

Dedication

This work is dedicated to:

To my family for providing me comfortable circumstances and support during my studies

To my Mother, the iron woman; Mother I love you and I am proud for being your daughter.

To my Father the best and the only friend I ever had, you are my pride, hero, peace of mind, and my beam of hope. For helping whenever I need you. And for being my father I love you.

To my sisters, I start with the good heart Thoraya , the over confident Soumaia , chafia for her endless support, and how can I forget to mention my inspiration , the one who always solves my problem by her wisdom Aouatef as well as her wonderful husband who stood by me whenever I needed him. Finally, the apple of my eyes Aya, I love all of you.

To My brothers, Mohamed Elyes and Haidar as well as their wives Fairouz and Nour el houda, without forgetting their lovely children

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Abstract

The present study aims at investigating the role of EFL learners' grammatical competence in the improvement of their speaking skill at Biskra University. In order to check this correlation, we have hypothesized that the more EFL learners' grammar knowledge is considerable, the more their oral proficiency improves. To check and confirm the validity of this hypothesis, we administered a grammar test, through which the students' written productions were tested, as well as their level was depicted concerning using grammar knowledge and rules while answering the designed activities. After, we have carried out the main investigation that is, in turn, divided into two kinds of questionnaires; the students' questionnaire and the teachers' questionnaire, we found that all students' confirm that they do not use what they learned as grammatical knowledge while they perform in addition to their endless speaking problem concerning being fluent and accurate at the same time, which affects their speaking skill. The oral teachers' questionnaires confirm that their students have deficiency concerning preparation of the given topics, presentation as well as the misuse of what they learned from grammatical knowledge and rules which results obstacles for both teachers and EFL students. The test obtained results had shown that the majority of the tow tested groups (2) and (3) with 42% achieved average level, which indicate that activating students previous knowledge about grammatical rules is very a important aspect during oral production which helps second year English students to communicate accurately and fluently as well as giving them the ability to minimize their speaking problems while they know how much important learning grammar is and the most important is using it effectively during speech production.

List of Acronyms

EFL: English as Foreign Language

ESL: English as a Second Language

OE: Oral Expression

GC: Grammatical Competence

FL: Foreign Language

SL/L2: Second Language

LMD: license, master and doctorate degree

TL: Target Language

PH.D: Doctor of Philosophy

Q: Question

HA: High Achievers

AA: Average Achievers

LA: Low Achievers

IQ: Intelligence Quotient

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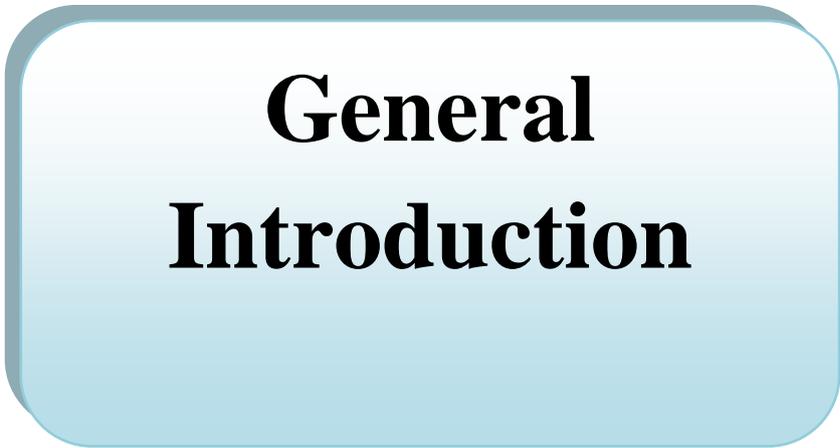
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**General
Introduction**

General Introduction

Many Foreign Language Learners study the English Language in order to develop their oral proficiency and to become fluent like native speakers. They spend the most of their time on expanding, explaining and exploring the range of correct structures and meaningful vocabulary to achieve the ultimate amount for being advanced learners, and to become eloquent speakers. Therefore, grammar is an elementary factor which may improve that skill; and language learning is a cumulative and integrative process. Speaking is important and essential skill so mastery of this skill illustrates that the speaker possesses knowledge of language. Furthermore, this research is designed for teachers of English who are curious, confused or unconvinced about the effectiveness of learning grammar rules in improving their students speaking skill.

1- Statement of the Problem

It is observed that the majority of the students of the foreign language especially English language encounter many difficulties, and obstacles in terms of using what they learnt from grammar knowledge while speaking in Oral Expression. Therefore, the problem we are confronted within this research is the existing relationship between grammatical knowledge and developing the speaking skill.

2-Significance of the Study

The present study has a great impact on the learning and teaching processes. It clarifies the grammatical competence role in improving EFL learners speaking skill, which leads to success in the foreign language learning and minimizing the speaking problems. It will be beneficial for the student's oral performance, also for teachers, the oral task becomes easy from this angle. It enables EFL learners at

Mohamed Kheider Biskra University to communicate effectively using the target language that can lead to the success of foreign language instructions.

3-Aims of the Study

The present study aims at investigating the one of the causes behind students' lack of Oral proficiency. It also aims at demonstrating the correlation between the grammatical rules proficiency and speaking skill development. As well as proving that we can communicate clearly and effectively when we master the grammar rules for the sake of developing the speaking skill. Therefore, the study is concerned with stimulating that grammatical knowledge is one of the necessary components for successful oral performance.

4-Literature review

English is a language which is basically learned by communication. A successful communication is based on proficiency in the four language skills, which are listening, speaking, reading, and writing. Speaking as a skill took a lot of attention. Hedge (2000, p. 261) defines speaking as "a skill by which people are judged while first impressions are being formed." That is to say, speaking is a crucial skill which needs more attention in both first and foreign language because it reflects people's thoughts and personalities. Therefore, speaking is said to be a dynamic and productive skill. U,r (2000:12) stated that " of all the four skills (listening, speaking, reading, and writing), speaking seems intuitively the most important: people who know a language are referred to as 'speakers' of that language, as if speaking includes all other kinds of knowing; and many if not most foreign language learners are primarily interested in learning to speak ".This skill demands more attention to be developed and improved since it is the key element in language learning.

Students, are not able to speak the language that are about to acquire. Face a lot of difficulties in transmitting their thoughts and attitudes. In other words, the mastery of any language needed to be well versed about its grammatical rules. Greenbaum (1988:23) gives definition to the word grammar which is “the properties and processes that underlie the use of the language-that underlie the ability of speakers to speak and understand the language.” It means, the rules we use whenever we speak or write; putting words in the right position.

Many scholars were and still interested in Grammar. Their focus has been on how much structure of language and grammar rules are related to what the speaker need in different contexts, and in developing different skills. Speaking skill took a step forward in the field of study, this scale Kock and Oesterveicher provide further levels of orality which are characterized by varying degrees of spontaneity or planning, sentence complexity and elaboration. Therefore, students will be able to respond and use language without thinking too hard. In other words, they will be more fluent in speaking. Robins rightly points out that "language is a symbol system based on pure arbitrary conventions in infinitely extendable and modifiable according to the changing needs and conditions of speakers ". In other words, language is realized in which the one can express his ideas, so the right situation (context) in what bring the power to the words.

In addition, there are many scholars who studied the correlation between grammar learning and speaking performance, some of them argued that form-focus used instruction and communicative activities should be combined. Students’ pay more attention to the target forms and the forms become more memorable, if students learn them in context (Foto, 1994; Lightbown, 1998; Nassaji, 2000; Wang, 2009). Some of them see that spoken grammar is the main requirement that helps EFL

student to be orally competent, Swan claims that " grammar is essentially a limited set of devices for expressing a few kinds of necessary meaning that cannot be conveyed by referential vocabulary alone. " (Swan, 2005, p.61) one way to present grammar communicatively is through structured input activities. Also Canale and Swain (1980) suggested that communicative competence includes grammatical competence, discourse competence, sociolinguistic competence, and strategic competence. Thus, we can say that grammatical rules are one of the fundamental aspects of speaking skill.

Due to the widely spread of English language, Many researchers found out that the knowledge of grammatical rules plays a major factor in improving oral performance, and structuring the spoken form of the language. In addition Lock (1997, p.267) mentions some of the dichotomies that arise whenever dealing with grammar teaching, which are Form vs. Function, Form Vs. Meaning, Fluency vs. Accuracy, Meaning-based instruction vs. Form-based instruction, and the one which most emphasizes the denial of grammar teaching: Communication Vs. Grammar. Therefore some of them try to focus on the latter, in a way to clarify how much grammar is important in improving speaking skill.

So all these investigations around this phenomena, tried to cover the criteria on which most of the EFL learners tend to scope their chance for being competent. And their oral proficiency improves, and this is giving thanks to their daily tasks that may develop their oral complications. Mainly to grammar of speaking that we are going to focus on, and investigate to fulfill that gap of the previous studies.

5-Research Questions

In attempting to investigate if grammatical knowledge and rules proficiency can be related to the student's speaking production, it is necessary to answer the following questions:

- 1-To what extent is grammar an important aspect in speaking?
- 2-Do students use what they learned in grammar during their oral performance?
- 3-what are the main factors behind EFL students' lack of grammatical knowledge during oral use?

6-Hypothesis

Based on the assumption that grammar is a tool for conveying meaning and an aid to English learners in accurately formulating their ideas, these hypotheses can take place:

- 1-The more EFL learners' grammar knowledge is considerable, the more their oral proficiency improves.

7- Research Methodology

Being a correlation study, this work is undertaken with a qualitative and quantitative methods of research, they are suitable for the conducted research ; because they tests the relationship between variables" grammatical knowledge and rules production / speaking skill (oral performance) ".

8-Data Collection Tools

We rely on these following tools for gathering data: grammar test, students, teachers' questionnaires as well as classroom observation.

- The grammar test designed to split the groups in to three categories low, average, and high achievers in terms of marks that they got. And to put them

under observation later on, (02) groups were selected among (10) groups of second year English students.

- The teachers' questionnaire aims at investigating their opinions about applying grammar rules as a pedagogical tool to enhance learners' speaking skill. And whether their grammatical knowledge is sufficient for developing L2 learners' speaking skill. Also aim at determining the place that grammar has in the oral performance and the degree of importance it is given, and to depict their attitudes about teaching it.
- The Students' questionnaires, administered for Second Year LMD students. Eventually, within second-year students, a descriptive study is used to depict grammar knowledge effectiveness. The data collected are analyzed via manual calculation.

9- Population

Since this study is about the problems that may be encountered by EFL learners, we selected Second Year LMD students of sciences of the language as a population (447 students) at the Division of English at Mohamed Kheider University of Biskra.

10- Sample

Choosing, 60 respondents among students of second year LMD applied linguistic as a sample of study. They have being chosen randomly and their responses to the questionnaire anonymously. In addition, we have selected 4 Oral Expression teachers from the population of (19 teachers). And for the written grammar test was selected both groups (2) and (3) with population (76) second year English students.

11. Structure of the Study

The present study is composed of three chapters. The first one is devoted to give a general overview about speaking skill. Through this chapter, we try to define the concept of speaking and presents' the basic assumptions of that skill, its main element, its importance, in addition to characteristics of speaking performance and a description to what behind students deficiency in oral production. The second chapter is about grammar in general, its definitions, its different presentation as well as its different types. In addition, we explain spoken grammar in general and its features that contribute to improve speaking performance and speaking skill. Finally, the third chapter is concerning the field work and the data analysis which describes the implementation of the research tools. Furthermore, it analyses and interprets the data collected from these tools to draw conclusion about the data gathered and to confirm the validity of our work.

Chapter one
The Speaking skill

Introduction

English as an international language plays a significant role in globalization. At the present time, we are required to be able to communicate in English. Communication takes place where there is speech and without speech we cannot communicate with one another. Speaking is at the heart of foreign language learning, Lado (1961) defines speaking as “the ability to use in essentially normal communication, stress, intonation, grammatical structure and vocabulary of the foreign language at normal rate delivery for native speakers of the language.” In this chapter, we will deal, on the one hand with general issues about speaking; definition of speaking, characteristic and elements of speaking performance, in addition to its importance. On the other hand, we will discuss some difficulties that ELLs face in speaking and some techniques for developing their speaking fluency.

1.1. Definition of Speaking

The major goal behind learning a foreign language is to be able to speak, and to produce fluent language during a communication. Speaking is an essential skill that language learners should master with the rest of the language skills, and it is defined as a complex process of coding and decoding messages in terms of sending and receiving them via verbal forms of expression, it includes non-verbal forms and symbols such as gestures and facial expressions and all what so called “paralinguistic features”.

Nunan (2000) defines speaking as “a productive aural/oral skill and it consists of producing systematic verbal utterances to convey meaning” (p.67), where she focuses on one side, which is systematic verbal utterances. Scholars, such as Gumperz (1999) defines speaking skill from pragmatic perspective, assuming that it is constructed from the speaker’s cooperative utterances, he argues: “speaking is

cooperatively constructed which is based on contribution, assumptions, and interpretations of the participant's utterances" (p.101). Nazara (2011) added that "Speaking is a multifaceted construct" (p.30).

As far as the speaking skill and among all other language skills (listening, reading, writing) is estimated to be the most helpful and useful part by the EFL learners' oral performance and presentation, that may push their own insights and creation of words in a part and recognizing their thoughts in another.

1.2. Speaking as a skill

Speaking is one of the important forms of communication in any language, particularly addressing non-native speakers. Foreign language learners manage to possess that skill through the process of trials, errors, and imitation. Therefore, speaking is a complex task that requires practice and time management. Luona (2004) argues that "speaking in a foreign language is very difficult, and competence in speaking takes a long time to develop" (p.1). Consequently, to be a competent speaker, you have to own the tendency to acquire the amount of knowledge and the intensity to use different and appropriate utterances in specific or a variety of situations, as well as in different contexts. MacCarthy (1972) says:

When people are learning to speak a language, they are concerned mainly with two things ; first, knowing what to say- what words and phrases to use at any given situation- and second, being able to say it- able to perform the required action, the movement necessary, for saying those words and phrases aloud.

Moreover, to hold a successful conversation we need not only verbal interaction but also the use of gestures, and body language, and this process cannot be accomplished without the so-called "paralinguistic". Thornbury (2005) emphasized on the concept of "paralinguistic" in mastering the speaking skill. He states: "speaking is also a multi-sensory activity because it involves paralinguistic

features such as eye contact, facial expression, body language, tempo, pauses, voice quality changes, and pitch variation” (p.9) which consequently affect the smooth flow of any kind of conversation being taken.

In addition some researchers regard the speaking skill in another context as symbols and signs that may take either the verbal or non-verbal means, which build and produce meaning (Chaney, 1988, p.13). Moreover, speaking is considered to be as of phonological nature, since it demands one’s ability to possess the ability to create and to produce appropriate utterances, sounds or words to express, or to demonstrate and think about ideas, notions, thoughts and feelings (Tarigan, 1985, p.80). Furthermore, Hedge (2000) sees the speaking skill as “a skill by which they (people) are judged while first impressions are being formed” that is to say the speaking skill is reflection to the EFL learners in a way it expresses their thoughts and personalities, and important skill that ensure an aid for them to present their ideas.

Eventually, in teaching the speaking skill, it is suggested that we should start with teaching the smallest units, sounds until we reach the mastery of words and sentences to discourse (Cornbleet & Carter, 2001.p.18).

Alternatively, speaking requires several elements that may help EFL learners to become fluent and accurate at the same time. In this study many theorists try to give the importance and the priority to this latter in order to assess each EFL learners’ language capacity to learn via these elements. David, P. Harris (1969) sees that “speaking is a complex skill requiring the simultaneous use of different abilities which develops at different rates”.

1.3. Elements of Speaking

To speak the second language fluently and accurately, learners must be aware of some elements which are very essential to develop this skill. Harmer (2001) mentions two speaking elements that refer to the language features that learners should have knowledge about, in addition to the processes of language and information in the same time when an interlocutor interacts with them, in addition to Mental Social Processing.

1.3.1. Linguistic Features

➤ Connected Speech

This part concerns the EFL learners' ability to produce not only individual phonemes but also to use fluent "connected speech" in means of using the right combination of sounds which should be linked together, encounter this latter is exposed to be modified, omitted, added, and/or weakened.

➤ Expressive Devices

English native speakers should be aware of how to use the right phonological rules such as pitch, stress, volume and speed, in addition to the paralinguistic features. The use of these devices helps in the successful delivery of the intended message. As well as having the ability to convey meaning in order to become effective communicators.

➤ Lexics and Grammar

It is noticed that the learners' spontaneous speech is marked by the extensive use of the same lexical structure, especially during performing certain language functions, Therefore, teachers have to provide their learners with a variety of language functions in different speaking tasks, and contexts which may help to

facilitate and to enhance their interaction within different stages of communication in FL.

➤ **Negotiation of Language**

The majority of EFL learners try to possess the ability of negotiation and asking for clarification in order to understand what the others speak about. As well as having the tendency to be aware of the well structured and clear highlighted content of any discourse. So, teachers have to provide their learners with the necessary and appropriate expressions that may help them when they seek clarification, for example, “I do not understand”, and (sorry) I didn’t quite catch that. In addition, teachers also should help them to structure the discourse to be successfully clear and understood by the others, for instance, they give them individuals cards such as: “Without speaking, show that do not understand what the speaker is saying, by looking confused, scratching your head in confusion, etc. However, only do this once.” Harmer (2001, p. 270).

1.3.2. Mental/Social Processing

The necessary processing skills of speaking are described as follows:

➤ **Language Processing**

Speakers need to be able to process language in their own heads clearly and in coherent order, to convey their intended meaning and understood by others perfectly (what is referred to by the saying). In addition they have to be able to retrieve words and phrases from their memories to be used while interacting or speaking to others.

➤ **Interacting with Others**

Speaking is the interaction between two or more participants, that is to say good speakers are those who listen well and understand others interaction, in order to take turns or to allow the other participant to do so.

➤ **Information Processing**

This criterion is related to the ability to process information in the mind rapidly in the moment we get it. In that sense they (speakers who received information) should be ready to answer to what the others are talking about.

1.4. The Importance of Speaking

Through decades, speaking was neglected much more in most of the EFL classes and it was not really important, in part, that the only attention was on the rest of the skills; reading, writing, and listening. So some scholars such as U.r (2000) sees it as the essential part of the other English skills. Thus, its utility is to keep the learners weaknesses they may have in their oral performances. She stated:

Of all the four skills [listening, speaking, reading and writing], speaking seems intuitively the most important : people who know a language are referred to as “speakers” of the language, as if speaking includes all other kinds of knowing; and many if not most foreign language learners are primarily interested in learning to speak (p.20).

Speaking plays an important role in EFL learning. In a way, it revealed much more within the combination of other language skills. For instance, speaking can help students to enhance production ability in terms of language vocabulary and grammar rules specifically, and then to improve their writing skill. In addition, speaking is what gives the learners a chance to express, explain and share their personal belief, feelings, and opinions which denotes consistently that the speaker has the ability to use all language functions’ rules.

Moreover, speaking is not only for classroom communication but also for further purposes, such as companies and organizations which search for people who speak very well in purpose of communication (for example). Goh (2007) states that

“As an essential tool for language teaching and learning speaking can facilitate language acquisition and development” (p.1). In addition, speaking denote the learners success or failure in second or foreign language learning, Nunan (1991) argued that “The most people, master the art of speaking is the single most important factor of learning a second or foreign language, and success is measured in terms of the ability to carry out a conversation in the language. ” (p. 39).

Over and above, speaking is very important to EFL students for their persuasion of success. Thus, it is does not only concerns ones’ professional ambition, but also in a way that speaking exceed more to overlap their personal life too.

1.5. Characteristcs of Speaking Skill

1.5.1. Fluency

The ultimate goal EFL learners wish to achieve in learning speaking is oral fluency; it is the main characteristics of the speakers’ performance. Lennon’s (2000) cited in Munoz (2006) viewed fluency as “the rapid, smooth, accurate, lucid and efficient translation on thought or communicative intention into language under the temporal constraints of on line processing” (p.65).Which means having the ability to express oneself in an understandable, accurate and reasonable way without too much hesitation, otherwise the communication will break down because listeners will lose their interest. To achieve the learners’ goal of becoming fluent in terms of speaking production, the teachers’ should train them to use the language freely to express their own ideas and then to avoid imitations of a model of some kind. Hedge (2000) adds also that “The term fluency relates to the production and it is normally reserved for speech. It is the ability to link units of speech together with facility and without strain or inappropriate showiness, or undue hesitation.” (p. 54).

The majority of SL speakers assume that fluency is the ability to speak fast, therefore they start speaking rapidly without pauses. Thornbury (2005) argues that speed is an important factor in fluency and pausing too, because speakers need to take breath. Native speakers also need to pause from time to time in order to let the interlocutors (receiver) catch what they said. However, a habitual/frequent pausing is an indication that the speaker has problems of speaking. Therefore, Thornbury suggests 'a production strategies or what is called 'tricks', i.e. the ability to fill the pause. The most common pause fillers are "uh" and "um", vagueness expressions such as "short of" and "I mean" ,(2005, p.6-7). Another trick for filling the pauses is the repetition of one word when there is a pause.

