

**People's Democratic Republic of Algeria**  
**Ministry Of Higher Education and Scientific Research**  
**Mohamed Kheider University.Biskra.**  
**Faculty of Letters and Languages**  
**Department of Foreign Languages**  
**English Branch**



**The Teachers' Role in Enhancing  
EFL Learners' Communicative Abilities**

A Case Study of the First Year LMD Students of English at  
Mohamed Kheider University of Biskra

**A Dissertation Submitted in Partial Fulfilment for the Requirements  
of the Master degree in Science's of Language**

**Submitted by:**

**Fadila Rehaïem**

**Supervised by:**

**Mr. Slimani Said**

**Board of Examiners:**

**Mr. Said Slimani**

**Mr. Mostafa Madour**

**Mrs. Thalja Aichaoui**

**2011 / 2012**

## DEDICATION

*This work is dedicated to my parents, who have shown me what nobody else would ever have, and have provided me with their encouragement, love and understanding.*

*This work is also dedicated to my brothers and sisters for their whole-hearted support;*

*To all my extended family,*

*To all my friends and teachers at the University of Biskra,*

*To all who were there for me, thank you for turning a blind eye on my faults and just encouraging my merits,*

*To all those who have been supportive, caring and patient, sometimes beyond their strength, I dedicate this work.*

**FADILA**

## Acknowledgements

*I am deeply indebted to a number of people who helped me in doing this research. First among these is my supervisor SAÏD SLIMANI who is a teacher at the University of Biskra. He patiently read through the drafts I gave him, and provided me with pieces of advices, comments, inspirations and heart-felt enthusiasm.*

*I also owe a debt of gratitude and heart-felt thanks to all the teachers of the English branch at the University of Biskra who devoted most of their time in providing us with valuable knowledge, and the precious pieces of advice.*

*The data collection could not have been completed without the help of the English Language first year LMD both students and teachers in Biskra University, Algeria.*

*It is impossible to acknowledge all the kindly help and support that I have enjoyed throughout my study. But, I must express my appreciation of the continuing support of my teachers and colleagues in the branch of English, Faculty of Letters and Foreign Languages in the University of Biskra Algeria.*

*My sincere gratitude goes to every member of my Family for their moral support and patience during the achievement of this work,*

*I am thankful to my faithful friends and all those who supported me along my studies.*

*Finally, I would like to thank everybody who contributed in the successful realization of this dissertation, as well as expressing my apology to those whom I could not mention personally one by one.*

## **Abstract**

The present research attempts to investigate the role of the teachers in improving EFL learners' communicative abilities. In other words, the research is concerned with finding whether the teachers have anything to do in enhancing the EFL learners' communicative abilities especially if they have classes with learners of different needs. The hypothesis that we set forth at the very beginning of this study is that, the teachers' roles and actions influence the learners' achievements of their communicative abilities in EFL. So, the investigation is about whether the teachers' decisions and behavior that are held by learners would strengthen their success in using English. However, teachers should focus more on the communicative language teaching methodology which helps the students to build up their communicative abilities in using the target language and move from using the old approaches of teaching English as a foreign language such as the grammar translation approach which emphasize on teaching the language from its linguistic aspects. The analysis of the questionnaire results that the teachers are considered as the basic element in promoting the learners' communicative abilities in using the EFL. Indeed, the results show also that the EFL learners need more assistance from their teachers in order to be proficient.

## Résumé

La présente recherche tente d'étudier le rôle des enseignants dans l'amélioration des capacités des apprenants d'anglais comme langue étrangère communicatives. En d'autres termes, la recherche se préoccupe de trouver si les enseignants n'ont rien à voir dans le renforcement de capacités des apprenants d'anglais comme langue étrangère communicative surtout si ils ont des classes avec des apprenants de différents besoins. L'hypothèse selon laquelle nous avons exposé au début même de cette étude est que, le rôle des enseignants et les actions est d'influencer les réalisations des apprenants de leurs capacités de communication dans ALE. Ainsi, l'enquête est de savoir si les décisions des enseignants et des comportements qui sont détenues par les apprenants de renforcer leur succès en utilisant l'anglais. Toutefois, les enseignants devraient se concentrer davantage sur la méthodologie d'enseignement des langues de communication qui aide les étudiants à construire leurs capacités de communication en utilisant la langue cible et de passer de l'aide des anciennes approches d'enseigner l'anglais comme langue étrangère comme l'approche de la traduction de grammaire qui mettent l'accent sur enseignement de la langue et de ses aspects linguistiques. L'analyse des résultats du questionnaire que les enseignants sont considérés comme l'élément de base dans la promotion des capacités des apprenants de communication en utilisant les ALEs. En effet, les résultats montrent également que les apprenants d'anglais comme langue étrangère ont besoin de plus d'aide de leurs enseignants afin de maîtriser cette langue.

## ملخص

تهدف هذه الدراسة الى التحقيق في دور الاسناذ في تطوير القدرات التواصلية للطلبة الذين يدرسون اللغة الانجليزية كلغة اجنبية. وبالتالي الهدف الاساسي للقيام بهذا العمل هو معرفة الطرق الممكنة التي يمكن للاستاذ من خلالها ان يحسن للطلبة الامكانيات التواصلية باللغة الانجليزية والتي تعتبر لغة اجنبية. من اجل ذلك قمنا بتوزيع استمارتين: واحدة موجهة الى طلبة السنة اولى انجليزية والثانية موجهة الى اساتذة التعبير الكتابي والتعبير الشفاهي، تخصص انجليزية.

اظهرت النتائج المستخلصة من تحليل الاستمارات ان الاساتذة يعتبرون العنصر الاساسي والاهم في تطوير وتحسين القدرات التواصلية للطلبة عند استعمال اللغة الاجنبية التي هي اللغة الانجليزية في هذه الحالة. اكثر من ذلك، اظهرت هذه النتائج ايضا ان هؤلاء الطلبة يحتاجون مساعدة من طرف اساتذتهم ليتمكنوا من التواصل ومن استعمال اللغة الانجليزية باتقان.

## **List of Abbreviations**

**ALE:** Anglais comme Langue Etrangere

**CC:** Communicative Competence

**EFL:** English as a Foreign Language

**ELLS:** English Language Learners

**ELTs:** English Language Teachers

**FL:** Foreign Language

**L2:** Second Language

**Q:** Question

**%:** Percentage

## List of Figures and Tables

### List of Figures:

-Figure 01: Components of communicative competence.....29

### List of Tables:

#### 1-Learners' questionnaire:

-Table 01: Learners' age.....38

-Table 02: Learners' sex.....39

-Table 03: Learners' choice of studying English.....39

-Table 04: Learners' attitudes of English.....40

-Table 05: Students' goal of learning English.....41

-Table 06: Learners' preferred way of working.....42

-Table 07: Learners' learning styles.....42

-Table 08: Learners' participation.....43

-Table 09: Learners' source of motivation.....44

-Table 10: Learners' opinions about their teachers.....45

-Table 11: Learners' interaction.....46

-Table 12: Learners' views of language.....47

-Table 13: Learners' preferred activities.....47

-Table 14: Language skills.....49

## **2-Teachers' questionnaire:**

-Table 01: Teachers' sex.....	53
-Table 02: Teachers' degree(s) held .....	53
-Table 03: Teachers' number of years in teaching (Oral Expression/Written Expression).....	54
-Table 04: Teachers' approach of teaching.....	54
-Table 05: Teachers' encouragement to their students.....	55
-Table 06: The materials used by teachers.....	56
-Table 07: Teachers' types.....	56
-Table 08: Teachers' motivation to get the learners' interaction and participation.....	58
-Table 09: Teachers' views of the language nature.....	58
-Table 10: Teachers' views of the language learning.....	59
-Table 11: Students' communicative needs.....	61

## Table of contents

-Dedication.....	I
-Acknowledgments.....	II
-Abstract.....	III
-Résumé.....	
.....	IXV
-ملخص.....	V
-List of abbreviations.....	VI
-List of figures and tables.....	VII
-Table of contents.....	IX
<b>-General introduction.....</b>	<b>1</b>
1. Literature Review .....	1
2. Statement of the Problem.....	1
3. Aim of the Study.....	2
4. Research Questions.....	2
5. Hypothesis.....	3
6. Tools of Research.....	3
7. Methodology.....	4
8. Structure of the Study.....	4

## **-Chapter one: Describing the learners and the teachers.**

-Introduction.....	6
1. Learners' profile.....	6
1.1. Definition of the learners.....	6
1.2. Learners' differences.....	7
1.2.1. Age.....	7
1.2.2. Gender.....	8
1.2.3. Attitude.....	9
1.2.4. Learning styles and learning strategies.....	9
1.3. Motivation.....	14
1.3.1. Definition of motivation.....	14
1.3.2. Types of motivation.....	15
1.3.3. Sources of motivation.....	16
2. Teachers' profile.....	17
2.1. Definition of teacher.....	17
2.2. Types of the teachers.....	17
2.3. Roles of the teachers .....	18
2.4. Teachers' and learners' interaction.....	21

-Conclusion.....22

**Chapter two: The learners' communicative competences**

Introduction.....24

1. The concept: communicative competence .....24

1.1. Definition of communication.....24

1.2. Definition of competence.....25

1.2.1. Phonological ability.....25

1.2.2. Semantic ability.....26

1.2.3. Syntactic ability.....26

1.3. Definition of communicative competence.....26

2. Components of communicative competence.....27

2.1. Grammatical competence.....27

2.2. Discourse competence.....27

2.3. Sociolinguistic competence.....27

2.4. Strategic competence .....28

2.5. Pragmatic competence.....28

3. The different roles of teachers in making EFL learners communicatively  
competent.....29

4. The communicative skills.....31

4.1. The speaking skill.....	31
4.2. The writing skill.....	33
-Conclusion.....	34
 <b>Chapter three: Analysis of questionnaires' results.</b>	
-Introduction.....	36
1. The Students' Questionnaire.....	36
1.1. The Sample of the Questionnaire.....	36
1.2. Description of the Questionnaire.....	37
1.3. Results' Analysis.....	38
1.4. The Findings.....	50
2. The Teachers' Questionnaire.....	51
2.1. The Sample of the Questionnaire.....	51
2.2. Description of the Questionnaire.....	52
2.3. Results' Analysis.....	53
2.4. The Findings .....	62
-Conclusion.....	63
<b>- Recommendations .....</b>	<b>64</b>
<b>- General conclusion .....</b>	<b>66</b>
<b>-Works Cited.....</b>	<b>68</b>

**- Appendices**

**-Appendix A**

**-Appendix B**

## **General Introduction**

### **1. Literature review:**

The interest of communication has been developed since the appearance of the communicative language teaching approach and other communicative methodologies that focus on enhancing the communicative abilities of the students. Recently, many researchers claim that knowing English means knowing how to communicate in English. Knowing English involves not only producing language correctly which is grammatically well structured, but also using language for communication. One of the problems of learning English as a foreign language is to focus on mastering the structures or patterns of the language such as rules and vocabulary and ignore or pay a little attention to the use of the language. Therefore, we can say that one of the major aims of teaching EFL is to enable the students to express themselves correctly. Writers like Jane Ellis, Geoffrey Barnard and Donn Byrne talked about improving the communication competence of the students as the basic issue in learning EFL. Nevertheless, researchers as Kang argues that while teaching EFL, the emphasis should not be only on teaching the linguistic system of English but also on teaching the communicative system of English in order to make the learners proficient. Moreover, she claimed that the teacher has a great impact on improving the students' communicative abilities.

