Faculty of Arts and Languages

Department of English

Teaching Oral Expression at Bejaia University

The Case of First year L.M.D Students at the Department of English,

University of Bejaia

A Dissertation Submitted in Partial Fulfillment of the Requirements

for the Degree of Master in Linguistics

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Dedication

I would like to dedicate this work and extend my deep gratitude to my precious and dearest

parents. They contributed to this experience with an ongoing support, understanding,

and tenderness. They were by my side during all the years of my studies. I wish them a long

life.

Special gratitude is due to all those extraordinary People who have

Stood by my side in hard moments.

Dedication to my future wife Maria

who helped and supported me to carry out this work.

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I dedicate this work:

To my dear father;

To my dear mother;

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To everyone I love;

To everyone who loves me.

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Abstract

The present study is an attempt to explore and describe both teaching and learning of oral expression with the objective of revealing the effectiveness of classroom practice and identifying the speaking problems encountered by EFL first year students at Bejaia University. To this end, a qualitative approach was employed. Data was obtained using classroom observation grids which were carried out for 8 weeks during the first semester of the academic year 2017/2018. The findings reveal that EFL students face some difficulties including anxiety, shyness, lack of self-confidence, as well as mispronunciation of words and code switching. The findings also show and confirm that the use of small-group work and role play activities as a teaching technique is very useful in boosting students' self-confidence, and creating positive attitudes towards classroom speaking. In the light of the above outcomes, it is recommended to use wide varieties of methods, activities and techniques. Taking into account students' problems and needs to design activities as well.

Key Words: Classroom Observation, EFL Students, Oral Expression, Speaking.

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List of Abbreviations

EFL: English as a **F**oreign **L**anguage

L1: First **L**anguage

L2: Second **L**anguage

GTM: Grammar **T**ranslation **M**ethod

SLT: Situational **L**anguage **T**eaching

ALM: Audio-**l**ingual **M**ethod

CBA: Competency-**B**ased **A**pproach

CLT: Communicative **L**anguage **T**eaching

CLL: Community **L**anguage **L**earning

TBLT: Task-**B**ased **L**anguage **T**eaching

TPR: Total **P**hysical **R**esponse

L.M.D: License **M**aster **D**octorate

General Introduction

The human being's social nature implies a need for communication with others. This need is most directly fulfilled through speaking which is a complex process that demands a lot of sub skills. Kang (2002) considers speaking as "one of the central elements of communication" (p. 210).That is, speaking is seen as one of the main skills in language teaching. Nowadays, teaching English throughout the world has been focused on developing "Oral Expression" which is used sometimes to denote the speaking voice and other times to denote a form of public address (Gosling, 1921: 160). Therefore, many EFL learners aim at developing their communicative competence in English by developing their speaking skill.

This observation has lasted for eight weeks, From November 11th, 2017 until April 11th, 2018. We have been oriented to observe first year students and their teacher. During this period, we have focused on teacher's presentation of the lessons, the students' behavior and all what is happening in the classroom. To conduct this study, we have chosen the speaking skill (Oral Expression), rather than the writing skill. In fact, learners often evaluate their success in language learning on the basis of how much they feel they have improved their spoken language.

Aims of the Study

This research aims at describing what occurs inside the oral expression classroom of first year students of English, at the University of Bejaia. In order to reveal some problems and difficulties that students may face during the course. Furthermore, the study endeavors to suggest and provide some practical solutions that may remedy these problems. During the observation, our focus was on the classroom speaking activities/tasks, students' interactions, and practices to detect the problems as manifested during the course.

Structure of the Study

This project work is divided into two parts. The first part is theoretical; it presents an overview of the existing literature about our variables and it is further divided into two chapters. In the first chapter, we introduce a brief overview of speaking. The second chapter covers the main approaches and methods. The second part is practical and involves the classroom observation description and analysis, types of classroom activities and their objectives, teacher's and learner's role in the classroom as well as the findings and the results. This part is concluded with limitations of the study and suggestions for future research. This project work is ended with a general conclusion, which gives a summary of the current research work.

Part One: Theoretical Background

Part One: Theoretical Background

Introduction

This part introduces the previous and current literature about the variables. It is divided into two chapters. The first chapter sheds light on the speaking skill, its definition, ways of its teaching in the EFL classroom, and speaking difficulties. Moreover, this chapter provides an overview of the differences between L1 and L2 speaking. The second chapter reviews the definitions of approaches, methods and techniques. Then, a brief history of early developments in language teaching is provided. Ultimately, we conclude with current approaches and methods to language teaching.

Chapter One: Introducing the Speaking Skill

Learning a foreign language requires learners to master a number of skills in addition to grammar, vocabulary and others. The four language skills-speaking, listening, reading and writing-play a very important role in EFL education. In the recent years, the teaching of English emphasizes on speaking which is seen as the most important skill (Baker & Westrup, 2003).

1. Definition of Speaking Skill

Much has been written about speaking. It is hard to present a concise comprehensive definition of speaking. Speaking is considered as the one of the language skills which is used every day, in order to express our needs, interact with others, and communicate with them. Many definitions of speaking in language learning were provided in the literature.

To begin with, Chaney (1998) defines speaking as "the process of building and sharing meaning through the use of verbal or non-verbal symbols in a variety of contexts" (p. 13). That is, in speaking situations people are able to use either verbal or non-verbal signs in order to build and share their knowledge.

Widdowson (1978) adds: "speaking is commonly performed in face to face interaction and occurs as part of dialogue or other forms of verbal exchange" (p. 58). In other words, speaking is based on interaction and face to face dialogues. Generally, speaking is considered as a complex skill as Mackey (1998) argued "speaking is the most complex linguistic skill, since it involves thinking of what is to be said while saying what has been thought" (p. 263), which means the difficulties that most learners face while speaking and how to transmit their ideas into speech. Moreover, Richards and Renandya (2002) point out that "speaking is used for many different purposes, and each purpose involves different skills" (p. 201). This means that speaking is an important skill which reflects people's thoughts and purposes. Furthermore, Coleman and Klapper (2005) state that "Speaking is usually considered the core skill in language learning; it is what learners generally want to be able to do" (p. 55). That is to say, the ability of speaking will maintain its involvement in the real communication of English. From the above definitions, it can be said that speaking is an activity of expressing ideas and thoughts through verbal language. The ability to understand what other people talk and to answer in the target language. Therefore, the ability to speak in a foreign language is the heart of foreign language (Luoma, 2004).

2. Importance of Speaking

Many foreign language learners view speaking as the most important skill they can acquire because if they master this skill, they will be considered as if they have attained a high level of language mastery. In other words, learners think that learning a language means speaking it and knowing how to use it**.** In fact, the principle question which is always given to EFL learners is 'Do you speak English?' but not 'Do you write English?'. We understand that speaking is often more valued by the learners than the other skills. It helps them to be active and productive as Widdowson (1978) claimed "speaking and writing are said to be active, or productive skills whereas listening and reading are to be passive skills" (p. 57). Also with this

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ability, learners can express their feelings, opinions or thoughts. In addition, Baker and Westrup (2003) support that "a student who can speak English well may have greater chance for further education, of findings employment and gaining promotion" (p. 13). This means that the ability to make a meaningful speech in English may provide students with many advantages including the following:

-Students who are able to talk fluently and effectively in English language have more opportunities to improve their knowledge and learn further languages,

-Well developed verbal skills may increase one's job opportunities,

-The ability to speak effectively may provide students with more encouragements or stimulations (Baker & Westrup, 2003: 05).

Nevertheless, the importance of speaking is more revealed with the integration of other language skills. For example, speaking can help learners to enhance their vocabulary and grammar and developing their writing skill. Thus, learning how to speak in a foreign language is important because it helps students to converse spontaneously and naturally without feeling nervous or anxious, and the speaking ability can reflect and support other language skills as listening, reading and writing.

