

Students' Perceptions Of Their Oral Skills Learning And Development: Current Situation And Future Orientations. A Case Study Of First Year Students Of English At ISL Gabes

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Abstract – Since 2006 Tunisian universities have operated under the Licence-Master-Doctorate, or “LMD,” system, whose introduction was the last important reform targeting higher education in Tunisia suggested by the European Union to its partners in the South (in particular the Maghreb countries) to bring their university system up to European standard

Adopting the LMD system in Tunisia as an educational and structural reform that adapts to European standards has been motivated by a desire to guarantee the scientific value of the Tunisian diploma and all that it encompasses as skills, to establish a flexible and efficient training model, of an academic and applied nature and equivalent at the international level, and to create a new generation of versatile graduates who adapt to a constantly evolving global context (Chabchoub, 2006).

Yet, hand in hand with the introduction of this system into higher education, the structure of university studies has undergone profound transformations regarding the quality of education, students' learning; teachers' assessment of their students' performance, the time spent on initial training, and the number of hours allocated to teaching practices...

Taking these facts into consideration, the following paper sets out to gather data on students' perception of the impact of such transformations on the learning and development of their oral skills, explore major challenges, and figure out key solutions.

Keywords – LMD System, Students' Learning, Teaching Practices, Assessment.

I. INTRODUCTION

Following The Common European Framework of Reference for Learning, Teaching and Evaluation of Languages (CEFR), learning a language is the development of competences on the part of the learner. As it is well known, competence includes not only knowledge but also the ability to use that knowledge.

Therefore, achieving mastery of a foreign language, dictates on learners the development of the four principal language skills: reading, writing, listening and speaking. More importantly, using the target language effectively in order to interact with others orally has become of the utmost importance these days, up to the point where people who cannot speak a foreign language cannot be considered effective language users, even if they can read it and understand it.

Even though the development of the four skills is one of the main necessities in the learning of a foreign language and though each skill carries equal importance in this process, these skills not only develop in different rates among learners, but also seem to be a source of difficulties and challenges for a number of them especially when it comes to oral communication.

As a result of the globalization of English and a growing demand for good English speaking skills, a great emphasis has been increasingly placed on the teaching of oral skills in order to meet the diverse needs in relation to academic and professional performances.

Additionally, because language is primarily speech, oral skills are increasingly gaining more and more momentum up to the point that people are judged on their ability to present their ideas in a coherent way in a wide variety of situations (school, workplace, and society) which means, being fluent when expressing ideas and thoughts.

Why Oral Skills?

Major beliefs about the importance of Oral Skills

According to Resnick and Snow (2009), speaking skill is prerequisite skill to reading and writing. Therefore, EFL learners have to develop their oral skills first before they are able to read and write. Once learners can listen to a language and speak it, then they can progressively learn how to read and write effectively.

In the view of Coleman (2014), most language learners tend to build a strong correlation between effectiveness in speaking a language and knowledge of that language without paying too much attention or in comparison to other skills.

Following Philips (2007), "Speaking is an interactive process constructing meaning that involves producing and receiving and processing". Whether it is formal or simple, learners require speaking everywhere to communicate their thoughts and opinions.

Halliday (1978), states that oral communication is a perfect reflection of the persistent and powerful role of language and communication in human society. In his words, communication is more than merely an exchange of words between parties; it is a "...sociological encounter" (p. 139) and through exchange of meanings in the communication process, social reality is "created, maintained and modified" (p. 169).

Rahman (2010) conceives of oral communication to be a dynamic interactive process that involves the effective transmission of facts, ideas, thoughts, feelings and values. For Rahman (2010) oral communication is basically the spoken interaction between two or more people. The interaction is far more complex than it seems as it is composed of multiple elements which, when taken as a whole, result in the success or failure of the interaction.

More importantly, Rahman (2010) asserts that oral communication not only can occur spontaneously with an unplanned content, but also can be formal as it is the case of taking parts in meetings where the content is usually framed by a structured environment and an already set agenda.

In keeping with this emphasis on the importance of oral communication in learning a language for social interaction, professional and other communicative purposes on different occasions, Richard (2006) contends that the ever-going need for good communication skills in English has emerged in high demand around the world. As such, speaking has turned to be one of the essential skills in English occupying a superior status. Therefore, English teachers must give priority to English-speaking skills in their classrooms.

