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Techniques for Teaching the Speaking Skill in
Secondary 2 English Specialization

A Thesis Submitted in Partial Fulfillment of the
Requirements for the Degree of Master of Arts in
Applied Linguistics

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Abstract

This study aims to investigate the effectiveness of using the communicative activities in teaching the skill of speaking in Secondary 2 English Specialization.

It also aims to study the teaching of speaking skill by outlining the recent development and highlighting the most important issues related to teaching the skill of speaking. It discusses the most common problems in the teaching of speaking activities commonly performed, and materials usually used in teaching English as a foreign language (EFL).

The study investigates the activities and approaches that teachers may utilize in order to teach the skill of speaking successfully.

In order to reach the aims of this study, data were collected through adopting two methodologies; observation checklists and teachers questionnaire.

The researcher attended a number of speaking classes in order to observe what were going on. The researcher observed the teacher and students while carrying out the activities. The questionnaire was used to determine the teacher's attitude towards teaching the skill of speaking in order to see things from a different perspective and enhance the opportunity to find more validity data.

This study contains five chapters. Chapter one introduces the background to the study. Chapter two includes issues related to language skills in general and the speaking skill in particular. Chapter three presents the ways in which the skill of speaking can be taught and learnt. This chapter mainly deals with the techniques of teaching the skill of speaking. Chapter four outlines data collected, methodology, and data analysis. Finally, chapter five presents the conclusion, findings, and recommendations.

Based on data, the study has come to the conclusion that the poor techniques that the teachers utilize in the speaking class led to obstruct the students progress in practicing and learning the skill of speaking.

Based on the review, the research provides some recommendations on what teachers of EFL speaking should do in order to achieve a higher quality and to improve the speaking skill of Libyan learners.

DEDICATION

TO THE MEMORY OF MY LATE MOTHER

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Chapter One

Background to the Study

1.1 Introduction

Language plays a crucial role in human interactions with each other. A lot of scientists define language as a communication among human beings that is characterized by the use of arbitrary spoken or written symbols with agreed upon meaning. More broadly, language may be defined as communication in general. Cook (1991:1) sees the language at the center of human life because we use language to express ourselves; via language others could see us; language is the vehicle that culture, knowledge and science can be transmitted. Cook (Ibid) states that: " it is one of the most important ways of expressing our love or our hatred for people; it is vital to achieving many of our goals and our careers; it is a source of artistic satisfaction or simple pleasure".

Nowadays it is not strange to say that the ability to speak at least one foreign language is a necessity. Nunan (1999:71) points out that:

Language is arguably the defining characteristic of the human species and knowledge of language in general, as well as ability to use one's first and, at least one other language, should be one of the defining characteristics of the educated individual.

Currently, many people share the belief that English is the most important language on earth. It is certainly true because societies need to be equipped with people who can communicate effectively with others, whether it is on the personal front, or at work. In fact, English language is the one commonly used language; English is spoken in more parts of the

world than any other language and by more people than any other language.

Different countries with a non-English language as their mode of communication put up English language at school to develop the communication ability of their citizens. People's needs to learn English vary from one to one. Some want to learn English because they have it as a part of school curriculum; others because they want to be able to communicate with their peers in business; others want to travel abroad, among many other reasons. One can say that English is a very important means in improving the situation of the country, whether educationally, economically or politically. Harmer (2001:1) states that: "English seems to be one of the main languages of international communication, and even people who are not speakers of English often know words". It is also noticed that the majority of world English speakers use English as a second or third language or even a foreign language.

English occupies a significant role all over the world because it may be the official language in a multilingualism country or because it serves as an international Lingua Franca. Harmer (Ibid) defines Lingua Franca as:

A language widely adopted for communication between two speakers whose native languages are different from each other's and where one or both speakers are using it as a 'second language'.

Among people in general, there is a remarkable amount of interest to be able to speak in English, and to speak well. It is obvious that the number of people who attend English classes has increased and learners will be most satisfied if they could communicate in English orally. Proficiency in other language skills does not seem to be so much their concern.

Speaking is one of the important and essential skills that must be practiced to communicate orally. People who have ability in speaking will be better in sending and receiving information or messages to another people. McDonough and Shaw (2003:133) state that:

With the recent growth of English as an international language of communication, there is clearly a need for many learners to speak and interact in a multiplicity of situations through language.

Generally speaking, Out of language four skills, speaking is considered as the most essential skill to be mastered. Speaking is an essential tool for communication. Oral language is a powerful learning tool which form a foundation for all language development. Through speaking, students learn and develop vocabulary, and perceive the structure of the English language which is the essential components of learning.

Speaking is the process of building and sharing meaning through the use of verbal and non verbal symbol in various contexts. By mastering the speaking skill, learners can carry out conversation with others, give ideas and exchange the information with people. In addition, learners often evaluate their success in language learning on the basis of how they have improved in their spoken language proficiency. In this context ,Ur (1996:120) states that:

Of all the four skills (listening, speaking, reading and writing), speaking seems intuitively the most important: people who know a language are referred to as 'speakers' of that language, as if speaking include all other kinds of knowing; and many if not most foreign language learners are primarily interested in learning to speak.

However, learning to communicate in another language takes a long time. It is one of the most challenging tasks learners and teachers are likely to

undertake. Although different scholars have agreed upon the fact that languages are learned in order to make people communicate with others, one can notice that in most foreign language classes, teachers focus on teaching grammar and reading; teachers sometimes ignore the other skills completely; learners find themselves have a lot of knowledge and information about a language that they learn but they have no idea how to use them to communicate. Corder (cited in Byrne, 1969:13) states that language is not knowledge, but a set of skills. The teaching of it, therefore, must be different from the teaching of a 'content subject'

The most important aim of language teaching is to improve the learners' communicative competence so that they can use the language adequately in different situations. Kara (1992:61) states that communicative competence can be a suitable goal at second language learning. She (Ibid) adds that language learning must include the mastery of forms as they function in communication, Her view is based on the fact that language is used for communication.

Ellis (1994:696) sees communicative competence as the knowledge that users of language have internalized to enable them to understand and produce messages in the language. Richards (2008:3) differentiates between two types of competence; grammatical competence and communicative competence. He (Ibid) states that grammatical competence refers to the knowledge we have of a language that accounts for our ability to produce sentences in a language.

Richards (Ibid:4) sets out four aspects of language knowledge. They are:

1. Knowing how to use language for a range of different purpose and functions.
2. Knowing how to vary our use of language according to the setting and the participant (e.g., knowing when to use formal and informal speech or when to use language appropriately for written as opposed to spoken communication).
3. Knowing how to produce and understand different types of texts (e.g., narrative, reports, interviews, conversations)
4. Knowing how to maintain communication despite having limitations in one's language knowledge (e.g., through using different kinds of communicative strategies).

One can say that linguistic competence is the language knowledge which enables learners to understand language (e.g., language structure) and communicative competence is the competence which leads to accomplish the task of performance (e.g., language use). However, a balance has to be made between linguistic competence which forms the source of information about language structures and features and communicative competence which allows learners to use language. Thus, communicative competence reflects the ability to produce a meaningful discourse and convey the message in inappropriate way. Harmer (2001:269) sets out that the ability to speak fluently presupposes not only knowledge of language features, but also the ability to process information and language 'on the spot' .

To achieve the aim of developing language learner's competence to use language in communication, teachers should encourage learners to use the

target language by adopting teaching techniques that fulfill this aim. Shumin (cited in Richards and Renandy,2002:204) states :

Learning to speak a foreign language requires more than knowing its grammatical and semantics rules. Learners must also acquire the knowledge of how native speakers use the language in the context of structured interpersonal exchange.

There are principles for teaching speaking. The first is helping students overcome their initial reluctance to speak, encourage, provide opportunity, and start from something simple. The second is asking students to talk about what they want to talk about. The third is asking students to talk about what they are able to talk about. The fourth is providing appropriate feedback. The fifth is combining speaking with listening and reading. The last is incorporating the teaching of speech acts in teaching speaking.

In line with this perspective, teachers should use different kinds of activities in order to create an environment that encourages communication and provides opportunities for students to utilize their oral skills. Ellis (1985:72) suggested that communicative activities might be the switch that took language from the learnt to acquired store. Gower et al (1995:99) believe that:

Every opportunity for speaking in the classroom should be taken. It is by trying to communicate that students realize their need for language and by speaking that they increase their fluency and confidence.

Teaching speaking is not an easy task, there are many problems in teaching speaking. Teachers should provide opportunities for students to engage communicatively in using the language. In teaching speaking , the teacher should be able to make interesting topics and apply suitable

techniques. This can motivate students to speak more because speaking skill emphasizes students' ability to speak as much as possible.

1.2 Statement of the Problem

Speaking is the real challenge to most Libyan students that it needs an effort to use appropriate vocabularies orally in order that the message is understood by others correctly. In Libya, English is normally taught for students to help them deal with tests rather than for communication.

Although the textbooks used in schools cover the language four skills (listening, speaking, reading and writing) and the language knowledge or components (pronunciation, grammar and vocabulary), at the end of each semester, students assessment is based on a written test of reading, writing and grammar. As a result, teachers neglect the activities designed to teach the skill of speaking. They thought that teaching language means teaching grammar and vocabulary by using drills and isolated exercises. Teachers also lack the ability to teach the active skills that need a lot of effort and preparation.

1.3 Hypothesis

The main reason behind students' failure to improve their ability to use English orally is the ways and techniques teachers utilize for teaching the skill of speaking.

1.4 Aims of the Study

The aim of the research is to investigate the current situation of teaching speaking to secondary 2 English specialization in order to figure out the teachers and learners roles in speaking lesson.

The study also aims to specify the factors behind the problem of low students' oral production in secondary schools. It also attempts to present a variety of activities and tasks which teachers can employ to enhance and encourage their students' ability to speak English in an acceptable way and also attempts to figure out the challenges and difficulties that may hinder using communication activities in appropriate way.

The researcher tries to answer the questions below:

1. What types of techniques do Libyan teachers use to teach speaking?
2. Are Libyan teachers aware of the specific characters of speaking class?
3. Do Libyan teachers use authentic materials in teaching speaking?
4. Do the activities used in the textbook take in consideration the nature of Libyan students needs?
5. What are the problems that face Libyan teachers in using communication activities inside the classroom to teach speaking?

1.5 Limitation of the Study

This study is mainly concerned with the activities and techniques used for teaching the speaking skill in secondary 2 English specialization in chosen speaking classes in public schools in Benghazi.

1.6 Methodology of the Study

The current study aims to evaluate the activities proposed in the textbook used in secondary 2 English specialization and those which are actually used by the teachers and examine the suitability of the activities for Libyan teachers and students. The researcher makes use of library sources

to collect the theoretical data and in order to achieve the aims, the following tools were relied upon for gathering the research data:

1.Observation

The researcher has attended a number of speaking classes that are chosen randomly for the study in order to observe the activities that teachers use to make students speak English among themselves, how such activities are employed by the teacher t and how students are responding to the activities. Observations provided immediate information needed in the study. The researcher used a prepared checklists in order to observe the methods, techniques and activities used in speaking classes. The researcher also observed the students' behaviors while engaging in the activities.

2. Questionnaire

A questionnaire was distributed among the English language teachers in the chosen schools in Benghazi in order to benefit from their experience in teaching the speaking skill. The data collected in the questionnaire were presented and analyzed in detail.

Chapter Two

The Speaking Skill

The main concern of this chapter is to focus on issues related to language skills in general and the speaking skill in particular. It represents its features and components. It is also concerned with the importance of integration of the skills to improve the speaking skill.

2.1 Introduction

A common characteristic of many language classes is a heavy focus on the language system. Vocabulary and grammar seem to attract more attention than the skills needed to use this vocabulary and grammar. Skills are of course an essential part of communicative competence. However, skills themselves are often not explicitly taught but rather left to students to pick up with practice and language use. The default position is that skills will just be acquired implicitly.

Hence, one of the basic problems in foreign language teaching is to make learners able to use the language and it is obvious that in order to be able to use a foreign language, it is necessary to know a certain amount of knowledge that most specialists in language and language teaching classify into two groups: language competence or language knowledge which includes pronunciation, grammar, and vocabulary and language skills which the learners have to improve in order to master the target language. Imssalem (2000:96) argues that "language learning is not concerned with language knowledge (grammar, pronunciation, and vocabulary) but with the way we encode and decode this knowledge". She (Ibid) adds that we encode or produce messages through speaking and writing and we decode or receive messages through listening and reading. Thus, learners should be given the chance of developing both the

skills of finding out for themselves, and that of expressing and arguing ideas in their own terms.

In view of the fact that the main purpose of learning a language is to be able to communicate in that language. It is essential for every language class to equip students with the language skills they need. With the aim of building their language ability to convey their thoughts, feelings, information etc., learners need to master language elements (components) and skills. They need to master the sounds that exist in that language which form the words of that language which are related to each other by certain structure to form the grammar of that language. In addition to the mastery of sounds, words , and structure, learners need to master the four language skills (Listening, Speaking, Reading, and Writing).

According to Bygate, (1987:4) one can differentiate between language and skills by the following: "one fundamental difference is that both can be understood and memorized, but only a skill can be imitated and practiced".

2.2 Language Skills

There are four language skills or (modes of behavior) to be developed: Listening, Speaking, Reading, and Writing. These skills cannot be achieved in a short time. All of them are important in language teaching. This section deals with Listening, Reading, and Writing. The purpose of language learning is to improve the learners four skills of listening, speaking, reading, and writing with the base of large vocabulary and good grammar in order to assist them to use the language.

	Productive /Active	Receptive /Passive
Aural Medium	Speaking	Listening
Visual Medium	Writing	Reading

Table One (1)The Relation between Language skills

Widdowson (1978:57) points out that: " speaking and listening are said to relate to language expressed through the visual medium". He (Ibid) adds that there is another way of reference not to the medium but to activity of the language user. Thus, speaking and writing are said to be active, or productive skills whereas listening and reading are said to be passive, or receptive skills. Harmer (2001:199) defines the receptive skills as "the ways in which people extract meaning from discourse they see or hear".

The previous table (Table 1) shows the relation between language skills. Widdowson (Ibid) believes that these four skills can never exist in isolation and in order to achieve a considerable "communicative competence" or spoken or written fluency, all of four skills should be given an equal consideration.

One can conclude that there are four skills to be learnt: Listening, Speaking, Reading, and Writing. These four skills are related to each other in two ways:

- The direction of communication (in or out)
- The method of communication (spoken or written)

2.2.1 The Skill of Listening

In the traditional ELT materials, the skill of listening was neglected which led to hinder the process of language learning. The teaching of listening has attracted a greater level of interest in recent years than it did in the past.

In our first language we have all the skills and background knowledge we need to understand what we hear, so we probably are not even aware of how complex a process it is. Hedge (2000:229) says:

Current interest in oracy, the ability to understand and participate in spoken communication, is one of several more recent concerns in education which have generated a stronger focus on listening in the classroom.

Hedge (Ibid) also adds that: "the most vital element in learning to listen effectively in a second or foreign language is confidence, and confidence comes with practice".

Listening is one of the means of language communication, as one can notice, listening is the first language skill. It is perhaps the most important skill of all, the basis for the other three. The International Listening Association (1996) defines listening as the process of receiving, constructing meaning from, and responding to spoken and /or nonverbal messages. Hereupon, listening is a receptive skill in oral mode (Harmer, 1998:98).

Exposure to a language is a fundamental for anyone who wants to learn it. Listening to appropriate tapes provides such exposure and students get vital information not only about grammar and vocabulary but also about pronunciation, rhythm, intonation, pitch and stress. Far from passively

receiving and recording aural input, listeners actively involve themselves in the interpretation of what they hear, bringing their own background knowledge and linguistic knowledge to bear on the information contained in the aural text. Not all listening is the same; casual greetings, for example, require a different sort of listening capability than do academic lectures. Language learning requires intentional listening that employs strategies for identifying sounds and making meaning from them.

In real life, Listening situations include face to face conversations and telephone calls, in which people are alternately listening and speaking, and in which one has a chance to ask for clarification, repetition, or slower speech from the conversation partner. Some non-interactive listening situations are listening to the radio, TV, films, lectures. In such situations people do not usually have the opportunity to ask for clarification, slower speech or repetition.

Imssalem (2000:131) insists that:

Practice in the language classroom should be communicative. It should emulate as far as possible language use in real world beyond the classroom. In real life we do not listen to single sentences; we listen to discourse. Some of its content is transactional and some interactional. That is to say some of what we communicate through speech is factual and some is to do with interpersonal aspects of the speech situation, therefore, learners need to listen to monologues and dialogues.

Therefore, Listening involves a sender (a person, radio, television), a message, and a receiver (the listener). Listeners often must process messages as they come, even if they are still processing what they have just heard, without backtracking or looking ahead. In addition, listeners must cope with the sender's choice of vocabulary, structure, and rate of

delivery. The complexity of the listening process is magnified in second language contexts, where the receiver also has incomplete control of the language. Rost in his view (cited in Imssalem,2000:132) says: " listening is vital in the language classroom because it provides input for the learners".

According to Ur (cited in Ibid:131) "the objective of listening comprehension practice in the classroom is that students should learn to function successfully in real –life listening situations".

Hence, listening skills are essential for learning since they enable learners to acquire insights and information, and to achieve success in communication with others.

Harmer (1998:97-98) determines that there are many reasons behind the learners need to listen to spoken English. One of them is to let them hear different varieties and accents- rather than just the voice of their teacher with its own idiosyncrasies. The second major reason is because it helps students to acquire language subconsciously even if teachers do not draw attention to its special features.

Given the importance of listening in language teaching and learning, it is essential for language teachers to help their students to become effective listeners. In the communicative approach to language teaching, this means modeling listening strategies and providing listening practice in authentic situations; those that learners are likely to encounter when they use the language outside the classroom.

To achieve the aims related to the skill of listening, teacher plays an important role that is defined in the following steps adopted from Harmer (Ibid):

1. It is important to help learners prepare for the listening task well before they hear the text itself. Teacher must ensure that learners understand the language they need to complete the task. Reassure the learners that they do not need to understand every word they hear.
2. Encourage learners to anticipate what they are going to hear. In everyday life, the situation, the speaker, and visual clues all help people to decode oral messages. A way to make things a bit easier to the learners is to present the listening activity within the context of the topic of a teaching unit.
3. During the listening, learners should be able to concentrate on understanding the message. So, teacher should make sure they are not trying to read, draw, and write at the same time.
4. When learners have completed the activity, teacher invites answers from the whole class. Try not to put individual learners under pressure.
5. Finally, even if the learners all appear to have completed the task successfully, always encourage them to listen to the text once more and check their answers for themselves.

2.2.2 The Skill of Reading

Reading is the receptive skill in the written mode. It can develop independently of listening and speaking skills, but often develops along them. Reading can help build vocabulary that helps listening comprehension. Reading is an important way of gaining information in language learning.

Nuttall (Ibid:98) defines reading as the transfer of meaning from mind to mind. That is to say the transfer of a message from a writer to a reader. Doff (Ibid) states that reading involves looking at sentences and words,

recognizing them and understanding them. In other words it is the process of making sense of written language .

Harmer (1998:68) notices the importance of reading skill. He states that:

Reading provides good models for English writing and it gives opportunities to study language vocabulary, grammar, pronunciation and lastly reading can introduce interesting topics which may make the acquisition of language being more successful.

The communicative approach to language teaching has given instructors a different understanding of the role of reading in the language classroom and the types of texts that can be used in instruction. When the goal of instruction is communicative competence, everyday materials such as plane schedules, newspaper articles and websites become appropriate for classroom. Because reading them is one way communicative competence is developed. According to Hedge (2000:221) the reading lesson should aim to build learners' ability to engage in purposeful reading, to adopt a range of reading styles necessary for interacting successfully with authentic texts, and to develop critical awareness. This implies developing competence in the foreign language, awareness of the structure of written texts, and knowledge about the world. It also implies developing confidence in using these to create meaning from a text.

2.2.3 The Skill of Writing

Writing is a productive skill in the written mode. It is more complicated than it seems at first, and often seems to be the hardest of the skills. Even for native speakers of a language, since it involves not just a graphic representation of speech, but the development and presentation of thoughts in a structured way. Widdowson (1989) defines writing as a communicative activity and so is carried out in accordance with certain

general principles which underline the use of language in communication. cited in Imssalem (2002:119).

According to Imssalem (Ibid) writing involves the encoding of a message or the translating of our thoughts into language.

Writing is an individual effort. Individuals compose their thoughts often in privacy and then reduce their thoughts to writing, using the strict conventions followed in the language. Writing is an individual effort or work, but it must follow the rules laid down. The development of writing even in native speaking children is conscious and is thus non-spontaneous. Written language differs from oral language in structure and mode of functioning because there is no one to one relation between writing and speaking. When individual languages have a written as well as a spoken form, it is often the case that the writing system does not represent all the distinctive sounds of the language. The acquisition of oral speech is the acquisition of signs (symbols) whereas the acquisition of writing is a step further and the learner must now transfer the symbolization he/she acquired in the process of speech acquisition to written language.

Harmer (1998:79) mentions the most essential reasons for teaching writing to students of English as a foreign language. He (Ibid) lists the following: reinforcement, language development, learning style and; most importantly, writing as a skill in its own right.

In the communicative approach to writing, students are asked to assume the role of a writer who is writing for an audience to read. Whatever is written by a student is modified in some way by other students for better communicative effect.

2.3 The Skill of Speaking

Speaking is at the heart of second language learning. It is arguably the most important skill for business and government personnel working in the field. Bygate (1987: vii) insists that:

Speaking is a skill which deserves attention every bit as much as literary skills, in both first and second languages. Our learners often need to be able to speak with confidence in order to carry out many of their most basic transactions.

Despite its importance, speaking was, until recently, largely ignored in schools and universities. Speaking was also absent from testing because of the difficulty in evaluating it objectively and the time it takes to conduct speaking tests.

Nowadays, people are demanded to be able to communicate not only by using their mother tongue but also by using a foreign language, especially standard English which is an international language used to communicate information, chiefly in science and technology. Hence, with the strengthening position of English as a language for international communication, the teaching of speaking skill has become increasingly important due to the fact that the large number of students who study English want to learn it to use it for communicative purposes.

English speaking ability is very important to be able to participate in the wider world of work. The speaking skill is measured in terms of the ability to carry out a conversation in the language. This reality makes policy makers, teachers, and families think that speaking ability should be mastered by students. Based on the reasons above, in recent years, English language teaching has focused on teaching the English language rather than teaching about the English language. This is apparent in

Richards and Renandya's (2002:201) publication where they stated: "A large percentage of the world's language learners study English in order to develop proficiency in speaking".

2.3.1 Definition of Speaking

Speech is defined as the universal means of oral communication that distinguish humans from the rest of the animal kingdom, and it is considered by linguists as the primary material for study, especially in oral communication situations. So, a spoken language is a human language in which the words are uttered through the mouth. According to McDonough & Shaw (1993) speaking is linguistic knowledge that creates an oral message for communication and self-expression.

In Oxford Advanced Dictionary (1995: 13) the definition of speaking is to express or communicate opinions, feelings, ideas,

Speaking is the productive skills in oral mood. It , like the other skills, is more complicated than it seems at first and involves more than just pronouncing words. It is thinking of what one wishes to say, choosing the right words, putting the words in the proper grammatical framework, communicating the feelings we have, and so on.

Brown and Yule (1983:14) state: "speaking is to express the needs-request, information, service etc". Brown and Yule believe that many language learners regard speaking skills as the criteria for knowing a language. They define fluency as the ability to communicate with others. They regard speaking as the most important skill students acquire. Students assess their progress in terms of their accomplishment in spoken communication.

Mackey (cited in Bygate 1987:5) summarizes oral expression as follows: "oral expression involves not only the use of the right sounds in the right

patterns of rhythm and intonation, but also the choice of words and inflections in the right order to convey the right meaning".

Chaney (Ibid) defines speaking as: "the process of building and sharing meaning through the use of verbal and non –verbal symbols, in a variety of contexts".

Imssalem (2000:143) defines the speaking skill as: " the productive skill in the oral mode and it involves more than just pronouncing words".

According to McDonough & Shaw (1993) speaking is linguistic knowledge that creates an oral message for communication and self-expression.

2.3.2 Aspects of Speaking

According to Bygate (1987: 3), in order to achieve a communicative goal through speaking, there are two aspects to be considered – knowledge of the language, and skill in using this knowledge. It is not enough to possess a certain amount of knowledge, but a speaker of the language should be able to use this knowledge in different situations.

We do not merely know how to assemble sentences in the abstract: we have to produce them and adopt to the circumstances. This means making decisions rapidly, implementing them smoothly, and adjusting our conversation as unexpected problems appear in our path.

Therefore, It is apparent that a learner, in order to be able to speak a language, needs to have a command at least of basic grammatical structures and vocabulary. This part represents the "knowledge about a language". However, it was recognized that knowledge itself is not sufficient for successful functioning in a second language. The other part of communicative ability that learners in grammar-translation and audio-lingual classes usually lacked was the "skill". It meant that knowledge had

to be put into action. For delimitation of the two notions, i.e. knowledge and skill, Bygate uses a parallel example with a driver of a car. A driver, before he sets out on the road for the first time, has to know something about a car. He has to know where various controls are, where the pedals are and how to operate them, how the car as a whole functions. But he would not be able to guide the car safely along the road only with this knowledge. What he also needs is skill. When he eventually sets out on the road, he will not be there on his own. There will be many other drivers as well. Thus, in order to drive safely and smoothly, he has to be able to handle various obstacles or unexpected problems that may occur in his path. In this sense, speaking is similar to driving (Bygate,1987: 3).

In communication, the learner does not manage only with knowledge either. It is not sufficient for him to be aware of how sentences are formed in general, to know certain amount of vocabulary concerning the particular topic or remember certain grammatical rules. He should also be capable of forming sentences "on the spot" and adjusting his contribution to the immediate situation. This involves drawing on his theoretical knowledge, making quick decisions and managing difficulties that may arise. It may be worthwhile to know what differentiates skill from knowledge. According to Bygate, "a fundamental difference is that while both can be understood and memorized, only a skill can be imitated and practised"(Ibid:4).

The notion of skill can be interpreted in more than a single way. Bygate speaks about at least two types of skill, i.e. motor-perceptive skills and interaction skills (Ibid:5). Motor-perceptive skills were discerned already in audio-lingual approach to teaching. They are context-free and form the relatively superficial aspect of skill. They can be compared to the kind of skills a driver employs when he learns to operate the controls of a car on an empty road far from the busy traffic. "Motor-perceptive skills involve

perceiving, recalling, and articulating in correct order sounds and structures of the language". The second type of skill is represented by interaction skill. In general, interaction skills involve using knowledge and basic motor-perceptive skills to achieve communication.

Interaction skills may be also described as the skills of monitoring one's own speech production and making decisions in communication. The decisions in communication include e.g. "what to say, how to say it, whether to develop it, in accordance with one's intentions, while maintaining the desired relations with others" (Ibid:5-6).

2.3.3 Aspects vs. Elements

As mentioned earlier, Bygate (1987) sees that in order to achieve a communicative goal through language, there are two aspects to be considered—knowledge of the language, and skill in using this knowledge. It is not enough to possess a certain amount of knowledge, but a speaker of the language should be able to use this knowledge in different situations.

Being able to decide what to say on the spot, saying it clearly and being flexible during a conversation as different situations come out is the ability to use the knowledge 'in action', which creates the second aspect of speaking - the skill. Bygate (1987:3- 4).

Bygate (Ibid:7) views the skill as comprising two components:

Production skills and interaction skills, both of which can be affected by two conditions: firstly, processing conditions, taking into consideration the fact that 'a speech takes place under the pressure of time'; secondly, reciprocity conditions connected with a mutual relationship between the interlocutors.

There are four elementary ways of facilitating that Bygate distinguishes: Simplifying structures, ellipsis, formulaic expressions, and using fillers and hesitation devices.

On the other hand, when a speaker needs to alter, correct or change what he or she has said, they will need to make use of compensation devices. These include tools such as substitution, rephrasing, reformulating, self-correction, false starts, and repetition and hesitation. Bygate concludes that incorporation of these features, facilitation and compensation, in the teaching-learning process is of a considerable importance, in order to help students' oral production and compensate for the problems they may face: All these features (facilitation, compensation) may in fact help learners to speak, and hence help them to learn to speak.

In addition to helping learners to learn to speak, these features may also help learners to sound normal in their use of the foreign language (Bygate :1987, 20-21).

In his turn, Harmer (2001) discusses the elements of speaking that are required for fluent oral production, he distinguishes between two aspects – knowledge of 'language features', and the ability to process information on the spot, which means 'mental/social processing'.

The first aspect, language features involves, according to Harmer, the following features: connected speech, expressive devices, lexis and grammar, and negotiation language. For a brief view of what the individual features include, here is a short overview:

- connected speech—conveying fluent connected speech including assimilation, elision, linking 'r', contractions and stress patterning – weakened sounds);
- expressive devices – pitch, stress, speed, volume, physical – non-verbal means for conveying meanings (supersegmental features);

- lexis and grammar – supplying common lexical phrases for different functions (agreeing, disagreeing, expressing shock, surprise, approval, etc.);

- negotiation language – in order to seek clarification and to show the structure of what we are saying (Harmer 2001, 269-270).

In order to earn a successful language interaction, it is necessary to realize the use of the language features through mental/social processing – with the help of 'the rapid processing skills' (Ibid:271).

'Mental/social processing' includes three features – language processing, interacting with others, and on-the-spot information processing. Here is a brief summary of what these features include :

- language processing – processing the language in the head and putting it into coherent order, which requires the need for comprehensibility and convey of meaning (retrieval of words and phrases from memory, assembling them into syntactically and proportionally appropriate sequences);

- interacting with others – including listening, understanding of how the other participants are feeling, a knowledge of how linguistically to take turns or allow others to do so;

- on-the-spot information processing – i.e. processing the information the listener is told the moment he/she gets it (Harmer 2001, 271).

From Harmer's point of view, it is necessary that the learner possesses knowledge of language features, and the ability to process information and language on the spot. Language features involve four areas – connected speech, expressive devices, lexis and grammar, and negotiation language. Supposing the speaker possesses these language features, processing skills, 'mental/social processing', this will help him or her to achieve successful communication goals.

Generally speaking, students need to recognize that speaking involves three areas of knowledge:

1. Mechanics (pronunciation, grammar, and vocabulary) which means using the right words in the right order with correct pronunciation.
2. Functions (transaction and interaction): knowing when clarity of message is essential (transaction\ information exchange) and when precise understanding is not required (interaction/relationship building).
3. Social and cultural rules and norms (turn taking, rate of speech, length of pauses between speakers, relative roles of participants).

2.3.4 Functions of Spoken Language

Brown and Yule (1983:1-3) draw a distinction between two basic language functions. These are the transactional function, which is primarily concerned with the transfer of information, and the interactional function, in which the primary purpose of speech is the maintenance of social relationships.

As quoted in Ur (1991:130) Richards presents the features of interactional use of language:

Interactional uses of language are those in which the primary purposes for communication are social. The emphasis is on creating harmonious interactions between participants rather than on communicating information. The goal for the participants is to make social interaction comfortable and non-threatening and to communicate goodwill. Although information may be communicated in the process, the accurate and orderly presentation of information is not the primary purpose. Examples of interactional uses of language are greeting ,making small talk, telling jokes, giving compliments, making casual 'chat' of the kind used to pass time with friends or to make encounters with strangers comfortable.

Brown and Yule (1983) suggest that language used in the interactional mode is listener oriented...

Transactional uses of language are those in which language is being used primarily for communicating information. They are 'message' oriented rather than 'listener' oriented. Accurate and coherent communication of the message is important, as well as confirmation that the message has been understood. Explicitness and directness of meaning is essential, in comparison with the vagueness of interactional language ... Examples of language being used primarily for a transactional purpose include news broadcasts, lectures, descriptions and instructions.

The interactional nature of language was examined by Bygate (1987). He distinguishes between motor-perceptive skills, which are concerned with correctly using the sounds and structures of the language, and interactional skills, which involve using motor-perceptive skills for the purpose of communication. Motor-perceptive skills are developed in the language classroom through activities such as model dialogues, pattern practice, and oral drills and so on. Bygate (Ibid) suggests that learners need to develop skills in the management of interaction as well as in the negotiation of meaning. The management of the interaction involves such things as when and how to take the floor, when to introduce a topic or change the subject, how to invite someone else to speak, how to keep a conversation going and so on. Negotiation of meaning refers to the skill of making sure the person you are speaking to has correctly understood you and that you have correctly understood them.

2.3.5 Kinds of Speaking Situations

In general there are three kinds of speaking situations in which we find ourselves:

A. Interactive, includes face to face conversations and telephone calls, in which people are alternately speaking and in which people have a chance to ask for clarification, repetition, or slower speech from partner.

B. Partially interactive, such as when people giving a speech to a live audience. The speaker nevertheless can see the audience and judge from the expressions on their faces whether or not he is being understood.

C. Non-interactive, such as when recording a speech for a radio broadcast.

2.3.6 The Importance of Spoken Language

According to Nunan, "success is measured in terms of the ability to carry out a conversation in the target language". Many learners regard speaking ability as the measure of knowing a language. These learners define fluency as the ability to converse with others, they regard speaking as the most important skill they can acquire, and they assess their progress in terms of their accomplishment in spoken communication. The reasons for learning to speak competently are formulated as follows: Learners may need the skill to establish and maintain relationships, and to negotiate, to influence people. Speaking is the skill by which learners are assessed when the first impression is formed (Hedge,2000: 261).

In this context, Bygate (1987) determines the importance of speaking and states:

Our learners often need to be able to speak with confidence in order to carry out many of basic transactions. It is the skill by which they are most frequently judged, and through which they may make or lose friends. It is the par excellence of social ranking, of professional advancement and of business. It is the medium through which language is learnt, and for many is articulately conducive for learning.

Harmer (1991:46-47) figures out that there are three reasons why people communicate. First, people communicate because "they want to say something". As Harmer explains, the word " want" refers to intentional desire the speaker has in order to convey messages to other people. Simply stated, people speak because they just do not want to keep silent. Second, people communicate because " they have some communicative purpose". By having some communicative purpose it means that the speakers want something to happen as a result of what they say. For example, they may express a request if they need a help from other people or they command if they want other people to do something. Thus, two things are important in communicating: " the message they wish to convey and the effect they want it to have". Finally, when people communicate, " they select from their language store". The third reason is the consequence of the desire to say something (first reason) and the purpose in conducting communicative activities (second reason), as they have language storage, they will select language expressions appropriate to get messages across to other people. Harmer uses the three reasons to explain the nature of communication which can be presented in the following figure (adopted from Harmer,2001: 48).

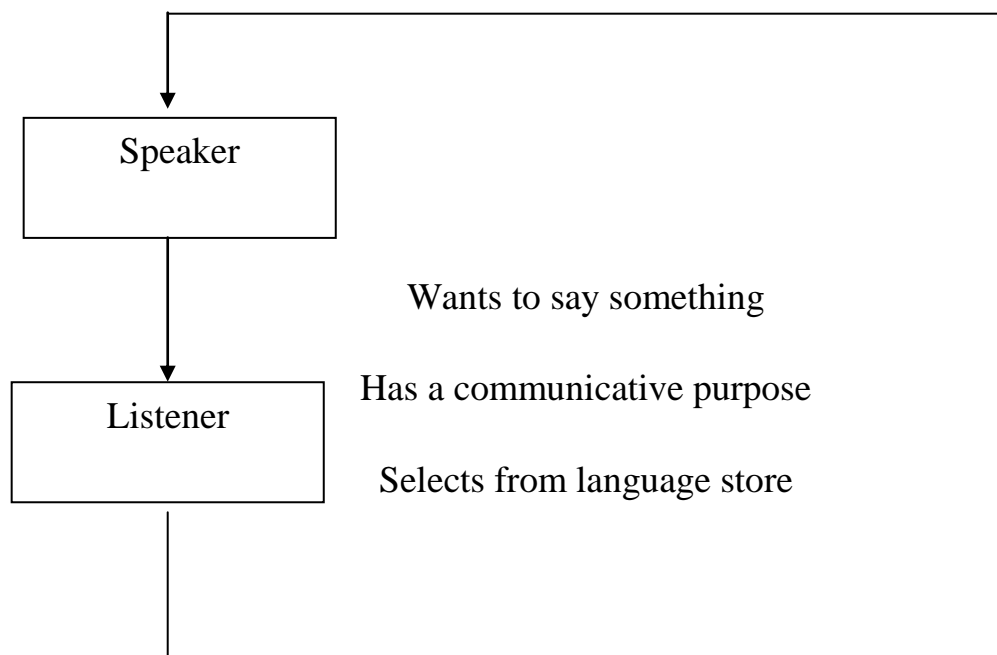


Figure (1) The nature of communication with a focus on the speaker

2.4 The Differences between Spoken and Written Language

Communicating by using language can be conducted in two ways: orally and in a written form. In the context of language learning, it is commonly believed that to communicate in a written form (writing) is more difficult than orally (speaking) suggesting that writing is a more complex language skill than speaking.

