

PEOPLE'S DEMOCRATIC REPUBLIC OF ALGERIA
MINISTRY OF HIGHER EDUCATION AND SCIENTIFIC RESEARCH
MOHAMED KHEIDER UNIVERSITY OF BISKRA
FACULTY OF LETTERS AND LANGUAGES
DEPARTMENT OF FOREIGN LANGUAGES
ENGLISH BRANCH



***Enhancing EFL Learners' Speaking Skill
through Effective Teaching Methods and
Strategies***

*Case Study: Second Year LMD Students of EFL
At
Mohamed Kheider University of Biskra*

A Dissertation Submitted in Partial Fulfillment of the Requirements for the Degree of Master (2)
in Language Sciences

Submitted by:

Insaf HOUHOU

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Mr. Barkat TURQUI

BOARD OF EXAMINERS

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Member: Mr. Tayeb BOUHITEM

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DEDICATION

In the name of Allah, Most Merciful, Most Gracious
Praise be to ALLAH, the almighty, for always being there for me and blessing
me with
health, strength, and peace for every goal proposed in my life.

It gives me an immense pleasure to dedicate my dissertation at the feet of my
adorable and affectionate parents Houhou Abdelouahab and H. Souidi Della
who taught me the value of the education, I am deeply grateful to them for
Their love, encouragement, and continued support and faith in me,

I am eternally grateful for my beloved husband Derradji Mohamed Tayeb for
his constant love and strength throughout the years,
Without him, and his ability to raise my spirits when I was most discouraged,
I could never made it this far.

Med Tayeb you were the wind beneath my wing.

I would like also to thanks my parents-in-law for being there for me.
My brothers and sisters for their continuous love, encouragement and support.
My niece and nephew Allaa and Iyed.
And to my closest friends.

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I like to express my gratitude to my juries and to all my Teachers from my first day in school until now without exception for instructing me.

I gratefully acknowledge to all the participants in the questionnaire.

I am deeply grateful to my parents whose love is boundless; “the” thank you world that they deserve has not been created yet.

ABSTRACT

The present study covers a general overview of the speaking skill; it also investigates the parameters of effective methods in teaching speaking. Moreover, it introduces some strategies that promote this skill and improves students' proficiency. We have adapted a descriptive methodology of investigation with regard to the requirements of the presents research work. The main threefold objectives are identifying the main problems which may inhibit the EFL learners speaking skill, discussing the role of the EFL teachers in teaching speaking in order to help the EFL learners overcome their difficulties; and, lastly investigating the effective methods and strategies of teaching the speaking skill. The population is composed of second year LMD students and the teachers of the oral expression course at the University of Mohamed Kheider, Biskra. The most significant findings of our research work can be summarized in: first the teachers' awareness and readiness of the efficiency of the suggested strategies, and the real application of those methods; second, students willingness to adopt and use these strategies in order to ameliorate their speaking skill proficiency. However, during our investigation we have encountered some difficulties in relationship to the lack of teachers in-service training in oral expression, the limited time which is allocated to the oral expression course, the lack of application of the new technologies and developments that characterize the teaching of the speaking skill. On the whole, our research brought many benefits to the students and teachers of our University.

List of Abbreviation

BA: Bachelor of Art

EFL: English as a Foreign Language.

e.g.: Example

i.e.: In other words

LMD: License Master Doctorate

MA: Master of Art

p.: Page

PhD: Doctor of Philosophy

pp.: Pages

%: Percentage

Q: Question

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PART ONE
THEORETICAL
FRAMEWORK

CHAPTER ONE
GENERAL INTRODUCTION

PART ONE: THE THEORETICAL FRAMEWORK

CHAPTER ONE:

GENERAL INTRODUCTION

The effective teaching of speaking skill has become increasingly important in EFL setting because of the strengthening rank “position” of the English as a language for international communication. A great number of EFL learners study English just for the sake of using it for their interpersonal communication. Therefore, helping learners to become fluent and accurate despite of the problems they face seems to be a challenge for EFL teachers. As a matter of fact, we think it will be interesting to study the difficulties of EFL learners in the speaking skill and, eventually to suggest a number of effective teaching methods and strategies to enhance this skill.

In the first, theoretical framework, part of the current thesis, the skill of speaking is examined in theoretical terms. This part comprises two chapters, the first chapter is a general introduction which includes the statement of the problem, the research questions, the aims, the hypothesis, the methods and organization of the study, would hopefully provide readers with an overview of the whole paper. The second chapter shows the researcher’s review of the literature related to the paper’s issues. It is expected to provide readers with background knowledge for better understanding of the rest of the paper; this chapter is divided into three basic sections. The first section is a general overview of speaking skill, which seeks to evaluate its current status within the framework of English Language Teaching, to explore its aspects, to consider the concept of communicative competence as seen by different writers, without neglecting the factors that affects learners speaking abilities. The second section presents the parameters of effective teachers of the speaking skill, i.e. teachers’ roles, and the third section discusses the methods and strategies that may promote EFL learners’ speaking skill, and which comprises at first the strategies which students may employ in compensating

for communication difficulties, then different methods of teaching speaking/oral skill comprising two main points. The first is the stages of speaking lesson and then communicative activities as methods to prompt speaking skill, where a set of interaction activities are considered and presented due to their help in stimulation of the real language use.

The second part of this study, the field work, deals with the practical issues. This part is divided into two sections. In the first section, all the detailed information about the research method, the research sample and the procedure used for conducting the research is briefly summarized. In the next section the analysis of results and their interpretation are presented.

And as a final point of this research a general conclusion of the paper and general recommendations are suggested.

Lastly, References and Appendices including samples of the two data collection tools -questionnaires- are also attached to the paper.

1.1. The Statement of the Problem and Research Questions

We believe that the present issue is worth analysis because we noticed over the five years we spent in studying English that most of the EFL learners' performance was better in reading, writing and listening than speaking. In fact, learners face many difficulties to express themselves in the foreign language. Consequently, three major research questions can be raised:

1. What types of problems that are encountered by the EFL teachers and learners during the oral expression course which may inhibit the EFL learners speaking skill?
2. What is the importance and effectiveness of the EFL teachers' choice of methods and strategies in teaching the speaking skill?

3. What are the most appropriate methods and strategies that can be used by the EFL teachers to enhance the EFL learners speaking skill?

1.2. Objectives of the Study

The main purpose of this research is to identify the main problems which may inhibit the EFL learners speaking skill, and to indicate the role of the EFL teachers in teaching speaking in order to help the EFL learners overcome their difficulties.

Moreover, this research aims to investigate the effective methods and strategies of teaching the speaking skill.

1.3. Significance of the Study

In the present century the effects of globalization are undeniable, therefore, appropriate communication is needed by all people in their interaction with one another. English nowadays is the vehicle for international communication, thus learning it and mastering the speaking skill in particular has a paramount importance.

This research may inspire the EFL teachers to extend their vision on the spectrum of teaching speaking areas, as it may offer them new insights into the evaluation of different effective teaching methods and strategies. This study may also help EFL learners of Mohamed Khider University of Biskra to surmount their problems when using (speaking) the English language.

1.4. Hypotheses

Understanding the main problems which may hinder the EFL learners to speak in English and to use the English language is important. If the EFL teachers were aware of the problems that EFL learners face in speaking, then EFL teachers could use the appropriate methods and strategies that would improve the EFL learners' performance.

If the EFL teachers can adapt certain specific methods and strategies to be used in teaching speaking, the EFL learners will not be frightened to speak in English, which may result with an amelioration of the teaching of speaking.

1.5. Methodology of the Study

In this study, a descriptive research methodology will be used. This study will be conducted both quantitatively and qualitatively through survey questionnaires that will be administered to both EFL oral expression teachers with the objective of providing an in-depth view of what really happens during an oral expression course (the strategies and the interaction), and a random sample of 100 second year LMD learners of English at Mohamed Kheider University of Biskra, who have already studied the oral course and who are aware of the problems that hamper them to master their speaking.

CHAPTER TWO
LITERATURE REVIEW

CHAPTER TWO:

LITERATURE REVIEW

2.1 Section One: General Overview of Speaking Skill

2.1.1 Definition of Speaking Skill

Speaking is a crucial part in foreign/second language teaching-learning. It has occupied a significant and delicate rank all the way through the history of language teaching, despite its importance teaching speaking has been undervalued and just in the last two decades that it wins its right to be an independent branch of teaching, learning and testing (M. Bygate, in R. Carter & D. Nunan, 2001, p. 14). Different notions have been given concerning the definition of speaking skill; according to the Oxford Dictionary of Current English (2009, p. 414) speaking is “the action of conveying information or expressing ones’ thoughts and feelings in spoken languages”. However, H. D. Brown (1994), A. Bruns and H. Joyce (1997) as cited in M. A. C. Florez (1999, p. 1) considered speaking as “an interactive process of constructing, receiving and processing information,” whereas A. L. Chaney (1998, p. 13) noted that speaking is “the process of building and sharing meaning through the use of verbal or non-verbal symbols in a variety of contexts.” In English language teaching and learning, speaking is considered as a skill that has to be “practised” (M. Finnocchiaro & C. Brumfit, 1983, p. 1440, cited in I. Nurkhasanah, 2011, July) and “mastered” (A. G. Grognet, 1997, p. 136, as cited in Shohib, 2011). It is regarded by the learners as the measure of knowing a language and the most important skill they can acquire; because “they assess their progress in the terms of their accomplishments in spoken communication” (G. S. Burkart, 1998). Speaking a language is especially difficult for foreign language learners because effective oral communication requires the ability to use the language appropriately in social interactions (K. Shumin, 1997, p.8), as stated by W. F. Mackey (1978, p. 263) “speaking is the most complex of linguistics skill, since it

involves thinking of what is to be said while saying what has been thought.” However, Finocchiaro and Brumfit (1983, p. 1440) as cited in Nurkhasanah (2011, July) consider its complexity in “the knowledge of sound, vocabulary and cultural sub-system of English language that it involves.” The distinction between knowledge and skill complexity in oral expression lesson is considered as crucial in the teaching of speaking because studying knowledge of grammar, vocabulary, pronunciation, intonation...etc, is not sufficient to be a good learner of speaking, but studying the skill to apply this knowledge to communicate successfully is fundamental (Bygate, 2003, p. 3).

From those definitions, we can recognize three concepts of speaking; speaking as an action, as a process and as a skill, And this latter related to language teaching and learning will be referred to by the term ‘speaking’ in this study.

2.1.2. The Significance of Teaching Speaking Skill

The main reason of learning English language is to be able to speak it, and that is because the world is becoming smaller nowadays. More and more people are using English language as a common way to communicate with each other due to the development of the technologies (the internet) and so the global economy, which lead companies and large businesses to employ people who can speak more than their own native language. English language is now officially considered as an international language, which the primary benefits of learning it is the resulting job, advance education and travel opportunities. J. Baker and H. Westrup (2003, p. 5) stated that “a student who can speak English well may have greater chance for further education, of finding employment and gaining promotion.” However, the main goal of teaching speaking in a language context is to enhance (the improvement of) the learners’ communicative skills or competencies efficiency, by helping them to be fluent, accurate and more communicatively competent in

order to achieve the “four purposes for learning” according to K. M. Bailey (2002, pp. 117-118):

“1. ACCES: To gain access to information and resources” so that they “can orient themselves in the world.”

“2.VOICE: To express ideas and opinions with the confidence they will be heard and taken into account.”

“3. ACTION: To solve problems and make decisions without having to rely on others to mediate the world for them.”

“4. BRIDGE TO THE FURURE: Learning to learn” so that they “can be prepared to keep up with the world as it changes (Merrifield, 2000)” (Bailey, 2002, pp. 117-118). Capitalization is originally found in the text.

2.1.3. The Aspects of Speaking Skill

The two factors which could determine the success of English language learners according to BBC British council are accuracy and fluency. They are the central, the major criteria to measure both linguistic ability and speaking/communicative competence respectively in the language use (speaking skill). Focusing on these facts, a great attention has been paid to make a distinction between accuracy and fluency, in the same time to plan activities which help to evenly gain them.

2.1.3.1. Accuracy

In second and foreign language teaching, accuracy refers to the “ability to produce grammatically correct sentences” (J. C. Richards, R. Schmidt, H. Kendricks & Y. Kim, 1992, p. 204). However, J. Harmer (2001, p. 104) pointed that accuracy involves the correct use of vocabulary, grammar and pronunciation, which are considered by S. Thornbury (2000, July, p. 3) as three criteria that most teachers have reliance on concerning the assessment of “learner’s command of the linguistic systems.” Therefore, to be accurate in oral production, to be understood and to gain interest of their interlocutors;

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

- *Vocabulary*: which mean that learners should study words and know their meanings, their use, also they should be able to distinguish between words classes which are lexical one as nouns, verbs, adjectives, adverbs, or function one as determiners, particles, prepositions...etc. Mastering vocabulary helps learners to be able to select and use the appropriate words, utterances and expressions with the context when speaking.
- *Grammatical structures*: Rules of words order, tenses...etc. This means that learners should know how elements of a sentence are put and work together such as morphemes, phonemes, words, phrases, clauses...etc.
- *Correct pronunciation*: “production of sounds, stress patters, rhythmic structures and intonation of the language” (Florez, 1999, p. 2).

2.1.3.2 Fluency

According to P. Skehan as quoted in Thornbery (2000, July, p. 3) fluency is the “capability to produce language in real time without undue pausing or hesitation.” In other words speaking fluently is the faculty of using the language spontaneously and confidently while communicating one’s thought, ideas or opinions in several contexts. It implies talking without making a lot of stops to think too much about what one’s is saying and without worrying too much about errors (accuracy) until it becomes unnatural speech. As pointed by Richards et al (1992, 204) fluency is “the features which give speech the qualities of being natural and normal, including native-like use of pausing, rhythm, intonation, stress, rate of speaking, and use of interjections and interruptions.” Therefore, teachers should rehearse learners to speak in a coherent manner by paying more attention

to the meaning and context then to the form in order to achieve oral fluency. This latter “describes a level of proficiency in communication”, which includes:

- a* the ability to produce [...] spoken language with ease
- b* the ability to speak with a good but not necessarily perfect command of intonation, vocabulary, and grammar
- c* the ability to communicate ideas effectively
- d* the ability to produce continuous speech without causing comprehension difficulties or a breakdown of communication.” (Richards et al, 1992, p. 204).

2.1.4. Communicative Competence

The term ‘communicative competence’ was coined by the sociolinguist Dell. Hymes (1966) describing the art of communicating. According to Brown (1994, p.227) communicative competence is “the aspect of our competence that enables us to convey and interpret messages and negotiate meanings interpersonally within specific contexts” (cited in B. L. Leaver & J. E. Willis, 2004, p. 5). In other words, learners need to understand the language, to know its rules (linguistic, sociolinguistic and conversational rules) and to master the use of those rules when communicating according to the social-cultural milieu.

Communicative competence in the USA language teaching system is regarded as the goal of language acquisition/learning; it is seen by The National Capital Language Resource Center (NCLRC, 2004) as “The ability to use the language correctly and appropriately to accomplish communication goals”, such as Self Presentation Goals, Relational goals and Instrumental Goals (A. Mandy & G. Louw, 2007, p. 82). It’s not awaited from the learners to use the language exactly as the native speakers but the requested result of language learning is “the ability to communicate competently” (NCLRC, 2004), which mean that the speaker should know how to talk what, to whom, when, where and in what manner (Hymes, 1972, p. 277, as cited in A. D. Edwards & D. P. G. Westgate, 1994, p.3).

Many scholars as L. Bachman (1990, p. 87), M. Cannal & M. Swain (1980, pp. 1-47), Hymes (1971), W. Littlewood (1994, p. 6), S. Savignon (1983, p. 9) were interested in the development of the notion of communicative competence, and according to them it comprises four areas:

- a) *Linguistic/grammar competence*: the knowledge of grammar rules, lexis, syntax, phonetics and vocabulary of the target language and the ability to use them.
- b) *Sociolinguistic/pragmatic competence*: the knowledge of how to express messages in accordance with the relationship between the speaker, the listener, the topic, and the setting.
- c) *Discourse competence*: the ability to understand the context and to know how to link utterances of language to make coherent whole and meaningful texts.
- d) *Strategic competence*: the ability to manage difficulties that may arise in communication.

Tricia Hedge is also concerned with the development of the notion communicative competence and its components. She suggests that a communicative competent speaker/learner has to master five areas as illustrated in the table below created by her, in order to clarify what communicative competence involves, and what it comprise as implications for teaching and learning:

If communicative language ability consists of the following... ... what does this imply for language learners?

Linguistic competence	<ul style="list-style-type: none">- to achieve accuracy in the grammatical forms of the language- to pronounce the forms accurately- to use stress, rhythm, and intonation to express meaning- to learn the script and spelling rules- to achieve accuracy in syntax and word formation.
Pragmatic competence	<ul style="list-style-type: none">- to learn the relationship between grammatical forms and functions- to use stress and intonation to express attitude and emotion- to learn a scale of formality- to understand and use pragmatic rules of language- to select language forms appropriate to topic, listener, etc.
Discourse competence	<ul style="list-style-type: none">- to take longer turns, use discourse markers, and open and close conversations- to appreciate and be able to produce contextualized written texts in a variety of genres- to be able to use cohesive devices in reading and writing texts- to be able to cope with authentic texts.
Strategic competence	<ul style="list-style-type: none">- to be able to take risks in using both spoken and written language- to use a range of communication strategies- to learn the language needed to engage in some of these strategies, e.g. 'What do you call a thing that/person who...'
Fluency	<ul style="list-style-type: none">- to deal with the information gap of real discourse- to process language and respond appropriately with a degree of ease- to be able to respond with reasonable speed in 'real time'.

Table 1. *Significant implications of communicative language ability for teaching and learning (Adapted from Hedge (2000, p. 56))*

However, R. Millrood (2001, pp. 13-14), and in spite of his accordance with what was previously said around the need of learners/ speakers to master the rules about proper ways to communicate with people (social convention), argues that “successful communication depends very much on the knowledge of successful strategies chosen by the speakers”, such strategies are achievement strategies and reduction strategies (Bygate, 2003, pp. 42-48) as it will be more elaborated in the next section.

2.1.5. Factors Affecting Learners Speaking Abilities

From the experiences in teaching it was observed that most of the learners were reluctant or had difficulties in expressing ideas orally in English and that is due to some factors that highly influence and affect negatively their learning process and inhibit them to practice and improve their speaking skill, even those who know about the foreign language system. To be knowledgeable about a foreign language is not just practicing the speaking skill of this language because knowing how things must be done doesn't mean the ability to do these things.

Many scholars studied the identification of the affective factors that are related to foreign/second language speaking learning from many perspectives: we can summarize them in the following elements.

