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Promoting EFL Learners' Speaking Skill through Communicative Activities.

The Case of EFL LMD 1 Students of Ahmed Salhi University centre Naama

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Dedication

I whole heartedly dedicate this humble research work to:

First and above all the Almighty Allah for his fruitful help and his blessings to finish this work.

To my sweet and beloved parents for many reasons, thank you for all things you have done for me as I have grown up.

To my Mom, a strong and gentle soul who taught me to trust in Allah, believe in hard work, for being my first teacher, for all the times you were there for me when I was sick and for everything you have done for me.

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To my only brother Amine

To all my classmates hoping for them a lot of success in their life.

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Abstract

While teaching English as foreign language, a teacher may adopt a variety of techniques and strategies as mean to facilitate the learning-teaching process. However, Teachers give much emphasis on the four language skills especially speaking as a significant skill in modern foreign language classrooms that is necessary be presented in a successful way. Therefore, the present investigation aims at exploring the use of communicative activities on promoting EFL students' speaking skill. Its purpose is to investigate how can the use of communicative activities in oral expression develop EFL learner 'speaking skill. In order to explore this problematic two data gathering tools have been selected including classroom observation and questionnaire to evaluate and estimate the learners' behaviour, interest, and opinions. Concerning communicative activities the data collected were analysed quantitatively and qualitatively. The results showed that integrating communicative activities when teaching English language is a helpful technique for developing EFL learner's speaking skill.

TABLE OF CONTENTS

Dedication.....i

Acknowledgements ii

Abstract iii

Table of contents iv

List of Acronyms and abbreviation.....vi

List of Tables.....vii

List of Figures.....viii

General Introduction.....01

Chapter One: Literature Review

1.1 Introduction.....04

1.2. The Speaking Skill Defined 05

1.3. Teaching Speaking Skill.....06

1.4. Reasons to Teach Speaking.....07

1.5. Communicative Activities.....08

1.6. Classroom Communicative Activities.....09

1.6.1. Discussion.....11

1.6.2. Role Play.....11

1.6.3.Simulations.....12

1.6.4. Acting from Script.....12

1.7. The benefits of communication activities.....13

1.8. Conclusion 15

Chapter two: Research Design and Data Analysis

2.1 .Introduction.....17

2.2. Case Study.....17

2.3. Research Approaches.....18

2.3.1. Quantitative Approach.....18
2.3.2. Qualitative Approach.....19
2.4. Sampling.....19
2.4.1. Sample Design.....20
2.4.2. Sample Population.....20
2.5. Research Instruments.....21
2.5.1. Questionnaire…….....….21
2.5.2. Classroom Observation……..……..……..……..……23
2.6. Data Analysis.....24
2.6.1 Analysis of Students' Questionnaire.....24
2.6.2 Analysis of Classroom Observation……..……30
2.7. Data interpretation……..31
2.8. Conclusion…….……..31

General Conclusion 34
Bibliography 37
Appendices.....39

List of Acronyms and Abbreviation

EFL: English as a foreign language

NUC: Naama University Center

T.E.F.L: Teaching English as a foreign language

List of Tables

Table2.1 EFL students' consideration of learning speaking.....25

Table2.2: EFL students' feeling in oral expression session.....26

Table 2.3: EFL students' satisfaction of the different communicative activities performed in the class 26

Table 2.4: Teachers' encouragement to speak.....26

Table 2.5: students' satisfaction of the different communicative activities performed in the class.....28

List of Figures

Figure 2.1: the students' choice in the most important skill in learning English as a foreign language.....25

Figure2.2: EFL students' participation 25

Figure2.3: The use of communicative activities.....27

Figure2.4: The students' interest towards communicative activities.....27

Figure2.5: The students' response towards using communicative activities.....28

Figure2.6: The students' autonomy while using communicative activities.....29

Figure2.7: Students's opinion towards learning speaking using communicative activities.....29

Figure 2.8: The usefulness of communicative activities in learning language.....30

General Introduction

General Introduction

Teaching English as foreign language has become increasingly very important, as the result of the global technological and scientific revolution which deeply led to the rapid spread of English language in all over the world.

Therefore, in TEFL the main objective is to present a plentiful strategies and techniques in order to provide unlimited opportunities for teaching English to non-native learners. It prepares EFL learners to be professionals through different methods that improve the quality of teaching and learning .It also helps learners to communicate effectively using English as a "target language", Since the major aim for learning a language is to speak and communicate in that language. However, learning English cannot be achieved without acquiring and mastering the productive and the receptive skills. Thus, speaking is the most important language skill that EFL learners should acquire.

The reason behind the interest in this study is the belief that communicative activities can strongly improve the student's speaking skill and focusing on the question of how can the use of communicative activities on oral expression session develop EFL learners' speaking skill?

The present research work endeavours to find answers to the following question:

1. Can the use of communicative activities develop the learners' speaking skill?
2. How can communicative activities be used to develop speaking?

In order to find reliable answers to these questions, two hypotheses are spring as follow:

1. Yes, the use of communicative activities in oral expression session, can be enjoyable and be effective in developing the learners' speaking skill as it is used as a means for promoting interaction and communication in EFL classes.

2. Teaching speaking skill by using communicative activities should be attractive, well designed and organised appropriately by the teacher in order to overcome the learners' speaking difficulties.

Hence, this research work is framed within two distinctive chapters. The first one opens with a review of the literature perspective.The researcher will give a general overview about speaking skill. It involves the following elements: an overview of speaking skill which incorporates the importance of teaching speaking skill for EFL classrooms. Then, the investigator will specify numerous reasons to teach speaking skill in EFL classroom. Next, the researcher sheds some light on communicative activities as a specific language teaching techniques. Besides a variety of classroom communicative activities that should be integrated in oral expression session in particular, and in EFL classroom in general is illustrated. Finally, the benefits of communicative activities for improving EFL students speaking skill are supplied.

The second chapter is a practical in form. It presents the sample of informants. Then, it introduces the research methods, which the investigator has considered to collect data. In fact,two research instruments have utilized including questionnaire administrated to students and classroom observation to collect both quantitative and qualitative information ;In which the data will be analysed in quantitative and qualitative approaches. The interpretation of the data will reveal some results according to the stream of the methodology followed in choosing the representatives, research tools and methods of analysis.

Chapter one: Literature Review

Chapter One: Literature Review

1.1 Introduction

1.2. The Speaking Skill Defined

1.3. Teaching Speaking Skill

1.4. Reasons to Teach Speaking

1.5. Communicative Activities

1.6. Classroom Communicative Activities

a. Discussion

b. Role Play

c. Simulations

. Acting from Script

1.7. The benefits of communication activities

1.8. Conclusion

1.1. Introduction

Teaching and learning any foreign language necessitates developing the four language skills, the receptive (reading, listening) and productive skills (speaking, writing). Speaking skill is one of the major language skills to be developed by EFL learners; besides, English language teachers are supposed to afford much more value to speaking skill and give it a great attention in their classes, especially in oral expression session in order to increase the learners language competency since its encourages interaction and communication.

