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**The Impact of the Communicative Approach on the
Achievement of English Language Students' Needs in
Speaking Skill**

**The Case of Second Year LMD Students at the Department of English
Language and Literature/ Saida University**

**Dissertation Submitted to the Department of English Language and
Literature in Partial Fulfillment of the Requirements
for the Master Degree in Didactics of EFL**

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Dedication

*We dedicate this work to our friends
and family*



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*After our thanks to Allah, the almighty, for granting us
the energy and power to continue our efforts to prepare
this work.*

*we would like to extend our thanks to our supervisor Mr
Grazib Mohamed who gave us his valuable guidance, advice and
help during the process of writing this paper*

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in university with whom we spent a fruitful time that we
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take apart in examining this dissertation.*

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helped, encouraged, and motivated us to continue this
research.*



Abstract

This current study aims to investigate the development of the students' speaking skill through the use of communicative approach (CA) and partial discussion of communicative language teaching hence to its relation to this approach. The main problem underlying this work is that many students are unable to carry on a spontaneous communication using the target language. The main cause behind this problem is the traditional methods that are followed by many EFL learners to communicate in the target language. To carry out this research and confirm this hypothesis, The process of using communicative approach in teaching English in classrooms and its applications in speaking skill will be enhanced Two questionnaire are administered, one for teachers of oral expression and another for the second year students at the Department of English at Dr. Moulay Tahar to identify and explore their attitudes about the speaking skill and the communicative approach. The data collected of this study shows that the communicative approach is a very effective method to develop students speaking skill. Finally this study aims at suggesting some strategies, techniques and procedures that may help teachers to teach speaking skill and learners to acquire it.

Key words: Communicative approach, Speaking skill, EFL classrooms, Learners' needs.



List of Abbreviations and Acronyms

CA: Communicative approach

CLT: Communicative language teaching

EFL: English as foreign language

ESA: Engage-Study-Activate

LMD: License Master Doctorate

L2: Second Language

TEFL: Teaching English as a foreign language

TL: Target language

%: Percentage

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General Introduction

General Introduction

At present, speaking a foreign language represents one of the essential requirements of today's society. Besides other skills and knowledge, it is considered as one of the most influencing factors while applying for a job or sustaining in a particular work position under the condition of advancing the language level. Based on our work experience, we can confirm that knowing a foreign language is a necessity for everyone in general, mainly for students. These people are required to reach a sufficient level in a foreign language in order to accomplish academic assignments. The principal goal is to provide the students with as efficient English lessons.

In the language classroom, one way to develop the competences is through practice in the four language skills: listening, speaking, reading and writing such practice is manifested in the form of activity that learners are to perform. Amongst these skills, speaking is generally considered the most important aspect of learning a second/ foreign language. Many language learners regard the speaking ability as the measure of knowing a language (Nunan, 1991).

The main reason for choosing this topic for our Master thesis was realizing how important speaking is in everyday situations. No matter where we are, either in Algeria or in a foreign country, English conversation plays a crucial role in understanding each other and dealing with different kinds of uncovered problems. It means that not only students need English for communication abroad but also teachers need English to communicate with their colleagues or native speakers. At our work we have an opportunity to encounter with students from various parts of academic levels and we are very interested in the way they use English as their second language. These co-workers have a greater supporting role in our study process and it is always valuable to have a chat with them and ask questions to make sure our judgement was right. Even if they come from Secondary school, Higher or Master students and their skills differ, it is just a question of time for teachers and also students to adjust to their speech and distinguish differences in pronunciation.

Being able to keep a fluent conversation with a native speaker is viewed as the main goal of any languages student, which underlines the importance of speaking skills in a student's point of view. Therefore, in our thesis we decided to concentrate on

communicative activities which might be helpful for English teachers and enhance their students' communicative skills.

Our thesis is divided into two parts – theoretical and practical. In the theoretical part, we deal with the difference between speaking and conversation, and explain its practical use in everyday life. We also aim to highlight the importance of motivation in teaching practice and the techniques and approaches used to enhance students' desire to speak a foreign language. While dealing with communicative activities, we focused on distinguishing them either as accuracy or fluency activities and provided definitions of these terms. The role of a teacher is also discussed suggesting useful ideas to make the speaking lesson as effective as possible. The practical part consists of a set of pre-taught communicative activities described in details and their evaluation for other teachers who would like to apply them in their speaking lessons.

This research will interview the use of communicative approach in teaching English and disclose the problems in the applying of communicative approach in class and ensure the strategy that success or no in the education. In this research, we want to know the use of communicative approach in teaching English. Therefore we have to set three basic questions in an attempt to make sense to our study.

1. Do both teachers and students have crucial roles in using communicative approach in the EFL classrooms?
2. What are the roles of students in Oral Sessions?
3. How do teacher apply communicative approach in the Oral Sessions?

Hypothesis:

1. The role of teachers and students are similarly crucial when applying communicative approach in class during teaching process.
2. The responds of students to the using of communicative approach is helpful in classroom teaching during learning process.
3. The teacher manages material for students in some skills in English and applies it.

Chapter One

Chapter One: Research Methodology

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1.1. Introduction

the researcher will explain the using communicative approach, teachers' and students' role in classroom of teaching English, communicative approach apply in speaking skill of English in classroom teaching, the consideration of the using communicative approach, and influence of communicative approach (positive, negative effect).

This part is committed to describe different research methods used in the study and explain the appropriate research methods, research approaches, research strategies and data collection strategy ;moreover, it will also depict the selected sampling techniques used to analyze data.

1.2. Research Design

It helps any researcher to plan and organize his research to indicate that all major elements are working together .There are several types of research designs; the researcher of this study chooses to work with the descriptive research.

1.2.1.Descriptive Research

The investigator of this study uses this genre of research design, because it helps to describe what exists and may help to uncover new facts and meaning. The purpose of descriptive research is to observe, describe, document, because it depicts second year English LMD students and sorts out the different learning skills that they use and the sources of their learning styles, especially speaking skill.

1.2.1.1.Phases of Conducting the Descriptive Research

This descriptive research design is conducted in to two phases:

1.2.1.1.1. The First Phase:

The observational phase aims to observe first of all students and to see the different skills they use when dealing with English language and the way they understand the language that is to say their way of studying , also it sets out to analyze teachers' way in dealing with the various learning skills utilized by their learners .

1.2.1.1.2. The Second Phase (Questionnaire)

The goal of this phase is to detect the most used learning skills among educators and the different factors that push them to select speaking skill. At this point the researcher talked with high school second year students' and gave them a questionnaire to answer.

1.3. Research Methods

In this study we are going to follow the descriptive research as it fits the outlined objectives; it aims to describe tow variables, communicative language teaching as the independent variable, and its role in improving the student's speaking skill as the dependent variable. The quantitative method suits our study since it permits a close examination of the CLT approach which helps students to enhance their speaking skill.

1.3.1. Qualitative Research

This research is designed to reveal second year high school students' target range of behavior toward communicative approach that drives students to acquire speaking skills. We have tested small groups of people to guide and support the construction our hypotheses.

1.3.2. Quantitative Research

This research is designed in explaining communicative approach by collecting numerical data that are analyzed using mathematically based methods in particular statistics. In this thesis quantitative method is used to gather the information from students on the speaking skill that they use in their learning process.

1.4. Research Tools

It becomes clear now that the methodology followed in our work is a descriptive one and that the research strategy used is speaking skill as a study case. What remains is a method to collect data. In our research, a questionnaire will be the mean by which our data will be collected.

In order to ensure our findings and reach our objectives from this study we will use it as a main tool: Questionnaires, they will be administered to the 2nd year students at the department of English in order to investigate their influence about CLT method and if

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this method helps them to communicate and improve their speaking skill. The second questionnaire will be directed to the teachers of oral expression at the Department of English as they have been exposed to various teaching approaches, In order to examine their views and attitudes about communicative language teaching.

1.4.1. The Students

Students play a crucial role in determining the statistics of this research. They are going to answer a specific list of questions that are preplanned to give a particular result.

Second year students of English at the University of Dr.Moulay Tahar are the whole population; we will deal with thirty (30) students.

1.4.2. The Teachers

Teachers are necessary elements in this phase, since they will help us to answer another set of questions and to try our proposed strategies in the classroom.

Teachers at the University of Dr.Moulay Tahar are the total population; we will deal with the sample of ten (10) teachers. They will be selected randomly from the whole population of teachers.

1.5.Population and Sampling

Population we are concerned with learners of second year LMD students, together with their Oral teachers. However, a number of factors may prevent us from gaining information from the whole population. These factors include time limitations, financial means, accessibility and energy. Therefore, we need to select a sample of the members who we are able to question. The sampling strategy chosen in our dissertation is a random one (also known as probability sampling). Probability sampling is further divided into a number of techniques. We will rely on simple random sampling technique. Our sample contains two groups, out of twelve, of second year LMD students.

1.6.Structure of the Study

This current dissertation consists of three chapters; the first two chapters dealt with the literature review and the third chapter is devoted to the field work. It starts with the general introduction which deals with the statement of the problem and research

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questions. It includes also the significance of the study, hypothesis and the methodology of the research. The next chapter deals with the communicative approach. We have tackled the main methods prior to the communicative language teaching and the history of CLT approach besides to its main principles and the main communicative activities.

1.7.Aims of the Study

As stated earlier in this introduction, our study deals with speaking tasks that are designed in the second year LMD classroom. Our objective is to see teachers and learners viewpoints, through questionnaires, about the designed activities and the possibility of including real and authentic tasks.

The results obtained from our analysis and interpretation of the collected data will determine which appropriate recommendations can be suggested to the teacher to overcome the lacks faced while using speaking activities in the classroom. Such recommendations are built on Evans and ST.Jhon's (1998) beliefs that a good provider of materials will be able to:

- 1- Select appropriately from what is available.
- 2- Be creative with what is available.
- 3- Modify activities to suit learner's need.
- 4- Supplement by providing extra activities (and extra input)

These recommendations are meant to improve learner's oral proficiency and guide them to become successful oral communicators. In this respect, Nunan (1989:32) claim learners should develop:

- The ability to articulate phonological features of the language comprehensibly;
- mastery of stress, rhythm, intonation patterns;
- an acceptable degree of fluency;
- transactional and interpersonal skills;
- skills in taking short and long speaking turns;
- skills in negotiating meaning;
- conversational listening skills (successful conversations require good listeners as well as good speakers);
- skills in knowing about and negotiating purposes for conversations;

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- using appropriate conversational formulae and fillers.

1.8. Research Limitations

During the process of the research we have encountered some obstacles mainly in collecting data. Other issue is the results which are somehow general since we are focused on specific study of a case. Another thing is the focus of the study since it is predetermined by one aspect (communicative approach in the oral skill).

1.9. Conclusion

The first chapter involves a list of methodological approaches, which are mainly exploratory titles that illustrates the study for the reader of this research. The abovementioned titles contain basic information that attempt to overthrow the significance of the study with necessary elements that cooperate to give a sense to our study. The next chapter however is an introduction to a list of references concerning the main theme (communicative approach and speaking skills).technically speaking; the chapter will contain a detailed discourse on the main theme of the study by defining all element of the research.

Chapter two

Chapter two: Communicative Approach and Speaking Skill

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Chapter Two : Literature Review

2.1. Introduction

Speaking a second language is a crucial detail for the mankind process of development in different areas, such as, economical, social, political and cultural. Nowadays it is essential to be aware of this detail, otherwise we could be excluded from the social environment that is globalized. In fact, the English language teaching is becoming part of the natural process of learning and the number of people interested in learning a L2 is constantly increasing due to a high demand required.

The goal of language is communication and the aim at speaking in a language context is to promote communicative efficiency; so to learn efficiently a second language it is necessary to practice the four important skills: writing, speaking, listening and reading, but the emphasis on this study will be sustained particularly in analyses focused on the practice of “speaking”. As speaking is interrelated with the other skills, its development results in the development of the others.

Teachers want their students to actually be able to use the language as correct as possible and with a purpose. Students often value speaking more than the other skills of reading, writing and listening so motivation is not always as big of an issue, but what often happens is students feel more anxious related to their oral production.

Making students speak is neither an easy nor a fast process. Teachers must be aware of some special techniques that will help to achieve this objective. These techniques are based on different approaches. For this research, specially, the Communicative Approach is going to be the object of study since that the main purpose in discussion is on promoting language into the classroom and supporting ideas that will be mentioned in order to share the scientific contribution brought with other teachers helping them to achieve positive results in the oral production with their students.

2.2. Communicative Approach

All approaches established and studied before have emphasized language skills (reading, listening, writing and speaking) or concentrated on one of its skills and given more attention to the grammar structure of linguistic uses in teaching English. Whereas the communicative approach emphasizes using the language as a whole and enables EFL/ESL learners to communicate in the target language fluently and

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confidently. It also concentrates on the communicative use of language in everyday and real world situations. In the beginning the use of the term *communicative* in language teaching was the meaning of the pedagogy of language teaching (Widdowson, 1990). However, at that time it was unclear whether the term, related to the purpose or to the process of learning (Widdowson, 1990). For many applied linguists the communicative approach is the key to many questions. Those who worked to determine a theoretical basis for a communicative approach to language teaching were Candlin, Wilkins, Brumfit and Widdowson (Shaikh, 1993). Their contributions to communicative approach have been accepted by those who are looking for a new method of language teaching as EFL/ESL approach. For instance, Wilkins (1972) suggested a definition of communicative language which may contribute to the development of communicative syllabuses for language teaching. Wilkins' contributions are an analysis of the communicative meaning that a language learner needs to understand and express rather than describes the form of language through traditional concepts of grammar and vocabulary. Wilkins, (1972) attempted to demonstrate the system of meaning that lays behind the communicative uses of language. He described two types of meaning: notional categories (concepts such as time, sequence, quantity, location and frequency) and categories of communicative functions (regrets, denial, offers and complaints) (Richards, and Rodgers, 2001; Shaikh, 1993).

