Yahia Fares Univercity of Medea

Faculty of Letters and Languages

Department of Foreign Languages

English Section

The Effectiveness of the Communicative Approach on Enhancing the Students' Speaking Skill

Case Study: First Year EFL Students at Yahia Fares University of Medea

A dissertation Submitted in Partial Fulfillment of Master Degree in English (Linguistics)

Submitted by:

Chahinez Saadadou

Maroua Serrah

Nardjes Nadjet Malha

supervised by:

Dr. Samir Zinai

Panel of Examiners:

Chairman: Dr. Abd-el-Kader Kermazli

Supervisor: Dr. Samir Zinai

Examiner: Dr. Abd-el-Kader Bensedgua

Academic Year 2022 - 2023

Declaration

We, hereby, declare that this dissertation, entitled "the Effectiveness of the Communicative Approach on enhancing the Students' Speaking Skill" has been undertaken by us for the requirements for Master Degree in English (Linguistics) under the supervision of Samir Zinai. We also declare the materials of this research are the pure outcome of our investigation and do not incorporate any substances previously written or published by other researchers except those indicated in quotations, citations or in the references list.

We are duly informed that any person practicing plagiarism will be subject to disciplinary sanctions issued by the university authorities under the rules and regulations in force.

Date:

Signed:

Dedication

I dedicate this work:

- *To my dearest parents and great thanks to them for everything they did.*
- *My lovely siblings Mohamed, Bilal and Sarah, and to Fatima Zahra.*
- *To a special person I met in university.*
- *To the family flowers Ines, Salsabil, Chorouk, Moadh, Abdolmohaimine, and the twin Sondos & Istabrak.*
- *To my Childhood friends Khaoula, Chaima, the two Ikrams, Asma, and Wiam.*
- *Also to my besties Ichrak and Houda who will be truly missed.*
- *To my friends Nardjes, Chanez, Kaouther, Aicha, Chaima, and thank them to all the beautiful moments.*
- *To all my beloved ones in the family Serrah and Ouzghara, and my cousins Siham, Aicha, Halima, Fatima Zahra, Wiam and Imene.*

Serrah Maroua

I lovely dedicate my final project to

- *I dedicate this work to whom I wished to be with me, to whom I wished to see her happiness with me on this day, "my mother HAFIDHA" may God have mercy on her.*
- *To the one I prefer over myself, who sacrificed for me "my father AHMED".*
- *To my mother's gift to me in life, siblings: Meriam, Ibrahim, Ikram. My other brothers: Tarek and abdelmoumen.*
- *To my support: my grandmother, my uncles (Khaled and Mohamed), my maternal uncles (Fath-Enour and El-Hawas).*
- *To all my family (Bennia and Sadadou). To my uncles' wives: Ahlem and akila. To my stepmother: Zahia.*
- *To my best friends: Nardjes and Manar.*
- *To my friends: Ichrak , Marwa, Houda, Aisha, Kawthar, Iman, Siham.*
- *A special greeting to my colleagues in Ferq Mohamed middle School.*

Saadadou Chahinez

The trip has not been short and it does not have to be.

The dream has not been near and the path has not been easy but I DID IT .So I lovingly dedicate this work:

- *To my parents (Mr. and Mrs. Malha) for their understanding and their support morally and financially.*
- *To my siblings Rhadia, Samah, Abdelmadjid for their eternal love.*
- *To my best friends (Imane and Chahinez) and my friends (maroua, aicha, kaouthar) with whom I spent my unforgettable moments.*
- *To my childhood friend Khouloud who I wish to meet.*
- *To my beloved fiancé who supported me through my academic process.*
- *To all my family MALHA and BEN ZERROUK.*
- *And to everyone who helps and guides me. I am so grateful for all of you .Because without you, I wouldn't be here.*

Malha Nadjet Nardjes

Acknowledgments

First of all, our thanks to Allah the almighty for helping and granting us power to continue this work.

A special appreciation and regards to our supervisor ***Dr. Samir Zinai*** *for his help, guidance, encouragement, motivation, and patience with us. Although he was super busy, but he did his best to finish, and do not exceed the dead line.*

We would like to thank the jury panel, for accepting to evaluate our dissertation.

Our appreciation to all the teachers and their efforts to develop the quality of higher education in the English section at ***YFU****.*

Without forgetting teachers and students who participated in our work, and our best wishes for them in their career.

Last but not least, we are extended to all teachers and friends (in real life or social media), especially ***Mrs. Amal Hamdadou, Mr. Oussama Boukhelkhal, Dr. Mohamed Babchikh*** *and* ***Noor*** *from* ***English chatters*** *for sharing their knowledge, their pieces of advice, support, motivation and help.*

ABSTRACT

The communicative approach has come to be the best and the most enjoyable approach in teaching the four skills of a foreign language, especially the speaking skill in English classes. The current study attempts to examine the effectiveness of CA on enhancing the speaking skill among L1 EFL students at YFU of Medea. It aims at investigating the extent of the effectiveness of utilizing CA in order to promote the ability of speaking. Besides, describing the various activities in which teachers must apply in speaking classes. For this purpose, a case study has been conducted on 20 students (L1), and 07 teachers of speaking in the English section. Quantitative and qualitative data have been collected through submitting a questionnaire for students and an interview for teachers.

Therefore, the study findings revealed that the majority of teachers are using CA in teaching oral expression module, and it is considered as the best way to enhance the oral performance among L1 students, in the English section at YFU of Medea.

Key terms: Communicative Approach – Communicative Competence – Speaking Skill – Interaction – Communication – Oral Performance.

ملخص

لقد أتى المنهج التواصلي ليكون الطريقة الأفضل والأمتع في تدريس المهارات الأربعة الخاصة باللغات ألأجنبية أبرزها مهارة التحدث في أقسام اللغة الانجليزية.

تسعى الدراسة الحالية الى اختبار فعالية المنهج التواصلي على تعزيز مهارة التحدث لدى طلاب السنة الأولى لغة انجليزية كلغة اجنبية في جامعة يحي فارس بالمدية، حيث تهدف الى البحث عن مدى فعالية استخدام المنهج التواصلي من اجل تحسين القدرة على التحدث ، بالإضافة الى وصف مختلف النشاطات التي لابد على الأساتذة تطبيقها في صفوف التحدث. ولهذا الغرض ، أجريت معاينة ميدانية على 20 طالبا من السنة الاولى و 07 اساتذة في قسم اللغة الانجليزية ، جمعت كلا من البيانات النوعية و الكمية من خلال تقديم استبيان للطلبة و مقابلة للأساتذة.

ومن هنا ، كشفت نتائج الدراسة أن أغلب الأساتذة يستخدمون المنهج التواصلي في تدريس مقياس التعبير الشفوي ، و اعتباره الطريقة الاحسن في تطوير الاداء الشفوي لدى طلاب السنة الاولى جامعي، فرع اللغة الانجليزية في جامعة يحي فارس بالمدية.

الكلمات المفتاحية : المنهج التواصلي - الكفاءة التواصلية - مهارة التحدث - التفاعل - التواصل - الأداء الشفهي.

LIST OF TABLES

Table 01: students' gender……24

Table 02: students' secondary school branches……24

Table 03: the ages of students when start learning English……..….25

Table 04: years of learning English……...26

Table 05: students' interests towards speaking module…….…...26

Table 06: Yes/No classroom participation in discussion……..27

Table 07: students' explanation of choosing "YES" answer…….…28

Table 08: students' explanation of choosing "NO" answer…….…..28

Table 09: good speaking frequencies…….28

Table 10: students' other answers of the concept of good speaking……..29

Table 11: when you repeat what you have already spoken, do you make changes concerning..... 30

Table 12: fluency is considered……...30

Table 13: the focus of classroom activities in the speaking module……. .30

Table 14: is your teacher of the speaking module the only one who speaks at class……...32

Table 15: the teacher's use of discussion at class……...…..32

Table 16: teacher's encouragement in participation at class……..…...33

Table 17: the teachers use of role play activities at class……..……34

Table 18: the teacher's assignment for presentation……...…..34

Table 19: speaking skills are learned more effectively through…….....35

Table 20: do you prefer learning speaking through……..…36

Table 21: the role of speaking teacher……..36

Table 22: the teachers' experience in higher education……..…..37

Table 23: the teachers' opinion about the speaking curriculum they teach ……..…38

Table 24: teachers' explanation for choosing "NO" answer…….. …..38

Table 25: the teachers' opinion about the ease of teaching speaking……...39

Table 26: the speaking aspects students have problems with……...40

Table 27: the use of the communicative approach when teaching speaking…….. ….40

Table 28: teachers' reasons for using the communicative approach……40

Table 29: the teachers' opinion on enhancing the speaking skill through participation.....41

Table 30: the nature of speaking class…….;…42

Table 31: discussion in class…….42

Table 32: teachers' encouragement to students' participation at class…….43

Table 33: the use of role play activities at class……44

Table 34: students' presentations at class…….44

LIST OF FIGURES

Figure 01: students' gender……24

Figure 02: students' secondary school branches……25

Figure 03: the ages of students when start learning English…….25

Figure 04: years of learning English…….26

Figure 05: students' interests towards speaking module……..27

Figure 06: Yes/No classroom participation in discussion……27

Figure 07: good speaking frequencies……..……29

Figure 08: students' other answers of the concept of good speaking……..….29

Figure 09: when you repeat what you have already spoken, do you make changes concerning..... 30

Figure 10: fluency is considered……...31

Figure 11: the focus of classroom activities in the speaking module……...31

Figure 12: is your teacher of the speaking module the only one who speaks at class……..32

Figure 13: the teacher's use of discussion at class……33

Figure 14: teacher's encouragement in participation at class……33

Figure 15: the teachers use of role play activities at class……34.

Figure 16: the teachers' assignment for presentation……..….35

Figure 17: speaking skills are learned more effectively through…….35

Figure 18: do you prefer learning speaking through……36

Figure 19: the role of speaking teacher……37

Figure 20: the teachers' experience in higher education…….38

Figure 21: the teachers' opinion about the speaking curriculum they teach ……..…39

Figure 22: the teachers' opinion about the ease of teaching speaking…….39

Figure 23: the speaking aspects students have problems with…….40

Figure 24: the use of the communicative approach when teaching speaking……. 41

Figure 25: the teachers' opinion on enhancing the speaking skill through participation.....41

Figure 26: the nature of speaking class…….42

Figure 27: discussion in class……43

Figure 28: teachers' encouragement to students' participation at class……43

Figure 29: the use of role play activities at class……..44

Figure 30: students' presentations at class……44

LIST OF ABBREVIATION

TPR: total physical response.

CA: the communicative approach.

CLT: communicative language teaching.

EFL: English as a foreign language.

ELT: English language teaching.

CC: communicative competence.

LMD: license/ master/ doctorate.

LCI: learner-centered instruction.

TBI: task-based instruction.

CSs: communication strategies.

L1: license first year.

YFU: Yahia Fares University.

YO: years old.

Q: question.

TABLE OF CONTENT:

DECLARATION.....ii

DEDICATION 1 iii

DECLARATION 2.....iv

DECLARATION 3 v

ACKNOWLEDGEMENTS vi

ABSTRACT vii

ملخص vii

LIST OF TABLES ix

LIST OF FIGURES.....xi

LIST OF ABBREVIATION.....xiii

TABLE OF CONTENTS xiv

GENERAL INTRODUCTION

1. Background of the Study..... 1

2. The Research Problem.....1

3. The Research Questions 1

4. The research Hypotheses.....2

5. The Research Objectives 2

6. The Significance of the Study 2

7. Thesis Layout 2

8. Definition of Key Terms 3

CHAPTER ONE: LITERATURE REVIEW

Introduction 6

1.1. The Definition of Communicative Approach.....6

1.1.1. The elements of Communicative Competence 6

1.1.1.1. Grammatical Competence.....7

1.1.1.2. Discourse Competence 7

1.1.1.3. Strategic Competence 7

1.1.2. Some Previous Studies on Communicative Approach.....7

1.1.3. The Features of Communicative Approach 8

1.1.4. The implementations of Communicative Approach.....8

1.1.4.1. Learner-centred Instruction.....8

1.1.4.2. Cooperative and Collaborative Learning.....8

1.1.4.3. Interactive Learning 9

1.1.4.4. Task-Based Instruction 9

1.2. Definition of Speaking Skill.....9

1.2.1. The Nature of Speaking Skill 10

1.2.2. The elements of Speaking 10

1.2.2.1. Comprehension.....10

1.2.2.2. Grammar.....10

1.2.2.3. Vocabulary 11

1.2.2.4. Pronunciation.....11

1.2.2.5. Fluency 11

1.2.3. The Importance of Speaking 11

1.2.4. Teaching Speaking.....11

1.2.5. Aims of Teaching Speaking.....12

1.2.5.1. To Inform 12

1.2.5.2. To Entertain 12

1.2.5.3. To Persuade 12

1.2.5.4. To discuss.....12

1.2.6. The Relationship Between Speaking and Listening 12

1.2.7. The Factors that can cause speaking difficult to EFL learners 13

1.3. Learners' Communication Strategies for EFL speaking performance 13

1.3.1. Achievements Strategies 14

1.3.2. Reduction Strategies.....14

1.4. Affective factors in teaching speaking 14
1.5. Classroom Activities to Teach Speaking.....17
1.5.1. Discussion.....17
1.5.2. Role Play.....17
1.**5.3.** Information-gap Activities.....17
1.5.4. Communication Games.....17
1.5.5. Storytelling.....17
1.5.6. Stimulation.....17
1.5.7. Presentation 18
1.5.8. Interview 18
1.5.9. Dialogue.....18
Conclusion.....18
CHAPTER TWO: METHODS AND PROCEDURES
Introduction 20
2.1. Method and Methodology 20
2.2. Context 20
2.3. Participants 21
2.3.1. Students.....21
2.3.2. Teachers 21
2.4. Data Gathering Tools 22
2.4.1. The questionnaire.....22
2.4.2. The Interview.....22
2.5. The Administration of the questionnaire and the interview 23
Conclusion 23
CHAPTER THREE: DATA ANALYSIS
Introduction 24
3.1. Analysis of the students' questionnaire.....24
3.2. Analysis of teachers' interview 37
Conclusion 44
CHAPTER FOUR: GENERAL DISCUSSION, FINDINGS AND IMPLICATIONS
Introduction 47
4.1. Students' questionnaire 47
4.1.1. Discussion.....47
4.1.2. Findings 50
4.2. Teachers' Interview 51
4.2.1. Discussion 51

4.2.2. Findings 53
4.3. Implications 54
4.4. Further Suggestions 55
Conclusion 55
GENERAL CONCLUSION 56
REFRENCE LIST 57
APPENDICES.....60
Appendix1 60
Appendix2 65

GENERAL INTRODUCTION

1. Background of The Study:

In order to learn a foreign language, precisely English. Learners should master the four skills (speaking, listening, reading and writing) , but speaking and mastering the accent and spelling the correct patterns have crucial role in English language teaching and learning, where it shows the greatness of the language and allows students to share the different ideas, thoughts and opinions…..etc. and to build an interaction between learners.

