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Investigating the Impact of Using Dialogue and Discussion Strategy in Oral Expression Sessions in Improving the Learners' Speaking Skills

The case of Second Year Undergraduate Students of English at KMU

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DEDICATION

I dedicate this work to

My father Abdelkader Talbi the love of my life may he rest in peace and my mother, may

Allah bless her; source of my happiness and success in life.

My dearest brother Khaled and lovely sisters Khaoula for her endless support, Amel and

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I

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Abstract

The present research aims at finding out if dialogue and discussion strategy improves the speaking skill ability. The participants of the research are second year students of English, at Kasdi Merbah Ouargla, University since they encounter complicated problems when it comes to performing orally. Discussion strategy and dialogues can be an appropriate strategy to help EFL learners enhance their speaking skills and become more proficient. In this study, we opted for both qualitative and quantitative approaches in order to collect teachers' and students' opinions towards the use of dialogue and discussion strategy in oral expression classes to improve the speaking skills through the use of questionnaires for both teachers and students and a T-Test for students. The research results proved that dialogue and discussion strategy is a successful and effective stratagem for EFL learners; hence, our hypothesis has been confirmed.

Key terms: English as a Foreign Language, Speaking Skill, Teaching Speaking, Dialogue Strategy, Discussion Strategy.

List of Abbreviations

EFL: English as a Foreign Language

IELTS: The International English Language Testing System

Percentage :%

N: Number

ASU : Arizona State University

CG : Control Group

EXP G : Experimental Group

Q : Question

KMU : Kasdi Merbah University

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General Introduction

Statement of the Problem

Among the most important of the four language skills of English is speaking, which is the skill that the students will be judged upon most in real life situations. The main objective of learning a foreign language is the ability to communicate. We noticed that EFL learners encounter many difficulties when it comes to communication in English, such as shyness and lack of self confidence. It is significant to overcome those difficulties by suggesting the method of dialogue activities and discussion strategy in oral expression sessions to help students promote their speaking skills to a great extent.

Aim of The Study

The major aim in this research is to contribute to the improvement of learners' probability in producing correct fluent and accurate English conversations through the proposition of using dialogue and discussion strategy in oral sessions. It aims to:

1- Investigate how dialogues can be utilized in improving second year LMD students 'speaking skills in the department of English.
2- To offer learners opportunities to participate in discussion in oral sessions to enhance their speaking skills.
3- To evaluate the effectiveness of using dialogues in oral expression sessions.

Research Questions

Regarding the statement of the problem, our research applies two main questions:

1- What are the attitudes of Second year students of English towards using dialogues during oral sessions?
2- How does using dialogue and discussion strategy in oral expression sessions can be effective in reinforcing students' speaking skills?

Research Hypotheses

Based on the present research questions of the current study, we formulated three hypotheses that will be tested through this work:

1- Using dialogues in oral sessions can improve students' speaking skills.
2- We hypothesis that the attitude of second year students of English towards the use of dialogues and discussion strategy is positive to develop their speaking skills.

Means of Research

In this research, we signed for the quantitative and qualitative approaches. To precede our study we chose two data collection methods: a questionnaire and a T.Test.

A questionnaire is set to teachers of English; the goal is to figure out their feedback about discussion strategy in improving the speaking skills. Concerning the T.Test (pre-test, post-test) is determined for Second year students of English of Kasdi Merbah Ouargla university, the latter intends to investigate students' reflection towards dialogues to enhance their speaking skills.

Introduction

Language education and learning is used to be solely centered on the written form of the language. This enthusiasm was insufficient to realize the language's primary objective of communication. This is the main reason for the situation to alter its importance in everyday life, from written to spoken language, cannot be overstated. Regardless of the language, speaking is the link that brings people together. They interact with one another and hold similar beliefs. Language conveys feelings and thoughts.

Nowadays, English language has become the most known foreign language. Learners of English as a foreign language give more attention to develop the speaking skills. Thus, they communicate and interact with people. They try to gain the ability to express themselves in the target language. Thus, the classroom plays a major role in the process of foreign language learning. In fact, the role of dialogues in learning has become an important factor because it creates opportunities for the classroom community to develop knowledge and skills. The English language is presently the most widely spoken foreign language. Learners of English as a foreign language place a great emphasis on improving their speaking abilities. As a result, they are able to converse and connect with others. They are attempting to acquire the capacity to be able to communicate in the target language.

As a result, the classroom plays a crucial part in the learning process, the process of learning a foreign language. In reality, the importance of classroom discussions in learning has become crucial since it provides opportunities for the future to build knowledge and skills in a classroom community. Hence, dialogues allow students to describe real-life situations that can be applied in their daily lives. However, the primary goal of learning a foreign language is to convey the learners' characteristics in the target language. Foreign language learners must focus on improving their English language skills in the classroom with the help of the teachers' plan and supervision in the classroom.

Chapter one

Dialogue and Discussion Strategy

INTRODUCTION

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CONCLUSION

Introduction

   In this chapter, we are going to discuss dialogue and discussion strategy. The focus of this chapter is on the nature of dialogues and how they relate to EFL language teaching and learning. Furthermore, it will seek to illustrate the importance of dialogue and discussion strategy in improving EFL learners' speaking skills, as well as the limitations of dialogic teaching. This chapter also covers some of the different types and kinds of dialogues that teachers could employ in the class. Likewise, it presents the most significant dialogue techniques that make teaching effective to improve EFL learner's speaking ability. Finally, this study attempts to demonstrate how dialogic teaching can help readers recognize the significance of the speaking skills.

   The Nature of Dialogue and Discussion Strategy

   Freire (1970) defines dialogue as a literal and theoretical structure consisting of written or spoken conversational alternate between two people or more .Beside this brief definition of dialogue, he may say as an addition that dialogues are a way to transmit and receive messages between people. They are spoken or written to what one specific wants, and thinks about , and to negotiate with others . In another sense, dialogues are more effective when speakers share cultural and linguistic background.

   According to Kramer (2013), 'the practice of education dialogue is at least as old ancient Greek culture. If we reflect on the term dialogue, we see that the Greek prefix *"dia"* has a variety of meanings, including: across, among, through, together. The Greek word "*logos*" has many cognates as well, including: reason, law, truth, word. Thus etymologically, *"dia-logos"* means speaking meaningfully between people'.

   Oral sessions dialogues and discussion take a major role to transfer and share thoughts to construct an understanding to some of issues. Discussion is an effective way to engage students with well concepts that helps them with their problem-solving. According to Harmer (2007), dialogues are an important form of communication and interaction activities. Concerning these activities, the teacher chooses multiple topics to his students let them try to speak fluently and comfortably. It is obvious that the use of dialogues and discussion in the teaching process is not new strategy but it is considered very important one.

   Moreover, Pilleux (1969) sees dialogue and discussion strategy as a natural chat that can be presented orally or written form. Through dialogues students are able to contribute to

classroom dialogue in new varied ways, and involve more successful interaction between teachers and students, it provides the teachers an opportunity to elicit students and engage them to develop ideas and thoughts.

Linguistically speaking dialogue is the most used term in applied linguistics that lead directly to conversations which serves more than one purpose in language teaching process such as contextualizing, production of utterances. According to Pat Pigg (1976) dialogues are a natural selections of conversation focused on one method of using the English language, and capable of animating further conversation.

Pilleux (1969) sees that dialogues can be in a written form, not just orally, while Harmer (2007), with a different point of view sees that dialogues are being more important with an oral form because it gives the teacher an opportunity to take a closer vision to his students' beliefs and thoughts and background.

According to Freire (1970: 04) 'Dialogue is the encounter between men, mediated by the world, in order to name the world'. Hence , in communicative language teaching dialogue is considered one of the most method based that provides « Whole task practice » , permits a natural learning , and produce a context that enhance the learning process(Littlewood, 2009).

In addition, Richards and Rogers (1986: 76) mentions that "Dialogue as one of the examples of social interaction activities compatible with a communicative approach which fluency and acceptable language is the primary goal" where it is considered as one of the best flexible founded approach learning of how to think and take correct decisions, so as understanding others' point of view and opinions. Hornby (1995). The Oxford English dictionary defines dialogue as the conversation written for and spoken by actor on a stage or a conversation carried on between two or more person .A verbal transmission of thoughts between people that adjusts the correct vision of how dialogue might function in classroom.

Dialogue and Discussion Strategy as a Teaching Tool

Albright (1979) claims that most of the students are not able to reach a proficient level if text books do not offer quite materials which are designed to enhance communicative skills. One of the highlighted purposes of using dialogic teaching process is to enable learners develops their communicative competence so as to be able to use the target language correctly.

Rivers and Temperley (1978) claim that teaching how to use a language appropriately is an effortful process. The teacher should always keep in mind that main goal is to make learners

able to interact freely with others and to make them understand how English language works.

Slavin (1980) states that in order to increase the learners' academic achievements; we need to judge self-esteem, motivation, cooperative and collaborative teaching. Moreover, the use of dialogues in teaching is a supportive method to enhance the speaking skills. Hence, dialogic teaching and discussion strategy in oral sessions improve both EFL learners' linguistic backgrounds and their mental abilities. Furthermore , Dawes (2008) using dialogues and discussion strategy in teaching makes learners talk and discuss through misunderstandings ,which enable teachers to engage with their students and explore how they think and produce their own ideas and thoughts .

 Dawes (2008), Alexander (2006) states that using dialogues in teaching is an ideal method because it brings external situations into the classroom as follows:

- **Collective:** Teachers and students treat and process teaching tasks together.
- **Reciprocal: Teachers** and students share each other's thoughts ideas and point of views.
- **Supportive: Students** help each other to increase a successful understanding.
- **Cumulative:** Coherence between ideas is certain.
- **Purposeful:** Specific goals are planned besides dialogic teaching.

Alexander (2006) views dialogic teaching as a tool to develop learners' ability and motivations of talking to extend their thinking, which will enhance their pronunciation, stress, intonation and new vocabulary.

According to Alexander (2006), dialogic teaching uses students' work and communication with language to develop activity, and enrich understanding. The main feature of using dialogue in teaching is using such an effective type of communication that promotes higher cognitive functions in students.

Types of Dialogue and Discussion Strategy

According to Harmer (2003) EFL learners' comprehension effectiveness and learning process depends on the degree of the teachers' interest in how to select topics and strategies, beside a perfect learning atmosphere. Dialogue and discussion strategy types contain a successful step to enhance EFL learners' speaking skills, some types are as follows:

3.1- Think /Pair /Share

A designed collaborative strategy is set for students to think of a question or a problem by sharing their ideas with classmates to formulate individual ideas. According to

Wasowski (2009) Think/Pair/Share is an effective activity where students can benefit from it in a satisfying organized way, it offers them an opportunity to react and respond in whole-group discussion or individual small groups.

Moreover, Lyman (1987) developed this strategy where he states that it encourages students' participation in classroom, where teachers use it as an activity to test their students' thinking by discussing their responses after doing the three steps. First, think when the teacher asks a specific question to his students where they should think about what they have learned far about the given task. Second, pair where each student work with another one paired or a small group. Third is when the students share their ideas and thoughts with their partners, and the teacher should transfer their sharing into a whole-class discussion; this strategy will enhance and build up students' oral performance.

3.2- Small Group Discussion

According to Bruff (2009) Small group discussion provides an opportunity to share ideas without addressing the whole class, it is an effective idea to make students engage with each other and pass the fear of addressing a large group. It offers the learners the ability to be capable of sharing and participating especially in a wide class discussion. In fact, when learners interact and share thoughts with each other through small group discussion, this will promote their thinking and participation motivation.

Moreover, Harmer (2003) states that discussion between individuals in a small group of four or five is easier than in a group of twenty or thirty. Hence, when the teacher divide students into groups and provide them with a topic to discuss , the goal of this strategy is to let them explore and find it amongst themselves, the more they think and cooperate the more they provide meaning to the discussion . Harris et.al (2008) supported small group discussion strategy by stating that it influences students between each other, by sharing the same purpose and spreading positive thinking through learning.

3.3- Presentations

Pinar and Trapp (2011) mentions that using presentations in classroom lead to greater class interaction and participation, and help to bridge the gap between language study and language use. Presentations are learner-centered and authentic tasks that are useful where they require the use of language skills and have impact on student motivation, Brooks &

Wilson (2014).

In other words, presentations aid to deliver informations from a speaker to an audience. A means of communication that might be adapted to different situation, such as addressing a meeting or talking in front of a group of people. Socio-cultural theorists see language as social phenomenon.

Hence, using language by learners in communicating with others is an effective way to improve their speaking skills. Therefore it is very important to teachers to include tasks that make learners communicate in classroom in a natural way; this type of communication is one of the most important goals of dialogic teaching, which lead to a greater class interaction and participation. Al-Issa &Al-Qubtan (2010: 227)"Take initiative thinking beyond the mandated textbook, and use language creatively, purposefully, and interactively".

3.4- Oral Examination

Students' involvement is very necessary in assessment. According to Bachman and Palmer (2010: 107) "One way to promote the potential for positive consequences of assessment use is through involving test takers in the development of the assessment, as well as collecting information from them about their perceptions of the assessment and the assessment tasks." It is valid specially when students demonstrate their knowledge and skills and overcome their anxiety. Oral examination give students an opportunity to speak spontaneously so teachers become able to analyze students' language proficiency. According to Hughes (2003) mention that oral assessments serve many purposes that allow teacher to measure and diagnose learner's strength and weakness.

3.5- Informal Debates

According to Verderber et al. (2011) claims that informal debates are a discussion about a certain topic by a group of people, which they will face a different opinions and views. Through this debate students are able to share and receive ideas, so as the opportunity to work together, by repeating this action they will achieve vocabulary development and ideas exploration. This particular activity help learners to stand for their views and opinions by gaining self confidence in communication.

3.6- Formal Debates:

Verderber (2010) states those formal debates as a discussion or a structured contest, where participants explore and resolve issues and problems. In other words, any form of discussion is a form of debate, concerning the topics in classroom are supposed to be guided

by the knowledge and skills which will enhance learners' self-improvement through speaking in public, participate and promote critical thinking. As long as teachers vary in using types of dialogic teaching strategy the dialogue teaching process will be effective.

