Dedication

To my dear parents and family

Acknowledgments

First and foremost, I would like to thank ALLAH who paved the way for the accomplishment of this work.

My parents, who suffered with me through this work, deserve thanks, apologies and respect.

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List of Abbreviations

EFL: English as foreign language

ESP: English for Specific Purposes

N : Number

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Chapter One

Introduction

1.1. Research Background

Developing the macro-skills (listening, reading, writing and speaking) is the main concern of EFL teachers. Speaking is one of these skills; it is considered as a fundamental skill that EFL learners need to master. Indeed without it learners cannot communicate. Bygate (1987) emphasizes the importance of speaking skill for learners. She states that "speaking is the skill by which they [learners] are most frequently judged(…). It is the vehicle par excellence of social solidarity, of social ranking, of professional advancement of business. It is also a medium through which much of language is learnt, and which for many is particularly conducive for learning" (p.vi). Speaking has been a major focus of language teaching. However the nature of speaking skill and the approaches to teaching it have changed through time. Traditional approaches consider the teaching of speaking as the teaching of grammar, vocabulary and phonology that students memorise them and then use them in different situations. Therefore, before the advent of discourse analysis, the speaking skill was consider as " the result of repeating and memorizing words in isolation or just combining a series of formal linguistic rules in abstract" (Martínez-Flor, Usó-Juan & Solor, 2006, p.151). The knowledge of the grammar and vocabulary of a language, no doubt, is important in communication, but it is not enough. What learners need is to be exposed to a variety of language genres and structure in context. Hence, other approaches have emerged to meet the needs of the learners.

With the development of the communicative approach in general and discourse analysis approach in particular things have changed. Integrating discourse analysis into language teaching is likely to provide wide range of real language uses that will help learners to communicate effectively. In this regard, researchers believe that speaking skill would be better taught within a discourse analysis framework. It is because discourse analysis approach takes into account what traditional approaches emphasize on; and it added the notion of context. As Cook (1989) explains "traditionally, language teaching has concentrated on pronunciation, grammar and vocabulary, discourse analysis can draw attention to the skills needed to put this knowledge into action and to achieved successful communication" (p.ix)

1.2 .Statement of the problem

EFL learners are required to many tasks such as presenting papers, participating in seminars or conferences and presenting in their *viva.* For this reason, learners need to master the speaking skills. Therefore, this study aims at tackling one of the main issues in language teaching, which is the teaching of speaking skill. We notice that the methodology used to teach speaking skill-before the advent of discourse analysis- is not satisfactory because learners do not just need a list of vocabulary or mastery of grammar to communicate well. In this regard, we suggest a discourse analysis approach to the teaching of speaking skill.

1.3. Research Question

Our study aims at answering the following question:

Is discourse analysis appropriate to the teaching of speaking skill?

1.4. Statement of the purpose

The main purpose behind this study is to suggest an alternative approach to the teaching of speaking. Since, the traditional approaches to teaching speaking do not meet the needs of the learners. We therefore aim at knowing whether discourse analysis as an approach to teaching speaking is appropriate or not.

1.5. Research hypothesis

The main hypothesis in this study is that a discourse analysis approach may be appropriate to the teaching of speaking skill.

1.6. Research methodology

To test the hypothesis, we adopt a descriptive design. We opted for this design because of the nature of the inquiry. We have used questionnaire as a tool to collect data .The questionnaire was distributed to first year Master students in Applied Linguistics and ESP at Kasdi Merbah University-Ouargla. Finally the results were analysed to check whether the hypothesis has been proved or not.

1.7. Limitations of the study

In this study, we adopted a descriptive design. In fact such a design would not give a more valid data, so it would be better if this study conducted by using a experimental design whereby participants would have given a pre-test, then taught using discourse analysis approach. After that, participants would have been given a post-test. What makes us cancelled the experimental design is time constrain.

1.8. Structure of the dissertation

This dissertation is divided into three chapters. Chapter one is devoted to general introduction. It starts with a brief account of the importance of speaking skill for EFL learners, and how is this skill taught. It also deals with the importance of discourse analysis as approach to the language teaching in general and teaching speaking skill in particular. After that, it states the statement of the problem, the statement of purpose, the research hypothesis, research methodology and it ends with the limitation of the study.

The Second Chapter is devoted to the review of relevant literature under the title: Speaking skill and Discourse analysis. The chapter falls into two parts. The first part defines speaking skill and reviews the traditional approaches to teaching such a skill. It also highlights the main problems that students face when speaking and the importance of this skill in their learning. The second part defines discourse analysis, tackles its main elements: cohesion, coherence, accuracy, fluency and appropriateness. It also deals with the teaching of speaking skill from a discourse analysis perspective and it identifies the main strategies to teaching speaking. The Third Chapter is devoted to methodology and application. It explains the methodology adopted in the present study. It also deals with the analysis of data collected from the participants involved in the study.

Chapter Two

Speaking Skill and Discourse Analysis

Introduction

The macro-skills (listening, speaking, reading, and writing) are very important in EFL learning. EFL learners seek to master those skills. The speaking skill is of a great importance in EFL learning. Usually, learners insist to be good speakers because the first impression which will be taken on them is how well they speak. For this reason, EFL teachers are trying to improve their learners' speaking skill. And this is by looking for the right approach to teaching speaking.

Traditionally, Speaking was considered merely as the memorization and repetition of certain vocabulary. In this way, speaking was taught before. However, this method does not help in developing the learners' communicative competence. Thus, Discourse analysis comes to meet the needs of the learners. It takes into consideration the context in which language is used. EFL learners when mastering the language system (grammar, vocabulary and pronunciation) need to experience this knowledge in its appropriate context. As Grass and Selinker (1994) state" ….one must learn more than just the pronunciation, the lexical items, the appropriate word order…one must also learn the appropriate way to use those word and sentences in the second language." (as cited in Celce-Murcia & Olshtain, 2000,p.2). Thus this is what discourse analysis come to focus on.

It is around this idea, which is that speaking skill is better taught from discourse analysis perspective, the present chapter is centered. The chapter is divided into two sub-sections , the first one is entitled speaking skill in which we review the definition of speaking skill, traditional approaches to speaking, learner's speaking difficulties and the importance of speaking. The second sub-section is entitled Discourse Analysis in which we review the definition of discourse analysis, elements of discourse analysis (cohesion, coherence, accuracy, fluency and appropriateness). Then we deal with teaching speaking from discourse analysis perspective, and we conclude the chapter with strategies to speaking skill.

2.1 Speaking skill

2.1.1 Definition of speaking skill

Speaking is a fundamental skill that EFL learners seek to master. The term speaking was given different definitions. According to Hedge (2000) "Speaking is a skill by which they [students] are judged while first impressions are being formed" (p.261).Indeed all students seek to speak well and give a good impression in their first contact with others, since people are going to judge them on how well they speak. Besides, learners are trying to do their best to communicate well in the classroom, because speaking is one of the skills that determine their future career.

