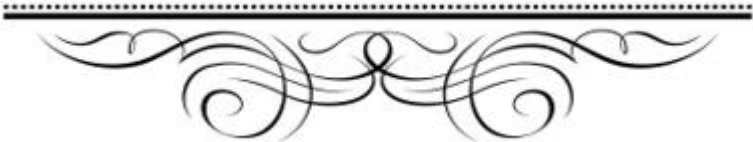People's Democratic Republic of Algeria

Ministry of Higher Education and Scientific Research

Djilali Bounaama University of Khemis Miliana

Faculty of Letters and Languages

THE EFFICIENCY OF COMMUNICATIVE TASKS IN IMPROVING THE SPEAKING SKILLS: THE CASE STUDY OF FIRST YEAR UNIVERSITY STUDENTS

Dissertation Submitted to the Department of Foreign Languages in Candidacy for the LMD

Master in English Language and Communication

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Declaration

We hereby declare that the substance of this dissertation is the result of our investigation due to reference of acknowledgement made when necessary to the whole of other researchers.

Sara, Kawther, Amina.

Dedication

We dedicate this work to our dear parents for all they present for us, for all their sacrifices and their prayers throughout our studies, To our sisters and brothers. To all our colleagues and our friends for their moral support. Thanks for always being there for us.

Acknowledgement

We thank Almighty God "ALLAH" who has given us the courage to confront this new area, and the strength to carry out this work.

We want to thank the people who without them, we would never be here, our mothers and fathers. As well as all our family.

We would like to thank all the people who helped us a lot with our project.

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Sara, Kawther, Amina

Abstract

English is a globally recognized language in practically all fields, it is unquestionably necessary nowadays. As a result, if EFL students want to be fluent and good speakers, first, they should be encouraged to practice with the intent of enhancing. Second, students' awareness must be raised, and the critical role that speaking ability plays in language development must be informed. This research aims to see how effective it is to use spoken communicative tasks to develop speaking ability. To Identify the most effective communicative tasks that increase EFL learners' speaking competence, outline the key challenges that impede oral performance, and provide ways to help EFL learners overcome their difficulties. The research was conducted at the University of Djilali Bounaama Department of English language, using a questionnaire as a research instrument. The findings show that first-year English students are more conscious of the relevance of speaking tasks in enhancing their speaking ability; thus, they have shown positive perceptions and attitudes. On the other hand, EFL teachers felt that communicative tasks are one of the most successful and valuable techniques for reinforcing first-year English students' speaking abilities. Finally, this extended work concludes by offering some practical and effective suggestions for EFL learners who want to excel and continue learning.
Keywords: Attitude, Communicative tasks, Perceptions, Speaking ability, Student.

Résumer

L'anglais étant une langue mondialement reconnue dans pratiquement tous les domaines, il est incontestablement nécessaire de nos jours. Par conséquent, si les étudiants EFL veulent parler couramment et bien parler, ils doivent d'abord être encouragés à pratiquer dans le but de s'améliorer. Deuxièmement, la sensibilisation des élèves doit être accrue et le rôle critique que joue la capacité d'expression orale dans le développement du langage doit être informé. La recherche vise à voir dans quelle mesure il est efficace d'utiliser des tâches de communication orale pour développer la capacité de parler. Les trois principaux objectifs sont : identifier les tâches de communication les plus efficaces qui augmentent la compétence orale des apprenants EFL, décrire les principaux défis qui entravent la performance orale et fournir des moyens d'aider les apprenants EFL à surmonter leurs difficultés sont quelques-uns des objectifs du travail. La recherche a été menée au département de langue anglaise de l'Université de Djilali Bounaama, en utilisant un questionnaire comme instrument de recherche. Les résultats montrent que les étudiants d'anglais de première année sont plus conscients de la

pertinence des tâches d'expression orale pour améliorer leur capacité d'expression orale ; ainsi, ils ont montré des perceptions et des attitudes positives. D'autre part, les enseignants d'EFL ont estimé que les tâches de communication sont l'une des techniques les plus efficaces et les plus utiles pour renforcer les capacités d'expression orale des étudiants de première année en anglais. Enfin, ce travail prolongé se termine en offrant quelques suggestions pratiques et efficaces pour les apprenants EFL qui veulent exceller et continuer à apprendre.

Mots-clés : Tâches communicatives, Capacité d'expression orale, Élève, Attitude, Perceptions.

ملخص

نظرًا لأن اللغة الإنجليزية هي لغة معترف بها عالميًا في جميع المجالات عمليًا، فهي ضرورية بلا شك في الوقت الحاضر. نتيجة لذلك، إذا أراد طلاب اللغة الإنجليزية كلغة أجنبية أن يكونوا متحدثين جيدين بطلاقة، يجب أولاً تشجيعهم على التدرب بقصد التعزيز. ثانيًا، يجب زيادة وعي الطلاب، ويجب إبلاغ الدور الحاسم الذي تلعبه القدرة على التحدث في تطوير اللغة. يهدف البحث إلى معرفة مدى فاعلية استخدام مهام التواصل المنطوقة لتطوير القدرة على التحدث. الأهداف الرئيسية الثلاثة هي: تحديد المهام التواصلية الأكثر فاعلية التي تزيد من كفاءة التحدث لدى متعلمي اللغة الإنجليزية كلغة أجنبية، وتحديد التحديات الرئيسية التي تعيق الأداء الشفهي، وتوفير طرق لمساعدة متعلمي اللغة الإنجليزية كلغة أجنبية على التغلب على الصعوبات التي يواجهونها هي بعض أهداف العمل. أجري البحث في جامعة الجلالي بونعامة قسم اللغة الإنجليزية باستخدام استبيان كأداة بحث. تظهر النتائج أن طلاب اللغة الإنجليزية في السنة الأولى أكثر وعيًا بأهمية مهام التحدث في تعزيز قدرتهم على التحدث؛ وبالتالي، فقد أظهروا تصورات ومواقف إيجابية. من ناحية أخرى، شعر مدرسو اللغة الإنجليزية كلغة أجنبية أن المهام التواصلية هي واحدة من أكثر التقنيات نجاحًا وقيمة لتعزيز قدرات تحدث طلاب اللغة الإنجليزية في السنة الأولى. أخيرًا، يختتم هذا العمل الموسع بتقديم بعض الاقتراحات العملية والفعالة لمتعلمي اللغة الإنجليزية كلغة أجنبية الذين يرغبون في التفوق ومواصلة التعلم.

الكلمات المفتاحية: المهام الاتصالية، القدرة على التحدث، الطالب، الموقف، التصورات.

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Key to acronyms

CLT: Communicative Language Teaching

EFL: English for Foreign Learners

ESL: English as A Second Language

CT: Communicative Tasks

LMD: Licence, Master, Doctorate

Key terminology

Communicative tasks: A task whose solution requires the use of verbal and/or non-verbal actions to achieve a specific goal in a specific communicative situation.

Speaking skills: Speaking skills are defined as skills which allow us to communicate effectively. These skills give us the ability to convey information verbally and in a way that the listener can understand.

Student: a person who is studying at a university or other place of higher education.