To sum up, fluency is the essential characteristic of speaking performance. For that reason, teachers need to put their attention more on fluency tasks, and activities, in order to make their learners fluent when they speak. Moreover to make the listeners able to respond clearly to what they have being said.

1.5.2. Accuracy

The majority of EFL/ESL teachers nowadays give more value to the term of accuracy in their teaching, due to the learners who attempts more to be fluent instead of being accurate. Skehan (1996 p. 23) define accuracy as referring "to how well the target language is produced in relation to the rule system of the target language." (Cited in Ellis and Barkhuizen, 2005 p. 139) Therefore, learners should focus on a number of things in their production of the spoken language, mainly, the grammatical structure, vocabulary and pronunciation.

Without structuring accurate speech, speakers will be ambiguous and the listeners will lose interest if they perform incorrect utterances each time. Moreover accuracy is the ability to produce grammatically correct sentences. And having that

ability is what helps the speakers to be much understood and give them the ability to attract their audience attention to their speech.

1.5.2.1. Grammar

Learning the right structure to convey the intended meaning is what grammar aim to, where we can find the EFL learners who possess that ability are more likely to be a perfect performer. According to Harmer (2001), the grammar of language can be defined as “the description of the ways in which words can change their forms and can be combined into sentences in that language” (p.12). Being grammatically accurate refers to the appropriate learners’ use of the right grammatical structuring; this latter includes the length and the complexity of the sentences and the ability to use the subordinating clauses. According to Thorubury (2005) spoken grammar can be denoted in the following features:

- Clause is the central unit of construction.
- Clauses are usually added (co-ordinate).
- Head + body + tail construction.
- Direct speech preferable.
- A great amount of ellipsis.
- Many question tags.
- The effects of performance (false starts, syntactic blends, repeats, incompleteness, hesitation).

1.5.2.2. Vocabulary

From different angle vocabulary depends on the suitable selection of words during speaking. Nation (2001), stated that “vocabulary is important for EFL learners, just as the significant of breaks learners can hardly put the receptive vocabulary knowledge into productive use” (p.129), it means that the one who have

an ultimate number of vocabulary she/he can go beyond the limit of conversation and vice versa. So, student has to be able to use words and expressions accurately. Harmer (2001) sees that knowing word class may allow speakers to produce well formed utterances. In addition to that Wilkins (1972) supported this idea by stating that “without grammar very little can be conveyed, without vocabulary nothing can be conveyed” (cited in Thornbury, 2002, p.13).

1.5.2.3. Pronunciation

English is known by its complexity in terms of pronunciation, therefore, learners who tend to master that language have advices to practice pronunciation repetitively, and they should be aware of all aspects of speech which eases understanding the flow of speech, including segmental articulation, rhythm, phrasing and intonation, in addition to paralinguistic for instant gestures, body language, eye contact. So pronunciation is a central ingredient of oral communication, which also includes grammar, vocabulary choice and so on. They should be aware of the sound and their features as well as their position in one’s mouth; where words should be stressed, when to use raising intonations and when using falling one. All that to give the extra insights about how to speak English effectively and to achieve clear, understood spoken English.

Features of Pronunciation

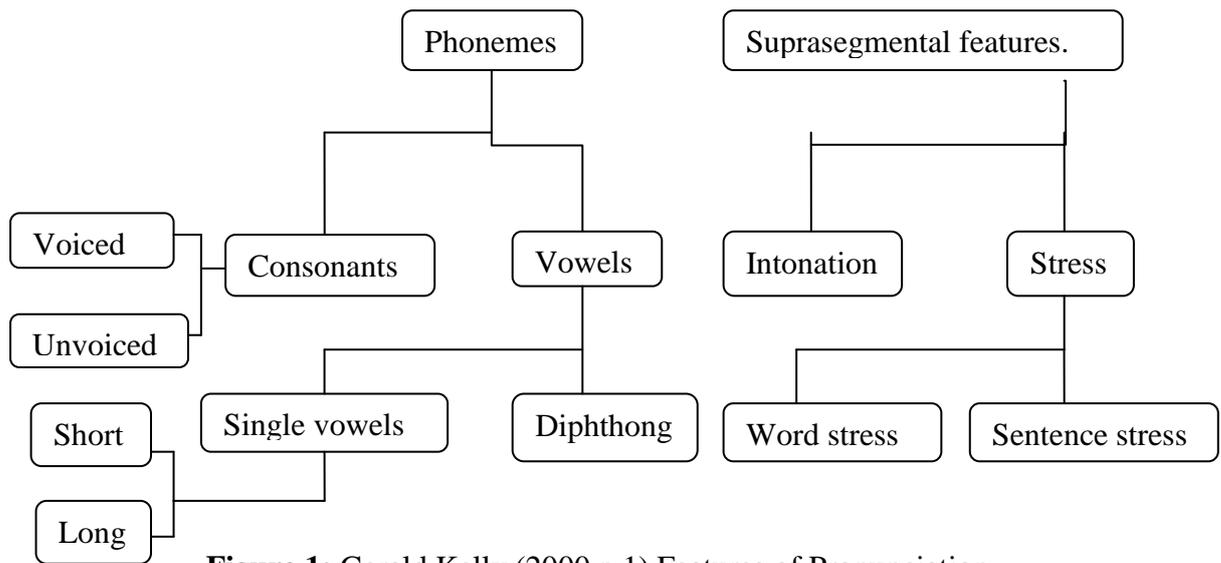


Figure 1: Gerald Kelly (2000 p.1) Features of Pronunciation.

To conclude, paying attention to the correctness and completeness of language forms is of major importance for oral proficiency, and having that safe background of grammatical knowledge, pronunciation, and the great amount of vocabulary is what build up for us the main border of being accurate and fluent in English and makes EFL learners perfect speakers.

1.6. EFL Learners Speaking Skills Difficulties

In fact, many EFL learners face different problems and difficulties while performing orally. And the investigation led to this tow aspects: the linguistics and the psychological aspects.

1.6.1. Linguistic Aspects

This aspect is about linguistic deficiency that occurs in EFL classes. Specifically when learners have problem in combining what have to be said in form of words with the right conceptual thoughts. Thornbury (2005) states that “being skillful assumes having some kind of knowledge based... knowledge that is relevant speaking can be categorized either as knowledge of feature of language (linguistic knowledge) or knowledge that is independent of language (extra linguistic

knowledge)” (p.11). He mentioned that linguistic knowledge plays an important aspect which includes’ the speaking skill. And due to the lack of using linguistic knowledge in an appropriate way, EFL learners will not perform well. Therefore they will face difficulties either in developing or presenting their oral performance, among them lack of vocabulary, pronunciation mistakes and grammar mistakes.

1.6.1.1. Lack of Vocabulary

EFL learners aim to achieve a perfect oral presentation, where they need to choose the appropriate words and use them in their speaking properly and accurately. Thornbury (2005) argue that “spoken language also has a relatively high proportion of words and expression” (p.22). However EFL learners needs a long time in order to acquire amount of knowledge about necessary daily life vocabularies, though they still face the same difficulties when they being given a task by their teacher ,where they struggle to find the words, and tend to use few while presenting and trying to express when they ask to. U,r (1996) “vocabulary is the only instrument on which we can construct a speech” (p.120). As a result in this aspect EFL learners hesitate and tend not to participate in their oral presentations.

1.6.1.2. Pronunciation Mistakes

Pronunciation is one important aspect that EFL learners have to apply and always practice in order to possess the foreign language, in addition to get the rules perfectly. As a support Ozkan, Bada and Genc (2011) argue that “in speaking, they compete with limited time to improve the words, and also take care of their pronunciation, speaking often dealt with at pronunciation”, which means that mispronouncing the foreign language may hinder the improvement of speaking skill.

Consequently, EFL learners’ ability and capacity to memorize the relevant words are not enough to push their schema and their creativity to develop his/her

speaking skill. To this point the focus on learning how sounds are spelt is the primary rule to bear in mind. Due to the lack of exposure to the target language, or lack of experience and misinterpret either native speakers or their teachers' unpronounced words (i.e. they do not pronounce the sounds well and in clear way) is what led to EFL learners pronunciation mistakes, and what made for them an obstacle in their oral production.

1.6.1.3. Grammar Mistakes Rules

The misuse of certain grammatical rules and knowledge is considered to be another linguistic problem that most of EFL learners face. However, EFL learners should be aware of how to gain these grammatical rules for the sake of enhancing their oral productions. In contrary, the misuse of the grammatical knowledge bands EFL learners from expressing their ideas and remain silent in a way that they will hesitate and being afraid to be criticized by their teachers. David and Pearse (2000) argued that “Many people do not like speaking in front of large groups of people. This is especially true in a foreign language, because we may worry about producing utterances with many errors or oddities in them.”(p, 82). So, grammar mistakes rules is one of the obstacles that prevent EFL learners from practicing their speaking accurately.

1.6.1.4 Mother Tongue Use

The interference of languages in and outside the classroom is one of the criteria which bands EFL learners' oral fluency in a way that mother tongue use makes them face several difficulties which may prevent them from describing what they want to present. According to Baker and Westrup (2003) “barriers to learning can occur if students knowingly or unknowingly transfer the cultural rules from their mother tongue to a foreign language.”(p. 12).

1.6.2. Psychological Aspects

As we have external factors which prevent us from presenting our productions successfully, there are other internal factors such as feelings and emotions which may affect learners' speaking performance. These psychological factors are presented as the following

1.6.2.1. Lack of Self-confidence

Being out of their comfort zone makes EFL learners lose their self-confidence, and due to that, some of them prefer to keep silent and to keep their ideas, opinions and their insights to themselves; this latter may hinder their oral performance in a way that they feel anxious and incorrect. In fact, they will not have the tendency to perform in front of their classmates.

Consequently, a creative oral performance cannot be achieved without self-confidence. It means that the lack of self-confidence is the main obstacle in developing EFL learners' oral productions.

1.6.2.2. Shyness

In EFL classes, shyness is considered to be another psychological problem which prevents' learners from participating during their oral tasks. According to Oxford dictionary, shyness is defined as "nervous or timid in the company of other people". Some of EFL learners seems' to be unwilling and feeling embraced to speak because of their shyness. Baldwin (2011) reported that "speaking in front of people is as a kind of phobias, that student's shyness makes their minds go blanks ignoring their thoughts and ideas or they will forget what they will say".

Moreover, it is sudden emotion of being blank while speaking which creating phobia repetitively; in this case, some students loosen their abilities to speak fluently.

1.6.2.3. Anxiety

Most of EFL learners have a feeling of intension or anxious, this psychological problem is called anxiety. Nacente (2001) stated that “among other affective variables, anxiety stands out as one of the main blocking factors for effective language learning”. So, anxiety has a debilitation effect on students’ learning a foreign language especially in their oral performances. However, today’s students aim to achieve their speaking fluency as native speakers do, but during that process, they face different obstacles such as feeling anxious and do not meet their expectations to speak English well.

1.6.2.4. Lack of Motivation

Being motivated is what gives you the tendency to continuing in doing something. Therefore, lack of motivation is another psychological factor on which students can not possess what they want in their oral class, because teachers did not develop their students’ sense of autonomy or doing such activities that are not related to speaking performance and increasing their freedom of speaking. According to Littlewood (1984) “motivation is the crucial force which determines whether a learner embarks in a task at all, how much energy he devotes to it, and how long he preserves” (p.53)

1.7. Activities that Develop EFL Learners’ Oral Proficiency

(Speaking Skill)

We attempt to tackle in this part the different tasks and activities that may improve the EFL learners speaking skills, which are designed to prepare them to daily use application, and they are more efficient in improving their competency and qualify them to engage in the given assignment. Moreover they are organized to

denote the EFL weaknesses that they face while expressing in their oral performance in a given topic.

1.7.1. Classroom Discussion

This kind of activities is an essential technique that develops learners speaking production in which it gives the chance to EFL learners to engage in communication and to share their opinions and their thoughts. In addition to that it develops in the sense of acceptance of others opinion, as well as improving their critical thinking and nourishing their knowledge. Moreover it helps to raise the amount of oral interaction in classroom. Besides that, EFL learners should be previously prepared and designed their arguments to engage in the discussion. And due to the teachers who should give them the topic and they are free to spread their thoughts and express their ideas. Nilson (2010) defines classroom discussion as “a productive exchange of viewpoints, a collective exploration of issues”.

Furthermore to achieve perfect discussion and obtain a certain techniques Harmer (1991) gives some hints about organizing discussion:

- Put students in group first. This will permit them to express their ideas in a comfortable and less threatening environment.
- Give the students a chance to prepare: students are asked to prepare and chose a certain topic such as, the disadvantages of smoking, family problems, globalization, and global warming in which they share their opinions and discuss them freely.
- Give students a task, in a way to encourage classroom interaction is to give them students a list of controversial and debatable statements about a topic (p.124).

1.7.2.2. Information Gap Activities

Information gap activity is another activity that denotes EFL learners speaking skill improvement; is the use of bridging the gap by recalling the students' previous knowledge and what they need to learn about. And the application of this activity should happen into pairs or groups. Consequently this activity is aim to raise EFL learners' innovation, imagination and creation of their own ideas.

1.7.2.3. Interviews

Managing an effective interview is not an easy technique which is likely to be supported by EFL learners. However it is very important and contains a beneficial part which is improving their speaking skill either inside or outside the classrooms. The practice of the intended activity will increase learners' vocabulary, self-confidence and willingness to speak and express their ideas, as well as becoming much more socialized.

1.7.2.4. The Problem Solving Activity

The problem solving activity is where the students have the opportunity to participate directly through a given task to discover and search about a solution to a problem. Moreover it is very beneficial; in a way that it helps learners to develop fluency and raise their sense of competition in the classroom and provoke them to speak. As Klippel (1983) stated that
“problem solving activities demand that the learners themselves decide upon the items to be ranked ... the language which is needed for problem solving activities depends on the topic of each exercise, but in 26 general students will have to make suggestion, give reasons, and accept, modify suggestions and reasons given by others”.(p.103).

All in all this kind of activities motivate learners and teas them to participate and eventually they will start speaking and developing gradually.

1.7.2.5. Conversation

Conversation activities is considered to be the most applicable technique which helps EFL learners recording and knowing how to conduct a speech with using the right intention and to be understood, well interpreted from the audience correctly, for instance make greetings, requesting and apologies. Murcia views “one speaking activity which is particularly suited to this kind of analysis is conversation, the most fundamental form of oral communication” (p.108). This technique allows EFL learners to have the ability to interact with native speakers or non-native speakers. According to Widdowson (1978) “An effective conversation in a class involves active participation of students expressing themselves orally and confidently what they in mind” (p.43).

1.7.2.6. Story Telling

Story telling is an original form in teaching the function of language, which increases and facilitates’ EFL learners’ interaction. In addition, the story telling technique boosts the students’ ability to monitor their speaking production in a way that they direct and clearly address their audience. Thus the main goal from this activity is the learners’ improvements in turns of developing their imaginations, thoughts and fluent interaction, as well as increasing their ability to be precise while they address their hearers.

Conclusion

This chapter is an overview about the speaking skill in EFL classes. We presented different definitions, in addition to its elements and importance which constitutes in helping EFL learners in strengthening their abilities, and much more to improve of their oral participations. Though, they need to obtain certain characteristics in order to facilitate and simplify learning English. However, the speaking skill difficulties such as anxiety, lack of self-confidence, lack of motivation, and shyness will block and stop learners from being active in their oral presentations. So, the teachers' role in this case is to create and ease certain activities and techniques for example: interviews, classroom discussion...etc, which enables learners to develop their oral proficiency, as well as reducing their disabilities in speaking eventually.

Chapter two

Grammatical Competence

Introduction

Grammar is a principle aspect of English language, which plays an important role in accomplishing an effective oral communication. Its' important linguistic elements that help to achieve that task of communication so whatever needs grammar rules are central for EFL learners. Moreover, grammar is densely related as it got a strong relation to other language aspects such as: Lexis, phonology and semantics. And most important is when grammar knowledge is retrieved from what we learned previously in sake of communication and to create a balance between fluency and accuracy to develop or oral performance in order to realize a successful communication.

In this chapter, we are going to define grammar and identify its different presentation that had been held by different perspectives, in addition to define the concept of knowledge to clarify the relation between what we learn as information and how it is stored as knowledge, as well as explaining linguists different perspectives about grammar. Furthermore, we are going to talk about grammar and other aspects of language; like: 'vocabulary', 'meaning' and 'phonology'. Finally, we are going to see what is meant by spoken grammar and its different features, as well as its importance in developing speaking skill and oral communication ability.

2.1. Definition of grammar

Obviously, grammar is easy to be defined. In dictionaries, grammar is "the whole system and structure of a language in general, usually taken as consisting syntax and morphology". However, the definition did not give grammar its appropriate purpose and neglect its function. According Thorenburry (1999) grammar is a "description of the rules for forming sentences, including an account of meaning that these forms convey". And that it "adds meaning which is not easily

inferable from the immediate context” (p.13). Which means that grammar is an element that enables speakers to interpret what is meant and understand senses. Furthermore, Greenbaum (1988, p.13) defines it as “the properties and processes that underlie the use of the language-that underlie the ability of the speakers to speak and understand the language”. In other words, it’s all about putting the right rule in the right position when we express and speak or even write.

In modern linguistics the term grammar has a broader meaning than in the traditional usage, we use it with a systematic ambiguity. On the other hand, it refers to the explicit theory constructed by the linguistic and proposed as a description of the speaker’s competence, Ambrose (1978 p.52), which denote the speakers’ knowledge of a language which comprises: sounds, meaning and syntax. In addition Ur (1980) states that grammar is “the way a language manipulates and combines words or bits of words in order to form longer units of meaning” (p.4). Which means that is a formation of words and the construction of units realized in forms of statements and organized structure and discourses in order to get meaningful production.

Last but not least, Leech (2005) states that “we shall use the term grammar in reference to the mechanism according to which language works when it is used to communicate with other people” (p.3). So grammar is not only written or structure and just rules as it is what we learned from the Greek and the traditional or structural approaches and already designed. Yet grammar is also spoken in other words it conveys meaning and fulfils conversation in order to communicate and understand language.

2.2. Grammar different presentation

2.2.1. Descriptive rules and perspective rules

Any language is characterized by two types of rules, the first type is the one who concerns the structure and the organization of the words, by knowing what way they are put together and describes the different combination of words. Moreover, Greenbaum and Nelson (2002) called these rules “Descriptive rules”. Swan (2005) states that: “descriptive rules are simply accounts of linguistic regularities” which denote that, descriptive rules allow people to criticize if a statement can be said in a language or no. for instance, the descriptive rules of English permit us to say that a sentence like “she run out of work quickly” is acceptable in contrary to a sentence like “run out work off quickly” is not correct.

The second type is related to what the speakers of the language put as standers and structured rules to the intended language. These rules explain which usage should be employed or not.

2.2.2. Explicit and Implicit Grammar Knowledge

Brown (2007), sees that “a person with explicit knowledge knows about language and the ability to articulate those facts in some way” (p.66). And Pacheler states that we can acquire it through “form-instruction” (p.67). Which means that is taken in a formal setting like classrooms or special institutions. By giving much attention to grammar rules, it is the knowledge that helps in facilitating input and helps in monitoring the output, Widodo (2006, p.125) Explicit grammar demands the right use or the appropriate terminology of grammar. Moreover, it is very important because “Explicit language (or grammatical) knowledge enhances language-user with these choices, and it is this knowledge that we owe the students in our English...”, according to Terry (2010).

On the other hand Implicit knowledge is “unconscious internalized knowledge of a language that is easily used during spontaneous language tasks similar to written or spoken conscious learning processes”, according to Brown (2007) for example the acquisition of grammatical knowledge arise when there is direct interaction between learners in oral communicating tasks. Due to this kind of activities, learners unconsciously acquire and then they use them naturally , for instance when native speakers express and speak their 1st language correctly; yet not realizing the right rules that structure his spoken or written language.

2.3. Types of Grammar

Due to linguists, who set a variety of different types of grammar and different ways of describing and analyzing the function and structure of language, moreover, students need to distinguish and have a clear idea about different types of grammar. Considering these 9 types of grammar, we aim to change the perspective of EFL student or EFL teachers about the old belief that grammar is only written and structure and that it has n relation to performance and speaking. Therefore by providing different grammar types as follows:

2.3.1 Generative Grammar

According to Parker & Riley (1994) “simply put, a generative grammar is a theory of competence: a model of the psychological system of unconscious knowledge that underlies a speaker’s ability to produce and interpret utterances in a language”, in other words, the rules are responsible in designing the structure and interpretation of sentences that the speakers agree upon as a part of the language.

2.3.2 Pedagogical Grammar

It is mainly grammatical analysis and instruction purposefully designed for SLL. Little (1994) argues that “Pedagogical grammar is a slippery concept. The term

is commonly used to denote (1) pedagogical process--the explicit treatment of elements of the target language systems as (part of) language teaching methodology; (2) pedagogical content--reference sources of one kind or another that present information about the target language system; and (3) combinations of process and content”.

