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***Investigating the Impact of Communicative Language
Teaching Approach on Improving Students' Oral
Performance***

*A case of Second year LMD Students of English at Mohamed Kheidher University
of Biskra*

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

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Dedication

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

In the Name of ALLAH, Most Gracious, Most Merciful, All the Praise is due to ALLAH
Alone, the Sustainer of the entire world.

I dedicate this modest work to my dearest and wonderful parents Lakhdar and Fatma, who
bring me to this life,
Who have raised me to be the person I am today. You have been with me every step of the
Way, through good and bad. Thank you for all the unconditional love, guidance, and
Support that you have always given me, I love you!

To my lovely sisters for their unconditional support and encouragements

To my wonderful brothers

To all my friends with whom I shared the university life with its lights and shadows.

To my closet friends

To those who love me.

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Abstract

In the current study, we attempt to investigate the effectiveness of Communicative Language Teaching approach in enhancing the students' speaking skill. Hence, we hypothesize that if communicative language teaching is the approach used in EFL classes, students will perform better orally. To confirm this hypothesis we devoted two questionnaires, one for second year students of English at Mohammed Khiedher University of Biskra who are used as a case study; and the other questionnaires for teachers of oral expression at the same level. During this study, we are going to follow the descriptive research as it fits our objectives; it aims to describe two variables, communicative language teaching approach and its role on improving the students' oral performance. Moreover, our study is divided into three chapters. The first is concerned with the literature review the communicative language teaching approach, the prior approaches and methods, its principles and techniques. The second chapter is concerned with the nature of speaking skill; its relationship with the other skills; we also dealt with what makes speaking difficult and what are the different techniques used for developing the speaking skill. The third chapter is the field work of investigation, where we analyzed the data gathered from questionnaires of teachers and students. Eventually, our research outcome confirms the effectiveness of the communicative language teaching approach on enhancing students' oral performance.

Key terms: *communicative language teaching; Speaking skill*

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GENERAL INTRODUCTION

Introduction

A great number of learners in the world study English for different purposes; it may be either for using it to interact with others in daily life or they need it for their future job, or just for being language cultured. Thus, in order to learn English language effectively, learners should master and competent the speaking skill. Although the vital role of this skill, teachers always give more importance to teach the linguistic aspect of the language specially grammar and phonology and neglect the speaking which is an important passageway in communication.

In universities, during the different oral sessions, teachers use different activities to empower learners' speech, brush up their English and enhance them to well pronounce and utter properly; however, teachers still face some students' hindrances. Many students seem neither participate nor contribute, and do not show any sign of progress; this maybe a result of not interested learners.

The present study sheds some light on communicative language teaching approach that helps students to perform better orally and overpower what hinders them from participating at these oral sessions. Year later, after having T.E.F.L. (Teaching English as a Foreign Language), Psycho-pedagogy, Didactic, SLA (Second Language Acquisition) modules, thanks to teachers who made tremendous efforts to explain how and what the teacher should do to get the learner interested and involved; as well as through their explanation of many theories as Vygostky, Krashen's theory, that language is best acquired by social interaction or by meaningful input and negotiation (Richards & Rodgers, 1986); we consequently have understood that speaking is very crucial in learning a foreign language; so learners need to develop this skill in order to achieve their intended objectives in learning this language. In view of that, we will propose communicative language teaching as an approach that functions effectively in improving learners' speaking skill.

1. Statement of the Problem

As what we have in Psycho-pedagogy; when students exhibit unwillingness to speak and to involve in the classroom; they are absolutely have difficulties in their learning .These difficulties can be presented through their, lack of self-confidence and self esteem, lack of vocabulary, and maybe the topic presented is not interesting. This problems lead to

decrease their speaking in classroom which in turn causes a great regression in their oral performance.

After numerous researches, educators trying to find out the most effective approach that could be chosen in order to help students in learning a foreign language and help them to develop their speaking skill during learning. They direct attention to the affective aspect of learning, in the 1970's, and introduced the communicative language teaching as an innovative approach. This latter gives much importance on students' communicative competence, in which its main aim is to develop students' ability of using language by interaction and communication in various contexts. They believed that this is the better passageway in facilitating teaching-learning a foreign language process, since it helps students to perform better orally and to get them involved.

In this study, we will investigate whether there is any relationship between the language oral proficiency and communicative language teaching approaches.

Research questions

To achieve the hypothesis, we ask the following questions:

1. What are difficulties that face student during their oral performance?
2. Is the application of communicative language teaching approach effective to overcome students' speaking difficulties, and how does it help students to perform better orally?

2. Hypothesis

The main aim of learning a language is to use it in communication. Classroom interaction is the key to reach that goal; during this process many difficulties face EFL learners that cause a lack of participation in the oral expression courses which maybe a result of some linguistic factors or non-linguistic factors. To make an ending point to these obstacles, the teacher should help them cross these barriers by providing a comfortable and encouraged framework for students in order to enhance their oral performance. So we hypothesize that:

- If the communicative language teaching approach is implemented; students will perform better orally.

3. Aims of the study

Our aims from conducting this dissertation are:

- To suggest communicative language teaching, as an effective approach that face students' difficulties during oral performance.
- To suggest alternative techniques that may help students to increase their oral production and enhance their language use.

4. Methodology

In this study we are going to follow the descriptive research as it fits the outlined objectives; it aims to describe two variables, communicative language teaching approach as the independent variable, and its role on improving the students' oral performance as the dependent variable. We will direct two questionnaires one for the second year L.M.D students of English at Mohammed Khiedher University as a case study; and the other for teachers of oral expression. Both of them will design to check that communicative language teaching approaches are used to improve students' oral performance

4.1. Tools of the study

In the present research, we used questionnaires to achieve a more reliable and comprehensive picture. In this sense, we would direct: questionnaire for the second year L.M.D students of English at Mohammed Khiedher University as a case study; and questionnaire for teachers of oral expression.

4.2. Sample of the study

Second year students of English at Mohammed Khiedher University are the whole population; we will deal with sixty (60) students out of the total population about four hundred twenty six 426 students divided into ten (10) groups.

4.3. The teachers

We will deal with the sample of six (4) teachers of oral expression. They will be selected randomly from the whole population of about (30) teachers.

4.4. Structure of the study

This dissertation divides into three chapters, the first and second chapters review the related literature. The third chapter is the practical part of the study.

- Chapter one: deals with communicative language teaching approach, describe its characteristics and principles with taking a look into its used techniques.
- Chapter tow: concerns with the oral performance, the theoretical issues related to the nature of speaking and oral communication. It also deals with the relationship between speaking and other skills. Then, we will discuss what makes speaking difficult and presenting different techniques for developing the speaking skill.

- Chapter three: The practical chapter deals with data analysis. It provides a detailed analysis of both teachers and students' questionnaire. It will help us to see whether the results go in the same direction of our hypothesis.

CHAPTER ONE
COMMUNICATIVE LANGUAGE
TEACHING APPROACH

COMMUNICATIVE LANGUAGE TEACHING APPROACH

Introduction

Students' oral performance in oral expression courses, their proficiency level and their participation in the class, all of these depend on the method provided by the teacher in order to facilitate the teaching learning process and to increase their oral production, and so improving their oral skill. Hence, after a lot of teachers' demands about the best method that achieves this aim, theoreticians put forward several approaches/methods to improve the quality of teaching and learning processes. Various methods have been suggested for this sake; but the most of these methods do not give much importance to communication as a basis of learning language; until the emergence of communicative language teaching approach which has been applauded by many as one of the effective approaches that play a great role in enhancing students' oral performance by giving the major importance on helping student to learn the language functions and use it in variety of contexts. For this reason, it has been the more desirable approach than others. Hence, in this chapter our main concern is communicative language teaching.

In this chapter, we will shed some light on the main approaches and methods which preceded the communicative language teaching .Moreover, we are going to tackle the history of communicative language teaching, its main principles and the main communicative activities that are used in the classroom.

1. Definition of the terms: Approach, Method, Technique

First of all, we should state some definitions of the terms approach, method and technique:

An "approach" is defined by Antony (1963:64) as "a set of assumptions dealing with the nature of language teaching and learning." However, a "Method" according to Harmer is "the practical realization of an approach, it includes various techniques and procedures" (2001:78); Brown defines "technique" as "any of a wide variety of exercises, activities, or tasks used in the language classroom for realizing lesson objectives" (2001:16). From these definitions we can understand that an approach is more general than a method and it is based on expectations and theories; whereas method is based on a selected approach, it is

the practical application of a theory. Technique on the other hand is a specific types of activities used to get academic goals.

Moreover, Richards and Rodgers (2001) noted that communicative language teaching “is best understood as an approach, rather than a method” (Brown, 2007:241). This means that communicative language teaching is an approach that represents theories of teaching language as means of communication.

2. Methods Prior to the Communicative Approach

2.1.The Grammar Translation Method

The grammar translation method of foreign language teaching is one of the most traditional methods; Chastain 1998 claimed that “it was called the Classical Method since it was first used in the teaching of the classical language, Latin and Greek” (Larsen-Freeman, 2000:11). It emphasizes the teaching of the second language grammar and vocabulary through translation from one language into the other. The main focus of this method is “grammatical rules, memorization of vocabulary and of various declensions and conjugations, translation of texts, doing written exercises” (Brown, 2001:18).

Moreover, according to Prator and Celce Murcia 1979 (in Brown, 2001:19) the major characteristics of the grammar translation method are:

1. Classes are taught in the mother tongue, with little active use of the target language.
2. Much vocabulary is taught in the form of lists of isolated words
3. Often the only drills are exercises in translating disconnected sentences from the target language into the mother tongue.
4. Long, elaborate explanations of intricacies of grammar are given.
5. Little or no attention is given to pronunciation.
6. Little attention is paid to the content of texts, which are treated as exercised in grammatical analysis.

Moreover, Larsen-Freeman (2000:16) claimed that grammar translation method do not give much importance for communicating with the target language and give little importance to the speaking skill.

2.2.The Direct Method

This method appeared in turn of twentieth century since the Grammar Translation Method “was not very effective in preparing students to use the target language communicatively” Larsen-Freeman (2000:23). It is called “direct” method because the

meaning should be related in direct way with the target language without being translated into the native language. It was also known as “Natural Method”, since it simulates so much the way in which children learn their first language. Moreover, Richards and Rodgers (1986) states that “second language learning should be more like first language learning lot of oral interaction, spontaneous use of language, no translation between first and second language, and little or no analysis of grammatical rules” Brown (2001:21). According to Richards and Rodgers (1986:9-10) in Brown (2000:25) the main principles of the direct method are summarized as follows:

1. Classroom instruction was conducted exclusively in the target language.
2. Only everyday vocabulary and sentences were taught.
3. Oral communication skills were built up in a carefully traded progression, organized around question and answer exchanges between teachers and students in small intensive classes.
4. Grammar was taught inductively.
5. New teaching points were taught modeling and practice.
6. Concrete vocabulary was taught through demonstration objects and pictures, abstract vocabulary was taught by association of ideas.
7. Both speech and listening comprehension were taught.
8. Correct pronunciation and grammar were emphasized.

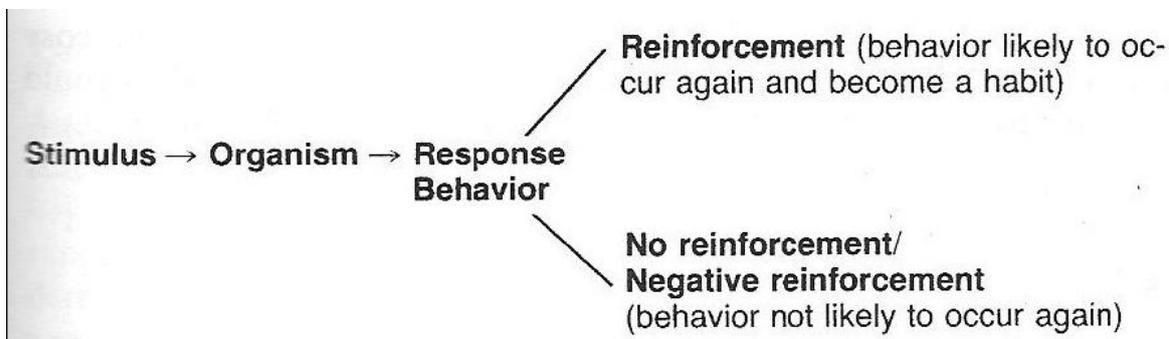
Generally, the direct method seeks to connect between learners’ thoughts about the target language and its use, by providing them with practically use of their knowledge about language.

2.3.The Audio-Lingual Method

The Audio-lingual method was developed in the United States during World War II in which people was in need to learn a foreign languages quickly for military objectives. It was based on the behaviorist theory of learning which believed that language is a form of behavior (Richard and Rodgers; 2007:56). He also stated that the audio lingual method focuses on three essential elements, stimulus, response and reinforcement, in which the stimulus to evoke the student’s response, the response in turn produces either positive or negative reinforcement; the positive one encourages students to repeat the response whereas the negative reinforcement frustrate the students’ response . Reinforcement maybe is the most important element since when the students are reinforced; they are more likely to perform the same action again, by doing so it might be a habit. (Richards and Rodgers,

2007:56). The stimulus-response-reinforcement scheme described by Richards & Rodgers as follows:

**Figure A: The stimulus-response-reinforcement scheme
(Richards & Rodgers 2007: 57)**



The main characteristics of this method are as (Richards & Rodgers, 2001:156,157) stated:

1. Dependence on mimicry and memorization of set of phrases
2. Teaching structural patterns by means of repetitive drills.
3. No grammatical explanation.
4. Use of types and visual aids.
5. Immediate reinforcements of correct responses.

In other words, the Audio lingual method stressed the use of learners' reinforcement as a means to repeat correct responses. It uses drilling as a technique to make these responses as a habit.

2.4. Total physical Response

The total physical response is a language teaching method which developed by James Asher in 1977. He stated that "it is a method of language teaching using physical movement to react to verbal input in order to reduce student inhibitions and lower their affective filter". According to Brown (2000:30), the main characteristics of this approach are:

1. A major focus given to the listening comprehension.
2. The grammatical structures and vocabulary learned by the use of the imperative mood such as; open the window, close the door.
3. Meaning is important than the form
4. Learning is increased in stress-free classes.

2.5.Suggestopedia

It is a method of foreign language teaching developed by Bulgarian psychologist Georgi Lozanov 1979.It emphasizes that: "the human brain could process great quantities of

material if given the right condition for leaning, among which are a state of relaxation and giving over the control to the teacher”(Brown,2000:27). In other words, it claimed that the relaxed state of the mind facilitates and increases the ability to remember and understand.

Richards & Rodgers (1986:142) stated some of its characteristics: the decoration, furniture and arrangement of the classroom, the use of music and the authoritative behavior of the teacher.

2.6. The Silent Way

The silent way method originated by Caled Gattegno; it uses silence as a teaching technique. The main focus of this method is that the teacher should be silent as much as possible whereas the learner should discover and create. (Harmer; 2001:88)

Richards and Rodgers (1986:99) in Brown (2000:28) summarized the theory of learning behind the silent way as follows:

1. Learning is facilitated if the learner discovers or creates rather than remembers and repeats what is to be learnt.
2. Learning is facilitated by accompanying /mediating physical objects.
3. Learning is facilitated by problem solving involving the material to be learned.

The major focus of this method is on the learners and it looks to the teacher as a subordinate part in the learning process.

2.7.The Natural Approach

It is a language teaching approach which developed by Krashen and Terrel 1983. It is based on Krashens’ second language theories. In this approach, the comprehensible input is very crucial in facilitating the acquisition (Brown; 2000:31).

He also stated that in the natural approach students should follow three main stages:

- a) The preproduction stage: “in this stage foreign learners develop their listening comprehension skill” i.e. learners only listen and understand the language.
- b) Early production stage: In this stage, learners begin to speak with making errors; the teacher shouldn’t evaluate these errors unless meaning changed completely.
- c) The speech emergent stage: In this stage, learners use complex sentences. The teacher should involve learners in complex games such as (role play, dialogues...etc) and he should correct all errors of the students.

Each of the previous methods and approaches is based on different mental picture of learning process, but they undoubtedly have the same aim which is to help learners to communicate effectively using the target language. Because of the most of these methods

are not very effective in reaching the mentioned goal, educators and linguists tried to find out the most advanced approach that gives much importance to communication as the basic element in teaching foreign language and that serves to develop learners' communicative competence.

3. The History of Communicative Language Teaching

The Communicative Language Teaching approach also called "The Communicative approach" emerged in the early 1970s (Richards and Rodgers, 2006:1). He also claimed in (1999:64) that it began first in Britain as a substitutional for the Situational Language Teaching method. "It starts from a theory of language as communication. The goal of language teaching is to develop what Hymes (1972) referred to as communicative competence" (Richards and Rodgers, 1999:69). It can be influenced by the work of Chomsky in the 1960s which based on two notions 'competence' and 'performance' which Brown (2007:35) defined as following: competence is "a non-verbal ability to do something, to perform something"; and performance is "the actual doing of something". Afterwards, Hymes developed these concepts into a 'communicative competence'.

4. What Is Communicative Competence?

The term 'communicative competence' introduced by Hymes 1972, it based on Chomsky's two notions "competence" and "performance"; he referred to it as "that aspect of our competence that enables us to convey and interpret messages and to negotiate meanings interpersonally within specific contexts" (Brown, 2007:246). Another definition by Yule (2006:169) that it is "the general ability to use language accurately, appropriately, and flexibly". In other words, it is the ability to use the language in different social situations. It not only refers to a learner's ability to use grammatical rules, but also to negotiate meaning with the others. He also stated that speakers need to understand the language and to be able to use it according to the socio-cultural environment. Canal and Swain (1983) conceived Communicative Competence as a complex notion that contains four components: grammatical competence, discourse competence, socio-cultural competence, and strategic competence. (Brown, 2000:246).

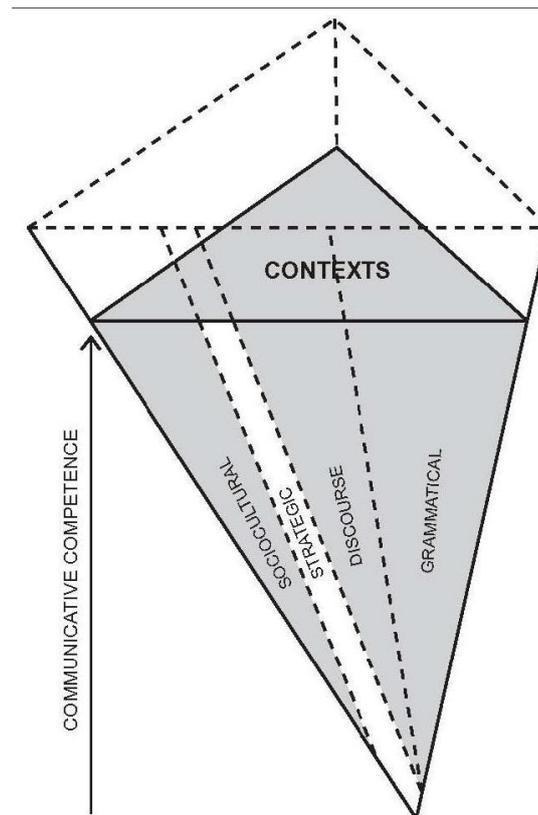


Figure B: Components of Communicative Competence

4.1. Grammatical Competence

According to Canal & Swain (1980:29), the grammatical competence “encompasses knowledge of lexical items and rules of morphology, syntax, sentence-grammar, semantics, and phonology” (Brown, 2007:219). In other words, it is the ability to produce and recognize the grammatical structures (syntax, lexis and phonology) of language and to apply them correctly during communication.

4.2. Discourse Competence

Brown (2007:220) defines discourse competence as “the ability to connect sentences [...] and to form meaningful whole out of a series utterance”. In other words the speakers’ ability to link sentences or utterances together using two aspects in order to be understood which are cohesion and coherence.

4.3. Sociolinguistic Competence

Celce-Murcia, Dornyei & Thurrell (1995:22) states that it is “the speakers’ knowledge of how to express messages appropriately within the overall social and cultural context of communication, in accordance with the pragmatic factors related to variation in language use” .i.e. the speakers’ ability to interpret the social meaning of target language and to use it in appropriate context.

