



**PEOPLE'S DEMOCRATIC REPUBLIC OF ALGERIA**  
**MINISTRY OF HIGER EDUCATION AND SCIENTIFIC RESEARCH**  
**Abdelhafid Boussouf University Center Mila**



*Institute of Literature and Languages*

*Department of Foreign Languages*

***Branch: English Language***

***Teachers' and Students' Perceptions towards the Use of  
Communicative Language Teaching to Develop Students'  
Speaking Proficiency:***

***The case of Second Year students of English at Abdelhafid Boussouf  
University Center***

*A Dissertation Submitted in Partial Fulfillment for the Requirement of the Master  
Degree in "Language sciences and Didactics of Language"*

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***Academic year 2016 - 2017***



***DEDICATIONS***

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**To our precious parents for their love and support**

**To our dear sisters and brothers for their encouragement and prayers**

**We also dedicate this dissertation to our friends and all our family who  
have supported us throughout the process**

**To everyone who has contributed to our education**



## ***ACKNOWLEDGEMENTS***

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I wish to acknowledge with great debt and sincere gratitude my supervisor  
**Dr. Assia Azzioui** for her guidance and support.

I would also like to extend my deepest appreciation to **Ms. Lamia Boughouas** and **Ms. Amina Agoune** for their acceptance to be members of the board of examiners and for the energy and time which they devoted to the examination of the thesis.

I extend my sincerest thanks and appreciation to the teachers and the students who helped us accomplish this thesis through answering the questionnaires, and to the all of the staff in the institution of letters and foreign languages at Abdelhafid Boussouf University Center.



## ***ABSTRACT***

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The present study intends to investigate the teachers' and the students' attitudes and beliefs about the use of communicative language teaching to develop students' speaking proficiency at the institution of letters and languages, Abdelhafid Boussouf University Center. The problem underlying this work is that many students are unable to communicate successfully in the target language mainly because teachers give more priority to the teaching of grammar rules at the expense of developing students' communicative ability. Hence, it was suggested that the use of the communicative approach as a method to overcome students' difficulties in communicating in English. The hypothesis of this research is that both teachers and students who participated in this study have positive attitudes towards the use of communicative language approach to enhance students' communicative proficiency. To test the research hypothesis, it was opted for a Teachers' Questionnaire and a Students' Questionnaire. The findings obtained allow validating the hypothesis in that the participants showed positive attitudes towards the use of CLT in the Oral Expression class to improve students' communicative skills. However, a large number of teachers and students who answered the questionnaires have been found unaware of most of the features of CLT and the purpose of using it in the language class. At the end, there were some suggestions about some strategies and procedures that may help teachers to teach the speaking skill in a communicative classroom.

## LIST OF ABBREVIATIONS

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**L2:** Second Language

**L1:** First Language

**CS:** Communicative Strategy

**CLT:** Communicative language teaching

**CA:** Communicative approach

**TL:** Target language

**EFL:** English as foreign language

**LMD:** License Master Doctorate

**CBI:** Content Based Instruction

**ELT:** English Language Teaching

**OE:** Oral expression

**%:** percentage

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## **General introduction**

In language teaching and learning, we have four skills: listening, speaking, reading and writing. The speaking skill is conducive for learning the other skills and important for language components (vocabulary, grammar and phonology) as well. Therefore, this skill deserves a considerable attention by teachers and curriculum designers. Several methods have been developed over the years in teaching this skill, and recently the focus is shifted to communicative language teaching where the focal point is on interaction as a means of communication and the main aim of learning developing learners' communicative competence. The communicative language teaching focuses on the four skills (listening, speaking, reading, and writing) as a learner centered approach within communicative context. This method makes language learning more relevant, interesting, enjoyable, and effective. Many teachers agree that the learner can increase his/her competence in communication in English by using this approach and foster the improvement of oral ability.

### **1. Statement of the problem**

The main purpose of learning a foreign language is to communicate, but in the past the common teaching methods that are adopted by many teachers are traditional ones which focus on teaching a set of grammatical rules. The application of such methods enriches the learner's knowledge just with grammar structures at the expense of developing their ability to communicate. Consequently, students in different academic settings are still having different problems in communicating in a foreign language. Students of English at AbdelhafidBoussouf University Center are among the learners who have difficulties in communicating effectively in English, and the use of the old methods which does not focus on communication is the reason which makes such difficulties. Hence, it is proposed that the use of CLT as an approach to boost students' communicative competence. The aim of the present study is to get

2<sup>nd</sup> year students' and teachers' at the Mila University Center views and attitudes towards the use of CLT to overcome the students' problems in the speaking skill because it is believed that to learn and teach any skill using any approach, students and teachers perception play vital role since they help teachers and curriculum developers on developing and organizing how to teach and learn the skill effectively.

## **2. The aim of the study**

The research aim is to get the students' and teachers' views towards the teaching of the speaking skill by using communicative language teaching approach, to describe what the teachers should do when applying the CLT in the classroom in teaching different activities, and to analyze the benefits of using CLT in teaching/ learning process for both teachers and students.

## **3. Research questions and Hypothesis**

The main questions of this study are:

1. What are the students' problems in the speaking skill?
2. Do students and teachers at AbdelhafidBoussouf University Center have positive views towards the use of communicative language teaching to overcome students' speaking difficulties?
3. In what ways does a communicative language teaching lead student to perform better orally?

In the light of the present research concerns, the hypothesis is that both the teachers and the students at AbdelhafidBoussouf University Centre have positive views and favour the use of CLT as an approach to improve students' speaking proficiency.

## **4. Means of Research**

To test the research hypothesis, a teachers'questionnaire and a students'questionnaire are administered to the Oral Expression teachers and to the 2<sup>nd</sup>-year university students of English



at the institution of letters and languages, AbdelhafidBoussouf University Center. They serve to give information about whether these teachers use CLT in their classes and their views about the viability of incorporating this approach into the Oral Expression classes to improve students' communicative skills. The students' questionnaire attempts to elicit the students' perceptions and preferences towards the use of CLT, and their problems and difficulties in communicating effectively in English.

## **5. Structure of the Thesis**

This dissertation consists of three chapters; the first chapter deals with the nature of the speaking skill and the main challenges that face EFL learners in their learning process. As well, the chapter discusses the different activities used to teach the speaking skill. The second chapter mainly concerned with the communicative approach. It discusses the principles of CLT, its history, and the different roles of teachers and learners when the CLT is used as a teaching approach. The third chapter is the main part of this research; it is devoted to the analysis of teachers and students questionnaires.

# Chapter One: The Speaking Skill

## Introduction

Learning a foreign language is mainly related to the four skills that have to be mastered (listening, speaking, reading, and writing). However, speaking deserves to have the main attention by learners and teachers because it is conducive for learning the other skills. In addition, most researchers and teachers claim that speaking is the main core feature of second and foreign language learning and teaching given that it is very important for learners' interaction and daily conversations.

### 1. Definition of speaking

Motivating students to use their foreign language is regarded as one of the main challenges which teachers face today in language teaching. For helping students to use the language, teachers need to be aware of their aims. Learning concepts, principals and grammatical forms is essential for speaking. Therefore, the ability to speak is important with certain characteristics which should owned by the speaker. For example, to assess students' oral production, they must use the language and also they must apply the principals and information they know. For reaching this step, we should realize that "knowledge" about a language and "skill" in using it are very different concepts (Bygate, 1987, p. 9). So, we can say that knowledge is the theoretical understanding of something, while skill refers to putting certain theory into practice successfully.

Speaking is a basic skill that language learners should master with other language skills. It has been defined by Rebecca (2006, as cited in Efrizal, 2012, p. 5) "speaking is the first mode in which children acquire language, it is the part of the daily involvement of most people with language activities, and it is the prime motor of language change. It also provides our main

data for understanding bilingualism and language contact”. Another definition of speaking proficiency which was introduced by Baker and Westrup (2003) “using language for purpose”. Chaney (1998, as cited in Mannaai, 2013, p. 3) defines speaking skill as “the process of building and sharing meaning through the use of verbal and non-verbal symbols, in a variety of context”. In other words, speaking is the process of building utterances in everyday life which are helpful in expressing one’s thoughts, feelings and conveying information. It is a way of communication that gives us the ability to communicate effectively.

It is necessary to create a circumstance where students will be able to apply their language in real communication since us, as humans are social by nature and live in continuous interaction with each other. An argument that supports this view is found in Bygate (1987, p. 10), who states “our learners often need to be able to speak with confidence in order to carry out many of their most basic transactions. It is the skill by which they are most frequently judged, and through which they make or lose friends”.

“In interactions students can use all they possess of the language, all they have learned or casually absorbed in real life exchanged” (Rivers cited in Brown, 1994, as cited in Gutiérrez, 2005, p. 3). In other words, interaction is the basic which gives the learners a chance to exhibit their potentials in using foreign language. Hence, interaction is very important and all forms of communicative competence are included for meaningful and effective language learning”.

### **1.1.Elements of speaking skill**

To speak English, we have to know some important components. The latter can influence how well learners speak. According to Heaton (1988, as cited in Bin Tahir, 2011, p. 11), there are four elements of speaking skill, they are: accuracy, fluency, comprehensibility, and content.

### **1.1.1- Accuracy**

Accuracy is “the ability of the learner to produce grammatically correct sentence” (Spivastava, 2014, p. 18). It means when someone can produce utterances that are free from grammatical mistakes. Although, in Thornbury (2005, p. 6), the concept of “accuracy” includes more than that “speaking English accurately means doing without or with few errors on not only grammar but vocabulary and pronunciation, as well”. We can conclude that according to him “accuracy” is speaking with correct grammar, pronunciation and word choice.

### **1.1.2- Fluency**

Stoval in Ansi (2007, as cited in Bin Tahir, 2011, p. 12) defined fluency as “the ability to converse with others much more than the ability to read, write or comprehend oral language”. Another definition of fluency that has been introduced by Meanwhile, Simon, and Schuster in Amirn (2006, as cited in Bin Tahir, 2011, p. 12) “(1) the quality of flowing, smoothness, freedom from harshness, (2) the ability to write or speak easily, smoothly, expressively, readiness or smoothness of speech”. As a whole, fluency is the ability to express oral language freely without interruption and with ease.

### **1.1.3- Comprehensibility**

Comprehensibility is done when the speaker produces comprehensible utterances which can be understood by the listener (Bin Tahir, 2011, p. 13). Harmer (1998, as cited in Bin Tahir, 2011, p. 13) stated that if two people want to make communication to each other, they have to speak because they have different information, if there is a “gap” between them, it is not a good communication if people still confuse with what they say.

### **1.1.4- Content**

The speaker should send clear, complete, and unified messages to the listener which are not vague, so that the listener can receive them easily as they are. In addition to that, the user should give attention to the way of explaining the content since it can influence how well the listener understands the speech (Jacob, 1981, as cited in Bin Tahir, 2011, p. 15).

## **1.2- Typology of Speaking Skill**

According to Bentayab (2008, as cited in Mannaai, 2013, p. 5), there are three types of speaking situation:

### **1.2.1-Interactive speaking situation**

This type of speaking includes face to face conversations in which mutually speaking and listening, and the comprehension of particular speech based on what is said before, i.e. there is cooperation between the hearer and the speaker for more successful interaction.

### **1.2.2- Non Interactive Speaking Situation**

There are speaking situations which are non- interactive, such as when recording a speech or a radio broadcast, here there is no interaction between interlocutors and the speech interpretation happens through listening.

### **1.2.3- Partially Interactive Situation**

Some speaking situations are partially interactive, as an example giving a speech to a live audience and there is no interruption from the part of the listener, but the speaker can see the audience reaction and whether or not he/she has been understood.

## **1.3-The importance of Speaking**

In the traditional methodologies, special emphasis is put on reading and writing in many classrooms, where there was little or no focus on speaking proficiency and students do not get opportunities to speak either in or outside the classroom. As an example Grammar Translation

Method, Richards and Rodgers (2001, as cited in Inkaucem, 2009, p. 20) give the priority to reading and writing skills with ignorance to speaking and listening

The communicative approach is based on the idea that learning language effectively comes through communicating and uttering words which means supporting speaking skill furthermore, learners are encouraged to speak and interact with each other while the teacher will speak less in the classroom ( Inkuicem, 2009, p. 21).Ur (2000, as cited in Inkuicem, 2009, p. 21) declares also that

of all the four skills [listening, speaking, reading and writing.], speaking seems intuitively the most important: people who know a language are reffered to a ‘speakers’ of the language, as if speaking included all other kinds of knowing

For successful learning, the four skills of listening, speaking, reading, and writing must be interconnected, but speaking is regarded as the most important skill that students can acquire this is why it met with more attention in today’s approaches (Kusnierek, 2015, p. 16). Celce-Murcia (2001, as cited in Inkaucem, 2009, p. 23) argues that for most people “the ability to speak a language is synonymous with knowing that language since speech is the most basic means of human communication”. We understand that majority of people take speaking and knowing a language as synonyms. Moreover, the main question often given to foreign language learners is “do you speak English?” or “do you speak French?”, and not “do you write English?”

The importance of speaking can be revealed with the integration of the other language skills, it means its development results in the development of the other skills. For example, speaking is a tool that helps students to develop their word choice and grammatical structures and improving their writing skills. The ability to speak provides the speaker with several distinct advantages. The capacity to express one’s thoughts, opinions and feelings, sharing discussions

(Inkaucem, 2009, p. 24). In addition, when we communicate verbally with others, we can understand ourselves better, as Robert Frost once said: “I am a writer of books in retrospect, I talk in order to understand, I teach in order to learn” ( as cited in Qureshi, n.d, p. 8). Speaking skill can also be useful outside the classroom since the former is essential for career success. Many companies are searching for those who speak English skillfully. Baker and Westrup (2003, as cited in Inkaucem, 2009, p. 24) said that “a student who can speak English well may have greater chance for further education, of finding employment and gaining promotion”.

#### **1.4. Integrating between Speaking and Listening**

In a language learning process it's important to know the order of the skills that should be taught to the learners. Each language skill is connected to another one such as speaking and listening. “Listening comprehension is often seen as a passive activity or skill because it is developed internally or rather, it is a cognitive process that does not produce observable results” (Cabezas, 2015, p. 6).

There were many studies about whether there is a close relationship between speaking and listening. One of these researches it has been done by (Kitao, 1996, as cited in Celik&Yavuz, 2015, p. 15). They found some obstacles when they come up to assess oral production. So, their basic idea was that speaking proficiency is a correlation of many skills and in order to assess it they make recordings on speaking activities and then scoring structures, word choice, pronunciation which is a useful method in increasing reliability of the assessment criteria for speaking skill. Anderson and Lynch (1988, p. 37) argue that “for the L2 learner to be a proficient partner in conversation, he needs to be skilled as both speaker and listener.” This quote addresses the importance of listening skill since it is one of the factors that can effect L2

learner's oral communication. When someone speaks, the other responds through the use of listening process. So, every speaker plays a double role (both as a speaker and as a listener).

“Concerning the central role of listening comprehension, which is nowadays highly accepted in foreign language acquisition process, listening is acknowledged to play an extremely important position in the development of speaking ability” ( Kang, 2002, as cited in Pinem, n.d, p. 12). It means that developing listening will produce automatically a significant improvement in speaking since listening skill will not occur in isolation.

