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**Investigating the Effectiveness of the  
Communicative Language Teaching Approach in  
Enhancing EFL Learners' Oral Proficiency**

**The case of third year students of English at Biskra University**

**A Dissertation submitted to the Department of Foreign Languages in partial  
Fulfilment of the requirements for the Master's Degree in Sciences of  
Languages**

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***To my beloved mother inspiration in my life***

***In memory of my late father***

***To my lovely brother***

***To all my family and my best friends***

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## **Abstract**

One of the main goals of learning a foreign language is to develop a satisfactory speaking proficiency. However, what we notice is that after many years of study at the university many students are not able to engage in basic English conversation due to the limited opportunity offered to the students to use the target language inside and outside the classroom. This dissertation attempts to show the effectiveness of teaching English by adopting the Communicative Language Teaching Approach. Therefore, we will attempt to investigate the efficiency of this approach in enhancing learners' oral proficiency. We also hypothesize that if the Communicative language Teaching is adequately implemented in our teaching practices, it will contribute in developing FL learners' oral proficiency. Moreover, our research was conducted under a descriptive method. Our main research tools were questionnaires administered to both teachers and students of third year in the department of English at Biskra University. The questionnaire was used to unveil students' needs and attitudes towards the achievement of the teaching-learning process. We also wanted to gauge teachers' perception of the CLT in EFL classes. The results of the present research have demonstrated that the implementation of the CLT approach can positively affect learners' speaking skill and develop their oral performance in the target language. Through this approach practitioners can provide a range of practical activities and techniques that supply learners with a comfortable and encouraging environment to develop their oral skills.

## **List of abbreviations**

**BA:** Bachelor of Arts.

**CBI:** Content- Based Instruction.

**CLT:** Communicative Language Teaching.

**EFL:** English as a Foreign Language.

**ESL:** English as Second Language.

**FL:** Foreign Language.

**GTM:** Grammar Translation Method.

**L1:** Mother tongue/ First language.

**MA:** Magister/ Master of Arts.

**PH. D:** Doctor of Philosophy.

**TBI:** Task-Based instruction.

**TEFL:** Teaching English as a Foreign Language.

**TL:** Target Language.

**TV:** Television

**WW 4 :** Second World War.

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## **General Introduction**

### **Background of the study**

When I came to the University of Biskra to study for my master degree, I noticed after few months of studying English, that students who are going to be future teachers are facing lot of difficulties related to how to form a meaningful discussion due to the lack of practice and discussion. Some students are afraid of making mistakes whereas others do not find what to say. In order to find reasons behind this problem a lot of questions were asked; the answers varied, but it did not surprise me since it's the same problem which faced me for three years in El-Tarf University in my BA degree.

In addition to the absence of language laboratory around three years during the BA degree, teachers use always the same language content, the same materials and the same methods. Very often the course is merely limited to length explanation of the rules and vocabulary, assigning the topic to read without prior guidelines or even just dictate the lesson. In fact this situation which intrigued me for so many years led me to choose the theme of my Master dissertation.

### **Statement of the problem**

Today, one of the main concerns in foreign language teaching and learning is to be able to communicate competently in the target language. However, being communicatively competent in the foreign language has always been a far-fetched dream for most of the students in many universities, such as Biskra University. EFL students are facing a lot of problems and difficulties; related to speaking and communication. Most of them have acceptable ability in writing English, but they lack conversational skills. EFL learners need effective classroom tasks, in which they can develop skills to participate in communicative interaction. As a matter of fact, teachers have the responsibility to create conditions in which they enable their students to take part in communicative tasks.

Researchers around the world endeavor to find the appropriate methods and techniques that can be effective ways of teaching language in ESL and EFL contexts. In this research , we will try to present Communicative Language Teaching as an operative

approach to teach EFL learners, which emphasizes not only in a form of grammatical rules, but also learning to communicate in order to enhance oral competency among language learners. This is the principle underlying this approach, to use English for various purposes in various settings with various speech communities.

### **Aims of the study**

Through this research, we aim to select the Communicative Language Teaching as the appropriate method that the teacher can use it into the classroom to teach English as a foreign language. Teachers are requires not only to teach the linguistic rules as phonology or grammar, but also used techniques to develop EFL learners speaking skill and enhance their communicative proficiency.

We attempt also to show the weaknesses of the traditional methods of teaching, where the teacher is always the source of information with the one where students seek information by themselves to learn from each other and investigate the aspects of speaking skill that can be improved through Communicative Language Teaching (CLT) framework. In other hand, in our research we are trying to provide learners with the adequate method to develop their oral proficiency, and describe how students respond to the implementation of Communicative Language Teaching (CLT).

### **Significance of the study**

The present study is important as it provides insights on teaching English as a foreign language. It helps redefine the objectives of foreign language instruction. Through this work, we will try to help learners improve and develop their speaking proficiency and communicative interaction, and convince most of the teachers who are reluctant to use CLT in the classroom to adopt it in their lessons, in order to help EFL learners enhance their oral competency and facilitate the teaching process.

## **Research Questions and Hypothesis**

Speaking is an essential aspect of foreign language learning and teaching, and many teachers agree that students should learn to speak the target language by interacting with others. So, students should master several speaking components such as comprehension, pronunciation, grammar, vocabulary and fluency. Following the same chain of thoughts, Bygate (1987) suggested that learners can usefully practice different patterns of discourse in terms of interaction routines and information routines.

So, throughout the present study, we attempt to answer the following questions:

- 1- What difficulties do EFL learners encounter when communicating in social and academic context?
- 2- How can CLT approach improve students' speaking achievement of the 3<sup>rd</sup> year students at Biskra University?
- 3- To what extent does learners' oral proficiency improve through the implementation of CLT and its activities?
- 4- What are the different obstacles that prevent teachers from integrating CLT?
- 5- What are the attitudes and beliefs of the teachers regarding the use of CLT approach to enhance oral competency among students?

The main hypothesis underlying our research is the following:

If EFL teachers adopt CLT approach and provide effective communicative teaching techniques and activities in the classroom, learners will be prepared for real life communication, use the language fluently, be motivated to speak and develop their oral proficiency.

## **Methodology**

To answer the research questions and test our hypothesis, we have used the descriptive method. Therefore, data gathered through questionnaires as the main tool. It was used to achieve more reliable and comprehensive picture. The questionnaires applied in our research to understand how communicative language teaching approach can enhance oral competency among students, and to investigate students' attitudes toward the actual teaching methods, and make sure whether the students are satisfying about their communicative level.

In order to fit our objectives, the questionnaires were organized to both students and teachers. The sample population consists a group of forty students from 3<sup>rd</sup> year students of English and a group of twelve teachers, both of them are from the department of English at Biskra University and they are selected randomly. The data were collected about students' perspectives on communicative language and particularly on their experiences about working in pairs and groups, and about teachers' experience in adopting CLT in their classrooms.

The data are analyzed by percentages and presented in tables and graphs. The results of the questionnaires helped to fit the aim of the study to improve our hypothesis and reflect teachers' opinions about the implementations and effectiveness of CLT in teaching and learning English.

### **Organization of the Dissertation**

This dissertation is divided into three main chapters, at the first starts with general introduction of the study deals with the inspiration of the present dissertation; it introduces the statement of the problem and the aim behind investigating this research. Moreover, the dissertation describes the significance of the study and presents the research questions and our main hypothesis and finally gives the general outline of the dissertation.

However, the first two chapters deal with theoretical part; they represent the review of literature in which the readers will have a general overview about the investigated phenomenon. The first chapter focuses on describing the CLT approach from different perspectives; its main principles and its effectiveness in the classroom. While the second chapter deals with the importance of speaking as a skill and as a communicative means and its importance in teaching-learning process.

The third chapter deals with the practical part include data collection; data analysis and results. At the first, we focus on students' questionnaire; the description of the questionnaire and the discussion are presented, second we focus on teachers' questionnaire, we describe the questionnaire; the discussion and the final obtained results. At the end of this chapter we will provide some pedagogical implications for enhancing students' oral proficiency and give some limitations for future research.

# **Chapter One**

## **The communicative Language Teaching**

### **Introduction**

To be able to communicate effectively in the foreign language is one of the main goals in teaching-learning process, and the practice of communication has become the main goal of classroom procedures. One of the primary concerns in the twentieth century in language teaching profession was to elaborate operative and appropriate methods for teaching a foreign language; numerous approaches and methods have come and gone to attain this goal.

This chapter aims at presenting the communicative language teaching (CLT) approach; at the first it gives definition to some concepts in teaching, it covers the historical overview of teaching conversation followed by the definition of CLT. The chapter closes with the importance of communicative competence and its components, the description of CLT principles and its importance will be presented. It includes the difference between the CLT and a traditional method.

Therefore, this chapter will give a brief review of different types of the using methods in CLT approach, hence it describes the different roles in EFL classes that adopting CLT, and also it looks to the syllabus proposed to that approach. Later on, we will focus on various tasks and activities related to communication and interaction and we will end up this chapter by looking for different difficulties and problems that faced instructors when they want to apply the CLT approach.

## **1. The different concepts Method/ Approach**

An approach means set of beliefs that deal with principles of language learning and teaching. It refers to the 'Theories about the nature of language and language learning that serve at the source of practices and principles in language teaching' (Richards and Rogers, 1986: 16). As a matter of fact an approach is a collection of principles as a result of teachers' observation, experience, and research in second language and pedagogy. As Harmer (2001: 78) points out 'An approach describes how people acquire their knowledge of the language and makes statements about the conditions which will promote successful language learning'

The goal of adopting the approaches is to help the learners and make an agreement between knowing about the language and using the language for real communication; i.e., learners acquire language to solve situations where problems occur. As Anthony (1963, cited in Richards and Rogers, 2001:19) asserts that

An approach is a set of correlative assumptions dealing with the nature of language teaching and learning. An approach is axiomatic, it describes the nature of the subject matter to be taught... an approach is axiomatic; a method is procedural. Within an approach, there can be many methods...

For an approach to be consistent, it should unify its principles for teaching a language through the application of specific procedures, designing effective tasks and practicing certain techniques; by accumulation body of knowledge and assumptions that make the teacher able to diagnose students' needs and deal with successful and effective procedures.

The link between the approach's principles and certain techniques is called a 'method'. Prabhu (1990, cited in Richards and Rinandya, 2002: 9) thinks of method 'as both classroom activities and theories that inform them'. He indicates that a method is concerned about the types of activities, tasks and kinds of instructions that focus and need to achieve and attain the goals of an approach. The originators of the method assert that it's a systematic presentation of a language based on specific approach, this means the method is combination of theory and practice. As Harmer (2001: 78) claims that 'when methods have fixed procedures informed by a clearly articulated approach, they are easy to describe'. Method is more specific than approach; it is under set of principles in which it is possible to apply certain techniques and procedures. It is interpreted in Nunan (1991: 2) terms as '...The selection and sequencing of learning tasks and activities ...I consider

methodology from the perspective of the classroom. The major focus is on classroom tasks and activities and the management of learning’.

## **2. Historical overview of teaching conversation**

Over the last decades, most of the researchers in the teaching field tried to find out new techniques and procedures that can help both, teachers to create new learning environment, and learners to succeed in using the target language, and use it in real communication. A lot of methods and approaches have dealt with the notion of communication and conversation, to some extent there are few and famous methods that focused on achieving this goal taking the Grammar Translation method as starting point.

### **2.1. The Grammar Translation Method**

It was a name has given to a method found in the first half of the nineteenth century; it was also called the classical method, because at the first it used in teaching the classical languages as Latin and Greece. The originators of the GMT were focused on teaching the learners the grammar rules of the foreign language in order to make them closer to the target language. According to Richards and Rogers (2001) learners can translate sentences and literature texts through detailed analysis of grammar rules followed by practice of translating used in specific tasks what is means deductive style.

As a matter of fact it is the traditional language teaching method where the teacher may use the native language but rarely, students spend most of the sessions reading texts, translating them and writing essays. This method was found for the goal of teaching and learning the target language in order to read literature texts, the acquisition of vocabulary through memorization and from the dictionaries in the translation process can help students develop their mental capacity through mental exercise. Accuracy considered more important than fluency and instructional sessions focus on error correction and form rather than communication and conversation

The most important concerns of this method are reading and writing skills, the speaking and listening skills are considered secondary, even the evaluation is on the basis of written tests, that students are expected to translate texts to the target language or vice versa, that’s what led the researchers trying to find new method.

## **2.2. The Direct Method**

It was found when the GTM have shown its weaknesses to make the students use the target language in real communication. In this method teachers believe that students can learn the target language in natural way without need for translation to the native language, means being closely to the target language directly and spontaneously as Richards and Rogers (2001: 11) assert that ‘believers in the natural method argued that a foreign language could be taught without translation or the use of the learner’s native language if meaning was conveyed directly through demonstration and action’. In this method teachers taught and introduced the grammar rules in an inductive style, by using it actively in the classroom. It was focused on certain goals and principles as Titons (1968: 100-101) points out

- Never translate: demonstrate
- Never explain: act
- Never make a speech: ask questions
- Never imitate mistakes: correct
- Never speak with single words: use sentences
- Never speak too much: make students speak much
- Never use the book: use you lesson plan
- Never jump around: follow your plan
- Never go too fast: keep the pace of the student
- Never speak too slowly: speak normally
- Never speak too quickly: speak naturally
- Never speak too loudly: speak naturally
- Never be impatient: take it easy

Recently, the direct method philosophy advices teacher and students that they must not chat during the lesson, they can only ask and answer questions in the book that’s why led the researchers to develop new approaches when conversation can practice.

## **2.3. The Audio-Lingual Method**

It was based on numerous of schools, on behaviorism in psychology, structuralism in linguistics, and cognitive approach of language teaching. It was developed due to the great demand for people to speak the target language during WWII, that’s why it was called the army method. It was a mixed between the direct method and the GTM, as it provided principles from both, its goal was to enhance the direct method through forming new habits in the target language by the students in order to use the target language automatically

without stopping to think. Alesi and Pantell (1962) agree that Memorization of conversation patterns often helps to form correct speech habits.

The founders of this method believe that students can learn better if they form good habits through listening to dialogues, repeating them and using the new language, that's what is called the **PPP** (Presentation, Practice and Production), and the teacher behaves as monitor and controller in order to provide students with appropriate imitation. It gives most of the attention in the oral skill and pronunciation, as Howatt (1984: 296) claims that 'Audio-lingualism had only the slenderest relation to the spoken language of everyday life; they were rather a rehearsed, theatrical substitute for the real world of improvisation'.

Audio-lingual Method is an oral-based approach like the direct method, and to some extent it is different from as it emphasizes on the acquisition of vocabulary through using it in specific situations.

## **2.4. The oral approach and the situational language teaching**

It was an approach to teaching methodologies, developed in the 1950's to teach French, that adopted systematic principles of 'selection (the procedures by which lexical and grammatical content was chosen), gradation (principles by which the organization and the sequencing of the context were determined), and the presentation (techniques used for presentation and practice of items in course) Richards and Rogers (1986: 33). It is somehow unlike the direct method, which lacked a systematic basis in theory and practice, but was not confused with it in the use of oral procedures. The oral approach was developed as Byrne (1976:78) argues 'to provide the learners with opportunities to use the language for themselves: to say what they want to say rather than what they are directed to say'.

Therefore, it is very important to identify the principles of the oral approach; to understand the main goal of this approach. In the first side, during the teaching learning process teacher and learners should use only the target language, introducing the lessons orally before giving the written materials, reading and writing produced when the students become have enough grammatical and lexical background, and its main principle was the obligation of teaching the language situationally.

Afterwards, the last principle became the basic of this approach, even its name change to situational language teaching, one of the main concern of the new approach was

to emphasize on social context and textual factors. Hallidays, Strevens, and McIntosh (1964:38) believe that ‘the emphasize now is on the description of language activity as a part of the whole complex of events which together with participants and relevant objects make up actual situations’.

The situational language teaching came to concentrate on textual factors, and connected texts or structures will be the oral practice in a given situations, as Billow (1961:17) asserts that ‘the material of the language lesson is not the language, but life itself, the language is the instrument we use to deal with the material, slices of experience’.

### **3. The Communicative Language Teaching**

Over the last decades, most of the scholars in the teaching and learning field noticed that most of the previous methods ignore indirectly the importance of communication and conversation in teaching the foreign language, they agreed that language learning emphasizes learning a language as a set of grammatical rules, in contrast to the main goal of learning the target language, which the use of it in real communication such as expressing opinion, giving information or in other words using the language in different contexts. Learners should avoid confusion in the language produce, according to pronunciation, vocabulary, grammar and the realization of the social and cultural norms that used in communication situations. Every instructor has each theory or approach to teach in the classroom in the basis of certain procedures, and most of them agree that the Communicative Language Teaching is considered as an operative approach of teaching the FL as communication.

#### **3.1. The concept of Communicative Language Teaching**

The Communicative Language Teaching is an approach to language teaching revealed in the early of 1970s as a reaction to the changes of the linguistic system and as a response to the Audio-Lingual method. As Richards and Rogers (1986) point out that Communicative Language Teaching is best considered as an approach rather than a method, it deals with the set of assumptions and beliefs about the principles of language teaching. The CLT is a new movement based on the idea that the primary concern of the language is the use the language in the real communication i: e, use the language to

accomplish some functions with social contexts affected by contextual factors in language use. Richards and Rogers (1986:69) claim that

...CLT, however, is a theory of language teaching that starts from a communicative model of language and language use, and that seeks to translate this into a design for an instructional system, for materials for teachers and learners roles and behaviors and for classroom activities and techniques

Communicative Language Teaching is a modern approach focuses on the success of the ability to do things with language appropriately and effectively, rather than accurate grammar and pronunciation. In other words, the CLT transfer the focus of the language from learning it as a grammar, pronunciation and vocabulary lists to communicative activities or it is a shift from emphasize on form to emphasize on communication and interaction in real life situations; by develop students' abilities which can lead to use the language as system in context. According to Clark, Scarino and Brownell (1994: 37) CLT is:

‘To develop an ever improving capability to use English  
to communicate with others  
to acquire, develop and apply knowledge  
to think and solve problems  
to respond and give expression to experience;  
and within this contexts, to develop and apply an ever-increasing understanding  
of how English is organized, used and learned’

Clark et Al suppose that for language to reveal its effectiveness in real world, students should have enough space and opportunity to practice the real language in real situations, that's what make the students become aware in actual speech, which facilitate the communicative purpose, so that the mind and personality may will be free from the mechanics of grammar and this practice create effective conditions for effective communicative use. Brown (2007: 241) argues four interconnected characteristics as a definition of CLT:

- 1- Classroom goals are focused on all of the components of communicative competence and not restricted to grammatical or linguistic competence.
- 2- Language techniques are designed to engage learners in the pragmatic, authentic, functional use of language for meaningful purposes. Organizational language forms are not the central focus, but rather, aspects of language that enable the learner to accomplish those purposes.
- 3- Fluency and accuracy are seen as complementary principles underlying communicative techniques. At times fluency may have to take on more

importance than accuracy in order to keep learners meaningfully engaged in language use.

4- In the communicative classroom, students ultimately have to use the language productively and receptively, in unrehearsed contexts

Brown argues that in order to know the language and to acquire the ability to use it in communicating with people in a different situations and settings, learners should acquire what Hymes (1972) coined Communicative Competence, in contrast with Chomsky (1965) who supposes the competence as the description of linguistic system or knowledge of the language. For Hymes (1972 cited in Tricie, H, 2000: 45) adding the communicative element to competence, means adding

...rules of use without which the rules of grammar would be useless. Just as rules of syntax can control aspects of phonology, and just as rules of semantics perhaps control aspects syntax, so rules of speech acts enter as controlling factor for linguistic form as whole

### **3.1.1. Definition of Communicative Competence**

It's a term was coined by Dell Hymes, refers to the ability of the learner to use the language appropriately, more than use it as rules of grammar but producing grammatical sentences and utterances connected to specific situations. Hymes as a social linguist supposes that communicative competence is the ability that enables learner of FL to communicate and interpret messages to discuss and negotiate meaning within specific contexts. He believes that learners can only learn language by put them in real situations or social milieu, and master the rules of language with successful use in meaningful communication.

Recently, Communicative competence became more concerned with the ability to make learners interact with members of other societies. It is what a speaker needs to know to be communicatively competent, Cook (2003: 42) regards that 'a communicatively competent speaker knows what is formally possible in language'. For Hymes (1972: 281) a person who acquires communicative competence acquires both knowledge and ability for language use in respect to:

Whether (and to what degree something) is formally possible

Whether (and to what degree something) is feasible in virtue of the means of implementation available;

Whether (and to what degree something) is appropriate (adequate, happy, successful) in relation to a context in which it is used and evaluated;

Whether (and to what degree something) is in fact done actually performed, and what its doing entails.

However, a number of researchers as (Canal and Swain 1980, Bachman 1990) agree that the communicative competence is a multi-component (Grammatical competence, pragmatic competence, discourse competence and strategic competence) and in most recent they added fluency as an important component.

#### **3.1.1.1. Grammatical competence**

Grammatical competence is what Chomsky termed linguistic competence. It is concerned with the increasing of grammatical rules (morphology, syntax) and knowledge about the language (form and meaning), ‘Linguistic competence is an integral part of the communicative competence’ (Hedge, 2000: 47). Thus, it includes both fields of grammar and lexical capacity, and involves knowledge of spelling, pronunciation, vocabulary, semantics and grammatical structure. According to Stern ( 1983: 342-343) ‘The language user knows the rules governing his native language and he can ‘apply’ them without paying attention to them...the native speaker has an intuitive grasp of the linguistic, cognitive, affective and socio-cultural meanings expressed by language forms’.

Grammatical competence allows the learner to use the language accurately, thus developing the learners’ ability to use or select the right vocabulary in the right situations and how its spelling and pronunciation. So a competent speaker have a large and big reserve that permits him to use it to perform good fluency and make him aware of how to produce utterances and understanding texts as Faerch, Haastrup, and Phillipson (1984: 168) point out: ‘It is impossible to conceive of a person being communicatively competent without being linguistically competently’

#### **3.1.1.2. Pragmatic competence**

Pragmatic competence generally includes knowledge about the functions of the language and increasing speakers’ ability to understand and carry on communicative speech appropriately and effectively. It includes knowing how to use the knowledge produced by native speakers in order to attain a communicative purposes and express speech acts. Pragmatic competence attempts to ensure that learners’ knowledge used to

achieve communicative intentions. A speaker who is pragmatically competent he is knowing and understanding how to perform a specific function or express a clear purpose.

However, for achieving a successful written or spoken communication, the linguistic codes should be use in the right context and learners have to know the suitable social conventions that's why Bachman (1990) calls the pragmatic competence the socio-linguistic competence, because learners must be aware about what is expected socially and culturally by speakers of the target language, i.e, knowledge of the social rules and norms includes knowledge of social objects and cultural history. Brown (1994:238) points out: 'Adults second language learners must acquire stylistic adaptability in order to be able to encode and decode the discourse around them correctly'.

Therefore, acquiring social knowledge is unavoidable in order to select the appropriate form of the knowledge to use it in the appropriate context with different people to attain the illocutionary force or the implied meaning that the learners intend to understand or produce. "The socio-linguistic component of pragmatic competence that's enable the speaker contextually appropriate or in Hymes's words to know 'when to speak, when not, what to talk about with whom, when, where and in what manner'" (Hedge 2000: 50).

### **3.1.1.3. Discourse competence**

The third component of communicative competence is the discourse competence, which emphasizes on the relationships between sentences structures or the logical connection between the parts of the sentences to form a series of meaningful utterances. Richards and Rinandya (2002: 207) regard that:

In discourse, whether formal or in formal, the rules of cohesion and coherence apply, which aid in holding the communication together in a meaningful way. In communication, both the production and comprehension of a language acquire one's ability to perceive and process stretches of discourse, and formulate representations of meaning from referents in both previous sentences and following sentences.

Therefore, discourse competence deals with increasing learners' ability to produce written or spoken utterances that can be coherent and cohesive, and concentrate on the connection of utterances in discourse. Hedge (2000) proposes three aspects of discourse

competence includes how to perform the turns in discourse, how to maintain the conversation and how to develop the topic.

Actually, speakers should be aware about the cohesion and coherent in a conversation, in order to make it connected, related and has a meaningful communication.

#### **3.1.1.4. Strategic competence**

In a large extent, strategic competence refers to strategic and methods that can be verbal or nonverbal used to compensate when communicative problems arise. Canale and Swain (1980: 25-30) define strategic competence as:

... how to cope in an authentic communicative situations and how to keep the communicative channel open...The verbal and nonverbal communication strategies that may be called into action to compensate for breakdowns in communication due to the performance variables or due to insufficient competence.

However, Bygate (1987) sees the strategic competence as the reduction strategies, which are the strategies used by the speakers, usually to reduce communicative objectives, it can be divided into avoidance strategies and compensatory strategies. The former refers to methods to make the message different to stay out of the problem. Whereas, the latter refers to strategies used by the speaker to give himself time in order to find vocabulary or expression to give appropriate answers.

Strategic competence are coping strategies used by the speakers of the target language in order to repair problems when communication breakdown to achieve effective communication.

#### **3.1.1.5. Fluency**

Fluency is considered as difficult term to define, however, FL speakers should acquire the ability to speak fluently in order to become communicatively competent. Fluency can be defined as the use of language naturally without stopping to think or the ability to link language unites or language production automatically in conversation. Fillmore (1979: 93) identifies four abilities that might be include under the term fluency

the first which is the ability to talk at length with few pauses, the three other abilities include the ability to talk in coherent, reasoned and semantically dense sentences, the ability to have appropriate things to say in a wide range of contexts and finally the ability to be creative and imaginative in language use.

Actually, fluency focuses on the qualities of being natural and normal in the content rather than form, and concerned with the ability to react coherently and produced words clearly with appropriate stress and intonation during conversation. Faerch, et All (1984: 68) suppose the difference between fluency and strategic competence as ‘whereas strategic competence presupposes a lack of knowledge, fluency covers speakers’ ability to make use of whatever linguistic and pragmatic competence they have’ .

To put it in nutshell, fluency is an important component of communicative competence, so it is essential to develop the ability of FL speakers to speak fluently by some pedagogical activities and techniques to improve oral proficiency.