The Importance of Dialogue and Discussion Strategy in EFL Setting

Dialogues help to enhance pronunciation, intonation, and drills. Wood (2000) mentions that dialogues make conversations easier, and parallel grammar instruction, introduce and practice a function, vocabulary, or structure, besides reaching levels of formality, politeness, attitudes of the target culture. Hence, dialogues demonstrate grammar in context. According to Alexander (2000) dialogic teaching uses the power of discussion to get students' attention, stimulate thoughts, advance understanding ,expend ideas, and construct and evaluate arguments, preparing them for lifelong learning and democratic participation . Alexander (2008) states that dialogue and discussion strategy contains the exploration of ideas, and cumulative questions; besides building more collective understanding. Hence, dialogue repertoire which support everyday interaction and help students to promote and utilize transactional talk, and offer learners an opportunity to narrate a factual answers. Edward-Groves, Anstey and Bull (2001) mentions that as long as anyone engaged in dialogue and discussion he should be fully prepared to exchange ideas and thoughts, so as the group knowledge grows and develop.

Limitations of Dialogue and Discussion Strategy in EFL Setting

Alexander (2006) argues that since dialogic teaching is supportive, students freely share their ideas, and exchange communication without hesitating from making mistakes. The degree of support is strongly related to the type of relationship of teacher and their students, in case teacher fear or doubt that their students might misbehave they will directly decrease their support level , it is considered problematic. In other words, over-support leads to over-emphasis of social function of dialogic teaching.

According to Alexander (2006) mentions that the second feature of dialogic teaching "Reciprocal" can clash with the first feature "Collective", based on his observation which showed that as long as the teacher focus on a single students' answer for a longer period, the other students will gradually be less interested in exchanging communication. He suggests that tasks of education should address all the students. However, the data showed the opposite which is those features clashes with a strong heterogeneity of learners who do not have that much of interest in the subject, Nystrand et al.(2001) . Most teachers are well aware of

heterogeneity of their own students based on two strategies. First, the one who is supported by the collected data which shows that only few motivated students participate in dialogic sequences? Second, which show that teachers are able to set standards to give each student a chance to exceed them? In the other side, since the first one do not agree to the criterion of collectively the second will make dialogic teaching process impossible.

Techniques of Dialogue and Discussion Strategy:

Arizona State University Intergroup Relations Center ASU (2004) mentions five techniques to form a well structured dialogue and discussion sessions. Concerning dialogues are a successful way to enhance learner's ability in speaking skills. The techniques are as follows:

6.1- Set Clear goals about dialogues

The proposal topic, teachers must collect goals or expectations that they wants to achieve at the end of the dialogue. Teachers might use dialogues as a stimulating activity to help students memorize new vocabularies, or they can use dialogues to help students develop their listening skills by allowing them to grasp diverse points of views and identify their own limitations. Furthermore, discussions are beneficial because they allow them to understand diverse points of view and identify where their comprehension is limited. Arizona State University Intergroup Relations Center ASU (2004).

6.2- Safe Place

Teachers must create a pleasant environment or atmosphere in the classroom in order for the dialogue to take place. Teachers must establish rules for dialogue management in order to keep the classroom quiet. Teachers must teach students to trust themselves and their abilities. They have a tone that encourages students to respect one another, even if their opinions vary. Arizona State University Intergroup Relations Center ASU (2004).

6.3- Tools for Dialogue and discussion

Teachers can give the necessary tools to encourage students to engage in the dialogue's topic. Learners' motivation can be boosted by using engaging and stimulating discourse tools. Teachers can write scripts for students to act out in the classroom, or they can start a written discourse from the beginning. They must also finish the story by using their imagination and reasoning to act it in the classroom. Arizona State University Intergroup Relations Center ASU (2004).

6.4- Varying Levels of Experiences

   Teachers must recognize that not all students have the same degree of knowledge and experience. The culture and history of the students in the classroom may differ. Teachers should not expect a student to know anything that is not relevant to his or her culture or language Arizona State University Intergroup Relations Center ASU (2004).

6.5- Modeling

   This strategy can be employed in certain teaching conversation strategies where the learner learns by imitating the teacher without the teacher giving precise spoken directions. When possible, teachers should use modeling. Teachers should make the topic evident to learners before modeling synonym instances; teachers might choose examples relating to the dialogue's theme. All of these classroom discourse approaches are utilized with large groups of students. Cooperative learning among students can so motivate them and create opportunity for them to listen to one another. Teachers might ask comprehension and check questions after each dialogue to prevent some students from chatting and to ensure that dialogues are effective. As a result, learners may feel compelled to respond following the dialogue. This encourages everyone in the class to pay attention in class, as well as to feel included and focused on listening. As a result, they are more likely to pay attention to their classmates and the acting discourse. In brief, including a diverse range of cultures and backgrounds in a discussion can help to achieve a successful outcome. Those recommendations for tactics in various dialogues will assist teachers in establishing a positive classroom climate and encouraging interaction so that dialogues can take place. Arizona State University Intergroup Relations Center ASU (2004).

   Kinds of Dialogue and Discussion Strategy

   Dialogues typically have one or more structures or functions. Byrne (1997) learners must practice alongside any applicable language vocabulary. Many characteristics of spoken language, such as short form replies, question tags, and hesitation signs can be advantageously included; there are some kinds of dialogues according to Byrne (1997: 55):

7.1- Mini Dialogue

   Mini-dialogues have been predated by a discussion of roles, setting, topic, situation-people and formal or informal functional and situational needs of language.

1)-Picture Sets:

   After the modeled dialogue represented, students are encouraged to recreate new versions of dialogue using the picture in set .

2)- Cue words :

Concerning cue cards, the students are given cards that contain a number of cues words that can be used to imitate a discourse .For example:

(Job _ Factory _ Make shoes _ Boring _ well paid)

The students surely would need to be provided a dialogue model to use it at the outset where they are able to use their cards to converse to each other, like this example:

A : Hi ! I haven't seen you lately.

B : No. I've got a job at last!

A : Where ?

B : In a factory. I make shoes.

A : Really ? What's it like?

B : Oh, it's boring. But it's well paid.

3)- Single Object Picture Cards :

It is an easy but dynamic method to provide visual stimulation for conversational work. At least 6-8 cards are required, a large class (i.e. Flash cards) can be utilized which can be placed in front of the class. For example:

The teacher points into a clock, then the students will directly say « Can I have the clock, Please? »

the teacher will respond « No, sorry you can't have it » The teacher again points out into another picture of a «Book», then the students will ask again « Can I have the ball , please ? » then the teacher answer « Yes , here you are » . The teacher provides the students a modeled dialogue to apply it after through pairs after practicing it with the teacher.

7.2- Mapped Dialogues

The students are provided with a chart and graphs that outlines which functions they must perform when engaging with one another, according to Byrne (1997;55). For example:

Student A	Student B
-Invite your friend to go with you.	-Refuse A's invitation (with reason)
Mention day and time	
-Suggest another day	- Agree
-Confirm.	- Confirmed .

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7.3- Standard Printed Dialogues

Printed dialogues in the majority contains multiple short exchanges between two

People, according to Byrne (1997;55). For example:

A: Hello. May i help you?

B : No thanks. I'm just looking.

A : Well let me know if you need anything.

B : Okay, thank you .

This type of dialogues is extremely beneficial for teaching novices how to use common expressions.

7.4- Open Dialogues

The teacher only supplies one side or part of the dialogue given in open dialogues .The Other part is created by the students. It frequently results in learning how to respond to

Conversational cues rather than initiating. In order to make entire answers throughout a Piece of social interaction, they must identify highly strong (Littlewood , 1998;13) . For example: (Visiting a friend, Peter)

Aunt : Let's have a drink. What would you like, coffee or tea ?

You :

Aunt : I'll put a record first. Do you like jazz ?

You :

Aunt : What do you feel like doing afterword ?

You :

Aunt : All right. Well, I'll go and make the tea/coffee.

7.5- Cue Cards Dialogues

The teacher is able to choose cue cards type among all of the kinds of dialogues, which provide instructions for executing a sequence of communicative acts that agree to corresponding sequence on a partner's card according to Littlewood (1998;13). For example:

A sample cue cards dialogue on asking for ingredients:

- Card (A)

You have just moved to a new separated house from your family. You ask your neighbor where you can find the following places: The Bank, The, Grocery Store, The Post Office, The School.

  -Card (B)

  A new neighbor asks where to find local services. Use these informations to help: Bank__2 Blocks north, Grocery Store __Around the corner to the left, Post Office __Next to the bank, School__ On the corner of Main Street and Third Avenue.

7.6- Discourse Chain

  Spratt (1999; 08) Describes discourse chains as a way that gives students more control over how they will use language to achieve specific functions. Students frequently

➢ Say hello. Give name of Cap Company.

● politely ask for a cap, give your address.

➢ Repeat address.

● Confirm address.

➢ Say the cap will be there right away.

 ● Thank the receptionist. Say good bye.

➢ Say good bye too.

7.7- Information Gaps

  Information gaps is given with dialogue persuade on cue cards, which works effectively especially with students with higher levels of proficiency. A single student or a group of students has access to certain information that another student or group of students does not have in information gap. In order to accomplish a task successfully, the second student group must obtain this information because they entail problem solving.

 Information gaps are stimulating; an advanced class can use this information gap to exercise register and persuasion. Try it as a simulated phone call for an alteration according to Spratt (1997; 08). For example:

1) Learners are divided into pairs. One person in the pair is the customer and receives a yellow cue card, while the sales clerk receives a blue cue card.

2) Learners read their cards but do not show them to their partner. They develop a dialogue, rehearse it, and then role-play for the class.

3) This is followed by a class discussion on each situation.

7.8- Student Generated Dialogues

Beginners and low-intermediate students benefit from student-generated dialogues. They are scripted, so they don't have the unpredictability of real communication, but the script is written by the students rather than the teacher. You can test a number of language abilities by encouraging students to construct their own conversations. Any of the following could serve as the focus of the dialogue, Spratt (1997).

1) A scene from a movie or video, the teacher might watch the scene without the sound and ask students to write a dialogue for it.

2) A language function or structure.

3) A picture or series of pictures.

4) A comic strip with the words deleted.

5) Several idioms that the teachers ask students to incorporate into writing dialogue

Conclusion

To summarize, we investigated dialogue and discussion strategy from various perspectives and interests. In this chapter, we discussed the importance of the nature of dialogue and discussion strategy in helping EFL students enhance their speaking skills. We shed light on how to teach dialogues in EFL classes and how to use dialogues as a teaching tool. The kinds, types, and techniques were also covered in this chapter. Furthermore, we discussed the importance and limitations of dialogic teaching. All of the subtopics presented in this chapter might assist EFL learners in using dialogues.

Chapter Two

Developing Speaking Skills in EFL Setting

INTRODUCTION

2.1. THE NATURE OF SPEAKING

2.2. THE IMPORTANCE OF SPEAKING

2.3. THE COMPONENTS OF SPEAKING ERROR! BOOKMARK NOT DEFINED.

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2.6. STRATEGIES OF TEACHING SPEAKING SKILLS

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CONCLUSION

Introduction

In this chapter, we will shed light on EFL learners speaking ability. This chapter is divided into two parts. The first part investigates the development of speaking skills as a means of communication. It also looks at how important speaking is for EFL learners. This chapter will provide details about the components of speaking skills and about what is meant

by teaching speaking skills. It takes a look on the communicative competence in developing the speaking skills. So, the second part deals with the characteristics of the speaking ability. Also, it highlights the strategies of speaking to motivate learners to be good speakers. Then, it focuses also on some problems such as the psychological one which often affect learner's oral performance.

The Nature of Speaking

There are different definitions and perspectives of speaking proposed by linguists, to begin with Brown Et al (1994; 19) state that speaking is « An interactive process of constructing meaning that involves producing and receiving and processing information » Speaking is the essential language skills that need to be mastered by English foreign learners appropriate to its significant and its use for communication. It is very important to be able to speak English concerning that it is the most common and international language in the world. So that it will be very helpful for those who comprehend it not just to develop their skills and knowledge, also they will not face obstacles in communication and interaction with people around the world Gard & Gautam (2015).

As well as Bashir Et al (2001) consider speaking as the productive skills in oral mode that contain ability in producing systematic verbal utterance to transmit meaning , it is more difficult than it appears at the first and involves more than pronouncing the words (p38). Most of the authors agree that speaking is a complicated skill which seeks more than pronunciation.

Furthermore, Jones (1989) defines speaking as a sort of verbal alternate in which the high- quality of conveyance of what the speaker says in crucial. Speaking is the process of constructing and sharing meaning by the use of verbal and non-verbal system in a various contexts. Richard (2000; 193) claims that speaking is the fundamental situation in which the learners have the chance to use the target language which is the English language, within the lesson, students use the language for a different purposes such as: interacting with the instruction and with others learners and using the language for negotiating and mastering the learning activities and assignments.

UR (1996; 120) emphasizes that « Speaking seems intuitively the most important language skill, and People who know a language are referred to as 'Speaker' of that language

, as if speaking included all others kinds of knowing , and may if not most foreign language learners are primarily interested in learning to speaking »

Besides , New Webster Dictionary (1994 :932) states that speaking is a performance to express one's sides , feelings and emotions orally .It is also named oral communication, to explore an idea or opinion speaking needs the performance , expression ,intonation, stressing , pronunciation , grammar ,and confidence .
Speaking is described as the transformation of thoughts and emotions into words and shaping mental constructs. Processes and operations Gunes (2014 ;) Moreover, another definition came from Cameron (2001 ;40) she says that speaking is about doing act of using language in communication in which making the listeners understand the speaker's feeling and ideas .

Additionally, Harmer(2007) states in his book that there are two elements of speaking which are important to be considered by the speaker « The practice of English language teaching » the first is language characteristic which contain of several sub-elements as follows : **A.** When people speak they creating a connected speech which is the sound modifying (assimilation),omitting (elision),adding (linking),or weakening(by contraction and stress patterning) : **B.** For conveying the correct meaning of the messages meant by the speaker require the expressive device which is the stress and pitch variation in producing utterance .It involves the variation of the volume and speech speed . Harmer (2001; 69) Justifies "The ability to speak fluently presupposes not only knowledge of language features, but also the ability to process information and language on spot".