The communicative approach as a method of teaching sets the learners' needs to express meaning and to practice in real world situations. However, for most opponents they have argued "that grammar is economical system which underlies all language use, and that lists of notions and functions cannot be expressed through a convenient system, so that we do not know different functions relate to each other" (Brumfit, 1985). In contrast, the use of communicative approach in language teaching changed according to the learners' needs. In some teaching programs as in English for specific purposes, *Task –Based Method*, for example, could be the best choice in this context. Different approaches concentrate on one structure or skill of language. Hence, communicative language teaching tends to focus on language teaching on the basic needs of language in real situations rather than grammatical rules to produce correct sentences (Brumfit, 1985). Since then, many applied linguists have put their arguments for both sides of this approach.

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2.3. The principle of the Communicative Approach

The Communicative Approach is a way of teaching which is based on the principle that learning a language successfully involves communication rather than just memorizing a series of rules. Teachers try to focus on meaningful communication, rather than focusing on accuracy and correcting mistakes all time.

Piepho (1981) discusses the following levels of objectives in a communicative approach:

1. An integrative and content level (language as a mean of expression);
2. A linguistic and instrumental level (language as semiotic system and an objective of learning);
3. Widdowson, Candlin, Christopher Brumfit, Keith Johnson were some examples of British scholars who advocates the Communicative Language Teaching;
4. An effective level of interpersonal relationships and conduct (language as a means of expression values and judgments about oneself and others);
5. A level of individual learning needs (remedial learning based on error analysis);
6. A general educational level of extra-linguistic goals (language learning within the second curriculum) (PIEPHO, 1981, p. 8 apud RICHARDS; RODGERS, 1986 p. 73).

2.4. Communicative Competence

Canale and Swain (1980) provided a more recent description of Communicative Competence divided in four dimensions. The *Grammatical competence* refers to the domain of grammatical and lexical capacity. The *Sociolinguistic competence* refers to an understanding of the social context in which communication takes place, including role relationships, the shared information of the participants, and the communicative purpose for their interaction. The *Discourse competence* focuses on the individual message elements and how the meaning is represented to the entire discourse or text. And the *Strategic competence* which refers to the coping strategies that communicators employ to initiate, terminate, maintain, repair, and redirect communication. All the elements of communicative competence (grammatical, discourse, sociolinguistics, pragmatic, and strategic) are involved in the interaction.

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2.5. The Teacher Roles

The teacher roles are fundamental during the process of teaching-learning acquisition. The teacher`s tasks are not only in explaining the content and transmitting the knowledge but also motivating students to develop language either determined to situational context or guides the students and shows them the possibilities of utilization of various language mechanisms. Providing feedback, for example, is a way to promote motivation. It usually happens because students feel extremely comfortable when they are praised by the teacher as a result of a positive task. (It usually happens when the student gets a good grade on testing, presents a good pronunciation, answers questions effectively, etc).

The principal way that teachers can influence learners` motivation is by making the classroom a supportive environment in which students are stimulated, engaged in activities that are appropriate to their age, interests, and cultural backgrounds, and most importantly, where students can experience success (LIGHTBROWN; SPADA, 2006, p. 185).

According to the web site¹, when assisting students in the development of their oral skills, there are some tips and techniques that teachers can use to minimize students` anxiety and to make the development as efficient and practical as possible. This way, students will learn more and have increased motivation to continue this skill development.

Creating authentic practice activities that as similar to real-life as possible can be a good way to promote language in classroom as creating different contexts in which students can practice in order to broaden their vocabulary and experiential horizons. Generally it`s easier to talk about themselves than about someone else; the teacher should provide scaffolding and support for each context (this means making sure students are aware of the appropriate vocabulary and what social or cultural norms are appropriate); do not focus solely on errors; correct as much as each student can handle, more advanced students can often handle more correction, but avoid excessive correction if it will promote anxiety; give students options to use when responding to questions and teach them those options; allow them to use minimal responses if it reduces anxiety but make sure all students are aware of the possibilities.

¹ <http://www.education.ualberta.ca>(2009)

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This allows for differentiation, as students can use the level of response that they feel comfortable with; Another point that also contributes for this purpose is to develop routines involving certain scripts (ie greetings, compliments, asking certain questions) so students become comfortable and familiar with those scripts; use gestures to help get meaning across and encourage students to do the same; emphasize that what is important is the meaning; and of course, make it fun.

Besides the aspects concerning the communicative approach there are also some fundamental teacher roles that make an L2 class more interesting. According to Harmer, (1998, p. 1-2) a research was made with European teachers and methodologists. The purpose was to give answers that represent a good teacher. Among them, it was related that: a good teacher should make the lessons interesting in order not to have their student asleep; they might have lots of knowledge not only of his subject; they might be an entertainer and has a positive sense, not a negative one; they should help their students rather than shout; try and draw out the quiet ones and control the more talkative ones; they should know their students` names and also love their job.

The teacher has two main roles: the first role is to facilitate the communication process between all the participants in the classroom, and between these participants and the various activities and texts. The second role is to act as an independent participant within the learning teaching group. The latter role is closely related to the objectives of the first role and arises from it. These roles imply a set of secondary roles for the teacher; first, as an organizer of resources and as a resource himself, second as a guide within the classroom procedures and activities ... A third role for the teacher is that of researcher and learner, with much to contribute in terms of appropriate knowledge and abilities, actual and observed experience of the nature of learning and organizational capacities (BREEN; CANDLIN, 1980, p. 99 apud RICHARDS; RODGERS, 1986, p. 77).

2.6.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

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learning. Breen and Canldin describe the learners' role within communicative language teaching, they claimed that,

“The role of the learner as negotiator between the self, the learning process, and the object of learning emerges from and interacts with the role of joint negotiator within the group and within the classroom procedures and activities which the group undertakes. The implication for the learner is that he should contribute as much as he gains and thereby learn in independent way.” (1980, 110, cited in Richards and Rodgers,2001:166).

In other words, students in communicative approach are supposed to take an active role in the learning process which means that they will have opportunities to express what they mean in any form that they prefer and then they will have some degree of control over what goes on in the classroom.

2.7. Teaching Speaking Skill

For Harmer (1998), teaching speaking based on the Communicative Approach involves speaking activities that tend to follow the same basic pattern: *Engage-Study-Activate (ESA)*. This way, the teacher makes students feel interested in the topic presented, the students study any language issues that the teacher has identified as being problems and then the students are given tasks to do concerning that topic.

Engage: One of the most important elements in these ESA grade. Mostly used when the class seems to be bored. In this section the teacher tries to grab the students' attention and involve them around the theme proposed. During this teaching sequence the teacher's main purpose is to arouse students' interest, thus involving their emotions. The activities and materials to engage students are frequently composed by: games, music, discussions, stimulating pictures, dramatic stories, amusing anecdotes, etc.

Study: In this section the students are asked to focus on language (or information) and how it is constructed (HARMER, J, 1998 p. 25). Students tend to investigate and understand the elements composed by the grammatical features. There are different ways to practice the study: the teacher can explain the grammar or the students can study by themselves inductively, students can make group works and

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open for discussion, etc. Some typical areas that involve the study can be: the practice of sounds (phonetics), the study of the grammar tenses, functions, pronouns, etc.

Activate: This section provides students an opportunity to put in practice everything that was previously learned. Generally, the teachers or the course books provide a range of designed activities to get students using language freely and ‘communicatively’ and output the language. The activities usually include: role-plays (where students act-out, as realistically as possible), drama activities (where students perform a scene based on a situational context), discussions, drawings, dialogues, etc.

2.7.1. Definition of Speaking Skill

We should know what does the term speaking means? According to the Oxford (2009) pocket dictionary speaking is “the action of covering information or express ones thought and feeling in spoken language” Another definition of speaking skill is “using language for purpose”. (Baker, Watsrup, 2003:7). According to Chaney (1998:13) defines speaking skill as “the process of building and sharing meaning through the use of verbal and non-verbal symbols, in a variety of context”. In the whole, speaking is to express, every day, occurrence for most of us, and it’s usually requires little thoughts, efforts or preparation.

2.7.2. Oral Skills and Interactions

The interactional nature of language was examined by Baygate (1987:5-6) He distinguishes between Motor- perceptive skills, which are concerned with correctly using the sounds and structures of the language and interactional skills which involve using motor-perceptive skills for the purpose of communication. Motor-perceptive skills: are developed in the language classroom through activities such as model dialogues pattern practice and oral drills.

2.7.3. Typology of Speaking Skill

There are three types of speaking situation:

2.7.4. 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

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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.

2.7.5. Non Interactive Speaking Situation

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

2.7.6. Partially Interactive Situation

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

2.8. Listening and Speaking 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.

2.9. 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.

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2.10. 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:

2.10.1. 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.

1.10.2. 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.

2.10.3. 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.

2.10.4. 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.).

2.10.5. 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.

2.10.6. 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.

2.10.7. Stress, Rhythm and Intonation

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

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2.10.8. Interaction

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

2.11. Types of Classroom Speaking Performance

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

2.11.1. Imitative

Many students when they are exposed to authentic materials tend to imitate native speakers, they pronounce the word in the same way they heard them. These actually help learners and improve their speaking skill.

2.11.2. Intensive

It goes one step beyond imitative to include any speaking performances that are designed to practice some phonological or grammatical aspects of language.

2.11.3. Responsive

The students in the language class are responsive; they reply to their teachers with short answers when they are asked or comment about a given situation. However; it can't be extended to dialogues and their speech might be (meaningful and authentic).

2.11.4. Transactional Dialogue

Transactional dialogues are an extended form of responsive language, they are accomplished for the purpose of exchanging information and it could be a part of group or pair work.

2.11.5. Interpersonal Dialogue

Interpersonal dialogues are carried out in order to maintain social relationship more than for the transmission of facts and information. Students may encounter difficulties in performing these dialogues since they include colloquial language, slang, ellipses which are not easy to be worked by the students.

2.11.6. Extensive Monologue

Students in the intermediate or the advanced level are required to give oral reports, summaries or short speeches.

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2.12. Students Challenges in Learning Speaking Skill

EFL students face many difficulties within the classroom during their learning process among them.

2.12.1. Linguistic Problems

Is the ability to communicate correctly in English is the main goal of any speaker (EFL students in particular).

2.12.2. Fluency

It's the ability to produce speech without hesitation. According to Hedge (2000:261) who claims that Fluency means responding coherently with the turns of the conversation, linking words and phrases using intelligible pronunciation and appropriate intonation, and doing all this without undue hesitation.

Through here, we can notice that the most difficult challenge in learning English is speaking fluently following certain features which give the students' speech a sign of being normal and natural with clear logical connection of ideas. Moreover, the proficiency to use the items of the conversation coherently without hesitation, and this is the challenge that most of our students cannot rich it. According to Trunbury (1999:93) "fluency is a skill, it is the ability to process the language speedily and easily". In fact most of students misrepresent and confuse their ideas when they attempt to perform their own practice.

2.12.3. Accuracy

Accuracy is the ability to produce grammatically correct sentences and it focuses on the correct use of grammar and vocabulary and other skills. To achieve accuracy the learner need to devote some attention to the form i.e. "getting it right". It is often difficult for the learners to focus on the form and meaning at the same time. Accuracy requires attention and this latter need to time. Researchers suggest that learners are more accurate the more time they have available (ibid: 93).Among other difficulties have a relation with pronunciation; the words that are difficult to pronounce are more difficult to learn. Potentially; difficult words will be those that contain sounds which are unfamiliar to some groups of learners. (Trunbury, 2002: 27).so intelligible comprehensible pronunciation of speech is important and it's considered as a key to avoid pronunciation errors which frustrate successful communication.

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2.12.4. Grammar and vocabulary

Students lack of useful and appropriate expression and catch the right one to express an opinion or different sorts of things. Students errors can categorized in tow forms:

2.12.5. Form related error: it includes miss election, malformations, and spelling and pronunciation errors.

2.12.6 Meaning related errors: it occurs when words that have similar or related meaning are confused and the wrong choice is made. Generally, most of our students go on making the same errors even when such errors are obvious.

Ur (1991 p: 153) provides a scale to test the speech orally:

Accuracy	Fluency
Little or no language produced	Little or no communication
Poor vocabulary, mistakes in basic grammar may have strong foreign accent	Very hesitation (hesitant and brief utterances). Sometimes difficult understand
Adequate but not rich vocabulary makes Obvious grammar mistakes, slight foreign accent.	Gets ideas across, but hesitation and briefly
Good range of vocabulary occasional grammar slips. Slight foreign accent	Effect communication in short turns
Wide vocabulary appropriately used virtually, no grammar mistakes, native like or slight	Easy and effective communication uses long turns

Table 1: a Scale to Test the Speech Orally

2.12.7. Psychological Problems

In fact these problems are originated from the great diversity of the learners within the same class and inhibition is one of many psychological problems. The problem of inhibition is related to the students themselves because of shyness and fear of making mistakes, this latter will lead to the criticism of their peers, as well as; their

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teachers and they think that whenever they make mistakes/errors are in their views signs of ignorance.

This proves by Ur (ibid: 121) who claims that Learners are often inhibited about trying to say things in foreign language in the classroom worried about making mistakes, fearful of criticism, or losing face or simply shy of attention that their speech attracts.

We can claim that inhibition is a bridge to the psychology of the students to be shy, fearful, and feel embarrassment when they try to speak in the classroom.

2.12.8. The Social Problems

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 a problem because many students keep or prefer to use their native language (mother tongue) rather than English to perform such tasks in their classrooms. This habit happens when one of the students is explaining something important to his classmate using L1 to express. According to UR , mother tongue use 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).

The social environment has a great impact on the learning process, as well as, the use of the language to express their ideas; many students go back to their mother tongue to speak because they have a deep knowledge of their language.

2.12.9. Cultural Problems

Speaking over laps with other areas which control and determine our structure of the conversation, According to Harmer (2001) speakers from the same cultural back ground know how to speak with each other, and kind of language they can use. Such cultural habits that shared by all people determine behaviours in such conversation situation. It also determine how women and men speak to each other, how conversation is framed when the participants are of different social or professional status. This leads to guide our behaviour in number of well recognized speech. Sociocultural rules and habits change overtime but at any a given moment they exist in the public conscious (247). Through here, we can say that the cultural back ground determines the perspective, personalities, and the conversation style, and

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attitudes; this leads to find out differences types of students. Such as; talkative one, silent, and others who feel shyness to speak in front of their classmates.