4.4.Strategic Competence

According to Dornyei & Thurrell (1991:16) “It is the ability to express oneself in the face of difficulties or limited language knowledge”. In other words, it is the speakers’ ability to keep speaking and get the message across when there is breakdowns or lack of vocabulary by using set of communication strategies such as repetition, miming, or avoiding the topic...etc.

5. Principles of Communicative Language Teaching

According to Brown (2000:46) the main characteristics of communicative language teaching are:

1. “Classroom goals are focused on all the components (grammatical, discourse, functional, sociolinguistic, and strategic) of communicative competence”; i.e. in order to be effective communicator learner should competent not only the grammatical rules of language but also he should know how to use these rules effectively in the appropriate contexts.
2. “Language techniques are designed engage learners in the pragmatic, authentic, functional use of language for meaningful purpose”; i.e. in communicative classroom, activities are aimed to give the students as much opportunities as possible to practice their knowledge about language meaningfully.
3. “Fluency and accuracy are seen as complementary principles underlying communicative techniques. At times fluency may have to take on more importance than accuracy in order to keep learners meaningfully engaged in language use”; i.e. that classroom activities are aimed to enhance learners’ abilities to negotiate meaning and to communicate meaningfully. So, the teacher should provided learners with activities that are focus more on fluency rather than accuracy.
4. “Students in a communicative class ultimately have to use the language, productively and receptively, in unrehearsed contexts outside the classroom” i.e. the communicative tasks used in the classroom should reflect what learners need in real life situations.
5. “Students are given opportunities to focus on their own learning process through an understanding of their own styles of learning and through the development of appropriate strategies for autonomous learning” .i.e. the teacher should give his learners the chance to learn by themselves without commending.

6. “The role of the teacher is that of a facilitator and a guide”.

These characteristics summarize the focal point of communicative language teaching. Overall, communicative language teaching proposed that in order to be able to communicate the students not only needs to master the linguistic knowledge but also to master all the different types of communicative competence. Moreover, its activities help students to develop their communicative competence by training them on using the target language in meaningful way and in an appropriate context. Besides, since the aim of communicative language teaching is to help students to communicate effectively, learners then should concentrate on the fluency more than the accuracy. Furthermore, the teacher in communicative language teaching approach is a facilitator not a controller.

6. Types of Communicative Language Teaching

6.1.Learner-Centered Instruction

Learner-Centered Instruction is means that the learner is the main focus in the learning process. According to Brown (2000:47) who claimed that Learner-Centered Instruction includes the following techniques:

- Techniques that focus on or account for learners needs styles and goals.
- Techniques that give some control to the students (group work, or strategy training).
- Curricula that include the consultation and input of students and that do not presupposed objectives in advance.
- Techniques that allow for students creativity and innovation.
- Techniques that enhance students’ sense of competence and self-worth

All of these techniques tend to encourage the students to be responsible of their learning process while the teachers’ role is to facilitate their learning.

6.2.Cooperative Learning

Cooperative learning is a type of communicative language teaching where the teacher use small groups or pairs in an organized way in which they can work together by exchanging speaking or to share information, this device serves to enhance students’ oral skill. Brown (2001:47) stated that in cooperative learning, students are “a team whose players must work together in order to achieve goals successfully”. Many researchers agreed on the importance of the cooperative learning in foreign language classrooms and

counted its benefits on enhancing learning. They highlighted that it helps students to work together in which they can exchange their knowledge and learn from one another. It also encourages the involvement of all children and tasks away the stigma of failure from students. In addition to that, as Cohen & al (2004:194) states some benefits of cooperative learning as follows:

- Cooperative learning helps to overcome interactional barriers
- Cooperative learning enhances learners' self esteem
- Cooperative learning increases learners' within-classroom friendships, with corresponding increases in their feelings of altruism and social perspective taking.

Moreover, it motivates students and creates challenges between them because of the personality differences, individual learning styles and varied cultural expectations. Brown (2000:47). In sum, Oxford (1997:445) notes that cooperative learning helps in “promoting intrinsic motivation, (...) heightening self-esteem, (...) creating caring and altruistic relationships, and lowering anxiety and prejudice”.

6.3. Interactive Learning

Interactive learning has a significant importance in the classroom. It is very essential in the teaching-learning process in which it helps students to develop their speaking skill through discussing with each other. Yule (2006) claimed that when students interacting with each others, they produce and receive messages and at the same time understand and interpret the received one in order to be able to reply on the speaker. Hence, to achieve that student should engage in conversations and dialogues that may represent real-life contexts. According to Brown (2000:48), interactive classes characterizes by using pairs and group works, practices activities that makes them ready for communicating the real contexts.

6.4. Whole Language Education

“Whole language” is a term that originated from reading research and it is based on the principles which are **(a)** the “wholeness” of the language i.e. language should be taught as whole and without divided it into pieces (phonemes, graphemes, words); **(b)** the interaction and interconnections between oral language (listening and speaking) and written language (reading and writing); and **(c)** the importance of both, the written and spoken language of a literate society (Brown, 2001).

6.5.Content-Based Instruction

Brinton, Snow, and Wesche (1989; vii) defined Content-Based Instruction as:

“the integration of content learning with language teaching aims, and it refers to the concurrent study of language and subject matter with the form and sequence of language presentation dictated by content material” (Brown, 2000:49).

It is the use of the language in relation to the content material rather than teaching it in isolation from content.

6.6.Task- Based Instruction

A task based instruction is an important type of communicative language teaching since it presents for students opportunities to practice their communicative abilities through using communicative tasks. “Task” is the focal point of the task-Based Instruction. Nunan (2004:4) defines “task” as “a piece of classroom work that involve learners in comprehending, manipulating, producing, or interacting in the target language while attention is focus on meaning rather than on form”, as well as to Willis (1996:173) who defines it as “A task is an activity where the target language is used by the learner for a communicative purpose (goal) in order to achieve an outcome”. Thus, we can define task as a tool used in language classroom which gives learners the opportunity to use the target language for communicative goals; it gives more importance to the practice of language meaning rather than its form.

7. Affective Factors in Communicative Language Teaching

In Communicative Language Teaching, there are many factors that influence the learning process. According to Brown (2000:143) “affect” refers to “emotion and feeling side of human behavior”. The main affective factors mentions as follows:

7.1.Self- esteem

Self-esteem is one of the most important affective factors in which one cannot successfully perform any activity without being confident and feeling of self-worth. Many researchers agreed of its significance especially in the learning process where learners should have confidence to overcome challenges that they face during learning. Self-esteem is defined by Coopersmith (1967:4-5) as being “a personal judgment of worthiness that is expresses in the attitudes that individuals hold toward themselves” (Brown, 2007). In other words, self-esteem is how individuals see themselves and how much they value their worth. Self-

esteem is multidimensional; there are three dimensions that are described by Brown (2007:155) which are:

- ❖ **General or global self-esteem:** It is the general assessment that the individual makes of himself through a number of situations.
- ❖ **Situational or specific self-esteem:** which refers to self-evaluation
 - In particular life situations, such as social interaction, work, education, home
 - Or on certain characteristics such as intelligence, communicative ability.
 - Or on personality traits such as empathy, and flexibility
- ❖ **Task self-esteem:** it is one's self-evaluation within specific tasks and in a particular situation such as, in the second language acquisition process one can assess himself in particular aspect of language such as speaking, writing, reading, in EFL class.

Teachers' role, here, is to push their learners emotionally by using such expressions like "I believe that you can do it!" in order to motivate them and to enhance their self-esteem.

7.2. Inhibition

There is a strong relationship between self-esteem and inhibition in which learners with low self esteem construct a wall of inhibition in order to "defense" their weak ego, this wall hinder their learning process, whereas learners with high self-esteem have lower defenses. Moreover, Brown (2007:147) states that the human ego involves what Gurra (1972) and Ehrman (1996) refer to as "the language ego"; this means that the language ego is tangled with the language that the learners learn i.e. while learning second language learners construct a new identity and this can arise their inhibition. However, to reduce the learners' inhibition, teachers should encourage them to take risks and to not fear of making mistakes since it is gate of the successful learning.

7.3. Risk Taking

Risk taking is when learners participate in the classroom without fearing of making mistakes even if their answer is wrong. When the learners have low self-esteem and high inhibition degree, they cannot be successful learner unless they overcome their fearing, whereas learners whose taking risk are those who have high self-esteem and less inhibited; this kind of learners' progress rapidly through their learning. Teachers should reward risk takers in order to increase their production and to help the other students to decrease their inhibition and reinforcing them to take-risk. As Beebe (1983:40) states that there are many

reasons that make learners fear of taking risk which are: **in the classroom** such as teachers' mistreatment or punishment of his learners, failing in exams, embarrassment and so on. **Outside the classroom** such as fear of looking silly, fear a loss of identity. In addition, Brown (2001:63) claims that the principle of risk taking in classroom reflects:

- Create atmosphere in the classroom that encourage students to try out language.
- Provide reasonable challenges in your techniques and make them neither too easy nor too hard.
- Help your students to understand what calculated risk taking is.
- Respond to students risky attempts with positive attitude and praising them for trying.

Risk taking is another vital characteristic that the learners should have for successful language learning.

7.4. Anxiety

Anxiety is also a significant factor in second language learning. It is defined by Scovel (1978:134) as “anxiety is associated with feeling of uneasiness, frustration, self-doubt, apprehension, or worry” (Brown, 2007:161). In other words, it is unpleasant feeling when one goes through nervousness state and feeling disturb, this affects students leaning negatively. Anxiety can be either short term “state” in which one feels disturb when faced by specific situation, particular event or demand; and long term “trait” it is an enduring disorder in the individual. Another distinction have made between debilitating anxiety and facilitative anxiety, the former is a “harmful anxiety” in which the nervousness hinders the learning; whereas the later is a “helpful anxiety” where the nervousness promote learning and it makes the learner more careful.(Alpert and Haber, 1960; Scovel, 1987;Oxford 1999; in Brown, 2007). Anxiety is not always bad; sometimes a certain amount of it can help in facilitating the learning process.

7.5. Empathy

According to Brown (2007:153) empathy is “the projection of one’s own personality into the personality of another in order to understand him or her better”. In other word, it is to be aware of the others feeling, emotion, thinking so as to understand them. During communication, one should understand the others’ “affective and cognitive states” in order to not misunderstand them and make wrong assumptions about their states. So, in order to prevent this misunderstanding, one should be knowledgeable of certain information about

the person talking to, such as the cultural customs, traditions and values of his society, his emotional state (serious, joking, sad..).

7.6. Extroversion and Introversion

Extroversion and Introversion are two kinds of the human personality in which the extroverts are those who usually need the presence of others to be comfortable; they are often talkative and need the affirmation of the other people, they are “gregarious” i.e. sociable, self-confident and risk takers; whereas the introverts are those who prefer loneliness, they are quiet, shy, inhibited and risk avoiders, they process their emotion internally and usually have an inner strength as opposed to the extroverts (Brown,2007:167). It is believed by many theorists that in foreign language learning classrooms, the extrovert learners have more capability to acquire than the introverts since the introvert learners prefer to not involve in any oral activity, they prefer to be silent all the time, this might affect their learning process negatively. Despite they have an inward strength of learning, they refuse participating in the classroom. So, the teachers should help them to show their capacity through engaging them in some activities such as role plays, conversations and so on.

7.7.Motivation

Motivation has been recognized by scholars and researchers as one of the major factors that determine the level and success of second language acquisition. According to Harmer (2001:51) defines motivation as “some kind of drive which pushes someone to do things in order to achieve something”. There are two types of motivation, the **extrinsic motivation** in which learners are motivated by outside factors such as when a student is promised to get reward if he succeeds in the exam, he will intensify his learning in order to get the reward. Whereas, the **intrinsic motivation** comes from inside the individual; Learners are learning to enjoy themselves or to make themselves feel better (Harmer, 2001: 51). In short, the teacher should motivate the learners in order to increase their production and so that their learning takes place successfully. He should motivate the extrovert students to do more and the introvert students to encourage them in order to overcome their problems.

8. The Communicative Classroom

The communicative classroom is the environment in which “communication can take place comfortably” (Taylor, 1983:70). It emphasizes the use of the target language

communicatively and affords comfortable circumstances for learners to be comfortable and encouraged communicate.

8.1. The role of interaction

The concept of interaction has a significant importance in communicative language teaching approach and an essential part in learning and teaching processes. It is a practice uses to enhance language skills (speaking and listening) through producing and receiving messages, negotiate meaning between two or more persons. According to Brown (Brown, 2000: 165), interaction is “a collaborative exchange of thoughts, feelings, or ideas between two or more people, resulting in a reciprocal effort on each other”. Moreover, Rivers (1987) emphasized the idea that the communicative classroom should be interactive in which he affirmed that: “in interaction students can use all they have learnt or casually absorbed, in real life exchange.”Brown (2000:165). Because of the vital importance of interaction, researchers set out seven principles and underlined the significance of the coexistence of their relationship. According to Brown (2001), these principles are:

8.1.1. Automaticity

Interaction is best achieved when students focuses on meanings rather than on grammar and other linguistic forms of the message siceStudents then are freed from controlling, this can enhance their automaticity.

8.1.2. Intrinsic Motivation

Through interaction, students enjoy their own competence to use the language, so they develop a system of self-reward.

8.1.3. Strategic Investment

During interaction, students should use strategic language competence; in order to both make decisions about when and how to say and/ or interpret messages, and to repair the breakdowns they may face while communicating.

8.1.4. Risk Taking

In communicative classroom, students face some risks that hinder them from interacting comfortably such as embracement, fear of others’ criticizing, fearing of being

rejected and so on. Hence, students should overcome these risks in order to interact effectively.

8.1.5. The language culture connection

Interlocutors are required to be systematically versed in the cultural nuances of the language.

8.1.6. Interlanguage

In order to interact, one should go through the developmental of second language acquisition process. Many errors (production and comprehension) that the students make during their acquisition are part of this developmental process. The role of the teacher's feedback is fundamental to the developmental.

8.1.7. Communicative Competence

All the elements of communicative competence (grammatical, discourse, sociolinguistics, pragmatic, and strategic) are involved in the interaction. All these aspects must integrate together for successful communication.

8.2. The different Role of Communicative Teachers

Several roles specified for the teacher in a communicative classroom. According to Hedge (2000:26) the teachers' important role are as:

- “Controller”: the teacher transmits knowledge and regulates students' behavior. It may be negative role in communicative language teaching, but there are some situations where the teacher act as controller such as introducing new topic in which students has just a little knowledge.
- “Assessor”: the teacher's role, here, is to let his students know their accuracy level, he should tell them their weaknesses and strengths so that they can know about what they are already competent and what they should concentrate on.
- “Corrector”: the teacher should know when to correct the students' errors especially the pronunciation errors that they make during interaction. He should be careful when he pronounce words since students usually acquire pronunciation from their teacher.

- “Organizer”: the teacher organizes students for group/pair works, give students instructions about how interaction takes place, initiating it, monitoring it, and organizing feedback.
- “Promoter”: when students interacting with each other, sometimes they faces breakdowns caused by the lack of words. The teacher’s role in this case is to encourage students to be self-dependent and creative. The teacher shouldn’t help students in every time; he should let him to think creatively.
- “Resource”: the teacher’s role is to provide students with information that they need to know, i.e. he is the resource of information.

Moreover, Littlewood (1981, 92) claims that in order to communicative competence carry out effectively, the teacher should act as an initiator of an activity then let the students learn freely.

Overall, the communicative classroom highlights the learner-centered instruction; it does not depend on the teacher all the time, the teacher is just a facilitator and guider.

8.3.The Role of Learners in Communicative Class

Learner is the main focus in the communicative class. As Nunan (1989:80) claimed that the learner in the communicative classroom is (a) negotiator and interactor; (b) listener and performer; (c) should take his own learning responsibility (self-reliant). They should be risk taker, active, and self-dependent. They should contribute in any classroom activities and be responsible for their learning.

9. Communicative Activities

Communicative language teaching involves students in activities that prepare them to communicate effectively in real life situations. It highlights the use of different activities that emphasizes more the fluency rather than the accuracy such as games (guessing games), role play (performing a dialogue in a given context), projects, interviews (asking and answering questions; it may take the form of dialogues), information gap, discussion and debate (to talk an exchange information about a specific subject), and jigsaw (strip story).

Conclusion

In this chapter, we have seen the communicative language teaching approach that appeared as a reaction against the traditional methods which emphasized the learning the grammatical rules and give little importance to the use of these rules. Communicative language teaching major focus is the students' communicative competence. Since communicative competence means to be able to speak the target language effectively, theorists proposed different activities that give more importance to fluency rather than accuracy in order to enhance this skill. They emphasized the importance of using; language games, interviews, role play and group work in the classroom. Educators also believed that this can be achieved only if teachers take the role of facilitators and guides.

CHAPTER TWO
ORAL
PERFORMANCE

ORAL PERFORMANCE

Introduction

Speaking is a natural phenomenon, in which all human beings are born to speak their languages. The speaking involves not only producing meaningful utterances but also receiving others' oral productions. We speak for many reasons, to make friends relationships and be sociable, to transmit a message, to answer questions, to express our feeling and thoughts, to exchange information; that's why speaking skill is considered to be one of the major skills to be developed by FL learners.

Throughout my experience as an English foreign language (EFL) learner, I have found that speaking is one of the most desirable skills that students want to learn. Most learners are excited to speak the language that they are learning to get their needs and requirements. However, it is not easy for students to participate in speaking activities, since they are faced with some difficulties that prohibit them from participating. Hence, speaking skill is very important and helpful in enhancing students' learning of the second language.

In this chapter, we will deal with general issues about speaking skill: definitions of speaking; the nature of oral communication; the relationship between speaking and the other skills; teaching speaking; the difficulties faces student during speaking; and the activities used to teach speaking.

1. Speaking Definition

When communicating with English as a second language, the question usually asked is "do you speak English?". This means that the main focus of learning a foreign language is to speak and communicate with it. Speaking is an active skill; it involves producing, receiving messages appropriately and in different contexts. According Chaney (1998:13) speaking is "the process of building and sharing meaning through the use of verbal and non-verbal symbols, in a variety of contexts", in other words, it is by what we can exchange messages that we needs to convey in order to achieve different purposes . Speaking contains many aspects that differentiated it from the other skills such as: tone of voice, stress, intonation, gestures, repetitions, and so on. All of these aspects are helpful for the listener to understand the intended or the addressed message.

