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**Enhancing EFL Learners' Speaking Skill through Effective Teaching
Methods**

*The Case of Third Year LMD Students of English Department at Dr.
Moulay Tahar University*

Dissertation Submitted in Candidacy for the Degree of Master in Didactic

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A decorative border with purple floral and scrollwork patterns surrounds the text. The top corners feature star-like floral motifs, while the sides and bottom are composed of flowing, vine-like scrolls.

DEDICATION

*IN THE NAME OF GOD, MOST GRACIOUS,
MOST MERCIFUL, ALL THE PRIESTS DUE TO
GOD ALONE, THE SUSTAINERS OF ALL THE
WORLD.*

This work is dedicated to:

*My dear parents who gave lot and whose loves
always strengthen my will.*

My dear little brother ACHRAF

My dear brother MOHAMMED

My lovely Sisters DOUAA and AYA

My grandparents

My aunts and uncles



All my cousins

All my college's friends

Whoever happens to read this dissertation.





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Prais to GOD, the compassionate, the merciful. Peace and blessing on the messenger of ALLAH, Mohammed the prophet. We wish to express our gratitude to ALLAH for his blessing and inspiration leading me to finish this study.

I would like to express my fully thanks to:

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 - 2. All my family members Bakreti and Hamri for their loves, sympathies and supports so I could finish this final project.*
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Abstract

The present study attempts to investigate the development of the speaking skill of the EFL learners through effective teaching methods, in order to use it in communication. Moreover it introduces some strategies that promote this skill and improve student's proficiency. The purpose of this study is to identify the main problems that may inhibit the EFL learners' speaking skill, and discussing the role of the EFL teachers in helping students to overcome their speaking problems using the appropriate methods and strategies during oral expression courses. The population is composed of third year LMD students and teachers at the University of Dr. Moulay Tahar. At the end, some recommendations were presented to overcome students' speaking problems and enhance this skill among university students.

List of Abbreviation

EFL: English as Foreign Language

OC: Oral Communication

OCS: Oral Communication Strategies

TBL: Task Based Learning

GTM: Grammar Translation Method

STT: Students' Time Talking

LMD: License Master Doctorate

ESL: English as Second Language

FL: Foreign Language

SL: Second Language

OE: Oral Expression

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CHAPTER ONE

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1. Introduction

This chapter is considered as the preface of the study. It is divided into two sections, the first section which is the theoretical framework deals with the background of the study, and second section deals with the practical part of the thesis in which we present the design of the study and give details about the research instruments and the participants in this study.

2. General introduction

Nowadays, English has become a major medium for communication across borders. It is not confined only to the business field, but also the academic achievement. Thus, the effective teaching of speaking skill has become increasingly important in EFL setting because of the strengthening position of the English as a language for international communication. A great number of EFL learners study English just for the sake of using it for their interpersonal communication. Therefore, helping learners to become fluent and accurate despite of the problems they face seems to be a challenge for EFL teachers. As a matter of fact, I think it will be interesting to study the difficulties of EFL learners in the speaking skill and, eventually to suggest some effective teaching methods and strategies to help students in enhancing their speaking skill.

2.1. Section one theoretical framework

2.1.1. The background of the study

Language is a mean of communication and interaction between individuals and groups. It plays a central role for people's intellectual, social, and emotional development and a support for successful learning. Through language, people are able to convey their ideas and feelings and take part within the society. Language also enables someone else to understand what the speakers want to tell. Therefore, learning a language especially English is expected to help students to be able to use it as a means of communication. Communicating is understanding and expressing information, thought and feeling, and expanding science, technology and culture. In general, Richards and Renandya (2002:201) point out that a large number of language learners study English in order to develop their proficiency in speaking.

2.1.2. The English language

English was originally the language of England, but through the historical efforts of the British Empire it has become the primary or secondary language of many former British colonies such as the United States, Canada, Australia, and India. Currently, English is the primary language of not only countries actively touched by British imperialism, but also many business and cultural spheres dominated by those countries. It is the language of Hollywood and the language of international banking and business. As such, it is a useful and even necessary language to know.

2.1.3. The status of English language in the world

In terms of globalization it is necessary to learn foreign languages and therefore they are on the school curriculum. No one can deny the role that English, as the lingua franca, has played in globalization: it has been used as the main instrument to access science and technology, computers and electronic media; to conduct trade and tourism, commerce and industry; and to exchange information and communication. English is the official language for 45 countries in the world. One third of the world population speaks English and 75% of the TV programmes are produced in English. 95% of the United Nations conferences and meetings are conducted in English and 80% of information on internet is presented in English (Wang, 2006: 3).

English is the fourth most widely spoken native language in the world, and in terms of sheer number of speakers, it is the most spoken official language in the world. It is the primary language used in international affairs. The English language has official status even in nations where it is not the primary spoken language. English is indisputably the primary language of global trade and commerce. In many countries, most tourism authorities and other officials in contact with the public speak English to interact and engage with tourists and immigrants.

2.1.4. The status of English language in Algeria

Algeria use modern standard Arabic as an official language. MSA is a standard language with its grammar, rules and dictionary. It is considered as the medium of instruction especially at the first stages of institutional education. Algerian Arabic is also used by the Algerian speakers; this refers to the dialects used for daily communication. It is a non-standard language since it has no grammatical rules, no dictionary, and no written form, and it is not official. A group of people (the Amazigh), use a language called Tamazight. Now it started to be taught at schools, and it has a national status, whereas French is considered as a second language, which starts to be taught at the Algerian primary schools (3rd year primary school). Because of colonial reasons, French influenced Algerians i.e. some people use it as a means of daily communication. Concerning English, it represents a foreign language for the Algerians. It is not taught at the primary level, but starts to be taught at the middle school level (1st year middle school).

2.1.5. The English language and globalization

The spread of English is often linked to globalization, since it provides for high levels of interconnectedness among nation states and local economies and cultures. The fact that English has become the primary language for communication within international organizations such as the United Nations, the Council of Europe and the European Union is an example of such globalization. However, as Seargeant observes (2009: 63), globalization has contributed as much to the 'idea' of English as it has to its actual role in communication. In other words, in many parts of the world, English represents an image in popular imagination, established through the media, advertising and so on, rather than a practical necessity or reality for many people.

Scholars and educationists differ in their attitudes towards the global spread of English. Some (e.g. Graddol, 2006) think this spread is natural, inevitable, neutral and beneficial, and have been accused of 'English triumphalism'.

Crystal (1997: 32) suggests that English 'fosters cultural opportunity and promotes a climate of international intelligibility'. Others see the spread of English as threatening local cultures, languages and identities.

Phillipson (1992) used the phrase 'linguistic imperialism' to explain how English has come to play a leading role in maintaining the economic and political dominance of some societies over others. Because of the role of English as the dominant international language, the theory of linguistic imperialism asserts that other languages have been prevented from going through

processes of development and expansion, and have been allocated a secondary status, along with the cultures they represent. Proponents of the theory of linguistic imperialism view the English language teaching industry as contributing to the propagation of the economic, cultural or religious values of dominant world powers.

2.1.6. English language as the international common tongue

There are numerous different languages are being used throughout the world. Since there are too many different languages, a global language is produced. A language can achieve this status only when it is important to the world activities such as communication between countries, trading between different countries across the world and culture. It plays an important role and it is recognized by every country (Crystal, 2003). Crystal reports also that English has already reached this stage and there are nearly a quarter of the world's population around 1.2 to 1.5 billion people is already know and use English. Nowadays, English is the most widely spoken language in the world and it has become a global language, since we are exposed to it all the time, when we are watching TV, when we watch an advertisement or even when we use our own languages.

There are several factors that make the English language essential to communication in our current time, since it is the most common foreign language and speaking it will help you communicate with people from countries all over the world. Crystal (2003) says that language can become a global language not only because the number of people who speak it but who speak the language (non-native speakers), English can become a world language mainly because of the strong military, economic and political powers.

English has become an international language not because it is easy to learn. There is no language is easy to learn and better, the difficulty of a language is depend on different learner and Lutz (2010) points that it depends on which level of the learner want to achieve, the higher level, the more difficult. Ellis (1985) says that age, aptitude, cognitive style, motivation and personalities are the five main aspects which separate individual learner differences in a different level. This means the difficulty of language are depends on learner. Ellis (1985) reports that aptitude is a main factor to divides the language learner to different level. If a learner has a good aptitude and a effective way to study a second language, the language will become easier. Learner motivation also is a important factor that make a learner learn a second language success. A learner can likely learn a second language to be success when the motivation is high. Crystal (2003) reports that the intrinsic structural properties, the size of its

vocabulary or it has been a vehicle of a great literature in the past or it was once associated with a great culture or religion are the motivation of some learner to learn a language but not the reasons make the language become global.

2.1.7. Oral communication skills

Communication is exchange of ideas between people either orally or in writing. In this research, communication is taken in the sense of fluency and accuracy. Former refers to proper use of language without hesitation and later talks about use of grammatically and phonologically correct language. Alwright (1994) considers it 'learn by doing approach' in teaching where teacher and students both are involved. Speaking takes place in the presence of listener because listener responds to the speaker's communication. As Byrne (1986) defines, "Oral communication is a two way process between the speaker and the listener and involves the productive skills of speaking and the receptive skills of understanding". It is considered to be helpful in improving learning as Staab (1992) states, "I believe that oral language is important not only as a vital communication tool that empowers us in our daily lives but also as a valuable way to learn" (7). He considers listening and speaking as oral communication skills, as he states, "oral communication skills mean both speaking and listening to oral language, both talking and listening are lifelong activities and probably our most important communication tool" (p.6). Both are integrated skills and supports in developing each other.

As (Brown, 1994), also asserts that the integration of listening and speaking skills is termed as oral communication skills because listening can be developed indirectly by integrating it to speaking. The literature states that communication is an exchange of ideas between people either orally or in writing. It is also an exchange of meaning and understanding. Meaning is central to communication. Rahman (2010) considers it symbolic because "it involves not only words but also symbols and gestures that accompany the spoken words because symbolic action is not limited to verbal communication" (p.3). He further defines this "an interactive process" where two communication agents i.e. Sender (S) and Receiver (R) are involved in the process. In this research both speaking and listening skills are considered OCSs. Both supports each other in the development of language proficiency and without either OC remain meaningless.

Chapter One: General Introduction

Effective OC cannot be simply 'studied' by reading. It needs to be planned, strategized, practiced and assessed, preferably in an 'authentic' setting" (Chan, 2011, p.72). Listening is receptive and meaningful process as Stabb (1992) emphasizes that "Listening is an active process of constructing meaning and for this to happen, listeners need active mental involvement, while good instructions and lots of practice can help improve listening skills, this won't happen without meaningful talk in the classroom" (p.7).

In the process of developing oral proficiency, speaking comes later. It is a productive skill which comes after receptive skill i.e. listening. In English as Second Language (ESL) contexts, speaking is perhaps the most important of the four language skills: listening, speaking, reading, and writing (Carter and Nunan 2001; Celce-Murcia 2001). Speaking is a linguistic activity which, like language itself, consists of several elements: viz., pronunciation (sounds), morphology and lexis (words and their parts), grammar and syntax (structure), semantics, discourse (conversation and utterances), pragmatics (usage and its rules), fluency (ease of speech, confidence, coherence, and speed), in addition to topicality (themes and ideas). It is a complex process because "learners need to develop at the same time knowledge of grammar, vocabulary functional language and communicative skills. Attention to the systems of language is crucial, but the development of fluency and contextual accuracy are equally important goals" (Hedge, 2000, p.261). Several studies have examined developing the students' speaking skills. Jassem (1997) was particularly interested in tackling and enhancing Malaysian English majors' skills in academic discussions by using various methods such as written assignment-oriented seminars. This is an interesting work as it handles an EFL/ESL context similar to the one at hand, where Malaysians are usually silent; they are keen on listening rather than speaking. Lee (2009) has examined the reasons for improving Asian students' low participation in class in Australia through combining both writing and speaking. Various other evidences show that the best way to improve speaking skills is to combine both communication (Task Based Teaching and Learning) and Grammar Translation Method (GTM) in teaching OCSs (Chang, 2011; Hall, 2011).

2.2. Section Two: practical part

2.2.1. Scope of the thesis

This study investigates the role of the teachers' methods and strategies in improving students' speaking skill. This study was done to find out students' speaking problem and suggest some solutions to help them overcoming these problems. Two questionnaires were provided to both teachers and students. The questions were direct and simple in which the participants had to choose one of the given options. Then depending on the results we suggest some solutions.

2.2.2. Statement of the problem

The main purpose of learning language is to communicate with native speakers, but the common teaching methods that are adopted by many teachers are traditional ones, which focus on teaching a set of grammatical rules. Thus we notice over 12 years we spent in studying English that most of the EFL learners' performance was better in reading, writing and listening than speaking. In fact, learners face many difficulties to express themselves in foreign language. In the present study at the department of English at university of Saida; we are going to investigate the role of teachers' methods on enhancing students' speaking skill and how it works to improve the learner's oral performance.

