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*Communicative Strategies to Enhance EFL Learners
Speaking Skill*

*The Case of Second Year EFL students at AbdEl hamid Ibn
Badis University –Mostaganem-*

*Dissertation Submitted in Partial Fulfillment for the Degree of Master in
Didactics and Foreign Languages*

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Dedication

I dedicate this humble work to my dear father who was the reason of my willpower to endure the responsibility of everything and believed in me. To my mother , the one who was always pushing me to be the best version of myself , who was the alarm clock that wakes me up to go to school, otherwise I would be asleep now.

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“Live as if you were to die tomorrow and learn as if you were to live forever”

Mahatma Gandhi

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Abstract

Recently, great attention have been oriented towards the communicative strategies of language learning. However, teaching the speaking skill represent a great challenge for both teachers and learners. Thus, every language learner desires to acquire correct communicative skills and fluency in speaking. Conversely, teaching to communicate in real situations is somehow neglected in EFL context, and students have little exposure to practice the language in the classroom. Therefore, teachers should apply various techniques and activities to enhance their Learners' speaking performance, foster their communicative skill, and introduce the idea that speaking activities that are designed to provoke speaking as a skill where there is a purpose for talking, which is not just linguistic. While teachers aim to give the necessary feedback concerning speaking. As well, our foremost objective is to reveal the essence of acquiring speaking competency and investigate the relationship between the developed level of learners in oral expression and the variation of speaking activities. The present research aims at investigating the effectiveness of using communicative activities to improve EFL learners speaking skill. Throughout this research, we attempt to demonstrate the issues that learner encounter which may destroy their oral engagement. Whereby, we emphasize on raising students' awareness of the importance of the speaking skill. Among the main objectives of this work is to provide learners with strategies to overcome speaking deficiencies to promote their oral performance. Our hypothesis assumes that providing the second year English students with significant communicative activities will improve their speaking ability which will boost the level of their oral performance. To verify our hypotheses, this research is based on two questionnaires addressed to both Oral Expression teachers and second year EFL students at Abdel Hamid Ibn Badis University of Mostaganem as a data collection tool besides to one classroom observation. The analysis of the findings showed that second year EFL learners are more aware and mindful about the importance of speaking activities in improving their oral proficiency. Besides ,EFL learners suffer from a number of speaking obstacles therefore EFL teachers agreed that using communicative activities is one of the most effective and constructive tools to overcome those difficulties and to reinforce second year English students' speaking skill.

Key Words:

Communicative Strategies, Speaking Skill, Fluency, Speaking Activities.

List of Abbreviations

EFL: English as a foreign language.

LMD: License Master Doctorate.

Q: question

L2: Second language

%: percentage

P: page

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General Introduction

Speaking English as a foreign language in the language classroom is challenging. This is because students may not have the necessary words to express themselves or may fear not to speak English improperly. Speaking is an important part of everyday interaction and most often, the first impression of a person is based on his/her ability to speak fluently and comprehensively. Therefore, teachers have a huge responsibility to prepare the students as much as possible to be able to speak in English in the real world in outside the classroom. Despite its importance, for many years, teaching speaking has been undervalued and English language teachers have continued to teach speaking just as a repetition of drills or memorization of dialogues. However, today's world requires that the goal of teaching speaking should improve students' communicative skills in updated ways in order to prepare fluent EFL speakers.

However, EFL learners attempt to learn English as an additional language to travel study and work abroad easily. In this respect, the mastery of the speaking skill has become increasingly important in EFL setting since it is considered an effective communication indicator. Therefore, a successful learning environment requires collaborative efforts from both learners and teachers. It is very necessary for teachers to promote learners' communicative abilities and make them aware of the importance of the speaking skill. Since learners encounter some difficulties that may hinder their oral performance, teacher's choice of activities is very significant. This research aims at investigating the problems that prevent learners from communication also identifying the main activities that reinforce the EFL learners speaking skill.

However, it is vital for teachers to enhance EFL learners' speaking skill through suggesting effective strategies and activities that can solve speaking problems and ameliorate their oral performance. Additionally, learners' must overcome those problems using their own strategies, which may help them to improve themselves. This is in fact the inspiring idea, which gave birth to this research that aims at enhancing EFL learners' speaking skill through effective strategies and activities. The investigator aims at highlighting the teachers' role in shaping autonomous learner that can overcome communicative obstacles.

In this light, the following questions can be raised:

- What are the problems encountered by the EFL teachers and learners during the Oral Expression session which may prevent oral interactiospeaking skill?
- What are the most proper techniques and procedures that can be utilized by the EFL learners to improve their oral proficiency?
- what type of activities that teachers' use to improve EFL students' oral skill?

Yet, the present work is based on two hypotheses that would be examined through research instruments. It could be hypothesized that learners' oral performance can be fostered through the reinforcement of their teachers, using suitable strategies and activities. If the EFL teachers were aware of the appropriate activities that would enhance the EFL learners' speaking performance, then they will certainly decrease most of the difficulties that learners face in oral sessions. In addition, if the students are given the chance to express themselves and produce, then the implementation of communicative activities will upgrade their level in speaking .

In this study, a descriptive research methodology will be used. This study will be conducted both quantitatively and qualitatively through questionnaires that will be administered to both EFL oral expression teachers with the objective of providing an in-depth view of what really happens during an oral expression course (the strategies and the interaction). The second data collection tool is an observation of oral expression classroom at Abdel hamid Ibn Badis University of Mostaganem to determine the validity of our hypothesis.

The current work is divided into three-chapters. The first chapter consists of two parts, the first one deals with the review of literature and the background of the speaking skill. While the second part introduces the communicative strategies for developing EFL learners' speaking skill using effective speaking activities to overcome communication struggles.

Besides, mentioning the role of both EFL learners and teachers in promoting the speaking skill with the implementation of technological aids in oral expression sessions and insights of correcting speaking errors. The second chapter is devoted to practical framework. It introduces the research instruments and data analysis of the Questionnaires and classroom observation in order to validate or nullify our hypothesis. Concerning the third chapter, it is addressed to discuss and interpret the main findings of this study. However, researcher suggested some tips for improving speaking skill followed by recommendations for effective teaching/learning atmosphere. This research may inspire EFL teachers to extend their vision of teaching speaking skill, as it may offer them new insights into the evaluation of different effective teaching methods and strategies. This study may also help EFL learners of Abdel hamid Ibn Badis University of Mostaganem to surmount their speaking problems and use English language appropriately.

Chapter One

Speaking Skill and Communicative Strategies

Introduction

Speaking English in the EFL classroom requires that teachers choose appropriate activities likely to encourage classroom interaction. Speaking skill is one of those skills that helps the learner to communicate effectively. According to Oxford dictionary, speaking is the action of conveying information or expressing one's thoughts and feelings in spoken language. From the definition, it concludes that speaking is expressed through sending messages from a speaker towards listeners. Hence, one of the major responsibilities of any language teacher is to enable learners to communicate effectively through oral interaction.

The aim of this chapter is to provide an overview about the speaking skill. First, it sheds light on the concept of speaking as a skill. Then, exploring the understanding of the speaking skill and its characteristics. This part tackles the importance of the speaking skill and the main practices of teaching speaking. It highlights the relation that links the speaking skill and the other skills. In addition, it includes the aim of teaching speaking in EFL contexts. Finally, researcher mentioned some of the problems that EFL learners may encounter while using English in EFL classrooms.

1.2 Speaking Skill

In order to define speaking, it is important to mention that it is one of the four language skills .It is considered as one of the core skills in language learning. In addition, it represents one's awareness about the known language because it is a skill that involves thinking, knowledge and other skills. Speaking is an interactive process of constructing meaning that involves producing, receiving, and processing information. A speaker's skills and habits affect the success of any exchange.

Speaking is one of the productive skills that provide learners with the ability to use oral language in order to explore thoughts, ideas, feelings, intentions and attitudes. According to kramsch (1998) speaking involves “ *Anticipation the learners response and possible misunderstandings , clarifying one’s own and the other’s intentions , and arriving at the closet possible match between intended , perceived and anticipated meaning* ” (p.376). It implies that the speaker and the listener need to arrange significance in the context in which it occurs.

Speaking is an interactive process of communication, which is the basis of all human relationships within language learning. Hence, it seems to be the most interesting skill, especially for EFL learners.

1.3 Understanding the Speaking Skill

Speaking is a necessary productive skill for effective communication in every language; this last can appear in EFL classrooms since it enables teachers and learners to interact more. According to Harmer (2007, p 123) “*speaking activities provide rehearsal opportunities – chances to practice real-life speaking in the safety of the classroom, which means that it can be improved through communication between both students and teachers.*”

“*The process of building and sharing meaning through the use of verbal and non – verbal symbols into a variety of context* (Chaney, 1998: 13)”. Therefore, speaking is not an easy task, its mastery claim a lot of experience and practice. This implies that the speaking skill is the most significant skill among other skills because the spoken language includes specific characteristics that differentiate it from the other skills, these elements are tone of voice, stress, intonation, speed of speech, besides facial expression of the speaker that they can use with repetitions and pauses. Moreover, Ur (2000,p12) declared that “*out of all the four skills ,listening, speaking, reading and writing, speaking seems the most important, people who speak a language are known as speakers of the language, as if speaking included all other kinds of knowing a target language.*”

Thornburry (2005, p8) stated that speaking is a speech production that becomes a part of our daily activities while Hornby (2000) explained it as making use of language in ordinary voice; uttering words; knowing and being able to use a language; expressing oneself in words and making speech .In fact, speaking is the key concept in second language learning. It means to communicate and interact with others, but when we emphasize on teaching speaking to EFL learners, we insist on promoting their ability to communicate effectively with a persistent practice.

1.4 The Characteristics of the Speaking Skill

In this area Harmer (2001) and Gower et al (1995;99,100) agreed that speaking has many different aspects, including two major categories –accuracy and fluency -. Both of them are very important in accomplishing the learning outcomes as Richard (2001, p157) mentioned that “*fluency and acceptable language is the primary goal: Accuracy is judged not in the abstract but in context*”. At the same time, fluency and accuracy are very significant for the success of any foreign language communication. the characteristics of speaking skill are as follow :

1.4.1 Fluency

It means the ability to communicate with people effectively. The main goal teachers wish to achieve in teaching the productive skill of speaking is oral fluency. Hughes (2002 ,p.22) argues that fluency is the ability to express oneself in an intelligible, reasonable and accurate way without too much hesitation; otherwise communication will break down because listeners will not focus on the speaker performance. To achieve this goal, the teachers should train learners to use their personal language freely to express their own ideas and then avoid imitations of a model of some kind in order to express themselves freely. Almost all foreign languages, particularly speakers, fluent speaker is a person who have the ability to speak fast, that is why they start speaking rapidly without pauses. Thornbury (2005. P. 56) claims that speed is an important factor in fluency and pausing too, because speakers need to take breathe. Native speakers also need to pause from time to time in order to let the interlocutors catch what they said.

1.4.2 Accuracy

This notion is very important because student focus on being fluent speaker rather than accurate. It is the ability to choose the right words or sentences in a given situation. This term a crucial character in any conversation focuses on the ability of the learners to produce correct sentences using correct grammar and vocabulary without errors in this case they should not only know correct grammatical rules of the language but also able to speak and write accurately. To illustrate more, quoting from British Council's website (teachingenglish.org.uk), *accuracy refers to how correct learners' use of the language system is, including their use of grammar, pronunciation and vocabulary*. Skehan (1996) says that learners often want to become fluent in their conversation but they lose completely the accuracy. Harmer (2001, p 99) agreed that accuracy is one of the major aspect of speaking , means the correct use of vocabulary ,grammar and pronunciation practiced through controlled and guided activities .

1.5 Types of the Speaking Skill

As we mentioned before, the main goal of teaching speaking is to make the learner communicate and be sociable. Lindsay & Knight (2006:57) stated that speaking involves putting the message together in order to communicate and cope with the other people. Moreover, Brown (2000, p.271-272) suggested five types of speaking which are all vital in the process of improving EFL learners speaking skills. They are as follows:

1.5.1. Imitative Speaking

Imitative speaking includes some features of the language as grammar, lexis and vocabulary with the aim of constructing a significant product that fits the context. This type help the student to develop the listening ability through repetition; students repeat correctly words, phrases , and sentences while lending great attention to vowel sounds .

1.5.2. Intensive Speaking

Intensive speech is defined as the production of short stretches of a discourse through which they demonstrate competence in a narrow band of grammatical relationships; here the speaker must have the competence of interpreting the semantic properties so that he/she can respond immediately. Thus, practicing the phonological or the grammatical features of the target language are the main concern of intensive speaking.

1.5.3. Responsive Speaking

It is considered as short replies to the teacher's and /or peers questions or comments in brief interaction. It is also carry a small talk and simple requests in order to preserve authenticity with only few questions or responses (Brown2004:142) .However, it is necessary for students to interact in the classroom. Here is an example of responsive speaking:

A: How was the lesson?

B: It was very easy.

1.5.4. Interactive Speaking

It includes face-to-face communicational situations, in which we are alternately listening and speaking. In addition, interactive speaking provide interlocutors with a vivid chance to communicate and interact with others .However, this type of speaking is different from the previous type in terms of length and interaction because it involves two styles of languages that can be stated as follow:

1.5.4.1. Interpersonal Dialogue

Interpersonal dialogue helps students to improve their speaking ability through social interaction by using colloquial language, idioms, ellipsis and slangs. It aims at maintaining social relationships.

1.5.4.2. Transactional Dialogue

This type of speaking came as a drawn-out of responsive speaking in order to exchange information through conversations and dialogues.

1.5.5. Extensive Speaking

It is the finale type. It is more formal. It prepares students to the advanced level by requiring them to report events, summaries and stories orally. In addition, it includes monologues and storytelling.

1.6 The Importance of the Speaking Skill

Nowadays, the whole world has become a global village and people communicate with each other in a common language, i.e. English. However, Communication plays a vital role in getting success in all fields. It largely known that students of EFL classes believe that the reason behind the acquisition of the second language is to use it in daily interaction with others and to be fluent speakers. Therefore, speaking skill is the principal skill to acquire foreign or second language learning. Among the four key language skills, speaking is deemed to be the most important skill in learning a foreign language.

Brown and Yuke (1983) stated “*Speaking is the skill that the students will be judged upon most in real life situations*”. Learners often value speaking more than the other skills of writing, reading, and listening. As Nunan (1991) claimed that the progress in learning a foreign language is measured in terms of being able to carry out a conversation in that language. As a result, speaking is interrelated with the other skills, its development results in the development of the other skills.

Moreover, one of the main advantages of the speaking proficiency is to improve communicative competency; it enables learners to negotiate, share information and express themselves and their emotions. Bygate (1987, p.2) says: «*speaking is a skill which deserves attention every bit as much as the literary skills, in both native and foreign language*». Any gap in communication results in misunderstandings and problems. Thus, EFL learners are supposed to use foreign language like native speakers.

To conclude, learners who speak the target language well get many advantages such as being able to pursue advanced studies to get a job, acquire a strong vocabulary and to travel abroad. As Baker and Westrup (2003.p.5) claimed, “a student who can speak English well may have greater chance for further education, of finding employment and gaining promotion”.

1.7 Teaching Speaking

Teaching speaking is crucial in second language learning. The ability to communicate in a second language clearly and efficiently contributes to the success of the learner in school and in every phase of life. Therefore, it is essential that language teachers' pay great attention to teaching speaking rather than leading students to pure memorization, providing a rich environment where meaningful communication takes place be highly demanded. Students improve their formal speech when teachers provide insights on how to organize their ideas for presentation.

