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Improving Students' Speaking Skill Using Podcasts As Classroom Activity

A Case of First Year Students of English Field

University of Biskra

A Dissertation Submitted to the Department of Foreign Languages in Partial Fulfilment for the Requirements of the Master's Degree in Sciences of the Language

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Dedication

To my beloved PARENTS

To my adorable sisters and my whole family

To my dear teachers

To my closest friends

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I would like to thank all of whom have supported me during my university career . First and foremost, I would like to thank Allah the first source of blessings to me. I also would like sincerely to express my deepest appreciation and gratitude to all **my family**, and **friends** for their support and encouragement in my accomplishments**.**

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LACHI Nabil.

Abstract

The present dissertation attempts to investigate the role of teaching Oral Expression in enhancing students' speaking skill. The main problem underlying this research lies in third-year students' inability to cam on a spontaneous conversation either in the classroom or in any natural setting. This puzzling issue is used to raise problems in teaching or learning a foreign language among learners and teachers in EFL classes. It is hypothesized in this research that through the role of teaching the Oral Expression course based on its four main components which are teachers, learners, activities and pedagogical materials, the learners will enhance their speaking ability. The main objective of this work then is to investigate and explain the role of the four main effective components of Oral Expression course for developing the learners' speaking ability and improving their poor communicative ability in EFL classrooms by using podcasts. Through two questionnaires administered to the first year LMD students and the teachers of Oral Expression course at the field of English, University of Biskra, we intended to explore both learners' and teachers' opinions about the nature of language learning and the mechanics of developing communicative proficiency through the role of the components of teaching the Oral Expression course. The expected results of the study will show that most, if not all teachers strongly believe that through the role of the four components of teaching the Oral Expression course students will be able to speak and communicate fluently and appropriately using the target language

Resume

La présente recherche tente d'enquêter sur le rôle de l'enseignement de L'expression Orale pour améliorer les compétences de la communication des étudiants. Le problème principal: qui sous-tend cette initiative réside dans l'incapacité des étudiants de troisième année de faire une conversation spontanée, soit dans la salle de classe ou dans tout environnement naturel'. Cette question énigmatique est utilisée pour soulever des problemes dans l'enseignement ou l'apprentissage d'une langue etrangere parmi les apprenants et les enseignants dans les classes d'anglais langue etrangere. il est émis l'hypothése dans cette recherche que par le role de l'enseignement du cours d'expression orale en fonction de ses quatre composantes principales qui sont: les enseignants. les anseignants, les activites et le materiel pedagogique, les apprenants seront d'ameliorer leur competence au niveau orale. L'objectif principal de ce travail est alors d'enqueter et d'expliquer le role des quatre principales composantes efficaces de cours Expression orale pour developper la capacite des apprenants de langue et d'ameliorer leur maitrise de la communication dans les classes EFL(English Foreign Learners). A travers deux questionnaires administres a la premiere année LMD étudiants et les enseignants de cours d'expression orale au departement d'anglais, Universite de Biskra, nous avions l'intention d'explorer a la fois des apprenants et des enseignants des opinions sur la nature de l'apprentissage des langues et les mecanismes de developpement de l'expression orale a travers le role de l'enseignement. Les résultats attendus de l'etude montrera que la plupart, si non tous, les enseignants croient fermement que par le role des quatre composantes les étudiants sera capable de parler et de communiquer avec facilité et d'une manière appropriée en utilisant la langue cible.

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General Introduction

The objective of teaching the language as a means of communication to the foreign learners is to make them able to use and speak the language fluently accurately and proficiently in different situations. Although in EFL classroom teaching the language as a means of communication is considered as a hard task for learners because the majority of them are faced with many different difficulties when they come to express themselves in the second language

Consequently, along this research we came to believe that the process of teaching Oral Expression course in EFL classrooms is the appropriate solution solution for learners to overcome their speaking difficulties and develop their communicative abilities in order to be able to communicate in real life situations.

Teaching Oral Expression course relies on four basic components: the teacher, the activities, the pedagogical aids and the learners. Accordingly we assume that teaching Oral Expression course based on these four main points, students will enhance their speaking skill

1. Statement of the Problem

Normally, students who are learning English as a foreign language are highly motivated to learn English to enrich their background knowledge to be able to discuss deferent topics fluently and successfully whether inside the classroom or in other situations . we noticed that third year English LMD students at university of Biskra are not able to speak fluently , and making long pauses or without making a various grammatical mistakes during a spontaneous conversation in the classroom or in any other setting even thought they master all the main grammatical English rules. So what is the problem?

2.Research Questions

According to the problem which arises above, the questions that should be asked are:

Question 1 :do podcasts improve students' speaking skills?

Question 2: Does teaching the course of oral expression based on its four components lead to enhance students speaking skills?

3. Aims of the Study

The aim of the study will focus on the role of teaching Oral Expression in developing the learners' communicative abilities. In this research, we are going to investigate the four main component that inhibit or facilitate the production of the spoken language, for developing competent speakers of English through the teaching the course of Oral Expression which are:

1. The role of the teacher as a main element in the classroom.

2. The role of the Oral Expression activities that are used during the course.

3. The role of the pedagogical aids that are used for teaching the course of Oral Expression.

4. The role of the learners themselves as the heart of the Oral Expression course.

4. Hypothesis

According to what have been mentioned above, it is hypothesized that in teaching the Oral Expression course if we regard the importance usage of its four main components: teachers, learners, activities and pedagogical materials, students will be able to increase their speaking skills.

5.Methodology

The study will take place at the university level with the first year LMD students of English. Most of these students have a desire to graduate from the university with a good level. To obtain information, we will deal with two samples:

A. First year LMD students at the English field (60).

B. Teachers of Oral Expression at the field of English (10).

We have chosen a representative sample randomly to be given the questionnaire, because it is difficult to deal with the whole population.Concerning data collection we would direct two questionnaires, one to the Oral Expression teachers who have been teaching the course of Oral Expression to make sure that their responses and suggestions are the result of contact with language learners during the course

The second questionnaire will be directed to first year LMD students to know their opinions about the role of teaching the Oral Expression for developing their speaking skills. The process of gathering these data will be based on the descriptive since the nature of the subject requires such a method.

Introduction

The aim of language teaching is always concerned to achieve the success of the four language skills : listening, speaking reading and writing. Teaching Oral Expression in EFL classrooms involves only two main skills : the receptive skill (listening) and the productive skill (speaking) .

The goal of teaching these two skills is to develop the students' ability to produce correct structures in order to enhance their speaking skills in the target language .

In this chapter , we will deal mainly with the process of teaching Oral Expression in EFL classrooms from different angels . First , it concerns with the communicative skills (listening and speaking) regarding their definitions , stages , activities and the learners' difficulties in both of them .

1.A general viewof Teaching Oral Expression at the University Level

At the university level , there are a lot of teaching modules which provide learners with the essential knowledge and input of the target language . Oral Expression is one of these modules which is not only providing learners with knowledge of the target language but it is also the the most effective and the only practical course which gives the students the chance to speak and practice English , where students' main goal of learning the foreign language is to improve their speaking skill more than learning the language itself .

Teaching Oral Expression module at the university level is a combination of teaching the two basic skills " listening and speaking''. Teaching these two skills is based on difffrent

tasks and activities which they varied between listening activities and speaking activities such as : role play , free discussion , games and songs …..etc . through

These activities learners receive the language input through different authentic teaching materials they practice the real use of the English language .in addition .the learners attempt to express their ideas ,perform tasks,discuss and debate different topics under the control and presence of the Oral expression teacher .

The main bjective of teaching the Oral expression course at the university level is in order to develop the students ' speaking and communicative abilities of the target language . Therefore, the realization of that target object is mainlydepends on the investigation of the students' educational background and learning difficulties, the availability of well-structured activities and teaching aids , (Meddour 69 – 70) .

2 . Teaching the Oral Expression Skills

Reading , writing , speaking , and listening are the four components of the language which are used to express ourselves and communicate with each other . Thus , EFL learners should learn and practice them in order to function effectively in the target language .

Mainly , in EFL classrooms the main focus is on teachingwriting and reading rather than teaching listening and speaking. Carter and Nunan clain that due to the difficulty of teaching listening and speaking, i twas easier for teachers, methodologists, applied linguists and linguists to focus on written language than spoken language ; The focus on teaching reading and writing but not speaking neither listening (14) .

Teaching Oral Expression requires two main skills : the receptive skill ''speaking'' and the prodactive skill ''speaking'' as they regarded as the main skills of language commnication .

Widdowson states that listening is a receptive skill through the aural medium , whereas , speaking is a productive skill through the oral medium (57) .

Consequently , EFL teachers should give much more importance to teaching these two communicative skills (listeningand speaking) , because they are considered as the most important to achieve success in the foreign language and improve speaking skills , as we are aiming to investigate in this reaserch .

2.1. How to Teach the Listening Skill in EFL Classrooms

Generally , teachers do not pay much attention to teach listening skill in EFLclassrooms due to different factors such as : the lack of teaching aids , unmotivated complex tasks of listening, and mainly because students are not evaluated in listening comprehension .

Listening is the important skill which helps students to aquire the second language , because the primary language input that students receive is through listening to the teachers' speech. It is a fact that most of what we know is acquired through listening to others speech; therefore, listening is the main language skill that most learners should improve; to ease the developing of the other three language skills of language (writing, speaking and reading).

Teaching listening in EFL classrooms requires strategies, techniques and tools in order to reach the goals behind teaching it. Mainly, it requires listening tasks and activities that are in form of listening to authentic taped records, listening to songs,

Watching movies...etc . Also requires the teaching aids which facilitate the process of teaching in general and the process of teaching listening in particular. The technological teaching aids that are commonly used in teaching the listening skill are varied such as : Mp3-players, CD-ROM,CD player, videos, computers, and the internet…etc.

Classroom management is another important element that is required in teaching the listening skill, thus, teachers should manage the classroom in a comfort and controlled way, in order to give all the students the opportunity to listen and understand at the same time and in the same rate. The role of teachers towards teaching a listening task is so important. First, teachers should have a large background knowledge on the skill (how it works, what are its advantages on foreign learners). Second, teachers should state their objectives towards a listening task, whether to provide learners with a piece of information, or give them a live experience to listen to native speakers concerning their pronunciation and accent, or just for pleasure to create a motivational atmosphere inside the classroom. As it is important for teachers to have a clear picture of the end behavior that they are aiming to achieve with their learners, also they should know more about the skill and about how it operates (06) .

2.2. The Role of Teaching the Listening Skill in EFL Classrooms

Listening is the receptive skill that most EFL teachers do not give it its importance in the process of teaching and learning the foreign language. Whereas, it's main role is so significant in in acquiring the second language and develop the language skills.

Richards and Renandya believe that the central role of listening comprehension in the L2 or foreign language acquisition process is now largely accepted and recognized,and there is little doubt that listening plays an extremely important role in the development of speaking abilities (205) .

Generally, listening redounds in the development of the four skills.but , particularly it contributes more on improving the speaking skill rather than on the other language skills because they are closely related to each other.

According to Richards and Renandya that, "Speaking feeds on listening which precedes it'' (205) . This means that listening always play sthe the major role to enrich students' knowledge by supplying them with the necessery amount of the : grammatical vocabulary , structures information, and cultural background of the target language . Then speaking comes second position , where learners become able to introduce themselves , and speak by using the target language, according to the knowledge that they have been exposed to the listening skill. As a result , we strongly believe that listening has a great role for developing the students' speaking skills .

It is hypothesized that Communicative proficiency is the students' ability to understand and speak the native language . According to this view, we believe that listening skill has the big role in enhancing the students' communicative proficiency ; because the more learners listen to the native language the more they acquire the language , and the more they learn how to communicate by using it. As it is argued by Nunan that listening in language teaching has several important influence as the result of developing the communicative proficiency(07). So, we can asume that the success in the listening skill reflects the success in the speaking skill .

2.3. Definition of the Listening Skill

Listening is a mental process of recognizing the oral sounds of the language . It is defined by De Vito as a complex process which consits of five stages : receiving, understanding remembering, evaluating and mainly responding (411).

Many researchers like Joan Morely , richards and Renandya and other argue whether the process of listening is an active or a passive process . For example , Richards and Renandya believe that "Listening is the cinderella skill in the second language teaching'' (238) . According to this view , we assume that the listening skill is neglected and takes less

attention by teachers in EFL classrooms . Moreover it refers that listening is a passive process , where learners do not make big efforts during the process of recognizing the oral sounds of the language .