### **1.5- Speaking and Writing Differences**

Written and spoken language differs in many ways. The difference between oral and written language has been discussed by many theorists. The Russian psychologist Vygotsky (1962, as cited in Schallert, Kleiman, & Rubin, 2007, p. 13) describes aspects of common-sense knowledge which stand in contrast to scientific and philosophical knowledge . For instance, commonsense knowledge refers to concrete events, while scientific knowledge is abstract. Besides, Olson (n.d, p. 9) argues that the primary purpose of speech is to maintain social relations between speakers while the primary purpose of written language is to communicate information (as cited in Schallert, Kleiman, & Rubin, 2007, p. 15)

### **1.6The Difference between Acquiring the Speaking Proficiency in L1 and L2**

Thornbury (1998, p. 16) addresses the importance of knowing the main differences between first and second speaking process. Problems that most of the students complain about is default of fluency in L2, communicating accuracy, low pronunciation level, and other difficulties may face concerning speaking proficiency. Students have to know the factors that impact their speaking skill, what prevents them from face to face interaction and why there is a lack of confidence (Thornbury, 1998, p. 16).



Teachers of English argue that the lack of vocabulary and grammatical structures are regarded to be the main reasons which prevent speaking proficiency to be improved, also not getting any chance to speak the target language, and the shortage in the interactive feature in the classroom ( Thornbury. 1998, p. 17).

Teachers often find speaking a skill that hard to develop, hence the first thing to do to solve this problems and to reduce speaking difficulties is being knowledgeable about the difference between L1 and L2 speaking ability. Through comparison, we may find no difference because speaking which is a mental process follows the same stages, both in L1 and L2 speakers produces speech through the processes of conceptualization, formulation, articulation and self-monitoring (Thornbury, 1998, p. 18).He states “they will attend to their interlocutors, adjusting their message accordingly and negotiating the management of conversational turns”. In other words, L1 and L2 speakers seem to share the same speaking skills in communication. “The skills of speaking, therefore, are essentially the same and should, in theory, be transferable from the speakers’ first language into the second” (Thornbury, 1998, p. 18), but the difference is said to be in the language itself. The vocabulary and grammar of L2 is not the same as in L1, and in this case second language learners are closely to those who said “I can’t find words: I always use the same sentences” (Thornbury, 1998, p. 18). This problem of knowledge difference can be explained when testing the availability of that knowledge, the latter is described by Thornbury (1998, p. 18) to be insufficient combined with the L1 speakers’ existing knowledge and rarely accessed and most importantly “the process of arranging the grammar of retrieving the word is not yet automatic.”On the other hand, speakers may have disability in governing their self-monitoring, negative effects on their accuracy and fluency if they formulate utterances first in the L1 and then ‘translate’ it into the L2. Learners here have “troubles in their intentional capacity between planning and articulation” (Thornbury, 1998, p. 19).

## 1.7-Activities Used to Teach Speaking Skill

Listening skill is an aid to practicing speaking skill outside the classroom. Pupils outside their country will be exposed to the foreign/second language which enables them to speak according to what they have heard, but their speech production will be distinct. With the passage of time, they will learn to speak such distinct language just as foreigners (Kouicem, 2009, p. 10).

In the mother country, it will not be the case, since practicing speaking skill will be inside the classroom which can be realized through using different activities. O'Mlley and Pierce (1996) assert the American Council of Teachers of Foreign Language (ACTFL) suggests that “different kinds of speaking activities (and consequently assessment task) are appropriate at different levels of proficiency.” Hence, learners should be prepared by teachers to communicate with each other by giving them activities at all levels (as cited in Kouicem, 2009, p. 11).

Richard and Lochart (1996, as cited in Kouicem, 2009, p. 12) have defined practice activities as “tasks used to perform or learn a particular item or involve the use of a given model.” As an example, the way a sentence is put together can be realized through dialogues. Richard, Platt and Weber (1985, as cited in Lee, 2000, p. 40) add that “the use of variety of different tasks in language teaching is said to make language teaching more communicative [...] since it provides a purpose for classroom activity” (as cited in Kouicem, 2009, pp 12-13). The use of different activities leads to the improvement of students’ communicative skills which is the ultimate aim of speaking ability. Scievrer (2005, as cited in Kouicem, 2009, p. 15) argue that: “The aim of communicative activity in class is to get learners to use the language they are learning to interact in realistic and meaningful ways”. This proves the

importance of interaction between language speakers which helps in the development of speaking proficiency.

Teachers can use several activities to promoting speaking proficiency. According to researchers, language users pass through three steps in the process of speaking, the first step is awareness, which means that students should pay attention to the different elements of the spoken language, the second step is appropriation, which means the combination between the present knowledge and the different elements of the spoken language, the final step is autonomy, it's when the pupils become independent, i.e. they rely on themselves without requiring the teacher's help. There are many activities which serve these stages have been put by different theorists, and the goal is to teach second/foreign language learners how to speak in the best way and how to speak the language by interacting (Thornbury, 2008, pp. 22-23).

### ***1.7.1-Awareness***

Thornbury (2008, p. 23) argues that “as a prerequisite for the restructuring of the learner’s mental representation of the language, some degree of conscious awareness is necessary. Awareness involves at least three processes: attention, noticing, and understanding.” Awareness according to Al-Hejin (2004, p. 62), “causes a change in behavior or cognitive state and the person is able to report what they become aware and what they become aware of” (as cited in M-L, 2007, p. 44). The quotes above conclude that for driving the learning process forward and for language learning to happen, there must be an awareness and once the latter is reached, there will be a desired change which made by the learner.

The awareness tasks stressed on what the learner says when wants to shift the topic being discussed, how to give an answer in a suitable way or when you put under challenged situation, besides how the learners reveal their fluency in speech production. Awareness can

enhance learners' learning process and teach them how to cover these gaps through using their knowledge (Thornbury, 2008, p. 24).

### **1.7.2- Using *Recordings and Transcripts***

Thornbury (2008, p. 25) argue that

one way to raise learners' awareness of features of spoken language is to expose them to instances of speaking and to have them study transcripts of such instances.” “It is arguable that exposure to only native speakers sets a standard of spoken interaction that is beyond either the means or the needs of most learners.

Teachers, in other words, should provide learners with transcripts of the native speakers talking and expose them to audio recorded materials or authentic conversations.

### **1.7.3-Using *Noticing-the-gap Activities***

This activity can be done by getting students to perform an oral task, then they will be exposed to similar task realized by native speaker, and at the same time they will look for the mistakes they commit, finally, each student will reformulate his work in a correct way.

### **1.7.4-Appropriation Activities**

According to thornbury (2008, p. 26)

the term appropriation, rather than either controlled practice or restructuring, is used for the second stage because it captures better the sense that learning a skill is not simply a behavior (like practice)

or a mental process (like restructuring), but one of collaborative construction... [and] aspects of the skill are appropriated.

It concludes that, once students are aware about the language characteristics they should appropriate this awareness to be used.

### **1.7.5-Drilling and Chants**

Drilling means learning to speak just by listening and repeating, the teacher gives them certain sentences, expressions, conversations and ask them to repeat what they have heard. While chants are more enjoyable for the learners since they involve listening to songs or playing games.

### **1.7.6-Dictation**

In here, the teacher asks the learners to write expressions that he dictates. The learners write them down while at the same time divide them into two different groups starting from formal to informal, then the students function them in writing dialogues.

### **1.7.7-Autonomy**

Thornbury (2008, p. 27) introduced the term autonomy as having “the capacity to self-regulate performance as a consequence of gaining control over skills that were formally other-regulated”. It means the ability to do a task in controlled and regulated manner. The activities that can assist automaticity are discussed below:

### **A-Discussions and Debate**

Discussions are a commonly used activity in a speaking lesson. Spontaneous discussions are considered to be the best way for language practice. The teacher for instance, introduces a new topic or getting students to read a passage of a text and then ask them questions. These types of activities can afford an opportunity for pupils to express themselves and participate more.

## **B-Outside-Class Speaking**

Autonomy can be realized if students are encouraged to speak not only in the class but also outside the class. There are a lot of tasks that can be used, as an example, students can record themselves speaking and then give their recordings to the teacher to provide them with feedback.

## **1.8-Oral Communicative Strategies**

Many different definitions for the concept communicative strategy (CS) have been proposed by many linguists. Tarone (1980) defines communicative strategies as “mutual attempts of two interlocutors to agree on a meaning in situations where requisite meaning strategies do not seem to be shared “(as cited in Wei, 2001, p. 70). It is commonly known that communication happens between the hearer and the speaker, both of them share this responsibility, but when there is a sort of communicative deficiency between interlocutors, there will be an attempt to use some communicative strategies. A broader definition of CS was proposed by Faerch and Kasper (1984, as cited in Cervantes & Rodriguez, 2012, p. 33) who confirmed that “to solve communication problems, a learner does not only cooperate with his or her interlocutor, but also finds a solution without the help of others.” According to their definition, in order to make a response to a problem in communication, an individual can rely on his mental processes rather than just depend on others.

To sum up, the most influential works are those of Tarone and Faerch and Kasper. Although they differ in defining CS, in the sense that Tarone introduces the latter in interactional

perspective, while Faerch and Kasper in a psychological view. Strategies are regarded an aid which can be used by language users when experience certain communicative problem.

Speakers must necessarily choose between two basic ways to deal with it: either they avoid the problem altogether or they try to “make the best of what they ‘ve got” ,i. e. use their available resources, albeit limited or even scare, to get their message across and reach some kind of communicative result. This choice points to the possible classification of strategies into two large basic areas, which have been called reduction or (risk) avoidance strategies, on the one hand, and achievement or expansion or risk taking strategies, on the other hand (Mariami, 2010, p. 29).

This quote concludes that communicative strategies involve two distinct types of strategies: achievement strategies and reduction strategies. Achievement strategies are when learners try to solve communicative problems by developing an alternative plan. By using achievement strategies, speakers attempt to increase their resources in order to realize their purpose in communication. On the other hand, reduction strategies are when learners try to solve their communicative problems through changing the communicative purpose. Achievement strategies include compensatory strategies and retrieval strategies. Compensatory strategies involve code switching, interlingual transfer, cooperative strategies and nonlinguistic strategies. Retrieval strategies can be used by individuals when faced with some difficulty in retrieving language features. Reduction strategies consist of formal reduction strategies (can be used for avoiding incorrect sentences) and function reduction strategies (can be used for avoiding particular topic). Oral communicative strategies are very useful since they allow the learners to continue in the conversation which enhance them in expressing their meanings

when confronting some problems and this give them the chance to produce new utterance (Cervantes & Rodriguez, 2012, p 37).

## **1.9-Learners' speaking difficulties**

The main goal of any speaker is to communicate appropriately. But EFL students confront many difficulties when interacting in the foreign language. Hence, teachers should have an overall understanding of what are the challenges that may meet the learners when developing their speaking ability because the former has an important role to the students in speaking English activities.

### **1.9-1-Psychological Problems**

Zhang (2009, as cited in Al Hosni, 2014, p. 88) found that for many language learners, speaking is a skill that is hard to master, and they are still unqualified in producing oral performance. Ur (1996, as cited in Al Hosni, 2014, p. 88) discusses speaking difficulties within the class as follows: Language learners are inhibited to talk or express their ideas in front of the others using the target language this is because of students' shyness and fear of making mistakes and not being understood as well (inhibition). Students have an inability to express their feelings and hesitation to speak English in the classroom (nothing to say). Another influencing is mother tongue use. One of the reasons of this is that the learners find it easy than the target language, especially when they found someone shares them the same mother tongue. Littlewood says "[the] atmosphere depends to a large extent on the existence of personal relationships which do not create inhibition, but are supportive and accepting" (1981, as cited in Bouchouareb, 2015, p. 20). The majority of students find difficulty in dealing with speaking proficiency because of the non-motivational environment since students need to feel safe, comfortable and relaxed.

### **1.9-2-Linguistic Problems**



Knowledge of vocabulary and grammar rules are very essential to speak a foreign language, but many learners fail to construct their messages because they are unable to find suitable words. Inappropriate lexical items and grammar can be a reason “The learner must attain a high degree as possible of linguistic repertoire” (Littlewood, 1981, as cited in Bouchouareb, 2015, p 22).

Anderson and Lynch (1988) pointed out that: “for L2 learner to be proficient partner in a conversation, he needs to be skilled as both speaker and listener” (as cited in Bouchouareb, 2015, pp. 22-23). This quote is strongly shown the relationship between speaking and listening. Thus, poor listening practice will lead to a poor speaking performance. We can say that, students’ inability to produce speech is not only due to the lack of motivation and interest, inability to find suitable words but it is also from limited exposure to listening to English. Doff (1998, as cited in Tuan & Mai, 2015, p. 3) confirms this view by saying “skills cannot be developed unless we develop listening skills.”

FL learners’ inability to pronounce well may affect their spoken performance and classroom participation. A mispronunciation of one sound may lead to misunderstanding and make a change in meaning. This can be happen due to the effect of the mother tongue on the target language pronunciation. As an example, some learners pronounce the phoneme ‘ H ’ in a wrong way as in the word “honest” is pronounced “HONEST” where it is pronounced /ONEST/ (Bouchouareb, 2015, p. 24). “A learner who consistently mispronounces a range of phonemes can be extremely difficult for a speaker from another language community to understand. This can be very difficult in understanding and being understood by a native speaker” (Kelly, 2004, as cited in Kalra, 2010, p. 29).

In addition to words mispronunciation, other learners may use supra-segmental features mistakenly such as stress, intonation and rhythm which will lead to problems (Bouchouareb,

2015, p. 24).“The inaccurate use if suprasegmental elements such as stress or intonation can also cause problems” (Kelly, 2000, as cited in Howlader, 2010, p. 44).

### **1.10- Assessment Criteria for Oral Production**

According to Fulcher (1997, p. 15), “spoken language testing was developed during Second World War, with the emphasis on producing information on the person: how well the person could be predicted to succeed in real life communication” (as cited in Itkonen, 2010, p. 44). In another meaning, the assessment of speaking proficiency starts in the army for particular purposes such as testing their ability to use the language for real communication situations. This work was extended to include more elements like: pronunciation, fluency, grammatical accuracy, vocabulary, and comprehension in speaking skill assessment by the 1960s. From the 1980s to upwards, there was a major shift in language teaching and theory to a communicative approach which leads to an impact on the assessment criteria as well, as Read notes (1997, as cited in Itkonen, 2010, pp. 44-45).

Luoma (2004, p. 7) stresses the importance of giving an overall understanding for the type of speaking test before the teachers made any test activity. For example, there is difference between testing pronunciation and the assessment of grammar or the assessment of speaking in meaningful interaction. She inserts also that the test should be knowledgeable about what is being measured in the speaking tests and teachers should follow a designed plan in their testing.

“Testing; both formally and informally takes place at beginning and at the end of most language course, as well as at various times during the course itself [...] it aims to test progress during the course, or achievement at the end of it” (Thornbury, 1998, p. 38). In other words, to test learners’ speaking abilities; teachers have many criteria to examine: Pronunciation, fluency, accuracy and interaction.

### **1.10.1- Pronunciation**

“A consideration of learners’ pronunciation errors and how these can inhibit successful communication is a useful basis on which to assess why it is important to deal with pronunciation in classroom” (Kelley, 2000, as cited in Aceh, n.d, p. 7).