### **2. Statement of the Problem:**

In fact, the teachers and their roles have become the most interesting discussion subject among the students at all times and in all places. Furthermore, the teacher is particularly the most important aspect in developing EFL learners' communicative

proficiency according to my background and my own experience as a learner with various kinds of teachers.

This study is devoted to investigate the issue of the teachers' role in enhancing EFL students' communicative abilities. Therefore, the problem is that the teachers do not pay attention to the EFL learners' communicative abilities.

In other words, in this research, the problem that is raised is the learners' poor achievement in communicating in using English as a foreign language.

### **3. Aim of the Study:**

Actually, the aim behind choosing this research is to try to understand the role of the teachers in developing the EFL learners' communicative abilities. In this work, we are going to investigate how the teacher's role can provide knowledge that is responsible for realizing EFL communicative proficiency. During the learning process, learners are required to achieve their goal in mastering the foreign language. In addition, our aim in this study is to show to the learner that language learning is not only a matter of knowing the grammatical rules, but how to use them correctly while communicating in different situations.

### **4. Research Questions:**

This study aims to answer the following questions:

- Would the differences among learners impact both their acquisition and their communicative abilities of English as foreign language?
- Could the teachers enhance the learners to be communicatively competent in EFL?
- How do the teachers enhance their learners' communicative abilities of EFL?

## 5. Hypothesis:

The hypotheses we have proposed are the following:

- If there are differences among the EFL learners, these differences will impact the teachers' work on developing their communicative proficiency.
- If the teachers do their roles properly in the classroom such as motivating students, following communicative approaches, using various pedagogical materials, and proposing effective strategies that develop the learners' speaking and writing skills, they will be able to enhance their learners' communicative abilities in EFL.

## 6. Tools of the Research:

The population of the study is the first year LMD students and the teachers of the English language in the department of foreign languages at Mohamed Kheider University in Biskra. To collect data, I will deal with two samples chosen from the whole population:

A. Teachers of oral and written expression at the Department of English (8 teachers).

B. First year LMD students of the English department (50 students).

As it is too difficult to work on the whole population, I have chosen a representative sample randomly to be given the questionnaire.

Concerning data gathering, I elaborated two questionnaires; the first one will be given to the EFL teachers of oral expression and written expression because in these modules teachers are normally, considered as responsible on improving the writing and

speaking skills of the learners. The second one will be given to the first year English LMD students to know their opinions about the role of the teachers in developing their communicative abilities as foreign language learners.

### **7. Methodology:**

This research will be conducted through the descriptive method because the nature of the subject requires such type of method. Therefore, we will undertake this research through describing the theoretical framework of the proposed topic in the first part and analyzing the learners' and the teachers' responses to both questionnaires in the second part which is the field work.

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

The present research is basically divided into three main chapters. Chapter one and two are devoted to the theoretical part, and chapter three is devoted to the field work where we are supposed to make the analysis of both teachers' and learners' questionnaires.

In chapter one, we are going to deal with the learners' differences and teachers' different roles. Whereas in the second chapter, we are going to make a detailed explanation about communicative competence, its components, and how the teachers' enhance English foreign language learning with some explanation of the communicative skills like speaking and writing. In the third chapter, we are going to analyze the data gathered from the learners' and teachers' questionnaires by focusing on their views on how the EFL students' communicative abilities can be developed.

**Chapter one:**  
**Describing the learners and the  
teachers**

## **Chapter one: Describing the learners and the teachers**

### **Introduction**

The first chapter is divided into two parts. The first part is devoted to the presentation of the learner's profile which includes a brief discussion about learner's age which is classified into two main types; young learners and old learners who are also called adults. Concerning this point, there will be a description of the characteristics and the differences of each type. In order to make the teacher aware of these ages' variations and their impact with other learners' differences such as aptitude and learning styles and strategies while enhancing learners' communicative abilities. Furthermore, this chapter will introduce the factor of motivation, its types and its basic sources.

In the second part, there will be a definition of the teacher with a given teachers various types and explanation of the teachers' different roles that are used in teaching English as a foreign language.

### **1. The learners' profile:**

In this point, we are concerned with the learner's definition and characteristics such as age, gender, attitude, learning styles and learning strategies.

#### **1.1. Definition of the learner:**

According to Oxford Word Power Dictionary, the learner is “The person who is learning” (446). And learning is “To get information or knowledge about particular subject from studding” (446). Therefore, the learner is the one who gets or receives this knowledge; usually this process occurs in formal settings like in schools and universities.

## **1.2. The learners' differences:**

The learners have different characteristics which impact their acquisition to English as a foreign language. Such differences could be summed up in age, gender, attitude...

### **1.2.1. Age:**

Learners' age is an important element in the learning process. The linguist Collier claimed that the students' age is basic factor in realizing the foreign languages' success (GÖMLEKSİZ 218). Teachers should consider this important factor while they are deciding which of the language elements to be taught. However, young learners have characteristics that vary from those of old learners who are also called adults. Such differences could be observed in the learners' needs, competencies, cognitive skills, learning styles and strategies.

As stronger claim agrees, because of the brain plasticity, young learners realize a higher level in foreign language proficiency. Though, young learners could be described as less motivated learners who have lower self-confidence and they seem to be harder to satisfy (Yule 82). The teacher should take into consideration the specific needs of those learners such as simplified language input to facilitate the foreign language acquisition process to them. Since this group of learners is still young and they do not understand the complex structures of the FL yet because they still are in the process of developing the complex skills of their first language. According to Troike, the young learners are not analytical and they are less inhibited (84).

As a result, the teacher has to be very careful and patient while dealing with young learners.

Adult learners in contrast are respectful and cooperative. They have a previous language background and they bring to class a wide range of experiences and they learn faster than young learners as Collier claimed; this is due to their ability to remember the vocabulary and to understand the complex structures (GÖMLEKSİZ 219). In addition, adult learners have the ability of mastering foreign language skills as pragmatic skills and analytic ability which is resulted from their positive transfer from their native language (Troike 82). Moreover, adult learners seem to have much desire to raise success in foreign languages.

### **1.2.2. Gender:**

English language learners, males and females, rise different levels of foreign language acquisition process and this difference due to the differences between the two genders in many learning issues like the preferred way of learning of each sex. The most common belief about ELLs on this point stated that females realize greater results in acquiring FLs when compared with males.

As Yule stated:

“...Women out perform men in some tests of verbal fluency (such as finding words that begin with a certain letter), and women's brains may be less asymmetrically organized than men's for speech” (84).

Women tend to be explicit and clear because they always try to keep their social image and prestige save, they choose standard language. For this reason, women's language is more polite than men's language (Holmes 208).

Females prefer social context's subjects; they like to talk about weddings, shopping, traveling, education ... Unlike males who prefer to talk about political topics

and they also have greater aptitude for scientific fields. Furthermore, males seem to be active rather than females who are less active and tend more to be passive. Man joins and shares his opinions and views in very organized discussions with others and this makes their speech valued.

### **1.2.3. Attitude:**

A strong relationship between attitude and mastering English language learners has been proposed. So, ELLs' attitude plays a basic role in motivating them toward the target language. As Wilkins highlights, the learners may make negative attitudes about EFL learning if they feel undesirable and unmotivated to acquire it (1974).

The goal behind learning the foreign language which is English in this case, varies from one learner to another. Each student has his own objectives; one's attitude could be communication. In this kind of attitude, learners look for language as a social means to communicate with members of the FL society. Here, the learner's motivation toward the target language is due to their aim to be communicatively competent. Other's attitude could be limited for the sake of gaining information; learners in this type of attitude learn the language for the purpose of learning and getting the English language knowledge. ELLs' attitude is not fixed; it could be changed according to unlikable objects that may face the students during the learning process. Learners with positive attitudes would change to become negative attitudes and vice versa (Mantle Bromley 437).

Consequently, a great impact is observed to learners' attitude while measuring the level of success in learning EFL.

#### **1.2.4. Learning styles and learning strategies:**

Since there are various learning styles, English language teachers have to know each student's learning style and learning strategy to achieve a higher degree in mastering foreign languages. But, first and before getting in this point, let's define what we mean by learning style and learning strategy.

In an attempt to define the learning style, Lightbrown and Spada state: "Learning style has been used to describe an individual's natural, habitual, and preferred way of absorbing, processing, and retaining new information and skills" (58). From what has been said before, we understand that learning styles are the students' enjoyable and beneficial ways to understand and get the language input.

Learning style is: "A characteristic and preferred way of approaching learning and processing information" (Hedge 18). We can clearly notice that all the scientists who wrote or used this concept, generally agree about the meaning of learning styles as the preferred techniques to process new knowledge. For instance, Brown stated that:

Style is a term that refers to consistent and rather enduring tendencies or preferences within an individual. Styles are those general characteristics of intellectual functioning that pertain to you as an individual and that differentiate you from someone else. For example, you might be more visually oriented, more tolerant of ambiguity, or more reflective than someone else. These would be styles that characterize a general pattern in your thinking or feeling (112).

Therefore, a learning style could be defined as the specific way by which the learners express their own preferable method to learn. According to a number of researchers as Brown, most learners prefer one of the following learning styles: Visual, auditory and kinaesthetic who called also tactile. Chamot et al stated that visuals are those learners who learn better through the visual displays; they get the information better if they receive it as an observed or seen object like pictures, diagrams, handouts ...While auditory learners benefit more from audiotapes, dialogues, conversations...They enjoy listening to others and understand better the input if they hear it rather than seeing it. In contrast, kinaesthetic or tactile learners are those who prefer to learn by doing and touching objects (78-79).

The following are another various four learning styles, described by Harmer:

**- Converges**

These are students who, by nature, prefer to avoid groups, and who are independent and confident in their own abilities. More importantly they are analytic and can impose their own structures on learning. They tend to be cool and pragmatic.