Tarone (2005) defines speaking as "A process of oral language production. It is one of the traditional 'four skills' involved in using a second language, and as such is usually viewed as the most complex and difficult skill to master" (p.485).For him speaking is not an easy skill to master by the students. It demands a lot of efforts and time. Celce-Murcia and Olshtain (2000) take the same view that speaking is not an easy skill. For them " Speaking can be considered the most difficult skill to acquire since it requires command of both listening comprehension and speech production sub skills(e.g. vocabulary retrieval, pronunciation, choice of a grammatical patterns, and so forth) in **unpredictable**, **unplanned situation**" (emphasis added) (p.165).

The words **"unpredictable"** and **"unplanned situation"** are what make speaking skill difficult because students when they speak, they speak spontaneously; they do not have the chance to review what they are going to say. Unlike in writing students can review what they have written. Besides, the occasion to speak is not planned by them; they take the opportunity to speak whenever they found it, that's why it is not easy for students to master the speaking skill.

Traditionally, speaking is defined as the repetition and memorisation of words. Before what students did was to memorise a list of vocabulary and used it in different situation. In this respect, Rivers (1980) stated that in traditional approaches teachers focused on the system of language; that is to say, to see language as product. She stated that "after years of study students have known a great deal about language they were learning without being able to use it to express their intention" (p.187). She means that when students learn just about grammar,

vocabulary, syntax and so on, they will not be able to communicate well since they have just been exposed to the language system not practice.

Other researchers see speaking as an active process. According to Martínez-Flor, Usó-Juan and Solor (2006) speaking is viewed as "an **interactive**, social and **contextualized** communication event" (emphasis added) (p.139). The word *"interactive"* means it happens between two parts: the speaker and the hearer. By *"contextualized"* they mean that the speakers speak according to the context and the situation they are in.

Looking at all the definitions above- mentioned, we can come to the conclusion that speaking skill is not an easy skill to master; it needs a lot of time and energy. It does not involve only knowing about grammar, vocabulary and syntax, but it is an *interactive*, *social* and *contextualized* process.

2.1.2 Traditional approaches to speaking

Speaking skill was taught from different perspective. EFL teachers are trying their best to find the right approach to teaching it. Now, we review the traditional approaches to teaching the speaking skill.

2.1.2.1 The environmentalist approach

The speaking skill within the environmentalist approach is based on stimulus-response-reinforcement pattern. This pattern works as follows: students are exposed to a certain input, which is considered as stimulus, and their response will be the imitation and repetition of that input. If they did well, they will receive reinforcement by the other users. Therefore, speaking according to this approach is just the repetition, imitation and memorization of the input that the speakers were exposed to.

"Although it can be assumed that this approach to learning and teaching speaking stressed the development of oral skill, speaking was merely considered as an effective medium for providing language input and facilitating memorization rather than as discourse skill in its own right"(Bygate,2001 as cited in Martinez et al., 2005, p.141). In this approach, the role of mind is neglected (Martinez-For et al., 2005).

2.1.2.2 The Innatist approach

Based on the weaknesses of the environmentalist approach, Chomsky (1957, 1965) came with a new theory in which he stated that the children are born with an innate capacity that enable them to acquire language. (as cited in Martinez-For et al., 2005). Hughes (2002) states that "Within such an approach, it was claimed that regardless of the environment where speakers were to produce language, they had the internal faculty, or competence in Chomsky's(1965) terms, to create and understand an infinite amount of discourse" (cited in Martinez-Flor et al., 2005,p.141).Therefore, according to this approach the speaker becomes active and change his role from just imitating and memorizing to generating and creating structures. However, learning and teaching speaking within this approach does not take into account the function of the language or the importance of the social context in which language is produced which will be discussed in the next point.

2.1.2.3 The interactionist approach

Martinez-Flor et al. (2005) explain the ideas of the interactionist; they said "The interactionist ideas emphasized the role of the linguistic environment in interaction with the innate capacity for language development" (p.142). Speaking skill involves then the interaction between the environment and the innate capacity. It is important for the speakers to bear in mind the context in which language is used; and the function that they want to achieve. Martínez-Flor et al. (ibid) added that "Speaking was seen as contextualized process in which both the context of culture and the context of situation (Malinouski(1935) influenced the nature of language to be used"(p.143). Speaking was seen as an interactive process, as Martinez-Flor et al. (2005) states "Speaking was viewed as an interactive, social and contextualized communication event" (pp.145-146).

2.1.3 Speaking Difficulties

EFL learners when trying to speak, face difficulties. This is due mainly to the difficulty of the speaking skill. In what follows we try to mention the main difficulties that EFL learners encounter when speaking.

2.1.3.1. Lack of vocabulary and grammar

The lack of vocabulary and grammar is one of the factors that prevent learners from speaking. It is for no doubt that vocabulary and grammar are very important because they are parts of learners' linguistic competence. Learners need a list of vocabulary that enables them to communicate. They also need to use grammar correctly, since accuracy is also an important aspect in speaking. Littlewood (1981) stresses that, and he said "The learner must attain as high a degree as possible of linguistic competence. That is to say, he must develop skill in manipulating the linguistic system, to the point where he can use it spontaneously and flexibly in order to express his intended message." (p.6)

2.1.3.2.Restricted opportunities to practice

The lack of practice is also one of the major problems that EFL learners face. Learners need to practice the speaking skill in order to master it; because they won't be able to communicate well if they just rely on memorizing vocabulary or mastering grammar. Opportunities to speak in classroom are not sufficient since the course time is limited. Therefore, Learners need to practice as much as they can and whenever they have the opportunity in order to develop their speaking skill.

