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**INVESTIGATING THE USE OF DIALOGUES TO
OVERCOME EFL LEARNERS' SPEAKING
DIFFICULTIES:**

The Case of Third Year Students at the Section of English in the University of Biskra

Dissertation Submitted to the Department of Foreign Languages as a partial fulfillment
of the requirements for degree of **Master in Science of Language**

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Declaration

I, Bouchiba Kheira, do hereby solemnly declare that the work entitled ‘INVESTIGATING THE USE OF DIALOGUES TO OVERCOME EFL LEARNERS’ SPEAKING DIFFICULTIES’, is my own work, and all the sources that I have used or quoted have been indicated and duly acknowledged by means of complete references.

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Dedication

This work is dedicated to

To my parents and all the members of my family

My father Lazhar

My mother Fatna Kabkoubi

My grandmother Kheira

To all My sisters:

Halima, Salima, Manel

To My beloved 'Aya'

To My aunts saida, nadjat, djamila, saliha

To all My friends

Sarah, Fatima, Meriem, Hadjer, Hayet, Lokman,

Khaoula, Khaled, Abdo

To everyone who helped me in order to accomplish this work

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*I would also like to acknowledge the Board of Examiners: **Dr. MEHIRI Ramdane**, and **Mr. CHENINI Abdelhak** for accepting to evaluate my work.*

*A special acknowledgement is extended to **my parents** who have extremely supported me in both my studies and life. I hope my efforts make them proud of me.*

*I would like to express special thanks to **the teachers and students** of the Section of English in Mohamed Kheider University for their co-operation in making this study possible.*

Abstract

The speaking skill is not easy to master, especially, for foreign languages learners. In fact, in practice, EFL learners often meet complicated problems and difficulties when it comes to perform orally. However, it has been argued that classroom dialogues can stand as a good means and an appropriate instructional strategy that can help EFL learners overcome their problems, and hence, enable these learners become competent and proficient in the target languages. The aim of this study is to investigate the use of dialogues to overcome EFL learners speaking difficulties. As well as, the other aim is to improve their speaking skill. Thus, through this study, we aimed to confirm three main hypotheses, which the research based on. First, we hypothesise the classroom dialogues can be used to improve speaking and overcome the difficulties relevant to this skill. Second, we do agree that the use of classroom dialogues can increase learner's motivation to speak English language. Third, we advance that through classroom dialogues, as a strategy to overcome speaking difficulties, teachers can correct immediately the learner's mistakes in oral performance and give them an idea about their mistakes. In this study, we selected the qualitative approach in order to investigate, and evaluate teachers' and students' opinions towards dialogues to overcome speaking difficulties. Practically, this study was conducted with the Section of English in the University of Mohamed Kheider of Biskra, and particularly, we chose the Third Year students as a sample. We employed two data collection methods: a questionnaire for both students and teachers and a focus group for students. The research results revealed that classroom dialogues are an effective strategy for EFL learners due to their advantages in improving learner's oral proficiency and overcoming speaking difficulties. Consequently, these results confirmed our hypotheses.

KEY TERMS: Classroom dialogues, speaking difficulties, speaking skill, teaching dialogues, teaching speaking

List of Abbreviations and Acronyms

EFL: English as a foreign language

Q: Question

%: Percentage

S: Student

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General introduction

In time ago, language teaching and learning focused only on the written form of the language. This interest was not enough to achieve the central goal of language, which is communication. This latter is the main reason to change the situation due to its need in real life, from the written form to the spoken language. In any language, speaking is the bridge which connects people. They deal with each other, share beliefs and thoughts by language.

Nowadays, English language has become the most known foreign language. Learners of English as a foreign language give more attention to develop the speaking skill. Thus, they communicate and interact with people. They try to gain the ability to express themselves in the target language. Thus, classroom plays a major role in the process of foreign language learning. In fact, the role of classroom dialogues in learning has become an important factor because it creates opportunities for the classroom community to develop knowledge and skills.

Therefore, classroom dialogues enable the learners express real life situations, which they can use in their lives. However, expressing the learners personalities in the target language is the essential aim that they are looking for through the learning a foreign language. Learners have to practise English language more specifically in the classroom, with the teachers plan and guidance.

1. Research problem

Ostensibly, for learners who study English language in a non-English speaking setting, it is important to experience real communicative situations in which they will learn how to express their own thoughts and opinions. This simply means, very often those learners encounter many speaking difficulties which usually lead those learners to the lack of oral fluency and the confidence to speak.

Since the majority of EFL learners practise English language only in classrooms, it presents the primary space where learners speak and listen to English language. Dialogues and talk are dynamic way which allow learners to communicate and use the target language as individually or collectively. Through dialogues learners have the opportunity to exchange ideas and views, and also speak language. By this, they will overcome their speaking difficulties. The aim is to improve the EFL learners speaking ability and make them eloquent when presenting oral tasks.

2. Research questions

Regarding the statement of the problem presented above, our research relies on three main questions these are as follows:

Q1: What is the nature of EFL speaking skill?

Q2: What is the nature of EFL speaking difficulties?

Q3: What is the impact of the classroom dialogues to overcome the speaking difficulties?

3. Research Hypotheses

Based on the problematic and the raised research questions in this study, the present research formulated three hypotheses that tested and verified through this work. The relevant hypotheses are:

1. We hypothesise that the classroom dialogues can be used to improve speaking and overcome difficulties relevant to this skill.
2. We do agree that the use of classroom dialogues can increase learner's motivation to speak English language.

3. We advance that through classroom dialogues as a strategy to overcome speaking difficulties teachers correct learner's mistakes in oral performance and give them an idea about their mistakes.

4. Aim (s)

The general aim of this research is to give both teachers and learners of English language a clear picture on the role of classroom dialogues to overcome major speaking difficulties. Moreover, this general purpose has specific aims those latter are:

- to encourage and motivate learners to participate in classroom in order to enhance their oral skill;
- to give the learners more opportunity to express themselves in the target language when speaking; and
- to improve learner's motivation and it to talk and intervene collectivity or individually.

5. Methodology

Methodologically speaking, in the present study, we opted for the qualitative approach. The aim is to investigate two variables: classroom dialogues as the independent variable, and its role in improving learner's speaking skill, as the dependent variable. To carry out our study we chose two data collection methods: questionnaires and focus group.

A questionnaire is administered to the teachers of Oral Expression and Third Year students at the Section of English in Biskra University. The purpose is to know their opinions and views about classroom dialogues as a strategy to overcome the speaking difficulties. In addition, Third Year students are questioned through a focus

group discussion. The latter intends to investigate their interests and whether or not they give importance to the classroom dialogues to enhance their speaking skill.

6. Significance of the Study

It is significant to know what difficulties encounter learners while doing oral activities, and how to overcome those difficulties. In fact, EFL learners do not succeed all the time in solving their speaking difficulties, and are not aware of the effectiveness of the classroom dialogues as a strategy to overcome their speaking difficulties.

7. Literature review

Language is a vital tool which is used by people to communicate and to convey many messages, express emotions, feeling, ideas, and attitudes. In this case speaking is an important skill since people learn language to communicate with their environment. Also, EFL learners need to master the speaking skill simply because this skill enables the teacher to evaluate the students' level of proficiency, This view is supported by Luoma (2004, p.10) who sees speaking at the very heart of what it referred as a foreign language, where our personality, self image, our knowledge of the world, our thoughts are all reflected.

Mastering speaking skill is not an easy task for EFL learner's .Often, they know about English language and its rules but when it comes to pronounce it becomes a big deal to them. Scott (2011, p. 5) mentions that knowing a language and being able to speak it are not synonymous. He suggests, "there is a lot of more to speaking than the ability to form grammatically correct sentence and then to pronounce them". He adds that speaking is interactive and to be able to co-operate in speaking conversation, which means learning to speak English, requires more than knowing its grammatical rules .As Shunin (2002,p. 204) views that " effective oral communication requires the

ability to use the language appropriately in social interaction “ considering the importance of speaking skill.

Referring to this illustration of a few findings on the available literature about the research topic that we will tackle in this dissertation, it gives us a clear picture of the role of classroom dialogues in order to enhance foreign language learners speaking ability. Hence, our main task in this work would be to replicate what other researchers have realized on this issue, but with a focus on a particular context; that is, the context where the study takes place.

8. Structure of the Dissertation

This research is made up of two theoretical chapters and the third chapter is related to the Practical Part of the study. The First Chapter deals with the literature review on EFL learners speaking skill and its difficulties. Whereas, the Second Chapter is about classroom dialogues and their strategies, as well as their goals towards EFL learners. The practical chapter provides concerns aspects, such as the Research Methodology; Research Strategies, and Data Collection Methods. Basically, it discusses the results obtained in this investigation.

CHAPTER ONE
SPEAKING SKILL

CHAPTER ONE: SPEAKING SKILL

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Introduction

In the present chapter, we will shed light on EFL learners speaking ability. This chapter is divided into Two Parts. The First Part investigates the speaking skill as a means of communication. Also, it explores the importance of speaking for EFL learners as a foreign language. This chapter will provide details about one of teaching speaking approaches, which is the holistic approach. The Second Part deals with teaching the speaking strategies to motivate learners to better speak. Also, it highlights the psychological problems which often impede learner's oral performance.

1.1 The Nature of Speaking

Speaking is the direct transmission of the language. It is the productive skill which consists of producing systematic verbal utterances to convey meaning. Speaking is the key to communicate with others, and to give a picture of what is in our minds. We talk to share our ideas and feelings. Tarigan (1990, p.15) defines speaking as, "the ability to pronounce articulation of sounds of sentences that express an idea and feeling" (cited in Lagalo 2013). As well as, Bashir et al., (2001) consider speaking as a productive skill in the oral mode. It is like the other skills, it is more complicated than it seems at the first and involves more than just pronouncing words (p.38). The authors agree on that speaking is a complex skill, which requires more than just pronunciation.

Furthermore, it is clear that this ability is a complex enterprise (operation) that involves different inseparable elements and processes. It requires using the organs of speech to produce sounds, the mental processes, as well as other items which make this enterprise successful for the speakers, the listeners, and the linguistic background. Humans primary speak to make others understand what they think and feel about. In

brief, the speaking activity is a gateway that bridges between people to facilitate their life.

On another issue, speaking in the classroom is different from talking outside, or in a casual context. This simply means that the classroom for foreign language learners is the only place that provides them with the opportunity to practise, and use their spoken language. In the same vein, Hornby (1995) views that through speaking language learners will be judged upon most in real life situation. Speaking a language fluently needs a massive effort by EFL learners because speaking is not just mastering rules of grammar or transforming the knowledge from the mother tongue into the learnt language (p.37). Thus, Speaking is important in both first and second language because it reflects people's thoughts and personalities.

The significance of speaking is not only related to our daily life; but, also it is connected to professional and academic contexts. From this point of view, any language cannot be developed only when it is used orally; therefore, the EFL learners should speak more in the class since it is not used outside it. The classroom is the most worthy environment where the learners use EFL in real context as the native speakers do. They can discuss topics with each other, and express what they think and feel about it. In short, the speaking ability cannot be achieved from none; it involves more practice and time.

1.2 The Importance of speaking

The significance of speaking was for a long time, not something recent; learners were interested in speaking the language more than the other skills; this is so in order to show their proficiency and success in that language. Aiming to make EFL learning successful, many scholars and instructors recently have focused more on the speaking skill. This is so since the total focus on writing and reading does not work

anymore. This new focus has led to a shift in the interest of the new approaches in its own right. Therefore, in the present time, EFL learners are more capable of using English language confidently to guide their learning, and to be more autonomous.

EFL learners try to show their proficiency through speaking skill because it enables them to communicate, and express themselves in the target language as a native speaker. Concerning this idea, Celce-Murcia (2001) sees 'that the ability to speak a language is synonymous with knowing that language since discourse is a fundamental means of communication (p.103)'. According to Widdowson (1994), speaking is the active production skill. And, the utilization of the oral production is the capacity of someone to communicate orally with others. Such a belief is shared by Khamkhien (2010) who believes in the importance of speaking in foreign language learning.

To emphasise on, EFL learners should speak more in the classroom. For many specialists, the speaking skill refers to knowing the language. Here, when the students speak, they are more able to learn about the EFL rules, structures, pronunciation, and even its pragmatic use. Moreover, being able to speak is being able to read, to write, and even being able to listen. The more students use utterances and sentences verbally, the more they can read them and understand them, the more they can use them in paragraphs, and the more they can receive them quickly. Hence, since students speak much more the EFL for communication, they are not passive because they produce words and sentences.

1.3 The Components of speaking

Since speaking the language is an indispensable process, it requires certain components and elements. According to Vanderkeven (1990, p.8), there are three components in speaking. They are as stated below:

- The Speakers

Speakers are people who produce sounds or who make speech to the others; they are as a means to convey feelings and opinions. Thus, the communication process cannot occur effectively only if there are the speakers.

- The Listeners

Listeners are people who receive the speaker's thoughts and feelings by using words or utterances, and if there is no listener the speaker may states his/her feeling in writing.

- The Utterances

Utterances are words, sentences, phrases used by the speaker in order to convey ideas and feelings. If there is no utterance both speaker and listener use signs to state feelings.

Each component of those competencies completes the other one. Without one element of those competencies, communication cannot be achieved successfully. In fact, each element is necessary in order to make effective communication between people.

1.4 Teaching Speaking

Teaching speaking is to give instruction to someone to speak or communicate. Learners try to achieve the general aim of language which is to speak. Furthermore, they seek to convey messages, exchange ideas, and express themselves through the target language. However, it is clear enough in practise that learning to speak is not an easy task; it needs more practice activities to enhance learners speaking ability. That is what Yule and Brown (1983, p.25) confirm when they state that the spoken language production, and learning to talk in the foreign language, are often considered

to be of the most challenging aspects of language learning for the teacher to help the students with.

EFL learners evaluate their process of learning language depends on how fluent they are in speaking. However, they may succeed when they can express themselves in the target language. This is usually related to what they have learnt in classroom, and the way they get this information. On this issue, Baker and Westrup (n.d) think that many teachers are already very good at teaching vocabulary, and grammar in order to translate tasks and to prepare students for examination. But, when it comes to organising lessons to practise speaking English language, this can be a big challenge for both teachers and students.

To overcome such difficulties, teachers have to provide enough opportunities for learners, and more activities to practise the different linguistic features, and the basic interactive skills of conversational language. Indeed, a vital way of presenting a lesson can make learners follow the teacher. It also makes them motivated to receive the lessons effectively. Therefore, the more a teacher is active, the more learners get excited to learn.

Moreover, the opportunities to use the second foreign language outside the classroom is almost nonexistent, even in classrooms that are most of the time limited because the target language is taught as a subject. Teachers should help learners to develop themselves in the target language; teaching speaking as a skill may provide learners with different capacities, learners are in need of those abilities to express their personalities in various situations.

Converging with the previous assumptions, Lightbown and Spada (2002, p.92) as cited in International Journal of Humanities and Social Science (n.d) think that the teacher's objectives are to make students learn those vocabulary, and grammatical

rules of the target language. Whereas, the goal of learners in those kinds of courses is often to pass an examination, not to use the target language for every day communicative interaction. As a consequence, learners fail to develop much functional ability.

From such a claim, we see that the total focus on how the learners succeed is not on what they have obtained. In other words, they know what is the language received. (Structures, rules...), but not how to use it (the real use of the language). Learners know the rules and memorise vocabularies of the language. However, when it comes to speaking, they encounter difficulties. The more the learners speak and communicate the more they overcome their speaking difficulties.

As a matter of fact, learners have to develop their abilities; they should work with their intelligence; they need to show their skills, and their mental capacities. Such a holistic approach can urge these learners to work as a whole and to use all their abilities. This particular idea will be discussed in what followings.

1.5 The Holistic Approach

As it has been mentioned previously, speaking is an enterprise that takes place based on some components, as the participants. In other words, this means it is a social phenomenon. Based on this data, the holistic approach encourages the collective communication in the classroom because of its advantages. According to Nandish V. Patel, the holistic approach develops students to be critical, confident and independent. It aims to make learning a process of self- improvement that explicitly recognises the person, and the social context of learning, and teaching. It also, identifies the needs of the individual learner in the interaction. Is particular approach rests on the view that teaching is a social activity. The observed results when applying

such an approach are the development of critical, independent learners who can action on their field.

For the cited scholars, the central principle of the holistic approach is that both learning and teaching are social processes. In these processes, no one works in isolation; there is no sense of individuality. The teachers interact with the learners aiming to diagnose their own personality, their special requirements, and their difficulties. The application of this approach is very beneficial for the students who can express themselves, speak about their preferable things and problems freely.

In some details, a holistic view means that we are interested in engaging, and developing the whole person. A person who thinks with of the different physical, emotional, mental and spiritual levels. In addition, the holistic view supports peoples as a multiple intelligence. In this respect, human beings involve more than simple persons; human beings should be creative and active. The holistic approach also recognises the connectedness of mind, body and spirit. Hence, focus is on the full person, not just his/ her academic background. A positive social behavior should be considered in order to achieve the purpose of this person's life.

In this context, the holistic approach is concerned with itself, and typically with the improvement of the learner as a single person. The learner comes to the classroom with a different personality, preferences, talents, ways of learning, and distinct psychological and social troubles. Consequently, this approach aims primarily to produce a successful learner in all domains of life.

Furthermore, learning and teaching speaking language holistically to improve learner's confidence and self- independent in order to succeed in the process of learning to speak. Learners need to be knowledgeable about speaking and aware of using the right competences to produce a fluent spoken language. As cited in Anne

that Johnson (1996, p.155), speaking is a “combinatorial skill “. This means, in other words, that spoken can be able to do many things correctly in the same time.