With more focus on speaking classes, some EFL teachers had experienced that some students have difficulties in speaking and in oral performance due to (according to their opinions) shyness, not enough vocabulary and knowledge, escape from being embarrassed in addition to various factors, for more data, this may be because of the method used in teaching oral expression; the traditional methods that focus on teaching structures and grammatical rules rather than teaching the language itself.

Based on what is mentioned above, teachers realized that learning English is not just learning a set of rules but also to communicate and share knowledge between learners. In this light, a group of linguists have introduced a new approach which helps to improve the desire and the quality of both teaching and learning English. This approach is called **the communicative approach** (CA) or **the communicative language teaching** (CLT),it was developed in Great Britain in 1960s as an alternative to the old methods and it has been accepted and considered as a great way in teaching EFL students.

The main target of this approach is to learn English as it is, not only the rules and the grammar but also to improve communication competence among learners.

Relying on what is mentioned above; the current study is going to investigate the effectiveness of CA on enhancing the students' speaking skill at Yahia Fares University in Medea.

2. The Research Problem:

The first purpose of learning English is to communicate with people around the world, but the commonly used methods focus on writing more than speaking which cannot allow students to express themselves and become incapable to produce the language orally. Therefore, some troubles are provoked in the learning process.

3. The Research Questions:

Based on the problem mentioned above, two main questions are raised as follow:

1/ is using CA/ CLT to teach the speaking skill effective to enhance students speaking skill?

2/ what are the techniques used the framework of CA/CLT to enhance the speaking skill?

4. The Research Hypotheses:

In light of the above questions, the researchers come up with the following assumptions:

1/If teachers use CA/CLT to teach the speaking skill, students will achieve their speaking performance.

2/All techniques used in CA/CLT are useful and lead to achieve fluency in speaking.

5. The Research Objectives:

The current study seeks to reach the following objectives:

1) Investigating whether the use of CA in oral classes is effective to enhance and develop students speaking ability.
2) Identifying the different activities teachers may adapt in order to improve the oral performance among EFL students.

6. The Significance of the Study:

The current research has conducted in order to investigate the development of the speaking skill among EFL students through applying CA. Moreover, it may provide EFL teachers with efficient language teaching activities that they can use in their classes, and to encourage and motivate students to enhance their oral performance.

7. Thesis Layout:

The current thesis consists of four chapters; it begins with a general introduction in which a background of the study, research problem, questions, objectives, hypothesis and the significance of the study are included. The first chapter contains literature review and theoretical framework of the study. The second chapter represents the selected methodology to conduct the research. The third chapter is about the analyses of the obtained results followed by the last chapter which deals with general discussion, findings and pedagogical implications for the study with a general conclusion.

8. Definition of Key Terms:

Communicative Approach: is built on the concept of using language and communicate the actual meaning of English to achieve the communicative competence of the student.

Communicative Competence: refers to the use of language in a communicative way to purposefully reach the four components which are: **grammatical competence, sociolinguistics competence, discourse competence and strategic competence.**

Speaking Skill: is the process of producing language and using it in order to achieve such goals including interaction with others, fluency, correct pronunciation...etc.

Interaction: "is the collaborative exchange of thoughts, feelings and ideas between two or more people, resulting in a reciprocal effect on each other" (Brown, 2000, p. 165).

Communication: is the connection between students in order to exchange the information between each other through the give and take process.

Oral performance: is the way students express what they think or what they feel orally.

CHAPTER ONE:

LITERATURE REVIEW

Introduction:

Many years ago, some language teaching methods were developed such as; Grammar Translation Method, Direct Method, TPR…etc. in order to improve both teaching and learning process, where they were focus on the grammatical, lexical, and structural rules. But with the appearance of the Communicative Approach as an alternative to the old educational curricula, teaching and learning process have taken new direction, and became easy, enjoyable and effective to deal with the students' performance in the classroom.

This chapter presents the concept of communicative approach, its elements and characteristics, besides to the definition of speaking skill, its nature, how to teach it, in addition to what make it difficult and some communicative activities to teach it.

1.1. The Definition of Communicative Approach:

The term Communicative Approach was first introduced by Dell Hymes which refers to "both processes and goals in classroom learning" (Savignon, 2002, p. 01). **CA** or communicative language teaching **(CLT)** is a new teaching approach that was based on the idea of learning the real communication, as Demirezen (2001) mentioned that Hymes and his supporters viewed "foreign language learning first and foremost as a system of meaningful communication in social interaction" (p. 60). **CLT** can be understood according to Richards (2006) as "a set of principles about the goals of language teaching" (p. 02). In **CA**, the main goal is to develop the students' competency, in addition to achieve the accuracy and the fluency of the English language. Another understanding by Chomsky who said that "communication is not restricted to isolated sentences, but to participate in a discourse" (Shastri, 2010, p. 40).

In whole, the communicative approach is an educational approach that seeks to create an interaction between students through the communicative activities proposed in the classroom, and exchange the ideas and thoughts between them, as well as the generation and use of language. Also the teacher gives his students the freedom to express the communicative activities they want to engage in.

1.1.1. The Elements of the Communicative Competence:

Hymes believed that **EFL** learners should not stick only on learning the basics, but to go beyond these basics. Communicative competence is "the ability to achieve communication goals in socially appropriate manner" (Kiessling & Fabry, 2021). But according to Jack Richards, it cannot be understood without understanding the linguistic competence. Linguistic competence is the ability to create accurate sentences, whereas **CC** is how to use these

sentences in communication (Cambridge university press **ELT**, 2012). In other words, linguistic competence is about what codes are appropriate, and Communicative competence is how to communicate these codes.

In order to achieve the Communicative competence, learners should meet its four components which are:

1.1.1.1. Grammatical Competence:

This competence emphasizes "the knowledge of lexical items and rules of morphology, syntax, sentences, grammar semantics, and phonology " (Canale & Swain, 1980, p. 29, as cited in Brown, 2007, p. 196). It focuses on the linguistic competence of the learners, and what linguistic lexicon they should use.

1.1.1.2. Discourse Competence:

According to Brown (2007) discourse competence is "the ability we have to connect sentences... and to form a meaningful whole out of a series of utterances" (p. 196). In simple words, this competence deals with the ability to speak and communicate using cohesive and coherent language.

1.1.1.3. Sociolinguistic Competence:

This competence relies on understanding the social context of the language in discourse.

1.1.1.4. Strategic Competence:

This is the competence of how to achieve the effectiveness of communication. As Savignon (1983) paraphrased Canale and Swain's description of strategic competence as" the strategies that one uses to compensate for imperfect knowledge of rules "(as cited in Brown, 2007, p. 196).

1.1.2. Some Previous Studies on Communicative Approach:

With the appearance of **CA** as the best method to teach **EFL**, many studies have been conducted in order to test its effectiveness, especially to enhance the students' speaking skill. These are three of them:

Al Twairish (2009) has carried an experimental study on the Effect of Communicative Approach on the Listening and Speaking Skills of Saudi Secondary School Students; she found that through the experimental group, **CA** has a positive effect on the students' listening and speaking skills.

Another study conducted by Arhamni (2020) on Increasing the Students' Speaking Ability Through Communicative Approach (a pre-experimental at the eleventh-grade students SMA Negeri 19 Gowa). As a result, to her study, she found that before and after using communicative approach, it is not the same, and she proved that the use of **CA** can increase the ability to speak among students.

Mennaai (2013) also offered a dissertation entitled "Developing the Students' Speaking Skills through Communicative Language Teaching, a Case Study of second year **LMD** students of English at Mohamed khieder Biskra University". So based on the obtained data, she confirmed that the use of **CLT** will improve and develop the students' speaking skill.

Based on the studies mentioned above, it can be said that the communicative approach focuses on the language use and function more than memorizing only the grammar. So, the current study is targeted first year students of English at Yahia Fares university of Medea as a case study to prove the effectiveness of **CA** on enhancing the speaking skill.

1.1.3. The Features of the Communicative Approach:

As any other method, **CA** has its main features, where it:

1) Focuses on the language meaning.
2) Takes learner-centered and task-based instruction as teaching procedures.
3) Considers **CC** as a desired goal, whereas fluency as its primary purpose.
4) Develops the interaction between students, either in speaking or writing classes.
5) Develops the intrinsic motivation among students. (Jin, 2008, p. 82).

1.1.4. The Implementation of the Communicative Approach:

1.1.4.1. Learner-Centered Instruction:

Learner- centered instruction focus on the learner; this means the teacher highlights the student's interaction. Brown (2000) stated that "**LCI** applies to curricula as well as to specific techniques. It can be contrasted with teachers centered, and has received various recent interpretation" (p. 46). It includes: techniques that Focus on learners needs and goals, techniques that give some control to the students, techniques that allow for students' creativity. (Brown, 2000, p. 46- 47) .

1.1.4.2. Cooperative and Collaborative Learning:

Cooperative and Collaborative Learning is a teaching tool that used in order to develop the communication between learners through gathering them in pairs or groups. As a simple definition to this learning process "It involves the students working together in small groups to accomplish shared goals" (Gillies, 2007, p.01). Also, Brown (2000) stated that "in

cooperative learning, students are a team whose players must work together in order to achieve goals successfully" (p. 47). This means that students must be united and work collaboratively to realize the learning purpose.

1.1.4.3. Interactive Learning:

Classroom interaction is very important to students for communicate as well as develop their speaking skills, as Brown (2000) described that Interactive Learning "is the heart of the current theories of communicative competence". (p. 48). Interactive classes do not rely only on the student itself or teacher but it relies on the mutual communication between them, it focuses on doing pair and group work, performing appropriate classroom tasks to prepare them for actual language use, and practicing oral communication through the give and take of actual conversations (Brown, 2000, p. 48).

1.1.4.4. Task-Based Instruction:

In communicative language teaching, **TBI** according to Skehan (1998) is an activity that Focus primarily on meaning where learners find some communication problem that needs to be solved, besides some sort of relationship to comparable real-world activities. (As cited in Brown, 2000, p. 50). In this method, students work together in order to understand each other, to solve their communication problems, in addition to having the opportunity to interact with each other to facilitate the learning process. The aim of **TBI** is to supply Learners with real context to use language. (Larson & Freeman, 2000, p. 144).

1.2. Definition of speaking skill:

Speaking is a way of exchanging the different thoughts and opinions in a verity of social contexts, also to have an obvious idea about something, as Chaney (1998) defined speaking as "the process of building and sharing meaning through the use of verbal and nonverbal symbols, in a verity of contexts"(p. 13). Another definition of by Baker and Watsrup (2003) is " using the language for purpose" (P. 07). When people start conversation, it means they are communicating with each other; they are creating and strengthening their social relationships. What Harmer (2001) said in that light is "the ability to speak fluently presupposes not only a knowledge of language features, but also the ability to process information and language on the spot" (p. 269). To sum up, speaking is the process where the learner expresses his thoughts, produces his language, and shares his own knowledge with others, and also benefits from them through the give and take process.

1.2.1.The nature of speaking skill:

When saying someone knows such a language means that he can speaks “produces” this latter. Brown(2001) states that speaking is a productive skill which is obviously observed , this observation is clearly related to the effectiveness of test taker’s listening skill (p.140) .It is a person’s skill in which he or she can deliver ideas , thoughts and feelings in order to communicate with other ones .

Tarigan (1990) defines speaking as a language skill that is developed in a child life which is produced by a listening skill (p.3-4). In other words; it is an activity that involves two or more participants (speakers and hearers) in which they react to whatever it said or listened. Which it is concluded that speaking has a strong relationship with listening

Speaking is one of the main aspects in learning – teaching process, it is the top form of communication and the core of humans’ connection with each other, this skill helps EFL learners to produce, receive and process the language properly because it is one of the most important skills, as Chanstain (1988) mentioned “Speaking is a productive skill that involves many components such as grammar, strategy, sociolinguistics and discourse.”

1.2.3. The Elements of Speaking:

In order to speak, students should achieve the speaking components. According to Harris (1974) there are five components of speaking skill concerned with comprehension, grammar, vocabulary, pronunciation and fluency.

1.2.2.1. Comprehension:

Is an important component in the speaking skill, both speaker and listener must understand each other.so the speaker will not encounter a difficulty to speak and the listener a difficulty to comprehend.

1.2.2.2. Grammar:

Students are in need of grammar to form correct sentences. Brown (2001: 25) states that grammar is the rule by which people put together meaningful words and part of words of communication massages that are comprehensible. By grammar, student can distinguish between appropriate and inappropriate sentences in a language and gain more expertise in both oral and written form.

1.2.2.3. Vocabulary:

Mastering a sufficient English vocabulary will help students speak and express their thoughts, emotions and ideas properly. Having a limited baggage of words will hinder a learner to learn a language.

1.2.2.4. Pronunciation:

Is the way sounds are connected to form a particular word. EFL learners should pay attention and show focus on how pronouncing English words because pronunciation plays a significant role to achieve communication between people.

1.2.2.5. Fluency:

Is the ease in which a speaker speaks, read, and write a foreign language. According to Azlina et al(2015).” Fluency can be defined as the ability to speak fluently and accurately. Fluency in speaking is the aim of many language learners” (p.02)

1.2.3. The Importance of Speaking:

Without a language, communication does not occur and using a language means speaking it. Speaking is the top form of communication, it is “so much a part of daily life that we take it for granted” (Thornbury ,2005, p. 01).

Nowadays, communication plays a vital role in all fields, and English is considered the most spoken language over the world. Therefore, it is concluded that people from different countries, states, regions and continents communicate using the English language. Speaking is the most important skill to acquire a foreign language; it is useful for learners because it opens doors of opportunities to facilitate the future life. Everything is linked with speaking skill as Rao (2019) mentioned that it enhances learner’s career, improves business, builds confidence, gets better job opportunities and makes public speeches (p.09).

1.2.3. Teaching Speaking:

In order to speak fluently, the learner should not focus only on the knowledge he has, or the language features, but also processing and how to express that language is also important because “there is no point knowing a lot about language if you don’t use it” (Scrivener,2005, as cited in Al Hosni, 2014, p. 22) . Speaking as productive skill is the ability to take out the hidden ideas into output, in order to deliver a meaning, as well as communicating with others. Teachers to achieve the real meaning of speaking which is how to communicate using the language, must achieve first the communication and competency in the classroom, as well as to create the teacher-student interaction, and the student-student

interaction by using the different methods and strategies that enable learners work together, since communication was absent in the old teaching system. Furthermore, the teaching activities used in the classroom also play a great role in enhancing the oral performance, where the students can discuss and debate about such topics which must be familiar with them.

1.2.3. Aims of Teaching Speaking:

Since speaking is taken as an important tool in learning **EFL**, Tarigon (2008)

introduced a series of aims behind teaching speaking, including:

1.2.2.1. To inform:

That claims that the speaker or the announcer wants to tell and share data or opinion to the auditor, and share knowledge in particular purpose. (p. 30).

1.2.2.2. To entertain:

That means the speaker's goal is to make the receiver or the hearer amused with the stuffs which are chosen primarily based on their entertainment value. (p. 32).

1.2.4.3. To persuade:

It claims that the speaker tries to convince the hearer to do something in certain activity. (p. 35). The teacher should make some activities to let the listener interest to accomplish the actions which the speaker wants.

