Abstract

This research is concerned with the teaching of English for Specific Puropese . It aims at identifying the main problems connected with teaching English for Specific Purposes at Ouargla University. The long period spent in teaching graduate and post-graduate students in Ouargla University has led us to wonder whether ESP teacher in this university obeys any strategies and techniques to reach learners' needs and goals. A questionnaire was administered to ESP teachers who have taught at Ouargla University. It has helped identify the main causes and problems faced in teaching ESP as an actual means of communication among learners of different countries. Finally, from the results we are obtained, we suggested some solutions which may contribute in enhancing ESP teaching.

Key Words: Teaching ESP, ESP problem of ESP, communication, Techniques and strategies

موضوع هدا البحث يتمحور حول دراسة متطلبات و حاجيات طلبة اللغة الابجليزية لاهداف ·   . هده الدراسة تبين ان تحليل هده المتطلبات لا تاثر فقط على تدريس اللغة الابجليزية لاهداف خاصة و ممارسته بل ايضا تتطرق إلى كشف بعض النقائص و المشاكل التي يعاني منه المدرس و كدا طالب تلك الد . اعتمدنا في المرحلة التطبيقية على استعمال استبيان موجه إلى الاساتدة المدرسين للغة الابجليزية الاهداف خاصة بجامعة ورقل .   اتضح لمن خلال فرز النتائج و · ليلها انه من الممكن و فهم اسباب عدم التمكن اللغة الابجليزية بصفة فعالة و هادفة كوسيد للتواص ل بين مختلف طلبة اللغة الابجليزية بين مختلف البلدان وفي النهاية و على اساس نتائج هده الدراسة فإننا نقترح بعض الحلول التي وفي نضرنا قد تساهم في تحسين هج تدريس اللغة الابجليزية لاهداف   .

الكلمات المفتاحي تدريس اللغة الابجليزية لاهداف خاصة و اسباها و مشاكلها و حلولها و كدا بعض الاقتراحات.

Kasdi Merbah University Ouargla

Faculty of Letters and Languages
Department of Foreign Languages
English Section

Dissertation
ACADEMIC MASTER
Domain :Letters and Foreign Languages
Field : English Language ,Literature and Civilization
Specialty:Applied Linguistics and ESP

Submitted by: Miss Meriem MOGHARBI

The Role of ESP Tehersac in Enhancing Learners' Oral Communicative Competence

Case Study of ESP Teachers at Kasdi Merbah University of Ouargla

Publically defended

On: 25/06/2013
Before the jury:

Mr Mohamed KOUDDED	President	UKM Ouargla
Ms Fouzia BAHRI	Supervisor	UKM Ouargla
Mr Madjid DOUFENE	Examiner	UKM Ouargla

Academic Year: 2012 /2013

1

Table of Content

Part One: Theoretical Part

Chapter One

Definition of ESP and ESP Teacher

Chapter Two

Developing Oral communicative competence

Part Two: Field Work

Chapter Three

The Analysis of ESP teachers' questionnaire and classroom observation

The questionnaire

General Introduction

General Introduction

Aim of the Study

According to Hutchinson and Water (1987), English for Specific Purposes (ESP) is strange land. It emerged during the Second World War and has kept developing ever since. The determining role played by the USA during the period of its emergence not only influenced historical events but also exerted a strong pressure on international trade and business relationships. As a result, world science and technology transfer have also been conditioned by the mastery of English which is established now as the first international language.

These demands and requirements have resulted in the expansion of one aspect of English language teaching, namely the teaching of English for Specific Purposes (ESP). Within this approach, students learn English for specific purposes and the purpose of ESP is to prepare a specialist able to use a foreign language as the main communications means in communicating and cooperating with foreign partners in the professional field and real-life situations.

Therefore, ESP teacher helps students to develop their ability to communicate successfully with people speaking English and to acquire the rules of comprehending and producing sentences that native possess. That is to say, he helps them to master these rules in order to be communicatively competent in this language.

Statement of the Problem

The objectivity of ESP teacher is seen through the need to select activities that reflect the real functions in which students increase overall language proficiency and abilities to comprehend spoken English. To reach proficiency in speaking, learners need to acquire communicative competence relying on the effective use of speaking activities. So, the problem of this research is: What are the communicative activities the ESP teachers used to improve learners' oral communication?

Hypotheses

It is hypothesized that the communicative activities which ESP teachers used in classroom improve learners' oral communicative competence.

It is hypothesized that the teachers' roles toward the use of speaking activities in the classroom are the main factor in promoting learners' oral communicative competence.

Research Terms

Hutchinson and Waters (1992) said that: "*ESP teacher deals with needs analysis, syllabus design, materials writing or adaption and evaluation*" and they add *"ESP teacher´s role in one of many parts*" (p.16).

The primary function of oral communication is to train students who are not only technically knowledgeable in their perspective fields, but are also competent to participate in the social or interpersonal aspects of their studies. In this sense, Cooper (1968) states that:

> *To communicate effectively, a speaker must know*
> *not only how to produce any and all grammatical*
> *utterances of a language, but also how to use them*
> *appropriately. The speaker must know what to say,*
> *with whom, when and where.*

(p.17)

Research Methods

To conduct this research, we have relied on two methods: classroom observation and the questionnaires. The questionnaire which we have elaborated is addressed to the ESP teachers who have taught at Ouargla University. It is divided into two parts including twenty questions. As far as classroom observation is concerned.

Structure of the Dissertation

The dissertation contains three chapters. The first two chapters review the literature on ESP teachers and on oral communicative competence. The first chapter is devoted to a general definition of ESP and sums up the present situation of ESP in Algeria and the role of ESP teachers. The second chapter introduces, defines and explains oral communicative competence. The importance of taking into account the students' abilities to develop their oral skill in the process of ESP teaching/learning is investigated.

The third chapter is devoted to the fieldwork. It is concerned with the questionnaire administered to ESP teachers and its analyses, as well as deals with discussion of the classroom observations.

Theoretical Part
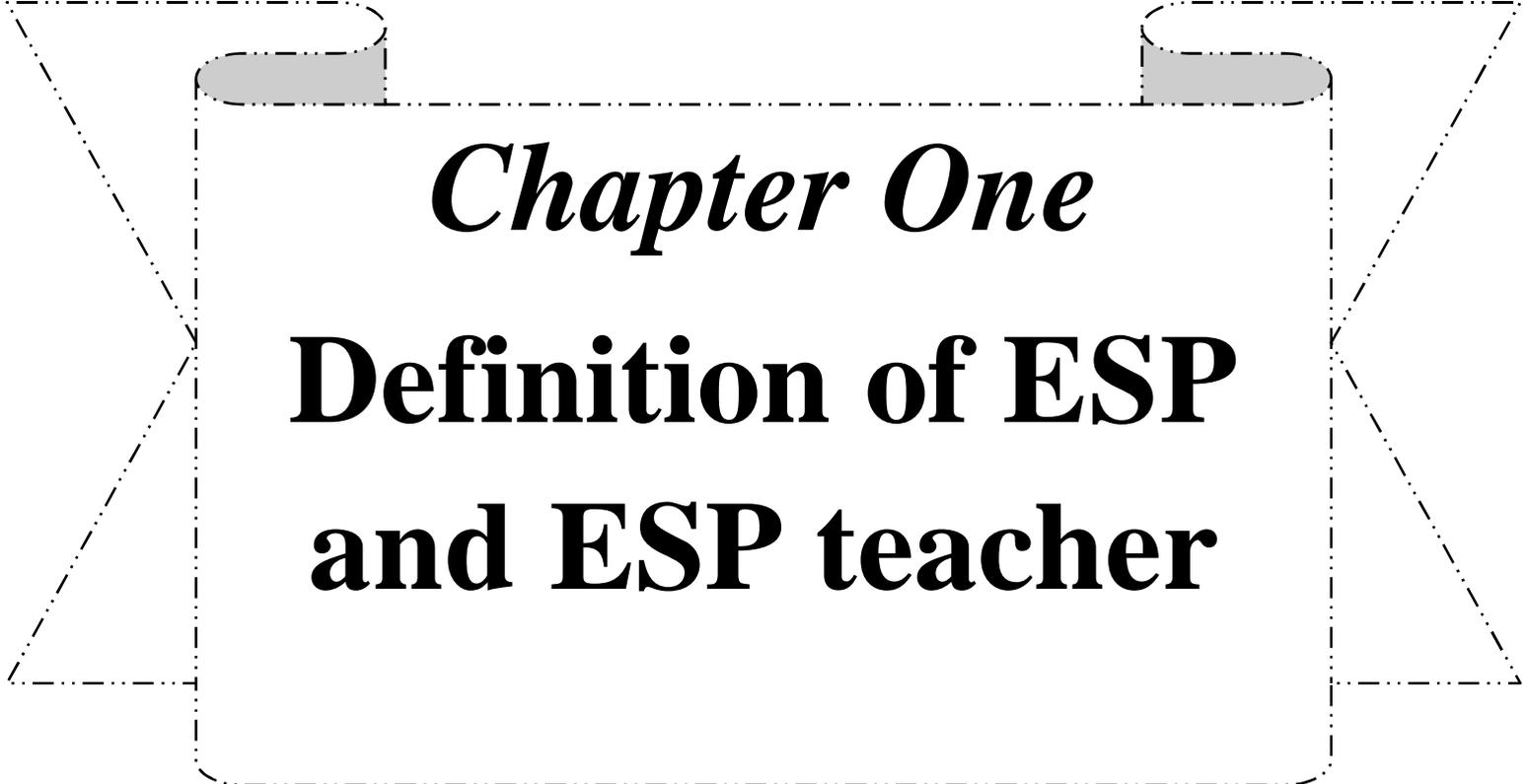
Chapter One

Definition of ESP and ESP teacher

Chapter One

Definition of ESP and ESP Teacher

Introduction

1. English for Specific Purpose (ESP)

  1.1. The history of ESP

  1.2. The definition of ESP

  1.3. Characteristic features of ESP

  1.4.The role of the ESP teacher

      1.4.1. Definition of ESP teacher

      1.4.2. ´ESP´ teacher versus ´General English´ teacher

1.5. The role of ESP teacher

      1.5.1. The ESP practitioner as a teacher

      1.5.2. The ESP practitioner as course designer and material provider

      1.5.3. The ESP practitioner as researcher

      1.5.4. The ESP practitioner as collaborator

      1.5.5. The ESP practitioner as evaluator

      1.5.6 .The ESP practitioner as facilator

  1.6. The training of ESP teacher

      1.6.1. Selection

      1.6.2. Continuing personal education

      1.6.3. General professional training as an educator and teacher

      1.6.4. Special training as a teacher of a foreign or second language

  1.7. The problematic issues faced in ESP courses

      1.7.1. Lack of tradition and guidelines

      1.7.2. Lack of specialist knowledge

      1.7.3. Lack of materials

Conclusion

1.English for Specific Purposes

Introduction

The teaching of English for Specific Purposes (ESP) has been seen as a separate activity within English language teaching (ELT). ESP is a branch of applied linguistics in which teachers attempt to put their fingers on the specific needs of learners or groups of learners in English in order to design materials related to their specific interests or specialties.

The emergence of English for Specific Purposes (ESP) teaching movement resulted from the English language needs of the learners for specific purposes in accordance with their professions or job description.

1.1. The History of ESP

The question that comes to mind as Robinson (1989) states is "*How old is ESP?*" (p.399). Strevens (1977 cited in Robinson 1989) suggests that:

> *ESP goes back to the sixteenth century,*
>
> *with the production of specialized vocabularies*
>
> *and phrase books for diplomats, businessmen,*
>
> *and other travelers*

(p. 399)

Hutchinson and Waters (1987) enumerate three factors as the origins of ESP which speeded up the development of ESP and resulted in courses which could meet ESP learners' needs and expectations. These are: the demands of a brave new world, a revolution in linguistics and a new focus on the learner.

Today, ESP is still a prominent part of EFL teaching (Anthony, 1997). Johns & Dudley-Evans (2001) state that "*the demand for English for specific purposes... continues to increase and expand throughout the world*" (p.115).

1.2. Definition of ESP

Hutchinson and Waters (1987) define ESP as an approach rather than a product – meaning that ESP does not involve a particular kind of language, teaching material or methodology. The basic question of ESP is: Why does this learner need to learn a foreign language? The purpose of learning English became the core.

Mackay (1978) indicated that the term ESP is generally used to refer to the teaching of English for a clear utilitarian purpose. El-Minyawi (1984) pinpointed that ESP courses are based solidly upon the need to express the facts and ideas of some special subjects after which the student should be able to read the specialized subjects confidently and speak about them fluently.

The following figure summarizes what is meant by English for Specific Purposes. Students approach the learning of English through a field that is already known and relevant to them. This means that they are to use what they learn in the ESP classroom right away in their work and studies. The ESP approach enhances the relevance of what the students are learning and enables them to use the English they know to learn even more English they know to learn, since their interest in their field will motivate them to interact with speakers and texts.

English for specific purposes
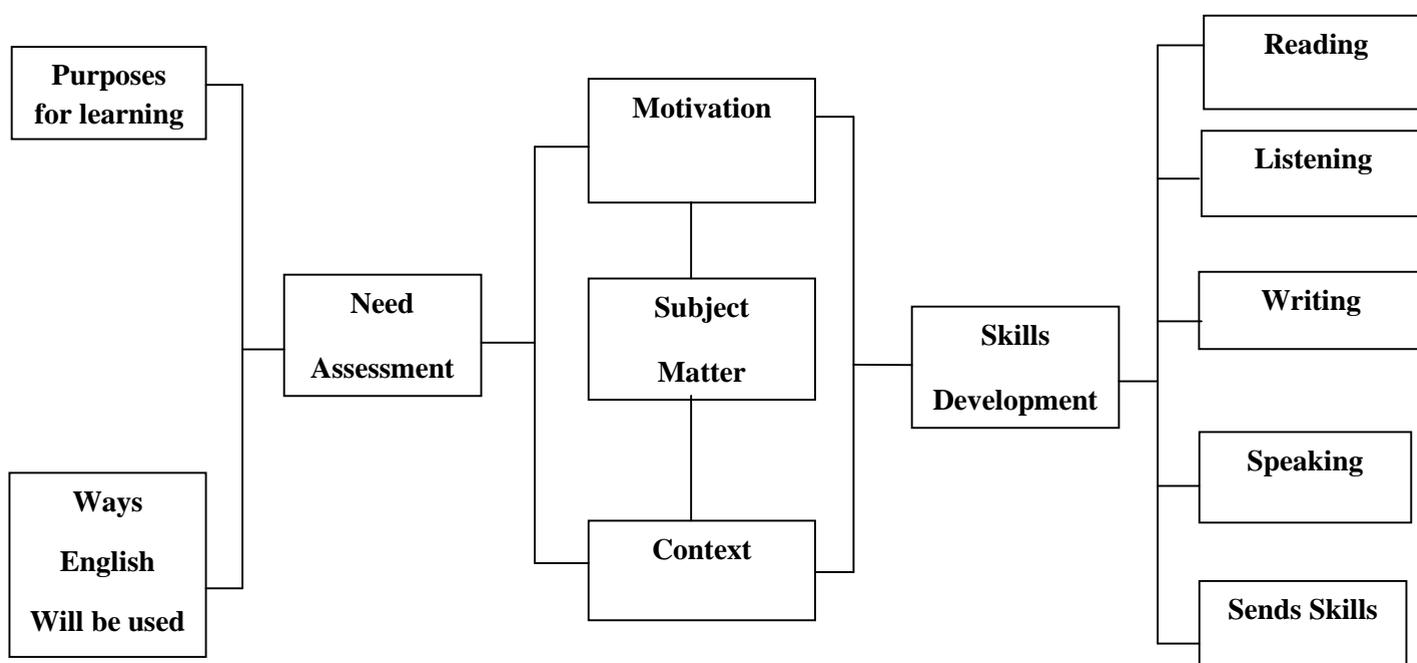
Figure1: ESP assesses needs and integrates motivation, subject matter and content for the teaching of relevant skills

1.3. Characteristics of ESP

Tony Dudley-Evans and Maggie Jo St John (1998, p. 4) divided characteristic features of ESP in two groups according its ´absolute´ and ´variable´ attributes. Concerning the absolute characteristics (according to Dudley-Evans and St John):

Absolute Characteristics
1. ESP is defined to meet specific needs of the learners.
2. ESP makes use of underlying methodology and activities of the discipline it serves.
3. ESP is centered on the language appropriate to these activities in terms of grammar, lexis, register, study skills, discourse and genre.