2.2.3. Research questions

Consequently, two major research questions can be raised:

- 1) What are the problems that affect learners' speaking skill?
- 2) What are the most appropriate methods that can be used by the EFL teachers to enhance the EFL learners speaking skill?

2.2.4. Hypothesis

In this research my assumptions are:

- 1) Encouraging students to watch English documentary, movies....., might help their pronunciation.
- 2) If teachers increase STT (students talking time), this will enhance students speaking skill.

2.2.5. Significance of the study

One of the basic problems that are related to foreign language learning is to prepare learners to be able perform accurately, fluently and spontaneously during their communications. This study is important because it investigates the improvement of the students speaking skill by using effective teaching methods. It may provide EFL teachers with a specific language teaching procedures which they can use in their classrooms to enhance learners' oral performance, and to encourage students to maximize their capability by using English orally.

2.2.6. Objectives of the study

The main purpose of this research is to identify the problems that may face EFL learners speaking skill, and to find-out methods and strategies that should be used by teachers to help EFL learners of Dr. Moulay Taher University of said to surmount their problems when speaking English language.

2.2.7. Methodology of the study

This extended study is an exploratory case study dealing with third year LMD English students at Dr. Moulay Tahar University. This study will be conducted both quantitatively and qualitatively relying on a research instrument: questionnaires for both EFL teachers and learners, in order to gather the data that enable to gain valuable information.

2.2.7.1. The sample population

This study involves five teachers and twenty students who responded to the questionnaire, they were chosen among the total number of the total students' (third year students) and teachers' population at the English department of Dr. Moulay Tahar University.

2.2.7.1.1. The students' profile

Third year students of English at the University of Saida are the whole population, all of them are baccalaureate holders from different streams who have learnt the English language since the first year in the middle school; this makes a sum of seven years before entering the university and 3 years at the university, which means 10 years of learning English. We will deal with twenty (20) students chosen randomly out of the total population. The reason behind choosing the third year is that they are aware about the problems that hamper them to master

their speaking skill since they have already experienced the concept of interaction in first and second year. Moreover, those students are supposed to graduate this year and they will need this skill in their work. For that; teachers should choose the best method to help the students to improve their oral performance.

2.2.7.1.2. The teachers' profile

Teachers at the university of Saida Department of English are the total population. We will deal with the sample of five (05) teachers. The majority of the participants are teachers of oral expression because they know what really happens during the oral courses.

2.2.7.2. Data gathering tools

In order to ensure our findings and reach our objective from this study we will use one main tool which is Questionnaire. The questionnaires will be administered to the 3rd year students at the department of English in order to investigate their speaking problems. The second questionnaire will be directed to the teachers at the Department of English; In order to know their opinions about the speaking problems and the appropriate teaching methods to help students in enhancing their speaking skill

2.2.7.2.1. Students' questionnaire

The students' questionnaire consists of thirteen simple and closed questions provide students to choose one of the given options. The questionnaire is divided into two sections; the first section deals with the back ground information of the students and the second section deals with the learning process. All the questions are closed questions, requiring from students to pick up one answer from number of choices

2.2.7.2.2. Teachers questionnaire

The teachers' questionnaire consists of eleven questions is divided into two main sections. In the first section deals with the teachers' identification and the second section is about teachers' attitude. All the first ten questions are closed questions provide the teachers to choose one of the given options, while the last question is open-ended question which attempts to ask for more information about the strategies that are used by the teachers to improve their students' speaking skill.

2.2.8. Structure of the study

This current dissertation consists of two parts; the first part, theoretical framework, comprises two chapters (the first and the second chapters). The second part of this study, deals with the practical issues. This part is divided into two chapters (the third and the fourth chapters).

The first chapter is a general Introduction which includes, the background of the study, the statement of the problem, the significance of the study, the research question, aims, hypothesis, the methods and the organization of the study, would hopefully provide the reader an overview of the whole work.

The second chapter is divided into two sections; the first section is a general overview on the speaking skill and the main challenges that faces EFL learners on their speaking, while the second section deals with communicative classroom and the role of the classroom interaction in helping student to improve their speaking skill. The third chapter is devoted to the investigation of the obtained results in which we dealt with the research tools (questionnaires) and I have described the questionnaires' design, research findings and analysis.

The fourth chapter provides the activities that are used to teach speaking skill, the parameters of effective teachers of speaking skill (teachers' roles) and suggestions to encourage students to overcome their speaking problems.

2.2.9. Limitation of the study

Although the research reached its aims, there was an unavoidable limitation, since this research was conducted on a small size of students' and teachers' populations, only twenty students and five teachers, who might not represent the majority of the total population, i.e. findings could not be generalized.

3. Conclusion

In the foreign language learning process, learning speaking skill is considered as a key factor that leads to successful communication; thus EFL teachers' are always in challenge of helping EFL students to master their oral performance. This chapter is considered as the descriptive part of the thesis which is entitled 'Enhancing EFL Learners' Speaking Skill through Effective Teaching Methods'. This chapter also presents different points that are considered as the bases of the study.

CHAPTER TWO

**CHAPTER TWO:
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1. Introduction

There are four skills in teaching and learning a language: listening, speaking, reading and writing. Speaking skill is considered to be one major skill to be developed by EFL learners; both teachers of foreign language and learners give much more importance to speaking skill as it's the essential pillar to build up the competence of learner in foreign language since it's based on communication and interaction. This chapter is divided into two sections the first section will be a general overview on the speaking skill. First of all, I will give a definition of speaking. Then, I will deal with situations of speaking skill; this chapter also includes the importance of speaking skill in classroom and problems that face ESL speakers. Also I will deal with the integration between listening and speaking and the differences between Speaking and Writing, then the significance of speaking skill. Finally, we will see some difficulties and challenges in foreign language speaking and linguistic problems. In the second section, I will deal with the communicative classroom, the role of classroom interaction in improving students' speaking skill.

2. Section One: The Speaking Skill

2.1. Definition of the Speaking Skill

Speaking is an interactive process of constructing meaning that involves producing and receiving and processing information (Brown, 1994; Burns & Joyce, 1997). Its form and meaning are dependent on the context in which it occurs, including the participants themselves, their collective experiences, the physical environment, and the purposes for speaking. It is often spontaneous, open-ended, and evolving. However, speech is not always unpredictable. Language functions or patterns that tend to recur in certain discourse situations (e.g., declining an invitation or requesting time off from work), can be identified and charted (Burns & Joyce, 1997). For example, when a salesperson asks "May I help you?" the expected discourse includes a statement of need, offer of appreciation, and a leave-taking exchange. Speaking requires that learners not only know how to produce specific points of language such as grammar, pronunciation, or vocabulary (linguistic competence), but also that they understand when, why, and in what ways to produce language (sociolinguistic competence). Finally, speech has its own skills, structures, and conventions different from written language (Burns & Joyce, 1997; Carter & McCarthy, 1995; Cohen, 1996). A good speaker synthesizes this array of skills and knowledge to succeed in a given speech act.

2.2.Situations of the Speaking Skill

According to Bentayab (2008:28), there are three types of speaking situation

2.2.1. Interactive Speaking Situation

Its commonly contains face to face interaction, it happens as a part of dialogue in communication, and what is said is dependent on the understanding of what else said in the interaction. For example, I say something in the course of a conversation it will not be isolated to what has been said previously.

2.2.2. Non Interactive Speaking Situation

Some speaking situation are totally non interactive, especially, when recording underlies speech from radio broadcast where interpreting underlies listening

2.2.3. Partially Interactive Situation

When giving speech to live audience, during the conversation the audience does not interrupt the live speech.

2.3. Type of the Speaking Skill

Brown (2000:271_ 272) listed five kinds of oral production that student are expected to carry out in the classroom.

2.3.1. ImitativeSpeaking

At one end of a continuum of types of speaking performance is the ability to simply parrot back (imitate) a word or phrase or possibly a sentence. While this is a purely phonetic level of oral production, a number of prosodic, lexical, and grammatical properties of language may be included in the criterion performance. We are interested only in what is traditionally labeled

(Pronunciation),no inferences are made about the test-taker's ability to understand or convey meaning or to participate in an interactive conversation. The only role of listening here is in the short term storage of a prompt, just long enough to allow the speaker to retain the short stretch of language that must be imitated.

2.3.2. Intensive Speaking

A second type of speaking frequently employed in assessment contexts is the production of short stretches of oral language designed to demonstrate competence in a narrow band of grammatical, phrasal, lexical, or phonological relationships (such as prosodic elements – intonation, stress, rhythm, juncture). The speaker must be aware of semantic properties in order to be able to respond, but interaction with an interlocutor or test administrator is minimal at best. Examples of intensive assessment tasks include directed response tasks, reading aloud, sentence and dialogue Completion; limited, Picture-cued tasks including simple sequences, and translation up to the simple sentence level.

2.3.3. Responsive Speaking

Responsive assessment tasks include interaction and test comprehension but at the somewhat limited level of very short conversations, standard greetings and small talk, simple requests and comments, and the like. The stimulus is almost always a spoken prompt (in order to preserve authenticity), with perhaps only one or two follow up questions or retorts:

A. Mary: Excuse me, do you have the time?

Doug: Yeah. Nine fifteen.

B. T: What is the most urgent environmental problem today?

S: I would say massive deforestation.

C. Jeff: Hey, Steve, how's it going?

Steve: Not bad, and yourself?

Jeff: I'm good.

Steve: Cool. Okay, ¹gotta go

2.3. 4. Interactive Speaking

The difference between responsive and interactive speaking is in the length and complexity of the interaction, which sometimes includes multiple exchanges and/or multiple participants. Interaction can take the two forms of transactional language, which has the

¹ Gotta go : got to go

purpose of exchanging specific information, or interpersonal exchanges, which have the purpose of maintaining social relationships. (In the three dialogues cited above, A and B were transactional, and C was interpersonal.) In interpersonal exchanges, oral production can become pragmatically complex with the need to speak in a casual register and use colloquial language, ellipsis, slang, humor, and other sociolinguistic conventions.

2.3.5. Extensive Speaking (monologue)

Extensive oral production tasks include speeches, oral presentations, and storytelling, during which the opportunity for oral interaction from listeners is either highly limited (perhaps to nonverbal responses) or ruled out altogether. Language style is frequently more deliberative (planning is involved) and formal for extensive tasks, but we cannot rule out certain informal monologues such as casually delivered speech (for example, my vacation in the mountains, a recipe for outstanding pasta primavera, recounting the plot of a novel or movie)

2.4. The component of the speaking ability

The component is what aspect influencing how well people speak English. Here is the component of speaking skill according to Syakur. According to Syakur (1987: 5), speaking is a complex skill because at least it is concerned with components of grammar, vocabulary, pronunciation, and fluency.

2.4.1. 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 student's ability to manipulate structure and to distinguish appropriate grammatical form in appropriate one. The utility of grammar is also to learn the correct way to gain expertise in a language in oral and written form.

2.4.2. Vocabulary

Vocabulary means the appropriate diction which is used in communication. Without having a sufficient vocabulary, one cannot communicate effectively or express their ideas in both oral and written form. Having limited vocabulary is also a barrier that precludes learners from learning a language. Language teachers, therefore should possess considerable knowledge on how to manage an interesting classroom so that the learners can gain a great success in their vocabulary learning. Without grammar very little can be conveyed, without vocabulary nothing can be conveyed.

2.4.3. Pronunciation

Pronunciation is the way for students' to produce clearer language when they speak. It deals with the phonological process that refers to the components of a grammar made up of the elements and principles that determine how sounds vary and pattern in a language. There are two features of pronunciation; phonemes and supra segmental features. A speaker who constantly mispronounces a range of phonemes can be extremely difficult for a speaker from another language community to understand (Gerard, 2000:11).

2.4.4. Fluency

Fluency 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”. These signs indicate that the speaker does not have to spend a lot of time searching for the language items needed to express the message (Brown. 1997: 4).

2.5. Speaking and Listening Relationship

In many cases, listening should lead naturally into speaking; there is “a natural link between speaking and listening” (Brown, 2000:275). That teacher should pay attention to and not hesitate to incorporate these two skills in the teaching process. In fact; both skills listening and speaking happen to gather the link is so clear in almost all the activities used to teach speaking they both strengthen each other.