2.1.5.1. Age or Maturational Constraints

Many researchers agreed that learning a foreign/second language (speaking) in early childhood offered to learners the possibility to achieve higher proficiency than those who begin to learn it as adults in spite of the similarities of the stages they go through. Because the child is exposed to a natural environment (speaking in real time) and he is not yet aware of the social distance or its values. Moreover, the child's brain is characterized by a

high degree of flexibility which he eventually loses through the phenomenon of fossilization (his brain become fossilized). And to justify this point of view, four main arguments were proposed in the *Encyclopedia Dictionary of Applied Linguistics* written by K. Johnson and H. Jonson (1999, p. 13) as follow:

“(a) The language faculty is just as capable of learning L2s in older learners as in child learners, but 'affective' factors like threatened self-esteem, low EGO PERMEABILITY and perceived social distance act as a barrier between L2 data and the language faculty (Krashen, 1982);

(b) Input to adult learners is less well-tuned than to children, so that older learners do not get the data they require to be fully successful;

(c) COGNITIVE DEVELOPMENT (development of advanced thinking processes) somehow inhibits language learning ability (Krashen, 1982);

(d) Changes in the nature of the brain with age cause a decline in language learning ability (see CRITICAL PERIOD HYPOTHESIS). For a review of these explanations, see Long (1990)” (K. Johnson & H. Jonson, 1999, p. 13). Capitalization is originally found in the text.

Consequently, one can conclude that the age plays an important role in affecting or limiting adult learners' ability to speak the target language fluently and to be native-like.

2.1.5.2. Aural Medium.

The failure in comprehending what is uttered results in the failure in responding correctly because listening plays the role of feedback when it comes to the development of speaking abilities due to the fact that listening precedes speaking. According to Shumin (1997, p. 8) “the fleetingness of speech, together with the features of spoken English- loosely organized syntax, incomplete forms, false starts, and the use of fillers” are the main factors that hinder the EFL learners’ understanding and influence negatively the development of their speaking competences.

2.1.5.3. Socio-Cultural Factors.

Very often, the breakdown in communication occurs because choosing the appropriate expressions or terms to particular situations when speaking in a foreign/second language is difficult for learners or non-native speakers; and it is frequently due to their own cultural norms interference. Another reason is that they do not master the nonverbal communication system of the target language leading to the misinterpretation of the nonverbal messages which; in fact, differ from culture to culture (Shumin, 1997, p. 8). Therefore, speaking a foreign language requires knowing the culture of the target language in addition to its linguistic and paralinguistic systems especially in particular social contexts.

2.1.5.4. Affective Factors

The most important influences on language learning success or failure is the affective side of the learner (Oxford 1990, p. 140), because ‘affective’ means ‘related to feelings’ (K. Johnson & H. Jonson, 1999, p. 11). Such factors are “emotions, self-esteem, empathy, anxiety, attitude and motivation” (Shumin, 1997, p. 8). The complexity of the task of learning foreign/second language has a remarkable impression on the human anxiety (Brown, 1994, as cited in Shumin, 1997, p. 8). Learners can suffer from inhibition or anxiety in relation to a number of aspects that they face during the teaching-learning process namely the language itself. Moreover, there are other factors like speaking in front of other learners or the language class, the behavior of their peers, their standing in the competition with fellow learners, the process of taking test, and; finally the native speakers’ attitude of the foreign language (K. Johnson & H. Jonson, 1999, p. 21). The affective factors are all interrelated in a certain manner as demonstrated by Shumin (1997, p. 8):

“Sometimes, extreme anxiety occurs when EFL learners become tongue-tied or lost for words in an unexpected situation, which often leads to discouragement (lose of motivation) and a general sense of failure (emotion). Adults, unlike children, are

concerned with how they (adult learners) are judged by others. They are very cautious about making errors in what they say, for making errors would be a public display of ignorance, which would be an obvious occasion of "losing face" (loss of self-esteem/confidence that lead to take a negative attitude toward speaking in this language).”

Due to the interference of those affective factors, the development in the EFL learners’ speaking skills will be inhibited, slow and restrained.

In conclusion, the central objective of learning English as a foreign/second language is communicating in which the speaking skill is a major element. Speaking requires a special attention and instruction in EFL teaching-learning process, and in order to provide effective instruction that leads to competent speakers of English, it is necessary for EFL teachers to perform a series of tasks that aim at providing learners with the confidence and the skills needed to take advantages of the classroom opportunities (M. Parrott, 1993, pp. 1-3). They should take special considerations and to carefully examine the real objectives behind teaching-learning speaking, the aspects of speaking and its components and the factors affecting EFL learners’ speaking abilities as those previously stated. In other words, the careful analysis of these areas, simultaneously with sufficient language input and activities that promote the speaking skill, will provide guidance and gradually support learners to speak English fluently and appropriately.

2.2 Section Two: Parameters of Effective Teachers of Speaking Skill

2.2.1 Teachers’ roles

The enhancement of the effectiveness of teachers within the classroom in the point of view of Harmer (2001, pp. 57-62) depends on their fluency in changing their behavior (roles) according to the different stages of a lesson or to the different kinds of activities (nature of activities). Harmer thinks that the roles of controller (teacher stands in front of the class and commands) and facilitator (teacher helps learners to reach and achieve their

goals by themselves) are the major distinct roles. Meanwhile, he has identified several other roles, they are classified as follows:

2.2.1.1 Controller

When the teacher is in charge of the class, when s/he stands in front of it and stipulates to the learners orders as what to do, when to speak... etc, here the teacher is acting as a controller. Harmer (2001, p. 58) pointed out that “controllers take the role, tell students things, organize drills, read aloud, and in various other ways exemplify the qualities of a teacher-fronted classroom.”

Acting as a controller should be just in a few stages of the lesson such as introducing or announcing new language/rules, restating directions/orders, explaining things, giving feedback...etc) to provide learners with opportunities to learn and practice easily the communicative activities, otherwise learners will lose the desire to learn.

2.2.1.2 Organizer

Organizing learners to do divers activities is the most important and difficult role that to be performed by the teacher, the good organization leads to the success of those activities. When organizing an activity the teacher has to well inform learners about the issue of the activity, the procedure they should take while doing this activity, to put the learners in pairs or groups, giving them clear instructions about their task, and preparing feedback. Meanwhile, it is well-advised for the teacher to examine the amount of learners’ understanding of the instructions before starting doing the activity.

Harmer (2001, p. 59) summarized the role of organizer as follow:

“engage \longrightarrow instruct {demonstrate} \longrightarrow initiate \longrightarrow organize feedback”, he also allocated each one with a different stage of an activity;

➤ *The attractive stage (engage)*

It is an introductory stage to the activity, the organizer (teacher) needs to involve, engage, and get the interest and attention of the learners by discussing with them the familiar topic or by familiarizing them with the new one.

➤ *The instruction stage (instruct and demonstrate)*

In this stage, the organizer deals with the division of the learners (pairs or groups), he gives all the needed instructions; as what should be done... etc, and organizes a concise and precise demonstration for better understanding, finally he should check whether they grasp the instructions or not.

➤ *The initiation stage (initiate):*

During this stage, the teacher (organizer) delimits the time in which the activity should be resolved for the learners (the time to start the activity and its time-limit), learners begin doing the activity without any intervention of the teacher expect for reminding them of instructions or time.

➤ *The feedback stage (organize feedback)*

This is the final stage. When the activity is finished, the teacher gives the organized feedback (some comments on the oral activity or on the ways the students have proceeded in).

2.2.1.3 Assessor

The role of the teacher as an assessor comes in play according to Harmer (2001, p. 59) when:

- Giving feedback to the learners (their performance).
- Correcting them.
- Grading them (telling if learners pass to the next level or not).

This role is the major and most critical one because of the different behavior (anger) and reactions (unhappiness) that may occur from learners, who feel that they were unfairly judged (criticized, poor grades) contrarily to their colleagues, and which can disturb the learning atmosphere. So the teacher (assessor) should be sensitive (acknowledging the mistake without humiliating the learner), and should inform learners about his parameter of evaluation (assessment) also about the parameters of success in order to self measure in accordance to that. Harmers (2001, p. 60) says that:

“When we act as assessors (whether in the matter of ‘instant’ correction or more drawn-out grade giving) we must always be sensitive to the students’ possible reactions. A bad grade is a bad grade, however it is communicated. But it can be made far more acceptable if it is given with sensitivity and support.”

2.2.1.4 Prompter

Breaking the silence of the learners by encouraging them to participate when they are in lack of vocabulary or inspiring them with ideas when they are confused in playing roles (lack of creativity) during the activities are the main criteria to detect the teacher who transmigrates the prompter role.

To be a good prompter, the teacher should be sensitive, prudent, and encouraging as indicated by harmer (2001, p. 60)

“When we prompt we need to do it sensitively and encouragingly but, above all, with discretion. If we are too adamant we risk taking initiative away from the student. If, in the other hand, we are too retiring, we may nit supply the right amount of encouragement.”

2.2.1.5 Participant

The action of the teachers in the classroom (in/during an activity) traditionally was limited between offering feedback and correcting mistakes, standing back was their image. However, they may often join or participate in the activity (role-play, discussion...etc.) but only under the condition that they (teachers as participants) do not attempt to dominate the session. If so, learners will have the opportunity to practice the language (English) with who is more experienced in using it and as a consequence the improvement of the atmosphere of learning (Harmer, 2001, p. 60).

2.2.1.6 Resource

The teachers act as available resources only in the case where the learners are in need of help (need of information about something during the activity as asking for a meaning or, how to pronounce or write a word...etc). However, learners should not be dependent on their teachers. Thus, in lieu of giving all answers to learners' questions, teachers should offer to them guidance and encouragement to use further resource materials as indicated by Harmer (2001, p. 61) "when we are acting as a resource we will want to be helpful and available, but at the same time we have to resist the urge to spoon-feed our students so that they become over-reliant on us"

2.2.1.7 Tutor

The role of tutor according to Harmer (2001, p. 62) combines both prompter and resource roles. It is a role that can be performed by the teachers when the learners are engaged in an individual work or project work (pairs/small groups). Its difficulty arises from the facts that it hints an intimate relationship (more personal contact between the

teacher and his learners in terms of guidance, care, support...etc). However, this role can be extremely enhancing.

2.2.1.8 Observer or investigator

The teacher's role here is focused in observing what is going on around him in the classroom such as observing the effectiveness of activities, grouping, techniques, procedures, and evaluations, also observing learners behavior with each other. The teacher is acting as an investigator in order to improve and promote his own skills and work as the learners'. Harmer (2001, p. 62) says that "teachers do not only observe students in order to give feedback. They also watch in order to judge the success of the different materials and activities that they take into lessons so that they can, if necessary, make changes in the future."

On the whole, the description of the different roles indicates that the teacher's choice to act in or transmigrate one of them depends on the objectives that should be achieved by the learners. Being aware of the manner how to carry out those roles and how they can be performed is required by the teachers; consequently, he will be able to change and switch roles with great ease (Harmer, 2001, p. 63).

2.3 Section Three: Methods and Strategies that Promote Speaking Skill

2.3.1 Communication strategies

It is agreed by many linguists and EFL/ESL teachers that to master speaking in the foreign/second language, learners need interacting between each other in the target language. However, they may find difficulties in taking parts in the conversations because it is novel for them to find themselves in a situation where they lack the appropriate words at their disposition at the right time when they wish or are supposed to communicate or

convey something. Therefore, the best way that can EFL teachers do to help EFL learners overcome these unexpected obstacles or problems in communication is promoting learners' strategic competence. It requires the development of specific communicative strategies by the learners that enable them to manipulate a conversation and negotiate interaction in an effective way. Strategic competence is "the ability to solve communication problems despite an adequate command of the linguistic and socio-cultural code" (L. Mariani, 1994, June), in other words and as earlier mentioned, it contributes in the development of the overall communicative competence (Mariani, 1994, June).

Several studies have been conducted in this area. The researchers (Bygate, 2003, pp. 42-48; C. Faerch & G. Kasper, 1983, p. 223) describe two major types of communicative strategies: achievement strategies and reduction strategies, both of them comprise a number of subcategories which are indicated in the following:

2.3.1.1 Achievement Strategies

These strategies are used in order to compensate for language gap; EFL learners will try to use an alternative term or phrase as a substitute for the word or structure they lack, in order to convey their message without losing or changing it. Achievement strategies comprise the following sub strategies:

➤ *Guessing Strategies*

It is also called the "conscious transfer" (K. Johnson & H. Johnson, 1999, p. 67) strategies, that is to say that the learner/speaker can use different manner of mother-tongue transfer such as "Language switch"; in this situation the learner may borrows or inserts words from his mother tongue without changing them hoping that the interlocutor will be familiar with them and; eventually, he will be able to understand them. He can also translate word by word from his mother-tongue language and this kind is known as "literally translation" (ibid, p. 68); lastly, he can create a new target language word.

The learner can “foreignize” (Mariani, 1994, June) his mother tongue word as well, which means to pronounce it as if it belongs to the target language.

➤ *Paraphrasing Strategies*

These strategies involve looking for an alternative way to express the idea or word for which the learner lacks “resources” in the target language (Bygate, 2003, p. 44). These includes the circumlocution strategy; the learner/speaker will attempt to describes the characteristics of the object or to produce some sort of definition or explanation instead of using the appropriate target language item(s) in order to make his idea clearer for the interlocutor (K. Johnson & H. Johnson, 1999, p. 67). Or the lexical substitution strategy; here the learner/speaker use a synonym or a negated antonym or a more general word “hyperonyme” as alternative to the correct item.

➤ *Co-operative Strategies*

Also named as “appeal for assistance” (D. Allwright & Bailey, 2004, p. 142; M. Johnson & H. Johnson, 1999, p. 68), which means that the learner/speaker may consults for translation of a word in his mother tongue from his interlocutors or dictionary, or may ask for providing a necessary grammatical structure, as defined by Allwright and Bailey (2004, p. 142) “spontaneously asking for the correct term or structure, or for help in solving a problem”

2.3.1.2 Reduction Strategies

In these strategies a specific part of the communicating message or the whole topic is abandoned by the learner/speaker in order to adjust the conveyed message (idea) according to his knowledge. Which mean that he will use the *Avoidance Strategies* (Faerch & Kasper, 2004, p. 52); the learner can exploit one of the two possible options. These includes topic avoidance by avoiding complications related with his lack of vocabulary, or message

abandonment because of the difficult grammatical structures he suffers from (M. Johnson & H. Johnson, 1999, p. 67), hence he may change the side of his conversation, abandon a part of the message or simply keep silent.

In addition to the strategies outlined above, Bygate (2003, p. 48) offered some other strategies that allows learners to pursue the interaction and to gain “time to think” in order to pick out appropriate vocabulary and grammatical structures; such as

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

In the point of view of Hedge (2000, p. 266) teachers should show positive attitudes to use communicative strategies and support mainly the use of achievement strategies, despite of her query about the capacity of teaching them. Teachers should carefully select effective activities that promote those strategies in the learners; teachers may observe and attempt to comprehend the way their learners try to deal with the communication troubles and the way of learning they follow.

2.3.2 Methods of teaching speaking skill

2.3.2.1 Stages of Speaking Lesson

In Millrood’s (2001, p. 93) presentation of “Teaching to speak”, it was proposed that a speaking lesson consists of “three-phase framework”, in other words three main stages:

➤ *Pre-speaking activity*

So called “pres-communicative stage” (C. Terry, 2008, p. 6), in this stage the participants/learners are prepared for the main speaking activity by providing them with the necessary vocabulary and the language of the interaction, the communicative functions are supposed to be introduced by the teacher, the fixed expressions are highlighted and the target structure are pointed out. According to Brown (1994) as cited in Millrood (2001, p. 93) brainstorming activity is usually used before the main speaking activity in purpose to generate as much varied ideas as possible in small groups and within a specific period of time. However, those ideas are left till the end of activity time to be evaluated. In Millrood (2001, p. 93) one way to strengthening the participants’ motivation is to demonstrate to them “the communicative problem and the ways to resolve it.” (Question and answer practice, different types of drill, language games, dialogue practice)

➤ *While-speaking activity*

So named “the practice stage” (Terry, 2008, p. 7). In this stage the communicative problem is resolved by the participants/learners and its resolution is produced as result of the communicative activities such as role-play, problem solving, communicative game...etc (Millrood, 2001, p. 93). Also prompting and correction of learners are expected from the teacher if necessary (Terry, 2008, p. 7).

➤ *Post-speaking activity*

Also called “the communicative interaction or production stage” (Terry, 2008, p. 8). In this stage, according to Sheills (1988) as cited in Millrood (2001, p.93) the integrated communicative skills such as “reading-and-speaking task, listening-and-speaking task, speaking-and-writing task” are developed, and it is considered as a significant part. The teacher gives the learners occasions to contemplate the language and the produced ideas by

encouraging the language negotiation among them, also provide them the opportunities to think of the various manners to make communication more effective (Millrood, 2001, p. 93).

2.3.2.2 Communicative Activities as Methods to Promote Speaking Skill

The emphasis of the idea of enhancing learners' ability/skill to communicate in a foreign language has been growing in teaching foreign/second language in recent years as it has been highlighted previously. Consequently, a great variety of activities known as the communicative activities has been designed by many linguists and well-known methodologists such as Littlewood and Harmer...etc. The aim of the use of communicative activity in the class according to J. Scrivener (2005, p. 152) is “to get learners to use the language they are learning to interact in realistic and meaningful ways, usually involving exchanges of information or opinion.” The activity consists of encouraging and enabling communication without worrying a lot about the linguistic production of the learners' (accuracy). Thereby, the teacher has to adapt his different roles according to this aim, by reducing his participation, being a guide more than controller, monitoring discretely, helping when necessary and saving correction for later, as to be simulator, manager and consultant. The teacher has to select the most appropriate tasks that tend best with his learners' needs and that is among a great range of communicative activities as presented below:

➤ *Discussions*

In these activities, learners are encouraged to speak freely about a variety of topics. They are supposed to give their preferences, opinions, interests, and experiences in order to arrive at a conclusion, sharing ideas about an event, or find solution in their discussion groups. According to Millrood (2001, p. 89) discussion is a “simulation of reality for study purposes with problems-raising tasks, co-operating or challenging viewpoints of participants, polarization of opinions, decision making and problem resolution.” The teacher should fix the

purpose of the discussion activity before starting the discussion, and in order to fulfill it (the purpose) he has to limit his role to a co-communicator, possibly a prompter or guide, so that to enable learners the possibility of managing and sustaining, by themselves, the stream of conversation (Brown, 2000, p. 276).

The discussions can fail, the low motivation and low confidence of the learners who feel extremely exposed in a discussion setting, can lead them to be “reluctant to give an opinion in front of the whole class” (Harmer, 2001, p. 272) and which result in the breakdown of the flow of conversation. Nevertheless, such difficulties can be avoided, and one of the possible solutions is “the buzz groups” as named by Harmer, which mean that the teacher has to divide learners in small groups, organize quick discussion between the members of each group to allow them to think and reformulate their ideas, before they are asked to report to the whole class. This requirement leads to a less stressful atmosphere subsequently to a full participation on the part of learners.