Variable Characteristics
1. ESP may be related to or designed for specific disciplines.
2. ESP may use, in specific teaching situations, a different methodology from that of General

English.

From the definition, we can see that ESP can but is not necessarily concerned with specific discipline, nor does it have to be aimed at a certain age group or ability range. ESP should be seen simple as an 'approach' to teaching, or what Dudley-Evans (1998) describes as an *'attitude of mind'* (p.16).

Such view echoes by Hutchinson et al. (1987) who state that *"ESP is an approach to language teaching in which all decisions as to content and method are based on the learner's reason for learning"* (p. 19). They added also that the term ESP implies that "*It is English which is some how peculiar to the range of principles and procedures   which define that   particular profession"* (p.19).

This description helps to clarify to a certain degree what an ESP course constitutes. There are a number of other characteristics of ESP that several authors have put forward. Belcher (2006) states that: "*ESP assumes that the problems are unique to specific learners in specific contexts and thus* must *be carefully delineated and addressed with tailored to fit instruction"* (p.135).

Mohan (1986) adds that ESP courses focus on preparing learners "*for chosen communicative environments*" (p.15). Learner purpose is also stated by Graham & Beardsley (1986) and learning centeredness (Carter, 1983; Hutchinson & Waters, 1987) as integral parts of ESP.

Lorenzo (2005) reminds us that "*ESP concentrates more on language in context than on teaching grammar and language structures*" (p. 1). He also points out that as ESP is usually delivered to adult students, frequently in a work related setting (EOP), that motivation to learn is higher than in usual ESL (English as a Second Language) contexts. Carter (1983) believed that self-direction is important in the sense that an ESP course is concerned with turning learners into users of the language.

By looking at the diagram below we can see that designing and implementing a successful ESP program is no easy straightforward task. Rather it is a juggling act with the ESP practitioner forced to make several choices along the way from start to finish of their act. There are so many variables to contend with it is not surprising that ESP courses can end up being very different from the original perceived design.

Target
  Situations   Wants   Empowerment
                                                              Syllabus
                               Needs   Materials
  Learners   Analysis   Textbooks
                                                              Course Design

Broad   Negotiated or
                                                          Curriculum

  Narrow
  Focus
                                                              Assessment
                                                                &

Evaluation
Outcomes
&   Time
                                                            &
Money
Common Core

Methodology   Instructors
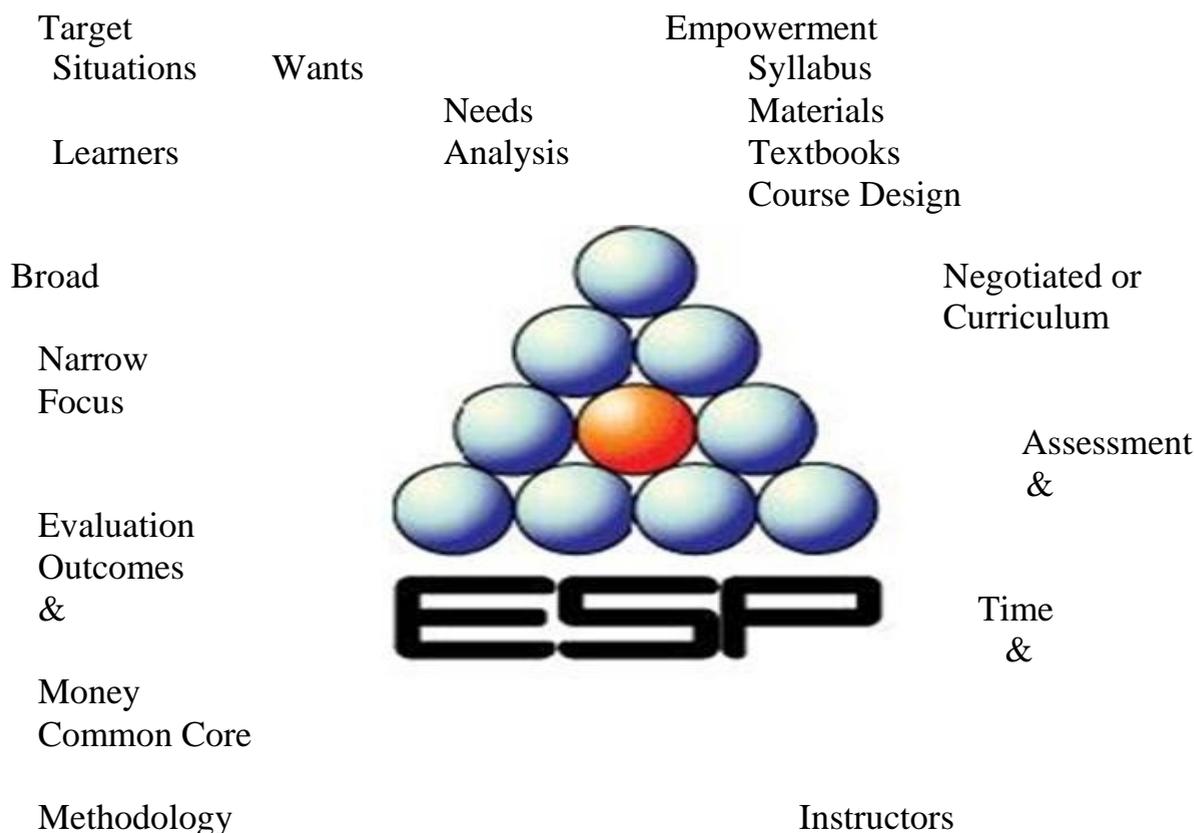
Figure2: Juggling the ESP by (Brunton, 2009, p. 22)

Conclusion

English is a multipurpose language of communication. Learning English for specific purpose is actually designed to meet specific needs of the specific profile within a time frame. This involves orientation to specific spoken and written English required carrying out specific academic and workplace tasks.

1.4. ESP Teacher

1.4.1. Definition of ESP Teacher

ESP teacher has additional roles to those of the general purposes English teachers. Robinson (1991) stated that the ESP teacher does not only teach, very often, he is involved in designing, setting up and administering the ESP course. During and at the end of the course, ESP teacher is likely to be involved in evaluation and testing.

ESP teachers need to develop a high degree of flexibility and cooperative skills both inside and outside their classes. Robinson (1991) asserts that the most important quality the ESP teacher needs is Flexibility. For Robinson (1991) flexibility means changing from being a general English teacher to being a specific purpose teacher. Such a flexible teacher should cope with different groups of students, often at very short notices. Therefore, it can be inferred from Robinson (1991) that it is the general language teacher's responsibility to teach ESP classes.

As ESP teachers are considered mainly as counselors rather than language teachers, they should not only be aware of the latest trends in language teaching methodology, syllabus design, material developments and assessment, but also be ready to cooperate fully with program administrators, content teachers and experts in different disciplines.

The graph in figure (5) shows occurrence of the listed issues, extracted from the notes made on transcribed interviews. They are jotted down according to the procedure of ESP teaching, starting from needs analysis, moving into course content selection, designing/redesigning syllabus, understanding specific vocabulary, implementation of syllabus, teaching methodology, use of A/V aids, student evaluation and teacher feedback, followed up with several other dimensions that exist as issues along side the process of ESP teaching.

These include large sized classrooms, student motivation, class heterogeneity, class time duration, maintaining classroom discipline, teacher training/competency, poor EGP background of students and future challenges as foreseen by the ESP practitioners.
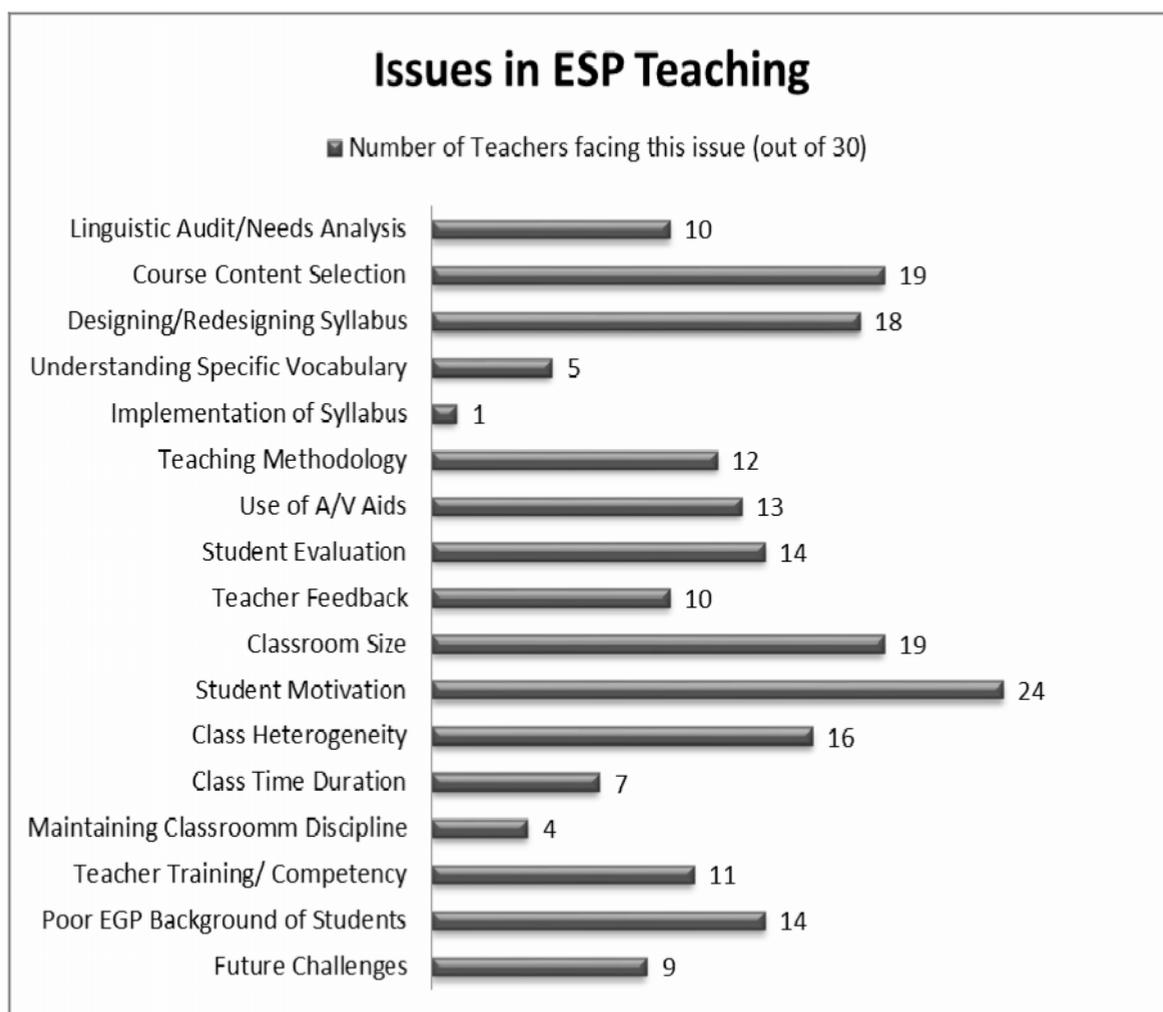
Figure 3: Representation of issues and number of teachers facing these issues

1.4.2. "ESP Teacher" versus "General English Teacher"

The aim of ESP teacher is not only to meet the learners´ specific needs in the field of particular discipline but also to provide satisfying learning background (designing course, setting goals and objectives, selecting material... etc) as it was already pointed out above.

Studying subject matter in English is in the centre of students´ attention not the language itself how it is in ´General English´ course that is why the concept of ESP course is adapted to students´ needs. On the other hand "*ESP teacher should not become a teacher of the subject matter, but rather an interested student of the subject matter*" (Hutchinson and Waters 1992, p. 157). Hutchinson and Waters (1987), argues that the ESP teacher should have the same qualities of the general English teacher.

Hutchinson and Waters (1992) stress two roles differ between 'ESP' and 'General English' teacher. Beside the typical duties of classroom teacher, ESP teacher "*deals with needs analysis, syllabus design, materials writing or adaption and evaluation*" (p. 16). They see "*ESP teacher´s role is one of many parts*". (Hutchinson and Waters, 1992, p. 16).

The other aspect refers to training ESP teachers which was not covered as much so teachers of ESP have to "*orientate themselves to a new environment*" (Hutchinson and Waters, 1992, p. 157). In general, positive attitude to ESP content, learners and previous knowledge of the subject area are required. (Hutchinson and Waters, 1992).

1. 5. The Role of ESP Teacher

As ESP teaching is extremely varied some authors like (Dudley-Evans and St John, 1998) use the term "**practitioner**" rather than "**teacher**" to emphasize that ESP work involves much more than teaching. ESP practitioner can have several roles.

1.5.1. The ESP Practitioner as a Teacher

The methodology changes as the teaching becomes more specific. In the case of ESP classes, the teacher in no longer a *"primary knower"*. In the case of very specific courses, the students themselves are frequently the primary knower of the carrier content of the material. The teacher's main role is to generate real, authentic communication in the classroom on the grounds of students' knowledge.

