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The Role of Teaching Oral Expression in Enhancing

Students' Communicative Proficiency

A Case Study of the First Year LMD Students in the Branch of English at Mohamed Kheither University of Biskra

Dissertation Submitted in Partial Fulfilment of the Requirements for
Master Degree in Science of the Language

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Dedication

I dictate this work to

My Father and MyMother: Abd El Habib&Garmia

My Sisters: Abla, Yassmina,MessaoudaandFadila

My Brothers: Laid, RadwanandAymen

My Niece and Nephew: Ferial and Wail

My Teachers and Classmates

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There are number of people whom I would like to thank for their help in the realization of this work.In particular, I would like to thank

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Wafa

Abstract

The present dissertation attempts to investigate the role of teaching Oral Expression in enhancing students' communicative proficiency. The main problem underlying this endeavor resides in third-year students' inability to carry on a spontaneous conversation either in the classroom or in any natural setting. This puzzling issue is used to raise problems in teaching or learning a foreign language among learners and teachers in EFL classes. It is hypothesized in this research that through the role of teaching the Oral Expression course based on its four main components which are: teachers, learners, activities and pedagogical materials, the learners will enhance their communicative proficiency. The main objective of this work then is to investigate and explain the role of the four main effective components of Oral Expression course for developing the learners' speaking ability and improving their poor communicative proficiency in EFL classrooms. Through two questionnaires administered to the first year LMD students and the teachers of Oral Expression course at the department of English, University of Biskra, we intended to explore both learners' and teachers' opinions about the nature of language learning and the mechanics of developing communicative proficiency through the role of the components of teaching the Oral Expression course. The expected results of the study will show that most, if not all teachers strongly believe that through the role of the four components of teaching the Oral Expression course students will be able to speak and communicate fluently and appropriately using the target language.

Résumé

La présente thèse tente d'enquêter sur le rôle de l'enseignement Expression orale pour améliorer les compétences des élèves de la communication. Le principal problème qui sous-tend cette initiative réside dans l'incapacité de troisième année des étudiants à mener une conversation spontanée, soit dans la salle de classe ou dans tout environnement naturel. Cette question énigmatique est utilisée pour soulever des problèmes dans l'enseignement ou l'apprentissage d'une langue étrangère parmi les apprenants et les enseignants dans les classes d'anglais langue étrangère. Il est émis l'hypothèse dans cette recherche que par le rôle de l'enseignement du cours d'expression orale en fonction de ses quatre composantes principales qui sont: les enseignants, les apprenants, les activités et le matériel pédagogique, les apprenants seront d'améliorer leur compétence communicative. L'objectif principal de ce travail est alors d'enquêter et d'expliquer le rôle des quatre principales composantes efficaces de cours Expression orale pour développer la capacité des apprenants de langue et d'améliorer leur maîtrise de la communication dans les classes EFL. A travers deux questionnaires administrés à la première année LMD élèves et les enseignants de cours d'expression orale au département d'anglais, Université de Biskra, nous avions l'intention d'explorer à la fois des apprenants et des enseignants des opinions sur la nature de l'apprentissage des langues et les mécanismes de développement de la communication compétences à travers le rôle de l'enseignement bien sûr l'expression orale. Les résultats attendus de l'étude montrera que la plupart, sinon tous, les enseignants croient fermement que par le rôle des quatre composantes de l'enseignement des élèves de cours oraux d'expression sera en mesure de parler et de communiquer avec aisance et de manière appropriée en utilisant la langue cible.

ملخص

نسعى من خلال الاطروحة التي بين ايدينا ان نحقق في دور تدريس مقياس التعبير الشفوي لتعزيز كفاءة الطلاب التواصلية. ان المشكلة الرئيسية الكامنة وراء هذا المسعى تكمن في عجز طلاب السنة الثالثة على التواصل في محادثة عفوية سواء في اقسام الدراسة أو الحياة الاجتماعية. ان هده القضية الشائكة ادت الى خلق صعوبات للطلبة والأساتذة على حد سواء عبر تدريس او تعلم اللغة الانجليزية كلغة اجنبية.استنادا الىهذا البحث نفترض انه من خلال دور تدريس مقياس التعبير الشفوي اعتمادا على عناصره الاربعةالرئيسية والمتمثلة أساسا في دور استاد التعبير الشفهي والطلبة بالإضافة الى دور الانشطة التواصلية والوسائل التعليمية، حتما ان الكفاءة اللغوية والتواصلية للطلبة ستتطور.ان الهدف الرئيسي من هذا العمل هو التحقيق في دور العناصر الأربعة الرئيسية في تدريس مقياس التعبير الشفوي لتطوير القدرة الكلاميةللمتعلمين وتحسين كفاءتهم التواصلية. من خلال استبيانين موجهين إلى طلبة السنة الأولى بالإضافة الى أساتذة مقياس التعبير الشفوي في قسم اللغة الإنجليزية، جامعة بسكرة، نطمح الى معرفة راي كليهما حول طبيعة تعلم اللغة واليات تطوير التواصل اللغويمن خلال دور تدريس مقياس التعبير الشفهي.ان النتائج المتوقعة من هذه الدراسة سوف تبين انه من خلال الدور الرئيسي الذي تلعبه العناصر الأربعة فيتدريس مقياس التعبير الشفوي، حتما ان الطلبة سوف يتمكنون من تحسين قدرتهم التواصلية باستخدام اللغة الانجليزية.

List of Abbreviations

CA: Communicative Approach

CC: Communicative Competence

CLT: Communicative Language Teaching

CP: Communicative Proficiency

EFL: English as a Foreign Language

FL: Foreign Language

FLT: Foreign Language Teaching

L1: First Language

L2: Second Language

OE: Oral Expression

SLA: Second Language Acquisition

SLT: Structural Language Teaching

TEFL: Teaching English as a Foreign Language

TL: Target Language

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Chapter One: Communicative Proficiency in EFL Classrooms

Literature Review

During the last two or three decades interest in the role of communication and speech production has grown, particularly with the development of some approaches in teaching language such as: the communicative approach and communicative proficiency to the foreign language teaching. Linguists felt that students were not learning enough realistic language but they are only receive passive grammatical rules and they did not know how to exploit these rules in a form of a meaningful communication.

Thus, the development of communicative style teaching was interested in developing the students' ability to communicate successfully in the target language rather than providing them with the passive language input.

In the last 20 or so years, linguists have provided a great deal of information on how speakers use language appropriately in different situations and clarified the complex nature of what is involved in developing spoken fluency in a second or foreign language, in which they describe the nature of spoken interaction and suggest approaches of teaching the different aspects ofthe spoken language.

For instance, Kang believes that there arenumerous factors that need to be considered in planning a speaking course, since she referred to the influence of the classroom environment which is almost the most significant place where foreign learners receive English.Also, Kang emphasized on the role of the classroom components which play an important role for motivating and encouraging the learners to use the target language without hesitation or fear of making mistakes.

1. General Introduction

The process of teaching the foreign language has received a wide attention by researchers and scholars in order to find well-structured techniques of teaching its linguistic rules.Recently,with the development of the communicative language and the communicative proficiency approaches in the 1980's,the researchers' focus shifted fromteaching the foreign language as a system of rules and structures to focus on teaching it as a tool for communication based on the communicative syllabus design and the use of authentic materials. Thus, teaching language as a mean of communication became the norm in the EFL classes, rather than teaching language as matter of linguistic structures and theories.

Thus, the main objective of teaching the language as a means of communication to the foreign learners is to enable them to use and speak the languagefluently accurately and proficiently in different social situations.

Although, in EFL classroom teaching the language as a means of communication is considered as a mystery for learners because the majority of them are faced with many different difficulties when they come to express themselves in the second language.

Consequently, along this research we came to believe that the process of teaching Oral Expression course in EFL classrooms is the appropriate solution for learners to overcome their speaking difficultiesand developtheir communicative abilities in order to achieve the daily communicative needs in different life situations.

Teaching Oral Expression course requires four basic components: the teacher, the activities, the pedagogical materials and the learners. Thus, we assume that teaching Oral Expression course based on these four main components, students will enhance their communicative proficiency.

2. Statement of the Problem

Normally, students who are learning English as a foreign language are highly motivated to learn English to enrich their background knowledge to be able to discuss different topics fluently and successfully whether inside the classroom or in other real life situations with native speakers. Based on long observation we noticed that third year English LMD students at university of Biskra are not highly proficient communicative speakers of the English language; since they are not able to speak fluently without falling in long pauses, or without making a various grammatical mistakes to carry on a spontaneous conversation either in the classroom or in any another setting even though they master all the main grammatical English rules. So, what is the problem?

3. Research Questions

According to the problem whicharises above,the questions that should be asked are:

Question1: Why do students face difficulties in their communicative speaking proficiency?

Question2: What are the components underlying speaking effectiveness?

Question3: How can students' speaking abilities are improved?

Question2: Does teaching the course of Oral Expression based in its four components lead to enhance the students' communicative proficiency?

4.Aim of the Study

The aim of the study will focus on the role of teaching Oral Expression in developing the learners' communicative abilities. In this research, we are going to investigate the four main components that inhibit or facilitate the production of the

spoken language, for developing competent speakers of English throughteaching the course of Oral Expression which are:

1. The role of the teacher as a major element in the classroom.

2.The role of the Oral Expression activities that are used during the course.

3.The role of the pedagogical materials that are used for teaching the course of Oral expression.

4. The role of the learners themselves as the core of the Oral expression course.

5. Hypothesis

According to what have been mentioned above, it is hypothesized that in teaching the Oral Expression course if we regard the importance usage of its four main components: teachers, learners, activities and pedagogical materials, students will be able to enhance their communicative speaking proficiency.

6. Tools of the Study

The study will take place at the university level with the first year LMD students of English. Most of these students have a desire to graduate from the university with a good oral proficiency. To obtain information, we will deal with two samples chosen from the whole population:

A. First year LMD students at the English department (60 students).

B. Teachers of Oral Expression at the Department of English (10 teachers).

Since it is difficult to work on the whole population,we have chosen a representative sample randomly to be given the questionnaire.

Concerning data collectionwe would direct two questionnaires,one to the Oral Expression teachers who have been teaching the course of Oral Expression to make sure

that their responses and suggestions are the product of interaction with language learners during thecourse.

The second questionnaire will be directed to first year LMD students to know their opinions about the role of teaching Oral Expression for developing their communicative proficiency. The process of gathering these data will be based on the descriptive method since the nature of the subject requires such a method.

7. Structure of the Study

The present dissertation consists of four main chapters. The first chapter represents a general review of the communicative proficiency approach in EFL classrooms; the main titles of this chapter consists:a definition of the Communicative language teaching approach, background history of communicative proficiency approach, a definition of communicative proficiency approach. Finally, it is the relationship between the Communicative Proficiency and the Communicative Competence approach.

The second chapter is devoted to the process of teaching Oral Expression. It starts with an overview on teaching Oral Expression at the university level, and then it moves to the main skills of teaching Oral Expression course (listening and speaking) regarding their definitions, activities and learners' difficulties in both of them.

The third chapter deals withteaching the Oral Expression course and the Communicative Proficiency approach,through this ischapter we aim to explain the significant role of the four components of the Oral Expression course (teachers, learners, activities, and pedagogical materials), in the same time we investigate these components in our Oral Expression classes at the University of Biskra.

The last chapter concerns the analysis of the students' and the teachers' questionnaires in which both are asked different questions concerning the process of

teaching the Oral Expression course, to come at the end with general recommendations according to the data obtained.

Chapter One:

Communicative Proficiency in

EFL Classrooms

Introduction

Communication is an important process for all human beings, because it enables them to convey ideas, share thoughts and express feelings among each other.Teaching communication is usually based on the strict principles of what is called "the communicative approach" of language teaching, in whichthe ultimate goal of this approach isto provide the learners with opportunities to transfer what was acquired in the classroom into use in the world at large successfully.

During the 1980's, the communicative approach researchers have developed one of the main teaching language approaches, which is called "the Communicative Proficiency Approach" (CPA). Thebasic focus of the CPA is to enable learners to communicate effectively and proficiently in the target language.

In the following chapter we will discuss in details the communicative proficiency approach in EFL classrooms taking into consideration: the definition of the Communicative Language Teaching Approach (CLTA), the background history and the definition of the Communicative Proficiency Approach (CPA).Finally,we explain the relationship between Communicative Proficiency and Communicative Competence (CC) in language teaching.

1. Communicative Language Teaching Approach (CLTA)

The process of language teaching has been studied bynumerous approaches and theories which attempt to define and find appropriate methods of teaching the process.

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

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

Widdowson views communicative language teaching not merely as teaching the knowledge of grammarrules, but also as teaching the ability to use language to communicate. He says that knowing a language is more than how to understand, speak, read, and write sentences, but how sentences are used to communicate. "We do not only learn how to compose and comprehend correct sentences as isolated linguistic unites of random occurrence, but also how to use sentences appropriately to achieve communicative purposes" (02).

Another view which was proposed byCarter and Nunanis that communicative language teaching is an approach to teaching the language which emphasizes the uses of language by the learner in different contexts of real life situations,and for a range of purposes and goals towards the target language.They added that CLT emphasizes speaking and listening in real settings and does not only focus on the development of reading and writing skills (219). As a result to what has been mentioned, CLT' main focus is the learners' ability to use the language appropriately in different social settings according to their objectives and aims, besides that the communicative approach emphasizes on the development of the four language skills with the same importance.

CLT is often defined as a list of general principles and features. One of the most recognized of these is David Nunan's five features of CLT:

1. the emphasis on learning is to communicate through interaction in the target language.

2. the introduction of authentic texts and materials into the learning situation.

3. the provision of opportunities for learners to focus, not only on language but also on the Learning Management Process (LMP).

4. an enhancement of the learner's own personal experiences as important contributing elements to classroom learning.

5. an attempt to link classroom language learning with language activities outside the classroom (120).

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

2. Background History of Communicative Proficiency (CP)

Communicative Proficiency is a sub-approach which developed from the general approach of communicative language teaching.The approach has emerged in the early twenties; it took its roots from the British language view of "structuralism"with British applied linguists such as H. Palmer and A.S Hornly.The prime principle of this approach that speech is the basis form of the language structuresin which all human beings exchange their life issues that reflect their own behaviors and thoughts in the society.

The communicative proficiency approach has developed more in the 1980's, when teachers desisted from teaching language in form of isolated grammar rules, vocabulary items and definitions, to focus towards teaching the foreign language as a communicative process and developing the learners' speaking ability in order to handle the social interactions proficiently, accurately and successfully.

2.1. A Definition of Communicative Proficiency

Communicative proficiency is one the most significant approaches of the general area of language teaching. According to the Oxford Learners' dictionary, the term 'communicative' is defined as the willing to give information or talk, whereas, the term 'proficiency' is defined as the ability to do something well because of training and practice. As a combination of both concept definitions, Communicative Proficiency is defined simply as "the ability to use language for a purposeful communication successfully and proficiently". So, we assume from the definition that the concept of Language Communicative Proficiency is built upon two main conditions: the first condition that language is purely a communicative process, the second condition is that the process should go on appropriate and successful way.