**- Conformists**

These are students who prefer to emphasize learning 'about language' over learning to use it. They tend to be dependent in authority and are perfectly happy to work in a non-communicative classroom and to do what they are told. A classroom of conformists is one which prefers to see well-organized teachers. They focus on learning the language items such as the morphology, syntax, and phonetics. In other words, they learn the language rules, utterances...And they do not pay much attention to the language function or use and this is the reason behind their negative attitude to the communicative classes.

### - **Concrete Learners**

Though they are like conformists, they also enjoy the social aspects of learning and like to learn from direct use and language as communication rather than language as a system. They enjoy games and group work in class experience. They are interested in language.

### - **Communicative Learners**

These are language use oriented. They are comfortable out of class and show a degree of confidence and willingness to take risks which their colleagues may lack. They are much more interested in social interaction with other speakers of the language than they are with analysis of the language works. They are perfectly happy to operate without the guidance of a teacher. The more successful learners are the ones who are tried to communicate in the FL (43).

Since each student has a preferred learning style, there also must be a specific learning strategy for each one. We mean by the later, learning strategies, the operations employed by the learner aid the acquisition, storage and use of information to make the learning process easier, faster and more transferable to new situations (Carter and Nunan 166).

According to Hedge learning strategies are:

“...Techniques used by learners to deal with input assimilate new language, store, retrieve, and practise using it” (19).

In this context, Jordan defines learning strategies as a method used by learners to facilitate understanding and remember the FL knowledge (95). Consequently, learning strategies are the ways that the students use as facilitating means to understand and use

the English as a foreign language input. They are classified into various types; the following are suggested by Carter and Nunan:

### **-Cognitive strategies**

In such kind of strategies, by mental operations like thinking, analyzing and reasoning, learners use their already existing information as a tool which aids them to store and retrieve the new information.

### **-Mnemonic strategies**

Here, the learner relies on the stimulus-response method; indeed, he makes a link between the new information and the known one. The mnemonic strategies have similar categories to the cognitive strategies but the first type is useful for memorizing.

### **-Metacognitive strategies**

Learners use the metacognitive strategies because they help them in organizing and identifying their needs to raise the learning success they wish (167). For better understanding, there is definition to the term metacognitive:

“previewing a concept or principle in anticipation of a learning activity; deciding in advance to attend to specific aspects of input; rehearsing linguistic components which will be required for an upcoming language task; self-monitoring of progress and knowledge states” (Troike 91).

From the above definition, we can notice that the term metacognitive refers to the process when learners take knowledge in advance as an input that will be required in solving different activities and tasks; learners choose specific language elements received which they think that fit their needs.

**-Communicative strategies**

They are suggested for those learners whose aim is using language for communication through their productive skills; either speaking or writing.

**-Social strategies**

Samida claimed that in order to avoid the social negative effects on learning, the learners use these strategies which adopt the external environment to be assisting in managing the learning process. Nevertheless, it is very important type of strategies since the language is used as tool of communication between the social members.

**-Affective strategies**

They are strategies used to deal with learners' psychological factors which may contribute in the failure of learning as feeling ashamed, fear, angry... (Carter and Nunan 168).

**1.3. Motivation:**

Since the factor of motivation is an important one, we are going to define it, we will deal with its types and finally we will identify its sources.

**1.3.1. Definition of motivation:**

We all argued that motivation is defined as the learners' desire and willingness to learn. The term motivation might be used as a concept that refers to the power which makes the learners like doing something; for instance, the learner who wants and enjoys learning is called motivated learner.

In Woolfolk's view motivation is “an internal state that arouses, directs, and maintains behavior” (350). Williams and Burden define motivation as “a state of

cognitive and emotional arousal, which leads to a conscious decision to act, and which give rise to a period of sustained intellectual and/or physical effort, in order to attain a previously set goal” (120). It is a set of feelings that encourage someone and gives him the power to achieve a certain goal.

Researchers associated between motivation and attitudes since they are considered as key elements in encouraging and reinforcing the students to realize a successful mastering of foreign languages as English in this case. In this context, learners' motivation as well as attitudes toward EFL is classified into different types.

### **1.3.2. Types of motivation:**

Yule identifies two main types of motivation: Instrumental and integrative motivation. The instrumental motivation refers to learners' desire to learn the foreign language, English in this case, for the sake of achieving higher academic levels. In this type, learners “...want to learn the L2 in order to achieve some other goals, such as completing a school graduation requirement or being able to read scientific publications, but not really for any social purpose” (Yule 167).

On the other hand, the integrative motivation refers to the learners' communicative purposes in learning EFL; their desire to acquire the vocabulary, master the language rules and be proficient in interacting with native speakers encourages them to learn the language of this society. “...learners with an integrative motivation want to learn the second language for a social purpose, in order to take part in the social life of a community using the language and to become an accepted member of that community” (Yule 168).

Therefore, according to George Yule's classification to the motivation types, learners are encouraged to learn English as a foreign language for two main purposes:

some students learn it to achieve higher academic degrees and go abroad for further education, whereas, others for becoming communicatively competent while interacting with native speakers.

### **1.3.3. Sources of motivation:**

According to Harmer, English language learners' motivation is provided from four important sources: the society, the teacher, the method and significant others. Firstly, the society is one of the important sources from where learners have been provided by motivation. The society's degree of motivation is determined by how much English language is important to this society, and according to what kind of relation is made between them; whether it is positive or negative. Secondly, the teacher who is the major and basic source of motivation, English language teachers have very clear attitude about English and they have strong positive relationship with it. Acting as a motivator, the teacher will create a positive atmosphere in the classroom and the students will be encouraged, therefore; the learning process becomes easier and successful (52). According to Qashoa, teachers can motivate their learners and make them satisfied through games, puzzles, role-play...(4). Thirdly, the method or the way by which the learning process is presented, also contributed in motivating the learners and even the teacher because they have confidence on the method of learning. The last source, significant others which refer to that motivation derived from students' peers, parents, and people who are close to them. Their attitudes about specific subjects affect the learners' attitudes, therefore; learners easily become motivated as a result of their relatives' attitudes (Harmer 52).

## **2. The teachers' profile:**

In this point, we are going to deal with the teacher's definition and types, then, we will classify the various roles of the teacher.

### **2.1. Definition of the teacher:**

Oxford Word Power Dictionary gave very a simple definition to the teacher which could never reflect the actual fact of the teacher; when it defines the teacher as “a person who teaches, especially in school” (792). Nevertheless, this definition describes only the standard surface image of the teacher among the society.

The following is a very interesting description of the teachers: “Sometimes they say they are like actors because “we are always on the stage”. Others think they are orchestral conductors “because I direct conversation and set the pace and tone”. Yet others feel like gardeners, “because we plant the seeds and then watch them grow” (Harmer 56).

### **2.2. Types of the teachers:**

As we have seen in one of our teacher's interesting lectures that the teachers are divided into two kinds according to the scholar Glasser:

#### **Boss teachers:**

It is an authoritarian type of teachers who creates awe and fear atmosphere. They are characterized by specific features such as: Authoritative, imposing, demanding, controller, punisher, severe, intolerant, dominant, discipline-maker, and oriented. They seem to be impatient and sometimes look hating their job.

**Leader teachers:**

It is a democratic type of teachers who inspire their students. They are characterized by the following features: Democratic, motivator, open-minded, easy-going, tolerant, rewarding, counsellor, instructor, facilitator, helper, friendly, collaborator, compassionate and guide.

**2.3. Roles of the teacher:**

Within the classroom, the teacher has many roles according to the given situation. Hedge identifies the roles of the teacher by stating that he/she is considered as:

A controller in eliciting nationality words; as assessor of accuracy as students try to pronounce the words; as corrector of pronunciation; as organizer in giving instructions of the pair work, initiating it, monitoring it, and organizing feedback; as promoter while students are working together and as resource if students need help with words and structures during the pair work (26).

Hedge had generally provided us with some of the teachers' roles in summary. Besides that, Harmer views teachers' roles as the following classification in details:

**-Facilitator**

“Aim to facilitate the students' progress”. Therefore, teachers' role as facilitator includes the other roles because all teachers' roles aim to facilitate the EFL input to the learners which will be used in their communication.

**-Controller**

The teacher is the responsible for the teaching and learning processes by presenting the lesson and giving activities to students. The common view about the controller is as a boss because of his orders and questions. Harmer asserts that the teacher's job here is to transmit knowledge from himself to his students.

**- Organizer**

According to Harmer, it is the most important role that the teacher acts in a classroom where many things must be set up. Things such as organizing pair- group work, giving learners instructions about how well they interact, and finally stopping everything when the time is over, in addition to the classroom management and lesson plan where the teacher organizes the smoothness of the lesson according to the divided time.

**-Assessor**

Harmer argued that the teacher must show to the learners that their accuracy is being developed through giving correction or by praising them. The students have to know how they are being assessed; the teacher should tell them their strengths and weaknesses, the students, then can have a clear idea about their levels and what they need to concentrate on. The assessor teacher should pay attention to students' feeling while judging them through giving explanations of his assessment, for example why he punishes or praises them.

**- Prompter**

Because of the lack of vocabulary, sometimes the learners do not find the words when they talk to each other or with the teacher whose role then is to encourage the

learners to think creatively and use their own knowledge. By acting as a prompter, the teacher must prevent himself to help the students even if he wants so that they depend on their selves and use their abilities to be creative in their learning.

#### **- Participant**

The learners enjoy when the teacher joins them. Thus, the teacher is more likely to be active rather than passive. Therefore, teacher should participate in the activity better than standing off waiting until learners finish the response, then he will correct the mistakes. Nevertheless, teachers as participants need to pay attention to avoid dominating the proceedings.

#### **- Resource**

The job of the teacher here is to clarify and to answer students' questions. For example, when they want to know how to say something or when they look for the meaning of an utterance or phrase, they go back to their teacher as a resource of information. In turn, the teacher should be able to offer such needed information. Harmer points out that, the teacher here should be available and helpful because he might be considered as the most direct source to the foreign language students.

#### **- Tutor**

Harmer stated that it is combination of the teacher's roles as a prompter and resource. Tutor is when teacher is the one who works with students who have long projects. He ought to take care of all students and to make them feel supported, only as much as necessary.

**- Observer**

For Harmer, the teacher observes all what students do, especially in oral communicative activities. Teachers must be careful not to distract students from their tasks when they are to be observing them. However, teachers' observations need to be valued for the learning success by evaluating students' performance at all periods of the lesson, even when teachers are working (For example, explaining the lesson). Moreover, their observation is a good factor in determining the appropriate feedback that learners need and in evaluating the materials and activities used (57-67).

**2.4. Teachers' and learners' interaction:**

Classroom interaction refers to the interaction that occurs between the teacher and learners inside the classroom. It focuses on the language used by the teachers and learners like teachers' questions and learners' responses, and its characteristics which are the results of various factors such as their beliefs, social and cultural background, in addition, the psychological aspects of EFL (Marshall).