2.6. Speaking and Writing Differences

Speaking and writing are productive skills while they are completely different from each other. Spoken language is more spontaneous, chaos, and disorder form. It may be informal, short and clear sentence, whereas writing is more ordered and coherent structures (Bygate, 1987:10-11). According to Brown (2000.303) he pointed out that speaking and writing are different in many levels. First of all, performance, the oral production is ephemeral; it disappears as one finishes speaking. However the written language is enduring, one can read what was written centuries ago. The other difference is orthography; the spoken language contains phonemes, stress, rhythm, intonation and “verbal cues”. Whereas; writing contains only graphemes (punctuation, pictures, charts).another difference is complexity, speaking is less complicated than writing. However; they are both complicated, the difference lies in the degree of their complexity, in the spoken language, people produce short sentences

with many conjunctions while in writing people produce longer subordinating sentences. The last difference is vocabulary; speakers tend to use simple and clear vocabulary while they are speaking because it is easy to be understood by the hearer; in the other hand, writers tend to use a more complicated vocabulary because they have time to think about what to write.

2.7. The significance of the speaking skill

It is known in the field of didactics that people who master speaking are considered as if they master all the other language skills. It generally helps the speaker to communicate his thoughts and ideas. This has been pointed by Ur (2000: 12): “Of all the four skills, speaking seems intuitively the most important: people who know a language are referred to as „speakers“ of the language, as if speaking included all other kinds of knowing.” Teachers expect from students to use the language properly and correctly in order to speak confidently in order to attract the audience who provides a great opportunity to convey the message. Baker and Westrup (2003: 5) stated that

“a student who can speak English well may have greater chance for further education, of finding employment and gaining promotion.” that is, speaking is important not just inside the classroom but also outside where most of the companies and organizations look for people who master a foreign language and have a good speaking ability.

2.8. What Makes Speaking Difficult?

Learning how to speak is very difficult for second language learners, Brown (2000:270-271) identified some problem that May students face in their learning process:

2.8.1. Clustering

According to Brown the fluent speech is phrasal not word by word, students tends to divide their speech into words phrases; for that reason teachers have to help their students to produce fluent speech.

2.8.2. Redundancy

The spoken language is redundant which means that it is possible for the learners to repeat, rephrase, and use these expressions such as; “I mean” or “you know” from time to time during their oral performance in order to make their meaning understood.

2.8.3. Reduced Forms

The spoken language has several reduced forms; it might be phonological, morphological, and syntactic. Such reductions might be hard for students who have been studying “full forms” of the language.

2.8.4. Performing Variable

Second language learners are subject to hesitation, false starts, correction, teachers should help their students to think at the same time of their oral performance using (uh, um...etc.).

2.8.5. Colloquial Language

It is very difficult for students to get used to the colloquial language (idioms, slang, and cultural knowledge.) the role of the teachers is to get his students communicate using these forms.

2.8.6. Rate of Delivery

Another problem which may face second language learners is to communicate fluently using the target language, here, the teacher have to speak the language rapidly and fluently.

2.8.7. Stress and Rhythm and Intonation

These are characteristics of English pronunciation and they are considered to be very important to convey meaningful speech.

2.8.8. Interaction

Interaction helps the student to develop their language when they are negotiating meaning. (Giving feedback, asking for explanation) they learn new words and structure.

2.9. Students' Challenges in Learning Speaking Skill

EFL learners often encounter some difficulties while dealing with such a difficult skill, even those who have a clear idea about the language system face the same problems. According to Ur (2000), there are four main problems in getting students speak in the foreign language in the classroom.

2.9.1. Inhibition

When students want to participate in the classroom, many of them experience inhibition which is caused by many issues as shyness and fear of making mistakes. In this perspective Ur (2000: 111) states that: “Learners are often inhibited about trying to say things in a foreign language in the classroom. Worried about, making mistakes, fearful of criticism or losing face, or simply shy of the attention that their speech attracts.” Bowman et al. (1989) agree on this view and argue that when the teacher deals with speaking, he might ask his students to express themselves in front of their class mates which can lead to stressful and anxious situations while performing oral activities.

2.9.2. Nothing to Say

When students are obliged to share their thoughts and talk about a given topic, most of them prefer to keep silent while others might say “I have no idea” or “No comment”. These expressions are due to the lack of motivation in expressing themselves on the chosen topic. The teacher may ask his students to talk about an uncongenial topic or about an unknown subject, thus, they have nothing to say whether in the native language or foreign one. (Rivers 1968)

2.9.3. Low or Uneven Participation

Participation has been defined as, the number of unsolicited responses volunteered” (Burchfield & Sappington 1999: 290); and low participation is about the amount of each student’s time of talking. There are some of them tend to be dominant and take the place of others who prefer to keep silent or they are uncertain whether what they will say is correct or not and the situation will get worst. So, Classroom discussion is dominated by a minority of talkative participants and contributions are not evenly distributed. This may be due to the mixed ability groups.

2.9.4. Mother-Tongue Use

In cases where the majority if not all the students share the same mother tongue, they prefer to use it outside and even inside the classroom rather than the target language since they feel more at ease. According to Baker and Westrup (2003: 12) “barriers to learning can occur if students knowingly or unknowingly transfer the cultural rules from their mother tongue to a foreign language.” Therefore, the learners will find it difficult to use the target

language correctly if they keep on borrowing words and terms from their mother tongue which is a result of target language vocabulary lacks.

2.10. Classroom oral activities

They are a part of the course in the classroom; they are a kind of speaking practice inside the classroom. Teacher should present these types of activities to his student to provide them with opportunities to express their opinions. According to (Lindsay and knight 61), they state that the learners need to practice the Foreign Language in the classroom through producing it and interacting with others. Moreover, they declare that “speaking activities that concentrate on getting learners to produce sounds, phrases, or grammatical structures range from activities which are controlled by the teacher to activities where the learners have more freedom to choose the language they use”(61). Among these activities the most widely used in the classroom are

2.10.1. Story- Telling

One of the beneficial activities that make learner produces the language are stories. (Thornbury 95-96) defines the story telling as following: “Story telling is universal function of language and one of the main ingredients of casual conversation”. In addition, he declared that narration is one of the classroom means of practicing speaking their; it is aimed to give learners opportunities or more time to recount folk jokes, or amazing or dramatic incidents depending on exposed pictures. He mentions four forms of this kind of activity as following:

- **Guess the Lie**

In this activity, learners should tell three short personal stories to each other; two stories are true and the third one is untrue. The others decide which among the three stories is true or untrue through giving guesses with justification. They can ask for calcification after hearing the stories (Thornbury 96).

- **Insert the Word**

In this activity, the teacher gives his students cards in which an unusual word or expression has been written, but they shout keep them as a secret. Then each student tells the others an anecdote that involves the secret items, and the others guess the secret word or expression (Thornbury 96)

- **Chain Story**

In this activity, each learner has a part of story; they take turns to tell the story in which the teacher guesses signals to the other to contribute in story (Thornbury 96).

Firstly, learners rehearse a joke, but they should be taught some joke framing. Then they simulate a joke and exchange jokes in pairs or groups of three. By the end the class chooses the best joke (Thornbury 96).

2.10.2. Discussion and Debates

This type of activities provides students with chance to speak more freely and express their opinions and ideas. In addition, the teacher gives his students some information about the topic they talk about and gives them enough time to prepare what they want to say (Lindsay and knight 66). According to (Harmer 272) clarifies the “buzz group” as it is a way for learners to have chance for quick discussion in small group before speaking in public in order to think of ideas and the appropriate language to express them before asking to speak in front of the whole class. Thornbury states that the best discussion in the classroom can be spontaneously and can result from reporting something personal, or from a topic or a text in the course book that creates a debate. He mentions different formats of discussion. (102-104).

- **Discussion Cards**

The teacher prepares a set of cards which include a statement related to the pre-selected topic, then he gives each group of students a card; one of them reads it about and they discuss it for a period of time before passing to the next card if they are not interested in some statements. They can let them. In addition, each group should summarize the main ideas that are raised during their discussion. By the end, these summarizes can be used for the discussion in the whole class (Thornbury 102).

- **Worm-up Discussion**

The teacher asks a set of questions for pair or group discussion when he introduces a topic or prepares his students to read a text in order to get general knowledge about the topic. Then he can get the learners responses to the whole class (Thornbury 103).

- **Balloon Debate**

Group of learners try to represent a famous people in history, famous living people, or people in different professions. Moreover, they give opinions or agreement about why they should be saved and the other should be sacrificed. It can be done in pairs, and then they stage the debate (Thornbury 103).

Pyramid (or consensus) Debate

This kind of activity can be done in pairs to reach a decision or a consensus on an idea, then this pair tries to convince the other pairs in order to form group of four and so on, until the whole class agrees on consensus. It is the suitable format for ranking, division, or imaginative situations (Thornbury 103-104).

Panel Discussion

It works in pairs to marshal their agreements, chairperson while the others are audience. The latter can ask questions and the panelist's state their own opinion. It works better if the discussion format is as a role play in which each participant has a clearly defined role. Learners should be provided by repertoire of expressions for voicing their strange opinions (Thornbury 104-105).

2.10.3. Information Gap Activities

The aim of this type of activities is to get learners exchange information. According to (Harmer 88) he defines the information gap activity as follow: "where two speakers have different parts of information making up a whole"; moreover he declares that there is a gap between learners' different information. (Lindsay and knight 65) define this type as it is the act of interaction between learners to give or to ask for information as the learners help each other. They indicate some formats of information gap activity such as:

- **Describe and draw:** one learner describes a picture that is drawn by the other partner (Lindsay and knight 65).
- **Describe and arrange:** one learner arranges objects which the other partner instructs (Lindsay and knight 65).
- **Describe and identify:** learner tries to identify a picture that is described by his partner from a set of pictures (Lindsay and knight 65)
- **Find the Differences:** each learner in pairs has the similar pictures and he tries to describe his picture to his partner in order to find differences between them (Lindsay and knight 65).
- **Asking for information:** learner asks for necessary information he needs from his partner (Lindsay and knight 66).
- **Asking for and giving directions:** learner indicates to his partner certain places marked on the map (Lindsay and knight 66).

2.10.4. Role Play and Simulation

They are ones of the common communicative activities which is used in classroom. Harmer defines role play activity as it is a type in which the learners act accordingly to the certain situation, and it gives learners opportunities to practice a play and engagement in the classroom (92). Learners simulate a real life situation as if they act as a character in different situations. So, Role play and simulation are aimed to encourage EFL learners' oral performance, and to train students for specific situations of language by giving phrases or expressions.

Role play activities can be done as open-ended in which learners give their opinions, and then they have reached the consensus in order to get effective role play. Role play and simulation have a great benefit; they are fun and motivating, in addition they make hesitating learners more forthright in their opinions and behaviors and they equip learners by a wide range of language (Harmer 275).

3. Section Two: The Communicative Classroom

The communicative classroom has come to have characteristics that differentiate it from the non-communicative classroom. According to Taylor (1983:69) a communicative classroom needs an atmosphere “which encourages learners to exercise their own initiative in communicating” and in “which communication can take place comfortably” (ibid: 70).

Therefore, its primary goal is to enable EFL learners to communicate in the target language fluently and freely and to emphasize the communicative use of language in everyday situation.

3.1. The Role of Interaction

Interaction is considered as a central part in communicative language teaching, it helps students to involve in communication using the target language. Interaction is defined as “a collaborative exchange of thoughts, feelings, or ideas between two or more people, resulting in a reciprocal effort on each other” (Brown, 2000: 165). Rivers emphasized the idea that the communicative classroom should be interactive he affirmed that: “ in interaction students can use all they possess of the language, all they have learnt or casually absorbed, in real life exchange (Rivers 1987,4-5; in Brown, 2000:165).The main principles that are identified by Brown (2000) .

3.1.1. Automaticity

Automaticity is achieved when the student's attention is on meaning rather than on grammar and other linguistic forms. This lack of restriction and control enhances automaticity in the students.

3.1.2. Intrinsic Motivation

While students interact with each other they will enjoy their own competence to use the language and develop a system of self-reward.

3.1.3. Strategic Investment

During interaction, students should use strategic language competence; to make decisions about when and how to say or interpret messages, and to repair the errors they may produce.

3.1. 4. Risk Taking

Students, in interactive class may encounter many problems such as; their shyness of their friends laughing at them, failing to produce intended meaning, being rejected or neglected, all these are called risks which students have to challenge for the sake of interaction.

3.1.5. The Language Culture Connection

Students are required to be systematically versed in the cultural nuances of the language

3.1. 6. Interlanguage

The role of the teacher feedback is fundamental in the developmental of language process. Several errors of production and comprehension will be a part of this process.

3.1. 7. Communicative Competence

All the elements of communicative competence (grammatical, discourse, sociolinguistics, pragmatic, and strategic) are involved in the interaction.

3.2. The Role of the Teacher

The teacher in a communicative classroom has totally different roles from his/her counterpart in the traditional classroom. Communicatively speaking, the teacher interacts “with students, giving feedback, offering solutions and assign speaking in collaborative way” (Gutierrez, 2005:7). The teacher is also a guide, a planner, an organizer, an inspector, an assessor, a prompter, a resource, a facilitator of learning, an instructor, a curriculum-developer, a classroom manager a consultant and a monitor (Littlewood, 1981: 92-93).

