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**The Effectiveness of Communicative Language Teaching
Approach in Developing Students' Oral Expression.**

The Case of Second Year LMD Students at Dr.Taher Moulay the
University of Saida.

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in Partial Fulfilment for the Master Degree in Didactics of EFL.

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Dedications

This work is dedicated to all whom I know with a special emphasize on:

My parents who supported me during all the stages of my life from the date of birth up to now.

To my brother *Cheick* and his wife **Fouzia** as well as my sisters *Samira Soumia, Karima, Fatima and their husbands*. Special thanks to my sweet heart *Nasira*. To my Lovely grandmother *Hlima*. To my nephews: **Aymen, Abd lkader, Taher, and Khalil ,Hadjer , Hadil , Maria and Sabrina**. To my soul *Djalal* who is always supporting me. To all my friends.

AMINA

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ABSTRACT

This dissertation is a total of four chapters. It is intended to investigate communicative language teaching (*CLT*) as an effective method that is used to enhance students' performance in oral expression. It is done by the means of two questionnaires administered to both teachers and second year L.M.D students, at the Department of English University of Dr.Moulay Taher Saida, which investigate the hypothesis that looks into the effectiveness of communicative language teaching (*CLT*) approach in teaching oral expression and its impact on students. The main results of this investigation reveal that Communicative Language Teaching is an effective approach that helps students to perform better orally which means that there is a positive correlation between the use of (*CLT*) and the progress of the students' oral skill. Finally, this study aims at suggesting to teachers some (*CLT*) activities used in teaching oral expression, and recommendations for teachers' that may serve for the creation of an anxiety free atmosphere, which in turn, help students to develop their oral skills and use the language fluently.

List of Abbreviations

CLT: communicative language teaching.

CLTA: Communicative Language Teaching Approach.

EFL: English as Foreign Language.

FL: Foreign language.

L1: First Language.

L2: Second Language.

SL: Second Language.

SLA: Second Language Acquisition.

SLTM: Structural Language Teaching Method.

TL: Target Language.

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General Introduction

General Introduction

Speaking skill is a crucial part of foreign language teaching and learning .This actually shows the great importance of this skill in foreign language classes. Through speaking, we can share our ideas and thoughts with other people; in that way a smooth interaction between people can take place. Teachers of English may experience the same situation in which students are unwilling to speak .There are of course many factors causing this problem, such as; lack of confidence, lack of vocabulary or the topic of conversation is not interesting at all, as result different language teaching methods have been introduced in order to achieve the desire impact on students, and improve the quality of teaching and learning. Among these methods: communicative language teaching (CLT) or communicative approach which has been widely accepted as an effective way of teaching English as foreign language. The main principle of this approach is that language learning emphasizes on communication unlike the traditional approaches which focus on learning a set of grammatical rules and structures. The main purpose of this study is to explore how (CLT) affects and develops the students' speaking skill and in what ways can(CLT) overcomes their problems in speaking skill, thus the aim of the research is to seek and provide satisfactory answers to the following research question:

1-Is teaching speaking skill by using communicative language teaching (CLT) approach effective to overcome students' speaking difficulties?

Therefore out of this question, the following hypothesis was put:

1- Communicative Language Teaching (CLT) would be one of the efficient approaches to be used in the classroom, to enhance the performance of students' in oral expression.

In order to test the hypothesis and to obtain the information required to fit the objectives of this study in the present research, the main tool that is used the questionnaire; one for students and another for teachers. Both of them will be designed to show whether Communicative Language Teaching is the best method in motivating students to perform better orally. The students' questionnaire is designed to second year L.M.D. students of English at the University of Saida. The teachers' questionnaire is designed to oral expression teachers of this university. The questionnaires results give vital importance for

this research. To analyze the necessary data a combination of both quantitative and qualitative methods is used.

The present study embodies four chapters. The first chapter discusses an overview on teaching oral expression at the university level, and then deals with the speaking, listening skills and the different activities used for teaching in addition to the difficulties that face the students in their learning process. The second chapter provides a historical background and principles of (CLT)in addition to different roles of the teachers and learners in EFL classroom, then activities used in(CLT).The third chapter devoted to the investigation of the obtained results in order to check the truthfulness of the hypotheses. The fourth chapter includes some suggestions and recommendations.

Chapter one

Teaching oral expression in EFL classroom

1.1.Introduction

1. 2.An Overview on Teaching Oral Expression at the University Level

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- a. Communication Games
- b. Information Gap Activities
- c. Discussion Activity

1.4.3. Speaking skill difficulties

- a -Lack of practice
- b- Deficient vocabulary
- c -Mother Tongue Use

1.5.Conclusion

1.1.Introduction

Speaking skills represents a great challenge for both the EFL teachers and their students because teaching and learning foreign language may vary from an individual to another ,yet the aim is one ;getting to communicate fluently using the target language. It was agreed that ancient ways of language teaching did not help much people to communicate fluently where the aim of teaching speaking ought to develop individuals' communicative skills; listening and speaking since these two elements are fundamental to second language learning and teaching.

In this chapter, we will be concerned mainly with the process of teaching Oral Expression in EFL classrooms from different angles. First, it is an overview on teaching Oral Expression at the university level. Second, it concerns with the communicative skills (listening and speaking) regarding their definitions, stages, activities and the students' difficulties in both of them.

1.2. An Overview on Teaching Oral Expression at the University Level

At the university level, there are a lot of teaching modules which provide students with the essential knowledge and input of the target language. Oral Expression is one of these modules which is not only providing students with knowledge of the target language but it is also the ideal and the only practical course which gives the students the opportunity to speak and practice English, where students' main goal of learning the foreign language is to improve their speaking skill more than learning the language itself.

Teaching Oral Expression module at the university level is a combination of teaching the two basic skills "listening and speaking". Teaching these two skills is based on different tasks and activities which they varied between listening activities and speaking activities such as: Role plays, free discussion, games and songs...etc.

Through these activities students receive the language input via different authentic teaching materials in which they practice the real use of the English language ,in addition, the students attempt to express their ideas, perform tasks, discuss and debate different topics under the control and presence of the Oral expression teacher.

The main objective of teaching the Oral Expression course at the university level is in order to develop the students' speaking and communicative abilities of the target language. Therefore, the realization of that target object is mainly depends on the investigation of the

students' educational background and learning difficulties, the availability of well-structured activities and technical teaching aids.

1.3. Teaching Oral Expression Skills

Reading, writing, speaking, and listening are the four communicative language skills which are used in order to express ourselves and understand each other. Thus, EFL students should learn and practice them in order to function effectively in the target language.

Mainly, in EFL classrooms the main focus is on teaching writing and reading rather than teaching listening and speaking. **Carter and Nunan (2001:14)** claim that:

due to the difficulty of teaching listening and speaking, it was easier for teachers, methodologists, applied linguists and linguists to focus on written language than spoken language; The focus on teaching reading and writing but not speaking neither listening.

Teaching Oral Expression requires two main skills: the receptive skill "listening" and the productive skill "speaking" as they regarded as the main skills of language communication.

The table below figures out clearly what have been mentioned above:

	Receptive skill	Productive skill
Aural/Oral Medium	Listening	Speaking

Table A: The language communicative skills.

According to the table, **Widdowson (1978:57)** states that:

Listening is a receptive skill through the aural medium, whereas, speaking is a productive skill through the oral medium.

Consequently, EFL teachers should give much focus on teaching these two communicative skills (listening and speaking), because they are considered as the most important skills for realizing success in the foreign language and achieving a communicative proficiency, as we are aiming to investigate in this research.

1.3.1. Teaching listening skill in EFL classrooms

While learning a foreign language, students are faced with a huge number of difficulties. For example, they find themselves unable to comprehend recorded texts, direct speech, songs, or even dialogues. This is due to many factors such as native speakers'

speed of speech, accent, pitch, and so on. This inability leads to other difficulties in language learning. That is why they are required to be exposed to it by listening. From that listening is considered to be a basic skill in language learning and acquisition, and it is placed at the top of language skills because before you start speaking the language, you have to be exposed to and to get used to it.

This means that it is obvious that the ability to speak does not come before the student has established a listening competence in his mind.

1.3.2. The role of teaching listening skill in EFL classrooms

Listening comprehension needs an intensive concentration and requires a fast understanding of what is said. To intensify listening comprehension, many factors have to be taken into consideration from listeners' part. Context, facial expressions and body gestures, for example, some elements that the student can benefit from in order to ease the interpretation of what is intended to be conveyed by the speaker.

Listening comprehension is very important in foreign language learning. In other words, we cannot develop our speaking skill unless we develop our listening skill. If an English language student has the ability to understand spoken English, it will be easy for him to listen to the radio and to study or communicate with foreign visitors. To make this ability more developed, students need plenty of practice and exposure to English. Listening to English is also very important in acquiring it. As example; two students one is living in a country where the target language, English, is the first language, and the other is living in a country where English is only spoken in academic settings. The difference is that the first can acquire it more easily and rapidly than the second. As a result, students need as much exposure to English as possible.

1.3.2. Definition of the Listening Skill

Listening is one of the words we use in everyday life without thinking deeply about its meaning. Yet the listening skill is an active and vital mental ability. It is also one of the essential means helping us to understand the world around us, and one of the prerequisite components in establishing successful communication.

The listening skill is one source of information, and since it is so, it carries a major importance in foreign language learning particularly English, as it plays an important role in language acquisition.

According to **Saricoban (1999)**:

The listening skill means the learners' ability to pick up what the speaker is saying and to grasp the intended meaning behind any spoken or recorded messages.

From that we can categorize two tasks the students does; the first concerns understanding the speaker's grammar, vocabulary and intonation, while the second refers to interpreting the implied meaning of the speaker. The skilled person is the one who can do both tasks in the same time.

As a result, listening does not only enable students to get information from teachers' or speakers' input, but also to give them the ability to store much vocabularies and items helping them in language production through what is called output.