Students can give better speeches when they can organize their presentation in a variety of different ways, including sequentially, chronologically and thematically. They need practice in organizing their speech around problems and solutions, causes and results, and similarities and differences, which can be taught to them. In suitable classroom environment where students have real-life communications, authentic activities, and meaningful tasks that promote the oral language. Thus, teachers have to control all situations in the classroom and arrange different activities that supports their teaching process. To conclude, teachers must update student's level in order to improve their oral performance. There are several ways of teaching speaking such as:

1.7.1. Mechanical Practice

It is a set of exercises that it takes place in the laboratory). In other words, learners are asked to use the right words in the right order with the correct pronunciation. This strategy provides learners with a training of language grammar, vocabulary and pronunciation.

1.7.2. Meaningful Practice

It is considered as—the second phase of oral work, it provides learners with social and cultural rules and norms. It helps learners to understand and make them aware of the meaning of their oral work.

1.7.3. Communicative Practice

It is called also the phase of free oral production. It is the last phase, which contains free discussions that are performed by learners. In this phase, learners are ready to speak and express their opinions freely. Learners are able to communicate and get involved in debates with others. The aim of this phase is to enable learners to use the language for self-expression and achieve the effective level of interpersonal communication. However, communicative practice include activities such role-play and dialogues.

1.8. The Relation between the Speaking Skill and Other Skills

There is a fundamental and reciprocal relationship between oral language (listening and speaking), written language, and reading. Initially, reading and writing are dependent on oral language skills. Eventually, reading and writing extend oral language. The LSRW skills are connected in order to communicate. Among the four language skills of listening, speaking, reading and writing, listening and reading which are a successive process that belongs to linguistic comprehension while speaking and writing are interrelated that belongs to linguistic production. According to system theory, linguistic comprehension and linguistic production are two aspects of communication in which speakers and listeners, readers and writers are interconnected in terms of cognitive processes as well as information transfer process.

However, the four skills are interrelated and interdependent in real communication. The improvement of whole depends on the coordination of relationships and ratios between the elements of the system. Four language skills constitute a system in which the four skills interweave and integrate. Improvement of this system cannot be achieved by a simple combination of the four subsystems, but results from interaction and coordination among four subsystems, which depend on one another to various degrees. Listening is the basis for speaking, reading is a source for listening, listening and speaking facilitate reading and writing, and vice versa.

To sum up, the speaking skill is as much important as the other skills, as Chen (2007) has admitted: “*the language learning process, listening, speaking, reading, and writing should be treated as integrated, interdependent, and inseparable elements of language.*”

1.9. The Aim behind Teaching Speaking

Speaking is an important skill in first or second language learning because it reflects one's own thoughts and views. The effective way to communicate is through speech, which means the main aim of teaching speaking is to improve student's proficiency in communication. *The major goal of all English language teaching process should give the learners the ability to use English effectively; accurately in communication (Davies & pears, 1998).* It is worth considering since language competency is measured through speaking. However, Speaking skills are the most essential skills for all the learners who wish to learn English to enhance their career, improve business, build confidence levels, get better job opportunities, make public speeches, attend interviews, and participate in debates and group discussions. Moreover, everything is linked with communication skills which means having

a good communication is considered as a passport to a successful career. To sum up, the goal of teaching speaking skills is communicative efficiency where learners are able to make themselves understood and conveying clear messages.

Harmer (2001, p.123) suggests three main reasons to make the students apply or speak in the classroom. Firstly, speaking activities offer rehearsal chance, possibilities to practice real-life speaking within homogeneous environment. Secondly, speaking tasks that students attempt to use any of the languages that they understand and give feedback for each of them teachers and students. Everyone will see how well learners have improved. Both how successful they are, and conjointly what language issues or problems they face. Finally, the more the students have opportunities to activate the varied parts of language they have or need to store in their brains, the more automatic their use of these elements becomes. As a result, students gradually become autonomous language users.

1.10. Challenges in EFL Speaking Contexts

While EFL learners produce the language outcome, certain obstacles may occur that create hindrance for learners. Florez (1999) states that speaking is apparently a priority for most learners of English. The fact that speaking is an essential skill needed to be produced in both first and foreign language. Teaching and learning a foreign language is more than knowing about that language, it needs practice. There are factors that alter learner's oral performance; for instance, students may face problems in producing sounds because they cannot speak the same as native speaker does. In addition, difficulties in speaking may appear due to the lack of listening practices or shyness, or lack of interests in topics. Thus, teachers provide students with activities or instructions that helps the students or learners to fill the gap between grammatical and sociolinguistic abilities. Among the challenges that may discourage foreign language learners from speaking, studies have mentioned the following:

- **Lack of Interest in Topic**

In language teaching, selecting a suitable topic is the key to solicit and maintain the learner's interest. Hidi and Renninger (2006) as cited in (Subramaniam, 2009, p.10) stated "*The level of a person's interest has repeatedly been found to be a powerful influence on learning*". They believe that interest influences an individual's attention, goals, as well as levels of learning.

In EFL classroom, when the teacher chooses a subject, which is unfamiliar to the learners, or they may have little knowledge about the chosen topic. Thus, they stay silent; they are unable to express their thoughts. Therefore, the teacher should adopt a subject that interests them and ensures to keep them engaged in oral participation.

- **Anxiety**

In addition to lack of interest in topic, EFL learners face anxiety as an obstacle that hinder their oral production. According to Arnold and Brown (1999), anxiety is the effective factor that most pervasively obstructs the learning process (p8). Being anxious while speaking is the frightening challenge that most EFL students face.” *Too much nervousness makes learners tongue tied or lost for words*” (Shumin, 2002, p, 206).It is a negative feeling that is closely related to fear, it is one of the most prominent and pervasive emotion that effects the vocal production of learners.

- **Inhibition**

Students might be worried of making mistakes, afraid of their classmates criticism, teacher’s negative feedback or simply timid. Learners are often inhibited about expressing themselves in a foreign language in the classroom, such as hesitation or shy of the attention that their speech attracts. Bowman et al (1989,p,40)also argued that in teaching speaking, teachers usually ask their learners to express themselves in front of the whole class which cause them stress .

- **The Use of the Mother Tongue**

Such cases include learners who share the same mother tongue. They may tend to use it due to such reasons. Firstly, it is easier .Secondly; it feels unnatural to speak to one another in a foreign language. Finally, learners feel less exposed if they are speaking their mother tongue language. According to Baker and Westrup (2003, p12) “*barriers to learning can occur if students knowingly or unknowingly transfer the cultural rules from their mother tongue to a foreign language*”.

- **Lack of Self-Confidence and Motivation:**

Actually, it is assumed that most of the difficulties that learners face in learning English is related to psychological struggles that prevents them from communicating with others. According to Remez Sasson “*There are many reasons for the lack of motivation. It could be due to a weak desire, laziness or shyness, and it could be due lack of self-esteem and self-confidence*”. Some students are demotivated, not interested at all, they are passive learners and they pay less attention during the course.

Learners do not have courage to talk in front of their peers, they are afraid of saying something wrong or incomprehensible. In other words, the teacher should be the source of motivation to encourage the students to speak by making speaking inspiring and enjoyable, and giving them the

opportunity to express themselves .Consequently, students feel relaxed when they express their thoughts and ideas in speaking.

1.11. Conclusion

We discussed in this part the speaking skill with a general overview, starting with the notion of speaking and the reasons behind integrating it as a skill in language learning process. At first, we defined the concept of the speaking skill and mentioned the main aspects of the speaking skill. After, we stated the types of the speaking skill through revealing its importance in EFL classrooms. Then, we cited main practices in teaching speaking skills. In more details, we referred to the relationship between speaking skill and other skills. In addition, we indicated the aim of teaching speaking in order to make students familiar with the speaking goals. At last, we highlighted the most challenges that learners may encounter when dealing with speaking activities.

2. Introduction

In this modern communicative and technological era, English plays a vital role in the development of global education and globalization. In recent years, one of the major problems related to English language learning (ELL) is to help the learners to use the language effectively and proficiently. Exactly, improving their speaking ability. However, good leaders are good communicators; for this reason, the effectiveness of teaching the speaking skill has become increasingly important in EFL setting. However, from birth, we are learners and our brains are constantly processing information, experiences, and emotions. This processing establishes our own mix of background knowledge. That knowledge is the base which is built upon as we move through educational systems. For this reasons, learners and teachers must be aware of the suitable techniques and methods that allow learners to cope with the learning items. In addition, it helps teachers to convey their message in a way that is more explicit and design the kind of learning environments that suits their learners.

2.2. Learners Strategies of Communication

Learning strategies are defined by O'Malley and Chamot (1990) as “special thoughts or behaviors that individuals use to comprehend, learn, or retain new information” (p.1). Language learning strategies are choices that learners consciously make to manage their learning. Rebecca Oxford defined learning strategies as operations employed by the learner to aid the acquisition, storage, retrieval, and use of information. The definition includes “specific actions taken by the learner to make learning easier, faster, more enjoyable, more self-directed, more effective, and more transferrable to new situations” (Oxford, 1990, p. 8). As the definition clearly expresses the learning strategies are actions assumed by the learner.

Learner's role in the process of learning is of maximum importance. Hughes (2002) defines this term as the ability of the learners to manipulate a conversation in an effective way and to avoid the failure in oral performance; which means its function mainly to facilitate interaction.

According to Bygate (1987:42), communicative strategies can be stated as follow:

2.2.1 Achievement Strategies

By using the achievement strategies, learners try to solve communicative problems in the planning phase due to insufficient linguistic resources. According to what resources the learner turns to try to solve his communicative problems. Learners tend to hide the communicative gap by improvising

a replacement, using different ways to transfer his/her idea. This involves learner's creativity in conveying his message when he lacks the words or the structure.

2.2.1.1 Guessing Strategies

It is an effective strategy of communication since it contribute in developing one's own learning skills especially speaking. Yet, it is a far-reaching strategy in oral sessions; It tend to happen when learners are not aware of some words they replace it with similar words or expressions that the opposite interlocutor will comprehend (Bygate, 1987). In other words, the speaker invents new words in the foreign language, which do not exist on the basis of his knowledge about the foreign language. For example: space man for Astronaut. Furthermore, code switching is considered as one type of guessing strategies; it occurs when speaker alternates between two or more languages in one conversation. The extent to which the switching happens depends on the interlocutor's analysis of the real communicative situation (Færch and Kasper, 1983). For example, foreign classroom students often share the L1 with their teacher, which enables them to switch code extensively between L2 and L1. Besides, coining words and literal translation.

2.2.1.2 Paraphrasing Strategies

It tend to happen when the learner replace the missing word or phrase with another expression using its intended meaning. It could be by its synonym or using another word, which is known as the first type of paraphrasing strategies that is called "lexical substitution strategy". In the other hand, the second type is circumlocution strategy; by which learners compensate for a limited or imperfect linguistic knowledge and still get their message across. Circumlocution is recognized as a communication strategy that a learner may use to overcome a vocabulary gap by gathering some phrases in order to explain his intended message. This last, helps students to build up their confidence, develop their language fluency to obtain comprehensible input and reach the goal of communication.

2.2.1.3 Cooperative strategies

Cooperative strategy tends to improve the learning process of learners, their social skills and make them work cooperatively where the interlocutor helps the speaker to convey his message. For instance, the speaker may ask the listener's help to translate a word from his mother tongue language to the target language or give him the exact word in order to direct a clear idea to the listener.

2.2.3 Reduction Strategies

Reduction strategies include reducing the message or part of it because communicators do not manage to find words or phrases to replace the unknown vocabulary, thus they decide to change the topic or end the discussion. According to Bygate (1987: 47) “*reduction strategies are strategies that involve the speaker to reduce his communication objective*” . However, Reduction strategies is often used by speaker who value accuracy over fluency, who prevent making mistakes and reluctant to produce incorrect or non-fluent utterances.

2.2.3.1 Avoidance Strategies

Learners face difficulties in producing certain utterances because of either the lack of vocabulary or phonological problems, therefore they try to communicate with less risk of error by resorting to other strategies in order to serve the same communicative purpose. Yet, EFL learners may determine to avoid talking about topics for which they lack the necessary vocabulary or other language skills while speaking or engaging in conversations. As a result, either they refrain from talking about the topic and remain silence, or they abandon the topic and go on to another topic that they can manage.

2.3. Strategies for Developing Speaking Skill

In order to enhance the speaking competence of learners in the oral communication classroom, language-learning strategies must be linked to meaningful communicative activities in the classroom. Therefore, language-teaching activities in the classroom should aim at maximizing individual language use. This requires the teacher not only to create a warm and humanistic classroom atmosphere, but also to provide each student with a turn to speak or play a role .English language learners’ benefit when more opportunities are given for practicing English language skills. A learning environment should be constructed in a way that allows students to interact freely. However, communicative strategies elaborate a framework for learners to overcome deficiencies in oral performance using L2.

The aim of teaching English language is to develop learners’ communicative competence so that they will be able to interact and communicate with other people without failure or misunderstanding. Researchers agree that communication strategies are techniques used by the native and non-native speakers of any language, as well. The use of communication strategies is the best solution that compensates the difficulties that occur in any oral performance. When such troubles occur in certain discussions, the normal flow of interaction is interrupted; learners will create or follow one of the

communicative strategies to compensate the disruption. Thus, the function of CSs is to express a given meaning through the strategic use of language.

2.4 Speaking Activities as Strategies to Enhance Speaking Skill

Communicative activities include a series of exercises that encourage and require a learner to speak and interact using L2. In EFL classes, the main aim of teachers is to develop their learner's communicative skills. However, this can be reached through designing suitable activities that invite learners to communicate as naturally as possible, express themselves in speeches that are authentic within exchanging information and opinions and enhance their vocabulary.

In narrow sense, speaking activities increase learner's level through practice with the support of teachers. Lazarton et al (2014, p.116) state, "*EFL teachers need to be particularly adept at organizing class activities that are authentic, motivated and varied.*" In fact, it is necessary for teachers to help their students improve their level of oral production by setting effective activities that boosts student's energy to practice the language properly and successfully.

2.4.1 Group Work

It is considered as classroom situation where students work in small groups. This activity helps learners to join a comfortable atmosphere where members of the group engage in authentic interaction; group work promotes students learning and enhance their speaking ability in classroom. When learners work in a collaborative scene, it leads to foster the spirit of group work. Therefore, these type of activities help students to interact, monitor and evaluate each other in order to accomplish a target goal.

2.4.2 Debate

For a start, to engage students in debate, the teacher has foremost to provide his students with a debatable topic about current issues. Then, he divides them into pairs or groups: affirmative (for) and negative (against). The students should be knowledgeable about the position they are defending besides they are required to work together and collect strong evidence that outweighs their assigned points of view to convince rebuttal group (opponents) and present it in front of the class.

According to (P, Zare & O. Moomala 2013, p.1511) Classroom debate build up academic language skill, second language fluency and public speaking which assist ESL learners to be prepared for suitable academic study . Therefore, it is undervalued and in EFL settings because many teachers

believe that engaging students in the debate is a challenging task and can be frightening for the speaker to produce foreign language fluently and confidently and it may cause anxiety or shyness .

2.4.3 Role-Play

Role-play is one of the methods that enable learner to improve a range of real life spoken language in classroom (cook, 2001). This activity can help students to overcome the barriers of fear and timidity through the usage of speech acts in real life practices. It is an appropriate activity to develop interaction in EFL classes. Robinson (1981) suggests that the role-play may take many forms where the participants build up their own characters, talk, movements, situations, themes and messages. Furthermore, in this activity, participants are given information about the situation or the task and they are required to use their cognitive abilities and behave in a social context (play different roles within fictional status). Thus, teachers should take learner's willingness and motivation into consideration when using role-play as speaking activity.

