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The Impact of Teachers' Role in Improving EFL Learners'

Communicative Abilities

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

Kheider University of Biskra

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Degree in Science's of Language.**

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Dedication

I am grateful to dedicate this research to my beloved father Ali and mother Selma who helped me to progress in my studies and they give me all the sources of happiness and success in life. May Allah blesse them. This work also dedicated to my lovely brothers Ahmed, Mahmoud, Mohammad Lamine, and Motaze and my sisters Ikram, Hana, and Messouda.

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Abstract

The present work contains three chapters; it aims to investigate the impact of EFL teachers' role in improving learners' communicative abilities. The main problem behinds this research that most of EFL learners face many difficulties while speaking English as a foreign language and they seem uncomfortable in their speaking performance. In this study, we hypothesized that if teachers imply their roles effectively, learners' proficiency will be improved. We aim also at exploring if there are psychological factors among EFL learners, these difficulties will affect on learners' work on developing their oral performance. This study is based on two questionnaires administered to both teachers of oral expression and first year L.M.D English students at the Department of Foreign Language at University of Biskra .The results of this study show that teachers with different roles will help learners to perform better in communicative tasks. As well as, it presentes that the use of teachers pedagogical communicative methods that will enhance students ' performance in communicative language teaching, and learners also have a great role to develop their communicative abilities by using such communicative strategies in and out the class. Thus, this study aims to highlight some strategies to teachers in order to improve learners' communicative skill and for learners to overcome their speaking difficulties and they will develop their oral performance.

Lists of Abbreviations

EFL: English as Foreign Language

ELTs: English Foreign Language Teachers

ESLs: English Second Language Learners

FL: Foreign Language

SL: Second Language

%: Percentage

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General Introduction

Literature Review

In teaching English as foreign language, the initial part that most of EFL teachers focus more on their teaching methodologies is how learners speak fluently and correctly in foreign or second language. According to several studies speaking considered as the main issue in English language teaching. It has been witnessed that in EFL methodologies are more than of system of rules, but as a dynamic resource of meaning .This mean, that foreign language teaching is shifted from the study of patterns towards language as communication. Most of EFL learners need to be able to speak in order to progress in many communicative situations. Over the past decades there has been a great growing of research on communication since communicative language teaching approach and other communicative methodologies focused more on developing the communicative abilities of students as Thanany (2012) stated that "in foreign language teaching and learning ability to speak is the most essential skills since it is the basic for communication" . Writers as Jane Ellis also talked about the improving of the communicative competence of students as the basic issue in learning English as foreign language .In other hands, educators and researchers have a long known there are strong impact of the teacher's role in enhancing the EFL learners communicative abilities because they transfer knowledge of their subject matter and learning process through a good communication and understanding a different learning process. Recent studies viewed that language is learned best when teacher's role influence on learners skills when they are communicate fluently and correctly in foreign language. The National Association of District Supervisors of the United States 1992 stated that "teacher provides opportunities for learners to communicate in meaningful, purposeful activities that can stimulate real-life situations and they use the target language extensively encouraging to do".

Thus, current textbooks and methodologies claim that proficiency is their goal in English language foreign study. But, there is some ambiguity in the mastery of learners communicative abilities in which some instructors regularly ask question why the majority of EFL learners are unable to speak English fluently and confidently in communication of real situation.

Research Problem

We have observed that the majority of EFL learners do not use much English in the classrooms and unable to speak well in varied tasks. This study is devoted to measure the problem that encounters most of EFL students of English division at Biskra University to communicate in English language confidently and fluently. In other words, the problem behinds the present study is to maintain some factors that may hinder learners' communicative proficiencies and the poor production of learners to process different communicative activities.

The Aim of Study

The aim behinds this research is trying to understand the role of EFL teachers in developing the EFL learners 'communicative abilities. As well as, this study contributes to the improvement of learners' poor production in English under the implication of teacher's methods in classroom.

Otherwise, it will aim to investigate how the effective methods which may be used by EFL teacher will improve First Year L.M.D learners' speaking skills in the Devision of English at Biskra University. The present study also will provides some light on the impact of affective factors of EFL learners as (self-confidence, anxiety, and inhibition) in creating ideal classroom setting. This study aims also at showing for EFL learner that learning English is not only matter for knowing grammatical rules but how to use them correctly among people in different situations .

Research Hypotheses

1-If teachers imply their roles effectively in EFL classroom; they will increase students 'communicative abilities.

2-If there are psychological factors among EFL learners, these difficulties will affect on learners' work in developing their speaking proficiency .

Research Questions

1-What are the main teacher's roles in English Foreign language classroom?

2-How do teachers enhance their learners 'communicative abilities of English language classroom?

3- What are the main factors that will prevent learners' communicative abilities?

Tool of the Research

In order to test and give reliability and credibility to our hypotheses, to fit the objective of our research, we use the main tool; questionnaire.

We proposed two formal questionnaires, one for students and another one for the teachers. The students' questionnaire was designed to First Year L.M.D. Master students of English at University of Biskra. We selected randomly forty students. Then, the teachers' questionnaire was designed to teachers of English at University of Biskra; we selected also randomly a sample of ten teachers of Oral Expression for the study.

Methodology

This research will be conducted through descriptive method because the nature of topic, and we will use a qualitative research method which comprises to provide a great data about the impact of teacher's role in enhancing English Foreign Language learners 'communicative abilities. Therefore, this study will be manipulated under two parts. First one concerns with the theoretical framework of the proposed topic and the other part

concerned with analyzing both questionnaires of teachers and students which is in field work.

Limitation

The limitation of this study includes the limitation of number of participant involving master one students because they may refuse to answer of questionnaire. As well as the data collection conducted through texts and articles from significant sources concerning with methods and strategies that teachers use in improving learners 'communicative abilities.

The Structure of Study

The present research is basically divided into three main parts. Chapter one and two are devoted to the literature review, and chapter three is concerned with the analysis of both teachers' and learners' questionnaires. Chapter one is devoted to highlight the description of both EFL teacher characteristics and the major roles in developing learners' communicative abilities and learners differences and their learning styles and strategies in learning a foreign language. The second chapter provides a detailed explanation about learners' communicative abilities and learners' discipline problems while communicating in English language and how teachers' role maintain them by using various effective communicative strategies. The last chapter deals with data analysis. It contains detailed analysis of learners' and teachers' questionnaire and provides some suggestion about how teacher can improve their learners' communicative abilities.

Chapter One

Effective teacher and Good language learner

Introduction

Teaching English as foreign language claims two main parts to assess this process effectively in classroom. Teacher and learner who consider the crucial aspect in teaching a second or foreign language. Both of them they complete each other. Since teacher needs to know who are their learners differences as their ;age, gender attitudes, learning styles and strategies toward learning English as a foreign language ,while learners are be able to recognize the nature of their teachers ,roles, and their strategies in developing their various abilities as how they can communicate and use a English language in appropriate ways. The first chapter of this present study is divided into two parts .The first part is devoted to the investigation of effective teacher's profile which comprises definition of teacher and the description of the major roles in EFL classroom and their impacts on learner's communicative abilities.

The second part will be provides the definition of good language learner and brief discussion about the learner's age which is categorized into two parts: young learners and adult learners. As well as there will be a description of the differences of learners and their learning style and strategies while enhancing learners' communicative abilities.

Besides that, this chapter will be includes the aspect of motivation, its types and the way of motivating EFL learner in classroom, which comprises promoting autonomy among students, creating classroom atmosphere, and students' feedback.

1-Definition of Effective Teacher

Teacher considered as the main part of teaching second and foreign languages. Researchers offered numerous definitions of an effective teacher. Clark (1993) wrote that, obviously, "the definition involves someone who can increase student knowledge "(p.11). This means that teacher is someone who can provide knowledge to their learners and who has instructional strategies to manage the classroom atmosphere as well as developing and assessing learner's different abilities. A good teaching process is more closed with the teachers' effective techniques that are provided to their learners for improving them in different abilities and assessing their levels according the situation they are on. Vogt (1984) claimed that "effective teaching is the ability to provide instruction to different students of different abilities while incorporating instructional objectives and assessing the effective learning mode of students"(p.25) .Payette(1990) also claimed that "effective teachers have a good command of their subject matter and solid core of teaching skills. They have an excellent instructional strategies supported by methods of goal setting, instructional planning and classroom management. They know how to motivate, communicate and work effectively with students' culturally diverse background."(p.58). Also both Sanders'(1999) and Wenglinsky's (2000) asserted that teacher effectiveness is determined the great contributions to the development of students and who is the responsible for measuring different factors in classroom as the management of classroom atmosphere , individual learners' characteristics while learning and acquiring a second language with different fields.

Furthermore, teacher effectiveness is a source of learners 'values and attitudes towards different issues in classroom and who can train and instruct their learners to work effectively and exchange different ideas. Jonathans and Raymond 1999 claimed that "good teacher is someone who gives students a second chance to do their work correctly. Someone who is

going to do with their students. She or he helps you to learn by spending extra time with you and taking up homework with class. Most importantly a recently good teacher cares about her or his students and never gets angry with them." As well as teacher has multiple dimensions in teaching process. They focus on many procedure and they interrelate with all aspects in classroom. "Teachers can be viewed as instructional coaches who give physical and psychological space in their classroom to try out strategies while supporting students with feedback, modeling and teaching materials" (Fayne, 2000, p.23).

Thus, effective teacher has a great effect on student learning and development and who enables them to master their abilities through various ways.

2-The roles of teacher

Teacher needs to behave in different ways at different stages of a lesson to manage the classroom and to successfully guide learners through the lesson. These different ways of behaving and managing the class are called "teacher's roles". The role of the teacher is very crucial in motivating and creating interest in topics.

.Hedge (2000) identifies important roles of the teacher can play;

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

2.1--Controller

Teaching English as foreign English is difficult task that makes teacher to be aware of such problem which occurs in classroom and it enables the teachers to use effective strategies to control their learners appropriately. According to Harmer (2009) that "teachers as controllers are in charge of the class and of activities going on in group. This role is useful during the accurate reproduction stage of the lesson and from all activities. At

the practice stage and especially at the production stage of the lesson this routine should be relaxed to some degree"(p.89).

Therefore, controlling learners' achievement will enable them to better their weakness and produce more in different tasks.

2.2-Assessor

One of the things that student expect from their teacher is an indication of their levels and how they are being evaluated in classroom. The aim of the teacher is to assist the students in variety of ways to achieve their goals and passing judgment on them. The teacher's role as an assessor is an important role to increase learners' performance. Murray et al (1996) suggested "Given the importance of assessment of student performance in university teaching and in students' lives and careers instructors are responsible for taking adequate steps to ensure that assessment of student is valid, open, fair, and congruent with course objectives. At each level of individual, teacher should assess and evaluate students" (p.71).

The relationship between learning and assessment plays an important role which enables students more to learn in classroom and it has been considered as a part of classroom routine, particularly when assessment is frequent and provides feedback to learners. As well as the most expected act from the teacher is to show learners their accuracy is being developed .Harmer (2001) said that" this done through giving correction by praising them"(p.20). The students have to know they are being assessed; the teacher should tell them their strength and weaknesses than can have a clear idea about their levels and what they need to concentrate on. The assessor pays attention also to the learners' reaction and how to deal with them.

2.3-Corrector

The teacher has to decide when and where to correct the students' production. The teacher needs to correct every kind of errors that occur in classroom in order to enable learner to be more confident on their learning. That is why, an important point that the teacher should be careful when correcting pronunciation, errors and mistakes, i.e. teacher here works with the accuracy form in different situation because the learners very often acquired these issues from their teachers.

2.4-Organizer

One of the most important role of the teacher is organizing of what goes on the classroom. Learners need just enough structure to feel supported. Teacher has to assist them and to present his or her lesson in well planned form to move forward in relatively ordered way and to move from one activity to another. As well as the teacher uses multiple effective strategies in which makes their learners well organized to do various activities in classroom. This involves giving the students information by telling them how are going to do an activity and putting them into different structure as pairs or group work, than closing things down when it is time to stop. Harmer (2001) identified that "the teacher acts in classroom where many things must be set up such as organizing pair or group work, giving learners instructions about how well they interact and stopping everything when the time is over" (p30). Furthermore, if the student does not understand that they are supposed to do they may get from the activity, the first thing that the teacher needs to do when organizing them is to get student engaged in the most cases in which the activity will be enjoyable. The role of teacher here is to give any necessary instruction; by saying what student should do first and what is next.

Thus, it is important to present the instruction in logical way and an appropriate tool for learners, since the teacher is responsible to organize of what is happen for each irrelevant and abnormal performance. Student also needs to know how much time they have got and when they should start. , teacher has to inform them when the student finished the activity.

2.5-Resourcer

The role of the teacher as resource is to ensure the learners' needs with the suitable equipments that they want to use them in learning a variety of tasks in classroom. For example, when learners want to know how to utter such words, form and to grasp the meaning of various patterns, the relevant and reliable source for them is their teacher who can be a resource of information. Teacher provides their learners with significant techniques that guide them to solve their problems in different positions.

Another roles that teacher needs to adapt them in classroom are facilitator and role model.

2.6-Facilitator

Teaching and learning considered as a task in which teachers were assumed as an expert and they were supposed to transfer knowledge to student. Facilitator is someone who facilitates the instruction for their learners and ensures them with available knowledge in which they need in order to fulfill their needs and who helps the group process to identify their purpose.

According to Brown (2001) and Harden (1999) that "The role of facilitator is to guide the group process to help participants achieve their agreed purpose" (p.17). The teacher's role is not to inform student but to encourage and facilitate them to learn for themselves using the problem as a focus for learning.

2.7-Role Model

“It is important to identify modeling as distinct function and heading. In order to draw attention to what is pervasive but sometimes unconscious and even deny process in education .teachers may not see themselves as model and may even regret the very idea as pretensions and paternalistic, but it is difficult to for learner not to be influenced by living examples set before them “(Squires1999, p.64).

Role model is the most effective of educational tools. Teachers serves as role models not only when they teach students while they perform their duties, but also they fulfill their roles as teachers in classroom whether it is in the lecture ,small discussion or tutorial group (Harder 2000).Teachers push their students to succeed and who instruct them on how to improve their capacities inside and outside classroom.

3- Good language Learner

There is no clearly definition of good language learner, but according to Brown's maxim of good language learners (2007) are summarized as the following:

Characteristic of good learner	Studies supported Brown ' s claims
1-Low Inhibition	A good language learner tends to feel secure enough to be able to lower their inhibitions. He or she may create a new in L2 (Lightbown and Spada, 2006:61).
2-High self-confidence	A learner's self-confidence can be proportional to their level of autonomy. A good language learner tends to have confidence to take personality for their own learning progress (Rubin, 1979, in Pride1979: 17-26).

Table01: Characteristics of Good Language Learners

4-Learners Differences

Within individual differences there are number of factors that influence in foreign language learning. That is means; this cognitive factor takes a long consideration from the EFL teacher to measure their learners according to their differences in classroom. These factors of second language learning are differ from one learner to another and play central role for EFL teachers to assess their process among individuals' characteristics .In foreign language learning there are various factors that influence the learning process as Ellis(1985)) claims that "There are general factors that contribute to individual learner

differences in some depth: age, gender ,attitude, cognitive style , strategies and motivation"(p.25).

4.1- Age

The age of the student considered as the main part for the teacher's decision about how to teach and what to teach .Each learner has specific needs, competence and cognitive skill. Cameron (2001) and Thomson (2010) cited in Griffiths (2008) claimed that there is a difference in the learning process among young language learners and adult learners in their native language and second language learning. In the early age, young learners acquire the foreign language tasks according to concrete objects in which promoted to the language in classroom, they need to the concrete vocabulary that enables them to relate and comprehend these practices that they can grasp or see. Because those learners do not assimilate to the deep instruction as grammar or any other part of language structure, they are only concerned with explicit form rather than between lines. In addition, other researchers considered young learners respond to meaning even if they do not understand their individual works. As Harmer (2001) pointed that "Young learners respond to the meaning easily because their understanding come not just from explanation, but also what they see and hear"(p.45).Another cognitive factor that can be distinguishable between young and adult learners in learning a foreign language is motivation. Young learners in English foreign language situation have a low integration with native English speakers outside classroom since those learners deal only with what they have inside classes. Young language learners also understand different language activities among corporation strategy. "Young learners cannot understand the point of learning a foreign language; they are interested in the games and activities in the lessons" (Sarosdy 2006 p.26).

In contrast, adult learners already know language well, and that language is vital part of their identity and the means through which they relate to others. They know the

linguistic structure (in many cases of the written convention) of their language, which helps them to learn a new language. They use that language which represents as symbols of being misunderstood or being corrected and feeling embarrassed.

Furthermore, Sarosdy (2006) asserted that adult learners can engage with abstract thought and they like learning about language. They are more interested with abstract ideas and they comprehend to each implicit information because they are related with their mother tongue .Moreover, in the way of motivation adult learners have more opportunities to learn English language from the internal desire and they want to contact with other foreign languages and integrate with them. Ushiod (1996) cited in Griffiths (2008) claimed that “motivation involving learners in making informed choices and decisions about their learning and in setting their own goals and learning targets and thus fostering feelings of personal responsibility”(p.36). For example, they learn that language in order to get better job or to enable them to be communicatively competent as native speakers Otherwise, they have different learning styles .Some like learning foreign language through visual information or listening unless others learn without take down notes and analyze rules.

4.2-Gender

It is known that males and females are equal human beings; they demonstrate on different features which lie on various cases .They perform, think, and transform language structures and the way of acquiring or learning languages which will be different. The investigation of differences between males and females seem as the fundamental variable in foreign language acquisition and learning. Sunderland (2000) asserted that , “wide range of language phenomena such as literacy practices, language tests, test performance, self-esteem, styles and strategies that have been shown to be gendered, since male and female students tend to be represented or to behave or feel differently”(p.16).

According to Lopez(2006) although males have certain skillful performance in different learning situations , females always regard more better in terms of their cognitive development particular in foreign language. Since female learners appear more interested in the study of foreign language than male learners.

As biological researchers reported that there is light on phenomena differences in the brains of males and females. Griffiths'(2008) found that females have more cells in the left of the brain where language is centered and they use their brains more to listen and speak which make activities to communication easier for them. In addition, males learn this language in order to fulfill certain needs as they choose the foreign language branch only to get better job in their lives. Men are placing a lower importance on studying language and their major goal is instrumentally for studying what will be the next test, and they tend to monitor their progress. In contrast, females are more desirable in this field to integrate with native speakers, they would have an overview of their culture and they want to be communicatively proficient.

Moreover, self-confidence consider as a significant part in language learning. Powell and Batters (1985) cited in Lopez (2006) noticed that girls are more confident in their learning tasks and they evaluate themselves positively whereas boys are always less self-confidence in their linguistic competence.

Thus, Lopez posited other aspect that females learners are differed from males:

"It is observed that girls attach more importance to reading comprehension and oral expression than do boys, they assess more positively than their male peers activities such as listening to songs and working with their lyrics, keeping Conversations/debates and doing controlled oral exercises, map instructions of machines and devices are more appealing to boys than girls"(p.44).