1.2.4.4. To discuss:

To make decisions and planning the learner needs in speaking. So students should be interested on the exercises offered, because it may solve such a problem.

1.2.5 The Relationship Between Speaking and Listening:

Listening and speaking sincerely cannot exist without each other, each skill leads t the compliment of the other one. Learners if they do not listen, they cannot produce the right or the correct words or sentences, they are like best friends who cannot stay apart from each other. So a good listening helps learners to become a good speaker.

1.2.6. The Factors That Cause Speaking Difficult to EFL Learners:

The majority of EFL learners still incompetent to communicate orally (Ur, 1996, p. 121) and this because of the speaking difficulty. There are many factors that cause the difficulty of speaking, which are:

a) ***Lack of knowledge and vocabulary****:* this means when learners start explaining an idea, they cannot find the necessary output to deliver the meaning.
b) *Lack of motivation:* motivation "without doubt" is the core of learning, when learners have no motivation from parents, teachers, and even their colleagues, they will lose the desire of learning, and expressing themselves.
c) ***Teaching strategies and topics*** have also a great contribution in the learning process, when the chosen strategies and topics are boring and inadequate, learners begin to feel exhausted and tired from the classes, and they lose the interaction in the classroom, as a result of this, students become passive. So the developed strategies and interesting topics can improve the speaking ability among learners.
d) ***Mother tongue****:* using the mother tongue is the one of the factors that disables students to learn a foreign language. For example, when the teacher asks the students to work in pairs or groups, they tend to use the mother tongue because it is easy, also to avoid using incorrect English.
e) ***Shyness:*** shy learners have a complex of speaking in front of their colleagues, because they are afraid of making mistakes and try to escape from embarrassing situation and criticism. So, they prefer to stay silent rather than being embarrassed.
f) *Low or no participation:* the participation in the classroom builds a strong presence of the student, but when learners do not have this ability, they will lose their attention and interest in the classroom, and their capacity to use the language starts destroying step by step.
g) ***Anxiety and Language disorders****:* language disorders such as; stuttering is a big trouble for people who have it, and it makes students anxious and start thinking about the others, and how they laugh about them. There are people or students who born with stuttering, but some others start stuttering because of people and public speaking.

1.3. Learners' Communication Strategies for EFL Speaking Performance:

Speaking is the most important skill to acquire a foreign language and it was found that the majority of the first-year English students are shy and worried when speaking English. For that purpose, they have to know the communicative strategies **CSs** which are techniques used

by **EFL** learners in order to prevail their communication problems such as vocabulary, grammar and pronunciation, these strategies play a significant role in language learning.

The classification of these **CSs** differs among researchers. Faerch and Kasper (1983) see communicative strategies as a psychological process and a solution to individuals' problems of processing, they divided **CSs** into:

1.3.1. Achievements Strategies:

Faerch and Kasper (1983) say that "achievements strategies aimed at solving problems in the planning phase due to insufficient linguistic resources" (p.46), six strategies were mentioned; including code switching, interlingual transfer, inter transfer, interlanguage, based strategies (generalization, paraphrase, word coinage, and restriction), cooperative strategies and non-linguistic strategies (Faerch and Kasper,1983. p.46-52).

1.3.2. Reduction Strategies:

These strategies have a huge significance in the process of second language acquisition. When a learner is incapable of producing correct statements because of insufficient rules, he uses the reduction strategies which include «topic avoidance, message abandonment and meaning replacement ". (Faerch & Kasper, 1983.p. 43-44). First of all, topic avoidance strategy means that the learner shows silence or changes the topic because of certain linguistic difficulties.

The second strategy in this set is message abandonment; when the interlocutors are having a conversation and they find the necessity to cut short the communication because of the difficulty of English structure, they can give up expressing the difficult ones. Kasper and Faerch illustrate "the learner stops in the mid-sentence with no appeal to authority to help finish the utterance" (p.44). The third strategy is meaning replacement, Faerch and Kasper described it in the following quote:" confronted by a planning or retrieval problem, learners operate within the intended propositional content and preserve the topic but refer to it by a more general expression. The result of meaning replacement is a certain amount of vagueness" (p.44).

1.4 Affective Factors in Teaching Speaking

a) Self-Esteem: it is considered according to Brown (2007) as the most ubiquitous feature of any human behavior, which could be easily argued that without some level of self-esteem, no successful cognitive or affective action can be carried out. (p. 154).

In 1967, Coopersmith established a definition to self-esteem as "…a personal judgment of worthiness that is expressed in the attitudes that individuals hold towards themselves" (as

cited in Brown, 2007, p. 154). In other words, it is one's value towards himself which come from the interaction with themselves and the surroundings.

Brown (2007) has described three levels of self-esteem

The first level is General or Global Self-Esteem: is said to be fixed in a mature adult. It is the overall or predominant evaluation of one's own value over time in a verity of situations.

The second one is Situational or Specific Self-Esteem that relates to how one evaluates oneself under specific life circumstances like social interaction or education, certain relatively discretely defined traits like intelligence or communication ability, or personal traits like gregariousness or empathy.

The last level is Task Self-Esteem which refers to specific tasks carried out in specific situations. It may include second language acquisition in general, and task self-esteem might refer to one's own judgment in relation to specific aspect of process such as; speaking and writing.

Heyde (1979) found that the above three levels have a positive correlation with oral performance, and this through her study of the effects of the three levels on performance of an oral production task by American college students learning French as a foreign language. (p. 142).

In short, self-esteem is an essential part in succeed the students' learning.

b) Inhibition*:* it is closely related to self-esteem. All human beings develop a system of defense in order to safeguard the ego, (Brown, 2007, p. 156), where persons with higher self-esteem have a lower defense on their ego, whereas people with weak self-esteem build walls of inhibition to protect their ego. (Brown, 2007, p. 158).

Guiora et al (1972) and Ehrman (1996) stated that human ego includes "language ego" , which means according to Brown (2000) the development of a new way of feeling, thinking and a second identity in learning the L2. Where its intertwined with L2 can construct a sense of fragility with the learner. (p. 61). To avoid inhibition, teachers must encourage their students to take the full freedom, and express what they have, and to do not be shy, in addition to okay for making mistakes because they are still learning.

c) Risk Taking: teacher support and motivation for students to take risk in using language is the key for success, as Brown (2007) mentioned "that risk taking is an important characteristic of successful learning…" (p. 160). So, students should take risk in order to learn

language, and try to face their fears, in addition to do not be anxious about what is surrounding them.

d) Anxiety: another factor that cause troubles in L2 learning is anxiety, that can be defined as "the subjective feeling of tension, apprehension, nervousness, and worry associated with an arousal of the autonomic nervous system" (Spielberger, 1983, p. 1 as cited in Brown, 2007, p. 148).

Research on anxiety suggests various levels in order to experience anxiety. The first one is the deepest or global level where the trait of anxiety is permanent. The second one is situational level which states that anxiety related to certain events and or acts. (Brown, 2007, p. 148).

e) Empathy: it is another factor that affects learning. It is the "process of putting yourself into someone else shoes" (Brown, 2007, p. 150). In other words, it is the action of putting oneself into others situation or personality, in order to understand their views, feelings …etc.

So, in order to communicate effectively, students need to have the ability to understand each other, also teachers should respect the students' feeling and emotions, and try to understand them through empathy.

f) Introversion and Extroversion: introversion and extroversion are two important factors that help in learning **EFL.** Extrovert people are those who are sociable and active, whereas introvert people are the ones who are quite and prefer to stay away from others. In this light, Brown (2007) viewed extroversion as "the extent to which a person has a deep-seated need to receive ego enhancement, self-esteem, and a sense of wholeness from other people as opposed to receiving that affirmation within oneself, on the other hand, introversion is the extent to which a person derives a sense of wholeness and fulfillment apart from a reflection of this self from other people" (p.151). In other words, extrovert people need other people to feel the life and feel better, whereas introvert people feel better with staying away because of shyness or inhibition. So, the role of teacher here is to let this kind of students to get rid of this factors, and try to make them engage in the different activities in the classroom.

g) Motivation: in foreign language learning, motivation is the key which lead to the students' success or failure. It is "some kind of internal drive which pushes someone to do things I order to achieve something" (Harmer, 2001, p. 51), it is the desire or the push to do or achieve such purposes.

Students can be motivated by two types. The first one is intrinsic motivation which comes from the learner himself, and considered as the most important one, the second one is extrinsic motivation which comes from the outside factors. In short, teachers should choose the appropriate activities that enhance first the students' motivation, and engage them with.

1.5. Classroom Activities to Teach Speaking:

1.5.1. Discussion:

This activity provides the students with the opportunity of using their oral skills, through discussing a topic, an event proposed by the teacher, and sharing the different ideas and thoughts, as well as to arrive at a conclusion about that topic.

1.5.2. Role Play:

In this activity, students are asked to act another personality, from their choice, or the teacher who proposes this personality, with a brief explanation about it.

1.5.3. Information-Gap Activities:

An information gap activity is where some students are missing some information, they need to do a task, so here they should discuss with others to fill this gap.

1.5.4. Communication Games:

There are several communication games that help learners improve a speak the language such as:

Guessing the lie, where a student gives multiple options and ask his colleges to catch the lie.

Another game is where the teacher or a student says a word, and the next one gives another word starting by the last letter of the previous work.

Miming game, and here students should divide into groups, and each group have a representative, then the teacher or the other group gives a word, and the representative begins to tell his group the word by giving some hints.

1.5.5. Storytelling:

In this activity, the teacher gives the students the opportunity to use their oral skills through telling stories, either real or from their imagination.

1.5.6. Stimulation:

Stimulation is almost the same as role play, but the only distinction between them is in stimulation, students must bring things to build a realistic environment.

1.5.7. Presentation:

This is an activity where the teacher asks his students to choose a topic, or he chooses a topic and talk about it, using videos, pictures, stickers, flashcards…etc.

1.5.8. Interview:

This is the activity where the learners use the language between them through the ask-answer system, where they choose certain topic and start discuss it through asking question, and they can work in pairs or collaboratively.

1.5.9. Dialogue:

This activity allows learners to use and speak the language communicatively, also to exchange the different ideas, thoughts, and opinions.

Conclusion:

To conclude, this chapter has tried to provide a clear overview about communicative approach, and to what extent it can enhance the speaking ability among **EFL** learners through five (5) sections. Section one tackled the communicative approach, section two has discussed speaking skill, the third one was about the learners' communication strategies for EFL speaking performance. Furthermore, in the fourth section, the researchers tried to provide the affective factors in learning speaking, and the last section discussed the classroom or the communicative activities in teaching speaking ability.

CHAPTER TWO:

METHODS AND PROCEDURES

Introduction:

This chapter is concerned with methods and procedures of the current study, which it introduces at first the methodology and methods used, in addition to explaining the participants of the study, in addition to the tools used to gather data and administration of the tools.

2.1. Method and Methodology:

The present study has employed he descriptive methodology, because it suits it to describe the variables since it "can use a wide variety of research methods to investigate one or more variables" (McCombes, 2022). The two variables are **communicative approach** and its important role on enhancing and developing the **speaking skill** among first year **EFL** students. Concerning the method used in the research, the mixed method (which combines both the quantitative and the qualitative research) was implemented as the suitable for the current research, to help the researchers for better understanding and description of the phenomenon, in addition to close test of the fact that through **the** communicative approach, students will enhance their oral performance, and open new doors to fluency achievement in their speaking ability.

For the quantitative research, it is responsible for collecting and analyzing the numerical data, determine the connection between variables, and evaluate the hypotheses because it "is expressed in numbers and graphs, it is used to test or confirm theories and assumptions" (Streefkerk, 2023). And Mackey and Gass (2005) mentioned that "… researchers are attempting to determine a relationship between variables…" (p. 137). In the other hand, the qualitative research, which "can be taken to refer to research that is based on descriptive data that does not make (regular) use of statistical procedures" (Mackey & Gass, 2005, p. 162), used to analyze the non-numerical in order to understand the reasons, opinions, concepts and experiences of the participants regarding the use of **CA.** In addition to using the statistical packages for social sciences (SPSS) to analyze the multiple options questions.

2.2. Context:

The present study as carried out during the second semester of the academic year 2022/2023, and the selected population was first year EFL students and their teachers in the English department at Yahia Fares University in Medea.

The current study is a case study, but the idea at first was an experimental study o middle school students, after that, the motivation to choose Medea university students is our familiarity with it, and also to gain more time to finish to work.

The implementation of the English language in Yahia Fares University was in 2014 with around twelve (12) teachers and one hundred (100) students. However, the department is getting bigger, which it contains nowadays more than twenty (20) teachers and four hundred and fifty (450) students. It offered many degrees in its system known by LMD. License degree where students study three (03) years, after that they have two (02) years for partial fulfillment of Master degree. Till today, the doctoral studies is not implemented, but it will be in the next few years.

The purpose of license and master studies is to teach students how to communicate and to achieve they competency, in addition to prepare them either for future professions(teaching, working in companies or any other jobs), or for further studies(PhD studies).

2.3. Participants:

In order to carry out the current study, and gather a relevant data to the research problem, the researchers have taken both **EFL** teachers and students at Yahia Fares University as the main sources to collect data as it is mentioned before in "CONTEXT".

The participants are presented below:

2.3.1. The students

L1 EFL students are the whole population for the study under investigation. The total number of the students is one hundred and seven (107) students divided into four (04) groups, however, only (19%) of them represents twenty (20) students were selected randomly as a sampling to carry out the present research. They were three (03) boys and seventeen (17) girls from different secondary school branches. The reason behind this huge difference in gender is because the number of girls is already larger than boys in the English section at Yahia Fares University in Medea. The researchers and their supervisor have chosen **L1 EFL** students because they are more motivated to produce and use the language in order to learn its real meaning and go beyond the structural rules, since it's their first time to have a module for speaking only, it becomes easy for them to express themselves and enhance their ability to speak.

2.3.2. The Teachers:

The researchers targeted the teachers of speaking skill at **Yahia Fares University of Medea.** Seven (07) Teachers have been selected randomly to be the sampling. Moreover, all the participants are teachers of oral skill. Some of them are still teaching it till today, while the others have experienced teaching it before. The teachers experience in higher education is

between two (02) to seven (07) years, and the majority of them consider teaching speaking skill as a hard work. The aim behind selecting oral expression teachers, especially for **first year students** is that speaking is considered as the core of any language teaching and learning, not just memorizing the grammar and how to spell words, but also how to pronounce them is also an obligation, because if students promote their way of speaking, this means that they are in the correct path to achieve fluency, and if they master it, means they master the whole language.

2.4. Data Gathering Tools:

For an in-depth understanding of applying the communicative approach as the best way to enhance the students' ability of speaking among **L1 EFL** learners, and to gather more effective data to validate the research assumptions, two different sources have been adopted by the researchers as the main tools for data collection, which are a questionnaire for L1 EFL students and an interview for EFL teachers.

2.4.1. The Questionnaire:

The questionnaire used in the present study focused on the nature of speaking classes, in addition to whether teachers apply the communicative approach in their classes or not . The questionnaire is a Google form which consists of nineteen (19) questions. It contained both quantitative and qualitative questions. The questions were based on what literature review tackled. Some questions comprise a back ground of the students such as: gender and the secondary school branch.