When the teachers employ the holistic approach to teaching speaking, they are simply applying its most important principles. Their principal aim is to support the learner’s self-esteem, autonomy, consciousness, and understanding. The learners will be more capable of speaking without any limit. They also will be able to comprehend how speaking as a process is done. Likewise, the learners will know how to start talking, what to speak about it according to the situation, what the elements they should use it and respect it in the discourse, and even what they can do with the word (request, order, complaining....).

For those learners, they should follow some factors that are considered as methodologies for the person's speaking ability. Anna (2012, p.167) suggests a model of the second language speaking competence that comprises knowledge of the language and discourse. The core of the speaking skill, communication and discussion strategies is that the learners have to know about them in order to be able to use them. Those competences are stated the following figure and explained in paragraphs:

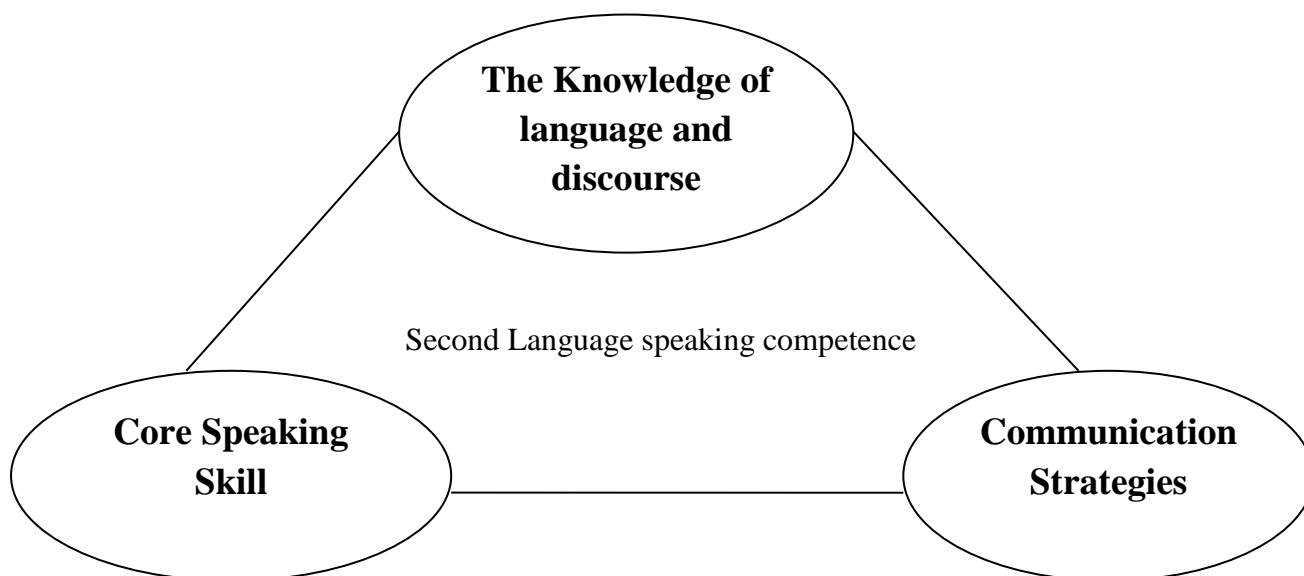


Figure 1.1 Components of second language speaking competence (Source: Goh & Burns, 2012: 53)

The first component, Knowledge of the Language and Discourse, comprises the both kind of competencies, the grammatical, and the communicative ones. Knowledge of the Language and Discourse component refers to the learner's ability to use the language correctly and appropriately according to the context. The capacity of verbal exchange ideas or to express oneself in a given language, require knowing the grammar and vocabulary of the language, understanding how stretches of connected speech are organized. So that there are socially and pragmatically appropriate. It is also knowing rules of the society verbal and non-verbal language they use. In other words, this implies the speaker have to understand the culture of a given society.

The second competence, core of Speaking Skill, is that the learners may know grammar and vocabulary, discourse well. But, this is not enough for them. They must be procedural. This means that these are developing the ability to process speech quickly to increase fluency; it also involves being able to negotiate speech, as well as manage the flow of speech as it unfolds. Core of Speaking Skill component also refers

to the students' capacity to speak fluently. Here, these students need to be able to exchange the speech as they do in their first language. Thus, the effectiveness of transferring the speech depends on both accuracy and fluency.

The third competence, communication and Discourse Strategies, is the efficient use of verbal or nonverbal communication strategies when the problem arises, or to handle breakdowns in communication. It also involves developing cognitive strategies to compensate for limitations in language knowledge, metacognitive strategies, and interaction strategies. In this case, the learners should not be only accurate and fluent, but also, they should be aware of the various strategies used in the communication. They ought to recognise how to use particular words and gestures (paralinguistic features). Crucially, solving problems in the Communication is something complex because it requires mental capacities to fill the gaps in this process.

1.6 Strategies of teaching speaking

Lewis (1999) claims that, in the classroom the learners ask questions for information and explanation. They communicate with others. However, most of them may keep silent because of some causes as anxiety. Therefore these teachers have to encourage and maximise the student's participation and to minimise the psychological problems.

Based on the view of Lewis, encouragements of the participation and speaking involve particular strategies used by the teacher. The useful suggested strategies are as follows: drills, role play, and group work activities, which will be explained. Below a brief presentation of these strategies:

1.6.1 Drills

According to Eni Kartikasari, et al. (n.d), drills are a sort of well manipulated oral practice. In this exercise, the students receive a cue from the teacher and they

have to respond to it in order to learn it accurately. In other words, the learners should listen and repeat the words or sentences in a view to memorise them. Matthews et al. (1991) view that ‘drills help students to develop quick, automatic responses using a particular formulaic expression or structure, such as a tag ending, verb form, or transformation’ (p.210). It is an easy way to make a learner learn by heart some words or expressions. Learners can need those expressions or words in their daily life not just in the classroom.

So, according to Matthews et al. (n.d), the drills are used primarily to quicken the familiarity with the terms and expressions. This strategy enables them to remember those elements for a long time.

Doff (1990) agrees with the other authors that drills enable students to develop a quick response to certain expressions and structures which have been drilled. In this sense, repetition drills are useful for familiarising students quickly with a particular structure or formulaic expression (p.71). This strategy of teaching speaking in classroom also helps learners to memorise what they learn during the lecture. Drills then are critical in the process of learning in which they facilitate learning and enable learners to remember words or phrases.

1.6 .2 Role plays

They are certain situations in which learners act out particular roles in order to deal with new situations and recognise more vocabularies. A role play is a strategy used by teachers with a view to improve their learners' speaking ability, and explore their ideas accurately and fluently. Similarly, teachers can discover the ability of learners in product correct grammar and vocabulary, besides smoothly and natural articulation of words and sentences.

Furthermore, role play improves learner's imagination and fluency in speaking. In addition, role play is a simulation activity in which learners enjoy, and learn in same time. As cited in Erasma, et al. Tompkins (1998), role play encourages thinking and creativity. It also lets students develop and practise new language and behavioral skills in a relatively nonthreatening setting, and creates motivation and involvement necessary for learning to occur (p.2). For many researchers role play is the primary technique that provides learners participation and involvement in the classroom. Through this technique, learners evoke their talents and mental capacities; and therefore, learners may create imaginal situations to act in particular topics in the classroom.

According to Bartle (2002), role plays simulate situations in reality. They can give players opportunity to practise their new skills. Besides, role plays is are stimulation activities which give learners the opportunity to show their imagination, and creativity that present it in the classroom and learn from it and may need in their life. This idea is expressed by Livingstone (1983) who see role plays as a class activity which give the students the opportunities to practise and act the language aspects of role-behavior, the actual roles they may need outside the classroom. In brief, through role plays learners learn terms or locution that they need outside classroom.

1.6.3 Group work activity

It is a form of cooperative learning which aims to develop learner's knowledge and skill. This strategy in teaching speaking helps learners to participate effectively in group work or team work, and is a motivated way of acquiring knowledge. Harmer (1985) considers group work as an attractive idea to increase the amount of students'

talking time. In this respect, students will be able to use the language to communicate with each other. And more importantly, such cooperate among themselves.

Moreover, through group work learners interact. This way gives them an opportunity to speak and practise the language. It also helps to exchange ideas and thoughts through speaking. Richards and Rodgers (2001) point out that cooperative learning is a group work structured in such a way to enable students' interaction. They exchange ideas and information, as well as cooperation rather than competition in learning.

Group work activities require involvement and contribution among learners. Due to this quality, group work activities improve learner motivation to learn, as well as reduce learners feeling of anxiety when speaking in front of the whole class. The learners who face shyness can participate and intervene with the whole class. Group work activities give much benefit to foreign language learners to enhance their speaking ability. This activity allows them to practise speaking fluently with the guidance of the teacher. Besides that group work activities are fun and enjoyable.

Those strategies for teaching speaking are just a sample of multiple activities when the teachers vary in their activities, and choose effective ways to present topics. Learners will accept the lesson easily. Hence, they learn and realise a new thing. Teaching speaking is not an easy task but if the teacher uses some of these strategies it will be interesting and enjoyable at the same time.

1.7 Psychological Difficulties of speaking language

Practising the speaking skill in a foreign language is not an easy task because language learners encounter many difficulties when speaking. Indeed, some barriers hide the process of being fluent that language learners wish. Thornbury (2005) argues with that psychological factors, such as anxiety or shyness, lack of confidence, lack of

motivation, lack of interest, and fear of mistakes, are the factors commonly that hinder students from speaking (cited in Schwartz (2005). All those difficulties are presented in the following figure.

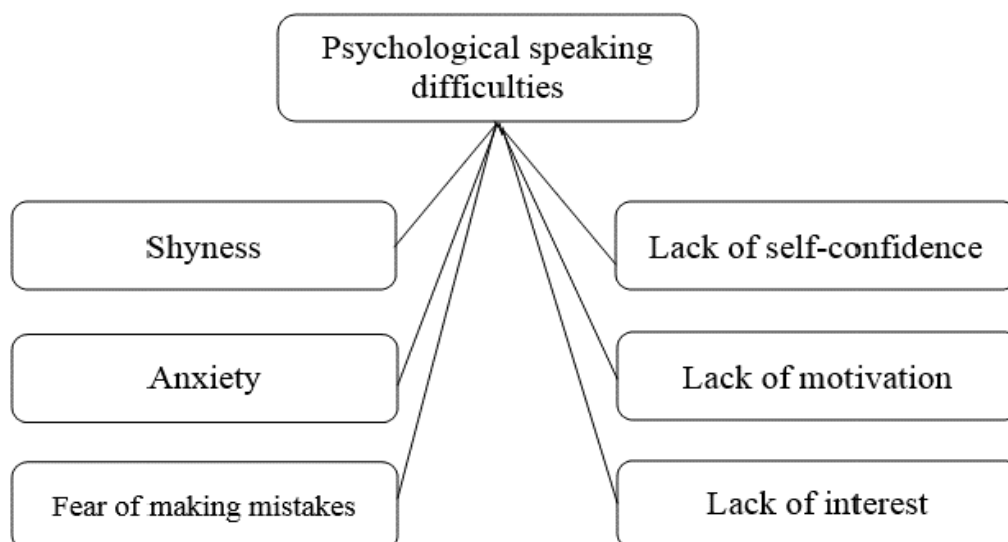


Figure 1.2: Psychological speaking difficulties based on Schwartz (2005)

1.7.1 Anxiety

Anxiety is the subjective feeling of tension, apprehension, nervousness, and worry associated with an arousal of the automatic nervous system. Anxiety can hide learners from achieving a higher level of proficiency in a foreign language. It is one of the main obstacles to learning or speaking performances in a foreign language. Horwitz et al. (1986) describe language anxiety as a distinct complex of self-perceptions, beliefs, feelings, and behaviours related to classroom language learning arising from the uniqueness of the language learning process (p.28).

Crucially, learners, who have the fear of negative evaluation, and the desire of making a good social impression, they usually have the problem of anxiety. With teachers encouragement and support for learners and avoiding criticize learner's error, learners will gain confidence from their teacher's help and his attention to them. On

this point, Price (1991) argues that the teacher plays a significant role in increasing or decreasing student anxiety in the foreign language classroom. In addition, according to Harmer (2007) teachers need to focus on learners' strengths and weaknesses. So, they can create a suitable learning method for all learners. Thus, teacher's role is important in helping EFL learners with this difficulty.

1.7.2 Shyness

Shyness is known as the lack of comfort, or awkwardness of doing something in front of people. In fact, people who have shyness are introvert. Very often, they can not engage with others. In language classes, EFL learners tend to avoid speaking and participating in classroom because they feel shy when speaking. This is against their oral development. Baldwin (2015) explains that speaking in front of people is one of the more common phobias that students encounter and feel. It makes their minds go blank or that the learners will forget what to say.

Besides, learners may know answers and have questions to ask but due to shyness, they do not do. Shy learners fail to perform the speaking tasks at their best because they have not the courage to show their ability in speaking skill, Bowen (2005) and Robby believe that some shy learners are caused by their nature that they are very quiet.

The fear of doing mistakes in front of the whole class happens when learners compare themselves with others. Saurik (2011) identifies that most of language students feel shy when they speak the language because they think they will make mistakes when they talk.

In order to get learners feel fine and comfortable when speaking to their teachers, they have to create a friendly relationship with learners. On other idea, Pesce (2011) views that it is urgent that teacher creates a friendly and open classroom

environment. As a matter of fact, the guidance of teachers is the most thing that helps learners to overcome shyness. Learners have to not fear to failure or success. Those solutions can help learners to overcome shyness when speaking and hence improving the speaking skill.

1.7.3 Fear of Making Mistakes

Fear of making mistakes is another common problem that encounters EFL learners. This difficulty is when learners fear of making speaking mistakes. Thus, they often are criticized by the teacher or to be the laughing-stock of classmates. Aftat (2008) regards that this fear is linked to the issue of correction and negative evaluation. Also, this is much influenced by the students' fear of being laughed at by other students or being criticized by the teacher. Consequently, this fear often leads learners to stop participating and talking or even avoids questions related to certain points they do not understand during the lessons.

For Kurtus (2001), the primary reason for fear of mistakes is that students are afraid of looking foolish in front of other people. They are usually concerned about how others will see them. As a matter of fact, learners are afraid of the negative evaluation. And those reasons have to be solved by teachers to make their learners active and motivated. Teachers have to make sure for learners that anyone can learn from his/her mistakes. S/he can make mistakes. And this is not a big problem. If the teacher transmits well this idea, learners will gain confidence to speak without afraid of doing mistakes, of course, if they find support and encouragement of their teachers a positive reinforcement will be developed.

1.7.4 Lack of Motivation

Williams and Burden (1997) define 'motivation as a state of cognitive and emotional arousal which leads to conscious decisions to act (p.120)'. It is not an aim it

is tool to reach our objectives. On the same concept, Williams and Burden (1997, 120) define motivation in general as follows:

- A state of cognitive and emotional arousal
- Which leads to the conscious decision to act and
- Which gives rise to a period of sustained intellectual and physical effort
- In order to attain a previously set goal or (goals)

Since it is said that motivation is a process or tool, it often helps to rich specific aims, feeling, interest, willingness, and goals. Slavin(1997) points out that ‘motivation is what gets you going, keeps you going and determines where you are trying to go (p.345)’. A lack of motivation still constitutes a serious problem for both teachers and students in language classrooms. The most important thing is to know the causes of this problem. To solve this problem, Timmins (2001) suggests using psychology in the classroom in order to determine the causes that usually lead learners to a lack motivation. Because of the lack self-confidence, inhibition, and anxiety are the reasons that can destroy learning.

Moreover, teachers need to improve learner’s motivation to learn through positive comments and reinforcement. This is the door to increase motivation, and learners willingness to learn. Also, teachers can manage motivating activities as a solution of enhancing learner’s motivation to learn. Liu and Huang (2010) They view that to overcome students’ lack of motivation, teachers can do activities, such as promoting students’ awareness of the importance of English, enhancing students’ interest in English language, and developing their self-confidence.

1.7.5 Lack of self-confidence

Lack of self-confidence is an additional problem. It usually hides the process of learning language. In many cases, learners lack the self confidence to speak when

they feel that their speech is not understood by the others or if they can not get what people say. Consequently, the lack of confidence breaks down the development of speaking and learning language. Krashen (2002) finds out that learners with high motivation, self-confidence, and a good self-image, and with a low level of anxiety are well equipped for success in second language acquisition.

In language classes, teacher's encouragement and support can help learners to gain confidence in their abilities. In this context, many teachers do not think that convincing students that they can speak English is necessary. However, teacher's guidance is needed in learning process. Ye Htwe (2007) shares a strategy to build learners self-confidence. He says that maximizing students' to English is good ways to exposure build the students' confidence. Teachers should then provide a good and comfortable atmosphere to learners in order to feel encouraged to speak English language.

1.7.6 Lack of interest

Interest is a state of curiosity or concern about or attention to something. It is giving attention or engaging in doing that thing. Usually, language learners show a lack of interest when their teachers propose certain topics, that they do not like, or they haven not much information or culture about them. Here, learners don not participate and speak with the whole class. Charles (1993) views this as 'a reflection of poor motivation and poor attitude (p.62)'.

To overcome such a problem, Teachers need to motivate learners to participate and to speak. Besides, they have to vary in their topics. More importantly, these teachers should give learners opportunity to express their ideas and views in many things. In fact, a good stimulation of activities and lessons can help learners to engage with the whole class.

Conclusion

To sum up, we tackled in this chapter the speaking skill from different angles; regarding its definition, importance, and its use in the classroom. We have confirmed that skill is a gateway to enhance the learning process. That is speaking and Communication can develop the students' skills, competencies, performance, autonomy, and personalities. In addition, the success of the learners' in communication depends heavily on the teacher's effort. The teachers should specify more time to teach speaking skill in the classroom. Consequently, this skill is complicated which involves more time and effort. Moreover, in this chapter we have realized that due to the importance and the difficulty of the speaking skill, we need to suggest the classroom dialogues as a strategy to improve speaking. In the next chapter, we shall present and discuss some issues related to the topic of classroom dialogues.