4.3-Attitude

Researchers have considered language as an important tool of communication among human beings and it concerned as the cornerstone of human existence.

This means, each one has a particular concern towards learning second language and foreign language. Every learner has specific attitude towards language learning setting and they can develop their attitudes towards learning situation in which it can be helpful or determinable to successful learning and it depends on the way of learner and teacher to the acceptance or rejection of learning. Learning foreign language has two basic angles that learners will provoke towards that language. Some of them may see it from positive angle to improve their aptitudes while others consider it as a negative attitude.

In addition, the ability of student to master a second or foreign language is not a matter of mental competence or language skills, but it depends on the students' attitude and interpretation towards a target language (Gardner 1972). Because, second language learners' attitudes have a great reflection on their beliefs and views about that language and its culture. In contrast, negative beliefs may affect on those learners by unavailable factors as class anxiety, cognitive achievement and a negative attitudes. For instance, if the learning situation enrolled on anxiety form, learners are going to reveal such negative positions towards different learning tasks. Moreover, the parental feelings can affect on learners' attitudes on second or foreign language learning. The degree of motivation during the progress of language course has also an impression on learners' views to this language (Prosper 2002).

4.4-Learning Style and Learning Strategies

Language learning styles and strategies have been considered as the main factors that can help to determine how and how well students learn a second or foreign language. In general, Oxford (2003) defined styles means "the general approach to learning language; and strategies is the specific behaviors learners use to enhance their language learning." (p.33).

First of all, the concept of learning style depends on individuals learn in different ways. Dunn (1989) defines learning styles as "a term that describes the variations among learners in using one or more sense to understand, organize and retain experiences"(p.23). Learning styles are techniques that are used to measure how well learners master their learning abilities and to facilitate their instruction. Keefe (1986) learning styles as" the cognitive, affective, and psychological behaviors that indicates how learners perceive, interact with, and respond to learning environment." Furthermore, Oxford (1990) asserted that" learning styles are habitual patterns of mental functioning and dealing with new information"(p.12). As well as this aspect makes each teaching process easier, understandable and successful in its instruction. Dunn and Griggs(1988) said that "learning style is the biologically and developmentally imposed set of characteristics that makes the same teaching wonderful for some and terrible for others".(cited in Oxford 2003, p.36).

Learning styles are differing from one learner to another and each one prefers specific sort that will enable his or her to develop her or him different abilities in learning a foreign languages. Richard (2001) claimed that" each student has specific learning styles in which he emphasizes on different types of information that are acquiring in various ways." (p.27).Thus, According to Oxford (2003) supposed four main categories of this technique they are:

Visual: Learners like learning through pictures, movies and drawing; they are good at imagining things, reading maps, charts; and learn best by working with colors and images (Gardner 1983).In this kind students like to read and obtain great deal of information from visual stimulation For them lectures, conversations, and oral directions without any visual backup can be confusing (Oxford, 2003)

Auditory: These learners prefer learning process through listening to lectures and audiotapes (Ravel 1997) cited in Sarosdy (2006 p.33).Oxford argued that "auditory

students are comfortable without visual input and therefore enjoy and profit from unembellished lectures, conversations, and oral directions. They are excited by classroom interactions in role-plays and similar activities. They have difficulty with written work".

Kinesthetic and Tactile: learners like a lot of movement around classroom and talking using body language; they are good at physical activities as dancing and sport (Gardner 1983). Students like movement and enjoy working with tangible objects and colleges. They prefer to have frequent breaks and move around rooms (Oxford 2003).

Willing (1987) cited in Sarosdy et al (2006) identifies another learning style they are:

Converges Learners

Willing defined this type of learners as those who prefer learning language by an individual and they avoid group work in their own abilities. Most importantly they discuss for such ambiguous structure and they search for further significant information as well as they tend to be cool and pragmatic.

Conformists Learners:

These students prefer learning in foreign language because they want to use it in multiple ways. They look like to be dependent and they are happy to work in communicative classrooms, they like doing activities according to their abilities.

Communicative Learners

They are more much interested in social interaction with other speakers of language rather than they are with analysis of how language works. They are independent from the guidance of their teachers since they are highly confident and they have the ability to take risks which their colleges may lack.

As seen earlier, second language learning strategies are specific behaviors that students use to enhance their own second language learning. Chamot (1990) defined

learning strategies as "the special thoughts or behaviors that individuals use to help them comprehend, learn and retain new information". Learning strategies are tools that students themselves can employ independently to complete a language task. Oxford (1990) stated that learning strategies as steps or techniques used for solving language task and to enhance their own learning. The term language learning strategies also has been defined as Wenden and Rubin (1987) stated learning strategies as " any sets of operations, steps, plans, routines used by the learner to facilitate the obtaining, storage, retrieval, and use of information". Learning strategies are methods in which learners use to improve their skills and to engage in activities in order to achieve a certain goals. It can also enable students to be self reliance, autonomous and making the learning process easier and more effective.

Language strategies have been classified according to O'Malley's (1985) into three main subcategories they are:

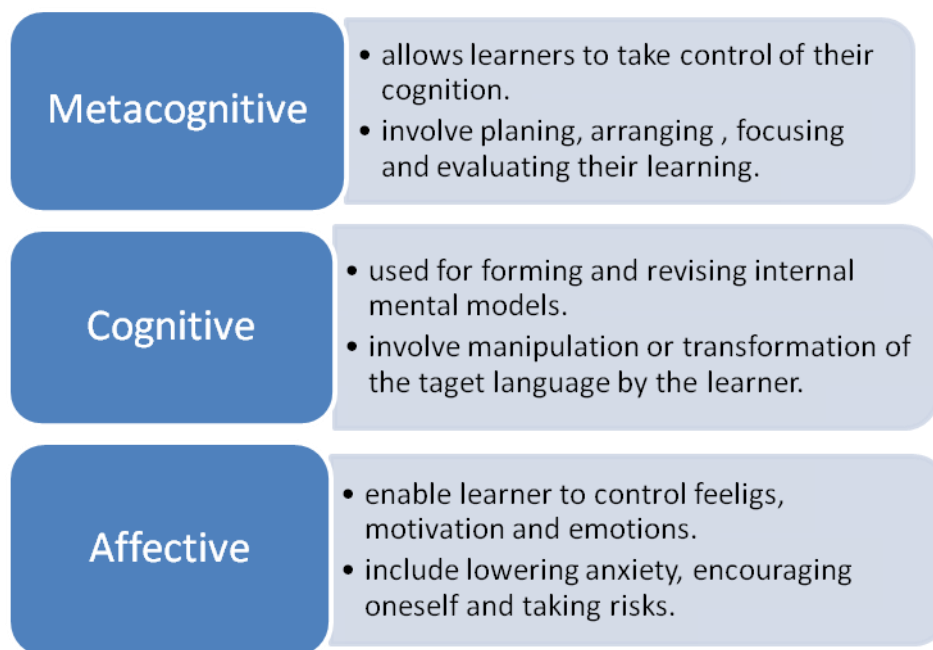


Figure: O' Malley's learning strategies (1985).

Metacognitive Strategies

These strategies are used to oversee, regulate or self direct language learning. These strategies are number of procedures that enable individuals to monitor and assess their

performance. Oxford (2003) metacognitive strategies as “identifying one’ own learning style, preferences and needs, planning for an L2 tasks, gathering and organizing materials, arranging a study space and schedule, monitoring mistakes, and evaluating task success, and evaluating the success of any type of learning strategy “(p.12).Students who use metacognitive strategies to check their weaknesses and they try to improve them in which they test, monitor and evaluate their strategies. These strategies also are used to regulate or self-direct language learning .Learners claimed various processes as planning, managing their own learning, checking progress, assessing how well they have accomplished the learning and evaluating their achievements after completing activities.

Cognitive Strategies

O'Malley's confirmed that this term refers to the more specific learning tasks and it involves more direct manipulation of the learning materials itself for example, repetition, grouping, note taking ,key word, and auditory representation. Cognitive strategies are procedures that involve manipulation or transformation for the target language (Oxford 1990).

Affective Strategies

It refers to psychological and social factors that enable learners to create associations of positive affects towards the foreign language and the learning activities. Learning training can help students to face up to the emotional difficulties and to overcome them by drawing attention to the potential frustrations or pointing them out as they arise (Stern 1992).

Motivation

4.1- Definition of Motivation

Motivation refers to the one’s direction or desire to fulfill their needs. In foreign language, the term motivation deals with the learners’ desire or willingness to perform in

variety of tasks. According to William and Burden (1990, p.120) suggested motivation as cognitive, emotional aspect that leads to conscious decision to do an act.

Otherwise, there is no doubt that motivation is one of the most important factor since it determines both learners' success or failure in learning second or foreign language. This means that most of English foreign language teachers appreciate that motivating their students will enable them to engage more with classroom tasks. As well as, motivation in second language classes may differ from one learner to another. Learners may interest in the target language because of their personal demonstration; whereas others engage in this process according to their reward or punishment from their teachers or parents.

Thus, the concept of motivation has two orientations among learners in learning second or foreign language is intrinsic motivation and extrinsic motivation. Teachers also use several ways that enable learners engaged with their instructions carefully and enjoyable.

4.2.1. Intrinsic Motivation

Intrinsic motivation is the internal desire to perform a particular task or develop specific skills. As Thomson (2010) asserted that “intrinsic motivation relates to learner who has desired to do something regardless to external pressure”. Intrinsic motivation also enables learners to develop their difficulties in different aspects of language learning. According to Lee (2005) stated that “an intrinsic motivation approach assumes that people have natural tendency to seek experiences that increase their competences, elicit curiosity and promote autonomy (p.32)”.

Furthermore, intrinsically motivated learners are bound to better in classroom activities because they are willing to learn new materials. Thus their learning is more meaningful and they go deeper into the subject to understand it.

4.2.2. Extrinsic Motivation

Extrinsic motivation means that learners' motivational stimuli are coming from external desire. In other words, their willing to perform a task is controlled by outside sources. According to Richard (2000) this factor related with the desire to realize such things as learning foreign language from the outside factors as, teachers' reinforcements or any other rewards, as learners might wish learn in order to gain a reward or avoid punishment.

Thus, teachers use extrinsic motivation to encourage students to perform in particular way. As well as, we can notice that motivation plays a crucial role in how many students learn from an activity and learners who are motivated to learn something use higher cognitive process in learning about that language.

4.3-Ways of Motivating English Foreign Language Learners

4.3.1-Promoting Autonomy

Researchers on learner autonomy focus on the learner ability to assume responsible for their learning. Learners autonomy defined by Holec's (1981) is the ability to take change of one's learning. According to him autonomy entails the responsibility of determining learning objectives, defining the content, selecting methods and techniques to be used and evaluating what has been acquired. Many applied linguists suggest that autonomy is capacity ,something that learners can develop rather than a set of procedures that learners do (Cotteral 2008).This mean ,autonomy concerned with the learners self-

reliance on their learning process while the teacher consider as guider. Autonomy is significant in the process of learning, it gives the opportunity for learner to control own learning. As well as, it is the way in which learners will recognize the practice of learning and teaching and which enhances learners to communicate more in their classroom.

4.3.2-Feedback

Researchers have suggested that giving students' feedback during their teaching and learning situation as beneficial aspect of increasing their motivation and promote learning among them. According to Mackey (2007) involved feedback as the consideration of learners to their errors and are pushed them to create modification. As well as, feedback refers to the information provided by the teacher to their learners regarding their understanding or performance of behavioral tasks. Teacher feedback is one step to follow effective instruction of learners. Feedback according to him are two sorts an explicit and implicit feedback .Explicit feedback occurs when teacher states overtly do not use the second language correctly in their speech because teacher ensures learners with linguistic form of their errors. Whereas, an implicit feedback refers to the learners' utterance in one or more sentence component. Studies asserted that explicit feedback is more effective for the learners since it gives them attention to their errors and they do not use them again while implicit feedback the teacher asks their students to formulate their knowledge to be understood and they do not point on the errors directly.

4.3.3-Creating Classroom Atmosphere by Use of Praise

Creating positive and engaging classroom atmosphere is one of the most powerful tool teachers can use to encourage learners' learning and prevent problem from occurring. In order to create an ideal setting there are number of factors that can be used as praise of effective feedback. Teacher feedback as we mention before is essential component of

learning process can help to make a positive classroom atmosphere in which mistakes are valued to enhance learning in which academic success and appropriate behavior are reinforced (Bangert et al 2008) cited in Winter

Furthermore, teachers regularly use praise as an instructional strategy to increase students' performance.

The most effective according to Bangert (2008) praise can help teachers to use praise successfully in their classroom should include the following characteristics:

1-Praise should include specific statements about the appropriate behavior for example; tell his or her learner "you did a great job". As well as, teacher may want to individualize their praise statement when their students work on group task and teacher will praise one by one for instance, teacher checks the first one his amount of work and he has accomplished on task, the second correct responses. Then, teacher concludes by praising the group as he said "I see everyone is working very hard on his task".

2-Praise should focus on learners' improvement and effort. That praise should be acknowledged learners' accomplishment rather than being evaluation of individual abilities as statement " you are so smart" is evaluative statement but it can be said "smart" or "not smart" is better to show how can become smart.

3-Praise should not include competition or comparison as you say for one learner:"you do not better than other». Praise should compare learner's work with his or her previous work or current skill levels. Teacher can tell for his or her learner that the work today is better than of the last week more to compare with their peers.

Thus, it is more likely to increase learner's appropriate learning and behavior with praise and its various characteristics.

Conclusion

Finally, we can say teaching English as foreign language focus on two essential parts teacher and learners. Learners with various differences as age, gender, and attitudes they can obtain language learning through different learning styles and strategies. Furthermore, English foreign language teachers have number of roles that can be an effective source of learners achievement in different situation as in case learners are be able to communicate and use language correctly among others. Besides that, learners' motivation with its orientation intrinsic and extrinsic motivation plays crucial role in learners 'development to be effective part in classroom as well as the ways which may be used by the teacher to motivate their learners , it has a significant role to improve their communicative abilities. This latter involves a different strategies that used by teacher to make their learners more proficient in and out of classroom.

The next chapter will devotes to learners communicative abilities and their role in using effective communicative strategies which can overcome a certain challenges while using a Foreign Language.

Chapter two

Learners' communicative abilities and speaking problems

Introduction

Although communication considered as the main aspect in foreign language classes, the majority of EFL learners usually face a number of difficulties while communicating in foreign language as English in this case. That is why, this chapter devoted to introduce some basic issues related to learners' communicative abilities and how EFL teachers will overcome this speaking problem in their classes. The initial part of this chapter gives general idea about communication in EFL settings, definition the term of communicative competence and its types. Since speaking is considered as the most important skill for learners to communicate ,we will provide general overview about speaking skill, we will mention some principals of how to teach and learn it and we are going to present the main strategies to teach speaking effectively in classroom. After that, we will provide some data about the relationships of speaking with other skills as listening and writing. The other point that will discuss in this chapter is the major factors which EFL learners encounter while speaking a second language with giving the main communicative strategies used by them to improve their communicative proficient.

The last part concerns the teacher's role in maintaining discipline problems in communication by promoting different methods among learners to communicate fluently and confidently as the use of games, role plays, and oral activities.

1-Definition of Communication

Communication is the process of conveying messages to other people clearly and unambiguously or receiving information from others. Communication entails different features to assess the operation and convey what it wanted to be saying effectively. According to Harmer (1991, p.46-47), there are three reasons why people communicate. First, people communicate because “they want to say something”. Second, people communicate because “they have some communicative purpose”. It means that the speakers want something to happen as a result of what they say. Thus, there are two things that speakers must master to communicate appropriately in various aspects, “the message they wish to convey and the effect they want to have”. The third reason is the consequence of the desire to say something and the purpose in conducting communicative activities.

2-Definition of Communicative Competence

The term of communicative competence has developed among a number of various researchers. Canale and Swain (1980, 1983) defined it “as the ability to interpret an appropriate social behaviors and it requires the active involvement of the human in the productive of the target language”. The ability to communicate appropriately and fluently does not concern the grammatical rules only but the use of these rules correctly among a number of societies. As the sociolinguist Hymes (1974) introduced the idea of communicative competence in the terms of the “appropriateness of sociocultural significance of an utterance”.

Furthermore, to be communicatively competent, learners need to speak a certain language patterns correctly, distinguish between discourse type (written or spoken), the manner they are going to utter and the appropriateness according to the society.

According to Bachman (1990) stressed that communicative competence is the interaction between all the components of communicative ability and the context in which language use occurs. As well as, Trask points out (1977) that communicative competence refers to the ability to use the language appropriately in social situations; knowing how to begin and end the conversation, when and how to be polite and address people.

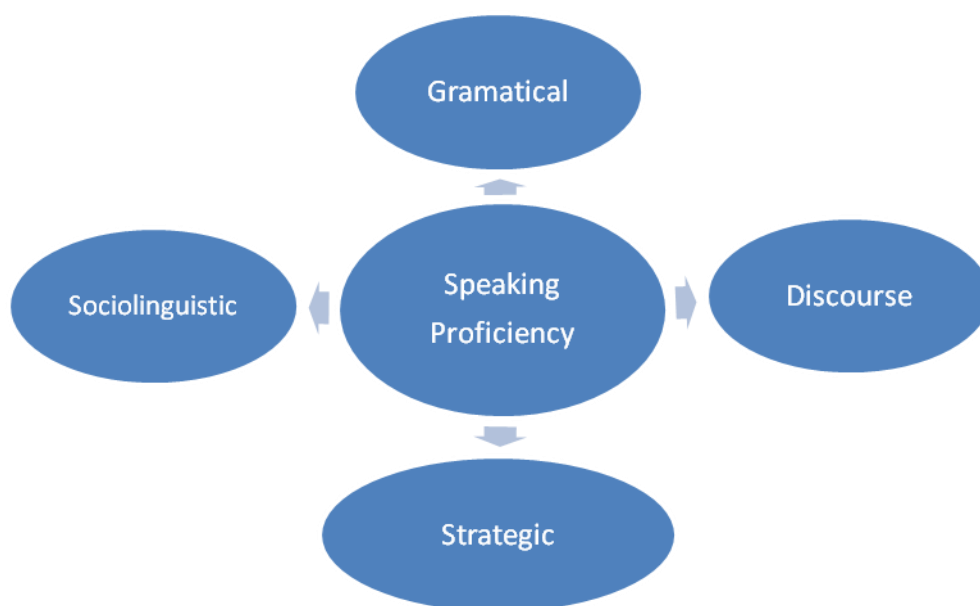


Figure01: Components of communicative competence

3-Components of Communicative Competence

Canale and Swain (1983) identified four different components or subcategories of communicative competence they are:

3.1-Grammatical Competence

It is the ability to master a certain linguistic item (sentence, phrase, and words...) in order to make the language use appropriate or meaningful. According to Canale grammatical competence is “the knowledge of lexical items and rules of morphology, syntax, sentence, grammar semantics and phonology”. It is the competence that we

associate with mastering of linguistic code of language. It includes increasing expertise in grammar (morphology, syntax), vocabulary and mechanics. With regard to speaking, the word mechanic refers to basic sounds of letters and syllables, pronunciation of words, intonation and stress” (Scarcerlla & Oxford, 1992, p.141) cited in(Shumin,2002, p.107). In order to convey meaning, EFL learners must understand how words are combined into various sounds and how sentences are stressed in particular way. Thus, grammatical competence enables speakers use to understand English language structures accurately and unhesitatingly which contributes to their fluency (Shumin, 2012, p.107).