3. Teaching Speaking

Generally, the basic aim of learning a second language is to develop and master the speaking skill. Mainly, the success in the foreign language is appeared through the speaking ability rather than other language skills. In fact, teaching speaking is a hard task for EFL teachers due to its complex and difficult nature (Luoma, 2004). Therefore, developing the speaking skill takes a long time, strong efforts and abilities from the side of the teacher and the learner as well in order to enhance the students' speaking proficiency. Oral Expression is

one of these modules which do not only provide learners with knowledge of the target language, but it is also the ideal and the only course which gives the students the opportunity to speak and practise English. Mainly, the main focus is on teaching speaking in EFL classrooms. In this respect, Widdowson (1978) states that "speaking is a productive rather than receptive and operates through the aural rather than the visual medium" (p. 59). Moreover, the learners attempt to express their ideas, perform tasks, discuss and debate different topics under the control and the presence of the Oral Expression teacher. The latter can not teach oral expression without other skills as Thornbury (2005) claims:

> Speaking, therefore, needs to be practiced in conjunction with other skills, which suggests an integrated skills approach. Nor is listening the only other skill that is implicated. Many real world tasks that involve speaking may also involve reading and writing. (p. 118)

Accordingly, speaking goes hand in hand with other skills. Thus, Reading, writing, speaking, and listening are the four communicative language skills which are used in order to express ourselves and understand each other. Teaching Oral Expression module is a combination of teaching the two basic skills 'listening' and 'speaking'. Teaching these two skills is based on different tasks and activities which vary between listening activities and speaking ones. Throughout these activities, learners receive the language input through different authentic teaching materials and practise the real use of the English language in different circumstances. All in all, the main objective of the Oral Expression is to develop students' speaking and communicative abilities of the target language.

4. Speaking Activities in the EFL Classroom

There are different types of speaking activities which provide the learner with great opportunities to practise and use the language inside the classroom. Moreover, they create a motivational atmosphere that supports the learners and encourage them to develop their communicative abilities. Role plays, free discussions, debates, conversations, and problem solving are among the most common speaking activities in EFL classrooms.

a- Role Play

Role play is one of the most famous speaking activities in EFL classrooms. According to Willis (1996), the term "role play includes a wide range of activities, some of which do have outcomes to achieve, some of which do not. Some role plays are actually problem solving tasks" (p. 25). So, role play contains different objectives which are directed for solving problems in different situations. Usually, students choose the subject of the role play according to the messages they want to convey, or to the goals they aim to reach by the end of the play. According to Ur (1981), "role-play exercises are usually based on real-life situations" (p. 9). Therefore, role play is considered as a basic element for developing students' oral proficiency because acting requires practice by the use of language (Ur, 1981). In addition, we notice that in role play activities, the teacher usually divides students into small groups, pairs and gives them different situations and roles to act. All in all, role play has a significant role in improving the oral abilities in EFL classrooms. Nevertheless, there are some limitations to role play. It is more considered as a performance activity rather than a speaking activity. Still, the role play is still widely used, and considered as an important activity in classroom and students enjoy it too much (Ur, 1981: 9-10).

b- Debates

Generally speaking, the word debate is equal to discussion which occurs between people to express different opinions about different topics. In order to understand how a debate is structured, let us review the main steps the activity goes through in the EFL classrooms as described by Ur (1981):

- The students originally divided into two or three groups randomly,

- Each group has its topic to debate,

- Each group has to give all possible arguments,

- The degree of formality or informality of the debate depends on the teacher,

- Time limit should be respected for preparing their topics,

- Seating in a circle,

- All the students should participate.

By using all these procedures, we can say that debates may develop many aspects of communication because students can listen, speak, understand and answer at the same time by using the target language. One of the main weaknesses of this activity is that students may have different opinions to be discussed in a given topic, which may lead them to struggle impolitely and have serious reactions towards each other. So, the teacher must play a great role to avoid these problems.

c- Guessing Games

Guessing games are common activities in teaching speaking. According to Ur (1981), a guessing game is "one of the simplest and most well-known brainstorming activities that exist, and is very easily transformed into a group discussion game" (p. 27). Which means,

guessing activates thinking and discovering things. The most well-known guessing game is the one which is based on the guessing of things such as animals and common objects.

d- Awareness activities

According to Thornbury (2005), Awareness activities have to deal with communication strategies, speech acts like: compliments, intonation, requests, topic shift, sociocultural rules, and features of spoken grammar like: ellipsis, heads, tails and repetition. Here are some examples of the awareness activities:

- **Using recordings and transcripts:** students are expected to practise authentic dialogues and conversations such as: Radio and TV. Another way used to develop the students' awareness of spoken language is recordings like: monologues or multiparty work. These types of activities will improve the learners' communication competences and word pronunciation.
- **Using live listening:** in this type of activities, students are invited to listen to the teacher's talk that can help them to interact and ask questions. Raising awareness of the spoken language feature cannot be worked only by one technique which is the combination of live listening with those of recorded listening.
- **Using noticing the gap activity:** here students are asked to perform an oral task, they listen to a competent speaker, then they perform the same task and they are asked to indicate their mistakes and correct them. At the end, they re-produce the oral task as the competent speaker did.

e- Appropriation activities

These activities tackle the application of the target language characteristics to the learners' knowledge. Besides, this stage offers the learners the ability to control their speaking performance. Drilling and chants, reading aloud dialogues are some types of the appropriation activities (Thombury, 2005).

5. Differences between L1 and L2 Speaking

In his book, *How to teach Speaking*, Thornbury (2005) distinguishes between the first and the second language process. Thornbury (2005) claims that "the inevitable lack of fluency involved is a source of frustration and even embarrassment" (p. 28). This shows that the reason behind psychological and speaking problems encountered by the majority of EFL learners are related to the absence of accuracy, spontaneity in speaking, lack of confidence, anxiety and low pronunciation level. Following the foreign language learners complain about the most difficult aspect they wish to master when they are speaking in the second language. Thornbury (2005) reported the opinion of a learner of English saying "I know I need to practise my speaking a lot. During all my life. I have been doing grammar and reading, but nobody taught me how to speak English" (p. 27). This means that the grammatical and lexical knowledge of a foreign language is not sufficient because it does not enable learners to interact in a fluent and effective way, and this may refer to the absence of practice and interaction in the second language in the classroom. But some may wonder if there is a difference between the native language and the non- native language speaking.

Thornbury states (2005):

> In terms of the stages of mental processing involved, there is probably not much difference at all…Like L1, L2 speakers also produce speech through a process of conceptualizing, then formulating, and finally articulating during which time they are also self- monitoring, this means that there is no distinction between L1 and L2 in the level of mental processing. (p. 28)

From the above citation, we notice that there is no distinction between L1 and L2 speakers in the level of mental process, and they can produce language through different processes of conceptualization, formulating, articulating, and self- monitoring as well.

L1 and L2 are similar in terms of the roles they play in communication, as Thornbury (2005) points out referring to L2 learners: "at the same time, they will be attending to their interlocutors, adjusting their message accordingly, and negotiating the management of conversational turns" (p. 28). In this context, we notice that L1 and L2 speaking skills are similar and share the same features of interaction in conversations and dialogues. However, L1 and L2 speakers differ in terms of the language knowledge about vocabulary and grammar (Thornbury, 2005). Therefore, such problem is concerned less with the deficiency of knowledge more than its unavailability. It is described that it is not sufficiently incorporated or it is rarely accessed into the existing language L1, that it is not yet brought back.

In short, L1 and L2 seem to be similar in the level of mental processing, but look different in terms of the language knowledge.

Conclusion

Throughout this chapter, we have focused on teaching the Oral Expression course in EFL classrooms highlighting the definition and the importance of speaking in language teaching. We shed light on the difference between L1 and L2 in speaking and we provided a summary of the different activities and tasks to teaching and learning speaking.

Chapter Two: Approaches and Methods

Introduction

Societies have different needs and education changes over time; this is why different educational methods in second and foreign language teaching and learning are developed to suit individuals' different requirements. Among these language educational methods and approaches, the followings are the most important ones: Grammar Translation Method, Structural-Situational Approach, Audio-Lingualism, Communicative Approach, and Competency-Based Approach. Besides, Different methods are appropriate to different contexts. If we start searching for the perfect method or the ideal single solution to the problem of language learning, we might fail. Therefore, the history of language teaching presents varieties of different methods and approaches. If there is such varieties of methods, which one are we going to choose? There is no definite answer to this question, what works with one learner may not work with another. In order to answer our question, it is better to look for some definitions of key terms such as: approach, method and technique. Then, we move to a brief history of early developments in language teaching. We conclude with the current approaches and methods.

