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Faculty of Letters and Foreign Languages  
Department of Foreign Languages

## **MASTER DISSERTATION**

Letters and Foreign Languages  
English Language  
Sciences of the language

**The Role of Communicative Activities in Enhancing EFL  
learners' Speaking Skills**

**The Case of First Year Students of English at the University of  
Biskra**

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## Dedication

To my reason of living, to my source of power to the light of my eyes, to my beloved and caring mother **Sabah Touti** words cannot express how much I love you and I am just lucky to have you in my life mom.

To my father who is a man like no other to my hero **Ali Aroua** I know this year was very difficult for you may God bless you and gave you a long life thank you for all the sacrifices you made for our family I am just proud to be your daughter.

To my one and only sister my soul twin and best friend **Warda** thanks for loving me more than I ever loved myself.

to my lovely nieces **Maissa & Assil**.

To my three brothers: **Mokhtar, Younes** and **Ibrahim** thank you all for being in my side I just feel so secure when I am around you all.

To my best friend: **Radia Kechroud** who has always been a sister and a friend.

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## Abstract

In the light of the perpetual wave of the rapid developments of English language as working tool and the need for communication among people of different cultures and languages, puts pressure on learners to master language more efficiently and quickly. The present study was an attempt to investigate the effectiveness of communicative activities on enhancing EFL learners' speaking skill. EFL learners cannot communicate the language appropriately due to their limited speaking level. This study hypothesized that using communicative activities can help EFL learners improve their speaking skill and become successful and competent communicator independent learners; they will enhance their cultural knowledge and become better language communicators. Our investigation aims to demonstrate the importance of communicative activities in order to enable EFL learners to produce a meaningful English oral performance in a pleasant environment as well as to overcome their communicative weaknesses and difficulties. To achieve the intended aims and test the hypotheses, a qualitative research approach was adopted using a case study. The nature of this research and the testing of the hypothesis require one research tool. First, we designed and administered a questionnaire to 41 first-year LMD students of English at the Department of Foreign Languages at Biskra University. After analyzing the data obtained, it can be concluded that the research hypotheses previously stated were confirmed. Therefore, students should urge themselves to enhance their speaking skill through communicative activities and incorporate them into their learning routine. Furthermore, teachers need to make students apply different types of communicative activities

**Key words:** Communicative activities, speaking skills, learners.

### List of Abbreviation and Acronyms

**%:** Percentage

**&:** and

**ALM:** The Audio Lingual Method

**CA:** The Communicative Activities

**CA:** The Communicative Approach

**CBA:** The Competency Based Approach

**CLT:** The Communicative Language Teaching

**DM:** The Direct Method

**EFL:** English as a Foreign Language

**E.g.:** Exempli gratia (for example)

**ELT:** English Language Teaching

**ESL:** English as a Second Language

**FL:** The Foreign Language

**GTM:** the Grammar Translation Method

**L1:** First language

**Ibid:** Ibidem (the same previous source)

**L2:** Second language

**LFL:** Learning foreign language

**LMD:** License Master Doctorate

**MT:** Mother Tongue

**P. :** page

**RH:** Research Hypothesis

**RQ:** Research Questions

**S/he:** She or he

**SPSS:** Statistical Package for the Social Sciences

**SLA:** Second Language Acquisition

**TL:** Target Language

**TP:** Talk as Performance

## **List of Tables**

<b>Table 2.1:</b> The Difference between Speaking and Writing.....	68
<b>Table 3.1:</b> Students' Gender.....	90
<b>Table 3.2:</b> The Choice of studying English at university.....	91
<b>Table 3.3:</b> The degree of the importance of language learning skills for EFL students.....	93
<b>Table 3.4:</b> Students self-evaluation of their speaking proficiency.....	94
<b>Table 3.5</b> Students' views about the affirmation statement.....	96
<b>Table 3.6</b> Students' attitude towards speaking in English.....	97
<b>Table 3.7</b> Students' preferable place where they enjoy speaking English.....	99
<b>Table 3.8</b> Teacher's feedback on how to best improve speaking skill.....	100
<b>Table 3.9</b> Students' preferable way to perform speaking tasks.....	101
<b>Table 3.10</b> Students 'difficulties they encounter when speaking.....	102
<b>Table 3.11</b> Students 'method(s) to overcome speaking difficulties in the class.....	104
<b>Table 3.12</b> Students' enjoyable activities they perform in the oral session.....	105

<b>Table 3.13</b> Students' opinions towards the improvement of speaking skill as a result of the type of activities.....	106
<b>Table 3.14</b> Students satisfaction about the hours devoted to study oral production module.....	108
<b>Table 3.15</b> Students' attitude towards communicative activities.....	109
<b>Table 3.16</b> The degree of students' engagement when performing communicative activities.....	110
<b>Table 3.17</b> Types of communicative activities used by the teacher.....	112
<b>Table 3.18</b> The way the communicative activities can influence students' speaking skill.....	113
<b>Table 3.19</b> Students' preferable method when conducting communicative activity.....	115
<b>Table 3.20</b> Students' attitude towards the classroom conditions.....	116
<b>Table 3.21</b> The frequency of teachers' use of classroom activities related to real-life situations.....	117
<b>Table 3.22</b> Students' responses about whether communicative activities can make the oral lesson more vivid and funny or not.....	118
<b>Table 3.23</b> Students' opinion about the significance influence of the communicative activities.....	119
<b>Table 3.24</b> Students' attitude towards communicative activities.....	120



## List of figures

<b>Figure 1.1</b> Components of Communicative Competence.....	19
<b>Figure 1.2</b> Communicative Competence Divisions .....	20
<b>Figure 1.3</b> Communicative Activities' Categories.....	38
<b>Figure 2.1:</b> Interaction between Teacher and Students.....	55
<b>Figure 2.2:</b> Interaction between Students.....	55
<b>Figure 3.1</b> Students' Gender.....	91
<b>Figure 3.2</b> The choice of studying English at university.....	92
<b>Figure 3.3</b> The degree of importance of language learning skills for EFL students.....	93
<b>Figure 3.4</b> Students Self-evaluation of their speaking proficiency.....	94
<b>Figure 3.5</b> Students' views about the affirmation statement.....	96
<b>Figure 3.6</b> Students' attitude towards speaking in English.....	98
<b>Figure 3.7</b> Students' preferable place where they enjoy speaking English.....	99
<b>Figure 3.8</b> Teacher's feedback on how to best improve speaking skill.....	101
<b>Figure 3.9</b> Students' preferable way to perform speaking tasks.....	102
<b>Figure 3.10</b> Students 'difficulties they encounter when speaking.....	103
<b>Figure 3.11</b> Students 'method(s) to overcome speaking difficulties in the class.....	104

<b>Figure 3.12</b> Students' enjoyable activities they perform in the oral session.....	105
<b>Figure 3.13</b> Students' opinions towards the improvement of speaking skill as a result of the type of activities.....	107
<b>Figure 3.14</b> Students' satisfaction about the hours devoted to study oral production module...	108
<b>Figure 3.15</b> Students' attitude towards communicative activities.....	110
<b>Figure 3.16</b> The degree of students' engagement when performing communicative activities.....	111
<b>Figure 3.17</b> Types of communicative activities used by the teacher.....	112
<b>Figure 3.18</b> The way the communicative activities can influence students' speaking skill....	114
<b>Figure 3.19</b> Students' preferable method when conducting communicative activity.....	115
<b>Figure 3.20</b> Students' attitude towards the classroom conditions.....	120
<b>Figure 3.21</b> The frequency of teachers' use of classroom activities related to real-life situations.....	117
<b>Figure 3.22</b> Students' responses about whether communicative activities can make the oral lesson more vivid and funny or not.....	118
<b>Figure 3.23</b> Students' opinion about the significance influence of the communicative activities.....	119
<b>Figure 3.24</b> Students' attitude towards communicative activities.....	121

## Contents

<b>Dedication .....</b>	<b>II</b>
<b>Acknowledgement .....</b>	<b>III</b>
<b>Abstract .....</b>	<b>IV</b>
<b>List of Abbreviation and Acronyms.....</b>	<b>V</b>
<b>List of Tables.....</b>	<b>VII</b>
<b>List of Figures .....</b>	<b>IX</b>
<b>Contents.. .....</b>	<b>XI</b>

### General Introduction

Introduction .....	1
Statement of the problem.....	2
Literature review .....	2
Significance of the study.....	5
Aims of the study .....	5
Research questions.....	6
Research Hypotheses.....	6
Research Methodology and Tools.....	7
Preliminary outline.....	7

### Chapter One: Communicative Activities

Introduction.....	12
1.1.1. A Historical Perspective on Communicative Language Teaching (CLT).....	13
1.1.2. The Concept of CLT .....	14
1.1.3. Assumptions of CLT .....	15
1.1.4. The Characteristics of CLT.....	16

1.1.5. The Goal of CLT.....	17
1.1.6. Communicative Competence.....	18
1.1.7. The Theory of Learning and Teaching Communication.....	21
1.1.7.1.Types of Classroom Communicative Performance .....	21
1.1.7.1.1. Imitative Speaking Performance .....	22
1.1.7.1.2. Intensive Speaking Performance.....	22
1.1.7.1.3. Responsive Speaking Performance.....	23
1.1.7.1.4. Transactional Speaking Performance.....	23
1.1.7.1.5. Interpersonal Speaking Performance.....	24
1.1.7.1.6. Extensive Speaking Performance.....	25
1.1.7.2.CLT Practitioner .....	26
1.1.7.2.1. CLT Teacher.....	26
1.1.7.2.2. CLT Learners.....	29
1.1.7.3.Materials for Communicative Language Learning.....	30
1.1.7.3.1. Text-Based Materials.....	30
1.1.7.3.2. Task-Based.....	30
1.1.7.3.3. Realia.....	31
1.1.7.4.Syllabus in CLT.....	31
1.1.7.4.1. Characteristics of the Functional-Notional Syllabus.....	32
1.1.7.5.Techniques of CLT .....	33
1.2.1. Definitions of Communicative Activities.....	34
1.2.2. The Importance of Communicative Activities.....	35
1.2.2.1. They Provide Whole Task Practice.....	35
1.2.2.2. They Improve Motivation.....	36
1.2.2.3.They Create a Natural Learning.....	36
1.2.3. Characteristics of Communicative Activities.....	36
1.2.4. Communication Activities in Teaching Process.....	37

1.2.5.1. Types of Communicative Activities.....	39
1.2.5.1. Gap Activities.....	39
1.2.5.2. Discussions.....	39
1.2.5.3. Class Surveys.....	40
1.2.5.4. Telling Stories.....	40
1.2.5.5. Games.....	40
1.2.5.6. Role Player.....	41
1.2.6. The Role of Communicative Activities in Enhancing Speaking Skill.....	42
Conclusion.....	43

## **Chapter Two: Speaking Skill**

Introduction .....	45
2.1.1. Speaking in The View of Different Scholars .....	46
2.1.2. Importance of Speaking .....	48
2.1.3. Functions of Speaking.....	50
2.1.3.1. Talk as Transaction.....	50
2.1.3.2. Talk as Interaction.....	51
2.1.3.3. Talk as Performance.....	52
2.1.4. Elements of Speaking.....	53
2.1.4.1. Language Features.....	53
2.1.4.2. Mental /Social Procession.....	54
2.1.5. Characteristics of the Speaking Performance.....	56
2.1.5.1. Fluency.....	56

2.1.5.2.	Accuracy.....	58
2.1.5.3.	Grammar.....	58
2.1.5.4.	Pronunciation.....	58
2.1.5.5.	Vocabulary.....	59
2.2.1.	Speaking as Skill.....	60
2.2.2.	Relationship between Speaking and the Other Skills.....	60
2.2.2.1.	Speaking vs. Listening .....	61
2.2.2.2.	Speaking vs. Reading .....	62
2.2.2.3.	Speaking vs. Writing .....	63
2.2.3.	Teaching Speaking throughout Teaching Methods and Approaches.....	65
2.2.3.1.	The Grammar Translation Method (GTM).....	65
2.2.3.2.	The Direct Method (DM).....	66
2.2.3.3.	The Audio Lingual Method (ALM).....	67
2.2.3.4.	The Communicative Approach (CA).....	68
2.2.3.5.	Competency Based Approach.....	68
2.2.4.	Barriers in Speaking.....	69
1.2.4.1.	Speaking Difficulties in EFL.....	70
1.2.4.2.	Speaking Errors.....	73
1.2.5.	Speaking Error Correction Strategies.....	74
1.2.5.1.	Using Strategies.....	74
1.2.5.2.	Using Communicative Activities.....	75
1.2.6.	The Role of Speaking Skill and Communicative Activities in Enhancing Communicative Competence.....	77
	Conclusion .....	78

### Chapter Three: Data Analysis and Interpretation

Introduction.....	86
3.1. Research Approach.....	86
3.2. Research Design.....	87
3.3. Data Collection Methods.....	87
3.3.1. Students' Questionnaire.....	87
1. Students' sample.....	87
2. Description of the students' questionnaire.....	88
3. Analysis of Students' Questionnaire.....	90
4. Discussion of the Results.....	122
Conclusion.....	124
General Conclusion.....	125
Recommendations.....	127
Limitation of study.....	129
References .....	130

### Appendix

الملخص

# **General Introduction**



## **Introduction**

Speaking is one form of human communication which emphasizes holding a conversation between two or more interlocutors about a given topic by exchanging ideas, thoughts or opinions. In a foreign language teaching, speaking is probably the language skill that most language learners wish to perfect, but unfortunately oral expression classes witness a huge gap. Students are passive in teaching learning speaking process because of many reasons. Most of students have difficulties to express their ideas by using English because they are too shy to speak in front of the whole class or they are afraid of making mistakes. Sometimes the activities do not motivate the students and give them the chance to interact more with classmates. Therefore, teachers of English should think of changing old methods of teaching oral classes and start adopting new techniques to improve the students' oral performance and improve their communicative competence in English. There are many techniques that can be applied by the teacher to create communicative atmosphere in classroom and make them enjoyable for English learning especially for oral communication activities such as: reaching a consensus, discussion, relying instructions, communication games, talking about yourself, simulation or role-play.

### **1. Statement of The Problem**

One of the most common problems of the teachers is the passive classes where the majority of the students rely only on teachers' voice during the session. They don't participate or discuss with the teacher. They do not have the courage to speak in front of the class. Sometimes, the students want to engage in a conversation with his teacher or his classmate but yet he does initiate. These may happen because of many factors, either the teacher himself is unable to create a relaxant

## The Role of Communicative Activities in Enhancing EFL Learners' Speaking Skill

pleasant atmosphere where students feel at ease and are not afraid to express their ideas in English. Another factor, the student does not have the courage to speak English in class due to linguistic obstacles, lack of confidence, being afraid of miss pronouncing or some psychological interventions such as; shyness, lack of motivation or stress... Therefore, teachers need to think of changing their strategies and start using new techniques, which work to improve students' communication skills. Communication activities can improve students' English speaking skill and at the same time achieve a successful interesting teaching learning process. Communication activities and games can create more chances and interest to motivate students to speak English.

### **2. Literature Review**

Communicative activities are the core of the communicative language teaching method, which emphasizes the idea of motivating the student to learn and use the language in a fun environment. It includes a range of activities that can be done individually or in a cooperative work. Communicative language teaching came as a reaction against the traditional language teaching methods in 1960s that focused on practicing and memorizing basic structures of the foreign languages and neglect the communicative proficiency. This disregard from the traditional methods gave birth to CLT which focus on both the structure and the use of the foreign language in different context.

CLT first emerged in European countries in the 1970s and was successfully implemented into the English curriculum in other countries in the 1980s (Littlewood,2007). Communicative Language Teaching (CLT) originated from the changes in the British Situational Language Teaching approach dating from the late 1960 s (Richards & Rodgers, 2001). Littlewood (1981) believed that European linguists saw the need for language instructors to focus on communicative

### The Role of Communicative Activities in Enhancing EFL Learners' Speaking Skill

competence rather than on the mastery of structures alone. The term communicative competence was first used by Hymes, who referred to it as that aspect of our competence that enables us to convey and interpret messages and to negotiate meanings interpersonally within specific contexts. Researchers have sought diligently to define and redefine the construct of communicative competence and the most widely accepted definition by Canale and Swain(1980) that there are four different components of communicative competence: grammatical competence, discourse competence, sociolinguistic competence and strategic competence. In Canale and Swain, 'Communicative competence' was understood as the underlying systems of knowledge and skill required for communication. Knowledge refers here to what one knows (consciously or unconsciously) about the language and about other aspects of communicative language use; skill refers to how well one can perform this knowledge in actual communication (Canale, 1983, p. 5). The basic pedagogical principle of CLT is the successful acquisition of the target language on the part of the learners depends on the amount of interaction and negotiation of meaning that they participate in. in this way, the integration of language input and output contributes to the language development system of the learners (Beale, 2002, p.15).

According to Cheng (1980, p.62) CLT activities focus on students' interaction with their peers. Group activities maximize the amount of oral interaction on the part of the students. Students are also less likely to be inhibited when working with their peers. The teacher moves from one group to another without being obtrusive. She/he gives guidance and help when needed only. According to Brown (2001), 'if learners have the opportunity or desire to learn for its own sake, such as to become competent users of that language, they will have a higher success rate in terms of long term learning than if they are driven only external rewards'. These emphasizes the idea

## The Role of Communicative Activities in Enhancing EFL Learners' Speaking Skill

that learners will have a higher achievement rate in terms of long term learning than if only external incentives are motivated and have the chance to learn for their own sake.

According to authors such as Canale (1983), Nunan (1991,2004) and Littlewood (2007), CLT focuses on language as it is used in real contexts i.e., language for “real life” communication and so the students are given opportunities to express their ideas and opinions. The teacher acts as a facilitator during classroom activities so that students will ultimately be equipped with tools in order to generate a spontaneous language use outside the classrooms boundaries. It is actually considered as the means of developing fluency in the real learning situation. Significant changes have been noticed regarding the role of the language teacher over the years since CLT suggest that the teachers are meant to be less dominant in the classroom and develop more authentic relationships with students. Teachers are considered more as facilitators than commanders of every classroom activities (Beale, 2002).

Some researchers have taken a strong point of view for adopting CLT in Asian countries. Abebe et al. (2012) and Farooq (2015) believed that communicative activities are essential when using CLT in the classroom; however, to benefit from them there should be proper facilities and well trained teachers. Watamni and Gholami (2012) conducted a study on elementary students to investigate whether implementing communicative activities affect students' speaking skill. A quasi-experimental, non-equivalent, pre-test-post-test design was conducted to collect data. Results from their study show that the use of information gap activities in the classroom improves students' interaction with the teacher and other students and it maximizes students' opportunities to speak. Another study by Efrazaal (2012) which engaged in a classroom action research concluded that student motivation and speaking skills improved when using CLT and the use of communicative activities develops communicative competence. Ahmed et al. (2014) conducted a

## The Role of Communicative Activities in Enhancing EFL Learners' Speaking Skill

study that included 260 students from 13 schools in Terengganu, Malaysia for 6 months. They used a mixed method design, and a number of communicative activities that required pair and group work were adopted. Findings indicated positive impact of CLT activities on speaking skills. From The previous studies it is clear that implementing communicative language teaching through the use of communicative activities can help strongly students' speaking skill.

### **3. Significance of The Study**

This research work brings to light the importance of speaking skill. It shows the problems and the reasons that make the student always silent in the class especially for first year students because they are in new environment, students are not familiar with oral classes so that they are more likely to avoid interacting in classroom and be passive in the teaching learning process. The present study gives the teacher some strategies and techniques that work for the enhancement of speaking skills of the students in class. This research seeks to assist students in boosting their ability to communicate in English, to motivate students in order to get an interesting learning environment and to improve students' speaking ability, as consequence of learning.

### **4. Aims of The Study**

This academic research aims at presenting a brief description for foreign language speaking skill and its recent status in the light of what was presented in the related literature particularly within the emergence of the recent communicative approach to FLT. It aims to clarify the factors that affect students' speaking abilities, with specific expression of the common dilemmas teachers face when trying to address the teaching of speaking. It covers some points needed to be improved when dealing with speaking, as it shows the necessary communicative activities that must be designed by the teacher in classroom in order to enable his learners to produce a meaningful

The Role of Communicative Activities in Enhancing EFL Learners' Speaking Skill

English oral performance in a pleasant environment as well as to overcome their weaknesses and difficulties.

## **5. Research Questions**

This study seeks to answer the following research questions:

How can the communicative activities help the EFL learners to enhance their oral performance?

What is the students' attitude toward the communicative activities implemented in class?

What's are the main difficulties that face the student while speaking in class?

## **6. Research Hypotheses**

Through this study, we hypothesize:

**Hypothesize 1:** We do agree that there is a relationship between the speaking skill and communicative activities.

**Hypothesize 2:** We hypothesize that communicative activities can enhance students' speaking skill.

**Null hypothesize:** We hypothesize that communicative activities cannot enhance students' speaking skill

## **7. Research Methodology and Tools**

## The Role of Communicative Activities in Enhancing EFL Learners' Speaking Skill

In order to achieve the aims of this study and to confirm the hypotheses; a qualitative approach will be used. This approach helps to dive deeper in the problem and study the role of implementing the communicative activities in improving students' speaking skill.

### **7.1 Population**

This research, the population will be used is the first year students from English Department at Biskra University.

### **7.2 Sample:**

To conduct this study, 28 First year students from English Department at Biskra University will be chosen randomly because at these level students start studying oral expression and they will face this problem.

### **7.3 Research Tools:**

Two data gathering tools will be used to collect data about the actual study. A questionnaire will be submitted to the sample of the study (First year students) to collect reasons, attitudes and their opinions about the topic. Moreover, an interview with oral expression teachers about the causes, consequences, and some solutions to motivate students to interact and communicate in the classroom.

## **8. Preliminary Outline**

The present study is divided into three main chapters. The first two chapters represent the literature review, and the third will be devoted to the field work. The first chapter will tackle some definitions, types, functions and importance of the speaking skill and some problems that face the student in speaking. In the second chapter we will spot the light on the communicative approach,

## The Role of Communicative Activities in Enhancing EFL Learners' Speaking Skill

what is the communicative language teaching, its background and principles and the major types of communicative activities, while the third chapter deals with analysis of the data collection, the result of the study is presented after the treatment.



# **Chapter One**

## **Communicative Activities**

## Chapter One: Communicative Activities

Introduction.....	11
1.1.8. A Historical Perspective on Communicative Language Teaching (CLT).....	12
1.1.9. The Concept of CLT .....	13
1.1.10. Assumptions of CLT .....	14
1.1.11. The Characteristics of CLT.....	16
1.1.12. The Goal of CLT.....	17
1.1.13. Communicative Competence.....	18
1.1.14. The Theory of Learning and Teaching Communication.....	21
1.1.14.1. Types of Classroom Communicative Performance .....	21
1.1.14.1.1. Imitative Speaking Performance .....	22
1.1.14.1.2. Intensive Speaking Performance.....	22
1.1.14.1.3. Responsive Speaking Performance.....	23
1.1.14.1.4. Transactional Speaking Performance.....	23
1.1.14.1.5. Interpersonal Speaking Performance.....	24
1.1.14.1.6. Extensive Speaking Performance.....	25
1.1.14.2. CLT Practitioner .....	26
1.1.14.2.1. CLT Teacher.....	26
1.1.14.2.2. CLT Learners.....	29
1.1.14.3. Materials for Communicative Language Learning.....	30
1.1.14.3.1. Text-Based Materials.....	30
1.1.14.3.2. Task-Based.....	30
1.1.14.3.3. Realia.....	31
1.1.14.4. Syllabus in CLT.....	31
1.1.14.4.1. Characteristics of the Functional-Notional Syllabus.....	32
1.1.14.5. Techniques of CLT .....	33
1.2.1. Definitions of Communicative Activities.....	34
1.2.2. The Importance of Communicative Activities .....	35
1.2.2.1. They Provide Whole Task Practice.....	35

1.2.2.2. They Improve Motivation .....	36
1.2.2.3.They Create a Natural Learning.....	36
1.2.3. Characteristics of Communicative Activities.....	36
1.2.4. Communication Activities in Teaching Process .....	37
1.2.5.1. Types of Communicative Activities.....	39
1.2.5.1. Gap Activities.....	39
1.2.5.2. Discussions.....	39
1.2.5.3. Class Surveys.....	40
1.2.5.4. Telling Stories.....	40
1.2.5.5. Games.....	40
1.2.5.6. Role Player.....	41
1.2.6. The Role of Communicative Activities in Enhancing Speaking Skill.....	42
Conclusion.....	43

## **Introduction**

One of the challenges that English foreign language teachers encounter is enhancing students' oral performance. As English Foreign language teacher, it is required for them to find different activities to promote the learners' speaking skill and communicative performance. Equally, English Foreign language learners long to use communicative activities as a tool to enhance their oral competences and to perform effectively when engaging in suitable tasks within dynamic atmosphere. Therefore, the researcher opted for communicative activities including different items that will be discussed.

This chapter is divided into two sections. The first section provides insights about the notion of communicative language teaching, starting with its historical perspective, its definitions, and its essential assumptions. Moreover, it displays the goal of CLT in an attempt to understand its usefulness in EFL classrooms and finally, it sheds the light on the communicative competence as well as the theory of learning and teaching communication. The second part is distributed to a theoretical background of communicative activities including its definitions, its importance and demonstrating some chosen characteristics of it. It also tries to survey the classification of communicative activities and it as well seeks to elucidate the different types of authentic materials can be obtained. Lastly, this chapter discusses the relation between communicative activities and speaking skill in addition to some examples of it.