3.2-Discourse Competence

This type of competence involves the ability to make a unified spoken or written text and meaningful. Swain and Canale determined it as “the ability we have to connect sentences in stretches of discourse and to form a meaningful whole of series of utterances” (p.23). Discourse means everything from simple spoken conversation to lengthy written texts (article, books ...).In discourse, learners will concern with the formality, and informality rules of cohesion and coherence which make a meaningful communication.

3.3-Sociolinguistic Competence

Knowledge of language alone does not deserve learners to use effective and appropriate target language. Learners must have competence which involves knowing what is expected socially and culturally by users of the target language in which learners must acquire the rules and norms governing the appropriate timing and realization of speech acts. Sociolinguistic competence helps learners know what comments are appropriate, how to ask questions during interaction, and how to respond to others (Shumin, 2002, p. 107).It is the knowledge of the socio-cultural rules of language and discourse. This type of

competence “requires an understanding of the social context in which language is used: the role of participants, the information they share, and the function of the interaction”.

3.4-Strategic Competence

Canale and Swain (1980) described strategic competence as “the verbal and non-verbal communication strategies that may be called into action to compensate for breakdowns in communication due to performance variables or due to insufficient competence”. Strategic competence refers to the ability in which one can use effective communicative strategies to overcome a certain obstacles or while using a language in inappropriate manner. As Savignon (1983) mentioned it as “the strategies that one uses to compensate for imperfect knowledge of rules or limiting factors in their application such as fatigue, distraction, and inattention “(p.20).In short it is the competence underlying our ability to make repairs, to cope with imperfect knowledge and to sustain communication. With reference to speaking, strategic competence refers to the ability to know when and how to take, keep, and to terminate the conversation.

4- Speaking Skill

4.1-Definition of Speaking Skill

Speaking is the primary tool for communicating, thinking, and learning a language in particular. It is through speaking students learn concepts, develop vocabulary, and perceive the structure of language. Whereas, most of researchers have been considered speaking skill as the most difficult skill in FL or L2 learning. As Yule (1983) claimed that “learning to talk in foreign language is often considered being one of the most difficult aspects of language learning for the teacher to help student with.”(p.45). Learning to speak is not an easy task because it needs a lot from both teachers and learners. Speaking is one

of the most important skills to be developed and enhanced as means of effective communication. According to Nunan (1991) speaking as “the ability to master or carry out a conversation in the language”(p.70). Moreover, researchers point out speaking is one of the main four micro skills in any language as English which is universally used as means of communication especially English speaking ability should be developed along with other skills. To master foreign language learning there certain parameters most of learners will follow when they communicate in various tasks. McCarthy suggests two main things that learners should learn in order to develop their speaking skill in foreign language.” Firstly, mastering grammar rules and memorizing list of vocabulary. Secondly, mastering phonology features and using necessary gestures needed”.

Moreover, this productive skill is deemed to be the most significant ability which enables learners to produce and perform in different language tasks in which they communicate with others and convey their messages through expressing their ideas, feelings, exchanging information and responding to someone else. Speaking in foreign language is not a matter of knowing a number of language patterns only since learning just the grammar rules are not an appropriate way to communicate in foreign language. According to Widdowson (1990) learning just the “language system is not the appropriate way to communicate in the FL because knowledge of the language code alone does not explain the demands of communication and interaction with others in the FL” (p. 27).

Thus, speaking skills enables learners to produce and perform a number of language patterns without any effort. As Pertie stated (1987) that “speaking is an activity with most of us spend great deal of time engaged in, apparently without any effort and with not very much through” (p.15).

4.2-Assessing Spoken Language

Though, the effectiveness of language learning build on the assessment of a number of language features as grammar and vocabulary, teacher may also wish to assess an important aspect of language which is learners' fluency in different situations. According to Yule (1983) "there will continue to be a requirement that students be assessed on their command of the grammar and vocabulary which have been taught. Teachers may also wish to make informed judgments on the pronunciation and fluency of their students' speech" (p, 103). This means, teacher should assess these features as a part of his assessment of the students' ability to communicate effectively. Since one of the main aims of most English teachers is to make their students able to communicate information effectively in the spoken English. Therefore, the assessment of spoken language occurs when the student speaks to evaluate his or her level achievement in communicative tasks.

Thus, Knight (2006) cited in (Boussiada, 2010, p.25) stated that:

"Assessment is the process of analyzing and measuring knowledge and ability, in this case the learners' knowledge of the language and ability to communicate".
(p.21)

Thus, in foreign language teaching, it is very important to assess all learners' skills not just their use of grammar and vocabulary. In speaking, assessment involves the learners' knowledge of the language items and the ability to use this knowledge in that language.

4.3-Speaking skill Relationships

In teaching and learning a foreign language the four macro skills are needed in which enables learner to fulfill their needs and develop their abilities effectively either in or out their classes. So, these skills are interrelated processes in which each one completes the other in different situations.

4.3.1-Listening vs. Speaking

Although, speaking is the most common form of communication, listening is the first skill to master in order to be proficient in language. First, no one can say any word before listening to it. Smith stated that “good listeners often speak more exactly and more creatively than poor listeners, they have more words at their command”.

Thus, what makes up the whole communication is the interrelationship between speaker and listener during face-to-face communication. There is “a natural link between speaking and listening” Brown (2005). Listening is an active process. Nunan (1983) stated that

We do not simply take language in like a tape-recorder but interpret what we hear according to our purpose in listening and our background knowledge” (p.26).

4.3.2-Writing vs. Speaking

Despite, speaking and writing are productive skills which enable learners to process their abilities, but there are a number of differences among them. Harmer (2005) finds it is important to define some differences between speaking and writing for better understanding of their nature. He claims for whom we are writing they are usually unknown audiences. Whereas, in speaking we have to interact with participants directly whether we know them or not.

Though, writing and speaking are differing in such situations, but writing can be considered as a communicative skill. Since writers express their ideas and information indirectly, but the way of exchanging this information which can be a communicative process.

Thus, writing ability entails consideration for a certain writing categories to be good writer and speaker and they convey their messages to known or unknown people. Otherwise, EFL learners should master all strategies of writing process to be communicatively competent.

5-Factors Hinder Learners' Speaking Skill:

Richard (2008) asserted that in the teaching of English, speaking activity usually measures how to use and communicate English. Despite, most of students often evaluate how much they feel they have developed their speaking proficiency and teachers' efforts provide greatest challenges for their learners to speak in that language, but there are different psychological factors that may prevent their communicative progression. Brown (2001) found that "some of psychological factors such as anxiety, shyness, fear of making mistakes and lack of vocabulary are considered as the main causes of students' reluctance to speak"(p.82).

5.1-Shyness

This emotional factor that many students suffer from when they required to speak in English class. Shyness could be considered a source of problem in the students' learning activities in the classroom especially in the class of speaking. It is argued that the more common cause of shyness is speaking in front of people in which makes learners' minds blank or they will forget what to say. Bowen (2005) argues that some shy learners caused by their nature that they are very quiet. In this case, students are not very confident because they find it is very hard to speak in front of their friends and teacher. Sauric also (2011) identifies that the most learners' shyness when they speak the language because they think they will make mistakes when they talk. As well as, they afraid of being laughed at by their

friends in which due to low ability in speaking English. Therefore, paying attention to this aspect in order to help students do their best in their speaking performance.

5.2-Anxiety

Anxiety is feeling of tension and nervousness associated with situation of learning the foreign language. “Anxiety is associated with feelings of uneasiness, frustration, self-doubt, apprehension, or worry “(Brown, 2007, p.161). It is also defined as the negative psychological factor which hinders the most of EFL learners’ abilities. Anxiety considered as the main blocking factor for effective language learning and influences their communicative performance. Horwitz (1986) defined language anxiety as “distinct complex of self –perception, beliefs, feeling, and behaviors to classroom language learning arising from the uniqueness of the language process”(p.78). Regarding to the causes of anxiety, Horwitz (1986) investigated three main causes of students’ anxiety i.e., communication apprehension, test anxiety and fear of negative evaluation. The communication apprehension refers to the students’ ability to communicate in the target language. Their low ability causes anxious feelings among students. The second cause concerned with students’ fear of being tested. The last cause has to do with other students’ evaluation by their teachers. Anxiety also makes language learners nervous and afraid, which may contribute to poor oral performance.

Moreover, researchers mentioned other reasons why most of EFL learners felt anxious as their poor teacher-learner relationship or lack of prior knowledge about topics. Teacher should make attention to this factor to reduce speaking difficulties in classroom.

5.3-Lack of Confidence

It is commonly understood that students' lack of confidence usually occurs when students realize that their conversation partner have not understood them or when they do not understand other speakers .In this situation, they would keep silent while others are talking showing that the students are lack of confidence to communicate. Nunan (1999) says that students who lack of confidence about themselves and their English necessarily suffer from communication apprehension. He and Chen (2010) cited in Juhana (2012) state the main causes of students' confidence is their low ability in speaking English .In this case, many students think that their English is bad and feel they cannot speak English well. The other cause of students' lack of confidence deals with the lack of encouragement from their teachers (Brown 201).Furthermore, Guang and Liang (2007, p.54) determined that students who lack self-esteem hardly believe in their ability to speak English or face teachers, classmates and any sort of audience .Then they either keep silent or say little with great difficulty in English communicative classroom.

5.4. Fear of Mistakes

Fear of mistakes considered as the main students' problem to speak in English in the classroom. According to Aftat (2008) cited in (Juhana, 2012, p.101) this fear linked with the negative evaluation and by the students' fear of being laughed by other students or criticize by the teacher. This psychological factor related with number of causes which make the learners' communicative ability very low. The primary cause of fear of mistake is that students are afraid of looking foolish in front of other people and they are concerned about other how will see them. In addition, Chen (2010) explains that "students feel afraid of the idea of making mistakes as they are worried that their friends will laugh at them and

receive negative evaluations from their peers if they make mistake in speaking English” cited in(Juhana, 2012).

5.5-Problem of Vocabulary

The common expression of SL learners is used when they imposed to participate in given topic “I have nothing to talk about “, I do not know “ or keep they keep silent These expressions are due to the lack of motivation in expressing themselves or chosen topic they should discuss to talk about. Rivers (1968, p.192) says that “the teacher may have chosen the topic which is uncongenial to him (learner) or about which he knows very little, and a result he has nothing to express, whether in the native language or the foreign language”.

6-EFL learners’ errors and mistakes in speaking

Speaking SL or FL is not an easy task which involves lot of strategies to speak correctly and fluently. That is why; most of students make errors while they are communicating in foreign language. Researchers identifies some of these errors that may prevent EFL learners communicative development as; interference, overgeneralization, and fossilization.

6.1-Interference

Language interference refers to the influence of the mother tongue on the learning of the foreign language. Learners in this case will use their first language mother tongue rules and they apply them when they want to produce different patterns in foreign language. It may be considered as a negative aspect for the learners’ communicative development and irrelevant process to be applied in EFL classroom.

6.2 – Fossilization

This cognitive factor occurs in most languages especially foreign languages. Fossilization is an error that repeated by learners each time and they cannot find the correct forms to produce in that language. Thus, teacher will prevent fossilization by correcting repeated errors of the students and they have to act with caution to overcome this problem.

7-Learners Strategies in Developing Speaking Skill

In learning foreign language learners may use unlimited strategies to improve their speaking abilities in their classes. These methods will enable EFL learners to use a target language effectively and it will assist students to manage their motivation and attitudes towards learning second language or foreign language. According to Stern's (1990) language learning strategies have been classified as follow:

7.1- Management and Planning Strategies

These strategies are actually connected with the learners' purpose to control their own learning. A learner has a capability to take responsibility for the improvement of his own planning when a teacher's language supports him only as a guide or a resource person. In other words, students in this situation will decide a reasonable object that will be learnt, select a proper resource, and evaluate their success based on their objectives and expectation.

7.2- Communicative Strategies

Learners use a variety of communicative strategies such as, gesturing, paraphrasing, or asking for repetition and explanation to keep the conversation and to produce more in

second language. It also involves the use of verbal and non-verbal instruments for the use of the language.

8- Teacher's Role in Maintaining Learners' Communicative Problems

Obviously, ability to speak is difficult task in which most of EFL learners encounter many difficulties when they want to speak in the target language. These obstacles make low ability among students to communicate fluently and use the foreign language in appropriate way. So, teacher here will try to use several of speaking activities to master learners' communicative proficiency as, using games, role-plays, dialogue, classroom discussion, and oral report while many activities in the classroom have been oriented to speaking for real communication and giving students to speak through these activities.

8.1-Games

Using games in English class is the one of the useful and helpful aspect of communicative method. Games are communicative; using games in English teaching or learning can release and develop various skills as Betteridge and Buckby (2006) cited in Zhu(2012) say “games can be found to give practice in all the skills, in all the stages of the teaching and learning and for many types of communication”(p.80).Moreover , games playing is effective in developing students' communicative ability in that it is dynamic process of communication students as thinking beings, emotional beings and communicators instead of knowledge receptacles , try to get their ideas, concepts, thoughts, and feelings expressed , based on their own experiences.

8.2-Role-Plays

Role play is the most known activity in developing learners' speaking skills. Usually, in role play learners are given cues about the roles that they will adopt. These cues are given in cards which are called role cards. Learners read these cards and take little time for preparation, then meet their mates to act out the scenes which are composed by their ideas and information from the role cards (Scrivener, 2005p.155).According to Revel (1979) sees , role-play as :“an individual' s spontaneous behavior reacting to other in hypothetical situation.”(p.16) this implies that role-play enables students to speak through in an imagined situation to present the view of a person without necessarily sharing them. Otherwise, in role play process teachers promote many skills to enhance this performance effectively and improve learners speaking abilities. Cornett (1999) cited in Rahimy and Safarpour (2012) highlighted that “students develop fluency in language and verbal communication skills, as well as the use of the body in face- to –face communication, when they are involved in role play activities”. Thus, these students will employ the language and then develop fluency with the chance to participate in the role plays.

8.3- Classroom Discussion

Discussion is an exchange of ideas and opinions either on class basis with the teacher's role as a mediator or within the context of group, with the students talking among themselves. It is considered as the technique for developing oral expression through exchange of ideas, opinions, arguments, and points of views. This technique is student-directed and teacher –guided discussion (Hill and Ruptic, 1949) cited in Boussida (2010, p.21).Discussion is one of the most important activities in language learning and the main communicative fluency activity in classroom. According to Hedge (2000:277) learners will be able to discuss various topics of their interests, give their opinions about these topics

and try to convince each other of their opinions. As well as, it is an effective strategy which enables EFL students have more time to practice speaking, as they practice speaking with classmates they have already known without any psychological barriers.

8.4- Teaching Materials

An important aspect of speaking activities is how students are made ready to speak. This deals with the importance of materials for communicative activities in classroom. This activity involved student to search from materials of their own from any sources (e.g., magazines, books, and Internet) and use them to complete tasks in the EFL classroom. The speaking tasks can be in the form of describing objects, reporting, or telling stories and the presentation may be related with the use of common media such as pictures and reported (Rachmajanti, 2005, p.283). Furthermore, teacher will assign their students to use their materials based on their prior knowledge.

Unlike, this approach that based on the independent effort of students for searching of materials to master different speaking tasks, another approach which based on the teacher' s decision on designing various activities on the classroom. The teacher designs tasks of speaking activities, chooses type of materials, and determines the media for presenting the materials.

Thus, it is very beneficial to teach English as foreign or second language through the use of materials which enables learners with significant input to develop their speaking abilities and they become communicatively competent.

Based on these criteria, there are different materials which the teacher may use in classroom. These activities will provide them with the opportunities to learn from various angles and involving learners in using English for variety of communicative purposes.

8.4.1- Oral Activities.

With careful selection and preparation, aural materials such as students listen to tapes dialogues or short passage afterwards they act in different ways. Teachers either have each student to listen to variety of segments or divide the class into groups or make each group responsible for one segment. Then, students work together in groups and negotiate the meaning of the activity and answer the questions, this instruction will motivate them to speak.

8.4.2-Visual

Because the lack of opportunity in foreign language settings to interact with native speakers, this can be developed by the use of audiovisual materials such as, appropriate films, videos, and any beneficial reports. As Carrasquillo (1994) cited in Shumin (2012, p.209) asserted that “the motivation achieved by basing lessons on attractively information content materials, exposure to varied range of authentic speech , with different registers, accents, intonation, and language used in real satiation which adds relevance and interests in the learning process”(p.144).

Conclusion

In this chapter we have looked at some speaking difficulties that most of EFL learners face during learning foreign language. The initial of this chapter has been concerned with the concept of communicative competence and how learners will better its different types. Then, we looked at the speaking skills and its relation with other skills. After that we give some theoretical ideas about the main reasons that hinder learners speaking abilities and we provide some effective communicative strategies that EFL teachers use in classroom to overcome these problems and increase learners' abilities to be communicatively competent.

Chapter Three: Analysis of the questionnaires' results

Introduction

The present study is based on the teachers' and learners' views towards the role of English foreign language teachers in improving EFL learners' communicative abilities, since teachers and learners are the two main variables of this study. Their opinions are very important to the stated hypothesis, and the most appropriate tool to investigate both teachers' and learners' questionnaires.

The students' questionnaire aims at finding out whether their psychological factors have an impact on their level of mastering English communicative skill. As well as, we want to know whether teachers' instruction may influence on learners' communicative proficiency. While teachers' questionnaire is intended to investigate the teachers' opinions about enhancing EFL learners' 'communicative abilities.

1- Students' Questionnaire

1.1-Sample

The forty students who responded to the questionnaire were chosen among the total number of the first year LMD English students from the whole population of 551 students at Biskra University during the academic year 2015-2014 .They are divided to ten (10) groups and each group contains between (57) to (59) students. We randomly choose 40 students from the total number of the first year L.MD English students. The majority of students are girls. From the forty students that we were chosen, seven of them were boys.

The selection of the sample is based on the consideration that first year L.M.D students who encounter many difficulties during their speaking English as foreign language. So, their teachers focus more on their communicative development and they take a long consideration to this issue will be reduced.

1.2- Description of Questionnaire

The students' questionnaire includes 22 questions which are arranged in logical way. They are either closed questions requiring from the students to choose 'yes' or 'no' answers , or to pick up the appropriate answers from a number of choices or open questions requiring from them their own answers and justify them.