Another linguist who is Levelt (1989) says that speaking is intentional activity; it prefaces a goal the speaker wants to recognize. Bygate (1997) Summarizes that oral expression covers both of the use of appropriate sounds in the appropriate patterns of rhythm and intonation ,and also the words and inflections selection in the correct order to convey meaning (1965) because of speaking is used to express the idea by saying words or sentence that is why it can be understood as oral expression . Although many things are included in it.

Kurudayioglu (2003) The improvement of especially communication skills , the speaking and the effective power of speaking which is considered directly proportional to the quality of life of individuals obtain success .

The Importance of Speaking

Nunan (1991) today, many second /foreign language learners give the speaking skills priority in their learning.

Since the English language is the international one, speaking ability in English is helpful in many situations and places such as: Seeking for further education in different universities, forgetting a job, or when someone travels to other country. Baker and Wastrup (2003; 05) supports that « A student who can speak English well may have a great chance for further education, finding employment and gaining promotion ».

Through the speaking skills, the EFL learners try to present their proficiency because it leads them to communicate and express themselves in the target language as native speaker. Concerning this idea, Celce-Murcia (2001; 103) claimed that «The ability to speak a language is synonymous knowing that language since discourse is a fundamental means of communication ».

Moreover, a great number of researcher evaluate the learners success with regard to their effectiveness as far as their proficiency in speaking the language is concerned that is why the improvements of the speaking skills looks to be a primacy for many language learner Harmer(2001) and Richards (1990). For instance Nunan (1991 ; 39) states : « To most people mastering the art of speaking is the single most important factor for learning a second or foreign language and success is measured in terms of the ability to carry out a normal conversation in the target language .»

Guoqiang (2009) states that there are many factors that influence speaking ability; besides the components that the English learners have to master for being a good speaker. The percentage of time devoted to activities in which students can communicate with each other in English remains small in the whole class. Although speaking has included in the educational plan for English teaching in schools and universities .Speaking is an important part of everyday interactions and often considered as the first impression of a person is based on his or her ability to speak fluently and comprehensibly because it is the skill that the students will be judged upon most in the real life situations. Shumin (2002; 204) emphasizes that « Learning to speak a foreign language requires more than knowing its grammatical and semantic rules. Learners must also acquire the knowledge of how native speakers use the language in the context of structured interpersonal exchange, in which many factors interact. »

The Components of Speaking

According to Harris (1974) there are five components of speaking skills concerned with pronunciation, grammar, vocabulary, comprehension and fluency.

3.1 Pronunciation

Pronunciation is the way in which the students produce clear language when they speak or the way in which a word is pronounced. Therefore, this pronunciation refers to the component of grammar made up of principles that determine how sounds vary and pattern in a language according to Hornby (1995) .In addition, Redmond and Vrchota (2007; 104) argues that: « It is imperative that you use the correct word in the correct instance and with the correct pronunciation means to say words in ways that are generally accepted or understood ». Also, some researchers mentioned that pronunciation is the underlying knowledge of studying the speaking skills. In speaking, pronunciation plays a crucial role for making the communication process easy to understand.

Moreover, Harmer (2007) claims that there are many students have problems in learning the spoken English especially in pronunciation which are:

1- What students can hear?

Some students have difficulties in hearing pronunciations features which we want to reproduce because first language speakers have problem with different sounds.

2- What students can say?

There are problem of physical unfamiliarity in learning a foreign language , it means that there is difficulty to make a specific sound using specific parts of the mouth uvula or nasal cavity .

3- The intonation of problem:

Some or most of the students find it difficult to hear tunes or to differentiate between the pattern of rising and falling tones.

Stevick (1994; 87) states that: « To pronounce means to hold on to as much as possible from the words, grammatical rules and whole sentences ».

3.2 Grammar

« Knowledge of how words and phrases are marked for tense, person, case etc. » as mentioned by Thornbury (1997; 12). Brown (1994) says that grammar is considered as a system of rules that refer to the range of the relationship of words in a sentence which help to

acquire a foreign language. Hence, IELTS (2001 cited in Hughes 2002) mentioned that grammatical accuracy refers to the appropriate use of the learners' grammatical structure.

Grammar is needed by students to create a correct sentence it is followed with the explanation suggested by Heaton (1978; 5) that: « Students' ability to manipulate structure and to distinguish appropriate grammatical form in appropriateness».

3.3 Vocabulary

« Knowledge of words mean and how they are used » as mentioned by Thornbury (1997; 112). Achieving accuracy in terms of vocabulary refers to the right selection of words during speaking. Students lack the appropriate vocabulary when they try to express what they want to say. According to Harmer (2001) allowing speakers to perform well formed utterances by the knowledge of the word classes is very beneficial.

Hatch and Brown (1995) mention that the term vocabulary refers to a set of words for specific language or a list of words which are used by the speakers of language. Allen French (1983) states that vocabulary is an essential component of second language proficiency and it is needed to achieve a successful communication in the second language it means that the primary goals of language learning is to know the meaning of words .

According to Wilkins (1982) nothing can be conveyed without vocabulary. Vocabulary is the most important component in language because it affects the four language skills , it restricts the students ability to read, to write, to listen and to speak. In reading ability, vocabulary helps learners in the comprehension of the text. In writing, it helps them to broaden their ideas and thoughts .In listening, they understand what the others speak .In speaking ability, vocabulary facilitates for the leaners to express their ideas orally.

3.4 Comprehension

Comprehension is the ability to be familiar with a subject and to understand it completely as mentioned by the Oxford learners' pocket dictionary (2003; 81). Thornbury (1995) claims that comprehension leads to improving or assessing one's understanding of a language either written or spoken, it is considered as the power of understanding. Moreover, comprehension is important to avoid misunderstanding between a speaker and listener. It refers to the capacity of the main to perceive and understand: power to catch the ideas, ability to know.

3.5 Fluency

Hammerly (1991) summarizes that fluency means speaking rapidly. Fluency is seemed as the range to which a speaker can interacts with others including a small number of

pauses and a reasonably fast speed of speaking. Oral fluency is the main goal the teachers want to achieve in teaching the productive skill of speaking. Hughes (2002) defines fluency as the ability to express oneself without much hesitation and in intelligible, reasonable and accurate way. Otherwise, the communication will break down because the listeners will lose their interest. The achievement of this goal relies on the teachers because they should teach learners to use their personal language freely to express their own ideas and the avoiding imitations.

Richards (2009) claims that fluency is a natural language use happens when a speaker participates in meaningful interaction and despite limitations in his or her communicative competence, he maintains comprehensible and ongoing communication. The definition of fluency has the Latin origin meaning as ''Follow'' and about fluency definition it can be the same as other language as flow or fluidity as stated by Kopponen and Riggenbach (2000).

According to Kopponen (1995) fluency often includes references to flow or smoothness, rate of speech, absence of excessive pausing, absence of disturbing hesitation, and makers' length of utterances and connectedness.

A. Smoothness

The ability to speak English smoothly through a good clustering and reduces according to Brown (1980) a good clustering means that speaking English not word by word and reduce forms are to use English with contractions, elisions and reduce vowels.

B. Pauses

« Pause is often viewed as a faction of diffluent speech. » as mentioned by Rossiter (2009; 398).However, pausing is not an uncommon feature of fluent language .pauses is used as space for breathing and thinking when participating in any form of oral discourse according to Griffiths (1991).

C. Hesitation

Malckay & Osgood (1959) stated that hesitation of not being fluent showed an interesting pattern: Participants were more likely to repeat words, but no more likely to use fillers such as 'Uh' in the fast conditions. It is phenomenon's which are most likely to occur at the beginning of an utterance or speech.

Teaching speaking skills

According to Thornbury (1995; 37) "Teaching means giving in the instruction to (aperson: A give Person knowledge, skill, etc.) speaking means to, make use of words in an ordinary voice. It can be said that teaching speaking is giving instruction to a person in order to communicate".

Giving instruction to someone in order to speak or communicate is considered as teaching speaking .So, the learner try to achieve the goal of language which is to speak .Moreover, they attempt to express themselves through the target language, exchange ideas and try to convey massages. However, learning to speak is not an easy task and that is obvious enough in practice.

It needs more practice activities for enhancing learners speaking abilities .That is why Yule and brown (1983 ; 25) confirm when they state that " The spoken language production and learning to talk in the foreign language, are often considered to be of the most challenging aspects of language learning for the teacher to help the students with."

Depending on how fluent they are in speaking, EFL leaners evaluate their process of learning the Language. However, according to what they have learnt in classroom and how they get the Information .They may succeed in why they can express themselves in the target language. On this issue, Baker &Westrup (2003) see that many teachers are very good at teaching grammar and vocabulary for translating tasks and preparing students for examination, but when it comes for practicing speaking English language by organizing lessons, this can be a great challenge for both teachers and students.

According to Lightbown and Spada (2002) as cited in international journal for humanities and social science (n.d) see that making students learn the vocabulary and grammatical rules of the target language is considered as teachers' objectives. Whereas, the main goal of learners in those kinds of courses is probably to pass an examination, it means that not for using the target language for everyday communication interaction. As a result , learners fail to develop much functional ability .

Moreover, Lynch (1996) asserts that the main goal in teaching speaking is oral fluency or how to express oneself in accurate way without hesitation to achieve this goal, and for producing expressions of personal meaning, the students are required to use fixed elements of the language mainly grammatical patterns and lexical items.

Nunan (2003) argues that using the appropriate words according to the social setting, audience and subject lead to language fluency, and it reached also by organizing one's thoughts logically and meaningfully and expressing them with few unnatural pauses.

Communicative Competence in Developing Speaking Skills

"Communicative competence is the ability to deploy linguistics interpersonal and sociocultural knowledge effectively for communicative purposes" as mentioned by Nunan (1989; 12). Hymes (1972) defines communicative competence as the ability to use grammatical competence in a variety of communicative situations not only as in inherent grammatical competence. Chomsky in his influential book "Aspect of the theory of syntax" draws what has been today viewed as a classic distinction between competence (the underlying knowledge of speaker – listener of language) and performance (the actual use of language in real situations).

Canale and Swain (1980/1981) conceive at the first three main components in the fields of language and skills: grammatical, sociolinguistic and strategic components .Canale (1983/1984) transfer some elements from sociolinguistic competence into the fourth which he named it discourse components.

5.1 Grammatical Competence

Grammatical competence concerned with mastery of the linguistic code (verbal and nonverbal) which includes vocabulary knowledge as well as the knowledge of morphological, syntactic, semantic, phonetically and orthographic rules, according to Canale and swain (1980; 29).The grammatical competence enables the speaker to use knowledge and skills needed for understanding and expressing the literal meaning of utterances not only to do with recognition, Savigon (1972).

5.2 Discourse Competence

Brown (2001;220) "Discourse competence is the ability to connect sentences [....]and to form meaningful whole out of a series of utterances ".In other terms , discourse competence is concerned with the understanding of how spoken texts are recognized and is related to cohesion and coherence utterances and written words and phrases to make up a text. In the model of Celce Murcia and Et al (1995;15) argues " that discourse competence

include the five components : cohesion , lexis , coherence , generic structure and conversational structure inherent to the run taking system in conversation".

Recognizing discourse competence involves the suitable use of linguistic knowledge within contextual social and cultural contexts not only engages knowledge relating to linguistic competence .Bruce expands in discourse competence by defining the notion as "the ability to Integrate a wide range of different types of knowledge in order to create extended written discourse that is both linguistically accurate and socially appropriate" (2001; 01).

5.3 Sociolinguistic Competence

The definition of sociolinguistic has given rise to much debates .According to Pierre Achard as Cited by Boutet and Maingueneau (2005) , sociolinguistic is considered as a meeting point (or point of confusion) of three topics with different origins the "sociological" refers to the questions of the place of language in human societies and the social process , the "linguistic" question of language variations and the problems these pose to linguistic theory .and the "practical" question of the social use of language ." sociolinguistic competence refers to the learners' knowledge of the sociocultural rules of language and discourse" Brown (2000;247).Tarone and swain (1995) defines this competence as the ability of the members of speech community to use language appropriately in different context in which they express, interpret and negotiate meaning according to cultural norms and expectations.

Canale and Swain (1980) divide sociolinguistics competence into two different pragmatic categories, illocutionary competence (dealing with sending and receiving intended meanings) and sociolinguistic competence (dealing with politeness, formality, register and their formality with a given culture) Brown (2001). Lyster (1994; 283) defines the concept of sociolinguistic competence as "the capacity to recognize and produce socially appropriate speech in context."

5.4 Strategic Competence

Canale and Swain (1980; 30) define strategic competence as "verbal and nonverbal communication strategies that may be called into action to compensate for breakdowns in communication due to performance variables or to insufficient competence".

Celce _Murcia, Dorngei and Thurrell (1995) argue that people with strategic competence can overcome communication problems. Nonetheless, communication breakdowns are considered as a negative aspect but rather as an opportunity to improve the

strategic competence in order to gain knowledge and abilities, one must be willing to lose not to comprehend.

Brown (2001) identifies communication strategies as the "Avoidance strategy» Since the learner is uncertain about its correctness and a" compensatory strategy" which is classified into: code-switching (when learners tend to use their mother tongue when they fail in expressing their opinion and appeal to authority (when enable to transmit their ideas, they directly ask the teacher or the native speakers to translate their thoughts).

Strategies of Teaching Speaking Skills

Scrinvener (2005; 152) points that "The aim of communicative activity in class is to get learners to use the language; they are learning to interact in realistic and meaningful ways, usually involving exchange of information or opinion".

Lewis (1999) claims that in the classroom the learners communicate with others those ask questions for information and explanation, however most of them may keep silent because of some causes as anxiety. Therefore, these teachers have to motivate and maximize the student's participation and to minimize the psychological problems.