In the educational process, teachers' and learners' interaction is a very necessary element in facilitating the learning process and in making the input understandable especially, for English language learners because of the limitation of knowledge sources. Indeed, teachers must try to draw out the quiet students and calm down the more talkative ones. Teachers should push their students to participate and to engage them into the learning process, inside the classroom through asking questions and giving drills about the discussed subject as well as outside the classroom by giving them homework and researches.

**Conclusion:**

Finally, we can say that the teaching-learning process is affected by various factors from both the learner and the teacher. However, learners have various features as age, gender and attitudes which lead them to prefer particular learning styles and strategies. Nevertheless, learners' motivation which is brought from many sources plays an important role with the previous mentioned factors in realizing the success of learning through the consideration and the adoption of them. Moreover; teachers of all types and through the interaction with their learners have to accomplish the same primary role which is mastering English as a foreign Language and helping the learners to be able to communicate on it.

**Chapter two:**  
**The learners' communicative  
competences**

## **Chapter two: The learners' communicative competences**

### **Introduction**

In this chapter we are going to look for the importance of teacher role in the English foreign language classroom in order to help the learners in developing their communicative competences. But first, we will define what we mean by communicative competence and how can teachers assist in making learners be communicatively proficiency in using the EFL. Furthermore, we will determine how the learners' communicative skills as speaking and writing can represent the acquisition of the target language, English in this case.

#### **1. The concept: communicative competence:**

The concept of communicative competence refers to the learners' ability to communicate effectively using the foreign language which is English here. This term is combined from two words; communicative and competence, therefore; we are going to explain what we mean by each term.

##### **1.1. Definition of communication:**

The word communication refers to people's interaction with other people by taking into consideration conditions, such as sharing the same culture and language. According to Nunan and Choi, learners of English as a foreign language need more than knowing the linguistic aspects of the language, to be communicatively proficiency, they state that "Effective communication requires much more than mastering the phonological, lexical, and grammatical subsystems of the language" (11). In this point, effective communication in EFL classrooms can be achieved if learners share the same understanding to the context of situation and they interact according to this situation by

their verbal and non-verbal behaviours (Kramsch 49-50).

### **1.2. Definition of competence:**

Hymes referred to the term competence as “The most general term for the capabilities of a person” (qtd. in Brown, Malmkjaer and Williams 115). In this context, Widdowson used the word competence as “One's underlying knowledge of the system of a language” (“Linguistics” 24). This knowledge includes both the knowledge of the language features which is concerned by the linguistic forms of the language, and the knowledge of the socio-cultural context where language is used. There are four components in the linguistic forms of language, and they are phonology, morphology, syntax, and semantics. In contrast, the socio-cultural context deals with the learners' culture and society.

So, competence is the learners' balance of mastering two knowledge; the grammatical knowledge which is concerned with learners' ability to produce well structured sentences and the communicative knowledge of the language which refers to learners' ability to use language.

Nevertheless, competence requires the following abilities:

#### **1.2.1. Phonological ability:**

It is when the learners master all of the phonetic system features like stress, rhythm, voice tone, aspiration....Indeed, the learners are able to pronounce the words correctly, consequently; they can easily use and receive the right function of the utterances.

**1.2.2. Semantic ability:**

It is about the learners' ability to understand the meaning of the sentences, even if there are sentences that have the same structure. Learners who have semantic ability can easily identify the different meanings of the expressions. Semantic ability enables the learners to understand the intended hidden or underlying meanings of the addresser messages, even if the words that are used in the sentence's surface structure convey different meanings.

**1.2.3. Syntactic ability:**

It refers to the learners' ability to use the linguistic rules of the language for getting grammatical sentences. Learners are able to produce sentences that are well-formed grammatically and they can easily identify the rules.

**1.3. Definition of communicative competence:**

The sociolinguist, Dell Hymes, was the first one who introduced the concept communicative competence to refer to “That aspect of our competence that enables us to convey and interpret messages and to negotiate meanings interpersonally within specific contexts” (Brown, “Principles of Language Learning and Teaching” 219). However, CC refers to the language rules' knowledge and the way of using these rules to understand and produce appropriate language in a variety of socio-culture settings.

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

## **2. Components of communicative competence:**

Researchers like Canal and Swain, Hymes and Savignon stated that CC is made up of four major different components, though; we can add pragmatic competence as the five component (McNamara 18; Brown, “Principles of Language Teaching and Learning” (220). They are mentioned with details in follows:

### **2.1. Linguistic competence:**

It is also called grammatical competence. It includes the knowledge of lexical, morphology, syntax and sentence construction. Linguistic competence is used to refer to learners' ability to use different aspects of the linguistic system of the language, moreover; it is related to the knowledge of spelling, pronunciation and grammatical structure. Learners who are linguistically competent are those who do master all the grammar rules and features of the foreign language.

### **2.2. Discourse competence:**

It is the ability to speak and write coherent sentences and utterances. Moreover, it is the ability to combine grammatical forms and meanings to achieve a unified spoken or written text in different genres... Unity of a text is achieved through cohesion in form and coherence in meaning (Swain 188). Thornbury claimed that there are a standard signals that are nearly found in most conversations such markers are: Whatever, you know, well... (15).

### **2.3. Sociolinguistic competence:**

Sociolinguistic competence refers to the knowledge of social norms for the interaction between individuals. According to Harmer, it is “the ability to speak fluently presupposes not only knowledge of language features, but also the ability to process

information and language on the spot” (269). It is the ability to use appropriate language according to the social context, for example, learners who have sociolinguistic competence, can recognize whether the situation allows them to command and give orders or it obliges them to request and ask about things politely.

#### **2.4. Strategic competence:**

It refers to learners' ability, especially foreigners', to find strategies or ways to express what they want to say as solutions to their lack of words. Such strategies may be summed up in verbal communication through giving the meaning of the word or replacing it by a synonym, and non-verbal communication which is a very important segment in the speaker's message through gestures, facial expressions, vocal sounds... (Bonvaillain 35).

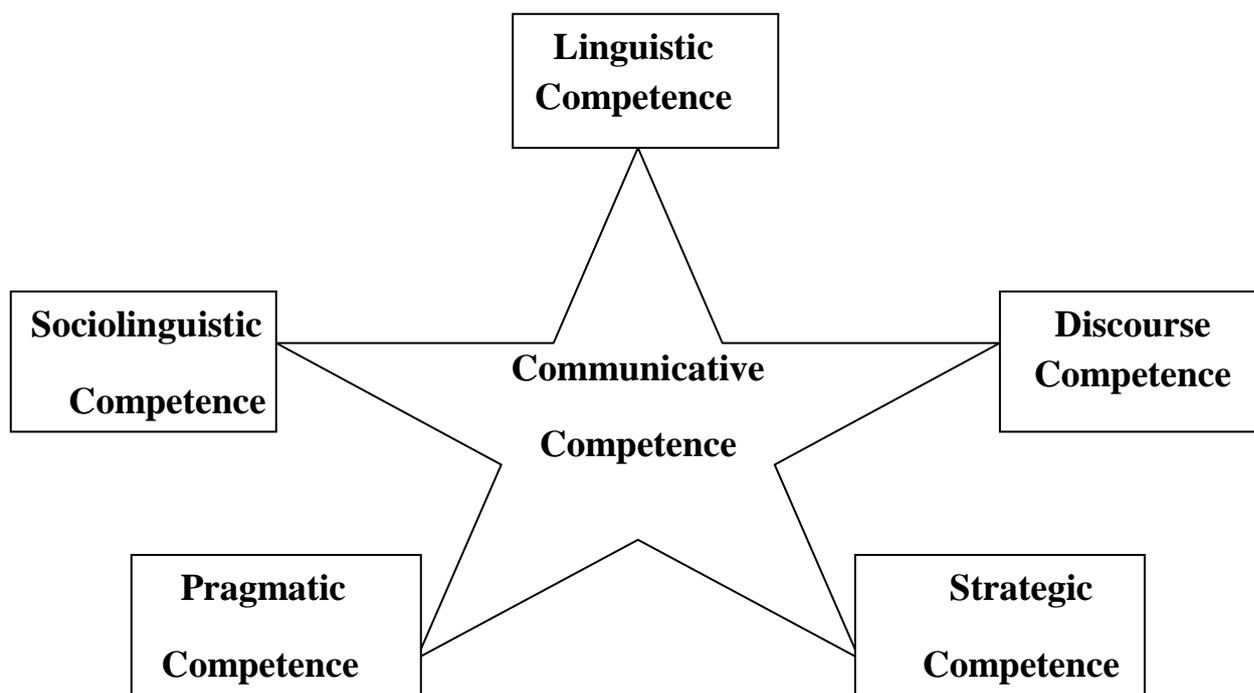
#### **2.5. Pragmatic competence:**

It is the ability to understand and produce a communicative act in any context. In order to avoid miscommunication, learners must be pragmatically competent. Littewood claimed that: “learners are sometimes misled by apparent structural or dictionary equivalents in their own language, which causes them to produce socially offensive forms in the foreign language” (5).

So, students have to know what is accepted to say or write; during the communicative process of EFL. For example, the formal situations, like interviews and meetings, require specific vocabulary and style, whereas; the informal situations, like family discussions and conversations, do not require that.

Communicative competence requires the master of the five competences, the linguistic competence, the discourse competence, the sociolinguistic competence, the

strategic competence and the pragmatic competence. In order to be communicatively competent, the learners should master all of the previous stated competences.



**Figure 01: Components of communicative competence** (adapted from McNamara 18; Brown, “Principles of Language Teaching and Learning” (220).

### **3. The different roles of teachers in assisting EFL learners to be communicatively competent:**

The main goal for learners in foreign language classrooms is to be communicatively competent through the successful usage of the English language which is the FL. In this domain, Rod Ellis suggests some principles that lead to realize this aim.

- **A high quantity of input directed at the learners:** the teacher must be acknowledged and aware of the learners' needs to receive a high quantity of the

foreign language input; foreign learners have to be exposed to the target language as much as they can.

● **The learners' perceived need to communicate in the FL:** the teacher should give the opportunity to the students to talk, interact and communicate with each other and with him in English which is the target language. Teacher's role here is to carry out and enhance learners to participate by motivating and making them desire to communicate in EFL. The learners need to practice the knowledge that they have received.

● **Independent control of the propositional content by the learners:** the teacher has to involve the learners in the learning process by taking their opinions into consideration to determine what language elements to be taught. Thus, learners will feel concerned as well as important variables in the classroom, indeed; they will be encouraged to use the EFL. As the Chinese proverb said “Teach me and I remember, tell me and I forget, involve me and I learn”. When the learners are involved, they learn.