2.13. Activities to Teach Speaking Skill

The main purpose of foreign language teachers, More precisely, teachers of oral expression, is to increase the performance of their students in speaking skill. Many activities can be used by teachers to enhance students speaking skill. According to Thornburg, (2008) theorists proposed three different stages that learner pass through when they are learning how to speak, the first stage is Awareness; which is meant that students are in need to be aware of the characteristics of the language understudy, the second stage is Appropriation, the integration of the language characteristics into the students existing knowledge, the last stage is autonomy, when the learners are able to use the new language on their own. Many activities are designed by theorists for all the previous stages mentioned above to achieve affective teaching; and all these activities motivate students to participate and interact in the classroom.

2.14. Awareness

The awareness activities focus on the characteristic of language, sociocultural rules, topic shift, performance effect strategies, speech acts, feature of spoken grammar (repetition, ellipsis...etc.) discourse markers(well ,I mean) vocabulary, lexical chunks, stress and intonation.

2.14.1. Using Recordings

The teachers should expose their students to audio-recorded material that can be scripted, semi scripted or authentic conversations and dialogues (radio, TV).

2.14.2. Using Live Listening

Listening to the teacher or to the guest speaker has a particular advantage of interactivity.

2.14.3. Using Noticing the Gap Activity

The students are asked to perform an oral task then they listen to a competent speaker performing the same task and then they denote the characteristics of the language that they have not used in the same way, each students reproduce the oral task as the competent speaker did.

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2.15. Appropriation

Once students are aware about the language features they should appropriate. this awareness to be used. It offers the learners the opportunity to do better control over oral production

2.15.1. Drilling and Chants

Drilling means repetition words, sentences or expression after hearing them (as in dialogues, conversation...etc. in the other hand Chants are very entertaining for students, listening to songs or playing games aid students to memorize words an idiomatic expression and remember them easily.

2.15.2. Milling Activities

This kind of activities which makes the learners use the standard language repetitively, in such activities, the learners are asked to collect the different points of view of their classmates by asking them specific question to complete a survey.

2.15.3. Writing Activities

Writing plays a significant role in the speaking learning process; the following activities explain the role of writing in teaching activities.

2.15.3.1. Dictation

In dictation, the teacher asks students to write expression that s/he dictates. such as, ways of giving advice and the learners write them down while at the same time organizing them into two groups from formal to informal, then the learner have to use them in writing dialogues.

2.15.3.2. Paper Conversation

In this activity, students are asked to write a conversation on a shared paper (group work/ pair work) and the teacher corrects their mistakes while walking around them.

2.15.3.3. Computer-Mediated Chat

Chatting is considered to be a very effective way in learning, since chatting with a person on internet means exchanging words or sentences.

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2.15.3.4. Rewriting

In this activity, the teachers ask their students to adapt or modify the written dialogues in order to learn what has been newly introduced (e.g. the direct/indirect speech or the passive voice.)

2.15.4. Reading Aloud

Reading aloud is considered to be “useful tool for the appropriation of language: it’s classified between speaking and writing. Moreover; it helps students to focus on pronunciation without feeling stressed of what to say next. According to Thornbury (2008), Mark Powell suggested techniques for reading aloud which he called “sound scripting” first teacher give the learners a text and ask them to indicate where pauses fall the second is students highlight the stressed words the third is students come to a decision about the sequences of words that are slower or deliberate and the last one is practice reading the text they have been through.

2.15.5. Dialogues

Dialogues have a long history in language teaching and learning dialogues give the learners the opportunity to practice on grammatical and lexical structures.

2.15.5.1. Item on Bored

In this activity, the teacher writes some expression such as, have you seen...? It’s really funny to...? In order to make the students imagine the situation. And then to speak.

2.15.5.2. Disappearing Dialogues

The teacher writes the dialogues on the bored, and then s/he asks the students to read loudly in pairs; after that the teacher removes the sections from the dialogues one after the other and he asks them to rewrite it again.

2.15.5.3. Dialogue Building

This activity is the opposite of disappearing dialogue; the teacher set up a situation using drawing and asks the learners to imagine the situation. By doing so; the students construct a complete dialogue which they will perform later.

2.16. Autonomy

Automaticity is defined by Thornbury (2008:90) as being “the capacity to self-regulate performance as a consequence of gaining control over skills that were formally other-regulated.” In other words automaticity is the state or quality of being

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spontaneous, involuntary or self- regulating. The activities that are used to enhance automaticity in the learners are described as follow.

2.16.1. Presentations and Talks

In this activity, the teacher asks his students to do the following activities in front of their classmates and engage them in real life communication.

2.16.1.1. Show And Tell

Students are asked to talk about a picture or an object that is important to them, and then answer the questions that their classmates ask.

2.16.1.2. Did You Read About

Students are asked to talk about something that they have read about in a newspaper or heard in a radio. After that, all the students give their opinions about the subject.

2.16.1.3. Academic Presentations

In this activity the teacher form the students in pair or group to present an academic presentation e.g. (language and gender.) and when they finish a discussion will take place.

2.16.2. Stories, Jokes and Anecdotes

Storytelling activity has been used for a long time and still used now in the classroom and the main goal of this activity is to give the students opportunities to practice their oral skills, jokes and anecdotes have the same goal as well.

2.16.2.1. Guess the Lie

In this activity, students are going to take turns. One of them tells three short anecdotes; two of them really happened to him/her, but the third is false. The other students are going to guess the lie.

2.16.2.2. Insert the Word

The teacher gives all the students cards with different words or expressions. After that, they start telling anecdotes one after the other and the other learners guess the “secret item” that the anecdote entail.

2.16.2.3. Chain Story

The students turn take to build a story (one sentence per students).

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2.16.2.4. Party Jokes

This activity is very entertaining, the students sit in pairs or groups and exchanges jokes, then the class will vote for the best one.

2.16.3. Role Play

As we have seen in the first chapter, role play Is very good technique to be used in the classroom .it engage the learners in real life communication and reduce their fears because the students even the weak ones they would be working in groups and will have the chance to choose the role that feel comfortable with. Simply; role plays can encourage students to practice their speaking skill and develop their communication skills.

2.16.4. Discussion and Debate

Discussion and debate are, usually, the most used activities in oral classes. Actually, “Panel discussion” is what teachers prefer. Usually used in pairs or in groups; students on the panel give their arguments about a given issue, and those students (from the audience) either agree or disagree. This activity is very effective, in the sense that it helps learners focus more on what they say rather than how to say it.

2.17. Conclusion

To conclude this chapter, we have tried to provide a deep sight about communicative competence. We have also explained why theorists believe that second language learners need more than learning a set of grammatical rules, They need to communicate with language fluently. To achieve this goal they have set different principles to be implemented in the classrooms. Moreover; they focus on the affective side of the learners without a complete deny to the cognitive ones, and they focus on the importance of communicative activities; such as role plays, conversations, guessing games in order to create a good atmosphere where learners can interact and communicate freely without feeling of inhibition or shyness, all this can be achieved by the teachers’ role as facilitator and a guide to help students to achieve their goal in their learning process and we have attempted to provide an overview about speaking process in EFL classes, Which is considered as the most difficult skill among the others (listening, reading and writing).also, we have tackled the main challenges face EFL students in learning speaking skill which stand as an obstacle in their learning process. Speaking skill goes through three main stages awareness; appropriateness and autonomy .we have also suggested various activities

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to the previous stages such as, using records, drilling activities, show and tell to enhance students speaking skill.

What comes next is a detailed description and analyses on the data. These data was collected from the questionnaires. The results however, are included in tables and illustrated under statistics on figures and pie-charts. The third chapter is mainly a data analysis of the overall study.

Chapter three

Chapter Three: Data Analysis and Interpretations

3.1.Introduction

3.2.Population

3.2.1. The Students

3.2.2. The Teachers

3.3.Description and Design of the Questionnaire

3.3.1. Students' Questionnaire

3.3.2. Teachers' Questionnaire

3.4.Administration of the Questionnaire

3.5.The Analysis of the Students' Questionnaire

3.6.The Analysis of the Teachers' Questionnaire

3.7. Discussion

3.8.Suggestions and Recommendations

3.9.Conclusion

3.1. Introduction

This study is conducted to investigate the development of students' speaking skill through communicative approach. To achieve this research, two questionnaires are administered for the teachers and students at the Department of English University of Saida to gather trust worthy data and examine this hypothesis, if teachers use communicative approach. This will improve students speaking skill. At first we are going to introduce the population of the research. Second we are going to describe, analyze and interpret the questionnaire results and eventually, present our research findings about the effectiveness of CA to develop their speaking skill.

3.2. Population

As far as this study investigates the role of communicative approach in fulfilling students' needs in speaking skill, it takes place at the university level, with both second year students of English language and teachers of oral expressions

3.2.1. Students

Second year students of English at the University of Saida are the whole population. We will deal with thirty (30) students chosen arbitrarily population. The reason behind selecting the second year is that they are more motivated to speak and to use the language that they are learning. For that; teachers should choose the best method to teach them and to help them enhance their oral performance.

3.2.2. The Teachers

Teachers at the university of Saida Department of English are the total population. We will deal with a sample of ten (10) teachers whose specialty oral expression selected erratically to collect different views about communicative approach and if they considered it as the most appropriate method to develop students speaking skill.

3.3. Description of the questionnaire

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

3.3.1. Students' Questionnaire

The students' questionnaire is composed of (16) questions and it consists of four parts. The first part deals with the back ground information of the students. The second part deals with the students' perception of the speaking skill and their attitudes. The third part is about the learners' preferences and the last one is about communicative approach. It contains questions about the classroom atmosphere and the types of activities that are used in the classroom to teach the speaking skill.

3.3.2. Teachers' Questionnaire

The teachers' questionnaire is composed of (14) questions and it consists of (04) section. The first section is devoted to the back ground information of the teachers; the second section is devoted to the learners' attitudes from the teacher perspective. The third part is about the teacher role in communicative approach and the last part is devoted to the CA.

3.4. The administration of the questionnaire

3.4.1. The students

As we have mentioned earlier, thirty (30) students were selected randomly for our study since it's difficult to work with the whole population. The students were given some explanation and instruction before they complete the questionnaire and it took the students more than 15 minutes to complete the questionnaire.

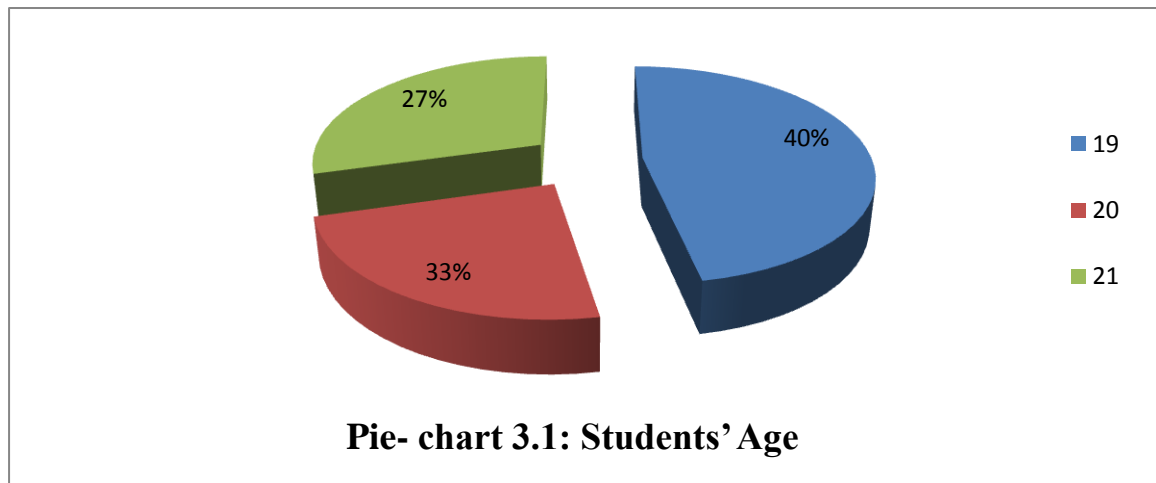
3.4.2. The teachers

Teachers' questionnaire was administered to ten (10) teachers of oral expression, some of them have taught oral expression and others still teach it. And it took more than two days to hand the questionnaire back.

3.5. Analysis of the Students' Questionnaire

Section One: Background Information.

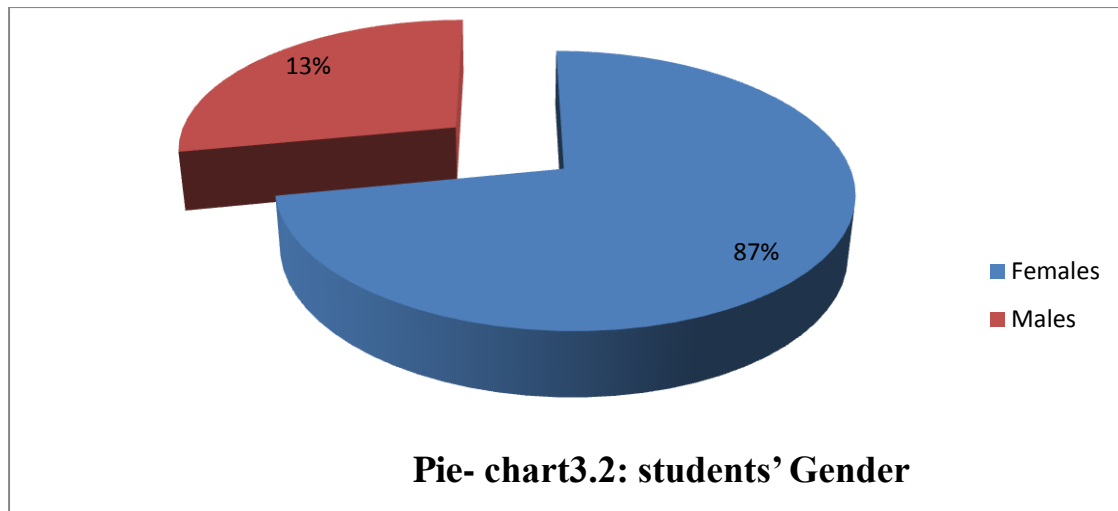
The first section of questionnaire about background information. The first question aims' to know diversity concerning the age of the student. The results' are set in the following pie-chart.