1.3.4. Stages of Listening

In any classroom, listening sessions are divided into three parts; pre-listening, while listening, and post-listening. In each stage both teachers and students have many roles to play.

a. Pre-Listening Stage

The pre-listening stage gives students an overview about what they are going to do before starting listening. In the pre-listening stage there are two sub stages; the first is to activate students' schemata which helps them to expect the content of the listening passage.

To activate students' schemata, there are six ways; the first one is brainstorming which means extracting and generating a big number of ideas from the central one. The second is using visuals which help activating schemata which have a relation with the listening passage, and visuals are helpful for students whose style in learning is visual. The third one; an example of activity provided is when the teacher brings photos to the classroom where the pre-listening task is to guess who the people in these photos are. The fourth is using texts and words in which students read before listen. This stage can be an introduction to the topic. The fifth is situations; real world situations such as answering phone calls or ordering in the restaurant can be helpful in predicting the sequence and the development of the listening passage. The sixth sub stage is opinions, ideas and facts. This activates and refreshes students' prior knowledge.

b. While-Listening Stage

During-listening is the stage where students are at time to practice listening through a set of activities provided by the teacher

According to **Wilson (2008:50-52)**:

Students have to listen to the input once; for example, listening for gist, but they have other occasions when they want to listen for specific information or for details, as they can hear the input twice in order to check or to answer a detailed question.

There are two views about how many times students should listen to the message. The first view says only once taking their view from real life communication where the listener hears the message only one time. While the second view, for listening purposes, states that students have many opportunities to hear the input because this reduces their anxiety. Students listen to the message different times because it may be difficult, long or boring. Repeating messages may be done several times if the focus is the study of the language.

Moreover, if the listener has not understand the passage after hearing it more than three times, the problem here may not be the one that can be solved by repeated exposure to the same passage. With long messages, for example, teachers may consider chunking texts by dividing them into various pieces. This can make things easy for the students.

c. Post-Listening Stage

Post listening is the stage that helps students to relate what they have heard with their own ideas and experiences, like what they do in real life. This stage permits students to move smoothly from listening to another language skill. For example, students may practice speaking by performing plays similar to the ones they have heard. So they can enhance the listening scopes.

1.3.5. Samples of Listening Activities

There are various kinds of listening activities which help teachers to facilitate the process of teaching the second language, in order to provide foreign students opportunities to listen to the TL.

Generally, in the language classroom the listening activities are considered as the authentic presentation of any foreign language. The following listening activities are the common activities used in the EFL classrooms:

a. Listening to Songs

It is the most common listening activity, which often presented in the EFL classrooms.

According to **Wilson (Ibid:50-52)**:

Music brings dimensions and emotions to the classroom. Songs can be enjoyable, memorable and stimulating for students. Learners who may feel shy when pronouncing words in a foreign Language in front of their peers often fell less initiated when the words are those of a famous singers.

So, listening to songs has many different advantages. They are considered as a motivational factor for the students; because usually students enjoy songs and they

memorize them easily. Songs diminish the students' feeling of shyness when they attempt to pronounce words in front of their classmates, as they help them to focus on the aspects of pronunciation and accents of the target language (TL) speakers to rich the students' vocabulary.

b. Providing Videos

Recently, the activity is being applied in EFL classrooms it is when the teacher provides students with listening task through a video presentation. The advantage of video is very important because students are able to listen and watch at the same time.

Videos have an important role for motivating students' interest, particularly for beginners because it provide a realistic listening practice, accompanied with their combination of color, action, engaging characters and stories.

c. Storytelling

Storytelling is one of the famous listening activities in EFL classrooms. It is when the teacher selects a story from his own choice to narrate to students, in order to deduce the general meaning of the story and build new language structures and vocabularies items upon to it.

Storytelling activity is a motivated source for the students because usually they enjoy and like it rather than other listening activities.

Thornbury (2005:95) argues that:

Story telling is a universal function of language and one of the main elements of any casual conversation.

This means that, storytelling is a provoking source for students to have functional conversations about the general meaning of the story.

1.3.6. Listening skill difficulties

It is usually supposed that listening comprehension is difficult for L2 learners because of many aspects of speech which are more or less obvious. Some of these aspects are explicit enough and their difficulty is clear and therefore teachable while others are less. Undoubtedly, they complicate the situation and make L2 listeners' task hard, Whereas L1 listeners are constantly exposed to their native language; L2 listeners are not so privileged. In L2 situations, attending becomes part of the active learning process. In listening comprehension, there are many difficulties which face the students such as:

a-Fast Speech (Speed of Delivery)

Listening comprehension develops with pronunciation training because the two skills are interrelated; **Bowen (1972:85)** has discussed this issue focusing on important students' effort to understand native pronunciation as it hinders comprehension:

Of course the student must be capable of understanding native pronunciation under normal circumstances of production and not require of his interlocutors a special style for his personal use.

As L2 listeners are better prepared when exposed to authentic speech, they should be trained to get familiarized with rapid speech containing all the features of connected speech, this issue is raised by **Morley (1995:505)** who writes:

Specialized speech oriented listening tasks can help learners develop... their discriminative listening skills....Attention needs to be given to prosodic features and vocal features including the fast speech phenomena found in authentic speech patterns...

b- Intonation

Intonation may be defined as related to the variation of the voice of the speaker. **Brown (1990: 89)** Defines intonation as:

The variation in the direction of the pitch of the voice of the speaker.

Students should be trained to distinguish between the tone of a statement and the tone of a question. For example, in the sentence 'John returned home late last night' is used with a falling tone; whereas, 'Did John returns home late last night?' is used with a rising tone. More than that, there are other examples where sentence stress plays a primary role in comprehension. For example, 'Who came home late last night?' It is obvious that the word 'who' is the most important one here and, therefore, it must be stressed. As a possible reply to this question, we can have 'John comes home late last night'. Again, here too, it is obvious that the word 'John' is the most important word.

Although intonation plays a very central part in the communication of meaning, it is usually given less importance. This neglect may be due to the inherent complexity of intonation.

Nevertheless, simple or complex, as intonation is important for comprehension, it deserves to be given more importance and to be taught more adequately. Students may be helped in their comprehension if they are trained to distinguish between the rising tone, the falling tone, etc.

c. Elision

Elision is defined by Brown (**Ibid: 66**) as:

The missing out of a consonant or a vowel .

So, elision represents the disappearance of a vowel or a consonant, certainly for the sake of ease of pronunciation of rapid speech. For example, 'the needs of the people' becomes 'the nees of the people'. So, the [d] sound has totally disappeared. Unfortunately, L2 listeners who are not yet very proficient with L2 listening, do face big difficulties to recognize such alterations and fail to grasp the meaning of the message

1.4. Teaching speaking skill in EFL classrooms

Speaking skill has considered as important part for teaching EFL. Developing students' speaking skill is fundamental to their progress in acquiring the language. However, most of the students do not find speaking an easy task. EFL students at certain level try to express their ideas through speaking instead of writing to interact with their teacher or their classmates; speaking skill takes preponderance over the other three skills of language learning. In learning any language we try to speak before any other skill. The teacher has to provide learners, with a method for enhancing this skill to increasing opportunities of language use.

1.4.1. Definition of Speaking Skill

The aim of learning a forging language is to speak and communicate with it. According to **Cora and knight (2000:261)**:

Speaking is act of performing and producing the oral language to convey a message in different situation and in appropriate context.

In order to be able to communicate with other speakers, responding to someone else, knowing how to deal with different events, so speaking is a productive skill for putting all element of language together to perform or construct the intended message. The spoken language includes some characteristics that differentiate it from the other skills: tone of voice, stress, intonation, speed of speech, besides the gestures and facial expression of the speaker that they can use with repetitions and pauses. All this characteristics are helpful to make the speakers' intended or addressed message for the listener. Speaking is an interactive process of constructing meaning. It is involve producing, receiving, and processing information **Hedge (2000:162)** States:

Learning to speak competently in English is a priority.

Many students think that having many words may help them to speak English. However, there are students know many words but they face problems in using it.

Moreover, the speaker must be aware with vocabulary, grammar, and pronunciation at the same time .Also the students must be a good listener because when they say something this is respond for something else. In addition to enhance, their speaking skill students do

not only learn how to speak but they should be aware of how to use this language in given speech community. **Littlewood (1981:1)** states:

Speaking skill is an important part of the curriculum in language teaching, and this makes them important object of assessment as well

1.4.2. Samples of speaking activities

According to **Harmer (2001:271)** there are many classroom speaking activities used in oral expression course that focus on the language function rather than grammar and vocabulary only. He introduces some major activities such as communication games, information gap activities, and discussion.

a. Communication Games

According to **Harmer (Ibid:272)** this kind of games designed for the sake of provoking communication between the students, so that one student has to talk to other student in order to solve a puzzle (game). The teacher here can bring these activities from radio and TV games into the classroom. For example, “In describe and draw”, one student is asked to describe a picture and the other student should draw it. In “describe and arrange”, one student describes a structure which is made of some objects and the other student organizes it and puts it in its right order without seeing the original picture. In contrast, “in find the difference”, two students have the same picture but one picture is slightly different from the other, and the students must find the difference between them without looking to each other’s picture

b. Information Gap Activities

Information gap activity is a type of speaking task that is used where two speakers have different parts of information that make a whole image when relating them one part to another. **Harmer (1998:88)** says that:

This activity requires the students ability to fill gaps when there is a missing of information and also the student’s vocabulary and information in order to exchange it with other student because in most foreign language classes, the teacher uses this kind of activities aiming at sharing information between students during a classroom oral course.

c. Discussion Activity

In addition to the above activities, **Harmer (2001:272)** argued that:

discussion, as a speaking task, can be seen as the most useful and interesting form of oral practice in the classroom since it offers opportunities for students to exchange their opinions, talk about their experiences and express their views to develop their communicative ability when using the target language.

In this sense, **Littlewood (1981:47)** states that:

It (discussion) provides learners with opportunities to express their own personality and experience through the foreign language.

This means that “discussion” is regarded as a real language experience where the students use their abilities in order to deal with such speaking activity.

