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The Role of Students' Awareness about Learning Methods in Enhancing Speaking Skills;

Case Study of L1 Students of English in Medea University

Dissertation Submitted to the Department of English as Partial Fulfilment of the Requirement for the Degree of Master in Applied Linguistics.

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۞ قُلْ هَلْ يَسْتَوِي الَّذِينَ يَعْلَمُونَ وَالَّذِينَ لا يَعْلَمُونَ إِنَّمَا يَتَذَكَّرُ أُولُو الأَلْبَابِ ۞

الزمر{09}

۞ *Are those equal, those who know and those who do not know ? It is those who are endued with understanding that receive admonition*۞

Dedication

To Allah, The Merciful, we dedicate this humble work.

God knows how much we worked hard to bring this work into light.

We dedicate this dissertation to our family .

A special feeling of gratitude and appreciation to our dear parents who have supported us throughout the process.

To the people who believe in us our sisters: Imen, Khawla, Chaima, Hanane, Houda and our

brothers Rachid, Abdelahk, and Abdrezzak.

To our grandmothers, Cherifa and El-Arem.

We will always appreciate all what they have done

We also dedicate this work to our dear supervisor Mr.

Zinai Samir to whom we are very appreciative and thankful.

To the post-graduation class 2020/2021

To everyone who helped and supported us.

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While there are likely hundreds or thousands of possible reasons for why we might fail, success is far more limited in its scope. There is never any short cuts to success, but hard work complimented with the desire to achieve, determination, and always being motivated to get after our goal, it makes success becomes bigger.

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Last but not least ,a profound thanks to our friendship which gave us the inspiration, passion and comprehension to carry out this study ,in addition to our sense of humor taking the opportunity to laugh even though in our stressful moments .

Absratct

The teaching and learning of a foreign language has grown enormously. Precisely, the main interest has been on how to speak and perform the language. Speaking in a foreign language is one of the difficult tasks faced by language learners that should be mastered by them. This difficulty makes students unable to perform the language accurately. However, it is essential in the learning process as it is the way for meaningful and successful communication .Learners should focus on how to improve this skill that requires considerable efforts and practices to reach a good level of speaking. For this purpose, various methods, techniques and strategies had been invented. This paper aims to test the student's awareness of the most common teaching methods. It seeks to find out how can these teaching methods enhance student's communicative performance determine and whether this awareness could lead to better achievement. We hypothesize that if the students are more knowledgeable about appropriate methods to enhance their speaking skills, they will score well and have better results. We also hypothesize that if teachers perform their role efficiently through the use of teaching methods and appropriate speaking activities, learners' communicative performance would be improved. The method used in this study is descriptive. To check the validity of these hypotheses, we will conduct a questionnaire with 21 first year LMD students of English language and 09 teachers of "Oral Expression" module in the department of arts and languages, University of Medea during the academic year 2020-2021. The findings show that the use of different methods contributed to the development of learners' speaking skill, and to their oral performance. To sum up, this thesis is supported with some recommendations and suggestions for learners to enhance students' oral performance that will help them to overcome their weaknesses.

الملخص

لقد تنامى تعليم اللغات الأجنبية و تعلمها بشكل ، و تمركز جل الاهتمام حول كيفية التحدث بها. و يعد تحدث لغة أجنبية أحد المهام الصعبة التي يواجهها المتعلمون ، و التي يستحسن لهم إجادتها. هذه الصعوبة تعيق الطلبة من أدائها بالشكل الصحيح. و مع هذا ، تعتبر مهارة التحدث ضرورية لعملية التعلم، لأنها سبيل التواصل الهادف و الناجح. حيث يجب أن يركز المتعلمون على كيفية تحسين هذه المهارة التي تتطلب جهودًا وممارسات كبيرة للوصول إلى مستوى جيد من مهارة التحدث ، و لهذا تم استحداث طرق و تقنيات و استراتيجيات مختلفة. و تهدف هذه الدراسة إلى اختبار وعي الطالب بأساليب التدريس الأكثر شيوعًا. كما تسعى إلى معرفة كيف يمكن أن تعزز طرق التدريس هذه تحديد أداء الطالب التواصلي وما إذا كان هذا الوعي يمكن أن يؤدي إلى تحقيق نتائج أفضل. و قد طرحنا فرضية أنه في حالة دراية الطلاب بالطرق المناسبة لتعزيز مهارات التحدث لديهم، فسوف يحصلون على نتائج جيدة ويحققون نتائج أفضل. كما افترضنا أيضًا أنه إذا قام المعلمون بأداء دورهم بكفاءة من خلال استخدام طرق التدريس وأنشطة التحدث المناسبة، فسيتم تحسين أداء المتعلمين التواصلي. و قد انتهجنا في دراستنا هذه الطريقة الوصفية ، و للتحقق من صحة هذه الفرضيات ، قمنا بإجراء استبيان مع 21 طالبًا في السنة الأولى ليسانس لغة إنجليزية ، و تسعة أساتذة متخصصين في تدريس مقياس "التعبير الشفوي"، على مستوى قسم اللغات الأجنبية لجامعة المدية ، و ذلك خلال العام الدراسي 2020-2021. تظهر النتائج أن استخدام الأساليب المختلفة ساهم في تطوير مهارات التحدث لدى المتعلمين ، وفي أدائهم الشفهي. و كخلاصة، فإن هذه الرسالة موسومة ببعض التوصيات والاقتراحات للمتعلمين لتحسين الأداء الشفهي للطلاب مما سيساعدهم في التغلب على مواطن ضعفهم .

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CHAPTER ONE

BACKGROUND OF THE STUDY

General Introduction

Language is the thing that makes us human. Individuals communicate in various ways that can be in a vocal form (using voice), written (using printed or digital media such as books, magazines, websites or emails), in a visual form (using logos, maps, charts or graphs) or non-verbally (using body language and gestures).Hence, it is a mixture of several of these. Ideas are expressed through communication then people can know others' ideas as well. Speech plays an important role in communication. Without speech, communication is difficult. The importance of speaking skills hence is enormous for the learners of any language. To speak any language, individuals have to first master it .By learning a language, it implies mastering a complex system of words, structure, and grammar to effectively communicate with others

In 21th century, multilingualism is quite a common phenomenon as it became extremely essential. Speaking one language is a basic human need, but speaking more than one opens a new world of possibilities. As people grow up, they learn to master the language(s) of their culture(s), but the older they get, the more options they discover for being multilingual. Being able to speak a foreign language assists in making a real connection from all around the world and to be aware about different cultures, places and lifestyles.

In this age of globalization, English is the most used language internationally among the people of the world. English language assumes a fundamental part in our lives as it helps in communication. It is the fundamental language for studying any subject everywhere on the world as it also considered as a mean of international contacts like politics, academics, economics, technology and culture. English is significant for learners as it widens their minds, creates passionate skills, and provides many job opportunities. In addition, the utilization of English as an International language is developing with time since it is the only mean for communication in different countries.

In these last years, English is highly demanded as a foreign language as the main goals of language gives importance to dynamic multi-skills, instructional models with focus on meaningful communication and the communicative competence (Thompson, 2003, p.1).

Moreover, students cannot make any achievement in the study of language if they do not take ‘competence’ into consideration as they are supposed to master all the four skills: listening, speaking, reading and writing. The notion of competence was first developed by the American linguist Noam Chomsky in the mid-1960s. As indicated by him, competence refers to the speaker listener's knowledge of his language. Moreover, Chomsky expresses that competence is the linguistic ability to understand sentences, including sentences they have never heard. It is the use of both knowledge (what one knows about the language and the language use) and skills (how can someone perform this knowledge) while interfacing in an actual communication (Canal, 2002, p.5).

The major concern of many second and foreign language students is how to acquire the speaking skills, and today’s English teacher should be knowledgeable in current ways to the teaching of the aural/oral skills. This does not mean that the other skills “reading, listening and writing” are ineffective, yet only to demonstrate the importance of speaking and point out that writers have proposed to focus more on this effective skill as the American writer Dale Carnegie famously said, “There are always three speeches, for every one you actually gave. The one you practiced, the one you gave, and the one you wish you gave.” His words highlight the importance of speaking skills when it comes to communication.

Speaking is the way of conveying meaning that includes producing, receiving and processing information (Burns and Joyce, 1997). Its meaning is

reliant upon the context, including the participants, their experiences, the environment, and their aims from speaking (Cunningham, 1999).

Because of the role of English as a global language have been offered an advantage to discover more successful methods to teach English, English courses especially teaching speaking skills have a noticeable place in language programs all throughout the world. Hence, it is now the suitable time to check out the questions and exercises which are the nature of speaking that has changed considerably in their implications for classroom teaching and materials design (Richard, 2008, p.1).

Simultaneously, the traditional methodologies of teaching speaking are generally implied repeating after the teacher, memorizing a conversations and discourses, all of them mirror the sentence-based view of proficiency predominating in the audio-lingual and other methodologies of the 1970. With the development of communicative language teaching in the 1980, many perspectives have been changed of programs and methodologies that keeps to form approaches to teach speaking skills nowadays (McCarthy and Carter, 1997, p.141).

The Algerian linguistic background is very rich and complex as well. It makes of Algeria a specific Middle Easterner country with the number of languages taught and utilized either in formal or non-formal contexts as described by Ephraim and Mala Tabory : "The Algerian situation is complex, as it is at a crossroad of tensions between French, the colonial language, and Arabic, the new national language; Classical Arabic versus colloquial Algerian Arabic; and the various Berber dialects versus Arabic."

Comparing Algeria with some African Countries, it is extremely far left behind in English speaking ability because French is imposed on Algerians and there are barely any English learning resources compared to the use of French.

English is infrequently utilized and the classroom instruction is no doubt the only input for language learning. Students, thusly, get limited target language input and also have limited language learning time, dissimilar to the second language learning situations where the target language is used outside the classroom.

Hammerly (1991, p.36) expressed that "classroom instruction is an artificial environment, and the time of teaching and learning is limited". This view tries to show the importance of the teacher's role in establishing a communicative environment inside the classroom which raises the student's communicative competence by giving meaningful input, communicative teaching methodologies and valid materials ought to be stressed.

As of late, researchers have started to contend that both speaking and the communicative language ought to be the main goal of teacher in teaching the language. To foster speaking skills, there are various strategies and methods that ought to be practiced. As

Abu-sharbain (2009, p.5) demonstrated that" Speaking skill is mostly neglected or in best cases not taught the right way. This came as a result of the teachers' misunderstanding of how to teach speaking and their ignorance of its importance. Besides teachers themselves are not good users of English, and those who cannot speak English fluently are unlikely to be able to teach speaking".

" One of the main problems in teaching English is to prepare the learners to be capable of using it orally with confidence in the classroom" (Brown, 1994, p.17). He tries to express that teaching speaking communicatively assists to overcome particular issues in classroom like controlling the number of students, individual differences and the limited class time. The teacher job should be an

organized instead of a dominator by providing a secure environment for the students to talk.

Statement of the Problem

As stated before, the research problem can be identified in the students 'poor mastery of speaking skills that should be developed in the secondary stage (high school). The transition from high school to university is known as being a difficult time for students. For most learners, speaking in target language is not an easy thing to undertake because learning to speak a foreign language requires more than knowing its grammatical and semantic rules. In general, from a variety of research reports and findings show that speaking is one of the main difficult skills that cannot be mastered by any learner. Therefore, the current study attempts to address the kind of methods that are adopted by teachers to enhance students speaking performance and the way to develop the necessary speaking skills for first year university students through the use of appropriate methods that will enable them to be competent speakers of English language. In other words, the study attempt to address the following main question:

1. Are L1 Students of English at Medea University Aware of the Methods of Teaching The Speaking Skill?
2. What types of problems are encountered by students (L1 university students) while speaking English in classrooms?
3. What kind of strategies that are adopted by students when confronting any kind of problems while speaking English?
4. Do teachers follow any methods to enhance students speaking skill? If yes, what are they and how they affect the learning process?
5. Is it necessary for students to be aware of these learning methods?

This study will try to answer these questions focusing on the main types of problems faced by students, as well as, the methods used to overcome them

and the role of student's awareness of learning these methods in enhancing the speaking skills.

Aims of the Study

This research work has some objectives and purposes that may be reached. This study aims at investigating the most common methods to enhance students speaking skills and the importance of being aware of these useful methods.

This study addresses the following:

1. Addresses the students' weaknesses in speaking English among L1 students at Medea University.
2. Identifying the major learning methods
3. Identifying the common methods used by teachers to enhance students speaking skills.
4. Identifying appropriate methods for learners to enhance their speaking skills.
5. The role of student's awareness about methods in learning the speaking skills.

Significance of the Study

It has been a challenge for students who try to master English language as a second language .Algerians, especially university students are struggling to fulfill the demands of becoming competent English language speakers. Students' low self-confidence and unfamiliarity with language structures prevent students to improve their speaking skills. Furthermore, there is a need to discover the students' most preferred methods to enhance their speaking skills. Hence, this study will explore the language learning methods and the major one used by teachers to develop students speaking skills. It is expected that knowing more

about the language learning methods will enable both teachers and students to find better solutions for the problem the students have in developing their speaking skills.

Based on what was said, this study aims to:

1. Identifying the learning methods of speaking skills
2. Identifying the most frequently used methods among L1 university students to enhance their speaking skills at Medea University.
3. Suggesting some learning strategies to be employed in language classroom to improve student's language speaking skill.
4. Identifying the role of student's awareness of learning methods in enhancing the speaking skills.

Hypothesis

In the present research, we hypothesize that if the students are more knowledgeable about appropriate methods to enhance their speaking skills, they will score well and have better results. We also hypothesize that if teachers perform their role efficiently through the use of teaching methods and appropriate speaking activities, learners' communicative performance would be improved. Moreover, we will try to supply students with certain methods and see if it supports the students′ learning process. Finally, we will try to test teachers awareness of these methods (are they aware of them or no), that can help them in the teaching process in the first place.

Limitations and Delimitations of the Study

The study was conducted according to the following limitations:

1. First year university students.
2. A limited duration for implementing the proposed program (the second term, i.e., nearly three months).

3. Investigating only the most used teaching methods and speaking activities to enhance learners' communicative proficiency to measure awareness and attitudes towards these methods.
4. This research only focuses on speaking subject.

Research Methodology

This part introduces a full description of the methodology of the study in terms of the type of research design, setting and participants, data collection method, and the data analysis.

1. Research Method

This study is a qualitative case study. According to Sanders (1981), "Case studies help us to understand processes of events, projects and programs and to discover context characteristics that will shed light on an issue or object". Therefore, it meets the purpose of this study as it aims to give a detailed description of the most frequent methods used by teachers to enhance students speaking skills. Besides, it can help us to identify appropriate methods for learners to develop their speaking performance and to demonstrate the role of student's awareness of learning these methods. Hence, this research will use a qualitative design to obtain the data and to present the result.

2. Sample of the Study

The sample chosen for the research was first year LMD students in the English section of Medea University. This sample has been chosen because first year students are in a transitional phase from high school to university.

3. Setting and Participants

This research will be conducted in the second semester in the English department at Medea University from speaking classes only. The

participants are L1 students of English department. The participants consist of students from two different classes .We had decided to choose 50 students to represent our sample from a whole population of 447 students. Moreover, 8 teachers of Oral Expression have been chosen in order to provide us with their points of view about the topic of the Role of students' awareness of learning methods in enhancing speaking skills .This research only focuses on speaking subject which will take the participants grade to classify them.

4. Data Gathering Tools

In this research, we will follow some steps in data collecting technique to obtain the comprehensive data. First, we will distribute to the students after each meeting in speaking class, some already prepared questions. The students will be asked to fulfill and answer the giving questions concerning the strategies they use in speaking performance explaining the reason of their choices. Second, the second instrument will be interviews. This method will be applied on teachers that will help us gain the detail data concerning their awareness of these teaching methods and what are the appropriate speaking activities they use to develop students speaking performance. Third, the last step is the use of questionnaire as it will be used to discover the learner’s opinion about the appropriate methods in enhancing their speaking performance and if they are aware of the learning methods. The questionnaire will be distributed to teachers and L1 students as the participants of this research.

5. Structure of the Dissertation

This investigation is divided into four main chapters. The first, the second and the third chapters are devoted for the theoretical framework while the last chapter deals with the presentation of the data and its analysis.

Definition of Terms

Speaking Skill

According to Nunan (2003, p. 48) Speaking is a productive oral skill which consists of constructing systematic verbal utterances to convey meaning. Speaking is one of the important skills in English as a Foreign Language. Speaking is an ability to orally express opinions, thoughts, facts and feelings to other people, animals and even to oneself. The goal of English teaching is to make students able to communicate well. It used to be the only language skill that was difficult to practice online. This is no longer the case. English learners can practice speaking online using voice or video chat and services like Viber. They can also record and upload their voice for other people to listen to.

Language Learning Strategies

Language learning strategies refers to the processes and actions that are consciously used by language learners that help them learn and use language more effectively. All language learners use language learning strategies in their learning process. Aside from that, Chamot (1987, p. 17) defines learning strategies as techniques, approaches that students take in order to facilitate the learning process. Learners use this language learning strategies consciously when processing new information and performing tasks. These strategies help them to comprehend better and quicker.

Method

A method refers to a particular educational design or a framework based on a specific theory of language and language learning. It is composed of an organized content, both roles of teachers and students, and teaching processes and strategies. There is for the most part little scope for individual

interpretation that has a fixed time. They are taught through training. The teacher's job is to follow the chosen method and apply it according to the rules (Richards and Rodgers, 2001, p.245).

Awareness

Awareness is defined in the English Dictionary (1998-2008) as "The state or level of consciousness where sense data can be confirmed by an observer. The awareness of one type of idea naturally fosters awareness of another idea."

Attitude

According to Cambridge Dictionary, attitude refers to feeling or opinion about something or someone, or a way of behaving toward a particular object, person, thing, or event. Attitudes are often the result of experience they can have a powerful influence over behavior. While attitudes are enduring, they can also change. Attitudes can be positive, negative or neutral.

According to (Abu-Allam, 2004, p.280) attitude is an inner sentiment that influences the person decision toward a particular object, person, thing, or event.

University

A term used to describe an educational institution where the final stage of schooling ends. It is known as the higher education.

Conclusion

Chapter one attempts to give a wide background to speaking skill and the role of students' awareness of learning methods in enhancing speaking skills among L1 Students of English in Medea University. This chapter also includes statements of the problem, the significance of the study, research

questions, and hypothesis. Also it includes the definitions of the terms, the limitations and the research methodology.

CHAPTER TWO

LITERATURE REVIEW OF SPEAKING SKILL

Introduction

Generally, speaking a foreign language is not an easy skill to be mastered by learners since it needs great courage as well as preparation to speak well in the new language. Thus, speaking problems can be major challenges to effective learning and communication for learners to learn any language. The teaching-learning process for enhancing speaking skill is interrelated and demands an interaction between both active teachers and motivated students.

This section provided an overview of speaking definitions, aspects of speaking, the importance of speaking, definition of speaking skills, teaching speaking skills, and the importance of teaching speaking skills. Different definitions were given to speaking; as physical, cognitive, psychological process and as a competence. Additionally, there are a lot of difficulties facing learners while they are expressing themselves. In this initial chapter, we tend to shed light on the aspects of speaking; fluency and accuracy which are the main categories in speaking. Speaking sub-skills where the students should know what, how, why, to whom, and when to speak have been tackled. Since speaking is one of the essential language skills in learning a foreign language, the importance of speaking skill was also provided in this section. The last element in this section in this initial chapter is teaching speaking that is one of the primary objectives of teaching foreign language learners.

Definition of Speaking

Speaking is one of the four language skills (reading, writing, listening and speaking) which are important for fruitful language communication. It is considered as one of the useful and productive skill that is fundamental for powerful communication in any language; this last can normally show up in each EFL class since this useful skill empowers learners and instructors to cooperate more.

According to previous studies, the definition of speaking is related to two fundamental approaches: the bottom up and the top down approaches. On one hand , starting by the bottom up approach, Bygate (1987, pp. 5-6) expressed that speaking is seen as the production of auditory signals .This view claim that learners have to be taught the smallest unit sounds in the first place , and afterword move to learn and master words and sentences to from discourse (Cornbleet & Carter, 2001, p. 18).

On the other hand, Eckard & Kearny (1981), Florez (1999) and Howarth (2001) define speaking as a two-way process involving communication of thoughts, data and emotions. This view believes that spoken texts are the production of collaborations between two or more speakers in a specific time and context.

Speaking is a way that facilitates communication for learners with others to reach at specific purposes and to express their sentiments, opinions, goals and expectations. Moreover, speaking is concerned as "productive skill", it is much more related to listening as both skills are interrelated ways of achieving efficient communication. Any speaker is a listener and every listener is at least a speaker (Oprandy, 1994, p. 153 & EL Menoufy, 1997, p. 9).

In this space, Harmer (2001) and Gower et al (1995, pp. 99-100) concluded that speaking has a wide range of perspectives , including two major categories –accuracy implies the right utilization of vocabulary, grammar, jargon, punctuation and articulation rehearsed through controlled and guided exercises .And fluency considered to be "the ability to complete your speech with few hesitation" that is to say speaking is the use of the correct words in the right situation with few pauses because these features of learners speech production can reveals his/her speaking proficiency. In other words, it is the utilization of the right words in the correct context with few pauses. This

highlights that students discourse creation can uncovers his/her speaking capability.

In addition, Chaney (1998, p. 13) defines speaking as “the process of building and sharing meaning through the use of verbal and non-verbal symbols, in a variety of contexts” This means that speaking is the most important skill among the other skills; without speaking there would be no communication and this make the language useless.

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According to Cora and Knight (2000, p. 261) Speaking is the capacity to perform and create the oral language using it in the right context and different situation with other speakers of the same language. Furthermore, to select the correct expressions to utilize it with various events, thus, speaking is a productive skill of sorting and organizing all element of language together to perform and put up messages in an intended way.

The spoken language incorporates specific qualities that makes it different from the other skills, these elements are: tone of voice, stress, intonation, speed of speech, also facial expression of the speaker that they can use with reiterations and stops.

Additionally, Ur (2004, p. 221) prove that the speaker should know vocabulary, grammar and pronunciation. At that point, he must be an active listener because when they say something this is a reaction for something different .Furthermore, learners do not learn English just to speak yet they ought to figure out how to use it in the given speech community.

Aspects of Speaking

There are plenty of difficulties facing learners while they are expressing themselves. To empower students of English language to express easily their needs, opinions and feelings, there are three aspects of speaking to be addressed and clarified to learners by their teachers, these are:

1. **Speaking is Face to Face**

Face to face interaction means when participants can see each other. This connection allows learners to be present and engaged in the talk, regardless of their physical location that allows them to get feedback. Speaking occurs, most of the time, in situations where speakers are present to facilitate communication (Widdowson, 1998) Widdowson tries to explain that speakers use the social media to facilitate distance speaking such as Viber, What sup and other applications as Emo.

2. **Interactive Speaking**

An interactive speaking situation refers to face-to-face conversations where speakers are listening and speaking in a way they can ask for clarification, repetition, or slower speech from their partner. Briefly, it is the need to be an active listener that leads to a fruitful Conversation. Thus, Conversation has to be smooth between speakers who offer and allow balanced contributions for their peers to take turn and convey the exact message (Cornbleet & Carter, 2001). In turn taking, a highlighted feature in interaction, is the unconscious part of normal conversation where people from different cultures across the world are able to interrupt the speaker and comment but in other cultures, it isn't, thus causing possible communication difficulties in conversation between people of various cultures and languages (McDonough & Mackey, 2000).