3.3. The Students 'Role

In communicative classroom learners are provided with opportunities to rely on themselves and acquire the target language “by using it rather than...by studying it” (Taylor, 1983:70). In addition to, students should be self-reliant when they are interacting with their peers in groups and they should be responsible for their own learning.

4. Conclusion

As a productive skill, speaking is a very important process that helps to evaluate learners' proficiency in the target language. It should be one of the basic curriculum designs of second or foreign language teaching, in addition to other skills. Learning to speak entails learner's engagement in communicative situations so that they will activate their speaking in capacity. So, the development of oral skill requires students to make active use of the language that is correct in its grammar and pronunciation. That is to say fluency and accuracy are two essential aspects to be developed in classroom interaction.

CHAPTER THREE

**CHAPTER THREE:
THE FIELD WORK**

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1. Introduction

This study is conducted to investigate the development of EFL students' speaking skill through effective teaching methods. To carry out this present research, two questionnaires are administered for the teachers and students at the Department of English at Dr. Moulay Taher University of Saida. As a first step I am going to introduce the population of the research. Second I am going to describe analyze and interpret the questionnaire results and finally, present my research findings.

2. The Target Description

2.1. The students' Profile

Third year students of English at the University of Saida are the whole population. We will deal with twenty (20) students chosen randomly out of the total population. The reason behind choosing the third year is that they are aware about the problems that hamper them to master their speaking skill since they have already experienced the concept of interaction in first and second year. Moreover, those students are supposed to graduate this year and they will need this skill in their work. For that; teachers should choose the best method to help the students to improve their oral performance.

2.2. The teachers' Profile

Teachers at the university of Saida Department of English are the total population. We will deal with the sample of five (05) teachers. The majority of the participants are teachers of oral expression because they know what really happens during the oral courses.

3. The Questionnaire Design and Entailment

In this research, the questionnaire is the main tool of the study, one for the students and another for the teachers. The questionnaires contain multiple choices where the participants have to tick in the box the best answer. The result of these questionnaires will help teachers to use appropriate methods and strategies to help students in improving their speaking skill.

4. Students' Questionnaire

This questionnaire consists of thirteen questions divided into two sections. The first section deals with the back ground information of the students and the second section deals with the learning process. All the questions are closed questions, requiring from students to pick up one answer from number of choices.

4.1.The Analysis of The Students' Questionnaire

Section one: Learners' Identification

1. Gender

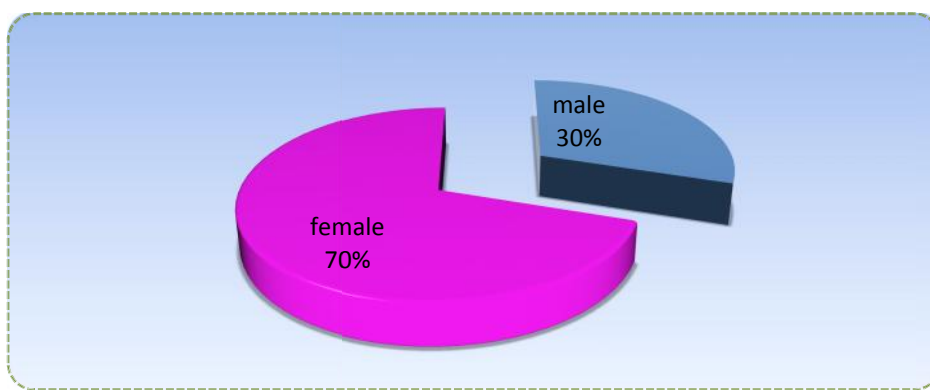


Figure 1: The students' gender

Concerning the first question about gender of the participants, I found that fourteen females (14) and six males (06) participated in the investigation. There were about 70% females and 30% males.

2. Studying English was:

- a. Your choice.
- b. Obligatory.

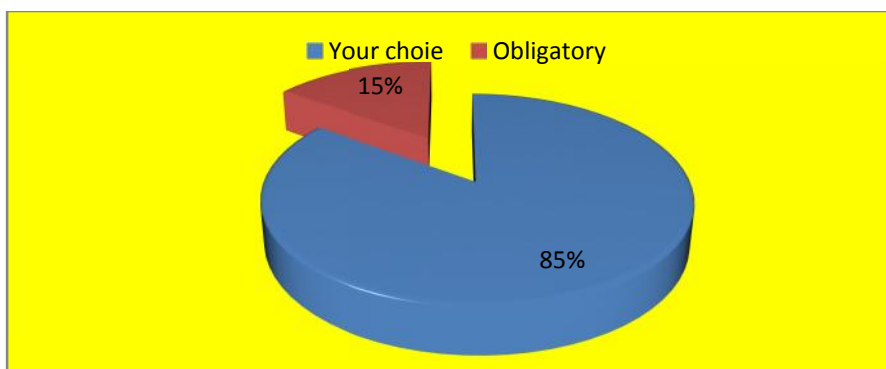


Figure 2: Willingness of Studying English

A quick look at the figure above we can notice that the majority of the students in our sample making up (85%) assume that studying English language was their choice; we can say that these students appreciate, like and motivated to speak and use English language. While the rest (15%) were obliged to study this language, may be because of their grade or their parents imposed it on them.

3. Do you seek opportunities to use English?

- a. Yes, I do, I actively seek opportunities to use English.
- b. When opportunity comes up, I make use of it.
- c. No, I don't.

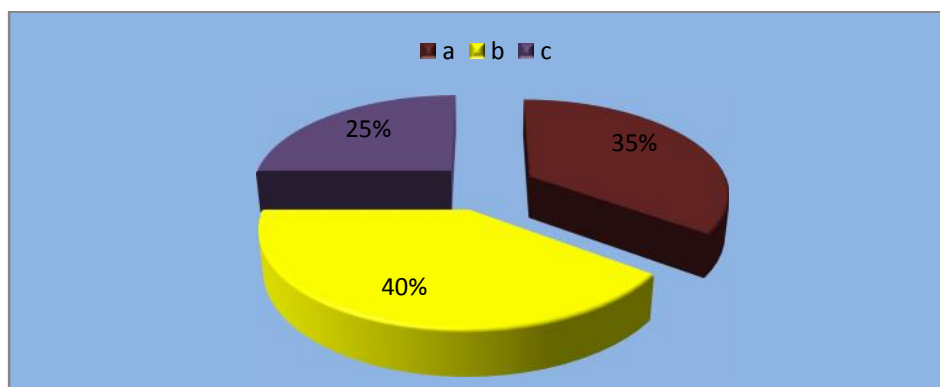


Figure 3: Opportunities to Use English

I asked this question to check the interesting of students in speaking English language. The result shows that (35%) of learners actively seek opportunities to use English language, (40%) of them take advantage of the opportunity when it comes up, while only (25%) of learners do not seek opportunities to use English. So we can notice that the majority of the students agree that English language is a mean of communication and a job opportunity in the future. The rest of the students who have choose the negative option may not be interested in the importance of English language.

4. In the classroom do you participate (orally)

- a. Always
- b. Sometimes
- c. Rarely
- d. never

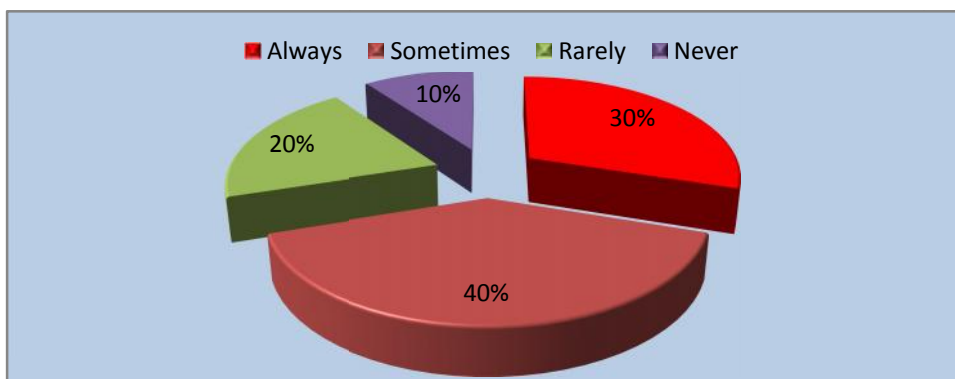


Figure 4: The Degree of Talking

The objective of this question is to find out the degree of talking in classroom since the students who participate have few problems in their speaking skill. 40% of students answer that they participate sometimes, 30% of them participate always, 20% rarely and only 10% answer with never. The result shows that almost the most of the students are not passive which may negatively affect their skill of speaking.

5. Do you think the amount of time devoted to oral expression is sufficient?

- a. Yes
- b. No, more time is needed

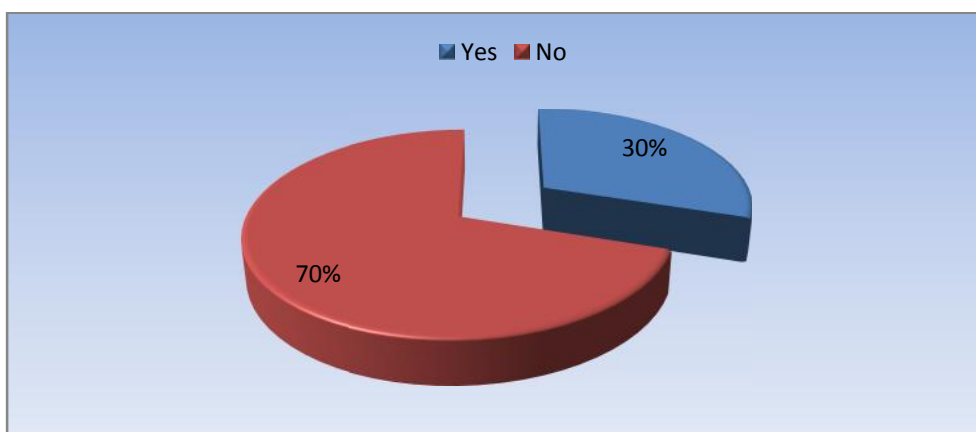


Figure 5: Time Devoted to Oral Expression

The majority of the students (70%) agree that the time devoted to oral expression is not enough and they ask to give more attention to it, since oral expression courses play an important role in improving students speaking skill. The rest of students (30%) think that the amount is sufficient.

Section Two: learning process

6. With which of these processes you find problem in communication?

- a. Fluency
- b. Accuracy
- c. Both
- d. I have no problem

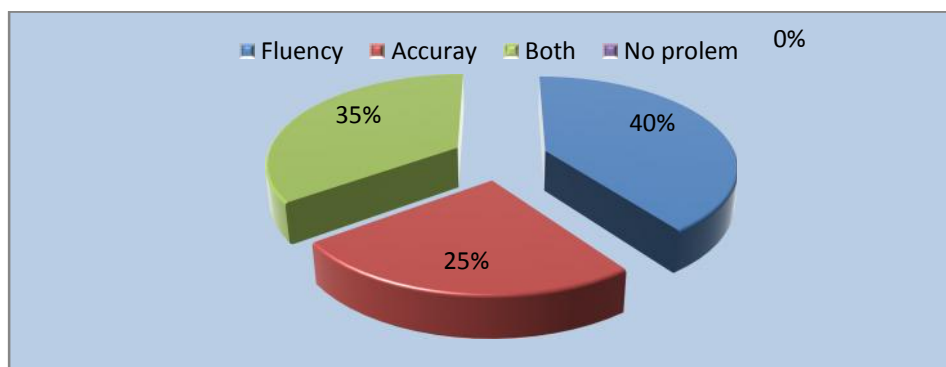


Figure 6: Students' Problem of Communication

This question is to find the problems that face students in their interaction. The analysis shows that most of students have problem in of fluency, about (40%). Then (35%) have problem in both accuracy and fluency. While 25% have problem of accuracy. And 0%, who has no problem, means that all student agree that they do not master the speaking in English language very well. To become an effective communicator, learner needs to be accurate and fluent.

7. Do you prefer:

- a. Group work
- b. Individual work
- c. Pair work

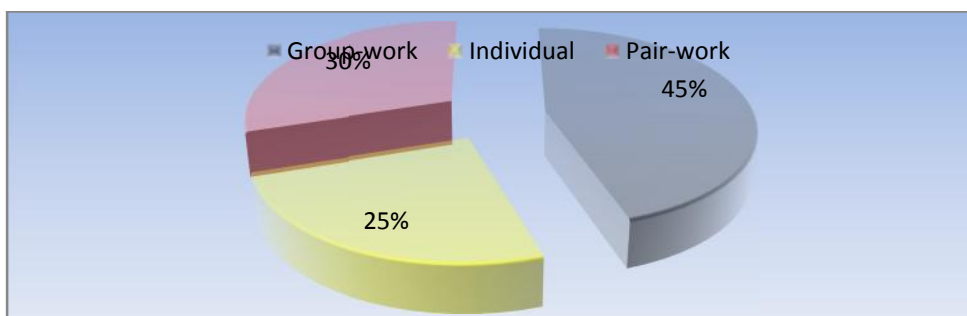


Figure 7: Students' Preference

We can observe throughout the table above that the majority of the students making up (45%) prefer to work in a group work which shows that they are extrovert and sociable learners, they prefer to learn in groups to exchange information and learn from each other while (25 %) of them like individual work this is maybe because they are introverts inhibited and shy students and they prefer to work alone. about (30 %) of the participants prefer work in pairs we can say that this percentage are sociable but not that much confident to work in groups.

