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The Role of Communicative Strategies in Developing English Foreign Language Learners' Oral Proficiency

The case of Second year students at Biskra University

A Dissertation Submitted in Partial Fulfillment for the

Requirements of the Master Degree in Language Sciences

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DEDICATION

In the name of « ALLAH » the Most Gracious the Most Merciful and the most compassionate.

I dedicate this modest work to my wonderful and my dearest parents .Who brought me in this life, and the ones who make me to be the person I am today. You almost of the time have been with me in every step especially in my studies' life, as usual you never let me feel depressed when I am in the hard situations , you always bring me happiness and real love.Thank you for all unconditional love, happiness , modesty, guidance and support that you have always given me 'I love you'.

To my dearest brother 'SAMIR'.

To my lovely sisters 'SORAYA', 'SONIYA' and 'DALILA'.

To my wonderful Niece 'AZINETH' and my lovely nephew'KHALIL'.

To my dearest brothers in low 'SAID' and 'ABDELJALIL'.

To all the members of my family 'ALLOUI'

To my lovely and closet friends 'HALIMA' and 'AMINA'

To all my dearest teachers of English

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

To all who love me.

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ABSTRACT

The present study deals with the role of communicative strategies for developing English Foreign Language learners' oral proficiency at the department of English in Biskra University. According to this study we hypothesize that EFL learners learn the use of communicative strategies that will help them certainly to develop their speaking skills. To confirm this hypothesis, we investigated the case of second year students at the department of English, University of Biskra and teachers of oral expression at the same level. This study aims at showing the importance and the efficiency of using communicative strategies that will help the EFL learners to progress their speaking skill. Our present study is divided into two main parts. A Theoretical part that includes two chapters in which we made a general overview about communicative strategies and then we discuss in a detailed way the typology of these communicative strategies in addition to that we wanted to highlight the teachability of these strategies in the EFL classes. We also, discussed the different aspects of the speaking skill, and gave a detailed description of the difficulties that EFL learners face during their oral production .Then , we tried to suggest a number of activities that may help them overcome such difficulties .Subsequently, the following practical part ,deals with the methodology adopted to conduct the research through which we analyze the questionnaires that are administrated both for students and teachers of oral expression in English department at University of Biskra. The data we get from the two questionnaires indicate that the efficiency of using communicative strategies by the EFL learners will increase their oral proficiency. Besides, the data indicate the use of these communicative strategies is by developing their speaking skills, so EFL learners need to work with in order to be clear from getting their speaking weaknesses.

LIST OF ABBREVIATIONS

EFL: **E**nglish **F**oreign **L**anguage

LMD: **L**icence **M**aster **D**octorat

CSs: **C**ommunicativ**e** **S**trategies

PP: **P**lanning **P**hase

EP: **E**xecution **P**hase

CA: **C**ommunicative **A**pproach

%: Percentage

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General Introduction

GENERAL INTRODUCTION

Introduction

Many Foreign Language Learners study the English Language in order to develop their oral proficiency and to become fluent and accurate like native speakers. They spend most of their time on expanding, explaining and exploring the range of sophisticated structures and vocabulary to achieve the ultimate amount for being advanced learners and to become good speakers. However many EFL learners produce hesitant output and therefore, they do not develop their oral proficiency since they feel they are making many mistakes when they use the target language Therefore acquiring communication strategies becomes an essential tool to help learners to improve their oral /aural comprehension. These strategies may enhance all the disabilities that most of EFL learners are facing during their oral productions. In other words enable learners to organize and systemize the way they think, imagine and create an easy context in English in order to be knowledgeable and to be well prepared to possess a good oral proficiency. In fact communicative strategies are like "an individual's attempt to find a way to fill the gap between their communication effort and immediate available linguistic resources" (Maleki, 2007).

Statement of the problem

As a matter of fact, it has become necessary to show the effectiveness of communicative strategies. And how EFL learners can understand the meaning of using these strategies in the right way and correctly

Background of the study

There are different studies and many research that are based on the key term "communication", their only focus was about how can this term implies the relationship on what people can send messages and receive them effectively and negotiate meaning(Robin and Thompson,1994) " The Modern Language Journal" was one of the most attractive sources that has mentioned different views about what is communication strategy and how they affect positively on progressing the EFL learners 'oral production (Kasper and Kellerman,1997). They noticed that the creation of the concept of problematicity is derived from the field of linguistics and language learning though many people consider how today, it is widely accepted that

communication is the main goal of learning a foreign language and this is as the first step that may develops the EFL learners' oral proficiency (Dornyei, 1995).

Besides, many researchers included their investigations on the importance of using the communicative strategies and how they affect positively on becoming a good speaker, in the sense that when Language learners do not know how to say a word in English, they can communicate effectively by using their hands, imitating sounds, inventing new words or describing what they mean .As Mariani. L outlines in his article "Developing the strategic competence in speaking can encourage autonomy in oral interaction." So, here student's only guide here is that they focus on developing their communicative skill since this latter plays a great role in the EFL learners' oral productions.

In addition to this many researchers tried to classify the types of communication strategies. (Dornyei,1995) classified them into two types. First, The interactional view that is based on the interaction between both the language learner and the interlocutors and the negotiation of the meaning (Tarone,1980).Second, The psycholinguistic view deals only within the cognitive process and its basics surrounding the improvements of being a good competent Faérch and Kasper (1983,1984) ,indeed Tarone (1980) tried to identify in this classification of communicative strategies his own classification called; Tarone's Classification of Communicative strategies including transfer , paraphrase ,appeal for mime , avoidance , assistance, etc. These strategies reassemble the work of Faérch and Kasper's (1984) frame work.

Widdowson (1978) states "The acquisition of linguistic skills does not seem the guarantee to the consequent acquisition of communicative abilities in a language". Also Bygate (1987) illustrate the difference between language knowledge and productive skill.

So all these investigations around this competency try to overcome the criteria on which most of the EFL learners tend to scope their chance for being good competent and their oral proficiency becoming well verified and accepted and this is giving thanks to their daily tasks that may develop their oral complications.

Aim of the study

Throughout this study ,we will attempt to explore the main difficulties that most of EFL learners face and the need in good   communication

However, to understand and to create the ultimate climate for improving the EFL learners' oral proficiency here are some objectives that we suggest in order to assess and evaluate the quality and the importance of using communicative strategies they are

1-To demonstrate the effectiveness of using communicative strategies toward the tendency (aim) of learning a foreign language (EFL learners).

2-To find out the different tasks and activities that ensure the improvements of the EFL learners 'oral competency.

Such communication in the classroom will help us to know about what the learners will learn how to communicate verbally and nonverbally as their language store and language skills develops. Rivers (1987) describes interaction as the only key for teaching a foreign language communication "*communication derives essentially from interaction*"

Research Questions

Throughout this research we will attempt to investigate on the different uses of communicative strategies and how they can help learners to progress in their oral proficiency. We propose three main questions that summarize the aims of developing the importance of communicative strategies

1- What should the EFL learners know about Communicative strategies and their efficiency in their use?
2- What are the major weaknesses that most of FL students facing during their oral class?
3- In what sense should the EFL learners understand the importance of using these communicative strategies?

Hypothesis

In the present research many theories adopt the use of communicative strategies as a tool that may progress the FL learners in their daily interaction in English performances in order to show the efficiency of communication strategies. This will set out to verify the following hypothesis.

If FL learners acquire Communicative strategies their Oral Proficiency will certainly develop

Methodology

In fact, the type of the research methodology that will be used in this study is descriptive. In addition to this research we indicate the most useful method we propose, that is to say the quantitative method is regarded as the basic for investigating on the percentage of students that can use these strategies perfectly, questionnaires are the most helpful guides to achieve the learners' abilities toward this topic. Though, the methodology of this study tries to organize the different cases that many of EFL learners' intelligence toward their use of communicative strategies encompass all their weaknesses during their oral class, and here we can say that the uses of this technique can rich the answers of this proposed research.

Conclusion

As a conclusion, we can say that throughout the present research communicative strategies become the most effective activities by which the majority of EFL learners try to discover their own speaking skill weaknesses during their oral class and to engage their superiority to become fluent and accurate. Furthermore, these strategies try to develop the steps that many of the students ignore them for creating the way how to measure the quality of using and choosing an appropriate vocabularies. The following hypothesis and research questions will make a clearer sense of using these communicative strategies.

Limitation of the study

The current study is limited in time and population. The investigation deals with the use of communicative strategies by second year LMD English students at the department of English of Biskra University in oral expression courses of the academic year 2014-2015.

Research tools

According to this research we attempt on using questionnaires as a data collection tools that are administrated for both students and teachers of oral expression module at the department of English of Biskra University.

Population and sampling

Since the aim of this study is to confirm about the importance and the efficiency of using communicative strategies that will help the EFL learners to progress their speaking skill, so here both students and teachers of English department are concerned by this study.

Teachers' sample

According to this dissertation, I intend to use the questionnaires that will be administrated to all teachers of oral expression for second year LMD students at the department of English of Biskra University.

Students' sample

This work will generally study the second year English students at English department of Biskra University. Hence, the students will be administrated a questionnaire related to their capacity on using communicative strategies in order to progress their speaking skill.

Chapter One

Communicative Strategies

Chapter One

Communicative Strategies

Most of foreign language learners (EFL learners) do not know how to say words in English.For them they can demonstrate and communicate effectively by using several ways to catch up the near message they want to say, these ways give them the opportunity in order to enrich their background of knowledge and vocabularies such as: using hands, imitating sounds and inventing new words. All of these actions are regarded as the so called the "Communicative Strategies".

The following chapter (Chapter one) ,we are going to discover the different notions of the two key terms "communication" and "strategy", in addition, to some others definitions and views that are still exist as the real factor to illustrate the exact meaning of communication strategies. Moreover, we will attempt to explore the different types of communicative strategies and their classification depends on their use, furthermore, we will look forward on the Tarone's own classification of these communicative strategies and the way how these communicative strategies can be teachable in the English foreign language classes.

Key terms: EFL, vocabularies, communication, strategy, communicative strategies.

1- What is a Communicative Strategy

1.1- The notion of the communicative strategy

The term CommunicativeStrategy becomes as the key that has been regarded as the way on which many foreign and/or second language learners are relying on .It is opposed to terms such as Learning Strategy and production /perception strategy, thus there is still a kind of confusion that persists the correct notion and exact meaning of what is meant by a communicative strategies.

Probably, the meaning of this term may facilitate the option of how can English foreign language learners interact properly and perfectly, it seems to have a good and high proficiency that will make them fluent and accurate. According to Faerch & Kasper on what they identify the meaning of this term that is "The potentially conscious plan for solving what an individual presents itself as a problem in reaching a particular communicative goal" .

Moreover on that, Communicative Strategies are advanced within the recognition that the mismatch between L2 speakers linguistic knowledge and the communicative intentions often leads to difficulties and/or breakdowns, on communication (Dornyei and Scott, 1977)

Despite the fact that, most of English Foreign Language (EFL) learners 'Oral performances need to be entire in the sense, they try to train from time to time by themselves the result here is to engage their use and interest of these communicative strategies; nevertheless, some teachers do not consider the extreme use of communicative strategies to their learners, they try to simplify them, in other manners learners usually move back to the explicit manner as a helpful tools to illustrate the efficiency of these communicative strategies either for native speaker or an EFL learner in order to reduce all the productive linguistic weaknesses and to reach their communicative goals .

1.2- Theorists 'knowledge on the notion of communicative strategies

The notion of communicative strategies varies from different perspectives on which many researchers clarify to what is meant by a "communication" and a "strategy". Their only agreement was only on defining the term communication is that "The way through which people can exchange their thoughts, habits customs and traditions in addition to their cultural background toward that language they use." That is to say this agreement involves as a part in our study but in the case of the Foreign Language Learners (EFL) and how do they connect their ideas within their production of words to communicate fluently. The (Oxford Study Dictionary, 1991:644), define the term "strategy" conventionally in the military mode or more generally as "a plan or policy of this kind (military planning) to achieve something." Though the natural use of this term is to plan on something toward either getting an achievement or an objective, in the sense that learners rely on planning what they organize as new information and perform different tasks.

In addition, Elaine Tarone (1977) proposed that "communicative strategies are descriptive of the learners' pattern of use what they know as they try to communicate with speakers of the target language." Awfully the first use of these communicative strategies started at the beginning of the 1980's in the United States and Great Britain.

Many of the EFL learners consider that term is as a mutual attempt of two interlocutors (participants) to agree for a meaning in certain situations and they do not share that deep meaning structure.

Accordingly, to what some researchers highlighting on the efficiency of using these CSs and how they can solve the English Foreign Language Learners communicative problems during their oral performances.(S.Pit ,Corder) provide the notion of this part as " a systematic technique employed by a speaker to express his meaning when faced with some difficulty." This means that in the case of an EFL learner CSs are the most appropriate status that will cover his /her difficulties in his/her own imagination in creating what it will be produced .

Communicative Strategies viewed by some researchers that is as a primarily a study of language use, not just learning too.in that sense CSs are dealing only and have been studied in the connection with an L2 learner. Ellis (1994) also mentioned that Communicative Strategies be seen as a set of skills, on which learners are interested in to overcome their inadequacies in the target language, an EFL learner in this case may have different types of sending his /her productive messages which means that he /she may have a limited knowledge in their target language because of their failure in communicating properly and the lack of using the English language as a part of their daily oral conversations. Such as Tarone (1980), the one who treats CSs as a "Discourse Strategy" in her identification on the notion of Communicative Strategies , she assumed that in any EFL classes learners try to interact to each other using English words while they try to develop their own creations toward what they want to say but in English .

2.   Typology (types) of communicative strategies

Obviously, and regarding to the previous definitions and the particular views that concerns the notion of the term "Communicative Strategies" that has been given by many theorists and researchers .However the following part will emphasize on the division or the main types are includes as a powerful combination for the effectiveness of using theses communicative strategies .Most of EFL learners do not know how to recognize their thoughts as a will to engage and promote their daily instructions in their oral performances.

According to Dornyei's typology of Communicative strategies (1995) cited by Brown (2000:128) that communicative strategies could be exceptional in their types, he noticed two types of CSs, the *"Avoidance strategies & Compensatory strategies"*.

The one of "Avoidance strategies" which is explained to deal with the difficult expressions that an English learner may produce them as words, things or thoughts he and /or she may know them but sometimes they keep silent the fact that they led to the occurrence of topic avoidance. In that sense learners cannot simplify these ideas by themselves because they did not understand what is giving to them, that is to say, they presumably did not learn how to think in a foreign language, thus they may speak it in a good way (fluent), which means that they are only acquired certain basic knowledge in English and they practice not too much.

On the other hand, "Compensatory strategies", are always the helpful part in exploring the learners' missing ideas and creations, it is also knowing as "compensation of missing knowledge" (ibid: 129). Dornyei (1995) proposed eleven types of compensatory strategies in a very detailed way. Which include approximation, use of all purpose words ,non-linguistics signals, foreignzing, code switching,circumlocution, word coinage, prefabricated patterns, appealing for help and stalling or time-gaining strategies, (Dornyei, 1995 cited in Brown, 2000: 128).He mentioned that these eleven types of compensatory strategies some of them are highly frequented meanwhile others may keep seldom occur.

The following parts will illustrate the different types of compensatory strategies:

➢   Circumlocution: the following strategy indicates the use of paraphrasing such words in order to mean what the learner wants to exemplify or to describe. An example on that: When we say the word "corkscrew" we may replace it here by the thing that we use to open a bottle

➢ Use of all purpose words: this type of strategy emphasizes on the students over use of an "empty lexical item" such as the words: stuff, make, do, what do you call it, what is it ,and so on.

➢ The use of non-linguistics means: most of EFL learners understand the ideas given by their teacher during their oral class but they do not know how to respond on them .they may have such non-verbal means like: mime, gestures, and sounds imitation that guides and links their understandings by what they will speak. As: learner use his/her hands and acts like flying which refers to "birds".

➢ Foreignizing: this strategy simplify the learners understandings of words by adjusting them from L1 to L2 but phonologically such as the word "tap" a learner at this case use it to mean "kran"in L1 but with an L2 pronunciation so the word becomes pronounced "kren".

➢ Appeal for a help: it is the most useful strategy among many EFL learners, in the sense that when a learner will present an oral task and then he/she does not know or forget some words structure, idioms or ideas, absolutely it becomes either the teacher and/or the students may help each other to recognize their ideas properly. Such as: what do you call…. Cinnamon?"

➢ Approximation: In this type of strategy the learner try to use an alternative terms in order to express the meaning he/she wants to describe in the sense of using the target language vocabulary items such as in the following example the word " ship" to mean the "sail boat".

➢ The use of fillers: according to this strategy the learner may use filling words i.ee he/ she fill pauses in order to gain time to think on what he / she will speak about they are collected as follows : as you know, you see , you think that , um ,mm, ah, OK, so, may be, etc…. .

➢ Code switching: It is a strategy through which an EFL learner focus on the use of his/her mother tongue with their L2 pronunciation and this is what will make things become very complicated to them in order to differentiate the pronunciation between the L1 and the L2. Such as the word "Baki" and in this case the learner does not know the meaning of that word so he/ she will use it with L2 pronunciation.

➢ Word Coinage: the word coinage means that when the learner needs to create from his /her own thoughts new words and through the morphological rules they learn them, they try to add new words that do not exist at all such as the word "vegetarianist" for the word"vegetarian".