Attitudes: a feeling or way of thinking that affects a person's behaviour a positive attitude changes your attitude. A way of positioning the body or its parts is an erect attitude He bowed in an attitude of respect

Perception: the ability to see, hear or become aware of something through the senses.

Education: the process of receiving or giving systematic instruction, especially at a school or university.
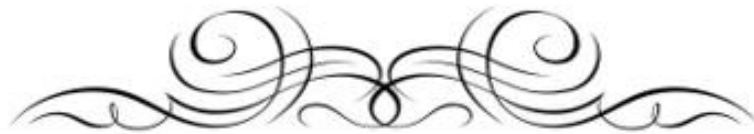
General Introduction

General Introduction

Abou Senna (1995) Language is a means of thinking and inheriting culture from one generation to the next and from one nation to another. It is also a medium to communicate among people. As a result, many countries put a premium on teaching residents' languages other than their native tongue. English has become the world's most important foreign language in the previous three decades. It is now the language of worldwide communication, research, commerce, advertising, diplomacy, and advanced technology transmission.

Furthermore, in the age of "globalization," the interdependence of nations and countries creates a need for a global language, and no language qualifies for this better than English. The international status of English is one of the primary factors responsible for the increase in the importance of English in Algeria. According to the CIA World Factbook, English is a widespread lingua franca of Algeria. Compared to some African Countries, Algeria is far left behind in terms of English-speaking ability because French is imposed on Algerians, and there are few English learners. Accordingly, the main aim of teaching English in our schools is to enable students to communicate in English and cope with the challenges of the world.

Speaking is one of the four skills (reading, writing, listening, and speaking). It is the means through which learners interact with others to attain specific objectives or convey their thoughts, intentions, hopes, and perspectives. Furthermore, people who are fluent in a language are referred to as 'Speakers' of that language. Besides, speaking is the most regularly used language skill in any context. As Rivers (1981) argues, speaking is used twice as much as reading and writing in our communication. Speaking and writing are often equated since they are both "productive skills" instead of the "receptive skills" of reading and listening. As two interrelated communication techniques, speaking is likewise intimately related to listening. Nunan (1999) and Burkart (2004) argue that success in learning a language is measured in terms of the ability to carry out a conversation in the (target) language. Moreover, Nunan (1999) That speaking can raise general learners' motivation and make the English language classroom fun and dynamic if suitable speaking activities are taught in the classroom.

General Introduction

Many researchers, e.g., PhuPhaPhet (2004), have researched EFL learners' speaking ability and claim that EFL learners face challenges in Speaking. Thus, they cannot communicate fluently. The researchers have discussed the reasons for students' deficiencies. First, students have few opportunities to use English outside the classroom; second, students cannot apply the knowledge they learned from the classroom to use in real-life situations, and they have a limited repertoire of vocabulary, so they cannot communicate using appropriate vocabulary in different contexts; third, students do not have confidence in their ability to speak in English. Additionally, the lack of materials used in the classroom, and lastly, students have a negative attitude towards learning English based on their past experiences. However, some researchers, klanrit (2010), Wan Yu (2010), Bygate (2005), and Phu Pha Phet (2004), claim that communicative tasks can enhance EFL learners' speaking ability.

Nevertheless, very few studies investigate the efficiency of communicative tasks in enhancing speaking ability in Algeria. The Study objective of Kadour (2015) was made to identify the most effective communicative tasks which can promote EFL speaking skills and discuss the main problems which may hinder oral performance and provide strategies to help EFL learners overcome their difficulties, and lastly, investigate the learner's attitudes towards those Tasks. Certain aspects have not been extensively researched: the learners' attitudes towards the communicative tasks and the presentation of the most effective CT.

This study comes as a continuum in addition to the previous work, which will focus on perception and attitudes towards speaking skills, the correlation of speaking with other language skills, and the addition of other practical communicative tasks. Based on our 1 set year of experience as EFL students who preferred nonverbal communication (written form) to the verbal one (spoken form), and due to the lack of motivation, experience, and the fear of talking in Public, we faced many problems in speaking. These are the inspiring ideas that gave birth to this work that aims at investigating the efficiency of communicative tasks on first-year EFL students at Djilali Bounaama university and exploring their attitudes towards the use of those activities in the classroom; intending this purpose, this present study aimed to answer two research questions; are communicative tasks effective in enhancing EFL speaking skills? Moreover, what are the EFL students' attitudes towards those tasks?

General Introduction

Identifying the main tasks that may reinforce the EFL learners' speaking skills is essential. The current work is purposefully divided into three connected chapters. The first chapter is about the theoretical background and literature review; it sheds light on speaking skills and the communicative competencies, the concept of teaching speaking, and the practical CT. The second chapter concerns first-year students' honest opinions and thoughts at Djilali Bounaama University regarding speaking skills during the EFL process. The practical part of the work includes the research methodology, research participants, and research tools. This chapter also seeks to answer the research questions. The third chapter discusses data analyses, data collection, and the main results and findings. To conclude this study, we will provide some suggestions and recommendations.

Chapter I
Literature review

Chapter I – Literature review

1.1 Introduction

The need for practical communicative tasks to enhance EFL learners' speaking skills leads to discussing the literature related to the study as the background theory for concepts described in this study. Several basic concepts and definitions which are related to the work are provided. This chapter aims to present the features and purpose of speaking skills, the way of teaching them, and the concept of teaching speaking. It sheds light on the functional communicative tasks and their advantages, which may solve the problem of EFL learners' speaking skills.

1.2 Literature review

The following emendations review previous studies related to communicative tasks since they have been used in the classroom to develop students' speaking abilities.

Nation (1996) examines a study in which problem-solving tasks were used to strengthen the speaking skills of a group of 35 intermediate students learning English as a first language in England and to implement problem-solving tasks; the following technique was used: focusing on a learning goal and topic, deciding on the problem and conclusion, establishing the context of the problem, separating the material and assigning roles. In another way, each student was given a portion of the material and requested to share it to solve the assigned problem. Finally, the development of the students was measured by a speaking post-test devised to meet the study objectives. The study's findings supported the effectiveness of problem-solving tasks in the development process.

Bygate (1999) conducted a study where he sought to employ different tasks and investigated their usefulness in terms of overall speaking ability, grammar, and conversational competency. The study indicated the EFL Hungarian secondary school students' speaking performance on two tests: an argument task and a narrative task. Students completed the first challenge. They participated in an opinion gap activity in which they had to communicate their thoughts and reach a final decision.

On the other hand, the narrative job was a one-way activity in which students informed their companions about a story they had just read. A speaking test and a grammar test focused on grammatical patterns and structures utilized by students were used to assess students' progress.

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The study found that learners' oral performance and grammatical competency improved significantly during their speaking. It was determined that communicative and narrative tasks could contribute to language development by encouraging learners to construct a routinized relationship between task and language; this means that each activity allows students to practice the interactional routines associated with its genre, which increases the discourse competency of EFL learners.

PhuPhaPhet (2004) Examined the growth of first-year certificate students' capacity to speak English through communicative tasks such as "spot the differences," information gap exercises, role play, mapping dialogues, and jigsaw puzzles. The topics were 20 Samutprakan Technical College students who were instructed for 34 hours. The study tends to use different instruments: lesson plans, an English-speaking ability exam, a self-evaluation form, and an observation form. The data were statistically evaluated using means, percentages, and the t-test dependent sample. This study's findings demonstrated that the learners' ability to speak English was considerably different at 01 levels.