The Activities
6.1 Drills

Matthews et al (1991; 210) view that "Drills help students to develop quick, automatic responses using a particular formulatic expression or structure such as a tag ending , verb form or transformation ". it is a helpful way to make a learner learn by heart some words or expression.

Learner can need those expression or words not just in the classroom but also in their daily life interaction. So, according to Mathews Et al (n .d) state that drills are used to improve familiarity with terms and expression. They can recall those elements for a long period using this method.

Doff(1990;71) agrees with other authors that " Drills enable students to develop a quick response to certain expressions and structures which have been drilled .In this sense, repetition drills are useful for familiarizing students quickly with a particular structure or formulaic expression". This strategy of teaching speaking on classroom also help on the

memorization by the learners about what they learn during the lecture . drills facilitate learning and help learner to remember words or phrases.

6.2 Role plays

Et-al. Tompkins (1998 ;02) cited in Erasma that "Role play encourages thinking and creating it also lets students develop and practice new language and behavioral skills in relatively nonthreatening setting and creates motivation and involvement necessary for learning to occur. The most of researchers see that role play is regarded as the first technique which provides learner and improvement in the classroom through this technique, learners believe their talent and mental abilities, and therefore, learners may create imaginational situations to act in specific topics in the classroom .According to Bartle (2002) states that Role plays imitate real situations. They can provide opportunity to practice their new skills for players .Besides, role play activities are the basic which give learners opportunity to show their imagination and creativity that present it in the classroom and learn from it and may need it in their real life, this idea is expressed by Livingstone (1983) who sees role plays as a class activity which is the source to practice and act the language aspects of role- behavior. In brief, Role play is a strategy to improve learners speaking skills even outside the classroom.

6.3 Group work activity:

Group work according to Harmer (1985) is an appealing approach for increasing the number of students talking time .In this aspect; students will be able to interact within the language with each other. It is for a cooperative learning which leads to improve learners s knowledge and skill, this strategy in teaching helps learners to participate effectively in group or team work.

Moreover, Richards and Rodgers (2001) claim that cooperative learning is a group work shaped by the way in which allow the students interactions. They exchange ideas and information as well as cooperating rather than competing .Learners interact through group work they will be able to talk and practice the language in this manner, speaking also aids in the exchange of ideas and opinions.

Thornbury (2005) claims that the act of students standing up in front of their peers and speaking is an excellent practice for authentic speaking, the students present on a topic of their decision in which they provide a prepared talk and this talk is not planned for an informal spontaneous conversations.

6.4 Dialogue

According to Harmer (2007) dialogues are one type of communicative interaction activities. In those activities, a teacher provides a specific topic to learners and helps them to begin speaking. Students will speak without examination and whatever they believe.

Hinders in Teaching Speaking Skills

Learners find many difficulties when speaking that is why practicing the speaking in a foreign Language is not an easy task. Some barriers face the learners wish for being fluent, Thornbury argues there are psychological factors hinders students from speaking such as lack of self-confidence, lack of motivation, lack of interest ,anxiety, shyness, and fear of making mistakes, According to Thornbury (2005) cited in Schwartz in (2005).

The Psychological Factors:
7.1 Anxiety

Price (1991) argues that teachers play a vital role in increasing or decreasing students' anxiety in the foreign language classroom. According to Harmer (2007) teachers need to be aware of learner strengths and weaknesses, so they can create an appropriate learning style for all learners. Speaking a foreign or a second language in public by students can cause anxiety this can lead many students to be lost in words in an unexpected situation leading to a general sense of failure in the learners according to (Cao, 2011).

7.2 Lack of Self-confidence

Lack of self-confidence is another common mistake. Learners lack the self-confidence to speak when they feel that their speech performance is not comprehensible by the others. Krashen (2002) finds out learners are well balanced for success in second language acquisition with a high level of motivation, self-confidence and a good self-image and with a low level of anxiety. Ye Htwe (2007) describe a method for increasing learner's self-confidence. He believes that increasing learners' exposure to English is a smart method to increase their confidence. Teachers should tend to establish a good and engaging learning environment in which they might feel encouraged to speak English.

7.3 Lack of Motivation

William and Burden (1997; 120) define "motivation as a state of cognitive and emotional arousal which leads to conscious decision to act". According to Philpot (2007) lack of motivation hinders the participation in speaking activities. As a result, learners should be allowed enough of uninterrupted time when participating on any conversation with low correction of what they are producing. Also teachers should applaud any small progress made by learners in using English correctly in the appropriate setting.

Salvin (1997; 345) points out "Motivation is what gets you going and determines where you are trying to go".

7.4 Lack of Interest

Curiosity, worry or attention to anything is referred to interest .It is paying attention to or participating in that activity when their professors present themes that they dislike, language learners demonstrate a lack of enthusiasm. They do not know much about themselves or their culture, here, learners do not participate and communicate with the entire class in this situations, according to Charles (1993; 62) He views that as "A reflection of poor motivation and poor attitude".

7.5 Shyness

According to Baldwin (2015) says one of the most common phobias that students face is speaking in front of others, it causes them to go blank or forget what they are going to say. Pesce (2015) views that it is critical that teachers create a welcoming and open environment in the classroom .As a matter of fact, instructor's advice is the most important factor in helping students overcome their shyness. Learners must not be afraid of falling or succeeding these methods can assist students in overcoming their fear of speaking and so enhancing their communication skills.

Saurik (2011) identifies that most of language students are shy when speaking the language because they believe they will make mistakes.

7.6 Fear of Making Mistakes

According to Kurtus (2001) the fundamental reason for students' anxiety of making mistakes is their fear of appearing silly in front of others. They are frequently anxious about how they will be perceived by others .As a matter of fact, negative feedback makes students

nervous teachers must address these issues in order to engage and motivate their students. Teachers must ensure that students understand what they may learn from their mistakes. He is capable of making blunders and this is not a major issue.

Other Factors:
7.7 Mother Tongue

According to the finding of study conducted in India by Kan Sakar(1998) on the effect of mother tongue (Indian) on acquisition of a foreign or second language the articulation of words their speech pattern, pitch and the sound system had a significant impact on the acquisition of foreign or second language. As a result, there is a mismatch between Indian mother tongue and English in term of aforementioned characteristics of the English language.

Conclusion

To sum up, we looked at the speaking skills from various perspectives in this chapter, including its definition, important, and use in the classroom. We have confirmed that the speaking skill is a key to improve the learning process .That is to say speaking and oral communication can help students improve their abilities, competencies, and performances .In addition, the effort of the teacher is crucial to the students' communicative success. Teachers should devote more time in the classroom to teaching the speaking skills. As a result, this skill is more difficult, requiring more time and effort. Furthermore, we have seen in this chapter that, due to the importance and difficulty of the speaking skills, we provide the classroom dialogue and discussion strategy as a solution to increase this skill. In the next chapter, we will present the practical part of our research.

Chapter Three

Methodology and Data Analysis

Introduction

3.1. The Teachers' Questionnaire

   3.1.1.The Description of The Teachers' Questionnaire

   3.1.2. Analysis and Interpretation of the Results of the Teachers'

3.2. The Students' T.Test

   3.2.1 The Pre-test

   3.2.2 The lesson plan

   3.2.3 The Post-test

3.3. Statistical Analysis of the Result

Introduction

In this research our primary concern is to investigate the effectiveness of improving the students' speaking skills through dialogues and discussion strategy. We aim at exposing the teachers' training, experiences and approaches to obtain this task. We managed the teachers' questionnaire to ten (10) teachers selected randomly, at the Department of Letters and English at Kasdi Merbah Ouargla University.

With reference to the students' T-test, we shed light on the learners' level, examined their speaking performance in English, and the way teachers enhance their speaking skills. The population of the research is second year university students during the academic year 2022-2023. The sample consists of forty (40) students (Males and females). We randomly divided students to two (02) groups; the experimental group is the one that had the treatment not like the control group. At the same time, a pre-test was presented to both groups. They had a post-test after the treatment during class, which it last for three weeks. Pre and post-test were the same, the only difference was in context.

1. The Teachers' Questionnaire

1.1 The Description of The Teachers' Questionnaire

The teachers' questionnaire is provided through fourteen questions (14). Those questions were divided into four sections. Each section contains four questions designed in the English language only section one contains one question**. Section One, The Personal Information(Q1-Q2)**is designed to obtain participants' background information: **(Q1)** The teachers' academic qualification, **(Q2)** English teaching duration **Section Two, Teachers' Attitudes Towards the Speaking Skill (Q1-Q4)**its questions are in connection to teachers' attitudes towards students' speaking difficulties: **(Q1)** Speaking is the most important skill for EFL learners , **(Q2)**Describing students' level of speaking skill in English language , **(Q3)** The most difficult/ties that students encounter when it comes to speaking English , **(Q4)**Providing the strategies the teacher's use to help students to enhance speaking skill. **Section Three, Teachers' Attitudes towards Using Dialogues in EFL classrooms(Q1-Q4)** A designed questions to discover teachers' methods in using dialogue during oral sessions: **(Q1)** Using dialogues in classrooms as a teaching tool,**(Q2)** The teachers' opinion of using dialogues to enhance students' speaking skills,**(Q3)**Using dialogue and discussion strategy in oral sessions motivate students to speak more in classroom,**(Q4)**a specific way of using dialogues in oral classes.

Section Four, Opinionative (Q1-Q4) is devoted to check the teachers' opinion about the presented questionnaire.

1.2. Analysis and Interpretation of the Results of the Teachers' Questionnaire
Section One: The Teachers' Profile

Q1. Would you like to specify your degree?

Options	N	%
LMD (License Degree)	0	00
MA (Magister/Master)	3	30
PH.D (Doctorate)	7	70
Total	10	100

Table 1.1: Teachers'Academic Qualification
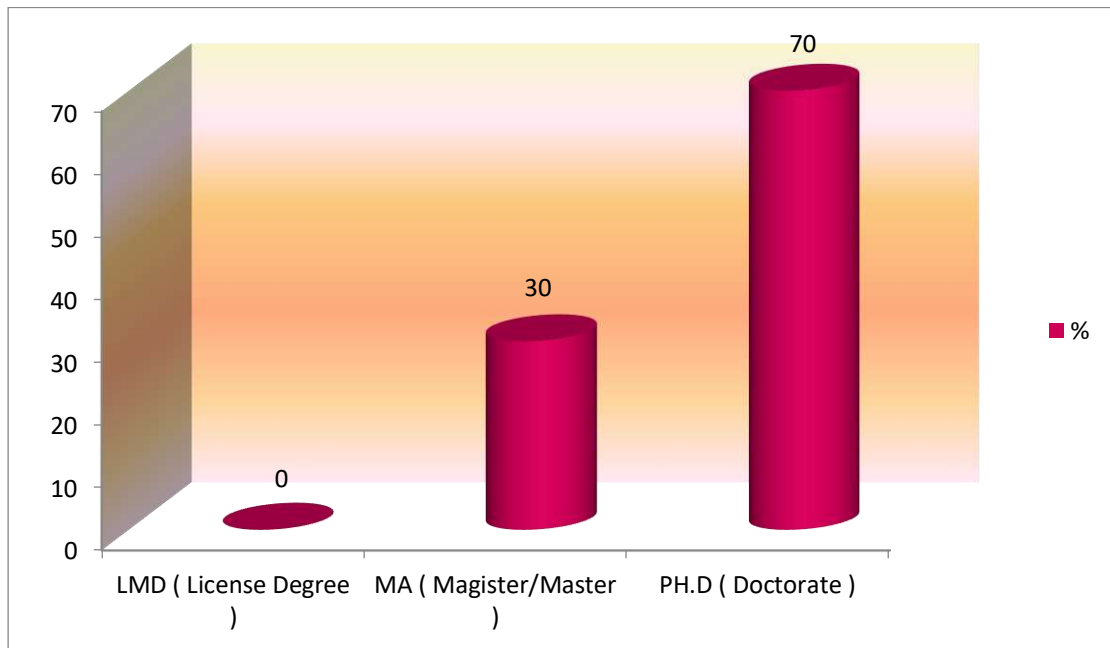
Figure 1.1: Teachers' Academic Qualification

Table (1.1) and figure (1.1) indicates the number of teachers' degrees who responded to our survey. Magister/Master degree is held by three (03) teachers (30%).Seven (07) teachers (70%) have earned a Doctorate. While none of them have a License. Our teachers have high qualifications, which add value to our studies.

Q2. How long have you been teaching English?

Total	N	%
5 years	4	40
10 years	2	20
15 years	3	30
20 years or more	1	10
Total	10	100

Table 1.2: English Teaching Duration
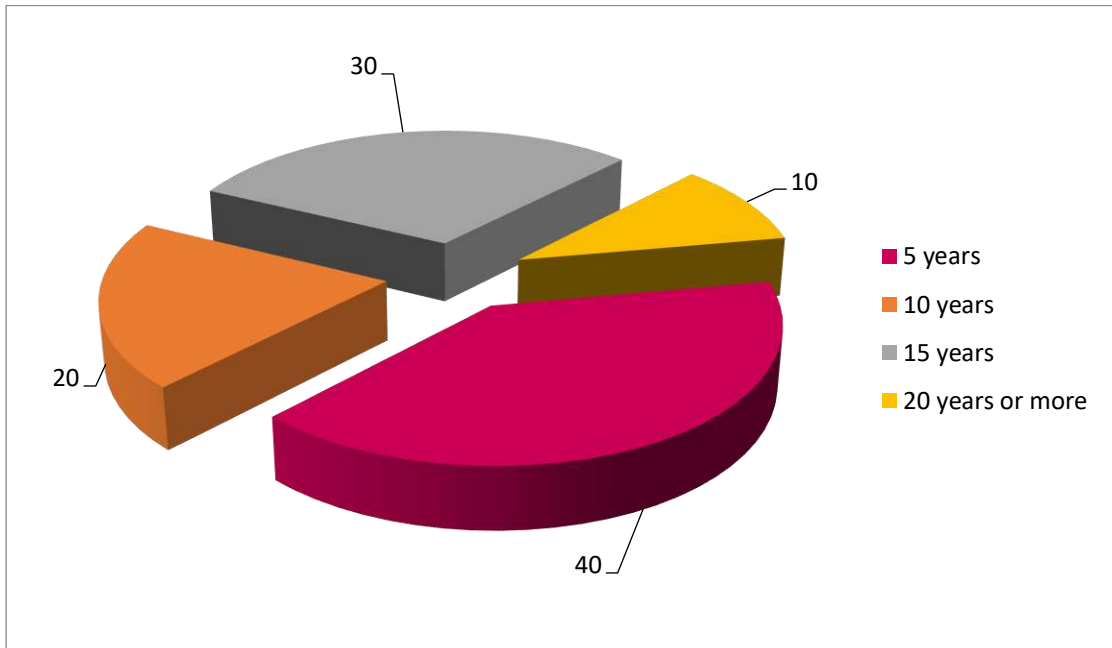
Figure 1.2: English Teaching Duration

The table (1.2) shows us the durations of teachers' English teaching. Where four(04) Teachers taught for five (05) years (40%). Two (02) Teachers (20%) have been teaching for ten (10) years. While three (03) teachers (30%) taught for fifteen (15)years. And only one (01) teacher (10%) has taught English for twenty (20) years. So she is the most experienced teacher in our research.