2.1.3.3.Lack of listening to authentic materials

One of the important factors that enhances the speaking skill is listening to authentic materials. The poor listening practice leads to problems in speaking because students need to listen to foreign language before speaking. They need to recognize the correct pronunciation and the right intonation when listening. As Lazarton (2001) stated that "Perhaps the most difficult aspect of spoken English is that it is almost always accomplished via interaction with at least one another speaker. This means that varieties of demands are in place at once: monitoring and understanding the other speaker(s), thinking, about one's own contribution, producing that contribution, monitoring its effect, and so on." (p.103)

2.1.4 The Importance of Speaking

The speaking skill is very important in English language learning. EFL learners feel that it is necessary to master it and they consider their success in acquiring the language is in being able to speak it. Sarosdy and Bencze (2006) argue that "Of all the four simplex skills (listening, reading, speaking, writing), speaking seems to be the most important as people who know a language are referred to as "speakers" of that language, as if speaking include all other kinds of knowing a language."(p.57). Lazarton (2001) argues with Sarosdy and

Bencze's view and she said "The ability to speak is synonymous with knowing that language since speech is the most basic means of human communication" (p.103)

With the speaking skill, learners can express their ideas, thoughts, attitudes, beliefs and so on. It is a skill by which students are judged. In addition, speaking skill contributes in developing other skills. Furthermore, the speaking skill helps the students in their academic and professional career, in that students who are good speakers of English, have a big chance to get jobs. That is why EFL learners consider the speaking skill as the most important skill to be mastered. In this regard Goh and Burns (2012) say that "The mastery of speaking skill in English is a priority for many second language learners. Learners often evaluate their success in language, as well as the effectiveness of their English course, on the basis of how well they feel they have improved in their spoken language proficiency" (p.ix)

2.2 Discourse analysis

2.2.1 Definition of discourse analysis

Discourse analysis as an approach has been recently used by language teachers in different disciplines and domain including linguistics, semiotics, psychology, anthropology and sociology for the purpose of enhancing teaching and learning. Several experts define discourse analysis. In what follows, we review some of the definitions of discourse analysis.

Celce-Murcia and Olshtain (2000) states that discourse analysis is "…..the study of language in use that extends beyond sentence boundaries.(p.4). To put it in another way, discourse analysis is the analysis of language beyond the level of sentence that takes into account the context in which language is used. Not far from the definition of Celce-Murcia and Olshtain(ibid), Platridge(2006) reports that:

> Discourse analysis focuses on knowledge about language beyond the word, clause, phrase and sentence that is needed for successful communication. It looks at patterns of language across text and considers the relationship between language and the social and cultural context in which it is used. Discourse analysis considers the ways that the use of language presents different views of the world and different understandings. It examines how the use of language is influenced by relationship between participants as well as the effects the use of language has upon social identities

and relations. It also considers how views of the world and identities, are constructed through the use of discourse. Discourse analysis examines both spoken and written discourse texts. (p.2)

In analyzing this good explanation of what discourse analysis is, we come to the following points that discourse analysis focuses on language beyond the level of the sentence; it takes into consideration the social and cultural context in which language is used; it examines the relationship between participants through their use of discourse and it cares about the construction of identities through the use of discourse. Finally it is used not only to examine the spoken discourse but also written texts.

Trappes-Lomax (2004) defines discourse analysis as "the study of language viewed communicatively and/or of communication viewed linguistically"(p.134). In other words, discourse analysis is the study of language as means of communication. To strengthen his definition, Trappes-Lomax (ibid) added "concepts of "language in use", "language above or beyond the sentence", "language as meaning in interaction", and language in situation and cultural context"(p.134). All these points are studied within discourse analysis. Trappes-Lomax's (2004) definition of discourse analysis is similar to Platridge's (2006).Therefore, discourse analysis for them is the study of language beyond the level of sentence in which context is in central focus.

Demo's (2001) definition of discourse analysis does not differ from the above definitions. He stresses that discourse analysis studies language in terms of its form and function. That is to say, discourse analysis does not just look at the formal aspect of language but it goes beyond that. It considers the context in which language is used in order to give good interpretation and understanding of that language. Cook (1989) hold the same view, he states that discourse analysis studies how language would be meaningful and unified if it is used in its appropriate context. Similarly, McCarthy (1991) reports that "discourse analysis is concerned with the study of the relationship between language and context in which it is used" (p.5). To sum up, Brown and Yule (1983) state that, in analyzing any piece of discourse the discourse analyst should not limit his analysis just to the formal aspect of language but he should also consider the purpose and the function for which language is used.

From the above definitions, we can conclude that discourse analysis is the study of language in use. It is the analysis of language that takes into account the context in which language is used. It also considers the relationship between the participants: their age, sex,

level…etc. Nunan (1993) summarizes all what has been said above; he reports that "discourse brings together language, the individuals producing the language, and the context within which the language is used" (p.6)

2.2.2 Elements of discourse analysis

2.2.2.1 Cohesion

The term cohesion refers to the ties that link the text together in order to give cohesive piece of information. It has crucial role in making any piece of discourse united. Before, cohesion has been neglected because the focus was on the sentence in isolation Cook (1989). After the publication of *Cohesion in English* by Halliday and Hassan (1976) things have been changed. Halliday and Hassan (1976) postulate that "the concept of cohesion is a semantic one. It refers to relation of meaning that exist within the text, and that define it as text" (p.4)

Beaugrande and Dressler (1981) states that "cohesion concerns the ways in which the components of the surface text i.e. the actual words we hear or see are mutually connected within a sequence." (p.11). Halliday and Hassan (1976) and Beaugrande and Dressler (1981) hold the same view concerning cohesion. They agree that cohesion is those devices that connect sentences together to create meaningful text. Similarly Nunan (1993) states that "There are words and phrases which enable the writer or the speaker to establish relations across sentences or utterance boundaries, and which help to tie the sentence in text together." (p.21), He as well agrees that cohesive devices are words, phrases that link sentences all together in order to make the text cohesive and understandable.

Other researchers like Celce-Murcia and Olshtain (2000) and Widdowson (2007) also hold the same view like the others that we mention above. Celce-Murcia and Olshtain (2000) define cohesion as "The use of various cohesive ties to explicitly link together all the propositions in a text" (p.7). In another words, cohesion is that surface links that tie all the *propositions* in order to create a cohesive text. They state that cohesion is surface devices that make the text united. These devices are units of language such as conjunctions, adverbs….etc, their function is to create long piece of information that is cohesive and comprehensible. Widdowson (2007) declares that the cohesive devices help in relating structure together in order to make the text meaningful. All these definitions seem to agree that cohesion is concerned with the structure of the text; it links all the sentences together to create a cohesive and comprehensible text.

2.2.2.2. Coherence

For a discourse to be effective, it requires another element besides cohesion, which is coherence. Celce-Murcia and olshtain (2000) state that coherence is the unity of sentences and utterance all together in a way that helps the reader or listener to extract meaning from a piece of discourse. Celce-Murcia and Olshtain (ibid) add that "the notion of coherence thus incorporates ways and means by which ideas and propositions in a text are presented conceptually" (p.126). So coherence refers to the ways the writer or the speaker presents his discourse in a way that enables the reader or the listener to interpret it.

According to Widdowoson (1978) "coherence is perceived through the interpretation of the particular illocutionary act or acts and through the illocutionary development of the discourse or written text"(as cited in Celce-Murcia& Olshtain, 2000, p.126). For him, coherence is the interpretation of illocutionary meaning like a declaration, suggestion and the like by the listener or the reader. In other words, the listener or the reader relates his background knowledge to the text in hands and, s/ he tries to put the discourse or the written text in its appropriate context to arrive to a better understanding for that discourse.