## Section One

### Communicative Language Teaching

#### 1.1.1. A Historical Perspective on Communicative Language Teaching (CLT)

The early of 1960s, research and case studies began to emerge linking to the changes in the British language teaching tradition. Padilla (2012) declares that Situational language illustrated the major British approach to teaching English as a remote language where it was instructed by practicing essential structures in important situation-based activities. It is pertinent at this point to say that, situational Language is an approach based on a structural view of language and speech.

After that, British applied linguists' assurance another crucial dimension of language that was insufficiently tended to in current approaches to language teaching at that time the useful and communicative potential of language (Padilla, 2012). They realized that they were obliged to be center in language teaching on communicative capability instead of on unimportant dominance of structures.

A further driving force for diverse approaches to target language teaching derived from changing educational realities in Europe. With the expanding interdependency of European countries came the require for more exertion to educate grown-ups the best languages of the European Common Market and the Council of Europe, a territorial organization for cultural and instructive participation. One of the Chamber of Europe's major areas of movement was on education. It supported worldwide conferences on language teaching, distributed monographs and books concerning Language teaching (Padilla,2012). Thus, the verbalization and creation of elective methods of language teaching was always in their greater importance

## The Role of Communicative Activities in Enhancing EFL Learners' Speaking Skill

The emergence of notional syllabuses started in 1972s when Wilkins submitted a functional or communicative syllabus for language teaching. His commitment was an examination of the communicative implications that language learners have to interpret and express. Also, he characterized two categories of implications: notional categories (concepts such as time, arrangement, amount, area, and recurrence) and categories of communicative work (demands, refusals, offers, complaints).

In the same time, Padilla (2012) states that the Council of Europe joined Wilkin's semantic/communicative investigation into a set of details for a first-level communicative language syllabus. This means that the needs of international communication in the early 1990s leads to the adaptation of the communicative approach or communicative language teaching in many countries as a response to the audio-Lingual method (ALM), and as an extension or development of the National-Functional syllabus.

### **1.1.2. The Concept of CLT**

Communicative language teaching or what also called as communicative approach or has highlighted several definitions that have been proposed to show the need to be explicit about exactly what is meant by the term CLT.

The communicative approach in language teaching starts from a theory of language as communication (Harmer, 2001) .Communicative language teaching could be a set of convictions which incorporates not as it were re-examination of what perspectives of language to educate that stresses the centrality of language functions; however, the shift in emphasis in how to teach the related idea.

## The Role of Communicative Activities in Enhancing EFL Learners' Speaking Skill

Equally, Richards (2006) claims that Communicative Language Teaching may be a collection of standards connected with the objectives of language teaching that help the learners to acquire the target language, and to practice more classroom activities with the aim of encourage both instructors and learners within the communicative classroom. Here, he means CLT is a set of principles about teaching including recommendations about method and syllabus where the focus is on meaningful communication not on structure use. In this approach, students are given tasks to accomplish using language instead of studying the language.

### **1.1.3. Assumptions of CLT**

Richards (2006, p.22) lists the ten core assumptions of current communicative language teaching as follows:

- Second language learning is facilitated when learners are engaged in interaction and meaningful communication,
- Effective classroom learning tasks and exercises provide opportunities for students to negotiate meaning, expand their language resources, notice how language is used and take part in meaningful interpersonal exchange,
- Meaningful communication results from students processing content that is relevant, purposeful, interesting and engaging,
- Communication is a holistic process that often calls upon the use of several language skills or modalities,
- Language learning is facilitated both by activities that involve inductive or discovery learning of underlying rules of language use and organization, as well as by those involving language analysis and reflection,

## The Role of Communicative Activities in Enhancing EFL Learners' Speaking Skill

- Language learning is a gradual process that involves creative use of language, and trial and error. Although errors are a normal product of learning, the ultimate goal of learning is to be able to use the new language both accurately and fluently,
- Learners develop their own routes to language learning, progress at different rates, and have different needs and motivation for language learning,
- Successful language learning involves the use of effective learning and communication strategies,
- The role of the teacher in language classroom is that of a facilitator, who creates a classroom climate conducive to language learning and provides opportunities for students to use and practice the language and to reflect on language learning.
- The classroom is a community where learners learn through collaboration and sharing.

The aforementioned assumptions pave the way for learners to interact meaningfully when they are engaged in real communication through their use of English. Effective classroom learning tasks are tools that urge learners to exchange their ideas easily. These tasks also underlie learning the language as well as their rules to be capable sufficient. Thus, the instructors play a pivotal role in adapting his/her own style to help learning communicatively and fluently.

### **1.1.4. The Characteristics of CLT**

Brown (2001) suggests the six interconnected characteristics of CLT. They are described as follows:



## The Role of Communicative Activities in Enhancing EFL Learners' Speaking Skill

- 1) Classroom goals are focused on all the components (grammatical, discourse, functional, sociolinguistic, and strategic) of communicative competence. Goals therefore must intertwine the organizational aspects of language with pragmatic.
- 2) Language techniques are designed to engage learners in the pragmatic, authentic, functional use of language for meaningful purposes. Organizational forms are not the central focus, but rather aspects of language that enable the learners to accomplish those purposes.
- 3) Fluency and accuracy are seen as complementary principles underlying communicative techniques. At times fluency may have to take on more importance than accuracy in order to keep learners meaningfully engaged in language use,
- 4) Students in a communicative class ultimately have to use the language, productively and respectively, in unrehearsed context outside the classroom. Classroom tasks must therefore equip the students with the skills necessary for communication in those contexts.
- 5) Students are given opportunities to focus on their own learning process through an understanding on their own styles of leaning and through the development of appropriate strategies for autonomous learning, and
- 6) The role of the teacher is that of facilitator and guide, not an all-knowing bestowed of knowledge. Students are therefore encouraged to construct meaning through genuine linguistic meaning through genuine linguistic interaction with others.(p.43)

Along these lines, the aforementioned characteristics demonstrate that the reason of learning the language in CLT is to select all components of language to form structured sentences. Considering that fluency as vital as accuracy in CLT; the instructor need to adjust the exercises which center on both fluency and precision. In other words, the instructor directs the students'

## The Role of Communicative Activities in Enhancing EFL Learners' Speaking Skill

attention to speak about meaningful and chosen topics using both the needed vocabulary and fluency (without hesitation or getting stuck). Also, He ought to provide the classroom exercises with many opportunities to use English language through fitting methodologies and autonomous learning.

### **1.1.5. The Goal of CLT**

The main goal of learning any language is to know how to utilize the language according to its purposes and situations, moreover, it is vital for EFL learners to know how to keep the conversation running well by giving attention to whom they speak with and where the conversation happens.

Harmer (2007, p.165) characterized “communicative competence as the capacity to use the linguistic framework to achieve certain capacities and to carry out these functions inside the social settings. To express it differently, Learners have to know how to use the grammar, syntax, and vocabulary of a language. Communicative competence based on the ability to use the language clearly and appropriately to accomplish communication objectives. He (2001) asserts that communication needs to utilize the language to achieve a few capacities, in particular arguing, persuading, and promising. It means that Communication is set to engage the learner in a situation that needs both intention and expressions to use the language accurately but also appropriately.

Similarly, Richards (2006, p.3) believes that communicative competence is made of four aspects of language information. First, Communicative competence urges the learners to know the best way of using the language for its different purposes and functions Such as: interpreting socio-linguistic contexts. Second, Communicative competence is based to recognize the language's pragmatics. To explain more, learners need to take on his/her consideration when, who, where,

## The Role of Communicative Activities in Enhancing EFL Learners' Speaking Skill

and to whom the message is conveyed. Additionally, when learners know how to produce and understand different types of texts means being able to understand and convey real meaning in actual communication situations. For Example: reading and writing tasks when the teachers ask their students to write dialogues or to comprehend a text and respond to its questions. Finally, learners need to have a baggage of language knowledge specially vocabulary and lexical terms, E.g: activities include what words do they use? How do I put them into phrases and sentences?

Thus, communicative language teaching aims to enable learners to communicate in the target language. Hence, they need to develop their knowledge of the linguistic forms, meanings, and functions and they need to know that many different forms can be used to perform a function Also, they need to enhance their linguistic and professional abilities and skills as well as their culture and social competence.

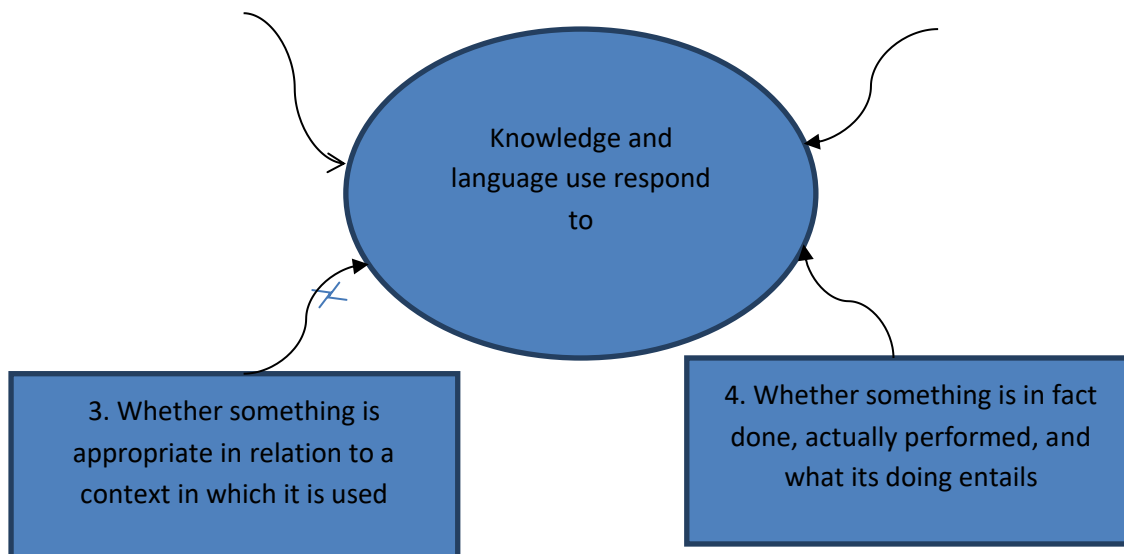
### **1.1.6. Communicative Competence**

The discovery of communicative competence has passed through different stages until arriving at the concept we know nowadays. From this assumption, Hymes's theory of communicative competence was a definition of what a speaker needs to know in what a speaker needs to know in order to be communicatively competent in order to be communicatively competent in speech community as follow:

1. Whether something is formally possible

2. Whether something is convenient

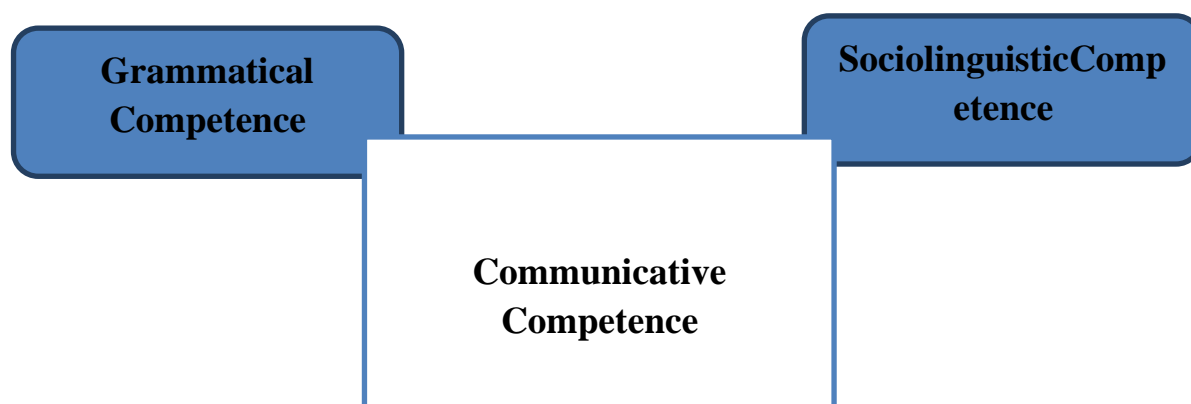
## The Role of Communicative Activities in Enhancing EFL Learners' Speaking Skill



*Figure 1.1 Components of Communicative Competence (Hymes, 1972)*

The figure above shows the knowledge of language structure and language use to respond to discrete points tests. These are classified as follows: whether something is formally possible, whether something is convenient, whether something is appropriate in relation to a context in which it is used, and whether something is in fact done, actually performed, and what its doing entails. This indicates that there is correlation between what the learner have been taught in classes and the development of second language knowledge. Second language learners; therefore, follow sequence of stages in order to learn particular linguistic structures according to its context.

Lastly, Canale and Swain (1980) divided the communicative competence into four constituents as follow:





**Figure 1.2** *Communicative Competence Divisions (Canale & Swain, 1980)*

According to Canale and Swain (1980), learners have to work on developing all the aspects of language beginning with the discourse competence (including, cohesion, coherence and rhetorical organization). And grammatical competence which Chomsky calls linguistic competence (Cook, 2008), it is the knowledge of grammar, lexis, morphology, syntax, semantics and morphology. Then, the sociocultural competence that deals with the sociocultural rules of language use. At last, to become a successful user of a foreign language it is necessary to consider another aspect of foreign language teaching and learning – Strategic competence; the mastery of verbal and non-verbal communication strategies that may be called into action for two main reasons: to compensate for breakdowns and to enhance to effectiveness of communication..

### **1.1.7. The Theory of Learning and Teaching Communication**

Many different theories have been presented on how one acquires a new language. In the late of 1950s, the behaviorist B.F. Skinner in his book entitled “ Verbal Behavior”, claimed that acquiring a language through positive or negative reinforcement (Skinner,1957). The linguist Noam Chomsky responded to Skinner’s theory in his book Review: Verbal Behavior where he presented his ‘Cognitive Theory’ (Chomsky,1959). In his perspective, learning a language through learning the rules of the language system and over time one brings in the competence to master the language (ibid).

## The Role of Communicative Activities in Enhancing EFL Learners' Speaking Skill

Subsequently, Hymes (1968) a sociolinguist responded to Chomsky's concept of "competence" in his published a work wherein he expanded the concept of competence and into a new one called 'communicative competence'. He believed having learner's knowledge of how language is used in different social situations and the knowledge of a language's forms and structures can lead to competence. The combination of ability and knowledge came to be known as 'the communicative competence' (Hymes, p.249). Communicative competence is a new concept that influenced English language teaching during the 60s and 70s (Hedge, 2000, p.46). A new syllabus for English language learning based on both the functional and situational use of language brought about the development of 'the communicative classroom'.

### 1.1.7.1.Types of Classroom Communicative Performance

Brown (2001) categorizes six types of classroom communicative performance, which are imitative, intensive, and responsive speaking performances, transactional and interpersonal dialogs, as well as extensive monologs.

- **Imitative Speaking Performance**

The majority of EFL learners tend to imitate oral language like native speakers. Imitative speaking performance refers to the one's ability to repeat some phrases or sentences. It is done for the reason of establishing interaction between the teacher and learners through listening and repeating, which is basically referred to as drilling in the audio lingual-method. Brown (2004, p. 141) claims that imitative speaking implies "the ability to simply parrot back (imitate) a word or phrase or possibly a sentence". Classroom speaking may be devoted to imitative talk, for example, when a learner tries to pronounce certain syllables of a word, imitation, then can be helpful since

## The Role of Communicative Activities in Enhancing EFL Learners' Speaking Skill

the focus is on some particular elements of language form. Thus, Imitative speaking performance is to use communicative activity that focus on a few specific components in language shapes and few linguistic challenges. Learners may practice of an intonation contour or try to pinpoint a certain vowel sound. For example: repetitions' activities; where the learners listen and repeat the pronunciation of English words and expressions.

- **Intensive Speaking Performance**

Intensive speaking performance goes one step beyond imitative to include any speaking performance that is designed to practice some phonological or grammatical aspect of language (Brown, 2004). As a term suggested intensive speaking is comprise any oral performance that are designed to practice some phonological, lexical, or grammatical aspects of language. The concept requires some Interaction through pair work or individual activities through learners. And unlike imitators, intensive, requires working between pairs or groups where learners are learning certain forms of the language. Generally, this type of activity is outlined to practice grammatical aspect of language including some phonological or syntactic angles of language through controlled speech and production. Such as, direct questions/ answers.

- **Responsive Speaking Performance**

This kind of speaking performance requires providing certain responses, such as comments, remarks, or feedback. It also should not exceed the pattern of very short conversation ranging from greetings and small talk to simple requests. The teacher can acts as a prompter by encouraging the students to talk brief, comprehensible, and short. Their answers should not extend to long conversations, rather; it should be meaningful and authentic like the following example the learner to respond and the students answer should be clear, simple and concise. For instance:

## The Role of Communicative Activities in Enhancing EFL Learners' Speaking Skill

A: How are you today?

B: Fine, thanks, and you?

A: So, what did you write on question number one?

B: Well, I was not sure, so I left it blank (Brown, 2000).

The common activity could be a kind of brief answers from the teacher's questions or students and it have not any connected to dialogue. For instance: teachers give pictures to their students and ask them for more description and elicitations.

- **Transactional Speaking Performance**

In the transactional speaking the learner attempt to provide and exchange knowledge or information about a topic selected by the teacher in a form of dialogue through group or pair work. Unlike the responsive speaking, the transactional dialogue answers are debatable and negotiable. For example:

A: What is the main idea of the first paragraph of this essay?

B: The United Nations should have more authority.

A: More authority than what?

B: Then it does right now

A: What do you mean?

B: Well, for example, the United Nation should have the power to force a country like Iraq to destroy its nuclear weapons.



## The Role of Communicative Activities in Enhancing EFL Learners' Speaking Skill

A: You don't think the United Nations has that power now?

B: Obviously not. Iraq is still manufacturing nuclear bombs. (Brown, 2000)

As a result, Transactional speaking performance involves dialogues where the learners are expected to conveying and exchanging specific information.

- **Interpersonal Speaking Performance**

Another type of speaking is the interpersonal dialogue which was created to maintain social relationships rather than the exchange of knowledge and information. It is challenging for learners because it includes some tricky factors to deal with such as: a causal register, colloquial language, emotionally charged language, slang, ellipsis, sarcasm, covert agenda and other sociolinguistic conventions that are not easy to be used by the learner. For example:

Lara: Hello, Josh, How's it going?

Josh: Oh, so-so.

Lara: Not a great weekend, huh?

Josh: Well, far be it from me to criticize, but I was pretty miffed about last week

Lara: Oh, wow, this is great, wonderful. Back to square one. For crying out, loud, Josh, I thought we'd settled this before. Well, what more can I say?

Due to this, interpersonal speaking performance (dialogues) is focus more on social relationships than for the transmission of facts and information. The learners are asked to create conversation; however, sometimes learners could face difficulties within the dialogs that include

## The Role of Communicative Activities in Enhancing EFL Learners' Speaking Skill

a casual register, colloquial language, emotionally charged language, slang, ellipsis, and mockery. Subsequently, they need to be productive to understand the hidden meaning.

- **Extensive Speaking Performance**

The last type is extensive speaking performance (monologues) is a given activity to the advanced levels are called on to give extended monologue in the form of oral reports, summaries, or perhaps short speeches. Learners are expected to provide extended monologue in the form of oral reports or presentations, summaries, or even short story telling where students get more opportunities for classroom interaction.

Extensive oral production tasks include speeches, oral presentations, and story-telling, during which the opportunity for oral interaction from listeners is either highly limited (perhaps to nonverbal responses) or ruled out altogether. Language style is frequently more deliberative (planning is involved) and formal for extensive tasks, but we cannot rule out certain informal monologues such as casually delivered speech (Brown, 2004, p.142).

Since types of Classroom Communicative Performance are crucial in learners communicative abilities, they should be aware about those types and try to improve them and use them when they need. To do so, it is necessary to examine also what are the speaking elements.

### **1.1.7.2. CLT Practitioner**

#### **1.1.7.2.1. CLT Teacher**

##### **A. Characteristics of CLT Teacher**

Many discussions have been done in teaching communicative field to find out who is the best teacher for oral course. Some of the experts like Liao (2000) believes that, the best choice is

## The Role of Communicative Activities in Enhancing EFL Learners' Speaking Skill

the teachers whom had training by educational Administrators. As he asserts, they teachers who teach oral courses are ought to have a thorough knowledge, competence and qualifications in mastering the target language to transmit their messages and ideas. Owing to the fact, that the training teachers are the appropriate ones who could avoid communicative language 'problems and to hold this mission.

### **B. Training of CLT Teacher**

The training course refers to train teachers how to direct their activities on supporting the trainer to use his/her potentials to be as competent as native speakers. It is a preparation for them to teach communication in a level that satisfies the learners (Richards &Forrel, 2005; 2003).In the same line, Liao (2000) adds that there is a lack of CLT training for EFL teachers which may be one the most challenging difficulties of the teaching) as well as learning English language ( teachers vis-à-vis leaners). Additionally, Gamal and Debra (2001) support that most CLT teachers need training to avoid any obstruction and problems. Most of Algerian universities do not have training programs for oral teachers. For that reason instructors need proficient improvement in their English capability and educating aptitudes. This causes instructors within the division to lack confidence to spur their learners to take an interest in CLT based activities.

### **C. The Role of CLT Teacher**

To be a CLT teacher entails to perform various roles along with the objectives' needed to reach. In this vein, Breen and Candlin (1980, p.99) present five different roles as follow:

- **Facilitator**

## The Role of Communicative Activities in Enhancing EFL Learners' Speaking Skill

Teacher as facilitator will be use active teaching methodology, orchestrate rich activities, and adopt project based on the target discipline to facilitate the communication process in the classroom and makes learning easier for them. S/he will make sure that his/her students understand everything and improve their competences and qualities and helps them to overcome whatever difficulties they might encounter in the process of learning.

- **Independent Participant**

S/he has to participate more closely within their learners for the matter of helping them to be more familiar with their communicative needs. In turn, the learners also will make the teacher know about his/her learning challenges to resolve them. However, the teacher's participation should not be dominating.

- **Resource**

Being resource means that the teacher should offer an appropriate feedback, and useful activities. Furthermore, he should be ready to respond to students' queries and requests and prepare him/herself for any kind of questions and needs whenever they seek his/her help his/her self to students' questions and needs. In this role, he plays a less directive role where students take the initiative and ask the teacher for advice and counsel intending to be a helpful and supportive.

- **Researcher**

In this part, teacher needs to be involved to make investigations about the genres of skills, language, and activities used in CLT class. Thus, Research and teaching go hand-in-hand to develop the suitable methods and useful tasks that tends to teach leaners more realistic language

## The Role of Communicative Activities in Enhancing EFL Learners' Speaking Skill

(using social language as resources, expressions) and produce meaningful and real communication at all levels.

- **Monitor**

Monitor role goes around the class during individual, pair and group work activities. The teacher as monitor has to check the classroom environment, learners' target language use and consults supporting and encouraging for all the learners in projects and group work. Additionally, s/he should monitor his/her students' performance and gives feedback if necessary helpfully to have effective influence on positive outcomes of the students and encourage them for creativity and critical thinking in their communicative performance.

To conclude with, CLT teacher plays many pivotal roles. Teacher's role creates an active learning environment due to this fact, s/he is asked to follow and acquire some basic qualifications and standards about teaching communicative language.

### 1.1.7.2.2. CLT Learners

#### A. Role of The Learner

- Concerning the role of the learners in CLT, EFL classrooms do not only depend on the teacher part but on the students part as well (Fosch, 2017). Ultimately, the majority of EFL classrooms, in this method, the learners contribute and cooperate through communication in variety of tasks assigned by the teacher, in which s/he guides, facilitates and directs the tasks rather than being dominant as in the traditional approach (Rouf, 2018). Consequently, the students obtained various roles in second language classes that can be listed as follows (as cited in Fariya, p.12).

## The Role of Communicative Activities in Enhancing EFL Learners' Speaking Skill

- **Negotiators For Meaning:** Negotiators for meaning: The learner as negotiator between the self, the learning process and the objective of learning emerges from and interacts with the role of joint negotiator within the group and within the classroom procedures and activities which the group undertaken.
- **Communicators:** They need to communicate with each other and share their opinions in the class.
- **Discoverers:** They have to discover how to improve their learning.
- **Contributors of Knowledge and Information:** the implication for is that learner should contribute as much as he gains and thereby learn in an independent way.

In line with this element, learners have a vital role in monitoring the learning process. They are no more controlled by the teacher authority but instead they became active participants under the assistance of their teacher.

### 1.1.7.3. Materials for Communicative Language Learning

In communicative language teaching, there are various types of materials that are used to promote the learning-teaching process. Materials in CLT are the aids used by the teacher to simplify the teaching and make it clearer for the students (Greeta, 2020, n.d); Materials, therefore, are used in the classroom to allow learners to interact with each other; consequently, many teachers attempt to enable students to become competent in communication using these materials (Breen, Candlin & Waters, 1979). Hence, EFL researchers considered three types of materials that are used in CLT and they are the following: Text-Based materials, Task-Based materials and Realia (Communicative language teaching, n.d.).

- **Text-Based Materials**

## The Role of Communicative Activities in Enhancing EFL Learners' Speaking Skill

A variety of games, role plays, simulations and task-based communicative activities have been prepared to support classes. They are in form of exercise handbook, cue cards, activity cards, and interaction booklets (Padilla, 2012, p. 28).

- **Task-Based**

Task-based materials consist of games, role plays, cue cards, they come in the form of “activity packs”, “workbooks”, or as an appendix at the end of the textbook (Aicart, 2018).