2. English language Components

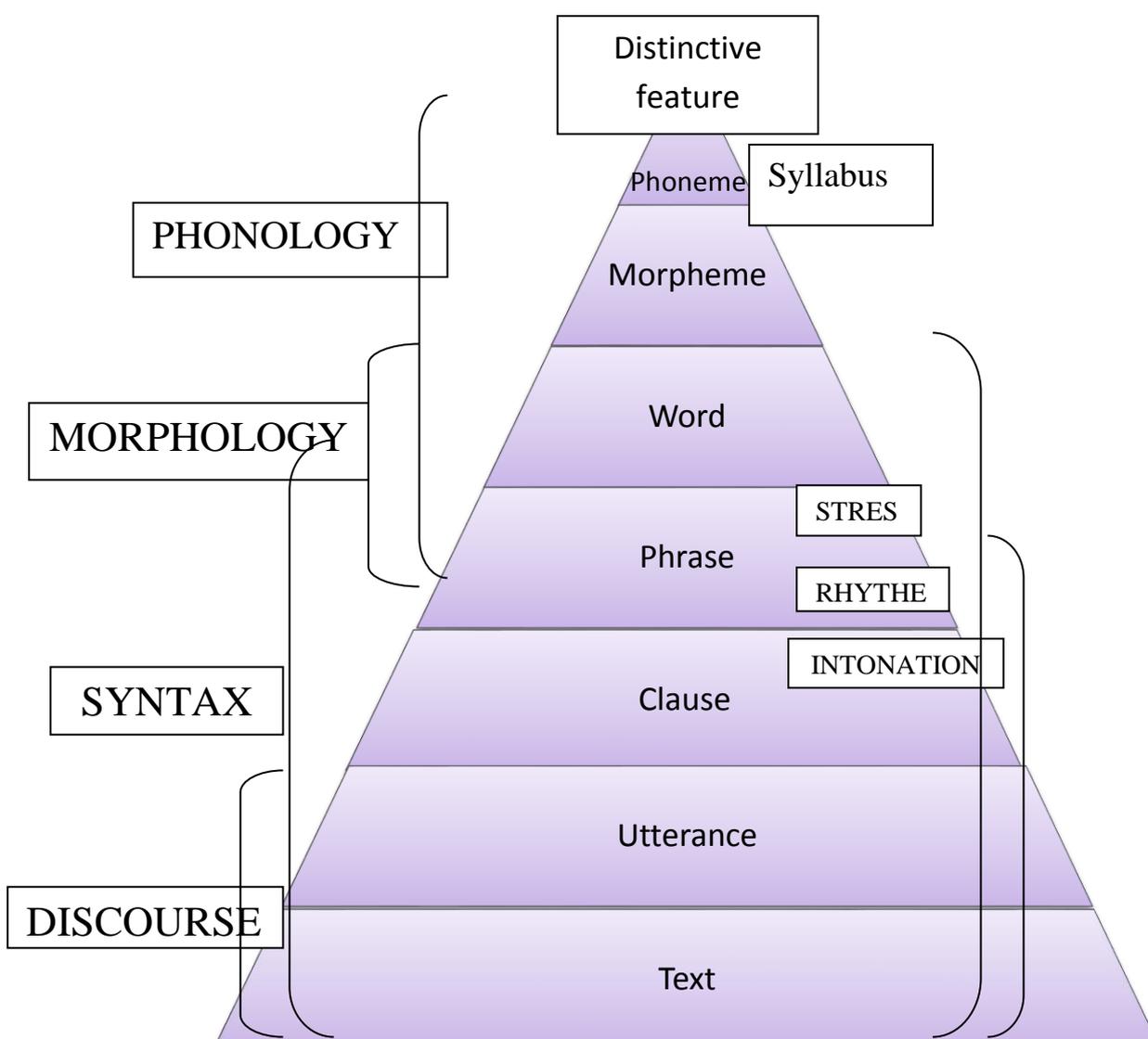
Through the teaching-learning process teachers should understand these components in order to help students to develop their speaking skills. Nunan (2003:51) suggests the following pyramid that explains the components of the spoken language. The text is the pyramid's base; it stretches of language.

- The text is united and meaningful sentences; it is composed of utterances which form the upper level and which are what an individual says.
- Utterances may be incomplete sentences as opposed to the written form for example in written form one write “Would you like pizza?” but in the spoken language just say “Pizza?”.
- The third higher level is clauses; it is group of words include a subject and a verb forming a sentence. It can be either independent; i.e. it can occur alone for instance “Anna ate the cake”; or dependent, i.e. it needs another more information as in “While Anna was eating the cake ...”.
- Phrases take up the fourth higher level of the pyramid. A phrase is known a two or more words make meaningful sense but without including subject or verb like in “beautiful flower”.
- The fifth higher level is concerned with words. Words are “free morpheme”; i.e. taking place alone and have meaning also, there are “bound morphemes” which are connected words i.e. it is related by the prefixes such as un or pre, and suffixes such as -ed, -tion.
- The sixth higher level is the phoneme. They are small units of sound and they might be either consonants like /p/ and /b/; or vowels like /i/ and /u/. Phonemes vary from one language to another and this difference may cause difficulty to learners in using second language.
- A syllable sometime contains a morpheme or one or more phonemes. It might be open in which it finishes by a vowel; or closed, it finishes by a consonant.
- A smaller unit which is the distinctive feature which makes the distinction between phonemes such as the voicing of the two phonemes /p/ and /b/ in which one is voiced and the other is voiceless.
- Stress, rhythm and intonation called the “suprasegmental phonemes” since they convey meaning depending on the stress in which the meaning of “I

think I know” differ when the stress position differ; where the stress takes place on “I” it means that you may not think I know the answer, whereas when stress is on “think” it means that I’m not completely sure, but I think that I know the answer.

Generally, the speaker should know how to integrate these units in speaking in order to be understood.

Figure C: Units of Spoken Language (Nunan, 1991:51)



3. The Nature of Oral Communication

Oral communication is a complex process which involves not only the productive skill but also the receptive one, as Byrn (1967:08) defines it as “Two ways processing” between

two or more persons. During the this process it is necessary to know some information about the person interacting with such as: the context in which the interaction occurs, the participants, their shared experience, the purpose for speaking and the physical context, in order to communicate effectively. Sometimes it may be difficult for the listener to understand (interpret) the intended message that the speaker transmit; hence, the speaker usually uses such stress, intonation, facial expressions such as gestures in order to help the listener to comprehend the message appropriately. Both Speaking and listening skills have crucial role in progressing learning in classrooms. Hence, the teachers should organize more oral interaction activities in order to develop the students' speaking skill.

Moreover, according to Harmer (2007:343) there are two basic functions which are: the transactional function refers to the conveyance of information, it is used for exchanging goods and services, the message should be clear and understandable; whereas the interactional function is the establishing and the maintenance of social relationships. There is another distinction consider the development of the speaking skill is between “short turns” and “long turns” the former consist of one or two sentences as in conversation; and the latter refers to the ability to talk as much as possible in the lecture such as monologue or oral presentation; this kind of speaking is the most difficult than short turns. For that reason, the teacher should expose his learners to any tasks that are designed in order to practice this skill (Brown &Yule, 1983:19-20) Learners then should not be adequate by only learning how to perform short turns.

4. The relationship between speaking and the other skills

The language teaching consists of four skills; we can differentiate these skills into the receptive skills (reading and listening) and the productive skills (speaking and writing). The diagram below shows how all the four skills are related:

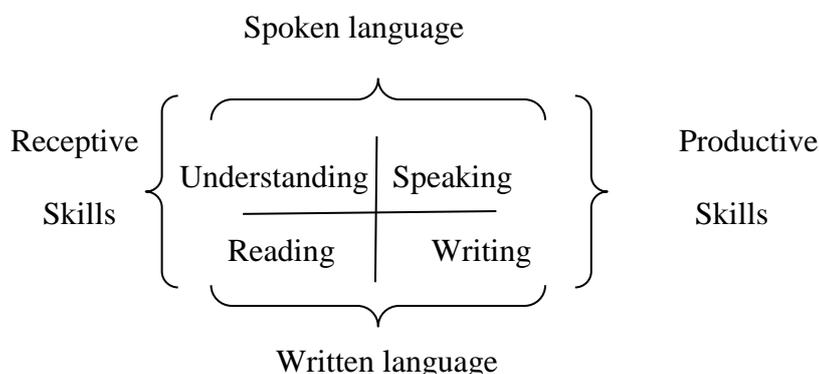


Figure D: Inter-relationship of the four skills Donn Byrne

4.1. Speaking and Listening Relationship

During the interactional process, the individual speaks and at the same time listens to the others' oral production. Hence, one cannot accomplish conversation without using these skills together. In addition to that, the second language learners cannot develop their speaking unless they listen to the words' pronunciation. From this we can conclude that speaking and listening are two interrelated skills. In second language classroom, the teacher should explain to his learners how these skills relies to each other, in order to understand that so as to be successful speakers they need to be successful listeners.

4.2. Speaking and Writing Differences

As Brown (2001:303) noted that speaking and writing varies in many ways in which:

- The written language is permanent, in which the written texts lasting for long time and one can read them whenever he wants; as opposed to the spoken language which is transient and disappears quickly when the individual finishes speaking.
- The written language is more complex than the spoken one since the writer uses long and complex sentences, subordinating clauses. Whereas the speaker just use short and simple sentences coordinated by conjunctions and sometimes incomplete sentences.
- In the written language, the writer uses punctuation, layout, pictures, colors, whereas the speaker uses stress, rhythm, tone, pauses, facial expressions to add emotional effect.
- In the written language, the writers use complex vocabulary since they have enough time for thinking as opposed to the spoken language in which the speakers use just simple and clear vocabulary because of the limited time.

Moreover, there are other differences between the two skills which are the knowledge of the participant, where the writer in most cases do not know his audience whereas the speaker often know the participants to whom he directs his speaking.

5. The Importance of Speaking

Speaking is a very important skill in second language teaching and learning process. Many learners gives their main concern to the speaking skill in their learning of

second language since knowing this skill means knowing how to communicate with others as Nunan (1991:39) states that “to most people, mastering the art of speaking is the single most important factors of learning a second or foreign language and success is measure items of the ability to carry out a conversation in the language”. For that, it has been considered that if the learners master this skill they will be considered as if they master the others, as Ur (2000:12) claimed that “of all the four skills, speaking seems institutively the most important: people who know a language are referred to as ‘speaker’ of the language, as if speaking included all other kind of knowing”. Moreover, celce-Murcia (2001:103) argues that for most people “the ability to speak language is synonymous with knowing that language since speech is the most basic means of human communication”. So, learning speaking is very important for EFL learners because it is an essential means for communication.

6. The speaking sub-skills

Speaking has its own sub-skills that a good speaker must know in order to succeed during communication. Finocchiaro and Brumfit (1983:140), state that learners have to think before speaking in order to be understood; to try to articulate sounds appropriately; to be conscious of how to use the appropriate function in order to express particular idea; to be sensitive to any change in the register that is caused by the interlocutor or by the change of the situation; to be able to change ideas according to the interlocutors’ response.

Generally, the learners have to recognize these sub-skills in order to develop their speaking skill. In order to achieve that, the teacher’s role is to provide activities that can deal with these different skills and that prepare the students for real life communication.

7. Teaching Speaking

Speaking is very crucial skill that EFL students have to develop in order to communicate effectively. The main aim of teaching speaking is to enhance students’ oral production and to make them ready for real life communication.

During the teaching process, the teachers should help their students by providing them with opportunities to develop their speaking skill. Hayriye Kayi (2006) proposes some guidance for teachers during teaching speaking:

- Provide maximum opportunity to students to speak the target language by providing a rich environment that contains collaborative work, authentic materials and tasks, and shared knowledge.

- Try to involve each student in every speaking activity; for this aim, practice different ways of student participation.
- Reduce teacher speaking time in class while increasing student speaking time.
- Indicate positive signs when commenting on a student's response.
- Provide written feedback like "Your presentation was really great. It was good job. I really appreciate your efforts in preparing the materials and efficient use of your voice..."
- Do not correct students' pronunciation mistakes very often while they are speaking.
- Correction should not distract student from his or her speech.
- Involve speaking activities not only in class but also out of class.
- Circulate around classroom to ensure that students are on the right track and see whether they need your help while they work in groups or pairs.
- Diagnose problems faced by students to have difficulty in expressing themselves in the target language and provide more opportunities to practice the spoken language.

Hence, teachers should be aware of such guidance in teaching speaking in order to be an effective teacher on one hand, and to help students to advance their speaking skill on the other.

8. What Makes Speaking Difficult?

The main aim of learning a foreign language is to speak it fluently. Some learners usually have many difficulties during learning a foreign language. Brown (2001:270) identified eight of these problems which are as followed:

8.1. Clustering

In which students divide their speech into words or phrases. This can be due to their anxiety or lack of vocabulary. Hence, teachers have to help their students to speak fluently.

8.2. Redundancy

The students can rephrase, repeat, and may use some expressions like "I mean" or "you know" during their speaking, in order to give them a chance to be understood.

8.3. Reduced Forms

The reduced forms cause problems for the second language learners. They learn just the academic language in which they use the full forms of the language and neglect learning the colloquial forms (contraction, elision), so their language will be stilted. The teacher than should help students to learn the colloquial forms to enhance their speaking quality.

8.4. Performance Variables

During the oral performance, the students thinking and at the same time speaking; this process allows them to use hesitation, pauses, bucket raking, and corrections such as using (uh, um, I mean, well... etc).

8.5. Colloquial Language

The colloquial language such as idioms, slang, and cultural knowledge, are important in learning second language. Hence, the teacher should is help students practice to produce these forms.

8.6. Rate of Delivery

It is another characteristic of fluency. The teachers' aim is to help the students to speak fluently and quickly.

8.7. Stress, Rhythm and Intonation

All these elements have a important role in the spoken language since they add clarity to meaning besides words.

8.8. Interaction

Interaction is very important in teaching speaking skill, in which it contributes in developing and enhancing the students' language. During interaction, students learn new words and structures through negotiating meaning with others. Teacher can help students by providing them with some activities in order to increase students' speaking and to encourage them to use language without fear of making mistakes.

9. Types of Classroom Speaking Performance

Brown (2001:271-2) suggest six categories of oral production that the learners may perform in the class.

9.1. Imitative

Many students tend to “go natives” i.e. to imitate native speakers by pronouncing words in the same ways that native speakers do, this really help students to improve their oral production especially when they drill on some language forms (phonological, grammatical) that they find difficult to pronounce or learn.

9.2. Intensive

Intensive speaking exceeds the imitative by one step in which the students perform any speaking tasks that are designed for the intensive practice of the language that focusing on phonological or grammatical aspects of language. It can be practiced in pair work activity or self-initiated.

9.3. Responsive

When the students are asked to answer a question or to comment on a particular situation, they reply to their teachers with short, meaningful, and authentic answers for instance, when the teacher ask the student: “what is the answer of the first question?”, the student reply then: “well, I wasn’t sure, so I left it blank”.

9.4. Transactional (dialogue)

Transactional dialogue is similar to the responsive language in which students exchange specific information through negotiating in pairs or groups.

9.5. Interpersonal (dialogue)

Interpersonal dialogues are not just a transmission of facts and information; it is used in order to maintain and establish the social relationships. Students may meet some difficulties in performing these dialogues because they include colloquial language, slang, and ellipses which are not easy for students to use. However, by the intensive practice of these interpersonal dialogues, students are going to be able to perform it correctly.

9.6. Extensive Monologue

The extended monologues are activities that usually given to the intermediate or the advanced level students such as the oral reports, short speeches or summaries.

10. Students Challenges in Learning Speaking Skill

Second language students usually face many difficulties during their participation. These difficulties can be linguistic problems, non-linguistic (psychological) problems, social problems, or cultural problems.

10.1. Linguistic Problems

The major concern of students is to communicate effectively in the target language, so to do that, students should be communicatively competent and linguistically knowledgeable. Thus, our concern here is on the linguistic knowledge; according to Thornbury (2005; 11) who states that

Being skillful assumes having some kind of knowledge base ... Knowledge that is relevant to speaking can be categorized either as knowledge of feature of language (linguistic knowledge) or knowledge that is independent of language (extra linguistic knowledge).

The linguistic knowledge has a significant role in speaking skill, since any missing aspect from this knowledge caused several problems that face students during their speaking performance.

10.1. 1. Fluency

It's the ability to speak fast without hesitating and using too much pauses. As to Thornbury (1999:93) "fluency is a skill, it is the ability to process the language speedily and easily". Moreover, Nunan (2004:55) stated that "fluency is the extent to which speakers use the language quickly and confidently with few hesitations or unnatural pauses, false starts, word searches". We can say that the most difficult aspect in learning speaking is being fluent with clear, understood and with logical connection of ideas, and without hesitating.

10.1. 2. Accuracy

It is the ability to produce correct sentences. Most second language learners focus more on the fluency and neglect the accuracy of their speech, so teachers should sometimes provide learner with activities that focus on the accuracy. The absence of the accuracy in

speaking makes speech unclear. Thus, in order to be accurate the learners need to give some attention to the form. Actually, it's very difficult for learners to balance between both meaning and forms at the same time since accuracy is time taken, so they should be accurate when they have surplus time. Thornbury (1999:93). Moreover, learners should be aware of different suprasegmental elements sounds, stress place and intonation; and they should intensively practice the pronunciation since if the learners mispronounce words, their speech will not be understood.

10.1. 2.a. Grammar and vocabulary

According to Redmond and Vrchota (2007: 104) who stated that

It is imperative if you use the correct word in the correct instance and with the correct pronunciation. Pronunciation means to say words in ways that are generally accepted or understood.

In other words, one cannot be effective communicator if he hasn't sufficient vocabulary and he can't use the appropriate grammatical structure. During speaking, learners usually making some errors such as: malformations, spelling, pronunciation errors, and inappropriate selection of words. Generally, learners shouldn't make such errors in order to be understood.

10.2. Psychological Problems

Ur (1991: 121) claimed that

Learners are often inhibited about trying to say things in foreign language in the classroom worried about making mistakes, fearful of criticism, or losing face or simply shy of attention that their speech attracts.

Although there are some learners who know all the grammatical rules and recognize lists of vocabulary items, but they cannot use them to communicate. They are disabling to communicate since they are faced by some emotional barriers that prohibit them from communicating comfortably such as lack of self confidence, anxiety, shyness and fear seeming stupid in front of others; also they may want to avoid teacher's comments.

10.3. The Social Problems

The social environment influences the students' learning process in which students use their first language during their oral performance to retrieve their lack knowledge of second language. This may cause problem for students since the use of mother tongue may

create a disorder in their speech. According to Baker and Westrup (2003; 12), “barriers to learning can occur if students knowingly or unknowingly transfer the cultural rules from their mother tongue to a foreign language.” Moreover, many students keep using their mother tongue performing activities; this may lead to their progression in speaking second language.

10.4. Cultural Problems

There is a strong relationship between the students’ different cultural background and their oral performance in the classroom, in which students with different culture are differ in their personality, the way of addressing, and the way of thinking; these differences increases the misunderstanding between students; that’s why we sometimes find out some students who are talkative while others silent and introverted. As Harmer (2001; 247) claimed that whenever the cultural backgrounds differ between speakers, communication is occurring hardly. As opposed to that, whenever cultural background is similar speakers can understand each other very well.

11. Activities Used to Teach Speaking

We can say that foreign language teachers’ main aim is to maximize and increase the oral production of their students in speaking skill. Hence, teachers use many activities to do so. According to Thornbury (2008), theorists suggested three different stages of the learning process that the students’ need to go through which are as follows:

- “Awareness”: the students should be aware of the features of the target language.
- “Appropriation”: the students should combine these features into their existing knowledge
- “Autonomy” the learners should be able to apply these features on their own way and without assistance.

Theorists designed for these stages a number of activities which motivate students to increase their participation in the classroom.

11.1. Awareness

In order to raise the students’ awareness of the spoken language, theorists suggested the activities that focus on the language features (organization, socio-cultural rules, topic shift, performance effects, communication strategies, speech act, discourse markers, vocabulary...). Those activities are as follows:

11.1. a. Using Recordings

Learners are exposed to some recordings either monologues or an interaction between people. These recordings can be scripted, semi-scripted or conversations and dialogues.

11.1. b. Using Live Listening

Learners listen to the teacher or guest speaker (the teacher should adjust with the students' level of understanding); learners then interact by asking questions or adding details.

11.1. c. Using Noticing the Gap Activity

In this activity, the teacher asks his students to perform an oral task. Then, he exposed to them a recording of the same task done by “expert speakers”; after that, every student try to compare his oral performance with the recording and denote the missing language characteristics that he didn't used in his performance, then each student re-perform the task with reproducing the noted characteristics that he missed in his previous performing.

11.2. Appropriation

According to Thornbury (ibid; 63) that students have to use his knowledge of the language characteristics in controlling themselves to enhance their oral production.

11.2.1. Drilling and Chants

After listening to them in taped dialogues, the teacher asks his students to repeat the words, phrases or utterances that they listened to them. On the other hand, chants is when learners listening to some songs or playing computer games, they can pick up many words and expressions. Chants help learners to remember easily the words that they have evolved.

11.2.2. Milling Activities

In these activities, every student asks his/her classmates three or four questions to gather the different points of view in order to complete a survey for instance.

11.2.3 .Writing Activities

Actually, it may be weird to refer to writing activities in speaking side. However it plays an important role in the learning speaking process. These activities illustrate its importance.

11.2.3. a. Dictation

The teacher dictates some forms and expressions such as ways of advising, inviting.... Then s/he asks them to classify these expressions into formal or informal in order to reuse them in the writing dialogues

11.2.3. b. Paper Conversation

In this activity, the teacher divides the students in groups or pairs and s/he asks them to write a conversation on shared paper. The teacher's role, here, is to correct the students' mistakes while walking around them.

11.2.3. c. Computer-Mediated Chat

Chatting is exchanging words or sentences with a person on the internet. It is very effective way in learning a language.

11.2.3. d. Rewriting

In this activity, the teachers provide their students with written dialogues and ask them to "adapt, improve or otherwise modify" them in order to practice some new features of speech.