Section Two: Teachers' Attitudes towards the Speaking Skills

Q1. Among the four skills, do you think that speaking is the most important one for EFL learners?

Options	N	%
Yes	6	60
No	4	40
Total	10	100

Table 1.3: Teachers' Opinions on the Importance of Speaking Skills

37
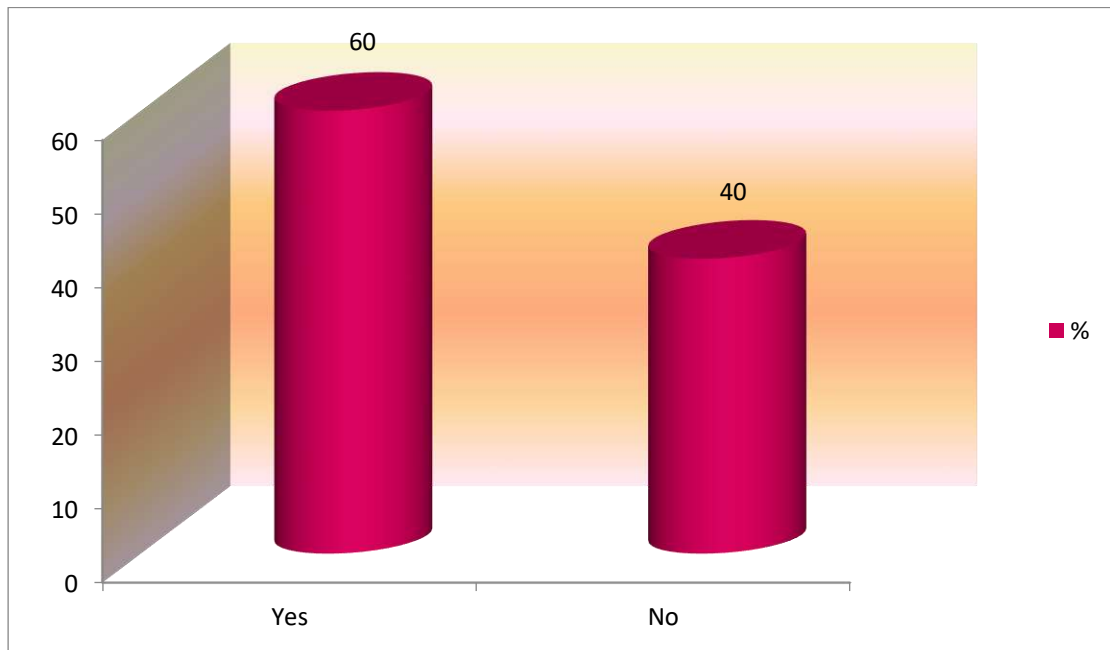
Figure 1.3: Teacher's Opinions on the Importance of Speaking Skills

The intended purpose of this question is to determine whether teachers think that speaking skill is considered as the most important skill among the other skills or not. According to table and figure 1.5, six (06) teachers (60%) see that speaking is the most important one for EFL learners. While four (4) teachers (40%) believe that it is not an important skill among the other skills. Who might consider the other skills as more important than speaking skills?

Q2. Which one of the following is the closest in describing your students' level of speaking skill in English language?

Options	N	%
High	1	10
Above average	5	50
Average	3	30
Below average	1	10
Low	0	0
Total	10	100

Table 1.4: Students' Level of Speaking Skills in English Language
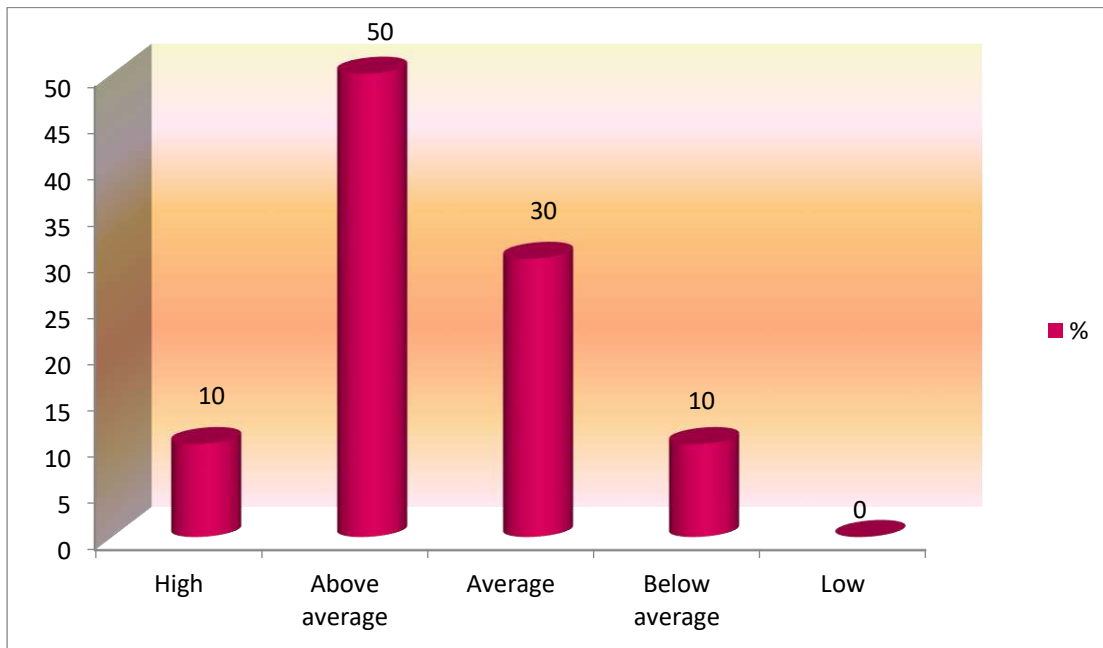
Figure 1.4: Students' Level of Speaking Skills in English Language

Table 1.4 describes the level of the students' speaking skill in English language, according to the teachers' opinions. Five (05) teachers (50 %) answered that their students' level is above average. Whereas, three (03) teachers described it as average, and only one (01) teacher (10%) mentions that student's level is below average. And none of them describes his students' level as low. Hence one (01) teacher (10%) sees his students have a high level.

Q3. According to you, what is the most difficulty/ies that students encounter when it comes to speaking English?

Options	N	%
Shyness	5	50
Anxiety	5	50
Fear of making mistakes	6	60
Lack of language baggage	5	50

Lack of self-confidence	7	70
Lack of interest	1	10

Table 1.5: Students' Speaking Skills Difficulties
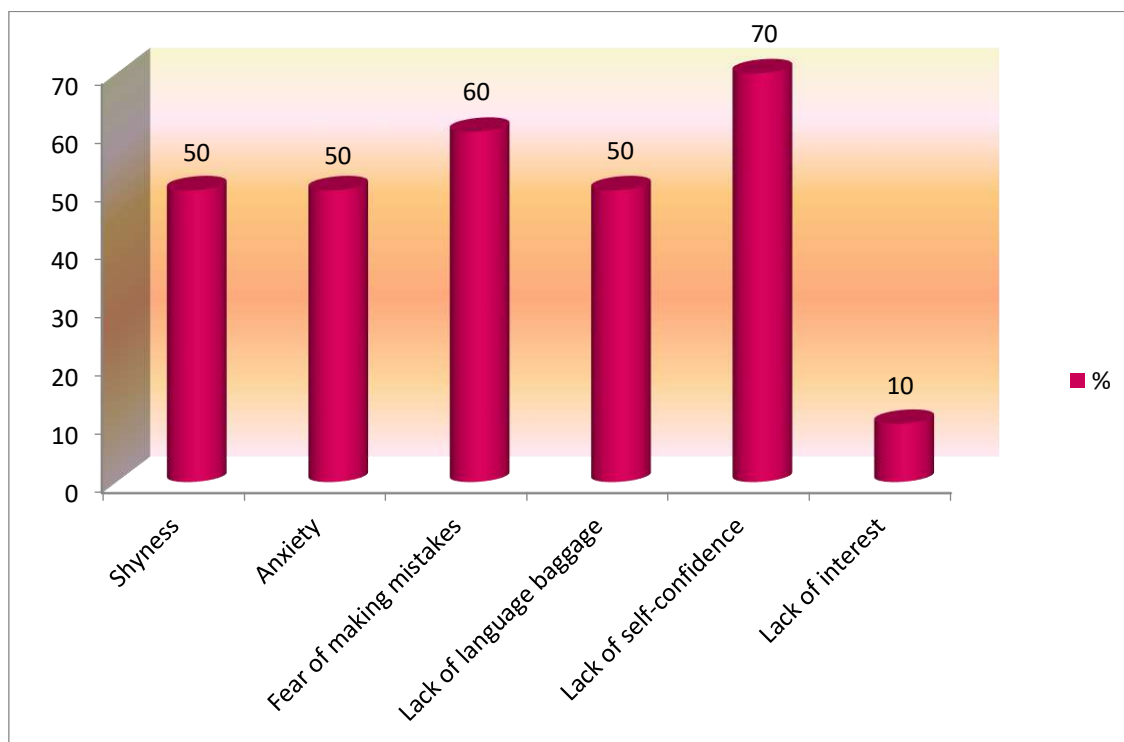
Figure 1.5: Students' Speaking Skills Difficulties

The aim behind this question is to point out to teachers' opinions about students' difficulties which face them during learning English language where most teachers have signed for more than one difficulty. Seven (07) teachers (70%) sees that the most difficulty that faces students is lack of self-confidence, while six (06) teachers(60 %) believe that fear of making mistakes is their important one. Five (05) teachers (50%) said that the lack of language baggage and anxiety and shyness are considered as serious issues that could face students, and only one (01) teacher (10%) thinks that lack of interest could be one of the difficulties that will face students in learning English.

Q4. Can you provide other strategies that help students to enhance speaking skills?

Options	N	%
No	0	0

Yes	10	100
Total	10	100

Table 1.6: Teachers' Strategies
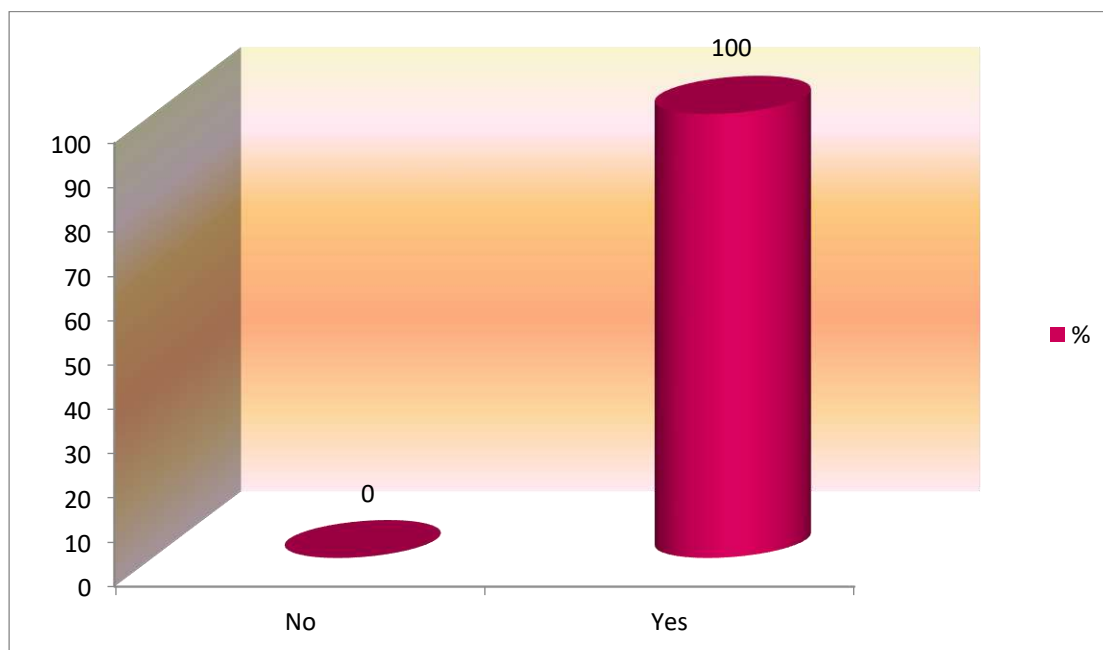
Figure 1.6: Teachers' Strategies

The table 1.6 shows that all ten (10) teachers (100%) agreed to provide us with their different strategies that help students to enhance their speaking skills. While none (0) of them said no (0%). Each one of them provided us with strategies that might be an effective solution to overcome speaking difficulties and improve their English language. Their answers as follows:

☐ engage students to listen and practice speaking with each other.

☐ Use pair/group work and practice role play.

☐ Motivate them with reading aloud texts, dialogues, role play choose drama and real life situations.

☐ Use think and share strategies, and reinforce their vocabulary by watching videos.

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☐ minimize the level of anxiety.