- **Realia**

Using realia means using authentic materials; materials that are concrete, like maps, newspapers, photos, symbols and many more. This kind of materials make the learning more meaningful because learners will be able to practice the language easily; for example, photos are used to describe something and to know the places of things whether above, in front of, or behind (Communicative approach, n.d.).

### **1.1.7.4. Syllabus in CLT**

Syllabuses are a way that plans a specific course. According to Murcia (1991), a syllabus is “an inventory of things the learner should master” (as cited in Madkur & Nur, 2014, p.2). Similarly, McKay (1978) claimed “syllabus provides focus on what should be studied along with a rationale for how the content should be selected and ordered” (as cited in Sharif, n.d, p.6).

According to many researchers there have been various discussions on the nature of syllabus in CLT. These discussions proposed one of the first models: the Notional syllabus; specified on the semantic-grammatical categories and the Functional syllabus; concentrates on what the learner needs to express (Communicative language teaching, n.d.).

## The Role of Communicative Activities in Enhancing EFL Learners' Speaking Skill

Traditionally, language learning syllabus for schools and colleges were unable to fulfill the students' needs; they were mainly structured with grammatical categories such as nouns, verb tenses...etc without applying them in real life context. Years later, applied linguists and educators were dissatisfied with such formalistic views. Therefore, they developed large body of work that focuses not only on structures of the language but also on the language function the learners' perform. This work is named: the Functional-Notional. This approach combines between two important elements, the meanings (notions) and the communicative acts (the functions) (Shammari& Al-Sibai, 2005).

Designing functional-notional syllabus in CLT should be based on communication, because it is an important element in social and cultural context. Learners may use the language in "different topics with the need of the grammar, the situations in which they might typically need to use the language (e.g., business, travel...), the topics they might need to talk about (e.g., shopping, education), the functions they needed language for (e.g., expressing agreement, requesting something), the notion made use of communication (e.g., time, duration) as well as vocabulary and grammar needed" (Communicative language teaching, n.d). Through different research, for further clarifications go or check to appendix 3.

### **1.1.7.4.1. Characteristics of the Functional-Notional Syllabus**

Finocchiaro and Brumfit (1983) collected specific characteristics that show the beneficial of this approach. A functional view of language focusing on doing something through language is selected as first characteristic, what comes next is a semantic base, as opposed to a grammatical or a situational base, then, a learner-centered view of language learning. Next comes a basis in the analysis of learner needs for using language that is reflected in goals, content selection and



## The Role of Communicative Activities in Enhancing EFL Learners' Speaking Skill

sequencing, methodology, and evaluation. Moreover, a learner-centered goals, objectives, and content organization reflecting authentic language behavior and offering a spiraling development of content is considered as one of these characteristics. Lastly comes a learning activities involving authentic language use; and testing focused on ability to use language to react to and operate on the environment (as cited in Sabah, 2018, p.8).

To conclude, Functional-Notional syllabi are the most readily applicable syllabus to design courses and programs for learners. It focuses on the grammatical categories and the use of the target language in different situations; i.e., using the language in relation with the context.

### 1.1.7.5. Techniques of CLT

Teachers in CLT attempt to engage their learners in authentic communication through any activity that support encourage and promote the learners' communicative competence (Communicative language teaching method, 2010, p.21). Consequently, researchers considered some techniques that help learners to contribute in the communicative activities. These are as follows: first, meaning is paramount, second, dialogues, if used, enter around communicative functions and are not normally memorized. Third, contextualization is a basic premise. (Meaning cannot be understood out of context. Teachers using this approach will present a grammar topic in a meaningful context. Example: If the new topic to teach is *Present Continuous*, the teacher will **not** mime the action of 'walking' and ask: What am I doing? I am walking. Instead, the teacher will show, say, pictures of her last trip and tell the students something like: I have pictures of my vacation. Look, in this picture I am with my friends. We are having lunch at a very expensive restaurant. In this other picture, we are swimming at the beach. Next comes language learning is learning to communicate and effective communication is sought. (When learners are involved in

## The Role of Communicative Activities in Enhancing EFL Learners' Speaking Skill

real communication, their natural strategies for language acquisition will be used, and this will allow them to learn to use the language.). Then, drilling may occur, but peripherally. Moreover, comprehensible pronunciation is sought, translation may be used where students need or benefit from it and reading and writing can start from the first day. Lastly comes communicative competence is the desired goal (i.e., the ability to use the linguistic system effectively and appropriately), teachers help learners in any way that motivates them to work with the language, and students are expected to interact with other people, either in the flesh, through pair and group work, or in their writings (Communicative language teaching, 2016).

To sum up, interaction plays a crucial role in EFL classrooms because it gives the learner the chance to put their communicative skills into practice; therefore, the aforementioned techniques help the teacher to engage his/her students to use the language and participate in different communicative tasks.

## **Section Two**

### **The Communicative Activities**

#### **1.2.1. Definitions of Communicative Activities**

Communicative activities include any activities that engage the learners where their main purpose of the activities is to communicate meanings effectively (Littlewood, 2002, p.16). Moreover, Communicative activities alludes to the classroom exercises that give a veritable data hole and make it conceivable for dialect learners to communicate with target dialect in Communicative Dialect Educating Approaches (Liao, 2000). This means that communicative

## The Role of Communicative Activities in Enhancing EFL Learners' Speaking Skill

activities are activities that deliver understudies both a want to communicate and a reason which include them in a changed utilize of dialect. They have genuine purposes: to discover data, to break down obstructions, to conversation almost oneself, and to memorize approximately the culture. Indeed when a lesson is centered on creating perusing or composing abilities, communicative exercises ought to be coordinates into the lesson.

In connection with this, Harmer (2001, p.85) confirms that a key to the enhancement of communicative reason and the want to communicate is the information hole. A communication happens to shut that gap so that speakers involved within the communication have the same data at the end. Therefore, a teacher ought to make data crevice within the classroom activities in case he needs to provide a genuine circumstance in communication among learners communicating ideally. The activities can empower the learners to talk in the foreign language so that they can allow positive commitments toward speaking learning operation.

In emphasizing the previous ideas, communicative activities are classroom exercises that include learners in producing, comprehending, or connection in shifted utilize of the target language to communicate with numerous purposes. Communicative activities can be conducted within the classroom by putting the learners in a situation where they ought to perform an errand by communicating ideally. The exercises can empower the understudies to talk in the target dialect so that they can grant positive commitments toward speaking learning prepare.

### **1.2.2. The Importance of Communicative Activities**

Communicative activities aim to involve the learners to use the target language in the learning process. Littlewood (1981, pp.17-18) suggests 3 purposes of communicative activities as follows:

## The Role of Communicative Activities in Enhancing EFL Learners' Speaking Skill

- **They Provide Whole Task Practice**

Learning foreign language should be taught through the use of target language and practice communication, mainly through communicative activities. They focus on not only the grammatical structure of the language but also the language use in real-life situations. In account of, LFL does not include hone within the portion skill but also includes hone within the ability called entirety assignment practice. It implies that in foreign language learning, instructors got to give learners with different sorts of communicative exercises, organized in arrange to suit the capacity level of learners.

- **They Improve Motivation**

The student's extreme aim in learning a language is to take an interest in communication with others. They help students have more chance to talk to lots of classmates without a fear of making mistakes and help them to use their inspiration to memorize is more likely to be maintained in case their classroom learning can offer assistance them to achieve this aim with expanding victory.

- **They Create a Natural Learning**

Communicative exercises give chance for positive personal relationship to create among and between learners and instructor. These relationships can make an environment that underpins a person in his efforts to learn and also can achieve the outcome requires the participants to interact, which means not only speak with a person but also listen to what he or she is saying and react to it.

### 1.2.3. Characteristics of Communicative Activities

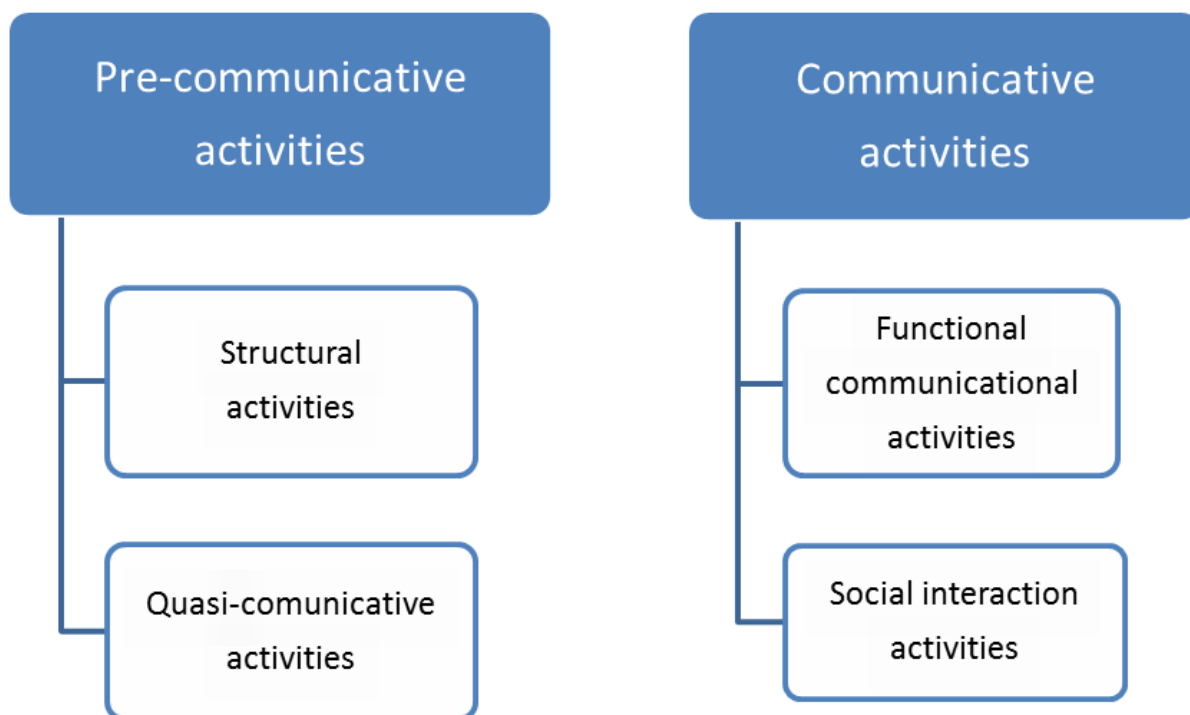
## The Role of Communicative Activities in Enhancing EFL Learners' Speaking Skill

Below are the characteristics of communicative activities proposed by Harmer (2001, p.85):

- a) Desire to communicate, means that the students should have a desire to communicate something.
- b) A communicative purpose, means that the students should have a purpose for communicating (e.g. to make a point, to buy an airlines ticket, to write a letter to a newspaper).
- c) Content not form, means that students should be focused on the content of what they are saying or writing rather than on a particular language form.
- d) Variety of language, means that students should use a variety of language rather than just one language structure,
- e) No teacher intervention, means that the teacher will not intervene to stop the activity, and
- f) No materials control means that the materials the teacher relies on will not dictate what specific language forms the student use either.

### **1.2.4. Communication Activities in Teaching Process**

Communicative Language Teaching (CLT) is based on the main goal of involving students in meaningful communication using the target language. There are many activity types that can be used in the classroom to achieve that goal. Richards and Rodgers (2001,p.171) present two main categories as follow:



**Figure 1.3** *Communicative Activities' Categories (Richards & Rodgers, 2001, p.171)*

The figure above divided into two main categories, pre-communicative activities and communicative activities that should be conducted by teachers in any oral class.

Pre-communicative activities have two main sub-categories: structural activities which are primary focus on linguistic forms and they allow the learner to practice the forms of language, but the situation is controlled by the teacher however; and Quasi-communicative activities which give its main interest on forms plus meanings.

Communicative activities have two important branches: functional communicative activities: give more concentration on meaning plus forms and they require students to use their language resources to overcome an information gap or solve a problem; social interaction activities: center on meanings and requires the learner to pay attention to the context and the roles of the people involved and attend to such things as formal versus informal language.

## The Role of Communicative Activities in Enhancing EFL Learners' Speaking Skill

Thus, the maturity of communicative skill in foreign language teaching through time push the teachers to develop their useful activities in order to make the students can practice to use the target language as if they are in real communication.

### **1.2.4. Types of Communicative Activities**

Scholars since 1960's have attempted to set the types of communicative activities. Scholars such as Littlewood (2002) who suggests the following types of CA:

#### **1.2.4.1. Gap Activities**

Littlewood (2002, p.22) describe this type of activity as a knowledge gap task; labels these activities as functional communication activities that emphasize sharing the information among learners and its processing where this information can be refers to a real communicative. The example of information gap activities are exchanging personal information, discovering missing information, identifying differences on pictures, role-plays, and so on.

#### **1.2.4.2. Discussions**

Discussions or conversations are commonly utilized tasks in oral class that gives substance for a wide extend of communication capacities and domains of meaning in which the teacher give a presented subject to their learners and they try to develop the conversation concerning this topic as if they in real communicative situation. Discussion activity can give more opportunities for students to express their own personality and experiences in the target language Littlewood (2002).

#### **1.2.4.3. Class Surveys**

In this type of activity Littlewood (2002) believe that it is a movement where all the learners within the gather have to be inquiring each other questions to discover data, which they at that

## The Role of Communicative Activities in Enhancing EFL Learners' Speaking Skill

point got to analyze and report back to the class. Doing studies can be a valuable way of getting students to associated, create address shapes, collect and analyze genuine information. Within the classroom, course overviews can have different points and capacities: as warmers, as ice-breakers for modern classes, as pre-reading exercises, to supply more liberated hone of target dialect, as errands etc. The key qualities of overviews are that they are communicative and energetic.

### **1.2.4.4.Telling Stories**

The point of these activities is to induce learners to deliver longer associated text so learners can develop imagination and a few expertise within the outside language. Additionally, Littlewood (2002) assumed that this type of activities will improve learner's imagination for example when they listen to their teacher or their each other , they imagine the situation in their minds to get butter understanding and they will improve their creation and they will develop their performance in the target situation .The exercises can be within the shapes of chain stories, picture stories, keep talking around a theme, and others.

### **1.2.4.5.Games**

Littlewood and his partner Hadfield (2005, p.20) argue that games are an agreeable action with a set of rules or terms against each other. They can be appropriate to assist learners in dominating the basics of communicative language as well as loose in learning the target language because its funny way can hold up the hampers of stress, shyness, and many challenges which can break done the will of students to raise their communicative competence. Littlewood list of numerous diversions that can be utilized in talking course such as spelling diversions, look diversions, matching games, etc.

### **1.2.4.6.Role Player**



## The Role of Communicative Activities in Enhancing EFL Learners' Speaking Skill

Ladousse (1987) as his classmates focuses out the uncommon reasons for utilizing the part play within the lessons because they found that role player activity is broadly spread and it is one of the leading communicative tasks may be a part play which trains learners within the classroom to bargain with erratic real-life conversation in an English talking environment. Also, it puts learners in circumstances in which they are required to utilize and create dialect vital in social connections additionally makes a difference them to construct up their social abilities. Utilizing part plays is useful especially whereas educating bashful learners who have trouble to take part in discussion around them. Through this movement they are put into various roles and not feel that their claim identity is embroiled. A part play is a basic communicative action which creates familiarity, advances interaction within the classroom and increments inspiration.

In controlled activity, the students can be given repetition practices or set of sentences prompted by pictures or word cues in which the aim is to improve the accurate uses of words, structures, and pronunciations and to foster confidence.

In guided activity, the teachers can give model dialogs which the students can talk about themselves and to communicate their own needs and ideas. In this activity, the students can carry out the tasks using language which has been taught.

In creative activity, on the other hand, the aim is to give either creative practices opportunity for predicted language items or general fluency practices where the specific language focus is less relevant. Moreover, the activity can increase the students' motivation since the students talk about themselves and help bridge the gap between the artificial worlds made in the classroom with its controlled language practice and the real world outside.

### **The Role of Communicative Activities in Enhancing Speaking Skill**

## The Role of Communicative Activities in Enhancing EFL Learners' Speaking Skill

Enhancing learner's speaking skill requires many strategies and activities. It requires being knowledgeable of all communicative aspects and being able to use those aspects in target situations. The reinforcement of the speaking skill and communicative activities can be linked up in the classroom in order to make the course more effective and purposeful.

First, Oradee (2012) states that teaching and learning process has given a crucial importance to the ability to speak because communication is a complicated task to do and it is the linchpin of any language. In other words, the learner aims at learning speaking to be as competent as native speakers to communicate without any troubles. Thus, s/he uses all the aspects of the language which means that communication is the bridge between two gaps.

Second, to improve the importance of communicative activities in developing speaking skill Oradee (2012) wrote:

“Speaking English is the most difficult for learners. In particular, EFL learners often stammer when speaking English. This results from learners' lack of exposure to authentic English language environments that allow them to use English for communication and expression. Furthermore, learners are not exposed to the cultures of the native English speakers. Speaking is the most important and essential skill.”(p.533)

As he noticed above, there two chief difficulties that encounter the learners to fulfill their communicative needs. The first is the lack of appropriate atmosphere to learn authentic English language. The second includes the poor cultural knowledge of the native English speakers (idioms, slangs...) that hinder the developments of any communication. To get rid of this difficulties, teacher use communicative activities provide the students with a higher level of motivation to learn the culture of the English language and to engage them to real-life situations.

## The Role of Communicative Activities in Enhancing EFL Learners' Speaking Skill

Moreover, Kaddour(2016, p.23) state "EFL teachers agreed that using communicative activities is one of the most effective and beneficial tools to reinforce first year English students' speaking." As a result, speaking skill can be developed through communicative activities which are important factors in teaching language for communication. They give the students the opportunity to interact as equal partners. Besides, they can motivate the learner to get a great number of opportunities to develop positive relationships between the teacher and the students as well as.

Referring to the previous teaching theories and many research studies in developing speaking skills using communicative activities, it was found that communicative activities improve students' development of speaking skills and students' attitude towards communicative language.

### **Conclusion**

Communicative activities include any activity that encourages learners to promote their speaking skill. This latter have different purposes that can be beneficial for the practitioners like breaking down barriers and developing communicative competence. Thus, the researchers suggest that these activities must be integrated in EFL lessons.

To sum up, this chapter dealt with various terms related to communicative activities; from a literature review of communicative language teaching, its definition, its characteristics and it tried to draw some theories of learning and teaching communication. Equally important, the researcher highlighted the main aspects of communicative activities, its definitions, importance and classification. At the end of the chapter, we surveyed some examples of CA and discussed the relation of communicative activities in enhancing students' speaking skill.

## The Role of Communicative Activities in Enhancing EFL Learners' Speaking Skill

In the next chapter, the researcher will shed light on the basic components of speaking skill, its definition and its importance. Teaching speaking skill will take place in the chapter as well. And at the end, we will deal with the methods of assessing speaking skill.

# **Chapter two**

## **Speaking Skill**

## Chapter Two: Speaking Skill

Introduction.....	45
2.1.6. Speaking in The View of Different Scholars .....	46
2.1.7. Importance of Speaking .....	48
2.1.8. Functions of Speaking.....	50
2.1.8.1. Talk as Transaction.....	50
2.1.8.2. Talk as Interaction.....	51
2.1.8.3. Talk as Performance.....	52
2.1.9. Elements of Speaking.....	53
2.1.9.1. Language Features.....	53
2.1.9.2. Mental /Social Procession.....	54
2.1.10. Characteristics of the Speaking Performance.....	56
2.1.10.1. Fluency.....	56
2.1.10.2. Accuracy.....	58
2.1.10.3. Grammar.....	58
2.1.10.4. Pronunciation.....	58
2.1.10.5. Vocabulary.....	59
2.2.2. Speaking as Skill.....	60
2.2.2. Relationship between Speaking and the Other Skills.....	60
2.2.2.1. Speaking vs. Listening .....	61
2.2.2.2. Speaking vs. Reading .....	62
2.2.3.3. Speaking vs. Writing .....	63
2.2.4. Teaching Speaking throughout Teaching Methods and Approaches.....	65

2.2.3.1. The Grammar Translation Method (GTM).....	65
2.2.4.2. The Direct Method (DM).....	66
2.2.4.3. The Audio Lingual Method (ALM).....	67
2.2.4.4. The Communicative Approach (CA).....	68
2.2.4.5. Competency Based Approach.....	68
2.2.5. Barriers in Speaking.....	69
1.2.4.1. Speaking Difficulties in EFL.....	70
1.2.4.2. Speaking Errors.....	73
1.2.5. Speaking Error Correction Strategies.....	74
1.2.5.1. Using Strategies.....	74
1.2.5.2. Using Communicative Activities.....	75
1.2.6. The Role of Speaking Skill and Communicative Activities in Enhancing Communicative Competence.....	77
Conclusion .....	78

## The Role of Communicative Activities in Enhancing EFL Learners' Speaking Skill

### **Introduction**

Speaking is among the four language skills (listening, reading, and writing) is more than the utterance of sounds, however, it is the act of forming meaningful, clear and informative words to be understood by the listeners. How do we as, learners and teachers, improve speaking skills with different speakers/listeners from different levels? Being skillful at speaking skill is one of the most challenging and most important skills that EFL/ESL learners seek to be competent at. Hence, in learning any language, thenceforward, we attempt to speak before any other skill. Teachers are asked to involve their learners into speaking, with a useful method and they need to look for affective and suitable strategies in order to give more opportunities of language use without any hesitation. Designing and planning speaking activities helps learners to monitor their speaking performance, to communicate naturally in front of their peers and to be well motivated to fulfill their speaking skills' needs.

The ongoing chapter is divided into two sections. The first section explains the term of speaking in different angles. It tackles its important types and its key elements. The second section deals with speaking skill related issues. Starting with the definition of speaking skill and its relationship with other skills (listening, reading, and writing). It sheds the light on its main characteristics in oral class performance and it investigates the barriers of speaking skill and corrected strategies to avoid them along with the development of teaching speaking skill throughout different teaching methods and approaches. Finally, this section explores the relationship between speaking skill and communicative activities to enhance learners' communicative competences.



### 2.1.1. Speaking in The View of Different Scholars

For many years, speaking as a tool of communication is a notably term to define. It has been the main concern or the subject matter of several researchers whom had actively study and yielded introduced a number of definitions that differed according to their domains.

As a starting point, Luoma (2004, p. 1) argues that “speaking in a foreign language is very difficult and competence in speaking takes a Long time to develop». It means that learning speaking is a skill that is not an easy task to improve in a short time. It takes time and efforts to get the expected level. He also suggests that what the learners need to know to speak in a foreign language. Firstly, learners have to master the sound system of that language because it is considered as an act of making vocal sounds. Secondly, they need to learn vocabulary to be able to communicate effectively and confidently. In addition, they need to be pragmatic while speaking a foreign language. To express it differently, speaking is more complicated than it is presumed at first and it is more than just pronouncing words. Learners must understand what is being said to them, and be able to respond appropriately (lexical competences) to maintain positive relationships or to achieve their communicative goals. Like: understanding idioms needs to know when and where the one should use them. For instance the idiom: “let the cat out of the bag” means to give away a secret.

In the same perspective, Boonkit (2010) defines speaking as the development of the relationship between more interlocutors; in other words speaking is the vital part of an effective communication since it improves both speaker and listener abilities to exchanging their messages and expressing their ideas and thoughts fluently in different situations. He adds that speaking is one of the four productive and macro skills which is more complicated than others since it involves

## The Role of Communicative Activities in Enhancing EFL Learners' Speaking Skill

phonology grammar lexicon culture and semantics fields. Therefore, it plays a vital role in enhancing learners' very effective oral performance in EFL languages.

Subsequently, speaking shifted to include new meanings from an art of communication at an oral activity. Thornbury (2005, p.20) states that speaking is an activity in real life that is carried out by speaker to carry out his/ her ideas to interact with listeners. The activities are unplanned and their continuity is based on situations. In line with this, Ladouse (Nunan, 1991, p.23), speaking is described as the activity as the ability to express oneself in the situation, or the activity to report acts, or situation in precise words or the ability to converse or to express a sequence of ideas fluently. For example when it comes to responding to interviews the interviewee speaks directly to the interviewer without getting being stuck and without rephrasing the former ideas.

Another definition comes from him when he declares that speaking is described as the activity as the ability to express oneself in the situation, or the activity to report acts, or situation in precise words or the ability to converse or to express a sequence of ideas fluently. In other words, speaking is one of the basic skills that EFL learners should master to achieve level of proficiency.

On the basic of what has been stated before, it can be concluded that speaking is an activity in which the speaker produces utterances to express his/ her thoughts in order to exchange information, so the listener understands what the speaker means. However, it is worth mentioning that in spite of all the attempts to define speaking, many scholars endeavor to define it more concise and precise.

### 2.1.2. Importance of Speaking

In learning Foreign Language, developing speaking competence and confidence for students tends to be a crucial question among instructors. The speaking skill has acquired a vital place in the communication skills.

In one hand, Murcia (2001, p.103) argues that for most people "the ability to speak a language is synonymous with knowing that language since speech is the most basic means of human communication. With speaking, learners can influence their listeners; it is a means of expressing and showing social positions and moving the solidarity of societies as well. Hence, speaking is important in both inside and outside the classroom for academic or career purposes. For professional purposes communicate with other people. So, speakers of foreign languages use speaking as a skill to have more opportunities in getting jobs in such companies; Baker and West up (2003,p.3) support that "a student who can speak English well may have greater chance for further education, of finding employment and gaining promotion."