3. Speaking Happens in Real Time

During conversations, reactions and responses are direct and unconstrained. The speakers' produced reflect their opinion and ideas at this time. Declaring time and putting limitations and pauses are the suitable preparation chance for the speaker to design, arrange and control the language and being able to communicate well according to the right context. Speakers may change their discourse in their halfway of the speech or they may neglect things they are proposed to say; or what they have effectively said, thus they rehash themselves (Miller, 2001).

This infers that the speech production in real time forces pressures, yet additionally permits freedom of compensating for these difficulties by using the standard expressions, hesitation devices, self-correction, rewording and redundancy which can help speakers become fluent, familiar and adopt with real time demands (Hughes, 2002).

As a matter of fact, being exposed to real-life situations will make the oral production easier for foreign language learners. All in all, the choice of the language form can be affected by the social context for a given language function or reason. The social context comprises of the social setting, the speakers, and the social and power relation among them (if the speakers are best friends for example, their language will be obviously different if they are a director and an assistant) (Uso-Juan & Martinez-Flor, 2006, p. 143). Language forms incorporate choice of words, grammar, and pronunciation (Reppen, Fitzmaurice & Biber, 2002). Language functions are the communicative intentions or purposes of speakers' utterances (Kissine, 2013, p. 57).

This exposure assists learners with repaying their experienced issues. It additionally helps them sound normal in their use of the foreign language. Likewise, it assists with lessening the amount of mistakes. Nonetheless, Davis

and Pearse (2000) expressed that errors are an essential part of language learning and not a proof of learning/teaching failure and disappointment.

There are endless debates about correcting speaking errors because of the nature of spoken discourse, spontaneity and transience. These debates include evaluating speaking (Luoma, 2004). Instructors take in consideration students' level, the speaking component they are teaching, how to correct these errors, when to correct and why to correct. Every one of these inquiries should be an issue of conversation before an instructor chooses correcting.

Hence, it is an absolute necessity for educators to know about their students' level and earlier information on the language to stay away from students' demoralization. It is likewise significant for educators to feature that making mistakes never implies foolishness or weakness of ability to gain proficiency to learn a foreign language. Then again, it is imperative to educate students not to snicker when others' commit errors.

Correction of speaking errors ought to be changed depending on the reason of the speaking activity to direct teaching speaking and give criticism for students about their performance (Wajnryb, 1992). Teachers should classify mistakes relying upon the appropriate responses of purpose of correction, what precisely to correct, when to correct and who is going to correct questions.

Shafaei (2010) listed various ways of correcting speaking mistakes as follows:

a. Teacher-correction

Educators analyze their learners' issues and the arrangement of these issues; they can characterize and lay things out plainly so learners can see rapidly and effectively and they can track down the best correcting procedure and use it when vital. Likewise, learners trust what their educators say.

b. Student-to-student correction

Along these lines, rectifying responsibility might be given to different learners. This way assists all the class with getting included, and keeps them alarm, and figure out how to be autonomous. It likewise diminishes the teacher's-talking-time, and uncovers the participation environment among the students.

c. Self-correction

The instructor allows an opportunity to the learners to address themselves as they can recall the problem and the solution. It assists them with feeling more sure having perceived their own missteps and having the option to address these errors.

The Importance of Speaking Skill

The importance of speaking skill is colossal for the learners of any language. The objective of language is communication and the purpose of speaking in a language context is to advance communicative efficiency and informative productivity, teachers need learners to really have the option to use the language as accurately as could be expected with an aim. Leaners frequently esteem speaking more than the other skills of reading, writing and listening so motivation is not generally as big of an issue, yet what regularly happens is learners feel more anxiety related to their oral production (Bryson, 2003). Speaking is interrelated with different skills; its advancement brings about the improvement of the others. One of the essential advantages of increased communicative competency is the resulting job, education and travel opportunities; it is consistently a need to figure out how to communicate in English unhesitatingly (Bryson, 2003). It is no more an issue of status however it is of incomparable need for a decent quality job and to develop in one‘s career. Lots of achievements in life are significantly reliant upon the manner in

which you maintain the worldwide clients and representatives, especially in the international companies (Watkins, 2005). Indeed, even in the administration works the high profile individuals likewise require a familiarity with English. Once more, it is not simply to have an impression of stunning quality. It is important to speak your significant focuses in a Smart manner.

Speaking is probably the language skill that most language learners wish to master since their early childhood. Karen (1994) defines speaking as an expressive language skill in which speaker uses verbal symbols to communicate. In other words, speaking skills are the skills which allow us to communicate effectively. They give us the ability to convey information verbally and in a way that the listener can understand .It used to be the only language skill that was difficult to practice online. This is no longer the case. English learners can practice speaking online using voice or video chat and services like Viber. Individuals are able to record and upload their voice for others to listen to. Speaking is an oral skill that helps in expressing opinions, thoughts, facts and feelings to other people, animals and even to oneself. According to Nunan (2003, p. 48) Speaking is a productive oral skill which consists of constructing systematic verbal utterances to convey meaning. Speaking is one of the important skills in English as a Foreign Language. The goal of English teaching is to make students able to communicate well.

Speaking is an important aspect to people in their lives as it is a way that facilitate for them to communicate their feeling, share their ideas and opinions. Mastering this skill in English language is important for second and foreign language learners. Moreover, Speaking is one of the important parts in teaching language because to speak in the foreign language, a person needs understanding and the later needs attention to accurate the specific language. Also, so that a speaker conveys his discourse accurately and specifically with a fluent language, he needs to find the most appropriate words and a correct grammar. Speaking is

a fundamental skill that foreign language learners should master (Richards, 2008, p19).

Speaking is one of the most difficult skills to master and is not an easy task , because foreign language learners are afraid of making mistakes when they try to speak while they are expressing their opinions and ideas, how to use grammar, vocabulary and pronunciation in their communication with people (Hughes, 2011, p 6). However, to be able to speak English fluently and correctly with a superb pronunciation and appropriate vocabulary, there are many effective and helpful strategies that will facilitate the learning process of speaking skill. Therefore, students should learn these strategies of speaking to become a good speaker. In this case, both teachers and learners must be aware of these strategies as they will improve their level so the learning process becomes an easy task for English learner and finally have an interactive English class.

Speaking as a Competence

1. Definitions of Speaking

Concerning speaking as one of the most fundamental skill that ought to be acquired in oral communication, McDonough and Shaw(2013, p.157) characterized speaking as the to empower individuals to deliver expressions when communicating to accomplish different purposes with a specific end that may include communicating thoughts, wishes or views, solving problems, or establishing and enhancing relationships. In this way, it is an interactive process of building expressions to transfer ideas that incorporate producing and receiving. For Beygate (1987) “speaking is a skill which deserves attention every bit as much as literary skills, in both first and second language .Our learners of ten needs to be able to speak with confidence in order to carry out many of their most basic transactions”.

Speaking is a useful skill that includes more than creating and producing words or learning syntax. Brown and Yule (1983, p.14) expressed that speaking is to communicate the necessities, demand, data, administration…etc. So forth they believed that numerous language students consider speaking as the criteria for language knowledge, and the fluency as the capacity to speak with others. Another definition is given by Florez (1999) that speaking is a two-way process which includes true thoughts, data or emotions .Besides, Bygate (1987, p.3) distinguished two significant parts of speaking that need to be thought of; knowledge of the language, and the skill in using this knowledge with the capacity to use this knowledge in various circumstances. He said "speaking in a second language involves the development of a particular type of communication skill, and oral language because of its circumstances of production, tends from language in its typical grammatical, lexical, and discourse pattern".

Hence, it is inadequate for foreign language students to know about the form of sentences, syntactic standards, and certain jargon related to a specific topic, yet additionally be able to shape sentences and set their contributions in the immediate situations.

Speaking is the methods of oral communication that makes humans unique and in a high position among the rest of creatures. Speaking is given various definitions from various directions as a skill, as a physical, cognitive, and psychological process.

a. As a physical process

Speaking is a muddled cycle; it is the sending of desired messages to others with vocal organs produced by convoluted operations in the brain. Kurudayioglu (2011, p.224) expressed that the actual component of speaking is the vibration of the sound which is made by the air that comes from the lungs

hearable by the ears. He distinguished that speaking is a combination of sound and producing sounds. The process of producing a sound is framed by the flow of the air that goes to the lungs then through abdomen, chest, chest-bone, trachea, vocal cords and mouth. The organs that permit the production of speech sounds are vocal organs that can be found in three phases: aspiration, sounding, and articulation.

"While speaking, the breath goes out by hitting these organs: lungs, trachea, larynx, vocal cords, uvula, cavity, nasal cavity, nasal passage, palate, gums, teeth, tongue and lips…these organs must work in a harmony to create speaking" Kurudayioglu (2011, p.225).

Luoma believes (2004, p.9-10) that speaking can be an undeniable picture of speakers. Whereas all of pausing, speed, pitch and intonation can create the texture of utterances that urge what they need to say. Pronunciation plays a significant part when individuals will in general decide whether the speaker has native or non-native status.

b. As a cognitive and psychological process

As to Liu and Fan (2014, p. 699), the process of speaking alludes to the psychological process that the speaker produces one expression and the listener gets it. This process is involved in two significant angles which are the function of attention in speech production that can make the speaker find speech errors , and self-correction its express sign , while the second main angle is the distribution for language users‟ attention, this attention can be affected by language factors either increment the language users‟ attention distribution or lessening it. Accent, intonation, frequency, tone, and gestures are the main factors in the various parts of language production.

2. Speaking as a competence

Being competent in speaking, students ought to have the option to communicate their thoughts easily and properly utilizing right pronunciation, vocabulary, and grammar. The capability in speaking requests three abilities: knowledge about the language, oral competence, and interaction competence.

2.1. Language knowledge

It is significant for foreign learners to acquire considered as linguistic competence that incorporates: The use of intelligible pronunciation, producing the sounds, stress, rhythmic structure and intonation, following language structure precisely, and using vocabulary that is pertinent, discussed topic, and speech setting .Scarcella and Oxford (1992, p.141) assumed that "grammatical competence is an umbrella concept that includes increasing expertise in morphology, syntax, vocabulary, and mechanics with the attention to speaking. Words mechanics refers to basic sounds of letters and syllables, pronunciation of words, intonation, and stress".

2.2. Oral competence

Bygate (1991) defined oral competence as the capacity to frame sentences, produced, and adjusted to the moment of speaking circumstances. He tries to illustrate that oral communication is a two-way process between speaker and listener that should be completed from forming and producing abstract utterances and fitting it to the moment of speaking so that the listener realize it .Besides linguistic knowledge, learners need to understand that speaking need others skills which called "motor receptive skills" Bygate (1987, pp. 5-8) noted that "motor receptive skills involves perceiving, recalling and articulating in the correct order sounds and structure of language".

2.3. Interaction competence

Adequate speakers are skilled to foresee, produce the expected speech of specific situation, and manage to control discrete elements. Interaction competence incorporates: rewording; turn taking; giving feedback, moreover the use of the appropriate vocabulary. Lauma (2004, p.2) expressed that speaking involves producing, receiving and analyzing information. Bygate (1987, p.6) assumes that interaction competence as the consequence of using knowledge and oral competence, he cites "interaction skill involves making decisions about communication such as: what to say, how, and whether to develop it according to ones" intention while maintaining the desired relations with others".

Torres (1997, p. 95) clarified that communication includes principally the knowledge of linguistic competence and communicative competence to develop effective, powerful and adequate communication orally, linguistic competence is the capacity to deal with the rules, and syntactic structures of language.

Learning the Speaking Skills

Many English learners master the grammar but find themselves facing difficulties when it comes to having a conversation with others, debating or even performing the language with their friends. In this case, there are many ways and tips for improving English speaking skills that will enhance learners' level and enable them to use and practice the language with their peers correctly. Hence, learners need to build a strong foundation for speaking.

1. Active Listening

When it comes to good communication, active listening is an important skill as learners are expected to capture the main points of the speech. It may takes time as learners need to learn how to give their full attention to the speaker , but it will make a good working environment .Thus , attentive listening

facilitates communication and generates a extra positive atmosphere for sharing and learning .

2. Reading Aloud

Reading out loud is among the efficient ways to practice speaking without any conversation partners. Reading with a high voice will enable the learners to recognize the words easily because reading in the head does not exercise their vocals organs as tongue and lips.

3. Learn the Natural Flow of English

English language is not only individual words to speak them correctly , however its importance lies in speaking fluently because English as a flexible language .Here are some points that any learner should know if he/ she want to master speaking skill :

- **Contractions:** a shortening of a word, syllable, or word group by deleting a sound or letter. For example: They + will = They'll.

  I + am = I'm, Do + not = don't.

- **Stress:** According to Merriam-Webster dictionary, it is defined as the intensity of utterances given to speech sound, syllable, or word producing relative loudness. In every word, there are stresses syllable and in every sentence there are stressed words.
- **Linking:** it is how native speakers' link words to make a better flow by joining two sounds or making it disappear.
- **Rhythm:** it is the musical feature of English language.

4. Self-talk

It will look funny to talk to yourself in front of a mirror for couple of minutes each day but this habit will speed up your speaking skills.

Alternatively, picking up a book and reading couple of pages out loud or even recording yourself and listening to your voice trying to watch out for any wrong pronunciation will lead you to learn when and how to use different expressions and know where you make most of the mistakes.

5. Think in English

Change from speaking good English to great English by thinking in the target language. At first, it may seem difficult, but after some time, learners will be able to take less time and produce and express their thoughts easily. No translation needed!

Teaching Speaking Skills

Speaking is a fundamental skill that should be taught, "The ability to speak English fluently become a must, especially who want to advance in certain fields of human endeavor" Al-Sibai (2004, p.3 cited in Al Hosni 2014, p. 22).

Speaking ability is estimated by knowing the language that shows up in three areas; the first one is mechanics that includes the right pronunciation, grammar, and vocabulary; the second is functions where students have to acknowledge when the message ought to be understandable; the third is the social and cultural principles and standards that includes turns, speed of speech, length of pauses between speakers, attention should be paid from the speaker to whom the person in question is talking , what, for what, and in what context. Bashir et al (2011).

Richards (2008, p.19) calls attention to the need of mastering speaking skills for many foreign language learners. Learners assess their advancement in language learning based on speaking language proficiency, and the methodological discussion is the most ideal method of teaching speaking. As

indicated by Cole in Forum Journal (1975, p.150), foreign language teaching has zeroed in on the foundation of language habits not on improving communication skill. Bygate (1987, p. 4) demonstrated that training learners to utilize language is one of the serious issues in foreign language teaching. Along these lines, teaching speaking is a gainful way to achieve communicative proficiency and fluency.

Teaching speaking is helpful on the grounds that it allows students to use the new language they learn, to build up the learning of functional language, and analyze their weaknesses and their forces. Baker and Westrup (2003, p.5), Richmond et al (2009, p. 34) demonstrated that teachers are capable to create suitable environment, and reasonable methods to make speaking exercises a fun task to make. They assume that to make students continue speaking, asking questions and answers is the right way to fulfil that .Richards(2012), as such, there are three significant stages that ought to be considered in teaching speaking .

a. Pre speaking Teaching Phase

It is a bunch of exercises that gives students rehearsing the language, grammar, vocabulary, and pronunciation, likewise, it gives opportunities to learners to design and put together thoughts for speaking. Richards (2008) expressed that the pre-speaking tasks are fundamental in assisting the learners with understanding the subject and the goals of the assignments. During this stage, instructors should focuses on the target language giving them some an ideal opportunity to think and to create their thoughts prior to beginning the real act of the tasks where learners may utilize a few methodologies, for example, eliciting, improving, presenting required structures and vocabulary.

b. Ongoing Speaking Teaching Phase

It gives students social and cultural norms. In this stage, students should be occupied with different formal and informal speaking cases as per their motivations for speaking. As per Eckert and Mcconnell-Ginet (2003, p.117), students might speak to express their thoughts, feelings, or point of view, to clarify, to portray, to ask or offer assistance… and so forth.

c. Post-speaking Teaching Phase

It includes free conversation about different subjects in various circumstances performed by students where they can talk openly and express what they know and need. In this stage, instructors can evaluate learners‟ progress and aid them to set their goals for improvement. Tuttle & Tuttle (2012, p.18) " .Teachers can stimulate the students through pair-work, or group work, and casual talk that can make the student free and appreciate posing inquiries, and furnishing responses Malamah (1987, p.12). Along these lines, in teaching speaking, both students and instructors are dynamic and active members whose efforts are expected to improve viably learning and teaching the speaking process.

Importance of Teaching Speaking Skills

Teaching speaking is an essential part for learning any foreign language. The capacity to communicate in a foreign language in obviously and proficiently contributes to the achievement of the student in school and success later in each period of life. Therefore, it is fundamental that language teachers give great consideration to teaching speaking rather than leading students to memorization, giving a rich environment where significant communication happens. With this point, different speaking techniques, for example, those listed in the following topic can contribute in an extraordinary way in creating fundamental intuitive skills for learners. These techniques

make learners more dynamic and active in the learning process and simultaneously make their learning more useful and funny.

According to (Brown, 1994, p.37) teaching speaking has to be given high priority because of the following reasons:

- It is a difficult skill that accepts all the components of 'communicative competence'.
- Language learning is exceptionally dependent to listening and speaking (for example addressing educators, to peers, to oneself, and so on).
- Real communication expects attending to messages and responding to them suitably.
- By teaching speaking, students become more confident in their selves, inspiration for learning, and a superb preparing for real-life activities.
- Speaking happens a lot in real life, all things considered; this adds trustworthiness to the conviction that teaching this skill is not only a trend, however it is a need.
- Teaching speaking furnishes students with the chance to develop as compelling and effective world citizens; ready to send, offer and look at thoughts, data and social examples of various speakers.

Conclusion

This chapter handled different sections that tackled the speaking skill from various perspectives. This topic has been the main concern of numerous researchers and linguists. Speaking is probably the language skill that most language learners want to master for its huge importance. Moreover, the teacher is the core of the teaching process especially in developing students speaking performance by applying the fitting methods according to the

student's needs. Unfortunately, many students learn much more from the use of a language than from giving explanations about it. Hence, the responsibility and the role of teacher is to solve such kind of issues and misunderstandings by embracing particular methods to facilitate the educational process in enhancing speaking skill.

CHAPTER THEREE

LITERATURE REVIEW OF METHODS AND TEACHING SPEAKING SKILLS

Introduction

Nowadays, every teacher chooses a definite set of methods of enhancing students' speaking skills. Students are willing to learn a foreign language faster and easier by using these teaching methods. It is the teachers 'concern to motivate and to develop learners' oral proficiency. In addition, students should be aware about the methods of teaching the speaking skill.

This chapter will tackle three sections in the following order. First, section one will provide various definition of what is a method and what is teaching method. Second, section two will discuss several types of methods related to teaching speaking skills by defining what a method stands for, and will introduce five common methods:

- Audio-Lingual Method,
- Cooperative Method,
- Communicative Method,
- Dictogloss Method and
- The Task-Based Language Method.

Finally, the last section will discuss some fundamental definitions as: Awareness and Attitude towards teaching the speaking skill.

Methods

According to Oxford dictionary, a method is a specific procedure for achieving or moving toward something, especially a systematic or established one. It is a description of the way that information or a behavior is conveyed forward or united during the instructional process (Madhavan, 2011).The method is fundamental in the advancement of class, since it is the way that the instructor set up the learners to foster their abilities and learn more effectively

and easily than when don‘t have a method. It is classified according to the type of interaction in the classroom:

- "no interaction": lecture
- "teacher centered interaction": interactive lecture
- "group centered interaction": group work

Moreover, a method can also be seen as object-oriented programming, a procedure that is executed when an object receives a message. Hence, a method can be considered exactly the same as a procedure, function, or routine in procedural programming languages. The lone distinction is that in object-oriented programming, a method is always associated and connected with a class.

Additionally , teaching method Refers to how you apply your answers from the questions stated in Teaching Approaches to your everyday guidance in front of your students (lynch, 1974). Do you follow the curriculum and the educational program? Do prompt discussion by asking questions to lead students to understanding? Are your students expected to just listen mindfully and take notes with the expectations that they can retain current realities? Hence, it is a matter of what real practices and techniques of teaching do you like.

a. What is the teaching method?

A teaching method contains the principles and methods utilized for guidance. The most common used teaching methods may incorporate class participation, demonstration, recitation, and memorization (Bryson, 2003). The choice of choosing which teaching method to be used relies largely on the information or skill that is being taught, and it might likewise be affected by the energy of the students. Your choice of teaching method relies on what fits you — your instructive way of thinking, the classroom, and topic and school mission statement.

b. Teacher-Centered Approach to Learning

Instructors are the main authority figure in this mode, (Nelson, 2003) and Students essential job is to inactively get data (through lectures and direct guidance) with a ultimate objective of testing and assessment (Nelson, 2003). It is the essential part of instructors to pass information and data onto their students.

c. Student-Centered Approach to Learning

While teachers play an autocratically role in this model, teachers and students play an equally active role in the learning process (Watkins, 2005). The teacher‘s essential job is to coach and facilitate student learning process. (McNeil, 1999). Student learning is estimated through both formal and informal forms of assessment. Hence, Teaching and assessment are connected.

Methods of Teaching Speaking Skills

Speaking skills methods are mastered through preparing, teacher’s role is to follow the method and apply it definitely as per the standards (Richards and Rodgers, 2001, p. 245).They try to explain that if teachers follow certain methods by preparing while teaching, they will master them. These methods provide for students knowledge and the information they need to develop in their learning process.

Now , the researcher will talk about five methods of teaching speaking skill beginning with definitions as per some authors then a definition will be adopted by the researcher. Every definition will be followed by characteristics and standards of every method , at that point guides to students and teachers' role in carrying out like methods finished in steps that is given as procedures as follows:

1. The Audio-Lingual Method

a. Definition of the Audio-Lingual Method

This method is used to teach foreign languages. ALM is defined by numerous linguists as a method that respects a form of practicing any foreign language. These definitions are appeared beneath:

1. Nunan (2003, p.38) demonstrated that it is "a language teaching method based on the behaviorist notion that learning a language is a process of habit formation".

2. As far as Richards and Rodgers (2001, p.18) defines it as "a method for teaching language through dialogues which stresses on the students' habit formation by repetition, memorizing grammatical structures through substitutions, singular-plural and tense transformations etc. using the target language and the culture where the language is spoken".

3. Bygate, (2001, p.15) finds that "ALM is a method of foreign language teaching which emphasizes the teaching of listening and speaking before reading and writing. It uses dialogues as the main form of language presentation and drills as the main training technique while discouraging mother tongue in the classroom".

Practically each of the three definitions concur that ALM depends on learners' commitment in an interactive way which respects a strong learning.

b. Characteristics and Principles of ALM

This method depends on the behaviorist theory. Furthermore, standards and characteristics of ALM tend to the Direct Method as per Richards and Rodgers (2001, p.19) and are mentioned underneath:

1. Partition of language skills into listening, speaking, reading and writing while focusing listening and speaking rather than reading and writing.