➢ Literal translation: Mainly it is the most applicable strategy by EFL learners; in this case learners start to translate such lexical items i.e word by word from their mother tongue to the L2. In the following example the point becomes very clear "A literal English translation of the

German word "*Kindergarten*" would be "children garden," but in English the expression refers to the school year between pre-school and first grade. Literal translations in which individual components within words or compounds are translated to create new lexical items in the target language (a process also known as "loan translation") are called "calques", e.g., "beer garden" from German "Biergarten."(Adapted from Wikipedia)

3.   Classification of Communicative Strategies

Another focused point which is related much more to the typology of Communicative Strategies it is known by their classification regardless to what some theorists suggest their own classification of these communicative strategies. Tarone (1977), (Faerch and Kasper 1983a cited in Bialystok .1983 103), each one of these theorists explain clearly the real classifications of communicative strategies they are such the following:

3.1 Tarone Classification of the Communicative Strategies

Most descriptions of communication strategies have been presented by researchers in the form of taxonomies. Tarone's (1977) taxonomy for instance that was influenced by Varadi's study of communication strategies (1973), The taxonomy is presented in five main categories (strategies) Three of these are sub categorized The five categories invoke the social-interactive nature of reciprocal communication and the surface structure of the language produce they are displayed as the following:

3.1.1. Avoidance: In this type the speaker is relying on certain ways to defeat his/her communication problems and avoiding to produce non fluent utterances (Message abandonment and topic avoidance) are the two main parts in this type.

3.1.2. Paraphrase: This type of communicative strategies is generally needed much more by Foreign Language Learners especially in the case of English learners, that is to say they consider it as a part to solve their speaking problems by using the second language .Approximation, word coinage and circumlocution are regarded to be the main parts in this strategy.

3.1.3. Conscious Transfer: this strategy focuses much more on the use of the first language by EFL learners in order to understand clearly the meaning of what they will say.(Plamberg ,1979:59) noticed that transfer is divided into "Literal translation" and "Language switch".

Moreover, Tarone (1977) proposed in her classification of communicative strategies another two categories:

3.1.4. Appeal for assistance: according to Tarone (1977) , she noticed that the use of this strategy is the most applicable strategy among the EFL learners Oral performances ,the latter's on that will help the learners to find the near thoughts they will present .

3.1.5. Mime:The learner uses nonverbal strategies in place of a meaning structure (e.g. clapping one's hands to illustrate applause).

3.2 Faerch and Kasper Classification of Communicative Strategies

In the following classification Faerch and Kasper (1983a) categorized strategies of communication in terms of reduction strategies and achievement strategies. Hence, there are many similarities between this classification and Tarone's classification of communicative strategies. The learner's attempt to avoid the problem being a reduction strategy and his/ her attempt to achieve a solution being an achievement strategy. Reduction strategies can be divided further into two categories: formal reduction (reduce system - parts of the linguistic system are avoided) and functional reduction (reduce intended meaning). Furthermore Achievement strategies are divided into: compensatory strategies and retrieval strategies.

The following table will demonstrate them:(Faerch&Kasper 1983)

Communicative Strategy type	Category	
Reduction Strategies	a. Formal reduction strategies	1Avoidance of L2 rules of which the learner is not certain or which cannot be accessed.
	b. Functional reduction Strategies	2. Avoidance of certain speech acts, avoidance or abandoning certain topics.
Achievement Strategies	a. Compensatory Strategies b. Retrieval Strategies	

In addition to this demonstration (Faerch and Kasper, 1983:94) include their own interpretation in both sides that is to say that the division 'classification' of communicative strategies explain a great deal of their importance of their use either traditionally or on modern Foreign Language Learners too. While this classification of communicative strategies led to the clarification of the approaches that communicative strategies have.

4.Approaches of Communicative Strategies

In fact, many researchers reveal on the efficiency of using communicative strategies in the sense of their importance ,however they clarify simply that these communicative strategies has two approaches that determine their real use among the EFL learners.

4.1 The Interactional Approach

Previously, many theorists try to identify and to pick out the general and the clearer notion of the term "interaction" that is - the possibility to reach certain communication goals-. Meanwhile, and among these theorists who have a relation to this factor Tarone (1981) mentioned that "Interaction become as one of her principle in defining communicative strategies in functional terms", also Tomas Varadi (1971) evaluated the notion of the term "interaction" between EFL learners and native speakers together will result the efficiency of using communicative strategies (Faerch and Kasper, 1983:94).

This approach is characterized by its purely contact that English Foreign Language Learners are consider it as a positive factor that resolve their problems for checking the appropriate context they use especially during their oral productions , they emphasize directly on using communicative strategies as a guide to correct their misunderstandings of the ideas they get from their interaction . (Tarone, 1980: 420 in Cook, 1988:120), and according to her investigation Tarone (1980) , noticed that " mutual attempts of two interlocutors to agree on a meaning in situations where requisite meaning structures do not seem to be shared" .Actually the negotiation meaning on using the communicative strategies becomes as an implementation to discover the way how two interlocutors – Non-native speaker 'learner' and native speaker-interact within understanding each other literal meaning. Rampton (1997: 281) argues that "social interaction is not relevant when it comes to Communicative Strategies, and those communicative strategies in the L2 are the same as in the L1, and therefore should not be a part of any Language teaching curriculum". So teachers who want to teach by using these communicative strategies to the students, they recognize them to become successful in communicating and interacting with other people in their L2 they need to practice and learn ways of dealing with conversation where they are facing problems in understanding.

4.2 The Psycholinguistic Approach

The following approach is considered to be 'the psycholinguistics perspective', in the sense that this process occurring in terms of -cognition – on which language is considered as apart or a repertoire in human mind. Thus in our study we are much more focusing on the learners' cognition toward the use of communicative strategies appropriately. This process observe much

more the idea through which learners need to plan in advance on what they will present in order to skip from the problems they commonly have .

Faerch and Kasper (1983:84) are among the most famous theorists who study and analyse this perspective in the sense of mentioning the different phases in communicative strategies, they present a model of two differentiated phases for any speech production 'the Planning Phase (PP), and the Execution Phase (EP), and the aim of using these two phases is to help the learners to develop speech which can be executed and allow the speaker to reach his communicative goal (Ellis, 1994:398). In addition to that learners will progress their own cognition as long as they always try to develop their use of communicative strategies by concentrating carefully on what they will speak about.

5.The Teachability of Communicative Strategies

5.1How should we teach communicative strategies?

As EFL teachers, we need to decide which communicative strategies are appropriate for our students and how to introduce them in the classroom. That is to say teaching random communicative strategies as they are given is not an easy task, and communicative strategies should resemble some linguistic rules which do not allow EFL Learners to later adapt and apply the language to different situations. Hence, EFL learners at this casebecome responsible for selecting and implementing the most appropriate communicative strategies for the situation they are in i.e. they are involved in the application of this language and this involvement will make the process more meaningful and memorable, and this what will make the learners start increasing their use of these strategies and gradually by enhancing their oral proficiency.

5.2 Classroom communicative strategies

It is useful to make a clearer distinction between different types of communicative strategies in which learners need to use them in order to develop their speaking skill. Among these strategies is that of student-student interaction within the learning context. Consequently, and for many EFL learners, the classroom is the only chance they get to speak English fluently. Examples of general interaction in a typical EFL class include comparing answers to an exercise, discussing options in order to complete an exercise together, checking answers, borrowing a piece of paper or a pen, asking what something means or how something is pronounced, asking someone's

opinion and agreeing or disagreeing and so on .thus the teachers give the opportunity much more to their students to talk and diverse on what they want to speak, so here the teachers will give the chance to their learners to contribute in developing their communicative competence.

If students are linguistically prepared and motivated to do so, there is no reason that will make them very weak to talk in the use of such a communicative strategies in English, that is to say the more English learners speak in the classroom, the more confident and autonomous they will become and the more risks they will be prepared to take in L2. EFL learners can be taught formulaic expressions that will help them overcome with communication in the learning context, in this case the teacher can begin by introducing such simple and easy expressions at the beginning in order to facilitate to them the pronunciation and then he will start gradually numbering expressions and little by little they become complicated.

The Cambridge University Press secondary school course Interactive 3 includes an innovative fold-out cover with communication strategies that students can refer to and use quickly, easily and as often as they require. For students who are reluctant to use English in class, one way of encouraging them to try to use as much as possible and active participation in English is by assessing their general classroom communication skills and awarding a grade for their ongoing performance as part of their overall speaking assessment.

5.3 Real-life' communicative strategies

Many other communicative strategies occurwhen students participate in different speaking activities. This is what will make communication in classbecomes here much more similar to real-life communication outside the classroom in a variety of contexts. There are certain examples of communicative strategies which are useful for An EFL student including facilitation techniques such as: using fillers and hesitation devices in order to buy time and keep a conversation going, paraphrasing strategies, such as circumlocution or describing the function of something, cooperative strategies such as asking for clarification, indicating understanding, showing interest and a wide range of formulaic expressions like giving and following instructions, putting things into order, reacting to good or bad news, describing people, making suggestions or apologizing, etc. This type of language is sometimes covered in course books as part of a speaking or functional speaking syllabus, which is often based on real-life contexts like giving directions or ordering food in a restaurant.

In terms of how to teach these communicative strategies, Mariani (2010: 44-51) suggests different possible approaches to strategy education. In which students become aware of the use of certain communication strategies through receptive exposure to them and are later given opportunities to practise using the strategies before evaluating their own performance. Many teachers may find a structured procedure such as this one useful when planning how to teach their students communication strategies. First, students listen to a conversation between two or three speakers using communicative strategies naturally in a certain context. As they listen to the model dialogue, EFL studentstry completing a task in order to draw their attention to these strategies hey will use them in the future i.e. their turns, there are several ways of carrying out such a task. For example, by giving students a list of the communication strategies and asking them to tick the ones that are used, number them in the order as they occur in the conversation. This kind of tasks will help them to simplify the use of communicative strategies by the use of an organized speech production. Afterwithdrawalon the use of communicative strategies from the context, we should follow students' attention to the pronunciation exactly, with special emphasis given to suprasegmentally features such as where the main stress falls in the utterance and the intonation used too. This stage helps students with the 'articulation' stage of natural speech production.

5.4 Activities to consolidate communicative strategies

The list of speaking activities that can be used in the classroom to put communicative strategies into practice is endless and can include anything from roleplays to discussions or ranking activities to problem solving tasks. Books such as Discussions that work by Penny Ur (1981) offer a whole range of practical activities that can be used in the classroom.

One useful way of developing communication strategies for dealing with unknown language at word or sentence is to prepare such games of intelligence for instance which means that by guessing the word in order to know the others answers. A home-made version can be made in the classroom by students. Each group of five or six students rips up a sheet of paper into 20 small squares. On each square they write a word, preferably one that has come up in a previous lesson, thus exploiting the opportunity to recycle vocabulary. Once twenty words have been written, the teacher gives the pieces of paper face down to another group. Then, the students in each group take turns to look at a word and describe it to the rest of their group without saying the word written on the piece of paper or showing the word to the rest of the group, but using

communication strategies to describe or explain the word. Once someone guesses the word correctly, another student takes the next word and this continues until all twenty words have been explained and guessed correctly. In order to complete this activity, students will need to use paraphrasing strategies such as describing the function of something, describing what something looks like or what it's made of or other techniques such as using a word that is close in meaning, a general word or simplification. Similar communicative strategies can be practised with picture difference activities. Students work in pairs and each one looks at a picture which is similar to their partner's picture but has some differences. Without looking at each other's pictures, students must describe their picture and ask about their partner's picture in order to find as many differences between the two as possible.

5.5 The teacher's role and error correction

When developing communicative strategies in the EFL classes , the teacher's role is extremely very important. As well as introducing the communicative strategies in meaningful, memorable ways that will increase the learners own opportunity to deal with and the teacher must consider his/ her attitude toward errors and error correction and how does this relate to the students motivation during their oral practices. The very nature of speaking means that it can never be error free. Even native speakers constantly correct themselves or clarify what they are saying too. Repetition and clarification are natural in native-speaker speech and so should absolutely be tolerated in non- native speaker speech.

However, that is not to say that mistakes should be ignored, simply that we should have clear aims about how to focus on error correction. Giving delayed feedback after the successful completion of tasks can be effective. In order to do this, we should monitor students while they are on task and make a note of mistakes.

Another important element at this part is to give the positiveness much more on the feedback too. In other words, Learners should several identifications when they use communication strategies successfully in order to boost their confidence, in a side and to, so at this case students are aware of when they have used snippets of language successfully, they are more likely to use these snippets again in another context.

Conclusion

This chapter is a brief discussion on the notion of Communicative Strategies in the EFL classes, in addition to their use as apart in language learning/ teaching, that will help them to enhance their oral performances by their use. However EFL learners can demonstrate their oral skill by using different types of communicative strategies such as circumlocution, approximation, and the use of fillers … etc. These types help the learners to know the context they are needed to learn about. Moreover on that communicative strategies classifications plays also an extremely sense that will provide learners the ability to know all of them and to use them appropriately , In addition the approaches that explain the efficiency of their use , all this will characterize the importance of these strategies as a helpful ones in the EFL learners Oral classes.

Chapter Two

Speaking Skills

Chapter Two

The Speaking Skills

In the previous decades, some English Foreign Language learners do not assign to develop their pronunciation of English as Foreign Language I.e. English participations. This latter is due to their lack of misunderstanding of ideas they may got them and /or their slow interaction especially in their Oral classes.

As far as , the Speaking Skills and among all the other English skills such as (listening, reading, and writing) is considered to be the most helpful and useful part by EFL learners' oral participations and presentations, that may boost their own creation of words in a part and to recognize their thoughts in another part. It may also emphasize on their (EFL learners) displaying the language proficiency and this will make a great deal of EFL learners who are interested on using this skill. In the following chapter we will attempt to explain the notion of the speaking as a skill (it's nature), the elements of speaking and the importance of speaking as a skill too, in addition to the main characteristics that try to make a good EFL learner, also we will highlight on the EFL learners speaking difficulties in Foreign Language Learning this what consequently assist to have a suggested activities that may reduce some of them (problems).

1.The Speaking Skill

1.1.   Speaking as a skill

English learners are considering that the notion of the term "speaking" is talking automatically in the L2 without referring to certain circumstances that allow them to recognize their speech (Oral presentation) properly, thus all the discoveries of this term "speaking" find out that is not a simple skill and there are certain experiences and practices they are needed in order to enrich the appropriate goals.

Researchers such as Luama (2004:1) argues that "Speaking in a foreign language is very difficult and competence in speaking takes a long time to develop". So the speaking is regarded

as a basic skill among the other English skills, it is considered to be the unique skill that is characterized by its complexity of the interaction that exists between two participants i.e. sending messages and receive them though this quality needs a time to learn how it is used in advance. Hedge (2000:261) defines this term as "a skill by which they (people) are judged while first impressions are being formed". That is to say the speaking skill is an important skill that ensure to help an EFL learner to express his own ideas in the way he /she wants to present and it may also reflects either in their thoughts or their personalities.

Moreover, researchers such as Lado (1961:239-240) identify and clarify the possibilities that EFL learners can have in determine their what they want to say and/ or to describe, it is known also as the ability to speak .In his point of view he defined it as "The ability to use in essentially normal communication, stress, intonation, grammatical structure and vocabulary of the foreign language at normal rate delivery for native speakers of the language». That's why the reason to understand the meaning of "Speaking Skills" led to know and to include both "context and participants" to conduct a meaningful conversation I.e. an Oral presentation.

Furthermore, the Speaking Skills considered to be as the productive skills, that is to say this skill may provide the learners to produce and to receive and to process information. Bygate (1987: 5-6) agreed that previously the focus in speaking was mainly on the motor perceptive skills. Within this context, speaking is defined as the production of auditory signals designed to produce differential verbal responses in a listener. It is considered as combining sounds in a systematic way, according to language specific principles to form meaningful utterances. This approach is adopted by audio-lingualism.

Eventually, ,in teaching speaking skills, it is suggested that when we should start first with teaching the smallest units- soundsand move through the mastery of words and sentences to discourse (Cornbleet & Carter, 2001: 18).

Alternatively, speaking skills denotes to have several elements that may help EFL learners to become fluent and accurate at once, this latter focuses much more on the importance of using them toward this skill and to contribute in asserting the Foreign Language Learners Language capacities. In this study many theorists try to suggest these elements and to give them the priority to evaluate each EFL learner his own language capacity to learn.

David, P.Harris. (1969) reported about this skill "*speaking is a complex skill requiring the simultaneous use of different ability which develops at different rates*".

1.2. The Elements of Speaking

Jeremy Harmer (2003:269) was the one who tried to explore these elements of speaking and he stated them in the sense of the ability to speak fluently they are as follows:

1.2.1 Language features

➢ Connected Speech:

the following part concerns within the EFL learners' ability to produce a great deal of sounds that should be linked together, but not a separated phonemes, that is to say these sounds may help the learners to develop their English Oral Proficiency thus they should be either modified , omitted ,added ,and /or weakened.

➢ Expressive devices:

English native speakers know how they use the phonological rules effectively such as pitch, stress; volume and speed, in addition to the use of the non-verbal means, at this case EFL learner needs these devices to use them usually in order to become effective communicator too.

➢ Lexis and grammar:

In this following case, most of the time EFL learners try to produce in their oral presentations some language functions, thus they may include the same lexis structure. Indeed teachers in this element try to provide their learners to make them aware on the use of different functions this could be as a helpful part to facilitate and enhance their daily communication in L2.

➢ Negotiation language:

The majority of EFL learners try to benefit much more from this category, they almost need for a clarification in order to understand what the others are speaking about, so teachers at this level may provide their learners with necessary expressions they need for their clarification from other speakers in a part, and to know how do they perform their utterances and ideas clearly when the other participants did not understand them well in another part.