● **Adherence to the here-and-now principle, at least initially:** the learners need to receive real input from their teachers that better fit their needs. Teacher's messages should respect the time and the place in which they are addressed to the students.

● **The performance of a range of speech acts by both native teacher/speaker and the learner:** The learners should achieve different functions. That is why; they need the opportunity to listen (input) and to produce (output) language used to perform different language functions such as apologizing, requesting, thanking....

●**Exposure to a high quantity of directives (instructions):** the teacher must guide and control his students during their lectures by giving them instructions and directions. His role is to show to learners what is right and what is wrong.

●**Exposure to a high quantity of extending utterances:** teacher's and learners' interaction is also a key factor in foreign language classrooms; their interaction should never stop or be limited. Moreover, teacher's explanations and clarifications which contain a high quantity of extending utterances would be of great benefit to the learners.

●**Opportunities for uninhibited practice:** the teacher has always to bring new forms of the EFL to make learners experienced to all of its forms through discussing all topics of different levels. Therefore, learners will be aware of all of the English language aspects (161).

#### **4. The communicative skills:**

Generally, learners use all their skills; speaking, writing, listening and reading in communicating. The development of both productive and receptive skills contributed in developing students' communicative abilities, especially the speaking and the writing skills since they reflect their level in English as a foreign language. Therefore, we will focus on those two skills only.

##### **4.1. The speaking skill:**

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

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

English foreign language learners' primary goal is to be fluent speakers in this language. To achieve this goal, EFLs' should be knowledgeable of all of its aspects and should be able to practise it successfully in real life communication. The knowledge of the English aspects includes the knowledge of systems such as its linguistic or syntactic system (grammatical rules), its morphological categories (learners must be aware of all the language terms and utterances), its semantic aspects which enable the EFLs' to identify the exact or the intended meanings according to the context even if the expression contains various meanings, and its phonological system which helps the learners to produce and receive the right functions of the language used through the way how it was pronounced; the aspiration, the stress, the intonation, the rhythm, the voice tone....

The knowledge of the English language features alone does not make those foreign learners good speakers. Moreover, it involves practicing this knowledge in communication. Learners need to transmit this abstract knowledge to a concrete one through using it to produce correct language while they are communicating.

For a successful communication and to avoid miscommunication with others, learners should be aware of some strategies that help them to realize successful

communication when they face problems. According to Anderson, Maclean and Lynch, these strategies are:

- Using familiar or standard terms.
- Using synonyms when you do not know the exact word or you can not remember it.
- Describing what you want to convey or mention the function of the thing which you want to say; for example, you can use the expression: an instrument that is used for pressing the juice out of some fruit such as lemon and orange, instead of the word squeezer.
- Using paralinguistic features for example, the vocal paralinguistic features such as whispering to interpret need for secrecy and the physical paralinguistic features such as facial expressions and gestures like smiling for pleasure.
- Combining several known terms to create new words.
- Trying to give more explanations and clarifications of what you mean (129).

The above strategies could help the foreign learners when they face problems while they are speaking. Moreover, these strategies enhance students' communicative abilities and assist them to be proficient.

#### **4.2. The writing skill:**

The writing process is also classified as a communicative skill where the learners write to express their views about a particular topic. The purpose of the writing process is to allow the readers to know others' points of views about different subjects. Although it is considered as an indirect process, this operation of exchanging opinions is also called communication.

Although, the writing process is considered as an indirect way of communication, because the writers can not immediately interact with their readers who are absent and may be unknown, English language learners need to master this skill if they want to be communicatively competent. To have a good command of this skill, EFL learners must be aware of the fundamental categories of the writing process. The writing skill could be described as the written form of the speech, so, speaking and writing have the same characteristics and the same functions which are part of communicating. Therefore, the writing skill could be defined as the way of communicating where our speaking sounds are represented in letters and graphic symbols.

In order to achieve a successful communication through the writing skill, EFL learners must follow certain principles such as:

-identifying the orthographic symbols of the foreign language; the learners should be aware of the English orthographic system especially if this system varies from that of their native language.

-following some writing models of English native writers in order to discover the basic principles of effective English writing.

### **Conclusion:**

In this chapter, we have tried to cover all the aspects of communicative competence; starting with its definition then dealing with its components. We have mentioned the different roles of teachers in assisting EFL learners to be communicatively competent. Of course, we have dealt with the two main communicative skills, speaking and writing, and identified some communicative

strategies to develop these skills and to help the learners to achieve a successful communication.

**Chapter three:**  
**Analysis of The Questionnaires'**  
**Results**

## **Chapter three: Analysis of the questionnaires' results**

### **Introduction:**

As the present research aims at testing our hypothesis in order to determine the teachers' roles and contributions in developing the learners' communicative abilities in first year English foreign language classes, this chapter is about eliciting teachers' and students' opinion about the intended subject, since the teachers and the learners are the main variables of this study. Their views and opinions are very crucial to test the stated hypothesis, and the most appropriate tool to investigate that is through addressing a questionnaire.

Two questionnaires are handed out to both; teachers and learners at the department of English, University of Biskra. The students' questionnaire aims at finding out whether the differences among them have an impact on their level of mastering English communicative proficiency. Also, we want to know whether the teachers' assistance may contribute in enhancing their communicative abilities. The teachers' questionnaire aims at providing the teachers' opinions about improving the EFL learners' communicative abilities.

This chapter is devoted to the design of the questionnaire, its description, and finally the analysis of the results and data obtained.

### **1. The Students' Questionnaire:**

#### **1.1. The Sample of the Questionnaire:**

In this study, the questionnaire was administrated to one group of sixty (60) students which is the number in each group of the first year in the English branch but only fifty (50) students who responded to the questionnaire because the rest is always absent. This sample was randomly chosen among the total number of the first year

English LMD students' population (720) at the University of Biskra during the academic year '2011-2012'. The majority of students is girls. From the fifty students in the selected group, nine of them were boys. They have been administrated the questionnaire because at this level, the teacher (oral expression/written expression) faces difficulties in dealing with those learners who are considered as beginners and non-experienced with English as a foreign language. Moreover, at that level, teachers become confused in determining whether the learners' needs require to emphasize on the grammatical or on the communicative aspects of the language, although, teachers usually decide to focus on grammatical system and paying a little attention to the communicative system of the language.

### **1.2. Description of the Questionnaire:**

This questionnaire is composed of seventeen, 17, questions. They are either direct questions requiring from the students to choose yes or no answers, or multiple choice ones where students are asked to pick up the appropriate answer from a number of choices or open questions requiring from them to give their own answers and justify them.

Questions from 1 to 3 are devoted to students' background information; these latter are asked to specify their age, gender, and explain their choice of studying English at the university. Question 4 is about the learners' attitudes toward the English language. In question 5 the students are asked about their purposes to learn English. Questions 6 and 7 are about the students preferred learning styles. In question 8 they are asked if they like to participate in the classroom activities and the question 9 is just to know what motivates and encourage students to learn English with justifying the answer. Question 10 is devoted to know how students think the type of teacher they have

(guide/controller) and explain –in question 11 - what should the exact role of the latter be according to their opinions? Question 12 is formulated to ask the students if they are given the opportunity to interact with their teachers. Questions 13 and 14 are put to know whether the students prefer to learn the grammatical or the communicative aspects of the language, furthermore; if they prefer working with the grammatical activities or enjoy more the communicative ones. The 15<sup>th</sup> question is given to the learners to know their opinions about the ways and the roles that the teacher can do in order to assist them to be communicative proficient. Question 16 is designed to generate information about the learners' most desired language skills to be mastered. In the last question (17) the students are asked to add suggestions and comments that may enhance their communicative abilities.

### 1.3. Results' Analysis:

**Q01) - Age:**

- 17-20

- 21-25

- More than 26

Age	17-20	21-25	More than 26	Total
Number	33	14	3	50
%	66	28	6	100

**Table 01: Learners' age**

The obtained results show that the majority of students' ages are in between 17-20 66% followed by the students whose ages are in between 21-25 28%. Only 6% students whom ages are more than 26. These variations in learners' age are due to many

factors such as entering to the primary school at either early or late ages, repeating years, or studying lot of branches in the University.

**Q02) - Sex:**

a)- Male

b) - Female

Sex	Male	Female	Total
Number	9	41	50
%	18	82	100

**Table 02: Learners' sex**

From the above table, we can remark that 82% of the students are females; whereas, only 18% of them are boys. Generally, we can say that in Algeria, females are more successful in learning foreign languages rather than males who tend more to learn in scientific branches.

**Q03)-Your choice of studying English at the university was:**

a) -Personal

b) - Obligated

- Explain (In both cases):

Choice of English	Number	%
Personal	43	86
Obligated	7	14
Total	50	100

**Table 03: Learners' choice of studying English**

The results show that 86% of the students have chosen to study English language personally, but only a few students 14% who were obliged to study English. Therefore, the majority of students are highly desired to learn English, in contrast, the others are obliged to learn English because of their parents' choice or their weak average obtained in the baccalaureate exam.

The learners justify their answers as follow:

- personal: - I love the English language and I want to be a teacher of this language.

- it is currently the first language in the world (international language).

- I want to speak and communicate fluently in English with foreigners.

- obliged: - I had no choice and my average does allow me to study the branch I want.

- my parents obliged me to study the English language.

**Q04)-Do you like English language?**

a) - Very much

b) - Somehow

c) - Not much

Learners' attitudes	Very much	Somehow	Not much	Total
Number	39	8	3	50
%	78	16	6	100

**Table 04: Learners' attitudes of English**

As shown on the table, most of the students (78%) like the English language very much, and few of them (16%) stated that they like English somehow. However,

just 6% of the students said that they do not like English. This result demonstrates that students' attitudes toward English is associated with their choice to study it, moreover; students who had chosen to learn English like it very much, whereas the students who were obliged to learn it do not.

**Q05)-Why do you learn English?**

a) - For academic purposes (Study)

b) - For communicative purposes

- Other purposes:

Learners' goal of learning English	Academic purposes(Study)	Communicative purposes	Other purposes	Total
Number	17	29	4	50
%	34	58	8	100

**Table 05: Students' goal of learning English**

We can extract from the above table that 58% of students learn English for communicative purposes and we have noticed that 34% of them learn it for academic purposes (To go abroad in their studies). Only 8% of students stated that they learn it for other purposes such as to get job (work). What characterized these results is that most of students study English for the same purpose which is communication because they are highly motivated to use it. Nevertheless, others want to reach advanced levels in their education, whereas; the rest of them learn it only because it represents a chance for them to find a job.