8. What are the speaking activities you prefer on most to interact in classroom?

- a. Dialogue
- b. Presentations
- c. Telling stories
- d. Role-plays
- e. Debates and discussion

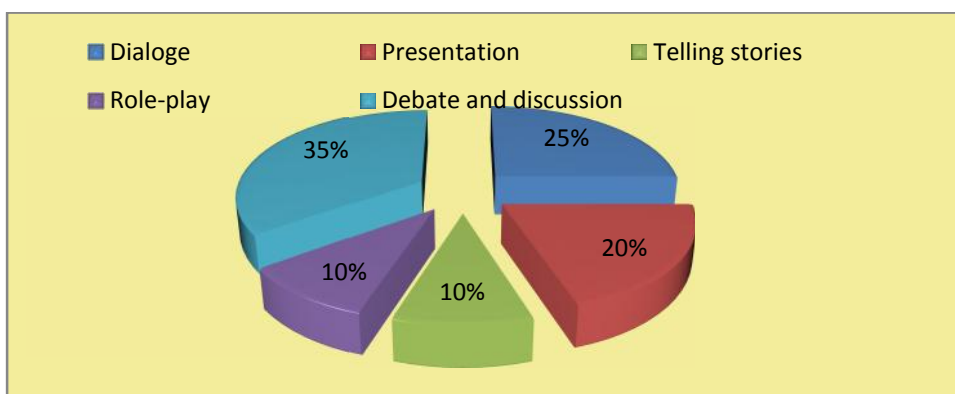


Figure 8: Activities that Motivate Students to Oral Participation

This question aims at finding the activities that motivates students interact in their classroom interaction. Most of respondents showed that they prefer debates and discussion (35%), and then dialogue about (25%), (20%) choose presentation, (10%) telling stories, (10%) role play.

9. Do you feel secure and self-confident when practicing speaking activities?

- a. Yes, I enjoy speaking activities and I feel secure when I participate in the classroom.
- b. I like speaking activities, but I don't feel secure and self-confident when practicing speaking.
- c. I don't like speaking activities, but feel secure and self confident.
- d. I don't like speaking activities, and I don't feel secure and self confident.

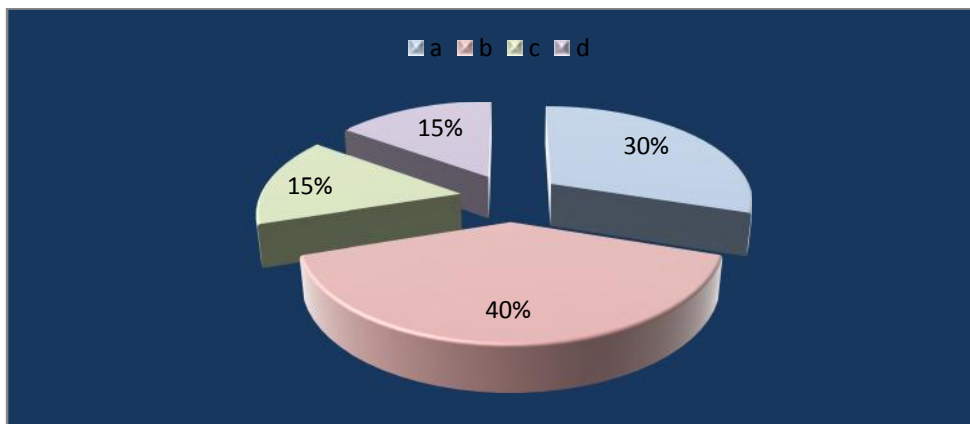


Figure 9: Learners Attitude towards Speaking Activities

This question aims to examine the psychological problems of EFL learners that may inhibit their speaking skill. The result shows that the majority of the students (40%) like speaking activities, but they don't feel secure and self-confident when practicing speaking. Then (30%) of them say that they like speaking and they have no problem when practicing it, whereas (15%) like speaking activities, but feel secure and self confident and the rest (15%) don't like speaking activities, and don't feel secure and self confident when practicing speaking.

10. When you speak English in front of your classmates, and you miss a word, so what would your reaction?

- a. Anxious and stop talking.
- b. Shy and start miming.
- c. Keep talking using paraphrase.

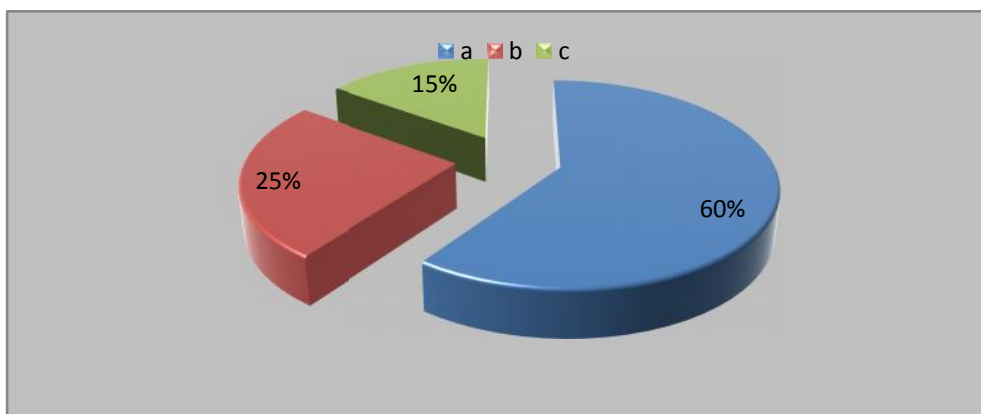


Figure 10: Students' Reaction When Facing Problem during their Speaking

As the previous question this question too aims at examine the psychological problems of EFL learners that may inhibit their speaking skill; moreover it aims to know the reaction of the learner when facing problem during their oral participation in the classroom. The result shows more than half of the participants (60%) feel anxious and stop talking, may be their friends or teacher help them to carry on. While (50%) feel shy and start miming. The rest only (15%) keep talking by using paraphrases.

11. How often does your teacher correct your oral mistakes?

- a. Always
- b. Sometimes
- c. Rarely
- d. Never

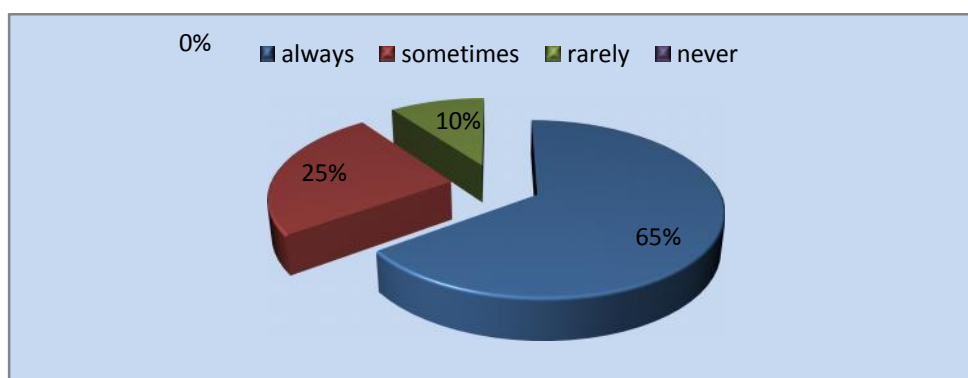


Figure 11: the Teacher's Correction

A quick look at the table above shows that (65%) of students go for always which means that the teacher continually correct their mistakes. (25%) of the participants answer

with sometimes, and (10%) with rarely and no one answer with never (0) which means that the teachers pay attention to the students' errors especially grammatical one.

12. Do you develop your speaking skill outside the classroom?

- a. Yes, I do
- b. No, I don't

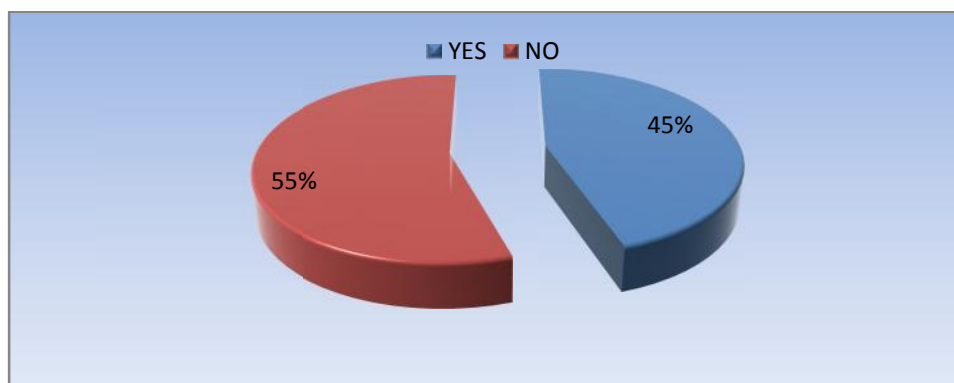


Figure 12: Students' Development of their Speaking Skill

The figure above shows that (55%) of the participants do not rely only on classroom's oral activities, but they develop their speaking skill outside the classroom by watching English programs, listening to songs, reading magazines, talking to their friends.....; whereas (45%) of the students do not develop their speaking skill outside the classroom, which make it hard for them to develop their oral performance.

4.2. Interpretation of the Results

First of all, the chosen sample in this study reveals that females (70%) are more than males (30%) this may be due to the fact that females are more interested to study foreign languages. The study shows also that the majority of the students show a great willing to learn English (85%) beside (40%) of them take advantage of the opportunity to use English language when it comes up and participate in the oral classes and they are really willing to give more attention and add more hours in oral expression courses. In the second part of the students' questionnaire, the collected data show that students' problem are both fluency and accuracy beside other psychological problems, the collected answer shows also that the majority of the students are willing to work in group work activities in order to learn from each other and share their opinions and prefer activities that includes discussion and appreciate teachers' correction. Finally lot of students does not develop

their speaking skill outside the classroom which may be a main reason behind their problems.

5. Description of the Teachers' Questionnaire

The teachers' questionnaire is divided into two main sections. In the first section deals with the teachers' identification and the second section is about teachers' attitude.

5.1. The Analysis of Teachers' Questionnaire

Section one: Teachers' Identification.

1. Gender

a. Male

b. Female

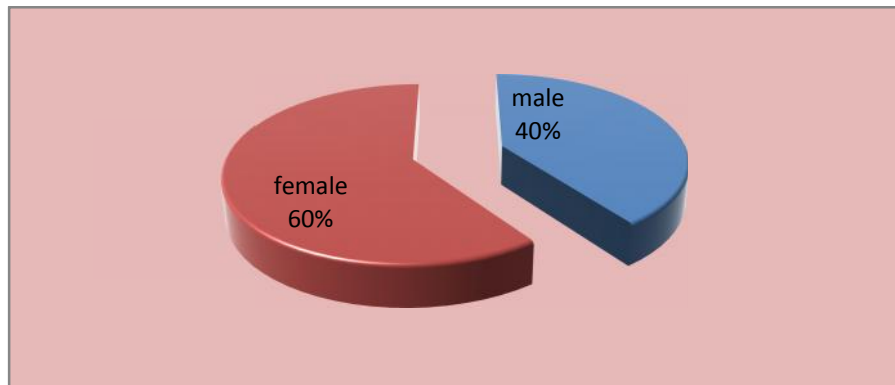


Figure 13: Teachers' Gender

Concerning the first question about gender, there were about (03) participants making up (60%) are females and (02) participants making up (40 %) are males.

2. For how many years have you been teaching English language?

a. From 01 to 05 years

b. From 05 to 10 years

c. More than 10 years

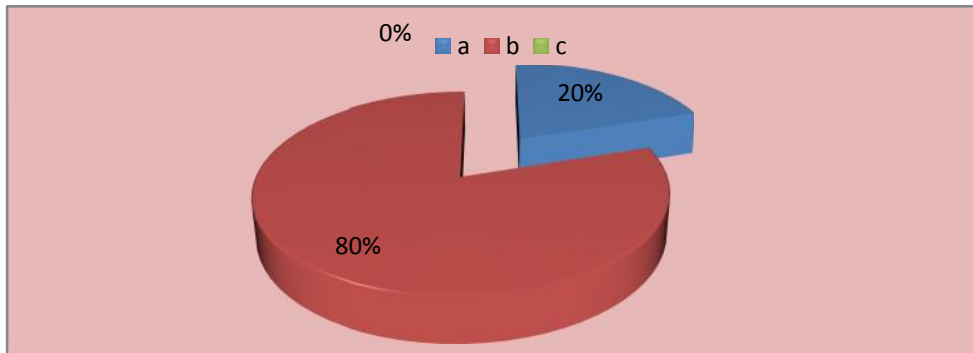


Figure 14: Teachers' Educational Experience

The aim of this question is to know the teachers' experience in teaching English at the university. The results show that 20% of the participants said that they have been teaching English from 1 to 5 years. The rest (80%) have been teaching it from 5 to 10 years.