2.4.4 Storytelling

It is an effective way to improve learners' speaking ability. It helps students to express their thoughts and ideas through narrating anecdotes and real-life situation. For instance, teacher can suggest a set of topics and ask students to relate those topics to their real life situations. Also, he can divide students into groups and give each group one of a sequence of pictures which tell a story after giving them time to look at the pictures , the teacher tend to form new groups which consist of one student from each of the original groups in order to reconstruct a successful story. In such ways, teachers can encourage students to speak by asking them to retell stories based on their personal experience, since these topics are related to their personal life there will be a natural flow of words. The students should be asked to link these various moments and convey them in a right way.

2.4.5 Presentations

Student presentations are mini lectures given by learners to the rest of the class. Harmer (1988, p.130) claims that, students offer to speak on a particular topic. In order to the student to figure out what should be done and for the class (classmates)time must be given to gather information or what has been done or said in the presentation and structure it in an appropriate way. Teachers may tend to provide an available model to assist the student to try performing it in adequate manner. Students pay attention and take notes from this presentation while they should be given some quite listening tasks too; as well as, perhaps, given feedback.

2.4.6 Dialogue

An important activity that sharpens both speaking and listening skills. Such type of activities reinforces the cognitive abilities of learners in terms of sharing and working in cooperative teams. It is supposed to be done in pairs or groups. It is one of the most enjoyable activities for EFL learners and it encourages students to be creative and active at the same time. However, dialogue is an activity that gives the opportunity to socialize students through giving each one a role to play which contribute in creating a positive aspect in their personalities and provide speaking rehearsals. Yet, teachers allow students to participate in such activities in order to improve their oral performance.

2.4.7 Discussion

It encourages learners to interpret their views about certain issues to learn from others in order to exchange ideas and views. It is obligatory that it suits learner's age and knowledge to enable learners to interact and concentrate on discussion. Furthermore, the student has to prepare himself in advance for debates and discussion since it does not involve only the speaking and the listening skills, understanding or interpreting utterances but also responding appropriately. According to T. Hedge (2000, p.277), "*discussion can provide important opportunities for developing certain aspects of fluency.*"

Therefore, discussion ensures the use of language meaningfully, interactively and fluently. Especially when students are introduced to a topic and they are asked to discuss it; in meanwhile they are motivated and encouraged to speak freely. Consequently, discussion will lead to the progressive results at the level of student's oral performance. Overall ,discussions has been scrutinized to be an effective, authentic activity that paves student's way to be accustomed to listening, accept others points of view and to be a decision maker.

2.4.8 Information Gap Activities

According to Harmer, an information gap is where two speakers have different parts of information and they can only complete the entire image by sharing that information because they have different information that is the part missing between them. In other words, it consists of completing a task by obtaining missing information. For information gap activities to work, it is very essential that students identify the main points of the task. For example, they should not show each other their photos. It is generally a good idea for the teacher to demonstrate how an activity works by

obtaining a student up to the front of the classroom and doing the task with other student .Consequently, results will be impressive and authentic.

2.4.9 Using Audio Visual Aids

Audio- visual aids are different types of tools that appeal to the sense of learning and vision that are used in classroom for presentation of abstract information. Likewise, audio visual aids are maintained to encourage learning/ teaching process and make it easier and interesting. Moreover, there are applications and audio books that pave learner's path to practice and ameliorate his capacities. This trend features the use of audio, visual, and animation effects in the English language teaching classrooms, will help in creating a positive and more advanced atmosphere that allow learners to be more accurate and fluent speakers.

2.4.10 Classroom Interaction

Among the previous activities, this one is seems to be seen as the most effective one since it plays a crucial role in determining the relationship among classmates. Classroom interaction allows learners to gain language competence as well as strategic competence to achieve autonomous language learning and language oral skills. This device helps the learner to be competent enough to think critically and share their views among their peers. Whereby, they are given a chance to share their opinions without fear or stress regarding students perspectives.

2.5. The Role of Learner in Speaking Skill Learning Process

The key of successful learning environments is not only the responsibility of teachers, but also the willingness of learners. Furthermore, for the sake of a successful learning process, students should be comfortable to speak and explore their own thinking. They should be encouraged to employ their ideas among classroom activities, to express themselves and achieve their goals. There are some categories that can be utilized as the role of learners in promoting speaking skill in classroom (brown, 1994):

- **Intensive**

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

- **Responsive**

It includes short replies to teacher's questions or comments. This type reinforce interaction between teachers and learners.

- **Transactional**

It is carried out to convey or to exchange information in form of responsive language.

- **Interpersonal**

It is maintaining social relationships among interlocutors, which involve long speech.

- **Extensive**

Which can be similar to monologue in more formal and deliberative way, it can be planned or spontaneous.

Learner's role in building an active and positive learning environment is similar to teacher's role. Thus, learners must recognize that they are accountable for their academic success. Learner's involvement contributes in building up a successful learning environment. In other words, learner's function and the suitable type of activities are essential to make a perfect-like learning environment that provides a great oral performance.

2.6. The Role of the Teacher in Promoting the Speaking Skill

Teachers have to make the classroom instruction strong and dynamic. Oral interaction must be encouraged because it is a useful strategy to enhance learners' communicative competence since it plays a significant role in learning English as a foreign language or second language by giving opportunities to learners to be able to communicate with others without any hesitation or phobia. Undoubtedly, the learners can acquire the knowledge of grammar and vocabulary that is useful in improving speaking skills when they can interact with their teachers in a dynamic way in English classrooms.

Eventually, the suitable teaching performance will lead learners to improve their communication skills. However, the aim of teaching speaking is to improve learners speaking skills in order to express themselves freely and fit in any debate situation correctly. In addition, one of the important functions that teachers would offer is assessing and evaluating the quantity and quality of student learning and make sure that all student receive a suitable feedback on their participation and engagement. While teacher is being in charge of several functions, he ought to set an improvement goal to his learners.

Finally, Interacting and engaging with students and getting students to interact with each other is possibly the most rewarding and fulfilling part of a language teacher's job. Besides other functions, we may mention:

- Teacher should motivate and encourage students to speak spontaneously without being afraid from the error risk, which make them reluctant to give their opinion in front of the whole class.
- teacher should be knowledgeable enough about reducing the students concern, through designing a discussion situation that students can enjoy within a comfortable atmosphere
- Being a controller in the classroom is the most comfortable role for teachers who consider themselves as “knowledge supplier” and “the authority of the class”.
- The usual perspective of teachers when their students are engaged in speaking activities was bounded between providing feedback and correcting mistakes.

2.7. The Implementation of Technology to Promote the Speaking Skill

Speaking is an essential tool for communicating inside the classroom or outside. However, improving the speaking abilities has always been necessary. Recently, various innovative technologies are being introduced to teach speaking skill. In spite of this, the modern world requires a high level of oral proficiency in all the sectors because its main concern is communication. Hence, it leads to the appearance of the modern technological tools such as internet, podcasts, video conferencing and online teaching. These last technologies are available for teachers to enhance the speaking skill of second or foreign language learners; it helps to bond a bridge between natives and non-natives. Accordingly, Al Meriouh & Bouyzem stated that ICT has to be properly incorporated in EFL classrooms so as to increase the students' oral performance.

To conclude, Technology is believed to be able to improve the quality of education and make students respond positively in the classroom. Thusly, using technology in learning a second language has become a real necessity nowadays in way that links theory and practice in second language learning process. In the same context, the integration of the communicative technology in learning-teaching environment is becoming a primordial step since the consequences would be very fruitful. Technology is the pedagogical tool, which allows language teachers to overcome a number of difficulties as well as to support their teaching with effective procedures to better attain the teaching outcomes. On the other hand, language learners are most targeted when technological tools are adopted in the classroom to help them communicate, interact, be motivated, and achieve better during their career.

2.8. Error Correction and Teachers' Feedback

Nowadays, language error is an inevitable universal phenomenon, which occurs in the process of learning English. It is obvious that in communicative situations learner may produce certain errors. Teacher's first interest is how to deal with learners mistakes. It is difficult for the teacher to know how and when he should give feedback in speaking activities, because over-correction can inhibit them and destroy the conversational flow. At the same time, gentle correction may get the student to difficult misunderstanding. Therefore, it depends on the quantity of the feedback the teacher gives in specific situation. Whereby, teachers must be aware of how and when to correct learner's errors in order to maintain his efforts and to stay motivated as much as he can. As every language learner knows, being corrected constantly can be de-motivating.

In the same vein, the teacher should provide appropriate feedback and correction, but should not interrupt the flow of communication. He should take notes while pairs or groups are talking, and address problems to the class after the activity without embarrassing students who made the error. The teacher can write the error on the board and ask volunteers to correct it, this way is much more poignant if they can realize their own mistakes than if you just give them the answers. Of course, after they have realized their mistakes, they might be stuck on a difficult word or try to use certain strategies to overcome such language deficiencies. Therefore, teachers ought to ask learners to use dictionaries and check them constantly, considering the priority and the emphasis of using dictionaries.

In brief words, Teachers' positive comments can be motivated, and the learners' role is to listen to teachers' advice. The overuse of expressions such as perfect, excellent and well-said encourage learners to speak even when they make mistakes and do not know the answer. Thus, teachers should be fair and accurate when dealing with students.

2.9. Conclusion

The mastery of speaking skills in English is a priority for EFL learners . Thus, learners evaluate the effectiveness of their speech and the improvement of their spoken English. As we mentioned before, a successful learning process equal teacher's strategies plus learner's willingness and efforts. This chapter has focused on the importance of the speaking skill using learner's strategies to promote his abilities. Moreover, it shed lights on some communicative activities that reinforce student's communicative skills and increase their fluency. In addition, we classified the role of both

teachers and learners in order to achieve advanced level in teaching and learning a foreign language. Finally yet importantly, the merit of technology cannot be denied that was like a qualitative leap in the world of education; especially, teaching or learning speaking skills. The next chapter will be devoted to analyze teachers and learners questionnaires.

Chapter Two

Research Methodology and Data Analysis

2.1 Introduction

While the previous chapter aimed at covering the literature on enhancing EFL learners speaking skill by using effective strategies and activities, the present chapter attempts to provide a thorough description of the practical phase of this research work. It sheds light on the research methodology followed in the collection of data including two different tools that were chosen to undertake this research. Moreover, it describes the selected context and the sample population that contributed in the present study. Finally, it describes the data collection tools employed including classroom observation and two questionnaires.

3.1.1 Students' Questionnaire

3.1.1.1 Aim of the Questionnaire

This methodology allows the researcher to achieve the aim of this study, which is knowing to what extent can communicative strategies and activities can improve EFL learners' speaking skill. In addition, the questionnaire aims at collecting students viewpoints about their speaking ability in oral sessions. The questionnaire may be seen as the appropriate tool that can serve our research as a means of gathering a suitable amount of data with minimum time and efforts. This questionnaire is designed for students to share their viewpoints and experience concerning the speaking skill in EFL contexts. In addition, it emphasizes participants and seeks to understand their assumptions about a particular event and it highlights the specific details of our research paper. However, using the descriptive method may help the researcher to achieve the objectives of this investigation.

3.1.1.2 Sample of the Questionnaire

The sample of this research is addressed to twenty (20) EFL students in the department of English at the University of Abdel hamid Ibn Badis in Mostaganem. Aiming to obtain information about our research. Regarding that they are second year learners, therefore they are qualified to answer the questionnaire. Students have answered the questions of the questionnaire after attending their oral session with the attendance of their oral expression teacher.

3.1.1.3 Description of the Questionnaire

The subjects chosen for carrying out this research study are twenty EFL LMD students, ranging in age from 19 to 22, at Abdel Hamid Ibn Badis University in Mostaganem. The students answered the questionnaire in classroom in order to obtain correct answers. We read the questions to the students'

Chapter Two

Research Methodology and Data Analysis

before they answer the questionnaires and we explained to them when they had difficulties in understanding questions, they took about ten minutes to answer it. The questionnaire is composed of 18questions divided into two rubrics. Taking into account that students were assured that their answers would be anonymous in order to make them more comfortable while responding.

3.1.1.4 Analysis of Students Questionnaire

Section 1: Personal Information

Q1. Learners' gender:

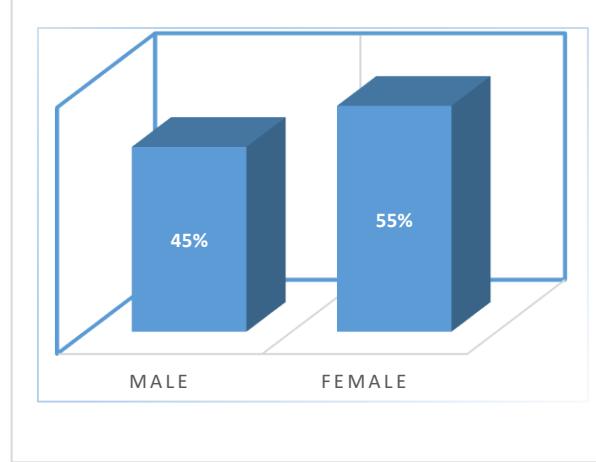
Male

Female

This question aims at knowing learner's gender.

Gender	Number	Percentage (%)
Male	09	45%
Female	11	55%
Total	20	100%

Table 1 : Learners' Gender

**Chart 1: Learners' Gender**

Among the consequences of this question, we found that the majority (55%) of the participants represents Female learners while the rest (45%) of the participants are males.

Q2: Students level in English:

Good Intermediate Average Weak

Participants are asked to describe their level in English. They are supposed to rank themselves from good to weak level. In order to know the level of the participants.

options	Number	percentage
Good	5	25%
Intermediate	10	50%
Average	5	25%
Weak	0	0%
Total	20	100%

Table 2: Students' Level in English

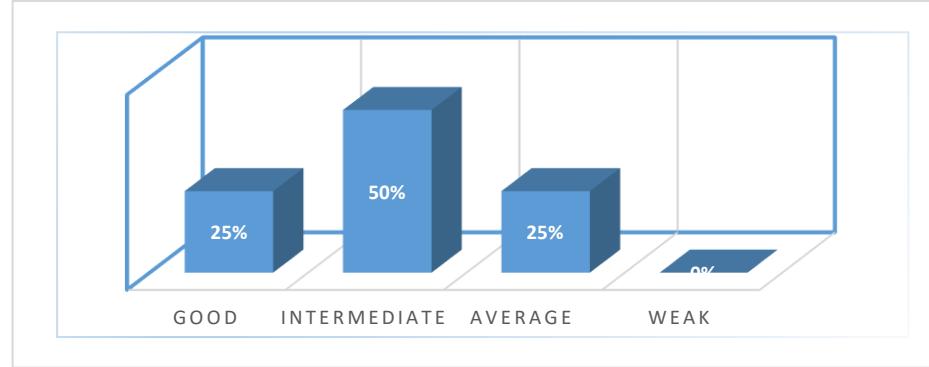


Chart2: Students' Level in English

According to the results demonstrated above, it can be seen that (25%) of the participants have admitted that their level in English is good and their speaking ability is quite acceptable. While (50%) of the participants have perceived that their level is intermediate. However, (25%) assumed that their level is average; none of them believed that their level is weak.

Q3: Was English your first choice?

Choice

Imposed on you

We asked this question with the purpose to perceive learners' willingness to study English language. They are asked to say whether they have chosen to study English or it was imposed on them.

Options	Number	Percentage (%)
Choice	14	70%
Imposed	6	30%
Total	20	100%

Table3: Students' Perception of Studying English

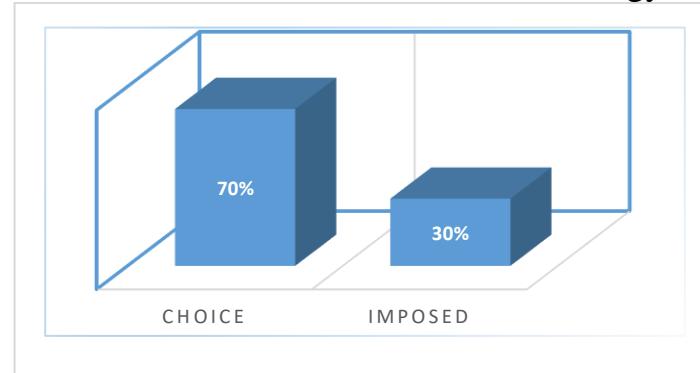


Chart3: Student's Perception of Studying English

According to the results recorded in table (3), we can note that the majority of students (70%) have chosen to study the English language indicating that they are motivated to learn and study English. Whereas, (30%) of the participants English was imposed on them not by their own choice.