**Q06) - What do you prefer?**

a) - Working in groups of four or five

b) - Working in pairs

c) - Working individually

Learners' preferred way of working	Working in groups	Working in pairs	Working individually	Total
Number	26	18	6	50
%	52	36	12	100

**Table 06: Learners' preferred way of working**

These results inform us about the learners' preferred way of working. The statistics show that 52% of students prefer to work in groups and 36% of them prefer to work in pairs; while 12% only of them prefer to work individually. So, most of the students prefer to work either in pairs or in groups, but not individually. Such higher percentages prove students' communicative natures and sociable personalities, in the opposite the low rate which was recorded for students with loneliness personalities (recluse students).

**Q07) - Do you learn better through?**

a) - Listening

b) - Observing

c) – Doing

Learners' learning styles	Listening	Observing	Doing	Total
Number	19	16	15	50
%	38	32	30	100

**Table 07: Learners' learning styles**

Through the results shown in the table above, we clearly notice the relative rates of the three options. 38% of students benefit more when they receive the input through

listening, 32% of them learn better through observing, and a relative rate (30%) of them state that they understand things better if they do them by themselves or touch them. These results indicate that the learners have different learning styles which require a special attention from the teacher.

**Q08) - Do you like to participate in the classroom activities?**

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

Learners' learning styles	Always	Often	Rarely	Never	Total
Number	12	25	9	4	50
%	24	50	18	8	100

**Table 08: Learners' participation**

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

**Q09) - What makes you feel motivated and encouraged to learn English?**

- a) - The teacher
- b) - Your environment
- c) - The method (The way of learning)
- d) - Your friends and relatives

- Explain (in all cases)

Learners' source of motivation	The teacher	Your environment	The method	Your friends	Total
Number	21	7	17	5	50
%	42	14	34	10	100

**Table 09: Learners' source of motivation**

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

Learners' justifications for the sources of motivation:

-the teacher: Because my teacher is my model and I want to be like him. I want to master the English language, so that I can impress my teacher and talk with him without feeling ashamed.

-your environment: Because I want to be a successful person and to realize prestige in the society.

-the method: Because the way through which we receive the input makes me feel spontaneously satisfying, enjoying and gaining new knowledge.

-your friends: Because I want to be communicatively proficient in order to interact with my foreign friends and to avoid criticism.

**Q10)** - Do you think that your teacher is?

a) - A controller

b) - A guide

Learners' opinion about their teachers	A controller	A guide	Total
Number	9	41	50
%	18	82	100

**Table 10: Learners' opinions about their teachers**

The table indicates that on one hand, most of the students feel satisfied about the type of teachers they have, since 82% of them view their teachers as guides. On the other hand, only 18% of students argue that their teachers are controllers.

**Q11)** - What is the exact role of the teacher, in your opinion?

Most of the students have responded to the question (96%) and agreed to classify the teachers' roles as they are stated in the statements below, while 4% of them did not answer the question at all.

Learners' opinion about teachers' role:

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

- he should leave a space where the students feel comfortable to express their opinions without being afraid from the teacher's reaction.
- he must encourage, motivate, and involve the students in the learning process by asking about their opinions, suggestions and contributions on how and what they want to learn.
- he should be fair and neat while interacting with his students, and not to focus only on the students who participate and ignore the others. So, he should carry out and push the silent students to participate. As it is said, he has to make an extra effort to get the shy students out of their shells.

**Q12)** - How often does the teacher give you the opportunity to interact with him?

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

Learners' interaction	Always	Sometimes	Never	Total
Number	18	27	5	50
%	36	54	10	100

**Table 11: Learners' interaction**

From the analysis of the data from the table, 36% of the students confess that their teachers always give them the opportunity to interact with them, and 54% claimed that their teachers only sometimes allow them to interact with them, while the others (10%) stated that they never be given the opportunity to interact with their teachers.

**Q13)** -Do you like to learn the language, from its:

- a) - Grammatical aspects (How to perform grammatical sentences)
- b) - Communicative aspects (How to communicate in English)

Learners' views of language	Grammatical aspects	Communicative aspects	Total
Number	16	34	50
%	32	68	100

**Table 12: Learners' views of language**

The majority of the students like to learn the language from its communicative aspects; this high rate (68%) reflects the learners' desire to learn the communicative use of English. The remaining 32% of them like to learn the language from its grammatical aspects; they focus more on producing well structured sentences. For the foreign learners, to know the language function, as communicative tool, is more important than to know its lexical structures. In their opinion, it is useless to master the linguistic system of the language if you do not know how to use it in real life.

**Q14) -What kind of activities do you prefer?**

- a) - Communicative activities
- b) - Grammatical activities

Learners' preferred activities	Grammatical activities	Communicative activities	Total
Number	17	33	50
%	34	66	100

**Table 13: Learners' preferred activities**

The obtained results are absolutely logical and expected if we take into consideration that this question is linked to the previous one. So, 66% is devoted to the communicative activities and the rest 34% is devoted to the grammatical activities. Therefore, teachers must vary in the types of activities and should not focus only on one type.

**Q15)** - How do you think that your teacher can help you to be communicatively proficient?

The learners stated different views about how their teachers could help them to be communicatively competent such as:

- introducing to them some cultural norms of the English people.
- providing them with some effective communicative strategies to use and follow while they are communicating in English.
- showing them the basic principles of communication such as turn-taking (when they talk and when they listen to others and how they would know that it is their turn to talk).
- explaining the verbal and the non-verbal communicative features such as the various functions of gestures, facial expressions and being silent.
- not only teaching them the English language but also treating them like the English people.
- giving them the meanings or the functions of both words and behaviors either to use or to avoid.

**Q16)** - Which of the four language skills do you like to master more?

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

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

**Table 14: Language skills**

The learners' emphasis is put on the speaking skill as the most likable language skill to be mastered with 54%; the writing skill comes as the next option according to the students' classification with 28%. While the listening (8%) and the reading (10%) skills come at the end. It is clearly mentioned that students strongly want to master the productive or the communicative skills rather than the other skills when they put them as the primary options. The writing and the speaking skills are the elements or the skills by which the learners' achievement in the EFL is measured.

**Q17) -** Would you want to add some suggestions that can enhance your communicative abilities?

Concerning this question, the majority of learners (58%) did not add any comments or suggestions about how to enhance their communicative abilities, while the other 42% responded.

So, those who answered have shown different views and suggestions concerning how to enhance their communicative abilities, they state:

- teachers must focus more on teaching them the communicative use rather than emphasis on the grammatical patterns of English language, because most of them know how to combine well structured sentences and in contrast, only few of them know how to communicate proficiently.

- using communicative approaches and strategies in introducing English will be of great benefit.
- through the use of various pedagogical materials such as: Data show, plays, listening to English songs in the laboratory, interviews with native speakers, reading short stories...the teacher can make a balance between the students' different needs and enhance their speaking and writing skills.
- by motivating the learners and giving them the opportunity to communicate in English with the teacher and with their classmates.
- discussing very interesting subjects where the learners already have information and knowledge, because there are topics that they lack knowledge. So, they can not express their views even in Arabic which is their native language.

#### **1.4. The Findings:**

- Most of the learners learn English for communicative purposes; therefore, they prefer to learn the communicative aspects of the language rather than its linguistic aspects. They look to English as social means of communication rather than a system of grammatical rules.
- The learners have many differences such as ages, genders, attitudes, learning styles and learning strategies.
- The majority of the students prefer to work in pairs and in groups.
- All students participate or at least have participated once in the classroom activities.

- The teacher is considered as one of the most important source in motivating the learners. Therefore, the teacher should always encourage his students to use and learn English as a foreign language.
- The majority of students prefer to master the productive skills, speaking and writing more than the other skills.
- The learners state that the teachers' roles must be all focus on enhancing their communicative abilities and making them proficient through using communicative teaching approaches, introducing some cultural norms of the English society, motivating them to use and interact in it, variation in the pedagogical materials...

## **2. The Teachers' Questionnaire:**

### **2.1. The Sample of the Questionnaire:**

The questionnaire is handed out to 8 teachers, four of oral expression and four of written expression. This number is a mixture between experienced and novice teachers to collect different views about how to develop communicative abilities of EFL learners. We dealt with this sample from the entire population of the first year oral and written expression teachers at the department of English at the University of Biskra. The selection of such sample was based on the consideration that the teachers of oral and written expression will provide us with more information since they teach students how to develop the communicative skills which are our concern.

### **2.2. Description of the Questionnaire:**

The questionnaire is designed to gather information about how teachers can help in developing learners' communicative abilities. The teachers' questionnaire consists of 15 questions. The questions are either direct ones, requiring from the teachers to choose

“yes” or “no” answers, or to pick up the appropriate answer from a number of choices, or open questions where teachers are requested to give explanation, suggest other alternatives or statements whenever necessary.

Questions from 1 to 3 were designed to identify the background information about teachers. They are asked to specify their gender, the degree (s) held, and mentioning the length of experience at the university. In question 4 teachers are asked whether they follow one approach or more than one with providing justification in both cases. Question 5 deals with the learners' desire to learn in which the teachers are asked if they do encourage and motivate students to learn. In the 6 question, the teachers are asked about the pedagogical aids or the materials that they use. The 7 question is devoted to the teachers about themselves, each one is asked to classify himself either he is considered as a controller or a guide. Teachers in the question 8 are asked to state the most roles that they play as foreign language teachers (English in this case) with clarifying their responses and -the question 9- is put to know if they enhance and reinforce their students to participate and interact with them. Questions 10 and 11 are designed to know the teachers' views about the English language from both sides; structure (whether it is a system of grammatical rules and lists of vocabulary) and function (or as social means of communication) and when students could say that they learn the language (when they learn the grammar or when they learn how to communicate the language). The 12th question is given to the teachers to know their roles and plans as communicators. Questions 13 and 14 are designed to generate information about the teachers' contribution to help their students to master the communicative skills. In the last question (15) the teachers have been given a space to add any further suggestions and comments.

**2.3. Results' Analysis:****Q01) - Specify your gender:**

a) - Female

b) - Male

Sex	Female	Male	Total
Number	7	1	8
%	87.5	12.5	100

**Table 01: Teachers' sex**

The table above proves the common belief that females are more successful rather than males in foreign language teaching, females with 87.5% and males with only 12.5%.

**Q02) - Degree (s) held:**

a) - BA (Licence)

b) - MA (Master/Magister)

c) - PHD (Doctorate)

Degree(s)	BA	MA	PHD	Total
Number	4	4	0	8
%	50	50	0	100

**Table 02: Teachers' degree(s) held**

The results equally divided teachers' degree(s) held; 50% to the BA (Licence) degree and 50% to the MA (Magister) degree, while the PHD (Doctorate) degree was 0%.