Spoken language, as was analyzed and concluded by many studies, differs from written language in many respects.

Brown and Yule (1983) began their discussion on the nature of spoken language by distinguishing between spoken and written language. They point out that for most of its history; language teaching has been concerned with the teaching of written language. This language is characterized by well-formed sentences which are integrated into highly structured paragraphs. Spoken language, on the other hand, consists of short, often fragmentary utterances. There is often a great deal of

repetition and overlap between one speaker and another, and speakers frequently use non-specific references. Unlike written language, spoken language involves paralinguistic features such as timbre (breathy, creaky), voice qualities, tempo, loudness, facial and bodily gestures, as well as prosodic features such as intonation, pitch, stress, rhythm, and pausing. Thus, spoken language which employs variability and flexibility is in fact as complex as written language.

Steven and Nagy (2006:140) point out that:

Oral language is often highly contextualized relying on gesture, intonation, and a shared context to communicate meaning. Written language is typically decontextualized, relying heavily on choice for communication effect.

Brown and Yule (1983:97-99) offer the main features which distinguish spoken language from written which are summarized as following:

1. The use of reduced forms of words which are normally found in full in written English – 'cause' (because) and 'till' (until).
2. The generic use of "you" which is usually taken to mean "people" in general, or other much less specific words like "thing" and "somebody" which can only be understood with reference to the context in which they are used.
3. The use of fillers, these are words, phrases, and sometimes just noises like 'er'. For example:
 - a. 'I mean' is used when the speaker gives a reason for what he already said, e.g. *She shouldn't be allowed to watch a violent movie+ I mean she is only ten.*

b. 'You know' is used by the speaker to indicate that he expects the listener to understand what he is about to say.

c. Noises such as 'em', 'er' , and 'mm' are used where the speaker takes time to plan what he will say next, or in order to avoid long silences and keep his turn.

4. The use of 'pauses' which occur as syntactic boundaries marking off sentences-like chunks, or are used by the speaker when trying to remember what he wants to say next.

5. The use of repetition in spoken language.

a. Repetition of part of a question as a mean of answering the questions, e.g. : A: So,+ You met her at the summer? B: In the summer yeah.

b. To create planning time at the beginning of one's turn to speak. E.g. " Well, it's perfectly possible".

c. To make sure the listener is following the sequence of information exactly. E.g. " Now when I'd lit up my cigarette".

d. To agree with the previous speaker's statement. E.g. " it was it was"
This frequency of repetition is not at all a common feature in written language.

In his turn, Todd (1987:7) points out that: "speech has often been seen as the primary medium of language". He (Ibid) also mentions that there are certain factors making the speech " primary" as a medium of language:

1. Writing is relatively recent development in human societies.
2. Thousands of speech communities rely solely on speech.
3. All of us speak a great deal more than we write.
4. Although we acquire speech without conscious effort, learning to read and write is usually less spontaneous.

The following table (Table 2) adopted from Todd (Ibid:8-9) briefly presents the main differences between speech and writing, the two main mediums in which language is realized:

Speech	Writing
Composed of sounds.	Composed of letters/signs.
Makes use of intonation, pitch, rhythm, tempo.	Makes use of punctuation and other graph logical devices like italics.
Produced effortlessly- no tools are required.	Produced with effort tools required.
Transitory.	Relatively permanent.
Perceived by the ear.	Perceived by the eye.
Addressee present.	Addressee absent.
Immediate feedback.	Feedback delayed.
Meaning helped by context, body movement, gestures.	Meaning must be context.
Spontaneous.	Not spontaneous.
Associative.	Logical.

Table Two (2) The Differences between speech and Writing

2.5 Features of Spoken Language

Here then, are some of the features of spoken language.

1. It is both time –bound, and dynamic. It is part of an interaction in which both participants are usually present, and the speaker has a particular addressee or addressees in mind.
2. The complexity and speed of most speech acts makes it difficult to engage in complex advance planning.

3. Participants are usually face-to –face and so can rely on feedback (extra-linguistic cues to aid meaning).
4. Spoken language makes greater use of shared knowledge than written language.
5. Many words and constructions are characteristic of, especially informal, speech.
6. Speech is very suited to social functions, such as passing the time.
7. There is an opportunity to rethink an utterance whilst it is in progress.
8. Negotiation of meaning is common .
9. Interruptions and overlapping are normal and very common.
10. Frequently displays ellipsis.
11. Speech makes use of many formulaic expressions.
12. Speech acts are usually considered ungrammatically in terms of well-formed language.
13. Negotiation of topics is very important.
14. Interlocutors give and receive immediate feedback.
15. It has many routines and this can make it very predictable. i.e. each situation has its own discourse which has been historically and socially defined.

2.5.1 Characteristics of Spoken Discourse.

Underwood (1989:9) insists on the importance of knowing the features of spoken language. She (Ibid) says: " it is important for teachers to be aware of the special features of spoken English which make it different

from the written language". As mentioned earlier, spoken discourse has very different characteristics from written discourse, and these differences can add a number of dimensions to the understanding of how the process of speech is realized.

McDonough & Shaw (2003:135) share Underwood's view and state:

It is useful for the teachers of speaking skill in the classroom to look at the characteristics of the spoken language in order to ascertain how native speakers participate in oral interaction.

Often, speaking discourse strikes the second language listener as being very fast, although speech rates vary considerably. Unlike written discourse, spoken discourse is usually unplanned and often reflects the processes of construction such as hesitations, reduced forms, fillers, and repeats. Spoken discourse has also been described as having a linear structure, compared to a hierarchical structure for written discourse. Which means that all communication includes the transfer of information from one person to another. Writing is a fairly static form of transfer. Speaking is a dynamic transfer of information. A speaker has more ability to engage the audience psychologically and to use complex forms of non-verbal communication.

Whereas the unit of organization of written discourse is the sentence, spoken discourse usually delivers one clause at a time, and longer utterances in conversation generally consist of several coordinated clauses. Most of the clauses used are simple conjuncts or adjuncts. Also, spoken texts are often context-dependent and personal, assuming shared background knowledge. Lastly, spoken texts may be spoken with many

different accents, such as standard or non standard, regional, non native, and so on.

2.5.2 Understanding Spoken Discourse: Bottom-up and Top-down processing.

Two different kinds of processes are involved in understanding spoken discourse. These are often referred to as bottom-up and top-down processing.

2.5.2.1 Bottom- Up Processing

Bottom-Up processing refers to using the incoming input as the basis for understanding the message. Comprehension begins with the received data that is analyzed as successive levels of organization-sounds, words, clauses, sentences, texts- until meaning is derived. Comprehension is viewed as a process of decoding. The listener's lexical and grammatical competence in a language provides the basis for bottom-up processing. The input is scanned for familiar words, and grammatical knowledge is used to work out the relationship between elements of sentences.

The following example is introduced in order to illustrate the previous idea. Imagine that someone said:

The guy I sat next to on the bus this morning on the way to work was telling me he runs a Thai restaurant in Chinatown apparently it's very popular at the moment.

To understand this utterance using bottom-up processing, we have to mentally break it down into its components. This is referred to as "chunking". Here are the chunks that guide to the underlying core meaning of the utterances:

*The guy * I sat next to * This morning * Was telling me *He runs a Thai restaurant in Chinatown * Apparently it's very popular * At the moment

The chunks help people identify the underlying propositions the utterance express, namely:

* I was on the bus * There was a guy next to me * We talked * He said he runs a Thai restaurant * It's in Chinatown * It's very popular now.

It is these units of meaning that people remember, and not the form in which they initially heard them. The knowledge of grammar helps people to find the appropriate chunks, and the speaker also assists hearers in this process through intonation and pausing.

2.5.2.2 Top-Down Processing

Top-Down processing, on the other hand, refers to the use of background knowledge in understanding the meaning of a message. Whereas bottom-up processing goes from language to meaning, top-down processing goes from meaning to language. The background knowledge required for top-down processing may be previous knowledge about the topic of discourse, situational or contextual knowledge, or knowledge in the form of 'schemata' or 'scripts' plans about the overall structure of events and the relationships between them. For example, consider how people respond to the following utterance: *I heard on the news there was a big earthquake in China last night.*

On recognizing the word ' earthquake' people generate set of questions for which they want answer:

- Where exactly was the earthquake?
- How big was it?
- Did it cause a lot of damage?

- Were many people killed or injured?
- What rescue efforts are under way?

These questions guide people through the understanding of any subsequent discourse that they hear, and they focus their listening on what is said in response to the questions. Consider this example, imagine someone said the following example to a colleague at an office one morning : *I am going to the dentist this afternoon.*

This utterance activates a schema for " going to the dentist". This schema can be thought of as organized around the following dimensions:

- * a setting (e.g. the dentist's office)
- *participants (e.g. the dentist, the patient, the dentist assistant)
- *goals (e.g. to have a check up or to replace a filling)
- *procedures (e.g. injections, drilling, rinsing)
- *outcomes (e.g. fixing the problem, pain discomfort)

When he returns to the office, the following exchange takes place with the colleague: * " So how was it?" * "Fine. I did not feel a thing". Because speaker and hearer share understanding of the " going to the dentist".

Schema, the details of the visit need not be spelled out. Minimal information is sufficient to enable the participants to understand what happened. Which means that much of our knowledge of the world consists of knowledge about specific situations. In applying this prior knowledge about things, concepts, people, and events to a particular utterance, comprehension can often proceed from the top down. The

actual discourse heard is used to confirm expectations and to fill out details. Richards (2008:4-8).

2.6 The Components of Speaking Skill

Speaking is making use of words in an ordinary voice, uttering words, knowing and being able to use language; expressing oneself in words; and making speech, while skill is the ability to do something well. Therefore, one can infer that speaking is the ability to make use of words or a language to express oneself in an ordinary voice. In short, the speaking skill is the ability to perform the linguistics knowledge in actual communication. The ability functions to express our ideas, feelings, thoughts, and needs orally (Hornby,1995:826).

According to Pennington (1995) cited in Julia Gong's (<http://www.mendeley.com/research/employment-call-inteaching-secondforeign-language-speaking-skills/>.) spoken language competence covers two aspects, i.e. the mechanical aspect and the meaningful aspect, which are summarized in the following table (Table 3):

Mechanical aspect	Meaningful aspect
Learn to discriminate and produce sounds of a language and tie these together prosodically in fluent strings of sounds comprising syllables, words, phrases and longer utterances or articulation and decoding of individual sounds (phones).	Learn to build as well as to decompose grammatically coherent utterances and to tie these to communicative functions according to rules of pragmatic appropriateness in a given speech community.

Table Three (3) Spoken Language Competence

In his turn, Harris (1969:81-82) views that there are at least five components of speaking skill. Namely, comprehension, grammar, vocabulary, pronunciation, and fluency.

1. Comprehension

Oral communication certainly requires a subject to respond to speech as well as to initiate it. As Richards (www.professor Jack Richards.Com) states:

When speaking is taught, the initial goal should be the production of comprehensible utterances through expressing basic propositional meaning and illocutionary intentions.

Underwood (1989:13) expresses the importance of comprehension when she states:

It is not a matter of applying one's knowledge of grammar but of being able to interpret what speakers mean when they say particular things in particular contexts. Listeners who struggle to understand every word using their knowledge of the structure of the language to decipher the message often have problems. They tend to get confused and will probably be less successful than listeners who seek the meaning without focusing overmuch on the language.

2. Grammar

It is needed for learners to arrange a correct sentence in conversation. Learners need to enrich their ability to manipulate structure and to distinguish appropriate grammatical forms in appropriate discourse . Thornbury (cited in Imssalem, 2000:143) argues that: " there is a lot more

to speaking than the ability to form grammatically correct sentences and then to pronounce them".

To effectively improve learners speaking it is important to look at the structure and grammar of spoken interactions. Harmer (2001:344) points out that: "learners need to be aware of what real conversation looks like and how the grammar and features of spoken language differ from written language". Harmer (2001:12) sees the grammar of language as: "the description of the ways in which words can change their forms and can be combined into sentences in that language". Harmer (Ibid) also affirms the importance of grammar : "if grammar rules are too carelessly violated, communication may suffer". Harmer points out that the grammar of spoken language has its own constructional principle, it is organized differently from writing. Spoken English has its own discourse markers, for example:

- Frequent non-clausal units (e.g. Mmm, No, Uh huh, Yeah)
- A variety of tags not found in written style, such as question tags.
- Interjections (e.g. ah, oh, wow, cor)
- Hesitators (er, umm, erm)
- Condensed questions (e.g. more milk? , any luck?)
- Echo questions (e.g. oh did you say San Francisco?)
- Response forms (e.g. yeah or sure to acknowledge a request?)
- Fixed polite speech formulae (e.g. happy birth day)

3. Vocabulary

One cannot communicate effectively or express their ideas both in oral or written form if they do not have sufficient vocabulary. Without grammar very little can be conveyed, without vocabulary nothing can be conveyed.

The vocabulary used in spoken language has its own features, as quoted in Underwood (1989:13) Brown & Yule identify that: "the vocabulary of the spoken discourse is usually 'much less specific' than that of written discourse".

Richards (www.professor Jack Richards. Com) asserts:

Before the learner is ready to being speaking a foreign language, he or she should have a vocabulary of at least two hundred words and a feel for the basic word order rules of the target language. The learner needs to develop a feel for the system- of basic word order(in English: subject predicate sentence order, adverb and adjectival positions, negation, question formation, etc.

4. Pronunciation

Pronunciation is the way for learners to produce clearer language when they speak. It deals with the phonological process that refers to the component of a grammar made up of the elements and principles that determine how sounds vary and pattern in language. Harmer (2001:28) sums the components of language sounds : "we construct words and phrases with individual sounds, and we also use pitch change, intonation, and stress to convey different meaning".

He (Ibid:183) states the importance of pronunciation in learning the spoken language:

Pronunciation teaching not only makes students aware of different sounds and sound feature but can also improve their speaking immeasurably. Concentrating on sounds, showing where they are made in the mouth, making students aware of where words should be stressed- all these things give them extra information about spoken English and help them achieve the goal of improved comprehension and intelligibility.

Generally speaking, there are two features of pronunciation; phonemes and suprasegmental features. A speaker who constantly mispronounces a range of phonemes can be extremely difficult for a speaker from another language community to understand. One can notice that Arabic speaker will face a problem to distinguish between /p/ and /b/ , Spanish speaker will face a problem to distinguish between /v/ and /b/.

In this context, Underwood (1989:9) speaks about the difficulty that may face learners of English:

In English, just as in other languages, there are sounds which are unknown or unusual for foreign listeners, and which they may therefore fail to distinguish from other similar sounds or even fail to hear at all.

5. Fluency

Fluency in speaking is the aim of many language learners. Fluency can be defined as the ease and speed of speech. Signs of fluency include a reasonably fast speed of speaking and a small numbers of "ums" and "ers". These signs indicate that the speaker does not have to spend a lot of time searching for the language items needed to express the message. Thus, being able to communicate in the target language fluently means that the speaker is comfortable using the language and can be understood by other speakers. This does not necessarily mean that the speaker is free of errors in their communication, but that the errors he made do not obstruct the message (Harmer,2001:269).

2.7 The Micro Skills Involved in Speaking

In addition to the components that the speaking skill has there are micro skills learners need to develop in order to achieve successes in speaking a

language, Richards cited in Brown (2001:272) mentions these micro skills of communication:

1. Produce chunks of language of different length.
2. Orally produce differences among the English phonemes and allophonic variants.
3. Produce English stress pattern, words in stress and unstressed positions, rhythmic structures, and intonational contours.
4. Produce reduced forms of words and phrase.
5. Use an adequate number of lexical units (words) in order to accomplish pragmatic purpose.
6. Produce fluent speech at different rates of delivery.
7. Monitor your own oral production and use various strategic device- pauses, fillers, self-corrections, backtracking- to enhance the clarity of message.
8. Use grammatical word classes (nouns, verbs, etc), system (e.g., tense, agreement, pluralization), word order, patterns, rules, and elliptical forms.
9. Produce speech in natural constituents- in appropriate phrases, pause groups, breath groups, and sentences.
10. Express a particular meaning in different grammatical forms.
11. Use cohesive device in spoken discourse.
12. Accomplish appropriately communicative functions according to situations, participants, and goals.
13. Use appropriate registers, implicature, pragmatic conventions, and other sociolinguistic features in face –to face conversations.
14. Convey links and connections between events and communicate such relations as main idea, supporting idea, new information, given information, generalization, and exemplification.

15. Use facial features, kinesics, body language, and other nonverbal cues along with verbal language to convey meanings.

16. Develop and use a battery of speaking strategies, such as emphasizing key words, rephrasing, providing a context for interpreting the meaning of words, appealing for help, and accurately assessing how well your interlocutor is understanding you.

One can conclude that learners in order to master the skill of speaking they should be concerned the following: First, they should pronounce the distinctive sounds of a language clearly enough so that people can distinguish them. Second, they should use stress and rhythmic patterns, and intonation patterns of the language clearly enough so that people can understand what is said. Third, they should use the correct forms of words, this may mean for example, changes in tense, case, or gender and put words together in correct word order. Also they should use the register or language variety that is appropriate to the situation and the relationships to the conversation. Additionally, they should make the main ideas stand out from supporting ideas or information. Finally, they should make the discourse hang together so that people can follow what they are saying.

2.8 Factors which Affecting the Type of the Spoken Text

By writing and speaking people create texts, and by reading and listening they understand and interpret texts. Different types of texts exist and serve different purpose and functions. Brown & Yule (1983) see a text as: " the verbal record of a communicative event". Crystal (1992) cited in Imssalem (2001:33) defines a text as: "a piece of naturally occurring spoken, written, or signed discourse identified for purposes of analysis. It is often a language unit with a definable communicative function". Nunan (1991:44) states that: "language exists to fulfill certain functions, and that

these functions will determine the shape of the text which emerges as people communicate with one another". Harmer (2001:248) points out that:

Part of our speaking proficiency depends upon our ability to speak differentially, depending upon our audience, and upon the way we absorb their reaction and respond to it in some way or other.

There are many factors that influence the choice of language in order to convey different communicative purposes. Harmer (Ibid:24) determines the variables which govern or affect the choice of the language:

-setting: we speak differently in libraries from the way we do in parties. We often use informal and spontaneous language at home, whereas we may use more formal pre-planned speech in an office or work environment.

-participants: the people involved in an exchange- whether in speech or writing- clearly affect the language being chosen. However egalitarian we may want to be, we often choose words and phrases in conversation with superiors which are different from the words and phrases we use when talking to friends, members of our families, or colleagues of equal status to us.

-gender: research clearly shows that men and women typically use language differently when addressing either members of the same or the opposite sex.

-channel: spoken language is affected by the situation we are in. Are we speaking face to face or on the telephone?

-topic: finally, the topic we are addressing affects our lexical and grammatical choices. The words and phrases that we use when talking about wedding will be different from those we employ when the conversation turns to particle physics.

According to Bygate (1987), There are at least two kinds of conditions which are to be taken in consideration: The first is *processing conditions*. They refer to the time constraint under which speaking takes place. In other words, they allude to the fact that speaking is "performed" under the pressure of time. The second is related to the interpersonal dimension of interaction. The character of a relationship among participants of communication is expressed by the means of *reciprocity conditions*.

Brown & Yule (1983:24) emphasize the importance of knowing the types of text:

It would be a mistake, in teaching the spoken language, to assume that it is always clear what the speaker said, or what he intended to say (even to him), or to suppose that there is only one single "correct" interpretation of the smudged acoustic signal which the speaker produces.

Bygate (1987:22) suggests that oral production consists of information routines such as narration, description, instruction, and comparison and interaction routines such as service (e.g. job interview) or social (e.g. a dinner party) . According to Bygate, a further feature of oral interaction is that the participants need to negotiate meaning, and generally manage the interaction in terms of who is to say what, to whom, when, and about what. i.e. speakers tend to give their messages certain "shape". In organizing their speech, they usually follow a more or less fixed pattern that is linked with a particular message type. These patterns were labelled as "routines".

Bygate (Ibid) suggests applying the notion of routines to conversation analysis. Routines are characterized as conventional ways of presenting information. Two kinds of routines may be discerned: *information routines* and *interactional routines*.

All the following examples of spoken interaction, e.g. telling a joke, giving an instruction, describing someone or something, giving an explanation, belong to the category of *information routines*. The term "information routines" refers to "frequently recurring types of information structures". Evaluative routines, which involve reasoning and drawing conclusions, may be represented by explanation, prediction and justification.

In considering *interaction routines*, the content of a message is not as important as the kinds of turns and the sequence in which they typically occur in a particular situation. The examples of interaction routines are e.g. service encounters, casual encounters, interviews, telephone conversations, conversations at parties, lessons, etc. (Ibid: 23-25).

The following figure (Figure 2) adopted from Bygate (1987) presents the characteristics of oral interaction.

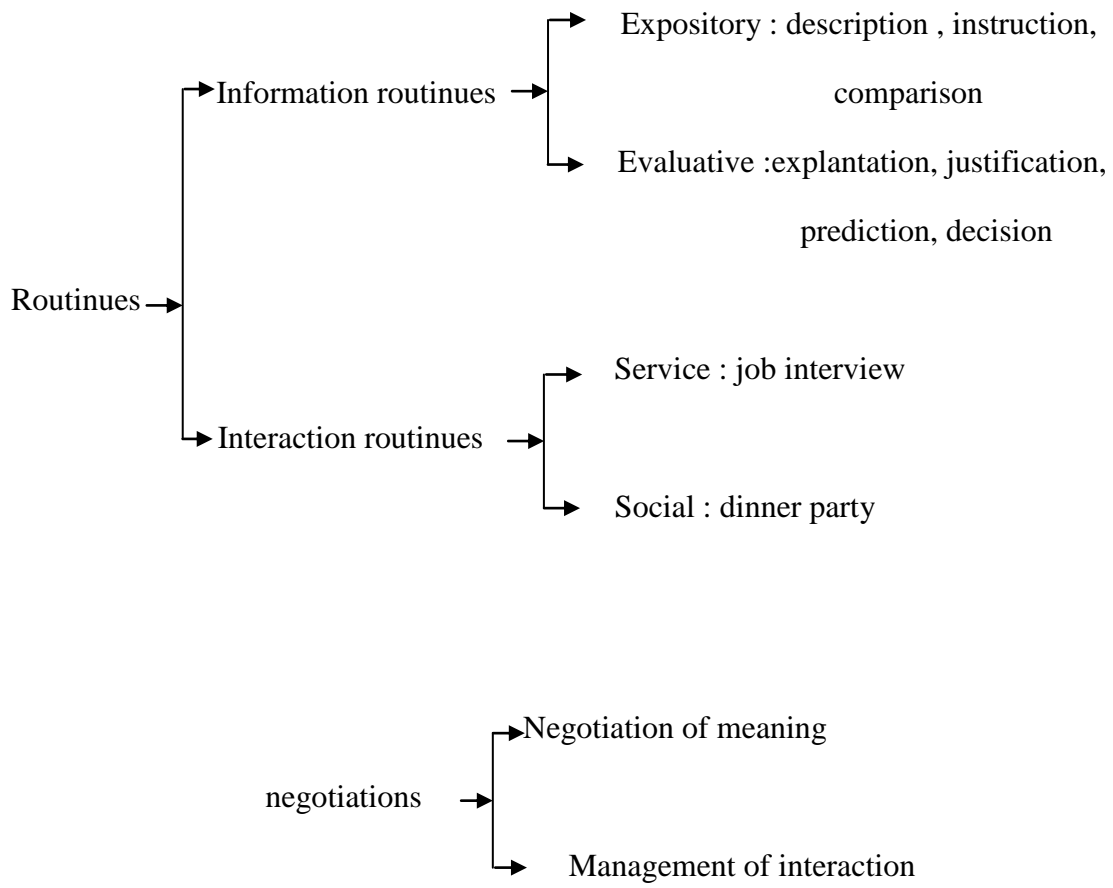


Figure Two (2) Characterizing Oral Interaction

2.9 The Difficulty of Learning Speaking a Foreign Language

Thornbury (2005:1) states that: "speaking represents a real challenge to most language learners, speaking is a skill and such needs to be developed and practiced independently of the grammar accuracy".

The complexity of learning to speak in a foreign language is reflected in the range and type of sub skills that are entailed in oral production. Learners must attend to content, morphosyntax, lexis, discourse and information structuring, sound system, as well as to pragmalinguistic features. Brown and Yule (1983:25) state that: "spoken language production, learning to talk in the foreign language, is often considered to be one of the most difficult aspects of language learning for the teacher to help the students with". Bygate (1987:3) points out that one of the basic problems in foreign language teaching is to prepare learners to be able to use the language. According to him, it is a demanding task for language teachers to provide sufficient inputs for students to be competent speakers of English .

Richards & Renandya (2002:201) share Bygate his view, they state that:

The ability to speak a second or foreign language well is a very complex task if we try to understand the nature of what appears to be involved. To begin with, speaking is used for many different purposes, and each purpose involves different skills.

Shumin (Ibid) believes that speaking a language is especially difficult for foreign language learners because effective oral communication requires the ability to use the language appropriately in social interactions. Diversity in interaction involves not only verbal communication, but also paralinguistic elements of speech such as pitch, stress, and intonation. In addition, nonlinguistic elements of speech such as gestures and body

language/ posture, facial expression, and so on may accompany speech or convey messages directly without any accompanying speech. Shumin (Ibid:204) also recognizes that different culture assumptions about the purpose of particular interactions and expected outcomes of encounters also affect communication. Consequently, owing to minimal exposure to the target language and contact with native speakers, adult EFL learners in general are relatively poor at spoken English, especially regarding fluency, control of idiomatic expressions, and understanding of cultural pragmatics.

In learning speaking, most of the learners face difficulties such as lack of confidence, shyness, and silence that hinder a natural communication. They often make mistakes while trying to communicate in English. Learners might have so many ideas to convey but difficulties usually makes it very hard for them to communicate what they have in mind.

A lot of experts in the field of teaching English as a second or foreign language discussed the problems that face the teachers and learners in the speaking class. Ur (1991:121) presents these problems in the following points :

1. Inhibition: Learners are often inhibited about trying to say things in foreign language in the classroom, worried about making mistakes, fearful of criticism or simply shy of the attention that their speech attracts.
2. Nothing to say: Even if they are not inhibited, you often hear learners complain that they cannot think of anything to say: they have no motive to express themselves beyond the guilty feeling that they should be speaking.
3. Low or uneven participation: Only one participant can talk at a time if he or she is to be heard; and in a large group this means that each one will

have only very little time to speak. This problem is compounded by the tendency of some learners to dominate, while others speak very little or not at all.

4. Mother – tongue use: In classes where all, or a number of, the learners share the same mother tongue, they may tend to use it: because it is easier, because it feels unnatural to speak to one another in a foreign language, and because they feel less "exposed" if they are speaking their mother tongue.

Howarth (2006) discusses the problems facing teachers trying to increase oral interaction among learners. The first one is learner resistance: learners in monolingual classes may feel that group work and pair work are not authentic and that it is unnatural to speak a language with partners who speak the same L1. A second problem is self-consciousness, when learners feel nervous and embarrassed when asked to speak English. Next, Howarth (Ibid) points out the fact that it is difficult to monitor large classes who are doing pair or group work. There are also the associated risks of noise, bad behaviour and the use of the mother tongue.

Howarth (Ibid) identifies two further factors that apply to his classroom: firstly, lack of motivation, so if learners do not want to interact, they will not; secondly, insufficient language, so if the learners do not have enough English language, it will be difficult for them to interact.

Harmer (2001:252) in his turn shares Howarth his view and states that: "learners engaged in a productive task can become very frustrated when they just do not have the words or the grammar they need to express themselves". Harmer (Ibid) suggests that teachers should supply key language. Before asking students to take part in a spoken activity we may check their knowledge of key vocabulary, and help them for the task. Teachers should also plan activities in advance in order to provoke students to use the language absorbed at an earlier stage.

2.9.1 Dealing with the Difficulty of Learning Speaking a Foreign Language

Ur, Harmer, and Howarth among other experts discuss the problems which encounter the skill of speaking and give some solutions in order to deal with the problems successfully and enhance the learners' speaking skill.

Ur (1991) suggests that teachers could employ groupwork in order to increase the amount of learner talk and also lower the inhibitions of learners who are unwilling to speak in front of the whole class. According to Ur, teachers should base activity on easy language in order to help students to speak fluently with the minimum of hesitation. He also adds that teachers should make a careful choice of topic and task to stimulate interest to more motivated participants. Ur (Ibid) refers to the importance of giving some instruction or training about participation. The most important point that teachers should utilize is to keep students speaking the target language by reminding them to do so and modeling the language use (Ibid:121-122).

Harmer (2001:132-133) in his turn, proposes a number of actions which teachers can take to promote the use of English and explain clearly what is expected of students. Harmer (Ibid) sees that if teachers were to improve the students' ability to use English inside the classroom, they should set clear guidelines whether or not it is allowed to use their first language, teachers also should choose appropriate tasks which the students are capable of doing in English. Instead of assigning them beyond their capability. Another important point is that teachers should create an English atmosphere, making English the classroom language as well as the language to be learnt, then there will be more chance for the students to make the classroom truly English themselves. The last point,

Harmer (Ibid) proposes, is to use persuasion and other inducements. Teachers can stop the activity once there are problems and try to go back to the activity with a new determination.

Harmer (Ibid:251) adds that there are a number of ways in which teachers can help students get as much out of activities as possible. In the first place, we need to match the tasks we ask students to perform with their language level. Secondly, we need to ensure that there is a purpose to the task and that students are aware of this. We should also remember that students who are not used to speaking spontaneously need to be helped to cultivate such habits. Teachers should not expect instant fluency and creativity; instead they should build up students' confidence 'bit by bit'. Finally, teachers need to assess the problems caused by the language they need, and the difficulties which the topic or the genre might create.

2.10 Types of Classroom Speaking Performance

Although dialogues and conversations are the most obvious and most often used speaking activities in language classrooms, a teacher can select activities from a variety of tasks. Brown (1994) lists six possible task categories:

a. Imitative: Drills in which the learner simply repeats a phrase or structure (e.g., " *Excuse me.*" Or "*Can you help me?*") for clarity and accuracy; a very limited portion of classroom speaking time may legitimately be spent on generating " human tape recorder" speech, where, for example, learners practice an intonation contour or try to pinpoint a certain vowel sound. Imitation of this kind is carried out not for the purpose of meaningful interaction, but for focusing on some particular element of language form.

b. Intensive: Drills or repetitions focusing on specific phonological or grammatical points, such as minimal pairs or repetition of series of imperative sentences; intensive speaking goes step beyond imitative or include any speaking performance that is designed to practice some phonological or grammatical aspect of language. Intensive speaking can be self-initiated or it can even form part of some pair work activity.

c. Responsive: Short replies to teacher or learner questions or comments, such as a series of answers to yes/ no questions; a good deal of students speech in the classroom is responsive short replies to teacher or students-initiated questions or comments. These replies are usually sufficient and do not occur in dialogues.

d. Transactional (dialogue): Dialogues conducted for the purpose of information exchange, such as information gathering interviews, role plays, or debates; transactional language charred out for the purpose of conveying or exchanging specific information, it is an extended form of responsive language.

e. Interpersonal (dialogue): Dialogues to establish or maintain social relationships, such as personal interviews or casual conversation role plays; the other form of conversation in the previous one was interpersonal dialogue, carried out more for the purpose of maintaining social relationships than for the transmission of facts and information.

f. Extensive (monologue): Such as short speeches, oral reports, or oral summaries. Students at intermediate to advanced levels are called on to give extended monologue in the form of oral report, summaries, or perhaps short speeches. Here the register is more formal and deliberative.

2.11 The Integration of the Skills

In the age of globalization, pragmatic objectives of language learning place an increased value on integrated and dynamic multiskill instructional models with a focus on meaningful communication and the development of learners' communicative competence.

Marrow (1981) cited in McDonough and Shaw (2003:173) states in his second principle of communicative methodology that:

One of the most significant features of communication is that it is a dynamic and developing phenomenon. In other words, it cannot easily be analyzed into component features without its nature being destroyed in the process. It is of course possible to identify various formal features of the way language is used communicatively, and these can be studied individually. But the ability to handle these elements in isolation is no indication of ability to communicate.

According to Richards, Platt and Webber (1985) the integration of the skills means:

The teaching of the language skills of reading, writing, listening and speaking in conjunction with each other as when the lesson involves activities that relate listening and speaking to reading and writing (Ibid).

The four skills (reading, writing, speaking and listening) naturally appear together in every English class, even in the EFL context.

Shumin (cited in Richards and Renandy:2002) states that:

The learning to speak a foreign language requires more than knowing its grammar and vocabulary. Learners should acquire the skill through interaction with each other. Using Creative Strategies to Promote Students' Speaking Skills. There are many situations in which we use more than one language skill. For this reason alone, it is valuable to integrate the language skills, but there are other reasons why integration can enhance the students' communicative competence.

Imssalem (2001:121) finds out that:

To emphasize real meaningful communication, communicative learning entails integration of language skills. Such integration requires a body of information that can be used for comprehension and production.

Many educationalists stress the importance of building new knowledge and skills on to what students already know and can do. So, if students are able to read a short story, this skill will help them to write their own story. In the same way, if they can understand a dialogue about buying things in a shop, they can use this as a model for practicing their own speaking skills in a similar situation. Also, integrating the skills allows you to build in more variety into the lesson because the range of activities will be wider. Instead of just having listening, the students can have speaking, reading and writing practice. This can raise their motivation to learn English.

Bell (cited in McDonough and Shaw,2003:177) claims that:

A new approach to skills teaching, in which integrated skills activities bring together reading, writing, listening and speaking in a natural realistic way, and provide a balanced method for students to practise and develop their language skills.

Imssalem (2001:122) states that:

In real life, we rarely talk or write about things unless we have had experience of that information before. The linguistic skills that are involved in the experiencing of the information are both listening and reading.

She (Ibid) adds that:

Any communication starts with a body of information as input and integration requires that this body of information can be used receptively and productively. Thus, communicative speaking practice should be based on the same body of information that is dealt with in a listening or reading input.

Above all, integrating the skills means that you are working at the level of realistic communication, not just at the level of vocabulary and sentence patterns. Realistic communication is the aim of the communicative approach and many researchers believe that handling realistic communication is an integral part of essential conditions for language learning.

Harmer (1994:52) states that:

It is very often true that one skill cannot be performed without another. It is impossible to speak in a conversation if you do not listen as well, and people seldom write without reading-even if they only read what they have just written.

In many locations around the world, learning English has the objective of learners' gaining access to technical, educational, or professional opportunities. People employ incremental language skills not in isolation but in tandem. For example, to engage in a conversation, one needs to be

able speak and comprehend at the same time. To make language learning as realistic as possible, integrated instruction has to address a range of second language skills all together, all of which are requisite in communication. For instance, teaching reading can be easily tied to instruction on writing and vocabulary, and oral skills readily lend themselves to teaching pronunciation, and listening.

Integrated teaching usually follows the principles of the communicative approach, with various pedagogical emphases, goals, instructional materials, activities, and procedures playing a central role in promoting communicative language use.

In fact, Richards and Rodgers (2001:165) note that, as long as instruction engages learners in meaningful communication and enables them to attain the curricular objectives, the range of models and teaching materials compatible with integrated language teaching is "unlimited".

At present, the models for integrated teaching with a communicative focus include an extensive range of curricula and types of instructional models, such as content based (including theme based), task based, text based (also called genre based), discourse based, project based, problem based, literature based, literacy based, community based, competency based, or standards based.

It is safe to say, however, that few movements in foreign language and second language teaching take place without contest, and integrated language instruction is certainly no exception. Currently, task-based and content based instruction are probably among the most widely adopted integrated models. However, some leading specialists in L2 teaching and applied linguistics have maintained that the superiority of, for example, task-based instruction over traditional teaching has not been demonstrated empirically and that to date research has had little to say about its effectiveness (Ibid).