CHAPTER TWO
CLASSROOM DIALOGUES

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Introduction

In this chapter, we will discuss on classroom dialogues. Specifically, the chapter is concerned with the investigation of the nature of classroom dialogues; and, how they are relevant to teaching and learning EFL language. Moreover, it will also attempt to present the goals of using dialogues as a strategy to improve EFL learners speaking skill, and the investigation of the effective dialogue between teachers and students. In addition, this chapter will deal with some types of dialogues that teachers may use in instruction. In this respect, it attempts to identify the most important dialogue techniques that make teaching effective, provide the readers with how they can assess dialogues, and give evidence and reasons on using dialogues to enhance FEL learners speaking skill. Finally, this research will try to show how dialogues are beneficial for the readers to recognise their nature and significance.

1.2 The Nature of the Classroom Dialogue

Freire, (1970) defines a dialogue as a literal and theoretical form consisting of written or spoken conversational exchange between two or more people. Thus, out of this short definition of a dialogue, one may say that dialogues are a way to convey and receive messages between people. They are spoken or written to express what one wants, to say what one thinks about, and to negotiate with others. In other words, dialogues are more felicitous when the participants share certain elements as the linguistic and the cultural background.

From a historical perspective, according to Kramer (2013), ‘the practice of education dialogue is at least as old ancient Greek culture. If we reflect on the term dialogue, we see that the Greek prefix “*dia*” has a variety of meanings, including: across, among, through, together. The Greek word “*logos*” has many cognates as well, including: reason, law, truth, word. Thus etymologically, “*dia-logos*” means speaking

meaningfully between people' (p.3). For Pat Pigg (1976), dialogues are meaningful natural excerpts of conversation focused on one point of English language usage, and capable of stimulating further conversation. (p.291)

From this context, a dialogue means something that is done orally for a specific purpose. It is obvious that the use of dialogues in the education enterprise started in the past. This means the use of the dialogues in this enterprise is not a new, but it is more important.

Classroom dialogues are to exchange ideas and thoughts to build an understanding in certain issue. According to Harmer (2007), dialogues are one form of communicative interaction activities. In those activities, a teacher gives a certain topic to learners, and helps them to start speaking by them. Students can speak without control and say whatever they think or believe.

Moreover, Dialogues are comparatively lengthy interaction between a teacher and a student or group of students. Both teachers and learners make substantial and significant contribution through which learner's thinking in particular ideas. Pilleux (1969, p.203) sees them as a natural conversation to be presented both orally or in writing, practised, and drilled in class.

From the point view of Harmer (2007), dialogues take the oral form that make them more important. This form helps the instructor to know about the students' backgrounds, beliefs, feelings, tendencies, and their ideas. While Pilleux (1969) thinks that dialogues are not only the oral ;but, also they can be written that is repeated by the learners. Besides, Scott (2011, p.33) state that even in large classes, the dialogue between pairs is an essential path to acquaint with certain movements and even with intonation and pronunciation. They add that the teacher is the main responsible of learners' interesting and enjoyment.

Likewise, Slaterry and Willis (2001, p.10) add that all children can speak at least one language when they come to school. Think about how they learn this first language. Think about babies and young children. Most mothers talk a lot to their children. It means that teachers are similar as mothers, in which they can perform a short conversation. Hence, talking to learners can enrich their vocabularies. And this helps them to recognise more ideas and thoughts.

Ostensibly, from the above literature on dialogues, learning the EFL takes place in the same way of learning the mother tongue from the caretakers. It requires the teacher who knows about the language and its structure. The teacher behaves on the same way of the parents, s/he goes smoothly starting from simple dialogues to the difficult ones. This specific way often enables the learners to know many things about the language.

Usually, teachers talk and quest more than their learners on classroom, for that they do not articulate fluently the language. Therefore, classroom dialogues encourage learners to speak more and offer to them much opportunity to show their abilities where teachers may evaluate and give them feedback. Hence, Richards and Rogers (1986) state dialogues as social interaction activities, where the primary goal of this interaction is fluency and acceptable language (p.576).

Following the communicative approach, many teachers nowadays reduce the amount of explaining and asking questions. They become more aware about the importance of the communication. This is simply because the good results that they obtain from the application of this method are substantial to improve instruction.

In sum, dialogues are a method based on communication language teaching through practice. Teachers help learners on how to pronounce some words or expressions relating to a certain situation that are discussed usually in the classroom. In classroom dialogues, EFL learners often recognise some kinds of cultural artifacts,

anything created by humans which gives information about the culture of its creator and users. Many agree with the idea that says that dialogue activities are concerned not only with accurate expressions, but also with the appropriate use of forms in a specific social context. Therefore, learning a language through dialogues is not just for good marks; but, it is also needed for EFL learner's future in occupational contexts.

2.2 Teaching Dialogues

Scholars and English language teachers believe that communicative skills should be developed as much as possible to make EFL learners communicate appropriately in a target language. Albright (1979) claims that most students cannot reach a satisfactory level of proficiency if textbooks do not present materials designed to develop communicative skill. In the same vein, slavin (1980) notes that cooperative or collaborative learning is often judged as to increase students' academic achievements, self-esteem, and motivation. Thus, using dialogues as a tool of teaching speaking is a supportive way to instruction.

As cited in Dawes (2008, p.64), Alexander (2006, p.28) believes that dialogic teaching is:

- **Collective:** teachers and children address learning tasks together.
- **Reciprocal:** teachers and children listen to each other, share ideas and consider alternative viewpoints.
- **Supportive:** children articulate freely and help one another to reach common understandings.
- **Cumulative:** ideas are chained into coherent lines of enquiry.
- **Purposeful:** teachers plan dialogic teaching with particular educational goals in view.

Following what is stated above, teaching dialogues is an ideal method where it brings external situations into the classroom. It makes grow on learners thinking and expand their imagination through topics that they discuss. Besides, teaching dialogues

may lead EFL learners engage to a practice to listen, and share thoughts of different perspectives, and issues. These ideas are sustained by Stewart (2004, p.9) who views that dialogues among classroom participants allow for the integration of new knowledge with what students already know, which in turn, it leads to generate further understanding and fresh insights. Interaction among students and teachers can be the most effective triggers of meaningful learning.

Hence, using dialogues in the classroom do not only improve the EFL learners' linguistic backgrounds, but also their mental abilities. Moreover, it ameliorates their skills as listening and listening comprehension

Furthermore, for Dawes (2008, p.62), dialogic teaching intends to explore what children think, share with their improving ideas, and make them talk through misunderstandings. Through dialogues teachers are engaging with their learners. This makes them discover how they think and create ideas. In brief, it helps teachers give them chance to speak.

The author adds that through opportunities that teachers provide for learners, these latter can explore the limits of their own understanding. They can also use new ways of language as a tool for constructing at the same time. Alexander (2006, p.35) agrees with Dawes's idea when he says that dialogic teaching supports not only what to be learnt, but it explores the learner's thought processes.

Though dialogues teaching and practice, learning cannot be boring. Alexander (2006, p.35) views dialogic teaching as to increase children's power of talk to engage them, stimulate, and extend their thinking, and understanding. Learners can practise language and hence lead them to like pronunciation, stress, intonation, and pitch. Moreover, it enables them to learn new vocabulary in various situations. All of those

activities can make EFL learners concentrate only on what they listen to dialogues when participants share their own personal experience and ideas.

3.2 Dialogues as language practice

Learning language through dialogues enables learners to get quick sort of knowledge and understanding. Dialogues have been used as both as a source of input, and as a way of structuring language (output). This function of practice was tightly controlled. Bilbrough (2001) puts the basic procedures for dialogue practice which are as follows:

- Students listen to a dialogue containing key structures to be focused on;
- they repeat each line of the dialogue after the recording;
- certain key words or phrases in the dialogue are changed, and it is practised by the class; and
- a range of choral and individual drills are used to practise forming the key structures.

Therefore, dialogues provide the natural format in which communicative language use could occur; they have a beneficial role in the classroom. This simulation activity provides opportunities for learners to use language creatively, spontaneously in different situations that related to real life.

4.2 Goals of Classroom Dialogues

Classroom dialogues play a major role in the process of teaching and learning English language. It is used as a tool to make EFL learners motivated and engaged in the classroom. According to Moss (1995, p.40), dialogues are put to different utilisation in classroom. Teachers' verbal interactions with pupils give information, provide instructions, and look at children's background. What is more, they create children's supposing. For every individual, including individual's needs, there is confirmation that

children are influenced by the teacher's conversational style. This means that the teacher's talk is as reference for learners. Learners are influenced by their teachers in their conversational styles. Also, this often leads them to imitate words and gestures, expressions, pronunciation.

Since EFL learners' success is the main goal of teachers, these latter should encourage their learners to use dialogues more in classroom. As it has been mentioned, this practice can improve the linguistic, cultural, and mental capacities of the learners.

Dawes (2008) says that engaging learners in dialogues, gives opportunity to:

- elicit children's ideas;
- explain ideas;
- clarify the point and purpose of what the children will do in class;
- model or demonstrate useful ways of using language; and
- help children grasp new concepts and new ways to" describe their thoughts.

As a matter of fact, through dialogues EFL learners gain new information and share what they know in certain topics with their classmates and their teachers. Dialogues can improve EFL learners thinking of issues and improve their ways of giving views. Dialogues can also develop EFL learner s' curiosity about the thoughts of others.

In this perspective, Kinchin (2003) points out that dialogues are used to help teachers in the preparation of lessons. Teachers can look for understanding their learner s' needs. They can also entail their knowledge base. He argues that dialogues can be used to monitor student s' progress. Thus, effective dialogues between students and teacher are essential for promoting meaningful learning.

Therefore, the process of learning cannot be completed without a teacher. The latter prepares lessons and takes into consideration the learners' needs and backgrounds. In this respect, dialogues can be considered as a monitor, in which dialogues show

highlights learners' weakness and powers points, this enables teachers to help learners to improve their abilities.

Classroom dialogues between learners can provide contexts for using the English language. EFL learners are able to use the language and exchange speak; this may be as a source of learning grammar and memorise vocabularies. Also, dialogue is helpful teachers in showing learners how to use and pronounce some vocabularies, language structure. Hence, Communication between teachers and learners has a major role in learning, effective dialogues between teacher and student will be explained in next paragraphs.

5.2 The Effective dialogue between teacher and student:

The teachers use Dialogues to achieve certain goals at the end of the lesson. Communication between the teacher and the student is necessary and essential in both learning and teaching processes.

On this idea, Kinchin (2003) has proposed an effective teacher-student dialogue model. The purposes of this model are to present that effective dialogues between teacher and student are essential for promoting a meaningful learning. Besides, through communication exchange, dialogues connect learners with teachers it also strengthens their relation. And these dialogues can promote effectively the learners capacities to speak without problems or limitation. This model stands as a good that can method enhance the students' self esteem; reinforce their personality, and other skills. The purpose of effective dialogue between teacher and student then is essential to promote meaningful learning in the classroom; such idea is illustrated in the figure below:

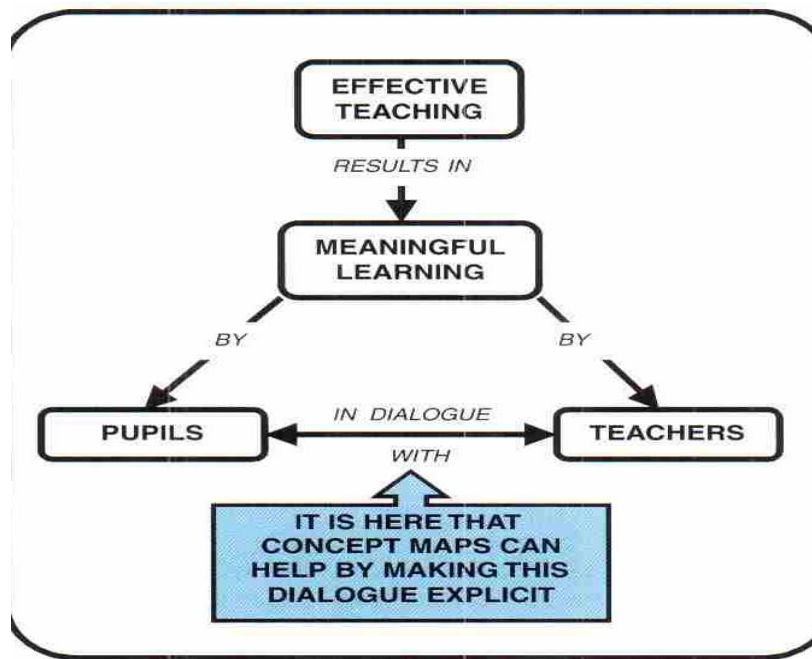


Figure 2.3: The Effective dialogue between teacher and student source: (Journal of Biological Education, 2003)

In fact, this model views that effective learning occurs when all what is concerned the learners is understood (this is called conceptual framework). Through dialogues it would be recognised that there are differences in the conceptual frameworks of the student (novice) and the teacher (expert); but there is also an overlap. The ‘active interface’ illustrated by commonly held ideas which the student and teacher share. This overlap must be acknowledged to promote meaningful discussion as is presented in the following figure.

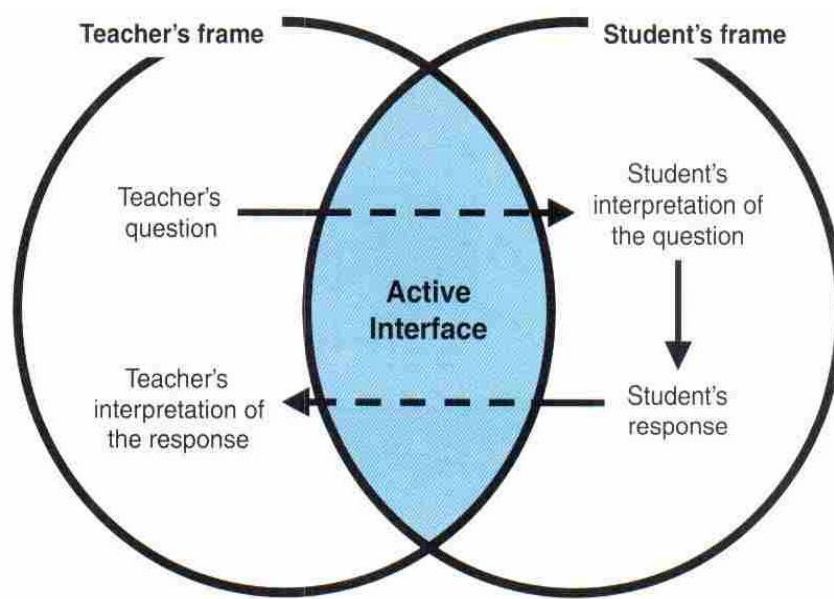


Figure 1.4 the translation interface source: (Journal of Biological Education, 2003).

Based on the model view, it is ostensible that each one has a specific role. The teacher as an expert starts the conversation by posing questions. Here, the teacher is considered as an expert because s/he knows which questions to ask, how to ask them, and when to do so. By their turn the learners, they receive the question; they think about; and they answer it. Finally, the teacher explains their answers and corrects the mistakes. This means that dialogues cannot effectively occur only when there is the overlap between the teacher question, and the responses of the students. Moreover, one can conclude that a dialogue is a complex process since it involves the overlap.

Teachers can provide a multiple ways to present dialogues and vary in the method of preparing them for learners in classroom, different types of dialogues can make learners motivated and enjoy learning.

6.2 Types of Classroom Dialogues

The more dialogues are used, the more EFL learners learning can be successful. A big challenge for an educator is creating a successful learning atmosphere. The effectiveness of learning depends on how much teachers select interesting and various

topics. Classroom dialogues and their types are an effective a strategy to improve EFL learners speaking skill. Some types are as present in what follows:

6.1 Think / Pair / Share

A strategy is where learners think on an issue or problem that a teacher has assigned, and then they discuss in peer. Wasowski (2009, p.33) thinks that Think/Pair/Share is the most beneficial activity in classroom because it incorporates the individual small group, and whole-group discussion. This activity provides all students with opportunity to respond a question or task.

Similarly, think/pair/share activity is an easy way to organise students in classroom, in which they are divided into peers. Through this strategy, all students have the opportunity to formulate individual ideas, and share them with peers. Think/pair/share also encourages a high degree of participation and learners' involvement in classroom. Moreover, this activity builds oral communication, which is the main goal of EFL learners.

In this way, teachers listen to pairs, discuss their responses, and note the way that they share their responses. Teachers can use this activity as an oral test where they can examine the learners through their thinking and presenting of their ideas.

6. 2 Small group discussions

It is to work to create interaction between peers, where a teacher designs a certain problem or issue for each group, the students can share their findings and views with the whole class. For Bruff (2009, p.16), small group discussions enables students to share and participate. This is possible in class wide discussions. Through small group discussions learners learn each with other in which they discuss and share ideas. This strategy is enjoyable for learners.

Small group discussions also develop learners thinking and skills when they discuss and while looking for answers. Through small group discussions, a teacher

guarantees interaction, and engagements among learners. Besides, the discussions often enhance EFL learners' participation and motivation. Basically, they are so when they have an agreement with the other ideas. Learners listen one to the other, and discuss specific topics together.