2. Utilization of dialogues as the main element of introducing the language.

3. Accentuation on certain practice strategies: mimicry, retention and pattern drills.

4. Discouraging the use of mother tongue in the classroom, and encouraging the utilization of language laboratory.

Moreover, as far as Brown (2007, p.153), the main characteristics of ALM are:

1. Foreign language learning is fundamentally an interaction of mechanical habits that are shaped by giving right reactions as opposed to committing errors; by retaining dialogues and performing pattern drills; while making errors is limited and decreased. Language is a verbal conduct of understanding the expression that can be learned by learners to do similarly. Language skills are acquired all the more adequately if the things to be learned in the target language are introduced in a verbally expressed structure as opposed to being found in a written structure. Oral training is expected to give the foundation for the improvement of other language skills.

2. Analogy gives a preferable foundation to language learning over analysis that includes generalization and discrimination. These rules are consequently not given until students have drilled an example of an assortment in contexts .They are relied upon to have gained an perception of the analogies in question .Drills can empower students to shape right analogies. Henceforth the way to deal with grammar teaching is basically inductive not deductive.

3. The vocabularies of a specific language are learned distinctly in a linguistic and social context not in a separated way.

4. Hence, teaching a language includes teaching parts of the social context of individuals who communicate in the language.

c. Learner's Role in ALM

In an ALM lesson, learners are ordered to rehash accurately the word or expression that the teacher has said. Learners are lauded for effectively emulating the teacher or are asked to rehash the expression until it is said accurately.

To have the ability to utilize the target language informatively is the objective of this method. Hence, learners need to over gain proficiency with the target language to learn and utilize it consequently ceaselessly and to think by framing new habits in the target language and overcoming the old habits for their native language (Larsen-Freeman, 2000, p.45).

Students are considered as creatures that can be guided by skill improving strategies to deliver right reactions. As per behaviorist learning hypothesis, teaching centers on the external sign instead of the internal interaction. Students assume a receptive part by reacting to stimuli, and in this way have a little control over the content, pace, or way of learning. They are urged to start cooperation, since this may prompt mix-ups. In the beginning phases , students were seen as a drawback, for by paying attention to the instructor, has changed through copying precisely, and reacting to controlled tasks while performing which brings about learning another type of verbal behavior (Richards&Rodgers,2001, p.131).

d. Teacher's Role in ALM

The instructors, who can utilize this method consummately, can for the most part make what has all the earmarks of being an extremely "productive" learner. The instructor is viewed as a symphony chief leading, managing and controlling Students' behavior in the target language (Harmer, 2001, P.123).

In ALM, the teacher role is active and dynamic as such it is a 'teacher dominated method'. The educator models the target language, controls the direction, pace of learning, and watches also, amends the students' performance. The educator should keep the students mindful by giving them different drills and assignments. Language learning is seen from dynamic verbal communication between the teacher and the students as follows:

1. Listening, speaking, reading and writing.
2. Use-and not use-English in the language classroom.
3. Model the different sorts of language behavior that learner have to learn.
4. Use dialogue form to teach the spoken language.
5. Direct choral reaction by all or parts of the class.
6. Use of structure through pattern practice.
7. Guide the students in picking and learning vocabulary.
8. Show how words are interrelated and well-structured in the targeted language.
9. Get the introvert student to talk in the classroom.
10. Prize trials in a way that learning is reinforced and supported.
11. Teach all the literary forms such as short stories.
12. Build up and maintain a cultural basis for students.
13. Be formal since the first day according to the language class that is to be directed and enforce them (Richards &Rodgers.2001, p.131).

e. Procedures of Implementing ALM

1. Students rehash each line of a model dialogue individually that contains key structures which are the main focus of the course

2. Teacher focuses on pronunciation, intonation, and fluency.

3. Amendment of mistakes of both pronunciation and grammar has to be direct and immediate.

4. The dialogue is remembered bit by bit, stage by stage and line by line. While lines may be further analyzed into phases if necessary.

5. The dialogue is read aloud so anyone might hear in ensemble, one half say and the other half respond without going back to books throughout these phases. (Haycraft, 2002, p.142). The dialogue is adjusted to the students' advantage, through changing expressions. "Follow-up activities may take place in the language laboratory, where further dialogues and drills work are carried out" (Richards and Rodgers, 2001, pp. 64-65).

The selection of various parts of pattern drills are chosen and utilized for some key structures from the dialogue. They are first practiced in chorus then individually. Some syntactic clarification might be offered now, however kept to a flat out least. Learners may refer to their text book and follow up reading, writing, or vocabulary exercises based on the dialogue.

2. Task- Based Language Method

Experiential language teaching (ELT) at first outgrew of educational and psychological theories suggesting that a subject is learned best if learners are associated with concrete, active experiences with the topic. Hence, it is the process of learning through experience, briefly defined as "learning through reflection on doing" .The American teacher John Dewey was one backer of this method. The conviction is that learners will learn better on the off chance that they utilize the language rather than being passive receptors of artificial language. It is likewise felt that learners will actually want to dissect and find their own data about the subject and language use as they are associated with projects or tasks (Bygate et al, 2001, p. 89). In language educating, ELT causes circumstances in which learners utilize their new language rather than simply learning about it. This method is viewed appropriate for use with youngsters

however is currently being rehearsed with learners of any age in many learning circumstances (Nunan, 2003, P.112).

Likewise, the researcher can say that this kind of method can be the nearest one to the student's concern in a way that students like to be associated with errands and hold a few responsibilities.

a. Definition of TBLM

As the other methods of teaching, also TBLM has several of definitions which are mentioned bellow:

1. For Nunan (2003). TBLM is " a piece of classroom work that involves learners in comprehending, manipulating, producing or interacting in the targeted language while their attention is focused in mobilizing their grammatical knowledge in order to express meanings in which the intention is to convey meaning rather than to manipulate forms. The task should also have a sense of completeness, being able to stand alone as a communicative act in its own right with a beginning, a middle and an end". (Nunan, 2003, p.4).

2. As for (Ellis, 2003, p.116), he defines TBLM as: "a work plan that requires learners to process language pragmatically in order to achieve an outcome that can be evaluated in terms of whether the correct or appropriate promotional content has been conveyed to an end, it requires them to give a primary attention to meanings and to make use of their linguistic resources, although the design of the task may predispose learners to choose particular forms. A task is intended to result in a language utilization that bears a resemblance, direct or indirect, to the way language is used in the real world. Like other language activities, task can engage productive or receptive, oral or written skills and also various cognitive processes".

3. As far as Willis & Willis, 2007, p.173): "a classroom undertaking where the targeted language should be used by the learner for a communicative purpose (goal) in order to achieve an outcome".

4. To sum up, (Richards,2003, p. 220) defined TBLM as: "an activity or an action which is carried out as the result of processing or understanding language tasks may or may not involve the production of language. A task usually requires the teacher to specify what will be regarded as a successful completion of the task. The use of a variety of different kinds of tasks in language teaching is said to make language teaching more communicated since it provides a purpose for a classroom activity which goes beyond the practice of language for its own sake".

Finally, from the researcher's perspective who mostly share the same point of view, these definitions focus on the way that pedagogical tasks include informative language use in which learners must put their attention on meaning instead of the grammatical structure.

b. Characteristics and Principles of TBLM

TBLM has numerous definitions and henceforth numerous characteristics and standards defined by various scholars, yet they all meet in specific details.

For Ellis, TBLM is characterized as follows:

1. 'Natural' ' utilization of language

2. Focus on learner-centered instead of teacher controlled learning. (The emphasis on learners rather than teachers)

3. Focus on structure (giving attention to form happens inside the context of performing the task).

4. Performing tasks serve as the mean for accomplishing natural utilization of language.

5. Traditional approaches are inadequate (Ellis, 2003, p.76).

According to (Richards and Rodgers, 2001, p.63) defend these principles:

1. Exercises that include real communication are fundamental for language learning.

2. Exercises in which language is utilized for doing significant errands advance and promote learning.

3. Language that facilitates meanings to the students upholds the learning cycle.

While (Nunan, 2003, pp. 35-37) gives various definitions to TBLM on the basis of seven principles:

1. **Scaffolding:** Exercises and materials ought to give supporting structures inside learning. Toward the start of the learning process, students shouldn't be required to produce language that hasn't been presented either explicitly or implicitly.
2. **Task dependency:** Inside an exercise one task ought to develop out and expand upon the ones that had gone previously.
3. **Recycling:** Recycling language maximizes openings for learning and actuates the indispensable learning standard.
4. **Active learning:** Students learn best by effectively utilizing the language they are learning.
5. **Combination:** Students ought to be educated in manners that clarify the connections between linguistic structure, communicative function and semantic significance.
6. **Reproduction to creation:** Students ought to be urged to move from reproductive to creative language use.

7. **Reflection:** Students ought to be offered freedoms to ponder what they have realized and how well they are getting along.

c. Learner's role in TBLM

TBLM is viable with a student focused instructive way of thinking (Ellis, 2003; Nunan, 2003; Richards & Rodgers, 2001). TBLM gives students natural sources of significant material, ideal circumstances for communicative exercise, and supportive feedback permitting numerous more noteworthy chances for language use. Students' roles are shifted between these situations:

1. **Group participation:** Numerous assignments will be done in pairs or in groups; for learners more acquainted with entire class or potentially singular work, this may require a few adaptations (Swain & Lapkin, 2001).
2. **Monitor:** In TBLM, exercises are not used for the good of their own yet as a ways for easing the learning process. Class exercises must be planned so learners have the chance to see how language is used in communication. Students themselves need to go to not exclusively to the message in task work, yet in addition to the form in which such messages regularly come loaded with various learning procedures to help student reflection on task characteristics ,counting language form. (Shehadeh, 2005, p. 53).
3. **Risk- taker and innovator:** Numerous exercises will expect students to make and interpret messages for which they need full semantic resources and prior knowledge. Thus, this is supposed to be the place of such exercises, practice in restating, rewording, utilizing paralinguistic signals (where suitable), will regularly be required. The skills of speculating from linguistic and relevant hints, requesting maybe explanation and talking with different students likewise ought to be developed (Ellis, 2006, p.23).

d. Teacher's role in TBLM

The roles for the educator and students are firmly identified according to the effective execution of the task, and feedback concerns the assignment assessment. So the educator has the following roles:

- **Selection and sequence of tasks:** A focal job of the educator is in selecting, adjusting, and/or making the actual tasks and afterward shaping these into an educational sequence corresponding with student needs, interests, and language expertise level.
- **Preparing learners for task:** Most TBLM defenders recommend that students ought not to go into novel tasks "cooled" and that some kind of pre-task preparation. Such exercises may incorporate topic introduction, explaining task in – footings, assisting learners with learning or review valuable words and expressions to work with task achievement, and giving partial demonstration of task procedures. Such prompting might be inductive and implicit or deductive and explicit.
- **Awareness-raising:** Current perspectives on TBLM hold that if students are to obtain language through participating in tasks, they have to attend to or notice basic features of the language they utilize and hear, alluded to as "focus on form." TBLM defenders stress that this doesn't mean doing a grammar lesson before learners take on task. It implies utilizing an assortment of structure – centering strategies, including consideration centering pre task exercises, text investigation, guided exposure to parallel tasks and utilization of featured material (Richards& Rodgers, 2001, p. 228).

e. Procedures of Implementing TBLM

It includes these phases:

- ✓ **Pre-task activities**

1. Students first participate in a preliminary activity that presents the topic, the situation, and the "script" that will hence show up in the role-play task. Such exercises are of different sorts, including brain storming, ranking activities, and problem solving exercises. The attention is on pondering a topic, producing vocabulary and related language, and developing assumptions regarding the topic. This exercise; thusly, prepares students for the pretend task by building up plans of various types.

2. Students at that point read a dialogue on related subjects which serve both to demonstrate the sort of transaction the student should act in the role – play task and to give instances of the sort of language that could be utilized to do such a transaction.

- ✓ **Task activity**

Students at that point listen to recording of native speakers playing out the equivalent roleplay task they have quite recently drilled, and look at contrasts between the manner in which they communicated specific functions and implications and the manner in which native speakers perform (Skehan, 1996, p. 74).

3. Communicative Method

Nowadays, communicative language teaching (CLM) is seen as the best and broadly utilized methodology in EFL/ESL teaching, and most current techniques and methods emphasize it (Cook & Savignon, 2001).Almost all books and materials are intended to match it.

In CLM, the objective of language teaching does not have to be interpreting and learning a bunch of rules yet has to be founded on the goal of communicative competence. Communicative competence is most much of the time defined as" the ability to create meaning while interacting with others in the target language". In other words, it refers to the learner's ability to use language to communicate successfully. (Canale &Swain, 1980) defined it as composing competence in four areas: words and rules, appropriacy, cohesion and coherence, and the use of communication strategies in this manner. Since the 1970s, this methodology has been developed and has come to assume an important part in most contemporary language teaching situations (Brown, 2007, p. 52).

a. Definition of CM

1. The communicative approach in language teaching is, generally, a recently adjusted methodology in the field of foreign language teaching. CLM is a "hybrid approach to language teaching, essentially 'progressive' rather than traditional'...." (Wright, 2000, p. 7).

2. "CLM can be seen to formulate from a multidisciplinary perspective that includes at least linguistics, psychology, philosophy, sociology and educational research (Savignon, 2001, p.44). It is generally accepted that, proponents of CLT see it as an approach, not a method" (Richards and Rodgers 2001,p.37).

3. According Brown, Communicative language teaching refers to " a unified but broadly- based theoretical position about the nature of language and language learning and teaching" (Brown,1994, p.244-245).

4. Nunan's (2003) believes that communicative language teaching is:" a philosophical approach to language teaching covering a range of methodological approaches which share a focus on helping learners communicate meaningfully in the target language".

b. Characteristics and principles of CM

According to Brown (1994, p.246) communicative language teaching is characterized as follows:

1. Classroom objectives are centered on the entirety of the components of communicative competence and not confined to syntactic or linguistic competence.

2. Language teaching strategies are intended to engage students in the logical, credible, useful utilization of language for useful purposes. Language structures are not the main concentration yet rather parts of language that empower the student to achieve those purposes.

3. Fluency and accuracy are viewed as reciprocal standards underlying communicative techniques. Sometimes, fluency may need to take on more significance than accuracy to keep students definitively occupied with language use.

4. In the communicative classroom, learners need to utilize the language, beneficially and responsively, in unrehearsed contexts.

While (Rishards & Rodgers, 2001, p.38) listed these characteristics:

f. **Appropriateness:** language use mirrors the circumstances of its utilization and should be appropriate to that circumstance relying upon the sitting, the roles of the participants, and the goal of the communication, for instance students may have to utilize formal just as casual styles of speaking.
g. **Message focus:** students should be able to make and get the content of the messages. Subsequently the attention on information and information transfer in CLM exercises.

h. **Psycholinguistic processing:** CLM exercises try to involve students in the utilization of cognitive processes that are essential parts in second language acquisition.
i. **Risk taking:** students are urged to make supposes and learn from their mistakes by going past what they have been learned.
j. **Free practice:** CLM supports the utilization of "holistic practice" including the use of different sub abilities, instead of rehearsing individual skills.

For (Nunan , 2003) , there are four main principles which are listed as follows:

1. Learning a language happens through utilizing it to communicate (orally).

2. Useful communication should be the main objective of any classroom activity.

3. Fluency is the essential part of authentic and meaningful communication.

4. Communication includes the incorporation of various language skills, and learning is a cycle of creative construction that includes trial and error process.

c. Learner's Role in CM

In opposition to the teacher-centered approach, in which instructors are viewed as knowledge suppliers and students as receivers, CLM mirrors a more friendly relation between the instructor and student. Student as a moderator who gives as well as takes (Nunan, 2003).

The focus in communicative language teaching is on the process of communication, instead of language structures that prompts various roles for students instead of those found in more traditional second language classrooms.

The role of the student as a negotiator between oneself, the learning cycle, and the goal of learning, rises up out of the collaboration of the negotiation

inside the group and inside the classroom exercises which the group do. The implication for the student is that he ought to contribute as much as he can, and subsequently learn in an interdependent way.

Learners are relied upon to collaborate fundamentally with one another instead of with the educator, and correction of mistakes might be absent or rare (Richards and Rodgers, 2001, p.41).

d. Teacher's Role in CM

Lately, educators of English as a Foreign Language have been urged to carry out Communicative Language Method CLM to help foster learners' capacities to utilize English appropriately in context (Larsen-Freeman, 2000).

The educator has three fundamental roles: the first one is to easier the communication interaction between all students in the classroom , and between these students and the different exercises and the text utilized, while the subsequent role is to go about as an autonomous student inside group or classroom. The last role is firmly identified with the goals of the primary role and arises from it (Savignon, 2001, p.13).

Educators are predicted to design group and individual guidelines that fulfill to the students' requirements. CLM procedures regularly need from instructors to obtain less teacher centered classroom. It's the instructor's duty to organize and arrange the classroom as a setting for communicative exercises (Larsen-Freeman, 2000, p.17)

e. Procedures of Implementing CM

Since CLM is such a broad methodology, it is hard to give specific strategies. Notwithstanding, the broad guide lines are:

- Presenting a brief dialogue that has to be preceded by a motivation and a discussion of the function and situation –people, roles setting, topic, and if the language is formal or informal.
- Oral rehearse of every expression of the dialogue to be introduced that day (whole class redundancy, half–class, groups, and individuals) .
- Questions and answers dependent on the dialogue subjects and situation itself.
- Giving questions and answers related to the students personal experiences that should be in the dialogue theme.

4. Cooperative Method

The interactive approach refers to language learning that is real and veritable that happens between al least two individuals that uses the cooperative learning which the most regular application of this approach. The objective of an interactive approach is creating significant learning experiences that will help learners enhance genuine fluency in another language (Richards & Rodgers, 2001, p.112).

The cooperative mode in classroom helps in creating appreciation and accomplishment among learners which without a doubt leads to a meaningful and authentic learning.

a. Definition of Cooperative Method

1. (Richards and Rodgers, 2001, p. 88) define cooperative learning as " a system of concrete teaching and learning techniques, rather than an approach, in which students are active agents in the process of learning through small group structures so that students work together to maximize their own and mutual learning".

2. While Johnson & Stanne (2000, p.150) say that, "cooperative learning was actually a generic term that refers to numerous methods for organizing and

conducting classroom instructions. Almost any teacher could find a way to use cooperative learning that was congruent with his or her philosophies and practices".

b. **Characteristics and Principles of Cooperative Method**

Teachers oftentimes characterize Cooperative Learning as an effective method used in English Language Learning (ELL). This Method has verified to improve academic learning, to rise time on task, to ameliorate self-esteem, and to prompt more social behaviors. For ELL learners particularly, cooperative learning advances language learning and acquisition by providing conceivable input in convenient ways and in an encouraging and spurring environment. (Kagan, 1995, p.66).

(Richards & Rodgers, 2001, p.92) listed these characteristics as follows:

- Raise the accomplishment of all learners including the talented one or scholastically debilitated.
- Help the teacher assemble positive connections among learners.
- Supply learners with everything they need for a good social, mental and cognitive development.
- Supplant the competitive structure of schools with a group – based, high – execution hierarchical design. Whereas (Johnson & Holubec, 1994, p.2) added these standards:

✓ Positive interdependence.
✓ Individual accountability.
✓ Quality group processing.
✓ Explicit teaching of small group skills.
✓ Teaching of social skills.

c. Learner's Role in Cooperative Method

Cooperative learning consists of learners working in groups in a cooperative manner, not like the competitive approach, to finish an exercise, an activity, or a project. While cooperating, the learners have significant communication with each other in the target language. Both cooperative and collaborative learning refer to learners working in a group having a specific objective; however collaborative groupings may likewise differ. It can refer to teachers and learners, parents and students, students and the community, or the school and the family of collaborating.

The most essential role of the student is a work cooperatively on tasks with other group members. Students need to master teamwork skills. Students are additionally overseers of their own learning; they are educated to plan, screen, and assess their own learning, which is seen as acquiring lifelong learning skills. Consequently, learning is something that requires learner's immediate and dynamic participation. Pair grouping is the most commonplace CLL design, guaranteeing the greatest measure of time when performing and doing their tasks. Pair tasks in which students substitute roles include partners in the role of tutors, checkers, recorders, and information sharers.

d. Teacher's Role in Cooperative Method

Teachers have several roles while planning cooperative learning. First, teachers make pre-decisions about how to group students and assign appropriate assignments. Teachers must be able to clarify both the academic task and the cooperative structure to learners and afterward should observe and interfere when essential. At least, the teacher is also the one who is in charge of assessing student learning and the effectiveness of each group (Cohen, 1998, p.13).

One dread of teachers about utilizing this method is that low status learners will not take an interest and be engage in the learning process and students of

high status will control and take over the group. Teachers should know how to divide the groups and make groups that are evenhanded so all learners participate and use multiple-ability strategies (Cohen, 1998, p.100). Teachers likewise need to persuade learners about three things: those various abilities are required in cooperative learning, that no individual student acquire all of the abilities required, but that student will have some of the abilities (Cohen, 1998, p.102).

The teacher needs to make a profoundly well – coordinated learning environment in the classroom, defining objectives, arranging and organizing assignments, setting up the actual course of action of the classroom ,dividing students into different equal groups ,and choosing materials and time (Johnson, 1994). The teacher has to be the facilitator of learning in the classroom. He should move around the class helping learners and groups whenever they are in a need.

During this time the teacher associates, educates, interacts, questions, explains, upholds, extends, and identifies. Contingent upon what problems may develop in the classroom, the following practices are used: facilitators are giving criticism; groups ask questions, supporting the groups to solve its own issues, extending activity, empowering thinking, controlling any conflict that may arise, noticing students, and providing resources (Harel, 1992, p.169).

Teachers are expected to speak less than in teacher-fronted classes. They should give broad questions to challenge thinking, they must ready students for the assignments they will take, they need to help the learners with the learning tasks, and give them fewer orders, imposing less disciplinary control (Harel, 1992, p.170). The teacher may also have the choice of changing and restructuring lessons with the goal that learners can work on then cooperatively.

e. Procedures of Implementing Cooperative Method

- The teacher divides learners to pairs with at least one good reader in each pair.
- Student A explains what he or she is intending to write to student B who listens cautiously, set of various questions ,and outlines Student A's thoughts. In return students B give the written outline to student A.
- Now , vice versa , student B describes what he or she is going to write, and student A listens carefully and complete the outline of student B's thoughts , that is given later to student B .
- The learners themselves research the material they need for their compositions, not forgetting of course the useful materials that their pair may need.
- The students cooperate to compose the first paragraph of each composition to guarantee that the two of them have a clear beginning on their compositions.
- Each student writes his/her compositions individually.
- When they finish, they revise each other's compositions while correcting capitalization, punctuation, spelling, language use, and other aspects of writing.
- The students revise and modify their written work.
- The students at that point reread each other's work and sign their names to show that each work is without any mistake (Hillar, 1988, pp. 33-41) in (Richards & Rodgers,2001).
- During this process, the teacher observes the pairs, interceding when suitable to help learners ace the required composition and cooperative skills.

5. Dictogloss Method

Dictogloss is a language teaching technique that is used to teach grammatical structures, in which students form small groups and summarize a target-language text. It is one of the techniques that typify the current model of education. They are appropriate to cooperative learning; for the current model it is not just about how we educate and how students learn; it is similarly as much regarding why students learn and why we teach, it is tied in with trying to make an atmosphere wherein students are self - inspired and play a functioning part in their own learning and that of their schoolmates and teachers. Moreover, in the selection of topics for dictogloss, part of this classroom environment can incorporate a desire to understand the world and to make it a superior spot (Buck, 2001, p.113).

