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**Dr. Tahar Moulay University of Saida**

**Faculty of Letters, Languages, & Arts**

**Teaching Speaking: Building New Tools of  
Knowledge Through Group Works.**

**Case Study: Dr. Moulay Tahar University of  
Saida, English third year students.**

A Dissertation Submitted in Partial Fulfillment of the Requirements for the  
Degree of Master of Art in Didactics at Tahar Moulay University

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## **Dedication**

I dedicate this dissertation to the memory of my father, who would have been happy to see me finish with the University. I also dedicate it to my mother for her constant, unconditional love and support.

## **Acknowledgement**

After my thanks to Allah, the almighty, for granting me the energy and power to continue my efforts to prepare this work.

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Finally I would like to thank all my faithful friends who helped, encouraged, and motivated me to continue this research.

## **Abstract**

This current study aims to investigate the teaching of speaking process. Frame new tools or strategies that might facilitate this process for teachers and improve students' level in speaking ; basically through group works. The main problem underlying this work is that many students are unable to carry on a spontaneous and correct conversation using the target language.

The main cause behind this problem is that courses content do not match students' needs. In this research and confirm the hypotheses, if teachers focus on language basics (grammar, comprehension, reading). Or, whether working in groups has great potential on the students' performance. A questionnaire is administered, for students of third year at the Department of English at Saida University to identify and explore students' speaking problems. An interview is given for both teachers and students of English of third year to discover the materials or tools that may enhance students' speaking skill level. And, an observation of the population mentioned above in oral expression sessions to reinforce the findings.

The data collected of this study show that teaching speaking through group works is a very effective method to develop students speaking production. Moreover, the results of Using group work tasks based on basic tools of learning demonstrated that the students had better English learning achievement and obtained very good level from the teacher's task assessment.

## **List of Abbreviations**

LMD : License Master Doctorate

i.e. : In Example/That is to Say

CBLT : Competency Based Language Teaching

EFL : English Foreign Language

ESL : English Second Language

FL : Foreign Language

TBA : Task Based Approach

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## **General introduction**

Speaking skill is an essential part of language teaching and learning. This actually shows the great importance of this skill on foreign language classes. Through speaking we can share our ideas and thoughts with other people; in that way a smooth interaction between people can take place.

Teachers of oral sessions may experience the same situation in which students are unwilling to speak . There are of course many factors causing this problem, such as; lack of confidence; lack of vocabulary and others say that the topic of conversation is not interesting.

Different language teaching methods have been introduced in order to improve the quality of teaching and learning and attain the desired development on students. Among these methods: group works or collaborative approach which has been widely accepted as an effective way of teaching language in English foreign language contexts.

The main principle of this approach is that language learning emphasizes learning to communicate, enhances the total output of the activity than when done individually, and develop not only the speaking skill itself, but also critical thinking skills and social skills. Many teachers and students agree that group works in the classrooms help to build new tools of knowledge or learning, in order to better the teaching process.

In this study we are going to investigate about the tools and strategies that may facilitate the teaching speaking means, and develop students' speaking skills.

The main purpose of learning language is to communicate and interact with people, share ideas, expressing emotions, showing desires...etc, using the target language.

The kinds of teaching methods used in oral sessions differ from one teacher to another ; by using teacher-centered strategies or learner-centered strategies. By doing this research we are trying to find out the tools of knowledge that we can implement in the teaching speaking system.

In the present study at the department of English at University of Saida, we are going to examine the teaching of speaking, build new tools of knowledge, and see how it works to improve the learners' oral performance.

This study is important as it investigates the teaching of speaking in order to have new tools of knowledge in the field. It may provide teachers with a specific language teaching procedures which they can use in their classrooms to enhance learners' speaking skills, to encourage students, maximize speaking opportunities, and make them efficient speakers.

Through this research, we aim at inspecting the teaching speaking in oral classes, and consider the tools that may improve learners' speaking skill level. Moreover, what strategies teachers should implement while applying group work tasks when doing lectures.

The main questions of this study are :

1-How can students' speaking difficulty be explained?

2-Are there any materials or tools to improve learners' speaking skill level?

In this work our assumption is :

-Courses content do not match students' need.

-Institutions of Algerian education are accountable to the readiness and responsiveness of teaching materials.

-Focusing on the basics of language (grammar, comprehension ,reading).

- Working in groups has great potential on the students performance.

In this study, a descriptive research methodology will be used. This study will be conducted both quantitatively and qualitatively (Action Research), through a questionnaire that will be administered to EFL oral expression students with the objective of providing an in-depth view of what really hinders them from speaking during an oral expression course ; on a random sample of 100 third year LMD learners of English at Dr Moulay Tahar University of Saida.

Also, through interviewing both teachers and students of English, about the tools, strategies, or materials that can raise learners' speaking skill level.

An observation in oral expression sessions to see the teaching speaking process, how it is tackled, and to strengthen my findings.

This current dissertation consists of four chapters; the first chapter dealt with the literature review, the second chapter describes the study, the third chapter is devoted to the field work, and the last one, brings suggestions and solutions. It starts with the general introduction which deals with the statement of the problem and research questions. It includes also the significance of the study, hypothesis and the methodology of the research.

The first chapter deals with the Trivium, speaking as a productive skill in relation to receptive skills. We have tackled the main methods prior to the teaching of speaking, and the speaking skill besides to its main aspects, purposes, and the main speaking activities for groups.

The second chapter concept is the description of the study, and the procedure of data collection. The instruments used to gather data (questionnaires, interviews, observation), and a description of the design of the study.

The third chapter is dedicated for the field work : the research design, description of the study, and procedure of the research. Investigating and analysing three research instruments triangulated : students' questionnaire, an interview designated for both teachers and students, and an observation in oral expression sessions.

The fourth chapter discusses the findings, brought tools and materials that are relevant to speaking. Aslo, providing solutions by the fusion of different methods of teaching, and we have provided suggestions and recommendations.

**Chapter One:**  
**Review of Related Literature**



## **1. Section One: Introduction to the Study**

### **1.1. Introduction**

The mastery of speaking skill is a priority for many second and foreign language learners. Learners often evaluate their success in language learning of English according to the basis of how well their improvement on interacting in the target language. Speaking is more likely, to communicate in order to achieve a particular end, expressing a wish or desire to do something; negotiating or solving some problems; or maintaining social relationships and friends, etc.

### **1.2. The Three Arts of Language**

The secret of knowledge teaches us that language evolves from the very nature of being human. Because we are rational, we think; because we are social, we interact with other people; because we are corporeal, we use a physical medium. We invent symbols to express the range of practical, theoretical, and poetical experiences that make up our existence. Words allow us to leave a legacy of our experience to delight and to educate those who follow us. Because we use language, we engage in a dialogue with the past and the future. In latin disciplines, scholars focused more on basics and comprehension. Grammar was a number one tool for learning and correctness, it led to correct content which allowed good understanding and analysis of the main meaning of language. Besides, writings at that time were considered to be high level of eloquence and style. These are the three major tools that ancient populations used to write, speak and express their ideas (grammar, logic, rhetoric).

It explains that logic is the art of deduction. As thinking beings, we know something and from that knowledge can deduce new knowledge. Where does the initial knowledge come from? The section on induction answers that question as it explores the <sup>1</sup>process by which we derive general principles from individual instances.

The trivium includes those aspects of the liberal arts that pertain to mind, Logic, grammar, and rhetoric. Logic is the art of thinking; grammar, the art of inventing symbols and combining them to express thought; and rhetoric, the art of communicating thought from one mind to another, the adaptation of language to circumstance.

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<sup>1</sup> THE TRIVIUM (The Liberal Arts of Logic, Grammar, and Rhetoric) BY SISTER MIRIAM JOSEPH, C.S.C., Ph.D. EDIT ED BY MARGUERIT E McGLINN PAUL DRY BOOKS Philadelphia 2002.

The trivium in itself a tool or a skill, has become associated with its most appropriate subject matter—the languages, oratory, literature, history, philosophy. The three arts of language provide discipline of mind in as much as mind finds expression in language.

Its function is the training of the mind for the study of matter and spirit, which together constitute the sum of reality. The fruit of education is culture, which Matthew Arnold defined as “the knowledge of ourselves [mind] and the world [matter].

The trivium is the organon, or instrument, of all education at all levels because the arts of logic, grammar, and rhetoric are the arts of communication itself in that they govern the means of communication—namely, reading, writing, speaking, and listening. Thinking is inherent in these four activities. Reading and listening, for example, although relatively passive, involve active thinking, for we agree or disagree with what we read or hear.

It is used vitally when it is exercised in reading and composition. It was systematically and intensively exercised in the reading of the Latin classics and in the composition of Latin prose and verse by boys in the grammar schools of England and the continent during the sixteenth century. This was the training that formed the intellectual habits of Shakespeare and other Renaissance writers. The result of it appears in their work. (See T.W. Baldwin, *William Shakespeare's Small Latine and Lesse Greeke*. Urbana: The University of Illinois Press, 1944.) It was basic also in the curriculum of classical times, the Middle Ages, and the post-Renaissance.

### **1.3. COMPOSITION AND READING : The Development of Logic, Rhetoric, and Poetic**

The art of rhetoric originated in Sicily, when a democracy was established in Syracuse in 466 B.C ., and Corax and his pupil Tisias assisted those who had been dispossessed of property to convince the judges that they had a just claim to its restoration. Corax put together some theoretical precepts based principally on the topic of general probability, called *eikos* (see Aristotle, *Rhetoric*, 2.24.9), and Tisias developed it further, as Plato shows in *Phaedrus*. Gorgias, the Sicilian, came to Athens in 427 B.C ., introduced the art of rhetoric into many parts of Greece, and had many disciples, among whom the most admirable and famous was Socrates, the orator and teacher. Gorgias, Protagoras, Prodicus, and Hippias emphasized the graces of style, figures of speech, distinction of synonyms, correctness and elegance in the choice of words, and rules of rhythm. Gorgias aimed to teach how to convince, independent of any knowledge of the subject. He admittedly taught persuasion, not virtue. Plato and

Aristotle condemned the sophists: Gorgias, Protagoras, and others for their superficiality and disregard of truth in teaching how to make the worse appear the better cause.

Aristotle himself constructed a well-balanced system of the arts of discovering and communicating truth, and his treatises on these subjects profoundly influenced his own and succeeding ages. He systematized rhetoric and made it an instrument of truth. He explicitly claimed to be the founder of the art of logic. His *Poetics* is the beginning of real literary criticism.

Logic and rhetoric are concerned with the discovery and communication of truth directly from the mind of the author to the mind of the listener or reader. Poetic is a very different mode of communication, an indirect one that imitates life in characters and situations; readers or listeners share imaginatively the characters' experiences as if they were their own; yet poetic rises out of knowledge as well as feeling, and logic and rhetoric are employed in the communication of the whole, which goes beyond them. Poetic is argument through vivid representation.

### *Logic*

Aristotle divided logic, according to its subject matter, into scientific demonstration, dialectic, and sophistic, treated in the works named below.

**1 *Posterior Analytics*.** Scientific demonstration has as its subject matter premises that are true, essential, and certain. In this field there are not two sides to a question but only one. The reasoning is merely expository, as in geometry, moving step by step to the conclusive demonstration of what was to be proved. *Prior Analytics* treats certainty through form. The work is concerned with inference, and it presents the syllogism.

**2 *Topics*.** Dialectic has as its subject matter opinion, not certain knowledge; therefore, the premises are merely probable.

In this field there are two sides to a question, and there is reasonable support for opposing views, both only probable, neither certain, although each person engaging in the discussion may be personally, even ardently, convinced of the truth of his views. Yet he cannot justly regard them as having the quality of geometric proof because each must recognize that the matter under discussion is not intrinsically clear and that his opponent's view is not so manifestly false as the proposition that two and two makes five. The argument is conducted in a spirit of inquiry and love of truth. If, in the course of the discussion, one disputant sees that the opponent's view is true and that which he has advanced is false, he may be justly said to

have won the argument because he has gained truth, which, he now sees, his opponent had at the start. Plato's *Dialogues* are the perfect examples of dialectic.

**3 *Sophistical Refutations*** (treatise on material fallacies). Sophistic has as its subject matter premises that seem to be generally accepted and appropriate but which really are not appropriate. In this field, usually that of opinion, the sophist seeks not truth but only an appearance of truth, achieved by the use of fallacious arguments designed to put down the opponent in contentious dispute. Anyone who wins by such methods has not won truth. On the contrary, he has made error appear to have triumphed over truth, and nobody has won truth by means of the argument. It is a sad commentary that many people today attach to the word argument only the sophists' conception, entertain the sophistic notion of "winning" an argument, and ignore the fine and constructive pursuit of, or understanding of, truth to be gained by the only forms of argument worthy of the name, namely scientific demonstration and dialectic.

#### *Rhetoric*

Rhetoric, according to Aristotle, is the counterpart of dialectic, and the rhetorical enthymeme is the counterpart of the dialectical syllogism. Both these arts, rhetoric and dialectic, deal with opinion, with probability, not certainty, and therefore these two arts, and they alone, are capable of generating arguments on two or more sides of a question.

Dialectic deals with philosophical and general questions, proceeds by question and answer, employs technical language, and is addressed to philosophers. Rhetoric deals with particular questions, such as political action, proceeds by uninterrupted discourse, usually employs nontechnical language, and is addressed to a popular audience.

Rhetoric is defined by Aristotle as the art of finding in any given subject matter the available means of persuasion. The modes of persuasion are three, and since, as Aristotle remarks, one must know not only what to say but how to say it effectively in words and in a well disposed order, his basic treatment may be outlined as follows.

*Persuasion* is achieved by means of logos, pathos, and ethos. Logos requires one to convince the minds of the listeners or readers by proving the truth of what one is saying.

Pathos requires one to put the listeners or readers into a frame of mind favorable to one's purpose, principally by working on the emotions. Ethos requires one to inspire in the audience, by courtesy and other qualities, confidence in one's character, competence, good sense, good moral character, and good will.

*Style* is characterized by good diction, good grammatical structure, pleasing rhythm, clear and appropriate language, effective metaphor, etc.

*Arrangement* is the order of parts: introduction, statement and proof, conclusion.

The five traditional components of rhetoric were invention (finding arguments for persuasion), arrangement of the parts of a composition, style, memory of a speech, and the proper use of voice and gesture in delivering it.

### *Poetic*

Poetic, as Aristotle understands it, is imitation, an imitation of life, in which the author does not speak to the reader directly but only through his characters. The author lets them speak and act, and the readers or listeners identify imaginatively with the characters. The use of verse is not essential.

Because poetic communication is mediate, through the interposition of the characters and the situation in the story, it is more subject to misinterpretation than direct or expository communication. If, for example, one does not recognize irony, burlesque, or satire, one will understand just the opposite of what is intended by the author. It is necessary to learn how to interpret poetic communication. Often it is the easiest, most natural, and most effective means of communication, as in the parable of the prodigal son (Luke 15:11–32); but sometimes it is difficult to understand, as in the parable of the unjust steward (Luke 16:1–8).

In the *Poetics*, Aristotle discusses tragic drama and the epic, both plotted narrative. He distinguishes six formative elements or qualitative parts of drama: (1) plot, (2) characters, (3) the thought of the characters, (4) diction or style, (5) music, (6) spectacle (production in the theatre, scene, costumes).

The specific function of tragedy is to produce in the audience a purification of the emotions through pity and fear, evoked principally by the tragic suffering of the hero. To produce this effect, the tragic hero must be a man, not perfect, but on the whole good, for whom one feels liking and sympathy, whose misfortune is brought upon him not by vice or depravity but by an error of judgment or a flaw in his character.

It will be noticed that character (ethos), thought (logos), arousal of the emotions (pathos), and style (through grammar) are basic in both rhetoric and poetic.

Poetic is the imitation of an action by which agents to whom we ascribe moral qualities achieve happiness or misery. Their thought and character are shown as causes of their actions which result in success or in failure. Moreover, at any time, anywhere, a person of this kind will probably, or even necessarily, say or do this, under circumstances like this. Yet the

character in the drama, even while typical of many others, is realized in this story vividly and imaginatively as an individual one has known, whose joys and sorrows one has shared. Therefore, poetic stands in a unique position between history and philosophy. It is more philosophic and of greater import than history because it is universal, not singular, and represents what might be, not merely what has been. By it one gathers the meaning of an insight as an artist perceived it. It is more moving than philosophy because the universal is realized intensely in the individual portrayed, and the appeal is to the whole person: to the imagination, the feelings, and the intellect, not to the intellect alone.

#### **1.4. Grammar :**

Grammar is an experimental knowledge of the usages of languages as generally current among poets and prose writers. It is divided into six parts: (1) trained reading with due regard to prosody [versification]; (2) exposition, according to poetic figures [rhetoric]; (3) ready statement of dialectical peculiarities and allusion; (4) discovery of etymologies; (5) the accurate account of analogies; (6) criticism of poetical productions which is the noblest part of grammatical art. Rhetoric is the master art of the trivium, for it presupposes and makes use of grammar and logic; it is the art of communicating through symbols ideas about reality.

#### **1.5. Trivium's Relationship with Communication & Speaking**

Because communication involves the simultaneous exercise of logic, grammar, and rhetoric, these three arts are the fundamental arts of education, of teaching, and of being taught. Accordingly, they must be practiced simultaneously by both teacher and pupil. The pupil must cooperate with the teacher; he must be active, not passive. The teacher may be present either directly or indirectly. When one studies a book, the author is a teacher indirectly present through the book. Communication, as the etymology of the word signifies, results in something possessed in common; it is a oneness shared.

Communication takes place only when two minds really meet. If the reader or listener receives the same ideas and emotions that the writer or speaker wished to convey, he understands (although he may disagree); if he receives no ideas, he does not understand; if different ideas, he misunderstands. The same principles of logic, grammar, and rhetoric guide writer, reader, speaker, and listener.<sup>2</sup>

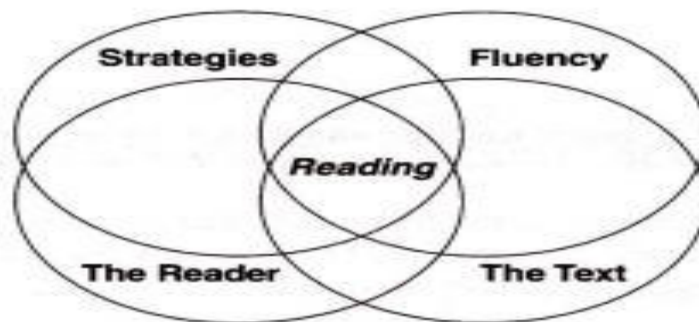
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<sup>2</sup> THE TRIVIUM (The Liberal Arts of Logic, Grammar, and Rhetoric) BY SISTER MIRIAM JOSEPH, C.S.C., Ph.D. EDIT ED BY MARGUERIT E McGLINN PAUL DRY BOOKS Philadelphia 2002.

### 1.6. Speaking as a Productive Skill in a Relation to Receptive Skills

The learning process is a range of basic rules that go hand in hand together to ameliorate learners' production. When dealing with foreign languages, skills are related one to another with basic rules ( grammar, phonetics, vocabulary and style..). It is necessary to master some rules and to create a kind of convergence between all skills so that they serve for good performance or production. For instance, reading is one of the most effective ways of foreign language learning. Reading simply is the interpretation of a written message. Walter R. Hill (1979, p.4) briefly defines reading as what the reader does to get the meaning he needs from contextual resources.

Reading is a fluent process of readers combining information from a text and their own background knowledge to build meaning and the goal of reading is comprehension (Nunan, 2003, p.68). The ability to read requires that the reader draw information from a text and combine it with information and expectations that the reader already has (Grabe, Stoller, 2001, p.187). Alderson J.C. (2000) states that reading is built from two components: word recognition and comprehension. These two components gained through reading will foster learners' language competence. Krashen and Terrell (1989, p.131) point out that reading enables learners to comprehend better which is an important factor that can develop language competence.



**Figure 1.** Definition of reading (David Nunan. Practical English Language Teaching. 2003. p. 72)

Hedge (2003) writes the goals of learners' in a reading process as:

- The ability to read a wide range of texts in English.
- Building a knowledge of language which will facilitate reading ability
- Building schematic knowledge
- The ability to adapt the reading style according to reading purpose (skimming, scanning)
- Developing an awareness of the structure of written texts in English

- Taking a critical stance to the contexts of the texts

Reading will add to learners' conversational performance. Reading will help learners to decipher new words that they need for conversations. Through reading language learners will have vocabulary knowledge which will facilitate their speaking performance and their usage of structure in the target language will develop. These components which are required through reading are all necessary for developing speaking skills.

Similarly, Williams (1984, p.13) suggests some reasons why language learners should read in a foreign language:

- Learners can have further practice in the language that they have learnt,
- Learners can practice language in order to reuse it in other skills such as speaking and writing,
- Learners can learn how to get benefit from the texts to extract the information they need,
- Learners can find enjoyment or interest through reading.

### **1.6.1. Integrating Reading and Speaking Skills**

In a reading process six component skills have been suggested. Among these knowledge fields vocabulary and structural knowledge which are acquired through reading, influence learner's speaking achievement.

- 1) Automatic recognition skills
- 2) Vocabulary and structural knowledge
- 3) Formal discourse structure knowledge
- 4) Content/world background knowledge
- 5) Synthesis and evaluation skills/strategies
- 6) Metacognitive knowledge and skills monitoring (Grabe,1991, p.379).

How do these component skills contribute to speaking skills? Anne Lazaraton (2001, p.104) suggests that oral communication is based on four dimensions or competences: grammatical competence (phonology, vocabulary, word and sentence formation ...); sociolinguistic competence (rules for interaction, social meanings); discourse competence (cohesion and how sentences are linked together); and strategic competence (compensatory strategies to use in difficult strategies).