☐ Encourage students to express themselves and to not fear making a mistake, and use simple sentences (subject+ verb +object) and words.

☐ Provide Activities contains listening then repeating, like English songs and performing plays.

☐ Engage them to watch native speakers on you tube and try modeling their ways of speaking. Another important aspect is the fact that English in context can hone the speaking skills and give it a native-like stamp.

☐ Use Debate activities and push them to do research at home.

☐ Setting the students to prepare the topic before they come to classroom in discussion sessions.

Section Three: Teacher's Attitudes Toward Using Dialogues In EFL Classrooms

Q1: Do you use dialogues in your classrooms?

Options	N	%
Yes	9	90
No	1	10
Total	10	100

Table 1.7: Teachers' Use of Dialogues in Classrooms
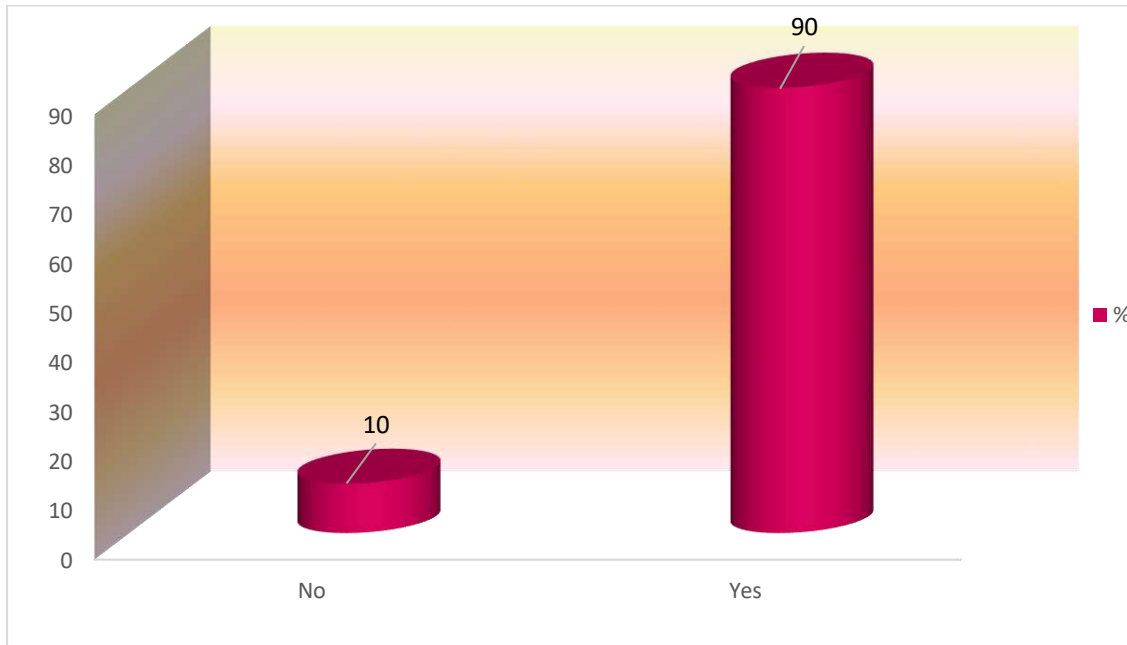
Figure 1.7: Teachers' Use of Dialogues in Classrooms

Table 1.7 above shows the teachers' answers about the use of dialogues in the classrooms. The selected paradigm is divided into two groups. The majority of teachers said yes (90%). While only one (01) teacher (10%) do not use it, which means almost all teachers use dialogic teaching method in the classroom to enhance speaking skill. The teachers who said yes have kindly answered on the following question.

Q. How often?

Options	N	%
Often	2	20
Rarely	1	10
Always	6	60
Total	10	100

Table 1.8: Teachers' Times Use of Dialogues in Classrooms
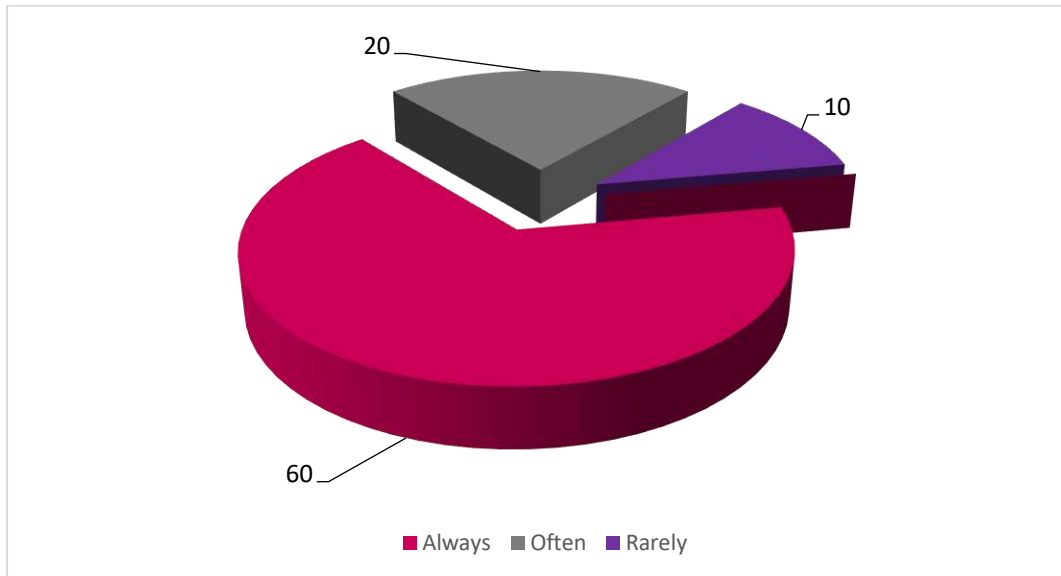
Figure 1.8: Teachers' Times Use of Dialogues in Classrooms

According to table 1.8, six (06) teachers (60%) use dialogues in the classroom where they use it as a technique in their teaching style. While two (02) teachers (20%) mention that they use it often in the classrooms. And only one (01) teacher (10) said he use it rarely in classroom.

Q2. What is your opinion of using dialogues to enhance students' speaking skills?

We offered the teachers an opportunity to deliver their opinions towards the use of dialogic teaching during oral sessions and their answers vary, as follows:

☐ Useful and practical technique in the classroom.

☐ Real life situations involve learners to use language. And give them a chance to check their language performance.

☐ I am strongly for the method of using dialogues in classrooms.

☐ Dialogues would minimize the level of anxiety with learners in the course of time.

☐ It is an authentic way to encourage students to speak the language.

☐ Dialogues are one of the good fruitful strategies that help students to enhance their

speaking skills.

☐ It is very important and useful, which help learners to scrutinize their linguistic

accuracy and communicative appropriateness of their language.

☐ It is truly helpful way of engaging students in real life situations whereby they can imagine themselves doing English as though it were their first language.

☐ It is not always providing the best tool to enhance the students' speaking skill. There is a need of authentic context.

☐ Effective and it boosts their speaking skills.

Q3. Do you think that using dialogue and discussion strategy in oral sessions motivates your students to speak more in the classroom?

Options	N	%
No	1	10
Yes	9	90
Total	10	100

Table 1.9: Teachers' Opinions Towards Students Motivation With Dialogues
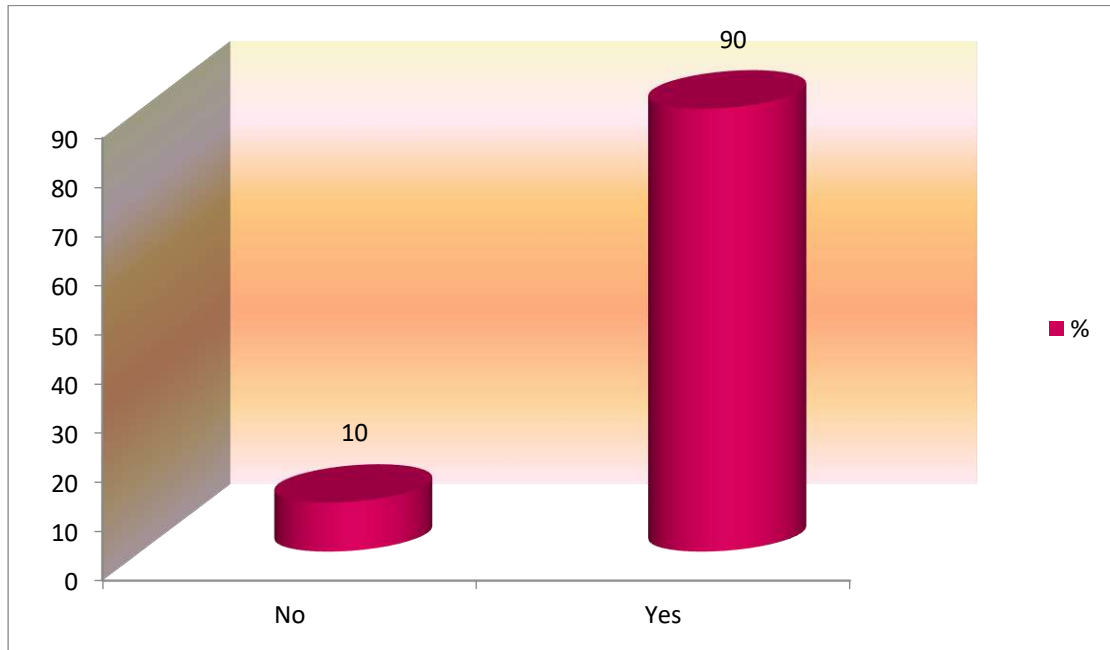
Figure 1.9: Teachers' Opinions towards Students Motivation With Dialogues

The purpose of the question is to find out teachers opinion about dialogic teaching if it motivates their students enough to speak more in classroom or not, and the results were according to table 1.11 above it shows that nine (09) teachers (90%)agree that using dialogues and discussion strategy helps students to enhance their speaking skill. And it is considered as an effective solution to facilitate speaking and improve their English language. One (01) teacher (10%) does not see that using dialogues and discussion strategy motivates students to speak since it depends on what you choose as a topic. We asked the teachers who answered yes to tell us the reason and their answers were as follows:

☐ It keeps them engaged in the lesson, not bored.

☐ The more students talk, the better they become .It helps them to use the language they have acquired.

☐ It makes students interact.

☐ when learners put their linguistic knowledge and competences in practice they may better find it interesting to go on learning.

☐ Dialogues represent real life situations.

Get used to speak English and discover the pleasure from doing English contextually, and this in turn will push them to use English more outside the premises of academia.

 Dialogues and discussion strategy open the door for students to express freely and break the shyness. In discussions, students focus more on the topic being discussed than on making mistakes.

 Dialogues and discussion strategy considered as a way to improve speaking skills by using the linguistics knowledge.

 Dialogues and discussion strategy give students an opportunity to express their selves with each other through different topics that interact their attention.

Q4. Do you have a specific way of using dialogues in oral classes?

Options	N	%
Yes	8	80
No	2	20
Total	10	100

Table 1.10: Teacher's Specific Way of Using Dialogues in Oral Classes
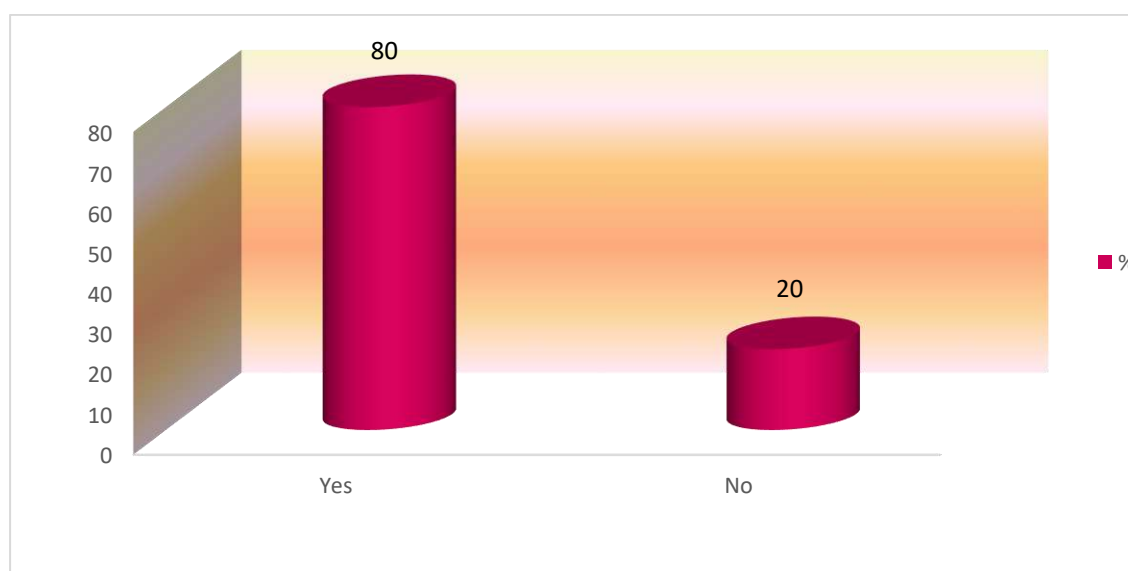
Figure 1.10: Teacher's Specific Way of Using Dialogues in Oral Classes

The table 1.10 shows that the majority of the teachers (80%) have specific way of the use of dialogue in oral classroom. While only two (02) teachers (20%) who do not use a specific way to teach dialogues in oral classes.

So, the eight teachers who have a specific way of using dialogues their answers were as follow

☐ During explaining to check comprehension.

☐ The teacher involve the learner in real life situations and ask them to use the appropriate language to this situations. For example:

At the airport, you are a passenger; you lost your passport what would you do, Police man, custom. How would you describe your situations to them, use appropriate expressions.

☐ Free discussions using a support like a text a prepared topic before classroom discussions

☐ Focusing on specific language functions.

☐ Using multi-media , online chat rooms.

☐ Bring real life situation examples from the internet , either a written product to be acted out by them or a video to watch to model..

☐ Separate them to pairs and give them different topics to speak about and discuss it freely.