2.3.3 Mental Grammar

According Culicver & Nowak (2003) Mental Grammar is the ability that “All humans are born with the capacity for constructing a Mental Grammar, given linguistic experience; this capacity for language is called the Language Faculty (Chomsky, 1965). A grammar formulated by a linguist is an idealized description of this Mental Grammar”. Is all about the generative grammar, or in other words, what the speaker stored as knowledge in his brain about the language.

2.3.4 Comparative Grammar

Is the analysis and comparison between languages in terms of their grammatical structure, to establish a relationship between them (languages). Freidin (1991) states that grammar is concerned with “a faculty of language that provides an explanatory basis for how a human being can acquire a first language In this way, the theory of grammar is a theory of human language and hence establishes the relationship among all languages”.

2.3.5 Theoretical Grammar (TG)

TG, is the study of the principles components that concern any human language. Renouf & Kehoe (2003) states that "Theoretical grammar or syntax is concerned with making completely explicit the formalisms of grammar, and in providing scientific arguments or explanations in favor of one account of grammar rather than another, in terms of a general theory of human language".

2.3.6 Performance Grammar

Is the description of the meaning of English as it is naturally used and produced by interlocutors in dialogues. Carroll (1985) sees that “Performance grammar . . . Centers attention on language production; it is my belief that the problem of production must be dealt with before problems of reception and comprehension can properly be investigated”.

2.3.7 Traditional Grammar

Traditional grammar, focus on, collecting different aspects and rules about the structure of language. Furthermore, Williams (2005) argues that:

We say that traditional grammar is prescriptive because it focuses on the distinction between what some people do with language and what they ought to do with it, according to a pre-established standard. . . . The chief goal of traditional grammar, therefore, is perpetuating a historical model of what supposedly constitutes a proper language

Which confirm that traditional grammar focuses more on creating methods about grammar rules to describe language and what the user of that language ought to do with it in a way that it aims to standardize the rules of language.

2.3.8 Transformational Grammar

It is a theory of grammar that stands for the interpretation of a language by linguistic transformations and phrase structures. Bronstein (1984) states that:

In transformational grammar, the term 'rule' is used not for a precept set down by an external authority, but for a principle that is unconsciously yet regularly followed in the production and interpretation of sentences. A rule is a direction of forming a sentence or a part of a sentence, which has been internalized by the native speaker

2.3.9 Universal Grammar

According to Crain & Thornton universal grammar is “Taken together, the linguistic principles of Universal Grammar constitute a theory of the organization of

the initial state of the mind/brain of the language learner--that is, a theory of the human faculty for language". In other words, is an innate ability communicated as a system of grammar shared by all human languages.

2.4. The Concept of Knowledge

Before talking about grammar in general and grammar knowledge in specific, we have to deal with knowledge as a concept, that is defined by Thomson (2014) as it is "a familiarity with someone or something, which include facts, information, descriptions, or skills acquired through experience" so what we have been exposed to is stored in our memory as information that changed to knowledge which can be retrievable.

Moreover, as many scholars found that to standardize definition for knowledge is very difficult. Some sees' knowledge at the endpoint on a Data-Information-Knowledge Continuum, Bell (1999) argue that we can use the terms "data", "information", and "knowledge" interchangeably he defined data as "sequences of events or statistics in an ordered fashion", and what's making data different from information is meant. What involves the knowledge about news, events, and happenings, insuring by context or theory, then, as a part of whole "knowledge". Judgment, has an important role that arise from a desire to re-order and re-organize what we know, in order to communicate in the process of conversion.

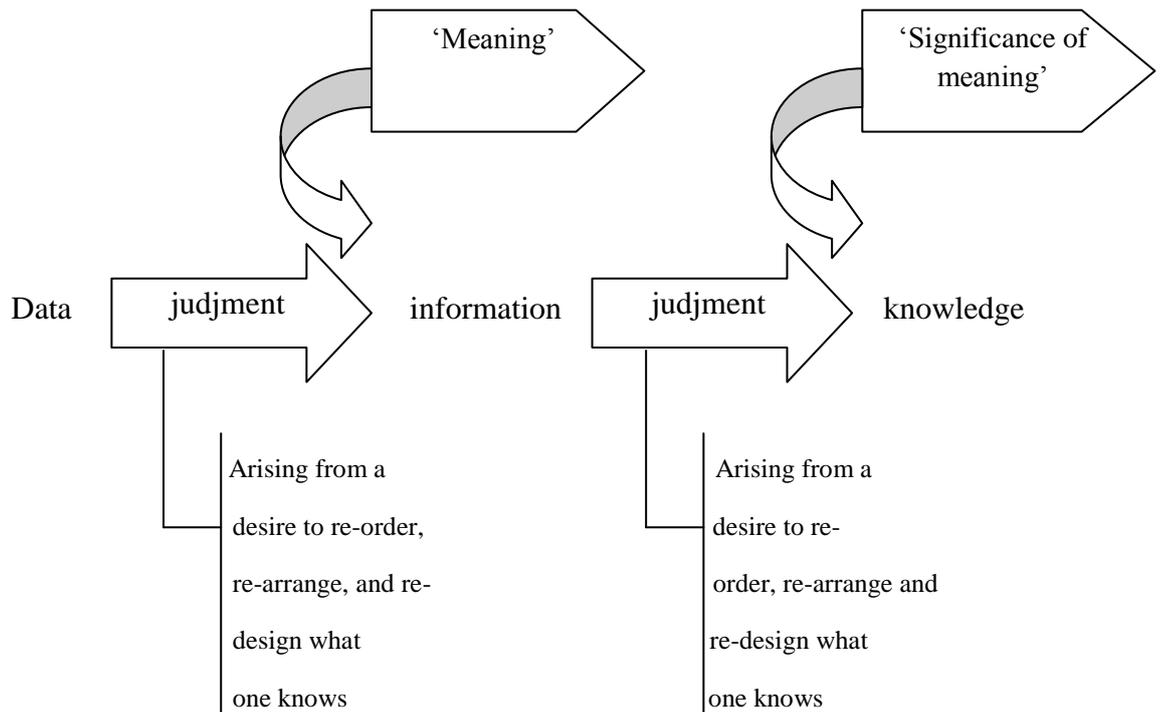


Figure 1: Bell's (1999) Data-Information-Knowledge Continuum.

In addition, Davenport & Prusak (1998) define it as “ knowledge in turn, derived from information through comparison, conversation, and making of connections to previous knowledge” which means that without exposing to external sources of information we cannot build our knowledge, moreover the act of communication or any sort of interaction cannot happen without linking what we learnt and stored as knowledge with the new one. So recalling knowledge is essential for understanding and connecting information. They define knowledge as “ a fluid mix of framed experience, values, contextual information, and expert insight that provides a framework for evaluating and incorporating new experiences and information” (p.5).

To conclude, any knowledge we obtain is a source of information we chair in real life communication, or that we gain through experience, so without previous knowledge we cannot receive or build up a bridge between what we learned and what we are going to learn. And among that grammar rules, which plays an

important role in structuring our written or spoken form. Therefore linking what we possess as grammar knowledge with the immediate context can facilitate our communication tasks as well as our production with its different forms.

2.5. Linguists and Grammar

Linguists have a different perspective about the notion of grammar. According to them grammar is not a combination or collection of rules, often obscure, arcane, and illogical, in contrary is a set of blueprints that monitor speakers while producing comprehensible and predictable language. Moreover, any language is a systematic and neatly on parallel with its dialects or variants. Therefore, languages and their variations are rule-governed structures, and that is what makes them “grammatical”. In other words, all languages composed of patterns, or “grammar” that denote features of a given language which contain sounds, the arbitrary symbols, and words that constitute that language.

Considering the following words, how many statements can you find by using only these words?

“with, home, girl, the, came, baskets.”

Most, if not all native speakers, using mainly their instinctive knowledge of grammar, and will produce this sentence:

“The girl came home with baskets.”

And others may come up with this variation:

“The girl with the basket came home.”

What they do is use grammar to organize these random words into a comprehensible statement. And any other combination of words may lead to a strange set of sentences which does not make a sense or sound correct to English speakers because they would not be grammatical at all.

While this is fact for native speakers, EFL learners explicitly need to learn what combination of words they can be appropriate to the use of the right pattern or rule to make word fit together. According to them, their instinctive knowledge is acceptable for their own native language, which uses patterns, sound words in different forms, and often in contrary to the target language “English”.

The second type of rules is about the selected rules that speaker’s state to the intended language. These rules allow them to know which “usage” should be worked and which should not. Greenbaum & Nelson (2005 p.5) . For example, it is not likely accepted for speakers of Standard English to split an infinitive like in “to actually love”.

According to Swan (2005) perspective rules is “linguistic regulation rules which individuals devise in the belief that their language need regulating, tidying up or protecting against change” (p.66). Therefore they are designed by certain people to be used and well selected for a certain situation like in formal writing or formal speech.

2.6. Grammar and other aspects of language

2.6.1. Grammar and vocabulary

Grammar has a strong relation to lexis, semantics and other aspects of language. EFL learners should give it much attention and be aware of English vocabulary (adverbs, verbs, nouns, adjectives...and so on), as well as how to use the right and correct grammar rules to accomplish an effective communication.

In fact, grammar is not simply rules and only structure rather than what speaker possess as knowledge about the language; the rules of words formation (morphology), and the rules of statements formation (syntax), in addition to the importance of vocabulary (quoted in Purpurap, p.174). Moreover, grammar is an

essential element in language; it gathers the systems of sounds to their written forms and what they denote as meaning as Greenbaum and Nelson (2010) sees it. However, grammar rules are mainly related to both what is spoken or written. In addition, Griffiths (2008) consider that: "...we can infer grammar has a relationship with morphology" (p.182). Which means that grammar and vocabulary can not work isolated from each other in any language. Whereas, grammar is an aid to transport meaning in structured and organized set of rules that is produced in form of written (sentences, words, paragraphs .. etcetera) or spoken (speech, conversation etcetera). In equivalent to some isolated English words that simply express meaning. According to Harmer (2005) "vocabulary...also communicates meanings" (p.3). in addition, Swan (2005) claims if I say "salt, please" across the table, the code item "salt" functions effectively as a message" (p.11). That is to say, grammar is important context to denote the words' functions in real communication.

2.6.2. Grammar and meaning

Another linguistic aspect linked to grammar is semantics, which denote the study of meaning which human being try to convey or understand through the use of utterances and words whether spoken or written, Harmer (2005) sees' that "vocabulary communicates meanings" (p.3). For example, if someone says "coffee", "tea" which means; maybe asking for more or need for any one of them, so the word itself convey meaning. However, the use of this word for instance "tell khalid to bring tea" in that case the intended meaning has no sense and the message is not complete.

Therefore, grammar is needed in some situations to accomplish effective communication with meaningful ideas as well as taking into consideration 'meaning' as an essential feature, which is successfully communicated through grammar.

All in all, EFL learners need to link grammar rules since it has a strong relation to the meaning which is already encoded either written or spoken.

2.6.3. Grammar and phonology

Phonology is the study of sounds in relation to the device, according to Greenbaum and Nelson (2002) defined phonology as "... the usual term for the sound system in the language" (p.1). Grammar and phonology cannot be isolated as much as it related in grammar instruction. Moreover, grammar is an important in a way it develops EFL students listening and speaking skills, through the use of FL sounds. In addition EFL learners tend to use the grammatical rules, which have an impact in language sounds more accurately.

2.7. Spoken grammar

As we mention previously, grammar has many elements and relations related to language aspects, so "spoken grammar" is what we know as grammar in real life situation not what is already structured and designed in text books. Harmer (2001) argues that "spoken grammar has its own principles and organization and its own discourse markers like interjection (oh, ah) hesitation (err, um) and so on. For example, if we can consider the conversation below which one is from an English text book and which a real life conversation:

Excerpt 1:

A: my little brother is a really good student.

B: why do you say that?

A: well, he is really smart, so he always gets good grades because he studies hard.

Excerpt 2:

A: didn't know you used boiling water.

B: pardon?

A: didn't know you used boiling water.

B: don't have to but it's um... they reckon it's um, quicker.

Through that passage you can recognize that the first excerpt is from English text book, and the second excerpt is from a real-life conversation. Therefore, direct interaction can result hesitation and conversation breakdowns. So, Swan (2005) argues that “spoken grammar is used in informal context where the speaker has the ability to interrupt and manipulate the utterances”.

Greenbaum (1982) states that “grammar refers to the properties and processes that underlie the use of language that underlie the ability of speakers to speak and understand the language” that is to say that the speaker of the TL have to possess a good amount of grammar knowledge which allow him to stored within their brain, understand the language and use it with proficiency.

Yet, some scholars sees that there is no reason to activate students prior knowledge of grammar and there is no relation between what we possess as knowledge about the TL grammar rules with how we talk or held in conversation. However, spoken grammar is not only a matter of competence rather than structure as Chomsky (1978) states in his “syntactic structure”, yet spoken grammar is all about performance; which means the ability to activate your schema to recall the previous grammar knowledge (everything that being learned before as matter of knowledge) which has being stored in mind to achieve a successful communication impact; as systemic grammarian sees' it Halliday (see Borry (1975).

Moreover, Eastwood (1994) sees that “in spoken grammar there are more words used and less structured clauses”. Which refer to the speaker use of extra or

less words to refer to the intended meaning as well as his automatic correction that happen while speaking performance.

To conclude spoken grammar is what's referred to as recalling of the previous grammar knowledge and rules that is already stored in mind to convey a successful communication with less language breakdowns and fillies.

2.7.1. Features of spoken grammar

As it already clarified spoken English is considered to be incorrect and unreliable by standards of written English, in addition, to many grammatical features of everyday and unplanned conversation. According to Cullen & kuo (2007) “these features of natural conversation should not be considered incorrect from standard English”. In contrary, to written English spoken English is randomly structured with no chance for editing or omitting as well as it is unplanned and preformed spontaneously. This spontaneity create different features that the speaker equipped with and try to adapt to preforme effectively and can handle the talk in real life situations “real time processing” consequencing “step by step assembly” of speech as Cullen & kuo (2007 p. 363).

Moreover, speech is essentially happened face to face, result in intensive interactive situation as Cullen & kuo (2007) describe it as “shared context” (p. 363). Thus, the basic and characteristics of conversational English itself causes different grammatical features of spoken English as speaker who try to adapt and fulfill the communication and interactive functions of spoken language in direct interaction within real life situations “context”.

Mumford (2009) argues that students' ability to speak English fluently and appropriately can not impede, unless they learn features of spoken grammar. Therefore, the following six features are designed to help students as well as

instructors to interpret and understand what is meant by spoken grammar, in addition how it will develop students English speaking skill and eventually their spoken grammar knowledge.

2.7.1.1. Feature 1: Ellipsis

Is the elimination of some elements that already exists in both spoken or written English in form of standardized structure. For instance:

“Do you have any questions?” (No ellipsis)

“Any questions?” (Ellipsis__subject and verb omitted)

As Cullen & Kuo (2007) note “while ellipsis is found in any situational ellipsis__omitting items that are apparent, given the immediate situation__is much more common in spoken English” .in contrary, Carter & McCarthy (1995) see that “textual ellipsis, in which the omitted information is retrievable from the text itself” which means that we have some items in spoken English that are omitted in direct situations and some of them are can be retrieved like in the textual ellipsis.

So unlike textual ellipsis, the situational ellipsis like Quirk et al (1985) state that it happens when there is omission of verbs and subjects, a remark that is not well known in written English. In addition, Carter & Kuo argue that situational ellipsis originate from a “combination of informality and shared context” (p. 368). Moreover Leech (2000) notes that “it allows the speaker to reduce the length and complexity of their comments”.

Thus, this feature of ellipsis allows the EFL learners to keep up with the real life conversation in terms of its complexity and length of the speech; by omitting or retrieving information in the right situation through speaking in shorter phrases.

2.7.1.2. Feature 2: Heads

Heads, also known as left-dislocation, is a strategy to lead and monitor listeners to a specific topic before giving any idea about it or any piece of information. For example:

“Arabs got talent show last night, was really exciting” (with head)

“Arabs got talent show last night was really exciting” (with no head)

As Hughes and McCarthy (1998) notes, heads are both “an act of sensitivity to the listener” and “a reflection of the exigencies of face-to-face interaction and real-time nature of talk.”(p. 273). Heads permit speakers to have a global idea, and give them the choice to select the topic that they want to talk about before they comment on it, as well as giving both the speaker and the listener more processing time in real-time communication as Cullen & Kuo (2007) states.

2.7.1.3. Feature 3: Tails

Tails, also known as right-dislocation, are comments that are added to the end of phrase for more clarification for instance:

“My friend khoula is really nice, the one from Batna.” (With tail)

“My friend khoula from Batna is really nice.” (No tail)

Tails can be just one word, for example “it’s a serious picture, that” Timmis (2010 p.333). Or it can be a whole phrase, like McCarthy & Carter (1995) give as an example “its very nice, that road up through Skipton”, (p.211) .

According to Timmis (2010); tails aim to clarifying a comment or expressing a personal behavior or critic of an item. Moreover, tails are made to help the speakers to edit or omit their comments while producing are engaging in a conversation and give them the sense to evaluate their topics, Ruhlemann (2006).

2.7.1.4. Feature 4 and 5: fillers and backchannels

Fillers are words that the speaker uses when s/he cannot express their ideas, or when they have nothing to say to gain time to express their thoughts. According to Willis (2003) is the use of some words and utterances like “er”, “well”, “hmm” that has no meaning yet they help to fill time to allow the speaker to gather his thought retrieve their knowledge about the topic.

Backchannels are words and utterances that express understanding and acknowledgment, aim to encourage the speaker to continue. As example: “uh-huh”, “oh”, “yeah”, and “I see”.

Willis (2003) says that we can find both fillers and backchannels in any English conversation as they work as very important interpersonal and communicative function, and it would be weird and difficult to held a conversation without them.

2.7.1.5. Feature 6: Phrasal Chunks

Chunks are selected fixed words and phrases that can be integrated with other aspects, but function as ready-made lexical units of language, just like words do. According to Leech (2000) “ because of the pressures of real-time processing, speakers rely on a relatively small number of fixed words and phrases to fill particular grammar functions. Moreover phrasal chunks have different functions, including terms to (1) modifies and show politeness (for instance “a bit” and “a little bit”), (2) mark discourse structures (for example “you know” and “I mean”), (3) create vagueness (for example “sort of”, “kind of” and stuff like that”).

For example, activity for Multiple grammar features:

<p>Instructions: Put the following phrases into the appropriate column of the chart below. Then add two more phrases for each category.</p> <p>1. By the way 2. Sort of 3. a bit 4. Speaking of 5. A little bit 6. You know 7. Stuff like that 8. Kind of 9. I mean 10. As I was saying 11. Or something 12. Quite a lot of 13. Plenty of .</p>		
<p>Create vagueness: when you do not want to or cannot be very specific</p>	<p>Modify: to modify an amount</p>	<p>Mark discourse structure: to cannot ideas</p>
<p>Answers: sort of, kind of, stuff like that, or something</p> <p>Possible additional phrases: or so, more or less, and so on</p>	<p>Answers: a bit, a little bit, quite a lot of, plenty of</p> <p>Possible additional phrases: a great deal of, a little, a large number of , the majority of</p>	<p>Answers: you know, I mean, as I was saying, by the way, speaking of</p> <p>Possible additional phrases: on the other hand, basically, actually, lets' see</p>

Table 1: Categorizing Phrasal Chunks

Moreover, Cullen & kuo (2007) argue that phrasal chunks can be affect as conversation fillers, giving the speaker the time to stop and think about what to say while creating or recalling information about the topic under the pressure of real-life conversation.

2.8. The Importance of Teaching Spoken Grammar

As much is important to emphasize on spoken communication, yet it is very important to shed light in showing the extensive difference between spoken and written language, convey that spoken grammar knowledge should be focused on, and should be taught in all situations –including EFL context- in which the aim of SLT is

to improve their students speaking production and understanding. In fact, McCarthy (2006) clarifies the importance of teaching spoken grammar:

Language pedagogy that claims to support the teaching and learning of speaking skills does itself a disservice if it ignores what we know about the spoken language. Whatever else may be the result of imaginative methodologies for eliciting spoken language in the second-language classroom, there can be little hope for a natural spoken output on the part of language learners if the input is stubbornly rooted in models that owe their origin and shape to the written language. ... Therefore, we believe it is timely to consider some of the insights a spoken corpus can offer, and to attempt to relate them more globally to the overall problem of designing a pedagogical spoken grammar. (p.29)

As well as many scholars, Goh's (2009) in his research that teachers in China and Singapore came with the result that many EFL learners tend to learn and understand more only if the teacher activate their spoken grammar knowledge as it is useful way to improve their speaking and writing production, and teaching spoken grammar should be held in classroom, even to EFL students.

Conclusion

This chapter is an overview about the grammatical competence. We presented different definitions, in addition to its types and importance that contribute in helping EFL learners in strengthen their abilities of production, and much more to improve their speaking skill. Furthermore, they need to obtain certain features of spoken grammar in order to facilitate their oral performance through presenting what they learned as grammar knowledge. However, grammar is considered as structure and mainly written rules for pacific units yet what we aim to is shed light on the neglected side of spoken grammar and its contribution in developing student and building the relationship between what we have been exposed to and storde in our mind as grammar knowledge and rules.