The dictogloss systems work with the improvement of the students' communicative skill. Learners' speaking time is essentially more than the traditional teacher-centered approach. Simultaneously, Students need to utilize time viably and effectively because they are restricted to a limited time. (Jacobs, 2001, p.111).

There is more turn-taking and learners who are bound to utilize affirmation and explanation methodologies. Different interaction was found to be more useful as far as language improvement than the actual linguistics structures utilized (Wills & Wills,2007). As (Long and Robinson ,1998) call attention to, individuals learn languages best not by regarding them as an object of study, yet by experiencing them as a medium of communication.

In the researcher point of view, this technique follows a few methodologies in teaching English Language as a foreign language and utilizing this method gives experience towards its adopters.

a. Definition of Dictogloss Method

1. Dictogloss Method is teacher's dictation activity where learners listen to a passage, write down key words and afterward work in groups to create reconstructed form of the text. Therefore as (Wajnryb, 1999, p.19) notes : "dictogloss can help in developing learner discourse competence by focusing on, cross sentence connections, as well as various means-notably , reference, and ellipsis and substations- by which textual cohesion is established and maintained in English. This is achieved by using principles underling collaborative learning".

2.(Oxford, 1990) in ESL/EFL: a method in which learners allow to hypothesis experiment and utilize language in a meaningful way in an appropriate context. (Thornbury, 1999, p.85) assesses the dictogloss and says that "provide a useful means for guiding learners towards noticing the gap between their present competence and their target competence". Observing language (students find or incorporate meaning from language through their utilization of it) is an essential for learning, and dictogloss permits students to see various things in a safe and non-threaten way.

b. Characteristics and Principles of Dictogloss Method

Dictogloss addresses a significant shift from conventional dictation. When carried out faithfully, dictogloss typifies sound standards of language learning which include: student autonomy, collaboration among students, curricular integration, and emphasis on meaning, variety, thinking skills, alternative evaluation, and teachers as co-students. These standards stream from a general shift that has happened in second language education (Jacobs and Farrell, 2001).

Students keep the essence of a short text (4-5) sentences and afterward apply their own linguistic and syntactic knowledge to form equal texts. The content of the text ought to be resolved through considering the students' level and

grammatical and lexical necessities. The learner produced forms then think about utilizing three models: grammatical accuracy, textual cohesion (if the content holds all together chunk of language), and legitimate meaning. Alternative forms to the dictated work are supported as long as they meet these necessities (Brown, 2001, p.77).

c. Lerner's Role in Dictogloss Method

The dictogloss makes the dictation dynamic, easy and task based. It permits students to draw in with the language instead of attempting to record word verbalism. The accentuation is on text as a semantic unit of language which makes the process important and valuable for higher level students. Medium and high level students are generally ready to build linguistically precise sentences in disconnected, however what is most difficult is attempting to bits these sentences together into reasonable content (Brown, 2001, p.62).

To reconstruct the text in full sentences, learners work in groups composed of two to four members, not in point form. This reconstruction looks to hold and keep both the meaning and the form of the first text, however it is not exactly the same words said and read by the teacher.

All things considered, learners are cooperating to make a coherent and cohesive work using the right language, grammar and vocabulary and other different features of the text such as: rhetorical framework.

Learners, with the teacher's assistance, recognize similitudes and contrasts as far as meaning and form between their text reconstruction and the original, which is shown on an overhead projector (Thornbury, 2001, p.34).

d. Teacher' Role in Dictogloss Method

The teacher has to read the text aloud once at normal speed while students are listening to him but they should not write. Teachers can choose their texts

from newspapers, textbooks, etc., or they can compose their own or change a text. The text need to be at the level of all students, in spite of the fact their might be some new vocabulary. It might even be a text that learners have seen previously. The length of the text relies on students level (Harwood, 2008, p.81).

Once more, the teacher had to read the text again at normal speed as learners are taking notes. Learners are not attempting to write down every word spoken by the teacher; even if they tried, they cannot because the teacher is reading at normal speed.

Briefly, the teacher has these roles:

- Helping them in forming groups,
- Guiding students,
- Facilitates and compare between students various answers from different groups, and
- Facilitates discussion and correction of mistakes.

e. Procedures of Implementing Dictogloss Method

The class takes part in some discussion on the chosen subject of the next text. Students must have some background knowledge about the subject and, ideally, interest. The class may likewise discuss the type of the text, e.g., argumentative, compare and contrast, or explanation, and the goal, organizational structure, and language features of the text.

- **Preparation**

The teacher presents the topic and extra terms for much more clarification. This should be possible by utilizing an assortment of methods: an open class conversation, group brainstorming, question and answer elicitation, anticipating text content from pictures or titles. Interestingly, students are locked in with the topic and ideally interested by it.

- **Dictation**

Wajnyrb (1990,p.8) proposes for learners to "listen to the dictation twice and that both readings should be, as far as possible, identical. The text is read in a normal speed with short pauses between the sentences. Students are told not to write anything the first time" this permits learners to get an over feel for the passage. On the subsequent listening, learners should take some notes. At this point, the teacher ought to recommend that students center around observing and recording key words. Grammar is approximated, contingent upon their knowledge of language, by the students while recreating the content at the production phase of the dictogloss.

- **Reconstruction**

Students reconstructed the text produced utilizing the notes they took in stage two of dictation after the second reading. (Thornbury,1999) recommend students and groups composed of three to four members students to gather their notes and work on reconstructing a version of text. He likewise proposes that one learner should write down the final group version of the text. It additionally advances communication, team work, interaction, and self-directedness between students. Learners are in charge and have to control their own learning the reconstruction stage.

- **Analysis and Error Correction**

Students examine and rectify their content by composing their versions and comparing theirs with the other group work. The learner is versions that are compared later the first content each sentence in turn. Then students are supported to give feedback through peer correction and debating. The students notices the errors and then discuss them .For (Thornbury, 2001, p.73), feedback and correction turns out to be essential for input-output cycle.

During the reconstruction, Students' consciousness to their language becomes higher and they become more aware of how they hypothesized about both the right and inaccurate decisions they made. Feedback of this nature is harsh to be more inspiring as learners consider the efficiency of their language and realize the need to check the forms, the options and the decision they make.

Mayo (2002) likewise found that students showed up more worried about producing a coherent and cohesive paragraph than analyzing particular issues of language production. To give more attention to form, they propose that teachers need to give close consideration not only to the option of assignments, yet additionally to the way in which students interpret and perform the assignment.

Wilson (2003) proposes adding a "discovery" step to the dictogloss method to improve students' impression of the spoken language. In this step, students should analyze both the reconstructed text and the original, and notice the sorts of mistakes that hindered understanding the content.

Attitude

Attitudes have been in fact the main concern of researchers. This term has been defined from different perspectives according to different theories that resulted in semantic disagreements. The common definition of this term is that an attitude is ‘a summary evaluation of an object or thought’ (Bohner & Wanke, 2002, p. 5). In terms of this definition, an attitude is a hypothetical construct that is not noticeable but can be concluded from the responses (Eagly & Chaiken, 1993, p. 2).

Broadly speaking, in simple words, an “attitude” is an individual’s way of looking or an individual’s point of view at something. It means that attitudes are an evaluation either favorable or unfavorable about objects, people or events. They reflect how one feels about something. Moreover, it is much like a propensity to react positively or negatively towards something such as a

concept, object, person, or situation. Students have positive or negative attitudes towards the language they want to learn or the people who speak it. Having positive attitude towards activities and exams is one the good signs which make students perform better on the tests (Malallaha, 2000). Additionally, Gardner (1985) considers that attitude and affective variables are significant for language achievement.

Learners Attitude

To get to a more profound look into the minds of learners there is no way like to study their beliefs and conventions. As in the area of language teaching, there has been a major focus on the styles and variables of learners. Furthermore, learners' attitudes and beliefs have to be a part of researches in the field. When students are in their classroom, they try to impose all their personality features including their beliefs, attitudes, and language styles to the learning environment. Practically most of the researchers concede that how effective individuals are in learning a language is impacted by their thoughts and how they assess the target language. However just examining the perspectives and convictions of students may not ensure any achievement, they, thus, can be the guidelines for the subsequent stages taken, as students play the primary part in any learning process.

Awareness

In the first place, the term awareness is not clear at all. To be aware intends to know, to recognize or being involved about something, or, to realize that something is significant. According to oxford advanced learner's dictionary , awareness is knowledge of something .Moreover , students need to know that there is a distinction between awareness and knowledge .It is one of the behaviors under the "receiving" in taxonomy of affective domain. Awareness

can be either self-reported or tested that has the aim of what learners know just as what they do not know.

a. Importance of Awareness

Awareness is a fairly wide and ambiguous term, yet one that is intuitively broadly comprehended. It is a process which opens chances for information exchange to develop mutual understanding, competencies and the essential skills to enable changes in social attitude and behavior. Students tend to develop speaking skills through interaction with others. When interacting with diverse peers, students are able to engage in debates and actively confront the differences between their own point of view and that of others (Piaget, 1975). Having awareness, interest, and positive attitude toward the methods of enhancing speaking skill prompts the advancement of a compatibility between demands and assumptions of students.

b. Nature and Meaning of Awareness

Generally speaking, Awareness is the state of being conscious and apprized. It is when individuals can sense; comprehend .At this stage of consciousness, sensing data can be done only by the observer without necessarily understanding. Every knowledgeable person must be aware but being only aware does not contain any type of knowledge.

Awareness is a relative concept. It refers to the internal feelings, such as a visceral emotion. It is similar to sense something that includes an essential process of acquainting with the things we realize). To be aware or "to sense" can mean the different processes that happen in the brain when it is activated , such as when white color is what is seen once the retina is stimulated by light waves.

Caselleseta l (2000) referenced another definition of awareness which is "perception of another entity's existence, and possibly of its distinctions, and non-superficial awareness, involving understanding – a sense of seeing "the other" in something of the way in which it understands itself, that is, from within its own sense of identity. To see "the other" in this way requires that one puts aside stereotypes and assumptions, and possibly begin instead from what is common. And it is in this way that trust becomes a crucial issue for social systems".

According to the English Dictionary - With Multi-Lingual Search, awareness refers to "The state or level of consciousness where sense data can be confirmed by an observer. The awareness of one type of idea naturally fosters an awareness of another idea."

Awareness implies a cognitive pattern which associates people to realize both themselves and the environment. There are two kinds of awareness: (a) individual awareness which means accomplishing individual interests, and (b) public awareness, which means accomplishing interests for community (Al Gondi, 2010).

One recurrent definition of awareness in education is Knowledge from the environment without direct teaching. For instance, public awareness of Covid-19. This means "awareness about". Moreover, Awareness means common knowledge about a social, scientific, or political issue. To say a person "has greater awareness", it also means he is knowledgeable about such topics.

In psychology, awareness means self-perceptions. For instance: awareness of Body and self or strength awareness. This is considered as sensitivity to oneself. Hence, it is a kind of self-awareness (awareness of own individuality). Here awareness indicates "unique perception". It does not demand that much knowledge.

c. Awareness Raising in Speaking

The term awareness appeared years ago by the British Consortium of Centers for Language Awareness as "… a person's sensitivity to and conscious awareness of the nature of language and its role in human life "(James and Garrett, 1992, p. 8; cited in Cenoz & Hornberger, 2008, p. 3). All in all, language awareness focuses on making students conscious, and ready to utilize language patterns effectively. A lot of researchers and specialists put their full attention on lexical awareness, morphological and syntactic awareness, discourse awareness, cultural awareness ....etc.

d. Types of Language Awareness

According to Garvie (1990) language awareness has six interrelated types: Linguistic awareness, psycho-linguistic awareness, discourse awareness, communicative awareness, socio-linguistic awareness, and strategic awareness. Makhtar Hamadouch (2010) listed them as follow:

- Linguistic awareness: wants to make students conscious of the language basic elements (phonemes, morphemes and lexical units) and the rules that structure them in the sentences.
- Psycho-linguistics awareness: the student ought to be aware of the language acquisition and its use in parallel to psychological factors.
- Discourse awareness: aids the students to be more conscious about discourse level instead of the sentence level.
- Communicative awareness: its main goal is to make students conscious about the use of language in particular context.
- Socio-linguistics awareness: every student should be conscious of the impact of the social context on the language use.
- Strategic awareness: the student can perform various techniques to solve learning problems.

e. Strategies of Raising Speaking Awareness

Raising the student awareness of language learning center around some perspective, for example, (grammar, culture, pragmatics, ...and so on) and the speaking skills have few demands of awareness that results for better speaking performance, Van Den Bosh (1903), one of the language awareness movement central publications in Germany focuses on the role of the teacher to assist his student to be conscious of the native language structure:

"It is our aim to turn the youngster into a keen observer and a shrewd judge of language use by teaching him how to compare and how to distinguish by making him find things out of himself so that through process of growing awareness and increasing self confidence that continues throughout life, he becomes the authoritative controlled of his own language use " (Cenoz & Hamberger 2008, p. 5)."

In addition, the teacher has to make his learners notice, analyze, and know how to differentiate between their native language pattern and those of foreign language, this aids them to understand and be conscious of the foreign language structure. Moreover, when the student is confident about him /her self in getting, this will encourage them to gain and be aware of these patterns. Also, practice is another factor that can assist students to be conscious of the foreign language structure in which it reinforce them in the student minds to perform successfully and correctly (Robinson, 2008, p135) has argued:" with practice, explicitly learned knowledge becomes restructured, and access become less effortful, and eventually authentic."

Bishop (2002) demonstrated that "Being able to speak well is an empowering and valuable skill in any walk of life. It can help you land a job; it can help you impress and persuade people; it can help you help others". Speaking effectively is a way of conveying clear messages .There is two major elements to speaking

effectively: what you say, and the manner of saying it. What you say means your choice of words. The words you may utilize when talking to a friend are various from those utilized in academic presentation or dialogues. The power of an effective speech is doubtless. It has the capacity to attract, educate, encourage, and create a change in the audience life. In order to enhance this speaking skill, individuals should raise their awareness using different strategies. There are numerous procedures that can be followed to raise student awareness either up in their native language or in the context of the foreign language. However, teachers need to be aware of their student's needs, their level, and the student cognitive capacities in performing the foreign language structure.

Teacher's Awareness and Attitudes

1. Awareness Towards Teaching the Speaking Skill

In every professional field, teaching should be based o an enormous base of specialized knowledge. To teach effectively and successfully, the comprehension of the subject alone is deficient. Truth be told, the connection between the subject and successful teaching might be less direct where foreign language learning is concerned (Borg, 2006). To encourage understanding in their learners, teachers has to know, in addition to other things, methods of presenting the subject knowledge with the goal that the learners are bound to get a handle on it.

Wilson (2003) recognizes various components of knowledge to accomplish effective teaching which include: subject matter knowledge –knowledge of the subject being taught. On account of foreign language teachers, this should include: the teacher's proficiency in the target language, the level of knowledge the teacher has about the academic properties of the language such as acquiring speaking skills, information about the culture of the foreign language society,

also being competent and knowledgeable about the field of applied linguistics and the educational curriculum development.

General pedagogical knowledge, knowledge of pedagogical principles and skills in utilizing methods and procedures that are not subject-specific, incorporate aspects of classroom arrangement and strictness. Pedagogical content knowledge is teaching a particular subject in a specific subject domain. Hence, the methodological alternatives are accessible to the teacher. It is this area of teachers' knowledge that this research specifically focuses to expand teachers' awareness of teaching methods that could be applied in teaching speaking by considering current theories of how languages are taught. Educational program is knowledge about specific materials utilized by the teacher. Regularly, modifications in curricula, like novel textbooks, educational aims, objectives and purposes. Knowledge of students incorporated consciousness of and familiarity with one's own learners, their learning procedures, issues and in learning in order to know how to provide for all learners' individual differences. If the aim of teaching is to advance learning, teachers ought to be conscious of the centrality of students and how their behaviors of will affect students. Knowledge of learning covers theoretical knowledge of learning, including a comprehension of the physical, cultural, psychological and cognitive development of learners. (Larsen & Freeman, 2000) say that this is an area that has been frequently disregarded where the knowledge of the topic matter is essential.

Analyzing the knowledge base of foreign language teachers, (Richardson, 1996) distinguishes two distinct areas of knowledge that impact teachers' comprehension and practice of teaching. One area of knowledge links to subject matter and curricular issues and how the lesson content can be introduced in a beneficial and efficient way; while the other links to the teacher's way of thinking and the teacher understands of what comprises a superb teaching. It is

this personal point of view which aides, controls and modifies teachers' practical actions in the classroom. Classrooms are occupied where teachers might confront concurrent, often unforeseeable, competing situations. In such classroom settings, Calderhead (1993) debates that there is little chance to think and dissect the situation in the light of the teachers' knowledge as reaction are regularly wanted quickly and intuitively. He calls attention to that such intuitive skills are acquired through rehashed cycles of training and reflection upon training, yet that teachers may not generally have the option to express this knowledge.

Eraut (1994, p.111) additionally perceives that because of the fast nature wherein teachers make proficient decisions, they obtain tacit knowledge of the best way to teach; knowledge which cannot be handily explained to possibly others or to oneself. Eraut (1994, p.111) alludes to what teachers at last realize through experience as "skilled behavior," portraying it as "a complex series of actions which has become so routinized through practice and experience that it is performed almost automatically". In like manner, risks of routinization or mechanical teaching; teaching without being conscious of the implications of instructional attitudes.

Teachers' awareness is very essential in the teaching and learning process. Teachers can teach language and particularly speaking skills by some strategies (methods, approaches and techniques) as indicated by what they know and think it is significant. Hence, they can teach language and speaking by submitting instructive errors that was because of utilizing a few methodologies which are not appropriate for the learners in Gaza governorates, which subsequently prompts learners detest and do not want to learn English language.

2. Attitudes Towards Teaching the Speaking Skill

Initially, the researcher presents the meaning of attitudes related to teaching speaking skills and how the degree of attitudes impacts the consequences and outcomes. For that reason, the researcher rechecks the coming definitions. After that a particular definition will be adopted by the researcher ton continue with the research.

Attitudes Definition

Another important notion that was viewed particularly in this research is the idea of 'attitudes', for which numerous definitions have been suggested to describe its substance.

Louw and Edwards (1997, p.746) defines attitude as ‘the concept that has probably played the most central role in the development of social psychology during the twentieth century.’

However, Gardner (1985) demonstrates that:

"If teachers are skilled in the language and attuned to the feelings of their students, and the methodology is interesting and informative, this can do a lot towards the awakening of positive attitudes, regardless of whether students’ initial attitudes are positive or negative. Obviously, if teachers are not knowledgeable, not sensitive to student reactions, and encumbered with a dull and unimaginative methodology, it is unlikely that positive attitudes will be developed."

While Ellis (2003, p. 293) defines ‘attitudes’ as "sets of beliefs possessed by learners about such factors as the target language culture and the learners’ own culture. In the case of classroom learning, the attitudes would relate to their teacher and the learning tasks they are given, which influence language learning

in a number of ways". Spolsky (1989, p. 149) believes that “motivation comes from attitudes".

The definitions above appear to make it very essential that there should be careful consideration , as they would seem, by all accounts, a requirement for their learning a foreign language effectively, when learners “have little intrinsic interest in language learning” or they “are not volunteers, the teacher must himself stimulate and sustain motivation”. Brown (1994, p.115) asks: How can a teacher provide extrinsic motivation where intrinsic motivation is lacking?

Lightbown (1993, p.39) debates that if the learners aim to learn the foreign language is just external pressure, internal motivation might be insignificant and minus and attitudes towards learning might be negative. He proceeds to see that, “depending on the learners’ attitudes, learning a foreign language can be a source of enrichment or a source of resentment.”

As indicated by (Ellis, 2003), the student's attitude towards the target forms the student determination that he/she can handle difficulties in the target language. Usually, students show various attitudes towards the target language, target language speakers, the target language culture, the social benefit of learning the foreign language, and themselves as individuals of their own culture. These attitudes are probably going to mirror the social life in which students find themselves. He keeps on arguing that student attitudes affect the level of mastering the foreign language achieved by them and are themselves impacted by this achievement. Hence, students with positive attitudes will have these attitudes reinforced. Likewise, students with negative attitudes might be fortified by lack of success.

The crucial issue, nonetheless, successful learning can possibly occur when the student is really ready to learn and get knowledge; for this reason he should be highly motivated. The NEPI Language Research Group (1992, p.59)

says that 'Skilled teaching, supported by good textbooks and other resources, can help to develop proficiency in well-motivated learners.' On the other hand, unmotivated students will suffer and not be able to get long-term benefits of language learning.

As per to Gardner (1985) in Lightbown (1993, p. 39), 'the overall findings show that positive attitudes and motivation are related to success in foreign language learning.' Brown (1994, p.127) informs:

"It seems intuitively clear that foreign language learners benefit from positive attitudes and that negative attitudes may lead to decreased motivation and in all likelihood, because of the decreased input and interaction, to unsuccessful attainment of proficiency".

An extra important factor to be highlighted is that teacher trainers and school staff can be opportunities for learners to practice the foreign language. The NEPI Language Research Group (1992, p.19) sets the "motivation" factor with "opportunity" and calls attention to that:

"Successful learning of a language in the school situation depends on both motivation (which is influenced by attitudes) and on the range of opportunities for its use outside the classroom, and that there are vast discrepancies in this range in different rural and urban areas".

Krogh (1990, p.102) says that the will and need of learners to communicate comes from the inside, whereas the standards of society offers shape to the communication, 'language learning is easy when it's whole, real, and relevant; when it makes sense and is functional; when it's encouraged in the context of its use; when the learner chooses to use it'. In other words, the other inflexible systems and curriculums make learning hard.

Effective learning relies upon at any rate three factors: aptitude, motivation and opportunity, which incorporates every one of those exercises both inside and outside the classroom which expose the student to the language and gives him a chance to practice what he has been taught.

Assuming we need the learner of English practice more his English, we should place him in circumstances which request the utilization of the language. He then, at that point shows an association among motivation and opportunity in his concise analysis of what can be considered as the distinction between a good (well-motivated) language student and one that is not. The good language student will always try to create more opportunities to practice what he has learned whereas the passive student inactively does what is asked out to him.

All of the given definitions presented by the educationalists encourage teachers to incorporate various methods and strategies while teaching speaking skills.

Conclusion

To conclude this chapter, it is quite significant to appreciate the teaching methods in enhancing speaking skill for its importance in communication.. Existing methods of enhancing speaking skills are not as difficult as they seem to be and every teacher can choose what she/he considers more appropriate for her/his students according to their level in English language.

Through this chapter, we have tried to provide the overview by stating the definition followed by characteristics and standards of the most popular methods regarding teaching speaking skills after defining what a method stands for. Furthermore, we have focused on the scope of this study which the speaking skill. Within this chapter, we have stated the definition of “a method”, the importance of “awareness” and “attitude” towards teaching the speaking skill

and pointing out some activities used to promote learners' spoken production in class rooms.

CHAPTER FOUR

THE FIELD WORK

Introduction

The present chapter is devoted to the analysis of both teachers and students questionnaires. In the initial section of this chapter, we will deal with the students' questionnaire and in the final section of the same chapter we will analyze the teachers' questionnaire. The gathered information and the results will allow us to analyze students speaking performance and suggest the appropriate methods to the existing problems faced by the students when they speak , the participation of teachers is very necessary because they are aware of the students' speaking skill level and this research need their professional point of view . Hence, this research aims to deduce, from the students' and the teachers' opinions and answers, how the role of students' awareness of learning methods can enhance their students' communicative performance and improve their speaking skill.