However, the other questions tackled the nature of speaking skill, what approach the students prefer while learning oral skill, in addition to what activities the teacher uses to teach speaking performance such as: presentations, discussions…etc, the role of the teacher (what is his job in the class), and either they receive encouragement and motivation from their teacher or not.

2.4.2. The Interview:

As the students' questioner, the interview was made to collect relevant data to answer the research questions. The interview is a Google form consists of (15) questions, submitted to (07) teachers as it mentioned before. The interview comprises several questions including the teachers experience in higher education their opinion about the speaking curriculum in addition to some questions about the speaking class and what activities they use in order to enhance their students' ability of speaking.

At the end of the interview the teachers were asked to give their opinion about **CA** to and to what extent it can improve (enhance) the speaking performance among **EFL** learners at **YFU**.

2.4. The Administration of the Questionnaire and The Interview:

The idea of the questionnaire and the interview was proposed by the supervisor as the research tools. The questions in both tools were inspired from the questionnaires in Mennaai's dissertation entitled "developing the students' speaking skill through communicative language teaching" in Bisekra University. But before their administration to the participants, there were a review and some modifications regarding the questions, and their type (type here refers to quantitative or qualitative) by the supervisor. The questions were direct and easy for first year students to understand, and they did not find any troubles while answering them. it took one week to collect the answers and this population from both teachers and students.

Conclusion

To conclude, the current chapter presented the methods and the methodology of the study, the context, after that, the population and the sampling has been introduced. Additionally, throughout this chapter, the data gathering tools, and the administration of the tools have been described.

CHAPTER THREE:

DATA ANALYSES

Introduction:

This chapter presents the analysis of the collected data for the current research. The obtained results are divided into 2 sections; the first section is about the results taken from the students' questionnaire, whereas the second section represents the findings of the teachers' interview.

3.1 Analysis of students' Questionnaire:

Q 01: the students' gender

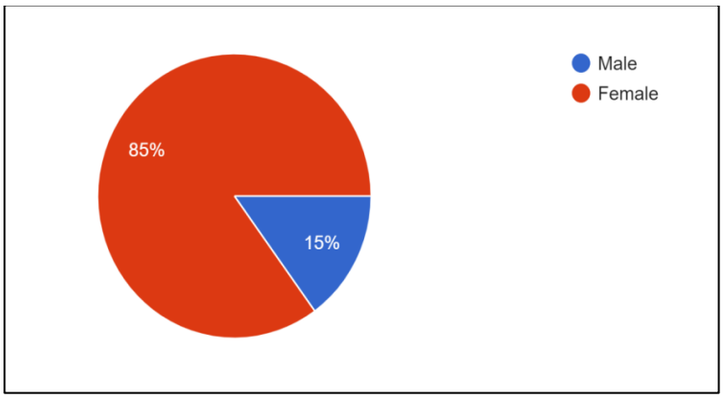
Table 01:

Students 'gender

Gender		Total
Male	**Female**	20
03	17	

Figure 01:

Students'gender



Note. When asking students about their gender,(17) of them are females which constitutes (85%) of our sample, whereas only (03) are males that represents (15%) of the whole sample.

Q 02: what secondary school branch did you graduate from?

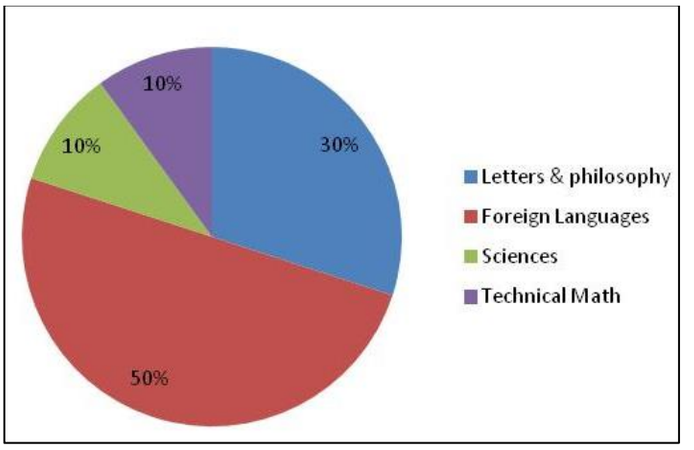
Table 02:

Students 'secondary school branches

Branch				Total
Foreign languages	**Letters & philosophy**	**Sciences**	**Technical Math**	20
	06	02	02	

Figure 02:

Students 'secondary school branches



Note. A quick look at table 02 above reveals that (10) participants have been graduated from foreign languages branch, which represents (50%) of the total sample. While (06) students making up (30%) were studying letters and philosophy. (04) Students are divided equally to both science and technical math branches are making up (10%) for each.

Q 03: how old were you when you started learning English?

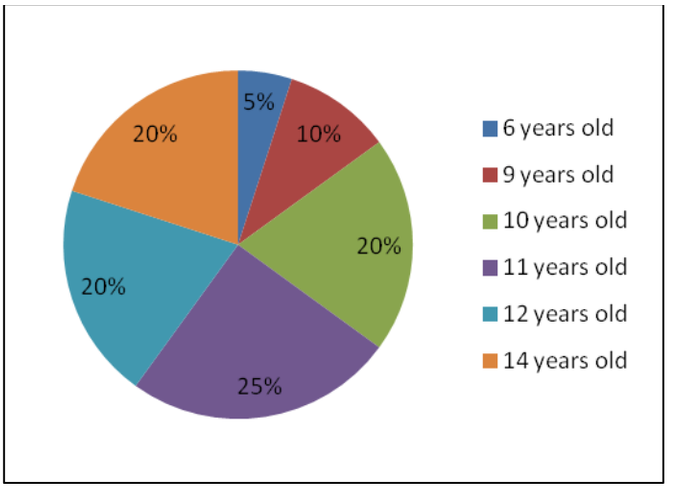
Table 03:

The ages of students when start learning English.

Age						**Total**
06YO	**09YO**	**10YO**	**11YO**	**12YO**	**14YO**	20
01	03	04	05	04	04	

Figure 03:

The ages of students when start learning English



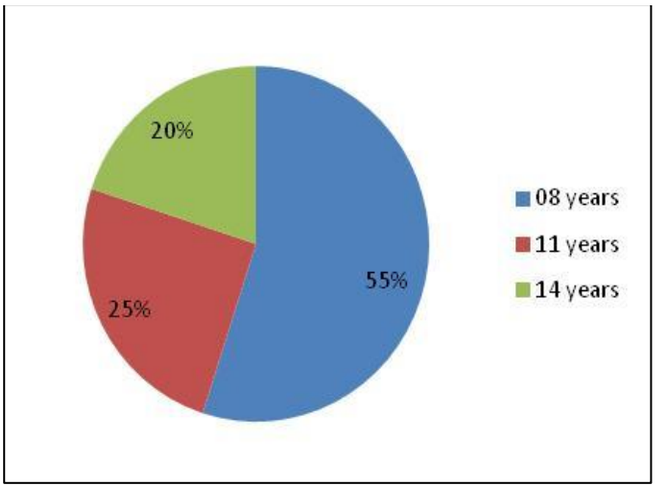
Note. The collected results according to the table above indicate that (01) student start learning English at the age of (06) which represents (05%). Only (03) students making up (10%) learned English at the age of (09). (04) (20%) students began learning English at the age of (10). (25%) of the total sample represent (05) students who learned English at the age of (11). (08) Students are divided equally for both ages (12) and (14) making up (20%) for each.

Q 04: how long have you been learning English?

Table 04: *Years of learning English*

Years			**Total**
08 years	**11 years**	**14 years**	**20**
11	**05**	**04**	

Figure 04: *Years of learning English*



Note. The result in the table above shows that (11) students making up (55%) were learning English for (08) years. Whereas (05) and (04) students making up (20%) and (25%) have been learning English for (11) and (14) years.

Q 05: Do you find the module of speaking interesting?

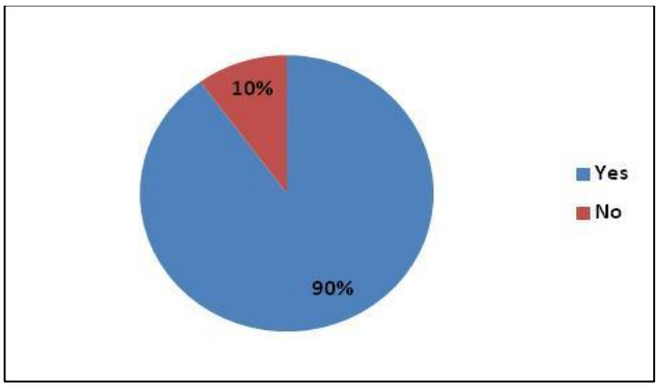
Table 05:

Students' interests towards speaking module

Answers		**Total**
Yes	**No**	**20**
18	**02**	

Figure05:

Students' interests towards speaking module



Note. The aim of this question is to know whether EFL students are interested in the speaking module or not, (18) of them answer with "YES" making up (90%) of the total sample. In the other hand, (02) students say "NO" that represent (10%) of the total sample.

Q 06: do you participate in the discussions at class?

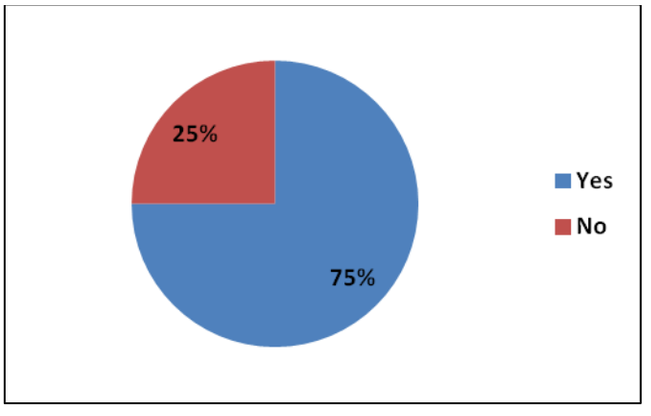
Table 06:

Yes/No class participation in discussions

Answers		**Total**
Yes	**No**	**20**
15	**05**	

Figure 06:

Yes/No class participation in discussions



Note. The table shows that (15) participants, who make the majority of students of the sample, go for **yes** that they participate in discussions at class which represent (75%). (05) Students making up (25%) stated that they do not participate in discussion at class.

6.1. The reasons behind choosing "yes" answer:

Table 07:

Students 'explanations of choosing "yes" answer

Reasons				**Total**
To improve the language	**To express opinions**	**To gain confidence**	**To get grades**	**15**
06	**06**	**02**	**02**	

6.2. The reasons behind choosing "no" answer:

Table 08:

Students' explanations of choosing "no" answer

Reasons			**Total**
Shyness	**Not necessary to participate**	**Not good at speaking**	**05**
03	**01**	**01**	

Note. According to **table7,** students who participate in discussions at class because they want to improve their English, express their opinions, gain confidence and get grades. While the ones who answer with "no" according to **table8** because of shyness, unnecessary participation and not good at speaking.

Q 07: good speaking is …

Table09 :

Good speaking frequencies



Good speaking Frequencies

		Responses N	Responses Percent	Percent of Cases
Good speaking	Correct pronunciation	15	30.0%	75.0%
	Correct grammar	12	24.0%	60.0%
	Good ideas	16	32.0%	80.0%
	Precise vocabulary	7	14.0%	35.0%
Total		50	100.0%	250.0%

Figure07:

Good speaking frequencies



Note. When asking students about their perspective towards what is good speaking; good ideas ranks with the highest percentage of cases with (80%), followed by correct pronunciation with (75%). Then, correct grammar with (60%). Lastly, precise vocabulary makes up (35%).

7.1. Students 'other answers of the concept of good speaking:

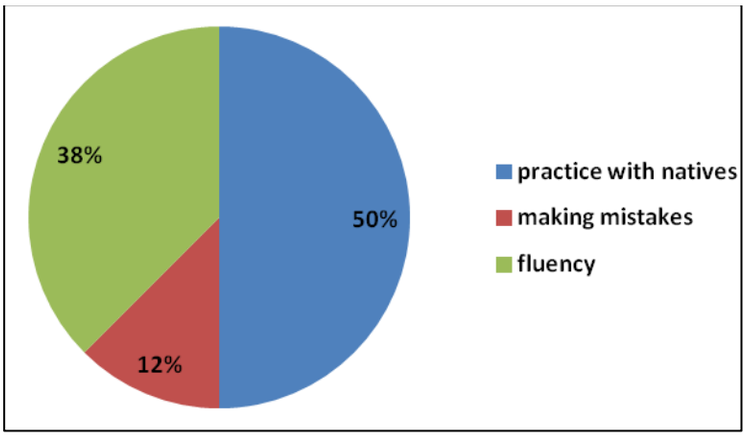
Table10:

Students 'other answers of the concept of good speaking

Answers			**Total**
Practice with native speakers	**Making mistakes**	**Fluency**	**08**
04	**01**	**03**	

Figure08:

Students' other answers of the concept of good speaking



Note. The aim of this question is to know the other perspectives of students towards the concept of good speaking. (04) Students making up (50%) say that good speaking is the

practice with natives, (01) student sees it as making mistakes (12%). The (03) students who represents (38%) state that it is speaking fluently.

Q 09: when you repeat what you have already spoken, do you make changes concerning …

Table11:

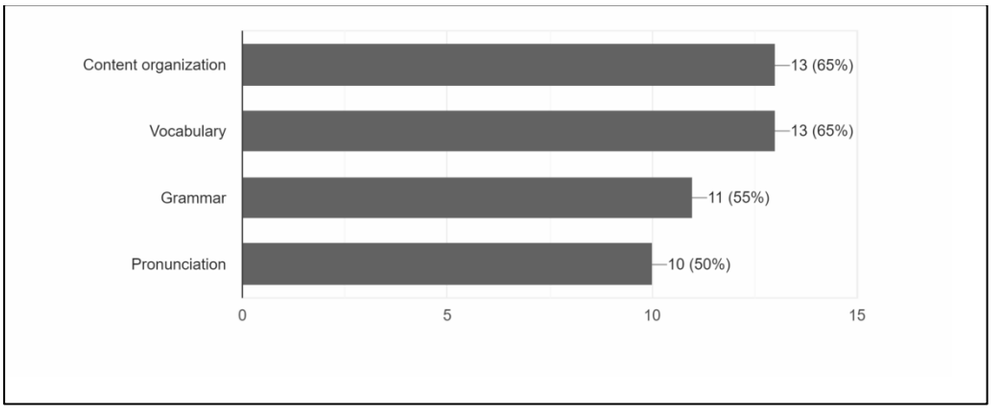
When you repeat what you have already spoken, do you make changes concerning …

Repetition of what already spoken Frequencies

		Responses		Percent of Cases
		N	Percent	
what do you change . when repeating what is spoken	content organization	13	27,7%	65,0%
	Vocabulary	13	27,7%	65,0%
	Grammar	11	23,4%	55,0%
	Pronunciation	10	21,3%	50,0%
Total		47	100,0%	235,0%

Figure09:

When you repeat what you have already spoken, do you make changes concerning…



Note. After observing the table and the bar graph above, students are often to change the content organization and vocabulary when repeating what it spoken (65%).followed by grammar which represents (55%). Finally, pronunciation has the least percentage with (50%).