11.2.4. Reading Aloud

In reading aloud activity students are asked to read a text loudly and slowly with respecting the pauses fall. It helps students to practice on the pronunciation of words without thinking of what it should be said.

11.2.5. Dialogues

Dialogues also enhance students' oral performance in which it give the learners the chance to practice on the grammatical and the lexical structures by using them through talking with another student.

11.2.5. a. Items on Board

The teacher writes on the board some expressions such as, “how do you say...?” and “I don’t know, but I think...” In order to help the students live the situation and then to speak.

11.2.5. b. Disappearing Dialogues

In this activity, the teacher writes a dialogue on the board, then s/he asks the students to read this dialogue and repeat it twice again with loudly reading; this helps them to remember it easily; after that the teacher defaces parts from the dialogues one after the other and he asks them to rewrite it again.

11.2.5. c. Dialogue Building

Dialogue building activity is the contrary of disappearing dialogue; the teacher provides the students with a picture and asks them to imagine what the dialogue that it might be happened in that picture. Then; the students will perform the dialogue that they have been imagined.

11.2.5. Communicative Tasks

The main goal of the communicative tasks is to focus on enhancing the fluency rather than accuracy; they get the learners ready to use the language in real-life situations.

11.2.6. a. Information Gap Activity

The information gap activity involved all the students since it cannot be completed unless all of them give the piece of information. In this activity, the teacher gives the students different information where every student has a missing part, they should communicate with each other in order to fulfill the missing gap.

11.2.6. b. Jigsaw Activity

In this activity, the teacher gives four flashcards to the learners randomly and tells them the general idea that these cards include. After that, he distributes the cards for four subgroups (one per each). After a while he asks the members of all the subgroup number one, for example, to say what his perspective about what he has seen. Finally, the teacher and subgroup number one members decide what the idea that this card talks about.

11.2.6. c. Surveys

The teacher suggests a hypothesis for his students. Then they tried to confirm or disconfirm this hypothesis by collecting the different opinions of their classmates concerning this topic. One student is chosen as delegate who presents what the group's members found.

At the end, the whole class comes to a decision whether they confirms or disconfirms the reliability of the issue.

11.2.6. d. Guessing Games

Students try to answer questions such as “what am I?” by guessing. Every student thinks of an animal or thing and even a person and acts some clues that sign to the right answer. The other classmates make guesses until they know the right answer.

11.3. Autonomy

Thornbury (ibid; 63) identified the autonomy as the ability to move from other-regulated performance to self-regulated performance. In other words, automaticity is being spontaneously and independent in performing tasks. There are many activities that contribute in enhancing learners' automaticity which are as follow:

11.3.1. Presentation and Talks

Teachers ask the students to perform some activities that prepare them to the real life communication in front of their classmates and these activities are:

11.3.1.a. Show and Tell

Teachers ask the students to talk about something that interested them, and then respond on the questions that their classmates ask.

11.3.1.b. Did You Read About?

Students speak about some news that they read before and then try to comment on it and to give their opinions.

11.3.1. c. Academic Presentations

In this kind of activity, learners asked to present formal academic presentations either individually, in pairs or in groups. When they finish the presentation students start discussing.

11.3.2. Stories, jokes and anecdotes

In storytelling activity, students are given the chance to practice their speaking skill and in the same time it is a suitable chance for students to know each other. As well as telling jokes and anecdotes.

11.3.2. a. Guess the lie

In this activity, a student tells to his colleges three real short anecdotes; two of them really occurred to him/her, but the third is false; whereas the other students are going to guess which one is the lie.

11.3.2. b. Insert the word

In this activity, the teacher hand out to the students cards with different words or expressions. Then, they begin telling anecdotes one after the other and the other learners guess the “secret item” that this anecdote means.

11.3.2. c. Chain story

The students build a story in which every student tells a sentence and other complete by adding another one until forming a story (one sentence per student).

11.3.2. d. Party jokes

Students tell each other jokes in pairs or groups. Then the class should choose for the best one.

11.3.3. Role play

Role play has a significant role in enhancing students’ speaking skill since it prepare learners to in real life communication and help them counter the difficulties that face them during performing in front of the people. In this activity students choose a role of particular person in the real life and try to act this role in the classroom; the other students give their opinion about the participants’ performance.

11.3.4. Discussion and debate

This activity used in pairs or in groups where students on provide arguments about a particular topic, and the others students either agree or disagree. This activity is very helpful for the learners; it helps them to focus more on what they say rather than how to say it.

Generally speaking, using these activities in the classroom may give the learners the opportunity to practice their target language and to improve their speaking skill. Moreover, it gets the students interested and involved and pushes them to increase their participation.

Conclusion

In general, to speak means to engage in communicative situations; for this reason learners see speaking as the most important skill that they need to develop in order to communicate effectively with second language. Hence, teachers have to focus more on teaching speaking for their students. Through this chapter, we have attempted to shed some light on the speaking skill and its nature; difficulties that face EFL students during oral expression. We have also suggested various activities such as, using records, drilling activities, show and tell to enhance students' oral performance.

CHAPTER THREE
THE FIELDWORK

THE FIELDWORK

Introduction

Both chapters one and two are the theoretical part where the first is concerned with the speaking skill and the second one is about the communicative language teaching approach while this chapter is the practical part. Because our study requires the use of the descriptive method, we decided to use the questionnaire as a tool to gather the needed data for our study. We have directed two questionnaires; one for teachers of oral expression; and the other for second year LMD students of English at Mohamed Kheidher University.

In this chapter, we will first introduce the population of the study, then describe, analyze and interpret the students' and teachers' questionnaires results, and finally to deduce the finding of our study which is about the effectiveness of communicative language teaching approach in improving students' oral performance.

1. Population

1.1. The Students

Second Year LMD students of English, at Mohammed Kheidher University are the entire population of our present study. We dealt with a sample of sixty (60) students, from a total population of about 426 students divided into ten (10) groups.

1.2. The Teachers

We dealt with the sample of ten (10) teachers selected randomly, from the whole population about thirty (30) teachers of oral expression at Mohammed Kheidher University.

2. Description of the questionnaire

We have directed two questionnaires, one for teachers and the other for students. The two questionnaires contain simple questions where the teachers/students put a tick in the corresponding box. The results of the questionnaires help us to know how much the teachers are aware of the effectiveness of communicative language teaching approach in enhancing students' oral performance.

2.1. The students' questionnaire

The (60) sixty students' questionnaire are directed to students of second year; they were composed of twenty two (22) simple questions where the students are asked to put a tick in the appropriate boxes and to justify when it is necessary. These questions are

divided into four parts: the first part deals with students' background information, the second part deals with students' attitude toward the speaking skill. The third part is about students' preferences; while the fourth one is about communicative language teaching approach. Fifteen minutes were sufficient for students to answer these questions.

2.2. The Teachers' Questionnaire

The teachers' questionnaire was composed of (23) questions divided into four parts; the first part is about teachers' background information. The second part deals with the learners' attitudes from the teacher perspective. The third part is about the teacher role in communicative language teaching and the fourth part is about the communicative approach.

3. The administration of questionnaire

3.1. The students

We have directed sixty (60) questionnaires for students; they are selected randomly from the entire population. We have administered with the questionnaire some explanation for better understanding. Students took just 15 minute to answer the questionnaire.

3.2. The teachers

We have administered four (4) questionnaires for teachers who teach the oral expression in the second year, it took week to hand the questionnaire back.

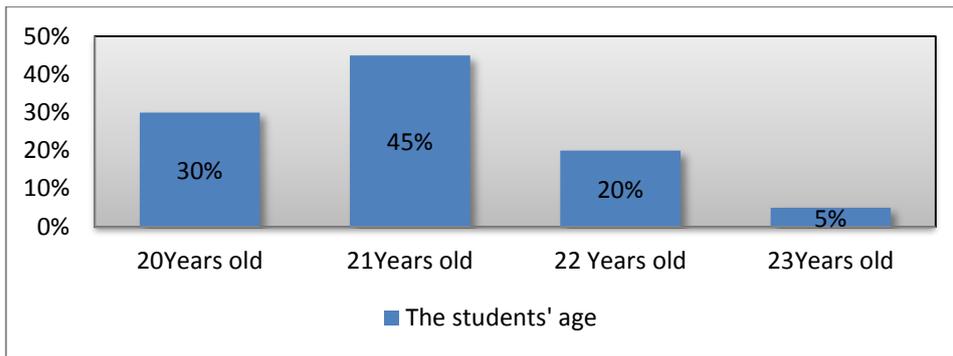
4. Section 1: Analysis of the Students' Questionnaire

Part 1: Back Ground Information.

Table 1: Students' age

Years	20	21	22	23	Total
Number	18	27	12	3	60
%	30%	45%	20%	5%	100%

Figure 1: Students' age

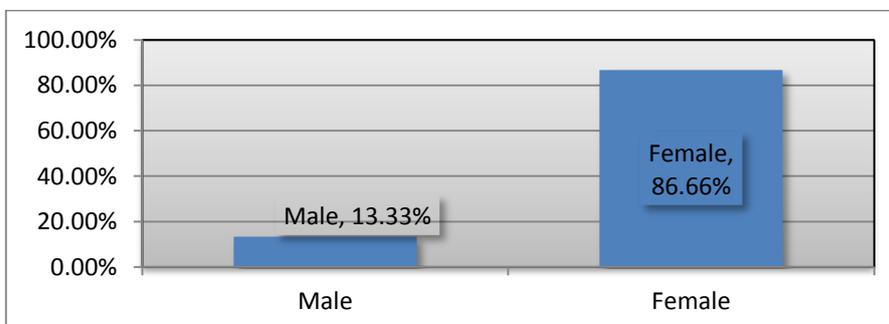


This table shows that there are different ages in our selected sample and most of them are in their twenties. The higher percentage (45%) is given for students who have twenty one (21) years old in which they are twenty seven (27) students; the age twenty one (21) is the normal age of second year students. There are 18 students who are twenty (20) years old, they represents 30% of our sample. The students who are 20 years old started their primary education early. Students who are twenty two (22) years old take the percentage (20%); they are twelve (12) students. Also we have just three (3) students who are twenty three (23) years old; they represent only 5% of our sample. Students who are twenty two (22) and twenty three (23) may have repeated one or two years during their education.

Table 2: Sex

Sex	Male	Female	Total
Number	8	52	60
%	13,33%	86,66%	100%

Figure 2: Students' Sex

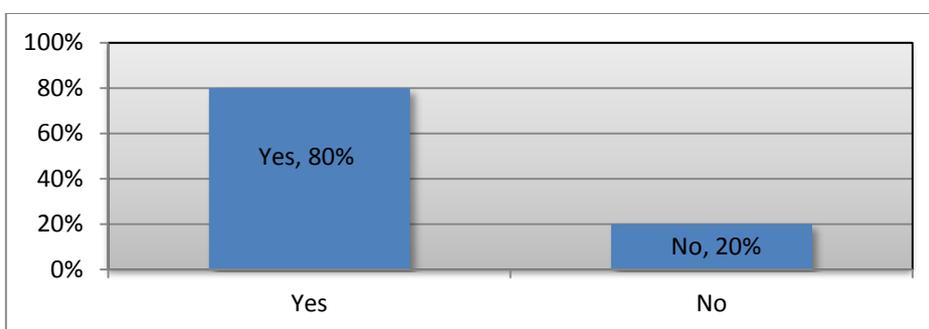


As we see in the students' sex table that the females' percentages (86.66%) defeat the males one (13.33%); in which there are fifty two (52) female and only eight (8) males. This means that females are more interested in learning foreign languages than males.

Table 3: Students' choices in studying English

Options	Yes	No	Total
Number	48	12	60
%	80%	20%	100%

Figure 3: Students' choices in studying English

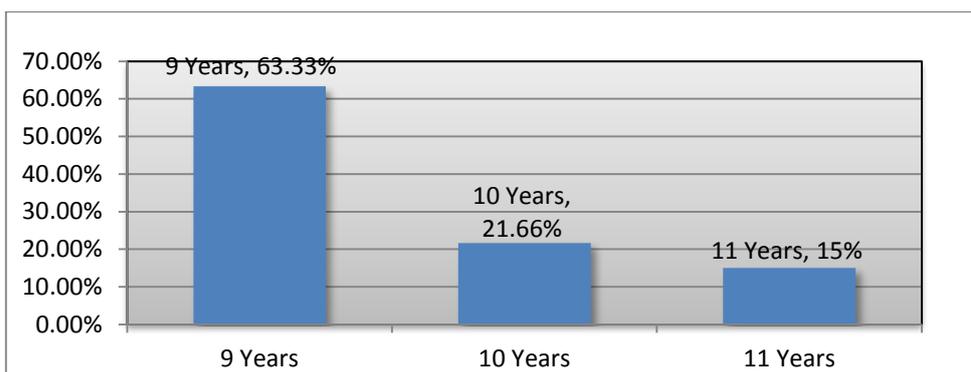


This table reveals that 80% of our sample has answered “yes”; which means that 48 students have chosen to study English as branch by their own desires. Whereas the rest (12 students) who said “No”, they did not choose to study the English branch; it maybe because their baccalaureate level enables them just to study this branch, in other words, they haven't another choice. This question enables us to know how much students are interested in learning the English language.

Table 4: How long have you been studying English?

Years	9 years	10 years	11 years	Total
Number	38	13	9	60
%	63,33%	21,66%	15%	100%

Figure 4: Years of studying English

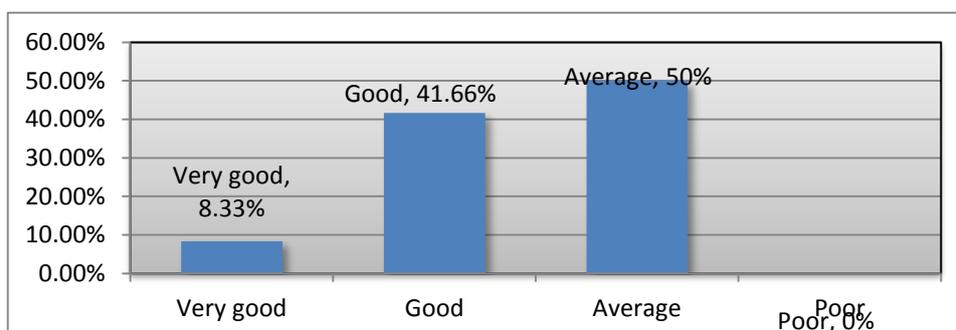


As it is obvious in the table above that (38) students translated to (63.33%) have studied English for 9 years. This period in studying English is normal for second year students to have reached an academic level. Moreover; there are 13 students who studied English for 10 years, those students represent 21.66% of the whole sample; and the rest (15 students) take the percentage 15% studied English language for 11 years. The students who studied English for 10 and 11 years are those who repeated one year or more during their education.

Table 5: How do you evaluate your level in English?

Option	Very good	Good	Average	Poor	Total
	15>	12_15	10_12	10<	
Number	5	25	30	0	60
%	8,33%	41,66%	50%	0%	100%

Figure 5: Students' evaluation of their level of English



As it is visible above, 8, 33% of students from our sample consider their level in English as very good, and those who consider themselves good represent 41,

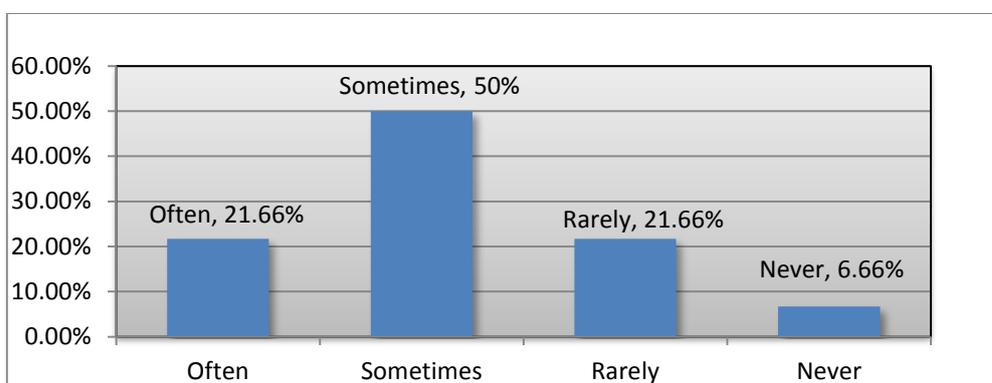
66%. Moreover, the majority of students (50%) indicated that their level is average and no one of students stated that his level is poor. We aim from this question is to know the degree of the students' understanding and the ability to use the language.

Section 2: students' perception of the speaking skill and their attitudes.

Table 6: How often do you participate in the oral expression session?

Option	Often	Sometimes	Rarely	Never	Total
Number	13	30	13	4	60
%	21,66%	50%	21,66%	6,66%	100%

Figure 6: Students' participation in the oral expression session.



When asking the students about how often they are participate in the oral expression session, 30 students who represent half of our sample (50%) answered “sometimes”. Thirteen (13) Students of our sample answered “often” which means that they are motivated to speak. The same number of students represent (21.66%) stated that rarely they participate in the oral expression class; it maybe because they are not motivated or maybe they face problems that lead them to reduce their participation. Finally, there are just four (4) students who answered that they have never participate in oral expression session; and they represent 6.66% from the whole sample; this kind of students do not participate are not risk takers and they may be inhibited and not motivated. The reasons differentiate from a student to another; so in the following table we will mention those reasons stated by students.

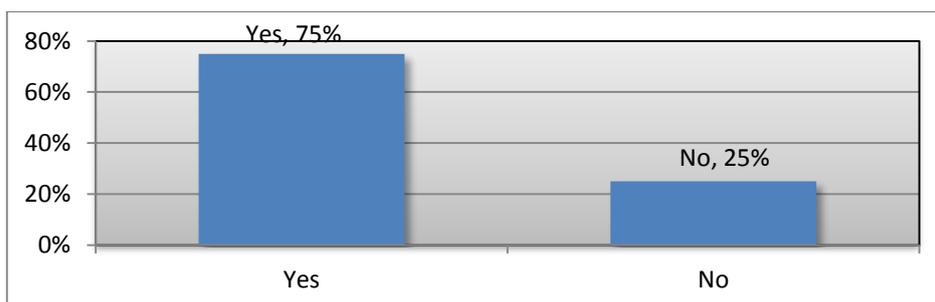
Table 7: The students' justification about their participation in oral expression session

Option	Reason	Number
Often	1)The only place where I can express my feeling and thoughts 2) I want to develop my speaking 3)The oral expression module is enjoyable	13
Sometimes	1)Because the activities do not always interest me 2)Because I feel uncomfortable	30
Rarely	1)Because the teacher doesn't give me the chance to speak 2)Lack of vocabulary 3) Because I am not motivated	13
Never	1)Because I am afraid of making mistakes 2) Because of shyness	4

Table 8: Do you feel comfortable in the oral expression class?

Option	Yes	No	Total
Number	45	15	60
%	75%	25%	100%

Figure 7: Students' feelings in the oral expression class



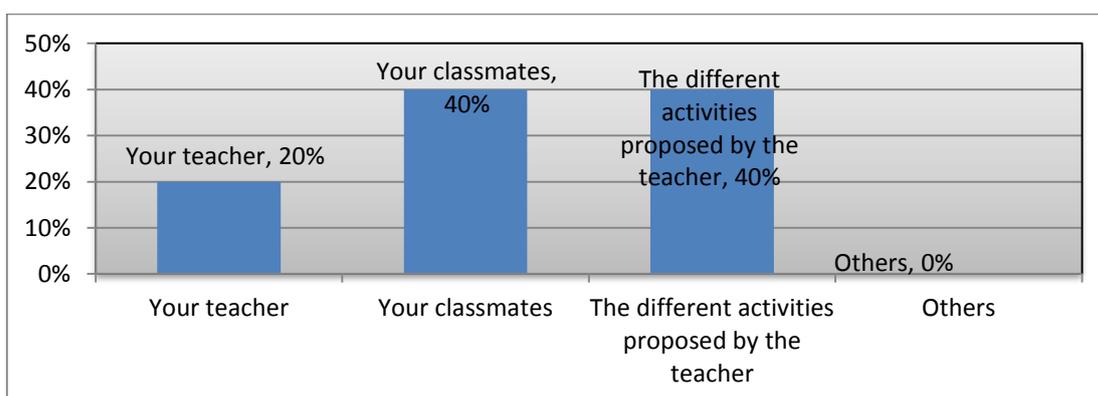
We read from the table above that the majority of students feel comfortable in the oral expression class; they made 75% of the whole sample. This may mean that their teachers provide them with a comfortable and motivating atmosphere that leads them to speak freely without stress. Whereas the rest made 25% of the sample, they said that they

are not comfortable; it is maybe because they face some problems such as fear of making mistakes, embracement and so on.

