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Exploring Teacher's and Student's Attitudes Towards the Use of Communicative Strategies in Developing EFL Student's Speaking Skill Case study: First year EFL students at Biskra University

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Dedication

I dedicate my work to:

My beloved mother Samira, and my dear father Hachemi

My adorable twin Amina, and my dear brother Abderhmane.

My grandparents,

My lovely aunts Sihem, Khalissa, Nadjet, and Fatiha, and my dear uncles Said and FathEdin,

and to all my family,

To all my friends for their supports, and encouragement,

I love you all.

Thank you

Acknowledgements

Abstract

The ability to speak English effectively and appropriately is a priority for most English language learners, and communication is the main purpose of language learning and one of the challenges that learners face while learning a second/foreign language. Moreover, it is necessary for learners to find efficient means through which they can convey their ideas. The current Research study attempts to explore the use of communicative strategies in the learning process and especially in the classroom. Therefore, this study hypothesized that if students use more communication in the classroom, their speaking will be improved and. A mixed method approach was adopted to gather data for the present research. The research is based on two questionnaires administrated to thirty six first year EFL students at Mohamed Khider University of Biskra, and six oral expression teachers. The findings showed that both students and teachers have positive attitudes towards the effects of using communicative strategies in developing EFL learners speaking skills and those communicative strategies are the appropriate technique in the learning process of speaking. In light of these results, the earlier stated hypothesis was successfully confirmed in that communicative strategies are the appropriate technique to develop and improve EFL learners speaking skills. Thus, based on the results obtained, some recommendations have been proposed to help students overcome their difficulties to improve their speaking skills through using communicative strategies, and others to help teachers in their way of teaching the oral skills.

Keywords: Speaking skill, Communication strategies, and EFL learners.

List of Abbreviations and Acronyms

EFL: English as foreign language.

CSs: Communicative Strategies.

Cc: Communicative Competence.

%: Percent

e.i: id est (that is)

L2: Second Language

SLA: Second Language Acquisition

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General

Introduction

General Introduction

1. Statement of the Problem

It is apparent that EFL students find themselves facing many obstacles and difficulties throughout the language learning process. Learning to be a fluent speaker is a challenging task for EFL learners as speaking is considered to be one of the main skills to develop and to encourage learners to communicate with each others and with the teacher. We suppose that first year students of English language at Biskra University need to master and to improve their speaking through using communicative strategies. Unfortunately, most of the English learners are not aware of this technique. Consequently, the focus of this study is to highlight the importance of communicative strategies as a technique and to prove that this technique has the potential to trigger EFL learners' motivation in speaking. We attempt to investigate the effectiveness of using communicative strategies and eventually foster their speaking abilities to become competent.

2. Aim of the Study

This research aims:

To unveil The role of communication strategies in developing EFL students' speaking skills and to find out how can students communicate with their teacher in classroom .

3. Significance of the study

The present research will deal with communication as a strategy to improve EFL learners' speaking skills. It is important to draw attention to this strategy because it affects the learners of English language positively. In addition communicative strategies are significant for the learner to better communicate the language and also for the teacher to make his/her work easier.

4. Research Questions

To what extent the use of communication strategies is effective in improving English speaking skill among first year EFL students at Biskra University?

Are first year students aware of the effect of communicative strategies on their speaking skills?

What are the communicative strategies that are frequently used by first year EFL students?

5. Research Hypothesis
In the current study, we examine the effects of communication strategy in developing English as Foreign Language (EFL) learners' speaking skill, so we hypothesize that:

H 01: The use of communicative strategies in the classroom is the appropriate technique to improve first year students' speaking skill.

H 02: If students use more communication at classroom, their speaking will be improved.

6. Research Methodology

6.1 The choice of the Method
In this study, we are looking for a connection between the two variables, which are communication as strategy in speaking skill and the effectiveness of this strategy on developing students' speaking skill. According to the nature of our research, it will be held under the qualitative and quantitative approach

6.2 Population
Our study is at Mohamed Khider University of Biskra, The population of this study was limited to first year EFL learners at Mohamed Khider University of Biskra, which consisted of (320) students only 36 were chosen to participate in this work. Moreover, (57) was the population of the staff teachers of English from the same department at Mohamed Khider University of Biskra, Algeria.

6.3 Sample
The sample of this research was limited to first year EFL students and oral expression teachers at Mohamed Khider University of Biskra in order to conduct their attitudes toward using communicative strategies to improve EFL learners speaking skills. The questionnaire administrated to thirty-six (n=36) participants from first-year EFL students and six (n=6) oral expression teachers of Biskra University, to achieve the purpose of this work and reach the

conclusion. Also, it allows the learners to express themselves and expressed their point of views about developing their speaking skills.

6.4 Data Collection Tools

This research will include two data collection tools: questionnaires for first year student of English and teachers at Biskra University. These tools are used as a support for the dissertation in order to reach reliable and valid outcomes and results.

7. Structure of the Study

This research consists of three chapters, two theoretical chapters and one practical. Chapter one is about the learners' speaking skill. Some definitions of relevant terms related to speaking skill, what is its' importance, its main characteristics, and what are its' types, elements and the relationship between speaking and listening, the speaking activities, learners' difficulties and techniques for developing fluency in speaking. Chapter two will search for the effectiveness of communicative strategies on EFL learners. There will be some definitions of communication, communicative competence, communicative strategies and process and types of communication, classification and typologies of communicative strategies and then factors effecting communicative strategies choice. Chapter three which explains how the information we gathered are relevant to our research problem and whether the hypotheses are verified or declined.

Chapter one

An Overview of Speaking Skill

Chapter One: An Overview of Speaking Skill

Chapter One: An Overview of Speaking Skill

Introduction

Language plays a vital role in the development of human ability since it is the major means to communicate effectively in a target situation. When teaching English as a Foreign Language (TEFL), the learners need to master the four language skills: Listening, Speaking, Reading and Writing in order to achieve a high level of abilities in producing and receiving the target language in its oral or written forms. Speaking also is the way to express ideas, opinions, or feelings with others by using words or sounds in delivering message. Students encounter difficulties in speaking productive skills and they consider it as the main skills that should be improved. In this chapter, light will be shed on speaking skills. This part includes the main concepts related to the speaking skills containing its definition, importance, types, elements, relationship between speaking and listening, classroom speaking activities, students' difficulties in this skill.

1.1. Definition of Speaking

Speaking is a kind of bridge for learners between classroom and the world outside (Hadfield, 1999, p. 7). It is when someone expresses his points of view thoughts, feelings or attitudes through using pronunciation. To know the language learners can speak, it is necessary to get them to actually, say something. To do this they must act on knowledge of grammar and vocabulary, this latter play an important role in communication in general and in speaking in particular because if there is a lack of vocabulary this may influence EFL student's performance in listening, in conversation classes , in expressing their ideas and feelings , and especially in speaking skill . In the view of psycholinguist Pawlak (2011), speaking is the process of transmitting and receiving messages, expressing one's feeling in speech by using different processing mechanisms and components to arrange the words and speak language fluently. Speaking is an essential skill in the EFL learning; however, it should be a part of the language-teaching curriculum (Luoma, 2004)

Thornbury (2005, p.1) stated that the ability to speak fluently depends on teaching grammar and vocabulary with little pronunciation through and it involve certain skills and different types of knowledge. Also a good speaker is someone who can influence others with his/her words "We often say someone is a good speaker because that person speaks confidently, fluently and grammatically" (Renandya & Widodo, 2016, p. 144)

1.2 Characteristics of Speaking Performance

According to the communicative approach giving more attention to classroom activities will provide learners with elements that enhance their speaking fluency and accuracy and to fulfill learning outcomes.

1.2.1. Fluency:

To be fluent means to speak a particular foreign language in an easy, clear, and smooth way without making mistakes. Moreover, it is to reply coherently by linking the words and phrases, articulate the sounds clearly and quickly. Thornbury (2005, p.6-7) argued that speed and pausing are an important factor for the fluent speaker because they need to breathe and stop from time to time to allow the formulation of an utterance to reach its conceptualization.

1.2.2. Accuracy:

According to Kouicem (2009, p.32) the teachers of the second language emphasized accuracy in their teaching because learners require to be more fluent and they forget about being accurate. If the speaker performs incorrect utterances his/her speech will not be understood and their interlocutor will lose attention. Therefore, accuracy refers to the speaker's ability to produce grammatically correct sentences.

1.3 The Importance of Speaking Skills

Language is a tool for communication. We communicate with others, to express our ideas, and to know others' ideas as well. Communication takes place, where there is speech. Without speech we cannot communicate with one another. The importance of speaking skills hence is important for learning any language. The use of language is an activity which takes

place within the confines of our community. We use language in a variety of situations. People at their work places, are supposed to speak correctly and effectively in-order to communicate well with one another so they should be trained in the skill of speaking. Any gap in commutation results in misunderstandings and problems.

In-order to become a well communicator one needs to be proficient in each of the four language skills viz., listening, speaking, reading and writing, but the ability to speak skilfully, provides the speaker with several advantages. The capacity to express one's thoughts, opinions and feelings, in the form of words put together in a meaningful way. When we speak to others we come to have a better understanding of our own selves moreover sharing ideas with others can make the person feel an immense joy.

Ur (2000: 120) declares also 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 the language, as if speaking included all other kinds of knowing; and many if not most foreign language learners are primarily interested in learning to speak"*

An effective speaker can gain the attention of the audience and hold it till the completion of his message. Speaking skills are essential for career success, but obviously not limited to one's professional aspirations. Speaking skills can also enhance one's personality.

The need for speaking mastery in English has been increasing due to the strengthening position of English as a language for international communication. In the present global world, the English language has become the most spoken language in all over the world and it has achieved the status of the global language. English is the language widely used in the field of scientific research, education, business, the internet, travel and tourism, media and newspapers, software, medicine, engineering, information and technology, entertainment, and banking also it is the international language used for trade and commerce. Furthermore, books related to higher education most of them are published in English language. In order to acquire foreign or second language learning Speaking skill is the most important skill. Among the four key language skills. Speaking seems to be difficult for foreigner or second language learners to produce sentences without learning the grammatical structures and having the appropriate knowledge of vocabulary.

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Figure 1.1: the Importance of Speaking Skill (Parupalli Srinivas Rao, 2019, p.9)

Enhancing the learner's English speaking skill is the major way to promote their career improve business, build confidence levels, get better job opportunities, make public speeches, attend interviews, participate in debates and group discussions, give presentations and so on . Moreover, Having good communication learners can get better employment opportunities. Learners who perform the speaking skill in classroom by making debate, presentations group discussion in English language they will build self-confidence between themselves and become vigorous in making decisions and solving problems . According to several advantages of English, many people are learning the English language to achieve fruitful results in their specialty Parupalli (2019, p.12) put the following advantages of speaking skill:

•To participate actively in pair or group activities in the classrooms.

• To participate actively in debates and group discussions.

•To develop critical thinking among the learners.

• To pursue higher studies in foreign countries.

•To interact with people all around the globe.

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•To promote the sale of products in the business.

•To make living abroad simpler and easier.

•To get better employment opportunities.

•To make use of the internet effectively.

•To know the different cultures of the world.

• To perform well in job interviews.

1.4. Types of Speaking

The most Speaking activities in language classroom are dialogues and conversations but the teacher can adopt a variety of task activities. Brown (2000, 271-272) lists six basic types of speaking:

1.4.1. Imitative: the first type of speaking is the learner's repetition of words, phrases or sentences. The aim in this type is not for meaningful interaction but for concentring on some special element of language form.

1.4.2. Intensive: it is demonstrating competence by focusing on specific phonological, lexical, phrasal and grammatical points such as intonation, stress, rhythm. Also, it requires working in pairs where learners learn specific form of the language.

1.4.3. Responsive: the stimulus and response between the teacher and his learner by using short conversations , greeting , simple questions and comments for instance answering Yes or No question ,and it should be meaningful and authentic. For example:

A: how are you today?

B: am good, thanks, and you?

A: what is the main idea of this first topic?

B: the United Nation should have more authority.

A: So what did you write on question number one?

B: Well, I was not sure, so I left it blank.

1.4.4. Transactional (dialogue): the aim of this type is to convey or exchange specific information, and is an extended form of responsive language for example conversation may have more of a negotiative nature than does responsive speech for instance:

A: what is the main idea of this first topic?

B: the United Nation should have more authority.

A: more authority than what?

B: than it does right now.

A: what do you mean?

B: well, for example, the United Nation should have the power to force a country like Iraq to destroy its nuclear weapons.

A: you don't think the United Nation has that power now?

B: obviously not. Iraq is still manufacturing nuclear bombs.

1.4.5. Interpersonal (dialogue): the purpose of interpersonal dialogue is in maintaining social relationship rather than exchanging facts and information, also learners can involve some trickier factors such as: a causal register, colloquial language, emotionally charged language, slang, ellipsis, sarcasm, and covert agenda. An example of interpersonal conversation is as follow:

Amy: hi, bob, how's it going?

Bob: Oh, so-so.

Amy: Not a great weekend huh?

Bob: Well, far be it for me to criticize, but am pretty miffed about last week.

Amy: What are you talking about?

Bob: I think you know perfectly well what am talking about.

Amy: Oh, that... how came you get so bent out of shape over something like that?

Bob: Well, whose fault was it, huh?

Amy: Oh, wow, this is great. Wonderful. Back to square one. For crying out loud, Bob, I thought we'd settled this before. Well, what more can I say?