In this chapter, the researcher will give a general overview about speaking skill. It involves the following elements: an overview of speaking skill which incorporate the importance of teaching speaking skill for EFL classroom. Then, the investigator will specify numerous reasons to teach speaking skill in EFL classroom.

Next, the researcher sheds some light on communicative activities as a specific language teaching techniques. Besides a variety of classroom communicative activities that should be integrated in oral expression session in particular, and in EFL classroom in general is illustrated. Finally, the benefits of communicative activities for improving EFL students speaking skill are supplied.

1.2. The Speaking skill defined

In teaching English as a foreign language, the main focus is on the four language skills, in order to achieve a complete communication which are (listening, speaking, reading and writing), that the majority of EFL learners need to acquire. Thus speaking is regarded as the most important one for its significance in teaching and learning the language effectively. According to the oxford pocket dictionary (2009), speaking is the action of convering information or express ones thought and feeling is spoken language.

In fact, most of English language students have strong interest to learn the language to speak, communicate, and interact successfully; this is why speaking skill is concerned by many EFL teachers as an intrinsic tool for effective communication with one another, in which it helps the learners to reflect feelings, ideas, and thoughts.

However, EFL learners should acquire proficiency in speaking skill that is necessary to become competent communicators because there is a direct correlation between the speaking skill and successful communication and comprehension, therefore, modern English language teachers should encourage their learners to speak by promoting learners motivation, and engagement toward learning the speaking skill with providing specific learning techniques and favorable environment as Chaney (1998 :13) says that **"speaking is the process of building and sharing meaning through the use of verbal and non-verbal symbols, in a of contexts".**

Thus, speaking is the productive skill that requires a lot of practice by EFL learners to enhance their oral performance which balance their fluency and accuracy; in this context Lindsay and Knight (2006:57) state that, **"speaking is a productive skill. It involves putting a message together, communicating the message, and interacting with other people"**.

Therefore, in oral expression session the need is to encourage the EFL learners to practice production and interaction simultaneously, in an interactive process by which social messages, ideas, and information will be transmitted in a variety of

communicative situation. Which enhance learners speaking outcomes. In addition, speaking skill is regarded by EFL teachers as a tight criterion for assessing EFL learners' language improvement, and overcoming the learners speaking skill disabilities.

Speaking is basic skill which merits much more interest in teaching foreign languages particularly in English language classes, in other words speaking skill is supported to have sufficient time with providing an adequate classroom environment where EFL learners involve in an interactive and communicative situations using grammar aspects, vocabulary and learn from each other to correct their mispronunciation inside the classroom.

Despite, the importance of speaking in forieng language classrooms is considered as the most language skill that EFL learners want and interest to develop because they have a strong desire to speak the English language appropriately.

1.3. Teaching speaking skill

Recently, teaching and learning any foreign language, especially English language is substantial, in which it entails the integration of all the four language skills. However the speaking skill is given a wider attention by EFL learners and teachers for its importance in the process of teaching and learning the language effectively. In this regard Renandya and Richards (2002:201) point out that **"a large percentage of the world's language learners study English in order to develop proficiency in speaking"**.

The main goal for teaching speaking skill is purely for communication, that's why English language teachers should integrate different strategies and create a Classroom interaction with an appropriate atmosphere where students will have most opportunities to discuss, debate, and reflect with each other in a well designed communicative setting.

As a productive skill speaking helps EFL teachers to evaluate the learners language development; as well as for EFL learners to participate and take an active

part in the classroom. Thus speaking skill is considered as a fundamental and basic skill for English learners to improve their oral production. In this manner Grognet (1997:136), mention that **"speaking is one of the skills that have to be mastered by students in learning English speaking is an essential tool for communication".** Moreover, teaching speaking skill play a significant role in the process of language teaching and learning; which represent a measurable tool of knowing a language. In fact speaking is considered as one of the prior key indicators of language progression.

However, teaching speaking skill should be thought effectively by the teachers even though speaking is the most difficult skill of the four language skills, that should necessary be taught successfully by the teacher. As states by Tarone (2005:485), **"[...] the most complex and difficult to master".** Indeed effective teaching of the speaking skill result a better knowledge of how to speak a language.

1.4. Reasons to teach speaking

For many EFL teachers, speaking is the most effortful skill, but it is very potential for English language teachers through which they can communicate, interact, and express their view points and know other's views too, this can underpins EFL learners' abilities to review, evaluate, and reflect ..., in oral expression session.

In this vein, Gammidge (2004:7) stated that "**speaking is highly challenging yet essential skill for most learners to acquire".** Thus, EFL teachers should creat a classroom environment where learner will have authentic and real life situation; that provides learners with more opportunities to discuss, share, and communicate by using the target language.

According to Nunan (1991),success is measured in terms of the ability to carry out a conversation in the target language. Moreover, speaking the target language in the classroom can strongly promote EFL learners motivation, interest, and confidence; Consequently, they will be able to speak the language when

needed. Since, speaking skill improves the learner's fluency and accuracy simultaneously which makes all EFL learners more autonomous and responsible. Generally, the aspect of learning English language is to speak and communicate easily. That is why English language learners are concentrate more on developing their speaking abilities which help them to reach success.

In this concern Jeremy Harmer (2007) assumed three main reasons for teaching speaking in the classroom, first, speaking skill provide rehearsal opportunities for learners to practice and perform the target language. Second, teaching speaking skill through activities that makes students using their language knowledge which provide feedback for teachers and students. Also this can help EFL learners to deduce their student's problems and what to teach them in order to cover their week points. Finally, students will have more chances to stimulate the stored component of language.

Therefore, speaking is vital skill and necessary to be incorporated on each EFL classroom.

1.5. Communicative activities

Communicative activities has crucial role in EFL classroom especially in oral expression session; it incorporates the overall activities that support and require the learners to speak in the classroom, as well as to listen to others, so that they will have a realistic situation to interact, share, and exchange ideas in a very communicative environment.

Therefore, foreign language teachers should integrate communicative activities as a helpful strategy for promoting EFL learners speaking skill on oral expression session. Though, it should be prepared in an attractive and fascinating manner where learner's will engage by themselves in this activities within a dynamic learning environment ; so that, they will interact, exchange ideas and communicate successfully, since the aim of communicative activities once to develop speaking skill.

Furthermore, communicative activities are designed particularly to improve interaction and motivation because most of English language learners are more likely to learn while they are having fun, this will give them opportunities to overcome difficulties and be active participants in their own learning.

Communicative activities are very necessary to be used in EFL classrooms for promoting student's speaking abilities and will afford them to gain autonomy and independency while learning, as it facilitates the teaching and learning process; also it emphasizes on the learner-centred learning. In addition, all students will actively involved to the learning process and perform the target language to express themselves easily, so that they will participate for accomplishing meaningful learning.

The use of communicative activities in oral expression session is considered as the best way to teach language effectively that should be integrated into the lesson; as it will enhance interaction between learners, as well as increasing the learners engagement, as a result, a competitive atmosphere will be reached where learners will debate, disseminate and learn from one another.

Hence, Communicative activities is an instructional technique used by teachers for the enhancement of communication among EFL learners ,it help them to engage , participate , and interact ;Hence a learning language environment will be presented by the teacher and completed by the learners .