Vocabulary knowledge and grammar are two essential factors of foreign language learning, and they both influence learner's speaking performance. Good knowledge of grammar is viewed as an essential aspect for achievement in a foreign language. Grammar is important to learn the nature of language. Grammar helps learners to build comprehensible sentences in speaking. In order to understand how language works, learners should give



attention to grammar. “If we only understand what others say partially and superficially, the communication of ideas can’t be properly realized (Zhong-guo, Min-yan, 2007, p.63).” Reading will help learners acquire vocabulary and grammar. Through reading learners see how words fit together. When learners constantly engage in the target language, they begin noticing and mastering the patterns in the language.<sup>3</sup>

Mccarthy (2000) states that lexical and grammatical knowledge are significantly correlated to reading comprehension. This means learners will achieve better reading comprehension through grammar. Krashen (cited in Hill and Holden, 1990, p.92) encourages reading because it is a great factor in foreign language improvement and believes that students who read a lot are good at reading, good at writing and have a good vocabulary and grammar knowledge. Learners see structure of a sentence and this enables them to build their own sentences and utterances.

Reading may contribute significantly to competence in a second language. There is good reason, in fact, to hypothesize that reading makes a contribution to overall competence, to all four skills (Krashen & Terrel, 1983, p.131)

Vocabulary knowledge is indispensable for effective communication. Lewis (1993, p.23) writes that learning vocabulary is the core task in second language learning and any language skills of listening, speaking, reading, writing, and translating cannot exist without vocabulary. Vocabulary is understanding the meaning of a word, so communication does not occur if there are no words. Therefore reading is probably the best way to learn new words. Reading results in incidental vocabulary acquisition (Lechmann, 2007). Nation supports this idea and says: “Reading has long been seen as a major source of vocabulary growth” (Nation, 1995, p.7). Most people recognize the important relationship between knowing words and reading well. Eskey, supporting this notion, states that “the relationship between reading and vocabulary is well documented and reciprocal” (Eskey, 2005, p.567). And, “in fact the relationship between vocabulary knowledge and reading comprehension is well established in the reading literature” (Dole, Sloan, Trathen, 1995, p.452). Hedge (1985, p.77) also states that through extensive reading learners advance their ability to of guessing the meanings of unknown words and phrases from clues in the context and he concludes that students who read a lot outside the classroom may increase both their comprehending the context and improving their vocabulary which are essential elements to advance speaking skills.

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<sup>3</sup> International Journal of English Linguistics; (Vol. 2, No. 6; 2012) ISSN 1923-869X E-ISSN 1923-8703, Published by Canadian Center of Science and Education (Developing Speaking Skills through Reading).

A broad and deep vocabulary knowledge makes learners precise and articulate. Through reading learners see how the new words connect to other words. “The more reading you will do, the more you will increase your exposure to vocabulary that doesn’t usually make its way into the spoken language” (Cunningham, 1998). An improved vocabulary will help learners develop their speaking skills. Speech without vocabulary cannot be produced. Vocabulary is one of the essential and fundamental components of communication (Levelt, 1993). And Laufer (1997) stresses the importance of vocabulary knowledge and adds that without words to express a wider range of meaning, communication in a second language cannot happen in a meaningful way. Learners will improve their speaking competence if they have better vocabulary knowledge which they can get through reading.

Sanacore (1994, p.604), is of the opinion that encouraging learners to read will lead them guessing the meanings of words, phrases from the context, and the more they read the more they will understand the meanings of sentences and concepts. And an ongoing reading habit will enable learners understand a text easily, even they do not know meanings of some words in the text. Reading extensively will enhance their comprehension. Learners will easily comprehend in the foreign language if they advance their ability of guessing the meanings of words from context which will promote their speaking performance.<sup>4</sup>

Dubin and Olshtain (1977, p.97) also point out that through extensive reading learners learn much vocabulary. They emphasize the benefits of extensive reading as:

- Students develop an ability to gain pleasure and also satisfaction from reading on their own in the language they are learning.
- They are exposed to the language in a more natural and less structured way. In other words, they get different unpressured feeling on the structure of the language since they read for pleasure, and not for a grade or a test.
- Extensive reading has also effect on other language skills such as writing and speaking.
- Extensive reading, or reading for pleasure, will help the students comprehend more and also continue to use the language after the instruction.

Oya, Manalo, and Greenwood suggest that better vocabulary knowledge produces better oral performance (2009, p.11). Accuracy and fluency of learners will get better through reading. They also claim that having good vocabulary knowledge is one of the essential components to gain fluency in speaking performance (Oya, Manalo, Greenwood, 2009, p.19).

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<sup>4</sup> International Journal of English Linguistics; (Vol. 2, No. 6; 2012) ISSN 1923-869X E-ISSN 1923-8703, Published by Canadian Center of Science and Education (Developing Speaking Skills through Reading).

It needs to be noted that good vocabulary knowledge will give learners confidence in their speaking performance.

Better vocabulary knowledge and having more words at one's disposal is likely to facilitate the ability to tell a story better, to demonstrate a more extensive range of language resources, and to come across more intelligibly. Better vocabulary knowledge could also contribute to boosting the speaker's confidence, which would come across when speaking and influence the overall impression created. (Oya, Manalo, Greenwood, 2009, p.19)

In the theoretical model of L1 and L2 speaking (Levelt, 1989, 1993), vocabulary has a central position in forming an utterance with appropriate meanings and with syntactic, morphological, and phonological structures.

Levelt's model suggests two points. First, vocabulary is always required in the formulation stage. In other words, no speech can be produced without vocabulary, and vocabulary is indispensable to speaking performance. Second, the lexicon consisting of lemmas and lexemes includes not only vocabulary size (i.e., primary meaning and form [phonology]) but also depth (i.e., syntax and morphology), which suggests that both size and depth are related to speaking performance (adapted from Rie Koizumi, 2005, p.53).

The study by Adams (1980) and Higgs and Clifford (1982) indicates close relationships between vocabulary as part of overall speaking performance and overall speaking performance at low levels than at intermediate and advance levels (adapted from Koizumi, 2005, p.53).

For spoken English the best reading materials are dramas, plays and dialogues. Learners have the opportunity to find sentences and phrases used in our daily conversation in dramas, plays and dialogues because they are all based on one person talking to another. Some studies have shown that using authentic texts has a positive effect on learning the target language by developing communicative competence (Peacock, 1997). "A text is usually regarded as authentic if it is not written for teaching purposes but for a real-life communicative purpose, where the writer has a certain message to pass on to the reader. As such, an authentic text is one that possesses an intrinsically communicative quality" (Lee, 1995). It is real language created by native speakers of the target language in pursuit of communicative outcomes (Little, Devitt, & Singleton, 1989).

Integrating speaking and reading skills deepens students' understanding of the reading material, reveals any problem they have understanding a text, and, most importantly, lets them apply the information they have read into authentic speaking practice that improves their fluency (Zhang, 2009, p.34).

### 1.7.The Importance of Speaking Skill

Language is a tool for communication. We communicate with others, to express our ideas, and to know others' ideas as well. Communication takes place, where there is speech. Without speech we cannot communicate with one another. The importance of speaking skills, hence is enormous for the learners of any language. Without speech, a language is reduced to a mere script. The use of language is an activity which takes place within the confines of our community. We use language in a variety of situations. People at their work places, i.e. researchers working either in a medical laboratory or in a language laboratory, are supposed to speak correctly and effectively in-order to communicate well with one another. Any gap in communication results in misunderstandings and problems.

For a smooth running of any system, the speakers of a language need to be especially and purposefully trained in the skill of speaking.

In-order to become a well rounded communicator one needs to be proficient in each of the four language skills viz., listening , speaking, reading and writing, but the ability to speak skillfully, provides the speaker with several distinct advantages. The capacity to express one's thoughts, opinions and feelings, in the form of words put together in a meaningful way, provides the speaker with these advantages. The joy of sharing one's ideas with others is immense. When we speak to others we come to have a better understanding of our own selves, 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." Undoubtedly, the clarity in speech reflects clear thinking.

An effective speaker can gain the attention of the audience and hold it till the completion of his message. Speaking skills are important for career success, but certainly not limited to one's professional aspirations. Speaking skills can also enhance one's personal life.<sup>5</sup>

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<sup>5</sup> *THE IMPORTANCE OF SPEAKING SKILLS FOR EFL LEARNERS* (Mrs Ishrat Aamer Qureshi Student of Diploma TEFL Roll No : AP504192 Department of English, Alama Iqbal Open University, Pakistan ishrataamer@hotmail.com)

### 1.8. Importance of grammar, comprehension, vocabulary, pronunciation and fluency in speaking :

Speaking English can be particularly difficult because, unlike reading or writing, speaking happens in ‘real time’, it requires the simultaneous use of a number of abilities which often develop at different rates. Generally, there are at least five components of speaking skill concerned with it such as following (Widiastuti cited from syakur 1987 :03 in <http://etd.eprints.ums.ac.id/332/> ) :

- a. Comprehension : oral communication certainly requires a subject to respond, to speech as well as to initiate it.
- b. Grammar : it is needed for students to arrange a correct sentence in conversation. It is in line with explanation suggested by Heaton (1978 :5) that the students’ ability to manipulate structure and to distinguish appropriate grammatical form in appropriate ones .The utility of grammar is also to learn the correct way to gain expertise in a language in oral and written form.
- c. Vocabulary : one cannot effectively communicate or express their ideas both in oral and written form if they do not have sufficient vocabulary. So, vocabulary means the appropriate diction which is used in communication.
- d. Pronunciation : is the way the students produce clearer language when they speak. It deals with phonological process that refers to the component of a grammar made up of the elements and principles that determine how sounds vary and pattern in a language.
- e. Fluency : it can be defined as the ability to speak fluently and accurately. Fluency in speaking is the aim of many language learners. Signs of fluency include a reasonably fast speed of speaking and only a small number of pauses and ‘ums’ or ‘ers’. These signs indicate that the the speaker does not have to spend a lot of time searching for the language items needed to express the message (Brown .1997 :4.)<sup>6</sup>

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<sup>6</sup> *Improving Students’English speaking skill through content-based instuction  
(A classroom action research in the second grade students of business English department of csv&tc China  
2010-2011 )*

## 2. Section Two: Speaking aspects and teaching methods

### 2.9. Speaking:

Speaking is "the process of building and sharing meaning through the use of verbal and non-verbal symbols, in a variety of contexts" (Chaney, 1998, p. 13)

Speaking is an interactive process of constructing meaning that involves producing and receiving and processing information (Brown, 1994; Burns & Joyce, 1997). Speaking is a crucial part of second language learning and teaching. Despite its importance, for many years, teaching speaking has been undervalued and English language teachers have continued to teach speaking just as a repetition of drills or memorization of dialogues. However, today's world requires that the goal of teaching speaking should improve students' communicative skills, because, only in that way, students can express themselves and learn how to follow the social and cultural rules appropriate in each communicative circumstance, therefore, recent pedagogical research on teaching students conversation has provided some parameters for developing objectives and techniques.

Speaking is being capable of speech, expressing or exchanging thoughts through using language. "Speaking is a productive aural/oral skill and it consists of producing systematic verbal utterances to convey meaning (Nunan, 2003, p.48)." (Harmer, 2001) notes down that from the communicative point of view, speaking has many different aspects including two major categories – accuracy, involving the correct use of vocabulary, grammar and pronunciation practised through controlled and guided activities; and, fluency, considered to be 'the ability to keep going when speaking spontaneously'. Bygate (1991, p.3), also emphasizes knowledge of the language, and skill in using this knowledge for an effective communication. Language knowledge and skill in using it, are considered two fundamental elements of an effective communication.

Among the elements necessary for spoken production, are the following (Harmer, 2001, p.269).

Connected Speech: effective learners of English need to be able not only to produce the individual phonemes of English (as in saying I would have gone) but also to use fluent 'connected speech' as in (I'd 've gone). In connected speech sounds are modified, omitted, added or weakened.<sup>7</sup>

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<sup>77</sup>- International Journal of English Linguistics; Vol. 2, No. 6; 2012 ISSN 1923-869X E-ISSN 1923-8703/  
Published by Canadian Center of Science and Education (Developing Speaking Skills through Reading).

**2.10. Aspects of Speaking:**

Eventually, aspects of the speaking skill need to be closely scrutinized and put into consideration. These aspects pose some challenges and identify some guidelines for understanding this skill and hence design instructional activities to prepare learners to communicate effectively in real life situations.

**a. Speaking is face to face:**

Most conversations take place face to face which allows speakers to get immediate feedback, i.e. “Do listeners understand? Are they in agreement? Do they sympathize (Cornbleet & Carter, 2001: 16). Thus communication through speaking has many assets, such as facial expressions, gestures and even body movements. Speaking also occurs, most of the time, in situations where participants or interlocutors are present. Such factors facilitate communication (El Fayoumy, 1997: 10, Widdowson, 1998 & Burns, 1998).

**b. Speaking is interactive:**

Whether we are speaking face-to –face or over the telephone, to one person or a small group, the wheels of conversation usually turn smoothly, with participants offering contributions at appropriate moments, with no undue gaps or everyone talking over each other (Bygate, 1998: 30 and Cornbleet & Carter, 2001: 27)

Turn taking, a main feature in interaction, is an unconscious part of normal conversation. Turn takings are handled and signaled differently across different cultures, thus causing possible communication difficulties in conversation between people of different cultures and languages (Mc Donough & Mackey, 2000: 84).

**c. Speaking happens in real time:**

During conversations, responses are unplanned and spontaneous and the speakers think on their feet, producing language which reflects this (Foster et al., 2000: 368).

These time constraints affect the speaker's ability to plan, to organize the message, and to control the language being used. Speakers often start to say something and change their mind midway; which is termed a false start. The speaker's sentences also cannot be as long or as complex as in writing.

Similarly, speakers occasionally forget things they intended to say; or they may even forget what they have already said, and so they repeat themselves (Miller, 2001: 27).

This implies that the production of speech in real time imposes pressures, but also allows freedoms in terms of compensating for these difficulties. The use of formulaic expressions,

hesitation devices, selfcorrection, rephrasing and repetition can help speakers become more fluent and cope with real time demands (Bygate, 1987: 21; Foster et al., 2000 and Hughes, 2002: 76).

Actually, exposing students to these spoken discourse features facilitates their oral production and helps them compensate for the problems they encounter. It also helps them sound normal in their use of the foreign language.

### **2.11.Purpose of Speaking:**

It was argued that the purpose of speaking can be either transactional or interactional. Apparently, there are some differences between the spoken language used in both transactional and interactional discourse.

In transactional discourse, language is used primarily for communicating information. Language serving this purpose is 'message' oriented rather than 'listener' oriented (Nunan, 1989: 27). Clearly, in this type of interaction, accurate and coherent communication of the message is important, as well as confirmation that the message has been understood. Examples of language being used primarily for a transactional purpose are: news broadcasts, descriptions, narrations and instructions (Richards, 1990: 54- 55). Speaking turns serving this purpose tend to be long and involve some prior organization of content and use of linguistic devices to signal either the organization or type of information that will be given (Basturkmen, 2002: 26).

On the other hand, some conversations are interactional with the purpose of establishing or maintaining a relationship. This latter kind is sometimes called the interpersonal use of language. It plays an important social role in oiling the wheels of social intercourse (Yule, 1989: 169). Examples of interactional uses of language are greetings, small talks, and compliments.

Apparently, the language used in the interactional mode is listener oriented. Speakers' talk in this type tends to be limited to quite short turns (Dornyei & Thurrell, 1994: 43 and Richards, 1990: 54-55).

However, in spite of the distinctions between the two types, in most circumstances, interactional language is combined with transactional language. This helps to ease the transactional tasks to be done by keeping good social relations with others. In, other words, we can say that speakers do one thing by doing another (Brazil, 1995: 29). So both purposes can be viewed as two dimensions of spoken interaction.



Analyzing speaking purposes more precisely, Kingen (2000: 218) combines both the transactional and interpersonal purposes of speaking into an extensive list of twelve categories as follows:

- 1- **Personal**: expressing personal feelings, opinions, beliefs and ideas.
2. **Descriptive**- describing someone or something, real or imagined.
3. **Narrative**-creating and telling stories or chronologically sequenced events.
4. **Instructive**-giving instructions or providing directions designed to produce an outcome.
5. **Questioning**-asking questions to obtain information.
6. **Comparative**-comparing two or more objects, people, ideas, or opinions to make judgments about them.
7. **Imaginative**-expressing mental images of people, places, events, and objects.
8. **Predictive**-predicting possible future events.
9. **Interpretative**-exploring meanings, creating hypothetical deductions, and considering inferences.
10. **Persuasive**-changing others' opinions, attitudes, or points of view, or influencing the behavior of others in some way.
11. **Explanatory**-explaining, clarifying, and supporting ideas and opinions.
12. **Informative**-sharing information with others<sup>8</sup>

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<sup>8</sup> The Effectiveness of a Task- Based Instruction program in Developing the English Language Speaking Skills of Secondary Stage Students (Ain Shams University Women's college Curricula and Methods of teaching Department).

### 2.12. Applying Speaking Activities for Groups:

Collaborative activities are great for EFL learners because they encourage speaking and listening, and particularly exploratory talk which is really important for language development. They are also very useful in supporting access to the curriculum. Working with a partner or in a small group allows learners to feel more confident, and the language is being used for a specific purpose rather than out of context.

It is important to consider the grouping of learners carefully, for example placing early stage bilingual learners with peers who can provide good models of English, and/or share the same first language. Group work can be organised to ensure that all members of each group have a role to play and are expected to participate. Collaborative activities help learners to understand the importance of active listening.

#### 2.12.1. Types of Collaborative Activities

- **Talk partners:** to enable all learners to participate in speaking
- **Barrier games:** to focus on giving and receiving instructions
- **Snowball:** to encourage learners to share information with individuals and larger groups
- **Think-pair-share:** learners consider an issue or problem individually then explain their ideas to a partner after which they may join another pair to discuss their views on the topic
- **Rainbowing:** encourages information gathering and sharing
- **Envoys:** a method of disseminating ideas and information that can overcome a more laborious and repetitive procedure of having each group 'report back' to the whole class
- **Listening triangles:** to give learners opportunities to experience different speaking and listening roles.<sup>9</sup>

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<sup>9</sup> <https://eal.britishcouncil.org/teachers/great-ideas-collaborative-activities>.

### 2.13. The Teaching of Speaking

Mastering speaking skills in English is a priority for many second-language or foreign-language learners. Consequently, learners often evaluate their success in language learning as well as the effectiveness of their English course on the basis of how much they feel they have improved in their spoken language proficiency.

Oral skills have hardly been neglected in EFL/ESL courses (witness the huge number of conversation and other speaking course books in the market), though how best to approach the teaching of oral skills has long been the focus of methodological debate. Teachers and textbooks make use of a variety of approaches, ranging from direct approaches focusing on specific features of oral interaction (e.g., turn-taking, topic management, and questioning strategies) to indirect approaches that create conditions for oral interaction through group work, task work, and other strategies (Richards, 1990).

Advances in discourse analysis, conversational analysis, and corpus analysis in recent years have revealed a great deal about the nature of spoken discourse and how it differs from written discourse (McCarthy and Carter, 1997). These differences reflect the different purposes for which spoken and written language are used. Jones (1996:12) comments:

In speaking and listening we tend to be getting something done, exploring ideas, working out some aspect of the world, or simply being together. In writing, we may be creating a record, committing events or moments to paper.

Researches has also thrown considerable light on the complexity of spoken interaction in either a first or second language. For example, Luoma (2004) cites some of the following features of spoken discourse:

- Composed of idea units (conjoined short phrases and clauses)
- May be planned (e.g., a lecture) or unplanned (e.g., a conversation)
- Employs more vague or generic words than written language
- Employs fixed phrases, fillers, and hesitation markers
- Contains slips and errors reflecting online processing
- Involves reciprocity (i.e., interactions are jointly constructed)
- Shows variation (e.g., between formal and casual speech), reflecting speaker roles, speaking purpose, and the context.

Their personalities play a large role in determining how quickly and how correctly they will accomplish this goal. Those who are risk-takers unafraid of making mistakes will generally be more talkative, but with many errors that could become hard to break habits. Conservative, shy students may take a long time to speak confidently, but when they do, their English often contains fewer errors and they will be proud of their English ability. It's a matter of quantity vs. quality, and neither approach is wrong so how shall we prioritize the two clearly important speaker goals of accurate (clear, articulate, grammatically and phonologically correct) language and fluent (flowing, natural) language? However, if the aim of speaking is communication and that does not require perfect English, then it makes sense to encourage quantity in your classroom. Break the silence and get students communicating with whatever English they can use, correct or not, , and selectively address errors.

Speaking lessons often tie in pronunciation and grammar which are necessary for effective oral communication. Or a grammar or reading lesson may incorporate a speaking activity. Either way, your students will need some preparation before the speaking task. This includes introducing the topic and providing a model of the speech they are to produce. A model may not apply to discussion-type activities, in which case students will need clear and specific instructions about the task to be accomplished. Then the students will practice with the actual speaking activity. These activities may include imitating (repeating), answering verbal cues, interactive conversation, or an oral presentation.

The latest approach stressed that the language is acquired through communication. The basic language assumptions are:

- a. Language as a means of communication is used to express meaning grammatically.
- b. Learning a foreign language is how to communicate using that language itself as a target language, written or orally. They are supported by the elements of the target language.

Speaking is an interactive task and it happens under real time processing constraints. It means that they will be able to use words and phrases fluently without very much conscious thought. Effective speakers need to be able to process language in their own heads and put it into coherent order so that it comes out in forms that are not only comprehensible, but also convey the meanings that are intended.

One of the reasons for including speaking activities in language lessons is to help students familiar with oral use of language in English conversation. Speaking activities provide exercise opportunities in real life speaking in the safety classroom.<sup>10</sup>

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<sup>10</sup> Jack C. Richards, *New Ways in Teaching Speaking*, (USA: Pantagraph Printing, Bloomington, Illinois, 1994), p. 1.