1.4.6. Extensive (monologue): this final type includes the oral production tasks which include short speeches, oral presentations, oral summaries and storytelling. It concern students

at intermediate to advanced levels and the language must be formal and deliberative. These monologues can be panned or impromptu.

1.5. Element of Speaking

EFL learners should know the importance of element of speaking in order to develop their fluency and accuracy in speaking English language .The following features are needed for successful speaking Harmer(2001, p.269) as cited in saifi (2015, p. 11-12) sets out.

1.5.1. Language Features

The major language features are: connected speech, expressive devices, lexis and grammar, and negotiation language

1.5.1.1. Connected Speech

This ability need not only to produce separated phonemes but also to use fluent connected sounds. In connected speech, there appear different processes by which sounds are linked, weakened, deleted or even changed.

1.5.1.2. Expressive Devices

Foreign language learner who want to be effective and succeeded communicators need to use the phonological rules which refer to the pitch, stress, volume and speed with the use of non-verbal means. Since using these devices contributes to convey learners intended meaning.

1.5.1.3. Lexis and Grammar

EFL learners should be able to use lexical phrases which carry different functions so that they can use them in communicating with others for instance agreeing or disagreeing, expressing surprise, shock as Saifi (2015) argued that : "Lexical phrases are very important in performing a language and students should be able to use these phrases for different functions such as agreeing or disagreeing, expressing surprise, shock, approval and the like."

1.5.1.4. Negotiation Language

Negotiation of language is very beneficial for learners, they often seek for clarification when they are listening to others speech. The teacher's role then is providing his students with different expressions they need in asking clarification from other speakers.

1.5.2. Mental / Social Processing

The mental and social processing are: language processing, interacting with others, and information processing.

1.5.2.1. Language Processing

It is occurs when speakers or learners process the language in their mind and then arranging it in a coherent way so that it sound more comprehensible and make the interlocutors get the intended meaning. Speakers need to retrieve words and phrases that are stored in their memories whenever they need to use it in communication.

1.5.2.2. Interacting With Others

Is the process that often involve interacting with two or more interlocutors .it is also the ability of the speaker to listen, understand others talk and how they feel after that the speaker react through taking turns or allow others to do so.

1.5.2.3. Information Processing

It is when the speaker process the information in his mind rapidly to response the other's talk but if it is slow they will be less effective communicators.

1.6. The Relationship Between Speaking and Listening

Speaking and listening are two main skills that are important in acquiring communicative competence in learning a foreign language because speaking is related more to the listening skill. Tamdor K. Abu Snoubar (2017, p. 130) states that "Teaching listening needs small classes and special equipment (C.D. players, speakers and listening

laboratories,…).'' Teachers use online listening resources for their students to help them improve their English language skills by their own. Both speaking and listening are essential for learners of English as a foreign language to give a successful conversation and those skill should be incorporated .Otherwise , if the two skills are separated, listeners will not be able to interact and negotiate verbally . in a conversation people are required to listen to their interlocutors in order to respond to them through verbal utterances and speech . (Brown, 2001, p. 275) argued that There is "A natural link between speaking and listening". And when teachers focus their attention on speaking, listening is always there.

1.7. Classroom Speaking Activities

Classroom   activities are the   best way to   develop EFL learner's interactive learning environment   and it   give opportunities to practise   real-life speaking in the safety   of the classroom between the teacher and the learner.

1.7.1 (Discussion) Debate

Discussion is the best way of presenting speech. It is the act of talking about a particular topic or issue with people and tell each other their views and opinion e.g. arguments agree or disagree, positive or negative, good or bad. Discussion differs from conversation in the proven fact that it has an identifiable objective. Then, it is like the conversation within the sense that each involves listening carefully and considering what people say or speak. Discussion in foreign language classrooms generally help FL learners to develop their communicative abilities since it gives them practice in expressing ideas orally in an organized manner and enables them to arrive at conclusions and results , to clarify or modify ideas, resolve differences and find alternative solution. Harmer stated that "Both spontaneous and planned discussion has a great advantage of provoking fluent language use" Harmer (2007, p.128) proposed a technique which he call it "Buzz group" to realize a successful oral discussion and to avoid all the speaking obstacles which might encounter the learners and this technique will be based on formatting small groups, it gives the learner the opportunity to talk and interact at the same time.

1.7.2 Role Plays

   It is a common classroom speaking activities which allow the students to become anyone they like for a short time. (Ur,1981,p.9) stated that "role play exercises are usually based on real-life situations: hence the speech they require is close to genuine discourse, and provides useful practice in the kind of language the learner may eventually need to use in similar situations outside the classroom". role play is very important in teaching speaking because it gives the students the chance to practice communication in different social context and in different social roles which they are playing . Ur (1991, p. 131) defines role play as follow:

> All sorts of activities where learners imagine themselves in a situation outside the classroom, sometime playing the role of someone other than themselves, and using language appropriate to this new context.

 Firdausi cited from Byrne that role play can be grouped into two types:

a. Scripted Role Play :

   This type include interpreting either the textbook dialogue or reading text in the form of speech. The main role of the text after all is to convey the meaning of language items in unforgettably way.

b. Unscripted Role Play :

   In the other hand, the situation of unscripted role play do not depend on textbooks. It is known as a free role play or improvisation. The Students who decide what language they will use and how the conversation should develop. In order to do this activity, good preparation from teacher and students is very important

1.7.2.1 Role Cards :

      Role cards as a role play technique gives the opportunity for learner's performances to be   guided   through   instructions   presented   in   cards   for   enabling   them to act out what may occur.

1.7.2.2 Simulation :

In this activity the participants normally discuss a problem of some kind with some setting that has been defined for them. Both role play and simulation are commonly used in foreign language classes to facilitate communicative competence. Moreover, in simulation students generally work with small groups to feel confident, cooperative, sharing ideas and create motivation.

1.7.3 Formation Gap Activities

It is another type of classroom speaking activities which is stated by Harmer (2002) as:
"Where two speakers have different parts of information making up a whole, because they have different information, there is a gap between them"

A further extension of the information gap activities in suggested in stories where for example the teacher provides his learners with an unfinished story and it depends on   the rest of the class to guess and discuss the way it ends.

In another gap activity, students are given incomplete dialogue and they have to complete it, for instance:

A: Hello! How are you?

B: ....

A: ....

B: I have just been to the railway station to buy a ticket for my father to Dubai

A: ....

B: On the 18th

B: My sister told me that you too have to go to Dubai.

A: yes..

B: All the best then!

 1.7.4 Talking Circles

Talking circles provide safe environment where students are given the opportunity to share their points of view with their partners using the target language, of course without fear of criticism or judgment. This activity is useful when the discussed topic has no right or

wrong answer, when students are sharing, feeling, considering moral or ethical issues as well. It is an effective strategy for reaching group consensus and for real life problem solving. In class, the students sit in a circle and each one   has the opportunity to speak.

During this spoken activity, both   parts of interaction have some guidelines to follow:

- Only one student speak at a time, while the others listen and remain non judgmental.

- Address all comments to the issue or topic, not to comments made by other students (avoid both positive and negative responses to another student's comments).

- Encourage listeners to focus on the speaker supporting him by taking an interest in what he/she says, rather than turning and thinking about what they will say when it is their turn.

- Encourage speakers to share their comments in a way that is easiest and most comfortable for them (e.g. personal story, examples or metaphors, analytical statements).

1.7.5 Story Telling Based Activities
It is the main activity to practice speaking in classroom

a) Guess the Lie:

In this activity learners tell each other three short personal anecdotes, where two among them are true and the third one is untrue and it depends on the others to guess the lie and to find the untrue anecdote so they argue their guesses. They can be allowed to ask a limited number of questions after the story has been told by their   colleague (Thornbury,1998,96).

b) Insert the Word:

Each student is given a card in which an unusual word or expression is written and has To be kept secret. The student has to tell his colleague an anecdote in which he / she incorporates 'the secret item ' as unobtrusively as possible, by the end ,the students have to guess the secret word .

 "Still in the same concern of storytelling based activities, student are allowed to tell jokes since the repeated practice of jokes in EFL classroom "Fulfils an important function of good speaking tasks" (Thornbury, 1998,p. 96).

1.7.6 Questionnaires

Questionnaires are useful as a communicative tool in classroom. They serve as "a way of provoking conversation and opinion exchange "(Harmer, 2000 ,89). This activity by being pre-planned by the students themselves becomes more useful, as (Harmer, 2000,p.274) had argued; "Questionnaires are useful because, by being pre-planned, they ensure that both questioner and respondent have something to say to each other" .The questionnaire as a spoken activity is considered to encourage the natural use of some repetitive language patterns (Harmer, 2000) . Generally speaking, the questionnaire results can be taken as a basis for different oral tasks like: prepared talks, discussion and Even written works Harmer (2000).

1.8 Learner's Speaking Difficulties
Speaking is regarded as very complex process that's why EFL learners encounter some difficulties in classroom speaking activities. These difficulties are obstacles for EFL learners in speaking skill. Ur (1991, p121) for example, mentioned four main problems which are: inhibition, nothing to say, low uneven participation, and mother tongue use.

1.8.1. Inhibition
This process happened in classroom participation when learners feel embarrassed or worry to say something however there are many factors that stop them in doing so.   Ur (1991, p. 121) support the idea by saying that "Learners are often inhibited about trying to say things in a foreign language in the classroom. Worried about, making mistakes, fearful of criticism or loosing face, or simply shy of the attention that their speech attracts." It is also sad that inhibition is an inability to act naturally, because of a lack of confidence. Moreover, students feel shy and fear of making mistakes because learners do not develop their communicative skills.

1.8.2. Nothing To Say

Usually learners who use these expressions "I have nothing to say", "I don't know", "no comment", they can't think of anything to say or they keep silent because of the imposed participation that teachers use in their trial to decrease inhibition and anxiety in the classroom

or because the topic chosen by the teacher is not interesting to them. "they have no motive to express themselves beyond the guilty feeling that they should be speaking"(Ur, 1991). So in order to avoid "nothing to say" expressions teachers should select topics which are familiar with the learner.

1.8.3. Low Uneven Participation

It is about the amount of each student's time of talking. However, there are students who like to dominate the class by speaking or to keep asking the teacher many questions and take almost the whole student's talk time. Other students do not prefer to talk since they don't know whether their answer is correct or no. Moreover, classroom arrangement may create a problem of participation and can't help the students to practice speaking activities. Bowman et al. (1989, p. 40) support the idea by saying that "traditional classroom seating arrangements often work against you in your interactive teaching." Penny Ur defines low uneven participation as follow:

> "Only one participant can talk at a time if he or she is to
> be heard; and in a large group this means that each one
> will have only very little talking time. This problem is
> compounded by the tendency of some learners to
> dominate, while others speak very little or not at all".

1.8.4. Mother Tongue Use

Second language learners who share the same mother tongue fell comfortable to use it outside and inside classroom rather than the foreign language. Therefore, Lack of the vocabulary of the target language usually leads learners to borrow words from their native language so if they keep using their mother tongue they will not be able to use foreign language correctly. When Learners use their mother tongue in classroom they find it easier and because they feel unnatural to speak with each other in a foreign language, and because they feel less exposed when speaking in their mother tongue (Ur, 1991).

1.9 Techniques for Developing Fluency in Speaking

There are several techniques that teachers may use as pedagogical tools to develop fluency in their students speaking. Nation and Newton (2009, p. 161) as cited in Saifi (2015, p. 19) highlighted some of these techniques by indicating the four essential ones: the 4/3/2, the best recording, ask and answer, and rehearsal talks techniques.

1.9.1. The 4/3/2 Technique

the first technique includes the amount of the student's production, the student's ability to control and dominate the nature of the language used, and the chosen topic and the features of focusing on the content of a message, repetitions also is concerned, and time pressure to reach a high rate of oral production by decreasing amount of time available for each student's talk.

1.9.2. The Best Recording Technique

The best recording is a useful fluency activity involving the use of authentic materials like tapes or digital recorders or even the language laboratory. Moreover, the technique reinforces the student to use these materials by telling a story, or reporting an event, or describing an incident, etc. The student then listens to himself narrating through replaying the recording and trying to focus on the development made. The learner therefore, keeps repeating the same operation until he figures out that he improved. This technique though, emphasis on the process of repetition, which in turn encourages the student to make efforts.

1.9.3. The Ask and Answer Technique

The main concern of this activity is to prepare learners in advance to practice asking and answering and gives them the opportunity to improve their oral proficiency. The ask and answer technique includes focusing on reading materials, so that learners read the text carefully and they should fully understand and comprehend the text in order to give them the chance to work in pairs, in which they ask and answer questions about the passage read from the teacher's list of questions. This technique demands students to summarize the fundamental ideas of the text in a form of answers.

1.9.4. Rehearsal Talks Technique

Rehearsed talks necessitate students to use the hierarchy process of first preparing the piece of talk individually, then rehearsing it with a partner, and later with a small group, and finally presenting it in front of the whole class, it mean that it allow the students to prepare themselves beforehand. This activity works as a scaffold before presenting the work, and it also helps the student to reduce anxiety and reinforce self- confidence.

Conclusion

As a productive skill, speaking is an essential skill to start communication in any language especially for non-native speaker .Speaking has been defined by many authors as a complex process that is used by the students to express themselves. In addition, chapter one has classified the speaking types according to their functions and also it has discussed characteristics of speaking performance, pointing out the main differences between speaking and listening. Moreover, chapter one has dealt with the importance of speaking skill in second language learning. Furthermore, in this chapter, we have mentioned classroom speaking activities and difficulties that EFL learners may encounter and the main techniques for developing fluency in speaking.