1.4.3. Speaking skill difficulties

Generally, EFL students are confronted with unpleasant speaking problems which deceive their communicative achievements towards the target language. Lack of practice, lack of self- confidence and the fear of making mistakes, deficient vocabulary and mother tongue use, are the most common speaking difficulties.

a -Lack of practice

Many EFL students have the academic knowledge of the foreign Language but unfortunately they do not have the ability to speak appropriately. The main reason behind this problem is due to the students’ poor speaking practice inside the classroom because teachers usually focus on teaching the foreign language as a matter of providing students with sufficient knowledge, rules and theories on the language rather than teaching them how to use the language successfully in the classroom or in other situations.

Obviously, language practice is the main factor of developing the oral proficiency, based on different kinds of speaking activities and assessment tasks.

Therefore, teachers’ role is to emphasize more on the language use, but not only on language knowledge because teaching the FL is the combination between teaching its grammatical rules and teaching how it is used in real life situations.

Speaking practice does not occur only inside the classroom but also it should exist outside the classroom. Thus, EFL students should practice the language in different situations outside the classroom such as: home, street, cafe shops...etc. to be accustomed to the language in order to develop their communicative proficiency in English.

b- Deficient vocabulary

It is defined simply as the students’ poor package vocabulary items of the target language. Deficient vocabulary is a serious problem that learners are faced with in any natural conversation, because they are not able to introduce themselves or express their opinions, therefore, students prefer to keep silent and avoid intervening in the conversation. Consequently, this problem will impede the students to develop their communicative skills.

The teacher must be aware of this problem and find solutions to overcome this deficiency. For example, he asks his students to memorize five words in English in every day, or he may teach vocabulary through providing with different pictures on the table.

c -Mother Tongue Use

In EFL classrooms, usually students use words from their native language because of their lack of the vocabulary of the target language, or because they feel more comfortable and less stressed when they use their native language.

Consequently, students will not be able to develop their language abilities, if they keep on being influenced by the use of their mother tongue. Thus, teachers should give strict instructions to the students not to use their native language inside the classroom, and try to learn the most used vocabularies of the target language that help them to interact and speak freely.

1.5.Conclusion

Throughout this chapter, we have focused on teaching the Oral Expression course in EFL classrooms as listening and speaking considered as the main skills of teaching it.

Listening and speaking are the communicative skills which are taught according to different activities and tasks. In both skills, learners face many difficulties which they frustrate their speaking abilities. Teachers' role is to help them to overcome their difficulties and develop their foreign language

CHAPTER Two
**Communicative Language
Teaching**

2.1.Introduction

2.2.The History of Communicative Language Teaching

2.3.Communicative Language Teaching Approach

2.4.Principles of Communicative Language Teaching

2.5.The Different Roles of Communicative Teachers

2.6.The Role of Learners in a Communicative Class

- a- In the pre-task, students should
- b-In the task, the students should
- c-In the post-task (language focus), the student should

2.7.Oral activities used in Communicative Language Teaching

- a-Social Interactive Activities
- b- Role plays
- c-GROUP WORK
- d- Discussion

2.8.Types of Communicative Language Teaching

- 2.8.1. Learner Cantered Instruction
- 2.8.2. Cooperative and Collaborative Learning
- 2.8.3. Interactive Learning

2.9.Conclusion

2.1.Introduction

Many language teaching methods have been introduced in order to improve the quality of teaching and learning process.ELT methods can be classified into traditional, such as; the Audio lingual method, the grammar translation method and pre-communication methods, such as; total physical response and the natural approach. All these methods were before the emergence of CLT approach.

In this chapter, we are going to tackle the history of communicative language teaching, its main principles and the main communicative activities that are used in the classroom as it is our main concern.

2.2.The History of Communicative Language Teaching

Richard and Rodgers (2001: 153) say:

If we return back to the history of communicative language teaching, we find that it started developing in Great Britain in 1960's as an alternative method to the earlier structural methods when applied linguistics began to question the assumption underlying the situational language teaching

Actually; communicative language teaching mainly has been influenced by the American sociolinguists **Hymes**. He introduced the term communicative competence which was based on the two Chomsky's notions competence and performance.

According to **Brown (2007:35)**:

Competence is a non-observable ability to do something, to perform something.

Moreover; **Widdowson (1978:26)** defines competence:

As knowledge of how to recognize and to use sentences for the performance of communicative acts.

2.3.Communicative Language Teaching Approach

Communicative Language Teaching Approach (CLTA) is one of the most famous approaches of teaching language. The main objective of the communicative approach is teaching language as a process of communication but not teaching it as a matter of delivering rules and structures of the language.

The origin of the communicative approach found in the 1960's as a replacement of the traditional theory of learning "Structural Language Teaching Method" (SLTM); in which language was taught by practicing basic structures in meaningful-based activities. Then, the focus shifted to teaching language based on the communicative proficiency guidelines rather than mere mastery of linguistic structures.

Widdowson views communicative language teaching not merely as teaching the knowledge of grammar rules, but also as teaching the ability to use language to

communicate. It means that knowing a language is more than how to understand, speak, read, and write sentences, but how sentences are used to communicate.

Widdowson (1978:02) says:

We do not only learn how to compose and comprehend correct sentences as isolated linguistic unites of random occurrence, but also how to use sentences appropriately to achieve communicative purposes.

Another view which was proposed by **Carter and Nunan (2001:219)** is:

That communicative language teaching is an approach to teaching the language which emphasizes the uses of language by the learner in different contexts of real life situations, and for a range of purposes and goals towards the target language.

They added:

CLT emphasizes on speaking and listening in real settings and does not only focus on the development of reading and writing skills.

As a result to what has been mentioned, CLT main focus is the students' ability to use the language appropriately in different social settings according to their objectives and aims, besides that the communicative approach emphasizes on the development of the four language skills with the same importance.

In the end, CLT is an important approach of processing the foreign language, it is an up to date approach to language teaching and learning. It focuses on teaching the language as a formal communicative process in various contexts. CLTA Help foreign students develop their speaking abilities and meet their own communicative needs.

2.4.Principles of Communicative Language Teaching

Brown was among several theorists who defined Communicative Language Teaching in terms of Characteristics for the sake of directness and simplicity. Here are the characteristics of Communicative Language Teaching as identified by **Brown (2001: 43)**:

1. "Classroom goals are focused on all the components (grammatical, discourse, functional, sociolinguistic, and strategic) of communicative competence"; i.e. Students should not only learn the grammatical rules and lists of vocabulary, but also learning how to use them in appropriate situations.
2. "Language techniques are designed to engage learners in the pragmatic, authentic, functional use of language for meaningful purposes"; i.e. the various exercises, activities, or tasks used in the language classroom help getting the learners use the language for meaningful purposes.
3. "Fluency and accuracy are seen as complementary principles underlying communicative techniques. At times fluency may have to take on more importance than accuracy in order

to keep learners meaningfully engaged in language use”; i.e. teachers focus more on fluency; since the primary goal of Communicative Language Teaching is getting students communicate meaningfully, teachers give more importance to fluency and tolerate the students’ errors. They believe that the students’ errors are due to a natural outcome of the development of communication skills.

4. “Students in a communicative class ultimately have to use the language, productively and receptively, in unrehearsed contexts outside the classroom”; i.e. the tasks used in the classroom should provide the students with the skills needed to communicate in real life contexts.

5. “Students are given opportunities to focus on their own learning process through an understanding of their own styles of learning and through the development of appropriate strategies for autonomous learning.”

6. “The role of the teacher is that of a facilitator and a guide.”

These characteristics reveal the focal points of Communicative Language Teaching. In short, Communicative Language Teaching enables students to communicate in the foreign language using the different types of communicative competence. However, the language techniques encourage them to use the target language purposefully in different situations. Besides, the use of the authentic material pushes students to make use of the language in real world contexts.

2.5.The Different Roles of Communicative Teachers

The teaching process in general and teaching the foreign language in particular is based on the presence of the teacher because he is considered as a vehicle of the success of the learning process, particularly the success of the four language skills.

To begin with the teacher as **a controller**, s/he who is always in commands of every single moment in the class. He decides when the students should speak and what they should say. Some control on the part of the teacher is important, however, the teacher has to create a friendly and spontaneous atmosphere with the purpose of communication to take place. Another role that the teacher should incarnate is the role of **a director**. **Brown (2001: 167)** compares this role of teachers to “a conductor of an orchestra” or “a director of drama”. When students interact, s/he has to keep the course of communication flow easily. In addition to that, the teacher should be **a manager**. In the sense that s/he plans for the

lessons in the objective of keeping the students focus on their communicative goals, evaluates them and corrects them, but gives each student the chance to be creative. Moreover, the teacher should be **a facilitator** and a **guide** who facilitates the process of learning and allow them, with his/her guidance, to discover the language during using it. A final role designed for the teacher is the role of **a resource**. Through the learning process, students face many difficulties and come in a straight line to the teacher seeking his/her help and s/he has to be available and ready to help them.

2.6. The Role of Learners in a Communicative Class

Willis (1996) assigned the following roles for the learners in the Classroom communication:

a - In the pre-task, students should

- Write down useful words and phrases from the pre-task activities or the recording.
- Spend a few minutes preparing for the task individually.

b-In the task, the students should

- Perform the task in pairs or small groups.
- Prepare to report how they performed the task and what they discovered to the class
- Rehearse what they will present to the entire class.
- Present their spoken reports to the class.

c-In the post-task (language focus), the student should

- Perform consciousness-raising activities to identify and process specific language features from the task and transcript.
- Ask about other features they noticed.
- Practice words, phrases and patterns from the analysis activities.
- Enter useful language items in their language notebooks.

2.7. Oral activities used in Communicative Language Teaching

Oral activities include any activities that encourage and require a student to speak with and listen to other students.

Also, communicative activity is any kind of activity which engages the students to use the L2. In interactive learning, teachers are asked to design communicative activities so as to provide opportunities for students to produce the language. These communicative activities are designed to help students to bridge the gap between linguistic competence and communicative competence. In addition, these activities provide opportunities for

positive personal relationships that develop among teachers and students. These relationships create an environment that supports the individual to use language.