According to Harris (1997) “Pronunciation is the most difficult to assess, the central reason is the lack of general agreement in what good pronunciation of second language means: is comprehensibility to be the sole basis of judgement, or must we demand a high degree of phonetics and allophonic accuracy? And can we be certain that two or more speakers will find the utterance of a foreign speaker equally comprehensible...?” (as cited in Gazo& Gutiérrez, 2012, p. 17). We can say that in today’s lessons pronunciation is still neglected this is due to the fact that teachers give the priority to grammar and vocabulary. Kelly (2000) claimed that “a look at the contents pages of most course books will show that we tend to think of the organization of language in terms of grammatical structure, although some more recent publications claim to have a lexically arranged syllabus” (as cited in Zepeda, n.d., p. 13)

Ur (1996, as cited in Howlader, 2010, p. 64) notifies “the aim of the pronunciation is not to achieve a perfect imitation of native accent, but simply to get the learner to pronounce accurately enough to be easily and comfortably comprehensible to other (competent) speakers.” Pronouncing sounds correctly lead to comprehensible and intelligible language.

### **1.10.2-Fluency**

Fluency “is understood as continuous speech, rapid speech, starting a dialogue, or not having breaks during speech” (Itkonen, 2010, p. 40). In other words, when assessing speaking ability,

it's important to take into account flow of spoken language in smoothly and uttering words quickly without hesitation.

### **1.10.3-Accuracy**

“Though the criteria for defining accuracy in most standardized tests include factors such as grammar, vocabulary, pronunciation, sociolinguistic competence or pragmatic competence, grammatical errors were the main factors in deciding the level of accuracy” (Ano, n.d., p. 30). Investigating the learners' accuracy consists of lot of components such as vocabulary, sociolinguistic competence, pronunciation, but the sentence structure was considered to be the first concern.

### **1.10.4-Interactive Communication**

“Interactive communication” as Thornbury (1998, p. 49) observes is “the candidate's abilities to interact with the interlocutor and the required speed and rhythm to fulfill the task requirements. It includes the ability to use functional language and strategies to maintain or repair interaction.” Following what has been quoted above, the speaker needs to be aware to his/her partner's contribution, while the listener assumes a suitable answer on the part of the speaker in the right time with maintaining the direction of the discourse.

### **Conclusion**

In this chapter the focus is on speaking which is one of the main four skills. It plays an increasingly important role in second/foreign language settings as a means of communication in our daily life. Also, we outlined the importance of speaking ability, the strategies that can

be used by language learners when facing communicative problem. Speaking skill go through three main stages: awareness, appropriateness, and autonomy.

## **Chapter Two: Communicative Language Teaching**

### **Introduction**

In the last few decades, Scholars have introduced a variety of methods in order to improve the quality of teaching and learning process. Some methods define language in terms of grammar and vocabulary; others identify the language as an abstract set of semantic, syntactic and lexical feature and others consider it as concepts and norms .In this chapter,there is a focus on communicative language teaching approach, its historical background. Moreover; it deals with the theory of language and learning of communicative language teaching, its main principles and the main communicative activities that are used in the classroom as it is our main concern.

### **2.1-The Definition of Method, Approach, and Technique**

As a starting point, we should state some definition of the terms approach, method and technique. According to Harmer approach refers to “theories about the nature of language and language learning that serves as the source of practice and principle in language teaching” (2000, p.17) in Richard and Rodgers, 1986, p. 16). However, a “Method” according to harmer is “the practical realization of an approach it includes various techniques and procedures” (ibid, p. 17). Brown defines techniques as “any of a wide variety of exercises activities or tasks used in the language classroom for realization lesson objectives” (ibid, p.16)

## **2.2- The Historical Background of CLT**

The origins of Communicative Language Teaching (CLT) emerge from the changes in the British language teaching tradition that dates from the late 1960s. Until then, Situational Language Teaching represented the fundamental British approach to teaching English as a foreign language. The sorts of criticism that the well-known American linguist Noam Chomsky had leveled at structural linguistic theory in his book *Syntactic Structure*, forced British applied linguists to call into question the theoretical assumptions underlying Situational Language Teaching. The communicative approach is based on the idea that learners are involved in real communication, their natural strategies for language acquisition will be used, and this will allow them to learn to use the language in a different context. British applied linguists focused on the central dimension of language that was inadequately addressed in approaches to language teaching at that time – the functional and communicative potential of language. They considered that it was more important to focus on communicative proficiency rather than on mere mastery of structures. Scholars who advocated this particular view of language, such as Christopher Candlin and Henry Widdowson, benefited from the work of British functional linguists (e.g., John Firth, M.A.K. Halliday), American work in sociolinguistics (e.g., Dell Hymes and William Labov), as well as work in philosophy (e.g., John Austin and John Searle).

Both American and British proponents now see communicative language teaching as an approach (and not a method) that aims to: Make communicative competence the goal

of language teaching; Develop procedures for the teaching of the four language skills that acknowledge the interdependence of language and communication.

## **2.3- Theory of Language and Learning**

### **2.3.1- The Theory of Language**

The Communicative Approach in language teaching starts from a theory of language as communication. The goal of language teaching is what Hymes (1972) referred to as “Communicative Competence.” Hymes coined this term in order to contrast a communicative view of language and Chomsky’s theory of competence. In Hymes view, a person who acquires communicative competence acquires both knowledge and ability for language use with respect to:

Whether something is formally possible; whether something is feasible in virtue of the means of implementation available; whether something is appropriate in relation to a context in which it is used; whether something is in fact done, actually performed, and what it is doing entails. This theory of what knowing a language required a much more comprehensive view than Chomsky’s view of competence, which deals primarily with abstract grammatical knowledge. Another linguistic theory of CLT is Halliday’s functional account of language use. Halliday elaborated a powerful theory of the functions of language. He described seven basic functions that language performs for children learning their L1: First, Instrumental function: using language to get things. Second, Regulatory function: using language to control the behavior of others. Third, Interactional function: using language to create interaction with others. Fourth, Personal function: using language



to express personal feelings and meanings. Fifth, Heuristic function: using language to learn and to discover. Sixth, Imaginative function: using language to create a world of the imagination. And finally the seventh, Representational function: using language to communicate information .Another influential analysis of communicative competence was found in Canale& Swain (1980),in which four dimensions of communicative competence are identified: The first dimension, grammatical competence: it is the domain of grammatical and lexical capacity. Second dimension, sociolinguistic competence: an understanding of the social context in which communication takes place, including role relationships, the shared information of the participants, and the communicative purpose of the interaction. Then the third dimension, discourse competence: the interpretation of individual message elements in terms of their interconnectedness and of how meaning is represented in relationship to the entire discourse text. And the latest, strategic Competence: refers to the coping strategies that communicators employ to initiate, terminate, maintain, repair, and redirect communication.

### **2.3.2-The Theory of Learning**

Little has been written about learning theory in contrast to the amount that has been written about CLT literature. Elements of an underlying learning theory can be discerned in some CLT practices as follows: The first element is the communicative principle: activities that involve real communication promote learning. Another element is the task principle: activities in which language is used for carrying out meaningful tasks promote learning. A third element is the meaningfulness principle: language that is meaningful to the learner supports the learning process .As a consequence, learning activities in CLT are selected

based on how well they engage the learner in a meaningful and authentic language use (rather than just mechanical practice of the language patterns).

## **2.4-Definition of Communicative Competence**

Dell Hymes introduced “communicative competence” on the basis of Chomsky’s notions competence and performance, He believed that second language acquisition, to acquire a language, learners should go beyond the language rules, but also how to communicate using those rules, he stated that “communicative competence is the aspect of our competence that enables us to convey and interpret messages and negotiate meanings interpersonally within specific contexts” (Brown, 2007, p.219).Hymes stated that the speaker needs to communicate the language and to be able to use it according to the sociocultural environment. This means that the speaker of foreign language should use the language in a specific context. This idea interpreted by Bachman into communicative language ability. (Bachman 1990; in Hedge 2000, pp. 44\_46) .Canale and Swain (1980) and Savignon (2000) conceived communicative competence in terms of four components: grammatical competence, discourse competence, sociocultural competence, and strategic competence (Savignon, 2001 in Celce-Murcia, 2001, p. 17).

## **2.5- Components of Communicative Competence**

**2.5.1 Grammatical Competence:** Brown states that the grammatical competence “encompasses knowledge of lexical items and rules of morphology, syntax, sentence-grammar, semantics, and phonology” (2007, p. 219). In other words, the grammatical competence has not only to do with the recognition and mastery of the grammatical rules, but also with the ability of using them correctly (Savignon, 2001).

**2.5.2. Discourse Competence:** according to Brown, discourse competence is “the ability to connect sentences [...] and to form meaningful whole out of a series utterances.” (200, p. 220). In other words, discourse competence deals with the relationship that exists between words, phrases, series of utterances, and written words and phrases forming a text.

**4.2.3. Sociolinguistic Competence:** This type of competence helps the speakers to be “contextually appropriate” (Hedge, 2000, p. 50) .i.e. to know whether the utterance is appropriate to the context or not. Savignon stated that sociolinguistic competence has to do with “understanding the social context in which language is used” (1983, p. 37; Brown, 2007).

**2.5.3- Strategic Competence:** For Canale and Swain, strategic competence is: “how to cope in an authentic communicative situation and how to keep the communicative channel open” (1980, p. 25; Hedge, 2000). Strategic competence is mainly related to communication strategies. Strategic Competence comes into use when students are uncertain or even unable to say what they want to in the target language because they lack competence.

## **2.6- Principles of Communicative Language Teaching**

Berns (1990) provides the following principles of CLT:

1. Language teaching is based on a view of language as communication that is, language is seen as a social tool that speakers use to make meaning; speakers communicate about something to someone for some purpose, either orally or in writing.

2. Diversity is recognized and accepted as part of language development and use in second language learners and users, as it is with first language users.
3. A learner's competence is considered in relative, not in absolute, terms.
4. More than one variety of language is recognized as a viable model for learning and teaching.
5. Culture is recognized as instrumental in shaping speakers' communicative competence, in both their first and subsequent languages.
6. No single methodology or fixed set of techniques is prescribed.
7. Language use is recognized as serving ideational, interpersonal, and textual functions and is related to the development of learners' competence in each.
8. It is essential that learners be engaged in doing things with language - that is, that they use language for a variety of purposes in all phases of learning. (p. 104) .These are some common principles of CLT that are accepted by most scholars.

## **2.7- The Role of Instructional Materials**

Communicative Language Teaching views materials as a way of influencing the reality of classroom interaction and language use. Its primary role is to promote communicative language use. CLT uses three kinds of materials: text-based (textbooks), task-based (games, role plays), and realia (signs, magazines, advertisements, and newspapers, or graphic and visual sources).

## **8. Types of Communicative Language Teaching Framework**

### **8. 1. Learner Centered Instruction**

Learner centered instruction focuses on the learner that is to say; the emphasis is on student's initiative and interaction. Learner centered instruction always refers to curricula as well as specific techniques and it is contrasted with teacher centered and it includes the following:

1. Techniques that focus on or account for learners needs styles and goals
2. Techniques that give some control to the students. (group work, or strategy training)
3. Curricula that includes the consolation and input of students and that do not presupposed objectives in advance
4. Techniques that allow for students creativity and innovation
5. Techniques that enhance students sense of competence and self-worth (Brown, 2000, p. 47).

### **8.2- Cooperative and Collaborative Learning**

Cooperative learning is an instructional device that teachers use to enhance communication among learners since it encourages them to work together in pairs and groups. Carter (2001) defines cooperative learning as a basic instructional strategy that can be implemented in every grade level and subject area. He adds that cooperative learning refers to a set of instructional techniques in which students work in small and mixed ability learning groups. According to Brown (2000, p. 47) in cooperative learning students “are team whose players must work together in order to achieve goals

successfully.” Collaborative learning is a specific kind of cooperative learning. Collaborative learning activity “is dependent on the socially structured exchange of information between learners” (Brown 2000, p.47). Students in collaborative learning engage with teachers or advance peers who provide “assistance and guidance”(Oxford, 1997).

### **8.3-Interactive Learning**

Interaction is a central element to language learning, it is very important for students to interact and communicate for the development of their speaking skill. According to Brown, (2000, p.48). Interactive learning is the main focus of current theories of communicative competence. Most of interactive classes emphasize the following:

1. Doing a significant amount of pair work and group work.
2. Receiving authentic language input in real world context.
3. Producing language for genuine, meaningful communication (ibid, p.48).

Michael Long (1996, 1985) described “interaction hypothesis of second language acquisition” as the main theoretical foundation of interactive learning (In Brown, 2000, p.48).

### **8. 4- Whole Language Education**

“Whole language learning” is a term that originated from reading research and it was used to emphasize (a) the wholeness of language in contrast to views that considered the language bits and piece of phonemes, graphemes, morphemes, and words (b) the interaction and interconnections between oral language (listening and speaking) written language (reading and writing) and (b) the importance of both the written and the speaking language

of a given society. Moreover, it includes more other particles, it utilized to describe cooperative learning as well as student centered learning. It is also used to focus on the social nature of language and the use of authentic natural language and the integration of the four skills (Brown, 2000, pp.48-49)

### **8.5- Content Based Instruction (CBI)**

According to Brinton, Snow and Weshche (1989, p. vii) defined CBI as:

“The integration of content learning with language teaching aims, and it refers to the concurrent study of language and subject matter with the form and sequence of language presentation dictated by content material.”(Brown, 2000,p.49).It highlights the importance of using the language in relation to the content material, as opposed to teaching the language skills in isolation from content.

### **8.6-Task Based Instruction**

According to Skehan’s (1998, in Brown, 2001,p.50) a task is an activity in which the primary focus is on the meaning where there is some communication problem to solve as well as a sort of relationship to comparable real world activities. The main aim of task based instruction is that “provide learners with a natural context for language use” (Larsen Freeman, 2000, p.144). As learners have opportunities to interact with each other which facilitate language acquisition (ibid p. 149).

### **2.9-The Role of the Teacher in the Communicative Approach**

Several roles are assumed for teachers in communicative language teaching, the importance of particular roles being determined by view of CLT adopted. Breen and Candlin (1980, p. 99), describe teacher roles in the following terms:

The teacher has two main roles: the first role is to facilitate the communication process between all participants in the classroom, and between these participants and the various activities and texts. The second role is to act as an independent participant within the learning-teaching group. The latter role is closely related to the objectives of the first role and arises from it. These roles imply a set of secondary roles for the teacher; first, as an organizer of resource and as a source himself, second as a guide within the classroom procedures and activities.... A third role of the teacher is that of a researcher and learner, with much to contribute in terms of appropriate knowledge and abilities, actual and observed experience of the nature of learning and organizational capacities

This quotation draws our attention to a distinctive feature of CLT – that of a “learner-centered and experience-based view of second language teaching” (Richards & Rodgers, 2001, p.69). Moreover, teachers need to motivate their students, as well as provide them with a comfortable classroom atmosphere for language learning (Breen and Candlin,1980; Jones, 2007; Chang, 2011). Littlewood (1981) states that the roles of a teacher in a CLT classroom consists of coordinator and manager of activities, language instructor, source of new language, consultant when needed, as well as participant.



## **2.10- The Role of the Learner**

The emphasis in communicative language teaching on the processes of communication, rather than mastery of language forms, leads to different roles for learners from those which were found in a more traditional second language classroom. Breen and Candlin (1980, p, 110) describe the learner's role within CLT in the following terms: (cited in Richards's and Rodgers, 2001, p. 166)

The role of learner as negotiator – between the self, the learning process, and the project of learning – emerges from and interacts with the role of joint negotiator within the group and within the classroom procedures and activities which the group undertakes.