The British linguist, D. A. Wilkins, proposed a definition of CPthat is "a measure of one's ability to use language and is assessed by considering: content, context, function, and accuracy". (http://www.monografias.com)

According to Wilkins, all the four concepts that he included in his definition are related to the communicative proficiency approach as follows:

-content: is the input of the target language for example: theories, grammatical rules, vocabulary items...etc.

-context: is the situation or the place where the communication occurs (classroom, home…etc.)

-function: is the real use of language as a communicative process.

-accuracy: is the appropriate use of language as a communicative process which emphasizes on the use of the correct foreign language grammatical rules.

As a result, the Communicative Proficiency Approach is defined by the language input, the situation where the language is being used, the real use of language, and

finally it is defined by the correct use of language as process of communication which related to its linguistic rules. In other words, it is the combination of the (what, where, how and which).

Researchers believe that, there are different and important factors, which influence on the success or the failure of the process of communicative proficiencywhich are: time, teachers' level of control, classroom activities, the availability of materials aids, learners' psychological presence and their degree of readiness to be able to handle any conversation successfully. Thus, Students will attain communicative proficiency unless if these factors were present in the classroom.

The communicative proficiency has its own characteristics;it means that students would be successful communicative speakers when they are able to:

- converse fluently and discuss topics of personal interest.

-describe and narrate events in the past, present, and future using paragraph-like discourse.

-be understood without difficulty, even by those unaccustomed to nonnative speakers.

- can participate effectively in most formal and informal conversations on practical, social, professional, and abstract topics.

-can explain in detail, hypothesize, and support their opinions.

-avoid errors in the communication. (From the 1986 ACTFL Proficiency Guidelines)

In sum, Communicative Proficiency approach is the ability to communicate effectively andproficiently in different situationsusing the target language.Teaching the communicative proficiency in the EFL classrooms requires many factors like: teachers, activities, pedagogical aids and learners, for achievingstudents' communicative abilities.

3. Communicative Proficiency(CP) and Communicative Competence (CC)

Another notion has developed from the communicative language teaching approach which is the communicative competence approach (CCA). The approach has received wide attention in the past few years, and numerous language researchers like: Hymes, Spolsky, Canale, Swain and others have attempted to define it.

In their book "*Developing Professional-Level Language Proficiency*", Lou Leaver and Shekhtman have introducedthe notion of Communicative Competence approach in large. They defined the approach in referring to the concept proposed by Hymes(1971), and defined by a language learning framework Spolsky (1978).Hymes and Spolsky claim that, the concept is generally realized in the classroom as "the ability to communicate with native speakers in real-life situations and authentic interpersonal communication that cannot be separated from the cultural, paralinguistic, and nonverbal aspects of language" (09).

So, we understand from the definition that,communicative competence is the interpersonal communicative ability with native speakers of the target language in real social contexts, which strongly relatedto the target languagecultural background, to the paralinguistic and nonverbal aspects of languagesuch as: the tone sounds,the physical and the facial expressions…etc.

In the same book, Lou Leaver and Shekhtman have included the view ofCanale and Swain (1980)to the notion of communicative competence. They believe that the CC is purelyidentified with four underlying components:

1-thegrammatical (or the linguistic) competence: it is ability to comprehend and manipulate the lexical and the grammatical structures of a the language.

  2-thediscoursecompetence: it isthe ability to understand and apply culturally appropriatetext structure.

3-the sociolinguistic competence: it is ability to understand and use the social rules of

linguistic interaction for a given society.

4-the strategic competence: it is the ability to apply appropriate learning strategies

for acquisition of new languages and coping with new knowledge (09).

As a result, the communicative competence approach is a communicative ability

in authenticsituations which mainly based on the cultural sociolinguistic competence,

the grammatical competence, thediscourse competence and the strategic competence in

order to use the target language effectively.

The fowling figure summarizes the four components of the communicative

competence approach.

The Discourse CompetenceThe Strategic Competence

Communicative Competence

The Sociolinguistic CompetenceThe Grammatical Competence
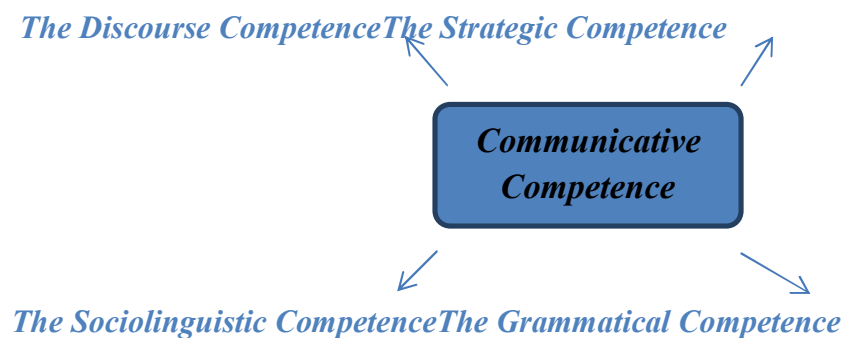
Figure 01:*The components of communicative competence*

Since the communicative competence approach is the combination of all these

four competences, logically it has a strong priority upon the other communicative

approaches like: the communicative proficiency. So, the significant question that should

be asked is: what is the relationship between the communicative competence approach

and the communicative proficiency approach?

It is known that the communicative competence has originated from the primary

approach of communicative language teaching.Hence, CLTA was an attempt to analyze

and develop the concept of CCA and to apply it across all levels of language

programme design, from theory, to syllabus design, to teaching techniques (Richards

and Renandya 22).

Therefore, the principles of communicative competence have been applied on thecommunicative proficiencyapproach. The main principle that has been applied is that learners should be knowledgeable about the cultural background of the target languagein order to be able to communicate proficiently in different situations.As it is assumed byHymes (1971) that second language learners need to know not only the linguistic knowledge,but also the culturally acceptable ways of interacting with others effectively in different situations and relationships (Cited in Richards and Renandya 206).

Conclusion

This chapter highlights the notion of CP in EFL classrooms. The notion has developed from the communicative language teaching approach accompanied with the communicative competence approach. All these communicative approaches look at the process of language teaching from one perspective that, teaching the language should not only taught from the linguistic conception but it is much importance teaching the language from the pure communicative conception, where theforeign learners are more able to communicate in the foreign language andoperate the real use of language in different situations, perfectly.

Generally, the essential focus of the communicative approach is to develop the learners' abilities to listen and understand the target language, as well as, to speak and communicate using the target language.

Chapter Two:

Teaching Oral Expression in EFL

Classrooms

Introduction

The aim of language teaching is usually concerned to achieve the success of the four language skills: listening, speaking reading and writing. Teaching Oral Expression in EFL classrooms involves only two main skills: the receptive skill (listening) and the productive skill (speaking).

The aim of teaching these two skills is to develop the students' ability to produce correct structures in order to achieve the communicative purposes of the target language.

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

1. AnOverview on Teaching Oral Expression at the University Level

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

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

Throughthese activities learners receive the language input through different authentic teaching materials in whichthey practice the real use of the English language ,in addition, the learners attempt to express their ideas, perform tasks, discuss and debate different topics under the control and presence of the Oral expression teacher.

The aim objective of teaching the Oral Expression course at the university level is in order to develop the students' speaking and communicative abilities of the target language. Therefore, the realization of that target object is mainly depends on the investigation of the students' educational background and learning difficulties, the availability of well-structured activities and technical teaching aids. (Meddour 69-70).

2. Teaching Oral Expression Skills

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

Mainly, in EFL classrooms the main focus is on teaching writing and reading rather than teaching listening and speaking.Carter and Nunan claim thatdue to the difficulty of teaching listening and speaking, it was easier for teachers, methodologists, applied linguists andlinguists to focus on written language than spoken language;The focus on teaching reading and writing but not speaking neither listening (14).

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

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

	Receptive skill	Productive skill
Aural/Oral Medium	**Listening**	**Speaking**

Table 01:Thelanguagecommunicative skills

According to the table,Widdowsonstates that listening is a receptive skill through the aural medium, whereas,speaking is a productive skill through the oral medium(57).

Consequently, EFL teachers should give much focuson teaching these two communicative skills (listening and speaking),becausethey are considered as the mostimportant skills for realizing success in the foreign language and achieving acommunicative proficiency, aswe are aiming to investigate inthisresearch.

2.1. Teaching Listening Skill in EFL Classrooms

Generally, teaching the listening skill in EFL classrooms do not take much attention by teachers to be taught due to different factors such as: the lack of teaching aids, unmotivated complex tasks of listening, and mainly because students are not evaluated in listening comprehension.

Listening is the skill which helps students to acquire the second language,because the primary language input that students receive is through listening to the teachers'speech. According to Hunsaker (1990) an estimated 80% of what we know is acquired through listening, therefore, listening is the basiclanguage skill that most learners should develop; in order to find an easy way for developing the other three language skills of language (writing, speaking and reading).

Teaching listening in EFL classrooms requires strategies, techniques and tools in order to achieve the goals behind teaching it. Mainly,it requires listening tasks and activities that are in form of listening to authentic taped records, listening to songs,

watchingmovies…etc. Also, it requires the teaching aids which facilitate the process of teaching in general and the process of teaching listening in particular. The technological teaching aids that are commonly used in teaching the listening skill are varied such as: taped recorded, CD-ROM, CD players, videos, computers, and the internet…etc.

Classroom management isanother important element that is required in teaching the listening skill, thus, teachers should manage the classroom in a comfort and controlled way, in order to give all the students the opportunity to listen and understandat the same time and in the same rate.The role of teachers towards teaching a listening task is so significant. First, teachers should have richlarge background knowledge on the skill (how it works, what are its advantages on foreign learners). Second, teachers should state their objectives towards a listening task, whether to provide learners with a piece of information, or give them chance to listen to native speakers concerning their pronunciation and accent, or just for pleasure to create a motivational atmosphere inside the classroom.As it is stated by Field that,in order to teach the listening skill effectively, it is important for teachers to have a clear picture of the end behavior that they are aiming to achieve with their learners, also they should know more about the skill and about how it operates (06).

2.2. The Role of Teaching Listening Skill in EFL Classrooms

Listening is the receptive skill that most EFL teachers deny its important role in the process of teaching and learning the foreign language. Whereas, it's main role is so significantin acquiring the second language and develop the language skills.

Richards and Renandya believe that thecentral role of listening comprehension in the L2 or foreign language acquisition process is now largely accepted and recognized, and there is little doubt that listening plays an extremely important role in the development of speaking abilities (205).

Generally, listening contributes in the development of the four skills. However, particularly it contributes more on improving the speaking skill rather than on the other language skills because they are closely related to each other.

According to Richards and Renandya that, "Speaking feeds on listening which precedes it" (205). This means that listening always comes at the first place to enrich students' knowledge by providing them with the necessary amount of the: grammatical structures, vocabulary information, and cultural background of the target language. Then speakingcomes at the second position, where learners become able to introduce themselves, and speak by using the target language, according to the knowledge that they have been provided with through the listening skill. As a result, we strongly believe that listening has a great role for developing the students' speaking abilities.

It is assumed that Communicative Proficiency is the students' ability to understand and speak the native language in a communicative process. According to this view, we believe that listening skill has the main role in enhancing the students' communicative proficiency;because the more learners listen to the native language the more they acquire the language, and the more they learn how to communicate by usingit. As it is argued byNunan that listening in language teaching has several important influences as the result of developing the communicative proficiency (07).So, we can assume that the success in the listening skill reflects the success in the speaking skill.

2.3. Definition of Listening Skill

Listening is a mental process of recognizing the oral sounds of the language. It is defined by De Vito as a complex process which consists of five stages: receiving, understandingremembering, evaluating and mainly responding (411).

Many researchers like Joan Morley, Richards and Renandya and othersarguewhether the process of listening is an active or a passive process. For example, Richards and Renandya believe that, "Listening is the Cinderella skill in the second language teaching" (238). According to this view,we assume that the listening skill is neglected and takesless attention by teachers in EFL classrooms.Moreover it refers that listening is a passive process, where learners do not make big efforts during the process of recognizing the oral sounds of the language.

In another hand, Joan Morley believes that listening is a complex and active process of constructing meaning and knowledge based on the recognition of the structural language sounds (11).

We extremely believe that listening is an active skill and it is wrongly considered as a passive skill because learners use their mental abilities and hard efforts of thinking and processing, for recognizing language sounds and understand the meaning of the words.

Researchers like Woodwardbelieves that,being able to listen to the target language is when being able to:

-recognize sounds, words and phrases.

-get the general idea, remember silent points and predict what's coming next.

-understand the discourse type or genre you are listening to.

-get used to listening to different types of people for differing lengths of time.

-screen out what you are not interested in and focus on what you are interested in.

-deal easily with accents and dialects.

-interpret a message against a background of expectations and respond accordingly.

-being able to distinguish between important and unimportant information (i.e. 'geta gist').

-being able to follow the structure of talk (i.e. 'keep track') (92).

Researchers have tended to use two models to describe the listening process. Nunan, for example, points out that in order to develop appropriate approaches to teaching listening, is to take into account two models of listening that can be identified as follows: ″the bottom-up and "top-down″ processing models (235).

a) The ″bottom-up″ model:according to Buck the modelemphasizeon decoding of the smallest units of language (phonemes and syllables) to lead us towards meaning to understand what the speaker means(02).This is means that, the bottom-up model focuses on the linguistic forms of the words, in order to infer its meaning (from the linguist level to the semantic level).

b) The″ top-down″ model:by contrast, it is based on the prior- knowledge of the context to understand the meaning of the given word and solve the linguistic problem. Richards andRenandya state that the "top-down model":

> *Involvesthe listener in actively constructing meaningbased on expectations, experience. Inferences, intentions andother relevant priorknowledge,based on the language data;because it serves as cues to activate this" top-down" process andto predict and understand thelanguage content*(235).

It means that, the model rely on the prior knowledge of the context in order to understand the meaning of the language words.

Both "bottom-up" and "top-down" models play important roles in the listening skill. They are necessary for developing learners' degree of understanding of the linguistic and the semantic forms of language. Consequently, teachers should design

activities according to the listening models, to reach a successful communicative situation in the classroom.

2.4. Stages of Listening Skills

Planning a listening task is usually based on three main different stages which are:Pre-listening,While-listening, and Post listening stage.These stages are similar to any other lesson plan in which the teacher shouldpreparehis goals and objectives, to be achieved by the end of the lesson.

a) Pre-listening stage:is when the teacherintroduces the new vocabularyitemsthat the learners are expected to hear in the recording.The aim of this stage is to explain the difficult terminologies for students and ensure the maximum understanding of the listening task. According to Schmidt-Rinehart*:*

> *The use of any activity, alone or in combination, will*
>
> *serve to activateheir linguisticand non-linguistic*
>
> *knowledge that will help themto expect what they*
>
> *will hear. The key to effective pre-listeningactivity*
>
> *isto heighten the degreeof relevance for listening, so*
>
> *that students feel motivated to listen and will*
>
> *activate they know as they listen(Cited in Rost 142).*

So, according to Schmidt-Rinehart the pre-listening stage enriches the students' linguistic knowledge, which facilitate for them to understand easily to the listening recordings. Also, it motivatesthem to listen and develop their linguistic knowledge as well as their speaking skill.

b) While-listening stage: in this stage, the students hear the input once, to be able to answer the given questions. Usually the teacher checks their answers in pairs or

groups, in order to give them confidence andto open up any areas of doubt.According to Field, This stage is usually divided into two main components:

-Extensive listening: it is the severalrepeated times of listening to a piece of record, followed by general questions to establish the general meaning. Field argued that it is a highly effective way to develop listening skill outside the classroom (14).