The result from the pie-chart above shows great diversity concerning the age of the students in our sample. The age of the students in the table above is divided into 3 groups; all the participants are teenage students whose ages vary between (19) years old and 21years old out of the total number of our sample (30) students. We have 8 students represent (27%) who are 19 years old. This may mean that they have started early their primary education.(12) participants who are (20) years old represent (40%) of our sample which is the normal age of the second year in addition (21) years old of the participants who represent (33%) it means that may have repeated at least one year.

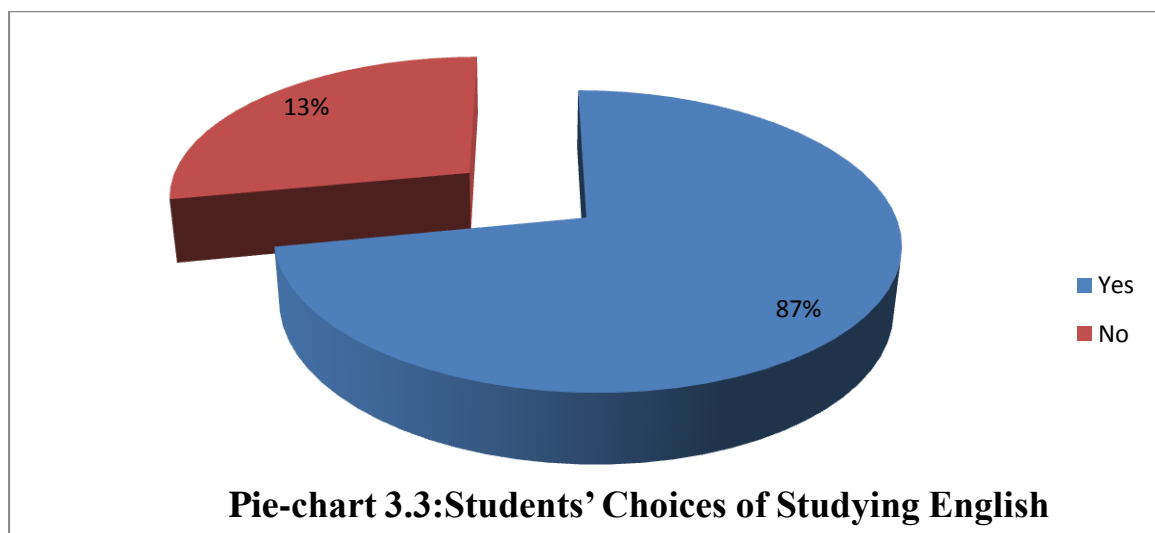
The second question aims concerning gender of the student. The results' are set in the following pie-chart.

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A quick look at the pie-chart we can notice that females students are numerous than males. (25) Participants in this study are females making up (83%) of the whole sample (30) students. Whereas; (5) males making up (17%) of the whole sample. This result shows that girls tend to study foreign languages better than males do. Maybe because boys prefer to study other branches.

The third question aims has been asked to know students' choices of studying English. The results are set in the following pie-chart.

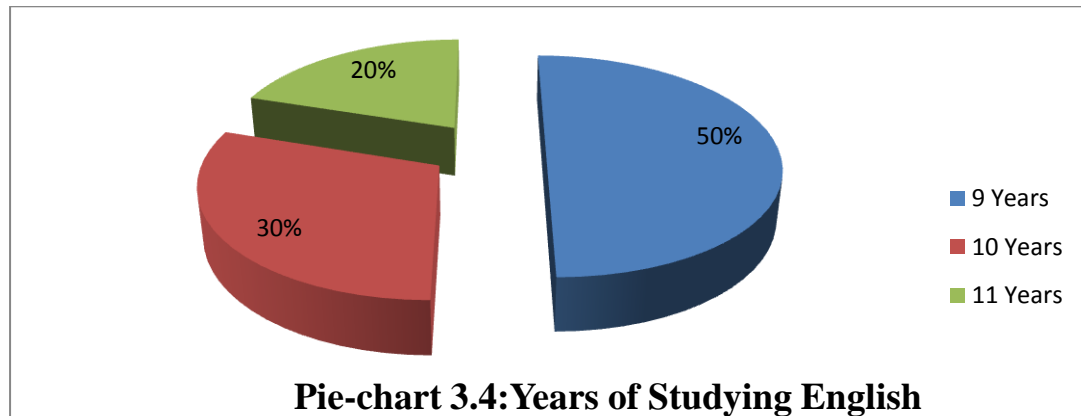


A quick glance at the pie-chart points out that (26) participants go for “yes” which represent (86.66%) of the whole sample while; (4) students have chosen “No” making up (13.33%). We believe that the minority of the students did not chose English as a branch in the university maybe because they have other preferences but the baccalaureate average did not allow them to follow the branch they want to .The

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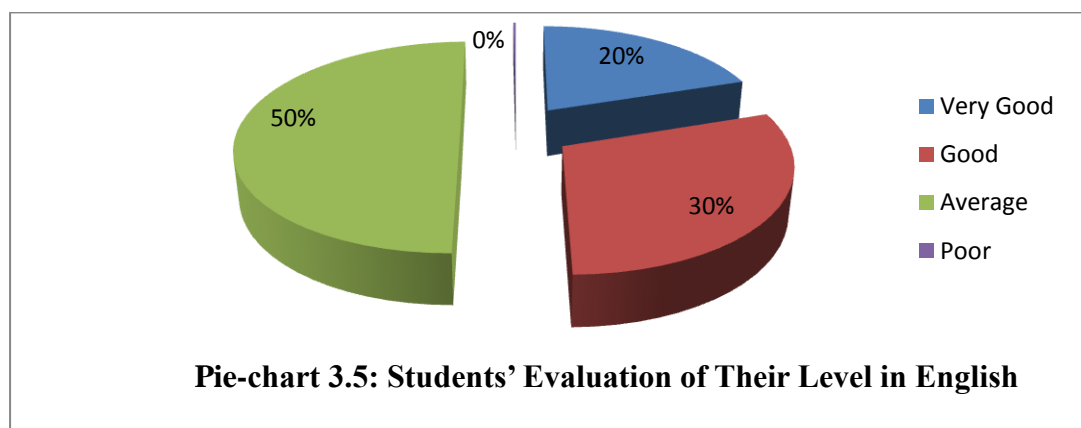
aim of this question is to know the students motivation towards learning English language.

The fourth question aims to get an idea about years of studying English .the results are set in the following pie-chart.



The result in the pie-chart shows that (15) students making up (50%) were studying English for (9) years which is believed to be the normal number to reach their academic level. Whereas; (9) and (6) students making up (30%) and (20%) have been studying English for (10) and (11) years which are believed that they have repeated one or many years at least.

The fifth question aims to examine level of student in English. The results' are set in the following pie-chart.



The pie-chart points out that(6) participants considered their level in English as a very good making up (20%) from the total sample. While the majority of the participants

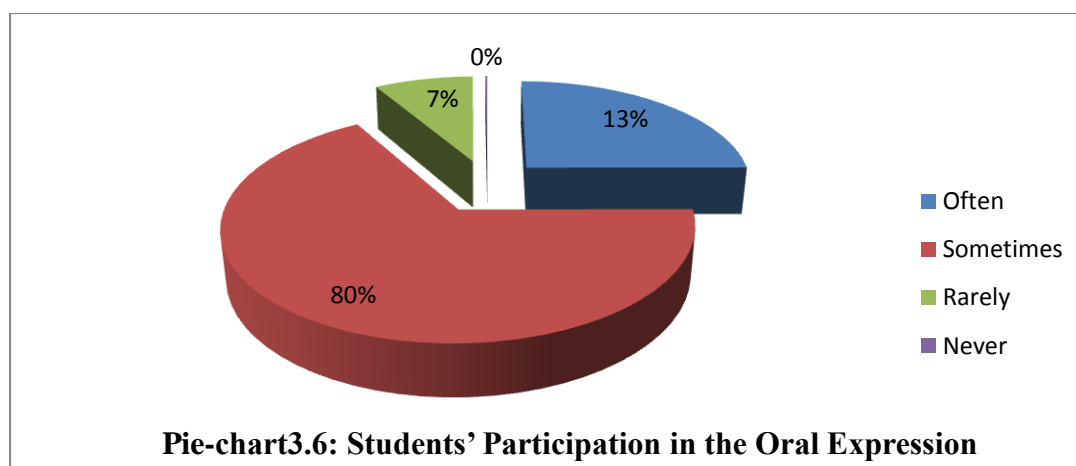
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(15) students state that their level in English is average making up (50 %) from the total sample. (9) Students which represent (30%) indicate that their level in English is good and none of the participants considered their level to be poor.

Section two: students' perception of the speaking skill and their attitudes

The second section of the questionnaire concerned students' of the speaking skill and their attitudes.

The first question has been chosen in order to know often do they participate in the oral expression. The results' are set in the following pie-chart.



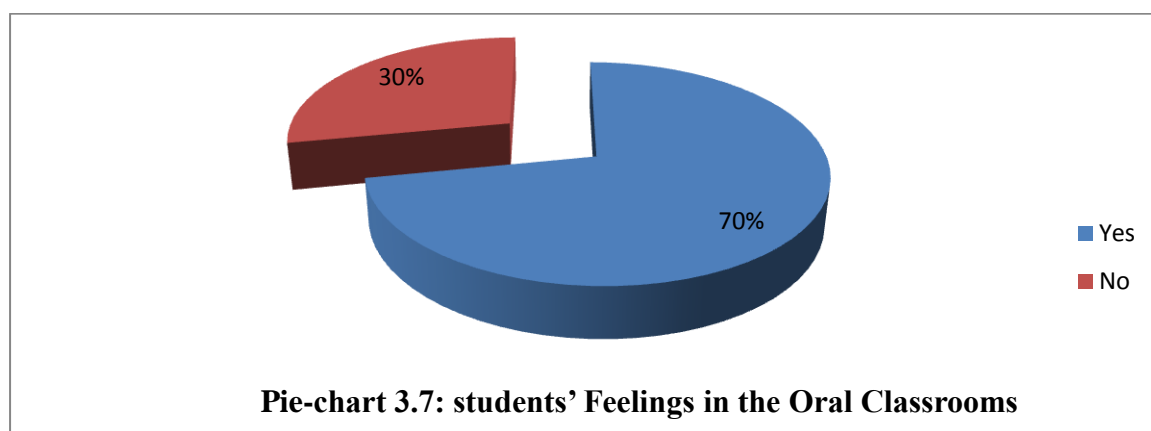
The aim of this question is to know the frequency of the students' participation in the classroom and if they take risks participating and using the target language and try to enhance their speaking skill. (4) Participants making up (13.33%) state that often participate maybe because they are motivated, the majority of the participants in our sample (24) students which represent (80%) state that they participate sometimes in the oral class. While (2) students represent (6.66%) of our sample state that they participate rarely .this is because of many reasons such as; they are not risk takers or maybe not motivated and inhibited. The justification of the students choices are in the table below.

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Options	Reasons	Number
Often	1) To improve my speaking skill 2) Because I like oral expression , it gives me the chance to speak fluently 3) The topic is interesting and attractive	4
Sometimes	1) Because our teacher of oral doesn't make role plays 2) Because I feel uncomfortable	24
Rarely	1) Our teacher of oral expression does not motivate us 2) I don't have much vocabulary 3) The ambiguity of topics and shyness	2

Table 3.1: Students' justification of their participation in oral expression

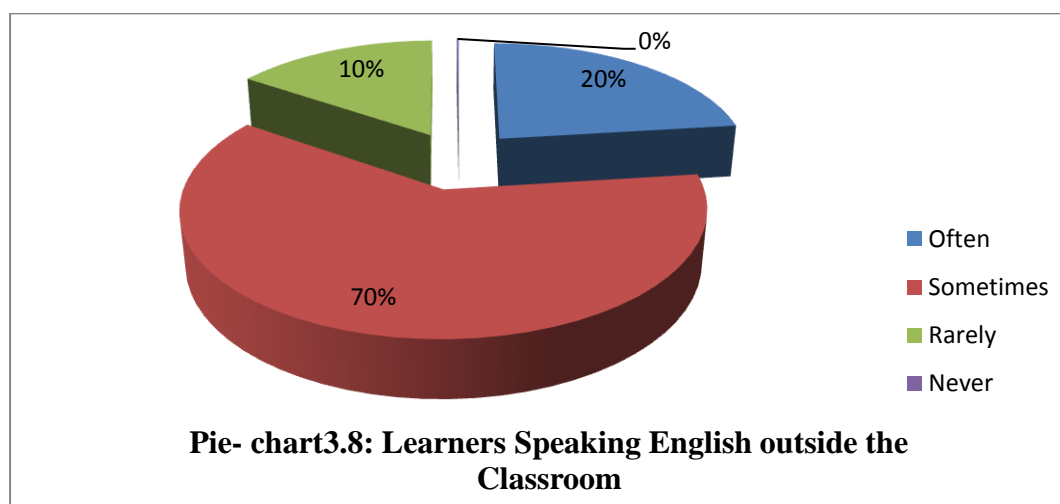
The second question aims to have an idea about student feeling in the oral class. The following pie-chart shows the results.



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A quick look at the pie-chart shows that (21) participants who make the majority of the students in our sample go for yes that they feel comfortable in the oral class. this confirms that their teacher of oral expression creates a friendly atmosphere during the session and motivates his/her students to speak and the rest of the participants (9) students making up 0% stated that they are not comfortable maybe because they are introvert students and they are inhibited to use the language, fearing of making mistakes and loosing face in front of their classmates.

The third question aims' to know learners' speaking English outside the classroom. The results' set in the following pie-chart.