Klanrit (2010) Evaluated whether students in the English major program at Udonthani Rajaphat Institute's Faculty of Humanities and Social Sciences improved their English-speaking skills after learning through communicative tasks such as information gap and role play. The participants were nine students of various levels: three with a low level of English proficiency, three with a medium level of English proficiency, and three with a high level of proficiency. The information was gathered from four different sources: a speaking test as a pre-test and post-test, student diaries, a teacher's diary, and an ethnographic interview. The score fluctuations suggested that the pupils' growth in speaking proficiency was considerably different at the 05 levels.

Wenyu (2010) investigated students 'perceptions of the English Village Program' at Fong Shan Elementary School in Kaohsiung Country, Taiwan. The study blended quantitative and qualitative research methods. The study used multiple instruments: student questionnaires, student interviews, classroom observations, and teacher interviews. The results demonstrated that themed classrooms with CT, the authentic style of the native English-speaking teacher, and the communicative language teaching approach inspired students to learn English. Students reported a positive attitude toward

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communicative tasks in the classroom and positive motivation and attitude for the English Village Program.

To conclude, this present study tends to answer the following two questions: are communicative tasks effective in enhancing EFL speaking skills? Moreover, what are the EFL students' attitudes toward those communicative tasks?

Students learn by being drilled on the different rubrics of the language. Nevertheless, educators, particularly in Khemis Miliana University, Algeria, were beginning to ask, "If the end goal of the language is communication, then why am I spending more than 60 minutes of each class teaching my students about every verb tense on the face of the earth? Moreover, while I am talking non-stop, why are students not even opening their mouths to practice the language?". Moreover, this was the exact issue of the study. Communicative competence implies both understanding and producing appropriate words and other communication forms in ways that will make sense not only to the speaker/actor but also to others. (Richard 2005) detailly explained that communicative practice refers to activities where practice in using language within a real communicative context is the focus, where accurate information is exchanged, and where the language used is not predictable.

The previous studies presented above that have already answered the two questions. Our present study demonstrates that the use of communicative tasks in the classroom has shown a significant help in enhancing students' speaking abilities. It was well learned and determined that communicative and narrative activities can contribute to language development by encouraging learners to construct a routinized relationship between task and language; this was established when our study was implemented on Djilali Bounaama University students in Khemis Miliana, Ain defla. Furthermore, in classrooms of the intended university of study, it was also discovered that teaching speaking through communicative tasks led to students developing positive attitudes and perceptions in learning English. It encouraged them to communicate more fluently and spontaneously. By that, the study has effectively shown positive results. Nonetheless, the minority of students have shown a negative attitude toward communicative tasks. They all shed light on nonverbal (written) communication due to psychological issues such as their fear of public speaking.

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Here it can be stated that accepting new approaches to overcoming the fear of communicating and starting using the language learned depends mainly on the student's personality and living background.

1.2.1 Theoretical Background

1.2.1.1 Definition of Speaking

Brown (1994) Speaking is an interactive process of constructing meaning that involves producing, receiving, and processing information. Its form and meaning are dependent on the context in which it occurs, including the participants themselves, their collective experiences, the physical environment, and the purposes for speaking. It is often spontaneous, open-ended, and evolving. However, speech is not always unpredictable. Language functions (or patterns) that tend to recur in certain discourse situations (e.g., declining an invitation or requesting time off from work) can be identified and charted (Burns, 1997). For example, when a salesperson asks, "May I help you?" the expected discourse sequence includes a statement of need, response to the need, offer of appreciation, acknowledgement of the appreciation, and a leave-taking exchange.

Burns (1997) Speaking requires that learners not only know how to produce specific points of language, such as grammar, pronunciation, or vocabulary (linguistic competence), but also that they understand when, why, and in what ways to produce language (sociolinguistic competence). Finally, Carter (1995) and Cohen (1996) speech has its skills, structures, and conventions different from written language.

a) Features of Speaking

Ultimately, features of speaking ability must be analyzed and taken into account. These elements present some obstacles, identify some principles for understanding this skill, and design instructional materials to teach students to speak successfully in real-life world settings. Exposing students to these features of spoken discourse improves their oral production and helps them adjust to challenges they experience. It also makes them sound more natural when speaking a foreign language. These features are presented as follows:

i. Speaking Happens in real-time

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Bygate (1987), Foster (2000), and Hughes (2002), This implies that the production of speech in real-time imposes pressures but also allows freedoms in terms of compensating for these difficulties. Using formulaic expressions, hesitation devices, self-correction, rephrasing, and repetition can help speakers become more fluent and cope with real-time demands.

Miller (2001). These time constraints affect the speaker's ability to plan, organize the message, and control the language. Speakers often begin to say something and change their minds midway, a false start. The speaker's sentences cannot be as long or as complex as writing. Similarly, speakers usually forget things they intended to say; or they somehow even forget what they have already said, so they repeat themselves. Foster (2000). During conversations, responses are unplanned and spontaneous, and speakers think on their feet, producing language.

ii. Face to Face

According to Cornbleet (2001), most talks are held face to face, allowing presenters to receive rapid feedback, such as "Do listeners understand?" Are they on the same page? Do they understand? Thus, spoken communication has several advantages, such as facial expressions, gestures, and even body movements. El Fayoumy (1997), Widdowson (1998), and Burns (1998) Speaking also occurs, most of the time, in contexts when participants or interlocutors are present. These elements make the conversation more straightforward.

iii. Speaking is Interactive

In line with McDonough& Mackey (2000), Turn-taking, a key component of interaction, occurs unconsciously throughout the typical conversation. It is handled and signalled differently across cultures, which may cause communication challenges in conversations between persons of different cultures and languages. Bygate (1998) and Cornbleet& Carter (2001) Whether we are speaking face-to-face or over the telephone to one person or a small group, the wheels of conversation usually turn smoothly with participants offering contributions at appropriate moments.

b) The Purpose of Speaking

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Speaking permits, us to form connections, influence decisions, and motivate altering. Without communication skills, the ability to progress in the working world and life itself would be nearly impossible. It was stated that the purpose of speaking could be interactional or transactional. There appear to be some distinctions in the spoken language employed in interactional or transactional speech.

i. Interactional Speaking

Talk as interaction refers to what we usually mean by "conversation" and describes an interaction that serves a primarily social function. Some conversations are interactional to establish or maintain a relationship. Yule (1989). This latter kind is sometimes called the interpersonal use of language. It plays an essential social role in 38 oiling of the wheels of social intercourse. Dornyei Thurrell (1994) and Richards (1990) Examples of interactional uses of language are greetings, small talks, and compliments. The language used in the interactional model is listener-oriented. This type of speaker's talk tends to be limited to relatively short turns.

ii. Transactional Speaking

Talk as transaction refers to situations where the focus is on what is said or done. The message and making oneself understood clearly and accurately is the central focus, rather than the participants and how they interact socially with each other. In transactional discourse, language is used primarily for communicating information. Nunan (1989). Language serving this purpose is 'message-oriented rather than 'listener' oriented. Accurate and coherent message communication is essential in this type of interaction and confirmation that the message has been understood. Richards (1990) Examples of language used primarily for a transactional purpose are news broadcasts, descriptions, narrations, and instructions. Basturkmen (2002). Speaking turns serving this purpose tend to be long and involve some prior content organization and linguistic devices to signal the organization or type of information given.