We extremely believe that listening is an active skill and it is wrongly considered as a passive skill because learners use their mental abilities and hard efforts of thinking and processing , to comprehend language sounds and understand the meaning of the words .

Researchers like Woodward believes that, being able to listen to the target language is when being able to :

-recognize sound , words and phrases .

-get the general idea, remember silent points and predict what's coming next .

-understand the discourse type or genre you are listening to.

-get used to listening to different types of people for differing lengths of time .

-screen out what you are not interested in and focus on what you are interested in.

-deal easily with accents and dialects.

-interpret a message against a background of expectations and respond accordingly .

-being able to distinguish between important and unimportant information (i.e"get a gist'').

-being able to follow the structure of talk ("keep track''). (92).

Researchers have offered to use two models to describe the listening process. Nunan, for example, points out that in order to develop approprriate approaches to teaching listening,

is to take into account two models of listening that can be identified as follows : « the bottom-up and ''top-down » processing models (235).

      a)   **The « bottom-up » model:** according to Buck the model emphasize on decoding of the smallest units of language (phonemes and syllables) to lead us towards meaning to understand what the speaker means (02). This is means that the bottom-up model concontrates on the linguistic forms of the words,bin order to deduce its meaning (from the linguist level to the semantic level).

      b)   **The « top-down » model:** Richards and Renandya state that the ''top-down model'' involves the listener in actively constructing meaning based on expectations, experience. Inferences, intentions and other relevant priorknowledge, based on the language data; because itserves as cues to activate this « top-down »processand to predict and understand the language content (235).

It means that, the model rely on the prior knowledge of the context in order to understand the meaning of the language words.

Both ''bottom-up'' and ''top-down'' models play important roles in the listening skill. They are necessary for developing learners' degree of understanding of the linguistic and the semantic forms of language. Consequently, teachers should make activities according to the listening models, to reach a successful communicative situation in the classroom.

2 .4.Levels of the Listening skills

Planning a listening task is usually based one three main different levels which are : Pre-listening, While-Listening,and Post listening level . These levels are similare to any other lesson plan in which the teacher should prepare his goals and objectives, to be achieved by the end of the lesson.

a)   **Pre-listening level:** is when the teacher introduces the new vocabulary items that the learners are expected to hear in the recording. The aim of this stage is to explain the difficult terminologies for students and ensure the maximum understanding of the listening task. According to Schmidt –Rinehart :

The use of any activity, alone or in combination, will serve to activate their linguistic and non-linguistic knowledge that will help them to expect what they will hear. The key to effective pre-listening activity is to heighten the degree of relevance for listening, so that students feel motivated to listen and will activate they know as they listen (Cited in Rost 142).

So according to Schmidt-Rinehart the pre-listening stage enriches the students' linguistic knowledge , which make it easy for them to understand the listening recordings. Also, it motivates them to listen and develop their linguistic knowledge as well as their speaking skill.

b)   **While –listening level :** in this level,the students hear the input once, to be able to answer thgiven questions. Usually the teacher checks their answers in pairs or groups, in order to give them confidence and to open up any areas of doubt. According to Field,this stage is usually divided into two main components :

-Extensive listening : it is the several repeated times of listening to a piece of record.

followed by general questions to establish the genaral meaning field argued that it is a highly effective way to develop litening skill outside the classroom (14) .

-Intensive listening : refers to listening to precise sounds , words, phrases, grammatical and pragmatic units, followed by detailed comprehension questions and checking answers (Rost 138).

c) **Post- listening :** in this stage, students check answers, discuss

difficulties, and respond to the content of the passage, usually orally, sometimes in writing.

Fienld states that the post listening stage helps students examine functional language and

inferring vocabulary meaning of the task (14).

To sum up, there are three basic stages of the official format of a good

listening lesson that teachers should follow if they want to achieve their goals towards the

listening skill.

2.5.Samples of the Listening Activities

There are defferent kinds of listening activities which help teachers tofacilitate

the process of teaching the second language, in order to provide foreign learners opportunities

to listen to the TL.

Generally, in the classroom listening activities are considered as the authentic

presentation of any foreign language. The following listening activities are the mostly used

activities in the EFL classrooms :

a)   **.Listening to Songs**

It is the most common listening activity , which often presented in the EFL

classrooms. According to Wilson,

-   Music brings dimensions and emotions to the classroom.

-   Songs can be enjoyable, memorable and stimulating for students.

-   Learners who may feel shy when pronouncing words in a foreign

-   Language in front of their peers often fell less initiated when the

-   words are those of a famous singers(50-52).

So , listening to songs has different advantages. The are considered as a motivational

factor for the students ; because usually students enjoy songs and they memorize them easily .

Songs minimize the students' feeling of shyness when they attempt to pronounce words in front of their classmates, as they help them to focus on the aspects of pronunciation and accents of the the target language speakers to rich the students' vocabulary knowledge .

Listening to songs is always based on authentic materials such as : MP3-players ,CD players , such materials bring a good atmosphere inside the classroom which make the students' motivational .

Thus, Teachers should give students the oppertunity to select or bring songs of their choise to the class, songs which are familiar to them and they usually like to listen to, because such kind of collaboration among the teacher and learners will create active and united classroom.

b).Providing Videos

Recently, the activity is being applied in EFL classrooms it is when the teacher provides learners with listening task through a video presentation. The advantage of video is very significant because students are able to listen and watch at the same time .

Videos have an important role for motivating students' interest, especially for beginner learners because they provide a realistic listening practice,ofcourse with their combination of color, action, actors and stories.

Stempleski emphasizes the key role of the teacher in the use of video saying that it is the teacher but not the video, who can make any video-based lesson fruitful experience .

It is the teacher who chooses the video that he thinks that will facilitate active learning (Cited in Richards and Renandya 364). So,the teacher is responsible for selecting the good video for the learners in order to achieve the success of the video presentation.

c) . Using an mp3-player for intensive listening

Intensive listening is a basic factor for language learning. It provides learners with a closed experience to the foreign language, which enable them to enhance their speaking skills. The process of this activity requires from the teacher to play the record several times, then he asks the students comprehensible questions to check their degree of understanding the record.

Here is an exemple of the activity, in which the teacher asks the students to listen and underline the word they hear in rhe recorded passage, certainly after a long intensive listening:

          1) a-soup   b-sue

          2) a-watching   b-washing

          3) a-taught   b-thought

d). Storytelling

Storytelling is one of the famous listening activities in EFL classrooms. It is when the the teacher selects a story from his own choice to narrate to students, in order to deduce the general meaning of the story and constructe new language structures and vocabularies items upon to it .

Storytelling activity is a motivated source for the students because usually they enjoy and like it more than other listening activities. Thornbury argues that ''Storytelling is a universal function of language and one of the main elements of any casual conversation'' (95). This means that, storytelling is a source for learners to have functional conversations about the general meaning of the story .

Richards and Renandya assume that, storytelling should be promoted with cartoons and picture sequences to give it a kind of vitality and mobility , in order to gain students' attention (2010) . We agree totally with the idea of mixing the oral sounds of the story when it is told by the teacher and its real realization by using attractive pictures and drawings because all these elements add such a nice atmosphere to the story, where the will be attracted and interested to hear the story till the end .

Teacher should choose significant and good stories that are likebale by students, also they should convince their students to bring their own stories and share them with their classmates .

e). Listening to Taped Dialogues :

The activity is in form of different typed dialogues that have been told by native speakers of the target language through audio CD files . Listening to taped dialogues helps the non-native learners to recognize the dfferent aspects of the second language such as : pronunciation, accents, intonations ….etc.

Richards and Renandya state that listening to taped dialogues gives students oppertunity to work together in a collaborative atmosphere on an information-gap activity such as filling the gaps of the dialogue's missed words, answering the dialogue's question toghether ; in order to reach an agreement meaning of the dialogue(209).

According to what is stated by the researchers above, listening to taped dialogues is a collaborative activity among learners because they participate all together in order to perform different tasks like : filling the gaps, answering the questions to obtain the entire meaning of the dialogue .

To sum up, we can say that the only way to improve the learners' oral comprehension is to spend many hours in practicing the listening skill, using different types of classroom activities that provide the learners with the oral input in form of storytelling, taped dialogues, songs …etc. alsothey should practice listening outside the classroom for instance : to the news, watching movies . . . since they are a very useful way of learning English.

2.6.The Listening Skill Difficulties

In foreign or second language, learners face many challenges and difficulties with the listening skill. These difficulties are whethere related to the students themselves.or to the level of language such us : lack of motivation, anxiety, difficulties at the phonological level .

a) – Lack of motivation :

One of the factors that frustrat the process of learning and teaching the foreign language is the lack of motivation . Lack of motivation in the listening skill appears usually in form of boring, uninteresting listening topics that students get bored of them. In addition, it appears on the students' poor vocabulary package that leads them to be unmotivated to involve themselves in the classroom discussion.

According to Wilson, Motivation has has a vital role for acquiring the foreign language and enhancing the aimed communicative skills and the L2 learners become better listeners when they are motivated (41). So, the role of motivation is very important for acquiring yhe second language and developing the students' speaking skills in order to be proficient listeners and speakers of the target language. Thus, teacher should create motivational classrooms for students in order to be able to participate toghether in an active atmospher.

b) – **Anxiety :**

It is the second main obstacle that hinders the learners' listening ability. Anxiety is the strong feeling of fear and embarrasment towards what might happen through the learning process in the classroom, where learners' main focus is on what is wrong with them rather what is right .

We do believe that the learners are influenced by all these factors, in other words, when they listen to a piece of record and find it difficult directly, they will feel uncomfortable and doubt about their achievements towords this task.

Therefore, learners need to be more optimistic and high confident to achieve their learning goals.

c) – **Difficulties at the Phonological level :**

English as a foreign language is known by its complex accents and pronunciation. Therefore, the EFL learners may face many obstacles to understand the native speakers' speech. The reason behind this difficulty is due to the learners' poor access to the foreign language. Hence, in order to get over with this problem, students are required to listen as much as possible to the native speakers' speech, for example through watching movies, listening to songs . . . etc. in order to get used to their different and complex pronunciations.

3. Teaching the Speaking Skill in EFL Classrooms

Generally, the basic aim of learning the second language is to develop and master the speaking skill, and carrying out on spontaneous conversation fluently in the taget language because mainly the success in the foreign language is apeared through the speaking ability more than the other language skills.

According to Luoma, teaching speaking is a hard task for EFL teachers due to its complex and difficult nature, therefor, developing the speaking skill takes a long time. Strong efforts and abilities from the side of the teacher and the learner as well, in order to enhance the students' speaking proficiency.(01).

We believe that teaching speaking skill in EFL classrooms is a mater of time that learners spend in practice. Therefore, speaking practice is the most essential factor for learners to improve their speaking abilityin order to function effectively in different situations by using the target language.

3.1.Definition of the Speaking Skill

Speaking is a basic skill that language learners should master with other language skills. So, what is speaking skill ? How do linguists define it ?

In general, speaking skill is defined as a productive, active and complex skill of sending the language through the use of the verbal expressions.

Scott has defined it as an interactive process and communicative ability of constructing meaning that involves producing and processing information in order to achieve the communicative goals(16). Woodward believes that, being able to speak means being able to :

- Use different parts of the mouth and body from those needed in your own language.

- Make individual sounds and combine them.

- Produce correct stress on individual words, depending on the meaning you want to convey .

-Use intonation (including tones across discourse).

- Work with appropriate rhythm and pace.

- Express your own meaning and you own personality by choosing from a range of physical and verbal expressions.

- Interact with people appropriately, repairing breakdown of messages, taking turns and speaking alone for short and long periods.

- Describe, agree, beg, plead . . . etc. and all as naturally as possible (93).

Generally, speaking is regarded as the target skill which learners' main goal is to achieve a success upon to it. Thus,teachers should focus on teaching the skill in order to develop the speaking skills of their learners.

3.2. Samples of the Speaking Activities

Unlike the listening activities, there are different types of speaking activities which provide the learners with great opportunity to practice and use the language inside the classroom. Furtehermore, they create a motivational atmosphere that supports the learners and encourage them to boost their speaking abilities. Role-plays, free discussions, debates, conversations, and problem solving are among the most common speaking activities in EFL classrooms.

a) – Role play :

it is one of the most famous speaking activities in EFL classrooms. Role play is the performance tasks by the learners in which they select a significant issue and perform it in front of their classmates. Ususally, students choose the subject of the role play according to the messages that they want to convey, or to the goals that they aim to reach by the end of the play.