### 2.14. Models of Teaching Speaking

Average person who want learn English language, most certainly they have same reason. It is can speak English. So, they learn English language to try speaking English. Usually, failure of learn speaking cause bore situation in the class, unattractive, less fun and silent in the class. There are many models of learning speaking. According to *M. Solahudin* in *Kiat-Kiat Praktis Belajar Speaking*, there are some models of learning speaking as follows:

#### a. Main class and study club

It is better for meeting with the teacher in the class twice a day. First meeting is called main class and second meeting is called study club. Main class is meeting with the teacher, that the teacher as students' advisor in the class. The teacher has important character in the class. All activities in the class depend on the teacher. Study club is group of learning, it held to repeat the material study in the class by senior. Because the senior is not teacher, so the students more enjoy make questions and practices speaking with the senior. Activities in the study club are not different with main class, because the reason of study is to explain material learning.

#### b. Conversation on the way

Conversation on the way is one of activity in speaking class. The function is to bore disappear in the class. They can share about their daily activity. So, the students feel the conversation more clearly, attractive, and comfortable.

#### c. Discussion group

Discussion group is one of activity in speaking class.

Discussion in speaking's program only talking about easy topic.

Because this discussion just to train the students to speak English.

The purpose of discussion is to train the students to speak English more clearly.

#### d. Describing picture

Describing picture is one of activity in teaching speaking English. In this activity, students must describe pictures in front of class. Every student gets one picture and must describe it. The purposes of this activity are to train students' imagination and retell story in speaking English. Those are models that Solahudin offers to use in speaking class, and as the title of this research, the researcher chooses the last model. The researcher thinks that describing picture is suitable to improve students' speaking skill in descriptive text because the purposes of these activities are to train students' imagination and describe something in speaking

English. Usually, students can't speak anything because they have not idea. The researcher hopes that picture can help students to speak English, because students<sup>11</sup> will be easier to say when they see. The writer will make this activity more attractive and make students get enjoyable in the class.

c.Content

As much as possible, the content should be practical and usable in real-life situations. Avoid too much new vocabulary or grammar, and focus on speaking with the language that students have.

d.Correcting Errors

You need to provide appropriate feedback and correction, but don't interrupt the flow of communication. Take notes while pairs or groups are talking and address problems to the class after the activity without embarrassing the student who made the error. You can write the error on the board and ask who can correct it.

e.Quantity vs. Quality

Address both interactive fluency and accuracy, striving foremost for communication. Get to know each learner's personality and encourage the quieter ones to take more risks.

f.Conversation Strategies

If a speaking activity loses steam, you may need to jump into a role-play, ask more discussion questions, clarify your instructions, or stop an activity that is too difficult or boring.

## **2.15. Teaching Speaking through Competency Based Approach**

Observing students of English during lectures or performances, you may notice that these learners lack the basic tools of learning. They need more attention and practice, since their status does not respond to the word "competent". Students in English department (Saida University) lack linguistic, cultural and discourse competencies; which are considered to be the major luggage for any student of foreign language. The competency remains "imaginary" word in a system(LMD) where students' competencies are supposed to be a first step towards learning with an amount of 80% of personal efforts.

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<sup>11</sup> Jo McDonough and Christopher Shaw, *Materials and Method in ELT ; A Teacher's Guide*, (UK: Blackwell Publishing Ltd, 1993), p. 134. M./ Solahudin, *Kiat-Kiat Praktis Belajar Speaking*, (Jogjakarta: Diva Press, 2009),

Competency-based language teaching (CBLT) is an application of the principles of CBE to a language setting (Richards & Rodgers, 2001). Its earliest applications were probably in adult survival-language programs for immigrants. By the 1990s, the approach had become so widely accepted in the U.S. that refugees wishing to receive federal assistance were required to attend some kind of competency-based ESL program to learn the skills necessary to function in society (Auerbach, 1986; Grognet & Crandall, 1982).

CBLT demands that language be connected to a social context rather than being taught in isolation. CBLT requires learners to demonstrate that they can use the language to communicate effectively (Paul, 2008; Richards & Rodgers, 2001; Wong, 2008). According to Docking (1994), CBLT:

*...is designed not around the notion of subject knowledge but around the notion of competency. The focus moves from what students know about language to what they can do with it. The focus on competencies or learning outcomes underpins the curriculum framework and syllabus specification, teaching strategies, assessment and reporting. Instead of norm-referencing assessment, criterion-based assessment procedures are used in which learners are assessed according to how well they can perform on specific learning tasks. (p.16) (<http://www.mextesol.net/journal/>, University of Texas at Austin, Retired, <sup>2</sup>Defense Language Institute, Foreign Language Center ).*

Now many linguistics and EFL teachers agree on that students learn to speak in the foreign language by "interacting". Communicative language teaching and collaborative learning serve best for this aim.

Communicative language teaching is based on real-life situations that require communication. By using this method in EFL classes, students will have the opportunity of communicating with each other in the target language. In brief, EFL teachers should create a classroom environment where students have real-life communication, authentic activities, and meaningful tasks that promote oral language. This can occur when students collaborate in groups to achieve a goal or to complete a task.

### **2.16. Teachers' Role in a Speaking Class**

In oral English teaching, students are the implementers, while teachers play different roles during this process. Teachers are conductors, guiding students to start activities. They are directors, designing scenarios for the activities and assigning roles to students. They are also critics, evaluating students' oral expression appropriately; it can be done in monologues or dialogues. So the role of speaking in human life is so important, because human can not live normally without communicating with other people. But the problem that commonly faced by the teacher in speaking class is so complicated, such as the students who are mostly afraid to speak up. It is so difficult for the teacher to make them speak, the students are not only afraid to speak up but also they do not have much vocabulary to speak. So the teacher has important role in encouraging students to speak.

The role of teacher in the classroom can affect the success of teaching and learning process. According to Diane in Ratna, the teacher facilitates communication in the classroom.

In this role, one of the major responsibilities is to establish situations likely to promote communication. Teachers should play such of different roles in teaching speaking.

Harmer states the roles as follow:

a. Prompter: Students sometimes get lost, cannot think what to say next, or in some other way lose the fluency the teacher expects of them.

The teacher can leave them to struggle out of situation on their own, and indeed sometimes this may be the best option. However, the teacher may be able to see the activity progress by offering discrete suggestion.

b. Participant: Teachers should be good animators when asking students to produce language. Sometimes this can be achieved by setting up an activity clearly and with enthusiasm. At other times, however, teachers may want to participate in discussion or role play themselves. That way they can prompt covertly, introduce new information to help the activity along, ensure continuing students' engagement, and generally maintain creative atmosphere. However, in such circumstances they have to be careful that they do not participate too much, thus dominating the speaking and drawing all the attention to them.

c. Feedback provider: When students are in the middle of a speaking activity, over-correction may inhibit them and take the communicativeness out of the activity. On the other hand, helpful and gentle correction may get students out of the mistakes or errors they have made.



d. Authoritarian: The authoritarian teacher places firm limits and controls on the students. Students will often have assigned seats for the entire term. The desks are usually in straight rows and there are no deviations. Students must be in their seats at the beginning of class and they frequently remain there throughout the period. This teacher rarely gives hall passes or recognizes excused absences.

Often, it is quiet. Students know they should not interrupt the teacher. Since verbal exchange and discussion are discouraged, the authoritarian's students do not have the opportunity to learn and/or practice communication skills.

This teacher prefers vigorous discipline and expects swift obedience. Failure to obey the teacher usually results in detention or a trip to the principal's office. In this classroom, students need to follow directions and not ask why.

At the extreme, the authoritarian teacher gives no indication that he/she cares for the students. Mr. Doe is a good example of an authoritarian teacher. His students receive praise and encouragement infrequently, if at all. Also, he makes no effort to organize activities such as field trips. He feels that these special events only distract the students from learning. After all, Mr. Doe believes that students need only listen to his lecture to gain the necessary knowledge.

Students in this class are likely to be reluctant to initiate activity, since they may feel powerless. Mr. Doe tells the students what to do and when to do it. He makes all classroom decisions. Therefore, his style does little to increase achievement motivation or encourage the setting of personal goals. (<http://protectiveschools.org/drugstats/tt/v1i2/authoritative.html> ).

e. Authoritative: The authoritative teacher places limits and controls on the students but simultaneously encourages independence. This teacher often explains the reasons behind the rules and decisions. If a student is disruptive, the teacher offers a polite, but firm, reprimand. This teacher sometimes metes out discipline, but only after careful consideration of the circumstances.

The authoritative teacher is also open to considerable verbal interaction, including critical debates. The students know that they can interrupt the teacher if they have a relevant question or comment. This environment offers the students the opportunity to learn and practice communication skills.

Her/his classroom abounds with praise and encouragement. This authoritative teacher encourages self-reliant and socially competent behavior and fosters higher achievement motivation. Often, she/he will guide the students through a project, rather than lead them. (<http://protectiveschools.org/drugstats/tt/v1i2/authoritative.html> ).

### **2.17. Conclusion**

To conclude, this chapter splitted into two sections, the first one ( introduction to the study), in which we have seen the ‘Trivium’, how it was developed by scholars, its relation to language learning and speaking. Also, the connection between reading and speaking, the importance of the speaking skill, grammar, vocabulary, comprehension, and pronunciation. The second section (speaking aspects and teaching methods) is concerned with the speaking skill, its aspects, purposes, speaking activities in relation to group works. In addition, the teaching of speaking methodologies and the roles of the teacher in the speaking classes.

Speaking is the key to communication. By considering what speaking tasks can be used in class, and what specific needs learners report, teachers can help learners to improve their speaking and overall oral competency.

# **Chapter Two:**

## **Description of the Study**

## **Section One: Description of the Study**

### **1.1. Introduction :**

Reviewing the available literature review related to the problem of teaching speaking ; I designed the study and developed this chapter dealing with the research methodology facet, split to two sections. Including the research design, setting, population or sampling, and data collection instruments.

First of all, both of qualitative and quantitative research methodologies are utilized. The design of the study consists of three parts triangulated (observation, interview, and a questionnaire). Triangulation is the process of comparing the data obtained from two or more contrasting methods. It is a “multi-method” approach to conducting research: if the outcomes of two or more different methods produce consistent results, the researcher will be more confident that his/her findings are valid (Cohen & Manion, 1994, p. 234).

The first part deals with qualitative research, which is an observation of the classroom in oral sessions at the University level to see how the teaching speaking process is tackled. The second one, is an interview with teachers about the topic already mentioned above. The last one is a quantitative research, a questionnaire that is distributed to students of third year English; to get their opinions, attitudes toward the project, and to check student’s awareness dealing with the importance of speaking as a major tool for communication.

### **1.2. The Setting of the Research**

This research will be conducted at the English department in the faculty of Letters, Arts and Languages, DR Moulay Tahar University ,Saida (20000) ,Algeria.

### **1.3.Sampling**

A sample is a portion or subset of a larger group called a population. The population is the universe to be sampled. Survey researchers often study samples rather than whole populations. A good sample is a miniature version of the population of which it is a part-just like it, only smaller. The best sample is representative, or a model, of the population. A sample is representative if important characteristics (e.g., age, gender, health status) of those within the sample are distributed similarly to the way they are distributed in the larger population. Survey samples are not meaningful in themselves. The importance of a sample lies in the accuracy with which it represents or mirrors the target population, which consists of

the institutions, persons, problems, and systems to which or to whom the survey's findings are to be applied or generalized.

Sampling allows for efficiency and precision in a survey study. Samples can be studied more quickly than entire target populations, and they are also less expensive to assemble. Sampling is efficient in that resources that might go into collecting data on an unnecessarily large number of individuals or groups can be spent on other activities, such as monitoring the quality of data collection. Sampling helps to focus a survey on precisely the characteristics of interest. For example, if you want to compare older and younger parents of differing ethnicities, sampling strategies are available (in this case, stratified sampling) to give you just what you need. In many cases, it is more suitable for survey researchers to examine a sample of the population with precisely defined characteristics than to try to look at the entire population. When selecting a sample, you should make sure that it is a faithful representation of the target population. No sample is perfect, however; almost every sample has some degree of bias or error. Use the following checklist to help ensure that your sample has characteristics and a degree of representation that you can describe accurately. (*Arlene Fink, How to Sample in Surveys, 2<sup>nd</sup> edition* ).

The research is carried out with third year level English students (LMD system) in oral sessions focusing on the teaching of speaking. The reason for choosing this class as a subject or study case, is due to the low speaking ability of students. Based on the instruments used, the researcher will be able to detect the main reasons behind speaking failure and the misunderstanding, miscommunication that relies behind. This failure can be the result of the lack of grammar practice, reading, in the classroom.

Moreover, the researcher will tackle the psychological side that may affect the students learning process.

#### **1.4. Significance of the Study :**

In order to answer questions like :

How can students' speaking difficulty be explained ?

Are there any materials or tools to improve learners' speaking skill level?

what motivate students to speak ?

## Section Two: Research Methodology

### 2.5. The Procedure of the Research :

Action research is, quite often, the method of enquiry employed by undergraduate and postgraduate students in higher education who are studying for accredited courses. The main role of action research is to facilitate practitioners to study aspects of practice. Carrying out action research is all about developing the act of knowing through observation, listening, analyzing, questioning and being involved in constructing one's own knowledge (*Action Research for Improving Practice, Valsa Koshy :p13,14,15*).

-According to Elliott (in Hopkins, 1993), the essentials of action research design are as followed :

1-Initially an exploratory stance is adopted, where an understanding of a problem is developed and plans are made for some forms of interventional strategy as named by Elliot (*The reconnaissance & general plan*).

2-Then the intervention is carried out (*The action in action research*).

3-During and around the time of the intervention, pertinent observations are collected in various forms (*Monitoring the implementation by observation*).

4-The new interventional strategies are carried out, and the cyclic process repeats, continuing until a sufficient understanding of (*or implementable solution for*) the problem is achieved (*reflection & revision*)

-Elliot (1991, 69) notes that action-research might be defined as 'the study of a social situation with a view to improve the quality of action within it'. It aims to feed practical judgment of action situations, and the validity of the 'theories' or hypotheses it generates depends not so much on scientific 'tests of truth, as on their usefulness in helping people to act more intelligently and skillfully. In action-research 'theories' are not validated independently and then applied to practice. They are validated through practice.

When making a decision about the topic of our research, we should give a thought to the extent of our influence on the matter in the question. Secondly, we should weigh some other factors related to the topic, such as whether it is of interest and whether it is worth the time and energy we will have to invest in it (Ferrance, 2000, p. 10).

*-Gather data*

Before taking an action, it would not be advisable to skip the second step – data collection. There are a lot of means of data collection: interviews, portfolios, diaries, field notes, audio tapes, photos, memos, questionnaires, focus groups, anecdotal records, checklists, journals, individual files, logs of meetings, videotapes, case studies, surveys, records – tests, report cards, attendance;

self-assessment, and samples of student work, projects or performances. It is recommendable to lean on at least three different data sources (triangulation), which will provide a deeper insight into the situation in the class or school (Ferrance, 2000, p. 11).

*-Interpret data*

This step involves analysis and identification of major themes. With regard to the question, teachers may make use of classroom data, individual data, or subgroup data. Since some of the data are quantifiable, their analysis does not require the use of statistics or technical assistance.

Another type of data, such as opinions, attitudes, or checklists, may be summarized in table form. Unquantifiable data can be approached holistically with the notes of important elements and themes (Ferrance, 2000, p. 12).

*-Act on evidence*

After we have passed through all the three previous stages, we can start planning an action based on the data we have collected. The action aims to change something as well as to study<sup>1</sup> the change. We should not forget that only one variable requires alteration, since when more changes are made, it is difficult then to put a finger on the action which led to certain results. While applying innovations, we should carry on with data collection and documenting our performance (Ferrance, 2000, p. 12).

*-Evaluate results*

Assess the impact of the change on the situation and whether it has resulted in some improvement. In case it led to improvement, do the data provide clear evidence? In the opposite case, it is worth considering an alternative change that would reflect more satisfying results (Ferrance, 2000, p. 12).

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<sup>1</sup>*Improving students' English speaking skill through content based instruction (a classroom action research in the second grade students of business English departement of CsV &TC, China 2010-2011).*

### 2.6. Techniques for Collecting Data :

Ferrance (2000, 11) states the collection of data is an important step in deciding what actions needs to be taken . Multiple sources of data are used to better understand the scope of happenings in the classroom or school. There are many vehicles for collection of data listed by Eileen as follows :

Interviews	Portfolios
Diaries	Field notes
Audio tapes	Photos
Memos	Questionnaires
Focus groups	Anecdotal records
Checklists	Journals
Individual files	Logs of meetings
Videotapes	Case studies
Surveys	Self assessment
Records-tests ,report cards, attendance samples of student work	

In this research data will be collected from :

“As a result of the action research project, identify additional questions raised by the data and plan for additional improvements, revisions, and next steps” (Ferrance, 2000, p. 13).

As mentioned above, as far as data collection is concerned, it is recommended to choose three different methods of gathering information. What I consider most appropriate for my purposes is **observation, questionnaire, and interview**.

Therefore, the following lines are devoted to the description of these methods according to C.R. Kothari’s work (*Research Methodology :methods and techniques*).



## 2.7. Methods of Data Collection

The task of data collection begins after a research problem has been defined and research design/ plan chalked out. While deciding about the method of data collection to be used for the study, the researcher should keep in mind two types of data viz., primary and secondary.

The *primary data* are those which are collected afresh and for the first time, and thus happen to be original in character.

The *secondary data*, on the other hand, are those which have already been collected by someone else and which have already been passed through the statistical process. The researcher would have to decide which sort of data he would be using (thus collecting) for his study and accordingly he will have to select one or the other method of data collection. The methods of collecting primary and secondary data differ since primary data are to be originally collected, while in case of secondary data the nature of data collection work is merely that of compilation. We describe the different methods of data collection, with the pros and cons of each method.

### a. Collection Of Primary Data

We collect primary data during the course of doing experiments in an experimental research but in case we do research of the descriptive type and perform surveys, whether sample surveys or census surveys, then we can obtain primary data either through observation or through direct communication with respondents in one form or another or through personal interviews.

\* This, in other words, means:<sup>2</sup>

\* An experiment refers to an investigation in which a factor or variable under test is isolated and its effect(s) measured.

In an experiment the investigator measures the effects of an experiment which he conducts intentionally. Survey refers to the method of securing information concerning a phenomena under study from all or a selected number of respondents of the concerned universe. In a survey, the investigator examines those phenomena which exist in the universe independent of his action.

There are several methods of collecting primary data, particularly in surveys and descriptive researches. Important ones are:

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<sup>2</sup> Research Methodology methods and techniques, C.R. Kothari, Former Principal, (College of commerce University of Rajasthan, Jaipur (India)).

(i) observation method, (ii) interview method, (iii) through questionnaires, (iv) through schedules, and (v) other methods which include (a) warranty cards; (b) distributor audits; (c) pantry audits; (d) consumer panels; (e) using mechanical devices; (f) through projective techniques; (g) depth interviews, and (h) content analysis.

### **1-Observation Method:**

The observation method is the most commonly used method specially in studies relating to behavioural sciences. In a way we all observe things around us, but this sort of observation is not scientific observation. Observation becomes a scientific tool and the method of data collection for the researcher, when it serves a formulated research purpose, is systematically planned and recorded and is subjected to checks and controls on validity and reliability. Under the observation method, the information is sought by way of investigator's own direct observation without asking from the respondent. For instance, in a study relating to consumer behaviour, the investigator instead of asking the brand of wrist watch used by the respondent, may himself look at the watch. The main advantage of this method is that subjective bias is eliminated, if observation is done accurately.

Secondly, the information obtained under this method relates to what is currently happening; it is not complicated by either the past behaviour or future intentions or attitudes.

Thirdly, this method is independent of respondents' willingness to respond and as such is relatively less demanding of active cooperation on the part of respondents as happens to be the case in the interview or the questionnaire method. This method is particularly suitable in studies which deal with subjects (i.e., respondents) who are not capable of giving verbal reports of their feelings for one reason or the other, however, observation method has various limitations.

Firstly, it is an expensive method. Secondly, the information provided by this method is very limited. Thirdly, sometimes unforeseen factors may interfere with the observational task. At times, the fact that some people are rarely accessible to direct observation creates obstacle for this method to collect data effectively. While using this method, the researcher should keep in mind things like:

What should be observed?

How the observations should be recorded?

Or how the accuracy of observation can be ensured?

In case the observation is characterized by a careful definition of the units to be observed, the style of recording the observed information, standardized conditions of observation and the

selection of pertinent data of observation, then the observation is called as *structured observation*. But when observation is to take place without these characteristics to be thought of in advance, the same is termed as *unstructured observation*. Structured observation is considered appropriate in descriptive studies, whereas in an exploratory study the observational procedure is most likely to be relatively unstructured.

We often talk about participant and non-participant types of observation in the context of studies, particularly of social sciences. This distinction depends upon the observer's sharing or not sharing the life of the group he is observing. If the observer observes by making himself, more or less, a member of the group he is observing so that he can experience what the members of the group experience, the observation is called as the *participant observation*. But when the observer observes as a detached emissary without any attempt on his part to experience through participation what others feel, the observation of this type is often termed as *non-participant observation*. (When the observer is observing in such a manner that his presence may be unknown to the people he is observing, such an observation is described as *disguised observation*.)

There are several merits of the participant type of observation:

- (i) The researcher is enabled to record the natural behavior of the group.
- (ii) The researcher can even gather information which could not easily be obtained if he observes in a disinterested fashion.
- (iii) The researcher can even verify the truth of statements made by informants in the context of a questionnaire or a schedule. But there are also certain demerits of this type of observation viz., the observer may lose the objectivity to the extent he participates emotionally; the problem of observation-control is not solved; and it may narrow-down the researcher's range of experience.