Q 10: fluency for you is considered …

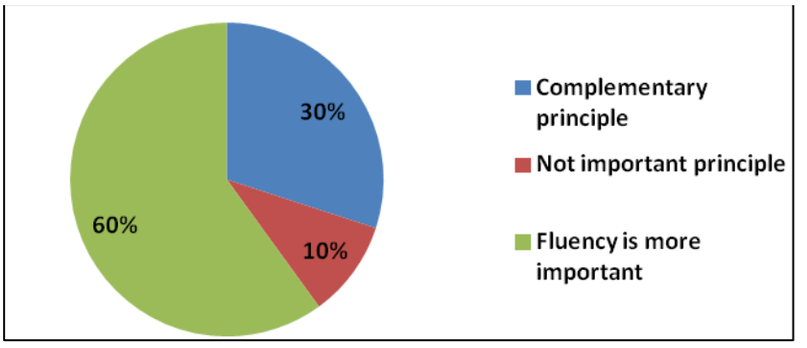
Table 12:

Fluency is considered:

Fluency			**Total**
Complementary principle	**not important principle**	**fluency is more important**	**20**
06	**02**	**12**	

Figure 10:

Fluency is considered:



Note. A quick look at the table above shows that (06) students consider fluency as a complementary principle making up (30%) of the total sample. Only (02) students state that it is not an important principle (10%). (12) Students that represent (60%) of the whole sample state that fluency is the most important while speaking.

Q 11: classroom activities in the speaking module focus on …

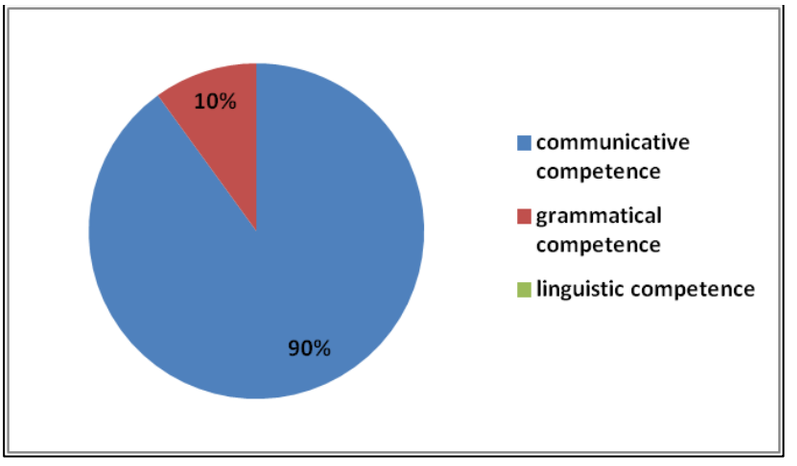
Table 13:

The focus of classroom activities in the speaking module:

the focus of classroom activities			**Total**
Communicative competence	**Grammatical competence**	**Linguistic competence**	**20**
18	**02**	/	

Figure 11:

The focus of classroom activities in the speaking module:



Note. The data on table above shows that classroom activities in the speaking module highly focus on communicative competence which represents (90%) of the whole sample. While they focus with (10%) on grammatical competence and (0%) focus on linguistic competence.

Q 12: is your teacher of the speaking module is the only one who speaks at class?

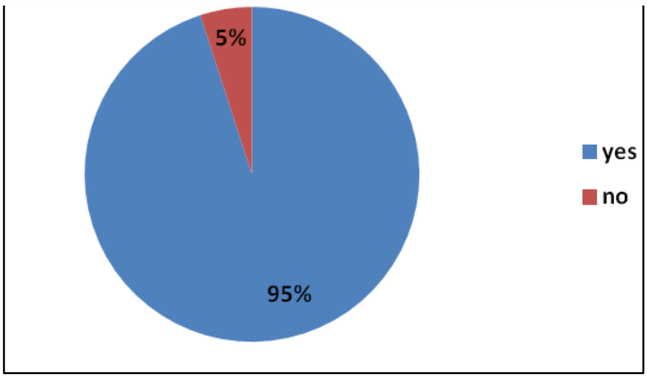
Table 14:

Is your teacher of the speaking module the only one who speaks at class

Answers		**Total**
Yes	**No**	***20***
19	**01**	

Figure 12:

Is your teacher of the speaking module the only one who speaks at class



Note. According to the pie chart and the table above, the majority of students (95%) state that the teacher of the speaking module is not the only one who speaks at class.

Q 13: does your teacher of the speaking module use discussions at class?

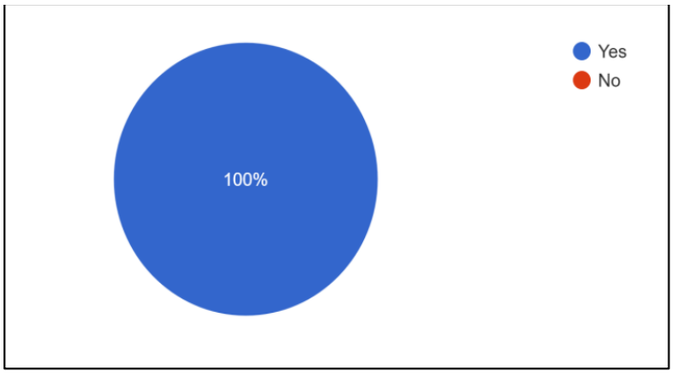
Table 15:

The teacher's use of discussion at class

Teacher's use of discussion		**Total**
Yes	**No**	**20**
20	**0**	

Figure 13:

The teacher's use of discussion at class:



Note. All students agree that the teacher of speaking module uses discussion at class which represent (100%) of the total sample.

Q 14: does your teacher of the speaking module encourage you to participate at class?

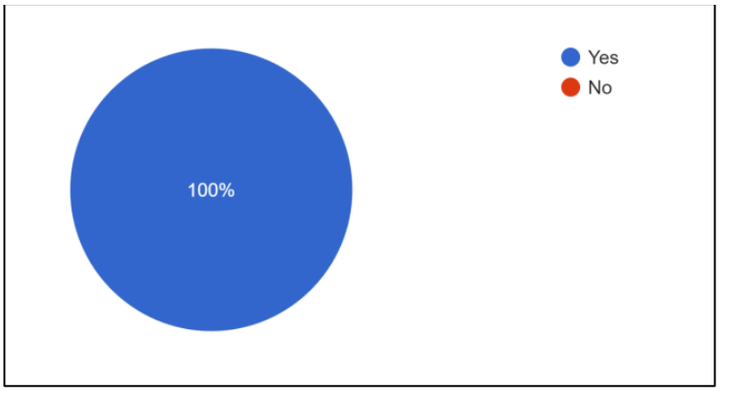
Table 16:

Teacher's encouragement in participating at class:

Teacher's encouragement to participate		Total
Yes	No	
20	0	20

Figure 14:

Teacher's encouragement in participating at class:



Note. The aim of this question is to know whether the teacher encourages the students as much as possible to speak.(20) students who represent (100%) of the sample agree that their teacher has done the targeted job.

Q 15: does your teacher of the speaking module use role play activities at class?

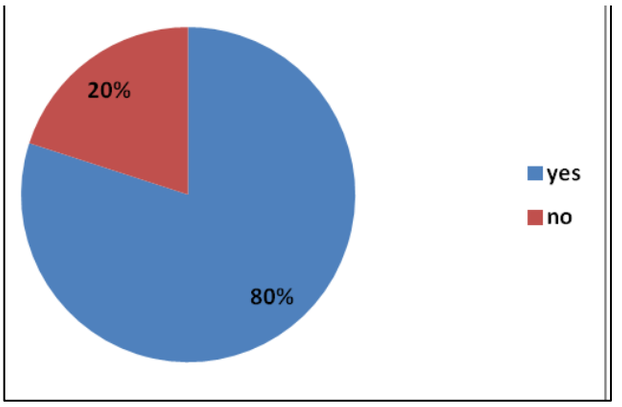
Table 17:

The teacher's use of role play activities at class

Teacher's use of role play activities		Total
Yes	No	20
16	04	

Figure 15:

The teacher's use of role play activities at class:



Note. The results in the table above show that (16) participants go for "yes" to the question "**does your teacher of the speaking module use role play activities at class?**" which represent (80%) of the whole sample. In the other hand, (04) students making up (20%) state that the teacher does not use role play activities at class.

Q 16: does your teacher of the speaking module assign to you the task of presenting your research?

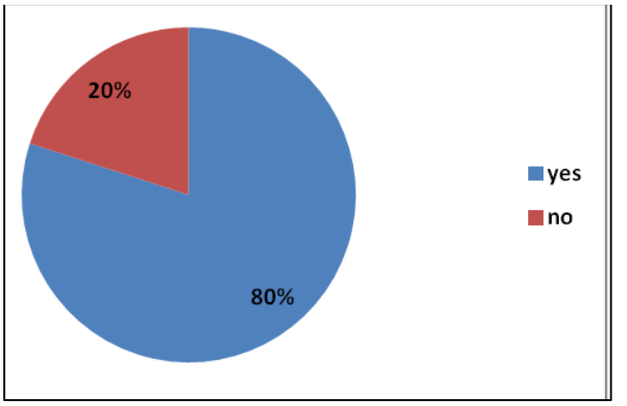
Table 18:

The teacher's assignment for presentations:

Teacher's assignment for presentations		Total
Yes	No	20
16	04	

Figure 16:

The teacher's assignment for presentations:



Note. When asking students whether their teacher of speaking module assign to them the task of presenting their research, (16) of them go for "yes" which constitutes (80%) of the total sample. The other (04) say "no" making up (20%).

Q 17: Speaking skills are learned more effectively if the target language is presented in…

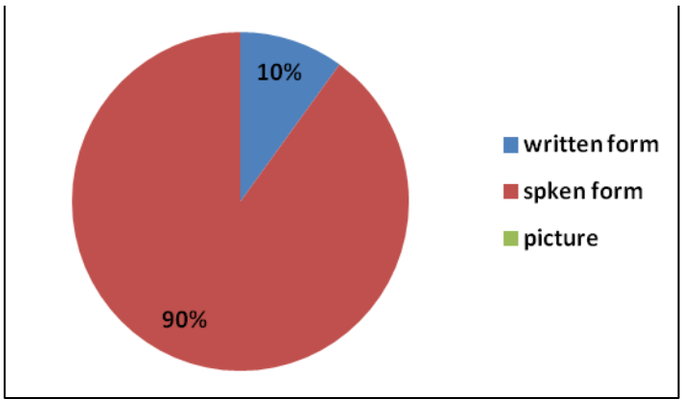
Table 19:

Speaking skills are learned lore effectively through…….

Choices			**Total**
Written form	**Spoken form**	**Picture**	**20**
02	**18**	/	

Figure 17:

Speaking skills are learned more effectively through…….



Note. According to the results shown above, (18) students learn their speaking skills more effectively through spoken form which represent (90%). (02) Students learn through written form making up (10%) of the total sample.

Q 19: Do you prefer learning speaking through…

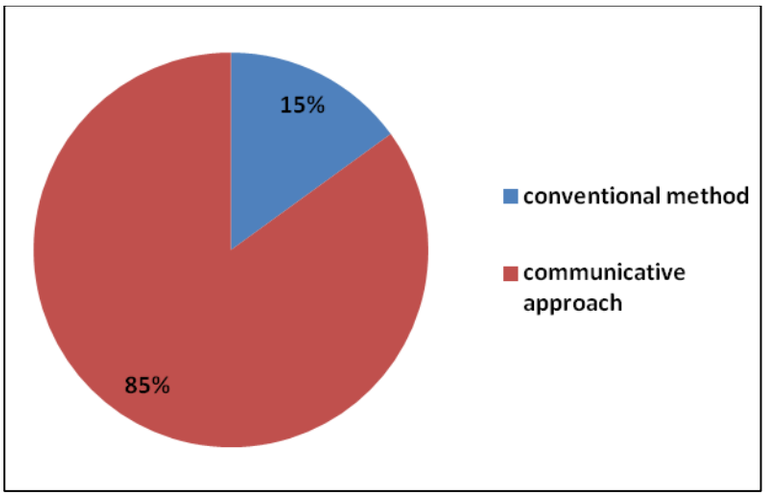
Table 20:

Do you prefer learning speaking through…?

Answers		Total
The conventional method	The communicative approach	20
03	17	

Figure18:

Do you prefer learning speaking through…?



Note. From the data shown above, (17) students prefer learning speaking through communicative approach which represent (85%) of the total sample. (03) Students making up (15%) prefer the conventional method.

Q 20: What is the role of your teacher of speaking during discussions, role play and presentations?

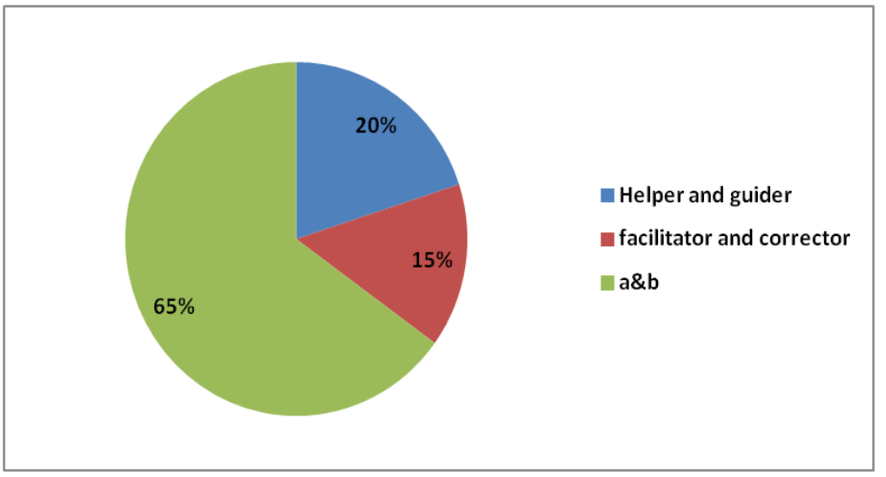
Table 21:

The role of speaking teacher:

Answers			Total
Helper and gaudiness	Facilitator and corrector	a &b	20
04	03	13	

Figure 19:

The role of speaking teacher:



Note. When asking students about the role of their teacher of speaking at class, (04) students say that he is a guider and a helper by representing (20%) of the whole sample. (03) Participants (15%) see the teacher as a facilitator and a corrector. (13) students making up (65%) state the teacher is helper and guider in addition to a facilitator and a corrector.

3.2 Analysis of teachers' interview

Q 01: how long have you been in higher education?