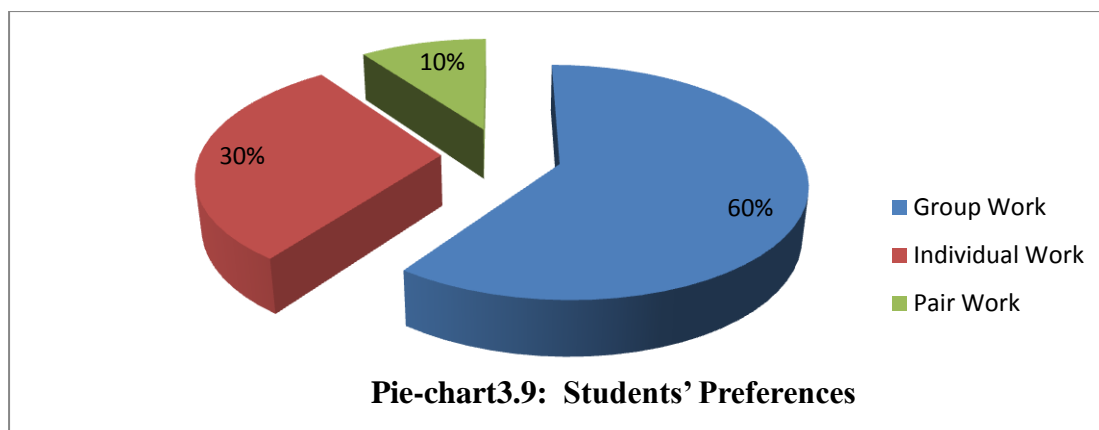


A quick glance at the pie-chart shows that just (6) students making up (20%) who are often speaking in English outside the classroom this means that students prefer to speak using their native language rather than TL this explains why students face many difficulties in speaking skill. (21) Students making up (70%) answered with sometimes and (03) students which represent 10% state that they rarely use English outside the classroom.

Section Three: Learner Preferences.

The third section questionnaire concerned learners' preferences. The first question aims to know students' preferences. The results' are set in the following pie-chart.

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We can observe through the pie-chart that the majority of the participants (18) students making up (60%) 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 (9) students who represent (30%) appreciate individual work this is maybe because they are introverts inhibited and shy students and they prefer to work alone.

(3) Students making up (10%) prefer to work in pairs we can say that this percentage are sociable but not that much confident to work in groups. In the following table we will reveal the reasons behind the students' preferences in working during the session of oral expression.

Table 3.2: Justify Your Answer

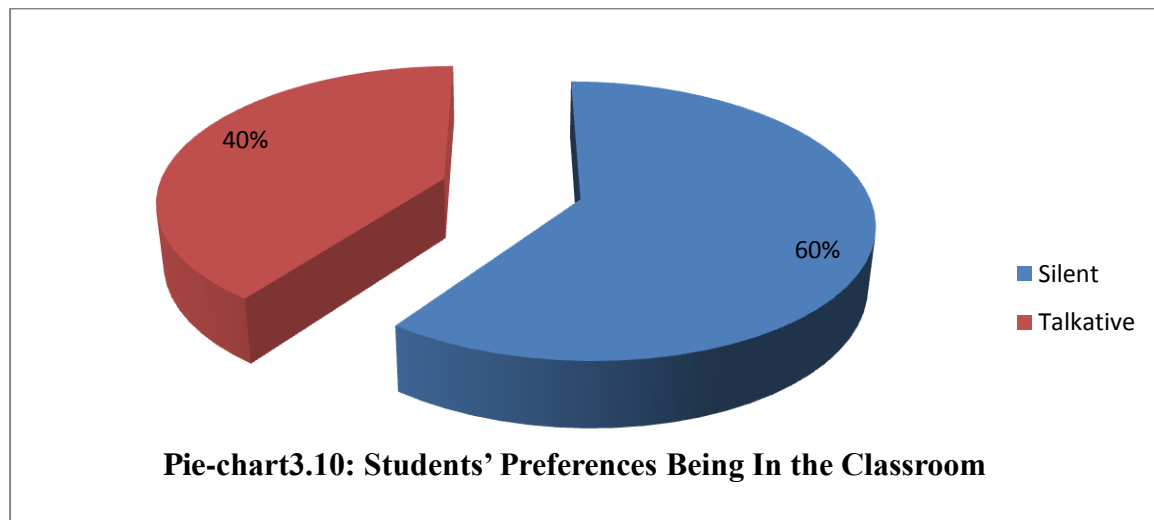
Choices	Reasons	Number	percentage
Group work	1) because I like to exchange my thoughts and opinions with my classmates 2) we learn from each other and I feel more comfortable 3) benefit from each other and correct our mistakes	18	60%

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Individual work	1) I feel free to speak about my opinions without the others comments 2) Improve my own language and discover my own mistakes. 3) If I set with a group I will lose my concentration	9	30%
Pair work	1) I prefer to sit with my friend for help. 2) I get the opportunity to use the language in front of my friend without getting embarrassed	3	10%
Total		30	100%

The second question to know students 'preferences being in the classroom.

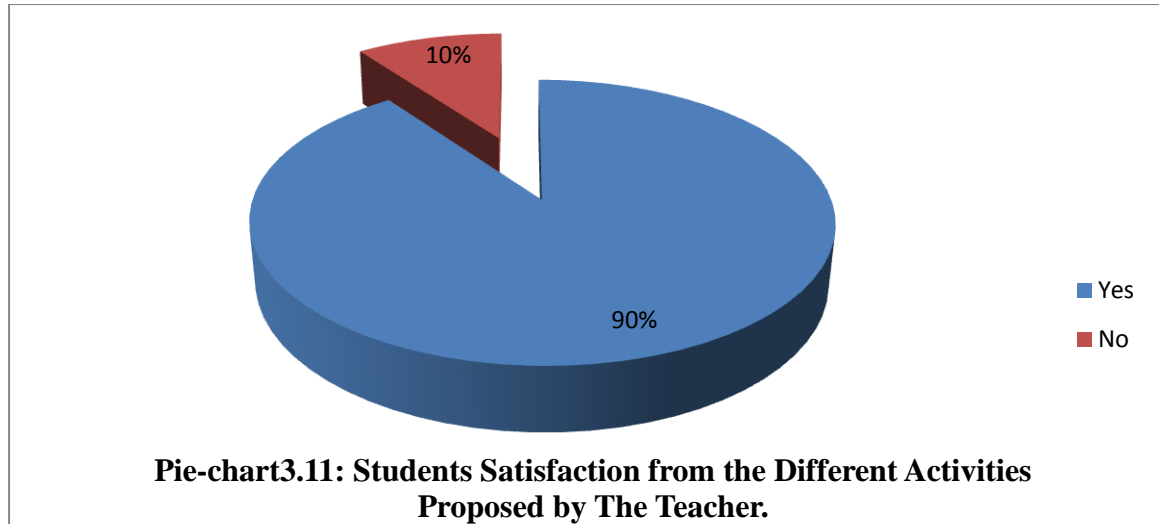
The results' are set in the following pie-chart.



The collected answers revealed that the majority of the students (18) making up (60%) declared that they are talkative; this because they are extroverts students and sociable .while (12) students represent 40% state that they are silent in the classroom. This kind of students is shy and inhibited and they should have a special treatment from their teachers to help them get rid of their shyness.

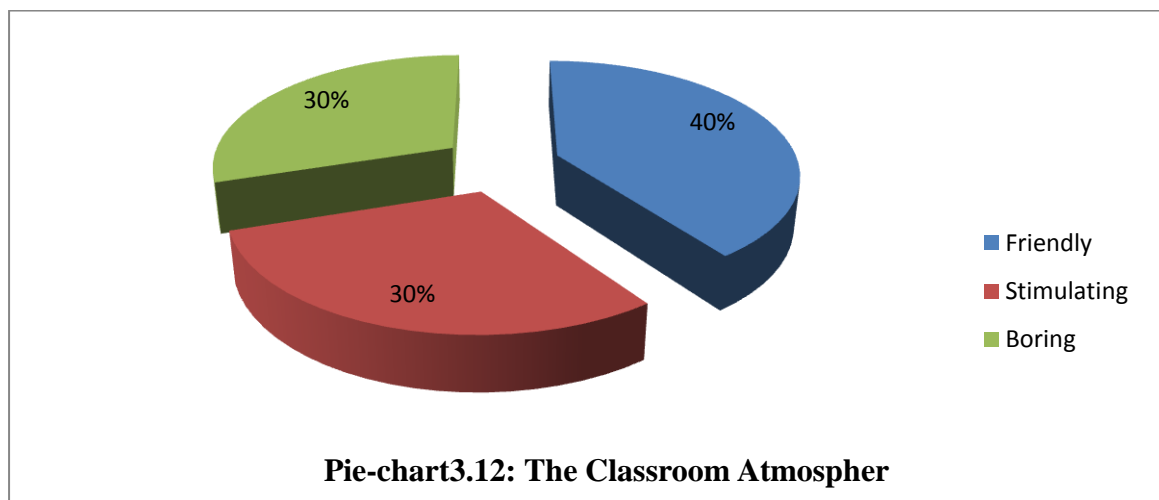
The third question aims to examine students' satisfactions from the different activities proposed by the teacher. The results are set in the following pie-chart.

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A quick look at the pie-chart we can notice that the majority of the students in our sample making up 90% assume that they are satisfied with the different activities used by the teacher in the classroom. We can say that these students appreciate and prefer the different activities .such as; role plays, discussions and find themselves motivated and interested in the different topics which makes them speak and give their opinions. In the other hand; the rest of the students (3) making up (10%) has declared that they are not satisfied with the different activities proposed by the teacher. These kinds of the learners are resistant to use English because of many reason among of them the lack of vocabulary; confidence and maybe they are introverts and they prefer to work alone.

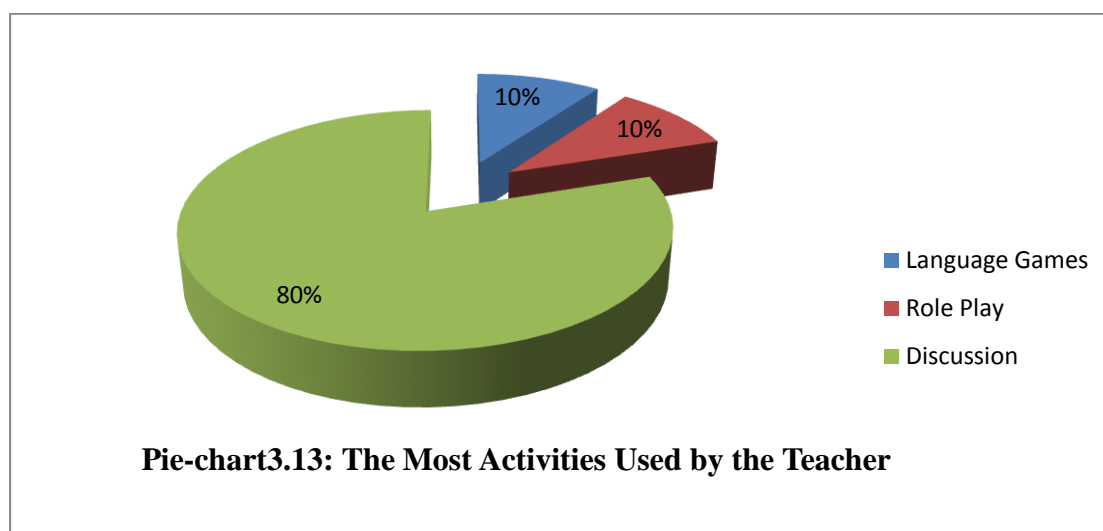
The fourth section of questionnaire about communicative approach. The first question aims to know the classroom atmosphere. The results' are set in the Following pie-chart.



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Generally speaking; communicative classroom requires a friendly atmosphere, Teachers should create a pleasant atmosphere in order to motivate their students and let them interact freely. The result in the pie-chart shows that (12) students making up (40%) describe their classroom atmosphere as friendly, whereas (9) participants represent (30%) declared that their classroom is stimulating. The same number of students (9) making up (30%) declare that their classroom atmosphere is boring. Those students don't prefer the different activities used by their teacher especially discussion activities where student are obliged and forced by their teacher to speak and give their opinions.

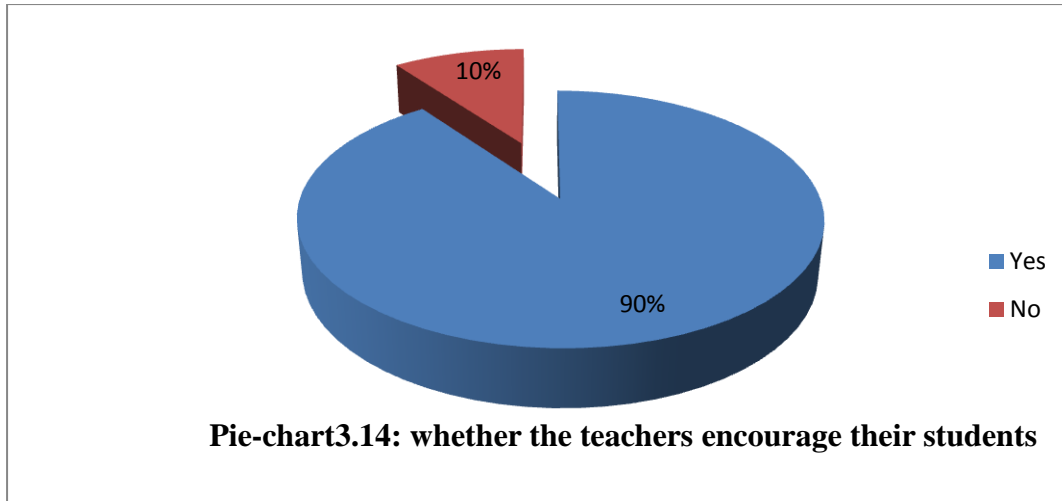
The second inquiry aims to examine the most activities used by the teacher. The results' are set in the following pie-chart.



Through the pie-chart, it is clear that the majority of teachers use discussion activity. (24) Students' answers translated to (80%) 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 occasion to use the language and express their different points of view. (03) Subjects represent (10%) state "role play" as well as the same number(3)making up (10%) of the participant preferred "language games". 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 gaming activities to let the students speak and learn in an enjoyable way.