-Intensive listening: refers to listening to precise sounds, words, phrases, grammatical and pragmatic units, followed by detailed comprehension questions and checking answers (Rost 138).

    c)Post- listening stage:in this stage, students check answers, discuss difficulties, and respond to the content of the passage, usually orally, sometimes in writing. Field states that the post listening stage helps students examine functional language and inferring vocabulary meaning of the task (14).It means that, students experience the real use of language and deduce the meaning of the new vocabulary items.

    In sum, there arethree basic stages of the official format of a good listening lesson that teachers should follow if they want to achieve their primary objectives towards the listening skill.

2.5. Samples of Listening Activities

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

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

a). Listening to Songs

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

Music brings dimensions and emotions to the classroom.

Songs can be enjoyable, memorable and stimulating for students.

Learners who may feel shy when pronouncing words in a foreign

Language in front of their peersoften fell less initiated when the

words are those of a famous singers(50-52).

So, listening to songs has many different advantages. Theyare considered as a motivational factor for the students; becauseusually students enjoy songs and they memorize them easily. Songs diminish the students' feeling of shyness when they attempt to pronounce words in front of their classmates, as they help them to focus on the aspects of pronunciation and accents of the target language speakers to richthe students' vocabulary knowledge.

Listening to songs is often based on authentic materials such as: taped records, CD players, such materials bring a kind ofvitality inside the classroom which creates a motivational atmosphere among learners.

Thus, Teachers should give students the opportunity to select or bring songs of their choice to the class, songs which are familiar to them and they usually like to listen to, becausesuch kind of collaboration among the teacher and learners will create active and united classroom.

b). Providing Videos

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

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

Stempleski emphasizes the key role of the teacher in the use of video saying thatit is the teacher but not the video, who can make any video-based lesson a fruitful experience. It is the teacher who chooses the video that he thinks that will facilitate active learning (Cited in Richards and Renandya 364).So, the teacher is responsible for selecting the appropriate video for the learners in order to achieve the success of the video presentation.

c). Using a cassette recorder for intensive listening

Intensive listening is a basic factor for language learning. It provides learners with a closed touch to the foreign language, which enable themto enhance their speaking and communicative skills.The process of this activity requires from the teacher to play the record several times, than he asks the students comprehensible questions to check their degree of understanding the record.

Here is an example of theactivity,in which the teacher asks the student to listen and underline the word they hear in the recorded passage, certainly after a long intensive listening:

1) a-soup   b-sue

   2) a-watching   b-washing

   3) a-fine   b-pine

   4) a-taught   b-thought

   5) a-dam   b-ram (Rogerson and Gilbert 82)

d). Storytelling

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

Storytelling activity is a motivated source for the students because usually they enjoy and like it rather than other listening activities. Thornbury argues that "Story telling is a universal function of language and one of the main elements of any casual conversation" (95).This means that, storytelling is a provoking source for learners to have functional conversations about the general meaning of the story.

Richards and Renandya assume that, storytelling should be promoted with cartoonsandpicturesequencesto give it a kind of vitality and mobility, in order to gain students' attention (210).We agreetotally with the idea of mixing the oral sounds of the story when it is told by the teacher and its real realization by using attractive pictures and beautiful drawings becauseall these elements add an enthusiastic atmosphere to the story, wherethe students are more interested to hear the story till the end.

Teachers should choose significant and influential stories thatarelikable by students, alsotheyshould urge their studentsto bring their own stories and share them with their classmates.

e). Listening to Taped Dialogues:

The activity is in form of different typed dialoguesthat have been told by native speakers of the target language through audio cassette tapes. Listening to taped dialogues helps the non-native learners to recognize the different aspects of the second language such as:pronunciation, accents, intonations…etc.

Richards and Renandya state thatlistening to taped dialogues givesstudents opportunity to work together in a collaborative atmosphere on an information-gap activity such as filling the gaps of the dialogue's missed words, answering the dialogue's questions together; in order to reach an agreement meaning of the dialogue(209).

According to what is stated by the researchers above, listening to taped dialogues is a collaborative activity among learners in which they assist all together in order to perform different tasks like: filling the gaps, answering the questions to obtain the entire meaning of the dialogue.

To sum up,we can say that the only way to improve the learners' aural comprehension is to spend many hours in practicing the listening skill, which based on different types of classroom activities that provide the learners with the oral input in form of storytelling, taped dialogues, songs…etc. in addition to the emphases on the use of the listening materials in accompanying CDC, and DVD. Also the focus is on the role of listening outside the classroom for instance: to the news, watching movies…since they are a very useful way of learning English.

2.6. Listening Skill Difficulties

In foreign or second language, learners face many challenges anddifficulties with the listening skill. These difficulties are whether related to the students themselves, or to the level of language such as:lack of motivation, anxiety,difficulties at the phonological leveland at the morphological level.

a) -Lack of motivation:

In EFL classrooms, the lack of motivation is a disturbing factor which hinders the process of learning and teaching the foreign language. Lack of motivation in the listening skill appears usually in form of boring, uninteresting listening topics that

students get bored of them. In addition, it appears on the students'poor vocabulary package that leads them to be unmotivated to involve themselves inthe classroom discussion.

According to Wilson, Motivation has a vital role for acquiring the foreign language and enhancing the aimed communicative skills and the L2 learners become better listeners when they are motivated (41).So, theroleof motivation is very importance for acquiring the second languageand developing the students' communicative skills in order to be proficient listeners and speakers of the target language. Thus, teachers should create motivational classrooms for students in order to be able to participate together in an active atmosphere.

b) -Anxiety:

It is the second main obstacle that frustrates the learners' listening ability. Anxiety is the strong feeling of fear and embarrassment towards what might happen through the learning process in the classroom, where learners' main focusis on what is wrong with them rather what is right.

Richards argues that, "Anxiety is associated with feelings of uneasiness, frustration, self-doubt and apprehension" (206). So, we strongly believe that the learnersare influenced by all these factors,in other words,whenthey listen to a piece of record and find it difficult directly, they will feel uncomfortable and doubt about their achievements towards this task.

Therefore, learners needto be more optimisticand high confident to achieve their learning goals.

c) -Difficulties at thePhonological level:

English as a foreign language is known by its complex accents and pronunciations. Thus,the EFL learners may face many difficulties to understand the

native speakers' speech. The reason behind this difficulty is due to the learners' poor access to the foreign language.Hence, in order to get over with this problem, students are required to listen as much as possible to the native speakers' speech, for example through watching movies, listening to songs…etc. in order to get used to their different and complex pronunciations.

d) -Difficulties at the Morphological level:

It is the learners' poor knowledge of the target language terminologies and vocabularies items.Field argues that, the morphological difficulties of the learners'have at least three possible causes:

.The learner does not know the word, completely.

.The learner knows the written form of the word but has not encountered the spoken form.

.The learner confused the word with a phonologically similar onefor example (taught and thought)(87).

As a conclusion,listening is one of the basic language skills. Its role is so important for developing students' speaking abilities of the target language. Teacher's role towards the listening skill can be summed in three main components.First, teachers should teach the skill according to the three listening stages (pre-listening, while-listening and post-listening stage). Second, they should provide learners with appropriate and suitable listening activities that allow them to get the language and understand it. Finally, teachers should be knowledgeable to the learners' listening difficulties and intervene to solve them.

3. Teaching Speaking Skill in EFL Classrooms

Generally, the basic aim of learning the second language is to develop and master the speaking skill, and carrying out on spontaneous conversation fluently in the

target language because mainly the success in the foreign language is appeared through the speaking ability rather than other language skills.

According to Luoma,teaching speaking is a hard task for EFL teachers due to its complex and difficult nature, therefore, developing the speaking skill takes a long time, strong efforts and abilities from the side of the teacher and the learner as well, in order to enhance the students' speaking proficiency. (01)

We assume that teaching speaking skillin EFL classrooms is a matter of time thatlearners spend in practice.Therefore, speaking practice is the most crucial factor for learners to improve their speaking abilityin order to function effectively in different situationsby using the target language.

3.1. Definition of Speaking Skill

Speaking is a basic skill that language learners should master with other language skills. So, what is speaking skill? How do linguists define it?

It is a general belief that, speaking skill is defined as a productive, active andcomplex skill ofsending the language through the use of the verbal expressions.

Scott has defined it as aninteractive process and communicative ability of constructing meaning that involves producing and processing informationin order to achieve the communicative goals (16). According to Scott, speaking skill requires active participants to construct the language meaning by being able to produce, analyze and understand its content for the sake of successful communication in the target language.

Woodward believes that, being able to speak means being able to:

- Use different parts of the mouth and body from those needed in your own language

- Make individual sounds and combine them.

- Produce correct stress on individual words, depending on the meaning you want to convey.

- Use intonation (including tones across discourse).

- Work with appropriate rhythm and pace.

- Express your own meaning and you own personality by choosing from a range of physical and verbal expressions.

- Interact with people appropriately, repairing breakdown of messages, taking turns and speaking alone for short and long periods.

- Describe, agree, beg, plead …etc. and all as naturally as possible(93).

Generally, speaking is regarded as the target skill which learners' main goal is to achieve a success upon to it.Thus, teachers should focus on teaching the skill in order to develop the communicative levels of their learners.

3.2. Samples of Speaking Activities

Unlike the listening activities, there are different types of speaking activities whichprovide the learners with greatopportunity to practiceand use the language inside the classroom.Moreover, they create a motivational atmosphere that supports the learners and encourage them to develop their communicative abilities.Role plays, free discussions, debates, conversations, and problemsolving are among the most common speaking activities in EFL classrooms.

a) - Role play:

It is one of the most famous speaking activities in EFL classrooms.Role play is theperformancetasks by the learners in which theyselect a significant issue and perform it front of their classmates. Usually, students choose the subject of the role playaccording to the messages that they want to convey, or to the goals that they aim to reach by the end of the play.

It is stated by Doff that,in role play students imagine a role (e.g.: a police officer, a shop assistant), a situation (e.g.: buying food, planning a party), or both to perform it

in a fun or dramatic form; this is depends on the message he/she wants to convey for the presenters(136).

Role play is considered as an enjoyable and motivated activity for learners and a basic element for developing their "oral proficiency" because acting requires practice by the use of language.In addition, it is a good technique for providing interaction in the classroom among the learners.All in all, role play is an important speaking activity for the learners.

Nevertheless, there is one of its drawbacks that the role play is more considered as a performance activity rather than a speaking activity, where the teachers evaluate the students through their way of acting rather than focusing in their speaking weaknesses.

Although, the role playstill an importance activity in the classroom and the students enjoy it too much.

b) -Debates and free discussions:

This activity considersas the basis of spontaneous interaction among learners. Debates and free discussions activities require from the learners todiscuss and debate upon specific topics, by being totally free to speak, express viewpoints, sharing experiences with peers, and agree or disagree… etc.

Buck claims that free discussion involves putting two or more people together and asking them to have a discussion on a particular topic; in which they talk from their own experience on topics which they have a sufficient knowledge about itin order to lead to a successful interactive atmosphere among learners(166).

Debates and free discussions may develop many aspects of communication because learners can listen, speak, understand and answer at the same time byusing the target language.

One of the main weaknesses of the activity is that, learners may have different opinions to the discussed topic which may lead them to struggle impolitely and have serious reactions toward each other.

c) -Problem- solving:

It is defined byBarker and Gautas:

> *Problem Solving is group of people who work togetherto solve a problem by collecting information about the Problem, reviewing that information, and making a Decision based on their findings*(160).

As an explanation to this definition, "Problem-Solving" is a collaborative activityamong the learners in which they attempt to gatherinformation about the problem andunderstand it in order to find solutions for the given problem.

Problemsolving task promotes more interaction rather than debating or free discussion tasks because the nature of the activity requires the students become more interactivetosuggest solutions, give reasons, accept ideas, change or refuse opinions for the problem.

d) -Conversations:

It is the learners' formal interaction in the classroom which based on various conversational topics. Through this activity learners are asked to give their opinions and share their experiences according to the introducing topic.

Conversation topics should be different and varied between real life and affective subjects. Nolaxo and Arthur suggested some conversational subjects, such as: Family life, Sport, Change, Holidays, Pleasures, Money, Personal Experiences, Dreams, Food and Health…etc. (12-16)

During theconversation activity learners face many difficulties which lead them to misunderstandings and breakdowns in communication. According to Carter and Nunan who state that, difficulties in conversation arise at the level of phonological system (sounds, pronunciations, accents...etc.), grammatical structures (verbs, nouns, preposition…etc.), and wordrecognition (between the written and the spoken form) (10).

3.3. SpeakingSkill Difficulties

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

a -Lack of practice:

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

Obviously, language practice is the main factor of developing the oral proficiency, based on different kinds of speaking activities and assessment tasks.Therefore, teachers' role is to emphasize more on the language use, but not only on language knowledge because teaching the FL is the combination between teaching its grammatical rules and teaching how it is used in real life situations.

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

b- Deficient vocabulary:

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

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

c -Mother Tongue Use:

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

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

d -Lack of self- confidence and the fear of making mistakes:

It is not only the linguistic problems which impede the students speaking abilitythere is also what is called the psychological problems that students always suffer from. Lack of self- confidence and the fear of making mistakes are among the most common psychological problems that lead the students to hesitate or even refuse to intervene in the classroom discussions,because of their lack of self-confidence and afraid of being criticized by other students or corrected by the teacher.

Teachers' role in this case is to encourage students to speak freely without paying a big attention to their grammatical or phonological mistakes,also they should buildthe students' self-confidence by praising their achievements and neglecting their failures.

Stress, anxiety and lack of motivation are other factors that obstruct the students' speaking abilities.Therefore, developing oral proficiency in the foreign language classes can be enhanced only in a relaxedand comfortatmosphere, wherethe teacher and the studentsfeel at ease among each other.

Conclusion

Throughout this chapter, we have focused on teachingthe Oral Expression course in EFL classrooms as listening and speaking considered as the main skills of teaching it.Listening and speaking are the communicative skills which are taught according to different activitiesand tasks. In both skills, learners face many difficulties which they frustrate their speaking abilities.Teachers' role is to help them to overcome their difficulties and develop their foreign language.

Chapter Three:

Communicative Proficiency and

Teaching Oral Expression

The nature of teaching foreign languages is regarded as aninteractive process which requires both the teacher and the learner as active participants of the process. Recently,Foreign Language Teaching (FLT) methodologies stress more on teaching language as a means of communicative process rather than teaching its structures, rules and linguistic systems, because in general success in the foreign language is appeared through the ability to communicate effectively in the oral language.