### **3.2. The basic principles of CLT**

Recently, most of the teachers believe that teaching the foreign language should focus on language itself, in the sense of making the students use the language in their conversation, and in meaningful communication rather than teaching about the language, that’s why the CLT has basic principles make it different from other methods, and help to facilitate its objectives.

- First and foremost, one of the major principles of CLT is developing the communicative competence to enhance learners’ ability of producing effective communication, thus it focuses on all the components of the communicative competence.
- Learners should not describe the concepts of grammar and vocabulary; instead they need to express themselves by using real communication. i: e, not ignoring the grammar rules but using the language fluently and accurately, but give most interest to fluency.
- Developing communicative competence can happen through using real life situations and social contexts that make the students need to communicate.

- Practice is an effective way of developing speaking skill and enhances learners' proficiency level.
- Littlewood (1984) points out that the activities are designed to improve self learning, where the lessons focus on some operations which the students would want to perform in the target language'.
- (Savignon 2003) propose that in CLT teaching is a learner-centered approach, the teacher is just a monitor, controller and facilitator, and he should give the students opportunities to express themselves, to enhance learners' motivation. The interaction teacher-students have a great influence in making the learners interact and negotiate meaning in order to understand.
- Communicative activities and games are very important because they share some features with real communicative events.
- The use of authentic materials can encourage the students to speak and develop communicative skills.

In brief, the above principles divided into three major categories include:

- 'Communicative principle: emphasizes on activities that involve real communication promote learning.
- Task principle: purposes that activities in which is used for carrying out meaningful tasks promote learning.
- Meaningfulness principle: claims that language that is meaningful to the learners supports the learning'.

However, those principles support the CLT to attain some objectives; Piebho (1981 cited in Richards, & Rodgers 2001: 162) summarizes these objectives in:

- An integrative and content level (language as a means of expression).
- A linguistic and instrumental level (language as a semiotic system and an object of learning).
- An affective level of interpersonal relationships and conduct (language as a means of expressing values and judgments about oneself and others).
- A level of individual learning needs (remedial learning based on error analysis).
- A general educational level of extra-linguistic goals (language learning within the school curriculum).

### **3.3. The importance of implementing CLT in EFL classes**

CLT has a great importance in developing learners' level of proficiency and can reveal in:

- Encourages students' participation and interaction. Thus, it develops them to be active users of the target language.
- Promotes confidence and destroy the feeling of shyness and anxiety by creating comfortable and enjoyable environment.
- Prepares students for real life communication by using different kinds of tasks in order to develop communicative competence.
- Develops students' communicative strategies and enables them to communicate with the target language
- Promotes fluency in speaking and writing by using instructional strategies and classroom activities which emphasize on communication as a way of learning.
- Creates cooperative learning by using problem solving tasks in which motivate learners to communicate as they work in groups and pairs.

Akram and Mehmood (2011: 175) claim that:

CLT enhances the learners' confidence and it gives a sense of satisfaction to the teacher as well in the sense that s/he is successful in making the students use the foreign language in their conversation. CLT gives clarity to the expression...communicative approach is better than all the other methods of language teaching in general and Grammar Translation Method (GTM) in particular because the GTM is more concerned with teaching about language rather than language itself whereas communicative approach establishes a direct bond between the experience and the expression.

Unlike the traditional methods in the most of the principles, in the CLT the learner is the center of the learning process and he/she learns through meaning not by mechanical practice to create meaning rather than develop grammatical structure

### **3.4. The differences between the CLT and the Audio-lingual method**

The Audio-Lingual method	The CLT approach
<p>1-Attends to structure and form more than meaning.</p> <p>2-Damands memorization of structure-based dialogues.</p> <p>3-Language items are not necessarily contextualized.</p> <p>4-Language learning is learning structures, sounds or words.</p> <p>5- Mastery or “over-learning” is sought.</p> <p>6- Drilling is central technique.</p> <p>7- Native-speaker-like pronunciation is sought.</p> <p>8- Grammatical explanation is avoided.</p> <p>9- Communicative activities only come after a long process of rigid drills and exercises.</p> <p>10- The use of the student’ native language is forbidden.</p> <p>11- Translation is forbidden at early level.</p> <p>12- Reading and writing are deferred till speech is mastered.</p> <p>13- The target linguistic system will be learned through the overt teaching of the patterns of the system.</p> <p>14- Linguistic competence is the desired goal.</p> <p>15- Varieties of language are recognized but not emphasized.</p> <p>16- The sequence of units is determined solely by principles of linguistic complexity.</p> <p>17- The teacher controls the learners and prevents them from doing anything that conflict with the theory.</p> <p>18- “Language is habit” so errors must be prevented at all costs.</p> <p>19- Accuracy, in terms of formal correctness, is primary goal.</p> <p>20- Students are expected to interact with the language system, embodied in machines or controlled materials.</p> <p>21- The teacher is expected to specify the language that students are to use.</p> <p>22- Intrinsic motivation will spring from an interest in the structure of the language.</p>	<ul style="list-style-type: none"> <li>- Meaning is paramount.</li> <li>- Dialogues are used, center around communicative Functions and are not normally memorized.</li> <li>- Contextualization is a basic premise.</li> <li>-Language learning is learning to communicate</li> <li>- Effective communication is sought.</li> <li>- Drilling may occur, but peripherally.</li> <li>- Comprehensible pronunciation is sought.</li> <li>-Any device that helps the learner is accepted varying according to their age, interest..etc</li> <li>- Attempts to communicate to communicate may be encouraged from the very beginning.</li> <li>- Judicious use of native language is accepted where feasible.</li> <li>- Translation may be used where students need or benefit from it.</li> <li>- Reading and writing can starts from the first day, if desired.</li> <li>- The target linguistic system will be learned best through the process of struggling to communicate.</li> <li>- Communicative competence is the desired goal (i.e., the ability to use the linguistic system effectively and appropriately).</li> <li>- Linguistic variation is a central concept in materials and methodology.</li> <li>- Sequencing is determined by any consideration of content, function, or meaning that maintains interest.</li> <li>- Teachers help learners in any way that motivates them to work with the language.</li> <li>-Language is created by the individual, often through trial and errors.</li> <li>- Fluency and acceptable language is the primary goal: Accuracy is judged not in the abstract but in context.</li> <li>- Students are expected to interact with other people, either in the flesh, through pair and group work, or in their writings.</li> <li>- The teacher cannot know exactly what language the students will use.</li> <li>- Intrinsic motivation will spring from an interest in what is being communicated by the language.</li> </ul>

**Table 1:The major distinctive features of the Audio-Lingual Method and the Communicative Approach from (Finocchiaro and Brumfit 1983:91-93)**

## **3.5. Methodologies in CLT**

### **3.5.1. Process-based instruction**

#### **3.5.1.1. Content-based instruction**

The Content-Based Instruction (CBI) is considered as a method or type of CLT, in which the use of the language as a tool of gathering information. It is based on the content of the subject matter and on the use of authentic materials; that take from various text types. In this method the message is considered more important than the form, by creating through the language a meaningful interaction; which can help to teach the four skills together by content and make them coherent in order to link all the components of communicative competence. Krahne (1987: 65) defines the CBI as ‘the teaching of content or information in the language being learned with little or no direct or explicit effort to teaching the language itself separately from the content being taught’

However, there are at least two advantages of CLT, firstly, ‘if students are given the multiple opportunities to interact with authentic meaningful and challenging material, the result is better learning’ (Brinton, Snow and Wesche 1989: 2) Secondly, ‘students motivation is enhanced with the use of authentic materials’ (Chávez 1998) .

The Content-Based Instruction is pedagogy of learning focuses on evaluating learners’ awareness and builds students’ mind through communication and convey messages, in other words the content is selected as the starting point before grammar and syntax.

#### **3.5.1.2. Task -based instruction**

The Task-Based Instruction (TBI) aims at developing learners’ ability by providing them with effective designing of tasks and activities that using in the classroom with natural context of language use. This method aims to work in natural context through various tasks. Thus, students acquire the target language through interaction that happen during the communicative tasks by listen and speak to each other. Ellis (2003: 16) defines task-based instruction as:

...a work plan that requires learners to process language pragmatically in order to achieve an outcome that can be evaluated in terms of whether the correct or appropriate propositional content has been conveyed. To this end it, it requires them to give primary attention to meaning and to make use of their own linguistic resources...

Unfortunately, learners of the FL need devise activities which they can co-operate to interact and learn from each other. Prabhu (1990) suggests three types of tasks used in TBI:

- An information-gap activity: This activity contains sharing information between the learners in order to complete the tasks.
- An opinion-gap activity: this activity contains giving opinions, attitudes and feelings by the learners in order to complete tasks.
- A reasoning-gap activity: this activity contains obtaining new information by inferring them previously in order to complete tasks.

Task-based instruction is the pedagogical classroom tasks designed to make the students enter to the real world and help them to interact with each others.

### **3.5.2. Product-based CLT approach**

#### **3.5.2.1. Text-based instruction**

Text-based instruction also known Genre-Based Approach, it is based on the idea that through learning different types of texts learners can acquire communicative competence. Texts can be structured sequences of spoken or written language used in specific contexts and situations; it can be discussion or debate between people, conversation between friends, characterize by rules of organization with appropriate grammar and vocabulary and effective content.

According to Feez and Joyce (1998 cited in Richards 2006: 36) Text-based instruction is based on an approach to teaching language which involves:

- Teaching explicitly about the structures and grammatical features of spoken and written texts
- Linking spoken and written texts to the cultural contexts of their use.
- Designing units of work which focus on developing skills in relation to whole texts.

- Providing students with guided practice as they develop language skills for meaningful communication through whole texts.

Students in text-based instruction have to master various types of texts in specific contexts or situations.

### **3.5.2.2. Competency-Based Instruction**

Competency-Based Instruction is also called Performance-Based Instruction, it is based on an approach of designing courses based on recognition students' ability that acquire or develop through experience or teach them the basic skills in order to prepare them for real life situations.

Therefore, it is based on specific needs of the language use and what students can do with the language, in other words its goals is to enable students to become autonomous learners, and enhance their performance to achieve successful functioning in society and real life context rather than teaching language in isolation.

## **3.6. Conditions of applying the CLT**

### **3.6.1. The role of the learner**

The role of the learner is considered the most important one because he is the one who the CLT focuses on. In the CLT the learners are the active participants in the classroom, they can interact with each other not only in the classroom during the courses but also outside the classroom for trying to exchange and acquire new knowledge and communicate with the target language, and with the teacher in order to negotiate meaning to understand. As Richards and Rogers (1986) claim that learners actively engaged in negotiating meaning by trying to make themselves understood and understanding others within the classroom procedures and activities.

Educators in CLT believe that learners should be the communicators. Thus, learners behave as members of group, and must be interact cooperatively and have responsibility for their own learning.

### **3.6.2. The role of the teacher**

In the CLT teacher needs to maximize the use of target language, it's another way of increasing the use of TL in order to make learners acquire input as much as possible, by using the TL as a means of instruction in the classroom. (Cummins and Swain 1986) claim that the amount of input, the greater the gains in the new language. Teacher promotes a sense of learning by doing; learning through doing tasks is an effective way, it's a principle of task-based instruction, according to Long and Doughty (2003:58) 'new knowledge is better integrated into long term memory and easier retrieved if tied to real world events and activities'.

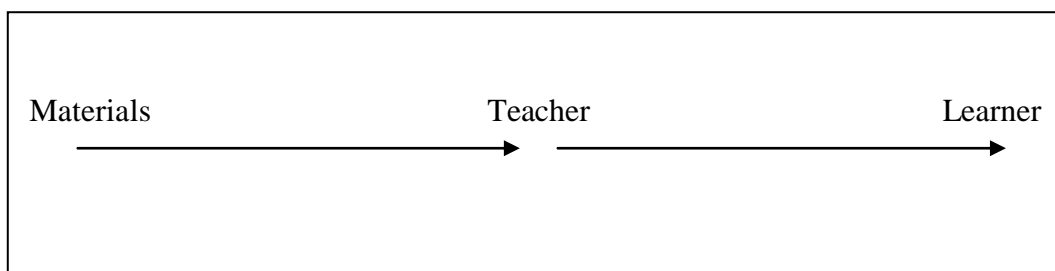
Therefore, during activities teacher works as adviser and answering students' questions and establishes situations when can create a cooperative and collaborative learning, because in an organized classroom teacher's is an organizer and facilitator by organized students into cooperative teams and facilitate communication, to communicate together in order to achieve the goal of completing tasks when the learners acquire new input and produce language to interact with each other. Providing corrective feedback is helpful if it is positively (praising, showing understanding or agreeing) in order to facilitate the learning process, precisising the language use and motivating students to interact.

### **3.6.3. The role of instructional materials**

Materials that using in CLT supposed to be authentic, integrated extensively not specially prepared for pedagogical purposes. Richards (2001) supposes that it contains authentic language and reflect real-world language use. It links between the classroom and students' needs in the real world, and supports the learners to develop learning strategies in early stages and influencing the classroom interaction.

However, materials can be divided into three types:

- Text-based materials: include text books, use visual cues, taped cues, drills, dialogues and pictures...etc
- Task-based materials: include task-based communicative activities, role plays, games have been prepared to support communicative classes.
- Relia: includes the use of authentic materials from real life, signs, magazines, advertisement, graphic and visual sources.



**Figure 1: The internal triangle of the application of CLT (Nunan 1990: 22)**

The teacher is seen as a mediator between materials and the learners; the learners' only access to the materials is through the teacher.

### **3.7. The syllabus of the CLT**

In reality, there are a lot of syllabuses proposed to develop the CLT approach and evaluate its principles, there are researchers proposed the communicative syllabus, others proposed functional or notional syllabus, but most of them agree that the notional syllabus is the most appropriate one.

The notional syllabus is organized around notions and functions of the language, it attempts to combine both aspects, it links the semantics grammatical aspects with their use in real communication and specific context in order to make students express ideas, apologize and giving explanation in other words it expresses a sense of need.

In the notional syllabus notions and concepts are chosen according to their functions in the language and teach it through the content that related to specific context.

### **3.8. CLT Activities**

CLT activities are activities and tasks used for the purpose of creating natural learning context to support learning and motivate students to interact and communicate with each other in specific situations. Littlewood (1981) divided communicative language activities into two types: functional and interactional activities.

- **Functional activities:** are activities involved using the language to share information or solve problems.

- **Interactional activities:** are activities that give priority to the social and functional meaning, they are more closely to communicative situations.

Harmer (2001) differentiates between the communicative and non communicative activities:

Communicative activities	Non - communicative activities
1- A desire to communicate. 2- A communicative purpose. 3- Content not form. 4- Variety of language. 5- No teacher intervention. 6- No material control.	- Non communicative desire. - Non communicative purpose. - Form not content. - One language item only. - Teacher intervention. - Materials control.

**Table 2: The communicative continuum (Harmer 2001: 85)**

But in general communicative activities include those kinds of activities

- **Mechanical practice activities:** are controlled activities practices in which students can success without necessity to understand the language.
- **Meaningful practice activities:** they are like the mechanical practice activities but students need to understand the language they use.
- **Communicative practice activities:** involve activities using the language in real contexts include:
  - **Info gap activity:** a group activity in which students given incomplete information and asked to complete the task, students need to discuss and share information in order to finish it; it can be map task, crossword and puzzle activities.

- **Jigsaw activity:** it's a type of info gap activity but in this type each group has different information in the first, but later on the teacher reorganized groups in which any new group should have at least one student from the original group. Students share knowledge and information in order to complete task.
- **Information transfer activity:** students take information that given in form and present with another form.
- **Discussion or debate activity:** activity in which students discuss topics, share and negotiate opinions and debate beliefs and values by using arguments.
- **Survey task:** students asked to give report by asking people outside the classroom about their opinions in kind of surveys and interviews.
- **Problem solving task:** teacher give students a problem and through discussion are asked to find solutions.
- **Communication games:** include poem reconstruction, story reconstruction, describe and arrange and spot the difference games.
- **Ice-breaker game:** students have to ask questions to know each other.
- **Role-plays:** students take roles or act in situations using their own ideas.

### 3.9. Challenges in implementing the CLT

In implementing the CLT in the classrooms and in EFL courses, educators find a lot of difficulties and problems that can prevent students' performance. Choudhury (2006: 85) points out '...ever after 12 years of English education students cannot communicative effectively and are failing to develop an acceptable level of English proficiency', those difficulties include the following:

- The influence of the mother tongue.
- Learners' anxiety and low level of motivation.
- The learners' goal is to get high scores and succeed in exams rather than developing communicative competence.
- The number of the students in the classroom is bigger than expected, in this case big number of students does not have the opportunity to participate and communicate with each other.
- Students' lack of vocabulary due to the lack of reading can affect their communicative competence, because they feel shame when they haven't enough vocabularies.

- Students learning styles.
- The different level of students' proficiency because it is difficult to teach oral communication with different level (high or low).
- The inadequate interaction between teacher and students.
- Teachers' talk most of the time and believe that lengthy explanation is more effective than make students participate in the classroom.
- Teachers' and students' personality and attitude.
- Teacher's incompetence.
- The insufficient proficiency level of the teacher, teacher's limited English speaking ability constraints him from adopting CLT in the classroom' and Test-based instruction makes the students afraid from participating in the classroom.
- Syllabuses and textbooks.
- Test and evaluation.
- The grammar-based exam is a factor can hind the implementation of CLT because it concentrates on reading, writing and grammar.
- The limited teaching hours.

## **Conclusion**

This chapter shows the advantages of the CLT in language teaching and learning. CLT came as a reaction to the traditional methods, but actually it can be seen as a set of principles about the teaching-learning process, many teachers believe that CLT approach is effective to be used in the language classroom, according to its principles it has a great important when it helps to develop learners' communicative competence; by trying to pick up the appropriate syllabus which helps to attain its goals. It uses the communicative activities that help to use the language related to real life situations, hence teachers are facing a lot of challenges during the implementation, but if the application of the conditions used in the right way students will learn how to use the language in their daily communication.

## **Chapter Two**

### **Speaking Skill**

#### **Introduction**

Learning a foreign language entails mastering the four skills, listening, reading, writing and speaking. Speaking is considered as the most important skill that foreign language learners need to improve due to the importance of oral communication. The latter can play a crucial role in expressing learners' thoughts and ideas and reflects his/ her knowledge of the target language.

Speaking the target language is considered the most challenging of the four skills according to the complex process of constructing meaning due to the serious problem with speaking when attended oral expression module. A good way of speaking means an easy, clear and enjoyable discussion with other, speaking may seem as an easy and joyful skill; hence it is very difficult to develop related to many reasons.

Drawing this consideration this chapter first outlines the essence of speaking skill by understanding its nature as a productive and communicative skill. We will describe the theory of speaking that have been advocated by prominent researchers in the field, we will discuss the importance of teaching and learning speaking and we will look the sense of oral proficiency and its components.

It is very important to know the functions of speaking from different point of view, and we will deal with some of the most common factors that constraining students' performance, hence we will describe the different characteristics of the good speaker and a successful speaking activity. Later on we will look at some strategies learners use when communication breakdown, also this chapter will investigate the relationship of speaking skill and the other skills and we will end up this chapter by given example of outline speaking lesson.

## **1. Understanding speaking**

Many language classes in EFL context focus on language system, they give more attention on teaching vocabulary and grammar, however speaking is considered the most useful skill in the teaching-learning process, many researchers come up with different definitions of speaking

### **1.1. Speaking as a productive skill**

Speaking is defined as the productive skill in the oral type; it is an essential skill that needs practice which involves the ability to produce verbal symbols and the measure of knowing a language; means the learning level of a language is revealed through speaking. Huebner (1960) points out that the essential of language is the speech, and speech is basically communication by sounds.

According to Thornbury (2004: 7 ) ‘Speaking is produced utterance by utterance, in respond to the word by word and utterance by utterance production of the person we are talking to’ . While in Oxford dictionary of advanced learners ‘speaking is a sound or a group of sounds that express meaning and form an independent unit of language’.

Thus, speaking can be defined as the process of building and sharing meaning through the use of verbal and non-verbal symbols in a variety of contexts. From the above definitions, we can deduce that through speaking we produce language, but we need to master the right intonation, the right words, the good sounds and constructing the right grammar.

### **1.2. Speaking as an oral communication skill**

The main goal of EFL learners is to speak well and to be able to communicate. Speaking is considered as an oral communication skill when we use it as a communication means between members of society as a social behavior or a means of communication in daily interaction, that speaker and hearer construct a mutual communication. Brown (2001: 267) defines speaking as ‘an interactive process of constructing meaning which involves producing, receiving and processing information and the presence of speaker and listener’

Communication by speaking includes a mixture between verbal and physical strategies to communicate effectively in speeches, presentations, discussions and aspects of

interpersonal communication, as W. F Mackey (1965: 265) summarizes oral expression as follows: ‘oral expression involves not only the use of the right sounds in the right patterns of rhythm and intonation, but also the choice of words and inflections in the right order to convey the right meaning’

Therefore, speaking can be described as a type of face to face communication to interact with other by using body language with the right tones and uttering English sounds, that expects responses from the listener as Harmer (2001) points out: communication happens when the listener can give the response to the speaker after the listener understands the message given. Burnkart (1998) involves three areas of knowledge in order to recognize speaking:

- **Mechanics:** the use of the right words in the right orders with the correct pronunciation.
- **Functions:** knowing when conveys the messages to someone else and when precise understanding is not required.
- **Social and cultural rules and norms:** understanding how to take into account who is speaking, to whom, in what circumstances about what and for what reason.

To conclude, consciously or unconsciously learners speak a language to carry out conversation with others, to express themselves, thoughts, ideas and beliefs, exchange information and interacting with others.

## 1. Theory of speaking

Speaking as a skill play a crucial role due to its important position among the other skills, Bygate (1987) and Harmer (2001) have different opinions from their communicative points of view.

### 2.1. Harmers’ theory

The theory of Harmer views that learning to speak a language need to take into account two aspects: knowledge of the language features and the ability to use this features through mental /social processes. The former involves

- **Connected speech:** includes modified sounds (assimilation), omitted (elision), added (linking r) or weakened sounds.

- **Expressive devices:** involves changes in pitch and stress, volume and speed, and the use of physical and non verbal means.
- **Lexis and grammar:** the use of common lexical phrases, for different purposes (express, agree, disagree, shock and surprise).
- **Negotiation language:** in order to seek clarification or show structure of what we are saying (Harmer 2001: 269, 270), according to him those language features are necessary for involving speaking production.

Whereas, the latter (mental/social process) includes three features:

- **Language processing:** involves processing language in the head and putting it into coherent order, which requires the need for comprehensibility and convey meaning and the retrieval of words and phrases from memory into syntactically and appropriate sequences.
- **Interacting with others:** effective speaking involves interaction with others, good deal of listening and understanding of how the others are feeling.
- **On the spot (information processing):** includes process the information that the speaker tell us on the moment we get.

Consequently, Harmers' theory argues that in order to achieve oral communication, it is necessary and important for learners to have knowledge of language features and the ability to process language on the spot.

## 2.2. Bygate's theory

Bygate's theory views that in order to communicate effectively with spoken language speakers need to take into account two aspects: knowledge of the language and the skill in using this knowledge, as he points out 'we have to produce them and adopt to the circumstances, this means making decisions rapidly, implementing them smoothly and adjusting our conversation as unexpected problems appear in our path' (Bygate 1987: 3)

Moreover, Bygate defines skill as the ability to say clearly and flexibly on the spot in different situations to use the knowledge in action, hence he argues that the skill has two different components production and interaction skill.

- **Production skills:** speaking is considered as a productive skill because when we speak we produce oral language, to make oral communication easier speakers

obliged to use the speech devices to facilitate communication and compensate speaking problems. According to Bygate there are four ways of facilitating communication which are: simplified structures, ellipsis, formulaic expressions and using fillers and hesitation devices, whereas compensation devices include tools such as substitution, rephrasing, reformulating, self correction, repetition and hesitation.

Bygate argues that facilitating and compensation features may help learners to speak and hence help them learn to speak, in addition to help them to sound normal in their use of the target language.

- **Interaction skills:** speaking is considered as an interactive skill when we can use it to communicate meaning, express what we have in our minds and make the listener understand what we say and interact with it. It can be divided into two kinds of skills: negotiation skills and routines. The former, according to Bygate involves the right choice of expressions and the procedures of negotiation whereas interaction routines involve the logical organization or the way of managing a conversation.

Consequently, Bygate theory believes that is not enough to master rules of knowledge, hence the speaker of TL must know how to use this knowledge in different situations.

To sum up, Harmer's theory views speaking as the knowledge of language features and the ability to use this features on the spot. Whereas, Bygate's theory views speaking as the knowledge of language and the ability to use it in specific situations. But in general both theories considered speaking as a multi-component of accuracy and fluency, the extent to which learners match what people actually say when they use the TL with the extent to which the speakers use the language quickly and confidently.

### **3. The importance of learning and teaching speaking**

Most of learners have seen speaking as just the production of right words to form oral utterances, but generally speaking is much more important than this. As Ur (1996: 120) points out 'for all the four skills (listening, reading, writing and speaking), speaking seems intuitively the most important'. Speaking is an integral part of learners' daily life; it is an

interactive, social and contextualized communicative event which involves a dynamic interrelation between the speaker and hearer in producing and processing spoken discourse.

Therefore, more than this view, the crucial role of speaking is developing learners' communicative competence by producing not only linguistic utterances but also pragmatically appropriate, hence learning through speaking involves using the language productively as Harmer (2001) claims that if students are not using English, everyone is wasting their time. As regards, the teaching of speaking provides students with opportunities to practice the language orally and lead to a better communication of students and make them being confident and clearly in expressing their ideas, thoughts and feelings. Byrne (1984: 9) states that 'the main goal in teaching the productive skill of speaking will be oral fluency: the ability to express oneself intelligibly, reasonably, accurately and without undue hesitation (otherwise communication may break down because the listener loses interest or gets impatient)'.

Consequently, speaking is a crucial part of the teaching-learning process, and the major goal of teaching this skill is to develop students' communicative efficiency and help them to use speaking to learn, and it is paramount importance to facilitate the acquisition of communicative competence.

#### **4. The oral proficiency**

Oral communication is a part of our daily life; and a big part of social life, when we speak we make ourselves visible, we share thoughts and feelings, moreover, we ask for attention. For those reasons foreign language learners are wishing to become fluent and accurate speakers.

