide in the classroom (when practicing). (20%) of the learners regard him as a guide and (16%) of the learners consider their teacher as a controller. The majority of learners confirm that their teacher plays both roles of controller and guide as it should be fulfilled.

*Q11: according to you what is the role of oral expression teachers?*

Learners' opinion about teachers' role:

- The teacher should be a guide through advising and giving us the right instructions on our way of mastering and achieving a higher level in English as a foreign language.
- He must simplify and facilitate the input as possible as he could for the students' understanding.
- His role is to manage and control the classroom environment such as; planning lessons, preparing activities, tests and dealing with students' behaviors.
- He has to know that the learners have different needs; therefore, he must be aware of and take them into consideration.

*Q12: what do you think of the sufficiency and efficiency of speaking activities in the course of oral expression?*

- a) Satisfactory
- b) Unsatisfactory
- c) Neutral
- d) Explain.....

**Table 2.14: Attitudes of Learners Towards Speaking Activities**

Frequencies	Percentages
Satisfactory	62
Unsatisfactory	28
Neutral	10
Total	100%

By this question, we aim to know the attitudes of students towards the speaking activities and whether they enjoy practicing it in classroom. In addition, it serves to investigate if these activities do improve the speaking skill of students. As for the results, the majority 62% stated that they are satisfied of the speaking activities but they need more practice to improve their speaking skill which means that more time should be devoted to progress and feel self-confident when practicing speaking, and only 28% of the students explained that they are unsatisfied of those activities and is because either they don't like



them or don't notice yet the improvement. Whereas 10% of students have a neutral attitude about speaking activities as they neither like it nor feel the improvement.

*Q13: What kinds of difficulties do you generally encounter while speaking English?*

This issue was of paramount importance, for it sought to obtain data with reference to the main factors that affect learners' oral proficiency. It should be mentioned here that these difficulties were identified by the respondents themselves and the researcher didn't provide them with possible suggestions. The table clearly shows that the difficulties most encountered by our learners when they tend to speak English are linguistic difficulties. The results demonstrated that 30% faced grammar difficulties by being unable to structure correct sentences. Others 26% had difficulties to pronounce accurately, and about 22% admitted that their difficulties lay in the lack of vocabulary in order to form meaningful sentences.

**Table 2.15: Difficulties in Oral Use**

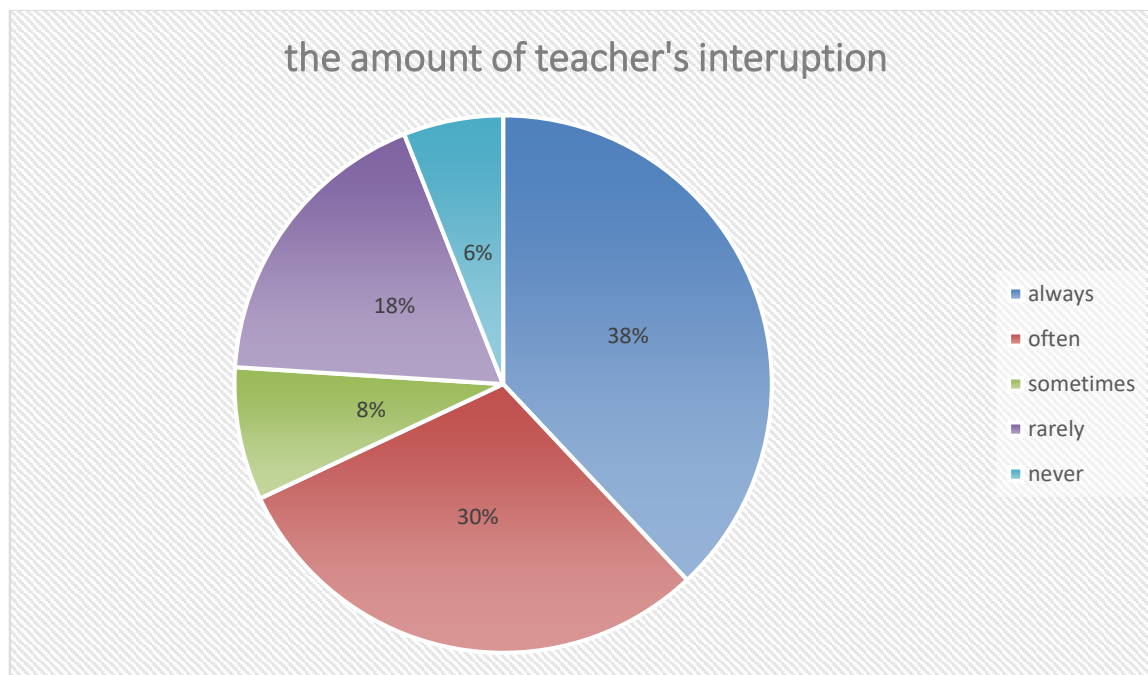
Learner's difficulties	Numbers	%
Vocabulary	11	22
Pronunciation	13	26
Grammar structure	15	30
Vocabulary and grammar	2	4
Vocabulary and pronunciation	6	12
Grammar and pronunciation	3	16
Total	50	100

*Q14: how often does he/she interrupt you to correct your mistakes?*

- a) Always
- b) Often
- c) Sometimes
- d) Rarely
- e) never

**Table 2.16: The Amount of Teachers' Interruption**

Frequencies	Always	Often	Sometimes	Rarely	Never	Total
Number	19	15	4	9	3	50
%	38	30	8	18	6	100

**Figure 2.6**

When the learners were asked about how often they are corrected by their teacher, their responses were as recorded in the table and which can be described in the following: (38%) report that their teacher always correct their mistakes. However, (8%) of the learners inform that their teacher corrects their mistakes sometime. Whereas, (30%) of the learners notify that they correct them oftentimes, while (18%) of the learners said that their teacher rarely corrects them and only (6%) who said never. This high proportion of being corrected constantly may stem from the fact that may be the teacher is concentrating or focusing on the accuracy aspect of the learners.