Recent teaching method shows that to develop communicative competence students are required to conduct their learning.

According to **Littlewood (1991: 19)**:

The role of the teacher is less important than in traditional methods. He can offer advice or provide necessary language items. If learners cannot agree on any point, he can resolve their disagreement.

In other words, he is available as a source of guidance and help.

In communicative activities, the student has to activate and integrate his knowledge and skills in order to use them for communication. During interaction process, students are aware of the kind of language they use and they try to look for ways of improving it. The following activities are in a high status because they help students to use and build knowledge about a foreign language.

a-Social Interactive Activities

In these activities, we take into consideration the social context for language use. Learners here have to pay attention to both the communicative and the social meaning of language. To achieve this purpose, teachers should give to the students' opportunities to use language in different social situations that go beyond the classroom environment. Students are asked to imagine themselves outside the classroom. Their focus should be on communicating meanings rather than producing language forms.

b- Role plays

Role plays is a good technique for providing interaction in the classroom it is very important in developing students' oral proficiency. The students may be asked to perform dialogues using the foreign language. This will help them to know how to behave in specific social contexts. This kind of activity creates a good atmosphere in the classroom that gives students the freedom to practice the language.

Revell (1979: 60) sees role play as:

An individual's spontaneous behavior reacting to others in a hypothetical situation.

This indicates that the student creates a new identity with new views. The advantages of role play is:

- Acting requires the use of language; hence students will develop their ability of communicating.
- It provides spontaneous use of language during interaction.

c-Group work

Group work is extremely fruitful in the development of communicative ability. In this students each others' mistakes because they engage in debates with their classmates in order to create a social environment of trust, and community that helps them to interact freely.

Oral interaction involves collective work to solve problems and provides solution. group work is a meaningful process because the students need to interact with their peers. and to develop a range of social and linguistic skills which are of great importance to process in language learning.

Group work advantages:

- During this process they make an evaluation of the utterances.
- Students can ask for clarification and correction.
- Group work engages students in the process of negotiating meaning which is crucial for language development.

d- Discussion

A discussion is an activity for developing students' communicative ability which aims to give and receive opinions and ideas about the language. For example, after presenting a work, the whole class discusses and comments on the subject. It is thus an important factor in promoting the use of language in interactive situation. In a discussion, not only the ability to speak is developed, but also students can develop the ability to listen and understand to answer appropriately.

The advantages of discussion are:

- Students are engaged in producing and analyzing utterances.
- There is a give and take of information which promotes the language development.
- The students use the knowledge of language and put it into communicative use.

2.8.Types of Communicative Language Teaching**2.8 1. Learner Cantered Instruction**

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

- Techniques that focus on or account for learners needs styles and goals.
- Techniques that give some control to the students. (group work, or strategy training).
- Techniques that allow for students creativity and innovation.
- Techniques that enhance students sense of competence and self-worth **Brown (2000:47)**

2.8.2. Cooperative and Collaborative Learning

Cooperative learning is an instructional device that teachers use to enhance communication among learners since it engage them to work to gather in pairs and groups. **Carter (2001:38)** defines corporative learning as:

A basic instructional strategy that can be implemented in every grade level and subject area.
He adds that cooperative learning refers to:

A set of instructional techniques in which students work in small and mixed ability learning groups.

According to **Brown (2000: 47)** in corporative learning

Students are a team whose players must work together in order to achieve goals successfully.
Brown (2000:47) in collaborative learning activity:

Is dependent on the socially structured exchange of information between learners.

Students in collaborative learning engage with teachers or advance peers who provide “assistance and guidance”. **Oxford (1997: 47).**

2.8 3. Interactive Learning

Interaction is central to language learning, it is very important for students to interact and communicate to develop their speaking skill.

According to **Brown (2000:48)** Interactive learning is the main concern of current theories of communicative competence. Most of interactive classes emphasize the following:

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

2.9. Conclusion

In the second or foreign language classroom context, teachers should train students to use and practice the different strategies that can help them face difficult situations.

Thus, as teachers can, and should, improve students' speaking skills and communication strategies, the only thing they need to do is to plan their teaching around two main questions: what they want to teach, which specific speaking features they want to develop in their students; and how they want to do.

CHAPTER THREE

The Field Work

3.1.Introduction

3.2. Methodology

3.2.1. Hypothesis

3.2.2. Population

- a. The Students
- b. The Teachers

3.3. Description of the Questionnaires

3.3.1. The students' Questionnaire

3.3.2. The Teachers' Questionnaire

3.4.Part one: Analysis of the students' Questionnaire

3.4.1. Section one: Background information

3.4.2. Section Two: Communicative language Teaching

3.5. Part two: Analysis of the teachers' Questionnaire

3.5.1. Section one: Background information

3.5.2. Section Two: Communicative language Teaching

3.6.Discussion

3.7.Conclusion

3.1.Introduction

This chapter is devoted to the presentation and the analysis of the data obtained. First, we start introducing the population of the study. Second, we describe, analyze and interpret the questionnaires results. Which, in turn, help us confirm or disconfirm our hypothesis about using Communicative Language Teaching as an effective approach in teaching oral expression. We provide two sections, the first one deals with the students' questionnaire analysis, and the second deals with the teachers' questionnaire analysis. In addition, we discuss our research findings about applying Communicative Language Teaching at the level of university, to enhance student's performance in oral expression.

3.2. Methodology

3.2.1. Hypothesis

- Communicative Language Teaching (*CLT*) would be one of the best approaches to be used in the classroom, to enhance the performance of students in oral expression.

3.2.2. Population

a. The Students

Second Year LMD students of English at Taher Mouly University of Saida, are the population of the present study .we deal with sample of Twenty four (**24**) students, from a total population about (**167**) students. Their ages ranged from twenty to twenty two. The reason behind choosing to work with second year is that they are all ready familiar with the language at the university level, and teachers have to choose the best approach to enhance their level in oral expression. We think that the choice of the approach can effect on the students performance in oral expression.

b. The Teachers

Teachers of English at Taher Moulay University of Saida are the rest of the population. We deal with the sample of six (**6**) teachers selected randomly, from the entire population of about (**34**) teachers. All of them have an experience in teaching oral expression. The reason behind such choice is to see whether the teachers' are aware about the role of Communicative Language Teaching in teaching oral expression.

3.3. Description of the Questionnaires

For this present study, we distribute two questionnaires, one for teachers and one for students. The questionnaires contain questions of the multiple choice type, where the teachers/students put a tick in the corresponding boxes after reading the questions attentively. The results of the questionnaires serve to investigate Communicative Language Teaching as an effective teaching approach that helps students to perform better in oral expression.

3.3.1. The students' Questionnaire

The students' questionnaire is composed of **(10)** questions in two sections; the first one deal with background information about the students, the second part involves questions about the students' attitudes and their level in speaking English. Also, it deals with the atmosphere in the classroom and with the role of the teacher in a Communicative Language Teaching frame work.

3.3.2. The Teachers' Questionnaire

The teachers' questionnaire was composed of **(06)** questions composed of two sections; the first one is about background information about teachers. The second one involves questions about the role of the teacher in a Communicative Language Teaching framework.

3.4. Part One: Analysis of the Students' Questionnaire

3.4.1. Section One: Background Information

Table 1 : Students' Age

<i>Age</i>	<i>20</i>	<i>21</i>	<i>22</i>	<i>Total</i>
<i>Number</i>	11	12	1	24
<i>%</i>	46%	50%	4%	100%

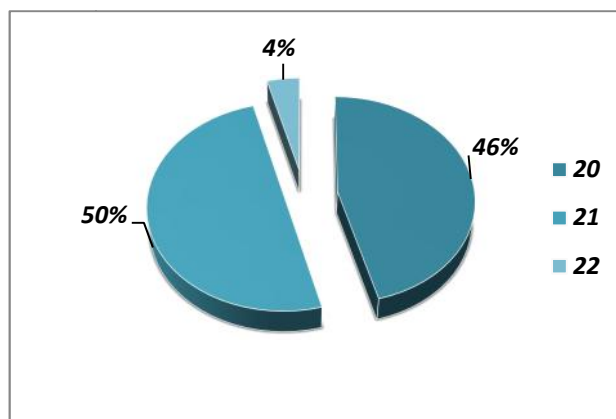


Figure 1 : Students' age

This table reveals that there are three (3) age groups in our selected sample. All our subjects are teenage students whose ages vary between 20 and 22 years old. Out of the total number of the sample (24), we have only 21 years old make the whole population besides, 22 years old are believed to be older subjects who either have repeated years or not having started early their primary education.

Table 2 : Was English your first choice?

Choice	<i>Yes</i>	<i>No</i>	<i>Total</i>
<i>Number</i>	22	2	24
<i>%</i>	87%	13%	100%

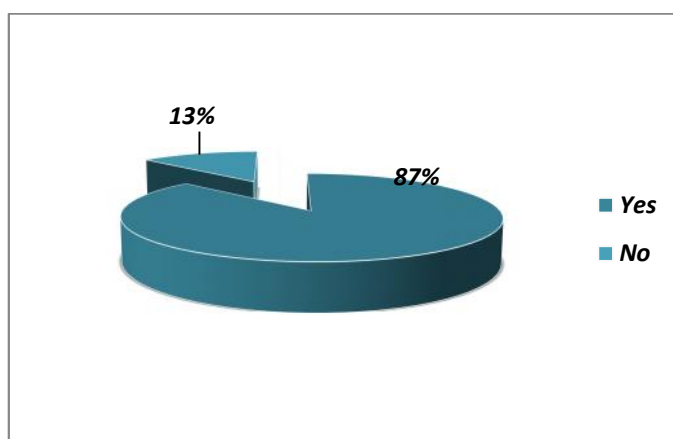
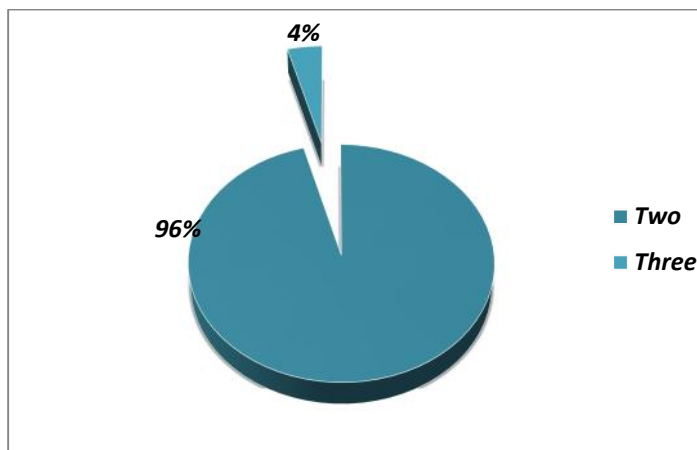


Figure 2 : Students' choices for studying English

Twenty four participants, making up (87%), opted for "yes" .We assume that learners wanted to study English and their baccalaureate average allowed them to follow the specialty they wanted , and only two students (13%) it wasn't their choice

Table 3: how long have you been studying English?