Many researchers give many definitions to the oral proficiency, but in general oral proficiency involves characteristics or features of target language. Speakers who are supposed to be competent and skilled include fluency and accuracy, knowing, proficiency accent and rating.

## **5. The components of oral proficiency**

### **5.1. Syntactic complexity**

Syntactic complexity can be seen as the range and variation of syntactic patterning and the complex variation of language grammar and structural sophistication. For Ortega (2003:492) syntactic complexity or as he names syntactic maturity or linguistic complexity 'is the range of forms that surface in language production and the sophistication degree of such forms'.

### **5.2. Lexical diversity**

Lexical diversity is one of the essential components of oral proficiency and plays an important role to develop it, it includes the richness of lexical and vocabulary level, it measures the amount of vocabulary that learners have. It is very important to develop the lexical background because if learners have a large repertoire of words they can choose the appropriate and most effective to convey the right meaning.

### **5.3. Grammatical accuracy**

Grammar is one of the keys to effective communication and it is very important to speak and communicate in a correct way without errors with accurate speech, otherwise the listener will not understand what the speaker says.

### **5.4. Fluency**

The main goal of many EFL learners is to speak the FL fluently; Gower et All (1995: 110) defines fluency as 'the ability to keep on going when speaking spontaneously'. Some researchers argue that fluency includes features of speech as length or number of pauses, whereas, others argue that it includes fast speed, pauses and the use of back channel cues such as 'hum' and fillers such as 'er' which are not words but noises; speakers use it to give himself more time to think.

## 6. Functions of speaking

In our daily lives, most of us speak more than write. Therefore, through speaking we express ourselves, we seek information or at least we get attention from others, it should be mentioned that speaking has three functions, Brown and Yule (1983) differentiate between interactional and transactional functions of language, Jones (1996) and Burns (1998) added the performance functions of speaking.

### 6.1. The interactional function

The interactional function of speaking appears when we use the speaking in conversation or interact in social context. Brown and Yule proposed the main features of talk as interaction as followed:

- Has a primarily social function.
- Reflects role relationship.
- Reflects speakers' identity.
- May be formal or casual.
- Uses conversational conventions.
- Reflect degrees of politeness.
- Employs many generic words.
- Uses conversational register.
- Is jointly constructed.

According to J.C Richards (2007), interaction with speaking includes making small-talk, opening and closing conversations, turn-taking and choosing topics.

- Example of a scripted interactional exchange:

*A: May I help you?*

*B: I'd like to buy two movie tickets, please.*

*A: Which film?*

*B: Nightmare Monsters.*

(魏柏倫 et All. Teaching Speaking)

Consequently, talk as interaction serves and maintain social relation in society.

## 6.2. The transactional function

The transactional function of speaking doesn't take into account the social situation of speaking but focuses on the message that speaking conveys, in other words it focuses on what is said rather than how the message conveys. Jones (1996: 14) supposes that 'talk is associated with other activities. For example, students may be engaged in hand on activities. In this type of spoken language students and teachers usually focus on meaning or in taking their way to understanding'.

Richards summarizes the features of talk as transaction as:

- It has a primarily information focus.
- The main focus is the message and not the participants.
- Participants employ communication strategies to make themselves understood.
- Linguistic accuracy is not always important.

Speaking as transaction includes describing, asking questions, confirming information, making suggestions, making comparisons or exchange information.

- Example of a scripted transactional exchange

*A: Hey! How have you been? I haven't seen you in a long time.*

*B: Yeah, I had the flu, so I was out for a while.*

( 魏柏倫 et All. Teaching Speaking)

## 6.3. The performance function

The talk as performance function of speaking is considered as the most important one, it focuses on the transmission of the information before audience, creates a product, recognizes scripts and focuses on monologue rather than dialogue. Talk as performance happens at speeches, public talk and public announcement, it involves using the correct rules of grammar and right pronunciation and using appropriate vocabulary in order to present information and convey messages.

Richards (2007) summarizes the features of talk as performance as:

- There is a focus on both message and audience;

- It reflects organization and sequencing;
- Form and accuracy is important;
- Language is more like written language and
- It is often monologic.
- A scripted performance exchange

*A: I'll never forget the first time I cooked a big dinner by myself. I had always helped my mother cook, so I thought it would be easy.*

*B: why were you cooking a big dinner?*

*A: well, I had invited all my friends over...*

In brief, speaking activities are quite distinct in terms of forms and requires different functions, our daily lives need interactional communication between people, we need to make others understand or to know what they are saying. So, it seems that speaking is a central skill we need it to produce meaningful language understood by others.

## **7. Factors constraining students speaking**

To some extent, when students getting speak in the classroom they face a lot of problems includes feeling of uncomfortable of using spoken English or they afraid of being laughed at; generally Penny Ur (2012) summarizes those difficulties into:

### **7.1. Shyness and inhibitions**

The anxiety of losing face in front of the teacher and the classmates is considered as affective factor in prevent students' participation in the classroom. Ur (2012: 118) states that 'students are often inhibited about trying to say things in foreign language in the classroom because they are worried about making mistakes, scared of criticism or losing face or simply shy of the attention that their speech attracts'.

### **7.2. The use of the mother tongue**

Students feel comfortable when using the mother tongue, especially when all of them share the same mother tongue. They feel natural in using it, hence it can be effective when use it sometimes in explaining some vocabularies, but when use it all the time this can inhibit students from speaking the target language.

### **7.3. Finding things to say**

Generally, learners of the foreign language do not participate or take a part in discussion and conversation due to the lack of vocabularies or according to the boring activities teachers provide in the classroom, students participate when they are getting interested and motivating in the classroom.

### **7.4. Low participation of the learners**

In a large extent, this problem is caused by teacher-centered methods when the teacher is the authority and the source of knowledge, this lead to less time gives for students to practice and instead of focus on oral communication they focus only in listening and understanding.

Last but not least, speaking activities can fail miserably due to some serious problems in EFL classes, the most common one is students' inhibition; they feel shy and worried about making mistakes or losing face in front of the class or being criticize.

## **8. Characteristics of a good speaker**

In the classroom there are a lot of different individuals, to some extent students who know a language or master its rules are referred to as speakers of that language; it is hoped that the majority of them are talkative, since it is the characteristics of the good speakers.

Therefore, speakers of the target language must use the correct vocabulary to convey the exact meaning. In order to attract audience attention they emphasize on specific words to clarify, and make the listeners understand; admittedly the choose of the appropriate facial expressions and the body language can help to indicate satisfaction and make the interaction successful; by speaking clearly and focusing on the conversation, rather than doing something else, and being brief in order to get attention and don't losing interest towards the listener or make him feel boring.

However, Brown (1994) summarizes the features of the good speaker as:

- producing the sounds, stress patterns, rhythmic structures, and intonations of the language;
- using grammar structures accurately;

- assessing characteristics of the target audience, including shared knowledge or shared points of reference, status and power relations of participants, interest levels, or differences in perspectives;
- selecting vocabulary that is understandable and appropriate for the audience, the topic being discussed, and the setting in which the speech act occurs;
- applying strategies to enhance comprehensibility, such as emphasizing key words, rephrasing, or checking for listener comprehension;
- using gestures or body language; and
- Paying attention to the success of the interaction and adjusting components of speech such as vocabulary, rate of speech, and complexity of grammar structures to maximize listener comprehension and involvement.

As a matter of fact, good speakers manage communicative strategies as reduction and compensation strategies, and speaking strategies such as borrowing and paraphrasing or separate elements such as turn-taking and feedback, as Macaro (2001: 38) states that:

‘Effective speakers do not give up or hesitate for too long when they cannot think of what to say something. Most of time they find ways to solve the problem or ask the person they are speaking to help them’.

To sum up, the good speaker involves much more than being able to talk, he/she requires the ability to understand others, to listen and uses the body language and knows the best ways to transmit his/her message; in other words speaker cannot succeed without knowledge and confidence.

## **9. Characteristics of successful speaking activities**

Students silence may simply because boring class activities, however, speaking in the class can be a lot of fun and can raise learners’ motivation. Classroom speaking activities can develop learners’ communicative competence. Brown (2001: 270) states that ‘sometimes spoken language is easy to perform but in some cases it is difficult’. In order to attain speaking goals speaking activities possess some characteristics:

### **9.1. Motivation is high**

When motivation is high; learners are encouraged to speak because the activity is getting their attention, so they want to share the knowledge with each other.

### **9.2. Learners talk a lot**

It is a key principle for designing the speaking activity. The reduce of the teacher talk and increase the time of learners talk as much as possible, so the activity should be used for talk by students themselves.

### **9.3. The base on acceptable language**

Generally the language used in speaking activities or needed in participation should be lower in order to make all the learners speak accurately and fluently; means using a language that is relevant and easily understandable.

### **9.4. Participation is even**

In order to make all the learners have an equal chance of participating and discussing in the classroom. Classroom activities which can develop students' ability to express themselves are very difficult to design, the good activities are those which students can relate and express their own ideas and thoughts, and its primary aim is to enhance students' fluency in conversational interaction.

## **10. Speaking strategies**

Speaking strategies are conscious plans for solving an individual problem in reaching a particular communicative goal, speaking strategies can be outline as:

### **10.1. Paraphrasing**

Paraphrasing can be considered as a speaking strategy, when the target language learner searching in his/her knowledge of the TL in order to find other vocabularies to reformulate new ideas; that is equal to the first one in the meaning that he/she used.

## **10.2. Self-correction**

We can describe self-correction as a speaking strategy used when the speakers are aware that he/she already makes a mistake and he is trying to correct it. Cook (1996: 90) argues that 'self-correction as when the speaker has another attempt at the same sentence'

## **10.3. Borrowing strategies**

Borrowing strategies include using the mother tongue or other language, in order to find translation to the target language or to use the knowledge of the L1 to solve facing problems in L2. Bygate (1987) proposes four types of borrowing: asking for clarification, non linguistic signals, literal translation and code switching.

## **10.4. Repetition**

Speakers of the target language use this strategy of repetition in order to gain time; they repeat the same utterances in order to give themselves time to think what they can say after that.

## **10.5. Use of fillers and hesitations**

Fillers and hesitations such as "Um, er" are not words but noises used by the speakers in order to give themselves time to think about what is going to say, in conversation fillers and hesitations are more preferable than being silent because silence can breakdown communication.

## **11. The relationship between speaking and the other skill**

The ability to use a language in a communicative way is not a unified skill. Language ability is divided into receptive skills (reading, listening) and productive skills (writing, speaking), and there is no doubt at all that the focus of many teaching theories is to be able to use those four skills; in order to enhance students ability of acquiring enough skills by listening, to give them knowledge about the correct usage of English through reading, to write sentences and paragraphs with the use of the correct rules of grammar and to practice speaking skill to enable students to communicate with the target language in their daily situations.

According to SIL International (1999), the four basic skills are related to each other by two parameters:

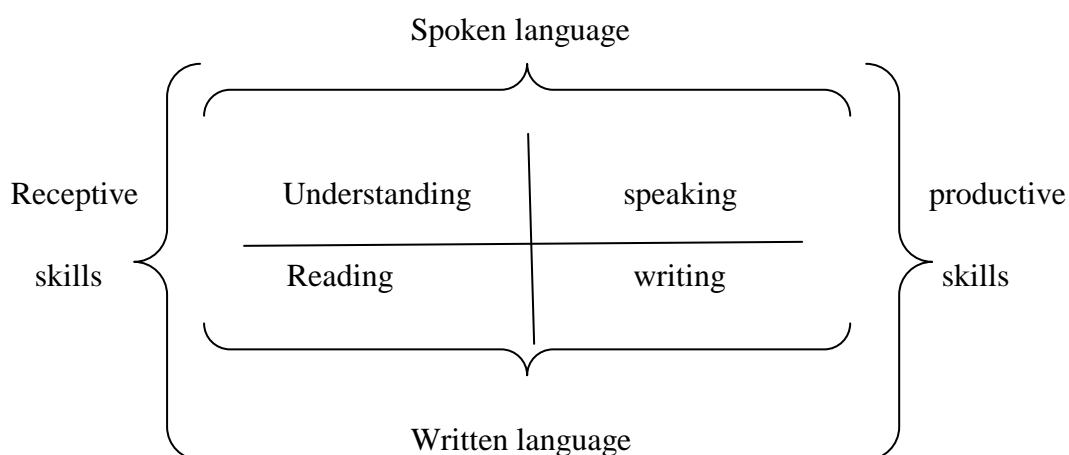
- The mode of communication: oral or written
- The direction of communication: receiving or producing the message

SIL's webpage further represents the skills using the chart reproduced below:

Skills	Oral	Written
Receptive	Listening	Reading
Productive	Speaking	Writing

**Table 03: The relation between the four skills (SIL International (1999)).**

The previous table can be explained by the followed diagram which includes the relationship of the four skills:



**Figure 2: the relationship of the four skills (Donn Byrne 1976)**

### 11.1. The relationship of speaking and listening

For thousands of years, humans have been learning language through their ears and mouths, so speaking and listening are considered as the essential skills in real life, hence communication is two ways process, good listening is an important part of good communication. Listening is an important to learners' development even before he/she can speak, moreover language system doesn't possess only lexis and grammar but also the

phonology and pronunciation, as a matter of fact language learned through sounds and speeches, and what make the whole communication related to each other is the relation between speaker and hearer.

Therefore, listening comprehension is considered as an integral part of speaking skill; for the reason of understanding of what the others say in order to say what you want. Byrne (1976: 8) states that ‘the listening skill is an important as the speaking skill because both speaker and listener have a positive function to perform’. From the above reasons listening is assumed to have the main function of facilitating and understanding of the spoken discourse.

To sum up, listening skill is essential as far as speaking skill; according to its important to achieve successful communication with others by understanding and responding, so speech cannot be effective without good listening or in other words no one can be a good speaker without being first a good listener.

## 11.2. The difference between speaking and writing

Language is considered as highly structure of formed sentences as well as a range of short utterances with well formed pronunciation, both speaking and writing is used but not everyone writes can communicate orally and not everyone who can speak can write well. After decades, researchers found that written and spoken language differ in many ways, and we are trying to show these differences in the followed table:

The written language	The spoken language
1- Writing is usually permanent and written texts cannot usually be changed once they have been printed/written out.	- Speech is usually transient, unless recorded, and speakers can correct themselves and change their utterances as they go along.
2- A written text can communicate across time and space for as long as the particular language and writing system is still understood.	- Speech is usually used for immediate interactions.
3- Written language tends to be more complex and intricate than speech with	- Spoken language tends to be full of repetitions, incomplete sentences,

<p>longer sentences and many subordinate clauses. The punctuation and layout of written texts also have no spoken equivalent. However some forms of written language, such as instant messages and email, are closer to spoken language.</p> <p>4- Writers receive no immediate feedback from their readers, except in computer-based communication. Therefore they cannot rely on context to clarify things so there is more need to explain things clearly and unambiguously than in speech, except in written correspondence between people who know one another well.</p> <p>5-Writers can make use of punctuation, headings, layout, colours and other graphical effects in their written texts. Such things are not available in speech</p> <p>6-Written material can be read repeatedly and closely analyzed, and notes can be made on the writing surface.</p> <p>7-Some grammatical constructions are only used in writing, as are some kinds of vocabulary, such as some complex chemical and legal terms.</p>	<p>corrections and interruptions, with the exception of formal speeches and other scripted forms of speech, such as news reports and scripts for plays and films.</p> <p>- Speech is usually a dynamic interaction between two or more people. Context and shared knowledge play a major role, so it is possible to leave much unsaid or indirectly implied.</p> <p>- Speech can use timing, tone, volume, and timbre to add emotional context.</p> <p>-Only recorded speech can be used in this way.</p> <p>-Some types of vocabulary are used only or mainly in speech. These include slang expressions, and tags like y' know, like, etc.</p>
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**Table 4: The differences between speaking and writing.** (Simon Ager.

*Difference between Speech and Writing)*

Most of EFL learners are more interested in learning oral skills more than the other skills as listening, reading and writing, but in fact the four skills are all important and equal to learn.

## **12. Example of an outline speaking lesson**

The nature of the lesson determines the rate of students' participation, as they were more likely to participate if the lesson is easy and interesting. For an effective speaking lesson, teachers need to be aware about the teaching stages of a speaking activity, as well as the teaching techniques used for fostering speaking in class. The following example of an outline speaking lesson is proposed by Basheer Ahmed Hamood Mufleh (2013) from Hyderabad University

### **Lesson overview**

Target students: Teenagers, intermediate level

Materials used in class: Pre-prepared text of a conversation about weddings in Japan, talking about customs regarding wedding clothes, party and place

### **Lesson plan**

#### **1. Objective of the lesson:**

To give students a chance to speak about weddings using English as much as they can. This lesson plan is designed to minimize Teacher Talking Time (TTT) and maximize Student Talking Time (STT). This leads to a student-centered class.

#### **2. Instructions for teaching the lesson:**

First, divide the class into groups, preferably three in every group. To make the class student-centered, interact with students only when necessary. Let every group member interact with each other and keep checking every now and then to make sure they have not changed the topic. Also, time every activity — otherwise the class could become bored as students hate to wait for the next step or they could start talking about something else.

##### **- Warm up the class**

Ask the students general questions for a smooth move to the topic. Since the topic is about weddings, you can ask questions like these:

- What do you think is the best age to get married?
- What do you think about arranged marriage?

- **Personalize the lesson**

This step makes the lesson more interesting. Since the topic is about wedding customs in Japan, the students would find it awkward in the beginning.

Ask the students to plan a wedding in their groups: give them questions like these as a key:

- Whose wedding is it?
- Where is it taking place?
- Who is attending?
- What food? What clothes? What music? What's special about this wedding?

- **Pre-teach new vocabulary**

Since the conversation is about weddings in Japan there would be words, phrases and customs the students might not know. Here is a good way for pre-teaching vocabulary:

- Scan the pre-prepared text of the conversation and write the words your students might not know on the board
- The students discuss the words in their groups
- Check the words with the students

- **Practice**

- Students stand up in two lines facing each other
- They role-play the conversation, with you changing the student's positions
- Control: the students read the conversation from the books
- Semi-control: Students in one of the lines close their books
- Free: they close their books, asking and answering freely

- **Production (Freer practice)**

For more speaking practice, you can ask them these questions:

- Tell your partners about the last wedding you went to
- Tell your partners about the wedding customs you like and those you don't like
- Which do you like more now, weddings in Japan or where you come from? Why?

## **Conclusion**

Without denying the importance of the other skills speaking sounds to be the most difficult skill to be learnt and to be taught. Listening, reading and writing reflect in ways the language use, but opportunity gives to speaking in expressing learners' thoughts and ideas; it involves what good speakers do in the process of expressing themselves, and what good speaking activities should have to develop learners' ability to talk and to create enjoyable classroom with less inhibition atmosphere and more motivation to the learners. To some extent speaking can be considered as the key to communication, teachers can help to improve learners' speaking skill and oral proficiency by identifying learners' needs and creating effective speaking lessons.

## **Chapter three**

### **Field Work**

#### **Introduction**

This chapter deals with the field work as it presents the investigation process. The study investigates teachers' and students' attitude towards the effect of using and implementing the principles of CLT in enhancing students' oral proficiency. To answer the research questions and test our hypothesis one data collection instrument used in this research, the questionnaire was employed in this study to gather data.

The questionnaire is widely used for collecting data because it is an easy and practical way of gathering data from a large population and it is possible due to the limited space of time provided for this thesis. The attitude of teachers and learners play a key role in testing our hypothesis, for that reason the questionnaire was administered for both teachers and learners.

The students' questionnaire aims at finding out whether the learners give importance to interaction and communicative activities used in the classroom. Whereas teachers' questionnaire aims at investigating teachers' opinions and attitudes about the implementing of the CLT in their classes, and whether they are encouraging interaction and group work to enhance their learners' speaking skill. The aim of the questionnaire, the administration, the description, the data collection, the discussion and the results are presented in this chapter.

Finally, this chapter deals with some pedagogical implications and strategies teachers can apply it in order to enhance learners' speaking skill.

#### **1. Data gathering tools**

## **1.1. Students' questionnaire**

### **1.1.1. The aim of students' questionnaire**

It is very important in this research to give the students opportunity to express their point of view about how can the teachers' develop their speaking skill and enhance oral proficiency among them. Students' questionnaire was designed to investigate the impact of implementing the communicative language teaching approach on third year students' performance in the department of English at Biskra University.

### **1.1.2. Administration of the questionnaire**

The students' questionnaire was administered to the third year of the department of English; belonging to language to sciences branch, we have chosen randomly a sample of forty students from the whole population which constitute 405 students, they are studying in different groups with different teachers.

The questionnaire was administered for 45 minute, during the first fifteen minutes students have given instructions about the important and the reason of this research and we have guided them about how to answer the questionnaire.

### **1.1.3. Description of the questionnaire**

In designing the questionnaire for this research we have designed 23 questions. The questionnaire includes closed questions and open ended questions, through the closed questions the respondents had to tick one appropriate option, the open ended questions aimed to identify students' reasons for preferring an option rather than the others the 23 questions is divided into four sections as follows:

#### **Section one: Background information**

This section allows us to get general information about the respondents; gender, and length of studying English (Q1-Q2).

#### **Section two: The importance of speaking skill**

This section aims to examine the importance of speaking skill to students by knowing students' considerations of their speaking level, their attitudes towards speaking skill, whether they participate speaking outside the class, the frequency of participation in the oral expression courses and their feeling in the oral expression class (from Q3 to Q11).

### **Section three: Students' perception of their teachers' implementation of communicative language teaching**

This section constitutes questions of students' attitudes about the principles of CLT and the atmosphere in the classroom, teacher's behavior, students' reasons behind their participation, the reasons behind their reluctant of participation, what students want their teacher to do to motivate them, their attitudes towards performance activities and their preferences in the classroom (from Q12 to Q22).

### **Section four: Students' evaluation of speaking skill**

This section contains an open question about students 'opinions and comments of how the teachers can provide techniques in order to improve oral proficiency among learners (Q23).

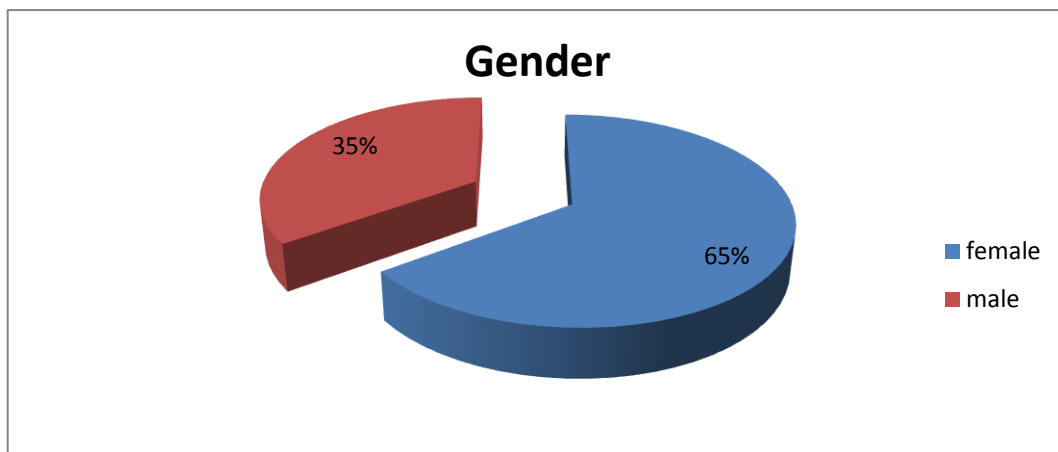
#### **1.1.4. Data collection and analysis**

##### **Section one: Background information**

##### **Question item1: Gender**

<b>Gender</b>	<b>Subjects</b>	<b>%</b>
<b>Female</b>	26	65
<b>Male</b>	14	35
<b>Totale</b>	40	100

**Table 5: Students' gender**



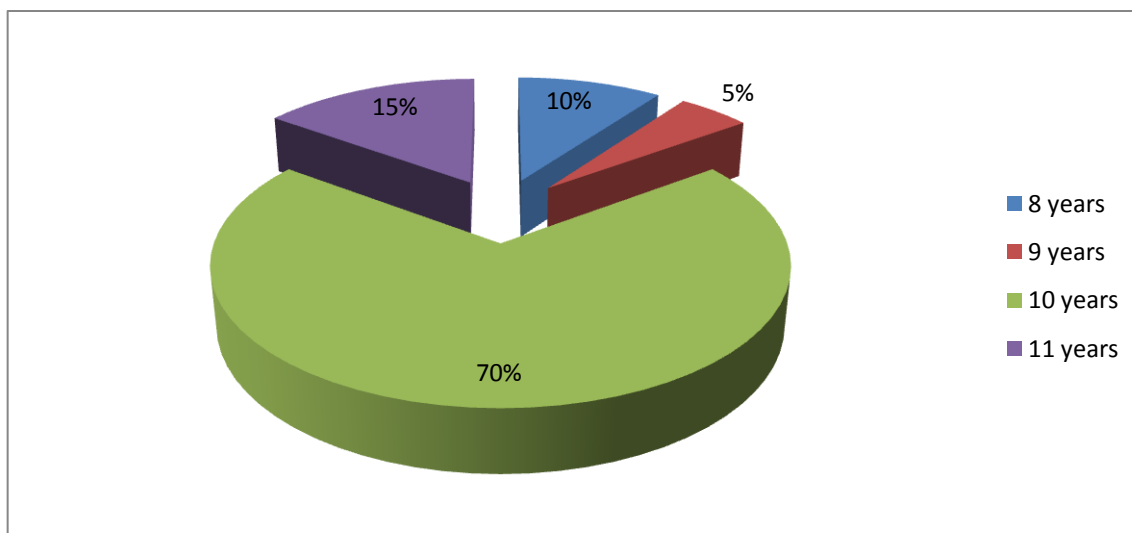
**Graph 01: Students' gender**

A quick glance of the table above shows that the female participants are more than the male participants; the male participants are representing just 14 participants from the total number 40 (35%), whereas the female participants represent 26 subjects which are (65%). That's reveal that the most of participants are female sex.