**Q03) - How many years have you been teaching (Oral Expression/Written Expression)?**

Years	1-3	4-7	More than 8	Total
Number	3	3	2	8
%	37.5	37.5	25	100

**Table 03: Teachers' number of years in teaching (Oral Expression/Written Expression)**

One can notice from the results shown above that 37.5% of teachers are beginners and have a short period 1-3 years in teaching o w English, the same rate (37.5%) is devoted to the teachers who have an average period 4-7 years in teaching English. However 25% are the teachers who have spent more than 8 years. Although, most of teachers have a short or average experience in teaching English, I discovered their capacities and efforts that are required to achieve students' goals in learning English.

**Q04) - Do you follow?**

- a) - One teaching approach
- b) - More than one approach

Why?

Approach	One	More than one	Total
Number	0	8	8
%	0	100	100

**Table 04: Teachers' approach of teaching**

All of the teachers' responses (100%) were that they use more than one approach; most of them (62.5%) clarify their variations in using more than one teaching approach by the following stated justifications whereas, we notice that 37.5% did not justify their option.

The teachers' justifications for using more than one teaching approach:

- to fit the different needs of the students.
- to break the routine and motivate the students.
- to realize the lesson's and the activity's objectives.

**Q05) - Do you encourage your students to learn EFL?**

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

Teacher's encouragement	Always	Sometimes	Never	Total
Number	7	1	0	8
%	87.5	12.5	0	100

**Table 05: Teachers' encouragement to their students**

The results reveal that 87.5% of teachers stated that they always motivate and encourage their students to learn EFL because they do believe that the teacher is the basic source of motivation to the learners, the others (12.5%) said that they sometimes motivate their students, and no one (0%) of the sample was the rate of teachers who never encourage their students.

**Q06) -Which of the following materials do you use?**

- a)-The visual tapes (Data show, Videos)
- b)-The Board
- c)-The Audio tapes (Cassette, Records)

Others:

Materials	The visual tapes	The board	The audio tapes	All	Total
Number	1	1	1	5	8
%	12.5	12.5	12.5	62.5	100

**Table 06: The materials used by teachers**

The analysis of the above table informs us that the majority of teachers (62.5%) use all types of materials and the others use only one of the materials in the giving options; either the visual tapes 12.5%, the board 12.5%, or the audio tapes 12.5%. The results show teachers' consideration to their learners' differences.

**Q07) - Do you consider yourself as:**

a)-A controller?

b)-A guide?

Teachers' type	A controller	A guide	Total
Number	2	6	8
%	25	75	100

**Table 07: Teachers' types**

Such results show that 75% of teachers consider themselves as guides and 25% of them classified them selves as controllers. Teachers' options may due to their relation with their students as well as the nature of atmosphere they create in the classroom.

**Q08) - What role do you play more as a foreign language teacher and why?**

All the teachers 100% have answered this question and all of them have limited the main roles of the foreign language teachers on specific ones. This question is somehow linked to the previous one; therefore, the results are also linked since both are

about teachers' role. However, the below are representations of the teachers' responds as well as justifications.

-facilitator: Because they facilitate the foreign language input especially when the learners are facing certain hindrances since English in this case is a new language.

-advisor: Because to a certain extent, it could be said that the teachers are experienced in the field of the English language, whereas, they can put those beginner learners on the right path and the easy direction for acquiring it.

-guide: Because they are holding a big responsibility to carry out how to use the best method, the suitable tools, and the appropriate ways that lead the learners to master the EFL.

-motivator: Because EFL beginners usually have low confidence and they lack self esteem for mastering it.

-instructor and resource of information: Because at this level the learners' amount of knowledge about English is limited and they face a lot of ambiguous meanings which need explanations.

-controller: Because unlike the native language classes, the EFL classes need more control particularly the classes of fresh students. Here, the teacher controls every thing in the teaching and learning process.

**Q09)** - Do you encourage your students to participate and interact with you?

a) - Yes

b) – No

Teachers' motivation to get the learners' participation and interaction	Yes	No	Total
Number	8	0	8
%	100	0	100

**Table 08: Teachers' motivation to get the learners' interaction and participation**

All teachers 100% answer that they encourage their students as possible as they could to make them interact and participate in the learning process. Teachers must motivate, engage their students and involve them to participate through directing questions, giving drills and asking them for clarifications and explanations of what they have understood from the lesson.

**Q10) - In your opinion, language is?**

- a) - A system of grammatical rules and lists of vocabulary.
- b) - A social means of communication.

The nature of the language	Grammar rules	Social means of communication	Both	Total
Number	1	3	4	8
%	12.5	37.5	50	100

**Table 09: Teachers' views of the language nature**

Based on the table results, half of the teachers (50%) indicated that the language is both grammar rules and a social means of communication, both aspects are important in mastering any language because each aspect completes the other one. The other half is divided into two parts, the first one, 37.5% views the language as communicative tool and claimed that knowing the grammatical rules of the language without applying it is not beneficial. While the second one, 12.5% focus on the grammar rules of the

language. Such responses indicate the teachers' interest in the communicative function of the language; therefore, such interest can absolutely assist them in enhancing the learners' communicative abilities.

**Q11)** - Do you think that learning language is?

- a) -To learn the grammatical rules.
- b) - To learn how to communicate the language.

Learning the language	Grammar rules	How to communicate	Both	Total
Number	0	2	6	8
%	0	25	75	100

**Table 10: Teachers' views of the language learning**

Most of teachers' (75%) options were that learning language is both learning the linguistic patterns of the language and learning the use of this language; how to communicate, whereas 25% of them chose learning the communicative use of the language, and no one (0%) chose learning its grammar rules.

**Q12)** - What can you do as a communicator?

The majority of teachers argued that they can contribute on developing their learners' communicative abilities through presenting to them the communicative use of English. As a communicator, the teacher can:

- facilitate the communicative process in the classroom through preparing activities where students are encouraged to interact with each other using English.

- speak fluently in order to show to the students the communicative use of English.

-give instructions to the learners to follow and to provide them with some aids in which native speakers are talking (communicating).

-deal with the learners with communicative strategies.

-manage the classroom atmosphere to be similar to that of the target language one (English).

-create real communicative situations through interviews, plays...

**Q13)** - What do you do to help your students to master the communicative skills (Speaking/Writing)?

We can notice that all the teachers have answered the question and this proved that they are trying to facilitate to their learners the mastering process of English language, especially the communicative skills (Speaking/Writing). They mentioned the following strategies or actions:

-to organize different activities that focus on developing these skills (speaking/writing).

-to ask them to speak or write about various subjects.

-to give the learners different tasks to practice (writing essays/paragraphs), and by giving them questions to answer orally one by one, in addition to oral tests.

-to provide learners with the necessary strategies and techniques in both speaking and writing.

-to let them work through workshops and give them dialogues to listen to and pieces of written works to read, in order to let them discover the fundamental categories of both speaking and writing.

-to create motivation to eager students to speak and write through turning a blind eye on their mistakes and praise them when they answer correctly to make competition.

**Q14)** - Do you give learners opportunities to talk about their communicative needs?

a)-Yes

b)-No

Students' communicative needs	Yes	No	Total
Number	8	0	8
%	100	0	100

**Table 11: Students' communicative needs**

The results shown on the above table indicate that all teachers 100% give their students the opportunity to talk about their communicative needs. We can feel from the teachers' answers their desire and readiness to assist the students in improving their communicative abilities.

**Q15)** - Would you add any further comments or suggestions?

Most teachers have plans to enhance their learners' communicative abilities. In proposing these plans, it is clearly observed that teachers take into consideration the students' differences since they state these comments:

-I think that motivation is the core of learning and communicating; making students interested in the topic and in other cultures desired them to communicate.

-the speaking and the writing skills are both very important and key elements to serve the learner acquiring the communicative system and using the language inside as well as outside the class.

-to learn the function side of the language which is communication and not to focus only on the grammatical patterns of the language.

-teachers should give their learners the opportunity to speak in English and ignore the mistakes they commit.

#### **2.4. The Findings:**

- All the teachers rely and use more than one teaching approach in order to release the lessons' and the activities' objectives and to fit the learners' needs.

- The teachers use various teaching materials to fit their students' different learning styles.

- The majority of them always motivates and encourages their students to interact and communicate in English.

- The teachers have effective strategies to develop the speaking and the writing skills of the learners because these skills reflect their levels in English.

- Most of the teachers' roles focus on facilitating the learning process of EFL to the learners and helping them to master it perfectly in order to be communicatively competent.

- The majority of them look to English from its communicative aspects, they emphasis on the language function rather than on its syntactic rules.

- All the teachers are interested in developing their learners' abilities and they have plans to make them communicatively competent.

**Conclusion:**

As shown, through this practical part of the research work, we tried to prove the significance of the teachers' roles in enhancing EFL learners' communicative abilities. The results obtained from the analysis of the students' and the teachers' questionnaires reveal both students' desire to improve their communicative abilities, and teachers' plans for them. The findings got support our hypothesis that was stated at the beginning of this investigation; teachers definitely contribute on assisting learners to be communicatively competent. Moreover, all of the teachers' different roles should focus primarily on teaching students the communicative use of English as a foreign language.

## **Recommendations**

Throughout this study, we have primary emphasised the teachers' role in enhancing the English foreign language learners' communicative abilities. In other words, this dissertation is conducted to find out to what extent the teachers of EFL can help their students to be proficient. Depending on what we have found and based on the analysis of the results obtained, we can assume that the EFL learners need the assistance of their teachers in order to be communicatively competent. Consequently, we suggest some recommendations for the teachers to develop their learners' communicative abilities:

As the students' learning differences, such as; age, gender, attitudes, learning styles and strategies are important elements, they should be taken into consideration by the teachers. Also, the teachers must find out how to operate teaching appropriate methods that fit these differences and assist all learners to achieve high levels in communicating in English.

Teachers should motivate their students to learn the English language through engaging them into the learning process activities and by turning blind eye on their mistakes and praising them for their correct answers.

There must be variation in the materials used in introducing lessons. Teachers have to try to use different pedagogical aids such as: Data show, plays, listening to English songs in the laboratory, interviews with native speakers, reading short stories....

The EFL teachers should get training periods. They must go into educating periods in order to develop their capacities, therefore, they can enhance their learners' capacities.

Through depending on the communicative approaches, teachers must focus more on teaching students the communicative use of English rather than emphasizing on the grammatical rules. Most of the learners know the features of the linguistic system of the language used, English, and they can combine well structured sentences in contrast, only a few of them know how to communicate proficiently. Moreover, learners need to have the opportunity to interact in English with both their teachers and classmates in order to put the linguistic patterns of the language into application.

Presenting some cultural features of the English society will be of great help in making the learners communicatively proficient, and aware of the communicative principles and strategies of the target language (English).

Teachers' roles must vary according to the given situation, but they must be all directed to the goal of enhancing the EFL students' communicative abilities.

The researchers on teaching and learning the foreign languages have proved that the learners can achieve their main goal in learning English as the FL and become communicatively competent by the collaboration of their teachers.