Lubelska and Matthews (1997) cited in McDonough and Shaw (2003:174) provide seven facts relating to integrated skills:

1. Integrated skills involve using some or all of Listening, Speaking, Reading and Writing to practice new material (vocabulary, pronunciation, grammar, text/discourse).
2. All four skills must be practised in every lesson.
3. As listening and speaking naturally go together, it is always desirable to integrate these two skills.
4. The sequence hear-speak-read-write is the most appropriate for integrated skills work.
5. A common topic, such as holidays or pets, is a device linking the separate activities in integrated skills lesson.
6. If we want to develop specific subskills (reading for gist, guessing unknown words etc.), it is necessary to focus on individual skills in some lessons.
7. Integrated skills may be fine with a small group of adults, but it is difficult to do with large classes and in lessons lasting only 35 minutes.

2.11.1 The Integration of the Skills in Classrooms

As mentioned earlier there are four English language skills: listening, speaking, reading and writing. In our everyday life, there are many situations in which we use more than one language skill to communicate with others. In a natural communication, we find that people talk while they are listening and they write using references they have read. Based on this fact, it is assumed that the integration of language skills can improve the students' communicative competence, because the real success in English teaching and learning is when the learners can actually

communicate in English inside and outside the classroom (Davies & Pearse, 2000).

The integration of the skills in classrooms is very important in a way that is meaningful and reflect the real use of language, the activities associated with the skills should make the students use all the skills in a cognitive and meaningful way. Learners should use language as in real situations; we listen to speak, we read to speak , we write to read ,we write to speak, we listen to write and so on.

McDonough and Shaw (2003) state:

If we look around us in our daily lives we can see that we rarely use language skills in isolation but in conjunction... and, even though the classroom is clearly not the same as "real life", it could be argued that part of its function is to replicate it. If one of the jobs of the teachers is to make the students "communicatively competent" in L2, then this will involve more than being able to perform in each of the four skills separately by giving learners tasks which expose them to these skills in conjunction.

However, a trend toward skill integration has ensued. Curriculum and course designers have taken a whole language approach whereby reading, for instance, is treated as one of two or more interrelated skills. The experts have realized that by emphasizing what learners can do with the language, rather than using the forms of language, EFL instructors can incorporate any or all of the language skills that are relevant into the classroom arena. Gower, Philips and Walters (1995:85) argue that:

Language learning is not only concerned with acquiring knowledge (about grammar and pronunciation system, for example) it is not just something we learn about. Rather, it is a skill or a set of skills- something we learn to do, like riding a bike. So, students need meaningful, interactive practice in the skills in order to learn to use the language.

Which means that When people communicate, they often use more than a single language skill. On the telephone, for instance, they listen and speak—maybe they also write down a message and read over what they have written. Transferring language from one medium to another is itself a skill. There are many situations in which people use more than one language skill. For this reason alone, it is valuable to integrate the language skills, but there are other reasons why integration can enhance the students' communicative competence.

Raimes (1983:68) argues that :

If we want our language learning classes to come as close as possible to real –life communicative situations, then we have to organize activities that let students use all of the language skills.

She (Ibid) adds that: "when our students are comfortable with the normal classroom activity of using all language skills, it is up to ensure that they have the chance not only to use the new language but also to play with it".

Imssalem (2001:115) asserts that one of the aspects of communication through language involves the use of more than one skill. for instance, normal conversation involves both listening and speaking and note taking requires both listening and writing .

In addition to this, McEldowny cited in Imssalem (Ibid) points out that during the communication that take place as part of our daily lives or in the study of situation, there is constant interaction between the four verbal and non-verbal ways of communication.

Karal in his turn (1999:71) emphasizes the importance of integration the four language skills:

Since the aim of the communicative language teaching is to make students communicatively competent in L2, then this should involve more than being able to perform in each of the language skills separately.

Above all, integrating the skills means that you are working at the level of realistic communication, not just at the level of vocabulary and sentence patterns. Realistic communication is the aim of the communicative approach and many researchers believe that handling realistic communication is an integral part of essential conditions for language learning. Imssalem (2002:38-39) sees that:

language learning is concerned with becoming proficient in certain skills which are often grouped in pairs under the heading receptive (listening and reading) and productive (speaking and writing). Although we can make the division into receptive and productive skills, for instance, to have a conversation, we need to listen as well as speak; to have a correspondence we need to read as well as write. In real life, we rarely use our skills separately-they are usually closely integrated.

Imssalem (Ibid) adds that the integration of skills means that any one lesson may exercise all four skills, for instance, with information that is provided in a listening comprehension exercise being used for spoken or written practice later in the same lesson. Similarly, reading comprehension may provide the basis for spoken discussion which will recycle information obtained in reading phase of the lesson of the forms that are used. In the early stages of learning, acceptability may mean little more than a reasonable degree of accuracy in pronunciation and grammar. Later, it will increasingly come to include producing language which is appropriate to specific kinds of social situation. Examples of

these activities are pair/group work activities such as simulations, role-plays, and discussions.

2.11.2 Importance of Integrating Skills

The term "integrated skills" is frequently used as if it was almost synonymous with reinforcement. Viewed in this way, the process of integrating language skills involves linking them together in such a way that what has been learnt and practiced through the tasks of one skill is reinforced and perhaps extended through further languages activities which bring one or more of the other skills into use. According to Brown (2000: 218) the richness of integrated-skill courses give EFL students greater motivation that converts to better retention of principles of effective speaking, listening, reading, and writing.

Therefore, typically, a piece of spoken language, in the form of a dialogue, will be followed by relating writing activities. Indeed, this pattern –oral work leading to reading and writing has almost become the classical modal for the organization of learning materials into " lesson" or "units". The context to which this is done and the way in which it is implemented, in the form of teaching materials will be influenced by such factors as the level of the course, the relative importance of skills for the learners, and the view taken of the optimum ordering of the skills, but overall, this kind of skill linking is regarded as pedagogically sound. This assumption can support the importance of activities as follows :

1. They provide opportunities for using language naturally, not just practicing it.
2. Many pair and group work activities call for a variety of skills, sometimes simultaneously in order to involve all the learners.

3. Learners seem to learn better when they are engaged in activities which involve more than one skill (Byrne, 1987).

Harmer (1983:47) points out that one of the teacher's responsibilities is that the students should practice all the skills. He finds separating skills ridiculous and he adds that "Someone who listens to a lecture may take notes and then write a report of the lecture". The same person might also describe the lecture to his friends or colleagues and follow it up by reading an article that the lecturer suggested.

Byrne (1990) confirms this with an example. For instance, one sees an ad in the newspaper (for a job, holiday or device); talks about it to someone else or rings him up or writes a letter or chats on the computer. These kinds of activities could follow and provide a natural setting for language teaching/learning. Similarly, Cunningsworth (1984:46) states that :

In the actual language use, one skill is rarely used in isolation... Numerous communicative situations in real life involve integrating two or more of the four skills. The user of the language exercises his abilities in two or more skills, either simultaneously or in close succession.

Thus, a good teacher recognizes the importance of integrating language skills in the communicative situations, which simulate the real life situations in which students will need to use the foreign language. When reading is practiced through other skills 'integratedly' as in real life, it will become more interesting, motivating and effective for the students.

Using an integrated skills approach enables the students to develop their ability in the use of two or more of the four skills within real contexts and in a communicative framework.

Nowadays, communication is the major aim for learning a foreign language. In daily life, these skills are seen in integration, for example, after reading a letter, usually an answer to this letter is written. So in the

classroom the activities should be taught in integration in order to arrive at ease in communication. Davies and Pearse (2000:75) state :

Rather than emphasizing the productive skills at the expense of the receptive skills, it is better to exploit the natural relationships between them, for example, the skills of listening and speaking are combined in conversation. Outside the classroom, we continually integrate the skills or switch from one to another. It is important to replicate this natural integration of skills in the classroom as much as possible. Apart from reflecting the natural use of language, it offers different opportunities for different types of learners.

This does not of course mean that single skill activities are not effective; There will in fact be many occasions when teachers shall ask the learners just to talk or read or write, because this is appropriate. However, teachers should be looking for opportunities to knit together, because this is what happens in real life.

Gower, Phillips, and Walters (1995:86) give some reasons to point the importance of integration between skills in language lesson:

1. An integrated skills lesson allows for the practice of language in a way which is closer to 'real world' and assists in the development of a full language user.
2. Integrated lessons where one thing leads on to the other are more satisfying, less bitty, for the learners.
3. A lesson which integrates a number of skills has more variety.
4. It gives an opportunity for a topic to be fully explored and for vocabulary connected to the topic to be practiced and recycled.
5. Because one context or one text can be used for another activity the teacher does not have to spend time setting up something new.

In fact, integrating the four skills emphasizes the focus on realistic language and can lead to the students' development of communicative

competence in English. In other words, integrating the skills means that we are working at the level of realistic communication, which is the aim of communicative approach and many researchers believe that handling realistic communication is an integral part of essential conditions for language learning. For this reason, it is valuable to integrate the language skills to gain some benefits. Firstly, integrating the skills allows a teacher to build in more variety into the lesson because the range of activities will be wider.

It may help a teacher to make the lessons dynamic, involving the learners in varied activities and interactions, which can create plenty of opportunities for students to participate in class and raise their motivation to learn English. Secondly, integration of skills satisfies students' different learning styles in that the extroverts may speak a lot, the introverts prefer to listen or read, and the analytically or visually oriented learners like to see how words are written and sentences constructed (Davies & Pearse, 2000).

It may help the students to learn English willingly and comfortably. In addition, Willis (1996) proposes the condition of language learning that implies the need of integrating the language skills. The essential condition of language learning deals with exposure (to a rich but comprehensible input of real spoken and written language in use), use (the language to do things, i.e. exchange meanings), and motivation (to listen to and read the language and to speak and write it, i.e. to process and use the exposure). The other condition of language learning is the desirable condition that deals with instruction (in language, i.e. chances to focus on form). However, it is necessary for teachers to maintain an appropriate balance between integration and separation as there are some limitations, since integrating the four skills can be demanding and time-consuming that requires a lot of preparation for teachers. The easiest form

of integration may be from receptive to productive skills, although combining the activities involving different skills that link thematically may become another choice.

Davies and Pearse (2000:75) state that :

It is better to exploit the natural relationships between the skills, for example ,the skills of listening and speaking are combined in conversation. Outside the classroom, we continually integrate the skills or switch from one to another .It is important to replicate this natural integration of skills in the classroom as much as possible. Apart from reflecting the natural use of language, it offers different opportunities for different types of learners.

Bell and Gower (cited in Tomlinson,2003:124) believe that the four skills should be integrated throughout and that the 'receptive skills' of reading and listening should not be tagged on after the language work. Language use is a combined skill where everything depends on everything else- at the very least people listen and speak together, and read and write together. They also state that, like playing tennis, communicating in language is something you only improve with practice. Knowing about the language can be helpful for adults in learning to use it but overemphasis on the knowing about –usually the grammar– is useful for traditional exams but less useful in real–life communicative situations. People believe that both language work and the productive skills should come out of work on listening and reading texts. They believed in the value of texts being slightly above the level of the students and in the possibility of acquisition of language whilst focusing on content.

2.12 Conclusion

The nature of speaking skill and the need to integrate speaking skill with other language skills have been discussed throughout this chapter. The next chapter presents some of the methodologies adopted for teaching speaking skill.

Chapter Three

Teaching Speaking

The main concern of this chapter is to present the ways in which oral skills can be taught and learnt. A brief insight into the methodology of teaching speaking is provided. This chapter in particular deals with the techniques of teaching the speaking skill.

3.1 Introduction

Within language learning the skill of speaking sounds one of the major concepts. At the same time teaching oral skills presents one of the greatest challenges within the frame of ELT. Despite its importance, for many years, teaching speaking has been undervalued and English language teachers have continued to teach speaking just as a repetition of drills or memorization of dialogues. However, today's world requires that the goal of teaching speaking should improve students' communicative skills, because only in that way, students can express themselves and learn how to follow the social and cultural rules appropriate in each communicative circumstance.

In this context, Harmer (1998:4) says :

Getting students to speak- to use- the language they are learning- is a vital part of a teacher's job. Students are the people who need the practice, in other words, not the teacher. In general terms, therefore, a good teacher maximizes STT and minimizes TTT.

STT means student talking time while TTT means teacher talking time. Stern cited at (McDonough & Shaw:2003) represents an idea that in order to utilize the foreign language inside the classroom and later on outside it,

one should consider that there is "no single factor", for example the teacher, the method, the materials, a new concept or a technological device, can by itself offer a general solution to most language learning problems.

McDonough & Shaw (Ibid:4) remark that the change of the overall goals of policy around the globe towards reasons behind the need to learn English as a foreign or second language placed speaking skill in its current position and changed the implications for the development of the curriculum. They offer (Ibid) some issues from Malaysia and Japan.

The aim of English language teaching in Malaysia was earlier stated to create a society that is able to utilize the language for effective communication as the need arises, and as a key to wider experiences. For those furthering their studies, the skilled learner should become an instrument with which they may cope with the necessities of using the language.

The new guidelines for language teaching in Japanese schools include such statement as:

To develop understanding of language and culture through a foreign language... to develop a positive attitude towards communication in a foreign language, and a basic practical communication ability in hearing and speaking"(Ibid).

3.2 The History of Teaching the Speaking Skill

Strangely the study of speaking in its own right has been a relatively recent addition to the range of linguistics and applied linguistics specialists. However, perhaps because only towards the last quarter of the 20th century the particular patterns of speech became technically acceptable to study, the actual forms of language studied and taught orally

in second language classrooms were largely based on the written language (such as sentence patterns, and scripted dialogues). Hence in spite of the fact that language teaching and linguistics have long claimed to place oral language at the centre of its curricula, speech has been largely seen as similar to writing, but for the fact that it is processed orally.

The approaches and views on what is the best way in teaching speaking have developed and changed over time as methodologists came with new concepts and justifications of one theory or another.

Until the late 1960s language was considered a system of rule-governed structures. This view of language determined the nature of language teaching and learning. At that time the objective for language learners was to learn, to memorize, these prescribed rules. In the process of language teaching the attention was focused purely on the structure of a language, i.e. its linguistic forms. In the last three decades of the 20th century, the concept of second language teaching and learning underwent significant changes. The objectives of second language teaching and learning were gradually revised in connection with the changes in learners' needs and also demands that were placed on them. The perception of language as a system and its function transformed quite rapidly.

Richards (<http://www.jezykangielski.org/teacher3.pdf>) briefly represents the state of the teaching of speaking in the past :

Techniques that were often employed included memorization of dialogs, question and answer practice, substitution drills and various forms of guided speaking and writing practice. Great attention to accurate pronunciation and accurate mastery of grammar was stressed from the very beginning stages of language learning, since it was assumed that if students made errors these would quickly become a permanent part of the learner's speech.

Richards (2008) points out that teaching speaking passed through different stages and approaches to the teaching of speaking in ELT which has been influenced by fads and fashions. Learners in traditional (grammar-translation) language classes spent most of their time practicing grammatical structures almost to accomplishment, reading and translating texts. The primary focus was put on the grammar of the second language. Speaking in traditional methodologies usually meant repeating after the teacher, memorizing a dialogue, or responding to drills, all of which reflect the sentence-based view of proficiency prevailing, in the audiolingual and other drill-based or repetition-based methodologies of the 1970s. Although the learners were then engaged also in listening and responding (The Audio-lingual Method), they were still not able to use their knowledge effectively. In fact, they only repeated “ready-made” phrases. They were not capable of reacting in real. The emergence of communicative language teaching in the 1980s led to changed views of syllabuses and methodology, which are continuing to shape approaches to teaching speaking skill today. Grammar based syllabuses were replaced by communicative ones built around notions, functions, skills, tasks, and other non-grammatical units of organization. Fluency became a goal for speaking courses and this could be developed through the use of information –gap and other tasks that required learners to attempt real communication, despite limited proficiency in English. In so doing, learners would develop communication strategies and engage in negotiation of meaning, both of which were considered essential to the development of oral skills.

Hence, in spite of the fact that language teaching and linguistics have long claimed to place oral language at the center of its curricula, speech has been largely seen as similar to writing. Brown and Yule (cited at Imssalem,2000:141) had their point of view on how the spoken language

was taught for most of their history which was largely conceived of as teaching students to pronounce written sentences:

The serious consideration of the spoken language as a subject for teaching has a long history, but only made a decisive impact on foreign language teaching in general after the end of the second world war. Initially major attention was devoted to the teaching of pronunciation. Students of the spoken language spent many hours learning to pronounce the 'sounds of English', first of all in isolation, then in short isolated words, and finally in short isolated sentences. Students spent hours in language lab booths listening to, and repeating, the vowels and consonants of English. Later on, stress patterns were added and, eventually, practice in intonation patterns.

The history of teaching the skill of speaking had been affected by the methods of language teaching which had different perspective towards the skill of speaking. Under the Grammar Translation Method, the purpose to learn a language is primarily to read the literature published in the language. As reading and writing considered to be the focus of language teaching, the ability to speak a foreign language was regarded as irrelevant. Speaking was the primary aim of language in the Direct Method. In the era of this method oral communication became the basis of the language teaching programs. However, the Reading Method, emerged later on, believed that reading was the only language skill which could really be taught within the available time. The primacy of speech was once again insisted on in the era of the Audiolingual method. Based on the structural analysis of spoken language, audiolingual method came to be known and was popular for many years. It believed that mimicry and memorization are the most efficient route to second language use and it relied on active drill of the structural patterns of the language. This view on language learning is reflected in its conviction stating that: "language behavior is not a matter of solving problems but of

performing habits so well learned that they are automatic". The Audiolingual was later criticized for not providing language learners with the spontaneous use of the target language. The mimicry, memorization, and pattern manipulation were said to have questionable values if the goal of language teaching was the communication of ideas, the sharing of information. Ultimately, it was proved that the traditional language teaching methods were not competent enough for learners to achieve the ability to communicate. There was a need for a completely different approach to be employed. This has led to the idea of communicative competence in language teaching. Richards & Rodgers (2001).

3.2.1 The Place of Speaking Skill Within the Communicative Approach

The communicative approach demands increasing the students' talking time (STT) and decreasing the teacher's talking time (TTT). This appears as a result of providing the learners with opportunities to speak through cooperative independent activities.

Harmer (2001:47) says that:

Communication is the central feature in teaching and learning language. It, between students, creates opportunities for them to participate in the negotiation of meaning, to perform a range of language functions, and to attend to both language forms and functions.

Littlewood (1995:1) notes that:

One of the most characteristic features of communicative language teaching is that it pays systematic attention to functional as well as structural aspects of language, combining these into a more fully communicative view.

According to Brown (1994:226) the philosophy of communicative language teaching (CLT) for many years was to teach foreign languages through communicative approach which focuses on speaking and listening skills, on writing for specific communicative purposes, and on authentic reading texts.

Brown defines the most important features of CLT :

1. Classroom goals are focused on all of the components of communicative competence and not restricted to grammatical or linguistic competence.
2. Language techniques are designed to engage learners in the pragmatic, authentic, functional use of language for meaningful purposes. Organizational language forms are not the central focus but rather aspects of language that enable the learners to accomplish those purposes.
3. Fluency and accuracy are seen as complementary principles underlying communicative techniques. At times fluency may have to take on more importance than accuracy in order to keep learners meaningfully engaged in language use.
4. In the communicative classroom, students ultimately have to use the language, productively and receptively, in unrehearsed context (Ibid: 245).

The communicative teaching method aims to make communicative competence the goal of language teaching, and develops procedures for teaching the four skills that acknowledge the interdependence of language and communication. It encourages activities that involve real communication and carry out meaningful tasks. Richards and Rodgers (2001:79)

3.3 The Notion of Communicative Competence

Beginning with Noam Chomsky (1967) and his distinction between competence – 'a speaker's intuitive knowledge of the rules of his native language', and performance – 'what he actually produces by applying

these rules', the theory of communicative competence has gone through a serious development so far.

Chomsky (cited in Richards & Rodgers,2001:159) held that linguistic theory is concerned primarily with an ideal speaker-listener in a completely homogeneous speech community, who knows its language perfectly and is unaffected by such grammatically irrelevant conditions as memory limitation, directions, shifts of attention and interest, and errors in applying his knowledge of the language in actual performance. Communicative competence refers to a learner's L2 ability. It not only refers to a learner's ability to apply and use grammatical rules, but also to form correct utterances, and know how to use these utterances appropriately (Ibid).

A term of "communication competence" was introduced by the sociolinguist Hymes. According to Hymes (Cited in Hedge (2000:45) communicative competence includes knowledge of different communicative strategies or communicative styles according to the situation, task, and the other roles of the participants. Thus, Hymes's theory of communicative competence consists of the interaction of grammatical, psycholinguistic, sociolinguistic, and probabilistic language competence. Hymes demonstrated a shift of emphasis among linguists, away from a narrow focus on language as a formal system. Hymes's view encompassed not only knowledge but also ability to put that knowledge into use in communication. For Hymes a communicative competence is rules of use without which the rules of grammar would be useless. Just as rules of syntax can control aspects of phonology, and just as rules of semantics perhaps control aspects of syntax, so rules of speech acts enter as a controlling factor for linguistic form as a whole.

Savignon, in the early 1970s, provided the following definition for communicative competence :

The ability to function in a truly communicative setting that is, in a dynamic exchange in which linguistic competence must adjust itself to the total informational input, both linguistic and paralinguistic, of one or more interlocutors. (Savignon, 1983:9)

Richards, Platt and Weber (1985: 49) give their view of communicative competence as well. Communicative competence in their view consists of:

(a) knowledge of the grammar and vocabulary of the language; (b) knowledge of rules of speaking, e.g. knowing how to begin and end conversations, knowing what topics can be talked about in different types of speech events, knowing which address forms should be used with different persons one speaks to and in different situations; (c) knowing how to use and respond to different types of speech acts such as requests, apologies, thanks, and invitations; (d) knowing how to use language appropriately.

3.3.1 Competence of Communicative Language Ability

Hymes (Cited in Savignon,1983) argues that a normal child acquires knowledge of sentences, not only as grammatical, but also as appropriate a child acquires competence as to when to speak, when not, and as to what to talk about with whom, when, where, in what manner.

Out of Hymes's theory of communicative competence emerges a lot of terms and thoughts in order to describe what it means to know and to be able to use language knowledge communicatively. Canale and Swain (cited in Ibid) proposes four major competences.

1. Linguistic Competence

It is concerned with knowledge of the language itself, its form and meaning. As Stern states: "the language user knows the rules governing his native language and can apply them without paying attention to them". The native speaker stores the rules of his language in his subconscious. Thus, linguistic competence involves a knowledge of spelling, pronunciation, vocabulary, word formation, grammatical structure, sentence structure, and linguistic semantics. Therefore, Linguistic competence is the ability to use the grammar, syntax and vocabulary of the particular language.

2. Pragmatic Competence

pragmatic competence is generally considered to involve two kinds of ability. *Illocutionary competence* which means how to use language in order to achieve certain communicative goals or intentions. Hence, one element of pragmatic competence is knowing how to perform a particular function or express an intention clearly. In order for communication to be successful, a message must be appropriate to the social context within which it is produced. The second kind of ability is *sociolinguistic competence* which means that one is able to select the language forms to use in different settings and with people in different roles and with different status. The sociolinguistic competence of pragmatic competence enables a speaker to be "contextually appropriate".

3. Discourse Competence

Discourse competence is the ability to understand the context, to know how to collect longer stretches of language to make a coherent whole. Widdowson (1987) points out that it is more normally the case in discourse that shared information precedes new information. learners of English will need to become aware of how discourse works in terms of the common cohesive device in English. Second language learners will

need to acquire useful language for strategies such as initiating, entering, interrupting, checking, and confirming in conversation.

4. Strategic Competence

Canale and Swain define *strategic competence* as how to cope in an authentic communicative situation and how to keep the communicative channel open. Strategic competence – the ability to manage difficulties that may arise in communication. Thus, Strategic competence consists of using communication strategies. These strategies come into play when learners are unable to express what they want to say because they lack the resources to do so successfully. They compensate for this either by changing their original intention or by searching for other means of expression.

Probably the most elaborate description of communicative competence is provided by Hedge (2000). She lists a range of implications that the notion of communicative competence has for teaching and learning. According to her, there are five areas a learner has to master to be able to communicate effectively.

Hedge (Ibid:56) created the following table (Table 4) which comprises five interrelated fields to illustrate what communicative competence involves:

Area	The aims
Linguistic Competence	-to achieve accuracy in the grammatical forms of the language - to pronounce the forms accurately -to use stress, rhythm and intonation to express meaning -to build a range of vocabulary

	<ul style="list-style-type: none"> -to learn the script and spelling rules -to achieve accuracy in syntax and word formation
Pragmatic Competence	<ul style="list-style-type: none"> -to learn the relationship between grammatical forms and functions -to use stress and intonation to express attitude and emotion -to learn a scale of formality -to understand and use emotive tone -to use the pragmatic rules of language -to select language forms appropriate to topic, listener, etc.
Discourse Competence	<ul style="list-style-type: none"> -to take longer turns, use discourse markers, and open and close conversations -to appreciate and be able to produce contextualized written texts in a variety of genres - to be able to use cohesive devices in reading and writing texts -to be able to cope with authentic texts.

Strategic Competence	<ul style="list-style-type: none"> -to be able to take risks in using both spoken and written language -to use a range of communication strategies -to learn the language needed to engage in some of these strategies, e.g. "What do you call a thing that/person who..."
Fluency	<ul style="list-style-type: none"> -to deal with the information gap of real discourse -to process language and respond appropriately with a degree of ease -to be able to respond with reasonable speed in "real time"

Table (4) Different Types of Competences

3.3.2 The Relation Between Communicative Competence and the Skill of Speaking

The concept of communicative competence is developed under the views of language as context, language as interaction, and language as negotiation. The concept of communicative competence as explained above implies the essential purpose of spoken language. Spoken language functions interactionally and transactionally. Interactionally, since spoken language is intended to maintain social relationships, while transactionally, it is meant to convey information and thoughts. Speaking activities involve two or more people using the language for either interactional or transactional purpose. (Shumin,2002:208)

Learning to speak English requires more than knowing its grammatical and semantic rules. Students need to know how native speakers use the language in the context of structured interpersonal exchange. In other words, "effective oral communication requires the ability to use the language appropriately in social interactions". (Ibid)

For Canale and Swain (1980), communicative competence includes four components of competence: grammatical competence, discourse competence, sociolinguistic competence, and strategic competence. In the context of second or foreign language learning, their interpretation of communicative competence has been frequently referred to.

Shumin (2002:207) has shown how these competences underlie speaking proficiency in the following figure (Figure3):

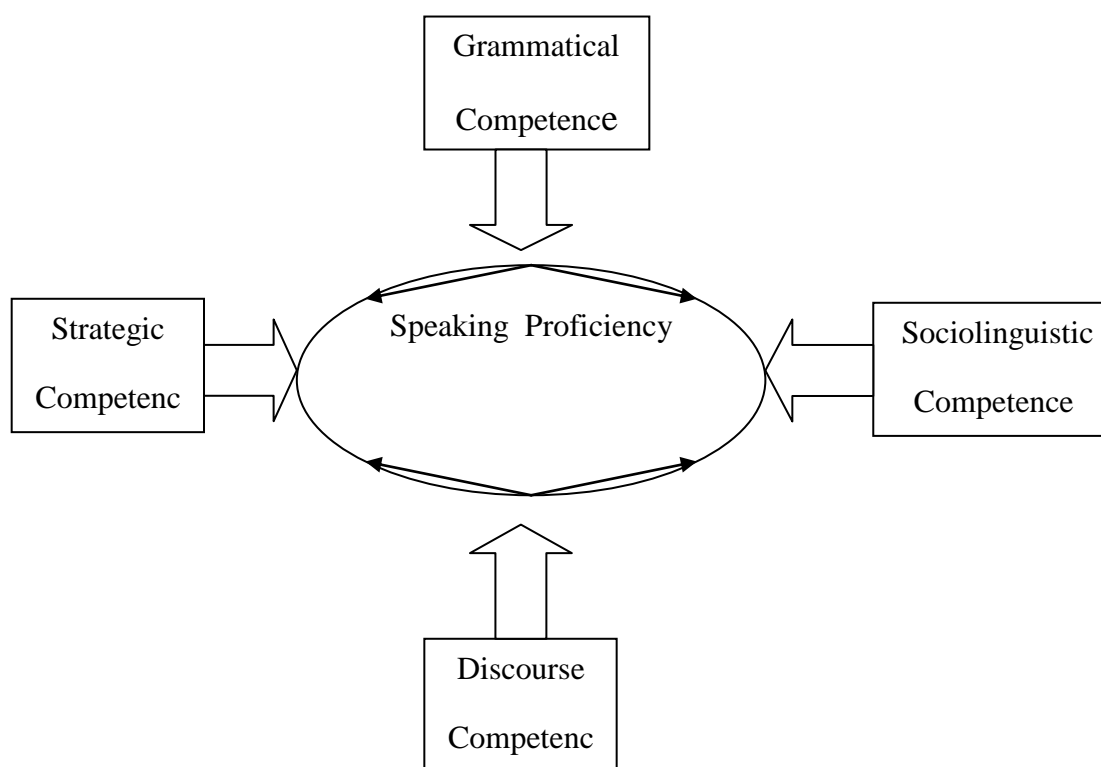


Figure Three (3) Competence Underlying Speaking Proficiency

Grammatical competence means the ability to recognize the lexical, morphological, syntactic, and phonological features of a language and to manipulate these features to form words and sentences. Grammatical competence helps the speaker to perform the grammatical well-formed sentences. Since it is the mastery of the linguistic code. In the case of speaking activities, grammatical competence enables speakers to use and understand English language structures accurately, which contributes to their fluency. Sociolinguistic competence which requires an understanding of the social context in which language is used: the roles of participants, the information they share, and the function of interaction; this competence helps speakers for effective and appropriate use of the target language. Understanding sociolinguistic side of language enables

speakers to know what comments are appropriate, how to ask questions during interaction. In addition, learners need to develop discourse competence. This is concerned with the connection of a series of sentences or utterances to form a meaningful whole. To become effective speakers, learners should acquire a large collection of structures and discourse markers to express ideas. The fourth competence is strategic competence, that is, the ability to employ strategies to compensate for imperfect knowledge of rules. It is analogous to the need for coping or survival strategies. With reference to speaking activities, strategic competence refers to the ability to keep a conversation going. For example, when foreign language learners encounter a communication breakdown as they forget what a particular word in the target language is to refer to a particular thing, they try to explain it by mentioning the characteristics of the thing. Thus, employing a type of communication strategies. Sauvignon (1983:37-39)

3.3.3 Development of the Learner's Communicative Competence

Learners need to realize that language is not only a set of prescribed rules to be memorized. This idea is described by Nunan: "Language as communication involves the active use of grammar and vocabulary to listen and read effectively and to speak with and write to other people" (1999 :71).

Richards (2008) mentions that in order to develop the learner's communicative competence a syllabus should identify the following aspects of language use:

1. As detailed a consideration as possible of the purpose for which the learner wishes to acquire the target language. For example, using English for business purpose, in the hotel industry, or for travel.
2. Some idea of the setting in which the target language is to be used. For example, in an office, on an airplane, or in a store.
3. The socially defined role the learners will assume in the target language, as well as the role of their interlocutors. For example: as a traveler, as a sale person talking to clients, or as a student in a school setting.
4. The communicative events in which the learners will participate: everyday situations, vocational or professional situations, academic situations, and so on. For example: making telephone calls, engaging in casual conversations, or taking part in a meeting.
5. The language functions involved in those events, or what the learner will be able to do with or through the language. For example: making introductions, giving explanations, or describing plans.
6. The notion or concepts involved, or what the learner will need to talk about. For example: leisure, finance, history, religion.
7. The skills involved in the " kitting together" of discourse: discourse and rhetorical skills. For example: storytelling, giving an effective business presentation.
8. The variety or varieties of the target language that will be needed, such as American, Australian, or British English, and the levels in the spoken and written language which the learners will need to reach.
9. The grammatical content that will be needed.
10. The lexical content or vocabulary that will be needed.

Abbs and Freebairn (cited in Hedge, 2000:45) affirm that:

To operate effectively in the real world, students need plenty of opportunity to practice language in situations which encourage them to communicate their needs, ideas, and opinions.

Imssalem (2001:219) also states that: " the input should be understood and this can be provided through meaningful and communicative activities".

Littlewood refers to the notion of communicative competence as "communicative ability". He suggests four areas to be included in communicative ability in order to develop the communicative competence :

1. A learner has to develop a high degree of linguistic competence, i.e. he must be flexible in using the linguistic system freely in order to express an intended message,
2. A learner has to understand the forms he learned as a part of linguistic system which perform communicative functions, they form a communicative system,
3. A learner must be capable of using strategies for managing communication deficiencies,
4. A learner has to be aware of the social meaning connected to linguistic forms, he should at least recognize and use generally acceptable forms and in this way avoids possible offence. (Littlewood ,1994: 6)

One can conclude that in order to enhance the learners ability to communicate effectively, Learners should understand how to use their current proficiency, For this reason teaching speaking should take account of all the aspects of language which develop the learner's communicative competence.

3.4 Factors Affecting EFL Learners' Oral Communication

According to Shumin (Cited in Richards & Renandy,2002:205-206) , there are four factors which may affect EFL learner's oral communication, namely: age or maturational constraints, aural medium, socioculture factors, and affective factors.

1.Age or Maturational Constraints

The age factor is one of the most determined factors of success in L2. Krashen, Long, and Scarcella (Ibid) argue that learners who begin learning a second language in early childhood through natural exposure achieve higher proficiency than those beginning as adult. One can say young children learn faster and more effectively than any other age group. Children who learn a new language early have a facility with the pronunciation.

2. Aural Medium

The second factor is aural medium which reflects the central role of listening comprehension in the L2 or foreign language acquisition process. Speaking is closely related to or interwoven with listening, which is the basic mechanism through which the rules of language are internalized.

Listening plays an extremely important role in the development of speaking abilities. Inasmuch as, speaking feeds on listening, which precedes it. Mendelssohn and Rubin (Ibid) state while listening, learners must comprehend the text by retaining information in memory, integrate it with what follows, and continually adjust their understanding of what they hear in the light of prior knowledge and of incoming information.

3. Sociocultural Factors

One cannot separate culture from language, they are closely related to each other. Sociocultural factors affect L2 from a pragmatic perspective since language is a form of social action because linguistic

communication occurs in the context of structured interpersonal exchange. It is well known that each language has its own rules of usage as to when, how, and to what degree a speaker may impose a given verbal behavior on his or her conversational partner (Ibid). Thus, to speak a language, one must know the cultural settings of that language in order to use it in different social context.

4. Affective Factor

Oxford (Ibid) states: "the affective side of the learners is probably one of the most important influences on language learning success or failure". Affective factor comprises many factors related to it. Emotions, self-esteem, empathy, anxiety, attitude and motivation all create and affect the personality of the learners. In relation to the characteristics of adult learners, Shumin (Ibid) states that:

"Adults are concerned with how they are judged by others. They are very cautious about making errors in what they say".

3.5 The Relation Between the Speaking Skill and Communicative Language Theory

Among all kinds of teaching approaches in language teaching history, the most important and popular one for more than 35 years is the communicative approach. Savignon (1983:81) points out that the Communicative Approach has been the centre of foreign language and second language teaching throughout the past few decades and has been considered as one of the ideal teaching approaches all around the world by researchers, teachers and educators associated with language teaching. CLT has been the center of language teaching discussion since the late 1960's. McDonough and Shaw (1993:16) state that: "The communicative

approach is essentially a manifestation of the 1970s, in the sense that this was the decade when the most explicit debate took place".

Richards & Rodgers (2001:155) state that:

Since the mid-1970 the scope of communicative language teaching has expanded. Both American and British proponents now see it as an approach (and not a method) that aims to (a) make communicative competence the goal of language teaching and (b) develop procedures for the teaching of the four language skills that acknowledge the interdependence of language and communication.

Now many linguists and teachers of English agree that students learn to speak in the second language by "interacting". By using communicative language teaching which is based on real life situations in ESL classes, students will have the opportunity of communicating with each other in the target language. Therefore, ESL teachers should create a classroom environment where students have real-life communication, authentic activities, and meaningful tasks that promote oral language. This can occur when students work in groups to achieve a goal or to complete a task.

Harmer (2001:47) says that :

Communication is the central feature in teaching and learning language. It, between students, creates opportunities for them to participate in the negotiation of meaning, to perform a range of language functions, and to attend to both language forms and functions.

Tomlinson (2003:375) emphasizes the importance of applying the communicative activities which require students to fulfill a task :

Speaking skills will be best developed when learners learn eventually to take control of their own performance from an inside perspective (e.g. from that learners), rather than being constantly dictated to by outsider manipulating (e.g. by the teacher).