☐ Provide a real life situations and let them interact in it such as : an accident .

Section four: Opinionnaire

Q1. Are there any ambiguous questions?

Options	N	%
Yes	0	0
No	10	100
Total	10	100

Table 1.11: Teachers' Opinion of Ambiguous Questions
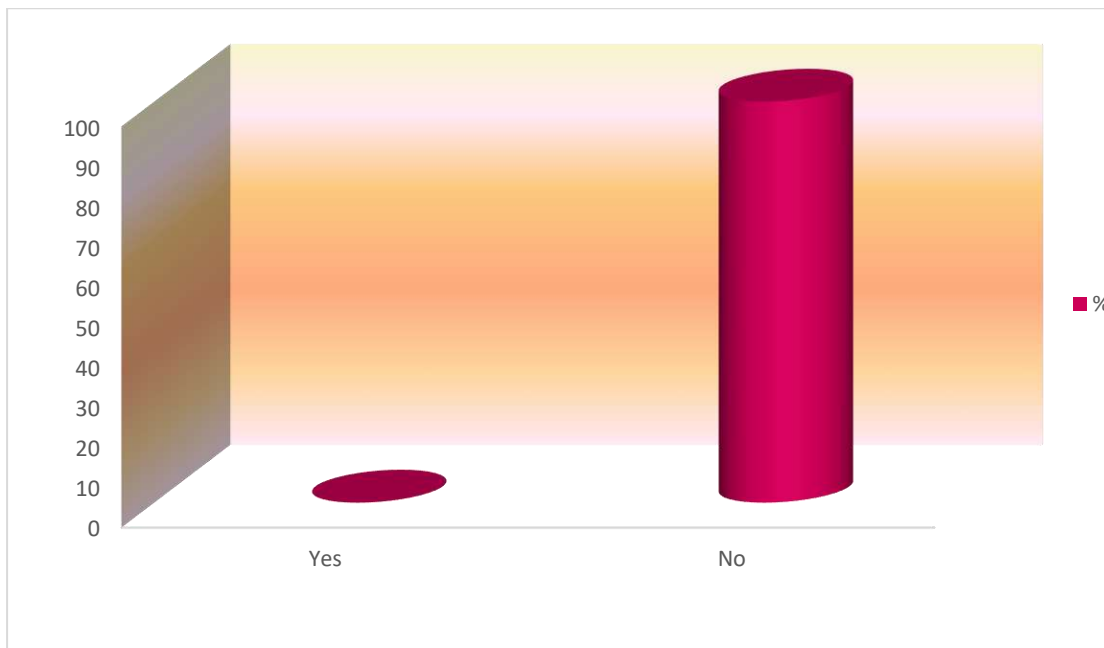
Figure 1.11: Teachers' Opinion of Ambiguous Questions

According to the table above we notice that all the teachers (10) found the questions easy to answer and comprehensible.

Q2. Have you found the questionnaire attractive?

Options	N	%
No	0	0
Yes	10	100
Total	10	100

Table 1.12: Teachers' Opinion aboutthe Questionnaire
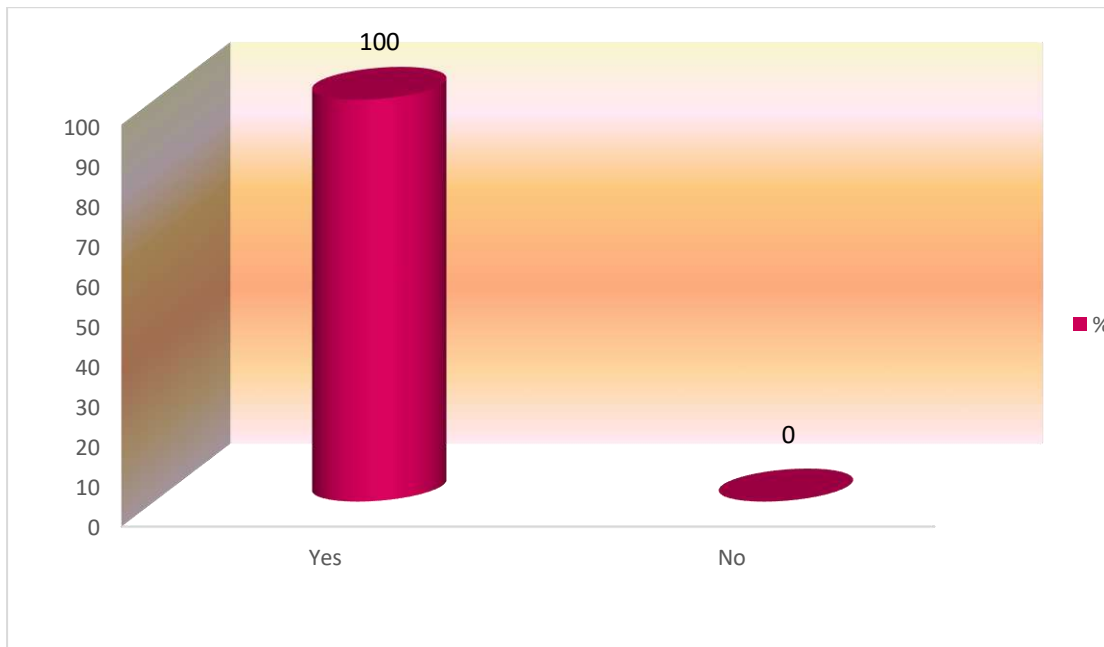
Figure 1.12: Teachers' Opinion about the Questionnaire

Table 1.12 above shows that all the teachers found the questionnaire very attractive

and interesting which contains a very important questions.

Q3. Have you encountered any complicated questions?

Options	N	%
Yes	0	0
No	10	100
Total	10	100

Table 1.13: Teachers' Opinion about Complicated Questions
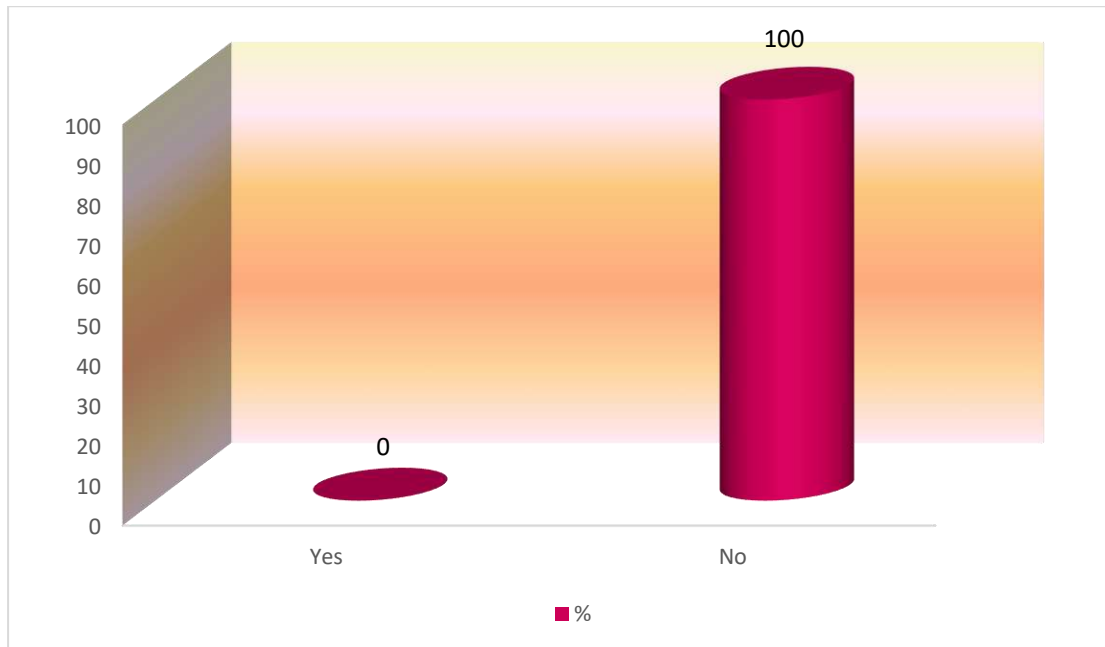
Figure 1.13: Teachers' Opinion about Complicated Questions

The table 1.13 above shows that none of the teachers find any complicated questions in the three sections of the questionnaire

Q4. Have you found any repeated questions?

Options	N	%
No	0	0
Yes	10	100
Total	10	100

Table 1.14: Teachers' Opinion about Repeated Questions
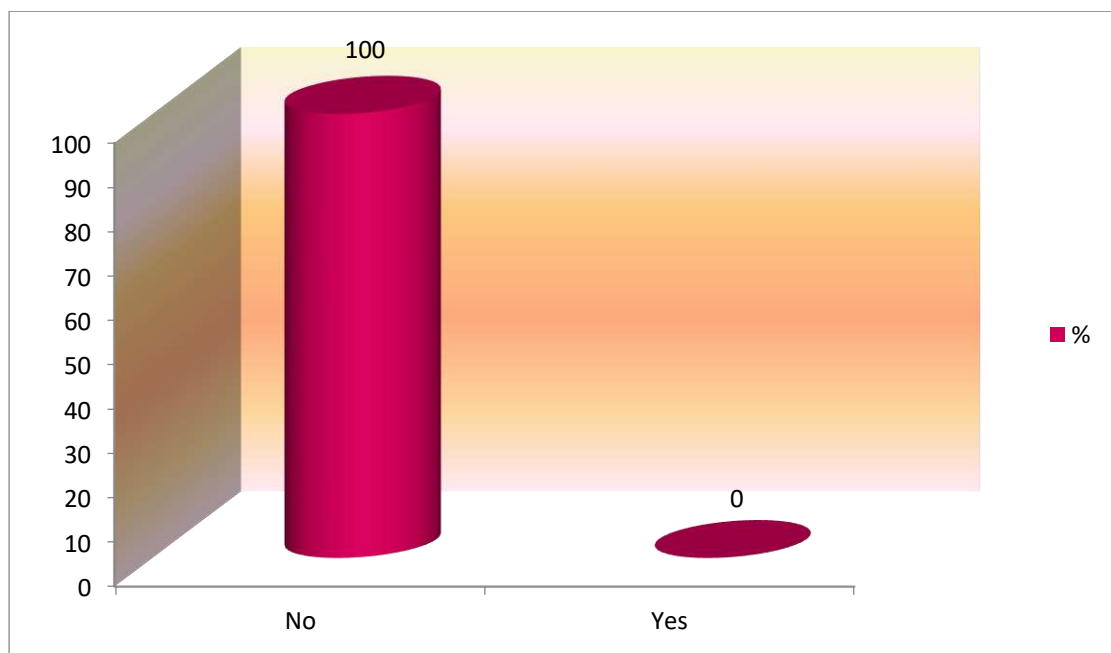
Figure 1.14 : Teachers' Opinion about Repeated Questions

Table and figure 1.14 shows that all the teachers did not find any repeated

questions in the three sections .

2. The Students' T.Test :

The t test used in this research is the one for independent groups. Alternatively in this research we expect a direction of the consequence that the treatment will possibly have a positive impact on the experimental group taught through educational games as a teaching tool. For that reason, we consider the test as a one-tailed one. In the current research we decided to use the software SPSS 20.0 to calculate the value of the observed t.

2.1 The Pre-test:
2.1.1 Description of the pre-test:

The pre-test was created in accordance with the study's objectives. The test consisted of ten (10) questions. Each four (04) students pic one question and discuss it individually the whole number of students is eighty (80)) where they have been divided into two groups each group contain forty (40) student. The questions were as follows:

1- What are your biggest goals for your life? What progress have you made in attaining them?

2- If you win a huge amount of money what would you do with it?

3- What is the most annoying habit that other people have?

4- What is the luckiest thing that might happen to you?

5- Will humanity continue to advance technologically or will fall back to how we lived for thousands of years ago?

6- What does it mean to live a good life?

7- Does jealously have value in driving humans to improve themselves or is it a purely negative emotion?

8- What is your definition of evil?

9- If you could start a country from scratch, what would it be like?

10- What do you think the long-term effects of so many people being glued to theirscreens will be?

These questions will give us a hint on learners' speaking performance and level. The pre-test was administered in order to see to what extent is the students' fluency in English before the treatment.

2.2 The lesson plan

Creating Dialogues
Learning Style: Dialogical

Title: Questions (Mini dialogue)
Objectives
- To practice speaking skill with each other. - To work in a group by answering questions and creating mini dialogues.
Supplementary Materials: Questions on the board
Procedures
- Explain what a mini dialogue is . - Provide an example of mini dialogues and explain how the dialogue is very helpful. -Break the class into two groups A and B. - Write a list of different questions each question should be related to a particular   lesson. -Handout the questions for each students from both groups, each student from group will ask a question to a student from group B and so on the same operation willA   follow with all students. It will maximize students talking time and engage them.
The Questions

01- Tell a short story using past perfect tense.
 	
    02- Rewrite this statement to indirect speech: (My mother said: « Iam so happy»).
 	
    03- What is a dialogue in brief?
 	
    04- How can the students achieve an excellent mark in oral module?
 	
    05- Do you think that social media is beneficial for learning a language?

Extension Activities
-Advise students to be more authentic and certain in the information that they will deliver. -Ask the students to check the phrases structures especially at the level of grammar.

2.3 The Post-test:
2.3.1 Description of the post-test:

The post-test was designed according to the study's objectives. Its method had the same steps as the pre-test .So, the test consisted of ten (10) questions ,each four(04) students pick one question and discuss it individually the whole number of the students is eighty (80) where they have been divided into two groups each group contains forty (40) students. The questions were as follows:

1- Does marriage as an institution need to be updated or is it fine how it is?

2- What are you absolutely determined to do?

3- What job would you be terrible at?

4- What skill would you like to master?

5- What would your perfect room look like?

6- What takes up too much of your time?

7- What one thing do you really want but can't afford yet?

8- Who has impressed you most with what they have accomplished?

9- What job do you think you'd be really good at?

10- What's the best way a person can spend their times?

These questions will give us a hint on learners' speaking performance level .The pre- test was administered in order to see to what extent is the students' fluency in English after the treatment.