6. 3 Presentations

It is a brief discussion of a focused topic delivered to a group of listeners in order to impact knowledge, or to stimulate discussion. Individual or group presentations are a good tool to teach language, where students emphasise the content of the prepared topic to the whole class. Moreover, Presentation aids to effectively convey information. That is, the learners remember what they say in the presentation. These learners may find the presentations an interesting way to present a given topic. They also can find it funny and motivating, when their classmates transmit knowledge, not as they used to receive information from their teachers. It may have an impact for them. Presentations can also reduce noise in classroom. The learners may concentrate with the presentations. To realize this, learners may prepare dialogues to act them in classroom when learners memorise their dialogues. This allows them to use their dialogues as a reference when they need in different situations.

6. 4 Oral examination

It is a practice in many schools and disciplines in which an examiner poses questions to the students in spoken form. The oral examination is an opportunity for learners to demonstrate their knowledge, their presentation, and speaking skills, as well as their ability to communicate. An effective way to determine whether or not the students can articulate ideas is to learn in the course. An oral examination also helps the teacher to evaluate his/her learner's level, and provide them with opportunity to listen to learners individually. In fact, oral examination is an effective evaluation to reduce learners' anxiety.

6.5 Informal debates

These help to clarify different positions on controversial issues. Verderber et al. (2011) describe informal debates as a group of people talk and discuss about a topic. They usually face disagreement about that topic. Through informal debates learners can express opinions and exchange ideas. This way enables students to work cooperatively, brainstorm ideas, develop vocabulary, and know how to support their own opinions. During informal debates, learners' present arguments in order to defend about their ideas and views. This activity offers to the learner's opportunity to speak and play with words, and vary in their communicational styles. Such a way helps them to gain confidence and trust in themselves, which is good for their learning process.

6. 6 Formal Debates

They are discussions in which participants articulate, justify, and clarify their positions on an issue. Verderber (2010, p.439) sees informal debates as a discussion. Participants, in this discussion, are expected to make presentations, or arguments, logic and reason. They cannot interrupt their opponents. The ability to speak in public is the main goal of formal debates. Learners participate, discuss, and generate effective critical thinking. Learners also face critics of their opponents on the discussion. This way extends learners with self-improvement.

Those types of dialogues are different in the use; but, they have the same effectiveness if the teacher tries to vary in using them. This is in order to get learners engaged with the lesson, and also to break down the routine. To exploit dialogues to the fullest, teachers should diversify in dialogues, such as characters, personalities, and moods. Learners may feel that spoken situations change. As a result, the learner should receive new expressions and vocabularies to be able to practise in these discussions.

7.2 Techniques of the classroom dialogues

Dialogues are an effective way to succeed in the improvement of learners' speaking skill. Arizona State University Intergroup Relations Center ASU (n.d) suggests five Techniques to create a good classroom dialogues. Those Techniques are as follows:

2.7.1 Set Clear Goals about Dialogue

Teachers have to collect aims or expectations that s/he wants to achieve at the end of the dialogue through the proposal topic. Teachers may use dialogues as a stimulation activity in order to get learners memorise more vocabularies, or engage learners in dialogues to improve their listening ability, allows them understand different views to see their limits of understanding. Moreover, dialogues are beneficial because they allow them to understand different views to see their limits of understanding.

2.7.2 Safe Space

Teachers have to provide pleasant environment or atmosphere in the classroom to act the dialogue. Teachers have to set rules for dialogue management in order to avoid noisy on the classroom. Teachers need to learn learners trust on themselves, and on their abilities. They have to urge learners to respect each other even if there are differences of opinions.

2.7.3 Tools for dialogue

Teachers can provide the suitable tools in order to make learners engage with the topic of the dialogue. Using interesting and stimulating tools for dialogue can make learners increase their motivation. Teachers may prepare scripts that learners act on classroom, or they can start the begging of a written conversation. And they have to complete the end by using their imagination and thinking and act it on classroom.

2.7.4 Varying Levels of Experiences

Teachers have to be aware of that all students are not equal in levels of knowledge and experience. Learners on classroom may vary on their culture and history. Teachers

have not to expect from a learner to know something not related to his/her culture or language.

7.4 Modeling

This method may be used in certain techniques of teaching dialogues, where the learner learns by imitation the teacher, without any specific verbal direction by the teacher. Teachers may use modeling whenever they can. To product synonym example by modeling, teachers should make the topic clear to learners; teachers can use examples related to the issue of the dialogue.

All those techniques of classroom dialogues are used with wide classes. Thus, Cooperative learning between learners can motivate them and provide opportunities for learners to listen to each other. In order to avoid the talking of some learners and also to guarantees the effectiveness of dialogues, teachers can ask comprehension and check questions after each dialogue. Therefore, learners may find themselves forced to answer after the dialogue. This keeps the whole to listen in class; feel involved and focused on listening .this leads them to pay attention to their classmates and the act dialogue.

In short, presenting a variety of culture and background in a dialogue can be asset toward achieving an effective outcome. Those suggestions of techniques in different dialogues can help the teachers to establish a good classroom climate in classroom and create interaction, where dialogues can take place.

8.2 Assessing classroom dialogues

Teachers and in order to evaluate their learner' successful, they should assess all that they teach. Dialogues are assessed by the teacher for knowing the results from the presented activities. How can teachers assess the quality of their classroom dialogues? We will know them in the following paragraphs (source: YouTube):

Listen; by the end of any presented dialogue, teachers should check that learners listen, and ask did they really listen to each other. Even if some learners do not pay attention with the dialogues, the teacher has to tell them to concentrate in order to make the participants in the dialogue feel comfortable when they know they are to be in heard.

Respect; teachers have to focus on that issue, in which learners have to exchange respect. Showing respect can appear in many ways. Teachers should also indoctrinate their learners to feel free to disagree with someone's ideas or views. Hence, respecting the others, learners will memorise the communication strategies, which is the basic thing in communication with people.

Variety; teachers should make sure of the variety of types of the contribution of a dialogue or a discussion. Different topics in presenting dialogue make learners feel interested and motivated. Teachers can join and contribute in a dialogue in different ways for example posing a question, giving evidence or facts, a definition of a term, or they can be telling a story that connects the dialogue with the real life experience. As a result, teachers can show a self-correcting; this is a meaningful contribution to the classroom because learners when they see the teachers modeling, they imitate from them; they will impact good thing.

Connection; learners can listen closely enough to link ideas of variety topics of dialogues. Teachers have to look for how learners are able to connect dialogues? Learners may listen to what others say and link it to something they experience, or something they read with a dialogue to gain knowledge. Learners may have not new fresh ideas to say and share but, when they connect views of their classmates' dialogues, they will build background. Teachers should urge their learners to focus with presenting dialogues in order to get knowledge.

Support; teachers may educate their learners about how they can support their ideas when they make their points, and how they can support them for example; with logical reasoning, facts, personal experience, in order to create good agreements to their views. Learners may have an opinion but they lack strong valid agreements to support them. Teachers can give learners instructions on how they can provide evidence to support what they want to say.

In a dialogue learners, are listening, respecting, having a variety of contributions, connecting ideas and supporting contributions. Hence, learners **learn**. And this is the main goal of engaging in a dialogue. If learners follow and do all those processes, it will be possible to learn. At the end of a dialogue, teachers ask themselves if their learners do all things to learn. If they apply to them, learners will be able to think more critically and creatively.

Dialogues include multiple voices, different ideas. And everyone has a place and tone. The teacher responsibility is to build and create a harmony between learners even if there is a disagreement in perspectives and views. Assessing dialogues structured with a set of processes which have to follow as we see

9.2 Reasons for Using Dialogues in the Classroom

Teachers may use dialogues in order to achieve certain goals. Kuehn (2012) sets five reasons for using dialogues in classroom. These are:

- **Dialogues represent real life speech**

By using dialogues, learners can recognise how to use certain words correctly; those words or expressions that they may face in their daily lives. Dialogues can introduce the meaning of verbs or abbreviations, dialogues represent degrees of stress and intonation when people speak. Learners can know those pronunciation degrees through dialogues.

- **Teach culture in different social situations**

Through dialogues and its various topics, learners can learn about different cultures and norms of different people. They learn the social rules or sociolinguistic competence, where they know that; one culture may be completely inappropriate to another one. Learners learn how to exchange language in particular social situations.

- **Students love role play dialogues**

Learners love dialogues because they can be role played; any dialogue that reflect a social situations, and beneficial for them learners act it; dialogues enable learners to use their body language, emotions. They can express and show their imagination abilities and talents. Besides, dialogues are a motivating way to learn where learners can enjoy and learn at the same time.

- **Springboard for learning new vocabulary and sentence structure**

Through dialogues, learners can know new vocabularies and words; those vocabularies the learner may need, in academic or personal life. Learners can learn grammar and new sentence structures like tag questions. By using drills, dialogues learners learn by heart unfamiliar vocabularies.

- **Scaffolding learning to reach free conversation ability**

Learners can also play dialogues that are presented by the teacher or the textbook. Through the selected dialogues the learner can play with word. If learner has fun and is motivated, s/he can jump to free conversation after going through a series of dialogues.

Teachers can use their intelligence and experience in engaging their learners in the dialogues. They may have multiple of ways to offer a communication, and interaction in the classroom. Hence, the process of learning will be more effective and successful. It is big challenge to make the whole class participate and involve with the lesson. Hence, good strategies can make teachers succeed in this educational challenge.

Conclusion

To sum up, in this chapter we focused on the investigation of the classroom dialogues from different corners and different interests. We discussed the nature of dialogues and their importance for EFL learners' improvement of their speaking skill. We studied the teaching of dialogues in EFL classes, and dialogues as a language practice. This chapter also provided us with the goals, types, and techniques of classroom dialogues. Moreover, we talked about the effective dialogues between teacher and student and how these latter can assess dialogues. In addition, we dealt with the reasons of using dialogues to get learners believe in this strategy. All those discussed subtopics in this chapter can help EFL learners in using dialogues. In the next chapter, we will present the Practical Part of our research.

CHAPTER THREE
FIELDWORK AND DATA ANALYSIS

Chapter three: Fieldwork and Data Analysis

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Introduction

In the previous two chapters, we have tackled the literature review that is related to the EFL learners speaking skill, and classroom dialogues. In this third chapter, we will present the practical part. Specifically, we will display the theoretical background of our research methodology and the research methodology adopted in the investigation. In addition, we will shed light on the analysis of the results of the collected data. By the end of this chapter, we will discuss the results.

3.1 Research Methodology: Theoretical Background

Research methodology is a scientific or systematic process of gathering information about the hypothesised research topic. In Methodology, a researcher uses different criteria for searching or solving a problem. There are different sources that can be used and different types of methods employed to solve the problem. The researcher often tries to search the given question systematically in his/her own way and find out all the answers till the end of the research. Thus, our research framework is made up of the following components:

3.1.1 Research approach

Research approach is the plan and the procedure for research that spans the steps from broad assumptions to detailed methods of data. Generally, there are three types of research approach these are:

➤ A Qualitative approach

From a methodological point of view, a qualitative approach is to evaluate opinions, attitudes, and perspectives. According to Patton and Cochran (2002), a qualitative approach is characterised by its aims, which are related to understanding some aspects of social life, and its methods which generate words, rather than numbers, as data for analysis. Generally, a qualitative approach aims to investigate the

experiences, and attitudes of people. Burns and Grove (2003) describe a qualitative approach as, a systematic subjective approach used to describe life experiences and situations to give them meaning (p.19).

➤ **Quantitative approach**

Quantitative Approach is a method of gathering information for a large number of individuals; it is often applied to statistical way. Kothari (2001) sees that a quantitative research is based on the measurement of quantity or amount. It is applicable to phenomena that can be expressed in terms of quantity. According to Dawson (2009), this approach is to generate statistics through the use of large scale survey research.

➤ **Mixed method approach**

Mixed Method Approach is more specific because. It includes the mixing of data, and methodologies of qualitative and quantitative approaches in a research study or set of related studies.

3.1.2 Research Strategies

A research strategy is means the ways or the plans of the researcher used for working his/her research. Saunders et al. (2009) defines a research strategy as, ‘the general plan of how the researcher will go about answering the research questions’. Generally, the common strategies are as follow:

➤ **Case Study**

It is an inquiry that investigates a phenomenon within real life situation.

➤ **Action Research**

It is the use of techniques of social and psychological research to identify social problems in a group or community coupled with active participation. Moreover, it is a process of uncovering solutions through progressive problem solving activities.

Greenwood (1999) views that action research is a process in which the researcher is not solving a problem for the other, but with the other.

➤ **Survey**

It is the use of sociological investigation that uses question based or statistical surveys to collect information about how people think and act. Yan Li says that survey is a popular and common strategy in business and management research, and it most frequently uses to answer who, what, where, how much, how many questions (p.77).

➤ **Experiment**

It is a kind of research in which the scientist actively influences something to observe the consequences. The experimenter's interest in the effect of environmental change, or what is called treatments.

➤ **Grounded theory**

It is to generate or discover a theory systematically. According to Yan Li (ibid) a grounded theory refers as a theory of building through a combination of induction and deduction which emphasises developing and building a new theory (p.78)

➤ **Archival research**

It is about the data collected by someone other than the researcher. It serves as an important complementary data that supports a study.

➤ **Ethnography research**

It is the systematic study of people and cultures. It is designed to explore cultural phenomena where the researcher observes society from the point of view of the subject of the study. According to Yan Li, ethnography research is rooted firmly in the inductive approach whose purpose is to describe, and to explain the social world.

3.1.3 Data Collection Methods

Data collection methods are methods that the researcher uses to collect data concerning his/her research. These methods differ depending on the type of approach to be employed either qualitative or quantitative. Those methods according Merriam-Webster site are as follows:

- **Focus Group**

It is a form of qualitative research in which a group of discussion or a group of people are asked about their perceptions, opinions, beliefs, and attitudes towards certain topics. Questions are asked in an interactive group setting where participants are free to talk with other group members. Generally, the researcher uses a tool to record the discussion.

- **Interview**

It is a form of qualitative research, in which someone is questioned about s/he background, lifestyle or experience. Interview has three types structured, semi-structured and unstructured. The use of these types of interview is according to the researcher and his/her research.

- **Classroom Observation**

It a form of quantitative approach which involves certain procedures .First, the observer sits in on one or more classroom sessions. Second, s/he records the instructor's teaching practices, and student actions. And, then s/he meets with the instructor to discuss the observations.

- **Questionnaire**

It is about a written set of questions that are given to people in order to collect facts or opinions about a research topic. Questionnaires may include open questions, close questions, and open close questions.

- **Test**

It is a critical examination, observation, or evaluation of something (as a series of questions or exercises) for measuring the skill, knowledge, intelligence, capacities, or aptitudes of an individual or group.

3.1.4 Population/ Research Sampling

It is about the process of selecting a number of individuals for a study, in such a way that the individuals represent the larger group from which they were selected.

- **Population**

It is a larger group from which individuals are selected to participate in a study, and intend to generalise the results of the research. Parahoo (1997) defines population as, ‘the total number of units from which data can be collected, such as individuals, artifacts, events or organizations’ (p.218).

- **Sample**

It is the group of elements, or a single element, from which data are obtained. They are used to gather data about the population in order to make an inference that can be generalised to the population.

Types of Sample

There two types of Sample: Probability samples and Non- probability samples

Probability samples

- **Random sampling Selecting;** subjects so that all members of a population have an equal and independent chance of being selected.
- **Stratified random sampling;** The population is divided into two or more groups called strata, according to some criterion, such as geographic location, grade level, age, or income, and subsamples are randomly selected from each strata.

- **Clusters;** they are locations within which an intact group of members of the population can be found. The process of randomly selecting intact groups, not individuals, within the defined population sharing similar characteristics.
- **Systematic sampling;** It is selecting every subject from a list of the members of the population.

Non-probability samples

- **Convenience sampling;** It is the process of including whatever happens to be available at the time.
- **Purposive sampling;** It is the process whereby the researcher selects a sample based on experience or knowledge of the group to be sampled.
- **Quota sampling;** It is the process whereby a researcher gathers data from individuals possessing identified characteristics and quotas.

3.2 Research Methodology: Research Design

In this part, we will state the research methodology that we follow in this study.

3.2.1 Research Approach

In this study, we opted for the qualitative research because it is more appropriate for the nature of the present research. The qualitative approach is used to explore opinions and perspectives of people. A qualitative approach was appropriate to capture the opinions of both teachers and students towards the use of classroom dialogues to overcome FEL learners speaking difficulties. The gathered data will be analysed by using the descriptive way.

3.2.2 Research Strategies

As has been stated so far, the aim of this study is to explore opinions about the use of classroom dialogues. For that reasons, we will use the Case Study to achieve this aim. Moreover, we will also employ Action Research, to identify the difficulties that

face EFL learners while speaking, and suggesting classroom dialogues as strategy to overcome those difficulties.

3.2.3 Data Collection Methods

In order to collect data about the teachers' and students' opinions about dialogues, we used two data collection methods; the first one is a questionnaire for both teachers and students. The questionnaire is appropriate to collect data through many questions that are posed for a large number of students. In addition to the questionnaire, we opted for focus group discussion with a number of students to discuss their opinions about using dialogues in EFL classes. We chose this data collection method to interact with the participants in the discussion, and to stimulate their thoughts about the research topic. Also, we aimed to provide opportunities to ask and answer questions. Certainly, this could produce more information.

3.2.3.1 The Questionnaires

Aim (s) of the questionnaire

- **Teacher's Questionnaire**

The purpose of the teacher's questionnaire is to exploit their experiences in teaching Oral Courses, and to investigate their perspectives on using classroom dialogues as a strategy to overcome EFL learners speaking skill. Furthermore, through the questionnaire, we desired to explore teacher's views on whether or not dialogues can motivate the students to speak English language.

- **Student's Questionnaire**

The objective of the student's questionnaire is to investigate students' thoughts and opinions towards the use of classroom dialogues in EFL classes. The student's questionnaire is a substantial source of information which allowed us to pose a set of

questions in order to enable students stated their views and even gave them the opportunity to share their comments about dialogues.