1.5.2. The ESP Practitioner as Course Designer and Material Provider

Since it is rarely possible to use a particular textbook without the need for supplementary material – sometimes no really suitable published material exists for identified needs - ESP practitioners often have to provide the material for the course. This involves selection of published material, adapting material if it is not suitable, or writing it.

ESP teachers also need to assess the effectiveness of the teaching material used whether it is published or self-produced. However, since the teachers are encouraged by their learners to write new material there is a danger of constant re-invention of the wheel; advantages of published materials are ignored even when they are suitable for a given situation.

1.5.3. The ESP Practitioner as Researcher

An ESP teacher should also be a researcher to fulfill the students' needs. First of all, s/he should research their aims in what they really want to achieve. Then, research is necessary to design a course, to write teaching materials, and to find out the ESP students particular interests.

1.5.4. The ESP Practitioner as Collaborator

Dudley-Evans and St. John (1998) also see the ESP teacher as a collaborator. By this term they mean cooperating with subject specialists. In their perspective, it would be a simple cooperation in which ESP teacher gains about the subject syllabus, or tasks the students have to carry out in their professional environment or collaboration when there is integration between specialist studies or activities and the language.

1.5.5. The ESP Practitioner as Evaluator

Acting as an evaluator in ESP teaching plays a very significant role. An ESP teacher is involved in student evaluation. The evaluation consists of student testing. Tests are conducted to evaluate the student progress and teaching effectiveness. However in the ESP classes, an additional kind of testing should to evaluate course and teaching material should take place.

As ESP courses are often tailor-made, their evaluation is crucial. These courses are unique as it is possible to create one ESP course that would satisfy all ESP students. Therefore evaluation of such a course is must.

1.5.6. The ESP Practitioner as Facilitator

Apart from this a teacher in an ESP approach to language teaching, acts as a facilitator as he facilitates the communication process to all participants in the classroom, he acts as motivator, as an ESP practitioner, he can make his students relationship with his students so that he could analyze their psycho-pedagogic needs more subtly. He also has to be creative, as for this every class he needs to develop a new techniques to retain students' interest in language.

1.6. The Training of ESP teacher

Zoumana (2007), in concluding a study on pre-service ESP teacher training, argues that we can design ESP teacher training courses which are both content-oriented and intended for learning methodology. He thinks that basic knowledge in business, science and technology is required in rendering an ESP teacher operational; however, teachers trained this way build on the basic knowledge they have acquired. Most teacher training courses contain four basic elements:

1.6.1. Selection

Initial and terminal, is necessary because not every human being would become an adequate language teacher. Each teacher has continuing responsibility throughout a career which can last for many years. This responsibility makes it essential that potentially ineffective individual should be discouraged from entering the profession by adequate training selection procedures.

1.6.2. Continuing Personal Education

Minimum standards accepted for teachers vary from country to country. There are variations in how the trainee's personal education is improved – either simultaneously with his/her professional training; or consecutively where first two or three years of study with no elements of training as a teacher are followed by the fourth year containing methodology of foreign language teaching or one year post-graduate course of teacher training; or, as in many countries, by in-service courses.

1.6.3. General Professional Training as an Educator and Teacher

This element involves what all teachers need to know regardless of which subject they teach – the components are as follows: a) educational psychology; b) an outline of the organization of education in a particular country; c) an awareness of the moral and rhetorical function of the teacher; d) knowledge of, and skill in, class management, discipline and handling of various groups of students; e) knowledge of, and skill in, basic instructional techniques, and understanding teacher-learner interaction; f) acceptance of the fundamental need for the preparation of lessons; g) understanding the role of curriculum, syllabus and teaching materials; h) a teacher should be committed to keeping in touch with the teaching profession.

1.6.4. Special Training as a Teacher of a Foreign or Second Language

The complexity of this training which constitutes the core of most teacher training courses can be made simpler if the distinction is to be made between three aspects of it. They are:

1) The skills component which includes three different skills required by the teacher:

✓ command of the language the teacher is teaching – this component must ensure;
✓ teaching techniques and classroom;
✓ the management of learning

2) The information component – the needed body of information can be divided into three parts: a) information about; b) information about the syllabus and materials he will be using; c) information about language. The information content can be learned from reading or lectures.

3)   The theory component – the language teaching profession makes connection with theoretical studies in several disciplines such as linguistics, psychology, psycholinguistics, sociolinguistics, social theory, education. The theory component can be assimilated from discussion, practice in solving problems, tutorial explanations and time to absorb new ways of thinking.

1.7. The Problematic Issues Faced in ESP Courses

1.7.1. Lack of Tradition and Guidelines

It means the lack of a long tradition that might have given some stability and guidelines. They state that this problem has its origin in the relatively brief existence of ESP. The discussion over the term "**authentic materials**" are defined, is one example which shows this lack of tradition.

1.7.2. Lack of Specialist Knowledge

To compensate for a lack of specialist knowledge, Dudley-Evans and St. John (1998) recommend cooperation with subject specialist. Teachers have to know about their students' specialization for different reasons, and to some extent. Bell (2002) confirms that *"some writers have argued that teachers should have a very good grasp of specialist' context in order to assess accuracy and validity of what their students say"* (p. 2).

1.7.3. Lack of Materials

The specificity of ESP requires the use of authentic materials that are not always created for the purpose of language learning. These are: written or audiovisual materials from the media like newspapers, radio, magazines, TV or the internet, books, academic textbook, documents used in a particular professionals discipline or recorder live events like conferences, presentations for meetings. Undoubtedly, they are invaluable in ESP classes.

Conclusion

The role of ESP teacher is more complex and more responsible than teaching General English. The ESP teacher is more than a teacher, and s/he is rather a "practitioner" who apart from teaching, provides materials, designs a syllabus, collaborates with subject specialists, conducts research and evaluates the course and the students. The teacher's role is also to organize the class: to be aware of the class objectives, to have a good understanding of the course content, as well as to be flexible and willing to cooperate with learners and have at least some interest in the disciplines s/he is teaching because nothing is worse for learners than a teacher who is bored with his/her lessons.
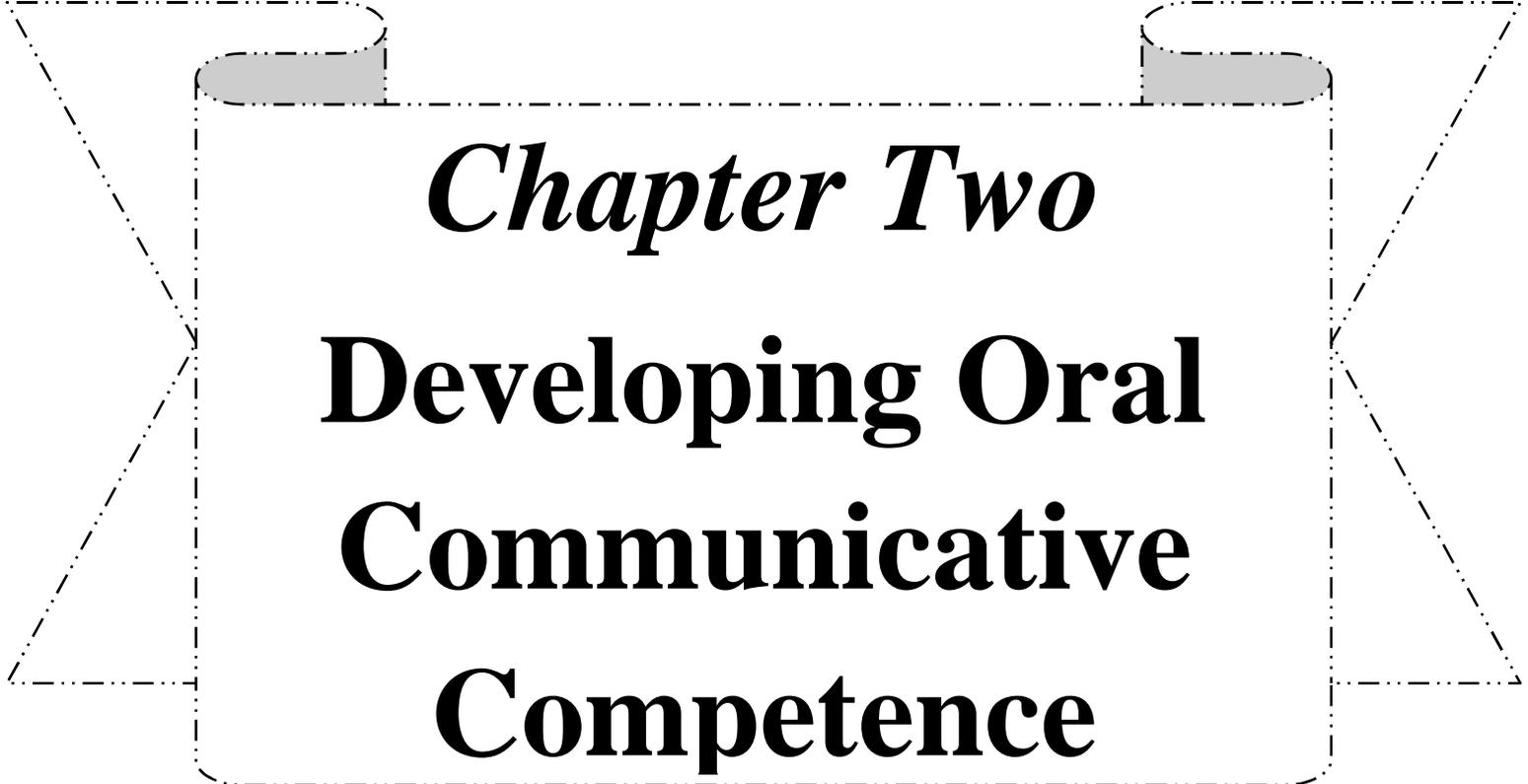
Chapter Two

Developing Oral Communicative Competence

Chapter Two

Developing Oral communicative competence

2.1. Definition of oral communicative competence

Introduction

   2.1.1. Definition

   2.1.2. The importance of oral communicative competence

   2.1.3. The components communicative competence

      2.1.3.1. Grammatical competence

      2.1.3.2. Discourse competence

      2.1.3.3. Sociolinguistic competence

      2.1.3.4. Strategic competence

   2.1.4. The nature of oral communication

   2.1.5. The contribution of the four skills

      2.1.5.1. Speaking

      2.1.5.2. Listening

      2.1.5.3. Reading

      2.1.5.4. Writing

   2.1.6. Obstacles of achieving Oral Communication

      2.1.6.1. Interference of students' mother tongue

      2.1.6.2. Students' reticence

      2.1.6.3. Lack of productive skills

   2.1.7. The need for oral communicative competence

Conclusion

2.2. Oral Exercises

Introduction

2.2.1. Definition

2.2.1.1. Controlled Practice

2.2.1.2. Free Discussion

2.2.1.3. Role-Play

2.2.1.4. Gap Activities

2.2.1.5. Oral Reports

2.2.1.6. The Use of Visual Aids

2.2.1.7. Creating learning environment

Conclusion

2.1. Defining Oral Communicative Competence

Introduction

The tasks of teaching ESP must be formulated from the beginning. In the universities programs these tasks are very important: to teach students ESP, i.e. as an actual means of communication among specialists of different countries, meaning both-oral and written kinds of communication. In other words, ESP is oriented towards mastering skills for professional communication.

2.1.1. Definition

The ability to communicate is known to be the most important goal that communicative language teaching aims to reach. Hedge (2000) sees that, according to Abbs and Freebairn, (1981) the ability to communicate is:

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

(pp. 44-45)

The concept of the ability to communicate is replaced by 'communicate competence; this expression was first used by Dell Hymes (1972). David Crystal (1992) defines the term communicative competence as:

> *The unconscious knowledge of the situational*
>
> *appropriateness of language, including such*
>
> *matters as where, when utterances are best*
>
> *used and to what kind of person.*

(p. 17)

Hymes' definition of oral communicative competence necessitates the relationship between the knowledge of grammatical rules and the appropriate social functionisation of those rules. That is, knowing the grammar, phonology and lexicon of a language is not enough; they have also to know to use them appropriately. In this sense, Cooper (1968) states that:

To communicate effectively, a speaker must

know not only to produce any all grammatical

utterances of a language, but also how to use

them appropriately. The speaker must know

what to say, with whom, when and where.

(pp. 16-17).

Moreover, Anderson, R., (2002) identifies oral communicative competence as follows: "…the ability to compose, analyzes critically, *present and deliver information through verbal interaction*" (p.27). Unlike Hymes (1378), Anderson (2002) limits the oral communicative competence to the ability of constructing, receiving and transmitting information.

2.1.2. The Importance of Oral Communicative Competence

Hymes' term communicative competence is taken up by the methodologists who contribute to the development of communicative language teaching. A pedagogical frame work based explicitly on the notion of communicative competence is proposed by Canal and Swain (1980). Dell Hymes (1986) asserts

Communicative competence represents what

a speaker needs to know to communicate

effectively in culturally significant settings.

(p. 132)

This means, the learners of ESP do not only need to know how to express their ideas and opinions by using the right grammatical forms but they also need to know correct ways of conveying meanings and the manners of transmitting messages, taking care of situational, social, and cultural appropriateness without forgetting the importance of stress patterns and intonation in understanding the meaning of a message.

In this sense, communicative competence is defined by Saville-Troike (1996) as "*what a speaker need to know to communicate appropriately within a speech community*" (p.362). They add:

> *Communicative competence involves*
>
> *knowing not only the language code but*
>
> *also what to say, to whom, and how to say*
>
> *it appropriately in any given situation.*

(p. 363)

Further, it involves the social and cultural knowledge speakers are presumed to have which enables them to use and interpret linguistic forms.

To be more explicit, knowing a word's meaning is not enough. A learner of ESP must also learn how to use it appropriately. The introducing of communicative competence by Hymes (1975) was complementary to Chomsky's notions of competence and performance.

For Hymes, the most important thing is not the formation of sentences which are grammatically correct, but to have the knowledge of using those sentences in the appropriate context.

2.1.3. The Components of Communicative Competence

Canal and Swain (1980) were more interested in Hymes' notion of communicative competence, rather than Chomsky' notions of competence and performance. For them linguistic competence is part of communicative competence, since the rules of grammar are meaningless if they are not actively used for communication. According to Canal and Swain (1980), communicative competence includes four types.

2.1.3.1. Grammatical Competence

Linguistic or grammatical competence includes one's knowledge of morphology, syntax, lexical items, phonology, and semantics in a language (Shumin, 2002). Therefore, ESP learners have to know about language words and sentences to convey the intended meaning accurately. As Shumin (2002) points out: " *They must understand how words are segmented into various sounds, and* how sentences are stressed in particular ways" (p. 207).