Table 9: Students' justification of feeling uncomfortable

Option	Your teacher	Your classmate	The different activities proposed by the teacher	Others	Total
Number	3	6	6	0	15
100%	20%	40%	40%	0%	100%

Figure 8: Students' justification of feeling uncomfortable

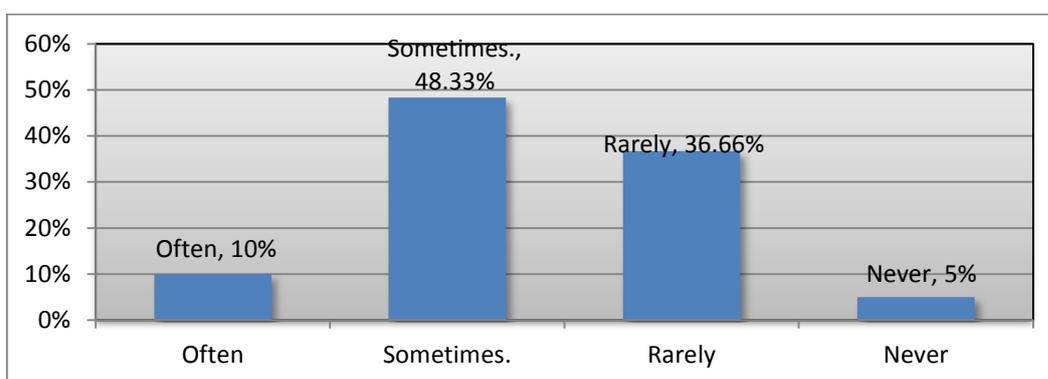


In order to know the reason behind being uncomfortable in the oral expression course, we have proposed for students some suggestions about the reason that makes them so; which are a) the teacher, b) the classmates, or c) the activities. Six Students made 40% of those who feel uncomfortable in oral expression class, justify their feeling by saying that the reason is their classmates; it is maybe because the noise that their classmates do in class. The same number of students said that the reason is the activities proposed by the teacher. They should change activities from time to time according to their students' needs. Finally, just three (3) students who argued that their reason for being uncomfortable is the teacher; this may means that the teacher is nervous and this makes them uncomfortable. No one of the students have other reason for their feeling uncomfortable.

Table 10: How often do you speak English outside the classroom?

Option	Often	Sometimes	Rarely	Never	Total
Number	6	29	22	3	60
%	10%	48,33%	36,66%	5%	100%

Figure 9: Learners speaking English outside the classroom



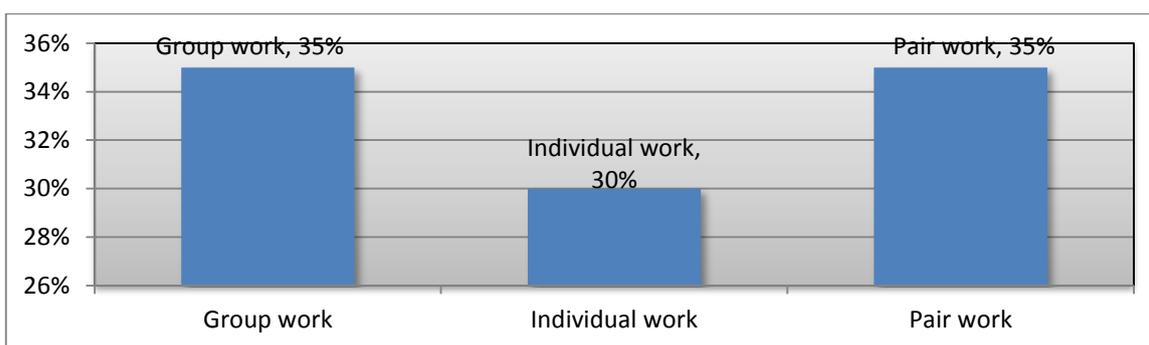
As it is obvious from the table that six students stated that they often speak English outside the classroom and that ninety two 29 students said that they sometimes do so. Twenty two Students made up 36.66% from our sample stated that they rarely speak the English outside the classroom. Moreover, only 3 students said that they have never used it outside before. We can deduce from these results that students are not willing to use English in interactions outside; this explains the reason why students face problems in their fluency when speaking the English language; they should be aware that the more they practice the language the more they develop their speaking skill.

Part 3: Learners' preferences.

Table 11: Do you prefer.

Choice	Group work	Individual work	Pair work	Total
Number	21	18	21	60
%	35%	30%	35%	100%

Figure 10: The students' preferences



When observing to the table above we see that there are an equal number of students who prefer the group work (21) as well as who prefer the pair work (21), each of them made up 35 percent of our sample whereas the rest (18 students) chose the individual work as a preference than the group and pair work. Those students represent 30% from the sample; from here, we can notice that the students are divided into three parts; the first is the extroverts students who prefer to discuss with others and participate without fear of making mistakes; the second part is those students who are not so confident students i.e. they need to be supported and motivated (who prefer the pair work), whereas the third part is the introverts students (who prefer the individual work); this kind of students feel comfortable and can do better whenever they work alone. In order to know the reason behind every student's preferences, we will state those reasons in the following table:

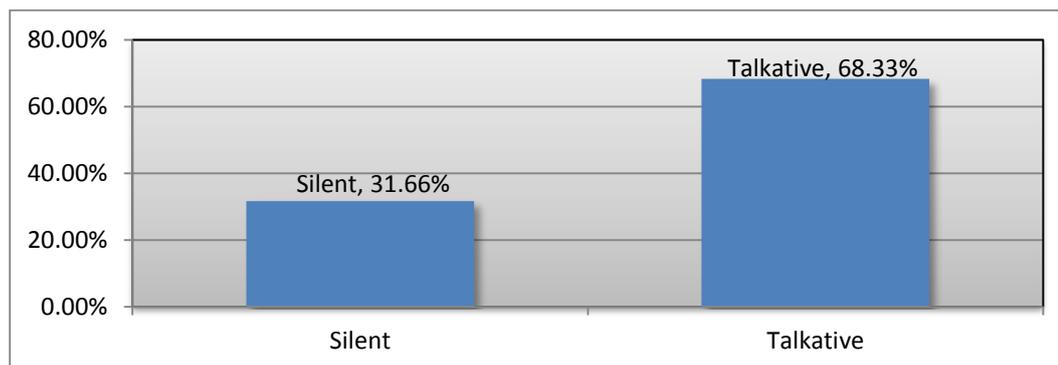
Table 12: Students' Justification of their answer

Choices	reason	Number
Group work	1) we share ideas together 2) We learn from each other 3)To correct each other mistakes	21
Individual work	1) I feel comfortable alone 2) To avoid the noise and can concentrate better 3) I feel free and I can express my thoughts without other's interruption	18
Pair work	1) I have the same ideas with my friend 2) To help and motivate each other 3) I can speak without embracement with my friend	21
Total		60

Table 13: In oral expression, you are?

Option	Silent	Talkative	Total
Number	19	41	60
%	31,66%	68,33%	100%

Figure 11: Students' preferences



A quick look to the table enables us to notice that the majority of the students in our sample are talkative; representing 68, 33% from the whole sample; this means that most of students are extroverts; whereas the rest who represent 31, 66% are silent. This kind of students are introverts, they are shy and inhibited students. In the following table we gathered the students' reasons towards their questions.

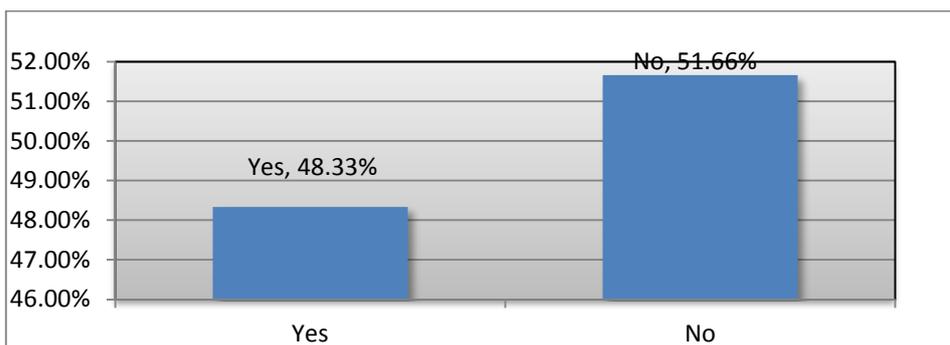
Table 14: Students' justification of their preferences

Choices	Reason	Number
Justification of silent students	1)I am not interested of the activities given by the teacher 2) I feel of shyness and I' am not confident 3) The topic is not interested	11
Justification of talkative students	1) I want to improve my fluency 2) When I speak, I' am less anxious 3)I like to tell my opinion about any topic	41
No Justification	/	8
Total		60

Table 15: Do you feel satisfied about the different activities you perform in the classroom

Options	Yes	No	Total
Number	29	31	60
%	48.33%	51.66%	100%

Figure 12: Students satisfaction from the different activities.



The results in the table above are close to each other in which twenty nine (29) students represent 48, 33% claiming their satisfaction about the different activities proposed by teacher; whereas thirty one (31) students said the opposite. This means that those who are satisfied of the activities feel interested and motivated when performing tasks in the classroom while those who are not satisfied are the ones do not contribute and do not participate in the different activities, this is because of many reasons; we have set those reasons in the table below:

Table 16: Students' Justification of their Choice

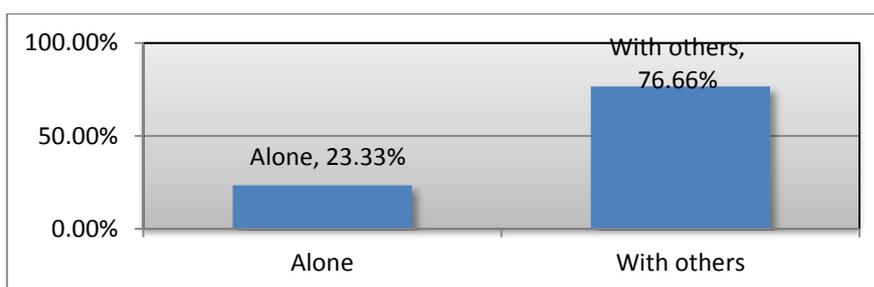
Choices	Reason	Number
Not satisfied	1)I feel boring 2) Activities are not interested 3)The activities are difficult	25
Satisfied	1)It is enjoyable activities	3
No justification	/	32
Total		60

The table above sets the reasons that the students have mentioned in justifying their choices. Twenty five (25) students of those who are not satisfied with the activities proposed answered that they feel bored and not interested, and others stated that they are not satisfied since the activities are so difficult. Teachers then should vary the activities from time to time in order to motivate students and help them to increase their oral production. Only three (3) students from those who are satisfied of the activities answered that they feel enjoyable and motivated when doing these activities. No one from the rest answered the question.

Table 17: Outside the classroom, do you prefer to be

Option	Alone	With others	Total
Number	14	46	60
%	23.33%	76.66%	100%

Figure 13: Learners' preferences outside the classroom



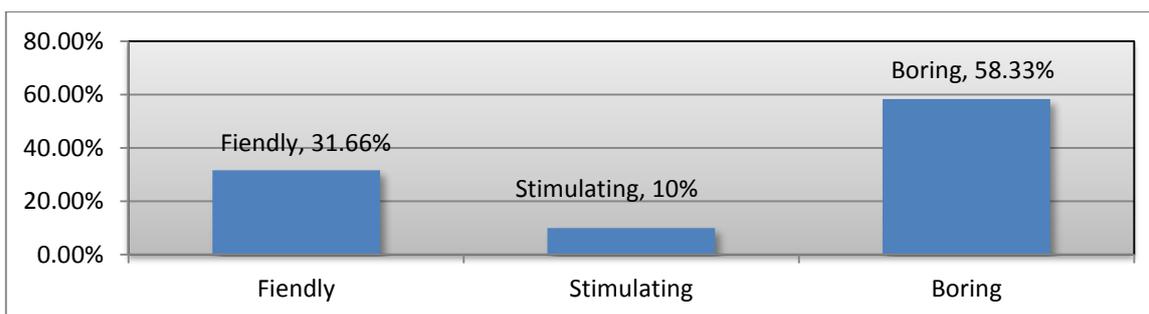
As it is obvious from the table above the majority 76, 66% of the students of our sample claimed that they prefer to be with others. This means that most of the students are extroverts and sociable whereas the others (14 students) who answered “alone” represent 23, 33%; those students are shy ones.

Part 4: Communicative language teaching.

Table 18: How do you describe the atmosphere of your class?

Option	Friendly	Stimulating	Boring	Total
Number	19	6	35	60
%	31.66%	10%	58.33%	100%

Figure 14: The Classroom atmosphere

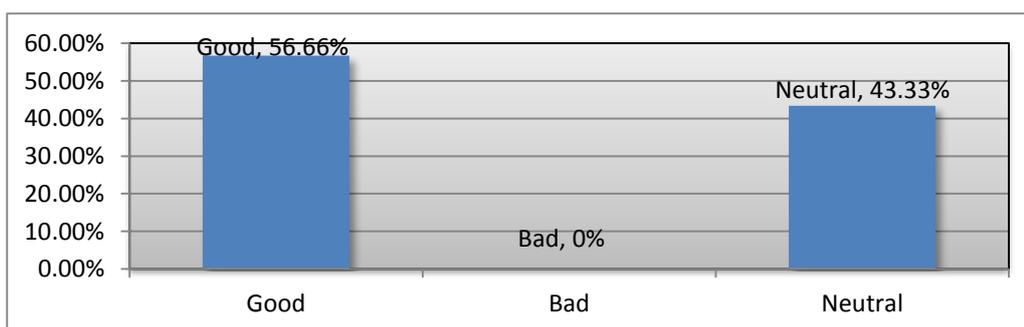


In a communicative classroom, the teachers should provide their students with a comfortable atmosphere in which they feel motivated and can interact comfortably. In our sample, 31, 66% of students said that their classroom atmosphere is friendly; thirty five (35) students made up 58, 33% declare that it is boring; and the remaining students (6) answered “stimulating”. From the above results, we can notice that the majority of students are not motivated and cannot communicate freely in the classroom maybe because of the kind of the activities that their teachers use. So teachers should create friendly atmosphere in order to help students to speak freely and comfortably.

Table 19: What is the type of the relationship between you and your teacher?

Options	Good	Bad	Neutral	Total
Number	34	0	26	60
%	56.66%	0%	43,33%	100%

Figure 15: Students’ relationship with their teacher.



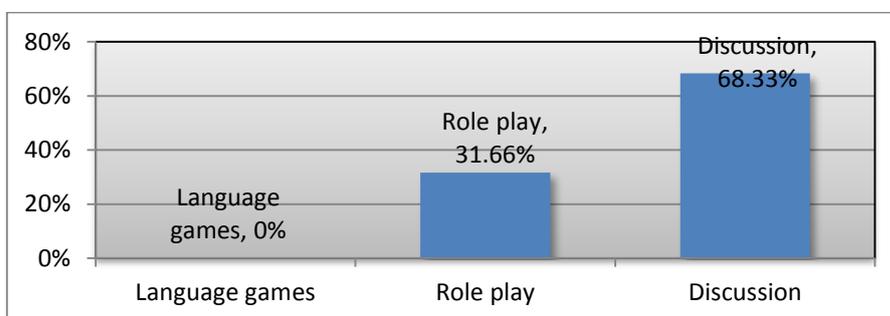
The results denote that twenty six (26) students represent 43, 33% of our sample clarify that their relationship with the teachers is neutral. On the other hand, 56.66% of students have good relationship with their teachers; this result is positive factor in the communicative classroom in which the teacher should build a good relationship with his

students even outside the classroom since this will lead them to admire the oral expression class and try to get their teachers impression by increasing their oral production. Moreover, no one of students have a bad relationship with his teacher.

Table 20: Which activity does your teacher use most?

Options	Language games	Role play	Discussion	Total
Number	0	19	41	60
%	0%	31.66%	68.33%	100%

Figure16: Most activities used by the teacher

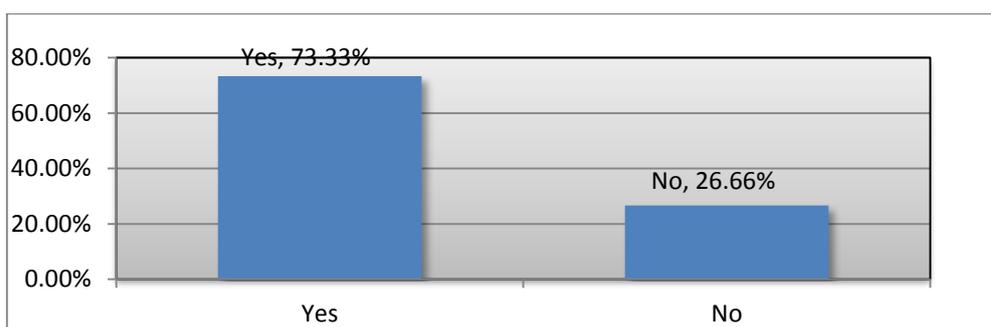


We can observe from the table above that forty one (41) students translated to 68.33% claimed that the most activities that their teachers usually use are discussions. It's maybe because they believe that by discussion activity learners are able to speak and express their thoughts freely. The nineteen 19 remaining students representing 31.66%; they stated that the activities that are usually used in the classroom are role plays; this kind of activities also motivates learners to speak and interact; it adds enjoyment in the classroom. Moreover, none of students choose language games.

Table 21: Does your teacher encourage you to speak?

Options	Yes	No	Total
Number	44	16	60
%	73.33%	26.66%	100%

Figure 17: Do teachers encourage their students?

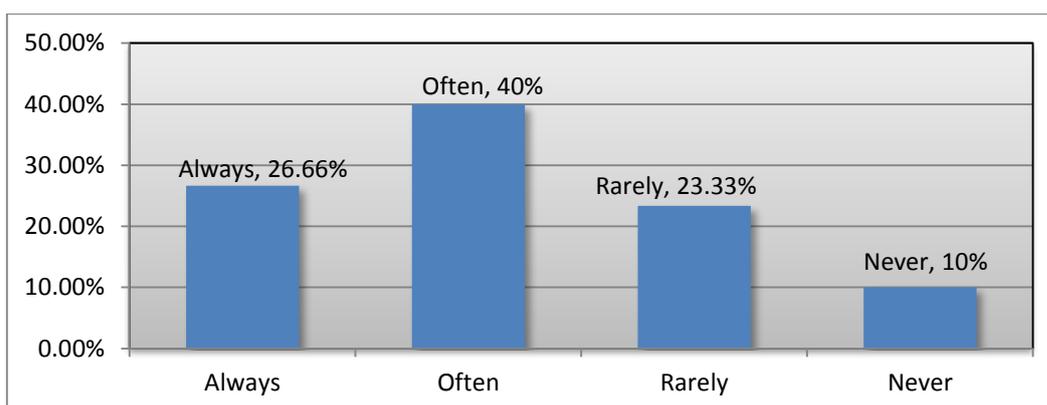


The question aims to know if the teachers encourage their students to speak or not. As a result, we found that the majority of students (73.33%) answered “yes”, their teachers encourage them to speak by using motivational expressions such as “wow, your answer is so good”, “you have a good language”. Some other students said that their teachers do so by involve them to discuss any issue. Moreover, 26.66% of the students said “no” their teacher do not encourage them to speak.

Table 22: How often does he invite you to speak?