1.2.2Mental/Social Processing

In addition to language features, necessary processing skills of speaking are describes as follows:

➢ Language processing:

This is refers to the ability on which learners /speakers process the language in their minds clearly and in a coherent order .So, this may lead them to understand the intended messages perfectly (what is meant by the saying) especially to retrieve utterances or words from their memories they may use them interact/ speak with others.

➢ Interacting with others:

In this area EFL learners' speaking situations are always dealing with interaction within either two participants or more , that is to say good speakers are those who listen well and understand others interaction ,in order to react by taking others turn or keeping them as they are to do so.

➢ Information processing:

The following criteria is related to the ability EFL learners can process information in their minds rapidly .In that sense they (speakers) have to be ready to answer to what the others are talking about.

1.3 The Importance of Speaking

Previously, speaking skills was neglected much more in most of the EFL classes and there was no attention on using it, the only attention was given to both the Reading and Writing skills., Richards and Rodgers (2001) mention that reading and writing are the essential skills to be focused on however, little or no attention is paid to the skill of speaking and listening. In another side the Communicative approach (CA) signs that speaking skill has got an importance toward the learners to expect what they can say verbally that is to say , its influence on the learners may give them the priority and to support them to talk more that teachers in the classroom.

According to U.r (2000:12) declares that speaking becomes as the basic of the other English skills though its utility is to keep the learners weaknesses they may have in their oral communication classes "*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.*"

Obviously, an effective EFL speaker should listen to what the others (audiences') talk about until they enrich the intended messages. The importance of speaking is much more revealed within the combination of othersEnglish language skills. For instance, speaking can help students to enhance their ability to produce language vocabulary and grammar rules especially, and then to

develop their writing skill. With speaking, learners can express explain and share their personal feelings, opinions or thoughts which mean that the use of speaking is the use of all language functions rules consistently. So speaking is very important not just inside the classroom but also outside the classroom too,such as companies and organizations look for people who speak English very well for the purpose of communicating with other people (as an example). Baker and Westrup (2003: 05) support that "A student who can speak English well may have greater chance for further education, of finding employment and gaining promotion".

Additionally, Speaking skills are important to the student for career of success, but certainly not limited only to one's professional aspirations. That is to say speaking skills may progress the personal life too , and to consider it as appositive skill that engage all the learners to participate even though they have the non-clarity of the ideas to express them instantly.

1.4 Teaching Speaking

Many EFL learners consider that the ability to speak becomes as the measure of knowing a language, they try to mention that the ability to use fluency to speak with others is much more useful rather than the ability to read. They take into account the speaking as the most important skill they can learn, and assess their progression in terms of their accomplishments in spoken communication. Language learners at this case notice that teaching speaking contains three areas of knowledge:

- ✓ Mechanics: such as the use of body language.
- ✓ Functions: such as :(transaction and interaction), (transaction/information exchange) and (interaction/relationship building).
- ✓ Social and cultural and norms: such as: turn-taking.

In the communicative model of language teaching, instructors are helping their students to develop this body of knowledge by providing them authentic practice that prepares students for real-life communication situations; therefore, they help them to develop the ability to produce corrected grammatical rules, connected sentences that are logically appropriate due to specific contexts, and to comprehend the pronunciation.

According to Harmer (2003), "teachers should focus their attention on those features that reflect the students' speaking ability of English proficiency" (Harmer 2003:89). Such factors as pronunciation, intonation, fluency, tone of voice, stress, choice of words and effectiveness of communication should be taken into consideration. So, Communication in the classroom becomes as an essential activity that will require teachers to present their instructions carefully to the needs of their EFL learners and to teach them how to listen to the others, how to talk with them, and how to negotiate meaning subsequently. This will make the learners to know how to communicate verbally and nonverbally and to exchanges their ideas and opinions certainly will enable them to create a climate that will make them to feel comfortable when they speak English out of the interaction of their classrooms.

2. Characteristics of a good language Speaker/Learner

In language teaching and learning most of EFL learners think that knowing how to speak a foreign language is due to several reasons among them is to be successful in using the English as a foreign language fluently, thus some of them they feel that is very had to learn that language, and others they do not have the time to study it. Consequently the greatest factor in their success is how much effort they are prepared to put in and how effectively they can learn to direct that effort.

Regardless, to what the EFL learners try to recognize what they should have to use a foreign language they need to learn properly .The following characteristics will describe the way how EFL learners can improve their English in the sense of Oral production:

2.1 Good language learners find a style of learning that suits them: In this first characteristic, EFL learners should be aware on themselves, that is to say they know themselves when they are dealing with a learning situation on which they feel difficult ,the adaptation of this latter may need it especially in their personal career. This means that they know the way how they could deal within the learning situation that suits them in order to learn that language perfectly.

2.2. **Good language learners are actively involved in the language learning process**
The second characteristic, EFL learners should take the responsibility for their own learning situation. Besides regular language classes, they create occasions to use the language properly,

though they know practice is very important, and they are willing to face several difficulties that may adapt in their language learning situation.

3.2 Good language learners try to figure out how the language works

The third characteristic, EFL learners try to grips with the language as a system such as phonological, morphological aspects syntax and semantics, and here their focus is much more related on how language is formed and what does it consist as a pattern it has to be worked on.

4.2Good language learners know that language is used to communicate

In this case EFL learners recognize that language is a system for communication only , and this s is not as a reveal to the other language skills such as Reading ,Writing , and Listening though they have good techniques that they could practise them .Indeed , EFL learners at their early stages on learning language they do not feel worried on making mistakes , because they know that is a system for communication only and this is what may help them within the time to become fluent and accurate.

5.2Good language learners are like good detectives

 EFL learners at this part will search for different solutions to make them understand well how language is working well (communication), in other words, they may almost of the time try to propose suggestions to ask the others' classmates to correct them if they are making mistakes within recording the variation between what they have been said and what they others propose as a correcting them.

6.2 Good language learners are creative: Most of EFL learners are adapting within the use of language as a part of their learning situation, thus they are dealing with it as a creative dimension, that is to say EFL learners' creation toward language will accomplish themselves to know how to play with the grammar, vocabulary (words) and sounds as patterns of learning a language.

7.2Good language learners make their own opportunities for practicing the language inside and outside of the classroom.

They need to be clever in order to use English as additional language as a part of their daily life situations, thus it is not obliged to use it inside the classroom it could be used also outside the

classroom meetings and within native speakers in order to facilitate the learners the data they may use.

2. EFL learners' Speaking Skills difficulties

Sometimes, the majority of EFL learners have many obstacles and are facing many problems and difficulties they have during their Oral presentations, this latter explore that these difficulties are categorized into two aspects: The Linguistics and The psychological aspects.

3.1 Linguistic aspects

In fact, this aspect contains several linguistic problems that exist in EFL classes especially in the way learners need to connect between words and the ideas.According to Thornbury (2005) who suggests that point "*being skillful assumes having some kind of knowledge base ... Knowledge that is relevant to speaking can be categorized either as knowledge of feature of language (linguistic knowledge) or knowledge that is independent of language (extra linguistic knowledge) " (p. 11)*

According to what he proposed, Thronbury (2005:11) mentioned that linguistic problems consider to become as a useful part that includes the speaking skills, and EFL learners will not perform well because of the lack of using these knowledge in a good way, in this case they will face different difficulties in their Oral presentations, so they cannot develop their speaking skills. Among them lack of vocabulary, pronunciation mistakes and grammar mistakes

3.1.1 Lack of vocabulary

To achieve good Oral presentation EFL learners need at least to choose the appropriate string of words they may use them in their speaking properly, and using them accurately. Thornbury (2005) denotes that"spoken language also has a relatively high proportion of words and expression" (p.22).However learning a foreign language needs a time in order to learn and acquire knowledge of the daily life vocabularies that are very interesting , though the problem that is still turn around the EFL learners , when sometimes they want to express a topic they have been given by their teacher they will find themselves facing difficulties so they try to support and struggle their presentation with few words *"vocabulary is the only instrument on which we can*

construct a speech" U,r.(1996) p.(120).,consequently in this area EFL learners have a low participation in their Oral presentations

3.1.2 Pronunciation mistakes

The first point an EFL learner has to practice in learning English is the way how he/she pronounces it as a foreign language in their case. Despite the fact that they are oblige to use them in order to get the rules perfectly, this is on what Ozkan, Bada and Genc (2011:122) supposeon the efficiency on using the pronunciation to improve the following skill, they said that "in speaking, they compete with limited time to recall words, and also take care of their pronunciation ,Speaking is often dealt with at pronunciation level".

So the fact that, EFLlearners' capacity to storage the applicable words are not enough to boost their own imagination to develop his/her speaking skill. Thus the attention to learn how sounds are spelling is the first basic rule to keep in mind, although we find sometimes most of EFL learners do not pronounce their English very well and this is due to their lack of experience either to understand or to speak with native speakers or their teacher's unpronounced words (they do not pronounced the sounds well), subsequently the following factors may become as an obstacle in the case of EFL learners' Oral productions.

3.1.3 Grammar mistakes rules

Another common linguistic problem is the misuse of certain grammatical rules and knowledge by the EFL learners .However EFL learners at this case they should at least know how do they achieve these grammatical rules in order to enhance their oral productions, in contrast the misuse of these grammatical knowledge may keep some of them silent, the fact that they think when they will produce certain sentences which are ungrammatically structured, they will be criticized by their instructors for instance. Davies and Pearse (2000) agreed that "Many people do not like speaking in front of large groups of people. This is especially true in a foreign language, because we may worry about producing utterances with many errors or oddities in them."(P, 82).

Indeed, grammar mistakes rules becomes as one of the following barriers that may impede the EFL learners to practice their speaking skills well.

3.1.4 The mother tongue use

In the EFL classes the majority of learners are using their mother tongue or L1 in the sense of their daily use of their L1 in and outside the classroom and this is, what will make them facing certain difficulties that may prevent them to describe what they want to present, though they understand they ideas that are mentioned by their teachers but they try to scrounge their foreign language ideas into their native language use.

3.2 Psychological aspects

Most of EFL learners face other speaking difficulties during their oral presentations this latter may influence on their feelings and emotions, and this is not due to their teacher's experience as it could be their own barriers that will stop them to participate and to develop their oral proficiency. They are presented as the following: Lack of self-confidence

3.2.1 Lack of self-confidence

In EFL classes, we may find some learners who prefer to keep silent and to keep their own imagination ,ideas and opinions to themselves , and this is due to their lack of self-confidence, this latter will make them not sure about their capacity to show their abilities in their oral tasks. However sometimes they feel that what they say is not correct which means that they do not have a self confidence in themselves especially in front of their classmates, so this kind of psychological barriers may take the learners to stop their own creation during their oral presentations.

3.2.2 Shyness

Another psychological problem that is regarded as criteria in preventing EFL learners to participate during their oral tasks it is known as Shyness. In its specific sense shyness is knowing as the emotional thing, it is also considered as another source of these problems which means the main source ,and one of the most psychological aspects on which students are facing in their learning activities during the oral class for example(debate ,discussion) ,they are always reluctant to speak in English class. Baldwin (2011) reported that *"speaking in front of people is as a kind of phobias , that student's shyness makes their minds go blanks ignoring their thoughts and ideas or they will forget what they will say"* in this case most of the students will

not succeed in their speaking class since they are too much influenced by their feeling of shyness and neglected by their teachers evaluation due to their un ability to speak English fluently.

3.2.3 Fear of making mistakes

Many EFL students are reluctant in speaking English class this may cause on them negatively and this refers to the fear of making mistakes during the oral presentations, in this area learners own problem in speaking is that they feel scared from either their teachers or classmates .Ur (2000 :111) explain that"Learners are often inhibited about trying to say things in a foreign language in the classroom, they are worried about making mistakes, fearful of criticism or loosing face, or simply shy of the attention that their speech attracts". In addition to what Hieu(2011) and Zang (2006) they explain on what makes the students afraid to speak during their oral class is the friend's laughing and the teacher's negative correction and criticizing them , and here they will commonly stop participating .Therefore students can learn from their own mistake that isto say this problem becomes the common in speaking English especially in the EFL classes.

3.2.4 Anxiety

Another common psychological problem on which most of EFL learners have a feeling of intension this is related to the case of learning a foreign language it is called the anxiety .Nascente (2001) stated that *"among other affective variables ,anxiety stands out as one of the main blocking factors for effective language learning"* .So anxietybecomes as the weakest point that affect negatively on students learning a foreign language especially in their oral classes , however today's students have different obstacles to learn English well they wish to speak English fluently as the native speakers do , unfortunately most of them feel anxious in the sense that they are not satisfied to speak English well enough .

3.2.5 Lack of Motivation

In fact, the lack of motivation is another psychological factor on which students cannot obtain what they want in their oral class because their teachers either they did not give them the opportunity to be free to speak during their oral classes or doing others activities that are related to. Despite the fact that motivation does not create by its self-successful students in oral

activities because no one can make an enjoyable atmosphere if the teachers do not do. Actually "motivation is the crucial force which determines whether a learner embarks in a task at all, how much energy he devotes to it, and how long he preservers" (Littlewood, 1984, p.53)

4. Activities that develop EFL learners' Oral Proficiency (Speaking Skill)

In the following part we will attempt to investigate the different tasks and activities that may provide to develop the EFL learners' speaking skills possibilities. These activities are considered to become much more efficient in the sense of their daily use given almost by the EFL students, to determine the different weaknesses they are facing to express, explain either a given topic or to present what they want to say.

4.1 Classroom Discussion

In fact, this kind of the activities stands to be the first task that EFL learners will share their ideas and opinions, that is to say these activities are realizing spontaneous interaction.

Besides that, in this activity EFL students should be aware on what they will present for instance they are asking by their teacher to prepare a task for a discussion, they are totally free to say what they want to share in their thoughts and giving their opinions too. Thus many theorists state the specification on using this activity to promote the daily interaction classrooms.Thornbury (2005) says that many teachers agree that the best discussions are those that arise spontaneously either because one learner reports something personal or because the topic of the course book arises discussion.

In addition to what Douglas Brown (2004) states that the only way that will make the EFL learners emerge in achieving their speaking abilities is due to the use of discussion. So students at this case they will provide their own opportunities to show that they can enhance their speaking skill by themselves without a need for the teacher's correction on what they say or any other kind of hesitation given by their class mates too. According toHarmer (1991) presented in his book "*The Practice of English Language Teaching*" that "a student reacts to something that is said, another one joins in and soon the whole class is bubbling with life. Such discussions are the most 24 successful" (Harmer 1991:122). Furthermore there are certain techniques that support the EFL

students to progress in their talking in this case Harmer (1991) gives some hints about organizing discussions:

• Put students in groups first. This will allow them to give opinion in a less threatening environment.

• Give students a chance to prepare: students at this part are asked to prepare certain topics such as, the role of the family, advantages and disadvantages of the television ,there they can share their opinions and discuss them.

• Give students a task. One way of promoting discussion is to give students a list of controversial statements about a topic (Harmer 1991:124).

4.2 Information gap activities

Another effective activity that indicates the learner's ability toward their improvements in the speaking skills, is the use of the bridging the gap between the gap that learners need to learn about, however this kind of task needs either to the work to be into groups or pairs ,that is to say that the efficiency of using this activity is to raise the EFL learners imagination and creation of their own thoughts.

4.3 Role play

As long as, role play becomes an important task that may help the EFL learners to develop their Oral proficiency. Consequently, this activity is considered as an enjoyable task that led an EFL learner to pass positively from the unknown to the known knowledge. So when they take as a social life situation they will have self-confidence on themselves and in promoting their speaking skill.

In addition to what Gillian Porter Ladousse (1987)share in his idea that the use of role play may touch the learners' creation toward their position in the scene "when students assume a 'role', they play a part (either their own or somebody else's) in a specific situation. 'Play' means that the role is taken on in a safe environment in which students are as inventive and playful as possible" (p. 5)

As a matter of a well performed role plays, it is believed that teachers need to suggest their learners' interested topics that will make them much more motivated and to feel that they are doing their play.

4.4 Simulations and Drama

The term simulation is regarded to be the same as the role play, thus the use of simulations make such a difference from the role plays, in the sense that they are much more detailed. EFL students at this level start to present their scene as it is in the real life situation, in a relation to this idea certain theorists such as Bygate (1987) recognize that what students are working is not given for the audiences but the work has been presented within an imaginary setting.

As long as the efficiency to practice this task, an EFL learner will not face the different obstacles that he /she are in; however, simulations will make them much more clever and aware on what they are presenting, and they start feeling motivating, totally free and they will have a self –confidence in themselves. This latter will provide them to contribute in enhancing their Oral proficiency.

4.5 Interviews

Conducting an Interview is not an easy technique that will be supported by many English Foreign Language learners to deal with .Though it has a helpful part that will make learners to use it in terms of improving their speaking skill either inside classrooms or outside them, the practice of this activity will make the learners to learn new word and to become much more socialized too.

4.6 Problem solving activity

The problem solving activity is an activity through which students participate directly i.e. they try to find any solution to a given problem. In addition this kind of technique may help the learners to be much more creative and capable to speak fluently. Theorists such as Klippel (1983:p.103) stated that "problem solving activities demand that the learners themselves decide upon the items to be ranked … the language which is needed for problem solving activities

depends on the topic of each exercise, but in 26 general students will have to make suggestion, give reasons, and accept, modify suggestions and reasons given by others".

Over and above, EFL learners motivating themselves by using this kind of activities in addition to their participation will be increased and they start to speak all of them in order to develop their speaking skill step by step.