Nunan (1993) holds the same view by stating that "interpreting discourse, and thus establishing coherence, is a matter of reader/listener using their linguistic knowledge to relate the discourse world to people, object, events, and states of affaires beyond the text itself"(p.64). For him, coherence is the process of relating the linguistic knowledge (sentences connectedness) to the context of use. The listener or the reader to achieve the coherence of certain piece of discourse should activate his background knowledge, as Celce-Murcia and Olshtain (2000) say that "coherence is not only text-based it is also reader-centered" (p.126). To sum up, for communication to be successful, the discourse should be cohesive and coherent at the same time.

2.2.2.3. Accuracy

Accuracy is an important element in the communication process. Students should pay attention to this feature when speaking. According Richards and Schmidt (2010) "Accuracy refers to the ability to produce grammatically correct sentences" (p.223)

So, accuracy is concerned with grammar, vocabulary and pronunciation. Learners should pay attention to their grammar while speaking; they should produce sentences with correct grammar that is to say producing sentences with subject verb agreement. Besides, they

should choose the appropriate vocabulary item and pronounce sounds correctly. By doing this, they will achieve accuracy.

2.2.2.4. Fluency

Another important element in communication is fluency. Fluency is a feature of spoken discourse that the students seek to achieve. According to Richards and Schmidt (2010) "Fluency is the features which give speech the quality of being natural and normal, including native-like use of pausing, rhythm, intonation, stress, rate of speaking and use of interjection and interruptions" (p.222). In other words, fluency is the ability to speak quickly and correctly. It is concerned with expressing ideas and thoughts in smooth way. Fluency means communicating without hesitation, without pauses. Richards and Schmidt (ibid) state that in second and foreign language teaching, fluency describes a level of proficiency in communication which includes:

a. The ability to produce written/ or spoken language with ease.
b. The ability to speak with a good but not necessarily perfect command of intonation, vocabulary, and grammar.
c. The ability to communicate ideas effectively.
d. The ability to produce continuous speech without causing comprehension difficulties or a breakdown of communication.(p.204)

Hedge (2000) defines fluency as "responding coherently within the turns of the conversation, linking words and phrases, using intelligible pronunciation and appropriate intonation, and doing all this without undue hesitation" (p.261). Hedge(ibid) states that for students to be fluent, they should be coherent in producing their discourse, to achieve this they should link sentences all together using cohesive devises, besides they should pronounce the words well with the correct intonation and without hesitation.From all the above definitions, we can conclude that fluency is the ability to speak in a good way, without hesitation or breakdown of communication.

2.2.2.4. Appropriateness

For communication to be successful, it should be appropriate . Students when speaking should be appropriate in delivering their discourse. Celce-Murcia and Olshtain (2000) state that:

> The participants involved in the interaction are willing and perhaps even eager to cooperate so as to ensure successful communication. It seems that most exchanges are characteristically, to some extent, cooperative efforts, and each participant tend to recognize some common purposes. On this promise, Grice (1975) developed "the cooperative principles of conversation. (p.22)

Grice (1975) developed these principles to achieve successful communication, moreprecisely to arrive to an appropriate discourse. The principles or the maxims as he named them are the maxim of quantity, quality, relation or relevance and manner. The maxim of quantity refers to saying just what is required to be said that is to say be brief and direct to the point.The maxim of quality refers to saying what do you believe to be true; do not say things that you are not sure of. The maxim of relation or relevance refers to saying just what is relevant and appropriate. The last maxim is the maxim of manner; it refers to avoiding ambiguity and obscurity. (as cited in Celce-Murcia & Olshtain, 2000)

Celce-Murcia and Olshtain (ibid) explain the maxim of manner as "The maxim of manner refers to the delivery of the message. The speaker is expected to produce a coherent, well-presented utterance that does not make it difficult for the hearer to carry out the interpretation process" (p.172).If the speaker takes into consideration these four maxims; he/she will achieve the feature of appropriateness. In reviewing what has been said so far, we conclude that for the speakers to communicate successfully they have to be cohesive and coherent in delivering their discourse. Besides they should be accurate, fluent and appropriate.

2.2.3 Discourse analysis and speaking skill

We review earlier the traditional approaches to teaching speaking. We noticed that before speaking was considered just as the memorization and the repetition of vocabulary items and their use in different situations.

Martínez-For et al.(2001) state that speaking before was "considered as the result of repeating and memorizing words in isolation or just combining a series of formal linguistic rules in the abstract" (p.151). Thus, the learner is passive in his learning. He just receiving input and providing output that is not different from the input that he received. This method to teaching speaking skill is not sufficient. Learners need to be active, to practice and to develop their communicative competence. For this regard, we suggest that discourse analysis approach can be appropriate to the teaching of speaking.

Celce-Murcia and Olshtain (2000) postulate that "The teaching of speaking from a discourse perspective implies taking a pedagogical shift from focusing on linguistic performance to focusing on a more pragmatic perspective" (p.178). To put it in another words, discourse analysis as an approach to the teaching of speaking does not take into consideration just the formal aspect of language but it also considers and focuses on the function and purposes that language fulfill in its context of use.

Hai (2004) stresses that "ELT students' knowledge of phonology, vocabulary, and grammatical patterns is not sufficient for them to communicate effectively in the target language. Lack of knowledge of discourse and social-cultural patterns may lead them to communicate difficulties and misunderstandings." (p.38). Hai (ibid) adds that learning about the system of language (grammar, vocabulary…..) is important. However, it is not sufficient; we need to know how to recognize the exact meaning of the sentences in the context in which they are used.

Burns (1998) also discusses the teaching of speaking from a discourse perspective. He describes it as "taking pedagogical shift from regarding the constituent forms of language as primary to thinking about languages from the perspective of larger textual units". (as cited in Hai, 2004, p.37). Goh and Burns (2012) propose a holistic approach to the teaching of speaking skill. By holistic approach they refer to a discourse analysis approach. They state that:

> The approach [discourse analysis] addresses language
> learner' cognitive, affective (or emotional), and social
> needs, as they work towards acquiring good speaking
> competence. The approach is grounded in a socio-
> cognitive perspective on language learning, which it

takes the view that learning is not just a cognitive, but

also a social process. (p.4)

Bruer (1998) declares that the holistic approach or a discourse analysis approach emphasizes four key features of learning:

a.   Learning is an active, strategic, and constructive process.

b.   It follows developmental trajectories.

c.   It is guided by learners' introspective awareness and control of their mental processes.

d.   It is facilitated by social, collaborative setting that value self-directed student dialogue.   (Cited in Goh & Burns, 2012, p.4)

For Bruer (1998), a holistic approach or discourse analysis approach to teach speaking makes the learners active; it helps them to develop their communicative competence. He stresses that speaking within this approach is an active and social process in which students would find a good ways to develop their speaking skill.