1.6. Classroom communicative activities

Classroom communicative activities plays a great role on EFL classroom through which English language learners get encouraged to speak as much as possible, and will have a plenty of floor time ; the teacher will be only a guider. Since learners speak most of time discuss, debate, and interact inside the classroom using the target language, they will certainly learn more effectively and develop proficiency.

However, communicative activities support the learner-centred teaching rather than teacher-centred style of teaching, in addition, it creates an enjoyable atmosphere that makes them comfortable while learning. In this sense, Taylor (1983:69) stated that a communicative classrooms needs an appropriate atmosphere **"which encourages the learners to exercise their own initiative in communicating"**

Moreover, there are some specific tips that should be followed by EFL teachers while presenting and integrating any of the communicative activities in oral expression session to ensure successful and effective integration of these activities as better as possible. First, the teacher should encourage the learners to speak as much as possible, by giving them the appropriate instructions and provide guidance or correcting their faults if necessary. Though EFL teachers should monitor to how extent the students are relying on the teacher, by this way EFL teachers can deduce the learners' language development. In addition communicative activities represent a strong criterion for measuring success of English language learners, that is to say as long as learners are active in the classroom and learn independently, in pairs, or in small groups the clasrooom will be more successful and useful.

Second, the teacher's responsibility is to help learners with different levels and limited language knowledge, and give them credit and value needed to promote the learners confidence to learn and overcome their difficulties. Finally, through using communicative activities EFL learners enjoy time while learning without showing any kind of fear and tired which make them more motivated to learn the target language evidently.

In the field of TEFL many techniques have been created for the sake of teaching English language in general and speaking skill in particular; where numerous communicative activities introduced to improve EFL learners speaking abilities. There are many scholars who suggest various activities that could develop learner's speaking abilities and communication among them: Discussion, Role play, Simulation and Acting from script.

a. Discussion

Discussion is one of the effective techniques that is used by teachers to motivate learners to speak, debate, exchange ideas and also express thoughts either between one student to another or between small group discussions in the class.

In this concern Harmer (2001:46) advocates that discussion "**can provide some of enjoyable and productive speaking in language classroom"**. Generally, discussion in foreign language classrooms and especially oral expression session helps EFL learners to promote their speaking skill and create a communicative situation that is convenient not only for developing communicative abilities but also increasing learner's knowledge in different topics, issues using the target language. In spite of constructing a problem solving environment and developing social interaction, where most learner cooperate at finding solution for different issues.

b. Role play

Role play can be very helpful kind of communicative activities for EFL teachers to be integrated in the teaching lesson. In which it reinforces students' interaction inside the classroom environment, principally in oral expression classes in which it is regarded as a functional and social interaction communicative activity, as it contributes to faster learners' language performance where students act and imitate different social contexts, in this way the learners engage in a realistic communication and develop their communicative capacity. In this vein, Penny Ur(1991:131) points out that:

> **role plays (...) is used to refer to all sorts of activities where learners imagine themselves in situation outside the classroom (...), sometimes playing the role of someone other than themselves , and using the language appropriate to this new context**

Moreover, role play get students speak more, exchange ideas while they are acting and performing different social contexts, however teacher will just give them the necessary instructions. As Livingstone (1983:3) claims that role play is **"A classroom activity which gives the students the opportunity to practise the**

language, the aspects of role behaviour and the actual roles he may need outside classroom".

Hence, role play built a very enjoyable atmosphere will be reached, and learners will acquire more interest toward learning the language, though role play is considered as a training stage for EFL learners to develop their speaking skill in a variety of social and communicative contexts, as it breaks the learners' timid and overcome anxiety, and fear of speaking as well as it encourages EFL learners to speak the target language spontaneously.

c. Simulations

Simulations are very useful for developing students speaking abilities to be fluent and as competent speakers of the target language. Through simulations students are requires to perform a real life situation, they are considered as a functional technique for increasing the students interest, motivation and confidence.

Moreover, EFL students will be capable to overcome their difficulties, and break their barriers of fear and shy. Furthermore, such activities offer student more changes to perform language in different contexts in which they apply their language knowledge.

d. Acting from script

Acting from script activity is regarded as one of the main activities that aims at developing students speaking skill, communicative capacities, and promoting social interaction. In this communicative activity EFL students are requires to perform scenes from plays or acting out dialogues from their own creation in the class, in a relaxed classroom atmosphere but, the teacher is only a guider; this can help to encourage self-directed learning and generate innovative and skilful students.

1.7. The benefits of communicative activities

Generally, in EFL classrooms it is recognised that most of EFL students have difficulties to speak and express themselves or to communicate with one another using English language "Target language" which minimize learner's opportunities to learn and speak English inside classroom. Therefore, communicative activities were introduced to English language classrooms, not only to improve speaking skill but to provide a suitable atmosphere for the effectiveness of the teaching-learning process.

However, the main goal for using communicative activities is to support dynamic learning environment or what is known as learner centred education which aim principally to develop learners' autonomy and independency that make them the first responsible of their learning process, this will necessarily help EFL teachers and maximize the learners' opportunities to learn more and speak the target language inside the classroom.

Moreover, communicative activities have real purposes which break down barriers that students experience inside the classroom, as it decreases students' anxiety otherwise increases their self-confidence. This kind of activities allows students to gain more knowledge as well as they will engage actively to the success of learning-teaching process.

Besides, using communicative activities in EFL classrooms will strongly facilitate the teaching and learning process; so that, these activities will certainly enhance EFL students' motivation and develop their interest toward the language they are learning. That's way teachers should prepare well designed and well accomplished communicative activities with a comfortable and enjoyable learning atmosphere which led to effective and successful language teaching and learning.

In addition, communicative activities present a specific language teaching technique for EFL teachers that should be integrated in foreign language classrooms, for developing the speaking skill of English language learners as well

as realizing lifelong learning. Since it provides a realistic communicative situation where students interact reflects and disseminate.

Hence, communicative activities are an instructional technique used by the teacher for the enhancement of communication among EFL learners, it will engage them to participate and interact. As result a learning environment will be created by the teacher and completed by the learners.

1.7. Conclusion

Through this chapter, the researcher has tried to provide an overview about of use of communicative activities on oral expression session to develop EFL learners' speaking skill. Speaking skill is considered as an essential part of foreign language teaching-learning and important for communication and interaction.

Thus, integrating communicative activities will strengthen the learners' communicative abilities and develop classroom interaction. However, these activities should be well designed and organised appropriately by EFL teachers in order to reach the intended objectives; communicative activities seeks to simplify and facilitate the teaching-learning process as well as creat a comfortable and relaxed classroom atmosphere necessary for any foreign language classroom. Moreover, EFL teachers while teaching speaking skill using communicative activities will basically make students motivated an d engaged to learn which encourage them to learn.

The second chapter is devoted to the description of the methodology adopted by the researcher to assess the raised problematic. Thus, the decisions regarding the use of case study research, Questionnaire and observation as data attainment methods are justified throughout the second chapter.