**Question item 2: How long have you been studying English?**

Years	8	9	10	11	Total
Subjects	4	2	28	6	40
%	10	5	70	15	100

**Table 6: Length of studying English**



**Graph 2: Length of studying English**

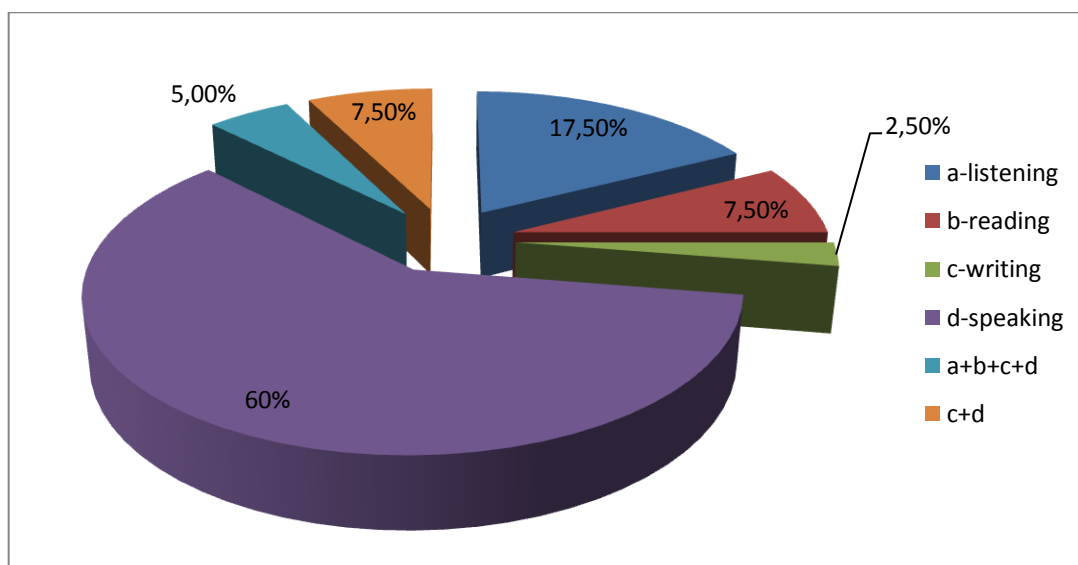
A quick glance at the table reveals that there are four different groups represent the length of studying English. All our subjects have well experience of learning English; it is vary between 8 and 11 years, out of total number (40) we have only 4 (10%) subjects who are studying English for 8 years, and 2(5%) subjects who have experienced it for 9 years; this may mean they was studying in the old system of education. However, there are 28 (70%) subjects who were learning English for 10 years, which the normal situation of 3<sup>rd</sup> year learners, whereas there are 6 (15%) were passing 11 years of learning English, which are supposed to repeat some years.

## Section two: The importance of speaking skill

**Question item 3: Pick up the skill you think it is the most important to develop.**

Options	a-listening	b-reading	c-writing	d-speaking	a+b+c+d	c+d
Subjects	7	3	1	24	2	3
%	17,5	7,5	2,5	60	5	7,5

**Table7: Students emphasize on learning the skills**



**Graph 03: Students' emphasize on learning skills**

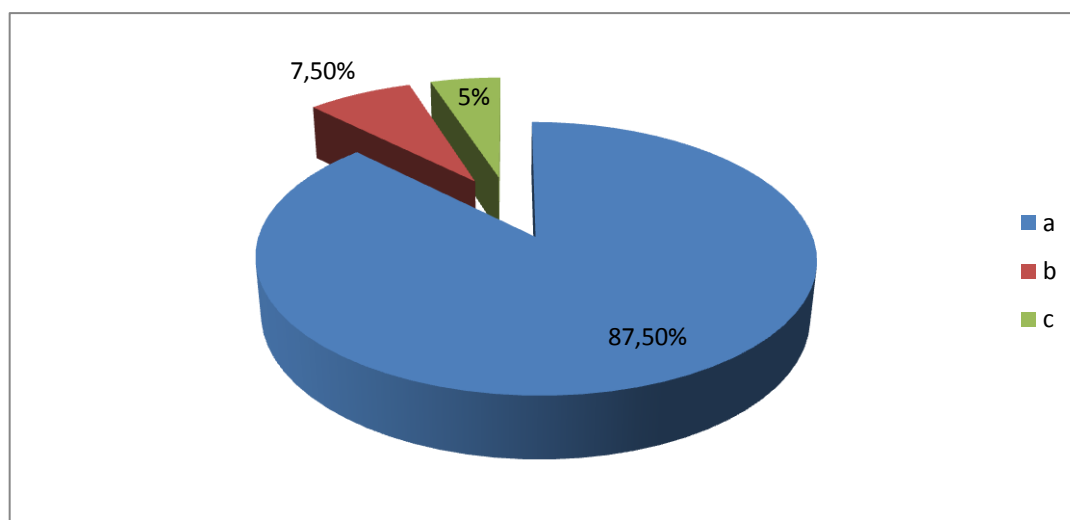
Of 40 respondents, 24 (60%) students found the speaking skill is the most important to be developed, whereas 7 (17.5%) of the students saw listening is the first skill. While some others 3 (7.5%) picked up the reading skill as the first skill, but the most surprising thing that just (2.5%) of the student which equal just one student put writing skill first.

However, there are some students who have different point of view and argued that they cannot pick up only one skill, there are 3 (7.5%) students who argued that speaking and writing both are the most important skills in teaching and learning, and (5%) which equal 2 students totally agreed that the four skill are equal and all of them are essential to develop. So the final classification from the table is follows: speaking skill is the first, the second one is listening skill, reading skill is the third and the last skill is writing.

#### Question item 4: How is speaking skill important to you?

Options	a-Very important	b-Rather important	c-Little important	d-Not important at all	Total
Subjects	35	3	2	0	40
%	87.5	7.5	5	0	100

**Table 8: Students' attitude towards speaking skill**



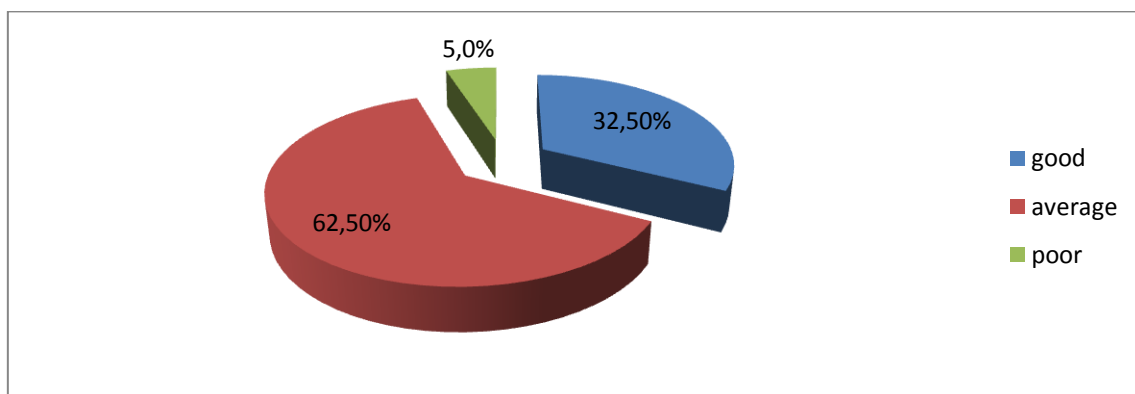
**Graph 4: Students' attitude towards the speaking skill**

The majority of the students 35 compensate (87.5%) stated that speaking skill is very important to them, whereas (7.5%) said that speaking is rather important which equal 3 students, while just 2 (5%) students believed that speaking has a little important to them. In short, it can be said that most of the students agree that speaking is important skill.

**Question item 5: How do you consider your level in speaking?**

Options	a-very good	b-good	c-average	d-poor	Total
Subjects	0	13	25	2	40
%	0%	32.5	62.5	5	100

**Table 9: Students' self assessment of the speaking level**



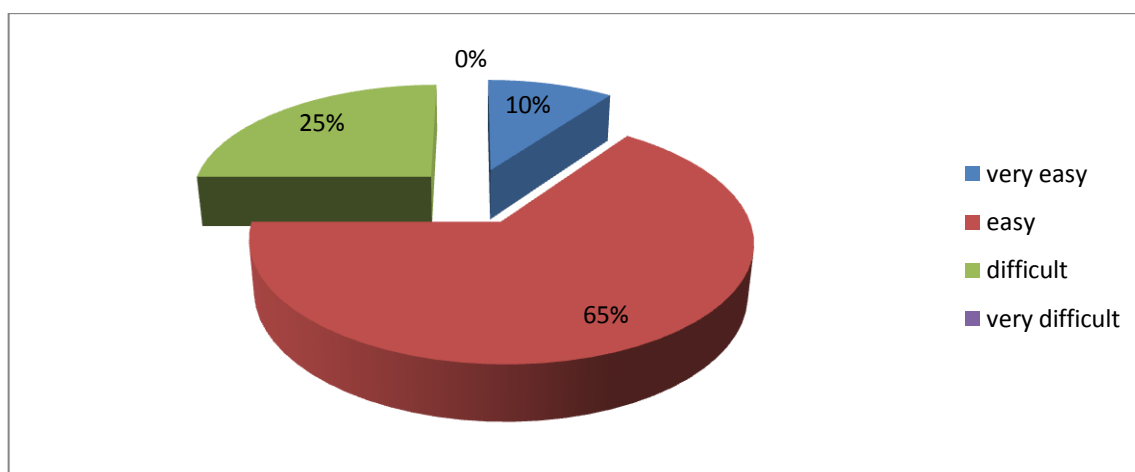
**Graph 5: Students' self assessment of the speaking level**

Third year students when being asked about the considerations of their speaking level there are 13 students who equal (32,5%) said that their level is good, while the percentage which stated that its level is average makes the largest 25 (62,5%) students, whereas just 2(5%) who said that their level is poor.

**Question item 6: Do you find speaking in English:**

Options	a-Very easy	b-Easy	c-Difficult	d-Very difficult	Total
Subjects	4	26	10	0	40
%	10	65	25	0	100

**Table 10: Students' attitude towards speaking English**



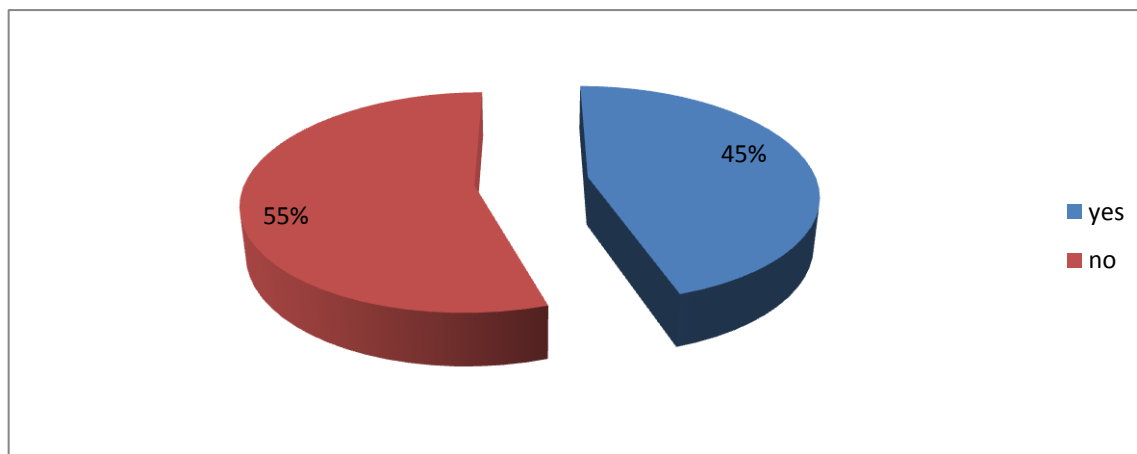
**Graph 6: Students' attitude toward speaking English**

The result reveals in the table above shows that the largest group of students 26 (65%) commented that speaking is an easy activity and 4 (10%) respondents stated that they haven't any problem in performance and consider speaking in English is a very easy process. Whereas 10 (25%) students consider speaking is a difficult process, and though it is very interesting that no one of the students consider speaking in English is very difficult.

**Question item 7: Do you speak English outside the classroom?**

Options	a-Yes	b-No	Total
Subjects	18	22	40
%	45	55	100

**Table 11: Students' participation outside the classroom**



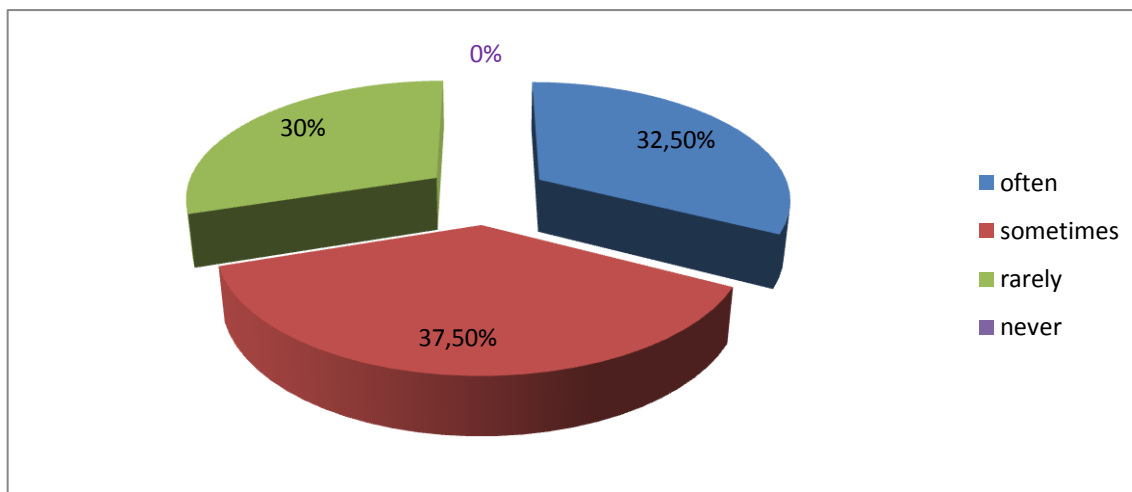
**Graph 7: Students' participation outside the classroom**

This question aims determining whether the subjects are practicing English outside the classroom or not. An examination of the above table shows that most of the respondents 22 (55%) do not speak English outside the class, while (45%) which identical 18 students who stated that they are always practicing speaking with others outside the classroom.

**Question item 8: How often do you participate in the oral expression module?**

Options	a-Often	b-Sometimes	c-Rarely	d-Never	Total
Subjects	13	15	12	0	40
%	32.5	37.5	30	0	100

**Table 12: Students' frequency of participation in oral expression**



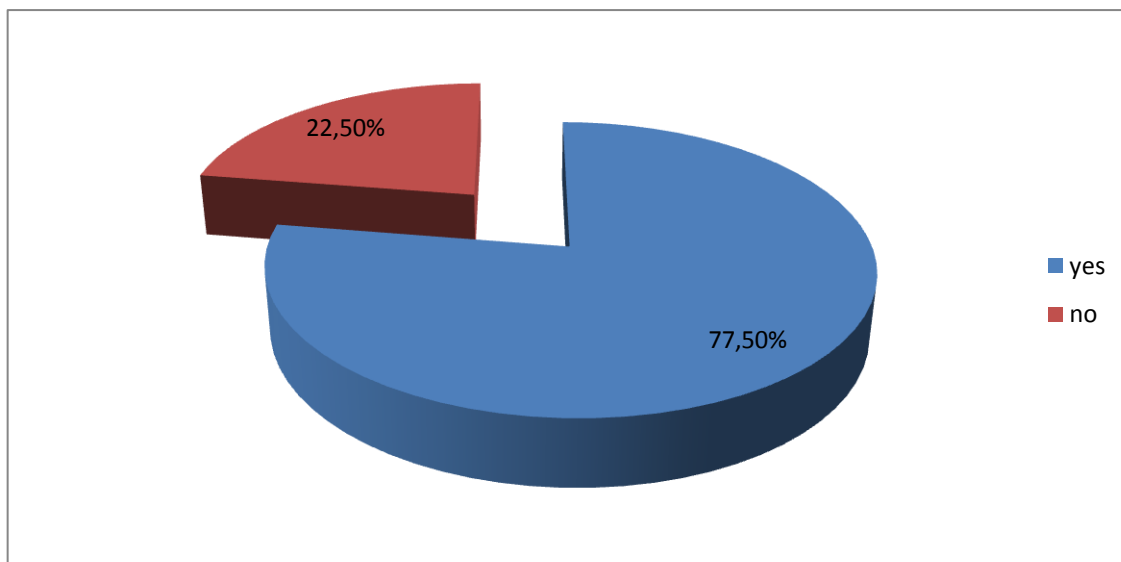
**Graph 8: Students' frequency of participation in oral expression**

The data collected from question 8 table 12 points out that learners who equal (32,5%) commented that they participate most of the time in the oral expression module, while 15(37,5%) students stated that they participate from time to time, whereas (30%) which equal 12 students declared that the occasion to speak in oral expression module came rarely to them; this may according to motivation, anxiety or the boring classroom.

**Question item 9: Do you feel comfortable in the oral expression class?**

Options	a-Yes	b-No	Total
Subjects	31	9	40
%	77,5	22,5	100

**Table 13: Students' feeling in the oral expression class**



**Graph 9: Students' feeling in oral expression class**

In this question, students being asked if they are feel comfortable in the oral expression module or not. The result reveals that learning environment can effect learners' motivation, since the majority of the students 31 (77,5%) feel comfortable in oral expression, whereas just 9 (22,5%) do not feel comfortable. The reasons behind those views will be revealing on the next question.

#### **Question item 10: Whatever your answer say why?**

Students who feel comfortable on the oral expression module interrelated this feeling to four major reasons the teacher, the students, the confidence and the module itself. The majority of the students see the teacher as the authority that always encourages and motivates them; he makes them feel free to speak and gives them the opportunity to practice and express themselves by pushing them to participate and communicate, his method of teaching create for them a comfortable atmosphere for speaking. At the same time other students linked the comfortable feeling to the discussion between them; they collaborate and make collective groups to participate together.

Whilst, few students stated that the confidence they have towards their vocabulary and language structure makes them feel easy and brave towards criticism and taking mistakes for the sake of learning. Though, a few other students commented that between

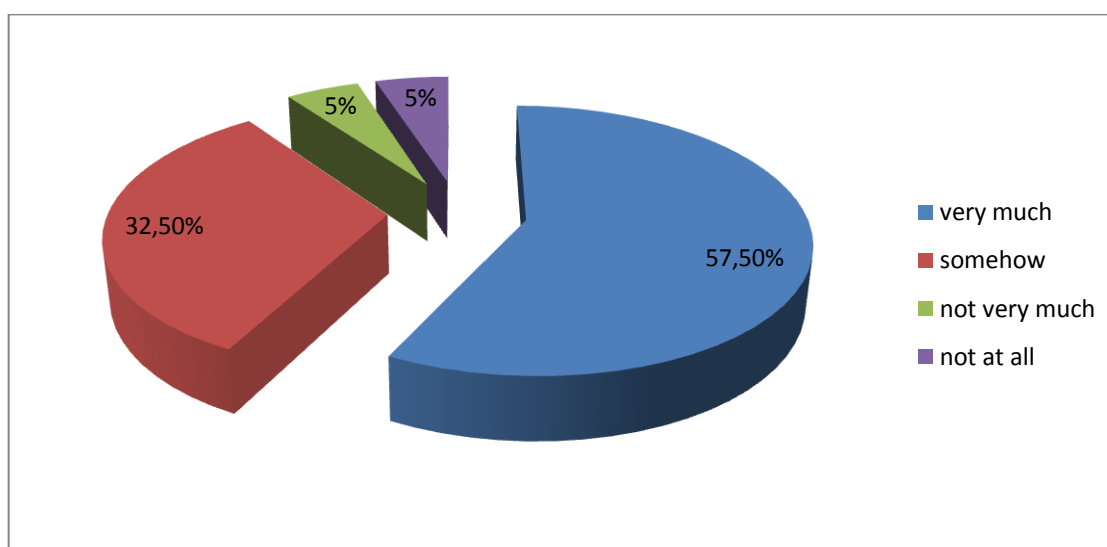
ten modules the oral expression is the only module that permits them to talk, they can express their point of view or say whatever they want at any time with no limits.

However, students who do not feel comfortable on oral expression module linked this problem to teaching methodologies; they are always the same traditional methods and the same activities; with the time they will be boring, hence the anxiety and shyness of speaking in front of people play a crucial role of uncomfortable feeling. Furthermore, students who unable to interact and collaborate with each other can have big effects in preventing performance.

**Question item 11: To what extent did the oral expression module help you to enhance your oral proficiency?**

Options	a-Very much	b-Somehow	c-Not very much	d-Not at all	Total
Subjects	23	13	2	2	40
%	57,5	32,5	5	5	100

**Table 14: Students' attitude towards oral expression module**



**Graph 10: Students' attitude towards oral expression module**

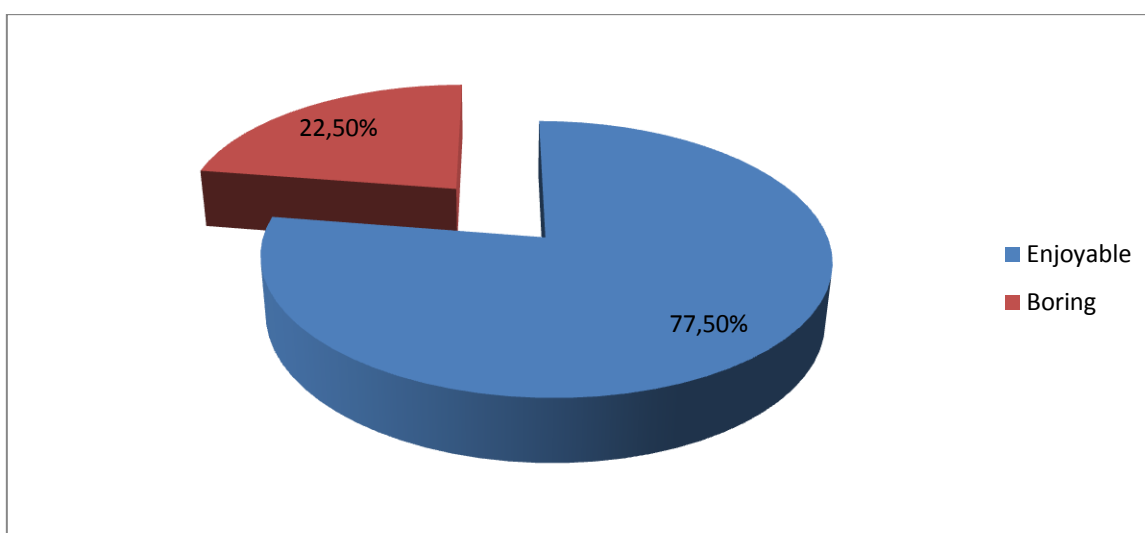
The result in the table above indicates that (57,5%) as the highest percentage of the subjects who participate in this question said that the oral expression courses help them very much in enhancing their performance, and then (32,5%) show that the oral expression module is somehow benefit and help them. Whereas (5%) said not very much and only (3%) said not at all.

### Section three: students' perception of their teachers' implementation of the communicative language teaching

**Question item 12: How would you describe the atmosphere in your classroom?**

Options	a-Enjoyable	b- Boring	Total
Subjects	31	9	40
%	77,5	22,5	100

**Table 15: Students' attitude towards classroom atmosphere**



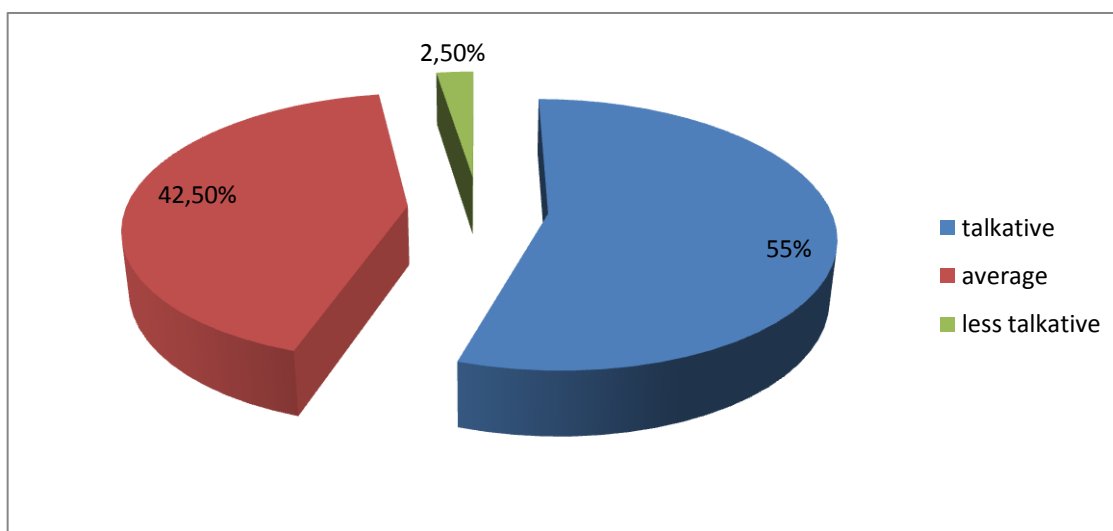
**Graph 11: Students' attitude towards classroom atmosphere**

The aim of this question is to see the communicative class atmosphere, the result in the table above reveals that (77,5%) 31 respondents are enjoying the atmosphere in the classroom, whereas only (22,5%) 9 respondents said that they feel boring during classroom activities.