*Q15: Which type of activities is used in your English lessons more often- accuracy or fluency practice?*

- a) Accuracy (e.g. drills, questions and answer practice, dialogue practice...)
- b) Fluency (e.g. discussion, role-play, improvisation, information-gap activities, problem solving tasks...)
- c) A mixture of both (same proportion.)

**Table 2.17: Fluency and Accuracy Activities**

Frequencies	Accuracy	Fluency	Both	Total
Percentages	24	44	32	100%

The results reveal that (44%) of the learners perceived that fluency practice dominate the majority of the time devoted to speaking. (32%) of the learners informed that the amount of time devoted for accuracy practice was about the same proportion of the time devoted for fluency practice in speaking activities. However, (24%) of the learners reported that accuracy practice took more from the time of speaking. From those results we can notice that the majority of learners think that fluency practice dominated the time of speaking.

*Q16: select the techniques you prefer to use during oral expression session.*

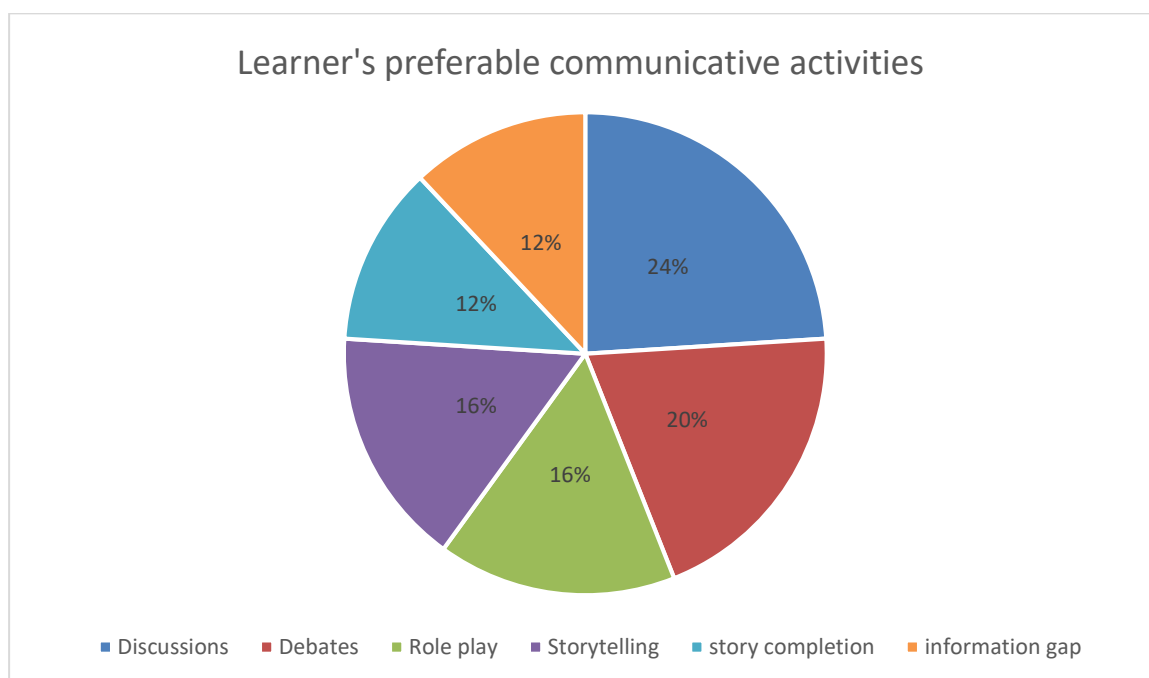
**PS:** *you can choose more than one.*

Role play – debates – storytelling – story completion – discussions – information gap.

**Table 2.18: Learners' Preferable Communicative Activities**

Activities	Percentages
Role-play	16
Debates	20
Storytelling	16
Story completion	12
Discussions	24
Information gap	12
Total	100%

The purpose behind this question is to show the preferred speaking activities for learners. The big amount of answers revealed that students prefer discussions and debates. An equal proportion of 32 students have indicated that these activities make learners motivated to learn speaking. Story completion is the other activity which students prefer too, as they have chosen it among the mentioned ones. Role plays and storytelling are also of equal proportion as students prefer it. Then, only 10% students have chosen information - gap activities.



**Figure 2.7**

*Q17: what makes you inhibited or prevents you from using the target language in the classroom?*

The question was very personal to learners,

- The fear of being mocked at by the classmates, the fact of being ridiculed in the classroom makes them uncomfortable to speak at all.
- Some students are never sure of the answer they provide; therefore, they choose not to participate.
- Anxiety of speaking and therefore learners begin to startle with a shivering voice.

- Not having anything to say.
- Poor vocabulary to express oneself.