Chapter two: Research Design and Data Analysis

Chapter Two: Research Design and Data Analysis

2.1 .Introduction

2.2. Case Study.

2.3. Research Approaches.

2.3.1. Quantitative Approach.

2.3.2. Qualitative Approach.

2.4. Sampling.

2.4.1. Sample Design.

2.4.2. Sample Population.

2.5. Research Instruments.

2.5.1. Questionnaire.

2.5.2. Classroom Observation.

2.6. Data Analysis.

2.6.1 Analysis of Students' Questionnaire.

2.6.2 Analysis of Classroom Observation.

2.7. Data Interpretations.

2.8. Conclusion.

2.1. Introduction

The current study investigates the use of communicative activities to improve EFL learners' speaking skill in oral expression session; thence, the researcher has opted for certain methodology in attempt to answer the research questions.

The present chapter is devoted to the description of the research design ,procedures and data analysis and interpretation adopted by the researcher through descriptive method as it fits the outlined objectives and the appropriate way to gather data and provide the necessary information about this research. For this sake the investigator has chosen this method to understand and comprehend the problem which is going to be studied.

Two research instruments are used including questionnaire and observation in order to collect and recognize a set of objective results. The results are going to be analyzed and interpreted by means of tables, and figures.

2.2. Case Study

Through case study method the researcher will be able to examine the data within specific context in a small group area or a very limited number of individuals as the subjects of study. Moreover, case study explores and investigate synchronous real-life phenomenon in a detailed contextual analysis of a limited number of events, conditions, and their relationships. A case study offers more opportunities to study a particular subject, it usually involves gathering and analyzing information that may be quantitative and qualitative.

However, case study can be categorized in to three types, mainly exploratory, descriptive, and explanatory. The selected one rely on which way the researcher's subject is conducted and on the underlined research objectives as well .Accordingly Yin defines three types of case studies as follows

(J. McDonough and S.McDonough,2006)**:**

- Exploratory: tries to investigate a define phenomenon through the provision of hypotheses to understand reasons and effects
- Descriptive: generally portrays a situation or a phenomenon
- Explanatory: employs a specific theory as a basis to test a particular phenomenon.

Therefore, the investigation of using communicative activities to promote EFL learner's speaking skill, encouraged the researcher to use the exploratory type of case study in order to evaluate the use of communicative activities in oral expression session as a helpful technique for promoting speaking skill of first year English undergraduated students at Ahmed Salhi University centre – Naama during 2017/2018 academic year.

2.3. Research approaches

The central aspects of any research work is to investigate existing situations (event or phenomenon) that help to contract new procedures insights and generate new knowledge in order to provide solutions to problems, through selecting the appropriate research approach that suit the nature of the standing research.

Thus, research approach s a plan and procedure that consists of an accurate step of broad and evident assumptions to detailed method of data collection, analysis an interpretation. Ultimately, research approach is divided into two basic approaches which are: quantitative and qualitative approaches.

2.3.1. Quantitative approach

The main emphasis of quantitative research is on collecting and analysing numerical data since it concentrates particularly on measuring the scale, percentage, and frequency of a given phenomenon.

Moreover, carrying out a research project through selecting quantitative approach is based principally on testing objective theories by investigating the relationship between variables that can be measured, commonly on

instruments. Thus, numerical data can be analysed via statistical procedures, however, the last written report has a combination structure composed of an introduction, literature and theory, results and finally discussion. (Creswell, 2012)

Quantitative approach includes generating data quantitatively that can be undergone to accurate and exact quantitative analysis in a formal, authoritative, and strict form (kothari, 2004)

Therefore, this type of approach is extremely structured in which the result can be easily collected and presented statistically.

2.3.2. Qualitative approach

Qualitative approach is more subjective in its nature and utilizes different principles, strategies, and methods for collecting data that principally depends on data as a form of texts and passages(field notes, journal, documents) and images.(creswell 2012).

Generally, qualitative research approach aims at assessing and evaluating the informants' opinions, attitudes and behaviours. Thus, this kind of research approach is dependent more on the investigator's impression, reflections, and insights.

In the present research work, the investigator has decided to utilize a combination of both approaches in order to provide varied types of information and assist to increase reliability and credibility of research findings which allow the researcher to shape a complete and total understanding. Therefore, the researcher has used classroom observation to collect qualitative information about the informant's opinions and a questionnaire to collect quantitative data.

2.4. Sampling

In any research work studying the entire population is regarded as the most complicated task for each investigator. Therefore, they are required to

obtain data from a smaller group of the whole population. The process of selecting a group from the total population is called sampling.

Accordingly to Cohen et al (2002:92) claim that researchers

> **....after need to be able to obtain data from a smaller group or subset of the total population in such a way that the knowledge gained is representative of the total population under study**

However this process passes through two major stages. (1)Defining the population, and (2) selecting a specific sample from that population in a non-arbitrary process relies on scientific techniques and procedures.

2.4.1. Sample Design

Sample design is the procedural plan adopted by the researcher in conducting a research study. There are two main types of sample design that relies on diverse criteria. Indeed selecting a sample on the representation basis is divided in to tow methods the probability sampling technique through which the investigator choose a sample from the entire population and all the informants have an equal chance of being chosen for the study. However, on the probability sampling there are two major types: simple random selection which is considered the best and reliable technique, it relies on getting a sample that is characterised by representativeness it is the one selected for the study. While the complex random selection implies classifying the informants into group categories according to their age, gender, and occupation. In this manner Cohen et al(2002:99) "**They all have a measure of randomness built into them and therefore have a degree of generalizability**".

2.4.2. Sample Population

This research project aims at evaluating the role of communication activities on promoting EFL students' speaking skill. Therefore, the investigator opted for a simple random selection obtained from all EFL students. The selected sample is a group of first year university students registered in oral expression session.

The researcher has chosen this sample because the EFL students encounter a strong difficulty in learning speaking skill, where they are dependent only on the teacher "teacher-centred learning", and also affected by anxiety, and lack of self confidence. Especially, in their first academic year, the fact that motivated the investigator to depend on this sample in order to examine the hypotheses.

The case study includes thirty students in one group, (07) males and (23) females, their ages between 20 and 31 years old. They have studied English for seven years before entering university.

2.5. Research Instruments

Research instruments refer to all the tools that the researcher adopted for collecting various types of information, there are different types: questionnaire, observation, interviews...

Accordingly Parahoo (2014:52), defines a research instrument as **" a tool used to collect data. An instrument is a tool designed to measure knowledge attitude and skills"**. However, in this research work two research tools are used in order to obtain a variety of information about the participants' opinions, views and attitudes. A questionnaire is selected to gather the necessary data, in addition to the classroom observation.

2.5.1. Questionnaire

A questionnaire is one of the most common research instruments consisting of a set of written questions for the purpose of collecting information from respondents. Seliger & Shohamy (1989:172) point out that **"printed forms for data collection, which include questions or statements to which the subject is expected to respond, often anonymously".** Therefore, the main purpose for choosing the questionnaire in this fieldwork is to evolve and elicit a large amount of information about the use of communicative activities in improving learners' speaking skill from the participants.