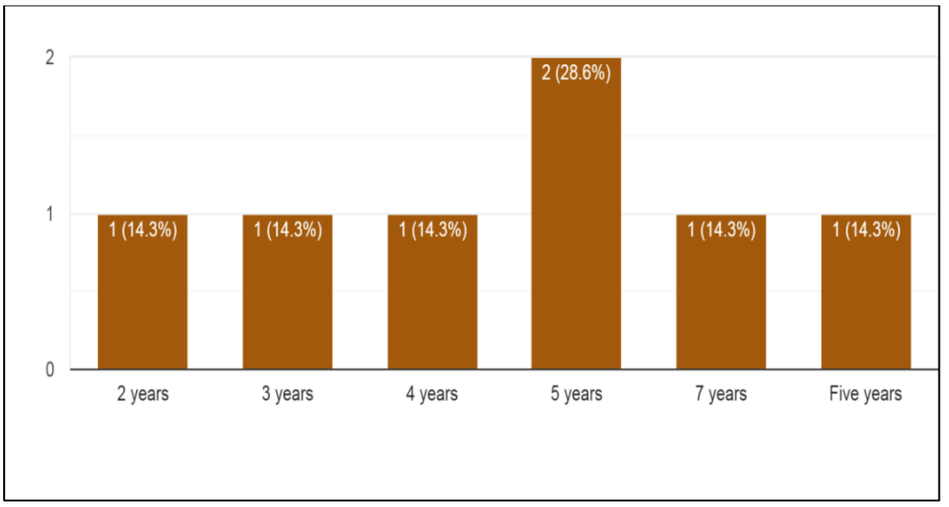
Table 22:

The teachers' experience in higher education.

Years	**02**	**03**	**04**	**05**	**07**	**Total**
Teachers	**01**	**01**	**01**	**03**	**01**	**07**

Figure 20:

The teachers' experience in higher education:



Note. The aim of the above question is to know the teachers' experience in higher education where it shows the teachers' experience is between (02) years to (07) years.

Q 02: do you think that the speaking curriculum you teach is enough to improve the Level of speaking?

Table 23:

The teachers' opinion about the speaking curriculum they teach:

Answers			**Total**
Teachers	**Yes**	**No**	
	03	**04**	**07**

2.1 The reasons behind choosing "no" answer:

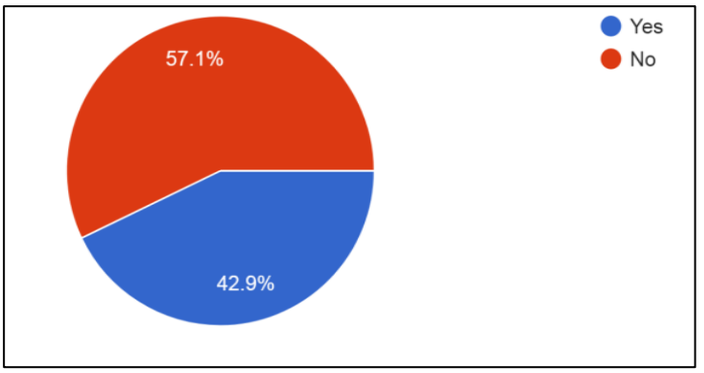
Table 24:

Teachers 'explanations for choosing "no" answer:

Reasons		**Total**
Time limitation	**Personal efforts**	**04**
02	**02**	

Figure 21:

The teachers' opinion about the speaking curriculum they teach.



Note. The table above reveals that (04) teachers who represents (57%) from the total sample do not consider that the curriculum they teach is enough to enhance the students' ability to speak, whereas (03) of them making up (43%) go towards "yes".

Q 03: is speaking an easy task for first year university students?

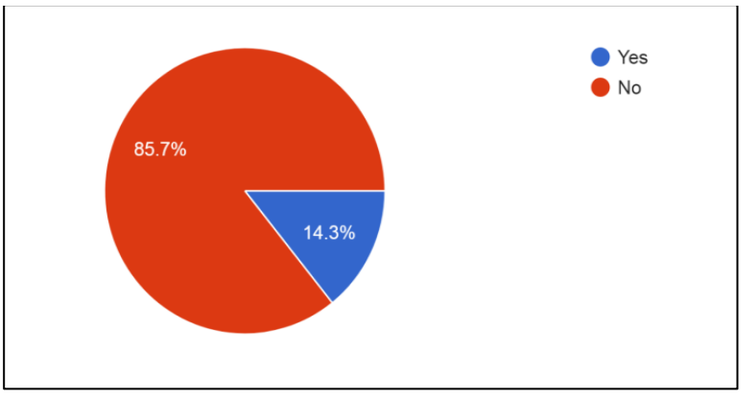
Table 25:

The teachers' opinion about the ease of teaching speaking.

Answers			**Total**
Teachers	**Yes**	**No**	
	01	**06**	**07**

Figure 22:

The teachers' opinion about the ease of teaching speaking:



Note. In the above question, (06) teachers reveals (86%) from the sample see that speaking is not easy to be taught, and go to "no". However, the remaining one who equal (14%) goes to "yes".

Q 04: what are the speaking aspects that your students have problems with?

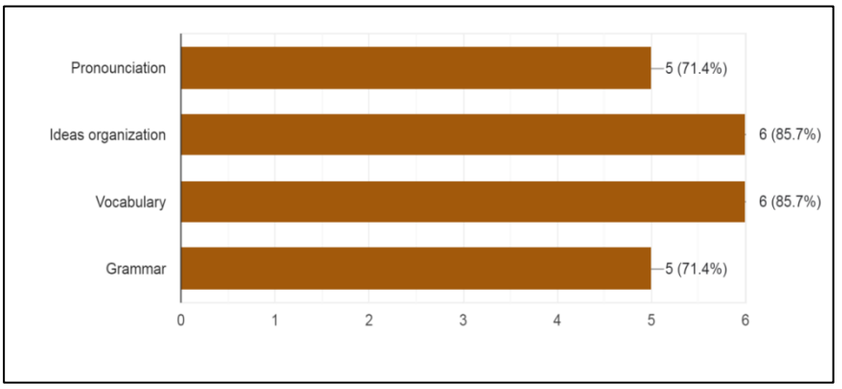
Table 26:

The speaking aspects students have problems with.

The aspects	Pronunciation	Ideas organization	Vocabulary	Grammar
Teachers	**05**	**06**	**06**	**05**

Figure 23:

The speaking aspects students have problems with:



Note. The question aims at knowing the problems of students when they speak. It shows that (05) teachers who constitutes (71%) of the whole sample for both pronunciation and grammar. However, (06) participants making up (86%) go for ideas organization and vocabulary.

Q 05: do you use the communicative approach in teaching speaking?

Table 27:

The use of the communicative approach when teaching speaking.

Answers			Total
Teachers	**Yes**	**No**	
	06	**01**	**07**

5.1 The reasons behind choosing "yes" answer

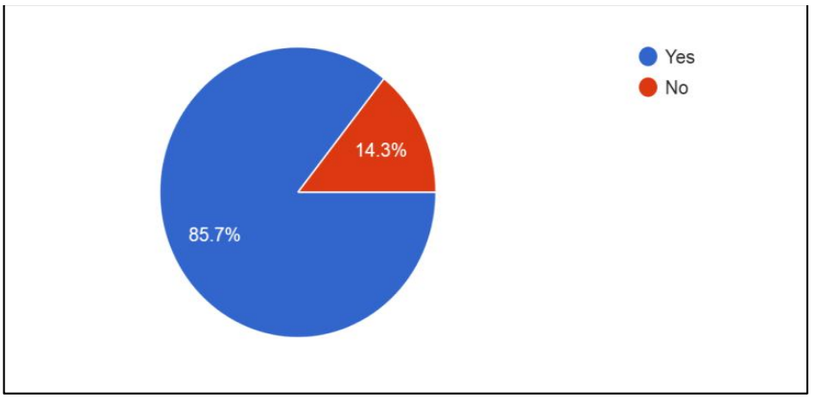
Table 28:

Teachers' reasons for using the communicative approach

Reasons					total
Because it improves vocabulary and pronunciation	**Because the communication is the key**	**Because it shows more acceptance and participation**	**Because it is more learner centered**	**Because it prepares learners for real life situation**	**07**
01	**02**	**01**	**01**	**01**	

Figure 24:

The use of the communicative approach when teaching speaking.



Note. The result in the table above shows that (86%) of the whole sample represents (06) teachers use the communicative approach .However, only one teacher making up (14%) replies by "no".

Q 06: **do you think that making your students participate at class is essential in enhancing speaking skill?**

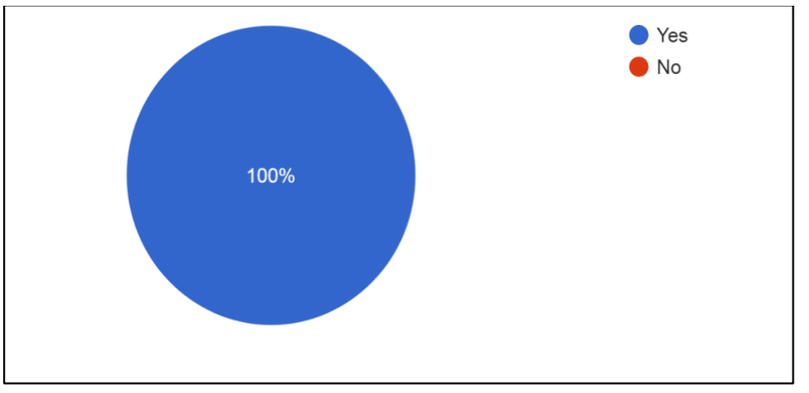
Table 29:

The teachers' opinion on enhancing the speaking skill through participation.

Answers			**Total**
Teachers	**Yes**	**No**	
	07	**/**	**07**

Figure 25:

The teachers' opinion on enhancing the speaking skill through participation.



Note. Concerning participation, all the participants represent (100%) argued that participation is a key to develop the student's ability of speaking.

Q 07: what is the nature of your speaking classes?

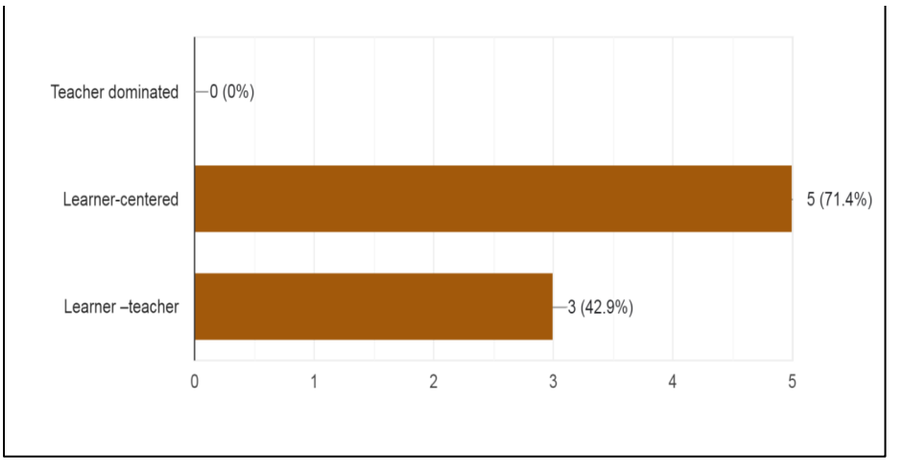
Table 30:

The nature of speaking classes.

Nature	Teacher dominated	Learner-centered	Learner-teacher	Total
Teachers	**/**	**05**	**03**	**08**

Figure 26:

The nature of speaking classes.



Note. The results in the table above show that (71%) from the whole sample which represents (05) teachers see their classes as a teacher-centered. In the other hand, (03) teachers represent (43%) go for learner-centered and no one choose teacher dominated.

Q 08: **do you use discussion in class?**

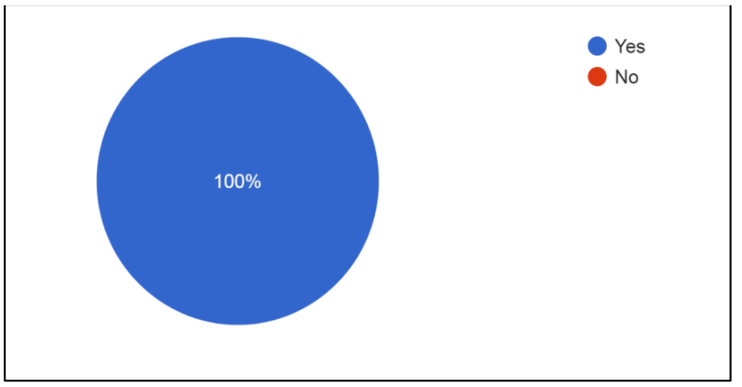
Table 31:

Discussion in class.

Answers			Total
Teachers	**Yes**	**No**	
	07	**00**	**07**

Figure 27:

Discussion in class.



Note. A quick look at the table above which appears that all the participants, the equivalent of (100%) answered with "yes" and argued that discussions are essential in oral classes.

Q 09: **do you encourage your students to participate at class**

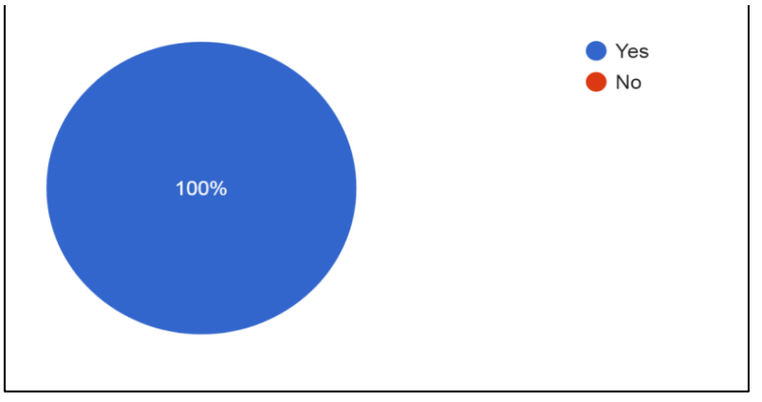
Table 32:

Teacher's encouragement to student's participation in class.

Answers			**Total**
Teachers	**Yes**	**No**	
	07	**00**	**07**

Figure 28:

Teacher's encouragement to student's participation in class.



Note. Through the results mentioned above, it was found that the whole sample equal to (100%) encourage their students to participate in class.

Q 10: **do you use role play activities at class**

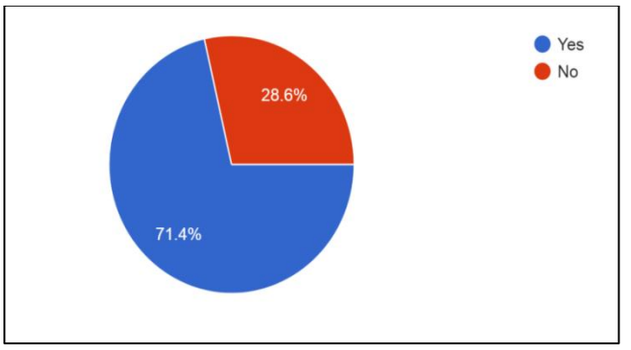
Table 33:

The use of role play activities at class.

Answers			total
Teachers	Yes	No	
	05	02	07

Figure 29:

The use of role play activities at class.



Note. Based on the data results, (05) teachers translated to (71%) use the role play in their classes. While, the remaining two teachers represents (29%) answered by "no".

Q 11: do you assign your students the task of presenting your research?