Chapter Two

An Overview of Communicative Strategies

Chapter Two: Overview of Communicative Strategies

Introduction:

English is an international language that plays a significant role in the globalization area. The aims of teaching and learning this language at schools and universities is to bring

Up learners to better understanding and better communication of the language, therefore English has changed into an international language. Moreover; communication is an essential part of learning languages. It is the purpose of learning a second or a foreign language.

Communication is the exchange of feelings, knowledge, ideas, opinions, and information with people. The main concern of EFL educators is to reinforce their speaking skills by using communicative strategies, but this is not an easy task for many EFL teachers. So this leads teachers to use different strategies, so it is necessary for teachers to help their students promoting their skill by identifying effective communicative strategies and use them in the classroom. This chapter light will be shed on the main concepts related to communicative strategies, containing the definition of communication, its importance, what are EFL learner's communicative strategies that are used by the teacher.

2.1. Definition of Communication

Communication is derived from the Latin word "Commonness" which means to make common, to convey to or to share between individuals and groups of people Fer (2018, p.1). Communication is a natural feature of man's life. Hence, "the word communication comes from a Latin word for "commonness", including the prefix com which suggests togetherness, joining, cooperation and mutuality" Oxford (1990, p.6-7) as cited in Zidouni (2016, p.14). Communication is as old as human, being himself starts communicating from birth. Some language teaching approaches emphasize interactions within classrooms, one of these approaches is the communicative approach which is based mainly on the premise of "communication ". It is strongly needed as an important feature in the development of foreign language learning. Moreover; it can occur either between the teacher and students or among the students themselves. Communicating in a second language is a difficult challenge. Therefore, L2 learners who want to make the challenge spend more time learning it than those of native speakers (NSs) to express their ideas and information. These difficulties are intensified through the learners' lack of linguistic resources, the type of meaning to be

conveyed, and the situational or learning context, among other factors. Communication is an exchange of facts, ideas, opinions or emotions by two or more persons it is also defined as intercourse through words, letters, symbols or messages and as a way through which the member of an organization shares meaning and understanding with another.

Therefore, communication is a composite information given and received out of a learning experience. In this, certain attitudes, knowledge, and skills change, carving with them alterations of behaviour, of listening effort by all involved, of a sympathetic fresh examination of issues by the communicator himself, of sensitive interacting points of view, leading to a higher level of shared understanding and common intention. Widdowson (1970) as cited in Laala (2010, p. 46) stated that the process of communication is dynamic and unpredictable and it has no stable link between meaning and the way it is realized in a language. Moreover the linguistic structure could express various functions and vice versa

2.2. Communication Process

Communications is a continuous process which mainly involves three elements. Sender, message, and receiver Ibid as cited in Slimani (2017, p. 135). The elements involved in the communication process are explained below in detail:

2.2.1 Sender

The sender or the communicator generates the message and conveys it to the receiver. He is the source and the one who starts the communication. Moreover, the sender generate the ideas in his mind and then he select the message that will be communicated.

2.2.2 Message

It is the idea, information, view, fact, feeling, etc. that is generated by the sender and is then intended to be communicated further. It is stated by Koneru (2008: 6) as cited in Slimani (2017, p. 150) A piece of information spoken or written, to be passed from one person to another. It consists of a set of verbal and nonverbal cues sent by the speaker

2.2.3 Encoding

The message generated by the sender is encoded symbolically such as in the form of words, pictures, gestures, etc. before it is being conveyed. Therefore, the sender transmits the information into a message which can be verbal, non verbal or written. Also, the choice of language is important for effective encoding.

2.2.4 Media

It is the manner in which the encoded message is transmitted. The message may be transmitted orally or in writing. The medium of communication includes telephone, internet, post, fax, e-mail, etc. The choice of medium is decided by the sender.

2.2.5 Decoding

It is the process of converting the symbols encoded by the sender. After decoding the message is received by the receiver. It leads to a successful communication that the both the sender and receiver should own for instance verbal mastery, coordinated body language, good listening and ability to read between lines

2.2.6 Receiver

He is the person who is last in the chain and for whom the message was sent by the sender. Once the receiver receives the message and understands it in proper perspective and acts according to the message, only then the purpose of communication is successful.

2.2.7 Feedback

It is an essential task in communication process. Once the receiver confirms to the sender that he has received the message and understood it, the process of communication is complete

2.2.8 Noise

It refers to any obstruction that is caused by the sender, message or receiver during the process of communication. For example, bad telephone connection, faulty encoding, faulty decoding, inattentive receiver, poor understanding of message due to prejudice or inappropriate gestures, etc. It distorts the interpretation or the decoding part of the communication process.
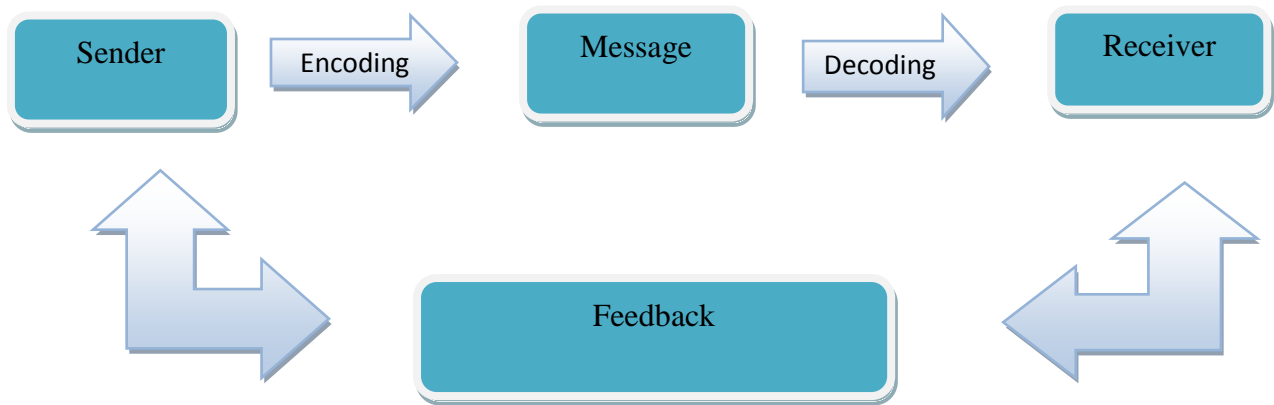
Figure 2.1: How the Communication Process Work (retrieved from

https://www.youtube.com/watch?v=q6u0AVn-NUM

2.3. The 7Cs Communication
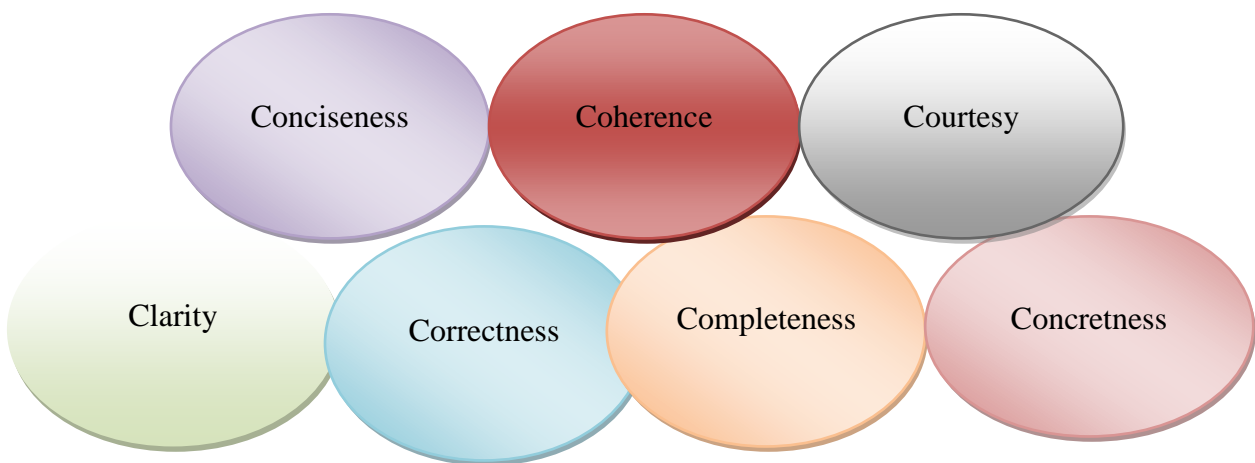
Figure 2.2: The 7Cs Communication (retrieved from

https://www.youtube.com/watch?v=RkebtEk2zU0

The 7Cs communication is a list of items that assist in promoting professional skills and rise the opportunity in understanding the message as it is intended . These are the Cs of communication:

2.3.1 Clarity

Is the most requirement of effective communication, the language used should be clear and straight forward. The aim of the communication should be obvious to the sender then only the receiver will be sure about it.

2.3.2 Correctness

The message should be correct, i.e. a correct language and messages must be free from all grammatical and spelling mistakes. Moreover; the message either with the sender or with the receiver should be exact and well-timed.

2.3.3 Completeness

The message should be complete in a sense that it should contain all the information , facts required by the intended audience . Furthermore; when information are complete the receiver find answers to all his questions and ambiguity.

2.3.4 Concreteness

The content of the communication must be tangible, the message should not be misinterpreted also there must be sufficient evidence to substantiate your arguments, facts and figures.

2.3.5 Conciseness

The message must be precise and concise to the point. The lengthy sentences, irrelevant words and details should be avoided by the sender because the short and brief message is more understood and attract the receiver's attention.

2.3.6 Coherence

When there is a logical relationship between words, sentences, and paragraphs also the points are following a logical order and sequential and well organized and interconnected which means that writing and speech are coherent.

2.3.7   Courtesy

When the message is positive and focused at the audience, the feeling and viewpoints of the receiver must be taken into consideration by the sender .moreover, the message must include the terms that show respect for the recipient and should not be biased.

2.4   Types of Communication

Verbal and nonverbal communications are under the concept of communication and are inseparable. There are two types of communication, verbal communication and nonverbal communication:

2.4.1   Nonverbal Communication

Nonverbal communication is a significant element of human communication. When we communicate with someone, our body has a language of its own. The way we sit, the gestures we make, the way we talk, how much eye contact we make – all of these are non-verbal ways of communicating that impact the messages our words are sending. Burgoon, buller and wodall (1996, p. 113) defined nonverbal communication as "are typically sent with intent, are used with regularity among members of a social community, are typically interpreted as intentional, and have consensually recognized interpretations".

2.4.2   Verbal Communication

Verbal Communication is a type of oral communication wherein the message is transmitted through spoken words. Here the sender gives words to his feelings, thoughts, ideas, and opinions and expresses them in the form of speeches, discussions, presentations, and conversations. Fer (2018, p. 1) argued that:

> "Spoken or verbal communication refers to the use of sounds and language to relay a message; it serves as a vehicle for expressing desires, ideas and concepts and is vital to the processes of learning and teaching. In combination with nonverbal forms of communication, verbal communication acts as the primary tool for expression between two or more people".

2.5   Definition of Communicative Competence

Communication is the transmission of information, feeling, ideas, and opinions with people and this means that we do not use communication just to transmit facts but also to transfer what we fell about those facts. Revell (1979) as cited in kaddour (2015, p.7). Communicative competence (CC) enable learners to use the language accurately and fluently. so the acquisition is need to in order to have the ability to speak and interact using the target language. Teaching some basics that foster this competence is essential to create opportunities and improve speaking skills, since this phase is worthwhile for the users of the target language; it was integrated in the communicative syllabus to be its main goal. According to Troike Communicative competence became a fundamental field in sociolinguistics, and many specialists will adopt it soon in the scope of SLA and language teaching. It is simply defined as "what a speaker needs to know to communicate appropriately within a particular language community". Moreover, Troike (2006 p. 100) stated that communicative competence comprise not only knowing the vocabulary, phonology, grammar, and other aspects of linguistic structure but also when to speak (or not), what to say to whom, and how to say it appropriately in any specific context, also it involves that the speakers are supposed to have the social and cultural knowledge which enable them to use and interpret linguistic forms.

In 1980, in an analysis and review of much research and literature regarding communicative competence, Canale and Swain as cited in Kaddour (2015, p.7-8) further develop this notion, identifying four dimensions of communicative competence: grammatical competence , sociolinguistic competence , discourse competence and strategic competence. To be communicatively eligible, according to Troike is not only the learned capacity of knowing the rules, but also to know what to say to whom and how to say it in a given situation.

2.5.1 Grammatical Competence
Grammatical competence provides learners with grammatical knowledge which enable them to be knowledgeable and well informed about how words are combined into several sounds, and the specific stress of sentences. Tarone and Yule (1989, P.37) as cited in (Akli & Kaci, 2015,p.10) have explained what grammatical competence means, "Grammatical competence involves knowledge about the phonological and grammatical structure, or form of the language, and the ability to produce and understand these forms in speech and writing".

2.5.2 Discourse Competence

Discourse competence is "the ability to connect sentences and to form meaningful whole out of series utterances." (Brown 2007, p. 220) as cited in Kaddour (2015, p 8). Moreover, discourse competence integrates between the grammatical rules and semantics. That is, learners would be able to produce precise and meaningful speech.