	<i>Two(2)</i>	<i>three (3)</i>	<i>To</i>
<i>Number</i>	<i>23</i>	<i>1</i>	<i>24</i>
<i>%</i>	<i>96%</i>	<i>4%</i>	<i>100%</i>

**Figure 3 : Years of studying English**

The majority of the students (23) making up (96%) stated that they have been studying English for two years. This is believed to be the normal number to reach out their academic year. The student who stated that he has been studying English for three years (4%) is believed that he has repeated one or many years.

Table 4: How do you evaluate your level in English?

<i>Level</i>	<i>Very good</i>	<i>Good</i>	<i>Average</i>	<i>Poor</i>	<i>Total</i>
<i>Number</i>	<i>0</i>	<i>14</i>	<i>10</i>	<i>0</i>	<i>24</i>
<i>%</i>	<i>0%</i>	<i>58%</i>	<i>42%</i>	<i>0%</i>	<i>100%</i>

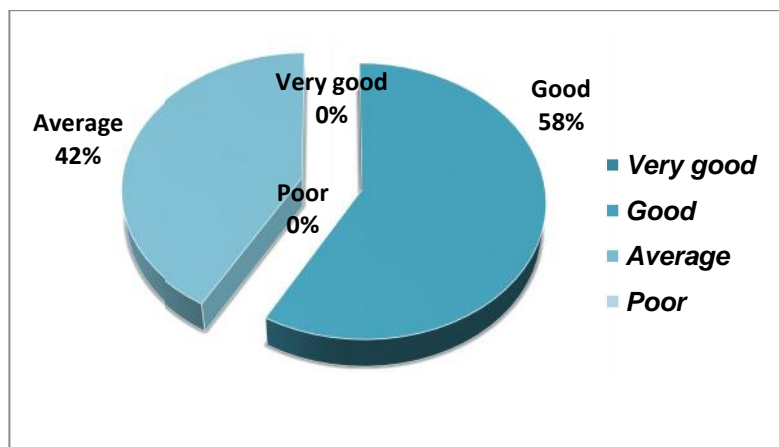


Figure 4 : The students' considerations for their level in English

No one of the participants (0) considers his/her level to be very good or poor in English. (58%) state that their level is good, whereas (42%) state that their level is average. Students usually relate their level to how well or how bad they can understand and produce the language either orally or in writing.

3.4.2. Section two: Communicative Language Teaching.

Table 5: How would you describe the atmosphere of your class during oral expression session?

	<i>Friendly</i>	<i>Stimulating</i>	<i>Boring</i>	<i>Total</i>
<i>Number</i>	15	5	4	24
<i>%</i>	62%	21%	17%	100%

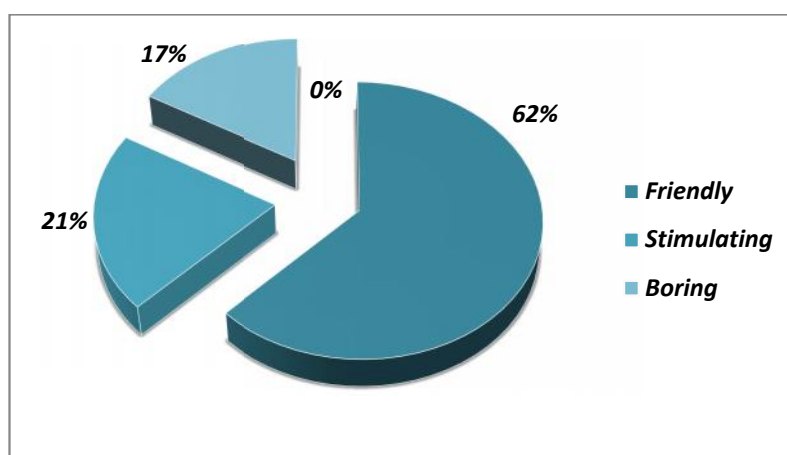


Figure 5: The class atmosphere

Pedagogically, a communicative class atmosphere should be friendly, and anxiety free to stimulate students, encourage them take risks and feel less inhibited. In short, it has to be motivating. (62%) Of the participants revealed that the atmosphere of their class is friendly. We assume that they declared so because of the relationship that exists between them, their classmates and their teachers. (21%) of the students stated that it is stimulating. We suppose that such a description is due to the argumentative topics discussed in the class which. However, (17%) declared that it is boring. We believe that they do not like activities that teachers always use in oral expression classes

Table 6: What is the type of the relationship between you and your teacher?

	Good	Bad	Neutral	Total
<i>Number</i>	8	1	15	24
<i>%</i>	33%	4%	63%	100%

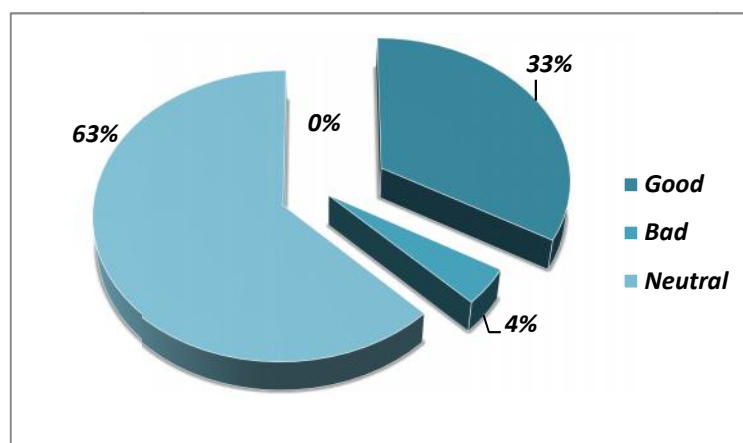
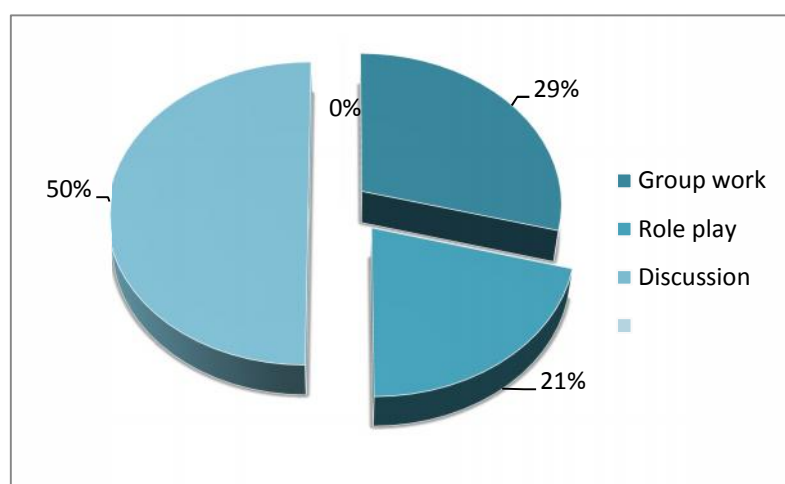


Figure 6: The student's relationship with teacher

The table above shows that (08) participants making up (33%) affirmed that their relationship with their teachers is good; which means that they can speak and use the language freely without the control of the teacher. The teacher in a communicative classroom should talk to his learners even outside the classroom and he should not put any obstacles between him and his learners. In the other hand (15) students translated to (63%) state "neutral", and (04%) of the participants state bad.

Table 7: which activity does your teacher use most?

	Group work	Role play	Discussion	Total
<i>Number</i>	07	05	12	24
<i>%</i>	39%	21%	50%	100%

**Figure 7: The most activities used in the classroom**

This table shows that the majority of teachers use discussion activity. (12) Students' answers translated to (50%) go for "discussion". From here; we can say that discussions activity is the most preferred activity by the oral expression teachers because it gives the students the opportunity to use the language and express their different points of view. (07) Subjects represent (39%) state "group work" and (21%) of the participant declared "role play". Teachers of oral expression should use different activities to motivate their students to use the language and break the routine of the classroom by using different activities to let the students speak and learn in an enjoyable way.

Table 8: Does your teacher encourage you to speak in the classroom?