1. **Definition of approach, method and technique**

Language teaching is discussed in terms of three related aspects: Approach, Method and Technique. To begin with, the definition which is given by the American applied linguist Edward Anthony (as cited in Richard and Rodgers, 2014) identifies these three levels of conceptualization and organization (Approach, Method, and Technique):

. . . An approach is a set of correlative assumptions dealing with the nature of language teaching and learning. An approach is axiomatic. It describes the nature of the subject matter to be taught. . . .

. . . Method is an overall plan for the orderly presentation of language material, no part of which contradicts, and all of which is based upon, the selected approach. An approach is axiomatic, a method is procedural. Within one approach, there can be many methods . . .

. . . A technique is implementational-that which actually takes place in a classroom. It is a particular trick, stratagem, or contrivance used to accomplish an immediate objective. Techniques must be consistent with a method, and therefore in harmony with an approach as well. (p. 21)

According to Anthony's model, an approach is defined as the different theories about the nature of the language; how the language is learned and presented. It deals also with the theory of learning and teaching. In other words, approach is a set of logical assumptions and beliefs about language learning that can serve for better comprehension of issues and as a source of principles and practices in language teaching. That is, approach provides direction, and sets the general rules or general principles to make learning possible. Also, a method is a way of teaching language which is based on the selection of different techniques and materials, which relies on particular skills, principles, and procedures by taking into consideration the abilities, needs, and interests of the learners. To be explicit, a method is an overall plan which directs and guides the teacher and the student. It aims at facilitating and enhancing students' learning. That is, it considers primarily the abilities, needs, and interests of the learners. However, a technique is a particular strategy or procedure used to reach a particular objective. It contains the personal style of the teacher in carrying out specific steps of the teaching process. For example, through a specific technique, teachers are able to develop and create different kinds of classroom activities. For instance, the ways a teacher corrects students' errors or set up group activities.

2. A Brief History of Early Developments in Language Teaching

Language teaching has a long history, in which a debate on teaching methods has evolved particularly over the last hundred years. To understand the emergence of the different methods and approaches, it is worth to mention the chronological order of the most useful methods and approaches as follows: Grammar Translation Method (GTM), Situational Language Teaching (SLT), Audio-lingual Method (ALM), Communicative Approach, and Competency-Based Approach (CBA). These methods came one after the other.

Firstly, Grammar Translation Method (1840s/1940s) was historically used in teaching Greek and Latin. It was the most common method for a century. The most important characteristics of GTM are as follows: students rely on translation; they practise through translating written sentences into their mother tongue or official language, or vice versa. Moreover, classes are taught in the students' mother tongue, with little use of the target language. Grammar instruction provides the rules for putting words together. Additionally, instruction often focuses on the form and inflection of words. In fact, GTM emphasizes on accuracy rather than fluency. Today GTM is generalized to teaching modern languages in some parts of the world (Richards & Theodore, 1986: 5-6).

Secondly, Situational Language Teaching (1920s/1960s) is originally called Oral Approach, in this approach, the main characteristics are summarized as follows: new language points are introduced orally and practised situationally, (in a given situation), and language was taught by practicing basic structures in meaningful situation-based activities. In addition, the target language is the same language of the classroom and the language teaching centers on spoken language rather than written form. (Richards & Theodore, 1986: 39).

Thirdly, Audio-Lingual Method reached its peak in the 1960s, many factors led to its emergence like: the entry of the United States into World War II, and the advancement in

technology needs for radical change and rethinking for another fruitful method in order to prevent Americans from isolated world. As a result, this method adopted many principles and procedures of the Direct Method, and as a reaction to the lack of speaking skills**.**

The Communicative Language Teaching in the late of 1960's has emerged due to both the global spread of English and the educational change in Europe. The latter is defined by Richards and Theodore (1986) 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" (p. 66). To be more explicit, CLT focuses on learning how to communicate effectively and appropriately in various and authentic situations. In other words, it focuses on the idea that students learn language in order to use it to communicate between them. The purpose was the desire to communicate, fluency here is an important dimension of communication whereas accuracy is not taken into account. In other words, the focus is given to meaning rather than the grammatical structures (form) (Richards & Theodore, 1986: 68).

Finally, Competency-Based Approach has emerged in the United States in the 1970's. It is the most implemented method in the African education systems. According to Chelli (2010) the Competency-Based Approach "is a very popular approach which focuses on measurable and useable knowledge, skills and abilities. It consists of teachers basing their instructions on concepts expecting to foster deeper and broader understanding"(p. 98). From this definition, we can say that CBA focuses on putting into practice the competences in real life, and on outcomes of learning. Moreover, CBA centers on what the learners need to learn by themselves in order to be able to face different circumstances. CBA is also based on a set of outcomes that are derived from an analysis of tasks typically required of students in life role situations. Therefore, it consists in collecting all the positive elements of the most useful

methods or approaches then applying them according to what students need outside school. That is, it prepares learners to be competent in their real life tasks.

All these methods derived partly from social, economic, political, or educational circumstances. Each of the different methods has contributed and has attempted to deal with some issues of language learning. Additionally, they were developed in different historical contexts, stressed different social and educational needs, and have different theoretical consideration. In order to apply these methods effectively and efficiently, practitioners should take these questions into account: who the learners are? what their current level of language proficiency is? what sort of communicative needs they have? and which are the circumstances they will use English in the future?

3. Current approaches and methods

The spread of English in the era of globalization has led to a growing need for good communication skills in English. Consequently, there is a strong demand for an appropriate teaching methodology. Language teaching has gone through many changes in terms of methodologie and many new approaches and methods have emerged.

A first new method is the Task-Based Language Teaching (TBLT) 1980s, which is an approach rather than a method. In its name, TBLT contains the concept 'task' which is defined by Nunan (2004) as "Tasks are defined in terms of what the learners will do in class rather than in the world outside the classroom. They also emphasize the importance of having a non-linguistic outcome" (p. 2). This definition shows that the tasks that learners do in classroom are very important than the other tasks outside classroom. Richard and Rodgers (2014) add that tasks "are the core unit of planning and instruction in language teaching" (p. 174). That is, tasks are the central part of teaching. TBLT relies on the use of target language in

communication and interaction. Besides, it focuses on authentic texts in learning. Moreover, it prepares learners for what they need outside the classroom (Nunan, 2004: 1).

Secondly, Community Language Learning (CLL) is a method developed by Charles A. Curran. It takes its principles from Counseling-Learning theory to teach language. In this method, the teacher is considered as a counselor and the student is called "learner-knower". Thus, its attempts are made to build strong personal links between the teacher and the student, so that there will be no barriers in learning. CLL techniques also belong to a larger set of foreign language teaching practices sometimes described as humanistic techniques. That is, what the student feels, behavioral skill, thinks and knows with what he is learning in the target language (Richards & Rodgers, 2014). According to Freeman (2000), teachers who use the CLL method "want their students to learn how to use target language communicatively. In addition, they want their students to learn about their own learning, to the increasing responsibility for it, and to learn how to learn from one another" (p. 98). For him, the main goals of teachers who use CLL is to make their students use their target language effectively and how to learn by their own.

Thirdly, Total Physical Response (TPR) is another example of the teaching method developed by James Asher (1977). It attempts to teach language through physical (motor) activities. To be explicit, this method is based on the principles that people learn better when they use physical movements. In other words, students are required to respond physically to series of commands that are given by the teacher for example: teacher asks students to stand up and respond by standing up (so its physical response, not verbal). Thus, TPR reduces learner anxiety and creates a positive attitude in the learner, which facilitates learning (Richards and Rodgers, 2014: 277). According to Nunan (2004) the main objective of TPR is

"to teach oral proficiency to produce learners who can communicate uninhibitedly and intelligibly with native speakers"(p.181).

Finally, the Natural Approach, is developed by Tracy Terrell (1977) which is based on Stephen Krashen's monitor model. According to Nunan (2004) the main objective of this approach is "to give beginners and intermediate learners basic (oral/written) personal and academic communicative skills" (p. 181). So, this method aims to develop immediate communicative competency. Therefore, most activities of the learners are designed to encourage communication in classroom. In addition, the Natural Approach gives opportunities to the students to acquire language rather than forcing them to learn it.