Communicative activities use realistic or authentic language in situations that mimic the real world. Examples include interviews, role-plays and games. Richards & Rodgers (2001:161) in their analysis of the theoretical bases of communicative language teaching offer four characteristics of a communicative view of language:

1. Language is a system for the expression of meaning.
2. The primary function of language is for interaction and communication.
3. The structure of language reflects its functional and communication uses.
4. The primary units of language are not merely its grammatical and structural features, but categories of functional and communicative meaning as exemplified in discourse.

This analysis reflects the truth that how easily speaking skill can be accommodated within this particular view of language. Since when teacher asks students to use the spoken language in the classroom, he requires them to take part in a process that not only involves a knowledge of target forms and functions, but also a general knowledge of the interaction between the speakers in order that meanings and negotiations are made clear. (Ibid,135)

3.5.1 Types of Classroom Activities

Several classifications of tasks have been proposed. Most of types of activities, though organized in different ways, have become a permanent part of the current language teaching practice.

Harmer (2001:85) differentiates between two types of activities which he called the communicative continuum. Namely, non-communicative activities and communicative activities. Harmer (Ibid) sees that teachers should use a variety of language rather than one particular language form.

Harmer presents the differences between communicative and non communicative activities in the following figure (Figure 4):

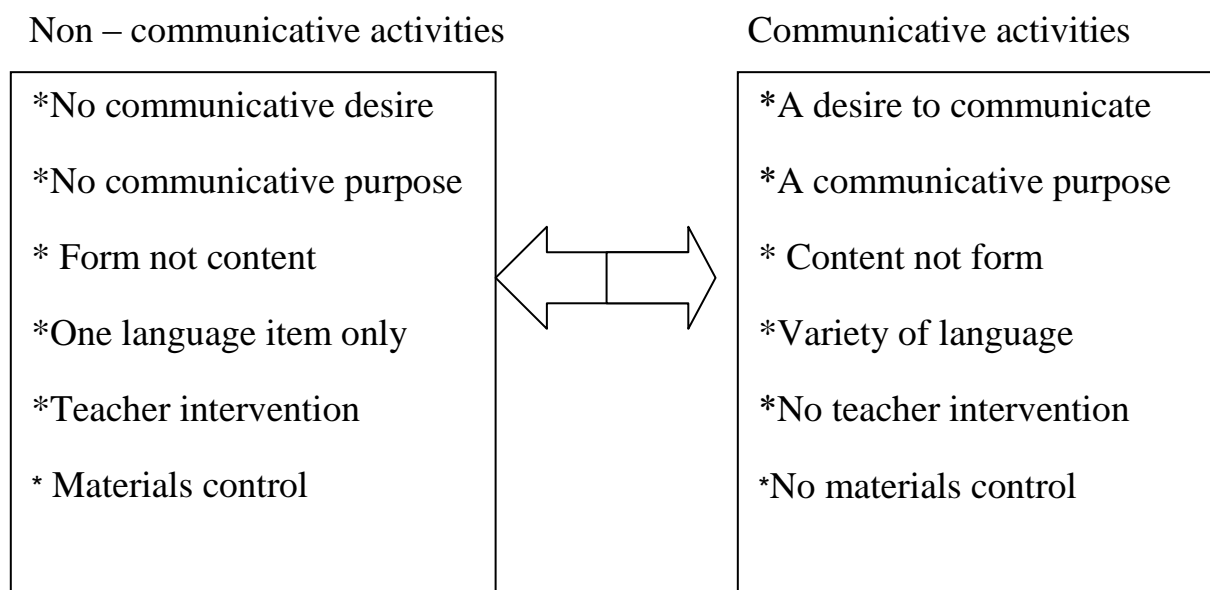


Figure Four (4) The Differences between Non communicative and Communicative Activities

Harmer claims that not all activities occur at either extreme of the continuum, some may be further towards the communicative end, whereas some may be more non communicative.

Littlewood (1994) distinguishes between "pre communication activities" and "communication activities" as major activity types in communicative language teaching. By that division he enables the switch from less communicative applications to more communicative ones. Littlewood proposes four different kinds of activities that are required for learning to speak.

Within his primary division, there are two major categories, i.e. pre-communicative and communicative activities.

Pre-communicative activities are defined as follows:

The teacher isolates specific elements of knowledge or skill which compose communicative ability, and provides the learners with opportunities to practise them separately.... The aim is to provide learners with a fluent command of the linguistic system, without actually requiring them to use this system for communicative purposes. (Littlewood,1994: 85)

In *communicative activities* a learner, according to Littlewood, "has to activate and integrate his pre-communicative knowledge and skills, in order to use them for communication of meanings". (1994 :86)

Each of the two major categories is further subdivided into two groups.

1. Pre- communication activities

These activities are ones to prepare for the communicative activities which learners are required to do. In pre-communication activities, the teacher isolates specific elements of knowledge and skills which compose communicative ability, and provide the learners with opportunities to practice them separately. This first kind is sub-divided into structural activities and quasi- communicative activities.

-Structural activities: Pre communicative tasks comprise purely *structural activities* where learners are engaged in practicing linguistic forms and structural operations in order to build their linguistic competence, which forms an important prerequisite for the development of their communicative ability. Therefore, structural activities focus on the grammatical system, describing ways in which language elements can be combined. These activities consist of pronunciation, vocabulary and structure practice.

-quasi-communicative activities: The emphasis is placed on the "link between the language forms and their potential functional meanings". (Ibid: 86)

In other words, students learn to recognize the relation between structures and their communicative functions. Quasi- communicative activities are intended to help the learners relate forms and structure to communicative function.

The aim of the pre-communicative activities, apart from producing certain language forms in an acceptable way, as Littlewood suggests, is to "help the learners to develop links with meanings that will later enable them to use this language for communicative purposes". (Ibid:8)

These activities require learners to integrate their pre-communicative meaning. The aim of the functional communication activities is to practice students' ability to get meaning across as effectively as possible. Littlewood includes here activities based on sharing information with restricted and unrestricted cooperation (identifying pictures, discovering sequences, locations, missing information, 'secrets', differences, etc.), sharing and processing information (reconstructing story sequences, pooling information to solve a problem, etc.), or processing information (for example, groups must decide what they will take for a trip). Littlewood distinguishes between two main categories: functional communication activities and social interaction activities.

-functional communication activities: functional communication activities are those which emphasize the functional aspect of communication. The main goal of *functional communication activities* is rather pragmatic. The learner's task is to communicate meanings as effectively as he can with the property he has at his disposal. Success is measured primarily according to whether they cope with communication demands of the immediate situation. Examples of these activities are questions and answers, open- ended responses, interviews based on a text, information gap activities, role play, etc.

-social interaction activities: In *social interaction activities* learners are expected not only to communicate effectively but also to adjust their language with regard to the given situation and their interlocutors. Learners are encouraged to produce utterances which are not only acceptable but also socially appropriate to the context of situation. Examples of these activities are pairwork/ groupwork activities such as simulations, role-plays, and discussions. (Ibid:20)

3.5.2 Factors Affecting the Selection of Activity

Teachers should always bear in mind the factors which may affect the activity type and ask whether the selected activity is suitable for their class or not. They should pay attention to the differences between students.

Harmer (2001:42) believes that:

An understanding that there are different individuals in our classes is vitally important if we are to plan the kinds of activity that will be appropriate for them. We need to balance the interests of individuals against what is good for group and to be aware of certain individual traits when putting students into pairs and groups.

Harmer (Ibid:42) also believes that one of the important factors that may affect students' behavior towards activity is the students' cultural background: "different cultures value different learning behaviors".

Harmer mentions three factors that should obtain teacher's attention during preparing the activity. Namely, methodology, language, and topics.

Methodology: Some techniques and exercises that are suitable for beginners are not appropriate for students at higher levels. Teachers of

beginners will necessarily use activities whose organization and content is less complex than those for more advanced learners.

Language: Teachers need to adjust the classroom language to the level they are working with. The language materials should be of a completely different level, not only in terms of complexity, but also in range of genre and length.

Topics: It is important to match topics to the level, reserving complex issues for more advanced classes.

3.5.3 Communicative activities

People communicate when one of them has information (opinions, ideas, instructions, etc.) that another does not have.

Richard (2006) asserts that:

With CLT began a movement away from traditional lessons formats where the focus was on mastery of different items of grammar and practice through controlled activities such as memorization of dialogues and drills, towards the use of pair work activities, role plays, group work activities and project work.

Nunan (1989) cited in Richards and Rodgers (2001:165) defines the communicative task as:

A piece of classroom work which involves learners in comprehending, manipulating, producing or interacting in the target language while their attention is principally focused on meaning rather than form.

Tasks are activities that people do, and in language- learning contexts tasks are usually defined in terms of language use. Breen cited in Imssalem (2000:103) defines a task as: "an activity ,which the learners carry out in order to learn the language".

The aim of communicative activity in class is to get learners to use the language they are learning to interact in realistic and meaningful ways, usually involving exchanges of information or opinion. Thus in this kind of activities the center of attention is on encouraging communication, rather than on accuracy of linguistic forms that students make. "The main aim for students is achieving successful Communication". (Scrivener,1994:153). They should not be extremely concerned about accurate use of particular language items.

There are two categories of communicative activities, according to Littlewood. The first category is "functional communication activities". The second is "social interaction" activities. (Littlewood,1994: 22)

3.5.3.1 Functional Communication Activities

The first category of activities is subdivided into four groups:

a) *Sharing information with restricted cooperation:* Activities within this group is based on the situation in which one student (or group) possesses information which the other student (or group) has to discover. The "knower" is allowed to react only to appropriate cues, usually a particular type of questions (e.g. yes/no questions) so that the information is revealed gradually. Examples may include: *Discovering sequences or locations:* A has pictures in a particular sequence, B's task is to arrange his pictures in the same sequence. *Discovering missing information:* each student in a pair has an incomplete table, each has to elicit the missing information from the other. (Ibid:22-26)

b) *Sharing information with unrestricted cooperation:* The activities allow more realistic pattern of interaction to develop. They are based on visual information. The information gap is ensured by the fact that students must not see each other's pictures: Examples may be:

Communicating models: both A and B have shapes ,A arranges his pieces in a particular shape, B's task is to reproduce. A's model by communicating with A. *Following directions*: both A and B possess identical maps, only A knows the destination. (Ibid:29-32)

c) *Sharing and processing information*: Students are expected not only to share information, but also to discuss or evaluate the information so as to come to the solution to a problem .E.g.: *Pooling information to solve a problem*: A has a piece of information (train times from X to Y), B has a compatible piece of information (train times from Y to Z), together they have to reach a solution (e.g. the quickest journey from X to Z). (Ibid:33-35)

d) *Processing information*: In the last of the four groups of activities students have all the relevant information at their disposal. Their task is to discuss and evaluate information or facts in pairs or groups in order to agree on a decision or solve a problem. *Problem-solving tasks*: e.g. placing items in the order of importance, choosing and justifying the course of action for the outlined problem-situation. (Ibid:36)

3.5.3.2 Social Interaction Activities

The second major category of communicative tasks is "social interaction activities". They incorporate an additional dimension, that is, "a more clearly defined social context". (Littlewood, 1994: 43)

This means that now the learner has to observe also the social acceptability and appropriateness of the language he produces. These activities should simulate situations that may occur outside the classroom, "where language is not only a functional instrument, but also a form of social behavior". The category comprises two types of activities. In the first, social context is represented by the classroom. Among the activities within the classroom context the author ranks conversation or discussion sessions and dialogues and role plays based on school experience. He also

refers to the suitability of using the foreign language as a teaching medium and an instrument for classroom management. (Ibid:45-46)

The second set of activities involves simulation and role-playing.

Learners are asked to take on a specific role in a specific situation. Sometimes they may act as themselves, in other cases they are supposed to adopt a simulated identity.

He orders the activities from easier ones to more complicated, e.g. *role-playing controlled through cued dialogues*: learners are prompted by turn-by-turn cues on role cards; *role-playing controlled through situation and goals*: learners are given background information and aims on role cards, they are to perform "drama-like" dialogue in a particular situation ; *improvisation*: unscripted dramatizations, learners are given individual role cards, but no aims.

3.5.4 Characteristics of Communicative Activities

CLT employs a variety of communication activities in order to give a chance to students inside classroom to expose to different types of language and to play different roles by taking parts in an activity. As Hedge (2000:51) states, it is only through fluency activities that real language use, i.e. communication, may be stimulated. He (Ibid:67) points out the importance of reflecting the real language use inside the classroom:

If students hear only unnatural language in the classroom, their first experience of hearing authentic spoken English in the real world can be demoralizing. The classroom, it is argued, can provide supported conditions of learning in which authentic texts can gradually be introduced and exploited in ways which build confidence.

Scrivener (1994:152) states that the aim of communicative activity in class is to get learners to use the language they are learning to interact in

realistic and meaningful ways, usually involving exchanges of information or opinion.

Swan and Walter cited in (Ibid:45) stress that: " language practice should resemble real life communication with genuine exchange of information and opinions".

Krashen and Terrel (cited in Lightbown & Spade:1999) find that communication activities provide students with opportunities to focus on using the language rather than talking and learning the structure of the language. Therefore, the topics or themes around which students learn language should capture their attention and encourage them to interact more with each other. Therefore, teachers' emphasis should be on making meaning, not on error correction.

3.5.5 Advantages of Communicative Activities

Inasmuch as communicative language teaching was developed by teachers and applied linguists as a response to the shortcomings of the audiolingual and grammar translation methods . one of the distinctive points of communicative language teaching is the focus on communicative activities that promote language learning. These activities use real life situations to trigger communication. Research suggests that such skills are more efficiently acquired if explicitly taught:

Classroom data from a number of studies offer support for the view that form-focused instruction and corrective feedback provided within the context of communicative programs are more effective in promoting second language learning than programs which are limited to a virtually exclusive emphasis either on accuracy or fluency. (Lightbown and Spada 1999: 152)

If we look at foreign language learning as it occurs in the natural environment, it becomes clear that the processes of learning the language

can work without any teacher at all, so long as the environment provides the necessary stimuli and experience. The most essential of these seem to be that the learner should need to use the foreign language for communicative purposes. (Littlewood, 1995:92)

Communicative language teaching sets out to involve learners in purposeful tasks which are embedded in meaningful contexts and which reflect and rehearse language as it is used authentically in the world outside the classroom. Hedge (2000:71).

Billows (cited in Byrne:1969) affirms that:

To speak a language with confidence learners must have the opportunity of hearing it spoken correctly and fluently, so that their minds can move rapidly in the language without reflection on the individual words or their position in the sentence. They must therefore never be expected to speak before they are quite ready to do so.

The range of exercise types and activities compatible with a communicative approach is unlimited, provided that such exercises enable learners to attain the communicative objectives of the curriculum and engage learners in communication.(Richards and Rodgers,2001:165)

3.6 The Activities to Promote Speaking Skills

This section examines some activities used in the classroom to promote the development of speaking skills. In recent teaching materials a lot of attention has been paid to designing activities that focus on tasks mediated through language or involve sharing of information by the participants. Through these activities, students improve their communication along with the fun and enjoyment involved in such activities.

In this contexts, Hedge (2000:263) alerts that:

The challenge for the communicative classroom is to find activities and procedures for speaking which will prepare students for spontaneous interaction and which will aid the acquisition process.

Richards and Renandya (2002) represent the nature of speaking skill as well as the factors involved in producing fluent and appropriate speech, accordingly, classroom activities should be selected on the basis of problems learners experience with different aspects of speaking and the kinds of interaction the activities provide.

McDonough and Shaw (2003:143) point out: "learners should be provided with the opportunity to use the language they know in meaningful activities they feel motivated to talk about".

Gower et al. (1995:100-101) divide the speaking activities that teacher can utilize in the classroom into three types of categories:

1. Controlled activities

The teacher can use repetition practice or set sentences prompted by pictures or word cues to improve the accurate use of words, structures, and pronunciation, and to foster confidence.

2. Guided activities

The teacher can utilize model dialogues which students can change to talk about themselves and to communicate their own needs and ideas; tasks which the students carry out using language (structure and/ or vocabulary) which has been taught before.

3. Creative or freer communication

These activities are usually designed to give either creative practice opportunities for predicted language items, or general fluency practice, where the specific language focus is less relevant. In this type of activities the students are given the opportunity to experiment, to see how far they

can communicate in situations where all choices of language used are made by the people speaking; to practice the fluent use of language they know. In general these activities both increase the students' motivation since they talk for themselves, and help bridge the gap between the rather artificial world of the classroom and the real world. (Ibid,100-101)

For developing oral skills Rivers and Temperley propose three kinds of activities. The activities relate to one another in the process of learning. They include *oral practice for the learning of grammar*, *structured interaction* and *autonomous interaction*.

1.*Oral practice for the learning of grammar*: Activities of this kind are designed to introduce and practise the grammar of the language. They are expected to help learners "practise the use of grammatical structures and apply the various facets of grammatical rules in possible sentences". (Rivers and Temperley,1978: 110).

2.*Structured interaction*: it is aimed to show "how to construct the appropriate framework for the expression of meaning".

The main concern of this kind of activities is to bridge the gap between knowledge of grammatical patterns and the ability of using them for communication of meanings. For this purpose the activities are created so as to already be "pseudo-communicative". This entails communication "in which the content is structured by the learning situation, rather than springing autonomously from the mind and emotions of the student". (Ibid:16-17).

3.*Autonomous interaction*: For the greater part of learners autonomous interaction in a foreign language will most likely present a "challenge". For learners to build confidence in their oral skills, it is necessary to encourage them to express their own meanings.

They (Ibid) present several categories of language use which should offer natural context for an interaction. The categories include, for example,

establishing and maintaining social relations, expressing one's reactions, talking one's way out of trouble, seeking and giving information, conversing over the telephone, solving problems ,discussing ideas and acting out social roles .

Bygate (1987) make distinctions between two types of speaking tasks:

1. Factually oriented talk: which is subdivided into four types.

A. description B. narration C. instruction D. comparison

2. Evaluation talk : subdivided as well into four types.

A. explanation B. justification C. predication D. decision

Bygate points out that speakers' use of language is different in each of these categories. If someone is good at describing, it does mean that he or she is also good at comparing things, telling story. This means it is useful to give different information and alternative versions of tasks. Luoma (2004:139-151) illustrates the speaking tasks which Bygate declares.

a. Description tasks

Luoma (Ibid) gives two examples of description task. Description tasks are very common. They can be used in interviews and with pairs. Example 1: interaction outline for a one to one interview. Here teachers could ask students to describe a room or area where they live. Example 2: interaction outline for a pair task in an interview. Here the teacher could give each student a picture. They should not show the pictures to each other. They should describe the picture to each other and then talk about what is similar and what is different. In designing description tasks, the developers need to consider carefully whether pictures will be needed. Creating them makes the development of description tasks more work-intensive, and allows to control the content of the task discourse and plan the size and length of the task.

b. Narrative tasks

Narrative tasks are used in speaking classes frequently. The tasks are based on picture sequences, where the content of the pictures guides what will be said. Teachers should generate enough talk and provide opportunities for the students to say what they know. In her turn, Luoma gives an example of a narrative task. The example is done by giving the students pictures and ask them to describe. The students look at the pictures and tell the story that the pictures shows.

c. Instructional tasks

The main purpose in direction and instruction tasks is to get the message across and make sure that it has been understood. This tends to mean short exchange between the speaker and listener. Luoma gives two examples to this type.

Example one: interaction outline for a one to one interview. e.g. imagine that we are standing in front of your house and tell us how to get to the shop from there.

Example two: a face to face paired interaction. e.g. imagine that you are going to look after your friend's puppy. Your friend will give you the exact instructions. You should listen carefully and ask if there is anything you do not understand. At the end, Luoma suggests that students should check that they know what to do and try to tell thier partner these things: what you have to do, what you need, and where to find things.

d. Comparing and contrasting tasks

Tasks that required comparing and contrasting are usually considered more demanding than description because they also require analysis and discussion of similarities and differences. This requires the use of comparative forms and complex grammatical structures. The task demands also depend on the objects that are compared.

Example: interaction outline for a pair task in a paired interview. e.g. protective clothing (compare, contrast and speculate). In this task,

students will have photographs to look at and try to compare and contrast two or three of these photographs, saying what kind of clothing the people are wearing and why you think the protection might be necessary.

e. Explaining and predicting tasks

Explaining the contents or explaining a process is a fairly common task in many professional settings. To do well on the task, the speakers need to set the scene and identify parts of the information or stages in the process that they are explaining and present them in a coherent order. They also need to explain the significance of the important parts or stages, so that the listener understand what the explanation is about. Explaining is a fairly monologic function in that there is clearly just one main speaker. Here is an example of an explanation and prediction task, teacher can give students a graph that shows for example, the number of works in different occupations then asked them to tell him or her about information given in the graph. A particular point to check with graph is complexity, as many graphs are too complex. Appropriate graphs contain enough information to give material for a sustained explanation ,but not too much, so that they are easy enough to interpret.

f. Decision tasks

Decision tasks involve discussing the issue that the decision concerns from a number of perspectives and then making a decision. The issues that need to be decided are usually not clear-cut, so that arguments for and against different solutions are needed. The speakers express their opinions about concerns and justify them in order to air different viewpoints. Decision tasks are fundamentally interactive. To develop decision tasks, task designers need to identify issues that are relevant to the students so that they can discuss them. Luoma (2004) gives an example based on the Cambridge Business English Certificate, which is

intended for adults. The content and cognitive complexity of the task have been designed for this target audience.

Task card for two students in a paired interview. The students imagine that a company has been invited to take part in a trade fair, which will take place during the busiest time of the year. The students should discuss what the advantages and disadvantages of attending trade fairs and which members of staff would most usefully represent a company at a trade fair. In the example, it is useful to guide the discussions with a couple of prompts, so that the task is clear for all the students in the task. At the end, they understand that some discussion is necessary before they reach a conclusion.

3.6.1 Accuracy Versus Fluency Activities

Gower, et al. (1995:99-100) distinguish between accuracy and fluency, According to them, accuracy involves the correct use of vocabulary, grammar and pronunciation. In controlled and guided activities the focus is usually on accuracy. On the other hand, fluency can be thought of as "the ability to keep going when speaking spontaneously". One of the goals of CLT is to develop fluency in language use. Fluency is natural language use occurring when a speaker engages in meaningful interaction and maintains comprehensible speech.

In his turn, Harmer (2001:104) notices that it is important to distinguish between accuracy and fluency. He states that there is a need to decide whether a particular activity in the classroom is designed to expect the students' complete accuracy- as in the study of a piece of grammar, a pronunciation exercise, or some vocabulary work for example- or we are asking the students to use the language as fluently as possible. Accuracy refers to speaking with "correct" grammar, vocabulary, pronunciation, etc.; applying the rules of English. On the other hand, fluency refers to

speaking fluidly, confidently and at an appropriate pace, pausing at expected points.

Brumfit (cited in Hedge, 2000:57) states that: "Fluency activities develop a pattern of language interaction within the classroom which is as close as possible to that used by competent performers in the mother tongue in real life". In Brumfit's view, fluency activities will give students the opportunity to produce and understand items which they have gradually acquired during activities which focused earlier on linguistic form, which he calls accuracy work.

Hedge (Ibid) points out that teachers have been concerned to ensure that students not only practice speaking in controlled way in order to produce features of pronunciation, vocabulary, and structure accurately, but also practice using these features more freely in purposeful communication.

Teachers were recommended to use a balance of fluency activities and accuracy and to use accuracy activities to support fluency activities. Accuracy work could either come before or after fluency work. For example, based on students' performance on a fluency task, the teacher could assign accuracy work to deal with grammatical or pronunciation problems the teacher observed while students were carrying out the task. An issue that arises with fluency work, however, is whether fluency work develops fluency at the expense of accuracy. In doing fluency tasks, the focus is on getting meanings across using any available communicative strategies and there is little motivation to use accurate grammar or pronunciation. Fluency work thus requires extra attention on the part of the teacher in terms of preparing students for a fluency task.(Richards:2002)

Willis (cited in Harmer,2001:87) notes that in order to avoid the risk of learners achieving fluency at the expense of accuracy and to spur on language development, another stage is needed after the task itself.

He proposes the following sequence of activities:

1. Pre task activities

Introduction to topic and task

- T helps Ss to understand the theme and objectives of the task, for example, brainstorming ideas with the class, using pictures, mime or personal experience to introduce the topic.
- Ss may do a pre-task, for example, topic-based odd-word-out games. T may highlight useful words and phrases, but would not pre-teach new structures.
- Ss can be given preparation time to think about how to do the task.
- Ss can hear a recording of a parallel task being done(so long as this does not give away the solution to the problem).
- If the task is based on a text, Ss read a part of it.

2. The Task Cycle

Task

- The task is done by Ss (in pairs or groups) and gives Ss a chance to use whatever language they already have to express themselves and say whatever they want to say. This may be in response to reading a text or hearing a recording.
- T walks around and monitors, encouraging in a supportive way everyone's attempt at communication in the target language.
- T help Ss to formulate what they want to say, but will not intervene to correct errors of form.
- The emphasis is on spontaneous, exploratory talk and confidence building, within the privacy of the small group.
- Success in achieving the goals of the tasks helps Ss' motivation.

Planning

- Planning prepares for the next stage where Ss are asked to report briefly to the whole class how they did the task and what the outcomes were.

- Ss draft and rehears what they want to say or write.
- T goes round to advise students on language, suggesting phrases and helping Ss to polish and correct their language.
- If the reports are in writing, T can encourage peer editing and use of dictionaries.
- The emphasis is on clarity, organization, and accuracy ,as appropriate for a public presentation.

Report

- T asks some pairs to report briefly to the whole class so everyone can compare findings, or begin a survey. Sometimes only one or two groups report in full; others comment and add extra points. The class may take notes.
- T chairs, comments on the content of their reports, rephrases perhaps, but gives no overt public correction.
- Individual students often take this chance to ask questions about specific language items.

3. The Language Focus

Analysis

- T sets some language –focused tasks, based on the texts students read or on the transcripts of the recordings they heard.
- T starts Ss off, then students continue, often in pairs.
- T goes round to help; Ss can ask individual questions.
- T reviews the analysis. Ss may make notes.

Practice

- T conducts practice activities as needed, based on the language analysis work already on the board, or using examples from the text or transcript. Practice activities can include: choral repetition of the phrases identified and classified, or memory challenge games based on partially erased examples or using lists already on blackboard.

3.7 Speaking Activities

This section deals with techniques for getting students to communicate with each other in English. The students must be motivated to speak, or need to speak in order to complete the activity. In real communication, participants must manage uncertainty about what the other person will say.

Speaking is used for many different purposes, and each purpose involves different skills. When we use casual conversation, for example, our purpose may be to make social contact with people, on other hand, when we engage in discussion with someone, the purpose may be to seek or express opinions or to clarify information. In some situations, we use speaking to give instructions or to get things done or to describe things. Each of these different purpose for speaking implies knowledge of the rules that account for how spoken language reflects the context or situation in which speech occurs, the participants involved and their specific roles and relationships, and the kind of activity the speakers are involved in. To create classroom speaking activities that will develop communicative competence, instructors need to incorporate a purpose and allow for multiple forms of expression. However, quantity alone will not necessarily produce competent speakers. Instructors need to combine structured output activities, which allow for error correction and increased accuracy, with communicative output activities that give students opportunities to practice language more freely. Richards & Renandya (2002:201)

a. Information Gap Activities

It is believed that among different types of communicative activities, it is information-gap activities that encourage negotiation of meaning in the greatest degree.

Authentic communication involves an information gap; each participant has information that the other does not have. In addition, to achieve their purpose, participants may have to clarify their meaning or ask for confirmation of their own understanding.

In an information gap activity, one person has certain information that must be shared with others in order to solve a problem, gather information or make decisions. The activities are structured in such a way that learners in order to complete the task have to "overcome an information gap or solve a problem". (Littlewood,1994: 22)

The basic principle underlying "information gap" activities is as follows: One learner or a group possesses information which the other learner or group has to discover (Littlewood,1994: 22). Thus the stimulus for communication, i.e. bridging an information gap, is incorporated within the task itself. Tasks usually consist of two complementary parts.

Harmer (1998:88) states that:

One type of speaking activity involves the information gap where two speakers have different parts of information making up a whole. Because they have different information, there is a gap between them.

Harmer (1998:88) points out the importance of applying information gap inside the classroom:

An important aspect of communication in CLT is the notion of information gap. This refers to the fact that in real communication people normally communicate in order to get information they do not possess. This is known as an information-gap . More authentic communication is likely to occur in the classroom if students go beyond practice of language forms for their own sake and use their linguistic and communicative resources in order to obtain information. In so doing they will draw available vocabulary, grammar, and communication strategies to complete a task.

b. Jigsaw Activities

These are also based on the information-gap principles. Typically the class is divided into groups and each group has part of the information needed to complete an activity. The class must fit the pieces together to complete the whole. In so doing they must use their language resources to communicate meaningfully and so take part in meaningful communication practice.

Jigsaw activities are more elaborate information gap activities that can be done with several partners. In a jigsaw activity, each partner has one or a few pieces of the " puzzle", and the partners must cooperate to fill all the pieces into a whole picture.

c. Role play and Simulation

McDonough and Shaw (2003:145) declare that: " one way of getting students to speak in different social contexts and to assume varied social roles is to use role-play activities in the classroom".

Harmer (1998:92) in his turn, defines role-play activities as " those where students are asked to imagine that they are in different situations and act accordingly".

A role-play is usually performed in pairs or groups, with students creating the interaction themselves on the basis of their roles and the imaginary setting. They are expected to perform as real participants in the given situation.

Harmer sees role play as, "students simulate "a real-life encounter as if they were doing so in the real world, either as themselves or taking on the role of a character different from themselves" (Harmer, 2001: 274).

Richards (2003:222) declares that: " role play has appeal for students because it allows the students to be creative and to put themselves in

another person's place for a while". Students usually find role playing enjoyable, but students who lack self-confidence or have lower proficiency levels may find them intimidating at first.

On the other hand, is very similar to role play but here students can bring items to the class to create a realistic endearment. Ken Jones (cited in Harmer,2001:274) states that for a simulation to work it must have the following characteristics:

1. Reality of function: the students must not think of themselves as students, but as real participants in the situation.
2. A simulated environment: the teacher says that the classroom is an airport check in area, for example.
3. Structure: students must see how the activity is constructed and they must be giving the necessary information to carry out the simulation effectively.

Harmer (Ibid) states that: Simulation and role play went through a period of relative unpopularity, yet this is a pity since they have three distinct advantages. In the first place they can be good fun and thus motivating. Second, they allow hesitant students to be more forthright in their opinions and behavior than they might be when they are speaking for themselves. Since they do not have to take the same responsibility for what they are saying. Third, by broadening the world of the classroom to include the world outside, they allow students to use a much wider range of language than some more task-centered activities may do.

In her turn, Ur (1996: 133) points out that the factors that affect the success of role-plays are:

The teacher's enthusiasm; careful instructions; clear situations and roles; and making sure that the students have the language they will need to carry out the role-play.

d. Discussion

The students may aim to arrive at a conclusion, share ideas about an event, or find solutions in their discussion groups. Discussions, like role plays, succeed when the instructor prepares students first, and then gets out of the way. Hedge (2000:277) says:

Free discussions can provide important opportunities for developing certain aspects of fluency. Ideally, over a period of time, free discussion activities will involve students in talking about a range of topics which engage their interests, opinions, histories, and experiences.

Ur (2006:4) affirms that for discussion to be successful, there are at least two requirements. The first is full participation on the part of learners, as is illustrated by Ur's comment: "a discussion that works is primarily one in which as many students as possible say as much as possible". The second is learners' motivation. Learners' motivation to participate in discussion, more precisely the extrinsic component of motivation, may be generated and increased in some ways.

Harmer (2001:272) suggests that one of the best ways of encouraging discussion is to provide activities which force students to reach a decision or a consensus, often as a result of choosing between specific alternatives.

e. Interviews

Conducting interviews with people gives students a chance to practice their speaking ability not only in class but also outside and helps them becoming socialized. After interviews, each student can present the result to the class. For interviews, prepare a list of questions on a topic, and have students question three or more other students. For example, ask about their favorite foods for breakfast.

f. Prepared Talks

A popular kind of activity is the prepared talk where a student makes a presentation on a topic. Such talks are not designed for informal spontaneous conversation; because they are prepared, they are more "writing like" than spoken orally. However, if possible, students should speak from notes rather than from script. Prepared talks represent a defined and useful speaking genre, and if properly organized, can be extremely interesting for both speaker and listener. (Harmer,2001:274)

g. Dialogue

Dialogue is one of the media in teaching speaking. It helps the students practice in speech, pronunciation, intonation, and stress. Dialogue also increases student's vocabulary. The primary objective of using dialogue is developing students competence. Therefore, students will be motivated by the teachers question to reason rather than to recollect.

Ur (1991:132) says that:

The dialogue is a good way to get learners to practice saying target language utterances without hesitation and within a wide variety of contexts; and learning by heart increase the learner's vocabulary of ready-made combinations of words or 'formulae'.

h. Problem-Solving Activities

This type of activity tends to be productive because there is a clear objective to be reached. There are many topics that would be interesting and relevant to the students' life. Problem-solving activities require a higher level of language proficiency; however the difficulty level can be controlled somewhat by the topic. In general, problem solving activities can work very well with more advanced students especially if the topic is something that they can relate to.

3.7.1 Characteristics of Successful Speaking Activities

When assessing an activity designed for teaching language one needs to decide how effective it will be when teacher employs it into class. It should justify the time one will need to spend on it. One needs to believe that the activity demonstrates meaning and use clearly and that it allows opportunities for a focus on and practice of the construction of the language form. Activities should engage learners successfully.

Thornbury cited in Harmer (2001:158) suggests measuring activities according to 'efficiency' and 'appropriacy' factors. In the first category he wants us to work out the economy, ease, and efficacy of the activity. In terms of appropriacy one needs to judge whether the activity is suitable for the level of particular group, for that time of day, for those classroom conditions and so on.

Activities should not be selected in a random way or chosen without an identifiable system. The criteria of selected and employed activities should be based on basis of characteristics which reflect the quality of successful activities.

Harmer (2005:90) believes that "A speaking activity needs to be maximally language productive in order to provide the best conditions for autonomous language use". He (Ibid) adds that language of the selected topic has to be of an acceptable level for the students in order to motivate them to produce the language. According to Harmer (Ibid:91), speaking activities have to be related to real-life use, students need to experience a quality of communication in the classroom.

Ur (1996:120) views the importance of the activities in order to improve the learners ability to express themselves: "classroom activities that develop learners ability to express themselves through speech would therefore seem an important component of a language course".

According to her (Ibid) an effective speaking activity has the following features:

1. Learners talk a lot. Classroom activities must be designed in such ways that provide opportunities for learners to talk a lot. As much as possible of the period of time allocated to the activity is in fact occupied by learners talk
2. Participant is even. Classroom discussion is not dominated by a minority of talk active participants. All get a chance to speak and contributions are fairly evenly distributed. Classroom activities must be designed in ways that help all the students to take risk.
3. Motivation is high. Learners are eager to speak because they are interested in the topic, and want to contribute to achieving a task objective.
4. Language is comprehensible. Learners express themselves in utterance that are relevant, easily comprehensible to each other, and of an acceptable level of language accuracy. The teacher must also base the activity on easy language so that the students can use the language fluently without hesitation.
5. Students speak the target language. The teacher must keep students speaking the target language.

3.7.2 The Importance of Speaking Activities

Communicative activities are very important for developing learner's speaking skill. Since they provide opportunities for students to use their language knowledge for a purpose. Nunan (1991:51) asserts that: "Learning to speak in a second or foreign language will be facilitated when learners are actively engaged in attempting to communicate". Nunan (Ibid) also refers to Swain's suggestion: "just as the research

suggests that we learn to read by reading, so also do we learn to speak by speaking".

Bygate (1987) expresses the importance of speaking which reflects the idea of how important to focus on developing the techniques of teaching the skill of speaking:

The Learners often need to be able to speak with confidence in order to carry out many of basic transactions. It is the skill by which they are most frequently judge, and through which they may make or lose friends. It is the par excellence of social ranking, or professional advancement and of business. It is the medium through which language is learnt, and for many articulately conducive for learning. Perhaps, then the teaching of speaking merits more thought.