Thus grammatical competence provides learners of ESP with the ability to use language structures accurately and unhesitatingly.

2.1.3.2. Discourse Competence

It refers to one's ability to handle the rules of cohesion and coherence in both formal and informal discourse. That is, one has to select the appropriate words, structures, and sentences to conduct a meaningful communication. To reach this level of ability, Shumin (2002) points out:

> *Speakers should acquire large repertoire of*
>
> *structures and discourse markers to express*
>
> *ideas, show relationships of time and indicate*
>
> *cause, contrast and emphasis.*

(p. 207)

Thus, discourse competence enables learners to manage turn taking in a meaningful conversation.

2.1.3.3. Sociolinguistic Competence

Knowing the grammatical rules does not provide learners with the ability to cope with different social contexts. In other words, one can be linguistically accurate but still unable to use language appropriately in a given social situation.

Therefore, learners have to take into consideration social relationship, shared information, and the communicative purpose for their interaction (Richards and Rodgers, 1986). In this context, Shumin (2002) points out:

> *Understanding the sociolinguistic side of language*
>
> *helps learners know what comments are appropriate,*
>
> *how to ask questions during interaction, and how to*
>
> *respond-verbally according to the purpose of the talk..*

(p. 207)

2.1.3.4. Strategic Competence

It refers to one's to conduct communication. That is, he/she has to know when to keep the flow of conversation, how to end conversation, and how to repair and redirect conversation in order to avoid comprehension difficulties (Shumin, 207).

Yule (1996) offers another definition of strategic competence as "*the ability to organize a message, via strategies, for any difficulties*" (p. 197). Thus, strategic competence is a very important element in any exchange to avoid misunderstanding challenges among participants.

Harmer (2001) states the same components of communicative competence in addition to fluency. The latter refers to the ability to link units of speech together without difficulties or hesitation.

2.1.4. The Nature of Oral Communication

Developing students' ability to use language for the purpose of communication becomes the central goal of foreign language teaching. Celce Murcia (1984) lists four components of communication: (a) a message, (b) a party to transmit the message, c) a arty to receive the message and (d) a channel to use for transmission of message.

Oral communication involves two or more people in which the participants are both hearers and speakers, each one of them has to be able to interpret what is said to him and to reply with whatever language he has (Scott, 1981).

In other words, communication can not take place unless the listener provides the speaker with feedback. So, there must be a mutual understanding between the speaker and the listener. According to Byrn (1976), oral communication is:

A two way process between speakers

and listener (or listeners), involving

the productive skill of speaking and

the receptive skill of understanding.

(p. 8)

Therefore, listening with understanding is essentially an active process, because the speaker's message can not be interpreted unless the listener understands it perfectly. So, ESP teacher must emphasize the importance of listening and motivate their students to improve their listening.

2.1.5. The Contribution of the Four Skills

Learners of ESP have to acquire four linguistic skills which are: listening and reading, speaking and writing. They are related to each other. These skills are very important in their attempts to develop communicative competence. Listening and reading are receptive whereas speaking and writing are productive.

2.1.5.1. Speaking

Speaking is regarded as an important skill, and learners see their progress in terms of their fluency in speaking. The aim of teaching speaking is to develop communicative efficiency. For Marianne Celce Murcia (2000), speaking may be considered as most difficult skill to acquire, because it requires command of both listening comprehension and speech production sub skills (vocabulary, pronunciation, choice of grammatical patterns….etc).

On the other hand, it can be seen as the easiest skill, because one can use repetition and various strategies to make himself understood.

2.1.5.2. Listening

Moving to the listening skill, we find that its main goal is to enable the learner to understand the language spoken by that native. Researchers like Morley (1991), Rivers (1981), and Weaver (1972) find that

we listen twice as much language as we

speak, four times as much as we speak,

four times as much and we read and

five times as much as we write .

(p. 102)

Also, Allen (1996) shows the importance of listening practice in which the students:

Listen with full attention to something that

interest and challenges him. He is to get at

the meaning of what he hears then produces

a response that shows he has understood.

(p. 333)

That is to say, to involve the grammar, sounds and vocabulary of ESP. The two previous skills (listening and speaking) are interdependent. By listening practice, the learner tries to speak in the same way that natives do, including such matters as pronunciation, assimilation…etc.

2.1.5.3. Reading

The third skill is reading comprehension which helps the learner to know syntax and semantics of the language he is striving to learner. The successive reading sessions help the learner to improve his knowledge in the ESP. Reading loudly accustoms the learner to pronounce words correctly and to arrange them in the right way, which contributes to the development of oral communicative competence.

2.1.5.4. Writing

The last skill is writing that accustoms the learner to write correctly. That is to say to write correct words (spelling), phrases and sentences (grammatical rules). Learning to write depends on learning the correct structures of the language. Learners who master the structural aspect of the language will easily develop oral communicative competence.

2.1.6. Obstacles of Achieving Students' Oral Communicative Competence

Rivers (1968) words:

> *In recent years, the focus of the language*
>
> *teaching has been promoting oral skills in*
>
> *order* to respond to the students' needs of
>
> *effective communication*.

(p. 40)

However, setting an aim is some thing and its realization is some thing else. There are many factors impose themselves as obstacles in building students' oral communicative competence.

2.1.6.1. Interference of Students' Mother Tongue

Richard (2001) suggests it as one of those obstacles. The Oxford Companion to the English language identifies this interference as follows: "The effect of the mother tongue on a student's production of L2 causing errors through analogy with L1" (p. 328).

This interference is attributed only to non-native learners of English. The ability of producing typical English words. Rivers (1968) gives example of this interference of Chinese students' producing English words in Chinese sentence structure:

"It *thinks* I do not like your shirt"

"Are you going to marry with *him?*"

(p. 31)

In the first example, the student fails to convey the message of not admiring his friends' shirt. In the second, the student translated a Chinese sentence to English one by adding the preposition "with" to the verb "marry" which is not appropriate in English.

Teacher can avoid this obstacle through creating **typical** English environment, namely, through sufficient exposure to the real settings of English language.

2.1.6.2. Students' Reticence

Students of English tend to be reticent when they are asked to participate in oral activities. Xiaohong (1994, p.31) endues this reticence to the "*Lack of conversational competence*". Learners do not know what is appropriate to say in a conversation and what is not. They are also puzzled over the issue of speech formality and informality. Here is an example given by Xiaohong (1994) of conversationally incompetent students:

A- (At a party) what is the relationship between you and that man?

B- What do you mean?

(p. 22)

"A" is inquiring whether the man-asking about- is one of the party maker's relatives, but he failed to put it appropriately.

2.1.6.3. Lack of Productive Skills

The direct responsible for this lack is said to be the mechanical way by which English is taught. Widdowson (1983) demonstrates: "*Students are exposed to English in artificial situations with minimal exposure to authentic use*" (p. 28).

One explanation of this is that teachers spontaneously tend to give more importance to the *receptive skills* ignoring the fact that by this they are putting students' own production into risks.

2.1.7. The Need for Oral Communicative Competence

Munby (2007) declares: "Modern society is in need for people who not only read English *well, but also speak fluently*" *(*p.27). What can be deduced from this statement is that Munby is given a too general idea about the level of the need for oral communicative competence.

In order to speak fluently, learners should know three areas. The first is "*Mechanics*" which mean pronunciation, grammar and vocabulary. It is concerned with the right use of words (vocabulary), in the right order (grammar) with the right   pronunciation.

The second area that the learners should master is "Function". The latter is concerned with the knowledge of when the speaker must to be clear and precise and when he must not.

The last essential element to be mastered is the "Social and cultural rules and norms" which means to have the ability to speak appropriately, taking into consideration the person with whom we speak, in which circumstances and about what. This is done by engaging students in real life situations that permit to speak correctly, according to situations care of the right pronunciation.

However, Yule (1996) and this follows elaborate this level when they state: "It is *important that a student should be able to produce naturally the language which has been presented to them*" (p.83). They further state: "(…) it is important not only in the late stages of t*he teaching cycle, but at the more advanced levels of attainment*" (p. 83).

Another level of the need to oral communicative competence is seen in the view of how can language function as a communicative channel. Halliday (1985) introduces the idea of the interpersonal function of language, in general, and spoken English, in particular:

> *The interpersonal function of language is*
>
> *reflected in the kind of social we participate*
>
> *in through the day-to-day conversational*
>
> *exchanges with family, and friends.*

<div align="right">(p. 83)</div>

The following figure shows the importance of teachers' training in oral skill. They need to have a training program on ESP, they need training that touches the students' problems and more programs training that concentrate on communication.

Perception of need for training on speaking skills

Perception of need for training on speaking skills
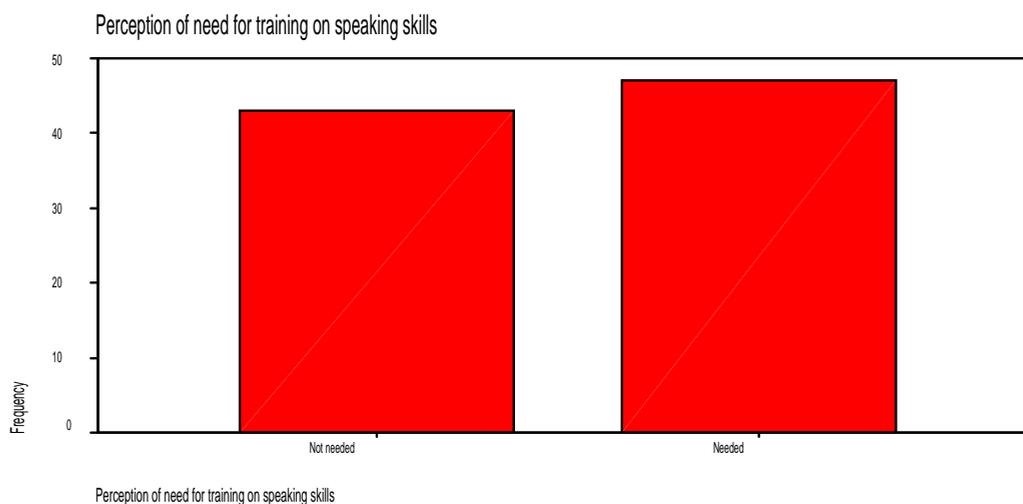
Figure 4: Perception of need for training on speaking skills

Conclusion

Teaching ESP is aimed at developing students' skills of professional field. It means that such teaching should be connected to students' particular specialization.

Therefore, ESP includes specialized field programmers which are designed to develop the communicative use of English in a specialized field. The communicative approach is widely used nowadays because it is based on analyzing the learner's needs as he is not only in need to learn about rules and structures, but he needs to use them in developing his communicative competence as a major goal.

2.2. Oral Communicative Activities

Introduction

The question arises: what techniques an ESP teacher should adopt, so that he could make an impressive impact among the learners, the teaching can be made more effective, and the learners can be made competent enough to perform well in the real life situations.

In this kind of situation, ESP teachers' role became very vital. The teacher has to decide how he can motivate the students and retain their interest in learning the language.

2.2.1. Definition

Oral communicative competence is said to be very important in teaching ESP. To develop this skill, learners have to acquire some communicative activities that ESP teachers proposed and to master some other skills that enable them to use English language appropriately and correctly.

For Murcia and Olshtain (2000) "*the activities are those that allow a student himself to find the words and structures he uses*" (p. 177). He refers to those activities as "manipulative" ones which provide practice that lead to fluency. They enable students to be accustomed with the sequences of language. Riggenbach and Lazarton (1991) put

When using communicative activities, it is important

to strive for a classroom in which students feel

comfortable and confident, feel free to take risks

and have sufficient opportunities to speak"

(p. 77)

Murcia and Olshtain (1964) propose some oral exercises that are effective in the process of learning, which are: *controlled practice, free discussion, role-playing, gap activities* and *oral reports*. Litllwood (1981) finds that there these activities force students to think and to speak quickly and accurately as possible.

2.2.1.1. Controlled Practice

In this stage, the ESP teacher controls and guides his learners by giving new structures to practice language. So, the possibility of errors diminishes; the correct form and meaning became stronger. This can be applied by drills (harmer, 2001) .The ESP teacher also gives forms to be produced and language learners practice them.

There are two forms of controlled practice. The first is the structured interview in which the learners question and answer each other. It helps them to exchange information, repeat and reinforce specific structures.

The second is language games which offer opportunities for controlled practice of language. They can be used with beginners by asking them to match texts with their pictures. In this way, students will practice manipulated structures. For advanced students, it is useful to ask them to make connection between a step of a particular process and its diagram (Widdowson, 1991).

2.2.1.2. Free Discussion

Free discussion contributes a great deal to develop or promote oral skill because it provides opportunities for learners to practice the language freely. Besides, free discussion helps language learners to make conversation. Because it does not ensure the participation of all the members of the class group, ESP teachers can provide information and materials to encourage participation (Byrne, 1976).

Free oral production is an advantageous stage in which the learners are given all freedom to produce what they have learned and what they want to say. It makes more demands on the teacher as providing situations and motivation in order to make them involved in the tasks.

2.2.1.3. Role-Play

Role-play motivates students to speak. If refers to a number of different activities such as simple *dialogues* and *simulations*. The ESP teacher constrains the setting, the situation and the roles; but the learners select the appropriate language (Byrne, 1976). Moreover, Dobson (1992) argues:

Dialogues and improvisations are, in

effect, forms of role-playing, which is

an engaging device to stimulate students

to use their newly acquired English.

(p. 47)

In addition, he shows that although it is generally known that role-playing involves two students but in fact many students can participate in making a role-playing situation. Furthermore, Munby (1978) claims that role-playing is a very beneficial technique in guided oral work; it motivates the learners to express their opinions in a very progressive way.

As a result, role-playing helps the learner to sustain his ability to speak. In this respect, Munby (1978) maintains that setting up role-playing situation is another strategy to achieve oral proficiency. That is, the ESP teacher creates a particular situation and asks his learners to play a role.

In role-play, the ESP teacher creates a particular situation and asks his learners to play a role as the following example where students play the roles of tourist and hotel management. This example will followed by figure which esplaind it more.

Example:

Receptonist: Good morning sir. Can Ihelp you?

Guest: Yes. My name is Mr……......................**.**

I have resarvations for two nights.

Receptonist: Let me see. I'm fraid I can't see your name

on my list. Are you sure the resarvatiobs were made?

Guest: Yes, of course I'm sure. This is very annoying.

These resarvation were made weeks ago.

Receptonist: I'm sorry, sir. Let me check again.