2.5.3 Sociolinguistic competence

This competence gives the learners the chance to produce and comprehend a language for specific goals. Tarone and Yule (1989, P.38) as cited in (Akli & Kaci, 2015,p.10) claimed, "Sociolinguistic competence involves the ability to produce and understand the language which is appropriate to specific transactional situations and conforms to the politeness conventions of those situations".

2.5.4 Strategic Competence

For Canale and Swain as cited in Kaddour (2015, p. 8), strategic competence means "how to cope in an authentic communicative situation and how to keep the communicative channel open". It relates to the verbal and non verbal communication strategies capable of minimising communication breakdown arising from low competence. In fact, any speaker who tries different techniques to treat abnormalities in the three other competencies, and uses different communication strategies to build a successful act of communication is demonstrating strategic competence

2.6   Definition of Communication Strategies (CS)

Communicative strategies are defined by various definitions by linguists what is "communication strategy"? Different linguists define this phrase differently. Tarone, Cohen and Dumas (1983,p.5) define the phrase as follows: a systematic attempt by the learner to express or decode meaning in the target language, in situations where the appropriate systematic target language rules have not been found. Tarone (1981, p.72) gives another definition of "communication strategy," focusing on communication between two people. The definition is as follows: a mutual attempt of two interlocutors to agree on meaning in situations where requisite meaning structures do not seem to be shared. (Meaning structures include both linguistic and sociolinguistic structures. Corder (1983, p.16) uses the term

"communicative strategy" instead of "communication strategy" and defines it in the following way: a systematic technique employed by a speaker to express his meaning when faced with some difficulty. Faerch and Kasper (1983, p.25) use the word "plan" to define "communication strategy."According to them, the execution of a "plan" will "lead to verbal behaviour which is expected to satisfy the original goal" .The "original goal" in this case is a communicative goal. Moreover, communication strategies aims at solving what the individual face as a problems in reaching a particular communication objective. Stern (1983) defines the phrase as follows: the technique of coping with difficulties in communicating in an imperfectly known second language. The speaker who faced difficulty since their communication ends outside their communication means or when confronted by a misunderstanding with another speaker Hardan(2013).

As argued by Luciano Mariani (2010, p.4)

> "Communication strategies are the ways and means we employ
> when we experience a problem in communication, either because
> we cannot say what we would like to say or because we cannot
> understand what is being said to us"

Dornyei gives another definition to CSs and stated that it included adopting both verbal and nonverbal techniques when communicating to deal with problems that encounter the learners. "Communication strategies which involve various verbal and non- verbal means of dealing with difficulties and breakdowns that occur in everyday communication"(1995, p.1). Dornyei (1995, p. 55) stated that people use interactional strategies because they lack basic grammar and vocabulary in the target language and successful communication depends on their ability to communicate using their strategic competence

> "Some people can communicate effectively in an L2 with
> only 100 words. How do they do it? They use their hands,
> they imitate the sound or movement of things, they mix
> languages, they create new words, they describe or
> circumlocute something they don't know the word for—in
> short, they use communication strategies." (p. 55).

2.7 Classification of Communicative Strategies

a. Message adjustment strategies

Trone (1981: 286-287) as cited in Zidouni (2016, p. 16) argued that message abandonment or avoidance strategies. These strategies are used by learners when the inter language structures are insufficient to transfer their ideas and information. It means that using language; learners should say what they can, and not what they want to.

b. Expansion or Achievement Strategies

According to Dornyei and Thurrell (1991: 18) as cited in Zidouni (2016, p. 17) that this strategy learners seek to keep the communication going by compensating for their deficiencies when they feel of the failure in conveying their messages. Moreover, learners try to overcome their linguistic problems using their own resources as paraphrasing, circumlocution, non-linguistic means, borrowing and code switching.

c. Stalling or Time-Gaining Strategies

Fillers or hesitation devices as "I see, well, and as a matter of fact" are conversational patterns used by the learners to remain in the conversation and gain time (Dornyei & Thurrell,1991:19) as cited in Zidouni (2016, p. 17). These strategies are different from the other ones because they are not used to hide any linguistic deficiencies but rather to gain time and to keep the flow of communication at times of difficulty (Dornyi, 1995: 57).

2.8 Typologies of Communication Strategies (CS)

Communication as an indispensable part of language may be a challenge for language learners, leading to frustration due to limited vocabulary and precarious grammar .However, knowledge of CS provides greater opportunities to continue a conversation and avoid falling into silence. These strategies are variety of ways and linguistic devices to be used to solve communication problems and to negotiate meaning. CS have been documented and classified in a number of taxonomies which are repertoire of options for learners to apply while

interacting. Taxonomies mirror different approaches in identifying and interpreting CS, and provide the basis for explanations of learners' communicative behaviour in language production (Bialystok, 1990). Thus to gain more information about CS and their use some taxonomies are reviewed. To study communication strategies, two main approaches can be taken: the first can have a linguistic basis and the second a cognitive/psychological basis. In another respect, one is product-oriented and the other is process-oriented (Bou-Franch, 1994; Dornyei, & Scott, 1997; Jordá, 1997). Within the linguistic approach, Tarone and Faerch and Kasper's works are the most influential. Within the cognitive approach, Poulisse's and Bialystok's works must be taken into account (Dornyei, & Scott, 1995). An example of a linguistic or product oriented CS typology is the one proposed by Dornyei (1995) which is based on the most common and important CS found in Varadi's, Tarone's, Faerch and Kasper's, and Bialystok's typologies (Figure 1). This typology consists of three strategy types of avoidance or reduction, achievement or compensatory, and stalling or time-gaining strategies. The first type involves alternation, reduction or abandonment of message. Strategies in the second type present alternative plans so that the original communicative goal can be carried out by compensating for the linguistic deficiencies. The third type which is functionally different from the other strategies is used to gain time and to keep the communication channel open but not to compensate for any linguistic deficiencies. The complete description of this typology is as follows:

AVOIDANCE OR REDUCTION STRATEGIES 1. Message abandonment: leaving a message unfinished because of linguistic difficulties. 2. Topic avoidance: avoiding topic areas or concepts which pose linguistic difficulties.
ACHIEVEMENT OR COMPENSATORY STRATEGIES 3. Circumlocution: describing or exemplifying the target object or action (e.g., the thing you open doors with for key). 4. Approximation: using an alternative term which expresses the meaning of the target lexical item as closely as possible (e.g., ship for sail boat). 5. Use of all-purpose words: extending a general, empty lexical item to contexts where specific words are lacking (e.g., the overuse of thing, what-do-you-call-it). 6. Word-coinage: creating a non-existing L2 word based on a supposed rule (e.g. vegetarianist for vegetarian, paintist for painter). 7. Use of non-linguistic means: mime, gesture, facial expression, or sound imitation. 8. Literal translation: translating literally a lexical item, an idiom, a compound word or structure from LI to L2. 9. Foreignizing: using a LI word by adjusting it to L2 phonologically (i.e., with a L2 pronunciation) and/or morphologically (e.g., adding to it a L2 suffix). 10. Code switching: using a LI word with LI pronunciation. 11. Appeal for help: turning to the conversation partner for help either directly (e.g. What do you call. . . ?) or indirectly (e.g., rising intonation, pause, eye contact, puzzled expression).
STALLING OR TIME-GAINING STRATEGIES 12. Use of fillers/hesitation devices: using filling words or gambits to fill pauses and to gain time to think (e.g., well, now let me see, as a matter of fact).

Figure 2.3: CS following traditional conceptualization (Adopted from Dornyei, 1995, p. 58)

In the latter half of the 1980s, the existing typologies of CS were criticized for being product-oriented and two main deficits were identified: "failure to distinguish the psychological process from the linguistic product, and failure to consider the linguistic and non-linguistic constraints that influence the choice of a particular strategy" (Jordá, 1997, p.3). Therefore, process-oriented taxonomies for CS including conceptual strategies and linguistic/code strategies were presented. As an example of processoriented taxonomies, Poulisse's typology (Figure 2) draws a distinction between conceptual and linguistic levels of language production. Poulisse (1990, cited in Bou- Franch, 1994) considers that the study of CS (or compensatory strategies) refers to the general study of communication, and in her definition of CS or compensatory strategies, she states that they are "processes, operating on conceptual and linguistic knowledge representations, which are adopted by language users in the creation of alternative means of expression when linguistic shortcomings make it impossible for them to communicate their intended meanings in the preferred manner" (Poulisse, 1990, cited in Bou-Franch, 1994, p.4). The taxonomy she presents is in accordance with Levelt's (1989, cited in Dornyei, & Scott, 1997; Littlemore, 2003) psycholinguistic model of speech production in which she identifies two main communication strategy types: the conceptual and the analytic strategy. Her typology of CS involves the following three strategies (Dornyei, & Scott, 1997; Littlemore, 2003; Jordá, 1997):

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1. *Conceptual strategies*— manipulating the target concept to make it expressible through available linguistic resources.

(a) *Analytic strategies*— specifying characteristic features of the concept (e.g., circumlocution).

(b) *Holistic strategies*— using a different concept which shares characteristics with the target item (e.g., approximation).

2. *Linguistic/code strategies*— manipulating the speaker's linguistic knowledge.

(a) *Morphological creativity*— creating a new word by applying L2 morphological rules to a L.2 word (e.g., grammatical word coinage).

(b) *Transfer* from another language.

Figure 2.4: CSs as Conceptualized by the Nijmegen University Group (Adopted from Dornyei, 1995, p. 58)

2.9 Factors Affecting Communication Strategy Choice

   Like any other strategy, the choice of CS is affected by various factors. Bialystok (1990) identifies three potential factors that influence the choice of CS, namely, nature of the task, L2 proficiency level, and features of the communicative situation. The topic of discourse, an important factor of a communicative situation, also affects communication strategy use as claimed by Bou-Franch (1994)**.** Other factors related to the field of discourse, the tenor and the mode of discourse in a communicative situation or social context may also affect the use of CS. Wongsawang (2001) indicates task effects as possible cause of differences in the choice of CS; in addition, by referring to studies such as Paribakht's (1985) and Chen's (1990) he admits that the CS choices of some specific concepts appear to be context or culture bound and that cultural-bound CS emphasize the fact that speaker's and listener's cultural backgrounds play a role in CS use. Learners' cognitive styles also help to determine their communication strategy preferences. In Littlemore's (2001) study, when language learners with a holistic (synoptic) cognitive style were faced with gaps in their target language lexis, they favoured comparison based strategies, whereas learners with an analytic cognitive style were found to focus on the individual features of the target item.

Conclusion

   In this Chapter, we have examined the definitions of communication by some linguists and then we tackled to communication process and then the 7cs communication also how to convey the right message and types of communication. Moreover chapter two has dealt with definition of both communicative competence and communication strategies and this latter was regarded as a technique that can be used to solve problems in reaching a communicative goal. Therefore, we have mentioned classification of communicative strategies, and typologies of communicative strategies and finally factors effecting communicating strategy choice.

Chapter Three

Methodology Data Analysis and Results

Chapter Three: Data Analysis and Interpretations

Introduction

    The present chapter is devoted to the practical part of this research work. It focuses on the analysis of the collected data. It looks more into the application of the suggested strategies in the Algerian educational situation to develop EFL learners' speaking skill using communicative strategies. The research instrument used is a questionnaire addressed to both teachers and students at tertiary level at Mohamed Khider University of Biskra, Algeria. The purpose of the students' questionnaire is to discover whether students are aware of the importance of using communicative strategies in improving their speaking skills inside the classroom. Whereas, the teachers' questionnaire aims to discover the teachers' opinion about which communicative strategies they use to improve their students' speaking skills. Therefore, the intended results are explained using methodology, administration of questionnaires, piloting, description and data analysis. Besides, discussion of the results and recommendations are also included in this chapter.

3.1. Methodology (Research Design)

To confirm our hypotheses and to gain workable results, this research is conducted in order to explore students' and teachers' attitudes towards using communicative strategies in developing EFL learners' speaking skills. According to the nature of our research, a mixed method approach was used to collect quantitative and qualitative through two questionnaires.

3.1.1 Population

    Our study is at Mohamed Khider University of Biskra, The population of this study was limited to first year EFL learners at Mohamed Khider University of Biskra, which consisted of (320) students only (36) were chosen to participate in this work. Moreover, (57) is the population of the teachers at Mohamed Khider University of Biskra and 6 of them who participated in this research.

3.1.2. The Sample

    This research was conducted to explore Biskra University teacher's and student's attitudes toward using communicative strategies to improve EFL learners speaking skills. The questionnaire administrated to thirty-six (n=36) participants from first-year EFL students and six (n=6) oral expression teachers of Biskra University, to achieve the purpose of this work and reach the conclusion. Also, it allows the learners to express themselves and expressed their point of views about developing their speaking skills.

3.2. Administration of the Questionnaires

Online questionnaires were designed using the software Google form. They were administered to the participants online, and emails were used to contact the oral expression teacher; however, Facebook groups were the main social media for reaching students.

3.3. Piloting the Study

This trial allows the researcher to collect feedback about how the instrument works and whether it performs the job it has been prepared for. Based on this information, we can adjust the final version of the questionnaire (Dornyei, 2003, p.63). As it was stated by Dornyei

> Because in questionnaires so much depends on the actual wording of the items (even minor differences can change the response pattern) an integral part of questionnaire construction is 'field testing, that is, *piloting* the questionnaire at various stages of its development on a sample of people who are similar to the target sample the instrument has been designed for.

For that reason, both of the questionnaires were provided to the supervisor, some teachers of oral expression. Accordingly, teachers agreed that the questions meet the objective of the tools but changes included adding more questions for teachers' questionnaire since we can't use another tools.