Brazil (1995) in most circumstances, interactional language is combined with transactional language, which helps ease the transactional tasks by keeping good social relations with others. So, generally speaking, we can say that speakers do one thing by doing another. So, both purposes can be viewed as two dimensions of spoken interaction.

Chapter I – Literature review

1   Communicative Competences

Canale& Swain (1980) identify four components of communicative competence:

- Grammatical competence refers to the ability to apply a grammatical rule without having to explain it explicitly
- Sociolinguistic competence refers to the ability to comprehend the social context in which language is used
- Discourse competence refers to the capacity to interpret a series of sentences or utterances
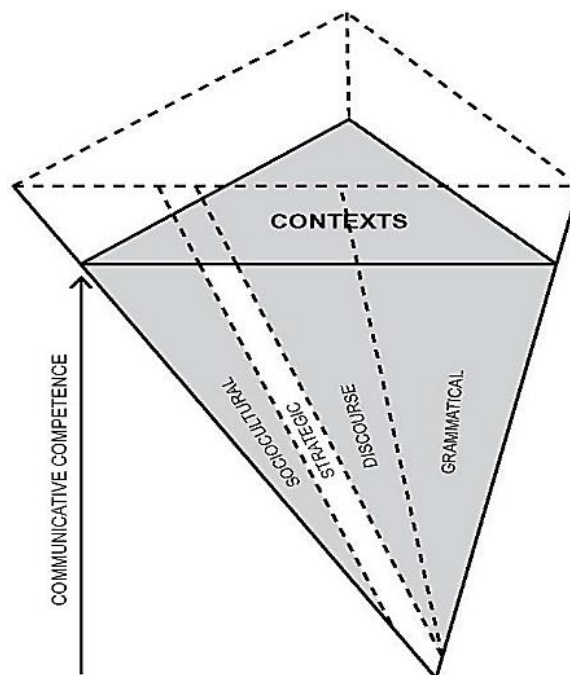
Figure (I. 1): Components of Communicative Competence

a) Grammatical Competence (linguistic competence):

Riggenbach (1998) Includes using correct grammar, pronunciation, and adequate vocabulary. Using grammar correctly in speech implies the ability to produce the distinctive grammatical structures of the language and use them effectively in communication, considering the characteristics of spoken grammar. Hughes (2002) and Luoma (2004) For example, spoken clauses, rather than complete sentences, are often joined with coordinators like "and" or "but," or not joined through conjunctions, but uttered next to each other, with possibly a short pause between them. Thus, simple phrasal structure and purposeful repetition can often be markers of high proficiency.

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Using Vocabulary: Luoma (2004) adequately implies the ability to recognize and use words in the way that speakers of the language use them. It implies using the common collocations of words and fixed phrases; this also includes the use of vague language. According to Morely (1996), Florez (1998), and Cornbleet& Carter (2001), pronunciation contains features such as Sounds, Intonation, and Linking and assimilation.

b) Sociolinguistic Competence

Society impinges on language, and language impinges on society. Hence, there must be a relationship existing between language and society. The interdependency of these two entities, language, and society, led to the study of sociolinguistics. Sociolinguistics is concerned with investigating the relationship between language and society to understand better the structure of language and how languages function in communication. It is the study of all aspects of linguistics applied toward the connections between language and society and how we use it in different language situations.

Kadour (2016), sociolinguistic competence can be broken into two categories: Illocutionary competence (dealing with sending and receiving intended meanings) and sociolinguistic competence (dealing with politeness, formality, register, and their relation with a given culture).

c) Strategic Competence

Canale and Swain (1980), citing the research on communication strategies, include strategic competence as a separate component in their framework of communicative competence. Canale& Swain (1980) "verbal and non-verbal communication strategies that may be called into action to compensate for breakdowns in communication due to performance variables or to insufficient competence." This competence is especially important to lower-level English language learners. It relates language competencies to features of the context of the situation in which language use occurs and to the language user's knowledge structure.

d) Discourse Competence

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Brown (2007) Includes an understanding of how spoken texts are organized and are related to the cohesion and coherence of utterance. Canale and Swain (1980), Celce& Murcia (2007), Uso& Juan and Martinez (2008) Discourse competence is " the ability to connect sentences and to form meaningful whole out of series utterances. In other terms, discourse competence relates to how learners can observe the rules of cohesion and coherence to engage in meaningful communication.

In terms of transactional speech, Dornyei and Thurrell (1994) argue that discourse competence entails the ability to use various information routines, both analytic and descriptive, in conversation, including their sequential stages. It also offers the ability to use everyday rituals for starting and ending conversations and changing the subject.

Concerning the inter-actional element of spoken discourse, Dornyei&Thurrell (1994); Dinapoli (2000), and Young (2002) "it is based on the speaker's knowledge of inter-action routines and the typical inter-actional features, including openings and closings, interrupting, and sequential organizations of turns and topics."

Concisely, discourse competence includes the learner's ability to:

- Louwerse& Mitchel (2003) Structure discourse coherently so hearers can easily follow the sequence of what is said; this implies an adequate knowledge of information and interactional routines;
- Foster (2001) Uses grammatical and lexical references appropriately to refer to people and objects so listeners can keep track of them;
- Use discourse markers that cue coherence relations. These are divided into those that mark informational relations and conversational relations;
- Yoshida (2003) Keeps a conversation going through (ensuring that people will listen, show interest and interrupt politely to clarify or challenge what someone has said); and
- House (1996) Manages turn-taking, which entails taking a turn to talk, holding a turn, and relinquishing a turn.

2 Spoken Versus Written

The difference between spoken and written discourse is often referred to as channel (D. Hymes) or medium as speaking and writing involve different psychological

processes. Spoken and written discourse differs for many reasons. Spoken discourse must be understood immediately; written discourse can be referred to many times.

Yule (1989), Nunan (1989), Eggings (1990), and Carter & McCarthy (1997) Spoken discourse is different from written discourse in three primary parameters: planning, contextualization, and formality. Speech is more commonly unplanned, contextualized, and informal than writing. In addition, Carter's (1997) and Segaowitz's (2000) speech is more reciprocal than writing. Spoken discourse is characterized by fixed expressions that play an essential part in enhancing fluency during speaking. Examples of fixed expressions include "a matter of fact, once and for all…

In many ways, speaking is distinct from writing and these are some examples:

1. Bygate (1998) Typical features of the speech stream (e.g., segmental and suprasegmental features, pauses, hesitations, interruptions, and false starts).

2. Carter & McCarthy (1997) Features related to the cultural nature of speaking. The spoken discourse contains numerous social and contextual factors and pragmatic presuppositions.