The implication for the learner is that he should contribute as much as he gains, and thereby learn in an interdependent way.

Learners also have an important monitoring role in addition to the degree of monitoring which they may apply subjectively to their own learning. In expression and negotiation, the learner adopts the dual role of being, first, a potential teacher for other learners, and, second, an informant to the teacher concerning his own learning process. In addition to that, Learners are required to speak and communicate rather than just repeat phrases. “The students do most of the speaking, and frequently the scene of a classroom during a communicative exercise is active” Widdowson (1978, p. 53). Students are encouraged to interact with each other and with the teacher so as they learn from each others' mistakes, they are required to participate in classroom communicative activities and be productive

rather than receptive learners. Learners must create an active environment in the classroom by engaging in group work activities in order to make learning process more enjoyable and interesting. Learners should seek for communication opportunities outside the classroom with native speakers through different means of communication technology in order to learn the second language pronunciation (fluency, accuracy) and social rules and cultural norms (appropriateness), in order to use them inside the classroom while performing communicative tasks.

## **2.11-Communication in the Classroom**

### **2.11.1-The Role of Interaction**

In fact, Interaction is central to Communicative Language Teaching. It is what involves learners in communication using the foreign language and enables them to send, receive, interpret messages in particular contexts, negotiate their meanings and then collaborate to fulfill certain goals. Interaction is defined as being a “collaborative exchange of thoughts, feelings, or ideas between two or more people, resulting in a reciprocal effort on each other.” (Brown, 2001, p. 165) Rivers (1987) emphasized the idea that communicative classroom should be interactive. He affirmed that: “In interaction, students can use all they possess of the language, all they have learned or casually absorbed, in real-life exchanges. (1987, pp.4-5, in Brown, 2001, p. 165) .Because of the vital role of interaction, researchers set out seven principles and underlined the significance of the coexistence of their relationship. These principles are stated here as identified by Brown (2001)

**2.11.1.1- Automaticity:** The proper interaction is best achieved when students' attention is on meanings and messages they want to transmit rather than on grammar and other linguistic forms. This lack of restrictions and control enhances automaticity in the students

**2.11.1.2-Intrinsic Motivation:** During the interaction with one another, students enjoy their own competence to use the language and develop a system of self reward.

**2.11.1.3-Strategic Investment:** Interaction requires students to use strategic language competence; to make decisions about when and how to say and/ or interpret messages, and to repair the errors they may produce.

**2.11.1.4-Risk Taking:** Students, in an interactive class, are subjected to their shyness of their friends laughing at them, failing to produce intended meanings, failing to interpret the interlocutors' intended meanings, or even fearing of being rejected or neglected. All these are risks which students have to challenge for the sake of interaction.

**2.11.1.5The Language-Culture Connection:** Students are required to be systematically versed in the cultural nuances of the language since language and culture are interrelated.

**2.11.1.6-Interlanguage:** The role of the teacher's feedback is fundamental to the developmental (production and comprehension) errors students make during the second language acquisition process.

**2.11.1.7-Communicative Competence:** Interaction requires all the elements of communicative competence (grammatical, discourse, sociolinguistic and strategic). All these aspects must work together for successful communication.

## **2.12-Psychological Factors in the Classroom**

Since the main objective of the CLT approach is to focus on communication tasks and on the learner's performance in the classroom, it is a hard task for him/her to stand in front of an audience and perform a communicative activity, if the learner fears of being watched by a large number of students or has certain psychological problems such as shyness, scene phobia and troubles in pronunciation...etc, it could be an obstacle in learning process, and in performing communicative activities. The critical audience can influence the learner negatively and causes more psychological problems, but the teacher's critics may have bigger effect on the learner. So, the role of the teacher here is to reduce critical judgments, increase praise and ignore the learner's mistakes and focus on the meaning of the conveyed message. The teacher must put more regard on learners' psychological issues and put in consideration that each learner is a special case in the classroom and each one is different in his attitudes, way of thinking, behaviour, personality, intelligence...

## **2.13-Teaching Speaking in Communicative language teaching**

There is a common view in communicative language teaching that teaching speaking needs to have a prominent place in language classrooms to increase communicative competence (Lazaraton, 2001). Speaking is seen as an important aspect of proper performance in a target language. Thus, recent curricula and materials integrate speaking as often as possible

with other skills. Harmer (2007, p. 123) explains that students should be equipped with speaking skills through the following:

- Rehearsal opportunities – students imitate real life by speaking in a safe classroom environment
- Feedback opportunities – students gain professional feedback on problems with specific language use
- Activation opportunities – students activate elements of language in their mind which helps the brain to make faster connections.

These stages aim to prepare students to become autonomous speakers. Students should be exposed to “real life speech” through authentic materials which engage them in speaking and foster communication (Hughes, 2011). The speaking activities facilitating the aforementioned opportunities can be devised through a three-phased speaking lesson framework:

- Pre-speaking: students are prepared for the actual speaking activity via exposure to visual materials (e.g. picture, video) and are asked to do some activities (e.g. gap filling) in order to raise language awareness.
- While-speaking: as the body phase, this could involve a range of activities from simple dialogues to communicative and realistic ones which gradually advance. This stage enables students to adopt real life spontaneous speaking. It is at this stage that working on a previously provided dialog or one generated as part of the awareness raising activities that students become more competent in speaking (Ellis, 1994).

- Post-speaking: further activities such as matching or writing are carried out to validate the comprehension, and via the integration of skills, transfer of knowledge is fostered. At this phase, students are given feedback on the whole speaking lesson, raising their awareness of the aspects of speaking and evaluated, which enables them to self-evaluate their speech later.

Among the three phases, the literature mainly emphasizes pre-speaking as it is crucial for students to get into the context. In his study Saricoban (2005, p. 52) identifies the most frequently pre-speaking activities used by English preparatory school teachers at universities as follows:

- Introducing the topic and arousing interest (giving the title and leading a discussion),
- Teacher's questioning the students to access students' knowledge about and familiarity with the topic,
- Focusing on the new vocabulary that will be necessary to understand a speech,
- Providing students with extra material (a reading text or a listening task) about the topic.

Apart from pre-, while-, and post- stages discussed above, Florez (1999) notes five steps of speaking instruction in class (p.3);

1. **Preparation-** establishing a context for the speaking task and initiating awareness of the speaking skills such as asking for clarification.
2. **Presentation-** providing learners with a pre-production model that furthers learner comprehension and helps them become more attentive observers of language use.

3. **Practice-** involving learners in reproducing the targeted structure, usually in a controlled or highly supported manner.
4. **Evaluation-** directing attention to the skill being examined and asking learners to monitor and assess their own progress.
5. **Extension-** using the strategy or skill in a different context or authentic communicative situation, or integrating use of the new skill or strategy with previously acquired ones.
6. This model slightly differs from the others reviewed here in terms of the presentation and evaluation steps.

### 2.131-Accuracy vs. Fluency

CLT prioritizes communicative language use and consequently rejects exclusive focus on grammar in classrooms. Although there should be a balance between accuracy and fluency (Lazaraton, 2001), meaning is afforded much more attention than form.

According to Richards, “Fluency is natural language use occurring when a speaker engages in meaningful interaction and maintains comprehensible and on-going communication despite limitations in his or her communicative competence” (2006, p.14). The distinction between accuracy, where the focus is on generating correct use of language, and fluency, where language is used naturally focusing on meaning (Hedge, 1993) can be seen more clearly in the table below (Richards, 2006, p. 14)

Activities based on fluency	Activities based on accuracy
Reflect natural use of language	Reflect classroom use of language

Focus on achieving communication	Focus on the formation of correct examples of language
Require meaningful use of language	Practice language out of context
Require the use of communication strategies	Practice small samples of language
Produce language that may not be predictable	Do not require meaningful communication
Seek to link language use to context	Control choice of language

**Table 1: Activities based on fluency and activities based on accuracy.**

The required balance between accuracy and fluency based activities is explained by Brown (2004) such that drills should be short and basic leading to more communicative and authentic activities. In other words, accuracy should set the grounds for better fluency.



## **2.14. Activities Used to Teach the Speaking Skill in Communicative Language Teaching**

Communicative activities have an important role in creating opportunities for students to use the language for communicative purpose, generally communicative activities are “fluency based activities” (Teat, 2001) which encourage students to use L2 in an interactive learning. However, for a successful implementation of communicative activities the classroom must be “students centered” and the activities must be interactive, authentic and contextualized (Richard and Rodgers, 1982, p. 163). According to Finacchiaro and Brumfit, (1983, pp.141-142). students should be encouraged to work with each other as well as with their teacher specific tasks to develop their speaking skill which are listed below:

1. Responding to directions or questions given by the teacher or another students
2. Giving directions for other students
3. Preparing original sentences with communicative expressions, structures or notions which have been presented
4. Answering questions asked by other students about any class or out of class experience
5. Asking the teacher or other students questions about reading or common experience
6. Describing objects from a picture or chart
7. Using their own words to tell or retell a well-known story or experience
8. Reporting a prepared topic and be ready to answer questions on it
9. Improving realistic conversations about a class shop, a library, or other appropriate resources
10. Taking a role in a communicative language game

11. Participating in some oral group activities such as, a debate, a discussion, a forum, based on research where students are forced to listen attentively to the previous speaker in order to agree, disagree, express, uncertainty, or add other relevant information
12. Giving a report in the TL about newspaper article written in the native language. The following activities type underlies the specific speaking tasks listed above:

### **2.14.1- Information Gap Activity**

The ability to convey information is considered to be one of the important aspects of CLT. It provides student with extensive talks where the students exchange information with each other. Harmer (2001, p.85) described information gap activity as “a key to the enhancement of the communicative purpose and the desire to communicate.” information gap activity is defined as; “A situation where information is known by only one or some of those present, students use the language they have at their command to bridge the information gap, by asking question, giving information...etc.”(Gower.et al. 1995, p.211).In information gap, the learners are given different information that all other students may not have. This gap cannot be completed only if the learners use the language.

### **2.14.2-Role Play Activity**

Role plays are very useful kind of activities that are used by many teachers in EFL classes in order to develop students’ oral competence. The students may be asked to perform dialogues using the foreign language, this will help them to know how to perform in a particular social context and provide a good atmosphere in the classroom which gives learners opportunities to practice the language and improve it .According to Livingstone (1983) role play is “a classroom activity which gives the students the opportunity to practice the language, the aspects of role behaviour and the actual roles he may need outside the classroom.”Furthermore, role play is a good technique for providing interaction in the

classroom, Revell (1979, p.60) sees role play as “an individuals’ spontaneous behavior reacting to others in a hypothetical situation” this indicates that the learner creates a new identity with new views. Wilkins (1976,p.81) illustrated the importance of role play in the classroom by pointing out that role play is likely to be a most important technique in teaching to a notional, and particularly a functional syllabus. It will insure that all utterances are properly contextualized and it will require the learner to exhibit the very language behavior that we have defined as the principle objective of language learning. Clearly, role play has many advantages, such as; acting requires the use of language. Hence learners will develop their ability of communicating and it provides spontaneous use of language during interaction, moreover, it maximizes the students ‘activity and increases the possibility of effective learning and motivation to learn.

### **2.14.3-Group Work**

Group work is a form of cooperative learning, it helps in the development of communicative ability and it provides learners with a total freedom to express ideas, knowledge where the learners correct each other mistakes because they engage in a debate with their friends. Teachers can provide learners with different roles and responsibilities to motivate them to work in groups in orders to promote their confidence and develop their different skills (Baker and Westrup, 2000, p.135). Brown (2000, p.177) defines a group work as«a generic term covering a multiplicity of techniques in which two or more students are assigned a task that involves collaboration and self-initiated language. Nunan (1998, p. 84) argues that Group work is essential to any classroom that is based on principles of experiential learning. Through group work, learners develop their ability to communicate through tasks that require them, within the classroom, to approximate the kinds of things they will need to be able to do to communicate in the world beyond the classroom.

Consequently; Group work has great potential for the following reasons:

- Students are encouraged to become active rather than passive learners
- It encourages the development of critical thinking
- Students have the opportunity to learn from each other.

### **2.14.3-Gaming Activity**

Another communicative activity, which is considered as the best way to reduce the stress and anxiety of learners inside the classroom. Is a game “activities in which people agree to abide by a set of conditions in order to achieve a desire state or end” (Shirts, 1972, cited in Sharan and Sharan, 1976,p. 188). Many writers have agreed on the importance of using games in the classroom. Finocchiaro and Brumfit (1983) insists that games can be used as «an enjoyable change of pace while reinforcing language”. McCallum (1980,p.4) argues that: When one considers the importance of communicative competence in the target language, a major goal of all language acquisition, and the need for spontaneous and creative use of that language, one recognizes the significant role of word games in achieving these objectives. Students in the formal atmosphere of game play are less self- conscious and therefore more apt to experiment and freely participate in using the foreign language. In addition games automatically stimulate students’ interest a properly introduced game can be one of the highest motivating techniques .On the whole; game activities are used to learn in an enjoyable way particular forms and vocabulary and to encourage students to interact fluently with each other when they are using the TL. Icebreakers are from the best games which are playing inside the classroom. Icebreakers are used to break the barriers among the students, this kind of game help students to increase confidence and corporate with each other.

### **2.14.5- Conversation Activity**

Conversation activity is a communicative activity which stimulates students to speak using the target language and it helps them to use “verbal strategies in natural situation”(Wall, 1987, p.6). Conversation activity is very important in improving students’ oral performance.

Conversation usually used when students are practicing, giving opinions and showing agreement or disagreement. And they help students to be responsible for their own learning and to feel confident when they are using the target language. To sum up, an ideal communicative classroom requires a friendly environment which provides a meaningful exposure to the foreign language and opportunities to use it.

## **Conclusion**

This chapter deals with communicative language teaching history which was introduced as a reaction to traditional methods. As it is mentioned before, the main goal of CLT is to improve student's communicative competence. In order to achieve this goal theorists have set different principles to be implemented in the classrooms. They focus on the importance of communicative activities; such as role plays, conversations, guessing games in order to create a good atmosphere where learners can interact and communicate freely without feeling of inhibition or shyness, all this can be achieved by the teachers' role as facilitator and a guide to help students to achieve their goal in their learning process.

## **Chapter Three: The Field Work**

### **Introduction**

This study is conducted to investigate the students and teachers perceptions towards the use of communicative language teaching to develop students speaking proficiency .To carry out this research, two questionnaires are administered for the teachers and students at the Department of English at the University Centre of Abdelhafid Boussouf to collect data and examine this hypothesis, if teachers use communicative approach. This will enhance students speaking skill. As a first step we are going to introduce the population of the research. Second we are going to describe analyze and interpret the questionnaire results and finally, present our research findings about the effectiveness of CLT on EFL classes to develop their speaking skill.

### **3.1- Population**

#### **3.1. 1- The Students**

Second year students of English at the University Centre of Abdelhafid Boussouf are the whole population. We will deal with sixty (60) students chosen randomly out of the total population (196) students divided into five (5) groups. The reason behind choosing the second year is that they are more motivated to speak and to use the language that they are learning. For that; teachers should choose the most effective method to teach them and help the students to improve their oral performance.

## **1.2. The Teachers**

Teachers of the department of English at AbdelhafidBoussoufUniversiy Centre are the total population for the academic year 2017/2018. We will deal with the sample of five (05) teachers. They will be selected randomly from the whole population of about (35) teachers. All the participants are teachers of oral expression to collect different views about communicative language teaching and if they considered it as effective method to develop students speaking skill.