The present questionnaire starts informing the informants about the objective of the questionnaire and asks them to answer by putting a tick on the appropriate answer. The questions are classified into two parts; the first one includes information about the informants (gender and age). Whereas the second part involves 13 closed questions including 05 yes/no and 08 multiple choices questions. This questionnaire is submitted to 30 informants from first year English at Salhi Ahmed NUC.

Item one : question one asks the informants to choose one skill from the four language skills according to its importance in learning English as a foreign language.

Item two : questions two and three require the informants to select whether learning speaking skill is easy or difficult and their participation to speak in oral expression.

Item three: question four aims at exploring the participant's feeling during oral expression.

Item four: question five and six intend to ask the informants whether they are satisfied while performing different activities and the teacher's role on encouraging them to speak in classroom.

Item five: questions seven and eight seek to identify if using communicative activities sustain and boost the learner's interest in learning English.

Item six: question nine and ten are directed to know whether integrating communicative activities in oral expression classes is effective in learning the speaking skill and energize the learners to engage in the learning process.

Item seven: question eleven investigates about which communicative activities provide support and help the ELF learners to become autonomous "self-directed learners".

Item eight: questions twelve and thirteen seek to ask the informants opinions about learning speaking skill through using communicative activities.

2.5.2. Classroom Observation

Classroom observation represents a very helpful research tool for gathering in depth information about specific phenomena as interaction, activities... in foreign language classroom; ny which it allows the researcher to observe and examine the student's attitudes and behaviours , as well as, classroom interactions and events as they naturally occur.

However, observation can be classified into three main categories according to (the role of the researcher, to the form, and to ethical consideration). First, the researcher's role is important while conducting a classroom observation by which if the researcher is a member of the sample here he is considered as a participant observer and then it is called participant observation, whereas if he is a total observer i.e., not a member of the observed group it is a non-participant observer.

Second, according to the form if there is any kind of advance preparation i.e., a rating scale or check list, it is called Structured observation, however, when the investigator present a course without any preparation in advance only for taking notes it is an unstructured observation and also known as " reflective and descriptive field notes".

Finally, according to ethical considerations which consist of two forms of observation, when the researcher does not inform the selected sample about the aim behind his observation it is covert observation. However, once the researcher informs the selected sample about the purpose of the observation it is called overt observation.

In this case study, the researcher has opted observation to explore and test the integration of communicative activities in oral expression lectures and

provide rigorous descriptions about the learner's speaking skill and the classroom atmosphere, conducted in first year English student.

In fact, the researcher as a non-participant observer has selected an unstructured observation in order to collect qualitative data only through taking notes. Thus, the learners were not informed about the aim behind this observation.

2.6. Data Analysis

2.6.1 Analysis of Students' Questionnaire

The administration of the questionnaire was made in the last week of April to ensure that all the students will be present to fil in and give back the questionnaire. Indeed filling in the question took approximately 10 minutes. After administrating the questionnaire, the researcher has treated the gather data in figures and analysed the items according to their appearance and order in the questionnaire. Since it is a quantitative containing closed question only, the analysis of this instrument will be quantitative too.

- **Part one: "Background Information"**

It should be mentioned that the questionnaire had been distributed to thirty (30) students, including 23 females and 7 males, their ages between 18 and 31 years old. All of them gave it back.

- **Part two: Students' Perception of Speaking Skill and Communicative Activities**

Question one: Which of the following skills you consider it as the most important in learning English as a foreign language?

This question indicates that 60% of the informants consider the speaking skill as the most important skill, 30% of them said listening is important, 6% of them said reading skill is important while 4% of them reported that writing is important. The following figure shows the results:

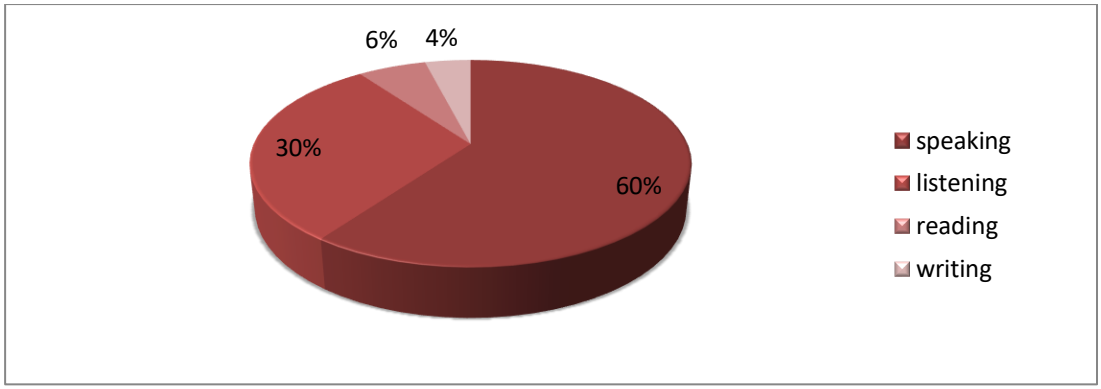


Figure 2.1: the students' choice in the most important skill in learning English as a foreign language.

Question two: How do you consider the learning of speaking?

The result denotes that the most of informants 67% reported that the learning of speaking is difficult, while 33% find it easy. The following table presents the result:

	Difficult	Easy
Students' answers	67%	33**%**

Table2.1 EFL students' consideration of learning speaking

Question three: How often do you participate in oral expression session?

In this question when asking the students about their participation in oral expression session, 37% students said often, 57% of them said sometimes, a student said rarely and other said never. The following figure shows the results:

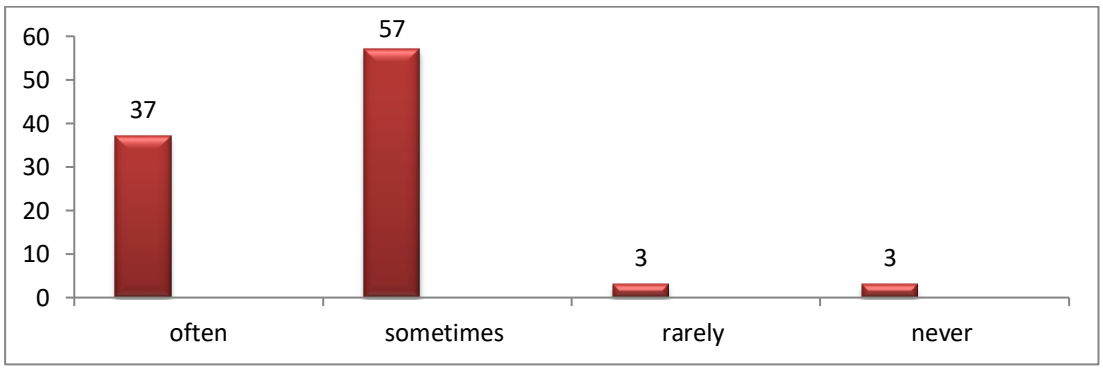


Figure2.2: EFL students' participation**.**

Question four: How do you feel in oral expression session?

When the students asked about whether they feel comfortable during oral expression lecture, 87% students said “comfortable” and 13% of them said “uncomfortable”. The following table shows the results:

	Comfortable	Uncomfortable
Students answer	87%	13%

Table2.2: EFL students’ feeling in oral expression session.