An example of discussion task is to involve learners in groups (5 or 6 learner in each group rearranged in every discussion activity) to an agree/disagree discussions concerning a controversial issue such as “people learn best when they read vs. people learn best when they travel” or also relate to an article, pictures or photographs. Then each group works on their topic for a given time period, and presents their opinions to the class. They should be encouraged to ask questions, check for clarification, express support...etc. The speaking should be equally divided among group members. At the end, the class decides on the winning group who defended the idea in the best way. This activity stimulate learners for speaking, negotiating meaning between them and fosters their critical thinking and quick decision making, they learn how to propose, to suggest, to compare their ideas also to justify themselves.

➤ *Role Play*

This activity encourages thinking and creativity and it can be performed in pair or groups. Learners are expected to play different social roles with the pretention that they are in diverse social context too using the suitable language (English) for this context which mean that they work (act) in an imaginary setting as if they are out the classroom (real life). Harmer says that “students ‘simulate’ (such as a business meeting, an encounter in an aero-plane cabin, or an interview) a real-life encounter as if they were doing so in the real world, either as themselves or taking on the role of a character different from themselves” (Harmer, 2001, p. 274). The role of the teacher in this activity is only to control the learners work by giving them information and direction such as “who they are and what they think or feel” (ibid, p. 275), also equipping them with the needed materials. Teachers should keep the situation simple to help learners feel easy to adopt the role and to pretend to be someone else otherwise the role-play can fail. So teachers should be careful when applying this method and take motivation and willingness of learners to play the role in his consideration.

➤ *Simulations*

There is a great similarity between simulations activities and role-plays, the only difference is that simulations activities are more elaborated. In such activities, and in order to create a realistic environment, learners may bring materials and items with them to the classroom such as microphone if the learners will act as a singer or stethoscope if the role is doctor... etc.

According to Harmer (2001, p. 275) the advantages of Simulations and role-plays activities can arise from the fact that they are entertaining and fun, which may increase motivation and consolidate the self-confidence of confused learners. In other side the absence of the audience may help learners to act spontaneously without inhibition.

➤ *Information Gap*

In this activity, there is always an information missing (gap) that should be discovered. It is usually performed in pair-work which presents an ideal condition to reach the desired goal. One learner has the information that his partner does not possess and vice versa, and they are expected to discover the information and to share it, in that way the communication can be stimulated. Solving a problem and collecting information are the main aims of the information-gap tasks. These later can be designed according to their difficulty without neglecting the needs of learner which increase gradually. It commonly comprises two supplementary worksheets (a and b) that include a picture of the missing information or a written form of it. This activity encourages mainly the negotiation of meaning such as appeal for more clarification, ask to reformulate utterances and check for comprehension. However, it has a deficient side that can hinder its effectiveness which is the lack of the real-life situation performance within it.

➤ *Brainstorming*

In this activity teachers give learners a specific topic and a limited time on what they are expected to produce their ideas freely and quickly. They may work individually or in group according to the context, and they are not criticized neither judged for their thoughts and ideas which may reduce their anxiety and help them to share their thinking without hesitation.

➤ *Storytelling*

In this activity, learners are supposed to create or to summarize a story they heard or read before, and to tell it to their classmates. They may tell jokes or riddles as well at the beginning of the session as an opening to attract the attention of the class. This method helps them be used to listen and speak. It reinforces their creative thinking and speaking ability.

➤ *Interviews*

The purpose of this activity is to help learners to become socialized by giving them the opportunity to exercise and to apply their speaking skill in the classroom and outside it as well. The teacher should supply learners with topics and a model of interview (types of questions and the way to follow in designing their own) so that they can construct their own interview according to it. The interviews can be conducted with various people and after completion, each study (interview analysis) can be presented to the class (English Highway Language Center).

➤ *Story completion*

In this activity, the teacher should organize the sit of learners in form of circle. He should starts to narrate a story then stops telling it after few sentences to allow the learners the opportunity to narrate at their turn and successively starting from the point where the previous one stopped. The story telling activity is extremely funny, because learners can create new events, add new characters...etc at any time which attract their interest, motivate them and simulate their creativity thus their speaking .

➤ *Reporting*

In this activity, teacher asks the learners to prepare a talk before coming to the classroom, learners are supposed to choose any topic they are interested in. It can be an experience that they pass by in their lives or something that they read from a newspaper...etc and seem to deserve to be reported in front of the class. This activity according to Harmer (2001, p. 274) “present a defined and useful speaking genre, and if properly organized, can be extremely interesting for both speaker and listeners. Just as in process writing [...] the development of talk, from original ideas to finished work, will be of vital importance”.

➤ *Pictures Narrating*

In this activity, the teacher asks the learners to narrate a story based on the presented pictures which are in reality different but successive. The teacher should provide the learners with criteria as rules (vocabulary, grammar structures) to be used when telling the story.

➤ *Picture Describing*

This activity promotes the imagination of the learners. It is practiced in groups, each group of learners is granted with a different picture than the other groups, each picture is supposed to be described and discussed within the same group, then before the whole class by the leaders of the groups.

➤ *communicative Games*

According to Harmer (2001, p. 272) these activities rely on an information gap and on the pair-group work; such activities are “describe and draw” where a given picture has to be described from one learner whereas his partner tries to draw it. Also, “describe and arrange” in which things or specific form (structure) are described by a learner, they should be put in the right order by his partner without seeing the authentic one. In addition, “find similarities and differences”, these activities incite the talk (verbal interaction/communication) between learners and make the classroom more enjoyable because they increase students’ motivation in learning English.

PART TWO
FIELD WORK

CHAPTER **THREE**
RESEARCH **M**METHODOLOGY

PART TWO: FIELD WORK

CHAPTER THREE: RESEARCH METHODOLOGY

3.1 Section One: Description of the Research Methodology

3.1.1 Participants (Population and Sampling)

The population used for this study is composed of 523 students (ten groups) of second-year LMD at the department of foreign languages, the branch of English at Mohamed Kheider University of Biskra. We have randomly chosen to work with 100 (19.04%) students from this population since they have already had an idea about the oral expression course in their first year LMD, and are aware of the problems that hamper them to master their speaking. Our sample was of mixed levels and genders; 25 males (25%), and 75 females (75%), and their age ranged from 19 to 38 years old.

However, the teachers who participated in answering the teachers' questionnaire were selected randomly from the English branch. They were 10 (71.42%) teachers of oral expression module out of 14; with different teaching experiences which ranged from 3 to 18 years. We have chosen to work with those teachers since they can provide an in-depth view of what really happens during an oral expression course (the strategies and the interaction).

3.1.2 Data Collection Instruments

Based on the core of the research questions, we employed both quantitative and qualitative research methods including survey questionnaires. The survey questionnaire was used for two main reasons. First, this instrument is said to provide data economically and in a form that lends itself perfectly to the purpose of this study. Second, it is proved to be the least time and effort consuming method. The survey questionnaire used in this research consisted of both close-ended questions and open-ended questions. In order to obtain the data for the research questions, we made use of three types of questions; factual

questions about both students, in the case of students' questionnaire, and teachers, in the case of teachers' questionnaire; and attitudinal questions to discover teachers' and learners' perceptions of the subject matter.

3.1.2.1 The Description of the Students' Questionnaire

The students' questionnaire was administered to 100 students of second- year LMD English at the department of foreign languages of Biskra University. It consists of 25 questions ranging from close- ended, such as likert scale and multiple choice items, to open ended questions. However, the open-ended questions were not answered by all the respondents because of time limitations; i.e. they answered the questions during the time between their sessions; 15 minutes. The questions were asked according to the main points of our dissertation, as far as we are concerned.

3.1.2.2 The Description of the Teachers' Questionnaire

The teachers' questionnaire was administered to ten (10) teachers of Oral Expression module out of 14. It consisted of 20 questions ranging from yes/no, likert scale, multiple choice questions to open ended questions where spaces were left for their perspectives and things associated with their teaching experiences. As previously mentioned in the description of the students' questionnaire, the questions were put according the main key points in our dissertation.

3.1.3 Data Collection Procedures

3.1.3.1 Piloting the Questionnaires

Our research survey questionnaires had been piloted with two teachers and ten students. This stage (piloting study) aimed at :

- Collecting constructive feedback on how the instrument worked; and
- Checking its feasibility, i.e. whether it performed as intended.

Effectively, it helped us identifying ambiguous and redundant items in the questionnaire, and yield assistance in enhancing the degree that the questions could provide the data wanted. After piloting the survey questionnaires, a revision and some necessary changes were effected. After being corrected the survey questionnaires were administered to our samples.

3.1.4 Data Analysis Procedures

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

3.2 Section Two: Research Data Analysis

3.2.1 Students data analysis

The results obtained from the question 1 (the gender of students) revealed that the majority of learners are female, and the results obtained from the question 2 (students age) show that their ages vary between 19 and 38. These results do not affect our study.

Q3: Studying English was your

- a. choice
- b. obligatory

We have asked this question to perceive the learners willingness to study English.

Question 3	a	b
frequencies %	81	19

Table 2. Willingness of Studying English.

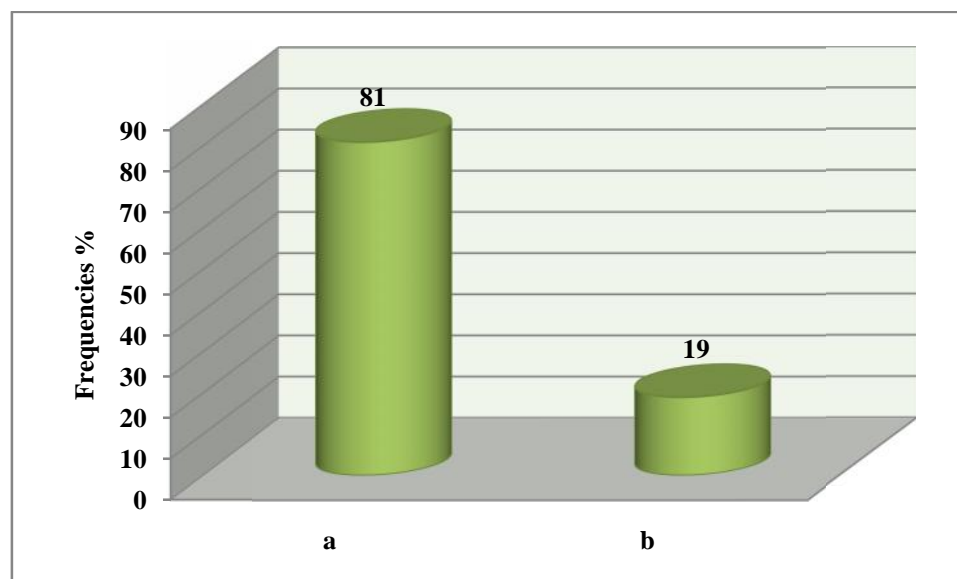


Figure 1. Willingness of Studying English.

According to the results recorded in the table we can note that the majority of the learners (81%) have chosen to study the English language. This means that they are willing (desiring) to learn this language and it (willingness) may be a source of motivation to them.

However, only (19%) of the learners indicated that studying English was imposed to them; may be because of their parents' decision or because of the obtained grades.

Q4: If it was your choice, please, briefly give your reasons why?

This question was asked in order to be aware of/have an idea about the reasons that led learners to study English language and to value its importance.

From the results we can notice that all of the learners responded that English is an international language and that they need it in order to be able to communicate. A great number of them mentioned that they have chosen to learn it because they would need it in their future studies, job/work, also when traveling. However, a small number stated that they just like the English language. These results correspond to what is stated in section one (2.1.2) within the second chapter.

Q5: Do you seek opportunities to use English?

- a. Yes, I do, I actively seek opportunities to use English.
- b. When an opportunity comes up, I make use of it.
- c. No, I don't.

We asked this question to see to which extent learners are desirous (interested) to speak in English.

Question 5	a	b	c
Frequencies %	44	44	12

Table 3. Opportunities to Use English.

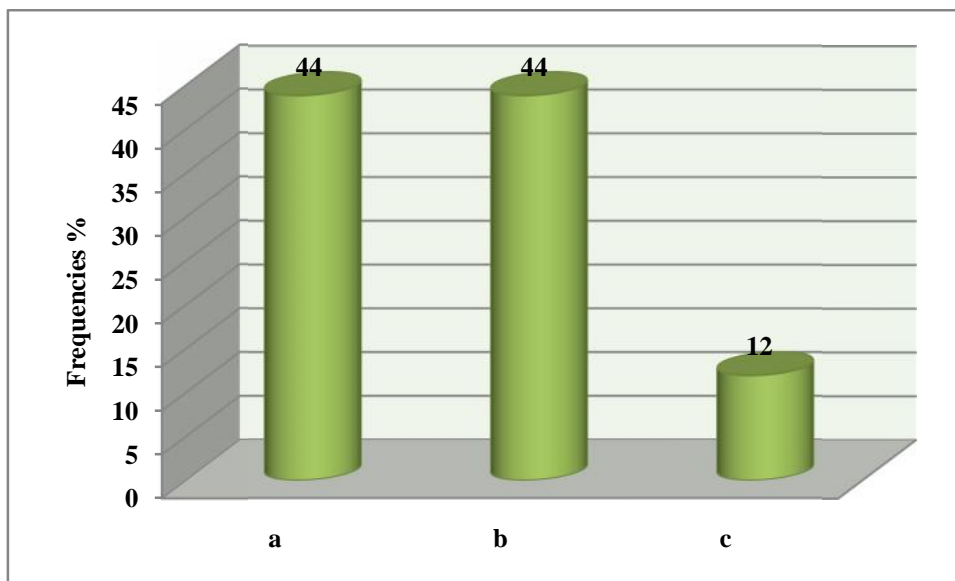


Figure 2. Opportunities to Use English.

The results show that there is a similarity in ratio (percentage). (44%) of the learners admit that they actively seek opportunities to use English and (44%) who take advantage of the opportunity when it comes up. However, only (12%) of the learners do not seek opportunities to use English. From these results and their connection with the precedent results, we can conclude that the majority of learners look at English as a means of communication and as a job opportunity in the future. This incites them to have this positive attitude toward using English or exploiting it when it comes up. The rest of the learners, who have chosen the negative option, may not feel the great importance of speaking English due to the fact that it is not used in their daily life communication or they are not interested in it.

Q6: What is your attitude towards English-speaking community?

- a. I am interested in English -speaking community- its life-style, social conventions, culture.
- b. I am quite interested, but I do not know much about English-speaking community.
- c. I am not interested in English-speaking community.

This question was asked so that to determine the learners' attitude toward the speakers of English language, because it may be a source of enhancement or hindrance of learning

English language. Littlewood (1990, p. 55) has pointed out that if a learner takes a positive attitudes towards English-speaking community, his motivation to learn and speak English may be strengthened. However, if he adopts a negative attitude towards the speakers of the English language (English community) a strong psychological barriers may inhibit his learning.

Question 6	a	b	c
Frequencies %	55	36	09

Table 4. Learners' Attitude towards English-Speaking Community.

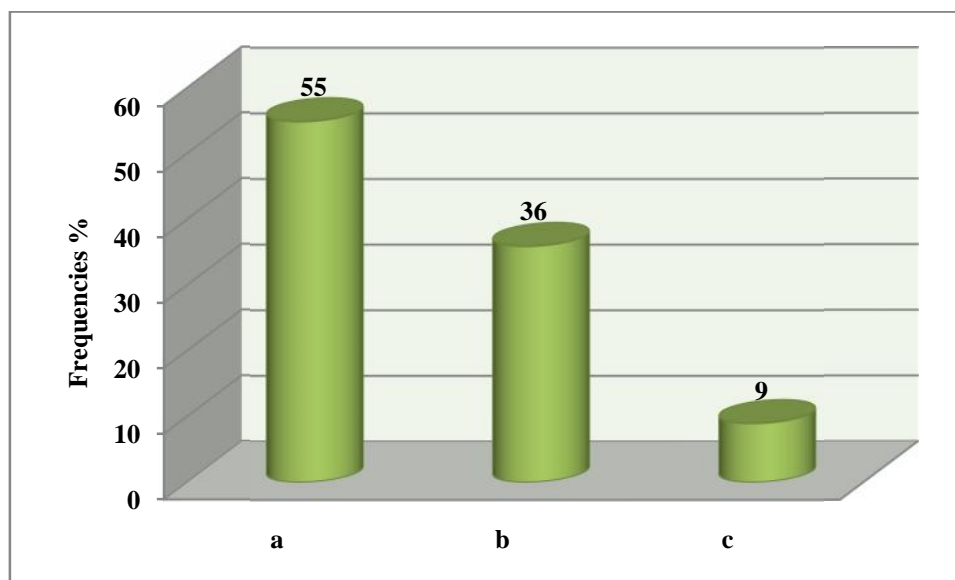


Figure 3. Learners' Attitude towards English-Speaking Community.

According to the results demonstrated above, it can be seen that more than a half of the learners (55%) respond that they were interested in English-speaking community- its life-style, social conventions and culture, whereas more than a third of the learners (36%) are quite interested in it. However, (9%) of the learners show their disinterest in English-speaking community which can be due to their indifference or to their feeling of no concern.

Q7: How important, in your opinion, is speaking in learning English in comparison to other skills (Listening, Reading, Writing)?

- a. Less than 15% of importance in comparison to other skills (L, R and W).
- b. About 25% of importance.
- c. 50% of importance.
- d. 75% of importance.

We have asked this question in order to see the real rank or position that speaking occupies in learning English in the point of view of learners.

Question 7	a	b	c	d
Frequencies %	04	14	43	39

Table 5. The Importance of Speaking in Learning English Comparing to Other Skills in the Learners Point of View.