Sometimes we talk of *controlled* and *uncontrolled observation*. If the observation takes place in the natural setting, it may be termed as uncontrolled observation, but when observation takes place according to definite pre-arranged plans, involving experimental procedure, the same is then termed controlled observation. In non-controlled observation, no attempt is made to use precision instruments.

The major aim of this type of observation is to get a spontaneous picture of life and persons. It has a tendency to supply naturalness and completeness of behaviour, allowing sufficient time for observing it. But in controlled observation, we use mechanical (or precision) instruments as aids to accuracy and standardization. Such observation has a tendency to supply formalized data upon which generalizations can be built with some degree of assurance. The main pitfall

of non-controlled observation is that of subjective interpretation. There is also the danger of having the feeling that we know more about the observed phenomena than we actually do. Generally, controlled observation takes place in various experiments that are carried out in a laboratory or under controlled conditions, whereas uncontrolled observation is resorted to in case of exploratory researches.

## 2. Interview Method:

The interview method of collecting data involves presentation of oral-verbal stimuli and reply in terms of oral-verbal responses. This method can be used through personal interviews and, if possible, through telephone interviews.

(a) *Personal interviews:* Personal interview method requires a person known as the interviewer asking questions generally in a face-to-face contact to the other person or persons. (At times the interviewee may also ask certain questions and the interviewer responds to these, but usually the interviewer initiates the interview and collects the information.) This sort of interview may be in the form of direct personal investigation or it may be indirect oral investigation. In the case of direct personal investigation the interviewer has to collect the information personally from the sources concerned. He has to be on the spot and has to meet people from whom data have to be collected.

This method is particularly suitable for intensive investigations. But in certain cases it may not be possible or worthwhile to contact directly the persons concerned or on account of the extensive scope of enquiry, the direct personal investigation technique may not be used. In<sup>3</sup> such cases an indirect oral examination can be conducted under which the interviewer has to cross-examine other persons who are supposed to have knowledge about the problem under investigation and the information, obtained is recorded. Most of the commissions and committees appointed by government to carry on investigations make use of this method.

The method of collecting information through personal interviews is usually carried out in a structured way. As such we call the interviews as *structured interviews*. Such interviews involve the use of a set of predetermined questions and of highly standardized techniques of recording. Thus, the interviewer in a structured interview follows a rigid procedure laid down, asking questions in a form and order prescribed. As against it, the *unstructured interviews* are characterized by a flexibility of approach to questioning. Unstructured interviews do not

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<sup>3</sup> Research Methodology methods and techniques, C.R. Kothari, Former Principal, (College of commerce University of Rajasthan, Jaipur (India)).

follow a system of pre-determined questions and standardized techniques of recording information. In a non-structured interview, the interviewer is allowed much greater freedom to ask, in case of need, supplementary questions or at times he may omit certain questions if the situation so requires. He may even change the sequence of questions. He has relatively greater freedom while recording the responses to include some aspects and exclude others. But this sort of flexibility results in lack of comparability of one interview with another and the analysis of unstructured responses becomes much more difficult and time-consuming than that of the structured responses obtained in case of structured interviews. Unstructured interviews also demand deep knowledge and greater skill on the part of the interviewer. Unstructured interview, however, happens to be the central technique of collecting information in case of exploratory or formulative research studies. But in case of descriptive studies, we quite often use the technique of structured interview because of its being more economical, providing a safe basis for generalization and requiring relatively lesser skill on the part of the interviewer. We may as well talk about focussed interview, clinical interview and the non-directive interview.

- *Focussed interview* is meant to focus attention on the given experience of the respondent and its effects. Under it the interviewer has the freedom to decide the manner and sequence in which the questions would be asked and has also the freedom to explore reasons and motives. The main task of the interviewer in case of a focussed interview is to confine the respondent to a discussion of issues with which he seeks conversance. Such interviews are used generally in the development of hypotheses and constitute a major type of unstructured interviews.

-The *clinical interview* is concerned with broad underlying feelings or motivations or with the course of individual's life experience.

The method of eliciting information under it is generally left to the interviewer's discretion. In case of *non-directive interview*, the interviewer's function is simply to encourage the respondent to talk about the given topic with a bare minimum of direct questioning. The interviewer often acts as a catalyst to a comprehensive expression of the respondents' feelings and beliefs and of the frame of reference within which such feelings and beliefs take on personal significance.

Despite the variations in interview-techniques, the major advantages and weaknesses of personal interviews can be enumerated in a general way.

The chief merits of the interview method are as follows:

(i) More information and that too in greater depth can be obtained.

- (ii) Interviewer by his own skill can overcome the resistance, if any, of the respondents; the interview method can be made to yield an almost perfect sample of the general population.
- (iii) There is greater flexibility under this method as the opportunity to restructure questions is always there, specially in case of unstructured interviews.
- (iv) Observation method can as well be applied to recording verbal answers to various questions.
- (v) Personal information can as well be obtained easily under this method.
- (vi) Samples can be controlled more effectively as there arises no difficulty of the missing returns; non-response generally remains very low.
- (vii) The interviewer can usually control which person(s) will answer the questions. This is not possible in mailed questionnaire approach. If so desired, group discussions may also be held.
- (viii) The interviewer may catch the informant off-guard and thus may secure the most spontaneous reactions than would be the case if mailed questionnaire is used.
- (ix) The language of the interview can be adopted to the ability or educational level of the person interviewed and as such misinterpretations concerning questions can be avoided.
- (x) The interviewer can collect supplementary information about the respondent's personal characteristics and environment which is often of great value in interpreting results.

But there are also certain weaknesses of the interview method. Among the important weaknesses, mention may be made of the following:

- (i) It is a very expensive method, specially when large and widely spread geographical sample is taken.
- (ii) There remains the possibility of the bias of interviewer as well as that of the respondent; there also remains the headache of supervision and control of interviewers.
- (iii) Certain types of respondents such as important officials or executives or people in high income groups may not be easily approachable under this method and to that extent the data may prove inadequate.
- (iv) This method is relatively more-time-consuming, specially when the sample is large and recalls upon the respondents are necessary.
- (v) The presence of the interviewer on the spot may over-stimulate the respondent, sometimes even to the extent that he may give imaginary information just to make the interview interesting.

(vi) Under the interview method the organization required for selecting, training and supervising the field-staff is more complex with formidable problems.

(vii) Interviewing at times may also introduce systematic errors.

(viii) Effective interview presupposes proper rapport with respondents that would facilitate free and frank responses. This is often a very difficult requirement.

*-Pre-requisites and basic tenets of interviewing:*

For successful implementation of the interview method, interviewers should be carefully selected, trained and briefed. They should be honest, sincere, hardworking, impartial and must possess the technical competence and necessary practical experience.

Occasional field checks should be made to ensure that interviewers are neither cheating, nor deviating from instructions given to them for performing their job efficiently. In addition, some provision should also be made in advance so that appropriate action may be taken if some of the selected respondents refuse to cooperate or are not available when an interviewer calls upon them.

In fact, interviewing is an art governed by certain scientific principles. Every effort should be made to create friendly atmosphere of trust and confidence, so that respondents may feel at ease while talking to and discussing with the interviewer. The interviewer must ask questions properly and intelligently and must record the responses accurately and completely. At the same time, the interviewer must answer legitimate question(s), if any, asked by the respondent and must clear any doubt that the latter has. The interviewers approach must be friendly, courteous, conversational and unbiased. The interviewer should not show surprise or disapproval of a respondent's answer but he must keep the direction of interview in his own hand, discouraging irrelevant conversation and must make all possible effort to keep the respondent on the track.

(b) *Telephone interviews:* This method of collecting information consists in contacting respondents on telephone itself. It is not a very widely used method, but plays important part in industrial surveys, particularly in developed regions. The chief merits of such a system are:

1. It is more flexible in comparison to mailing method.
2. It is faster than other methods i.e., a quick way of obtaining information.
3. It is cheaper than personal interviewing method; here the cost per response is relatively low.
4. Recall is easy; callbacks are simple and economical.
5. There is a higher rate of response than what we have in mailing method; the non-response is generally very low.

6. Replies can be recorded without causing embarrassment to respondents.
7. Interviewer can explain requirements more easily.
8. At times, access can be gained to respondents who otherwise cannot be contacted for one reason or the other.
9. No field staff is required.
10. Representative and wider distribution of sample is possible.

But this system of collecting information is not free from demerits. Some of these may be highlighted.

1. Little time is given to respondents for considered answers; interview period is not likely to exceed five minutes in most cases.
2. Surveys are restricted to respondents who have telephone facilities.
3. Extensive geographical coverage may get restricted by cost considerations.
4. It is not suitable for intensive surveys where comprehensive answers are required to various questions.
5. Possibility of the bias of the interviewer is relatively more.
6. Questions have to be short and to the point; probes are difficult to handle.

### **3. Collection Of Data Through Questionnaires**

This method of data collection is quite popular, particularly in case of big enquiries. It is being adopted by private individuals, research workers, private and public organizations and even by governments.

In this method a questionnaire is sent (usually by post) to the persons concerned with a request to answer the questions and return the questionnaire. A questionnaire consists of a number of questions printed or typed in a definite order on a form or set of forms. The questionnaire is mailed to respondents who are expected to read and understand the questions and write down the reply in the space meant for the purpose in the questionnaire itself. The respondents have to answer the questions on their own.

The method of collecting data by mailing the questionnaires to respondents is most extensively employed in various economic and business surveys. The merits claimed on behalf of this method are as follows:

1. There is low cost even when the universe is large and is widely spread geographically.
2. It is free from the bias of the interviewer; answers are in respondents' own words.
3. Respondents have adequate time to give well thought out answers.



4. Respondents, who are not easily approachable, can also be reached conveniently.
- 5 Large samples can be made use of and thus the results can be made more dependable and reliable.

The main demerits of this system can also be listed here:

1. Low rate of return of the duly filled in questionnaires; bias due to no-response is often indeterminate.
2. It can be used only when respondents are educated and cooperating.
3. The control over questionnaire may be lost once it is sent.
4. There is inbuilt inflexibility because of the difficulty of amending the approach once questionnaires have been dispatched.
5. There is also the possibility of ambiguous replies or omission of replies altogether to certain questions; interpretation of omissions is difficult.
6. It is difficult to know whether willing respondents are truly representative.
7. This method is likely to be the slowest of all.

Before using this method, it is always advisable to conduct 'pilot study' (Pilot Survey) for testing the questionnaires. In a big enquiry the significance of pilot survey is felt very much. Pilot survey is in-fact the replica and rehearsal of the main survey. Such a survey, being conducted by experts, brings to the light the weaknesses (if any) of the questionnaires and also of the survey techniques. From the experience gained in this way, improvement can be effected.

*-Main aspects of a questionnaire:* Quite often questionnaire is considered as the heart of a survey operation. Hence it should be very carefully constructed. If it is not properly set up, then the survey is bound to fail. This fact requires us to study the main aspects of a questionnaire viz., the general form, question sequence and question formulation and wording. Researcher should note the following with regard to these three main aspects of a questionnaire:

1. *General form:* So far as the general form of a questionnaire is concerned, it can either be structured or unstructured questionnaire. Structured questionnaires are those questionnaires in which there are definite, concrete and pre-determined questions. The questions are presented with exactly the same wording and in the same order to all respondents. Resort is taken to this sort of standardisation to ensure that all respondents reply to the same set of questions. The form of the question may be either closed (i.e., of the type 'yes' or 'no') or open (i.e., inviting free response) but should be stated in advance and not constructed during questioning.

Structured questionnaires may also have fixed alternative questions in which responses of the informants are limited to the stated alternatives. Thus a highly structured questionnaire is one in which all questions and answers are specified and comments in the respondent's own words are held to the minimum. When these characteristics are not present in a questionnaire, it can be termed as unstructured or non-structured questionnaire. More specifically, we can say that in an unstructured questionnaire, the interviewer is provided with a general guide on the type of information to be obtained, but the exact question formulation is largely his own responsibility and the replies are to be taken down in the respondent's own words to the extent possible; in some situations tape recorders may be used to achieve this goal.

Structured questionnaires are simple to administer and relatively inexpensive to analyze. The provision of alternative replies, at times, helps to understand the meaning of the question clearly. But such questionnaires have limitations too. For instance, wide range of data and that too in respondent's own words cannot be obtained with structured questionnaires. They are usually considered inappropriate in investigations where the aim happens to be to probe for attitudes and reasons for certain actions or feelings. They are equally not suitable when a problem is being first explored and working hypotheses sought. In such situations, unstructured questionnaires may be used effectively. Then on the basis of the results obtained in pretest (testing before final use) operations from the use of unstructured questionnaires, one can construct a structured questionnaire for use in the main study.

2. *Question sequence:* In order to make the questionnaire effective and to ensure quality to the replies received, a researcher should pay attention to the question-sequence in preparing the questionnaire. A proper sequence of questions reduces considerably the chances of individual questions being misunderstood. The question-sequence must be clear and smoothly-moving, meaning thereby that the relation of one question to another should be readily apparent to the respondent, with questions that are easiest to answer being put in the beginning. The first few questions are particularly important because they are likely to influence the attitude of the respondent and in seeking his desired cooperation. The opening questions should be such as to arouse human interest. The following type of questions should generally be avoided as opening questions in a questionnaire:

1. questions that put too great a strain on the memory or intellect of the respondent;
2. questions of a personal character;
3. questions related to personal wealth, etc.

Following the opening questions, we should have questions that are really vital to the research problem and a connecting thread should run through successive questions. Ideally, the question sequence should conform to the respondent's way of thinking. Knowing what information is desired, the researcher can rearrange the order of the questions (this is possible in case of unstructured questionnaire) to fit the discussion in each particular case. But in a structured questionnaire the best that can be done is to determine the question-sequence with the help of a Pilot Survey which is likely to produce good rapport with most respondents. Relatively difficult questions must be relegated towards the end so that even if the respondent decides not to answer such questions, considerable information would have already been obtained. Thus, question-sequence should usually go from the general to the more specific and the researcher must always remember that the answer to a given question is a function not only of the question itself, but of all previous questions as well. For instance, if one question deals with the price usually paid for coffee and the next with reason for preferring that particular brand, the answer to this latter question may be couched largely in terms of price differences.<sup>4</sup>

3. *Question formulation and wording:* With regard to this aspect of questionnaire, the researcher should note that each question must be very clear for any sort of misunderstanding can do irreparable harm to a survey. Question should also be impartial in order not to give a biased picture of the true state of affairs. Questions should be constructed with a view to their forming a logical part of a well thought out tabulation plan. In general, all questions should meet the following standards—(a) should be easily understood; (b) should be simple i.e., should convey only one thought at a time; (c) should be concrete and should conform as much as possible to the respondent's way of thinking. (For instance, instead of asking. "How many razor blades do you use annually?" The more realistic question would be to ask, "How many razor blades did you use last week?")

Concerning the form of questions, we can talk about two principal forms, viz., multiple choice question and the open-end question. In the former the respondent selects one of the alternative possible answers put to him, whereas in the latter he has to supply the answer in his own words. The question with only two possible answers (usually 'Yes' or 'No') can be taken as a special case of the multiple choice question, or can be named as a 'closed question.' There are

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<sup>4</sup> Research Methodology methods and techniques, C.R. Kothari, Former Principal, (College of commerce University of Rajasthan, Jaipur (India)).<sup>4</sup>

some advantages and disadvantages of each possible form of question. Multiple choice or closed questions have the advantages of easy handling, simple to answer, quick and relatively inexpensive to analyze. They are most amenable to statistical analysis. Sometimes, the provision of alternative replies helps to make clear the meaning of the question. But the main drawback of fixed alternative questions is that of “putting answers in people’s mouths” i.e., they may force a statement of opinion on an issue about which the respondent does not in fact have any opinion. They are not appropriate when the issue under consideration happens to be a complex one and also when the interest of the researcher is in the exploration of a process. In such situations, open-ended questions which are designed to permit a free response from the respondent rather than one limited to certain stated alternatives are considered appropriate. Such questions give the respondent considerable latitude in phrasing a reply. Getting the replies in respondent’s own words is, thus, the major advantage of open-ended questions. But one should not forget that, from an analytical point of view, open-ended questions are more difficult to handle, raising problems of interpretation, comparability and interviewer bias.\*

In practice, one rarely comes across a case when one questionnaire relies on one form of questions alone. The various forms complement each other. As such questions of different forms are included in one single questionnaire. For instance, multiple-choice questions constitute the basis of a structured questionnaire, particularly in a mail survey. But even there, various open-ended questions are generally inserted to provide a more complete picture of the respondent’s feelings and attitudes.

Researcher must pay proper attention to the wordings of questions since reliable and meaningful returns depend on it to a large extent. Since words are likely to affect responses, they should be properly chosen. Simple words, which are familiar to all respondents should be employed. Words with ambiguous meanings must be avoided. Similarly, danger words, catch-words or words with emotional connotations should be avoided. Caution must also be exercised in the use of phrases which reflect upon the prestige of the respondent. Question wording, in no case, should bias the answer. In fact, question wording and formulation is an art and can only be learnt by practice.

*-Essentials of a good questionnaire:* To be successful, questionnaire should be comparatively short and simple i.e., the size of the questionnaire should be kept to the minimum. Questions should proceed in logical sequence moving from easy to more difficult questions. Personal and intimate questions should be left to the end. Technical terms and vague expressions capable of different interpretations should be avoided in a questionnaire. Questions may be dichotomous (yes or no answers), multiple choice (alternative answers listed) or open-ended.

The latter type of questions are often difficult to analyze and hence should be avoided in a questionnaire to the extent possible. There should be some control questions in the questionnaire which indicate the reliability of the respondent.

For instance, a question designed to determine the consumption of particular material may be asked

\* Interviewer bias refers to the extent to which an answer is altered in meaning by some action or attitude on the part of the interviewer.

first in terms of financial expenditure and later in terms of weight. The control questions, thus, introduce a cross-check to see whether the information collected is correct or not. Questions affecting the sentiments of respondents should be avoided. Adequate space for answers should be provided in the questionnaire to help editing and tabulation. There should always be provision for indications of uncertainty, e.g., “do not know,” “no preference” and so on. Brief directions with regard to filling up the questionnaire should invariably be given in the questionnaire itself. Finally, the physical appearance of the questionnaire affects the cooperation the researcher receives from the recipients and as such an attractive looking questionnaire, particularly in mail surveys, is a plus point for enlisting cooperation. The quality of the paper, along with its colour, must be good so that it may attract the attention of recipients.<sup>5</sup>

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<sup>5</sup> Research Methodology methods and techniques, C.R. Kothari, Former Principal, (College of commerce University of Rajasthan, Jaipur (India)).

**2.8. Technique of Analysing Data :**

After conducting the classroom action research, the researcher then needs to analyse the results. The results are based on two kinds of data.

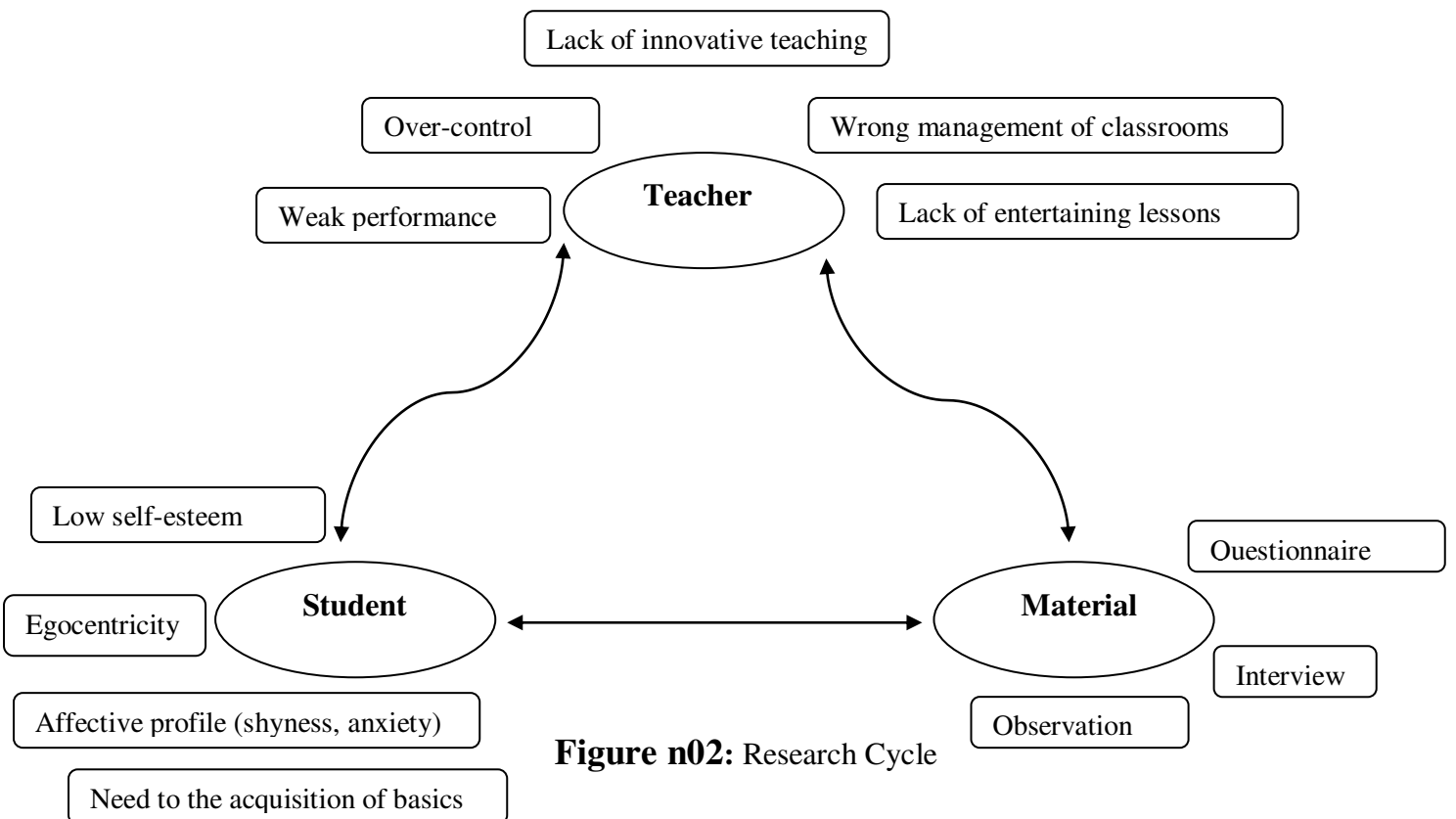
One kind of data is quantitative data or numerical data. It comes from the questionnaire distributed on one hundred (100) students of 3rd year English (oral expression), Saida University.