Question five: Do you feel satisfied in the different activities you perform in the classroom?

The result shows that 87% students said “Yes” while 13% of them said “No”. The following table presents the results:

	No	Yes
Students’ answers	13%	87%

Table 2.3: EFL students' satisfaction of the different communicative activities performed in the class .

Question six: Does the teacher encourage you to speak in the classroom?

The results in the table demonstrate that 93% students answered by “Yes” while 7% of them said “No”.

	No	Yes
Students’ answers	7%	93%

Table 2.4: Teachers' encouragement to speak.

Question seven: Do you like using communicative activities such as: discussion, role play in class?

The data presented in the following figure revealed that 97% of the students like and prefer using communicative activities , while 3% they do not.

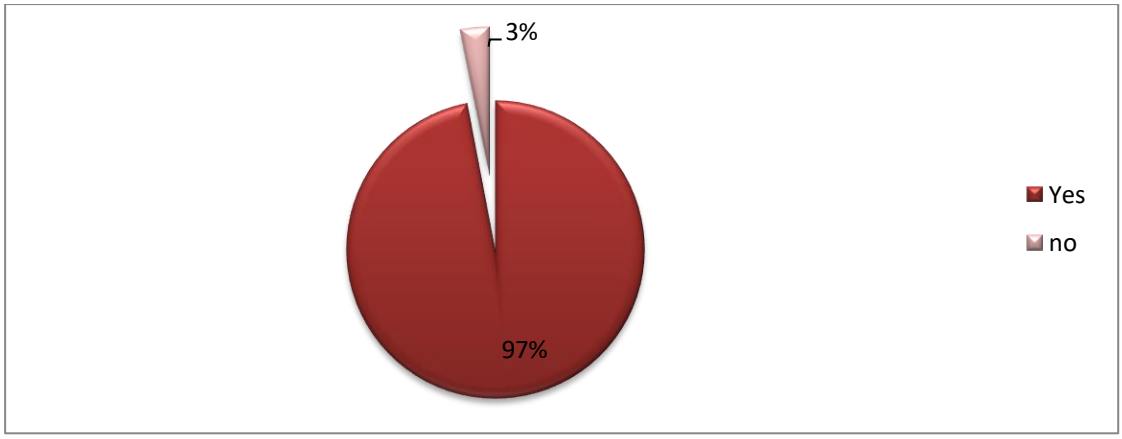


Figure2.3: The use of communicative activities .

Question eight: Does the use of communicative activities sustain your interest in learning English?

Regarding this question, 64% students said " a very great deal", 33% of them said" a little", a student said" very little", while no one " not at all". The following figure presents the results:

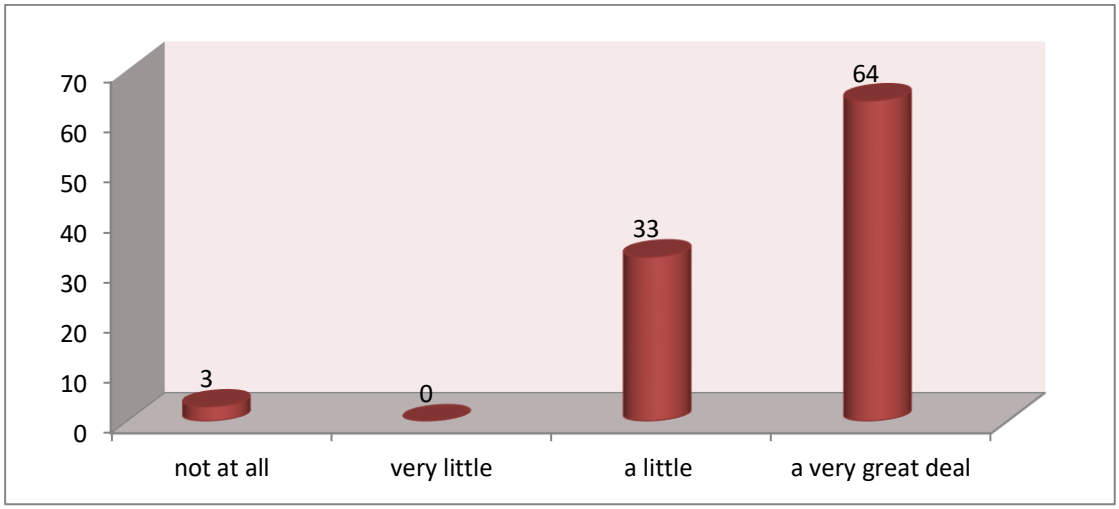


Figure2.4: The students' interest towards communicative activities.

Question nine: Do you learn speaking skill better (effectively) when the teacher uses communicative activities in oral expression session?

In this question, 97% students stated that when their teacher use communicative activities they learn speaking skill effectively, while a student claimed the opposite. The following table presents the results:

	Yes	No
Students' answer	97%	3%

Table 2.5: students' satisfaction of the different communicative activities performed in the class.

Question ten: Communicative activities energize you to engage in the learning process.

The results shows that 50% of students agree that communication activities energize them to engage in learning English, 23% of them are strongly agree, 23% of them are neutral whereas, a student disagree. The following figure shows the results:

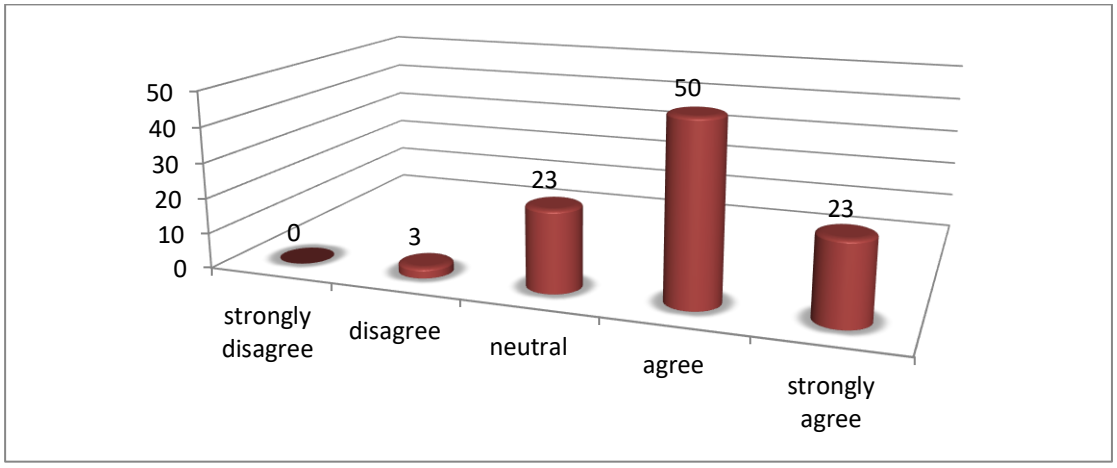


Figure2.5: The students' response towards using communicative activities

Question eleven: Does communicative activities help you to be autonomous students?