Generally, the learners' main objective towards learning the English language is mainly to develop their speaking-oral proficiency skill rather than other language skills.Unfortunately, EFL teachers focus on teaching the written form of language and not on the spoken form of the language due to its difficulties and its complex nature.So, why is it so difficult to teach learners oral proficiency?What should be provided in the EFL classes for teaching language as a communication process? According to our research, we believe that the course of oral expression is the appropriate course and the safe space where teachers are able toteach language according to the communicative process, in order to improve the students' communicative proficiency.

In this chapter, we will explain the relationship between communicative proficiency and teaching Oral Expression course, in addition to the role of the four components of teaching the course of Oral Expression (the role of the teacher, activities, pedagogical aids and learners) for achieving the proficiency level ofthe students.

1. The Relationship between Communicative Proficiency and Teaching Oral Expression

Communicative proficiency is the communicative ability of using the target language under the conditions of fluency in addition to the grammatical and phonological correctness. Most EFL students aim to achieve this communicative ability rather than

other abilities because they relate success on the target language by the ability to speak it proficiently.

Basically, the development of the students' communicative proficiency process dependson a long time of practice and training of the spoken language in the classroomin order to behave effectively in the target language. Consequently, practice is an important tool and a significant method for teaching the target language in generaland developing the learners' communicative proficiency skills in particular,asBronvillainstated that"speaking practice is appropriate for different levels of proficiency" (12).

Thus, The Oral Expression is considered as the appropriatecourse which gives a big opportunity for learners to spend a long time on practicing both communicative skills, through listening to the target languageand producingnew structures accordingto it.

Generally, the process of teaching requires participants, methodologies, tasks and materials in order to fulfill the target goals of the process. According toDoff"teaching is a three- way relationship between the teacher, the materials he/she is using, and the students" (138).

Hence,teaching listening and speaking skills in the course of Oral Expression also requires various components and elements to achieve its pedagogical objectives. In fact, itdepends on the availability of the four main components which are:

1. The teacher as the main component in the teaching process,

2.Theoral activities as a helpful path wayfor teaching the oral skills,

3. The pedagogical aids as facilitating tools for the teaching process,

4. The learners as the core of the teaching process.

This is an illustrative figure which summarizes the four components of teaching the course of Oral Expression.
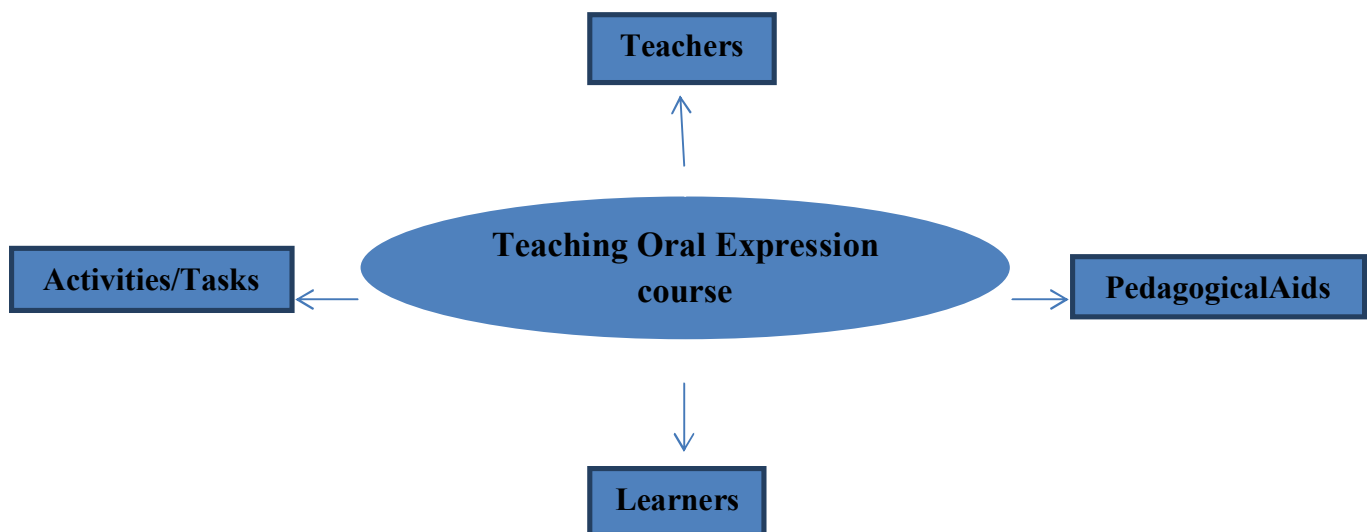
Figure 02:the Components ofTeaching the Oral Expression Course.

As a result, the relationship between teaching Oral Expression and the communicative proficiency is very significant. In other words, developing the students' communicative proficiency of the target language is based on a long time of training and practice. The appropriate course which provides the opportunity of practice is the course of Oral Expression with the presence of its essential components.

The first and the basic element fordeveloping the students' communicative process of the target language is the teacher.So, what is the role of the teacher in enhancing students' communicative proficiency?

2. Communicative Proficiency and the Role of the Teacher

The teaching process in general and teaching the foreign language in particularis based on the presence of the teacherbecause he isconsidered as a vehicle of the success of the learning process, particularly the success of the four language skills.

Among the four language skills, the speaking skill is the most required and the most needed skill by students because their main goal towards learning the target language is how to develop and reach the communicative proficiency. Thus, we assume that developing the students' communicative proficiency depends on the important role of the teacher.

According to Widdowson who claims thatteachers are asked to train learners to be really able to use language in its spoken form correctly and successfully, besides that, they should give them the opportunity to feel free when they introduce themselves and their feelings towards different learning issues (61).

Teachers should have a complete knowledge of their students' pedagogical and psychological background, asthey should be acquainted with their difficulties and deficiencies in order to findsolutions for them anddevelop their communicative skills. Leaver and Shekhtman state that:

> *In EFL classrooms, we need teachers who have*
>
> *much experience in teaching studentsat the*
> *proficientlevel, and having the ability todevelop*
> *their speakingability. Teachers whose main role is to*
> *know thebackgroundknowledge of their students, as*
> *well astheir specificgoals towards the target*
> *language, mainly their targetgoal is reaching highly*
> *proficiency* (29).

So, the teaching process requires experienced teachers who have the ability to reach the learners' communicative proficiency.

During the free discussion tasks, teachers need to be opened minded at accepting students' opinions according to the discussed topics, even they are contradictory opinions from the whole classroom.

Also, teachers should not focuson the learners'mistakes that theycommit during the communicative tasks but they should process them in a technical way.Murphy claims thatteachers should always encourage learners to 'get the language out'. Mistakes that occur can be noted and discussed once the communicative exercise has been completed if, however, students are encouraged to speak"(95). So, Murphy believes that neither the teacher nor the students have to emphasize on the language (linguistic) mistakes, even the mistakes have occurred, teachers may correct it at the end of the task because he believes that this method will lead students to speak freely without being afraid of their mistakes or teachers'reaction.

We strongly encourage this procedure of dealing with mistakes because it will develop the speaking skill of the students.

The communicative proficiency process requires a specific professional atmosphere in the classroom.Thus, the teacher is the one who is responsible for creating a motivational active classroom, in order to facilitate the process of learning for studentsto be able to introduce themselves and develop their communicative skills to the target language.As it is claimed by Nunan that, "the teachers are the main source of facilitating meaningful and enjoyable learning" (125).

Cooperative learning is an important source that promotes more dynamic classroom interaction among learners. It facilitates the process of learning by motivating the learners to discuss and participate on the tasks in a cooperative manner.(Willy 52).

So that, teachers are asked to apply this technique for teaching the listening and speaking skills based on the communicative tasks.

At the level of our university, teaching speaking and listening is the reasonability of the Oral Expression teachers.Their main objective towards teaching these two skills is to enhance the communicative levels of the students to the English language.

Generally, the Oral Expression teachers are divided into two main types;there are the experienced(old) teachers and the novice (new) teachers.

The old teachers are more experienced on teaching the communicative skills, due to the long period that they spend in the process of teaching the English language, particularly the process of teaching the language four skills.Also, theyare able to control the classroom and give strict instructions and guidelines for carrying the teaching process in a controlled atmosphere.

The experienced teachers have the ability to create a motivational atmosphere and a cooperative group work, where the learners feel at ease, comfort and more confident to express their opinions, perform tasks and discuss different topics with their classmates in English.

Mostly, they are able to correct the grammatical and spelling mistakes of the students in a technical process and in a friendly atmosphere, where learners do not feel ashamed or less confident in front their peers.In addition, students trust on the ability of such teachers because they know that those teachers have the sufficient experience and the needed knowledge of the process of teaching the communicative skills.

On the other hand, there are the novice (new) teachers who are described as inexperienced teachers, less skillful, and less knowledgeable about the process of teaching the English language in general, and on teaching the oral skills in particular. This type of teachers is often directed by the administration for teaching the course of Oral Expression, rather than other language courses.

Generally, the novice teachers are oriented to teach the Oral Expression course because it is assumed that it isisan easy teaching process and it does not require much experience or knowledge for teaching the listening and speaking skills. In contrast, teaching the communicative skills requires experienced teachers who have a long experience on the process of teachingthe foreign language skills in orderto develop the students' goals for achieving the communicative proficiency. As it is stated byLeaver and Shekhtman that,"In EFL classrooms, we need teachers who have much experience in teaching students at the proficient level, and having the ability to develop their speaking ability" (29).

3. Communicative Proficiency and the Role of the Oral Activities

In EFL classrooms, the process of teaching the communicative skills is mainly based on the communicative activities. There are unlimited range of communicative activities which are varied between listening and speaking activities such as: role plays, free discussions, conversations and debates, listening to songs and videos presentations through authentic materials, quizzes, puzzles,texts and exercises…etc.

The role of the communicative activities is very important because they are considered as a helpful way for facilitating the process of teaching the oral skills of the English language.Through the listening activities students are able to listen and recognize different accents and pronunciations of the native speakers, andthrough the speaking activitiesstudents are able to practice the target language.

The communicative activities are a motivational factor for encouraging the students to use the target language; therefore the teachers should select the appropriate activity and state their objectives toward it in order to enable the students to realize their communicative aims.

According to Woodward who states that communicative topics and themes should be motivating, but not regarded just as a useful tool for gathering language together. He added that the emphasis, especially with topics and themes, needs to be more on the content and on conveying messages and expressing opinions, than on the study of discrete units of language themselves, otherwise the motivational impact on students can be lost. Woodward also stated that when teachers are starting a topic they must ensure that a wide enough range of target aims is included, e.g. (culture, vocabulary, skills language patterns, functions, pronunciation and social skills…etc.). So that,every student in the classroom can meet something new which he or shewishes to learn (98-99). We strongly believe that the selection of the activity should be according to its communicative value and to the students' goals, but not just focusing in its linguistic structures and its language components.

Generally, introducing a communicative activity should be followed with different techniques and procedures in order to achieve the goals behind it. The following steps which are proposed by Adrian Doff (1988) are summarizing the procedures of presenting any communicative activity:

-what is the learning value of the activity.

-how much do students learn from it.

-how worth time is spending on it.

-what skills does it develop (listening or speaking).

-what stage of the activity is it suitable for (e.g. presentation, practice…etc.).

-what aids should be used and how to use them.

-what different kinds of interaction to apply (e.g. pair work, individual work) (138).

These procedures should be taken into account by teachers in order to facilitate the process of managing the activity, and achieving both the teaching and the learning goals.

Basically, teachers should be careful in choosing the discussion topics. They should select acceptable and interesting topics which do not touch the students' feelings, ethics or religion. It is stated by Bonvillain that topics should be chosen on accordance to feelings of embarrassment, anger or distress of students; teachers choose a topics based on combinations of personal interest and sensibility (90). Thus,the selection of the appropriate topic is so importance, because when students do not feel at ease with the topic directly they will abstain from discussing it.

At our university level, teaching the course of Oral Expression depends on different types of communicative activities. The objective of using these activities is to give chance for students to practice and develop theuse of the English language.

Noticeably, the communicative activities which are used in the course of Oral Expression are poor and very limited to specific types like: Role plays and free discussions, which are considered as the most used activities in the classroom. Whereas, such activities as listening to songs, video presentations, free talk are neglected and less used in the course.

Thus, the entire focus is fall on the performance activities through the role plays andmostly the assessment of the students' communicative abilities is according to these performing tasks; where the teachers focus on the student' way of acting rather than on their pronunciation or grammatical mistakes. In addition, along the Oral Expression course, the listening activities are totally neglected by the teachers, even though the role of the skill is crucial for teaching the foreign language and improving the speaking skill.

In sum, the role of the activitiesin the classrooms are very important for achieving the communicative proficiency of students, but only the creative and the varied activities which realize that goal.

4. Communicative Proficiency and the Role of the Pedagogical Materials

In general, the teaching process needs authentic materials and teaching pedagogical aids to be operated successfully. The teaching aids are varied between pedagogical tools such as: textbooks, board, pictures, drawings…etc., and to the technological materials which are the most used in the teaching process like: taped recorded; language laboratory, video tapes computers, Data show and the like.

The aim of using the teaching materials in language classroom is much significant. In fact, they are the main factor of motivation, in which they bring a kind of real social life inside the classroom that leads to facilitate the processof teaching for teachers as well as the process of learning for learners. Carter and Nunan stated that, the notion of teaching-based authentic materials has developed in the 1980's as an effective way of helping teachers to achieve the communicative development, which aim at facilitating informal acquisition of communicative competence through communication activities (67).

So, what we should understand is that, the use of the visual aids in language teaching is mainly for facilitating the development of the communicative process rather than othersprocesses. In other words, the teaching materials focus more on developing the communicative skills of listening and speaking rather than reading or writing.

Recently, It is claimed that a wide variety of materials have been used to support communicative approaches to language teaching; as they are viewed as a way of

influencing the quality of classroom interaction and language use for developing students' communicative abilities.

Consequently, teaching listening and speaking skills in the course of Oral Expression should be based on current authentic materials,through the use taped recorded or video presentations in order to provide learners with large content of the English language in order to enhancetheir communicative outcomes.

It is stated by Richards and Renandya that, teachers' role towards the pedagogical materials is very importance. Since,they should choose and decide which materials should be used in language classroom, because the quality of the material has an importance impact on learners and their motivation for developing their second language growing proficiency in the language (85). We strongly believe that, the wholereasonability fall on the teacher in the selection of the appropriate material for the given activity, since they regarded as a basic elementfor developing communicative proficiency.

The same authors stated that the pedagogical materials are useful because:

- it provides with a rich data based authentic materials.

- it offers an excellent tool for interactive learning.

- it provide an excellent context for collaborative work among learners (362).

Thus, teaching materials develop professional development of the target language, it means their absence will badly influencein the process of teaching the target language in the classroom.

After all the pedagogical materials'advantages that have been mentioned previously, we shall go back to our university level. In fact, there are limited types of teaching aids at the university such as: Data Show, cassette recorder and language laboratory. Mostly, these materials are not usedbecause whether they are not available and out of order all thetimeor the teachers do not plan many activities that based-authentic materials.