It is stated by Doff that, in role play students imagine a role (e.g. : a police officer, a shop assistant), a situation (e ;g. : buying food, planning a party), or both to perform it in a fun or dramatic form ; this is depends on the message he/she wants to convey for the presenters (136) .

Role play is considered as a funny and motivated activity for learners and a basic element for developing their ''oral production'' because acting requires practice by the use of language. In addition, it is a good techniqueto provide interaction in the classroom among the learners. All in all, role play is an important speaking activity for the learners.

However, the role play is more considered as a performance activity rather than a speaking activity, where the teachers evaluate the students through their way of acting rather than focusing in their speaking weaknesses.

But,the role play still an importance activity in the classroom and the students enjoy it too much.

b) – Debates and free discussions :

This activity considers as the basis of spontaneous interaction among learners.

Debates and free discussions activities require from the learners to discuss and debate upon specific topics, by being totally free to speak, express them selves, sharing experiences with peers, and agree or disagree . . . etc.

Buck claims that free discussion involves putting two or more people together and asking them to have a discussion on particular topic ; in which they talk from their own experience on topics which they have a sufficient knowledge about it in order to lead to a successful interactive atmosphere among learners (166) .

Debates and free discussions may develop many aspects of communication because learners can listen, speak, understand and answer at the same time by using the target language.

c) – **Problem – solving:**

Problem solving is a collaborative activity among the learners in which they attempt to gather information about the problem and understand it in order to find solutions for the given problem.

Problem solving task gives more ineraction rather than debating or free discussion tasks because the nature of the activity requires the students become more interactive to suggest soloutions, give reasons, accept ideas, change or refuse opinions for the problem.

d) –**Conversation:**

It is the learners' formal interaction in the classroom which based on different conversational topics. Through this activity learners are asked to give their opinions and share their experiences according to the topic ;

Conversation topics should be different and varied between real life and affective subjects. Nolaxo and arthur suggested some conversational subjects, such as ; Family life, Sport, Change, Holidays, Pleasures, Money,Personal Experiences, Dreams, Food and Health . . . etc. (12-16).

During the conversation activity learners face many difficulties which lead them to misunderstandings and breakdowns in communication. According to Carter and Nunan who state that, difficulties in conversation arise at the level of phonological system (sounds,

pronunciation, accents . . . etc.), grammatical structures (verbs, nouns, preposition . . . etc.), and word recognition (between the written and the spoken from) (10).

3.3. Difficulties of Speakin Skill

Generally, EFL learners could face a lot of speaking problems which mislead their communicative achievements towards the target language . Lack of practice, lack of self-confidence and the fear of making mistakes, and mother tongue use, are the most common speaking difficulties.

a – Lack of practice :

Many EFL learners have the academic knowledge of the foreign language but unfortunately they do not have the ability to speak appropriately. The main reason behind this problem is due to the learners' poor speaking practice inside the classroom because teachers usually focus on teaching the foreign language as a matter of giving learners sufficient input,including rules and theories of the language rather than teaching them how to use the language successfully in the classroom or in other situations.

Obviously, language practice is the main factor of developing the speaking skill, based on different kinds of speaking activities and assessment tasks. Therefore, teaching the FL is the combination between teaching its grammatical rules and teaching how it is used in real life situations.

EFL learners should practice the language in different situations outside the classroom such as : home, street, cafe shops . . . etc. to be accustomed to the language in order to develop their speaking abilities in English

c – **Mother tongue use :**

In EFL classrooms, usually students use words from their native language because of their lack of the vocabulary of the target language, or because they feel more comfortable and less stressed when they use their native language.

Consequently,learners will not be able to develop their language abilities, if they keep on being influenced by the use of their mother tongue. This is why,teachers should give strict instructions to the students not to use their native language inside the classroom, and try to learn the most used vocabularies of the target language that help them to interact and speak freely.

d – **Lack of self-confidence and the fear of making mistakes :**

One of the psychological problems that students always suffer from.

Lack of self-confidence and the fear of making mistakes are among the most common psychological problems that lead the students to hesitate or even refuse to intervene in the classroom discussions, because of their lack of self-confidence and afraid of being criticized by other students or corrected by the teacher.

Teachers' role in this case is encourage students to speak freely without paying a big attention to their mistakes, also they should build the students' self-confidence by motivating them to do their best.

Stress, anxiety and lack of motivation are other factores that obstruct the students' speaking abilities. Therefore, developing oral abilities in the foreign language classes can be enhanced only in a relaxed atmosphere. Where the teacher and the students feel confortable.

Conclusion

Through this chapter, we have focused on teaching the Oral Expression course in EFL classrooms as listening and speaking considered as the main skills of teaching it. Listening and speaking are the communicative skills wich are taught according to different activities and tasks. In both skills learners face many difficulties which they defeat their abilities. Teachers' role is to help them to overcome their difficulties and develop their foreign language

Introduction

In this chapter we will discuss how podcasts that are made for second language (L2) learners can be used in (L2) classes to promote listening comprehension and boost their speaking skills. The chapter fist defines and gives the history of podcasts and offers types and practicalities of podcast without forgetting to mention the advantages and disadvantages of using podcast in EFL classrooms, because it is an important point to mention at the end of the chapter we provide a model of podcast.

1. Definition

The Oxford English Dictionary (2005) defines a podcast as "a digital recording of a radio broadcast or similar programme, made available on the Internet for downloading to a personal audio player".

The merit of podcasting lies in the fact that one can listen at one's own convenience, at any place, any time and at one's own pace. When they are downloaded using Apple iTunes podcasts can be played directly within the program. We can use the computer for listening to a podcast. One can even create a podcast with the help of podomatic, a company that creates specialized tools that offer provision for creating, sharing and listening to audio and video podcasts.

a) Podcast - A digital media file, or a series of such files, that is distributed over the Internet using syndication feeds for playback on portable media players and personal computers.

b) RSS (Real Simple Syndication) Feed - An XML format that is used to define channels of information such as title, author, description, dates when podcast and episodes were created, etc.

2.   CHARACTERI STICS

A podcast can be:

• a one-time production.

• a serial production where new "episodes" are produced daily, weekly, or monthly.

• downloaded automatically when the author or "podcaster" uploads new content.

• listened to whenever and wherever.

3.   History of podcasts

Tristan Louis drafted the initial concept of what would evolve into podcasting in October of 2000. The concept proposed the theoretical framework for altering the RSS (Really Simple Syndication) specification to distribute data files. Dave Winer, an author of the RSS format, established the technical specifications for a new element named "enclosure" that would pass the URL of a media file to a RSS aggregator for download. Adam Curry assisted develop and promote the medium, creating the first podcast, the Daily Source Code in August. Curry, along with Ron Bloom, started the company PodShow, devoted to helping people learn how to podcast, publish podcasts, and find podcasts to enjoy (Wikipedia.org).

4.   Types of podcasts

Salmon et al. states that there are three main types of podcast**:**

a.   "Audio podcasts contain sound only" (3). These are like radio. They are generally in mp3 format. They can be made on both PCs and Macs and can be played using an mp3 player. This is a popular form of podcasting as they are relatively easy to make and the resulting files are generally small. [Preferred file type .mp3]

b.   Video podcasts "Video podcasts contain sound and imagery, such as moving and still pictures." (4).These are like TV. Generally, they are large file sizes. When making them, you need to be careful with compression technologies as choosing the wrong format may make it impossible for the file to be played on both Macs and PCs. [Preferred file type .mp4

c.   Enhanced podcasts. "Enhanced podcasts are an extended version of audio podcasts capable of displaying additional information such as still images, weblinks and chapter markers." (5). The commonest educational form is a PowerPoint or Keynote presentation with an audio track. The main advantages of these types of podcast are their small file size compared with video and that they can be chaptered. Enhanced podcasts enable the audience to jump directly to a slide they wish to view in the podcast. [Preferred file type .m4a or .m4b]

5.   Practicalities of podcasts

a.   Personal podcasts

The personal podcast is a recording made by a person on a given topic. This kind of podcasts is often incorporated within personal blogs, and their language is informal, oriented toward an online community with a similar interest (health care, cuisine jokes…etc.).

b.   Educational podcasts

The educational podcast is usually for beginners or intermediate-level learners. These programs are created by both individuals and organizations to teach self-motivated learners. The podcasts are often organized like curriculum program to support learning processer. (Guikema 172)

c.   **News podcasts**

The format of the news podcast follows the structure of the news. This type of podcasts is characterized by its authenticity. Furthermore, the unlimited variety of topics dealt with increases the possibilities for language learning utilities.

6.   Authentic materials

"Authentic materials - also known as realia - can be described as anything created for native speakers of a language." (miscositas.com)

Podcasts can be used to offer learners with examples of real speech and other authentic materials. Moreover, podcasts could be used as a enhancement to syllabuses, a source for authentic listening materials. He adds use of podcasts in ELT programmes is a technique for students to gain information on particular facets of the language such as idiomatic languages or grammatical structures. Additionally, the production of podcasts gives students with plenty of expressive language use, which is highly appropriate for second language acquisition

ELT podcasts can be used for extensive and intensive listening activities. Nevertheless, ELT podcasts are mainly appropriate for extensive listening, for the reason of motivating student interest in listening to English, and providing them with exposure to native speakers' speech. Additionally , podcasts offer students several possibilities for additional listening both outside and inside of the classroom.

Most of ELT podcasts are created by language instructors or native English speakers involved in teaching English, and emphasis understanding real speech in the form of scripted interviews, news stories and academic lectures. Hence, the use of podcasting can transform classroom instruction when students begin to listen not just to music, but also to language

learning materials that are included in the curriculum. Actually, acquiring authentic pronunciation can be more possible if the exposure to the authentic materials is adequate. Therefore, one goal of the incorporation of podcasts into ELT programmes can be subscribing to course podcasts so that they become part of learners' daily listening routines to fill the learners' ears with authentic pronunciation/accent.(Rashtchi 121)

7.   Advantages and disadvantages of podcasts

a)   Advantages of Podcasts

Podcasting offers language teachers and students a wide range of possibilities for extra listening practice both outside and inside of the classroom. Moreover, podcasts enable students to practice listening in a self-directed manner and at their own pace. They can increase the kinds of English language listening practice materials available for the students to use in a variety of ways. Furthermore, podcasts provide increased connectivity among different elements of the course, and they give the language teacher a wealth of materials for teaching listening skills.

It is thought that podcasting is particularly beneficial for English learners as it provides a means for students to get access to 'authentic' listening sources about any topic they are interested in. Teachers can take advantage of podcasts as a basis for comprehension exercises,

Since Podcasts can be viewed or listened to anytime, anywhere. You do not have to be attached to a computer in order to review the files. Audio and videos files can be supports and complements for studying. These files can be inexpensively and quickly created and uploaded. Thus, lectures and presentations can be easily accessed regardless of time and location, offering flexible learning options for students and employees. On the other hand, podcasts are easy reached. In other words, you can easily reach your students. More importantly, the information

that is sent can be suitably accessed. Podcasts do not have expiration dates and they can be permanently archived. (McCarty 68)

b)   **Disadvantages of Podcasting**

Podcasting can be used by professors as a means to send or receive information from students. Nonetheless, a disadvantage to this form of information is that the Web is such a vast and anyone from anywhere can publish files. Consequently, instructors and teachers have to check if the files and data published are verified. It is very time consuming for larger files. And It is also estimated that it takes 45 minutes to produce an 8 minute podcast. Another disadvantage of podcasting is editing and uploading files. Large files will demand not only a broadband connection, but also a connection that is fast enough. Podcast creators will also need to make certain that the file formats they use will be compatible to other devices and not just iPods. (McCarty 69)

8.   **Pedagogical implementations of podcasts**

Podcasting can support principles advocated by several theories of learning, such as the use of authentic materials, informal and lifelong learning, (Rosell-Aguilar, 475).

Podcasting also fits with mobile learning, which takes place "when the learner is not at a fixed, predetermined location, or when the learner „takes advantage of the learning opportunities offered by mobile technologies" (Kukulska-Hulme 271).

Podcasting offers numerous possible benefits: for example, the materials are delivered in a format that is moveable, useful and easy to use, and easy to access. The student can control the pace at which the information is conveyed to them , for example. The format is also inspiring and attractive. For example, students can be asked to listen to material as homework for

discussion during a class, allowing the tutor to make the most of their interaction time with students. The delivery medium, format, portability, make this technology worth of consideration. (Thorne & Payne 385)

The podcast can be used for a range of purposes:

• Summarize a difficult concept, or add more details.

• Record in-class dialogs where students can become part of the content design process.