Concerning this question, 20% students reported that communicative activities help them to be autonomous to "a very great deal", 40% students said that it helps them "a lot" , 33% of them claims that it helps them " a little". The following figure presents the results:

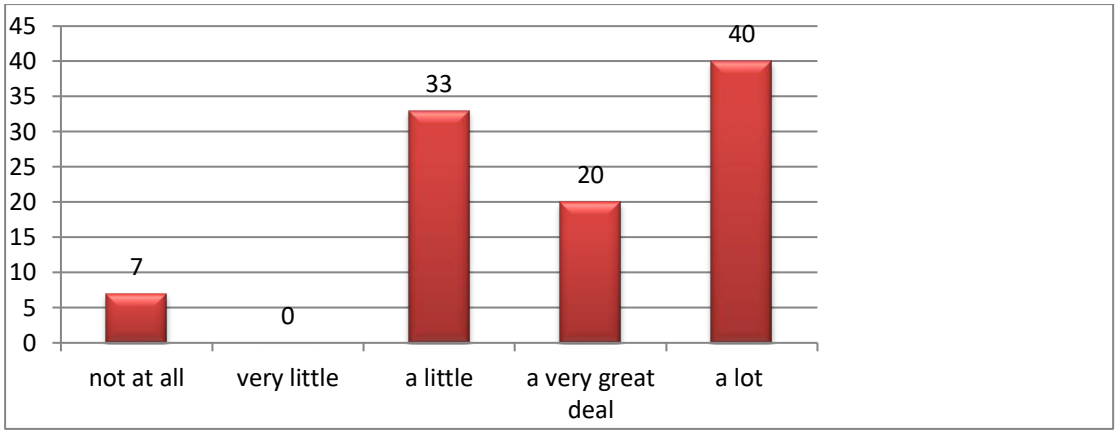


Figure2.6: The students' autonomy while using communicative activities

Question twelve: Learning speaking skill using communicative activities is:

The results demonstrate that 93% of the students reported that learning speaking skill through using communicative activities is "effective", 4% find it needless and 3% boring . the following figure shows the results:

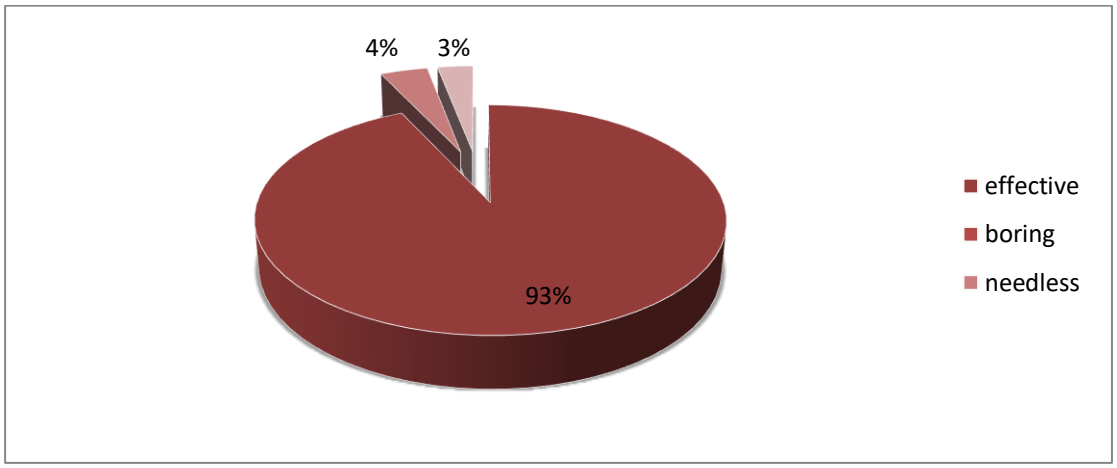


Figure2.7: Students's opinion towards learning speaking using communicative activities

Question thirteen: Do you think that using communicative activities is useful in learning language?

This question denotes that, 93% of the students stated that using communicative activities is useful in learning language while 7% of them said the contrast. The following figure shows the results:

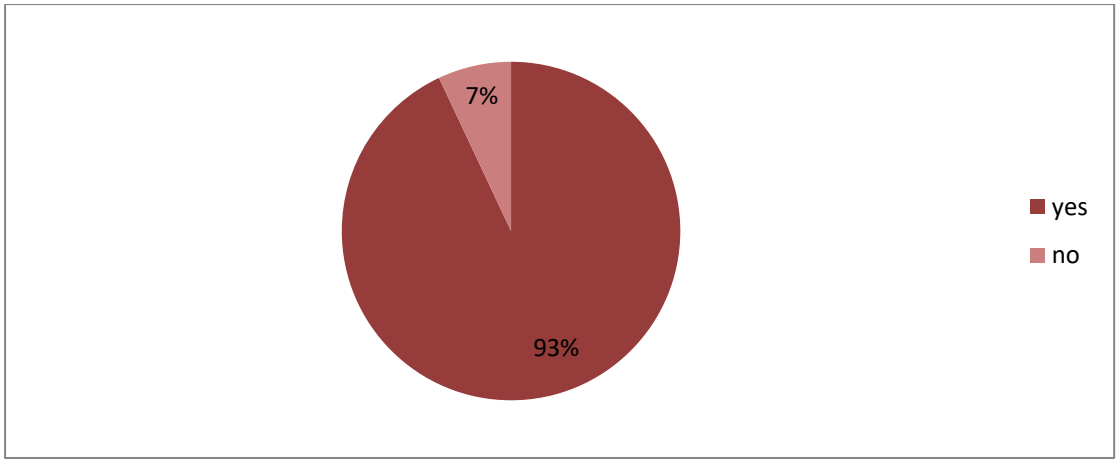


Figure 2.8: The usefulness of communicative activities in learning language.

2.6.2 Analysis of Classroom Observation

In this investigation , the researcher selected for a classroom observation as a tool to gather in depth information regarding the techniques of communicative activities and their impacts on students speaking skill in addition to the classroom atmosphere in an EFL setting to gather the required information the investigator has attended 10 sessions using only a daft to write done notes that is going to be analyzed qualitatively in terms of text and passage this instrument is used to provide validity to the results obtained from the questionnaire. The main results obtained from taking notes are reviewed as follow!

Through taking notes, the researcher's purpose is to describe the classroom sessions involving both teachers and students as well as the surrounding environment when using communicative activities to improve the students speaking skill.

For the seek of promoting the student's speaking skill, the teacher has opted for a variety of communicative activities for developing the speaking skill and ask them to do the activity in pair in order to perform a real life situation with providing them by the necessary instructions that help them at accomplishing the task successfully

Throughout all the observed sessions, the researcher has noticed that the teacher keeps smiling and try to make her learners have fun while learning " breaking the ice " this help to create a welcoming atmosphere where the students overcome their fear from speaking and become very comfortable and confidant to speak target language freely and effectively with one another in a dynamic learning environment.

2.7. Data interpretation

The data analysis has demonstrated that the integration communicative activities is highly effective and supportive technique that help language learners for better language improvement the results obtained from the classroom observation denotes that, once the teacher implements different communicative activities (discussion, role play, simulations , acting from script) a welcoming and comfortable atmosphere is created that positively reflects the teacher student relationship, where the majority of the students have fun while performing the activity that makes the lecture more enjoyable-besides, through using this type of activities the students become confident, autonomous, and motivated this contribute to facilitate and enhance the process of teaching and learning and strongly promote the learners speaking skill.