## **2. Description of the questionnaire**

In order to conduct this research we will use the questionnaire as the main tool of our study, one for the students and another for the teachers. The questionnaires contain multiple choices where the participants have to tick in the box the best answer. The result of these questionnaires will help teachers to use the CLT approach as an affective teaching method to enhance students' speaking skill.

### **2.1 Students' questionnaire**

The students' questionnaire is composed of (15) questions and it consists of two (02) Parts. The first section is about the speaking skill and consists of six questions. These questions seek to gather information about student's attitudes towards the speaking skill .while the second section deals with communicative language teaching and contain seven questions which aim to see whether students are willing to communicate using the language and how they perceive the different activities used by the teacher and their views about the classroom environment in general.

## **2.2 Teachers' questionnaire**

Teachers' questionnaire consists of (17) questions and it is composed of four (4) parts. The first section includes questions that seek to gather information about the teachers included in the sample, the second section investigates teachers' views about their students concerning speaking proficiency. The third part is about the teacher role in communicative language teaching and the last part seeks at examining teachers' comments and suggestions related to our topic.

## **3. The administration of the questionnaire**

### **3.1. The students**

As we have mentioned before, sixty (60) students were selected randomly for our study since it's difficult to work with the whole population. The students were given some explanation and instruction before they complete the questionnaire and it took the students more than 15 minutes to complete the questionnaire.

### **3.2. The teachers**

Teachers' questionnaire was administered to five (05) teachers of oral expression, some of them have taught oral expression and others still teach it. And it took two days to hand the questionnaire back.

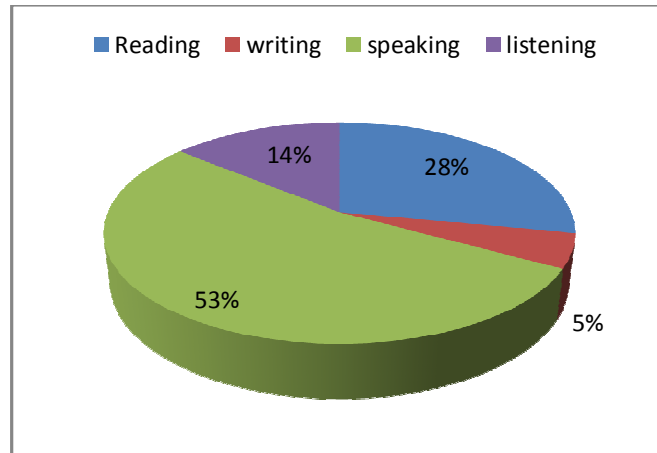


## **4. Analysis of the Students' Questionnaire**

### **Section A: The speaking skill**

#### **1- Of the following skills in learning English, which one do you think is the most important?**

This question is designed to discover the student's thoughts about the four basic skills in English learning. The results in the above table show that the majority of participants (32) making up (53%) from the whole sample go for speaking skill. (17) Participants who represent (28%) support the reading skill .While (8) participants making up (14%) enjoy the listening skill. Moreover; (3) participants make the equivalent of (5%) answer that writing is their favorite skill. from the participants answers we can assume that students who prefer speaking and writing are active recipients of knowledge and are highly motivated to learn. While those who opt for listening and reading are just passive recipients of knowledge since they may not make any efforts.



**Figure 1: the student's most important skill.**

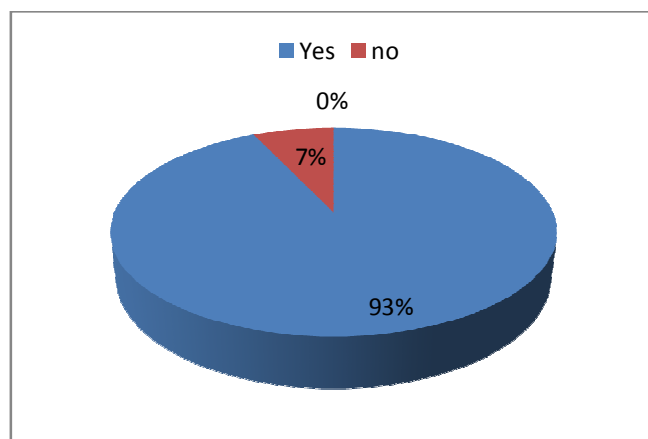
Options	Reasons	Number	%
Reading	<ol style="list-style-type: none"> <li>1. I can learn lot of vocabulary</li> <li>2. To improve my writing</li> <li>3. To get new knowledge</li> </ol>	17	28%
Writing	<ol style="list-style-type: none"> <li>1. I can express my ideas freely</li> <li>2. My way of writing will be improved</li> </ol>	3	5%
Speaking	<ol style="list-style-type: none"> <li>1. It helps me to be fluent</li> <li>2. To communicate with others</li> <li>3. I will be like native speakers</li> </ol>	32	53%

Listening	1. I improve my speaking skill	8	14%
	2. I will acquire new vocabulary		

**Table 3.1 Student’s justifications for their most important skill**

**3- Do you enjoy the oral expression course?**

This question aims to know whether the teachers create a good atmosphere in the oral expression course .That is to say that if teachers motivate students to participate and invite them to learn or not. The results in the above table show that (56) participants making up (93%) go for yes. While just (4) participants who make the equivalent of (7%) answer by no. For that we may say that the majority of students like the speaking skill and they are highly motivated because teachers may encourage them to participate orally and give them positive feedback.



**Figure 2: whether students enjoy oral expression.**

#### 4- How would you evaluate your level in the speaking skill?

The table above reveals that (36) participants considered their level in speaking skill as good making up (60%) from the total sample. While (17) participants state that their level is average making up (28%) from the sample. We have also (7) participants who make the equivalent of (12%) indicate that their level is below average.

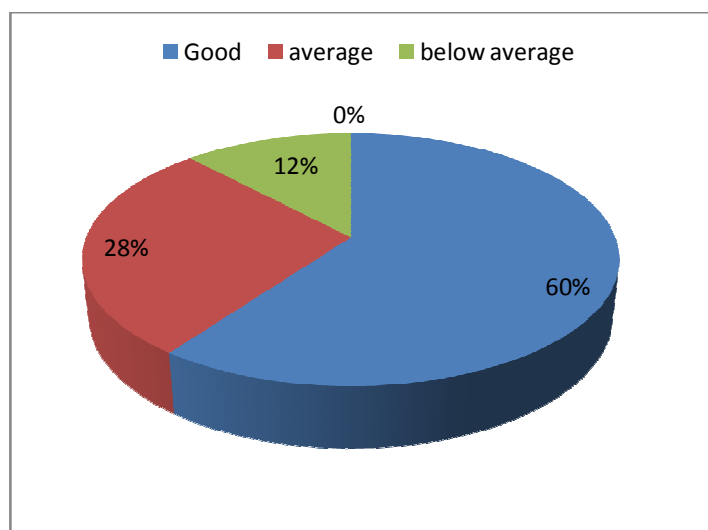
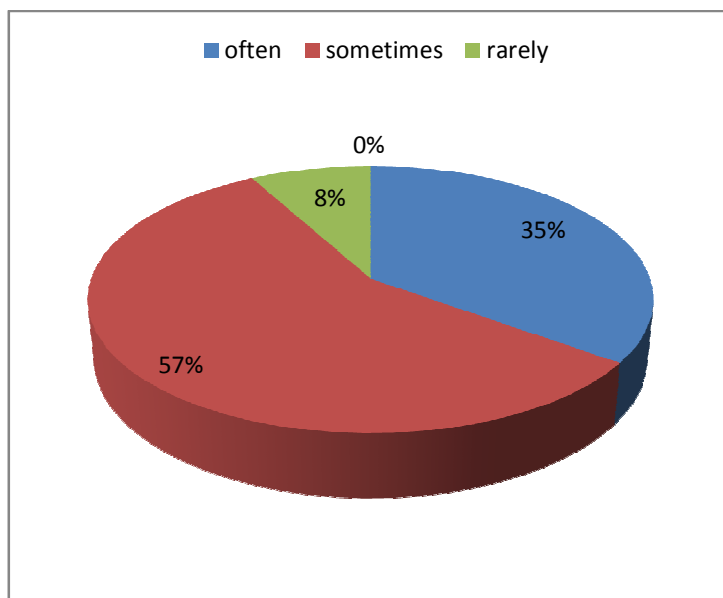


Figure 3: students' evaluation of their level in speaking.

#### 5-How often do you speak English in your classroom?

We want from this question to know if students are risk takers who participate and use the target language in order to improve their speaking skill. (21) Participants making up (35%) state that they often participate maybe because they are highly motivated and sociable learners, the majority of participants in our sample (34) students who represent (57%)

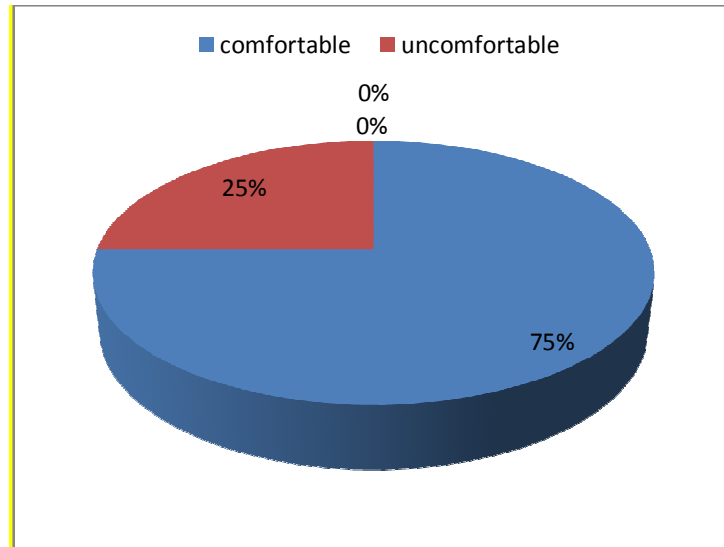
mention that they participate sometimes in the oral class. While (5) students represent (8%) of our sample state they rarely participation.



**Figure 4: student's participation in the oral expression**

#### **6- How do you feel when you participate in the oral expression class in front of your teacher and classmates?**

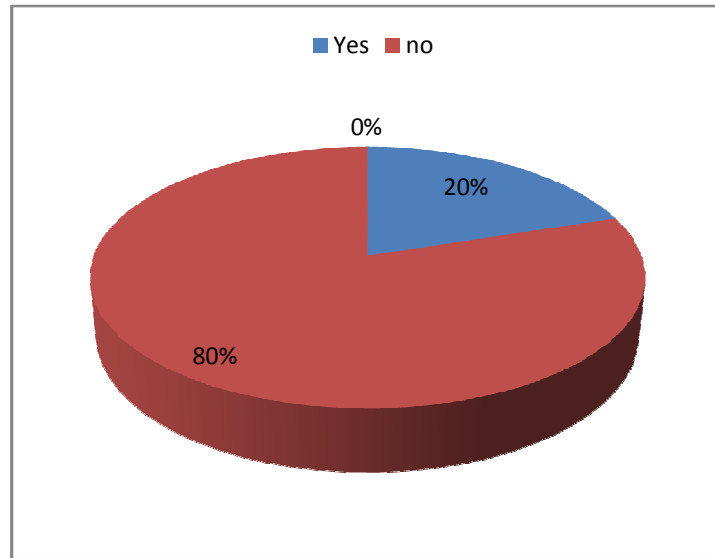
A quick look at the table above shows that (45) participants who make the majority of the students in our sample go for yes that that they feel comfortable in the oral class. This confirms that their oral expression teacher creates a friendly atmosphere during the session and motivates his/ her students to speak. The rest of participants (15) students making up (25%) state that they are not comfortable maybe because they are introverts and they are inhibited to use the language , fearing of facing an audience ,and loosing face in front of their classmates.



**Figure 5: student's feelings when participating in oral expression**

### **7-whether students know the term communicative language teaching?**

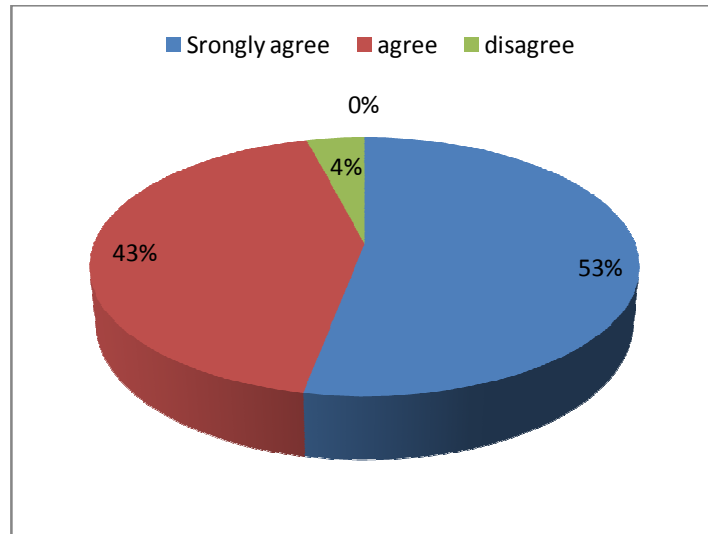
Regarding this question just the percentage of (20%) of students have heard the term” Communicative language teaching” While (80%) from the whole sample state that they have not heard the term before. For that, we can assume that the majority of students are not familiar with such term since teachers do not explain to their learners which approach they apply in the classroom.



**Figure 6: student's familiarity with communicative language teaching**

**8- Do you agree with this approach and say that in order to learn a language you have to speak it?**

Several studies stated that in order for one to learn a language, s/he has to speak it. Many students (32) represent (53%) strongly agree about. Since through speaking learners may demonstrate their background knowledge and also their understanding of what they actually learn. (26) Other participants represent (43%) just say that they agree. While the rest of them (16%) affirm that learning a language is not necessarily speaking it.