- **Structure of the Questionnaires**

- **Teacher's questionnaire**

The teachers' questionnaire composed with 12 questions. Those questions were divided into three sections. Each section consisted of four questions and was designed in English language. Furthermore, they were chosen, specifically, to fit pertinently the research requirements and the pursued objectives. The open and close-ended questions using a four-point Likert scale, 'yes' and 'no' questions and, simple and clear questions were used to avoid confusion. In addition, we used multiple-choice answers purposely to make questions clear, and in order to find precise responses and comments.

Section One is concerned with Personal Information, such as; Gender, Age, Academic Qualification, Teaching Experience. Section Two is in connection to the teacher's attitudes towards the speaking skill, and its difficulties. The Third Section questions are about the teacher's attitudes towards using dialogues in FEL classrooms.

- **Students Questionnaire**

We designed the student's questionnaire with three sections. The questionnaire was designed in English language, 13 questions were posed. They were posed with in accordance with what the research involved, and what its aim was. There were a variety of questions. There were the open and close-ended questions using a four-point Likert scale, 'yes' and 'no' question types, and multiple-choice answers .

Section One contained the General Information of the students, such as Gender; Age, the choice to study English, and the skills that are need to develop. Section Two is about the student's attitudes towards the speaking skill. The Third Section was allocated to ask about the student's attitudes towards the use of dialogues in FEL Classrooms.

- **Pilot and Validation**

- **Teacher's Questionnaire**

We submitted the questionnaire for two experienced teachers at Mohamed Kheidar University as a pilot stage. At the end of the questionnaire, we put an opinionnaire which comprised five questions. From the pilot stage, one teacher remarked that the questionnaire contained repeated question. However, when we reviewed the questionnaire we did not find any repeated questions. But two questions were related to each other (see **Appendix 2**). Except the previous remark, the teachers did not mention any other comments for the opinionnaire. For this reason, we thought to keep the questionnaire as it is without any modifications. We followed the pilot stage to find out to what extent the questions were clear and understandable to teachers. After the pilot study, we wrote the final draft of the questionnaire and submitted it to eight experienced teachers. Some teachers answered the questionnaire immediately; whereas, other teachers took the questionnaire to their home to answer. In both situations, we appreciated their participation in this research.

- **Student's Questionnaire**

In order to check whether our questionnaire will be carried out successfully or not, we submitted the questionnaire for 12 students in the Section of English at Mohamed Kheider University. At the end of the questionnaire, we put an opinionnaire that comprised five questions. From the pilot stage, all the students found the questionnaire interesting and attractive, except two students who noticed an ambiguous question. The two students said that, 'if we answered no we are not supposed to answer the next question which is related to solutions' (see **Appendix 1**). We considered the students' remark. After the pilot stage, we wrote the final draft of the questionnaire and

distributed it to 53 Third Year students to fill in it. The students were helpful and their contribution was beneficial to our research.

3.2.3.2 Focus Group Discussion

- **Aim (s)**

Since we aimed to find out more information, we attempted to provide more than one data collection method following the nature of our research. We used a focus group discussion with eight Third Year students. The purpose of this discussion is to interact directly with the students, and get them voice their opinions concerning the use of dialogues in EFL classrooms. In fact that, we believe that using a focus group discussion is a quick way to obtain data. Also, it enables us to see the different views among participants.

- **Structure of Focus Group**

On April 7th, 2016 at 10:00 in Bettaibi Bloc; we met eight students in order to discuss with in order to collect data. Due to the time constraints, we prepared only four questions to discuss. For each question, two students could answer to it. We used mobile to record the discussion .This discussion took 25 minutes. The discussion was stimulated and controlled. All participants accepted to record their answers. We collected the data in an easy way and without any obstacles. This was due to the collaboration of the students

- **Pilot and Validation**

We intended to follow the pilot stage of focus group discussion. Unfortunately, we could not because the students were committed to their studies. After that we asked the supervisor to request his students to help us. They responded and accepted to do the discussion with us on Thursday April 7th, 2016 at 10:00. They were helpful and cooperative.

3.2.4 Population/ Sample

In our study, the population is Third-Year students, in the Section of English at Mohamed Kheider University. The number of Third-Year students is estimated to be 365. In order to carry out our study, we opted for the random sampling. It is suitable to our study. Our sample consisted of 53 students. The selection of the sample was not purposeless. In the university, the learners are not native speakers. This means that they may face some speaking difficulties. In addition to the students, the sample consisted of eight Oral Expression Courses teachers. This sample was important to be selected. Based on their experience, the teachers could predict and know the appropriate methods for enhancing teaching and learning. Their attitudes towards the use of classroom dialogues powerfully may support or reject the research hypothesis.

3.2.5 Data Collection Procedures

In order to collect data, we selected a strategy in order to distribute our questionnaire, in which we chose an appropriate time to hand the questionnaires to the students. In order not to disrupt students' study in their classes, we handed them in their free time, or when teacher was absent. It took us three days to finish this task.

3.2.6 Data Analysis Procedures

The obtained data were analysed through the descriptive method and represented into tables, bar graphs, and pie charts according to the nature of the questions themselves, whether Likert scale, yes/no or multiple-choice questions. Moreover, the percentage of each question was represented in each table. The comments and suggestions were be summarised in paragraphs showing the views.

3.3 Results and Discussion

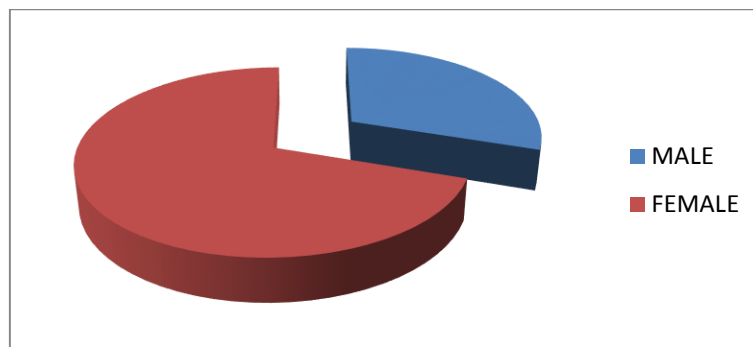
3.3.1 Questionnaires

- student's Questionnaire
- Section One : General Information

Q1. Gender :

Table 3.1 Student's Gender

| Option | Participants | Percentage % |
|--------|--------------|--------------|
| Male | 16 | 30.18% |
| Female | 37 | 70% |



Graph 3.1 Students' gender

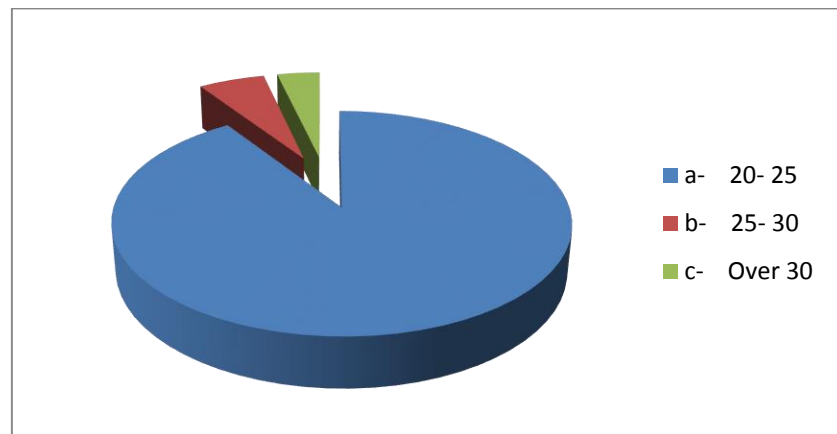
Table 1 shows that the students' gender in the sample of our study. It is clear that the number of females (70%) is huge compared to the percentage of males (30.18%). This result will not influence our research because our interest is on the answer of the questionnaire. However it can us an idea that females are more cooperative and helpful than males.

Q2. Age

Table 3.2 Student's Age

| Option | Participants | Percentage % |
|------------|--------------|--------------|
| a- 20- 25 | 48 | 90.57% |
| b- 25- 30 | 3 | 5.66% |
| c- Over 30 | 2 | 3.77% |

The aim of this questionnaire is to discover opinions of the students in different ages.



Graph 3.2 Student's Age

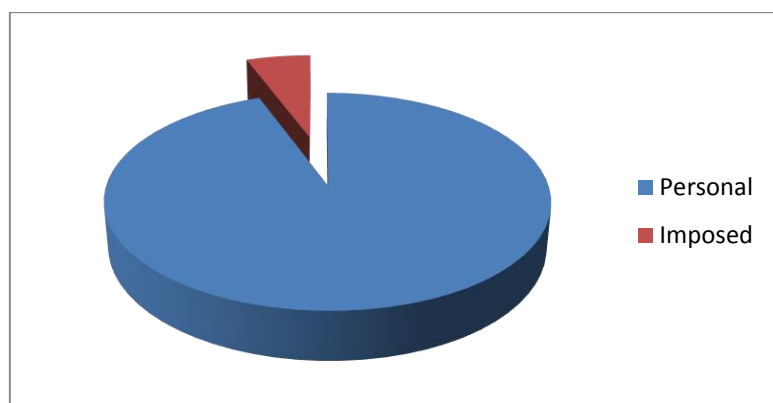
The students of 20 to 25age (90.57%) represent the majority of the sample. We could observe from the results that the students who have an age between 25 to 30 years (5.66%), and (3.77%) for students who have over 30 years, knowing that the age enables us to explore different perspectives in different stages of age.

Q3. Your choice to study English was

Table 3.3 Students' choice to learn English

| Option | Participants | Percentage |
|----------|--------------|------------|
| Personal | 50 | 94.33% |
| Imposed | 3 | 5.67% |

Our goal of this question is to determine student's choice to study English language; this helps our research when they show their interest.



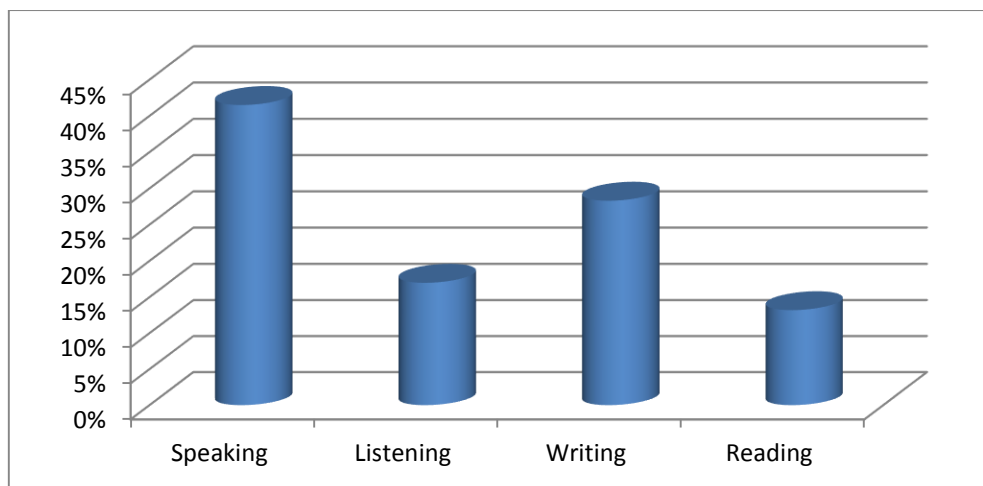
Graph 3.3 Students' choice to learn English

Both table and graph show the percentages of student's choice to study English language. 94.33% of the respondents said that their choice to study English is personal choice. This makes them more involved in answering the questionnaire. However, 5.67% said the choice study English is imposed by their parent's desire or due to the administrative factors.

Q4. What is the most important skill that you need to develop?

Table 3.4 The most important skill for the Students

| Option | Participants | Percentage% |
|-----------|--------------|-------------|
| Speaking | 22 | 41.50% |
| Listening | 9 | 16.98% |
| Writing | 15 | 28.30% |
| Reading | 7 | 13.20% |



Graph 3.4 The Most important skill for the students

The results were as follows: speaking skill was highly selected by the students (41.50%). Some of them (28.30%) chose the writing skill option, while a few of them picked out listening (16.98%) option, and reading (13.20%). Based on the results, we could draw that most of the students are more interested learn speaking skill.

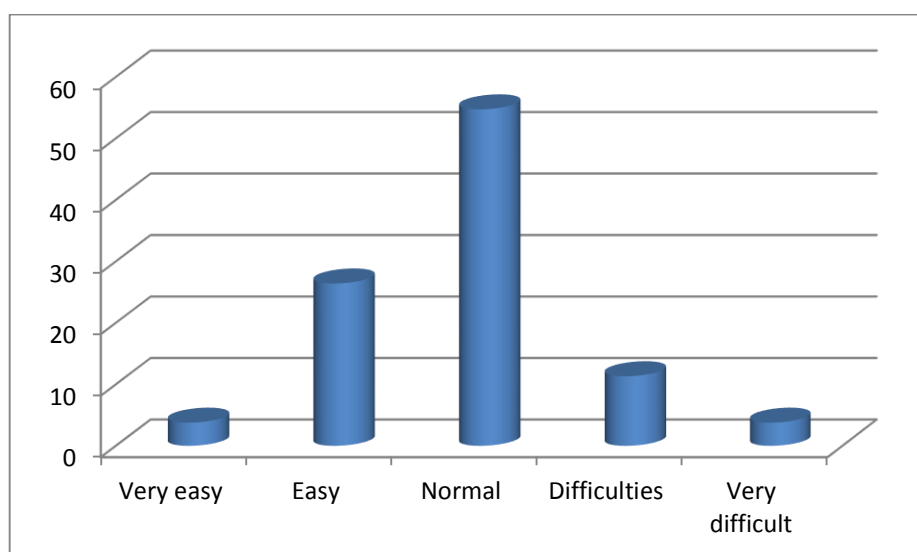
Section two: Student's attitudes towards the speaking skill and its difficulties

Q1. How do you see the spoken form of English language?

Table 3.5 Students' evaluation of the speaking

| Option | Participants | Percentage |
|----------------|--------------|------------|
| Very easy | 2 | 3.77% |
| Easy | 22 | 26.41% |
| Normal | 2 | 54.73% |
| Difficult | 6 | 11.32 % |
| Very difficult | 2 | 3.77% |

his aim of this question is to explore how the students estimate the degree of the simplicity or complexity of the spoken form of English.



Graph 3.5 Students' evaluation of the speaking

The data above show that the highest percentage is belonging to the normal option; this means that (54.73%) of students consider the spoken form of English as normal. This implies that they have the desire to develop their speaking ability. While (26.41%) said that is easy. This is perhaps because those students do not face

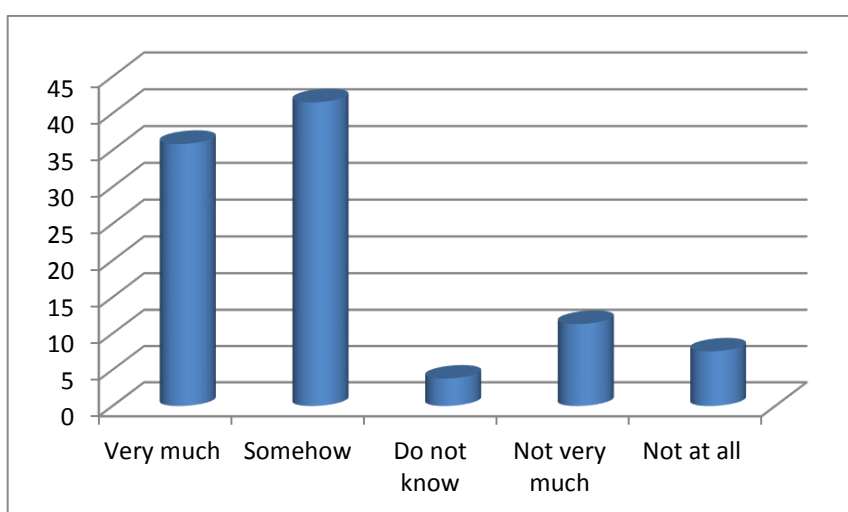
difficulties. However, six students described the spoken form of English as difficult (11.32 %). Two students considered it as very easy with (3.77%). Those students are maybe good students and competent in English language. Also two students, in the same percentage with the students who described it very easy, saw the spoken form of English as very difficult. They may consider it very difficult because they face speaking difficulties.

Q2.To what extent does the Oral Expression course help you to improve your speaking skill

Table 3.6 The Effectiveness of Oral Expression course

| Option | Participants | Percentage |
|---------------|--------------|------------|
| Very much | 19 | 35.84% |
| Somehow | 22 | 41.50% |
| Do not know | 2 | 3.79% |
| Not very much | 6 | 11.32% |
| Not at all | 4 | 7.54 % |

The goal of this question is to determine to which extent students feel that Oral the Expression Course effect on their speaking improvement.



Graph 3.6 The Effectiveness of Oral Expression course

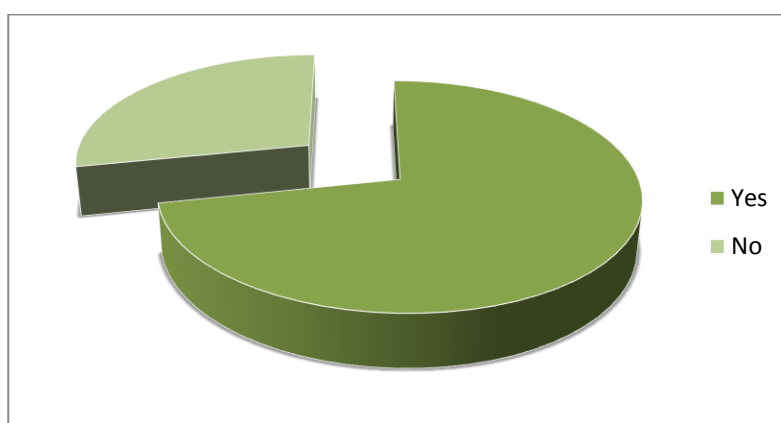
Based on the data in the table, it is obvious that most of the students (41.50%) think that the Oral Expression Courses develops their speaking skill to some extent. Whereas, 19 students (35.84%) confirm that this course is more helpful. However, six students (11.32%) say that it do not assist them very much. It does not at all for the (7.54 %) of students unlike the previous mentioned learners. Two students (3.79%) do not know if it helps them, or not . they are not sure whether or not these courses are beneficial.