To conclude, we may say that the method varies from one teacher to another. According to Prabhu (1990): "there is no best method" (p. 161). That is, there is no single acceptable way to go about teaching language today which means there is no perfect method. As Harmer (2012) points out "no one has yet come up with the 'best' one (method)" (p. 84). That is, there is no single method that could guarantee successful results. Thus, it is impossible to reach the perfect approach or technique for language learning. The latter is such a complex process that it is impossible to offer a single solution to all our problems. Perhaps the best method is the one which works, and this varies from one context to another. What is important for the teacher, therefore, is to find out what approach and what method will enable him/her to realize a particular objective under a set of particular circumstances, because different students learn differently. However, researchers are still looking for the perfect language learning method.

Conclusion

We have attempted through this part to shed light on the speaking skill, activities, and how to teach speaking in EFL classroom, difference between L1 and L2 in speaking as well. Moreover, we reviewed literature about approach, method and technique. Then, a brief history of early developments in language teaching and current approaches and methods are provided.

Part Two: Practical Part

Part Two: Practical Part

Introduction

The present study attempts to describe classroom practices of both the teacher and the students during the oral sessions. This part is devoted to describe the methodology adopted in our research, and present our findings. It is divided into three chapters; the first one is entitled "Description of the Study", it describes the method used in the research, the population, and the data collection tools and procedures. The second chapter of this part is entitled "Results Analysis and Discussions". It deals with discussion and analysis of the findings obtained in our research. The last chapter introduces the limitations we faced during the completion of the present research, as well as some recommendations for teachers and future research.

Chapter One: Description of the Study

This chapter provides a detailed description of the study. Besides, it presents the population and the sample we have selected for our work, the methodology, and the instrument used for data collection. Then, an explanation of the procedures of data collection and analysis of these are provided. In the present study, we are concerned with first year students at Bejaia University during the academic year 2017/2018 as a population of our study. The sample is limited to group eight from the population accompanied with 24 students who are divided into two sub-groups (A & B). Each sub-group contains 12 students.

1. **Classroom Observation as a Data Collection Technique**

Observation is one of the means by which data is collected. Richard and Schmidt (2002) say: "Observation of teaching is a widely used activity in teacher education programmes" (p. 371). In the current study, we have opted for this technique to collect the necessary data for our research work.

During nine sessions, we observed the whole classroom and kept taking notes as a procedure to record what is going on in the classroom. In this concern, Wrag (1994) states: "Observers

have some choices about what sort of record should be kept of a lesson, and some may choose to keep none at all. Most, however, will at least keep notes, but there are several other possibilities" (p. 16). Thus, our notes are based on some aspects such as teacher's method, role, feedback, and type of activities implemented as well. In addition to this, we focus on students' behaviors and students' roles, interaction, participation to classroom activities and mistakes. Our observation is conducted over a period of eight weeks, from November 11th, 2017 until April 11th, 2018. The total observation duration has reached thirteen hours and half. The following table shows our observation schedule:

Week	Date	Group	Time	Duration	Room	Students' number
First week (extra session)	November 11th, 2017	G08 (A&B)	14:40-16:10	One hour and half	Lab: 6 B2	18
First week	November 15 th, 2017	G08 B	13:00-14 :30	One hour and half	R12 B3	11
Second week	November 29 th, 2017	G08 B	13:00-14:30	One hour and half	R12 B3	11
Third week	January 17 th, 2018	G08 B	13:00-14:30	One hour and half	R12 B3	8
Fourth week	February 28 th, 2018	G08 B	13:00-14:30	One hour and half	R12 B3	10
Fifth week	March 7 th, 2018	G08 B	11:20-13:00	One hour and half	R12 B3	14
Sixth week	March 14 th, 2018	G08 A	11:20-13:00	One hour and half	R12 B3	11

Seventh week	March 21 th, 2018	G08 A	11 :20- 13:00	One hour and half	R12 B3	5
Eighth week	April 11 th, 2018	G08 A	11:20- 13:00	One hour and half	R12 B3	4

Table 01: The Observation Schedule

2. Description of the Observation Grid

The observation grid is composed of three parts. The first one is about classroom observation in general. That is, to observe what occurs in classroom from the first sight. The second part deals with teacher observation in terms of teacher's method, role and feedback. The last part concerns with student's observation in which we observe student's role, interaction, activities and mistakes.

3. Observation grids analysis

During our observation we have used nine classroom observation grids in order to record on everything going in the classroom. To show the results obtained from these grids, we are going to analyze each one individually and report the main and most important elements.

1. First Obsevation Grid

We started our observation on Sunday, November 11th, 2017 at 14:30 in the media room 06, building 02. Firstly, the teacher introduces us as her master 2 students without letting the learners know that we are attending the course to observe them.

Our first observation with the entire group helped us to get an overall idea on what goes on in the classroom. Accordingly, we managed to take some important notes which helped us to conduct the rest of our investigation.

In fact, the first session was an extra session of oral expression since it was first intended to be a listening course but, owing to technical problems, the teacher was unable to teach listening

and has decided on the spot to improvise choosing a debatable to be discussed. During this session, the teacher divided the students into two sub-groups in order to debate on a topic entitled "Who drives better? Men or women?". In this session, the members of the two groups tried to defend their points of view. Simultaneously, the teacher intervenes, gives feedback, encourages his/her students to participate, and asks them to speak up when they do not. We have noticed that some students often make mistakes related to mispronunciation of some words such as: "noise", "drive" and "vehicle", and other mistakes which are related to grammar such as: "men takes" and "she need". Though students are making mistakes, they are still practising their English without fear. Thus, the majority of students showed great interest and kept focused on the topic which is selected by the teacher.

2. Second Observation Grid

During the second session, we have observed only one sub-group (the class is divided into two sub-groups for all the oral lessons). Students are always seating in a circular shape starting from the second lesson. The teacher implements different activities throughout the lessons. Concerning this second session, the teacher has chosen the topic which is entitled "Recipe elaboration and presentation", where each student must present his/her recipe in front of the whole class. The students were asked to use the vocabulary related to food they have worked in the classroom in the previous week. The majority of students are present only one of them was absent. We have noticed that all the students presented their recipe individually only two students did it together (pair work). The students' presentations have lasted three to ten minutes. During this time, the teacher attributes marks for each presenter because the task was intended to be an evaluation for the first semester. However, some students faced difficulties in speaking including, shyness, hesitations, etc. Moreover, some of the presenters made some mistakes such as "its depends" instead of "it depends", repetition of words like

"and" and "so". At the end of each presentation, the teacher asked the other students to ask questions to the presenter and gives feedback for each presenter.

3. Third Observation Grid

All the students were present. This time, the teacher has selected an activity which is called "problems and advice". In this activity, the teacher aimed at pushing her students to use the expressions which are written on the blackboard to express themselves in different circumstances:

- How to ask about someone's problems!

- How to express sympathy!

- How to give advice!

- How to accept a piece of advice!

- How to refuse a piece of advice!

The objective of this activity is to develop the students' communicative abilities in specific situations. The preparation phase is about 45 minutes where the students were asked to prepare their task in pairs. The students have then presented their discussions in front of the classroom. As usual, the teacher provided them with her feedback and kept encouraging them to speak loudly. She also rewarded them by saying "thank you! well done!" for each pair. However, some students were anxious and took a short time in presenting. At the end of the lesson, the teacher listed some situations in which people encounter problems and asks her learners to find solutions. As a result, the students were very involved and very engaged as they actively participated and responded to their teacher.

4. Fourth Observation Grid

A problem-solving activity was selected by the teacher for the fourth session of our observations. The objective of these activities is to find a solution for a dilemma. Students are set to work in small groups. The teacher started by giving the instructions and writing two problematic situations on the board. The students are then given time to think and get prepared. In this activity, teacher's role is to guide and advise students. Whereas, students' role is to work in pairs or small groups and discuss. During students' performance we have noticed some mistakes like the mispronunciation of the words "crime" /krɪm/ instead of /kraɪm/,"delimma" /dɪlma/ instead of /dɪˈlɛmə/. One student also said "he will died" instead of "he will die". At the end of the session, we noticed that all the students participated and presented their activities. Then, the teacher ended by assigning to them homework where they were asked to prepare a TV Show for the following session.