**Figure7: learning a language require speaking.**

Options	Reasons	Number	%
Strongly agree	<ol style="list-style-type: none"> <li>1. I need to speak in order to communicate with native speakers.</li> <li>2. I will be a fluent speaker.</li> <li>3. I will gain more self confidence.</li> </ol>	32	53%
Agree	<ol style="list-style-type: none"> <li>1. Speaking reflects my understanding.</li> <li>2. It is a sort of practice for my language.</li> <li>3. It is a good way for self evaluation.</li> </ol>	26	43%
Disagree	<ol style="list-style-type: none"> <li>1. Learning a language requires all the skills.</li> <li>2. The four skills are complementary</li> </ol>	2	4%

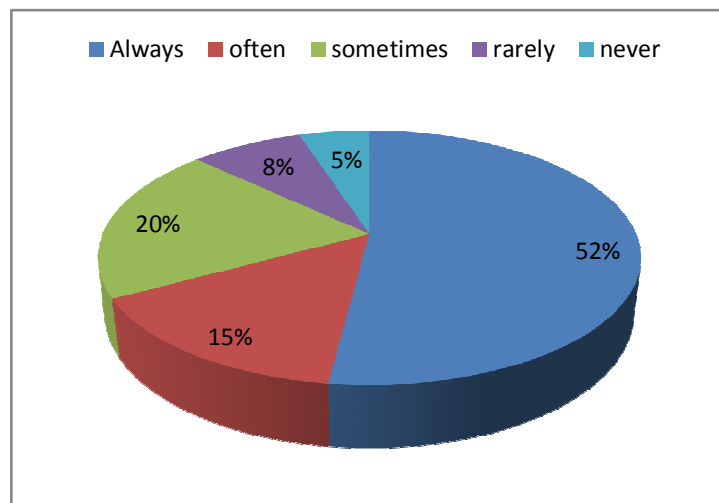


	3. I'm not able to speak most of the time.		
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**Table 2: Justifications about Learning a language Require Speaking.**

**10-Does your teacher encourage you to speak in the classroom?**

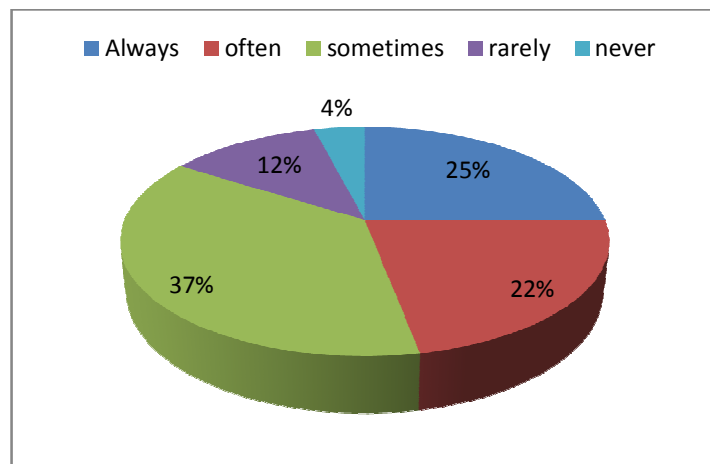
It is important on the part of teacher to encourage his/her students to speak for the sake of enhancing motivation that is an essential factor in communicative language teaching. majority of participants (31) students making up (52%) go for always which means that the teacher always encourage them to speak.(9) participants who represent (15%) state that the teacher often encourage them. Other (12) students making up (20%) declare that their teacher encourages them sometimes. While (5) participants who make the equivalent of (5%)



**Figure 8: whether the teacher encourages students to speak.**

### 11- How often he interrupt you to correct your mistakes?

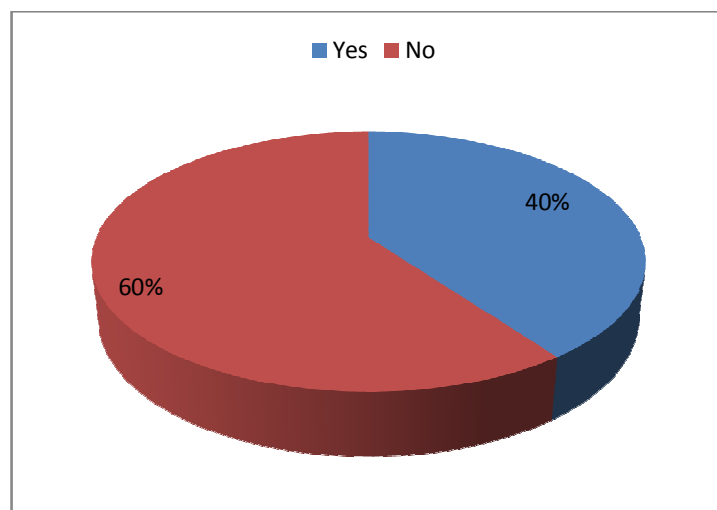
The aim of this question is to know if teachers interrupt their students when they make mistakes to correct them or not. (22) students from the whole sample making up (37%) state sometimes which is considered to be very discouraging number because the teacher should not interrupt his students each time; they may lose their concentration or feel anxious, so he has just to correct serious mistakes.(15) participants who represent (25%) declared that they are always interrupted by their teachers.(13) other students representing (22%) say that their teachers are often interrupted them. While (7) participants who have the equivalent of (12%) answer with rarely. In contrast, (3) students making up (4%) stated that the teacher does not interrupt



**Figure 9: teacher's frequency of student's mistakes correction.**

## 12- Does this hinder you to interact?

Interruption, usually, causes inhibition for introverted learners who are extrinsically motivated. That is the reason why teachers should avoid it. However, extroverts, or intrinsically motivated students consider interruption as being effective when erring in order to get rid from errors. (60%) of the participants believe that interruption encourage them to interact and participate, while (40%) believe that it is the opposite. and probably, introverts represent this portion.

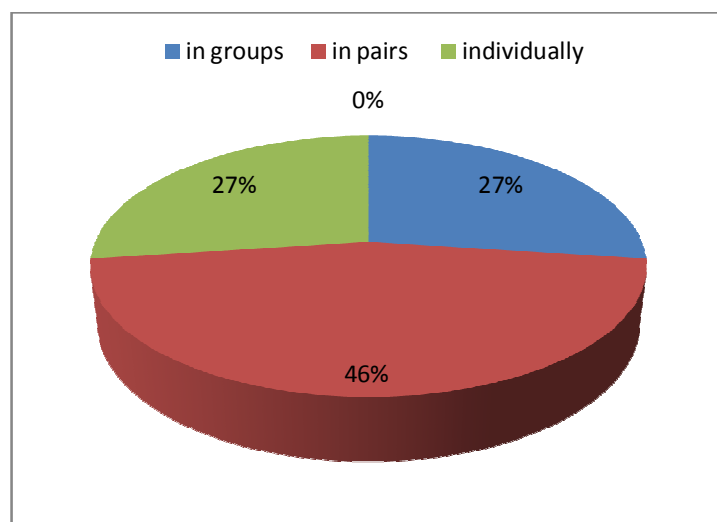


**Figure10: whether interruption hinder student's interaction.**

## 11-What is the student's preferable ways of learning

Throughout the table above we can observe that the majority of the participants (28) making up (46%) prefer to work in pairs, and this maybe because they are sociable learners,

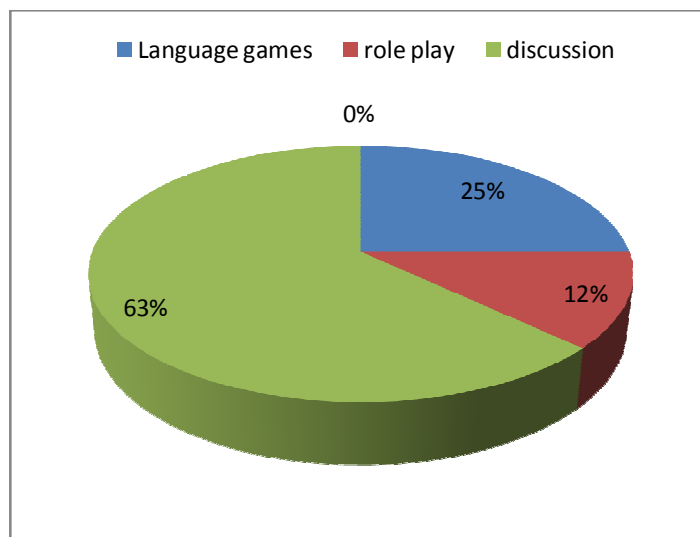
but they do not have so much confidence to work in groups. While (16) students who represent (27%) like group work which shows that they are extroverts and sociable learners who prefer cooperative learning. (16) Other participants who make the equivalent of (27%) prefer to work alone.



**Figure 11: student's preferable ways of learning**

#### **14- Which activity do you prefer in the oral expression session?**

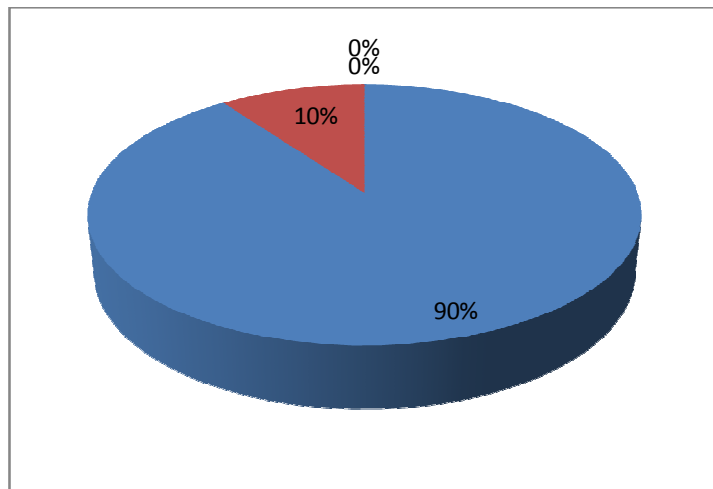
Concerning this question the majority of participants (38) the percentage of (63%) prefers discussion. (15) Other participants; the equivalent of (25%) opt for language games. While just (7) participants who have the percentage of (12%) prefer role play. We can assume that students who prefer discussion are talkative learners who like to participate and demonstrate their knowledge. Students who opt for language games like discovery learning. While students who prefer role play are good actors and they often use jesters to communicate with others.



**Figure 12: student's preferable activity.**

**15-Do you feel that your speaking proficiency is improved when you participate in the oral expression session?**

This question designed to know whether learners speaking skill is improved when they participate in the oral expression session or not .The result in the above table reveals that (54) participants making up (90%) go for yes. While (6) participants who make the equivalent of (10%) answer by no. We can assume that the majority of students frequently participate in the oral expression session and they are active learners who get knowledge easily from their teacher and peers for that reason their speaking skill is improved .Whereas the others may speak rarely for that their levels remain the same.



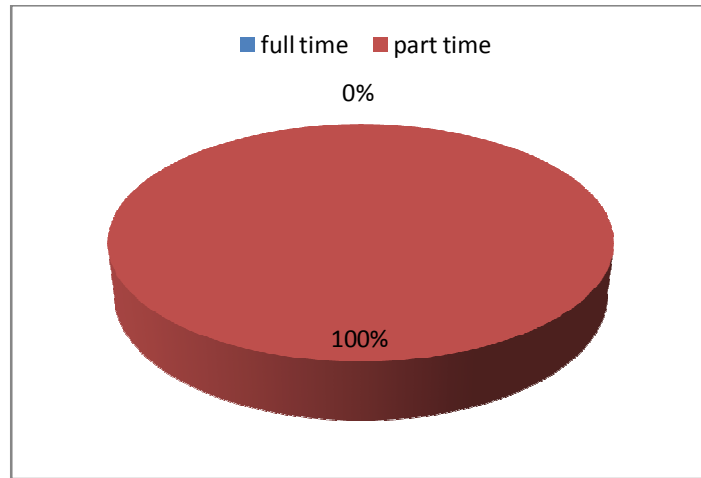
**Figure 13: student's feelings towards their speaking proficiency when they participate in oral expression.**

## **Teacher Questionnaire**

### **The analysis of teacher's questionnaire**

#### **1. What is your employment status as a teacher?**

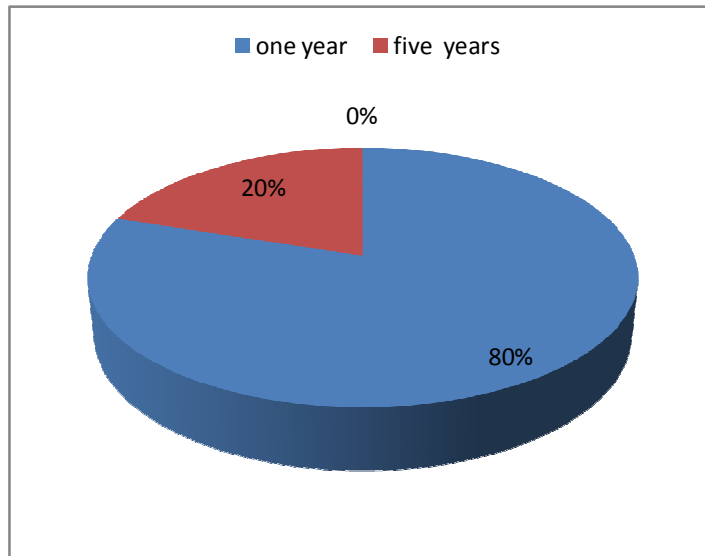
The results show that all of the teachers (100) in the department of English in Mila University have part-time status. We notice that the teachers do not have enough experience in teaching the English language which may affect our research in a negative way.



**Figure 14: Teachers employment status.**

## **2–How long have you been teaching “Oral Expression”?**

In this question, teachers are required to mention the number of years that they are teaching oral expression module. The results in table shows that four (4) of the questioned teachers have been teaching English for one year. However, only one teacher out of five (05) has an experience of five years in teaching the English language. Finally we notice that most of them have no more than one year experience in the field of teaching oral expression.



**Figure15: the teacher employment status.**

**3- In the Oral Expression class, do you give more importance to (Please, justify your answer)**

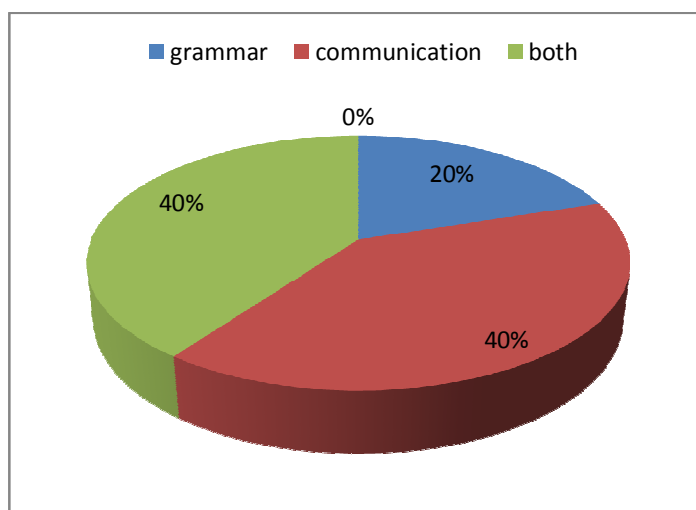
From table, we notice that just one teacher (20) give the priority for grammatical rules while learning the English language while two teachers (40) believe that communication should be the goal while teaching the target language in order to develop students speaking skill. The rest of the teachers emphasize other option which is both grammar and communication is important in language learning.

\_ please justify your answer

Teachers' justification for the importance of grammar and communication can be deduced in the following points:



- Speaking skill needs direct feedback; if students are let speaking freely they may not learn about the language accurately, and may develop bad language habits.
- With EF students, we focus on transiting the message more than grammar correctness because grammar rules are implicitly used with more communication.
- Students are required to apply grammar rules to enhance their English. Students are required to communicate and interact with each other to express themselves and share their idea and learn from each other.

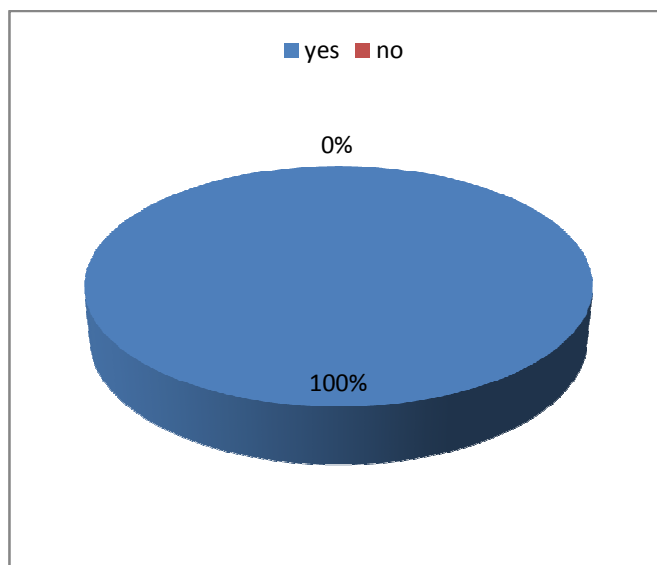


**Figure16: the most important aspect of language.**

#### **4- Do your students feel comfortable and participate in the oral expression class?**

A quick look at the table above shows that five (05) teachers making up 100 state that their learners feel comfortable in the oral expression class. We believe that the reason behind the students feeling is that the teachers introduce different tasks to motivate their students. Moreover, students are motivated by themselves to share their knowledge and participate in

the classroom. The teachers' answers have been supported with some reasons and the following question gives a good clarification.