	<i>Yes</i>	<i>No</i>	<i>Total</i>
<i>Number</i>	22	02	24
<i>%</i>	92%	08%	100%

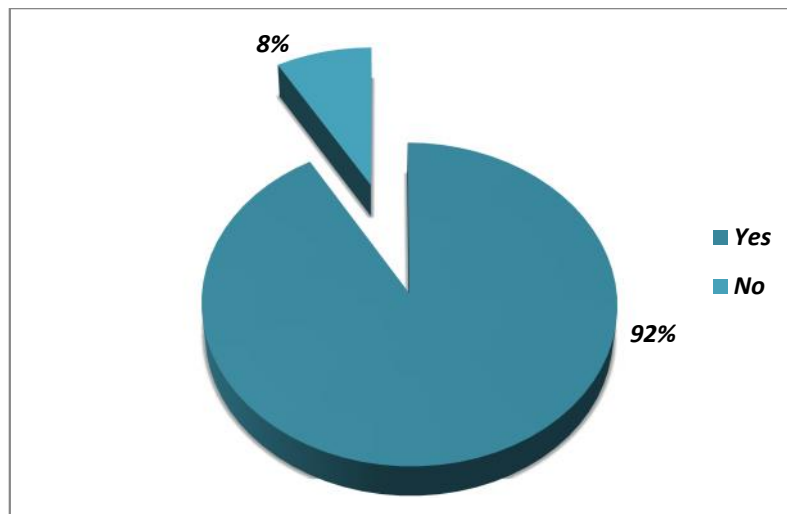


Figure 8: Frequency of students being invited to speak

The aim of this question is to know whether the teacher encourage his students as much as possible to speak. (22) Participants from the whole sample making up 92% go for yes. We assume that the teacher motivate them by creating a pleasant atmosphere, choosing the subjects that the students are interested in since the students who are not motivated they will never speak. In the other hand; a small portion (02) students the equivalent of 08% go for “no”.

Table 9: How often does she invite you to speak?

	<i>Always</i>	<i>Often</i>	<i>Sometimes</i>	<i>Rarely</i>	<i>Never</i>	<i>Total</i>
<i>Number</i>	11	07	04	02	0	24
<i>%</i>	46%	29%	17%	08%	0%	100%

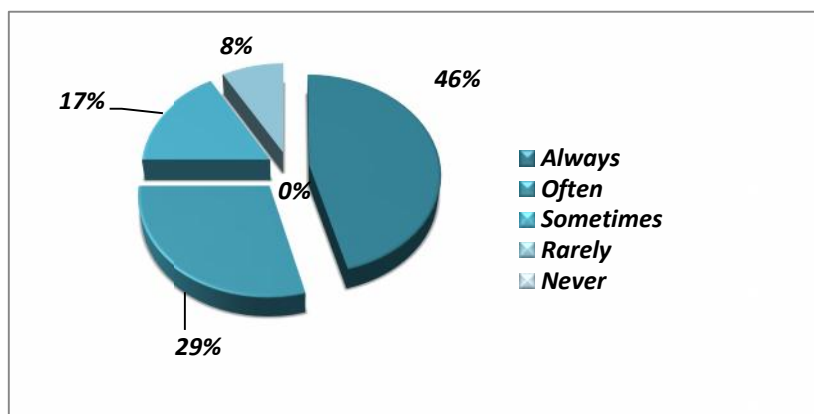


Figure 9: Frequency of students being invited to speak

Teachers, as it was mentioned above, have to encourage their students to take risks to participate in an oral class. The results, as shown in the table, are described as follow: (46%) state that they always are encouraged to speak by their teachers. (29%) opted for often, (17%) is the percentage obtained by the participants who opted for sometimes, (08%) declared rarely and none said never.

Table 10: How would you describe your teacher?

	<i>A controller</i>	<i>A guider</i>	<i>Total</i>
<i>Number</i>	15	09	24
<i>%</i>	38%	62%	100%

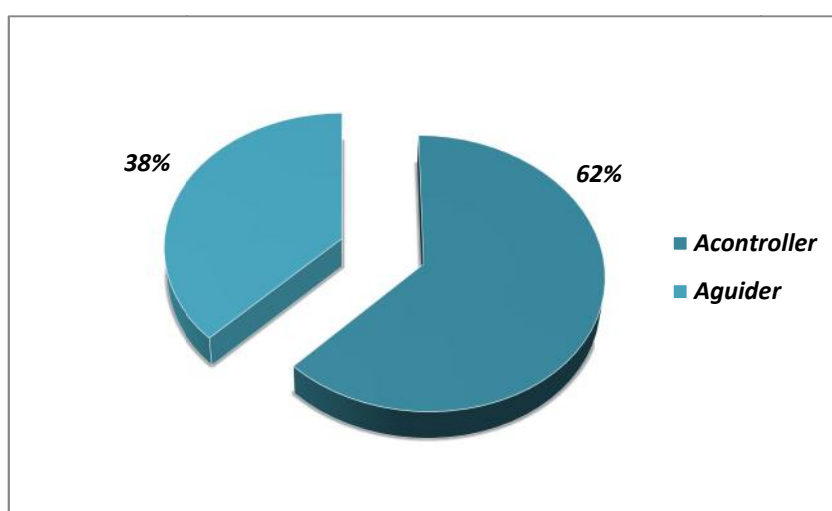


Figure 10: students' description for their teachers

In a communicative class, teachers ought to be guiders or facilitators in order to smooth the progress of communication for students. Not controllers who create nothing, but inhibition and anxiety in the class. A controller is what (37%) of the participants opted for. While the majority (63%) affirmed that they would describe their teacher as guiders.

Table 11: In the classroom, your teacher is:

	<i>Talkative</i>	<i>Less talkative</i>	<i>Average</i>	<i>Total</i>
<i>Number</i>	12	04	08	24
<i>%</i>	50%	17%	32%	100%

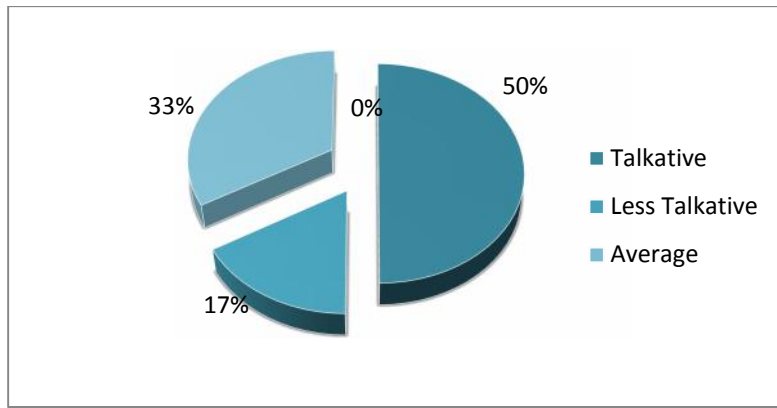


Figure 11: in the classroom, your teacher is

This question is intended for knowing the speaking rate of teachers in a communicative class. Teachers should give the opportunity to their students to speak all the time, and should talk when necessary. Surprisingly, the majority of the students (50%) revealed that their teacher is talkative. (17%) declared that their teacher is less talkative, when (32%) stated that their teacher talk average.

3.5.Part Two: Analysis of the Teachers’ Questionnaire:

3.5.1.Section one: Background Information

Table 12: How long have you been teaching English at the university level?

	1 to 5 years	5 to 10 years	Total
Number	4	2	06
%	67%	33%	100%

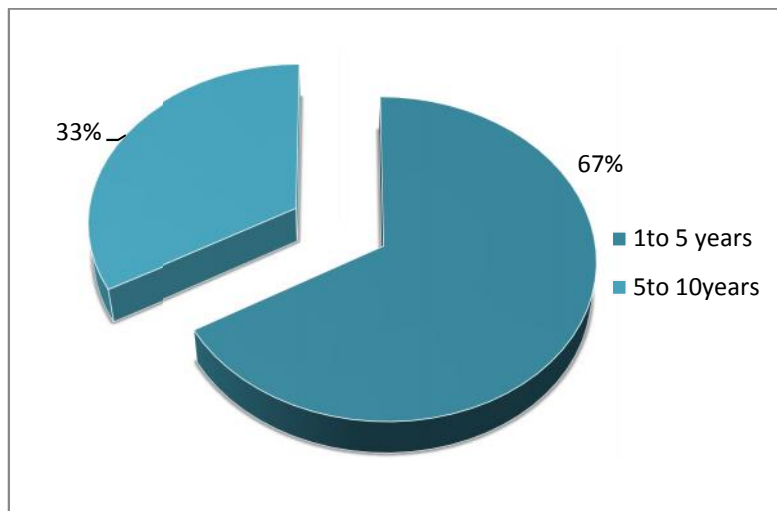


Figure 12: Years of teaching English at University

The aim of this question is to know the teachers' experience in teaching English at university .(67%) from the total sample declared that they have been teaching English from one to five years while 2 teachers the equivalent of (33%) state that they have been teaching English from 5 to 10.

Table 13: As a teacher of oral expression, which level have you taught throughout your career?

	1 st level	2 nd level	3 rd level	All levels	Total
Number	0	0	0	06	06
%	0%	0%	0%	100%	100%

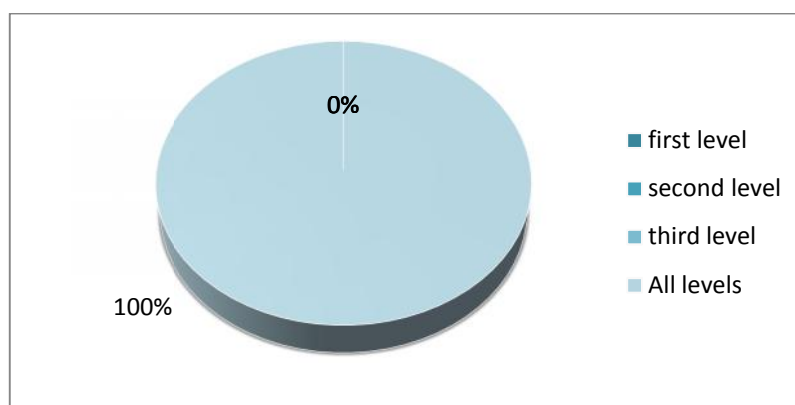


Figure 13: The levels had been taught by the teacher

The aim of this question is to know whether the teachers have taught a variety of levels in their teaching career. The majority of the participants (6) teachers making up 100% have taught all levels in their career.

3.5.2. Section two: Communicative Language Teaching

Table 14: which skill do you rely on teaching oral expression subject matter?