If it was your choice, please, briefly give your reasons why?

This question was asked in order to have an idea about the reasons that lead students to choose English Language as a field of study at university. From the obtained results we can state that among the reasons that lead students to study English language is the fact that English is an international Language and they claimed that they need English in order to communicate, travel and work. While, others believe that they need it for modern requirements of the world. A small number of participants stated that they love speaking English and want to be fluent English speakers.

Section 2: Learners' perception of Speaking Activities

Q1: Do you consider speaking English as a difficult task?

Yes No

This question was asked mainly to determine whether students consider speaking as a difficult task or not.

Options	Number	Percentage (%)
Yes	12	60%
No	8	40%
Total	20	100%

Table4: Student's Consideration toward English

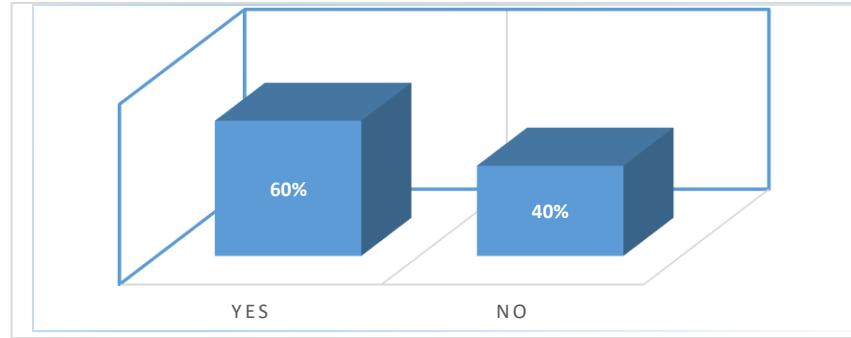


Chart 4: Student's Consideration toward English

As the results in the table shows, the majority (60%) of participants consider speaking English as a difficult task. While , (40%) can refer to speaking English as an easy task. As the results can show that most of the participants consider speaking as hard task due to the obstacles that they face when interacting with others using English.

Q2: What is the most important skill you need to develop?

Speaking Listening Reading Writing

This question was asked for the purpose to determine the learners' need to different language skills. The informants were asked to pick the most needed skill (speaking- listening- reading and writing) and then, they justify their choices.

Options	Number	Total (%)
Speaking skill	13	65%
Listening skill	3	15%
Reading skill	3	15%
Writing skill	1	5%
Total	20	100%

Table5: Students' Perception about the most Needed Skill

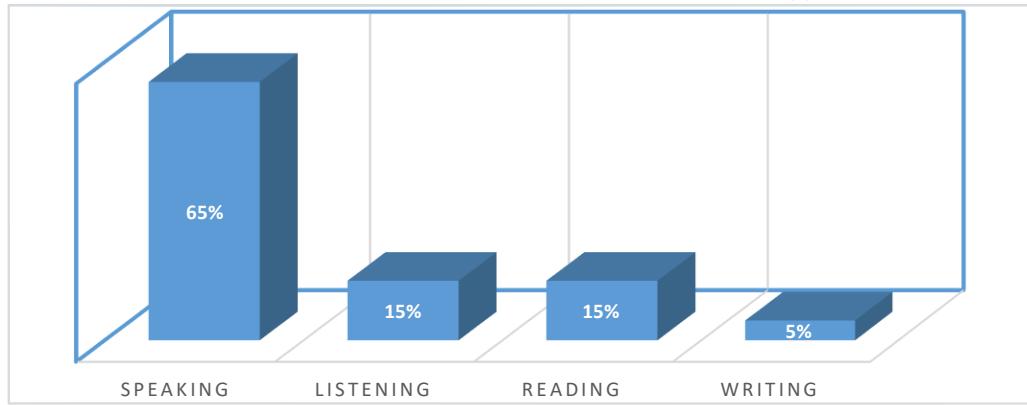


Chart5: Students' Perception about the most Needed Skill

The result reported in the previous chart reveals that (65%) of the participants consider speaking to be the most needed skill to be improved, In order to communicate and interact with others using foreign language they need to speak first. Some claimed that it is more needed skill in order to express themselves and share opinion and ideas. While (15%) of participants have opted the listening skill as a needed skill since we need to listen before we speak. Insofar, 15% have admitted that reading should be improved before any other skill because it provides learners with huge amount of knowledge. Unlike the other skills, only 5% believe that writing is the most important skill that they need to develop since it is more required in most academic activities.

Q3: How many hours do you study oral expression per week?

....Hours.

By this question, we aim to know if students are satisfied about the devoted time to Oral expression modules for improving their speaking skill. The participants answered that the time allocated to oral session is 3 hours per week.

Q4: Do you think the amount of time devoted to oral expression is sufficient?

Yes

No, more time is needed

The question was asked in order to determine if students are satisfied with the time given to teach oral expression and if they think the amount of time devoted to oral expression is sufficient or not.

Options	Number	Percentage (%)
Yes	4	20%
No	16	80%
Total	20	100%

Table 6: Students' Satisfaction about the Oral Session Time

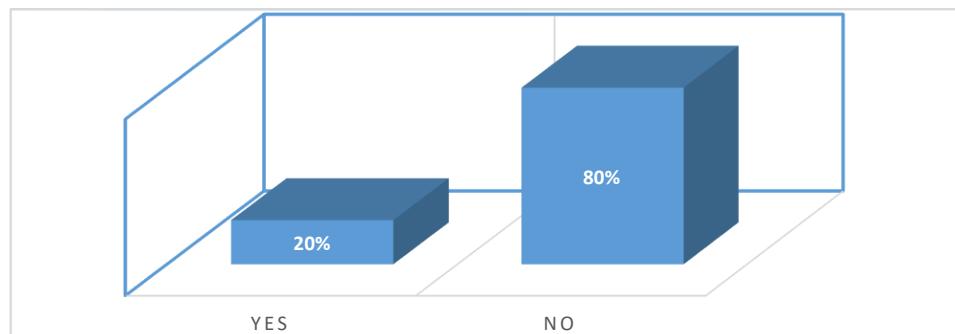


Chart6: Students' Satisfaction about the Oral Session Time

Table (6) indicates four students representing (20%) of the participants believe that three hours per week is sufficient. While 80% of participants think that more time is needed and they believe that three hours per week is not enough to improve oral proficiency.

Q5: Why learning speaking skill is so important?

To be fluent speaker

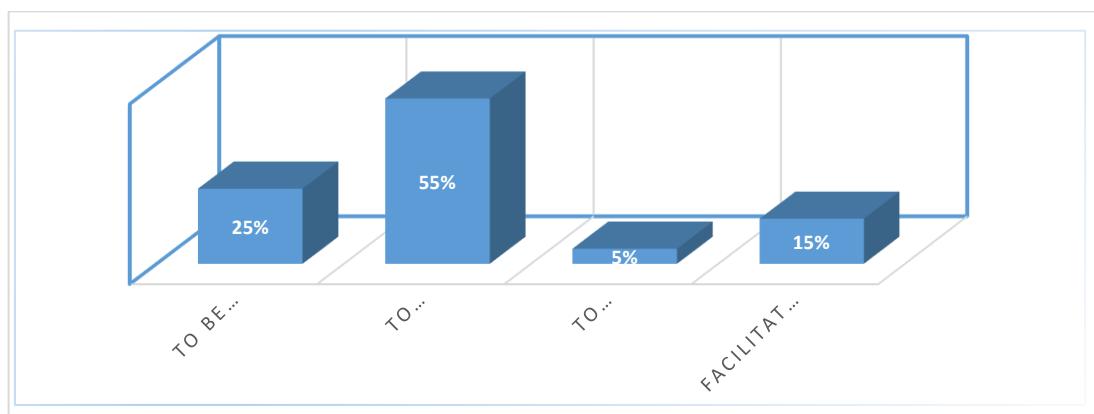
to improve communicative competence

To sustain and settle relationships

facilitate the process of sharing information

The item of information spots the light on participant's perception about the importance of speaking skill. Also, to investigate the reason behind speaking skill appreciation.

Options	Number	Percentage (%)
To be fluent speaker	5	25%
To improve communicative competence	11	55%
To sustain and settle relationships	1	5%
Facilitate the process of sharing information	3	15%
Total	20	100%

Table7: Students' Opinion about the Importance of Speaking Skill**Chart (7): Students' Opinion about the Importance of Speaking Skill**

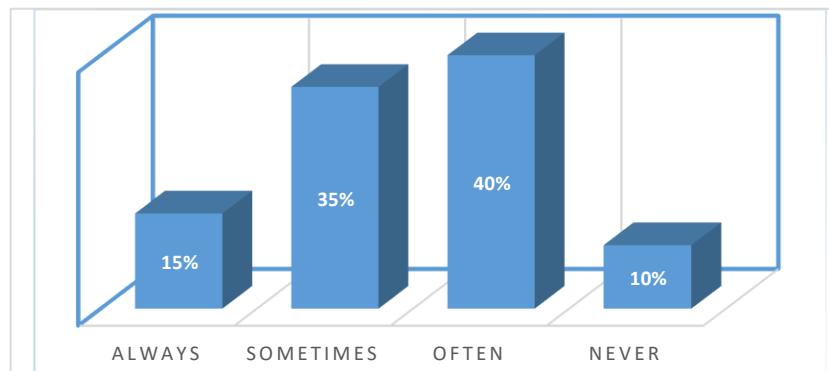
As shown in table and chart (7), the majority of participants (55%) learn speaking skill in order to improve communicative competence while five students which represent (25%) of population aimed to be fluent speakers. Unlike (15%) of participants, learn speaking skill to facilitate the process of sharing information and process data. Only one student believe that the aim of learning speaking is to settle and sustain relationships.

Q6: How often do you participate in oral sessions?

Always sometimes often never

By asking this question, we aim at assessing learner's engagement during oral expression sessions and know to what extent learners speak in class.

Options	Number	Percentage (%)
Always	3	15%
Sometimes	7	35%
Often	8	40%
Never	2	10%
Total	20	100%

Table 8: Students' participation during oral sessions**Chart8: Student's Participation during Oral Sessions**

The question is made up to figure out whether students are engaged and can interact in classroom or they hesitate to participate. The obtained data reveal that (35%) of students argue that they sometimes participate. While (40%) said that, they participate often. The percentage of the students who always participate is (15%). While only (10%) includes two participants claimed that they never participate due to psychological issues.

Q7: What type of activities you prefer to practice in classroom accuracy or fluency?

Accuracy activities

Fluency activities

The objective within this question is identifying the preferable type of activities for learners during oral expression sessions.

Options	Number	Percentage
Accuracy activities	9	45%
Fluency activities	11	55%
Total	20	100%

Table 9: identification of the aspects of speaking activities

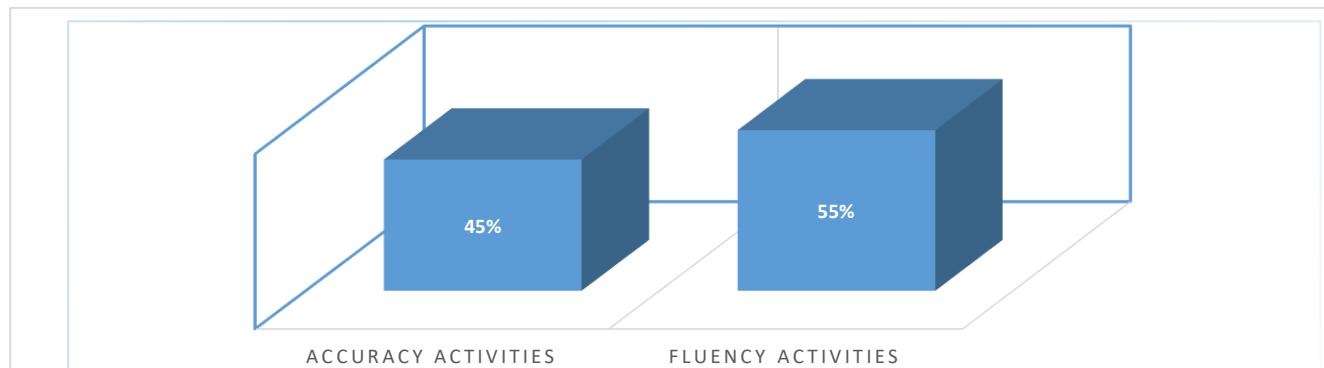


Chart9: Identification of the Aspects of Speaking Activities

Table (9) and the chart (9) demonstrate the most preferable type of speaking activities for EFL learners. We can notice nine students (45%) prefer to practice accuracy activities in classroom. while (55%) of the participants prefer fluency practice and consider it more important for communication, and that is maybe because they feel free when expressing themselves without being controlled in their speech. Yet, fluency activities contribute in improving their oral performance. Notably, students prefer fluency activities to accuracy activities. From the results above, we can advise teacher to vary their activities between accuracy and fluency and distribute them between the lesson stages in order to satisfy learners needs and help them get an equal advantage of both of practices.

Q8: What are the most activities you prefer to practice in classroom in oral session?

- | | | | | | |
|-----------------------|--------------------------|----------------------------|--------------------------|---------------|--------------------------|
| Classroom interaction | <input type="checkbox"/> | Information gap activities | <input type="checkbox"/> | presentations | <input type="checkbox"/> |
| Story telling | <input type="checkbox"/> | debate | <input type="checkbox"/> | dialogue | <input type="checkbox"/> |
| Surveys | <input type="checkbox"/> | | | | |

Question (8) investigates learners' option of speaking activities through the choice of the suitable activity that they prefer to practice in oral expression session. EFL learners tend to choose the most effective activity that improve their speaking level and boost their communicative strategies.

Options	Number	Percentage (%)
Classroom interaction	2	10%
Debate	1	5%
Information gap act	4	20%
Story telling	3	15%
Dialogue	1	5%
Surveys	1	5%
Presentations	8	40%
Total	20	100%

Table 10: Speaking Activities preferred by students

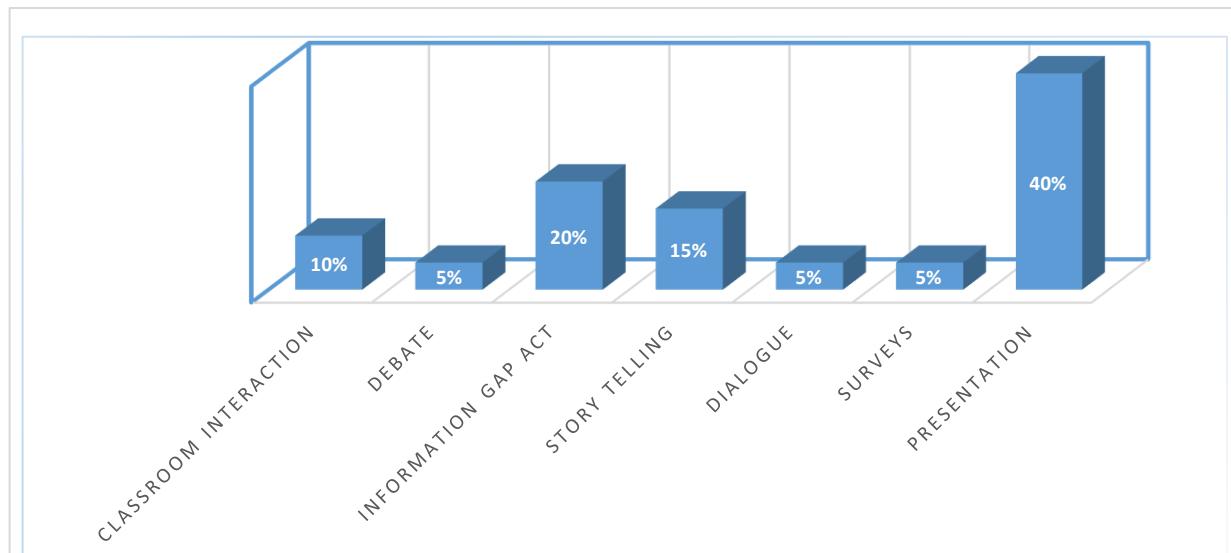


Chart 10: Speaking Activities preferred by students

Table (10) above shows that the majority of learners (40%) tend to choose presentations as the most effective activity that enhance EFL learners speaking skill during oral sessions. While four students have opted for information gap activities in order to perform orally. In the other hand, (10%) of students considered classroom interaction among their most preferable activities that oral teachers need

to emphasize on. For the rest of activities, each (5%) of participants choose the following activities as their enjoyable technique to practice in oral session: debate, dialogue and surveys. As far as the result obtained we notice that there is no major difference of the percentage of debate, dialogue and surveys and the majority of learners support presentations as their preferable speaking activity.