According to Rao (2012), oral skills can serve as the best introduction to other language learning skills. Indeed, learning through speaking is a natural way of learning a foreign language. Even more, speaking is important because it provides the opportunity for the practical usage of a foreign language since it brings fluency, correction then accuracy among EFL learners.

Teaching Oral Skills: Great Expectations

As English has become these days the most spoken language in the world, and in order to enable EFL learners to communicate and interact in a meaningful and fruitful way using this language, developing the oral skills has become a vital way to communicate among people whose native language is not English. Therefore, more and more focus is increasingly placed on the necessity to enhance students' proficiency in oral communication skills so as to function more effectively not only in the academic setting but also in the professional one. Hence, oral skills course has always been part of undergraduate classes with varying degrees but with ambitious expectations including, but not limited to, the following:

- Enabling learners to use language widely to achieve a variety of social purposes, as for example, to entertain, to explain how something works, to provide information, to argue a position.
- Using the target language to make sense of the world, to express and develop ideas on a range of topics.

- Offering students ample opportunities to communicate confidently and appropriately with people from all walks of life: with those who are older or younger, with those in positions of power, with peers and family and more importantly to speak confidently in class discussions. (Cotter, 2007)
- Encouraging creativity, understanding, and imagination; it is a means of solving problems, speculating, sharing ideas and making decisions; language builds friendships and enhances motivation through social interaction. White (2004)
- Developing skills and strategies that contribute to the effective use of speaking in classroom discussions or in group work where the students need to be aware of how to start a topic, how to include others, how to change topics, how to repair communication breakdowns, how to deal with those who dominate the conversation, how to use language to solve problems, and how to end a discussion. (Cotter, 2007)

II. THE STUDY

2.1. Statement of the problem

My interest in this area has been developing over the time since I started teaching this subject to students of English at the Higher Institute of Languages (University of Gabes) within two different regimes, namely, the outgoing BA regime and the current one which is the LMD regime or system.

Reflecting on a personal experience, the aim of the following questionnaire-based research paper is to document students' perspectives on their experience of learning and developing oral skills and shed light on major features of the real situation of teaching oral skills to Tunisian EFL Learners in the LMD System in order to explore various interesting phenomena in the classroom during the teacher practicum.

2.2. Research Questions

The research paper addresses and attempts to answer the following two questions:

1. How do Tunisian students of English perceive their oral skills learning and development?
2. What is the impact of the LMD System requirements on learning and development of oral skills of first year students of English?

2.3. Population of the study

The population for this study consists of a group of first year students of English language at the Higher Institute of Languages of Gabes (University of Gabes) chosen randomly to respond to a questionnaire that aims to report their perceptions of their oral skills learning and development in order to diagnose major difficulties and figure out important solutions.

The reason for choosing first year students is that they are the only category of learners at this level of studies who benefit from oral skills sessions compared to other levels, namely, second and third year students. Such situation will definitely trigger debate over what criteria have been behind the decision to limit oral skills learning to a unique level of studies.

2.4. Methodology

In this research paper, data were collected through a questionnaire that was administered to a first year group of students of the English department at ISL Gabes. Once, the respondents sent me their answers back, the analysis of their responses started based on a descriptive method as the methodological procedure followed in conducting this research.

Needless to remind in this context, that a descriptive method primarily taps on quantitative data collection and analysis. Thus, it is through numbers and statistics that data will be presented in order to analyze the questionnaire.

2.4.1. Description of the questionnaire

Brown (2006, cited in Dornyei, 2007) defines questionnaires as "any written instruments that present respondents with a series of questions or statements to which they have to react either by writing out their answers or selecting from among existing answers". (pp 719-731) Leedy and Ormrod (2005) consider that questionnaires offer participants the advantage of answering questions with the assurance of anonymity for their responses.

In the view of Richards & Schmidt (2002), questionnaires are doubtless one of the primary sources of obtaining data in any research endeavor. Consequently, researchers have to make sure that the questionnaire they are designing should be “valid, reliable and unambiguous” (p 438).

As the main source of data, a questionnaire was used in order to conduct this research. The questionnaire was sent to a group of first year students of English of the English at the ISL Gabes who were chosen randomly. The questionnaire includes 17 different questions organized in two (02) parts. The first part deals with the general information of the students. The second part tackles the concepts of speaking skill and communicative activities. It also explores the major features of learning and development of oral skills regarding difficulties faced by students and major possible solutions that can be proposed in order to enhance their learning and maximize its efficiency. The questions were asked in relation to the main points of my focus.