**Figure17: Students feeling and participation in the oral expression classroom.**

**5. If “Yes” is it because**

- a. Students are motivated to participate
- b. Students are risk takers
- c. Students like the different activities used in the classroom

Option	Number	%
A	0	0%
B	0	0%
C	1	20%

a+b	0	0%
a+c	3	60%
b+c	0	0%
a+b+c	1	20%
Total	5	100%

**Table 3. The reasons behind students' feelings.**

The aim of this question is to know what the main reasons behind students' participation are. As illustrated in table we can notice that (60) of responses indicate that the reasons behind students being comfortable is students' motivation and teachers' choices for the different activities used in the classroom whereas (20) affirmed the different activities used in the classroom are behind students participation in the oral class and (20) state that the motive behind their involvement during oral expression module is because their intrinsic motivation, they take risks, and also they like the various classroom tasks created by their teachers.

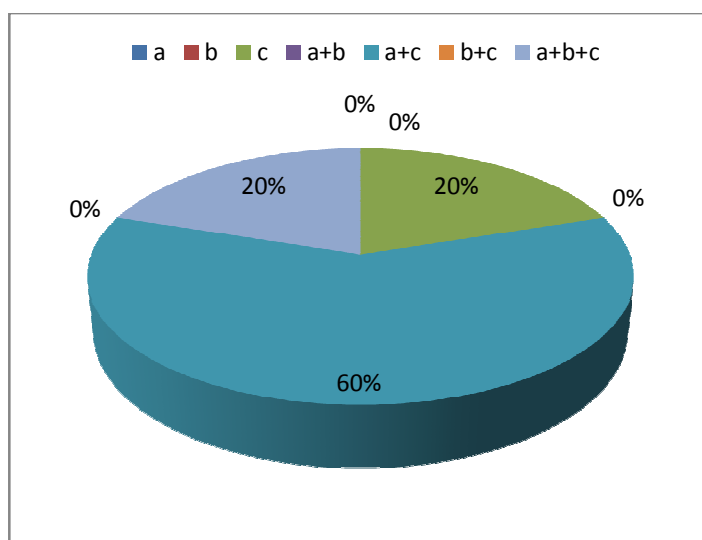
**6. If "No" is it because**

- a. Students are shy
- b. Students are not interested in the classroom activities
- c. The overcrowded classroom

As it is shown in question number four (04) all of the teachers answer by saying “yes” which means no one says “no”.

### 7. What are the reasons behind student’s participation?

The aim of this question is to know what the main reasons behind students’ participation are. As illustrated in table we can notice that (60) of responses indicate that the reasons behind students being comfortable is students’ motivation and teachers’ choices for the different activities used in the classroom whereas (20) affirmed the different activities used in the classroom are behind students participation in the oral class and (20) state that the motive behind their involvement during oral expression module is because their intrinsic motivation, they take risks, and also they like the various classroom tasks created by their teachers.



**Figure18: reasons behind student’s participation.**

**7. What are the main problems or difficulties that your students have with oral English skills?**

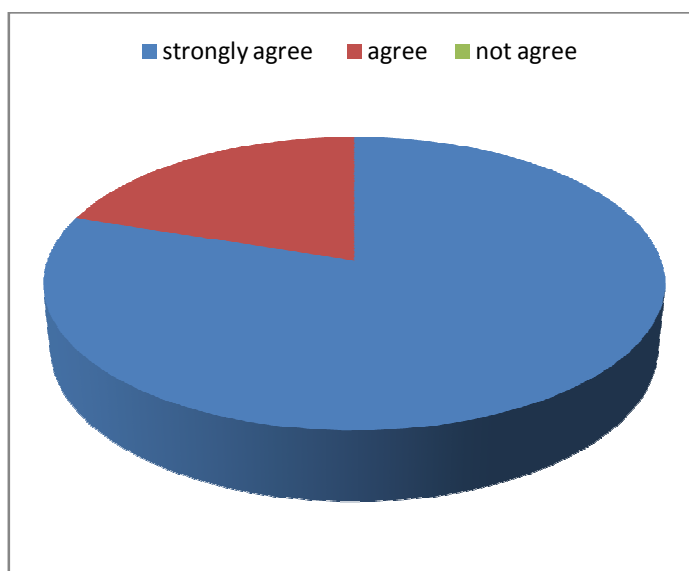
The majority of the responses run around lack of vocabulary, mispronunciation, and grammar mistakes. According to their answers, the majority of students face difficulties in finding the appropriate word to express their thoughts. Lacking of vocabulary also can be an obstacle that hinders the learners to understand the meaning. Moreover, another difficulty that students have with oral production is the problems in English pronunciation experienced by them. Most of the learners have a strong desire to learn and speak English with correct pronunciation. However, there are many barriers that hinder them to speak with good English pronunciation. Grammatical errors are also another factor that can prevent the smoothness of learning process. Another teacher adds to this answer that his/her learners do not have enough information to talk about a particular point; they do not organize their idea as it should be, and being afraid of speaking English.

**Section C: Communicative Language Teaching (CLT) In the Oral Expression Classes**

**8. In order to learn a language, you have to speak it**

- a. strongly agree
- b. agree
- c. not agree

Table indicate that four (04) teachers out of five (80) are strongly agree with the fact that in order to learn a language students have to speak it while (20) of our participants stated agree.

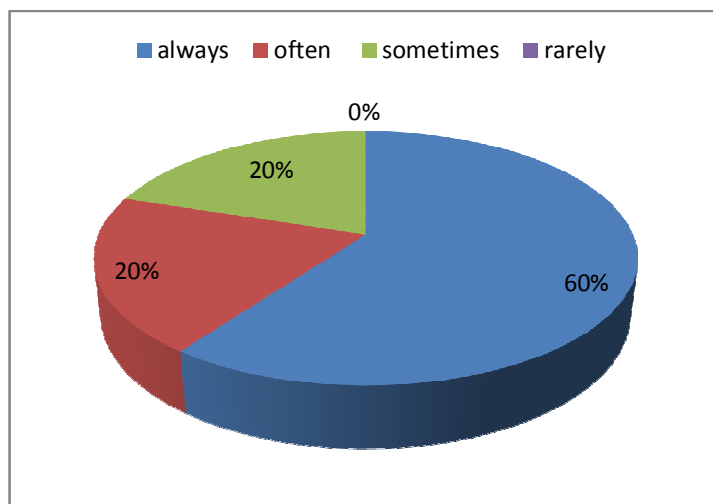


**9. Figure 19: Do you design any communicative tasks/activities for your class?**

- a. always
- b. often
- c. sometimes
- d. rarely

We can observe throughout the table above that three (03) teachers (60%) declared that they are always designing activities to enhance their students' communicative skills

whereas one teacher (20%) stated that she/he is predominating design different tasks and the rest one answered by saying “sometimes”.



**Table20: The frequency of teachers designing communicative tasks.**

## 10- CLT focuses only on speaking?

Communicative language teaching emphasizes the integration of the four skills; the target aim from this question is to know which skill teachers rely on most to teach oral expression. (3) Teachers making up (60%) from the whole sample go for yes. While(2) other teachers the equivalent of(40%) go for no .For that , we can assume that the integration of any skill may depend mainly on learners needs and preferences in addition to the objectives of teachers.

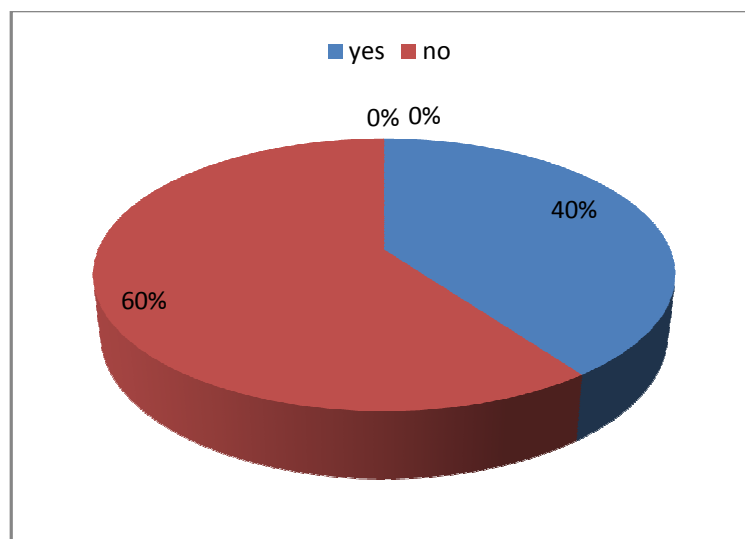


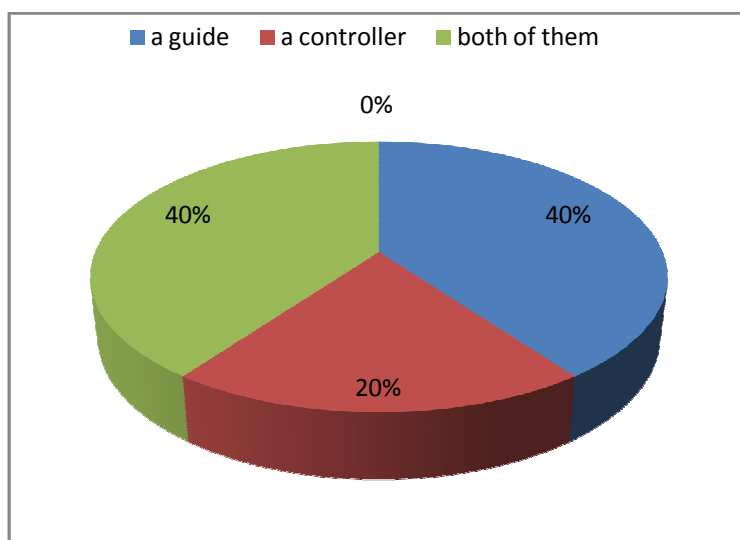
Figure21: whether CLT focuses only on speaking.

## 11- What is your role you think you have to play when students are participating in oral tasks?

Generally, in communicative language teaching the teacher has different roles. He is a guide, facilitator and assessor .He is supposed to facilitate the learning process and help students to use the language freely through reducing their anxiety. The result shows that (2) teachers making up (40%) declared that the teacher role is a guide. (1) Other teacher



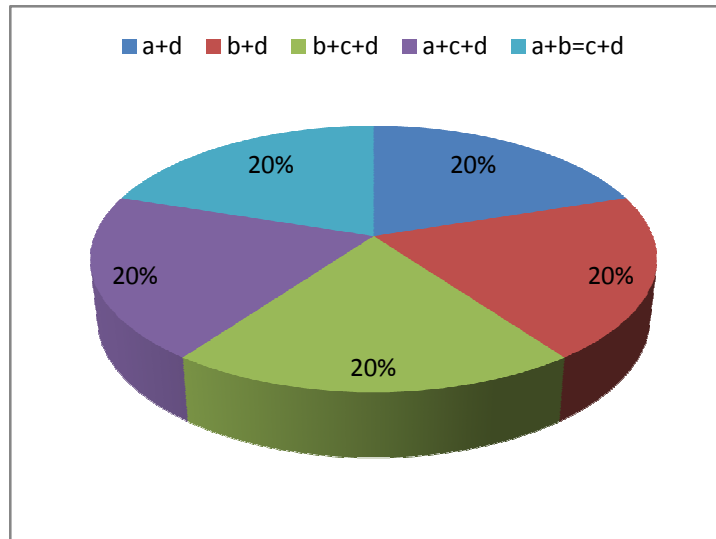
who has the equivalent of (20%) stated that the role of the teacher is a controller. While (2) other teachers making up (40%) chose both of them guide and controller.



**Figure 22: the teacher role when learners participate in oral tasks.**

## **12- Do you make your learners work in?**

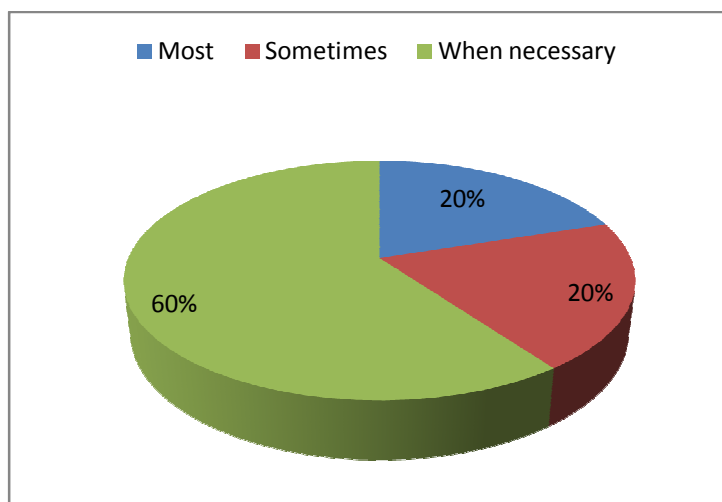
From the table 12 we notice that (20%) from teachers put their students into groups or they push them to work all together. We have also (20%) of teachers opt for working in pairs and whole class. While other (20%) from the whole sample state that they make their students work individually, in pairs, and whole class. In addition (20%) of teachers declare that their students work in groups, individually, and whole class. While (20%) mention that students work in groups, pairs, whole group, and individually. From the result we can say that teachers allow students to work in different ways and this may bring joy into class because this way he meets all the learners' needs and preferences which in turn will increase their motivation to learn.



**Figure23: student's ways of learning.**

### 13- In the class you are the one who talks?

A quick look at the above table reveals that (3) teachers the equivalent of (60%) declared that they are talking when it is necessary which means that they let students talk and use the language as much as they can. While another teacher (1) subjects the equivalent of (20%) stated that he talks sometimes. We have also (1) teacher making up the equivalent of (20%) confirmed that he mostly talks in the oral expression.



**Figure 23: teachers amount of talkativeness in the classroom.**

#### 14- Do you motivate your students to speak?

The main aim of this question is to know whether teachers motivate their students to speak in the oral session or not. All our participants the percentage of (100%) declared that they are always motivating their students to speak. We can say that teachers try to create an encouraging atmosphere in the oral class, through a variety of activities in order to push students to use the target language.