5. Fifth Observation Grid

After greeting the students, teacher asked them about the homework assigned last time. Unfortunately, none of them did it. So, the teacher wrote on the board some vocabulary items that are related to TV shows. She explained the activity and pronounced the words that are written on the board, asked them if they have questions as well. Then, she gave enough time to prepare their presentations. During the lesson, students made mistakes in their presentations due to anxiety such as: "to went", "to bought", "we going" instead of "to go", "to buy" and "we are going". Moreover, some students pronounced some words as French ones: the word "impossible", for example. Some have also used the word "outside" to mean "abroad". Their presentations took 2 to 20 minutes. All the students enjoyed the activity and exchanged with others.

6. Sixth Observation Grid

After greeting students, the teacher explained that, during this lesson, she and her students are going to play two types of language games: the first game is the "yes-no" game which requires from the students to ask questions for a classmate who is not allowed to say "yes" or "no". The second one is the "endless sentence" where a first student starts a sentence and the others will complete this latter without interruptions. We have observed that the students asked short questions and gave short answers. While playing the games, the students made some mistakes such as "are you 18 age old?", "you have a problem?" instead of "do you have a problem?", etc. Furthermore, some students used their native language and one of them refused to take part and participate in the game because he was anxious. Overall, the two activities helped students to develop their spontaneous speaking. At the end, the students admitted that they have enjoyed the first game more than the second one.

7. Seventh Observation Grid

The seventh session we have observed evolved around a speaking activity called "Creative Story Construction". The aim of this activity is to help EFL learners develop their imagination and creativity. The teacher started by distributing eleven pieces of paper randomly. On each piece of paper, three words are written. She explained to the students that they have to use the three words in order to construct a story. Students have 30 minutes to prepare their presentations. We have noticed that teacher turned around the classroom, checked their work and helped them when they struggled finding suitable vocabulary, and so on. During the presentations, we have noticed that the students tended to read their notes instead of speaking spontaneously, except one of them. But the teacher recommended to keep the story in mind and do not read from the notes. As usual, at the end of the session, the teacher provided her feedback and asked her learners to give feedback on their peers' performances too.

8. Eighth Observation Grid

The majority of the students were absent when we went for our eighth observation session (they had not a course in the morning so they left) and only five were present. This time, the speaking tasks were two types of language games which are the "hot seat" and the guessing game: "Who are you!". As usual, the teacher starts by giving instructions and allotting them necessary time for preparing. We have noticed that the students enjoyed these two games though they faced some difficulties like:

- Difficulties to describe abstract concepts like "fashion",

- Difficulties to find suitable vocabulary (they asked the teacher for help),

- A tendency to use short sentences,

- Mispronunciation of words like "racism" and "illegal" (pronounced in French).

9. Ninth Observation Grid

This was the last session of our observation, and as it is the first session of the second semester only four students were present. This time, the teacher explained that the students are going to perform a role play activity entitled "Talent Show" and assigned a role for each of them. The students had enough time to prepare their performances (about 40 minutes). Overall, we have noticed that the students performed well, especially that one of them sang rap like an artist. All the students participated and debated in the activity because they enjoyed it.

4. Types of classroom activities and their objectives

Activity	Objective
Debate: Who drives better? Men or women?	Presenting a personal point of view Arguing and sustaining a debate
Recipe elaboration and presentation	Using food related vocabulary and presenting in front of an audience
Problems and advice	Asking for someone's concerns, showing sympathy using suitable expressions Giving, asking for, refusing or accepting advice using suitable expressions
Problem-solving	Find solutions for dilemma and problematic situations using suitable vocabulary
TV related vocabulary	To learn, master and use TV vocabulary Students will be able to manage anxiety when facing audience
Language games	Elicit learners' prior knowledge To develop learners' spontaneous speaking
Creative story construction	To develop imagination and creativity
Hot seat Guessing game	To learn and practice new vocabulary Be able to explain, describe and define things Be able to develop some communication strategies such as circumlocution, miming, etc. To interact with peers
Talent show (Role playing)	Presenting in front of an audience Organizing one's ideas

Table 02: Types of classroom activities and their objectives

This table represents the different activities with its different objectives that the teacher dealt with during the nine sessions. To begin with, the first activity deals with debate about Who drives better? Men or women? Which aimed at pushing students to express and present their points of view. Then, the second activity was about recipe elaboration and presentation, it is a vocabulary-based activity, students presented new vocabulary in front of their teacher and classmates. Moreover, third activity concerns with problems and advice, it aimed at using suitable expressions to ask for something, refusing or accepting advice. Additionally, the fourth activity was about problem-solving, at the end of this session students will be able to find solutions for dilemma and problematic situations using suitable vocabulary. Furthermore, the fifth activity based on TV related vocabulary which aimed to learn, master and use TV vocabulary. Thus, Students will be able to manage anxiety when facing audience. In the sixth activity, the teacher brings Language games in order to elicit learners' prior knowledge and to develop learners' spontaneous speaking. The seventh activity is about creative story construction, this activity aims to develop imagination and creativity. The eighth activity teacher chose two games: Hot Seat and Guessing Game, their objective is to learn and practice new vocabulary, and to be able to explain, describe and define things, to interact with peers and to develop some communication strategies such as circumlocution, miming, etc. The last activity is about talent show (role playing), at the end of this activity, students will be able to Present in front of the audience and organizing one's ideas.

5. Teacher's and Learner's Role in the Classroom

In the field of ELT, the term 'role 'refers to the functions both teachers and learners perform during the course of a lesson. Some roles are more or less permanent as the role of teacher or the student.

5.1.Teacher's Role

The role of the teacher may change from one activity to another. Thus, a good teacher plays different roles to ensure better understanding for his/her learners and encourage them to practise more (Harmer, 2012: 57). In other words, the teacher needs to vary his role. In order to motivate them to think, plan and express their thoughts. Throughout the different sessions of our observation, the teacher fulfilled different roles which are displayed in the table below.

Session number	Role of the teacher
1	Organizer Participant Observer Controller Feedback provider
2	Assessor
3	Guide Feedback provider
4	Orienter Adviser Feedback provider
5	Motivator Prompter Feedback provider
6	Motivator Guide Prompter Feedback provider

7	Ressource Motivator Feedback provider
8	Organizer Oberver Controller Assessor Feedback provider
9	Observer Motivator Guide Feedback provider

Table 03: Teacher's role during the ninth sessions

This table shows teacher's role during the nine sessions. In general, the teacher plays different roles that are as follows: feedback provider, organizer, motivator, assessor, guide, orienter, adviser, observer, prompter. We noticed that most of Time, teacher plays the role of feedback provider and motivator since this helps students to improve their speaking.

5.2.Learner's Role

A good learner is the one who works hard within and outside the classroom. In this respect, Willis (1996) pointed the roles of learners in the classroom as follows:

- In the pre-task, students should prepare themselves individually and write down the necessary notes to use in their activities.

- In the task, students need to work hard in order to have the opportunities to perform the exercise individually or in small groups to interact with each other. Then, the teacher groups students according to their activities. Finally, they perform in front of their classmates and teacher.

- In the post task, after the activity is performed well by the students, they will be able to produce formal language features such as practicing words, phrases, and language patterns from the activity to be useful in their language (Willis, 1996).

In the classroom we have observed, the students fulfilled many roles depending on the different classroom activities. Generally, they were active, they participated to all the activities and interacted both with their teacher and classmates. We have noticed also that the students felt comfortable and asked for help when they needed it.

Conclusion

To conclude, we may say that the teacher has to vary his classroom activities in order to get the learners motivated and more engaged and to allow them to be exposed to a variety of sources that can help them develop their language proficiency. Likewise, he has a set of important roles to play inside the classroom, but learners have also to take the responsibility of his/her own learning and to be more involved in order to guarantee a successful interaction with both the learning material and the individuals with whom he/she shares the learning context.

Chapter Two: Results Analysis and Discussion

1. Analysis and results

Based on the description and the analysis of the different notes during the classroom observation, we have reached some insights related to our research topic. Firstly, teaching oral expression, as revealed by the classroom observation grid, can be an interesting experience for both teachers and students because they usually welcome the idea of sharing a common goal. Secondly, it is clear from the results that students in the EFL classrooms use all the languages they master in addition to English in order to satisfy their communicative needs. So, they use their different mother tongues(Berber or dialectal Arabic) and sometimes French (the first foreign language in Algeria) when facing communication breakdowns due to vocabulary gaps or when missing the right expressions to convey meaning. Thirdly, most of the students reported that they like to be given feedback and they view correction as necessary since it helps them correct themselves. This shows the important role of teachers' correction in the classroom. The positive thing about this is that approximately all the students benefited from these corrections inside the classroom we observed.