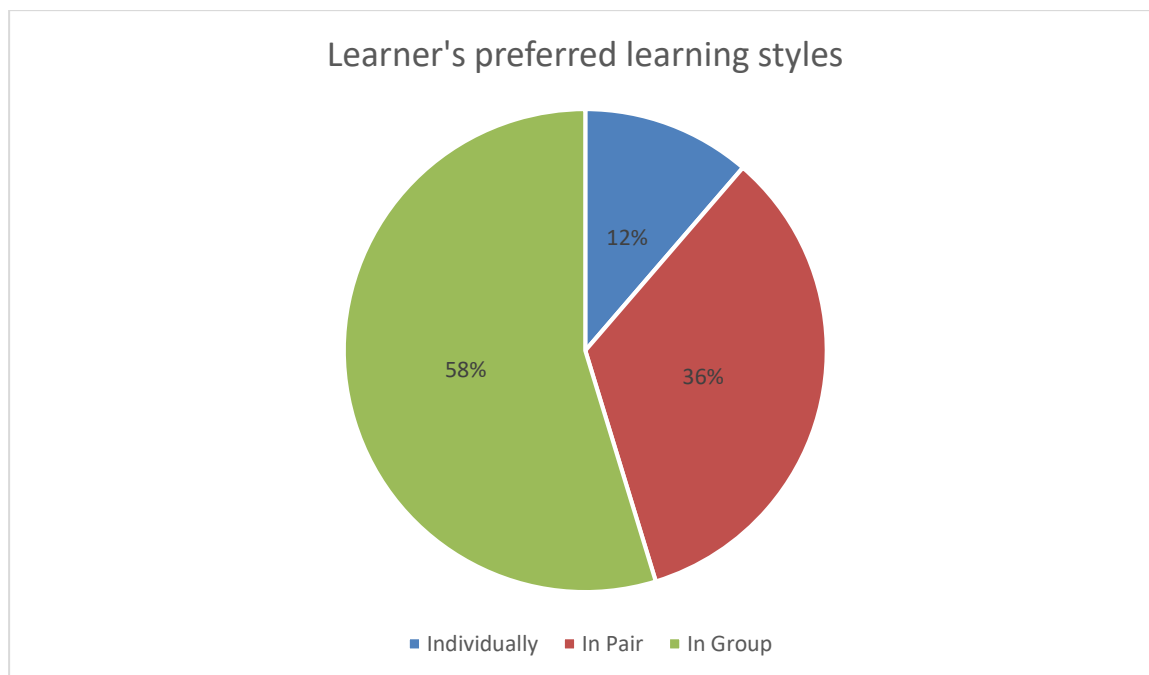
*Q18: what is your learning preference?*

- a) Individual work
- b) Pair work
- c) Group work

**Table 2.19: Learner's Preferable Way of Working**

Learning preferences	Individual Work	Pair Work	Group work	Total
Numbers	6	18	26	50
%	12	36	58	100

The results show that (58%) of the learners preferred the working in groups. However, the pair-work was the choice of (36%) of the learners whereas (12%) of the learners are most willing to speak in an individual work. The fact that learners prefer the group-work more than the pair-work or the individual work may stem from the fact that maybe they are introverted (not open), less confident or less ambitious. When working in groups, there is always a leadership, who present the group opinion after being in consensus which reduces the fear of being individually criticized.



**Figure 2.8**

*Q19: does the teacher's oral expression activities suits your learning preferences?*

- a) Yes
- b) No
- c) .....

**Table 2.20: Speaking Activities and Learning Preferences**

Frequencies	Yes	No	Sometimes	Total
Numbers	26	18	6	50
%	52	36	12	100

The results revealed that according to 52% of the learners, the oral expression activities does concord with students learning preferences. Still, 36% expressed that the activities dealt with does accord with their learning preferences.

*Q20: How many hours do you study oral expression per week?*

Learners have only two oral expression sessions per week which means 3 hours.

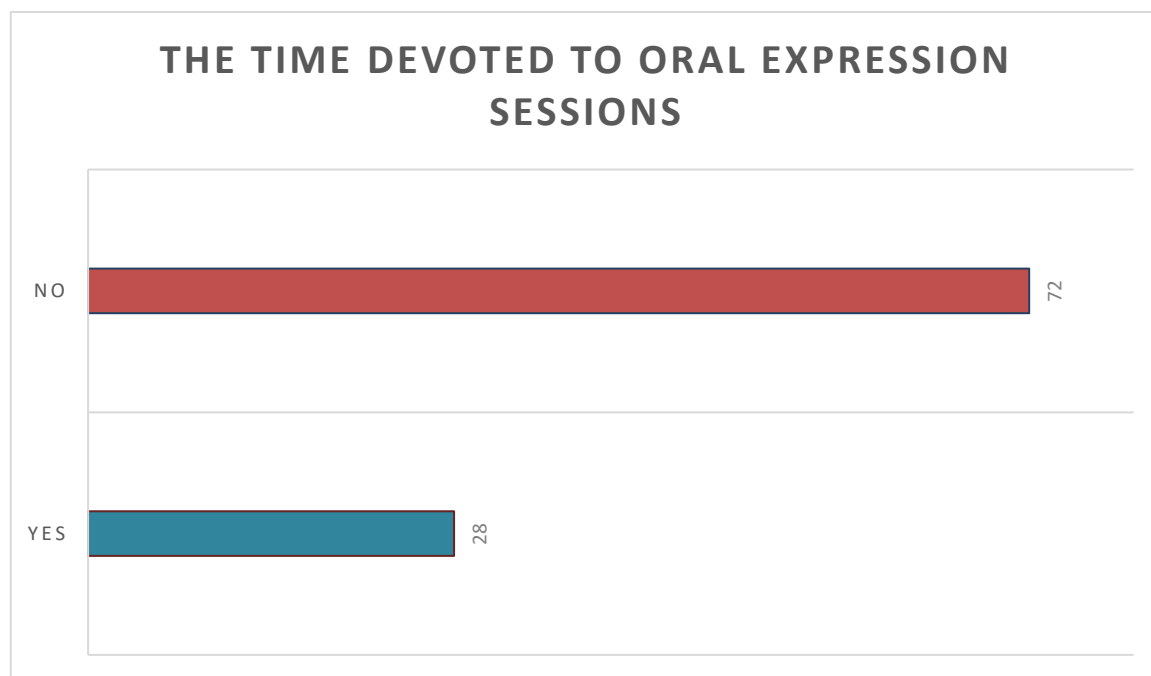
*Q21: Do you think the amount of time devoted to oral expression is sufficient?*

- a) Yes.
- b) No, more time is needed.

**Table 2.21: The Time Devoted to the Oral Expression Session**

Frequencies	Yes	No, more time is needed	Total
Numbers	14	36	50
%	28	72	100

The results show that the majority of the learners (72%) point out that the amount of time allocated oral expression is insufficient and that may be because they feel that the area(speaking) where they attach a great importance is underestimated, and asks for giving more attention to it, when (28%) of the learners think that this amount (3 hours per week) is sufficient.