Chapter Three

Field Work

Introduction

In the previous two chapters, we laid out scholars' view of the present research topic. In the first part of this chapter, we will speak about the methodology used in this research and the research tools used to gather data briefly. In addition, we will talk about our population and the sample of study. In the second part of this chapter we will analyze students' questionnaire which have been administered to English students at Mohamed khaieder Biskra.

Tending to investigate the role of EFL learners' grammatical competence in the improvement of their speaking skill, thinking that it is a necessity to involve second year students and teachers in Mohamed khieder Biskra at English Department in this study, by distributing two questionnaires including their view point's concerning the subject under investigation.

➤ **Aim of the research**

The research aim is to investigate if the more EFL learners' grammar knowledge is considerable, the more their oral proficiency improves. And if students use their grammatical knowledge this can improve their oral performance.

➤ **Methodology**

In this dissertation we have to follow the descriptive method which may be used to provide an accurate description of the research phases. A descriptive study is used to depict grammatical knowledge effectiveness in improving EFL learners' speaking skill.

➤ **Population**

The population of this research is second year students at the English department at Mohammed Kheider University of Biskra during the academic year

2016/2017. They are two (2) classes and the total amount of students is (447). The reasons why we chose second year students as a population for our study is:

- Due to their tendency of obtaining information, from what they have been exposed to and learned before as grammar knowledge and rules from grammar lessons in the previous years' programs.
- As it is their last year in learning grammar.

➤ **The sample**

The sample was randomly selected from about (60) student of Second year EFL learners at Mohammed Kheider University of Biskra. And among the ten (10) groups, each group contains (40) to (60) students. We choose two (02) groups to administer to them the questionnaire in order to collecting data.

➤ **Data gathering tools**

We used different instruments as a data-gathering tools, to investigate the role of EFL learners' grammatical competence in the improvement of their speaking skill, we thought of the necessity to involve second year students as well as EFL teachers of oral expression in this study by including their viewpoints concerning the subject and build our dissertation from learners' and teachers opinion, which have been gathered in form piloting test, students' and teachers' questionnaire, as well as classroom observation.

- A grammar test was administered to student of group (02) and (03) in the oral expression session, their total number was (60) handed directly in November 9th, 2015. The test contains (04) activities to check students level in grammar and their amount of grammatical knowledge about the rules in form of written production.

- The students' questionnaire was supposed to be administered to the (60) students from the population of (447) second year English classes at Mohammed Kheider University of Biskra. The students' questionnaire includes both open-ended and close-ended questions. Their primary objective is to give the students an opportunity to give their opinions concerning the use of their grammar knowledge in their oral communication for the effectiveness of their oral performance and in improving their speaking skill.
- The teachers' questionnaire was supposed to be administered to the (04) teachers from the population of (19) oral expression teachers in the English department at Mohammed Kheider University of Biskra. The teachers' questionnaire includes both open-ended and close-ended questions. Their primary objective is to give the teachers an opportunity to give their opinions concerning the use of their students' grammar knowledge in their oral performance for the effectiveness of their speaking skill.
- The classroom Observation is to check the presence of any significant improvement in EFL students' oral production in EFL classes. The date allocated was between February 08th -24th, 2016 divided in to total of eight sessions on Monday and Wednesday to students' of two groups (02) and (03) second year oral expression at the English department at Mohammed Kheider University of Biskra.

Section One

Grammar Test

3.1. Description and Analysis of Student's Grammar Test

Introduction

This kind of test is mainly dedicated to check student level while using their grammatical knowledge and rules in their written production. Moreover, it is designed to depict if they use what they learned as grammar rules in previous academic years. The test aims to measure the students' level in the written test, and then to compare the results to their level in spoken production.

- **Administration of the Test**

The majority of students were given the test of two groups (02) and (03) in oral expression session, their total number was (60) handed directly in November 9th, 2015. The written test contained (04) activities to check student level in grammar and their amount of grammatical knowledge in grammar.

3.1.2. Description of the Grammar Test

In the grammar test the students were given four exercises. Activity one was to test their understanding of basic grammar rules. Activity two was about completing the sentences by using the right form and tenses of the verbs. Activity three was about using the appropriate relative pronouns. Finally, Grammar IQ Test was planned to check their understanding of sentence structure by selecting the best answers.

Overall performance

	STUDENTS	MARKS	GROUPS	STUDENT NUMBERS	REFERENCE
HIGH ACHIVEMENT (14-20)	Student 1	14	G2	06	10%
	Student 2	15.5			
	Student 3	15.5			
	Student 4	14			
	Student 5	14			
	Student 6	15.5			
	Student 7	13.5	G3	06	10%
	Student 8	15			
	Student 9	13.5			
	Student 10	17.5			
	Student 11	15.5			
	Student 12	14			
AVREDGE ACHIVEMENT (10-13)	Student 13	12.5	G2	11	18.33%
	Student 14	13			
	Student 15	10.5			
	Student 16	10			
	Student 17	10			
	Student 18	11			
	Student 19	11			
	Student 20	11			
	Student 21	12			
	Student 22	13			
	Student 23	13			
	Student 24	12.5	G3	19	31.67%
	Student 25	12.5			
	Student 26	13			
	Student 27	10.5			
	Student 28	10.5			
	Student 29	11.5			
	Student 30	11.5			
	Student 31	12.5			
	Student 32	11.5			
Student 33	10.5				
Student 34	12.5				
Student 35	11				
Student 36	12				
Student 37	12				

	Student 38	10			
	Student 39	12			
	Student 40	12			
	Student 41	10.5			
	Student 42	11			
Low ACHIVEMENT (00-10)	Student 43	07.5	G2	07	11.67%
	Student 44	08.5			
	Student 45	09			
	Student 46	09			
	Student 47	07			
	Student 48	08.5			
	Student 49	04.5			
	Student 50	08	G3	11	18.33%
	Student 51	07			
	Student 52	09.5			
	Student 53	09.5			
	Student 54	09.5			
	Student 55	07			
	Student 56	08			
	Student 57	06			
	Student 58	07.5			
	Student 59	07.5			
	Student 60	07			
	Total			60	100%

Table 1: Students Written Test Scores

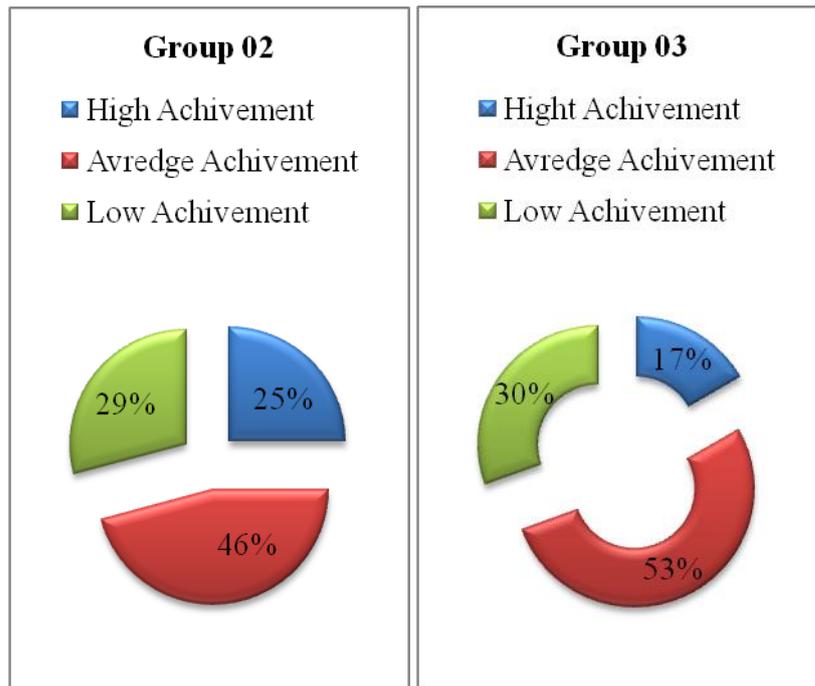


Figure 1: Students Written Test Scores

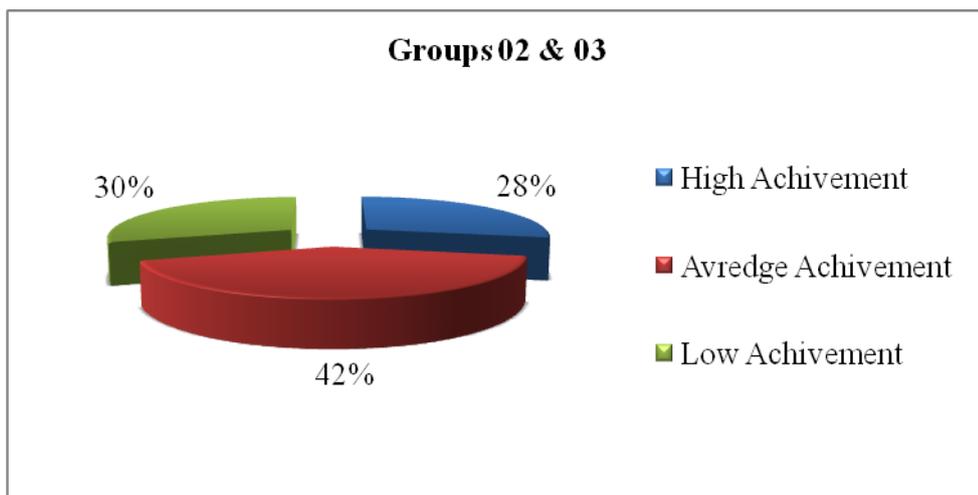


Figure 2: Students' Group (01) and (02) Written Test Scores

The highest score was attained by participants' category (02), which is (42 %) that represents students who score average achievement; marks varied between (10-13). On the other hand, the lowest score is attributed to participants' category (01), which is (28%) that represents students who had a high achievement; marks in between (13-20). And the second rank is for category (03) in between high and

average, is for the students who score low achievement by (30%) with marks under (10-01).

3.1.3. Interpretation and Data Analysis of Grammar level test

The test is to depict the students' level in grammar and the amount of the grammatical knowledge that they got through the past academic years. As well as to have an idea about the students' written test result and level, confronting with their spoken production later on. In addition to that, we ought to know what criteria do they focus on whether fluency or accuracy which overlap their oral production to compare with the findings from the classroom observation.

So with the nature of the questions which was about; grammar rules in general, tenses also we give them an activity concerning choosing the right form and structure of sentences. Where we start with overall assumptions about the grammar rules to focus more on larger units like what we talked in the grammar IQ test. The test was administrated to (60) second year student at English department at Mohamed Kheider Biskra University from total of (447).

From the result above, we find that (30) students with percentage of (42%) in both groups (02) and (03), have an average level concerning their grammatical knowledge and a wear by scouring in between (10/20-13/20), Which indicates that student use an considerable amount of their grammatical knowledge while answering the intended tasks and that they find the type of activities suitable for their level and they can handle such questions.

Section Two

Students & Teachers

Questionnaires

3.2.1. Description and Analysis of Student's Questionnaire

Introduction:

Our target population consists of (60) students' of second year in the department of English at Mohamed khieder University of Biskra. The selection of this sample was random; by distributing questionnaire including their view point's concerning the subject under investigation. They show their collaboration through the complete answers, includes both open-ended and close-ended questions and through adding comments and suggestion when it is necessary that will help me in completing my work.

3.2.2. Description of Students' Questionnaire

The questionnaire used in this research is divided into three sections of sixteen questions. The questions are either closed questions, requiring from the students' to choose yes" or "no" answers, or to pick up the appropriate answer from a number of choices, or open questions where students' are asked to give explanation or suggest other alternatives.

Section One: The first section aims at collecting information on the sample. in this section there are five questions which related to study stream (Q1), the choice of English branch (Q2), their level in English (Q3), their opinion about learning English (Q4), and finally, if they consider themselves fluent speakers why?, And why not?

Section Two: This section deals with speaking skill. Its main aim is to give students' an opportunity to know their level in oral proficiency. In this section there are five questions which related to, students different classification to their important skill among the four skills (Q6), how often does the teacher give them the chance to speak (Q7)and if they express themselves yet they do make mistakes (Q8), although

what aspects of communication they do focus on while performing (Q9), last but not least; what kind of speaking problems do they face in their oral production (Q10)

Section Three: This section deals with the students' perspective on grammar knowledge and speaking skill. In this section there are six questions which related to students perspective about learning grammar (Q11), to depict the students level in grammar (Q12), as well as; knowing their opinion about if they use their grammatical knowledge even they making mistakes (Q13), also to know their opinion about if they consider that having a good knowledge about the grammar knowledge and rules can be beneficial for their oral performance (Q14), students perspective on the importance of accuracy while speaking in oral performance (Q15), in addition do they think that oral expression activities helping in improving their oral production (Q16).

- **Analysis of the results**

Section one: personal information.

Q1: Students’ years of studying English

Option	Number	Percentage %
08 Years	2	3.33 %
09 Years	56	93.33%
10 Years	1	1.67 %
11 Years	1	1.67 %
Total	60	100 %

Table 2: Years of Studying English

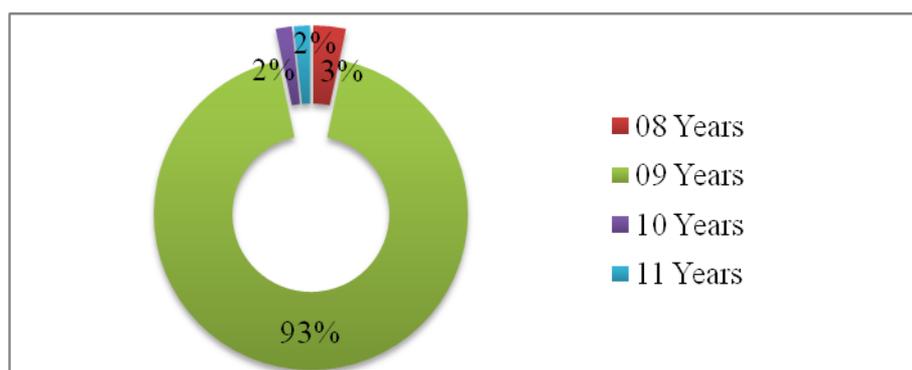


Figure 3: Years of Studying English

These results represent the years of studying English language. A quick glance at this table will reveal that the majority (93.33%) of the students studies English as a second language first and then as a foreign Language this means that they are successful in their studies, so they have to master the English Language perfectly. However some students (3.33%) have studied English for two years as a foreign Language .Hence only 1 student (1.67%) who studies English for ten years the latter’s indicates that they have repeated one years in their studies, as well as the

same with another 1 student (1.67%) who study English for eleven years which indicates that S/he repeated two years in their studies.

Q2: Why did you choose to study English?

Option	Number	Percentage %
To obtain a good job in the future.	34	56.67 %
Because it is a universal language	16	29.67 %
Both	10	16.67%
Total	60	100 %

Table 3: Students' Motives to Learn English

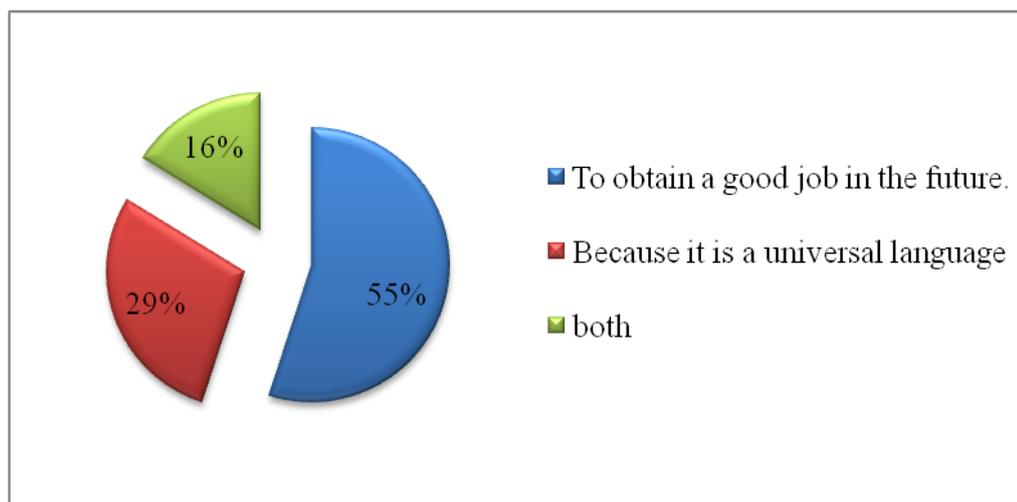


Figure 4: Students' Motives to Learn English

We notice from the table and the figure above that the most student (56.67%) study the English language to obtain a good job in the future, and (29.67%) students whom their choice of English because it is universal language. And only (16.67%) who chose both of them.

Q3: How do you consider your level in English?

Option	Number	Percentage %
Very good	1	01.67 %
Good	30	50 %
Average	29	48.33 %
Poor	0	0 %
Total	60	100 %

Table 4: Students' Conception of Their Level in English

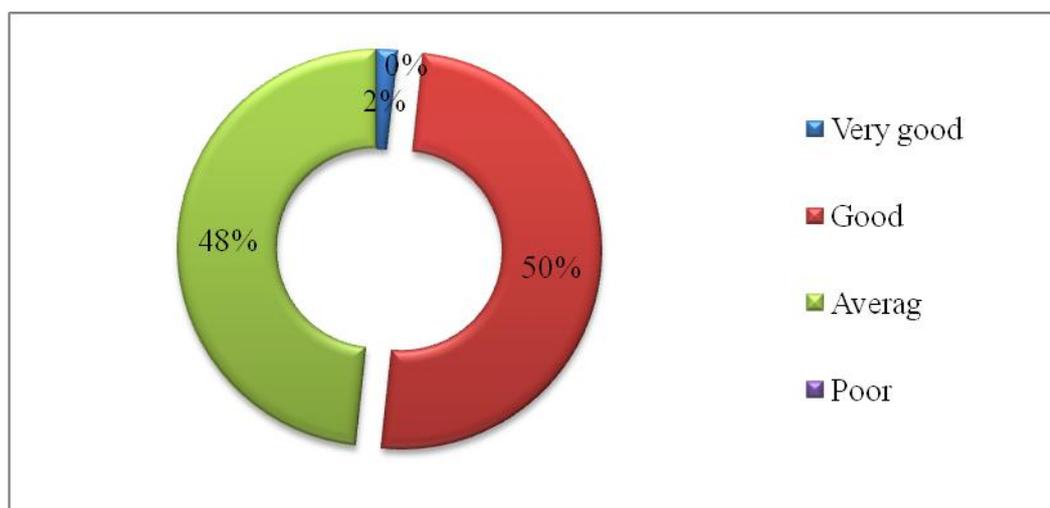


Figure 5: Students' Conception of Their Level in English

This figure aims to assess the students' level in English; they are asked to assess their level in English. Half of students (50%) respond that they have a good level in English. Whereas, (48.33%) think that their level in English is average, Mean while (01.67%) among the students who have very good level in English. and none of the participants who marked (0%) consider his/her level bad in English.

Q4: How do you find learning English?

Options	Number	Percentage %
Very difficult	6	10 %
Difficult	02	53.33 %
Easy	21	35 %
Very easy	1	1.67 %
Total	60	100 %

Table 5: Student Evaluation on Learning English

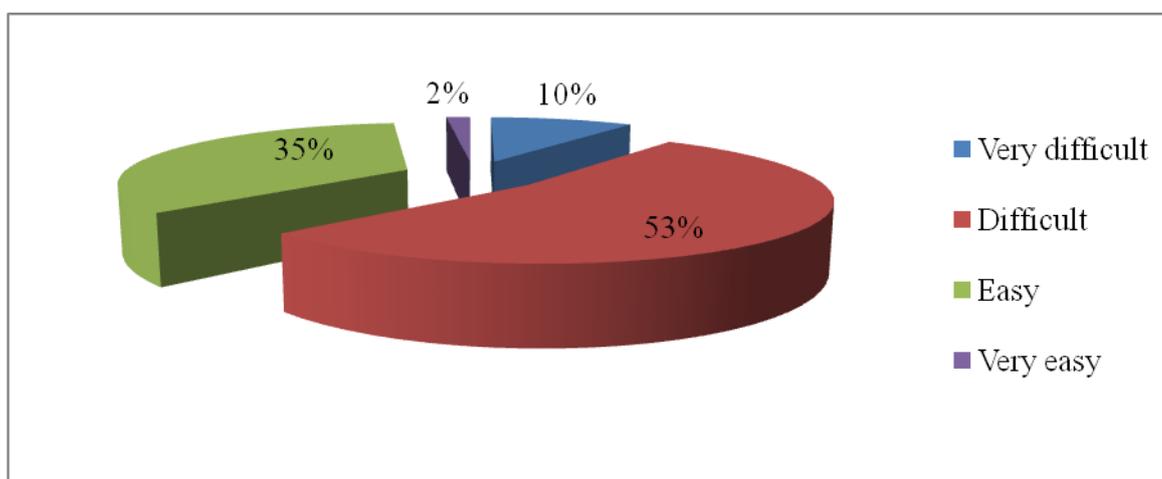


Figure 6: Students' Evaluation on Learning English

Results reveal that 53.33 % of the students said English is Difficult to learn, however; others answered by giving 35 % to the option of Easy to learn. Then, 10% of them answered that English is Very Difficult to be learned. Lastly, 1.67 % said that is very easy to learn in English.