Our observation highlighted significant differences related to learners' autonomous use of language from one activity to another. Furthermore, we noticed a notable fluctuation in learners' use of English in the classroom. In fact, when they recognize the value of the activities they are engaged in, they opt to speak more by volunteering to take part in all classroom tasks, especially in free talk activities and role plays. Besides, the majority of the difficulties that the students faced are: difficulties to find appropriate words during oral presentations and the tendency to use short sentences. Moreover, the mistakes revolve around problems of pronunciation, conjugation and selection of words. Anxiety is another problem that all students faced during their presentations or interactions. Additionally, teacher's choice of the topics or even the activities made students motivated to practise and develop

simultaneously their oral fluency. Moreover, the teacher's roles range from the ones of a guide and motivator to those of an organizer and feedback provider. This gives the learners the opportunity to feel secure and be involved which, in turn, allows to create a balance in learning opportunities.

Chapter Three: Limitations and Suggestions for Future Research

In this chapter, we discuss the limitations of our investigation work as we propose some suggestions for future research.

1. Limitations of the Study

No research work is made up without constraints. Throughout our research work, we have faced plenty of difficulties: first, we had a very limited time to conduct this study. Second, the classroom observations were for us a real challenging task, because we are not enough experienced in research to be able to focus solely on specific things that happen in the classroom and which are more valuable for our work objectives. Furthermore, we should note that our study has some shortcomings. In fact, the sample is limited in number. This fact directly affects the generalization of our results which remain valid for this sample only. Our reliance on one data collection tool limits the validity of our results.

2. Suggestions for Further Research

Based on the findings as well as the shortcomings of the current research work, we suggest that future research in this field to opt for the use of multiple data collection instruments. Preferably, future studies last more in time and to enlarge the scope to other variables which intervene in the speaking classroom context.

Conclusion

All in all, our research work has allowed us to reach some interesting results; nevertheless, future well designed and longitudinal field work is needed to draw generalizable conclusions.

General Conclusion

Nowadays, English is seen as a vital means for international communication. To meet the demands of new societies, teachers of English need to grant a special attention to teaching speaking in order to meet learners' necessities. This research was conducted with first year L.M.D student of English at the University of Bejaia during their oral expression course. Throughout the period of our work, we have been trying to describe and to observe the essential elements of teaching Oral Expression in classroom in terms of the speaking activities and tasks, teacher's method and role, the difficulties that students face while trying to express themselves orally and their behavior as well. Results of the study showed that the majority of students encountered some psychological problems. Anxiety, shyness, fear of the audience, fear of making mistakes, and lack of self-confidence are among the major obstacles that hinder their oral communication abilities. Therefore, this prevents them from developing their oral fluency. Despite these difficulties, we have noticed that the students enjoyed and liked the module of oral expression because of the variety of the activities and the friendly atmosphere created by the teacher. In fact, the teacher's method involved a combination of all the positive elements of well-known language teaching methods or approaches which she applied depending on the objectives of the lesson, the learners' preferences and learners' needs. In the light of these findings, we come to the conclusion that success in teaching speaking depends on the teacher's way of teaching in addition to taking into account the learners' needs and progress. All in all, this research work can be expanded in the future through the use of multiple data collection instruments and the adoption of other research design types. Moreover, we recommend for the teachers to integrate a different activities, techniques and strategies.

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Appendices

Appendix A

Classroom Observation N: Faculty of Arts and Languages Department of English

Date:	Time :	Building : Room :	Observers : Mr. ARRACHE & Miss. SEMOUD Teacher's name: Dr. Ikéne Tighilet
Topic / Activity:		Objectives:	
Group: Number of Students:	Prensents: Absentees:	Boys: Girls:	Course Materials: ....

Classroom Observation

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Teacher Obsevation

Teacher's Method	Teacher's Role	Teacher's Feedback
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Student's Observation

Student's Role	Student's Interaction	Student's Activities	Student's Mistakes

Appendix B

Classroom Observation N: 01

Faculty of Arts and Languages Department of English

Date: Sunday., 11ᵗʰ November. 2017..	Time : ..14.h.00.... ...16.h.30....	Building : 02 Room : 06	Observers : Mr. ARRACHE & Miss. SEMOUD Teacher's name: Dr. Ikéne Tighilet
Topic / Activity: ..Who.drives.better.?.Men.or.Women.?.		**Objectives:** _Presenting.a.personal.point.of.view......... -.Arguing.and.sustaining.a.debate..........	
Group: 08 (A – B) **Number of Students:** 24	**Prensents:** 18 **Absentees:** 06	**Boys:** 04 **Girls:** 06	**Course Materials:** ..White.board.......................... ...Tables..........

Classroom Observation

-.The classroom seating arrangement : the students seat randomly in two
-.ranges. one on the right and the other on the left.
-.The teacher greets her students and keeps smiling with them.
-.Computers do not work.
-.The teacher does not start the course on time..

Teacher Obsevation

Teacher's Method	Teacher's Role	Teacher's Feedback
_The teacher creates an atmosphere where the students' talk has a high amount in the classroom. _The teacher uses a method which focuses on the characteristics of CBA mainly student's centered..	_Organizer : the teacher divides the group into two small groups. _Participant : she intervenes at each time in the debate. _Observer : she asks her students to speak up many times. _Controller : she explains them the activity and tells them how to do it. _Controller : she provides her students with correction.	_The teacher praises her students by using short expressions such as : Good! well done ! _She motivates them to participate in the debate. _She corrects the students' mistakes.

Student's Observation

Student's Role	Student's Interaction	Student's Activities	Student's Mistakes
- The students share ideas and express different opinions to discuss the topic of "who drives better? - The students express their ideas or answers by using expressions like: For me, I disagree I agree - They exchange their ideas and arguments to discuss opposing views of the given topic.	- student_student interaction: - The majority of students participate in the debate and provide different opinions. - They ask each other about the arguments and the reasons they provide to defend their points of view. - They ask questions to each other about the topic - They use gestures during the debate.	- The group is arranged into two small groups the first group with man is the best driver and the second group with women are the best drivers - The first group provides arguments that defend its point of view like: Men have quicker researches times when they face outside influences - The second group provides arguments that defend its opinion For this group Women are best drivers than men comparing the number of accidents men make.	- One of the students says "Men talks" instead of "Man talk" - Another student makes a pronunciation mistake of the word "noise"

Appendix C

Classroom Observation N: 02   Faculty of Arts and Languages Department of English

Date: Wednesday, 15th November 2017	Time: 13h.00 14h.30	Building: 03 Room: 12	Observers: Mr. ARRACHE & Miss. SEMOUD Teacher's name: Dr. Ikéne Tighilet

Topic / Activity: Recipe elaboration and presentation	Objectives: - Using food related vocabulary and presenting in front of an audience

Group: 08 (B) Number of Students: 12	Prensents: 11 Absentees: 01	Boys: 03 Girls: 08	Course Materials: Black board Tables, chairs

Classroom Observation

- The classroom seating arrangement : circular shape
-
- The teacher starts the course on time
- The teacher greets her students then she starts explaining the activity
- The teacher asks her students about the presentation of the day if they prepare it or not
- All the students prepare their works

Teacher Obsevation

Teacher's Method	Teacher's Role	Teacher's Feedback
- The teacher asks her students to present their works using food related vocabulary. - she creates an atmosphere where the students' talk is higher than her talk.	- Guide : she explains the activity and directs them to do the activity in a correct way. - Assessor : she writes the works of each presenter - She asks them to speak in English	- She corrects the students' mistakes at the end of the session. - She asks them to speak up. - she praises them using short expressions like: Good, well done, excellent. - she helps them to find difficult words related to food vocabulary.