In addition to making the students highly motivated, speaking activities give language learners enormous confidence and satisfaction. Harmer (1998:87) provides the basic reasons behind the importance of applying speaking tasks and activities in the classroom:

1. Rehearsal: getting students to have a chance to practice a free discussion gives them a chance to rehearse having discussions outside the classroom. In addition, it is a way for students to get the feel of what communicating in the foreign language really feels like.
2. Feedback: speaking tasks where students are trying to use all and any language they know provides feedback for both teachers and students. Teachers can see how well their class is and what language problems they have. Students can also see how easy they find particular kind of speaking and what they need to do to improve speaking.
3. Engagement: if all students are participating fully and if the teacher has set up the activity properly- they will get tremendous satisfaction from it. Harmer (2001:70) believes that: the language, miraculously, is there as a result of exposure, a clear motivation to communicate- for both physical

and emotional reasons- and an opportunity to use what is being acquired. He (Ibid:249) assures that students who speak in lessons have the chance to rehearse language production in safety, experimenting with different language in different genres that they will use on some future occasion away from the classroom. This is because language production means that students should use all and any language at their disposal to achieve a communication purpose rather than be restricted to specific practice points. Harmer also adds that one of the chief advantages of production activities is that they provide evidence for students and their teachers to assess how well things are going.

Allwright (cited in Ibid) had the task of improving the English language skills of students from overseas. He found that the ways they had teaching- such as studying grammar, explaining vocabulary, or teaching paragraph organization- did not seem to have much effect. Allwright wondered, if they abandoned all that and devoted their efforts to exposing students to English and getting them use it. This would satisfy them. Allwright and his colleagues gave the students tasks to do outside the classroom which involved them in speaking: real tasks for which the teachers gave no language training, students also took part in communication games where the only objective was to complete the task using all and/or any language at their disposal. The results, although not scientifically assessed, were apparently favourable. The teacher enjoyed the process and the students' progress appeared to have been more impressive than in previous years. His hypothesis was:" if the language teacher's management activities are directed exclusively at involving the learners in solving communication problems in the target language, then language learning will take care of itself...".

3.7.3 Learners Problems with Speaking Activities

Many learners are unprepared or unwilling to speak. The reasons for their lack of enthusiasm to speak may vary. It is still possible to identify the most frequent causes that result in reluctance with learners. For a great number of learners the factor limiting their oral performance is their previous learning experience. They were possibly not encouraged to speak in their language classes. Speaking was not considered too important a skill. In their lessons the emphasis was presumably placed on accuracy of linguistic forms. It is also possible that the classes learners attended are very large. As a result of high number, learners' chance to speak was very limited.

Ur (1991) is preoccupied with learners' problems with speaking activities. She presents the most popular problems that faced teacher in speaking class.

1.Mother tongue: This issue is valid especially for classes where the majority of learners are speakers of the same native language. During speaking activities learners tend to "switch" to their mother tongue because, as they report, they feel less exposed. If they lack appropriate words or structures, it is easier for them to convey their message in the mother tongue. Furthermore, it feels "unnatural" for them to communicate among themselves in a foreign language.

2.Inhibition: Speaking activities often engage learners in expressing themselves in front of their classmates. Some learners may feel uneasy in such situations. They may feel anxious about making mistakes, not finding right expressions. They may be afraid of humiliation and derision.

3.No ideas to share: Learners report that they often cannot think of what to say on a particular topic. Their excuse is that they do not have any relevant knowledge of the topic, they are not interested or have no ideas to contribute with.

4. Problems of participation: In speaking activities only one learner may speak at a time. This fact is further complicated by a high number of learners in classes. Speaking time allotted to a learner is limited. In addition, some learners may tend to dominate the discussion, whereas others participate very little or not at all. Ur (1991:121)

3.7.4 Techniques of Encouraging Students to Speak

The most spread phenomenon in speaking class is that most students are not willing to take part in the activities the teacher uses and they do not express themselves by using English. Gower et al. (1995:101-102) provide some advices the teacher may use in order to improve the students ability to speak:

1. Encourage students interaction

The teacher should aim to create a comfortable atmosphere where students are not afraid to speak in class and enjoy communicating with the teacher and their fellow students.

2. Give plenty of controlled and guided practice

Generally, the lower the level of the students the more controlled and guided practice, compared with freer practice, the teacher will do, however, students often welcome the chance to get their tongues round new vocabulary and grammar structures, expressions and model sentences before using them 'for real'.

3. Make speaking activities communicative

Communicative tasks are designed so that students have a reason or purpose for speaking: they are bridging an information or opening gap; they are asking for or giving real information or finding out about the opinions of their fellow students. They offer a challenge which mirrors real-life interaction.

4. Plan speaking activities carefully

Speaking activities need to be very carefully structured at first, especially at lower levels, so that the students have few demands on them. freer activities, however, still need careful planning if they are not at all fall flat. Carefully set up tasks (role play, picture description, debate, problem solving, etc) provide the reason, purpose and guidelines within which students can more freely.

3.8 Ways of Organizing Classroom Activities

If learners are expected to use the language in a way reflects its real purpose, that is, to communicate, opportunities will be needed for them to learn how to do so.

The way in which a classroom is organized can have a significant influence on language learning processes. The dominant view of second language classroom processes today favors a great amount of student-centered learning instead of the traditional teacher- centered classroom. McDonough and Shaw (2003:149) state that: " managing classroom so that learners "work in pairs" or "divided into groups" is now so much part of the everyday professional practice of large numbers of English language teachers".

Obviously, A good English speaking class involves more than sitting around chatting. To teach English well, teachers need to carefully plan and direct the class. The question of crowded classrooms and big numbers of students create a critical challenge on the part of the teachers, especially in speaking activities. It badly affects the teacher's performance in communicative activities.

McDonough and Shaw (2003:194) provide the types of class grouping that teacher may employ:

Solo work: It allows students to work at their own speed, giving them the opportunity to be individuals.

Pair work: Where the teacher divides the whole class into pairs. Every student works with his or her partner and all the pairs work at the same time.

Group work: The teacher divides the class into small groups to work together, and as in pairwork, all the groups work at the same time.

Whole class activity: The whole class takes part into an activity together. An example of this activity is Circle games. These games involve the learners sitting in a circle and working as a whole class.

Individual work, groupwork, pairwork and whole-class are all ways of organizational forms teacher can adopt inside the classroom. However, only the last three organizational forms meet the requirements needed for the effective use of communicative activities and thus development of speaking.

Choosing different ways of organizing the class depends on many things, for example, the activity, level of the students, personal characteristics of the students, the teacher, subject matter, and so on.

Pairwork and groupwork give students a chance to speak English. Working in pairs or groups encourages the students to involve in the task. Pair work and groupwork encourage the students to share ideas and knowledge via communicative activities.

Richards (1996:142) states that " pair and group work can greatly increase the amount of active speaking and listening undertaken by all students in the class".

1. Pairwork

Pairwork allows teachers to work with one or two pairs while the other students continue working.

Harmer (2001:116) sees that pairwork is mathematically attractive, the students are more willing to do the activity more than if the teacher was working with whole class. Harmer (Ibid) states that:

Students can practice language together in pairwork, study a text, or take part in information gap activities. They can write dialogues, predict the content of reading texts or compare notes on what they have listened to or seen. The researcher thinks that pairwork is suitable for activities such as mini-dialogue.

Harmer (1992:224) claims that pairwork increases the amount of learners' practice, encourages co-operation, which is important for the atmosphere of the class and for the motivation it gives to learning with others, and enables learners to help each other to use and learn the language.

2. Groupwork

Ur (1991:7) agrees that groupwork provides some learners with confidence and courage:

Students who are shy of saying something in front of the whole class, or to the teacher, often find it much easier to express themselves in front of a small group of their peers.

Harmer (1992:246) supposes that learners working in mixed ability groups will all benefit from the arrangement. He admits that weaker learners may be overpowered by stronger learners; but, at the same time, Harmer claims that stronger learners will not be unnecessarily hindered "from getting the maximum benefit from the activity" .

Harmer (1992) and Ur (1991) distinguish between flexible and fixed groups. While working in flexible groups, Harmer suggests that students start in set groups, and as an activity progresses the groups split up and reform; or they join together until the class is fully reformed. (Harmer: 1992:246)

According to Ur, to settle fixed groups or at least semi-permanent groups to avoid problems every time the groups are about to form, For that reason, Ur (1991: 7) advocates:

The physical reorganization can be done very simply by getting some students to turn face to those behind them if they are normally in rows. This may need a little modification ... but once the students are settled into fixed groups, they will assume them quickly and with little fuss each time.

Harmer (1998:21) gives the differences between students grouping that teacher can utilize inside the classroom. In Harmer's view, groupwork and pairwork have many advantages, groupwork is a cooperative activity: in groups, students tend to participate more equally, and they are also more able to experiment and use language. Pairwork, in his view, also has many of the same advantages. Harmer does not neglect to mention the shortage of groupwork and pairwork. According to him, one of the obvious problem is what if the students not like the people they are grouped or paired with. The other problem is one student may dominate while the others stay silent, and the most spreadable problem especially among students who share the same first language, they may revert to their first language rather than English, when the teacher is not working with them.

3.9 The Roles of Teachers and Learners in the Classroom During the Speaking Activity

The type of classroom activities proposed in CLT implies new roles in the classroom for both teachers and learners. Richards & Rodgers' claim (2001:28) reflects the importance of roles of teachers and learners inside

the classroom. "Teacher and learner roles define the type of interaction characteristic of classrooms in which particular methods is being used".

3.9.1 Learners Roles During a Speaking Lesson

Learners now have to participate in classroom activities that are based on a cooperative rather than individualistic approach to learning. Students have to become comfortable with listening to their peers in groupwork or pairwork tasks, rather than relying on the teacher as a model. They are expected to take on a greater degree of responsibility for their own learning.

Breen and Candlin (cited in Richards and Rodgers,2001:166) describe the learners role within CLT in the following terms:

The role of learner as negotiator- between the self, the learning process, and the object of learning- emerges from and interacts with the role of joint negotiator within the group and within the classroom procedures and activities which the group undertakes. The implication for the learner is that he should contribute as much as he gains, and thereby learns in an interdependent way.

3.9.2 Teachers Roles During a Speaking Lesson

Teachers roles are the ways a teacher chooses to manage the classroom. A teacher can select to take a controlling role, giving directions or instructions in front of the class or to take a less controlling role, monitoring students as they work.

Teachers in communicative classroom will find themselves talking less and listening more. Becoming active facilitators of their students' learning. A classroom during a communicative activity is far from quiet, however, the students do most of the speaking, and frequently the scene of a classroom during a communicative exercise is active. Because of the

increased responsibility to participate, students may find themselves gaining confidence in using the target language in general.

If one looks at a foreign language learning as it occurs in the natural environment, it becomes clear that the processes of learning the language can work without any teacher at all, as long as the environment provides the necessary stimuli and experience. The most essential of these seem to be that the learner should need to use the foreign language for communicative purpose. This does not mean that teachers are not necessary, because the classroom is not the natural environment; unless the language classroom is intentionally structured, it will not provide learners either with adequate exposure to the foreign language or with adequate motivation to communicate through it. (Littlewood,1995:92).

According to Breen and Candlin (Ibid:167) the teacher within CLT has two main roles: The first role is to facilitate communication process between all participants in the classroom, and between these participant and the various activities and texts. The second role is to act as an independent participant within the learning- teaching group. The latter role is closely related to the objectives of the first role and arises from it. These roles imply a set of secondary roles for the teacher; first, as an organizer and as a resource himself, second as a guide within the classroom procedures and activities, a third role for the teachers is that of researcher and learner.

According to Byrne (1991:13) the roles of the teacher varies according to the type of interaction activity. He distinguishes between fluency and accuracy activities. During fluency activities the teacher most frequently adopts the roles of stimulator, manager and consultant, reminding that the main reason for taking part in such activities is to get students to interact, set up the activities and to be available for help and advice if students need and ask for it. On the other hand, the roles that the teacher carries

out during accuracy activities will primarily include the roles of conductor, organizer and monitor. Teacher's main task will therefore be to make sure that the students know what to practice, and that they practice effectively, together with organizing the activities and checking while students are performing. According to Harmer (2001: 275-276) fluency speaking activities require three basic roles that teachers take on including: prompter, participant, and feedback provider.

According to Harmer (2001:57) within the classroom teachers role may change from one activity to another, or from one stage of an activity to another. If they are fluent at making these changes their effectiveness as teachers is greatly enhanced.

Richards and Rodgers (2001:28) claim that the role of teacher changes according to:

1. The types of functions teachers are expected to fulfill, whether that of practice director, counselor, or modal;
2. The degree of control the teacher has over how learning take place;
3. The degree to which the teacher is responsible for determining the content of what is taught; and
4. The interactional patterns that develop between teachers and learners.

Language teachers are expected to be controllers, organizers, advisors, monitors, co-communicators, evaluators, assessor, good language models, and motivators.

Controller:

When teachers act as controllers they are in charge of the class and of the activity. They tell the students things, organize drills, read aloud and so on.

Prompter:

While taking the role of a prompter, the teacher offers suggestions or lets students struggle out of a difficult situation (when students get lost, cannot think of what to say next, lose fluency), which can stop the sense of frustration when coming to a 'dead end' of language ideas.

Manager and Organizer:

One of the most important roles that teachers have to perform is that of organizing students to do various activities. This involves giving the students information, telling them how they are going to do the activity, putting them into pairs or groups. Classroom communicative activities should set up situation by using words, visual aids, teacher's facial expressions, gestures and actions in classes where students exchange messages, solve problems to bridge the information gap.

Assessor:

Teachers have to act as assessors, offering feedback on performance and correction and grading students in various ways, saying whether students can pass to the next level, etc. Teachers must always be sensitive to the students possible reactions.

Advisor and Monitor:

During learning activities, some students may have learning difficulties and need help, others may have problems and confusion to be settled, so the teacher is "expected to exemplify an effective communicator seeking to maximize the meshing of speaker intention and learner interpretation, through the use of paraphrase, confirmation and feedback". (Richards and Rodgers, 1998: 78).

Co-communicator:

Teacher may demonstrate how to do activities, to help weaker students or to substitute an absent student.

Evaluator:

To examine how good students' performance in class is, and how much degree of their linguistic and communicative competences they have gained.

Motivator:

The teacher motivates the learners and facilitates maintaining discipline. If the teacher's knowledge and abilities are not enough to ensure him/her a dominant position, then the role of a dispenser of grades definitely enables the teacher to reign in the classroom.

3.9.2.1 The Roles of The Teacher to Manage Speaking Activities

It is true that there is no one single correct way of dealing with students' performance in classroom so in order to manage speaking activities in an appropriate way teachers should bear in mind Harmer's recommendation (1998:94) which many teachers may adopt in order to face the difficulty of teaching speaking:

It is important for teachers to correct mistakes made during speaking activities in a different way from the mistakes made during a study exercise. Teachers should not correct every single mistake in pronunciation. If the teacher did while students were involved in a discussion, the effect might be to destroy the conversational flow.

The other point is that some teachers get very involved with their students during a speaking activity and want to join in too. It is probably better to stand back so that you can watch and listen to what is going on. Harmer advises teachers who deal with different class levels to use different materials or to do different tasks with the same material in order to encourage students to do different tasks depending on their abilities. Harmer also recommends teachers to ignore the errors in order to give students chance to use the target language . Harmer advises teachers to

use the students themselves so better students can help weaker ones. Thus, when teachers put students in groups, they can ensure that weak and strong students are put together.

According to Harmer, big classes require a lot of effort and patience from teachers. In big classes, it is difficult for the teacher to make contact with the students at the back and it is difficult for the students to ask for and receive individual attention. Most importantly, big classes can be quite intimidating for inexperienced teachers. Harmer provides some solutions the teachers can use to deal with this problem, the first is to use worksheets. Teachers can hand them out for many of the tasks which they would normally do with the whole class. The second is to use pairwork and groupwork which play an important part since they maximize student participation.

3.10 Integration Between Skills in Teaching the Speaking Skill

Teachers of English as a foreign language should consider the importance of integration between the four language skills (Listening, Speaking, Reading and Writing) and the components of the language (Grammar, Pronunciation and Vocabulary). It is very important for every EFL program to provide extensive opportunities for natural communication that integrates the main and the subsidiary skills in principled ways.

McDonough and Shaw (2003:86) provide teachers with a model to adopt the technique of integration between skills in teaching the skill of speaking. They (Ibid) consider that teachers should prepare learners to give short oral presentations in class to the rest of the group.

One way to begin with is to take cutting from newspapers, magazines, and topics presented in existing teaching material. In some cases reading material can be used as an initial stimulus and the activity can be graded to give lower proficiency learners an opportunity to work with less exacting materials. The learners can then take notes and try to pinpoint aspects of what they have read that will be worth discussing. During the presentation, the other learners are required to take notes so that they can ask questions or raise pertinent points during a plenty of discussion after the talk has finished. Teachers can sometimes assess students at this stage by asking them to assess each other's work. It is possible to devise a fairly rudimentary evaluation sheet where small groups of students are asked to answer questions that might cover the following: what they thought of the presentation; was it well organized and were they able to follow the main points; could they summarize the talk for someone who was not present; did the speaker make effective use of visual support material; what advice would they give to the speaker. This activity can thus interrelate the reading, writing, speaking and listening skills in a motivating way.

The teacher, therefore, should provide input which is relevant to students' language needs, and activities corresponding to learners' different level of understanding. In order to build a "comprehensible input" learners should expose to meaningful language and practice it in a meaningful way to reflect the real use of language.

3.10.1 An Integration Model for Teaching Speaking

Teaching speaking is not an easy task. It requires teachers who are creative and capable of teaching the speaking skill. This section aims to introduce a model for teaching speaking communicatively and in an integrated way. This model was originated by McEldoney published in 1982 in her book *English in context*. This work presents a learning model

derived from her discourse- based approach. This model focuses both on form and on meaning. It is also a model for skill integration. The input-Transition- Output learning model, parallels, as far as possible, the way normal communication channels deal with information. (Imssalem,2001:223)

According to McEldoney (Ibid:239) her model applies the integration of skills for teaching and learning the language. The role of the teacher in McEldoney's point of view is not to impart understanding but to facilitate the development of skills. In the learning model the four skills are developed in interrelation with each other, listening and reading related to language input and speaking and writing related to language output. Each lesson should contain a balance of skills. Every lesson that comes after a first lesson will contain known and unknown language. New language should be presented in such a form that poses a challenge to the learner.

McEldowney (Ibid:237) explains integration as follows:

The four skills can be seen as means of manipulating a piece of learning material so that experience is as varied as possible, catering for different styles of learning and ensuring that gained by one skill reinforces that gained by others. Perhaps even more important than these pedagogic concern is, however to do with the way in which real communication works and our need to teach people to communicate. All communication involves the integration of several skills. For instance, most of acts speaking or writing have been preceded immediately or previously by the gathering of information either from listening to other people or reading books, magazines, newspaper and the like, this must be paralleled in the classroom.

In the same context, Cunningsworth (1984:82) states that: "we should therefore ask not only what emphasis the materials place on each of the four skills but also the extent to which it provides practice in integrating the skills in models of real communication".

Harmer (2001:250) explains how much the teaching of productive skill is closely bound up with receptive skill work. Harmer (Ibid) imparts the ways both receptive and productive skills feed off each other and describes the relation that attaches between output and input: when a student produces a piece of language and sees how it turns out, that information is fed back into the acquisition process. Output becomes input. He adds that a lot of production work grows out of texts that students see or hear. A conversational reading passage may be the springboard for discussion, or for a written riposte in letter form. Listening to a tape or disk in which a speaker tells a dramatic story may provide the necessary stimulus for students to tell their own stories, or it may be the basis for a written account of the narrative. In many situations production can only continue in combination with the practice of receptive skills. Thus conversation between two or more people is a blend of listening and speaking; comprehension of what has been said is necessary for what the participant says next. In writing, what we write often depends upon what we read. Harmer affirms that reception and production are so bound up together; therefore, we should not have students practice skills in isolation.

In his turn, Nunan (1989) suggests how an effective language lesson can incorporate a range of different factors that ought to maximize language learning potential: he calls it "the integrated language lesson". Developing a unit of material to practise the integration of language skills in the context of a restaurant, he includes the following design principles:

1. Authenticity: a tape containing authentic interaction between a waiter and a restaurant customer for learners to listen to.
2. Task continuity: one activity builds on what went before; for example, listening leads on to reading and discussion.

3. Read-real focus: the materials make an explicit link between the classroom and the real world.
4. Language focus: learners are systematically exposed to the language system and are encouraged to identify patterns and regularities through discovery learning.
5. Learning focus: the task develop the skills of self- monitoring and self evolution.
6. Language practice: the activities give the opportunity to learners to (e.g.) have controlled oral work practice.
7. Problem solving: learners work in pairs or in small groups to try to facilitate language acquisition. (McDonough and Shaw, 2003:178)

3.10.1.1 The INPUT –TRANSITION – OUTPUT Model

Imssalem (2001:231) points out that McEldowney's model ensures the integration of the language skills reflecting real communicative behavior. Each cycle of learning involves a receipted stage of gathering information by listening and/or reading. The information received is then used in the productive stage of speaking and writing. McEldowney's model includes three stages which are:

INPUT – TRANSITION – OUTPUT

1.The Input: According to McEldowney, this model provides a body of information as data for integrating learner's comprehension and productive skills. The input provides information for collection through listening or/ and reading texts and it should be beyond the learner's present linguistic capabilities.

McEldowney (Imssalem,2001:219) argues that:

Learners realize right from the beginning of the learning process that they can 'understand' without having to ponder over every word and be sure of what it 'means' nor will they ever be in the position of being panicked by the experience of suddenly meeting uncontrolled English as opposed to classroom English. They will be quite used to the experience of selecting as much as they can from an environment of known and unknown items. (Ibid)

2.Transition: The transition stage as determined by this model consists of two parts: "notes" and "visuals". Transition notes based on grammatical features and discourse organization are significant in terms of the communicative purpose in language. In transition notes, the learners are led to tabulate all the relevant information from the input. This stage provides adequate practice of linguistic form. Then attention can be overtly shifted to meaning by using the second part of the transition stage. Visuals, Visuals also provide the first meaningful repetition of the new language. McEldowney (Ibid) describes the main role of transition notes in the learning model as follows: " the tasks which guide the learners to build up the transition notes enable the practice of comprehension or cognitive skills".

Imssalem (Ibid) notes that:

The transition notes can be used for adequate oral drilling. Thus, providing the basis for correct as well as organized writing. Then labeled visuals can be used for further less controlled oral practice and controlled writing. In this way, visuals allow learners to formulate rather than remember the sentences they are to write.

3.The Output: the learner's output due to this model should be a piece of discourse not only a mere parroting of what the learner has heard or read but production which represents the learner's own reformulation of input.

Imssalem (2001:237) affirms that:

An important feature of student's output is a piece of discourse. The learners' output in this model is not only a mere parroting of what the learner has heard or read but production which represents the learner's own reformulation of input information.

The next table (Table5) summarizes the three stages of the communicative cycle model:

Input	Transition	Output
Language in a form of listening or reading text.	Tasks activities in a form of notes or pictures.	Learner's production in a form of speaking and writing.

Table Five (5) a Summary the Three Stages of the Communicative Cycle Model

The following figure (Figure 5) adopted from McEldowney (1982) cited in Imssalem (2001:224), summarizes the three main competence of the model.

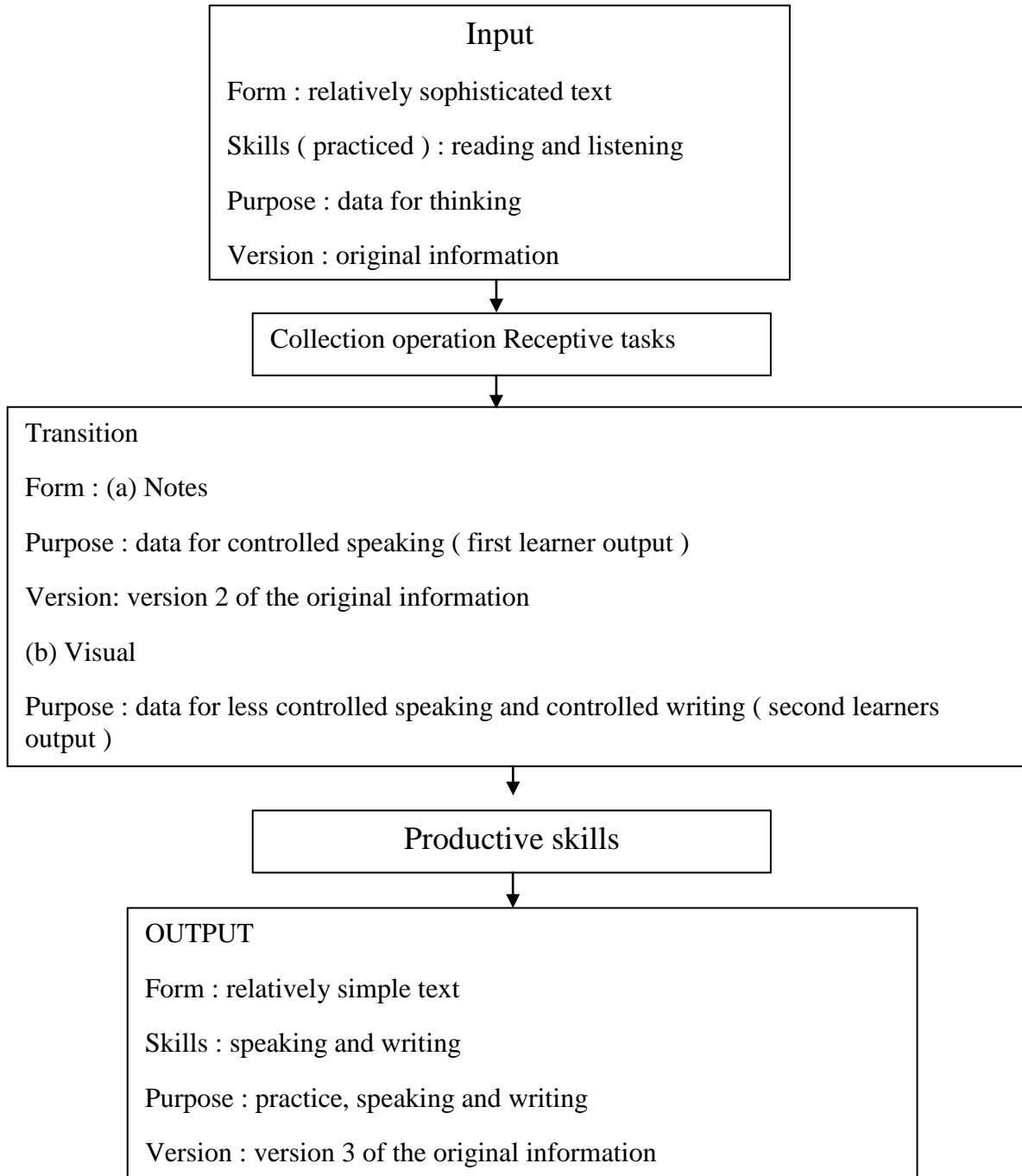


Figure Five (5) Three Competence of the McEldowney's Model

3.11 Conclusion

This chapter has focused on the teaching of the skill of speaking. It has presented types of classroom activities teachers may use in classroom. it has also presented an integration model for teaching speaking. The next chapter deals with data collection and analysis.

Chapter Four

Data Collection and Analysis

4.1 Introduction

Chapter three has discussed the main speaking activities such as information gap activities, jigsaw activities, discussion, role play and simulation, interviews, prepared talks and dialogue. It also dealt with the characteristics of successful speaking activities. In this chapter the researcher gives a general description of English for Libya Secondary 2 English Specialization. This chapter gives some examples of the speaking activities that used in *English for Libya Secondary 2 English Specialization*. It evaluates the speaking activities according to questions which were adopted from different professional specialists. This chapter also presents the questionnaire and observation carried out by the researcher.

The study devised a set of criteria to be used in analyzing how communicative the speaking tasks and materials were. The researcher evaluates the activities seeking to answer the following questions which are adopted from Ur (1991), Ellis (1998) Tomlinson (1998), Hedge (2000) and Richards (2006):

1. Does the task reflect real world or pedagogic rationale ?
2. Is the task interesting and motivating?
3. Is there a meaningful context provided for the language used?
4. Are the tasks designed for communication settings?
5. What learner and teacher roles are in the task?
6. Are the materials used authentic or pedagogically designed?
7. Is the speaking spontaneous or planned?
8. Does the task fulfill a function?

9. Is the content appropriate for Libyan learners' concrete minds?
10. Do the materials and tasks stimulate their instincts for learning?
11. Does the task content help learners to use language outside classroom?
12. To what extent is teaching English affected by the Libyan school regulations?
13. To what extent do tasks help Libyan learners gain confidence and self esteem?
14. Is learners' local heritage considered for speaking topics, i.e. old tales?

4.2 Libyan Textbook for Secondary 2 English Specialization

The teaching of English in Libya began in the mid- forties of the twentieth century during the British administration. The textbooks used in preparatory and secondary schools in Libya at that time were imported from Egypt. From the mid sixties until the late nineties, living English for Libya were used. Imssalem (2001:8) states that :

Mr. Gusbi's material (Living English for Libya) was based on the audiolingual method, which was characterized by concentration on structure and form rather than on meaning as an object of teaching. This approach has relied on introducing a topic, familiar to the learner's culture, followed by some drills and exercises.

In the last three decades of the 20th century, the concept of second language teaching and learning underwent significant changes. The objectives of second language teaching and learning were gradually revised in connection with the changes in learner's needs and also demands that were placed on them. The perception of language as a

system and its function transformed quite rapidly within a decade. Hedge (2000:339) points out that: "Models in the field of ELT syllabus design have moved rapidly since the 1970s, and each model has its underlying rationale in educational thinking".

The changes in the field of English teaching in the last quarter of the 20th century have affected teaching English in Libya. To raise Libyan communicative competence in English, the policy makers have made changes in English national curriculum. One can notice that English teaching has been closely connected to the concept of communicative language teaching approach. In order to reflect features of communication approach and to guide material development and enhance classroom practice, the policy makers started to publish new curriculums for English teaching namely, *English for Libya*.

Using a textbook is very vital in the field of education especially in the field of language teaching, it provides a clear framework to teachers and learners. It tells them where they are going and what is coming next, it provides texts and learning tasks which are likely to be of an appropriate level for most of the class. It of course saves time for the teachers. Ur (1991:184)

Pinter (2006: 115) stresses the importance of adopting a coursebook or textbook in the process of teaching and learning, he states that:

The most important teaching and learning material that guides teachers and learners' activities in many classrooms seems to be the coursebook. Modern coursebooks come with useful accessories such as a teacher's resource book or resource pack, an activity book for students, tapes, CDs, word and picture cards, posters, and photocopiable materials.

Studying at English specialization takes three years. In English specialization, the writers of the books (2000:1) point out that :

There are six sets of students books in this course in total, one set for each semester over three years. Each set of books comprises:

1. Subject book
2. Skills book
3. Work book

In 2007, new textbooks were published based on the previous ones. Truly, there is no much change. In secondary 2 English specialization, there are four student's books. Namely, subjectbook, skillsbook (A and B) and workbook.

The content and tasks in *English for Libya* in second year for English specialization have been specifically designed for students in their seventh year of English. The second stage of the English specialization is for students who have completed five years of the basic English in the primary and preparatory stages and one year in the secondary stage.

The coursebook provides the course syllabus, virtually all the teaching learning material and activities, and their sequence, and it determines the methodology. It establishes what to teach, when, and how. Davies and Pearse (2000:134)

The courses which are taught in the Libyan schools include a series of textbooks developed by Garnet Education in the UK in cooperation with the Libyan Affairs of Education.

The course, *English for Libya*, for English specialization is planned specially for those students who select English to be their specialization. The course provides a range of stimulating topics and a wide range of activities to maintain students interest in order to enrich their knowledge.

The writers of the material claim that it is based on the communicative methodology which focus on accuracy and fluency by equipping students with the authentic language and giving them opportunities to deal with real language inside the classroom. In his view, Hedge (2000:67) describes the nature of communicative materials, he states that :

With communicative language teaching has come pressure to use authentic materials, in other words, materials which have not been designed especially for language learners and which therefore do not have contrived or simplified language.

In her view, Imssalem (2001:115) expresses that:

Textbooks advocating communicative methodology are expected to emphasize the integration of the skills. Their tasks should give learners an opportunity to learn to practice normal communicative behavior. On the whole, one expects to find tasks that are cognitive, discourse based and learner's oriented.

Davies and Pearse (2000:5) explain what a communication means in the classroom:

If communication in English is to be perceived by the learners as the main goal of the course, English should be used for real communication in the classroom as much as possible. This means introducing some of the English needed for genuine communication early in the course, for example, that needed for routine greetings, instructions, and requests. And, depending on the overall objectives of the course, as much time as possible should also be given to realistic work on the language skills that the learners need to master, for example, conversation, reading comprehension, or written composition.

The authors of *English for Libya* also claim that they avoid the faults of the previous books which were written by Gusbi which is based on audiolingual method as Imssalem states " these textbooks are based on an audiolingual methodology". Imssalem (2001:16) points out the shortage of Gusbi's textbooks:

The type of mechanical routine leads to boredom for pupils and teachers alike. The students get bored with the lessons because they sit for 45 minutes every day following a similar routine. As no thought is involved, things become mechanical. The teachers get fed up with the routine over the years but cannot really change because they have not got the knowledge or skill to do so.

The authors of the new textbooks state that they base their materials on the communicative approach which views language as social phenomenon. (Teacher'sbook:2008)

4.2.1 General Organization of the Materials within the Course (English for Libya for Secondary 2 English Specialization)

Materials are anything used to help to teach language learners. Materials can be in the form of a textbook, a workbook, a cassette, a CD-Rom, a video, a photocopied handout, a newspaper, a paragraph written on a whiteboard: anything which presents or informs about the language being learned. (Tomlinson,1998:xi)

A textbook can be a good source of useful material. The content of *English for Libya* consists of the language items, ideas, skills, and tasks that meet the goals of the course. There is a large amount of visual materials in the textbooks. Pairwork and groupwork activities are used to enhance the students' opportunity to produce the language.

English for Libya has an attractive appearance with a plenty of colorful pictures and illustration devices such as charts, tables, maps and diagrams. In order to accomplish the goals of the course the textbooks are designed with a large amount of visual material to orientate the students thinking about the situations and to provide an opportunity for a small amount of pre teaching of vocabulary and it also reminds students to the important language items during the activity. The materials are developed by Garnet Publishing LTD and organized into 24 units and comprise a total of 20 lessons per unit. The lessons are divided between the three student books as follows:

Skillsbook: 12 lessons per unit

Subjectbook: 4 lessons per unit

Workbook: 4 lessons per unit

4.2.1.1 Materials for the Students

4.2.1.1.1 Skillsbook

The four language skills are practiced in all parts of the skillsbook. The skillsbook is further subdivided into core material and listening and pronunciation. The lessons are numbered consecutively within each of the skillsbook for easy reference. Skillsbook comes in two parts A and B, both of which are divided into 12 units. Each unit contains the skill of reading in two pages, the skill of speaking in two pages, the skill of writing in two pages, the skill of listening in two pages, a pronunciation lesson and lab work, which are extremely based on listening lessons, and they come in 3 pages.

The writers of the skillsbook indicate that *English for Libya* presents the four skills in an integrated fashion. They claim that grammar and

structural items are presented in written contexts. In addition, the skillsbook contains lessons which focus on pronunciation. And it also contains two lessons that focus on lab work which aims to help students to:

- a) practicing and assessing students' speech in English language.
- b) giving a facility to allow the students to listen to model pronunciation.
- c) to review and reinforce what have been previously taught in the classroom.
- d) help students assimilate grammatical and lexical structure, as well as phonetics, and they consist of the following:
 - 1. Repetition exercises (word pronunciation, sentence pronunciation).
 - 2. Substitution exercises (sentences practice, grammar practice).

4.2.1.1.2 Subjectbook

Subjectbook has 24 units in 124 pages, each unit consists of more than one text and there are a plenty of different activities, a reading text which has three stages *before reading activity*, *while reading activity* and *after reading activity* which help to enhance the students comprehension ability. They improve student's reading skills by developing her/his skimming and scanning skills. Different units offer types of subjects which enrich the student's knowledge.

The content of the subjectbook for the second year English specialization is based on language and culture which is broken down into a number of sub topics such as the history of movies, civilization, English speaking areas and literature. Each of these sub topics is expanded into a number of specific points, for example, the history of movies is broken down into early photography, the silent era, the talkies, etc.

One can say that the subjectbook provides a range of stimulating topics which present information and related vocabulary. The main purpose of

the reading texts is to impart knowledge about the subject concerned and present associated vocabulary rather than to teach or practice reading. The authors of the materials point out that the method used throughout the course ensures that whilst students are learning new sub skills of reading and listening in the skillsbook, they will get constant practice of these sub skills in the subjectbook.