•Concentrating on areas of common misunderstanding

• Exemplary use of spoken languages

• Recordings of sessions or lectures

9.   A model of Podcasting

Factor	Options
1. Pedagogical rationale	Limitations of lectures in teaching complex and difficult topics Limitations of conventional approaches in teaching use of software tools Limitations of conventional feedback approaches Issues faced by first-time online learners Issues faced by distance learners Developing competency in: • collaborative skills; • active learning skills; • presentation skills; • essay writing skills; • reflective skills;

		• research skills; • articulation and communication skills. Improving the usefulness and attractiveness of teaching and learning resources
2.	Medium	Audio podcasts Audio + vision podcasts
3.	Convergence	Integrated with other media such as a VLE Stand-alone
4.	Authors and contributors to podcasts	Subject or module lecturer University teachers Other university staff Fellow students Senior students Other stakeholders (experts or local community)
5.	Structure of podcasting	Single-session podcasts Multiple sessions (weekly, fortnightly or monthly podcasts) Targeted podcasts for specific sessions, such as assessments or exams
6.	Reusability	Temporary or reusable podcasts
7.	Length	Short or long (less or more than 10 minutes) podcasts
8.	Style	Formal, informal; and style of presentation: monologue, dialogue, interview or other
9.	Framework	Signposting, navigating, planning
10.	Access system	Via VLE A feeder service (RSS)

Table 1: A 10-factor podcast development model (Salmon et al. how to create podcasts.155)

10. How to create podcasts

a) **Equipment for podcasting**

You need a computer with a microphone and speakers. Or 'headset' that comprises both. The quality of the microphone determines the quality of the recording. So, You will not need the highest quality for podcasting

b) **Preparing to record**

make some simple checks before you record to avoid technical problems. For a good sound recording, the peaks of the sound wave should be moderate to ensure that the sound is clear. To achieve this, the microphone volume for your computer needs to be set correctly

Try with the distance between your mouth and the microphone: increasing the distance will decrease the level of the recording volume; decreasing the distance will increase the volume.

c) **Using your Voice**

You should make your speech attractive by taking into consideration the rise and the fall of your tone because a podcast made by a speaker with animated vocal expressions is more effective than a monotonous tone.

d) **Software**

Several software packages are available for editing audio files. Audacity offers the characteristics needed to produce high-quality podcasts. Audacity allows you to record multiple audio tracks that can be put together to create a seamless recording. However, Audacity does not

have the ability to create MP3 files. You need to download a small program, called

"lame_enc.dll", from the internet and install it on your computer. Make sure you do this before

you start using Audacity.

e) **Recording**

After you have successfully installed Audacity on your computer, follow these steps.

1 Start recording: Set the Input Device as Microphone. Press Record and start speaking.

2 Listen: It is a good idea to play back and listen to your recording to verify the sound

quality!

3 Correcting mistakes: If you make a mistake, you do not need to start again. Be silent for

a while. This produces a flat line in the sound wave, which you can use to recognize the mistake

later. If you need time to compose yourself, click on the Pause button to stop the recording until

you are ready. Then click the pause button again to continue recording. Once you have clicked

Stop, listen again to the section in which you made the mistake and decide exactly which part

should be removed. Once you have chosen the part to be removed, highlight the unwanted

section using the Cursor and the left-hand mouse button. To remove this section press the Delete

key on your keyboard: the sound wave will readjust itself and shorten the length of the recording

by the amount of time removed.

f) **Adding extra dialogue and sound tracks**

If you miss something out, you can record the missing dialogue and insert it in the

required location.

g) **Save your podcast**

To save your podcast, select Save Project As … from the File Menu. This option saves the recording as an Audacity Project, which is a format with the file extension .aup. that can then be played back and re-edited only using the Audacity software. Therefore, you need to convert the .aup file to MP3 format. To do this, from the File Menu select Export As MP3. This leads to a Save window, which prompts you to name your recording and select where you would like to store it on your computer.

h) **Publishing your podcasts**

In order for your students to access your podcast, it needs to be stored online on a suitable server. You can place it on your Virtual Learning Environment (VLE) or institutional web server, or one of many websites that will host podcasts for you.

i) **Podcasts and VLEs**

When you are ready for your students to access your podcast, let them know by email that it is ready and where to find it. The message should encourage students to visit the course and download the podcast.

j) **Web-based podcasts**

You may choose to put your podcast on a website so it can be freely accessed. Several websites on the internet offer a small amount of free storage space and then require a subscription for additional space.

k) **Copyright**

Copyright law states that when a piece of work is created it is automatically copyrighted, even if a licence has not been applied for. Anyone who would like to use the work must seek permission from its creator before using it.

l) **Published literature**

In the academic world, we are used to referencing other people's work. However, with a podcast you should be especially careful because of the 'broadcast' element. Always ask permission of the copyright owner, who is not necessarily the same person as the author, if you want to use the work of others, whether from books, journal articles, websites or blogs.

(Salmon et al., how to create podcasts 13-28)

11. Considerations in making podcasts

Podcasting can be categorized as an m-learning strategy for teaching and learning; therefore, several concerns must be considered when using podcasts in higher education

a) **Quality:**

While content is important in podcast development, it is also necessary to devote effort to technical quality, such as sound and image quality or content organization. It is necessary to remember that podcasts can be reproduced on many different devices with different characteristics.

b) **Authenticity:**

Authenticity comes into play when thinking about who is making the podcast and why. Podcasting has many uses, ranging from simple explanations of a concept to descriptions of a

situation to opinions of individuals or organizations. For the latter, the question of individual freedom of speech is especially relevant.

c) **Technical Support:**

The use of podcasting implies the need for technology for its creation, storage (server), download (bandwidth), syndication, and maintenance. Moreover, a certain level of training is required for podcast creators and users.

d) **Censorship:**

Like many other course materials, podcasting is not regulated; and content may not be suitable for students.

e) **Privacy:**

As creators and users, teachers and students should establish the privacy level of the material developed during the course, regardless of the creator. (Flannigan and Calandra cited in Fernandez, Sallan and Simo 317)

Conclusion

In conclusion, podcasts meet the need for oral activities that are often otherwise neglected in the EFL classroom. Teachers may not realize that using podcasts actively can start in a low risk way that can be developed further if students show an interest. Talk radio podcasts offer the pedagogical potential for varying degrees of involvement in interaction and proffer student engagement that promotes effective and deep learning according to currently accepted cognitive theories. Subscribing to podcasts also has the potential to promote life-long learning that engages students in motivating authentic experiences with a global audience.

Introduction

This is the last chapter of the work. It is considered as the practical part in which we aim at analyzing the questionnaires gathered from the first year English students and the teachers of oral expression course. The entire goal of the study is to investigate the role of teaching oral expression course in enhancing students' speaking skills taking into account the four components which are involved in teaching the course of oral expression: the role of the teachers, the role of oral activities the role of pedagogical materials, the role of the learners.

According to the questionners, both teachers and students are expected to provide us with their opinions towards these four components of teaching the oral expression course, based on their experience in teaching and learning this course.

Along this practical chapter, we will explain the population which was chosen from the hole number of the students at English field, Biskra University. As well as, we aim to describe the nature of both questionnaires, to move towards the important part which is the analysis of the questionnaires. Finally, we set a brief discussion upon the students' and the teachers' responses, to come out with general recommendations according to the research and the replied questions.

1. The Students' Questionnaire

1.1 The Sample of the Questionnaire

The questionnaire is directed to (60) students from the total number of the first year LMD students' population about (513) at the field of English, Biskra University. The sample was chosen according to the (10) English classes, in which we selected randomly . The selection of such sample was based on the consideration that first year LMD students' main focus is to improve their speaking skill, in order to achieve a good level .

1.2. Description of the Questionnaire

The students' questionnaire contains an introducing part that is the General information part, where students are asked to specify their age and gender. beside to their choice and reasons towards English language. In addition to the general information part, the questionnaire contains other five separated sections.

The first section is entitled "Teaching Oral Expression Course" the section is consisted of (09) questions. All the questions are concerned with the process of teaching the Oral Expression course. For example, in question (01) students are asked about the skill that they want to be successful in, the question (02) is stated to ask students about the skill that their teachers give much attention . In question number (07) learners are asked if the Oral Expression course is the appropriate one for enhancing their speaking skill...etc.

The second section is entitled "Your Oral Expression Teacher". It combines four main questions concerning the Oral Expression teacher. For instance, question (01) is devoted to know whether the learners like their Oral Expression teacher, and stating if he/she an experienced (old) teacher, or a novice (new) teacher in question number (02). Question (03) is put to know about the efforts that the Oral Expression teacher makes for enhancing their speaking skill. Finally, in question (04) students are asked to describe their Oral Expression teacher.

The third section is devoted to "the Oral Expression activities". It contains five questions which they are all go around the types of activities that are presented in the Oral Expression course and the learners difficulties towards them.

The section four is "the Oral Expression pedagogical aids". It is a set of four questions concerning the types of aids that used in teaching the course and whether they are enjoyable and motivated aids.

The last section is number five it is under the title of "The Oral Expression learners" . it contains six questions concerning the role of the learners in the course of Oral Expression . For example , in question (01) students should state whether they enjoy the session of Oral Expression . Question number (3) is set to have an idea about the reasons behind their poor speaking interaction in the classroom , and if they try to speak outside the classroom in question number (4) …etc .

1.3. The Analysis of the Students' Questionnaire

General information

Q01) Age

Learners' age	Number	%,
17	4	6.66
18	17	28.35
19	15	25
20	10	16.66
21	8	13.33
More than 21	6	10
Total	60	100

Table 02: Learners' age

Since they are beginner students the higher percentages divided between the students whose age is 18 year old (28.35%) and whose is 19 years old (25%). The least percentages are devoted to the students whose age is 17 (6.66%), to whose are 20 (16.66%) and to the students whose age is 21 (13.33%). The table shows that only (10%) of students whose age is more than 21 because logically they study in other high levels rather than first year level.

Q2) - Gender

a)- Male b)- Female

Learners' gender	Number	%
Male	05	08.33
Female	55	91.67
Total	60	100

Table 03: Learners' gender

Because of the large number of females and the small number of males who study in the foreign language classes, we notice that more than the half who answered the questionnaire are females (91.67%), whereas only (08.33%) are males.

Q3) -Your choice to study English was?

a) – Personal b) - Imposed

Learners'	Number	%
Personal	53	88.33
Imposed	7	11.67
Total	60	100

Table04: Learners' English choice

These results inform us that, most students whose choice of learning English was personal (88.33%), but(11.67%) who was obliged to learn English. Therefore, those who were imposed to study English is due to their poor average or their parents' decision.

*Q4) - **Do you learn English because?***

a) You want to improve your English communication

b) It is easy to learn

c) You want to obtain a university degree

d) It is the language of the world

Options	Number	%
a	34	56.66
b	2	3.33
c	11	18.33
d	13	21.68
Total	60	100

Table 05: Learners' goals of learning English

Concerning this question, more than the half of students (56.66%) stated that the reason behind learning English is because they wanted to improve their English communication. We can see that, it is a reasonable percentage since most students focus on developing their communicative abilities rather than other skills.(21.68%) of students learn English because it is the language of the world. It is estimated the same percentage (18.33%) of students who chose to learn English to obtain a university degree, whereas only (3.33 %) of students who learn it due to its easiness. Therefore, it is not an expectable result that students learn English to improve their communicative abilities rather than to obtain a university degree.

<u>Section One</u>: Teaching Oral Expression Course

Q1) **- What is the skill that you want to be successful in?**

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

Options	Number	%
Listening	8	13.33
Speaking	32	53.33
Writing	13	21.66
Reading	7	11.68
Total	60	100

Table 06: Students' dominant skill

The table shows that the most and the first dominant skill that students want to be successful in is the speaking skill (53.33%). The Writing skill is in the second rank (21.66%). Whereas, the last two skills that students want to be successful in are listening (13.33%) and reading (11.68%). As a result, students focus more on the productive skills to achieve their English language success, but they ignore the receptive skills especially the listening skill which is considered as the important factor for developing their productive skills, in particular the speaking skill. This is due to their poor knowledge of the advantages of the listening skill in language learning.