**Figure 2.9**

Q22: how do you think that your teacher can help you best to improve your communicative skill?

Considering this question, not every one answered it, but some were pleased with their teachers and said that they are doing the best they can and make things simple in the classroom. However, others did suggest the following statements:

- Teachers must focus more on teaching them the communicative use rather than emphasis on the grammatical patterns of English language, because most of them know how to combine well-structured sentences and in contrast, only few of them know how to communicate proficiently.
- The use of various pedagogical materials such as: Data show, plays, listening to English songs in the laboratory, interviews with native speakers, reading short stories...the teacher can make a balance between the students' different needs and enhance their speaking and writing skills.
- Motivating the learners and giving them the opportunity to communicate in English with the teacher and with their classmates.
- Discussing very interesting subjects where the learners already have information and knowledge, because there are topics that they lack knowledge. So, they cannot express their views even in Arabic which is their native language.

### **2.6.2. Data Interpretation of Learner's Questionnaire**

The analysis of the collected data from the students' questionnaire helped to draw a set of results concerning the improvement of speaking skill and the vital role of communicative activities.

According to the data analysis, the majority of First year English students who took part in providing their views to fulfil the questionnaire proposed, showed their awareness about the importance of communicative activities to enhance their speaking skill. The analysis of



the questionnaire revealed certain points such as their attitudes towards speaking skill, their perspective on the used communicative activities, the importance of the teacher's roles in the classrooms, knowing their learning strategies and preferences, their fears and strengths.

- Most of the learners learn English for communicative purposes; therefore, they prefer to learn the communicative aspects of the language rather than its linguistic aspects. They look to English as social means of communication rather than a system of grammatical rules.

- The learners have many differences such as ages, genders, attitudes, learning styles and learning strategies.

- Almost all students agreed on the importance of such activities in promoting their communicative speaking and that they are in need for more practice to feel the progress as these activities create a joyful atmosphere and great ambiance in the classroom which make them motivated to learn.

- The majority of the students prefer to work in pairs and in groups.

- All students participate or at least have participated once in the classroom activities.

- The teacher is considered as one of the most important source in motivating the learners. Therefore, the teacher should always encourage his students to use and learn English as a foreign language.

- The majority of students prefer to master the productive skills, speaking and writing more than the other skills.

- The learners state that the teachers' roles must be all focus on enhancing their communicative abilities and making them proficient through using communicative teaching approaches, motivating them to use and interact in English, variation in the pedagogical materials.

Last but not least, we can say that the students' questionnaire results revealed that communicative strategies are indeed helpful in oral expression. In the same context, speaking skill is seen as the most important skill in comparison to the other skills (Listening, Reading, Writing) as most respondents consider it as a direction to broaden their horizon in foreign language. Hence, they agreed that fluency is necessary to be a language user.

## 2.7. Teachers' Questionnaire

The teachers' questionnaire was administered to nine (9) teachers of different specialties to collect different views about how to develop communicative abilities of EFL learners. The questionnaire was sent via email and couldn't have been distributed hand to hand considering the unusual events that happened this year. It consisted of 14 questions ranging from yes/no, Likert scale, multiple choice questions to open ended questions where spaces were left for their perspectives and aspects associated with their teaching experiences. As previously mentioned in the description of the students' questionnaire, the questions were put according the main key points in our dissertation.

### 2.7.1. Data Analysis of Teachers' Questionnaire

The researcher has chosen not to include the question about gender, because it was irrelevant to our research and is definitively not a study about whether a successful teacher is a male or a female.

*Q1: What is your degree?*

- a) BA (license).
- b) MA (master/magister).
- c) PHD (doctorat).

When teachers were asked about their degree, the majority of them (66.66%) declared they have obtained the MA degree, and only (33.33%) have the PHD degree. While, the BA degree was 0%, from these results we can note that their degree is conformable with the regulation of instructing.

**Table 2.22: Teacher's Degrees**

Degrees	BA	MA	PHD	Total
Numbers	0	6	3	9
%	0	66.66	33.33	100%

*Q2: Did you travel to Britain or USA while teaching?*

- a) Yes
- b) No

This question was asked in order to know the experience of the teachers with the English-speaking community (speaking, culture).

**Table 2.23: The Teacher's Experience with the English-Speaking Community**

Frequencies	Yes	No	Total
Number	5	4	9
%	55.55	44.44	100

The result recorded in the table show that the majority of the teachers (55.55%) assert that they have travelled to Brittan. However, only (44.44%) of the teachers revealed that they have neither traveled to great Brittan nor to United State of America (USA) which means that they do not have a real experience with the English-speaker community consequently. In this point if teachers are well acculturated in English, they may help to a great extent learner in using the English language as the native speakers (phonetics, speed, rhythm, intonation...etc.) do and in the appropriate way (in accordance to the context and English culture). Teachers should be begiven more oppportunities to travel and get this experience and why not learners as well.