4.2.1.1.3 Workbook

Tomlinson (1998:xiii) defines workbook as: " a book with extra practice activities for learners to work on in their own time. Usually the book is designed so that learners can write in it". In order to practice the grammar points and vocabulary items in a way meets the learners needs and in a meaningful way, the writers of *English for Libya* adopted the communicative approach, by designing pairwork and role play activities. The workbook is integrated with the skillsbook as the authors state:

The workbook is linked with the skills book Reading lesson. Grammar points that emerge from the reading are presented in lesson 1 and extended, consolidated or tested in the next three lessons. Many of the activities can be set as homework or as checking activities after presentation. (Teacher's book A:3)

4.2.1.2 Materials for the Teachers

4.2.1.2.1 Teacher's Book

There are two teacher's books, one for the first semester and the other for the second. Each of them is divided into three sections. The first provides valuable insights and steps to deal with the skillsbook, the second section is to deal with subjectbook and the third section is to deal with workbook. The teacher's book is given to teachers to follow in order to achieve the

maximum efficiency in language teaching. It basically includes the main points that occur in the textbooks and present some model answers, it provides supporting information to the material. For teachers who are inexperienced or occasionally unsure of their knowledge of the language, the teacher's book can provide useful guidance and support. The teacher's book gives details about main learning objectives and organization and plans different activities. The teachers should follow certain techniques to help students understand and learn the language. It helps teachers to know the aims of the lesson and the aims of each activity. It also helps to know and illustrate the items of language covered in each lesson. The teacher's book provides the basic guidelines but still teachers could create their own.

4.2.1.2.2 Cassette

An opportunity to expose to English has to be given to students as Underwood (1989:4) states: "many learners of English will find themselves sooner or later in a variety of situations where they will need or want to listen to English". She (Ibid) adds that: " if our students do not learn to listen effectively. They will be unable to take part in oral communication".

English for Libya is supplied with a cassette in order to carry out the listening tasks and involve the students in an activity of listening to native speakers. Billows (Byrne, 1969:69) states that:

To speak a language with confidence learners must have the opportunity of hearing it spoken correctly and fluently, so that their minds can move rapidly in the language without reflection on the individual words or their position in the sentence.

Thus, the cassette provides a material for the listening skill and pronunciation. It is very important since it offers opportunities to listen to English.

4.2.2 Time Required to Cover the Course Material

The materials are designed to take a year of study, divided into two semesters. The skillsbook is divided into 24 units, there are two skillsbook, skillsbook A and skillsbook B. Students have to finish 12 units in the first semester which approximately lasts for three months and 12 units in the second. Each unit occupies 11 pages. Subjectbook is also divided into 24 units, 12 units for the first semester and 12 for the second. Workbook as well contains 24 units ,12 for the first semester and 12 for the second.

The Affairs of Education provides a time schedule which is given to schools to help teachers to know the amount of time allocated to each skill in order to help teachers carrying out their task. The class takes 40 minutes. According to the time given by the Affairs of Education to cover the current material, students will expose to 23 classes of English per week which means 920 minutes weekly. The time is divided as following, the skill of speaking takes 3 classes per week which means 120 minutes. Language laboratory takes 2 classes per week which means 80 minutes. Listening comprehension takes 2 classes per week. The pronunciation class is taught twice a week. Five classes are allocated to grammar and thus takes 200 minutes each week. The skill of writing is given 3 classes per week; 120 minutes weekly and the skill of reading is given 6 classes which takes 240 minutes per week.

4.2.3 The Aims of the Material

It is worthwhile to define what the goals or aims in the field of language teaching textbooks, Davies and Pearse (2000:118) explain what goals of the course mean:

What the learners are expected to know and be able to do in English at the beginning of the course, and at the end of the course. What the roles of grammar, functions, topics, and skills are. Some syllabuses may give more emphasis to language knowledge and others to communication skills.

The aims of a course are its goals or objectives, they are what policy makers or the courses designers and authors plan to be given to students. The aim is usually the first thing to consider when planning a course. Aims need to be clearly expressed and need to be realistic and appropriate for students as well as for teachers who will use the coursebook. Teaching goals and objectives should be clear, every activity should be worthwhile, and the whole course is worthwhile. Students should never feel that teacher is just filling time until the bell rings to end the class, or that he is going mechanically through the book. Davies and Pearse (2000:1) state that: "the development of an ability to communicate in English must be a major goal of any effective course". According to them the absence of clear or appropriate goals in education is bad for both teachers and learners. They (Ibid) also believe that: " the goals of English courses vary according to the contexts in which they are taught".

The authors of *English for Libya* base their aims on criteria that reflect the phenomena in language teaching which is based on communicative methodology.

They (Teacher'sbook: 1) state that :

The contexts and topics in which the language is presented have been chosen to draw upon their knowledge and experience of the world. Their view depends on the reality that the curriculums should not be merely rigid subject matters forced on students but a medium through which they obtain knowledge and experience they can adopt in their practical life.

The authors (Ibid) claim that their purpose is:

It is designed to consolidate and further develop understanding of the grammatical system, to increase the students' range of active vocabulary and to extend their ability in the four skills of reading, listening, speaking and writing.

The materials also aim at reaching the final goal which is to equip the students to use the four language skills in an integrated way as the writers claim:

The main purpose of the skillsbook is presentation and practice in the four skills, both discretely, through the study of sub-skills and, towards the end of the course, in an integrated fashion. The subjectbook is for the presentation of information and related vocabulary. New grammar is introduced in the first lesson of each workbook unit. The final three lessons of each unit provide written consolidation of the grammar. (Ibid)

One can conclude that the course *English for Libya* is designed to develop understanding of the grammatical system of English in a natural way not in mechanical drills. Thus, one of the factors that drive to select certain textbook is its aims and goals since there are various textbooks with various goals.

In his view, Hedge (2000:345) states that establishing distinct objectives in a course has a number of advantages:

It enables us to assess the appropriateness of course materials; to make explicit the aims of the course and how these have been determined; and to encourage students to develop their own agendas for the course. It is a stage of course planning in which learners can become involved through consultation and negotiation.

In their view, McDonough and Shaw (1993:4) say:

The overall goals of a language teaching programme usually derive from an analysis of the reasons why a group of learners in particular environment needs to learn English : these goals may be stated in general, educational, or very specific terms. They may, on one hand, be set out in the large scale categories of a national language policy with many associated implications for development of the curriculum. Clearly, it is very important to determine the goals behind any lesson in order to gain the target of the teaching process.

It is important to determine the reasons that may affect the selection of the textbook in order to know the factors that influence the process of using certain textbook. Davies and Pearse (2000:4) agree on some factors that may obstruct the valid applying of the materials:

In many contexts, factors such as the shortage of time or the large number of learners in class make this goal (to enable the learners to communicate in real English) seem difficult or impossible to reach.

4.2.4 The Language Skills within the Course

The four language skills are practiced in all parts of the course, so that students will be practicing English in various ways while they are learning about a particular subject. However, students are exposed to all skills specifically in the skillsbook.

4.2.4.1 Reading

Reading is a very important skill since it is a source for information which can be needed to success, it can improve other language skills since it is a channel through which students can gain more vocabulary and improve their pronunciation. By the skill of reading students will be exposed to different types of texts; a fax, a newspaper, article or a recording transcripts with a map or diagram which leads to reinforce their ability to elicit information and reinforce their ability to scan and skim. The texts used in English for Libya are designed to be as authentic as possible, so that students will be able to learn to deal with a variety of different examples of written English.

The authors of English for Libya secondary 2 English specialization (2012:2) are aware of the importance of the skill of reading since they start each unit in the skillsbook by the skill of reading. They also give many types of texts to deal with in subjectbook. In order to enhance the students ability in the skill of reading, the skillsbook presents a wide range of text types, from e-mails and websites to the more traditional articles and stories...etc. According to the authors of English for Libya texts can be exploited as a presentation for the grammar lesson. They (Ibid) state that: "the reading texts also provide examples in context of the grammar exponents to be practiced in the following lesson".

Throughout the skillsbook, each unit has a reading lesson with different learning objectives, for example, the first lesson (Unit One) aims to help students to practice recognizing and understanding life events and to revise reading subskills. Different tasks are given to students:

Students are encouraged to make predictions and use visual cues before they read. And in order to reflect the communicative nature of the course, the students are required to find out and guess the meaning of words from context and use the information that they acquired from reading to perform other tasks.(Ibid)

McDonough and Shaw (1993:99) state that: "the transferability of principled flexible skills to different types of reading materials is one of the most effective things to develop in the reading skills class". The authors of English for Libya give various types of texts in order to enhance the students confidence to deal with a variety of common text types which impart information, warnings and advice, as well as those texts which debate an issue, pose a problem or discuss a hypothetical situation. The students are exposed to the skill of reading through different text types which are presented in diagrams and questionnaires and through communicative tasks such as classifying and sequencing.

Affairs of Education and Curricula and Educational Research Center provide the main objectives of the skill of reading. According to them it aims to enable students to:

- (a) Read and understand semi-authentic text and stories.
- (b) Skim for gist and scan for information.
- (c) Read in order to understand, discuss and write.
- (d) Give complete attention to the reading task.

- (e) Answer questions about guided reading selection and make predictions about the text.
- (f) Interpret information and transferring them to map, charts and diagrams.
- (g) Identify ideas expressed as true or false, real or imaginary.

4.2.4.2 Listening

In real life situations one listens for a number of different purposes. In the English language classroom, teachers need to ensure that learners experience a range of listening purposes, especially those that might be immediately relevant to their lives outside the classroom. (Hedge,2000:243)

Listening skill is presented in every unit in the skillsbook in order to develop the students' competence in listening and enhance their confidence in the ability to understand. The cassette in English for Libya provides a model of native speaking and gives opportunities to develop the ability to listen for detailed and specific information. Students have different purpose for listening. They may listen for gist or listen for specific information or to get the general idea or anticipating what comes next.

The listening activities in the skillsbook give students the opportunity to acquire key words, phrases, or whole sentences or questions. The listening activities also ask students to transfer some information into charts and some activities require to identify what the speaker wants. The activities aim to deal with the problems associated with the skill of listening such as recognition of a familiar word or phrase when it is not isolated, the speed and distortion of native speaker speech, moving from understanding a few words in a text to understanding the general

meaning. The activities reflect good understanding to the difficulties that face students in order to achieve effective listening.

It is difficult to understand recorded material at first, but continual practice and an encouraging teacher can improve the student's listening skills. One important thing one should pay attention to in listening teaching is to reflect the real language as possible. The authors of English for Libya identify three main difficulties might face the students during the listening activities:

1. must be able to pick out key items from the stream of speech.
2. must be able to understand what the key items mean in the context in which they occur.
3. must understand what the speaker wants-why he/she is saying these words at this time.

Harmer (1991) gives set of possible purposes for classroom listening activities:

- (1) listening to confirm expectations;
- (2) listening to extract specific information;
- (3) listening for communicative tasks;
- (4) listening for general understanding;
- (5) listening to recognize function;
- and(6) listening to deduce meaning.

The Affairs of Education with cooperation with Curricula and Educational Research Center plan to achieve objectives that are intended to extend the students' abilities to:

- (a) Listen to and understand a range of semi-authentic texts: narrative, talks and explanations, interviews and conversations.
- (b) Comprehend daily/informal versions of the language.
- (c) Talk about what is comprehended from the text.
- (d) Interpret information and completely gapped texts, charts and tables.
- (e) Listen for a range of objectives including information and enjoyment.

English for Libya offers listening lessons in the skillsbook in each unit, the first listening lesson in unit one. for example, aims to improve the student's social language by giving a chance to the students to use some idioms used for greeting people. Teachers first should introduce different greeting and write them on board to be sure that students are aware of their meaning and which one is used first and which is a reply. Then students listen to the tape to fulfill some exercises and learn which idioms are used in formal circumstances and which are used in informal.

Such tasks give the students more opportunity to listen to native speakers since English is not used outside the class in Libya except in very limited places. Teachers ask students to identify the similarities and differences between conversations. Some tasks require individual work from students as when they should recognize the differences between formal and informal, other tasks require working in pairs.

There is another listening lesson in unit one which aims at increasing spoken English by employing a number of tasks. The lesson offers a chance for students to practice listening to learn how to transfer information and how to give details about life events and to revise main tenses used when talking about life events. The task starts by giving students time to list many life events which help students to learn new vocabulary connected with the theme concerned. When the teacher is sure that students understand the situation, he plays the cassette once in order to answer some questions in skillsbook. Students should fill some information gaps which means that they listen for a purpose. After filling the gaps students have to follow certain instructions for the role play then choose some pairs to perform their role plays for the whole class.

4.2.4.3 Writing

In the skillsbook, writing comes after reading and speaking in order to help students to achieve the purpose behind the skill. That is because writing requires high degrees of setting and practice. The course authors claim that:

Writing is taught in the course as a process rather than as a product. Students expose to different writing styles in order to make them familiar with letter formation, correct spelling, accurate grammar, well organization, and so on.

The skill of writing is introduced throughout all units of the skillsbook in order to fulfill different goals. According to the Affairs of Education which provides Libyan schools with the materials and gives the layout that all teachers should follow in order to fulfill the goals. Students in the second year at English specialization are exposed to the skill of writing in order to:

- (a) Recognize that writing is an important tool for communicating for clarifying thinking and for learning;
- (b) Write to describe (e.g. describe a place...etc);
- (c) Write and edit their description, write rules of games;
- (d) Write to convince and persuade(e.g. formal and informal letters);
- (e) Identify synonyms and antonyms and practice using word families;
- (f) Write to explain, repeat, inform.

In unit one, for example, the aim of writing skill is to prepare students to write a CV and to revise some of the terms used in a CV. Different tasks are given to improve the student's ability to do the task. Students are given time to read through the definitions or the text, helping them by giving clues or explaining the task in order to be sure that students understand the task then teachers should ask students to work in pairs. It

also focuses on preparing students to learn some career related vocabulary to write a personal statement to accompany, or a CV.

4.2.4.4 Speaking

English for Libya secondary 2 English specialization offers opportunities for students to practice spoken English. Speaking skill is introduced in all units in a form of dialogue which helps students to practice functional and social language. McDonough and Shaw (1993:143) point out that:

In recent teaching materials a lot of attention has been paid to designing activities that focus on tasks mediated through language or that involve the negotiation and sharing of information by the participants.

Throughout the skillsbook, each unit introduces the skill of speaking with different learning objectives. According to the teacher's book the activities presented in the material encourage pairwork and groupwork in order to prepare the students in class to practice English in a way that reflects the reality and which is based on the communicative approach. Thus, the textbook gives meaningful activities to create a supportive environment to help students develop their language by motivating them to talk.

The Affairs of Education supplies teachers with the general objectives that the student have to fulfill by practicing the skill of speaking. The objectives are divided into two main aims: The first is extending the student's abilities to (a) speak fluently in a variety of situations for a variety of purposes and audiences; (b) describe event, past routines and past abilities; (c) describe shapes and objectives, and give directions; (e) narrate past actions or events in detail. The second aim is to give a chance

to students to speak with clarity and use intonation when reading and reciting texts.

4.2.5 Other Language Components Within the Course

4.2.5.1 Vocabulary

Hockett (cited in Byrne,1969:20) claims that: " vocabulary is, of course, part of a language. The adult speaker of a language thinks of that language largely in terms of vocabulary".

In English for Libya secondary 2 English specialization there are a few vocabulary lessons in the subjectbook. The lessons sometimes present a point of lexical grammar but in general vocabulary is introduced in an integral part of the course. But learners still can acquire vocabulary through exposure to real and written language throughout the skillsbook. Vocabulary is presented, practiced and reviewed through puzzles, games, gap-fill and two column activities (matching).

As said earlier the subjectbook presents vocabulary through the lessons, during these lessons students find out many new words which are connected with the core of the lesson.

The most obvious feature is that authentic or simulated authentic texts and materials have been used. Vocabulary is focused on through lexical sets, collocations, synonyms, antonyms and through definitions and descriptions.

The authors of the material (2012:2) state that the students have to know the following about the new vocabulary:

1. knowing its meaning or range of meanings;
2. knowing its form;
3. knowing usage;
4. knowing other related words;
5. knowing what set of words it belongs to.

4.2.5.2 Grammar

Grammar is very important in language, it plays a significant role in language teaching. King (cited in Byrne,1969:74) states that :

In learning English, a student obviously has to learn more than just the words. He has to know how each word fits together with other words in syntactical constructions.

Learners need to realize that language is not only a set of prescribed rules to be memorized. Nunan (1991:155) believes that language as communication involves the active use of grammar and vocabulary to listen and read effectively and to speak with and write to other people.

In *English for Libya* the grammar point is introduced in each unit in the workbook and it focuses on the grammar in the context (based on texts taken from the skillsbook), not in isolated sentences, which reflect the importance of teaching grammar through the skills. The authors of English for Libya state that "this course is not organized on a grammatical syllabus, but grammar is introduced when it is required". (Teacher's book:5)

The main aims behind teaching grammar in English for Libya are presented by the Affairs of Education:

1. Enable students to understand, recognize and analyze the following:
 - a) present simple, continues, perfect;

- b) past simple, continues, perfect;
 - c) talking about obligation and possibility;
 - d) modals and tag questions, verbs and objective.
2. Helping students to acquire grammar knowledge to help them communicate effectively.
 3. Students are exposed to controlled or guided activities which provided them with the opportunity to practice the use of grammar items and structures.

Krashen (Ellis,1997:49) claims that: "when learners receive comprehensible input they are able to acquire the grammatical feature". The authors of English for Libya claim that the grammar points are introduced in a logical and reasonable deduction and they do not use the traditional way of teaching grammar. They (teacher'sbook:2) state that:

The normal presentation method is deductive- a rule is given and then the students asked to find examples in the text. if a teacher wishes to use a more inductive methodology, he/she can highlight the examples in the reading text before looking at the rules and invite the students to explain the use of structure.

4.2.5.3 Pronunciation

Learners of a foreign language need to have a comfortable pronunciation which can be understood by the listener and that helps to understand what others say. Abercrombie (cited in Byrne,1969:45) stresses that:

It is not possible, for practical purposes, to teach a foreign language to any type of learner, for any purpose, by any method, without giving some attention to pronunciation.

Teachers need to draw their student' attention to the areas of pronunciation, students need to know the sounds of words and phrases and the stress and intonation. As Cartledge and Snodin point out:

It is a good principle in modern language teaching to try to ensure that the pupil pronounces a word or phrase correctly before he sees it written down or attempts to write it. (Byrne, 1969:117)

In the skillsbook, all units contain lessons aim at practicing English pronunciation and at the end of the book there are lists of the words used in the book with their class and phonetic' description which helps to pronounce the words correctly.

The main objectives of teaching pronunciation as presented by the Affairs of Education are:

1. Students are expected to recognize and practice sounds and sound pattern;
2. Distinguish between short and long vowels specified in the syllabus;
3. Discriminate between vowels and consonants;
4. Practice consonants clusters at the beginning of words;
5. Gain pronunciation awareness, learn the significant features, rules and guidelines for pronunciation in English;
6. Improve basic pronunciation skills in English.

4.3 Activities in the Communicative Course

A basic skill in teaching English as a foreign language is to be able to prepare, set up and run a single classroom activity, for example a game or a communication task or a discussion. (Scrivener,1994:25)

The previous quotation implies what Palmer (Byrne,1969:60) states : "every lesson must be made as interesting as is compatible with pedagogic soundness. Few people learn anything well unless they are interested in what they are learning".

Communicative language teaching uses almost any activity that engages learners in authentic communication. The Communicative Approach adopts classroom activities that encourage *group work* and *cooperation* among the students. This implies a different role for the learner from the traditional role of just repeating or doing some sentence-based exercises. The student in this approach is seen as a *cooperative element* cooperating with the other students of his group to do the communicative exercises supplied by the teacher.

A communicative syllabus should include *communicative tasks*. These tasks should be presented in the form of problems calling for solutions. The range of exercises and materials presented to the learners should make it necessary to engage in communication; e.g. information sharing and negotiation of meaning.

4.3.1 The Differences between Task and Exercise

English for Libya employs a number of activities in order to enhance the learners' ability to use English. The coursebook utilizes many tasks and exercise, Therefore, it is good to determine the difference between task and exercise. A task is a communicative act that does not usually have a restrictive focus on a single grammatical structure and has a non-linguistic outcome.

Richards et al (1985) cited in (Tomlinson,1998:226) define a task:

... An activity or action which is carried out as a result of processing or understanding language (i.e. as a response to verbal or non-verbal input). For example, drawing a map while listening to a tape, listening to an instruction and performing a command, getting a partner to draw a concealed picture from instructions, group completion of a demanding jigsaw puzzle, may be referred to as tasks.

Tasks may or may not involve the production of language. A task usually requires the teacher to specify what will be regarded as successful completion of the task.

An example of a task is when asking students to accomplish an activity that requires them to plan a party then asking them to do the following:

Agree on what they need for preparation,

Choose the place where the party will be held,

Prepare for the party, Write an invitation letter...

On the other hand, an exercise usually has a restrictive focus on a single language element, and has a linguistic outcome. An example of exercise is like when asking the students to fill in the blanks with the verbs in the correct form of tense.

With the influence of the communicative approach, more importance is given to the activities that achieve a balance between accuracy and fluency. As Prator (Byrne,1969:43) states:

Communicative activities are those in which the student himself supplies the sounds, words and structures needed to express his thought. The emphasis is on putting thoughts into words rather than decoding the thought from the words.

Thus, In the second or foreign language classroom context, teachers should train learners to use and practice the different strategies that can

help them face difficult situations. The only way of training students in this direction is by means of a bank of activities in which they become aware of the different possibilities that they can put into practice.

Davies and Pearse (2000:8) give an advice to teachers who want to apply the communicative approach, they state :

If you take all the natural opportunities to use English for communication in the classroom, you remind the learners of the main goal of the course. If you create additional opportunities, you send an even stronger message. If you do not take and make such opportunities, you send them a message that the purpose of the course is just to learn information about the language and pass tests. This means that many learners are likely to lose motivation and see English as just another compulsory subject in the academic curriculum.

Hedge (2000:359) states that:

A textbook should be supplemented in line with learner needs and have added other ingredients to the programme such as drama, extensive reading, role-play, communication games, and debates. Typically these supplementary activities provide opportunities to experiment with language, to listen to and produce a wide range of vocabulary and language functions, and to negotiate meaning in interaction with other learners.

Tomlinson (1998:7) asserts that materials should achieve impact by giving distinctive effect on learners.

He (Ibid.) states:

Impact is achieved when materials have a noticeable effect on learners, that is when the learners' curiosity, interest and attention are attracted. If this is achieved there is a better chance that some of the language in the materials will be taken in for processing.

Thus, Activities could be one of the factors that raise the motivation inside the classroom and lead to increase the enthusiasm which may affect the process of language teaching in positive way.

Tomlinson (Ibid.) mentions the type of materials that can achieve impact, he believes that materials can achieve impact through:

- a. Novelty (e.g. unusual topics, illustrations and activities);
- b. Variety (e.g. breaking up the monotony of a unit routine with an unexpected activity ;using many different text types taken from many different types of sources; using a number of different instructor voices on a cassette);
- c. attractive presentation (e.g. use of attractive colors; lots of white space; use of photographs);
- d. appealing content (e.g. topics of interest to the target learners; topics which offer the possibility of learning something new; engaging stories ; universal themes; local reference).

4.3.2 Activities Used in *English for Libya* Secondary 2 English specialization

The course involves different types of activities which are utilized throughout the book. The authors of *English for Libya* claim that " certain types of activity are repeated on several occasions throughout the book". They use many of standard ELT activities such as closed or open questions or true/false. They (Ibid) also claim that there are some activities which are less common in other course books. (Teacher'sbook:3)

A large number of pairwork and groupwork activities are used throughout the course in order to give the students opportunities to produce spoken language.

a. Quizzes

In order to let students show what they already know and to raise questions in their minds about things they do not know. The authors supply the material with a quiz giving, and then the new information is provided. The authors advice the teacher to deal with quizzes as a techniques in language teaching.

They (Ibid) state:

When quiz answers are given in the text that follows, written or spoken, do not confirm or correct the quiz answers immediately. Wait until they have read or heard the relevant text. Make sure students realize that it does not matter if they do not know the answer or guess the wrong answer in this kind of quiz.

b. Gap- fill with missing items in a box

Information gap activities serve many purposes such as solving a problem or collecting information. Also, each partner plays an important role because the task cannot be completed if the partners do not provide the information the others need. In addition, Gap fills or labeling activities can increase the ability of students by giving them motivation to do the tasks. Throughout the material the authors provide students with many gap filling activities in order to help them find the missing words or phrases. The teacher can vary the approach by going through the activity with the whole class orally, pens down, then setting the same task individually.

c. Two –column Activities

This type of activity ensures that the target language is available to the students. However, according to the authors of *English for Libya* this activity serves its purpose by applying the following steps:

1. ask students to match the two parts from each column.
2. ask students to cover column 2 and remember these parts from the words in column 1.
3. ask students to cover column 1 and remember these parts from the words in column2.

The authors also give additional advice in order to deal with this type of activity by adopting additional activities such as : give students a chance to test each other in pairs or ask students to close their coursebook to fulfill the activity.

d. Ordering

The material does not ignore the linguistic items, it gives several different kinds of activities to students in order to arrange letters in words, words in phrases, phrases in sentences, sentences in a conversation or sentence in a written text. We notice that the activities used in the material indicate comprehension of the items to increase the ability to put things in the correct order.

e. Jig-Saw Activities

In order to encourage students to do activities in more enjoyable and slightly way, teachers can make a photocopy of the items or write them out and cut them into strips or single words. Students can then physically move the items and try different ordering of the items on the board.

f. Tables and Charts

This activity is a good way of testing comprehension of listening or reading texts as it does not require much linguistic output from the students at a time when they should be concentrating on comprehension.

g. Games

There are many games in the course, including crosswords, word search puzzles and crosses. The games provide an enjoyable context for revision and accuracy practice.

h. Crosswords

Students are encouraged to deal with the puzzle in the traditional way: first they solve the clues which they can do easily, then they try to work out the ones which are harder for them.

i. Wordsearch

In order to solve the puzzle, the words are given. Then students must recognize words in the set as they look at the puzzle. However, if students are really struggling, the words can be given.

j. Noughts and crosses

It is an accuracy exercise. Students can do it either in pairs or teams. It is a game used to enhance the students motivation to use language.

k. Role plays

This activity is a freer activity. The students have a choice about what they say and in what order. The role of teacher is to demonstrate the activity, monitor and encourage students to use language.

4.3.3 Evaluation of Activities

Communicative activities provide opportunities for learners to use the language with one another and with people in the community. Research on second language acquisition (SLA) suggests that more learning takes place when students are engaged in relevant tasks within a dynamic learning environment rather than in traditional classes.

Rivers (cited in Richards and Rodgers, 2001:21) points out that: "Students achieve facility in using a language when their attention is focused on conveying and receiving authentic messages".

A communicative task is a "goal oriented communicative activity with a specific outcome, where the emphasis is on exchanging meanings not producing specific language forms". (Willis, 1996: 36)

As mentioned earlier, Several classifications of communicative speaking tasks have been proposed. For example, Harmer (1982) distinguishes between communicative tasks and uncommunicative tasks in terms of their communicative purpose, communicative desire, focus, range of language, teacher role, and degree of control in material. Gower et al. (1995) classify speaking into three types: controlled activities, guided activities, and creative communication.

In general, a task should include goals, input, activities, teacher role, learner role, and setting. Goals express the outcomes of the task. In other words, they specify what the learners have to achieve. Input consists of verbal or non-verbal data that the learners have to deal with in performing a task. An activity should state what the learners involved in that activity are supposed to do. An activity is expressed in terms of stages of performing the task using the input provided to achieve the goals of the task. This element has to be inherent in each task.

4.3.3.1 Criteria for Task Evaluation

Breen cited in (Tomlinson,1998:227-228) views tasks from three different perspectives. Tasks as workplans, tasks in process and tasks as outcomes. Viewing tasks as workplans means that we are concerned with the actions and learning that the task is designed to bring about. According to Breen we can determine these by examining the objectives of the task and procedures for implementing the task. When we view

tasks in process we need to examine what actually takes place as a task is used with a particular group of learners. This requires careful observation. Finally, when we view tasks as outcomes, Breen sees that we need to consider what actions and learning are actually accomplished as a result of performing the task.

Ellis (cited in Ibid.) states that the evaluation of a task requires a clear description of the task to be evaluated. He (Ibid.) gives four points specifying the content of a task:

1. Input (i.e.) the information that learners are supplied with). Input can be in verbal form (e.g. a series of directions) or non-verbal (e.g. a diagram or a picture).
2. Procedures (i.e. the activities that the learners are to perform in order to accomplish the task).
3. Language activity (i.e. whether the learners engage in receptive language activity, listening or reading, or productive language activity, speaking or writing, or both).
4. Outcome(s) (i.e. what it is that the learners will have done on completion of the task): again , the outcome may be verbal (e.g. performing a role play) or non verbal (e.g. drawing a diagram).

4.3.3.2 Evaluation the Speaking Activities Used in the Skillsbook

Going back to the core of the current study, one may ask about the techniques and activities which are used in *English for Libya* in order to achieve the success in teaching the skill of speaking .

In traditional classrooms learners usually practice the skill of speaking by using drills in which one person asks a question and another gives an answer, and often there is one correct answer. In contrast, the purpose of real communication is to accomplish a task, such as conveying a telephone message, obtaining information, or expressing an opinion.

Authentic communication involves an information gap; each participant has information that the other does not have.

Developing students' communicative oral skills is one of our most important goals in language teaching. To accomplish this goal. One needs to encourage interactive discourse and self-expression. Classroom activities that increase student-talk and promote interaction among students for communicative purposes will help to reach this goal. Such activities can be implemented at all stages of the lesson and in conjunction with the teaching of the other basic skills. Communicative language teaching offers an unlimited realm of options and ideas for encouraging and enhancing student to talk.

This study devised a set of criteria to be used in analyzing how communicative the speaking tasks and materials were in *English for Libya*. The researcher evaluates the activities seeking to answer the questions which are previously introduced at the beginning of this chapter.

4.3.3.3 A Review of the Speaking Skill in the Skillsbook

It is worthwhile to present in brief the content of the skill of speaking throughout the skillsbook A and B. A description of speaking skill in *English for Libya* is given, with reference to the teacher'sbook. Different activities are employed in order to reflect the communicative nature of the materials, the section that deals with speaking starts in general with words and phrases which introduce the topics that students have to engage in talking about. In order to entice students to talk and discuss in English, a conversation is given as a model. Sometimes questions follow the conversation to be answered.

Different topics related to the theme of the speaking section are given to students to do in pairs or groups. In order to change the Libyan mentality that lasted for a while in teaching English which is based mainly on the

conception that teacher gives everything by explaining language grammar in isolated sentences and students have to memorize the given information by drills or translating exercise. In *English for Libya*, controlled activities are adopted in the earlier units in order to prepare both students and teachers to be familiar with the communicative activities.

Throughout the skillsbook, each unit introduces the skill of speaking with different learning objectives that grade in difficulty from unit to unit. For example, the first lesson in unit one aims at helping students to have controlled speaking practice in the context of life events and to practice asking questions in the context of life events. Students can complete the table individually and then teacher asks some students to read and asks the rest of the class to listen. Teachers can change roles and repeat and ask students to read out each of the conversations from memory. It is true that this activity is not fully communicative since it does not reflect the nature of speaking and is based on reading and memory but it could be useful to prepare students to practice language and it is not based on teaching grammar items only and it is not just drills and mechanical repetition or substitution drills.

Model dialogues are also offered for students to hear a dialogue containing everyday English. For example, the task in unit four helps students to improve their ability to describe people by providing a situation which almost reflects the real use of language. Students are given a conversation which consists of adjectives that are used to describe in a meaningful way and for a purpose, different grammatical items are employed in order to satisfy context needs. In order to enhance the students' social language when they meet new people, formal and informal phrases are given and followed by questions helping to open a discussion about different language styles. In unit five, students have an

opportunity to be exposed to different responses and reacting to good, bad and surprising news. Actually this type of activity introduces students to the language culture by giving them a range of common fixed expressions and making them aware of appropriate responses to different types of news. Unit six employs a questions technique in order to draw students attention to the given conversations then they have to listen to answer these questions. Thus, the questions that are employed in a way reflects the communicative purpose. Some students read the given conversations, the rest are listening in order to fulfill the task by giving answers to the questions. There is also four pictures and four conversations presented to extend students language by providing different situations describing travel problems which requires different every day English. Students have to match each conversation with one of the pictures which leads to motivate them accomplish the task. Students also have to play different roles, they give their opinion which is based on guessing from pictures, they work in pairs and perform the dialogue for the class. Polite questions are introduced to students in context. Students practice polite questions in finance and banking situations which helps them to gain words used in financial services.

From unit to unit students practice different conversations adopting different styles to speak in different situations. Hence, different grammar items and tenses are used in a communicative manner. Past, present and future are used in a meaningful context. Students practice telling a story, asking questions, showing interest, giving advice, taking a message, accepting and refusing invitations and giving an opinion. By the end of skillsbook A, students are required to sustain conversations. They are given three topics to have freer practice.

The students start skillsbook B with more freer activities, they are practicing the skill of speaking through more interesting topics, they have

to tell stories and react to them. The reading section gives the students some information they can use. Unit 13 helps students to be familiar with sayings from different cultures and places in the world. The students also have to practice how to show uncertainty. Teacher has to encourage them, they have to read, look at a given image, match and reorder. Then they should discuss what they can see with their partner. The teacher could motivate the students by giving them a chance to talk about local stories which reflect the nature of Libyan culture in order to enhance their confidence when they talk about something they know.

People use language to speak about different topics and facts, to talk about past and to express future wishes and plans. In unit 14 students have an opportunity to talk about past facts and feelings. As a warming up technique, the teacher should start the speaking class by asking students to make a list of any words or phrases they know to talk about past facts and feelings. Students may know some from the reading section. In pairs, students choose a conversation and memorize the parts individually. Then they take it in turns to perform the conversation for the class. Finally, they have to work in pairs as feed back to class. In the skill of speaking 2 in unit 14 students practice how to express sympathy. They have to describe what is happening, relate the images with the comic strip and discuss ideas in pairs. They also have situations to read and they have to complete the responses. More freer activities are given for students to practice speaking skills when students complete practicing the given conversation. Unit 15 helps students to expand their ability to tell a story. Teacher should ask students to define or determine what an urban legend might be. They have to pass through different tasks in order to be aware of the theme of the unit. Finally, teacher should focus on the ideas given and asks students to make up an imaginary ghost story using the

ideas and expressions. Students also practice reporting stories, they learn some vocabulary related to reporting what people have said.

The skillsbook gives students a chance to avoid translation into their first language by giving them the words and their definitions. They use the words to complete another task. By the end of the unit students should be able to tell their own story. Unit 16 reinforces students' ability in everyday English. The main learning objectives are to have controlled speaking practice of complaining and blaming. Students will deal with many different ways of apologizing and know the difference between formal and informal ways of apologizing. Different tasks are used, matching, completing the conversation tree, and acting out the example conversation. Students are also supposed to write a different conversation by using examples from each of the boxes. They also should practice the right intonation. The second part in unit 16 which deals with the skill of speaking helps students by giving them images to describe. Students should tell what the pictures have in common. The teacher should give them time to work in pairs. The skillsbook offers a conversation about the situation in picture A. Students have to write their own, they can use the given one as a model. Then, teacher should ask students to work in pairs and discuss what the problem is. The activities employ discussions and working in pairs which reflects the communicative nature of the material. The communicative nature of the material does not mean ignoring the grammar rules and the role of pronunciation. Therefore, in unit 17 students have to practice verbs used for plans and practice old and new plans by giving them conversations with many options, one is correct and the rest are wrong. A controlled spoken practice is adopted in order to practice stress and intonation in sentence. Teacher should practice a conversation with his students and give them feedback. Teacher has to give students opportunities to practice making and changing plans. There

is a table in the skills book, they can complete the information and use it to speak about their plans. For students to have less controlled spoken practice, unit 18 helps students by giving them how to use prediction. First, the teacher should direct the students' attention to the function that modals such as *will*, *won't*, *may*, *might* and *could* play in making predictions about the future. The skillsbook reflects the functions that grammar rules play in communication and how they affect language meaning. The goal here is not to teach the grammar rule itself but to explain its function. In the first task, students have to work individually and match the beginnings and endings of some expressions in their skillsbook. Such a task enhances the student's amount of vocabulary. Then students will use the expressions to accomplish the next task which increases the students' need to learn such expressions as they are needed to complete the task. After practicing the given conversations, Students are supposed to make their own predictions using the clues in their skillsbook. Part 2 in unit 18 increases the students' skill to make and change plans. Throughout the first activity students have an opportunity to think and use their own words to describe what is the men are talking about in the given images. As a revision to the information from section 1, students have to complete a list of expressions which used is to introduce predictions. There are two conversations given to students in skillsbook. They have to complete them by using the expressions from the previous task. The teacher should set the task and students have to take it in turns to take both parts. In the last tasks, students write conversations using the expressions and practice their conversations in pairs. At this stage teacher has to play the role of monitor, give feedback and provide help where needed.