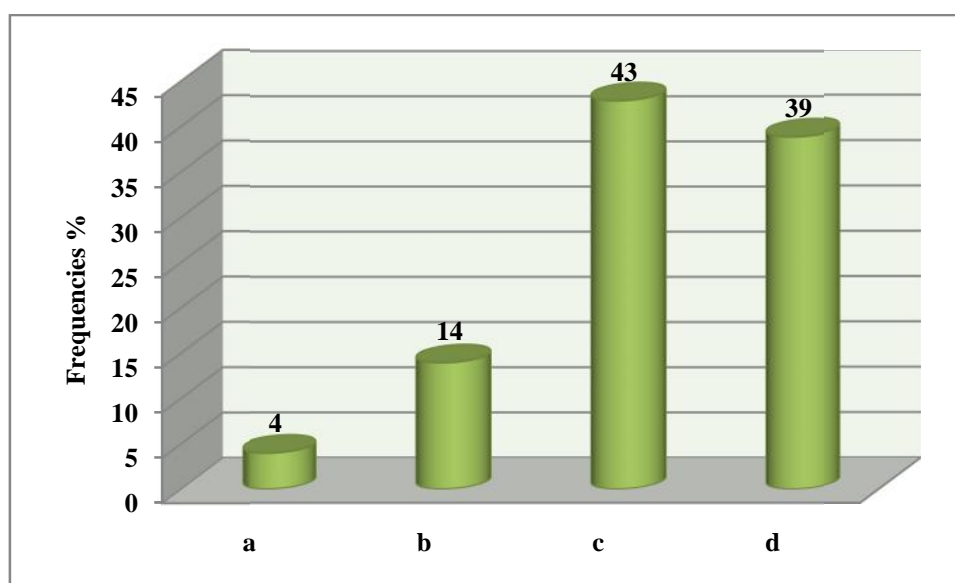


Figure 4. The Importance of Speaking in Learning English Comparing to Other Skills in the Learners Point of View.

From the results, it can be seen that (43%) of the learners attributed to learning speaking the percentage of 50% of importance in comparison to other skills (listening, Reading and Writing). Whereas (39%) of the learners estimated its importance of 75%, whereas (14%) of the learners evaluate the learning speaking of 25% important and (4%) of the learners

considered its importance less than 15%. these results can exhibit the high classification of speaking with learners, who attach a great importance to it in comparison with the other skills (listening, reading and writing) and that is may be because nowadays' English becomes the language of the world, also because mastering leastways one foreign language and having a good command of it is a necessity and a good investment to have further chances as studying or working abroad, one other reason may be the development of technologies which influenced the looking forward new English cultural trends such technologies are TV, internet...etc.

Q8: How many hours do you study oral expression per week?

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

Q9: Do you think the amount of time devoted to oral expression is sufficient?

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

Question 9	a	b
Frequencies %	28	72

Table 6. The Time Devoted to Oral Expression Lessons (1).

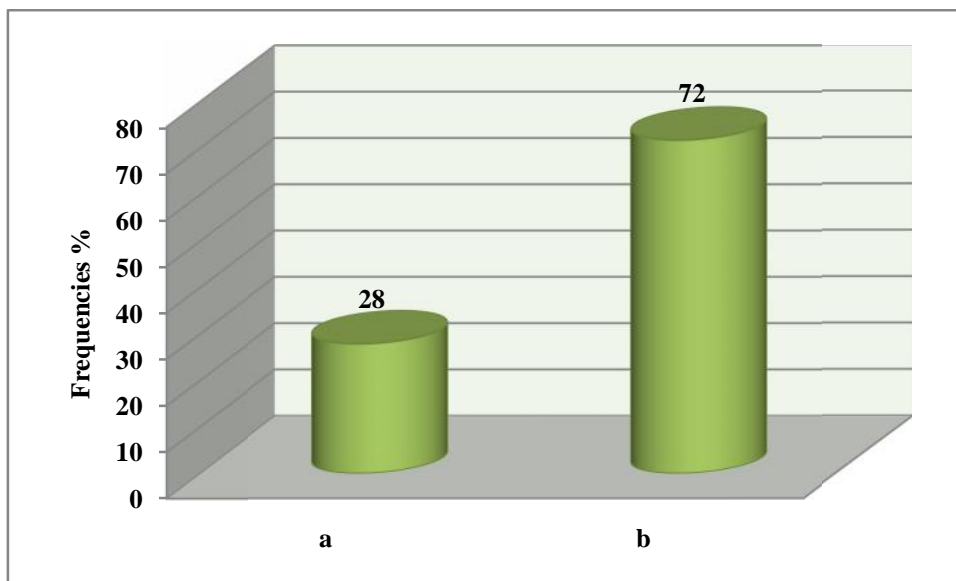


Figure 5. The Time Devoted to Oral Expression Lessons.

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

Q10: What is your attitude towards speaking activities (during the lesson)? Do you feel secure and self-confident when practicing speaking?

- a.** I like (enjoy) speaking activities + I feel secure and self-confident when practicing speaking.
- b.** I like (enjoy) speaking activities + more practice would be needed for me to feel secure and self-confident when practicing speaking.
- c.** I do not especially like (enjoy) speaking activities + but feel secure and self-confident.
- d.** I do not especially like (enjoy) speaking activities + I do not feel secure and self-confident when practicing speaking.

Question 10	a	b	c	d
Frequencies %	37	41	11	11

Table 7. Learners' Attitude towards Speaking Activities in the Learners Point of View (1).

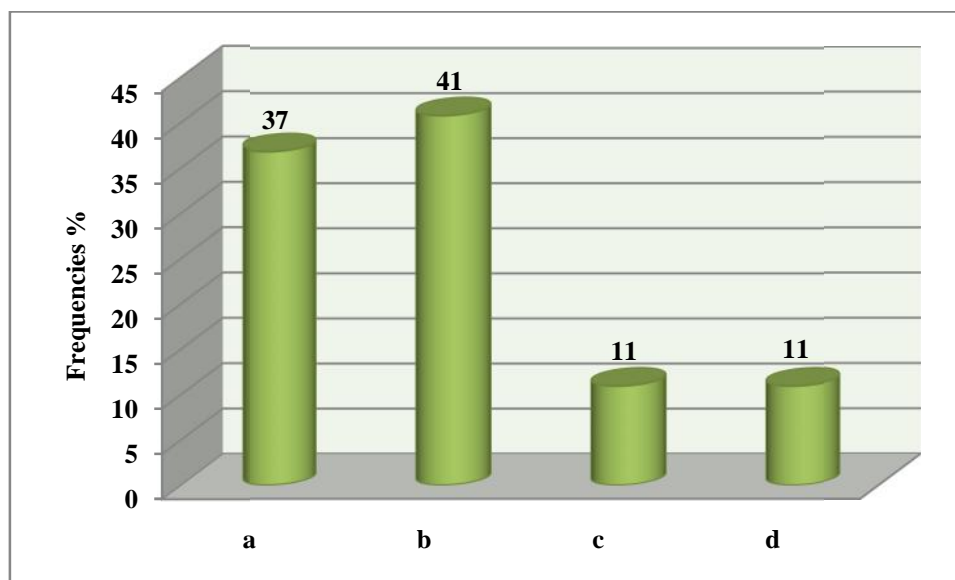


Figure 6. Learners' Attitude towards Speaking Activities in the Learners Point of View (1).

As it is apparent from the results, (41%) of the learners declared that they like speaking activities, but more practice would be needed for them to feel self-confident when practicing speaking. (37%) of the learners asserted that they feel secure and self-confident when practicing speaking. whereas, (11%) of the learners showed that they do not especially enjoy speaking activities, but feel secure and self-confident. However, about the same proportion of the learners (11%) marked the last possibility (negative attitude). Mackey (1978, p. 263) as stated in the section one (2.1.1) within the second chapter said that "Speaking is the most complex of linguistics skill, since it involves thinking of what is to be said while saying what has been thought." This complexity and the fact that learners during activities are always under stress of the time condition may lead learners to feel not

self-confident when practicing speaking and would need more practice (more time as well) to feel themselves secure in spite of their positive attitude (like/enjoy) towards speaking activities.

Q11: When you speak English in front of your classmates, and you miss a word, so what would your reaction be?

- a. Anxious and stop talking.
- b. Shy and start miming.
- c. Keep talking using paraphrase.

This question was asked in order to know the reaction of the learners when they face one of the frequent problems may be encountered while speaking.

Question 11	a	b	c
Frequencies %	15	31	54

Table 8. The Reaction of Learners when facing speaking difficulties.

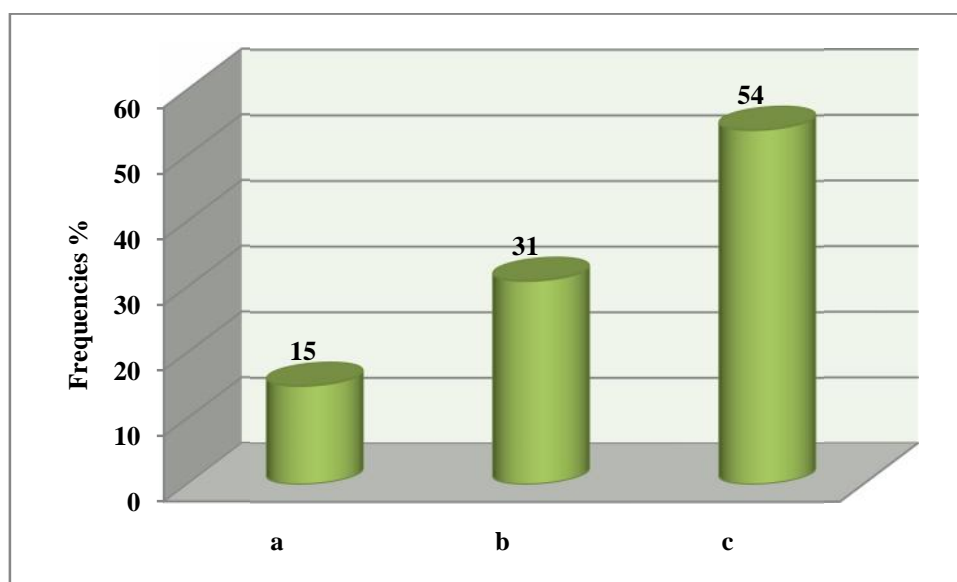


Figure 7. The Reaction of Learners when facing speaking difficulties.

According to the results almost a half of the learners (54%) responded that they keep talking using paraphrase when they miss a word while speaking in front of their classmates, about a third of the learners (31%) feel shy and start miming whereas (15%) of

the learners feel anxious and stop talking. We can notice that approximately the half of the learners may feel anxious and shy when miss a word and that inhibit their speaking as stated in section one (2.1.5.4) within the second chapter. However, they may use different strategies to surmount those problems while speaking.

Q12: You want to convey a certain message during your turn of speaking, and you find a difficulty to make the point?

- a. You use your mother language instead.
- b. You keep turning about the point.
- c. You give your turn to another one.

This question is in accordance with the precedent one, it was asked in order to perceive the different compensatory strategies that may be used.

Question 12	a	b	c
Frequencies %	37	47	16

Table 9. The Compensatory Strategies Used by the Learners When Facing Oral Difficulties.

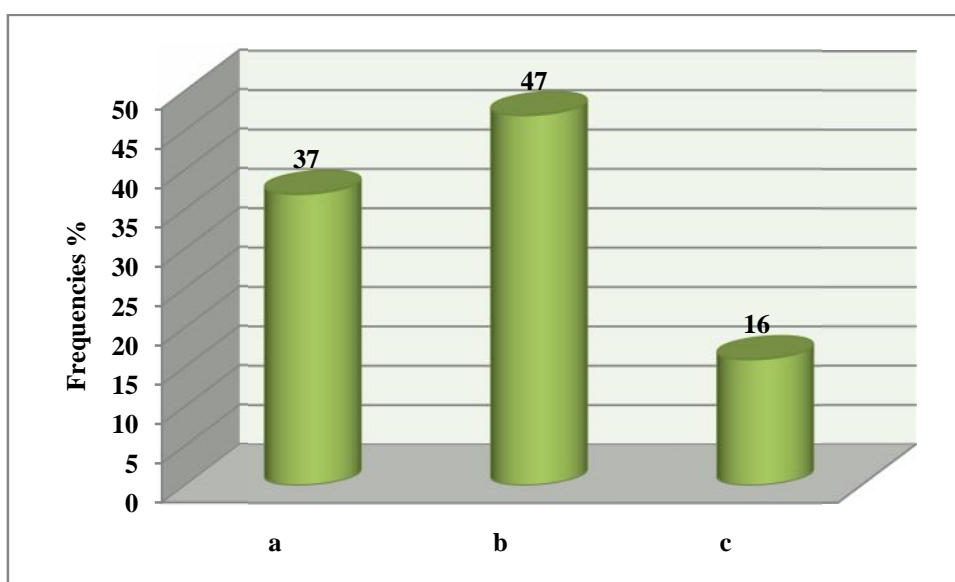


Figure 8. The Compensatory Strategies Used by the Learners When Facing Oral Difficulties.

Approximately a half (47%) of the learners keeps turning around the point when they find a difficulty to convey their message. (37%) of the learners use their mother tongue and (16%) of the learners give their turn to another one. According to these results, and as stated in section three (2.3.1) within the second chapter, we can notice that the majority of the learners use the achievement strategies (paraphrasing, guessing strategy by interfering of the mother language) whereas others use reduction strategies; such as giving their turn to another or keeping silent.

Q13: When (in what situation) are you most willing to speak English?

- a. When working (speaking) in groups.
- b. When working (speaking) in pair.
- c. When working (speaking) in on my own – as an individual.

This question was asked in order to distinguish the best group arrangement of learners that can be used as technique when learning speaking in the point of view of learners.

Question 13	a	b	c
Frequencies %	43	25	32

Table 10. The Best Group Arrangement, when Working (Speaking), in the Point of View of Learners (1).

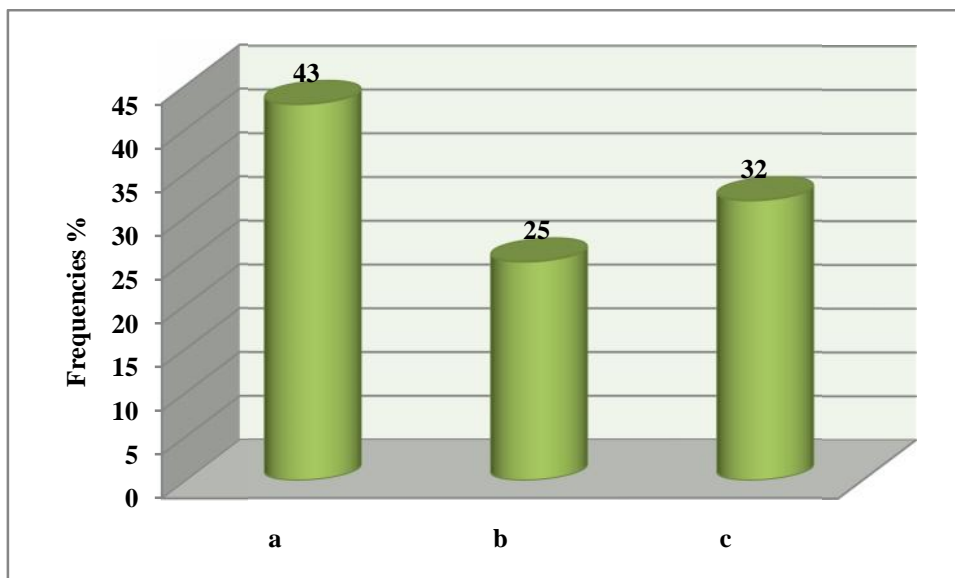


Figure 9. The Best Group Arrangement, when Working (Speaking), in the Point of View of Learners (1).

The results show that (43%) of the learners preferred the working in groups. However, the pair-work was the choice of (32%) of the learners whereas (25%) of the learners are most willing to speak in an individual work. The fact that learners prefer the group-work more than the pair-work or the individual work may stem from the fact that maybe they are introverted (not open), less confident or less ambitious. When working in groups, there is always a leadership, who present the group opinion after being in consensus which reduces the fear of being individually criticized.

Q14: What is the role that your teacher plays in the classroom (practicing)?

- a. Controller.
- b. Guide (organizer, assessor, prompter, participant, resource, tutor, observer).
- c. Both.

This question was asked in order to confirm the role that should be fulfilled by the teacher when practicing speaking in the classroom.

Question 14	a	b	c
Frequencies %	27	29	44

Table 11. Teachers' Role.

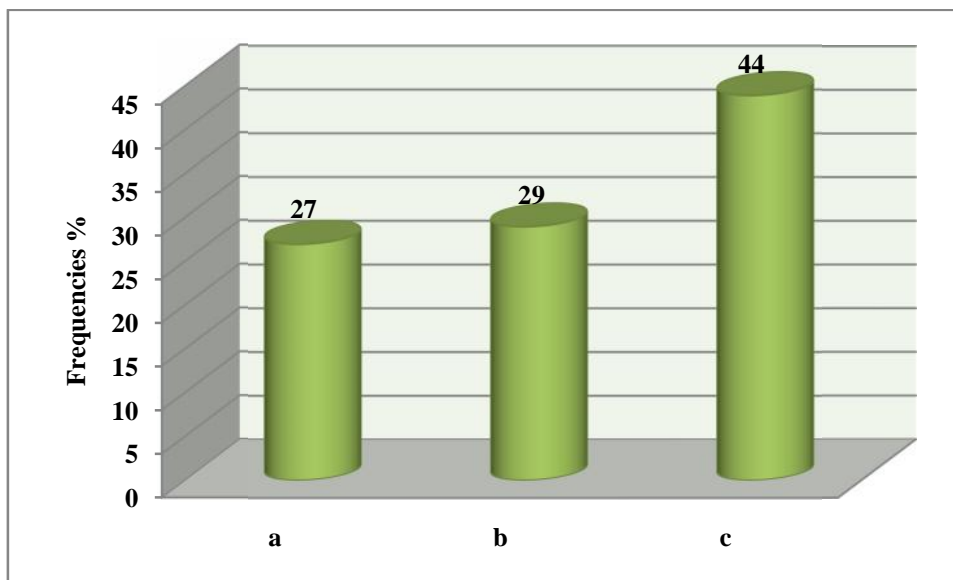


Figure 10. Teachers' Role 1.

From the results recorded in the table, it can be seen that (44%) of the learners affirm that their teacher plays an interchangeably role of controller and guide in the classroom (when practicing). (29%) of the learners regard him as a guide and (27%) of the learners consider their teacher as a controller. The majority of learners confirm that their teacher plays both roles of controller and guide as it should be fulfilled. This result goes hand in hand with the point discussed in the section two (2.2.2) within the second chapter.

Q15: Does your teacher encourage you to speak (participate)?

- a. Yes.
- b. No.

This question is in accordance with the precedent question, it was asked to confirm the one role of the teacher as propter.

Question 15	A	b
Frequencies %	82	18

Table 12. Teachers' Role 2.