3. Statistical Analysis of the Result

Group Statistics					
	GROUPE OF STUDENTS	N	Mean	Std. Deviation	Std. Error Mean
NOTE OF STUDENTS IN THE PRE-TEST	CONTROL GROUP	40	14.01	1.752	.290
	EPRIMENTAL	40	12.80	1.326	.230

Independent Sample Test

Independent Samples Test		Levene's Test for Equality of Variances		t-test for Equality of Means							
		F	Sig.	t	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
NOTE OF STUDENTS IN THE PRE-TEST	Equal variances assumed	3.502	.066	2.467	68	.018	.940	.382	.159	1.682
	Equal variances not assumed			2.467	66.610	.017	.940	.375	.171	1.670

Table 3.1: Interpret Results

The previous table was the description of the results of both pre experimental and pre control groups. In this study the required t is 1.98 at 0.05 level of significance, and with 94 degree of freedom. As it is observed in the above table the found t is 2.64 except we did not desire a two-tailed test; our hypothesis is one-tailed and there is no alternative to specify the latter in SPPS. Consequently, we will divide the found t by 2;hence, it is 1.32.

Pre Test Scores		Post Test Scores	
Control Group	Experimental Group	Control Group	Experimental Group
10/20	10/20	10/20	12.50/20
11.50/20	10/20	10/20	12.50/20
11.50/20	11.50/20	10/20	12.50/20
11.50/20	11.50/20	10/20	12.50/20
11.50/20	11.50/20	10/20	12.50/20
12/20	11.50/20	10/20	13.50/20
12/20	11.50/20	11/20	13.75/20
12/20	12/20	11/20	13.75/20
12/20	12/20	11/20	13.75/20
12/20	12/20	13/20	13.75/20
12/20	12/20	13/20	13.75/20
12/20	12/20	13/20	13.75/20
12/20	12/20	13/20	13.75/20
13/20	12.50/20	13/20	13.75/20
13/20	12.50/20	13/20	13.75/20

13/20	12.50/20	13.50/20	14.25/20
13/20	13/20	13.50/20	14.25/20
13/20	13/20	13.50/20	14.25/20
13/20	13/20	13.50/20	14.25/20
13/20	13/20	13.50/20	14.25/20
13/20	13/20	13.50/20	14.25/20
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13.25/20	13/20	14/20	15/20
14/20	13.50/20	14/20	15/20
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14.50/20	14/20	14/20	15/20
15/20	14/20	14/20	15/20
15/20	14/20	15/20	15.50/20
15/20	14/20	15/20	15.50/20
15/20	14/20	15/20	15.50/20
15.50/20	14/20	15/20	15.50/20
15.50/20	14/20	15/20	16/20
15.50/20	15/20	16/20	17/20
17/20	15/20	16/20	17/20
17.25/20	17/20	18/20	18/20
18/20	17.50/20	18/20	18/20

Table 3.2: Students' Grades of the Pre-Test and the Post-Test

Group Statistics					
	GROUPE OF STUDENTS	N	Mean	Std. Deviation	Std. Error Mean
NOTE OF STUDENTS IN THE POST-TEST	CONTROL GROUP	40	13.90	1.711	.299
	EPRIMENTAL GROUPE	40	14.50	1.367	.276

Independent Sample Test

Independent Samples Test									
		Levene's Test for Equality of Variances		t-test for Equality of Means					
		F	Sig.	t	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
NOTE OF STUDENTS IN THE POST-TEST	Equal variances assumed	.144	.705	-4.780-	65	.134	-.568-	.374	-1.316-	.179
	Equal variances not assumed			-4.780-	63.519	.130	-.568-	.370	-1.308-	.171

Table 3.3: Post Experimental Versus Post Control:

As mentioned in the previous table the obtained t is 4.78. However, we are not looking for a two-tailed test; our hypothesis is a one-tailed one. Again, we need to divide to found t by 2;thus, it is 2.39 and it is higher than 1.98 which leads to proving our hypothesis to be valid. In other words, the treatment phase impacted positively the experimental group by increasing the students' oral mastery through the means of dialogues.

Conclusion:

To sum up, this chapter presented the practical background of this research methodology. The results of the pre-test and post-test suggests that using dialogue and discussion strategy has the strongest effect on the improvement of EFL learners' speaking skills. According to the analysis of the teachers' questionnaire and the students' T test, it can be said that dialogue leads to the improvement of EFL oral performance.

In this chapter, the research hypotheses were definitely confirmed. Our research has confirmed that the EFL speaking skills may be enhanced through dialogue and discussion strategy and showed up positive results.

Suggestions and Recommendation

In this study, the researcher used a test and a questionnaire as instruments for collecting data. In future research, it is possible to use other flexible tools for deeper information. This study was limited to students of one L2 background and at one department. In future research, researchers could expand the scope of this study and to investigate the phenomenon of transfer.

The majority of Second Year students ranked speaking ability as their most important skill. As a result, teachers should devote more attention and time to helping students improve their oral skills and inspire students by using specific words, strategies and tools.

General conclusion:

This study was to investigate the relationship between EFL learners' speaking ability and the effect of dialogue and discussion strategy in enhancing their oral fluency. This research also investigated the speaking skills and the hindrances that EFL learners face while speaking. Moreover, it examined the usage of dialogue and discussion strategy in communication for improving students speaking skills. Particularly, the current research focuses on the learners' improvement of speaking skills this is confirmed by the results obtained from the analysis of data gathered from the teacher questionnaire and second year LMD students' T.test .So, the ultimate aim of this study is to show whether it is possible to enhance the speaking skills of learners through dialogue and discussion strategy. This research described two variables following qualitative and quantitative approaches in order to evaluate opinions and result tests of both teachers and second year students at the section of English at the University of Kasdi Merbah Ouargla.

The analysis of students' test and teachers' questionnaire showed that the learners are really given opportunities to use language by engaging in dialogues that prohibit them from simply passively listening to the teacher even if there are still certain issues that learners face such as shyness, anxiety and stress, in addition to other problems . However, the investigation revealed that such issues can be gradually decreased or even eliminated; teachers and students demonstrate a considerable awareness about the impact of classroom dialogues and discussion strategy on enhancing the EFL learners speaking skills.

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Appendices

Appendix (01)

Teacher's   Questionnaire

Dear Teachers,

   This questionnaire aims to collect data about the benefit of dialogues and discussion strategy in oral sessions, helping Second-year students to enhance speaking skills at the Department of English in the University of Ouargla .

   You are kindly requested to answer the following questionnaire.

  Please, tick (√) the appropriate box(es)and make full statements whenever necessary.

  Your answers will be valuable for the completions of this work.

   May we thank you in advance for your collaboration.

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Faculty of Letters and Languages

University "Kasdi Merbah Ouargla"

Section One: Personal Information

Q1. Would you like to specify your degree?

    a. L MD(License Degree) ☐ b. MA(Magister/Master) ☐ c. ph. D (Doctorate)☐

Q2. How long have you been teaching English?

a.5years ☐   b.10years ☐   c.15years ☐   d.20years or more   ☐

Section Two: *Teacher's* Attitudes Towards the Speaking Skills

Q1. Among the four skills, do you think that speaking is the most important one for EFL learners?

Yes ☐   *No* ☐

Q2. Which one of the following is the closest in describing your student's level of speaking skill in English language ?

    a. High ☐   b. Above average ☐ c. Average ☐ d. Below average ☐ e. Low ☐

Q3. According to you, what is the most difficulty/difficulties that students encounter when it comes to speaking English?

a. Shyness   ☐

b. Anxiety   ☐

c. Fear of making mistakes   ☐

d. Lack of language baggage   ☐

e. Lack of self-confidence   ☐

f. Lack of interest   ☐

Q4. Can you provide the strategies you use to help students to enhance speaking skills?

....

....

……………………………………………………………………………………………..

Section Three: Teachers' **Attitudes Towards Using Dialogues in EFL Classrooms**

Q1. Do you use dialogues in your classrooms as a teaching tool?

No ☐ *yes* ☐

If yes, how often?

a. Often ☐ *b. Always* ☐ *c. Rarely* ☐

Q2. What is your opinion of using dialogues to enhance students speaking skills?

……………………………………………………………………………………..

…………………………………………………………………………………….

Q3. Do you think that using dialogue and discussion in oral sessions motivate your students to speak more in classroom?

No ☐ *Yes* ☐

Why?…………………………………………………………………………….

……………………………………………………………………………………

Q4. Do you have a specific way of using dialogues in oral classes?

No ☐   *Yes* ☐

If so, what is it?

……………………………………………………………………………………

Section Four: Opinionnaire

Q1. Are there any ambiguous questions*?*

a. Yes ☐   b. No ☐

   If yes, what are they?

……………………………………………………………………..

Q2. Have you found the questionnaire attractive?

a. Yes ☐   b. No ☐

Q3. Have you encountered any complicated questions?

a. Yes ☐   b. No ☐

If yes, what are they?………………………………………

 Q4. Have you found any repeated questions?

a. Yes ☐   b. No ☐

What are they?…………………………………………………..

……………………………………………………………

If you have any additional comments or ideas, please provide them

…………………………………………………………………………….

Appendix (02)

The Lesson Plans

Lesson Plan 01

Generated Dialogues
Learning Style : Dialogical
Title : Running Sentences
Objectives
-To be able to produce utterances in order to make full sentences.
-To enable the students to process and to understand the flow of ideas.
-To motivate students to speak fluently.
Supplementary Materials: Handouts
Procedures
-Explain what the dialogue is.
-Lead the students to work individually.
-Inform the students by a sentence or a story or an idea.
-The students should present a different ideas from their own imagination according to the story till an appropriate end .
-Advise the students to show connection between the ideas.
-The student should be fluent and comfortable.
Extension Activities
- Ask the students to do it another time and bring as a video version.

Lesson Plan 02

Cue Cards Dialogues
Learning Style : Visual
Title : Cue Card Dialogues

Objectives
-To enhance the student's interaction in the class. - To work in groups by interacting with each other. - To engage students for the discussion in the classroom and share their ideas.
Supplementary Materials: Cue cards
Procedures
-Prepare a cue cards, each one with a different topic written on it. - Each student should choose one card and discover what topic he gets . The student must explain the topic title to his class mates using other expressions. - - The learners discuss their hypotheses to reach to the correct answer.
Topics
Economics, Sculpture, Prayer, Cooking, Dream, Wedding, Books, Phone.

Lesson Plan 03

Cue Cards Produces Sentences
Learning Style : Visual **Title :** Translation

Objectives
-To make students participate and motivate them to learn enhance their vocabulary baggage . - To be able to produce a structured sentences in English .

Supplementary Materials: Small pieces of paper , jar

| Procedures |
|---|
| -Divide the students into small groups.

- Each group will be given a word in the mother tongue .

-Every group should find out the correct translation of the word given and use it in a

structured sentence in English language only .

-The competition will be between every two groups till they reach a one winner . |

Topics
تفاحة- حذاء- سيارة- اسود- فن- كتاب- العشاء- طريق- بيانو- فكرة- فستان.

Lesson Plan 04

None Stop
Learning Style : Visual **Title :** Just A Minute

Objectives
-To enhance students' fluency. -To make students speak without hesitation and repetition. -To get them used on speaking directly.

Supplementary Materials: Cue Cards, jar

Procedures
Write multiple topics on the board with numbers .- Write numbers on cards and put them in a jar .- -Each student come to the front and pick a card from the jar and see which number the topic is. -Each students should talk about the topic none stop for one minute .

Topics
Art, Success , Trust , Work , Internet , War , Happiness , Motivation

الملخص

يهدف البحث الحالي إلى معرفة ما إذا كانت استراتيجية الحوار والمناقشة تعمل على تحسين القدرة على التحدث. المشاركون في البحث هم طلاب السنة الأولى في اللغة الإنجليزية بجامعة قاصدي مرباح ورقلة بسبب مواجهتهم لمشاكل معقدة عندما يتعلق الأمر بالأداء الشفهي.

يمكن أن تكون استراتيجية المناقشة والحوارات استراتيجية مناسبة لمساعدة متعلمي اللغة الإنجليزية كلغة أجنبية على تحسين مهارات التحدث لديهم وان يصبحوا أكثر كفاءة. في هذه الدراسة ، اخترنا كل من الأساليب الكمية والنوعية من أجل جمع آراء المعلمين والطلاب تجاه استخدام استراتيجية الحوار والمناقشة في فصول التعبير الشفهي لتحسين مهارات التحدث من خلال استخدام الاستبيان لكل من المعلمين واختبار للطلاب.

نتائج البحث اثبتت ان الاستراتيجية لمتعلمي اللغة الإنجليزية كلغة أجنبية ناجحة؛ ومن ثم، تم تأكيد فرضيتنا.

المصطلحات المفتاحية: اللغة الإنجليزية كلغة أجنبية، مهارة التحدث، تدريس التحدث، إستراتيجية الحوار، إستراتيجية المناقشة .

Résumé

La présente recherche vise à déterminer si la stratégie de dialogue et de discussion améliore la capacité d'expression orale. Les participants à la recherche sont des étudiants de deuxième année d'anglais, à l'Université Kasdi Merbah Ouargla, car ils sont confrontés à des problèmes compliqués lorsqu'il s'agit de se produire à l'oral. La stratégie de discussion et les dialogues peuvent être une stratégie appropriée pour aider les apprenants EFL à améliorer leurs compétences orales et à devenir plus compétents. Dans cette étude, nous avons opté pour des approches à la fois qualitatives et quantitatives afin de recueillir les opinions des enseignants et des élèves sur l'utilisation de la stratégie de dialogue et de discussion dans les cours d'expression orale pour améliorer les compétences orales grâce à l'utilisation de questionnaires pour les enseignants et les élèves et un Test T pour les étudiants. Les résultats de la recherche ont prouvé que la stratégie de dialogue et de discussion est une stratégie réussie et efficace pour les apprenants EFL ; par conséquent, notre hypothèse a été confirmée.

Termes clés : Anglais Langue étrangère, Compétence Orale, Enseignement de l'expression orale, stratégie de dialogue, stratégie de discussion.