Unit 19 aims to develop students in everyday conversation, students have to practice common expressions learned previously. First, students

individually have to join the two halves of expressions which they had studied in previous units. There is a table of functions, students have to complete by using the expressions in exercise A. They have to classify whether the expressions are used to express how sure you are about something, regret about the past, reporting what you have heard, expressing past advice or criticism and talking about blame. This kind of tasks improves the students sense of the relation between language and functions. Task C asks students to write a sentence for each expression then work with a partner and read their sentences. The second part in unit 19 also aims to practice common expressions learned previously. there are four pictures the students have to work in pairs to describe them. There is a box of expressions students can use to help them. Task B requires students to match 4 conversations with the 4 pictures in task A. Then students have to complete the conversations with the expressions in the box. Teacher should give students an opportunity to practice the conversations. Students have to write their own conversation. They can use the expressions and the conversations to help them. Finally, students practice the new conversations with a partner. Unit 20 starts with a picture of shops and services, the students have to match them with the given words. Teacher can start the lesson by asking students to talk in pairs about the last service they had done. The main learning objectives for the unit are to have controlled speaking practice of causative *have* in the context of shops. This type of activities helps to make the students aware of how they can utilize a grammar rule in contexts. Different activities are used. First, students reorder a conversation in the correct order, they also put the lines of the conversations in the right order, match the given conversations with the pictures then practice them in pairs. The last tasks depend on students, they have to write their own conversation by using the examples from the first exercise, the words and the pictures.

Students could exchange and edit conversations to improve them. Finally, teacher plays the role of a monitor by observing and checking the students. Teacher also asks two or three pairs to act out their conversations in front of class. Students have more opportunity to have controlled speaking practice of different techniques when they reach at the end of the units of the skillsbook. Unit 21 aims to help students to keep a conversation going. In exercise B students read through the question and teacher should check students understanding. At exercise D students match sentences in order to make some other ways of improving conversations. At exercise E, there are bubbles students have to complete with suggestions from the preceding exercises, teacher is advised to use a different student each time and use the board to write possible answers. The second section in unit 21 also aims at preparing the students to have less controlled speaking practice. First, there are three questions; Students are supposed to answer them from the given conversation. At the second exercise, students have to reorder the conversation correctly. Such an activity helps students to discuss their answers and think of how they could put a disordered sentence in the correct order. Task C helps to improve the students' confidence. Students have to identify the strategies used and discuss the ideas with their partners. Activity E asks students to write a new conversation by using the given lines and ideas from the preceding section then practice it with a partner to see whether they can improve the contributions.

Unit 22 gives students a chance to have a controlled spoken practice of talking about future career and study plans. The skill of speaking within unit 22 starts by a box which contains letters. Students have to search to find 13 verbs. Such activity can be used as a warming up activity and helps students to increase their vocabulary. At the following exercise,

students use the words in the box to complete a conversation. Students complete the conversations individually and then compare in pairs.

At task C students read and practice the conversation. The teacher helps when necessary. At task D there is a table, students are required to complete it in pairs with expressions from the preceding conversations. Teacher plays the role of a monitor and offers assistance where needed. Finally, students make new conversations in pairs, students can use the conversation in B as a model and the expressions in exercise E. At last students practice their conversations in pairs and teacher helps where necessary. Section 2, in unit 22, helps students to revise talking about future career and study plans.

The Skillsbook presents plans that help students to practice English conversations. students can have truthful conversations or make things up. The students can use the given plans to carry out information gap activities. The teacher can ask one or two pairs of students to demonstrate the activity. At task B, students write a suitable conversation using the plan, then memorize it. Then, students perform their conversations for the rest of the class. Teacher checks the students' performance as they practice their conversations and give feedback where needed.

Unit 23 helps students to have less controlled spoken practice, practicing the word groups, stress, corresponding intonation and to revise the vocabulary of persuasion. As introduction, the teacher can write the title of the lesson on the board and engage students in a discussion of what it means to them. In their skillsbook there is an exercise which requires students to solve the clues and to find the hidden phrase which connects them all. The students may enjoy this exercise of solving the cross words. The teacher'sbook recommends teachers to help students completing the exercise individually, then compare their answers. Students should learn these words for spelling and meaning. The next

exercise helps to check the students' understanding of the previous verbs. They should put the verbs from exercise A in the right place in the table. They have to say whether the verbs are used to express agreeing or disagreeing with something. Teacher may copy the table onto the board, and write the crossed-out example in the correct place. At exercise C, students read the given conversation then they have to select the correct form of verb. Teacher starts this exercise by telling students about public meetings and who might attend and why. Finally, students take it in turns to read and practise the conversations in groups of 4. Teacher's role is monitor and give help where necessary.

The second section in unit 23 raises the students' awareness of the meaning of vocabulary by helping them practice the vocabulary learned previously. It also aims to make students learn and practice buying time and avoiding giving opinion.

Teacher is advised to start the lesson by reminding students about the public meeting from the previous section. The first task in section two enhances the students ability to use the information from the previous lesson. They have to complete the table by using information from task C in section 1. Next, students work in a group of four. Decide on four different options for school exams. They complete line 2 of the table in exercise A with the policies teacher advocates. At task D teacher starts reading through the information with students, focusing on the topics in the box and the roles A,B,C and D, he discusses each person's viewpoint to check students' understanding by asking them to read the text and say what the purpose of the topic.

Teacher should give students a few minutes to think of more ideas for the topic and write notes for their role. Teacher observes while students practice and give feedback. At task E students have different conversations about different topics taking a different role each time.

Teacher asks some students to perform one of their conversation for the class.

The last unit gives students a chance to review and consolidate spoken language introduced throughout the course. At first, students complete the task individually, they have to complete the expressions in order to use them in their conversation. At task B, students use the expressions in exercise A to write a sentence about their future. They also could use the time expressions in their skillsbook. There is a sentence which is given to them as a model. Teacher has to set the task and check that students understand the task by focusing on the example in the speech bubble and eliciting a response as an example. At task D, students work in pairs to take turns responding with expressions from exercise C to the predictions students wrote in exercise B.

In section 2 there are 6 pictures to shops, students in pairs should tell what they can do or get in these shops. Students work in pairs and tell whether they agree or disagree. Then students write revision questions. Teacher should lend a hand to students to write interesting questions and provide help where needed.

4.3.3.4 Evaluation of the Skill of Speaking in Unit 3 from *English for Libya English Specialization Second Year*.

An activity should have specific features in order to fulfill its aims, Unit 3 in the skillsbook is selected in order to evaluate the tasks used to enhance the skill of speaking.

a. The skill of speaking 1

As mentioned earlier each unit in the skillsbook starts with the skill of reading then comes the skill of speaking, in general each unit shares one

theme in order to improve students' input in a particular topic which helps students in their output by enhancing their knowledge.

The skill of speaking in this unit aims to help students to explain problems, offer solutions and give reasons for their opinions. In order to achieve the aim, controlled speaking practice is adopted. The task is pedagogically designed since the nature of input is modified to be used in school setting. The students are given a table in their skillsbook which contains three columns, the first column includes words about the facility such as park, swimming pool, playground, museum, school and library. The second column includes problems related to the previous facility. The third column includes the solutions to each problem.

In order to accomplish this task, the teacher's book recommends teacher to explain the task and give an example to students in order to encourage them to provide full sentences. Therefore, the task is designed to perform a pedagogical goal which aims to create a correct sentence in order to enhance the learners' accuracy.

There are other tasks based on giving students a short piece of information about how to help other people to understand how serious a situation is and asking students to offer a solution by working with a partner. Students have to work in pairs in order to carry the task which reflects the communication view of the materials. The teacher should give equal opportunity to all students to take a part in the task. This method is suggested on almost every occasion when the students have completed an activity individually. There are two main reasons for this:

- A) it is a very good opportunity for students to speak the target language.
- B) it gives all students a chance to give and explain their answers, which is not possible if the teacher immediately goes through the answers with the whole class. Teacher's book (2012:5)

Working in pairs helps Libyan learners gain confidence and self esteem since it gives them an opportunity to express their ideas and helps them to get out from the fossilized belief that teacher must do everything in the class.

In the previous tasks students are given time to work in pairs to make notes about the effects of each problem. The task may create a communicative sitting if it is designed and employed well. The materials used should include colorful pictures and provide the students with comprehensive input such as a related text containing some related information and vocabulary, but the problem is that neither the skillsbook nor the teacher'sbook is provided with aids such as flash cards that may help students to imagine the situation. The only suggestion by teacher'sbook is to give some phrases used in giving an opinion or to show agreeing or disagreeing. This lack of recourses may reduce the student's motivation in such activity. Tasks are employed to expose students to different language functions; giving an opinion, asking for an opinion, agreeing and disagreeing.

The skillsbook provides students with two conversations and they have to read them. Teachers are encouraged to give students an opportunity to act out the conversations and practice new roleplays by making their own conversation which is based on the given conversation.

They have not a chance to listen to them since there is not a tape to the given conversation which is used in the speaking class. The conversations do not reflect the nature and features of spoken language. No pauses, no repetition, no noises, no fillers, no use of reduced forms of words. It seems that the conversations are made to practice the skill of reading not to enhance the skill of speaking.

b. The skill of speaking 2

The tasks' main objectives are to give students more controlled speaking practice in the context of discussing problems and reaching agreement and to present facilities to students to take part in role play.

The first activity requires students to complete sentences with suitable nouns in order to help them think about people in charge. The following are some of the given sentences.

1. A prime minister governs a
2. Committees have a or.....
3. The person in charge of library is a.....

This activity prepares students to the following tasks by giving them a chance to think about people who work in different facilities in the town and know some related words to the theme of the tasks which deals with problems and solutions in meetings. The time given to carry out the activity is 30 seconds which is not enough for students to invoke the required words.

An agenda is provided in the second task in order to help students to carry out the task, the agenda is a table which includes some important information related to the meeting such as its name, appointment, goal, each facility and its problem, solution and cost.

Teacher gives students a time to answer the four questions then elicits some answers. The first and second activity introduce students to the topic and warm them up in a communicative way since the students have to answer the question by using the information in the given table.

At the third task, teacher has to adopt different roles in order to accomplish it. First, the teacher has to facilitate the students task by reading the instructions and putting them in groups of four. Second, teacher has to perform an organizer role by helping student to choose a job and decide which problem is most important. In order to control the

class during the task the teacher has to determine the time required to carry out the task. This activity motivates students to use their ability and work together which leads to improve their self esteem and confidence since each group has to present their decisions to the rest of the class and explain their reasons. The problems that may face applying this activity is lacking the control over class or a difficulty to remove desks in order to facilitate groups working together.

Finally, the authors of the textbooks are not Libyan but they tried to give the fullest consideration to our values, religion, customs and traditions. They adhere to our society role and depart from the culturally and religiously sensitive subjects. At the same time they do not ignore the importance of presenting the cultural aspects of the target language to Libyan students since the material is specifically designed for them.

In general one can say that *English for Libya* tasks and activities could evoke student's interest since the activities exhort them to participate in pairs and groups and give them opportunity to play different roles.

4.4 Research Methods and Data Analysis

Research is crucial in all areas of life. It can be used for serious inventions, or simply for educational purposes. In order to carry out a successful educational research, a researcher has to follow a certain set of methods. She/he may employ just one or a couple of methods for her or his research to be fruitful. Each of these methods have their own advantages and disadvantages. Research is carried out in order to get a result with a scientific method objectively, solve problems, verify the application of theories and lead on to new insights.

Nunan (1992:3) states that:

Research is a systematic process of inquiry consisting of three elements or components:

- (1) a question, problem, or hypothesis,
- (2) data,
- (3) analysis and interpretation of data.

There are various types of methods and techniques one can choose from in order to collect and analyze data about a particular topic. Researchers can adopt one of many research methods such as: experiments, interviews, questionnaires, testing and observations. Denscombe (1998:84) states that:

The possibility of employing more than one method stems from the fact that the various methods contain their own set of assumptions about the nature of the social world and the kind of the data that can be produced to increase knowledge about the world.

4.4.1 Type of Current Research

Educational research is the application of the scientific approach to the study of educational problems and the primary goal of educational research is to explain and understand educational issues. There are a lot of types of research in education as descriptive research, survey, content analysis, correlation, experimental, causal-comparative and action research.

The current research is rather descriptive, since it aims at gathering exhaustive data about what goes on in a number of English language classrooms in Benghazi using direct observation in order to collect information about what happens in classroom between teachers and

students. The researcher also employs teacher's questionnaire as a survey technique.

4.4.2 Methods of Recording and Analyzing Data

There are a number of techniques for gathering information which would constitute research data. This section presents in more details the methods and procedures that the researcher followed to record and analyze data. Different methods are used to obtain and record the needed information that help to obtain useful results. In order to collect the required data, the researcher selected questionnaire and observation as a tool to gather the data. The researcher attended a number of speaking classes in order to observe what was going on in the classroom. The researcher observed the teacher and students while carrying out the activities. The questionnaire is used to determine the teacher's attitude towards teaching the skill of speaking in order to see things from a different perspective and enhance the opportunity to find more validity data.

As Denscombe (1998:84) states that researchers can adopt more than one type of collecting data method in order to produce differing but mutually supporting ways of collecting data.

4.4.2.1 Classroom Observation

Observation is one of the most important methods used in the research to gather the desired data in a natural setting. Punch (2009:153) says that: "observation as a data collection technique can, to varying degrees, be structured or unstructured".

Observation was selected for carrying out the research. The researcher observed a sample of teachers in their classrooms in order to collect the information which are the focus of interest. Observation was conducted

within a two month period, February and March 2013. The research was conducted in five different secondary schools, all of which are situated in Benghazi. There have been five teachers observed aged between twenty-four and thirty-seven. The classrooms observed involved students aged between 15–17, eleventh grade studying at the second year at the specialization of English. The main aim of the observation is to find out whether the theoretical notes as implied by specialists are applied in real environment of secondary schools.

As a way of collecting data observation offers the researcher a distinct way of collecting data.

Denscombe (1998:139) says that observation:

...does not rely on what people say they do, or what they say they think. It is more direct than that. Instead, it draws on the direct evidence of the eye to witness events first hand. It is based on the premise that, for certain purposes, it is best to observe what actually happens.

An observation as a method of collecting data starts with establishing the focus of the observations, selecting the cases for observation in other words decide what will be observed. Punch (2009:154) defines the process of observation as the following: "It begins with selecting a setting and gaining access to it, then starting the observing and recording".

According to Harlen and Wake (1995:3) observation can be difficult and complex, but it is also one of the most versatile ways of gathering information.

Observation demands a lot of time, effort and resources; and it is susceptible to observer bias. Actually, to avoid the weaknesses of using observation as a collecting data tool, they (Ibid) advice researchers to make a fair estimate at the outset of how long the data collection and

processing might take, then plan the study within the limits of the resources.

In order to avoid the defectiveness and difficulties of using observation as a technique and method to collect the required data, the researcher has used observation checklists. According to Denscombe (1998:142) it is very important to plan what is you are going to observe :

Researchers are limited by the speed and accuracy with which it is possible to observe and record events they witness. So the items for inclusion need to be restricted to just the most significant and most relevant, because it is simply not feasible to include everything.

4.4.2.1.1 Procedures of Observation

In December 2012 I had visited the schools in order to introduce myself to the teachers that I am going to observe, first I met the headmasters and took permission to observe some classes. I told the authority in schools that I am a students working for a master degree. The headmasters were welcoming and introduced me to the teachers to be involved in the study. I introduced myself to the teachers and asked them to allow me observe them while they are in the class, I told them that the results of the observation would not affect the educational process or disrupt the teaching. It was almost the end of the first semester and they told me that they had finished the materials for the first semester. I entered the class with the teachers for the first time in order to ease my observation in the future. Most teachers were giving a revision to their students. Since the exams were coming soon, most of the revision was based on matching and defining words or phrases. I asked the teachers whether the exam will be written or in oral form. They told me that it will be written. They claimed that there is no time to test the students orally. They added that it will be a hard task if they test the students in oral form since there is no

one to help them carry out or evaluate the students performance in the exam. The teachers were very welcoming. I went to the administration affairs office and asked them to give me the schedule for the second semester which was to start in February.

The headmasters and most teachers told me that they did not suffer during this year like they did the year after the revolution. They told me that although this year started late in October not in September as typical. They still managed to finish the curriculum on time.

4.4.2.1.2 Language Classroom Observation

4.4.2.1.2.1 The Subject of the Study

The researcher selected some schools that teach English specialization to be observed. Since there is a course called conversation which aims to teach the skill of speaking, they have to teach it since the course is essential. Teachers of other specializations cancelled the skill of speaking completely, although the coursebook provides a materiel for the skill. Five different English specialization schools in Benghazi were selected to carry out the observation. All of them are girl schools. They are:

1. Omer Ben Elkhatab.
2. Fatama Elzahraa.
3. Elaqsa.
4. Hamida Elonezi.
5. El-shaheda Kholod.

The researcher observed five teachers in natural teaching process. The observed teachers were teachers of speaking skill for the second year English specialization. The actual observation started in the second week in February 2013. Each teacher was observed for four times.

4.4.2.1.2.2 Language Classroom Observation Checklists

The researcher made use of 6 observation checklists which were adopted from the internet. [www.languageclassroomobservation-Penn: University of Pennsylvania.com](http://www.languageclassroomobservation-Penn:UniversityofPennsylvania.com)

The last part from the observation checklists is based on Brown's suggestions. (2001:275-276)

Many reasons drove the researcher to use the observation checklists; they helped the researcher to limit the number of categories being observed, helped to observe what the researcher should observe which saved time and effort, helped the researcher to remember the required data and helped the observer to be objective.

The researcher took the schedule and knew the time of the speaking classes in order to accomplish the task of carrying out the observation. The researcher came earlier, in order to be sure that all the class time will be observed, the researcher stood in front of the class and waited for the teacher. The researcher entered the class with the teacher. During the class, I actually sat behind the students in the classroom. However, I made sure that the place where I was sitting allowed me to follow up what was going on the class. I took notes on class activities, classroom events and the atmosphere. The observed teachers were given numbers from 1 to 5.

4.4.2.1.2.3 Analyzing the Observation Checklists

The observation checklists consist of eight categories, each category investigates a particular area. The researcher used the observation checklists to find out what is going on in classrooms. The researcher's main aim is to observe the techniques involved in the teaching of the speaking skills. The letter "T" refers to the teachers, T1,T2,T3,T4 and T5. The letter "S" refers to the score that the teachers has accomplished. The

overall assessment is marked by the scoring key. The observer rates the observed lesson according to a given key. The scale used in assessing the performance of the five teachers is as follows:

1. Excellent. (E)
2. Very good. (V)
3. Good. (G)
4. Average. (A)
5. Unsatisfactory. (U)

1. Checklist Number 1

The checklist used by the researcher consists of 5 categories, Checklist number one aims to discuss five categories related to the teacher preparation of the lesson.

The first checklist deals with the steps that teachers followed in the lesson preparation. The analysis is based on five categories as listed in the following table.

T1: The teacher wrote a lesson plan in her note book, She claimed that she followed the teacher's book instructions, but the plan that she wrote was not clear. The teacher did not show what she was going to do with her students. In addition, she did not follow the plan she prepared. The goal was to prepare students to tell a story by the end of the class but they did not. She did not make a balance between the activities, the only techniques that she followed was pairwork, she did not use the pairwork in context. She only asked the students to read the given conversation in pairs. She did not use any communicative tools, at the end of the class the students were not able to produce any language.

T2: The teacher had a clear lesson plan, she tried to adopt the communicative approach in teaching language. She followed the teacher's book instruction and made her own. She employed the given activities in a way that reflected the communicative nature. She asked the students to speak about their own situations. The main aim was to help the students to tell urban legends and she fulfilled the aim.

T3: The teacher did not have a clear lesson plan, she did not have a note book. She neither followed the teachersbook notes nor made her own. The students read the given conversations. The lesson ended before the bell rang. She did not use any activities except asking students to read in pairs. They were not aware of the aim behind the lesson. She gave two lessons in one class.

T4: The teacher had a lesson plan in her notebook, She claimed that she followed the teacher's book instructions. But the plan was not sufficient. It was not clear. The goal was to prepare students to tell a story by the end of the class but they did not. She did not make a balance between the activities, the only techniques that she followed was pairwork, she did not use the pairwork in context. She only asked the students to read the given conversation in pairs. She did not use any communicative tools, at the end of the class the students were not able to produce any language. She was complaining that they are late and they have to finish before the examination. And the only goal she wanted to carry out was to complete the material.

T5: The teacher was lacking the experience, it was her first year. She refused to teach the students. She gave nothing, she sat on the chair for half an hour then left. The students were complaining from her and she

was also complaining. In the second time, she sat on the chair and asked one of the best students to read.

1. The teacher had a clear lesson plan.	Teachers	T1	T2	T3	T4	T5
	Score	A	G	U	U	U
2. There was a balance between different types of communicative activities.	Teachers	T1	T2	T3	T4	T5
	Scores	A	G	U	U	U
3. The teacher applied learning tools effectively.	Teachers	T1	T2	T3	T4	T5
	Scores	U	G	U	U	U
4. The classroom methodology reflected real language use.	Teachers	T1	T2	T3	T4	T5
	Scores	U	V	U	U	U
5. The teacher had an obvious goal from his/her lesson.	Teachers	T1	T2	T3	T4	T5
	Scores	A	V	U	U	U

Table (6) Teacher's Preparation

The above table (No 6) shows that most teachers scores were insufficient since they do not apply a clear lesson preparation in the class. They lack necessary preparation for teaching. They did not use any aids. They did not have a pre-plan that may help them employ effectively the given recommendations that the teacher'sbook offers which are significant for successful teaching. Their lacking of clear and systematic lesson plan led to waste a lot of class time.

2.Checklist Number 2

The checklist used by the researcher consists of 5 categories, Checklist number two aims to discuss five categories related to the teacher's presentation of the lesson. The second checklist deals with the steps that

teachers followed when they presented the lesson. The analysis is based on five categories as listed in the table (NO 7).

T1: The teacher was following a plan but it was not sufficient, so the lesson was not clear enough for the students, she explained the meaning of the new words into Arabic. She focused on pairwork techniques, which she adopted to make the student read the given conversation. No time was given to any other communicative activities. She started the lesson without any linking with the previous lessons or knowledge that may help the students to understand the lesson. She did not integrate between the language skills. She focused on the exercises that required matching words and definitions and putting the words in the correct place and she told the students to memorize them.

T2: The teacher was following a clear lesson plan, she prepared the students to the new lesson by relating it to their experience. She was avoiding translating the meaning of the new words into Arabic. She asked the students to write their own conversation then asked them to try to speak without the paper. She asked them to listen to their colleagues, then giving them time to practice the conversation with a partner. At the end of the class, she asked them to perform it in front of their colleagues. She stressed that they have to use the right intonation and told them not to read but to act their roles.

T3: The lesson presentation was not clear enough, the teacher did not relate the lesson with the previous information that students may have. She read the given conversations, then asked the students to read as well. No communicative techniques were used. The only request she asked them to do was to memorize the given conversation.

T4: The lesson presentation was rather clear, the teacher followed the teacher's book in some instructions. She ignored the tasks that requested the teacher to set the task by dividing the class into groups or in pairs and practice the given conversation.

T5: Nothing was done correctly in the class, the teacher did not present the lesson effectively. The level was not sufficient at all. She did not give the students a chance to practice the given conversations. Time management was not appropriate since she did not do any effort to give a lesson.

1. The lesson was presented effectively and clearly.	Teachers	T1	T2	T3	T4	T5
	Score	A	V	A	G	U
2. The time given for activities was appropriate.	Teachers	T1	T2	T3	T4	T5
	Scores	U	G	U	A	U
3. The teacher gave a meaningful feedback before starting the new lesson.	Teachers	T1	T2	T3	T4	T5
	Scores	U	A	U	U	U
4. The teacher followed teacher's book proposals effectively.	Teachers	T1	T2	T3	T4	T5
	Scores	A	V	U	A	U
5. Language skills were integrated into class activities.	Teachers	T1	T2	T3	T4	T5
	Scores	U	G	U	U	U

Table (7) Lesson Presentation

The above table (No 7) shows that most of the observed teachers lack the basic principles of presentation. Their lacking of good preparation led to defect in their presentation. One of the teachers spent all the class time in teaching one item. The other taught two lessons in one class. Most of them were not able to answer the student's questions. With exception to

teacher number two (T2), all teachers presented their lesson in a very boring way. They read from the textbook without any consideration to the nature of the speaking class or to the students needs. The observed teachers ignored the guidelines that were given in the teacher's book.

3.Checklist Number 3

The checklist used by the researcher consists of 5 categories, Checklist number three aims to discuss five categories related to the language used in the class. The third checklist deals with the language that teachers used when they teach the skill of speaking since the teacher can be one of the sources of the spoken language that students can rely on. The analysis is based on five categories listed in table (NO 8).

The scale used in this checklist is as follows:

Yes. (Y)

No. (N)

Sometimes. (S)

Rarely. (R)

T1: Although the teacher was a native speaker, she used Arabic very often, she tried to explain in English but finally she told the students what they have to do in Arabic. She was afraid that her students would not understand her if she speaks English all the time. She focused on practicing pronunciation and grammar. She did not make the students aware to the discourse types.

T2: The teacher used L1 in the class comparatively less than her counterparts. The teacher tried to avoid using the mother tongue, she used simple and clear English and explained the meaning of words or phrases by applying different techniques but not translation. She made use of English and only occasionally used L1. She asked her students to use

English all the time. She did not focus on grammar unless it facilitated the process of the lesson. The grammar was not the aim itself but the functions that the grammar rules play in communicative functions were focused on.

T3. The teacher tried to speak English in the class but her language was not sufficient. There were a lot of mistakes in pronunciation and the gifted students corrected her most of the time.

T4: The teacher used English in the class but she translated every word into Arabic. The students complained most of the time and said that they already knew the meaning of the words.

T5: The teacher was not able to speak English. She uttered a few words in English then she used Arabic. She was not able to read correctly.

1.The teacher used English in the classroom in an appropriate and effective way.	Teachers	T1	T2	T3	T4	T5
	Score	S	Y	R	R	N
2.The teacher translate every word into Arabic.	Teachers	T1	T2	T3	T4	T5
	Scores	Y	R	Y	S	Y
3.The teacher focused on grammar.	Teachers	T1	T2	T3	T4	T5
	Scores	Y	R	S	S	N
4.The used language was appropriate to students level.	Teachers	T1	T2	T3	T4	T5
	Scores	S	Y	R	R	N
5.The teacher made the students understand different types of discourse (e.g., narrative, descriptive and instruction)	Teachers	T1	T2	T3	T4	T5
	Scores	N	Y	N	N	N

Table (8) Language Use

The above table (No 8) shows that observed teachers used the student's mother tongue instead of English. They did not use Arabic when other techniques did not work, they used it as the first solution. They never tried to speak English.

The table shows clearly that L1 has been resorted to by four teachers for various purposes, like of giving instructions, defining new vocabulary items, explaining idioms and proverbs, explaining colloquial expressions, explaining prepositional phrases and explaining complex ideas.

4.Checklist Number 4

The checklist used by the researcher consists of 5 categories, Checklist number four aims to discuss five categories related to classroom management. The analysis is based on five categories as listed in the table (NO 9).

T1: The teacher generally managed the class. She tried to take care of all the students. Once she was giving the lesson, the student kept silent. She answered the student's questions. But the criterion she followed was not significant. She could not drive all the students to participate. She divided the students into pairs or groups randomly. She gave the same task to all the students who took part in classroom interaction. The teacher asked the students to listen to their colleagues but she hardly controlled the class. The activities that she applied did not motivate the students . She did not change the chairs arrangement to fulfill the communicative functions behind the activities.

T2: The teacher controlled the class appropriately, she paid attention to all students. She gave students time to work together or in pairs and allowed them to move freely in the class. She asked each group of

students to fulfill different tasks and motivated them to accomplish their task first.

T3: The same students were participating in the activities. The teacher spent most the class time on the same place. The students who did not take part in the activities were not motivated to listen to their colleagues.

T4: The teacher started teaching the speaking skill in the second semester, she was teaching them grammar which affected her teaching in the speaking class. She did not push the silent students to take part in the activities. The same students read and participated every time.

T5: The teacher asked one girl and only one girl to read the lesson. There were no activities during the class time. She sat in the teacher place and the rest of the class were chatting in Arabic.

1.The teacher divided her attention among students appropriately.	Teachers	T1	T2	T3	T4	T5
	Score	G	E	A	U	U
2.The teacher divided the class into groups according to significant criterion.	Teachers	T1	T2	T3	T4	T5
	Scores	U	U	U	U	U
3.The teacher gave the same topic/activity to all groups.	Teachers	T1	T2	T3	T4	T5
	Scores	A	A	U	U	U
4.The students listened to their colleagues and do not interrupt.	Teachers	T1	T2	T3	T4	T5
	Scores	A	V	A	U	U
5.The seating arrangement facilitated learning objectives.	Teachers	T1	T2	T3	T4	T5
	Scores	U	U	U	U	U

Table (9) Classroom Management

The above table (No 9) shows that most observed teachers were not aware of the benefits of applying communicative techniques in the class. They did not apply pairwork technique effectively. Since they selected the pairs randomly and did not assist them to know what is the function from it. They did not divide their attention among students. They did not give a feedback when they asked students to do something.

5. Checklist Number 5

The checklist used by the researcher consists of 5 categories, Checklist number five aims to discuss five categories related to classroom atmosphere . The analysis is based on five categories as listed in table (No 10). The scale used in assessing the items 2,3,4 and 5 is as following:

Yes. (Y)

No. (N)

Sometimes.(S)

T1: The teacher was friendly when she entered the class she greeted them and asked them about their health. The students could ask her for more clarification. The school building is not suitable for the application of communicative activities, since the students may produce noises as they participate in the commutative activities which may bother the other classes. The class time is 40 minutes so teacher did not waste her time to rearranging the chairs into circles. The class is arranged in rows. The board, the plugs ,the desks, the door and windows were appropriate for using. But the teacher did not use the plugs for example to play a tape. She used the whiteboard very rarely. Most of the time she asked the students to write on the board, they wrote with a lot of spelling mistakes. She corrected them when necessary. She often stood in the corner and rarely moved around the class.

T2: The relation between the teacher and her students was friendly. She was sensitive to their needs and level. She did not stand in one place during the class time. She moved around the class and helped students to fulfill their tasks. The teacher used the whiteboard very effectively. Her handwriting was very clear and she drew tables and circles on it. Sometimes she drew pictures on the board and asked the students to speak about them. She said that changing the place of desks is a hard task.

T3: The teacher has a good relation with her students. The school building was adequate to fulfill the communicative activities since the number of students was not large, just 20 students. And the class was far away from the other classes in the school. But the observer did not see any communicative activities applied in the class. The teacher did not use the plugs and she said that the school did not offer a cassette player to be used in the class. The teacher did not use the whiteboard even when students asked her to do so.

T4: The teacher was friendly with her students. The number of students were 32 but the class was big enough to arrange the students in the typical rows. The class is overlooking on the street which led to a lot of noises. The teacher did not use the whiteboard. She did not change the places of chairs to relate the students to the activities aim.

T5: The relation between the teacher and the students was not friendly at all, she told the students that she did not want to teach them. She did not control the class and the only thing that she was doing was to sit on the chair and shout.

1.The relation among students and their teacher was friendly.	Teachers	T1	T2	T3	T4	T5
	Score	G	V	G	G	U
2. The teacher could use different	Teachers	T1	T2	T3	T4	T5

activities without affecting other classes in school.	Scores	Y	Y	Y	S	N
3. The board, the plugs, the desks, the door and windows were appropriate for using.	Teachers	T1	T2	T3	T4	T5
	Scores	Y	Y	Y	Y	Y
4. The teacher was able to change the place of desks and chairs in order to apply different types of activities.	Teachers	T1	T2	T3	T4	T5
	Scores	S	S	N	N	S
5. The teacher spent class time in one place of the class.	Teachers	T1	T2	T3	T4	T5
	Scores	Y	N	Y	S	Y

Table (10) Classroom Atmosphere

6. Checklist Number 6

The checklist used by the researcher consists of 5 categories, Checklist number six aims to discuss five categories related to teaching techniques adopted by the teacher to teach the skill of speaking. The analysis is based on five categories as listed in table (NO 11).

T1: The only techniques adopted by the teacher was to divide the class into pairs. The teacher divided her students into pairs because the skillsbook instructs using pairwork. They had to accomplish the task in a communicative way. But it did not work well since the teacher did not tell the students what they have to do. The students had to know their role and what they had to do during the activities, they also had to know the aim behind the activity but the teacher did not tell them.

T2: The teacher applied the activities that were mentioned in the materiel appropriately. She tried to relate them to the students life. All the students

had to make their own conversations. During the activities they know what they had to do as the teacher told them their role. The teacher applied role play activities in order to motivate the students to participate, she also drove them to discuss their ideas and opinion. Sometimes she draw on the board. Although the activities that she used were limited, they motivated students to speak freely.

T3: The teacher used the activities that did not reflect any communicative purpose, she asked students to memorize the given conversation. She asked them to fill the gaps with the missing words. She asked two students to read the conversation as if it is a reading class. She even did not ask questions to explore if the students comprehended the situations.

T4: The teacher gave two lessons each class, she ignored the communicative activities. She neither used the activities that the material suggested nor brought her own.

T5: The teacher ignored the teaching of the speaking class completely. The observer did not see any techniques. She did not even follow the traditional technique which is based on drills or mechanical repetition.

1.The use of technology teaching techniques (video, audio, web materials) was appropriate to the goal of the lesson.	Teachers	T1	T2	T3	T4	T5
	Score	U	U	U	U	U
2.The teacher used communicative activities.	Teachers	T1	T2	T3	T4	T5
	Scores	A	V	U	U	U
3.The teacher used choral repetition and pattern practice drills.	Teachers	T1	T2	T3	T4	T5
	Scores	A	G	U	U	U
4.The teacher used tapes and	Teachers	T1	T2	T3	T4	T5

newspapers in order to make an authentic input.	Scores	U	U	U	U	U
5.The use of techniques was creative.	Teachers	T1	T2	T3	T4	T5
	Scores	U	V	U	U	U

Table (11) Teaching Techniques:

Checklist (7) Teaching Speaking:

The last checklist is based on Brown's suggestions, it aims to determine whether the teachers were teaching the skill of speaking in a way that reflected the nature of the skill or they did not. The checklist used by the researcher consists of 5 categories, Checklist number seven aims to discuss seven categories related to teaching the skill of speaking. The analysis is based on seven categories as listed in the table (NO12).

Brown (2001:275-276) provides a number of suggestions for speaking course designers and teachers to use. These suggestions are as follows:

1. Use techniques that cover learners needs.

Teachers have to be sure that they move easily from one activity to another e.g. discuss a problem, play a game or a role play and not to stick to one activity and take into account that you use tasks that include techniques designed to help students participate by avoiding repetition drills.

2. Provide techniques which are motivating

Teachers should use techniques that satisfy learners needs and attain the goals. students should all the time see the benefit they get from the activity.

3. Always use authentic language in meaningful contexts

Authentic materials help in teaching the speaking skill since it provides real contexts and meaningful interaction.

4. Provide approach feedback and correction

Teachers have to give corrective feedback to their students.

5. Integrate speaking with other skills

In everyday life situations. People listen to a program in the radio, write a recipe, they read an ad on TV, speak about it to their families and so on.

6. Give students a chance to start oral communication

When teaching the skill of speaking, choose materials and activities that give learners the chance to start conversations.

7. Encourage the development of speaking strategies

Brown recommends to make the students aware of using and developing the speaking strategies such as:

- a. asking for clarification (what?)
- b. asking someone to repeat something (huh? Excuse me?)
- c. using fillers (uh, I mean, well) in order to gain time to process.
- d. using conversation maintenance cues (uh huh, right, yeah, okay, hm)
- e. getting someone's attention (hey ,say, so)
- f. using paraphrases for structures one cannot produce.
- g. appealing for assistance from the interlocutor (to get a word or phrase).
- h. using formulaic expression (at the survival stage) (how much does.... Cost? How do you get to the...?)
- i. using mime and nonverbal expressions to convey meaning.