Student's Observation

Student's Role	Student's Interaction	Student's Activities	Student's Mistakes
They listen to the teacher's explanation. They present a recipe using food vocabulary. They interact with each other when they present in pairs	student student interaction is not very used. Only one question asked by a presenter to check the synonym of a French word in English. They exchange ideas through a conversation about a recipe preparation. They ask each other about the preparation of a dish	They present the conversation either in pairs or individually. The 1st presenter presents a recipe called "couscous" he speaks fluently and spontaneously. The 2nd presenters: a conversation between two classmates one asks the other about the recipe preparation of a traditional dish. they are not fluent and spontaneous. Some of them are laughing, the others talk to each other	"Its depends" instead of "it depends". Repetition of the words: "and", "so", "after that". Mispronunciation of the words: bowl, mushroom, flour, vinegar

Appendix D

Faculty of Arts and Languages Department of English

Date: Wednesday, 29th November 2017	Time: 13h.00 14.h.30	Building: 03 Room: 12	Observers: Mr. ARRACHE & Miss. SEMOUD Teacher's name: Dr. Ikéne Tighilet
Topic / Activity: Problems and advice		Objectives: Asking for someone's concerns, showing sympathy using suitable expressions	
Group: 08 (B) Number of Students: 12	Prensents: 11 Absentees: 01	Boys: 02 Girls: 09	Course Materials: Black board Tables, chairs

Classroom Observation

- The classroom seating arrangement: circular shape
- The teacher enters to the classroom and smiles with her students
- she greets the students
- Students were very motivated to start the session.

Teacher Obsevation

Teacher's Method	Teacher's Role	Teacher's Feedback
The teacher asks the students to prepare the activity in pairs and gives them 45 minutes to prepare it.	Guide: she gives them instructions to do the activity. Feedback provider: she corrects their pronunciation mistakes.	she asks the students to speak loudly. She corrects their pronunciation mistakes she praises them various times using short expressions like: well done, thank you, for each pair of student She insists on asking questions several times.

Student's Observation

Student's Role	Student's Interaction	Student's Activities	Student's Mistakes
- They listen to the teacher when she reads and explains the words and expressions written on the blackboard	- student student interaction is higher than with the teacher's one	- All the students work in pairs.	- "your advices" instead of "your piece of advice"
- They express themselves in different circumstances	- They ask for advice.	- They use the words written on the board and give advice, show	- "you should to take" instead of "you should take"
- They use specific expressions and words related to "giving advice", "asking for advice", "showing sympathy"....etc	- They give advice. - They express sympathy.	sympathy and ask for advice.	- " Thank you for your advices" instead of " Thank you for your advice",
- They present a dialogue and interact with each other.	- They ask for some one's concerns. - Teacher intervenes when students face difficulties to find the words.	- They use the expression you should, it is better you ought to.	
		- One of the presenters asks for advice to her problem she suffers from headacke and she couldn't sleep well" the other classmate replies by "you should take aspirines"	

Appendix E

Classroom Observation N: 04

Date: Wednesday, 17th January 2018	Time: 13 h 00 14 h 30	Building: 03 Room: 12	Observers: Mr. ARRACHE & Miss. SEMOUD Teacher's name: Dr. Ikéne Tighilet
Topic / Activity: Problem solving		**Objectives:** Find solutions for dilemma and problematic situations.	
Group: 08 (B) Number of Students: 12	Prensents: 08 Absentees: 04	Boys: 01 Girls: 07	Course Materials: Black board Tables, chairs

Classroom Observation

- The classroom seating arrangement: circle
- The teacher writes (two) problematic situations on the board
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- She explains the words written on the board.

Teacher Obsevation

Teacher's Method	Teacher's Role	Teacher's Feedback
- She explains the activity and the words written on the board - She gives the students enough time to prepare the activity - They have the opportunity to speak with each other and communicate as well.	- Orienter: she gives them instructions to do the task. - Adviser: she asks them to speak up and to talk only in English. - Feedback provider: she corrects their students	- She encourages her students to participate in the activity. - She asks them to express their own solutions and ideas. - she uses positive reinforcement such as: good, excellent, thank you. - She corrects some grammatical mistakes

Student's Observation

Student's Role	Student's Interaction	Student's Activities	Student's Mistakes
- They listen to their teacher when she explains the activity. - They express themselves in two different problematic situations. - They use suitable vocabulary to solve the problems.	- student-student interaction is high. - students ask each other some questions about the topic and answer each question. - They exchange the ideas to find solutions and to decide which is the preferable solution for a given problem.	They work in pairs 1st presenters: talk about the topic of "car accident". They tackle the problem and then suggest a common solution for the dilemma. 2nd presenters: the first student asks her classmate to suggest for her a solution to her problem with her husband who has cancer. They present in few minutes and come to a solution that satisfies the of them. - Some students talk to each other.	- "Can you solve my problem?" instead of "Can you help me?" - "he suffer" instead of "he suffers from" - "Medicaments" instead of "medicines"

Appendix F

Classroom Observation N: 05

Faculty of Arts and Languages Department of English

Date: Wednesday, 28ᵗʰ February 2018	Time: 13h.00 14h.30	Building: 03 Room: 12	Observers: Mr. ARRACHE & Miss. SEMOUD Teacher's name: Dr. Ikéne Tighilet
Topic / Activity: TV related vocabulary		**Objectives:** To be able to manage anxiety when facing audience	
Group: 08 **Number of Students:** 12	**Prensents:** 10 **Absentees:** 02	**Boys:** 03 **Girls:** 07	**Course Materials:** Black board Tables, chairs

Classroom Observation

- The classroom seating arrangement: The students seat randomly.
- The teacher starts by writing some words related to TV vocabulary: anchor,
- news reader, news anchor, presenter, host, TV viewers, weather forecast,
- talk show, a comedy, a sitcom, an episode, a season ... etc
- The students did not prepare the home work
- All the students were present only two.

Teacher Obsevation

Teacher's Method	Teacher's Role	Teacher's Feedback
The teacher creates an atmosphere where the students' talk has a high amount	Motivator - she asks them to participate in the activity.	The teacher praises her students several times
She gives them ten minutes to prepare their presentations	feedback provider: she notices the presenters' mistakes and asks the other students to find mistakes.	She corrects the grammatical and pronunciation mistakes
The students and their teacher interact and communicate with one another (student centered).	Prompter: she asks her students to ask questions and helps them when they are lost by providing vocabulary related to TV.	She suggests new terms which are related to the topic eg.: remote control, a series, and a rerun.

Student's Observation

Student's Role	Student's Interaction	Student's Activities	Student's Mistakes
In this type of activities the students' talk is less than the president ones.	student student interaction. They work in pairs or individually.	All the students have to present a talk show in pairs or individually.	"On long hours" instead of "For long hours".
Students listen to their teacher when she explains the words which are written on the board	The students discuss and express different points of view.	The 1st presentation. the pair of students starts by pretending that they are in BBC TV	Another student says "it learns us instead of "it teaches us"
Each student comes to the board and starts the presentation about the talk show.	One of the students asks his classmates about the meaning of some difficult words when he is presenting his talk show.	The second presentation in pairs, the topic is about "immigration" they take a long time in the presentation	"We are on direct" instead of "we are on life"
They sould know the meaning of the words which are explained by the teacher and to memorize them.		Some students notice the mistakes and correct orally and randomly.	"They are agree" instead of "They agree"
		The 3th presentation is in dividually, the student is very shy, she takes only few minutes.	"They are facing" instead of "They are face".
		The fourth presentation it is also presented in few minutes.	
		The last presentation is about "driving fast", it also take few minutes.	
		One of the students discuss with his classmates using the mother tongue	

Appendix G

Faculty of Arts and Languages Department of English

Date: Wednesday, 07th March 2018	Time: 11h.20 13h.00	Building: 03 Room: 12	Observers: Mr. ARRACHE & Miss. SEMOUD Teacher's name: Dr. Ikéne Tighilet
Topic / Activity: Language games		**Objectives:** Elicit learner's prior Knowledge. To develop learners spontaneous speaking.	
Group: 08(A - B) **Number of Students:** 24	**Prensents:** 14 **Absentees:** 10	**Boys:** 05 **Girls:** 09	**Course Materials:** Blackboard Tables, chairs

Classroom Observation

- The classroom seating arrangement: circular shape.
- The teacher enters to the classroom and greets her students
- The two sub-groups come at 11h20.
- The teacher waits for the other students to come.
- She doesn't start the course on time.