Q9: What are the main strategies would you use to avoid making errors during interaction in classroom?

Avoid interaction in topics that demands a particular vocabulary

Try to convey your message through guessing or paraphrasing

Borrow a word from mother tongue language

This question is an attempt to know and determine the strategies used by EFL learners to overcome speaking difficulties during interaction in oral expression sessions.

options	Number	Percentage (%)
Avoid interaction	5	25%
Try to convey	8	40%
Borrow a word	7	35%
Total	20	100%

Table11: Strategies to Overcome Speaking Errors

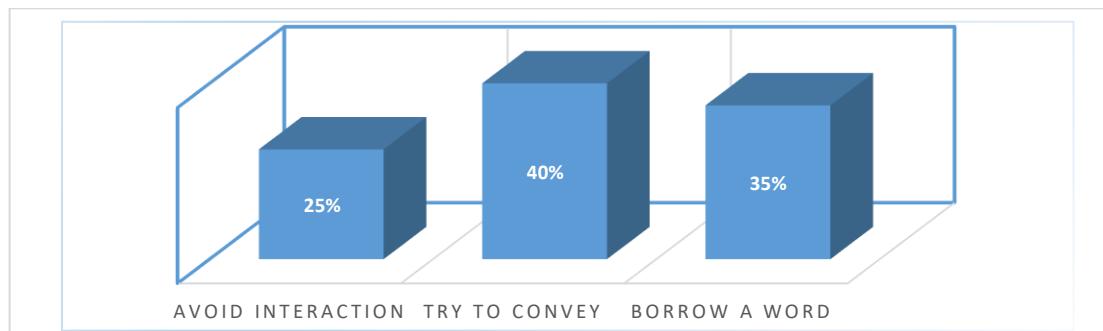


Chart 11: Strategies to Overcome Speaking Errors

The results obtained from chart (11) indicate that the majority of participants (40%) try to convey their message through guessing or paraphrasing strategies to avoid or overcome speaking problems that occurs during interaction. While (35%) of EFL learners' tend to borrow a word from mother tongue language as avoidance strategy when making errors during interaction in oral expression

session. Only five students claimed that they avoid interaction in topics that demands particular vocabulary.

Q10: What kind of difficulties you may encounter in speaking context?

Lack of confidence

Fear of making mistakes

Other problems

We asked this question for the purpose to perceive the kind of troubles that may occur in speaking environment. They are asked to choose the problem among three options and can state what kind of troubles if they opted for the third choice.

Options	Number	Percentage (%)
Lack of confidence	7	35%
Fear of making mistakes	10	50%
Other problems	3	15%
Total	20	100%

Table 12: Types of Speaking Difficulties

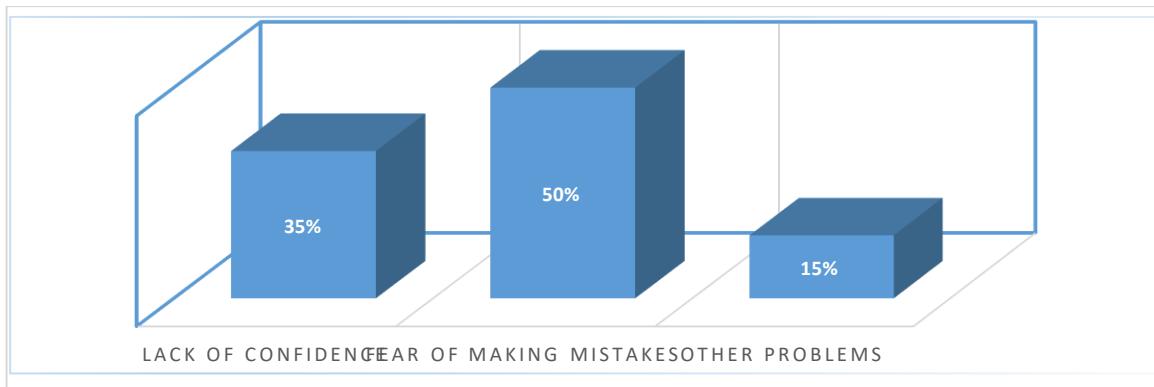


Chart 12: Types of Speaking Difficulties

The obtained results reveal that among twenty respondents, (10) participants believe that fear of making mistakes is the biggest struggle in EFL speaking classrooms. Whereas (35%) of learners they lack confidence in themselves, they need to be more encouraged to speak and interact. While, only three participants stated that they face other struggles during communication such as anxiety, shyness and the lack of interest in topics.

Q11: What is the role that your teacher plays in the classroom?

Controller

Guide (organizer, assessor, prompter, participant, resource, tutor and observer)

Both

The question aims to confirm the role that should be fulfilled by the teacher when practicing speaking in the classroom according to EFL learners viewpoints.

Options	Number	Percentage (%)
Controller	2	10%
Guide	12	60%
Both	6	30%
Total	20	100%

Table 13: Teachers' Role in Teaching Speaking

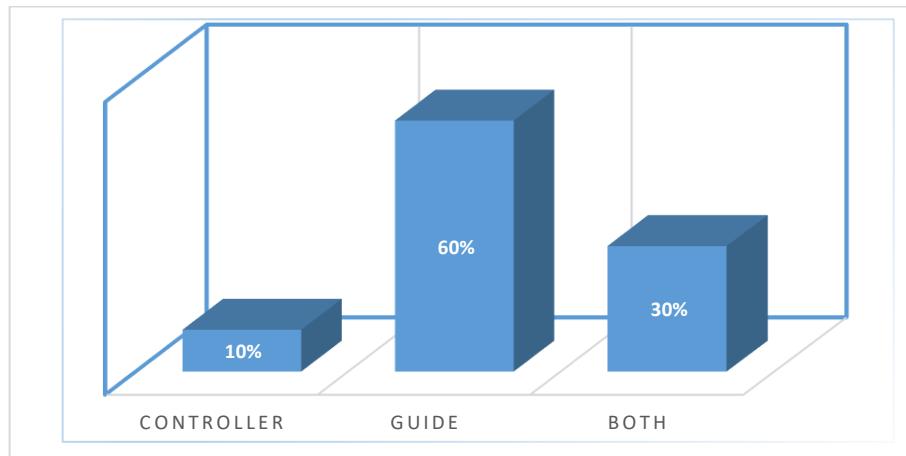


Chart 13: Teachers' Role in Teaching Speaking

The results reveal that the majority of participants (60%) affirm that their teacher plays the role of guide in the classroom when practicing speaking. Conversely, only (10%) have admitted that their teachers play the role of controller. Six participants (30%) indicates that their oral teacher play both roles guide and controller at the same time. Thus, the majority of students confirm that their teacher play the role of a guide (organizer, prompter, participant, tutor, and observer) as it should be fulfilled.

Q12: Do you think that using different strategies in teaching oral session can improve students speaking ability?

Yes

No

The question twelve was designed on behalf of unveiling students' awareness about the importance of teaching strategies in order to enhance EFL learners speaking skill.

Options	Number	Percentage (%)
yes	20	100%
No	0	0%
Total	20	100%

Table 14: The Importance of Teaching Strategies in Improving Speaking

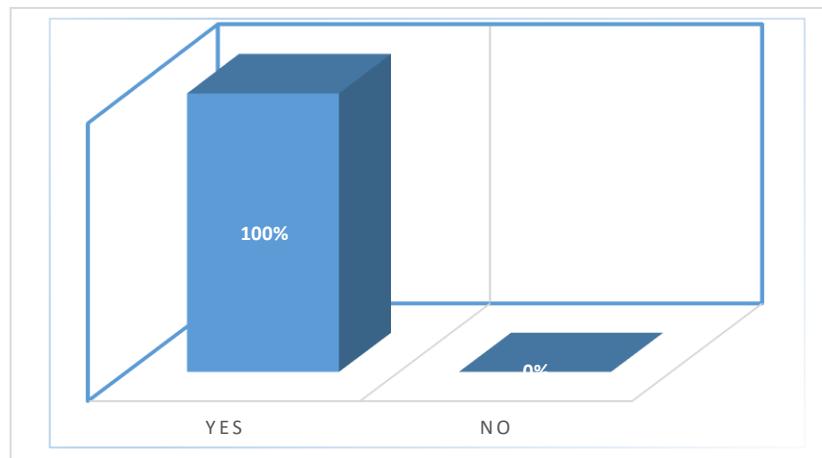


Chart 14: The Importance of Teaching Strategies in Improving Speaking

The statistics shows that all students (100%) are aware of the importance of teaching strategies that improve EFL learners speaking skill. However, 20 students' thinks that using different strategies in teaching speaking can enhance their oral level and reinforce their speaking ability. However, teachers need to vary teaching strategies and activities in order to reinforce EFL learners' oral production and strengthen their speaking ability.

Q13: Do you develop your speaking skill outside the classroom as well?

Yes

No

The given question aims to know if learners work on improving their oral skill outside the classroom and enrich their communicative needs, or they only depend on classroom activities.

Options	Number	Percentage (%)
No	9	45%
yes	11	55%
Total	20	100%

Table 15: Development of Speaking Skill outside the Classroom

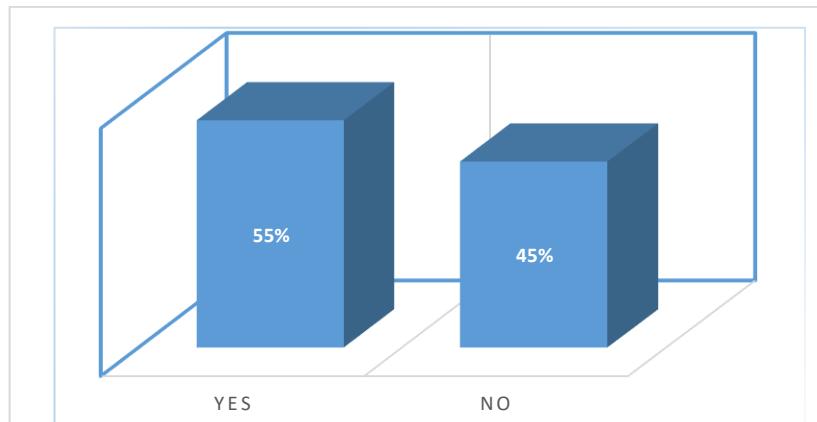


Chart 15: Development of Speaking Skill outside the Classroom

Chart (15) indicates that the majority of the respondents (55%) are working on improving their speaking ability outside the classroom. Whereas, nine participants believe that speaking activities in oral session are enough to enhance their oral performance level, they believe that speaking skill can be improved inside the classroom. The results indicate that learners are aware of the importance of speaking since they improve their oral abilities outside the classroom.

If yes, Note down how, please:

We asked this question in order to know how EFL learners improve their speaking skill outside the classroom. Since the majority of participants answered that they work on promoting their speaking skill, their answers were as follows:

- Among the several techniques to improve speaking skill outside the classrooms, learners tend to play online games and chat with native speakers; they suggest social media as a successful tool to communicate effectively and properly.
- Make use of language daily at home or work place, which means put the language into practice like interacting with family and friends in English or work treatments in the target language.
- Watch TV shows and programs such as The TED TALKS or using applications like Netflix.
- In addition, to the previous methods, some learners suggest reading and listening audio books as an effective tool to improve speaking skill outside the classroom.

Q14: How important is, in your opinion, speaking in learning English in comparison to other skills (listening, reading and writing)?

Less than 15% of importance	<input type="checkbox"/>
About 25% of importance	<input type="checkbox"/>
About 50% of importance	<input type="checkbox"/>
About 75 % of importance	<input type="checkbox"/>

We asked this question purposefully to indicate students' awareness of the importance of the speaking skill in teaching/learning English as a foreign language. In addition, to see the real rank or position that speaking occupies in learning English process in the point of view of learners

Options	Number	Percentage (%)
Less than 15% of importance	1	5%
About 25% of importance	2	10%
50% of importance	10	50%
75% of importance	6	35%
Total	20	100%

Table 16: The Importance of Speaking Skill

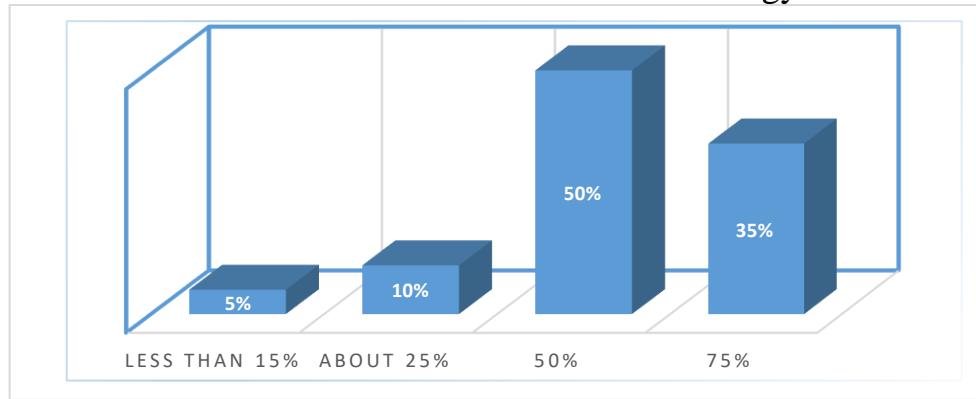


Chart 16: The Importance of the Speaking Skill

The result obtained from table (16) indicates that the majority of EFL learners are aware of the vital role of speaking skill since ten of learners confirm that speaking is about (50%) of importance in comparison to other skills. Whereas, (35%) of participants assigned that Speaking is about (75%) of important in comparison to other skills. However, (10%) of learners determine that speaking is about (25%) of importance in comparison with other skills. While (5%) of participants evaluate speaking skill as less important. From these proportions, we can deduce that learners are aware of the vital role of speaking skill in comparison to other skills. Additionally, we asked teachers same question and they share the same opinion as learners.

Q15: Could you please provide some Suggestions to improve the speaking skill in the classroom?

This question was asked mainly to look for students' suggestion concerning effective strategies and communicative activities to enhance EFL learners speaking skill inside the classroom. A minority of participants answered this question and their answers were as follow:

- Draw a set of speaking activities that attract learners' and engage them to participate fully in the task.
- Work on introducing learners' to the importance of the speaking skill in EFL contexts.
- Enrich the learning atmosphere using technological aids in order to provide learners with an enjoyable learning atmosphere.
- Encourage students to talk and interact without fear of making mistakes and refresh teaching using sense of humor.
- Improve learners' oral performance through speaking tests
- Organize meetings for learners by forming groups of English language speakers.