Guest: This is too much. Iwould like ti talk to manager.

| ⬭ Réceptionniste(s) | ☐ Guets(s) | △ Manager |

Greeting → Name Reservatio → Cheek → Problem No reservation → Irritated

Still Instead ← Verify Situatio ← Explain situation to Manager ← Request Manager

Apologize

Pacify → Find reservatio → Pleased → Apologiz → Leave for Room

Apologize ← Request Explantation
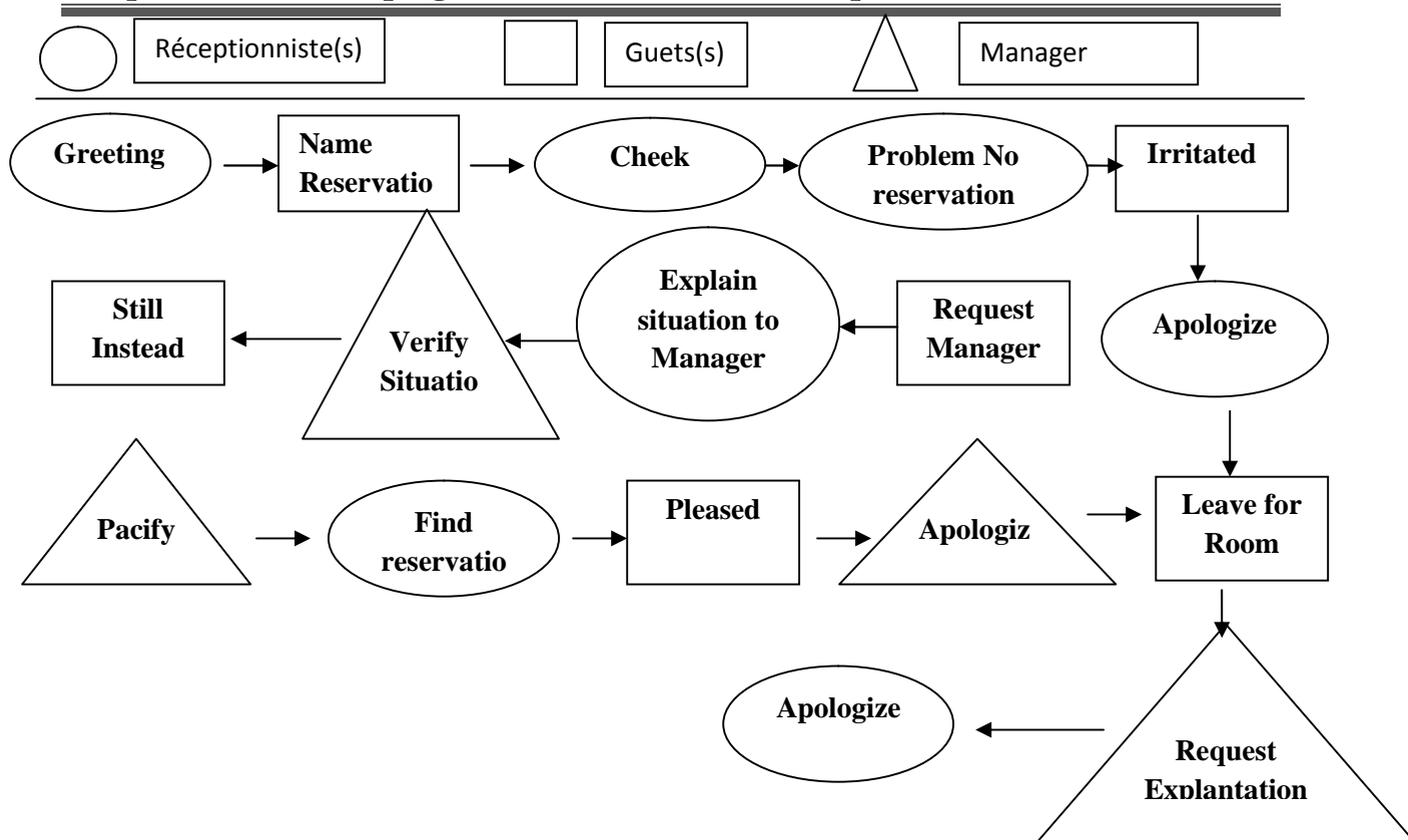
Figure 5 : Flow chart for role playing activity.

2.2.1.4. Gap Activities

Gap activities are those ones that permit negotiation of meaning and conversation (Rivers, 1968) states that information gap activities are another kind of speaking activities. (Richards, 2001) claim that information gap activities make the activity closer to real use of language, i.e, the students do not know the reaction of their partners towards what hey say.

2.2.1.5. Oral-Reports

One of the effective activities is the oral presentation, which develops the oral proficiency. Oral reports urge the learner to speak. In oral reports, the student prepares a particular topic and presents it without looking at the prepared outline. After that, he asks his colleagues some questions about the report. Finally, the teacher comments on it (Yule, 1996). In this connection, Doff (1988) states:

Oral presentations, if properly guided and organized, provide a

learning experience and teach life-long skills that will be beneficial

to learners in all school subjects as well as later in their careers.

Among the many advantages of making oral presentations for the

students are: bridging the gap between language study and language

use; using four language skills in a naturally integrated way; helping

students to collect, inquire, organize and construct information;

enhancing team work; and helping students become active and

*autonomous learne*rs.

(p. 22)

2.2.1.6. The Use of Visual Aids

Doff (1988) argues that visual aids can be used to support oral presentation and make it more exciting and interesting. Visual aids can keep the learner's attention; illustrate main ideas. Moreover, Dobson (1992, 83) claims that: there are types of visual aids as: *blackboards, charts, pictures, maps, calendars* and soon which play an important role in the ESP classroom.

In addition to the oral exercises, Byrne (1976) says that the teacher has to take into consideration the subject that the learners want to talk about. To be more explicit, the fact of choosing a subject they would like to talk about.

According to Harmer (2001), learners should have practice in listening to structures and vocabulary before producing them by themselves. Additionally, ESP teachers must provide the learners with opportunities to hear English from the radio, television, announcement, videos…etc.

2.2.1.7. Creating Learning Environment

Classroom atmosphere is important aspects that contribute to the development of speaking, including affective and cognitive aspects on which learning relies. These aspects play an important role in the learning process, because if a student does not feel comfortable with his teacher and other students, he will be unable to produce something or to express his opinions and ideas. Therefore, it is up to the teacher to create the appropriate atmosphere for his students' learning. He should correct their mistakes and encourage them to express themselves even though they have some difficulties.

ESP teacher should avoid everything that may embarrass his learners. Such a suggestion is emphasized by Hutchinson and Waters (1987) who state it as follows:

The ESP teacher may also have to negotiate in a more physical

sense. Cramped classrooms, often in inconvenient locations, badly

*ventilated or heated, wit*h *great deal of outside noise, are only too*

common. Equally, the teaching may take place in workshops or on the

factory "shop floor" (as in, e.g. EOP), or on the premises of

businesses and other concerns, often without such basic classroom

"apparatus" as a   blackboard. The role ESP teachers are called on

to play here is obviously one of adaptability and flexibility. They need

to be prepared to accept such   conditions as to some extent

inevitable, to strive to improvise while also patiently campaigning

for improvements with the sponsors.

(p. 163)

Hutchinson and Waters (1987) state that they should be dynamic enough to negotiate means with the institution the students come from and to manage to benefit from the technology and equipment when available to reinforce their teaching. If this is not possible, they must be able to develop an attitude of flexibility and of adaptability to any inevitable conditions of the environment.

Conclusion

Oral fluency is the aim of any ESP learner; every learner tries to promote his oral skill which is an important part of communication. The oral form of language is characterized by using several features. When speaking, learners can be affected by their desire to communicate, their ability to express themselves and understand others when they speak, their personality factors, their ability to cope with any speaking problem and the effect of their teacher's correction of errors. To reach oral proficiency, students need to move from controlled practice to free production through several speaking activities. Besides, the role of the teacher is very significant in motivating his learners to speak.

Field Work
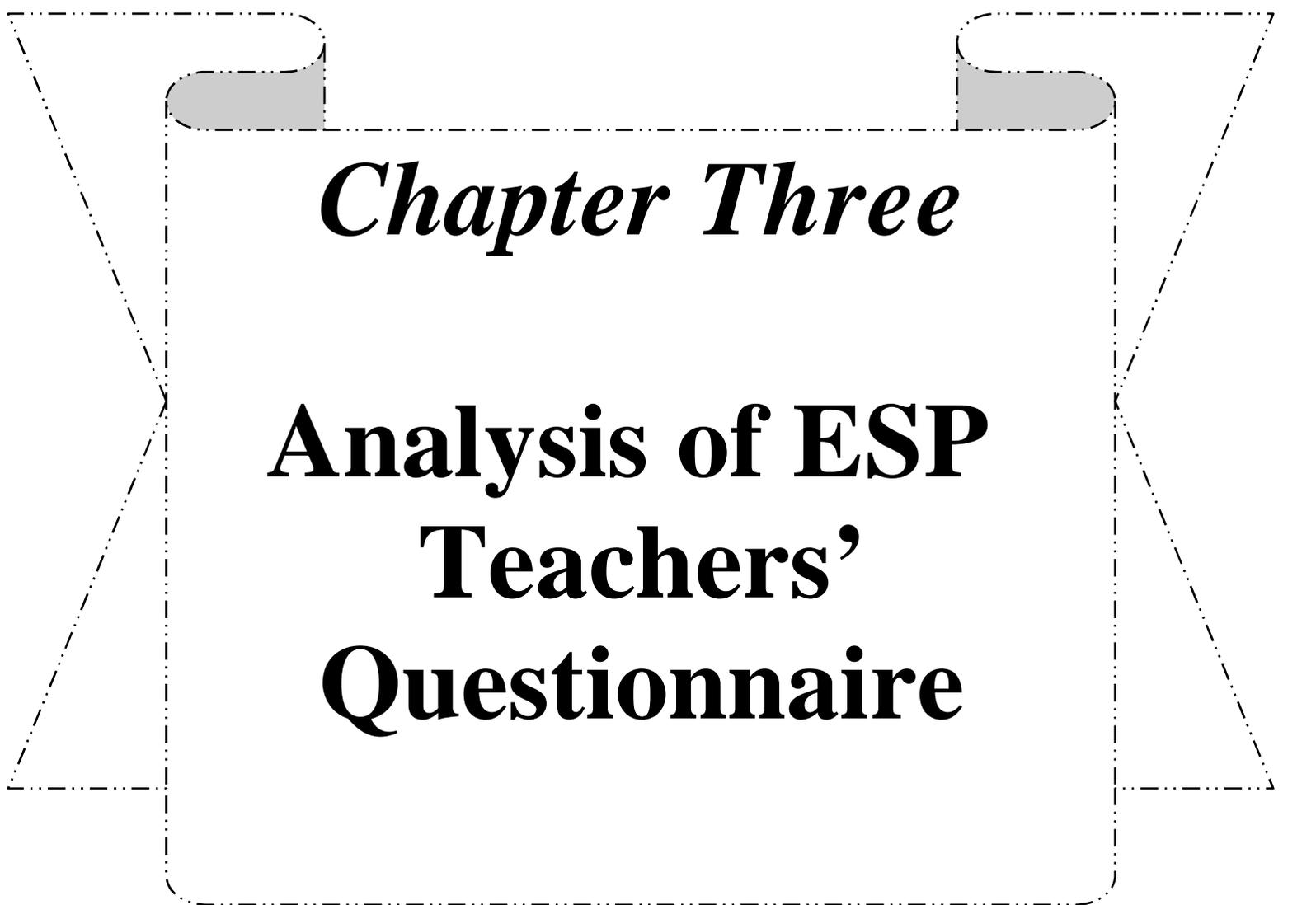
Chapter Three

Analysis of ESP Teachers' Questionnaire

Chapter Three

The Analysis of ESP teachers' questionnaire and classroom observation

The questionnaire

Introduction

3.1. The questionnaire

   3.1.1. Description of the questionnaire

   3.1.2. Administration of the questionnaire

   3.1.3. Analysis of the questionnaire results

Conclusion

Classroom Observation

Introduction

3.2. The observation

   3.2.1. Description of the classroom observation

   3.2.2. The results of the classroom observation

   3.2.3. Discussion of the results of classroom observation

Conclusion

3.1. The Questionnaire

Introduction

In order to have different perspective of our present work, we conducted a questionnaire with ESP teachers performing at Kasdi Marbah University of Ouargla. This was meant to investigate the teachers' perceptions and opinions concerning the topic under investigation, namely the role of ESP teacher in enhancing learners' oral communicative competence. In doing so, we aimed at bridging the gap between theory and practice. In that data collected from the field do not always stand as an evidence to reinforce theory.

Method

To investigate the hypothesis of this study, the descriptive analytic method is used. It describes and analyses the ESP teachers' role in improving learners' oral communicative competence.

Sample

For the sake of a good administration of the questionnaire, I choose twenty-two (22) ESP teachers from Ouragla University as sample. Most ESP teachers were not sufficiently trained in teaching oral skill so they can not teach it unless they receive a through preparation and training to grasp its theoretical principles and basics before lunching them in the universe of teaching. In doing so, I catered for providing a relaxed and secure atmosphere. This helped me to leave out any unpredicted ambiguity and made the ESP teachers ready to answer the different questions.

3.1.2. Description of the Questionnaire

To conduct our investigation, we have relied on the questionnaire. According to Littlwood (1981), the questionnaire is "introspective", since it contains the respondents' beliefs and views. It involves questions that must be plain and clear and have to be carefully written, this is avoid ambiguities, because if these questions are not clear, they may not be cleared up as in interviews.

The questionnaire contains a small introduction to the topic. Our questionnaire is in English. It consists of twenty questions, which are of three types: open, close and multiple choices. This questionnaire is divided into two parts: The first part deals with general information about ESP teachers' degree and training (Q1+Q3).The second part is divided into three sub-sections. The first sub-section is meant to present the teachers' representations about oral communicative competence (Q4+Q6). The second sub-section includes questions about teachers' use of other skills in the development of oral communicative competence (Q7+Q13). The last one deals with the teachers' role in developing learners' oral communicative competence (Q14+Q20).

3.1.3. Administration of the Questionnaire

The questionnaire was distributed during the exams of the first semester in the amphi- theatre. Most of the ESP teachers were not able to answer immediately. They all give it back two days later when they finished the exams. Moreover, the majority of ESP teachers were helpful, and they nearly answered all the questions.

4.3 Analysis of the Questionnaires' Result

I. General information

Q1: Which degree do you have?

a-a license of English

b-a magister of English

c-others

Degree held	N	%
Licence of English	03	13,64%
Magister (Applied Linguistics) (Civilisation)	17	77, 27%
Master	02	09,09%

Table 1: Degree Held

The first table indicates that (13, 64%) of the ESP teachers have got a licence of English, while (77, 27%) have a degree of magister with different specialists and (09,09%) have a master. We remarked that the majority of ESP teachers at Ouargla University are qualified.