*Q3: have you taught oral expression before?*

- a) Yes
- b) No

**Table 2.24: Experience in Teaching Oral Expression**

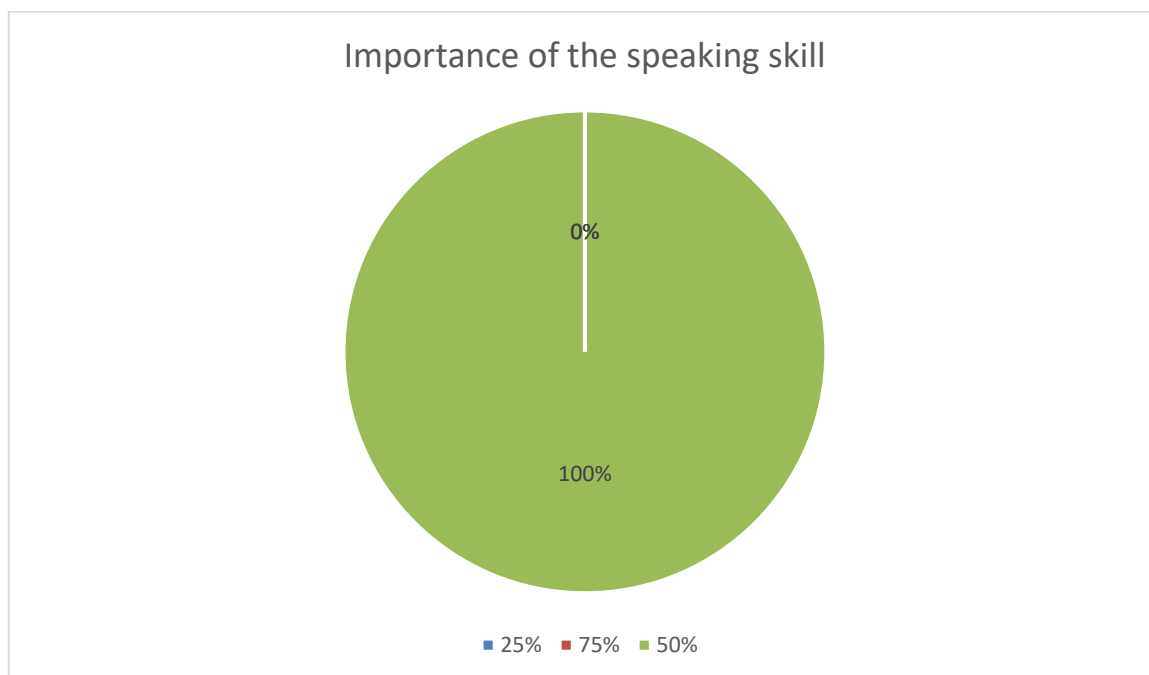
Frequencies	Yes	No	Total
Numbers	4	5	9
%	44.44	55.55	100

This question revealed that not all teachers are teachers of oral expression according to 55.55% of the teachers that answered no and only 44.44% stated that they have taught it. However, it does not mean that they are not equipped to be teachers of speaking, perhaps they did not just get the chance to do it.

*Q4: How much can the speaking skill help the learner to be a good user of English language in comparison to the other skills (Listening, Reading, Writing)?*

- a) About 25% of importance
- b) About 50% of importance
- c) More than 75% of importance

Within this question, we wanted to know the point of view of teachers about the rank of speaking in teaching English compared to the other skills. All teachers answered alike, they argued that speaking occupies 50% in teaching English. From this proportion, we can understand that teachers consider speaking to be of a great importance as it is probably connected to the other skills.



**Figure 2.10**

*Q5: How much time do you devote to practicing speaking in your English lessons?*

- a) 20% of the time
- b) 50% of the time
- c) More than 50% of the time

**Table 2.25: Time Devoted for Practicing Speaking**

The Time	Percentages
20% of the time	0%
50% of the time	55.55%
More than 50% of the time	44.44%
Total	100%

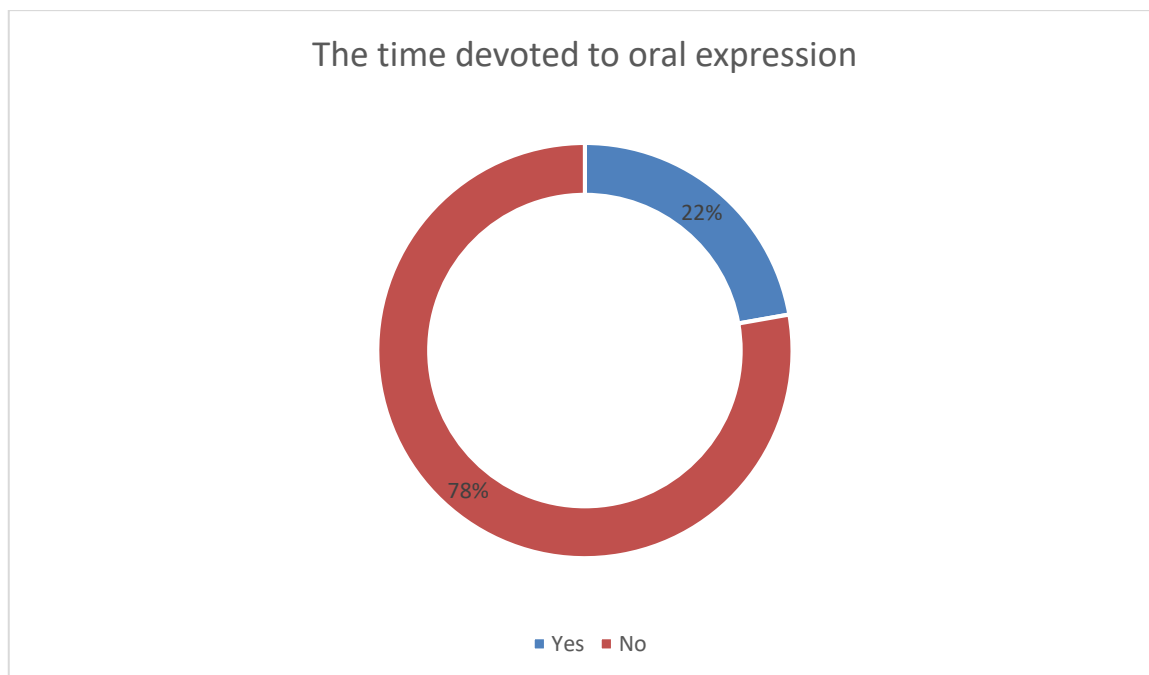
The teachers answered in different ways, 44.44% of the answers explicitly stated that they devote more than 50% of the time to speaking, regarding this answer it would seem that they are oral expression teachers as only them would devote this amount of time to speaking practices. And 55.55% of the teachers revealed that a fair amount of time is given to speaking practices.