2.5. Main findings and results

2.5.1. Students' general information

Having a quick look at students' answers regarding their age and gender reveals a clear resemblance in terms of age first. Our sample is clearly dominated by those aged between 19 and 20 which indicates that all participants are young students who are very likely to benefit from energy and optimum motivation to carry out their studies and learn the language in best conditions.

As for the participants gender, the table above clearly shows that female students constitute 66% of the respondents, while males only represent 34%. This reveals that female students look to be more interested in studying languages than males which will have its impact on their level of motivation and commitment in class and outside it. The following table illustrates differences in gender among the study population

Table 1: General information about the participants

Gender	Male	Female	Total
Number	20	40	60
Percentage	34%	66%	100%

2.5.2. Students' level of English language speaking

What is worth noting about students' answers is that only 10 respondents (16,66%) state that their level in English speaking is good while 15 students (25%) report that their level is weak and the vast majority, that is to say, 35 students (58,33%) consider their level to be average. These figures clearly point out to mixed levels of English among the sample. Taking this factor into account, teachers of oral skills are primarily invited to think over a variety of activities which would suit and respond to all these levels enabling all students to deal with a large amount of vocabulary and structures that help them refine and improve their oral performance quickly and efficiently.

Table 2: different levels in English language speaking

Level	Average	Weak	Good
Number	35	15	10
Percentage	58,33%	25%	16,66%

2.5.3. Students' stances towards Speaking Skills

When asked about their stances towards the importance of speaking skills in English language studying and learning, students tend to display diverse attitudes. Therefore, 38 of the respondents (63, 33%) strongly agree that speaking is a cornerstone of English language learning while 18 students (30%) report that they agree on the importance of speaking skills in EFL learning.

Only 4 of the participants (6, 66) chose 'disagree' as an answer stating that speaking skills is not that significant component of English language learning. Additionally, no single student opted for 'strongly disagree' as a response.

Starting from these responses, it is obvious that the participants are fully conscious of the vital role that speaking skills plays in their learning process in general and in their learning of English language in particular. As a result, such level of consciousness should normally be followed by a high degree of interest and motivation in the part of the respondents reflected in their active involvement and effective collaboration with their oral skills teacher whose role will be extremely significant in designing motivating activities, highlighting learners' skills and enhancing their learning and development.

Table 3: students' attitudes towards speaking importance

Opinion	Strongly agree	Agree	Strongly disagree	Disagree
Number	38	18	00	4
Percentage	63,33%	30%	00	6,66%

2.5.4. Students' opinions regarding the Speaking Time and Activities

When asked about the time allocated to oral expression session, 44 of the respondents (73, 33%) report that the amount of time devoted to the speaking session is not sufficient and that they need much more time to deal with a variety of tasks that would help them practice and consolidate their speaking skills. On the other hand, only 16 respondents (26, 66%) claim that 1 hour per week of oral expression is sufficient and that there is no urgent need to have more time devoted to the speaking module.

Expressing clear satisfaction with the amount of time dedicated to oral expression session might reflect some kind of psychological obstructions among the respondents when asked to speak publicly including apprehension, shyness, and lack of self confidence....

Hand in hand with this clear difference in the respondents' answers regarding the time allocated to oral expression module, the participants gave different answers when they were asked to evaluate the importance of the speaking activities carried out in class. Hence, 47 students contend that the speaking activities practiced in class are rich and relevant enough to help them develop their speaking skills while only 13 students show dissatisfaction with such activities which they consider unable to help them improve their speaking performance.

With regard to these opposing stances revealed by the study sample, it is obvious that oral expression teachers are invited to think seriously over the selection of topics they intend to deal with in class in terms of their relevance to the students' interests; expectations and aspirations. Therefore, teachers not only need to come up with topics that fit their students' levels but also need to diversify these topics to meet all expectations of all learners.

Table 4: Time allocated to speaking sessions

Answers	Yes	No
Number	16	44
Percentage	26,66%	73,33%

2.5.5. Activities authenticity and modes of interaction

The aim of this sub section is to reveal students' opinion towards the degree of authenticity the speaking activities have and the way they are practiced in class. In our sample, the majority of students 48 who constitute 80% of the survey population report that their oral expression teacher usually proposes authentic activities that tightly relate to their everyday life and provide a context for practice. However, only 12 students representing 20% claim that the activities proposed by their teacher lack authenticity and relevance.