Q5: Do you consider yourself fluent speaker? Why? Why not?

Option	Number	Percentage %
Yes	14	23.33 %
No	46	76.67 %
Total	60	100 %

Table 6: Fluency Self-assessment

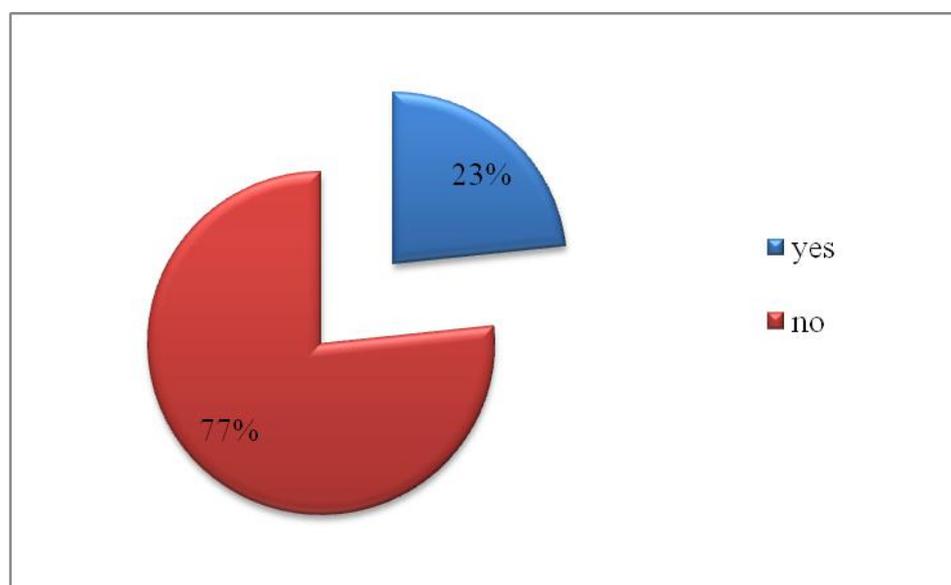


Figure 7: Fluency Self-assessment

In the table above we notice that students (23.33%) consider their selves as fluent speakers because of:

- 1- Yes because they always practice and listen films, music
- 2- Yes, because they practicing it with their colleagues
- 3- Yes, because they do not have to think a lot to say something and they do not have a problem to express their thoughts
- 4- Yes, because they chose English for a purpose to be like native speakers
- 5- Yes because they have a good accent and good pronunciation

6- Yes, because they have a good pronunciation

Whereas, the others (76.67%) consider their selves as not fluent speakers because of:

1- No, because they did not all the rules and they have lack of vocabulary

2- Not much because they still find problems in grammar (tenses)

3- No, they do not have back ground knowledge

4- No, because they does not use it in their daily life and they are lazy

5- No, because they see that there is alot to learn and just in their beginning

6- No, because they have problems in pronunciation and they do not have enough words in all the topics

7- No, because whenever they meet someone his level is greater, they start to be a fried to speak out loud

8- No, because they do not read lot

9- No, because they feel shy when they speak to someone even with the teacher, and they feel embarrassed when they make mistakes.

10- No, because they will not reach that level of fluency only if they study abroad, or read a lot of novels.

11- No, because of lack of vocabulary and they have grammar mistakes rules

12- No, because they not at the level that help them be fluent speaker

13- No, they consider me not fluent speakers, because they are not a native speaker and sometimes they find difficulties in pronunciation in long words.

14- No, because they do not use language, only in class and they are shy a lot, and they are fried if they speak their language it will be precision.

15- I am not because of lack of vocabulary

16- No, not all the time sometimes am fluent and sometimes not up to the topic

- 17- No, because of shyness I sometimes hesitate in telling that's why I can consider myself as a fluent speaker
- 18- No, they do not consider themselves fluent speaker because they do not have good pronunciation, and vocabulary
- 19- They consider themselves as a fluent speaker because they have a good pronunciation, and good vocabulary more than writing, and they can understand the others.
- 20- No, they are not fluent because they have problems of pronunciation
- 21- No, they do not consider themselves a fluent speaker because they did not have self-confidence and they have lack of vocabulary
- 22- Yes, they consider themselves fluent speaker because they speak English a lot in university and at home with their family and they always hear the native speakers
- 23- No, they still make mistakes in pronunciation, grammar, rules, and tenses especially
- 24- they are not fluent speakers because sometimes, when they start to speak they feel afraid
- 25- No, because it is complicated and they feel a shame when they speak, although they have lack of pronunciation
- 26- No, they did not consider themselves fluent speakers because they have lack of vocabulary and articulation of words
- 27- A little bit because of the lack of practice
- 28- No, because they have many difficulties in pronunciation. They do not speak quickly like native speakers, and they found difficulties to pronounce words correctly

29- No, because of shyness

30-No, because they still a foreign speaker and they are not native even if they can speak English very well

31- They are not a fluent, because they think that they need more practice to be good speaker

32- No, because of shyness. They sometime hesitate to talk, that's why they cannot consider themselves as a fluent speaks.

Section Two: Speaking Skill

Q6: Classify the following skills according to their importance.

Option		Number		Percentage %	
Writing- reading	Skills	3	Total	5 %	Total
	Writing		6		10%
Writing-listening		1		1.67 %	
Writing-speaking		2		3.33%	
Reading-listening	Reading	9	24	15 %	40%
Reading-writing		7		11.67%	
Reading-speaking		8		13.33 %	
Listening-speaking	Listening	7	20	11.67 %	33.34%
Listening-writing		4		6.67 %	
Listening-		9		15 %	

reading					
Speaking-writing	Speaking	6	10	10 %	18.34%
Speaking-reading		1		1.67 %	
Speaking-listening		4		6.67 %	
Total		60		100 %	

Table 7: Students' Classification of FL Skills

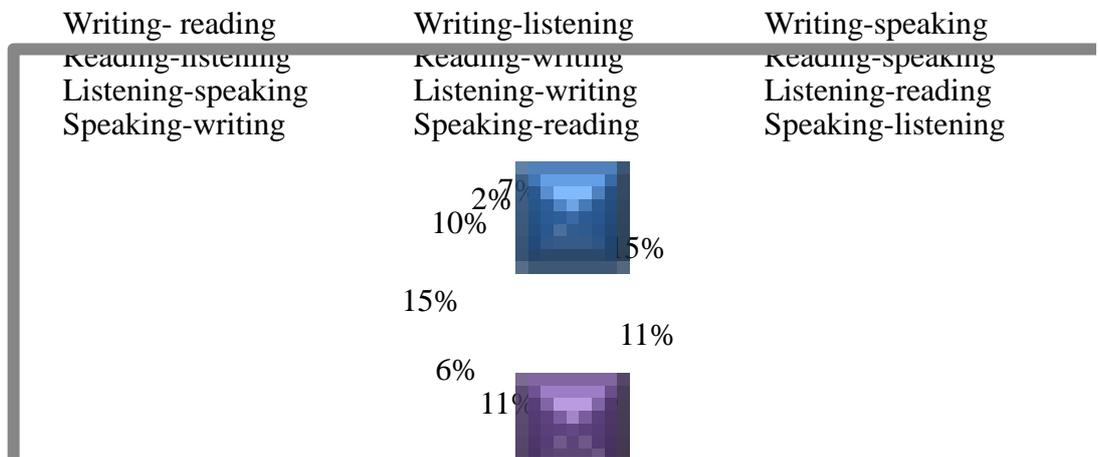


Figure 8: Students' Classification of FL Skills

The table above indicates that the majority of students (40%) reported that reading is the most important skill, whereas listening comes in second rank with (33.34%) then follows speaking skill with (18.34%), while writing comes in the end with (10%) of the total responses.

Q7: How often does the teacher give you the opportunity to speak?

Option	Number	Percentage %
Always	24	40 %
Sometimes	24	40 %
Rarely	9	15 %
Never	3	5 %
Total	60	100 %

Table 8: Students' Speaking Opportunities

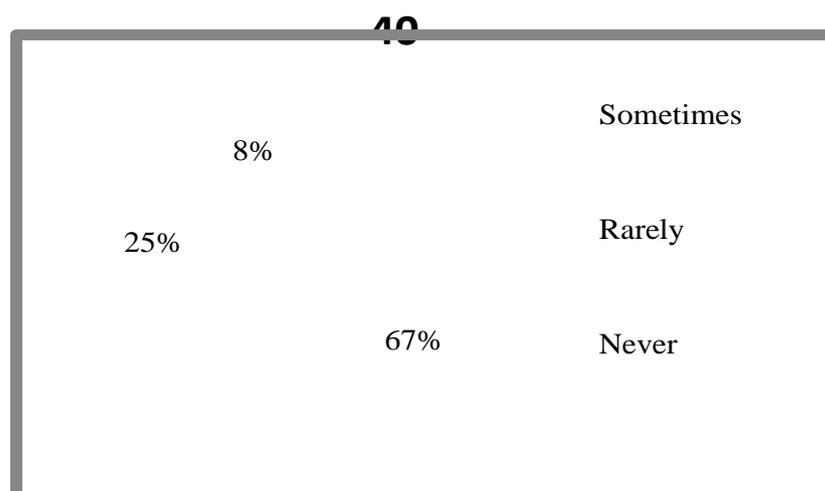


Figure 9: Students' Speaking Opportunities

Out of 60 participants, (40%) and (40%) have claimed that their teacher between sometimes and always gives them the opportunity to speak in class room, and only (15%) and (5%) student between rarely and never who argue that their teachers gives them the opportunity to speak in classroom.

Q8: Do you try to express yourself using English even if you make mistakes?

Option	Number	Percentage %
Yes	48	80%
No	12	20 %
Total	60	100 %

Table 9: Students' Mistakes Frequency

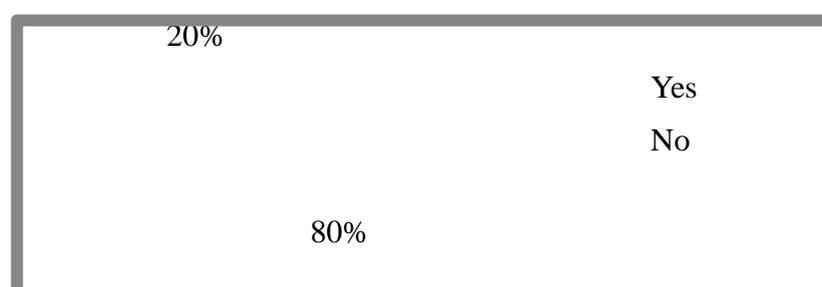


Figure 10: Students' Mistakes Frequency

The students that represent 80% argued that yes; they express themselves using English even if they make mistakes. However, 20% claimed that they do not express themselves.

Q9: Which of these aspects do you focus in your oral performances and direct communication?

Option	Number	Percentage %
Fluency	14	23.33 %
Accuracy	7	11.67 %
Both	39	65 %
Total	60	100 %

Table 10: Aspects of Communication



Figure 11: Aspects of Communication

The table above indicates that the majority of students (65%) reported that they focus on both accuracy and fluency as aspects of communication, whereas fluency comes in second rank with (23.33%) then follows accuracy with (11.67%), as aspects of communication that they focus on.

Q10: What are the speaking problems that you face in the oral Expression?

Option	Number	Percentage %		
Pronunciation Mistakes	10	16.67 %		
Shyness	16	26.67 %		
Lack of vocabulary	7	11.67 %		
Grammar Mistakes	8	13.33 %		
Rules				
-Pronunciation Mistakes	1	Total of numbes	1.67 %	Total of percentage
-Shyness				
-Grammar Mistakes				
Rules				
-Pronunciation Mistakes	5		8.33 %	
-Lack of vocabulary				
-Grammar Mistakes	3		5 %	
Rules				

-Lack of vocabulary		19		33%
-Pronunciation Mistakes	2		3.33 %	
-Grammar Mistakes Rules				
-Pronunciation Mistakes	3		5 %	
-Shyness				
-Lack of vocabulary	1		1.67 %	
-Shyness				
- Pronunciation Mistakes	4		6.67%	
- Grammar Mistakes Rules				
- Lack of vocabulary				
Total		60		100 %

Table 11: Students' Speaking Problems



Figure 12: Students' Speaking Problems

The rates reveal that many students have speaking problems that are related to Lack of Vocabulary, which represent (12%). On the one hand, (26%) of the students claimed that they have speaking problems because of their Shyness. On the other hand, (16%) of them stated that the latter is due to Pronunciation Mistakes. In contrast, (13%) of the students contended that their problem is related to incorrect use of Grammar Rules. Thus, 19 students (33%) choose to vary their selection between the given choices of the presented Speaking Problems.

Section three: Grammar Knowledge and Speaking Skill

Q11: When learning the English language, do you think that learning grammar is:

Option	Number	Percentage %
Very much Important	48	80 %
Important	12	20 %
Less Important	0	0 %
Not Important	0	0 %
Total	60	100 %

Table 12: Importance of Learning Grammar

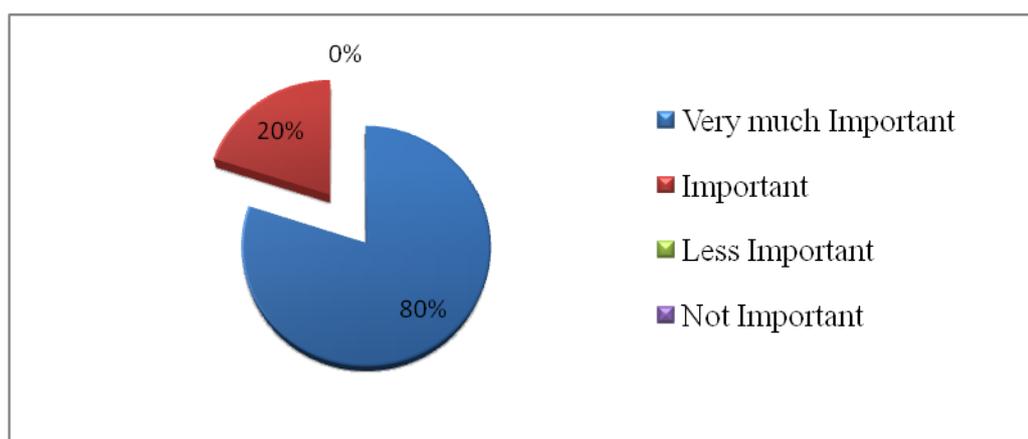


Figure 9: Importance of Learning Grammar

The results of the question number eleven about the students' perception of the role of grammar in learning the foreign language show that 48 student (80%) among the overall number agree that grammar learning is very much important in learning the language while only 12 students in percentage of (20 %) see that grammar is important in learning the foreign language. These results show a total agreement among students about the importance of grammar in learning the foreign language, the only difference consists in the degree of importance.

Q12: Do you think your level in grammar is:

Option	Number	Percentage %
Excellent	1	1.67 %
Good	33	55 %
Average	23	38.33 %
Poor	3	5 %
Total	60	100 %

Table 13: : Students' Level in Grammar

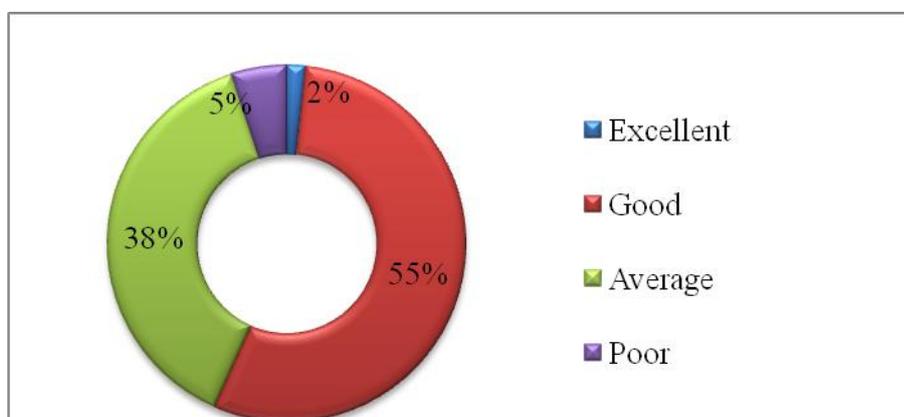


Figure 10: Student Level in Grammar

This table shows that the majority of learners (55%) consider that their level in grammar is good, whereas, (38.33%) think that their level in grammar is average. Others (5%) of the participants are poor in grammar; this means that they did not know grammar rules. And just (1.67%) mentioned that they are excellent in grammar, because they know grammar rules.

Q13: Do you think that you know most of the grammar rules, but you still make mistakes when using the language?

Option	Number	Percentage %
Yes	52	86.67 %
No	8	13.33 %
Total	60	100 %

Table 14: Student Grammar Knowledge

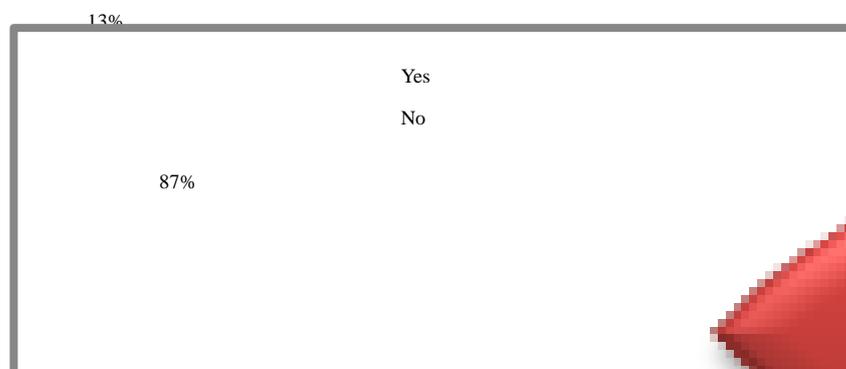


Figure 11: Student Grammar Knowledge

The table above, we notice that the majority of learners (86.67%) think that they know most of grammar rules, but they still making mistakes when they are using the language, and this maybe because of:

- 1- Because, I do not think that I know because in every level in your life you learn more
- 2- I do not know all of the grammar rules, we still study it.
- 3- Yes, I know because the grammar rules, but I made mistakes because I am in front of people, I scared.
- 4- Because the rules of grammar sometimes has exception

- 5- I do not know most of grammar rules, even if I learned them I don't use them
- 6- I do not have most of the grammar rules, because I depend on the teacher, I do not try to improve my level in grammar
- 7- I still have problems in grammar humbly because I always neglect the exercise of grammar and focus in my pronunciation more than grammar rules

Whereas, (13.33%) think that they know all grammar rules and at the same time they did not make errors when using the language. Because they use simple language and simple verbs so they do not do mistakes, as well as they try to apply the rules of grammar and rarely make mistakes.

Q14: Do you think that having a good knowledge of grammatical rules can be beneficial for your oral performance?

Option	Number	Percentage%
Yes	58	96.67 %
No	2	3.33 %
Total	60	100 %

Table 15: Students' Grammar Knowledge and Speaking Skill

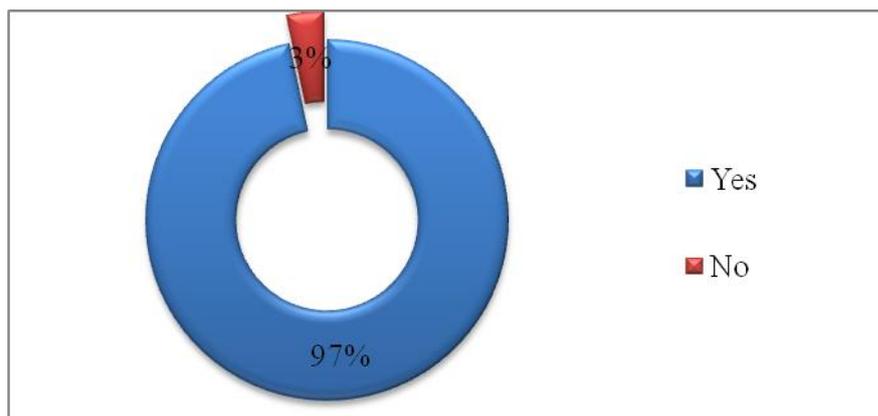


Figure 12: Students’ Grammar Knowledge and Speaking Skill

As show in the results the greater rate (97%) of 58 students state that having a good knowledge of grammatical rules can be beneficial for their oral performance. However only 2 students (3.33%) think that knowledge about grammatical rules cannot be beneficial for their oral performance. Which may be because, they make grammatical mistakes while speaking.

Q15: Do you think that accuracy is important while speaking in oral performance?