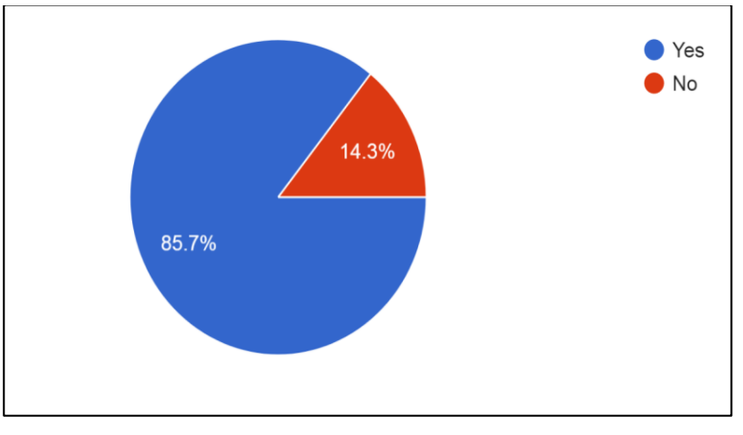
Table 34:

Students' presentations at class.

Answers			Total
Teachers	Yes	No	
	06	01	07

Figure 30:

Students' presentations at class.



Note. The purpose behind asking this question is to know whether the teacher gives his students the opportunity to speak through presentation activity. Only (01) teacher who represents (14%) from the whole population does not use presentations, however, the other (06) making up (86%) using it to teach oral expression.

Q12: To what extent you think that the Communicative Approach is effective in enhancing the speaking skills?

All teachers (100%) agreed that communicative approach is highly effective in enhancing speaking skills because it emphasises on fluency rather than grammar, it provides interaction and communication between learners to help them engage in real life situations.

Conclusion:

As a conclusion for this chapter, the obtained data show that the communicative approach has a positive impact in enhancing students speaking abilities. The analysis of the students' questionnaire and teacher's interview displays that **CA** has a great effectiveness on students' oral performance, because it encourages them to speak without shyness and fear and put them in a comfortable atmosphere.

CHAPTER FOUR:

GENERAL DESCUSSION, FINDINGS AND IMPLICATIONS

Introduction:

This chapter represents a general discussion of the results that is divided into two sections. The first section is concerned with a deeply discussion of the students' questionnaire, in addition to presenting its findings. On the other hand, the second section is about the teacher interview's discussion and the findings. In addition to the study's implications.

4.1. Students Questionnaire:

4.1.1. Discussion:

The questionnaire provides valuable insights into various aspects related to the speaking module and students' attitudes towards speaking skills. Firstly, it is evident that the majority of participants in the sample are female, comprising 85% of the respondents, while males account for the remaining 15%. This gender distribution should be taken into account when analyzing the data and drawing conclusions.

The results shed light on the educational background of the participants, as the largest group of students graduated from the foreign languages branch, representing 50% of the sample. This suggests that a significant number of students may have previous exposure to language learning, potentially influencing their proficiency and attitudes towards speaking.

The data further reveals that students started learning English at different ages, with the most common starting age being 11 years (25%), followed by 12 and 14 years (both 20%). These findings provide insights into the participants' language learning backgrounds and highlight the potential impact of early or late language learning on their speaking skills.

The duration of English learning varies among the students, with the majority (55%) having learned for 8 years, while smaller percentages have been learning for 11 years (20%) and 14 years (25%). These findings indicate that the students have varying levels of exposure and experience with the English language, which may influence their speaking proficiency.

An encouraging finding is that a high percentage of students (90%) find the speaking module interesting, reflecting a positive attitude towards developing their speaking skills. This positive perception is likely to contribute to their motivation and active engagement in speaking activities.

When it comes to participation in discussions, the majority of students (75%) actively participate, while a smaller percentage (25%) do not. Reasons for participation or non-participation include a desire to improve English, express opinions, gain confidence, shyness,

and not feeling proficient in speaking. These factors play a crucial role in shaping the level of engagement and contribution during speaking activities.

Students' perspectives on good speaking reveal that they prioritize good ideas, correct pronunciation, correct grammar, and precise vocabulary. Some students also mention practicing with native speakers, making mistakes, and speaking fluently as important aspects. These insights provide an understanding of the students' criteria for effective oral communication.

Another noteworthy finding is that students tend to make changes in content organization, vocabulary, grammar, and pronunciation when repeating their spoken language. This indicates their awareness of areas that require improvement and their active efforts to enhance their speaking skills.

Fluency is considered the most important principle in speaking by a significant majority of students (60%), while a smaller percentage (30%) view it as complementary. Only a few students (10%) do not consider fluency important. This highlights the significance of fluency in speaking skill development and the students' recognition of its importance.

The questionnaire results reveal that classroom activities in the speaking module primarily focus on communicative competence (90%), emphasizing real-life communication and interaction to enhance speaking skills.

The role of the speaking module teacher is perceived differently by students, with some seeing the teacher as a guide and helper (20%), while others view them as a facilitator and corrector (15%). The majority of students (65%) perceive the teacher as fulfilling multiple roles, including guiding, helping, facilitating, and correcting. This indicates the diverse expectations students have of their teachers and underscores the multifaceted nature of the teacher's role.

Students unanimously agree that their speaking module teacher utilizes discussions in class, with the majority (80%) also reporting the use of role play activities. Similarly, most students (80%) indicate that their teacher assigns them the task of presenting their research. These findings demonstrate the prevalence of these activities in the speaking module and highlight their importance in developing students' speaking skills.

Regarding learning preferences, the majority of students (85%) prefer the communicative approach, which emphasizes real-life communication

And interaction. This preference reflects their recognition of the value of authentic communication and meaningful interaction in language learning. However, a small percentage

(15%) still prefers the conventional method, indicating a diversity in learning preferences among the students.

The majority of students (90%) find that speaking skills are learned more effectively when the target language is presented in spoken form, emphasizing the importance of oral practice. This aligns with the communicative nature of speaking, which requires real-time interaction and verbal communication. However, a small percentage (10%) of students believe that written form is more effective, suggesting the potential benefits of incorporating written activities alongside oral practice to cater to diverse learning preferences.

Role play activities are widely utilized by speaking module teachers, as reported by the majority of students (80%). These activities allow students to simulate real-life scenarios and practice their communication skills in a dynamic and engaging manner. By engaging in role play, students can develop their ability to express themselves fluently and confidently.

The task of presenting research is assigned to the majority of students (80%) by their speaking module teachers. This assignment indicates the teachers' recognition of the importance of developing students' oral expression and providing them with opportunities to showcase their speaking abilities. Presentations require students to organize their thoughts, present information coherently, and deliver their ideas effectively, contributing to the enhancement of their speaking skills.

The questionnaire also reveals that students perceive their speaking teacher as a guide, helper, facilitator, and corrector. This multifaceted role underscores the various ways in which the teacher supports and enhances students' speaking skills. By assuming these different roles, the teacher plays a vital part in fostering a positive and effective learning environment, where students can develop their speaking abilities with guidance and support.

Overall, the questionnaire provides valuable insights into various aspects related to students' experiences, attitudes, and preferences regarding the speaking module. It reveals that students have a positive interest in speaking, actively participate in discussions, and perceive good ideas, pronunciation, grammar, and vocabulary as important components of good speaking. The results also indicate the significance of fluency and the use of communicative activities in the classroom. Additionally, the students recognize the role of the teacher as a guide, helper, facilitator, and corrector in supporting their speaking development.

These findings can be used to inform teaching strategies, curriculum design, and classroom activities that aim to enhance students' speaking skills. Teachers can focus on providing

opportunities for practice, promoting active participation, and creating a supportive and communicative learning environment. Furthermore, considering the diversity of students' backgrounds and learning preferences can help tailor instruction to meet their individual needs and maximize their language learning outcomes.

4.1.2. Findings:

The study included a sample of students, where females were more than males by (85%) and (15%), and this difference is because of the large number of girls over boys in the English section. Regarding the secondary school they graduated from, it shows the majority of them reveal (50%) were studying foreign languages, whereas (30%) of them were letters and philosophy. However, the remaining (20%) were divided equally between technical math and science branches (10%) for each one.

Students reported varying ages at which they started learning English, with most starting between the ages of 10 and 11. The duration of English learning varied, with the majority (55%) studying for 8 years, while others had different lengths of experience ranging from 11 to 14 years.

According to (90%) of the students, speaking is an interesting module and shows a positive attitude towards improving their oral performance. Moreover, (75%) show their interest in class discussions and participate. However, only few students translated to (25%) reported non-participation.

When asked what they thought about a good speaking, students emphasized the importance of good ideas (80%), correct pronunciation (75%), correct grammar (60%), and accurate vocabulary (35%). Some students also mentioned that good speaking involved practicing with native speakers (50%), making mistakes (12%), and fluency (38%).

Students make changes when they repeat their spoken words in content organization and vocabulary (65%for each one of them), then grammar by (55%) and the last one is pronunciation by (50%). Regarding fluency (60%) of the students see that fluency is an important principle when learning English, while only (10%) do not find it that important.

The teaching activities of the speaking module focus mainly on communicative competence (90%), with less emphasis on grammatical competence (10%) and no focus on linguistic competence. Students reported that their speaking teacher was not the sole speaker in class (95%) and used discussions (100%) as a teaching tool.

The number of students (100%) argued that the teacher of speaking encourages them to participate at class and (80%) for both of role play and presentation. Speaking skill is more effective when using spoken form (90%) rather than written form (10%).

The majority of students revealed (85%) preferred the communicative approach when learning speaking, focusing on the importance of interaction in class. Regarding the teachers' role at class, students perceive him as a helper, facilitator, corrector and guider, in addition to supporting them to develop their speaking skills.

These findings provide valuable insights into students' perspectives, preferences, and experiences related to the speaking module. They can inform teaching strategies, curriculum development, and instructional approaches to effectively promote students' speaking proficiency and create a positive learning environment.

4.2. The Teachers' Interview:

4.2.1. Discussion:

Numerous questions were asked as a part of the interview to collect data about the teachers' perspectives and practices on teaching speaking skills in higher education. The first question seeks to identify the teachers' experience in higher education. The answers show that the teachers' experience is from 2 to 7 years, indicating that they came from a variety of backgrounds.

Moving on, the second question asked whether the teachers found that the speaking curriculum they teach is sufficient for improving students' speaking abilities. Captivatingly, the majority of teachers (57%) said that they do not believe the curriculum is not enough. However, 43% of the teachers held the opinion that the curriculum is indeed adequate.

The third question examined whether first year students perceived speaking as an easy task. A significant majority of 86% of the teachers responded that speaking is not an easy task in classroom, demonstrating the complexities involved in developing oral communication skills. In contrast, 14% of the teachers thought that it was an easy task for new students.

The next question delved into the specific speaking areas in which students are having difficulties. The results indicated that a significant proportion of teachers (71%) observed their students struggling with both pronunciation and grammar. Additionally, 86% of the participants reported that students faced challenges related to organizing ideas and using vocabulary.

The fifth question focused on the teaching methods used by teachers in oral English teaching. An overwhelming majority of 86% of the teachers reported using the communicative approach, emphasizing on its popularity as an effective method for teaching oral communication. Conversely, 14% of the teachers did not use the communicative approach in their classes.

With regard to students' engagement, the sixth question sought to assess its significance in enhancing speaking skills. Interestingly, all participants (100%) agreed that student participation is crucial to develop speaking skills. This unanimous emphasizes the value placed on active engagement and involvement in oral classes.

Question seven examined the nature of speaking classes. Teachers can choose to classify their classes as teacher-centered, learner-centered, or teacher-dominated. The majority of the teachers (71%) considered their speaking classes as teacher-centered, suggesting that the teachers play an important role in guiding and leading the speaking activities. In contrast, 43% of the teachers found that their classes to be learner-centered, with students taking a more active role in the learning process. None of the teachers selected teacher-dominated as the nature of their speaking classes.

The eighth question investigated the use of discussions in oral classes. Notably, all participants (100%) confirmed that they incorporate discussions in their classes, highlighting the importance of this activity in enhancing speaking skills. The consensus agreement further underscores the recognized value of discussions as a means to foster oral expression.

Inquiring about student participation, the ninth question aimed to understand whether teachers encourage their students to participate in class. The results revealed that all teachers (100%) actively encourage their students to participate, indicating the significance attributed to active involvement and engagement in the learning process.

The use of role-play activities was explored in the tenth question. The findings showed that 71% of the teachers incorporate role-play activities in their classes, while 29% do not utilize this method in their teaching. This indicates the diversity of instructional strategies employed by teachers in enhancing speaking skills.

The eleventh question focused on whether teachers assign their students the task of presenting their research. The results indicated that 86% of the teachers utilize research presentations as a way to teach oral expression, while 14% do not assign such tasks to their students. This demonstrates the popularity of research presentations as an effective approach to develop oral communication skills.

Finally, the twelfth question aimed to assess the teachers' perception of the effectiveness of the Communicative Approach in enhancing speaking skills. Encouragingly, all teachers (100%) agreed that the Communicative Approach is highly effective in enhancing speaking skills. They emphasized that this approach prioritizes fluency over grammar, facilitates interaction and communication among learners, and enables engagement in real-life situations. The unanimous agreement among the teachers underscores the widely recognized effectiveness of the Communicative Approach as a valuable methodology for developing oral communication proficiency.

Overall, the interview discussions provided valuable insights into various aspects of teaching speaking skills in higher education. The teachers' experience in higher education varied, and the majority expressed concerns about the adequacy of the speaking curriculum. Speaking was acknowledged as a challenging task for first-year university students, with difficulties identified in pronunciation, grammar, organization of ideas, and vocabulary usage.

The use of the communicative approach was prevalent among the teachers, aligning with its acknowledged effectiveness in fostering speaking skills. The significance of student participation in class was universally recognized, highlighting the active role students play in their own language development. The nature of speaking classes was mainly perceived as teacher-centered, although a considerable proportion of teachers considered their classes to be learner-centered.

Discussions and role-play activities were commonly employed by the teachers to promote speaking skills, along with research presentations as a way to enhance oral expression. The teachers unanimously agreed on the effectiveness of the Communicative Approach, emphasizing its focus on fluency, interaction, and real-life communication.

These findings provide valuable insights for curriculum development, instructional strategies, and teacher training in the field of teaching speaking skills in higher education. By considering the perspectives and practices of teachers, educators can further enhance their approaches to effectively nurture and develop students' oral communication abilities in academic settings.

4.2.2. Findings:

The results of the interview provide valuable insights into the current state of teaching speaking skills in universities. It is clear that the speaking curriculum alone is not enough by the teachers, pointing to the need for potential improvements or additional materials to fill the gap. Most teachers recognize the challenges new students face students in developing their speaking abilities, emphasizing the importance of effective teaching methods and strategies.

Teachers identify pronunciation, grammar, ideas organization, and vocabulary as the fundamental aspects where students had obstacles when speaking. This information can serve as a guide for lesson planning and can help teachers tailor their lessons to address these specific difficulties. The popularity of the communicative approach, utilized by 86% of the teachers, underlines its effectiveness in promoting real-life communication and fluency.

Furthermore, the participants agreed that student's participation plays a crucial in improving speaking skill. This highlights the importance of creating an engaging and interactive learning environment that encourages students to actively participate in class discussions and activities, thereby fostering their confidence and fluency.

Interestingly, the distribution of teachers' perspectives reveals a slight preference for teacher-centered approaches over learner-centered approaches. This indicates a potential area for further exploration and reflection to introduce more learner-centered strategies to engage students actively in the learning process.