Actually, we argue that the use of the pedagogical materials for the teaching process in general, and for teaching the communicative skills in particular in not a choice but it is an obligation.Since the development of the students' communicative abilities is based on the real language inputthat is produced through the authentic materials; in order to enable the students to produce a meaningful output.

In brief, teaching materials have the primary role of promoting communicative language use. They are an effective factor for improving and facilitating the process of learning the foreign languages. So, their presence or absence decides the success or the failure of the teachers' and learners' tasks.

5. Communicative Proficiency and the Role of the Learners

It is not only the role of the teacher, the activities or the pedagogical teaching materials which are involved on the development of the English communicative proficiency. Learners also have an important role for improving their communicative abilities since they arethe core element in theclassroom.

Firstly, in communicative language teaching approach,learners are asked to emphasizeon the process of communication rather than onthe mastery of the language structures. Their focus should be directed on how to use the linguistic structures into use in real settings.

Learners should be active contributors in the learning processespecially in the communicative coursesbecause the success of the teachers' activities and the use of their teaching aids are mainly depended on how much the learners process them in an interactive and motivatedway inside the classroom.

According to John Morrly, learners should interact with others, sharing experiences, and ideas, solving problems, handling conflicts, articulating beliefs and values, building trust and rapport between each other (98). We argue that, all these processes should applied in a cooperative group work, which all students assist and work together to reach their target goals, in condition of a quiet and managed classroom.

The students have a great role for enhancing their communicative proficiency through practice as possible as they can inside the classroom. Students should listen carefully to the teachers' talk and to the language input, as well as, they should imitate what they listen to, and produce their new own structures.

Learners at our university level seem to be more active and creative through the tasks they present in the classroom.They hardly struggle in the discussed topicsbecause everyone aims to defend his own opinion. In the role play task, learners are responsible to bring well-structured topics and make great efforts to perform it as in the real life, through the use of authentic and lovely tools such as: cloths, kitchen wares,accessories…etc.In addition to the active learners, there are the weak passive learners who do notintervene orinteract during the course, but instead, they keep silent as passive receivers along the whole session.

All in all, students are the basic element into the communicative classrooms because they are the onewho state the success of the language learning process.

University.As well as, we aim to describe the nature of both questionnaires, to move towards the importance part which is the analysis of the questionnaires. Finally, we set a brief discussion upon the students' and the teachers' responses, to come out with general recommendations according to the research and the replied questions.

1. TheStudents'Questionnaire

1.1. The Sample of theQuestionnaire

Thequestionnaire is directed to (60) students from the total number of the first year LMD students' population about (720) at the department of English, Biskra University. The sample was chosen according to the (12) English classes, in which we selected only five students from each class. The selection of such sample was based on the consideration that first year LMD students' main focus is to improve their speaking skill, in order to achieve the English communicative proficiency.

1.2.Description of the Questionnaire

The students' questionnairecontains an introducing part that is the General information part, where students are asked to specify their age and gender, beside to their choice and reasons towards English language. In addition to the general information part, the questionnaire contains other five separated sections.

The first section is entitled "Teaching Oral Expression Course".The section is consisted of (09) questions. All the questions are concerned with the process of teaching the Oral Expression course. For example, in question 01students are asked about the dominant skill that they want to be successful in, the question 02 is stated to ask students about the skill that their teachers give much attention. In question number (07) learners are asked if the Oral Expression course is the appropriate one for enhancing their speaking skill…etc.

Conclusion

Enhancement of the students' communicative proficiency requires the combination of the four main language teaching components.The teacher as a facilitator factor in the classroom, the oral activities as a helpful way for teaching the communicative skills, the pedagogical materials as main components for providing with the target language input. Finally, it is the role ofthe learners as the basicelement in the classroom.

Chapter Four:

Data Gathering Analysis

Introduction

Thisis the last chapter of the work. It is considered as the practical partin which we aimat analysing the questionnaires gathered from the first year English students and the teachers of Oral Expression course. The entire goal of the study is to investigate the role of teaching Oral Expression course in enhancing students' communicative proficiency taking into account the four components which are involved in teaching the course of Oral Expression which are:the role of the teachers , the role of the oral activities,the role of pedagogical materials.Finally,it is the role of the learners.

According to the questionnaires,both teachers and students are expected to provide us with their opinions towards these four components of teaching the Oral Expression course, based on their long experience in teaching and learning this course.

Along this practical chapter, we will explain the population which was chosen from the whole number of the teachers and the students at English department, Biskra University.As well as, we aim to describe the nature of both questionnaires, to move towards the importance part which is the analysis of the questionnaires. Finally, we set a brief discussion upon the students' and the teachers' responses, to come out with general recommendations according to the research and the replied questions.

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The second section isentitled "Your Oral Expression Teacher". It combines four main questions concerning the Oral Expression teacher. For instance, Question 01 is devoted to know whether the learners like their Oral Expression teacher, and stating if he/she an experienced (old) teacher, or a novice (new) teacher in question number (02). Question 03is put to know about the efforts thatthe Oral Expression teacher makes for enhancing their speaking skill. Finally, in question (04) students are asked to describe their Oral Expression teacher.

The third section is devoted to "the Oral Expression activities". It contains five questions which they are all go around the types of activities that are presented in the Oral Expression course and the learners difficulties towards them.

The section four is "The Oral Expression pedagogical aids". It is a set of four questions concerning the types of aids that used in teaching the course and whether they are enjoyable and motivated aids.

The last section is number five it is under the title of "The Oral Expression learners". It contains six questions concerning the role of the learners in the course of Oral expression. For example, In question 01 students should state whether they enjoy the session of Oral expression. Question number (03) is set to have an idea about the reasons behind their poor speaking interaction in the classroom, and if they try to speak outside the classroom in question number (04)...etc.

1.3. TheAnalysis of the Students' Questionnaire

General information

Q01) - Age

Learners' age	Number	%

17	4	6.66
18	17	28.35
19	15	25
20	10	16.66
21	8	13.33
More than 21	6	10
Total	**60**	**100**

Table 01: Learners' age

Since they are beginner students the higher percentages divided between the students whose age is18 year old (28.35%) and whose is 19 years old (25%).The least percentages are devoted to the students whose age is 17 (6.66), to whose are 20 (16.66) and to the students whose age is 21 (13.33). The table shows that only10% of students whose age is more than 21 because logically they study in other high levels rather than first year level.

*Q2)-***Gender**

a) -Male

b) **-** Female

Learners' gender	**Number**	**%**
Male	16	26.66
Female	44	73.34
Total	**60**	**100**

Table 02: Learners' gender

Because of the large number of females and the small number of maleswho study in the foreign language classes, we notice that more than the half who answered the questionnaire are females (73.34%), whereas only 26.66%are males.

Q3)-**Your choice to study English was?**

a) - Personal

b) - Imposed

Learners' choice	Number	%
Personal	53	88.33
Imposed	7	11.67
Total	**60**	**100**

Table03: Learners' Englishchoice

These results inform us that, most students whose choice of learning English was personal (88.33%), but 11.67% who was obliged to learn English. Therefore, those who were imposed to study English is due to their poor average or their parents' decision.

Q4) -**Do you learn English because?**

a) You want to improve your English communication

b) It is easy to learn

c) You want to obtain a university degree

d) It is the language of the world

Options	Number	%
a	34	56.66
b	2	3.33
c	11	18.33
d	13	21.68
Total	**60**	**100**

Table 04: Learners' goals of learning English

Concerning this question, more than the half of students (56.66%) stated that the reason behind learning English isbecause they wanted to improve their English communication. We believe that, it is a reasonable percentagesince most students focus on developing their communicative abilities rather than other skills. 21.68% of students learn English because it is the language of the world. It is estimated the same percentage (18.33%) of students who chose to learn English to obtain a university degree, whereas only (3.33 %) of students who learn it due to its easiness.Therefore, it is not an expectable result that students learn English to improve their communicative abilities rather than to obtain a university degree.

Section One:Teaching Oral Expression Course

*Q1) -***What is the dominant skill that you want to be successful in?**

a) Listening

b) Speaking

c) Writing

d) Reading

Options	Number	%
Listening	8	13.33
Speaking	32	53.33
Writing	13	21.66
Reading	7	11.68
Total	**60**	**100**

Table 05: Students' dominant skill

The table shows that the most and the first dominant skill that students want to be successful in is the speaking skill (53.33%). The Writing skill is in the second rank

(21.66%).Whereas, the last two skills that students want to be successful in are listening (13.33%) and reading (11.68%). As a result, students focus more on the productive skills to achieve their English language success, but they neglect the receptive skills especially the listening skill which is considered as the important factor for developing their productive skills, in particular the speaking skill. This is due to their poor knowledge of the advantages of the listening skill in language learning.

Q2) **-In teaching the Oral Expression course, which is given much importantattention by your teacher?**

a) Listening

b) Speaking

Options	Number	%
Listening	8	13.33
Speaking	52	86.67
Total	**60**	**100**

Table 06: Teachers' focus skill

According to the percentages provided, teachers give much more attention to the speaking skill (86.67%) in order to develop the students' communicative abilitiesbut they neglect the listening skill (13.33%). Nevertheless,it has a great contribution in improving the communicative skills

Q3) **-Do you find speaking in English?**

a) Very easy

b) Easy

c) Difficult

Options	Number	%
Very easy	8	13.33
Easy	32	53.33
Difficult	20	33.34
Total	**60**	**100**

Table 07: Students'consideration in English speaking

The results obtained denote that53.33% of studentsfind speaking in English an easy process, and a significant percentage (33.34%) of students who find speaking in English a difficult task. Less than the average (13.33%) find speaking in English is very difficult.generally;it is due to the simple grammatical rules of the English students find it easy. Whereas, students who find speaking in English difficult may due to their poor professionalbackground during the high school.Students who find speaking in English very easy isobsoletely due to their English speaking practice and their admiration to the language itself.

Q4) - **Its difficulties, are due to?**

a) No space of teaching speaking

b) Lack of practice inside the classroom

c) Fear and shame of making mistakes

Ifthereare other reasons please, explain.

Options	Number	%
a	9	15

	28	46.66
b	28	46.66
c	19	31.66
Other reasons	4	6.68
Total	**60**	**100**

Table 08: Students' English speaking difficulties

The findings shows that, most students' speaking difficulties are due to the lack of practice inside the classroom (46.66%) and (31.66%) who find speaking in English difficult due to the psychological problems of fear and shame of making mistakes. Only, 15% of them argue of its difficulty, because there is no space of teaching speaking in the classroom. 6.68% of students who provide other reasonsfor example, deficient English vocabulary items, lack of time, the methodologies of teaching the course of Oral Expression, inappropriate settings forfree practice. As a result, all these reasons are contributing in the students' speaking difficulties

Q5) - Do you try to speak inside the classroom?

a) Often

b) Sometimes

c) Never

Options	**Number**	**%**
Often	14	23.33
Sometimes	39	65
Never	7	11.67
Total	**60**	**100**

Table 09: Speaking inside the classroom

The table indicates that the majority of students try "sometimes" to speak inside the classroom (65%). Also, it indicates that23.33% of them "often" speak in the

classroom. Only 11.67% never speak inside the classroom due to the difficulties that mentioned in previousThose who speak just sometimes during the course are required to speak often and many times to practice the English language and improve it.

Q6) - Which of the following modules do you like so much?

a) Written Expression

b) Oral Expression

If (b) give the main reasons.

Options	Number	%
WrittenExpression	17	28.34
Oral Expression	43	71.66
Total	**60**	**100**

Table 10: Learners'preferable module

On the basis of the table's findings, we notice that the highest percentage of students like the Oral Expression module (71.66%), whereas, only 28.34% who like the written expression course. Students who choose the option (b) have provideda lot of reasons like:

- The Oral Expression course enables us to learn new English vocabularies and speak with full confidence.

-It helps us to improve our pronunciation and our speaking ability as well.

-It is a motivational course providesus with the opportunity to work in a cooperative atmosphere.

- Oral Expression course is the only course which gives us the opportunity to speak.

Q7) **-Do you think that the Oral Expression course is the most appropriate course to improve your speaking skill?**

a) Yes

b) Somehow

c) No

Options	Number	%
Yes	41	68.33
Somehow	17	28.33
No	2	3.34
Total	**60**	**100**

Table 11: the Oral Expression course'sappropriateness

"Yes" the course of Oral Expression is the most appropriate course to improve the speaking skill was the answer of the majority of the students (68.33%).the students who choose the option of "somehow" were about (28.33%), and only 3.34%of them

who disagree with its appropriateness. As a result, the majority of students believe that the course of Oral Expression is the suitable course to achieve their communicative abilities.

*Q8) -***Do the hours allotted to the Oral Expression course are sufficient?**

a) Yes

b) No

Options	Number	%
Yes	13	21.66
No	47	78.34
Total	**60**	**100**

Table 12: Oral Expression course' allotted hours

The table indicates that, the majority of students stated that the time allotted for the Oral Expression course is not sufficient (78.34%). As well as, 21.66% of them stated that the contrast. We assume that, students who believe thatthe time allottedforthe Oral Expression course is not sufficient means that they like and enjoy the course because they want to have more time in during it and vice versa.

*Q9) -***Do you have an idea about the whole program of the Oral Expression?**

a) Yes, of course

b) No, not at all

Options	Number	%
Yes, of course	18	30
No, not at all	42	70
Total	**60**	**100**

Table 13: the Oral Expression programme

According to the result obtained from the last question of section one, it shows that70% of students do not have an idea about the programme of Oral expression, and 30%of them who have an idea about it. We strongly claim that, the students must be aware of theOral Expression programme like the other modules, because it will help the students to prepare their tasks and develop thembeforehand.

Section Two: Your Oral Expression Teacher

Q1) - **Honestly, do like your Oral Expression teacher?**

a) Yes

b) No

In both cases explain.

Options	Number	%
Yes	44	73.33
No	16	26.67
Total	**60**	**100**

Table 14: Students' and teachers' relationship

As an analysis to the data obtained from the table, we can observe that most students' responses were positive.It means that they like their Oral Expression teacher (73.33%).Nevertheless, 26.67% of the students' responses were negative. In both cases students provided different reasons about their opinions. Those who like their teachers claimed that:

- the teacher let us speak and express our opinions freely.

- he has a good teaching method.

-he supportsus and enhance our skills.

On the other hand, those who do not like them claimed that:

-he does not care about us.

-he has not a programme to stick on during teaching the course.

-he pays attention only for good students, in the same time he neglects the others.

Consequently, the teacher is the one who facilitates or impedes the course because he has the entire responsibility for the teaching process. Hence, the teacher is required to teach in a friendly and cooperative atmosphere where all the students feel at ease during the course.

Q2) -Is he/she?

a) An expert (old) teacher

b) A novice (new) teacher

Options	Number	%
a	26	43.33
b	34	56.67
Total	**60**	**100**

Table 15: learners' consideration oftheir teachers

As it is shown through the table, half of the Oral Expression teachers are novice (new) teachers (56.67%), whereas 43.33% of them are an experienced (old) once. Based on the results obtained, we strongly claim that the Oral Expression course should be taught by experienced teachers, who have the ability to improve their students' communicative abilities.