3.4. The Students' Questionnaire

This research was conducted to explore student's attitudes toward using communicative strategies to improve EFL learners speaking skills. The questionnaire was administrated to thirty six first year students.

3.4.1. Aim of the Questionnaire

The purpose of the student's questionnaire was to gather the student's opinions and views about the use of communicative strategies in developing EFL learners speaking skills. Moreover, it investigated which speaking activities they used to develop their speaking skill and problems that they encounter while speaking.

3.4.2. Description of the Questionnaire

The student's questionnaire consists of twenty items classified and grouped into three sections where each section focuses on a specific aspect, and it involves different types of questions: "closed" and "open-ended "questions. Closed questions require students to answer "Yes" or "No" or by ticking one answer from a set of options, whereas; open- ended questions are addressed to students to state their viewpoints and share their prior knowledge about the subject under scrutiny.

Section one: background information (Q1-Q3)

In this section, students were asked about the important skill they need to develop (speaking, listening, reading, and writing). Then, the meaning of mastering speaking skills, and then they specified their level in speaking.

Section two: speaking skill (Q4-Q11)

Students' preference of the sufficient weekly time to practice speaking and of the physical setting. Students' estimation of the amount of talking time and the frequency of speaking inside and outside the classroom. Then, the teachers' feedback on their questions. And then the speaking activities they prefer also the problem(s) that they encounter in speaking.

Section three: communicative strategies

The students-teachers relationship and the teacher's use of aids/tools in the classroom. Moreover, students' frequency of communication with the teacher and peers and giving their opinion. Next students were required to give their frequency of their teacher use of clarity and conciseness when communicating with them. Then, the main strategies would they use to avoid the language gap or failures in communicating with their teacher. The last two questions were about their views and suggestions to improve their speaking skills in the classroom and the strategies they use in communication.

3.4.3. Data Analysis

Item 1: According to you, what is the most important skill you need to develop?

Table 3. 1: The Most Important Skill for Students to Develop.

Options	Frequency	Percentages
Listening	5	13.9%
Speaking	23	63.9%
Writing	6	16.7%
Reading	2	5.5%
Total	36	100%
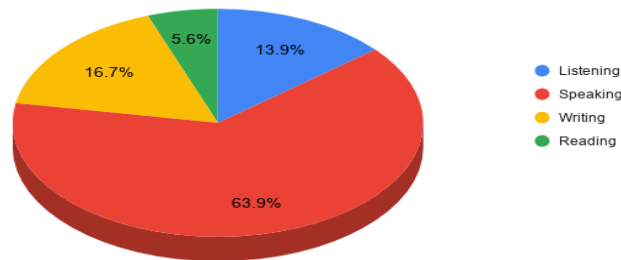
Figure 3.1: The most important skill For Students to develop.

From the above diagram (figure 3.1), one may notice that the increased proportion is given to the speaking skill with [63.9%] because they said their primary concern is to communicate with people around them. [13.9 %] was given to listening, since listening paves the way for the amelioration of the way they speak. While, reading and writing were given [5.5%] and [16.7%] out of the sample. This may explain that respondents needed to master the speaking skill.

Item 2:   In your opinion, mastering the speaking skill means?

Table 3.2: The Student's Views Towards The Speaking Skill.

Options	Frequency	Percentages
Speaking with fluency	5	30.6%
Speaking with accuracy	8	34.5%
Both of them	23	34.9%
Total	36	100%
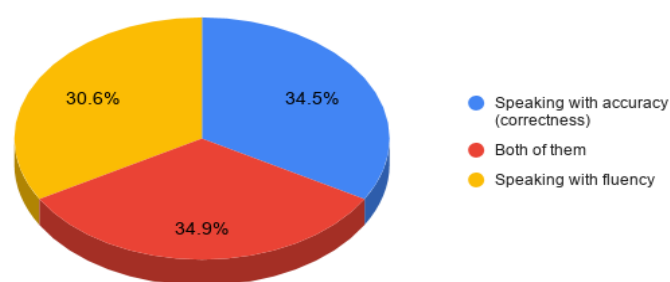
Figure 3.2: Student's Views Towards The Speaking Skill.

Based on the current data presented in this diagram, a question was posed to see the student's opinion about the meaning of mastering the speaking skill. The option "both of them" got the biggest percentages to other options which is [34.9%], then the option of "speaking with accuracy (correctness)" got [34.5%] and the option of "speaking with fluency" [30.6%].

Item 3: How do you consider your level in speaking?

Table 3.3: The Students' Estimation of their Level in Speaking.

Options	Frequency	Percentages
Medium	24	66.6%
Low	2	5.6%
High	10	27.8%
Total	36	100%

The data we got from the table (3.3) show that the majority of the respondents have answered that their level in speaking is medium with a percentage of [66.6%], while [27.8%] of them said their level in speaking is high, and only[5.6%] who claim that their level is low. Therefore, the results indicate that the surveyed learners have certain speaking difficulties.

Item 4: Do you think that two oral expression sessions per week are sufficient for you to practise speaking?

If no, how many sessions do you prefer?

Table 3.4: Students' Preference of the Sufficient Weekly Time to Practice Speaking.

Options	Frequency	Percentages
Yes	19	52.8%
No	17	47.2%
Total	36	100%

As it can be seen from the table (3.4) above, a large percentage of students claimed that two oral expression sessions per week are sufficient to practice speaking [52.8%], while [47.2%] requested that the sufficient time to practice speaking could be more than two oral expression sessions per week to do more activities and tasks in order to improve their speaking.

If no, how many sessions do you prefer?

A considerable number of students who said "No" suggested having between three to five sessions per week, which means that there is a will among students to improve their speaking if there is an opportunity to increase the allocated time for speaking.

Item 5: How do you prefer the physical setting of the classroom?

Table 3.5: Students' Preferences of the Physical Setting of the Classroom.

Options	Frequency	Percentages
Sitting in pairs	4	11.1%
Sitting alone	3	8.3%
Round table	12	33.3%
U-Shape	17	47.3%
Total	36	100%
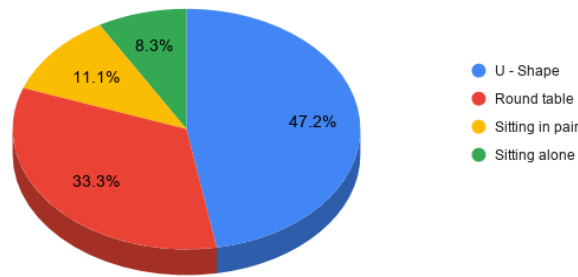
Figure 3.3: Students' Preferences of the Physical Setting of the Classroom.

In the table (3.3) above, the results show that [47.3%] of the students preferred U-Shape setting of the classroom though [33.3%] of the population stated that they prefer the setting of round table while [11.1%] of the students preferred sitting in pair. Whereas four students who choose sitting alone with percentage of [8.3%]. Hence, the teachers should diversify the settings to cope with all the students' preferences.

Item 6: Who does most of the talk in the classroom in Oral Expression?

Table 3.6: Student's Estimation of the Amount of Talking Time in the Classroom.

Options	Frequency	Percentages
Teachers	21	58.3%
Students	15	41.7%
Total	36	100%

The table (3.6) above revealed that the amount of talking time between the teacher and his/her students in order to communicate in the classroom. It is obvious from the respondents that teachers are the ones who control the amount of speaking in the classroom, where [58.3%] said so and [41.7%] stated that the students themselves who make most of the talk in the classroom discussions and dialogues.

Item 7: How often do you speak in the classroom during the oral expression session?

Table 3.7: The Student's Frequency of Speaking in the Classroom.

Options	Frequency	Percentages
Always	10	27.8%
Sometimes	21	58.3%
Never	0	0%
Rarely	14	13.9%
Total	36	100%
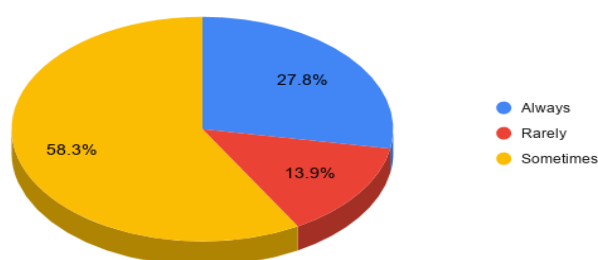
Figure 3.4: The Student's Frequency of Speaking in the Classroom.

The table (3.4) shows that the majority of students' are "sometimes" dominating the speaking time with frequency of [58.3%]of speaking during oral expression session, then [27.8%] was given to " Always ", and [13%] rarely speak in the class. These results revealed that a great extent of those EFL learners have frequently an opportunity to speak in the class.

Item 8: Do you practice speaking elsewhere regardless of the classroom?

If yes, would you please specify?

Table 3.8: The Students' Practice of Speaking Outside the Classroom.

Options	Frequency	Percentages
Yes	16	20%
No	44.4%	55.6%
Total	36	100%
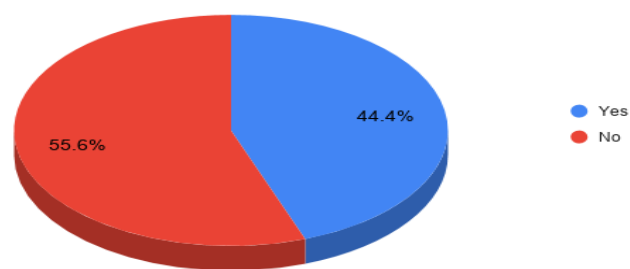
Figure 3.5: The Students' Practice of Speaking Outside the Classroom.

According to the table above, the majority of students with a percentage of [55.6%] declared that they do not practice speaking elsewhere regardless of the classroom, while [44.4%] seemed that they practice speaking outside the classroom. These responses demonstrate that there are a considerable number of first year students who practice speaking outside the classroom. Yet, more than half of them neglect the importance of self-study and practice in their free time out of the class.

If yes, would you please specify?

The respondents who answered "yes" said that they practice speaking with their family at home, or friends, at debate club, in events and even at their work time.

Item 9: Does your teacher answers your questions completely with satisfactory feedback?

Table 3.9: The Teachers' Feedback on the Questions of the Student.

Options	Frequency	Percentages
Yes	27	75%
No	9	25%
Total	36	100%

Since the teachers' feedback is important for the learning of the students, and when they were asked about whether the teacher answers their questions completely with satisfactory feedback or not. The majority answered with "yes" with [75%] because their teachers give

them a satisfactory feedback and only 9 of them answered "no" with [25%]. So, the students appreciate the feedback they receive from their teachers.

Item 10: Which speaking activities do you prefer?

Table 3.10: Students' Preference of the Speaking Activities.

Options	Frequency	Percentages
Discussion	16	44%
Role play	5	13%
Formation gap activities	0	0%
Talking circles	9	25%
Story telling	4	11%
Questionnaire	2	7%
Total	36	100%
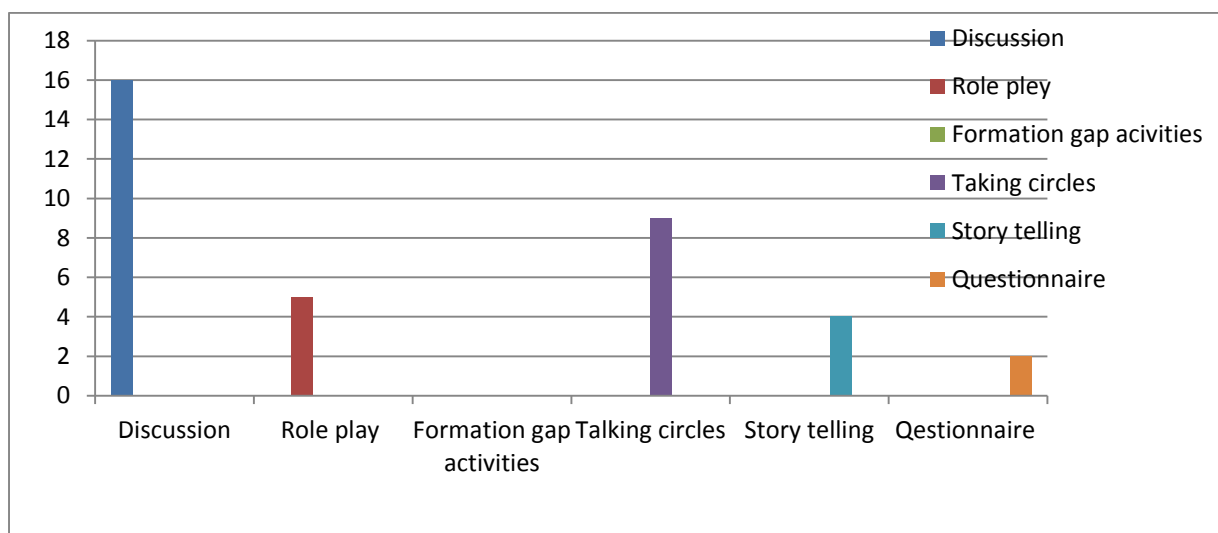
Graph 3.1: Students' Preference of the Speaking Activities.

The graph (3.1) above, represents the students' speaking activities. The results show that (44%)of them chose discussion activity, then [25%] preferred talking in circles as a speaking

activity, while [13,9%] selected role plays, and [11%] indicated storytelling activity, just [7%] of them preferred questionnaire activity and none of them chose formation gap activities.