3. Do you agree that in order to learn a language students have to speak it?

- a. Strongly agree
- b. Agree
- c. Not agree

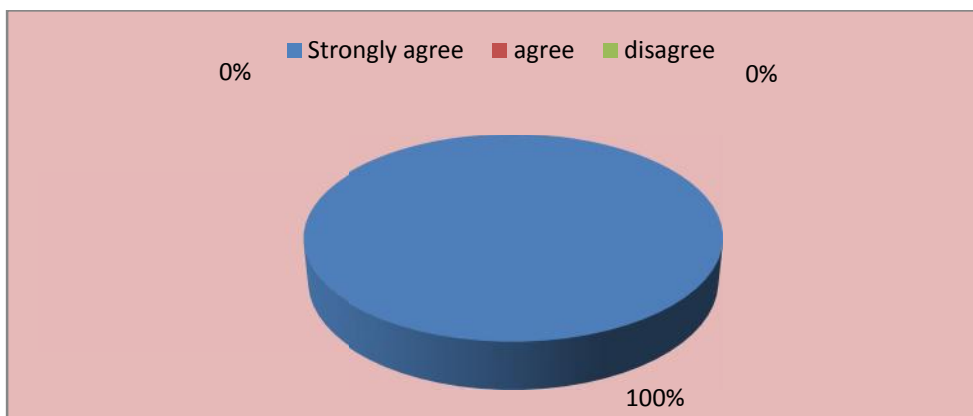


Figure 15: The Importance of Speaking in Learning a Language

The result shows that all the participants making up (100%) strongly agree that in order to speak a language the student have to speak it.

4. Do you think the amount of time devoted to oral expression is sufficient?

- a. Yes
- b. No, more time is needed

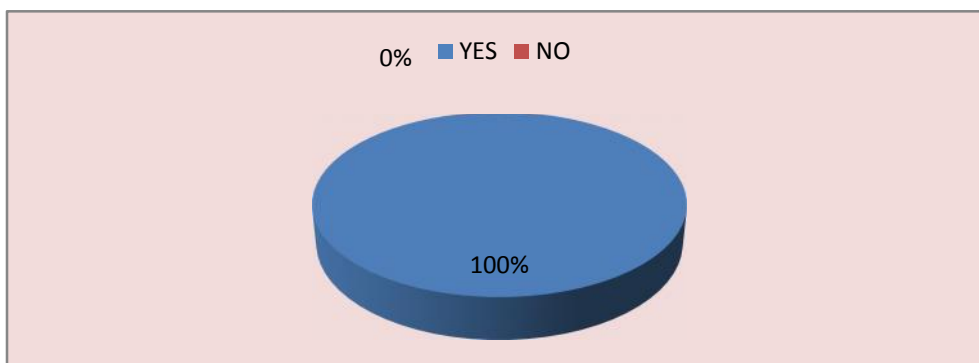


Figure 16: Time Devoted to Oral Expression

Unlike the students who answer that the time devoted to oral expression is not enough, all participants making up (100%) of teachers agree that the time is enough.

5. How much time do you devote to practicing speaking in your English classroom?

- a. 15% of the total time
- b. 25% of the total tie
- c. 50% of the total time
- d. 80% of the total time

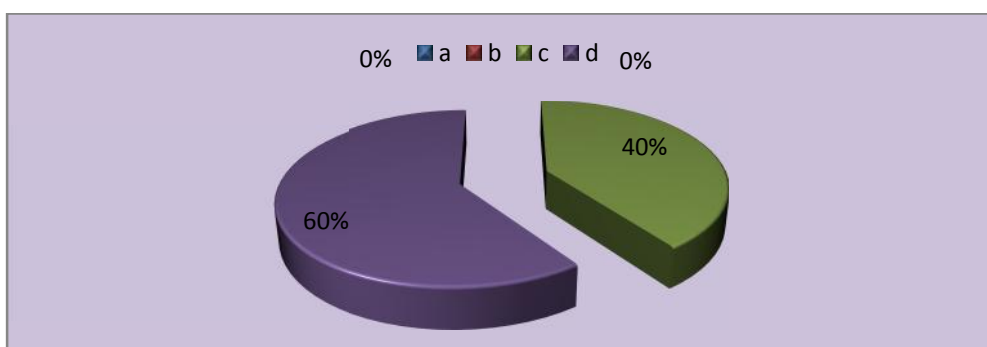


Figure 17: Time Devoted in Practicing Speaking in English Courses

This question aims at knowing teachers' and students' talking time (TTT and STT). The results show that the majority of the participants give importance to speaking activities during their courses since about 60% of the teacher answers that they devote 80% of their time to speaking, while 40% devote the half of their time to speaking.

6. In your opinion what are the major speaking difficulties that students face in oral participation?

- a. Mother tongue use/ influence
- b. Nothing to say about the topic
- c. Inhibition because of stress and shyness

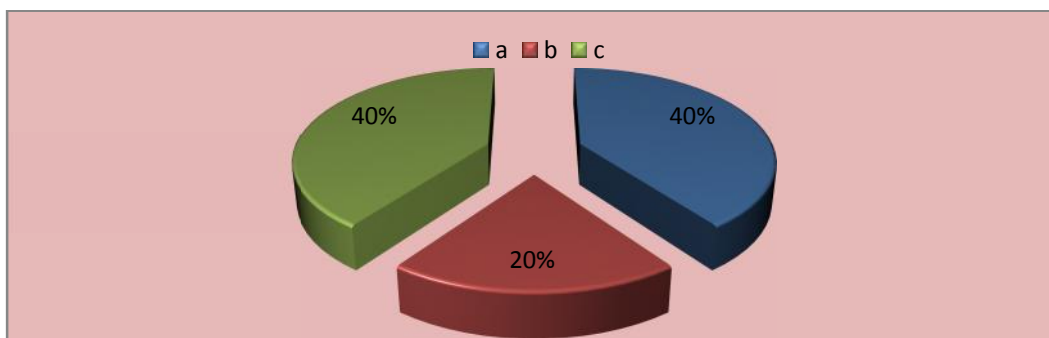


Figure 18: The Students' Speaking Difficulties

We can notice from the result that 40% of the participants think that the major difficulty that face students in speaking is the mother tongue use and influence, 40% also choose (inhibition because of stress and shyness), while only 20% choose (nothing to say about the topic).

Section two: Teachers' methods and strategies

7. What activities do you use most often in oral courses?

- a. Discussion and dialogue
- b. Role play, improvisation
- c. Presentation
- d. Other activities

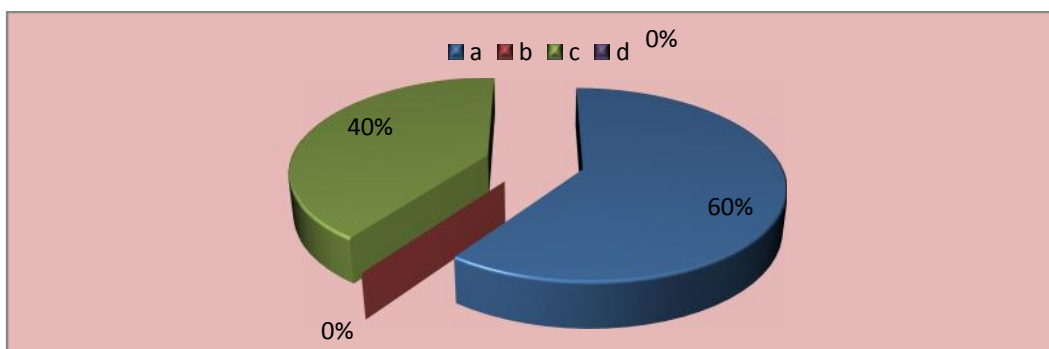


Figure 19: Teachers' Activities

The results show that the majority of the teachers (60%) prefer discussion and dialogue whereas 40% mentioned presentation while none of the participants choose role play or other activities. We can recognize that the most activities that are used by teachers aim at increasing students' talking time (STT).

8. What is the most efficient (technique) in making your students' speaking?

- a. Group-work
- b. Pair-work
- c. Student's working as individual

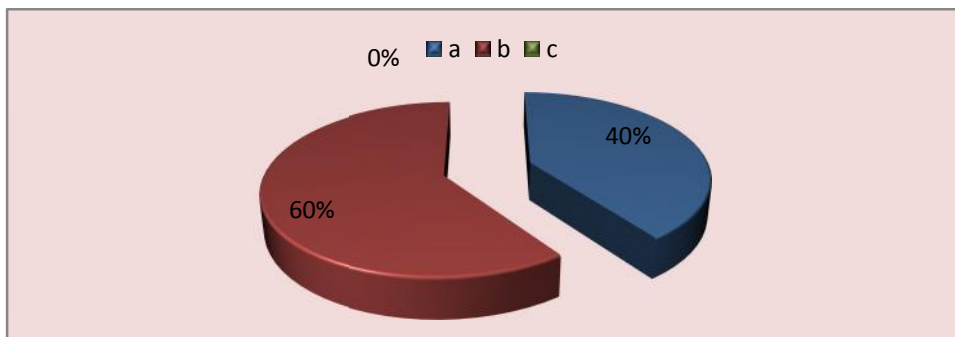


Figure 20: The Best Way of Arrangement to Make Students Speaking

The result demonstrate that 60% of the teachers see pair-work as an effective way to motivate students in speaking activities, while 40% think that group-work is the best method since students can motivate each other's which create an active classroom atmosphere.

9. Do you think that using English videos in oral courses can help students to improve their speaking skill? Do you provide this method in your courses?

- a. Yes it is helpful, and I always use it
- b. Yes it is helpful, and I use it sometimes
- c. No it is not helpful, and I never use it

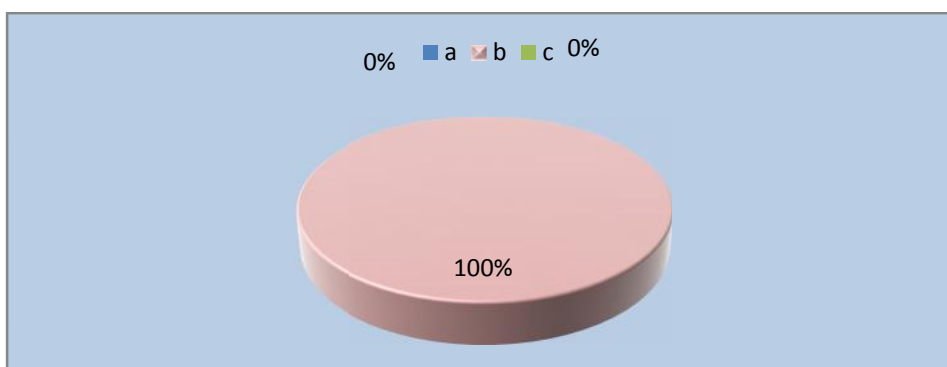


Figure 21: Using English Videos

The results show that all participants (100%) agree that using English videos in oral courses is important in improving students' speaking skill and they provide it in their oral expression classes, since it motivates the students and improve their pronunciation.

10. Can you please note some strategies that can be used by the teacher to help students overcome their speaking problems?

The answers were approximately the same:

- a. Encouraging students to speak about a given topic whatever mistakes they make.
- b. Motivate students to speak in the classroom by using rewards (points and grades) for their activities.
- c. Encourage students to practice English language in and outside the classroom.
- d. Encourage students to read English books, which help them increase their grammar and vocabulary.
- e. Provide as much as possible of speaking activities in the courses.
- f. Correct students' mistakes.
- g. The topics of the courses should be interested for the students, since they will have a lot of information to discussion.

5.2. Interpretation of the results

In background information, the teachers' response reveals that the chosen sample contains more female (60%) than males (40). Concerning (Q2), most who responded to our questionnaire have spent more than five years in teaching English language. The analysis of the questionnaire shows that all participants agree that speaking have great importance in learning a language and the time devoted in learning oral expression is enough. More than the half of the participants devote more than the half of time on speaking activities which are discussion and presentation, and they prefer group-work and pair-work to practice these activities and they are always aware of students' mistakes. The results show also that teachers use English videos in their oral expression courses because it has a great influence on students' speaking skill. Finally all the teachers agree that practice is the best way to develop students' speaking skill.