Research Methodology

1. Research Method

This research relied upon an analytical descriptive method in examining the data. This work used this approach to describe the role of students' awareness of learning methods in enhancing their speaking skills. Thus, its main objective is to describe the two main variables: the teachers' role as independent variable, and the students' speaking performance as a dependent variable.

2. Data Gathering Tools

The questionnaires have been chosen as the prime instrument of this work, because they are a practical way to gather data, offer a quick way to get results, and can cover every aspect of a topic as the researchers were capable to ask as many questions as they want. Hence, two questionnaires have been distributed.

The first was for first year students of English at Medea University, and the second was given, specifically, to teachers of speaking in the same university.

3. Population of the Study

Most teachers' and students' questionnaires were disturbed directly starting from 19/06/2021 to the students and teachers in the academic year 2020/2021 (males and females). It was first handed to (21) students via their emails and to (09) teachers of «speaking» who have qualified experience that makes their suggestions and remarks precious and beneficial for the objective of this study. The teachers were very collaborative that they replied back and answered in less than one day.

The reason behind choosing this sample is that first year students of English have no experience in speaking ; they were not exposed to oral expression sessions before, and they may never dealt with teaching methods used by their oral expression teachers, to enhance their speaking skills. Hence, they may not be aware of the importance of the speaking skill methods that their teachers may use to develop and improve their speaking performance.

Furthermore, a sample of nine (09) teachers of oral expression has been selected, to add to this research work additional remarks, point of views, and facts. Oral expression teachers were chosen specifically in this work, as they are the fundamental source of the needed data to reach the purpose of the study, and since students are expected to use the language extensively in this module.

4. Students' Questionnaire

a. Aim of the Questionnaire

This research work relied upon the use of questionnaire, which is the main instrument of data gathering in this study; its purpose is to list a bunch of

inquiries to first year students of English at Medea University, to collect a big amount of data that is suitable and useful for this research.

b. Administration of the Questionnaire

The students' questionnaire was distributed to first year students of English. Twenty-one (21) students from different groups were chosen in a random way, because it is hard to deal with the great number of the total population. The questionnaire was given to the students on June 2021 via their emails in a word document. They took about one week to answer the questions. The researcher used a simple and easy language that was in hand of all students.

c. Description of the Questionnaire

The questionnaire is composed of twenty-three (23) questions. The questions are different between direct ones, asking students to answer by "yes" or "no", and also given multiple choice questions in which students are supposed to tick in and choose the appropriate one from the list of choices. Here is a detailed description of the sections:

- **Section one:** It is related to personal information about the students (Q1-Q4). It is about how the students view the module of « oral expression » whether it is interesting or not.
- **Section two:** It is composed of four questions (Q5 – Q8). It is about how students deal with the different aspect of speaking skill, what good speaking is and what is their main weakness.
- **Section three:** The last section is specified to obtain information about student's awareness of the speaking teaching methods (Q09 – Q23). This section seeks information about the student awareness of the five speaking teaching methods.

d. Analysis of the Questionnaire

Section One: General Information

Question One

Gender

- Male
- Female

Options	Frequency	Percentage
Male	03	14%
Female	18	86%
Total	21	100%

Table 01 Students gender

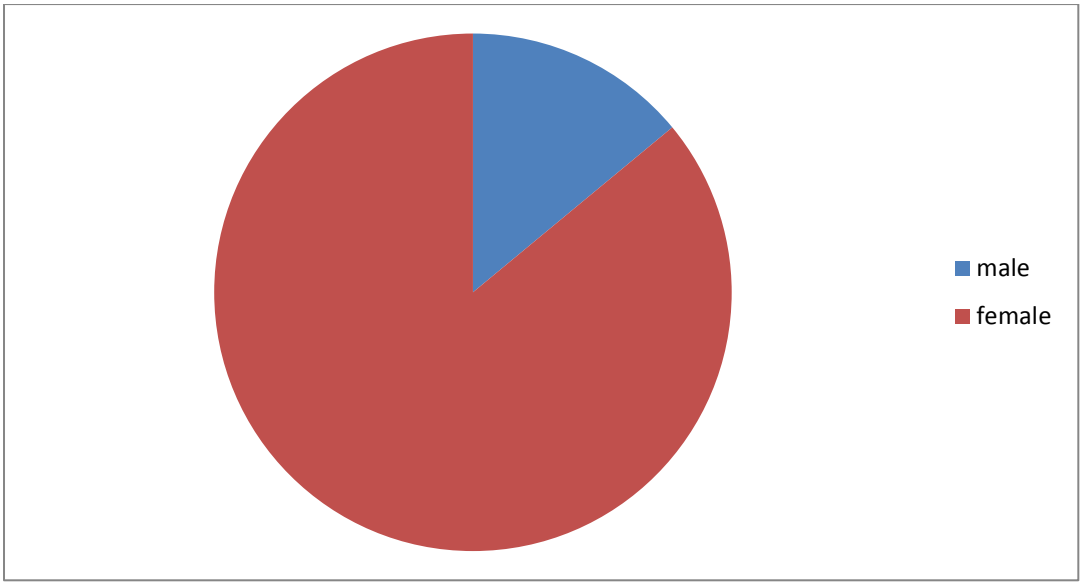


Figure01 Students gender

It can be observed from the above table that female's students are more than males. The results showed that only (14%) of the sample is males while the majority is females in a rate of (86%) of the total sample.

Question two

What secondary school branch did you graduate from?

Options	Frequency	Percentage
Foreign languages	19	90%
Literature and philosophy	01	5%
Experimental sciences	01	5%
Total	21	100%

Table 02 The secondary school branch

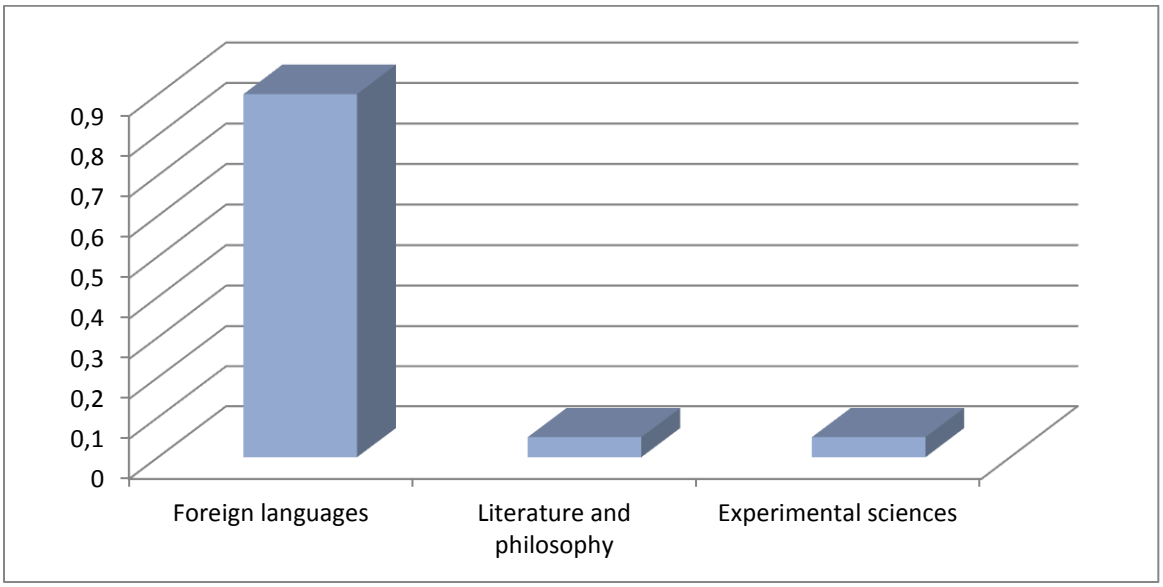


Figure 02 The secondary school branch

This question seeks to identify the secondary school branch the students graduated from. The results show that the majority of students studied foreign languages in a rate of 90% of the total sample whereas only 05% of studied literature and philosophy branch and the rest of students studied experimental sciences in a rate of 05%.

Question three

How old were you when you started learning English?

Age	Frequency	Percentage
From 5 to 10 years	**6**	**28%**
From 10 to 15 years	**12**	**58%**
From 15 years to 20 years	**3**	**14%**
Total	**21**	**100%**

Table 03 Age of learning English

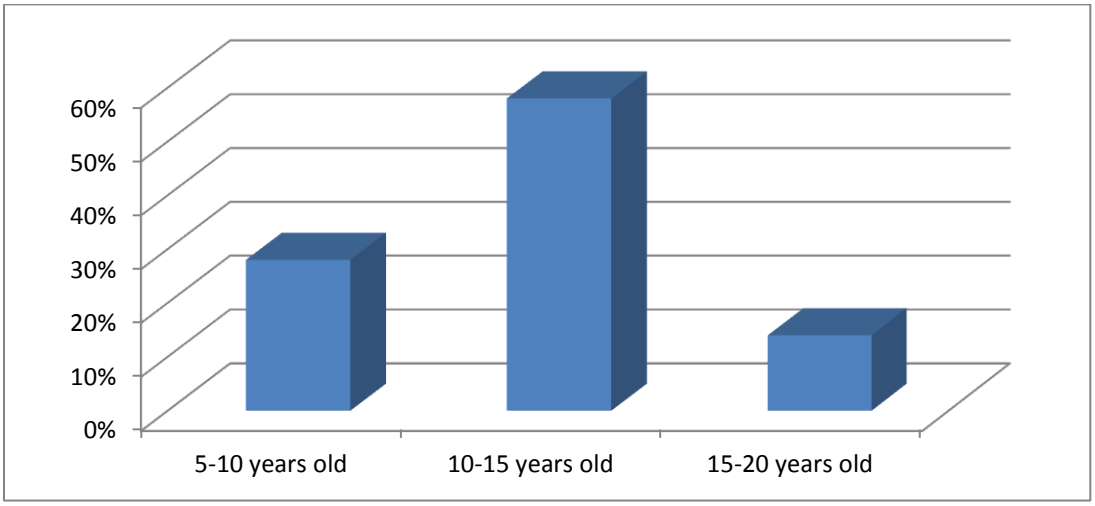


Figure 03 Age of learning English

This table and figure represent students' age when they started learning English. It consists of three age groups varied between 05 till 10 years old, 10 till 15 years old and from 15 till 20 years old. The first group (05-10) of students represents 28% out of the whole sample. Concerning the second group of students (10-15) is in a rate of 58 % and as it is noticed it is the highest percentage, while the last group (15-20) is making up 14% of the sample. These variations in students' age when they started learning English are because of many reasons such as starting early/late the primary education, studying in private schools, or studying individually at home.

Question four

Do you find the module of "speaking" interesting?

- Yes
- No

Options	Frequency	Percentage
Yes	20	95%
No	01	05%
Total	21	100%

Table 04 How Students View the Module of "Oral Expression"

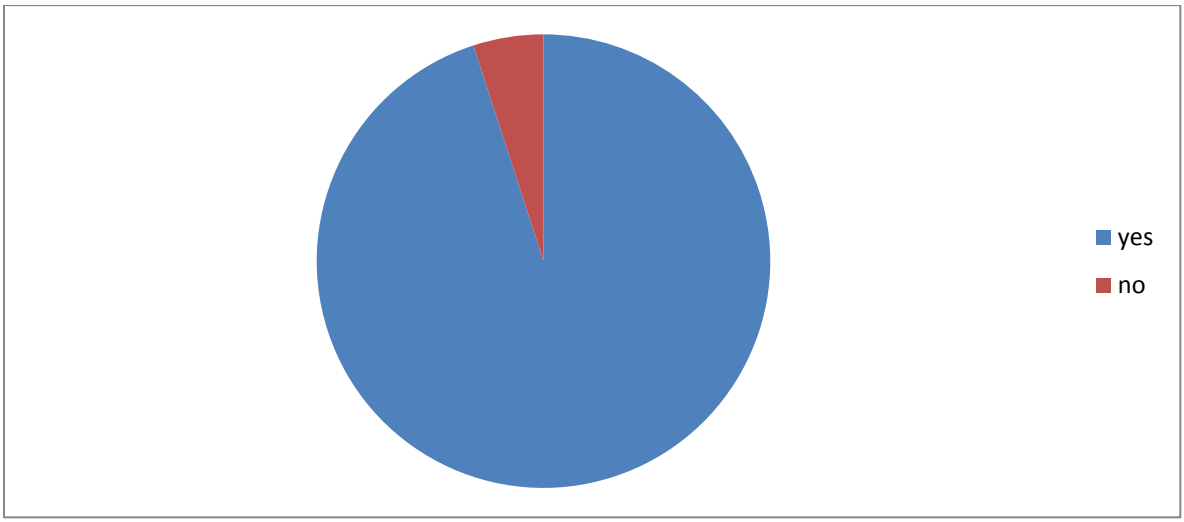


Figure 04 How Students View the Module of "Oral Expression"

Table and figure above reveal that 95 % of the students find the module of "oral Expression" interesting. This means that our students are conscious of the importance of speaking. Hence, now it is the teacher's role to guide and help them get more motivated to enhance their speaking performance. However, surprisingly, only one student in rate of 5% believes that "Oral Expression" is not interesting, unexpected result!

Section two: Speaking process

Question five

Does your teacher encourage you to speak English at home?

- Yes
- No

Options	Frequency	Percentage
Yes	20	86%
No	03	14%

Table 05 Teachers' encouragements in speaking

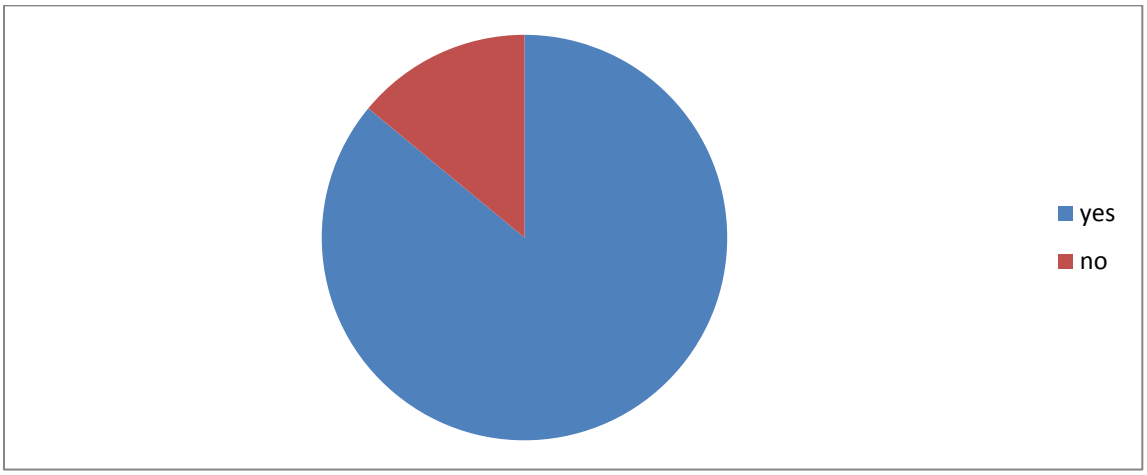


Figure 05 Teachers' encouragements in speaking

The majority of students said that their teachers encourage them to speak at home. It will be great if teachers suggest for students' topics to speak about or let them choose any kind of educational topic to talk about which is a superb way to enhance student's communicative skill.

Question six

Explain why?

Student's responses can be summed up in the following points:

- Our teacher encourages us to speak at home to improve our English pronunciation and learn new words.
- She/he asks us to record ourselves while speaking out loud at home where the person feels more comfortable.
- Our teacher repeatedly says that practice may not make perfect, it definitely makes improvement. He/ she means the more we speak, the more fluent we become.
- She/he says that speaking and practicing English at school is not enough to excel. We need to speak English at home, too, to get enough experience about the language.
- Our teacher always says that simply speaking in English at home may benefits and encourages the entire family to learn.
- My "oral expression" teacher always reminds us that all of pronunciation, vocabulary, listening skills and grammar are all being practiced if we regularly practiced our English at home.
- My teacher never encouraged or asked us to speak at home. I think the reason behind this that we are University students and we should rely on or selves.

It is remarkable that the answers above are quite varied and different. Here, it is obvious that the majority of teachers are encouraging, motivating, and effective.

Question seven

Good speaking is: (You can tick more than one answer)

- Correct pronunciation
- Good ideas
- Precise vocabulary
- Other

Option	Frequency	Percentage
Correct pronunciation	13	62%
Good ideas	4	19%
Precise vocabulary	4	19%
other	0	0%

Table 06 what is good speaking?

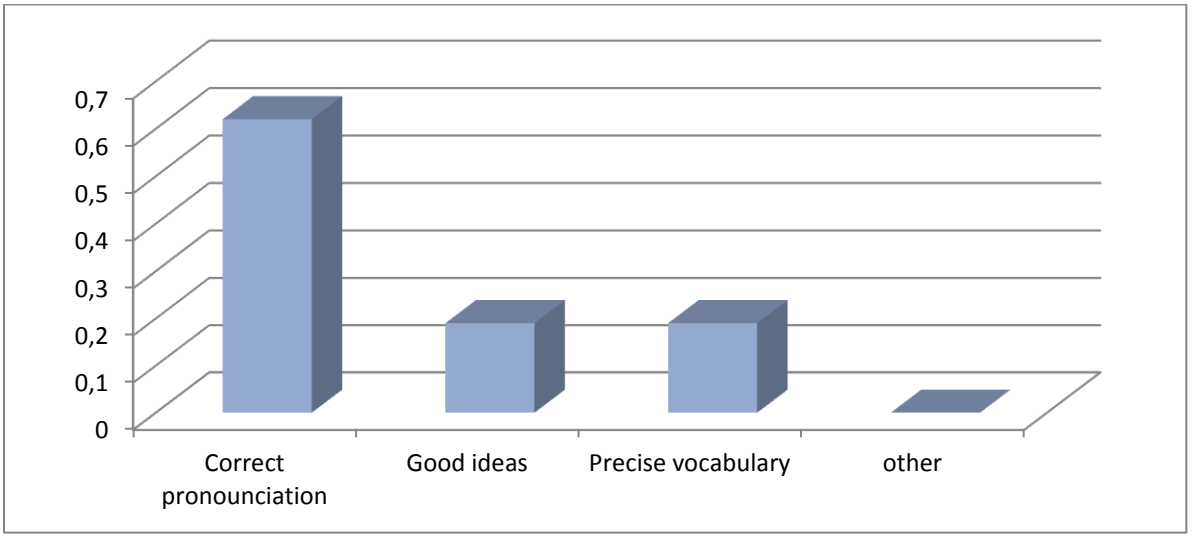


Figure 06 what is good speaking?

The table and graph above show that the great majority of the students in a rate of 62 % consider that good speaking is correct pronunciation. Only 19% of the total population claimed that good speaking is related to good ideas and other 19% of them think that good speaking is to precise vocabulary. However, none of the students related to other choices.

Question eight

When you repeat what you have already spoken, do you make changes concerning: (You can tick more than one answer)

- Content organization
- Vocabulary
- Grammar
- Pronunciation

Options	Frequency	Percentage
Content organization	05	24%
Vocabulary	08	38%
Grammar	02	09%
Pronunciation	06	29%

Table 07 Students weaknesses

It is clear from the table and the figure above that the option most students selected was vocabulary (38%). The next categories chosen by students were pronunciation and content organization in a rate of 29% and 24%. Finally, only 09% of the students make changes concerning grammar.

We note that students are more concerned with changes in vocabulary and pronunciation, rather than grammar and content organization that are extremely essential parts to have a good and correct speaking structure. Hence, the finding shows that students give great attention to the form of their speech rather than the content.

Section three: Awareness of the Speaking teaching methods

Question nine

"Awareness about communicative method"

Classroom activities focus on:

- Communicative competence
- Grammatical competence
- Linguistic competence

Option	Frequency	Percentage
Communicative competence	18	86%
Grammatical competence	02	09%
Linguistic competence	01	05%

Table 08 Awareness about communicative method

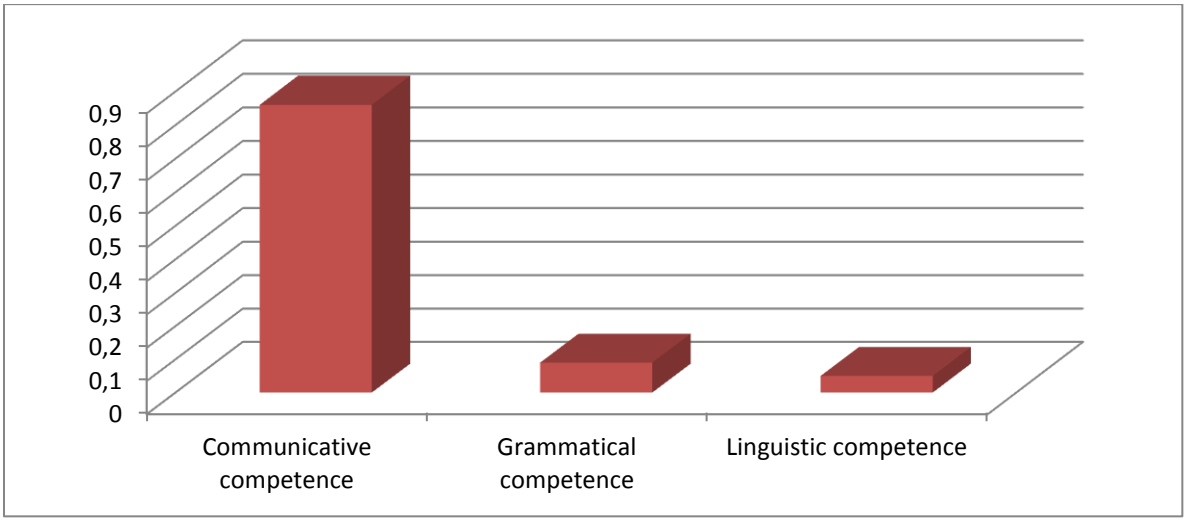


Figure 07 Awareness about communicative method

The majority of students in a rate of 86% agree that the communication method focuses on student's communicative competence. While only the

minority of students think that classroom activities that uses the communicative method focuses on grammatical competence and linguistic competence. Here, and because of the great percentage, we can definitely confirm that students are aware of this teaching method that will enhance their speaking performance.