Item 11: Which is /are the problem(s) that you encounter in speaking

Table 3.11: Students' Problem(s) in Speaking.

Options	Frequency	Percentages
Inhibition	3	11.1%
Nothing to say	20	40%
Low Uneven participation	5	23%
Mother tongue use	8	25.9%
Total	36	100%
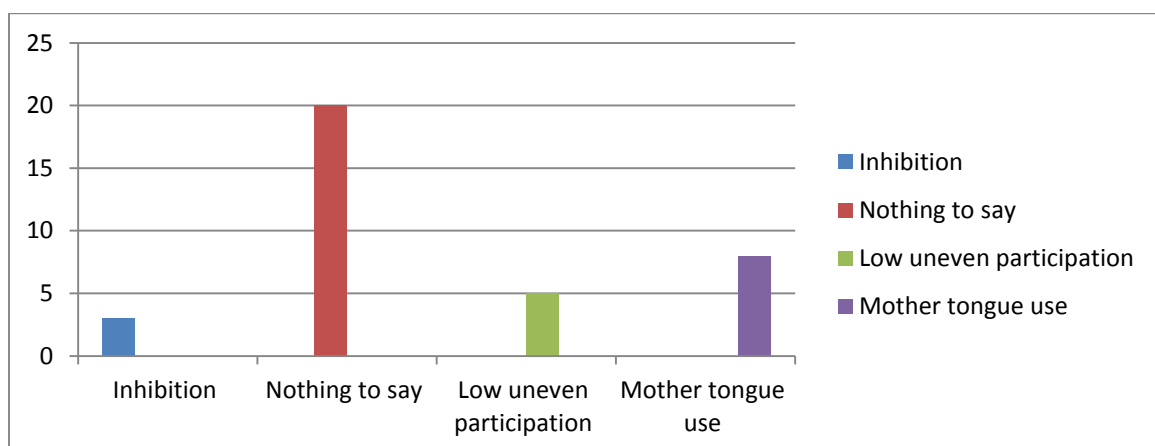
Graph 3.2: Students' Problem(s) in Speaking.

The graph (3.2) represents the students' problem in speaking. The results showed that [22%] of them face inhibition problem when speaking in the classroom, then the huge problem that most students face was "nothing to say" with a percentage [72%], while [44%] of them said that they use their mother tongue while speaking in English, and only 25% of them who choose "low uneven participation". These responses demonstrate that the majority of students find nothing to say while speaking in English.

Item 12: Is the relationship between you and your teacher?

Table 3.12: The Student-Teacher Relationship.

Options	Frequency	Percentages
Good	28	77.8%
No relationship	8	22.2%
Total	36	100%

Obviously, the student-teacher relationship plays a significant role in shaping the learning environment, and it gives the student the voluntary to do his best and making his efforts. Hence, [77.8%] of the participants said the relationship between them and their teachers is pretty good, by contrast; [22.2%] others answered that there is no relationship existing between them and their teachers.

Item 13: When your teacher gives you new information or explain the lesson during oral expression session does he use aids /tools such as words, pictures and gestures?

Table 3.13: The Teachers' Use of Aids /Tools in the Classroom.

Options	Yes	No
Yes	25	69.4%
No	11	30.6%
Total	36	100%

The table (3.13) attempted to determine whether their teacher use aids /tools such as words, pictures, and gestures when giving them new information or explain the lesson during oral expressing session or not. As the results show, the majority of respondents representing [69.4%] claimed that their teachers use that aids/tools. On the contrary, [30.6%] of respondents reported that their teachers do not use them frequently.

Item 14: How often does your teacher gives you the opportunity to communicate with him?

Table 3.14: The Students' Frequency of Communication with Teachers and Peers.

Options	Frequency	Percentages
Always	20	55.6%
Sometimes	10	27.8%
Never	2	5.6%
Rarely	4	11%
Total	36	100%
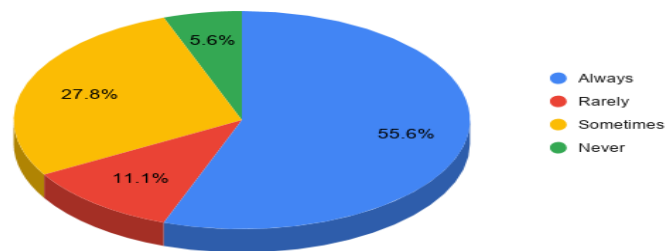
Figure 3.6: The Students' Frequency of Communication with Teachers and Peers.

This question identified the frequency of the communication of the respondents. According to the rates, [27.8%] of the respondents claimed that they sometimes communicate in Oral Expression sessions with each other and the teacher. Additionally, the majority of respondents [55.6%] reported that they always communicate in the session. However, [11.1%] claimed that their communication is rare. Finally, only [5.6%] of respondents argued that they never participate during the session.

Item 15: How often do you communicate in English and give your opinion about the topic with your classmates inside the classroom?

Table 3.15: The Students' Rate of Communication and Giving Opinions in the Class.

Options	Frequency	Percentages
Always	4	11.1%
Sometimes	22	61.1%
Never	2	5.6%
Rarely	8	22.2%
Total	36	100%
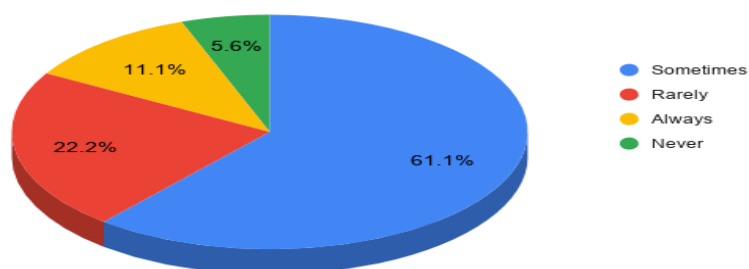
Figure 3.7: The Students' Rate of Communication and Giving Opinions in the Class.

The pie chart (3.7) above identified the student's frequency of communicating and giving their opinion with their classmates in the classroom. As the results show, the majority of respondents representing [61.1%] claimed that they communicate with their classmates. On the contrary, [22.2%] of respondents reported that they rarely communicate and give their opinion with their classmates. However, [11.1%] of respondents claimed that they always communicate with their classmates. Finally, only [5.6%] who said that they never communicate and give their opinion with their classmates.

Item 16: When you communicate in the classroom, is it?

Table 3.16: Student-Teacher Communication in the Classroom.

Options	Frequency	Percentages
You who wants	25	69.4%
The teacher who ask you	11	30.6%
Total	36	100%
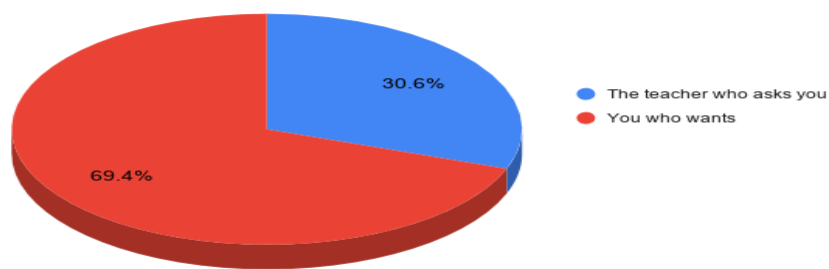
Figure 3.8: Student-Teacher Communication in the Classroom.

Students were asked to say whether they communicate on their own or their teachers ask them to do so. Results show that a considerable number of the respondents answered "you who wants" with a percentage of [69.4%], and only [30.6%] said that they communicate in class just when the teacher pushes and ask them to communicate. Since the majority of the participants have answered choosing that they communicate when they want means that they like participating and communicating with their teacher.

Item 17: How often does your teacher use clarity and conciseness when communicating with you in the classroom?

Table 3.17: The Teachers' Use of Clarity and Conciseness When Communicating.

Options	Frequency	Percentages
Always	15	41.7%
Sometimes	17	47.2%
Never	0	0%
Rarely	4	11.1%
Total	36	100%
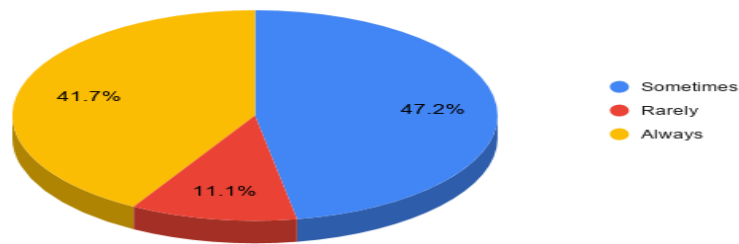
Figure 3.9: The teachers' Use of Clarity and Conciseness When Communicating.

For this question-item, was addressed to students to know the frequency of teachers' use of clarity and conciseness when communicating with them in the classroom. Responses are showing that [47.2%] of them answered "sometimes", then [41.7%] others said "always", while [11.1%] others answered "rarely" but none of them said "never". From these data, a clear view that might be drawn is that teachers use clarity and conciseness when communicating in the classroom.

Item 18: What are the main strategies would you use to avoid the language gap or failures in communicating with your teacher

Table 3.18: The Students' Used Strategies to Avoid Language Gap in Communicating.

Options	Frequency	Percentages
Find an easy way to express your ideas	25	69.4%
Avoid completely to talk about the topic	11	30.6%
Total	36	100%
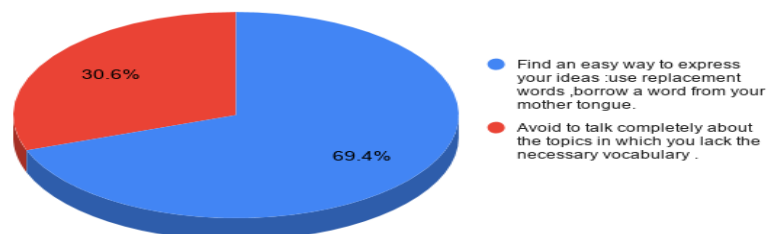
Figure 3.10:The Students' Used Strategies to Avoid Language Gap in Communicating.

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In this questions-item, students were asked to choose the main strategy to avoid language gap or failure in communicating with their teacher. The results represented in this figure (3.10) show that [69.4%] of students choose to express their ideas easily. While [30.6%] choose to avoid totally about the topics in which they lack the necessary vocabulary.

Item 19: Do you think that using communicative strategies would improve your speaking skill?

If yes, justify your answer

Table 3.19: The Students' Views About Improving Speaking Skill Using Communicative Strategies.

Options	Frequency	Percentages
Yes	34	94.4%
No	2	5.6%
Total	36	100%

The figure (3.19) above, for this item demonstrates student's views about using communicative strategies in improving their speaking skill. The high percentage which is [94.4%] represents students who agree that using communicative strategies improve their speaking skill. And only [5.6%] of them disagree with that point.

Item 20: Would you provide some suggestions to improve the speaking skill in classroom and the strategies you use in communication?

This last question was an open-ended question where students were required to write suggestions about improving their speaking skill in classroom and the strategies they use in communication. These are some suggestions: use games, more practice at oral expression sessions and more oral presentations, making discussions, to listen to native-speaker, and the listening a higher priority because listening skill is the most important to know how to say a

word or how to pronounce or produce a sound; moreover. Furthermore, speaking as often as you could with speakers of English (your classmates, friends, teachers) so that communicating in English becomes a sort of habit. As time goes, it will be easy to express yourself to others as you will have trained yourself to speak without thinking about the structure of the words (the words would flow out of you as though you were speaking your native language) or the finding the right vocabulary (sometimes you know the words, but it takes you a while to remember them, by speaking often, the words will come out without any effort). Not only that, the more you speak the better your pronunciation becomes faster, which makes your speaking clearer.

3.4.4. Discussion and Interpretation of the Result

Initially, the students questionnaire begins with the student's speaking skills where the majority of participants said that they need to develop their speaking skill the most which means that first year EFL learners need to communicate in language more than any other thing, then. Also students state that mastering the speaking skill means speaking with fluency, speaking with accuracy and others mention both fluency and accuracy in the same time. Next, student's level of English, most of them has medium level. Considering the sufficient time to practice speaking, approximately most of the student's argue that two oral expression sessions per week are sufficient for them to develop their speaking skill because there are students who are good at English language but a great number also said it's not sufficient and suggests to have from three to five sessions per week, which indicate that student's are not practicing enough speaking in the oral expression session.

Secondly, most of the respondents said that they prefer sitting in round table and U-shape of the classroom. Which mean that EFL learners prefer to practice speaking with their classmates in group work and make discussions because as they state it is more comfortable, fan and sociable.

Furthermore, most of the learners said that the most who talk in the classroom is the teacher not the students. Most respondents therefore, indicate that "sometimes" they speak in the classroom in oral expression session and they state that not always the time for speaking which indicate that most of the speaking in the classroom is by the teacher. According to the student's answers they do not practice speaking elsewhere regardless of the classroom but

those who said "yes" they practice it at home with their family, with friends, in a work, in debate club, presentations and events. The majority of the learners said that their teacher answer the questions with satisfactory feedback. In the next question the respondents said that their preferable speaking activities are discussion, role play, talking circles. The respondents therefore, indicate the problems they encounter in speaking are inhibition, nothing to say, low uneven participation and mother tongue use and others mention that they feel shy and luck of confidence. Then, then most of the learner said that the relationship between the students and their teacher is good.