6. Conclusion

The current chapter was an attempt to describe EFL learners speaking problems and the role of teachers to help students overcome these problems the chapter provided an overview of the research design and methodology followed to collect data and evidence that support the hypothesis formulated in this work and then answer the research questions.

CHAPTER FOUR

CHAPTER FOUR:
SUGGESTIONS AND RECOMMANDATIONS

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Chapter Four : Suggestions and Recommendations

1. Introduction

This chapter investigates the problems that face EFL students' speaking skill based on our data findings. This chapter deals also with teacher's feedback and strategies on teaching speaking skill. Finally we put forward some recommendation to help maintain students' speaking skill and build up teacher awareness of students' speaking problems and suggest some practical solutions to help them overcome these problems.

2. The students' problems and speaking abilities

Based on the findings of this study, results reveal that students face many problems in their oral performance; we can classify them as follow:

2.1. Psychological problems

Factors such as self-confidence, motivation, anxiety and teacher's attitude may affect students in taking part in speaking activities during the class. These factors hinder them from mastering their speaking skill.

2.1.1. Self-confidence

Self-confidence as a part of self-esteem which means the good image that a person has about him/herself, is a person's confidence to perform specific task successfully and link closely to initial task engagement, persistence, and achievement. Coopersmith (cited in Acosta, 2007, p.120) defines it as "The evaluation which the individual makes and customarily maintains with regard to himself: it expresses an attitude of approval or disapproval, and indicates the extent to which an individual believes himself to be capable, significant, successful, and worthy. In other words, it means the belief that the learner has about his/her own abilities to carry out an activity. Being confident is one of the most important aspects in learning SL/FL. A student with self confidence, even with low linguistic competence, means that he/she is not shy of being ridiculous or fear of making mistakes when participating in the classroom activities. More specifically, Heyde (cited in Acosta, 2007) studied the effects of self-confidence on the performance of an oral production task; and she found that self-confidence associated positively with performance on oral production measures. As a result, the study comes out with the importance of self-confidence as a variable in second language learning process. At this point, self-confidence is considered as a motivating factor. On the other hand, we can find a student who is linguistically competent but he/she lacks self-

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confidence to perform a task or even share his/her opinion by using English. For instance, some students have the tendency to compare themselves with their classmates; then they start to underestimate their abilities if they are better than them, in their opinion. That means that, lack of self-confidence comes from learners' doubts about their own abilities. Therefore, this can result on a low performance and consequently on a low level of EFL learners' oral proficiency. Going deeply, the majority of EFL first year students may lack self-confidence to perform or participate in the oral classroom activities since it is their first time to do so. Jones (2007) in his book *The Student-Centered Classroom* claimed that Students who have never worked together before may lack confidence. Moreover, some students may also lack confidence if they are not well prepared in advance for the task in particular during a spontaneous conversation. Furthermore, students who lack confidence they prefer to avoid challenges and risk taking of criticism. Therefore, their chances of speaking in English will be reduced and their level of oral proficiency will be affected negatively. For that reason, students with low level of self confidence need a lot of support and encouragement from the teacher to let them feel confident. Moreover, Jones (ibid, p.15) claimed that preparation of the task or even over-preparation is needed for maintaining high self-confidence. Furthermore, he reported that the more successful the activities they participate in, the more confident students will become.

That means that, learners who meet with success in old experiences gain more self-confidence. He concluded: "such confidence can only be built by having students work together, so that when they have to talk with strangers in English in real life, they'll feel less scared and they'll be more prepared for real conversations" (P.15).

2.1.2. Motivation

Concerning SL or FL learning, Motivation is a crucial element in determining the success or failure of the learning process. Many researchers and teachers find that motivation is as one of the crucial factors that influence the rate of success of second language and foreign language learners (Dornyei, 1998). Motivation provides a positive push to initiate learning the SL/FL. And moreover it is very necessary to sustain the long and often boring learning process (Kimhachandra 2010). Learners with sufficient motivation can achieve a working knowledge of an L2, regardless of their language aptitude or other cognitive characteristics. Without sufficient motivation, however, even the brightest learners are unlikely to persist long enough to attain any really useful language (Dornyei, 2001, p.5).

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Motivation has two forms. Intrinsic motivation concerns behavior performed for its own sake in order to experience pleasure and satisfaction such as the joy of doing a particular activity or satisfying one's curiosity. That means that, students show a willingness to participate in the activities without imposition from the outside. Extrinsic motivation involves performing a behavior as a means to an end, that is, to receive some extrinsic reward (e.g. good grades) or to avoid punishment (Deci and Ryan 1985, cited in Dornyei, 2001, p.11). That means that, students engage in the activities not for the sake of accomplishing it but for outside objectives. Obviously, the two are totally different; but both of them are needed for the success of EFL learning process. Nevertheless, according to many language researchers and psychologists, intrinsic motivation is considered the most important and the most needed for long term objectives. Deeply speaking, EFL students' performance in the OE classroom activities is the most affected module by the level of motivation. In view of the fact that motivation is unstable factor in the classroom, Students' motivation may decrease over time (Dornyei, 2001, p.19). lack of motivation may happen because of many factors such as the bad relationship with the teacher, the unorganized classroom, the uninteresting activity or topic, the learner's state like tiredness, illness, hungry, and even the time especially in the afternoon, etc. consequently, those factors may decrease students' motivation and even more may prevent students' engagement in the OE activities. Hence, this can lead to the hindrance of EFL learners' oral proficiency. For that reason, increasing and directing student motivation is one of the teacher's responsibilities. Ur claimed that the teacher has a crucial role to play in increasing motivation to learn. For that, he (2012, p.11) suggested three main ways that influence learners' motivation

By taking every opportunity to show them how important it is for them to know English, by fostering their self-image as successful language learners

And by ensuring that classroom activities are interesting

In the other hand, Ford (1992, cited in Dornyei, 2001, p.25) shaped another idea about how humans could be motivated. He said: There are no magic motivational buttons that can be pushed to make people want to learn, work hard, and act in a responsible manner. Facilitation, not control, should be the guiding idea in attempts to motivate humans. This view goes in accordance with the principles of LCA. Therefore, EFL learners' motivation can be increased if teachers work as facilitator of the learning process; and give learners the whole control over their learning. According to Ford, facilitation is the key to motivation and, thus, to successful learning.

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2.1.3. Anxiety

Language anxiety can be considered in the high rank among the other factors. According to Brown (in Shumin, 1997, p.3), L2 or foreign language learning is a complex task that is susceptible to human anxiety which is associated with feelings of uneasiness, frustration, self-doubt, and apprehension. In Oxford (1999, p.59), Gardner and MacIntyre reported that language anxiety is fear or apprehension occurring when a learner is expected to perform in the SL or FL. Therefore, language anxiety is a negative concept which refers to a kind of state of discomfort associated with learning a new language. In fact, all human beings, particularly at the beginning of their activities in different domains, show signs of anxiety which can be diminished over time. Regarding the signs of language anxiety, Oxford (1999) listed them in three categories which are: general avoidance such as lack of volunteering, physical actions such as lack of eye contact, and self-criticism. However, Oxford (ibid) reported that for some students language anxiety can become a part of their personality trait rather than a state. Thus, she said: "It can harm learners' performance" (p.62). This type of learners, generally, has negative self-concept, and they often underestimate the quality of their speaking skill. Deeply speaking, language anxiety can be more arise in EFL oral expression classrooms since speaking is the most skill that provokes anxiety to EFL learners more. In this case, it is "situation-specific anxiety" (Horwitz, and Cope, 1986, cited in Maouche, 2010, p.10). Specifically talk, some learners can be anxious if they perform in front of their classmates such as in role-plays and oral presentation or if they talk and the others look to them as in classroom discussions. In other words, they become anxious if they are put in the spot. Moreover, first year students may experience anxiety more than the others since they were used, before they enrollment to the university, to be passive. Therefore, learners may need time to become comfortable with their new responsibilities and roles. Furthermore, Language anxiety has a persistent impact on OE classroom activities. It can hamper learners' performance, make them reluctant to participate, make them not to be understood, and even more let them lack self-confidence, and consequently hinder the development of their oral proficiency.

As an evidence, Oxford (1999, p.60) indicated that anxiety damages language learners' achievement "indirectly through worry and self-doubt and directly by reducing participation and creating overt avoidance of the language." However, Oxford (1999) claimed that anxiety can be helpful in some ways such as keeping students alert, many language researchers and psychologists (Scovel (1978), Horwitz et al. (1986), Summy (1992), cited in Maouche, 2010,

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p.9) argue that moderate anxiety can be helpful and facilitate the learner's performance, and it can be a motivator and lead to better oral performance through motivating learners to adopt a strategy and to be willing to confront the new learning task.

2.2.Linguistic barriers

EFL students are adversely affected by the linguistic habits learnt through their native language. These become a barrier that makes it difficult for the EFL students to learn a second or foreign language successfully (Cummins 141). This is because the features of their native language remain with them and these often tend to color the features of the new language system being learnt. This is barrier with potential to affect ESL learning. This barrier is evident in instances when Spanish speaking ESL students for instance, demonstrate difficulties in producing initial consonant clusters, and not use an intrusive vowel first. This follows the fact that in Spanish there lacks initial clusters such as /sp/ (Nasr 59). Thus, the presence of initial, medial or final clusters in the English language presents a potential barrier that compromise the effectiveness with which ESL students learn English. For instance, an Arabic speaker would find it easier to break the initial, medial and final cluster followed by a separation of the elements through the use of a vowel in the middle of the cluster (Nasr 61).

2.3.the social problem

No one can deny that students who share the same native language have different perspective and styles.

The use of L1: the use of L1 is problem because many students keep or prefer to use their native language (mother tongue), or even if they use English language they would be influenced by their mother tongue. According to UR, mother tongue is used in classes where all or a number of learners share the same mother tongue they tend to use it because it's easier, it feels unnatural to speak to one another in foreign language and because they feel less exposed if they are speaking their mother tongue (1998:121).

3. Teacher's feedback on teaching speaking skill

Feedback is one of the most powerful influences on learning and achievement, but this impact can be either positive or negative. A teacher can provide corrective information and a learner can look up the answer to evaluate the correctness of a response. Feedback, thus, is a consequence of a performance. Providing feedback may foster learners' awareness and the

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ability to notice gaps in their inter-language. What makes the issue of providing corrective feedback even more complicated is the fact that it requires a range of quick decisions that a teacher needs to make after having noticed an error in students' speech. Teachers may think that it is better not to correct immediately and frequently their students' errors. However, self correction is extremely important, since it indicates students' active engagement in the process of language learning; this positive attitude makes students feel more comfortable and confident that they will manage to reduce their erroneous forms, assuring that any kind of errors is the inevitable part of the foreign language learning. This attitude also shows students how to monitor and take responsibility for their own learning (Young, 1991). Effective teaching not only involves imparting information and understandings to students but also involves assessing and evaluating students understanding of this information. What is more, sufficient quantity of feedback is necessary to guide students to improve their learning practices and opportunities to provide oral feedback can occur with individuals, groups or face to face interaction. Students are able to put their work into context by reviewing other work that may be weaker or stronger than their own and based on how future work could be improved. In short, teachers should always concentrate on the purpose of the activity which frequently has a considerable impact on the decision whether to correct an error or not and how much of corrective feedback should be provided to students. It should not be forgotten that it is always beneficial to correct students' errors in a positive manner and assure them that due to a wrong forms, the correct ones will be better noticed and remembered in the further processes of learning a language.

3.1.Feedback during accuracy work

Harmer (144) states that teachers show students that mistakes have been make and they help students to do something about it. The first set of techniques we need to be aware of is devoted to showing incorrectness. These techniques are only beneficial for what we assume to be language 'slips' rather than embedded or systematic errors. There are different techniques to provide feedback, they are:

Showing Incorrectness

- Repeating: here we can ask the students to repeat what they said.
- Echoing: this can be a precise way of pinpointing an error. We repeat what the students has said, emphasizing the part of the utterance that was wrong.

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- Statement and question: we can say simply good try, but that is not quite right or do people think that is correct? to indicate that something has not quite worked.
- Expression: a simple facial expression or gesture may be enough to indicate that something does not quite work.
- Hinting: a quick way of helping students to activate rule that they already know
- is to give a quick hint and this help students to correct for themselves. Reformulation: the teacher repeats the correct version of what the students have said, reformulating the sentences, but without making a big issue of it. (145)

Getting It Right

If the students are unable to correct themselves or respond to reformulation, we need to focus on the correct version in more details. We can say the correct version, emphasizing the part where there is a problem before saying the sentence normally, or we can say the incorrect part correctly. If necessary, we can explain the grammar, or the lexical issue. We will ask the students to repeat the utterance correctly (145).