3. Widdowson (1998) Grammatical and lexical features: As for grammar, the spoken language is characterized by: x Contractions and elliptical constructions lacking subjects or rejoinders; ex: (sure, me too, or not now, thanks). Yule (1989) x Incomplete sentences are called "utterances." (Nunan (1989) and foster (2000) 37 x fronting which refers to the movement of an element from its position and its relocation as the first element in construction to allow a focus to fall on it.

4. Discourse structure: Nunan (1999), Dinapoli (2000), and Miller (2001) the spoken discourse is characterized by: reciprocal openings and closings, interactive negotiation of meaning, and conversation structures. Besides, it is characterized by simple linking devices (discourse devices) such as 'and,' but,' 'anyway,' 'right' rather than complicated ones used in written discourse.

3   The Correlation between Speaking and Listening

Concerning the correlation between listening and speaking, listening forms the basis for speaking, and it is involved in comprehension as it is about showing the

cognitive side. In contrast, speaking involves expressing and is about behaviour/performance.

Anderson and Lynch (1988) saw that:

- A carefully prepared utterance is only a valuable aid to Communication if the speaker can deal effectively with the replies he receives. For the L2 learner in conversation, he needs to be skilled as both speaker and listener.

- Redmond and Vrchota (2007) "Listening and speaking constitute the two elements of oral language, and the existence of listening skills obliges speaking, but in terms of language, acquisition listening is before speaking." "Speakers are at the mercy of listeners."

- Researchers take the close relationship between listening and speaking into consideration in two fundamental ways. Firstly, listening is the cognitive process and interpretation of auditory codes, the semantics. Secondly, listening triggers supervising and organizing speaking. That is, listening supervises speaking performance and is as essential as speaking.

4 Teaching Speaking

a) Definition of Teaching Speaking

Teaching Speaking is: To teach learners how to use the language smoothly and confidently by considering the concept of attitude and perception. Teaching speaking is the appropriate process for many language users to reach fluency and accuracy and enhance oral communication proficiency. Nunan (2003) states that there are some principles for teaching speaking as follows:

- **Giving Students Practice:** The teacher will use controlled techniques and ask learners to repeat and perform drills. The teacher can focus on accuracy and correct learners' mistakes.

- **Giving A Chance For Students To Talk:** The teacher should be careful how much they talk in class, not to take up students' time to talk, and applying group and their pair work in class gives more chances to students to encourage them to speak.

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- **Designing Communicative Tasks:** Harmer (1985) In teaching speaking, communicative tasks are important. When the teacher uses them, the learners can do their best to use the language as individuals and arrive at a degree of language autonomy. The learners will retrieve English in their language store, so they will use all the language they know. Therefore, they will gradually improve strategies for communication.

Florez (1998) states that the primary and most crucial issue in foreign language teaching is to speak the target language accurately. Brown (1994), a good speaker should have the ability to produce the language's sounds, stress patterns, rhythmic structures, and intonations. Florez (1999) uses grammar structures to assess the target audience's characteristics accurately. MaryAnn Cunningham (1999) "Choosing vocabulary that is clear and suitable for the audience, the subject matter under discussion, and the setting in which the speech act occurs; using gestures or body language, paying enough attention to the success of the interaction, and adjusting components of speech to maximize listener comprehension and involvement."

b) The Concept Of Teaching Speaking

iii. The Concept Of Perception

According to Robbins (2005), there are three factors influencing perceptions:
- The perceiver refers to attitudes, motives, interests, past experiences, and expectations.
- The perceived target is made up of novelty, motion, sound, size, background, and proximity.
- The context of the situation refers to time, setting, and social setting.

Mosher (1998) proposes that Perception is not only a gathering of input from the sensory system but also the brain's interpretation of stimuli depending on an individual's genetics and former experience. He concludes that "perception is a message constructed using outside input, inner neuron processes and past, relevant information stored in the brain."

Brignall (2001) considers Perception as the process by which people attach meaning to the world. Therefore, Perception refers to the way people try to comprehend

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the world around them. As a result, Perception is how people attempt to understand something by organizing and interpreting their sensory impressions to form beliefs, ideas, and points of view about that item.

As discussed above, Perception refers to people's perspectives, ideas, and beliefs about things, events, or situations. Their interpretations of their surroundings are also influenced by their prior experience, expectations, interests, and attitudes. Thus, students' prior experience with language acquisition, expectations and interest in the classroom environment, and teaching methods influence their perspectives, beliefs, and opinions about learning a language in class. Students who have positive attitudes toward language acquisition are more likely to succeed in learning English as a foreign language. This study investigates students' attitudes toward using communicative tasks in the classroom by referring to research on students' perspectives, ideas, and beliefs about the usage of communicative tasks in the classroom.

iv.   The Concept Of Attitude

According to Oskamp (1977), there are three components of attitude which are: a cognitive component referring to the ideas and beliefs that a person has towards the attitude object, an affective component referring to the feelings and emotions a person has about the object, and a behavioural component referring to how a person acts towards the attitude object. In addition, he proposes that "an attitude can be defined as a readiness to respond favourably or unfavourably to a particular class of objects."

Chave (1928) states, "An attitude is a complex feeling, desires, fears, convictions, prejudices, or other tendencies that have given a set or readiness to act to a person because of varied experience."

On the other hand, Katz (1960) mentions that attitudes can perform many functions for an attitude holder. First, attitudes can help people to understand situations and events around them. They help people to interpret and explain events consistently and clearly. However, an attitude holder can change their previous attitude when they have new information or are in a changed situation. Second, attitudes are created due to an attitude holder's past reward and punishment for doing or saying specific things. For example, a student likes English class because the teacher praises him when he has done well in the class. However, the attitude can change when the holder's goals or needs have

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changed, or that attitude is no longer being satisfied. Third, attitudes can aid in improving people's self-esteem and help the attitude holder feel superior.

Fishbein and Ajzen (1975) suggest that "attitude be reserved solely for the affective dimension, indicating evaluation or favourability towards an object." However, Fishbein and Ajzen (1980) propose that "attitudes exert a directive individual on the behaviour of individuals."

According to Gardner (1985), attitudes play a vital role in language learning since it influences students' success or failure in their learning. If the students' attitudes towards language learning are favourable, it can predict that their experience in language learning will be satisfactory. A positive attitude and greater motivation lead to improved student language proficiency. Generally, when students hold favourable attitudes, it causes students to perceive experience positively. In other words, if students have a negative attitude, their experiences are likely to be perceived unfavourably.

As previously explained, attitudes are feelings that people have toward something influenced by their experiences in the world. Attitude can influence the person who has it by assisting them in understanding their surroundings, improving their self-esteem, and forming their self-identity. Attitudes also influence learners' success and failure in learning, depending on whether they have a good or unfavourable attitude toward the subject. Students' favourable attitudes toward language learning in the classroom can be influenced by their satisfaction with educational activities, classroom setting, and instructor teaching strategies. The current study looks into students' attitudes on CT by examining study students' satisfaction and personal feelings about using communicative tasks.

Moon (2000) also states that students' attitudes are influenced by the social environment in which they grow up and the people around them. Students can sustain their interest in and motivation to continue learning English for the longer term if they have positive attitudes early.

5 Definition Of Communicative Tasks

Although tasks have many definitions ranging from formal grammatical exercises to complex classroom simulations, tasks here are to be dealt with in a communicative sense.