In the other hand, Nunan (1991) writes "to most people, mastering the art of speaking is the single most, important factors of learning a second or foreign language and success is a measure item of the ability to carry out a conversation in the language"(p.39). That is to say, speaking is regarded as the key of element in developing learner's performance and achievement. It is considered also as the most essential language skill; as a result it needs more attention from the learners to avoid any kind of language's complex problems in convincing their messages, knowledge, feelings, ideas, and opinions directly. Additionally, some author researcher's state list of speaking's importance as follows:

## The Role of Communicative Activities in Enhancing EFL Learners' Speaking Skill

- ✓ Mastering speaking skills makes the speaker a well-rounded communicator who is a proficient in the four language skills. Such skillfulness provides the speaker with several distinct advantages which let them enjoy sharing idea with others and managing to understand and respect their own selves (Ransom, 2000)
- ✓ Mastering speaking skills helps the speaker to gain the attention of the audience and hold it till the completion of his/her message.
- ✓ Speaking skills are important to achieve the career success. Speaking enhances one's personal life by giving opportunities for travel, promotion, scholarships, or to attend conferences, international meetings, represents organizations in international events.
- ✓ Speaking to the public gives speakers the power to influence people and shape their decisions (Griffin, 2008, p.19).
- ✓ Speaking is a cross-cultural communication system whose function is to regulate consensus with respect to the recognition of cross-cultural identities and the coordination of a nation's political, economic, and social functions with other nations (Cushman & Cahn, 1985, p.13).
- ✓ Speakers of a foreign language develop a range of skills, strategies and behaviors, which assist them to manage the challengeable situations.
- ✓ Speaking opportunities facilitate a stronger sense of membership, respect and self-worth, learning management, agency and personalizing learning

(as cited in Achour,2014, pp.39-40).

In brief, the ability to speak is the most essential skill since it gives the learner the chance to negotiate and defend his opinion in a debate, express his feelings and thoughts, inform or explain or tell stories, i.e. through speaking we can show different functions of the language.

### **2.1.3. Functions of Speaking**

Speaking has various functions in human interaction that have different implications for teaching and learning. Richards (2006) develops Brown and Yule's framework to an expanded three-part version after, which includes: talk as transaction, talk as interaction and talk as performance

#### **2.1.3.1. Talk as Transaction**

In transactional talk, the speaker is focusing on what is said and on being understood clearly and accurately. In order to illustrate it more, Richards (2006) provides the following examples: making a telephone call to obtain flight information, asking someone for directions on the street, buying something in a shop or ordering food from a menu in a restaurant (p. 6). Therefore, these examples indicate talk as transaction occurs within conversations; the speaker mainly concentrates on the situations where it needs to be understood and done.

Moreover, he further specifies the main features of transactional talk such as: it primarily focuses on information, the communicated message is the main focus, i.e. not the participants; further, linguistic accuracy is not always important as long as the communicated information is understood clearly. This shows that this features mainly concentrates on the strategies the learner use in order to convey his/her message although the limitations in his/her linguistic abilities.

On the other hand, in order to understand the implications of transactional talk for the teaching and learning of EFL speaking, Richards (2006, p.6) highlights some of the skills involved, which be composed of: explaining a need or intention, describing something, asking questions, justifying an opinion or confirming information...etc. To put it differently, in this phase, instead

## The Role of Communicative Activities in Enhancing EFL Learners' Speaking Skill

of focusing on delivering the information, teachers can plan activities where the interaction takes place; these activities will help the students to promote their speaking skill.

### **2.1.3.2. Talk as Interaction**

During talk as interaction, Richards asserted that “the focus is more on the speakers and how they wish to present themselves to each other than on the message” (p.4). Indeed, in order to provide more explanation, he includes the following: chatting to an adjacent passenger during a plane flight, chatting to a school friend over coffee, a student chatting to his or her professor while waiting for an elevator, or telling a friend about an amusing weekend experience...etc. This kind of interactions includes answering to a conversational partner with utterances that show interests and want to continue the conversation.

In addition, he gives a summary of the main features of interactional talk as follows: has a primarily social function, reflects role relationships, reflects speaker's identity, or may be formal or casual.

Again, in order to understand the implications of interactional talk for the teaching and learning of EFL speaking, engaging students in small talks can help them to improve their speaking skill; teachers can give situations where small talk might be appropriate. Therefore, in order to understand, Richards (2006, p.5) identifies some of the skills involved in producing interactional talk as follows: opening and closing conversations: teachers initiate interaction by having an appropriate opening before starting a lesson, choosing topics, recounting personal incidents and experiences, or turn-taking. These skills might help the learner to practice dialogs effectively.

### **2.1.3.3. Talk as Performance**

As the last function of speaking, talk as performance, according to Richards (2006), refers to public talk, where information is communicated to an audience, such as public announcements and speeches. Examples provided by Richards (2006, p.7) include: giving a class report about a school trip, conducting a class debate, giving a speech of welcome; in addition to, making a sales presentation or giving a lecture. That is to say, through these examples, the student can communicate information in front of his/her classmates.

Next, talk as performance, according to Richards, is mainly featured by being often monologist the speaker here is not carrying a conversation with a partner but instead is addressing a speech to a large group of listeners. Moreover, TP (Talk as Performance) tends to be closer to a written format rather than dialog. He also includes some other main features of talk as performance and they are the following: there is a focus on both message and audience, it reflects organization and sequencing, or form and accuracy is important.

Finally, he outlines the skills that are associated with talk as performance as follows: presenting information in an appropriate sequence, maintaining audience engagement or using correct pronunciation and grammar; furthermore, he also added some extra ones such as: creating an effect on the audience, using appropriate vocabulary, or using appropriate opening and closing. That is to say, teachers can use these techniques to initiate interactions and engage learners in small talks.

To sum up, the three functions of the spoken language refer to the transmission of information to convey specific communicative intentions, or refer to using the language in order to maintain or establish social relationships.

#### 2.1.4. Elements of Speaking

To speak the second language fluently and effectively, learners need to be able to know some essential elements to develop this skill. Therefore, Harmer (2001) mentions the elements of speaking which refer to the language features that learners should have knowledge about.

##### 2.1.4.1. Language Features

In order to be an effective speaker of English language there are some features which is important to both learner and teacher in order to achieve level of fluency. Notably, learners could connect other speech by recognizing phonemes and he could understand the nature of native speaker then their phonological rules. The following features are necessary to be a one (ibid).

- **Connected Speech** :is when the effective speakers of English language know when and how to modify their speech (i.e., changing, adding and omitting sounds) and this by using a fluent, connected speech, rather than being fixed on producing the individual phonemes of English language, (as in saying I would have gone), but also a connected speech.
- **Expressive Devices**: is when English native speakers use effectively the phonological rules which refer to the pitch, stress, volume, speed with the use of nonverbal means in order to help them to convey their intended meaning. Thus, students need to have this ability of employing such devices if they want to be effective communicators.
- **Lexis and Grammar**: is when learners produce same language function, they often use the same lexical structure. The teacher's role then, is to provide them with different phrases which carry different functions so that they can use them in the different stages of communication with others.



## The Role of Communicative Activities in Enhancing EFL Learners' Speaking Skill

- **Negotiation Language:** is when learners benefit a lot from the use of negotiation language; they often ask clarification when they are listening to others' talk. So, the teachers have to provide them with the necessary expressions they need when they ask clarification from other speakers. Learners also need to well perform their utterances if they seek to be understood and clear especially when they can see the other interlocutors did not understand them.

### 2.1.4.2. Mental /Social Procession

Harmer, in 2001, suggests the following necessary processing skills of speaking:

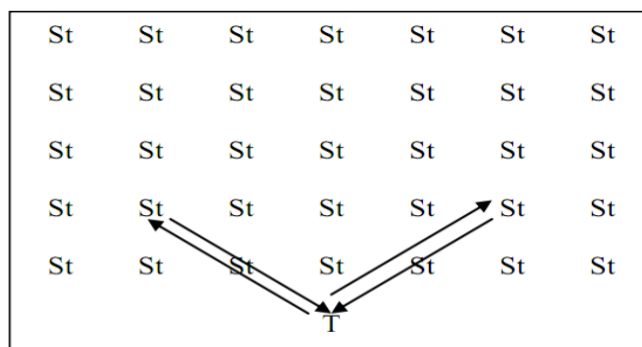
- **Language Processing**

Language Processing is when EFL speakers should be able to process language mentally. They should also communicate according to the context and to the conversation in order to not be misunderstood and misinterpreted by other interlocutors. Language processing also involves retrieving words and phrases from their memories in order to use them appropriately, when they are talking to someone else.

- **Interacting with Others**

Most of the speaking situations involve interaction between two or more Interlocutors, that is to say, an effective speaker needs to be able to listen and understand others' talk then reacts through taking turns or keeping the others to do so. One of the interactions: classroom interaction, i.e., student-student interaction and teacher-student interaction. Classroom interaction has a significant importance in learning-teaching process. It is considered important for both the teachers in order to manage their students' speaking abilities and learners to practice speaking with each other. The following figures show the two aforementioned types of interaction:

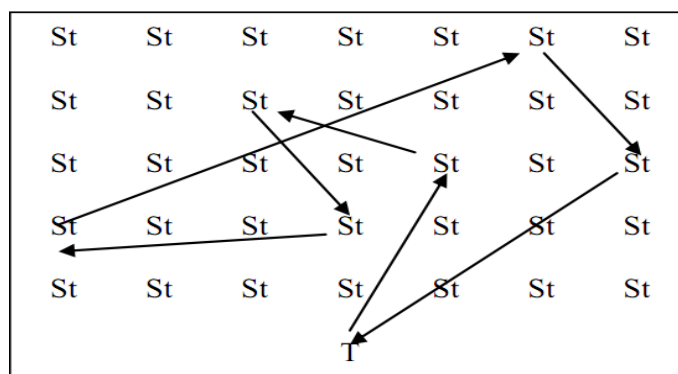
## The Role of Communicative Activities in Enhancing EFL Learners' Speaking Skill



**Figure 2.1: Interaction between Teacher and Students (Scrivener, 2005, p.85)**

**Key: St: Student, T: Teacher**

Teacher-student interaction plays an effective role in improving learners' speaking skill as well as their listening skill. Teachers must take into consideration their students' level in order to provide a convenient content to learners. This type of interaction requires qualified teachers because of the importance role that language plays in the classrooms.



**Figure 2.2: Interaction between Students (Scrivener, 2005, p.86)**

One of the main factors which improve students' speaking level in the classroom is the interaction between each other. This type of interaction leads learners to practice the speaking skill effectively; it motivates students to be active rather being passive inside the classroom. Therefore, teachers should encourage this fundamental interaction.

## The Role of Communicative Activities in Enhancing EFL Learners' Speaking Skill

- **Information Processing:** is when the speaker should bear in mind that the more time s/he takes to process the information of the speaker, the less effective s/he responds to others talk. In this respect, effective speakers should quickly process the information in mind.

In short developing the speaking skill is not an easy task, one should be aware about some elements and characteristics that are very important too.

### 2.1.5. Characteristics of the Speaking Performance

Teaching the language recently requires several elements for an effective speaking performance; therefore, teachers, in EFL classes, needs to allow students use the language which is considered as the main basis of the learners' communication i.e., practicing the foreign language in the classrooms enable the learners to master the language to an upper level of fluency and accuracy.

#### 2.1.5.1. Fluency

Fluency refers to speech language that can learners proved with by achieving a normal level of continuity (speed), rate and effort to link both ideas and language together to form coherent connected speech. Hughes (2002) defines fluency as “the ability to express oneself in an intelligible, reasonable and accurate way without too much hesitation, otherwise the communication will break down because listeners will lose their interest” (p. 80). Additionally, he added two key indicators; the first is speech rate and the second is speech continuity. Gradually, students should be encouraged and engaged in classroom courses to develop such significant characteristic and to interact successfully and effectively, In the same line, Hasselgren pointed that (as cited in Luoma, 2004, p. 89)

## The Role of Communicative Activities in Enhancing EFL Learners' Speaking Skill

“fluency is the ability to contribute to what a listener, proficient in the language, would normally perceive as coherent speech, which can be understood without undue strain, and is carried out at a comfortable pace, not being disjointed or disrupted by excessive hesitation.”

Fluency is a term used to describe the ability to conveying messages in a freely, clear, and understood way in real-life situations without stopping to think of selecting words. Others support that, fluency and coherence refer to the ability to speak in a normal level of continuity, rate and effort in addition to the link of ideas together in a coherent way. Thornbury (2005), states that both speed and pausing are key factors determining fluency because even native speakers need to pause from time to time in order to let the interlocutors catch what they say. However, recurring pauses is an indication of the speaker's incapability of speaking. He suggests some 'tricks or production strategies' such pause fillers e.g. um, err, vagueness expression e.g. sort of, I mean, and repeats.

In the same respect, Nakano et al (as cited in Luoma, 2004) mentioned some factors to develop the fluency of the students; these are:

- (1) The total number of words spoken in a fixed time.
- (2) The number of silent pauses for thinking.
- (3) The number of repetition of words, phrases or clauses.
- (4) The number of repair or reformulation for correction.
- (5) Mean length of utterance.

Hence, fluency seems to be the important characteristic in speaking performance; teachers should help their learners to improve it and raising their awareness about this uneasy task by giving those chances to more practice hopefully that will develop more communicative abilities.

## The Role of Communicative Activities in Enhancing EFL Learners' Speaking Skill

### **2.1.5.2.Accuracy**

Previously, we have presented that learners seek to be fluent in speaking the target language but they forget about being accurate too. Baker and Westrup (2003) declare "accurate speakers do not make mistakes in grammar, vocabulary or pronunciation"(p.7). Conversely, accuracy is how the learners use the language system in a correct form and without making grammar, pronunciation, and vocabulary errors. To achieve accuracy, grammar, pronunciation, and vocabulary should be considered.

### **2.1.5.3.Grammar**

Luoma points out that learners' improvements are frequently tracked according to the grammatical forms that they can produce accurately (2004). That is, English language as any language has its own rules that makes the speech more comprehensible to their interlocutors and to exemplify children don't need grammar to be able to speak, or to understand those who speak in a particular language, but they need to know grammar in order to be able to speak and write properly. Grammar is vital for oral accuracy because it facilitates learners to create a proficiency link between both form and meaning of the language words.

### **2.1.5.4.Pronunciation**

English language is considered difficult due to its complex pronunciation. Teachers encourage their learners to pronounce the words correctly and to be aware about the phonological, syntactic, semantic or discourse features of a language (Byrne, 1986). In accuracy, speakers have to pay attention to the function and form of the pronunciation components such as; features sounds, features places of articulation, and marking stress/ intonation, in order to enhance their use of language and to avoid mispronouncing errors that can affect their oral performance.

## The Role of Communicative Activities in Enhancing EFL Learners' Speaking Skill

### **2.1.5.5. Vocabulary**

In order to be understood and to understand the language, vocabulary knowledge is crucial part of language teaching and learning process. Hatch and Brown (1995,p.1) state that vocabulary is a list or set of words for particular language or a list or of words that individual speakers of language might use .Again, Meara ( 1980) emphasizes that vocabulary has been acknowledged as second language learners' greatest single source of problems. Equally, the lack of vocabulary cause serious problems for foreign/second language learners. The most common problem is the difficulties hat faced those learners in communication performance .The teachers should help their learners to realize acquiring a larger of vocabulary knowledge in order to develop their speaking skills and overcoming the possible number of oral difficulties.

On the basis of what has been mentioned before, fluency and accuracy can be defined as the general and specific sub-skills of speaking. The previous two components give the EFL learners opportunity to talk appropriately and correctly. This correctness of all these aspects is what makes an accurate and fluent speech. Speaker has to do with correctness in some fields of language, mainly grammar and pronunciation, and has to have an appropriate amount of words and using them in fast pace including few pauses.

## **Section Two**

### **Speaking Related Issues**

#### **2.2.1. Speaking as Skill**

## The Role of Communicative Activities in Enhancing EFL Learners' Speaking Skill

Speaking skill refers to the idea of being able to use that language and applying its rules. In spite of that, knowing a language does not necessarily mean being able to speak it. Regardless, this skill is considered for many language investigator as the most challenging and complicated skill to master. As Luoma argues "speaking in a foreign language is very difficult and competence in speaking takes a long time to develop" (2004, p.1). Moreover, Safont and Compoy (2002) emphasize that the speaking skill is critical, and when it is referred to speaking a language, this means knowing this language.

If you want to be successful speakers, you need master all the skills above. Thus the teacher needs to reinforce the learners to comprehend the language features through practicing and drilling some words and pronouncing them with appropriate manner. It is also important for the teacher to consider the situations where the communication happens and the participants involved in the communication so that she/he can conduct appropriate activities for the students. Therefore, besides reinforcing students to learn language aspects, the teacher needs to teach them to consider the other appropriate things such as participants and the situations when they want to speak.

### **2.2.3. Relationship between Speaking and the Other Skills**

In order to develop the speaking skill, the teacher have to vary and make his/her learners in touch with the other skills (listening, writing, and reading) activities and distinguishing them into two productive skills (writing and speaking) and two other receptive skills (reading and listening) and focusing on the skills that fulfill the lectures objectives because it does not only help them to understand the meaning of the words and its functions. It also helps them to speak clearly without any hesitation, and give them the ability to pronounce words properly. Consequently, speaking may share a very close relationship of communication with listening and writing more than reading language skill.

## The Role of Communicative Activities in Enhancing EFL Learners' Speaking Skill

### 2.2.2.1. Speaking Vs. Listening

From pragmatic point of view listening and speaking communicative skills are closely interlaced. Moreover, Brown (2001) declares that, English as a Second language (ESL) curriculum suggest that the oral communication skills should be called "Listening\Speaking Courses". The interface between these processes of performance appears in conversation which is the most popular discourse category in the profession. Additionally, the types of spoken language input are followed or preceded by many forms of oral production on the part of learners. The spoken language lead to listening and vice versa listening is the micro skill of the oral code. For instance, listening is the absorption of the meanings of words and sentence by the brain. It leads to the comprehension of thoughts and facts, as a significant activity, it takes attention through sticking to the task at hand in spite of distraction. Learners, accordingly, spend 20 percent of all school related hours just listening and for those hours spent in the classroom, the amount of listening activity can be almost 100 percent (100%). In this view, Anderson and Lynch noted “a carefully prepared L2 utterance is only a useful aid communication. If the speaker can deal effectively with the replies he receives for the L2 learner in conversation, he needs to be skilled as both speaker and listener” (1988, p. 15) .In explaining the previous ideas, speaking and listening are naturally linked or the reason that they happen together in the same time where the heard utterance (input) can create a new uttered one (output). Consequently, EFL teachers have to draw special attention to the fact that developing listening in the classroom usually produces crucial developments in oral skills.

### 2.2.2.2. Speaking Vs. Reading

Many studies had conducted to examine the integrating relationship between speaking and reading in which they managed to confirm that as learners develop stronger reading skills, they



## The Role of Communicative Activities in Enhancing EFL Learners' Speaking Skill

surely develop more sophisticated speaking skills. In this sense Bright and McGregor (1970, p.52) write "Where there is little reading there will be little language learning...the student who wants to learn English will have to read himself into a knowledge of it unless he can move into an English environment". According to them language acquisition without reading is difficult because it is viewed as the most significant skill to influence learner's oral communication ability. Learners who read a lot are more likely to speak well and they hence reading develop their both fluency and accuracy of expression. Similarly, Lazaraton (2001, p.104) suggests that oral communication is based on four dimensions or competences: grammatical competence (phonology, vocabulary, word and sentence formation); sociolinguistic competence (rules for interaction, social meanings); discourse competence (cohesion and how sentences are linked together); and strategic competence (compensatory strategies to use in difficult strategies). She describes that vocabulary knowledge and grammar are very essential to enhance learners' speaking performance because they cannot produce speech without words. Consequently, through reading, learners will learn new vocabularies and they will see how those new words are structured and connected together to form correct sentences.

Moreover, Lewis (1993, p.23) declares that learning vocabulary is the core task in second language learning and any language skills of listening, speaking, reading, writing, and translating cannot exist without vocabulary. For this reason, it can be concluded that reading is the best way to learn new words in order to achieve a good lexical competence which will give learners more confidence in their speaking skills.

### **2.2.2.3. Speaking vs. Writing**

## The Role of Communicative Activities in Enhancing EFL Learners' Speaking Skill

Unfortunately, there has been very limited research on the relationship between speaking and writing in SLA studies. In view of the fact that speaking is different from writing Crystal (2005,p.2) attempts to give a comparison between the two previous skills as follow:

<b>Speaking skill</b>	<b>Writing skill</b>
Speech is time-bound, dynamic, and transient. It is part of an interaction in which both participants are usually present, and the speaker has a particular addressee (or several addressees) in mind	Writing is space-bound, static, and permanent. It is often the result of a situation in which the writer is usually distant from the reader, and often does not know who the reader is going to be
Unique features of speech include most of the prosody. The many nuances of intonation, loudness, tempo, rhythm, and other tones of voice cannot be written down with much efficiency.	Unique features of writing include pages, lines, capitalization, spatial organization and several aspects of punctuation. Only a few graphic conventions relate to prosody, such as question marks and underlining for emphasis
The spontaneity and speed of most speech exchanges make it difficult to engage in complex advance planning. The pressure to think while talking promotes looser construction, repetition, rephrasing, and comment clauses ('you know', 'mind you', 'as it were'). Intonation and pause divide long utterances into manageable chunks, but sentence boundaries are often unclear.	Writing allows repeated reading and close analysis, and promotes the development of careful organization and compact expression, with often intricate sentence structure. Units of discourse (sentences, paragraphs) are usually easy to identify through punctuation and layout.

## The Role of Communicative Activities in Enhancing EFL Learners' Speaking Skill

<p>There is an opportunity to rethink an utterance while it is in progress (starting again, adding a qualification). However, errors, once spoken, cannot be withdrawn; the speaker must live with the consequences, interruptions and overlapping speech are normal and highly audible</p>	<p>Errors and other perceived inadequacies in our writing can be eliminated in later drafts without the reader ever knowing they were there. Interruptions, if they have occurred while writing, are also invisible in the final product.</p>
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**Table 2.1:** The Difference between Speaking and Writing (Crystal,2005,p.2)

The previous ideas are the most important ones which illustrate a clear description about the differences between spoken and written language. As with, based on anecdotal evidence of the last studies on writing classes, it is convinced that speaking and writing use two different parts of the brain because.

Conversely, in another part of his research when try to improve the increasingly high relationship between speaking and writing skills when he writes “when we choose to write, we normally intend that what we have written should be read; and the norm, at least since late classical times, has been for the recipient to read silently. Here too there are several exceptions; for example, we may write with the intention that what we have written should be read aloud, as with those who prepare scripts for radio or television drama or news.”(p.4) .Equally, The 2006 National Literacy Panel report, “developing Literacy in Second-Language Learners” also acknowledges the association between well-developed oral language proficiency in English and writing (August & Shanahan, 2006, p. 4).In more simple words, writing and speaking as two productive skills they have a close relationship within languages. Also they help everyone to get better at the language and understanding how it works.

## The Role of Communicative Activities in Enhancing EFL Learners' Speaking Skill

In a nutshell, concerning the integration between speaking skill and the three other skills, there is a huge emphasis on the role of combination between the four skills in enhancing EFL process. Furthermore, along the history of speaking skill, there were many attempts to propose it with the different teaching methods

### **2.2.3. Teaching Speaking throughout Teaching Methods and Approaches**

Teaching speaking in ELT has shifted from traditional methodologies which emphasized on the structural function. The latter is about chronological development of the speaking skill and all its fundamental components that need to be taught in language teaching such as; grammar, vocabulary, and pronunciation. These traditional methodologies advanced to give a greater emphasis on the communicative function of the language. The emergence of the communicative language teaching is considered as a changing point in ELT. More priority is given to the use of the language rather than the rules. Undoubtedly, each method has its relative merits and drawbacks. Far from the exclusion of the other teaching methods, the major teaching trends that would be discussed are: the grammar translation method, the direct method, the audio-lingual method, the communicative approach, and competency based approach.

#### **2.2.3.1. The Grammar Translation Method (GTM)**

Grammar Translation Method known as the Classical Method. It is used to teach Latin and Greek during the 16<sup>th</sup> century. It was a method based on translation of texts and grammar to learn vocabulary without referring to speaking or listening comprehension. In addition, it involves teaching grammar deductively. i.e., it analyzes and studies the grammatical rules through translation activities. However, its use of the target language is more on the mother tongue whereas the use of the target language is limited and almost restricted to mere memorization. As , Richards

## The Role of Communicative Activities in Enhancing EFL Learners' Speaking Skill

and Rodgers (2002) speculate "it hence views language learning as consisting of little more than memorizing rules and facts in order to understand and manipulate the morphology and syntax of the foreign language" (p.3).

Additionally, Harmer (2001) declares 'but a concentration on grammar translation stops the students from getting the kind of natural language input that will help them acquire language, and it often fails to give them opportunities to activate their language knowledge" (p.30). Regarding this matter, Grammar Translation Method emphasizes on form rather than on meaning and the learners cannot improve their communicative skills; as a result, they struggle with ability to produce spontaneous oral language. They can only read, write and acquire to activate their language knowledge.

### **2.2.3.2.The Direct Method (DM)**

The Direct Method or the Natural method; was developed in the 1890's as a response to the Grammar translation method. For long time, it has been considered as the first one, which is specified in the teaching of living foreign languages because it was interested in communicative needs and it implies avoid passing via the Mother Tongue in learning foreign language. Based on this idea, it seeks to involve the learner to genuinely communication through the direct use of the target language naturally without referring to the first language. Besides, it was assumed that the best way to teach a language is by its use without translation in the classroom which helps the learners how to understand the target language but not how to speak it. Abdullah (2013.p, 127) outlines basic assumption of DM. Some of these are as follows:

- Classroom instruction is conducted in the target language.
- Concrete vocabulary is taught through pictures and objects.