Options	Always	Often	Rarely	Never	Total
Number	16	24	14	6	60
%	26.66%	40%	23.33%	10%	100%

Figure 18: The frequency of the teachers’ invitation of their students for speaking



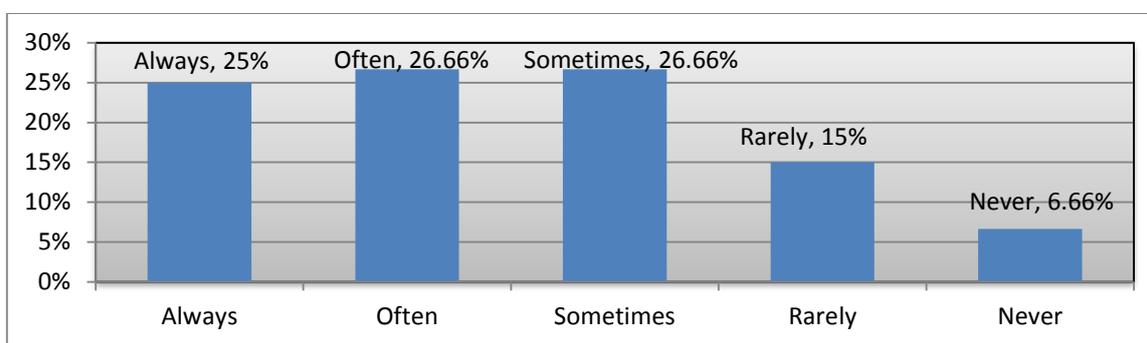
When asking the students about how often their teachers invite them to speak in the classroom, they answered as follows: 40% from students of our sample answered that the teacher often invites them to speak and 26, 66% said that he always doing so. The percentage of students who stated that rarely their teachers invite them to talk in the class is 23.33%; whereas those who have never been invited to speak represent 10% of our sample.

We can notice from these results that there are some teachers who do not invite their students to speak in the classroom, this may affect the students negatively in which they feel that their opinion is not important, and this will increase their lack of self-confidence.

Table 23: How often does the teacher correct your mistakes?

Options	Always	Often	Sometimes	Rarely	Never	Total
Number	15	16	16	9	4	60
%	25%	26.66%	26.66%	15%	6.66%	100%

Figure 19: The frequency of teachers' correctness of their students' mistakes

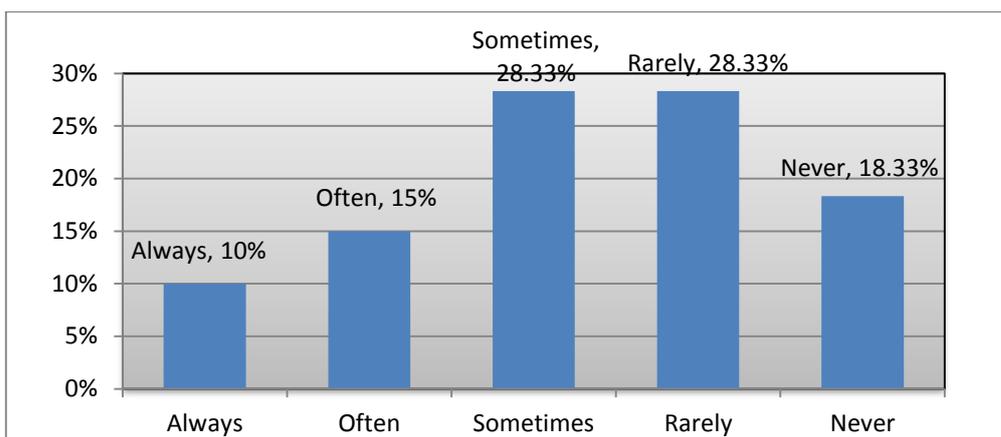


From the table above we can see that students who their teachers always correct their mistakes represent 25% of our sample. Moreover, 26.66% of students stated that their teachers “often” correct their mistakes and the same number of students who said that “sometimes” their teachers doing so. Nine (9) Students who represent 15% answer “rarely” whereas only four (4) students answer their teachers never correct their mistakes. Actually, in communicative classroom the teacher should not correct students’ mistakes since this increases their anxiety and fearing of making mistakes.

Table 24: How often does he interrupt you to correct your mistakes?

Options	Always	Often	Sometimes	Rarely	Never	Total
Number	6	9	17	17	11	60
%	10%	15%	28.33%	28.33%	18.33%	100%

Figure 20: The frequency of teachers' interruption for correction

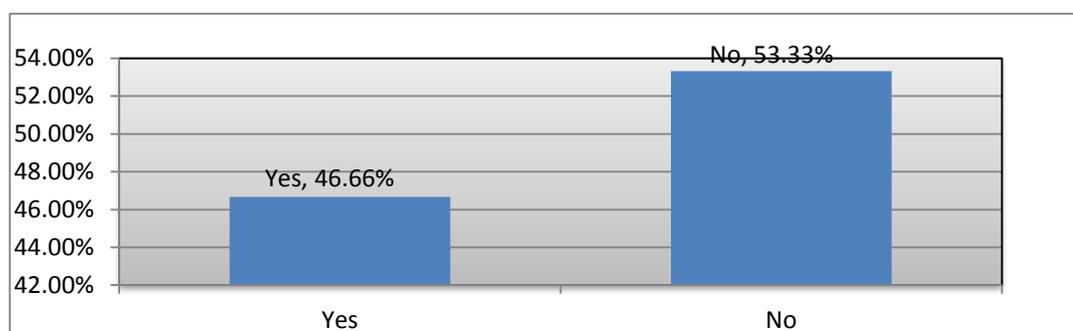


By asking this question, we tend to know if teachers interrupt their students to correct their mistakes when speaking or not. Ten (10) percent of students said that their teachers are always interrupting them for correction and 15% of them answered “often”; whereas students who answered “sometimes” represent 28.33%; the same percentage for students who answered “rarely”. The other students 18.33% said that their teachers have never interrupt them at all; we can say that this is a positive result since the teachers should not interrupt their students when speaking in order to correct their mistakes because this absolutely cause them many difficulties such as fear of making mistakes and raising their anxiety and hesitation.

Table 25: Does this hinder you to interact?

Options	Yes	No	Total
Number	28	32	60
%	46.66%	53.33%	100%

Figure 21: Does the interruption hinder the students from interacting?



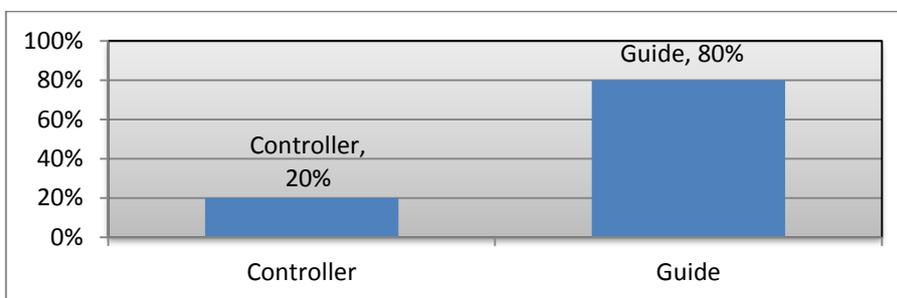
It is usually known that the interruption hinders the introvert students in which it makes them feel anxious to speak and fear of making mistakes. In this table, we noticed

that more than half of the students (53, 33%) of our sample are not hindered by the interruption from interacting, they consider it as helpful and beneficial to improve their fluency. However, others said that the interruption hinders them from interacting and they represent 46, 66%; those students are introverts and do not prefer to be corrected when speaking.

Table 26: How would you describe your teacher?

Options	Controller	Guide	Total
Number	12	48	60
%	20%	80%	100%

Figure 22: The students' description of their teacher

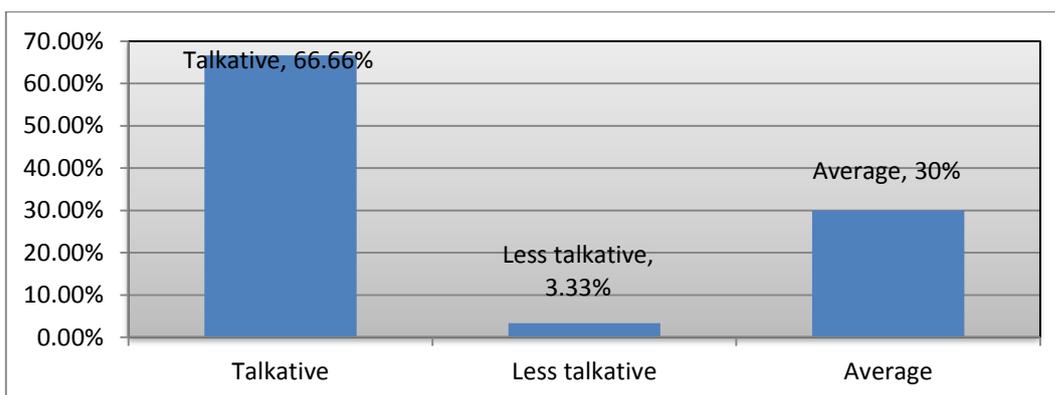


As it is obvious from the above table that the majority of students (80%) describe their teachers as guiders and the rest 20% describe their teachers as controllers. Actually, we can say that this result is positive because the role of the teacher in the communicative classroom is a guider and facilitator who help the learners to communicate and not as a controller; students feel more comfortable when their teachers guide and assess them as opposite to the controller teacher, who makes them feel anxious and stressed

Table 27: The teachers' amount of talkativeness

Options	Talkative	Less talkative	Average	Total
Numbers	40	2	18	60
%	66.66%	3.33%	30%	100%

Figure 23: The teachers' talkativeness from students' perspective



The aim of this question is to know how much the teacher is talkative. A quick look to the table above, we demonstrate that more than half of our sample describe their teachers as talkative and 30% of students said their teachers are “average”; whereas the minority 3.33% claim that their teachers are less talkative. In fact, in communicative class the teacher should not be talkative; he should give his students the chance to speak. The teacher should only talk when it is necessary and when students need the guidance.

Section 2: The analysis of teachers' questionnaire

Part 1: Back ground information

Table28: Gender

Gender	Male	Female
Number	1	3

This table shows that our sample contains only one male and the rest (3) are females.

Table29: The teachers' degree

Options	License	Magister/Master	Doctorate
Number	/	2	2

As we see in this table that there is an equal number of teachers who have the degree Magister/Master (2 teachers) and those who have the doctorate degree (2 teachers).

Table 30: How long have you been teaching English at university?

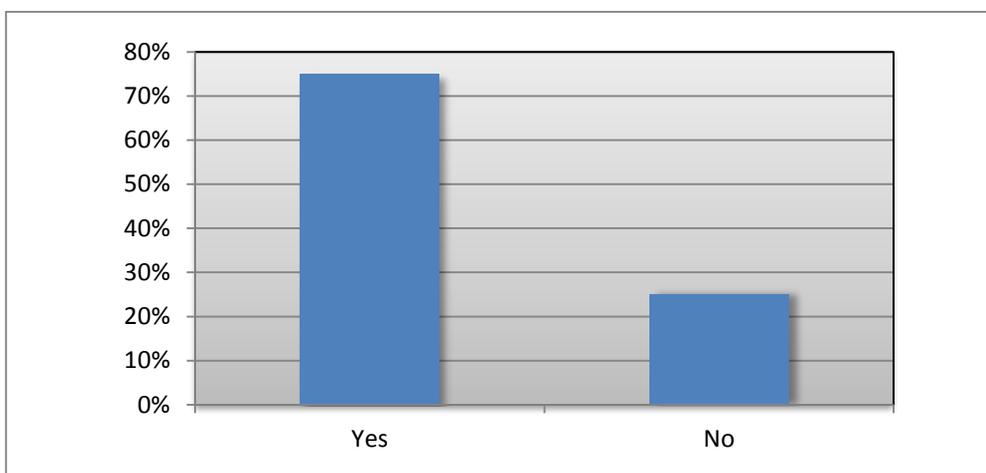
Options	1 to 5 years	5 to 10 years	More than 10 years
Number	1	1	2

The aim of this question is check the teachers' experience in teaching English at the University. We have found out that: one teacher has been teaching from one (1) to five (5) years; another teacher been teaching from five (5) to ten (10) years; whereas the two teachers rest have been teaching it more than ten (10) years. This means that most of our teachers' sample has an experience in teaching English at the University.

Table 31: Do you prefer to teach oral expression module?

Options	Yes	No	Total
Number	3	1	4
%	75%	25%	100%

Figure 24: Teachers' preferences of teaching oral expression



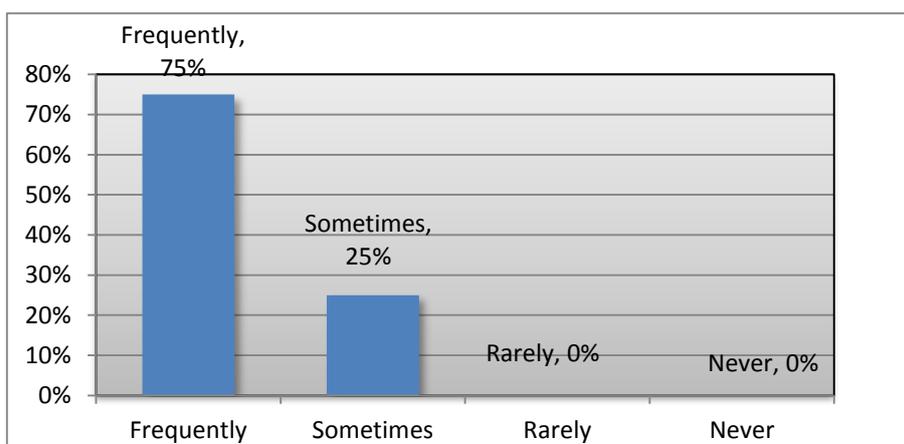
In this table, we notice that most teachers prefer teaching oral expression module where three (3) teachers stated that they prefer teaching it since they find it a very interesting session; it enables them to use their creativity. They also stated that they prefer to teach it since it is full of challenges and variety. Another teacher justify his choice by saying that the oral expression is his favorite session since it is the most active session than others since there is a lot of students- teacher interactions. While the teacher who does not prefer to teach this module justifies his/her answer saying that it is a difficult module to teach since it needs a teacher who is able to deal with different skills and the students' psychological side at the same time, it requires a talent.

Part 2: the learners' attitudes from the teacher perspective

Table 32: How often do your students participate in the oral expression class?

Choices	Frequently	Sometimes	Rarely	Never	Total
Number	3	1	0	0	4
%	75%	25%	0%	0%	100%

Figure 25: Students' participation in oral expression class

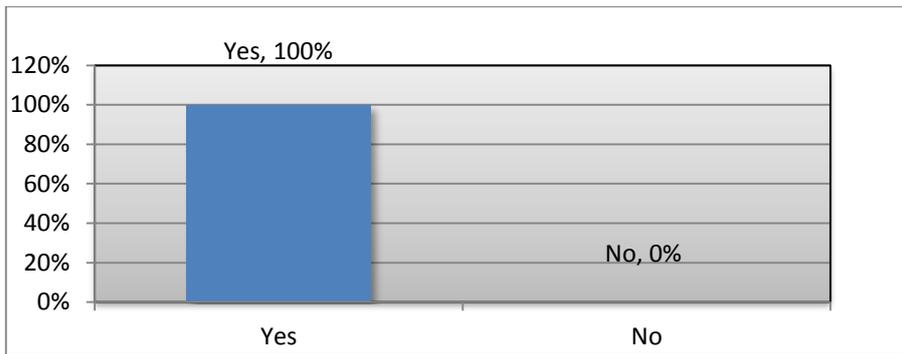


In this table, we can observe that the majority 75% of teachers claim that their students frequently participate in the oral expression session; they justified their answer by saying that their students are motivated since they deal with topics that the students choose by their own. Also it maybe because they are interested in the different activities proposed by their teachers; whereas 25% said that students sometimes participate in this class, it maybe because of shyness, anxiety, poor vocabulary, and lack of preparation. Moreover, none of teachers answered that their students rarely or never participate in the oral expression session.

Table33: Do your students feel comfortable in the oral expression class?

Choices	Yes	No	Total
Number	4	0	4
%	100%	0%	100%

Figure26: The students feeling in the oral expression session

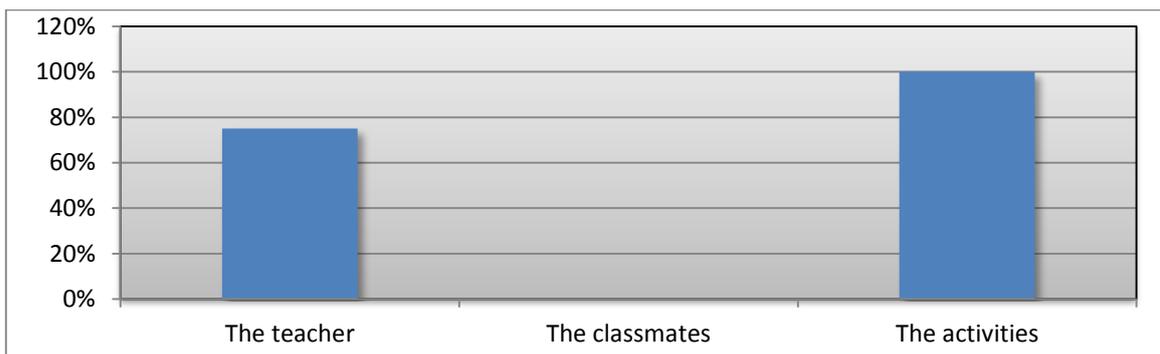


From the above table we can see that all of teachers claimed that their students feel comfortable in the oral class. This means that teachers provide their students with environments where they can interact comfortably, and this makes them feel relax and speak without stress.

Table34: The reason behind the students’ feeling from teachers’ perspectives?

Choices	The teacher	The classmates	The activities
Number	3	0	4
%	75%	0%	100%

Figure27: The Reason behind the students’ feeling comfortable

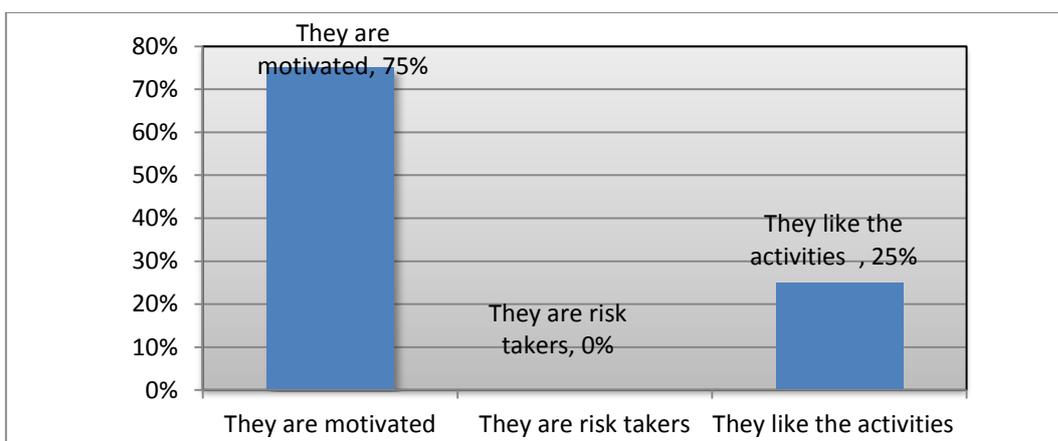


In the above table, 100% of teachers of our sample think that the different activities used in the classroom are the reason behind their students’ feeling; whereas 75% answered that the teacher is the one who makes the students feeling comfortable. None of teachers said “The classmates”. The teacher has to provide his students with a comfortable environment as well as a set of varied activities where they can perform without being stressed.

Table35: Your students participate in the oral expression session because?