	Speaking	Listening	Reading	Writing	
Number	06	05	03	02	06
%	100%	84%	50%	33%	100%

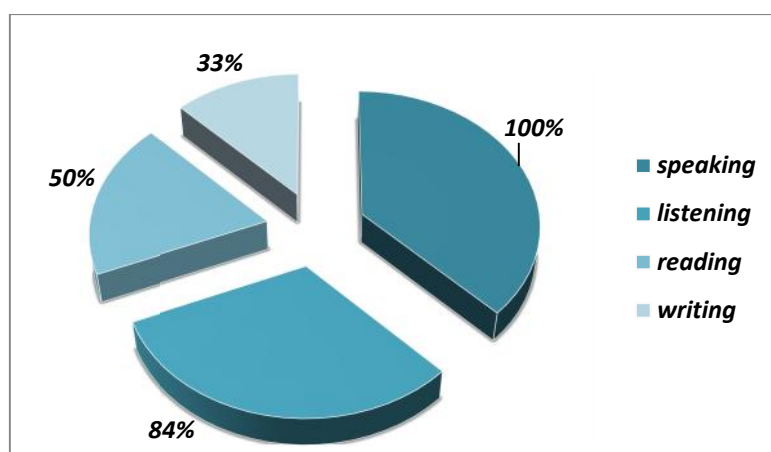


Figure 14: The skill preferred by teacher in teaching oral expression

Communicative language teaching emphasizes the integration of the four skills; the main target of this question is to know which skill teachers rely on most to teach oral expression. (100%) of our subjects have declared speaking as the most skill to teach in oral expression. While 84% of teachers also declared that they rely on listening skill as well to teach oral expression. We can say that because the two skills are interrelated to each other and the good listener is a good speaker. The more they listen to English it helps them develop their speaking skill. In the other hand (50%) of teachers declared that they rely on reading and (33%) stated that they rely on writing.

Table 15: teachers' justification behind their choices

	Teachers' justification	Number	Total
Speaking	<ul style="list-style-type: none"> - To train them to speak fluently and to understand native speakers - Via oral expression we as teachers need to make the students speak fluently so we have to focus on speaking skill 	06	100%
Listening	Listening and speaking are needed for	05	84%
Reading	Reading is used to help students to speak out	03	30%
Writing	Students should develop their speaking skill as well their writing skill .if you are good speaker you should be a good writer too	02	33%

Table 16: Do you agree that in order to learn the language, students have to practice it?

	Strongly agree	agree	Disagree	Total
Number	06	0	0	06
%	100%	0%	0%	100%

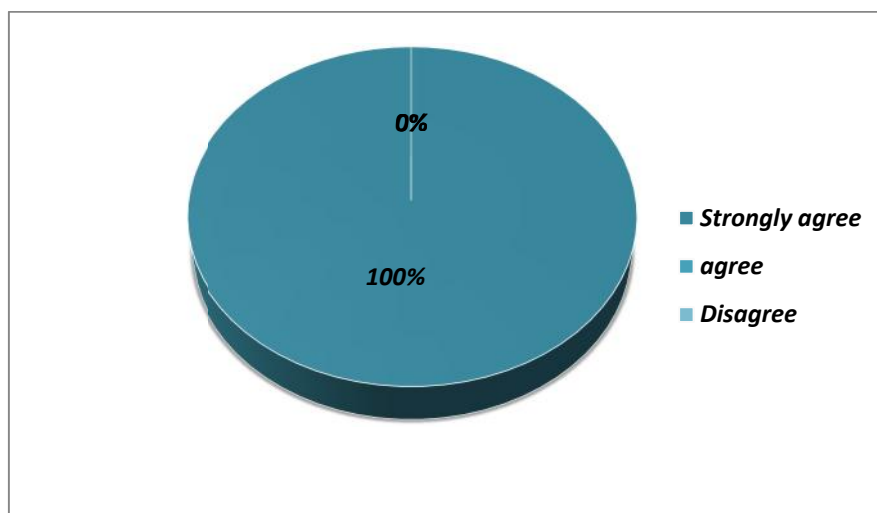


Figure 16: Learning a language means speaking it

A quick look at the table above shows that (06) teachers making up (100%) are strongly agree with the fact that in order to learn a language students have to speak it while none of our participants stated agree or disagree.

Table 17: What types of activities do you use most in teaching oral expression?

	Communicative	Grammatical	Total
Number	06	0	06
%	100%	0%	100%

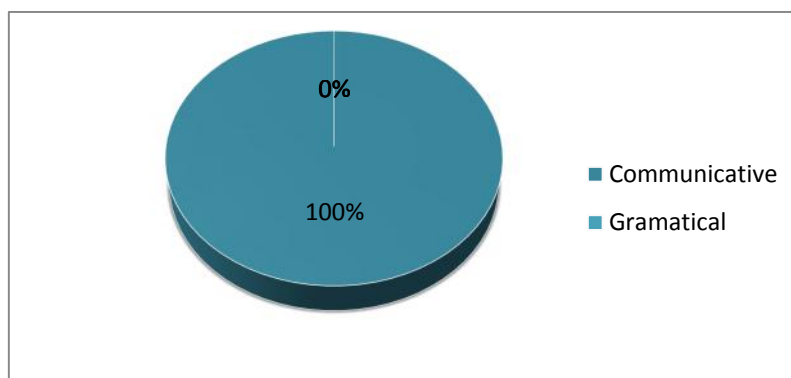
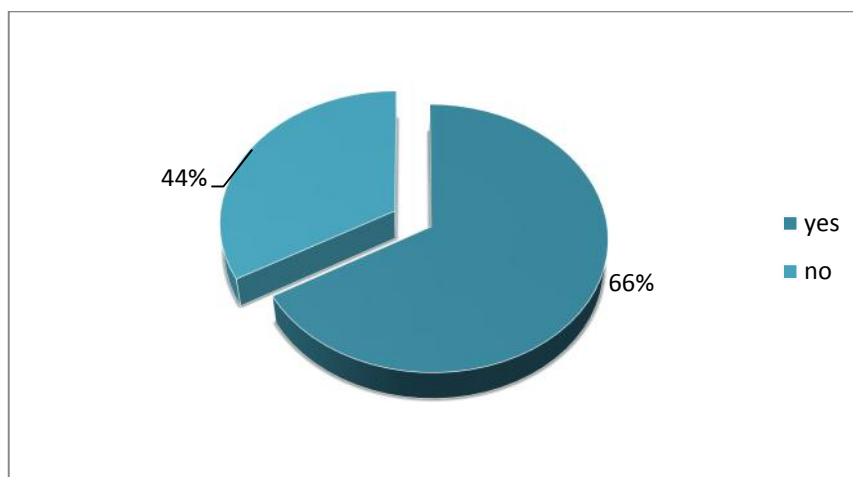


Figure 17: Types of activities used in teaching oral expression

A quick look at the table above shows that (06) teachers making up (100%) are strongly agree with the fact that in order to learn a language students have to speak it while none of our participants stated agree or disagree.

Table 18: Do you give your students' opportunities to talk about their communicative needs?

	Yes	No	Total
Number	4	2	06
%	66%	44%	100%

**Figure 18: giving students opportunities to talk about their communicative needs**

The aim of this question is to know whether teachers give chances to their learners to talk about their requirements and their needs and knowing about the language.

The majority of our responds making up 66% go for yes and 44% say no.

3.6.Discussion

First of all, the analysis of the students' questionnaire reveals that communicative approach has an effect on the development of students' speaking skill. The majority of students say that their level in English is good. We think that this will help both learner and the teacher to create a communicative atmosphere in the classroom. In the second part of the students' questionnaire, the collected data show that the majority of students say that the atmosphere in their classroom is friendly. Most of students agree that their teacher use discussion as an activity in the class. Here it comes the role of the teacher to create a friendly encouraging atmosphere to push the introverts' students to participate in different activities used in the classroom by acting as a facilitator, a guide, a corrector but not a controller. Secondly, the analysis of the teachers' questionnaire shows that most of teachers are actually applying some principles of communicative language teaching in their classes. In the second part of the teachers' questionnaire concerning the communicative language teaching, the collected answers reveal that the majority of the teachers say that they put much emphasis on the communicative aspects of the language rather than its form.

3.7.Conclusion

To conclude this chapter, the collected results from students' and teachers' questionnaires show that communicative language teaching is an effective method to develop students' speaking skill. The analysis of students and teacher questionnaire revealed that the communicative language teaching approach (CLT) has positive impact on the students' oral performance. It encourages students' participation, promotes confidence, prepares students for real-life communication .Besides it gives opportunity to the students to use the target language freely and it puts the students in positions where they can practice the speaking skill. Moreover, it allows students to make decisions about how to express and to achieve the goal of developing their speaking skill.

CHAPTER FOUR

Suggestions and Recommendations

4.1.Introduction

4.2.Assessment in oral expression

4.3.Principles for teaching speaking

4.4.Suggested CLT activities used in teaching oral expression

a-Discussions

b-Dialogues, Role Play and Simulations

c-Brainstorming

d-Story Telling

e-Picture Describing

4.5.Suggestions and Recommendations for teachers

4.6.Conclusion

4.1.Introduction

According to the analysis of the results obtained from the students' and teachers' questionnaires we say that, teaching process in general and teaching the language as a means of communication requires specific and importance factors, in order to achieve the students' main goals for learning the foreign language. In this chapter, we are going to give some suggestions and recommendations on how to use communicative language teaching in oral expression sessions.

4.2.Assessment in oral expression

Assessment provides one way to measure a students' level through tests, interviews or task production. Its main purpose is to evaluate their ability to speak accurately and fluently i.e., it comprises all aspects of language such as pronunciation, grammar, vocabulary, and to what extent the student can make himself understood.

In spite of manifold constraints both teachers and students often claim towards assessing speaking, they all acknowledged that it is a prerequisite for measuring speaking abilities. Therefore evaluate them when participating in speaking activities.