Option	Number	Percentage %
Yes	56	93.33 %
No	4	6.67 %
Total	60	100 %

Table 16: Students' Accuracy and Oral Performance

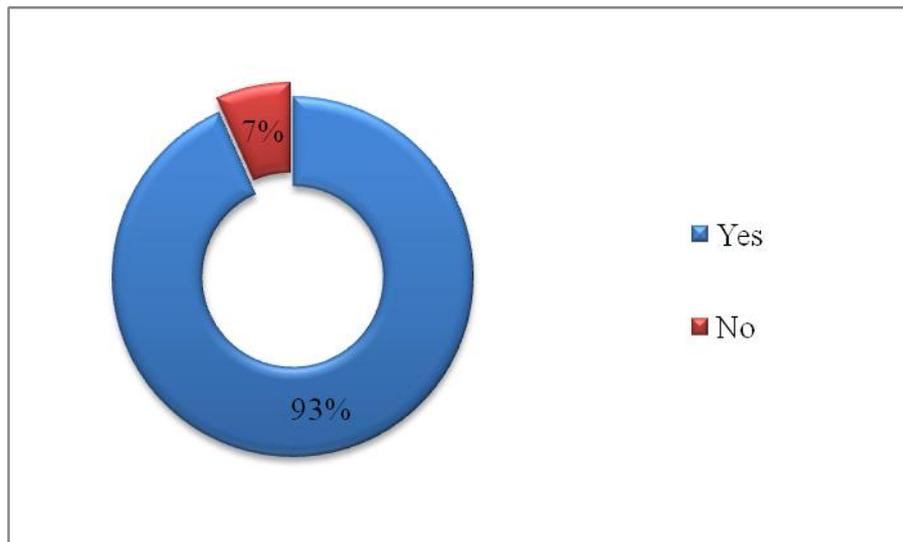


Figure 13: Students' Accuracy and Oral Performance

We notice that greater rate 93.33% of 46 students states that accuracy is important while speaking in oral performance. In contrary (6.67%) of 4 student state that accuracy is not important while speaking in oral performance.

Q16: Do oral expression activities help in improving your oral performance?

Option	Number	Percentage %
Yes	57	95 %
No	3	5 %
Total	60	100 %

Table 17: Speaking Activities

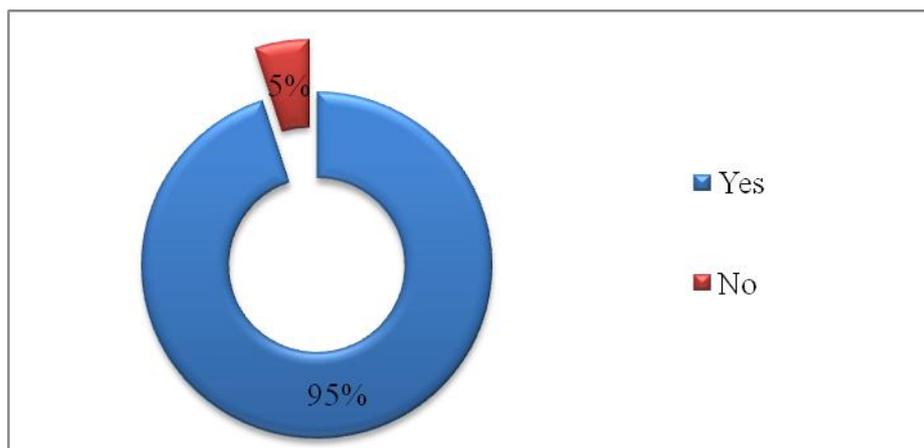


Figure 14: Speaking Activities

As shown in the results, the greater rate (95%) of 57 students' state that oral expression activity helps them in improving their speaking skill. And only (5%) of 3 students sees that oral expression activities, does not help in improving their oral performance. And all that due to the huge number in one group, which creates problems while participating in oral session, or the technique adapted by the teacher is not appropriate. And as it needs more practice outdoors with their classmates. Some of students suggest that oral activities must have more free topics and options to be discussed.

3.2.3. Interpretation and Data Analysis of Students Questionnaire

In the personal information, the students responses concerning years of studying English the majority (93.33%) of them have studying English for 9 years because they repeated one year, whereas (3.33%) mentioned that they have been studying English for 8 years and this may be they succeed in their study so they couldn't miss a year. Moreover, students responses about their choice to study English reveal that the majority by (56%) who stated that was to obtain a good job in the future as it gives them more options for future planes, and (29.67%) who their choices was because it is universal language. The students' level was also, reveal that

their level in English is between good (50%) and average (48.33%). In addition students' stated that they find learning English difficult (53.33%) and less number who find it easy to learn it (35%). Also students' answers show they did not consider themselves fluent speakers (76.67%) that it may be due to the lack of self confidence and shyness as well as the lack of vocabulary and the practice with their classmates and the problem of pronunciation and they feel anxious to talk in front of the teacher or better people. Yet, students with (23.33%) state that they don't face any problems when they speak, and they are fluent due to the continuously practice with their colleagues and having a good pronunciation.

Concerning part two which is about students speaking skill, the students answers shows that the majority of them agreed with (40%) that reading is the most important skill then it follows listening with (33.34%), then speaking in the third class with (18.34%), whereas other students' state that with (10%) writing is important skill for them. also many students state that how much they got opportunity to speak is in between (40%) for always and (40%) says that they sometimes got the chance from their teacher, and (15%) argue that it is rarely to get the opportunity to speak, whereas (05%) who said that they never had the opportunity to talk. Moreover students' responses inform that the majority of them (80%) think that they can express themselves using English even if they make mistakes, yet (20%) inform that they cannot express themselves using English. Also student prefer both accuracy and fluency as aspect of communication, whereas other students with (23.33%) say that fluency is the only aspect that they focus on while performing, yet only (11.67%) who static that they prefer accuracy instead of fluency as aspect of communication in their oral performance. The majority of the learners (33%) indicates that they have different speaking problems that they face in oral

expression session like shyness, pronunciation mistakes, lack of vocabulary and grammar mistakes rules, whereas (26.67%) who argue that it is only matter of shyness that prevent them from taking a part of in the oral expression session. And others (16.67%) stated that they face pronunciation mistakes problem when they are in oral expression.

The third part is related to students' perspective about their grammatical and speaking skill. Students with (80%) think that learning grammar is very much important. Whereas, (20%) of the students who thinks that learning grammar is only important. Moreover, the majority of students (55%) think that they got good level in grammar. Yet, (38.33%) who state that their level is average. only (05%) who evaluate their level in grammar as poor. Yet, one students' (1.67%) who think that he got excellent level in grammar. In addition, the majority of students (86.67%) inform that even they know most of the grammar rules but they still making mistakes when using the language and all that because they try to focus on the pronunciation and they neglect the grammar rules and they do not care about the exercises as well as they did not improve their level concerning grammar knowledge by using simple words and sentences. Yet, some students (13.33%) confirm that they have no problem when using grammar rules of the target language, because they think that they practicing them so they do not make mistakes. Also, the majority of students' responses (96.67%) were positive with 'yes' as agreement about having a good knowledge of grammatical rules can be beneficial for their oral performance. Yet, only (03.33%) who said 'no' that having a good knowledge of grammatical rules cannot be beneficial for their oral performance. Whereas, the majority of students score (93.33%) which confirm that accuracy is important while speaking in oral production. In the other hand, only (06.67%) state the opposite that accuracy is not

important while performing. In addition (95%) of students thinks that oral expression activities help in improving their oral performance. However, only (05%) who inform that oral expression activities do not help in improving their oral performance and all that may be because of the huge number of students in one group which create obstacles while performing or it may be the technique adapted by the teacher is not appropriate, and its better if oral expression session got more free topics to talk about.

3.3.1. Teachers' Questionnaires

Introduction

Our target population consists of four teachers from total of nineteen of oral expression teachers in the department of English at the University of Biskra. The selection of this sample was based on the consideration that the teachers, who teach oral expression to second year LMD students. They show their collaboration through the complete answers, and through adding comments and suggestion when it is necessary that will help me in completing my work.

3.3.2. Description and Analysis of Teacher's Questionnaire

The questionnaire used in this research is divided into three sections of fourteen questions. The questions are either closed questions, requiring from the teachers to choose yes” or “no” answers, or to pick up the appropriate answer from a number of choices, or open questions where teachers are requested to give explanation or suggest other alternatives.

Section One: The first section aims at collecting information on the sample. The first question specifies the degree(s) held by teachers, and the second question seeks information about how many years they have been teaching English at the University.

Section Two: This section deals with teaching oral expression. Its main aim is to give teachers an opportunity to know their students level in oral proficiency, as well as, main aspects that they focus on while teaching. Their speaking problems it contains seven questions.

Section Three: This section deals with the teacher’s perspective on teaching grammar through oral expression. As well as, their opinion about relating grammar and speaking can be beneficial for both EFL teachers and learners in addition to certain problems that face students’ during their oral performance. It contains four questions.

- **Analysis of the results**

Section One: Personal Information

Items one: Degree (s) held

Options	Number	Percentage %
BA (Liscence)	0	0%
MA (Magister/Master)	02	50%
PHD (Doctorate)	02	50%
Total	04	100%

Table 18: Teachers Dgree

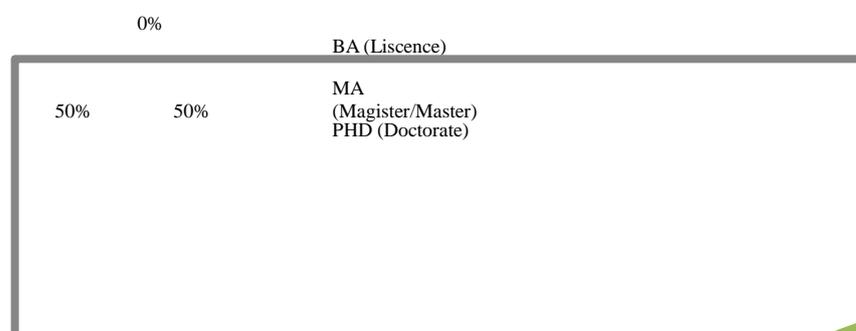


Figure 15: Teachers Degree

The table above shows that the majority of our teachers (50%) hold Magister/Master degree, and (50%) of them they hold PhD (Doctorate) degree, and no one of them have, whereas BA (License) degree.

Item two: How many years have you been teaching English at the university?

Options	Number	Percentage %
Less the 1 years	01	25%
More then 5 years	03	75%
Total	04	100%

Table 19: Years of Teaching English at University

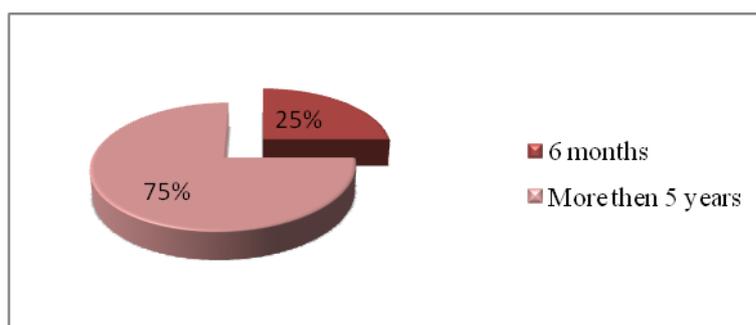


Figure 16: Years of Teaching English at University

We can notice from the results shown above that 3 of 4 teachers have a long teaching experience (75%), since he/she has spent more than 5 years of teaching English at University, and we notice that 1 teacher have less than 1 year of experience in teaching English the university

Section tow: Teaching oral expression.

Item three: How many years have you been teaching Oral Expression?

Options	Number	Percentage %
06 months	01	25%
03 years	01	25%
05 years	01	25%
06 years	01	25%
Total	04	100%

Table 20: Teaching Oral Expression

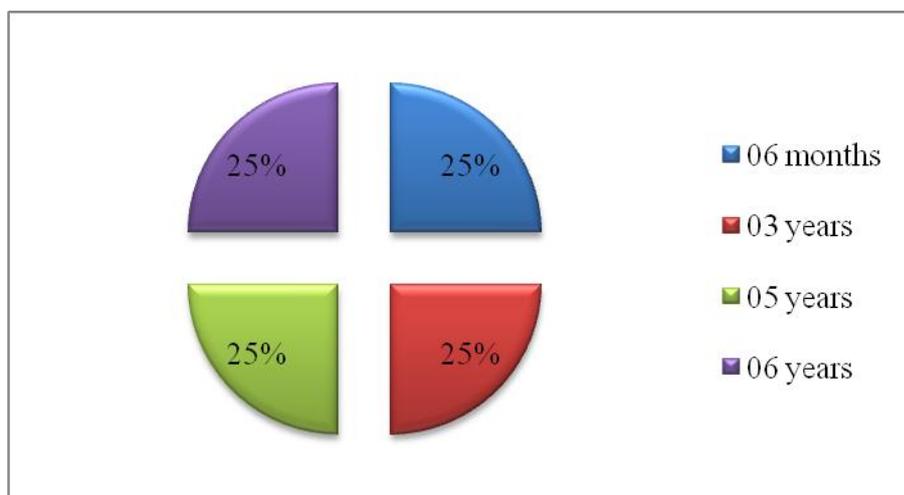


Figure 17: Teaching Oral Expression

We can notice from the results shown above that 1 teacher have a short time teaching experience (25%), since he/she has spent 6 months of teaching oral expression, and we notice that 1 teacher have 3 years of experience in teaching oral expression (25%), as well as , one other teacher who has 5 years of experience in oral expression (25%). in addition, we notice that one teacher who have 6 years of teaching(25%) in teaching oral expression.

Item four: How do you assess your students' level of oral proficiency in English?

Options	Number	Percentage %
Excellent	0	0%
Good	1	25%
Average	3	75%
Low	0	0%

Table 21: Student Level in Oral

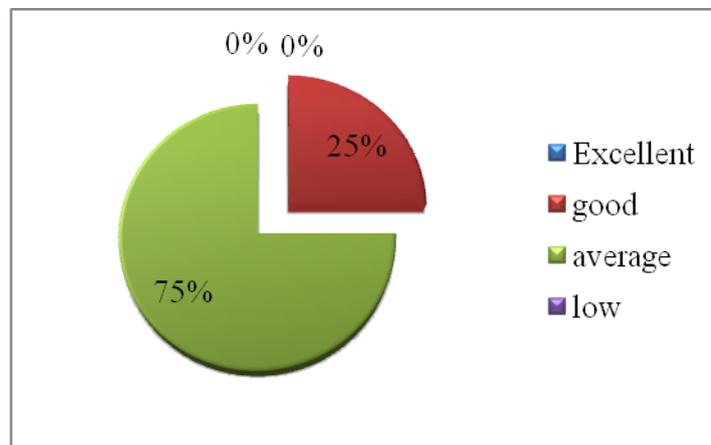


Figure 18: Student Level in Oral

In this table we notice that the majority of teachers (75%) stated that their student's level in oral proficiency is average. Whereas, (25%) of them say that their student's level in oral proficiency is good.

Item five: Which of these aspects do you focus on in classroom interaction?

Options	Number	Percentage %
Fluency	0	0%
Accuracy	0	0%
Both	4	100%
Total	04	100 %

Table 22: Aspects of Interaction

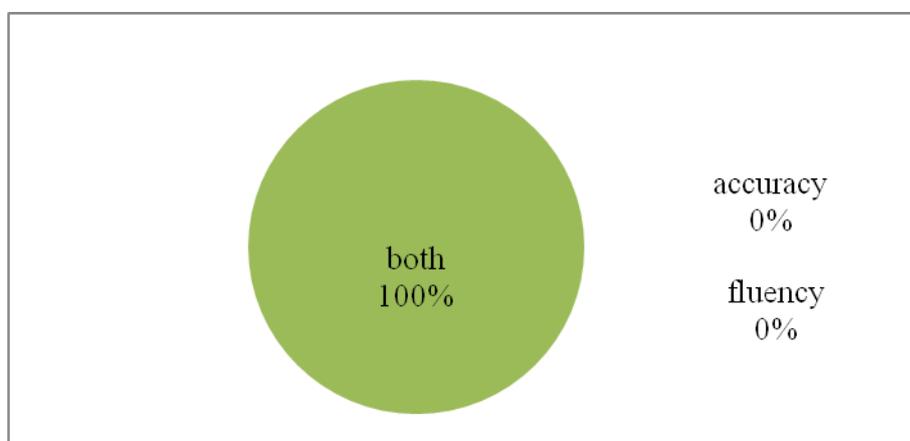


Figure 19: Aspects of Interaction

Greatly, all of EFL teachers (100%) rely on the use of both aspects (fluency and accuracy) that are necessary in order to help their students to be able to express themselves as clearly and accurately as possible and as they are two elements that complete each other in the improvement of the speaking skill. As oral expression session is supposed to develop the speaking skill; they go hand in hand especially for university students.

Item six: What are the speaking activities you focus on most to create a successful interaction?

Options	Numbers	Percentage %
The problem solving activity	1	25%
-Dialogues -Debates and discussions -Telling stories.	2	50%
-Debates and discussions - The problem solving activity.	1	25%
Total	04	100 %

Table 23: Speaking Activities

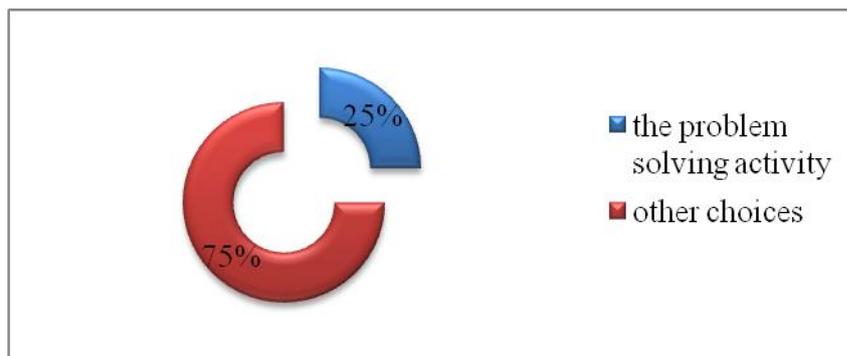


Figure 20: Speaking Activities

The graph above summarizes the most frequent speaking activities that teachers focus in order to create out a successful interaction. It is noticed in this graph , more than (25%) of 1 teacher who prefer the use of the problem solving activity, also (75%) is given to other choices, 2 teachers (50%) who choose dialogues, debates and discussions, also telling stories. Whereas, 1 teacher (25%) who choose debates, discussions and the problem solving activity as speaking activities that he focuses' on more to creates a successful interaction

Item seven: Is it possible to make all the students participate in the speaking activities?

Options	Numbers	Percentage %
Yes	02	50%
No	02	50%
Total	04	100 %

Table 24: Students' Participate

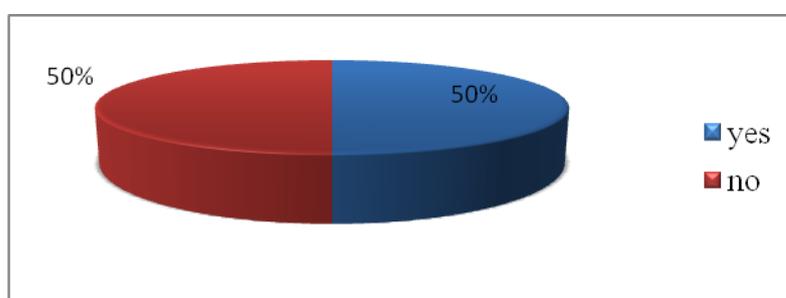


Figure 21: Students' Participation

Based on the data gathered teachers equally responses were 'Yes' with percentage of (50%), that means that it is possible to make all students participate in the speaking activities. While, (50%) said 'No', that they cannot make their student engage in speaking activities. Because, if they chosen interesting topics and ask students' to prepare them at home, then enhance their participation by grading them, they may eventually participate. In addition, they give the students the space to be volunteers, yet in case some students do not take part in the discussion, we address them indirectly. Yet, not all the students are ready to undergo and active class activity for psychological reasons (shyness, lack of self confidence).

Item eight: What is the speaking problems students face in Oral Expression?

Options	Numbers	Percentage %
Low participation and Lack of self-confidence	01	25%
-Inhibition because of shyness, anxiety and stress -Low participation and Lack of self-confidence	02	50%
-Inhibition because of shyness, anxiety and stress -Nothing to say about the chosen topic and lack of vocabulary	01	25%
Total	04	100 %

Table 25: Students Speaking Problems

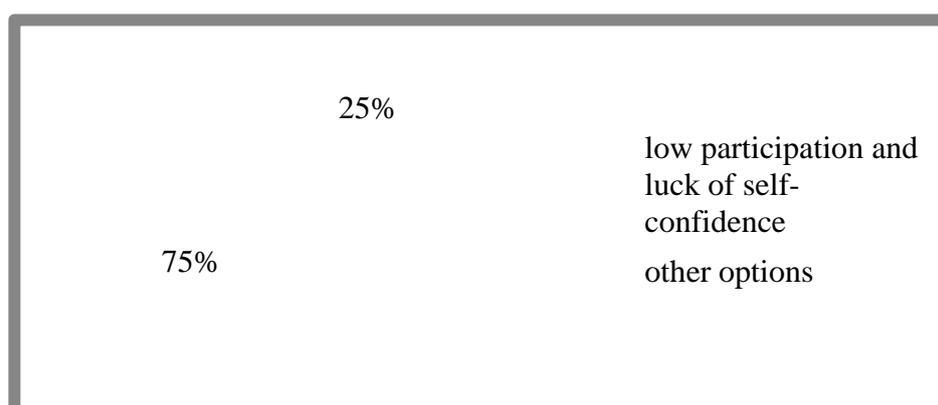


Figure 22: Students Speaking Problems

As the following graph shows that EFL teachers face with their students (25%) problems of low participation and lack of self-confidence in oral when they are asked to present orally this is due to nature or nurture, Algerians do not seem to

be extrovert so they cannot speak freely, and (75%) represents students who have inhibition because of shyness, anxiety and stress, also low participation and lack of self-confidence. In addition to that 1 teacher (25%) who sees that his/her students face only inhibition because of shyness, anxiety and stress all that due to The fear to be criticized.