Q2: Have you had any specific training in teaching ESP?

	Number	P%
Yes	13	59,10%
No	09	40,90%
Total	22	100%

Table 2: Specific Training in ESP

In table (59,10%) of the ESP teachers have answered "yes" while the other (40,90%) have answered "no". The conclusion is that the majority of the teachers have received a specific training in teaching ESP.

Q3: How many students attend your workshops? (The Career Center)

There are thirty-four till fifty-five students attend our workshops. This is related to the nature of the workshops, the nature of the topics, their needs and real life situations.

II- Teaching practice

Section1: *ESP Teachers' Representations of Oral Communicative Competence*

Q4: According to you what is oral communicative competence?

The majority of ESP teachers agree that oral communicative competence is the ability of speaking fluently; which means to have the skill of manipulating the linguistic system of the target language to use spontaneously and correctly. In other words, to have the ability to find solutions when facing problems to express and to convey messages and ideas.

Q5: Do you aim at developing oral communicative competence?

	Number	P%
Yes	22	100%
No	0	0%
Total	22	100%

Table 4: The Importance of OCC

All the ESP teachers (100%) share the same conceptions about oral communicative competence. All of them see that it is the ability to use language correctly and appropriately to achieve communication purposes. For them, to be competent orally means to have command of language and to have the capacity to convey message. Teachers' knowledge about communicative competence has a positive impact in the development of oral communicative competence, and shows their awareness about the way it is developed. Through their definitions, the ESP teachers possess the abilities needed to develop oral communicative competence.

Q6: When you have set of communicative activity, have you ever taken a part

as one member of these activities not as a teacher?

	Number	P%
Yes	19	83,36%
No	03	13,64%
Total	22	100%

Table 5: The participating role of ESP teachers

The majority of ESP teachers (83,36%) have taken part in the communicative
activities as a member not as a teacher because they aim at encouraging students to express
themselves, to do activity spontaneously and to train them to play their parts. Some of the
teachers see that their aim is to use the language orally, to encourage students'
participation, to motivate, and to be near to their thinking. A small number of ESP teachers
(13,6 4%) have not taken part in their students discussions or communications because of
the students' feeling of shyness; they will get lost.

Section 2: *The Contribution of the other Skills in the Development of Oral*

Communicative Competence.

Q7: Is pronunciation included in ESP teaching-learning process?

	Number	P%
Yes	21	95,45%
No	1	04,55 %
Total	22	100%

Table 6: Teaching pronunciation

Most of ESP teachers (95,45%) affirm that they teach pronunciation. In fact, the
latter contributes a great deal in the development of oral communicative competence. If
some one speaks with an awful pronunciation; it will be difficult to understand his
message. The ESP teachers consider pronunciation as a central element in language
learning, because the mastery of this skill enables the learners to have a command of the

spoken language. One of them (04,55 %) say that they don't teach pronunciation to their students but just correct them if they make mistakes when they speak.

Q8: Do you teach speech sounds, stress and intonation?

	Number	P%
Yes	17	77,27%
No	05	22,73 %
Total	22	100%

Table 7: Teaching Phonetics

Nearly all the ESP teachers (77,27%) assert that they teach phonetics (speech sounds, stress and intonation). According to them, this helps the students to improve their pronunciation (to speak comprehensible language). In fact, the ESP teachers assert that intonation and stress patterns are so important in learning ESP. In the sense that, putting the right stress and intonation means the correct pronunciation of words and the clarity in transmitting messages.

In other words, to be able to identify the important words when speaking and in which situations they are stressed. This means that stress and intonation permit to get so much information such as the meaning to convey, the nature of the communicative act including such matters as the thing to be emphasized, how the speaker feels and speaker's attitudes from his/her intonation. The rest of ESP teachers (22,73 %) don't teach speech sounds, stress and intonation patterns. They see that they are not important things that the students should focused on. According to them, the essential thing is that the students pronounce something which is correct, understood and which is related to their actual needs.

Q9: Do you teach grammar?

	Number	P%
Yes	0	0%
No	22	100%
Total	22	100%

Table 8: Teaching Grammar

All the ESP teachers (100%) state that they don't teach grammar but it is taken into consideration in teaching ESP. According to them, knowing grammar rules just helps the students to speak correctly and to use the appropriate structures in a specific situation. In other words, the student has to choose words and structures according to his situation and his needs.

Q10: Do you teach your students' different sentence forms and how to use them in the appropriate situations?

	Number	P%
Yes	0	0%
No	22	100%
Total	22	100%

Table 9: Teaching Formality

As in grammar, all the ESP teachers (100%) argue that they don't focus directly on the teaching of different instructions about the way of forming sentences and using them appropriately. Their focus was on how the ESP learners pronounce the words correctly without mistakes and in acceptance way.

Q11: Do you devote some time for listening?

	Number	P%
Yes	22	100%
No	00	0%
Total	22	100%

Table10: Teaching listening

All the ESP teachers(100%) reply that they devote some times for listening practice which is very important in the development of the oral skill. In other words, listening helps learners to pronounce them well and make their language clearer. Also, the listening skill is an active process, because the speaker's message can not be interpreted unless the listener understands it perfectly. In fact, students should be given practice in listening.

Q12: If yes what are the listening activities that you use?

The ESP teachers have cited some listening activities that are, asking and answering questions (students listen to someone asking questions and they answer), listening to conversation, listening and filling gaps.

Q13: Do you devote some time for teaching vocabulary?

	Number	P%
Yes	11	50%
No	11	50%
Total	22	100%

Table 11: Teaching Vocabulary

Half of the numbers of ESP teachers (50%) assert that they teach their students vocabulary. In fact, the latter plays an important role in the development of the oral skill. In the sense that, learning new words improve students' proficiency in speaking. In addition to this, to know a word is to know its spoken and written context of use. The ESP teachers have introduced new words to the lesson and asked their students to memorize them by learning their pronunciation and spellings. The same numbers of them (50%) don't teach vocabulary. They see that the learners learn the new words by themselves by making researches. This will help them to motivate and to memorize those words.

Section3*: The Teachers' Role in the Development of Oral communicative*

Competence

Q14: Do you encourage authentic communication?

	Number	P%
Yes	22	100%
No	00	0%
Total	22	100%

Table12: Creating Authentic Communication

All the ESP teachers (100%) claim that they encourage authentic communication and show its great importance in the development of the oral skill. For them, authentic communication is central in learning ESP. They add that it is thanks to real life situations that students can speak and express their opinions because for them the fact of providing students with situations, which have no relation with their needs, is embarrassing their creative abilities in these given situations. They claim that this authenticity appears in providing students with natural subjects that are part of students' needs. This includes asking for information and personal opinions. This means that the students express their students' opportunities to engage in real situations by which that they aim to win to speak English. To be more explicit, the ESP teachers assert that speaking English when playing games in spontaneous.

Q15: The obstacles of being orally competent are:

   a-Lack of linguistic competence (Lack of language mastery)

   b-Lack of practice (speaking practice)

   c-Other obstacles

Rsponses	number
Lack of linguistic competence	00
Lack of practice	95,45%
Other obstacles	04,55 %

Table13: The Obstacles of Oral Communication

Most ESP teachers (95,45%) selected the second obstacles "Lack of practice" because they claim that activities such as group discussion, role-play and games are not used in oral sessions**.** Others think that being orally incompetent is due to their unwillingness to speak English outside the classroom. Only one (04,55%) has selected the third proposal "Other causes". He states: *"because of the lack of qualified teachers of oral expression and lack of sufficient oral sessions".*

There are other obstacles proposed by other ESP teachers, such as lack of reading and listening habits (practice) outside classroom. As well as the nature of the subject matter that the students deal with. Besides, the state of being shies, afraid and anxious, or they lack self-confidence. One of the most influential obstacles that hinder students of being orally competent could be the influence of the mother-tongue.

Q16: When your students face difficulties in speaking, do you:

a-Allow them to use their mother tongue?

b-Ask them to make efforts in the target language?

c-Provide them with the appropriate items?

Rsponses	number
Allow them to use their mother tongue	00%
Ask them to make efforts in the target language	86,36%
Provide them with the appropriate items	13,64%

Table 14: Speaking Difficulties

No one of the ESP teachers (00%) allow the students to use their mother tongue when facing difficulties in speaking. If they have not the right words to express their opinions, the ESP teachers say that they manage to provide them with the appropriate items to help them.

The majority of ESP teachers (86,36%) ask students to make efforts in the target language. A small number of ESP teachers (13,64%) provide their students with the right words and structures in the case of difficulties in assimilating the new situations. In this situation, the teacher's role become less active, but this does not mean that he is completely passive. As we have seen, our respondents discourage their students from using their mother tongue. This encourages the development of the oral skill.

Q17: What do you do to create a good classroom atmosphere that encourages your students to express themselves freely and confidently?

To create a motivating environment, all ESP teachers say that they try to make their students feel at ease by encouraging them to express themselves freely if they make mistakes. They also reply that they create a good classroom atmosphere by being friendly with their student, by using subjects related to their life situations and by joking in English with them. One of the teachers adds that no real language can be reached without inter-language; to achieve correctness by learning from mistakes. In addition to this, the ESP teachers argue that they are only classroom managers and guides. They give their students the opportunity.

Q18: Do you motivate shy students to take part in classroom communication?

	Number	P%
Yes	21	95,45%
No	1	04,55%
Total	22	100%

Table 15: Motivating Classroom Communication

The majority of ESP teachers (95,45%) assert that they motivate shy students to take part in the classroom communication and this is reassuring and comforting for them because the role of the ESP teacher here is very important. Thus, he must encourage his students to use the language they are learning in order to overcome their timidity. Also, the ESP teachers treat them friendly and show that the process of learning will be successful if students share in communication, give their opinions and take part in doing exercises and answering questions.

ESP teachers have also the role of helping their students to be self-confident. In fact, the ESP teachers give a chance for all the students to speak; they also encourage the shy ones to share in their learning by avoiding any thing that may embarrass them. One of them (04,55%) see that they don't motivate shy students to take part in the classroom communication because of the students' feeling of shyness; they will get lost. So, they can not speak fluently in the front of the teacher as well as in the classroom.

Q19: Do you give opportunities to students to interact between themselves?

	Number	P%
Yes	16	72,73%
No	06	27,27%
Total	22	100%

Table16: Students Interaction

Most ESP teachers (72,73%) reply that they allow their students to interact between themselves because this will motivates them. It means that interaction helps students to speak freely and express their ideas. The ESP teachers affirm that they allow their students to interact and this by pair and group works, which permits them to integrate and communicate. This interaction between students pushes them to make efforts in order to show their capacities to speak and to express their ideas in English. Moreover, interaction is a chance to exchange information and it is an opportunity for slower students to be helped by faster ones. In addition to this, ESP teachers provide their students with activities which maximize their speaking. Some of the ESP teachers (27,27%) do not give opportunity to their students to interact between themselves because it make much noise, and it was a waste of time.

Q20: Do you provide your students with fun and entertainment?

	Number	P%
Yes	11	50%
No	11	50%
Total	22	100%

Table17: The Role of Entertainment

Half of the ESP teachers (50%) assert that they give opportunities for entertainment. It is worth mentioning that the ESP teachers of Career Center provide their students with fun and entertainment. Games have great importance, since they allow the learners to have a rich vocabulary :and express themselves correctly. Games also contribute to the learning of the sounds, stress and intonation patterns. This provides students with the good atmosphere of learning; students learn in a funny way that helps them to learn successfully.

These games create a kind of competition between students. Games permit the learners to have access to the features of the writing system which consist of spelling of words, grammar and punctuation without forgetting the different ways of joining sentences together in connected speech. In fact, games help learners to learn with fun and ease. The rest of ESP teachers (50%) say that they don't provide students with fun and entertainment because they don't have time. They add that these things don't add anything to the learners and don't help them in improving their oral skill.

Conclusion

As a conclusion, our ESP teachers play a great part in the development of their students' oral skill. They use the necessary means to motivate them and diverse techniques to encourage them to speak in English. Also, It is important to be aware of the micro-skills that are embedded in speaking, as well, the different purposes for which speaking is used.

To reach proficiency in speaking, learners need to acquire communicative competences relying on the effective use of speaking activities. While the teacher's role is of great importance in helping the learner to achieve the aim, the learner is required to make efforts to develop speaking proficiency departing from using the appropriate learning strategies.

3.2 Classroom Observations

The Introduction

Classroom observations we have elaborated are addressed to the ESP teachers in the Career Center at Kasdi Marbah Ouargla. Classroom observation is one of the most frequently used ways to learn about teaching. It provides the researcher with information about what goes inside the classroom. Specialists in the field have developed guidelines and checklist about how to observe, how to take into account all the elements which make up a teaching environment and how to report what has been observed. It is done by taking notes. Classroom observation has great importance. In the sense that teaching under observation is encouraging teachers to teach their potentials and to show their skills and capacities.

3.2.1. Discussion of the Classroom Observation

Our classroom observation began in the twenty-two April and ended at the end of the same month two thousand and thirteen (2013) at the Career Center .We have observed four (4) lessons with the same group because of time limitation. Thus, the lessons we have observed were nearly similar since they differ in the content of the teaching elements only. The duration of each lesson is one hour and half.

We have observed four ESP teachers four times while dealing with speaking skill in the Career Center. We found it useful of carry out an observation about those teachers. We have observed two ESP teachers who had been long experience in teaching English and two teachers who graduated recently from the university. The ESP teachers we observed are considered as a sample; so the results we can find apply first to them and can hopefully be generalized to all the others as we can notice some slight differences between ESP teachers .

We dealt with observation as it is a part of our work as inspectors in order to guide the ESP teachers toward a better way of dealing with oral skill. Most ESP teachers were not sufficiently trained in oral skill and thus they can not teach it unless they receive a through preparation and training to grasp its theoretical principles and basics before lunching them in the universe of teaching.

These observations permitted us to get some information about the way of teaching in this Center and the different activities ESP teachers provide in their attempts to develop the students' abilities to speak English fluently. It also allowed us to get an idea about ESP teachers' role in motivating and encouraging students to develop their oral skill.

3.2.2. The results of the Classroom Observation

Speaking is very crucial for the ESP teachers of the Career Center. They motivate and encourage their students to speak right from the beginning of the lesson; for example, the teacher asks his students what they know about the topic that they are talking about (related to their actual needs) or what they were prepared as questions or additional information (background knowledge) to be discussed with each other. In addition to this, each time a learner speaks about his/her subject, the others ask him/her question and discuss it together. In case of making errors, especially in pronunciation, the teacher intervenes to correct him/her. Afterwards, the students work in pairs to perform a dialogue this will help them to speak freely and to express their ideas.