Despite this opposition in perception among participants, it is beyond doubt that the more authentic speaking activities are, the more interested and motivated learners are. Learners always enjoy being linked to real life events and situations. This close connection will incite learners to use new lexical items and grammatical structures that will enable them to communicate better in various contexts that they need now and in their future.

Operating within a real life context may not be enough on its own unless it is supported by a suitable mode of interaction that maximizes its utility and quality. In this light, participants were asked to comment on the impact of practicing speaking in pairs or in groups on their performance and on their feeling of ease or anxiety.

Having a glance at the results unveils that 36 students (60%) of students support practicing oral expression in pairs or in groups and report that they feel well at ease when employing this interaction mode. Conversely, the remaining part of the respondents 24 students (40%) state that this interaction mode never meets their desire and that they never feel comfortable while speaking in pairs or in groups

It is worth noting that while the first group of informants highlights the importance of pair and group work in creating a favorable learning environment in which students feel less anxious, less reluctant to speak but more self confident and more motivated to speak freely, the second group represents a category of students who are most often unwilling to partake in conversations and who tend to be silent for a long period of time merely listening to other mates.

Table 5: Speaking activities degree of authenticity

Options	Yes	No
Number	48	12
Percentage	80%	20%

Table 6: Pair work Vs Group work

Options	Yes	No
Number	36	24
Percentage	60%	40%

2.5.6. Students' involvement in topics choice

Conceiving of oral expression sessions to be ample opportunities for learners to practice the language freely with less and less anxiety and fear within an atmosphere of collaboration and interaction in which students not only get familiar with ways of expressing their own ideas and thoughts, but also acquire new skills relating to negotiating meaning, discussing ideas, arguing, persuading...

Keeping this fact in mind raises a very important question regarding the role of learners in selecting the topics they deal with during oral expression sessions. Examining students' answers to this question reveals that an overwhelming majority of them (83, 33%) affirm that the choice of topics is exclusively attributed to oral expression teacher who never gives them the opportunity to select a topic of discussion themselves. Meanwhile, a small minority of respondents (16, 33%) report that they sometimes have the chance to propose or select a topic for discussion.

What is striking about these responses is that in oral classes, topics choice is strictly the responsibility of teachers only which entails depriving students of some kind of freedom to select a topic that meets most their interest and desires. In other words, while total monopoly of teachers over topics choice may negatively impact learners' engagement, collaboration and performance, involving learners actively and giving them a clear role and responsibility in deciding the topic they want to tackle is of a great value in creating a sense of achievement among these learners which will in turn impact positively their motivation and participation in class discussions.

Table 7: Topics choice

Options	Yes	No
Number	50	10
Percentage	83,33%	16,66%

Assessing and explaining students' participation in speaking activities

As it has been mentioned in the previous sub section, giving a role to learners to discuss topics of their own choice can be of great significance in enhancing their motivation and performance in class. This part will relate to the same issue to explore and account for the frequency of students' participation in different speaking activities.

Reading in the respondents' answers reveals the following: 22 students (36, 66%) confess they sometimes take part in speaking activities while only 16 students (26, 66%) claim they regularly participate in oral discussions. On the other hand, 22 other informants declare they never partake in oral expression activities.

A quick look at these figures should be a compelling reason to try to find possible explanations for these diverse frequencies of students' participation before giving the informants themselves the chance to account for their answers. In fact, taking part from time to time in speaking activities or totally ignoring these activities may be caused by the nature of topics tackled in class, lack of appeal to students' interest, teachers' reactions and feedback, learners' personality... Yet, frequent involvement in oral expression activities is possibly related to high level of self confidence, high degree of motivation and a good mastery of the language in general.

Table 8: Frequency of participation in speaking activities

Options	Always	Never	Sometimes
Number	16	22	22
Percentage	26,66%	36,66%	36,66%

However, based on students' answers, one can figure out the explicit reasons for their lack of participation in different speaking activities. Thus, 16 students representing (26, 66%) account for their reluctance to take part in speaking activities in terms of a feeling of fear to be overcorrected by their teachers which is very likely to impact negatively students' performance in class. On the other side, shyness, anxiety and fear of making mistakes were reported by 24 students (40%) to be the main reason behind their lack of participation. The remaining 20 informants representing (33, 33%) justify their reluctance to speak during oral expression sessions in terms of lack of interest and motivation.