4.7 Conversation

Conversation is one from the most applicable activities that the majority of EFL learners are dealing with especially in recording the way how they can make greetings, requests and apologies .A what Murcia views "one speaking activity which is particularly suited to this kind of analysis is conversation, the most fundamental form of oral communication"(p.108).This technique will provide the learners to become capable to have certain way of contact not just within native speakers but also with non-native speakers too. This is what Thornbury (2005) proposed that many language learners feel that developing conversation competence is their most urgent need and their principle objective. So, this is what led especially to the development of the language in itself, in this area EFL learners will recognize to negotiate the meaning they need to their. "An effective conversation in a class involves active participation of students expressing themselves orally and confidently what they in mind" explain Widdowson (1978:43).

4.8 Story telling

Story telling is an original form in teaching the function of language, it is a way and a technique through which EFL learners can interact easily. On the other hand, the criteria of using story telling in the EFL classes will encourage the learners themselves to contribute the clearer meaning they want to address to others i.e. audiences, Thus the main objectives from this activity is to manage and to increase the learners' own imagination to develop their thoughts and interact fluently with the hearer so this will appreciate them to precise the efficiency of using this category and /or technique in the EFL Oral classes.

4.9 Reaching a consensus and Relaying instructions

Reaching a consensus is considered as an activity that students have to agree with each other after a certain amount of discussion, thus the task is not complete yet until they do it completely.That is to say these activities have been very successful especially in developing EFL learners' interaction between each other. In other hand, relaying instructions is another type of speaking activitiesthrough which students have the opportunity to give each other instructions. Indeed the success of doing this activity depends on whether the students to whom instructions are being given to perform the tasks successfully, that is to say the right instructions those are useful.

Conclusion

This chapter is a brief discussion on the notion of the Speaking as a skill in the EFL classes, in addition to the importance of this skill in order to get the learner himself /herself to be powerful in their speaking abilities and much more aware in their oral participations, though they need certain characteristics that will facilitate them to learn the English language simply and easily .However speaking skill difficulties such as fear of making mistakes, anxiety, and shyness will block and stop the learners in order participate in their Oral presentations and teachers' role in this case , should at least to create certain abilities and techniques such as Interviews, discussion etc…, that will provide them to increase their Oral proficiency and to reduce their disabilities in speaking definitively.

Chapter Three

The Field Work

Chapter Three

The Field Work

The following chapter is designed to analyze the results obtained through the role of communicative strategies for developing the EFL learners' oral proficiency. Our aims from conducting this study are to confirm if our hypothesis is true or false. Since students are main variables of this study, their views and opinions are very important to test the stated hypothesis. The most appropriate methodological tool that has been used in this study is through giving questionnaires to students. While, we have chosen to work on second year LMD students of the English division at Biskra University of the academic year2014/2015 and to evaluate their application of communicative strategies in their oral classes.

1.Students' Questionnaires

1.1 Description of the questionnaire

This questionnaire is designed for second year English students at the department of English at Biskra University of the academic year 2014-2015. The participants of this questionnaire are 50 students from two classes, thus they are chosen randomly to explore the efficiency of using communicative strategies for developing their oral proficiency. This questionnaire involves two types of questions such as "closed questions" and "open-ended questions". Closed questions need the students to answer by "Yes" or "No" or to tick up the right answers from a set of options, and open-ended questions which demand from them to give their personal opinions or background information about subjects or add a justification for their choice. The whole questionnaire is made up of (20) questions that are classified under (03) sections:

Section one: It is about the students' background information. It aims at gathering information about the participants of this questionnaire. It contains five questions.

Section two: It deals with Communicative Strategies as an important element and factor in this research. That is to say these strategies are helpful especially in the domain of Foreign Language Oral Production. It contains eight questions.

Section Three: It deals with the speaking skill as an important element in this work. Thus, Speaking is an essential skill that we have to develop to master English language. It contains seven questions.

1.2.Analysis of the results

Section one: Background Information

This section investigates the background information of the students.

1. Gender?

Gender	Number	Percentage
Female	40	80%
Male	10	20%
Total	50	100%

Table 1: Students' Gender

Figure01: Students'Gender
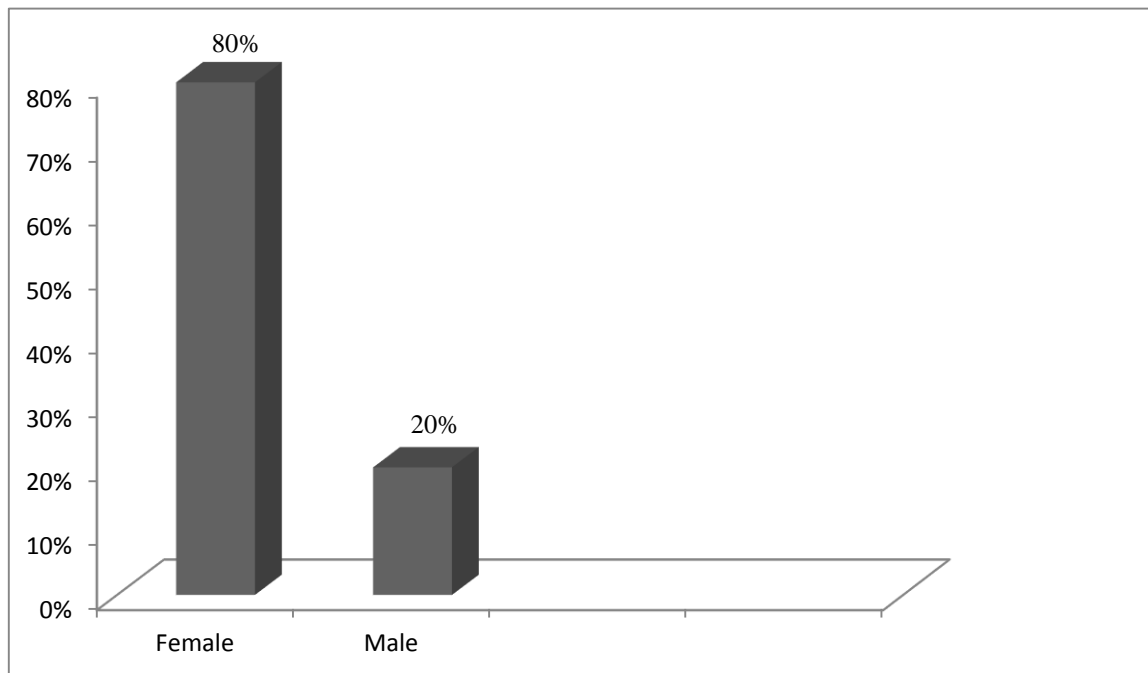
The results show that the majority of students are girls (80%) who tend to study English as a foreign Language in the second year LMD, and only (20%) that represent boys from the rest.

2. Age?

Age	Number	Percentage
19/21	33	66%
22/25	15	30%
26/30 and more	2	4%
Total Number	50	100%

Table 2: Students' age
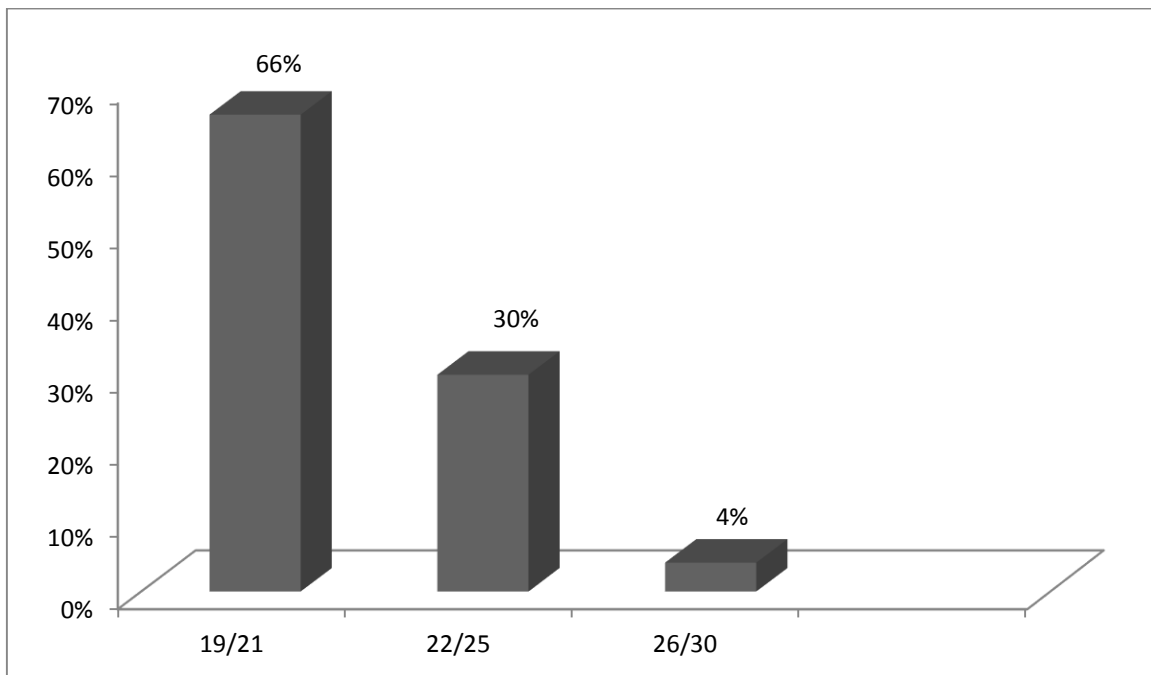
Figure2: Students' age

The table results present the ages of the students. They are varying from 19 to 30 years old. It shows that the majority (66%) is 19 to 21 that attends the school and never failed. The second part (30%) represents the students who might repeat one or two years that are 22 to 25 years old. Finally (4%) represents the aged students who may be repeat more than twice, changed their field of study or study English as additional diploma (26 to 30 and more).

3. How long have you been studying English ?

Years of studying English	Number	Percentage
2 years	14	28%
8years	6	12%
9 years	22	44%
10 years	5	10%
11 years	3	6%
Total	50	100%

Table 3: Years of studying English
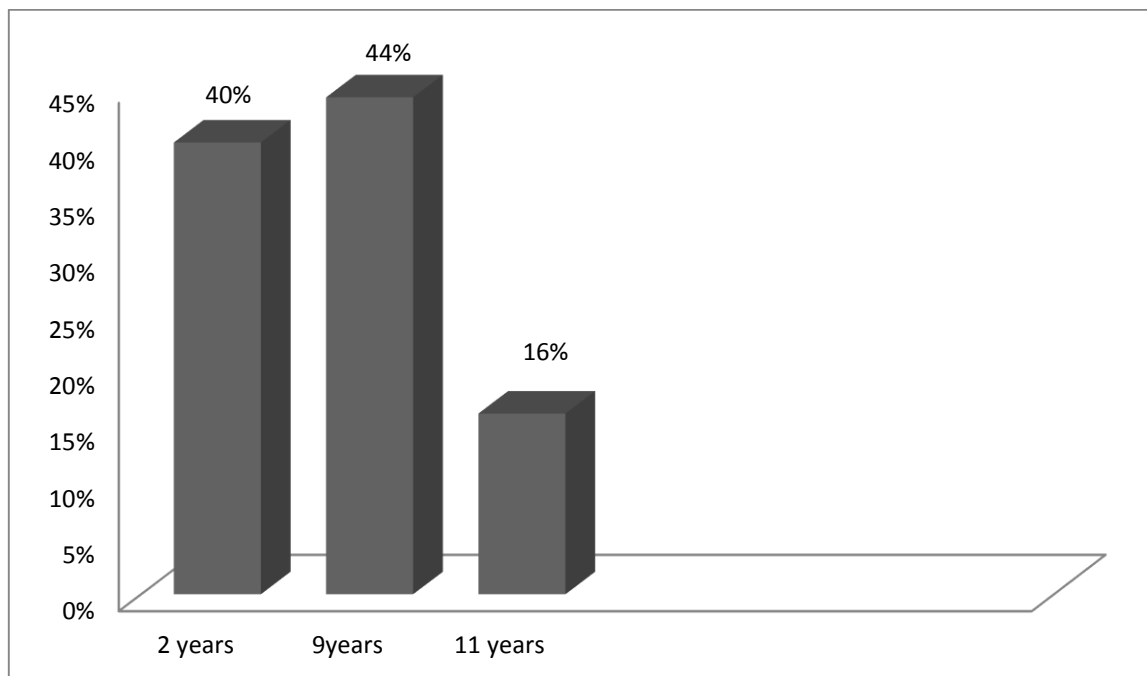
Figure3: Years of studying English

These results represent the years of studying English language. A quick glance at this table will reveal that the majority (44%) of the students studies English as a second language first and then as a foreign Language this means that they are successful in their studies, so they have to master the English Language perfectly. However some students (40%) have studied English for two years as a foreign Language .Hence only 8 students (16%) who study English for eleven years the latter's indicates that they have repeated two years in their studies.

4. How would you assess your present level at English ?

Options	Number	Percentage
Excellent	**6**	**12%**
Good	**28**	**56%**
Average	**16**	**32%**
I don't know	/	/

Total	50	100%

Table 4: English Language Assessment
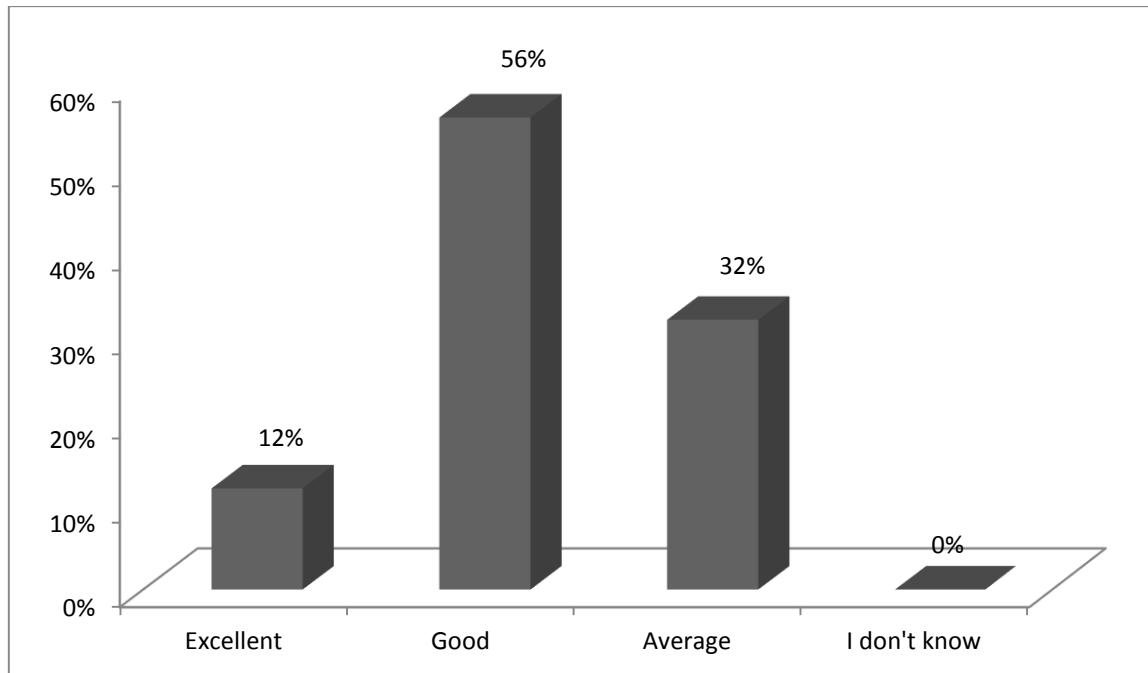
Figure4: English Language Assessment

This graph aims to assess the students' English speaking, they are asked to assess their level in speaking. Majority of students (56%) respond that they have a good level in mastering English. Meanwhile, (32%) of students have an average level, and (12%) among the students who have speak, in English perfectly.

5. What type of relation that exists between you and your teacher?

Relation type	Number	Percentage
Good	18	36%
Natural	32	64%
Total	50	100%

Table5: Student-teacher relation type
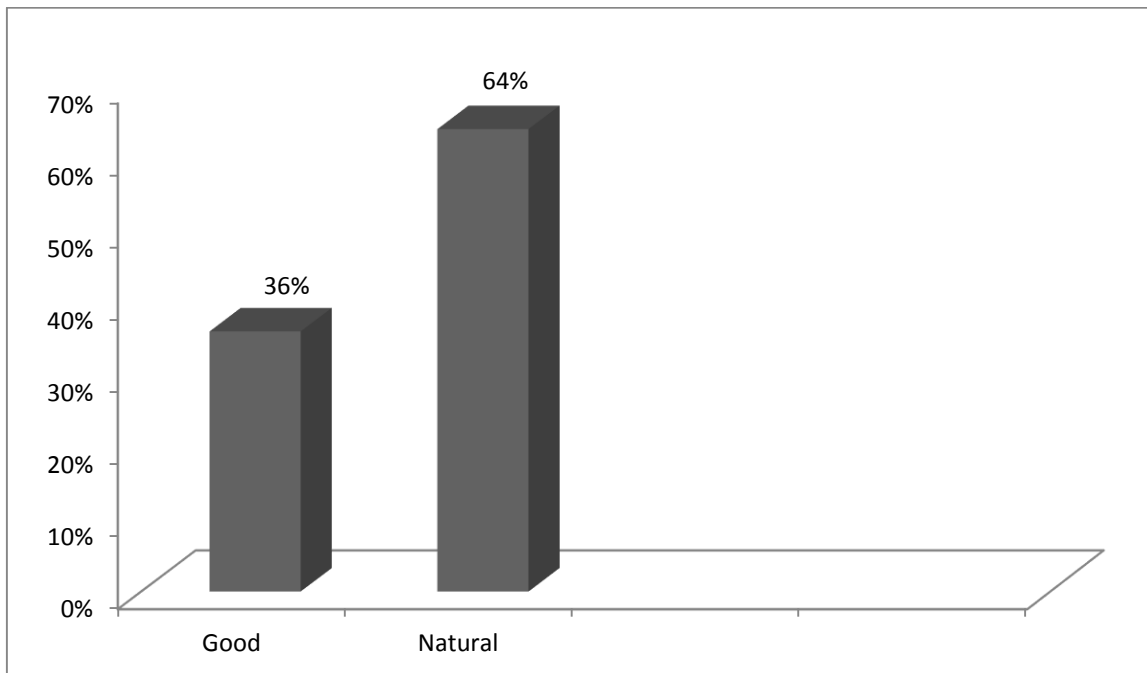
Figure 5: Student-teacher relation type

The results show that the majority of EFL Students' relation that exists between them and their teachers is generally natural (64%).whereas the rest of (36%) of students are keeping good in their relations with teachers.