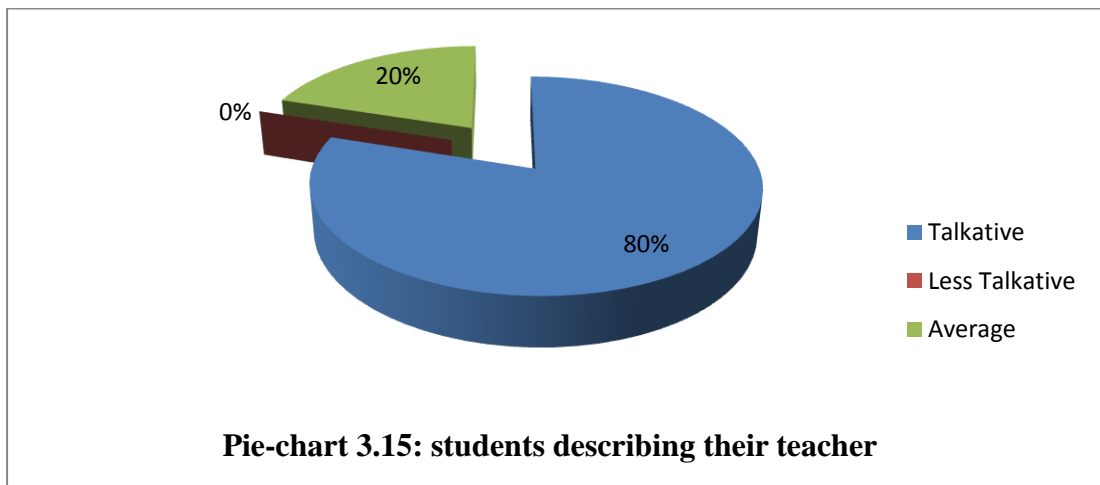
The third inquiry aims has been asked to know if the teacher encourage their students'. The results' are set in the following pie-chart.

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The aim behind this question is to know whether the teacher encourage his students as much as possible to speak. (27) Participants from the whole sample making up(90%) go for yes. We assume that the teacher motivates 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 segment (3) students the equivalent of (10%) go for “no”.

The fourth question aims to know how describing their teachers’. The results’ are set in the following pie-chart.

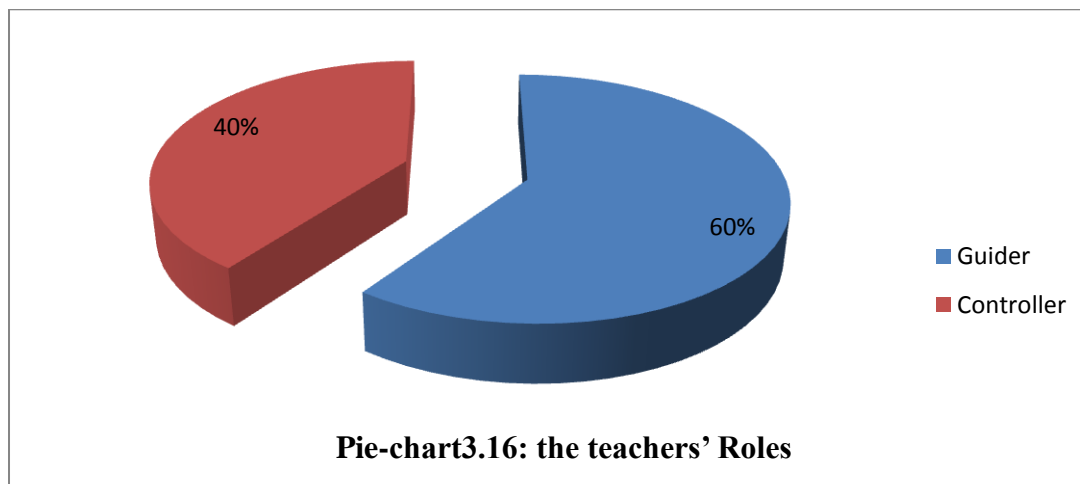


Regularly, the teacher of oral expression should be less talkative and give the opportunity to the learners to talk and express themselves and give their opinions. A quick look at the pie-chart reveals that (24) participants making up (80%) declared that their teacher is talkative. In the other hand (06) participant making up (20%) state

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that their teacher is average. Whereas none participant declared that his teacher is less talkative.

The fifth inquiry aims to examine the role of the teacher. The results' are set in the following pie-chart.



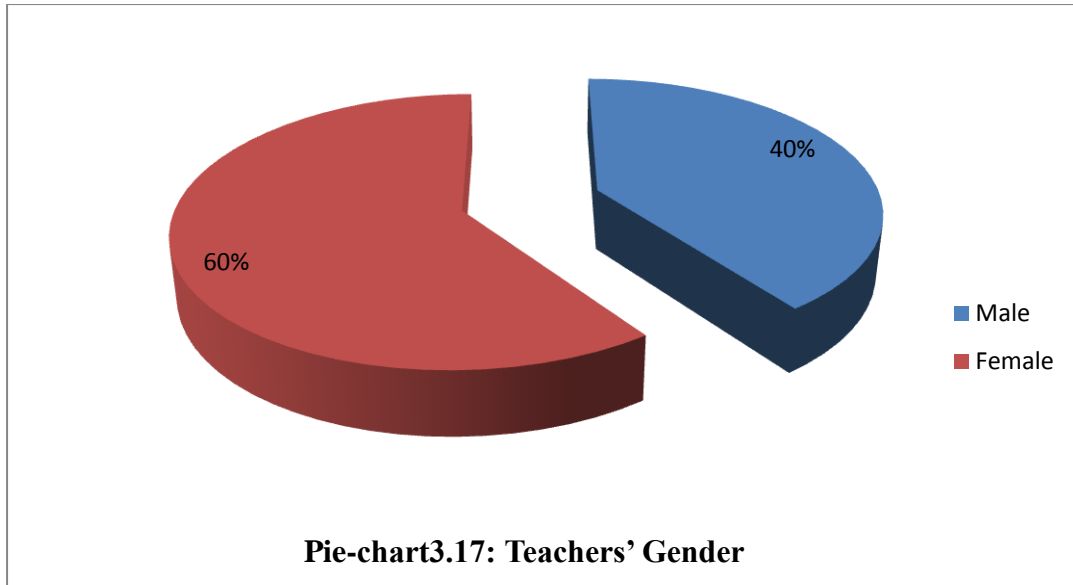
commonly; in communicative language teaching the teacher is a guide a facilitator and assessor in order to facilitate the learning process and make the students use the language freely and decrease their anxiety.(18) students making up(60%)from our sample declared that their teacher is a guide. We assume that the students describe their teacher as a guide because they feel comfortable and relaxed in the classroom. Whereas; (12) participants making up (40%) describe their teachers as a controller and dominant.

3.6. The analysis of teachers' questionnaire

1. Background information

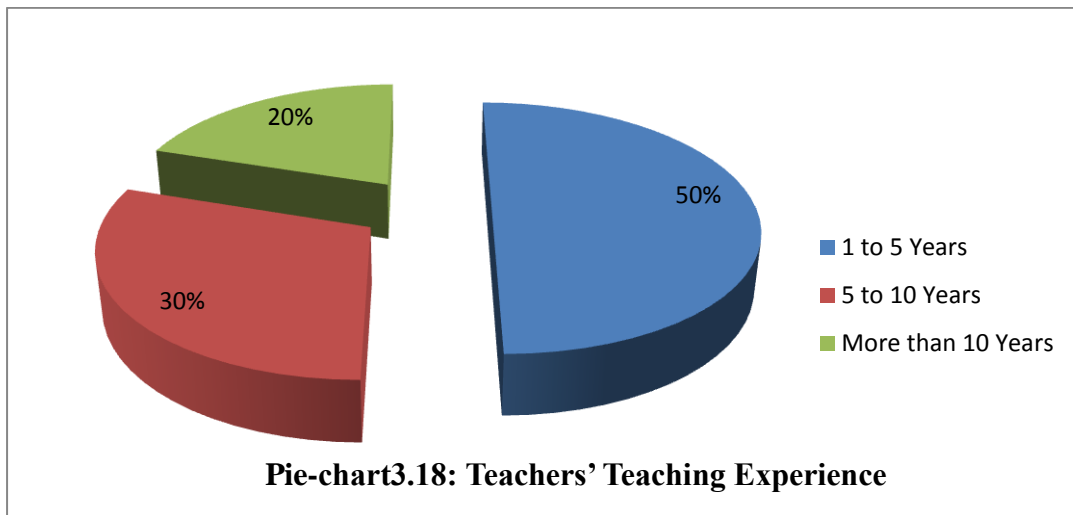
The second questionnaire about teachers'. The first part about background information. The first question concerning teachers' gender. The results' are set in the following pie-chart.

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A quick glance at the pie-chart shows that the common of our participants are females (6) making up (60%) declared that are females. Whereas (4) participants making up (40%) are males.

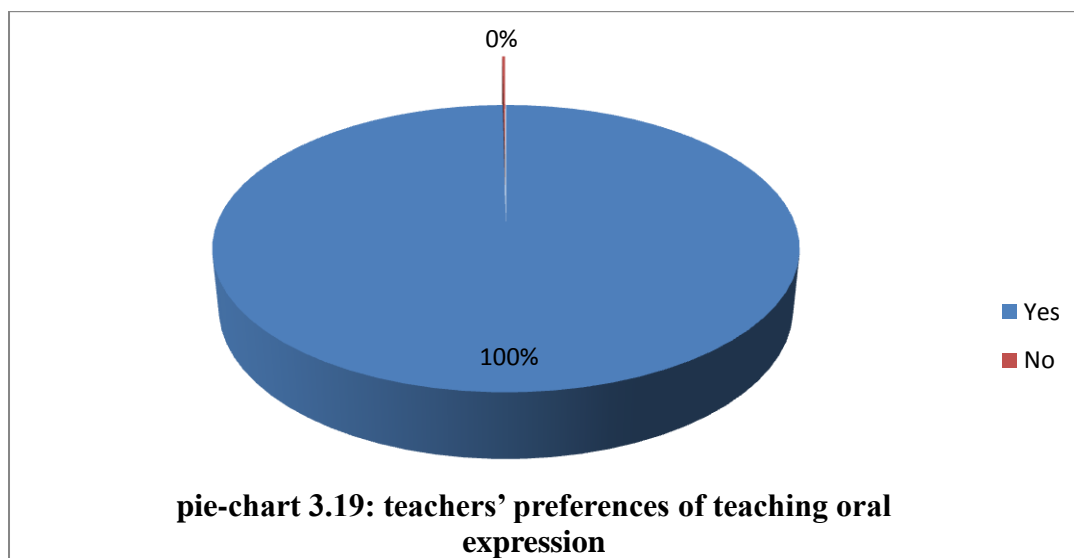
The second inquiry aims to know teachers' teaching experience. The results' are in the following pie-chart.



The aim of this question is to know the teachers experience in teaching English at university .(50%) from the total model declared that they have been teaching English for one to five years while (3) teachers the equivalent of 30% state that they have been teaching English from 5 to 10 years and (2) teachers making up (20%) declared more than 10 years.

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The third inquiry aims to examine teachers' preferences of teaching oral expression. The results' are set in the following pie-chart.



A quick glance at the pie-chart shows that all our participants prefer to teach oral expression module. (10) teachers making up (100%) go for yes we prefer to teach oral expression while none teacher making up 0% go for no maybe he prefers to teach the other modules. In the table below we are going to mention the main reasons behind the teachers' choice.

Table 3.3: teachers' justification behind their choices

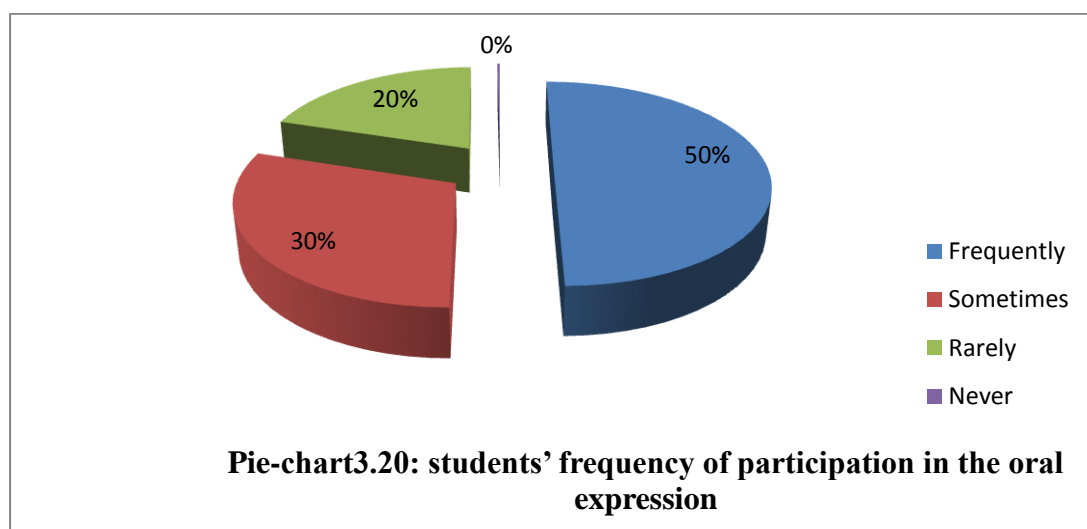
Teachers' Choices	Teachers' justifications	Total
Yes	1) It's challenging module and there is a lot of students teacher interaction 2) I feel at home with dynamic oral classes 3) I like oral expression, it's the real language class we have creativity and a variety 4) Face to face communication is a very good way to know the person you are talking to	10

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Section Two: The Learners' Attitudes from the Teachers' Perspective.

The second part of the questionnaire concerning the learners' Attitudes from the teachers' perspective.

The first inquiry aims to know students' frequency of participation in the oral expression. The results' are in the following pie-chart.