**Question item 13: In the classroom the teacher is:**

Options	a-Talkative	b- Average	c- Less talkative	Total
Subjects	22	17	1	40
%	55	42,5	2,5	100

**Table 16: Teachers' talking time**



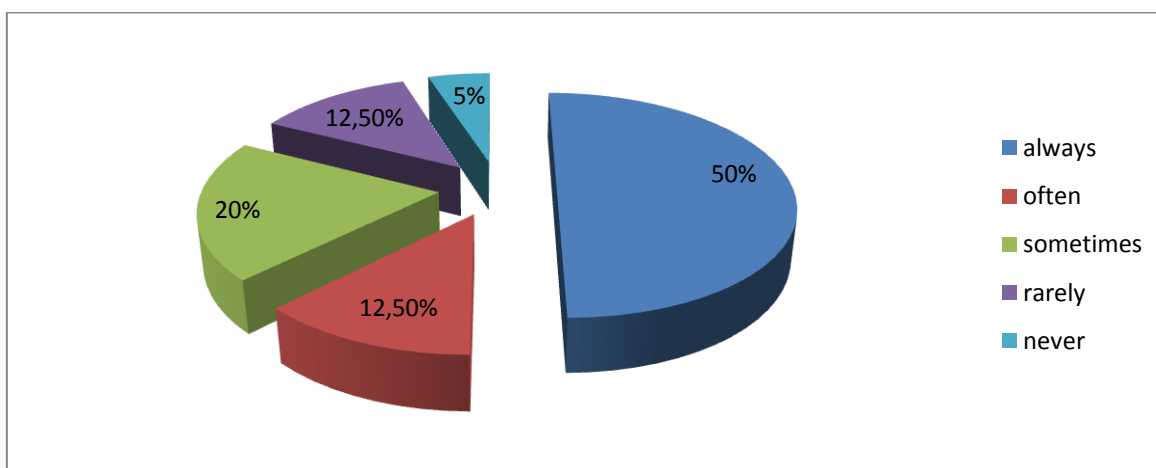
**Graph 12: Teachers' talking time**

Concerning this question, we have got different answers; the highest percentage (55%) sees the teacher is talkative in the classroom, while (42,5%) stated that the teacher frequency of talking is average, whereas just (2,5%) declared that their teacher is less talkative. As a matter of fact teacher should give his/her students opportunity to speak and express their ideas, actually teacher must talk when necessary.

**Question item 14: How often she/he invites you to talk?**

Options	a-Always	b-Often	c- Sometimes	d-Rarely	e-Never	Total
Subjects	20	5	8	5	2	40
%	50	12,5	20	12,5	5	100

**Table 17: The frequency of teachers' invitation**



**Graph 13: The frequency of teachers' invitation**

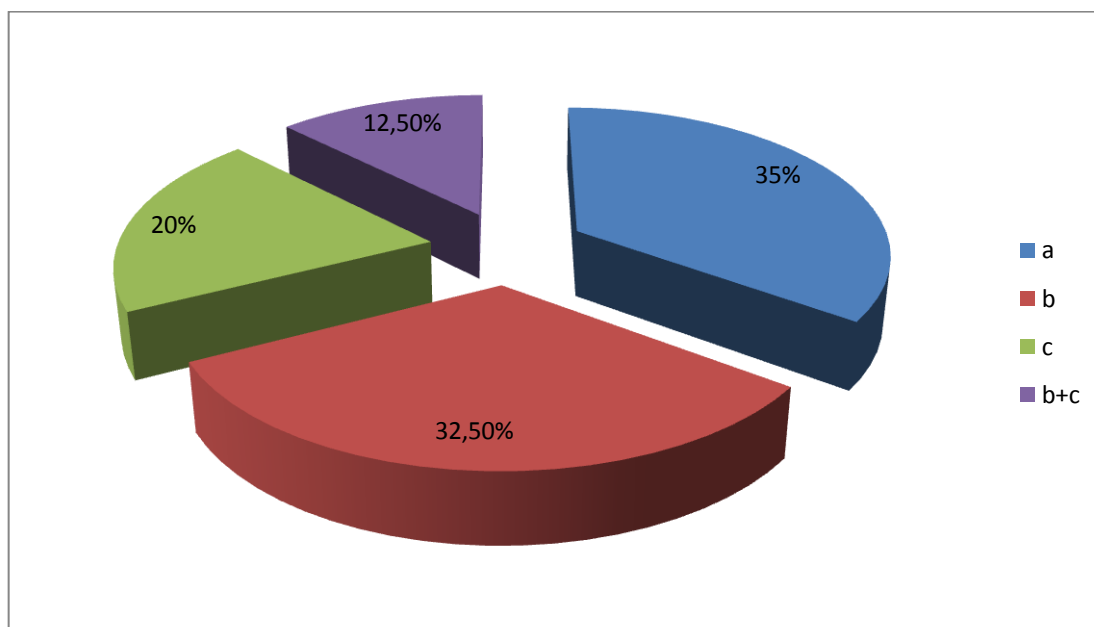
The result in the table above demonstrates that (50%) of the respondents being invited always to speak , while (12,5%) stated that they being invited to speak often by the teacher, however (20%) pointed out that they are motivated to talk sometimes in the class, whereas the rest of the participants said that they being invited rarely or never.

**Question item 15: Do you think you participate because:**

Options	Subjects	%
<b>a-You are not afraid of making mistakes</b>	14	35
<b>b-The use of communicative activities</b>	13	32,5
<b>c-You like the teacher</b>	8	20
<b>b+c</b>	5	12,5

<b>Total</b>	40	100
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**Table 18: Reasons behind students' participation**



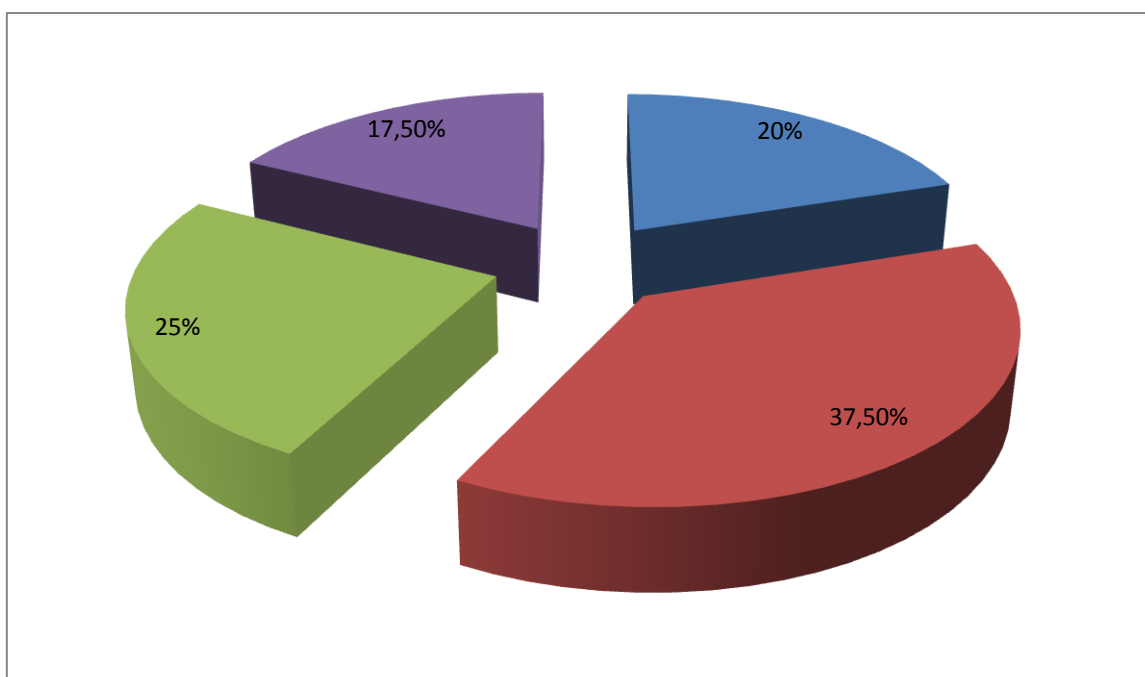
**Graph 14: Reasons behind students' participation**

In this question, subjects are asked to pick up the reasons behind their participation, as we can see in the table above (35%) of the respondents linked their participation to the bravery of making mistakes, as against to some others respondents (32,5%) who stated that they participate due to the use of communicative activities during class courses, while others (20%) participate because they like the teacher, however a percentage of (12,5%) stated that they participate owing many reasons.

**Question item 16: Do you think that you do not participate in the class because:**

Options	a-The class is overcrowded	b-Being afraid of losing face	c-Boring teaching way	d-Others	Total
<b>Subjects</b>	8	15	10	7	40
<b>%</b>	20%	37,5	25	17,5	100

**Table 19: Reasons behind students' reluctant of performance**



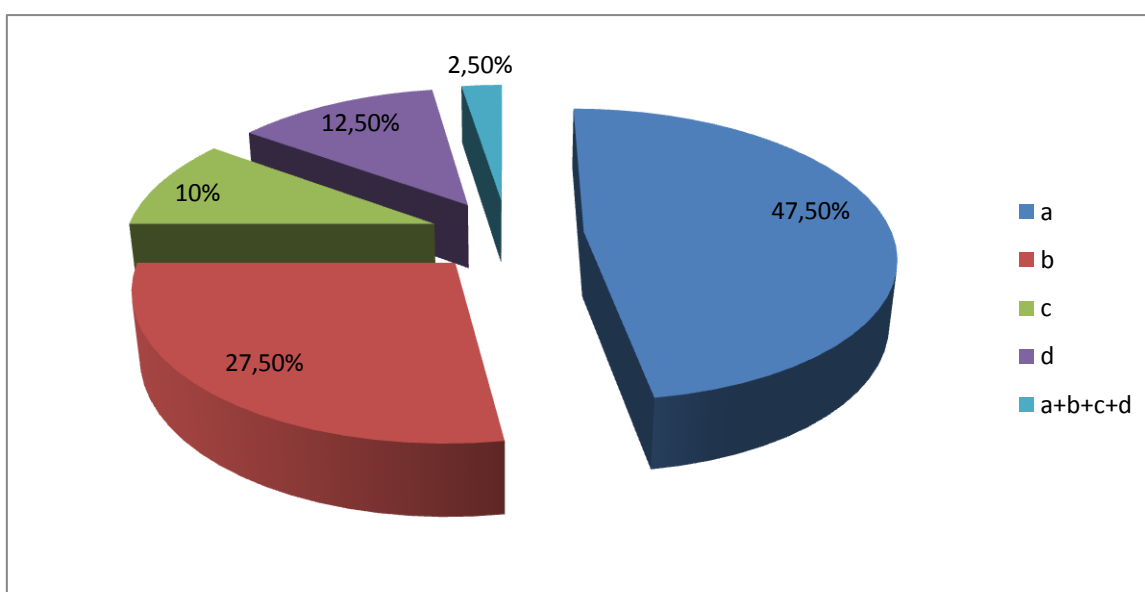
**Graph 15: Reasons behind students' reluctant performance**

In this question, subjects are asked to say what are the reasons behind their reluctant to participate in the classroom, the table above shows that (37,5%) they do not participate because they are afraid of losing face, whereas (20%) stated that the class is overcrowded, while (25%) commented that they do not participate due to the boring teaching ways, and (17,5%) of the participants proposed many other reasons.

**Question item 17: What do you want your teacher to do to motivate you to speak?**

Options	Subjects	%
<b>a-Not interrupt you when you make mistakes</b>	19	47,5
<b>b-To accept variety of answers</b>	11	27,5
<b>c-To give you a reading text based on topics</b>	4	10
<b>d-To ask you to speak without preparation</b>	5	12,5
<b>a+b+c+d</b>	1	2,5
<b>Total</b>	40	100

**Table 20: Students' attitude about teacher's motivation**



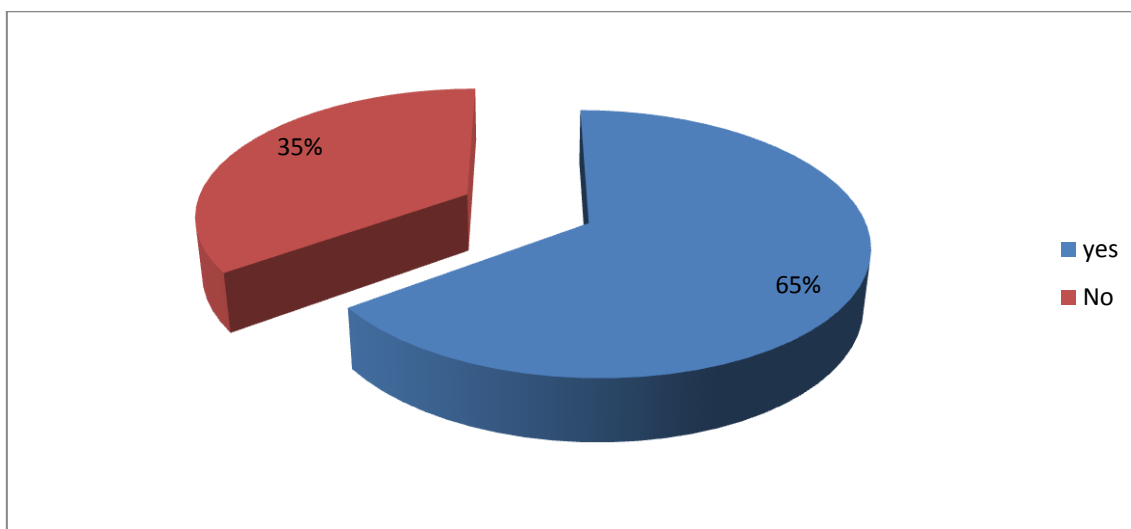
**Graph 16: Students' attitude about teacher's motivation**

Among the 19 (47,5%) participants indicated that they do not need interruption when they making mistakes, 11 (27,5%) participants want their teacher accepts variety of answers, however 4 (10%) participants would like to give them reading texts base on topics and few students wish for asking them to speak without preparation, but a minority of students (2,5%) stated that they prefer the four previous options.

**Question item 18: Do you feel satisfied in the different activities you perform in the classroom?**

Options	b-Yes	b-No	Total
Subjects	26	14	40
%	65	35	100

**Table 21: Students' satisfaction of performance activities in the classroom**



**Graph 17: Students' satisfaction of performance activities in the classroom**

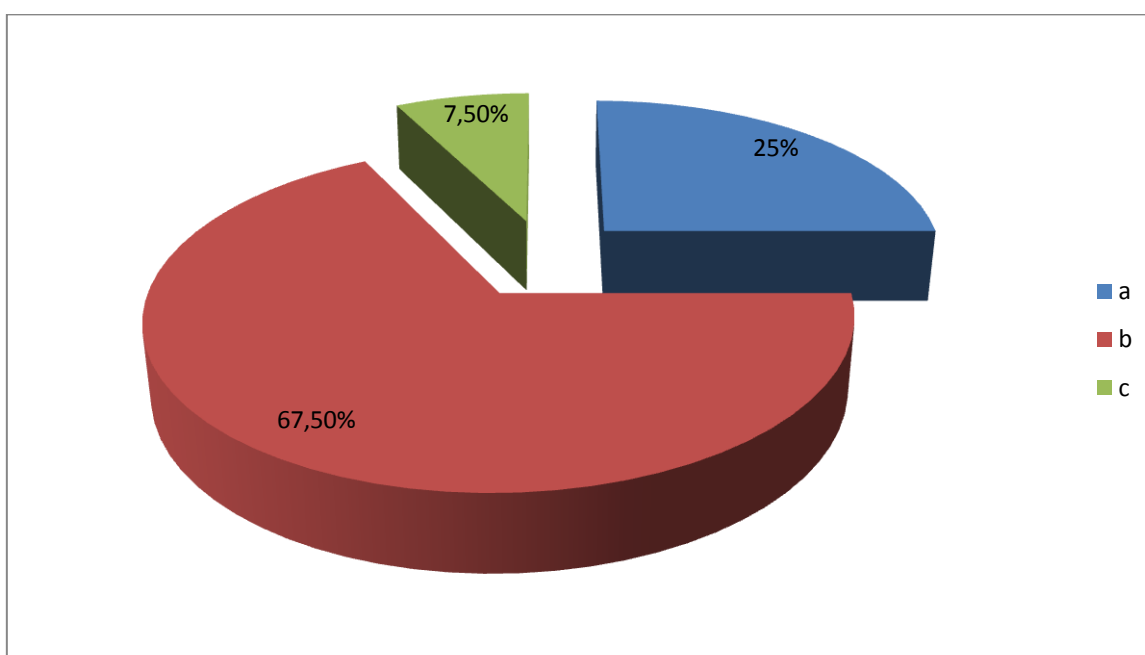
The aim of this question is to determine whether the students are convinced and satisfied about the different activities presented in the classroom or not. Among (65%) of the respondents answered that they satisfied with the different activities they perform in the classroom, for justifying their choice the majority claimed that those activities are various and joyful and contain a lot of fun and knowledge, moreover; every activity help them to improve and enhance their skills.

However, students who answered negatively are (35%), they justify their choice to the traditional activities; teachers obliged them to perform, those activities are very old and cannot develop their level and they are boring and inefficiency in enhancing their speaking skill.

**Question item 19: In learning the language do you like?**

Options	Subjects	%
<b>a-Learning the grammatical aspects of language</b>	10	25
<b>b-Learning how to communicate in English</b>	27	67,5
<b>c-Both</b>	3	7,5
<b>Total</b>	40	100

**Table 22: Students' preference in learning the language**



**Graph 18: Students' preference in learning the language**

The majority of the participants (67,5%) share the attitude of learning how to communicate when learning the language, they believed that communication is the best way to learn a language, most of them learning English for the purpose of using it to communicate. In addition, learning how to communicate help them as future teachers prepare themselves for real communication and learn grammatical aspects implicitly.

However, (25%) would like to learn grammatical aspects of the language, they defend their choice to the importance of learning the grammatical aspects as the basic of

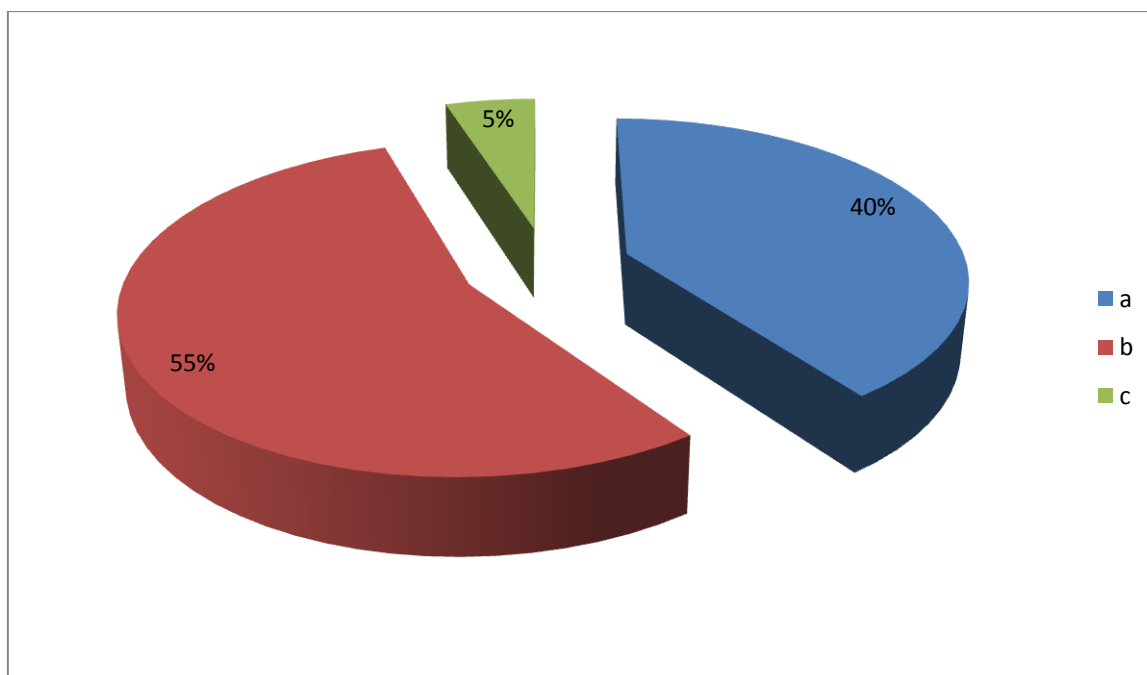
any language, “admittedly when we making grammatical mistakes we will lose the meaning of the speech” they said, in addition to the effortless of learning grammar.

Whereas, just only 3 (7,5%) respondents explain language learning as the learning of grammatical aspects of language and learning how to communicate with it; as they consider, learning grammar and learning how to communicate are important and complete each other; they need the both with different people in different situations.

**Question item 20: In classroom lectures, do you prefer**

Options	Subjects	%
<b>a-Listening to the teacher explanation</b>	16	40
<b>b-Discussing and interacting with others</b>	22	55
<b>c-Both</b>	2	5
<b>Total</b>	40	100

**Table 23: Students’ behavior in the classroom**



**Graph 19: Students’ behavior in the classroom**

The aim of this question is to be aware of students' behavior in the classroom; the majority of the students (55%) agreed that they prefer discussing and interacting with others, for justifying their answer; they believe that it is more beneficial to develop oral proficiency and acquire the language by discussing with the target language, just listening to the teacher explanation makes the lesson boring and after the first time they will forget. Through discussion with others they will get rid of talking fear and going deeply to more detailed subjects.

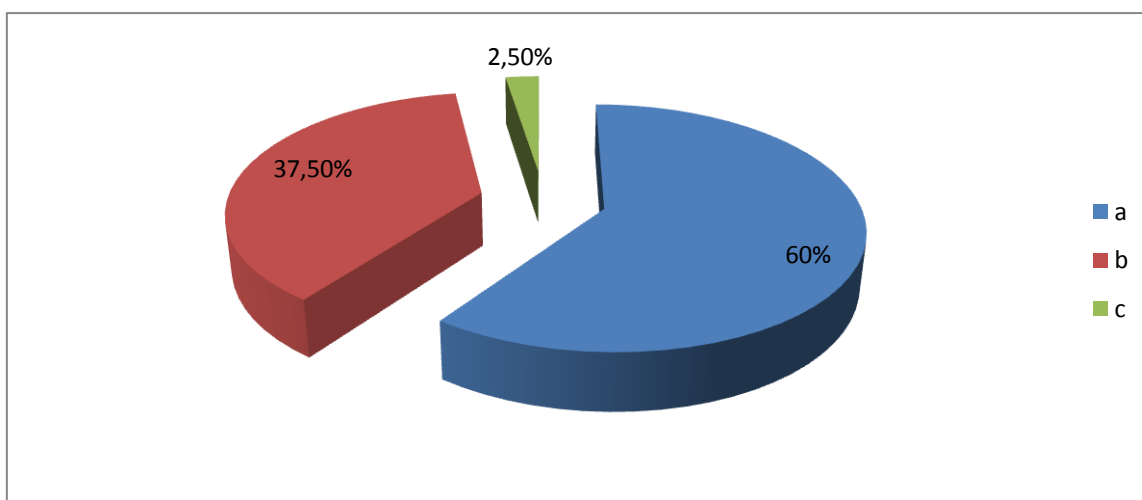
However, (40%) of the respondents prefer listening to the teacher explanation, they justify their answer to teacher's authority, they think he/she is the only one who can benefit them, gives them the right knowledge and explains the difficult one.

Whereas, a percentage of (5%) have chosen the both options, they agreed that with teacher explanation and discussion with others they will learn and benefit more.

**Question item 21: Do you think that in order to learn a language you have to speak it?**

Options	a-Strongly agree	b-Agree	c-Disagree	d-Strongly disagree	Total
Subjects	24	15	1	0	40
%	60	37,5	2,5	0	100

**Table 24: Learning the language means to speak it**



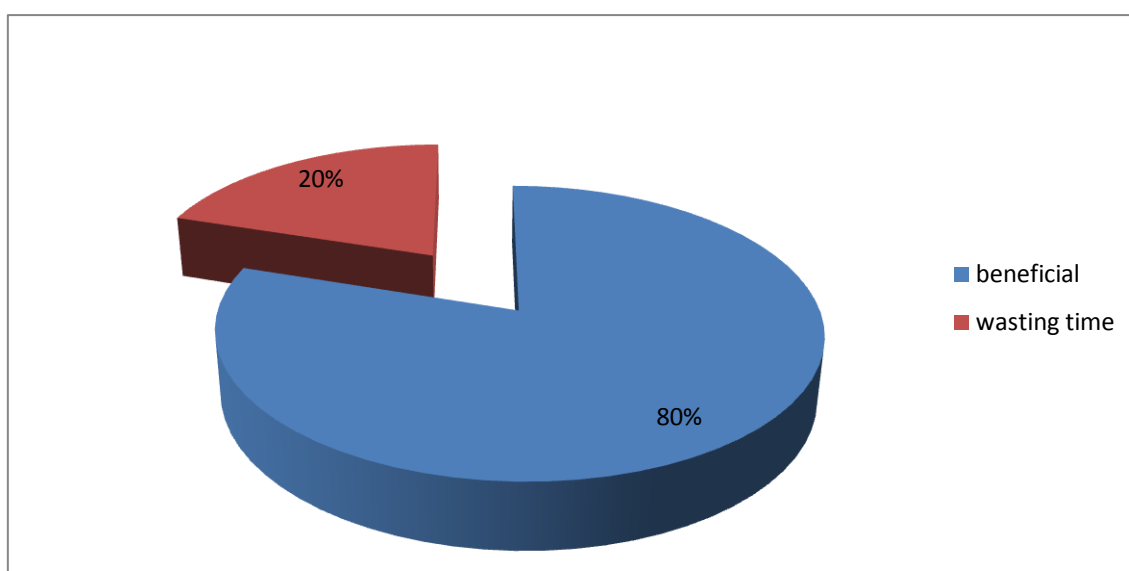
**Graph 20: Learning the language means to speak it**

A quick glance to the table above shows that the majority of the respondents (60%) strongly agree with the idea that in order to learn the language they have to speak it, and (37,5%) also agree about this idea, however only (22,5%) disagree.

**Question item 22: How do you find working in groups?**

Options	a-Beneficial	b-Wasting time	Total
Subjects	32	8	40
%	80%	20%	100

**Table 25: Students' attitude towards working in groups**



**Graph 21: Students' attitude towards working in groups**

The aim of this question is to determine whether the students prefer to work in groups or individually, the table above shows that the majority of them (77,5%) see working in groups is beneficial and helpful, however (22,5%) agree that it is wasting time and detrimental.