## **General conclusion**

The present study is based on an investigation of the teachers' role in enhancing the EFL learners' communicative abilities.

In the first section, we begin this dissertation by theoretical review which contains two chapters. The first one is concerned with describing the learners and the teachers. It is divided into two parts: the first part is concerned about the learners' profile where there are definitions of the learners, their differences and introducing the concept of motivation. The second part is concerned about the teachers' profile where there are different definitions of teachers, their types and various roles.

The second chapter, we have devoted it to presenting the concept of communicative competence, starting by defining it, identifying its components, stating the different roles of the teacher to improve the EFL learners' communicative abilities, and concluding the whole chapter by showing the reflection of the development of the learners' communicative skills, speaking and writing, in making them communicative proficient.

The second section of this dissertation is devoted to the practical study, the field work, which focuses on presenting the chosen samples, describing the questions, and analyzing the obtained results of the questionnaires given to both teachers and students. The findings gathered in this study confirm that awareness of the teachers about the differences among the learners will lead them to better achievements in mastering English as the target language. Moreover, the results of the questionnaires confirm our hypotheses that the teachers could enhance the learners' communicative abilities and make them proficient and the learners' differences should be taken into account.

The suggestions presented at the end of this investigation aim at providing teachers with some recommendations to improve the students' communicative abilities such as focusing on the communicative aspects of the English language rather than its grammatical aspects through relying on the communicative teaching approach, using various materials to fit the learners' needs, introducing to them the cultural norms of English.

### Works Cited

- Anderson, Kenneth, Joan Maclean and Tony Lynch. *Speaking: A Course in Spoken English for Academic Purposes*. 2<sup>nd</sup> ed. Cambridge: Cambridge U. P., 2004. Print.
- Bachar, Ahmed. "Didactics". English class. University of Biskra, Biskra, in .29 November, 2010. Lecture.
- Bonvillain, Nancy. *Language, Culture, and Communication: The Meaning of Messages*. 4<sup>th</sup>ed. New York: Prentice Hall, 2003. Print.
- Brown, Gillian, Kirsten Malmkjaer, and John Williams. *Performance Competence in Second Language Acquisition*. Cambridge: Cambridge U. P., 1996. Print.
- Brown, H Douglas. *Principles of Language Learning and Teaching*. 5<sup>th</sup>ed. New York: Pearson Education, 2007. Print.
- Brown, H Douglas. *Language Assessment: Principles and Classroom Practice*. New York: Pearson Education, 2004. Print.
- Carter, Ronald and David Nunan. *The Cambridge Guide to Teaching English to Speakers of Other Languages*. Cambridge: Cambridge U. P., 2001. Print.
- Chamot, AU, S Bamhardt, PB El-Dinary and J Robbins. *The Learning Strategies Handbook*. New York: Addison Wesley Longman, 1999. Print.
- Ellis, Rod. *Understanding Second Language Acquisition..* Oxford: Oxford U. P., 1985. Print.

- GÖMLEKSİZ, Mehmet Nuri. *"The Effects of Age and Motivation Factors on Second Language Acquisition"*. Firat University Journal of Social Science (2001): 217-224. Web. 22 Feb. 2012.
- Gordon, Marshall. *"Classroom Interaction"*. A Dictionary of Sociology. 1998. Encyclopedia.com. Web. 20 March. 2012.
- Harmer, Jeremy. *The Practice of English Language Teaching*. 3<sup>rd</sup> ed. New York: Pearson Education Limited, 2001. Print.
- Hedge, Tricia. *Teaching and Learning in the Language Classroom*. Oxford: Oxford U. P., 2000. Print.
- Holmes, j. *An Introduction to Sociolinguistics*. 2<sup>nd</sup> ed .New York: Pearson Education, 2001. Print.
- Jordan, R R. *English for Academic Purposes: A Guide and Resource Book for Teachers*. Cambridge: Cambridge U. P., 1997. Print.
- Kramsch, Claire. *Context and Culture in Language Teaching*. Oxford: Oxford U. P., 1993. Print.
- Lightbrown, P M and N Spada. *How Languages are Learned*. Oxford: Oxford U. P., 1999. Print.
- Littlewood, W T. *Communicative Language Teaching: An Introduction*. Cambridge: Cambridge U. P., 1981. Print.
- Mantle Bromley, C. *"Preparing Students for Meaningful Culture Learning"*. In Heusinkveld, P. Pathways to Culture. Intercultural Press, 1997. PDF File.
- McNamara, Tim. *Language Testing*. Oxford: Oxford U. P., 2000. Print.

Nunan, David and Julie Choi. *Language and Culture: Reflective Narratives and the Emergence of Identity*. New York and London: Routledge, 2010. Print.

Qashoa, Sulaiman Hasan H. " *Motivating Among Learners of English in the Secondary Schools in the Eastern Coast of the UAE*". Institute of Education British. November, 2006. University in Dubai .Dubai-UAE. Web. 17 Jan. 2007.

Samida, Deepak K. "*Language Learning Strategies*". Web. 07 March. 2012. PDF File.

Swain, M. "*Large-Scale Communicative Language Testing: A case study, in S. J*".1984. PDF File.

Thornbury, Scott. *How to Teach Speaking*. New York: Pearson Education Limited, 2001. Print.

Troike, Mariel Saville. *Introducing Second Language Acquisition*. Cambridge: Cambridge U. P., 2006. Print.

Ur, Penny. *Teaching Listening Comprehension*. Cambridge: Cambridge U. P., 1984. Print.

Widdowson, H G. *Linguistics*. Oxford: Oxford U. P., 1996. Print.

*.Teaching Language as Communication*. Oxford: Oxford U. P., 1978. Print.

Wilkins. "*Second Language Learning and Teaching*". Oxford: Oxford U. P., 1974. PDF File.

Williams, M and R L Burden. *Psychology for Language Teachers*. Cambridge: Cambridge U. P., 1997. Print.

Woolfolk, A. *Educational Psychology*. 9<sup>th</sup> ed. New York: Pearson Education, 2004. Print.

Yule, George. *The Study of Language*. 3<sup>th</sup>ed. Cambridge: Cambridge U.P., 2006. Print.

" *Mini-Manual for Using MLA Style in Research Papers*". Web. 02 Jan. 2012. PDF File.

"Oxford University Press". *Oxford Word Power Dictionary*. New York, 2006. Print.

# **Appendixes**

# **Appendix A**

**Mohamed Kheider University-Biskra-**

**Department of English**

**Questionnaire to the students**

**Dear colleagues:**

We are undertaking a study on “Teachers' Role in Enhancing EFL Students’ Communicative Abilities in the first year LMD Classes in the Department of Foreign languages (Branch of English) in Biskra University.” In order to investigate this subject; the role of teachers in enhancing learners’ communicative proficiencies, we have organized to you this questionnaire. The results of the dissertation are based on your responses. You are kindly requested to answer the following questions. Be sure that your answers will be kept anonymous and confidential.

---

**The questionnaire**

Dear students please put a cross (×) to indicate your chosen option, and specify your answer when needed. Questions about the teacher include only the teachers of (oral expression/written expression).

Q01) -Age:

17-20  21- 25  More than 26

Q02) -Sex: Male  Female

Q03) -Your choice of studying English at the university was:

a) -Personal

b) - Obliged

- Explain (in both cases): .....

.....

Q04) -Do you like English language?

a) - Very much

b) - Somehow

c) - Not much

Q05) -Why do you learn English?

a) - For academic purpose (Study)

b) - For communicative purposes

- Other purposes: .....

Q06) - What do you prefer?

a) - Working in groups of four or five

b) - Working in pairs

c) -Working individually

Q07) - Do you learn better through?

a) - Listening

b) - Observing

c) -Doing

Q08) -Do you like to participate in the classroom activities?

a) -Always

b) -Often

c) -Rarely

d) -Never

Q09) -What makes you feel motivated and encouraged to learn English?

a) -The teacher

b) -Your environment

c) -The method (The way of learning)

d) -Your friends and relatives

-Explain (in all cases) .....

.....

Q10) - Do you think that your teacher is?

a) - A controller

b) -A guide

Q11) - What is the exact role of the teacher, in your opinion?

.....

.....

Q12) - How often does the teacher give you the opportunity to interact with him?

a) -Always

b) -Sometimes

c) -Never

Q13) - Do you like to learn the language, from its?

a) -grammatical aspects (How to perform grammatical sentences)

b) -communicative aspects (How to communicate in English)

Q14) -What kind of activities do you prefer?

a) -Communicative activities

b) -Grammatical activities

Q15) -How do you think that your teacher can help you to be communicatively

proficient?

.....

.....

Q16) -Which of the four language skills do you like to master more?

a) -Speaking

b) -Writing

c) -Listening

d) -Reading

Q17) -Would you want to add some suggestions that can enhance your communicative abilities?

.....  
.....

Thank you for your collaboration

# **Appendix B**

**Mohamed Kheider University-Biskra-**

**Department of English**

**Questionnaire to the teachers**

**Dear teachers:**

This questionnaire is devoted to collect information about the role of teachers in enhancing learners' communicative abilities. We would be grateful if you could answer these questions to help us in our research for the Master's degree in Language Sciences.

---

**The questionnaire**

Please, use a cross (×) to indicate your chosen answer and specify your option when needed.

Q01) - Specify your gender:

a) - Female

b) - Male

Q02) - Degree (s) held:

a) - BA (Licence)

b) - MA (Master/ Magister)

c) - PHD (Doctorate)

Q03) - How many years have you been teaching (Oral Expression/Written Expression)?

.....

Q04) - Do you follow?

a) - One teaching approach

b) - More than one approach

Why? .....

Q05) - Do you encourage your students to learn?

a) - Always

b) - Sometimes

c) -Never

Q06) -Which of the following materials do you use?

a)-The visual tapes (Data show, Videos)

b)-The Board

c)-The Audio tapes (Cassette, Records)

Others: .....

Q07) - Do you consider yourself as?

a)-A controller

b)-A guide

Q08) -What role do you play more as a foreign language teacher and why?

.....  
.....

Q09) -Do you encourage your students to participate and interact with you?

a) - Yes

b) - No

Q10) -In your opinion, language is?

a) - A system of grammatical rules and lists of vocabulary.

b) - A social means of communication.

Q11) -Do you think that learning language is?

a) - To learn the grammatical rules.

b) - To learn how to communicate the language.

Q12) -What can you do as communicator?

.....  
.....

Q13) -What do you do to help your students to master the communicative skills  
(Speaking/Writing)?

.....  
.....

Q14) -Do you give learners opportunities to talk about their communicative needs?

a) -Yes

b) -No

Q15) - Would you add any further comments or suggestions?

.....  
.....

Thank you for your collaborations