In addition, most responses were "yes" because according to them teacher use aids and tool to give them new information or explain the lesson. Teachers should give students the opportunity to communicate in class, Data gathered show that first year EFL students share great amount of classroom talking with their teachers. Then, a great number said that they sometimes communicate in English and give their opinion with their classmates. Also most responses indicate that the learners themselves who want to communicate in the classroom.

Moreover, according to the learners responses teacher use clarity and conciseness when communicating with the learner, then most responses indicate that the main strategies that the learner use to avoid the language gap or failures in communicating with their teacher is to find an easy way to express their ideas. Finally, most responses said that using communicative strategies would improve their speaking skill and this indicates that they go with each others. Then, students were asked to give some suggestions about improving the speaking skill some indicate to use games, more practice at oral expression sessions, making discussions, to listen to native speaker, and the listening a higher priority In the last two questions students confirmed that communicative strategies do really improve their speaking skill to become " Very well " , these results give the current conducted research a proof that communicative strategies is really an effective tool for developing EFL students speaking skill.

3.5. Teachers' Questionnaire

3.5.1. Aims of the Questionnaire

The purpose of the teacher's questionnaire was to gather the teacher's opinions and views about the use of communicative strategies in developing EFL learners speaking skills.

Teacher's thoughts are helpful to investigate the way English is taught and how the problems encountered by EFL learners in speaking could be lessened. Moreover; they find solutions to those problems.

3.5.2. Description of the Questionnaire

The teacher's questionnaire consists of thirteen items classified and grouped into three sections where each section focuses on specific aspect, and it involves different types of questions: "closed" and "open-ended "questions. Closed questions require teachers to answer "Yes" or "No" or by ticking one answer from a set of options, whereas; open- ended questions are addressed to teachers to state their point of views and share their prior knowledge about the subject.

Section one: background information (Q1-Q2)

Questions in section one aim at gathering personal information about the target sample. Teachers were asked to specify their degree held, and to state how many years they have been teaching English at University level.

Section two: speaking skill (Q3-Q7)

The second section was to investigate teacher's perceptions about the importance of oral skills (speaking) and learner's difficulties in that skill. Then the importance of speaking in comparison to the other skills (listening, reading, and writing).Then the meaning of mastering speaking skills. Next, teachers were asked if two oral expression sessions are sufficient for EFL learners to practice speaking and with. Furthermore, this question seeks answers about which speaking activities they often use during oral expression course. Additionally, it explored perceptions about which speaking difficulties that their students face when communicating during oral expression session.

Section three: communicative strategies (Q8-Q13)

The third section which is the last one was designed to identify the teacher's perception of using communicative strategies in developing EFL learner's speaking skills, and the requirement of successful communication. Then, teachers' opinions about how much are communicative strategies important in the EFL learning process Next, teachers' views about students' avoidance of speaking. Also, teachers' attitudes about reasons for using

avoidance strategies by students. Finally, the last two questions were about the main strategies that students use to keep the communication going and the teachers' suggestions and comments.

3.5.3. Data Analysis

Item 1: Would you specify your degree?

Table 3.20: Teachers' Qualification.

Options	PHD (doctorate)	MA (master/magister)
PhD (doctorate)	3	50%
MA (master/magister)	3	50%
Total	6	100%
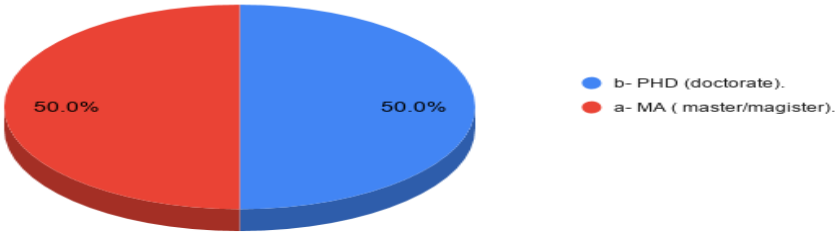
Figure 3.11: Teachers' Qualification.

In an attempt to seek information about the teacher's qualification, the results we obtained show that [50%] of them have an MA degree (either master or magister), while the other [50%] hold a PhD degree (doctorate). The sample we surveyed is representative as it contains both experienced and novice teachers.

Item 2: How long have you been teaching English at university level?

Table 3.21: Teachers' Experience in Teaching.

Options	Frequency	Percentages
1-5 year	2	33.3%
5-10 years	1	16.7%
More than 10 year	3	50%
Total	6	100%
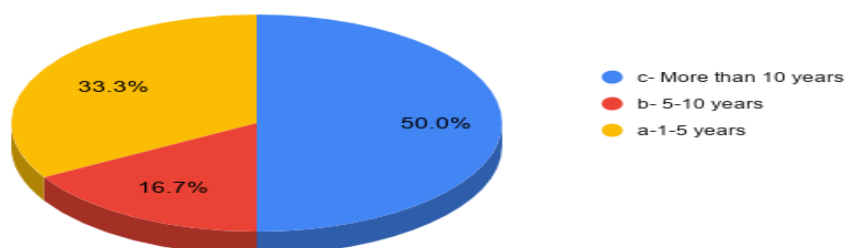
Figure 3.12: Teacher's Experience in Teaching.

The figure (3.12) demonstrates teachers' experience at university level. Teachers who have been teaching more than 10 years with a percentage of [50%], while [33.3%] teachers have been teaching from 1-5 year and [16.7] have been teaching from 7 to 10 years.

Item 3: In your opinion, how important is speaking in comparison to the other skills (listening, reading, and writing)?

This question was about the importance of speaking in comparison to the other skills (listening, reading, and writing) which was an open- ended question. Teacher's responses reveal that speaking skill is as important as other skills because they go along with each other and they have to be given the same attention. Some others said that it is too important because a language learner should master the target language at all levels especially the speaking to show his/ her proficiency once using the language. And others said all skills are important as they are complementary. Still, speaking is needed in everyday communication.

Item 4: In your opinion, mastering the speaking skill means?

If there are others please specify

Table 3.22: Teachers' Opinion About Mastering Speaking Skill.

Options	Frequency	Percentages
Speaking with fluency	5	16.7%
Speaking with accuracy	0	0%
Both of them	1	83.3%
Total	6	100%

Based on the current data presented in the table (3.22) above, a question was posed to see the teachers' opinion about the meaning of mastering the speaking skill. The option "both of them" gained the majority over the other options which is [83.3%], then the option of "speaking with fluency" got [16.7%] and none of the teachers choose the option of "speaking with accuracy".

Item 5: Do you think that two oral expression sessions per week are sufficient for the learners to practice speaking?

Justify your answer please

Table 3.23: The Sufficient Time of Practicing Speaking During Oral Expression Session.

Options	Frequency	Percentages
Yes	0	0%
No	6	100%
Total	6	100%

Teachers' opinion about whether two oral expression sessions per week are sufficient for the learner to practice and develop speaking seemed to be all the same, where 100% of teachers said "no" it is not the sufficient time. Thus, syllabus designers should take into consideration the allocated time for teaching oral expression per week.

Justification

According to teachers' answers, oral expression it's very important to develop the language proficiency, it is not sufficient because they need to provide the opportunity to every learner to show his/her abilities. Hence, Mastering speaking is a result of a frequent practice. Also, two sessions in class have to be supported with further practice outside class, they need to practise every moment. This should be consolidated with speaking with natives through the different technological means.

Item 6: Which speaking activities do you often use during oral expression course? (you may choose more than one)

-   Would you please justify your answer?

Table 3.24: Teachers' Perception about Students' Speaking Activities.

Options	Frequency	Percentages
Discussion	2	30%
Role play	2	30%
Formation gap activities	0	0%
Talking circles	1	20%
Story telling	1	20%
Total	6	100%
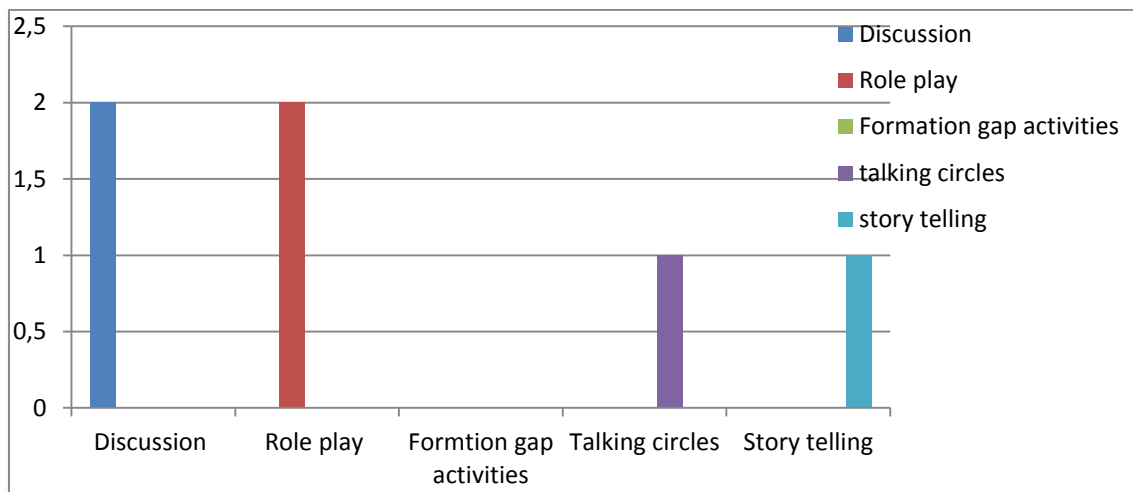
Graph 3.3: Teachers' Perception About Students' Speaking Activities.

The question-item represents students' speaking activities and the usual activities teacher use in oral expression session the majority of teachers claimed that they use "discussion" and "role play" [30%], and only [20%] claimed that they use "talking circles" and "story telling" but none of them use "formation gap activities" According to the answers given above, most teachers tend to discuss and speak with their students during oral expression session.

Justification

Teachers' justifications reveals that it Facilitate the language, others said that These two types give the chance to students to exchange information and benefit from each other's strengths and weaknesses and some teachers said that these activities more interactive and motivating especially for students with anxiety. These develop interactive and soft skills among learners This requires the teachers different types of activities depending on the objectives set.

Item 7: Which speaking difficulties that your students face when communicating during oral expression session?

Table 3.25: Teacher's Perception About Student's Speaking Difficulties.

Options	Frequency	Percentages
Inhibition	0	0%
Nothing to say	3	50%
Low uneven participation	1	17%
Mother tongue use	1	17%
Inability to use verbal/nonverbal communication	1	16%
Total	6	100%

In the table (3.25) above, The results show that none of the students face inhibition problem when speaking in the classroom, then huge problem that most students face was "nothing to say" with percentage [50%], while [17%] of them said that they use their mother tongue while speaking in English, and also "low uneven participation" and only [16%] who choose "Inability to use verbal and non verbal communication". These responses demonstrate that the majority of students find nothing to say while speaking in English.

Item 8: Do you think that successful communication requires?

- Would you please justify you answer

Table 3.26: Teachers' Views About the Requirement of Successful Communication.

Options	Frequency	Percentages
Linguistic competence	2	33.3%
Paralinguistic competence	0	0%
Both of them	4	66.7%
Total	6	100%

As it can be seen from this table (3.26) above, a question was set by giving three options, a large percentage of teachers claimed that communication requires both linguistic and paralinguistic competence [66.7%], while [33.3%] claimed that communication requires linguistic competence, and none of them choose paralinguistic competence.

Justification

   Teachers said that Effective Communication requires using verbal and nonverbal skills to convey the message clearly, and language cultural awareness is also required.

Item 9: According to you how much are communicative strategies important in EFL learning process?

   This question was about the importance of communicative strategies in EFL learning process which was an open- ended question. Teacher's responses reveal that communication is very important and it is the backbones of the language. Others said that it is necessary so that communication take place.

Item 10: How many students avoid speaking about topics that you suggest during oral expression sessions?

Table 3.27: Teachers' Views About Students' Avoidance of Speaking.

Options	Frequency	Percentages
All of them	0	0%
Some of them	6	100%
None of them	0	0%
Total	6	100%

   As the table (3.27) shows, the total number of teachers [100%] declared that just some of the students who avoid speaking about topics that they suggest during oral expression sessions, while none of them respond with the two other options which is "All of them" and "None of them".

Item 11: According to you what are the reasons behind using avoidance strategies by students? (You can choose more than one option)

 If there are others please mention them

Table 3.28: Teachers' Attitudes about Reasons of Using Avoidance Strategies by Students.

Options	Frequency	Percentages
Poor communicative competence	4	66.7%
Unfamiliarity with the topic	2	33.3%
Lack of interest	4	66.7%
Lack of confidence	4	66.7%
Shyness	1	16.7%
Total	15	247%

As it appear in the table (3.28) most of the teachers' responses, the reason of using avoidance strategies are poor communicative competence, lack of interest, self confidence with a percentage of [66.7%], while [33.3%] of teachers said it is unfamiliarity with the topic, and only [16.7%] who choose shyness.

Item 12: What are the main strategies that students use to keep the communication going?

This question was about the main strategies that student's use to keep communication going which was an open- ended question. The Teacher's responses show that paraphrasing ideas, asking for further information others said the commitment, using body language and joking. Some others said that students try to exchange information from their background information. And other teachers said that their students use pauses with others to clarify understanding, use question/sustain interaction with others to clarify information, ideas, and opinion, and the use of intonation, volume.

Item 13 If you have any suggestions or comments, please feel free

Some suggestions of the teachers are as follow: Learning the language depends on commitment and patience, listening activities should also be used together with speaking as there is interaction in communication.