#### **Section four: Students' evaluation of speaking skill**

##### **Question item 23: Would you please add some comments or suggestions about how teachers can develop oral proficiency among students?**

Among 40 respondents, only 28 students gave some comments on the way they want their teachers behave in the classroom to help them enhance their oral proficiency; we can summarize their comments as follows:

- Encourage learners to speak freely by using various teaching methodologies and materials as authentic materials in order to break the ice, reduce anxiety and build self-confidence.
- Avoid interruption when students speak and correct their mistakes implicitly without criticism.
- Motivating students as much as possible by rewarding and pushing them to speak without limitations, in order to make them like the language not learning it as obligation and necessity, and in the same time help to grow on the feeling of creativity.
- Adding more sessions and give students time to prepare, express and show their competence.
- Give all the students chance to speak by avoiding preference and help the weaker by simplifying the language.
- Use different activities as puzzles, games or singing because everyone has something to succeed on it and motivating learners by movies and songs and participate in plays from time to time.
- Try to involve all students in the discussions and debates.
- Try to make subjects and themes used in the classroom funny and various in order to make the lesson easier, the class active and develop learners' vocabulary in different fields.
- The teacher should be modest doesn't show his/her proficiency before learners.
- Teacher must love his/her students and being closed with them.
- And finally, students need the smile from their teacher, smile is too magic way to make the students participate and feel comfortable.

### **1.1.5. Discussion of students' questionnaire**

The data we have collected from the questionnaire administered to third year English students showing the great relationship between the principles of CLT and the development of students speaking performance, on the basis of students' questionnaire analysis we noticed that:

- Learners consider speaking as an important skill that needs to be developed in order to express themselves and communicate with the target language.
- Students face problems related to performance that prevent them from speaking in English inside and outside the classroom.
- The majority of the students are motivated to speak in English according to many reasons; the comfortable atmosphere and teachers' encouragement can have the key role.
- Some students are unenthusiastic to learn English or have a negative attitude towards oral expression courses because they are afraid of losing face, boring teaching ways, uncomfortable atmosphere, shyness to talk in front of others or simply they haven't the opportunity to speak.
- Students' attitudes towards teaching speaking seem to be different, learners prefer learning how to communicate in English and use communicative activities as well as discussion and interacting with others.
- Teaching speaking is more than just teaching the language aspects; it is the use of real life situations in order to involve learners in real life communication.
- Teacher can take a crucial role in reducing learners' anxiety and implementing a cozy and relaxed atmosphere as well as involving learners to speak implicitly.

## **1.2. Teachers' questionnaire**

### **1.2.1. The aim of teachers' questionnaire**

It is very important in this research to take into account the teachers' attitude and opinions towards the implementation of CLT and to investigate students' needs in terms of oral proficiency, how the CLT applying in the university and how speaking can be taught; it is problem needs investigation, moreover teachers face lot of difficulties in their teaching tasks, so we try to much between students' preferences and teaching difficulties in oral expression.

### **1.2.2. Administration of the questionnaire**

The teachers' questionnaire was administered to teachers in the department of English at Biskra University, the questionnaire was handed out to 12 out of 31 teachers, however only 9 handed back their questionnaire in period of 14 days, thus our sample contains 9 teachers and all the teachers have given at least 24 hours for answering the questionnaire.

### **1.2.3. Description of the questionnaire**

Teachers' questionnaire contains 21 questions includes closed questions and open ended questions, in the closed questions teachers have to tick one appropriate option and contain rating scales items which respondents assigning one several number in a series of ordered categories, the 21 questions divided into four sections as follows:

#### **Section one: Background information**

This section contains general information about the teachers; gender degree held and the teaching experience at the university (from Q1 to Q3)

#### **Section two: Teacher' perception of the speaking skill**

The aim if this section is to determine teachers' attitude towards speaking skill, their feeling of teaching oral expression, considerations of students level, activities used to motivate students and develop their level, teachers' behavior in the classroom, the allotted time for oral expression module and the facing difficulties in teaching speaking and how they deal with those difficulties (from Q4 to Q19)

### Section three: Teachers' implementation of CLT

This section contains table constitutes the principles of CLT; those principles ordered in a range of responses or as named rank order items and respondents are asked to give them numerical order (Q 20).

### Section four: Teachers' attitude towards the CLT approach

This section contains an open question accept open answers about teachers' attitudes and opinions towards the use of CLT approach to enhance oral competency in the classroom (Q 21).

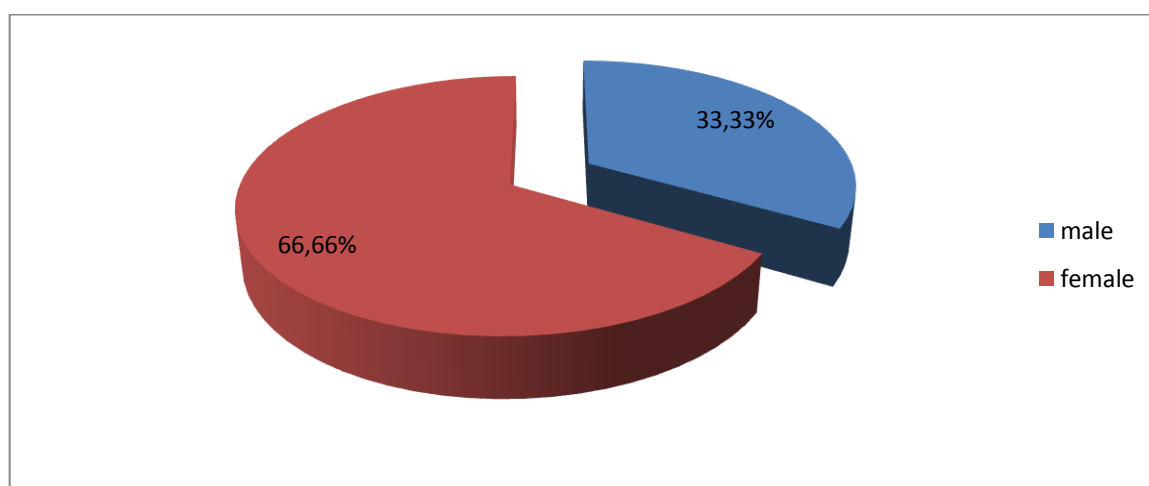
#### 1.2.4. Data collection and analysis

#### Section one: Background information

##### Question item 1: Gender

Gender	Subjects	%
a-Male	3	33,33
b-Female	6	66,66
Total	9	100

**Table 26: Teachers' gender**



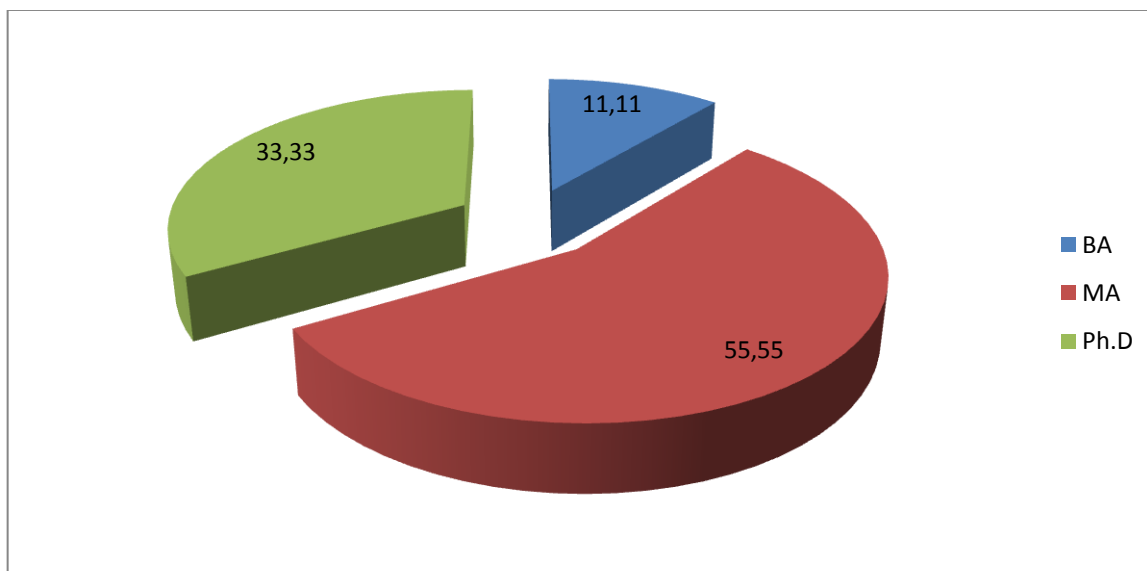
**Graph 22: Teachers' gender**

The table above indicates teachers' gender, the majority of the teachers are females (66,66%) whereas only (33,33%) 3 teachers are males.

#### Question item 2: Degree held

Options	Subjects	%
a-BA (licence)	1	11,11
b-MA(Magister/Master)	5	55,55
c-Ph.D (Doctorate)	3	33,33
<b>Total</b>	<b>9</b>	<b>100</b>

**Table 27: Degree held**



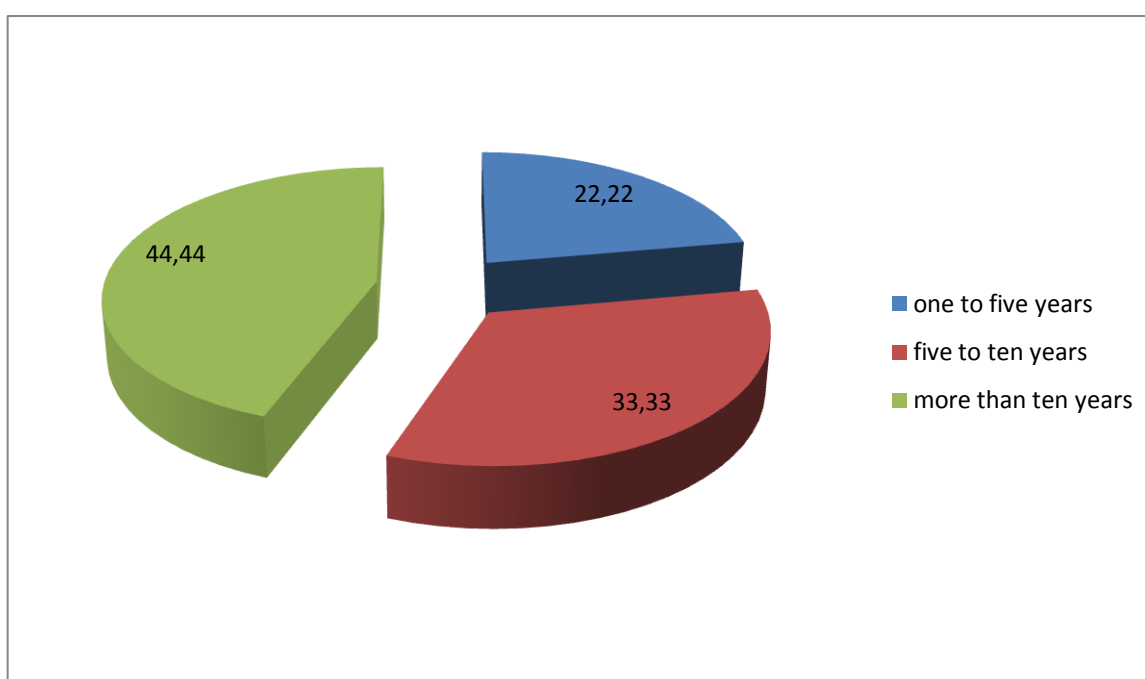
**Graph 23: Degree held**

A quick glance at the table above indicates that the majority of the teachers (55,55%) have the Magister or the Master degree, while (33,33%) have the Ph. D, however only (11,11%) have the BA degree.

**Question item 3: How long have you been teaching English at university?**

Options	Subjects	%
<b>a-One to five years</b>	2	22,22
<b>b-Five to ten years</b>	3	33,33
<b>c-More than ten years</b>	4	44,44
<b>Total</b>	9	100

**Table 28: Teachers experience at university**



**Graph 24: Teachers' experience at university**

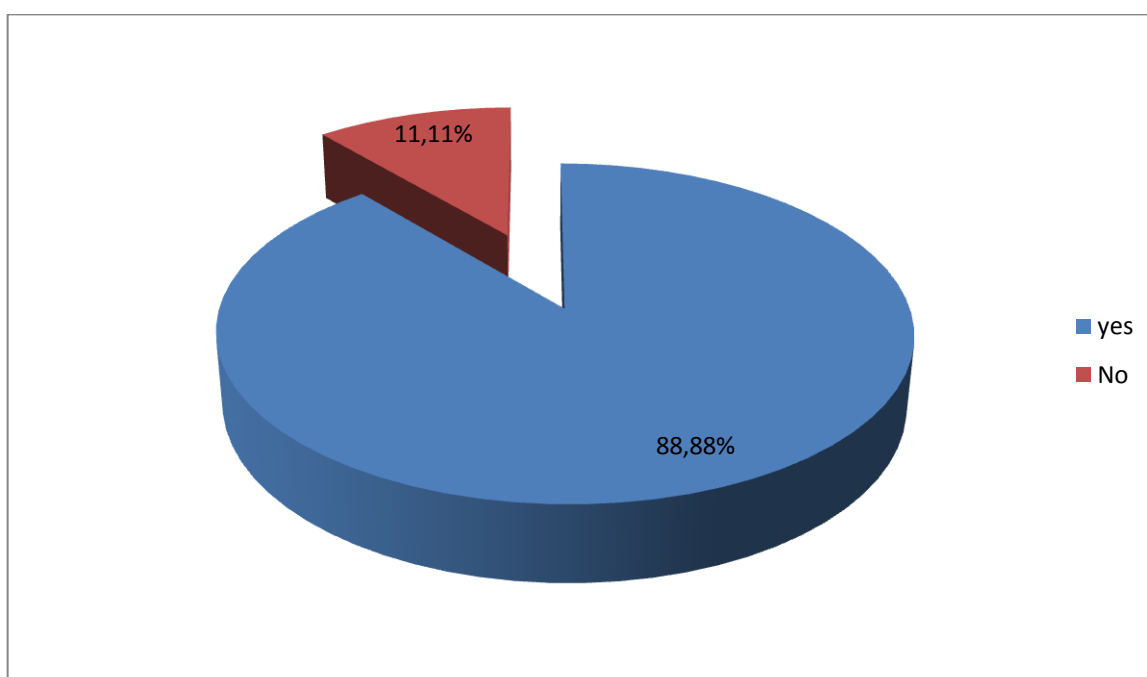
Among the participants, 4 teachers have experience of more than ten years, while 3 have experience between five to ten years, however a percentage of (22,22%) which equal just 2 teachers have experience of less than five years, so the majority of the respondents have large experience of teaching at university level.

## Section two: Teachers' perception of speaking skill

### Question item 4: Do you like teaching oral expression?

Options	Subjects	%
a-Yes	8	88,88
b-No	1	11,11
Total	9	100

**Table 29: Teachers' feeling towards teaching oral expression**



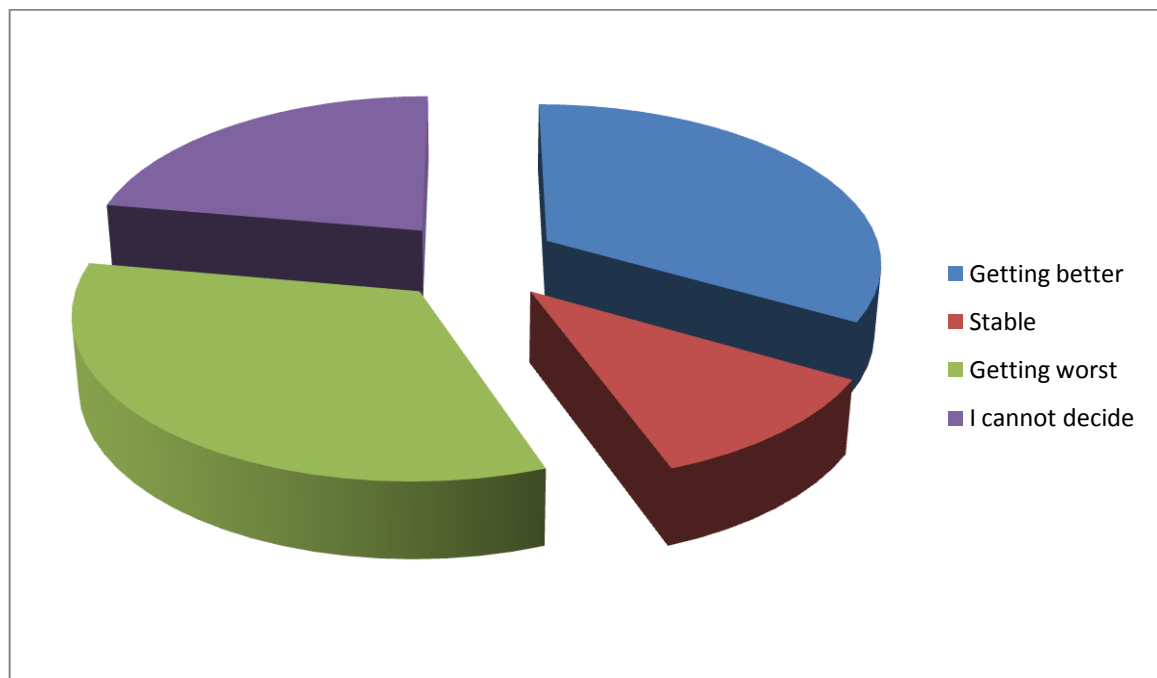
**Graph 25: Teachers' feeling towards teaching oral expression**

The aim of this question is to be aware of teachers' attitude towards teaching oral expression, as we can see in the table above most of the teachers like teaching oral (8 teachers), however only 1 teacher doesn't like teach this module.

**Question item 5: After all those years you have been teaching at university, how do you consider the level of students year after year?**

Options	Subjects	%
<b>a-Getting better</b>	3	33,33
<b>b-Stable</b>	1	11,11
<b>c- Getting worst</b>	3	33,33
<b>d-I cannot decide</b>	2	22,22
<b>Total</b>	9	100

**Table 30: Teachers' assessment of their students' level**



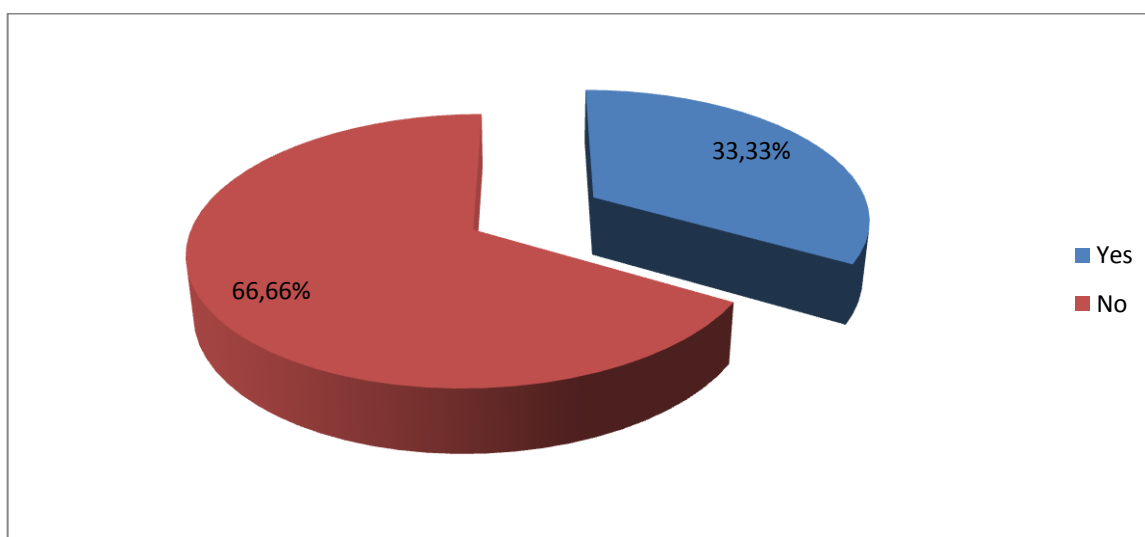
**Graph 26: Teachers' assessment of their students' level**

The aim of this question is to know the teachers' considerations about the development of students' level year after year, a quick glance of the table above indicates that 3 teachers claimed that the students' level getting better and 3 others commented that it getting worst, however one teacher said that it is stable, while 2 teachers stated that they cannot decide.

**Question item 6: Are you satisfied with your students' level in speaking?**

Options	Subjects	%
a-Yes	3	33,33
b- No	6	66,66
Total	9	100

**Table 31: Teachers' satisfaction about students' speaking level**



**Graph 27: Teachers' satisfaction about students' speaking level**

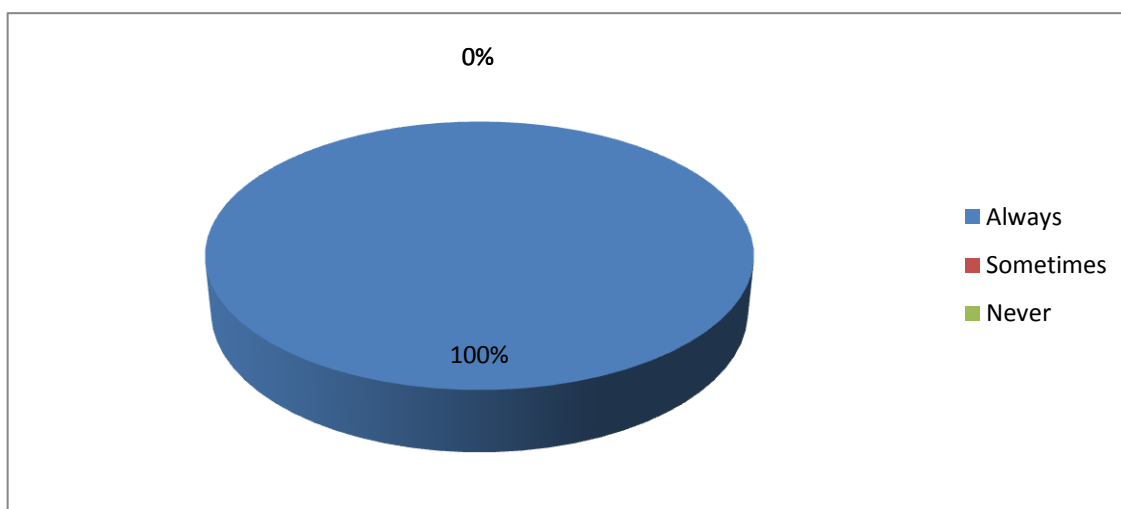
The table above indicates that 3 teachers claimed that they are satisfied, however 6 teachers said no. So the majority of the teachers do not satisfied with their students' level of speaking.

**Question item 7: Do you encourage your students to speak?**

Options	Subjects	%
a-Always	9	100
b-Sometimes	0	0
c-Never	0	0

<b>Total</b>	9	100
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**Table 32: Teachers' encouragement students to speak**



**Graph 28: Teachers' encouragement students to speak**

The aim of this question is know whether the teachers encourage the students to speak or not, the table above shows that all teachers always encourage the students and help them to speak; how they do is this will reveal in the next question.

**Question item 8: What are the activities you generally use to improve your students' speaking abilities?**

The aim of this question is to be aware of the activities teachers use in the classroom in order to improve students' speaking abilities, most of the teachers proposed many effective classroom activities as follows:

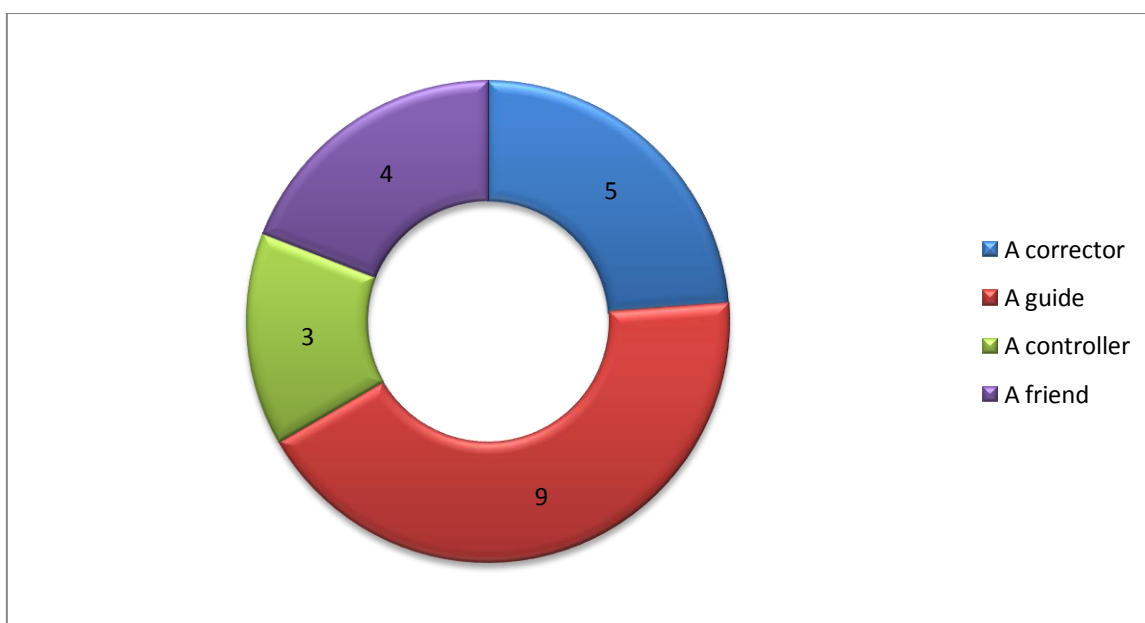
- Performing roles (plays, dialogues);
- Open class discussion;
- Group work, pair work and word games;
- Encouraging students to use English when doing their work;
- Make students listening to native speakers and trying to imitate them in order to improve their pronunciation, vocabulary and grammar level;

- Field investigation followed by oral reports, debates, discussion and chat-rooms with native speakers and
- Using posters, self-talk, asking questions and create challenge by selecting what may interest the students.

**Question item 9: Your role in the classroom is**

Options	Subjects
a-A corrector	5
b-A guide	9
c-A controller	3
d-A friend	4

**Table 33: The role of the teacher in the classroom**



**Graph 29: The role of the teacher in the classroom**

We aim by this question to be familiar with teachers' behavior in the classroom; we have asked them to pick up the most appropriate option, but as we can see in the table above no one of them could choose one answer, they have chosen multiple answers.