Choices	They are motivated	They are risk takers	They like the activities	Total
Number	3	0	1	4
%	75%	0%	25%	100%

Figure28: The reason behind the students' participation

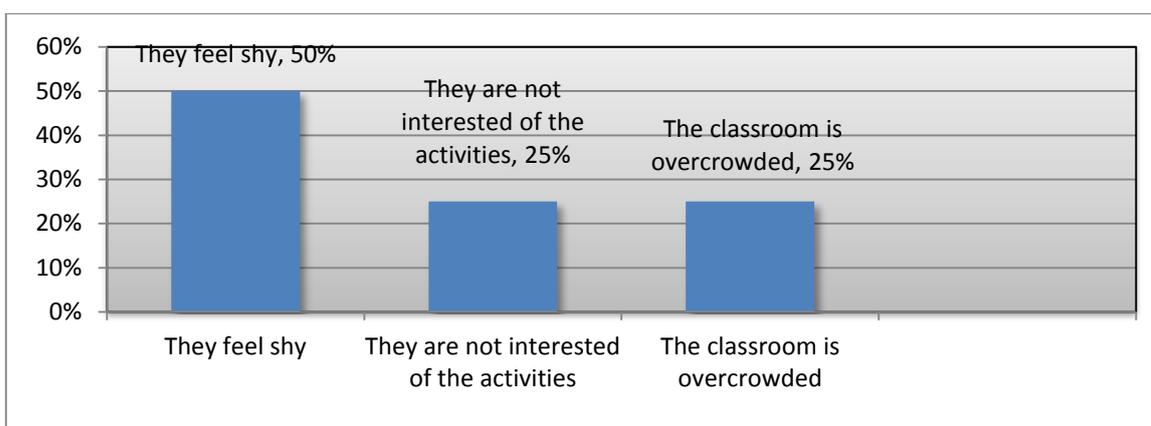


Most of our teachers' sample said that their students participate since they are motivated; whereas the rest who make up 25% of the whole sample said that their students like the activities used. Moreover, no one of the teachers claimed that their students participate because they are risk takers. This means that both the type of activities that are used in the classroom and motivation have an important effect on increasing students' participation.

Table36: In your opinion; why they do not participate?

Choices	They feel shy	They are not interested of the activities	The classroom is overcrowded	Total
Number	2	1	1	4
%	50%	25%	25%	100%

Figure29: The reason behind students’ unwilling of participation



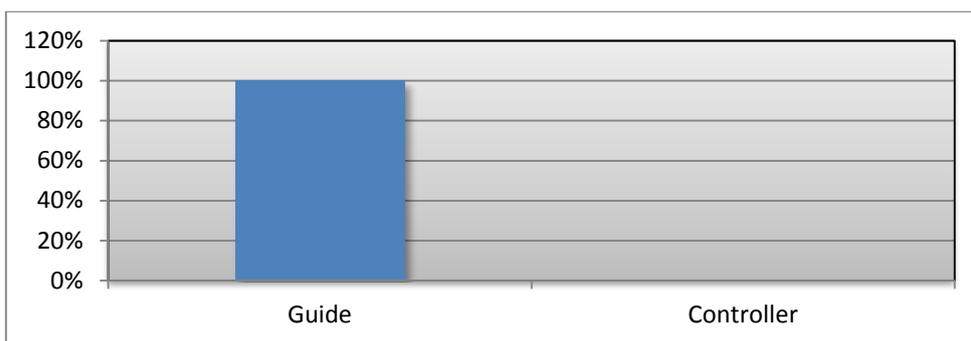
We asked the teachers this question in order to know why their students do not participate. We notice that two (2) teachers making up 50% from our sample said that the reason behind their students’ lack of participation is that they feel shy to perform in front others; this could affect their learning process. The teacher then should be aware of this problem that students face and help them to overpower it. Moreover, 25% of teachers said that their students do not participate because they feel that the activities that are used in the classroom are boring and not interesting. So, the teacher should propose some activities that meet his students’ needs and desires in order to get their interest and then increase their participation. Another reason that 25% of our sample opt for is the overcrowding classroom where students may not have the chance to participate because of the huge number of students.

Part 3: The teacher role in communicative language teaching

Table37: In the oral expression session; the teacher is?

Choices	Guider	Controller	Total
Number	4	0	4
%	100%	0%	100%

Figure30: The teachers' role

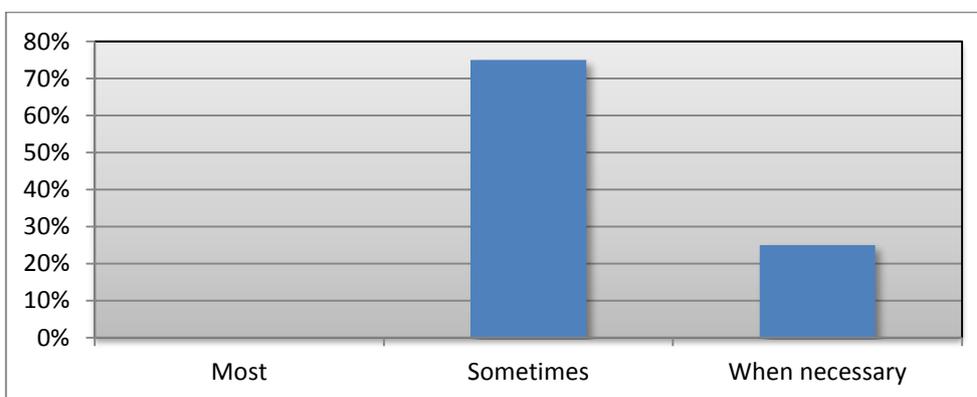


Actually in communicative language teaching, the teacher should be a guider rather than controller. He should guide his students when they need in order to help them get rid of their shyness. In our sample, all teachers affirmed that teachers should be guiders.

Table38: In oral expression class; you talk?

Choices	Most	Sometimes	When necessary	Total
Number	0	3	1	4
%	0%	75%	25%	100%

Figure31: The frequency of teachers' talking

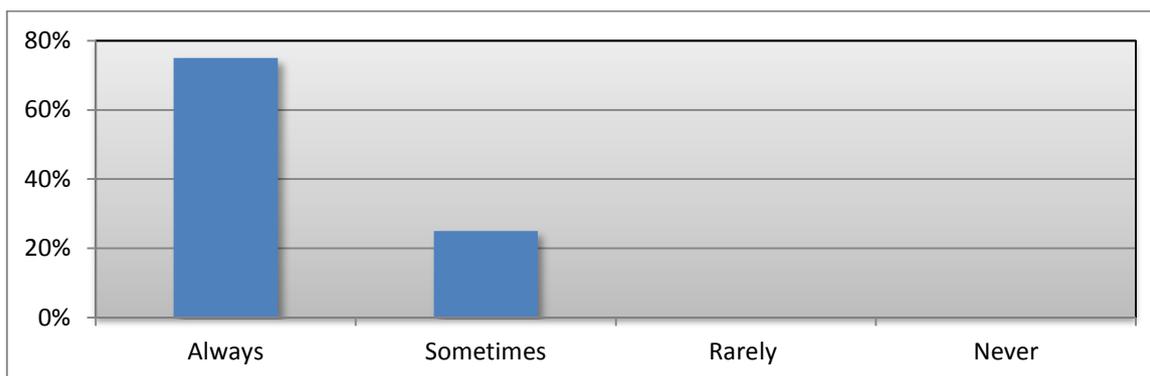


The aim of this question is to know how much teachers talk in classroom. Actually, the teacher should talk a little and leave students speak most of the time in order to better practice the language; he should talk only when students need guidance or for correction of serious errors. As we see in the above table, most of our teachers' sample (75%) answered that they sometimes talk in oral expression classroom, while the rest (25%) answered that they talk only when it is necessary. None of teachers opt for "most".

Table39: How much you motivate your students to speak in oral expression class?

Choices	Always	Sometimes	Rarely	Never	Total
Number	3	1	0	0	4
%	75%	25%	0%	0%	100%

Figure32: How often teachers motivate their students?

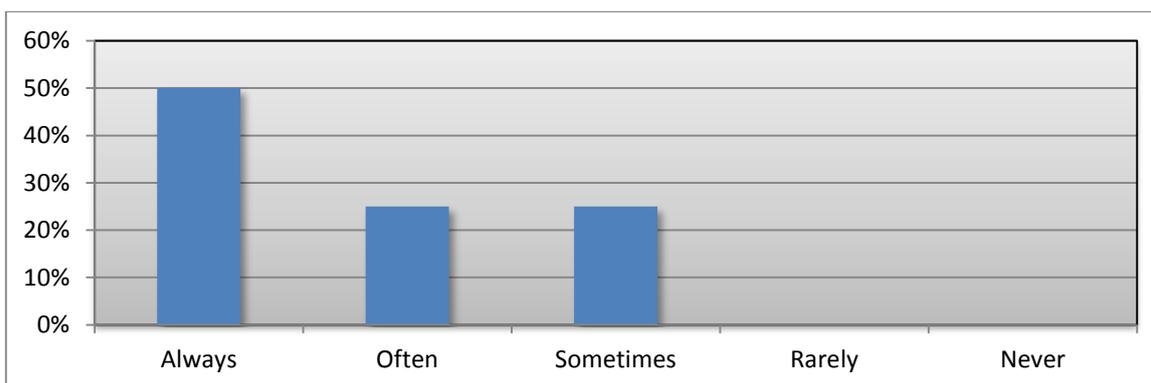


A quick look to the table enables us to observe that 75% of our samples of teachers always motivate their students to speak in the class whereas the rest 25% declared that they sometimes do so. No one of teachers choose “rarely” and “never”. When we asked the teachers about the way they use in motivating their students, they mentioned that they do so by proposing communication-inducing activities such as role play, phonemic awareness, word games, translation and singing; these activities create an enjoyable atmosphere for students and push them to increase their participation. Rewarding is another device that teachers use to motivate students.

Table40: Do you praise your students when performing correctly?

Choices	Always	Often	Sometimes	Rarely	Never	Total
Number	2	1	1	0	0	4
%	50%	25%	25%	0%	0%	100%

Figure33: The frequency of teachers rewarding of their students



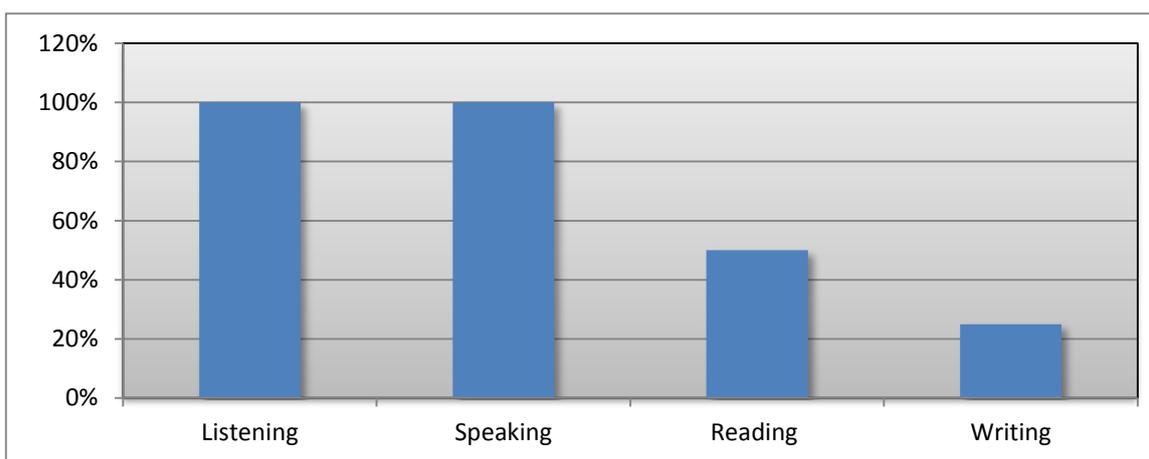
It can be observed from the table that 50% of teachers said that they always praise their students when performing correctly, and 25% of them stated that “often” they do so, as well as those who choose “sometimes” take the percentage of 25% from the entire sample. Teachers reward their students by giving them, candies, books, additional marks, and even by words. No one choose “rarely” and “Never”.

Part4: Communicative language teaching:

Table41: Which skills do you involve use during teaching oral expression module?

	Listening	Speaking	Reading	Writing
Teacher1	✓	✓		
Teacher2	✓	✓		
Teacher3	✓	✓	✓	
Teacher4	✓	✓	✓	✓
Number	4	4	2	1
%	100%	100%	50%	25%

Figure34: Skills used by teachers in the oral expression class

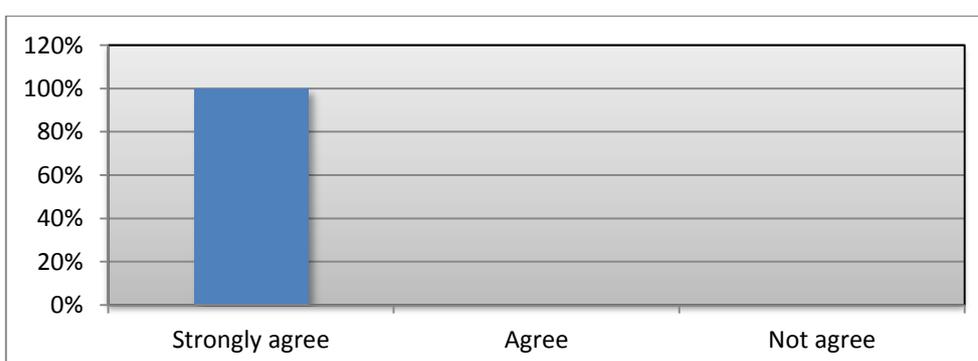


From the above table, we can notice that both listening and speaking are the skills mostly used when teaching oral expression. These two skills are interrelated in which one cannot speak a language unless he listens to it; so, both of them are needed for communication and that's why teachers describe them as two important skills that should be taught in oral expression session. Moreover, 50% of teachers use reading in teaching oral expression; while only 25% of them use the writing skill. By reading and writing students can practice the pronunciation and the grammatical structure of language. Actually, communicative language teaching emphasizes the integration of the four skills, so teachers should use all of these skills in teaching oral expression. In our result we have just one teacher who uses all of these skills during teaching the oral expression module.

Table42: Do you agree that in order to learn a language, learners should speak it?

Choices	Strongly agree	Agree	disagree	Total
Number	4	0	0	4
%	100%	0%	0%	100%

Figure35: The teachers' opinion about learning a language means speaking it

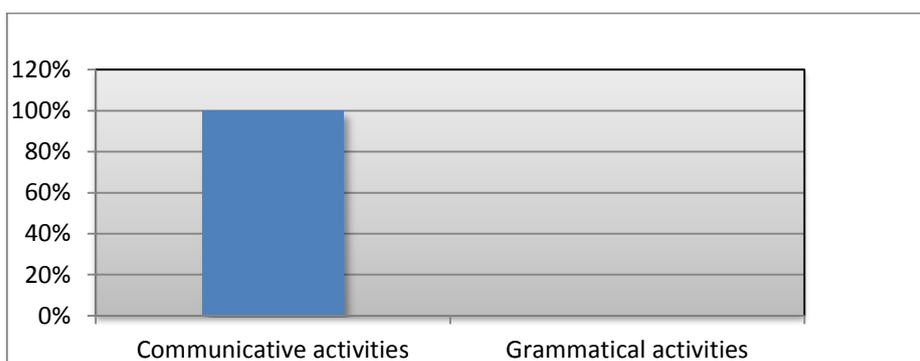


As it is obvious from the table that all of teachers' sample strongly agree that in order to learn the language students have to speak it. Moreover, no one of them opt for "agree" or "disagree. The aim of this question is to know how much teachers believe in the importance of teaching speaking in learning the target language.

Table43: which of these activities do you use most?

Choices	Communicative activities	Grammatical activities	Total
Number	4	0	4
%	100%	0%	100%

Figure36: The type of activities used by the teachers

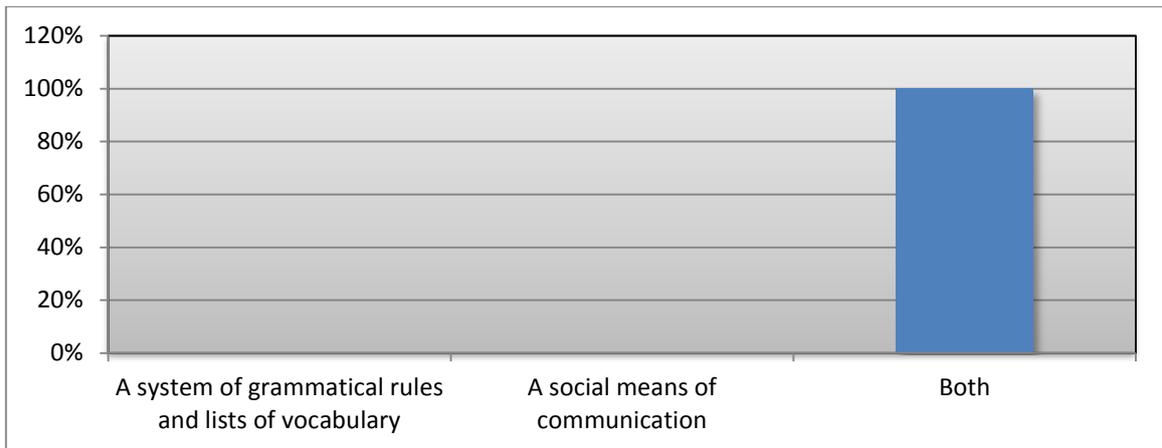


A quick look to the table makes us notice that the whole sample of teachers tend to use communicative activities and no one of them use the grammatical activities. This means that teachers believe that teaching how to communicate is more effective for students to learn the target language rather than teaching them the grammatical structure of the language.

Table44: According to you; language is

Choices	A system of grammatical rules and lists of vocabulary	A social means of communication	Both	Total
Number	0	0	4	4
%	0%	0%	100%	100%

Figure37: The language meaning from the teachers' perspective

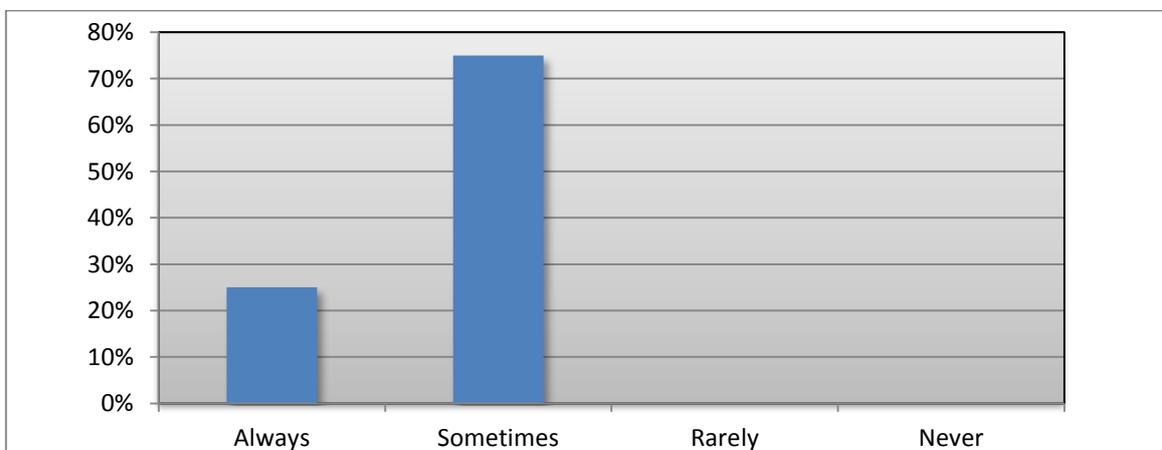


We can deduce from the above table that all of our sample teachers accept the fact which is communicative language teaching is considered as its focal point; this fact is that language is not only a system of grammatical rules and lists of vocabulary but also it is the use of these rules in the real life communication. The whole sample 100% opt for “both” which means that they agree with the fact mention above.

Table45: How often do you correct your students' mistakes?

Choices	Always	Sometimes	Rarely	Never	Total
Number	1	3	0	0	4
%	25%	75%	0%	0%	100%

Figure38: The teachers' frequency of correcting the students' mistakes

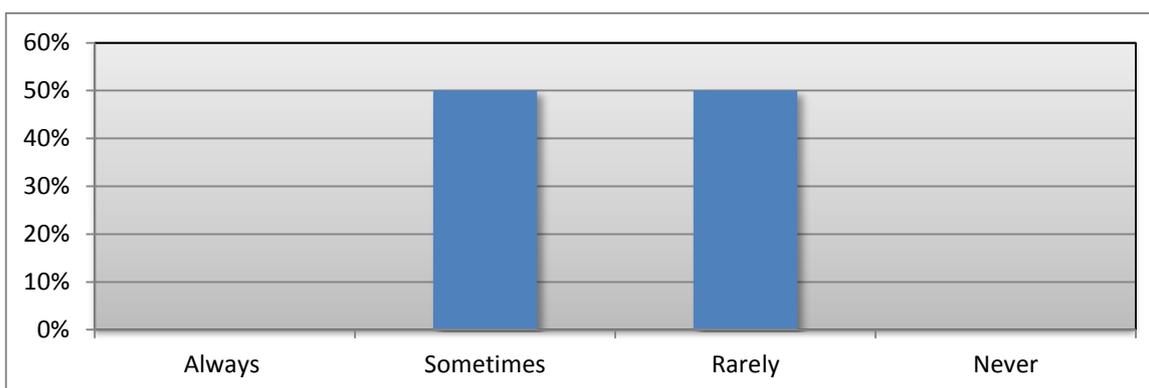


From the collected answers we found that 75% of teachers opt for “sometimes” whereas 25% of them choose “always”. No one of teachers stated that they are rarely or never correct their students’ mistakes. Actually, correcting students’ mistakes has a big influence on students’ performance but it depends on the way the teachers use to correct their students so teachers should be careful in correcting their students’ errors since when they keep doing that students will be inhibited and begin to avoid participating and performing in front of the teacher.