Q2) **- In teaching the Oral Expression course, is given much important attention by your teacher?**

a) Listening b) Speaking

Options	Number	%
Listening	8	13.33
Speaking	52	86.67
Total	**60**	**100**

Table 07: Teachers' focus skill

According to the percentages provided, teachers give much more attention to the speaking skill (86.67%) in order to develop the students' communicative abilities but they neglect the listening skill (13.33%). Nevertheless, it has a great contribution in improving the communicative skills

Q3) **- Do you find speaking in English?**

a) Very easy b) Easy c) Difficult

Options	Number	%
Very easy	8	13.33
Easy	32	53.33
Difficult	20	33.34
Total	**60**	**100**

Table 08: Students' consideration in English speaking

The results obtained denote that(53.33%) of students find speaking in English an easy process , and a significant percentage (33.34%) of students who find speaking in English a difficult task. Less than the average (l3.33%) find speaking in English is very difficult. generally; it is due to the simple grammatical rules of the English students find it easy. Whereas,

students who find speaking in English difficulties may due to their poor knowledge during

the high school . Students who find speaking in English very easy is absolutely due to their

English speaking practice and their admiration to the language itself.

Q4) - **Its difficulties, are due to?**

a) No space of teaching speaking

b) Lack of practice inside the classroom

c) Fear and shame of making mistakes

d) If there are other reasons please, explain.

Options	Number	%
a	9	15
b	28	46.66
c	19	31.66
Other reasons	4	6.68
Total	**60**	**100**

Table 09: Students' English speaking difficulties

The findings shows that, most students' speaking difficulties are due to the lack of

practice inside the classroom (46.66%) and (31.66%) who find speaking in English difficult due

to the psychological problems of fear and shame of making mistakes. Only, (15%) of them argue

of its difficulty, because there is no space of teaching speaking in the classroom .(6.68%) of

students who provide other reasons for example, deficient English vocabulary items, lack of

time, the methodologies of teaching the course of Oral Expression, inappropriate settings . As a result, all these reasons are contributing in the students' speaking difficulties

Q5) - Do you try to speak inside the classroom?

a) Often b) Sometimes c) Never

Options	Number	%
Often	14	23.33
Sometimes	39	65
Never	7	11.67
Total	60	100

Table 10: Speaking inside the classroom

The table indicates that the majority of students try "sometimes" to speak inside the classroom (65%). Also, it indicates that (23.33%) of them "often" speak in the classroom. Only (11.67%) never speak inside the classroom due to the difficulties that mentioned in previous Those who speak just sometimes during the course are required to speak often and many times to practice the English language and improve it.

Q6) - Which of the following modules do you like much?

a) Written Expression b) Oral Expression If (b) give the main reasons.

Options	Number	%
Written Expression	17	28.34
Oral Expression	43	71.66
Total	60	**100**

Table 11: Learners' preferable module

On the basis of the table's findings, we notice that the highest percentage of students like the Oral Expression module (71.66%). whereas, only (28.34%) who like the written expression course. Students who choose the option (b) have provided a lot of reasons like:

- The Oral Expression course enables us to learn new English vocabularies and speak with full confidence .

- It helps us to improve our pronunciation and our speaking ability as well .

- It is a motivational course provides us with the opportunity to work in a cooperative atmosphere.

- Oral Expression course is the only course which gives us the opportunity to speak.

Q7) **- Do you think that the Oral Expression course is the most appropriate course to improve your speaking skill?**

a) Yes b) Somehow c) No

Options	Number	%
Yes	41	68.33
Somehow	17	28.33
No	2	3.34
Total	60	100

Table 12: the Oral Expression course's appropriateness

"Yes" the course of Oral Expression is the most appropriate course to improve the speaking skill was the answer of the majority of the students (68.33%).the students who choose the option of "somehow" were about (28.33%), and only(3.34%) of them who disagree with its

appropriateness. As a result, the majority of students believe that the course of Oral Expression is the suitable course to achieve their communicative abilities.

Q8) – Are the hours allotted to the Oral Expression course are sufficient?

a)Yes b) No

Options	number	%
Yes	13	21.66
No	47	78.34
Total	60	100

Table 13: Oral Expression course' allotted hours

The table indicates that, the majority of students stated that the time allotted for the Oral Expression course is not sufficient (78.34%). As well as, (21.66%) of them stated the oposit. We assume that, students who believe that the time allotted for the Oral Expression course is not sufficient means that they like and enjoy the course because they want to have more time in during it and vice versa.

Q9) **Do you have an idea about the whole programme of the Oral Expression?**

a) Yes, of course   b) No, not at all

Options	Number	%
Yes, of course	18	30
No, not at all	42	70
Total	60	100

Table 14: the Oral Expression programme

According to the result obtained from the last question of section one, it shows that(70%) of students do not have an idea about the programme of Oral Expression , and (30%) of them who have an idea about it. We claim that, the students must be aware of the Oral Expression programme like the other modules, because it will help the students to prepare their tasks and develop them beforehand .

Section Two: Your Oral Expression Teacher

Q1) **do like your Oral Expression teacher?**

a) Yes b) No In both cases explain

Options	Number	%
Yes	44	73.33
No	16	26.67
Total	**60**	**100**

Table 15: Students' and teachers' relationship

As an analysis to the data obtained from the table, we can observe that most students' responses were positive. It means that they like their Oral Expression teacher (73.33%). Nevertheless, (26.67%) of the students' responses were negative. In both cases students provided different reasons about their opinions. Those who like their teachers claimed that:

- The teacher let us speak and express our opinions freely.

- He has a good teaching method.

- He supports us and enhance our skills.

On the other hand, those who do not like them claimed that:

-He does not care about us.

-he has not a programme to stick on during teaching the course.

-he pays attention only for good students, in the same time he neglects the others.

Consequently, the teacher is the one who facilitates or impedes the course because he has the entire responsibility for the teaching process. Hence, the teacher is required to teach in a friendly and cooperative atmosphere where all the students feel at ease during the course.

Q2) - Is he/she?

a) An expert (old) teacher b) A novice (new) teacher

Options	Number	%
a	26	43.33
b	34	56.67
Total	**60**	**100**

Table 16: learners' consideration of their teachers

As it is shown through the table, half of the Oral Expression teachers are novice (new) teachers (56.67%), whereas(43.33%) of them are an experienced (old) once. Based on the results obtained, we assert that the Oral Expression course should be taught by experienced teachers, who have the ability to improve their students' communicative abilities.

Q3) **- Do you feel that he/she makes an effort to enhance your speaking skill?**

a) Very much b) Much c) Little d) Not at all

Options	Number	%
Very much	21	35
Much	22	36.66
Little	13	21.66
Not at alt	4	6.68
Total	**60**	**100**

Table 17: Teachers' efforts for their learners

The table shows that,(36.66%) of students who feel that their teachers have made `much' effort for enhancing their speaking skill . The approximate percentage is stated by students who believe that their teachers make "very much" effort to develop their speaking skill (35%). Students who choose the option (C) are about (21.66%). Only, (6.68%) who stated that their teachers do not make any efforts for the sake of enhancing their communicative abilities. According to the result, most teachers make great efforts to help the students to improve their English speaking ability.

Q4) **- How can you describe your Oral Expression teacher?**

a) Active, skilful and motivator

b) Creative and hard worker

c) Lazy, boring and careless

If others, please clarify

Options	Number	%
a	29	48.33
b	18	30
c	9	15
Others	4	6.67
Total	**60**	**100**

Table 18: Learners' description of their teachers

The results of the table state that,(48.33%) of students who describe their teachers as an active, skilful and motivator are about (30%) who describe their teachers as a creative and hard worker. There are only (6.67%) of students who describe their teachers as a lazy, boring and carless. There are students who give us other varied descriptions such as: the teacher is helpful and assistant, or he is lazy, serious and less skilful. We believe that, the nature of teaching Oral Expression course require active, skilful and creative teacher who have the ability to create new ideas and adapt with their students in a collaborative atmosphere.

Section Three: The Oral Expression Activities

Q1) **- What kind of activities are directed to you often?**

a) Listening, activities b) Speaking activities c) Performance activities

Options	Number	%
a	12	20
b	17	28.33
c	31	51.67
Total	**60**	**100**

Table 19: The kinds of Oral Expression activities

The findings obtained from the tables shows that, the Performance activities are the most often kinds which are directed to the students (51.67%). the speaking activities are the less directed kinds activities (28.33%), whereas, the listening activities are the least presented (20%). Therefore, the listening and speaking activities do not take much attention as the Performance activities.

Q2) -Are the activities presented in the classroom? :

a) Different and varied b) Limited in a specific kind

Options	Number	%
a	39	65
b	21	35
Total	**60**	**100**

Table 20: The description of Oral Expression activities

The table shows that, the most activities, which are presented, in the classroom are different and varied (65%), and there are (35%) of students who claim that their classroom activities limited to a specific kind. We strongly believe that, teaching Oral Expression requires different and up-to-date activities, which motivate the students to interact and introduce themselves appropriately.

Q3) - **What activity is most presented and repeated every time?**

a) Role plays b) Listening to songs c) Free discussion

If others please indicate

Options	Number	%
a	36	60
b	09	15
c	10	16.66
Others	5	8.34
Total	**60**	**100**

Table 21: The repeated Oral Expression activities

The answers obtained from the table show that, the "role play" is the most repeated activity in the classroom (60%). Free discussion is the second activity which most presented (16.66%). The small rate (15%) reflects that listening to songs is the least presented activity in the classroom. There are other activities that indicated by the students such as: 'synonyms and opposites', listening to teachers' talk. 'puzzles' we can deduce from the results that, the role play activity is the most repeated activity which students considered it as complex activity and limited with ideas. In addition, the activity of listening to songs is almost neglected in the classroom.

Q4) - **Do you feel that the activities presented are motivating and enjoyable?**

a) Yes b) Somehow c) No

Options	Number	%
Yes	20	33.33
Somehow	34	56.66
No	6	10.01
Total	**60**	**100**

Table 22: The activities' value

According to the table's findings, the students who feel that the activities presented are "somehow" motivating and enjoyable are more than the half (56.66%). The students who answered by "Yes" are about (33.33%). Only, (10.01%) of students who said that the activities are not enjoyable. We assume that, the students do not enjoy the classroom activities very much because they are limited to specific and boring tasks.

Q5) - Do you feel these activities improve your speaking ability?

a) Very much b) Much c) Little d) Not at all

options	number	%
Very much	15	25
Much	28	46.66
Little	10	16.66
Not at all	07	11.68
total	**60**	**100**

Table 23: The activities' degree of achievement

The table shows that, the Oral Expression activities are "Much" improving the students' speaking ability (46.66%), whereas only (25%) who believe that it is "Very much" that these activities improve their speaking skill. (16.66%) of students argue that "little" those activities contribute in their speaking skill and (11.68%) who believe that these activities do not improve their speaking abilities at all. Therefore, with activities practice and reinforcement students will develop their speaking abilities.

Section four: **The Oral Expression Pedagogical Aids**

Q1) **- How often do your teacher(s) use teaching aids in the course of Oral Expression?**

a) Very often b) Sometimes c) Rarely d) Never

Options	Number	%
Very often	8	13.33
Sometimes	31	51.66
Rarely	15	25
Never	6	10.01
Total	**60**	**100**

Table 24: The teaching aids degree of use

According to the results provided that, half of the teachers 'sometimes' use the teaching aids (51.66%) and only (25%) of them who 'rarely' use them. There are approximate rates divided between (13.33%) for 'very often' and (10.01%) for 'never' the use of the pedagogical aids.

Q2) **- What kind of aids do they use?**

a) Visual aids (board, pictures, Data Show)

b) Audio aids (tape record, language laboratory)

c) Audio-visuals (video tapes, computers)

If others please, provide

Options	Number	%
a	40	66.66
b	10	16.66
c	07	11.66
Others	03	05
Total	**60**	**100**

Table 25: The teaching aids' Kinds

Based on the table, the visual aids are the most used in the classroom (66.66%). the least two aids that are used are the audio aids (16.66%) and the audio-visuals one (11.66%). only one student who provide with the handouts as another teaching aid. Therefore, teaching the communicative skills should be based on authentic technological aids in order to facilitate the process of teaching.

Q3) - **Do you believe that teaching materials are necessary and helpful in learning the language skills (listening and speaking)?**

a) Yes b) No Why?

Options	Number	%
Yes	56	93.33
No	4	6.67
Total	**60**	**100**

Table 26: The teaching materials' necessity

The majority of students (93.33%) believe that the use of the teaching materials is necessary for developing their communicative skills, whereas, only (6.67%) who are against.

Students who choose the option 'yes' provided some reasons such as: the teaching aids develop

our listening skill and they bring a vital and motivated atmosphere into the classroom.