Questions 1 to 3 were designed to identify background information about students. They are asked to specify their age, gender, their choice of English and the length they have been taught English language. Question 4 is about why they learn English, is it for getting a job or for communicative purpose.

In question 5 they are asked about their level of learning English as a foreign language. Question 6 is devoted on learners' opinions towards the nature of learning English. Then, question 7 and 8 are based on learners' views about an effective teacher. In question 9 and 10 they are asked about whether their teachers motivated them motivated. As well as, question 11 students are asked about the method that facilitates their learning .In question 12 is conducted to know how often these strategies affect on learners' communicative developments.

Moreover, the question 13 and 14 were concerned with how often do they speak English and if they are given the opportunity to speak English. Question 15 and 16 deal with how often do their teachers encourage them to speak in English as a foreign language and participate in oral expression. Question 17 is formulated to know what are the major psychological factors that may hinder learners' speaking progression. Furthermore, in question 18 students are asked about how they feel in oral classes.

Question 19 is given to know their opinions about which method they think is an effective for their learning in group work, pair work or they prefer to work individually. Question 21 is designed on the students' agreement or disagreement of the use of authentic

materials. In the last question students are asked to provide further suggestions and comments about their speaking improvements.

1.3- Analysis of the Results

Section One: Background Information

Question 1: Gender

	Male	Female	Total
Number	7	33	40
%	17	82	100

Table 1: Students' gender

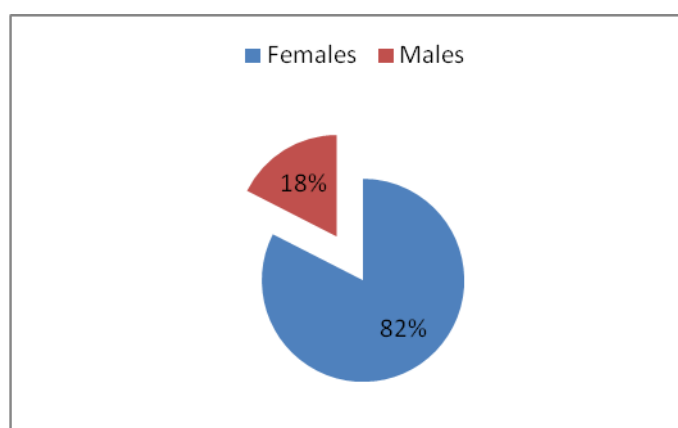


Figure 1: Students' Gender

Gender has great impact in teaching second or foreign language. Since we formulated this question in order to know both males and females attitudes and interests towards learning English as foreign language. From the table above, we can observe that female students outnumber males. In fact, we have found just 17% of English students are males, however; 82% of them are females. Thus, we can notice that girls are more motivated and they were expected to be more interested in studying a foreign language than boys.

Question 2: Is your choice of English?

	Personal	Obligated	Total
Number	35	5	40
%	87	13	100

Table 2: Students' choice of studying English

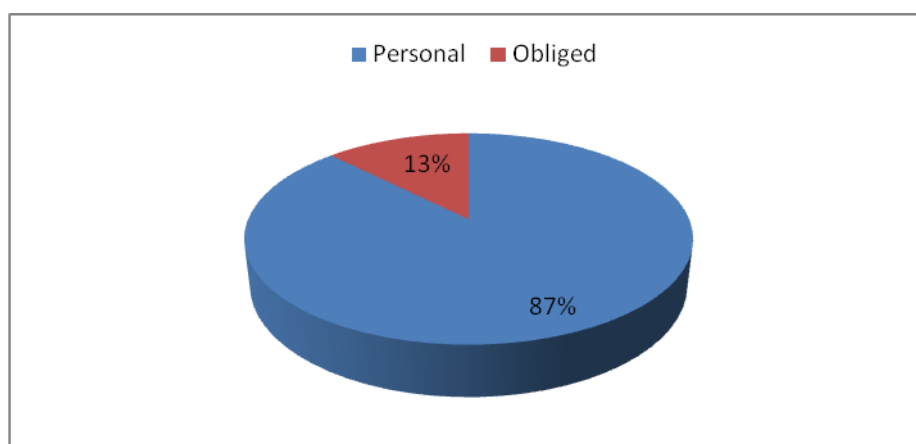


Figure 2: Students' Choice of studying English

Each one has specific attitude towards learning English language. That is why, we designed this question to generate views about learners' choice of English, is it from their own desire or other factors which pushed them to study it. As it is shown from the table that 87.5% of the students have chosen to learn English language, but only 13% students who are obliged to study it. Therefore, the majority of students have strong want and well motivated to learn English in contrast, the few number of them are obliged to learn it because of their average in baccalaureate exam and they did get their first option.

The learners explain their answers as follow:

a- Personal:

- Because I like English language
- I like language especially , the pronunciation

- I like English language, and I choose it for improving my level and speaking it fluently.

b- Obligated:

- Because of the average in baccalaureate exams.
- Because I am scientific student and I did not have the first option I want to study.

Question 3: How long have you been studying English?

Years	Seven (7)	Eight (8)	Ten (10)	Total
Number	31	6	3	40
%	77%	15%	8 %	100%

Table 3: Students' years of studying English

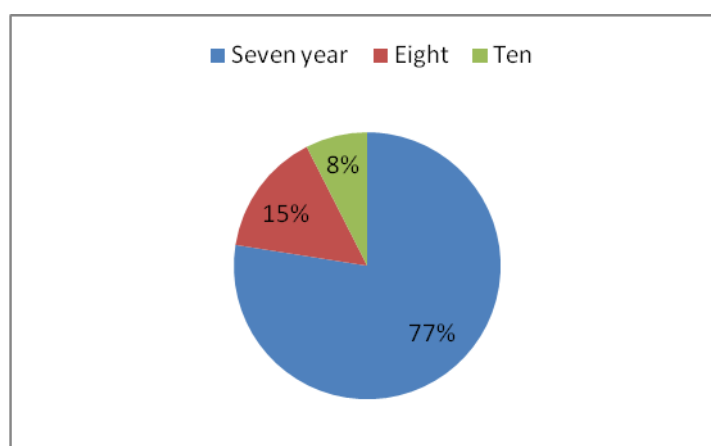


Figure 3: Years of studying English

It is clear from the table that the majority of students 77% who have been studying English for seven years. This believed to be the normal number of their academic year. 15% of them stated that they have been studying English for eight years. Whereas 8% of the respondents affirmed that they have been studying English for ten years. This means that they may have repeated one or more years. Therefore, the long length of learners' studying English refers to the willingness and inability to master well this language.

Section Two: Learners’ attitudes towards learning English as a foreign language and the impact of EFL teachers on learners speaking skills

Question 4: why do you learn English?

	To get job	Communicative purpose	Total
Number	15	25	40
%	38	62	100

Table 4: Students’ cause of learning English

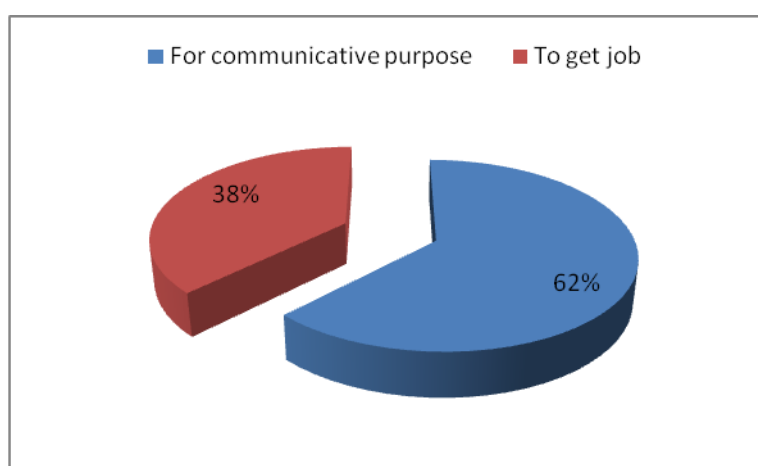


Figure 4: Students’ reasons for studying English

The purpose of learning English differs from one learner to another. Some of them learn it only for instrumental purpose, while other learns it in order to become communicatively competent. The above table reveals that 62 %of the ESLs learn English in order to speak it as well as they want to interrelate with foreign speakers easily. It is known also that English as the universal language around the world, while the rest of them 38% stated that they learn it to fulfill their social needs as to get a job.

Thus, the major purpose of EFL learners is to speak English language fluently and correctly whereas; the few of them learn it to find an appropriate job.

Question 5: How do you consider your level in English?

	Excellent	Good	Average	Poor	Total
Number	0	16	19	5	40
%	0	40	47	13	100

Table 5: Students' level in English

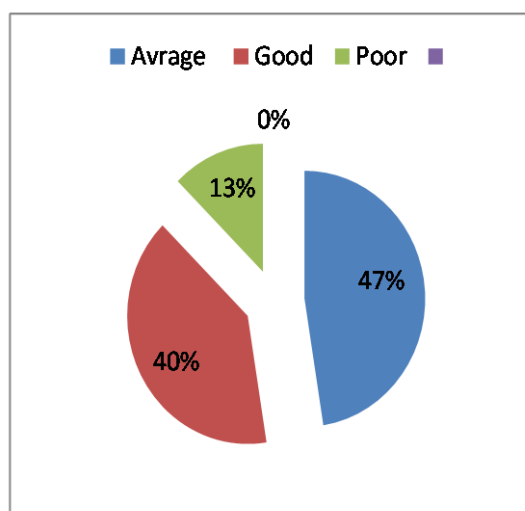


Figure 5: Students' Level in English

Learners' degree in mastering SL is varied from one learner to another. This question is designed to know as if learners with different levels affect on the teaching process or no. From the table above, we can consider that no one from the participants consider their level excellent in English. 40% stated that their level is good and 13% of them their level is poor. While, 47% of the students proved that their level is average. So we can say that most of EFL students face many difficulties in learning

English as a foreign language which may influence on their speaking improvement and they need more to reduce these obstacles.

Question 6: Do you think English language is an easy task?

	Yes	No	Total
Number	9	31	40
%	22	78	100

Table 6: Students' views about English language.

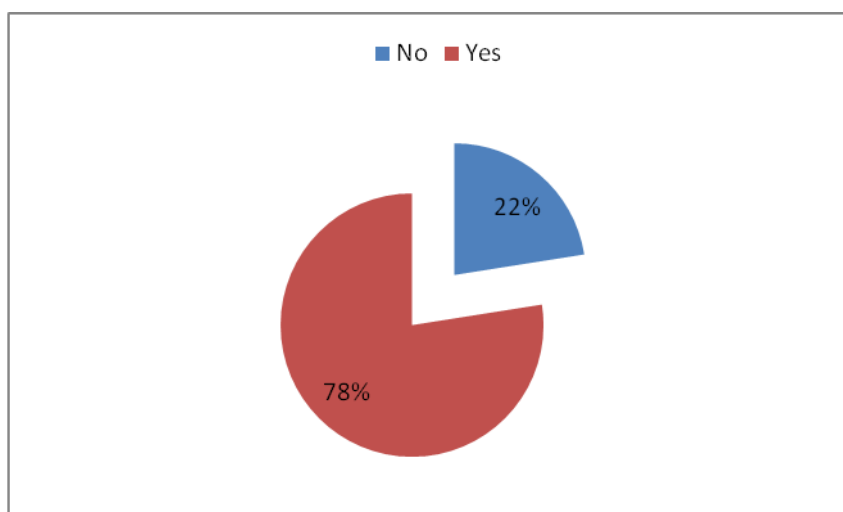


Figure 6: Students' consideration of English language

By this question, we want to know the learners' views toward English language. There are 78% of the students considered learning English is difficult. In contrast few of them 22% noticed that is easier to learn. Therefore, students give their justification about their opinions.

Learners' justification about language learning

Yes	No
1-It needs just motivation it will be easy to be learnt 2-It easy to pronounce 3-It is an enjoyable language	1-I find many difficulties 2-It takes a long time to think in English 3-It is difficult to speak in it.

Thus, leaning in foreign language claims from EFL learners a hard work to better their communicative difficulties. They need to use an instructional and pedagogical strategies that will make them professional in English.

Question 7: what is an Effective Teacher according to you?

Teachers' effectiveness has crucial role on learners' improvements. Since this question is formulated to assimilate the real overview about teachers' qualities. Participants define an effective from different parts. Some of them consider an effective teacher as someone who can understand his students, provides them with significant information, and he is the one who guides and manages them in classroom to improve their abilities. Others consider the effective teacher as the one who can simplify the lesson and make it well understood to grasp. As well as, they notice that an effective teacher is someone who helps learners to learn and achieve their goals as how they can speak English language easily.

Question 8: The EFL teachers can be more effective, when they are:

	Motivators	Assessors	Managers	Evaluators	Guiders	All of them	Total
Number	10	2	3	0	7	18	40
%	25	5	8	0	17	45	100

Table 8: The role of effective teacher

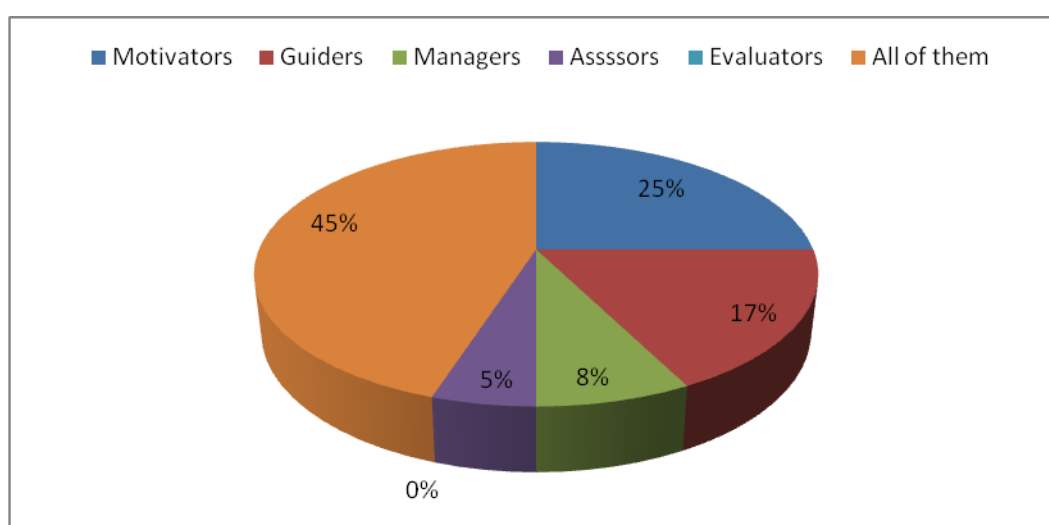


Figure 8: Students' consideration towards Teachers' role

EFL teachers have a number of roles in which they apply them in classroom and each role has its particular features. This question designed to know the appropriate role in teaching English as foreign language. As can be seen from the table that 45% of the participants notice that EFL teacher have to be characterized by all of these roles in order to fulfill their goals. 25% Of them stated that teachers' role is the one who know how to motivate learners to follow with teachers' instructions, 17% of the participants considered that teachers' effectiveness when they help their learners to facilitate their difficulties, as well as 8% confirmed that appropriate role of EFL teachers focus on creating classroom atmosphere and managing the routine between learners. Whereas, 5% of students believed

that the role of the EFL teachers can be more effective by assessing learners' achievements.

Therefore, we can notice that the role of ESLTs do not emphasis on one or two role, but they will promote all of them during their teaching English language to improve their learners' needs.

Question 09: Does your teacher motivate you to learn?

	Yes	No	Total
Number	34	6	40
%	85	15	100

Table 9: Whether teachers motivate students to learn..

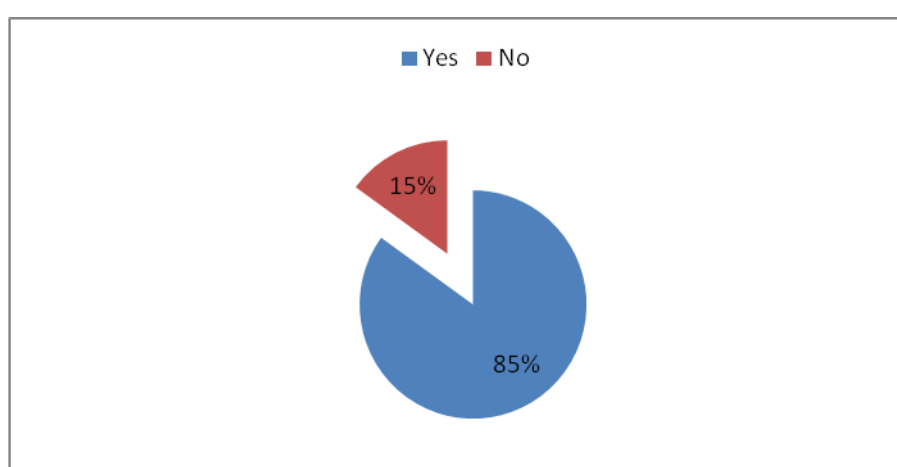


Figure 9: Whether teachers motivate them to learn.

Motivation is considered as an important tool for teaching EFL classes, it will increase learners' desires to master their needs. Therefore, this question formulated to generate an information teachers' motivation towards EFL learners. The result showed that most of the participants 85% stated that they are motivated and their teachers use different strategies to motivate and encourage them to learn whereas; few of them 15% illustrated that they are less motivated. So, we can say that promoting motivation among EFL learners plays a significant source for improving students' skills to communicate.

Question 10: What are the main ways do your teachers use to motivate you?

In teaching second or foreign language teachers use many ways that will encourage their learners to learn and engage on the task without any problem. The respondents provide the number of methods that EFL teachers may use to motivate their learners and improving their abilities to speak. From these answers, learners show that teacher can motivate students when they accept their wrong answers and praise them. As well as, they may use the authentic materials and present their lesson on various instructions as group work, pairs, and role plays. Others say that they make challenges between students and use rewards. Furthermore, they may use jokes as an introduction to the topic.

Thus, it can be seen from the table above that motivation consider as crucial role for improving learners' speaking proficiency.