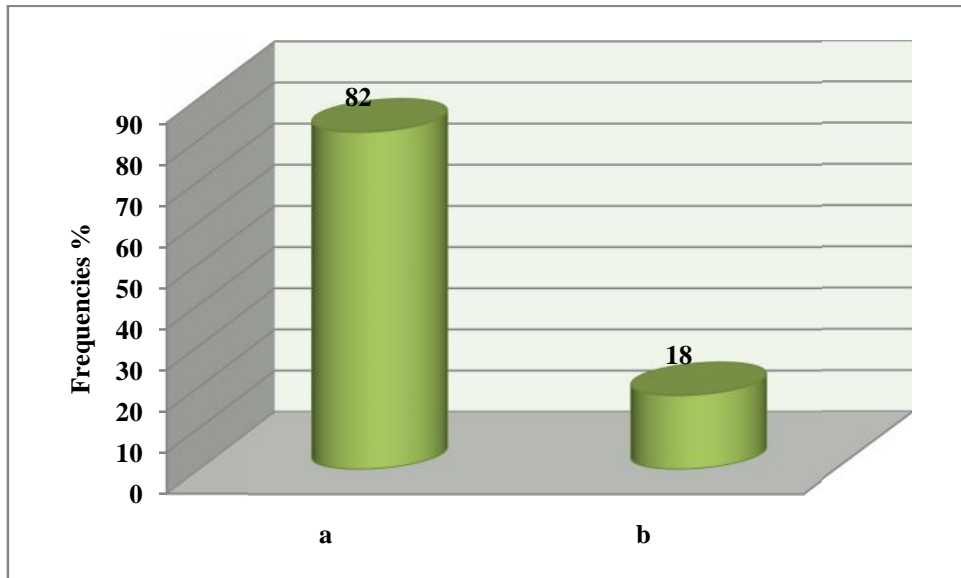


Figure 11. Teachers' Role 2.

The results show that the majority of learners (82%) assert that their teacher encourage them to speak, which confirm that they play the role of prompter as it is stated in the point of prompter in section two (2.2.2) within the second chapter. whereas (18%) of the learners confirm that their teacher do not encourage them to participate.

Q16: Does your teacher praise you when you answer correctly?

- a. Always.
- b. Often.
- c. Sometimes.
- d. Rarely.
- e. Never.

Question 16	a	b	c	d	e
Frequencies %	22	18	37	12	11

Table 13. Praise the Correct Answer of Learners.

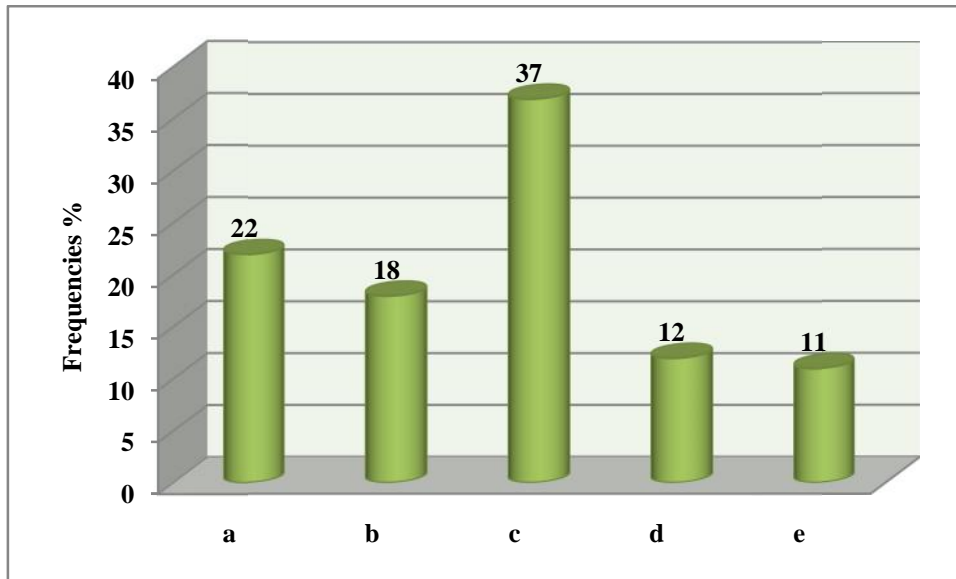


Figure 12. Praise the Correct Answer of Learners.

Unfortunately, from the results recorded in the table, we notice that the teachers do not always praise their learners for their correct answers or they do not give importance to it, in spite of the great significance that plays in motivating and encouraging them.

Q17: How often does your teacher correct your mistakes?

- a. Always.
- b. Often.
- c. Sometimes.
- d. Rarely.
- e. Never.

Question 17	a	b	c	d	e
Frequencies %	38	15	31	13	03

Table 14. The Amount of Corrections of mistakes of Learners.

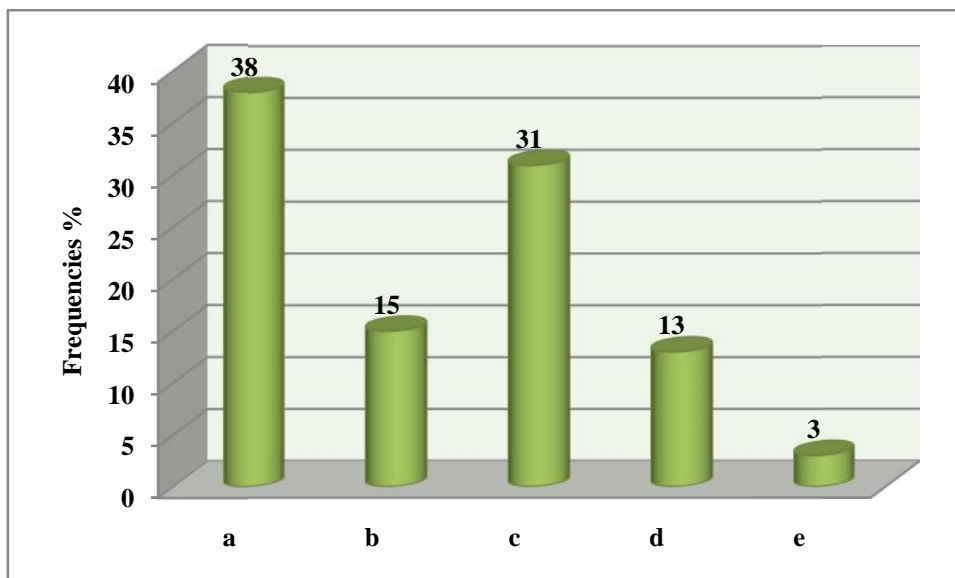


Figure 13. The Amount of Corrections of mistakes of Learners.

When the learners were asked about how often they are corrected by their teacher, their responses were as recorded in the table and which can be described in the following: (38%) report that their teacher always correct their mistakes. However, (31%) of the learners inform that their teacher correct their mistakes sometime. Whereas, (15%) of the learners notify that they correct them oftentimes, while (13%) of the learners said that their teacher rarely correct them and only (3%) who said never. This high proportion of being corrected constantly may stem from the fact that may be the teacher is concentrating or focusing on the accuracy aspect of the learners.

Q18: What is your attitude toward your teacher corrections? Does that?

- a. Encourage you to participate (speak).
- b. Disturb you.
- c. Inhibit your participation (speak).

This question is in reliance with the precedent question, it was asked in order to know real attitude of the learners and how do they look (perceive) to their teacher correction to their mistakes.

Question 18	a	b	c
Frequencies %	70	19	11

Table 15. The Attitude of Learners towards their Teacher Corrections.

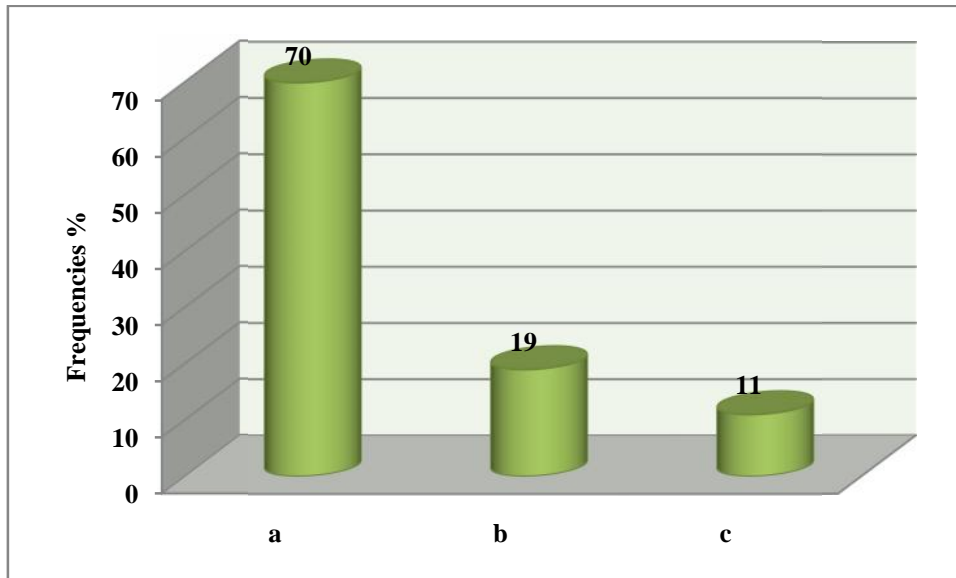


Figure 14. The Attitude of Learners towards their Teacher Corrections.

The majority of the learners (70%) have a positive attitude toward their teacher corrections; they regard it as an encouragement to participate. However, (19%) of the learners have a negative attitude toward it, because the correction disturb them. Whereas, (11%) of the learner feel embarrassed when the teacher correct their mistakes and lead them to stop their participation (inhibition of speaking).

Q19: In the classroom your teacher is?

- a. Talkative.
- b. Average.
- c. Less talkative.

Question 19	a	b	c
Frequencies %	61	30	09

Table 16. The Teachers' Talk.

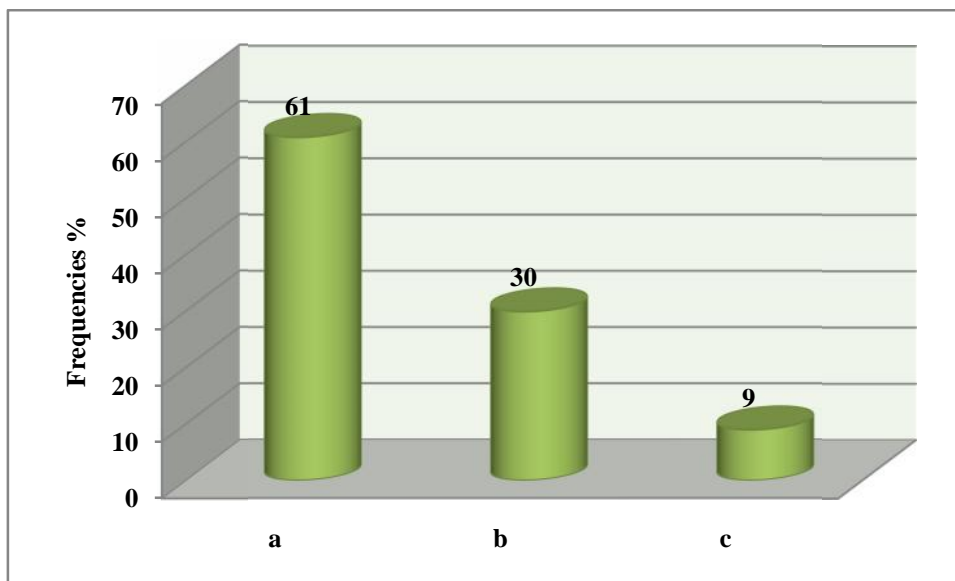


Figure 15. The Teachers' Talk.

The results drawn in the figure show that (61%) of the learners responded that their teacher were Talkative. (30%) of the learners said that the teacher and students have an equal opportunities of talking which mean that the learners talk as much as the teacher, and (9%) of the learner answered that their teacher was less talkative. Normally, in an oral expression session, the learners are supposed to talk more than their teachers however we can notice that the teachers are more talkative than their learners, which gives the learners a less opportunities to apply what they have learned and less chance to express themselves or their ideas. Consequently, the learners become just a listener without practicing speaking which may affect negatively their speaking.

Q20: How would you describe the atmosphere of your class?

- a. Boring.
- b. Funny.

Question 20	a	b
Frequencies %	47	53

Table 17. The Atmosphere of the Classroom.

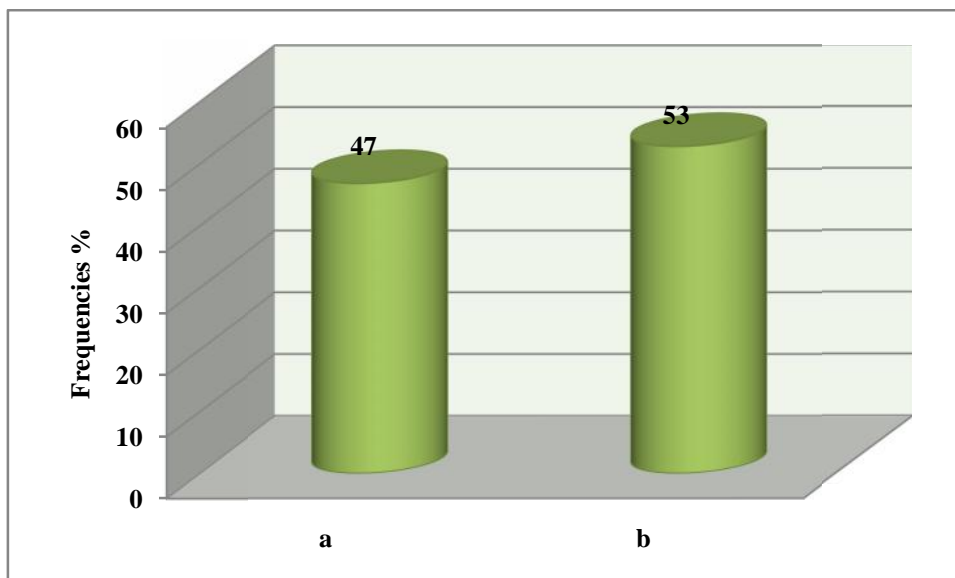


Figure 16. The Atmosphere of the Classroom.

The results show that the ratio is nearly the same. (53%) of the learners describe the atmosphere of their classroom as funny which means that they have a positive attitude towards learning conditions (classroom environment/contexts); whereas, the remaining number of learners (47%) perceive it negatively, i.e. they consider it as boring. From the result above we conclude that it is advisable for our teachers to create a positive learning environment in order to meet learners need and realize their perceptions.

Q21: Which type of activities is used in your English lessons more often- accuracy or fluency practice?

- a.** Accuracy practice more than 60% of the time devoted to speaking (e.g. drills, questions and answer practice, dialogue practice...).
- b.** Fluency practice more than 60% of the time devoted to speaking (e.g. discussion, role-play, improvisation, information-gap activities, problem solving tasks...).
- c.** Accuracy and fluency practice in about the same proportion.

Question 21	a	b	c
Frequencies %	24	44	32

Table 18. The Fluency and Accuracy Activities (1).

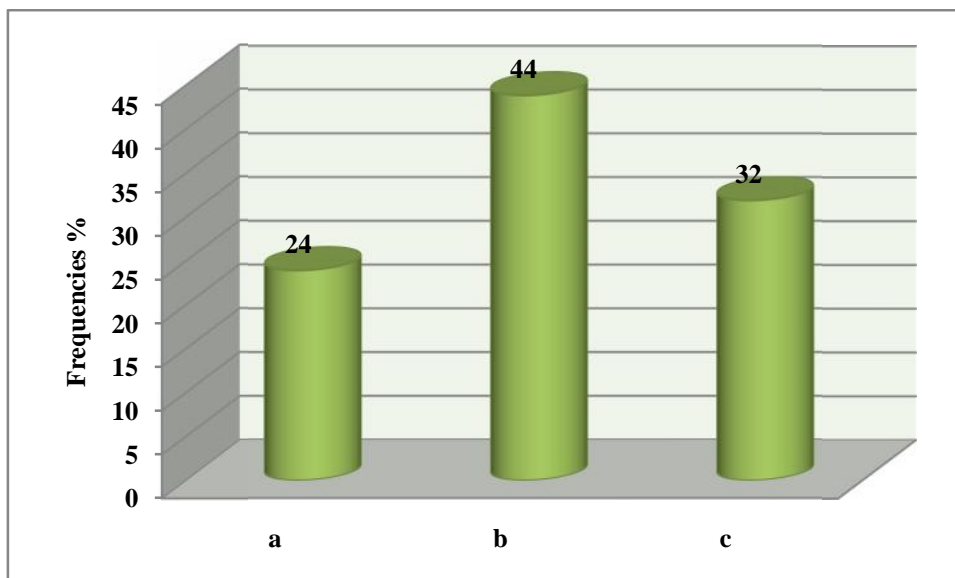


Figure 17. The Fluency and Accuracy Activities (1).

The results reveal that (44%) of the learners perceived that fluency practice dominate with 60% of the time devoted to peaking. (32%) of the learners informed that the amount of time devoted for accuracy practice was about the same proportion of the time devoted for fluency practice in speaking activities. However, (24%) of the learners reported that accuracy practice take more than 60% of the time of speaking. from this results we can notice that the majority of learners think that fluency practice dominate the time of speaking.

Q22: Which do you prefer, accuracy practice or fluency practice? Which of the two is, in your opinion more important to communication?

- a. I prefer accuracy practice; I consider accuracy practice more important to communication.
- b. I prefer fluency practice; I consider fluency practice more important to communication.
- c. I prefer accuracy practice, but I consider fluency practice more important to communication.
- d. I prefer fluency practice, but I consider accuracy practice more important to communication.

Question 22	a	b	c	d
Frequencies %	32	36	28	04

Table 19.The Preference of learners between Fluency and Accuracy Activities.

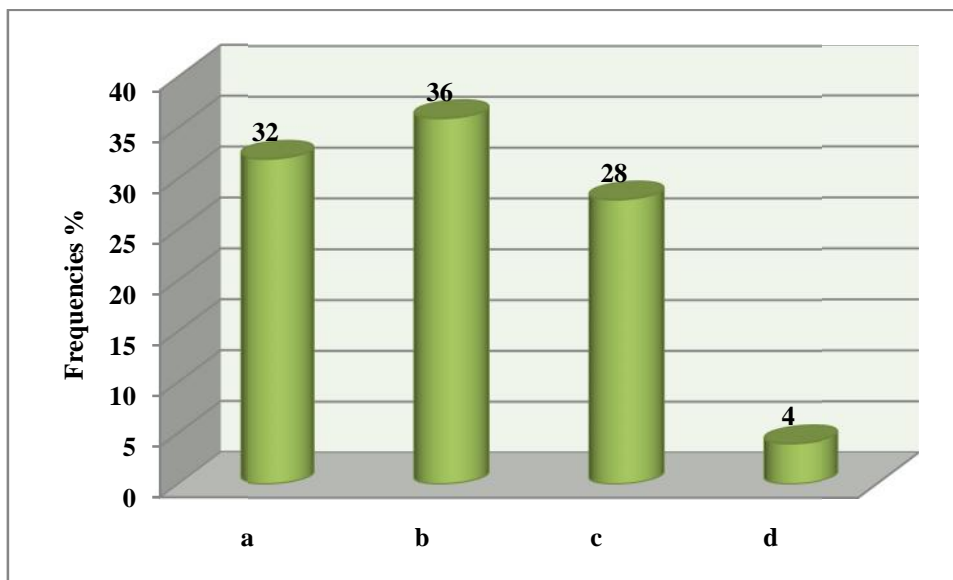


Figure 18.The Preference of learners between Fluency and Accuracy Activities.