Item nine: During semester observation, do your EFL students' speaking mistakes and problems:

Options	Number	Percentage %
Last	0	0 %
Reduce progressively	4	100 %
Disappear completely	0	0 %
Total	04	100 %

Table 26: Speaking Mistakes and Problems

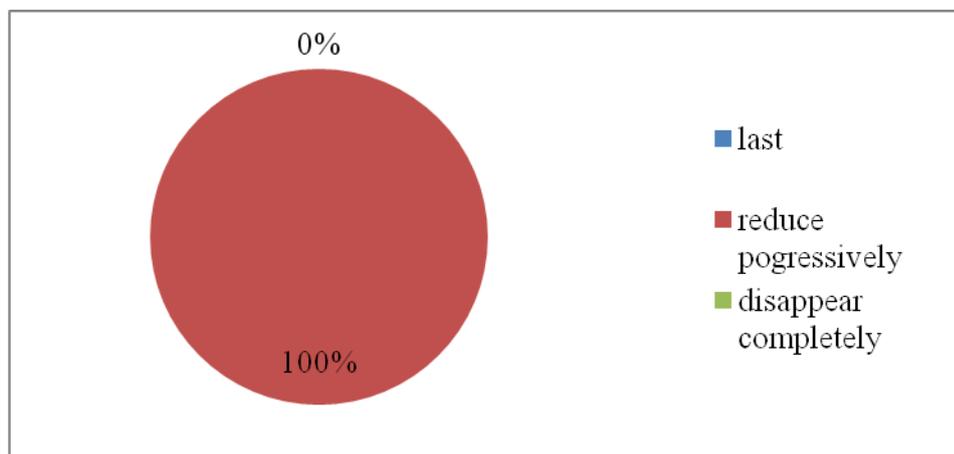


Figure 23: Speaking Mistakes and Problems

We can notice from the results shown above that 4 teachers (100%) observed that during semester; their EFL students speaking mistakes and problems reduce progressively.

Section three: Teaching grammar through oral expression

Item ten: Do you think that relating grammar and speaking can be beneficial for EFL learners and teachers?

Options	Number	Percentage %
Yes	4	100%
No	0	0%
Total	04	100 %

Table 27: Grammar and Speaking

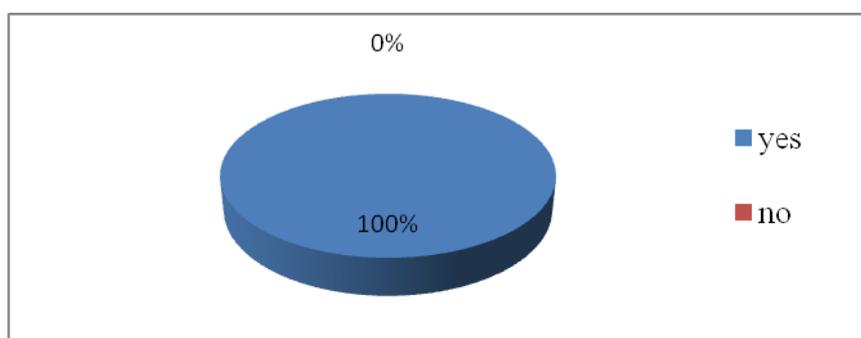


Figure 24 : Grammar and Speaking

According to this table, it confirms that the all of teachers (100%) agree that relating grammar and speaking can be beneficial for EFL learners and teachers.

Item eleven: Do you often complain that your students' know most the grammatical rules, but they still make mistakes when they perform orally?

Options	Number	Percentage %
Yes	3	75%
No	1	25%
Total	04	100 %

Table 28: Grammatical Mistakes

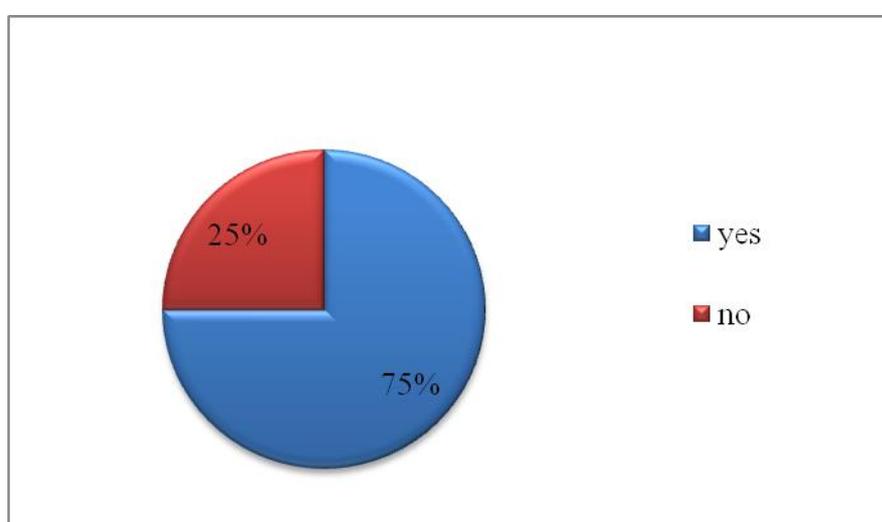


Figure 25: Grammatical Mistakes

We can notice from the results shown above that 3 teachers (75%) says ‘ yes’ that their students’ know most of the grammatical rules, yet they still make mistakes when they perform orally. They argue that it is because they think in their mother tongues, they do not generate ideas in their minds in English, then they translate, and this is usually the cause of the misuse of grammar. Also as it is due to fossilization of errors is hard to eradicate, which is resulted from lack of effective teachers’ feedback. Some state that, though he/she knows that oral expression is immediate and does not give time to the students’ to think about building their sentences correctly, he/she believes that without grammar the speech has no sense. In contrary 1 teacher (25%) says ‘no’ who argue that he/she does not complain that his/her

students' know most of the grammatical rules, yet they still make mistakes when they perform orally. As it is commonly happen even native speakers themselves sometimes commit such type of mistakes.

Item twelve: Do you agree that activating students' previous grammar knowledge implicitly or explicitly would enhance their oral proficiency?

Options	Number	Percentage %
Yes	4	100%
No	0	0%
Total	04	100 %

Table 29: Grammar Knowledge

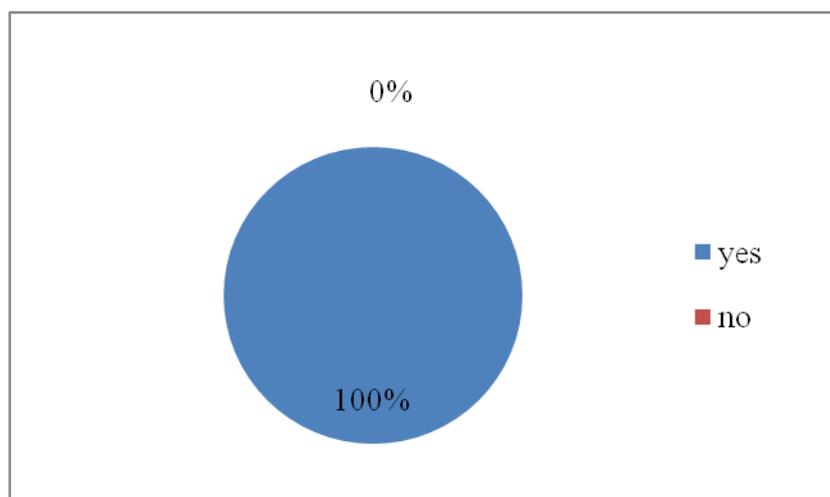


Figure 26: Grammar Knowledge

Based on the data gathered all teachers responses were ‘ Yes ‘ with percentage of (100%), that they agree upon activating students' previous grammar knowledge implicitly or explicitly would enhance oral proficiency.

Item Thirteen: If there is a link between grammar and oral expression, how much time should it be advocated?

The 4 teachers suggested that , if there is a link between grammar and oral expression, a good deal of time should be advocated to the effective teaching of grammar to enhance students' accuracy and eventually boosting up their self esteem and self confidence .and some said that they should teach grammar through oral expression, it means all the time. In addition, grammar activities in oral tasks should be giving more time (more than 3 hours a week). Finally they suggests' can cannot separate between grammar and oral expression so teachers should implicitly deal with grammar issues during a whole session of oral expression.

Item fourteen: Do your students have problems when using the target language rules while speaking?

Options	Number	Percentage %
Fluency problems	0	0%
Accuracy problems	1	25%
Both	3	75%
Total	04	100%

Table 30: Students Oral Problems and Grammar knowledge Activities

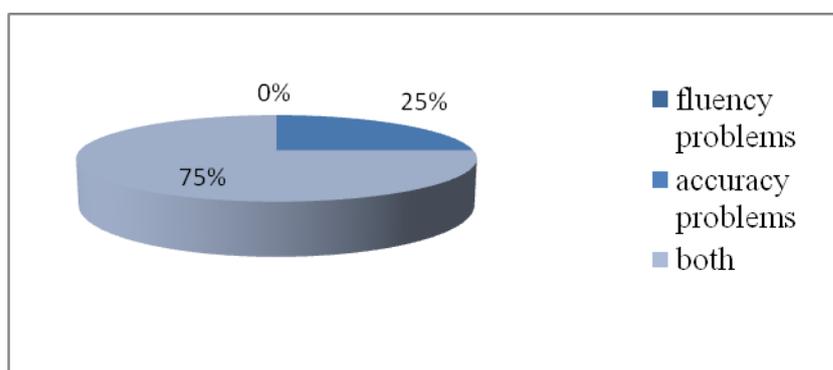


Figure 27: Students Oral Problems and Grammar knowledge Activities

As the following graph shows that EFL teachers face with their students (75%) of both accuracy and fluency problems when using the target language rules while speaking. Because if they consider grammar rules, they will have a problem of accuracy, since fluency is mostly linked to pronunciation. So they do not find words, and if they do; they cannot express them accurately, as students still use foully grammar and suffer from lack of vocabulary. Whereas, (25%) of teachers who stat that it is only accuracy problem. Because, is hard for the majority of students to be fluent and accurate at the same time.

3.3.3. Interpretation and Data Analysis of Teachers Questionnaire the Results

In the personal information, different analysis of items in teacher's questionnaire reveals that most of our teachers (50%) hold Magister degree and (50%) of them hold PHD (Doctorate) degree. Concerning teaching English at University, just one of them who is teaching English for less than one year (25%). In addition, we notice that three teachers also are teaching English for more than 5 years (75%).

In section tow which is about teaching oral expression, equally teachers (25%) conform that they have been teaching oral Expression for 6 months. Whereas, (25%) of them say that they are teaching oral expression for 3 years. in addition, (25%) state that they are teaching for 5 year. And (25%) among the teachers who have been teaching oral for all most 6 years. Moreover, we notice that the majority of teachers (75%) assessing their student's level of oral proficiency in English is average; whereas, the others (25%) say that their students level in oral proficiency is good. Concerning the aspects of interaction, all the teachers (100%) focus on both accuracy and fluency in their classroom, because they want their students to be able

to express themselves as clearly as accurately as possible and as this two elements work along to accomplish the speaking skill. Concerning the speaking activities that the teachers focus on most to create a successful interaction, the majority (50%) state that dialogues, debates and discussions as well as story telling are the appropriate activities for their students. Whereas, (25%) who state that debates and discussions, also the problem solving activities are the best for the students. And only one teacher who choose the problem solving activity as speaking activity which creates classroom interaction. (50%) of our respondents stated 'yes' that it is possible to make all students to participate in the speaking activities. Whereas, (50%) says 'no' that it is impossible to make all of them participate with in the speaking activities, due to the fact that not all students are ready to undergo for some psychological reasons (shyness, lack of self confidence and so on), also some said if we choose interesting topics and the we ask students to prepare them at home, that will enhance their participation. According to the teacher's responses about the speaking problems that their students face in oral expression, most of them (50%) stated that it is inhibition because of shyness, anxiety, stress, low participation and lack of self confidence. (25%) of them said that they face only low participation and lack of self confidence. Whereas, (25%) say that it is only inhibition because of shyness, anxiety and stress. Due to the reason that they have fear to be criticized and they do not seem to be extrovert. According to students speaking mistakes and problems, all teachers (100%) agree that it is progressively reduced during semester observation.

Concerning section three is about teaching grammar through oral expression, (100%) of the teachers think that relating grammar and speaking can be beneficial for EFL learners and teachers. The majority of teachers (75%) state that they complain that their students know most of the grammar rules, yet they still making mistakes

when they perform orally and all that due to the fact that they think with their mother tongue, and they do not generate ideas in their minds in English and also because of fossilization of errors is hard to eradicate as well as the lack of effective teachers feedback. They see that their students though they know that oral expression is immediate and does not give time to them to think about building their sentences correctly, they believe that without grammar the speech has no sense. Whereas (25%) state that they do not have problems when they perform concerning using their grammatical knowledge, they argue that even native speakers do make mistakes. In other words, (100%) of the teachers agree that activating students' previous grammar knowledge implicitly or explicitly would enhance their oral proficiency. In addition, teacher's comments about the time which should be advocated to link between grammar and oral expression must be all the time to enhance their accuracy that lead eventually to boost students self esteem and confidence. Also it should be given more than 3 hours a week by integrating grammar activities in oral tasks, some of them said that we cannot separate between grammar and oral expression so teachers should implicitly deal with grammar issues during a whole session of oral expression. The majority (75%) of teachers argue that their students have both problems of accuracy and fluency in the same time when using the target language while speaking. Because, they do not find words and even if they do they cannot express them accurately. Also, they see that students still use faulty grammar and suffer from lack of vocabulary. Yet, (25%) argue that their students face only accuracy problem, because it is hard for the students to be accurate and fluent at the same time.

Section Three

Observation Grid

3.4.1. Classroom Observation /Observation grid

- **The Sample and Population:** were selected 2 groups (02 and 03) among 10 groups who studies second year students at Mohamed Kheider Biskra University. Because, the two groups took the grammar test as a technique to compare the result with what we took as findings from the test. And to accomplish percentage of 20% from the total population of (447) EFL students. Students in group (02) were (27) members, and for the group (03) were (49), so both of them where (76) students who took the test.
- **Topics:** where selected by the teacher and prepared in form of presentation, also it was randomly selected and presented by the students.
 1. The Generation Problems
 2. Up to Date Events
 3. Imaginative Works
 4. The Notion of Change
 5. Ambitions and Perspectives

However, only for group (2); when a problem arise and students do not prepare their presentations, the teacher give them immediate topic and they are asked to take 20 minutes to write their ideas concerning the given topic. And the topics that have being chosen are:

Group (2) sessions:

- The first session, “Constitutes on interesting phenomenon; considering yourself as observer, what aspect in our society need to be removed, corrected or reinforced?”

- The second session, “The human history carries significant change try to dig deep in your memory and knowledge: what are the main incidents that changed the human history?”
- The third session, “If we have opportunity to express to adults (to your parents) opinion about the way they are dealing with you as son or daughter; give your opinion about their behavior?”
- The second topic was about “around your educational years you met certainly different teachers, cite what criteria did you find in this teachers that can be negative or positive.”
- **Time allocated for the sessions:** was on Monday at 13:10 to 14:40 for the group (2) session, and for group (3) it was also on each Monday at 14:50 to 16:20 they have been observed for (4) session. And the total with the two groups are (8).
- **Date:** for group (2) was in between it (10/02/2016) until (24/02/2016).
- Whereas, was in between (08/02/2016) until (22/02/2016).

3.4.2. Description of the observation

To complete the results by the grammar test and teachers, students questionnaire we carried out classroom observation, in terms of 4 sessions for each group that we attempt to choose among the 10 groups of second year EFL students. O’Leary (2014) states that: “...classroom observation is used as an instrument for observing and assessing classroom teaching and learning” (p.49).

We carry out the classroom observation during the second semester on February, 2016 with two different classes of second year EFL students at Biskra University. We attended eight (8) sessions of oral expression module it was four sessions (4) in group (2) and four sessions in group (3). Moreover, the time allocated

was in between (10/02/2016) until (24/02/2016) for group number (2). Whereas, was in between (08/02/2016) until (22/02/2016) for group number (4). It was on Monday at 13:10 to 14:40 for the group (2) session, and for group (3) it was also on each Monday at 14:50 to 16:20

Furthermore, the two selected classes differ in terms of students' number. For group number (2) holds (27) students; on the other hand, class number (3) holds (49) students; yet a few attendance in the sessions was noticed during our presence in both classes. Our first purpose of this classroom observation is to depict and observe students' level in spoken performance and to know if they use what they possess from grammatical knowledge in their oral production. In addition, to know how much their grammatical knowledge has an impact of on improving EFL students speaking skill. As well as we aim to know their spoken level to compare it with their written levels concerning using grammatical knowledge and rules.

Because of the restriction of time; the teacher gives to students 5 topics to prepare a presentation on what give us the opportunity to observe also the interaction and the communication that hold among the learners themselves or the teacher and the learners in different occasions. In our attendance, we sat in the back of the classroom in order to observe students' interaction and their movements during the session. Moreover, we ought to use observation grid in order to facilitate our work and tick with pulse or minus for any reactions, and we count in consideration participation, teacher-students feedback, sentence structure correction and tense correction and so on.

This observation grid provided us with the right direction and guidance in order to our findings concerning to what extent is grammar an important aspect in speaking as well as do they use what they learned as grammar knowledge during

their oral performance. In brief, we got valuable data that students provide us. And the teacher over joys with her kindness and help in a way that she tried to make us comfortable and even involved in the classroom discussion.

3.4.3. Interpretation and Data Analysis of observation grid findings

“Validity” and “credibility” are the two main conditions to conduct any scientific research. Therefore, we intended to attend in real context, where the practice of the target language takes place and to record any deeds and movements that the students reveal in the classroom in order to supply our study with more detailing concerning our research.

We divide the observation grid into five items during (4) sessions for each group, attendance, discipline and participation, teacher feedback, sentence structure basic correction and tense correction. Though our close observation, the following were gathered:

For attendance, we notice that in the first session 18 students (66.66%) were present. However, 8 students were absent from population of (27) learner. And in the two next sessions the same number of students equally were present 23 with percentage (85.16%), also for the absentees was the same result where we notice that 4 students (14.81) did not attend the session twice. Whereas, in the last session that we attend with group (2) only 17 students (62.26%) were present and 10 of them were absent.

For group 3 the same remark about the attendance, where we notice that the majority of them prefer to be absent then attended the oral expression session, the gathered outcomes confirmed that the presence did not reach (100%), it does not (63.27%) out of 49 participant. So in the first session 31 students (63.27%) were present and 18 of them (36.73%) were absent and it was the only session where the

presence did not reach the approximate level. Whereas, the other three sessions the number of the absentees were nearly the same with the number of the presence in between 23 present (46.93%), and 26 students (53.06%) were absent where we can see that the number of the absence excised the presence percentage. However, in the other last two sessions the student reach the average in between 28 with percentage (57.14%) and 24 students (48.98%) of the presence. However, we remark that the absence were not so different from the results of those who attend, where we count that 21 of them (42.86%) and so the same for the last session only differ with 25 students (51.02%) were absent.

In general, we observed in the four sessions that students' presence was eclectic, for the two groups (2) and (3). We notice that they don't give much interest for oral expression module. They almost reach the appropriate number in each class and in each session, like we remark for both groups above. And this may be due to time of the session itself, which is allocated on Monday at (14:50 to 16:20) concerning group (3) and for group (2) in the same day at (15:50 to 16:20). Or may be due to students' prohibition, hesitation, and kept absent to not present in front of their class mates.

Concerning discipline and students participation, we observed that they remain calm for almost all the sessions. In group (2) students tend to be quite along with all the four sessions, and only 4 of them with percentage (14.81%) interact and inerratic to speak when any topic arises. In addition, they believe in good way without disturbing their class mates or interrupt the smooth way of the sessions. However, we observed that they participate only when they are asked to perform in a given topics or free discussions. Moreover, the teacher selected different topics that are appropriate and that she is sure that they possess knowledge about them as they

are linked to real life subjects. Which give the ability to students talk and give their ideas upon and these topics where:

Group (2) sessions

- The first session, “Constitutes on interesting phenomenon, considering yourself as observer, what aspect in our society need to be removed, corrected or reinforced?”
- The second session, “The human history carries significant change try to dig deep in your memory and knowledge: what are the main incidence that change the human history?”
- The third session, “If we have opportunity to express two adults (to your parents) opinion about the way they are dealing with you as son or daughter; give your opinion about their behavior?”
- The second topic was about “around your educational years you meet certainly different teachers cite what criteria did you find in this teachers that can be negative or positive.”