3.5.4. Discussion and Interpretation of the Result

To recapitulate, the main purpose of the present study is to gather the teacher's opinions and views about the use of communicative strategies in developing EFL learners speaking skill. Also, we intended through this study, to investigate how the problems encountered by EFL learners in speaking could be lessened.

First of all, some oral expression teachers were holding a PhD degree while others hold an MA degree, and many of them have been teaching more than 10 years. Teachers claim that the speaking skill is too important but it goes along with the other skills which make them all essential.

Secondly, most of the teachers, said that the meaning of mastering the speaking skill is in both speaking with fluency and speaking with accuracy. Then, they assert that the most important is communication and communicative competence. Considering the sufficient time to practice speaking, most of the oral expression teachers argue that two oral expression sessions per week are not sufficient for EFL learners to develop their speaking skill because mastering the speaking is a result of frequent practice. Also, more sufficient sessions can allow the learner to show his/her abilities. Approximately most of the teachers, said that the speaking activities they often use during oral expression sessions are discussion, role plays, debates, and interviews because these types give the chance to the students to exchange information and benefit from each others' strengths and weaknesses. Besides, teachers said that these activities are more interactive and motivated especially for students with anxiety, and facilitate the language. Additionally, most speaking difficulties that their students face when communicating during oral expression sessions are nothing to say, mother tongue use, low uneven participation, inability to use verbal and nonverbal communication, and others mention inhibition and shyness. Hence, a great number of teachers indicated that successful communication requires both linguistic competence and paralinguistic competence; other teachers state that effective communication requires using verbal and nonverbal skills to convey the message. They also assert that communicative strategies are very important in the EFL learning process because communication is the backbone of the language. Moreover, all teachers agreed that only some students who avoid speaking about topics that the teacher suggests during oral expression sessions. According to the teachers, most reasons behind

using avoidance strategies by students are poor communicative competence, lack of interest, unfamiliarity with the topic, and shyness.

Finally, most of the teachers declared that the main strategies that students use to keep the communication going are the commitment, paraphrasing the idea, body language and joking

Conclusion

To conclude, the final chapter has discussed the fieldwork and data analysis that seeks to explore teachers' and students' attitudes towards the use of communicative strategies in developing EFL learners' speaking skill. To collect data, the researcher provided two questionnaires in which the former administered to oral expression teachers; however, the latter was submitted to first-year EFL learners at Biskra University. The findings we got confirm that positive influence, and effect, as well as importance that communicative strategies correlate tightly on the students' speaking skill, which explains the main link between communicative strategies and speaking skill.

General Conclusion

Our research aimed at investigating the use of communicative strategies to improve the EFL learners speaking skill as a solution. Chapter one and two provided the necessary conceptual views about the speaking skills and communicative strategies respectively. Chapter one reviewed the main definition of speaking, it's importance, it's types, it's elements, classroom speaking activities and learner's speaking difficulties. Also, the techniques to develop fluency in speaking. However, chapter two was devoted to explain communication and communication strategies, its typologies, and factors affecting communication strategies. Finally, chapter three attempted to analyse the results obtained from the two questionnaires addressed to 6 oral expression teachers and 36 from first year EFL students at Biskra University. Consequently, we find that both of them had positive attitude and interest in using communicative strategies to improve student's speaking skills.

To sum up, one may say that there is no definite conclusion that can be reached in this subject, the results revealed a high motivation that has been positively advocated by the majority of the respondents. Both teachers and students are seeking to strengthen the English speaking skills towards communicative strategies. Students show that they seek to overcome their obstacles and to improve their speaking skill.

3.6. Limitation of the Study

In conducting this research work, we faced some difficulties because of the critical situation of the country, covid19 which were using Classroom observation as a data collection tool and to increase the validity, and credibility of the results. Also, it was expected that the online questionnaire published in a Facebook group will collect many versions; however, only 36 students participated.

3.7. Recommendations

At last, some recommendations can be drawn out from this study for three categories. These are as follows:

For Administration

The administration should provide to students and teachers the appropriate conditions for the promoting of group work in the oral expression session, for example: the classroom should be large enough and well equipped with technological tools and internet connection.

The administration and syllabus designers should allocate more sessions for the oral expression session, for example, at least three sessions per week.

For Teachers

In the selection of teaching strategies, the teachers of oral expression should insist on the use of communicative strategies to teach the speaking skill in their syllabus.

Teachers have to play a significant role to maximise students" opportunities to practise their language in a relaxed and enjoyable environment.

EFL teachers need to use the essential speaking activities to motivate their students to the learning process of speaking and communicating inside the classroom, and help them to overcome their difficulties in speaking.

Teacher should provide their students with a satisfactory feedback through concise and clear explanation.

Teacher should manage the time during speaking activities in a way that allow all the students to practice speaking.

For Students

Students should believe on the idea that learning a language means being able to speak with each other in order to boost fluency. So, they should not consider the classroom as the only setting to practise their language. Yet, they should communicate outside of the classroom.

Students need to overcome their speaking difficulties and problems through practicing the speaking activities and communicating in the classroom.

Students should use communicative strategies to develop their speaking skill.

Self evaluation is very important so that students can know their gaps and try to progress.

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Appendices

Appendix I

Students' Questionnaire

Dear students,

We are conducting a research about the ***"exploring student's attitude toward the use of communicative strategies in developing EFL student's speaking skill"***. In order to gather data for our research, you are kindly requested to fill in this questionnaire, your answers will be analysed and discussed, as such, we hope that you will help us and give us your full attention. Thanks in advance. Please, respond to the questions by ticking (√) the appropriate box and answer whenever it is necessary.

Imane Ogbi

Mohamed Kheider University of Biskra

Faculty of Foreign Languages

Section of English

Section One: Background Information

1- According to you, what is the most important skill you need to develop?

a. Speaking ☐

b. Listening ☐

c. Reading ☐

d. Writing ☐

2- In your opinion, mastering the speaking skill means

a. Speaking with fluency ☐

b. Speaking with accuracy (correctness) ☐

c. Both of them ☐

3- How do you consider your level in speaking?

a. High ☐

b. Average ☐

c. Low ☐

Section Two: Speaking Skill

4- Do you think that two oral expression sessions per week are enough for you to practise speaking?

a. Yes ☐   b. No ☐

- If no, how many sessions do you prefer?

....

5- How do you prefer the physical setting of the classroom?

a. Sitting in pair ☐

b. Sitting alone ☐

c. Round table ☐

d. U – shape ☐

6- Who does most of the talk in the classroom in Oral Expression?

a. Teacher ☐

b. Students ☐

7- How often do you speak in the classroom during the oral expression session?

a. Always ☐

b. Sometimes ☐

c. Rarely ☐

d. Never ☐

8- Do you practise speaking elsewhere regardless of the classroom?

a. Yes ☐   b. No ☐

   - If yes, would you please Specify?

....

9- Does your teacher answer your questions completely with satisfactory feedback?

a. Yes ☐

b. No ☐

10- Which speaking activities do you prefer?

a. Discussion ☐

b. Role play ☐

c. Formation gap activities ☐

d. Talking circles ☐

e. Story telling based activities ☐

f. Questionnaire ☐

11- What is / are problem (s) that you encounter in speaking (you can chose more than one option)

a. Inhibition ☐

b. Nothing to say ☐

c. Low uneven participation ☐

d. Mother tongue use ☐

- If there are others mention them

....

Section Three: Communicative Strategies

12- Is the relationship between you and your teacher :

a. Good ☐

b. No relationship ☐

13- When your teacher gives you new information or explain the lesson during oral expression session does he use aids /tools such as words, pictures, gestures?

a. Yes ☐

b. No ☐

- If there are other aids/tools mention them?

………………………………………………………………………………….

14- How often does your teacher gives you the opportunity to communicate with him?

a. Always ☐

b. Sometimes ☐

c. Rarely ☐

d. Often ☐

e. Never ☐

15- How often do you communicate in English and give your opinion about the topic with your classmates inside the classroom?

a. Always ☐

b. Sometimes ☐

c. Rarely ☐

d. Often ☐

e. Never ☐

16- When you communicate in the classroom, is it?

   a. You who wants ☐

   b. The teacher who asks you ☐

17- How often does your teacher use clarity and conciseness when communicating with you in the classroom?

   a. Always ☐

   b. Sometimes ☐

   c. Never ☐

   d. Rarely ☐

18- What are the main strategies would you use to avoid the language gap or failures in communicating with your teacher?

a. Find an easy way to express your ideas (use replacement words - borrow a word from your mother tongue - paraphrasing).

b. Avoid talking completely about the topics in which you lack the necessary vocabulary.

19- Do you think that using communicative strategies improves your speaking skill?

a. Yes   b. No

20- would you please provide some suggestions to improve the speaking skill in classroom and the strategies you use in communication

....

....

....

....

Thank you for your time collaboration.

Teacher's Questionnaire

Dear teacher,

You are kindly requested to answer this questionnaire which is part of my master dissertation this latter is about *"Exploring Teacher's and Student's Attitude towards the Use of Communicative Strategies in developing EFL student's Speaking Skills"*. Your answers are very important and will be of much help for the completion of this work.

Thank you very much for your time and cooperation.

Imane Ogbi

Mohamed Kheider University of Biskra

Faculty of Foreign Languages

Section of English

Section One: Personal Information

1- Would you specify your degree?

    a. MA (master/magister). ▢

    b. PHD (doctorate). ▢

2- How long have you been teaching English at university level?

    a. 1-5 years ▢

    b. 5-10 years ▢

    c. More than 10 years ▢

Section Two: Speaking Skill

3- In your opinion, how much important is speaking in comparison to the other skills (listening, reading, and writing)?

....

....

....

4- In your opinion, mastering the speaking skill means? (if there are others please specify)

a. Speaking with fluency ☐

b. Speaking with accuracy ☐

c. Both of them ☐

- If there are others please specify?

....

5- Do you think that two oral expression sessions per week are sufficient for the learners to practice speaking?

a. Yes ☐

b. No ☐

Justify your answer please?

....

6- Which speaking activities do you use more to your students during oral expression course?

a. Discussion ☐

b. Role play ☐

c. Formation gap activities ☐

d. Talking circles ☐

e. Story telling ☐

f. Questionnaire ☐

g. Interview ☐

- would you please justify your answer?

....

7- Which speaking difficulties that your students face when communicating during oral expression course?

a. Inhibition ☐

b. Nothing to Say ☐

c. Low Uneven Participation ☐

d. Mother Tongue Use ☐

Section Three: Communicative Strategies

8- Do you think that successful communication requires?

    a. Linguistic competence. ☐

    b. Paralinguistic competence. ☐

    c. Both of them. ☐

    - Would you please justify your answer?

....

9- According to you how much are communicative strategies important in EFL learning process?

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

10- How many students avoid speaking about topics that you suggest during oral expression session?

    a. All of them. ☐

    b. Some of them. ☐

    c. None of them. ☐

11- According to you what are the reasons behind using avoidance strategies by students? (you can chose more than one option)

    a. Poor Communicative competence (linguistic and paralinguistic) ☐

b. Unfamiliarity of topic

c. Lack of interest

d. Luck of confidence

e. Shyness

- If there others please mention them

....

12- What are the main strategies that students use to keep communication going?

....

....

....

13- If you have any suggestions or comments, please feel free

....

....

....

Thank you for your time and collaboration.

ملخص

تعد القدرة على التحدث باللغة الإنجليزية بشكل فعال ومناسب أولوية لمعظم متعلمي اللغة الإنجليزية، والتواصل هو الغرض الرئيسي لتعلم اللغة وأحد التحديات التي يواجهها المتعلمون أثناء تعلم لغة ثانية / أجنبية. علاوة على ذلك، من الضروري أن يجد المتعلمون وسائل فعالة يمكنهم من خلالها نقل أفكارهم. تحاول الدراسة البحثية الحالية استكشاف استخدام استراتيجيات التواصل في عملية التعلم وخاصة في الفصل الدراسي. لذلك افترضت هذه الدراسة أنه إذا استخدم الطلاب المزيد من التواصل في الفصل الدراسي، فسيتم تحسين تحدثهم وتم اعتماد نهج الطريقة المختلطة لجمع البيانات من أجل البحث الحالي. اعتمد البحث على استبيانين تم إجراؤهما على ستة وثلاثين طالبًا في السنة الأولى من كلية اللغة الإنجليزية كلغة أجنبية بجامعة محمد خضر بسكرة وستة مدرسين للتعبير الشفهي. أظهرت النتائج أن كلاً من الطلاب والمعلمين لديهم مواقف إيجابية تجاه تأثيرات استخدام استراتيجيات التواصل في تطوير مهارات التحدث لدى متعلمي اللغة الإنجليزية كلغة أجنبية وأن تلك الاستراتيجيات التواصلية هي التقنية المناسبة في عملية تعلم التحدث. في ضوء هذه النتائج، تم تأكيد الفرضية المذكورة سابقًا بنجاح في أن استراتيجيات التواصل هي الأسلوب المناسب لتطوير وتحسين مهارات التحدث لدى متعلمي اللغة الإنجليزية كلغة أجنبية. وبالتالي، بناءً على النتائج التي تم الحصول عليها، تم اقتراح بعض التوصيات لمساعدة الطلاب في التغلب على الصعوبات التي يواجهونها لتحسين مهارات التحدث لديهم من خلال استخدام استراتيجيات التواصل، وأخرى لمساعدة المعلمين في طريقتهم في تدريس المهارات الشفوية.