In this research the data gathered from the questionnaire will be analysed in the third chapter devoted for data analysis, and discussion of the research findings. In order to determine the problems that students are facing while speaking.

The second kind of data is qualitative. It is based on the remarks and notes taken from the observation of oral sessions done with 2 groups (group 01 & group 03) of 3rd year English (available in the appendices).

Also, an interview done with both students and teachers about teaching speaking skills, strategies and tools, they are using to improve their level, in order to consolidate my work.

**2.9.Scheme:**



**Figure n02:** Research Cycle

**2.10. Conclusion :**

To conclude this chapter dealing with the description of the tools and instruments utilized to discover what impedes learners from speaking, their problems while learning, and the materials that can improve learners' speaking skill level. We have attempted to explain the setting of the research, sampling, significance of the study, procedure of the research, the scheme of the research, and the techniques for collecting data (questionnaire, interview, and observation). All these tools of data collection will be utilized in the next chapter for the analysis and interpretation of the information gathered.

# **Chapter Three:**

## **The Field Work**



### Section One : Application of the study

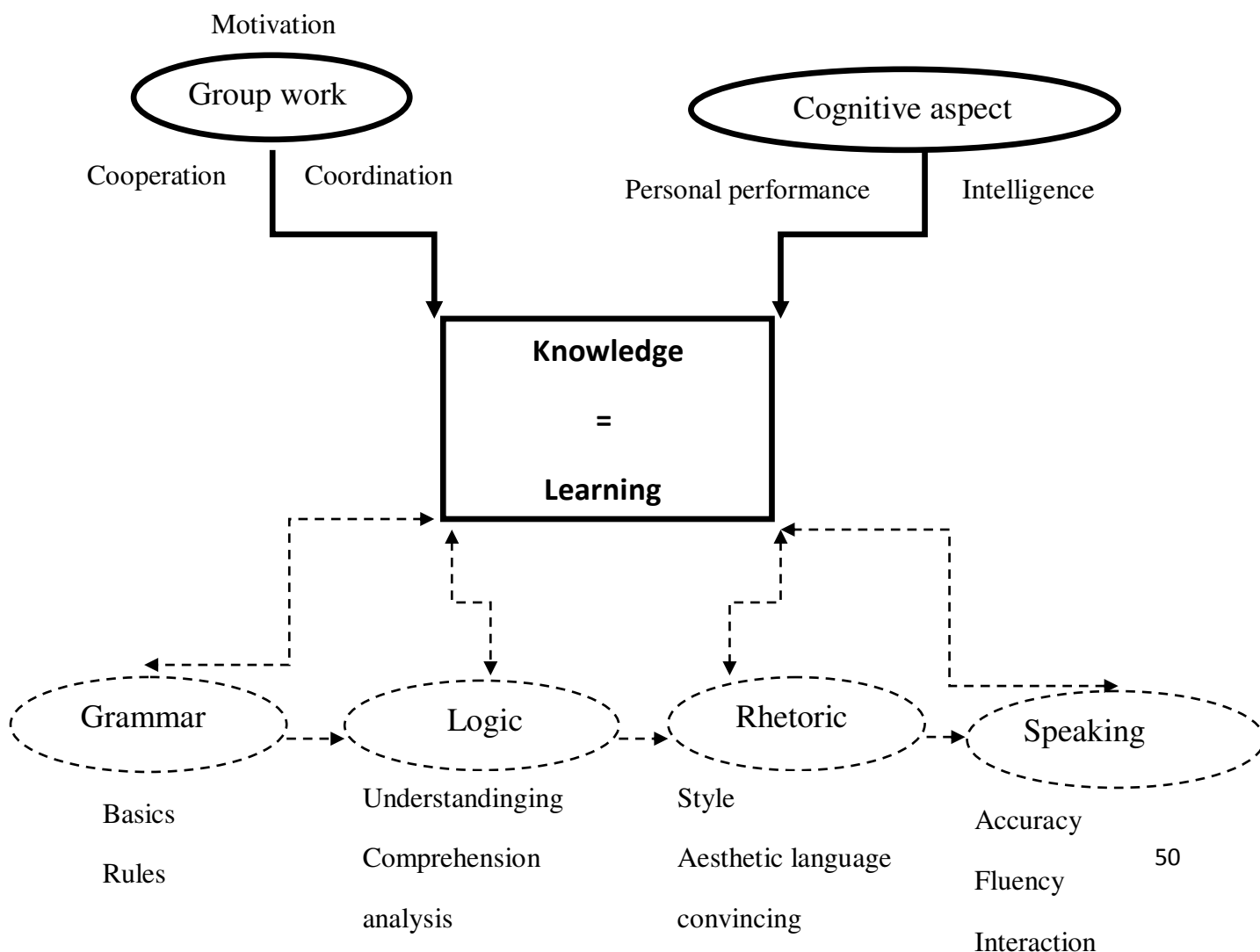
#### 1.1.Introduction :

This chapter discusses and elucidate in detail the types of instrument. The study includes information from student teacher-teaching material. The study relies on the questionnaires, interviews, and observation.

I started my analyses with the quantitative one (questionnaire analysis) ; I analyzed each question separately with its table, comment and pie-chart, then I concluded it with a general discussion.

Besides, I dealt with the interview done with students of third year in oral sessions, I've selected for them eight questions (available in the appendices). Also, five questions designated for teachers; related to my second research question talking about tools and materials that may help to boost their speaking skill. And, an observation of the classroom in oral sessions of 3rd year to consolidate my work, examine the authenticity of the previous instruments, and test my hypotheses.

#### 1.2.The Research Design : Figure 02: Tools of knowledge.



### 1.3. Description of the Study :

In this study we are going to follow the *action-research* method as it is mentioned in the previous chapter to collect data and analyze the instruments. Both qualitative and quantitative methods are used to find answers to questions like : *how can students' speaking difficulty be explained ? Are there any materials or tools to improve learners' speaking skill level ?*

To do such a research is not an easy task. The unavailability of books, due to the closure of the library of the University Moulay Tahar. Non-cooperation and unavailability of some teachers, and timing.

The result of the research will be generalized on my chosen population (3<sup>rd</sup> year English students, LMD system), at Saida University.

### 1.4. Procedure of the Research :

It has been necessary to collect data from students and teachers about the speaking skill. Focusing on this skill, we are seeking to improve it and making it easier to teach.

-The students: third year students of English at the university of Saida are the whole population. We will deal with one hundred (100) students chosen randomly out of the total population about 150 students divided into four (04) groups. The reason behind choosing the third year is that they are facing problems with their speaking skills and we need to solve them . For that; teachers should choose the best method to teach them and help the students to improve their oral performance.

-The teachers: teachers at the University of Saida department of English are the total population. We will deal with the sample of five (03) teachers. They will be selected randomly from the whole population of about thirty five (35) teachers. All the participants are teachers of oral expression to collect different views about teaching of speaking and if they considered it as the best method to develop students speaking skill.

From the observations done in oral sessions with 3<sup>rd</sup> year English with different groups and different teachers I have remarked the following:

Teachers' characteristics	Students' characteristics
<ul style="list-style-type: none"> <li>-Weak performance</li> <li>-Over control</li> <li>-Lack of entertaining lessons</li> <li>-Lack of innovative teaching</li> <li>-Wrong management of classrooms</li> <li>-Wrong way of transfer of information</li> </ul>	<ul style="list-style-type: none"> <li>-Individual presence</li> <li>-Low self-esteem</li> <li>-Affective profile (shyness, anxiety...etc)</li> <li>-Lack of communication</li> <li>-Egocentricity</li> <li>-Lack of critical thinking</li> <li>-Lack of reading</li> <li>-Need to the acquisition of basics (grammar, logic, rhetoric)</li> </ul>

**Table02:** Students' & Teachers' profiles

## Section Two: Research Findings

### 2.5. Discussion and Analysis:

In order to conduct this study, the use of a questionnaire was necessary to identify the learners' needs. Interviews, and observation as the main tools of the study. The questionnaire is designated for students where they have to tick in the box by (yes/no) the answer. The result of the questionnaire will help to discover students' speaking problems.

The interview is given to both teachers and students to see if there are tools or materials that may help in enhancing the speaking skills of learners.

An observation of the target population already chosen to verify the authenticity of their answers and consolidate my work.

### 2.6. Students' Questionnaire :

The aim of my questionnaire is to identify speaking skills problems among students of third year English LMD system, Dr Moulay Tahar university Saida.

The questionnaire contains twelve (12) questions about speaking skills problems put only as one section named '*Speaking Skills Problems*'; of course these questions are interrelated to my first research question : *how can students' speaking difficulty be explained ?*

I distributed it to one hundred (100) students of third year (available in the appendices) as following :

Table 03	Yes	No	Total
Number	85	15	100
Percentages	85%	15%	100%

**Table 03 :** do shyness and anxiety prevent students from speaking ?

In this question I intended to find out the reasons that prevent students from speaking. The result obtained reveals that the majority 85% of students go for (yes). They are prevented from speaking by shyness, anxiety, and the fear from making mistakes; while the other 15% of students seem that they are not prevented from speaking from shyness, anxiety and are not afraid of making mistakes.

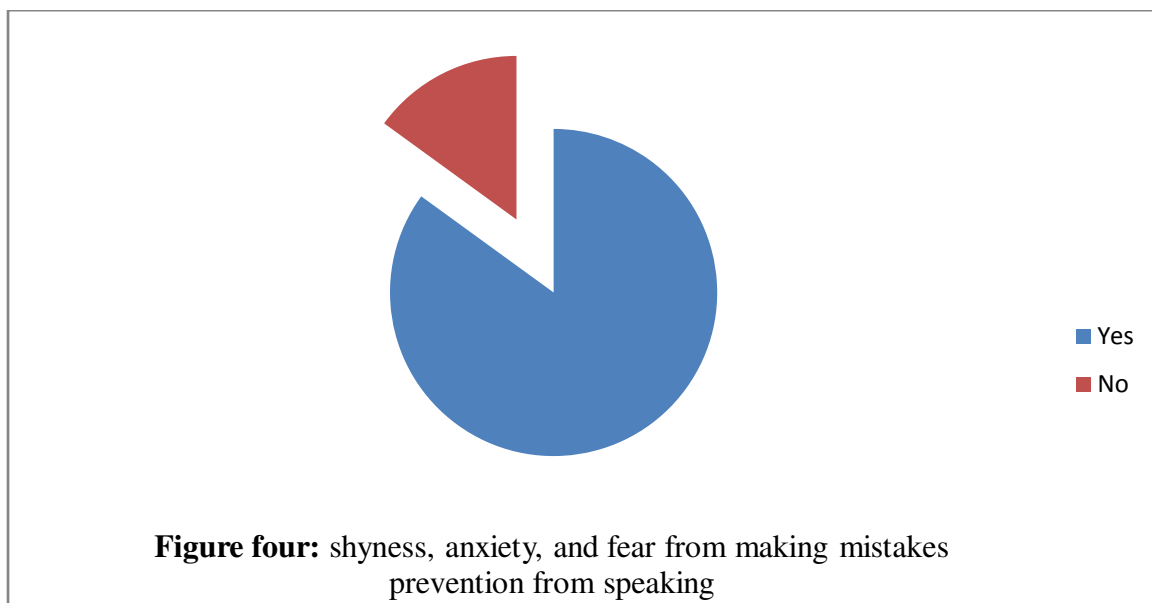


Table :04	Yes	No	Total
Number	72	28	100
Percentages	72%	28%	100%

**Table 04 :** Students cannot speak in the classroom because of their low confidence, and some of the advanced ones demotivate others ?

In this question I decided to go deeper and determine also the reasons impeding students from speaking like the first question.

Table two(02) exhibits that (72) students said (yes) making up 72% cannot speak because of their low confidence and the advanced ones demotivate them ; at the same time, the other (28) students making up 28% said (no) and are not affected by low confidence. They are able to speak without complication.

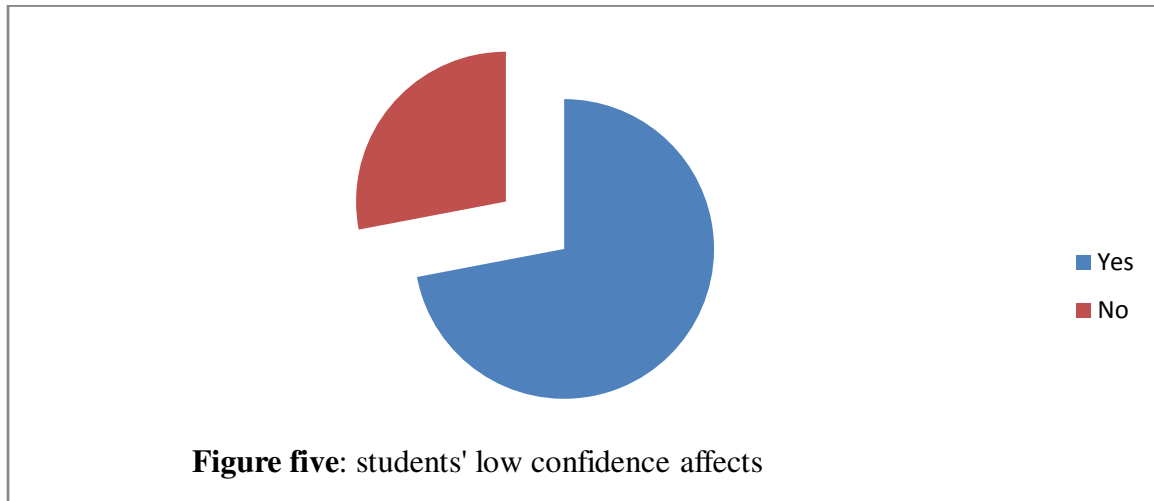


Table 05	Yes	No	Total
Number	95	05	100
Percentage	95%	05%	100%

**Table 05 :** Students do not have the opportunity to practice speaking skills in their country ?

Even though the answer to this question would sound obvious I wanted to have solid evidence of this before proceeding.

The third 3rd table illustrate that the overwhelming majority (95%) of students said (yes), they do not practice speaking skills in their country maybe due to the lack of entertainment ; whereas, the other (05%) said (no) and they do practice the speaking skills in their country.

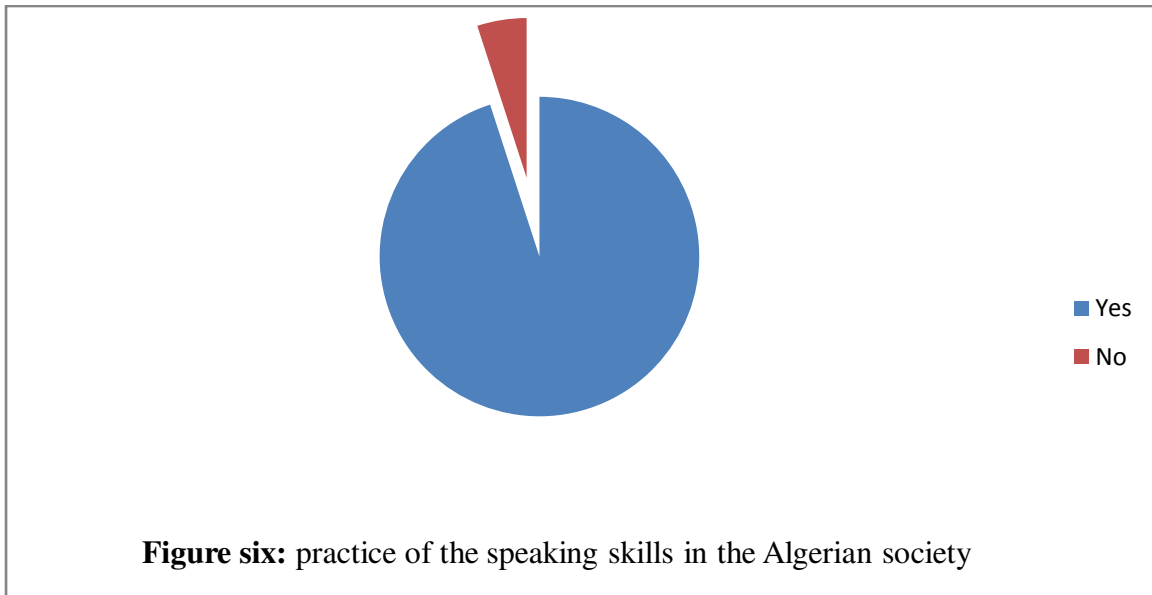


Table 06	Yes	No	Total
Number	60	40	100
Percentage	60%	40%	100%

**Table 06 :** mother tongue language is more used than the English language (students & teachers).

The 4<sup>th</sup> table shows that (60) participants making up 60% go for (yes), that students & teachers use the mother tongue language more than English while speaking. While, the other (40) participants making up 40% go for (no), students & teachers do not use the mother tongue language more than English when they speak.

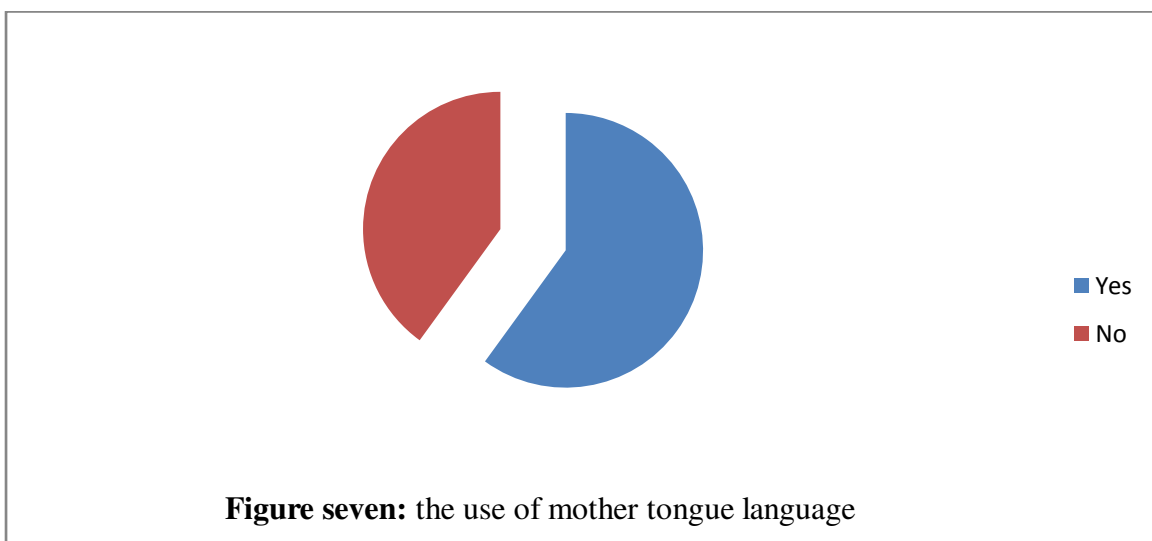


Table 07	Yes	No	Total
Number	60	40	100
Percentage	60%	40%	100%

**Table 07 :** Teachers do not have a good command of English speaking

In this question I want to identify teachers' ability in commanding English speaking, which means their cultural background of the spoken language, and it gave me a quite balanced results.

table 05 reveals that (60) participants composing 60% going for (yes) that teachers do not have a good command of English speaking ; while, the other 40% disagree and said (no) which means that teachers do have a good command of English speaking. But, this means that the majority, at least the half of teachers may not have a good command of speaking in English.

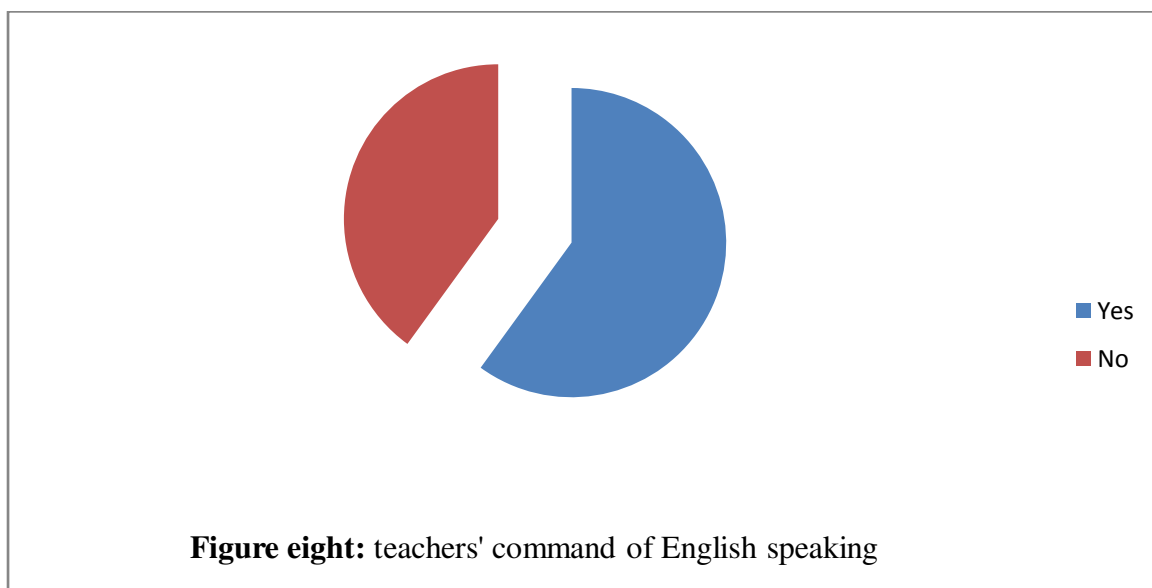


Table08	Yes	No	Total
Number	80	20	100
Percentage	80%	20%	100%

**Table 08 :** some teachers' pronunciation is weak

This question would seem similar to the previous one however, there is a difference at the level of pronunciation proficiency.

table 06 affirms that (80) students making up 80% of the population targeted, state that teachers' pronunciation is weak. In contrary, only 20 students making up 20% of the whole said (no) about teachers' weakness in pronunciation.