Question 11: Do you prefer to improve your language learning through:

	Metacognitive strategy	Cognitive strategy	Affective	Concrete objects	Total
Number	11	18	4	7	40
%	27%	45%	10%	18%	100%

Table 11: Students' learning strategies

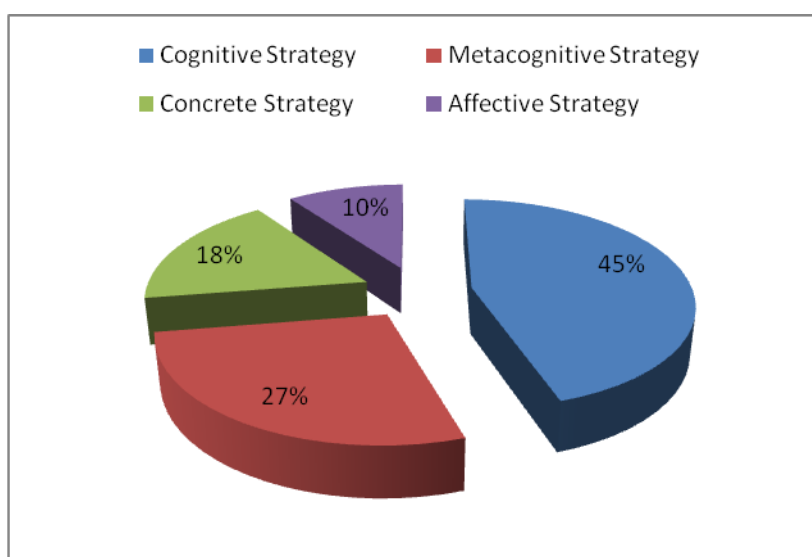


Figure 11: Students' learning strategies

EFL students have a variety of strategies that they use to monitor and facilitate their learning process. This question was given to students in order to know their suitable and effective strategy to learn. It is clear from the table that 45% of the participants stated that they simplified their learning and improve their progression through cognitive strategy (take note, key words, and examples), 27% of them assess their learning under the use of metacognitive strategy (check weaknesses and improve them). Besides that, 18% of the students believed that learning a foreign language can be easier as they learn with others (mates) however; few of the learners who make up 10% develop their learning while they overcome such psychological factors as exams' anxiety.

Question 12: How often you think these strategies affect on learners' achievements?

	Always	Sometimes	Rarely	Never	Total
Number	15	22	3	0	40
%	37	55	8	0	100

Table 12: Students' frequency to the effect of learning strategies

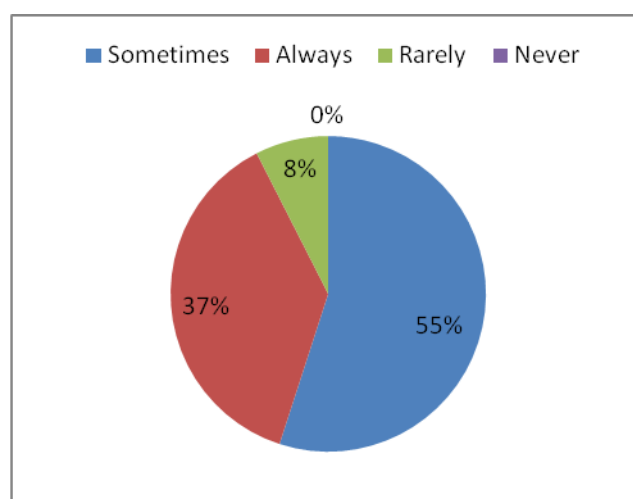


Figure 12: learners' frequency about the effectiveness of learning strategies

Learning strategies are very important methods that are used by EFL students to facilitate and understand their tasks.

This result indicates that the majority of the students 55% affirmed that learning strategies sometimes influences on learners' development. 37% of them stated that the previous strategies always have great impact on learners' abilities. 8% of the students believed that these strategies rarely affected to learners' outcomes, while no one observed that these strategies that never have an impact on their learning.

Finally, there is no specific length that these strategies affect on learners' development, but its influence usually affect and enable learners to monitor their needs.

Section Three: Learners' communicative abilities:

Question 13: How often do you speak English in classroom?

	Always	Often	Rarely	Never	Total
Number	2	12	23	3	40
%	5	30	57	8	100

Table: Students' degrees of to speak English in classroom

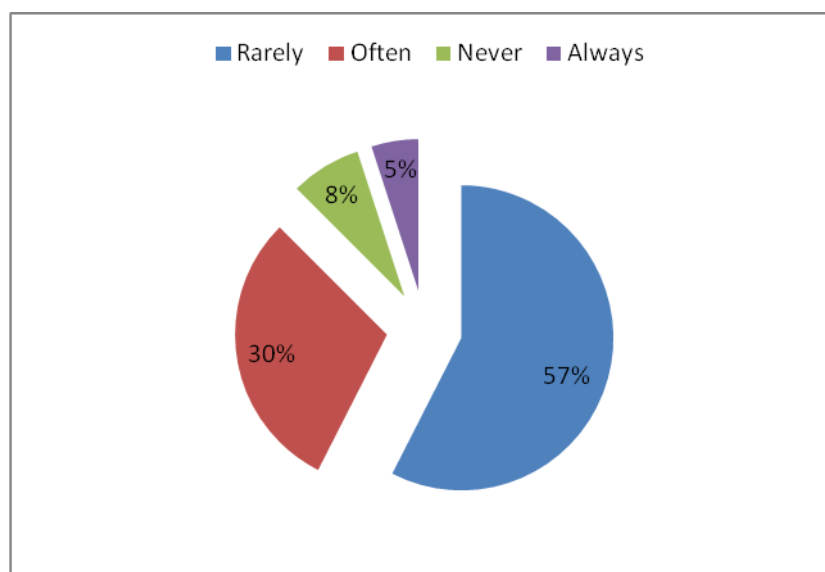


Figure 13: Students' frequency to speak English in classroom

English speaking is varied from one learner to another and each one has particular difficulties. It is clear from the table that most of the students 57% stated that they rarely speak English in classroom, 30% of the participants revealed that they often talk it.

Whereas, 8% of them insisted that they never speak English in classroom, but the rest of participants 5% affirmed that they always speak it.

Therefore, we can notice that the absence of learners' speaking abilities in English classroom turns back to different psychological factors as shyness and anxiety which prevent learners' proficiency.

Question 14: Do your teacher give you an opportunity to speak?

	Yes	No	Total
Number	31	9	40
%	77	23	100

Table 14: Whether teachers' give students opportunity to speak.

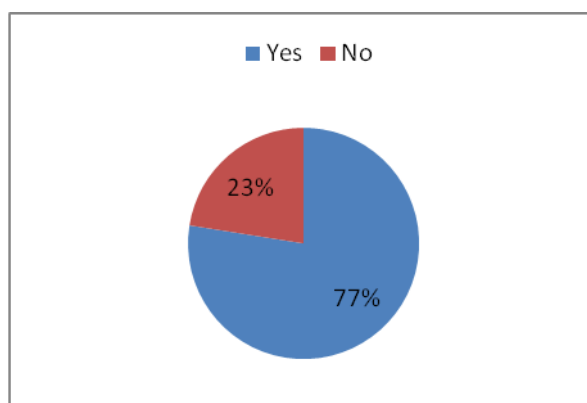


Figure 14: Whether teachers give students opportunity to speak

Giving students an opportunity to talk in EFL classroom will increase learners' ability to participate more in several activities. Therefore, as it mentioned above, the majority of students 77% stated that they are given an opportunity from their teachers to speak English in classroom. While, few of the students 23% indicated that they are not given a chance from their teachers to speak and overcome their speaking difficulties. Thus, this question aims at showing for EFL learners must be develop their skill in order to

reveal them in their classes and they will have a chance to possess them which will make competition between their mates.

Question 15: How often does your teacher encourage you to speak?

	Always	Often	Rarely	Never	Total
Number	22	15	2	1	40
%	55	37	5	3	100

Table 15: Frequency of students being encourage to speak

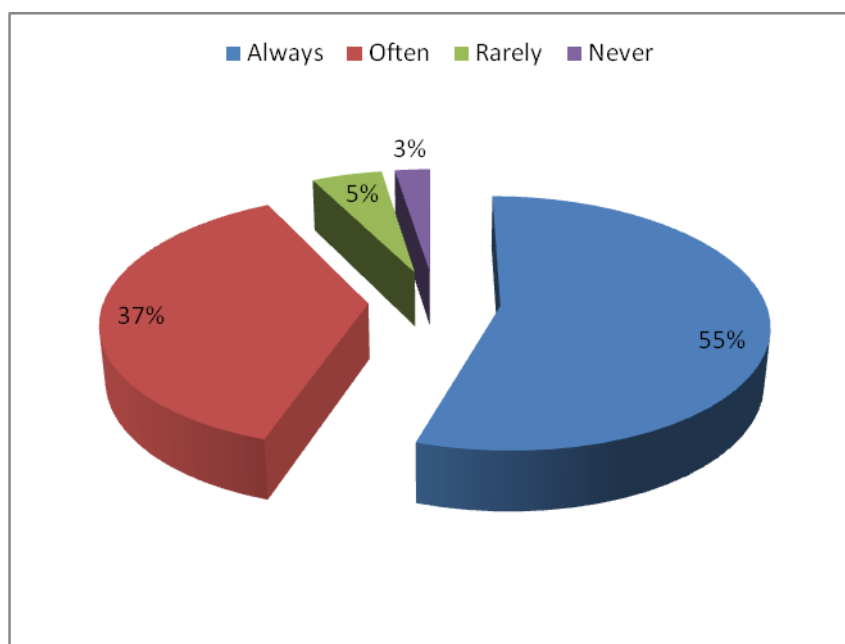


Figure15: Frequency of students being encouraged to speak.

Obviously, one of the main roles of EFL teachers is to encourage their learners to speak. The majority of students 55% asserted that they always encouraged to speak by their teachers. 37% of the respondents confirmed that they often encouraged to speak in classroom. Whereas 5% of them showed that they rarely encouraged by their teachers. The rest of students 3% answered that they never encouraged to learn in English language. This goes back to teacher' attitudes towards learners' levels that is not master well. The aim behinds this question to identify for EFL teachers that teaching in foreign language is

not just presenting lessons and they forget their students' needs. Teachers have to be take care about their learners' needs.

Question16: How often do you participate in oral expression class?

	Always	Often	Rarely	Never	Total
Number	5	25	8	2	40
%	12.5	62.5	20	5	100

Table 16: Students' frequency of their participation in oral class.

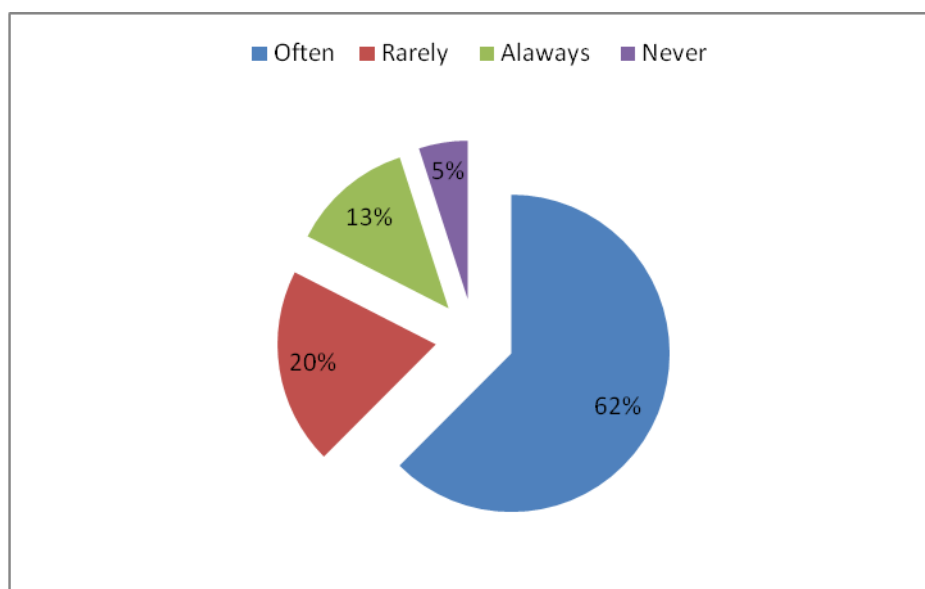


Figure 16: Students' frequency of their participation in oral class.

In fact, it is very beneficial when EFL learners participate in oral class. Since, it will deliver them to increase their speaking proficiency. As well as, it is known that only motivated students like more to participate. But, the table above reveals that only 5 participants 13% stated that they always participate in their classes. 62% of students indicated that they often participate in oral class. 20% of them believed that they rarely do so. 5% of the participants confirmed that they have never participated in oral class. This means that those students face many factors as inhibition and lack of self-confidence which will decrease their communicative abilities. Thus, the proposed aim to know the learners'

degree of their participation and we will diagnose the main problems that prevent their communicative proficiency.

Question17: What are the major problems that may hinder your speaking abilities?

	Inhibition	Lack of vocabulary	Anxiety	Making mistakes	All of them	Total
Number	4	5	11	17	3	40
%	10	13	27	42	8	100

Table 17: The major problems that may hinder students speaking abilities.

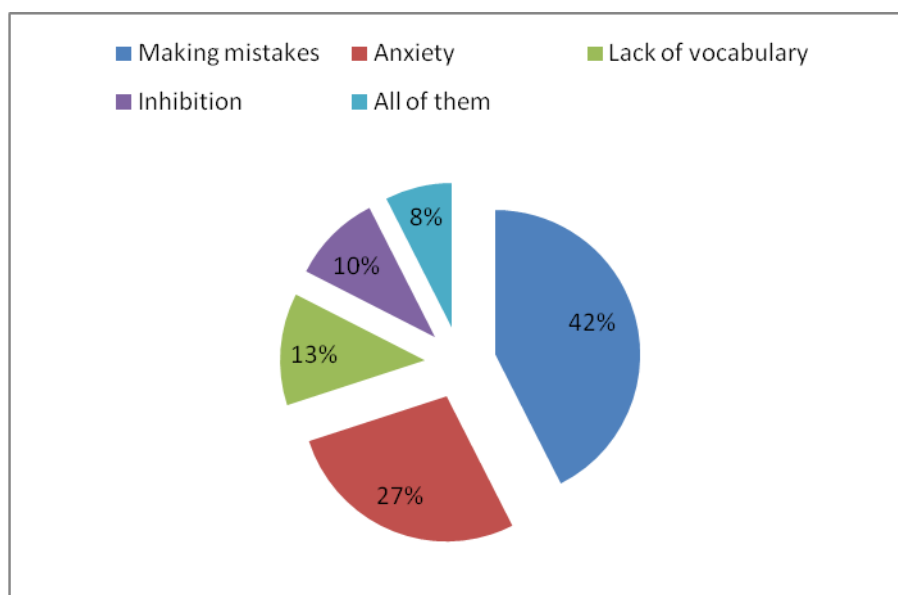


Figure 17: Students' views about their speaking problems

In teaching English as a foreign language, there are many psychological factors that most of EFL learners face during their learning. By this question, we want to measure some communicative difficulties in EFL classroom. As it can be seen from the table that the majority of students 42% illustrated that the main problems which may prevent their speaking development is making mistakes. 27% of them showed that they cannot speak English fluently , because they do not feel relax and they are anxious. 13% of students revealed that they are unable to talk and negotiate in English tasks since they do not have

enough knowledge about the interested topic (lack of vocabulary). As well as, 10% of respondents stated that they have low capacity in communicative process because they are afraid and cannot express their ideas. The rest of students 8% showed that speaking problems are more and varied, thus it cannot be focused on specific problem, but all of them will hinder learners' communicative proficiency. Therefore, learners should be aware to overcome these issues.

Question 18: How do you feel in oral class?

	Comfortable	Uncomfortable	Total
Number	22	18	40
%	55	45	100

Table 18: Students' feelings in oral class

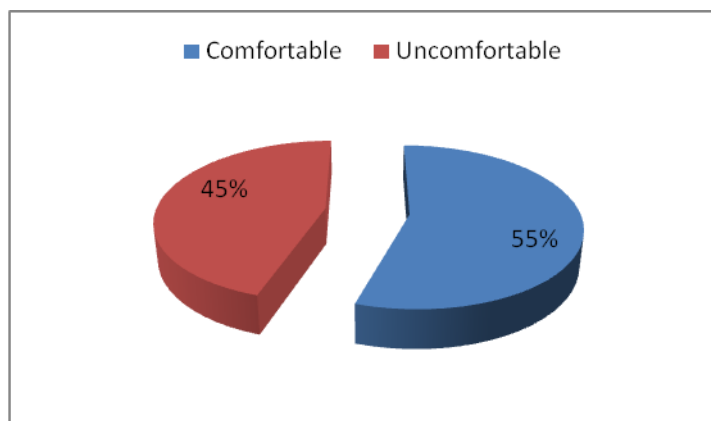


Figure 18: students' feelings in oral class

Learners' feelings in oral class differ from one learner to another. This question was formulated to know whether learners' emotions and moods have an impact on their communicative proficiency. As it is shown in the table, the majority of the participants 55% affirmed that they feel comfortable when they participate, while the rest of participants 45% revealed that they feel uncomfortable, this may be related with their personalities. Since they are extrovert learners who are usually talkative and whereas;

an introvert learner who keep silent and they fear from the reaction of their classmates and teachers. We aim here to show for EFL learners that English language is ot an easy task to master but they should accept every problem they may face during their performance, and they will try to overcome them.

Question 19: Do you prefer learning through:

	Group work	Pairs	Individually	Total
Number	17	21	2	40
%	43	52	5	10

Table 19: Learners’ activities preference.

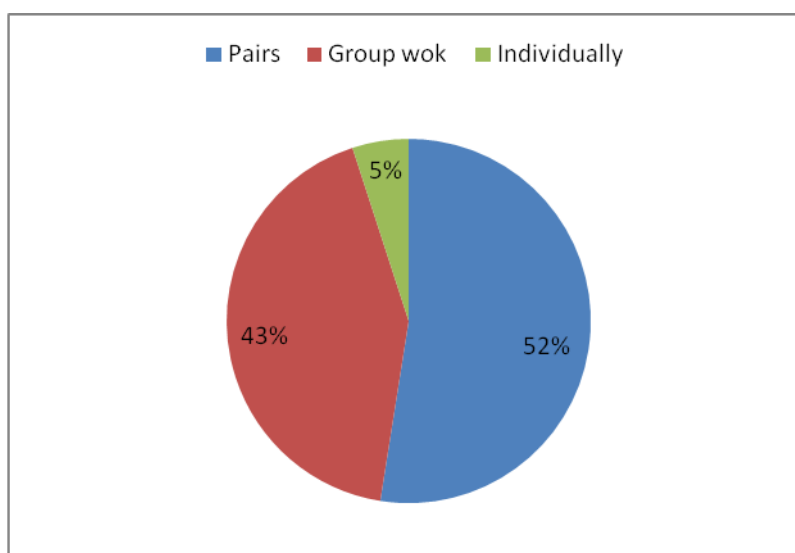


Figure 19: Learners’ activities preference.

Learning styles are techniques used by EFL teachers to facilitate the learning process. In this question, we prefer to understand which style can be more effective on learners’ speaking skill. It is clear from the graphs that the majority of the participants 53% prefer to working in pairs. The others of students 42% favored working in groups. This latter it does not work with teachers since they lose their control in classroom .Unlike pairs may be deserved the process because the low number of students which enables

teachers to overcome this instruction easily. While few of the students 5% like working alone and they feel able to assess their needs by themselves.

Question 20: Do you consider that the use of authentic material can improve learners to be proficient?

	Agree	Strongly agree	Disagree	Strongly disagree	Total
Number	23	8	6	3	40
%	57	20	15	8	100

Table 20: Students' agreement of the use of authentic materials.