*Q6: Do you think the amount of time devoted to oral expression is sufficient?*

- a) Yes
- b) No, more time is needed

**Table 2.26: The Time Devoted to Oral Expression Session**

Answers	Yes	No	Total
Percentages	22.22	77.77	100%



**Figure 2.11**

According to the results recorded in the table, we can notice that the majority of the teachers (77.77%) agreed that the amount of time devoted to oral expression is not sufficient and more time would be needed for practicing speaking, which demonstrate that they are in accordance with the learners' point of view. However, (22.22%) see that this amount is sufficient.

*Q7: When practicing speaking with your learners, which one do you prefer to use?*

- a) Fluency
- b) Accuracy
- c) Both in the same proportion

**Table 2.27: Fluency and Accuracy Activities**

Frequencies	Fluency	Accuracy	Both	Total
Percentages	22.22	11.11	66.66	100%

The majority of teachers (66.66%) reported that accuracy and fluency in their lessons are in about the same proportion, whereas (22.22%) of the teachers prefer fluency practice

and that it takes 60% of the time devoted to speaking and only (11.11%) of the teachers prefer accuracy practice. According to these results we can notice that there is a difference between the points of view of the teachers and their learners, and that maybe because learners do not really know the nature of activities (accuracy or fluency). The reason why the majority of teachers have chosen accuracy and fluency practice in about the same proportion may be stem from the fact that accuracy and fluency are the two inseparable factors which could determine the success of English language.

*Q8: What activities do you use most often in accuracy practice?*

Concerning this question, the teachers referred to some practices that they seem to share:

- Audio-lingual drill (e.g. question and answer sequences, repetitions...).
- Dialogue practice.
- Controlled language games.
- Songs.
- Phonetics activities.

*Q9: What activities do you use most often in accuracy practice?*

The results recorded a variety of suggestions and apparently likewise they seem to share with each other.

- Discussion.
- Role-play and improvisation.
- Information-gap activities.
- Problem-solving tasks.
- Telling stories
- Describing pictures

*Q10: What are the frequent difficulties that your students encounter during practicing speaking in the lesson?*

Different problems/difficulties encountered by the learners during speaking or communicating in the lesson have been noticed by their teachers, and from the results we can categorize them as the following:

- Psychological problems such as shyness, anxiety, fear of making mistakes, hesitation, stress, fear of teacher and peer judgments, low self-confidence and self-esteem...etc.
- Linguistic problems such as lack of vocabulary (the majority of teachers agreed on that), lack of knowledge of grammar, low flow of ideas, ill sentence structures...etc.
- Behavioral problems such as difficulty of integration and involvement in groups.

*Q11: what are the strategies that you advice your learners to use to surmount those problems?*

The teachers had stated a few strategies that may help the learners overcome their fears, and are in the following order:

- The use of other synonyms, i.e. guessing strategies.
- The use of the mother tongue, i.e. paraphrasing strategies.
- Ask for help, i.e. co-operative strategies
- The avoidance of the point of difficulty, i.e. the avoidance strategies.
- The three first stated strategies are types of the achievement strategies.
- The reduction strategies.

*Q12: What are your student's attitudes towards speaking? and what do they think of the speaking activities?*

The majority of the teachers believe that their learners generally like speaking activities and that they react with promptitude. A few teachers assume that their learners generally like speaking activities but they are not so prompt in their reactions. Meanwhile and with the same proportion of the teachers, suppose that their learners do not especially like speaking activities but their speaking skill is sufficient. Finally, what has resulted, was that no one of the entire teachers think that the speaking skill of their learners is poor and they do not especially like speaking activities.



*Q13: What is the most efficient technique in making your students speak?*

- a) Individual work
- b) Pair work
- c) Group work

**Table 2.28: the best working arrangement, teacher's point of view**

Techniques	Individually	In pair	In group	Total
Percentages	22.22	33.33	44.44	100%

The results demonstrate that the majority of the teachers (44.44%) believe that the group work is the favorable technique to make their learners speak. (33.33%) of the teachers conceive that the most efficient technique in making their learners speak is the pair-group, whereas (22.22%) of the teachers think it is best if the learners work individually. From this result we can notice that teachers are also in favor of the group work as their learners, however their assumption may result from their experience of teaching. Teachers when choosing this technique are trying to help learners to participate, to analyze, to synthesize, and to be more open to speak and discuss things with others which may enhance their self-confidence.

*Q14: Are you familiar with some new developments or trends in teaching speaking?*

Only two teachers have answered this question presenting new trends; strategy training, critical thinking, negotiation of meaning,

Teachers answered in different ways presenting some suggestions;

- Update the exercises.
- Critical thinking, it pushes the slow learners to participate through group works.
- Role play activities.
- Learning with fun (games, quiz, riddles, proverbs, idiomatic expressions).
- The use of technology motivates students.

- Negotiation of meaning.
- Reward the learners when necessary.
- And finally, new innovations from the internet such as the site of the British Council which is very useful.

### **2.7.2. Data Interpretation of Teacher's Questionnaire**

As far as the teacher's questionnaire interpretation is concerned, the answers revealed that the majority of EFL teachers agreed that speaking skill is considered to occupy the main part in EFL learning process. Hence, it helps the learner to be a good user of English language.

Moreover, they all stated different points which show the importance of communicative activities in EFL learning process but all responses are of same line of thought.

It is considerable to state that the interpretation of this questionnaire reflects the image of teachers' awareness about difficulties of students when communicating and the deep consciousness towards the obstacles when using EFL during classroom lessons.

In addition, responses revealed also that teachers are aware to a large extend about the strategic competence of their learners. Needless to recall that the long and fruitful experience of EFL teachers provides us with precious suggestions to improve the speaking skill in EFL learning process.