Hai (2004) argues that language teachers should take into account the discourse analysis approach to teaching the speaking skill, since it enables the learners to understand that speaking is "an active process of negotiating meaning not merely using grammatical correct sentences but also producing functionally appropriate and effective utterances in different contexts" (p.39). From Hai's definition of speaking within discourse analysis approach, we recognize that in this approach students are active, and the most important thing is to communicate appropriately and to be able to transmit messages in different context.

Burns and Jonce (1997), Celce-Murcia and Olshtain (2000) also discuss the teaching of speaking skill from discourse analysis perspective; Hai (2004) explains their views on this point by stating that "These writers argue that teaching speaking from a discourse perspective requires teachers to include the study of discourse in their classroom, that is to say to make students themselves become discourse analysts" (p.39). How to make students discourse analysts? And what are the strategies that the teachers teach to their students to develop their speaking skill within this approach? These elements will be discussed next.

2.3.1 Strategies to teaching speaking

There are different strategies that teachers can adapt to teach speaking, Celce-Murcia and Olshtain (2000) state that:

> The most important feature of a classroom activity is to provide an authentic opportunity for the students to get individual meaning across and utilize every area of knowledge they have in the second or foreign language. They should have the opportunity and be encouraged to become flexible users of their knowledge, always keeping the communicative goal in their mind. (pp.175-176)

Celce-Murcia and Olshtain (ibid) focus on giving the learners the opportunity to communicate in the classroom, and encourage them to use their knowledge about the language, whenever they have the chance to do that. Negotiation of meaning, making oneself understood and the activities of group discussion are among the strategies that help the students to develop their speaking skill.

2.3.1.1 Negotiation of meaning

The negotiation of meaning is a strategy that students can use when a problem appeared in the communication process. So, when do students use this strategy? According to Widdowson (2007), problems in communication might appear if "the sender uses items of language outside the receiver's competence, or refers to an ideational framework that the receiver does not know about, or follows interpersonal conventions that the receiver is unfamiliar with"(p.54). Widdowson argues that this problem can be solved by using the negotiation of meaning. So what does negotiation of meaning means and what does it involve?

The negotiation of meaning is a strategy that helps learners to make themselves understood. Nunan (1993) explains that by stating "When learners are put into a position where they have to negotiate meaning in order to make themselves comprehensible to their interlocutors, they will be pushed to the limits of their competence, and this will "fuel" the acquisition process" (p.93). In Other words, the negotiation of meaning serves the two parts of the conversation (the sender and the receiver) and it makes conversation go smoothly.

According to Widdowson (2007) the negotiation of meaning involves asking for clarification that is to say if the receiver does not understand a certain message, he/she should ask for clarification, for example he/she says what do you mean by this? Or can you just repeat it? Or he/she can ask for addition information. The sender in the other hand, if he/she recognizes the problem, he/she will add more information to the message, or reformulates it in different words.

To sum up, the strategy of negotiation meaning is a useful one to develop learners' speaking skill. It involves as Hedge (2000) states "knowing the language needed for checking whether or not a listener has understood and, as a listener, knowing the language needed for requesting clarification or repetition, or indicating comprehension"(p.266). She adds that teachers should teach their students the language that they need while using this strategy such as how to make request, and how to ask for clarification.

2.3.1.2 Making oneself understood

Making oneself understood is another strategy that helps the student to develop their speaking skill and to make them keep communicating. Hedge (2000) states that when students failed to express themselves, or they did not succeed to transmit their message, they need communication strategies to make themselves understood.

Hedge (2000) explains the communication strategies distinguished by Fraerch and Kasper (1983). She said that: Fraerch and Kasper (1983) distinguish between two communication strategies which are **avoidance behavior** and **achievement behavior**. Avoidance behavior refers to changing the topic or not being a part of the conversation. Whereas achievement behavior refers to ways that the speakers used to make him/her self understood. He /she can switch to the mother tongue, reconstruct his/her message, or he/she can ask the interlocutors for help. For example he/she may say: it is……, he/she wants to say watch, so he/she will ask the interlocutors what do we call it and he/she point to his watch. Also, he/ she can use gestures as way to make him/ herself understood. (cited in Hedge,2000).

2.3.1.3 Group discussion

Group discussion is one of the strategies that help in developing learners' speaking skill. According to Hedge (2000) teachers should provide their students with opportunities to take part in group discussion. She added that learners may participate even with words, terms, expressions, not necessarily with a long conversation. The purpose behind such an activity is to encourage students to participate and thus preparing them to autonomous speaking activities.

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There are many strategies that help to develop the speaking skill. We just mentioned few of them. Since the approach suggested here to the teaching of speaking skill is discourse analysis approach, all the activities and strategies should be designed in a way that build an awareness of the overall discourse (Hai, 2004). The teacher should train his students on how to use these strategies bearing in mind the context and the functional aspect of language. Hai (2004) states that "students need to obtain knowledge of language as discourse in order to effectively communicate in the target language" (p.39). she adds that this can happen by using authentic materials. In addition to that teachers should explain and analyze the aspect of discourse analysis and design activities that deals with discourse structure.

Conclusion

For an effective and appropriate way to teaching speaking skill, teachers should adopt discourse analysis approach. As we review the traditional approaches to teaching speaking, we see that learners are passive; they just acquire certain list of vocabulary and use them repetitively. That is to say that teachers when teach the speaking skill; they focus on making their students acquire an amount of linguistic knowledge (grammar, vocabulary and pronunciation) to make them able to communicate. However, this way is not appropriate. For this regard, discourse analysis comes to serve the needs of the learners. Through discourse analysis, teachers make their students practice the linguistic knowledge in its context of use. That is to say making this knowledge into action; as Cook (1989) declares that discourse analysis emphasizes on "the skill needed to put knowledge into action and to achieved successful communication" (p.ix)

Chapter Three

Methodology and Application

Introduction

This chapter presents the methodology and the tool used to collect data. Besides, it introduces the participants of the study. The results obtained from the questionnaire are presented and analysed. This will help us to test the hypothesis we have formulated in the first chapter.

3.1 Methodology

The present study adopts a descriptive design. The rationale behind choosing such a design is the nature of the problem under investigation. In fact, as Singh (2006) puts out, descriptive research is concerned with the present and attempts to determine the status of the phenomenon under investigation.

3. 2 Participants

The participants in our study are first-year master students of Applied Linguistics and ESP at Ouargla University – during the academic year 2013-2014. A total number of 29 students out of 58 have participated in the study. The group consists of the two genders, females and males. The students have been chosen because they need the speaking skill in presenting their papers in seminars or in presenting research papers. Besides, they are first year master so that they are going to have their *viva* next year, so it is important to them to master the speaking skill in order to succeed in presenting their work.