The obtained results reveal that EFL learners at Abdel Hamid Ibn Badis University are aware of the importance of the speaking skill. Moreover, participants argued that speaking activities are important in improving oral interaction inside classrooms. In addition, EFL learners stated that they develop their speaking level outside the classroom using their own strategies. However, they suggested some effective strategies and activities to enhance EFL learners speaking skill inside the classroom.

3.1.2 Teachers' Questionnaire

3.1.2.1 Aim of the Questionnaire

The reason behind choosing teachers questionnaire as a methodological tool is to gather an appropriate and authentic data since they are the main source of collecting data concerning the research topic. In fact, our questionnaire is designed for oral teachers' since they teach oral expression module. However, teachers represent the first effective reason in improving learners' speaking ability. Researcher tend to choose teachers questionnaire as methodological tool because it supplies a chronological narrative of events connected to the case which is communicative strategies and effective activities that increase EFL learners speaking skill achievements .

3.1.2.2 Sample of the Questionnaire

The teachers' questionnaire is made up of fourteen questions submitted to oral expression teachers at University of Abdel Hamid Ibn Badis in Mostaganem via emails. The sample of this research is composed of 12 EFL teachers.

3.1.2.3 Description of the Questionnaire

The questionnaire is composed of series of open and closed questions in order to get their wider responses and give teachers a chance to express their views points and teaching experience. First section is about background information (Q1/Q2). It aims at showing the teaching experience of the chosen sample. The second section is formed of direct questions concerning effective strategies and activities that enhance EFL learners' oral performance. Moreover, we asked teachers questions relevant to speaking skill since they are teachers of oral expression. In addition, teachers suggestions and comments concerning teaching/ learning speaking strategies.

3.1.2.4 Analysis of the Teachers Questionnaire

Q1: Gender

Male

Female

Choices	Number	Percentage (%)
Male	1	8%
Female	11	92%
Total	12	100%

Table 17 : Gendre Choice

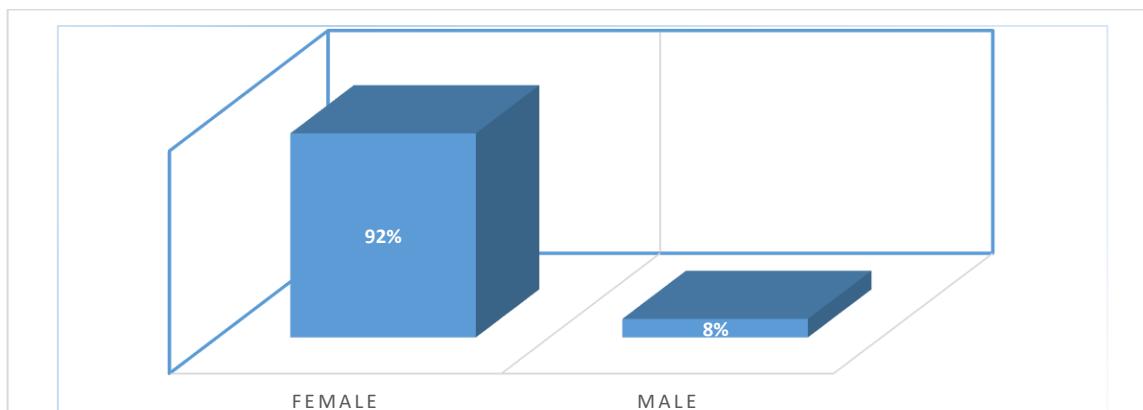


Chart 17: Gender Choice

The question aims to know the gender of oral teachers. Since female teachers are known for patience and courage to teach more than male. As chart (17) can demonstrate, (92%) of teachers in university of Abdel Hamid Ibn Badis are females while only one oral teacher represents the male version of teachers.

Q 2: How long have you been teaching English at university?

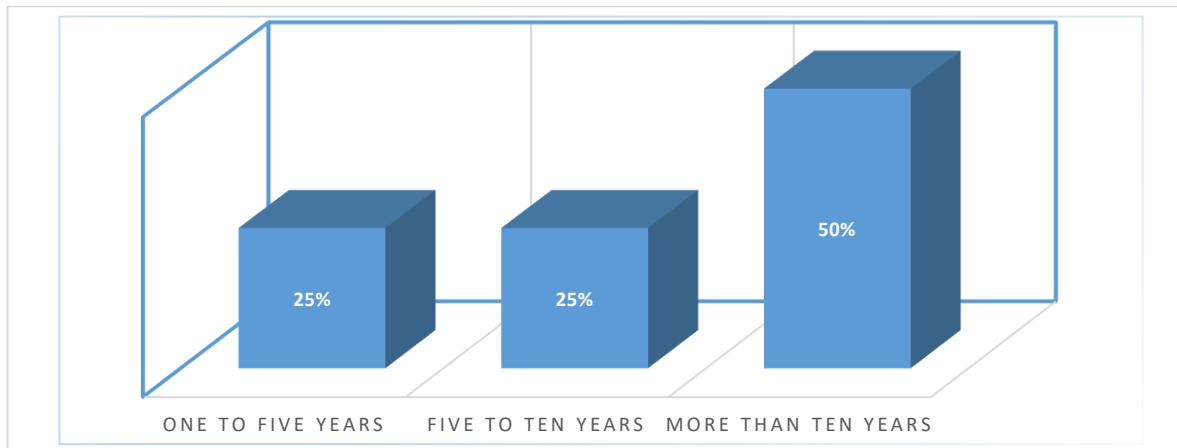
One to five years

Five to ten years

More than ten years

This question aims at knowing the experience of the EFL teachers at the University of Abdel Hamid Ibn Badis University at Mostaganem.

Choices	Number	Percentage (%)
One to five years	3	25%
Five to ten years	3	25%
More than ten years	6	50%
Total	12	100%

Table18: Teacher's Experience in Teaching English**Chart18: Teacher's Experience in Teaching English**

As the results obtained in Table (18), reveals six teachers representing (50%) taught English more than ten years. While, three teachers (25%) taught it more than five years. Then, other three participants of our sample taught English for less than five years. Therefore, we may notice that EFL teachers at Abdel Hamid University have a long teaching experience since most of the teachers taught English more than ten years.

Q3: What is your role in oral expression session?

This question was an attempt to discover the main role that the teacher plays during oral expression session .Teachers answered the question and their answers were as follow:

- Promoter and Controller.
- Guide, helper, motivator, Facilitator and the one who gives feedback, the provider of tasks.
- The role of the teacher is to initiate the discussion, then to monitor inter-students conversations and interaction.

- Facilitator, organizer, It mainly centers on encouraging students to speak the target language without allowing their fears to interfere with the communication.

The majority of oral teachers claimed that the main role that oral teacher should play is guide and controller which is already mentioned in students' questionnaire (table 11). EFL learners stated that their teachers play both roles (guide and controller).

Q4:How important (in terms of percentage) is, in your opinion, speaking in teaching English in comparison to other skills (listening, reading, and writing)?

Less than 15% of importance	<input type="text"/>
About 25% of importance	<input type="text"/>
About 50% of importance	<input type="text"/>
About 75 % of importance	<input type="text"/>

We have asked this question in order to see the real rank or position that speaking occupies in teaching English in the point of view of teachers and in comparison to the learners perceptions.

Choices	Number	Percentage (%)
Less than 15%	0	0%
About 25% of the importance	2	20%
50% of the importance	4	30%
70% of the importance	6	50%
total	12	100%

Table19: Importance of Speaking Skill in comparison with other Language Skills

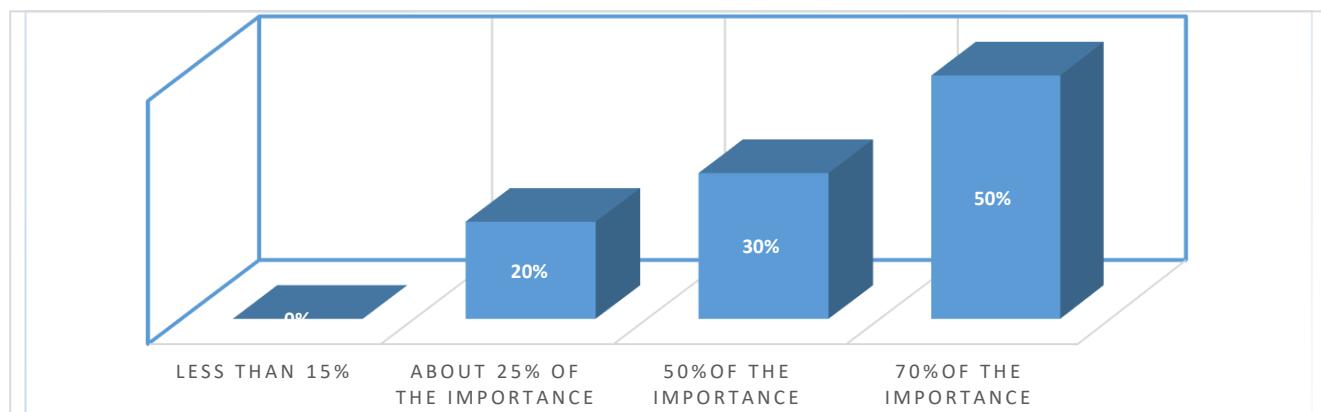


Chart19: Importance of Speaking Skill in comparison with other Language Skills

The achieved result demonstrates, the majority of EFL teachers (50%) agree that speaking skill is about (70%) of importance in comparison to other skills. While, four EFL teachers argue that speaking has about (50%) of importance in comparison with other skills. Only two teachers reported that speaking has about (25%) of importance in comparison with other skills, they believe that also the other skills are of a paramount importance not only the speaking skill. None of the teachers evaluated Speaking as less than (15%) of importance. Without doubt, EFL teachers confirmed that speaking skill in a very important for EFL learners.

Q5: Do you think the amount of time devoted to oral expression is sufficient?

- Yes
- No, more time is needed

We asked this question in order to know teacher's point of view concerning the time devoted to oral expression session. Whether it is sufficient or they need to allocate more sessions.

Choices	Number	Percentage (%)
yes	1	8%
No, more time is needed	11	92%
total	12	100%

Table20: The Time Devoted to Teach Oral Expression

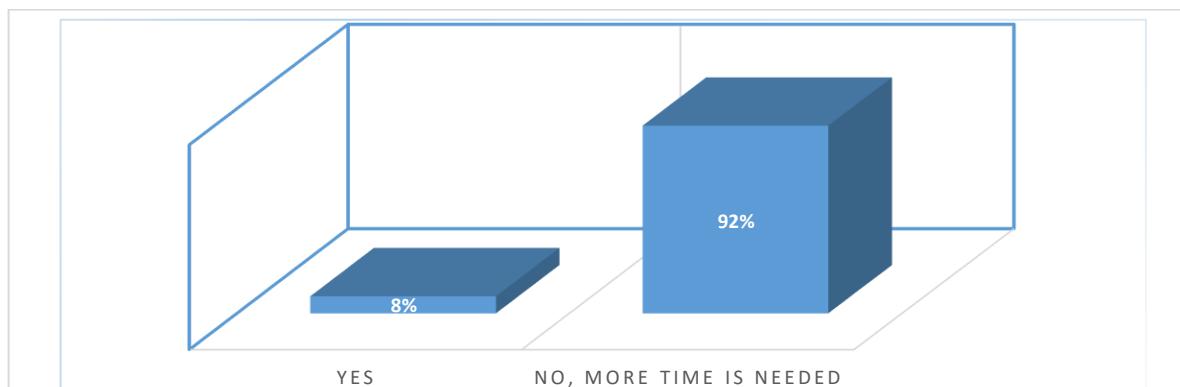


Chart20: The Time Devoted to Teach Oral Expression

According to the results recorded in the table, we can notice that the majority of the teachers (92%) agreed that the amount of time devoted to oral expression is not sufficient and more time would be needed for practicing speaking, which demonstrate that they are in accordance with the learners' point of view. However, (8%) see that this amount is sufficient.

Q6:When practicing speaking with your students, which do you prefer (or use more often), accuracy practice or fluency practice?

Accuracy practice more than 60%

Fluency practice more than 60%

Accuracy and fluency practice in about the same proportion

The question is an attempt to reveal EFL teachers perception about the adequate aspect of speaking skill. In other words, the question seeks teachers' opinion about the aim of speaking activities.

Choices	Number	Percentage (%)
Accuracy practice more than 60%	3	25%
Fluency practice more than 60%	3	25%
Accuracy and fluency practice in about the same proportion	6	50%
Total	12	100%

Table21: The Focus on Fluency and Accuracy Activities during Practicing Speaking

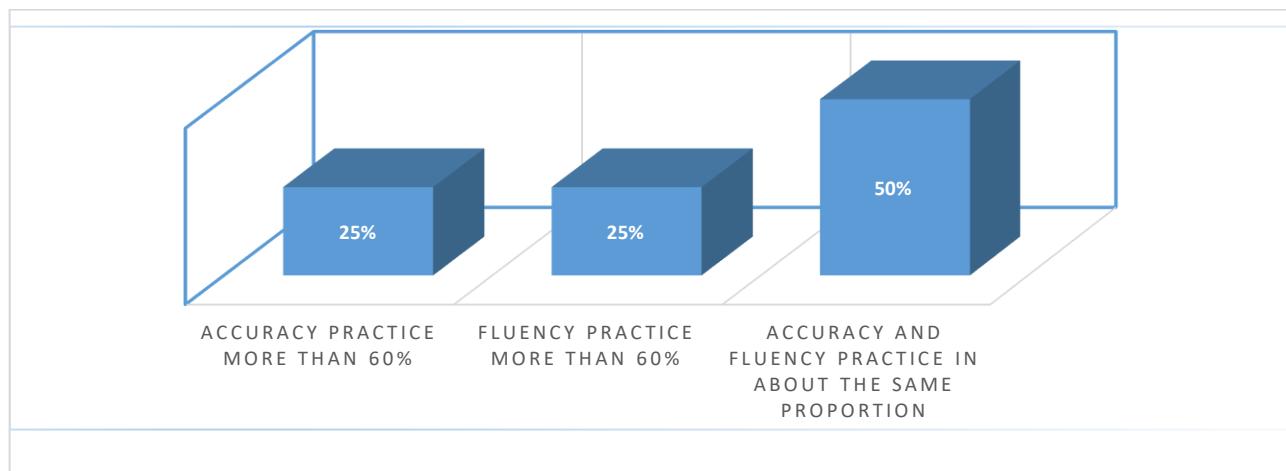


Chart21: The Focus on Fluency and Accuracy Activities during Practicing Speaking

The majority of teachers (50%) reported that accuracy and fluency in their lessons are in about the same proportion, whereas (25%) of the teachers prefer fluency practice and that it takes (60%) of the

time devoted to speaking. While, only three teachers prefer accuracy practice. According to these results, we can notice that there is a difference between the points of view of the teachers and their learners, and that maybe because learners aim to be fluent speakers without focusing on accuracy practice. The reason why the majority of teachers have chosen accuracy and fluency practice in about the same proportion is that accuracy and fluency are the two inseparable factors, which could determine the success of English language learning.

Q7: What are the frequent problems / difficulties that your student encounter during the practice of speaking during the lesson?

Teachers noticed different problems encountered by students during speaking or communicating. From the obtained results, we can categorize them as the following:

- Linguistic problems such as lack of vocabulary (the majority of teachers agreed on that), lack of knowledge of grammar, low flow of ideas, ill sentence structures.
- Behavioral problems such as difficulty of integration and involvement in groups.
- Psychological problems such as shyness, anxiety, fear of making mistakes, hesitation, stress, fear of teacher and peer judgments, low self-confidence and self-esteem.
- Lack of ICTs and language laboratories.