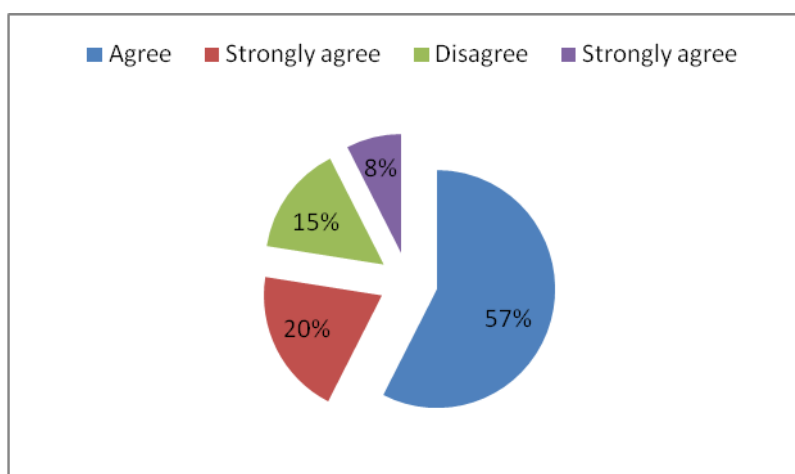


Figure 20: Learners' agreement in the use of authentic materials

By this question, we want to know the influence of using materials in improving learners' communicative abilities. From the table above, it is clear that most of students 57% agreed that the use of authentic materials in EFL class will enable them to speak more. 20% of them also are strongly agree about the effectiveness of the use of this methods, whereas, 15% of the participants disagree. The minority of them 8% believed that the use of these materials in EFL classroom will be negative on learners' outcomes since; it takes more time and the lack of learners' attention.

Question 21: Which one of the following communicative strategies can be effective on learners ‘speaking abilities?’

	Interview	Role-play	Classroom discussion	All of them	Total
Number	4	5	6	25	40
%	10	13	15	62	100

Table 21: The communicative strategies can be more effective on learners’ speaking abilities

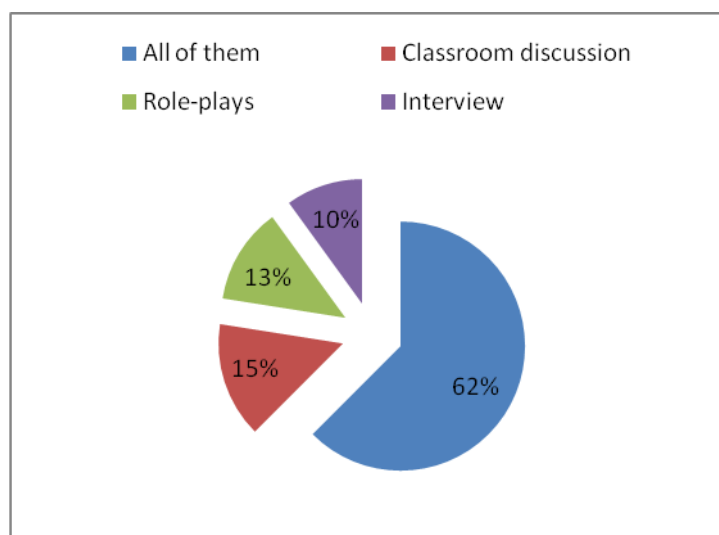


Figure 21: learners’ preference in the effective communicative strategies

It is important from teachers’ procedures to use different materials in English class. The results revealed that most of the participants 62% considered that all of these materials can be used in oral class to increase learners speaking proficiency. 15% of them noticed that classroom discussion is a useful technique which enables learners to discuss their ideas with their mates and teacher and they be able to talk fluently. However, 13% of the respondents answered that role-play can be more positive on learners’ communicative improvement. The rest of them 10% showed that interview is an effective method to develop learners’ communicative abilities.

Question 22: would you add any other suggestions you think it will enhance your speaking skill, please?

By this question, the majority of learners 52.5% did not add any suggestions that will enhance their speaking skill, while the rest 47.5% answered.

Therefore, the responded questions are provided with different views about how those learners will improve their communicative skill. They mentioned the following:

-Teachers use different teaching materials like making learners in group or pairs that can increase learners desire to speak without any impression.

-They motivate their learners by promoting various strategies among learners to engage and follow more on the task as giving learners' feedback, creating classroom atmosphere, and increasing learners' self- confidence

-Discussing interested topic in which learners have acknowledged on them and they will acquire other knowledge and practice more in oral class.

-learners may use the social media and try to integrate with foreign speakers. So, this method will help them to negotiate and encourage more to speak in English .

-Through the use of several of audio material as listening to English songs, stories, reports and reading articles or magazines that will help learners to grasp more in English and they will discuss with others easily.

-They try to speak more outside classroom as using dialogues with their mates in different topics.

-They have to be more comfortable and they should not be afraid while speaking because this aspect of mistakes that will make learners to learn and talk more by teachers' correction and feedback.

1.4- The Findings:

- The majority of students consider learning English language as a difficult task and it involves the consideration of mastering both grammatical rules and how they use them correctly among others.
- All of students are motivated by their teachers through the use of different ways as promoting autonomy among learners and creating classroom atmosphere.
- They prefer to improve their learning through the use of cognitive strategy as take notes and key words.
- Students are always encouraged by their teachers to participate even with speaking mistakes
- The effective teacher is the one who can understand learners' needs, guide, and manage them in classroom. As well as, he or she who helps students to learn and achieve their goals.
- The main problems that most EFL students face while they speak in English and prevent their communicative proficiency through making mistakes.
- The majority of students like to learn through group and pairs work.

2-Teachers' Questionnaire

2.1-Sample

The teachers' questionnaire was administered to ten teachers of Oral Expression at the Division of English at University of Biskra during the academic year: 2014-2015. The sample also will be taken randomly from the total number of the population.

Teachers' questionnaire is mainly used to see to what extent EFL teachers at the Department of English at the University of Biskra have an impact on learners' speaking abilities. It is also used to have an overview about the teachers' impact while they are promoting some communicative strategies in their EFL classroom.

2.2- Description of Questionnaire

The questionnaire is composed of fifteen questions. The questions 01 to 5 are concerning with personal information about gender, specialty, qualification and the length of teaching English at the University. In question 6 teachers are asked how often they use different teaching procedures among their learners. As well as, in question 7 they are asked about learners' feeling during learning English as a foreign language. Questions 8 and 9 are given to generate the causes behind participation of learners.

Otherwise, question 10 is about whether or not learners focus on specific learning styles. In question 11 teachers are asked about the role of the teacher. The question 12 is designed to know teachers' opinion about the meaning of language according to their teaching. In question 13 teachers are asked about the structure of learners' learning foreign language either in they work in group, pairs, or individually.

Question 14 is about the authentic materials that teachers use during oral classes and which one of them they think is better for learners 'speaking developments. In the last question teachers are asked to add any other suggestions that can help learners' speaking achievement.

2.3- Analysis of the Results

Section One: General Information

Question 23: Gender

	Male	Female	Total
Number	2	8	10
%	20%	80%	100

Table 23: Teachers' gender

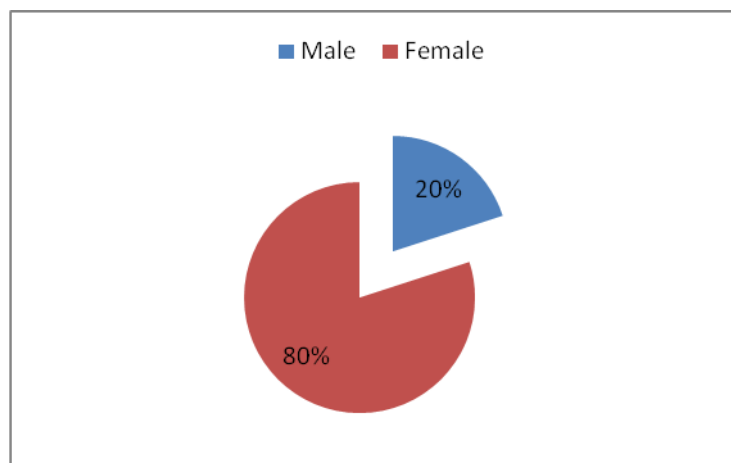


Figure 23: Teachers' gender

As it can be seen from the above table that the majority 80% of teachers are females, while 20% represented males. These results indicated that in actual years, females are the outnumber in teaching at University than males since they are more interesting in teaching English as foreign language than males.

Question 24: Qualification

	License(BA)	Magister(MA)	Doctorate(PHD)	Total
Number	5	4	1	10
%	50	40	10	100

Table 24: Qualification

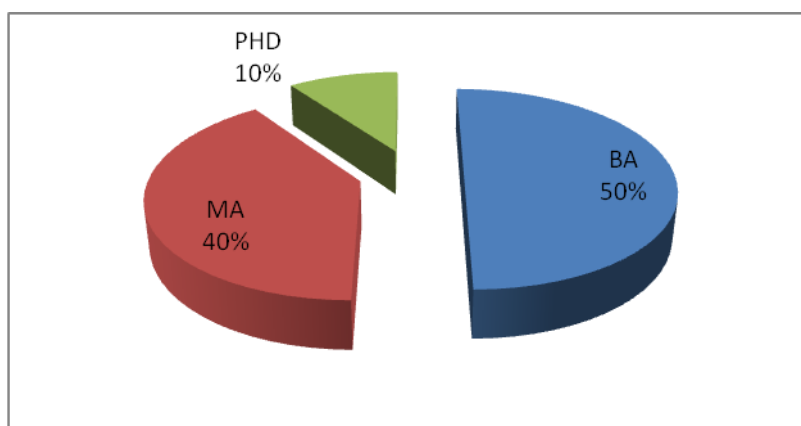


Figure 24: Teachers' Qualification

As it illustrated from the table, teachers' level (s) divided into three rates, 50% of the teachers have BA degrees, whereas 40% of them have MA. Only one of them 10% has PHD. This means that most of EFL teacher in English department at Biskra University are nauvis teachers.

Question 25: How long have you been teaching English at University?

Years	1-3	4-9	> 9	Total
Number	7	2	1	10
%	70	20	10	100

Table 25: Years of teaching English at University

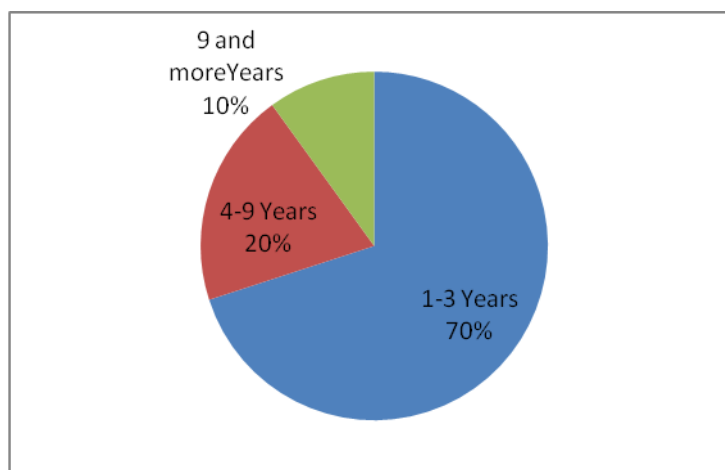


Figure 25: Years of teaching English at University

It is clear from these results that 70% of the teachers are nauvis and have a short length in teaching English at University. The duration 4-9 years revealed that 20% of them in teaching English. In contrast, only one teacher which who has spent more than nine years. Though most of teachers have a short length and experiences in teaching English at University, they have the capacity to achieve learners' goals and they assess their teaching process successfully .But we can say long length and experience in teaching have a great impact on learners' professions.

Question 26: How long have you been teaching Oral Expression?

Years	1-5	5-10	>10	Total
Number	7	3	0	10
%	70	30	0	100

Table 26: Years of teaching Oral Expression

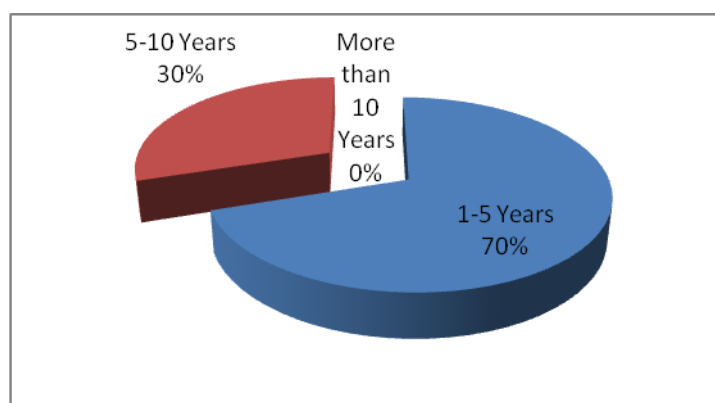


Figure 26: Years of teaching Oral Expression

70% of the whole population illustrated that they have been teaching oral expression for the period between one to five years. The rest of them 30% stated that they have been teaching oral expression for the duration between five to ten years. However, no teachers stated that s/he has been teaching oral expression more than ten years. Therefore, we conclude that teachers are more interested in teaching other modules than oral expression.

Section Two: Teachers' views about learners' attitudes:

Question 27: How often do your students participate in Oral class?

	Always	Sometimes	Rarely	Never	Total
Number	2	7	1	0	10
%	20	70	10	0	100

Table 27: Teachers' frequency to students' participation in oral class

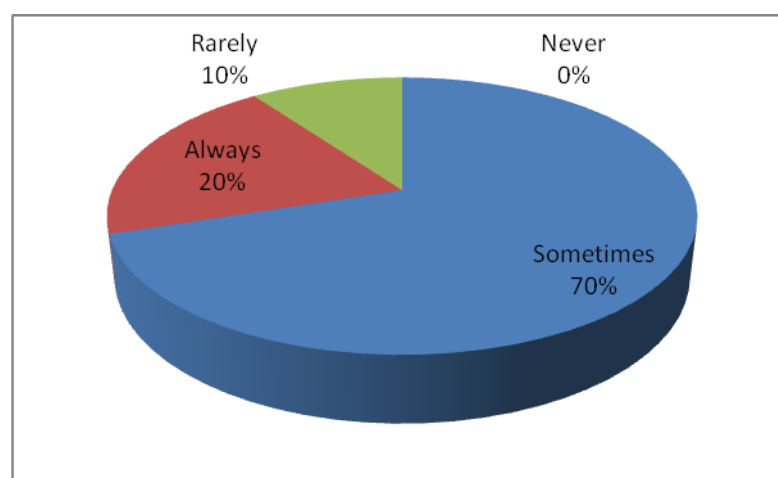


Figure 27: Teachers' frequency to students' participation in oral class

It is known that participating in EFL classroom is an important process which enables learners to increase their communicative proficiency and ignore all the difficulties they encounter. We administrated this question in order to know teachers' views about their learners' participation in oral class. It can be seen from the above table that teachers' frequency of their students' participation in oral class is sometimes 70% and always 20%. Whereas, 10% of teachers believed that their students rarely participate in oral class, this means those learners have some difficulties to speak English or they may have such factors as fear of making mistakes. While, no one stated the absence of students' participation in oral class. Because those teachers may be well motivated and they use a variety of strategies that can make learners follow on the task and participate.

Question 28: Do you encourage your students to speak?

	Yes	No	Total
Number	10	0	10
%	100	0	100

Table 28 Whether teacher encourage students to speak

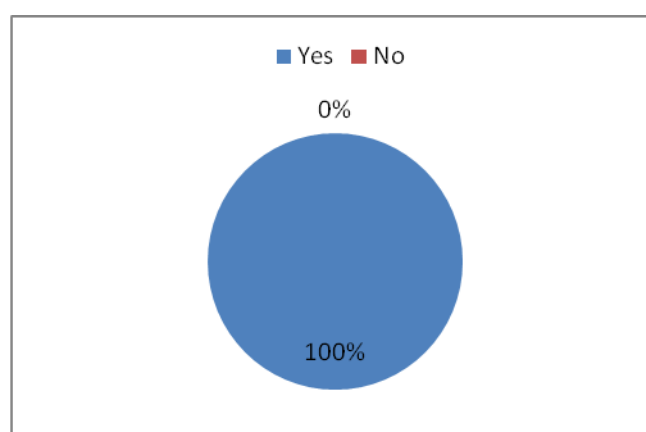


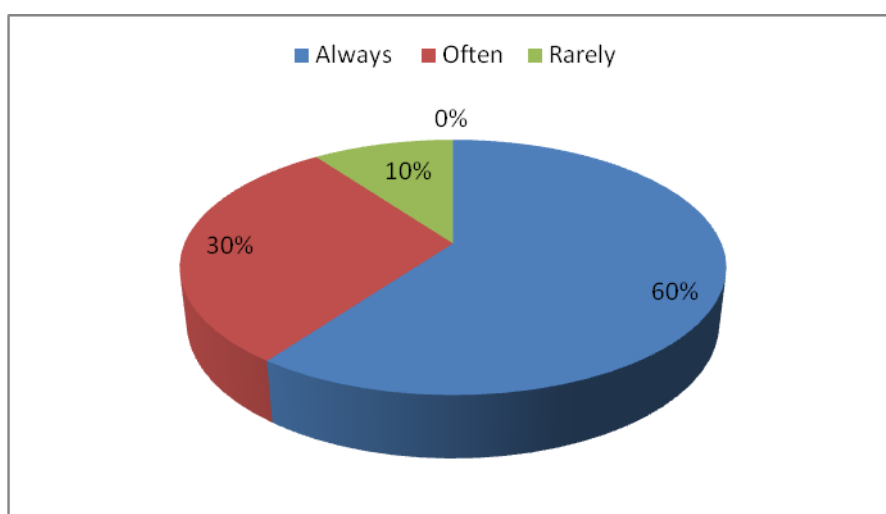
Figure 28: Whether teacher encourage students to speak

The encouragement of learners to speak is one role of EFL teachers to evaluate their production of English language. By this question, we are going to understand whether teachers' encouragement influence on learners speaking proficiency or not. 100% of them affirmed that they encourage their students to speak. Since, speaking is considered as the main aspect in learning second or foreign language. No one ignored their encouragement to their students. This question reveal for EFL teachers that encouraging students to speak that may help them to reduce all their difficulties and it will give more assessment to them.

Question 29: How often do you praise your students?

	Always	Often	Rarely	Never	Total
Number	6	3	1	0	7
%	60	30	10	0	10

Table 29: Teacher' frequency of praising



students.

Figure 29: Teachers' frequency of praising students

Praise plays a vital role on the learners' development. We conducted this question in order to show that praise has a great impact on learners' desire to learn since; it may be neglected by some teachers. From the table, it is clear that most of teachers 60% illustrated that they praise their students in different activities. 30% of the participants stated that they often do so, while 10% of them rarely use this tool in classroom. No teacher affirmed that never promote this aspect among learners since, it is very effective on learners' performance.

Question 30: How often do you interrupt your students to correct their mistakes?