The interview also highlights the significance of discussions and role-play activities in the oral classes, which all participants felt where valuable tools to facilitate communication and providing opportunities for students to practice their speaking skills in a supportive setting. Additionally, the high percentage of teachers assigned research report to students suggesting an appreciation for reports as a way of developing oral presentation skills and promoting effective communication.

To sum up, the interview findings highlighted the importance of effective teaching methodologies, students' engagement, and addressing specific challenges in enhancing speaking proficiency in higher education. These insights can guide curriculum development, instructional planning, and teaching strategies, ultimately improving the overall speaking abilities of students.

4.3. Implications:

CA has positive implications for enhancing the speaking ability of **L1 EFL** students at **YFU**. They are raised at:

1- CA helps in improving the language teaching methodology, and adopts new ones, to raise the teaching and learning process.
2- The implementation of CA in speaking classes helps teachers to evaluate their curricular, and search about the best way to develop it if they are not satisfied.
3- The current study leads EFL teachers to adopt more developed and effective language practices and activities. As well as, helps students to enhance their abilities in oral performance to become good speakers.

4- It encourages students to speak freely, and prepares them to encounter real life situations in the future.

5- It helps at promoting the communicative competence of students, as well as, leds them to achieve fluency of English speaking.

4.4. Further Suggestions:

On this basis, it is preferable to put these suggestions for both teachers and students.

- Teachers should always be aware and analyze their students' personalities, and try to build that connection between them and their learners, in addition to observe what problems they face in order to find the appropriate solutions.
- Teachers should also adopt all the techniques needed to enhance the speaking ability of EFL learners, especially the passive ones by giving them the opportunities to be active in order to get rid of their fears and shyness.
- Both teachers and students must search more on internet because it provides new techniques, they may the latest methods to teach this latter.

Conclusion:

In short, the above chapter has provided an in-depth discussion of how CA affects positively the learners' ability to speak. The findings indicate that the CA is hardly used in speaking classes, and in which the students interact positively with its techniques. Therefore, their abilities and performances will be gradually enhanced.

GENERAL CONCLUSION

The present work examines the effectiveness of communicative approach in enhancing first year English students 'oral performance at YFU in order to provide answers for the main research questions, this thesis is divided into four chapters.

Started by chapter one which consists of some concepts related to CA, followed by some previous studies concerning enhancing student's abilities in speaking through CLT.

Subsequently. The second chapter is about the methodology that is conducted in the research. Mixed approach has been selected. The used instruments are: Questionnaire for students and interview for teachers.

The analysis of both questionnaire and interview were mentioned in the third chapter, this analysis contained the full description of them. By providing tabled and figures. This thesis was concluded by the fourth chapter which describes the findings and discussions of the data results, these findings provide evidence to support and validate our research hypotheses which are:

1/If teachers use CA/CLT to teach the speaking skill, students will achieve their speaking performance.

2/All techniques used in CA/CLT are useful and lead to achieve fluency in speaking.

Therefore, several advantages have been revealed through the usage of CA to learners, firstly, it provides a learner-centered environment which helps students to be active in their classrooms. Secondly, students will be more confidence to carry a real conversation and a real communication in actual situations. Thirdly, by using the techniques related to communicative approach learners will develop their critical thinking and problem-solving skills.

Last but not least, our hypotheses are validated and it is proved that CA is a powerful approach that contributes significantly to the development of oral proficiency and overall language acquisition.

Finally, we hope that our study benefits other researchers and remains as a charitable deed on us.

LIST OF REFERENCES

Al Hosni, S. (2014). Speaking Difficulties Encountered by Young EFL Learners. *International Journal on Studies in English Language and Literature (IJSELL), 2(6), 22-30*

Al Twairish, B. N. (2009). *The Effect of Communicative Approach on the Listening and Speaking Skills of Saudi Secondary School Students: An Experimental Study*. (Master Thesis, King Saud University). Retrieved from. https://www.yumpu.com/en/document/view/44037229/

Arhamni, N. (2020). *Increasing the Students' Speaking Ability Through Communicative Approach (a pre-experimental at the eleventh grade students SMA Negeri 19 Gowa) (MasterThesis, Muhhamadiah University)*

Baker, J., & Westrup, H. (2003). *Essential speaking skills*. London: Voluntary Service Overseas.

Brown, H. D. (2000). *Teaching by Principles: An Interactive Approach to Language Pedagogy*. (2nd Ed.). San Francisco: Pearson Education.

Brown, H. D. 2001. *Teaching by Principles.* (2nd Ed.). London: Addition Wesley Longman

Brown, H. D. (2007). *Principles of Language Learning and Teaching.* San Francisco: Pearson Longman.

Brown, H. D., & Lee, H. (2015). *Teaching by Principles: An Interactive Approach to Language Pedagogy*. (4th Ed.). San Francisco: Pearson Education.

Cambridge University Press ELT. (2012, April 30). *Jack C. Richards on Communicative Competence-Part 1of 2* [video] . YouTube. https://youtu.be/SwMii_YtEOw

Chanstain, K. (1988). *Developing Second Language Skills: Theory and Practice* (3rd Ed.). Florida: Harcourt Brace Jovanovich.(Communicative Language Teaching to Enhance Speaking Skills in B1.1 Level)

Demirezen, M. (2011). The Foundation of the Communicative Approach and Three of its Applications. *Journal of Language and Linguistic Studies,* 7(1), 57-71.

Færch, C. and Kasper, G (1983) *Plans and strategies in foreign language communication. In C.* Færch and G. Kasper (eds.) *Strategies in Interlanguage Communication*. [C]. Harlow,UK: Longman Færch, C. and Kasper, G (1984) *Two ways of defining communication strategies*, Language Learning 34/1: 45-63

Harris, D. *Testing English as a Second Language.* New York: Mc. Hill Book Company.

Harmer, J. (2001). *The Practice of English Language Teaching*. (3rd Ed.). UK: Pearson Longman.

Jin, G. (2008). Application of Communicative Approach in College English Teaching. *Asian Social Science, 4 (4),* 81-85.

Kiessling, C. & Fabry, G. (2021). What is Communicative Competence and how can it be Acquired. *GMS Journal for Medical Education*, 38 (3). Derived from https://www.ncbi.nlm.nih.gov/pmc/articles/PMC7994879/

Kurniati, Azlina K., et al. *A study on the speaking Ability of the Second Year Students of Smk Telkom Pekanbaru.* Jurnal Online Mahasiswa Fakultas Keguruan dan Ilmu Pendidikan Universitas Riau, vol. 2, no. 2, Octo. 2015, pp.

Larson, D. & Freeman, (2000). *Techniques and Principles in Language Teaching.* UK: Oxford University Press.

Mackey, A., & Gass, S. M. (2005). Second Language Research: Methodology and Design. Erlbaum. London.

McCombes, S. (2022). Descriptive Research/ Definition, types, Methods &Examples. *Scribbr.* Retrieved from http://www.scribbr.com/methodology/descriptive-researh/

Mennaai, S. (2013). *Developing the Students' Speaking Skills Through Communicative Language Teaching, a Case Study of second year LMD students of English at Mohamed khieder Biskra University* (Master Thesis, Biskra University).

RAO,S. P. (2019). The Importance of Speaking Skills in English Classrooms. *Alford Council of International English & Literature Journal (ACIELJ), 2(02).* 06 -18.

Richards, J. S. (2006). *Communicative Language Teaching Today*. UK: Cambridge University Press.

Sauvignon, S. J. (2002). *Interpreting Communicative Language Teaching- Contexts and Concerns in Teaching Education*. London: Yale University Press.

Shastri, P. D. (2010). *Communicative Approach to the Teaching of English as a Second Language.* Mumbai: SNDT Women's University.

Streefkerk, R. (2023). Qualitative Vs Quantitative Research / Differences, Examples& Methods. *Scribbr*. from https://www.scribbr.com/methodology/qualitative-quantitative-research/

Tarigan, H., G. (1990). *Prinsip-prinsip Dasar Metode Riset Pengajaran dan Pembelajaran Bahasa.* Bandung: Angkasa

Ur, P. (1996). *A Course in Language Teaching- Practice of theory.* UK: Cambridge University Press.

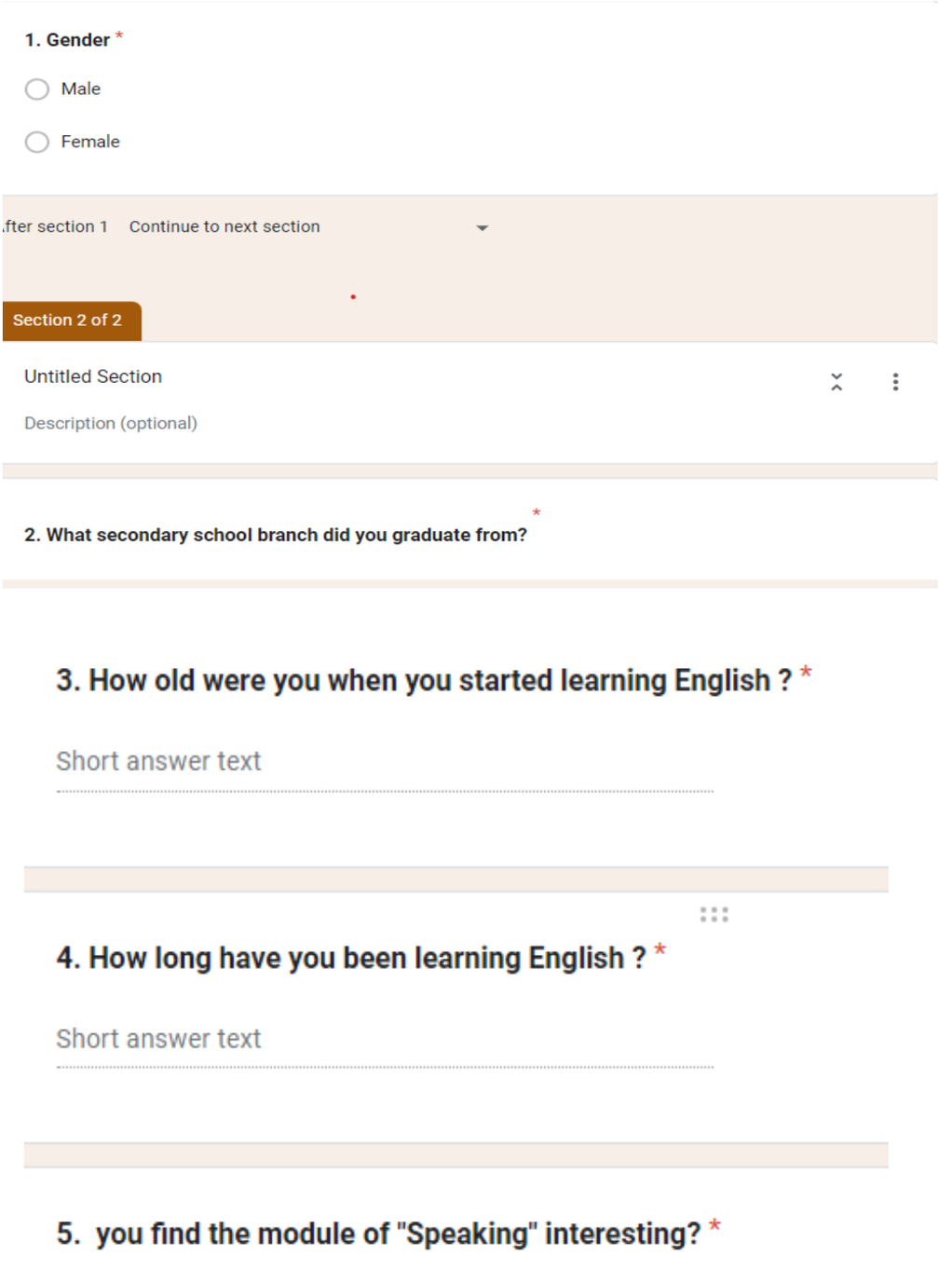
Thornbury, S. (2005). *How to teach speaking (1st ed.).* Pearson.

Zhang, S.(2009). The Role of Input, Interaction and output in the Development of Oral Fluency. *English Language Teaching*, 2(6), 91-99.

APPENDECIES

APPENDIX 01:

A questionnaire submitted to first year English students at Yahia Fares University (as a google form):



6. Do you participate in the discussions at class? *

- ○ Yes
- ○ No

Explain why ? *

Long answer text

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

- ☐ Correct Pronunciation
- ☐ Correct Grammar
- ☐ Good ideas
- ☐ Precise vocabulary
- ☐ Other...

If other explain. *

Short answer text

8. When you repeat what you have already spoken, do you make changes concerning: *

(you can choose more than one answer)

- [ ] Content organization
- [ ] Vocabulary
- [ ] Grammar
- [ ] Pronunciation

9. Classroom activities in the speaking module focus on : *

- ○ Communicative competence
- ○ Grammatical competence
- ○ Linguistic competence

10. Fluency for you is considered : *

- ○ Complementary principle
- ○ Not important principle
- ○ Fluency is more important

11. Does your teacher of the speaking module encourage you to participate at class? *

- ○ Yes
- ○ No

12. Is your teacher of the speaking module is the only one who speaks at class? *

- ○ Yes
- ○ No

13. Does your teacher of the speaking module use discussions at class? *

- Yes
- No

14. Does your teacher of the speaking module use role play activities at class? *

- Yes
- No

15. Does your teacher of the speaking module assign to you the task of presenting your research? *

- Yes
- No

16. Does your teacher of the speaking module assign to you the task of presenting your research? *

- ○ Yes
- ○ No

17. Speaking skills are learned more effectively if the target language is presented in : *

- ○ Written form
- ○ Spoken form
- ○ Picture

18. Do you prefer learning speaking through ...

- ○ The conventional method
- ○ The communicative Approach

19. What is the role of your teacher of speaking during discussions, role play and presentations:

- ○ Helper and gaudiness
- ○ Facilitates discussion and correction errors
- ○ a & b
- ○ Add option or add "Other"

Appendix 02:

An interview submitted to speaking module's teachers at Yahia Fares University (as a google form):

1. How long have you been in higher education? *

Short answer text

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

Long answer text

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

- ○ Yes
- ○ No

If no, explain why? *

Long answer text

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

- ○ Yes
- ○ No

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

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

6. Do you use the Communicative Approach in teaching speaking? *

- ( ) Yes
- ( ) No

If yes, please, explain the reasons for choosing this method. *

Long answer text

7. Do you think that making your participate at class is essential in enhancing speaking skills? *

- ( ) Yes
- ( ) No

8. What is the nature of your speaking classes? *

- [ ] Teacher dominated
- [ ] Learner-centered
- [ ] Learner –teacher

9. Do you use discussions at class? *

- ( ) Yes
- ( ) No

10. Do you encourage your students to participate at class? *

- ( ) Yes
- ( ) No

11. Do you use role play activities at class? *

- ( ) Yes
- ( ) No

12. Do you assign to your students the task of presenting your research? *

- ( ) Yes
- ( ) No

13. To what extent you think that the Communicative Approach is effective in enhancing the speaking skills?

Long answer text