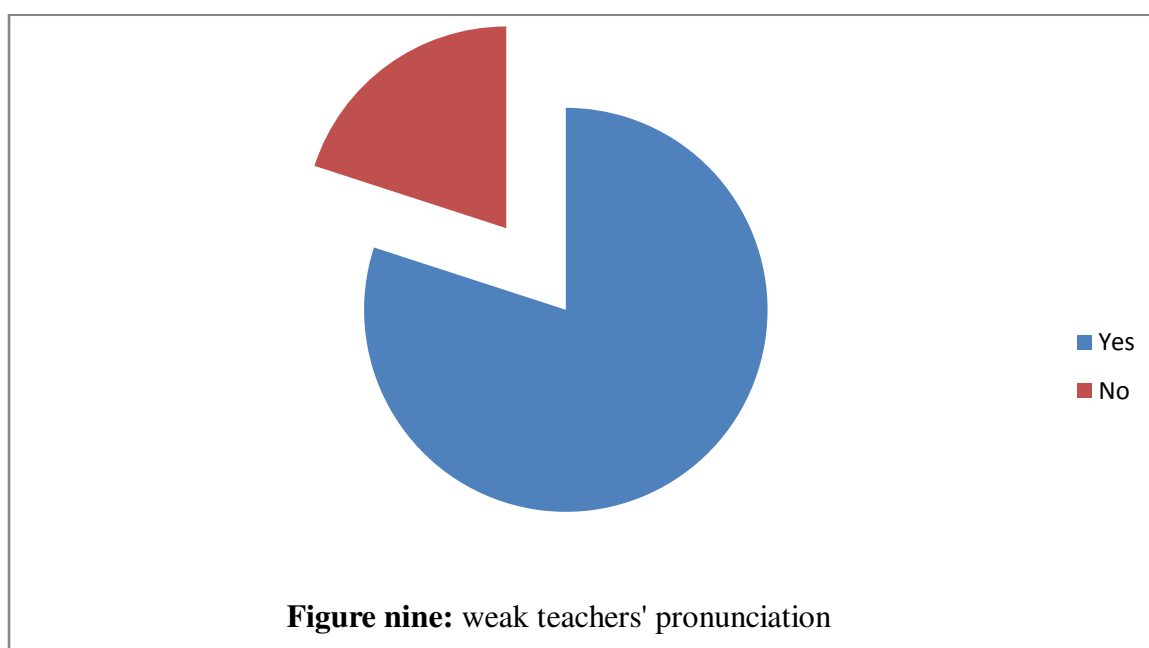


Table09	Yes	No	Total
Number	80	20	100
Percentage	80%	20%	100%

**Table 09 :** the classes are teacher-centered ; therefore, students cannot find a chance to express themselves, correct their mistakes or get encouraged?

The table exposes that 80% of participants admitted that the classes are teacher-centered, where they cannot find a chance to express themselves, correct their mistakes or get encouraged. The other (20) participants making up 20% deny that the classes are teacher-centered .



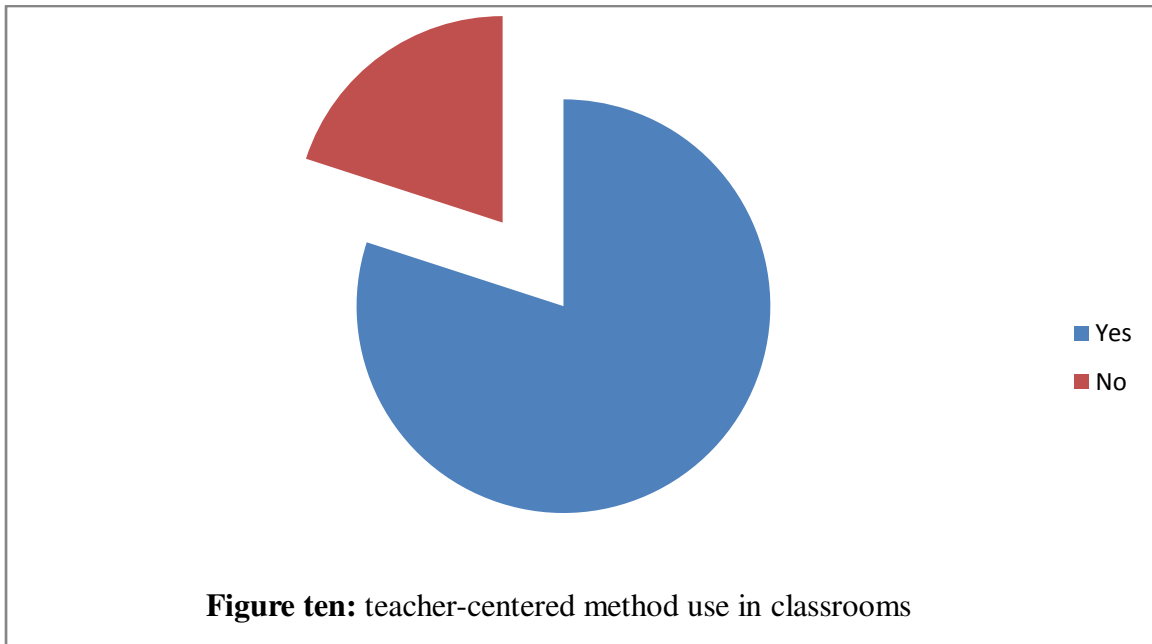


Table10	Yes	No	Total
Number	100	00	100
Percentage	100%	00%	100%

**Table 10 :** the educational system has failed to improve students’ level of expression and communication in English

This question does not have a direct link to the speaking skill however, it does give us an insight on how the teaching methods used should be, or could be revisited.

The table shows that the overwhelming majority (100) of the students making up 100% agreed on the failure of the educational system in the improvement of students’ level of expression and communication in English. And, no one of them (00%) has opposed to this statement.

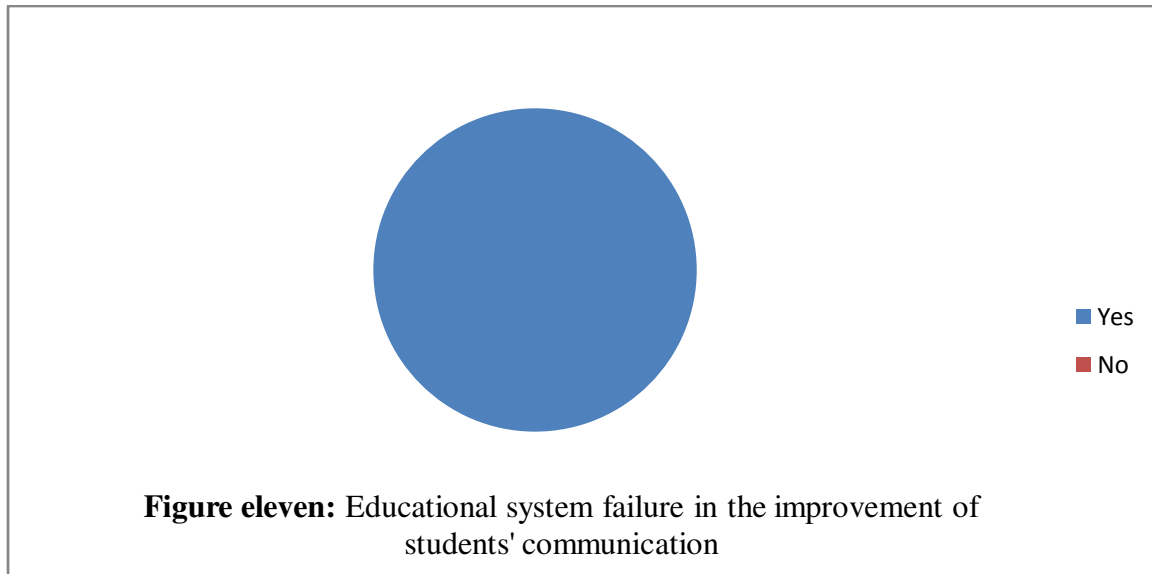


Table11	Yes	No	Total
Number	77	23	100
Percentage	77%	23%	100%

**Table 11 :** students do lack comprehension and understanding of difficult themes, and the English knowledge about culture(idioms, proverbs...) is poor

From these findings we can convey that 77% of students have difficulties to understand or comprehend the difficult themes, and their English knowledge about culture (idioms, proverbs...) is poor ; whereas, the other twenty three (23) students making up 23% seems to not have such difficulties or problems with understanding and comprehension of difficult themes. But we are not sure about their English Knowledge about culture, according to the observation in which they seemed weak in controlling such knowledge.

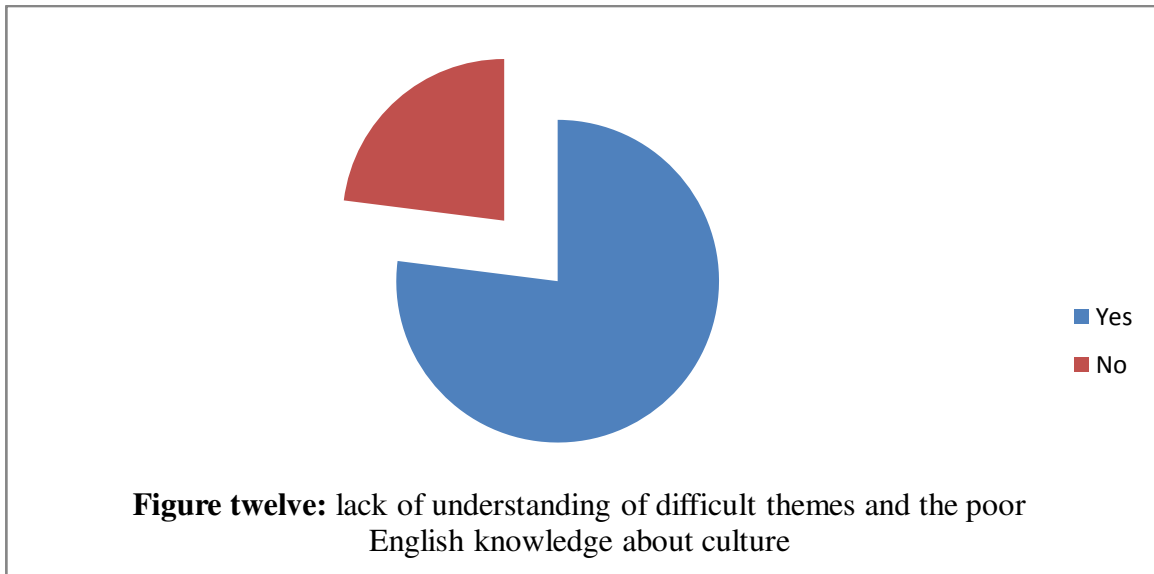


Table12	Yes	No	Total
Number	81	19	100
Percentage	81%	19%	100%

**Table 12 :** speaking sessions lack interesting topics for discussions, debates and students have poor knowledge and vocabulary in English

The finding of this question strengthens our other finding. A quick look at the table above displays that 81% of students said (yes) and find that speaking sessions need interesting topics; for discussions and they also admitted that they have a poor knowledge and vocabulary in English. the other 19% of students do not agree with this statement, enjoy learning with such directives, find speaking sessions interesting, and may not have poor knowledge and vocabulary in English.

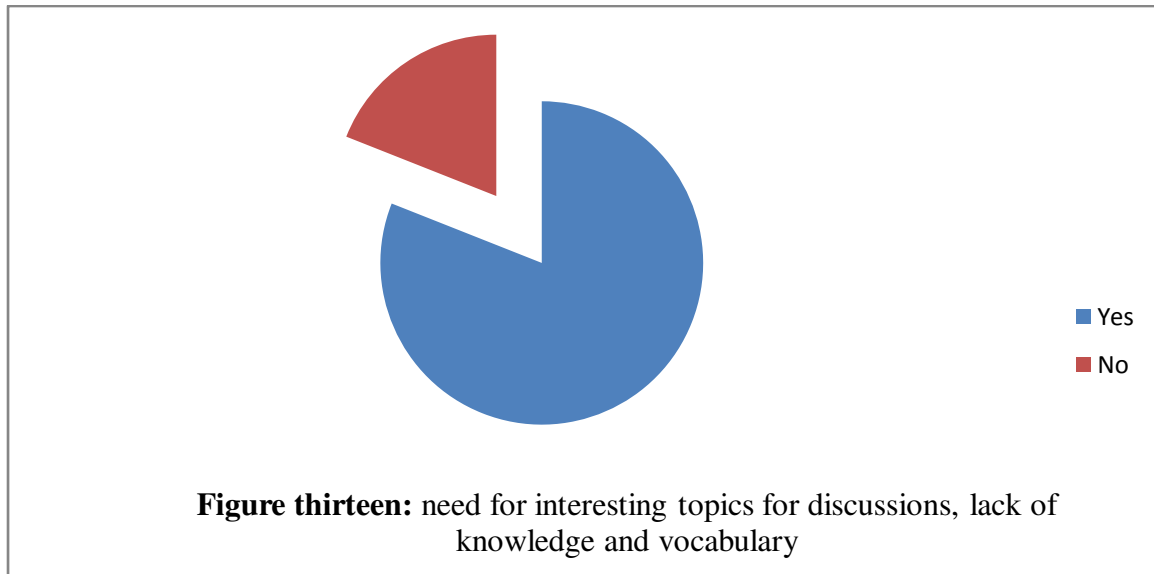


Table13	Yes	No	Total
Number	100	00	100
Percentage	100%	00%	100%

**Table 13 :** Overcrowded classrooms represent a handicap to both teachers and students

As I was expecting the results, 100% of participants validated that overcrowded classrooms represent a handicap to students, and for teachers too. Not one of them, (00) student find that the classroom number in oral sessions is balanced, equilibrated, or accept to work in such condition.

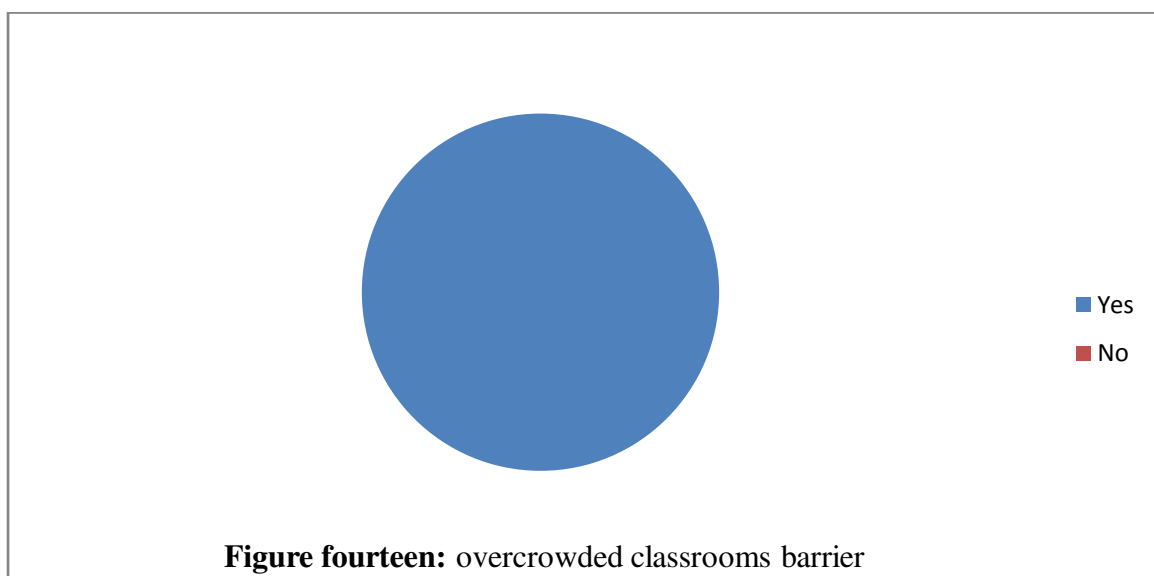
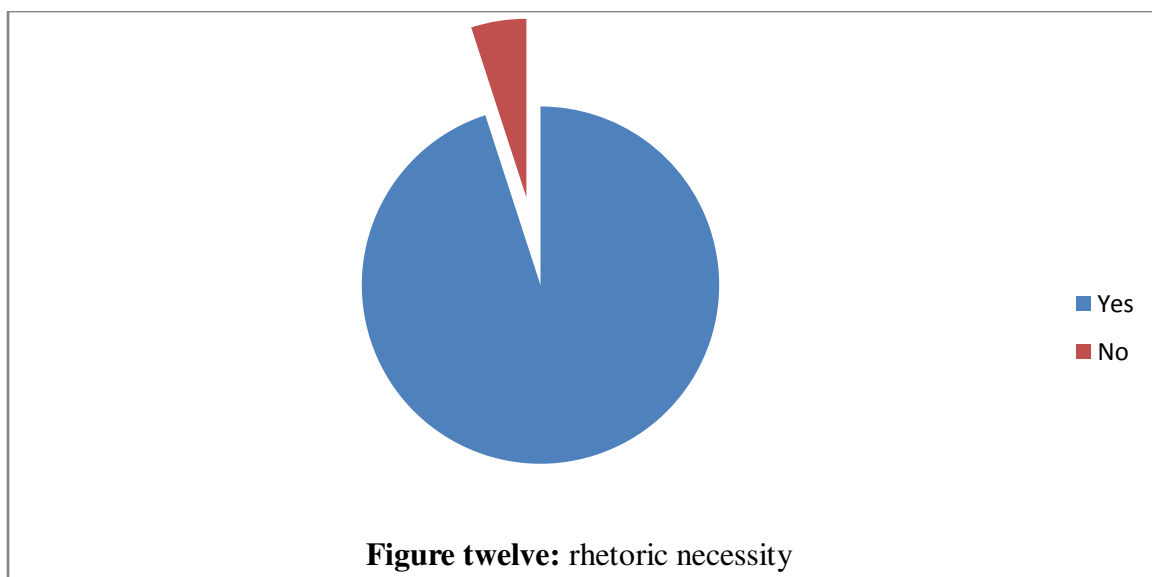


Table14	Yes	No	Total
Number	95	05	100
Percentage	95%	05%	100%

**Table 14 :** is rhetoric (style) fundamental in building learners' knowledge and communication ?

The majority of students (95%) agreed (yes), on that rhetoric is fundamental in building learners' knowledge and communication ; in contrary, only (05%) of students said (no) that it is not necessary. This means that students are really interested in learning speaking skills through rhetoric.



### 2.7. Students' Interview

I have done this unstructured interview containing eight (08) questions put only as one section, related to my second research question '*are there any materials or tools to improve learners' speaking skill level*'; with six (06) students of third year English LMD system at Saida University. As following:

- Interviewer: are there any strategies you use to improve your English?

All interviewees answered this question by mentioning the importance of reading as a paramount strategy, arguing it, as a priority to improve their level in English. They also indicated some other ways in enhancing their levels like watching movies, short videos, or video clips, with their scripts and lyrics.

- Student 1 answer : yes, of course, there are many strategies I use to improve my English. Specifically, reading because, it is more motivational than the other strategies but it is considered as the key to command the other skills in order to improve your whole English. For example, I use a strategy that I recommend it highly in improving English which is watching movies with English subtitles. It enhances your grammar, written skill, and your speaking skill.
- Student 2 answer: yes, there are some good strategies. Like, when I first start to learn English I used to listen to American and British songs to improve my accent. And, I also watch some foreign dramas like Korean and Japanese drama with English subtitles so I can improve myself.
- Student 3 answer: yes of course, there are a lot of strategies to improve our English for example: reading books, and asking help from someone who has a good level in English.
- Student 4 answer: yes of course, there are many strategies, we must be connected with native speakers, we must use English in our daily life, and, we must read to improve our level.
- Student 5 answer: yes of course there are many strategies, to improve our English, first of all, speaking with native speakers, reading books, and listening to songs.
- Student 6 answer: yes, there are, like: reading, watching movies, TV shows, and so on.

- Interviewer: do you think that working in groups is beneficial?

More than I was expecting, all respondents said (yes), that working in groups is beneficial. They also explained how it is beneficial, indicating that working in groups allows them to exchange ideas, exchange knowledge, even enhancing their communicational skills, and correcting each other mistakes.

- Student 1 answer: yes of course, definitely, I've worked alone and I worked in groups. and I can conclude that working in groups is definitely beneficial.
- Student 2 answer: yes I think it's beneficial because you can exchange your knowledge with your friends in the group and you can also improve your communicational skills.
- Student 3 answer: yes of course, cause working in groups, maybe they can help you and correct your mistakes, and to exchange ideas and so on. So, it is beneficial.
- Student 4 answer: yes, of course very beneficial, because we exchange ideas we correct each other mistakes.
- Student 5 answer: yes of course, it is. Because, when we work in groups we exchange ideas. Also, we can share ideas I mean.
- Student 6 answer: of course it is beneficial, it helps us to exchange ideas learn from each other mistakes.

- Interviewer: do you think that the selection of friends can improve your level?

Students said (yes), that the selection of friends can improve their level, mentioning that it makes them feel comfortable even if they make mistakes. And being with classmates that have a good level, will motivate them more to learn, work and make extra efforts.