	Always	Often	Sometimes	Rarely	Never	Total
Number	3	5	1	1	0	7
%	30	50	10	10	0	100

Table 30: Teachers’ rate of correcting students’ mistakes

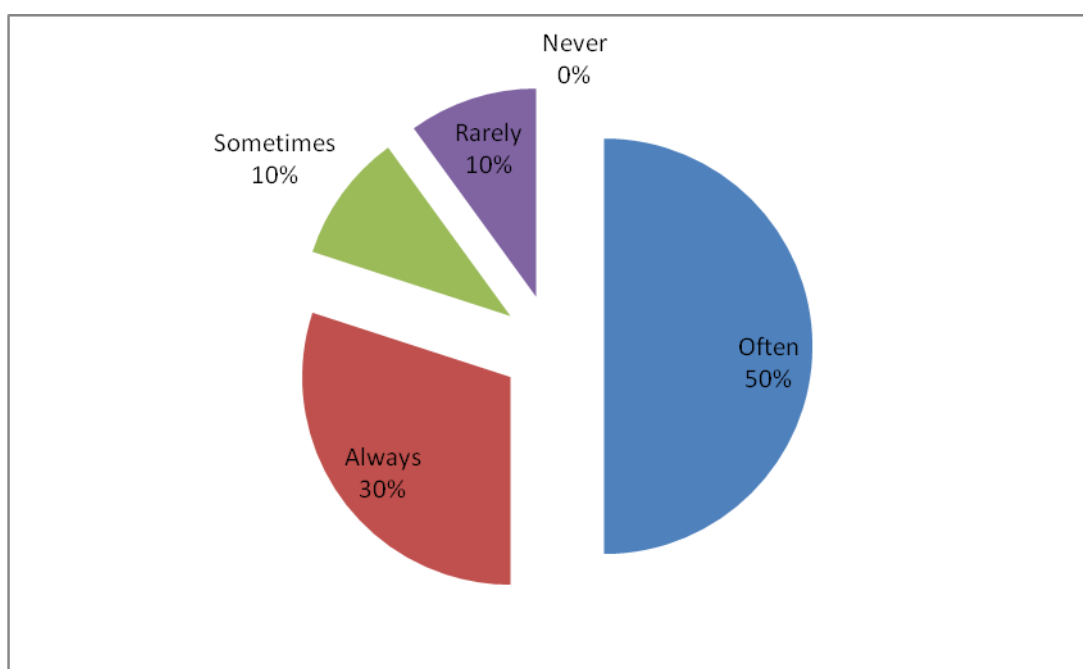


Figure 30: Teachers’ frequency in correcting students’ mistakes

Correcting mistakes is considered as an important tool that will increase learners’ abilities to work more. This question is designed to show how much that correcting mistakes affect to learners’ achievement. As the table shows that 50% of teachers often correct their learners’ mistakes, 30% of them always interrupt and correct these mistakes. 10% of the participants noted that they are rarely and sometimes do so. While, there no teacher use this procedure. Since, it is considered as the main part of learners’ assessment. This aims that teachers must accept to such incorrect response because it will enable them to learn without any impression.

Question 31: How often do you varied in your teaching methods?

	Always	Often	Sometimes	Rarely	Never	Total
Number	4	2	3	1	0	10
%	40	20	30	10	0	100

Table 31: Teachers' variation in teaching methods

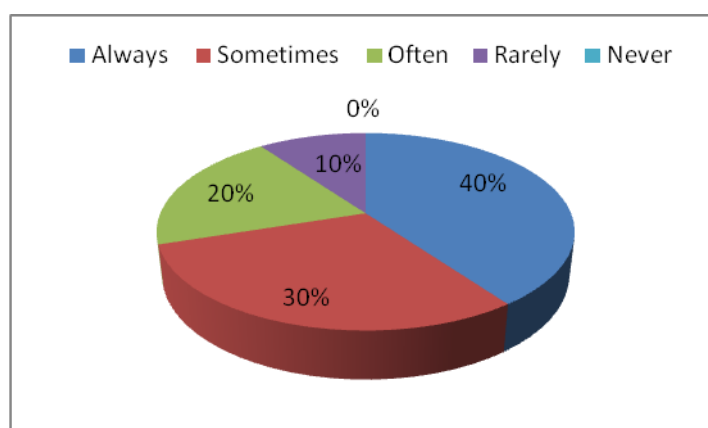


Figure 31: Teachers' degree in the use of variety of teaching methods

By this question, we want to know as if teachers use a variety of methods or they emphasize on specific one. The table represents that 40% of the teachers indicated that they always use various teaching methods in English class, because it will change the atmosphere of classroom and learners do not feel embarrassed and boring in such activities. However, 20% of them stated that they often varied in their method, and 30% of them they sometime t do so. 10% of the participants affirmed that they rarely change their techniques. Whereas no one of them indicated that never varied in teaching methods. Thus, varying in teaching methods will create a suitable atmosphere and increase learners' challenges' to learn more.

Question 32: Do you give your learners feedback about their progression?

	Always	Often	Sometimes	Rarely	Never	Total
Number	5	2	2	1	0	10
%	50	20	20	10	0	100

Table 32: The degree of the impact of students' feedback

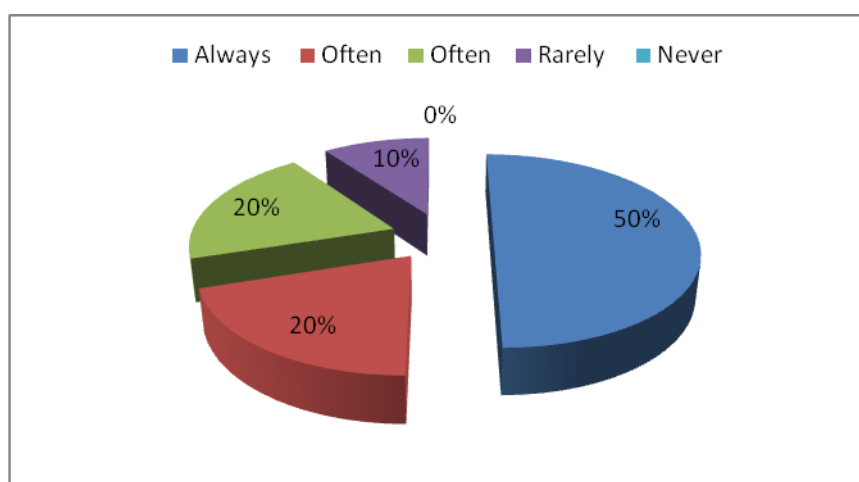


Figure 32: Teachers' Frequency in evaluating learners' progression and its impact.

The students' evaluation considered as an effective process which enables EFL teachers know the real level of their students. As we can see from this table that the majority of teachers 50% revealed that they always give their learners feedback, whereas 20% of the participants showed that they often and sometimes provide students with their feedback. 10% indicated that they rarely evaluate their students and no one of them ignores this method since it is very beneficial on students' progression. Thus, assessing learners' levels will create a real image about their capacities in mastering English as a foreign language.

Question 33: Do your students feel comfortable when they speak in English language?

	Yes	No	Total
Number	7	3	10
%	70	30	100

Table 33: Teachers' assumption about their students 'feeling when they speak English.

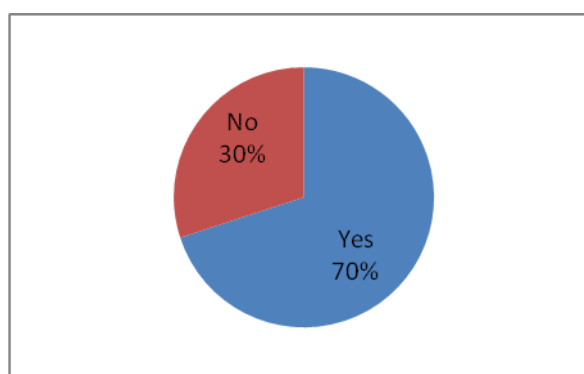


Figure 33: Teachers' view towards students feeling when they speak English

It is very important that teacher appreciate students 'feelings. It can be seen from this result, that most of the teachers 70% affirmed that their students feel comfortable, in opposite 30% of them stated that they feel uncomfortable because they afraid of making mistakes and both mates' and teachers' negative reaction. They also do not have enough vocabulary to use.

Question 34: Do you think that they participate because they are:

	Motivated	Risk takers	Like activities	Total
Number	4	1	5	7
%	40	10	50	100

Table 34: Reasons of learners' participation

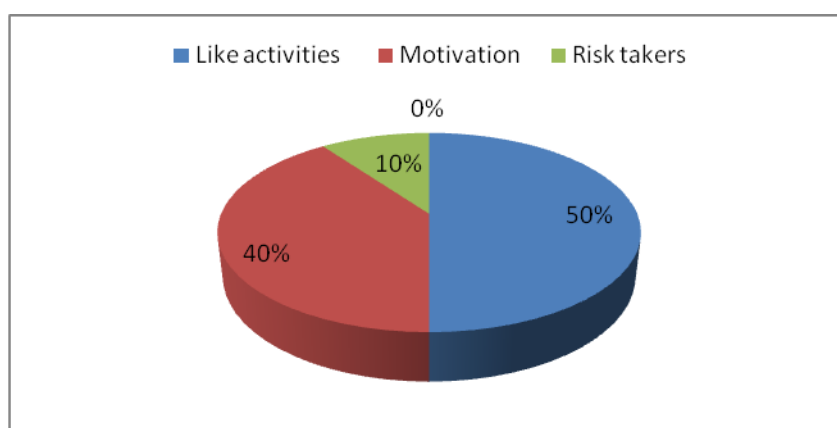


Figure 34: Reasons behinds learners' participation

By this question, we want to know the teachers' frequency about the reason behind the participation of their students. 50% of the teachers affirmed that their students participate because they like variation of tasks, 40% considered that they participate because they are highly motivated. Whereas 10% of them indicated that they work since they are risk takers and they overcome all difficulties they face. Participation in English classroom turns back to learners' personalities and moods. Some of them may participate because they highly motivated by their teachers, while other participate and ignore what they face from different problems.

Question 35: Do you think your students do not participate because:

	Overcrowded class	They are shy	Not interested in activities	Total
Number	4	6	1	10
%	40	60	10	100

Table 35: Causes behinds the absence of students' participation

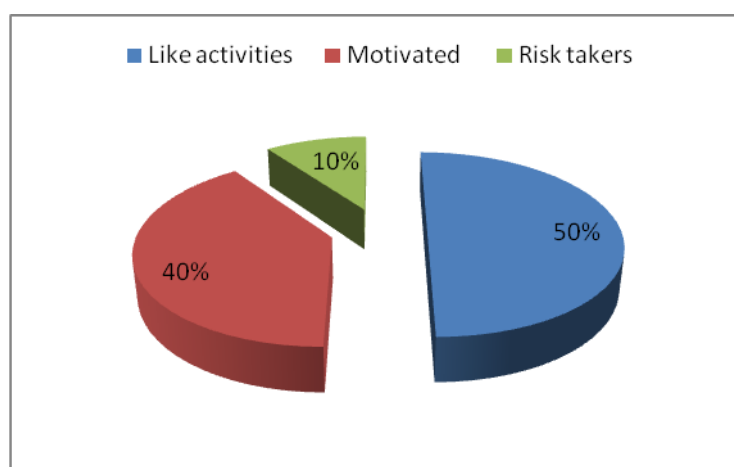


Figure 35: Causes behinds students' willingness to participate

In contrast to previous question, teachers are asked about the absence of students' participation and the causes behind them. 60% of the participants declared that students do not participate because they are shy. 40% of them stated that overcrowded classes prevent students to perform and create in EFL classroom. 10% of them believed that they are not interested in the class activities.

This question aims at that motivating, using several activities that will enhance learners' abilities to talk English fluently and accurately.

Question 36: Do your learners focus on specific learning style?

	Yes	No	Total
Number	2	8	10
%	20	80	100

Table 36: Teachers' attitudes towards learners' learning styles

Learning English claims a variation of learning styles that learners use to facilitate and monitor this process. It is clear from the table that 80% of the teachers affirmed that their students do not focus on specific style, but they use different styles according to the task which they are going to do. However, 20% of them showed that their students emphasize on particular methods, because they always prepare what their teacher asks them, then they have a part in the class to learn.

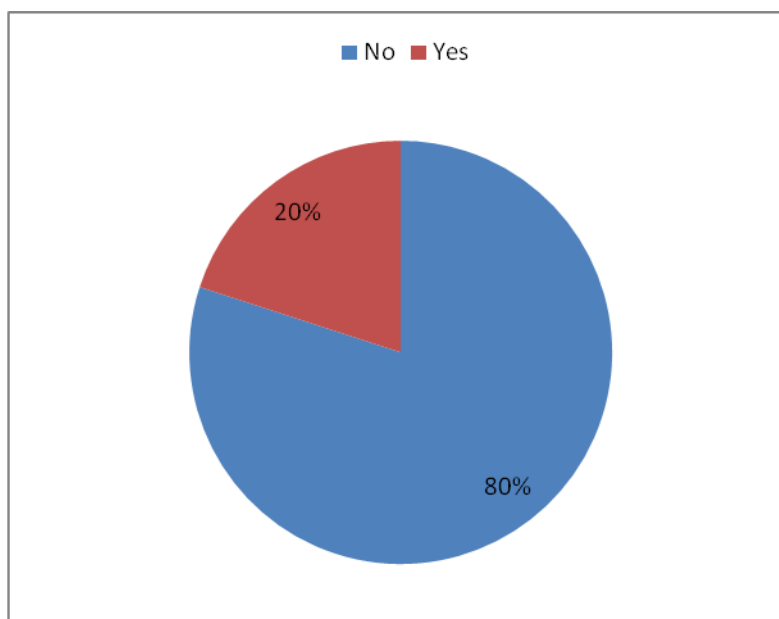


Figure 36: Learners' preference of learning styles

Section Three: Teachers' role in communicative language teaching

Question 37: What is the main role of the teacher?

	Guider	Controller	Observer	Assessor	All of them	Total
Number	1	0	0	1	80	10
%	10%	0%	0%	10%	80%	100

Table 37: Role of the teacher

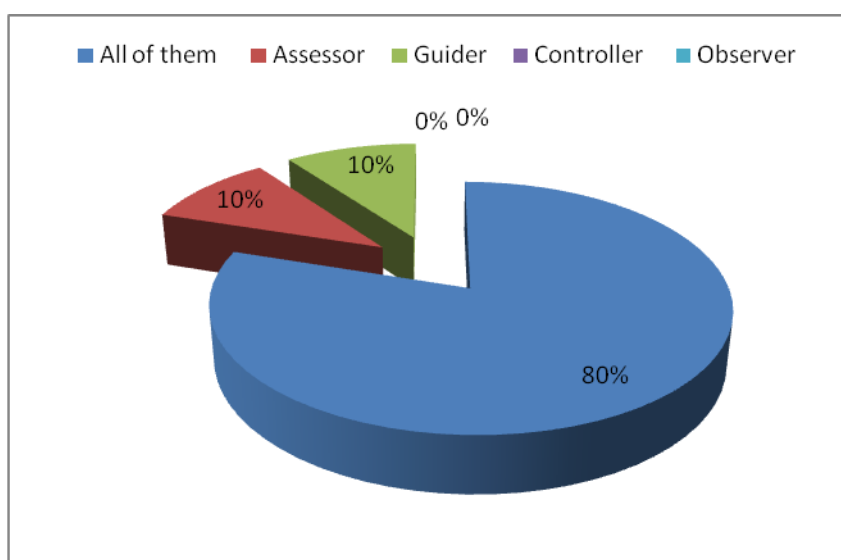


Figure 37: Role of the teacher

Teacher has different roles in teaching English as a foreign language and these roles are necessary to achieve learners' goals. That is why the results show that 80% of the teachers indicated that they use many roles in classroom to measure learners' needs, because all of them can be used depends on nature of lecture and it is the necessity to his/her work. As well as, they give their learners a space of freedom and try to rely on their efforts. While, 10% of the teachers stated that the role of the teachers is the one who can guide and assess their learners' willingness. By this question we want to know which role is more appropriate for students to overcome their speaking problems.

Question 38: According to your teaching, language is:

	Teaching only grammatical rules	Teaching how to communicate	Total
Number	3	7	10
%	30%	70%	100

Table 38: Teachers' consideration to the meaning of Language

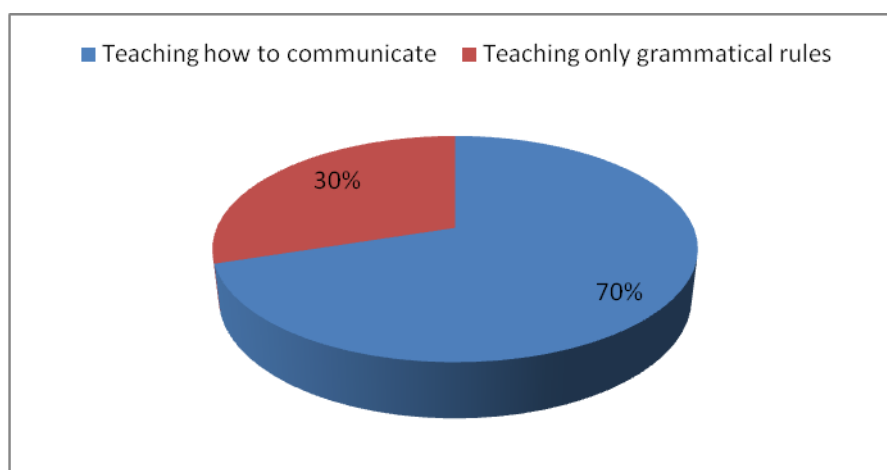


Figure 38: Teachers' opinions towards Language learning

By this question, we want to know an overview of the meaning of English language. Some of teachers 70% believed that language is a mean of communication among people. Whereas, 30% of the respondents stated that language teaching is based on how learners master such linguistic system (grammatical rules). But, according to researchers teaching English language involves mastering both grammatical rules and how to use language.

Question 39: Do you make your students work on:

	Group work	Pairs work	Individually	Total
Number	4	4	2	10
%	40%	40%	20%	100

Table 39: Teachers' preference in teaching their students

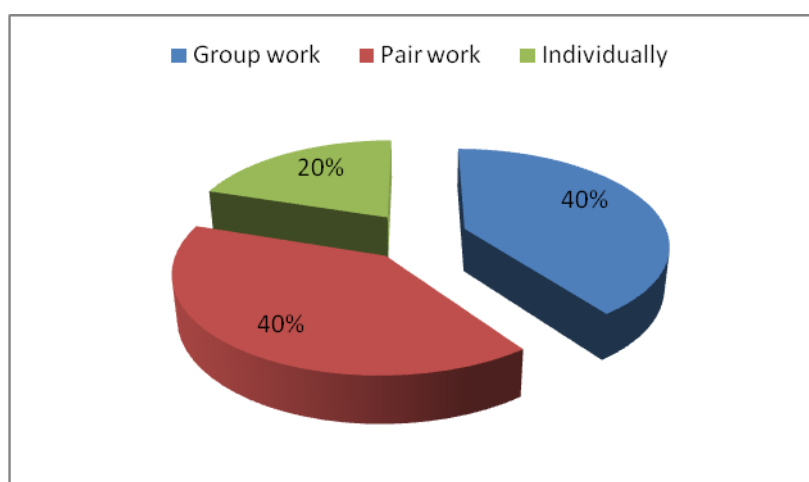


Figure 39: Teachers' preference in teaching their students

It is very important to teach EFL learners in different manners, since it will increase their abilities to perform more. The majority of teachers 50% supposed that group work and pairs are two available processes to teach in oral class, since these two techniques will motivate students to learn and they enjoy learning. 20% of them stated that they make their students work alone. So, this question aims to show that individual learner has a low production than on corporative work.