As far as pronunciation is concerned, the teacher gives some information about sounds and stress. Then, he gives an exercise. When doing it, the teacher makes sure that all the students pronounce the words correctly with the appropriate stress patterns.

The ESP teachers also devote some time for teaching the rules of grammar, pronunciation, stress and intonation. He gives his students key elements in practicing listening and reading skill (teacher gives the opportunity to read loudly and give them role plays in order to practice their language and interact between themselves).

3.2.3. Discussion of the Results of Classroom Observation

As our classroom observation reveals, the ESP teachers of the Career Center provide students with activities that contribute to the development of the oral skill. These communication activities stimulate students to use their knowledge of the English language and encourage them to speak from the beginning of the instruction in order to express their ideas and opinions and make the others comprehend their language. These activities are effective in giving the students the opportunity to speak a lot right from the beginning of the lesson. The ESP teacher here is only guide who supports his students when necessary. She/he makes sure that each student is getting enough practice in speaking English to develop fluency and confidence.

In fact, the ESP teachers motivate students by creating the appropriate atmosphere in the classroom. We notice that all the ESP teachers make students feel at ease and get rid of every thing that may inhibit their attempts to speak. Even shy students are given interest which gives them a chance to get rid of timidity. To give students opportunities to know the way natives speak English, ESP teachers provide them with listening practice. When practicing listening, learners are asked to listen to a tape related to their actual needs. We notice that ESP students make efforts to understand the English spoken by natives' speakers. The ESP teachers do not allow students to use their mother tongue, when working in groups, they tell them not to use it because it is a barrier for learning English.

Students are also engaged in real life situations when playing different roles; this is very effective in developing their oral skill, especially because most of ESP students are self confident and active. Role-plays greatly contribute to facilitate the speaking on the ESP. In the sense that when performing the plays, students improve their pronunciation and manage to use the suitable vocabulary and the correct grammatical rules spontaneously.

In addition to this, role plays give the cope with their roles. Without forgetting their importance in getting rid of shyness, this inhibits speaking freely. Moreover, role-plays create a funny way of learning and make it easier and more successful. The students are let to choose the roles they want to perform. Moreover, we see that they are motivated and active. We notice that they enjoy role-plays.

In addition to this, ESP teacher devote some time for grammar. The aim of teaching grammar is to make students learn the grammatical structures. It is taught in a linear way. It is also a chance for students to know to which extent they have learnt the structures. Vocabulary too is taken into consideration in the Career Center. This contributes in the development of students' oral skill.

Motivation is an essential element in teaching-learning ESP. It pushes students to do their best to produce new information and to exchange their points of views. The fact of motivating students is considered as being integrative. The ESP teachers see motivation as a key for learning. In the sense, it encourages every learner to work to his potential, to share in taking decisions and in giving information. This permits students' self-correction in case of making errors on the one hand, and allow the teachers to know about student's way of thinking and their problems on the other hand.

Conclusion

To sum up, the oral skill can be acquired with the help of the communicative activities and strategies provided by ESP teacher. To become fluent in speaking, learners should make use of the language they have learnt. In other words, they have to use their grammatical competence in order to produce linguistically acceptance utterances and this by inside and outside the classroom.
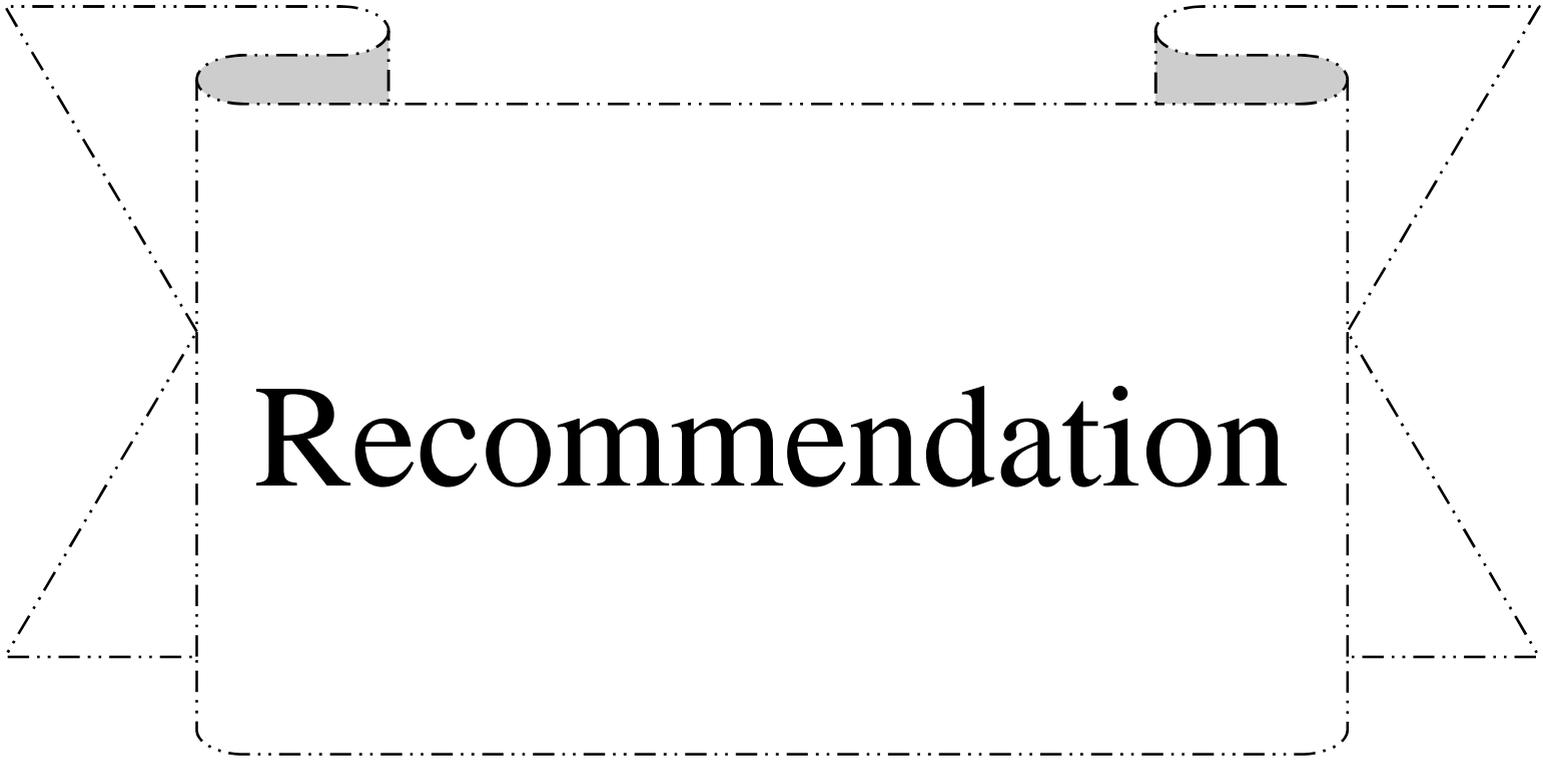
Recommendation

Recommendation

The results of the questionnaire which we have conducted to ESP teachers at Ouargla University proved that the ESP teachers' role is very crucial in developing learners' fluency in ESP, this through practicing the speaking skill and taking part in a large variety of oral practice activities that provide them with paramout information in pronunciation, grammar, vocabulary…etc.

In other words, ESP teachers' role and responsibility go beyond presenting language structures and functions. They have to be aware of their learner's interests, their linguistic, their social and cultural needs. They are supposed to help them move from pseudo-communication into real communication where they express their personal ideas and needs. In fact, students have to make themselves understood by avoiding faults in pronunciation, grammar and vocabulary and by taking care of the social and cultural rules

Also, Classroom observations we have elaborated in the Career Center were shown all this and more. They were shown that the ESP teachers have large classes full of learners with different learning strategies and learning styles. Consequently, ESP teachers have to make use of modern technologies in their classes or otherwise the traditional audio visual aids to meet their learners' needs and to motivate them. In addition, there should be a variety of activities such as presentation, problem solving, role-played, practical hand-on activities field visits and interviews with experts using the English language exclusively.
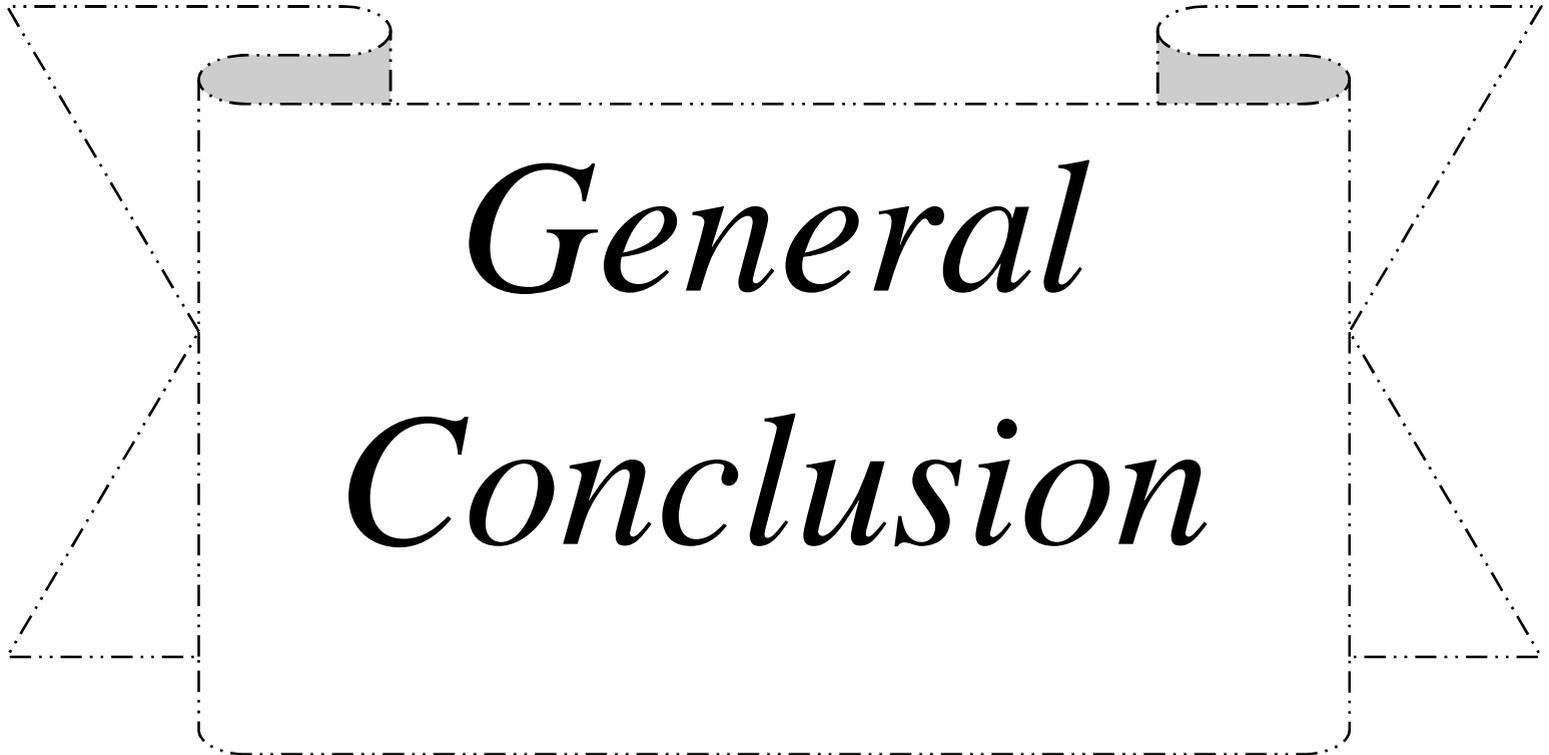
General Conclusion

General Conclusion

This study directly concerns ESP teachers who want to develop oral skill or rather communicative proficiency of the learners by using effective communicative activities and strategies. The more teachers are interested in teaching language in communicative way, the more need for exposing learners to the language in the real context and having them communicate with each other in real life situations are likely to arrive.

Given the difficulty of many ESP teachers to obtain rich natural data from the immediate environment, how to gain samples of authentic communicative activities would one of the common concern of all ESP teachers. In this study, we have to determine merely the ESP teacher roles in ESP classroom and what are the techniques the ESP teacher used to motivate his learners to speak. ESP teachers at Ouargla University are taken as sample.

Communicative activities such as role-played, games, and group discussion should Be given a special position in ESP teaching program, because they tend to meet learners' needs. Such activities are considered as vast vehicles to urge learners go beyond their linguistic competence to use language in real life communication. However, many problems and factors may confront learners trying to use the target language for themselves. Therefore, ESP teachers should play several roles to overcome such problems and minimize learners' anxiety.

The results of the questionnaire and classroom observation confirm that the ESP teacher role as a teacher will expand from teaching to a course designer, researcher, evaluator, and that the majority of ESP teachers are highly interested in developing their learners' oral capacities through communicative activities. However, the flow of speaking can not be devoid of obstacles that may lead to learners' passivity (e.g. lack of motivation, lack of confidence, lack of linguistic competence and so on). As a remedy, ESP teachers can

overcome their learners reluctance and improve their oral capacities by motivating them to create group discussions outside the classroom where they feel more secure.

A good ESP teacher should be aware of his practicing roles in the classroom and in using communicative activities. It is suggested that:

-ESP teachers should be aware of teaching communicative activities and their role in teaching ESP,

-ESP teachers should take part in a large variety of oral practice activities,

-ESP teachers should check the student's use of communicative activities and keep them on the right track,

-ESP teachers should be aware of the variety of roles that are attributed to them,

-ESP teachers should choose communicative activities that are appropriate to the materials and to the learners own needs.

However, the teachers should be well trained and prepared for presenting their course. In case they find themselves in need of possessing oral skill or they find certain difficulty in teaching ESP, the following steps are suggested:

-The teacher should have a relevant background about specific subject he teaches and must ask for the help of the specialists if there is certain difficulty in understanding the specialized texts.

-There is a need for teacher training and development, and improvement of classroom skills in ESP teaching in particular for English graduates who are to teach ESP at college level. This is done preferably by considering giving certificate in ESP teaching.

-The new ESP teacher should be confident, aware, sensitive and ready for challenge and change when teaching ESP courses. The change of his role as the source of power and knowledge and the challenges to his teaching ESP, for there are difficulties that he should overcome. So, he is expected to accept the change develop his skills with the time and experience.

-The ESP teacher is advised to meet with other ESP teachers whom he can discuss with and benefit from their experience.

-The teacher is required to continue his research and study in ESP to be up to date with every change and develop his skills. This requires from him to constantly make needs-analysis to assess his students' preferences and wants from this ESP course, according to which he will be able to serve his students' needs and becomes more successful in delivering this course than when he first taught the ESP course.