Whereas, in group (3) students tend to be so quiet and they remain silent all along with the four sessions. Also, they seem to be tired and not willing to talk or even participate during the sessions. Because, in each session the teacher were asking them to present their topic which supposed to be selected among the six subjects that we mention previously; they keep steering at each other and waiting their classmates to present. And when that problem happen the teacher give them 20 minutes for free topics to discuss. Yet they do not answer or engage in any classroom activities.

So for the eight sessions that we observed the result was not that much satisfaction, that may be refer to the students’ lack of interest or feeling shy to participate by showing positive behavior or willingness to interfere with the given

topics. Thus, may be because there was not too much interaction among them specially participation which is the essential part in any oral session which help them to polish their speaking ability. However, they only speak when the teacher teases them to talk or they obliged to.

Concerning the teacher's feedback, the teacher was so positive with her students and directly answering them in a cooperative way, by correcting their mistakes indirectly and never points them with their names or using rough judgment. Because of the different topics selected by the teacher, we observed students performance in terms of using the right structures of sentences. So, for group (2) during the four sessions; students performs on one hand orally in the other hand they read from their papers what create an obstacle for us to analyses and criticize their spoken production concerning their use of the right sentence basic structure. Moreover, we notice that almost all students got different problems among these issues "the 1st language impact" in a way that students translating from Arabic to English with the same 1st language structure basics. Also they use some French words to replace English once to feel the gap and branch downs of their speech. Also we observe that they miss use their grammatical knowledge when it come in using the right structure of sentences and memorize their speech as it is whereas only few of them tend to possess the right grammatical knowledge and they use it in good structured sentences with the right vocabulary even when they answer the teacher or engage in direct discussion on the given topics.

However, in group (3) the majority of students were able to perform orally without having their papers with them. Also they were energetic to answer directly without hesitation, in a way that there were 2 students participating when each topic arise. Also, they got less speaking problems when they perform, and rarely using

their 1st language while they speak by thinking and using their previous knowledge about the given subject. Whereas, few of them they start to speak then they stop when they are asked to repeat what they said. So, fear criticism as well as talking in front of their classmates was obvious and clear during their performance. Also, also they do not use what they learned before of the right use of sentences structures the weather be dependent, independent, sentence patterns and the right grammatical knowledge which build them up.

Consequently, that drive us to our last point that we choose in our classroom observation grid which is tenses correction. Considering that our population are second year EFL students; they will study grammar session only this year so they have amount of knowledge about the grammatical rules since 9 years. So, they suppose to be able to use their grammatical knowledge and rules in an appropriate and in the right way. However we observe that students from both groups (2) and (3) facing a problem of mixing tenses together by using the past to refer to present or the present perfect 'has' that refer to plural instead of 'have' as singular, as well as the other tenses. We notice that in group (2) students were not able to use the right tenses only if they read from their papers and they asked their friends or even when they perform like they memories the text word by word.

Yet, for group (3) we observed that the students could improvise while performing or during classroom discussion, with using the correct tense. This may be due to their casual interaction with each other, and with their teacher while answering. Or, it is may be refer to their Constantine practice of what they possess as grammatical knowledge, and the ability to recall the information and use it in the right way.

Approximately, the majority of students face different obstacles in both groups concerning using the right tense. And allocating the right time to complete the right context and deliver the correct meaning. Which drive us to conclusion that the majority of students do not use their grammatical knowledge while performing in oral expression course.

➤ **Discussion of the Findings**

Based on the upshots which were obtained through the grammar test, teachers-students questionnaire and classroom observation, the research enlightens us with numerous evidences to confirm the correctness of our hypothesis which assumed that the more EFL learners' grammar knowledge is considerable, the more their oral proficiency improves.

The grammar test was a great aid to reach our research objectives in a way we aim to allocate students level concerning their written production. Which, allow us to build insights on the criteria that we must observe, and what differences concerning their oral production that did made change between both of them (the written and the spoken one). So, the test give us much clues, where we knew that our target population have numerous problem with using their grammatical knowledge while solving the activities, also the highest result was that the students possess average level when it comes to their written production and how much they learned from grammar rules they still have problems when using them.

The teachers' questionnaire reveals that all of them agree that teaching oral expression is based on the main two aspects of interaction which are accuracy and fluency at the same time they state that to improve their students level they must work with different speaking activities, at the same time, they have to allocate for their students much time to integrate grammar and tees their grammatical knowledge

to create an effective spoken production. Furthermore, the teachers' see that participation, shyness, mother tongue impact, and many other speaking problems are what hinders their students from bringing out their thoughts and express freely what come to their minds in well structured correct way which is one of the factors that influence their performance.

The students' questionnaire reveals just the same results which obtained in the teachers questionnaire. However, in the students' questionnaire, learners give much evidence with their opinion about their speaking problems that is due to lack of practice, lack of vocabulary, and mainly misuse of the grammatical rules that they learned while they performing.

One of the students complained that; she cannot use her grammar knowledge in her spoken production, and she was telling a story about how she was before getting at Biskra University. In a way that she cannot even build a correct structure when she performs in the oral expression session while she was studying at Bejaia University. Due to racism she confirms that her results in the grammar test was not fruitful and did not reflect her level and even when she practicing the target language, also using tenses always her weak point. And that story bring us down to say that without having an appropriate amount of grammatical knowledge many EFL students will face deficiency in delivering their intended message in a right way.

In general, during our classroom observation, we found that the majority of students have learning problems, not only when using tenses as well as the right structure of sentences, but also facing problems concerning the use of the right pronunciation of small units (letters, syllables and so on).

However, they show deficiency when it comes to choosing the correct vocabulary, speaking with real English accents, in addition to recalling itself of what

they have possess as information and it is clear when they use pronouns for example one of the students spoke about of teachers' bad behavior in middle school said: "change the behavior of teacher his they make the students aversion from studying his school even it want to school it do not like" here the students mix between "it" with "they", and "his" with "their".

So far, we found that their level in speaking does not reflect their aptitude in writing which means that they don't use what they learned while speaking and that have revealed in the results of the grammar test which answers our main hypothesis and confirm that the more EFL learners' grammar knowledge is considerable, the more their oral proficiency improves. Also it answers our main questions that grammar is an important aspect in speaking which express the students' level and ability to perform easily with no obstacles when they process and mainly use their grammar knowledge in their oral production.

Conclusion

This chapter presents a gathered data in order to depict how much the grammatical knowledge can improve EFL students speaking skill. The outcomes reveal that students face problem when they try to recall what they possess as grammatical knowledge while they perform or when they are engaged in classroom discussions. Furthermore, students also shown that they have deficiency when it comes to be accurate or fluent at the same time. However, students who don't practice and use what they learned from their previous grammatical knowledge and do not tend to use it frequently will keep struggling in each time they perform. In addition, we observed that some of them tended to use what they have as knowledge and tried to focus on the performance by reaching the fluency in each time they perform, which denotes that using their grammatical knowledge improves heir speaking production.

Recommendations for Further Research

The present conducted study attempted to shed the light on the role of EFL learners' grammatical competence in the improvement of their speaking skill. The results obtained from this research have strongly confirmed that student's oral skills (speaking) can be enormously improved through activating students' grammatical knowledge and recalling what they studies before from grammar rules in terms of giving tasks and features for both students and teachers have to conduct the fact that makes it very important, which, in turn confirms the current research's hypotheses. On the basis of these findings, some recommendations can be set down:

1. Teachers need to take into consideration the importance of how much his/her students use from what they learnt as grammatical knowledge and rules while teaching foreign languages especially oral skill (speaking), since it gives them clue about what they need to obtain to develop their oral production, as well as to student's language development.
2. lessons' designers should take a step further and integrate different games and some features of spoken grammar which enhance students' ability to speak and vary their potentials concerning how to create well structured speech, asking teachers to reduce the amount of their talk/speech time as much as they can in order to teach their students how to be accurate and fluent at the same time, and to enable the students to practice their language and interact to enhance their oral productions.
3. EFL students need to practice and focus on what they possess as knowledge to what they learned from the target language rules and try to improve them to be more fluent and accurate to improve their oral performance..

4. EFL students though, need to try to overcome their speaking difficulties and problems through participating and enriching their grammatical knowledge in order to enhance their oral production.

5. Teachers need to pay attention to the classroom atmosphere by setting a scene to students to encourage them to interact and speak no matter their speaking problems are. Which help them to reduce it.

General conclusion

This study aims at investigating the Role of EFL learners' grammatical competence in the improvement of their speaking skill at the Department of English, University of Biskra. We hypothesized: if the more EFL learners' grammar knowledge is considerable, the more their oral proficiency improves.

Carrying out the research based on this hypothesis; we begin by section of theoretical review composed of a chapter concerning speaking skill; its definition, characteristics, elements, activities and its contribution and importance for effective performance.

In the second chapter, we presented theoretical literature about grammatical competence, grammar definition, and different presentations and types; we distinguished the importance of spoken grammar and its contribution to speaking skill. Also we present different features for an effective oral performance with some strategies to hold on during oral production or during session tasks that would be given by the teachers.

The third chapter is devoted to the field work which is consisted a grammar test, students-teachers questionnaires and their results, as well as their discussion; and classroom observation, its results and discussion.

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Appendix 1: Grammar Test

Exercise 1

These exercises test your understanding of basic grammar rules.

1. You are old enough to your own bed now. (do / make)
2. You saw James,? (did you / didn't you)
3. If I enough time tomorrow, I will come and see you. (have / willhave)
4. I would get up earlier if there a good reason to. (is / was)
5. This time tomorrow I on the beach. (will lie / will be lying)
6. Have you ever watched cats wash each other? (how / the way)
7. She began when she was just 12. (writing / to write)
8. I am tired waiting for people who never turn up. (of / with)
9. Look the mirror before you drive off. (at / in)

Exercise 2

Complete the following sentences using the appropriate form of the word given in the brackets.

1. His (proud) led to his fall.
2. We are waiting for the (confirm) of the news.
3. Failure is the stepping stone to (succeed).
4. He is an (ambition) young man driven by his desire to change the world.
5. One should be satisfied with one's (accomplish)
6. His (determine) to learn English helped him in his later life.
7. If you follow my advice, you will (success)
8. His father has given him his (permit) to go abroad.
9. His (enthuse) is contagious.
10. He is very (enthuse) about his new project.

Exercise 3

Complete the following sentences using appropriate relative pronouns.

1. The book you gave me was interesting.
2. The boy stood first in our class is my friend.
3. Give me the books you borrowed from my brother.
4. I know the man daughter won the first rank.
5. John is the guy helped me when I was in trouble.
6. I consoled the man wife had been killed in the accident.

7. The plants grow on the mountains look lovely.
8. This is the only story in this book is worth reading.
9. I saw a girl beauty took my breath away.
10. The boy I spoke to is my classmate.

Grammar IQ test

Choose the best answer. Check the answers at the end of the exam.

1. Which of the sentences below is an example of colloquial language?
 - a. Harry got sick of his job.
 - b. Benson postponed the meeting.
 - c. Julie will arrive ahead of schedule.
 - d. Bonnie needs additional time.
2. Which sentence contains an active voice verb?
 - a. The agenda was prepared by the assistant.
 - b. Andreas frosted the cake.
 - c. Biliias was welcomed by the staff.
 - d. The officials were criticized bitterly
3. Choose the correctly punctuated sentence below.
 - a. The mail was late, consequently, the package did not arrive on time.
 - b. The mail was late consequently, the package did not arrive on time.
 - c. The mail was late; consequently, the package did not arrive on time.
 - d. The mail was late consequently the package did not arrive on time.
4. Choose the correctly capitalized sentence below.
 - a. As we traveled down interstate 90, we could see the Black Hills rising in the distance.
 - b. As we Traveled down Interstate 90, we could see the Black hills rising in the distance.
 - c. As we traveled down Interstate 90, we could see the black Hills rising in the distance.
 - d. As we traveled down Interstate 90, we could see the Black Hills rising in the distance.
5. Which of the following sentences has the correct end mark?
 - a. How nice of you to see us;
 - b. How nice of you to see us?

- c. How nice of you to see us!
- d. How nice of you to see us.

Answers of the test

Answers for activity 1

1. You are old enough to **make** your own bed now.
2. You saw James, **didn't you?**
3. If I **have** enough time tomorrow, I will come and see you.
4. I would get up earlier if there **was** a good reason to.
5. This time tomorrow I **will be lying** on the beach.
6. Have you ever watched **the way** cats wash each other?
7. She began **writing / to write** when she was just 12.
8. I am tired **of** waiting for people who never turn up.
9. Look **in** the mirror before you drive off.
10. It was a **magical** experience.

Answers for activity 2:

1. His **pride** led to his fall.
2. We are waiting for the **confirmation** of the news.
3. Failure is the stepping stone to **success**.
4. He is an **ambitious** young man driven by his desire to change the world.
5. One should be satisfied with one's **accomplishments**.
6. His **determination** to learn English helped him in his later life.
7. If you follow my advice, you will **succeed**.
8. His father has given him his **permission** to go abroad.
9. His **enthusiasm** is contagious.
10. He is very **enthusiastic** about his new project.

Answers for activity 3:

1. The book **that / which** you gave me was interesting.
2. The boy **who** stood first in our class is my friend.
3. Give me the books **that** you borrowed from my brother.
4. I know the man **whose** daughter won the first rank.
5. John is the guy **who** helped me when I was in trouble.
6. I consoled the man **whose** wife had been killed in the accident.

7. The plants **that / which** grow on the mountains look lovely.

8. This is the only story in this book **that** is worth reading.

9. I saw a girl **whose** beauty took my breath away.

10. The boy **whom** I spoke to is my classmate.

The IQ test Answers:

- 1. A
- 2. B
- 3. C
- 4. D
- 5. C

Appendix 2 : Students' Questionnaire

Dear students,

You are kindly requested to fill in this questionnaire which is an attempt to gathering information needed for the accomplishment of a master dissertation. We designed this questionnaire to investigate *The Role of EFL Learners' Grammatical Competence in The Improvement of Their Speaking Skill*. We would be so grateful if you could sincerely answer the following questions, so please, give us precise answers as you can. Be sure that the answers you provide will certainly remain confidential and will only be used for research purposes.

Please, put a tick “√” in the appropriate box, give a full answer whenever necessary, and justify your answer wherever needed.

Thank you for your time and for your collaboration.

Section One: Personal Information

1- How long have you been studying English?

..... years

2-Why did you choose to study English? (you may tick more than one option).

- To obtain a good job in the future.

- Because it is a universal language.

3-How do you consider your level in English?

• Very good

Good

Average

Poor

4- How do you find learning English?

- Very difficult Difficult
- Easy Very easy

5-Do you consider yourself fluent speaker? Why? Why not?

.....

.....

.....

Section Two: Speaking Skill

6-Classify the following skills according to their importance:

- Writing Reading Listening Speaking

7- How often does the teacher give you the opportunity to speak?

- Always Sometimes rarely Never

8- Do you try to express yourself using English even if you make mistakes?

- a. Yes
- b. No

9-Which of these aspects do you focus in your oral performances and direct communication?

- a. Fluency
- b. Accuracy
- c. Both

10-What are the speaking problems that you face in the oral Expression?

- a. Pronunciation Mistakes
- b. Hyness
- c. Lack of vocabulary
- d. Grammar Mistakes Rules

Section three: Grammar Knowledge and Speaking Skill

11-When learning the English language, do you think that learning grammar is:

- a. Very much important
- b. Important
- c. Less important
- d. Not important

12-Do you think your level in grammar is:

- a. Excellent
- b. Good
- c. Average
- d. Poor

13-Do you think that you know most of the grammar rules, but you still make mistakes when using the language?

- a. Yes
- b. No

If no, please say why?

.....

.....

.....

.....

14- Do you think that having a good knowledge of grammatical rules can be beneficial for your oral performance?

a. Yes

b. No

If no, please justify?

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

15- Do you think that accuracy is important while speaking in oral performance?

a. Yes

b. No

16- Do oral expression activities help in improving your oral performance?

a. Yes

b. No

If no, what do you suggest?

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

Appedix 3: Teachers Questionnaire

Dear teacher,

This questionnaire is prepared to investigate *“The Role of EFL Learners’ Grammatical Competence in the Improvement of Their Speaking Skill”*. It will be very kind of you if you answer the following questions which are an attempt to gather information needed for the accomplishment of a master dissertation. I would appreciate if you could take the time and the energy to share your experience by answering the questions below. Your answers are very important and will be of much help for the completion of this work.

You are kindly requested to answer the following questionnaire by ticking (√) the appropriate box(s) or giving full answer in the space provided.

Thank you very much in advance.

Section One: Personal Information

1-Degree (s) held:

- BA (Liscence)
- MA (Magister/Master)
- PHD (Doctorate)

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

- 3 years
- 4 years
- 5 years
- More than 5 years

Section tow: Teaching oral expression.

3-How many years have you been teaching Oral Expression?

.....
.....

4-How do you assess your students' level of oral proficiency in English?

- a.Excellent
- b. Good
- c.Average
- d.Low

5- Which of these aspects do you focus on in classroom interaction?

- a. Fluency
- b. Accuracy
- c. Both

Please, explain why

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

6- What are the speaking activities you focus on most to create a successful interaction?

- a. Dialogues
- b. Debates and discussions
- c. Information gap activities
- d. The problem solving activity
- e. Telling stories

7- Is it possible to make all the students participate in the speaking activities?

a. Yes

b. No

Please, explain.

.....

.....

.....

.....

8- What is the speaking problems students face in Oral Expression?

a. Inhibition because of shyness, anxiety and stress

b. Nothing to say about the chosen topic and lack of vocabulary

c. Low participation and Lack of self-confidence

e. Other problems (please justify)

.....

.....

.....

9- During semester observation, do your EFL students' speaking mistakes and problems:

a. Last

b. Reduce progressively

c. Disappear completely

Section three: Teaching grammar through oral expression

10-Do you think that relating grammar and speaking can be beneficial for EFL learners and teachers?

No

Yes

11-Do you often complain that your students' know most of the grammatical rules, but they still make mistakes when they perform orally?

Yes

No

Say why/ why not

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

12-Do you agree that activating students' previous grammar knowledge implicitly or explicitly would enhance their oral proficiency?

Yes

No

13-If there is a link between grammar and oral expression, how much time should be advocated to it?

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

14-Do your students have problems when using the target language rules while speaking?

a.fluency problems

b.accuracy problems

c.both

Can you specify please?

.....

.....

.....

ملخص

الدراسة الحالية والتي قمنا بها في جامعة بسكرة ، تهدف إلى التعرف على دور الكفاءة النحوية لدى متعلمي اللغة الانجليزية كلغة أجنبية لكي تتحسن مهاراتهم في الحديث بها. ولأجل تحقيق هذه العلاقة التبادلية ، لقد افترضنا أن المعرفة أكثر بقواعد اللغة لمتعلمي اللغة الإنجليزية كلغة أجنبية ، يحسن المزيد من كفاءتهم في التحدث والفصاحة اللغوية .

للتحقق والتأكد من صحة هذه الفرضية وجهدنا اختبارا نحويا والذي من خلاله نختبر التعبير الكتابي للطلاب بحيث يعطينا تصورا عن مدى معرفته واستعماله لمدرجاته النحوية وقواعد اللغة بينما يجب على استفسارات محددة ومصممة بعناية.

بعد ذلك ، حققنا في سبيل الهدف المطلوب نوعين من الاستبيانات : استبيان الطلاب واستبيان المعلمين ، ووجدنا أن كل الطلبة يؤكدون على انهم لا يستخدمون ما تعلموه من معارف نحوية عندما يتعاملون باللغة بالإضافة إلى أنهم يعاون من المشكل اللانهائي خلال التحدث باللغة من عدم دقة وقلة فصاحة والذي يؤثر على مهارات النطق باللغة الأجنبية.

الاستبيان الشفهي للمعلمين يؤكد على ان طلابهم يعانون من قصور فيما يتعلق بالتحضير للمواضيع المعطاة، العروض التقديمية بالإضافة إلى سوء توظيف علم النحو وقواعده والذي يشكل عائق لكل من الأساتذة وطلاب اللغة الإنجليزية كلغة أجنبية. أظهرت النتائج أن غالبية الأفراد الذين خضعوا للاختبار لكل من المجموعتين 2 و 3 قد تحصلوا على نسبة 42 بالمائة مما يشير إلى أن تفعيل الحصيلة المعرفية المتعلقة بالقواعد اللغوية المدروسة مسبقا أمر في غاية الأهمية خلال الإنتاج الشفهي الذي يساعد طلاب السنة ثانية انجليزية للتواصل بفصاحة والتي تعطيمهم القدرة على التقليل من مشكلاتهم في النطق وضمن ذلك يعرفون جيدا أهمية تعلمهم للقواعد النحوية وأهمية استخدامهم لهذه القواعد خلال التعبير الشفهي والمحادثات .