According to results demonstrated in the figure, we can notice that (36%) of the learners prefer fluency practice and consider it more important to communication, and that is maybe because they feel free when expressing themselves without being controlled in their speech. However, (32%) of the learners prefer accuracy practice and consider it more important to communication, their preference is probably due to their lack of self-confidence when using English language (speaking), whereas (28%) of the learners prefer accuracy practice but consider fluency practice more important to communication, and only (4%) of the learners prefer fluency practice but consider accuracy practice more important to communication. From the results above we can advise teacher to vary their activities between accuracy and fluency and distribute them between the lesson stages in order to satisfy learners and help them get an equal advantage of both of practices (accuracy and fluency).

Q23: How do you feel about your speaking skill? Are you able to communicate in different situations?

- a. My speaking skill is excellent; I am able to communicate in a variety of different situations.
- b. My speaking skill is sufficient; I am able to communicate in a limited number of situations.
- c. My speaking skill is poor.

Question 23	a	b	c
Frequencies %	09	68	23

Table20. The Self Assessment of learners about Speaking Skill.

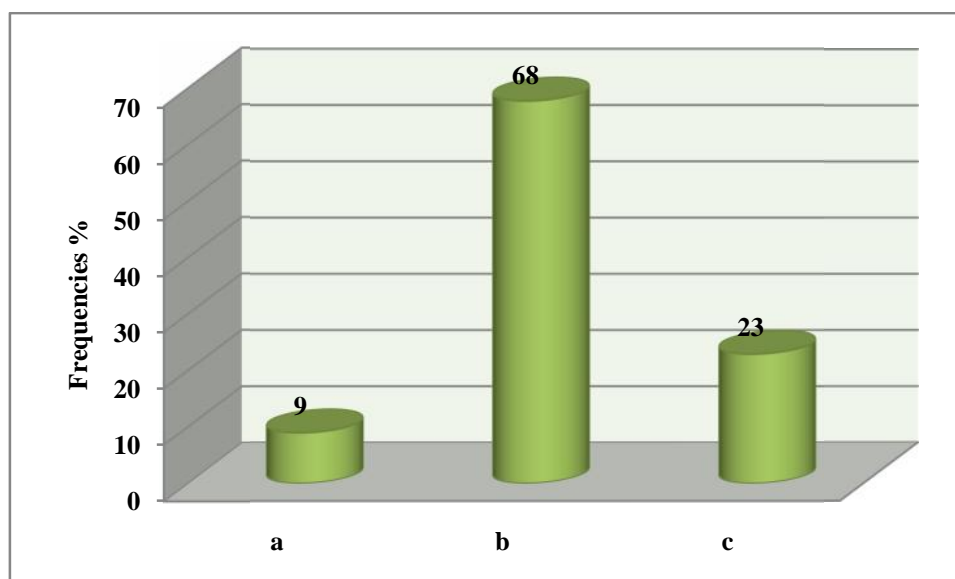


Figure 19. The Self Assessment of learners about Speaking Skill.

When the learners were asked how they feel about their speaking skill and about their ability to communicate (use the English language) in different situations, the majority of the learners (68%) evaluated their speaking skill as sufficient and they are able to communicate in a limited number of situations. However, (23%) of the learners consider estimate their speaking skill as poor. While only (4%) of the learners esteem their speaking skill as excellent. From the result above we can notice that the learners have a negative impression toward their speaking skill. They evaluate their self competence or ability in

using the English language as intermediate and that may be due to the lack of opportunities to use the language, the complication they encounter when using it as stated in the point affective factors within section two (2.1.5) in the second chapter. Or to the complexity of the speaking process itself as stated in section one (2.1.1) within the second chapter.

Q24: Do you develop your speaking skill outside the classroom as well?

- a. No, I don't.
- b. Yes, I do.

Question 24	a	b
Frequencies %	54	46

Table 21. Learners Further Development of Their Speaking Skill.

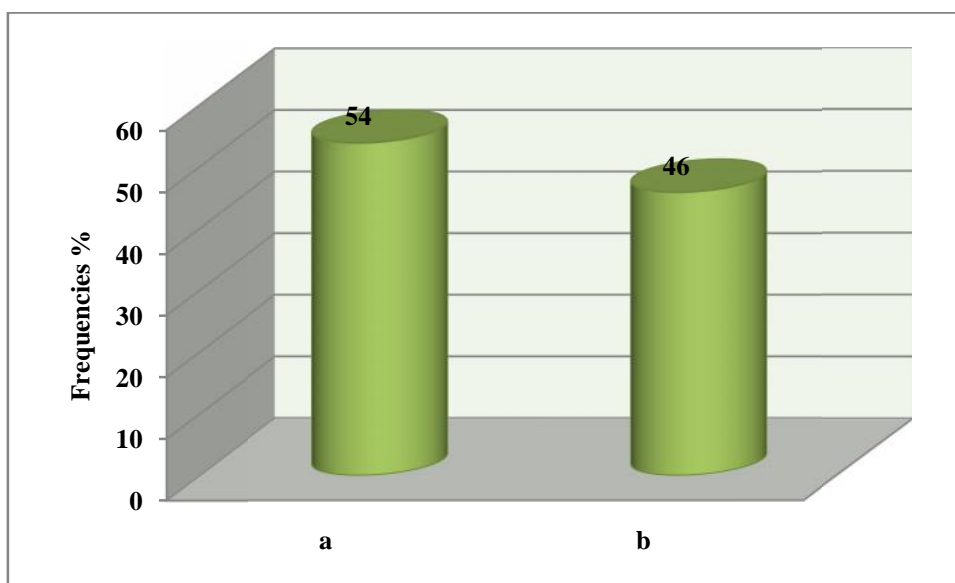


Figure 20. Learners Further Development of Their Speaking Skill.

The results show that (54%) of the learners do not develop their speaking skill outside the classroom; this result can be an argument to the fact that the learners level has been assessed to be intermediate in the precedent question. Whereas, the remaining number of learners (46%) further develop their speaking skill outside the classroom and that is by;

watching TV such as movies, programs, cartoons and series, ...etc, listening to music and radio programs as mentioned by all learners, using the internet as well; as play games or communicating (speaking) with native speakers, friends of different nationalities by means of E-mail, chat, blogs...etc, or mainly browsing studies, researches, or e-books as cited by a reasonable number of learners, or as a few number of learners referred to reading books, newsletters, magazines, dictionaries...etc (all in English language).

Q25: Could you please suggest some solutions the teacher can do to stimulate you to use the target language (English)?

The majority of the students did not answers this question, and the few one how did mention some suggestions as that the teachers should present a variety of activities, make jokes and communicate with them, use media, give encouragement, give them some references, create a funny environment, and more explanations.

3.2.2 Teachers Data Analysis

Q1: What is your degree?

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

When teachers were asked about their degree, the majority of them declared they have obtained the MA degree, and only 2% have the PHD degree, from these results we can note that their degree is conformable with the regulation of instructing.

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

- a. Yes.
- b. No.

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

Question 2	a	b
Frequencies %	20	80

Table 22. The Teacher Experience with the English-Speaker community.

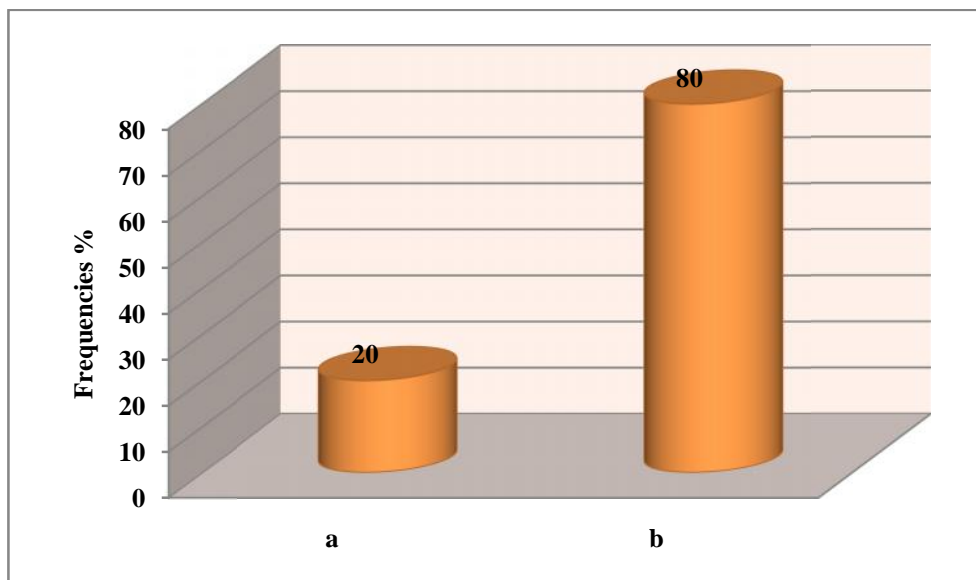


Figure 21. The Teacher Experience with the English-Speaker community.

The result recorded in the table show that the majority of the teachers (80%) revealed that they have neither traveled to great Brittan nor to United State of America (USA) which means that they do not have a real experience with the English-speaker community consequently and perhaps they may not be well acculturated. However, only (20%) of the teachers assert that they have travelled to Brittan. In this point if teachers are well acculturated in English, they may help to a great extent learners in using the English language as the native speakers (phonetics, speed, rhythm, intonation...etc) do and in the appropriate way (in accordance to the context and English culture). Teachers should be given the opportunities to travel and get this experience and why not learners as well.

Q3: For how many years have you been teaching oral expression?

The average of teaching is between 3 to 7 years only one teacher has been teaching oral expression for 18 years.

Q4: Have you ever received any kind of training in teaching oral expression before?

- a. Yes.
- b. No.

Question 4	a	b
Frequencies %	20	80

Table 23. The Teacher Oral expression training.

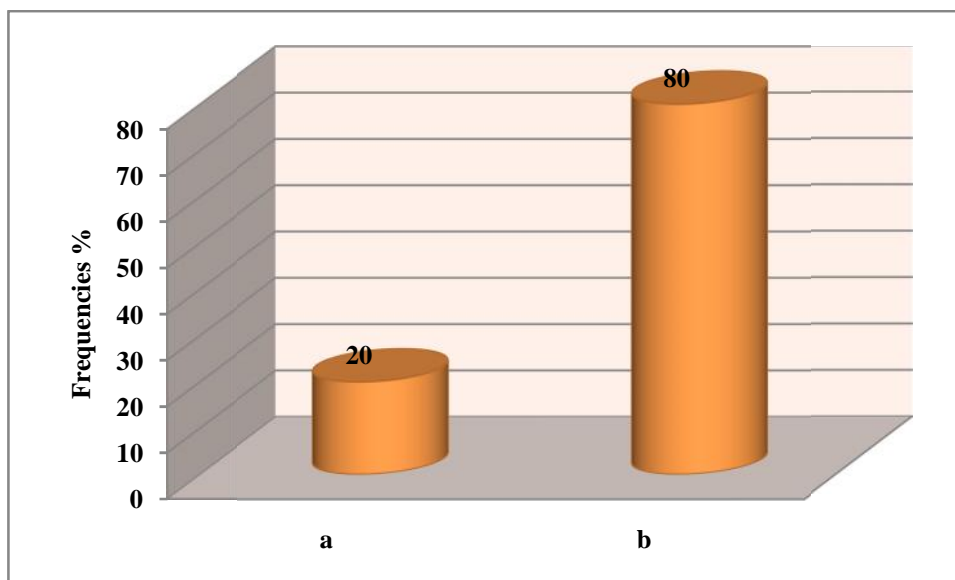


Figure 22. The Teacher Oral expression training.

The results drawn in the figure show that (80%) of the teachers indicate that they have not received any kind of teaching oral expression training. However, only (20%) of them revealed that they have been given this opportunity. To be trained to teach oral expression is a crucial point because this opportunity should be given to all teachers or learners after they have finished their studies. The training may help them to practice teaching, and to be well aware of all the teaching methods, strategies and techniques that enhance learning.

Q5: At the beginning of the year do you ask your learners about their expectation?

This question was asked in order to know if the teachers do an analysis the learners’ needs or not.

The results show that half (50%) of the teachers declare that they do ask learners about their expectations at the beginning of the year in order to know their personality, their preferences (activities), and their interests, only two teachers have mentioned the needs analysis of learners. However, the other half (50%) of the teachers reveal that they do not ask their learners about their expectations which may cause a great damage (inhibition) in the learning process. From the results above, we may say that the teachers do not give importance to needs analysis in spite of its great significance as being the basic, the central point (stem) on which the lesson plan is structured. So it is advisable for teachers to do it if they are willing to encourage their learners and to improve on the learning/teaching processes.

Q6: How important (in terms of percentage) is, in your opinion, speaking in teaching English in comparison to other skills (Listening, Reading, Writing)?

- a. Less than 15% of importance in comparison to other skills (L, R and W).
- b. About 25% of importance.
- c. 50% of importance.
- d. 75% of importance.

We have asked this question in order to see the real rank or position that speaking occupies in teaching English in the point of view of teachers and in comparison to the learners perceptions.

Question 6	a	b	c	d
Frequencies %	00	20	60	20

Table 24. The Importance of Speaking, in Teaching English, Comparing to Other Skills in the Teachers Point of View.

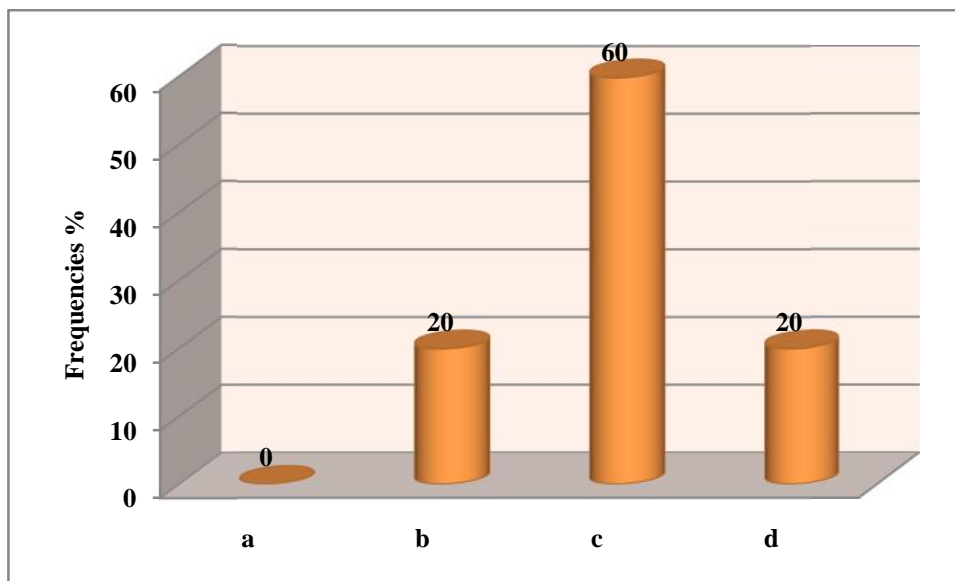


Figure 23. The Importance of Speaking in Teaching English Comparing to Other Skills in the Teachers Point of View.

The majority of teachers (60%) attribute 50% of importance to speaking skill in comparison to other skills in English teaching. Whereas (20%) of teachers think that Speaking is 25% the important and the other (20%) of teachers assigned 75% of importance to speaking in comparison with the other skills in English teaching. From these proportions we can deduce that teachers ascribe to speaking a reasonable importance because they probably consider all skills to be interrelated in contrary to the point of view of the learners.

Q7: How much time do you devote to practicing speaking in your English lessons?

- a. Less than 15% of the total lessons' time.
- b. 20-25% of the time.
- c. 50% of the time.
- d. More than 50% of the time.

Question 7	a	b	c	d
Frequencies %	00	00	40	60

Table 25. The Amount of time devoted to practicing speaking in English lessons.

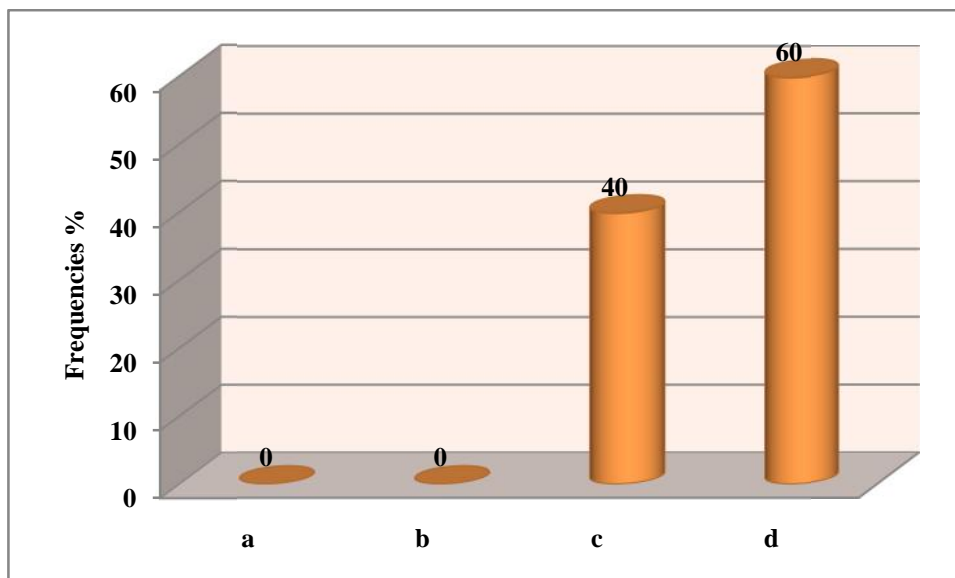


Figure 24. The Amount of time devoted to practicing speaking in English lessons.

The results show that (60%) of the teachers consecrate more than 50% of their lesson time to practicing speaking, and (40%) of the teachers devote the half of their time to speaking. From the results we can notice that the that a reasonable amount of time is devoted to practicing speaking by the teacher and that due to the importance of the activities in enhancing the speaking skill.

Q8: Do you think the amount of time devoted to oral expression is sufficient?

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

Question 8	a	b
Frequencies %	30	70

Table 26. The time devoted to Oral Expression (2).