Question ten

Fluency for you is considered:

- A complementary principle
- Not important principle
- Fluency is more important

Option	Frequency	Percentage
Complementary	09	43%
Not important	11	05%
More important	01	52%

Table 09 Fluency importance

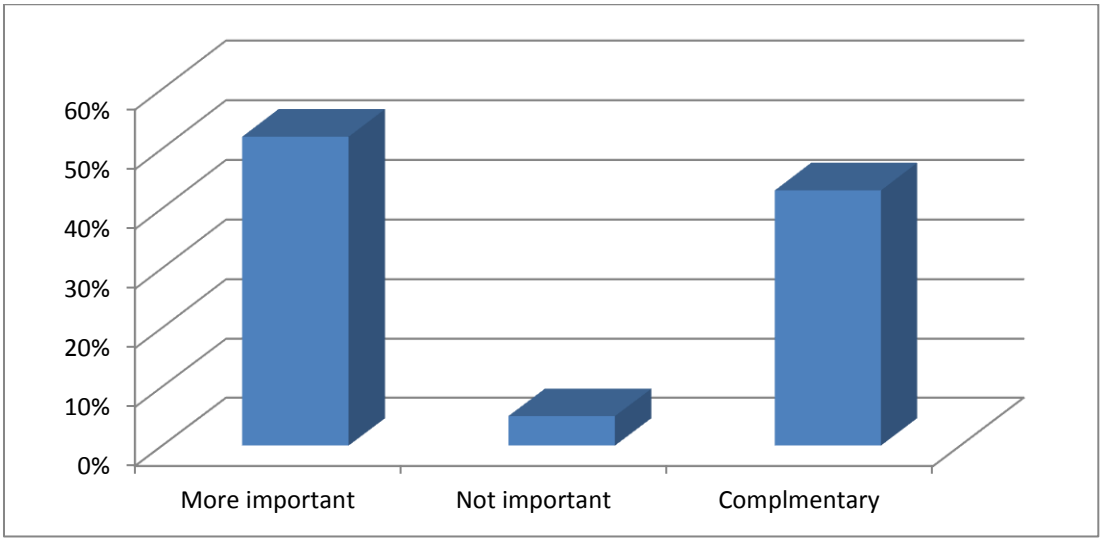


Figure 08 Fluency importance

The question dealing the importance of fluency shows that most students (52%) find that fluency is only important and the others believe (43%) that

fluency is a complementary principle. We can say that learning any additional language is to use naturally. This principle should be a complementary because the ability to speak fluently can help students to produce speech without the listener facing any difficulties of comprehension and maintain the communicative competence. This implies that speaking fluency is necessary and complementary for the students to develop. This finding shows that somehow there is a contradiction between the answers of some students between question nine and ten. These students are not aware exactly of what the communicative method really implies.

Question eleven

Communicative Method procedures often required teachers to acquire:

a. Less teacher-centered role
b. Dominated teachers-centered role
c. Learner-teacher role

Options	Frequency	Percentage
A	01	05%
B	02	09%
C	18	86%

Table 10 Communicative method procedure

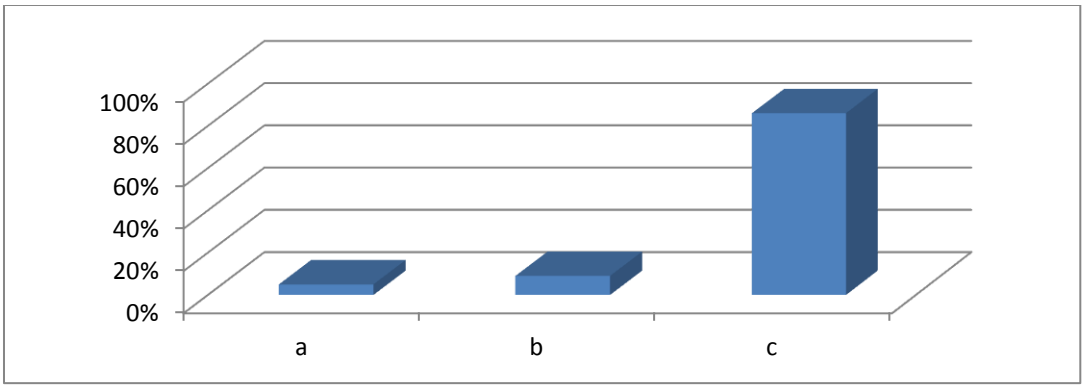


Figure 09 Communicative method procedure

When speaking about the communicative method procedure, surprisingly, we find that only 05 % of the students who answered with the first correct option that is less teacher-centered role and the majority chose learner-teacher role. This finding shows that students are not really aware as they responded in the ninth question because the communicative method is one the important approaches that help students to communicate with others fluently and express themselves confidently without the help of their teachers. Thus, this method requires teachers to acquire less teacher-centered role

Question twelve:

The use of students' native language is:

- Permitted
- Forbidden
- Used sometimes

Options	Frequency	Percentage
Permitted	07	33%
Forbidden	05	24%
Used sometimes	09	43%

Table 11 Student's use of native language

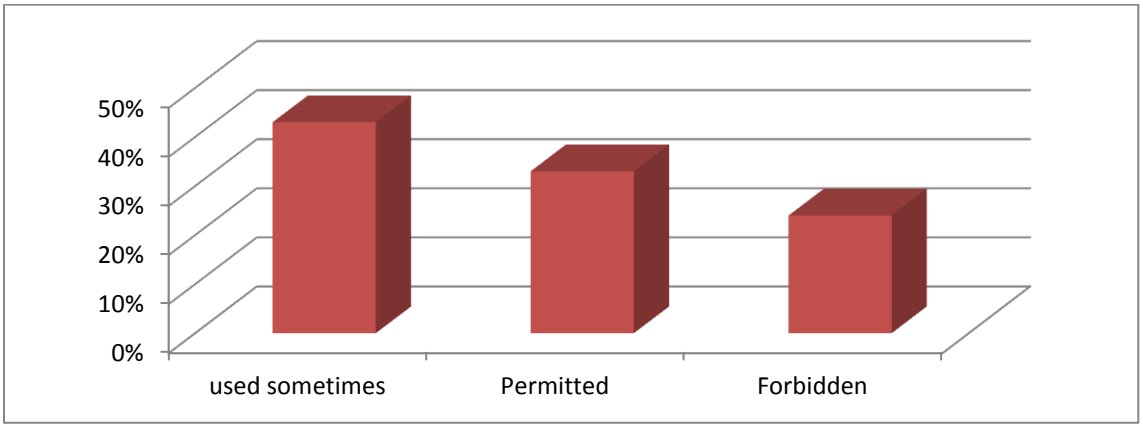


Figure 10 Student's use of native language

This question aims to check whether the use of student's native language is permitted, forbidden or used sometimes. It is clear from the table that the majority of students 43% revealed that the use of their native language should be used sometimes; however, 33% of the sample expressed that it is permitted and only 24 % of students find that the use of the native language is forbidden. Indeed, when student's native language is used sometimes, it supply risk tasking and improves their speaking performance in a way they become more confident.

Question thirteen

"Awareness about Audio-lingual method**".**

Language skills are learned more effectively if the target language is presented in:

- Written form
- Spoken form
- Picture

Options	Frequency	Percentage
Written form	10	48%
Spoken form	10	47%
Picture	01	05%

Table 12 Awareness about Audio-lingual method

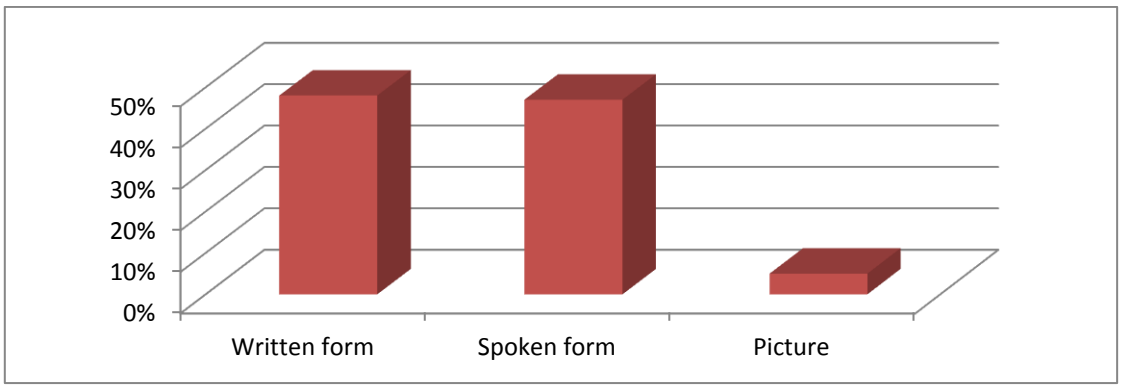


Figure 11 Awareness about Audio-lingual method

This question seeks to figure out whether language skills are learned more effectively if the target language is presented in written form, spoken form or in pictures. Results showed that the majority of students 48% agreed on the written form and 47% of the population chose the spoken form whereas only one student in a rate of 05% thinks that language skills are learned effectively if the target language is presented in a form of picture. This finding shows that the majority of students are not actually aware of the audio –lingual method because they are mixing things. Language skills are learned more effectively if the target language is taught in a spoken form and by the use of pictures. Using the spoken form assists students to understand the language system and convey their ideas quickly. In addition, the implementation of using pictures improves student's speaking skills as it enhances their fluency, content thoughts, pronunciation and grammar.

Question fourteen

The Audio-Lingual Method is:

a) Teacher dominated method
b) Learner-centered method
c) Learner-teacher method

Options	Frequency	Percentage
A	10	47%
B	06	28%
C	09	48%

Table 13 The Audio-Lingual Method

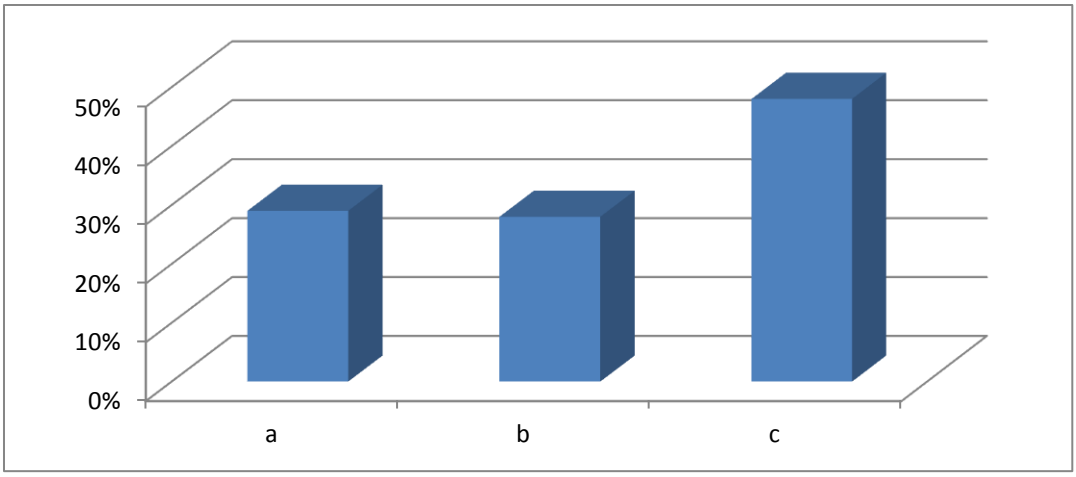


Figure 12 The Audio-Lingual Method

Table 13 shows that the great majority of students 48 % consider that the Audio-Lingual Method is a learner-teacher method. 29% of the students indicated that this method is a teacher dominated method and 28 % of them see that it is a learner-centered method. The results obtained are not as we expected because the minority chose the correct answer which is a teacher dominated method (only teacher's speech is heard).

Question fifteen

The Audio-Lingual method emphasizes the teaching of:

a) Listening and speaking before reading and writing
b) Reading and writing before listening and speaking
c) The four skills together

Options	Frequency	Percentage
A	12	57%
B	01	05%
C	08	38%

Table 14 The teaching of Audio-Lingual Method

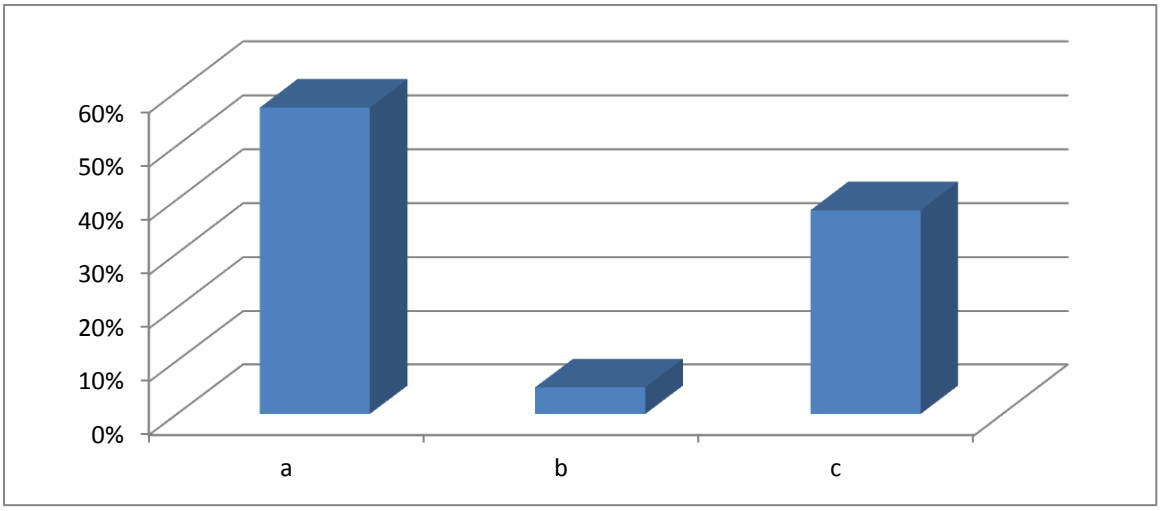


Figure 13 The teaching of Audio-Lingual Method

As shown in Table 14, 57% of the students think the Audio-Lingual Method emphasizes the teaching of listening and speaking before reading and writing, whereas 38% of them think it is reading and writing before listening and speaking and only 05% on the population that this method focuses on the teaching of the four skills together. Such a finding is important because this is what students are supposed to know when adopting this method of teaching which views listening and speaking more effective than reading and writing.

Question sixteen

"Awareness about Cooperative Method"

According to you, Cooperative Method is defined as:

a) System of concrete teaching and learning techniques
b) Language teaching approach
c) Group learning

Options	Frequency	Percentage
A	7	33%
B	03	14%
C	11	53%

Table 15 The definition of the Cooperative Method

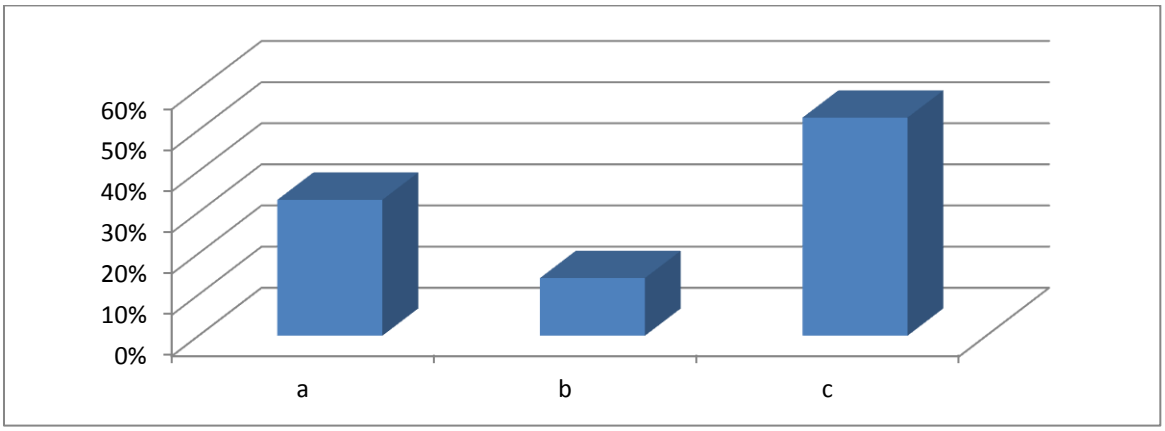


Figure 14 The definition of the Cooperative Method

The Table above reveals that the majority, 53% of the students believe that the Cooperative method is a group learning while 33% of the students define it as a system of concrete teaching and learning techniques and only 14% of the total population relates it to language teaching approach. Here, and because of these results, we can say that the majority of students are not aware of this teaching method because the cooperative method involves both concert teaching that aids students to construct practical knowledge, to make speaking easier and meaningful, and the learning techniques.

Question seventeen

Cooperative Method aims to train:

- Communication skills
- Thinking skills
- Both

Options	Frequency	Percentage
Communication skills	01	05%
Thinking skills	08	38%
Both options	12	57%

Table 16 Cooperative Method aim

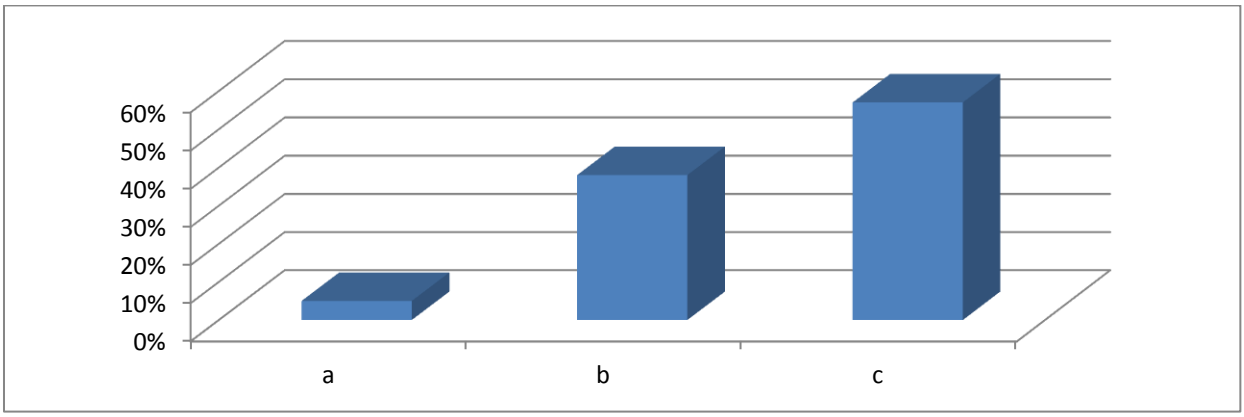


Figure 15 Cooperative Method aim

As shown in Table 15, 57% of the students think that the Cooperative Method aims to train both communication skills and thinking skills, and 38 % of them think it aims to train only thinking skills, whereas 05 % of the students think it aims to train the communication skills. The finding is important because it shows that the majority of students are aware of the Cooperative method aim. Here, communication skills and thinking skills are essential as they permit students to understand information accurately and support reflective thinking. Thus, students can really realize the meaning of learning.

Question eighteen

"Awareness about Dictogloss Method ".

Learners retain the gist of the text and then apply their own:

- Linguistic knowledge
- Grammatical knowledge
- Both

Options	Frequency	Percentage
Linguistic Knowledge	04	19%
Grammatical knowledge	02	10%
Both options	15	71%

Table 17 Dictogloss Method

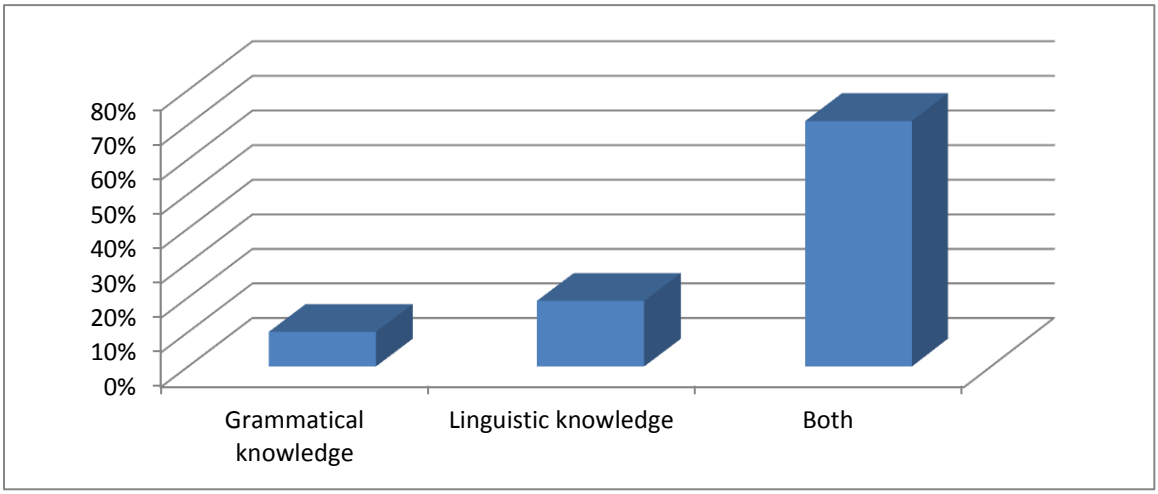


Figure 16 Dictogloss Method

In both the graph and the table above, it is remarkable that 71% is given for both options that learners retain the gist of the text and then apply their own linguistic knowledge and grammatical knowledge, while 04 of them composing (19%) see that they should apply only linguistic knowledge, and the rest of the students (only 02) who represent (10%) answered that they apply only their

grammatical knowledge. In fact, the findings are positive and the majority of students selected the correct answer which shows that they are aware of the application of the Dictogloss Method that emphasizes both linguistic and grammatical knowledge.

Question nineteen

The role of teacher is

a) Helper and guidiness
b) Facilitates discussion and correction of errors
c) Both

Options	Frequency	Percentage
A	04	19%
B	00	/
C	17	81%

Table 18 Teacher's role

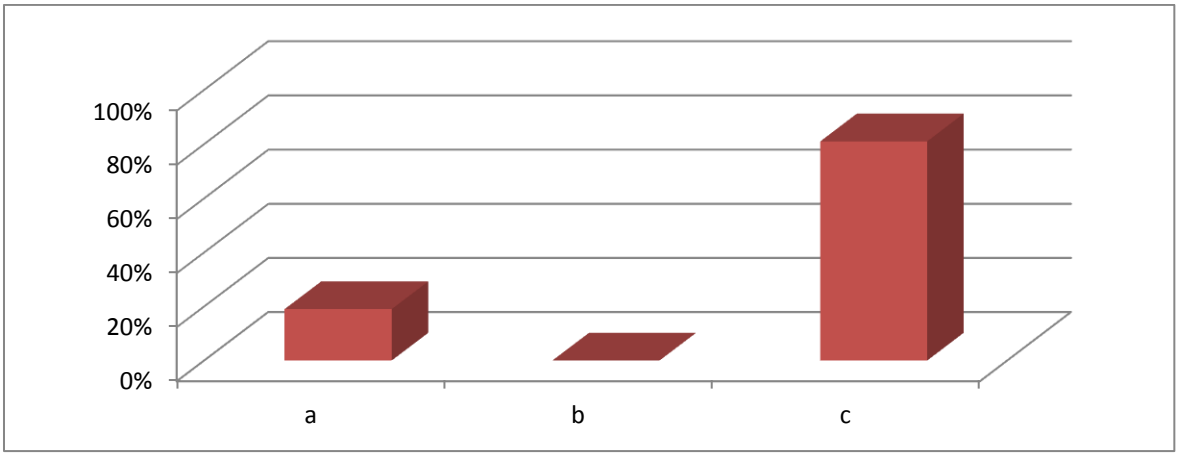


Figure 17 Teachers' role

As it is shown in the table above, 17 participants, who represent (81%) of the total sample confirm that the role of the teacher is helper and guider and facilitates discussion and correction of errors; whereas, 04 students (19%)

believe that the teacher role is a helper and guider. However, none of the students selected the choice that the teacher's role is to facilitate discussion and correction of errors. As a result, the majority of the students are aware of the teacher role as a successful learning comes when teachers are facilitators, guiders and helpers; indeed, students are active and their understanding is reflective in their answers.