Q3. Do you face difficulties when you speak in English Language?

Table 3.7 Students who are facing / not facing difficulties in speaking

| Option | Participants | Percentage |
|--------|--------------|------------|
| Yes | 38 | 72% |
| No | 15 | 28% |

This question was posed to check if the students face any speaking difficulty.



Graph 3.7 Students who are facing / not facing difficulties in speaking

The table and the graph reveal that most of the students (72%) have encountered difficulties and problems in speaking. We are not surprised by this high number since the students are non-native speakers. They may encounter problems naturally, and they

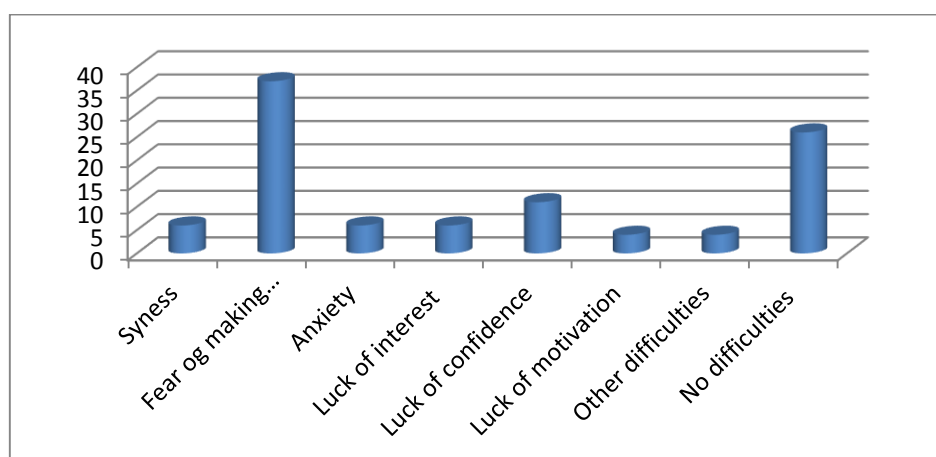
may face difficulties. Whereas, (28%) reported that they do not face difficulties. They can speak English easily.

Q4. If your answer is “yes”, is it because of:

Table 3.8 Speaking difficulties faced by the students

| Option | Participants | Percentage |
|-------------------------|--------------|------------|
| Shyness | 3 | 6 % |
| Fear of making mistakes | 20 | 37% |
| Anxiety | 3 | 6% |
| Lack of interest | 3 | 6% |
| Lack of confidence | 6 | 11% |
| Lack of motivation | 2 | 4% |
| Other difficulties | 2 | 4% |

This question attempts to diagnose the kind of speaking difficulties that the students encounter in their performance.



Graph 3.8 Speaking difficulties faced by the students

For this question, only 39 students answered it. Whereas, 14 students said that they do not face any kind of speaking difficulties. For the students who answered the

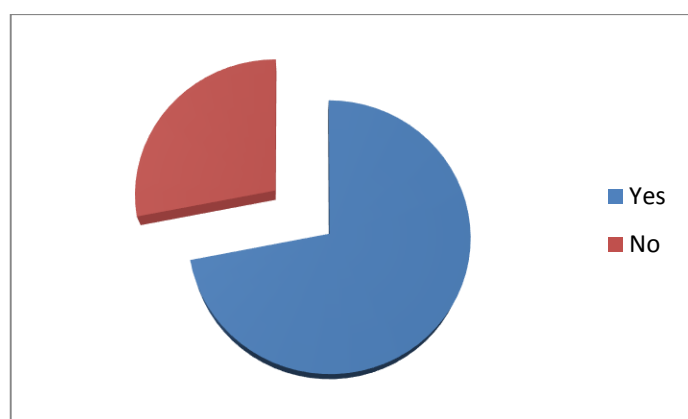
question, 20 students (37%) reported that their most difficulty is the fear of making mistakes if they speak. Six students (11%) considered lack of confidence is the major speaking difficulty. While three students said that feel shy when they speak. They chose it as their primary speaking difficulty. Three students (6%) picked anxiety and others said lack of interest (6%). Only two students chose lack of motivation to speak. Two students did not chose any difficulty but they stated other difficulties and others choose a speaking difficulty and they said that lack of vocabulary and they can't speak in front of people are their most difficulties. Those difficulties perhaps, due to the lack of using English outside the classroom.

Q5. Do you often try to overcome those difficulties?

Table 3.9 Student's try to overcome difficulties

| Option | Participants | Percentage |
|-----------|--------------|------------|
| Yes | 31 | 58 % |
| No | 10 | 19 % |
| No answer | 12 | 23 % |

The purpose of this question is to know if the students who face speaking difficulties they try to overcome those difficulties or not.



Graph 3.9 Student's try to overcome difficulties

The table and the graph show that 31 student (58%) said yes. They try to overcome their speaking difficulties. Whereas, only 10 students (19 %) reported no they do not try to find solutions or strategies to overcome difficulties. (23%) of the students did not answer this question because they have not no speaking difficulties. The rest of the respondents proposed some solutions to overcome the difficulties they face in speaking. Those solutions are summarized as follows:

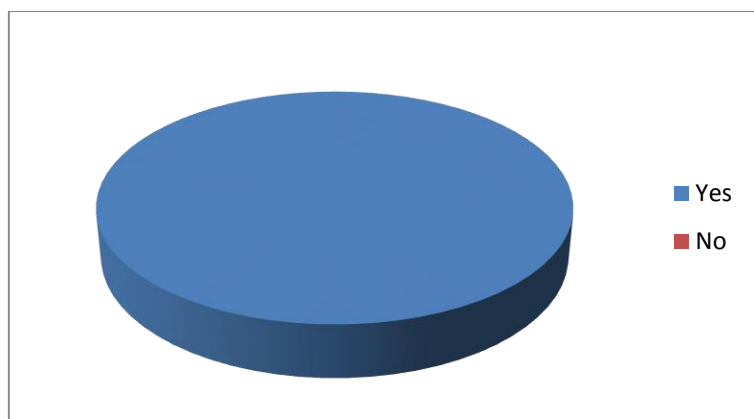
- Read books.
- Speak and communicate a lot.
- Participate.
- Use language outside the classroom.
- Learn new expressions and vocabularies.
- Listen to music, watch movies.
- Make dialogues.
- Share opinions orally with friends.

Section Three: Students' Attitudes towards Using Dialogues in classroom

Q1. Do you think that using dialogues is a good strategy to improve students' speaking skill?

Table 3.10 The effectiveness of dialogues to improve speaking

| Option | Participants | Percentage % |
|--------|--------------|--------------|
| Yes | 53 | 100% |
| No | 0 | 0 % |



Graph 3.10 The effectiveness of dialogues to improve speaking

The purpose of this question is to know if students think that using dialogues can improve their speaking skill. The results of this question were 100% which means that 53 students believe that dialogues can improve their speaking skill. So, this means that the students give more interest to communication. In connection to this question, we asked the students to justify their answers. They think that dialogues can improve speaking. Their answers are summarized in these points:

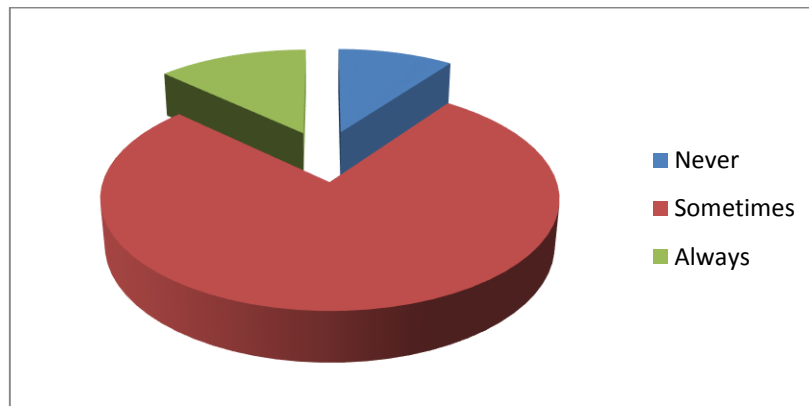
- Provide opportunities to the students to speak.
- Learn new words and how to communicate.
- Through dialogues students learn from each other mistakes.
- Reduce fear of talk and shyness.
- Improve student's language.
- Raise student's motivation to speak and share ideas.
- Provide interaction between individuals.

Q2. Does your teacher use Dialogues in classroom?

Table 3.11 The Teacher's use of dialogues in classroom

| Option | Participants | Percentage |
|-----------|--------------|------------|
| Never | 5 | 10% |
| Sometimes | 41 | 77% |
| Always | 7 | 13% |

The aim of this question is discover whether or not the teachers use dialogues in classroom.



Graph 3.11 The Teacher's use of dialogues in classroom

The table and the graph above show that five students (10%) said that their teachers never use dialogues in classroom. Whereas, 41 students (77%) reported that their teachers use dialogues but not all the time. Also seven students (13%) picked always. Here, there are many factors and probabilities that lead to the variety of these results .first, some teacher do not use dialogues because of the nature of their lessons. Some of them use them, but not always. And others always use them because they do so. Another probability is that some of the students do not attend all the courses. So they do not know if their instructors employ this method or not

Q3. Do you think that using dialogues in classroom motivate you to speak?

Table 3.12 Dialogues motivate students to speak

| Option | Participants | Percentage |
|---------------|--------------|------------|
| Very much | 30 | 57% |
| Somehow | 21 | 39% |
| Do not know | 0 | 0% |
| Net very much | 2 | 4% |
| Not at all | 0 | 0% |

Our aim of this question is to explore the student's opinions. If they feel that dialogues motivate them to speak and participate in classroom. 21 students (39%) feel that dialogues somehow motivate them. 30 is the highest number of students (57%) who said that dialogues motivate them very much. Only two students (4%) who did not pick 'not very much'. They do not think that dialogues increase their motivation to speak.

Q4. Does your teacher correct your mistakes or give you an idea about those mistakes in your oral performance?

Table 3.13 The teacher's role in correcting student's mistakes

| Option | Participants | Percentage % |
|-----------|--------------|--------------|
| Never | 5 | 9% |
| Sometimes | 31 | 59% |
| Always | 17 | 32% |

We asked the students this question in order to investigate the role of the teachers in observing and correcting the student's mistakes. 31 students (59%) chose sometimes. They think that their teachers correct their mistakes in their oral performance. 17 students (32%) said that their teachers always correct their mistakes. Whereas, five students (9%) chose never. Maybe they did not participate or exchange speech in the classroom because of their teachers who never correct their mistakes.

At the end of the questionnaire we requested the students if they have any additional ideas or comments to provide. The students provided us with problems and suggestions. Some students proposed for teachers to select interesting topics that contain certain goal, such as learn grammar or vocabulary. Other Students claimed to increase the sessions of Oral Expression Course. More than 22 students suggested, to

understand, that teachers should give this session more interest. Furthermore, the students asked their teachers to take into account role plays and dialogues and open discussion.

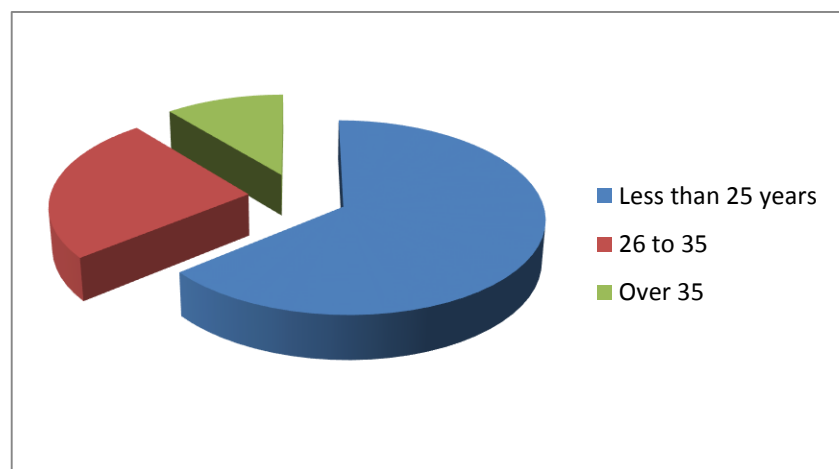
- **Teacher's Questionnaire**

Section one: Personal Information

Q1. Age:

Table 3.14 Teacher's age

| Option | Participants | Percentage |
|--------------------|--------------|------------|
| Less than 25 years | 0 | 0% |
| 26 to 35 | 6 | 75% |
| Over 35 | 2 | 25% |



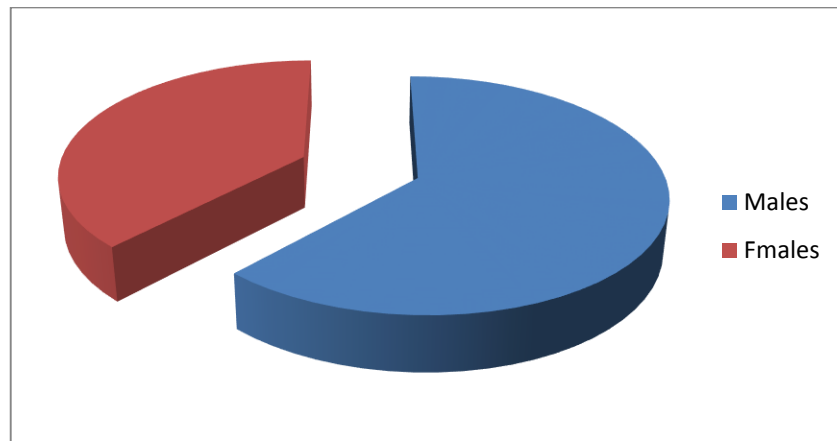
Graph 3.12 Teacher's age

This table shows the teacher's age. Six teachers are between the ages of 26 to 35 (75%). Whereas, two teachers who have over 35 years 25%. There are no teachers who have less than 25 years. This means that all the teachers are mature enough. Certainly, this result will not affect our research, but it helps us to discover the differences in age between the respondents.

Q2. Gender

Table 3.15 Teacher's gender

| Option | Participants | Percentage |
|--------|--------------|------------|
| Male | 5 | 62% |
| Female | 3 | 38% |



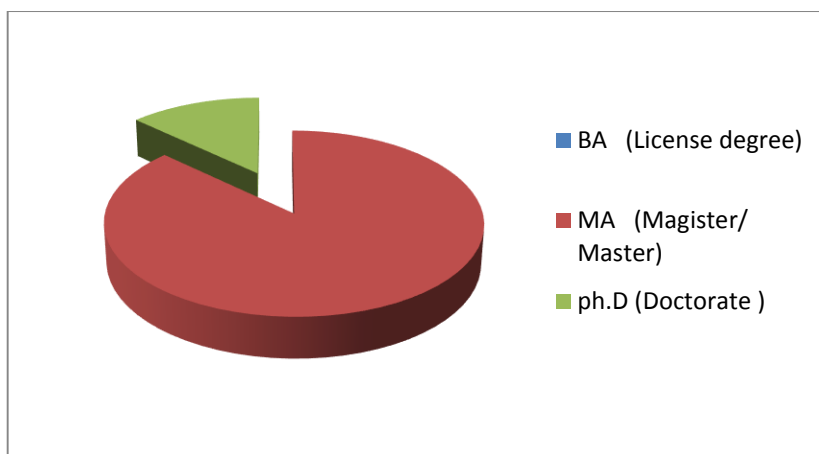
Graph 3.13 Teacher's gender

The table above shows the teacher's gender. Five respondents are males (62%). Three are females 38%. Our goal of this question is to explore males and females views in our research.

Q3. Would you like to specify your degree?

Table 3.16 Teacher's degree

| Option | Participants | Percentage % |
|-----------------------|--------------|--------------|
| BA (License degree) | 0 | 0% |
| MA (Magister/ Master) | 7 | 87% |
| ph.D (Doctorate) | 1 | 13% |



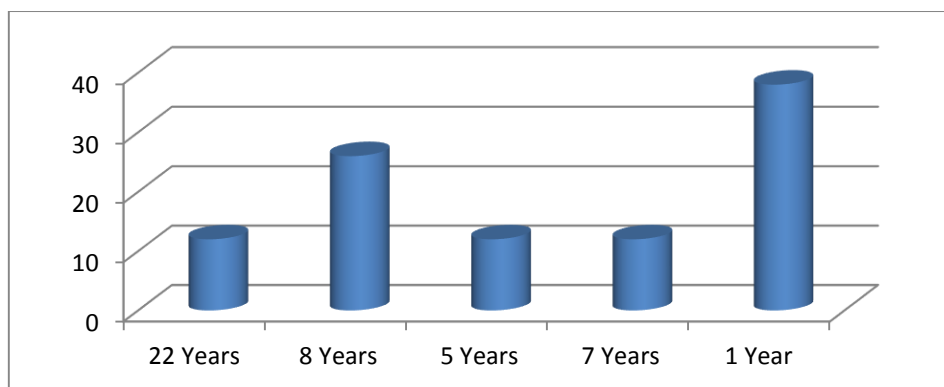
Graph 3.14 Teacher's degree

In connection to the table, the latter shows the teacher's degree, who answered our questionnaire. Seven teachers have 'Magister' (87%). One teacher has a doctorate degree, while none of them has 'License degree'. Our selected teachers have good levels which give our study a value.