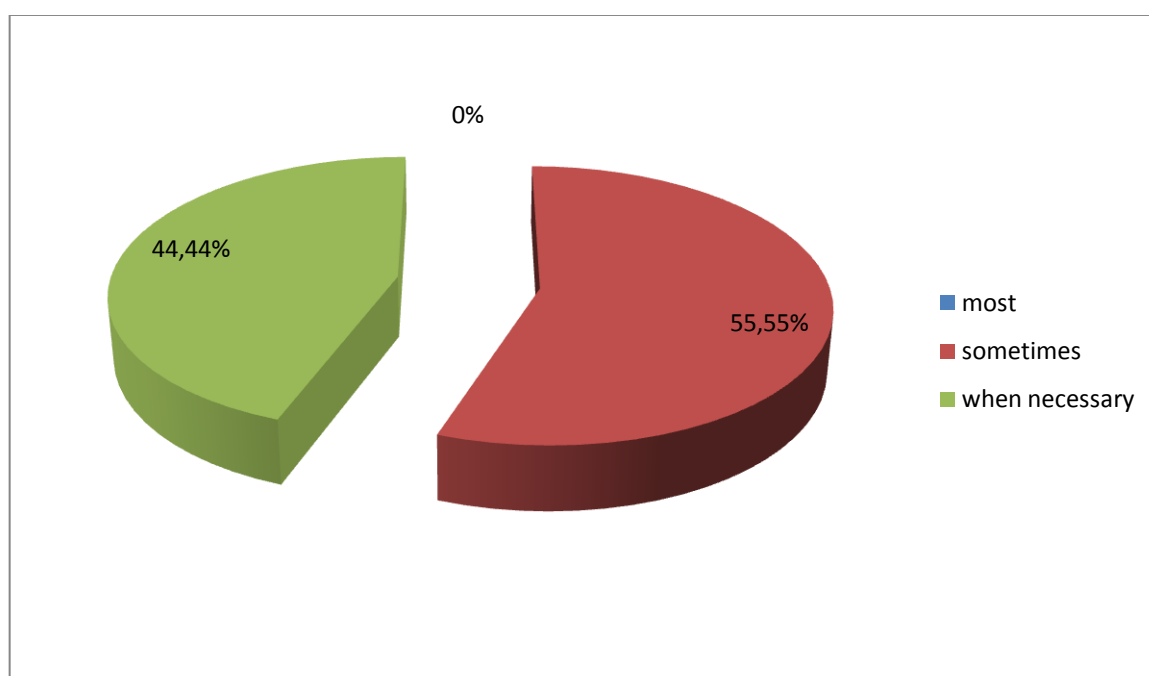
A quick glance of the table above indicates that all the teachers agree that their role in the class is guiding students, while 5 of them stated that they are correctors, whereas 4

respondents said that their role is to be a friend to the students, however 3 teachers commented that they are just controllers.

**Question item 10: In the classroom, are you the only one who talks?**

Options	Subjects	%
<b>a-Most</b>	0	0
<b>b-Sometimes</b>	5	55,55
<b>c-When necessary</b>	4	44,44
<b>Total</b>	9	100

**Table 34: Teachers' behavior in the classroom**



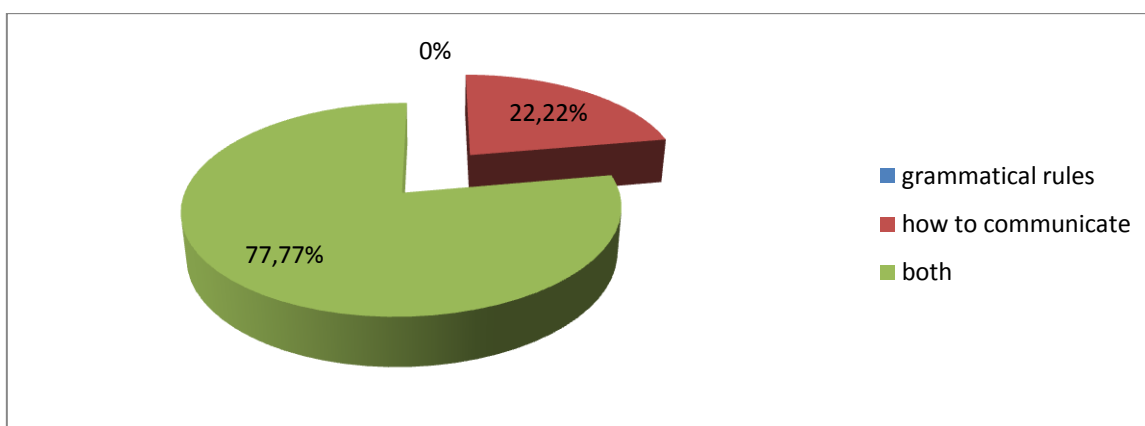
**Graph 30: Teachers' behavior in the classroom**

Concerning the teachers' talk in the classroom, the majority of the teachers indicated that they talk sometimes (55,55%), while a percentage of (44,44%) claimed that they talk just when necessary, however no one said he/ she talks most of the time.

**Question item 11: Teaching a language means:**

Options	Subjects	%
a-Teaching grammatical rules and lists of vocabulary	0	0
b-Teaching how to communicate using these rules	2	22,22
c-Both	7	77,77
Total	9	100

**Table 35: Teachers' preference in teaching the language**



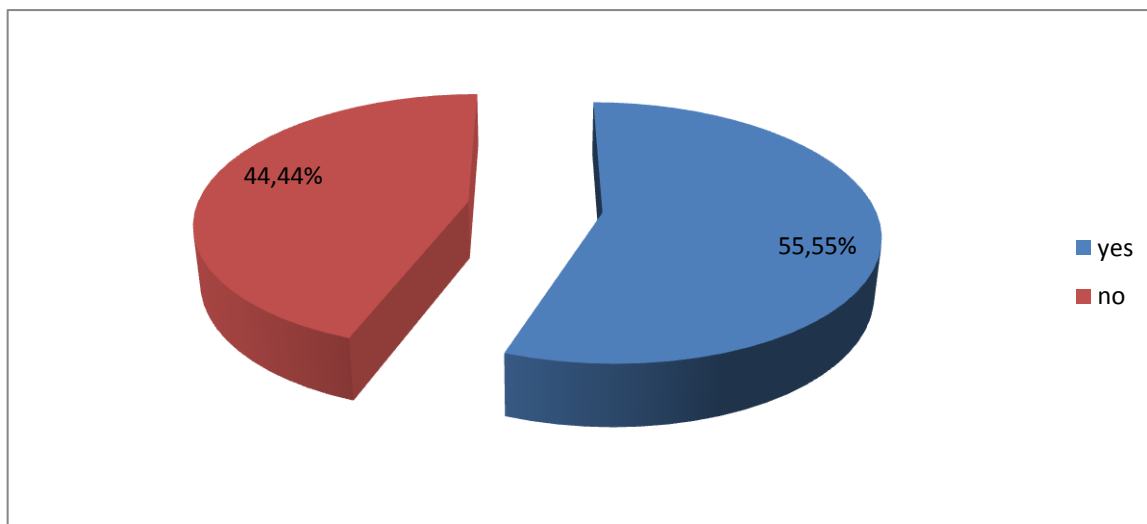
**Graph 31: Teachers' preference in teaching the language**

As it noticed in the table above, a high majority of the teachers (7) agree that teaching the foreign language includes teaching the grammatical rules and lists of vocabulary in addition to teaching how to communicate using these rules, while just 2 teachers have the same opinion of teaching the FL means teaching how to communicate, conversely no one be in agreement that the FL means reaching only vocabulary and grammatical rules.

**Question item 12: Do you face difficulties when teaching the speaking skill?**

Options	Subjects	%
a-Yes	5	55,55
b-No	4	44,44
Total	9	100

**Table 36: Difficulties in teaching the speaking skill**



**Graph 32: Difficulties when teaching speaking skill**

According to the information in the table above, 5 teachers stated that they are facing difficulties when teaching speaking; while the 4 others claimed that they do not face any difficulties or problems.

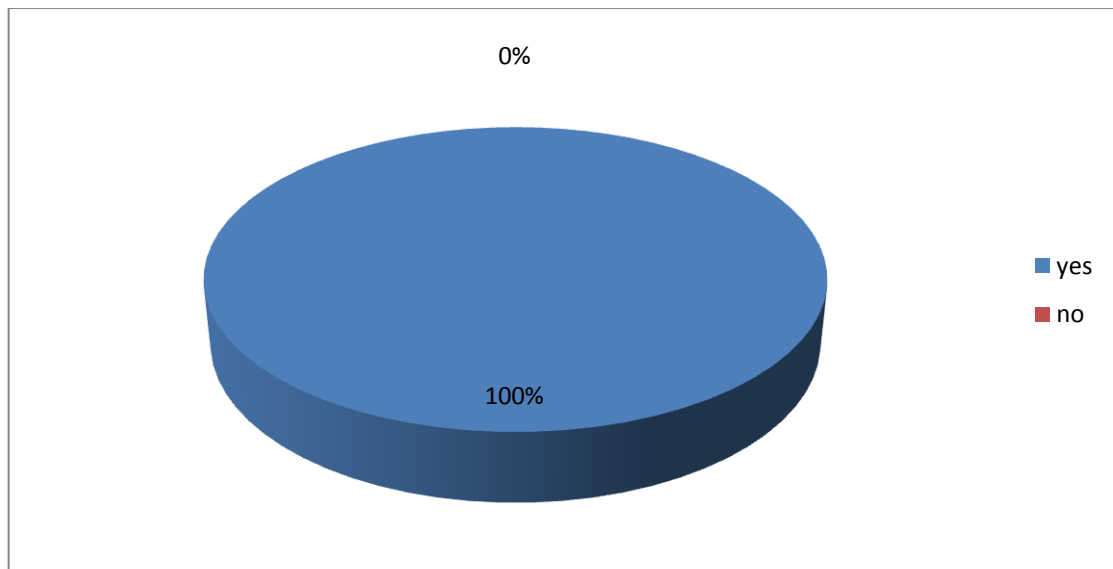
**Question item 13: If your answer is yes, can you cite some difficulties you think they prevent students' performance?**

Concerning this question, we have got different answers. The first teacher has claimed that his/her difficulties are: shy students, students who study English as a second diploma, they generally don't give much importance to speaking and lazy students who don't try to improve themselves through watching TV or listening to music or even using the language with each others, since oral expression sessions are not enough for them to improve their level. The second has considered shyness, uncooperative behavior, anxiety, lack of self-esteem and lack of self-confidence. The third teacher claimed that the main challenges are psychological factors: anxiety and inhibition about talking in front of peers. The fourth and the fifth teacher consider limited linguistic repertoire and limited strategic repertoire are the main difficulties.

**Question item 14: Do you adopt any personal strategies to deal with those difficulties?**

Options	Subjects	%
<b>a-Yes</b>	5	100
<b>b-No</b>	0	0
<b>Total</b>	5	100

**Table 37: Teacher' dealing with speaking difficulties**



**Graph 33: Teacher' dealing with speaking difficulties**

Concerning this question, the table above indicates that all the respondents (5 teachers) claimed that they have personal strategies to deal with difficulties and problems arise when they teaching speaking, the way of dealing with those problems will reveal in the next question.

### **A- What are the strategies you adopt?**

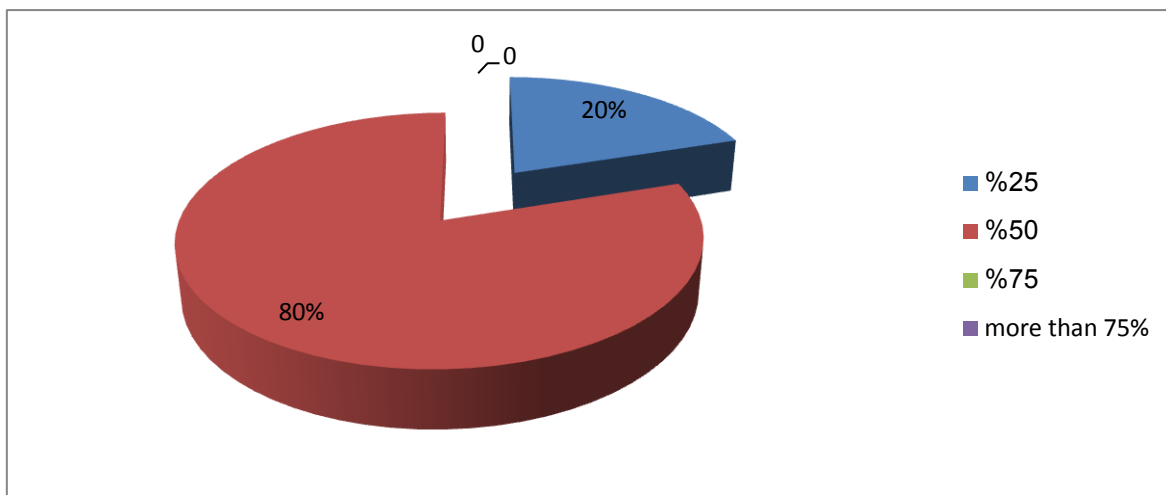
It is obvious that's the choice of the strategies is open to debate and depends on individual teachers, however we would like to summarize the teachers' strategies as follows:

- Right choice of activities, encouragement of field and group work, creation of relaxed atmosphere, tolerance and positive attitude.
- Reduce anxiety, vary activities, motivate them to talk
- Teaching communicative strategies
- Designing groups and pairs
- Build a strong rapport and help students express themselves the way they like.
- Giving students homework that forces them to use the language outside the classroom like performing plays, watching a specific movie or news, listening to a song, or listening to a script on the net ... and making a discussion about it to come to an agreement and to learn new vocabulary about a specific topic and then talk about it in the class ....

### **B- To what extent do you think you have succeeded in treating those problems?**

<b>Options</b>	<b>Subjects</b>	<b>%</b>
<b>a-25%</b>	1	20
<b>b-50%</b>	4	80
<b>c-75%</b>	0	0
<b>d-More than 75%</b>	0	0
<b>Total</b>	5	100

**Table 38: Teachers' success in treating problems**



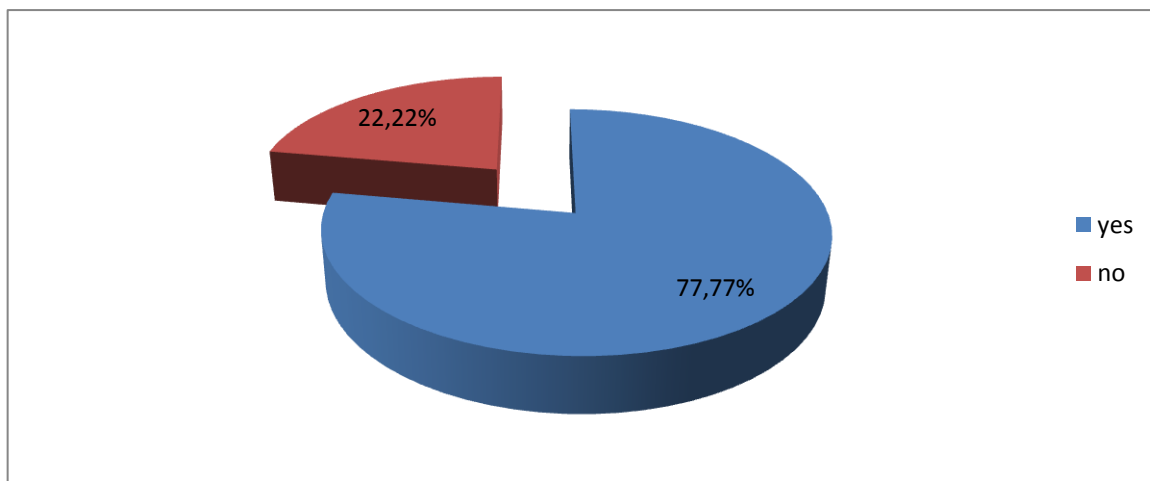
**Graph 34: Teachers' success in treating problems**

A quick glance of the table above indicates that all the teachers didn't succeed a lot in treating the difficulties arise in the class when teaching speaking, concerning this question we have received that 4 teachers succeed in treating the problems in the degree of 50%, however just one teacher succeed in 25%.

**Question item 15: Can you say that your students are motivated to speak in English?**

Options	Subjects	%
a-Yes	7	77,77%
b-No	2	22,22%
Total	9	100

**Table 39: Students' motivation to speak**



**Graph 35: Students' motivation to speak**

The aim of this question is to indicate whether the students are motivated to speak or not, the table above indicates that 7 teachers be in agreement that their students are motivated, however 2 teachers agree that they are not motivated.

**Question item 16: If your answer is “yes”, how do you motivate them?**

Concerning this question, only six teachers agree that they should motivate their students to speak; we can sum up teachers' opinions as follows:

- Encourage students to speak, don't interrupt them, never correct them when they are speaking and show them that they are doing well. Vocabulary building or correction of common errors comes at the end of the session.
- Make them feel good about themselves.
- The use of verbal encouragement and setting a healthy and friendly atmosphere for teaching.
- Choosing interesting topics and creating a friendly atmosphere where they feel at ease.
- Vary activities and materials and teaching them communicative strategies
- Students' motivation is enhanced by the teacher's choice of strategies, activities and attitude.

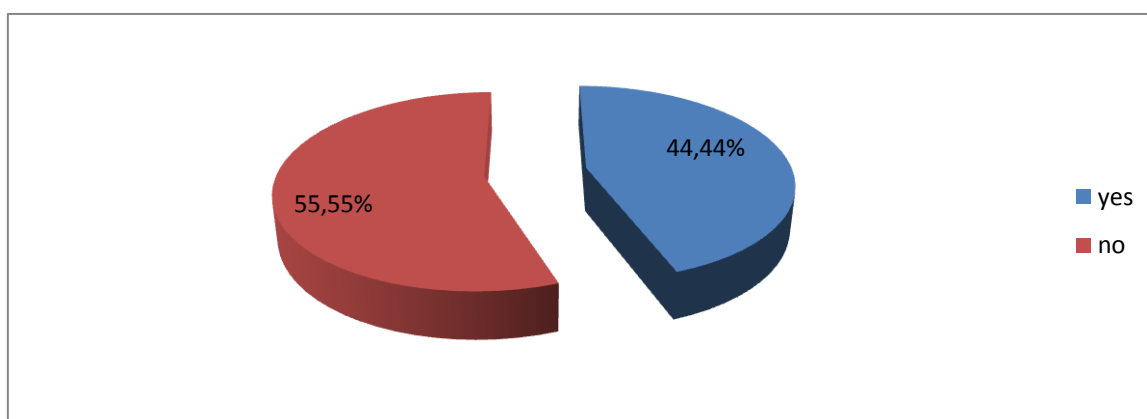
**Question item 17: How many hours per week are allotted to the oral expression module?**

Concerning this question, all the teachers indicated that the time allotted to the oral expression module per week is 3 hours.

**Question item 18: Do you think this amount of time is sufficient to EFL students?**

Options	Subjects	%
a-Yes	4	44,44
b-No	5	55,55
Total	9	100

**Table 40: The amount of time allotted to oral expression module**



**Graph 36: The amount of time allotted to the oral expression module**

The majority of the teachers (55,55%) agree that the time allotted to oral expression module is not sufficient, however (44,44%) convinced that this time is enough for oral expression.

**Question item 19: If your answer is “No”, what do you suggest**

Relating this question, the respondents suggest at least 4:30 hours or to schedule one session a day and make it in the form of workshops.

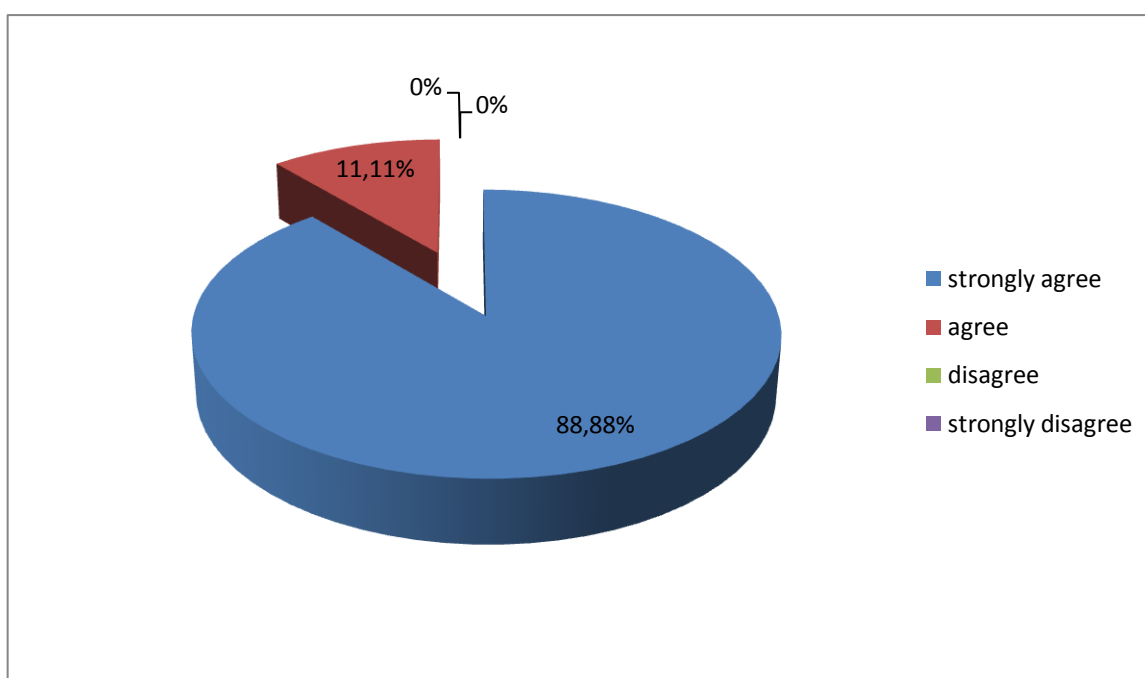
### Section three: Teacher' implementation of CLT

**Question item 20: Please indicate how far you agree with each of the following ideas, using 1, 2, 3 and 4. Strongly agree (1), agree(2), disagree(3) and strongly disagree(4).**

**A- The use of real life situations can enhance students' communicative competence**

Options	Strongly agree	Agree	Disagree	Strongly disagree	Total
Subjects	8	1	0	0	9
%	88,88	11,11	0	0	100

**Table 41: Teachers' attitude towards the use of real life situations**



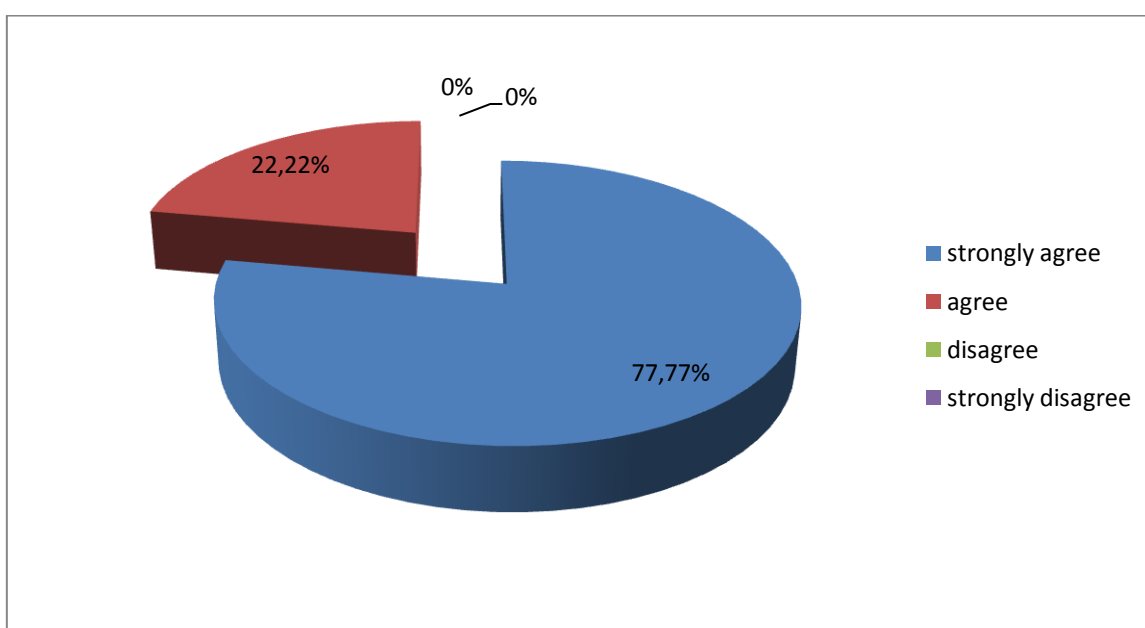
**Graph 37: Teachers' attitude towards the use of real life situations**

In this statement, CLT characterized by using real life situations in order to enhance students' communicative competence, as it shows in the table above 8 (88,88%) teachers strongly agree with this statement and 1 respondents agree, however there is no one disagree about this statement. Consequently, this means that all the teachers are in agreement with this statement.