The previous stated results match what is mentioned in the second part of the first chapter.

Q8: What is the importance of communicative activities in EFL learning

process?

We asked this question in order to know EFL teachers' perception about speaking activities. EFL teachers believe that classroom activities are of a tremendous importance. Concerning this question, teachers provided various answers but they all agree about the beneficial advantages of communicative activities since classroom activities are considered as opportunities for EFL learners to engage and practice during classroom interaction. The majority of our participants claimed that communicative activities are of paramount importance because this last enables learners to boost their speaking level and help them to build a secure atmosphere inside the classroom with their classmates. Teachers' answers carry the same views, which is communicative activities allows EFL learners to communicate and interact inside the classroom without fear or anxiety. It encourages them to make mistakes and help them to overcome speaking obstacles.

Q9: Do you know which strategies that learners use to overcome those difficulties?

Yes, I do No, I do not

This question was an attempt to discover to what extent the teachers are aware of the communicative strategies that may help learners overcome their difficulties in speaking

Choices	Number	Percentage (%)
No, I don't	4	30%
Yes, I do	8	70%
Total	12	100%

Table22: Awareness of the Teachers about the Communicative Strategies used to Overcome Speaking Problems

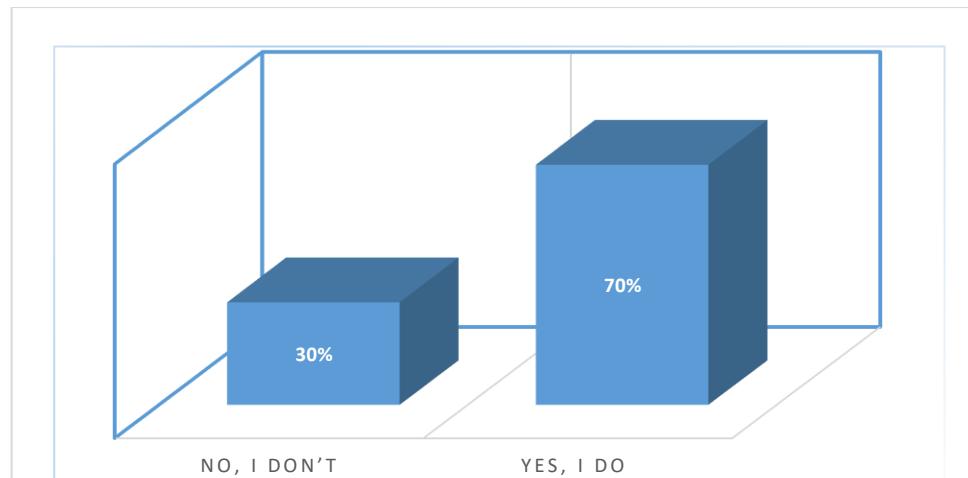


Chart22: The Awareness of the Teachers about the Communicative Strategies used to Overcome Speaking Problems

The question was an attempt to indicate teachers' awareness about the used strategies by EFL learners to overcome speaking issues. The majority of teachers (70%) are aware of those strategies. A Minority of teachers answer by stating those strategies, these strategies are used in order to compensate for language gap; EFL learners will try to use an alternative term or phrase as a substitute for the word or structure they lack, in order to convey their message without losing or changing it or they will guess or use synonyms. While (30%) of our participants stated that they are not aware of those strategies.

Q10: If yes, please, note down those strategies

- Sometimes students use their own strategies but most of the time they should be guided how to avoid communication breakdown using synonyms, explanation, coining or even external factors such as encouragement.

- They rely on YouTube videos like Ted talk and others to imitate native speakers as much as possible.
- Repeating a part of the utterance previously mentioned before providing one's own.
- Exploit some of the expressions and structures the interlocutor has just used
- EFL learners face many obstacles during speaking. However, they tend to overcome those difficulties using different strategies such avoidance strategy or paraphrasing and sometimes they refer to the missing words using L1.

Q11: What are the oral expression activities you focus on most to enhance the learners speaking skill?

The aim behind asking this question is to know what are the most used activities in oral expression session at Abdel Hamid Ibn Badis University. The majority of EFL teachers reported that they vary in speaking activities in order to promote the culture of learning through mistakes. Therefore, the answers illustrate that most of teachers use information gap activities and presentation as the most as the effective speaking activity. Without forgetting, dialogues and role-play. In the other hand, the rest of our informants stated that they opt for classroom interaction and storytelling in order to allow learners to engage in-group discussions. Thus, all the previous activity are of a great importance and contribute in enhancing EFL learners' speaking skill. Yet, choosing the suitable activity depends on the learners' need and his ability to cooperate with those activities.

Q12: How do your students usually respond to these activities?

The objective behind asking this question is to know learners' attitude towards oral teaching techniques inside the classroom. Thus, teachers' answers reveal that the majority of their learners are excited and motivated since they focus on their needs and interests. While, the rest of students are less motivated. EFL teachers commented that they receive positive feedback from their learners when they are engaged with speaking activities. As a result, teachers notice learners' attitude through participation and their responsive performance. Students are perfectly responsive to certain activities such as role-play and presentations they react well because they provide enjoyable learning atmosphere. As well, teachers' responses referred to group work as an effective way to engage learners to perform and interact. In fact, learner's positive attitude contribute in enhancing their speaking skill and achieve teaching objectives.

Q13: How could you as oral expression teacher help your students in developing their oral performance?

The question is an attempt to reveal how oral teachers help their students in developing their oral production. The majority of oral teachers share the same views concerning helping EFL learners to

promote their speaking level. However, EFL teachers claimed that teaching speaking needs a large quantity of strategies and activities to develop oral communication. Teachers tend to focus on choosing interesting topics that their learners will enjoy and get involved .Also, they mentioned providing learners with positive feedback is a key element to enhance their proficiency level and raise their self-esteem. All the answers supported that motivation is a precondition in order to achieve teaching objectives. Besides, focusing on learners needs and targeting their interest, teachers argued that their main concern is to make learners participate in complete interaction not just one-off sentences. As a final point, teachers mentioned that positive assessment provide successful teaching environment without forgetting EFL learners ability to learn.

Q14: We would appreciate it if you could inform us about the familiar trends in teaching speaking. We would like also to ask you for some other suggestions to enhance the learner's speaking skill.

EFL teachers informed us about the familiar trends in teaching speaking. Therefore, they suggested some notions in order to promote EFL learners' speaking skill.

- Organize time and make every student speak.
- Make them aware about the importance of speaking.
- Encourage them and never inhibit errors.
- Devote time to give and receive feedback.
- Provide anonymous feedback sheets to be filled by students.
- Vary activities and focus on their interests.
- Use technology , reading and writing, dialogue building, role play and storytelling
- Building a secure atmosphere for the learners encouraging them to reach fluency.
- Using YouTube videos as Ted talks; using images also and elicit answers from learners.
- Personalizing instructions, using digital devices, promoting students reflection, using peer feedback all these can help if implemented properly.
- Teaching Oral expression is not an easy task but the teacher has to take into consideration abilities of his students to help them ameliorate them through activities that interest them.
- Enhance their motivation and work on more self-confidence to encourage their speaking.

3.1.3 Classroom Observation

3.1.3.1 Description of the Classroom Observation

Classroom observation is a method and an instrument for observing and assessing the teaching and learning process in classroom. Thus, In order to carry out this research, classroom observation is used as a second tool in addition to the result reached by the two questionnaires administrated to both EFL teachers and learners. This method is considered as useful tool that permits researcher to investigate the classroom phenomena since it allows the researcher to explore and evaluate what goes inside the classroom related to the research topic. Undoubtedly, it was an opportunity to have a closer look at the situation to have better understanding of the phenomenon under study. One of the main advantages of observation is to gain data that are more reliable.

Hence, due to the pandemic of COVID19 only one session has been assessed during the first semester. Our observation took one attendance in the first semester with second year students exactly in 8th of March and it was conducted in large classroom with the presence of oral expression teacher.

3.1.3.2 The Analysis of Classroom Observation

In addition to two questionnaires, we managed to add an extra tool to gather authentic data concerning effective communicative strategies and activities to enhance EFL learners speaking skill. Thus, classroom observation was relied upon to perceive the credibility and the validity of the research findings. However, classroom observation was the adequate research instrument to collect valid data concerning the topic, in order to explore the behavior of students and the interaction inside the classroom. The investigator has observed one group of second year EFL learners with their teacher of oral expression session at 09:30 in the morning by sitting in the back of the class through note taking technique. It was supposed to be more than one session since the lockdown prevent the pursuit of the research process.

The first session that we have attended was programmed in the morning. The teacher started by greeting his students and after that he reviewed the previous lecture by asking them what they have dealt with previously, few student participated and reminded the rest of the class what was the last day's course. There were no technological tools. Then, the teacher wrote in the middle of the white board "presentations". They were about 24 student, they seem more confident and motivated since the activity was presentations, which allowed students to discuss free topics. The teacher sat in the first table and asked the students if they were ready to present their topics, she gave them 2 minutes to start.

A female student volunteered to take the first stand. Her topic was about toxic relationships, she expressed herself freely and without interruption. After, she ended her presentation the teacher suggest some questions related to the topic with the aid of the students comments , the student discussed together the topic in an appropriate way with their teacher.at the end of her presentation ,the teacher corrected her mistakes in gentle way until she finished her presentation. Few learners participate while others were following without willingness to participate they seemed unmotivated and the teacher tried to motivate them.

Presentation was an effective activity that gave students the opportunity to speak and discuss free topics orally. Furthermore, other students stood in front of the others but she spoke loudly, her topic was interesting it was about the feminist movement. It was a suitable atmosphere to communicate and share knowledge. Students enriched the session by varying the topics, which helped learners to be more focused and engaged. The teacher intended to focus on two main skills, which are speaking and listening skills. Moreover, sense of humor of the teacher added joy to the classroom.

3.2 Conclusion

This chapter provides more details about the data collected from the analysis of the two questionnaires and classroom observation concerning enhancing EFL learners speaking skill using effective strategies and activities. The result have revealed choosing the adequate activity contribute in improving learners speaking performance besides to the study of problems that the learner face during speaking while they manage to overcome those difficulties using different strategies such as guessing or paraphrasing. In addition, to the vital role of teacher in the development of learners' oral performance.

Chapter Three

Final Discussion and Recommendations

4.1 Introduction

This work has investigated the effectiveness of communicative activities and learners strategies of communication as a way to improve learners' speaking skill. The current chapter sheds light on the findings obtained in the previous chapters from research tools. It is also an attempt to interpret the results of the final findings and the hypothesis of the reviewed literature. Additionally, the suggested notions for both EFL learners and Teachers in order to ameliorate their performance. Besides tips for improving learners speaking skill. At last, summarizing the final results in general conclusion.

4.1.1 Data Discussion and Interpretation of Results

After the analysis of the results, we are going to interpret the findings obtained from teachers' questionnaire and students' questionnaire in order to determine the validity of our research hypothesis:

4.1.1.1 Students' Questionnaire

After submitting and interpreting students questions discussion is the following step. In this study, the results of students' questionnaire describe that all students answered the majority of questions. Based on the analysis of students' questionnaire, our interpretations are built. In background information, the students' participation reveal that the sample contains more females than males. This may be that females are more interested in English language than males. The findings show that the majority of second year EFL students evaluate and rate their level in speaking English as an intermediate level, which may refer that they work on developing themselves.

However, they claimed that speaking is the most difficult task to master; that is why it must be worth asking what is difficult about speaking and especially about speaking in foreign language. Furthermore, in terms of difficulty and complexity, many students find obstacles when talking because of a number of reasons .This complexities occurs in the stages of the process we go through when speaking. One reason is due to the lack of knowledge and complexity that occurs during speaking performance and fear of making mistakes. Moreover, it can be related also to psychological, linguistic, and cognitive factors; this concern teaching/learning EFL process.

Moreover, EFL learners argue that more time is needed to oral expression sessions. The amount of time devoted to oral sessions is not sufficient since they need opportunities to practice the language items orally. As the obtained results from students' questionnaire reported, most EFL learners participate in classroom discussion in order to boost and ameliorate their communicative strategies.

Yet, they are afraid of making mistakes and the judgment of their classmates if they mispronounce some words.

Consequently, EFL learners are aware of the paramount importance of speaking skill (table 7/14) as a result they seek to practice fluency type of activities more than accuracy practice in order to increase their oral production and to be able to engage in any type of discussion without any hesitation. The results clearly show that the majority of EFL learners reported that they learn in funny and joyful atmosphere. The gathered data implement that some of EFL learners tend to use communicative strategies to overcome speaking deficiencies such as paraphrasing strategies and guessing strategies (table 11) while others they tend to borrow a word from mother tongue language in order to transmit their message, those strategies help learners to avoid making errors during interaction in classroom. This last, increase EFL learner's linguistic knowledge.

However, the constructive environment that teachers are providing their students plays a significant role in facilitating the process of learning a foreign language. Besides, EFL learners acknowledge that teachers plays several roles such as guide (organizer, tutor, resource, tutor and participant) and controller in order to provide learners with adequate speaking instructions (chart 13). Over and above, learners tend to appraise their level in speaking through the development of their oral abilities outside the classroom they tend to utilize numerous techniques to enhance their level in speaking such as reading, using social networks and interacting in English as daily habits to memorize new words and upgrade their pronunciation.

As a final point, EFL learners need to trust their abilities in order to perform perfectly, they need to accept critics in order to achieve a satisfactory level in speaking. At the end of students' questionnaire participants provided some suggestions to improve the speaking skill in classroom such as drawing a set of speaking activities that grabs learners' attention and engage them to participate fully in the task. As well as enriching the learning atmosphere using technological aids in order to provide learners with an enjoyable learning atmosphere, encourage students to talk and interact without fear of making mistakes and refresh teaching using sense of humor accompanied by meetings with English speaking groups.

4.1.1.2 Teachers' Questionnaire

Analyzing the teachers' questionnaire has revealed many facts on teachers' attitudes towards teaching speaking, their behavior in the classroom and their perception about techniques and strategies to enhance EFL learners speaking skill. Teachers who answered our questionnaire were all oral teachers with long experience in teaching oral expression session; they are capable of providing the

necessary knowledge concerning the topic. According to the participants' responses to the questionnaire, oral teachers at Abdel Hamid Ibn Badis University are aware of the importance of the speaking skill (chart19) since the majority of teachers claimed that speaking skill is about 70% of importance In comparison with other skills.

The obtained results show that oral teachers are aware of the several obstacles that prevent EFL learners from interaction; they categorize those problems into psychological problems such as shyness and anxiety. Besides, linguistic problems like lack of vocabulary and grammar issues in addition to the lack of ICTs and technological aids. Teachers reported that their students tend to overcome speaking difficulties using their own strategies. We may refer to guessing strategies through the use of synonyms, paraphrasing strategies through the use of mother tongue language. Besides, cooperative strategies and avoidance strategies. Additionally, teachers stated that they prefer to vary their speaking activities between accuracy and fluency; they tend to distribute them between the lesson stages in order to satisfy learners need in order to help learners to get an equal advantage of both practices.

The interpreted results show that teaching activities improve EFL learners speaking skill and promote their self-confidence. However, the choice of speaking activities can effect learner's level of proficiency. Communicative activities are useful tool to improve learners speaking skill and provide them with opportunities to practice inside their classrooms. The crucial role of teacher in facilitating learning through clear instructions (table 22). In this prospect, teacher is guide and controller at the same time to simplify tutoring and instructions.

It is considerable to state that teachers' questionnaire results revealed that communicative activities are indeed helpful in oral expression such as presentations. In terms of helping EFL learners to acquire new vocabulary, strengthen their pronunciation and allow them to ameliorate their speaking competence. Thusly, since teachers of Oral Expression module are more familiar with the obstacles and the problems that students are facing during their learning process; in addition to their long experience in this field it is more vital to use their precious suggestions to help the learners to overcome their fears and to solve any future problems.