- Student 1 answer: yes, definitely, we have always to choose the high level students or colleagues in order to work with them. this way we can improve our level of English or anything you want to achieve.
- Student 2 answer: yes, of course, like when you start to be in group with good friends they have like a good level in English you can improve your English with them. So, if, you meet up with friends that have a really good level in English. It is not like when you hang out with some friends whom don't have a good level in English.

- Student 3 answer: like I said, my friend can correct my mistakes so selecting good friends is important to me, yes.
- Student 4 answer: yes of course like I said before, if we ... we must use English in our daily life so must have friends who know how to speak English.
- Student 5 answer: yes, it can improve our level because when we are with our friends I am not anxious and feel more comfortable.
- Student 6 answer: yes it can because while working with friends you'll be more comfortable even when you're making mistakes you will not care.
- Interviewer: do you think that teachers of oral expression are needed to help you reach success?

All students opt for a (yes), that teachers of oral expression are needed to help them reach success, but, their majority pointed out that teachers of oral expression should be just a guidance to them.

- Student 1 answer: yes, yes, I am sure about this particular point. Because, I remember that in the first year we've had oral expression, I cannot tell you the name of the teacher but he was not as good as the second year teacher of oral expression because the teacher of oral expression of second year helped us getting a whole new level of English following systematic strategies and some nice equipments.
- Student 2 answer: I think somehow, because, when you have a good base in English you need just the help of the teacher but when you have a good base in English you do need him. Interviewer: you mean you need the teacher just as a guidance. Student 2: Yeah, yeah, that's the word, he will guide us just to improve your English.
- Student 3 answer: yes why not, we need them to guide us. for example, if, I do a mistake or I need help I can ask them for help to show me the right path.
- Student 4 answer: yes, because in oral sessions we are not afraid of speaking we can make mistakes and it helps us.
- Student 5 answer: yes, because everyone knows that teachers have experience.
- Student 6 answer: let say it depends on the teacher. Interviewer: how? Can you explain more? Sure they are helpful but there are some teachers ... . Interviewer: you mean that some teachers do not use the appropriate strategies? Student6: exactly, yes, they are not able to teach in oral sessions.



- Interviewer: do you think that grammar is important in oral production?

Participants agree that grammar is outstanding in oral production. And, they are aware of the importance of this tool. i.e. the answer of the second student: of course, if, you do not have a good base in grammar you are not going to produce good sentences. And, you will stuck in your conversation.

- Student 1 answer: yes of course, I think that grammar is important in any given language specifically in English.
- Student 2 answer: of course, like if you do not have a good base in grammar you are not going to produce good sentences. And, you will stuck in the conversation.
- Student 3 answer: yes, because if you master grammar and you are good in grammar, you can express your self easily. And, if you are not good in grammar you can make a lot of mistakes and you will feel ashamed, and things like that you'll be worrying if you do mistakes and people start laughing.
- Student 4 answer: of course grammar is needed anywhere, I mean in field of language.
- Student 5 answer: of course it is important.
- Student 6 answer: of course grammar is important in all the fields not only in oral production.

- Interviewer: do you think that reading is important in the learning process? Why?

Respondents recognize that reading should be the first thing to do while learning any skill of a particular language, because, it improves their grammar knowledge, enrich their vocabulary, and help them being efficient communicators.

- Student 1 answer: yes of course, I think that reading is the first 'skill' among the fourth skills that the learner should acquire firstly because it considered as the key or the gate to the other skills: speaking, writing...etc
- Student 2 answer: of course, like, when you read more you will enrich your vocabulary, you will enrich your knowledge. So, I think that reading is really important in any field. Like, if you read more you will have more knowledge, more things. if you have a person who reads a lot, he's not equal to another person who does not read.
- Student 3 answer: yes, because it is the base reading in general improve our grammar our vocabulary.
- Student 4 answer: yes, of course. you will have new vocabulary, we will know how to use words, and how to use grammar correctly.
- Student 5 answer: yes, because we can enrich our vocabulary , enrich our cultural background, and our spelling.
- Student 6 answer: yes of course, by reading you will develop and enrich your knowledge learn new idioms proverbs and work on your spelling.

- Interviewer: do you think that time management can better your learning?  
Their majority point out that time management is important to help learners facilitate their learning processes, and necessary to be organized in everyday life.
  - Student 1 answer: yes definitely, not only learning but your whole life. If you are well managing your time you can do anything in your life and in a systematic way.
  - Student 2 answer: yes of course, when you manage your time, when you have time to read, when you read you will enrich your level. So time management is important in your learning.
  - Student 3 answer: yes because if you schedule your own time table and manage your time... Interviewer: organizing your self? Student3 answer: yes, that's it, when you are organized you will work better and help you in everyday life.
  - Student 4 answer: not necessary!
  - Student 5 answer: no, because I am not really organized in my work. But I learn rapidly.
  - Student 6 answer: yes of course, it is helpful.
- 
- Interviewer: what can you do to develop a winning attitude?  
To develop a winning attitude participants need to be motivated by teachers, should get some help, to think positively to fight their fears and shyness while learning.
  - Student 1 answer: well I think that motivation and self-esteem are the two key points to have a winning attitude.
  - Student 2 answer: I think, thinking positively. When you think positively you will definitely have a good attitude and it will help you in improving your level in English.
  - Student 3 answer: maybe by fighting our fears and obstacles. Like, if you do not have a good level in grammar you will have problems and you need to fix them.
  - Student 4 answer: to develop a winning attitude we must not be shy we must not be afraid to make mistakes being confident and trying our best.
  - Student 5 answer: we do not need to be shy, and expressing ourselves freely.
  - Student 6 answer: to be confident, to positivitate, not to be shy and express your self freely.

### 2.8. Teachers' Interview:

- The interviewer: do you think that speaking is an important skill in learning English?
- Teacher 1 answer: yes of course, for example, what we are doing now we are speaking we are talking to each other. It means that speaking in learning English is something very important, and it complements the other skills: reading, listening, and writing. Because when we are reading we are learning the language. It means that we read something, we grasp the information, then, we try to use it while speaking. And, when we are writing, we are trying to develop this linguistic background we have got in our mind trying to develop it through writing. Then, these abilities are going to be later used in our speaking and also listening. For example, you are watching a movie in tv, you are listening you are using this listening skill to try to understand what the movie is talking about. It means that this words and this new vocabulary you are going to use later in your speaking. So, you see all these skills, one complements the other. It means that speaking in English is something really important.
  
- Interviewer : to what extent can grammar be useful in improving students' level in English? (speaking English)?
- Teacher1 answer: yes of course, this is obvious, because for example sometimes you know the language in a very superficial way but when you study the grammatical rules of course your language is going to be enhanced it's going to be improved so and it will help you to be a good speaker through learning the grammar rules because someone who knows the grammar rules speaks better than someone who does not.
  
- Interviewer: what are in your opinion the tools/strategies that can students adopt to improve their level?

Teacher1 answer: here you are talking when they are in class with their teachers or when they are alone?

Interview: I think both, inside the classroom and outside the classroom.

- Teacher1 answer: of course if they are in the classroom with their teacher they are going to respect the strategies and the techniques that are held by their teachers. It is the role of the teacher is to show the students the best way how to improve their speaking skills. The teacher uses kind of strategies , maybe you want to ask me about these strategies that this teacher uses in order to help the students. So, this is what you are talking about. Ok , when we talk about the strategies and techniques that the teacher uses in order to help his students improve their speaking skill they are so many of course there are a huge amount of techniques. But one of the most important one I think that the teacher has to help students to feel themselves motivated in class and

before being motivated to be... being involved in the task first then motivated then they start interacting with their teachers. It depends on the type of the task that the teacher is using with his students so it is preferable for the teacher to use a kind of task that is interesting and that go with the needs of the learner in order to involve them to speak and interact with him or with her. According to the students needs and interests because every teacher should know his students needs and interests and try to provide them with something interesting and not boring because if the task is boring if it is repeatedly done the students are going to be bored they're not going to participate which means they're not going to speak.

- Interviewer: do you think that reading can help more especially in building comprehensive competence?
- Teacher 1 answer: here I think that it also goes with the teachers' choice of the topic. it is the same thing, because when the learner is motivated and involved he is going to have this kind of critical thinking, this kind of reflecting to what the teacher is talking about. it means that he is going to interveal to participate and to think about the topic that is discussed and of course he is going to speak. Thank you and good luck.
- Interviewer: do you think that speaking is an important skill in learning English?
- Teacher 2 answer: good morning, and I see that your topic is very significant and very fecund. The importance of the speaking skill in learning English in general so I guess that it is a very important skill in learning English because a language learner should focus on both the speaking form and the written form also of a language. For this reason he has to do lot of practice yes.
- Interviewer: to what extent can grammar be useful in improving student level in English (I mean speaking)?
- So indeed, I always talk to my students to focus on grammar. because grammar is one of the pillars of any language. I have always urged them to revise, to receive the rules that we have seen together since I have committed to teaching grammar and morphosyntax before. So, I am always urging them to see the rules and to fossilize the rules that we have seen together even not with me but with other teachers and to consult the net to refresh their memories concerning a given rule. We cannot speak a correct language without referring to grammar, of course.
- Interviewer: what are in your opinion the tools or strategies that can students adapt to improve their level?
- Teacher 2 answer: in general in improving a level, any level, and when speaking about a language so we have to rely on reading. I can say that it is the unique way to improve any language. So, of course, they have to read, and I see that you are committed to the speaking skill, so, in this case they have to watch, they have to listen to whatever it is presented in the English language. And I do urge my students to watch in a regular manner English speaking channels, English speaking programs, notably BBC is committed to the British speaking and CNN they are committed to American accent.

- Interviewer: do you think that reading can help more especially in building their comprehensive competence?
- Teacher 2 answer: reading of course contributes in building plausibility, logic maybe, and in building what we call the analytical sense. Ok, because reading helps a lot in building an analytical sense at a language learner in general, not only for an EFL learner but a language learning in general. Thank you very much.

### 2.9. Final discussion:

The current questionnaire displays that shortage of opportunities for practice is identified as an important contributing factor to speaking failure. This latter is due to some factors, for instance; anxiety, low-confidence, fear of making mistakes, shyness,...etc. Other category of students blame teachers for their non-success, i.e, teachers do not contribute in building a basis and strategies of learning that learners should follow to improve their level. One of the basic tools that represents the pinnacle of any language “*Grammar*” is seen as an organizing discipline for the human mind depending on the register of each language.

Using the correct grammar (when you speak) is important to avoid misunderstandings, and to help the other person understand you easily. If your English is too full of mistakes, you will slow down communication and conversations, and find it harder to express your ideas and thoughts clearly and concisely. Of course, most learners know this. And it is the fear of making mistakes that often makes them shy about speaking. According to students the process of arranging the grammar or retrieving the word is not yet automatic. Learners then feel like ‘the student who despairing searches for the words’. The process maybe complicated by a tendency to formulate the utterance from the mother tongue and then translate it into the target language, with an obvious cost in terms of speed.

In addition ,the lack of speaking opportunities inside the classrooms due to some practices. They blame teacher-centered strategies use. Teachers don’t afford students with much opportunities to express themselves, interact, or speak. They have total control of discussions. Even, outside the educational setting, which accounts for many students’ feeling that, however much grammar and vocabulary they know, they are insufficiently prepared for speaking in the world beyond the classroom.

Unfortunately, shortage of opportunities of interaction is by reason, also, students cannot be understood or interact with others where our society's mother tongue is Arabic. And, English is considered as a foreign language.

Furthermore, pressure to be accurate to avoid making humiliating errors may mean that the self-monitoring is overused and over-prolonged, again with a negative effect on the speaking skill. Also low confidence and anxiety are causing excessive self-monitoring : students are what the researcher 'Stephen Krashen' termed monitor over-users.

low confidence of students in oral session classrooms is due to the participation of the other minority of students, who are more confident and comfortable while interacting in the target language. Also, limited knowledge about culture, limited vocabulary of low confident students will lower their self-esteem too. And, impede the communication and participation in classrooms and affect students' psyche.

This sense of anxiety that the majority of students are experiencing or feeling, for the reason that, some teachers of oral expressions have the control of the discussions (authoritarian teachers). Where students feel that they have no chance to express themselves or interrupt the teacher. In addition, the avoidance to make humiliating spoken errors in front of their friends or colleagues and being mocked. This kind of anxiety, and low confidence, lead learners to excessive self-monitoring or monitor over-users as Stephen Krashen termed these students.

Some teachers may lead also to an unintentional premature closing down of the learners' development language system, and affect their long-term communicative skills ; because they do not have a good command of English language and their pronunciation is weak. They are non natives, lack creativity when teaching. Sometimes, they even improvise the lectures rather than preparing and planning them before coming to the class. On the other hand the problem may be less a lack of knowledge than the unavailability of that knowledge.

Teacher-centered strategies use, while teaching may have harmful effects on learners' long terms spoken skill so that they will pay the price on fluency, accuracy, and pronunciation. 'Knowledge that is not available for use is knowledge that is dead on the page'(Scott Thornburry). They don't afford students with much opportunities to express themselves, share their knowledge, or speak.

The educational system and stakeholders are also implicated in this deficiency according to students' responses ; they have failed to improve students' level of expression and communication in English. They didn't thought about arranging a specific syllabus for English speaking sessions, in both middle and high school cycles. In order to improve learners interaction abilities and life long citizenship.

Students have admitted that speaking sessions lack interesting topics which demotivates them, and also that, they do lack comprehension of difficult themes. Further, the cultural knowledge background of the target language (idioms, proverbs...etc), vocabulary are poor. Teachers do not provide relevant materials or tools that are neither suitable for learners needs, nor to increase speaking opportunities for students.

Overcrowded classrooms in oral sessions is a serious handicap in the learning process. especially for the speaking skill which is a little bit demanding for improvement in such condition, for both teachers and students. It is a deniable factor of de-motivation, and an outcome impeder.

Rhetoric (style) as shown in the results is fundamental for students to learn the spoken skill and the development of their knowledge.

The analysis of the interviews of both teachers and students shows the importance of speaking, reading, group working, grammar, motivation, comprehension, and critical thinking; all these in and outside the classroom of oral sessions.

Both teachers and students answered the questions by mentioning the importance of reading as a paramount strategy, arguing it, as a priority to improve students' level in English. Reading to students is the first thing to do while learning the speaking skill, because, it improves their grammar knowledge, enrich their vocabulary, and help them being efficient communicators. This is a teachers' duty to implement reading in tasks to make students get familiar with texts and writings. Teachers of oral expression particularly are needed to help students reach success through guidance and creativity without being authoritarians.

working in groups is beneficial for students because it allows them to exchange ideas, knowledge, especially enhancing their communicational skills, and correcting each other mistakes. Also, the selection of friends can improve their level, makes them feel comfortable even if they make mistakes, and will motivate them more to learn, work, and make extra efforts.

**2.10. Conclusion :**

In this chapter I used ‘triangulation’ as a procedure of my research. Beginning with an introduction, the research design summed up in a scheme (figure n03), followed by the description of the study (qualitative & quantitative methods used) the limitations that I were confronted to, and, the sample of the study. Then, the procedure of the research (data collection, data analysis) used with both teachers and students followed by (figure n04) ‘teachers’ and students’ characteristics’. Finally, the analysis of the instruments utilized (students’ questionnaire, (teachers & students) interviews, observation), and a general discussion of the findings. It is time to get to the next and final chapter in order to tackle the recommendation section and define the solutions for the major problem of this study.



**Chapter Four:**  
**Findings and**  
**Recommendations**

## **Section One: Conclusions and Recommendations**

### **1.1.Introduction:**

The purpose of this study is to select new tools of learning for students who do not master English skills at least when studying. These new suggested strategies can reshape teaching speaking classes through new tasks. At this level, where communication activities are highly recommended to make students go beyond various obstacles( shyness, anxiety, fear from making mistakes...etc); based on the fusion of ‘Task-Based Approach’ and ‘group works’. in order to help improving students’ speaking level. I have conducted the current study for two groups of 3<sup>rd</sup> year in oral sessions (group01 & group03). The research questions of the study revealed the following.

The first question tried to find explanations about students’ speaking difficulty. The tool chosen to investigate about this question is a questionnaire (quantitative one), the analysis of this tool revealed that the deficiency in speaking of students is due to many factors.

The second research question, gave us an insight on the tools and strategies that promote learners’ achievement and progress. That, both students and teachers were investigated on, through interviews. And I fortify the findings with an observation done in oral expression sessions accessible in the appendices.

### **1.2.Discussion of the Findings:**

- low confidence of students in oral session classrooms is due to the participation of the other minority of students, who are more confident and comfortable while interacting in the target language. Also, low confident students’ limited knowledge about culture, and limited vocabulary decrease their self-esteem, impede the communication and participation in classrooms and affect students’ psyche. These are the answers gathered through the questionnaire given to students.
- This sense of anxiety that the majority of students are experiencing or feeling, for the reason that, some teachers of oral expressions have the control of the discussions (authoritarian teachers). Where students feel that they have no chance to express themselves or interrupt the teacher. In addition, the avoidance to make humiliating spoken errors in front of their friends or colleagues and being mocked. This kind of anxiety, lead learners to excessive self-monitoring or monitor over-users as Stephen Krashen termed these students.

- Lack of speaking opportunities outside of the classroom by cause of, simply, shortage of opportunities of interactive speaking. students cannot be understood or interact with others where our society's mother tongue is Arabic. And, English is considered as a foreign language.
- Students pointed out that also the low command of English knowledge, and weak pronunciation of some teachers, because they are non natives, they lack creativity when teaching. Sometimes, they even improvise the lectures rather than preparing and planning them before coming to the class.
- The Educational system is accomplice in students' speaking problems. Stakeholders did not planned a suitable syllabus, particularly, to develop learners speaking ability. In Algeria, English language is taught for (4) years in middle schools, and (3) years in high schools. In a whole period of seven (7) years of English, they didn't thought about arranging English speaking sessions to improve learners interaction abilities.
- Teacher-centered strategies usage, of teachers of oral sessions in the University, I consider them 'monologic teachers', the big speaking part in the classroom is done only by them. They don't afford students with much opportunities to express themselves, interact, or speak. In contrary, it is their duty to maximize students' speaking and participation.
- Speaking sessions lack interesting topics. Students mentioned that teachers do not provide relevant materials or tools that are neither suitable for learners needs, nor to increase speaking opportunities. Where learners find themselves forced to complete a boring task or activity, that is not even needed in a real life situation, and being a serious demotivational agent, according to their answers.
- Overcrowded classrooms may reach forty five (45) members or students in an oral session. This will break down both teachers' and students' motivation to work together in harmony. It will affect both of them psychologically, demotivate them, and impede students' outcomes especially their speaking skill.
- From observations made for a quite good period, I discovered that The process of arrangement of grammar items of students while speaking in oral sessions, is not yet automatic. Because of, the formulation of the utterance is from the mother tongue 'Arabic' to the target language 'English'.
- Mis-oral punctuation of students while reading aloud a passage (through observation) : Marks of punctuation do for written language what phrasing, stress, and some forms of intonation, such as raising the voice for a question, do for spoken language. That oral

punctuation does for reading what punctuation marks do for writing becomes evident if one tries to read pages unpunctuated. A passage read with grotesque phrasing, that is, with wrong methods of combining and separating, becomes almost nonsense. As an example, I have selected two verses from Shakespeare to observe the high level of language and the complexity of ideas:

Interpret:

There's a divinity that shapes our ends  
Rough hew them how we will.

—*Hamlet* 5.2.10–11

Oral punctuation:

Lady Macbeth: If we fail!  
But screw your courage to the sticking place.  
And we'll not fail.

Shakespeare\_Macbeth 1.7.58-61

Since languages are imperfect because they are too rich in meaning, the grammatical problem is to interpret the written page. Spoken language is clarified by the speaker who punctuates it orally, who combines and separates the elements by phrasing, by stress, and by intonation. Difficulties in writing are identical with difficulties in reading. Students fail in expression, in speaking or writing, for the same reason that they fail in impression, in listening or reading; they do not understand or do not apply the rules of grammar which must guide both writer and reader, both speaker and listener.

In order to solve these problems and improve students' speaking level as foreign learners I found students preferences, teachers' strategies of teaching, and the revealed tools that facilitate the teaching process. I have tried to gather all the tools, strategies, methods, and try to combine them to find solutions to students' and teachers' problems in the classroom. Here is a table that sums up the sayings as following:

<b>Tools</b>	<b>Critical thinking</b>	<b>Stakeholders</b>	<b>Methods</b>
-Grammar -reading (comprehension) -elloquence (rhetoric)	-Critical thinking -Analyses	-Curriculum -Syllabus	-Task-based Approach -Group works

**Table 15:** Relevant strategies and tools for speaking

The analysis of the interviews of both teachers and students shows the importance of speaking, reading, group working, grammar, motivation, comprehension, and critical thinking.

## **Section Two: Solutions: Application of Task Based Approach**

### **2.3.Lecture Sample:**

I had the chance to present a lesson for two groups in 3<sup>rd</sup> year as an observer and a practitioner to be able to understand the lacks of students directly when dealing with activities that needed oral production. Practice helped me a lot to understand how I can implement the required tools to develop the speaking production of students.

I have chosen the TBA approach when doing the lecture as following:

**-The pre task:** I have used a warming up activity (Chinese portrait) to get students familiar with the subject, and lower their anxiety. I gave them an example to know their preferences, and introduce them to topic or task. In this step they were practicing a grammar rule and enjoying the task of the conditional mood ‘if I were..., I would be ...’.

#### *Chinese Portrait*

A Chinese Portrait is a metaphorical description of oneself through a comparison with various animals, objects, places, people, characters, foods, or anything really!

The portrait is based on the imperfect/conditional formula “**If I were a(n) X, I would be....**”

e.g. **If I were a writer, I’d be Charles Dickens.**

This ice breaker activity lead us to further discussions by bringing explanations, definitions, argumentation, defending their point of views, and choices. Even shy students participated due to the suitable atmosphere created by this warming up activity. Finally, I reminded them about the grammar rule of the conditional because they did not pay attention to its structure.