Section two: communicative Strategies

6. Do you know Communicative Strategies?

Option	Number	Percentage
Yes	43	86%
No	7	14%
Total	50	10%

Table 6: defining communicative strategies
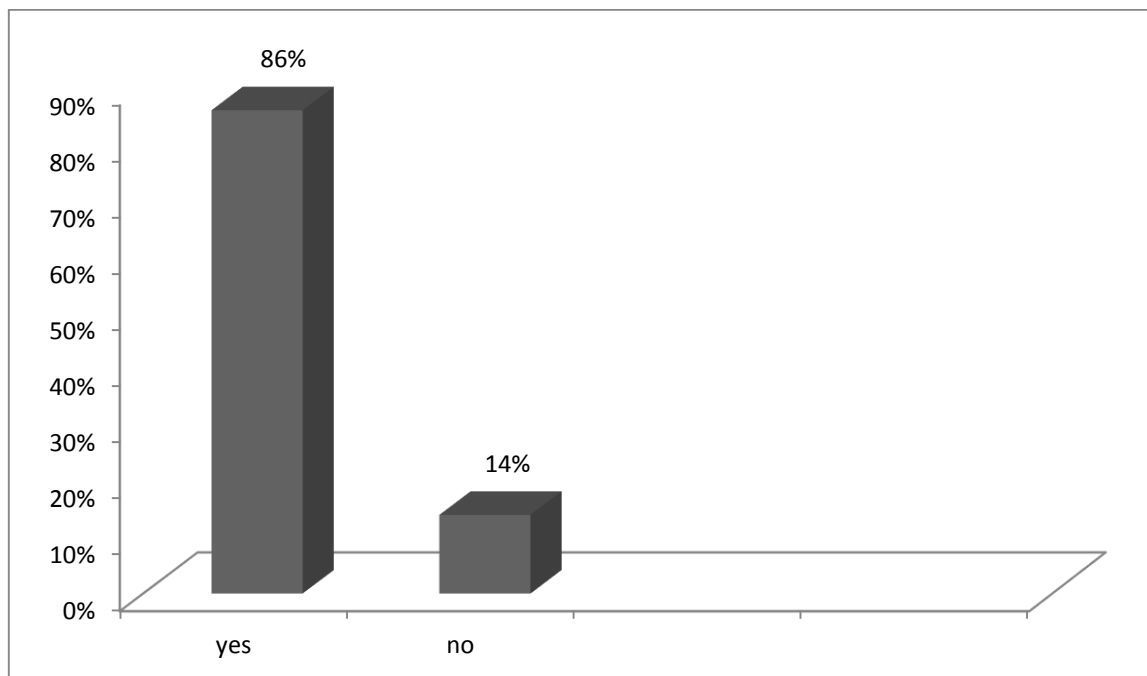
Figure6: Knowing the communicative strategies

It can be seen from the graph that (86%) from the EFL students know what is meant by communicative strategies i.e. they know them and how they can use them, however (14%) from the rest who they do not either know them or do their oral practices using them.

7 Among these communicative strategies what type do you prefer to find your spoken problems .

Communicative strategy type	Number	Percentage
Circumlocution	24	48%
Foreignizing	12	24%
Appeal for help	14	28%
Total	50	100%

Table7: Typology of communicative strategies
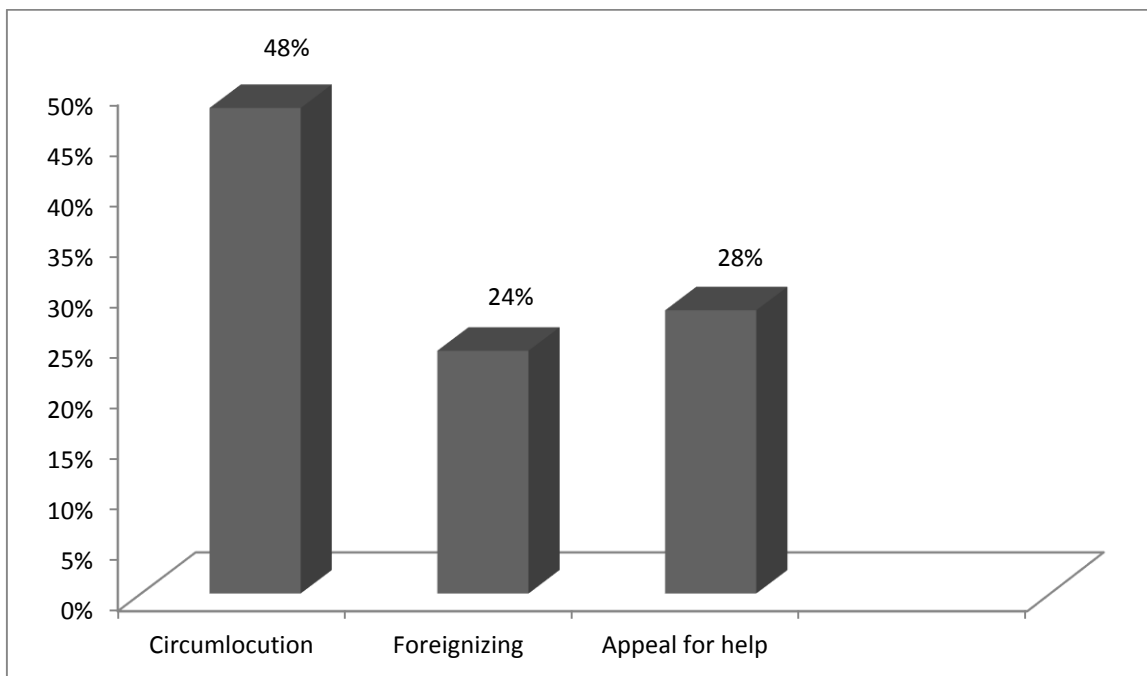
Figure7: Typology of communicative strategies

As what is given in the following graph, it shows that the students' focus on using the circumlocution as a communicative strategy much more in order to help themselves to know how they will use their own ideas (48%).By contrast some students prefer the use of Appeal for help as a communicative strategy that will guide them to reorganize their own ideas on what they will speak. Finally foreignizing as a communicative strategy takes a place in the EFL classes among (24%) from students who rely on its use.

No justification	18
Justification	- The use of fillers - Repetition - The use of games - Describing pictures - The use of shapes and hands

8 . How often do you rely on using communicative strategies in your Oral class?

Options	Always	Sometimes	Rarely	Never
Responses	7	38	5	0
Percentage	14%	76%	10%	0%

Table8: The use of communicative strategies
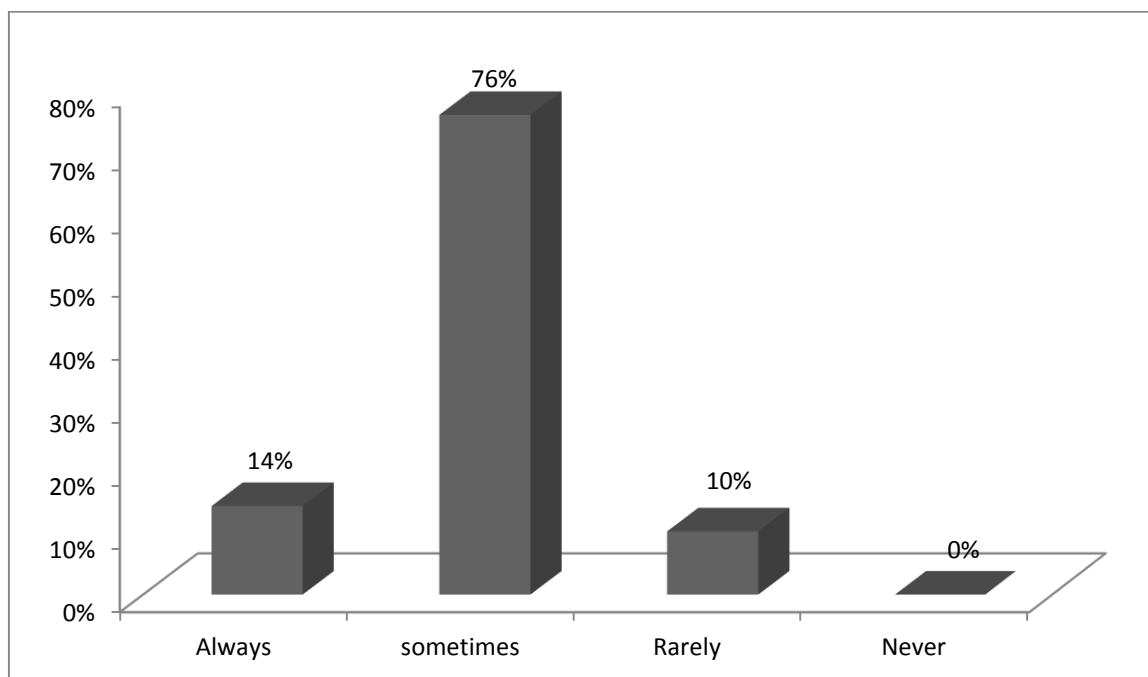
Figure8: The use of communicative strategies

The graph shows the student's use of communicative strategies in their oral performances the latter's shows that they use them sometimes (76%), whereas (14%) who rely on using them to make themselves well motivated .Finally (10%) represents the number of students those who do not pay an attention to the importance of using these communicative strategies.

9.Do you consider the use of Foreignizing (adjust words from L1 to L2) as a communicative strategy ?

:**Table 9:** The use of Foreignizing

Option	Number	Percentage
Yes	35	70%

No	15	30%
Total	50	100%
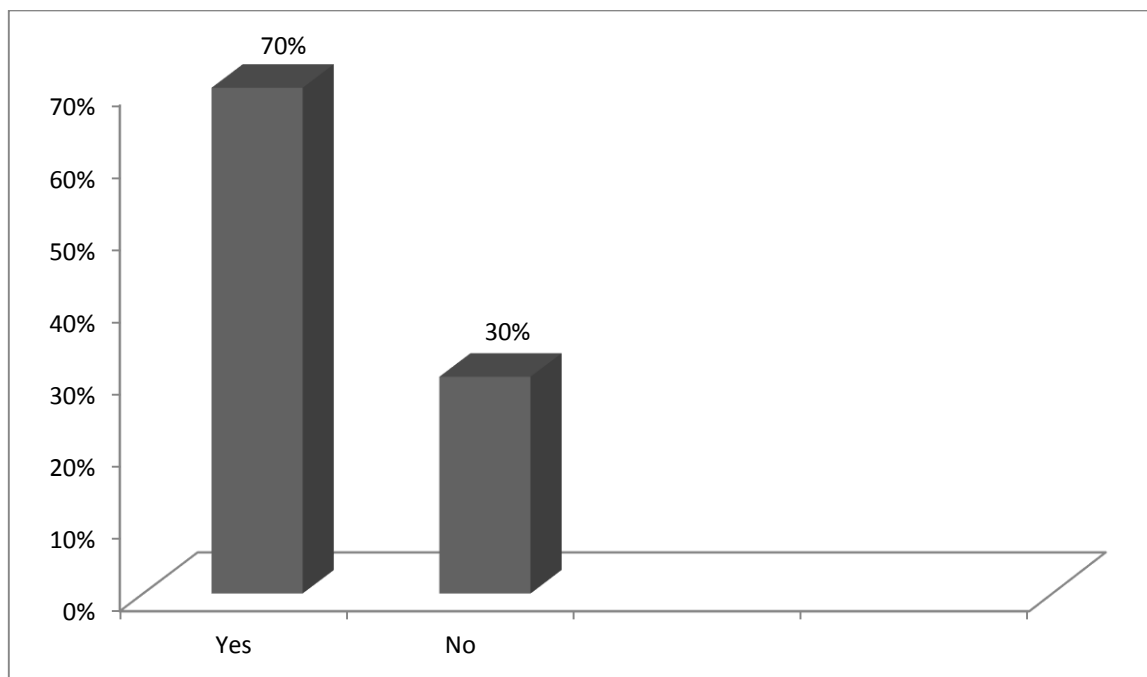
Figure 9: The use of Foreignizing

The result (70%) shows that EFL students agreement on using Foeignizing (adjustment from the mother tongue to the L2 phonologically) is used much more rather than those who prefer to speak their English purely without using this strategy (30%)

- **Justification of 'no':** Many EFL learners do not emphasize on using this type of communicative strategies, because it will make the learners ability to learn the L2 very complicated, in this case he/ she can no progress their speaking skill.

10. Do you rely on the use of fillers such as 'well,you know , okay , um or uh' when you do not know what you want to say?

Option	Usually	Mainly	Sometimes	Rarely	Never
Responses	20	9	16	5	0

Percentage	40%	18%	32%	10%	0%

Table10: Fillers' use
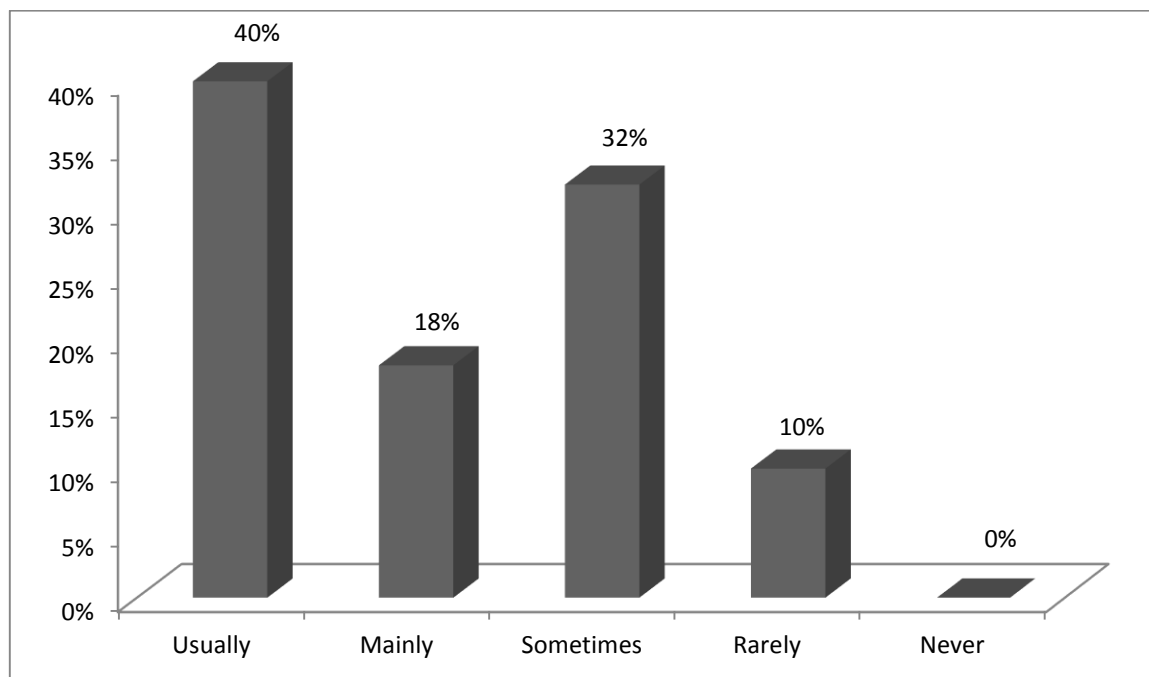
Figure10: Fillers' use

It can be seen from the graph, the use of fillers in the EFL classes takes a high level (40%), while some students (32%) from their use of fillers, and (18%) among the students who use them mainly .But only five students (10%) who represent the use of fillers rarely.

Others: you think, right, cool, ah, yeah.