3.3 Instrument

In order to collect data from the participants and achieve our goal, the main tool used is a questionnaire. The questionnaire was designed and then administered to the students. The questionnaire is made of two kinds of questions: a check list and multiple choice questions. It is composed of 20 questions. It is divided into three parts. The first part examines the extent to which speaking skill is important for university students. The second part investigates students' attitudes towards the methodology used by their teachers in order to teach the

speaking skill. The third part deals with the problems that students face when speaking and the strategies they use when communication breaks down.

The questionnaire was administered to 29 first-year master students in Applied Linguistics and ESP at the English Department, Ouargla University with the help of our supervisor. The questionnaire has been distributed to the participants during the second semester of the academic year 2013-2014. The students are asked to answering all the questions after they are given an explanation of how to do the task.

3.4 Data Analysis

The answers collected from students' questionnaire are presented in the form of tables, and they are then analysed according to the order of the questions.

Part One

This part has been devised in order to examine the extent to which speaking skill is important for university students. Answers of the students were as follows:

Table 3.1 The importance of speaking skill

		Disagree N	Neutral N	Agree N	Disagree %	Neutral %	Agree %
Q1	Speaking is an important skill for university students	00	03	26	00%	10.34%	89.66%
Q2	I enjoy myself speaking in English	00	05	24	00%	17.24%	82.76%
Q3	I always take the initiative when there is opportunity to speak in English	07	11	11	24.15%	37.93%	37.93%
Q4	I feel happy when I'm asked to present my work in English	00	03	26	00%	10.34%	89.66%

(Continued)

Q5	I enjoy speaking English with my classmates in the classroom and outside the classroom	04	07	18	13.79%	24.14%	62.07%
Q6	I pay a lot of attention on my speaking skill since people's first impression on me is how well I speak	01	08	20	3.45%	27.59%	68.97%

N= number   **Q**=question

For question one, it is noticed that 89.66% of the participants answered by "Agree", while 10.34% were "Neutral" and 0% answered by "disagree". Since the large proportion answered "agree", one can conclude that speaking skill is important for university students.

Question two indicates that 82.76% of the respondents answered by "Agree", whereas 17.24% were "Neutral". This means that they really enjoy themselves speaking in English.

Question three reports that 24.14 % of the respondents answered by "Disagree", whereas 37.93% were "Neutral" and the same proportion 37.93% answered by "Agree". Since the percentages of the three choices are near to each other, one can conclude that some do not always take the initiative when there is an opportunity to speak in English, whereas others do.

The results obtained from question four show that 62.07% of the respondents answered by "Agree", while 24.14% were "Neutral"and13.79 % answered by "Disagree". We can conclude that the students feel happy when they are asked to present their work in English.

For question five, it is noticed that 51.72% of the participants answered by "Agree", whereas 31.03% were "Neutral" and 17.24% answered by "disagree". From the results obtained, it can be concluded that half of the students enjoy speaking English with their classmates in the classroom and outside the classroom, and the others have a different views. Some enjoy speaking English with their classmates, whereas others do not.

Question six indicates that 68.97% of the respondents chose "Agree", whereas 27.59% were "Neutral" and 3.45% chose "disagree". Since the large proportion answered by "Agree", we can conclude that students pay a lot of attention to their speaking skill; since they know they are going to be judged on how well they speak.

From all the results obtained from all the questions in Part one (from question one to question six), we notice that the choice of "agree" has the largest proportion in all the questions(Q1.89.66% ,Q2. 82.76% ,Q3.37.93 % , Q4. 62.07% , Q5 51.72%,Q6. 68.97%) except question three. So, we can conclude that speaking skill is really important for university students.

Part Two

This part aims to elicit student's attitudes towards the methodology used by their teachers to teach the speaking skill.

Question 1. Does your teacher give you the opportunity to speak in the classroom?

Table3.2 Students opportunity to speak in the classroom

	N	%
Yes	24	82.76%
No	05	17.24%

Table 3.2 indicates that the majority of students (82.76%) say that their teachers gave them opportunities to speak in the classroom, while (17.24%) say the opposite.

Question 2. On which aspect does your teacher focus more?

Table 3.3 Aspects focused by teacher

	N	%
Accuracy	09	31.03%
Fluency	02	6.90%
Both	18	62.07%

According to the result shown in Table3.5, the majority of students (62.07%) reported that their teacher focuses on both aspects, accuracy and fluency, while only (6.90%) of students answered by "fluency" and 31.03 % of the respondents chose "accuracy". One can conclude that the teacher is aware of the importance of both aspects accuracy and fluency in teaching speaking skill.

Question 3. Does your teacher put you in the context before asking you to speak?

By asking this question, we intended to know the extent to which teachers take into consideration the context of use when teaching the speaking skill. The results are presented in the following table:

Table 3.4 teachers' attitude towards taking context into account

	N	%
Yes	24	82.76%
No	05	17.24%

The majority of the participants (82.76%) opted for "Yes", while (17.24%) of the participants answered by "No". On the basis of these results, one can conclude that teachers take into consideration the context of use when teaching the speaking skill.

Question.4 Does your teacher teach you strategies of how to speak?

Table 3.5 Teachers' attitude to teaching strategies to speaking

	N	%
Yes	10	34.48%
No	19	65.52%

Table 3.5 shows that (65.52%) of the respondents stated that their teachers do not teach them speaking strategies, whereas (34.48%) stated the opposite.

Question 5. Does your teacher train you on how to make your speech cohesive and coherent?

Table3.6 Students degree of cohesion and coherence

	N	%
Yes	14	48.28%
No	15	51.72%

More than half of the respondents (51.72%) confirmed that their teachers do not train them on how to make their speech cohesive and coherent. The rest of the participants (48.28%) confirmed the opposite.

From all the results obtained from this part, we noticed that teachers are aware of the principles of discourse analysis, such as putting their students in the context before they ask them to speak as shown in Table3.4 and they use some of them in their teaching methodology. However, there is still another aspect that is neglected by teachers. For instance, students are not taught the strategies of how to speak. Besides, they are not trained on how to produce cohesive and coherent discourse.

Part Three

The purpose of this part is to identify the problems that students face when speaking and the strategies they use when communication breaks down.