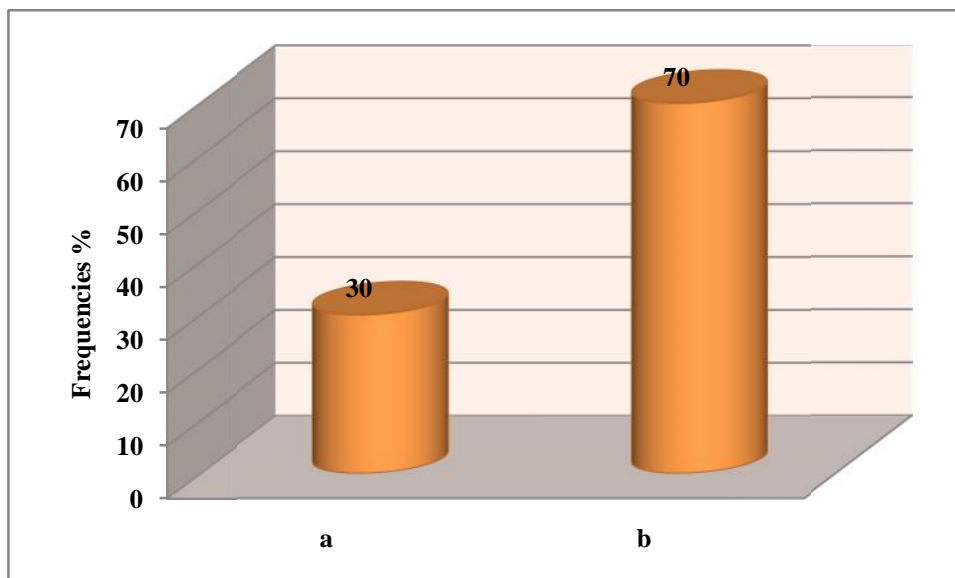


Figure 25. The time devoted to Oral Expression (2).

According to the results recorded in the table, we can notice that the majority of the teachers (70%) agreed that the amount of time devoted to oral expression is not sufficient and more time would be needed for practicing speaking, which demonstrate that they are in accordance with the learners' point of view. However, (30%) see that this amount is sufficient.

Q9: When practicing speaking with your students, which do you prefer (or use more often), accuracy practice or fluency practice?

- a.** Accuracy practice more than 60% of the time devoted to speaking (e.g. drills, questions and answer practice, dialogue practice...).
- b.** Fluency practice more than 60% of the time devoted to speaking (e.g. discussion, role-play, improvisation, information-gap activities, problem-solving tasks...).
- c.** Accuracy and fluency practice in about the same proportion.

Question 9	a	b	c
Frequencies %	10	20	70

Table 27. The Fluency and Accuracy Activities (2).

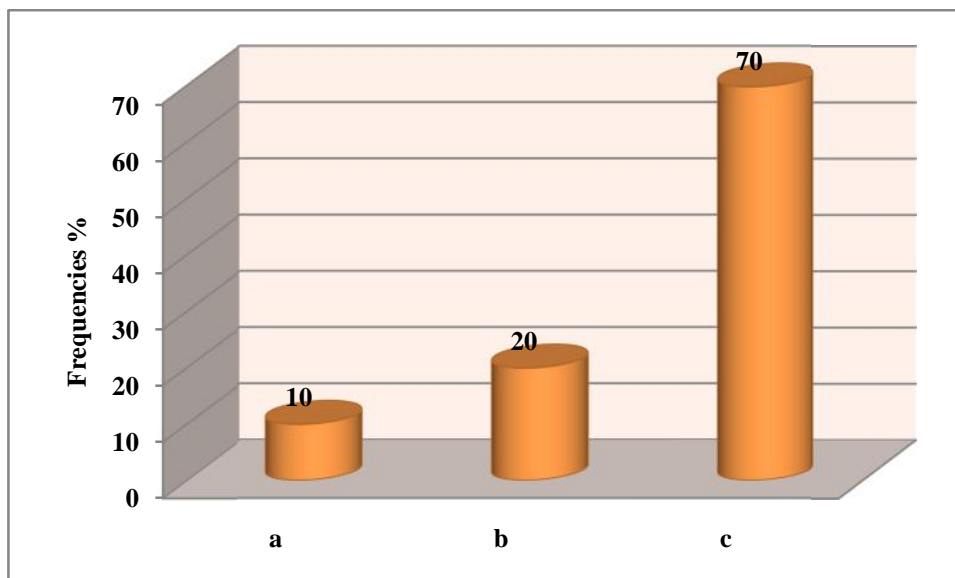


Figure 26. The Fluency and Accuracy Activities (2).

The majority of teachers (70%) reported that accuracy and fluency in their lessons are in about the same proportion, whereas (20%) of the teachers prefer fluency practice and that it takes 60% of the time devoted to speaking and only (10%) of the teachers prefer accuracy practice. According to these results we can notice that there is a difference between the points of view of the teachers and their learners, and that maybe because learners do not really know the nature of activities (accuracy or fluency). The reason why the majority of teachers have chosen accuracy and fluency practice in about the same proportion may be stem from the fact that accuracy and fluency are the two inseparable factors which could determine the success of English language learning as it is stated in section one (2.1.3) within the second chapter.

Q10: What activities do you use most often in accuracy practice?

- a.** Audio-lingual drill (e.g. question and answer sequences, repetitions...).
- b.** Dialogue practice.
- c.** Controlled language games.
- d.** Other activities (note down, please):

Question 10	a	b	c	d
Frequencies %	10	70	10	10

Table 28. The Most Often Accuracy Practice Used by the Teacher.

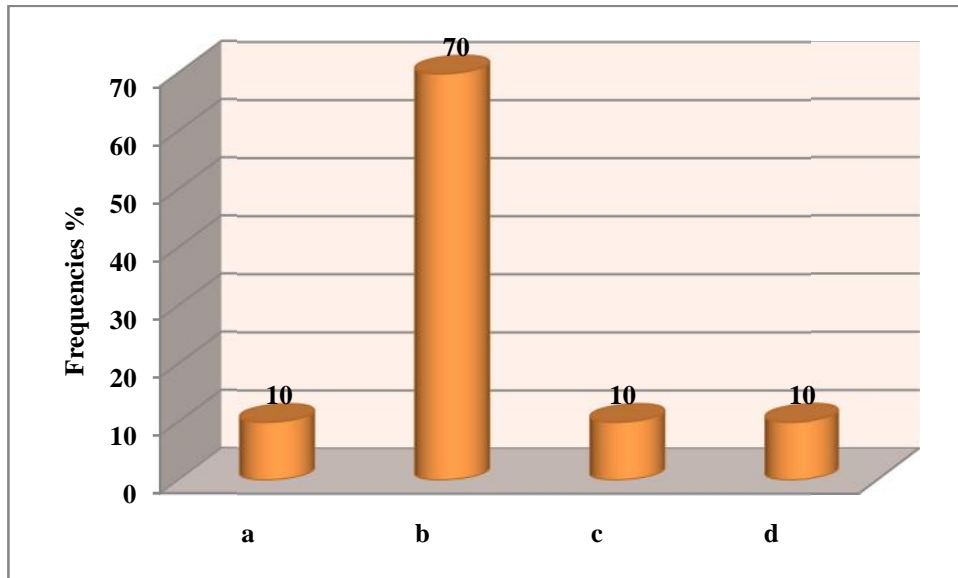


Figure 27. The Most Often Accuracy Activities Used by the Teacher.

The results drawn in the figure show that (70%) of the teachers use most often dialogue practice whereas (10%) of the teachers are in favor of audio-lingual drills. While, (10%) of teachers prefer the controlled language games. And with the same ratio of (10%) of teachers who preferred other accuracy activities and have mentioned songs, and phonetics activities.

Q11: What activities do you prefer in fluency practice?

- a. Discussion.
- b. Role-play, improvisation.
- c. Information-gap activities, problem-solving tasks.
- d. Other activities (note down, please):

Question 11	a	b	c	d
Frequencies %	30	50	10	10

Table 29. The Most Preferred Fluency Practice by the Teacher.

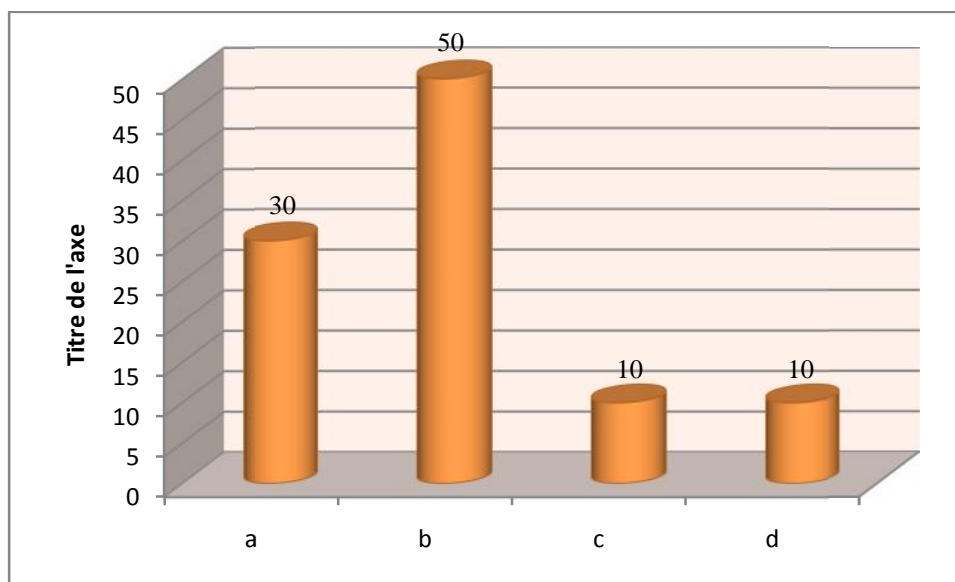


Figure 28. The Most Preferred Fluency Practice by the Teacher.

The results recorded in the table show that (50%) of the teachers prefer the pole-play and improvisation activities in fluency practice, (30%) of the teachers favor discussions as activities. Whereas, (10%) of teachers approve the information gap activities and problem solving tasks in fluency, and only (10%) of the teachers have mentioned other activities which are telling stories and describing pictures.

Q12: What are the frequent problems/difficulties that your students encounter or face during practicing speaking (communicating) in the lesson?

Different problems/difficulties encountered by the learners during speaking or communicating in the lesson have been noticed by their teachers, and from the results we can categorize them as the following (according to a response of one of the questioned teachers):

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

The results above match what it is stated in section one (2.1.5) within the second chapter.

Q13: Do you know which strategies the learners use to surmount those problems/difficulties?

- a. No, I don't.
- b. Yes, I do.

This question was asked in order to know to what extent the teachers are aware of the communicative strategies that may help learners overcome their difficulties in speaking.

Question 13	a	b
Frequencies %	80	20

Table 30. The awareness of the teachers about the communication strategies used to surmount those problems/difficulties.

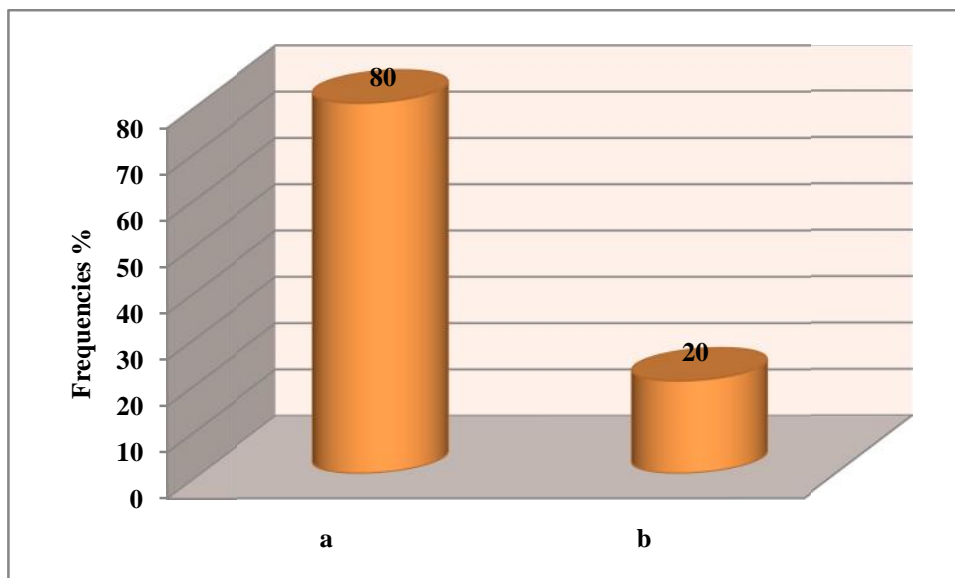


Figure 29. The awareness of the teachers about the communication strategies used to surmount those problems/difficulties.

The majority of the teachers (80%) reveal that they do not know the communication strategies that their learners use to surmount the problems they encounter during practicing speaking, whereas only (20%) of the teachers assert that they are aware of the communication strategies used to overcome those difficulties. The fact that (80%) of teachers do not value the compensatory strategies (so they do not use them with their learners) may affect negatively the improvement strategic competence of the learners as it is stated in section three (2.3.1) within the second chapter. Consequently, this can affect their communicative competence because strategic competence is an essential component, i.e. communicative competence as it is stated in section one (2.1.4) within the second chapter.

Q14: If yes, please, note down those strategies:

The strategies stated by the minority of the teachers (20%) are in the following:

- The use of other synonyms, i.e. guessing strategies.
- The use of the mother tongue, i.e. paraphrasing strategies.

- Ask for help, i.e. co-operative strategies
- The avoidance of the point of difficulty, i.e. the avoidance strategies.

The three first stated strategies are types of the achievement strategies. However, the last strategy is a type of the reduction strategies. The mentioned strategies confirm what is stated in section one (2.3.1) within the second chapter.

Q15: What is your students’ attitude towards speaking? How do they react during speaking activities?

- a. They generally like speaking activities + they are with prompt reactions.
- b. They generally like speaking activities + they are not so prompt in their reactions.
- c. They do not especially like speaking activities + but their speaking skill sufficient (satisfactory).
- d. They do not especially like speaking activities + their speaking skill is poor.

Question 15	a	b	c	d
Frequencies %	40	30	30	00

Table 31. The Attitude of Learners towards Speaking Activities in the Teachers point of view (2).

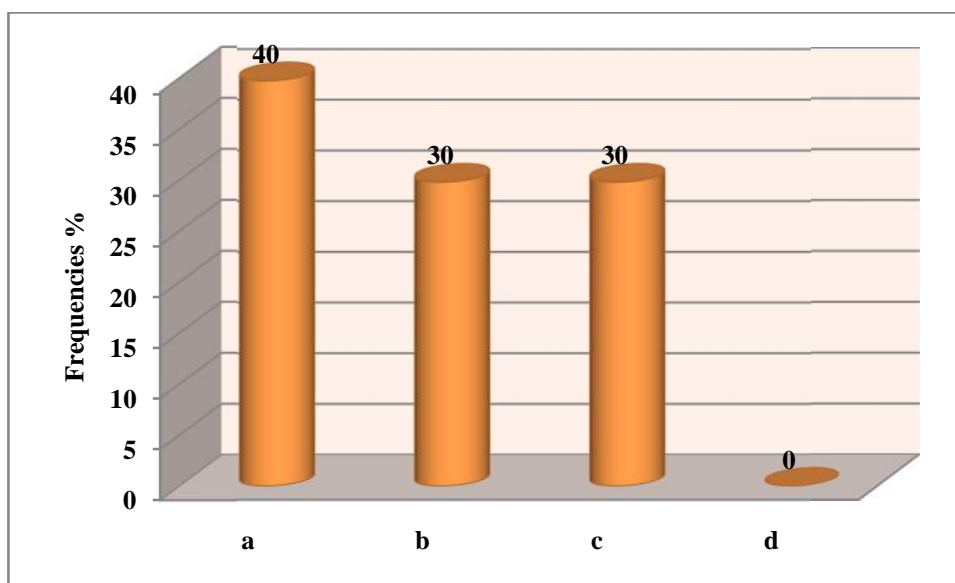


Figure 30. The Attitude of Learners towards Speaking Activities in the Teachers Point of View (2).

(40%) of the teachers believe that their learners generally like speaking activities and that they react with promptitude. (30%) of the teachers assume that their learners generally like speaking activities but they (learners) are not so prompt in their reactions. Meanwhile and with the same proportion of (30%) of the teachers suppose that their learners do not especially like speaking activities but their speaking skill is sufficient (satisfactory). However, no one of the entire teachers think that the speaking skill of their learners is poor and they do not especially like speaking activities.

Q16: What is the most efficient (technique) in making your students speak?

- a. Group-work.
- b. Pair-work
- c. Student working as individuals.

This question was asked in order to distinguish the best group arrangement of learners that can be used as technique when teaching speaking in the point of view of teachers.

Question 16	a	b	c
Frequencies %	50	30	20

Table 32. The Best Group Arrangement, when Working (Speaking), in the Point of View of Teachers (2).

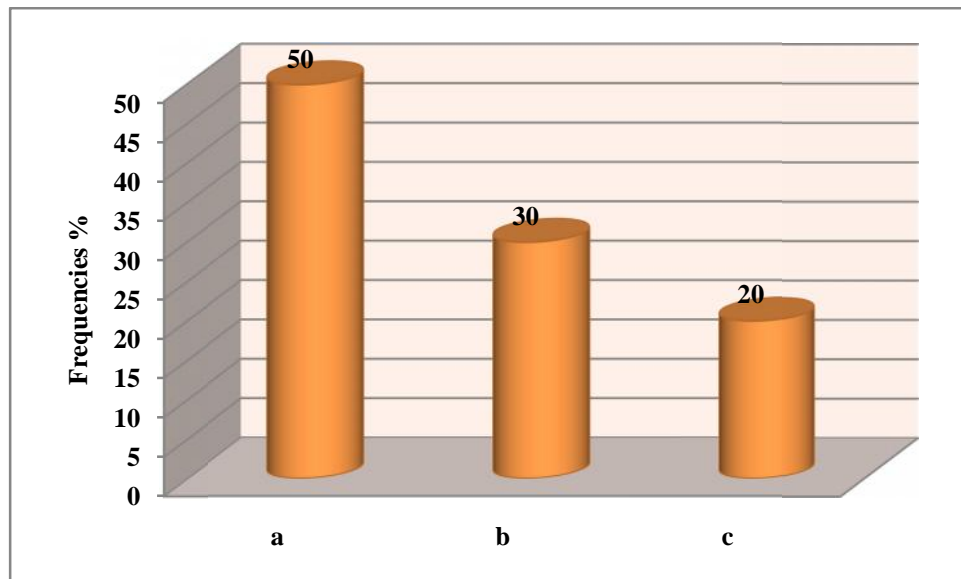


Figure 31. The Best Group Arrangement, when Working (Speaking), in the Point of View of Teachers (2).

The results demonstrate that the majority of the teachers (50%) believe that the group-work is the favorable technique to make their learners speak. (30%) of the teachers conceive that the most efficient technique in making their learners speak is the pair-group, whereas (20%) of the teachers think it is when the learners work individually. From this result we can notice that teachers are also in favor of the group work as their learners, however their assumption may result from their experience of teaching. Teachers when choosing this technique are trying to help learners to participate, to analyze, to synthesize, and to be more open to speak and discuss things with others which may enhance their self confidence.