Q3) **-Do you feel that he/she makes an effort for enhancing your speaking skill?**

a) Very much

b) Much

c) Little

d) Not at all

Options	Number	%
Very much	21	35
Much	22	36.66
Little	13	21.66
Not at all	4	6.68
Total	**60**	**100**

Table 16: Teachers' efforts fortheir learners

The table shows that, 36.66% of students who feel that their teachers are made 'much' effort for enhancing their speaking skill. The approximate percentage is stated by students who believe that their teachers make 'very much' effort to develop their speaking skill (35%). Students who choose the option (C)are about (21.66%).Only, 6.68% who stated that their teachers do not make any efforts for the sake of enhancing their communicative abilities. According to the result, most teachers make great efforts to help the students to improve their English speaking ability.

Q4) **-How can you describe your Oral Expression teacher?**

a) Active, skilful and motivator

b) Creative and hard worker

c) Lazy, boring and careless

If others, please clarify

Options	Number	%
a	29	48.33
b	18	30
c	9	15
Others	4	6.67
Total	**60**	**100**

Table 17: Learners' description of their teachers

The results of the table state that, 48.33% of students who describe their teachers as an active, skilful and motivator and about 30% who describe their teachers as a creative and hard worker.There areonly 6.67% of students who describe their teachers as a lazy, boring and carless.There are students who give us other varied descriptions such as:the teacher is helpful and assistant, or he is lazy, serious and less skilful.We believe that, the nature of teaching Oral expression course require active, skilful and creative teachers who have the ability to create new ideas and adopt with their students in a collaborative atmosphere.

Section Three: The Oral Expression Activities

Q1) -What are the kinds of activities directed to you often?

a) Listening activities

b) Speaking activities

c) Performance activities

Options	Number	%
a	12	20
b	17	28.33
c	31	51.67
Total	**60**	**100**

Table 18: The kinds of Oral Expression activities

The findings obtained from the tables shows that, the Performance activities are the most often kinds which are directed to the students (51.67%). the speaking activities are the less directed kinds activities (28.33%), whereas, the listening activities are the least presented (20%). Therefore, the listening and speaking activities do not take much attention as the Performance activities.

Q2) -Are the activities presented in the classroom? :

a) Different and varied

b) Limited in a specific kind

Options	Number	%
a	39	65
b	21	35
Total	**60**	**100**

Table 19: The description of Oral Expressionactivities

The table shows that, the most activities which are presented in the classroom are different and varied (65%), and there are 35% of students who claimthat their classroom activities limited to a specific kind. We strongly believe that, teaching Oral Expression requires different and up-to dated activities, which motivate the students to interact and introduce themselves appropriately.

Q3) - **What is the most activity which presented and repeated every time?**

a) Role plays

b) Listening to songs

c) Free discussion

If others please indicate

Options	Number	%
a	36	60
b	10	16.66
c	9	15
Others	5	8.34
Total	**60**	**100**

Table 20: The repeated Oral Expressionactivities

The answers obtained from the table show that, the 'role play' is the most repeated activity in the classroom (60%). Free discussion is the second activity which most presented (16.66%). The small rate (15%) reflects that listening to songs is the least presented activity in the classroom. There are other activities that indicated by the students such as:'synonyms and opposites', 'listening to teachers' talk', 'puzzles' .we can deduce from the results that, the role play activity is the most repeated activity which students considered it as complex activity and limited with ideas. In addition,the activity of listening to songs is almost neglected in the classroom.

Q5) **-Do you feel that the activities presented are motivating and enjoyable?**

a) Yes

b) Somehow

c) No

Options	Number	%
Yes	20	33.33

Somehow	34	56.66
No	6	10.01
Total	**60**	**100**

Table 21: The activities' value

According to the table'sfindings,the students who feel that the activities presented are "somehow" motivating and enjoyable are more than the half (56.66%). The students who answered by "Yes" are about (33.33%). Only, (10.01%) of students who said that the activities are not enjoyable. We assume that, the students do not enjoyed the classroom activities very much because they are limited to specific and boring tasks.

Q5) -**Do you feel these activities improve your speaking ability?**

a) Very much

b) Much

c) Little

d) Not at all

Options	Number	%
Very much	15	25
Much	28	46.66
Little	10	16.66

Not at all	7	11.68
Total	**60**	**100**

Table 22: The activities' degree of achievement

The table shows that, the Oral Expression activities are "Much" improving the students' speaking ability (46.66%), whereas only 25% who believe that it is "Very much" that these activities improve their speaking skill. (16.66%) of students argue that "little" those activities contribute in their speaking skill and 11.68% who believe that these activities do not improve their speaking activities at all.Therefore, with activities practice and reinforcement students will develop their speaking activities.

Section four: The Oral Expression Pedagogical Aids

Q1) **-How often do your teachers use teaching aids in the course of Oral Expression?**

a) Very often

b) Sometimes

c) Rarely

d) Never

Options	Number	%
Very often	8	13.33
Sometimes	31	51.66
Rarely	15	25
Never	6	10.01
Total	**60**	**100**

Table 23: The teaching aids degree ofuse

According to the results provided that, half of the teachers 'sometimes' use the teaching aids (51.66%) and only (25%) of them who 'rarely' use them. There are approximate rates divided between 13.33% for 'very often' and 10.01% for 'never' the use of the pedagogical aids.

*Q2) -**What kind of aids do they use?**

a) Visual aids (board, pictures, DataShow)

b) Audio aids (tape record, language laboratory)

c) Audio-visuals (video tapes, computers)

If others please provide

Options	Number	%
a	40	66.66
b	10	16.66
c	07	11.66
Others	03	05
Total	**60**	**100**

Table 24: The teaching aids'Kinds

Based on the table, the visual aids are the most used in the classroom (66.66%).the least two aids that are used are theaudio aids (16.66%) and theaudio-visuals ones (11.66%). only one student who provide with the handouts as another teaching aid.Therefore, teaching the communicative skills should be based on authentic technological aids in order to facilitate the process of teaching.

Q3) **-Do you believe that teaching materials are necessary and helpful in learning language skills (listening and speaking)?**

a) Yes

b) No

Why?

Options	Number	%
Yes	56	93.33
No	4	6.67
Total	**60**	**100**

Table 25: The teachingmaterials'necessity

The majority of students (93.33%) believe that the use of the teaching materials is necessary for developing their communicative skills, whereas, only (6.67%) who are against. Students who choose the option 'yes' providedsome reasons such as:the teaching aids develop our listening skilland they bring a vital and motivated atmosphere into the classroom.

Q4) **-Do you prefer learning based teaching aids?**

a) Yes

b) Not in condition

Options	Number	%
Yes	41	68.33
Not in condition	19	31.67
Total	**60**	**100**

Table 26: learners preferable of teaching aids

The results show that,68.33% of students prefer learning based-teaching aids, whereas 31.67%who believe that their use is not necessary.Normally, the advantages of the pedagogical aids are so clear and no one could neglect them.

Section Five: The Oral Expression learners

Q1) -In general, do you enjoy the session of Oral Expression?

a) Too much

b) Much

c) Little

d) Not at all, please state why?

Please, Why?

Options	Number	%
Too much	27	45
Much	19	31.66
Little	10	16.66
Not at all	4	6.68
Total	**60**	**100**

Table 27: Learners' attitudes for the Oral Expression session

We notice from the table that the highest percentages directed to the first option (45%) where students like "too much" the Oral Expression session those who "much" like it are about (31.66%) whereas only (6.68%) who do not enjoy it. So, the majority of students enjoy the session of Oral Expression providing with the reasons like:it gives us the opportunity to speak and practice English or it is interesting because it brings new ideas and vocabularies each time. Those who do not enjoy the session claim that it is boring somehow and the teacher does not give us the opportunity to "free our minds".

Q2) **-Concerning the Oral Expression activities, do you?**

a) Internet, speak and participate, freely

b) Try to speak and communicate, humbly

c) Keep silent along the whole session

Options	Number	%
a	23	38.33
b	22	36.66
c	15	25.01
Total	**60**	**100**

Table 28: Learners' attitudes for the Oral Expression activities

The table shows approximate rates between students who interact, speak and participate freely (38.33%) and those who try to speak and communicate humbly (36.66%). Those who keep silent along the whole session are about (25.01%). It is a good result that the majority of students make efforts to speak and interact in the classroom using the target language.

Q3) - **Your poor interaction in the classroom is it because of?**

a) Lack of vocabulary

b) Lack of grammatical rules

c) Fear and shame of making mistakes

If there are other reasons please mention.

Options	Number	%
a	21	35
b	13	21.66
c	24	40
Other Reasons	2	3.34
Total	**60**	**100**

Table 29: Learners' poor interactionreasons

The table indicates that, 40% of students whose poor interaction is because of Fear and shame of making mistakes. 35% of themare due to the lack of vocabulary, and 21.66%because of the lack of grammatical rules. Other students provided with additional reasons of their poor interaction such as: the teachers' poor experience, the crowded uncomfortable classes and mainly the inappropriate subject topics.

Q4) -Do you try to speak English outside the classroom?

a) Always

b) Sometimes

c) Never

Why ?

Options	Number	%
Always	11	18.33
Sometimes	46	76.66
Never	3	5.01
Total	**60**	**100**

Table 30: Learners' degrees of speaking English outside the classroom

We can extract from the table that,76.66%of students who "Sometimes" speak outside the classroom. Those who 'always' speak outside the classroom are 18.33%.Whereas only 5.01% who "never" speak outside the classroom. Students provide with some reasons such as: speaking English outside the classroom improve the communicative abilities in order to get familiar with the language. Those who never speak English outside is because of their fear of being criticized by other people, also they claim that it is something strange to speak English outside the classroom rather than Arabic or French. We strongly emphasizes on the role of practicing English outside the classroom for more developing speaking abilities.

Q5) - Usually, how do you practice English?

a) Speaking outside in English

b) Listening to English songs

c) Through chatting with friends on the Net (Face book…)

d) Watching English movies

Options	Number	%
a	11	18.33
b	17	28.33
c	6	10
d	26	43.34
Total	**60**	**100**

Table 31: Learners' techniques of participating English

It is indicated through the table that, practicing English through watching movies takes the highest rate (43.34%) by students.28.33% is unexpected result that devoted to practice through listening to songs. It is only18.33% of students who practice English

outside the classroom and unreasonable result is devoted to practice through chatting with friends on the Net (10%).According to the results, the majority of students watch TV movies in order to practice and develop their English speaking whereas practice on the Net still very poor, nevertheless, of its wide spread perhaps it is because not all the students can access the internet easily.

Q6) **-As a fresh foreign language student, how do you consider your English speakingabilities?**

a) Very good

b) Good

c) Average

d) Poor

Options	Number	%
Verygood	4	6.67
Good	6	10
Average	26	43.33
Poor	24	40
Total	**60**	**100**

Table 32: Learners' considerations of their speaking abilities

This table shows that, the majority of the students consider their English speaking ability between "average" (43.33%) and "Poor" (40%). There are only few students who regard their speaking abilityas "good" (10%) or as "Very good" (6.67%). The result obtained is very reasonable because students still beginners to have a high level on English language.

1.4. Discussion

According to the analysis of the student' questionnaire, it is noticed that:

1. the students' main goal of learning English is to improve their language communication, ever rather than the focus on obtaining a university degree.

2. the most dominant skill that students want to be successful in is the speaking skill, whereas they neglect the other skills, especially the listening skill because they do not have a large knowledge about its advantages on improving theirEnglish speaking ability.

3. students find speaking in English an easy task, but the majority of them find it difficult. The main reasons behind its difficulty are the lack of practice inside the classroom, and their psychological problems of fear and shame of making mistakes.

4. the majority of studentsprefer the Oral Expression module because it is the space where they speak and interact freely; without neglecting the importance of the written expression module, because it provides them with the essential language input in order to develop their language output.

5. there is no enough time, or an official programme forthe Oral Expression course where learners can prepare their tasks before time.

6. the majority of students like their Oral Expression teachers, because they are experienced, active and motivatorswho make hard efforts to improve their communicative abilities. In contrast, there are students who do not like their teachers, because they are not experienced enough, unskilful and uncreativetheydo not make great efforts to enhance their abilities.

7. the most used activities in the classroom are the performance activities which are limited only to one task which is the role play. The majority of students find

it not enjoyable and less motivating which it does notimprove their communicative abilities too much.

8. the use of the pedagogical materials inside the Oral Expression course is limited where the most used materials are in form of pictures, board or tape recorder.Nevertheless, students prefer its use because they motivate them and contribute in the development of their listening and speaking skills.

9. The majority of students enjoy the Oral Expression course because it gives them the chance to speak and participate freely.

10. The students' poor interaction in the classroom is due to different difficulties as such: lack of practice, fear of making mistakes and lack of the English vocabulary.

11. The majority of learners consider their English speaking ability as an acceptable and average level.

2. The Teachers'Questionnaire

2.1. The Sample of theQuestionnaire

The questionnaire is administrated to ten (10) teachers of Oral Expression at the department of English, Biskra University. This number is a mixture between old and new teachers in order to collect different views about the role of teaching Oral expression in enhancing students' communicative proficiency based on the components that contribute in the process of teaching the course which are: the role of the teachers, the oral activities, the teaching materials and the role of the learners.

2.2.Description of the Questionnaire

The questionnaire consists of the general information part and five main sections. In the general information part the teachers are asked to identify their age,

gender, and degree. They also asked to state both the years they spend in teachingat the university and inteaching the course of Oral Expression.

The section one is entitled "Teaching Oral Expression Course".It consists of four basic questions, which all of them are concerned with the process of teaching the course of Oral Expression. For example, teachers are asked to describe the course in terms of its programme, time and its advantages for developing students' speaking abilities.

The section two is under the title of "The Oral Expression Teacher". This section is mainly directed to the teachers to state their basic objectives towards teaching the course of Oral Expression, and the efforts that the make for enhancing the language learners' use.

The section three is entitled "the Oral Expression activities".Its six main questions are administrated for teachers to investigate the types and the role of the activities that they are present in the classroom.

The section four is "The Oral Expression Pedagogical Materials".It consistsof five questions. All of them go around the role of the pedagogical materials in teaching the communicative skills. Thus, teachers are asked to provideus with the different aids that they use in the classroom and their impact toward the learners achievements.

The last section is number five which entitled "The Oral Expression' Learners". It is divided to four main questions, which are devoted to the teachers in order to askthem about their learners; concerning their techniques and difficulties for engaging in the communicative tasks of the Oral Expression course.

2.3. TheAnalysis of the Results

General information:

Q1) - **Age**

Among the ten (10) teachers, there are only four teachers who provided with their ages. Two teachers are in the age of 50 years old, one teacher is in the age of (31), whereas the other is (27) years old. Also, the rest are between novice and old teachers.

Q2) - **Gender**

a) Male

b)Female

Option	Number	%
Male	06	60
Female	04	40
Total	**10**	**100**

Table 01: Teachers' gender

The table shows that, there are 60%teachers who are males,and 40% of themare females.

Q5) - **Degree**

a) License

b) Magister

Options	Number	%
License	03	30
Magister	07	70
Total	**10**	**100**

Table 02: Teachers' Degree

From the results we noticed that, there are 30% of teachers who have the licensedegree and the rest (70%)have theMagister degree.