11. Do you think that avoidance strategies (Keeping silent because of the hesitation) are helpful?

Option	Number	Percentage
Yes	18	36%
No	32	64%
Total	50	100%

Table11: Avoidance Strategies
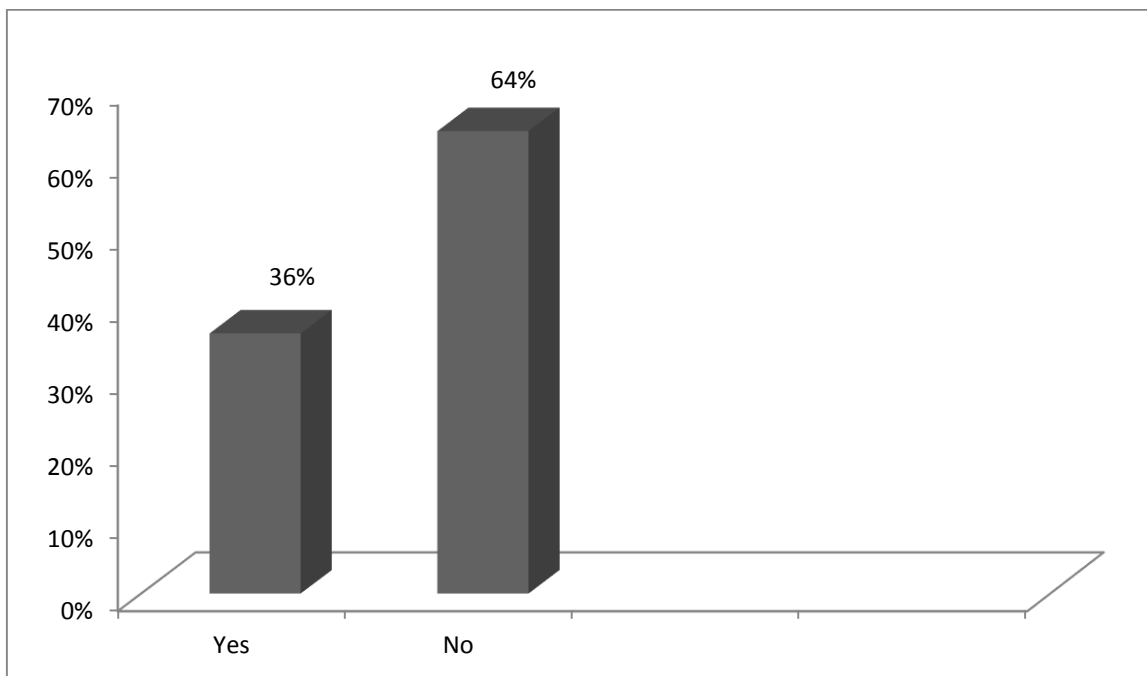
Figure11: Avoidance Strategies 'use

As we can see from the graph, about (36%) from the EFL students who agree on the idea that the use of avoidance strategies are helpful .By contrast (64%) from the students do not agree on that idea in the sense that if they do not motivate themselves to learn how to speak their English fluently they will feel uncomfortable, so they totally dismissed keeping silent during their oral class.

12. Do you ask for repetition such as 'Pardon?', or 'Could you say it again?', when the message is not clear to you?

Option	Usually	Sometimes	Rarely	Never
Response	12	25	13	0
Percentage	24%	50%	26%	0%

Table 12: The use of repetition
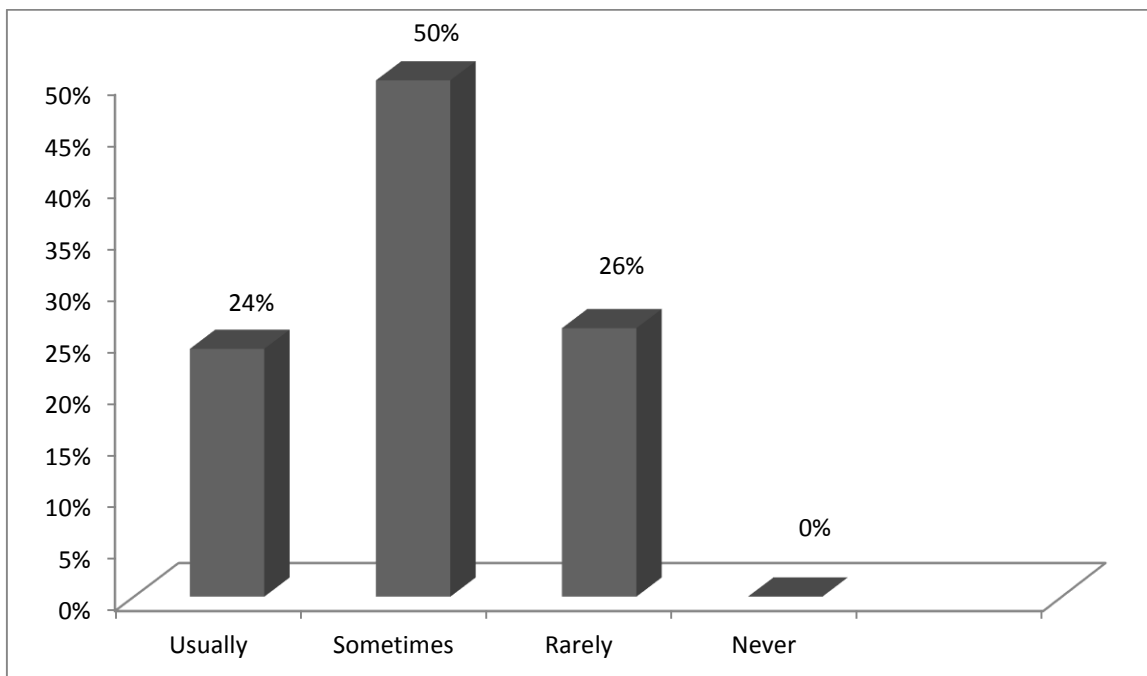
Figure12: The use of repetition

In this graph, it shows that there is a certain development in using and / or asking for repetition, that is to say (24%) among the EFL learners who care on using such this criteria usually .However the result (50%) represents the students who rely on using it in the sense of making them aware on what they want to understand about the topic they want to speak about for instance. Finally about 13 students (26%) who may use it rarely may be because of their quick understood of the ideas.

13. If you face some Language difficulties, will you leave the message unfinished?

Option	Response	Percentage
Yes	36	72%
No	14	28%
Total	50	100%

Table13: Language difficulties
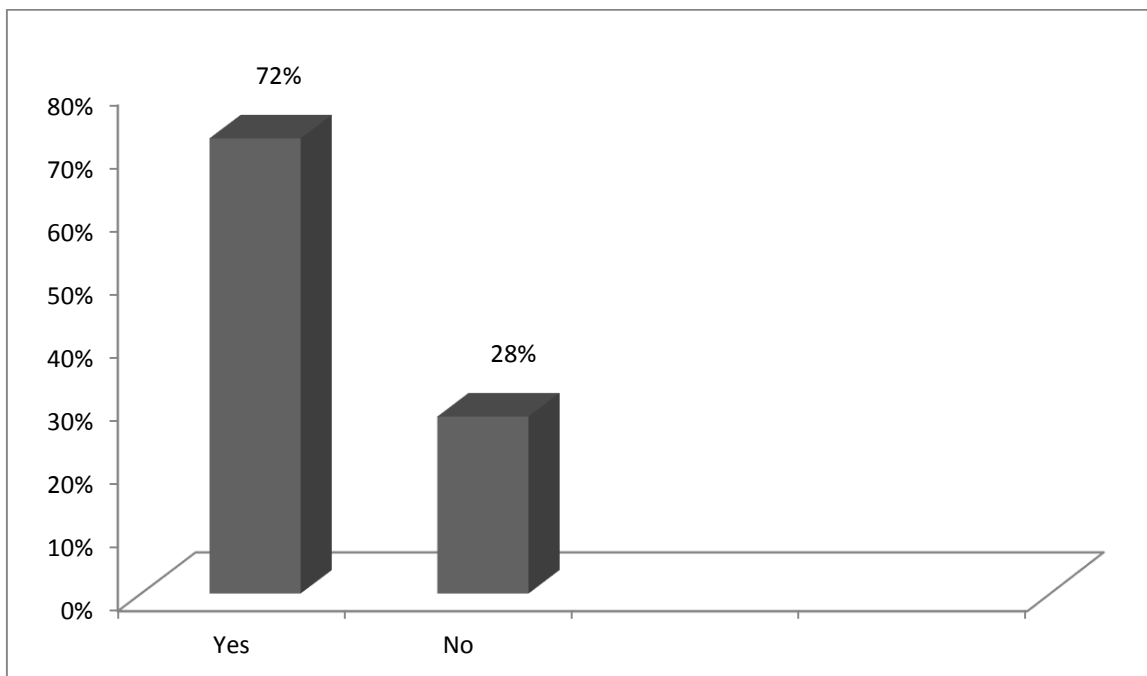
Figure 13: Language difficulties

The question aims to assess the EFL learners' speaking abilities and here most of them (72%) are facing language difficulties that will stop them to create words that has a relation within the topic they can say. Thus (28%) from the students who won't leave the message unfinished they try to learn by themselves using different typologies of communication strategies.

If 'yes', because: - may be because of the misunderstanding of the topic.

-The fear of making grammatical mistakes

- There is no idea about the topic that has been suggested.

Section three: the Speaking Skills

14. Do think that the time allotted to oral expression is enough?

Option	Responses	Percentage
Yes	18	36%
No	32	64%
Total	50	100%

Table 14: Students' attitude toward Oral expression time allotted
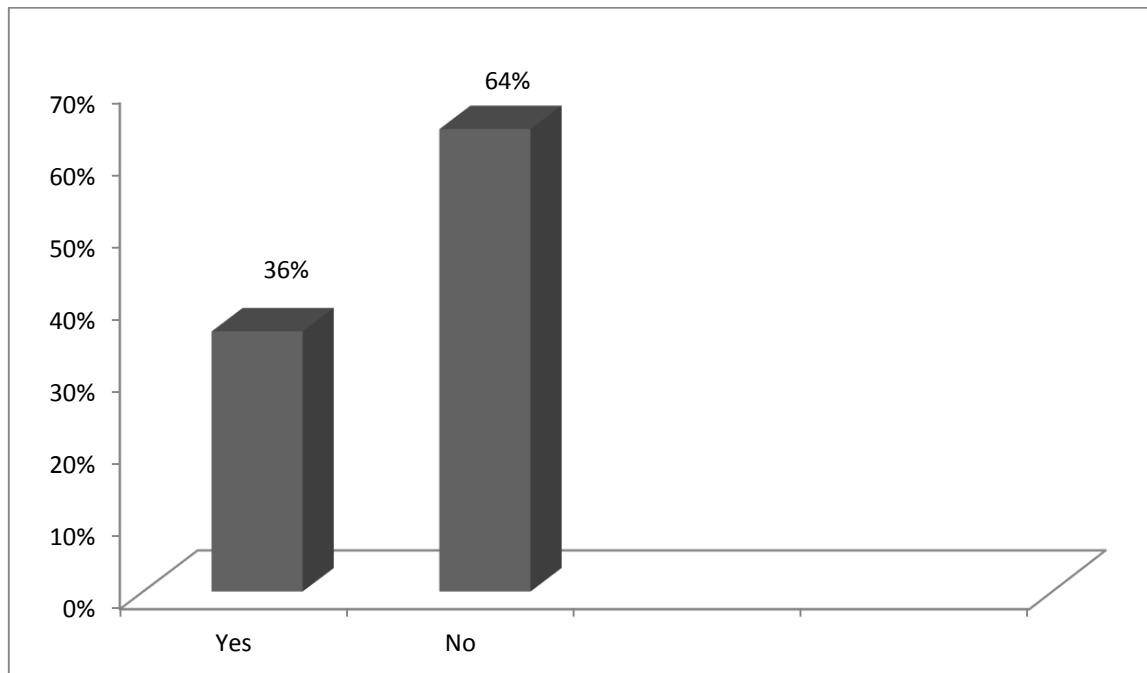
Figure 14: Students' attitude toward Oral expression time allotted

The largest part of the sample (64%) consider that the time allotted for oral expression i.e.'2 sessions per a week 'are not sufficient for them , so they clarify that this is the only and the basic course on which they can speak feel much more motivated and so on. Whereas around (36%) from the students who agree on the allotted time of oral expression to be as it is.

15.Do you try to express yourself using English even if you make mistakes ?

Option	Responses	Percentage
Yes	38	76%
No	12	24%
Total	50	100%

Table 15: Speaking abilities
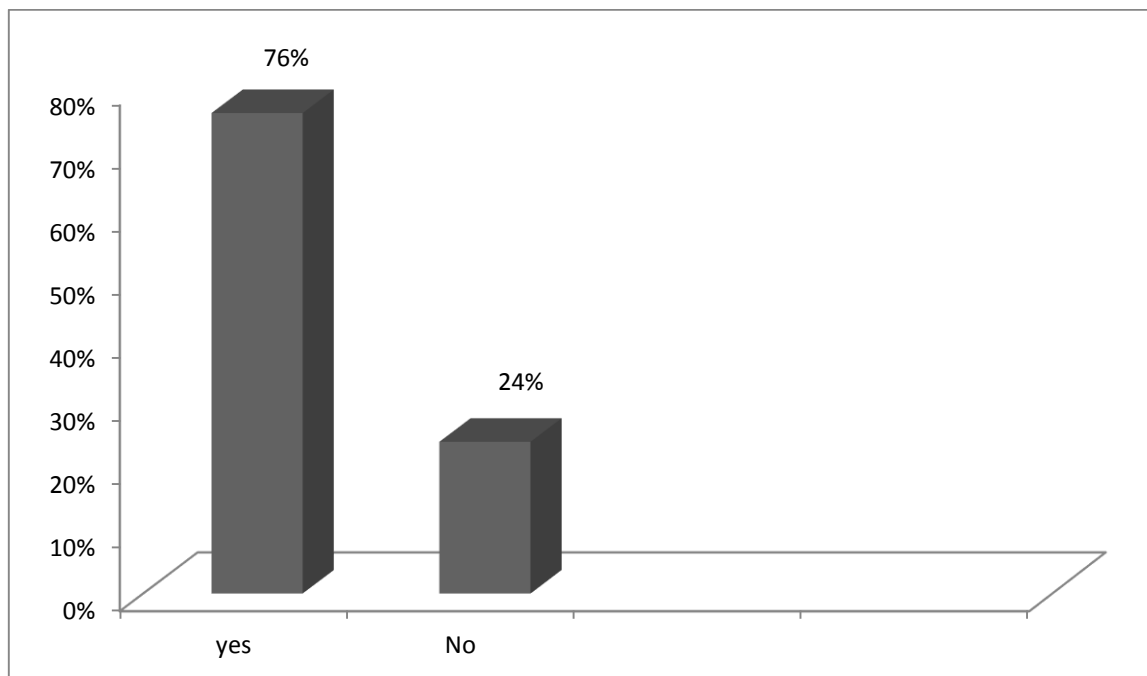
Figure 15: Speaking abilities

As we can see from the graph, we can interpret that about (76%) from the students who may use their English even though they are facing different language difficulties they try to learn and improve their English correctly, however, the followed one represents (24%) from the student who do not like to speak during their oral classes because of their weak level of proficiency.

If 'no', because:-Of hesitation in the class.

-They are afraid about their mispronunciation and being criticizing.

16. Which type of difficulties do you face during your Oral sessions?

Option	Responses	Percentage
Shyness	**35**	**70%**
Anxiety	**2**	**4%**
Lack of motivation	**13**	**26%**

Fear of making mistakes	20	40%
Total	50	100%

Table16: Speaking difficulties
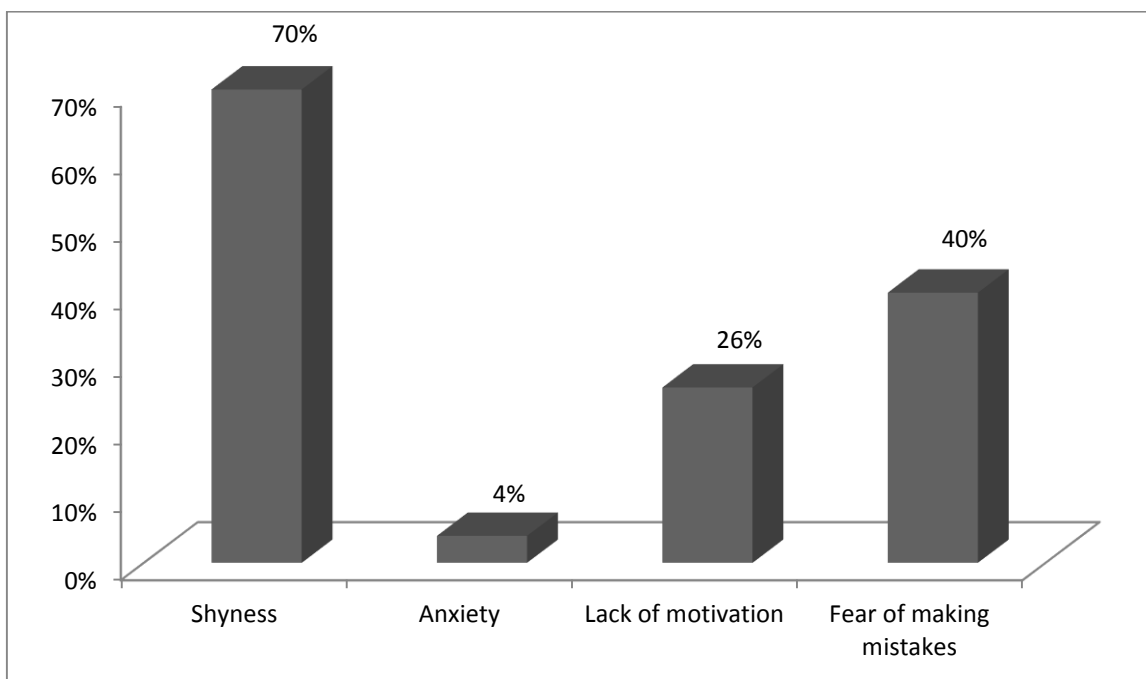
Figure 16: Speaking difficulties

The choices come to discuss the learners' weaknesses toward their speaking skills, and here the majority of the students (70%) who are suffering from shyness that takes the first place among speaking difficulties ,in addition to that about (40%) from the students who feel not comfortable when they want to say something, and then they may say it wrongly this what will make them avoiding to speak because of fear from making mistakes , also (26%) represents students who feel not motivated during their oral classes and here it could be as reason from the way how a teacher is presenting his /her oral courses to the students. Finally not all the EFL learners feeling anxious on what they want to say only about (4%).

Others: Lack of vocabulary, lack of self-confidence and the mother tongue use.