T1: The teacher did not vary the used techniques, the same technique was offered to all the students which hindered the application of the techniques . the students start speaking in Arabic. The speaking class should utilize many activities to satisfy learners needs. When the students were speaking, the only thing she was doing is correcting their pronunciation and grammar which demotivate them.

T2: The teacher tried to take into consideration the needs of her students. She asked them to write their own conversation in order to give a chance to shy students. She allowed them to perform the conversation in front of the class. She handed some ideas and words when needed. While the task took place the teacher paid full attention to her students. She asked them questions. For example, they were talking about an old story, she asked them was it true?, what happened after that?. And asked the rest of the class if they had heard any resembling story. The students were interested since they spoke about things which happened to them.

T3: Putting students into pairs was the only technique she used. She did not help all students to perform. Sometimes only one student in the pairs was speaking. The rest of the class were not conscious to what their colleagues were saying since the teacher did not pay attention to what they said.

T4: The teacher asked students to read the given conversation. Then she asked two or three students to read it to the whole class. She focused on their pronunciation.

T5: The teacher did not utilize any techniques. Neither traditional nor communicative.

1.Use techniques that cover learners needs and motivated them.	Teachers	T1	T2	T3	T4	T5
	Score	A	G	U	U	U
2.Provide approach feedback and correction.	Teachers	T1	T2	T3	T4	T5
	Scores	A	G	U	U	U
3.Integrate speaking with other skills.	Teachers	T1	T2	T3	T4	T5
	Scores	U	G	U	U	U

4. Give students a chance to start oral communication.	Teachers	T1	T2	T3	T4	T5
	Scores	U	V	U	U	U
5. Encourage the development of speaking strategies.	Teachers	T1	T2	T3	T4	T5
	Scores	U	V	U	U	U

Table (12) Teaching Speaking

4.4.2.1.2.4 Conclusion

The researcher concludes that the observed teachers (except teacher number two who showed some understanding to the nature of the speaking skill and to the fact that *English for Libya* is based on the communication approach) failed to utilize any communicative activities, they did not use the suggested ones from their teacher's book. They did not reflect the natural use of language in their teaching. They did not utilize any authentic materials. They failed to vary the types of activities. They did not arrange controlled activities, guided activities, and creative communication that may encourage all students to participate.

They did not use any activities even those which do not need a lot of effort such as controlled activities which based on a meaningful repetition. They thought that speaking class is a time to take rest from the grammar lessons which they believed need a lot of effort and work. The only technique they used is to ask two students to read out the conversation. During the observation I did not see any type of communicative activities. No Jigsaw Activities, no Information Gap Activities, no Role Play or Discussion applied in the class. No chance was given to the students to cooperate meaningfully to complete a task. Sometimes the teachers permitted the students to do their homework in

other courses in the time of the class. Because as they said teaching speaking is an easy task, the skill does not require any preparation. They claimed that there is nothing to teach, and they told the students to focus on some questions such as definition, matching words because they may come in exam.

4.4.2.2 The Teacher's Questionnaire

The second tool which the researcher used is the questionnaire which is used to find out more information. Nunan (1994:143) claims that: "The questionnaire is a relatively popular means of collecting data. It enables the researcher to collect data in field settings". A questionnaire is simply a 'tool' for collecting and recording information about a particular issue of interest. It is mainly made up of a list of questions, but it should also include clear instructions and space for answers or administrative details. Denscombe (1998:88) states :

Questionnaires work on the premise that if you want to find out something about people and their attitudes you simply go and ask them what it is you want to know, and get the information' straight from the horse's mouth'.

Munn and Eric (1990:1) define a questionnaires as: " a popular way of gathering information". And they add: " questionnaires can provide us with good descriptive information". In their own view, a questionnaire should be :

- attractive to look at
- brief
- easy to understand
- reasonably quick to complete. (Ibid:21)

They (Ibid) mention four main advantages to use the questionnaire for the researcher:

1. an efficient use of time

2. anonymity (for the respondent)
3. the possibility of a high return rate
4. standardized questions.

They (Ibid:5) also mention the limitations in using a questionnaire. They state that for them there are three main limitations in using a questionnaire and these need to be borne in mind when deciding to use one:

1. The information collected tends to describe rather than explain why things are the way they are.
2. The information can be superficial.
3. The time needed to draft and pilot the questionnaire is often underestimated and so the usefulness of the questionnaire is reduced if preparation has been inadequate.

Questionnaires can be used to collect data about a phenomena that is not directly observable (e.g. inner experiences, opinions, values, interests, etc.). The advantages of using questionnaires are as follows:

- 1) can be given to large groups,
- 2) respondents can complete the questionnaire at their own convenience, answer questions out of order, skip questions, take several sessions to answer the questions, and write in comments.

The cost and time involved in using questionnaires is less than with interviews. The disadvantages include inability to probe deeply into respondents' beliefs, attitudes and inner experiences. Modifications to the questions can't be made once the questionnaire has been distributed.

According to Dornyei (2002:8), " questionnaires can yield three types of data about the respondents: factual, behavioural and attitudinal information".

Questionnaires should always have a definite purpose that is related to the objectives of the research, and it needs to be clear from the outset how the findings will be used. Respondents also need to be made aware of the purpose of the research wherever possible, and should be told how and when they will receive feedback on the findings.

4.4.2.2.1 The Procedures of the Questionnaires used in the Current Research

The research was conducted by the method of questionnaire seeking out the position of speaking in the current ELT at secondary schools from the point of view of teachers. After contacting the schools and gaining the permission for administering a questionnaire I asked one of the teachers at each school for cooperation. On an appointment with each of the teachers, I explained the aims of the research and gave necessary instructions. The researcher made it clear to the participants that participation is voluntary and that no information collected for the study would be used for other purposes.

The questionnaire for teachers consists of 33 questions. The questionnaire provides information about the teachers, their methodology, the used activities and their attitude towards *English for Libya*. Among the questions is the amount of time teachers give out to speaking activities in their lessons. How much of the total time devoted to speaking is taken up by accuracy work, how much time by fluency work. What activities they use most often in accuracy and fluency practice in speaking. They were asked about the most efficient "technique" in making their students speak and also about their students' attitude and reactions to speaking activities. The researcher carried out the questionnaires at five different English specialization schools.

4.4.2.2.2 Teacher's Responses

Making the teacher taken part in a questionnaire is not an easy task. I asked one of the staff members in each school to help me to conduct the questionnaire by providing me with some information such as the number of the teachers that teach English since there are more than one specialization in each school and give me their names and time. Some teachers refused to take part in the questionnaire and some did not return it back or returned it unanswered. The questionnaire carried out in five schools. The number of teachers that were willing to take part in the current questionnaire were 22 from five schools. All the teachers teach English specialization in secondary two.

4.4.2.2.3 Data Analysis

Question (1) Age.

Age	No. of Responses	%
44	1	4.5 %
41	1	4.5%
37	2	9.1%
35	3	13.7%
33	2	9.1%
32	5	22.8%
29	3	13.7%
28	2	9.1%
27	1	4.5%
25	1	4.5%
24	1	4.5%
Total	22	100%

Table (13) Teacher's Age

The above table shows that the teacher's age range was between (24) and (44) with the majority in their thirties.

Question (2) Sex: () Male () Female

Gender	No. of Responses	%
Males	4	18.2%
Females	18	81.8%
Total	22	100%

Table (14) Teacher's Gender

The above table indicates that (81.8 %) of the teachers were females.

Questions (3) Year of Graduation

Graduated in	No. of Responses	%
2012	2	9.1%
2009	3	13.7%
2008	3	13.7%
2007	2	9.1%
2003	4	18.1%
2002	2	9.1%
2000	2	9.1%
1998	2	9.1%
1995	1	4.5%
1992	1	4.5%
Total	22	100%

Table (15) Teacher's Year of Graduation

The above table shows that a large number of teachers were new graduates. The table shows that ten teachers out of twenty-two graduated between 2007- 2012. This indicates that the majority of teachers were young and they lacked the required experience in teaching.

Question (4) How long have been teaching English?

Numbers of years of Experience Teaching English	No. of Responses	%
A year	10	45.5%
Three years	6	27.3%
Ten years	2	9.1%
Eleven years	2	9.1%
Sixteen years	1	4.5%
Eighteen years	1	4.5%
Total	22	100%

Table (16) Years of Teaching Experience

The above table indicates that sixteen out of the total number of respondents had not been teaching English for more than three years. Only two teachers have an experiences more than fifteen years. 10 teachers were newly graduated and lack the sufficient experience. The table displays that 45.5% did not have the required experience.

Question (5) How many classes do you have per week?

Number of Classes	No. of Responses	%
1-5	5	22.8%
6-10	14	63.6%

11-15	3	13.6%
More than 15	0	0%
Total	22	100%

Table (17) Number of the Classes that Teachers Give Per Week

The above table displays that sixteen teachers out of twenty-two which represents the majority of the sample had taught more than six classes per week. It also shows that none of them gave more than 15 classes per week.

Question (6) How many students do usually have in your class?

Number of Students	No. of Responses	%
10-20	0	0%
21-25	11	50%
26-30	8	36.4%
More than 30	3	13.6%
Total	22	100%

Table (18) Number of the Students in Classes

The table shows that the range of students in most classes is between 21 to 30. As shown in the table above 50% of teachers teach an appropriate number of students. Most teachers said that in the past they were suffering from the crowded classes but now the number of students is not large, since the students have selected to study other branches such as the life science specialization. Those teachers who teach in a class with high students number said that they could not apply all the activities.

Question (7) Does the number of students affect your teaching way?

Responses	No. of Responses	%
YES	18	81.8%
NO	4	18.2%
Total	22	100%

Table (19) Number of Students and the Teacher's Teaching Way

The above table displays that the majority of teachers declared that the number of students in the class affected their ways of teaching, which reflects that the number of students have a huge affect on the ways of teaching. They said that in the past, the situation was worse, the number of students reached to sixty students per class which hindered the process of teaching.

Question (8) What teaching methodology are you following?

Teaching Methodology	No. of Responses	%
Grammar-translation	2	9.1%
Audiolingual	3	13.6%
Communicative	2	9.1%
None	15	68.2%
Total	22	100%

Table (20) Teaching Methodology Teachers Follow

The table shows that the majority of the teachers did not follow a certain method. Although the textbook that used in *English for Libya* is based on the communicative approach, the teachers did not adopt it in their teaching. The majority of the teachers asked what those methods mean. They were not able to know the features that each one has.

Question (9) Do you speak only English in your lesson?

English Is the Most Used Language	No. of Responses	%
Yes	6	27.3%
No	4	18.2%
Sometimes	12	54.5%
Total	22	100%

Table (21) The language that Used in the Class

The table indicates that the teachers sometimes used the students mother tongue i.e. Arabic. Especially when they gave instructions or explain new grammar. Only 18.2% did not use Arabic in their English class. 45.5% of the teachers used both Arabic and English in the class. Teachers said that they had to use Arabic in order to help students understand. They said that their students asked them to translate into Arabic.

Question (10) Have you ever taught speaking skill?

Teaching the Speaking Skill	No. of Responses	%
Yes	14	63.6%
No	8	36.4%
Total	22	100%

Table (22) Teaching the Speaking Skill

The table shows that most teachers had the experience of teaching the skill of speaking. 63.6% from the teachers said that they have taught the speaking skill. They said that they started to teach it when they worked in English specialization. They said that they have to teach it 3 times a week

but in other branches they said that there were no time to practice the skill of speaking.

Question (11) How many speaking classes do you think students should have per week?

Speaking Classes	No. of Responses	%
Less than three	1	4.6%
Three	5	22.7%
Five	14	63.6%
More than five	2	9.1%
Total	22	100%

Table (23) Speaking Classes

The table shows that the majority of teachers 63.6% had chosen (b) "five" which reflects the importance of the skill of speaking. Which means that three classes per week is not enough. Only one teacher had chosen less than three. 9.1% had chosen more than five.

Question (12) How important is, in your opinion, speaking in teaching English in comparison to other skills (listening, reading, writing)?

Table (24) The Importance of Speaking

The Importance of Speaking	No. of Response	%
Less than 15%	2	9.1%
About 25%	9	40.9%
50%	8	36.4%
75%	3	13.6%

Total	22	100%
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The table shows that 9.1% had chosen less than 15%. 36.4% had chosen 50% . The above table reflects one of the teacher's assumptions about language teaching which based on the importance of teaching grammar rather than focusing on language skills.

Question (13) Do you think the amount of time given to speaking skill in your lesson is sufficient for your class?

Response	NO . of Responses	%
Yes	12	54.5%
No- more time is needed	10	45.5%
Total	22	100%

Table (25) Speaking Skill Time Per Lesson

The table shows that 54.5% of the teachers thought that the amount of time given to speaking skill in their lesson is sufficient for class. They claimed that they practiced the given conversations with their students.

Question (14) Do you think that your students have the needed linguistic input that helps them in their speaking activities?

Students Linguistic Input	No .of Responses	%
Yes	7	31.8%
No	15	68.2%
Total	22	100%

Table (26) Students Input

The above table indicates that the (68.2%) majority of teachers saw that their students do not have the needed linguistic knowledge that helps them to carry out the speaking activities.

Question (15) What teaching aids and resources do you use in teaching the speaking skill?

Teaching Aids	No. of Responses	%
Textbooks	9	40.9%
pictures	4	18.2%
whiteboard	7	31.8%
Objects to handle	2	9.1%
Total	22	100%

Table (27) Teaching Aids

The table shows that the majority of teachers used the textbooks. Only 9.1% used authentic objects that may mimic the reality in the classroom.

Question (16) Do you divide your class into smaller groups?

Response	No. of Response	%
Always	8	36.4%
Sometimes	7	31.8%
Rarely	5	22.7%
Never	2	9.1%
Total	22	100%

Table (28) Students Group

Only 36.4% had divided their students into smaller groups. 31.8% had chosen that they sometimes divide the class into smaller groups. 9.1%

said that they never divided their class into smaller groups and they preferred to teach the class as a whole and practice the language items individually.

Question (17) What is the most efficient 'technique' in making your students speak?

Efficient Technique	No .of Responses	%
Groupwork	3	13.6%
Pairwork	12	54.6%
Individuals	7	31.8%
Total	22	100%

Table (29) Efficient Technique

54.6% preferred using pairwork. 13.6% preferred groupwork. The efficient technique for 31.8% is (c) "individuals". They said that if students work individually they will fulfill the tasks on their own.

Question (18) When 'practicing' speaking with your students – which do you prefer (or use often) accuracy practice or fluency practice?

Accuracy verses Fluency	No. of Responses	%
Accuracy Practice	10	45. 4%
Fluency Practice	6	27.3%
About the Same Time Devoted to Accuracy and Fluency	6	27.3%
Total	22	100%

Table (30) Accuracy Verses Fluency

The table shows that 45.4% devoted time and effort to accuracy activities with their students. This indicates that most teachers still focus on the form of the language rather than the meaning.

Question (19) What activities do you use most often in accuracy practice?

Accuracy Activities	No. of Responses	%
Questions and Answer	3	13.6%
Dialogue practice	9	41%
Repetitions	7	31.8%
Other activities	3	13.6%
Total	22	100%

Table (31) Accuracy Activities

The table indicates that 13.6% preferred using drills such as question and answer. 41% gave their students an opportunity to practice the dialogue in order to memorize it. 31.8% preferred repetitions. 13.6% did not use the given activities but they did not mention their activities.

Question (20) What activities do you prefer in fluency practice?

Fluency Activities	No. of Responses	%
Discussion	5	22.7%
Role-play	6	27.3%
Information –Gap Activities	2	9.1%
Other Activities	9	40.9%
Total	22	100%

Table (32) Fluency Activities

The table shows that nine teachers have chosen (d) "other activities". Six teachers have chosen (b) "role play". The observer had witnessed that even when teachers adopted role play techniques, they did not apply it effectively. They just selected two students and told them that one of them will be, for example, the shopkeeper and the other will be the customer. The teachers did not determine the goals or the steps. Five teachers had chosen (a) "discussion" and two had chosen (c) "information gap activities".

Question (21) Do you change the place of desks and chairs in order to apply different types of activities?

Class Arrangement	No. of Responses	%
Yes	5	22.7%
No	17	77.3%
Total	22	100%

Table (33) Class Arrangement

The table shows that the majority (77.3%) had chosen (b) which indicates that most teachers did not change the classroom arrangement in order to apply the activities.

Question (22) Is there enough time to practice the spoken language in class?

Practicing Time	No. of Responses	%
Always	3	13.6%
Sometimes	9	40.9%
Rarely	6	27.3%
Never	4	18.2%

Total	22	100%
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Table (34) Time to Practice the Speaking Skill

The table shows that 13.6% had chosen (a) "always". 40.9% had chosen (b) "sometimes". 27.3% had chosen (c) "rarely" and 18.2% had chosen (d) "never".

Question (23) How do you find the responses of your students in speaking class?

Students Responses	No. of Responses	%
Excellent	1	4.5%
Very good	3	13.6%
Good	10	45.5 %
Weak	8	36.4%
Total	22	100%

Table (35) Students Responses

The table shows that 4.5 % had chosen (a) which means that only one out of twenty two teachers had seen that the students responses in class were excellent. 13.6% had chosen (b) "very good". 45.5% had chosen (c) "good" and 36.4% had chosen (d) which means that they saw that the responses of their students were weak.

Question (24) How do you think the students feel when they speak in English?

Students Attitudes towards Speaking English	No. of Responses	%

Confident	2	9.1%
Shy	7	31.8%
Embarrassed	8	36.4%
No particular feeling	5	22.7%
Total	22	100%

Table (36) Students Attitudes towards Speaking English

The previous question is very important and can open the door to a lot of research inquiry. The students feelings and attitudes are very important and can affect the process of language learning. Sometimes the students refuse to speak the target language, it is not because they lack the knowledge of the target language but due to the fact that they do not want be embarrassed. Only 9.1% have chosen (a). 31.8% have chosen (b) "shy". 36.4% have chosen (c) "embarrassed" and 22.7% have chosen (d) "no particular feeling".

Question (25) Do you give your students enough time to think and prepare their ideas and plan what to say?

Response	No .of Responses	%
Always	3	13.6%
Sometimes	10	45.5%
Rarely	7	31.8%
Never	2	9.1%
Total	22	100%

Table (37) Thinking Time

One needs time to learn language especially at the first stages. Therefore, teachers should give students the opportunity to plan what to say. In order

to enhance their confidence. The above table shows that 13.63% had chosen (a) "always" . 45.45% had chosen (b) " sometimes". The teachers said that the period of the class (forty minutes) did not let them give the students enough time to think and plan their ideas.

Question (26) What do you think of English for Libya secondary 2 English specialization coursebook?

Teachers Opinion	No. of Responses	%
Clear	3	13.6%
Unclear	2	9.1%
Boring	2	9.1%
Interesting	6	27.3%
Easy	1	4.5%
Difficult	8	36.4%
Total	22	100%

Table (38) The Teachers Opinion towards English for Libya Secondary 2 English Specialization Coursebook

Most teachers approve *English for Libya*. Only 9.1 had chosen (b) "unclear". 13.6% had said that it is clear. 9.1% had said the coursebook is boring. 27.3% had chosen (d) "interesting". Only one teacher out of 22 teachers had said that it is easy. 36.4% had said that it is difficult. They declared that they have to consult the teacher'sbook in order to understand some points.

Question (27) How do you find the speaking activities in English for Libya?

Teachers Attitudes	No. of Responses	%
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Very Useful	5	22.7%
Useful	10	45.5%
Not Useful	7	31.8%
Total	22	100%

Table (39) Teachers Attitudes towards Speaking Activities in *English for Libya*

During the course there are a lot of suggested activities that teachers can use in order to practice the speaking skill. The previous question inquires whether the teachers see that the activities are useful or not. 22.7% had chosen (a) "very useful". They said that the activities used in the skillsbook made their task much easier. 45.5% had chosen (b) "useful". 31.8% had chosen (c) "not useful" some of them said that they did not use them in the class.

Question (28) Are the topics of lessons appropriate to your students?

Lesson Appropriateness	No. of Responses	%
Always	2	9.1%
Sometimes	12	54.6%
Rarely	5	22.7%
Never	3	13.6%
Total	22	100%

Table (40) Lesson Appropriateness for Students

In the above table 54.6% had chosen (b) which indicates that they saw that the topics of the lessons are appropriate for the students. 13.6 % had

chosen (d) "never" which reflects that they saw that the materials did not fit the learners needs at all.

Question (29) Are the speaking activities in the textbook integrated well with the other skills (listening, writing, reading)?

Skills Integration	No. of Responses	%
Yes	16	72.7%
No	6	27.3%
Total	22	100%

Table (41) Skills Integration

The majority of the teachers (72.7) have seen that the skill of speaking is well integrated with the other skills. 27.3% have seen that it is not.

Question (30) Do you follow the instructions of the teacher's book?

Following the Teacher'sbook Instructions	No. of Responses	%
Always	5	22.7%
Sometimes	7	31.8%
Rarely	8	36.4%
Never	2	9.1%
Total	22	100%

Table (42) Following the Teacher'sbook Instructions

Teacher'sbook could be a good guide to the teachers by providing a lot of activities and helping them how to apply them in class. It also provides teacher with the correct answers in order to avoid the risk of the wrong

answers. The above table shows that only 22.7% had chosen (a) "always". They said that the teachers book saved their time. 9.1% had chosen (d) "never". They said that they use their own procedures. One of those who had chosen option (d) said that she did not have a teacher's book.

Question (31) Do you consult internet to get authentic materials?

Consulting Internet to Get Authentic Materials	No. of Responses	%
Always	1	4.6%
Sometimes	2	9.1%
Rarely	5	22.7%
Never	14	63.6%
Total	22	100%

Table (43) Consulting Internet to Get Authentic Materials

Internet can provide teachers with a lot of information and required knowledge. Especially with materials based on the communicative views. The teachers can understand the nature of approach. They can download a lot of communicative activities. The above table shows that only one teacher out of twenty two always consults the internet. 63.6% said that they never consult the web. One of them said that she does not have internet. Another teacher said that she is not able to consult the internet.

Question (32) Does the school offer you the aids and resources you need in class?

Aids and Resources Offering by School	No. of Responses	%
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Always	0	0%
Sometimes	1	4.6%
Rarely	3	13.6%
Never	18	81.8%
Total	22	100%

Table (44) Aids and Resources Offering by School

The majority of teachers had chosen (d) "never". They said that the school did not offer any aids or helping tools. Some teachers said that they did not use the language lab. They said that if they wanted any teaching aids, they had to prepare it or asked their students to do so.

Question (33) Any further comments (please specify)?

Only four teachers out of twenty two had comments. The researcher has provided their comments. They are as follows:

T1: I wish if we could use the language lab and supply all students with the tapes.

T2: The teacher's book gave us the main outline only but It did not help me a lot. I started teaching last year. Sometimes I faced difficulty with some activities. I faced difficulty with the reading texts also. The textbook requires a lot of pre knowledge. I wish if the teacher's book explains every point in details.

T3: I wish if the Ministry of Education helps us by providing us with the teaching aids such as the internet and maps.

T4: I wish if I could test the students orally. The school does not help me to do so.

Chapter five

Conclusion and Recommendations

5.1 Conclusion

This study has shed light on the importance of teaching the skill of speaking since it is one of the fundamental skills of language learning. This study focused mainly on the techniques that may be employed in order to enhance the student's ability to produce a spoken language, it gave consideration to the techniques that teachers employ in Libyan context and how it affected the student's performance in the class.

The results emerged from the research were presented and analyzed. The results show a lot of deficiency regarding the teachers performance in teaching the skill of speaking.

The aim of the small-scale research was to try to answer basic questions, which have been formulated as the main aims to the current research.

At the very beginning of the thesis, it was suggested that the development of speaking skills is influenced by several aspects. Each aspect may present a separate prospective from which the development of speaking skills can be viewed. For the purpose of the thesis, teachers' perspective and their share in that process has been chosen. The Teacher's organization of activities, preparation and considering different aspects related to the organization is in my opinion one of the crucial phases, though not the only one neither the most crucial one.

It has been implicit, in accordance with recent trends, that language should be taught as communication. Therefore, it would be advisable to reflect not only on the value and character of oral skills but also on the methods and techniques which have been used to pursue the development

of these in the current teaching practice. The theoretical part of the thesis may serve as an account of current approaches and views on teaching speaking and at the same time as a resource methods and suggestions for teaching oral skills.

5.2 Findings

The following are the findings of the study. First, Most teachers made use of pairwork techniques but most teachers were not aware of the communicative nature of the curriculum. They forced the students to memorize the given conversations. Only one teacher (T2) tried to apply the suggested activities and her teaching ways show a good impact on the students output.

Unfortunately, most teachers were not aware to the specific characteristics for speaking class. They asked their students to read the conversations. None of them divided the class in a way that helped to enhance the authenticity of the teaching process.

Second, None of the observed teachers used authentic materials in the class. Only two of them drew pictures on board and asked students to describe them. And the questionnaire shows that only 9.1% used authentic objects that may mimic the reality in the classroom.

Third, Most of the suggested activities were suitable for the Libyan students. They start with guided activities in order to enhance the students ability to utilize the communicative activities.

The activities in the textbook are used to improve the self-esteem and motivate the students to speak by offering a lot of situations and techniques. One of the most desirable techniques for Libyan students is

role play. It keeps the personal life away and helps students to imagine different situations.

Finally, The researcher noticed that most teachers are not familiar with the term communicative approach. Even those who knew it did not know its application. Teachers do not know the features of communicative activities. In addition, teachers blame their schools because they did not offer any teaching aids and resources.

5.3 Recommendations

As one of the central elements of communication, speaking needs special attention and instruction in an EFL context like the one in Libya.

Helping learners speak English fluently and appropriately needs carefully prepared instruction (e.g., determining learning tasks, activities and materials) and a lot of practice (i.e., either facilitated by the teachers in the classroom or independently performed by the learners outside the classroom) due to minimal exposure to the target language and lack of contact with native speakers in the context.

In view of the above findings a number of recommendations are suggested. The observed teachers lacked the necessary experience. They did not show any enthusiasm in teaching English communicatively. Therefore, it must be said that all teachers need a teacher training programme to prepare them for teaching English communicatively. They should know different types of activities and how to apply them in class. In addition the materials should be equipped with description to the fundamental features of the communication approach and should give a full explanation of the used activities. Also, every student should have a listening tape. The language laboratory should be used to enhance the oral

skills. Finally the Ministry of Education should supply schools with all the needed aids.

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APPENDICES

Appendices (A)

1. Observation Checklist Number 1 Teacher's Preparation:

1.The teacher had a clear lesson plan.	Teachers	T1	T2	T3	T4	T5
	Score					
2. There was a balance between different types of communicative activities.	Teachers	T1	T2	T3	T4	T5
	Scores					
3.The teacher applied learning tools effectively.	Teachers	T1	T2	T3	T4	T5
	Scores					
4. The classroom methodology reflected real language use.	Teachers	T1	T2	T3	T4	T5
	Scores					
5. The teacher had an obvious goal from his/her lesson.	Teachers	T1	T2	T3	T4	T5
	Scores					

Appendix(B) :

2. Observation Checklist Number 2 Lesson Presentation :

1.The lesson was presented effectively and clearly.	Teachers	T1	T2	T3	T4	T5
	Score					
2. The time given for activities was appropriate.	Teachers	T1	T2	T3	T4	T5
	Scores					
3. The teacher gave a meaningful feedback before starting the new lesson.	Teachers	T1	T2	T3	T4	T5
	Scores					
4. The teacher followed teacher's book proposals effectively.	Teachers	T1	T2	T3	T4	T5
	Scores					
5. Language skills were integrated into class activities.	Teachers	T1	T2	T3	T4	T5
	Scores					

Appendix (C) :

3. Observation Checklist Number 3 Language Use :

1.The teacher used English in the classroom in an appropriate and effective way.	Teachers	T1	T2	T3	T4	T5
	Score					
2.The teacher translate every word into Arabic.	Teachers	T1	T2	T3	T4	T5
	Scores					
3.The teacher focused on grammar.	Teachers	T1	T2	T3	T4	T5
	Scores					
4.The used language was appropriate to students level.	Teachers	T1	T2	T3	T4	T5
	Scores					
5.The teacher made the students understand different types of discourse (e.g., narrative, descriptive and instruction)	Teachers	T1	T2	T3	T4	T5
	Scores					

Appendix (D) :

4. Observation Checklist Number 4 Classroom Management:

1.The teacher divided her attention among students appropriately.	Teachers	T1	T2	T3	T4	T5
	Score					
2.The teacher divided the class into groups according to significant criterion.	Teachers	T1	T2	T3	T4	T5
	Scores					
3.The teacher gave the same topic/ activity to all groups.	Teachers	T1	T2	T3	T4	T5
	Scores					
4.The students listened to their colleagues and do not interrupt.	Teachers	T1	T2	T3	T4	T5
	Scores					
5.The seating arrangement facilitated learning objectives.	Teachers	T1	T2	T3	T4	T5
	Scores					

Appendix (E) :

5. Observation Checklist Number 5 Classroom Atmosphere:

1.The relation among students and their teacher was friendly.	Teachers	T1	T2	T3	T4	T5
	Score					
2. The teacher could use different activities without affecting other classes in school.	Teachers	T1	T2	T3	T4	T5
	Scores					
3. The board, the plugs ,the desks, the door and windows were appropriate for use.	Teachers	T1	T2	T3	T4	T5
	Scores					
4. The teacher was able to change the place of desks and chairs in order to apply different types of activities.	Teachers	T1	T2	T3	T4	T5
	Scores					
5. The teacher spent class time in one place of the class (at the front of the class).	Teachers	T1	T2	T3	T4	T5
	Scores					

Appendix (F) :

6. Observation Checklist Number 6 Teaching Techniques:

1.The use of technology teaching techniques (video, audio, web materials) was appropriate to the goal of the lesson.	Teachers	T1	T2	T3	T4	T5
	Score					
2.The teacher used communicative activities.	Teachers	T1	T2	T3	T4	T5
	Scores					
3.The teacher used choral repetition and pattern practice drills.	Teachers	T1	T2	T3	T4	T5
	Scores					
4.The teacher used tapes and newspaper in order to make an authentic input.	Teachers	T1	T2	T3	T4	T5
	Scores					
5.The use of techniques was creative.	Teachers	T1	T2	T3	T4	T5
	Scores					

Appendix (G) :

Observation Checklist Number (7) Teaching Speaking:

1. Use techniques that cover learners needs and motivated them.	Teachers	T1	T2	T3	T4	T5
	Score					
2. Provide approach feedback and correction.	Teachers	T1	T2	T3	T4	T5
	Scores					
3. Integrate speaking with other skills.	Teachers	T1	T2	T3	T4	T5
	Scores					
4. Give students a chance to start oral communication.	Teachers	T1	T2	T3	T4	T5
	Scores					
5. Encourage the development of speaking strategies.	Teachers	T1	T2	T3	T4	T5
	Scores					

a)Yes

b)No

11. How many speaking classes do you think students should have per week?

a)less than three

c) five

b)three

d)more than five

12. How important is, in your opinion, speaking in teaching English in comparison to other skills (listening, reading, writing)?

a) less than 15%

b) about 25%

c) 50%

d) 75%

13. Do you think the amount of time devoted to speaking in your lessons is sufficient for your students?

a) Yes

b) No – more time is needed

14. Do you think that your students have the needed linguistic input that help them in their speaking activities?

a) Yes

b) No

15. What teaching aids and resources do you use in teaching the speaking skill?

a) Text books

b) Pictures

c) Whiteboard

d) Objects to handle

16. Do you divide your class into smaller groups?

a) Always

b) Sometimes

c) Rarely

d) Never

17. What is the most efficient technique in making your students speak?

a) groupwork

b) pairwork

c) individuals

18. When 'practising' speaking with your students – which do you prefer (or use more often) -accuracy practice or fluency practice?

- a) Accuracy practice
- b) Fluency practice
- c) Accuracy and fluency practice in about the same amount

19. What activities do you use most often in accuracy practice?

- a) Question and Answer
- b) Dialogue practice
- c) Repetitions
- d) Other activities

.....

(note down, please)

20. What activities do you prefer in fluency practice?

- a) Discussion
- b) Role-play
- c) Information-gap activities
- d) Other activities :

.....(note down, please)

21. Do you change the place of desks and chairs in order to apply different types of activities?

- a) Yes
- b) No

22. Is there enough time to practice the spoken language in class?

- a) Always
- b) Sometimes
- c) Rarely
- d) Never

23. How do you find the response of your students in speaking class ?

- a) Excellent
- b) Very good
- c) Good
- d) Weak

24. How do you think the student attitudes when he speaks in English?

- a) Confident
- b) Shy
- c) embarrassed
- d) No particular feeling

25. Do you give your students enough time to think and prepare their ideas and plan what to say?

- a. always
- b. sometimes
- c. rarely
- d. never

29. Are the speaking activities in the textbook integrated well with the other skills (listening, writing, reading)?

- a)Yes
- b) No

26. What do you think of *English for Libya*, Secondary 2 English Specialization course book?

- a)Clear
- b)Unclear
- c)Boring
- d)Interesting
- e)Easy
- f)Difficult

27. How do you find the speaking activities in English for Libya?

- a)Very useful
- b)Useful
- c)Not useful

28. Are the topics of lessons appropriate to your students?

- a) Always
- b)Sometimes
- c)Rarely
- d)Never

30. Do you follow the instructions of the teacher's book?

- a)Always
- b)Sometimes
- c)Rarely
- d)Never

31. Do you consult internet to get authentic materials?

- a)Always
- b)Sometimes
- c)Rarely
- d)Never

32. Does the school offer to you the aids and resources you need in class?

- a)Always
- b)Sometimes
- c)Rarely
- d)Never

33. Any further comments (please specify)?

.....

No names are required.

Thanks for your valuable information.

A postgraduate student: Hanan Elshatshat

ملخص الدراسة

هذه الدراسة والتي هي بعنوان أساليب تعليم مهارة المحادثة في مادة اللغة الانجليزية للصف الثاني من مرحلة التعليم المتوسط تخصص لغة انجليزية تهدف الي دراسة الأسباب والمعطيات التي تعيق تقدم الطلاب في تعلم مهارة المحادثة ومعرفة النشاطات التي من شأنها رفع قدرة الطلاب على تعلم هذه المهارة حيث لوحظ تدني قدرة الطلاب على استخدام اللغة شفويا بشكل فعال ومناسب . هذه الدراسة تتكون من خمسة فصول:

الفصل الاول:

يقدم عرض مبسط عن الدراسة بصفة عامة , حيث يتعرض هذا الفصل لمشكلة الدراسة , الغرض منها , أهميتها كما قدم لمحة موجزة عن الأدوات المستخدمة لجمع وتحليل البيانات .

الفصل الثاني:

يشمل هذا الفصل عرض للمهارات التي تتكون منها اللغة بشكل عام ومهارة المحادثة بصفة خاصة كما أنه يطرح أهمية التداخل بين المهارات للرفع من القدرة علي استخدام مهارة المحادثة.

الفصل الثالث:

هذا الفصل يشمل الطرق والأساليب التي يمكن اتباعها لتعليم مهارة المحادثة خاصة تلك التي تعتمد علي نظرية التواصل.

الفصل الرابع:

هذا الفصل يوضح النظرية المستخدمة في هذا البحث , حيث يقدم هذا الفصل الطرق و الاجراءات المتبعة في جمع البيانات ويصف الأدوات التي استخدمت في تجميعها خلال الدراسة وهي:

أولاً : صحيفة الملاحظة (Observation Checklists) لتجميع البيانات المطلوبة للدراسة.

ثانياً : استبيان خاص بمجتمع الدراسة للحصول علي المزيد من المعلومات . حيث قامت الباحثة باختيار عينة الدراسة المكونة من معلمي اللغة الانجليزية من (5) مدارس بمدينة بنغازي .

وقد توصلت الدراسة الى مجموعة من النتائج أهمها بأن النشاطات التواصلية التي قد يستخدمها المعلم لتدريس مهارة المحادثة قد تساعد في رفع قدرة الطلاب علي استخدام مهارة الكلام غير أن عدم استخدام معظم المعلمات اللواتي كن عينة الدراسة لأي نوع من أنواع هذه النشاطات وعدم معرفتهن بأنواع هذه النشاطات وكيفية مساعدة الطلاب بشكل علمي و ممنهج ساهم بشكل كبير في اعاقه الطلاب لتعلم هذه المهارة .