**B- Learning the language is more than just the master of grammar rules instead it is the use of the language to communicate**

Options	Strongly agree	Agree	Disagree	Strongly disagree	Total
Subjects	7	2	0	0	9
%	77,77	22,22	0	0	9

**Table 42: teachers' attitude towards learning the language means to communicate with it**



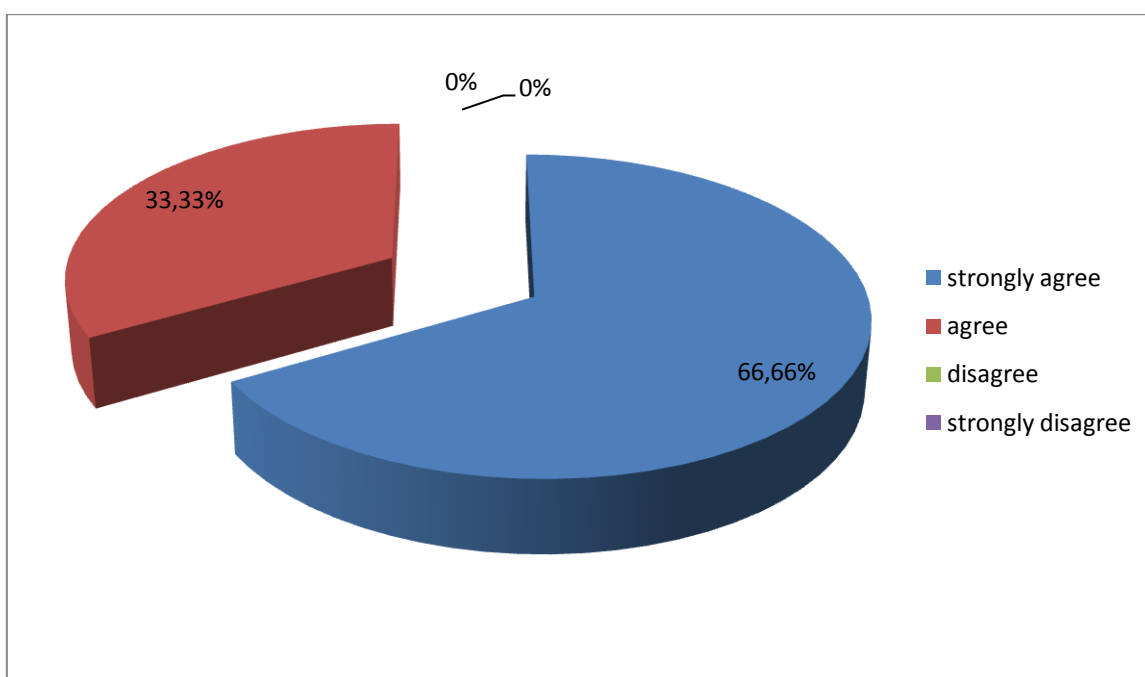
**Graph 38: Teachers' attitude towards learning the language means to communicate with it**

In CLT approach, learning the language is more than just the master of grammatical rules instead also is the use of language to communicate, on this statement the table above indicates that the majority of teachers 7(77,77%) out of 9 teachers strongly agree and 2(22,22%) agree. Overall all the participants are in agreement about this statement.

**C- Learning is facilitated through interaction and practice in the target language.**

Options	Strongly agree	Agree	Disagree	Strongly disagree	Total
Subjects	6	3	0	0	9
%	66,6	33,33%	0	0	100

**Table 43: teachers' attitude towards learning through practice and interaction**



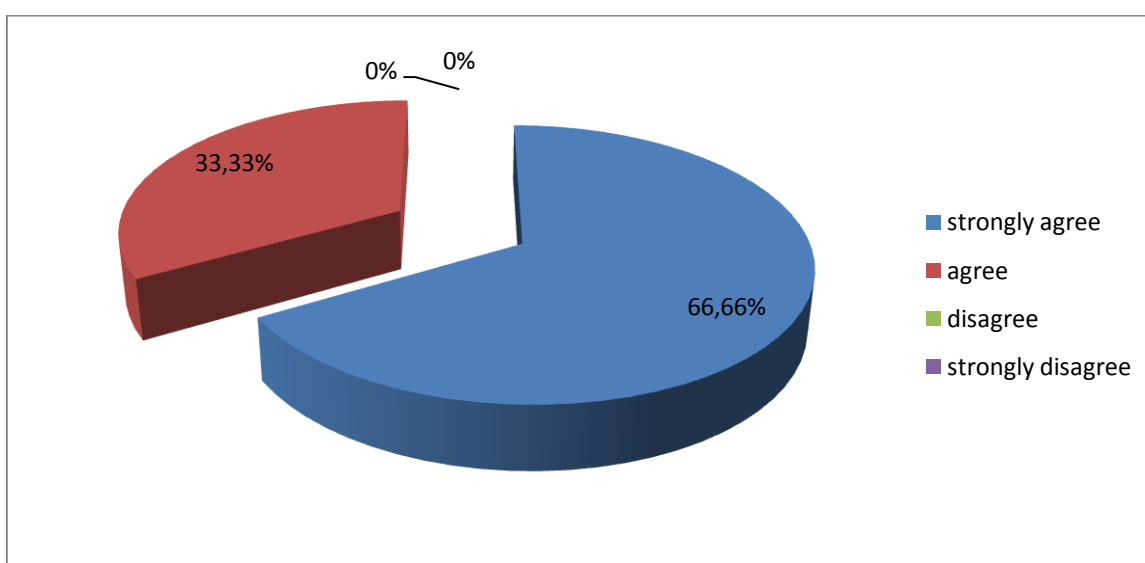
**Graph 39: teachers' attitude towards learning through practice and interaction**

As shows in the table above (66,66%) of the respondents are strongly agree that learning the language is facilitated through interaction and practice in the target language, while (33,33%) of the teachers agree with this statement, however no body disagree. In general all the respondents have the same opinion of agreeing this feature.

**D-Using the communicative activities and authentic materials can improve learners' self-learning**

Options	Strongly agree	Agree	Disagree	Strongly disagree	Total
Subjects	6	3	0	0	9
%	66,6	33,33%	0	0	100

**Table 44: Teachers' attitude towards using communicative activities and authentic materials**



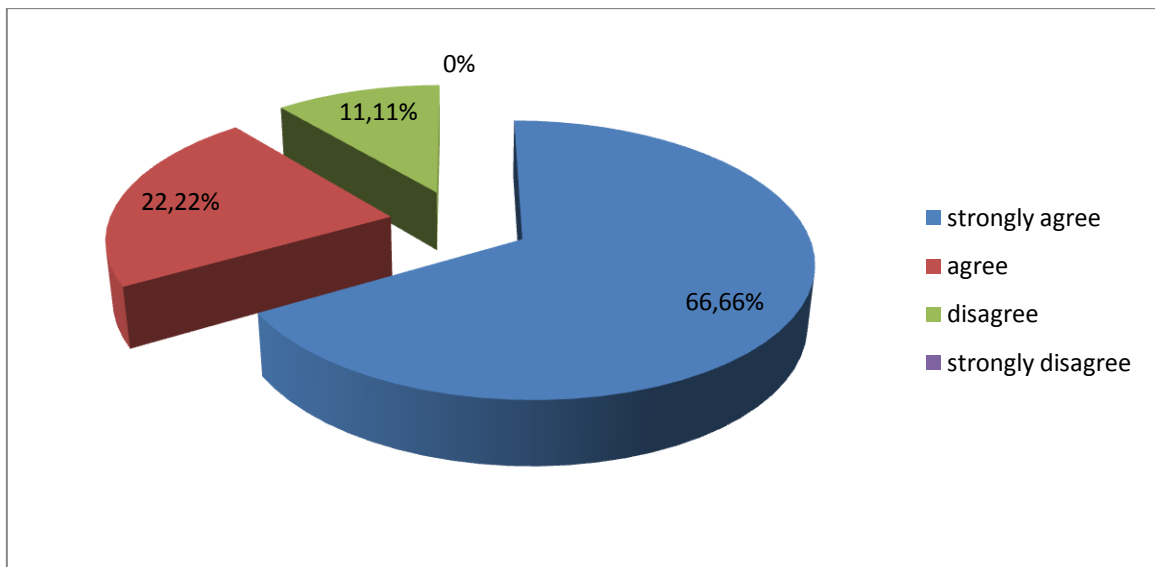
**Graph 40: Teachers' attitude towards using communicative activities and authentic materials**

One of the main principles of CLT is the use of communicative activities and authentic materials in order to improve learners' self-learning. As we can see from the table, 6 out of 9 teachers admit that they strongly agree, moreover we have received 3 opinions of agreement, however there is no one disagree or strongly disagree about this principle. On the whole all the teachers concur that authentic materials and communicative activities lead to improve learners' self-learning.

**E- In order to learn language students have to speak it.**

Options	Strongly agree	Agree	Disagree	Strongly disagree	Total
Subjects	6	2	1	0	9
%	66,66	22,22	11,11	0	100

**Table 45: Teachers attitude towards learning the language through speaking record**



**Graph 41: Teachers attitude towards learning the language through speaking**

In learning the language students have to speak it, teachers are asked to indicate how far they agree or disagree with this statement. As the table above presents, 6 out of 9 teachers strongly agree, while 2 respondents agree, however we have recorded one case of disagreement about this statement. In general teachers are eye to eye that learning the language achieved by speak and practice it.

#### **Section four: Teachers' attitude towards CLT approach**

##### **Question item 21: What do you think of using the communicative language teaching approach to enhance oral competency in the classroom?**

Concerning this question, teachers are asked to give their opinions about the use of communicative language teaching approach to enhance oral competency among the students in the classroom. Out of 9 teachers only 8 teachers have gave their attitude, we have received variety of answers. To begin with the first teacher who pointed out that CLT is very useful and helpful in improving the level of students if there are good materials. It is believed that this approach is very useful in teaching oral expression but it has for sure to be mixed with other approaches. The second teacher assumed that it is efficient if it is used appropriately, taking into consideration the learners' needs, interests and their cultural background. Thus, the third teacher described the CLT as a very beneficial approach. While the fourth teacher asserted that it is effective in improving students' oral skills and gives them the chance to take lead in the class and be active participants in the teaching-learning process.

Unfortunately the fifth teacher declared that CLT approach is not taught in all modules, perhaps for good reasons, hence teachers should be aware of its importance since it does not only improve students' competency for speaking but also increase his self-confidence and trust, so teachers as well as learners should be trying to include more communicative strategies for the purpose of acquiring particular foreign language. The sixth teacher said that the effectiveness of the implementation of CLT in the TEFL at the university level depends on many objective factors, however I in a fervent advocate of an in service training of teachers (novice and even experienced) in the application of CLT especially in the speaking skill.

However, the seventh teacher indicated that CLT is an abstract approach that picks learners' enhancement communicatively, providing authentic materials and real life situations are necessary for achieving fluency in teaching speaking strategies. At last the eighth teacher stated that CLT is effective but cannot be the only approach as other approaches are needed like competency-based approach and task-based and he thinks it is little old fashioned these years, the focus now is on task-based where students can learn from tasks better than lessons.

### **1.2.5. Discussion of teachers' questionnaire**

The data we have collected from the questionnaire was administered to English teachers at Biskra University reveals that there is a huge relationship between the implementation of CLT and the development of learners' speaking ability, we can noticed that:

- The majority of the teachers have the Magister degree and a lot of them have the Ph. D, hence they have large experience in teaching at the university level.
- Although the majority of teachers like teaching oral expression; they are not satisfied with their students' speaking level, they believe that students' level is stable if not getting worst.
- Teachers encourage their students to speak by using different activities and what may make them interest by guiding, correcting and controlling them.
- The majority of the teachers agree that teaching the language includes grammar rules and how to communicate with those rules, however when teaching the language they face a lot of difficulties prevent their learners' performance.
- The different methods and activities that used to motivate learners help the teachers succeed in some degrees to develop learners' speaking level.
- Teachers are facing a lot of challenges; one of them is the time allotted to oral expression module is not enough; teachers need more time to exploit it in a form of workshops to make students benefit from it.
- Teachers are totally agree about the principles of CLT and they are convinced that it facilitate language learning and students' performance.
- Finally, instructors are persuaded that CLT is successful approach to augment learners' performance, but it needs more attention, require further materials and extra actions, hence there are a lot of different methods can lend a hand learning and performance.

## **2. Interpretation of the results**

The result from teachers' and students' questionnaire allows us to be aware of their attitudes and opinions about some aspects in teaching-learning process, and to investigate our proposed hypothesis in the field work and find answers to our questions and solve the problem under investigation.

The data obtained from students' questionnaire is giving us an in depth information about the reality of learning in TEFL classes, how students feel? What are their considerations? What are their suffers? And why they are giving up? The reply of those questions proves our ideas about learners, those who feel comfortable and enjoying the class is according to the motivated teachers and the interesting activities.

However, the others who feel anxious and have negative attitude towards oral expression courses cannot talk and express themselves, this can prevent their performance with combination of many other reasons. Therefore, students would like to become skilled in a comfortable and enjoyable atmosphere, practicing motivating and exciting topics which requires communicative needs when learners can communicate; discuss and interact instead of being silent and listening to teachers explanation.

Nevertheless, the data obtained from teachers' questionnaire are providing our investigation with actual data about teaching of the department of English at Biskra University. Teachers' opinions are very useful to confirm our hypothesis, teachers of English have large experience in teaching, whereas they are facing a lot of difficulties and problems; they use interesting and exciting topics in order to develop students' speaking ability and motivate them to speak.

Hence, those activities help the teachers to deal with different problems arise in the class, while the teachers agree of using real life situations and authentic materials, they tackle with some challenges make them reluctant in implementing the CLT in their classes.

Consequently, those results help us to confirm our hypothesis that the use of CLT can be effective in enhancing students oral proficiency, the teachers' questionnaire reveals that the principles of CLT can really enhance students' performance. However, teachers' questionnaire shows that learners are motivated to speak according to many reasons; those reasons as we mentioned before in the analysis part are features and principles of CLT; all

in all we have as a final result that the CLT is somehow an adequate approach can facilitate and enhance learners' performance.

### **3. Pedagogical implications**

It is difficult to encourage learners to speak in English as they only have two sessions per week for oral expression in the influence of the mother tongue, it seems difficult for teachers to ensure students to speak only in second language during the classroom. However, teachers have to create activities that are interesting and meaningful to encourage learners to speak in English.

To some extent most of the students shared the fear of making mistakes in the classroom context; this problem can really inhibit students' performance, while there is a need to encourage learners and change their attitude towards making mistakes, by making them tolerant of each others' mistakes and sensitize that all the students have the same feeling of fear. Teachers should take into account that correction of mistakes should not be done in the moment of speaking; this might be interrupt the learners' concentration, however it should be done in the classroom discussion or in the feedback session after the activity done.

Nevertheless, priority to practice should be given to the students in the classroom in order to use the language in a variety of contexts and being closed to the target culture, otherwise teachers should minimize their talking time and try to avoid lengthy explanation method and use various forms of instructions to satisfy students needs and be responsive to their preferences and learning styles. It is highly suggested that teaching how to use the communicative strategies facilitate learners' speaking and help the students to deal with communicative difficulties when arise.

However, teachers can try to use variety of activities as discussion and interaction; which can decrease students' anxiety in learning speaking and change their role from passive to active members in the classroom, this can help to increase their language proficiency and create cooperative learning and improve group interaction. Hence, trying to accept variety of answers by resisting negative reactions to negative answers and appreciate students' comments and views can create a feeling of success in learning to speak and establish a kind of motivation to learn English.

Some students are very loud and outgoing and some others are shy and quiet; opportunity should be given to all students for oral participation and instructors should be able to make the course communicative as much as possible and avoid using translation and memorization as the main method of learning, and to make the lessons more effective teachers have to use media such as movies, songs and video clips with proper selection.

Instructors should be aware that they teach multi-level classes where there are low, average and good levels, in order to involve all of them in speaking and practice they should simplify the language, making tasks challenging and attractive by related it to the students' natural interests and providing refresher courses for better teachers' training for the creation of English speaking environment.

The next three implications suggested by Paul. D and Eric.Pearse (2000;82)

- Try to create a relaxed atmosphere in your classes so that most learners are not frightened of speaking in front of the rest of the class. And do as many speaking activities as possible in pairs and groups, so that the learners can speak English without the rest of the class listening.
- Expose the learners as much as possible to naturally pronounced speech, and also integrate some pronunciation work into your lessons. They will not learn to pronounce intelligibly, or to develop speaking skills in general, if they do not hear enough natural speech.
- Accustom the learners to combining listening and speaking in real time, in natural interaction.

Another way to encourage your students to speak in English is simply to speak in English yourself as much as possible in class. As Swain (1985) wrote "We learn to speak by speaking" and that goes for teachers as well as students.

Perhaps the most important opportunity for this is in the general use of English in the classroom.

#### **4. Recommendations for future research**

The goal of this study is to provide EFL learners and teacher with new and valuable information about how to learn better and how to teach effectively. However, we cannot generalize the findings to all the students of 3<sup>rd</sup> year on the department of English at Biskra University, the sample used in this investigation is not enough to represent all the findings for all EFL learners, we have chosen 40 respondents out of 405 students and 9 out of 31 teachers. Whereas, there are different perceptions of different groups of learners, due to the variation of learning and teaching conditions where the questionnaire administered, In addition, more representative of a wider variety of foreign language teachers; would provide a more holistic and general view of the multifaceted nature of foreign language teachers' beliefs and attitudes towards the implementation of CLT.

#### **Conclusion**

The analysis of the questionnaire has indicated that there is significant relation between the implementation of CLT approach and the development of students' performance. Adopting the principles of CLT has a positive impact in enhancing learners' speaking capacity, by providing learners with safe and encouraging environment to practice oral skills, struggling their needs and make sure to give them all tools and language they need, to be able to complete the tasks and learning the language to communicate rather than learning grammatical aspects, this can build a great sense and achieve the designed objectives with proper use.

## **General Conclusion**

This study focuses on investigating the relationship between the development of learners' oral proficiency and the application of the CLT approach. Throughout this research we hypothesize that if teachers appropriately adopt CLT and provide effective teaching techniques and activities in the classroom learners will be prepared for real life communication, and will be able to use the target language in different situations for their own needs, use the language fluently and develop their oral proficiency. The literature review seeks to identify both the issue and strategies for addressing this issue. Though, the data collected from the practical study discussed above, regards that CLT is more effective than the traditional methods in teaching the foreign language; the use of CLT can help to motivate limited language proficiency learners' to speak, make them interest in talking and expose important achievement in performance, thus the use of this approach will produce English speakers.

In nutshell, language learners can benefit a lot from adopting the principles of CLT in the class courses; it encourages them to be well prepared, makes them experiment and innovate with the language and creates a supportive and comfortable atmosphere that permits them to make mistakes without fear or shyness. Furthermore, according to the students answers, the communicative ways of teaching are more preferable in the courses and teachers rely slightly more on traditional ways of teaching.

In view of the above facts, we can't say that the CLT is a perfect approach, but it has positive impacts in improving learners' speaking skills, as it gives them the opportunity to speak in different situations of real life and enables them to speak accurately and fluently with confident in those situations in the target language. Teachers whenever possible should encourage students by involving them in discussion and group works, asking them to think about their own interests or activities, encourage incidental classroom speaking, giving learners the expressions they need and exploit every opportunity for conversation.

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# Appendices

## Appendix I

### Students' Questionnaire

Dear students,

This questionnaire designed for a dissertation of a master degree, aims at investigating the effectiveness of the communicative language teaching approach in enhancing students' oral proficiency.

Your precious participation in this modest research is mostly appreciated and would be of great help. You are expected to read carefully the questions and to give an honest and straightforward answer.

Thank you very much in advance

Please mark by a tick (✓) your best answer or give a full answer if necessary

#### Section one: Background information

1/Gender

a- male ☐

b- female ☐

2/How long have you been studying English?  Years.

#### Section two

3/ Pick up the skill you think it is the most important to develop

a- Listening ☐

b- Reading ☐

c- Writing ☐

d- Speaking ☐

4/How is speaking skills important to you?

a- Very important ☐

b- Rather important ☐

c- Little important ☐

d- Not important at all ☐

5/ How do you consider your level in speaking?

a- Very good ☐

b- Good ☐

c- average ☐

d- poor ☐

6/ Do you find speaking in English:

- a- Very easy ☐
- b- easy ☐
- c- difficult ☐
- d- very difficult ☐

7/ Do you speak English outside the classroom?

- a- Yes ☐
- b- No ☐

8/ How often do you participate in the Oral Expression module?

- a- Often ☐
- b- Sometimes ☐
- c- rarely ☐
- d- never ☐

9/Do you feel comfortable in the Oral Expression class?

- a- Yes ☐
- b- No ☐

10/ whatever your answer say why?

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

11/ To what extent did the oral expression module help you to enhance your oral proficiency?

- a- Very much ☐
- b- Somehow ☐
- c- Not very much ☐
- d- Not at all ☐

### Section three

12/ How would you describe the atmosphere in your class?

- a- Enjoyable ☐
- b- Boring ☐

13/ In the classroom the teacher is

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

14/How often she/he invites you to talk

- a- Always ☐
- b- Often ☐
- c- Sometimes ☐
- d- Rarely ☐
- e- never ☐

15/ Do you think that you do not participate in the class because:

- a- The class is overcrowded ☐
- b- Being afraid of losing face. ☐
- c- boring teaching way ☐
- d- Others ☐

.....

16/ Do you think you can participate because

- a- You need to participate ☐
- b- The use of communicative activities ☐
- c- Like the teacher ☐

17/ What do you want your teacher to do to motivate you to speak?

- a- Not to interrupt you when you make mistakes. ☐
- b- To accept a variety of answers. ☐
- c- To give you a reading text based on topics. ☐
- d- To ask you to speak without preparation. ☐

18/ Do you feel satisfied in the different activities you perform in the classroom?

- a- Yes ☐
- b- No ☐

Why ?

.....

.....

19/ In learning a language, do you like?

- a- Learning the grammatical aspects of language ☐
- b- Learning how to communicate in English ☐
- c- Both ☐

Justify your answer, please.

.....

.....

20/ In classroom lectures, do you prefer

- a- Listening to the teacher explanation ☐
- b- Discussing and interacting with others ☐
- c- Both ☐

Because.....  
.....

21/ Do you think that in order to learn a language you have speak it

- a- Strongly agree ☐
- b- Agree ☐
- c- Disagree ☐
- d- Strongly disagree ☐

22/ How do you find working in groups?

- a- Beneficial ☐
- b- Wasting time ☐

#### **Section four:**

21/ Would you please add some comments or suggestions about how teachers can develop oral proficiency among students?

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Any further suggestions or point of view are most welcome

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**Thank you**

## Appendices II

### Teachers' Questionnaire

Dear teachers,

This questionnaire designed for a dissertation of a master degree, we are currently conducting an investigation that aims at demonstrating the effectiveness of the Communicative Language Teaching approach in developing students speaking proficiency. A case study we have chosen the third year students of the department of English, University of Biskra, we shall be therefore, very grateful to you if you take part in this questionnaire which is of course anonymous and confidential. Your answers will be of great help to our work.

Thank you very much in advance

Please put a tick (✓) in the appropriate box or give a full answer when necessary

#### Section one: Background information

1/ Gender

a- Male ☐

b- Female ☐

2/ Degree held:

a- BA (license) ☐

b- MA (Magister/Master) ☐

c- Ph. D (doctorate) ☐

3/ How long have you been teaching English at university?

a- One to five years ☐

b- Five to ten years ☐

c- More than ten years ☐

#### Section Two

4/ Do you like teaching oral expression?

a- Yes ☐

b- No ☐

2/ After all those years you have been teaching at university, how do you consider the level of students year after year?

a- Getting better ☐  
b- Stable ☐

c- getting worst ☐  
d- I cannot decide ☐

3/ Are you satisfied with your students' level in speaking?

a- Yes ☐

b- No ☐

4/ Do you encourage your students to speak ?

a- Always ☐  
b- Sometimes ☐

c- Never ☐

5/ What are the activities you generally use to improve your students' speaking abilities?

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

6/ Your role in the classroom is:

a- A corrector ☐  
b- A guide ☐

c- A controller ☐  
d- A friend ☐

7/ In the classroom, are you the one who talks

a- Most ☐  
b- Sometimes ☐

c- When necessary ☐

8/ Teaching a language means:

a- Teaching grammatical rules and lists of vocabulary ☐  
b- Teaching how to communicate using these rules ☐  
c- Both ☐

9/ Do you face difficulties when teaching speaking skill?

a- Yes ☐

b- No ☐

10/ If your answer is "yes", can you cite some difficulties you think they prevent students' performance?

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

11/ Do you have any personal strategy to deal with those difficulties?

a- Yes ☐

b- No ☐

A- What are those strategies?

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

B- To what extent you think you have succeeded in treating those problems?

a- 25% ☐      b- 50% ☐      c- 75% ☐      d- more than 75% ☐

12/ Can you say that your students are motivated to speak in English?

a- Yes ☐      b- No ☐

13/ If your answer is “yes”, how do you motivate them?

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

14/ How many hours per week are allotted to the oral expression module?

.....  
.....

15/ Do you think this amount of time is sufficient for EFL students?

a- Yes ☐      b- No ☐

16/ If your answer is “No”, what do you suggest?

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

### Section Three:

Please indicate how far you agree with each of the following ideas, using 1,2,3 and 4.

Strongly agree (1), agree (2), disagree (3) and strongly disagree (4).

The use of real life situations can enhance students' communicative competence	
Learning the language is more than just the master of grammar rules instead is the use of the language to communicate.	
Learning is facilitated through interaction and practice in the target language.	
Using the communicative activities and authentic materials can improve learners' self-Learning.	
In order to learn language students have to speak it	

### Section Three

What do you think of using the communicative language teaching approach to enhance oral competency in the classroom?

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.....

Any further suggestions or point of view are most welcome

.....

.....

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.....

**Thank you**

## الملخص

من أهم أهداف تعلم لغة أجنبية هو تطوير تقدم مرضي لمهارة الحديث. بينما نلاحظ بعد سنوات من الدراسة في الجامعة أن عدة طلاب لا يستطيعون التواصل في محادثة أساسية بالإنجليزية بسبب الفرص المحدودة التي تمنح للطلبة لاستعمال اللغة المراد تعلمها داخل و خارج حجرة الدراسة. هذه المذكرة تحاول تبين فعالية تعليم اللغة الإنجليزية من خلال تبني منهجية التدريس التواصلية, بناءا عليه سنحاول البحث عن فعالية هذه المنهجية في تطوير براعة الحديث لدى الطلبة. لقد افترضنا أن الاستعمال الملائم لمنهجية التعليم التواصلية يساعد متعلمي اللغة الأجنبية في تطوير مهاراتهم. يعتمد بحثنا على استعمال المنهج الوصفي, الأداة الأساسية في البحث هي الاستبيان, قدم للأساتذة وطلبة السنة الثالثة لقسم اللغة الانجليزية في جامعة بسكرة. الاستبيان استعمل لكشف الغطاء عن احتياجات الطلبة و معرفة رأيهم اتجاه نجاح عملية التدريس و التعليم و كذلك أردنا معرفة مدى إدراك الأساتذة لمنهجية التدريس التواصلية عند تدريس اللغة الانجليزية كلغة أجنبية. نتيجة البحث المقدم توضح بأن تطبيق منهجية التعليم التواصلية يستطيع أن يؤثر إيجابا على مهارة حديث الطلبة و تطوير كفاءة الحديث لديهم في اللغة المراد تعلمها. من خلال هذه الطريقة يستطيع المتدربون توفير أنشطة عملية و تقنيات بحيث تزود المتعلمين بمحيط مريح و مشجع لتطوير مهارة الحديث لديهم.