17. What is the most appropriate activity you like in your oral classes?

Option	Responses	Percentage
Story telling	06	12%
Role play	10	20%
Simulation and Drama	16	32%
Interviews	5	10%
Classroom discussion	13	26%
Total	50	100%

Table 17: Activities students prefer more to use
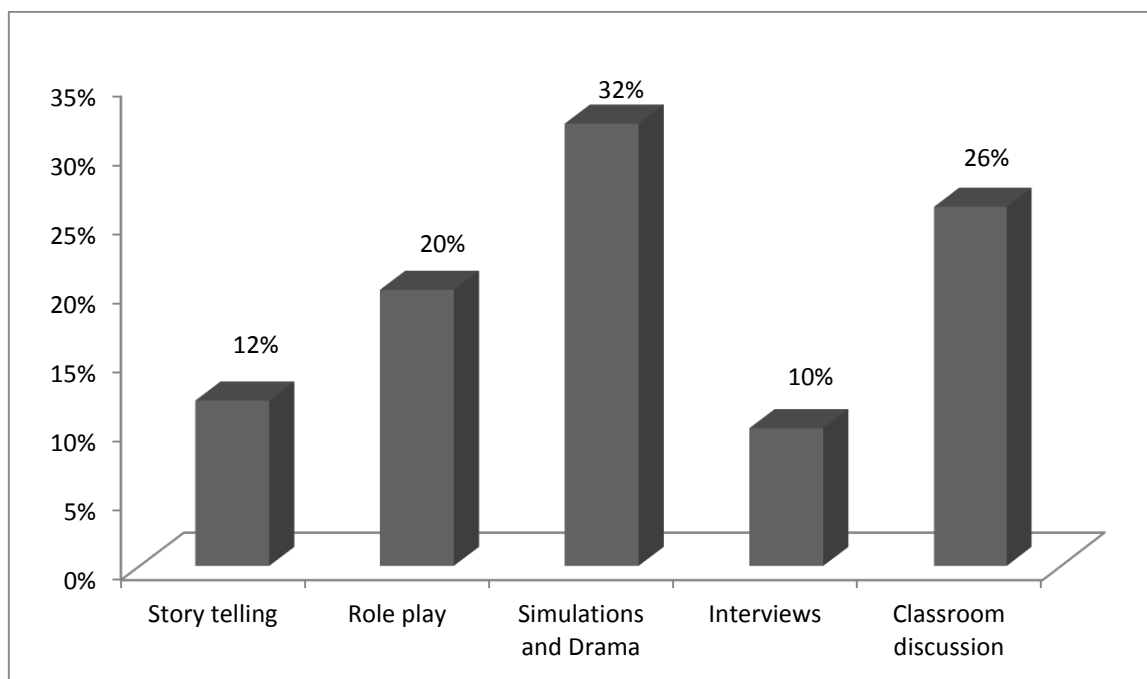
Figure 17: Activities students prefer more to use

The graph above summarizes the most frequent activities that teachers can use in order to carry out a speaking activity. It is noticed in this graph , more than (30 %) of students who prefer the use of simulations and drama in the sense that they feel comfortable when they act as in the real situation life, also (26%) is given to the classroom discussion activity that will help them to improve their daily oral performances, the following(20%) represents they use of role play and only (12%) from students who prefer to tell stories, this latter enhance their speaking English, and finally (10%) is given only for interviews and this type of activities is no much more needed by the EFL learners.

2. Teachers' Questionnaires

2.1 Description of the questionnaire

Our target population consists of teachers of oral expression in the department of

English at the University of Biskra .Who teach oral expression to second year LMD students. The questionnaire was handed out to (06). They show their collaboration through the complete answers, and through adding comments and suggestion when it is necessary that will help me in completing my work. The questions are either closed questions, requiring from the teachers to choose yes" or "no" answers, or to pick up the appropriate answer from a number of choices, or open questions where teachers are requested to give explanation or suggest other alternatives. The teachers questionnaire consists of (15) questions which were divided into three main sections.

Section One: The first section aims at collecting information on the sample. The first question specifies the gender of teachers, and the second question seeks information about the teachers in terms of degrees in their studies, however in the third question teachers are asked to give the number of how many years they have been teaching oral expression module. Finally, in the fourth question teachers are asked about their evaluation toward students' level in oral proficiency.

Section Two: This section deals with the communicative strategies usage and their value by the EFL teachers. It contains four questions

Section Three: This section aims at exploring the notion of the speaking skills in addition to certain difficulties face EFL students are facing during their oral presentations, since the teachers are the main responsible during the lesson he can observe

These weaknesses easily finally, the suggested activities that teachers have to adopt to

motivate the students in their oral sessions. It also deals with the activities that teachers usually use to make his students participate and create an active classroom. It contains five questions.

2.2 Analysis of the results

Section One: Background Information

1. Gender

Gender	Response
Female	3
Male	3
Total	6

Table18: Teachers' gender

The following table shows that there is a parallel in both teachers' gender .That is to say 3 female teachers and 3 male teachers.

2. Degree(s) held:

Option	Responses
Licence	1
Master/Magister	5
Doctorate	/

Table19: Teachers' Qualification

According to what the table indicates, among the six teachers five of them have their magistère degree and only one teacher who have the licence degree.

3. How many years have you been teaching oral expression?

In this question, teachers are asked to give in numbers how many years they have been teaching oral expression, thus we noticed that among six teachers, only 4 teachers who taught oral expression for 5 years and more, so we can say that they are experienced teachers, whereas, only 2 teachers who taught oral expression for only one year, the latter shows that they are not experienced teachers.

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

Option	Excellent	Good	Average	Low
Response	/	2	4	/

Table20: Teachers' evaluation of students' level in English speaking

The following table shows that about (4) teachers who state their students have the average level in their oral proficiency in English and this it could be because of many reasons, so students at this case may have different problems that will block them to pronounce correctly.

Section two: Communicative Strategies

5.In the classroom, do you use Communicative Strategies?

Option	Response	Percentage
Yes	5	83.34%
No	2	16.66%
Total	6	100%

Table 21: Teachers' use of communicative strategies
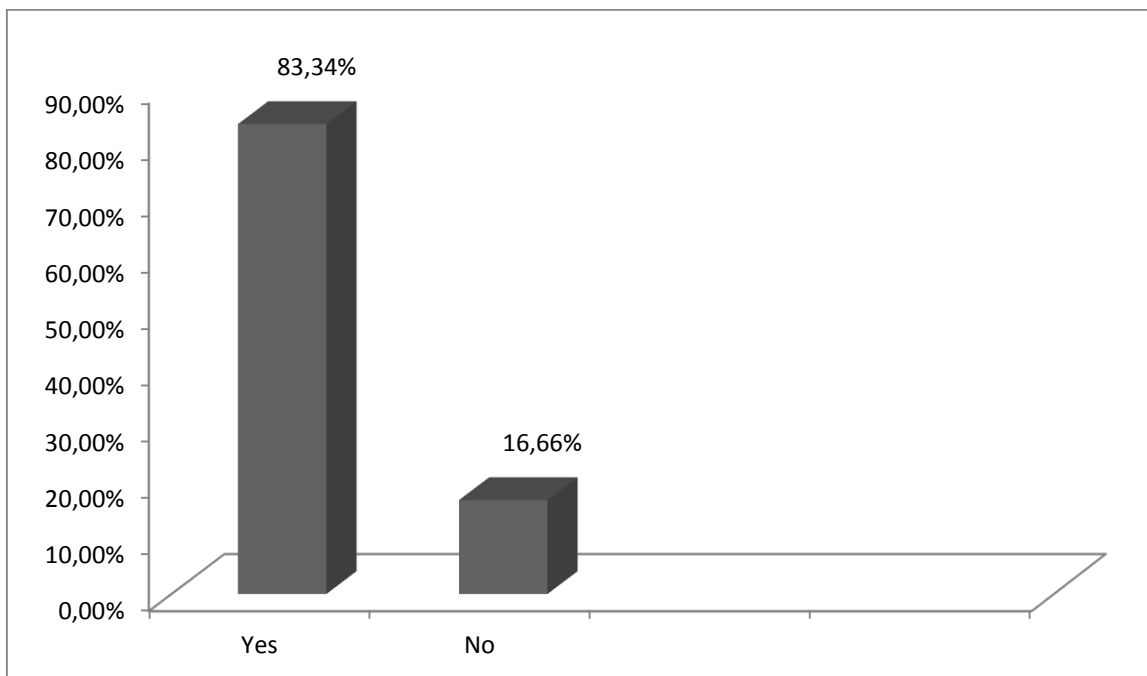
Figure 18: Teachers' use of communicative strategies

According to this graph we can say that the majority of EFL teachers are using communicative strategies (83, 34%) during their oral sessions; however, less than twenty percent (16, 66%) for teachers who do not rely much more on using this communicative strategies and/or maybe they do not know them.

6. Do you know about the value of communicative strategies?

Option	Responses	Percentage
Yes	4	66.67%
No	2	33.33%
Total	6	100%

Table 22: communicative strategies values
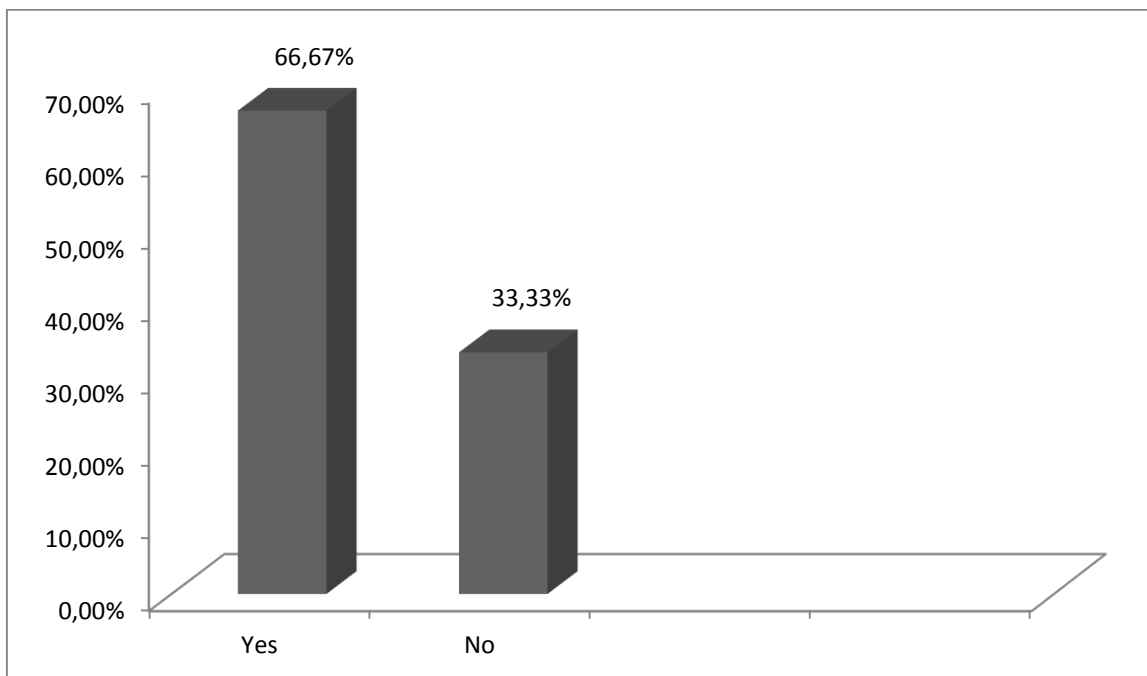
Figure19: communicative strategies values

As we can see from this graph, we can say that oral expression teachers' especially the experienced ones they clearly know much more about the value of communicative strategies (66.67%), this latter will help their students also to ameliorate their speaking abilities. Meanwhile, (33,33%) represents the percentage of teachers who do not know about the efficiency of using these communicative strategies and this is it could be within the non-experienced teachers in oral expression.

7. Do you often apply them when teaching oral expression?

Option	Yes	No
Response	5	1

Table23: The application of communicative strategies

As what we can see from the table above, we noticed that most of teachers (5) who are experienced in teaching oral expression courses they almost apply these communicative strategies the fact that their students need them in order to get their language well pronounced; however, only (1) teacher who do not apply these communicative strategies this consequently will decrease the EFL learners use of communicative strategies.

If 'yes' could you please mention some? Teachers here are asked to mention some types of these communicative strategies they apply them in teaching oral expression such as: Word coinage, Approximation, circumlocution, the use of all purpose words, Appeal for a help.

8. How often do you invite your students to use communicative strategies?

Option	Always	Sometimes	Rarely	Never
Response	2	4	/	/

Table 24: Students' use of communicative strategies

Most of EFL teachers (4) give the opportunity to their learners sometimes in using communicative strategies, that is to say they have to learn them one by one first and then they have to understand clearly each one own function .Therefore, other teachers (2) want to give the opportunity to their learners to use these communicative strategies Always means that they have to be quick in learning them in order to get each one's own function in the time needed.

Section Three: Speaking Skills

9. In the classroom, you are:

Option	Response
A	6
B	/

Table25: teachers' participation in oral expression course

According to this table, it confirms that the majority of teachers speak more than their students and this is due to the different speaking obstacles EFL students have during the lesson. By contrast, students should give the opportunity much more to their teachers the fact that to speak with them and to mention them what they will say.

They have few students who participate in oral course and the others keep silent or say few

Words. These answers assert that students may have some factors that affect their participation and hinder them from speaking in oral expression course.

10. Which of these aspects do you focus in the oral performances?

Option	Response	Percentage
Fluency	2	33.34%
Accuracy	1	16.66%
Both	3	50%
Total	6	100%

Table 26: The use of Language aspects in the oral performances
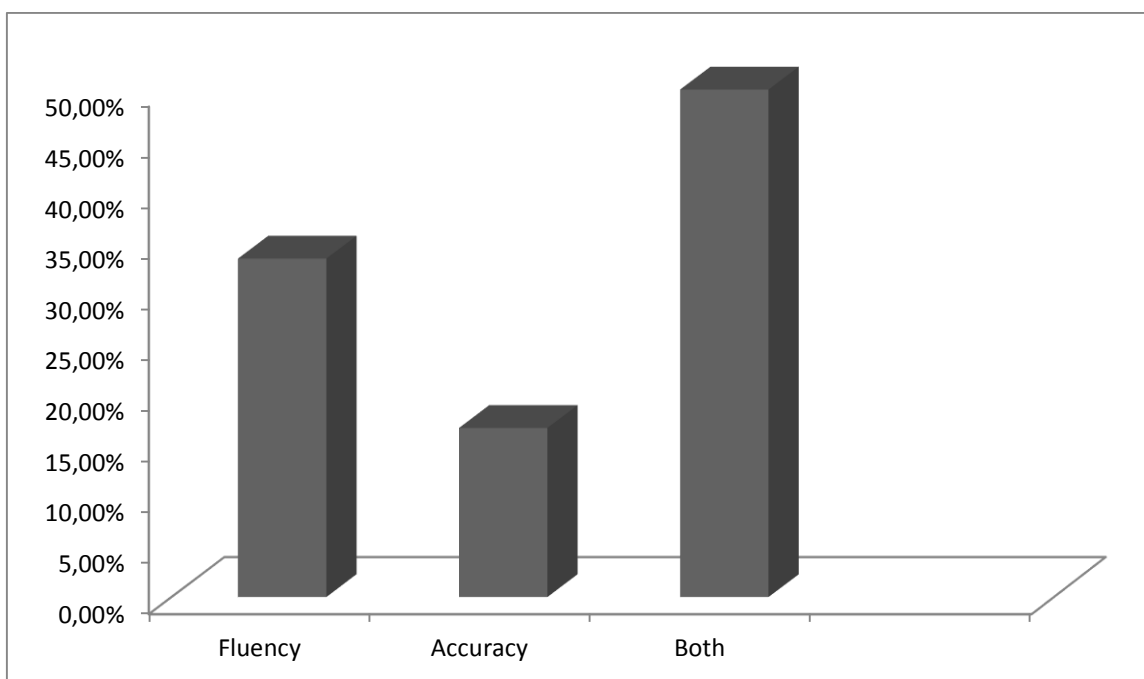
Figure 20: The use of language aspects in the oral performances

The majority of EFL teachers (50%) rely on the use of both aspects (fluency and accuracy) that are necessary in order to help their students to demonstrate them what they want speak about and to simplify them the way that they should be precise in. On the other hand around (33%) teachers who rely much more on the use of fluency alone, and others (16,66%) are teachers who emphasize on the use of accuracy that will not fully guide them but also their students in order to understand what they will speak about but in a precise way.

11. What are the speaking activities you most focus on to create a successful oral production?

	Dialogues	Classroom discussion	Presentations	Role-plays and simul-ations	Telling stories
Teacher1	✓		✓	✓	
Teacher2		✓	✓		✓
Teacher3	✓		✓		✓
Teacher4	✓			✓	✓
Teacher5	✓	✓	✓	✓	✓
Teacher6	✓		✓	✓	✓

Table 27: speaking activities to create successful oral production

There are several ways for teaching the speaking skill. We have suggested five options For teachers .The table above illustrates that all of the teachers (6) focus on dialogues and Presentations in order to create a successful participation and to build their confidence. On the other hand (5) teachers prefer the story telling activity that will solve the learners speaking difficulties, and (4) teachers focus on role- plays and simulations. Finally only (01) teacher who rely on using all the speaking activities in order to ameliorate the learners' motivation to participate without any difficulties.