Question 40: Which one of the following materials do you use?

	The visual taps	Board	The audio taps	Total
Number	4	1	5	10
%	40	10	50	100

Table 40: Teachers' type in using of teaching materials

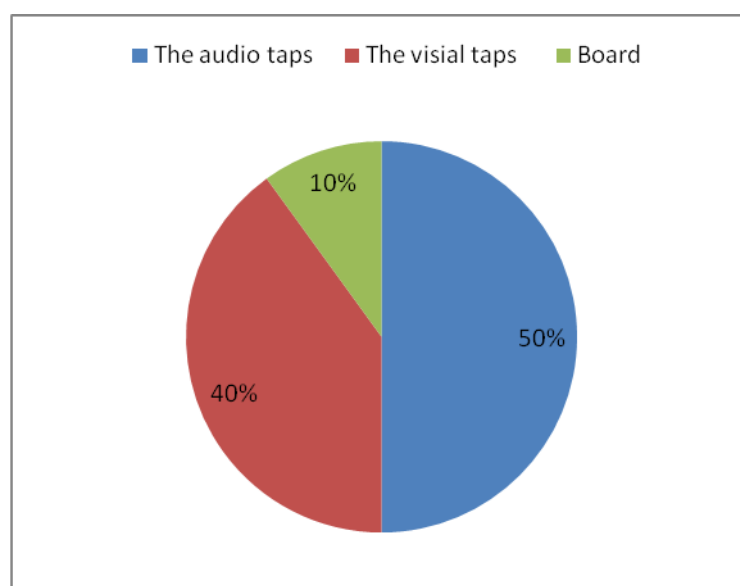


Figure 40: Teachers' preference in teaching materials

Using authentic material in EFL class is more beneficial technique to develop learners speaking skill. Most of the teachers 50% said that they use audio tapes in classroom because this procedure enables students to listen then they will speak. 40% of teachers showed that they use visual tapes; since it helps learners to see the native speakers use language quickly then they will discuss the interested topic. 10% of them insisted that they use board.

Thus, the aim of this question is to measure the impact of these materials in oral class.

Question 41: Which one of these techniques do you think that have affected on learners communicative achievements?

	Classroom discussion	Interview	Group work	Total
Number	6	1	3	7
%	60%	10%	30%	100

Table 41: The importance of communicative strategies on learners' proficiency

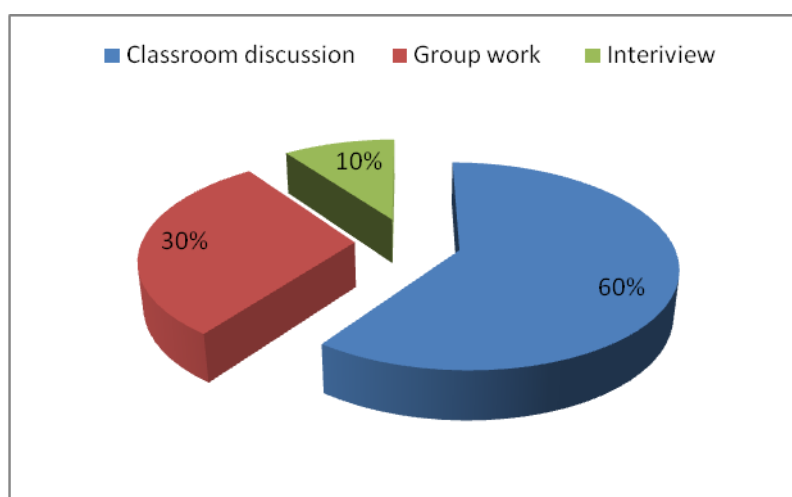


Figure 41: Teachers' assumption about the effect of communicative techniques

It is very beneficial that teachers use a variety of techniques in oral class in order to increase students' speaking. Most of teachers 60% considered that classroom discussion is more available method that EFL teachers use to improve learners' communicative abilities. Otherwise, 30% of them indicated that group work is an effective process on learners' proficiency. While only 10% of them believed that interviews can develop learners' ability to be communicatively competent. So, we can insist that classroom discussion is more effective which can give learners freedom to speak and it will make challenges between them.

Section Four:

Question 42: Would you add any other suggestions you consider EFL teachers can help learners to improve their speaking skill?

The majority of teachers been took a long consideration of the learners' difficulties while, they speak in English class, and to try to measure this issue by promoting students with a number of communicative strategies. As well as, they improve their speaking abilities according to their differences.

Thus, according to their caring of this issue they give us some of suggestions in which they classified as follow:

- Teachers consider motivation an important tool to encourage learners to speak. So, they will develop their oral production.
- They may accept all uncorrected responses in order to increase learners' abilities to learn more and feel relaxed when they want to produce in oral tasks.
- They should promote variation of pedagogical teaching methods i.e. they do not focus on one technique in all lessons, they may use group work, classroom discussion and role-plays.
- Teachers should encourage their learners to learn and avoiding the mistakes they commit as they praise them.

2.4- The Findings

- Most of teachers consider language according to their profession a means of communication with consideration of mastering grammatical rules.
- Teachers observed that most problems hinder learners' communicative abilities are shyness and learners will feel uncomfortable to produce and perform.

-They found that EFL teachers have several roles in which they use in classroom to develop learners' speaking ability and they do not focus on specific role. They can be assessors, motivators, guiders, observers, and managers.

-Teachers rely on different teaching methods and they use more as group and pairs work because, they consider this two procedures as the most important to improve students' communicative proficiency unlike they work alone.

-They use authentic materials in oral class in which they emphasize more in visual and audio tapes since, these two materials play a crucial role in developing EFL students production in English language. They acquire language more than other materials.

-They indicated that EFL learners do not focus on specific learning style to speak in foreign language but they use various styles that will server their willingness in that language.

-The majority of teachers believed that learners' evaluation during oral class that will encourage and motivate students to participate more and it will affect on their speaking progression.

Conclusion

This chapter based on the analysis of questionnaires that were administrated to both first year L.M.D English students and teachers of oral expression at University of Biskra .In this field work, we indicated the impact of teachers' role in improving EFL learners' proficiency. The obtained results from both teachers' and students' questionnaire showed that both teacher' communicative strategies will improve learners' communicative abilities and learners' preference to learn English .As well as, these results support our hypothesis that we have stated previously of the present study, teachers extremely enhance learners to be communicatively competent.

Moreover, learners' questionnaire let us notice that there is number of psychological factors that can really inhibit the capacity of students to talk in English language. Whereas, teachers' questionnaire due us investigate that the use of different teaching methods in oral class make learners feel relax to produce in English as foreign language

Recommendations

Researchers have been investigated that to teach English as foreign language, teachers have to be focus on students' speaking performance. That is why; the primary goal of the present study is to measure the teachers' role in improving English foreign language learners' communicative abilities. Otherwise, this investigation devoted to find why most of EFL learners have many difficulties while they perform in second or foreign language, and in what extent teachers' role will affect on them to be communicatively proficient. Depending on what we have been found from the obtained results that mastering speaking ability in English language need a great assistance from both EFL teachers and learners to develop their communicative needs. Thus, we suggest some recommendations for both teachers and learners to manipulate this problem:

- Teachers' effectiveness should be developed, this means that teachers need to be the one who understand their students' needs and they try to develop their communicative abilities.
- Teachers must take a consideration to learners' differences age, attitudes, gender, and learning styles and strategies in order to monitor and facilitate their teaching process successfully and easily.
- Teachers should make their learners at ease in which they accept their incorrect answers and they evaluate them positively in order to increase their desires to speak in English without any obstacles.
- Teachers must vary in their teaching communicative methods. They do not focus on specific technique, but they use several of materials as authentic material, classroom discussion, and role – plays.
- Teachers should motivate their learners with different ways in order to make them interrelate with a task and they will ignore their inhibitions as the use of praise and promoting autonomy among learners.

- Learners have to be feel comfortable while they speak in English .
- They should learn English outside classroom.
- Students must neglect all problems that face, since from these issues will learn more and speak fluently.
- They try to an overview about English culture and listen and read more in that language.

General conclusion

It is known that the ability to speak in English as a foreign language has a long consideration from EFL teachers to better learners' capacities to perform effectively in that language. The present study deals with the impact of teachers' role in improving English foreign language learners' communicative abilities. Its' main concern focus on teachers' role and their use of communicative strategies will motivate and enhance learners to speak fluently on first year students of English at the University of Biskra.

This study based on two sections. The first section devoted on the theoretical part which comprises two chapters. The initial chapter is devoted to conduct general data about both effective teachers and good language learners. Firstly, this section is concerned with definition, characteristics, and the main roles of EFL teachers. Secondly, the second part deals with an overview of good language learners, features, and their differences in learning a second or foreign language. Since motivation is known as an important factor on learners' improvement , this part devoted to investigate the concept of motivation, its types intrinsic and extrinsic motivation, and the most significant ways that used by teachers to motivate their students.

The second chapter is conducted to measure in general the term of communicative competent and its types. Then, we indicated an overview about the speaking skill, its assessments, and its relation with writing and listening skills. Moreover, this part also manipulates the main problems that face EFL learners in their speaking. In the last part, we conclude with some communicative activities and techniques that are hold by both teachers and students to overcome these difficulties and students become communicatively competent.

The second section based on the field work. It emphasizes on the chosen samples, describing questionnaires, and discussing the results of the questionnaires that are administered to both teachers and students .The findings revealed in this investigation were

confirmed that teachers' use different pedagogical teaching strategies and let their learners aware of their speaking problems that led them to master English as foreign language. Furthermore, the results of questionnaires illustrated our hypotheses that teachers' role will improve learners' speaking skill and the use of effective teaching methods can make learners speak English easily and accurately.

Thus, the ability to communicate in the target language is not an easy task, because the suggestions presented at the end of this study require from teachers to fulfill learners' needs and improve their communicative proficiency.

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Mohamed Kheider University-Biskra
Department of English
Questionnaire for students

Dear Mates,

You are kindly requested to fill this questionnaire to express your attitudes towards the role of teacher in improving English foreign language learners communicative abilities (speaking).

Your answers are very important for the validity of this research we are undertaken. We hope also that you will give us your full attention and interest.

Please, put a tick (✓) in the corresponding box and give full answer on the broken lines.

Thank you for your cooperation

Miss, NASRI HANANE

Section one: General Information

1- Sex : a-Female

b-Male

2- Is your choice of English?

a-Personal

b-Obligated

Please, explain for both cases.....

.....
.....

3-How long have you been studying English?

.....
.....

Section two: learners' attitudes towards learning English as a foreign language and the teachers' role towards their learners in EFL classroom

1-why do you learn English?

1- To get a job

2- For communicative purpose

2-Do you think your level in English learning is :

- Excellent
- Good
- Avrage
- Poor

3-Do you think English language learning is an easy task?

A-Yes b-No

-if yes justify your response.....

.....

4-In your point of view, who is an effective teacher?

.....

5-The EFL teachers can be more effective on their learners' outcomes when they are:

1-Mtivator (creating classroom atmosphere, error correction, and increasing learners' confidence).

2-Manager (learning in group work, pair work, whole of class).

-Guider (help their learners to facilitate difficult issues).

4-Evaluator (give students their feedback).

5-Assessor (assess the level or achievement of learners during the lesson or over year).

6-All of them

If there are others can you give them, please.....

6-Does your teachers motivate or encourage you to learn?

1-yes

2-No

7-During your learning English, are you:

1-Intrinsically motivated

2-Extinsically motivated

For both cases explain why?.....

.....

8-while teaching in EFL classes, teacher uses many ways that can make you well motivated and engaged in the task, could you please give us one or more of them?

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

9-When you want to facilitate, understand and monitor your progression in learning, do you use:

A-Metacognitive strategies (check your weaknesses and try to improve them).

B-Cognitive strategy (take notes, Key Word, memorizations and examples).

C-Affective strategy (overcome your emotional factors as exam's anxiety)

D-Social strategy (as to learn with others).

10-Do you think that learners 'preferences (learning styles) have affected on their learning achievements:

1-Always

2-sometimes

3-rarely

4-never

Section three: learners' communicative abilities

1-Do you speak English in classroom

❖ Always

❖ Often

❖ Rarely

❖ Never

2-How often do you talk outside classroom?

A-Often

B-Sometimes

C-Rarely

d- Never

3-Does your teacher give you the opportunity to speak?

A-Yes

b-N

4-Does your teacher encourage you to speak?

A-Always

B-Sometimes

C-Rarely

D-Never

5-How often do you participate in oral Expression?

A-Always

b-Sometim

C-Rarely

d-Neve

6-What are the major problems that hinder you while communicating in English ?

A-Inhibition

B-lack of vocabulary

C-Anxiety

D-Making mistakes

e-Other social or psychological factors

If there is, try to mention one or more of them please.....

.....
.....

7-How do you feel in oral classes

A—Comfortable

B-Uncomfortable

8-Do you prefer learning language's tasks through:

• Group work

• Pair Works

• Individually

And which one of them you think is more effective and enhancing learners' communicative abilities.....

9-The use of authentic materials can improve learners to be proficient, do you:

A-Agree

B-Strongly agree

C-Disagree

D-Strongly disagree

10-Which one of these communicative strategies are available to maintain learners' communicative abilities?

❖ Interview

❖ Role- Play

❖ classroom discussion

❖ All of them

Section Four: Your suggestion

Would you add some suggestions do you think that will enhance your speaking skills, please

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

Thank you for your collaboration

Miss NASRI HANANE

**Mohamed Kheider University-Biskra
Department of English**

Questionnaire for Teachers

Dear teacher,

We would be very grateful if you accept answering the following questionnaire. Your answers will help us in a study about the impact of teachers' role in improving EFL learners' communicative abilities. Please put a tick (✓) in the appropriate box(es) and make full statements whenever necessary.

Thank you for your

corporation

Miss, NASRI HANANE

Section One: General Information

1-Gender

A-Female

B-Male

2-Qualification:

A-Licence

B-Magister

C-Doctorate

3-How long you been teaching English at University?

4-How long have you been teaching Oral Expression?

A-1-10 year

B-5-10year

C-10 or more years

<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>

Section two: Teachers 'perspectives about the learners' attitudes

1-How often do your students participate in Oral class?

A- Always

B- Often

C- Sometimes

D- Rarely

E- Never

2-Do you encourage your students to speak?

A - Yes

B- No

3- How often do you praise your students?

A-Always

B- Often

C-Sometimes

D-Rarely

<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>

E-Never

4- How often do you interrupt your students to correct their mistakes?

- A-Always
- B-Often
- C-Sometimes
- D-Rarely
- E-Never

5- How often do you varied in your teaching methods?

- A-Always
- B-Often
- C- Sometimes
- D-Rarely
- E-Never

6-Do you give your learners feedback about their progression?

- A-Always
- B-Often
- C-Sometimes
- D-Rarely
- E-never

7-Do your students feel comfortable when they are communicating in the Foreign Language?

A-Yes b-No

-What makes them feel so?.....
.....
.....
.....

8-Do you think that they participate because:

- 1-They are motivated
- 2-They are risk takers
- 3-They like the different activities in the class

9-Do you think that students do not participate because:

- 1-The class is overcrowded
- 2-They are shy
- 3-They are not interested in the class activities

10 -Do your learners focus on specific learning style?

A-Yes

B-No

Section Three: Teachers' role in communicative language teaching

11-What is the role of the teacher?

A-Guider

B-Controller

C-Observer

D-Assessor

12 -According to your teaching language is:

A-Teaching gramatical rules.

B-Teaching how to communicate while using these rules.

13-Do you make your students:

1-Work in group

2-Work in pairs

3-Individually

Why?.....
.....
.....

14-Which one of these materials do you use:

a-The visual tapes (data show).

B-Board

c-The Audio tapes

D- Others

Which one do you think is better? And why?

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

15-From these techniques which one does you consider affect on learners'

communicative achievements:

A-Classroom discussion

B-Interview

C-Group work

Section Four: your suggestion

16-Would you add any other suggestions do you think that EFL teachers can help learners to improve their speaking skills, please.....

.....
.....

Thank you for your corporation.

ملخص

تهدف الدراسة الحالية المكونة من ثلاث فصول الى تشخيص مدى تأثير استناد اللغة الاجنبية في تطوير القدرات التواصلية للغة الانجليزية للطالب. المشكلة التي لحظناها من خلال هذه الدراسة ان معظم طلبة اللغة الانجليزية يواجهون صعوبات في التواصل والمحادثة في هدي اللغة. الهدف المبني عليه هذه الدراسة هو تمكين كلا استاد اللغة الانجليزية بتشخيص اهم اسباب التي تعيق التواصل في اللغة الانجليزية بكيفية صحيحة وتزويد الطلبة بالطرق المناسبة للحد من هذه الاشكالية ومن جهة اخرى تمكين الطالب بمعرفة مدى الصعوبات التي تعيق القدرة التواصلية وكيفية الحد منها. بالإضافة الى ذلك ان الفرضية المبينة عليها هذه الدراسة هو ان اذا تمكن استاد اللغة الاجنبية بتطبيق صحيح لدوره في القسم وتمكين الطلبة بالاستراتيجيات التواصلية الفعالة سوف يكون هناك تأثير فعال على امكانية القدرة التواصلية للطلبة بشكل ايجابي. لذلك قمنا بتوزيع استمارتين واحدة موجهة لاساتذة التعبير الشفوي والأخرى موجهة لطلبة السنة الاولى ل.م.د تخصص اللغة الانجليزية كلية اللغات الاجنبية جامعة بسكرة. اظهرت النتائج من خلال تحليل الاستمارات ان الاستاد اللغة الانجليزية يتحلى بمجموعة من الادوار المختلفة التي تعمل على تحسين القدرات التواصلية للطلبة بالإضافة الى الاستعمال البداغوجي للمنهجيات التواصلية التي تمكن الطالب باستعمال اللغة الانجليزية بسهولة وإتقان. كما ان لطالب ايضا دور اساسي في تحسين قدرته التواصلية باستعمال وممارسة اللغة داخل وخارج الاطار الدراسي. لذلك ان هذه الدراسة تهدف الى تزويد كلا من الاستاد والطالب في اللغة الانجليزية بمجموعة من الطرق التواصلية الفعالة و ادراك العراقيل التي تواجه مسار الطلبة للتواصل بهذه اللغة بطلاقة.