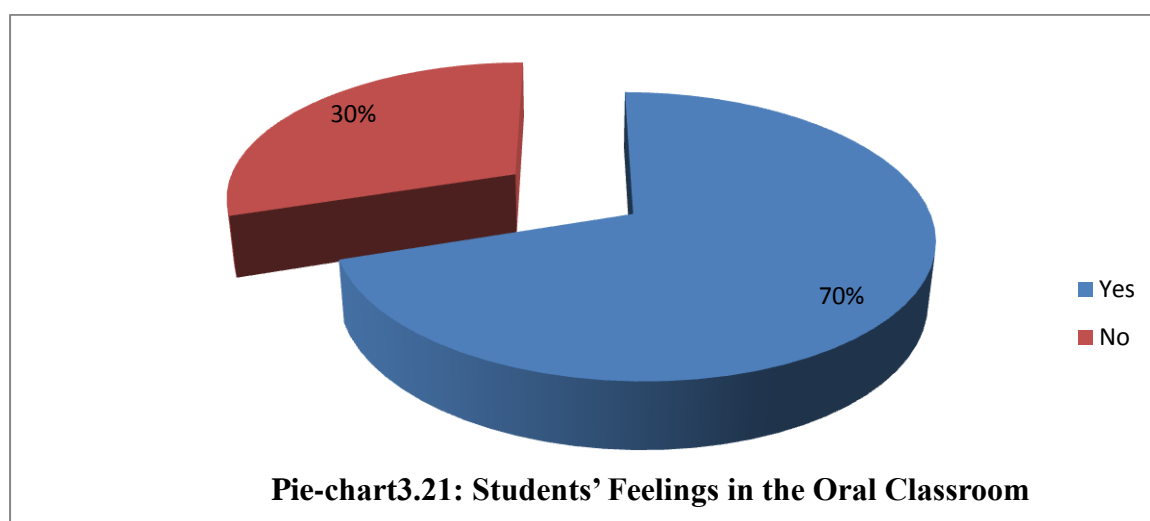
The seek of this question is to know the frequency of the students' participation in the oral class and if they are motivated enough to speak and use the target language. The greater part of our subjects (5) participants making up (50%) declared that their students are frequently participating during the oral session. We suppose that these students are motivated by their teachers and interested in the different activities that are used in the classroom while (3) participants the equivalent of (30%) stated sometimes and (2) participants making up(20%) stated rarely and none participant of teachers stated never. In the table below we are going to mention teachers' justification behind the students' participation.

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Choices	Justifications	Number
Frequently	1) We need to make them participate to improve their speaking skill 2) Because they need to improve their speaking skill and sometimes they participate because they need to get better scores 3) They are motivated and interested in the different topics and activities	8
sometimes	1) Shy students they avoid to participate until I push them to do so	2
Rarely	/	0
Never	/	0
Total	/	10

Table 3.4: Teachers' Justification of Students' Frequency of Participation

The second question aims to know students' feeling in the oral classroom. The results' are in the following pie-chart.

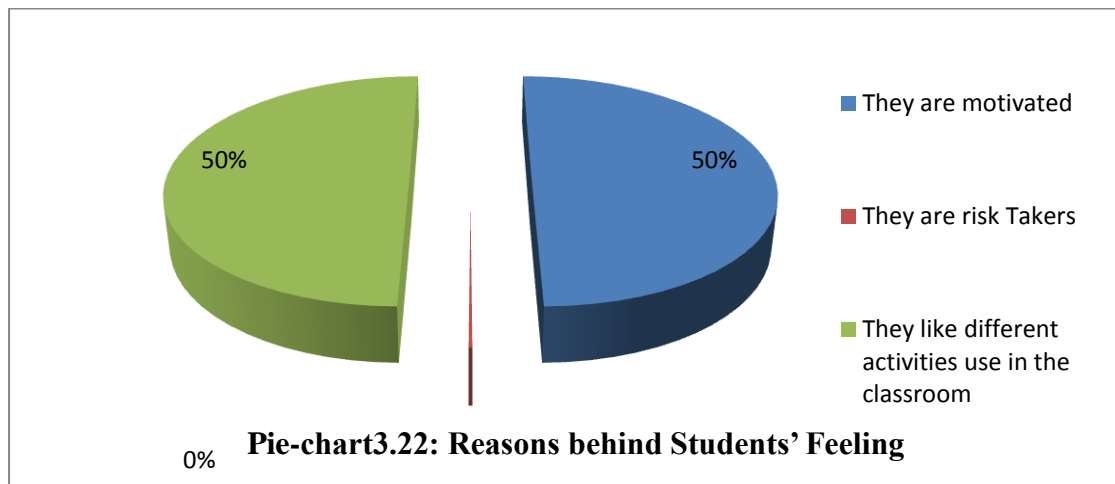


A quick glance at the pie-chart shows that (7) teachers making up 70 % affirmed that their learners feel comfortable in the oral expression class. We believe

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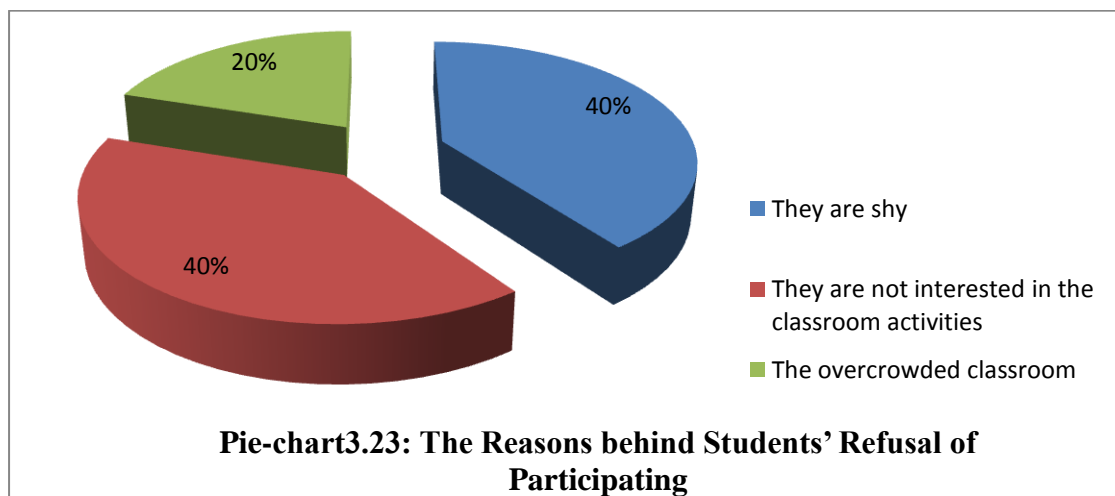
that the reason behind the students feeling is that the teachers create a good atmosphere in the classroom. While (3) remaining teacher making up 30% from the whole sample go for no that his students feel uncomfortable.

The third inquiry aims to identify reasons behind students' feeling. The results' are set in the following pie-chart.



The mean of this question is to know what the most important reasons behind the students' participation. (5) Subjects from our sample making up (50%) declared that they are motivated and (50%) affirmed the different activities used in the classroom are behind students participation in the oral class. whereas none participant state they are risk takers.

The fourth inquiry has been asked to identify the reasons behind students' refusal of participating. The results' are set in the following pie-chart.

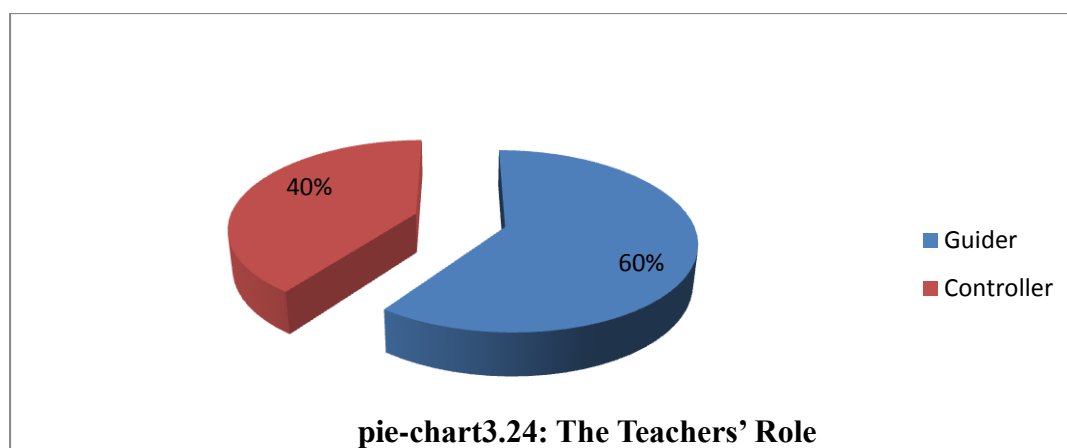


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The aim of this question is to know what the main reasons behind the students' rejection to speak. 4 participants making up (40%) go for "they are shy" we believe that many students suffer from this problem of shyness teachers should push these students to participate in order to get liberate of shyness and inhibition. 4 teachers making up (40%) stated that they are not attracted in the classroom activities whereas 2 teacher making up 20% declared that the overcrowded classroom is the main reason behind the students refusal of participating.

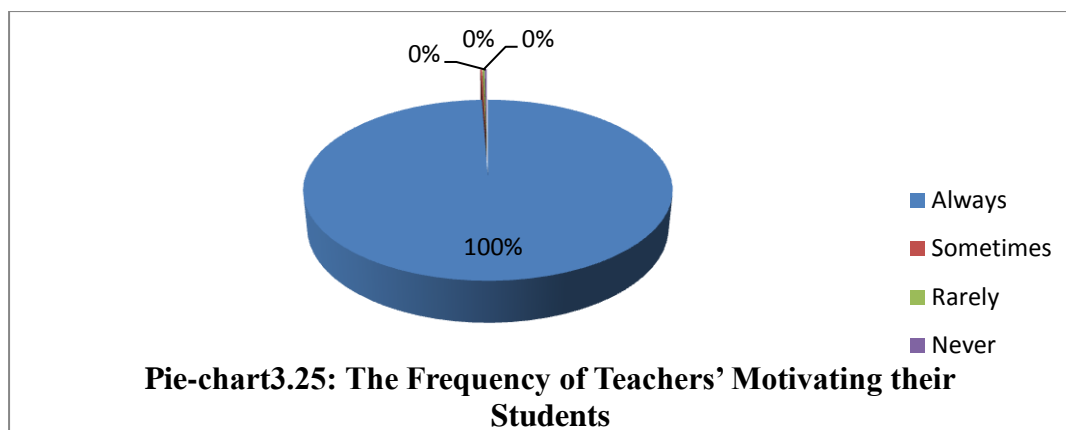
Section Three: The Teachers' Role in Communicative Language Teaching

The third part of questionnaire concerning the teacher role in communicative approach. The first inquiry aims to identify the role of the Teacher. The results' are set in the following pie-chart.



Generally speaking; in a communicative approach teacher has different roles such as; a guide and a facilitator in order to facilitate learning and make his learner less inhibited and anxious. The result shows that 6 teachers making up 60% declared that they role is a guide and only 5 teachers making up 40% stated that their role is controller.

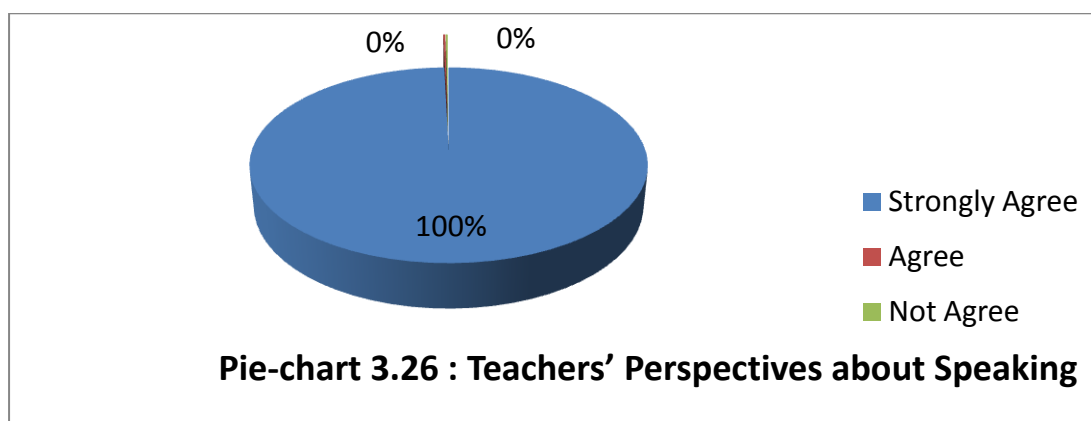
The second inquiry aims to know the frequency of teachers' motivating their students. The results' are set in the following pie-chart.



The aim of this question is to know whether teachers motivate their students to speak in the oral session. All our participants (10) teachers making up 100% declared that they are always motivating their students to speak. We can say that teachers try to provide students with different activities and create an encouraging

Section four: communicative approach

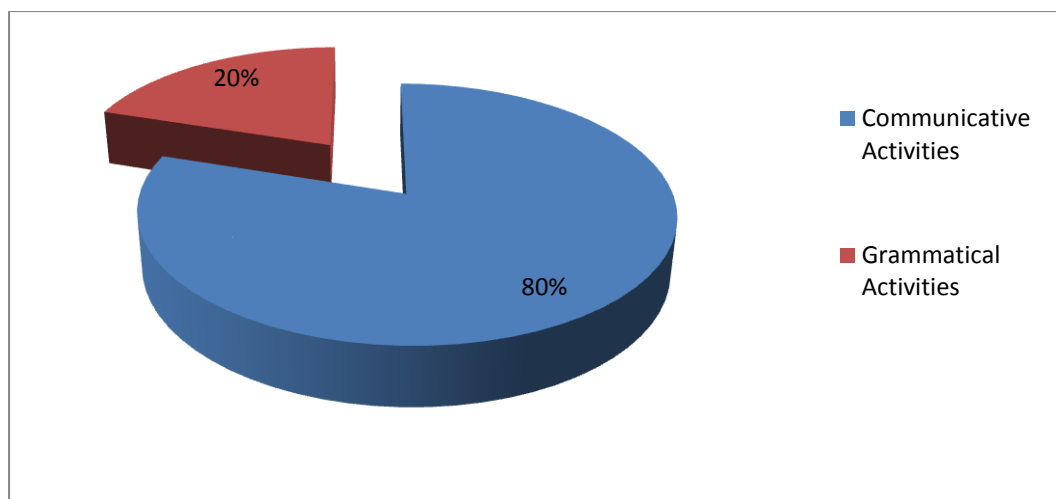
Section four of questionnaires is about communicative approach. The first inquiry aims to know teachers' perspectives about speaking. The results' are set in the following pie-chart.



A quick glance at the pie-chart shows that 10 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.