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Communicative approach theorists provided several definitions of tasks; most focus on the inter-actional and purpose-driven nature of asks and use these characteristics to distinguish between tasks and other activities.

Nunan (1989) and Nunan (2005) define a task as a classroom activity that involves learners comprehending, manipulating, producing, or interacting with the target language while their attention is principally focused on "meaning" rather than "form." In addition, a task must give learners "a sense of completeness, being able to stand alone as a communicative act in its own right." According to Lee (2000), tasks focus on meaning rather than a specific linguistic feature.

Ellis (1994) defines the task as some activity designed to engage the learner in using the language communicatively to arrive at an outcome other than learning a specified feature of the target language.

Similarly, Bruton (1999) claims that tasks reject the itemized specification of the synthetic syllabus, the assumed one by one focus with mastery in production as a requirement for progression.

Furuta (2001) stresses skills integration during communicative tasks. Thus, he defines a *task* as a posed problem or an activity with a goal or outcome that is not linguistic but reached through various linguistic skills.

Brown Brown (2001) compares the task and technique. From his point of view, in some cases, the task and the technique might be synonymous. Nevertheless, in other cases, a task may comprise several techniques (for example, a problem-solving task that includes grammatical explanation, teacher-initiated questions, and a specific turn-taking procedure). Tasks are always more prominent in their ultimate ends than techniques. He provides some criteria for examining communicative tasks, such as: achieving communicative goals, including problem-solving elements, and going beyond forms to a real-world context. So, it is apparent that the core of each definition emphasizes the communication of meaning and the importance of sharing information among students to achieve a particular goal. Hence, most of these definitions show how communication requires two or more participants who express, interpret and negotiate to mean together. Students are free to use whatever language forms they want while performing tasks without imposing any structures. Furthermore, most of the previous definitions focus on

finding a relationship between the task and real-world situations, hence fostering the learner's ability to deal with these situations effectively in the future.

6 Task Components

Nunan (1989), Finch (1997), Brown (1998) and Nunan (2005) define task components as follows:

a) **The Goals:** Are the overall intents underlying any particular work? They can be used to represent a variety of generic outcomes, or they can be used to describe a specific teacher or learner's conduct.

b) **The Input:** Refers to the data that serves as the starting point for the tasks.

c) **Activities:** Define what learners will do with the information.

d) **Teachers and learners' role:** The function that instructors and learners are required to play in completing the work and the social and interpersonal ties between the participants are referred to as teachers' and learners' roles.

e) **Settings:** Relates to the stated classroom settings and whether the activity will be completed entirely or partially outside of the classroom.

7 Styles Of Communicative Tasks

According to Richard (2006), there are three different kinds of communicative tasks: Mechanical, meaningful and communicative:

- The mechanical practice involves a controlled practice activity that students can complete successfully without genuinely understanding the language they contribute via repetition drills and substitution drills designed to practice using a particular grammatical or another specific item.

- Meaningful practice involves an activity in which students must make meaningful choices when practising with the target language.

- Richard (2006) Communicative practice is similar to communicative tasks; it involves activities that focus on practice using language within a real communicative context. It encourages students to exchange accurate information in an unpredictable language.

8 Functional Communicative Tasks

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Students can communicate as equal partners when given communicative tasks. They do not sit there and react to events. Interacting is significantly more stimulating than reacting alone. The learners can participate in tasks where the primary goal is to transmit meaning to one or more persons effectively.

Communicative tasks give the students a higher motivation to learn the language. The foremost aim of this method is to communicate with others. The principal reason one learns a language is to be able to communicate with others.

The functional of these communicative tasks are divided into four main groups:

1. **Sharing Information With Regional Cooperation:** It is carried out by one learner or group who possesses information that another learner or group must find out. The one who knows the information is not allowed to cooperate fully to maximize their language practice and encourage student interaction.

2. **Sharing Information With Unrestricted Cooperation:** Littlewood (1998) encourages the learners to become fully cooperative to help them create realistic interactions. The learners produce various communicative functions. Besides asking and answering questions, learners can use language for describing, suggesting, asking for clarification, and helping each other.

3. **Sharing And Processing Information:** Littlewood (1998) It is created to encourage the learners to exchange information and discuss or evaluate the information for solving the problem or completing the activities.

4. **Processing Information:** It requires the learners to share information. The learners now have access to all relevant facts. They need to communicate to discuss or evaluate the facts they have in pairs or groups to deal with a problem or make a decision.

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9 Factors Considered In Designing Communicative Tasks

Deep research provides a fully detailed account of the factors to consider when designing tasks to foster speaking skills. These are as follows:

a) Thought:

Ur (1981) "A task aiming at developing speaking should at the same time involve thinking out. The kind of thinking involved can be described in logical processes: generalizations, exemplifications, analysis, synthesis, and evaluation, alternatively."

b) Result:

Brown (1998) and Myers (2000), "Each task should have its outcome in the form of a tangible result; this helps focus and define what the group has to do. It also provides a clear signal that the group has finished and thus provides a basis for feedback."

c) Language Practice Efficiency:

Ur (1981) Myers (2000) "Tasks should help students practice both transactional and interactional functions of language; long turns and short turns. It should help students express themselves in different situations, feelings, and relations."

d) Interaction:

Ur (1981) Riggenbach (1998) "The teacher has to make sure that the students interact during the task and that the task cannot be performed much easier by each student alone."

e) Interest:

According to Scarcella& Oxford (1992), "Tasks perceived as engaging and relevant create significantly favourable student attitudes and motivation."

10 Classrooms Communicative Tasks

Previous research in task-based interaction has shed light on a wide range of task types and their potential impact on oral performance. When reviewing prior studies on task categories related to the development of speaking skills, it becomes clear that activities may be classified in a variety of ways:

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a) Pair/ Group Tasks

According to Scarcealla& Oxford (1996), pair tasks involve students' work one-on-one with others in the class. On the other hand, group tasks involve more than two students. In other words, in many aspects, group activities are similar to pair activities, with the only exception being the number of students.

b) Closed/ Open Tasks

Nunan (1999) and Willis (1996) Closed tasks have just a single correct answer. They are very structured and have concrete goals. On the other hand, open tasks are more loosely structured, with a less specific goal, for example, exchanging anecdotes on a theme.

c) Information Gap Tasks

Nation (1990), McDonough & Mackey (2000), Slimani-Rolls (2005) When one conversation partner has knowledge relevant to the situation discussed, which is unknown to the other partner, an 'information gap' is said to exist. The necessity to acquire the knowledge triggers communication between the two which bridges the 'information gap.' In this work, one student may have some knowledge, and the other must learn it by asking questions. Nunan (2005) On the other hand, both students may have different bits of knowledge and communicate to achieve a common goal; in another way, information gap jobs can be one-way or two-way. Legutke& Thomas (1993) and Ellis (2003) Learners are encouraged to apply and increase their variety of positive communication techniques, which they employ to overcome any inadequacies in language competence, in information gap exercises, which are thought to be beneficial in developing speaking. They also possess the extent of negotiation of connotation, a significant component in the speaking process.

d) Comparing tasks

Klippel (1984). These tasks require students to discuss and define differences and similarities between various elements. Swain (2002). Hence, students should be familiar with expressions such as both, neither, all, something, and nothing in common.