As a final point, EFL teachers helped us through suggesting new trends in teaching speaking skill in oral sessions. They suggested varying speaking activities to ameliorate speaking production and motivate EFL learners to practice and perform orally without any obstacles.

4.1.1.3 Analysis of the Observation Results

The results obtained from the classroom observation have revealed many considerations since it was an opportunity to reflect and deduce about the teaching/ learning activities in EFL classrooms. The researcher has mentioned everything happened during the classroom observation, which was undertaken in oral expression session.

As it is supposed to be, the analysis of the observation results could demonstrate basic facts, such as the comfortable teaching atmosphere contributes effectively in the advanced oral production, which means the effective choice of classroom activity is a major impulse for learners to participate and engage in classroom discussions. The teacher provided her learners with a suitable feedback whenever they make mistakes. During the observation, we focused on two main objectives, which are to what extent the choice of classroom activities can affect learner's oral performance can and what is the role of the teacher in enhancing EFL learner's oral performance through the examination of learner's strategies to overcome speaking problems.

The gathered information confirmed our hypotheses, which suggest providing the second year English students with significant communicative activities like implementing presentations in classroom, will improve their speaking ability which will boost the level of their oral performance. However, as observed in the first attendance the teacher role and support is essential in promoting students' performance and building their self-confidence to interact orally. Additionally, learners manage to overcome their mistakes using different strategies such as paraphrasing and guessing strategies.

Thus, choosing presentations as an oral activity helped the students to focus and share different topics with their teacher and classmates; the role of the lesson's content has great impact in enhancing EFL learners' speaking skill. This last, confirm our hypothesis which consist of communicative activities are positive tool to ameliorate EFL learners oral production and enhance their level of speaking.

It was clear through the analysis of teachers and students' questionnaire that learners face many obstacles at the level of speaking English, and the opportunities given by teachers to students are not enough. This is ensured by the results gained from the analysis of the data gathered from students' questionnaire of second year LMD. Thus, the ultimate objective of this work is to develop the speaking skill of learners through communicative strategies and activities.

4.1.2 Discussion of the main Results

English language acts as a tool to bridge the gap in reaching across the borders. Due to increasing demand of English language, learners are asked to enhance their level in speaking. However, from the data collected over the students' questionnaire and teachers' questionnaire in addition to one classroom observation, which positively support our hypothesis. Teachers tend to apply several strategies and communicative activities to enhance EFL learners speaking skill.

In the other hand, the obtained results confirm that EFL learners are familiar with the strategies to overcome speaking deficiencies. Therefore, students claim that more practice should take place in Oral Production module to overcome their speaking problems by devoting more time and implementing more activities. Similarly, the significant role that the teacher play to reinforce learner's oral proficiency and encourage them to perform constantly.

In this sake, communication strategies need to be explicitly taught for EFL learners to improve their accuracy and fluency. On the light of what have been stated throughout the study, the obtained results confirmed our research hypotheses. As well, both EFL teachers and learners declare that enhancing speaking skill is the utmost goal of education. Therefore, teachers should diagnose students' difficulties in communication. Needless to mention the positive attitude of EFL learners toward the variation of speaking activities in oral session.

4.1.3 Recommendations and Suggestions for Teachers

In EFL settings, the acquisition of the language entails mastering the four language skills (speaking- writing-reading and listening). Speaking has been considered as prominent productive skill that teachers should inform students about the crucial role of it. Therefore, the main concern of EFL teachers is to reinforce and develop their learners' speaking proficiency and make them able to communicate using language effectively and readily. However, it is not an easy task to address the teaching of speaking. Thus, it is important that English teachers work hardly since they are responsible for teaching English as a foreign or second language.

For the sake of effective EFL teacher role, we suggest that EFL teacher should provide a relaxed atmosphere in order to stimulate his students to learn through the implementation of the suitable speaking activity. Teachers should encourage their students to speak English not only inside classroom but also outside classroom in order to reach speaking fluency and accuracy. In addition, providing learners with different activities that enhance their speaking ability.

We suggest also that teachers should reward learners with encouragements or adding extra marks to motivate them. Engaging students in speaking activities is not an easy task, yet teachers should involve his students to participate. The role of teacher can be characterized in his ability to deal with psychological variables such as shyness and misbehavior of students.

4.1.4 Recommendations and Suggestions for EFL Learners

EFL learners have a great role in the classroom since they are considered as an effective factor of successful learning environment. In order to achieve prosperous learning process, students should follow the instructions that the teacher suggests in the classroom. Learners need to develop their speaking inside the classroom; they should feel free to ask their teachers for some clarification or re-explaining what they did not understand. In the same context, learners should practice speaking activities with their classmates.

In the other hand, students' practice of the foreign language assists them to be fluent speakers consequently they need to put the language into practice outside the classroom such as using social media as an effective element to enhance speaking skill. Besides, learners should be interested in subject and be ready to participate in classroom interaction. We suggest for students to use some materials such as reading books, using dictionary, listen to music, watch movies, as a means, which will be beneficial for them to acquire new words knowledge and express ideas with any one. Researchers recommend for students to develop the capacity of speaking freely by a sufficient of vocabulary. We suggest for students to create decisions about how to exchange and to achieve the goal of developing their speaking skill.

4.1.5 Tips for Improving Speaking Skill

In the light of the results reviewed throughout this study, the researcher finds out that speaking skill improvement can be successfully reached, if both teachers and learners use special strategies and techniques. However, we suggest some effective tips to Enhance learners' speaking skill:

- Encourage EFL learners to read in order to speak, for instance read to debate. Such strategies help in integrating speaking and reading skills in order to achieve fluency.
- Try to involve each student in every speaking activity; for this aim, practice different ways of student participation.
- Integrate public speaking in classroom activities in order to make learners know how to respond to public questions. As well, make learners familiar with the advantages of public speaking in teaching speaking skill.

- Speaking activities should involve and motivate the students in the teaching-learning process, and touch their real life situations.
- Develop EFL learners' critical thinking skills in order to reach creativity in learning. Teachers must encourage learner's critical thinking and teamwork inside the classroom.
- Include a variety of speaking activities in teaching oral would provide EFL learners with opportunities to practice and communicate orally.
- Increase students' motivation and self-esteem because confident students perform perfectly.
- Incorporate authentic communication situations and materials to meet students' real spoken language needs.
- Update EFL teaching/learning methods and strategies in order to achieve modern learning objectives.
- Encourage EFL learners to overcome speaking difficulties and be bold enough to defeat the fear of making mistakes.
- Create a classroom environment where students have real-life communication, authentic activities, and meaningful tasks that promote oral language.
- Reinforce speaking using dictionaries' in classroom.
- Praise and encourage learner's contribution in participation or sharing information and provide learners with positive feedback.
- Facilitate explanation and provide clear instruction in order to avoid misunderstanding
- Implement technological aids in oral expression session ameliorate learners' speaking ability.
- Invite learners to share their stories and events in front of their classmates.
- Expand learner's vocabulary constantly and improve their pronunciation.
- Encourage learners to think in English so they will be able to produce their thoughts in spoken form.
- Provide maximum opportunity to students to speak the target language by providing a rich environment that contains collaborative work, authentic materials and tasks, and shared knowledge.
- Use chatting applications or social network and search for videos that use English in order to enhance speaking skill.
- Do not correct students' pronunciation mistakes very often while they are speaking. Correction should not distract student from his or her speech.

- Diagnose problems faced by students who have difficulty in expressing themselves in the target language and provide more opportunities to practice the spoken language.

4.1.6 Conclusion

This chapter exposes the findings of data collection and discussion of the results. It represents the results obtained from data analysis concerning effective communicative strategies and activities that enhance EFL learners speaking skill in order to see whether or not our research question have been answered and to confirm our hypothesis. It has as well mentioned further suggestions for both EFL teachers and learners to achieve a successful learning environment. Finally yet importantly, we recommended some tips to improve EFL learners speaking skill.

General Conclusion

English nowadays is the vehicle for international communication, which makes learning and mastering the speaking skill in particular has a paramount importance. Thus, the ability to communicate in a second (or foreign?) language clearly and efficiently contributes to the success of the learner in his educational phase and success later in every phase of life. However, speaking is the process of building and sharing speech through communication. Despite its importance, EFL learners suffer from difficulties in learning English, which impedes their process. These drawbacks are rooted from the shortage of exposure to the real use of language; at the level of oral performance. Due to this fact, speaking activities were proposed on behalf of fostering the speaking skill inside the classroom.

However, today's world requires that the goal of teaching speaking should improve students' communicative skills, because, only in that way, students can express themselves and learn how to follow the social and cultural rules appropriately in each communicative circumstance. Therefore providing learners with effective communicative activities can serve the aim of enhancing EFL learners speaking skill.

The dissertation has been done with the aim of examining the role of oral expression teacher in the reinforcement of learner's oral production. The main objective that the study can serve is the importance of EFL teacher's choice of speaking activities in teaching oral expression. As well as to highlight the problems, that may prevent EFL learners from communication and investigate the used strategies to surmount those difficulties.

The current work was motivated by our personal desire to learn about how to teach and improve English speaking using communicative activities and effective strategies. In this study, we speculated that if the EFL teachers were aware of the problems that EFL learners face in speaking, then teachers could use the appropriate communicative activities and strategies that would enhance the EFL learners' performance. In addition, among the research hypothesizes the contribution of EFL learners in providing successful learning environment. We hypothesized that learners' design their own strategies to overcome speaking obstacles such as guessing and paraphrasing strategies.

The data and evidences were collected through two main tools (teachers and students questionnaires and classroom observation) in order to confirm our hypotheses. We divided the research work into three chapters; the first chapter is the literature review. It contains two parts; the first part tackles the speaking skill while the second part deals with strategies to enhance EFL learners' speaking skill. The second chapter allocates the data tools and research methodology used in this research. Whereas, the third chapter is devoted for the discussion of the findings and further suggestions. In the

light of the significant results of our study, we suggested some recommendations for both EFL teachers and learners' in order to ameliorate the process of teaching/learning foreign language.

The results that we achieved from research tools confirmed our research hypothesis. The results have shown teachers awareness about the importance of speaking skill and their readiness to enhance EFL learners speaking skill through the use of effective speaking activities. Besides, EFL learners willingness to overcome speaking obstacles using communicative strategies in order to achieve oral fluency. Consequently, both EFL learners' and teachers agreed that communicative activities are useful tool to accomplish speaking practice objectives. The results of both teachers and students questionnaires and classroom observation revealed that second year LMD students are aware of the importance of the speaking skill.

At the end, the current study had some limitations. Since the spread of COVID19 and the lockdown prevented the researcher from implementing one of the speaking activities as research instrument to gather valid data. However, we believe this research work to be equally beneficial to EFL students to improve their speaking skill and we wish that it would pave the way for investigating other aspects related to speaking problems.

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Appendix 1

Students' Questionnaire

Dear student:

You are gently requested to fill in this questionnaire concerning effective strategies to enhance EFL learners speaking skill regarding the fact that learners may encounter several troubles that may prevent them from expressing themselves in foreign language .Your answer is very important for this research we are undertaken since that you represent the source of this inquiry . As such, we hope that you will give us your full attention and interest.

Section one: Personal information

1-Gender:

Male Female

2-how is your level in English?

Good Intermediate Average weak

3-Studying English was your:

Choice imposed on you

If it was your choice, please, briefly give your reasons why?

.....
.....

Section Two: learner's perception of speaking activities

1- Do you consider speaking English a difficult task?

Yes No

2- What is the most important skill you need to develop?

Speaking Listening Reading Writing

Please, justify:

.....
.....

3- How many hours do you study oral expression per week?

..... hours

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

Yes No, more time is needed.

5-Why learning speaking skill is so important?

To be fluent speaker to improve communicative competence
 To sustain and settle relationships facilitate the process of sharing information

6- How often do you participate in oral sessions?

Always Sometimes Often Never

7-what types of activities you prefer to practice in classroom, accuracy (rules, drills) or fluency (role-play, discussion ...)?

Accuracy activities Fluency activities
 Difficulty in pronunciation Disability to understand language

8- What are the most activities you prefer to practice in classroom in oral session?

Classroom interaction Story telling
 Debate Dialogue
 Information gap activities Presentations

9-what are the main strategies would you use to avoid making errors during interactions in classroom?

Avoid interaction in topics that demands a particular vocabulary
 Try to convey your message through guessing or paraphrasing
 Borrow a word from mother tongue language

10- What kind of difficulties you may encounter in speaking context?

Lack of confidence Fear of making mistakes
 Other problems

.....

11- What is the role that your teacher plays in the classroom (practicing)?

Controller
 Guide (organizer, assessor, prompter, participant, resource, tutor, and observer)
 Both

12- Do you think that using different strategies in teaching oral sessions can improve students speaking ability?

Yes No

13- Do you develop your speaking skill outside the classroom as well?

No, I do not. Yes, I do.

If yes note down how, please ?

.....

14-How important is, in your opinion, speaking in learning English in comparison to other skills (Listening, Reading, and Writing)?

Less than 15% of importance in comparison to other skills (L, R and W)
 About 25% of importance
 50% of importance
 75% of importance

15-Could you please provide some suggestions to improve the speaking skill in classroom?

.....

.....

Thank you for your collaboration.

Appendix 2

Teacher's Questionnaire

Dear teacher,

We would like to ask you some questions concerning effective communicative activities that improve the EFL learners speaking skill. In fact, learners face many difficulties to express themselves in the foreign language. We think it is a worth investigating topic because it tends to meet learners' needs in terms of promoting their speaking skill through the use of effective strategies and activities. We are interested about your point of view as you represents the sources of inquiry .Thank you very much for your cooperation.

1. You are :

Male

Female

2. How long have you been teaching oral module?

One to five years

Five to ten years

More than ten years

3. What is your role in oral expression session?

.....
.....

4. How important (in terms of percentage) is, in your opinion, speaking in teaching English in comparison to other skills (Listening, Reading, Writing)?

Less than 15% of importance in comparison to other skills (L, R and W).

About 25% of importance.

50% of importance.

75% of importance.

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

Yes.

No, more time is needed.

6. When practicing speaking with your students, which do you prefer accuracy practice or fluency practice?

Accuracy practice more than 60% of the time devoted to speaking (e.g. drills, questions and answer practice, dialogue practice...).

Fluency practice more than 60% of the time devoted to speaking (e.g. discussion, role-play, information-gap activities, and problem solving tasks...).

Accuracy and fluency practice in about the same proportion.

7.What are the frequent problems/difficulties that your students encounter or face during practicing the speaking skill during the lesson?.....

.....
....

8. What is the importance of communicative activities in EFL learning process?

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

9. Do you know which strategies learner uses to overcome those problems?

Yes, I do

No, i do not

If yes, note down those strategies, please ?

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

10. What are the oral expression activities you focus on most to enhance the learners speaking skill?

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

11. How do your students usually respond to oral expression session activities?

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

12. How could you as oral expression teacher help your students in developing their speaking skill?

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

13. We would appreciate it if you could inform us about the familiar trends in teaching speaking. We would like also to ask you for some other suggestions to enhance the learner's speaking skill.

.....

Appendix 3

Classroom Observation Check List

Teacher:

Date:

Observer:

Time:

Class observed

Department:

Observation Notes

Classroom organization.....

Students' Attendance.....

Lesson Objectives.....

Classroom Atmosphere

Students' and Teachers' Relationship

Content Organization.....

Teacher's Language

Involvement of Learners in discussion

Learner's opportunities for Production.....

Teacher's use of Authentic Materials

Selection of Classroom Activities

Learners Speaking Problems