Q4) - Do you prefer learning based teaching aids?

a) Yes   b) Not a condition

Options	Number	%
Yes	41	68.33
Not a condition	19	31.67
Total	**60**	**100**

Table 27: learners preferable of teaching aids

The results show that,(68.33%) of students prefer learning based-teaching aids. Whereas

(31.67%) who believe that their use is not necessary. Normally, the advantages of the

pedagogical aids are so clear and no one could neglect them.

Section Five: The Oral Expression learners

Q1) - **In general, do you enjoy the session of Oral Expression?**

a) Too much b) Much c) Little d) not at all

please state why

Options	Number	%
Too much	27	45
Much	19	31.66
Little	10	16 *66*
Not at all	4	6 68
Total	**60**	**100**

Table 28: Learners' attitudes for the Oral Expression session

We notice from the table that the highest percentage directed to the first option (45%) where students like "too much" the Oral Expression session those who much like it are about (31.66%) whereas only (6.68%) who do not enjoy it. So, the students enjoy the session of Oral Expression providing with the reasons like: it gives us the opportunity to speak and practice English or it is interesting because it brings new ideas and vocabularies each time. Those who do not enjoy the session state that it is boring somehow and the teacher does not give us the opportunity to "free our minds"

*Q2) - **Concerning the Oral Expression activities, do you?***

a) Internet, speak and participate, freely

b) Try to speak and communicate, humbly

c) Keep silent along the whole session

Options	Numbe	%
a	23	38.33
b	22	36.66
c	15	25.01
Total	**60**	**100**

Table 29: Learners' attitudes for the Oral Expression activities

The table shows approximate rates between students who interact, speak and participate freely (38.33%) and those who try to speak and Communicate humbly (36.66%). Those who keep silent along the whole session are about (25.01%). It is a good result that the majority of students make efforts to speak and interact in the classroom using the target language.

*Q3) - **Your poor interaction in the classroom is it because of the:***

a) Lack of vocabulary

b) Lack of grammatical rules

c) Fear and shame of making mistakes

If there are other reasons please mention.

Options	Number	%
a	21	35
b	13	21.66
c	24	40
Other Reasons	2	3.34
Total	**60**	**100**

Table 30: Learners' poor interaction reasons

The table indicates that,(40%) of students whose poor interaction is because of Fear and shame of making mistakes. (35%) of them are due to the lack of vocabulary, and (21.66%) because of the lack of grammatical rules. Other students provided with additional reasons of their poor interaction such as: the teachers' poor experience, the crowded uncomfortable classes and mainly the inappropriate subject topics.

Q4) -Do you try to speak English outside the classroom?

a) Always b) Sometimes c) Never

why ?

Options	Number	%
Always	11	18.33
Sometimes	46	76.66
Never	3	5.01
Total	**60**	**100**

Table 31: Learners' degrees of speaking English outside the classroom

We can extract from the table that, (76.66%) of students who "Sometimes" speak outside the classroom . Those who "always" speak outside the classroom are (18.33). Whereas only (5.01%) who "never" speak outside the classroom. Students provide with some reasons such as: speaking English outside the classroom improve the communicative abilities in order to get familiar with the language. Those who never speak English outside is because of their fear of being criticized by other people, also they claim that it is something strange to speak English outside the classroom rather than Arabic or French. We strongly stress on the role of practicing English outside the classroom for more developing speaking abilities.

Q5) - Usually, how do you practice English?

a) Speaking outside in English b) Listening to English songs c)Through chatting with friends on the Net (Face book...) d)Watching English movies

Options	Number	%
a	11	18.33
b	17	28.33
c	6	10
d	26	43.34
Total	**60**	**100**

Table 32: Learners' techniques of participating English

It is indicated through the table that, practicing English through watching rnovies takes the highest rate (43.34%) by students. (28.33%) is unexpected result that devoted to practice through listening to songs. It is only (18.33%) of students who practice English outside the classroom and unreasonable result is devoted to practice through chatting with friends on the Net (10%). According to the results, the majority of students watch TV movies in order to practice and develop their English speaking while practice on the Net still very poor, nevertheless, of its wide spread perhaps it is because not all the students can access the internet easily.

Q6) **-As a fresh foreign language student, how do you consider your English speaking ability?**

Very good b) Good c) Average d) Poor

Options	Number	%
Very good	4	6.67
Good	6	10
Average	26	43.33
Poor	24	40
Total	**60**	**100**

Table 33: Learners' considerations of their speaking abilities

This table shows that, the majority of the students consider their English speaking ability between "average" (43.33%) and "Poor" (40%). There are only few students who regard their speaking ability as "good" (10%) or as "Very good" (6.67%). The result obtained is very reasonable because students still beginners to have a high level on English language.

1.4 FINDINGS

According to the analysis of the student' questionnaire, it is noticed that:

1. The students' main goal of learning English is to improve their language communication, rather than the focus on obtaining a university degree.

2. The most dominant skill that students want to be successful in is the speaking skill, whereas they neglect the other skills, especially the listening skill because they do not have a large knowledge about its advantages on improving their English speaking ability.

3. Students find speaking in English an easy task, but the majority of them find it difficult. The main reasons behind its difficulty are the lack of practice inside the classroom, and their psychological problems of fear and shame of making mistakes.

4. The majority of students prefer the Oral Expression module because it is the space where they speak and interact freely; without neglecting the importance of the written expression module, because it provides them with the essential language input in order to develop their language output.

5. There is no enough time, or an official programme for the Oral Expression course where learners can prepare their tasks before time.

6. The majority of students like their Oral Expression teachers, because they are experienced, active and motivators who make hard efforts to improve their communicative abilities. In contrast, there are students who do not like their teachers, because they are not experienced enough, unskillful and uncreative the do not make great efforts to enhance their abilities.

7. The most used activities in the classroom are the performance activities which are limited only to one task which is the role play. The majority of students find it not enjoyable and less motivating which it does not improve their communicative abilities too much.

8. The use of the pedagogical materials inside the Oral Expression course is limited where the

most used materials are in form of pictures. board or tape recorder. Nevertheless, students prefer its use because they motivate them and contribute in the development of their listening and speaking skills.

9. The majority of students enjoy the Oral Expression course because it gives them the chance to speak and participate freely.

10. The students' poor interaction in the classroom is due to different difficulties as such: lack of practice, fear of making mistakes and lack of the English vocabulary.

11. The majority of learners consider their English speaking ability as an acceptable and average level.

2. The teachers' questionnaire

2.1. The sample of the questionnaire

The questionnaire is administrated to ten (10) teachers of Oral Expression at the department of English, Biskra University. This number is a mixture between old and new teachers in order to collect different views about the role of teaching Oral expression in enhancing students' communicative proficiency based on the components that contribute in the process of teaching the course which are: the role of the teachers, the oral activities, the teaching materials and the role of the learners.

2.2. Description of questionnaire

The questionnaire consists of the general information part and five main sections. In the general information part the teachers are asked to identify their age, gender,and degree. They are also asked to state both the years they spend in teaching at the university and in teaching the course of Oral Expression.

The section one is entitled "teaching Oral Expression course". It consists of four basic questions, which all of them are concerned with the process of teaching the cours in terms of its

programme, time and its advantages for developing students' speaking abilities.

The section two is under the title of "The Oral Epression Teacher". This section is mainly directed to the teachers to state their basic objectives towards teaching the course of Oral Expression, and the efforts that they make for enhancing the language of their learners'

The section three is entitled "the Oral Expression activities". Its six main questions are administrated for teachers to investigate the types and the objectives of the activities that they are presented in the classroom.

The section four is "the Oral Expression Pedagogical Materials". It consists of five questions. All of them go around the role of the pedagogical materials in teaching the communicative skills. Thus, teachers are asked to provide us with the different aids that they use in the classroom and their impact toward the learners achievement.

The last section is number five which entitled " the Oral Expression learners". It is divided to four main questions, which are devoted to the teachers in order to ask them about their learners; concerning their techniques and difficulties for engaging in the communicative tasks of the Oral Expression course.

2.3. The analysis of the results

<u>**General information:**</u>

*Q*1) - Age

Among the ten (10) teachers, there are only four teachers who provided their ages. Tow teachers are in the age of 50 years old, one teacher is in the age of (31), whereas the other is (27) years old. Also, the rest are between novice and old teachers.

*Q*2) - Gender

a) Male   b) female

Option	Number	%
Male	06	60
Female	04	40
Total	**10**	**100**

Table 34: Teachers' gender

The table shows that, there are (60%) teachers who are males, and (40%) of them are females

*Q***3) - Degree**

a) license b) Magister

Options	Number	°%
License	03	30
Magister	07	70
Total	**10**	**100**

Table 35: Teachers' Degree

From the results we noticed that, there are (30%) of teachers who have the license degree and

the rest (70%) have the Magister degree.

Q5) **-How many years have you been teaching at the university?**

Options	Number	%
1-5	04	40
6-10	06	60
More than 10	00	00
Total	**10**	**100**

Table 36: Teachers' years of teaching at the university

There are (40%) of teachers who have been teaching at the university from 1 to 5 years. (60%) of them have been teaching at the university from 6 to 10 years and no one has been teaching more than 10 years. We assume that, the majority of teachers have an experience on the process of teaching the foreign language.

Q6) - **How many years have you been teaching the course of Oral Expression?**

Option	Number	%
1-3	7	70
4-7	3	30
total	**10**	**100**

Table 37: Teachers' years of teaching the Oral Expression course

It is shown from the table that, the majority of the teachers who have been teaching the Oral Expression course from 1-3 are (70%), whereas the others (30%) are from 4 -7. So, we notice that, the majority of the Oral Expression teachers arc novice and inexperienced teachers.

Section one: Teaching Oral Expression Course

Q1) - **How would you describe the course of Oral Expression?**

a) Motivational course for developing students' communicative skills.

b) A space for learners to practice English.

c) Uninteresting course, taken for granted.

If others please, indicate.

Options	Number	%
a	05	50
b	05	50
c	00	00
Total	**10**	**100**

Table 38: Description of the Oral Expression course

The results of the table indicates that, equal rates devoted to the motivational course for developing students' communicative skills (50%) and it is a space for learners to practice English (50%). This means that, there is no teacher consider the Oral Expression course as an uninteresting course and taken for granted, but all of them believe that the Oral Expression course motivate students to speak and practice the English language.

Q2) - **Concerning the programme of Oral Expression course, is it?**

a)   An official planning programme.

b)   Elaborated with colleagues.

Options	Number	%
a	10	100
b	00	00
total	**10**	**100**

Table 39; Programme of Oral Expression course

All the teachers are elaborated together to plan the Oral Expression programme, since there is no official planning programme.

Q5) - **Is the time allotted to the course enough?**

a) Yes b) No   If no, why

Options	Number	%
a	03	30
b	07	70
Total	**10**	**100**

Table 40: **Th**e **Oral Expression time**

Most of the teachers stated that the time allotted to the course is not enough (70%). Only (30%) of them assumed that the time is enough. The teachers who stated that the time allotted for the Oral Expression course is not enough provided some reasons such as:

- there are a lot of tasks which need to be done, but because of shortage time we can not perform them.

- the session is an opportunity for students to express themselves, but because of time this opportunity is not given

- the second language is hard to master its vocabulary so time always is not enough.

Q4) - **Do you believe that the course of Oral Expression is the appropriate one for developing students' speaking communicative abilities?**

a) Yes, of course b) To some extent c) No, not at all

Please, can you give a percentage?

Options	Number	%
a	08	80
b	02	20
c	00	00
Total	**10**	**100**

Table 41: The Oral Expression course' appropriateness

The results indicates that most of the teachers claim that the Oral Expression course is the appropriate one for developing the students' speaking and communicative abilities (80%), whereas only (20%) of them consider it 'to some extent' as the appropriate one. Consequently, there is no teacher neglect the contribution of the Oral Expression course in developing the students' communicative abilities.

Concerning the percentages, there are only six teachers who give a percentage about the Oral Expression course appropriateness for developing the students' communicative abilities. Most of the percentages were more than (50%) as it is shown on the table.

Teachers	Percentage
T1	95%
T2	80%
T3	70%
T4	60%
T5	50%
T6	40%

Table 42: The teachers' percentages

Section two: **The Oral Expression Teacher**

Q1) - **As an Oral Expression teacher, what are your main objectives towards teaching the course?**

a) To develop students' listening and speaking skill.

b) To develop students' self-confidence.

c) To develop their presentations forms.

d) To enhance their communicative abilities.

e) All of them

If others please, indicate.

option	Number	%
a	00	00
b	00	00
c	00	00
d	00	00
e	10	100
Total	**10**	**100**

Table 43: The teachers' objectives

It is obvious that from the table, teachers choose all the options that we provided but they put them in a ranking manner in which they focus more on the goal of developing students' communicative abilities and enhancing their listening and speaking skills .There is only one teacher who added the factor of motivation as one of his objectives towards

teaching the course of Oral Expression.