Question twenty

"Awareness about Task Based method"

Task Based Method (TBM) is well suited for the use with:

- Children
- High levels
- All ages in many learning situations

Options	Frequency	Percentage
Children	03	14%
High levels	01	05%
All ages in many learning situations	17	81%

Table 19 Task Based Method users

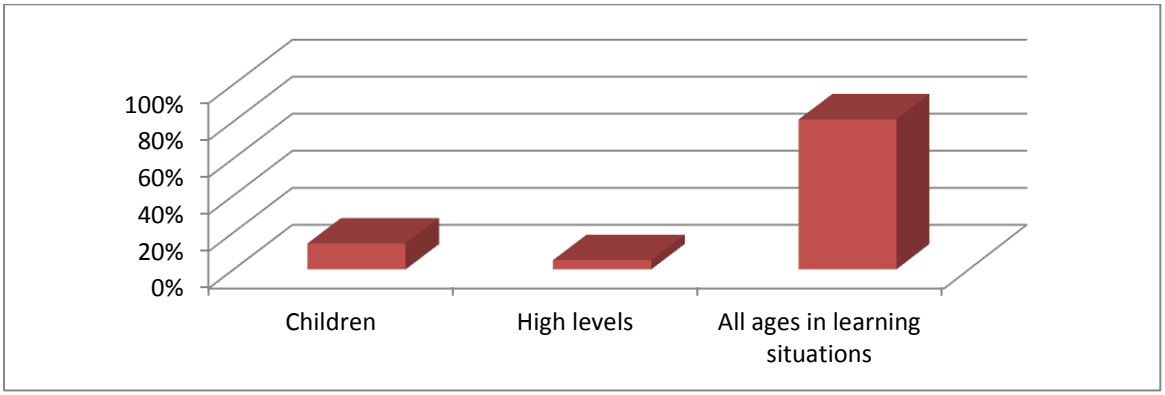


Figure 18 Task Based Method users

As shown in Table 19, 81% of the students agreed that it is important that Task Based Method is well suited for the use with all ages in many learning situations, and only 14 % of them think that this method should be used with children, whereas only 05% of them think it suited for the use with high levels. Hence, the findings are in line with our expectations because Task Based Method is conductive to all ages in a group of learning because students solve tasks that are useful form them.

Question twenty-one

In TBM the aim is:

- To convey meaning
- To manipulate form
- Grammatical form

Options	Frequency	Percentage
To convey meaning	06	29%
To manipulate form	08	38%
Grammatical form	07	33%

Table 20 Task Based Method aim

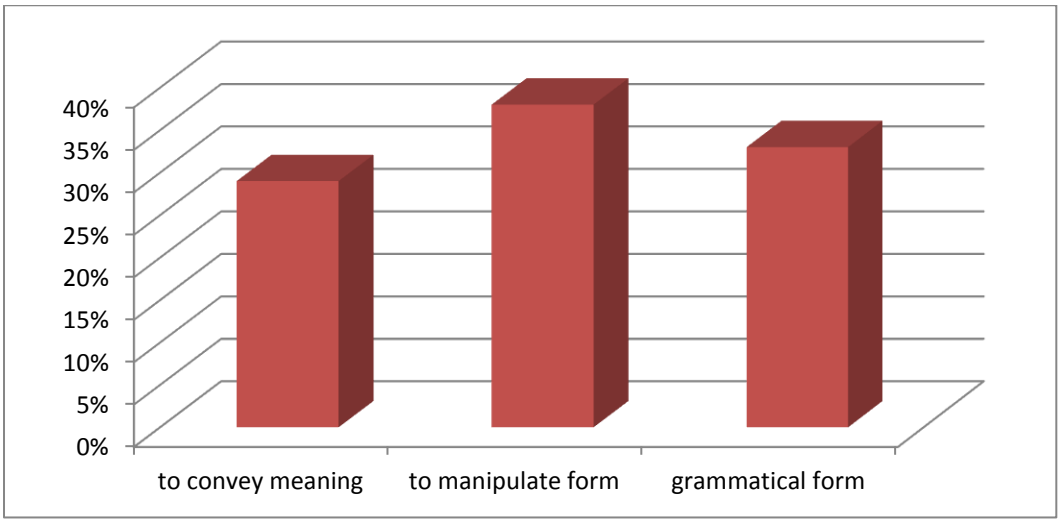


Figure 19 Task Based Method aim

This related question aims to identify the aim of Task Based Method. The graph and the table reveal that almost all students have chosen the second option which is to manipulate form which is the highest percentage in a rate of (38%), and (29%) believe that TBM aim is to convey meaning and the rest (33%) selected the last option which is the grammatical form. This variation in the given answers prove to what extent students are not aware of Task Based Method because TBM aim to convey meaning and provide students with a course that covers how to communicate effectively.

Question twenty-two

TBM is:

- A learner-centered method
- Teacher controlled method
- Learner-teacher method

Option	Frequency	Percentage
Learner-centered method	03	14%
Teacher controlled method	10	48%
Learner-teacher method	08	38%

Table 21 Task Based Method procedure

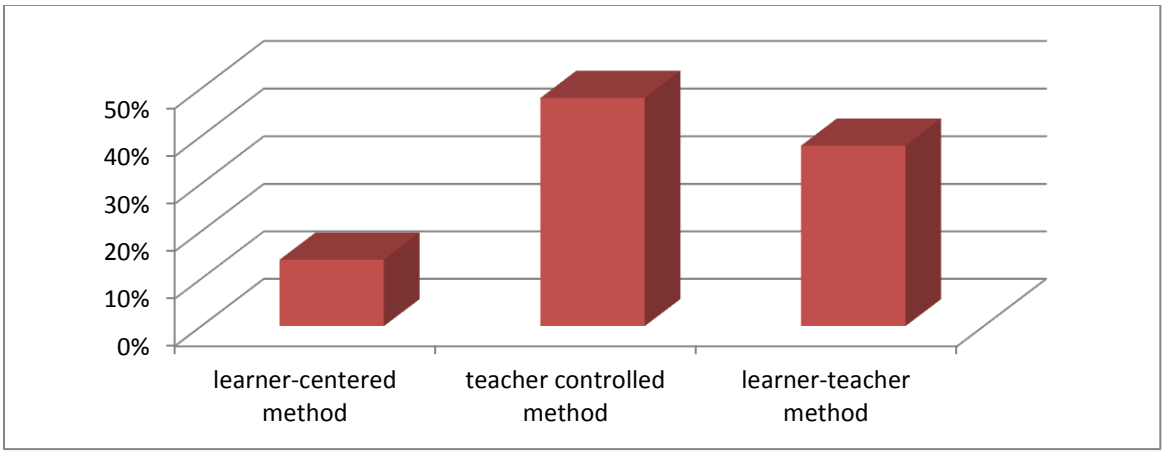


Figure 20 Task Based Method procedure

This question has been asked to focus on what exactly TBM follows. It also aims to check the degree of students' awareness about TBM to improve student's oral proficiency. As it is observed in the graph and the table above, 10 students (48%) reported that TBM is a teacher-controlled method whereas (38%) responded that it is a learner-teacher method and the remaining (14%) answered that TBM is a learner–centered method which is the correct answer. The resulted obtained reveal that students are not aware of this teaching method. TBM is a leaner-centered method that considers students as an active agent who promote their own knowledge, previous experiences and ideas to perform well and speak accurately.

Question twenty-three

The assigned tasks aim at:

a) Achieving natural use of language
b) Real communication
c) Both

Options	Frequency	Percentage
A	03	14%
B	05	24%
C	13	62%

Table 22 The assigned task aim

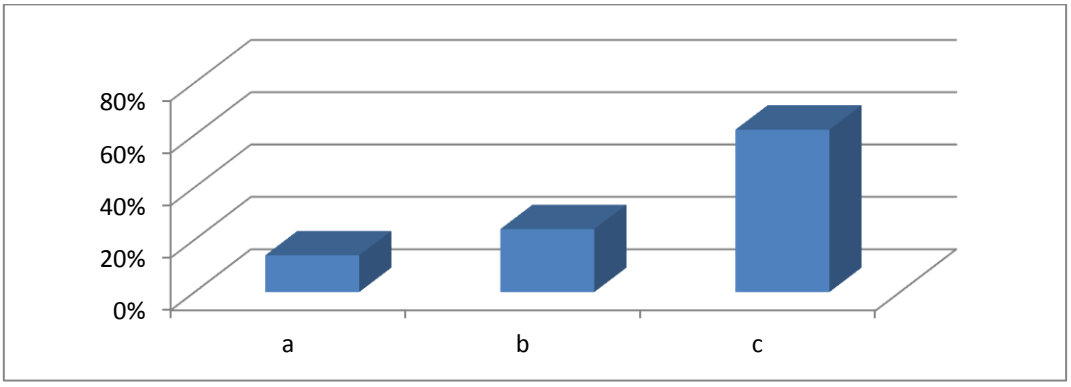


Figure 21 The assigned task aim

This question seeks to show the aim of the assigned task. As it is remarkable from the table, 13 students (62%) reported that its purpose is to achieve both the use of language and real communication, while 05 students (24%) stated that its aim is to establish real communication. In addition, only 03 respondents (14%) opted for achieving natural use of language. However, the correct answer of this question is that this task aims to achieve natural use of language that is considered as the appropriate tool of self-expression.

5. Teachers' Questionnaire

a. Aim of the Questionnaire

This questionnaire is prepared for Oral Expression teachers in Medea University. Its purpose is to collect the needed data about the role of the teacher awareness of the teaching methods to enhance students' communicative performance teachers are the key which can supply us with what is appropriate for this research work.

b. Administration of the Questionnaire

The researcher has handed the questionnaire to nine (09) teachers of oral expression in the English section at Medea University during the academic year 2020-2021 in the second semester. Some teachers were given the questionnaires via their emails in a word document and other teachers were given it in a paper form to answer them at home in order not to interrupt because they were in exams period. As a matter of fact, most of the teachers were contributory, helpful, and provided the researcher with the needed answers. May ALLAH bless all of them.

c. Description of the Questionnaire

The questionnaire is composed of three (3) sections containing twelve (12) questions. The questions are different between direct ones, requesting teachers

to answer by “yes” or “no”, and also given multiple choice questions in which the teachers are supposed to tick in and choose the appropriate one from the list of choices. Furthermore, they were given open questions in which teachers are asked to supply illustrations or propositions for much data.

- **Section one:** it is related to personal information about the teachers (Q1-Q4). They are asked about their name, gender, specialty and the years of teaching in higher education.
- **Section two:** it is composed of four (04) questions that is devoted to test the efficiency of the "Speaking" curriculum from teachers point view. In this section, teachers are asked if the current curriculum is enough to improve students speaking performance; in addition to whether speaking is considered as an easy task for first year university student; and last, they are asked about the speaking aspects that their students have problems with.
- **Section three:** it contains five (5) questions from 8-12 that are about the teaching methods used in enhancing speaking skill. Teachers are asked about the method they use to teach speaking explaining the reasons for choosing the selected methods(s); furthermore, they were asked if it is essential to make learners aware of speaking as a process in enhancing speaking skills; also about if their students follow the speaking methods ; the last question asks the teachers about the strategies used by their students to improve their level.

d. Analysis of the questionnaire

Section one: General Information

Question One

Gender

	Frequency	Percentage
Male	07	78%
Female	02	22%
Total	09	100%

Table 23 Teachers Gender

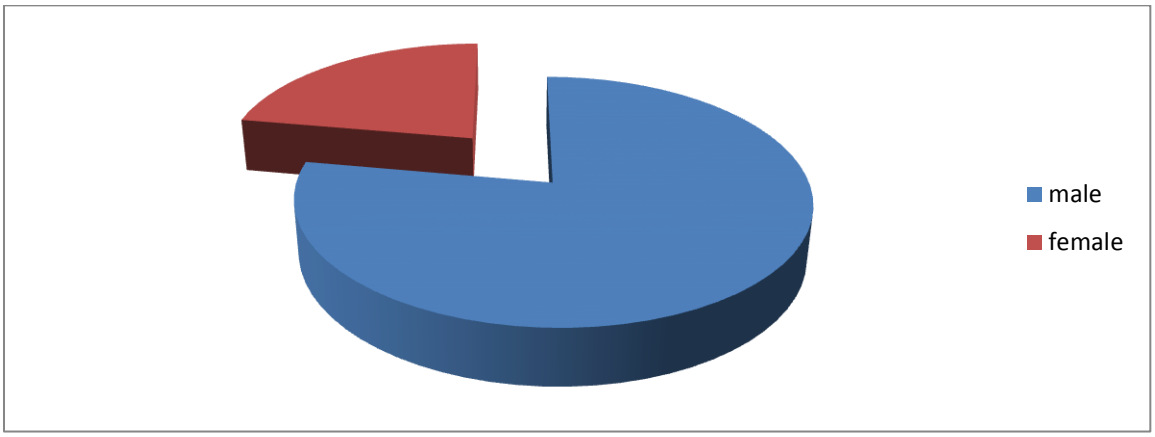


Figure 22 Teachers Gender

This table shows that males (78%) participated more in this research work than females (22%) out of the total sample of nine teachers of oral expression.

Question Two

Specialty

	Frequency	Percentage
Applied linguistics	04	45%
Didactics	02	22%
Translation	02	22%
Civilization	01	11%
Total	09	100%

Table 24 Teachers Specialty

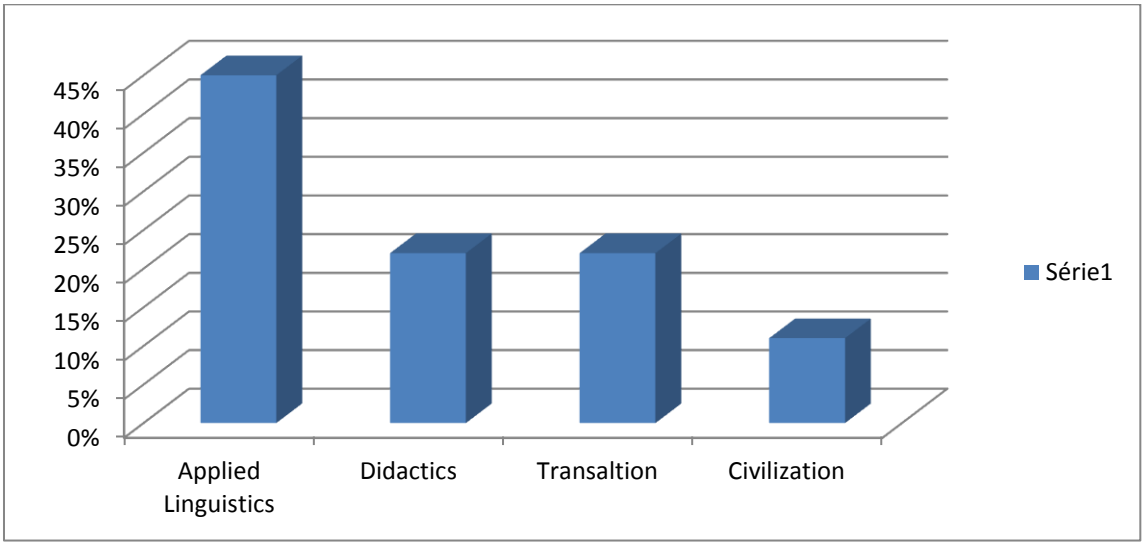


Figure 23 Teachers Specialty

For the teachers' specialty, four teachers that are representing (45%) of the total study sample studied applied linguistics, who are representing the most majority, two teachers who are representing a rate of (22%) of the total study sample have studied didactics, also two other teachers that are representing (22%) of the total study sample have studied translation, while one of them who is representing a rate of (11%) of the total sample studied civilization.

Question Three

How long have you been in higher education?

Option	Response	Percentage
2 years	01	11%
4 years	02	22%
5 years	01	11%
6 years	03	34%
10 years	01	11%
12 years	01	11%
Total	09	100%

Table 25 Years of English Teaching

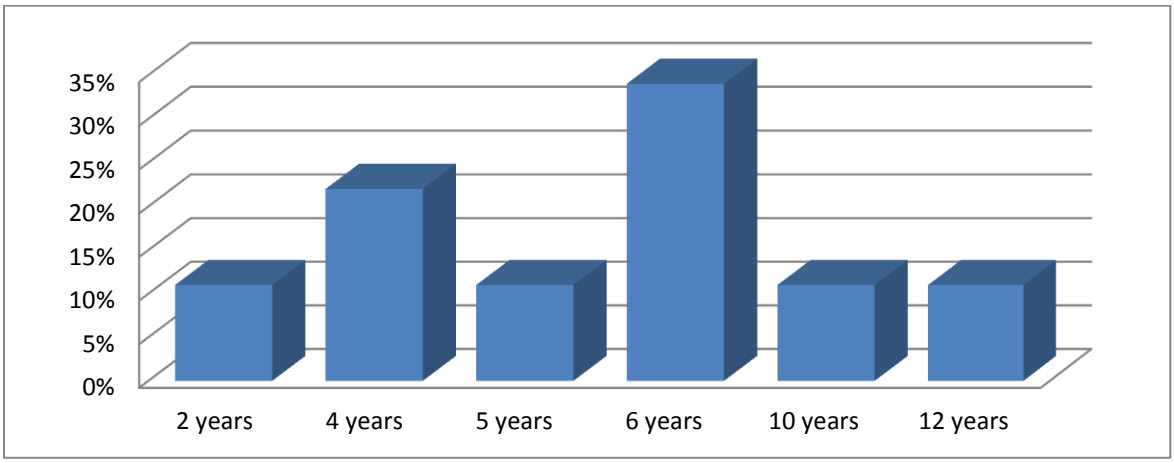


Figure 24 Years of English teaching

As it is clear in the graph, the experience of teachers differentiates between 2 years to 12 years. There is one teacher (11%), the most experienced among the others, who has been teaching at university for 12 years. There are 2 teachers representing (22 %) who have 04 years of experience in teaching; another teacher has 10 years of experience, moreover one teacher has an experience of 6 years and the rest varies their experience between 2 and 5 years. The results above show that all teachers have the appropriate experience in

teaching that is helpful and important in enhancing students' level of in speaking.

Section two: The "Speaking" program efficiency

Question five

Do you think that the "Speaking" curriculum you are teaching is enough to improve your students' level in speaking?

- Yes
- No

Options	Frequency	Percentage
Yes	03	33%
No	06	67 %
Total	09	100%

Table 26 The speaking program efficiency

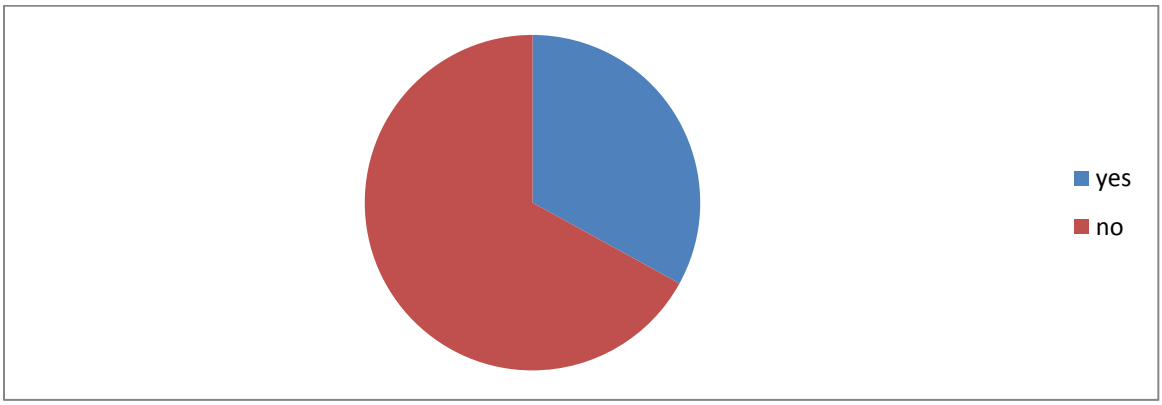


Figure 25 The speaking program efficiency

The results of Table 3.4 and the Figure 3.4 show 33% of the teachers believe that the "speaking" curriculum they are teaching is enough to improve their students' level in speaking while 67 % of the teachers believe that the curriculum of teaching speaking is not sufficient to enhance students level speaking performance because of various reasons.

If 'No', please, explain why?

This question is the second part of the fifth's one that aims to show the teachers' reasons for their choices. Teachers who chose "yes" represent 33% of the total population. For them, the curriculum is sufficient if it is well practiced and applied appropriately by both teachers and students; as far as the other teachers who expressed that the curriculum does not fairly covers the expectations, the purposes, and what is needed for successful learning process. The remaining teachers (who said "no") argued different reasons for their choice that are as follows:

- Lack of equipment and materials.
- Lack of workshop places.
- Lack of creativity.
- Crowded groups with crowded classrooms.
- Teachers of speaking cannot adopt a variety of activities and use different methods and techniques.
- Lack of audio-visual equipment (speakers, projectors…).
- Limited weekly allocated hours.
- The curriculum does not fairly cover all the language skills and the communicative competencies.
- Learners need develop linguistic competence.

These answers lead us to rethink that the speaking curriculum that should be reviewed. Students have to ask for more time, materials, workshops, classrooms that are useful for their learning process. Furthermore, teachers need to adopt for their students a variety of useful activities and use different methods and strategies that should fairly cover all the language speaking skill. Also, teachers need to make their students cover what they are taught understandably without feeling they are rushing to finish the curriculum by any means.

Question six

Is speaking an easy task for first year University students?

- Yes
- No

Option	**Frequency**	**Percentage**
Yes	02	22%
No	07	78%
Total	09	100 %

Table 27 The difficulties of speaking skills for first year students

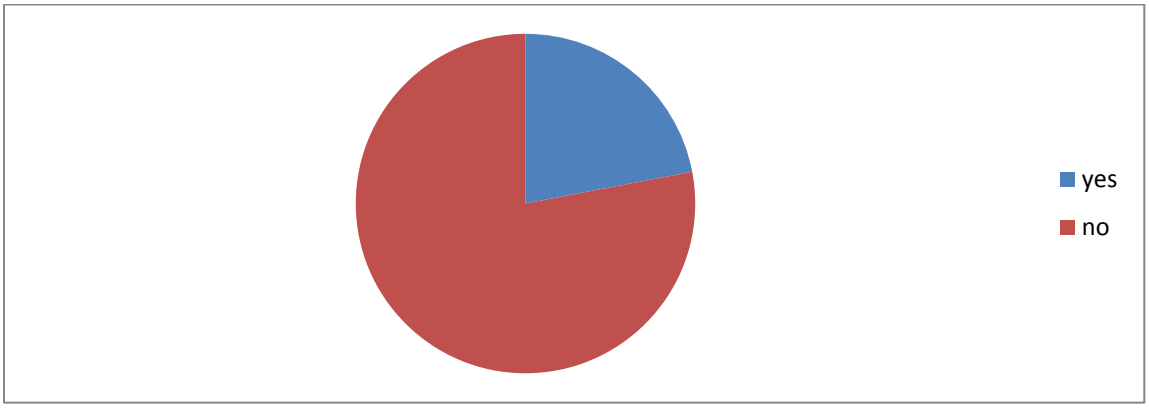


Figure 26 The difficulties of speaking skills for first year students

This question is about the teachers point view about speaking task for first year University students, if it is an easy or a hard task. Only 22% of the teachers said that speaking is a difficult task for first -year students because they are not adjusted to speak in the new language specially for first year University students (they are in a transition stage from high school to higher education), while 78% said that it is an easy task for all the students because it is not difficult as the other skills, it may require some time but students are able to become good fluent speakers.