Q4. How long have you been teaching English?

Table 3.17 Teachers' experience in teaching English

| Option | Participants | Percentage |
|----------|--------------|------------|
| 22 years | 1 | 12% |
| 8 years | 2 | 26% |
| 5 years | 1 | 12% |
| 7 years | 1 | 12% |
| 1year | 3 | 38% |



Graph3.15 Teachers' experience in teaching English

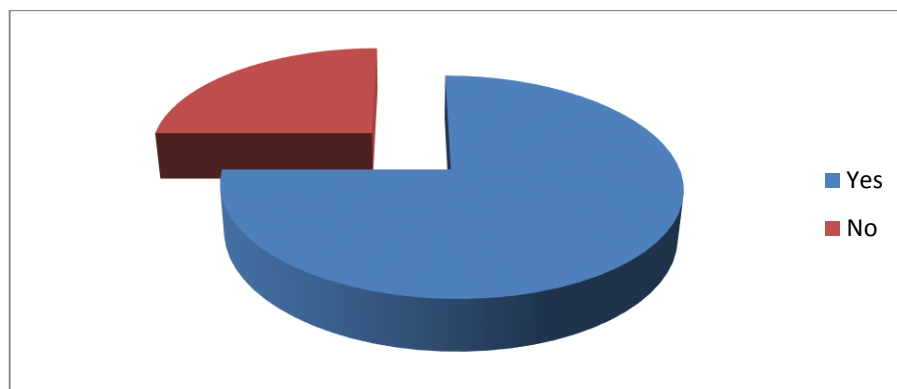
This table shows us that the teachers' years in teaching English language. Three teachers taught English for one year they are novice teachers. Two teachers taught it for eight years. One teacher has even years of experience and another has five years in teaching English. Only one teacher who has 'a doctorate degree', and has taught it for 22 years. He is the most experienced teacher in our sample.

Section Two: Teachers' Attitudes towards the Speaking Skill and its Difficulties

Q1. Do you think that speaking is the most important skill for students?

Table 3.18 Teacher's opinions of the importance of speaking

| Option | Participants | Percentage |
|--------|--------------|------------|
| Yes | 6 | 75% |
| No | 2 | 25% |



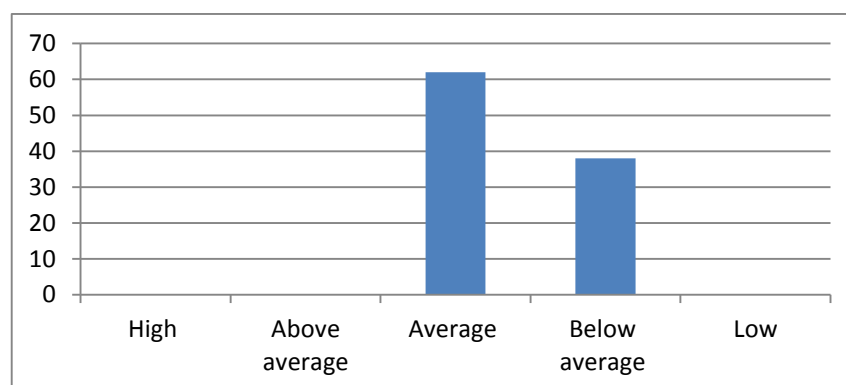
Graph 3.16 Teacher's opinions of the importance of speaking

The purpose of this question is to determine if teachers of our sample think that speaking is the most important skill for their students, or not. Six teachers (75%) said yes. Speaking is the most important skill for the students. Whereas, only two teachers (25%) believed that speaking the skill is not the important skill for the students. Those teachers perhaps consider the other skill as more important for the students.

Q2. Which of the following describes your students' level of the speaking skill in English language?

Table 3.19 Students' level of speaking English language

| Option | Participants | Percentage |
|---------------|--------------|------------|
| High | 0 | 0% |
| Above average | 0 | 0% |
| Average | 5 | 62 % |
| Below average | 3 | 38% |
| Low | 0 | 0% |



Graph 3.17 Students' level of speaking English language

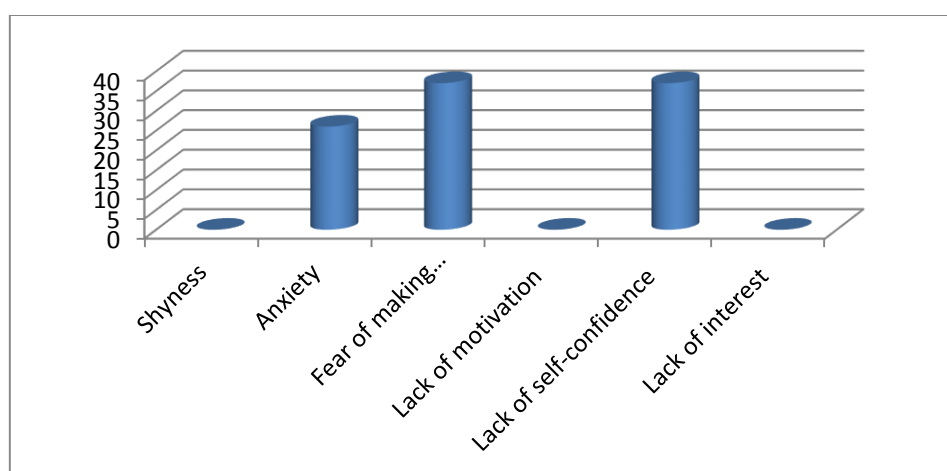
The table and the graph describe the level of the students' speaking English according to the teachers. Five teachers (62 %) answered that their student s' level is average. Whereas, two teachers described it as below average. While no one answered

that their students have a high. The majority of the respondents agreed that the students' level is average.

Q2. According to you, what is the most difficulty/difficulties that students face when speak English?

Table 3.20 Students' speaking difficulties

| Option | Participants | Percentage |
|-------------------------|--------------|------------|
| Shyness | 0 | 0% |
| Anxiety | 2 | 26% |
| Fear of making mistakes | 3 | 37% |
| Lack of motivation | 0 | 0% |
| Lack of self-confidence | 3 | 37% |
| Lack of interest | 0 | 0% |



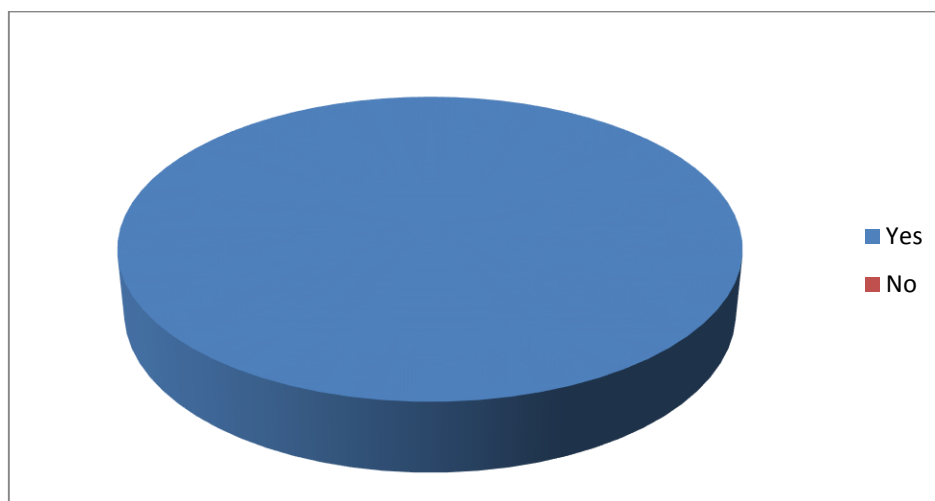
Graph 3.18 Students' speaking difficulties

The table shows the main speaking difficulties that EFL learners face are as follows; three teachers (37%) thought that fear of making mistakes is the most speaking difficulty that faces the students. two teachers (26%) said that anxiety is their most problem. Whereas, three teachers believed that they face a lack of self-confidence. The teachers could identify that their students faced difficulties when they speak or participate on classroom.

Q3. Do you provide strategies that help students to overcome those difficulties?

Table 3.21 Teachers provide strategies

| Option | Participants | Percentage |
|--------|--------------|------------|
| Yes | 8 | 100% |
| No | 0 | 0% |



Graph 3.19 Teachers provide strategies

We asked the teachers if they provide strategies to overcome their students speaking difficulties. When they answered this question, all the teachers (100%) said ‘yes’. They provide strategies to overcome speaking difficulties. While, no one said ‘No’. So, both teachers and students try to overcome the speaking difficulties to improve their English language. After this question we asked them how they try to overcome their speaking difficulties, they answered as follows:

- give them a chance to express themselves in any way they think is the best;
- engage the students in cooperative learning.
- Use pair /group work /dialogues;
- Provide them with games and free speech;
- motivate them through some strategies, such as; relaxed atmosphere;

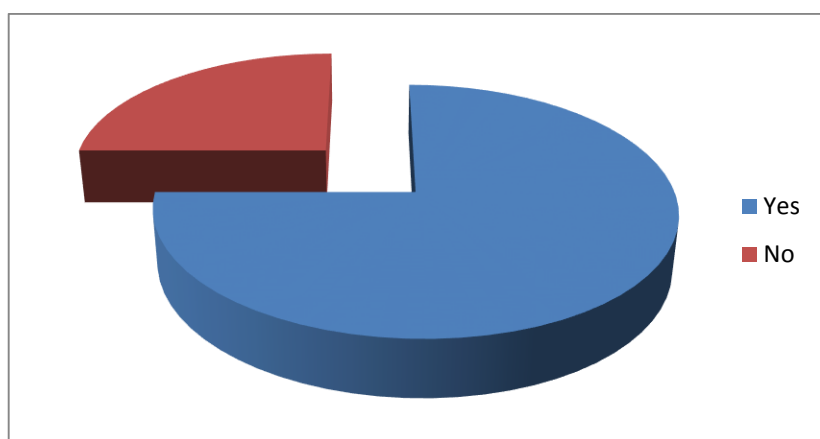
- use humor and give interesting activities; and
- teach them that mistakes are part of learning.

Section Three: Teachers' Attitudes towards Using Dialogues in EFL classrooms

Q1. Do you use dialogues in your classrooms?

Table 3.22 Teachers use of dialogues

| Option | Participants | Percentage |
|--------|--------------|------------|
| Yes | 6 | 75% |
| No | 2 | 25% |



Graph 3.20 Teachers use of dialogues

The table shows the teachers use of dialogues in their Oral sessions. Only two teachers (25%) answered 'No'. They may use other strategies in their classes. Whereas, six teachers (75%) said 'Yes', they use dialogues in their classes. Thus, a classroom dialogue is a useful and common strategy.

Q2. What is your opinion of using dialogues to enhance students speaking skill?

We provide a space for the teachers to know their opinions of using dialogues to enhance their students' speaking skill. Their answers are reported below:

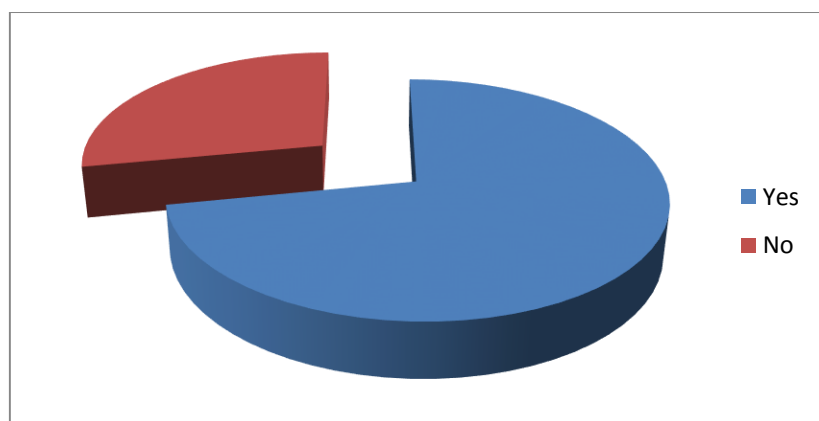
- They are good, especially, as they provide English language in context.
- Perfect.

- Very useful but it is complicated with shy students.
- It is the best way because it encourages them to speak and overcome the speaking difficulties.
- They make the students practise the language and use it communicatively.
- Through dialogues, the students practise pronunciation (stress, intonation).
- They provide interaction between the students.
-

Q3. Do you think that dialogues can motivate your students to speak in classroom?

Table 3.23 The role of Dialogues in motivating students

| Option | Participants | Percentage |
|--------|--------------|------------|
| Yes | 7 | 87% |
| No | 1 | 13% |



Graph 3.21 The role of Dialogues in motivating students

This table and graph show the teachers opinions towards whether or not dialogues motivate students to speak and participate in the classroom. Seven teachers (87%) answered 'Yes'. They think that dialogues are a way to motivate students to speak. While only one teacher (13%) does not agree with them. She thinks that this strategy cannot motivate students to speak. And she justified her answer with, 'we use dialogues

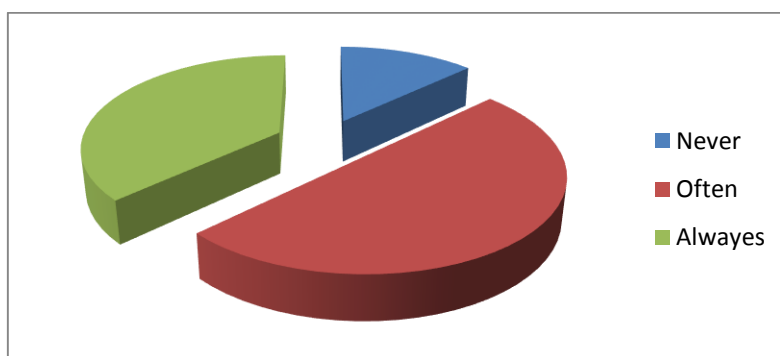
with beginners'. The teachers who said 'Yes' give some reasons to the why they use dialogues in their classroom. Their answers are as follows:

- They are exciting and motivating to speak.
- Students need to speak (the target language) L2.
- One of the strategies that is easy to apply because dialogues and role plays are naturally motivating.
- Require an interaction between two individuals. So, anxiety and shyness are reduced.

Q4. Do you correct your students' mistakes in Oral Expression course?

Table 3.24 The Role of teachers in correcting student's mistakes

| Option | Participants | Percentage |
|--------|--------------|------------|
| Never | 1 | 13% |
| Often | 4 | 50% |
| Always | 3 | 37% |



Graph 3.22 The Role of teachers in correcting student's mistakes

The purpose of this question is to determine student's opinions, of whether or not their teachers correct their mistakes in Oral Expression Course. Four students (50%) chose 'Often'. three students (37%) answered 'Always'. So, the teachers pay attention to their students while speaking and give them remarks if they make a mistake. Only one student said that the teacher never correct the mistakes.

3.3.2 Focus Group Discussion

We made a group discussion with eight Third Year students. The findings of this discussion will be presented in what is coming:

Q1. What kind of difficulties you may face when you speak in English language?

The majority of the students answered that anxiety; lack of vocabulary, lack of confidence, and lack of interest are the major difficulties. All the students agree with that they like to join in a discussion or participate in the classroom. But most of the time they stop talking because they are not able to express their points of view due to these difficulties.

Q2. What is your opinion on using dialogues as an effective strategy to improve your speaking skill?

All the students agreed with the idea that a dialogue is an effective strategy to improve speaking. They said that it is important and very beneficial for them because they discuss and exchange ideas. The students believed that dialogues can reduce shyness and anxiety if they speak more than one time. The students thought that dialogues give them opportunities to speak and improve their language. So, they learn from each other 'If I talk to my classmate about any topic for example food, sport, I will capture vocabulary from him and he learns from me'

Q3. Do you think that using dialogues in classroom motivates you to speak?

Some of the students answered that dialogues provide them with three opportunities communication, improving their language, gaining confidence. The students showed interest to the dialogues because they interact with each other and enjoy speaking. Whereas, some students that depend on the teachers if he makes the dialogue motivating or not, with good atmosphere and good preparation of the discussion. The students suggested that the teachers may divide the lesson into three

parts, introducing the subject, doing activities, and then discussing the topic. Hence, they know more about the topic before they discuss it.

Q4. Does your teacher correct your mistakes or give you an idea about those mistakes when you speak?

All the students said 'yes' that their teachers correct their mistakes when they speak. However, the students did not agree in the way that the teachers correct the mistakes. Some of the students thought that the teacher should not correct mistakes openly. But, in an explicit way, for example giving the synonym of the word, make gestures or ask the student to check dictionary otherwise it may be harmful to the students. While some students believe that correcting mistakes by the teacher is beneficial to them because they may memorize it.

3.4 Synthesis of the findings

The goal of our research is to investigate the use of dialogues to overcome EFL learners speaking difficulties, also to improve their speaking skill. In order to explore opinions and perspectives of both teachers and learners towards classroom dialogues, we opted for two data collection methods. These were questionnaires and a focus group. Through the data collection methods we tried to exploit in the teachers experience and the students knowledge to help us gain more information and ideas.

Considering the speaking skill, as the major skill for learners for both the teachers and the students, the answers of the teachers agreed that their students' level of speaking is average. Consequently, they are aware of their abilities and needs. However, the students do face some psychological difficulties that hinder them to achieve oral proficiency. The role of the teacher in treating those difficulties is important and necessary.

All the answered teachers are convinced that a dialogue is an effective strategy in teaching speaking because they apply dialogues in their courses. Both the students

and teachers believe that dialogues have huge advantages in improving learners speaking skill and overcome the speaking difficulties. They agreed on that dialogues should be used often with different topics and should be presented in different ways.