## The Role of Communicative Activities in Enhancing EFL Learners' Speaking Skill

- Students are encouraged to think in the target language.
- The emphasis is put on right pronunciation and grammar.

Indeed, this method, vocabulary is explained through visual aids, miming and other demonstration activities. Hence, grammar is taught inductively while intensive speech practice is more experienced.

### **2.2.3.3.The Audio Lingual Method (ALM)**

The Audio Lingual Method also known as the Aural-Oral Method or the Army Methodist also an oral approach which was emerged during the World War II as a need for learning the other skills of foreign languages century and was driven by advances in both color publishing and tape technology (Hughes, 2002). It emphasizes the idea of, ALM focuses on listening and speaking skills before reading and writing. Dialogues, presentations and drills are the main training techniques. Learners have listen, imitate by repeating and then memorize .It is based on the behavioristic view of learning which considers language learning as a habit formation.

However, the Audio Lingual Method overuses the drilling and repetition techniques. It gives more consideration on the use of proper pronunciation, intonation, stress and rhythm. Brown (2001, p.23) states that the audio lingual method was firmly grounded in linguistic and psychological theory. In fact, He added that it is advocated conditioning and habit-formation models of learning that were perfectly married with the mimicry drills and pattern practices of audio-lingual methodology.

### **2.2.3.4.The Communicative Approach (CA)**

## The Role of Communicative Activities in Enhancing EFL Learners' Speaking Skill

In reaction to the preceding methods, and to the structure drills, a new approach was born known as “communicative” who was developed in the beginning of the 1970's. The Communicative Language Teaching (CLT) involves real communication and interaction through language. It aims at developing learners' ability to communicate through the use of the target language appropriately in social context to fulfill real-life situations. Harmer (2001) reports, ‘if students get enough exposure to language and opportunities for its use –and if they are motivated- then language learning will take care of itself’ (p. 32).

In the Communicative Approach, learners are at the Centre of instruction where his/her language is an instrument of communication and this competence of communication is the conjunction of several components such as the grammatical competence, the discourse competence, the sociolinguistic competence and the strategic competence (Canale, 1983) . In connection with this, the teacher must have a good knowledge of the target language to be able to help each pupil to use the language and to express himself as often as possible in the foreign language even if the use of the MT is possible, and by taking into account the needs of the learners. That means that the teacher's role as a facilitator, and monitor in the learning process.

### **2.2.3.5. Competency Based Approach**

As the name denotes, The Competency Based Approach emerged in the United States in the 1970's and refers to “performance-based process leading to demonstrated mastery of basic and life skills necessary for the individual to function proficiently in society” (U.S. Office of Education, 1978). The focus, in this approach, was on the meaning conveyed by the context rather than the grammatical forms used in it. This approach has been an answer to the requirements of the 21st century, which dictated certain measures to the teacher better considered as a facilitator.

## The Role of Communicative Activities in Enhancing EFL Learners' Speaking Skill

Rather, it is a functional approach to education that emphasizes life skills and evaluates mastery of those skills according to actual learner performance.

In connection with this, Schenck (1996) adds that CBA build on number of findings that are attained from analysis activities to prepare the students' abilities in language skills to apply them in different contexts under the umbrella of Competencies. Here, the learners are expected to be able to participate as speakers in pair or group activities real or imagined life situations; produce, and recognize all the sounds of the English language; produce stress and intonation patterns of complex utterance; contribute and respond constructively to discussions, put across their own ideas and justify a point of view. Many examples can be given. For instance, they can read poems , stories, or any kind of passages loudly and clear and to contribute in role play or group participation fluently where they play an active role whereas, teachers is considered as a facilitator and an organizer.

We saw in this historical insight how the speaking skill was dealt with by the various methods and approaches of language teaching and learning, which constitutes the major concern of all current research in didactics.

### **2.2.4. Barriers in Speaking**

Most of scholars and linguists concentrate on the features of speaking skill excepting the Barriers that could be as a serious dilemma in teaching/learning communication process. In University' oral class learners are hindered by several difficulties and errors that make the developing of speaking skill either a waste of time or very hard process. As we can see, those scholars and linguists try also to define some useful strategies to make all what have been mentioned before easy refreshing.



## The Role of Communicative Activities in Enhancing EFL Learners' Speaking Skill

### 2.2.4.1. Speaking Difficulties in EFL

To learn English as a second language (ESL) or a foreign language (EFL) in oral communication is inevitably one of the most common but high complex activities. Especially, we are living in a world where using English fluently is a must case, especially those who want to go further in their careers. As a consequence learners face some troubles when they are asked to speak. Ur (1999) lists four major difficulties that may hinder learners' ability to speak with confidence naming inhibition, nothing to say, low or uneven participation and mother tongue use.

- **Inhibition**

The concept of inhibition is described when learners want to represent successfully in oral participation but s/he is fear about making mistakes front of their classmates especially if they are critical ones. Along with, learners can be also shy and stressed to practice a speaking activity which could lead them to lose their faces or their speech's attracts and create serious communicative difficulties. Ur (1999, p. 121) states proclaimed "learners are often inhibited about trying to say things in a foreign language in the classroom: worried about making mistakes, fearful of criticism or losing face, or simply shy of the attention that their speech attracts".

To make the idea simpler, inhibition relate to anxiety and stress as ingredient factors that may hurdle and block the learners in speaking presentation in front of audience; this will lead them to lose their self-confident.

- **Nothing to Say**

Another problem could face the learners is when they are incapable to participate in oral class because of two things. The first one is depicted by River (1998) when "the teacher may have chosen a topic which uncongenial to him about which he knows very little and as a result he has

## The Role of Communicative Activities in Enhancing EFL Learners' Speaking Skill

nothing to express, whether in the native language or foreign language” (p.192).For this, the teacher should give interesting topics to his/her students in order to encourage them to speak too. In the second one Ur (1991) found it is argued as well to the lack of vocabulary and uncertainty of grammar rules. Regarding his ideas, the amount of terms and words is significant factor in speaking process; the teacher should help his/her students to develop ideas, thoughts and, their lexical background to use it. For that reasons, many students fail to improve their level in L2 and choose to utilize their L1 to express their ideas and fall in another problem.

- **Mother Tongue**

In order to express their ideas easily and fluently without having pauses in speaking, students prefer using their mother tongue to talk instead of using the target language. Becher and Westup put that “barriers to learning can occur if student knowingly or unknowingly transfer the cultural rules from their mother tongue to a foreign language” (2003, p. 12). This complexity is wide spread in the learning process because most of the students may find themselves talking about hard topics and they are incapable of responding in the foreign language (FL). Also they use it when they try to help and explain tests for each other, or when they want to translate unconsciously their sentences from L1 to L2. Ultimately, their teachers use the mother tongue more than to target language (TL) (Harmer, 2001).

Ur (1991) supports the previous views as she claimed that students use their mother tongue because it is not difficult and uncomfortable as the foreign language, and because they feel “exposed”. Thus, students can be like babies in the foreign language learning process, they may run away from the things that are hard to pronounce or things they are not sure from its correct pronunciation or structure.

## The Role of Communicative Activities in Enhancing EFL Learners' Speaking Skill

- **Low or Uneven Participation**

Low or uneven participation becomes also a challenge in speaking learning process. The teacher cannot give the chance all the students to participate in their class activity; due to the large class number considering that participation or to the limited time of the oral sessions. In Ur's light "only one participant can talk at a time if he or she is to be heard; and in a large group, this means that each one will have only very little talking time"(1991, p. 121). This problem is compounded by the tendency of some learners to dominate, while others speak very little or not at all. And he assumes that there are some students are dominating, while others speak very little and others don't speak at all. So as to motivate both students and teachers and also to overcome this problem, overcrowded classes as pedagogy is against the learners' need especially in such activities like speaking, so having small groups to give the opportunity to everyone to try to give his/her best in expressing themselves and their ideas without hesitation.

In a nutshell, In learning/ teaching speaking skill there are difficulties such as: Inhibition, Nothing to say, using Mother tong, and Low or uneven participation and there speaking errors which also could be a premier reasons to breakdown student's desire in learning EFL or TL.

### **2.2.4.2.Speaking Errors**

Researchers in the field of applied linguistics usually distinguish between two types of errors: performance errors and competence errors. In the said paper, Corder(1967) made a distinction between 'mistakes', which are deviations in performance ,this type is not serious and can be overcome with little effort by the learner , and 'errors' that are systematic and indicative of the learning stage of the person, which are more serious than performance errors since competence errors reflect inadequate learning(Corder, 1967).

## The Role of Communicative Activities in Enhancing EFL Learners' Speaking Skill

According to Ellis (1997, p.18), “error can be described and classified into the types”. Subsequently, in order to communicate fluently and accuracy, teachers should identify their student’s errors to know how to guide and assist them to achieve better level of communicative proficiency. This process should be depending on three aspects. First, Systematic errors are mainly the errors that appear at the beginning of FL learning. Therefore, lack of FL knowledge drive EFL students to make such errors. Second, global errors take place during communication where the listeners face a kind of misunderstanding and it would consequently need more attention by both teachers and students would then be examined as to their types and causes, be they in the domain of pronunciation, grammar, or lexis (Burt and Kiparsky,1974). Third, local errors involve noun and verb inflections, and the use of articles, prepositions, and auxiliaries and deal with what a hearer receives and understands from an utterance. For instance, an utterance like “there are many cars in my street «can be understood by the learner as a lot of traffic(Burt and Kiparsky, 1974).

### **2.2.5. Speaking Error Correction Strategies**

#### **2.2.5.1.Using Strategies**

Hedge (2000, pp. 290- 291) observes different teacher’s corrections during controlled practice, and listed six main strategies as follows:

- a. The teacher frowns and says “No, you don’t say that. What do you say? Can anybody help Juan? “
- b. The teacher repeats a sentence the student has just said, with rising intonation up to the point of the mistake, and waits for the student to self-correct.

## The Role of Communicative Activities in Enhancing EFL Learners' Speaking Skill

- c. The student has just produced a present-tense answer to past-tense question from the teacher. The teacher repeats the question, stressing the past tense form, and waits for the student to self-correct.
- d. The student uses incorrect intonation in a question. The teacher asks the class for an accurate version, then repeats it, asks the class for choral repetition, an individual repetition, and finally returns to the original student.
- e. The teacher looks puzzled and requests clarification by asking "what did you say?" "Which the students recognize as indication of an error. Then the teacher waits for the student to self-correct.
- f. The teacher moves his or her hand to indicate error, gives the correct version, and asks the student to repeat it.

As it has discussed above, the previous strategies are basically used when the error takes place during a conversations or discussions, which may cause some disturbances in the task being prepared or to the learner's way of talking. Furthermore, sometimes if the learner is interrupted each time for the sake of correction will drive them away from the main goal of the activity and cut the flow of their ideas while performance. Consequently, Harmer (2001, p. 131) discusses another strategy, in which the teacher listens to student's discussion and starts taking notes. After that, the teacher asks learners about their opinions of the discussion before the feedback is given. At the end, all the mistakes are either written on the board, discussed with the whole class or given to the learners who make the mistakes individually.

### **2.2.5.2.Using Communicative Activities**

It is essential for learners to be exposed to many situations, accents and voices as they may have few opportunities to interact with native speakers. Thus, students do not just imagine the

## The Role of Communicative Activities in Enhancing EFL Learners' Speaking Skill

situations, but they experience them through Interactive activities (communicative activities) that should be given by their teachers. In this case, Richards and Renandya (2002) present four types of activities which are considered to be appropriate to eliciting oral production because they enable learners to learn from visual and auditory experiences and to develop flexibility in their learning styles.

- **Aural Activities**

Aural activities should be well discriminated suitable to the standard of certain group of students; they can be used in some productive activities as background or as input for interaction. For example, news reports on the radio where the teachers ask learners to listen to tape recordings and then to act them out. Also, teachers can divide students into small groups and have each group listen to a different segment of a story. Then, students are provided with a worksheet of comprehension questions and work together on information-gap activity. Hence, this motivates students to speak. This technique is called jigsaw listening (Richards & Renandya 2002).

- **Visual Activities**

Visual activities can be used to meet this need. Accordingly, Carrasquillo (1994) reports that the audio-visual materials can motivate learners and expose them to a broad range of authentic speech with different registers, accents, intonation, rhythms and stresses, as well as to language used in real situations (ibid) such as films, videotapes and soap operas. In addition, they enable students to learn the different levels of formality as well as the nonverbal behavior and types of exclamations and fillers which are used. They can also observe how people start, maintain and end a conversation. What deepens students' learning is subsequent practice of dialogues, role-playing and dramatizations.

## The Role of Communicative Activities in Enhancing EFL Learners' Speaking Skill

- **Material-Aided Activities**

Richards and Renandya (2002) observe that reading materials which are adapted to the level of students and accompanied by comprehension questions can result in a creative production in speech. Series of pictures or cartoon strips can also be used to stimulate storytelling and articles in newspapers or from well-designed textbooks can lead to the production of oral reports or summaries. Hotel brochures can be used for making reservations, and menus can be used for ordering in a restaurant or making purchases in the supermarket. There is actually a wide range of sources that can serve as language input for oral activities and form a basis for communicative tasks which prepare learners for real life situations (ibid).

### **The Role of Speaking Skill and Communicative Activities in Enhancing Communicative Competence**

Communicative competence as a whole term had been firstly coined by Hymes (1972); who introduces the idea of communicative competence in terms of the sociocultural appropriateness of language utterances and gave a more general use of language. Hymes (1972) believes that the ability to communicate properly should be cultivated in language teaching. Learners should learn how to use a language in their daily communication in order to demonstrate their mastery of language. Additionally, it does not refer to a learner's ability to apply and use certain grammatical rules, but also to negotiate meaning with other language speakers, to express their views regarding certain issues, and to know what and how to use certain utterances appropriate according to certain situations.

## The Role of Communicative Activities in Enhancing EFL Learners' Speaking Skill

On one hand, to develop the learners' communicative competence, teachers are obliged to create an effective and purposeful oral course by give a crucial attention to learners' speaking skill». According to Nunan (1991), “mastering the art of speaking is the single most important aspect of learning a second or foreign language and success is measured in terms of the ability to carry out a conversation in the language”. Equally, Ransom (2000)claims that mastering speaking skills makes the speaker a well-rounded communicator who is a proficient in the four language skills. Such skillfulness provides the speaker with several distinct advantages which let them enjoy sharing idea with others and managing to understand and respect their own selves. To make an oral class more communicative and more vivid, the teachers should make students aware about the importance of their speaking skill and related issues.

On the other hand, communicative activities are often viewed as a critical tool for ESL/EFL because limited application of oral capacities impedes successful communication. Ngan (2013, p.11) emphasizes that “every speaking lesson should be based on communicative activities which fulfill two important language learning needs”. Simultaneously, the teacher should create communicative activities that will develop their students' communicative competence, they also need to incorporate a purpose and an information gap and allow for multiple forms of expression. However, the teachers need to combine structured output activities, which allow for error correction and increased accuracy, with communicative output activities that give learners opportunities to practice language use more freely.

In line to this, Ngan (2013) and his partners found after many experiments that Communicative activities have a strong effect on student's motivation in the lessons. Communicative activities are useful tasks and projects in enhancing EFL communicative competence and in integrating their information through interaction with others by interacting with



## The Role of Communicative Activities in Enhancing EFL Learners' Speaking Skill

others. Additionally, CA help students share their ideas and overcome their speaking problems and their language's difficulties that may happen in real-life situations.

Referring to the previous information, speaking skill and communicative activities are paramount components of communicative competence when it is a tool to the learner's ability in using language accurately and fluently.

### **Conclusion**

Speaking is an interactive process that involves expressing opinions, problems ideas and so on. Speaking is addressed to communicate effectively and appropriately, in a given meaningful context furthermore speaking skill is one of the fundamental aspects in our life. Apparently, learners are often prone to face difficulties that disrupt their language process. Accordingly, they tend to use learning strategies to overcome these difficulties.

The next chapter represents the research methodology of this research study as well as displaying the analysis of the data obtained and the final findings.



# **Chapter Three**

## **Data Analysis and Interpretation**

## Chapter Three: Data Analysis and Interpretation

Introduction.....	86
3.1. Research Approach.....	86
3.2. Research Design.....	87
3.3. Data Collection Methods.....	87
3.3.1. Students' Questionnaire.....	87
5. Students' sample.....	87
6. Description of the students' questionnaire.....	88
7. Analysis of Students' Questionnaire.....	90
8. Discussion of the Results.....	122
Conclusion.....	124
General Conclusion.....	125
Recommendations.....	127
Limitation of study.....	129
References .....	130

### Appendix

الملخص

## **Introduction**

The current chapter seeks to provide a clear description of the research approach and the research design adopted for this study as well as the data collection methods used to gather the necessary data. In addition, the data obtained from conducting this study that attempts to investigate the role of communicative activities in enhancing learners' speaking skill will be displayed with a detailed analysis. Moreover, after accepting or rejecting the hypotheses proposed at the outset of this research study, a discussion of the results will be presented. Finally, this chapter provides a synthesis of the findings as well as the conclusions drawn in this research study.

## **Research Approach**

The current study deals with the use and the effectiveness of the communicative activities in enhancing learners' speaking skill. It also seeks to highlight the importance of the communicative skill as a concomitant component to the learning process. Dornyei (2007) reports, '... involves data collection procedures that result primarily in numerical data which is then analyzed primarily by statistical methods. Typical example can be a survey research using a questionnaire, analyzed by statistical software SPSS' (p.24). Accordingly, the research approach adopted to carry out this study is the qualitative research approach because it serves the nature of this research. Moreover, this kind research approach was opted for because it is well suited to answer the research questions and ensure the realization of its aims.

## **Research Design**

## The Role of Communicative Activities in Enhancing EFL Learners' Speaking Skill

Methodologists believe that the case study design is valuable when the research looks for to supply a clear depiction to get it a certain phenomenon. One of them was Soy (1997) who opined that the case study “excels at bringing us to an understanding of a complex issue or object and can extend experience or add strength to what is already known through previous research” (p.1). In the same vein, Zainal (2007) explains that case studies provide holistic and in-depth investigations to form a general understanding of complex issues. Therefore, since case studies enable the researchers to closely examine the phenomenon under-investigation, the present study will obtain a case study as a research strategy.

### **Data Collection Methods**

The nature of the research study dictates on the researcher what research approach and research design as well as data collection methods s/he should use. For the sake of accomplishing the present study, a semi-structured questionnaire was used as data collection tool because it is suitable to the nature of this study.

### **Students' Questionnaire**

#### **Students' sample**

To conduct our research, a sample of 41 first year students of English was randomly chosen from a whole population of 400 students (4 groups) at the department of English at Mohamed Kheider University during the academic year of 2019/2020. The representative sample constitutes 10% of the whole population and the participants are from the four groups.

## The Role of Communicative Activities in Enhancing EFL Learners' Speaking Skill

The decision of working with first year students is mainly due to two reasons. On the one hand, we have opted for first year students because their levels are decent in speaking skill. On the other hand, they need to develop their speaking skill.

### **Description of the students' questionnaire**

The students' questionnaire was mainly designed to study and know the learners' perceptions and thoughts about the issue which is treated in the current study. The questionnaire was distributed to forty students. It is initiated by a small paragraph that clarifies the objectives of this research followed by guidelines and instructions for students to know how they are supposed to answer the questions.

### **Section One: Background information/questions (1-2)**

The first section consists of two questions, the first one is about gender (item 1) and the second one is about their choice to study English language (item 2). It attempts to collect the participants' background information.

### **Section Two: language learning/question (3-5)**

The purpose of this section is to warm up students for the next section and also to obtain information, to know which one of the four skills (reading, listening, writing, or speaking) is the most important to them (item 3), how they see and evaluate their level in speaking skill (item 4), and in their perceptive is the speaking essential skill to learn English language (item 5).

## The Role of Communicative Activities in Enhancing EFL Learners' Speaking Skill

### **Section Three: Students' View towards Speaking Skill/question (6-11)**

This section is designed to explore the students' speaking abilities and to investigate how well are able to use this language naturally (item 6) and where they enjoy practicing it (item 7). Also, this section attempts to discover if their teachers help them by giving feedback to improve their speaking skill (item 8). Moreover, we investigate how they prefer to perform their speaking tasks (item 9). Furthermore, this section examined the difficulties students face regarding speaking skill (item 10) and the used methods to overcome these difficulties (item 11).

### **Section Four: Speaking Skill and Communicative Activities/questions (12-14)**

In this part, we attempt to collect and obtain information and discover what kind of communicative activities are used in oral class (item 12) and how can this type of activities improve EFL students' speaking skill (item 13). Moreover, we aim through this section to know if EFL students are satisfied about the hours devoted to study oral production module (item 14).

### **Section five: Communicative Activities/questions (15-25)**

The last section is concerned with the effectiveness of communicative activities in enhancing EFL learners' speaking skill and their communicative competence as well. In this part, we attempt to collect information about students' views concerning communicative activities (item 15), how much EFL students are active when performing communicative activities (item 16) and the reasons behind this. In addition, this section was designed to explore the types of communicative activities that used by the teachers (item 17) and how they can influence their speaking skill (item 18).



## The Role of Communicative Activities in Enhancing EFL Learners' Speaking Skill

Moreover, it investigated the students' preferable method when conducting communicative activity (item19) and (item20) was included to ask the students about their satisfaction with the classroom conditions (class size, equipment ...). Again, it endeavored to explore how much teachers use the classroom activities related to real-life situations (item21). Then, it aimed to know whether communicative activities can make the oral lesson more vivid and funny or not (item 22), and does this communicative activities have a significant influence (item 23). Finally, it helps to get students' attitude towards communicative activities (item 24) and conduct the researcher to adjust the content and layout in terms of repetitions, difficulty, and ambiguity.

### Analysis of Students' Questionnaire

#### Section One: Background Information

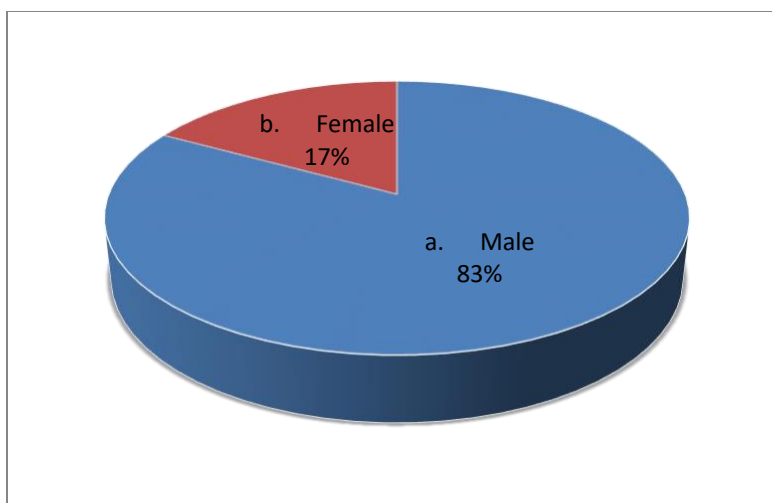
##### 1. Please, specify your gender:

Table 1

*Student's Gender.*

Gender	Participants	Percentage
a. Male	34	83%
b. Female	7	17%
<b>Total</b>	<b>41</b>	<b>100%</b>

## The Role of Communicative Activities in Enhancing EFL Learners' Speaking Skill



*Figure1. Student's Gender.*

From the figure above, it appears that most participants are males. We have recognized 34 male from a total number of 41 students. Male students make up 83% of our population. Whereas, we have 7 female students with a percentage of 17% of the whole population under study. Knowing female and male percentage in EFL classes, enable us to reach a variety of views and opinions about travel blogs and their effectiveness in enhancing EFL students.

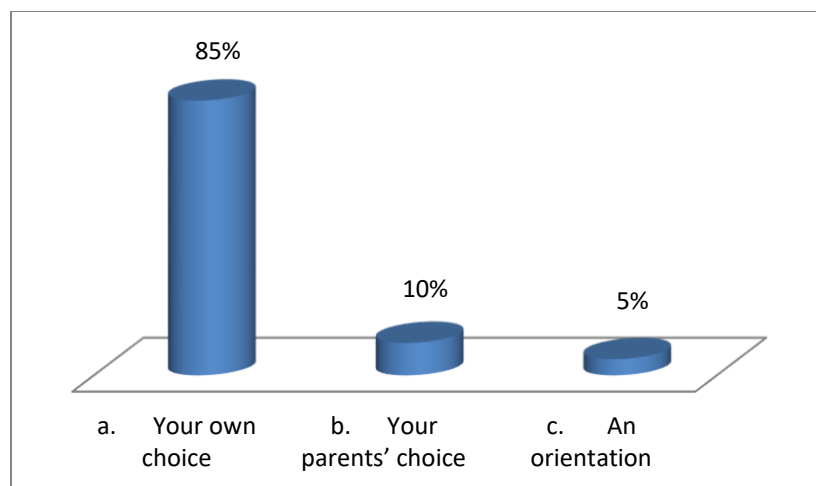
### **2. Studying English at university was:**

Table 2

*The Choice of Studying English at University.*

Option	Participants	Percentage
<b>a. Your own choice</b>	35	85%
<b>b. Your parents' choie</b>	4	10%
<b>c. An orientation</b>	2	5%
<b>Total</b>	41	100%

## The Role of Communicative Activities in Enhancing EFL Learners' Speaking Skill



*Figure2. The Choice of Studying English at University.*

The results in figure 2 illustrate the reason behind learning English language at university. The majority of the participants need to pick one of the provided reasons; own choice, parents' choice, or an orientation. Most of them 85% opted for own choice however, the remained respondents 10% stated that it was their parents' choice. Besides, some of them mentioned that it was an orientation. This indicates that the majority of EFL learners choose learning the English language because it was their own choice and no one imposed anything. It seems that students come into English because they have positive attitudes towards the English language. It should be noted that English is perceived as additive bilingualism, meaning that it does appear to put any kind of threat to the local language and culture.