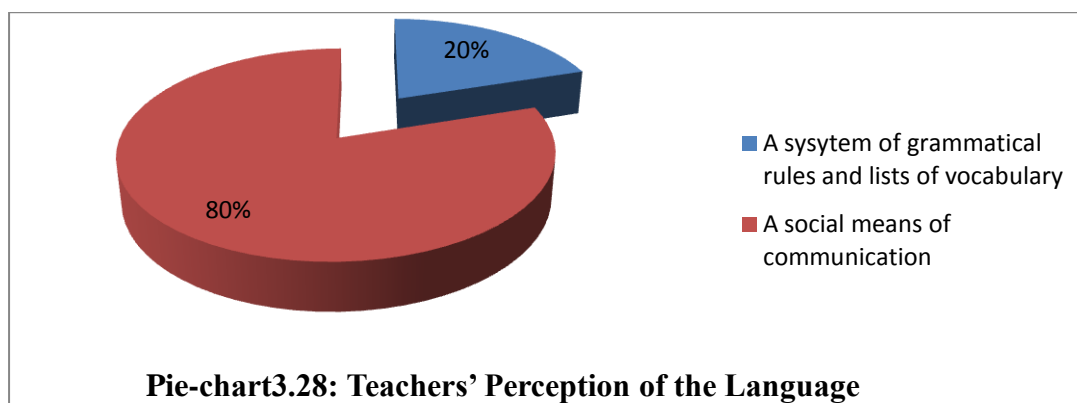
The second question aims concerning teachers' perception of the language. The results' are set in the following pie-chart.

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Pie-chart3.27: The Types of Activities that are Used by the Teacher

A quick glance at the pie-chart reveals that all the teacher making up 80% go for communicative activities. Such role play; discussions...etc. they believe that the communicative activities should be used in order to develop students speaking skill through this activities student will develop their fluency and accuracy. Whereas only (2) making up (20%) they believe that they don't rejected grammatical rules and lists of vocabulary.

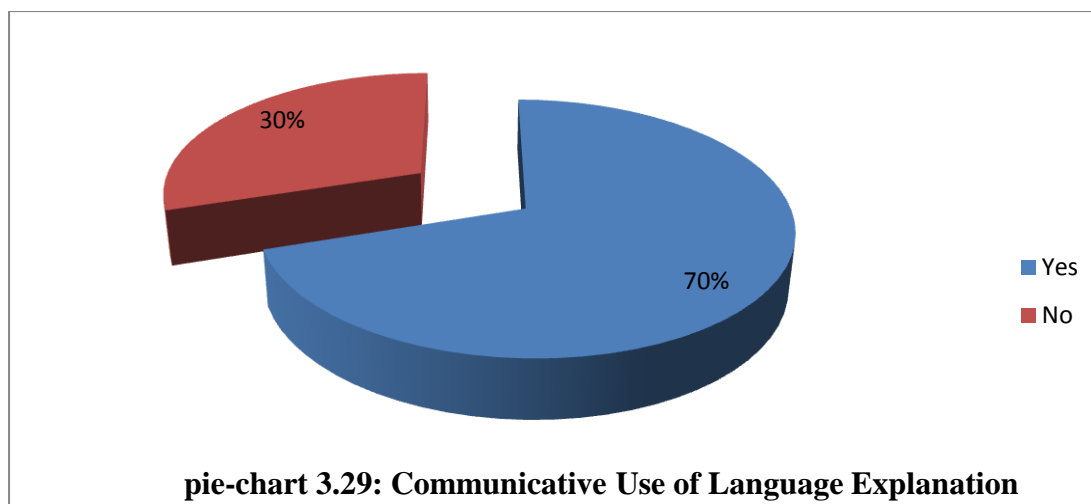


Pie-chart3.28: Teachers' Perception of the Language

The collected answers shows that the majority of our responds see the language as a social means of communication making up 80% while (2) teachers making up 20% go for a system of grammatical rules and lists of vocabulary.

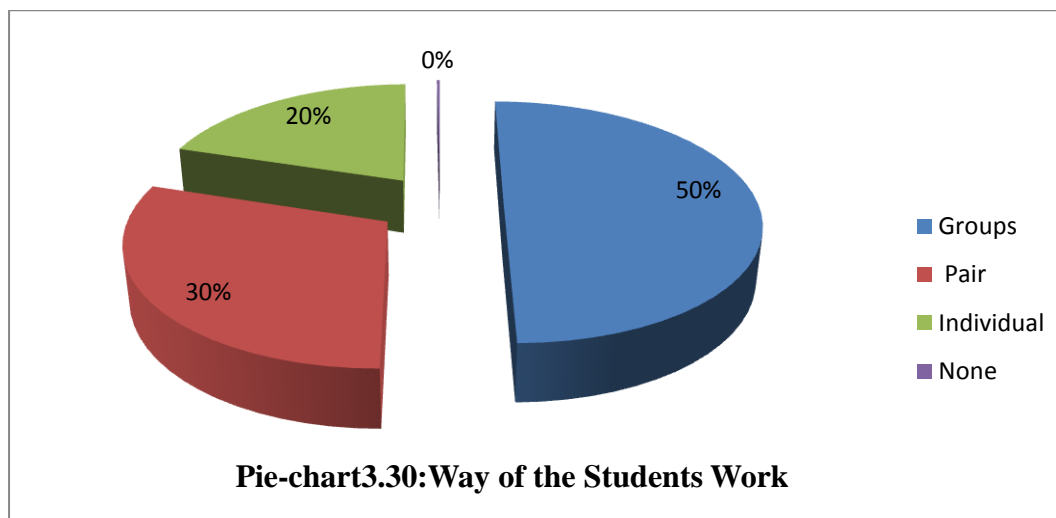
The fourth inquiry aims to know communicative use of explanation. The results' are set in the following pie-chart.

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The aim of this question is to know whether the teacher explain to his students that they are learning the communicative use of language 70% of our responds go for yes and 30 % go for no. From here we can say that the teachers are aware to explain to their students the benefit of learning a language which can motivate them to use the target language.

The fifth question aims to identify the way of students work. The results' are set in the following pie-chart.

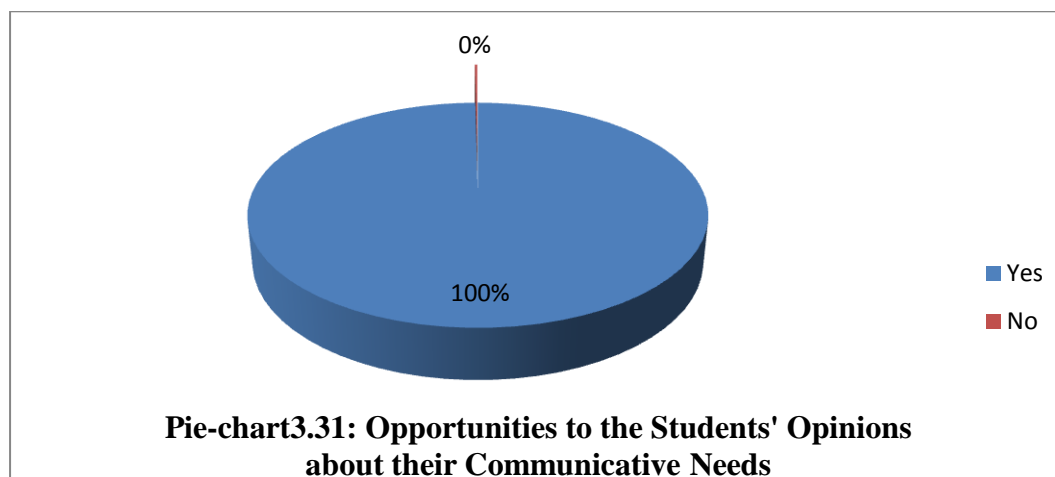


By and large; in communicative activities teachers should divide the students into groups and pairs to enable them share their opinions and ideas and use the target language in order to develop their speaking skill. The result at the pie-chart reveals that the majority of teachers 50 % are using group work and 30% stated that they are using pair work in the other hand just (2) teachers making up 20% declared that they

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prefer to make learners work individually maybe because they face many problems in dividing the students to work together.

The sixth inquiry aims to know opportunities to the students' opinion about their communicative needs. The results' are set in the following pie-chart.



The purpose of this question is to know whether the teacher gives opportunity to their learners to talk about their requirements and their needs and knowing about the language. All the participants making up 100% go for yes and none go for no.

3.7. 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 show a great willing to learn English and speak it fluently. In the second part of the students' questionnaire, the collected data show that the majority of students participate in the oral class and they are really willing to improve their speaking skill because they feel comfortable and motivated by their teachers. In the third part which is devoted to the learners' preferences, the collected answer shows 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. In the other hand; the introvert students in our questionnaire shows a great preservation because they are shy, self-conscious and inhibited. Here it comes the role of the teacher to create a friendly encouraging atmosphere to push the introverts' students to participate in different

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activities used in the classroom by acting as a facilitator, a guide, a corrector and not a controller.

Secondly, the analysis of the teachers' questionnaire shows that most of teachers are actually applying some principles of communicative approach in their classes. In the second part of teachers' questionnaire the collected answers affirmed that the majority of their students are motivated to speak and they are willing to use the language because of the classroom atmosphere which is friendly and encouraging and the different communicative activities that are used in the classroom. such as; discussions, role plays...etc. In the third part of the teachers questionnaire the collected answers show that the majority of the teachers agree that they should act as a guide and facilitator in order to help their students to feel comfortable and less inhibited in the oral class. In the fourth part of the teachers' questionnaire concerning the communicative approach, the collected answers reveal that the majority of the teachers see that the language as a social means of communication and they put much emphasis on the communicative aspects of the language rather than its form.

3.8. Suggestions and Recommendations

It is preferable to include the following recommendations according to what has been found from the study:

- ❖ English teachers need to embrace many strategies to enhance their level and competence. Focusing on evolving their background and boosting their skills of communication may help them to avoid the estimated problems in CA. In addition, the aforementioned pieces of advice surely will help the teachers to refine their English language.
- ❖ Teachers should create a kind of correlation between the four skills, this will emerge the students ability of communication; standardizing writing, listening, reading, and speaking skills may help the students to ensure their future career in English language, especially oral and writing processes.

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- ❖ Teachers should provide students with chances to exercise their capacities and train their skills over real circumstances. This may help them to enhance their grammar learning.
- ❖ Workshops have a great role in promoting the speaking skill of students as far as they contribute to develop their abilities to communicate. This, teachers should be cautious when applying the CA on their students.
- ❖ Teachers should open the door to students to practice their communicative skill by devoting enough time them in classroom. This strategy is helpful to give students self-confidence when speaking and take out frustration from them.

3.9. Conclusion

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

General Conclusion

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This current study is set to investigate the development of students' speaking skill through the use of communicative approach. Its main concern is to investigate whether the use of communicative approach will help students to develop their speaking skill and improve their oral performance. The ability to communicate in FL fluently has a great contribution to the success of the learners. Many methods have been introduced to improve the quality of teaching and learning but they fail to help the learners to communicate effectively using the target language. As a result Communicative approach came into existence as one of the various methods to teach speaking skill. It has twofold: 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 CA develops from the idea that if students get enough exposure to language and opportunities for its practice and if they are motivated a language will take care of itself.

Most researchers and teachers around the globe agree upon the idea that the use of communicative approach will improve and develop the students' speaking skill. This is confirmed through the data obtained from the questionnaires of the students' and teachers' which reveal that the communicative approach is a very effective method to break the silence pattern that exists among students in traditional classrooms.

In point of fact, the communicative approach is a very motivational method because it emphasizes the affective aspect and the centeredness of the learners. The analysis of the students' and teachers' questionnaires revealed that the majority of the students' (extroverts) show a great willing to participate and improve their speaking skill nevertheless the minority (the introverts) students show a great precaution this could be explained that the principles of communicative approach are not well implemented and grasped.

As a final point, the current dissertation has shed some light on the importance of communicative 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 learners feel comfortable in order to participate and use the target language.

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Appendices

Appendix A: The Students' Questionnaire

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 student's speaking skill.

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

Part One: back ground information:

Age:

Sex:

Male

Female

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

Part Two: students' perception of the speaking skill and their attitudes.

Q4: how often do you participate in oral expression?

Often

Sometimes

Rarely

Never

Q5: Why?

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

Q6: do you feel comfortable in the oral class?

- Yes
- No

Q7: how often do you speak English outside the classroom?

- Often
- Sometimes
- Rarely
- Never

Part Three: learners' preferences.

Q8: do you prefer

- Group work
- Individual work
- Pair work

Q9: justify your answer:

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

Q10: how do you prefer to be in the classroom?

- Silent
- Talkative

Q11: do you feel satisfied in the different activities you perform in the classroom?

- Yes
- No

Part Four: communicative approach:

Q12: how do you describe the atmosphere of your class?

Friendly

Stimulating

Boring

Q13: which activity does your teacher use most?

Language games

Role play

Discussion

Q14: does your teacher encourage you to speak in the classroom?

Yes

No

Q15: how would you describe your teacher?

A controller (dominant)

A guide

Q16: your teacher is:

Talkative

Less talkative

Average

Thank you!

Teachers' Questionnaire

Dear teacher;

You are kindly invited to answer our questionnaire. It aims to investigate the development of students' speaking skill.

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

Part One: back ground information

Sex:

A) Male

b) Female

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

a- One to five years

b- Five to ten years

c- More than ten years

Q2: Do you prefer to teach oral expression?

Yes

No

Justify your answer:

.....

.....

.....

.....

Part Two: the learners' attitudes from the teacher perspective.

Q3: How often do your students participate in the oral expression?

a) Frequently

b) Sometimes

c) Rarely

d) Never

Why?

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

Q4: Do your students feel comfortable in the oral expression class?

- Yes
- No

Q5: Do you think that they participate because

- a) They are motivated
- b) They are risk takers
- c) They like the different activities used in the classroom

Q6: Do you think that students do not participate because

- a) They are shy
- b) They are not interested in the classroom activities
- c) The overcrowded classroom

Part Three: the teacher role in communicative approach:

Q7: What is the role of the teacher?

- a) A guide
- b) A controller
- c) When necessary

Q8: Do you motivate students to speak

- a) Always
- b) Sometimes
- d) Rarely
-

e) Never

Part Four: communicative language teaching:

Q9: Do you agree that in order to learn the language, students have to speak it?

a) Strongly agree

b) Agree

d) Not agree

Q10: What types of activities do you use most?

a) Communicative activities

b) Grammatical activities

Q11: According to you, language is:

a) A system of grammatical rules and lists of vocabulary

b) A social means of communication

Q12: Do you explain to your students that they are learning the communicative use of language.

Yes

No

Q13: do you make your learners work in:

a) Groups

b) Pairs

c) Individually

d) None

Q14: Do you give your students' opportunities to talk about their communicative needs?

Yes

No

Thank you!