Q2) **-What is the skill that you give much importance in teaching the course of Oral**

Expression?

a) Listening b) Speaking c) Both

Options	Number	%
a	00	00
b	02	20
c	08	80
Total	**10**	**100**

Table 44: The teachers' skill focus

According to the table, most teachers focus on both communicative skills (80%), whereas only

(20%) of them focus on the speaking skill rather than the listening skill.

Q3) **- Do you make efforts with students to improve their speaking ability?**

a) Yes, of course b) Sometimes c) Not, too much

Please, how?

Options	Number	%
a	10	100
b	00	00
c	00	00
Total	**10**	**100**

Table 45: The teachers' efforts

Absolutely, all the teachers stated that they make efforts with students to improve their speaking ability. They provided us with some details about their efforts For example; they encourage them to talk without bothering about their mistakes and showing them how to start talking by expressing their views. They introduce to them motivational tasks and games in order to encourage them to think critically and being innovative. Teachers help students to cope with their anxiety, and other psychological problems in order to reinforce their self-confidence.

***Q4) -* Do you feel that your efforts are remarkable and achievable through the performance of the students?**

a) Yes, of course. b) Somehow. c) Not too much.

Options	Number	%
a	04	40
b	06	60
c	00	00
Total	**10**	**100**

Table 46 The efforts' achievements

The table shows that (40%) of the teachers' efforts are remarkable and achievable by students, whereas (60%) of them stated that their efforts are "somehow" remarkable and achievable through the performance of the students. From the results, we assume that the teachers' efforts are influenced by the classroom activities and learners' degree of readiness to realize these efforts.

Section three: Oral Expression activities

QI) - Do you often focus on?

a) Listening activities b) Speaking activities c) Presentation activities d) All of them

Options	Number	%
a	00	00
b	00	00
c	00	00
d	10	100
Total	**10**	**100**

Table 47: The teachers' activities focus

The table shows that, the teachers focus on all activities types but not on the same level in which they focus more on the presentation and the speaking activities, while the listening activities take the least focus by them.

Q2) - Are the activities presented in the classroom?

a) Different and varied b) Limited to a specific kind

Options	Number	%
a	10	100
b	00	00
Total	**10**	**100**

Table 48: The classroom activities

All the teachers claimed that the activities which are presented in the classroom are of different and varied types.

Q3) - **What is the most repeated and performed activity every time**

a) Role plays b) Listening to songs c) Free discussion

   If there are others, mention them.

Options	Number	%
a	06	60
b	00	00
c	04	40
Total	**10**	**100**

Table 49: The repeated and performed activities

The table findings stated that, the most repeated activities in the classroom are between role plays (60%) and free discussions (40%) whereas the listening activities are 0%. Teachers have added other activities as such: storytelling, problem-solving, intensive readings, critical thinking and games.

*Q4) - ***Do you allow your students to suggest some activities?**

a) Yes b) Sometimes c)Never Please, state why?

Options	Number	%
a	07	70
b	03	30
c	00	00
Total	**10**	**100**

Table 50: Students' suggestion

There are (70%) of teachers who allow their students to suggest some activities. There are only (30%) of them allow 'sometimes' their students to choose the activities. Those who allow for students to suggest activities claim that it is an opportunity to give them the chance to share the task with the teacher and to be free to decide their learning topics. In addition, teachers aim to build their motivation and encourage them to engage effectively in the course.

*Q5) - **Do you believe that the kind of the activities you present?***

a) Encourage students to interact, speak, freely

b) Motivate students to practice English.

c) Help them to improve their communicative skills

d) Do not encourage or motivate learners.

Options	Number	%
a	04	40
b	03	30
c	03	30
d	00	00
Total	**10**	**100**

Table51: The activities' kinds

According to The table, the answers are varied approximately. Since (40%) of the teachers stated that the activities presented in the classroom encourage students to interact and speak, freely. The same rates (30%), (30%) provided that the activities motivate students to practice English and help them to improve their communicative skills.

Q5) - **Does the kind of activity in itself; have a significant role for developing students'**

speaking abilities?

a) Yes b) No

Options	Number	%
Yes	10	100
No	00	00
Total	10	100

Table 52: The role of the activities

All the teachers (100%) state that the kind of activity in itself has a significant role for

developing students' speaking abilities.

Section four: the Oral Expression Pedagogical Materials

Q1) - How often do you use teaching aids in the course of Oral Expression?

a) Very often b) Sometimes c) Rarely d) Never

Why?

Options	Number	%
Very often	03	30
Sometimes	05	50
Rarely	02	20
Never	00	00
Total	10	100

table 53: The Oral Expression teaching aids

The findings that obtained from the table indicate that, (50%) of the teachers use the

teaching materials 'sometimes', and there are (30%) selected the option of 'very often' in using them. Only (20%) who 'rarely' use the pedagogical aids. Those who `sometimes' or 'rarely' use the pedagogical aids claim that because they are not available all the time and Those who use them 'very often' claim that they facilitate learning and create anxious atmosphere for learners to listen and understand better.

Q2 -) **What kind of aids do you use?**

a) Visual Aids (pictures. board, Data Show).

b) Audio Aids (tape record, language laboratory).

c) Audio-Visuals (video tapes, computers).

 If others, please mention them

Options	Number	%
a	05	50
b	03	30
c	02	20
Total	**10**	**100**

Table 54: Types of teaching aids

(50%) of teachers use visual aids like pictures and Data Show, (30%) of them use taped record and other audio aids. Only (20%) of them use the audio-visuals like video tapes. This means that, the most used aids are the visual aids and there are some teachers who mentioned other teaching aids like the hand-outs.

Q4) - **Do you think that teaching Oral Expression based pedagogical aids will contribute in developing students' speaking skills?**

a) Yes, too much b) Not, too much

Options	Number	%
Yes, too much	10	100
Not, too much	00	00
Total	**10**	**100**

Table 55: Teaching aids' contribution

Logically, all the teachers (100%) state that teaching the Oral Expression course based on pedagogical aids contributes in developing the students' communicative skills.

Q4) - **What kind of teaching aids are available at the level of the English Field?**

Concerning this question, teachers indicated that neither visual nor audio aids are available, but there are only some materials like: Data Show, language laboratory OHP, tapes, and t most of the time they are either occupied or out of order.

Q5) - **Are you able to use them any time you want?**

a) Yes b) No if No, why?

Options	Number	%
Yes	03	30
No	07	70
Total	**10**	**100**

Table 56: The teachers' ability to use the aids

Only (30%) of teachers who are able to use the teaching aids because they belongs to them, but

the rest (70%) are not able to use them all the time because they are limited and either are busy

and out of order or they are used by other teachers.

Section five: The Oral Expression Learners

Q1) - **In general, do your learners enjoy the session of Oral Expression?**

a) Very much b) Just a Little c) Not at all Please, say why?

Options	Number	%
Very much	10	100
Just a Little	00	00
Not at all	00	00
Total	**10**	**100**

Table57: The Oral Expression course learners' attitude

It is shown in the table that, all the learners enjoy the session of Oral Expression,

by claiming that because it is the only session where they can express themselves freely and

being at ease to speak and perform even to create tasks.

Q2) - **During the course Of Oral Expression do your students?**

a) Interact, speak and participate freely.

b) Try to speak and communicate shyly.

c) Keep silent during the whole session.

Options	Number	%
a	03	30
b	05	50
c	02	20
Total	**10**	**100**

Table58: The Teachers' reactions

The answers are varied between (50%) of students who try to speak and communicate, shyly in the classroom, (30%) of them who interact, speak and participate freely and only (20%) of them who keep silent during the whole session. Fortunately, most students try to speak and interact inside the classroom,

*Q3) - **Their poor interaction is it due to?***

a) Shyness b) Lack of self-confidence c) Lack of knowledge of the subject d) Lack of motivation.

e) All of them

If there is other reasons please, mention them

Options	Number	%
a	03	30
b	03	30
c	00	00
d	00	00
e	04	40
Total	**10**	**100**

Table 59: The learners' poor interaction reasons

The table indicates that, (40%) of the teachers consider their learners' poor interaction because of the all reasons. The same percentages (30%), (30%) devoted to the psychological problems of the students.

Q4) **- How do you consider their speaking abilities as beginners, fresh students?**

a) Very good b) Good c) Acceptable (average) d) poor

Options	Number	%
Very good	00	00
Good	00	00
Acceptable(average)	10	100
Poor	00	00
Total	**10**	**100**

Table 60: The Teachers consideration to the students' abilities

The table shows that all of the teachers consider their students' speaking abilities as an average and acceptable ability. One teacher stated that, still; we have in our classes very good students with high speaking performances.

2.4. Findings

According to the answers that are obtained from the teachers' questionnaire, we noticed that:

1. The majority of the Oral Expression teachers are novice and inexperienced teachers.

    2. Most of them describe the course of Oral Expression as a motivational course for learners to practice the language and develop their communicative skills.

    3. There is no official planning programme is directed to the course, and no sufficient

time is allotted for it.

4. All the teachers believe that Oral Expression is the appropriate course for developing students' communicative abilities.

5. Teachers' main goal toward teaching the course of Oral Expression is to develop their communicative skills.

6. Major teachers make efforts to improve their students' speaking abilities.

7. Most of the teachers cannot recognize their efforts through their students' achievement, even if they provide with great efforts.

8. The performance activities are the most focus of the teacher and the listening activities are almost neglected.

9. The most activities are presented in the classroom are either role plays or free discussions.

10. The majority of the teachers give their students the chance to suggest some tasks and activities.

11. The activities inside the classroom are significant for encouraging students to speak and practice in order to enhance their communicative abilities.

12. The teachers do not use the pedagogical aids all the time because of its absence and limited types.

13. The students enjoy the Oral Expression course because it gives them the opportunity to speak in English, whereas students most time speak shyly or keep silent because of many reasons like: the psychological problems, lack of motivation and lack of

knowledge about the subject.

14. Teachers consider the learners' speaking abilities as an acceptable and average due to different reasons that we mentioned previously. Although, still there are students who have a good speaking ability of the English language.

Conclusion

Throughout of the questionnaires, we aimed to investigate the role of teaching the Oral Expression course based on its components in enhancing the students' speaking skills. As it was expected that through the responses that we obtained from the analysis of the questionnaires , both students and teachers have the entire consideration that Oral Expression is the appropriate course which gives the chance for learners to use the English language and enhance it. Totally, they agree that the role of the four elements of teaching the course of Oral Expression (teachers, activities, teaching aids, and learners) contribute a lot for facilitating the process of teaching the listening and speaking skills and for developing the students' communicative skills.

General Conclusion

The aim of the work is to investigate the role of teaching Oral Expression in Enhancing students' speaking skills. Through this research, we hypothesized that in teaching the course of Oral Expression. if we should regard the important role of: the teachers, the Oral activities, the pedagogical aids, and the role of learners, the speaking ability of the students will be enhanced in the English language.

In order to investigate the hypotheses of the research, we divided the study into three chapters. The first chapter mainly focuses on the two communicative skills of listening and speaking. Concerning this chapter, we try to gather general information of both skills especially their basic activities and the learners' difficulties that they usually face them, whereas the second chapter mainly concerns podcasting and its relation with the improvement of the speaking skill

The last chapter is the practical part of the study which devoted to the students' and the teachers' questionnaire. They were given to the first year LMD students, and the Oral Expression teachers at the field of English, Biskra University. The aim of these questionnaires is to obtain both students' and teachers' opinions about the role of the components of teaching the course of Oral Expression in enhancing the students' speaking skills.

All in all. the knowledge that we obtain from the theoretical part by researchers and scholars about the process of teaching the foreign language as a communication process, and through the analysis of the results that has been provided by the teachers' and students' questionnaires, we come to a conclusion with three main principles whick are: first, teaching the English language is not merely a matter of mastering the English linguistic rules and language structures any more, but it is more important to focus on the use of language as a means of communication in different social contexts. Second, the target goal of the learners of learning the second language is to develop their communicative abilities and speaking skill towards the target language. rather than other language skills of listening, writing and reading.