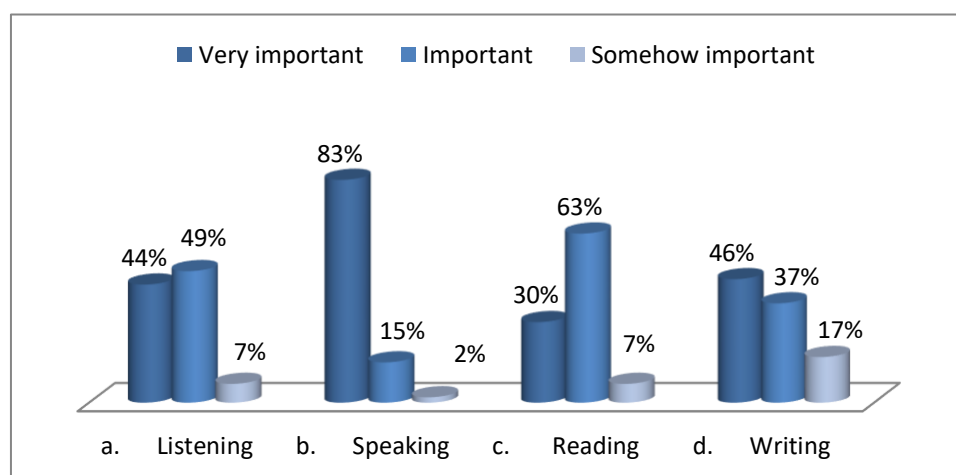
## Section Two: Language Learning

3. Please rank the following language skills in order of importance from 1 to 4 where 1 is most important to you and 4 is least important to you.

Table 3

*The Degree of The Importance of Language Learning Skills for EFL Students.*

Option	Very important		Important		Somehow important	
a. Listening	18	44%	20	49%	3	7%
b. Speaking	34	83%	6	15%	1	2%
c. Reading	12	30%	26	63%	3	7%
d. Writing	19	46%	15	37%	7	17%



*Figure3. The Degree of The Importance of Language Learning Skills for EFL Students.*

This question is sought to know what the important skill is for first-year LMD students. The displayed results are stated as follow:

## The Role of Communicative Activities in Enhancing EFL Learners' Speaking Skill

- 83% of the respondents declared that speaking skill is very important and 15% of them declared that is important. In the other hand, only 2% picked the third choice (somehow important).
- The next percentage goes writing skill 46% as very important and 37% as important skill. However, 17% stated that it is somehow important for them.
- The listening skill comes at utmost with the rate of 44% as very important then, 49% as important. Moreover, 7% of the respondents picked somehow important.
- The last percentage is for reading skill with: very important (30%), important (63%), and somehow important (17%).

Thus, Most of the first-year LMD students endeavor to improve the productive skills more than the other ones specially speaking skill as crucial factor in learning English language.

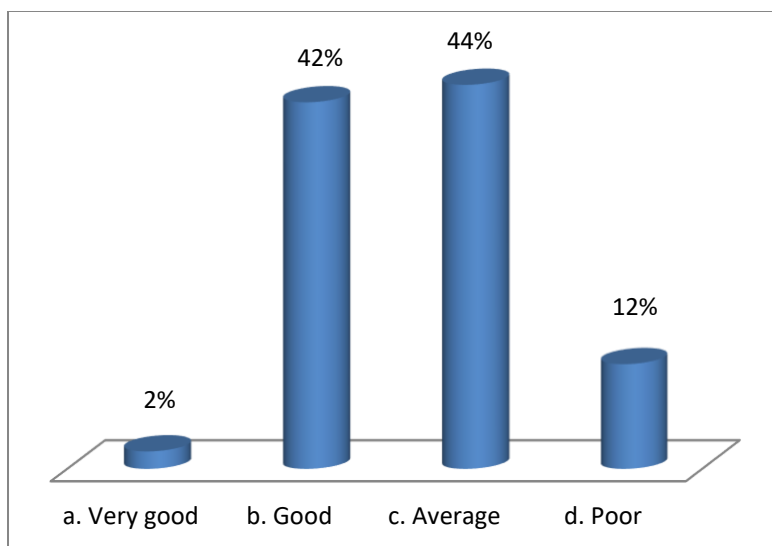
### 4. How would you evaluate your speaking skill?

Table 4

*Students Self-Evaluation of Their Speaking Proficiency.*

Option	Participants	Percentage
a. Very good	1	2%
b. Good	17	42%
c. Average	18	44%
d. Poor	5	2%
<b>Total</b>	<b>41</b>	<b>100%</b>

## The Role of Communicative Activities in Enhancing EFL Learners' Speaking Skill



*Figure4. Students Self-Evaluation of Their Speaking Proficiency.*

The results which are summarized above demonstrates that a major number of students consider their level in English as Average with a percentage of 44% followed by 17 students 42% who see their level as good. Finally, minorities of 5 students consider that their level in English is 12% and 2% of them consider are that their level is very good. We can assume that there are a high percentage of students who considers their level as average which means that they are not completely satisfied with their levels and they need to enhance and improve their proficiency in English.

- 5. Do you agree or disagree with the following saying "To learn a language you must speak it"?**

## The Role of Communicative Activities in Enhancing EFL Learners' Speaking Skill

Table 5

*The Degree of Students' Agreement or Disagreement With The Following Statement: "To Learn a Language You Must Speak it."*

Option	Participants	Percentage
a. Strongly disagree	7	17%
b. Disagree	1	2%
c. Neutral	4	10%
d. Agree	8	20%
e. Strongly Agree	21	51%
<b>Total</b>	<b>41</b>	<b>100%</b>

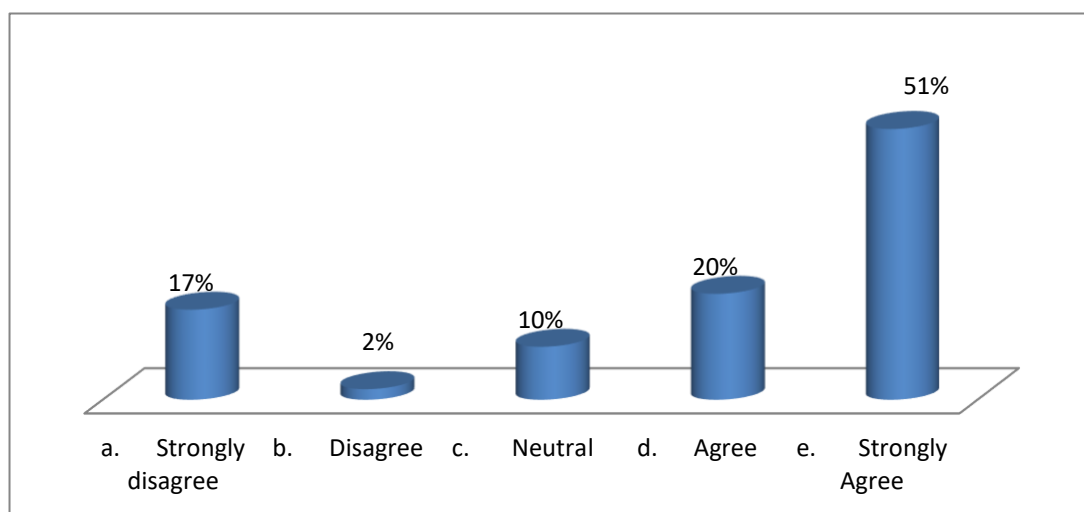


Figure5. *The Degree of Students' Agreement or Disagreement With The Following Statement: "To Learn a Language You Must Speak it."*

The table above shows the frequency to what extent participants agree with the statement 51% of them strongly agree with the sentence written above and 20% of them are picked agree, however, 2% of the participants chose disagree and 17% chose of them strongly disagree.

## The Role of Communicative Activities in Enhancing EFL Learners' Speaking Skill

Additionally, 10% of them stay neutral without saying anything. It is obvious that EFL language students are aware of the speaking competence importance in learning the language. Thus, they believe developing speaking performance is an index of the proficiency level.

### Section Three: Students' View towards Speaking Skill

#### 6. When you speak in English you feel?

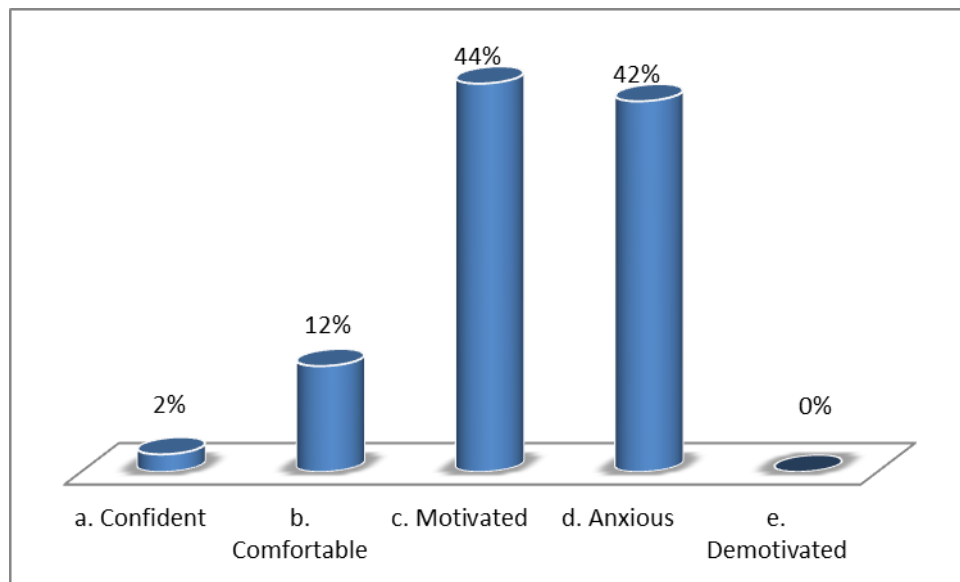
Table 6

*Students' Attitude Towards Speaking in English.*

Option	Participants	Percentage
a. Confident	1	2%
b. Comfortable	5	12%
c. Motivated	18	44%
d. Anxious	17	42%
e. Demotivated	0	0%
<b>Total</b>	<b>41</b>	<b>100%</b>



## The Role of Communicative Activities in Enhancing EFL Learners' Speaking Skill



*Figure6. Students' Attitude Towards Speaking in English.*

The table indicates the students' attitude towards speaking English language. The majority of responds 44% have with motivated, while 42% have answer with anxious. Some of the students 12% claimed that they feel comfortable and few of them 2% feel confident when participate in Oral Expression sessions. However, none of the respondents reported that s/he fell demotivated. It appears that first year LMD students like to use English language but they are not able to use I freely and confidently related to some language problems that effect on their anxiousness.

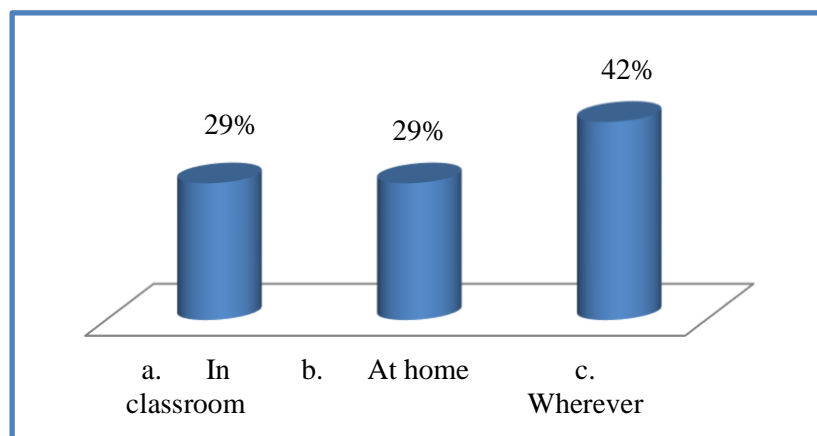
### **7. Where do you enjoy speaking English usually?**

## The Role of Communicative Activities in Enhancing EFL Learners' Speaking Skill

Table 7

*Students' Preferable Place Where They Enjoy Speaking English.*

Option	Participants	Percentage
a. In classroom	12	29%
b. At home	12	29%
c. Wherever	17	42%
<b>Total</b>	<b>41</b>	<b>100%</b>



*Figure7. Students' Preferable Place Where They Enjoy Speaking English.*

The displayed results reveal where most of students use the English language. The majority of them 42% use the English language wherever they been; however, 29% of the participants when they are at home, others at classroom 29%. The second part of this question is about explanation. Students said that they use English language anywhere because they enjoy and they want learn new knowledge and helps improve their abilities to use the language. Moreover, they said that we have to build our knowledge outside the boundaries of the classroom because if we were dependent only to what the teacher gave, we would never develop our skills. Whilst, one

## The Role of Communicative Activities in Enhancing EFL Learners' Speaking Skill

of the students said that in classroom feels more comfortable and more confident surrounding by their classmates and guided by teacher's instructions .At least, they said that feel free and not shy to make mistakes. This indicates that first-year LMD students like English language and they try to enhance their level by speaking anywhere in order to prepare their selves to real-life situations.

### 8. Does your teacher provide you with a feedback about how to best improve your speaking skill?

Table 8

*Teacher's Feedback on How to Best Improve Speaking Skill.*

Option	Participants	Percentage
a. Yes	28	68%
b. No	13	32%
<b>Total</b>	41	100%

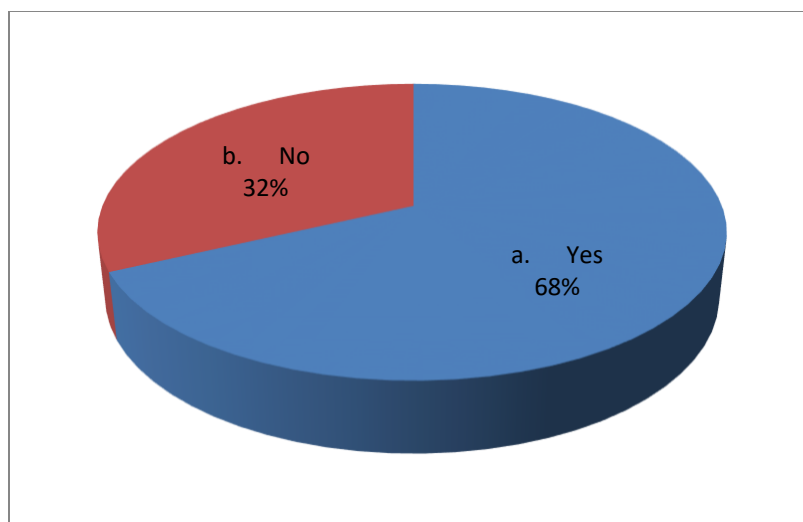


Figure8. Teacher's Feedback on How to Best Improve Speaking Skill.

Statically speaking the difference between who answered with “yes” and those who answered with “no” is quite immense. The former represents the percentage of 68%, and the latter represents 32%. It is clear that most teachers of English who teach first year LMD students give feedback to their students rather than the others in order to raise students' awareness and improve their speaking skills. These results ensure that most of first year LMD teachers of English use feedback knowledge as helpful way to achieve better understanding and better level.

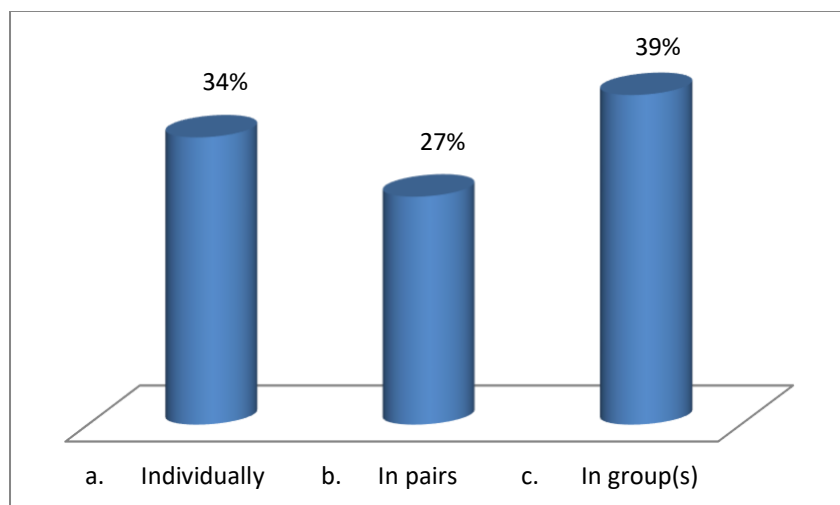
### 9. How do you prefer to perform your speaking tasks?

Table 9

*Students' Preferable Way to Perform Speaking Tasks.*

Option	Participants	Percentage
a. Individually	14	34%
b. In pairs	11	27%
c. In group(s)	16	39%
<b>Total</b>	<b>41</b>	<b>100%</b>

## The Role of Communicative Activities in Enhancing EFL Learners' Speaking Skill



*Figure9. Students' Preferable Way to Perform Speaking Tasks.*

This question tried to explore the preferable way to perform speaking tasks. It indicates that 39% want to participate in groups, followed by 34% of the students want to practice individually, and a minority of 27% who declares that they prefer work in pairs. Consequently, the majority of EFL learners enjoy work ensembles so that they could exchange ideas and to facilitate unravel task by dividing the work between them.

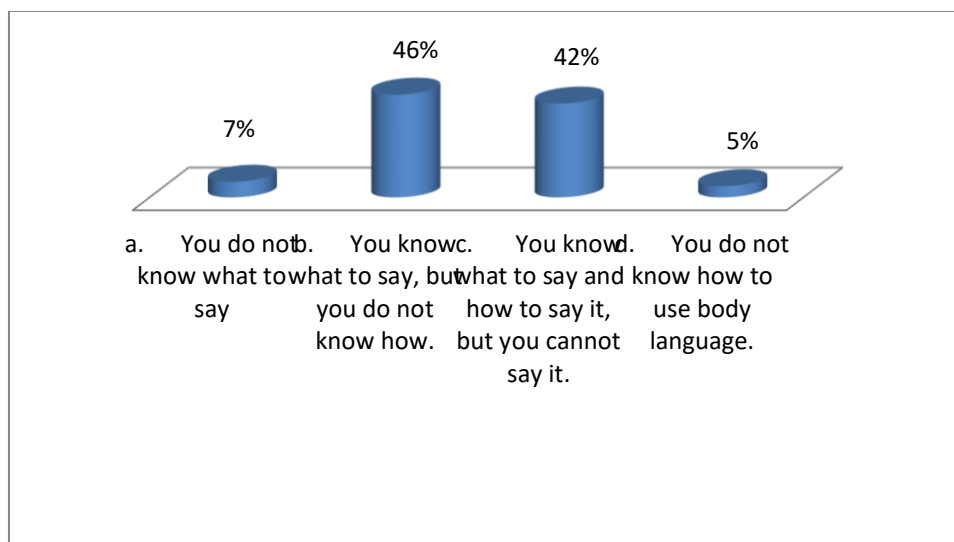
### 10. What are the most difficulties you encounter regarding speaking skill?

Table 10

*Students' Difficulties They Encounter When Speaking.*

Option	Participants	Percentage
a. You do not know what to say	3	7%
b. You know what to say, but you do not know how.	19	46%
c. You know what to say and how to say it, but you cannot say it.	17	42%
d. You do not know how to use body language.	2	5%
<b>Total</b>	<b>41</b>	<b>100%</b>

## The Role of Communicative Activities in Enhancing EFL Learners' Speaking Skill



*Figure 10. Students' Difficulties They Encounter When Speaking.*

The goal behind asking this question is to know the difficulties that students faced when speaking. About 19 students representing 46 % of the respondents have answered that they know what to say but they don't know how to say. Besides, 17 students (42% of the respondents) have revealed that they know what to say and how to say it, but they cannot say it. Moreover, three students (7 % of the respondents) have said that they do not know what to say. Furthermore, only two students representing 5 % of the respondents have reported that they do not know how to use body language. One of the respondents added that their classmates are not always react to his/her performance and they don't accept his/her ideas. Another one complaining about the limitation vocabulary knowledge and less motivation. Thus, these troubles occur due to the lack of practice and the useless techniques and strategies in developing speaking skills.

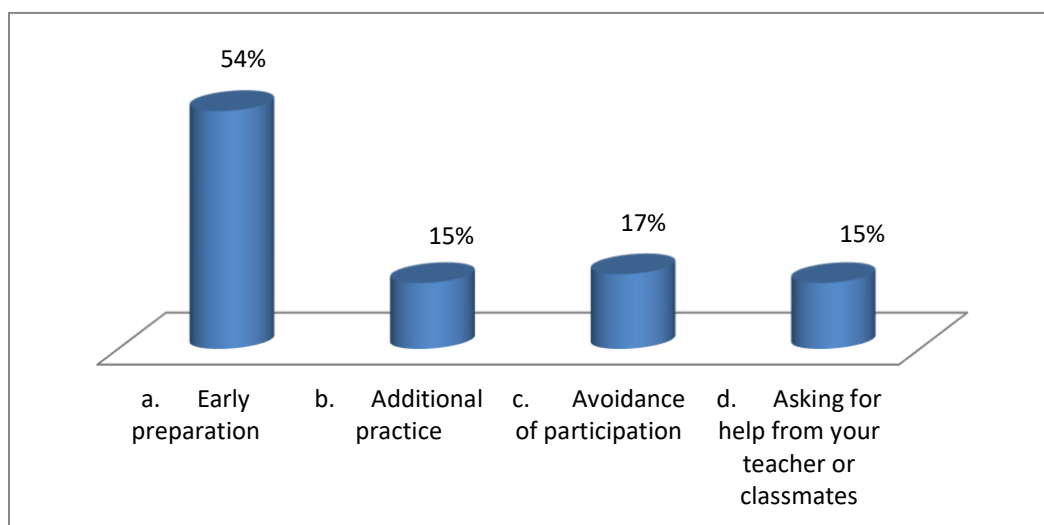
### **11. What method(s) do you follow to overcome your speaking difficulties in the class?**

## The Role of Communicative Activities in Enhancing EFL Learners' Speaking Skill

Table 11

*Students' Method(s) to Overcome Speaking Difficulties in The Class.*

Option	Participants	Percentage
<b>a. Early preparation</b>	22	54%
<b>b. Additional practice</b>	6	15%
<b>c. Avoidance of participation</b>	7	17%
<b>d. Asking for help from your teacher or classmates</b>	6	15%
<b>Total</b>	41	100%



*Figure11. Students' Method(s) to Overcome Speaking Difficulties in The Class.*

From the table above, we can say that the highest rate 54% of students said that they use early preparation as method to overcome their speaking difficulties, followed by 17% of students who said that they need additional practice to get over the previous challenges. Then, an equal percentage 15% goes for both students who declares that they use additional practice and for those

## The Role of Communicative Activities in Enhancing EFL Learners' Speaking Skill

who need help from their teachers or classmates. These results ensure that most of LMD first year students of English try in different methods to improve their speaking level.

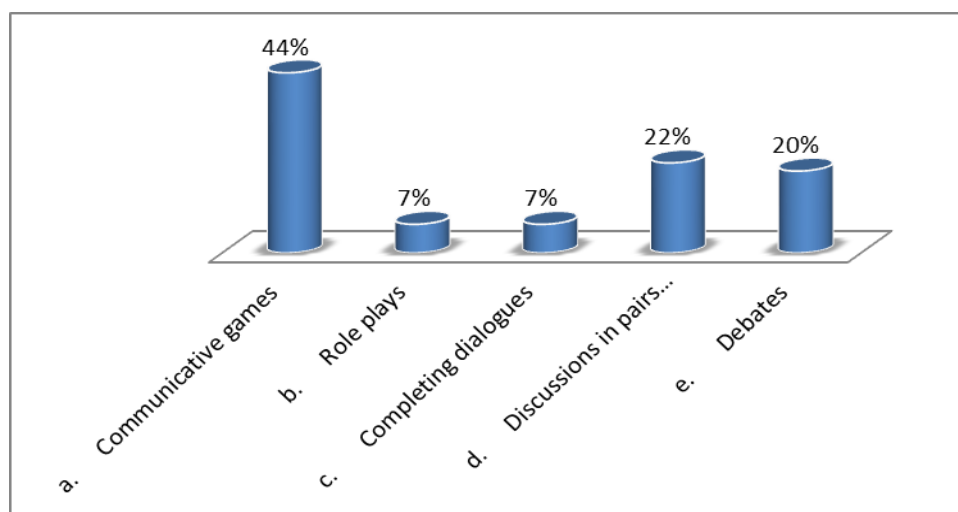
### Section Four: Speaking Skill and Communicative Activities

#### 12. What kind of activities do you enjoy the most in the oral session?

Table 12

*Students' Enjoyable Activities They Perform in The Oral Session.*

Option	Participants	Percentage
a. Communicative games	18	44%
b. Role plays	3	7%
c. Completing dialogues	3	7%
d. Discussions in pairs or groups	9	22%
e. Debates	8	20%
<b>Total</b>	<b>41</b>	<b>100%</b>



*Figure12. Students' Enjoyable Activities They Perform in The Oral Session.*

This question is sought to know the communicative tasks and activities that are related to oral class, a high rate of students 44% said that they enjoy with communicative games, and 22%



### The Role of Communicative Activities in Enhancing EFL Learners' Speaking Skill

of students said that they prefer discussions in pairs or in groups. However, 20% of them stated that they prefer communicate in debates. Whereas, some of them 4% enjoy role plays and similarly 4% enjoy with completing dialogues. Some of the participants add other examples such as; using social media to gather different perspectives and cultural knowledge about society issues or the entertainment industry around the world.