Table 9: major reasons for students' reluctance

Answers	Overcorrection	Fear of mistakes	Anxiety
Number	16	20	24
Percentage	26,66%	33,33%	40%

2.5.7. The impact of the teacher's role and character

In order to collect more pertinent data on major difficulties encountered by students of English during oral expression sessions, the following sub section highlights the role of oral skills teachers in class, their character and how these issues impact their learners' participation and performance.

Having a look at the informants' feedback shows that 58, 33% of them consider their oral skills teacher talkative in class whereas 33, 33% report that they usually enjoy equal chances to talk in class with their teacher. 5 students (8, 33%) state that their teacher is less talkative in class.

These figures clearly show different roles both students and teachers of oral skills can have in class. While in an oral expression session, students are normally meant to monopolize discussions, talk much more than their teachers and enjoy more opportunities to communicate with one another to practice the language they already acquired, teachers are expected to talk less, to offer more and more chances to their students to use the language orally, and to create most optimal learning environment in which students overcome their shyness and reluctance and consequently attain better achievements.

Table 10: Different attitudes towards teachers' character

Options	Very talkative	Talkative	Less talkative
Number	35	20	5
Percentage	58,33%	33,33%	8,33%

Closely related to these assumptions on teachers' behavior in class, students differently conceive the role of their oral skills teachers. In fact, an overwhelming majority of the population (70%) see their teachers as guide and facilitator while 30% of them attribute to their teacher the role of a controller.

What is worth noting about these opinions is that they generally comply with the requirements of communicative language teaching which attribute to teachers the role of a guide and a facilitator of the learning process clarifying instructions, explaining rules and showing to learners their way to learning within a favorable environment that enables students to overcome their apprehension and therefore use the language to communicate freely and comfortably.

On the other hand, seeing the teacher only as a controller can have its negative effects particularly on learners' level of motivation and consequently on the degree of their involvement and the amount of their performance. Operating within a learning environment dominated by teacher's control will certainly limit learners' willingness because of their fear to receive negative feedback or be overcorrected by their teacher. Such caution will in its turn contribute to identifying the nature of talks students will develop. In other words, students will remarkably focus on accuracy much more than fluency.

Table 11: Different perceptions of teachers' roles

Options	Guide- Facilitator	Controller
Number	42	18
Percentage	70%	30%

2.5.8. Effects of teacher's interventions on learners' performance

As learners display opposing conceptions of their teacher's roles in facilitating or obstructing their oral skills learning and development, this will normally be followed by different perspectives toward the impact of teachers' intervention on their performance in oral expression sessions.

To put it in concrete terms, the students' answers to the question related to this issue equally reveal opposing views. While 37 of the informants (61, 66%) state that their teacher's intervention or correction during oral talks can be a source of motivation and support for them, 13 students representing 21,66% of the population declare that such intervention can lead to trouble and confusion. However, only 16, 66% of the informants consider that their participation in oral talks can stop completely because of their teacher correction. They may feel ill at ease and unwilling to partake in class discussions.

Table 12: Impact of teachers' interventions

Options	Motivation	Trouble	Disturbance
Number	37	13	10
Percentage	61,66%	21,66%	16,66%

III. GENERAL COMMENTS ON THE QUESTIONNAIRE RESULTS

Looking carefully at the different results obtained from the data analysis reveals a set of remarks that need to be considered seriously if anyone ever intends to conduct further research on this interesting part of English language learning and teaching (oral skills).

Though an overwhelming majority of informants clearly highlight and explicitly show their awareness regarding the vital role of oral skills in EFL learning process, teaching this skill is not that easy task for both parties: teachers and students. More than one factor can interfere leading to students' success in learning and developing their oral proficiency or to their failure in this respect.

Principal among these factors is the amount of time allocated either to oral expression sessions per week or to the time allocated to this module all over the academic career of English students at ISLG in general. Indeed, one hour of oral expression per week is not sufficient by all means, let alone, dealing with this important module for one single year out of three years of study.

Consequently, reconsidering the amount of time devoted to oral expression sessions seems to be an urgent need for both learners and teachers. As for learners, more and more time is required to practice more speaking activities that enable them to develop their speaking skills and enhance their proficiency. Teachers equally need more time to get ample opportunities to come up with diverse tasks and activities, tackle different topics and maximize their students' chances to be fully involved in classroom discussions.