*Q5) -***How many years have you been teaching at the university?**

Options	Number	%
1-5	04	40
6-10	06	60
More than 10	**00**	**00**
Total	**10**	**100**

Table 03: Teachers' years of teaching at the university

There are 40% teachers who have been teaching at the university from 1 to 5 years. 60% of them have been teaching at the university from 6 to 10 years and no one has been teaching more than 10 years. We assume that, the majority of teachers have an experience on the process of teaching the foreign language.

Q6) - **How many years have you been teaching the course of Oral Expression?**

Option	Number	%
1-3	7	**70**
4-7	3	**30**
total	**10**	**100**

Table 04: Teachers' years of teaching the Oral Expression course

It is shown from the table that, the majority of the teachers who have been teaching the Oral Expression course from 1-3 are (70%), whereas the others (30%) are from 4-7. So, we notice that, the majority of the Oral Expression teachers are novice and inexperienced teachers.

Section one: Teaching Oral Expression Course

Q1) **-How would you describe the course of Oral Expression?**

a) Motivational course for developing students' communicative skills.

b) A space for learners to practice English.

c) Uninteresting course, taken for granted.

If others please, indicate.

Options	Number	%
a	05	50
b	05	50
c	00	00
Total	**10**	**100**

Table 05: Description of the Oral Expression course

The results of the tableindicates that, equal rates devoted to the motivational course for developing students' communicative skills (50%) and it is a space for learners to practice English (50%). This means that, there is no teacher consider the Oral Expression course as an uninteresting course and taken for granted, but all of them believe that the Oral Expression course motivate students to speak and practice the English language.

Q2) **-Concerning the programme of Oral Expression course is it?**

a) An official planning programme.

b) Elaborated with colleagues.

Options	Number	%
a	10	100
b	00	00
Total	10	100

Table 06:Programmeof Oral Expression course

All the teachers are elaborated together to plan the Oral Expression programme, since there is no official planning programme.

Q5) **-Is the time allotted to the course enough?**

a) Yes

b) No

If no, why

Options	Number	%
a	03	30
b	07	70
Total	**10**	**100**

Table 07: The Oral Expression time

Most of the teachers stated that the time allotted to the course is not enough (70%).Only 30% of themassumed that the time is enough. The teachers who stated that the time allotted for the Oral Expressioncourse is enough provided with some reasons such as:

- there are a lot of tasks which need to be done, but because of shortage time we cannot perform them.

-the session is an opportunity for students to express themselves, but because of time this opportunity is not given.–

-the second language is hard to master its vocabulary so time always is not enough.

Q4) **-Do you believe that the course of Oral Expression is the appropriate one fordeveloping students' speaking communicative abilities?**

a) Yes, of course

b) To some extent

c) No, not at all

Please, canyou give a percentage?

Options	Number	%
a	08	80
b	02	20
c	00	00
Total	**10**	**100**

Table 08: The Oral Expression course' appropriateness

The results indicates that most of the teachers claim that the Oral Expression course is the appropriate one for developing the students' speaking and communicative abilities (80%), whereas only 20%of them consider it 'to some extent' as the appropriate one.Consequently, there is no teacher neglect the contribution of the Oral Expressioncourse in developing the students' communicative abilities.

Concerning the percentages, there are only six teachers who give a percentage about the Oral Expression course appropriateness for developing the students' communicative abilities. Most of the percentages were more than 50% as it is shown on the table.

Teachers	Percentage
T1	95%
T2	80%
T3	70%
T4	60%
T5	50%

T6	40%

Table 09: The teachers' percentages

<u>**Section two**</u>**: The Oral Expression Teacher**

Q1) **-As an Oral Expression teacher, what are your main objectives towards teachingthe course?**

a) To develop students' listening and speaking skill.

b) To develop students' self-confidence.

c) To develop their presentations forms.

d) To enhance their communicative abilities.

e) All of them

If others please, indicate.

Options	Number	%
a	00	00
b	00	00
c	00	00
d	00	00
e	10	100
Total	**10**	**100**

Table 10: The teachers' objectives

It is obvious that from the table, teachers choose all the options that we providedbut they put them in a ranking manner in which they focus more on the goal of developing students' communicative abilities and enhancing their listening and speaking skills.There is only one teacher who added the factor of motivation asone of his objectives towards teaching the course of Oral Expression.

*Q2) -***What is the skill that you give much important in teaching the course of OralExpression?**

a) Listening

b) Speaking

c) Both

Options	Number	%
a	00	00
b	02	20
c	08	80
Total	**10**	**100**

Table 11: Theteachers' skill focus

According to the table, most teachers focus on both communicative skills (80%), whereas only 20% of them focus on the speaking skill rather than the listening skill.

Q3) **-Do you make efforts with students to improve their speaking ability?**

a) Yes, of course

b) Sometimes

b) Not, too much

Please, how?

Options	Number	%
a	10	100
b	00	00
c	00	00
Total	**10**	**100**

Table 12: The teachers' efforts

Obsoletely, all the teachers stated that they make efforts with students to improve their speaking ability. They provided us with some details about their efforts For example;theyencourage them to talk without bothering about their mistakes and showing them how to start talking by expressing their views. They introduce to them motivational tasks and games in order to encouragethem to think critically and being innovative. Teachershelpstudents to cope with their anxiety, and other psychological problems in order to reinforce their self-confidence.

Q4) **-Do you feel that your efforts are remarkable and achievable through theperformance of the students?**

a) Yes, of course.

b) Somehow.

c) Not too much.

Options	Number	%
a	04	40
b	06	60
c	00	00
Total	**10**	**100**

Table 13: The efforts' achievements

The table shows that 40% of the teachers' efforts areremarkable and achievable by students, whereas60% of them stated that their efforts are "somehow" remarkable and achievablethrough the performance of the students.From the results, we assume that the teachers' efforts are influenced by the classroom activities andlearners' degree of readiness to realize these efforts.

Section three: Oral Expression activities

Q1) -Do you often focus on?

a) Listening activities

 b) Speaking activities

c) Presentation activities

d) all of them

Options	Number	%
a	00	00
b	00	00
c	00	00
d	10	100
Total	**10**	**100**

Table 14: The teachers' activities focus

The table shows that, the teachers focus on all activities types but not on the same level in which they focus more on the presentation and the speaking activities, whilethe listening activities take the least focus by them.

Q2) **-Are the activities presented in the classroom?**

a) Different and varied

b) Limited to a specific kind

Options	Number	%
a	10	100
b	00	00
Total	**10**	**100**

Table 15: The classroom activities

All the teachers claimed that the activities which are presented in the classroom are of different and varied types.

Q3) **-What is the most repeated and performed activity every time?**

a) Role plays

b) Listening to songs

c) Free discussion

If there are others, mention them.

Options	Number	%
a	06	60
b	00	00
c	04	40
Total	**10**	**100**

Table 16: The repeated and performed activities

The table findings stated that, the most repeated activities in the classroom are between role plays (60%) and free discussions (40%) whereas thelistening activities are 0%. Teachers have added other activities as such: storytelling, problem-solving, intensive readings, critical thinking and games.

Q4) **-Do you allow your students to suggest some activities?**

a) Yes

b) Sometimes

c) Never

Please, state why?

Options	Number	%
a	07	70
b	03	30
c	00	00
Total	**10**	**100**

Table 17: Students' suggestions

There are 70% of teachers who allow their students to suggest some activities.There are only 30% of them allow 'sometimes' their students to choose the activities.

Those who allow for students to suggest activities claim that it is an opportunity to give them the chance to share the task with the teacher and to be free to decide their learning topics. In addition, teachers aim to build their motivation and encourage them to engage effectively in the course.

Q5) -Do you believe that the kind of the activities you present?

a) Encourage students to interact, speak, freely

b) Motivate students to practice English.

c) Help them to improve their communicative skills

d) Do not encourage or motivate learners.

Options	Number	%
a	04	40
b	03	30
c	03	30
d	00	00
Total	**10**	**100**

Table18: The activities' kinds

According to The table, the answersare varied approximately. Since 40%of the teachers stated that the activities presented in the classroom encourage students to interact and speak, freely. The same rates (30%), (30%) provided that the activities motivate students to practice English and help them to improve their communicative skills.

Q5) **-Does the kind of activity in itself; have a significant role for developingstudents' speaking abilities?**

a) Yes

a) No

Options	Number	%
Yes	10	100
No	00	00
Total	**10**	**100**

Table 19: The role of the activities

All the teachers (100%) state that the kind of activity in itself has a significant role for developing students' speaking abilities.

Section four: the Oral Expression Pedagogical Materials

Q1) - How often do you use teaching aids in the course of Oral Expression?

a) Very often

c) Sometimes

c) Rarely

d) Never

Options	Number	%
Very often	03	30
Sometimes	05	50
Rarely	02	20
Never	00	00

Why?	Total	10	100

Table 20: The Oral Expression's teaching aids

The findings that obtained from the table indicate that, 50% of the teachers use the teaching materials 'sometimes', and there are 30% selected the option of 'very often' in using them.Only20% who 'rarely' use the pedagogical aids. Those who 'sometimes' or 'rarely' use the pedagogical aids claim that because they are not available all the time and Those who use them 'very often' claim that they facilitate learning and create anxious atmosphere for learners to listen and understand better.

*Q2 -)***What kind of aids do you use?**

a) Visual Aids (pictures, board, Data Show).

b) Audio Aids (tape record, language laboratory).

c) Audio-Visuals (video tapes, computers).

If others; Please mention them

Options	Number	%
a	05	50
b	03	30
c	02	20
Total	10	100

Table21:Types of teaching aids

50% of teachers use visual aids like pictures and Data Show,30% of them use taped record and other audio aids. Only 20% of them use the audio-visuals like video tapes. This means that, the most used aids are the visual aids andthere are some teachers who mentioned other teaching aids like the hand-outs.

Q4) **-Do you think that teaching Oral Expression based pedagogical aids willcontribute in developing students' communicative skills (listening and speaking)?**

a) Yes, too much

b) Not, too much

Options	Number	%
Yes, too much	10	100
Not, too much	00	00
Total	**10**	**100**

Table 22: Teaching aids' contribution

Logically, all the teachers (100%) state that teaching the Oral Expression course based on pedagogical aids contributes in developing the students' communicative skills.

Q4) **-What kind of teaching aids which are available at the level of the English department?**

Concerning this question, teachers indicated that neither visual nor audio aids are available, but there are only some materials like: Data Show,language laboratoryOHP, tapes, and some realiaareavailable and t most of the time they are either occupied or out of order.

Q5) -Are you able to use them at any time you want?

a) Yes

b) No

If No, why?

Options	Number	%
Yes	03	30
No	07	70
Total	**10**	**100**

Table 23: The teachers' ability to use the aids

Only 30%of teachers who are able to use the teaching aids because they belongs to them, but the rest (70%) are not able to use them all the time because they are limited and either are busy and out of order or they are used by other teachers.

Section five: The Oral Expression Learners

Q1) -In general, do your learners enjoy the session of Oral Expression?

a) Very much

c) Just a Little

d) Not at all

Please, say why?

Options	Number	%
Very much	10	100
Just a Little	00	00
Not at all	00	00

	Total	10	100

Table24: TheOral Expression course learners' attitude

It is shown in the table that, all the learners enjoy the session of Oral Expression, by claiming that because it is the only session where they can express themselves freely and being at ease to speak and performeven to create tasks.

Q2) **-During the course Of Oral Expression do your students?**

a) Interact, speak and participate, freely.

b) Try to speak and communicate, humbly.

c) Keep silent during the whole session.

Options	Number	%
a	03	30
b	05	50
c	02	20
Total	10	100

Table25: The Teachers' reactions

The answers are varied between 50% of students who try to speak and communicate, humbly in the classroom, 30% of themwho interact, speak and participate freely and only 20% of them who keep silent during the whole session. Fortunately, most students try to speak and interact inside the classroom.

Q3) **-Their poor interaction is it due to?**

a) Shyness

 b) Lack of self-confidence

c) Lack of knowledge of the subject

d) Lack of motivation.

e) All of them

If thereis other reasons please mention them

Options	Number	%
a	03	30
b	03	30
c	00	10
d	00	00
e	04	40
Total	**10**	**100**

Table 26: The learners' poor interaction reasons

The table indicates that,40%of the teachers consider their learners' poor interaction because of the all reasons. The same percentages (30%),(30%) devoted to the psychological problems of the students.

Q4) **-How do you consider their speaking ability, as beginner fresh students?**

a) Very good

b) Good

c) Acceptable (average)

d) Poor

Options	Number	%

Very good	00	00
Good	00	00
Acceptable (average)	10	100
Poor	00	00
Total	**10**	**100**

Table 27: The Teachers' consideration to thestudents'abilities

The table shows that all of the teachers consider their students' speaking abilities as an average and acceptable ability. One teacher stated that, still; we have in our classes very good students with high speaking performances.

2.4. Discussion

According to the answers that are obtained from the teachers' questionnairewe noticed that:

1. the majority of the Oral Expression teachers are novice and inexperienced teachers.

2. most of them describe the course of Oral Expression as a motivational course for learners to practice the language and develop their communicative skills.

3. there is no official planning programmeis directed to the course, and no sufficient time is allotted for it.

4. all the teachers believe that Oral Expressionis the appropriate course for developing students' communicative abilities.

5. teachers' main goal toward teaching the course of Oral Expression is to develop their communicative skills.

6. major teachers make efforts to improve their students' speaking abilities.

7. most of the teachers cannot recognize their efforts through their students' achievement, even if they provide with great efforts.

8. the performance activities are the most focus of the teacher and the listening activities are almost neglected.

9. the most activities are presented in the classroom are either role plays or free discussions.

10. the majority of the teachers give theirstudents the chance to suggest some tasks and activities.

11. the activities inside the classroom are significant for encouraging students to speak and practice in order to enhance their communicative abilities.

12. the teachers do not use the pedagogical aids all the time because of its absence and limited types.

13. the students enjoy the Oral Expression course because it gives them the opportunity to speak in English, whereas students most time speak humbly or keep silent because of many reasons like:the psychological problems, lack of motivation and lack of knowledge about the subject.

14. teachers consider the learners' speaking abilities as an acceptable and average due to different reasons that we mentioned previously. Although, still there are students have a good speaking ability of the Englishlanguage.

Conclusion

Throughout of the questionnaires, we aimed to investigate the role of teaching the Oral Expression course based on its components in enhancing the students'

communicative proficiency. As it was expected that through the responses that we obtained from the analysis of the questionnaires , both students and teachers have the entire consideration that Oral Expression is the appropriate course which gives the chance for learners to use the English language and enhance it. Totally, they agree that the role of the four elements of teaching the course of Oral Expression (teachers, activities, teaching aids, and learners) contribute a lot for facilitating the process of teaching the listening and speaking skills and for developing the students' communicative proficiency.

Recommendations

According to the analysis of the results obtained from the students' and teachers' questionnaires we conclude that, teaching process in general and teaching the language as a means of communication requires specific and importance factors, in order to achieve the students' main goals for learning the foreign language.