### 13. In your opinion, to what extent is the improvement of your speaking skill related to the type of activities you hold in oral expression session?

Table 13

*Students' Opinions Towards the Improvement of Speaking Skill as a Result of The Type of Activities.*

Option	Participants	Percentage
<b>a. Very much</b>	20	48%
<b>b. Not very much</b>	9	22%
<b>c. Somewhat</b>	8	20%
<b>d. Not at all</b>	4	10%
<b>Total</b>	41	100%

## The Role of Communicative Activities in Enhancing EFL Learners' Speaking Skill

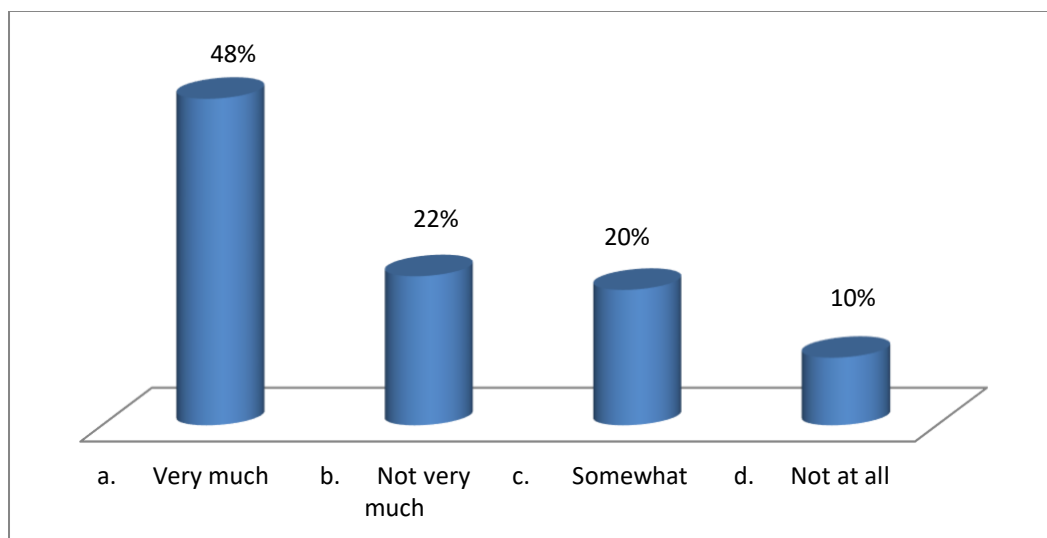


Figure13. *Students' Opinions Towards the Improvement of Speaking Skill as a Result of The Type of Activities.*

The goal behind asking this question is to know how effective their activities in speaking session are. About 20 students representing 48 % of the respondents have answered that the type of activities is surly related to their improvement during oral session. Besides, 9 students (22% of the respondents) have revealed that type of activities somehow is not very much related to their improvement. Moreover, eight students (20 % of the respondents) have seen that they are somewhat related. Furthermore, only four students representing 10 % of the respondents have reported that type of activities is not related to their improvement at all. The statistics reveal the most of first-year students think that type of activities in their oral sessions are very essential in improving their level. They consider it as a very interesting element to achieve their demanded objectives and communicative goals.

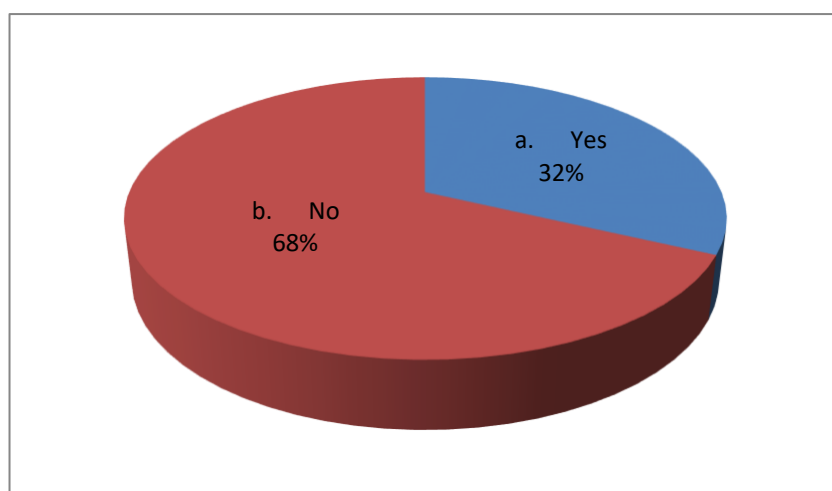
**14. Do you think that you are satisfied about the hours devoted to study Oral Production module? Or do you need more time to practice analytically in English?**

## The Role of Communicative Activities in Enhancing EFL Learners' Speaking Skill

Table 14

*Students Satisfaction About The Hours Devoted to Study Oral Production Module.*

Option	Participants	Percentage
a. Yes	13	32%
b. No	28	68%
<b>Total</b>	41	100%



*Figure14. Students Satisfaction About The Hours Devoted to Study Oral Production Module.*

Through asking this question, we aimed to figure out the students' satisfaction about the hours devoted to study oral production. Moreover, we sought indirectly to know if they have enough time of practice in oral sessions or they need more hours. The options for this question were two that we thought they are the potential options. The majority representing 68 % of the respondents have answered that they are not satisfied and they need more time for this productive module. And this because: they think that as much as we need to learn how to write, it is important to teach university students how to improve their speaking skills and how to be a

## The Role of Communicative Activities in Enhancing EFL Learners' Speaking Skill

successful performer/future teacher without feeling stressed shy or anxious. Also they support their answers with the fact of the crowded classrooms that abnegates the students to have an individual opportunity to practice. However, 32 % of them have answered that they are satisfied about the devoted hours of oral sessions due to the fact that teachers know how to divide the time and organize to give each student a sufficient chance to practice. Consequently, the majority of first-year students are not satisfied with the hours devoted of oral expression. They believe is not helpful for growth of their communicative skill and they need extra time.

### Section Five: Communicative Activities

#### 15. What do you think about communicative activities?

Table 15

*Students' Attitude Towards Communicative Activities.*

Option	Participants	Percentage
a. Very important	26	63%
b. Important	15	37%
c. Not important	0	0%
<b>Total</b>	41	100%

## The Role of Communicative Activities in Enhancing EFL Learners' Speaking Skill

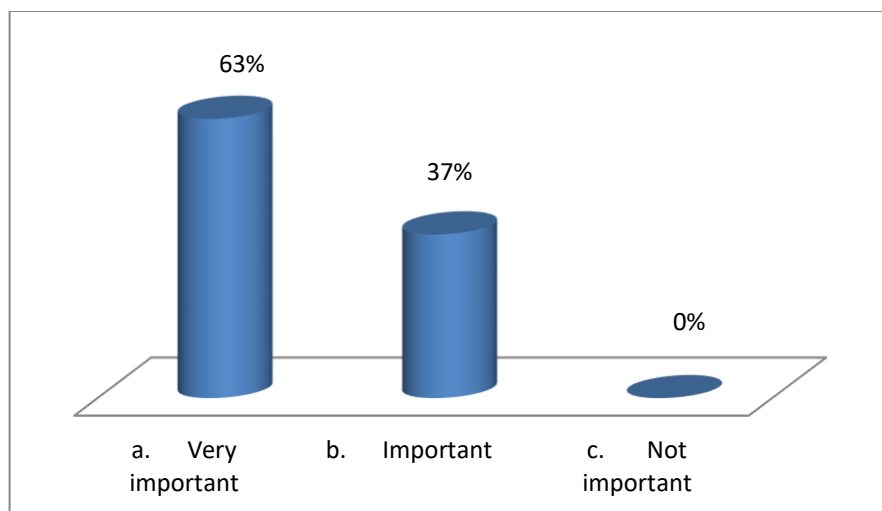


Figure15. Students' Attitude Towards Communicative Activities.

This question aimed to identify whether our respondents consider the communicative activities as essential element, or not. The rates reveal that 63% of respondents believed that they very important. And the remained participants chose important. do to the above results, the first-year students realize that communicative activities has valuable contribution in developing their communication competence. They know that communicative activities help and prepare them to real-life situation.

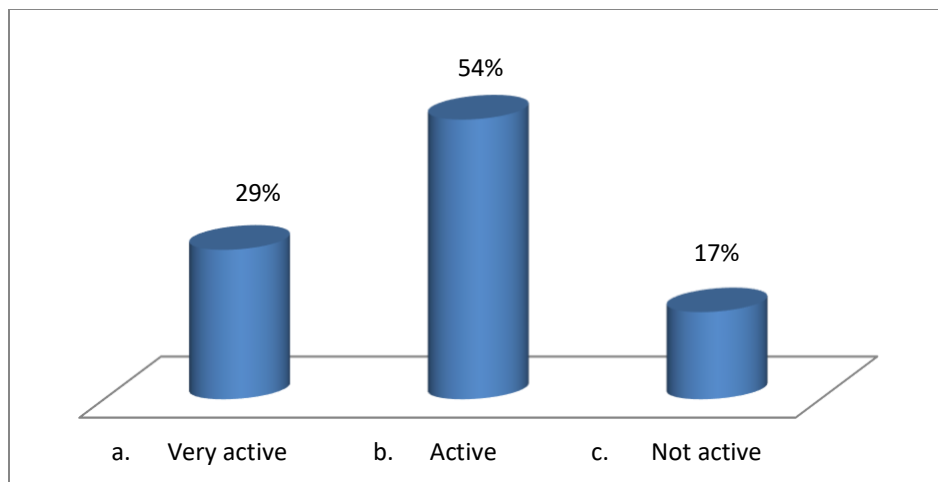
### 16. To what extent are you active when performing communicative activities?

Table 16

*The Degree of Students' Engagement When Performing Communicative Activities.*

Option	Participants	Percentage
a. Very active	12	29%
b. Active	22	54%
c. Not active	7	17%
<b>Total</b>	<b>41</b>	<b>100%</b>

## The Role of Communicative Activities in Enhancing EFL Learners' Speaking Skill



*Figure16. The Degree of Students' Engagement When Performing Communicative Activities.*

This question identified the frequency of participation of the respondents. According to the rates, 29% of the respondents claimed that they very active in Oral Expression sessions. Additionally, the majority of respondents 54% reported that they active in the session. However, 17% claimed that they are not active. To know the reasons behind their choice, students were asked to explain. Some of the participants state that their only chance to communicate is to speak in the classroom.” Other one states that in order to develop their communicative competence. However, others states that they fear to be wrong, or the discussed topic is not interested to them, or even cause of anxiety and shyness.

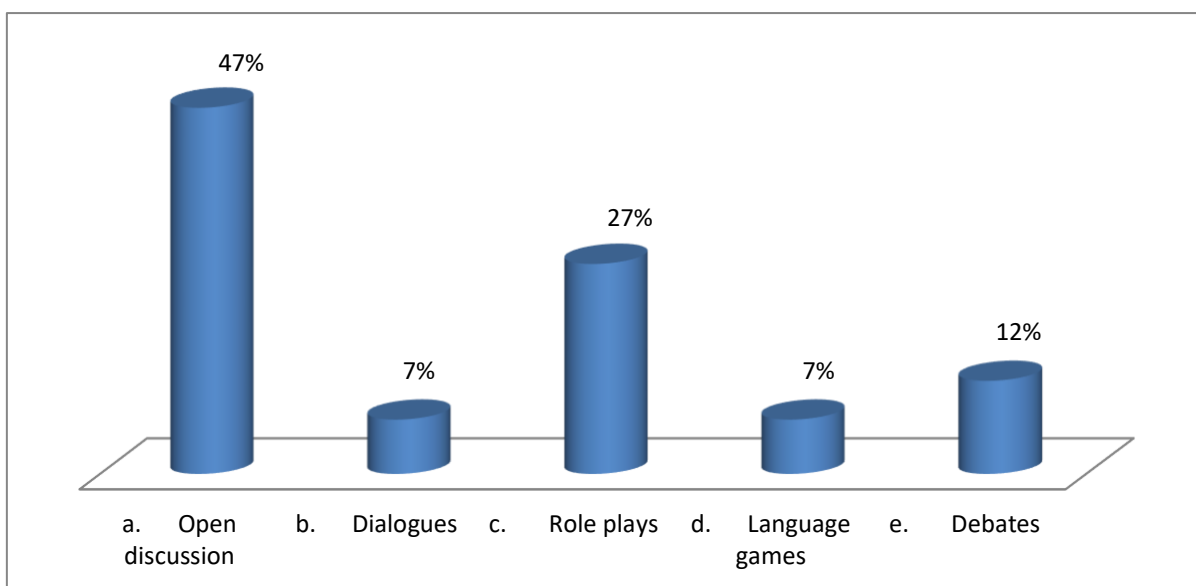
**17. What type of communicative activities does your teacher use?**

## The Role of Communicative Activities in Enhancing EFL Learners' Speaking Skill

Table 17

*Types of Communicative Activities Used by The Teacher.*

Option	Participants	Percentage
a. Open discussion	19	47%
b. Dialogues	3	7%
c. Role plays	11	27%
d. Language games	3	7%
e. Debates	5	12%
<b>Total</b>	<b>41</b>	<b>100%</b>



*Figure17. Types of Communicative Activities Used by The Teacher.*

This question sought to identify the most used activity in Oral Expression session. Referring back to the table above, 47% of the respondents argued that open discussion is the most frequent activity used in their classes. 27% of the respondents reported for role plays. However, 12% of respondents opted for debates and the last percentage goes for dialogues 7%, as well as, language games 7%. However, some of the respondents intervene by stating that presentations are

## The Role of Communicative Activities in Enhancing EFL Learners' Speaking Skill

also used activity in oral class. The previous responses indicate that oral teacher depends on the group work more than the individual work in order to develop their students' communicative skill and reinforces their abilities and motivation between them.

### 18. How can the communicative activities influence your speaking skill?

Table 18

*The Way The Communicative Activities Can Influence Students' Speaking Skill.*

Option	Participants	Percentage
a. They offer more exposure to the target language	1	2%
b. They offer more opportunities to use the language	13	32%
c. They increase interaction and cooperation between students	2	5%
d. They increase students' engagement, interest and self-confidence	4	10%
e. They provide opportunity to use authentic materials	0	0%
f. All of them	21	51%
<b>Total</b>	<b>41</b>	<b>100%</b>



## The Role of Communicative Activities in Enhancing EFL Learners' Speaking Skill

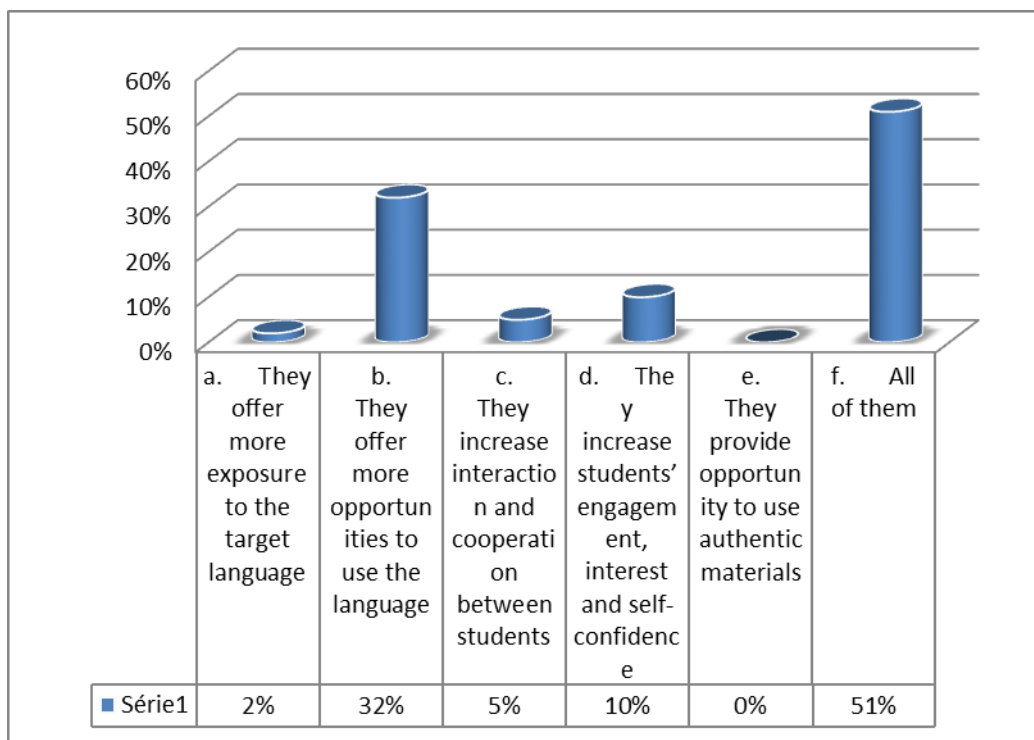


Figure 18. The Way The Communicative Activities Can Influence Students' Speaking Skill.

More than half of participants 51% stated that communicative activities are important for the success of any communication. Moreover, 32% of the participants think that they offer more opportunities to use the language. Additionally, 10% opted that they increase students engagement interest, and self-confidence and 5% of them surveyed communicative activities increase interaction and cooperation. However, 2% believe that they increase interaction and cooperation. This indicates that all the respondents confirm that communicative activities don't develop only communicative competence but also all the five previous elements in the language process.

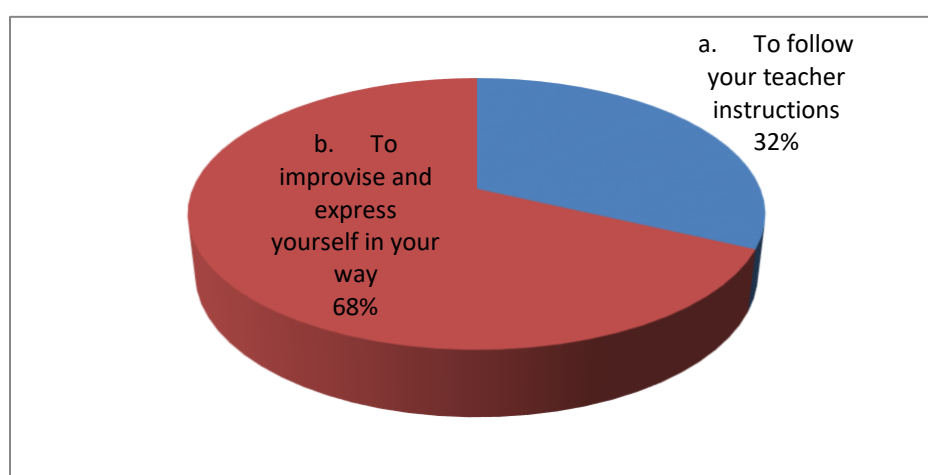
### 19. When you conduct a communicative activity, do you prefer?

## The Role of Communicative Activities in Enhancing EFL Learners' Speaking Skill

Table 19

*Students' Preferable Method When Conducting Communicative Activity.*

Option	Participants	Percentage
a. To follow your teacher instructions	13	32%
b. To improvise and express yourself in your way	28	68%
<b>Total</b>	<b>41</b>	<b>100%</b>



*Figure19. Students' Preferable Method When Conducting Communicative Activity.*

This part measures Students' preferable method when conducting communicative activity. The majorities of the participants 68% prefer to express themselves freely in their ways because they think that sometimes the teacher's instructions are boring and too restricted thus their ideas and thoughts will be more modernistic; however, sometimes following teachers' instructions reduce students' creative productivity. Equally, other students written that they suffer from some problems and using this method they will develop their communicative language, gain confidence, and discover their weaknesses. The remained participants 32% chose follow their teacher instructions and support this choice by saying that they were afraid to make mistakes or forget words, so, their

## The Role of Communicative Activities in Enhancing EFL Learners' Speaking Skill

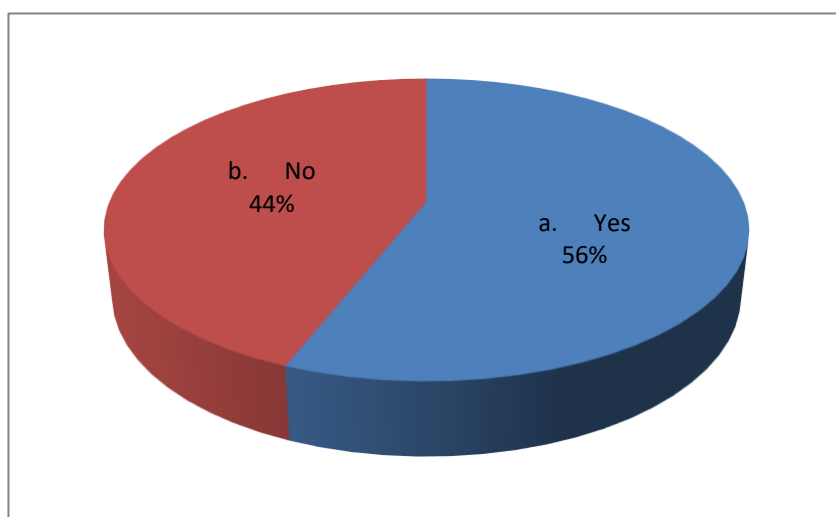
teacher is the best guide. So, first year students would like to communicate fluency and accuracy and they are able to do so and teachers have to change their methods because their learners still need some of helpful interactions.

### 20. Do you think that the classroom conditions (class size, equipment ...) are suitable to conduct such kind of activities?

Table 20

*Students' Attitude Towards The Classroom Conditions.*

Option	Participants	Percentage
a. Yes	23	56%
b. No	18	44%
<b>Total</b>	<b>41</b>	<b>100%</b>



*Figure20. Students' Attitude Towards The Classroom Conditions.*

The above figure indicates the responses of the participants towards the conditions of oral classroom. The majority of respondents 56% are satisfied on how the communicative activities are taught; however, the remained respondents 44% disagreed with the statement. So, many of first-

## The Role of Communicative Activities in Enhancing EFL Learners' Speaking Skill

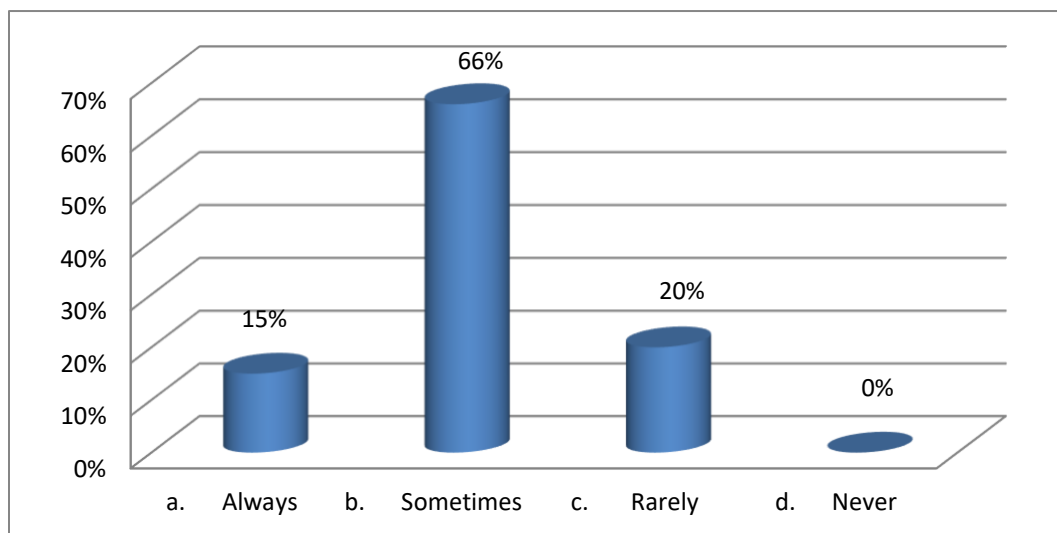
year LMD students find that the way and conditions of learning communicative language through the communicative activities is pleasant and refreshing to them instead of the other ones.

### 21. How often do teachers use classroom activities related to real-life situations?

Table 21

*The Frequency of Teachers' Use of Classroom Activities Related to Real-Life Situations.*

Option	Participants	Percentage
a. Always	6	15%
b. Sometimes	27	66%
c. Rarely	8	20%
d. Never	0	0%
<b>Total</b>	<b>41</b>	<b>100%</b>



*Figure21. The Frequency of Teachers' Use of Classroom Activities Related to Real-Life Situations.*

According to what is shown in figure 21, 66% is the percentage of students who declared that their teachers sometimes use classroom activities related to real-life situations followed 20% of students assert that oral teachers rarely use those activities; wearers, 15% stated that they

## The Role of Communicative Activities in Enhancing EFL Learners' Speaking Skill

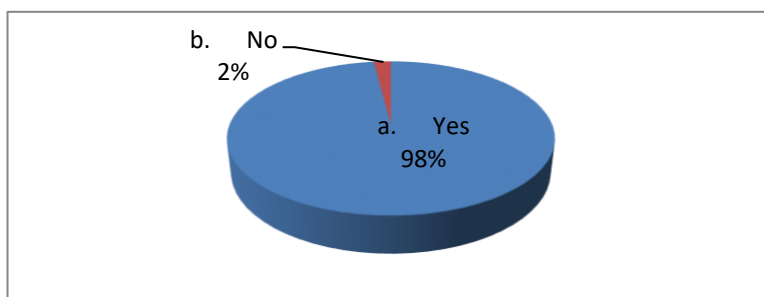
always such kind of communicative activities. We conclude that teachers do not use communicative tasks and activities related to real-life to improve the speaking level of their students.