Table46: How often do you interrupt your students to correct their mistakes?

Choices	Always	Sometimes	Rarely	Never	Total
Number	0	2	2	0	4
%	0%	50%	50%	0%	100%

Figure39: The teachers’ interruption of their students

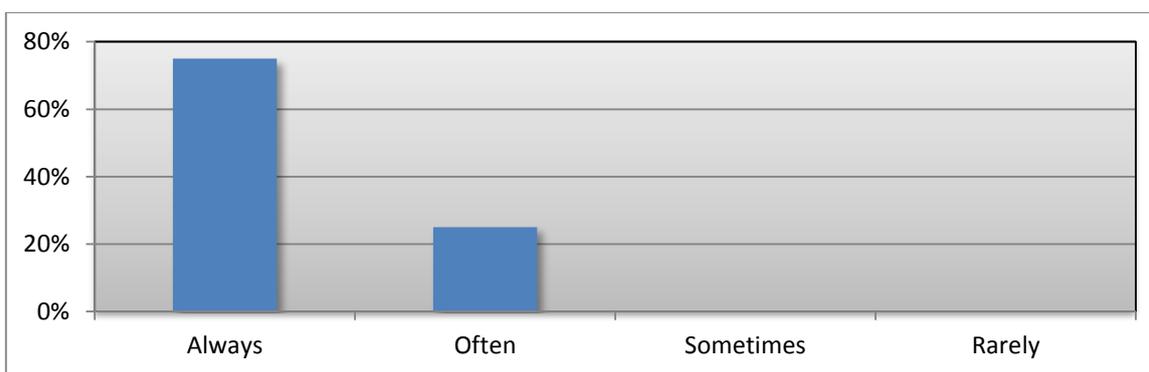


We can observe from this table that 50% of our sample teachers go for “sometimes” and the other 50% of them go for “rarely”. Moreover, no one of them opted for “always” or “never”. Again, we can say that the interruption for correcting students’ errors may affect negatively students since it increases their inhibition and rises their lack of self-confident which make them refuse participating again. The teacher can interrupt the students for correcting if they made serious errors.

Table47: Do you take students' psychological side into consideration when inviting them to speak?

Choices	Always	Often	Sometimes	Rarely	Never	Total
Number	3	1	0	0	0	4
%	75%	25%	0%	0%	0%	100%

Figure40: the teachers' consideration of students' psychological side

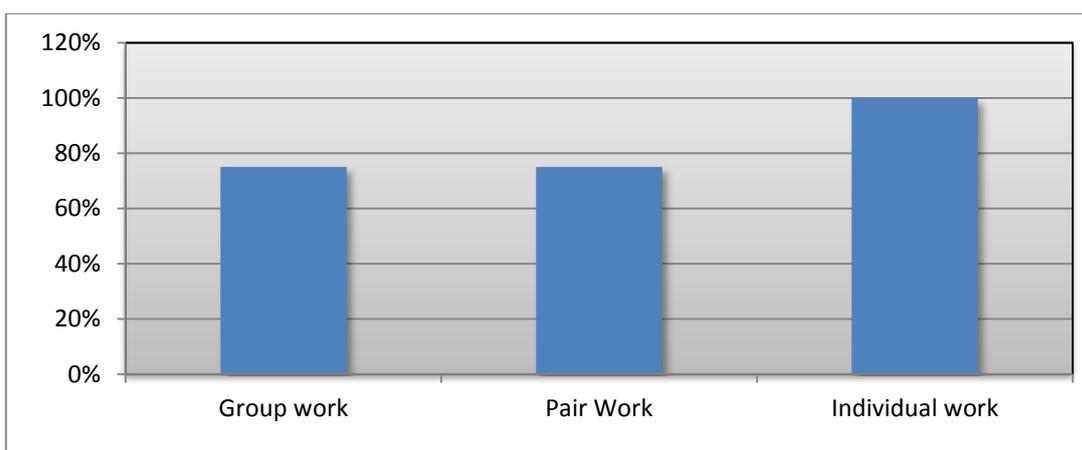


In fact, communicative language teaching gives much importance to the psychological side of students. The teacher should be careful when inviting them to perform orally. In the table above, we observe that most teachers (75%) are always taking care to the students' feelings when asking them to speak while 25% are "often" do so. The teachers excluded "sometimes" and "rarely". This means that most of the teachers take into account the psychological side of students; this will help the students to speak comfortably and freely.

Table48: When teaching oral expression, do you prefer using :

Choices	Group work	Pair Work	Individual work	Total
Number	3	3	4	4
%	75%	75%	100%	100%

Figure41: the teachers' preferences

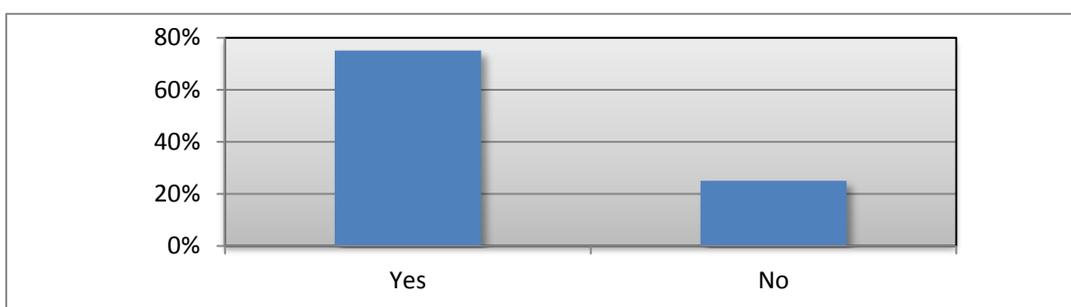


In this table, 75% of teachers prefer to make their students work in all the different types of works in order to motivate students and break the routine in one hand and to give students the chance to interact with each other especially in group and pair work on the other hand. However, just one teacher prefers using only the individual work maybe to avoid noise and to keep the classroom managed.

Table49: Do you ask your students to talk about their communicative needs?

Choices	Yes	No	Total
Number	3	1	4
%	75%	25%	100%

Figure42: asking students to talk about their communicative needs



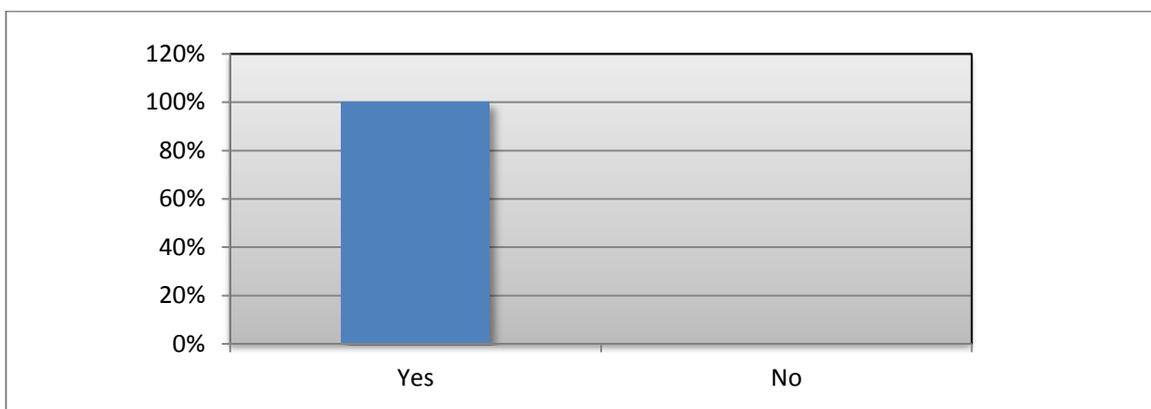
As we see above 75% of our sample said yes that they ask their students to speak about their communicative needs by asking them direct questions such as what makes them more comfortable in class and how they picture the use of language outside the classroom. On the other hand, only 25% of teachers stated that they do not give their students the

chance to speak about their requirements. Teachers should give the opportunity for students to express their needs in order to know better their students and what help them to break the barriers they face during their learning.

Table50: Do you think that communicative language teaching approach is useful?

Choices	Yes	No	Total
Number	4	0	4
%	100%	0%	100%

Figure43: The teachers' perspectives about the usefulness of communicative language teaching approach

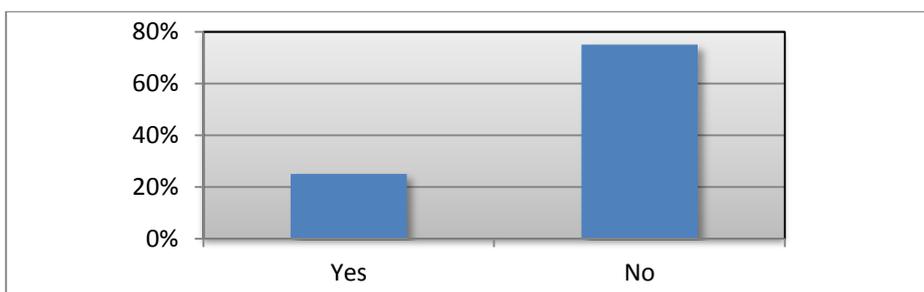


As it is obvious from the table above that the whole sample of teachers believe in the effectiveness of the communicative approach in teaching a second language since the primary focus of this approach is on how to use the language to communicate in different contexts, in other words, it emphasizes the speaking since it is the base for learning a language. In oral expression module teachers teach their students how to speak fluently in the target language; so we can deduce from this result that communicative language teaching is a useful approach especially in teaching the oral expression module.

Table51: Do you use other approaches?

Choices	Yes	No	Total
Number	1	3	4
%	25%	75%	100%

Figure44: The teachers' use of other approaches



There is only one teacher who opts for “yes” that he uses another approach which is Task-Based approach in order to link the classroom practice to the real life situations this approach is associated with the communicative language approach. The 75 percent of teachers answered that they use the communicative language teaching approach which means that they believe its effectiveness on enhancing the students’ oral performance.

7. Discussion

In this chapter we attempted to collect data concerning the effectiveness of the communicative language teaching on improving students’ speaking skill by administering questionnaires for both teachers of oral expression and second year students of English at Mohammed Kheidher University.

After analyzing the collected data of the students’ questionnaire, we find out that communicative language teaching is really a useful approach that enhances students’ level in their oral performance in which:

- Most of students have a great desire to speak English fluently.
- Most of them participate in the oral expression since they feel comfortable and motivated to speak.
- There is a strong relationship between students’ participation and their personality in which most of them are sociable since they prefer to work in group and pair works while the minority is introverted students since they are inhibited and shy; so the teacher should help them to get rid of their shyness by creating comfortable environment which in turn help them to participate and perform different activities without being anxious.

Moreover, teachers also are aware of the communicative language teaching principles and believe on its effectiveness on enhancing the students' speaking skill. The results deduced from the analysis of the teachers' questionnaire is that:

- Most of teachers argued that their students are motivated to use the language in the classroom since they provide for them a comfortable atmosphere where they feel free and encouraged to speak and perform the different activities.
- Most of teachers support that the teachers' role is to be a guider and facilitator in order to encourage the student to speak and engage in classroom activities.
- The majority of them believe that language is a means of communication; and they focus on the communicative ability rather than focusing the language form.

Eventually, the analysis of these results comforts our hypothesis which is "if communicative language teaching approach is implemented; students will perform better orally". This means that communicative language teaching has an important role in enhancing the student oral performance.

GENERAL CONCLUSION

The present study investigates the impact of communicative language teaching approach on improving the students' oral performance. Based on what we have hypothesized through this research that "if communicative language teaching approach is implemented; students will perform better orally". This dissertation was divided into three chapters: the first is concerned with the literature review of the communicative language teaching approach, its principles and techniques. The second chapter is concerned with the nature of speaking skill; its relationship with the other skills; we also dealt with what makes speaking difficult and what are the different techniques used for developing the speaking skill. The third chapter is the field work of investigation where we have examined the theoretical part by analyzing the data gathered from questionnaires which were devoted for both second year students of English at Mohammed Khider University and teachers of oral expression at the same level.

Many learners have a strong desire to learn how to speak and communicate effectively with the target language since they believe that the ability to communicate with the target language means the ability to speak it fluently. Hence, in order to learn English language effectively, learners should competent the speaking skill. Many methods and approaches are designed for the sake of helping learners to learn the foreign language but most of them failed to help their students to develop their speaking skill, until the emergence of communicative language teaching approach. It seeks as a main point to develop the students' speaking skill. It focuses on giving students opportunities to practice the language taking into consideration the students' affective aspects when performing orally. It gives more importance on developing the students' fluency rather than accuracy. This shows its effectiveness on helping students to improve their speaking skill and help them to overpower the difficulties that hinder them from speaking and engaging in classroom activities. The teachers' role in communicative language teaching is to guide students and facilitate their learning rather than being a controller. During the investigation of this study, we found out after analyzing the obtained data from both teachers' and students' questionnaires that the most of these principles are implemented. This latter lies the fact that the majority of our students' sample are extroverts, they participate and engage in the different classroom activities; and they are encouraged to speak the

language; whereas the minority of our students' sample are introverts, and this may be because of the unwell implementing of the communicative language teaching principles.

Based on the obtained result from our study, we can accept the hypothesis indicated above stating that the communicative language teaching approach has a positive impact on enhancing students' oral performance since it encourages learners to speak the target language and prepare them for the real life communication.

Recommendation

We will state some suggestions and recommendations that we hope to be useful and helpful for English Foreign Language teachers, students and administration which are as follows:

- ❖ Teachers should be aware of the different principles of communicative language teaching approach and to apply them during the teaching process in order to help their students to enhance their level of oral performance.
- ❖ Teachers should integrate the four skills (speaking, listening, reading, writing) together during their teaching of oral expression in order to help the students to learn all the aspects needed for communication (pronunciation, grammar, stress, rhythm, the ability to receive and produce language appropriately).
- ❖ Teachers should create a comfortable and warm atmosphere for students to make them feel secure and free when speaking, and this will lead to a successful learning.
- ❖ Teachers have to encourage their students to speak and help them to overpower their difficulties.
- ❖ Teachers have to use different speaking activities especially in group and pair works in order to give their students the chance to practice and develop their ability to communicate and at the same time to learn the grammatical structure while communicating.
- ❖ Teachers should be less talkative and give the chance for students to speak all the time; they should talk only when it is necessary.
- ❖ Students should be self-confident and risk takers in order to be able to learn successfully.

- ❖ Students should practice English even outside the classroom since this will enhance their speaking skill.
- ❖ Students should engage in all different classroom activities since this will help them to develop their communicative skills.
- ❖ Administration has to provide comfortable atmospheres for teachers and learners in order to get a successful teaching-learning process.
- ❖ Administration should take into consideration the negative outcomes of the overcrowded classrooms on students' learning.

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Appendix A: Students' questionnaire

Dear students:

We would be very thankful if you could answer those questions that we need for our study which aims to investigate the role of communicative language teaching approach in improving students' oral performance.

Please, tick the appropriate box (√) and make full statements whenever necessary.

Part one: back ground information:

Age:

Q1: Sex:

a) Male

b) Female

Q2: was English your first choice?

a) Yes

b) No

Q3: How long have you been studying English..... Years.

Q4: How do you evaluate your level in English?

a) Very good 15>

b) Good 12_15

c) Average 10_12

d) Poor 10<

Part two: students' opinion and attitudes about the speaking skill.

Q5: How often do you participate in the oral expression session?

a) Often

b) Sometimes

c) Rarely

d) Never

Q6: Whatever your answer, say why?

.....
.....

Q7: Do you feel comfortable in the oral class?

a) Yes

b) No

Q8: If uncomfortable say what makes you so?

a) The teacher

b) Your classmate

c) The different activities proposed by the teacher

d) Others

Q9: How often do you speak English outside the classroom?

a) Often

b) Sometimes

c) Rarely

d) Never

Part three: learners' preferences.

Q10: Do you prefer:

a) Group work

b) Individual work

c) Pair work

Justify your answer:

.....
.....

Q11: In oral expression class, you are?

a) Silent

b) Talkative

Why?

.....
.....

Q12: Do you feel satisfied about the different activities you perform in the classroom?

a) Yes

b) No

Why?

.....
.....

Q13: Outside the classroom, do you prefer to be:

- a) Alone
- b) with others

Part 4: Communicative language teaching:

Q14: How do you describe the environment of your class?

- a) Friendly
- b) Stimulating
- c) Boring

Q15: What is the type of the relationship between you and your teacher?

- a) Good
- b) Bad
- c) Neutral

Q16: Which activity does your teacher use most?

- a) Language games
- b) Role play
- c) Discussion

Q17: Does your teacher encourage you to speak in the classroom?

- a) Yes
- b) No

How?

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

Q18: How often does he invite you to speak?

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

Q19: How often does the teacher correct your mistakes?

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

Q20: How often does he interrupt you to correct your mistakes?

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

Q21: Does this hinder you to interact?

- a) Yes
- b) No

Q22: how would you describe your teacher?

- a) A controller
- b) A guider

Q23: your teacher is:

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

Thank you!

Appendix B: Teachers' questionnaire:

Dear teacher;

We would be grateful if you answer our questionnaire. It aims to investigate the improvement of students' oral performance through communicative language teaching approach.

Part one: back ground information

Q1: Sex:

- a) Male
- b) Female

Q2: Degree(s) held:

- a) License
- b) Magister/Master
- c) Doctorate

Q3: How long have you been teaching English at university?

- a) One to five years
- b) Five to ten years
- c) More than ten years

Q5: Do you prefer teaching the oral expression module?

- Yes
- No

Justify your answer:

.....
.....

Part 2: the learners' attitudes from the teacher perspective.

Q5: How often do your students participate in the oral expression?

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

Whatever your answers, say why?

.....
.....

Q6: Do your students feel comfortable in the oral expression class?

Yes

No

Q7: What makes them feel so?

a) You as a teacher

b) Their classmate

c) The activities used in the classroom

Q8: your students participate in oral expression session because

a) They are motivated

b) They are risk takers

c) They like the activities used in the classroom

Q9: In your opinion, why they do not participate?

a) They are shy

b) They are not interested in the classroom activities

c) The classroom is overcrowded

Part 3: the teacher role in communicative language teaching:

Q10: What is the role of the teacher in the oral expression class?

a) A guide

b) A controller

Q11: In oral expression session, you talks?

a) Most

b) Sometimes

c) When necessary

Q12: How often do you motivate your students to speak in oral expression session?

a) Always

b) Sometime

c) Rarely

d) Never

How?

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

Q13: Do you praise them when performing correctly?

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

How?

.....
.....

Part 4: communicative language teaching:

Q14: Which skill do you involve during teaching oral expression module?

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

Justify your answer:

.....
.....

Q15: Do you agree that in order to learn the language, students have to speak it?

- a) Strongly agree
- b) Agree
- c) Not agree

Q16: What types of activities do you use most?

- a) Communicative activities
- b) Grammatical activities
- c) Others

Q17: According to you, language is:

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

Q18: How often do you correct your students' mistakes?

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

How?

.....

.....

.....

Q19: How often do you interrupt your students to correct their mistakes?

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

Q20: Do you take their psychological side into consideration when invite them to speak?

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

Q21: when teaching oral expression, do you prefer using:

- a) Groups
- b) Pairs
- c) Individually

Q22: Do you ask your students to talk about their communicative needs?

- Yes
- No

How?

.....

.....

.....

Q23: Do you think that the communicative language teaching approach is useful?

- Yes
- No

Explain, please

.....
.....

Q24: Do you use other approaches?

Yes

No

Q25: If yes, mention them and state why?

.....
.....

Thank you!