## **2.8. Discussion of the Results**

The present study is based on an investigation to find out the most appropriate teaching methods and strategies that enhance learners' speaking skill and to seek the hindrances behind learner's incapacity to communicate in English, for the purpose of fulfilling our objectives, we have submitted two questionnaires; one for the students, and the other for teachers. After the analyses of both questionnaires, the most significant findings of our research work can be summarized in the following:

As shown, through this practical part of the research work, we tried to prove the significance of the teachers' roles in enhancing EFL learners' communicative abilities. The

results obtained from the analysis of the students' and the teachers' questionnaires revealed both students' desire to improve their communicative abilities, and teachers' efforts awareness of them. Teachers definitely contribute on assisting learners to be communicatively competent. Moreover, all of the teachers' different roles should focus primarily on building learner's confidence and motivate them to communicate in English as a foreign language.

Furthermore, allowing pupils make errors should be encouraged in order to eradicate anxiety of the learners; and feedback should be given in a suitable way by focusing on the error rather than the learner. What is important at this level, is willing to express themselves or asking questions, or even responding to a question in the TL.

## **2.9. Conclusion**

Teaching speaking is a crucial part of the foreign language learning/teaching process. Therefore, it is essential that EFL teachers make great efforts in teaching speaking. To get the students involved, they need to discuss various topics in English so that they will be able to interact in natural settings. Apart from that, providing them with speaking activities will provide with practice of various speaking skills seen in chapter one.

Although our pupils have spent five or more years learning EFL, they are still incapable of expressing their ideas reasonably, and they often run into problems when asking questions. This is due to a number of causes, in fact, the production of spoken language is influenced by various factors that may be either inhibit or encouraged our learners. Hence, adequate and appropriate activities should share the learning objectives in terms of oral performance.

To finish, it is worth noting that our classrooms contain a wide range of learners differing in their abilities, knowledge, confidence, motivation and learning styles, attitudes, and the EFL teachers should create safe and enthusiastic atmosphere so as to help them develop their speaking skills, regardless of their basic diversity.

# CHAPTER THREE

*Suggestions and  
Recomendations*

### 3.1. Introduction

This chapter puts forward some recommendations to help maintain students' speaking skill and build up learners' awareness of the value of that language skill. It also embodies a remedial work to both teachers and learners by proposing some practical solutions.

### 3.2. Suggestions and Recommendation

Improving speaking skill of EFL students is considered to be a challenge for both teachers and learners nowadays, as it is an important way to strove communication intelligibly and achieve oral proficiency.

From the results above, we can suggest some recommendations for our dear learners and our honorable teachers, summarized as follow:

- Teacher are advisable to give opportunities for their students to speak the target language by providing a rich environment that contains collaborative work, authentic materials and tasks, and shared knowledge.
- Teachers ought to try to involve each student in every speaking activity. For this aim, practice different ways of students' participation.
- Teachers should preferably reduce teacher talk time in class while increasing students' speaking time; step back and observe them.
- Teachers ought to show a positive attitude when commenting on students' responses.
- Teachers are advisable to ask eliciting questions, such as "what do you mean, "how did you reach that conclusion?" in order to urge students to speak more.
- Teachers should, as far as research is concerned, provide written feedback like "your presentation was really great", "it was a good job".
- Teachers are not advisable to correct students' pronunciation mistakes very often

while they are speaking.

- Teachers should turn around classroom to ensure that student are on the right track and see whether they need their help while they work in group or on pair and provide the vocabulary beforehand that student need in speaking activities.
- Teachers are advisable to diagnose problems faced by students who have difficulty in expressing themselves in the target language and provide more opportunities to practice the spoken language.
- Learners are advisable to develop vocabulary over time, in different learning context.
- Practice some activities at least 30 minutes every day and prepare others with classmates before the session to perform them in front of class.
- Self-evaluation is very important so that students can know their gaps and try to progress.

# GENERAL CONCLUSION

## General Conclusion

Our research aimed at identifying the main problems which may inhibit the EFL learners speaking skill and investigating the effective methods and strategies of teaching the speaking skill. Moreover, this research aimed at indicating the role of the EFL teachers in teaching speaking skill in order to help the EFL learners overcome their difficulties.

The study departed from 3 principle research questions:

1. What sort of hindrances or problem that are encountered by both EFL teachers and learners during the oral expression session that may inhibit their speaking skill?
2. What are the student's attitudes towards the importance of the speaking skill?
3. What are the most appropriate methods and strategies that can be used by the EFL teachers to enhance the EFL learners speaking skill?

In order to answer those questions two hypothesis were suggested:

- If EFL teachers are well aware of the difficulties and fears that EFL learners face when speaking the English language, they can therefore choose the appropriate methods and techniques in teaching speaking and assisting them to improve the learner's performance.
- If EFL teachers diversify within the teaching techniques and use a variation of speaking activities EFL learners will be highly motivated to communicate using the TL and overcome the hindrances that frighten and embarrass them and stop them from speaking.

The questionnaires designed to both teacher and students have been submitted for the purpose of verifying our hypothesis and answer our questions; the data was collected, analyzed, and interpreted. The results drawn from the collected data confirmed our hypotheses.



After the analysis of both questionnaires we have concluded:

- The teachers' awareness and readiness of the efficiency of the suggested strategies, and the real application of those methods.
- Students' willingness to adapt and use these strategies in order to ameliorate their speaking skill proficiency.

Although new evidence has come to light, this study remains limited and the obtained results could be larger and richer if time wasn't against us, and the circumstances was not on our side because of the strike that has occurred; besides, it requires further research to unveil other issues such as:

- What are the appropriate strategies to enhance the spoken language of the students?
- What is the role of technology to meet the requirements of speaking skills?

Finally, those finding cannot overgeneralized on the whole population because the number of our sample is limited and they may change by the change of the sample.

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# *Appendixes*

## **APPENDIX 01: Third Year LMD Students' Questionnaire**

**Ibn Khaldoun University, Tiaret**  
**The Department of English**  
**Study on attitudes about speaking skill**

**Dear students:**

You are kindly requested to answer the following questions, that will contribute a lot to our study which is about the investigating motivational techniques to enhance EFL learner's speaking skill. This research is conducted by master's student in didactics at the university of Ibn Khaldoun in Tiaret to better understand the factors that make learners uncomfortable to speak the English language especially during oral expression session, the researcher has chosen third year LMD learners as case study. By answering my questions, you will contribute a lot to the researcher paper. Honesty is a treasure, so please give honest and sincere answers as this will be beneficial for both of us, and no worries this is not a test or sort of assessment for your knowledge and you will remain anonymous. Your help is very much appreciated.