The third most important principle that is the core of the work is that. the course of Oral Expression in the EFL classrooms is the most appropriate course for students to enhance their speaking ability, where teaching the course must be accompanied with: experienced and skilful teachers, varied and well- structured oral activities, the availability of different types of pedagogical teaching aids. Finally, it is the presence of active and creative learners in the classroom.

therefore, there are numerous approaches and theories which attempted to teach the language as a communicative process and to develop learners speaking skills , through this research we assumed that teaching the Oral Expression course based on its main four components is the appropriate way to develop student' communicative skills.

Finally, we end our dissertation with the hope for learners to achieve their goals towards the English language successfully.

Recommendations

According to the analysis of the results obtained from the students' and teachers' questionnaires we conclude that, teaching process in general and teaching the language as a means of communication requires specific and importance factors. in order to achieve the students' main goals for learning the foreign language.

Consequently, the pedagogical administrators should give more attention to the course of Oral Expression because it is considered as the unique opportunity for learners to practice the English language and being free to express themselves.

The novice and inexperienced teachers are most directed for teaching the Oral Expression course because the latter is regarded as an easy teaching task in which it does not require much experience or efforts. In contrast, teaching the communicative skills need more experienced teachers, those who have a large extent knowledge as well as ability for teaching them speaking skills.

The activities of the Oral Expression course should be different and varied but not strict only on limited kinds such as role-plays and free discussions. Teachers should focus more on the listening activities because they are the basic of the Oral Expression course; moreover, they have a crucial role in enhancing the students' English language. Moreover, the listening activities should be used as an assessment tool, rather than assessing the students' achievements only through role-plays performance. Teachers should select motivating activities, which bring a kind of real life atmosphere in the classroom, in order to encourage students to use the language and react upon it actively.

Essentially, teaching listening and speaking must be based on the use of different kinds of authentic teaching materials. Their use considers as an important factor for facilitating the process of teaching and creating a vital and active classroom, in addition they add much credibility to the presented tasks. Hence, the Oral Expression course teaching aids should be different and available for the teachers in any time they are in need to use them.

The Oral Expression learners' are asked to be more active and creative, for engaging in the tasks also they required to work together in a collaborative atmosphere because they are responsible for the success of the course.

So, we came to conclude that, teaching the Oral expression course with the combination of the four components of the teachers, the activities, the pedagogical materials and mainly the learners, the students will enhance their communicative skills of English language.

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The students' Feedback Questionnaire

Dear students,

We would be so grateful if you could answer the following questions about reaching the course of Oral Expression ; concerning your opinion towards your oral expression teacher, the activities he/she presents during the course and finally your opinion towards the use of the pedagogical aids that the teacher of oral expression uses while teaching the course to enhance the learners speaking ability. To answer these questions, you are required to put a tick ( ) in the box corresponding to your answer.

General information :

Q1) Age ☐   Male ☐   female ☐

Q2) your choise to study English was :

   a) Personal ☐   b) Imposed ☐

Q3) Do you learn English because ?
   a) You want to improve your English communication ☐
   b) It is easy to learn ☐
   c) You want to obtain a university degree ☐
   d) It is the language of the world ☐

Section one : Teaching Oral Expression Course

Q1)- What is the skill that you want to be succesful in ?

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

Q2)- In teaching the Oral Expression course, which is given much important attention by your teacher ?

a)   Listening ☐   b) Speaking ☐

Q3) Do you find speaking in English?

a) Very easy ☐   b) Easy ☐   c) Difficult ☐

Q4) – Its difficulties are due to ?

a) No space of teaching speaking ☐

b) Lack of practice inside the classroom ☐

b) Fear and shame of making mistakes ☐

If there are other reasons, please explain

....

....

Q5) – Do you try to speak inside the classroom ?

a) Often ☐   b)Sometimes ☐   c)Never ☐

Q6)- Which of the following modules do like much ?

a) Writing Expression ☐   b) Oral Expression ☐

If (b) give the main reason(s) :

....

....

Q7) – Do you think that the Oral Expression course is the most appropriate course to improve your speaking skill ?

a) Yes ☐   b) Somehow ☐   c) No ☐

Q8) Are the hours allotted to the Oral expression course sufficient ?

a) Yes ☐   b) No ☐

Q9) – Do you have an idea about the whole programme of Oral Expression ?

a) Yes, of course ☐   b) No, at all ☐

Section two : Your oral Expression Teacher

Q1) – Do you like your Oral Expression teacher ?

a) Yes ☐   b) No ☐

In both cases say why :

....

....

Q2) – Is he/she?

a) An expert (old) teacher [ ]   b) Anovice (new teacher) [ ]

Q3) – Do you feel that he/she makes an effort to enhancing your speaking skill ?

a) Very much [ ] b) Much [ ] c) Little [ ] d) Not at all [ ]

Q4) How can you describe your Oral Expression teacher ?

a) Active, skillful and motivator [ ]

b) Creative and hard worker [ ]

c) Lazy, boring and careless [ ]

If others, please
clarify..

....

....

Section three : The oral Expression activities

Q1) What kind of activities are directed to you often ?

a) Listening activities [ ]   b) Speaking activities [ ] c) Both [ ]

Q2) Are the activities presented in the classroom ?

a) Different and varied [ ]   b) Limited in a specific kind [ ]

Q3) What activity is most presented every time ?

a) Roll plays [ ]   b) Listening to songs [ ]   c) free discussion [ ]

If others please, indicate :

....

....

Q4) Do you feel that the activities presented are motivating and enjoyable ?

[ ]   [ ]   [ ]

a) Yes   b) Somehow   c) No

Q5) Do you feel that these activities improve your speaking ability ?

a) Very much ☐   b) Much ☐   c) Little ☐ d) Not at all ☐

Section four : The oral expression pedagogical Aids

Q1) How often do your teacher(s) use teaching aids in the course of oral expression ?

a) Very often ☐ b) Sometimes ☐ c) Rarely ☐ d) Never ☐

Q2) – What kind of aids do they use ?

a) Visual aids (broad, pictures, data show) ☐

c) Audio-visuals (video tapes, computers) ☐

If others please, provide :

....
....

Q3) – Do you believe that teaching materials are necessary and helpful in learning the language skills (Listening and speaking) ? :

a) Yes ☐   b) No ☐

Why ? :

....
....

Q4) Do you prefer learning based teaching aids ?

a) Yes ☐   b) No (a condition) ☐

Section five : The Oral Expression Learners

Q1) In general, do you enjoy the session of Oral Expression ?

a) Too much ☐ b) Much ☐ c) Little ☐ d) Not at all ☐

Why ?...
....

Q2)- Concerning the Oral Expression activities, do you ?

a) Interact, speak and participate, freely ☐

b) Try to speak and communicate, humbly ☐

☐

c) Keep silent along the whole session

Q3)- Your poor interaction in the classroom, is it because of the :

a) Lack of vocabulary ☐

b) lack of grammatical rules ☐

c) Fear and shame of making mistakes ☐

If there are other reasons, please mention :

....

....

Q4)- Do you try to speak English outside the classroom ?

a) Always ☐   b) Sometimes ☐   c) Never ☐

Why ?:...

....

Q5)- Usually, how do you practice English ?

a) Speaking outside in English ☐

b) Listening to English songs ☐

c) Through chatting with friends on the Net (Facebook...) ☐

d) Watching English movies ☐

Q6)- As a fresh foreign language student, how do you consier your English speaking ability ?

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

The Teachers' Feedback Questionnaire

Dear teachers,

We would be so grateful if you answer the following questions concerning: Teaching the course of Oral Expression in aiming to improve learners'speaking skills. Our objective is to have an idea about your opinion regarding your role as an Oral Expression teacher for enhancing the students' speaking abilities, your opinion about the activities presented during the course, also the pedagogical materials used in teaching the course. Finally, your opinion about the learners as the core of the Oral Expression course.

Thank you all…

General information

Age ☐ Male ☐ Female ☐

Degree: License ☐ Magister ☐

-How many years have you been teaching at the university ? ☐

-How many years have you been teaching the course of oral expression ? ☐

_____

Section one: Teaching Oral Expression Course

Q1) – How would you describe the course of Oral Expression ?

a) Motivational course for developing students' communicative skills. ☐

b) A space for learners to practice English ☐

c) Uninteresting course, taken for granted ☐

If others please indicate,

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

Q2) - Concerning the programme of Oral expression course, is it ?

a) An official planning programme ☐ b) Elaborated with colleagues ☐

Q3)- Is the time allotted to the course enough ?

a) Yes ☐ b) No ☐

If No, why ?

…………………………………………………………………………………………………

…………………………………………………………………………………………………

Q4) - Do you believe that the course of Oral Expression is the appropriate one for developing students' speaking abilities ?

a) Yes, of course ☐   b) To some extent ☐   c) No, not at all ☐

please can you give a percentage ? ☐

Section two: The Oral Expression Teacher

Q1) - As an Oral Expression teacher, what are your main objectives towards teaching the course ?

a) To develop students' listening and speaking skill. ☐

b) To develop students' self-confidence . ☐

c) To develop their presentations forms . ☐

d) To enhance their communicative abilities. ☐

c) All of them ☐

If others indicate,

…………………………………………………………………………………………………

…………………………………………………………………………………………………

Q2) - What is the skill that you give much importance in teaching the course of Oral Expression?

a) Listening ☐   b) speaking ☐   c) both ☐

Q3) – Do you make efforts with students' to improve their speaking ability ?

a) Yes of course ☐   b) Sometimes ☐   c) Not too much ☐

Please, how:

…………………………………………………………………………………………………

…………………………………………………………………………………………………

Q4) – Do you feel that your efforts are remarkable and achievable through the performance of the students?

a) Yes , of course ☐   b) Somehow ☐   c) not too much ☐

Section Three: Oral Expression Activities

Q1) – Do you often focus on ?

a) Listening activities ☐   b) Speaking activities ☐   c) Presentation activities ☐

Q2) – Are the activities presented in the classroom ?

a) Different and varied ☐   b) Limited to specific kind ☐

Q3) – What is the most repeated and performed activity every time ?

a) Role plays ☐   b) Listening to songs ☐   c) Free discussion ☐

If others, mention them :

…………………………………………………………………………………………

…………………………………………………………………………………………

Q4) – Do you allow your students to suggest some activities ?

a) Yes ☐   b)Sometimes ☐   c) Never ☐

Why ?

…………………………………………………………………………………………

…………………………………………………………………………………………

Q5) - Do you believe that the kind of the activities you present ?

a) Encourage student to interact, speak, freely ☐

b) Motivate students to practice English ☐

c) Help them to improve their communicative skills ☐

d) Do not encourage or motivate learners ☐

Q6) - Does the kind of activity in itself; have a significant role for developing students' speaking abilities ?

a) Yes ☐   b) No ☐

Section Four: The Oral Expression Pedagogical materials

Q1) - How often do you use teaching aids in the course of Oral Expression ?

a) Very often ☐   b) Sometimes ☐   c) Rarely ☐   d) Never ☐

Why? :

…………………………………………………………………………………………

…………………………………………………………………………………………

Q2) – What kinds of aids do you use ?

a) Visual Aids (pictures, board, data show) . ☐

b) Audio Aids (tape record, language laboratory). ☐

c) Audio-Visuals (video tapes , computers) . ☐

If others, please mention them:

…………………………………………………………………………………………

…………………………………………………………………………………………

Q3) – Do you think that teaching Oral Expression based pedagogical aids will contribute in developing students' speaking skills ?

a) Yes, too much   b) Not, too much

☐   ☐

Q4) – What kind of teaching aids are available at the level of the English field?

…………………………………………………………………………………………

…………………………………………………………………………………………

Q5) - Are you able to use them any time you want ?

a) Yes   ☐   b) No   ☐

If NO, why? :

…………………………………………………………………………………………

…………………………………………………………………………………………

Section Five : The Oral Expression learners

Q1) – In general , do your learners enjoy the session of Oral Expression ?

a) Very much   ☐   b) Just a little   ☐   c) Not at all   ☐

Please , say why? :

…………………………………………………………………………………………

…………………………………………………………………………………………

Q2) – During the course of Oral Expression do your students ?

a) Interact, speak and participate freely.   ☐

b) Try to speak and communicate shyly;   ☐

c) Keep silent during the whole session.   ☐

Q3) – Their poor interaction is due to ?

a) Shyness ☐

b) Lack of self-confidence ☐

c) Lack of knowledge of the subject ☐

d) Lack of motivation . ☐

e) All of them ☐

If there are other reasons, please mention them:

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

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

Q4) – How do you consider their speaking abilities, as beginners fresh students ?

a) Very good ☐   b) Good ☐   c) Acceptable (average) ☐   d) Poor ☐