3.2.Feedback during fluency work

The way in which we respond to the students when they speak in a fluency activity will have a significant bearing not only on how well they perform at the time but also on how they behave in fluency activities in the future. There are different ways that the teachers should intervene during activities (145):

Gentle Correction

If our students cannot think of what to say, we may want to promote them forward. We will not stop the whole activity and insist on everyone to say the item correctly before he allowedcontinuing with his or her discussion. However, we need to be careful of over-correction during a fluency stage. What we have to judge is whether a quick formulation or a quick prompt may help the conversation move along without intruding too much, it is not especially necessary and has the potential to get in the way of the conversation. (146)

Recording Mistakes

We can act as observers, watching and listening to students so that we can give feedback afterwards. Such observation allows us to give good feedback to our students on how well they have performed, always remembering that we want to give positive as well as negative feedback.

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One of the problems of giving feedback after the event is that it is to forget what students have said. Most teachers write down points they want to refer to later, and some like to use charts or other forms of categorization to help them to do this. Another possibility is for the teacher to transcribe parts of the recording for the future study. (147)

After the Event

When we have recorded students' performance, we will want to give feedback to the class. We might want to give an assessment of an activity, saying how well we thought the students did in it, and getting the students to tell us what they found the easiest or most difficult. We can put some of the mistakes we have recorded up on the board and ask the students first if they can recognize the problem, and then whether they can put it right. Another possibility for teachers is to write individual notes to students, recording mistakes they heard from those particular students with suggestion about where they might look for information about the language-in dictionaries, grammar books, or internet (147).

4. The importance of teachers' feedback on teaching speaking skill

Feedback is an essential part of effective learning. It helps students understand the course being studied and give them a clear guidance on how to improve their learning. For Lorna Keane when students are better informed about their learning progress, they can zone on in areas that needed more attention, further highlighting their strengths and weaknesses. With clearer direction, students gain more confidence heading towards their goals. Effective feedback helps students to maximize their potential during learning process, raise their awareness of strength and areas of improvement. Feedback helps and motivates learners' knowledge, skills and behaviors. It provides learners with additional information to support their weakness and motivate them during the learning process.

5. Strategies for developing students' speaking skill

Students often think that the ability to speak a language is the product of language learning, but speaking is also a crucial part of the language learning process. Effective instructors teach students speaking strategies -- using minimal responses, recognizing scripts, and using language to talk about language that they can use to help themselves expand their knowledge of the language and their confidence in using it. These instructors help students learn to speak so that the students can use speaking to learn.

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4.1. Using minimal responses

Language learners who lack confidence in their ability to participate successfully in oral interaction often listen in silence while others do the talking. One way to encourage such learners to begin to participate is to help them build up a stock of minimal responses that they can use in different types of exchanges. Such responses can be especially useful for beginners. Minimal responses are predictable, often idiomatic phrases that conversation participants use to indicate understanding, agreement, doubt, and other responses to what another speaker is saying. Having a stock of such responses enables a learner to focus on what the other participant is saying, without having to simultaneously plan a response.

4.2. Recognizing scripts

Some communication situations are associated with a predictable set of spoken exchanges. Greetings, apologies, compliments, invitations, and other functions that are influenced by social and cultural norms often follow patterns or scripts. So do the transactional exchanges involved in activities such as obtaining information and making a purchase. In these scripts, the relationship between a speaker's turn and the one that follows it can often be anticipated. Instructors can help students develop speaking ability by making them aware of the scripts for different situations so that they can predict what they will hear and what they will need to say in response. Through interactive activities, instructors can give students practice in managing and varying the language that different scripts contain.

4.3. Using language to talk about language

Language learners are often too embarrassed or shy to say anything when they do not understand another speaker or when they realize that a conversation partner has not understood them. Instructors can help students overcome this reticence by assuring them that misunderstanding and the need for clarification can occur in any type of interaction, whatever the participants' language skill levels. Instructors can also give students strategies and phrases to use for clarification and comprehension check. By encouraging students to use clarification phrases in class when misunderstanding occurs and by responding positively when they do, instructors can create an authentic practice environment within the classroom itself. As they develop control of various clarification strategies, students will gain confidence in their ability

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to manage the various communication situations that they may encounter outside the classroom.

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6. Recommendations and Suggestions

It is acknowledged that teaching must meet the needs of social development, bring modern technology into action, use electronic whiteboards to 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 methods have been proposed as a recommendation to instructors in the construction of teaching Oral expression:

6.1. For teachers

- Provide maximum opportunity to students to speak the target language by providing a rich environment that contains collaborative work, authentic materials and tasks, and shared knowledge.
- Try to involve each student in every speaking activity; for this aim, practice different ways of student participation.
- Reduce teacher speaking time in class while increasing student speaking time.
- Indicate positive signs when commenting on a student's response.
- Ask eliciting questions such as "What do you mean, How did you reach that conclusion?" in order to prompt students to speak more.
- Provide written feedback like "Your presentation was really great. It was a good job. I really appreciated your efforts in preparing the materials and efficient use of your voice..."
- Do not correct students' pronunciation mistakes very often while they are speaking. Correction should not distract student from his or her speech.
- Involve speaking activities not only in class but also out of class; contact parents and other people who can help.
- Circulate around classroom to ensure that students are on the right track and see whether they need your help while they work in groups or pairs.
- Provide the vocabulary beforehand that students need in speaking activities.

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- Diagnose problems faced by students who have difficulty in expressing themselves in the target language and provide more opportunities to practice the spoken language.
- Create a relaxed environment in the classroom in order to encourage students' participation.
- Behave in a friendly manner, being helpful and cooperative, making students feel comfortable when speaking in the classroom.
- Provide students with maximum of speaking time in the classroom, by organizing group activities, role play, and pair-work into their lessons.
- Choose interesting tasks and activities to motivate students.
- A special emphasis should be put on collaborative work, authentic materials, and shared knowledge.
- Improve the students' self-confidence through positive rewards.
- Be aware of how to behave with psychological variables (problems of motivation, shyness, and misbehavior).

6.2. For students

Students also have to improve their speaking skill by themselves, they need to: *

- Try to communicate on English language as much as he can.
- The students should dare, be willing and able to participate in conversations.
- Develop their own speaking strategies through listening to native speakers.
- Practice the speaking skill outside the classroom.
- Be able and ready to answer the teachers' questions.
- Do activities out of the walls of University to enhance their level in speaking production.
- Share their thoughts and opinions with their classmates in order to practice speaking.
- Do home assignments that can help them ameliorate their pronunciation, master further grammatical structures and enrich their vocabulary

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7. Conclusion

The current chapter presents the main problems that face EFL students' communication skill, and provides some suggestions and recommendations on the role of teachers in helping students to improve their speaking skill. This chapter also emphasizes on how the teacher's feedback encourage learners to master the speaking skill in the target language in a positive manner through some effective strategies.

General conclusion

In teaching foreign languages, speaking skill is very important for EFL learners, since the primary aim of learning any language is to use it proficiently in communication. This study aims at investigating the enhancement of EFL learners speaking skill through effective teaching methods. In this research, we focused on the difficulties that EFL learners are facing during oral expression sessions, we discussed the issues of communicative competence, methods of enhancing oral communication, motivation and ways of overcoming the language barriers, by providing them with various activities according to their needs.

Through our study, we asked two research questions that have been answered at the end of the research and we tested the hypothesis through two questionnaires: One for third year students and one for teachers at the English department at Dr. Moulay Tahar University of Saida. Through conducting and designing the questionnaires the two hypotheses put forward were almost confirmed. The results revealed that EFL students face different problems on their speaking skill; linguistic (fluency and accuracy), psychological (shyness, anxiety and motivation) and social problems.

The results indicate also that teachers play an important role in helping students overcome their speaking problems and improving EFL learners' speaking skill and they use different techniques for that. In addition, teachers' applied various teaching methods to help EFL learners during the learning process, such as increasing STT; using videos, providing appropriate oral activities with interesting topics that encourage students to talk about, and feedback, since it is necessary for the students to receive feedback that makes them aware of the errors and give them guidance to avoid such errors again Besides that, the absence of the teachers' feedback makes a huge difference on the students' level, students' will keep on the same level without any improvement and teachers should give feedback in the form of advice with careful attention at the end of the session in order not to embarrass them in front of the other learners.

Finally, those findings cannot over generalize on the whole population because the number of our sample is limited and the results may change by the change of the sample.

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Appendices

Students' Questionnaire

The following questionnaire is part of my dissertation about the role of classroom interaction on developing learners' speaking skill. I would be thankful if you could fill in this questionnaire.

Section one: Learners' Identification

1. Gender

- a. Male
- b. Female

2. Studying English was:

- a. Your choice.
- b. Obligatory.

3. Do you seek opportunities to use English?

- a. Yes, I do, I actively seek opportunities to use English.
- b. When opportunity comes up, I make use of it.
- c. No, I don't.

4. In the classroom do you participate (orally)

- a. Always
- b. Sometimes
- c. Rarely
- d. never

5. Do you think the amount of time devoted to oral expression is sufficient?

- a. Yes
- b. No, more time is needed

Section Two: learning process

6. With which of these processes you find problem in communication?

- a. Fluency
- b. Accuracy
- c. Both
- d. I have no problem

7. Do you prefer:

- a. Group work
- b. Individual work
- c. Pair work

8. What are the speaking activities you prefer on most to interact in classroom?

- a. Dialogue
- b. Presentations
- c. Telling stories
- d. Role-plays
- e. Debates and discussion

9. Do you feel secure and self-confident when practicing speaking activities?

- a. Yes, I enjoy speaking activities and I feel secure when I participate in the classroom.
- b. I like speaking activities, but I don't feel secure and self-confident when practicing speaking.
- c. I don't like speaking activities, but feel secure and self confident.
- d. I don't like speaking activities, and I don't feel secure and self confident.

10. When you speak English in front of your classmates, and you miss a word, what would your reaction?

- a. Anxious and stop talking.
- b. Shy and start miming.
- c. Keep talking using paraphrase.

11. How often does your teacher correct your oral mistakes?

- a. Always
- b. Sometimes
- c. Rarely
- d. Never

12. Do you develop your speaking skill outside the classroom?

- a. Yes, I do
- b. No, I don't

Teachers' Questionnaire

The current questionnaire is considered as an instrument to collect data for the research study entitle ‘ ‘ Enhancing EFL Learners Speaking Skill through Effective Teaching Methods’’. I would be thankful if you fill in this questionnaire.

Section one: Teachers' Identification.

1. Gender

- a. Male
- b. Female

2. For how many years have you been teaching English language?

- a. From 01 to 05 years
- b. From 05 to 10 years
- c. More than 10 years

3. Do you agree that in order to learn a language students have to speak it?

- a. Strongly agree
- b. Agree
- c. Not agree

4. Do you think the amount of time devoted to oral expression is sufficient?

- a. Yes
- b. No, more time is needed

5. How much time do you devote to practicing speaking in your English classroom?

- a. 15% of the total time
- b. 25% of the total tie
- c. 50% of the total time
- d. 80% of the total time

6. In your opinion what are the major speaking difficulties that students face in oral participation?

- a. Mother tongue use/ influence
- b. Nothing to say about the topic
- c. Inhibition because of stress and shyness

Section two: Teachers' methods and strategies

7. What activities do you use most often in oral courses?

- a. Discussion and dialogue
- b. Role play, improvisation
- c. Presentation
- d. Other activities

8. What is the most efficient (technique) in making your students' speaking?

- a. Group-work
- b. Pair-work
- c. Student's working as individual

9. Do you think that using English videos in oral courses can help students to improve their speaking skill? Do you provide this method in your courses?

- a. Yes it is helpful, and I always use it
- b. Yes it is helpful, and I use it sometimes
- c. No it is not helpful, and I never use it

10. Can you please note some strategies that can be used by the teacher to help students overcome their speaking problems?

The answers were approximately the same:

- a. Encouraging students to speak about a given topic whatever mistakes they make.
- b. Motivate students to speak in the classroom by using rewards (points and grades) for their activities.
- c. Encourage students to practice English language in and outside the classroom.
- d. Encourage students to read English books, which help them increase their grammar and vocabulary.
- e. Provide as much as possible of speaking activities in the courses.
- f. Correct students' mistakes.
- g. The topics of the courses should be interested for the students, since they will have a lot of information to discussion.

Summary

This study tended to investigate the enhancement of EFL learners through effective teaching methods and strategies; the main objective of the study is to identify the problems that face EFL students' oral communication and the role of the teachers in helping learners overcome these problems and improve their speaking skill. This study is based on two research questions and two hypothesis.

Research questions:

What are the problems that affect learners' speaking skill?

What are the most appropriate methods that can be used by the EFL teachers to enhance the EFL learners speaking skill?

Hypothesis:

Encouraging students to watch English documentary, movies....., might help their pronunciation.

If teachers increase STT (students talking time), this will enhance students speaking skill.

To answer the research questions and I provide two research questions for twenty third year students and five teachers of Dr. MoulayTahar University of saida. The results show that the teachers have an important role in improving students' speaking skill and they apply different methods and strategies to correct students' mistakes and motivate them to speak.