### 22. According to you, can communicative activities make the oral lesson more vivid and fun?

Table 22

*Students' Responses About Whether Communicative Activities Can Make The Oral Lesson More Vivid and Funny or Not.*

Option	Participants	Percentage
a. Yes	40	98%
b. No	1	2%
<b>Total</b>	<b>41</b>	<b>100%</b>



*Figure22. Students' Responses About Whether Communicative Activities Can Make The Oral Lesson More Vivid and Funny or Not.*

The data summarized above reveal that most students 98% have responded that the communicative activities make the oral lesson more vivid and funny; whereas, 2% is the percentage of students who responded the opposite. The previous data confirm that all the first-year LMD students prefer communicative activities in oral classes because feel highly motivated

## The Role of Communicative Activities in Enhancing EFL Learners' Speaking Skill

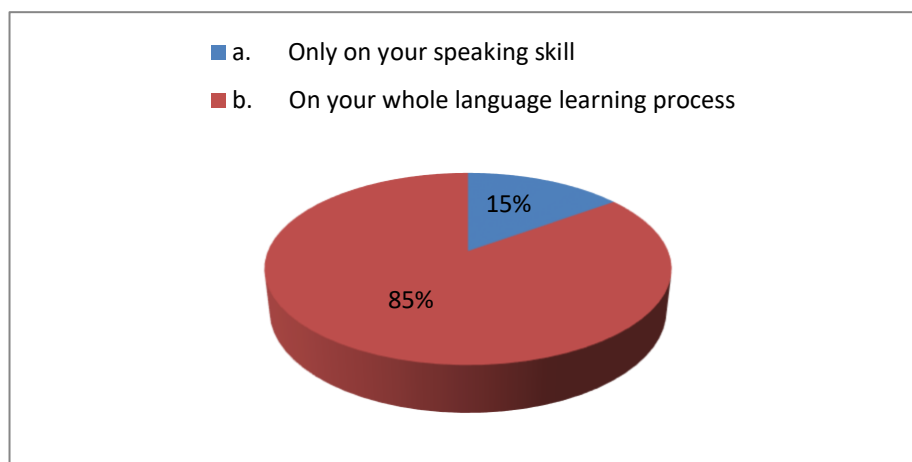
with the lesson and they help them to interact easily and positively with them and they can impart a suitable atmosphere.

### 23. In your opinion, communicative activities have a significant influence?

Table 23

*Students' Opinion About The Significance Influence of The Communicative Activities.*

Option	Participants	Percentage
a. Only on your speaking skill	6	15%
b. On your whole language learning process	35	85%
<b>Total</b>	<b>41</b>	<b>100%</b>



*Figure23. Students' Opinion About The Significance Influence of The Communicative Activities.*

Through the statistics shown in table 23, we noticed that 85% of students advocate that the communicative activities have a good influence on developing language learning process. A rate of 15% of students represents the students who gave different response; they said that

## The Role of Communicative Activities in Enhancing EFL Learners' Speaking Skill

communicative activities develop only their speaking skill. It appears that communicative activities are important for first-year LMD students since they help them to enhance fluency, pronunciation, and performance in one side and in another side communicative activities help them to improve their communication English language learning.

### **24. What is your attitude towards communicative activities? Do you feel that they improve your speaking performance?**

Table 24

*Students' Attitude Towards Communicative Activities.*

<b>Option</b>	<b>Participants</b>	<b>Percentage</b>
<b>a. I like and enjoy speaking activities + I feel a big improvement after the practice</b>	20	49%
<b>b. I like and enjoy speaking activities + I need more practice to feel the improvement</b>	18	44%
<b>c. I do not especially like speaking activities + but I feel the improvement</b>	3	7%
<b>d. I do not especially like speaking activities + I do not feel the improvement</b>	0	0%
<b>Total</b>	41	100%

## The Role of Communicative Activities in Enhancing EFL Learners' Speaking Skill

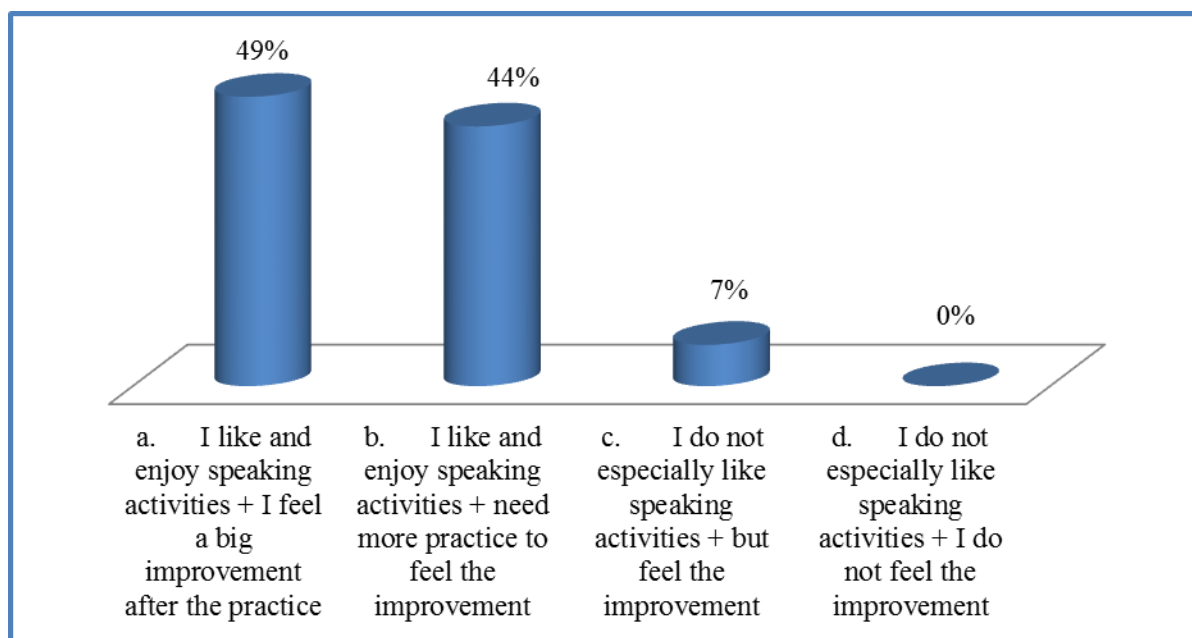


Figure24. Students' Attitude Towards Communicative Activities.

The results obtained demonstrate that none of the students dislike speaking activities or none of them deny the amount of improvement that could affect in their communicative competence. The majority of students 49% like and enjoy speaking activities and they see activities as a way to improve their level. Followed by 44% of students who also like and with speaking activities but they assert that they need more practice to feel the improvement. More precisely, 03 students who represented just 7 % of the respondents have stated that they do not especially like speaking activities however they feel the improvement. The above analysis indicates that first-year LMD students like the communicative activities and realize that they has a valuable contribution in developing their communication and their proficiency level



## The Role of Communicative Activities in Enhancing EFL Learners' Speaking Skill

The majority of the respondents did not really add any comment; the remaining students mentioned the importance of self-efforts on raising their speaking skill outside the classroom through the following suggestions:

- ✓ Talk to native speakers as much as you can.
- ✓ The taught modules in our university should be more updated.
- ✓ Developing communication through being exposed to authentic materials.
- ✓ communicative activities are the best teacher of communication
- ✓ The use of social media (Facebook, twitter, blogs) to interact with natives and know how to communicate in different situation and in better ways.

From the mentioned questionnaire's answers, most of the students consider communicative activities as essential component in learning English language because it meets their communicative needs and objectives. Besides, it enriches their speaking skill by developing their vocabulary knowledge and performance in order to communicate in any target setting and to extend their opportunities to be as native speakers.

### **Discussion of the Results**

The present study aimed mainly at investigating the use of the communicative activities in enhancing learners' speaking skill. Moreover, it sought to highlight the useful strategies that develop the communicative competence and learning process. Accordingly, it also attempted to increase learners' awareness about the importance of communicative activities and its relation with the improvements of speaking skill. Simultaneously, it intended to help learners in developing their speed of oral production.

## The Role of Communicative Activities in Enhancing EFL Learners' Speaking Skill

The findings drawn from the analysis of the obtained data using two collection data methods were positive in many aspects. At the outset, the results of the students' questionnaire analysis showed that the overwhelming majority of the students consider speaking as the most important skill to be mastered due to its communicative importance in both daily life and academic requirements.

A great number of the students believe that the main reasons of their inability to develop their speaking skill are unhelpful techniques of information they should memorize, the lack of preparation and practice. In addition, many students opine that they fail to speak comfortable and fluently because they be troubled with shyness and anxiety. Students' level is not as it is expected to be; they are highly motivated to be active in oral session but they may not perform effectively in any situation.

Since the main aim of this research study is investigating the use of the communication activities in enhancing learner's speaking skill, we endeavored to extract as much information as possible from both the students' questionnaire. Initially, the analysis of the students' questionnaire has shown that they were pleased and have reacted very positively about the use of communicative activities. They found them as a good strategy to improve their communicative performance and ability and the idea of using games and all kinds of activities in itself was very interesting in terms of structure, content, vocabulary and the vivid way in which the information are delivered.

Furthermore, students appreciate the teacher role in developing their oral competence. Nevertheless, students are complaining about the kinds of oral sessions. They confirm that their

## The Role of Communicative Activities in Enhancing EFL Learners' Speaking Skill

teachers of oral use very traditional strategies (presentation) and unrelated real-life situations which may not be an effective tool to enhance their speaking skill and communicative ones

In the same vein, students have positive attitudes towards oral class and group work. They assure that the different ideas and thoughts between them may increase their knowledge and performance. It depends on learning new items and vocabulary to prepare themselves to communicate in different contexts.

In short, the focus group was a very useful instrument to approach the main concentration of the present study, since students are the most important substance in it. This tool allowed us to obtain students' views directly, which was more valuable and reliable in acquiring clearer answers to the questions of our research. Students found communicative activities a good strategy which helped them to foster their speaking skill to a great extent and they will keep using them regularly to enrich their communication.

### **Conclusion**

The present chapter has presented the field work of this research study; it has dealt with three data collection tool; namely, student's questionnaire that aimed at investigating the use of the communicative activities in learners' speaking skill. First; this chapter has provided a clear description of the methodology adopted in conducting this research. Besides, it has displayed the data gathered through this study followed by a detailed analysis of the results. Moreover, it has sought to confirm the hypotheses proposed at the beginning of this research study through a discussion of the obtained results. Finally, the current chapter has provided a synthesis of the findings as well as the conclusions we came out with in this research.

### **General Conclusion**

The current study has dealt with the effects of communicative activities in enhancing learners' speaking skill. The core of this study is investigation of the effectiveness of the tasks and activities in developing communication and reducing speaking difficulties of the first level students of English at the Department of Foreign Languages at Biskra University.

The first chapter has been devoted to the theoretical aspects of the concept of communicative activities. We have presented distinct conceptualization of them proposed by different researchers and explored its characteristics while considering the various elements of CA. Additionally, we have shed light on the connection exist between Communicative approach, communicative activities and speaking skill.

The second chapter has dealt with the speaking skill of EFL learners. It starts with general overview of speaking. Then, it has presented the different definitions of it, its important types and its key elements. The speaking importance has been discussed and many issues have been explained in this chapter. As a final point, we have shed light on the relationship between speaking skill and communicative activities to enhance learners' communicative competences.

The field works of this study required two tools in order to confirm or dismiss our research hypothesis. A questionnaire has been distributed to a random sample of first-year LMD students and interview that designed to teachers but unfortunately we didn't succeed to gain the expected information cause of the COVID-19 circumstances.

The analyses of the data obtained from learners' responses resulted in three main points. First, first-year LMD students of English are aware of the importance of speaking skill in EFL

### The Role of Communicative Activities in Enhancing EFL Learners' Speaking Skill

learning as crucial component of language, but their level need more developments. Second, they confirm the obligation of using communicative activities in enhancing their communication. Third, developing first-year LMD students' speaking skill will raise their creativity production and decrease their communication difficulties. In light of the present results, this study succeeded to provide answers to the research questions and confirm the research hypotheses.

## **Recommendations**

The following are some recommendations that can be drawn from this study:

### **Educational policy**

- ✓ The Ministry of Higher Education and Scientific Research should provide the necessary conditions under which learners' can practice listening and speaking successfully. That is, providing headsets and language laboratories.
- ✓ The ministry of Higher Education and Scientific Research should adopt a policy of training courses for oral class practitioners across the country.

### **For syllabus designers**

- ✓ Adopting modern strategies in teaching speaking skill.
- ✓ Managing the number of students per class to create a suitable atmosphere for students to learn effectively enable teachers to work restfully.

### **For teachers**

- ✓ Teachers need to support and encourage EFL learners to develop their communicative performance and overcome the psychological obstacles.
- ✓ Teachers should use modern strategies in practicing communicative activities with their learners.
- ✓ Teachers are required to be creative in order to provide motivating, and challenging learning environment.

## The Role of Communicative Activities in Enhancing EFL Learners' Speaking Skill

### **For learners**

- ✓ Learners are recommended to engage in talks with native speakers to develop their communicative skills.
- ✓ It is important to be exposed to authentic language in order to acquire fluency, and develop vocabulary.
- ✓ Learners are required to devote more time to practice speaking out of the classroom context in order to enhance their speaking ability.

### **For researchers**

- ✓ Future research is recommended to be carried out on speaking skill since this it is of immense importance to ensure successful learning. They can; for example, conduct other studies to explore the use of other communicative activities in enhancing speaking skill.

### **Limitation of study**

### The Role of Communicative Activities in Enhancing EFL Learners' Speaking Skill

The present study aimed mainly to investigate the use of the communicative activities in enhancing learners' speaking skill. The findings revealed that this technique is efficient in improving the students' speaking skill and communication. Even though this study achieved the intended aim, it; however, had two main limitations. First, the lack of prior research studies on the topic, especially the ones that tackled the offered time with my supervisor. This lack of studies was challenging to collect a sufficient number of information about the issue. Second. The impossible contact with the other teacher to answer our questionnaire for the confinement and COVID-19. In future research, this aspect should be targeted through asking more questions in order to collect detailed information about it.



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# Appendices

**Appendix 1:** Example on a typical unit of Notional-Functional unit (as cited in Sabah, 2018,

p.7)

Function	Sentence forms	Realization
Ordering	Imperative	Please, finish that letter, miss Jones
	Conditional	Perhaps it would be the best if you finish that letter
	Infinitive	We do expect you to finish that letter
	Modal	You must finish that letter, I'm afraid
	Participle	You should have no difficulty in finishing that letter

## *Teachers Questionnaire*

Dear teacher

You are kindly requested to answer this questionnaire, which is designed for the sake of gathering useful information to accomplish a master's dissertation. Through this questionnaire, we attempt to investigate “The Role of Communicative Activities in Enhancing EFL Students' Speaking Skill”. Your collaboration will be of a great help for us to gather the needed information for the study. Please, tick (✓)the appropriate box(es) and give full answer(s) whenever it is necessary.

**Thank you for your time and contribution**

**Researcher's name**

.....

**Supervised by**

.....

**2019-2020**

## ***Section One: Background Information***

**Q1. Please, specify your degree:**

a) MA (Magister/Master)

b) Ph. D (Doctorate)

**Q2. How many years have you been teaching English at University?**

a) 1-5 years

b) 5-10 years

c) More than 10 years

**Q3. How many years have you been teaching Oral expression module?**

.....

**Q4. Which teaching method do you use to teach speaking?**

a) Grammar - Translation method

b) Audiolingual method

c) Communicative Approach

d) Task-based approach

e) Eclecticism

If any other, please note:

.....

.....

.....

.....

## ***Section Two: Speaking Skill***

**Q1. How would you evaluate your student's speaking skill level ?**

a) Excellent

b) Good

c) Average

d) Poor

**Q2. What are the main difficulties your students face when performing an oral task?**

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

**Q3. Why do you think students should improve their speaking skill?**

- a) To communicating globally
- b) To perform real life situations through language
- c) To pursue studies successfully
- d) Getting opportunities for employment
- e) Achieving future goals in different fields

**Q4. What are the difficulties or challenges you encounter when teaching speaking?**

- a) Students do not want to talk or say anything
- b) Students keep using their mother language
- c) Large classes
- d) Lack of materials to fulfil students' needs
- e) Time constraints

If others, please mention them:

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

**Q5. What strategy do you prefer to use when you teach speaking skill?**

- a) Transferring L1 strategies
- b) Different spoken text types
- c) Interactive listening
- d) Transactional and interactional language
- e) Real-life tasks

If others, please specify them:

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

**Q6. What tasks you mostly use in teaching speaking skill?**



- a) Short Talks
- b) Show and Tell
- c) Discuss and Debate
- d) Role plays
- e) Audio-texts stimulation

If others, please specify them:

.....

.....

.....

**Q7. In your opinion, how can teach speaking skill be improved?**

.....

.....

.....

***Section Three: Communicative Activities***

**Q1. How often do you use the communicative activities in teaching speaking skill?**

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

**Q2. What characterizes the communicative activities that you use?**

- a) Meaningful
- b) Focuses on certain language forms
- c) Authentic
- d) Time consuming
- e) Interesting
- f) Appropriate for class size and students level
- g) All of them

If others, please specify them:

.....

.....

.....

.....

**Q3. What kind of tools you use for performing communicative activities?**

- a) Visuals materials
- a) Audio material
- b) Audio-visual materials

**Q4. What are the strategies you use to facilitate the communicative activities for your learners?**

- a) Monitoring and maximizing your role in the activity
- b) Providing feedback and credits
- c) Build on what learners already know
- d) Model the procedures with one or two learners volunteers and check Comprehension of instructions
- e) Hand out the survey forms and explain the task to learners
- f) Discuss the information with the class

**Q5. Do you try to create more developed communicative activities in oral class?**

- a) Yes
- b) No

Why?

.....

.....

.....

.....

**Q6. Do you think that time allotted for teaching oral expression is sufficient?**

- a) Yes
- b) No

**Q7. Do you think that communicative activities are appropriately integrated in foreign language teaching context?**

- a) Yes
- b) No

In both cases, please explain:

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

If you have any comments or suggestions please feel free

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

**Thank you for your time and contribution**

## *Students' Questionnaire*

Dear student

You are kindly requested to answer this questionnaire, which is designed for the sake of gathering useful information to accomplish a master's dissertation. Through this questionnaire, we attempt to investigate the role of communicative activities in enhancing EFL students' speaking skill. Your collaboration will be a great help for us to gather the needed information for the study. Please, tick (✓) in the appropriate box(es) and provide full statements whenever necessary.

**Thank you for your time, effort and collaboration.**

**Researcher's name**

.....

**Supervised by:**

.....

**2019-2020**

**Section One : Background Information**

**Q1. Please, specify your gender:**

- a) Male       b) Female

**Q2. Studying English at university was:**

- a) Your own choice       b) Your parents' choice       c) An orientation

**Section Two: Speaking Skill**

**Q1. Please rank the following language skills in order of importance from 1 to 4 where 1 is most important to you and 4 is least important to you.**

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

**Q2. How would you evaluate your speaking skill?**

- a) Very good   
b) Good   
c) Average   
d) Poor

**Q3. Do you agree with the saying "To learn a language you must speak it "**

- a) Strongly Disagree   
b) Agree   
c) Disagree   
d) strongly Agree

**Q4. When you speak in English you feel:**

- a) Confident   
b) Comfortable   
c) Motivated

- d) Anxious
- e) Demotivated

**Section Three: Students' View towards Speaking Skill**

**Q1. Where do you enjoy speaking English usually?**

- a) In classroom
- b) At home
- c) Wherever

Please, justify your choice:

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

**Q2. Does your teacher provide you with a feedback about how to best improve your speaking skill?**

- a) Yes
- b) No

**Q3. How do you prefer to perform your speaking tasks?**

- a) Individually
- b) In pairs
- c) In group(s)

**Q4. What are the most difficulties you encounter regarding speaking skill?**

- a) You do not know what to say.
- b) You know what to say, but you do not know how.
- c) You know what to say and how to say it, but you cannot say it.
- d) You do not know how to use body language.

If others, please mention them:

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

**Q5. What method(s) do you follow to overcome your speaking difficulties in the class?**

- a) Early preparation
- b) Additional practice
- c) Avoidance of participation
- d) Asking for help from your teacher or classmates

**Section Four: Speaking Skill and Communicative Activities**

**Q1. What kind of activities do you enjoy the most in performing in the oral session?**

- a) Communicative games
- b) Role plays
- c) Completing dialogues
- d) Discussions in pairs or groups
- e) Debates

If others, please mention them:

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

**Q2. In your opinion, to what extent is the improvement of your speaking skill related to the type of activities you hold in oral expression session?**

- a) Very much
- b) Not very much
- c) Somewhat
- d) Not at all

**Q3. Do you think that you are satisfied about the hours devoted to study Oral Production module? Or do need more time to practice analytically in English?**

- a) Yes
- b) No

**Why?**

.....  
.....

.....  
.....  
**Section Five: Communicative Activities**

**Q1. What do you think about communicative activities?**

- a) Very important
- b) Important
- c) Not important

**Q2. To what extent are you active when performing communicative activities?**

- Very active       b) Active       c) Not active

**Please, justify your answer:**

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

**Q3. What type of communicative activities does your teacher use?**

- a) Open discussions
- b) Dialogues
- c) Role plays
- d) Language games
- e) Debates

If others, please specify them:

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

**Q4. How can the communicative activities influence your speaking skill?**

- a) They offer more exposure to the target language
- b) They offer more opportunities to use the language
- c) They increase interaction and cooperation between students
- d) They increase students' engagement, interest and self-confidence
- e) They provide opportunity to use authentic materials



f) All of them

**Q5. When you conduct a communicative activity, do you prefer?**

a) To follow your teacher instructions

b) To improvise and express yourself in your way

In both cases, explain why?

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

**Q6. Do you think that the classroom conditions (class size, equipment ...) are suitable to conduct such kind of activities?**

a) Yes

b) No

**Q7. How often do teachers use classroom activities related to real-life situations?**

a) Always

b) Sometimes

c) Rarely

d) Never

**Q8. Communicative activities can make the oral lesson more vivid and funny?**

a) Yes

b) No

**Q9. In your opinion, communicative activities have a significant influence:**

a) Only on your speaking skill

b) On your whole language learning process

Why?

.....  
.....

.....  
.....  
**Q10. What is your attitude towards speaking communicative activities? Do you feel that they improve your speaking competence?**

- a) I like and enjoy speaking activities + I feel a big improvement after the practice
- b) I like and enjoy speaking activities + need more practice to feel the improvement
- c) I do not especially like speaking activities + but feel the improvement
- d) I do not especially like speaking activities + I do not feel the improvement

**I really appreciate your time, effort and collaboration**

## الملخص

في ظل الموجة الدائمة للتطورات السريعة للغة الإنجليزية كأداة عمل والحاجة إلى التواصل بين الناس من ثقافات ولغات مختلفة، ضغط هذا على المتعلمين لإتقان اللغة بشكل أكثر كفاءة وسرعة. كانت الدراسة الحالية محاولة للتحقيق في فعالية الأنشطة التواصلية في تعزيز مهارة التحدث لدى متعلمي اللغة الإنجليزية كلغة أجنبية. لا يمكن لمتعلمي اللغة الإنجليزية كلغة أجنبية التواصل باللغة بشكل مناسب بسبب ضعف مستوى التحدث لديهم. افترضت هذه الدراسة أن استخدام الأنشطة التواصلية يمكن أن يساعد متعلمي اللغة الإنجليزية كلغة أجنبية على تحسين مهارات التحدث لديهم ويصبحوا متعلمين مستقلين ناجحين ومختصين في التواصل ؛ و أيضا سيعززون معرفتهم الثقافية ويصبحون أفضل في التواصل اللغوي. يهدف تحقيقنا إلى إظهار أهمية الأنشطة التواصلية من أجل تمكين متعلمي اللغة الإنجليزية كلغة أجنبية من إنتاج أداء شفهي باللغة الإنجليزية في بيئة ممتعة وكذلك للتغلب على نقاط الضعف والصعوبات في التواصل. لتحقيق الأهداف المرجوة واختبار الفرضيات ، تم اعتماد نهج البحث النوعي باستخدام دراسة الحالة. تتطلب طبيعة هذا البحث واختبار الفرضية أداة بحث واحدة. أولاً ، قمنا بتصميم وإدارة استبيان لـ 41 طالباً من طلاب السنة الأولى نظام LMD في قسم اللغات الأجنبية بجامعة بسكرة. بعد تحليل البيانات التي تم الحصول عليها يمكن الاستنتاج أنه تم تأكيد فرضيات البحث المذكورة سابقاً. لذلك ، يجب على الطلاب حث أنفسهم على تعزيز مهارات التحدث لديهم من خلال الأنشطة التواصلية ودمجها في روتين التعلم الخاص بهم. علاوة على ذلك ، يحتاج المعلمون إلى جعل الطلاب يطبقون أنواعاً مختلفة من الأنشطة التواصلية

الكلمات المفتاحية: الأنشطة التواصلية ، مهارات التحدث والمتعلمين