Teacher Observation

Teacher's Method	Teacher's Role	Teacher's Feedback
She explains the two language games. The students have more opportunities to participate in the games and to talk more than the teacher.	- Motivator: she encourages them to participate in the games. - Guide: she explains the game activity and gives them instructions. - Prompter: she gives them tips to play the two games. - Feedback provider: she helps them to play the games.	- She motivates the students to participate in the games. - She explains the games several times. - She uses short expressions: good, well done. - She asks them if they enjoy the two games.

Student's Observation

Student's Role	Student's Interaction	Student's Activities	Student's Mistakes
They participate in the "yes - no" and "Endless sentences" games. They should be spontaneous in speaking and answering the questions. They listen to the teacher's explanations and instructions.	student - student interaction is higher then the teacher - students one. In both games they ask questions and answer them at the same time. A student asks questions using auxilary verbs and the other will answer with a complete sentence without using a "yes" or "no" answer.	In the first game "yes, no"; they play it in pairs each pair asks and answers question that must not be answered by "yes" or "no"; otherwise the answer is wrong. In the second game "Endless sentence" the first student starts a sentence and the other will complete it without interruption. he/she should be spontaneous when answering or completing the sentence.	"Are you 18 age?" instead of " Are you 18 years old" "you have a problem?" instead of " Do you have a problem?" "where you live?" instead of "where do you live?".

Appendix H

Classroom Observation N: 07

Faculty of Arts and Languages Department of English

Date: Wednesday, 14th March 2018	Time : 11 h 20 13 h 00	Building : 03 Room : 12	Observers : Mr. ARRACHE & Miss. SEMOUD Teacher's name: Dr. Ikéne Tighilet

Topic / Activity: Creative story construction	Objectives: To develop imagination and creativity

Group: 08 (A) Number of Students: 12	Prensents: 11 Absentees: 01	Boys: 01 Girls: 10	Course Materials: Black board pieces of paper

Classroom Observation

- The classroom seating arrangement : circular shape
- The teacher greets her students
- She explains the activity of the day then she distributed pieces of paper to each student
- All the students get their pieces of paper, they read the words written in the papers
- One of the students changes her paper with another one given by the teacher.

Teacher Obsevation

Teacher's Method	Teacher's Role	Teacher's Feedback
The teacher explains the activity to her students. she gives them 30 minutes to prepare it. The time of preparation was not sufficient so she adds 10 minutes. students-centered they interact and communicate with each other.	Resource : she turns around the classroom and asks each student about the difficulties they find to do this activity. Motivator : she supports and encourages all the students to do and try to create a story using their imagination. Feedback provider : she helps her students to find some difficult words, she translates some words from French language into English, she provides them with new words and useful expressions to use them in the story.	she motivates her students to think about a story using the three words written in the papers. she encourages them to use their own ideas and imagination she helps them to find difficult words. she corrects some mistakes she asks them to participate in the activity

Student's Observation

Student's Role	Student's Interaction	Student's Activities	Student's Mistakes
They present a story using their imagination. They should use the three words written in the pieces of paper to develop a story. They listen to the teacher when she explains the activity.	Teacher – student interaction is higher than the student – student one. They ask each other about the synonyms of some words in English language. They ask each other about the difficult words they can't find. The teacher turns around the classroom and asks each student what hes he/she writes in his/her story. She helps them to translate some words from French into English.	Each student works individually. Some students use their mobile phones to find the difficult words. A pair of students talk to each other and think about an end to their stories. The majority of the presenters read their stories from the copybook. They are not spontaneous. only the second presenter who talks about "magic ring" he speaks spontaneously and takes long time in his presentation.	"My parent" instead of "my parents". "It snow" instead of "it snows". "The magical ring" instead of "the magic ring". "She become" instead of "she becomes".

Appendix I

Faculty of Arts and Languages Department of English

Date: Wednesday, 21st March 2018	Time: 11h20 13h00	Building : 03 Room : 12	Observers : Mr. ARRACHE & Miss. SEMOUD Teacher's name: Dr. Ikéne Tighilet
Topic / Activity: 1). Hot seat 2). Guessing game		**Objectives:** -To learn and practise new vocabulary. -Be able to explain, describe and define things.	
Group: 08 (A) **Number of Students:** 12	**Prensents:** 05 **Absentees:** 07	**Boys:** 02 **Girls:** 03	**Course Materials:** Black board Chairs

Classroom Observation

- The classroom seating arrangement: students seat in a "cricle"
- In the first game the teacher stands up in front of the blackboard but in the second game she seats with the students
- The teacher starts the course on time, one of the students comes late
- The teacher at the begining explains the 1st game and her students really enjoy it

Teacher Obsevation

Teacher's Method	Teacher's Role	Teacher's Feedback
- The teacher creates an atmosphere where the students are the most important feature in the classroom - She suggests two games "Hot seat" and "Guessing game" - She gives the students ten minutes to think and prepare the game.	- Controller: she gives instructions and explains the games - Organizer: in the 2nd game she divides them into two small groups. - Observer: in the 2nd game she listens and gives a pieces of advice for the students. - Resource: she asks them to write the difficult words. - Assessor: each time she writes the marks of evaluation of each student	- The teacher often uses a lot of verbal feedback and short expressions: good, well done, excellent! - In order to praise the students for correct answers, she asks them to play "who are you" - she encourages her students to play the game to have fun and to learn new things.

Student's Observation

Student's Role	Student's Interaction	Student's Activities	Student's Mistakes
.. The first game: Hot seat each student tends to play the game many times. The second game: "Guessing game", each student is going to describe the job and the others try to guess what is it In this game the students should respect the time that is given by the teacher; otherwise they will get zero. In the "hot seat" and guessing game students are going to play them many times and they only change the words and the jobs.	- student - student interaction, a team of two students: the first one reads and gives definitions to what is written. - Students exchange ideas and ask additional question to find the right answers. - In the second game the students describe the job and provide extra information to each other to guess the right job.	- The first game students take turns giving their team mates the clue so that they can guess for points. - Each student describes some words and the others listen to guess what is written. - All the students participate in the game. - The second game: students take turns giving a job which is hard to be found - One of the students asks his classmate a question using the mother tongue.	- Mispronunciation of the words: illegal, racism. - students face difficulties to describe vocabulary related to fashion - Difficult words to be found like hesitate

Appendix J

Classroom Observation N: 09

Faculty of Arts and Languages Department of English

Date: Wednesday, 11th April 2018	Time: 11 h 20 13 h 00	Building: 03 Room: 12	Observers: Mr. ARRACHE & Miss. SEMOUD Teacher's name: Dr. Ikéne Tighilet
Topic / Activity: Talent show (Role playing)		**Objectives:** Presenting in front of an audience Organizing one's ideas	
Group: 08 (A) **Number of Students:** 12	**Prensents:** 04 **Absentees:** 08	**Boys:** 00 **Girls:** 04	**Course Materials:** Black board Tables, chairs

Classroom Observation

- Classroom seating arrangement: They seat randomly
- The teacher waits for the other students to come
- Only four students are present
- The teacher brings a game activity called "talent show" to perform a role play
- The teacher doesn't start the session on time

Teacher Obsevation

Teacher's Method	Teacher's Role	Teacher's Feedback
- she explains the game activity. - she assignes a role for each student. - she gives them 30 minutes to prepare the game. - students' centered they communicate and interact with each other in the role play.	- Observer: she notices the performances of each student when they perform their show. - Motivator: she encourages them to participate and to speak spontaneously. - Guide: she assignes the role of each student - Feedback provider: she encourages all the students to participate in the game, she corrects their mistakes and especially the mispronunciation one.	- she asks them to perform the show. - she motivates them to participate in the show. - she praises the four students for their good presentation. - she asks them if they enjoy the activity

Student's Observation

Student's Role	Student's Interaction	Student's Activities	Student's Mistakes
They perform a show in front of their teacher. They listen to the teacher's instructions and explanation. They present the talk show with each other.	no interaction between students and their teacher. student-student interaction. They interact with each other when they perform the role play. They work in a group of four students they exchange their ideas.	They perform the talk show in group. Each student present his role in the show. One of the students plays his role like an artist he sings like a rap singer, his show is the best comparing with the others he was singing spontaneously. Some of them laugh and use gestures when they present the show.	"he sing" instead of "he sings". Mispronunciation mistakes; artistic, extraordinary.