-The ESP teacher is advised to read continually about every thing new in his field of teaching and search for new tools to cope with the changing needs of his students according to a needs analysis he preferably makes whenever he feels that his students' needs are changing.

- The ESP teachers should have flexibility and interest to listen to students and accustom himself to his new role as a practitioner who must benefit from his professional subject colleagues and his students in the specific context he is teaching. So, he must adopt the suitable tools of teaching ESP which should used to enhance the students' communicative ability and vocabulary related to their specialization.
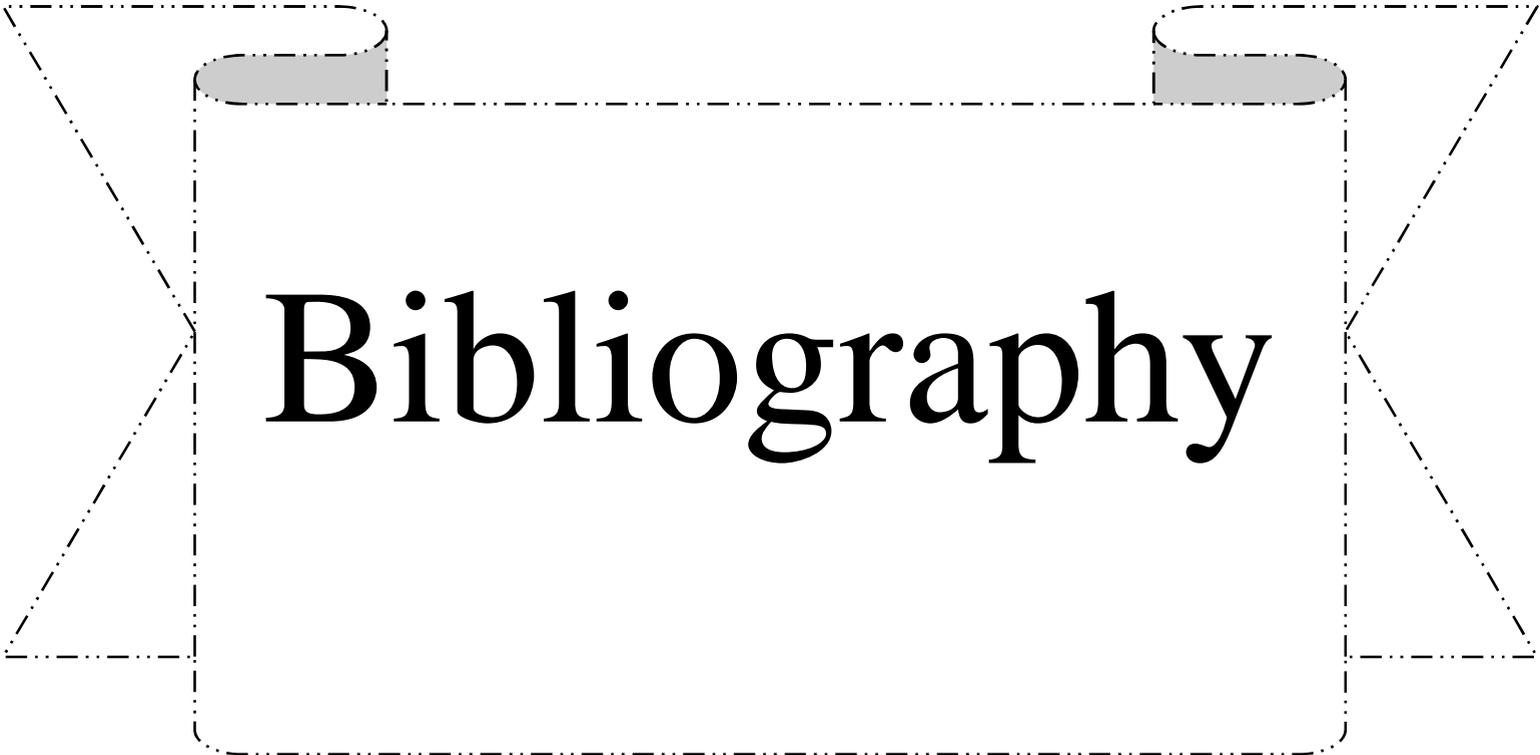
Bibliography

Books

Anthony, L. (1997a). *Defining English for specific purposes and the role of the ESP Practitioner.*

Belcher, D. (2004). Trends in teaching English for specific purposes. *Annual Review of Applied Linguistics*, 24, 165-186. Cambridge, University Press.

Belcher, D. (2006). English for specific purposes: Teaching to perceived needs and imagined futures in worlds of work, study and everyday life. *TESOL Quarterly*, 40(1), 133-156.

Brunton, M. (2009). Evaluation of Highly Recommended: A textbook for the hotel and catering industry. *ESP World*. 1(22), Vol 8.

Byrne, D. (1976). *Teaching Oral English,* Longman group Ltd.

Canale, M.and M. Swain (1980). 'Theoretical bases and communicative approaches to second language teaching and testing.' *Applied Linguistics* Vol. 1 No. 1. pp. 1-47.

Carter, D. (1983). Some propositions about ESP. *The ESP Journal*, 2, 131-137.

Coffey, B. (1985). *ESP: English for specific purposes.* In V. Kinsella, (Ed.), Cambridge Language Surveys 3. Cambridge, Cambridge University Press.

Dobson, J.M. (1974). *Effective Techniques for English Conversation Groups.* Newbury House Publishers.

Doff, A. (1988). *Teach English: A training course for teachers*. Cambridge University Press.

Dudley-Evans, T., & St. John, M. J. (1998). *Developments in English for specific purposes: A multi-disciplinary approach.* Cambridge, Cambridge University Press.

Gatehouse, K. (2001). Key issues in English for Specific purposes (ESP) curriculum development. *Internet TESL Journal*, Vol VII, No. 10.

Harmer, J. (2001). *The practice of English Language*. Person Education Limited.

Harmer, J. (1998*). How to teach: an introduction to the practice of English Language teaching*, Addition Wesley Longman.

Hedge, T. (2000*). Teaching and Learning in the Language Classroom*, Oxford University Press.

Hutchinson, T. & Waters, A. (1987). *English for specific purposes: A learning-centered approach*. Cambridge, Cambridge University Press.

Hymes (2000). *The role of styles and strategies in second language learning*. ERIC

Littlewood, W. (1981). *Communicative Language Teaching: An introduction.* Cambridge: Cambridge University Press.

Johns, A. & Dudley-Evans, T. (2001). English for specific purposes: International in scope, specific in purpose. *TESOL Quarterly*, 25(2), 297-314.

Mackay, R. 1978. Identifying the nature of the learner's needs: In Mackay and Moundford (eds.), (pp21-37). *English for Specific Purposes.* London: Longman.

Mackay, R. & Mountford, A. (1978). *English for specific purposes*. London, Longman.

McCarten, J. (2007). *Teaching vocabulary: Lessons from the corpus, lessons for the classroom*. Cambridge, Cambridge University Press.

Nunan, D. (1988). *The learner-centred curriculum: A study in second language teaching*. New York: Cambridge University Press.

Munby, J. (1978*). Communicative syllabus design*. London: Cambridge University Press.

Richards, J. (2001). *Curriculum development in language teaching*. Cambridge, Cambridge University Press.

Rivers, W.M. (1968) *Teaching Foreign Language Skills*. Chicago: CUP.

Robinson, P. (1991). *ESP today: A practitione*r's *guide*. New York: Prentice Hall.

Shumin, K. (2002). "Factor to consider: Developing Adult EFL Students' Speaking

Abilities". *Methodology in Language Teaching* (Eds) Richards, C.J and Ranandya, W.A. Cambridge Univesty Press.

Strevens, P. (1977). *New orientations the teaching of English.* London: Oxford University Press.

Swales, J. (1990) *Genre analysis*. Cambridge: Cambridge University Press.

Swain, M., (1985), "Communicative competence: Some roles of comprehensible input in its development", In S.M. Gass, & C.G. Madden, (eds.) *Input in second language acquisition*. Rowley, MA: Newbury House, pp. 235-53.

Widdowson, H. (1983*). Learning purpose and language use*. Oxford: Oxford University Press.

Xiaohong, D. (1664). "Developing Oral Communication Competence among English Majors at the Intermediate Level" *English Teaching Forum*, Vol. 32, No. 4.

Yule, G (1996). *The study of Language*. Cambridge University Press.

Periodicals

English teaching Forum. (January, 1990). Vol XXVIII N 1.
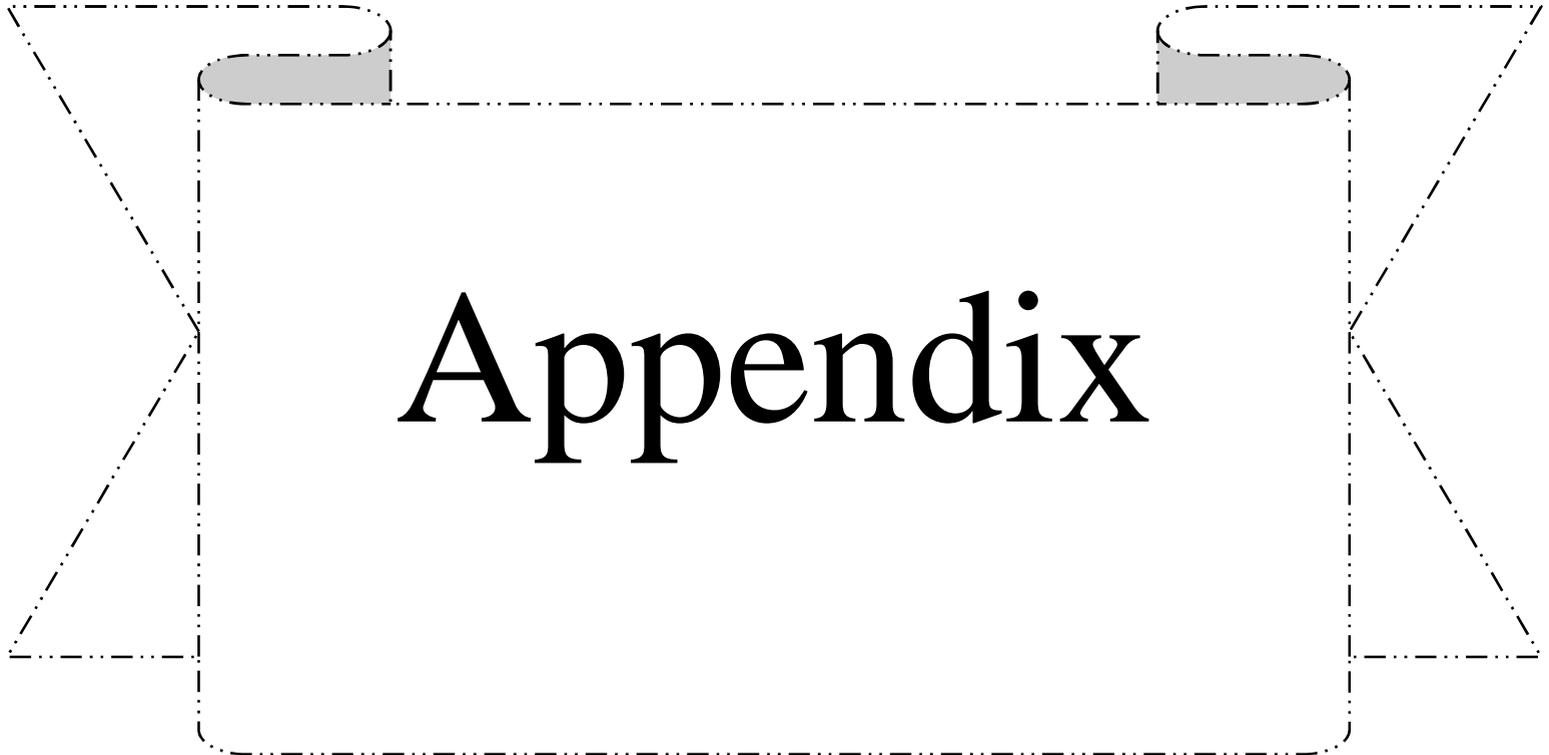
Appendix

Appendix I

Kasdi Marbah University-Ouargla-

Foreign Language Division

Teachers' Questionnaire

This questionnaire is the main procedure we will use to conduct our work. So, we are going to investigate the roles of ESP teacher in enhancing students' oral communicative competence, your honest answers will be of great help to us. You are kindly requested to answer the following questions

Please put (x) in the appropriate box or make full statements when necessary.

Our gratitude for your precious help

I. General information

1-Which degree do you have:

a-a license of English ☐

b-a magister of English ☐

c-others ☐

2-Have you had any specific training in teaching ESP?

Yes ☐   No ☐

3-How many students attend your workshops?

…………………………………………………………..

II. Teaching practice

Section 1: *ESP Teachers Representation of Communicative Competence*:

4-According to you what is oral communicative competence?

…………………………………………………………..

…………………………………………………………...

5-Do you aim at developing oral communicative competence?

Yes ☐   No ☐

6-When you have set of communicative activity, have you ever taken a part as one member not as a teacher?

Yes ☐   No ☐

Section 2: *The Contribution of other skills in the Development of Oral*

Communicative Competence

7-Is pronunciation included in ESP teaching-learning process?

Yes ☐   No ☐

8-Do you teach speech sounds, stress and intonation?

Yes ☐   No ☐

9-Do you teach grammar?

Yes ☐   No ☐

10-Do you teach your students' different sentence forms and how to use them in

the appropriate situations?

Yes ☐   No ☐

11-Do you devote some time for listening?

Yes ☐   No ☐

12-If yes what are the listening activities that you use?

…………………………………………………………..

…………………………………………………………..

……………………………………………………………

13-Do you devote some time for teaching vocabulary?

Yes ☐   No ☐

Section 3: *ESP Teachers role in developing learners Oral Communicative*

Competence

4-Do you encourage authentic communication?

Yes ☐   No ☐

15-The obstacles of being orally competent are:

   a-Lack of linguistic competence (Lack of language mastery)

   b-Lack of practice (speaking practice)

  c-Other obstacles

16-When your students face difficulties in speaking, do you:

   a-Allow them to use their mother tongue ☐

   b-Ask them to make efforts in the target language ☐

   c-Provide them with the appropriate items ☐

17-What do you do to create a good classroom, atmosphere that encourages your

students to express themselves freely and confidently?

…………………………………………………………

…………………………………………………………

…………………………………………………………

18-Do you motivate shy students to take part in classroom communication?

Yes ☐   No ☐

19-Do you give opportunities to students to interact between themselves

   a- Always ☐
   b- Sometimes ☐
   c- Never ☐

20-Do you provide your students with fun and entertainment?

Yes ☐   No ☐