Table 3.7 Problems faced by students when speaking

		Never	Sometimes	Always	Never	Sometimes	Always
		N	N	N	%	%	%
Q1	Do you have any problem when you are asked to speak in English?	03	21	05	10.34%	72.41%	17.24%
Q2	Do you have difficulties in finding words while speaking?	00	20	09	00%	68.97%	31.03%

(continued)

Q	Question						
Q3	Do you have any problem of using grammar correctly when speaking?	02	22	05	6.90%	75.86%	17.24%
Q4	Do you have problem in making your speech cohesive and coherent?	05	22	02	17.24%	75.86%	3.90%
Q5	Do you have difficulties to speak about a new topic?	01	14	14	3.45%	48.28%	48.28%

N = Number **Q**= question

The results abstained from the first question indicate that the majority of students (72.41%) opted for "sometimes", while (17.24%) answered by "always" and only (10.34%) chose "never". One can conclude that students sometimes face difficulties when they are asked to speak in English.

Question two shows that (68.97%) of the participants, sometimes have difficulties in finding words while speaking, whereas (31.03%) of the respondents always encounter some difficulties.

In answering question three, the majority of respondents (75.86%) declared that they sometimes have problem in using correct grammar when speaking, whereas (17.24%) of the respondents reported that they always have this problem, and only (6.90 %) reported that they never have such problem.

The results of question four report that the majority of students (75.86%) declared that they sometimes have problem in making their speech cohesive and coherent, whereas (17.24%) of the participants confirmed that they never have this problem, and only (6.90%) of the respondents stated that they always have this problem.

Question five indicates that (48.28%) of participants asserted that they sometimes have difficulties to speak about a new topic. Other participants with the same percentage (48.28%)

declared that they always have this problem, whereas only (3.45%) of the respondents stated that they never have this problem.

The main purpose of the following questions is to know the strategies that students use when communication breaks down.

Question 6. When communication breaks down, do you end the conversation?

Table 3.8 students' response when communication breaks down

	N	%
Yes	07	24.14%
No	22	75.86%

The results show that the majority of the students (78.86%) do not end the conversation when communication breaks down, while (24.14%) of the participants opted for the opposite, i.e. they end it.

Question 7. If no, what do you do to keep communicating?

Table3.9 students' attitude to the flow of communication

	N	%
Using gestures?	08	32%
Changing the topic?	16	64%
Using the mother tongue?	01	4%

In question, the answers of four participants are not taken into consideration. The reason is that they chose more than one answer. Therefore, the total number of the participants is 25 instead of 29.

Table3.9 indicates that the majority of respondents (64 %) chose to use the mother tongue to make communication goes on, whereas (32%) reported that they use gestures, and only one participant asserted that he/she changes the topic.

Question 8. When you are speaking and you feel that the interlocutors (hearers) do not understand you, what would you do?

Table3.10 Students' attitude to misunderstanding

	N	%
You repeat what you have said in another way?	27	93.10%
You negotiate meaning with them?	02	6.9%
You change the topic?	01	00%

Table3.10 above shows that the majority of the students (93.10%) prefer to repeat what they have said in another way when the interlocutors do not understand them, while (6.90%) of them prefer to negotiate meaning with the interlocutors.

Question 9. Do you think that by learning these different communication strategies communication breakdown will be avoided?

Table 3.11 The importance of communication strategies

	N	%
Yes	28	96.55%
No	01	3.45%

Table3.11 indicates that the majority of the respondents (96.55%) think that learning the communication strategies is useful for them to avoid any communication breakdown, whereas only one participant sees that they are not useful.

In this part, It was noticed that some of the problems that students encounter when speaking are to find words when speaking, the lack of using the correct grammar, also to produce cohesive and coherent speech. In addition, it was found that when communication breaks down, students use communication strategies. For instance, they all tend to use to the mother tongue or repeat what they have said in another way

To conclude, after analysing the findings of the questionnaire, we find that the students face difficulties in making their speech coherent and cohesive as shown in Table3.7. This may be due to the fact that students are not trained on how to be coherent and cohesive as shown in Table3.6. This is may be due to the methodology used by teachers that lack this aspect. Besides, students when communication breaks down, they all tend to use the mother

tongue or repeat what they have said in an another way as shown in Table3.8.They do not use the strategy of negotiation of meaning, although it is considered one of the useful strategies to keep communicating. On the basis of these results, we come to the conclusion that our suggestion that discourse analysis is better way to teach speaking skill is right; because discourse analysis is a holistic approach in which teachers find a more convenient methodology to teach their students the speaking skill. Besides, it makes the learners active. In addition, it provides teachers with ways in how to train their learners to be cohesive, coherent, accurate and fluent since all these elements are the element of discourse analysis. Moreover, it provides students with strategies to keep communicating such as the negotiation of meaning and making oneself understood. All in all, this approach is likely to reduce students' speaking difficulties and provides them with good ways to develop their speaking skill.

Conclusion

In this chapter, we have presented the methodology we adopted and the tool we used to collect data from the participants in our study. We have adopted a descriptive design in which we administered a questionnaire to 29 students. The results obtained from the questions in part three show that students have problem in making their speech cohesive and coherent. This may be due to the fact that, as found in Part Two, students are not trained on how to make their speech cohesive and coherent. Besides, they are not taught the strategies on how to speak. From the analysis of results obtained from each question, we noticed that our hypothesis has been confirmed. In other words, our suggestion that discourse analysis as an approach to teaching speak is appropriate.

Chapter Four

Conclusion and Recommendations

4.1. Summary of the major findings

Since the speaking skill is very important to EFL learners, teachers should do their best to teach it in the appropriate way. In this study, we aimed at suggesting that discourse analysis as an approach is appropriate to the teaching of speaking skill. To this end, we start reviewing literature. The chapter of literature review is divided into two sub-sections. In the first sub-section, we attempted to define speaking skill and then to review traditional approaches to teaching it, since we suggest an alternative approach *viz* discourse analysis, reviewing how speaking skill was taught is important. We also identify learners' speaking difficulties and the importance of the speaking skill. The second sub-section was devoted to discourse analysis. We started by defining discourse analysis and then talked about its main elements (cohesion, coherence, accuracy, fluency and appropriateness). After that, we moved to the main point in the study which is discourse analysis and speaking. We tried to set views about the teaching of speaking skill through a discourse perspective, and stating some of the main strategies used to develop this skill.

As it was mentioned above, the main aim of this study was to see whether discourse analysis is appropriate to teaching speaking. The results obtained from the questionnaire indicated that learners face difficulties in making their speech cohesive and coherent. This may be due to the fact that students are not trained to make their speech cohesive and coherent. Besides, they are not taught the strategies of how to speak. In addition, students when communication breaks down, they all tend to use the mother tongue or repeat what they have said in another way. They do not use the strategy of negotiation of meaning, although it is considered one of the useful strategies to keep communicating. Therefore, thinking about finding a way to solve these problems is crucial. This is what discourse analysis can provide. So, our suggestion that discourse analysis is appropriate to the teaching of speaking is true, because all these problems such as the inability to make the speech cohesive and coherent, the lack of using communication strategies can be solved by discourse analysis since the element (cohesion, coherence, negotiation of meaning making oneself understood) are the cornerstone of discourse analysis.