Furthermore, the results gathered from students questionnaire revealed that communicative activities play an influential role on developing EFL student's involvement while learning English, integrating these activities in a well organized and attractive way by the teacher help on promoting autonomy and creativity in addition, most of the students are satisfied and comfortable in the different activities performed in the classroom which energize them to engage in learning taking into considerations the role of the teacher on managing the class and providing help ,support and advice.

2.8. Conclusion

This chapter represents the empirical part of this work, through which the researcher attempts to analyse the main findings collected from two research

tools. First, the investigator exposed the data obtained from students' questionnaire, then the information collected from the classroom observation by observing the sample .Throughout the research findings, the two research hypotheses have been tested and conformed.

Finally, the interpretations of the main results have provided an evident idea about the effective role of integrating communicative activities on promoting EFL students' speaking skill.

General Conclusion

General Conclusion

Speaking is very essential skill for teaching English to foreign learners , and it is regarded as the primary means for communication, interact ,exchange ideas, and express themselves easily , moreover ,speaking as a request and significant skill in modern foreign language classroom , it is necessary be presented in an attractive and successful way through communicative activities in order to help language learners for better language improvement by developing their oral proficiency and interacting , discussing varrions issues in real life situations. Besides, EFL students are expected to have support for practicing the other language skills efficiently .

This research work is conducted to investigate the use of communication activities to promote EFL learners speaking skill, at the level of first year under graduated students at Salhi Ahmed University Centre– Naama, though ,the main purpose of this dissertation is to provide EFL teachers with specific teaching techniques that may help to maximize EFL learners engagement in relevant communicative tasks they perform inside the classroom ,which increases the learners autonomy and independence that led to successful language learning

In order to comprehends this issue, a case study has been selected to answer the research questions and test the proposed hypotheses through using a mixed method approaches for collecting and analyzing date, in which two research instruments have been used to gather the necessary information

The current study started from two main hypotheses, the findings reveal that the integration of communicative activities in oral expression session can be enjoyable and effective in developing learners speaking skill as it is used as a means for promoting interaction and communication in EFL classes, that proved the first hypothesis, the second hypothesis was also confirmed, which

clarified that teaching speaking by using communicative activities should be attractive, well designed and organized appropriately by the teacher in order to overcome the learners speaking difficulties and problems.

On the basis of this research finding, it is advantageous to suggest the following recommendations to EFL teacher:

- EFL teachers need to implement useful strategies to improve the learners' abilities for speaking and listening at the same time to develop both speaking skill and test the students listening comprehension.
- Teachers should try to divide the classroom into small groups or in pair to create communicative interactive setting to provid an inventing environment.
- Building and activating the learners' critical thinking and creativity.
- Teachers should encourage the learners to speak and participate using the target language.

To conclude, speaking in complex and difficult skill to teach, however in learning English language speaking is considered as the key to learn and master the other language skills successfully, therefore ,EFL teachers should give more attention and emphasis on teaching and learning by using a variety of techniques, strategies which correspond to the learners needs.

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Appendices

APPENDIX A

QUESTIONNAIRE

Dear informants,

This questionnaire is a part of our research work. It aims to explore how the use of "**Communicative activities**" can improve learner's speaking skill. Would you please answer the following questions by putting a tick on the appropriate answer.

Thanks for your collaboration.

Part one: Demographical Information

1. Gender:

a) Male ☐ b) Female ☐

2. Age: …..

Part two:

1. Which of the following skills you consider it as the most important in learing English as a foreign language?

a) Listening ☐

b)Reading ☐

c)Speaking ☐

d) Writing ☐

2. How do you consider learning speaking ?

Easy ☐

Difficult ☐

3. How often do you participate in oral expression session?

Often ☐

Sometimes ☐

Rarely ☐

Never ☐

4. How do you feel in oral expression session?

Comfortable ☐

Uncomfortable ☐

5. Do you feel satisfied in the different activities you perform in the classroom?

No ☐ Yes ☐

6. Does the teacher encourage you to speak in the classroom?

No ☐ Yes ☐

7. Do you like using communicative activities such as: discussion, role play in class?

No ☐ Yes ☐

8. Does the use of communicative activities sustain your interest in learning English?

Not at all ☐

Very little ☐

A little ☐

A very great deal ☐

9. Do you learn speaking skill better (effectively) when the teacher uses communicative activities in oral expression session?

No ☐ Yes ☐

10. Communicative activities energize you to engage in the learning process.

Strongly disagree ☐

Disagree ☐

Neutral ☐

Agree ☐

Strongly agree ☐

11. Does communicative activities help you to be autonomous students?

Not at all ☐

Very little ☐

A little ☐

A lot ☐

A very great deal ☐

12. Learning speaking skill using communicative activities is:

Boring ☐

Needless ☐

Effective ☐

13. Do you think that using communicative activities is useful in learning language?

No ☐ Yes ☐

APPENDIX B

Reflective and descriptive field Notes

Observation number 1

- Setting : 10:00 Am;11/03/2018 Naama university centre , Department of foreign languages ; English section , computer laboratory "Oral expression session" , 01:30 hour observation conducted by MERABET HANANE
- Participants: 18 1st year English students
- Observed things: Testing the use of communicative activities (discussion ,role play....) , Classroom atmosphere, learner's speaking skill
- Classroom is equipped with comfortable speaking
- The teacher starts the seasons with breaking the ice by asking the students some questions
- The majority of the students participate to provide answers and speak expressing their view points
- The learners seem very interested, active ,and motivated to speak
- A welcoming classroom atmosphere is created by the teacher and completed by the learners
- The teacher keeps smiling ,and trying to make leaner's have fun with learning
- The teacher asks her students to do communicative activity in pair in order to perform a real life situation with providing them by the necessary instructions that help them at accomplishing the task successfully
- Learners are not stressed and the seem very confident while performing the communicative activity and use the target language easily and effectively with one another in dynamic Learning environment

- after completing the activity the teacher and the students discussed some notes in which the teacher provide them with important advices and instructions .

Observation number 2

- Setting : 10:00 Am;17/03/2018 Naama university centre , Department of foreign languages ; English section , computer laboratory "Oral expression session" , 01:30 hour observation conducted by MERABET HANANE
- Participants: 21 1st year English students
- Observed things : Testing the use of communicative activities (discussion ,role , play...) Classroom atmosphere ; learner's speaking skill
- An inviting and relaxing classroom atmosphere where the teacher begins the lesson by trying to make the student smile and laugh and refresh their mind about the previous lesson
- The lesson is devoted for speaking
- The teacher try to give her students jokes in order to break the students fear and stress of speaking
- 0the majority of students did the activity and participate to speak and explain
- The teacher as a tutor attempt to help students to solving problems, mispronunciation that can create an autonomous teaching and learning process
- The students are initiative and self confidents, some of the student seem stressed but teacher provide them with the suitable instructions to