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e) Problem-solving Tasks

Bruton (1999) Problem-solving tasks are considered the most authentic since they resemble tasks in real-life situations. Problem-solving tasks cannot be considered information gap tasks because all participants have the same information. However, it is a reasoning gap task because different students will have different opinions on how to solve the problem.

Klippel (1984) and Martin (1997) state that some problems require at least one correct solution. However, most of the tasks under this category lead to discussing several ways of solving the problem. The problem tasks themselves range from the imaginary to the more realistic, which the learners might conceivably have to face outside the classroom.

f) Social interactive tasks

These tasks are those involving a fairly detectable extent of role clarity. Samples of these tasks are role-played drama, scenarios, and interviews. Role-plays and interviews are discussed below.

g) Task-based role plays

Dinapoli (2000) and Liao (2001) Role-play refers to tasks where students picture themselves in a position outside, sometimes recreating the role of a person other than themselves. The essential aspect to consider when developing role-play tasks is that they should meet communicative task criteria, mainly concentrating on an inevitable outcome to be achieved at the end of the task. Willis (1996) In other words, role play tasks should include a problem-solving element. Bygate (1987) and Swain (2002) identify different kinds of role-playing according to the kind of control practised as follows:

- Role-playing is controlled through cued dialogues.

- Role-playing is controlled through situations and goals.

- Role-playing is a form of debate or discussion.

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The second and third types conform to the definition of communicative tasks since they give learners a goal to achieve without too much control over what they are supposed to say. There are some other examples for communicative tasks such as Opinion gap/ reasoning tasks, Information processing tasks, listening and ordering tasks, Ranking (rating) tasks, and Interview tasks.

11 Advantages of communicative tasks in speaking instructions
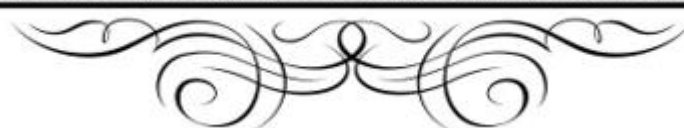
Sayer (2005) and Slimani-Rolls (2005) Communicative tasks help develop students' ability to produce coherent, enhancing their discourse competence. In addition, Ur (1996), Zacarias (1996), Finish (1997), and Ellis (2003) using pair work throughout tasks increases the amount of learners' talk and their motivation. Moreover, Finich's (1997) communicative tasks may engage students in different speech events and social roles to evaluate their communicative competence. Finally, Ellis (2003) states that when students are conducting problem-solving in groups, communication errors become evident to the whole group, and the teacher (functioning as a language resource) can be asked to supply the necessary language, giving "the correct information to the right people at the right time.

12 Conclusion

This chapter described the theoretical background used as the foundation of this present study. In the first part, speaking skills and communicative competencies were covered. Next, the way of teaching speaking and its concepts were discussed. The last part addressed components, types, functional, and classroom communicative tasks. The chapter sheds light on communicative tasks which can improve EFL learners' speaking skills.

Chapter II
Research methodology

Chapter II – Research Methodology

2.1 Introduction

This chapter focuses on the core application of research findings. The general emphasis is on data analysis. A study was conducted on how communicative tasks improve speaking ability. After addressing the research tool, students' and teachers' profiles, and statistical treatment, it includes questions used to examine this case.

2.2 Research Questions

This present study addresses two research questions as follows:

1   - Are communicative tasks effective in enhancing EFL speaking skills?
2   - What are the EFL students' attitudes towards those tasks?

2.3 Hypotheses

The central hypothesis underlying communicative procedures is that the objective should be communicative mastery rather than structure proficiency. The communicative process concentrates on communicative competencies materialized by Hymes (1972).

Widdowson (1978) states that "expressive competence is practised mainly through tasks in which the learner first employs the language and later generates rules rather than studying its creation history. The principal purpose of such a process is for the learners to obtain the skills to communicate in real life and day-to-day concerns."

Harmer (2007) The approach underscores sense. It is student-centred, and activities are mainly through pair and group work. The students are needed to rehearse their communicative skills to articulate in writing and reading.

Richards (2006), "The approach is often task-based, and fluency is crucial. Communicative tasks seem to be included in regular teaching, and publishers use more communicative techniques in their textbooks." Tasks in the classroom can vary from controlled to communicative. On the one hand, communicative tasks provide accurate practice that qualifies students for real-life communication situations.

According to Harmer (2007), "controlled activities do not have a communicative desire (students only practice because teachers ask them to practice). They do not have a communicative intent (students are not interested in exchanging information); the

activities focus on form and not on the content (grammar, pronunciation). The teacher monitors the activity (he or she checks mistakes); usually, they practice only one structure and the material guides students into the practice of the structure or specific vocabulary.

3   Methodology of the research

The current study carried two questionnaires as a research method. It is directed at first-year EFL students at DJILALI BOUNAAMA University to gather data for an in-depth assessment and valuable information source. According to Nunan (1992), "a questionnaire is an instrument for collecting data, usually in a written form consisting of open and/or closed questions and other probes requiring a response from the subject."

A questionnaire is a study instrument consisting of queries or different prompts to gather respondents' data. A study questionnaire is commonly a mix of close-ended questions and open-ended questions.

Open-ended, long-form questions allow the respondent to embroider their ideas. Study questionnaires were designed in 1838 by the Statistical Society of London. The data collected from a questionnaire can be qualitative and quantitative.

4   Research Design

The study is qualitative. Several scholars and researchers proclaim that a case study is a research design. Leedy (1997) defines research design as a plan for a study, providing the overall framework for collecting data.

MacMillan and Schumacher (2001) "A plan for selecting subjects, research sites, and data collection procedures to answer the research question(s). They further indicate that a sound research design aims to provide results that should be credible."

Durrheim (2004), "A case study is a strategic framework for an activity that functions as a bridge between study questions and the performance or implementation of the study approach.

Yin (2003) A research design is likely to be research conclusions and results derived and obtained from a collection of questions that have been analyzed and interpreted.

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The use of the case study is to acquire information for the investigation. It allows the researcher to connect the obtained data to the findings, which is advantageous to the coherence of the work.

Through a case study, the researcher can evaluate data from the context. In general, case studies investigate and explore contemporary phenomena by focusing on a limited minority of participants. In its true essence, a case study might be "a practical inquiry that examines a recent phenomenon within its real-life context, specifically when the frontiers between phenomenon and context are not unmistakable and rely on multiple seeds of evidence.

5 The Sample Population Of The Study

To answer the study's two questions: Are communicative tasks effective in enhancing EFL speaking skills? What are the EFL students' attitudes towards those tasks? The present research introduces two new conducted samples, the first one of twenty (20) questions for EFL students from Djilali Bounaama University – Khemis Miliana. The participants were selected randomly to complete the study tools sent to them. They reflect Djilali Bounaama University's EFL students and represent the entire population. The second one of (13) questions to all teachers from the same university and the same English department.