Question seven

What are the speaking aspects that your students have problem with?

- Pronunciation
- Ideas organization
- Vocabulary
- Grammar

The aspects students have problem with	Frequency	Percentage
Pronunciation	5	20%
Ideas organization	8	30%
Vocabulary	7	27%
Grammar	6	23%

Table 28 The aspects students have problem with speaking

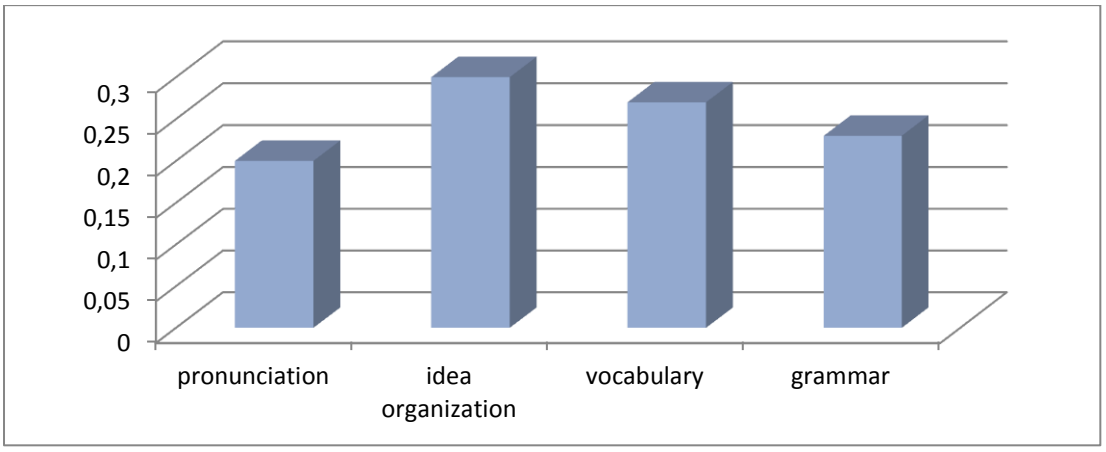


Figure 27 The aspects students have problem with speaking

As far as the results above, all the participants have said that their students have learning weaknesses in all the aspects mentioned. In addition, as it is shown in table and figure above, the percentages are almost approximate. The big percentage goes to ideas organization in a rate of 30%; i.e., the majority of teachers agreed on the fact that the students have problems in these aspect, this may be due to the lack of oral practice that's why they do not know how to express themselves, ideas, thoughts and their points of views. Vocabulary comes

in the second rank in a rate of 27%. Students have poor language credit; they suffer from the lack of vocabulary and are not knowledgeable enough. This is due to their new experience at university as also they are not adjusted yet to perform the language. The last two aspects are grammar (23%) and pronunciation (20%). Consequently, the teaching of these conventions has to be emphasized. Both of grammar and pronunciation are extremely significant to enhance student's level especially in a communicative case. We think that the problems in these aspects are primary due to less of practice. As far as pronunciation, students suffer from dealing with language phonetic system and are not aware of the different variations of language whereas for grammar aspect, students are unable to speak correct and well-structured. Teachers said their students cannot express their ideas in the context which make them feel anxiety to speak because of their fear of committing errors. Moreover, the most general reason behind this aspect is the fundamental difference between the mother tongue of students and the target language. The results obtained in table above confirm the respondent's answers to question that consider speaking as a difficult task for first University students.

Section three: The awareness of speaking methods

Question eight

What is the method you use to teach speaking?

- Audio-Lingual Method
- Task-Based Language Method
- Communicative Method
- Cooperative Method
- Dictogloss Method

The method	Frequency	Percentage
Audio-Lingual Method	5	23%
Task-Based Language Method	6	27%
Communicative Method	7	32%
Cooperative Method	3	14%
Dictogloss Method	1	04%

Table 29 The methods used to teach speaking

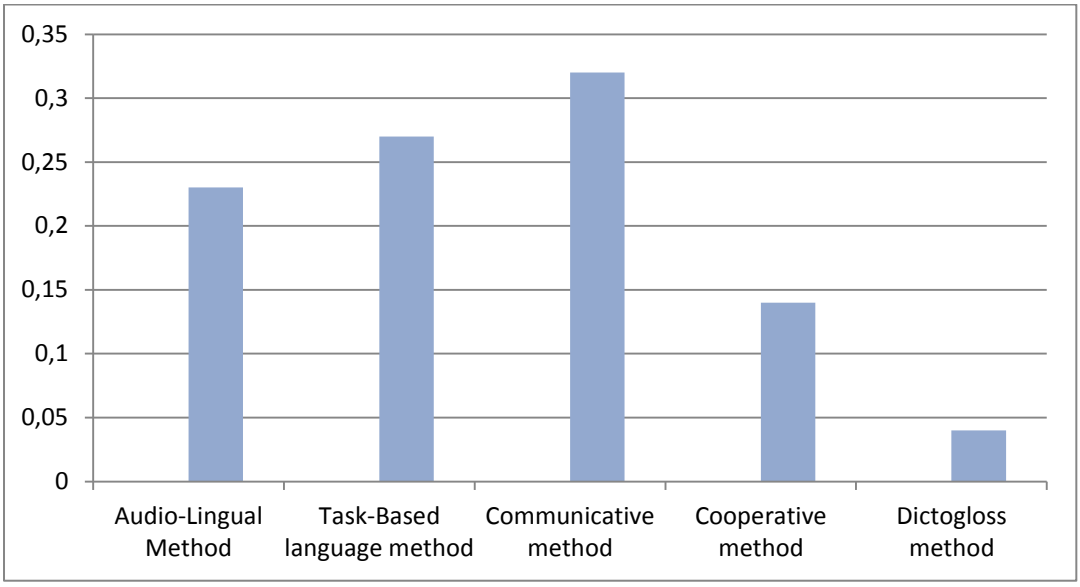


Figure 28 The methods used to teach speaking

This question aims to see which method of teaching is mostly used by oral expression teachers in order to enhance students' level. From the table and the figure above, we can notice that 32% of the teachers use the Communicative method that is the high rank, 27% of them utilize the Task –Based Language method, whereas 23% of the teachers use the Audio-Lingual method .As far as the Cooperative method only 14% of teachers use it .While the lowest rank goes to the Dictogloss method in a rate of only 4%.

Question nine

Please, explain the reasons for choosing this method.

This question completes the eighth's one, Teachers provided us with the following reason s for their choice of the various methods:

- For teachers who selected the Audio-Lingual Method expressed that using this method is like the input of the "speaking" output. As a beginner student, he/she need to acquire the input skill as a first step considering that learners need the input to produce the output. The more students listen, the better and quicker they learn. In other words, Audio-Lingual Method is an easy way that aims to improve students 'speaking achievement. Its main concern is developing the oral skills and students' communicative performance. Using this method requires presenting the language items in a spoken form without reference to the mother tongue. So those students are able to learn the language skill effectively.
- Teachers using Task-Based Language Method believe that it helps students work collaboratively on tasks related to speaking. As it also keeps students motivated, encouraged and responsible for their language learning and helps them solve problems related to real life. This method permits and involves the use of authentic learning experiences. It is beneficial for students since it allows for more meaningful communication, and often provides for practical extra-linguistic skill building.
- Once more, we say that the results typically show a preference for the Communicative Method. The majority of teachers have chosen this method. In their views, it is the platform and chance of whatever practice a student can get. This method focuses on fluency rather on accuracy. The teacher does not focus on mistakes and correction, but lets the conversation or debate flow regardless of the mistakes. The teacher gives less instruction. The teacher's

role is to facilitate and moderate. Furthermore, it encourages students to use the English language to communicate through conversations, pair work, group and class discussions and debates. It enables students to collaborate. This helps students with weaker skills to gain self-confidence and learn from other classmates. Besides, students are more creative. They enjoy more freedom to express their personal opinions, share their personal experiences. Hence, this method is very beneficial not only because it places the student in real life situations where the target language is needed but also helps them develop linguistic competence as well as communicative competence.

- According to teachers who follow the Cooperative Method in the teaching process, it assists to develop students' performance, constructs an energetic and positive relationships between students. Also, it is important for having a learning community that estimates diversity. This method provides experiences that results perfect learning speaking skills.
- Only one teacher, however, uses the Dictogloss Method to teach speaking as it has several advantages. It integrates all the language skills especially the speaking skill. This method gives students opportunities to talk about both content and language its self in which they work together to create a reconstructed version of speech.
- Concerning the teachers who prefer to depend on different methods, the results obtained shows that their choice is because the teaching approach at Medea University is articulated with CBA approach. Therefore, they seek to enhance students' communicative competency. Moreover, they are interrelated and work all in the service of promoting the ability to speak.

Question ten

Do you think that making learners aware of speaking as a process in essential in enhancing speaking skills?

- Yes
- No

Option	Frequency	percentage
Yes	6	67%
No	3	33%

Table 30 The importance of student's awareness in speaking

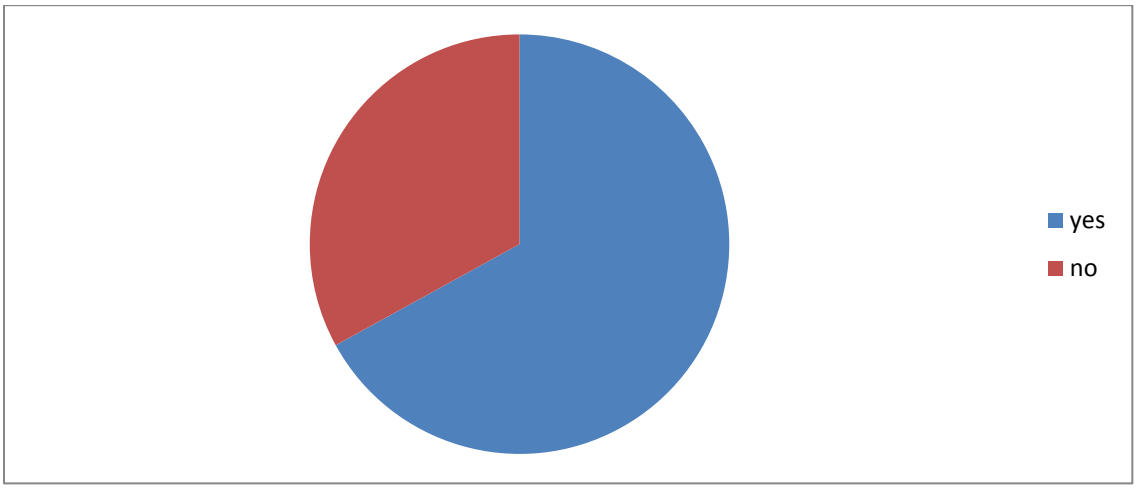


Figure 29 The importance of student's awareness in speaking

Both the table and the graph above show that the majority of teachers agree about the importance of awareness in enhancing speaking in a rate of 67%. While a small percentage of teachers apparently see that student's awareness of speaking as process is not essential in enhancing speaking skills.

Question eleven

Do your students follow the speaking methods?

- Yes
- No

Options	Frequency	Percentage
Yes	4	44%
No	5	56%

Table 31 Students following the speaking methods.

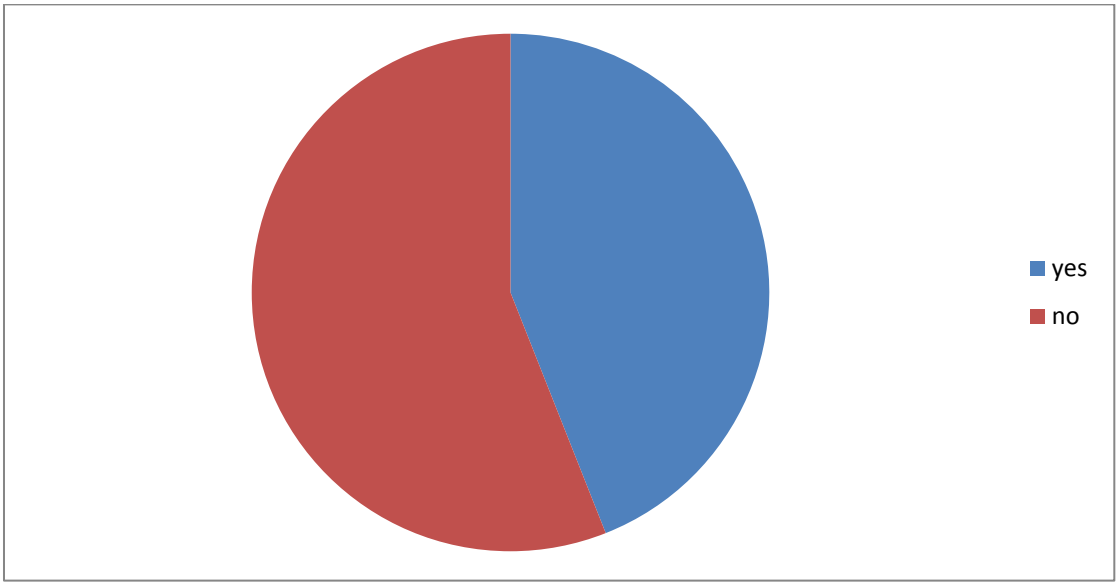


Figure 30 Students following the speaking methods.

The majority of teachers who answered the questionnaire say that their students do not follow the speaking methods. The results obtained were predicted as most of the teachers already confessed that their students have a lot of weaknesses and this because of the speaking curriculum that does not fairly cover the language speaking skill. In this case, teachers should take an action to make their students follow the speaking methods starting by raising their awareness of the effectiveness of the speaking teaching methods.

Question twelve

If "yes", please specify the strategies your students use.

In this final question, teachers were expected to inform us about the most used strategies by students to enhance their speaking level. Teachers indicated that some students are aware somehow and use some good method to improve their speaking skills in general. For instance, they practice listening and are active in class (this depends much on the speaking teacher's method). They come ready for the class discussion or debate. When it comes to presentations, they work hard to perform as best as they can. They are just "awesome".

Other teachers responded that some other students have low self-confidence (shy or introverts) and always wait the teacher to give them instructions and force them to speak. Moreover, some other students are not motivated to do anything. It seems like they are in the wrong classroom. For this kind of students, teachers cannot do much to help, because they are not willing to learn.

5. Discussion of the Results of the Questionnaire

In the first section that is concerned with general information about the teachers, as name, gender, the specialty and years of experience, show that all teachers have an appropriate experience in teaching that was helpful for this research work.

In the second section, the results show that the majority of teachers (67%) see that the speaking curriculum they are teaching is not enough to improve learners' proficiency and performance in speaking, and this issue is really disappointing and should be fixed as soon as possible. It also tackles speaking aspects students have problem with as ideas organization which took the highest rate of (30%).

The last section of the speaking process shows that the majority of teachers (32%) use the Communicative Method as it makes students more creative, collaborative, confident and active. This is extremely beneficial for the development of speaking performance.

The analysis of the last section –awareness of the speaking methods - reveals that the majority of teachers admit that making learners aware of the speaking methods will help them to speak confidently and fluently. However, from the teachers' answers, we can see that the major reason for these difficulties comes from the learners' reduced awareness about the teaching methods used to enhance student's level.

It can be noticed that teachers of speaking are interested in this topic, because they have listed and proposed different views and explanations that were very significant to take into consideration in the teaching-learning process and can help students to achieve higher levels of speaking performance.

Suggestions and Recommendations

The main focus of this research work is the role of learner's awareness of the teaching methods in enhancing first year LMD student's oral performance. This paper is conducted to find out to what extent the most common teaching methods can promote students' communicative performance. Therefore, we have proposed some recommendations for students that can enhance their speaking level.

- Students should be aware of each teaching method that can enhance their speaking performance.
- Every student should know the appropriate teaching method that can foster his speaking skills and enable him/her to achieve good results and tell their views to their teachers.

- They should develop by their own some strategies and activities to develop the speaking skill and find solutions to overcome speaking difficulties such as :
  - ✓ Using pictures (picture narrating and describing)
  - ✓ Discussion / conversation
  - ✓ Interview
  - ✓ Role-play
  - ✓ Oral report
  - ✓ Reporting events, stories…
  - ✓ Brain Storming
  - ✓ Group work
  - ✓ Storytelling
- Students should differentiate between "to know about the language" and "speak the language".
- Students should be more confident and speak as often as possible because the more they practice, the better confident they will become in pronunciation , vocabulary ,grammar …
- Students have to ask their teachers to devote at least two session to deal with teaching methods.

Indeed, many studies have proved that the best way to develop and progress the oral performance of students is through huge amount of listening, practicing and the collaboration and the assistance of their teachers.

Conclusion

This practical part of the research has shown the importance of the teachers' awareness of the teaching method in enhancing students 'communicative performance. The results revealed that from the responses of both students and teachers' questionnaire, students need to improve their

speaking performance through being aware of these teaching methods that are very helpful in the development of their learning process and also teacher's assistance and support.

The results obtained have surely confirmed our hypothesis. Teachers perform their role efficiently through the use of teaching methods and appropriate speaking activities that contribute in improving learners' communicative performance.

General conclusion

The present study is conducted to investigate role of students 'awareness about learning method in enhancing speaking skills. The basic question of the research was to investigate whether the student's awareness of these teaching methods enhances the oral performance of first-year LMD students at Medea University.

This research is a combination of four main chapters. The first three chapters are a theoretical work. The first and second chapter are a general overview of speaking and how much important it is .The third chapter is devoted to the main five teaching method used to enhancing speaking performance that includes detailed information about all the methods. The last fourth chapter of the thesis concentrated on to the empirical research. It has been divided into three sections. The first one is about the description of the questionnaire. The second and third sections deal with the analysis and evaluation of students and teachers' answers.

The results obtained in this work confirmed that teachers are aware of the teaching methods used to enhance student's communicative skills, and they are also aware of the importance of using them. Moreover, the findings revealed that the majority of students are not actually aware of these teaching methods that are a way to develop their speaking skills, enable them to score well and have great results and facilitates the learning process.

The obtained results could confirm to a large extent the hypothesis which stated that students would have a better speaking performance if they were aware of the teaching methods because the majority of students who are conscious about these methods got good and excellent marks and teachers can enhance students' level of speaking by performing their roles effectively and following these methods.

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Appendices

Appendix one : Students' questionnaire



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STUDENTS' QUESTIONNAIRE

This questionnaire is aiming at collecting the data needed for the accomplishment a Master Dissertation, in which we are investigating "The Role of Students' Awareness About Learning Methods in Enhancing Speaking Skills; Case Study of L1 Students of English in Medea University ".

We kindly ask you to provide us with answers on the following questions.
Thank you, in advance, for your contribution and help.

Put [✔] in the suitable space.

1. Gender:

Male [ ] , Female [ ].

2. What secondary school branch did you graduate from?

- .....

3. How long have you been learning English ?

- .....

4. Do you find the module of "Speaking" interesting?

- Yes [ ]
- No [ ]

5. Does your teacher encourage you to write at home?

- Yes [ ]
- No [ ]

6.Explain why ?

- .....
- .....
- .....

7. Good Speaking is: (You can tick more than one answer)

a- Correct Pronunciation [ ]
b- Correct Grammar [ ]
c- Good ideas [ ]
d- Precise vocabulary [ ]
e- Other …… [ ]

8. When you repeat what you have already spoken, do you make changes concerning:
(you can choose more than one answer)

a- Content organization [ ]
b- Vocabulary [ ]
c- Grammar [ ]
d- Pronunciation [ ]

Awareness about Communicative Method:

9. Classroom activities focus on :

a-Communicative competence [ ]
b-Grammatical competence [ ]
c-Linguistic competence [ ]

10. Fluency for you is considered:

a-Complementary principle [ ]
b-Not important principle [ ]
c-Fluency is more important [ ]

11. Communicative Method procedures often required teachers to acquire:

a-Less teacher-centered role [ ]
b-Dominated teacher – centered role [ ]
c-Learner-teacher role [ ]

12. The use of students' native language is:

a-Permitted [ ]
b-Forbidden [ ]
c-Used sometimes [ ]

Awareness about Audio-Lingual Method

13. Language skills are learned more effectively if the target language are presented in :

a-Written form [ ]
b-Spoken form [ ]
c-Picture [ ]

14. The Audio-Lingual Method is

a-Teacher dominated method [ ]
b-Learner-centered method [ ]
c-Learner –teacher method [ ]

15. The Audio-Lingual Method emphasizes the teaching of:

a-Listening and speaking before reading and writing [ ]
b-Reading and writing before listening and speaking [ ]
c-The four skills together [ ]

Awareness about Cooperative Method

16. According to you, Cooperative Method is defined as :

a-System of concrete teaching and learning techniques [ ]
b-Language teaching approach [ ]
c-Group learning [ ]

17. Cooperative Method aims to train :

a-Communication skills [ ]
b-Thinking skills [ ]
c-a & b [ ]

Awareness about Dictogloss Method

18. Learners retain the gist of the text and then apply their own:

a-Linguistic knowledge [ ]
b-Grammatical knowledge [ ]
c-a & b [ ]

19. The role of teacher is:

a-Helper and gaudiness [ ]
b-Facilitates discussion and correction errors [ ]
c-a & b [ ]

Awareness about Task Based Method

20. Task Based Method (TBM) is well suited for use with :
a-Children [ ]
b-High levels [ ]
c-All ages in many learning situations [ ]

21. In TBM the aim is :
a-To convey meaning [ ]
b-To manipulate form [ ]
c-Grammatical form [ ]

22. TBM is :
a- A learner-centered method [ ]
b-Teacher controlled method [ ]
c-learner-teacher method [ ]

23 The assigned tasks aim at :

a- Achieving natural use of language [ ]
b- Real communication [ ]
c- a & b [ ]

Appendix two : Teachers' questionnaire

Yahia Fares University of Medea
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Section of English

TEACHERS' QUESTIONNAIRE

This questionnaire is aiming at collecting the data needed for the accomplishment a Master Dissertation, in which we are investigating "The Role of Students's Awareness About Learning Methods in Enhancing Speaking Skills; Case Study of L1 Students of English in Medea University ".
We kindly ask you to provide us with answers on the following questions.
Thank you, in advance, for your contribution and help.

You are kindly asked to put [✔] in the suitable space, and provide explanations when necessary.

1. Name :

……

2. Gender :

- Male [ ] , Female [ ].

3. Specialty:……

4. How long have you been in higher education?

-……

5. Do you think that the "Speaking" curriculum you are teaching is enough to improve your students' level in speaking?

- Yes [ ] , No [ ]

- If no, please, explain why?

……
……

6. Is speaking an easy task for first year University students ?

- Yes [ ] , No [ ]

7. What are the speaking aspects that your students have problems with?

- Pronounciation [ ]
- Ideas organization [ ]
- Vocabulary [ ]
- Grammar [ ]

8. What is the method you use to teach speaking?

- Audio-Lingual Method [ ]
- Task- Based Language Method [ ]
- Communicative Method [ ]
- Cooperative Method [ ]
- Dictogloss Method [ ]

9. Please, explain the reasons for choosing this method.

- .....
- .....
- .....
- .....
- .....

10. Do you think that making learners aware of speaking as a process is essential in enhancing speaking skills?

- Yes [ ]
- No [ ]

11. Do your students follow the speaking methods?

- Yes [ ]
- No [ ]

12. If "Yes", please specify the methods your students use.

- .....
- .....
- .....
- .....
- .....
- .....