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Please, tick the appropriate box or cross it, and write full statements whenever is necessary.

**Part one: background information**

- 1) Age: .....
- a) 19-24
  - b) 25-27
  - c) Over 27
- 2) Gender:
- a) Female

b) Male

3) Was English your first choice?

a) Yes

b) No

c) Explain in both cases

### Part two: learner's perception of their speaking skill

Q1: Why do you learn the English language?

a) For academic purposes

b) For communicative purposes

c) Other purposes.....

Q2: Which of the four skills you would like to master best?

a) Listening

b) Speaking

c) Writing

d) Reading

Q3: How do you evaluate your speaking skill?

Excellent	Good	Average	Poor

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

a) Often

b) Sometimes

c) Rarely

d) Never



Q5: what do you seek to improve through the oral expression session?

- a) Pronunciation
- b) Fluency
- c) Accuracy
- d) Justify why.....

Q6: how do you classify your speaking skill?

- a) Excellent
- b) Sufficient
- c) Poor

Q7: does your oral expression session provide different opportunities for you to speak in English?

- a) Many opportunities
- b) Limited opportunities

Q8: do you seek the opportunity to participate during oral expression sessions?

- a) Yes, I do
- b) When it comes, I use it
- c) No

Q9: What boosts your confidence and motivates you during the speaking sessions?

.....  
 .....

Q10: what is the role of your oral expression teacher in the classroom?

Guide	instructor	facilitator	assessor	motivator	controller

Q11: according to you what is the role of oral expression teachers?

.....  
 .....  
 Q12: what do you think of the sufficiency and efficiency of speaking activities in the course of oral expression?

- a) Satisfactory
- b) Unsatisfactory
- c) Neutral
- d) .....

Q13: what kinds of difficulties do you generally encounter while speaking English?

.....  
 .....

Q14: how often does he/she interrupt you to correct your mistakes?

- a) Always
- b) Often
- c) Sometimes
- d) Rarely
- e) never

Q15: Which type of activities is used in your English lessons more often- accuracy or fluency practice?

- a) Accuracy (e.g. drills, questions and answer practice, dialogue practice...)
- b) Fluency (e.g. discussion, role-play, improvisation, information-gap activities, problem solving tasks...)
- c) A mixture of both (same proportion.)

Q16: select the techniques you prefer to use during oral expression session.

PS: you can choose more than one.

Role play	Debates	Storytelling	Story completion	Discussions	Information gap

Q17: what makes you inhibited or prevents you from using the target language in the classroom?

.....

.....

Q18: what is your learning preference?

- a) Individual work
- b) Pair work
- c) Group work

Q19: does the teacher's oral expression activities suits your learning preferences?

- a) Yes
- b) No
- c) .....

Q20: How many hours do you study oral expression per week?

.....

.....

Q21: Do you think the amount of time devoted to oral expression is sufficient?

- a) Yes
- b) No, more time is needed

Q22: How do you think that your teacher can help you best to improve your communicative skill?

.....

.....

.....

Thank you for taking the time to complete this questionnaire. We truly value the information you have provided. Your responses will contribute greatly to our analyses of the texts and suggest new lines of approach to the corpus data.

If you have any comments on the questionnaire or the project, please leave a comment below.

## **APPENDIX02: The EFL English Teachers' Questionnaire**

**Ibn Khaldoun University, Tiaret****The Department of English****Investing Motivational Techniques To Enhance EFL Learners Speaking Skill**

We would like to ask you some questions concerning effective teaching methods and strategies that enhance the EFL learners' speaking skill. We believe that the present issue is worth analysis because we noticed over the five years we spent in studying English that most of the EFL learners' performance was better in reading, writing and listening than speaking. In fact, learners face many difficulties to express themselves in the foreign language. We think it is a worth investigating topic because it tends to meet learners' needs in terms of promoting their speaking skill through the use of effective strategies and activities. We are interested in your viewpoint since you represent the source of this inquiry.

Thank you very much for your cooperation.

NB:

For each question, circle, please, only one answer that is true for your preferences or your learning. (For a few questions you are asked to write your reasons or preferences down.)

*Q1: What is your degree?*

- d) BA (license).
- e) MA (master/magister).
- f) PHD (doctorat).

*Q2: Did you travel to Britain or USA while teaching?*

- c) Yes
- d) No

*Q3: have you taught oral expression before?*

- c) Yes
- d) No

*Q4: How much can the speaking skill help the learner to be a good user of English language in comparison to the other skills (Listening, Reading, Writing)?*

- d) About 25% of importance
- e) About 50% of importance
- f) More than 75% of importance

*Q5: How much time do you devote to practicing speaking in your English lessons?*

- d) 20% of the time
- e) 50% of the time
- f) More than 50% of the time

*Q6: Do you think the amount of time devoted to oral expression is sufficient?*

- c) Yes
- d) No, more time is needed

*Q7: When practicing speaking with your learners, which one do you prefer to use?*

- d) Fluency
- e) Accuracy
- f) Both in the same proportion

*Q8: What activities do you use most often in accuracy practice?*

.....  
.....

*Q9: What activities do you use most often in accuracy practice?*

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

*Q10: What are the frequent difficulties that your students encounter during practicing speaking in the lesson?*

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

*Q11: what are the strategies that you advice your learners to use to surmount those problems?*

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

*Q12: What are your student's attitudes towards speaking? and what do they think of the speaking activities?*

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

*Q13: What is the most efficient technique in making your students speak?*

- d) Individual work
- e) Pair work
- f) Group work



*Q14: Are you familiar with some new developments or trends in teaching speaking?*

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