Consequently, the pedagogical administrators should give more attention to the course of Oral Expression because it is considered as the unique opportunity for learners to practice the English language and being free to express themselves.

The novice and inexperienced teachers are most directed for teaching the Oral Expression course because the latter is regarded as an easy teaching task in which it does not require much experience or efforts. In contrast, teaching the communicative skills need more experienced teachers, those who have a large extent knowledge as well as ability for teaching the listening and speaking skills for the foreign learners.

The activities of the Oral Expression course should be different and varied but not strict only on limited kinds such as: role plays and free discussions. Teachers should focus more on the listening activities because they are the basic of the Oral expression course; moreover, they have a crucial role in enhancing the students' English use. Moreover, the listening activities should be used as an assessment tool, rather than assessing the students' achievements only through role plays performance. Teachers should select motivating activities which bring a kind of real life atmosphere in the classroom, in order to encourage students to use the language and react upon it actively.

Essentially, teaching listening and speaking must be based on the use of different kinds of authentic teaching materials. Their use considers as an important factor for facilitating the process of teaching and creating a vital and active classroom, in addition they add much credibility to the presented tasks. Hence, the Oral Expression course's teaching aids should be different and available for the teachers in any time they are in need to use them.

The Oral Expression learners' are asked to be more active and creative, for engaging in the tasks also they required to work together in a collaborative atmosphere because they are responsible for the success of the course.

So,we came to conclude that, teaching the Oral expression course with the combination of the four components of the teachers, the activities, the pedagogical materials and mainly the learners, the students will enhance their communicative proficiency of English language.

General Conclusion

The aim of the work is to investigate the role of teaching Oral Expression in Enhancing students' communicative proficiency. Through this research, we hypothesized that in teachingof the course of Oral Expression, if we should regard the important role of: the teachers, the Oral activities, the pedagogical aid, and the role of learners, the communicative proficiency of the students will be enhanced in the English language.

In order to investigate the hypotheses of the research, we divided the study into four chapters. The first chapter mainly focuses on the concept of communicative proficiency in EFL classes, concerning its background history and its relationship with communicative language teaching and the communicative competence.

The second chapter concerns with the two communicative skills of listening and speaking. Concerning this chapter tries to gather general information of both skills especially their basic activities and the learners' difficulties that they usually face with them, whereas the third chapter mainly concerns with the relationship between the process of communicative proficiency and the process of teaching Oral Expression in EFL Classes.

In addition to the relationship between both of them, in the same chapter we took into consideration the comparison between the role of the four main components of teaching the course of Oral Expression, (the role of the teacher, the oral activities, the pedagogical materials and the role of the learners) and to what is actually is being applied at our university level.

The last chapter is the practical part of the study which devoted to the students' and the teachers' questionnaire. They were given to the first year LMD students, and the Oral Expression teachers at the Branchof English, Biskra University. The aim of these questionnairesis to obtain both students' and teachers' opinions about the role of the components of teaching the course of Oral Expression in enhancing the students' communicative proficiency.

All in all, the knowledge that we obtain from the theoretical part by researchers and scholars about the process of teaching the foreign language as a communication process, and through the analysis of the results that has been provided by the teachers'

and students' questionnaires, we come to a conclusion with three main principles which are: first, teaching the English language is not merely amatter of mastering the English linguistic rules and language structures any more, but it is more important to focus on the use of language as a means of communicative process in different social contexts.Second, the target goal of the learners of learning the second language is to develop their communicative abilities and speaking skill towards the target language, rather than other language skills of listening, writing and reading.

The third most important principle that is the core of the work is that, the course of Oral Expression in the EFL classrooms is the most appropriate course for students to enhance their communicative proficiency, where teaching the course must be accompanied with: experienced and skilful teachers, varied and well- structured of oral activities, the availability of different types of pedagogical teaching aids. Finally, it is the presence of active and creative learners in the classroom.

Thus, there are numerous approaches and theories which attempted to teach the language as a communicative process and to develop learners communicative proficiency, through this research work we assumed that teaching the Oral Expression course and based its main four components is another importance field of developing the student' communicative proficiency.

Finally, we end our dissertation with the hope for learners to achieve their goals towards the English languagesuccessfully.

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Appendixes

The Students' Feedback Questionnaire

> ***Dear students,***
>
> *We would be so grateful if you could answer the following questions about teaching the course of Oral Expression; concerning your opiniontowards your Oral Expression teacher, the activities he/she presents during the course and finally, your opinion towards the use of the pedagogical aids that the teacher of Oral expression uses while teaching the course; for enhancing the learners speaking ability. To answer these questions, you are-Required to put a tick (∠) in the box corresponding to your answer.*

General information:

Q1) Age ☐   Male ☐   Female ☐

Q2) your choice to study English was:

a) Personal ☐   b) Imposed ☐

Q3) Do you learn English because?

a) You want to improve your English communication ☐

b) It is easy to learn ☐

c) You want to obtain a university degree

d) It is the language of the world ☐

☐

Section One: Teaching Oral Expression Course

Q1) -What is the dominant skill that you want to be successful in?

a) Listening ☐   b) Speaking ☐

c) Writing ☐   d) Reading ☐

Q2) -In teaching the Oral Expression course, which is given much important attention by your teacher?

a) Listening ☐   b) Speaking ☐

Q3) -Do you find speaking in English?

a) Very easy ☐   b) Easy ☐   c) Difficult ☐

Q4) -Its difficulties, are due to?

   a) No space of teaching speaking   ☐

   b) Lack of practice inside the classroom   ☐

   c) Fear and shame of making mistakes   ☐

If there are other reasons please, explain……………………………………………………………………
……

**Q5*) - Do you try to speak inside the classroom?*

a) Often   ☐   b) Sometimes   ☐   c) Never   ☐

Q6) -Which of the following modules do like so much? :

a) Written Expression   ☐   b) Oral Expression   ☐

If (b) give the main reasons: ………………………………………………………………………………
……

Q7) - Do you think that the Oral Expression course is the most appropriate course to improve your speaking skill?

a) Yes b) Somehow   c) N☐   ☐

Q8) - Do the hours allotted to the Oral Expression course are sufficient?

a) Yes b) N☐   ☐

Q9) - Do you have an idea about the whole program of Oral Expression?

a) Yes, of course   ☐   b) No, not at all   ☐

Section Two: Your Oral Expression Teacher

Q1) - Honestly, do like your Oral Expression teacher?

a) Yes ☐   b) No ☐

In both cases say why: …………………………………………………..............................
………………………………………………………………………………………………

Q2) - Is he/ she?

a) An expert (old) teacher ☐   b) A novice (new teacher) ☐

Q3) -Do you feel that he/she makes an effort for enhancing your speaking skill?

a) Very much ☐ b) Much   c) Little   d) Not at all ☐   ☐

Q4) - How can you describe your Oral Expression teacher?

a) Active, skillful and motivator ☐

b) Creative and hard worker ☐

c) Lazy, Boring and careless ☐

If others, please clarify: ……………………………………………………………………
…………………………………………………………………………………………….

Section Three: The Oral Expression Activities

Q1) - What are the kinds of activities directed to you often?

a) Listening activities ☐   b)Speakingactivities ☐   c) Both ☐

Q2) - Are the activities presented in the classroom?

a) Different and varied ☐   b) Limited in a specific kind ☐

Q3) - What is the most activity which presented and repeated every time?

a) Role plays ☐   b) Listening to songs ☐   c) Free discussion ☐

If others please indicate: ………………………………………………………………………
……………………………………………………………………………………………………..

Q4) -Do you feel that the activities presented are motivating and enjoyable?

a) Yes ☐   b) Somehow ☐   c) No ☐

Q5) - Do you feel these activities improve your speaking ability?

a) Very much ☐   b) Much ☐   c) Littled) ☐ at all ☐

Section Four: The Oral Expression Pedagogical Aids

Q1) -How often do your teachers use teaching aids in the course of Oral Expression?

a) Very often ☐   b) Sometimes ☐   c)Rarely ☐   d) Never ☐

Q2) -What kind of aids do they use?

a) Visual aids (board, pictures, Data Show) ☐

b) Audio aids (tape record, language laboratory) ☐

c) Audio-visuals (video tapes, computers) ☐

If others please provide………………………………………………………………… ………..
……………………………………………………………………………………………..…………

Q3) - Do you believe that teaching materials are necessary and helpful in learning language skills
 (Listening and speaking)? :

a) Yes ☐   b) No ☐

Why? : …………………………………………………………………………………………
………………………………………………………………………………………………...

Q4) -Do you prefer learning based teaching aids?

a) Yes ☐   b) Not in condition ☐

Section Five: The Oral Expression Learners

Q1) - In general, do you enjoy the session of Oral Expression?

a) Too much ☐   b) Much ☐   c) Little ☐   d) Not at all ☐

Why?:…………………………………………………………………………………………
………………………………………………………………………………………………

Q2) -Concerning the Oral Expression activities, do you?

a) Interact, speak and participate, freely ☐

b) Try to speak and communicate, humbly ☐

c) Keep silent along the whole session ☐

Q3) - Your poor interaction in the classroom is it because of the?

a) Lack of vocabulary ☐

b) Lack of grammatical rules ☐

c) Fear and shame of making mistakes ☐

If there are other reasons please mention: …………………………………………………
…………………………………………………………………………………………………...

Q4) - Do you try to speak English outside the classroom?

a) Always ☐   b) Sometimes ☐   c) Never ☐

Why? : ………………………………………………………………………………………….
………………………………………………………………………………………………

Q5) - Usually, how do you practice English?

a) Speaking outside in English ☐

b) Listening to English songs ☐

c) Through chatting with friends on the Net (Facebook…) ☐

d) Watching English movies ☐

Q6) - As a fresh foreign language student, how do you consider your English speaking ability?

a) Very good ☐   b) Good ☐   c) Average ☐   d) Poor ☐

Appendix B

The Teachers' Feedback Questionnaire

Dear teachers,

We would be so grateful if you answer the following questions concerning: **Teachingthe course of Oral Expression** in aiming to achieve the learners' **Communicative Proficiency.** Our objective is to have an idea about your opinion regarding your role as an Oral Expression teacher for enhancing the students' communicative proficiency, your opinion about the activities presented during the course, also the pedagogical materials used in teaching the course. Finally, your opinion about the learners as the core of the Oral Expression course.   **Thank you all…**

General information:

Age [ ]   Male [ ]   Female [ ]

Degree: License [ ]   Magister [ ]

-How many years have you been teaching at the university? [ ]

- How many years have you been teaching the course of Oral Expression? [ ]

Section one: **Teaching Oral Expression Course**

Q1) - How would you describe the course of Oral Expression?

   a) Motivational course for developing students' communicative skills. [ ]
   b) A space for learners to practice English. [ ]
   c) Uninteresting course, taken for granted [ ]

If others please indicate:……………………………………………………………………………….
……………………………………………………………………………….......................................

Q2) - Concerning the programme of Oral Expression course is it?

a) An official planning programme [ ]   b) elaborated with colleagues [ ]

Q3) - Is the time allotted to the course enough?

a) Yes [ ]   b) No [ ]

If No, why? :……………………………………………………………………………………

………

Q4) - Do you believe that the course of Oral Expression is the appropriate one for developing students' speaking communicative abilities?

a) Yes, of course ☐   b) To some extent ☐   c) No, not at all ☐

Please, canyou give a percentage? ☐

Section Two: The Oral Expression Teacher

Q1) - As an Oral Expression teacher, what are your main objectives towards teaching the course?

a) To develop students' listening and speaking skill. ☐

b) To develop students' self-confidence. ☐

c) To develop their presentations forms. ☐

d) To enhance their communicative abilities. ☐

e) All of them ☐

If others indicate:………………………………………………………………………………
……………………………………………………………………………………………………

Q2) -What is the skill that you give much important in teaching the course of Oral Expression?

a) Listening ☐   b) Speaking ☐   c) Both ☐

Q3) - Do you make efforts with students to improve their speaking ability?

a) Yes, of course ☐   b) Sometimes ☐   b) Not, too much ☐

Please, how: …………………………………………………………………………………..
…………………………………………………………………………………………………

Q4) -Do you feel that your efforts are remarkable and achievable through the performance of the students?

a) Yes, of course ☐   b) Somehow, ☐   c) not too much ☐

Section Three: Oral Expression Activities

Q1) - Do you often focus on?

a) Listening activities ☐   b) Speaking activities ☐   c) Presentation activities ☐

Q2) - Are the activities presented in the classroom?

a) Different and varied ☐   b) Limited to a specific kind ☐

Q3) - What is the most repeated and performed activity every time?

a) Role plays ☐   b) Listening to songs ☐   c) Free discussion ☐

If others; mention them: ……………………………………………………………..…. ………………………………………………………………………………………

Q4) -Do you allow your students to suggest some activities?

a) Yes ☐   b) Sometimes ☐   c) Never ☐

Why? :…………………………………………………………………………………… …………………………………………………………………………………..…

Q5) - Do you believe that the kind of the activities you present?

a) Encourage students to interact, speak, freely ☐

b) Motivate students to practice English. ☐

c) Help them to improve their communicative skills. ☐

c) Do not encourage or motivate learners. ☐

Q6) - Does the kind of activity in itself; have a significant role for developing students' speaking abilities?

a) Yes ☐   a) No ☐

Section four: the Oral Expression Pedagogical Materials

Q1) -How often do you use teaching aids in the course of Oral Expression?

a) Very often ☐   c) Sometimes ☐ c) Rarely ☐   d) Never ☐

Why? : ……………………………………………………………………………………. ....

Q2) -What kind of aids do you use?

a) Visual Aids (pictures, board, Data Show). ☐

b) Audio Aids (tape record, language laboratory). ☐

c) Audio-Visuals (video tapes, computers). ☐

If others; Please mention them:………………………………………………………………..

………………………………………………………………………………………………

Q3) - Do you think that teaching Oral Expression based pedagogical aids will contribute in developing students' communicative skills (listening and speaking)?

a) Yes, too much ☐   b) Not, too much ☐

Q4) - What kind of teaching aids which are available at the level of the English department?

………………………………………………………………………………………………

………………………………………………………………………………………………

Q5) - Are you able to use them at any time you want?

a) Yes ☐   b) No ☐

If No, why?:……………………………………………………………………………….

………………………………………………………………..……………………………...

<u>**Section Five:**</u> **The Oral Expression Learners**

Q1) - In general, do your learners enjoy the session of Oral Expression?

a) Very much ☐   c) Just a Little ☐   d) Not at all ☐

Please, say why? :………………………………………………………………………

………………………………………………………………………………………………

Q2) - During the course Of Oral Expression do your students?

a) Interact, speak and participate, freely. ☐

b) Try to speak and communicate, humbly. ☐

c) Keep silent during the whole session. ☐

Q3) - Their poor interaction is it due to?

a) Shyness ☐

b) Lack of self-confidence ☐

c) Lack of knowledge of the subject ☐

d) Lack of motivation. ☐

e) All of them ☐

If there are other reasons please mention them: …………………………………………………..
……..

Q4) - How do you consider their speaking ability, as beginner fresh students?

a) Very good ☐   b) Good ☐   c) Acceptable (average) ☐   d) Poor ☐