In addition, the informants' responses reveal to some extent students' satisfaction with the type of activities dealt with in class with regard to their authenticity and to the mode of interaction through which they are practiced. Thus, oral expression teachers should tap on this positive aspect and do their best to appeal more and more to their students' interest and opt for speaking activities which engage learners most in pair or group work. Such practice will be a significant source of motivation and commitment for students.

Moreover, oral skills teachers are invited not only to appeal to their learners' interest through the selection of authentic topics that are meant to be tackled in pairs or groups, but also give students a chance from time to time to propose topics of their choice which will be of a great value and helps create a favorable learning environment in which learners felt better at ease and talk more comfortably and effectively.

On the other side, teachers should pay more and more attention to the different reasons behind the reluctance of many if not most of their students to partake in classroom discussions. Teachers are invited to think positively and consider seriously the psychological obstacles that hinder learners from speaking such as anxiety, low self esteem, low self confidence, fear of mistakes, fear of overcorrection, timidity if required, they have to reconsider their teaching methods and their role in class to give students more chances to talk in the class. They need to stop acting as controllers; rather, they need to act principally as guides; motivators and facilitators of the learning process.

IV. GENERAL CONCLUSION

This paper sets out to explore first year English students' opinions regarding the ways in which they learn and develop their oral skills. The paper includes two main parts: a theoretical part in which the literature on the significance of speaking to EFL has been reviewed; and a practical part in which students' perceptions of how they learn and develop their speaking skills have been investigated.

Collecting the data was based on a quantitative method through a questionnaire distributed to first year English students at ISL Gabes (University of Gabes). The different results obtained following the analysis of the data were very telling about the current situation of oral skills learning and teaching at the department of English at ISLG within the LMD system, the different obstacles that may stand on the way of English students to refine their proficiency, and the necessary measures that have to be taken in order to help teachers improve the quality of their teaching and students communicate in FL more confidently, more comfortably and more fluently

Building on all the results obtained from the different answers given by the informants, it is more than urgent from now on to think seriously over introducing necessary changes that would affect not only the different ways of teaching oral skills including the use of appealing activities that engage students most and enable them to promote their speaking abilities, but also the current modes of assessment that actually deprive students of English of ample opportunities to practice speaking freely. In other words, reconsidering the amount of time allocated to teaching oral skills during regular classes or all over the academic career of students of English is more than necessary now.

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Appendix 1

Students' questionnaire

Dear respondents,

This questionnaire attempts to collect data about enhancing EFL learners' speaking skill. We would be grateful if you could answer these questions to help us in our research.

Section one: General Information

1. Age:

2. Are you

A. Male?

B. Female?

Section two: Communicative Activities- speaking skill

3. What is your level in speaking the English language?

a- good

b- Average

c- Weak

4. Do you agree with the following statement " speaking is the most important skill in learning a language" ?

a- Strongly agree.

b- Agree

c- Disagree

d- Strongly disagree

5. Are you satisfied with the time devoted to the study of oral expression?

a. Yes.

b. No, we need more time.

6. Do you think that the speaking activities practiced in the classroom help to enhance the speaking skill?

c. Yes.

d. No, we need other activities.

If no, specify which type of activities you need more:.....
.....

7. Have you ever been asked by your teacher to practice speaking activities in pairs or groups?

a. Yes.

B. No.

8. Do you feel at ease when you practice the language in pairs or groups?

a. Yes.

B. No.

If yes, please justify your answer (why you feel more comfortable) :.....
.....

9. Do the speaking activities practiced in class have an authentic content (they reflect real life use)?

a. Yes.

b. No.

10. Do they fit your interest and provide a context for practice?

a. Yes.

B. No.

11. How often does your oral expression teacher give you the opportunity to choose the topic of discussion?

a. Never

b- Sometimes

c- Always

12. How often do you volunteer in participating in speaking activities? a. Always

b. Sometimes

c. Never

13. If you never volunteer in participating, is this due to :

a- Teacher over correction?

b- Lack of interest and motivation?

c- Shyness and fear of mistakes?

14. How often do you take part in communicative activities (role play and group discussion) ?

a- Always

b- Sometimes

c- Rarely

d- Never

15. What is the role that your teacher plays in the classroom? a. Controller.

b. Guide (organizer, participant, resource, tutor, and observer). c. Both.

16. In the classroom your teacher is?

a. Talkative.

b. Average.

c. Less talkative.

17. What is your attitude toward your teacher corrections? Does that? a. Encourage you to participate (speak).

b. Disturb you.

c. Inhibit your participation (speak).