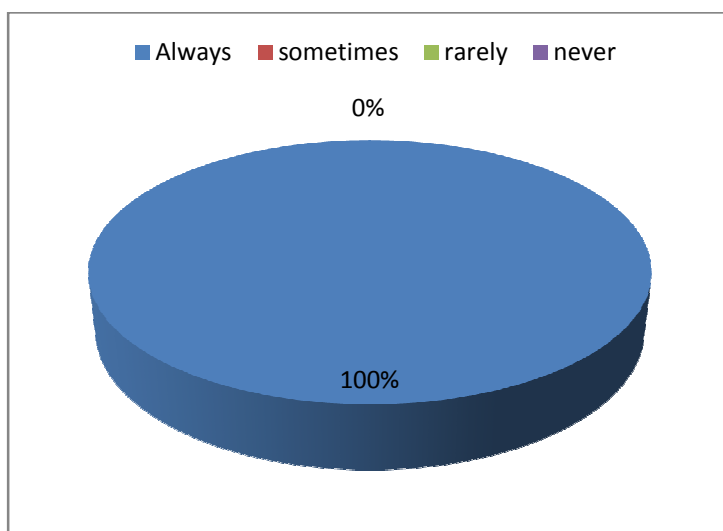
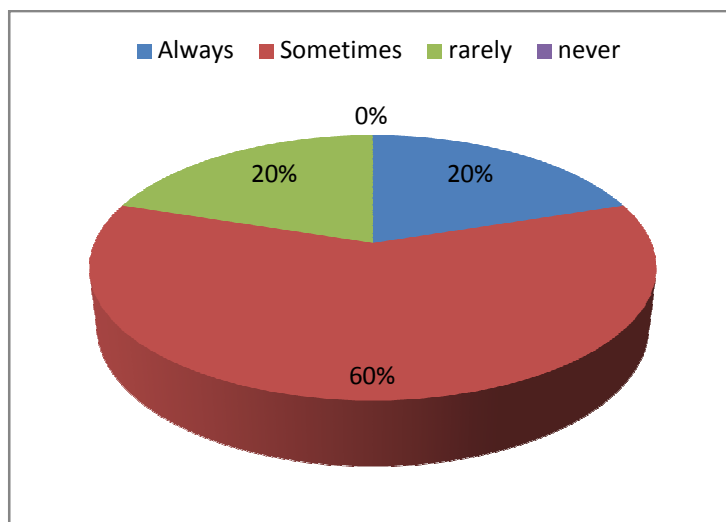


Figure 24: whether teachers motivate their students.

#### 15- How often do you interrupt your students to correct their mistakes?

In table 15 we observe that the majority of teachers interrupt their students from time to time to correct their mistakes according to the seriousness of the mistake. (80%) of teachers state that they correct the student's mistakes sometimes and another teacher who has the percentage of (20%) declares that he always corrects student's mistakes. In addition, teacher said rarely. While no teacher answered by never. From this result, we

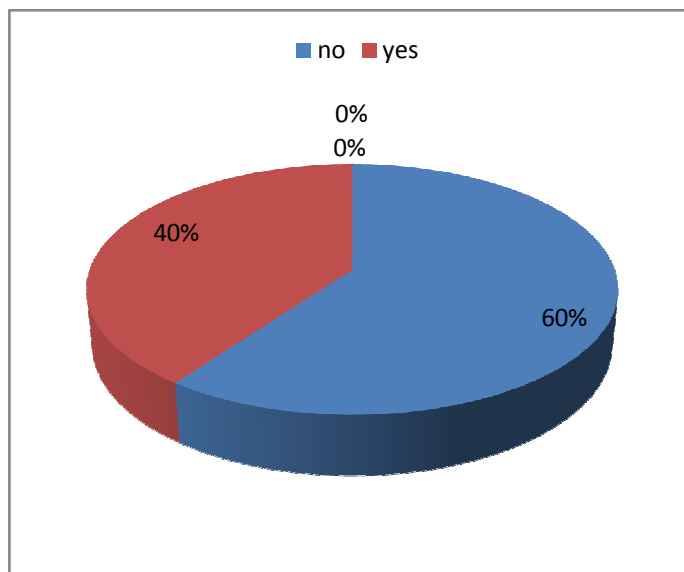
can say that teachers are aware of student's affective side or 'Affective Filter' as Krashen have named it. Since interrupting students each time to correct their mistakes increases fear and inhibition in students and increases anxiety.



**Figure 25: the frequency of teacher's interruption to their learners.**

### **16- Do you explain to your students that they are learning the communicative use of language?**

The aim of this question is to know whether the teacher explains to his students that they are learning the communicative use of language. (60%) from our responds go for no and (40%) go for yes. From this result we can assume that teachers are not aware enough because they do not explain to their students the benefits of learning a language which can motivate them to use the target language.



**Figure 26: whether teachers explain for students that they are learning the communicative use of language.**

### **17- Teachers justifications and comments:**

To enhance student's oral capacity the teacher should use the CLT approach because it teaches grammar and vocabulary without neglecting the role of communication. It seems to be an effective method of teaching as it covers the four language skills speaking, listening, reading and writing. CLT also takes learners motivation into consideration which lead to a friendly atmosphere in the classroom. However the application of such method is somehow difficult because students are lazy thinkers.

### **Conclusion**

To conclude this chapter, the collected results from students' and teachers' questionnaires show that communicative language teaching is an effective method to develop students' speaking skill. The analysis of students and teacher

questionnaire indicated that the communicative language teaching approach (CLT) has a positive impact on the students' oral performance. It encourages students' participation, promotes confidence, prepares students for real-life communication. Besides it gives opportunity to the students to use the target language freely and it enables the students to practice the speaking skill. Moreover, it allows students to make decisions about how to express and to achieve the goal of developing their speaking skill.

## **Discussion**

First of all, the analysis of the students' questionnaire shows that communicative approach has a positive impact on the development of students' speaking skill. The majority of students show a great desire to learn English and speak it fluently. In the first part of the students' questionnaire, the obtained data show that the majority of students participate in the oral class and they really have a great desire to improve their speaking skill because most of them feel comfortable and motivated in the classroom. In the second part which is related to communicative language teaching, the collected answers show that the majority of the students are willing to work in group work activities in order to learn from each other and share their opinions and ideas. In the other hand; the introvert students in our questionnaire shows a great preservation because they are shy, self-conscious and inhibited. Here it comes the role of the teacher to create a friendly atmosphere to push the introverts' students to participate in different activities used in the classroom by acting as a facilitator, a guide, a corrector but not a controller. From our analysis we can say that communicative language teaching has a positive effect on the development of students speaking skill.

Secondly, the analysis of the teachers' questionnaire shows that most of teachers are actually applying some principles of communicative language teaching in their

classes. In the second part of teachers' questionnaire the collected answers affirmed that the majority of their students are motivated to speak and they are willing to use the language because of their motivation and the different communicative activities that are used in the classroom, in the third part of the teachers questionnaire concerning the communicative language teaching, the collected answers show that all of the teachers motivate their students in order to help them to express their thoughts and views in the oral class and the majority of teachers give more opportunities to their learners to speak and intervene only when it's necessary. We find also in the third part of the teachers' questionnaire that the majority of the teachers design and use communicative language tasks.

## **General conclusion**

This study investigated how EFL students and teachers perceive communicative language teaching use to develop students speaking proficiency. Its main concern is to investigate whether the use of communicative language teaching approach will help student's to develop their speaking skill and improve their oral capacity.

Generally, the success of the learners to a great extent depends on their ability to communicate in EFL classrooms. Various methods have been introduced for improving the quality of teaching and learning but they fail to help the learners to communicate successfully using the target language. As a result Communicative language teaching appeared as one of the methods to teach speaking skill. It is based on the idea that language is not just restricted to grammar rules, but it also involves language functions as suggesting, inviting, agreeing, which students should learn how to use.

There is a strong agreement among most of researchers and teachers around the world upon the idea that the use of communicative language teaching approach will enhance and develop the students' speaking proficiency. This is confirmed through the data obtained from the questionnaires of the students' and teachers' which show that the CLT approach is a very effective method to break the silence pattern that exists among students in traditional classrooms.

As a fact, the communicative approach is considered as a very motivational method as it is a learner centered approach which gives a great importance to the learner's affective aspect. The analysis of the students' and teachers' questionnaires revealed that the majority of the students' (extroverts) show a great desire to participate and improve their speaking skill; however the minority (the introverts) students show a



great preservation for that we may say that the principles of communicative approach are not well implemented by teachers in their classrooms.

As a final point, the current dissertation demonstrates the effective role of communicative language teaching approach in developing the students' speaking skill through the use of different communicative activities that can be implemented to improve students speaking skill and to create a pleasant atmosphere where the teacher acts as a guide and facilitator which make the learners feel comfortable when they participate.

### **Suggestions and recommendations:**

- Although the instructors understand that the application of CLT methodology enhances students' confidence in using the language, they use only the common types of active learning methods, in their classroom. Thus, it is recommended that instructors should use methods like language game, role play, drama, etc for the benefits of their students.
  
- Teachers need to correctly handle the students' ability of listening and speaking and the relationship between reading and writing skills, to encourage students to participate in oral and written communication, not only to meet their current needs and meet the use of English in their future
  
- Teachers need to provide some meaningful opportunities for students to communicate in the real situation, so that students can learn grammar structures, while training their communicative competence.

- EFL teachers need to receive in-service training in applying CLT principles. A shift should be made from non-communicative to communicative, Students should work in pairs and groups to promote their speaking skill, Students ought to be encouraged to speak the target language with their classmates.
- Teachers should be less talkative during the session to give more chance to the students to do so and offer more opportunities to the students; especially those who have problems expressing themselves in the target language.

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*APPENDIXES*

**Appendix: Students' Questionnaire**

**Appendix: Teachers' Questionnaire**



## ***APPENDIX***

### ***Students' Questionnaire***

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#### ***Dear students***

This questionnaire is designed to investigate the relationship of communicative language teaching approach with achievement in speaking. We are conducting a survey in connection with our Master thesis on the learners' and teachers' attitudes towards the use of CLT on improving 2<sup>nd</sup> year students' speaking proficiency at the Mila University centre.

Please, tick ( ) the appropriate box, and give your own answer where necessary.

***Many thanks for your cooperation***

#### ***Section A: The Speaking Skill***

**1. Of the four basic skills in learning English, which one do you think is the most important?**

***a.*** Reading

***b.*** Writing

***c.*** Speaking

***d.*** Listening

**2. Justify your answer?**

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

**3. Do you enjoy the Oral Expression course?**

Yes

No

**4. How would you evaluate your level in the speaking skill?**

a. Good

b. Average

c. Below average

**5. How often do you speak English in your classroom?**

a. Often

b. Sometimes

c. Rarely

**6. How do you feel when you participate in the Oral Expression class in front of your teacher and classmates?**

a. Comfortable

b. Uncomfortable

**Section B: Communicative Language Teaching**

**7. Have you ever heard the term “Communicative Language Teaching (CLT)”?**

Yes

No

If “No”, Communicative Language Teaching (CLT) is an approach to the teaching of second and foreign languages that “has its roots on the idea that the goal of

language learning is to become good at using language for communication”  
McKenzie-Brown (2012). In that in learning a language, emphasis has to be on  
interaction as both a means of communication and the main goal of learning this  
language”

**8. Do you agree with this approach and say that in order to learn a language  
you have to speak it?**

*a.* Strongly agree

*b.* Agree

*c.* Disagree

**9. Please, justify your answer?**

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

**10. Does your teacher encourage you to speak in the classroom?**

*a.* Always

*b.* Often

*c.* Sometimes

*d.* Rarely

*e.* Never

**11. How often does he interrupt you to correct your mistakes?**

*a.* Always

*b.* Often

*c.* Sometimes

*d.* Rarely

e. Never

**12. Does this hinder you to interact?**

a. Yes

b. No

**13. How do you work in the classroom?**

a. In groups

b. In pairs

c. Individually

**14. Which activity do you prefer in the Oral Expression sessions? And why?**

a. Language games

b. Role play

c. Discussion

.....

.....

.....

.....

**15. Do you feel that you speaking proficiently is improved when you participate in the Oral Expression sessions?**

Yes

No

*Thank you very much*

## *APPENDIX*

### **Teachers' Questionnaire**

---

#### **Dear Teachers**

This questionnaire is part of a research work. It aims at investigating whether and to what extent the teachers of Oral Expression at AbdelhafidBoussouf University centre use CLT approach in the Oral Expression sessions, and their views, perceptions and attitudes about incorporating this approach to help boost the teaching and learning of the speaking skills.

You are kindly requested to answer the following questionnaire. Please, tick (✓) the appropriate box (or boxes) and make full statements whenever necessary.

#### ***Section A: Background Information***

**01. What is your employment status as a teacher?**

a. Full-time   
time

b. Part-

**02. How long have you been teaching "Oral Expression"?**

Year (s)

#### ***Section B: Speaking Skill***

**3. In the Oral Expression class, do you give more importance to (Please, justify your answer)**

**a.** Grammar

**b.** Communication

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

**4. Do your students feel comfortable and participate in the oral expression class?**

Yes

No

**5. If “Yes” is it because**

- a. Students are motivated to participate
- b. Students are risk takers
- c. Students like the different activities used in the classroom

**6. If “No” is it because**

- a. Students are shy
- b. Students are not interested in the classroom activities
- c. The overcrowded classroom

**7. What are the main problems or difficulties that your students have with oral English skills?**

.....

.....

.....

.....

**Section C: Communicative Language Teaching (CLT) In the Oral Expression Classes**

**8. In order to learn a language, you have to speak it.**

- a. strongly agree
- b. agree
- c. not agree

**9. Do you design any communicative tasks/activities for your class?**

- a. always
  - b. often
  - c. sometimes
-

d. rarely

**10. CLT focuses only on speaking.**

Yes

No

**11. What is your role you think you have to play when students are participating in oral tasks?**

a. a guide

b. a controller

**12. Do you make your learners work in?**

a. groups

b. pairs

c. individually

d. Whole class discussion

**13. In the class, you are the one who talks**

a. most

b. sometimes

c. when necessary

**14. Do you motivate your students to speak?**

a. always

b. sometimes

c. rarely

d. Never

**15. How often do you interrupt your students to correct their mistakes?**

a. Always

b. Sometimes

c. Rarely

d. Never

**16. Do you explain to your students that they are learning the communicative use of language?**

Yes

No

**Section D: Further Suggestions**

**17. Please, add any further suggestion or comment.**

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

*Thank you for the thought, time, and effort you have put into completing this questionnaire*



## الملخص

تهدف هذه الدراسة إلى معرفة موقف كل من الطلبة و الأساتذة من اعتماد استخدام منهج المقاربة بالأهداف لتطوير مهارة الكلام لدى الطلبة بمعهد الآداب و اللغات. و الإشكال المطروح في هذا البحث هو العديد من الطلبة غير قادرين على التواصل بفعالية باستعمال اللغة الأجنبية. بسبب إعطاء الأساتذة أهمية بالغة لتعليم قواعد النحو و الصرف على حساب تطوير القدرة التواصلية للمتعلمين. لهذا اقترحنا ان كل من الأساتذة و الطلبة الذين تضمنتهم الدراسة لديهم موقف ايجابي حيال اعتماد منهج المقاربة بالأهداف لتعزيز مهارة التواصل لدى المتعلمين. و لغرض اختبار فرضية البحث استخدمنا استبيان للأساتذة و آخر للطلبة. النتائج المتحصل عليها تسمح لنا بإعطاء مصداقية لفرضيتنا ألا و هي إن المشاركين اظهروا موقف ايجابي نحو استعمال منهج المقاربة بالأهداف في حصة التعبير الشفهي لتطوير مهارات الطلبة المتعلمين التواصلية. بالرغم من أننا وجدنا أن نسبة عالية من الأساتذة و الطلبة الذين أجابوا على الاستبيان ليست لديهم اطلاع واسع باغلب خصائص منهج المقاربة بالأهداف و الهدف من اعتماده في قسم اللغات. في النهاية اقترحنا بعض التقنيات و الوسائل التي قد تساعد الأساتذة لتلقي مهارة الكلام في القسم.