This chinese portrait sample is available in the section of the appendices, (Appendix D, p: 95).

**-The task cycle:** I have chosen a group work activity (The one-minute game).

I started the task by splitting students into small groups of four/five members. This game has two teams of individuals who try to compete against one another by having one member from one side speak for one full minute (measured by a stopwatch) talking on an impromptu topic given by the practitioner or teacher in which he/she is going to practice the conditional mood, for which the speaker has had no chance to prepare beforehand. An example might be,

If you could take a pill that will make you smarter, a la Bradley Cooper in limitless, what would you do?

The sample of the one-minute game is available in the appendix E (p: 95)

The point of the task is to speak without any :

- grammar mistakes
- stopping or hesitation
- mispronunciation
- misuse of words( logic )
- being off topic
- persuasion
- or any mistake of any kind

The members of the opposing side must listen carefully and stop and disqualify the speaker the moment there is any fault or error or hesitation, etc. Then, the person who has caught the error stands up and is given a different topic that he/she has never heard before, upon which he/she than must speak for one minute absolutely free of any error. Any speaker who succeeds in talking fluently for one minute scores one point for his/her side.

It would probably be more fun to create topics that are suitable to the particular groups. The team that listens the most carefully for mistakes has the best chance of winning, as it is a good strategy to disqualify the opposing challengers as quickly as possible in order to gain more time for the members of your group to get more points. This strategy is also very effective to get students' attention and keep your classroom active.

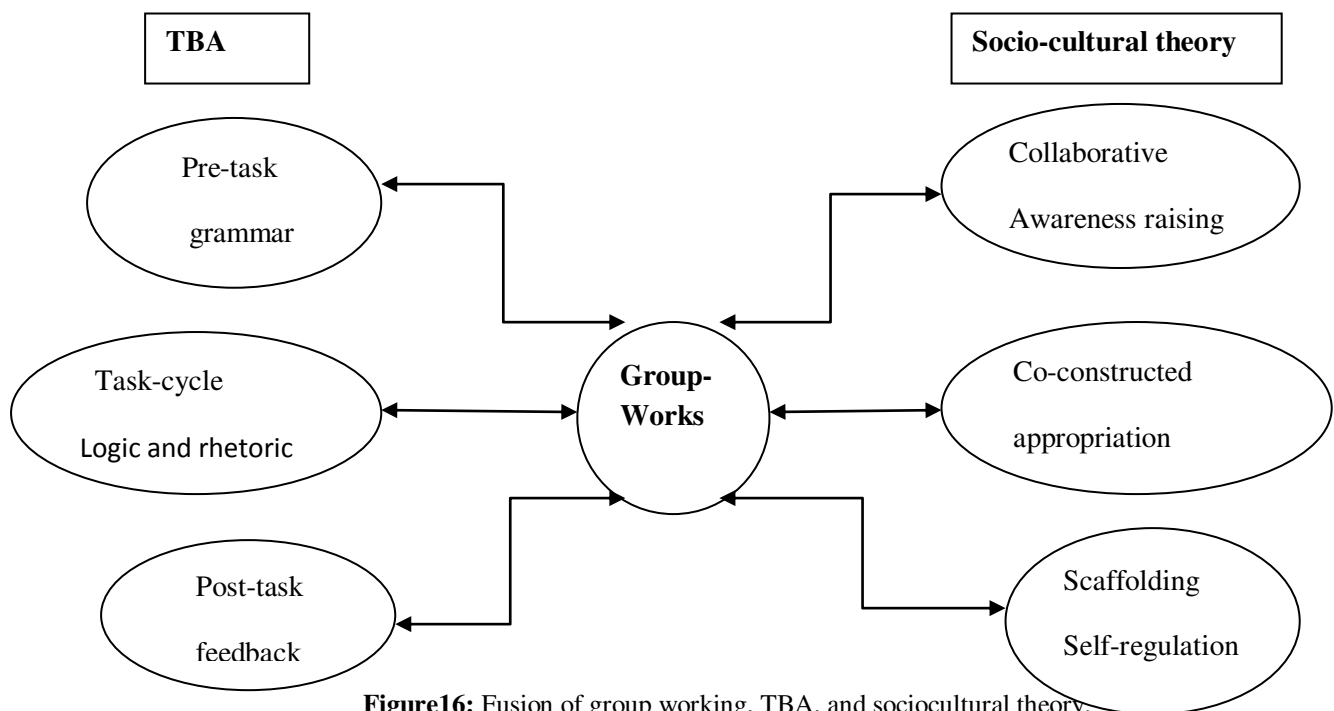
-**The post task:** students identified and selected some words and phrases that were new or ambiguous to them that they have already practiced in the task cycle; so, I provided them with a clear feedback and clarifications about these words and phrases to help students build their personal dictionaries, enrich their vocabulary, oral production, and enhance their rhetorical side.

The remarks taken during the lecture are available in the appendix F (p: 95).

#### **2.4. We can make this knowledge available for use through the fusion of ‘TBA’ & ‘Group Works’ according to the ‘Socio-cultural Theory’**

Essentially, to ensure availability for use, there are three processes involved. Learners need to be made aware of features of the target knowledge-base, they need to integrate these features into their existing knowledge-base, and they need to develop the capacity to mobilize these features under real-time conditions. Depending on the view of learning that is adopted, these processes are named, described, and rated differently. There have been at least three theories of language learning that are relevant to the teaching of speaking: behaviourist, cognitivist, and sociocultural theory.

**Sociocultural** theory, situates the learning process firmly in its social contexts. According to this view, all learning including the learning of a first and a second language is ‘mediated’ through social and cultural activity. To achieve autonomy in a skill, the learner first needs to experience ‘other- regulation’, that is the mediation of a ‘better other’, whether parent, peer, or teacher. This typically takes the form of ‘assisted performance’, whereby the teacher interacts with the learner to provide a supportive framework (or scaffold) within which the learners can extend their present competence. Through this shared activity, new knowledge is jointly constructed until the learners are in a position to ‘appropriate’ it -i.e. to make it their own- at which stage the scaffolding can be gradually dismantled. Learners are now able to function independently in a state of ‘self-regulation’. A good example of this is the way of an older child will teach a younger one the rules of a game, by both talking and walking it through, until the younger one has got the hang of it.



**Figure16:** Fusion of group working, TBA, and sociocultural theory.

### 2.5. Suggestions and Recommendations:

It is acknowledged that teaching must meet the needs of learners, bringing new learning strategies into action, use appropriate tools of language that solve teaching problems, and be able to bring teachers' creativity into play, to elevate the students' learning satisfaction, so that the students' speaking can be enhanced. Therefore, the following suggestions have been proposed as a recommendation to instructors in the construction of teaching Oral expression:

- ✓ Educators are urged to be creative in their teaching process, and create new models to meet the requirements of learners.
- ✓ Teachers must adjust their knowledge, attitude toward teaching, and avoid to be authoritarians in the classroom. They must use icebreakers, or warming up activities in order to help students to be confident and raise their self esteem.
- ✓ They must continue to enrich and to enhance their teaching ability, so that they can have a good command of English knowledge and constantly adapt to the requirements raised by changing educational developments, thereby satisfying the needs of their students.



- ✓ To increase student interest and enhance learning effectiveness, the teaching methods must be innovative to broaden the students' logic space, and critical thinking as much as possible. This should emerge knowledge, liveliness, and fun.
- ✓ Educators should use a variety of tools in their strategies that encourage correctness like (grammar) to break the fear of students from making mistakes. And effectiveness such as ( logic and rhetoric) and make students produce and speak in the classroom.
- ✓ Encourage students to work collaboratively by grouping them on speaking tasks to discover the notion of partnership and consider implementing different strategies and techniques to promote students' interaction and cooperation.
- ✓ Using rewards motivates highly students, attract them, and push them to do their best while tackling the tasks in groups.
- ✓ It is very important that teachers adopt as many ways as possible of gaming tasks rather than ordinary lectures, to encourage their students to practice English in the classroom.
- ✓ Reading aloud is the natural 'next step' between writing and speaking. It is analogous to the ways actors read their lines before committing the next of a play to memory. It also have the advantage of providing a secure framework within which learners can focus on lower-level features of talk, such as pronunciation, without the added pressure of always having to plan the next utterance. In this way reading aloud is a form of 'scaffolding', but like all scaffolding, it should gradually be dismantled so that learners are finally having to cope on their own without the security of the written text.

And the quality of reading aloud can be vastly improved if learners are themselves already familiar with the text : a good argument for having them write the text themselves.

Any of the above writing tasks, therefore, lend themselves to a 'reading aloud' stage. Thus, a dialogue that learners have jointly written can be rehearsed in pairs and then 'performed' to the class. If learners are told that, at some point, they will have to perform the dialogue without recourse to the written text, there will be an incentive both to rehearse it thoroughly and also to commit at least some of it to memory.

But even with a lot of rehearsal, reading aloud can still be a trial for listeners. One reason for this is that readers tend to overlook the importance of the suprasegmental features of pronunciation stress and intonation in particular in easing the processing load of listeners. For this reason, it is helpful if learners first mark onto their script the main stressed words and divide each utterance into meaningful chunks.

In the domain of business English, where giving presentations is a key skill, the writer and educator Mark Powell has developed a useful technique for preparing scripts for reading aloud, which he calls 'sound scripting'. He breaks it down into the following steps :

-Give the learners a short text to 'chunk' i.e. to decide where pauses would naturally fall, and with what effect. It is not always the case that a long, pauseless run is the most effective in terms of impact. What is important is knowing at what point in a run to pause. Powell argues that pausing after the key content words in a text can be very effective.

-Learners then highlight the stressed words in each chunk, especially where these serve to mark a contrast.

-Learners then indicate the sequences of words which could be emphasised by a slower, more deliberate delivery. If they are working on the text on a word processor they can space these words out accordingly.

-Learners practice delivering the prepared text and then perform the same operations on a text on their choice.

Powell comments that 'getting learners to consciously sound-chunk instead of speaking disjointedly takes a little time. They need to get in step with a new rhythm in order to stop themselves getting stranded in the middle of chunks. They need to realize that fluent monologue is not about speaking swiftly but about speaking smoothly in measured phrases. Pausing in the wrong places may frustrate listeners, but pausing in the right places gives the listener time to process the message'. He advises teachers to 'help learners to understand that clear speech and easy listening both rely on effective lexical chunking'. (*how to Teach Speaking, Scott Thornbury, appropriation activities, p 70*).

- ✓ Using reading tasks in the classroom facilitates the process of teaching and establishes a positive attitude. And make students more confident, concentrated

and active then when they are planning to speak alone without guidance of the teacher.

- ✓ Students must read English books in order to enlarge their vocabulary, and cultural knowledge, learn to analyse, and being effective communicators.
- ✓ For learners to improve their speaking skills, they should speak using target language when undertaking classroom tasks and outside classroom, speak English at home with friends, should be made to understand why it is important to acquire speaking skills, join speaking club for instance drama, debate and speak in front of a mirror.
- ✓ Teachers must play an important role in making the class lively and active, by providing the correct guidance and assessment ; but it does not mean over-controlling the classroom.
- ✓ Students' competencies are weak but their initiatives should be encouraged and respected. If teachers try to encourage them to speak by using as many ways as possible and by creating a good language speaking environment, students will speak actively, willingly and naturally.
- ✓ The training programs for university teachers should focus more on the enhancement of understanding and of promoting and prohibiting factors of creativity so as to help them develop the necessary skills and abilities to create a culture conducive to the creativity cultivation in both teachers and students.
- ✓ Stakeholders should add speaking courses or sessions in the English curriculums of both high and middle schools; to help students work on their speaking skill and not only reading and writing skills.

**2.6. Conclusion:**

In this chapter we have discussed the findings, the relevant tools and strategies that should be implemented in oral expression lectures. Also a lecture sample with the application of TBA, and how can this knowledge be implemented for use through fusion of group working and sociocultural theory. a such innovative teaching method helped in facilitating the progress of teaching speaking. 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 puts the students in positions where they can 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.

## **General Conclusion**

This current study is set to investigate teaching speaking, searching for new appropriate tools to implement in learning-teaching processes. Its main concern is to investigate whether the use of group work language teaching approach will help students to develop their speaking skill and improve their oral performance.

The ability to communicate in FL fluently has a great contribution to the success of the learners. Many methods have been introduced to improve the quality of teaching and learning but they fail to help the learners to communicate effectively using the target language. As a result the fusion of language arts, group working, and TBA ; language teaching came into existence as one of the various methods to teach speaking skill. It has twofold: the first is that language is not just a random bits of words but it also involves language functions such as organising, agreeing, suggesting which students should learn how to use. The second stand is that Trivium develops from the idea that if students get enough exposure to the tools of learning appropriately for its practice and if they are motivated a language will take care of itself.

Most researchers and teachers will agree upon the idea that the implementation of the trivium through the fusion of : group working, TBA, and the sociocultural language teaching theory ; will improve and develop the students' speaking skill. This is confirmed through the data obtained from the questionnaires of the students', students' and teachers' interviews, and observations which reveal that this fusion is a very effective method to break the silence pattern that exists among students in traditional classrooms.

Those findings concerned our four hypotheses and answer our research questions. This obtained result could be larger and richer if time wasn't against us. Finally those findings cannot overgeneralized on the whole population because the number of our sample is limited and they may change by the change of the sample.

As a final point, the current dissertation has shed some light on the importance of teaching speaking in developing the students' oral skill through the use of different tools, strategies, and 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 to make the learners feel comfortable in order to participate and use the target language.

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## Appendix A

### Student's Speaking Skills Problems

This questionnaire is dedicated for student's speaking skills problems. Through this brief survey, your answers will be helpful in determining these problems. Thank you very much for your time.

- 1- Shyness and anxiety prevents students from speaking and they are also afraid of making mistakes

Yes	No
-----	----

- 2- Students cannot speak in the classroom because of their low confidence, and some of the advanced ones demotivate others

Yes	No
-----	----

- 3- Students do not have the opportunity to practice speaking skills in their country

Yes	No
-----	----

- 4- Mother tongue language is more used than the English language(students and teachers)

Yes	No
-----	----

- 5- Teachers do not have a good command of English speaking

Yes	No
-----	----

- 6- Some teachers' pronunciation is weak

Yes	No
-----	----

- 7- The classes are teacher-centered; therefore, students cannot find a chance to express themselves, correct their mistakes or get encouraged

Yes	No
-----	----

**8-** The educational system has failed to improve student's level of expression and communication in English

Yes	No
-----	----

**9-** Students do lack comprehension and understanding of difficult themes, and the English knowledge about culture (idioms, proverbs...) is poor

Yes	No
-----	----

**10-** Speaking sessions lack interesting topics for discussions, debates, and students have poor knowledge and vocabulary in English

Yes	No
-----	----

**11-** Overcrowded classrooms represents a handicap to both teachers and students

Yes	No
-----	----

**12-** Is rhetoric (style ) fundamental in building learners' knowledge and communication

Yes	No
-----	----

## **Appendix B**

### **Students' Interview Sample :**

- 1-Are there any strategies you use to improve your English ?
- 2-Do you think that working in groups is beneficial ?
- 3-Do you think that the selection of friends can improve your level ?
- 4-Do you think that teachers of oral expression are needed to help you reach success ?
- 5-Do you think that grammar is important in oral production ?
- 6-Do you think that reading is important in the learning process ? why ?
- 7-Do you think that time management can better your learning ?
- 8-What can you do to develop a winning attitude ?

Thank you

### **Teachers' Interview Sample :**

You are kindly invited to answer our questions. Our aim is to investigate about the materials/ tools that could develop students' speaking skill, and facilitate the speaking language teaching.

- 1-Do you think that speaking is an important skill in learning English ?
- 2-In what extent can grammar be useful in improving students' level in English ? (Speaking English) ?
- 3-What are in your opinion the tools or strategies that can students adapt to improve their level ?
- 4-Do you think that reading can help more especially in building the comprehensive competence ?
- 5-How can learners develop their critical thinking?

Thank you for your collaboration.

## Appendix C

### Observation and Notes Taken During the Practical Training

-Level : 3rd year (oral expression) 1st group

23/11/2016

Beginning of the session with reading a passage (*spirits of the dead*).

Giving students the chance to read the passage audibly.

Giving them time of reflection about this passage, then participating freely about it.

The teacher splits students into groups before engaging in a new task.

She explains the Task (a spelling activity), which they are going to do in groups.

Motivating her students with a reward for the winning group which created a sort of competitive attitude between them.

-Level : 3rd year (oral expression) group 03

23/11/2016

Splitting students into groups to get in the session because the group is de-motivated since second year as the teacher testified.

Instructing them an activity to test their prior knowledge and make them familiar with the topic in order to create a cool atmosphere without anxiety.

Creating a competitive atmosphere between groups which they seem comfortable comparing with the beginning of the lecture due to reward.

Unfortunately some of the students cheat in order to win.

Instructing them another task (pair work task, dialogue) according to their needs (future employees in foreign companies) to help them enhance their speaking skills and learn the appropriate vocabulary.

-Level 3<sup>rd</sup> year (oral expression) group 01:

30/11/2016

Starting the lesson by giving students a short video to watch (telling a story via mute video).

Inciting learners to explain and express themselves about what they have seen by the use of brainstorming.

Students were really creative and participated, they were attracted by the short video.

-Level 3<sup>rd</sup> year (Oral/exp) group 03:

30/11/2016

A free talk session to make students feel at ease and being comfortable.

After, the teacher gives them a question and allows them time to reflect about it.

Some of the answers of students were limited maybe due to their limited vocabulary.

Some students were translating from the mother tongue to English while speaking.

The teacher ends the lecture with a debate, in order to compare the results with the beginning of the session.

-Level 3<sup>rd</sup> year (Oral/exp) group01:

04/01/2017

The teacher gives her students a test that they have already prepared at home (talking freely about a state from USA) in order to test their fluency, accuracy and help them to develop their cultural background.

-Level 3<sup>rd</sup> year (Oral/exp) group03:

Students seem to like debates, then the teacher starts to ask questions about his lecture gradually.

Students participation is good but some of their answers are not well structured.

-Level 3<sup>rd</sup> year (Oral/exp) group01:

18/01/2017

Students are presenting their works or assignments individually.

\_poor performance

\_they are making grammar mistakes

\_weak pronunciation

\_ there is no fluency

\_lack of personal touch

\_lack of reading

\_some students learned by heart so that they can speak

-Level 3<sup>rd</sup> year (Oral/exp) group 03:

18/01/2017

Splitting learners into groups.

The majority of students seem to be motivated.

The teacher instruct them a spelling task.

Really poor spelling of the words by students that the teacher is giving them.

The teacher decides to finish his lecture with a debate.

Level 3<sup>rd</sup> year (Oral/exp) group 01:

25/01/2017

The teacher starts her lecture with a quiz a kind of a game.

Changing then the task to a reading task (students read a passage audibly)

Bad reading from students, no intonation, no rhyming.

There is no respect for pronunciation or punctuation.

Students have serious reading issues articulation, intonation, performance.

-Level 3<sup>rd</sup> year (Oral/exp) group 01:

22/02/2017

Reading a passage aloud, (The wizard of Oz).

Poor reading skills from students .

The teacher asks questions about this passage but students participation is weak.

The teacher instruct a new gaming activity.

-Level 3<sup>rd</sup> year (Oral/exp) group 01:

07/03/2017

Reading a passage audibly (about noise)

The teacher discuss this passage with her students

She gives them the chance to write about their own experiences with noise then sharing their ideas orally.

-Level 3<sup>rd</sup> year (Oral/exp) group 03:

07/03/2017

A listening comprehension activity.

Students guess the lyrics of the sound, they are listening to(if I only had a brain).

Modest participation from students.

Ending the lesson with a debate.

Observation done as a practitioner:

-Level 3<sup>rd</sup> year group01:

07/03/2017

Students have ideas but didn't guess the language structure.

Students used to observe more, they are being mechanic.

They prefer gaming rather than having an ordinary lesson.

-Level 3<sup>rd</sup> year group03:

07/03/2017

Students like to express themselves through direct questions.

They do not pay attention to grammar while speaking.

The sentences are scrambled, they cannot think and respect the statement patterns at the same time.

### **Appendix D: Chinese Portrait Sample**

Fill in the gaps your Chinese Portrait according to the following template :

1-If I were an animal, I would be a.....

2-If I were a colour, I would be.....

3-If I were a feeling, I would be.....

4-If I were an object, I would be.....

5- If I were a city, I would be.....

6-If I were a season, I would be.....

7-If I were a smell, I would be.....

8-If I were a weapon, I would be.....

9-If I were a currency, I would be.....

10-If I were someone from history, I would be.....



### **Appendix E : The One-minute Game Sample**

- What would you do if the world would end tomorrow?
- What would you do if we gave you one million dollars?
- If I could change one thing about the world I would...
- If you could take a pill that will make you smarter, a la Bradley Cooper in limitless, what would you do?
  
- Discrimination against immigrants
- Everybody in the world should speak only one language.
- Culture
- Anorexia
- Islamophobia
- Music
- What does happiness means to you ?
  
- Talk about a historical figure
  
- What type of vacation do you prefer ?
  
- Are you a risk taker or safety minded ? explain why ?
  
- What do you think about calumny?

### **Appendix F:Remarks Taken During the Lecture:**

- Level 3<sup>rd</sup> year group01: 07/03/2017  
Students have ideas but didn't guess the language structure.  
Students used to observe more, they are being mechanic.  
They prefer gaming rather than having an ordinary lesson.
  
- Level 3<sup>rd</sup> year group02: 07/03/2017  
Students like to express themselves through direct questions.  
They do not pay attention to grammar while speaking.

The sentences are scrambled, they cannot think and respect the statement patterns at the same time.