4.3.Principles for teaching speaking

Regarding the EFL context and the complexity of the concept of speaking skills, **Bailey (2007: 54)** set out the following guiding principles for teaching speaking skills that can be applied accordingly in the classroom settings:

a. Be aware of the differences between second language and foreign language learning contexts

EFL teachers should be aware that learning speaking skills is very challenging for students in foreign language context since they have very few opportunities to use the target language outside the classroom as opposed to the SL context in which the target language is the language of communication in the society where they live.

b. Give students practice with both fluency and accuracy

Accuracy refers to the extent to which students' speech matches what people actually say when they use the target language. And fluency refers to the extent to which speakers use the language quickly and confidently, with few hesitations or unnatural pauses, false starts, word searches, etc. In language lessons, EFL teachers should provide students with

opportunities to develop both their fluency and accuracy and realize that making mistakes is a natural part of learning a foreign language.

c. Provide opportunities for students to talk by using group work or pair work, and limiting teacher talk

EFL teachers should create appropriate incentives to motivate his/her students speak the TL. For instance, pair work and group work activities can be used to increase the amount of time that students get to speak in the TL during lessons on one hand, and reduce that of the teachers who seem to be the dominant speaker in EFL contexts on the other hand.

d. Plan speaking tasks that involve negotiation for meaning

Several researches imply that students make progress via communicating in the TL because interaction necessarily involves trying to understand and to be understood. Such a process is called negotiating for meaning., i.e; by asking for clarification, repetition, or explanations during conversations, in order to check if someone understands or is understood.

e. Design classroom activities that involve guidance and practice in both transactional and interactional speaking

Interactional speech is communicating with someone for social purposes such as establishing and maintaining social relationships. Whereas, transactional speech implies communicating to get something done, for instance, the exchange of goods and services. Effectively, speaking activities need to embody both interactional and transactional purposes. To make the students able to communicate in the target language, the English teacher should be aware of implementing classroom speaking process that is rested on the underlying principles suggested by **Brown (1994: 110)**, and should be taken into account for teaching speaking skills:

- Focus on both fluency and accuracy depending on the underlined objectives
- Provide intrinsically motivating techniques
- Encourage the use of authentic language in meaningful contexts
- Provide appropriate feedback and correction
- Capitalize on the natural link between speaking and listening
- Give students opportunities to initiate oral communication
- Encourage the development of speaking strategies

4.4.Suggested CLT activities used in teaching oral expression

The activities of the Oral Expression course should be different and varied but not strict only on limited kinds such as: role play and free discussions. We have chosen some activities which the teacher has to use in teaching oral expression in order to make learner perform better orally.

a-Discussions

This task is considered to be meaningful and it is topic based activity. In fact, the topic planned for discussion should be of interest on the part of the learners to avoid boredom; and foster interaction in the language classroom. Accordingly, selecting a relevant topic that is a current issue of interest i.e.; extracted from the newspaper, internet resources, television, or a community issue. As an illustration of this task, the teacher may set the language points of agree/disagree about a particular topic and split the class into equally divided groups. This activity fosters critical thinking, and pupils learn how to express and justify themselves in polite ways while disagreeing with the others.

b-Dialogues, Role Play and Simulations

Dialogues are very important in teaching oral expression under communicative language teaching method and they are used to present language in context and to facilitate conversation. Dialogues are primarily used to practice a function, structure or vocabulary. They are also used to practice pronunciation and intonation. EFL instructors should personalize dialogues available in the textbooks and adapt them according to their students' needs and interests. Thus, the students can benefit from dialogues by developing a bank of authentic expressions and vocabulary.

Doff (1990: 232) defined a role play as:

... A way of bringing situations from real life into the classroom.

That is, students simulate roles from real-life situation into the classroom settings. In this sense, they bridge the gap between the classroom and the world outside the classroom. Indeed, role play activities provide opportunities for interaction and initiate communicative skills. Moreover, they can consolidate their learning and can determine their own level of mastery over specific language content. In role play activities, pupils can simulate different social situations as **Harmer (2001: 274)** wrote:

Many students derive great benefit from simulation and role-play. Students simulate a real-life encounter as if they were doing so in the real world.

According to Harmer role plays and simulations can highly motivating tasks and they increase the self-confidence of hesitant students, since they have different roles. Besides, this type of tasks enhances oral and communicative skills though in an artificial form. Therefore, appropriate situations should include topics that interest the students such as shopping, interacting at school, talking on the telephone, asking for directions, and situations in which students prepare for a future event, for example, interviewing for a job. Overall, the objectives for instructional role plays should be based on students' needs, proficiency level, and course curriculum.

c-Brainstorming

This activity enables the learners to generate ideas freely in short time of a particular topic. Several researches have indicated that to hold the learners' attention is by maintaining a supportive warm-up. At this level, teachers are called upon to give great weight to this part for each lesson so as to activate the speaking skills.

Brainstorming is considered as preliminary activity, necessary to develop a climate of confidence, awareness and co-operation in which creative and interactive collaboration can occur. At this stage, students are not criticized for sharing their ideas.

d-Story Telling

EFL students can briefly summarize a tale or story they heard from their teacher in the classroom. Story telling fosters creative thinking and it helps the pupils to express ideas in the format of beginning, development, and ending, including the characters and setting of a story.

This kind of activities can be highly beneficial to EFL learners as they can build oral language by acquiring related vocabulary. Moreover, it underlies both social and academic development.

e-Picture Describing

The use of pictures in oral expression activity is to give different pictures to each group of the learners to discuss, then, a spokesperson for each group describes the picture to the whole class. Pictures are considered as didactic resource to increase the amount of oral practice. Also this activity fosters the creativity and imagination of the students.

Students have to describe these pictures by answering the questions like:

1. Who are the people in the picture?
2. What is happening now?
3. What happened before?

4. What happened later?

4.5.Suggestions and Recommendations for teachers

After the results, we have to give some suggestions and recommendations to EFL teachers:

Due to the several problems which occur in the CLT, We believe that first of all, English teachers need to continue learning advanced teaching theory, improve their professional knowledge, know the correct meaning of communicative competence, understanding the substance of CLT, and master the ways and means of teaching.

Teachers need to correctly handle the students' ability of listening and speaking and the relationship between reading and writing skills, to encourage students to participate in oral and written communication, not only to meet their current needs and meet the use of English in their future.

Teachers need to provide some meaningful opportunities for students to communicate in the real situation, so that students can learn grammar structures, while training their communicative competence.

EFL teachers need to receive in-service training in applying CLT principles. A shift should be made from non-communicative to communicative, Students should work in pairs and groups to promote their speaking skill, Students ought to be encouraged to speak the target language with their classmates.

Teachers should reduce their speaking time during the session to give more chance to the students to do so and offer more opportunities to the students; especially those who face problems in expressing themselves in the target language.

4.6.Conclusion

The purpose of this chapter is to provide some suggestions and recommendations that can help the teacher to facilitate the language learning process through engaging the learner in contextualized, meaningful, and communicative-oriented learning tasks.

General Conclusion

General Conclusion

In this exploratory study, we attempt to explore the impact of communicative language teaching approach (CLT) on the development of students' speaking skills at the level of second year LMD students university of Saida during oral expression course .All teachers agree that Communicative Language Teaching is motivating approach that helps the students develop their oral skill this is confirmed after the analysis of the students' and the teachers' questionnaire. It could be explained that Communicative Language Teaching is an effective approach because it focuses on the students; it puts them in real life situation where they are exposed to use the language, and it gets the students engaged in the task during the oral expression session with the guidance of their teacher in which they will use the language fluently in free anxiety atmosphere; which means That students handle a greater degree of responsibility for their own learning and teachers have to assume their role to facilitate language learning.

The main aim of using CLT approach is to create a community in the classroom where students learn through collaboration and sharing. CLT has served as a major source of influence on language teaching practice around the world. It has two stands: the first is that language is not just bits of grammar but it also involves language functions such as inviting, agreeing, suggesting which students should learn how to use. The second stand is that CLT develops from the idea that if students get enough exposure to language and opportunities for its practice language will take care of itself; which means that while practicing the language the student will know how to use it, and range the structure of sentences.

As a final point, the current dissertation has shed some light on the importance of communicative language teaching approach in developing the students' speaking skill through the use of different communicative activities that can be implemented to improve students speaking skill and to create a pleasant atmosphere where the teacher acts as a guide and facilitator to make the students feel comfortable in order to participate and use the target language.

Appendices

APPENDIX ONE

1-Students' questionnaire

Dear

students:

We would be very grateful if you could answer the following questions for the sake of our study. It aims at investigating the role of communicative approach in developing students' speaking skill.

Please, tick the appropriate box () and make full statements whenever necessary.

Section one:

Background information

Age:

Q1: Was English your first choice?

Yes

No

Q2: How long have you been studying English..... Years.

Q3: How do you evaluate your level in English?

Very good Good average Poor

Section two: communicative language teaching

Q04: How do you describe the atmosphere of your class during the oral expression session?

Friendly stimulating boring

Q05: what is the type of the relationship between you and your teacher?

Good bad neutral

Q06: Which activity does your teacher use most?

Group work Role play discussion

Q07: Does your teacher encourage you to speak in the classroom?

Yes No

Q08: How often does he/ she invite you to speak?

Always often sometimes rarely never

Q09: How would you describe your teacher?

A controller A guider

Q10: your teacher is:

Talkative Less talkative Average

Thank you

APPENDIX TWO

2-Teachers' questionnaire:

Dear teacher,

You are kindly invited to answer our questionnaire. It aims to investigate the development

of students' speaking skill through communicative language teaching.

Please, put a tick () in the corresponding box and make full statements whenever necessary.

Section one: back ground information

Q1: How long have you been teaching English at the university level?

.....years

Q2: As a teacher of oral expression, which level have you taught throughout your career?

First level Second level Third level All levels

Section two: communicative language teaching:

Q03: which skill do you rely on when teaching oral expression subject matter?

Listening speaking

Reading writing

Justify please,

.....

Q04: Do you agree that in order to learn the language, students have to practice it?

Strongly agree Agree disagree

Q05: What types of activities do you use most in teaching oral expression

Communicative activities

Grammatical activities

Q06: Do you give your students' opportunities to talk about their communicative needs?

Yes No Neutral

Thank you

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