Moreover, teachers agreed on that dialogues can motivate the students to speak and participate in the classroom. They think that interaction and exchange of ideas in a Classroom are a source of learning speaking. The teachers also added that it could be better to correct their students' mistakes, and help them to overcome some speaking difficulties, such as anxiety; shyness. The students suggested that dialogues should be implied more often in oral classes because of their effectiveness, and because most learners find it a space to express themselves and a strategy that helps them overcome their difficulties.

Conclusion

To sum up, this chapter introduced the theoretical background of the research methodology and the research design of the current study, wherein we described the data collection methods, such as; questionnaires for both teachers and students, and the focus group discussion for the students. We have also presented the data collection and analysis procedures that we utilised in our study. Next, we described the findings of both teachers and students questionnaire and focus group discussion. Finally, we discussed the results of the data collection methods.

General conclusion

This study investigated the relationship between EFL learners speaking skill and the role of classroom dialogues to overcome speaking difficulties, and develop their oral fluency. The research also investigated the speaking skill and those difficulties that EFL learners face when they speak. Furthermore, it examined the use of dialogues as a strategy to help EFL learners overcome their difficulties.

Specifically, this research described the two variables following a qualitative approach in order to evaluate opinions and perspectives of both teachers and Third Year students at the Section of English in the University of Mohamed Kheider of Biskra whom we opted for as a sample in this study. The research comprised three chapters; the first and the second chapter are concerned with the literature review. The First chapter tackled the speaking skill and its difficulties. As well as, the Second Chapter explained classroom dialogues and provided a clear picture of their goals and their importance. Moreover, the Third Chapter was the practical part of this research, analysing the results of the questionnaire and focus group which were used as data collection methods.

Out of this investigation, throughout the present research, we found that the role of classroom dialogues in learning has become an important factor because it creates opportunities for the classroom community to develop knowledge and skills. It is also important because it help to experience real communicative situations in which learners will learn how to express their own thoughts and opinions. All in all and referring back to what has dealt with in this study, the obtained results and their analysis confirmed what we hypothesized at the beginning of our investigation.

As a matter of fact, and due to the finding obtained in this study. We have thought to suggest a set of recommendations. These are stated below:

- The majority of the Third Year students considered speaking skill as their major skill. Due to that, teachers should give it more concern and time to make them develop their oral skill.
- EFL students face some psychological speaking difficulties. Thus, teachers should motivate the students orally by saying specific words, and use techniques and strategies that are more effective to solve their speaking difficulties.
- Since, we found that classroom dialogues are an effective strategy that helps the students to overcome speaking difficulties, and improve their speaking skill. This strategy should be applied more often in EFL classes due to its advantages.

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APPENDICES

Appendix 1

Student's Questionnaire

Dear Students,

Our research which is entitled Investigating the Use of Dialogues to Overcome EFL learners Speaking Difficulties investigates the attitudes towards the use of dialogues in classrooms. Your answers to this questionnaire will be helpful for us to carry out this research.

So, please answer the following questions.

Section one: General information

Q1. Gender :

a. female ☐ b. male ☐

Q2. Age:

a. 20 – 25 ☐ b. 25 – 30 ☐ c. Over 30 ☐

Q3. Your choice to study English was:

a. Personal ☐ b. Imposed ☐

Q4. What is the most important skill that you need to develop?

a. Speaking ☐ b. Listening ☐ c. Writing ☐ d. Reading ☐

Section Two: Students' Attitudes towards the Speaking Skill and its Difficulties

Q1. How do you see the spoken form of English language?

a. Very easy ☐ b. Easy ☐ c. Normal ☐ d. Difficult ☐ e. Very difficult ☐

Q2. To what extent does the Oral Expression course help you to improve your speaking skill?

- a. Very much b. Somehow c. Do not know d. Not very much e. Not at all

☐☐☐☐☐

Q3. Do you face difficulties when you speak in English Language?

- a. Yes

☐

- b. No

☐

Q4. If your answer is “yes”, is it because of:

- a. Shyness

☐

- b. Fear of making mistakes

☐

- c. Anxiety

☐

- d. Lack of interest

☐

- e. Lack of self-confidence

☐

- f. Lack of motivation

☐

Other Difficulties

Q5. Do you often try to overcome those difficulties?

- a. Yes

☐

- b. No

☐

If yes how?

.....

Section Three: Students' Attitudes towards Using Dialogues in classroom

Q1. Do you think that using dialogues is a good strategy to improve students' speaking skill?

- a. Yes

☐

- b. No

☐

Why or Why not?

.....

Q2. Does your teacher use Dialogues in classroom?

- a. Never

☐

- b. Sometimes

☐

- c. Always

☐

Q3. Do you think that using dialogues in classroom motivate you to speak?

a. Very much b. Somehow c. Do not know d. Not very much e. Not at all

☐☐☐☐☐

Q4. Does your teacher correct your mistakes or give you an idea about those mistakes in your oral performance?

a. Never ☐

b. Sometimes ☐

c. Always ☐

Section Four: Opinionnaire

Q1. Are there any ambiguous questions?

a. Yes ☐

b. No ☐

If yes, what are they?

.....

Q2. Have you found the questionnaire interesting?

a. Yes ☐

b. No ☐

Q3. Have you encountered any difficult questions?

a. Yes ☐

b. No ☐

If yes, what are they?

.....

Q4. Is the layout clear/ attractive?

a. Yes ☐

b. No ☐

If No, what do you suggest to improve it?

.....

Q5. Have you found any repeated questions?

a. Yes

☐

b. No

☐

What are they ?

If you have any additional comments or ideas, please provide them

.....

.....

Thank you for your contribution

BOUCHIBA KHEIRA, Master2 student

Supervised by Dr. AHMED CHAOUKI HOADJLI

Appendix 2

Teacher's Questionnaire

Dear Teachers,

This questionnaire aims to collect data about the benefit of classroom dialogues as a strategy, helping Third-year students to overcome speaking difficulties at the Section of English in the University of Biskra. I would be very thankful if you give us from your time and experience and answer this questionnaire.

Section One: Personal Information

Q1. Age:

a. Less than 25 years

☐

b. 26 to 35

☐

c. Over 35

☐

Q2. Gender:

a. Male ☐

b. Female ☐

Q3. Would you like to specify your degree?

a. BA (License degree) ☐ b. MA (Magister/ Master) ☐ c. ph.D (Doctorate) ☐

Q4. How long have you been teaching English?

.....

Section Two: Teachers' Attitudes towards the Speaking Skill and its Difficulties

Q1. Do you think that speaking is the most important skill for learners?

Yes ☐

No ☐

Q2. Which of the following describes your students' level of the speaking skill in English language?

a. High ☐ b. Above average ☐ c. Average ☐ d. Below average ☐ e. Low ☐

Q2. According to you, what is the most difficulty/difficulties that students face when speak English?

- a. Shyness ☐
- b. Anxiety ☐
- c. Fear of making mistakes ☐
- d. Lack of motivation ☐
- e. Lack of self-confidence ☐
- f. Lack of interest ☐

Q3. Do you provide strategies that help students to overcome those difficulties?

No ☐ Yes ☐

How?

Section Three: Teachers' Attitudes towards Using Dialogues in EFL classrooms

Q1. Do you use dialogues in your classrooms?

No ☐ yes ☐

Q2. What is your opinion of using dialogues to enhance students speaking skill?

.....

Q3. Do you see dialogues to motivate your students to speak in classroom?

No ☐ Yes ☐

Why ?

Q4. Do you correct your students' mistakes in Oral Expression course?

Always ☐ Often ☐ Never ☐

Section Four: Opinionnaire

Q1. Are there any ambiguous questions?

a. Yes ☐

b. No ☐

If yes, what are they?

.....

Q2. Have you found the questionnaire interesting?

a. Yes ☐

b. No ☐

Q 3. Have you encountered any difficult questions?

a. Yes ☐

b. No ☐

If yes, what are they?

Q4. Is the layout clear/ attractive?

a. Yes ☐

b. No ☐

If No, what do you suggest to improve it?

.....

Q5. Have you found any repeated questions?

a. Yes ☐

b. No ☐

What are they ?

.....

If you have any additional comments or ideas, please provide them

.....

.....

Thank you for your contribution

BOUCHIBA KHEIRA, Master2 student

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Section One: Personal Information

Q1. Age:

a. Less than 25 years

☐

b. 26 to 35

☐

c. Over 35

☐

Q2. Gender:

a. Male ☐

b. Female ☐

Q3. Would you like to specify your degree?

b. BA (License degree) ☐ b. MA (Magister/ Master) ☐ c. ph.D (Doctorate) ☐

Q4. How long have you been teaching English?

.....

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Q1. Do you think that speaking is the most important skill for learners?

Yes ☐

No ☐

Q2. Which of the following describes your students' level of the speaking skill in English language?

a. High ☐ b. Above average ☐ c. Average ☐ d. Below average ☐ e. Low ☐

Q2. According to you, what is the most difficulty/difficulties that students face when speak English?

- a. Shyness ☐
- b. Anxiety ☐
- c. Fear of making mistakes ☐
- d. Lack of motivation ☐
- e. Lack of self-confidence ☐
- f. Lack of interest ☐

Q3. Do you provide strategies that help students to overcome those difficulties?

No ☐ Yes ☐

How?

Section Three: Teachers' Attitudes towards Using Dialogues in EFL classrooms

Q1. Do you use dialogues in your classrooms?

No ☐ yes ☐

Q2. What is your opinion of using dialogues to enhance students speaking skill?

.....

Q3. Do you see dialogues to motivate your students to speak in classroom?

No ☐ Yes ☐

Why?

Q4. Do you correct your students' mistakes in Oral Expression course?

Always ☐ Often ☐ Never ☐

If you have any additional comments or ideas, please provide them

.....

.....

.....

Thank you for your contribution

BOUCHIBA KHEIRA, Master2 student

Supervised By Dr. AHMED CHAOUKI HOADJLI

Appendix 4

Student's Questionnaire

Dear Students,

Our research which is entitled Investigating the Use of Dialogues to Overcome EFL learners Speaking Difficulties investigates the attitudes towards the use of dialogues in classrooms. Your answers to this questionnaire will be helpful for us to carry out this research.

So, please answer the following questions.

Section one: General information

Q1. Gender :

b. female

☐

b. male

☐

Q2. Age:

b. 20 – 25

☐

b. 25 – 30

☐

c. Over 30

☐

Q3. Your choice to study English was:

b. Personal

☐

b. Imposed

☐

Q4. What is the most important skill that you need to develop?

a. Speaking

b. Listening

c. Writing

d. Reading

☐☐☐☐

Section Two: Students' Attitudes towards the Speaking Skill and its Difficulties

Q1. How do you see the spoken form of English language?

a. Very easy

b. Easy

c. Normal

d. Difficult

e. Very difficult

☐☐☐☐☐

Q2. To what extent does the Oral Expression course help you to improve your speaking skill?

a. Very much

b. Somehow

c. Do not know

d. Not very much

e. Not at all

☐☐☐☐☐

Q3. Do you face difficulties when you speak in English Language?

a. Yes ☐ b. No ☐

Q4. If your answer is “yes”, is it because of:

- a. Shyness ☐
- b. Fear of making mistakes ☐
- c. Anxiety ☐
- d. Lack of interest ☐
- e. Lack of self-confidence ☐
- f. Lack of motivation ☐

Other Difficulties

Q5. If your previous answer yes, do you often try to overcome those difficulties?

a. Yes ☐ b. No ☐

If yes how?

Section Three: Students' Attitudes towards Using Dialogues in classroom

Q1. Do you think that using dialogues is a good strategy to improve students' speaking skill?

a. Yes ☐ b. No ☐

Why or Why not?

Q2. Does your teacher use Dialogues in classroom?

a. Never ☐ b. Sometimes ☐ c. Always ☐

Q3. Do you think that using dialogues in classroom motivate you to speak?

a. Very much ☐ b. Somehow ☐ c. Do not know ☐ d. Not very much ☐ e. Not at all ☐

Q4. Does your teacher correct your mistakes or give you an idea about those mistakes in your oral performance?

a. Never ☐ b. Sometimes ☐ c. Always ☐

If you have any additional comments or ideas, please provide them

.....

.....

.....

Thank you for your contribution

BOUCHIBA KHEIRA, Master2 student

Supervised by Dr. AHMED CHAOUKI HOADJLI

Appendix 5

Questions of Focus Group Discussion

BOUCHIBA KHEIRA, Master2 student

Supervised by Dr. AHMED CHAOUKI HOADJLI

Rcording: by phone

Q1. What kind of difficulties may you face when you speak in English language?

Q2. What is your opinion on using dialogues as an effective strategy to improve your speaking skill?

Q3. Do you think that using dialogues in classroom motivate you to speak?

Q4. Does your teacher correct your mistakes or give you an idea about those mistakes when you speak?

Appendix 6

Q1. *What kind of difficulties may you face when you speak in English language?*

S1. When I am trying to speak in English, I may face many difficulties in which, I may face lack of interest in the subject. I may not be in interest in the subject, and I may not have the right vocabulary, I may not be able to express the point, and overall the feel of anxiety.

S1. One of my difficulties that I have; I faced in the oral expression is lack of confidence because, sometimes when I talk I do not think about the subject I am talking about. But, when someone do a reaction, I react with him, and I forget the subject, this is my problem.

Q2. *What is your opinion on using dialogues as an effective strategy to improve your speaking skill?*

S3. The use of dialogues in the first place, depends on the teacher. The teacher may help the students. If the teacher give them confidence, respect, it comes to the relationship. But if the dialogues between student and students it is very beneficial, because when I talk with my classmate about any topic for example; sport, food because I am going to capture a vocabulary from him, and he is going to learn from me; because we have learn difficulties.... I think that my mind my capture him a lot of ideas, style, opinions.

S4. For me dialogues are very helpful, and it gives the learners opportunities to improve their language, and it depends on the topic of the dialogues are very helpful, when any one is going to have a dialogue, he is going to face a lot of difficulties about, vocabulary, grammar. These difficulties can be solved with a lot of dialogues. Also they

can remove shyness. The learners will feel more comfortable with more time. The more dialogues that he has, the more information, the more comfortable he get.

Q3. Do you think that using dialogues in classroom motivate you to speak?

S5. All I think that using dialogues during the session really helps. Specially, when the dialogues are structured, Sometimes we find students whom have lack of reading; skill of reading. So, by the teacher and by their reading, especially, loudly because when he speaks loudly he can understand or when he mispronounces a word or latter he can correct them. So, by time, they require some new vocabulary and to correct their mistakes', and with time also, just by reading a lot of time they can gain the interest on reading. I think a good strategy to learn.

S6. Depends on the teacher, we do not do just presentation only teacher talk. So, depends if he makes his session motivate or not.

S7. For me method is very helpful because it has 3 beneficial things: the first one, communication. The second is improving our language. Third thing is gaining confidence, because I am talking in front of people, also it helps me in my work place, for example; if I work in company, and I am going to talk to employees to do something. I will be not shy, I will be do my best to work as a learn. Of course it is very helpful and I enjoy it.

S3. When it comes to the enhancement of level, the teacher should divide the session into three parts; the lesson and the activity, and then we do a discussion or dialogue. Like this, learners will have an idea to talk about. And they will be very creative.

Q4. Does your teacher correct your mistakes or give you an idea about those mistakes when you speak?

S8. Yes, they do. But, I prefer to do this after the class, should not be openly. For example; when I talk and I mispronounce or wrong vocabulary, his gives me the synonym of the word or gestures. But, if he corrects it openly it will be very harmful.

S4. If students are open mind, they will accept it normally. But, for others it can hurt them, and stop talking.

S5. I think that correcting mistakes by the teacher is very beneficial because; if I made a mistake and the teacher did not correct it to me who can I know that it is wrong. He may say check the dictionary.

Glossary

Classroom: A room, often in a school where classes takes place.

Communication: State of exchanging data or information between two or more entities.

Dialogue: A conversation or other form of discourse between two or more individuals.

Difficulties: Obstacles that hinders achievement of a goal.

Fluency: The quality of being fluent in a language; A person's command of a particular language.

foreign language: language not spoken in the native country of the person.

Skill: The capacity to do something well; technique, ability

Speaking skill: The action of conveying information or expressing one's thoughts and feelings in spoken language.

Speaking: One's ability to communicate vocally in a given language.

Strategy: A plan of action intended to accomplish a specific goal.

ملخص

تعتبر مهارة الكلام مهارة الأساسية في أي لغة. هذه الدراسة تهدف إلى البحث عن الصعوبات التي يواجهها الطلبة الذين يتعلمون اللغة الانجليزية كلغة أجنبية, واكتشاف مدى فعالية الحوار في التغلب على هذه الصعوبات, وبذلك رفع مستوى الكلام والنطق السليم لهؤلاء الطلبة. إذن, هذا البحث يهدف إلى اكتشاف علاقة واضحة بين الحوارات, وبين الصعوبات التي يواجهها طلبة السنة الثالثة انجليزية بجامعة محمد خيضر. اعتمدت منهجية البحث على منهجية كيفية, ذلك ما يتلاءم مع طبيعة البحث واستخلاص آراء الطلاب والأساتذة حول استخدام الحوار كوسيلة للتغلب على الصعوبات الكلامية وأيضاً تطوير مهارة النطق. تم جمع المعلومات بواسطة وسيلتين, الأولى استبيان لكلا من الأساتذة و الطلبة. وجه الاستبيان لأساتذة ذات تجربة في تدريس التعبير الشفهي, وأيضاً وجه لطلبة السنة الثالثة جامعي شعبة الانجليزية. أما الوسيلة الثانية فكانت مناقشة جماعية مع عدد من طلبة نفس الشعبة. أظهرت نتائج البحث أن استخدام إستراتيجية الحوار استراتيجيه فعالة نافعة, تمكن طلبة اللغة الانجليزية على التغلب على الصعوبات التي يواجهونها عندنا يتكلمون أو يتواصلون مع غيرهم