12. What are the speaking problems your students face in the oral expression?

Table 28: students' speaking problems

Option	Responses	Percentage
Inhibition	3	50%

and anxiety		
Shyness	**1**	**16,66%**
Lack of vocabulary	**2**	**33,34%**
Total	**6**	**100%**
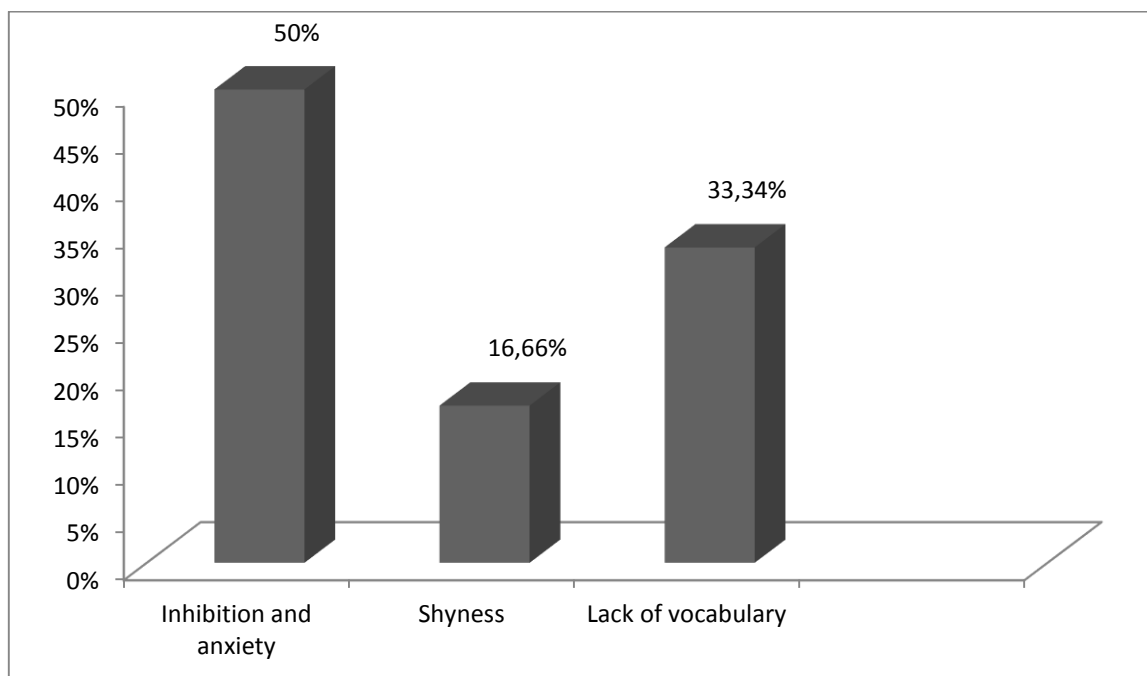
Figure21: Students' speaking problems

As the following graph shows that EFL students (50%) are anxious when they are asked to present orally this is due to their teachers' lack of attention to their students so they cannot speak freely, and (16,66%) represents students who feel shy and wont to talk and teacher at this case

will not prove their ability to face this problem. Finally the percentage (33, 34%) represents to students weak level in producing new words and items.

Conclusion

This chapter is concerned with gathering reliable data about the students' use of communicative strategies and what it concerns on the efficiency on using them during their oral productions that will enhance their participation and resolve their speaking problems
The information was gathered through submitting two questionnaires to both teachers
and students. The first questionnaire is administered to second year LMD English students at Biskra University in English division. The second one is administered to all teachers of oral expression at second year in the same university. All in all, the analysis of the results comfort and prove our hypothesis about the role of communicative strategies for developing the EFL learners' oral proficiency. This means that EFL students are obliged to use these communicative strategies that will encounter on developing their speaking skill.

Findings

According to the study and to the data we have collected from the questionnaire that administrated to second year LMD students at the department of English of Biskra University confirm our proposed hypothesis. Considering the results and the tables above show that the existence of communicative strategies takes a great importance among the EFL students' use.

The majority of the students assert the significant role of communicative strategies as the main educational strategies they may take them into account for developing their oral proficiency. However, some of students do prefer much more the use of circumlocution strategy (paraphrasing) that will make them to transfer the others ideas clearly. The findings from the result of the questionnaire also strengthen our proposed hypothesis about the students' use of communicative strategies .Most of the students rely on the use of these strategies and this is due to their own capacity to understand each type with its use and value, though teachers involve all of them to use these communicative strategies, and this will certainly intervene them to learn their use easily.

Furthermore, students are noticed that they cannot keep in their minds such difficult words clearly they regard that Foreignizing strategy (adjustment of words from the L1 to the L2 phonologically) becomes the easiest way to understand the ideas properly, meanwhile, the results prove that, the use of fillers will simplify the students how to prepare for certain communication possibilities. Most of learners implement on the use of avoidance strategies will certainly influence on their motivation in the class especially when they need to learn how to speak their English fluently they will feel uncomfortable, so they totally dismissed keeping silent during their oral class. Thus, when the message becomes not clear the majority of them neglect to keep silent and they ask about "repetition" as a communicative strategy until they will ensure that they got the idea they want to use it in a complete way. Despite all of that, many students are facing language difficulties especially when they are asked to complete a task they cannot find the appropriate words they are missed to add them in the list so this what will make them to face one from the linguistic barriers that is the lack of vocabulary and this is due to the learners 'misunderstanding of the topic and/or the fear of making grammatical mistakes.

A great deal of students assert that the time allocated for oral expression module is not enough for them this prove that speaking skill is the basic element on which students need to be developed more and more. Indeed, some of the students are always speaking in English ,but they

do not feel hesitate even though they make spelling mistake that is to say that they have an ability to speak in English and they want to develop it. Despite all of that, most of the students who are afraid from oral presentations are facing certain difficulties that represented as the students' hindrances .they mention that shyness is the most noticeable problem, then fear of making mistakes, lack of motivation and anxiety. Regardless to the students' hindrances, there are certain techniques and frequent activities that teachers can use in order to carry out a speaking activity. Both simulations and drama and classroom discussion are the most appropriate activities to remedy their speaking problems, so the results above promote that are the most useful techniques that will help the learners to develop their amounts of their speaking skills. Additionally, storytelling, role play and interviews are considered also the suitable speaking activities that will help them to reduce their speaking obstacles.

Moreover, the data we have obtained from the questionnaire that administrated to the teachers of oral expression at the department of English of Biskra University confirm our suggested hypothesis that is indicated in the introduction. According to the results we have obtained show that EFL teachers' of oral expression are relying on teaching their students by using communicative strategies. Likewise, one may ensure the experienced teachers know much more about the value of using communicative strategies among their students. They indicate that the use of these strategies does not have a limited time, so the application of these strategies will improve the language learners to be well pronounced.

Additionally, in some cases teachers are average talking in their classes the latter will make the learners evaluation on their speaking difficulties they have, so teachers in this area should rely on fluency and accuracy that will guide the students themselves to engage with their daily interaction inside the classroom. Despite all of that teachers are encouraging their learners by the use of successful activities that will promote their oral proficiency and to reduce from their speaking problems, teachers preserve successful speaking skill techniques such as: storytelling discussion and dialogues, these activities will reduce from the psychological barriers EFL learners are facing, thus to consider these activities as the broader activities, for developing students' speaking skills.

General Conclusion

GENERAL CONCLUSION

Our research is based on the role of communicative strategies for developing English Foreign Language learners' oral proficiency. Our purposes from this modest work are to reveal the importance of using communicative strategies that second year LMD students need in order to develop their speaking skills in the oral sessions , then to investigate their ability how do they speak in English ,to see their speaking obstacles they are facing and to suggest certain solutions to resolve these problems. To answer our questions, we aim at combining the two methods descriptive and analytical one. Therefore, in order to confirm our hypothesis, we submit two questionnaires to both second year English students and teachers of oral expression course at the English department of Biskra University in the academic year 2014-2015.

Basing in our research on investigating the hypothesis that was presented in the introduction, we divide it into two main parts theoretical and practical part. The first part is divided into two chapters. in chapter one ,we begin by providing an overview about communicative strategies as an important element in our study .Then, we discuss in the same chapter about the typology of communicative strategies , in addition to their classifications, approaches and their teachbility in the EFL classes.

In chapter two, we deal with an overview about the speaking skill within the theorists' opinions and definitions that it concerns, and we discuss briefly about the elements of speaking , teaching speaking and some characteristics of a good language learner .Moreover on that, we have discussed certain speaking skills difficulties that the majority of EFL learners are facing during their oral presentations ,and they are divided into two aspects the linguistic aspect and the psychological aspect. Consequently, we mention certain techniques and a variety of activities that are much applicable by both EFL teachers and EFL learners that surely will help the learners especially to become fluent by their use.

In addition, the second part of this research is a field work. In this part, we analyze the data gathering from questionnaires that are devoted for both students of second year at the department of English of Biskra University and to their teachers of oral expression module. And in each questionnaire, we provide a brief description before starting the analysis of the results that we have gathered. Based on the obtained results from the administered questionnaire, we can improve our hypothesis that the reliance of using communicative strategies creates a well progressed and fluent EFL learners' speaking ability.

RECOMMENDATION

To close this study that turns around on the importance of using communicative strategies in progressing EFL learners speaking skill. We state some suggestions and recommendation that will be helpful and practical for both EFL students and teachers of oral expression module in general.

- ✓ Students should not feel hesitant when they use all communicative strategies' types in one speaking task.
- ✓ They have to understand that the value of using communicative strategies will motivate them so they will ask for additional speaking tasks.
- ✓ Participation in the oral courses is the powerful factor for an EFL learner.
- ✓ Students have to be aware in using these communicative strategies that will make them to fit their speaking hindrances.
- ✓ They have to practice much more activities in each oral course so this will certainly increase their ability to speak properly.

And teachers are obliged to:

- ✓ Invite their students to intervene them on using communicative strategies, by helping and encouraging them.
- ✓ They have to create a relaxed classroom environment to make them feel
   Free in order to contribute in their learning success.
- ✓ They must design interested speaking tasks that will motivate them.
- ✓ They have to mention them the importance of using communicative.
- ✓ They have to vary the students' speaking activities that develop their communicative abilities such as: role play, discussion and debates and some games.
- ✓ They have to provide their learners much more opportunity to participate by giving them the chance to choose their own topics.

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Appendices

Appendices

Appendix I: The Students' Questionnaire

Appendix II: The Teachers' Questionnaire

Appendix I

The Students' Questionnaire

Dear student,

You are invited to take part in the current research through the following questionnaire below. The questionnaire is designed to gather information about evaluating the Foreign Language production. Please answer by ticking the appropriate boxes or giving full answers in the spaces provided.

Thank you

Section one:Background Information

1. Gender:
   a- Male? ☐
   b- Female? ☐

2. Age: a-19/21 ☐
   b- 22/25 ☐
   c- 26/more than30 years old ☐

3. How long have you been studying English?
   ……………years

4. How would you assess your present level at English?
   a- Excellent ☐
   b- Good ☐
   c- Average ☐
   d- I don't know ☐

5. What type of relation that exists between you and your teacher?
   a -Good ☐

   b -Natural ☐

Section two: Communicative Strategies

6. Do you know Communicative strategies?

       a- yes ☐

       b- no ☐

If no, please justify?...

…………………………………………………………………………..

7. Among these communicative strategies what type do you prefer to find your spoken problems?

       a- Circumlocution (paraphrasing) ☐

       b- Foreignizing (adjusting words from L1 to L2) ☐

       c- Appeal for help (asking for a help) ☐

If you know others, please add?…………………………………………………

8. How often do you rely on using Communicative Strategies in your oral class?

       a- Always ☐

       b- Sometimes ☐

       c- Rarely ☐

       d- Never ☐

   9. Do you consider the use ofForeignizing(adjusting words from L1 to L2) as a communicative strategy?

       a- yes ☐

       b- no ☐

  If No, please justify?...

…………………………………………………………………………..

10-Do you rely on the use of fillers; such as 'well, you know, okay, um, or uh' when you do not know what you want to say?

  a- Usually ☐

       b- Mainly ☐

  c- Sometimes ☐

  d- Rarely ☐

  e- Never ☐

Others?...

…………………………………………………………………………………………………

11.Do you think that Avoidance Strategies (keeping silent because of hesitation) are helpful?

        a- yes

        b- no

12. Do you ask for repetition; such as 'Pardon?', or 'Could you say it again?', when a message is not clear to you?

        a- Usually

        b- Mainly

        c- Sometimes

        d- Rarely

        e- Never

13. If you face some language difficulties, will you leave a message unfinished?

        a- yes

        b- no

If yes, please say why?………………………………………………………………………..

…………………………………………………………………………………………………

Section three: The Speaking Skills

14. Do you think that then time allotted to oral expression is enough?

a- yes

        b- no

15. Do you try to express yourself using English even if you make mistakes?

        a- yes

        b- no

If   No, please say why?..

…………………………………………………………………………………………………

16. Which types of difficulties do you face during your Oral sessions?

        a- Shyness

        b- Anxiety

        c- Lack of motivation

        d- Fear of making mistakes

Others,…………………………………………………………………………………………………
………………………………………………………………………………………………

17. What are the most appropriate activities you like in your oral classes?

    a- Story telling? ☐

     b- Role play? ☐

     c- Simulations and Drama? ☐

     d- Interviews? ☐

Thank you for your collaboration

Miss. ALLOUI Meriem

Appendix Π

The Teachers' Questionnaires

Dear teacher,

You are invited to take part in the current research through following the questionnaire below. The questionnaire is designed to gather information about the Role of Communicative Strategies for developing English Foreign Language Learners' Oral Proficiency. Please answer by ticking (√) the appropriate boxes and giving full answers in the spaces provided.

Thank you

Section One: Background Information

1. Gender:

 a. Female

b. Male

2. Degree (s) held:

a. BA (Licence)

b. MA (Master/ Magister)

c. PHD (Doctorate)

3. How many years have you been teaching Oral Expression?
………………………………………………………………years

4.How do you assess your students' level of oral proficiency in English?
a.Excellent

b. Good

c.Average

d.Low

Section two: Communicative Strategies

5. In the classroom, do you use Communicative Strategies?

a. yes

b.no

6. Do you know about the value of Communicative Strategies?

a. yes ☐

b. no ☐

7. Do you often apply them when teaching Oral Expression?

a. yes ☐

b. no ☐

If yes, could you please mention some?

....

……………………………………………………………………………………………

8. How often do you invite your students to use communicative strategies?

a. Always ☐

b. sometimes ☐

c. Rarely ☐

e. Never ☐

Section three: Speaking Skills

9. In the classroom, you are:

a. you talk more than your students ☐

b. you talk less than your students ☐

10. Which of these aspects do you focus in the oral performances?

a. Fluency ☐

b. Accuracy ☐

c. Both ☐

11. What are the speaking activities you most focus on to create a successful oral production?

a. Dialogues ☐

b. Classroom discussions ☐

c. Presentations ☐

d. Role-plays and simulations ☐

e. Telling stories ☐

12.Is it possible to make all the students participate in the speaking activities?

a. yes ☐

b. no ☐

If yes, why?...

…………………………………………………………………………………………………

13.What are the speaking problems your students face in the oral Expression?

a. Inhibition and anxiety ☐

b. Shyness ☐

c. Lack of vocabulary ☐

Thank you for your collaboration

Miss. ALLOUI Meriem

الملخص

تتناول الدراسة الحالية دور استراتيجيات التواصل في تطوير متعلمي اللغة الانجليزية كلغة اجنبية على الكفاءة الشفوية في قسم الانجليزية بجامعة بسكرة. ومن خلال هذه الدراسة افترضنا من ان متعلمي اللغة الانجليزية كلغة اجنبية بإمكانهم من اكتساب كيفية استخدام استراتيجيات التواصل والتي من شأنها تساعدهم في تحسين وتطوير مهارات الخطابة. و للتأكد من هذه الفرضية قمنا بالبحث على فئة طلاب السنة الثانية (ل.م.د) قسم اللغة الانجليزية بجامعة بسكرة و فئة من الاساتذة مدرسي حصص (التعبير الشفوي) من نفس المستوى. الا ان الهدف من هذه الدراسة هو معرفة و فهم مدى فعالية هذه الاستراتيجيات التي تمكن وتساعد طلبة اللغة الإنجليزية في تحسين مهاراتهم في الخطابة اثناء حصص التعبير الشفوي . ان عملنا هذا ينقسم الي قسمين جزء نظري ينقسم الى فصلين, فالفصل الاول هو لمحة عامة عن مفهوم استراتيجيات التواصلية . بالإضافة الى الشرح المفصل لأنواعها و أصنافها و مناهجها و كذا كيفية التدريس بها من جهة. ومن جهة اخرى, فالفصل الثاني يتمحور حول مهارات الخطابة كمفهوم عام لها وتليها الدراسة المفصلة للعقبات او ما يعرف بصعوبات مهارات الخطابة التي يعاني منها طلاب اللغة الانجليزية كلغة اجنبية اثناء حصص التعبير الشفوي. و من ثمة اقترحنا بعض الاساليب و الانشطة التي يجب ان تطبق من طرف معلمي اللغة الانجليزية كلغة اجنبية لإيجاد الحلول لمختلف الصعوبات المذكورة. اما الفصل الثالث فهو يحتوي علي الجزء التطبيقي و اعتمدت منهجية لإجراء البحوث و تحليل الاستبيانات التي قمنا بتوزيعها لكلا الطرفين من طلاب و أساتذة مادة التعبير الشفوي في قسم اللغة الانجليزية بجامعة بسكرة .فالبيانات المتحصل عليها تشير من اناستخداماستراتيجياتالتواصل من قبل متعلمي اللغة الانجليزية كلغة اجنبية سوف تزيد من تحسن في كفاءاتهم الشفوية. و علاوة على ذلك،تشير البياناتإلى اناستخدامهذهالاستراتيجيات يقلل من الصعوبات التي يواجهها الطلاب من اجل تطويرمهاراتالخطابة باستعمالاتها. .