Q17: Do you speak only English in your lessons?

- a. I speak only English.
- b. I sometimes use Arabic (esp. when the instruction is complex, students do not understand...)
- c. I speak Arabic when giving instructions.
- d. I speak Arabic when explaining new grammatical structures.

Question 17	a	b	c	d
Frequencies %	60	40	00	00

Table 33. The Use of the Mother Tongue during the Lesson.

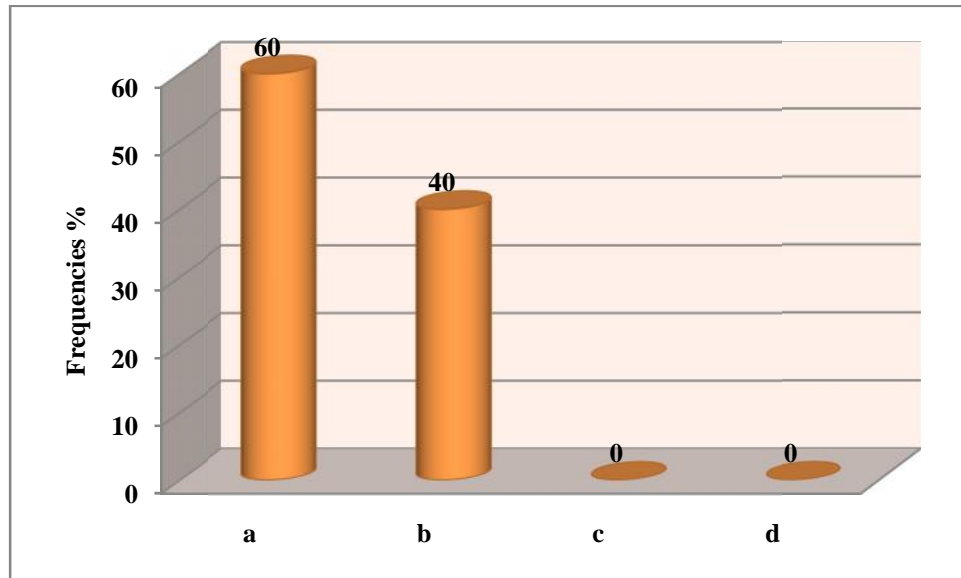


Figure 32. The Use of the Mother Tongue during the Lesson.

The results recorded in the table show that (60%) of the teachers assert that they use only English in their lessons. Whereas, (40%) of the teachers use some times the Arabic (Mother Tongue. esp. when the instructions are complex, students do not understand...). However, no one of the entire teachers speak in Arabic when giving instruction or explaining new grammatical structures.

Q18: What are the considerations that you take into account before/when preparing your lesson plan?

From the results we can notice that 3 of the teachers don't answer this question and that the majority of teachers have stated some considerations that they take into account before/when they prepare their lesson plan how we can summarize them as the following:

- The learners needs.
- The learners' level (tasks should be too difficult or too easy).
- The learners' learning styles and preferences.
- The familiarity of the topic.
- That allotted time for the task.
- The availability of materials and resources.
- The practicality of the task in the classroom.
- The importance and relevance of the topic to learners' interest (motivating topic).
- The ability to achieve objectives (learning goal) within the limited time and setting...
etc.

From those responses and in comparison with the answer of question number 5, we can notice a contradiction. If the majority of teachers do not fulfill the learners' needs analysis at the beginning of the year how can they plan their lessons in accordance to what they have mentioned.

Q19: Do you develop further your speaking skill?

- a.** No, I don't.
- b.** Yes, I do.

If yes, note down how, please.

Question 19	a	b
Frequencies %	60	40

Table 34. Teachers Further Development of Their Speaking Skill.

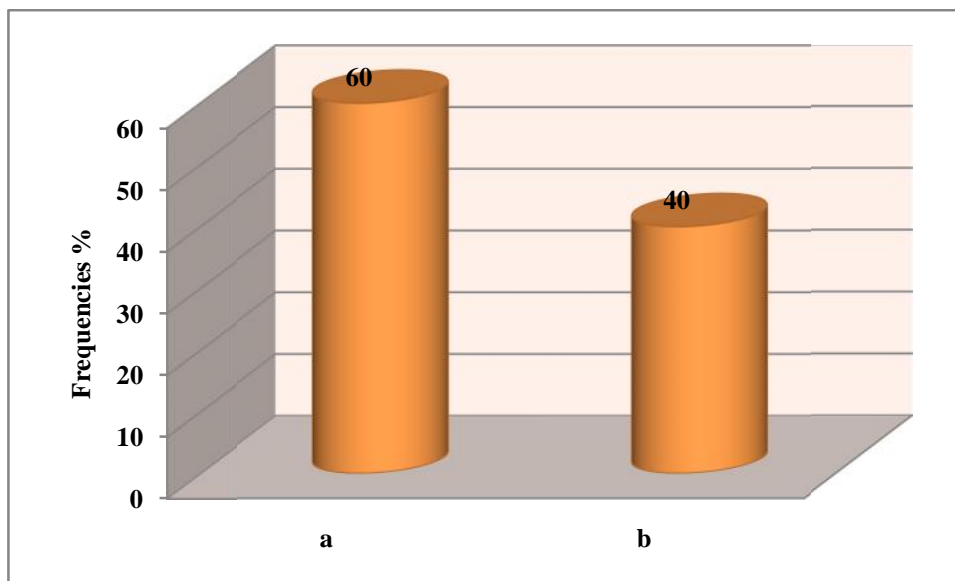


Figure 33. Teachers Further Development of Their Speaking Skill.

From the results drawn in the figure it can be seen that (60%) of the teachers confess that they do not develop further their speaking skill whereas (40%) of the teachers declare that they do. A number of teachers mentioned some of the strategies used such as reading books, articles, novels and research for vocabulary enrichments, listening to authentic programs, practicing the language (speaking in English) all the time not just in the classroom, watching English videos and movies, using the internet, listening extensively and imitating the native speakers when speaking and; lastly, attending training sessions.

**Q20: Are you familiar with some new developments or trends in teaching speaking?
If it's the case, please note down your source of information.**

Only two teachers have answered this question presenting new trends; strategy training, critical thinking, negotiation of meaning, and new innovations from the internet such as the site of the British Council which is very useful.

Results and Recommendations

This study has aimed to find out the most appropriate teaching methods and strategies that enhance learners' speaking skill, for the purpose of fulfilling our objectives, we have submitted two questionnaires; one for the students, and the other for teachers. After the analyses of both questionnaires, the most significant findings of our research work can be summarized in the following:

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

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

- Teachers are advisable to give opportunities for their students to speak the target language by providing a rich environment that contains collaborative work, authentic materials and tasks, and shared knowledge;
- Teachers ought to try to involve each student in every speaking activity. For this aim, practice different ways of students' participation;
- Teachers should preferably reduce teacher talk time in class while increasing students' speaking time; step back and observe them;
- Teachers ought to show a positive attitude when commenting on students' responses;
- Teachers are advisable to ask eliciting questions, such as "what do you mean?"; "how did you reach that conclusion?" in order to urge students to speak more;
- Teachers should, as far as research is concerned, provide written feedback like "your presentation was really great", "it was a good job";

➤ Teachers are not advisable to correct students' pronunciation mistakes very often while they are speaking.

➤ Teachers should turn around classroom to ensure that student are on the right track and see wither they need his help while they work in group or on pair and provide the vocabulary beforehand that student need in speaking activities.

➤ Teachers are advisable to diagnose problems faced by students who have difficulty in expressing themselves in the target language and provide more opportunities to practice the spoken language.

GENERAL CONCLUSION

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

The study departed from 3 principle research questions:

1. What types of problems that are encountered by the EFL teachers and learners during the oral expression course which may inhibit the EFL learners speaking skill?
2. What is the importance and effectiveness of the EFL teachers' choice of methods and strategies in teaching the speaking skill?
3. What are the most appropriate methods and strategies that can be used by the EFL teachers to enhance the EFL learners speaking skill?

In order to answer those questions two hypothesis were suggested:

- If the EFL teachers were aware of the problems that EFL learners face in speaking, then EFL teachers could use the appropriate methods and strategies that would improve the EFL learners' performance.
- If the EFL teachers can adopt certain specific methods and strategies to be used in teaching speaking, the EFL learners will not be frustrated to speak in English, which may result with an amelioration of the teaching of speaking.

The questionnaire designed to both teacher and students have been submitted for the purpose of verifying our hypothesis and answer our questions. After the analysis of both questionnaires we have concluded

- The teachers' awareness and readiness of the efficiency of the suggested strategies, and the real application of those methods; and

- Students' willingness to adapt and use these strategies in order to ameliorate their speaking skill proficiency.

Those findings concerned our two hypotheses and answer our research questions. This obtained result could be larger and richer if time wasn't against us. Finally those finding cannot overgeneralized on the whole population because the number of our sample is limited and they may change by the change of the sample.

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APPENDIXES

APPENDIX 01: Second Year Student Feedback Questionnaire

MOHAMED KHIDER UNIVERSITY OF BISKRA
FACULTY OF LETTERS AND LANGUAGES
DEPARTMENT OF FOREIGN LANGUAGES
ENGLISH BRANCH

Second Year Student
Feedback Questionnaire

Dear colleagues:

We would like to ask you some questions concerning effective teaching methods and strategies that enhance the EFL learners' speaking skill. In fact, learners face many difficulties to express themselves in the foreign language. This is not a test that makes you feel anxious; thus, there are no right, or wrong answers and do not even have to include your name on it. We are interested in your viewpoint since you represent the source of this inquiry.

So, please hand the questionnaire back as soon as possible.

Thank you very much for your cooperation.

Your colleague: Insaf Houhou

N.B:

- For each question, circle, please, only **one answer** that is true for your preferences or your learning. (For a few questions you are asked to write your reasons or preferences down.)
- The question- items are written in bold letters in order not to be confused.

1. Are you?

- a. Male.
- b. Female.

2. How old are you?

.....Years.

3. Studying English was your

- d. choice
- e. obligatory

4. If it was your choice, please, briefly give your reasons why?

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

5. Do you seek opportunities to use English?

- d. Yes, I do, I actively seek opportunities to use English.
- e. When an opportunity comes up, I make use of it.
- f. No, I don't.

6. What is your attitude towards English-speaking community?

- d. I am interested in English -speaking community- its life-style, social conventions, culture.
- e. I am quite interested, but I do not know much about English-speaking community.
- f. I am not interested in English-speaking community.

7. How important is, in your opinion, speaking in learning English in comparison to other skills (Listening, Reading, Writing)?

- e. Less than 15% of importance in comparison to other skills (L, R and W).
 - f. About 25% of importance.
 - g. 50% of importance.
 - h. 75% of importance.
- 8. How many hours do you study oral expression per week?**
 hours.
- 9. Do you think the amount of time devoted to oral expression is sufficient?**
- c. Yes.
 - d. No, more time is needed.
- 10. What is your attitude towards speaking activities (during the lesson)? Do you feel secure and self-confident when practicing speaking?**
- e. I like (enjoy) speaking activities + I feel secure and self-confident when practicing speaking.
 - f. I like (enjoy) speaking activities + more practice would be needed for me to feel secure and self-confident when practicing speaking.
 - g. I do not especially like (enjoy) speaking activities + but feel secure and self-confident.
 - h. I do not especially like (enjoy) speaking activities + I do not feel secure and self-confident when practicing speaking.
- 11. When you speak English in front of your classmates, and you miss a word, so what would your reaction be?**
- d. Anxious and stop talking.
 - e. Shy and start miming.
 - f. Keep talking using paraphrase.
- 12. You want to convey a certain message during your turn of speaking, and you find a difficulty to make the point?**
- d. You use your mother language instead.
 - e. You keep turning about the point.
 - f. You give your turn to another one.
- 13. When (in what situation) are you most willing to speak English?**
- d. When working (speaking) in groups.
 - e. When working (speaking) in pair.
 - f. When working (speaking) in on my own – as an individual.
- 14. What is the role that your teacher plays in the classroom (practicing)?**
- e. Controller.
 - f. Guide (organizer, assessor, prompter, participant, resource, tutor, observer).
 - g. Both.

- 15. Does your teacher encourage you to speak (participate)?**
- e. Yes.
 - f. No.
- 16. Does your teacher praise you when you answer correctly?**
- f. Always.
 - g. Often.
 - h. Sometimes.
 - i. Rarely.
 - j. Never.
- 17. How often does your teacher correct your mistakes?**
- f. Always.
 - g. Often.
 - h. Sometimes.
 - i. Rarely.
 - j. Never.
- 18. What is your attitude toward your teacher corrections? Does that?**
- d. Encourage you to participate (speak).
 - e. Disturb you.
 - f. Inhibit your participation (speak).
- 19. In the classroom your teacher is?**
- d. Talkative.
 - e. Average.
 - f. Less talkative.
- 20. How would you describe the atmosphere of your class?**
- c. Boring.
 - d. Funny.
- 21. Which type of activities is used in your English lessons more often- accuracy or fluency practice?**
- d. Accuracy practice more than 60% of the time devoted to speaking (e.g. drills, questions and answer practice, dialogue practice...).
 - e. Fluency practice more than 60% of the time devoted to speaking (e.g. discussion, role-play, improvisation, information-gap activities, problem solving tasks...).
 - f. Accuracy and fluency practice in about the same proportion.
- 22. Which do you prefer, accuracy practice or fluency practice? Which of the two is, in your opinion more important to communication?**
- e. I prefer accuracy practice; I consider accuracy practice more important to communication.

- f. I prefer fluency practice; I consider fluency practice more important to communication.
- g. I prefer accuracy practice, but I consider fluency practice more important to communication.
- h. I prefer fluency practice, but I consider accuracy practice more important to communication.

23. How do you feel about your speaking skill? Are you able to communicate in different situations?

- d. My speaking skill is excellent; I am able to communicate in a variety of different situations.
- e. My speaking skill is sufficient; I am able to communicate in a limited number of situations.
- f. My speaking skill is poor.

24. Do you develop your speaking skill outside the classroom as well?

- c. No, I don't.
- d. Yes, I do.

If yes, Note down how, please:

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25. Could you please suggest some solutions the teacher can do to stimulate you to use the target language (English)?

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Thank You for Your Help

APPENDIX 02: Oral Expression Teacher Feedback Questionnaire

MOHAMED KHIDER UNIVERSITY OF BISKRA
FACULTY OF LETTERS AND LANGUAGES
DEPARTMENT OF FOREIGN LANGUAGES
ENGLISH BRANCH

Oral Expression Teacher
Feedback Questionnaire

Dear teacher:

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

Thank you very much for your cooperation.

Your colleague: Insaf Houhou

N.B:

- For each question, circle, please, only **one answer** that is true for your preferences or your learning. (For a few questions you are asked to write your reasons or preferences down.)
- The question- items are written in bold letters in order not to be confused.

1. What is your degree?

- f. BA (license).
- g. MA (master/magister).
- h. PHD (doctorate).

2. Did you travel to Britain or USA before/while teaching?

- c. Yes.
- d. No.

3. For how many years have you been teaching oral expression?

.....Years.

4. Have you ever received any kind of training in teaching oral expression before?

- c. Yes.
- d. No.

5. At the beginning of the year, do you ask your learners about their expectation?

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6. How important (in terms of percentage) is, in your opinion, speaking in teaching English in comparison to other skills (Listening, Reading, Writing)?

- i. Less than 15% of importance in comparison to other skills (L, R and W).
- j. About 25% of importance.
- k. 50% of importance.
- l. 75% of importance.

7. How much time do you devote to practicing speaking in your English lessons?

- e. Less than 15% of the total lessons' time.
- f. 20-25% of the time.
- g. 50% of the time.
- h. More than 50% of the time.

8. Do you think the amount of time devoted to oral expression is sufficient?

- e. Yes.
- f. No, more time is needed.

9. When practicing speaking with your students, which do you prefer (or use more often), accuracy practice or fluency practice?

- g. Accuracy practice more than 60% of the time devoted to speaking (e.g. drills, questions and answer practice, dialogue practice...).
- h. Fluency practice more than 60% of the time devoted to speaking (e.g. discussion, role-play, improvisation, information-gap activities, problem-solving tasks...).
- i. Accuracy and fluency practice in about the same proportion.

10. What activities do you use most often in accuracy practice?

- e. Audio-lingual drill (e.g. question and answer sequences, repetitions...).
- f. Dialogue practice.
- g. Controlled language games.
- h. Other activities (note down, please):

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11. What activities do you prefer in fluency practice?

- e. Discussion.
- f. Role-play, improvisation.
- g. Information-gap activities, problem-solving tasks.
- h. Other activities (note down, please):

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12. What are the frequent problems/difficulties that your students encounter or face during practicing speaking (communicating) in the lesson?

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13. Do you know which strategies the learners use to surmount those problems/difficulties?

- c. No, I don't.
- d. Yes, I do.

14. If yes, please, note down those strategies:

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15. What is your students' attitude towards speaking? How do they react during speaking activities?

- g. They generally like speaking activities + they are with prompt reactions.
- h. They generally like speaking activities + they are not so prompt in their reactions.
- i. They do not especially like speaking activities + but their speaking skill sufficient (satisfactory).
- j. They do not especially like speaking activities + their speaking skill is poor.

16. What is the most efficient (technique) in making your students speak?

- g. Group-work.
- h. Pair-work
- i. Student working as individuals.

17. Do you speak only English in your lessons?

- h. I speak only English.
- i. I sometimes use Arabic (esp. when the instruction is complex, students do not understand...)
- j. I speak Arabic when giving instructions.
- k. I speak Arabic when explaining new grammatical structures.

18. What are the considerations that you take into account before/when preparing your lesson plan?

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19. Do you develop further your speaking skill?

- e. No, I don't.
- f. Yes, I do.

If yes, Note down how, please:

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**20. Are you familiar with some new developments or trends in teaching speaking?
if so, note your source of information down, please:**

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Thank You for Your Help

APPENDIX 03: Distinction between accuracy and fluency practice

Distinction between accuracy and fluency practice

Accuracy activities:

Students practice particular points of language e.g. a particular point of grammar, vocabulary or pronunciation. The purpose of accuracy activities is to provide learners with linguistic forms (and perhaps make sure that they understand and are able to provide them in a proper way). Mistakes are corrected consistently.

Examples of accuracy activities:

Different types of drill, question and answer practice, (controlled) language games, dialogue practice... etc

Fluency activities:

Learners are given the opportunity to use the language they have learnt: to use it freely, even if they make mistakes. Mistakes are not corrected (perhaps only these that obstruct understanding).

Examples of fluency activities:

Discussion, information-gap activities, language games that encourage learners to use language freely, role-play, simulations... etc.