4.2. Recommendations for further studies

On the basis of the findings of the study we suggest the following:

First, since the speaking skill is important to university students, the module of oral expression should be integrated in the curriculum for all the years of studying. Besides, teachers should always provide opportunities for students to practice the speaking skill. For instance, they may ask them to present research papers, or they organize study days in which students have the chance to participate.

Second, since this study revealed that discourse analysis as an approach is appropriate to the teaching of speaking skill; teachers should raise students' awareness of the context of use and should include in the syllabus discourse structure, since the approach adopted is discourse analysis.

Third, teachers should encourage students to work in pairs. This is vital in making the classroom interactive. Therefore, students will implicitly negotiate meaning. Besides they could be given tasks where they simulate the real world. In such way, they will be introduced to the context of use.

Fourth, teachers should diversify the activities in the classroom starting by a warm up activity. This activity is considered as an ice break where students will feel at ease and take the initiative to speak. Then teachers engage their students in debates where they give their opinions, express themselves, and give arguments about the choice they made. Then, they give the floor to their peers to do the same.

Finally, teachers should teach their student strategies of how to speak and how to behave when communication breaks down. Examples of these strategies are the negotiation of meaning, making oneself understood and group discussion. Here, teachers should train their students how to use these strategies and when to use them.

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Appendix

Students' Questionnaire

Dear students

The main thrust of this questionnaire is to know to what extent the speaking skill is important for university students .It investigates students' attitudes towards the methodology used by their teachers to teach speaking skill, and it examines some of the problems they face when the practice speaking and the main the strategies they use when communication breaks down. Please read the instructions and write your answers. We would like to remind you that your answers are not to be used for personal purposes. It will just be used for research purposes. We thank you in advanced for your participation.

Part One

This section is about how much the speaking skill is important to you as a university student. You are just asked to put a cross(X) in the box you choose.

Disagree	Neutral	Agree
1	2	3

	1	2	3
1 Speaking is an important skill for university students			
2 I enjoy myself speaking in English			
3 I always take the initiative when there is an opportunity to speak in English			
4 I feel happy when I'm asked to present my work in English			
5 I enjoy to speak English with my classmates in the classroom and outside the classroom			
6 I pay a lot of attention to my speaking skill since people's first impression on me is how well I speak			

Part Two

This section is about the students' attitudes towards the methodology used by their teachers to teach the speaking skill. Please put a cross (X) in the appropriate box.

1. Does your teacher give you the opportunity to speak in the classroom?

    Yes ☐   No ☐

2. On which aspect does your teacher focus more?

    Accuracy ☐   fluency ☐   both ☐

3. Does your teacher put you in the context before asking you to speak?

    Yes ☐   No ☐

4. Does your teacher teach you strategies of how to speak?

    Yes ☐   No ☐

5. Does your teacher train you how to make your speech cohesive and coherent

    Yes ☐   No ☐

Part Three

This section is about the problem that students face when speaking and the strategies they use when communication breaks down. Please put a cross(X) in the appropriate box.

Never	Sometimes	Always
1	2	3

	1	2	3
1 .Do you have any problem when you are asked to speak in English?			
2 .Do you have difficulties in finding words while speaking?			
3.Do you have any problem of using grammar correctly when speaking?			

4. Do you have any problem in making your speech cohesive and coherent?

5. Do you have difficulties to speak about a new topic?

6. When communication breaks down, do you end the conversation?

Yes [　　　]   No [　　　]

7. If no, what do you do to keep communicating?

Using gestures?	
Changing the topic?	
Use the mother tongue?	

8. When you are speaking and you feel that the interlocutors (hearers) do not understand you, what would you do?

You repeat what you have said in another way?	
You negotiate meaning with them?	
You change the topic?	

9. Do you think that learning these different communication strategies to avoid any communication breakdown is useful for you?

Yes [　　　]   No [　　　]

Thank you so much for your participation

Abstract

Speaking is a very important skill that EFL learners need to master. However, learners seem to lack this skill as they depend on memorizing vocabulary, mastering grammar, and neglecting the fact that speaking skill is an active contextualized process. This is due to the language teachers' methodology of teaching the speaking skill. Teachers often focus on teaching linguistic knowledge (grammar, vocabulary and pronunciation) to their students without making them practice this knowledge in its context of use. The present inquiry aims at suggesting that discourse analysis as an approach to teach speaking is appropriate. By adopting a descriptive method, the study uses a questionnaire as a tool to collect data. The questionnaire is then administered to a group of 29 students, and the results obtained were analysed. The results obtained from the questionnaire indicated that learners face difficulties in making their speech cohesive and coherent. This may be due to the fact that students are not trained to make their speech cohesive and coherent. Besides, they are not taught the strategies of how to speak. Therefore, thinking about finding a way to solve these problems is curial. This is what discourse analysis can provide. So, our suggestion that discourse analysis is appropriate to the teaching of speaking is true.

Key Words: discourse analysis approach, speaking skill

ملخص الدراسة

تعتبر مهارة التكلم في اللغة الانجليزية من أهم المهارات التي يحتاج طلاب اللغة الإنجليزية لإتقانها. غير أن هؤلاء الطلاب يفقدونها بسبب اعتمادهم على حفظ مجموعة من المفردات أو على إجادة قواعد النحو متجاهلين بذلك كون مهارة التكلم عملية حيوية تكتسب سياقيا. يرجع عجز الطلاب إلى المنهجية المعتمدة من طرف الأساتذة حيث أنهم يركزون على المعرفة اللغوية كالنحو، المفردات المعجمية والدلالية وملكة النطق في تدريسهم لمهارة التكلم دون أن يدربوا طلابهم على كيفية استعمال هذه المعرفة اللغوية في السياق المناسب لها. تبحث الدراسة الحالية فيما إن كان منهج تحليل الخطاب مناسبا لتدريس مهارة التكلم في اللغة الانجليزية.وفي هذه الدراسة اتبعنا المنهج الوصفي بحيث تم إعداد استبيان من اجل الحصول على المعلومات. تم توزيع الاستبيان على 29 طالب ومن ثم حللت النتائج المتحصل عليها.أظهرت النتائج أن الطلاب يواجهون صعوبات من بينها عدم القدرة على التكلم بطريقة منسجمة ومتناسقة إلى جانب أنهم لم يدرسوا كيفية التكلم ولهذا البحث عن حل لهذه المشاكل مهم. هذا ما يستطيع منهج تحليل الخطاب تقديمه.إذن اقتراحنا أن منهج تحليل الخطاب مناسب لتدريس مهارة التكلم صحيح.

الكلمات المفتاحية: منهج تحليل الخطاب، مهارة التكلم