6 Instrumentation

In order to answer the research questions, a data-collecting experiment is conducted to determine whether CLT activities effectively enhance students' speaking skills. A qualitative data collection was conducted using a learners' perceptions questionnaire, a learners' attitudes questionnaire, and a teacher's perspective toward communicative tasks questionnaire.

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7   Data Collection

The data collection procedure was conducted within 16 consecutive days; this was four days per week of learning. The procedure involved asking students to complete a questionnaire concerning their attitudes and perceptions toward learning through communicative language teaching (CLT) to improve English listening and speaking skills. The students" questionnaires were given at the end of the class hour or during the break.

The teachers' questionnaires were distributed to instructors" offices to be filled in during breaks. The researcher was present to give information about the research and explain any unclear questions. After respondents had completed the questionnaires, the questionnaires were collected, and the data were manually analyzed.

a) Students' profile

The study participants are first-year LMD students from DJILALI OUNAAMA University's English Department, knowledgeable of the EFL / ESL course and the difficulties they face in working to improve their English proficiency or speaking skills. Students were chosen at random because the factor of sex was not taken into account in this study. There were thirty-two (32) students (males and females). Their ages ranged from approximately nineteen (19) to twenty-one (21). They were picked at random to complete a survey about their thoughts and attitudes toward using specific communicative tasks to improve their speaking ability.

b) Teachers' profile

In addition to the English students, this study involves seven (07) English teachers who have different degrees in teaching English. These teachers of oral expression have been chosen to collect different views about communicative language teaching and if they considered it the best method to develop students speaking skills. These teachers have been chosen because they are entirely aware of students' difficulties in speaking, and they have already dealt with the learners' communicative tasks for EFL speaking performance and the communicative tasks.

c) Student's Questionnaire

To accomplish the objective of this study and obtain the conclusions, the questionnaire in this research effort comprised twenty questions prepared for first-year EFL students at DJILALI BOUNAAMA University. It also permits learners to express themselves and communicate their opinions on how to enhance their speaking skills.

d) Teachers' questionnaire

The teachers' questionnaire is composed of (13) questions, and it consists of two (02) parts. The first section is devoted to the background information of the teachers; the second section is devoted to the learners' attitudes from the teacher's perspective and the teacher's role in communicative language teaching, as well as the CLT approach.

8   Data Analysis

The process of data analysis is being conducted using the qualitative method. Questionnaire belongs to the qualitative method. The qualitative data is analyzed by regularly investigating the field notes in each action implementation. The data will be simplified by making exposition and conclusion. After evaluating the field notes, we can find whether there is any problem in conducting communicative tasks in speaking class or not and what the teacher should do to conduct better teaching in the next cycle to improve students speaking ability. The content examination was applied, with resemblances and contrasts in students' answers being found to determine compositions and develop classifications. The results, which will be delivered in the next chapter in detail, indicated a distinction between teachers' classroom routines and their perspectives on all these attributes.

a) Students' Data analysis

The obtained data offers to assess the influence of speaking communicative tasks to improve students' speaking skills. Here is a breakdown of each rubric individually.

b) Teachers' data analysis

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The obtained data offers to assess the influence of speaking communicative tasks to improve students' speaking skills. Here is a breakdown of each rubric individually.

9   Conclusion

This chapter treated the practical part of the researched findings, where the main focus was on the analysis and the data collection. The study addressed the research tool, student profile, and statistical treatment to establish the effectiveness of communicative tasks and their usage to improve speaking ability.

Chapter III
Results and Discussion

Chapter III – Research and Methodology

3.1 Introduction

The study seeks to answer these two questions: are communicative tasks effective in enhancing EFL speaking skills? Moreover, what are the EFL students' attitudes towards those tasks? Consequently, to achieve the approach, this present work has explored and investigated the students' views of CT in the classroom and their attitudes toward them, and the effectiveness of communicative tasks on first-year students' speaking skills.

This chapter discusses and summarizes the research and findings (Data collection) on the effectiveness of communicative tasks on students' speaking ability, students' positive perceptions of CT, and students' positive attitudes toward CT and negative ones. The conclusion of the study's significant findings and the ramifications and recommendations for future research are explored in the concluding part.

3.1 Data collection of students' questionnaires

Analysing the collected data from the students' questionnaire helped draw results concerning enhancing speaking skills and the effectiveness of communicative tasks.

According to the data analysis, most first-year English students who provided their views to fulfil the questionnaire proposed revealed that they were interested in enhancing oral communication proficiency through communicative tasks. They showed a positive attitude towards these tasks since most of them shed light on the nonverbal (written) communication due to psychological issues such as their fear of public speaking. By this means, almost all students agreed on the effectiveness of such communicative tasks; they require improving their fluency and being motivated; this was mostly perceived and cannot leave without a comment.

Simultaneously, mastering speaking skills is vital to learning a language. Hence, students practice the language in their daily life to prevent losing it.

When data are taken together, we deduce that participants are interested in using different communicative tasks to enhance their speaking skills and verbal communication ability.

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a) Rubric One: General Information

The responses showed that the participants' ages were spanned from (19) to (22), and the majority of participants were female (12 male, 20 female). Nonetheless, the observed results have no significant impact on our survey.

b) Rubric Two: Learners' Attitudes towards Communicative tasks.

This rubric has 17 questions (multiple-choice, closed-ended) designed to assess learners' attitudes and perceptions about communicative tasks in the classroom. The following questions have been posed:

Question One: Do you agree that "if you do not use a language, you lose it"?

Concerning this Question, we desired to know if EFL students practice the language or not. Remarkably, the answers were in between (16 EFL learners) agreed with the saying and (16 EFL students) disagreed. That means that some students practice the language in their daily life to prevent losing it, and some do not practice it except when it is needed.

The Table

Question 01	A	B
Frequencies	50%	50%

Table 3.1: Student's opinion about speaking English and its relation to the learning process.

Question Two: Do you prefer nonverbal (written) or verbal (spoken) communication?

This question aims to show whether students prefer nonverbal communication or verbal one. Notably, the answers implied that most participants (22) prefer nonverbal communication (written) due to psychological problems such as the fear of public speaking. Whereas (10) students stated that they prefer verbal communication, probably due to their fear of making spelling errors.

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The Table

Question 02	A	B
Frequencies	69%	11%

Table 3.2: knowing whether students prefer nonverbal or verbal communication.

Question Three: Does listening improve speaking? Whatever your choice, state why?

This question was designed to show students' opinions on whether listening improves their speaking skills or not. Consequently, most participants (29) strongly agree that listening helps improve their speaking skills. At the same time, only (3) participants stated that listening does not improve their speaking skills.

The Table

Question 03	A	B
Frequencies	91 %	09%

Table 2.3: Showing whether listening improves students' speaking skills or not.

Question Four: Are you satisfied with the total hours you spend in oral production?

This question aims to know the EFL learners s opinions about the hours they spend in learning oral sessions. In consequence of this question, we found that a few of them (4 EFL students) mentioned that the total hours they spent in oral production were satisfactory. In contrast, the majority (28 EFL learners) said that it is unsatisfactory and that they need more hours devoted to developing their speaking skills which is a necessity.

The Table

Question 04	A	B
Frequencies	13%	87%

Table 2.4: student's satisfaction with the Oral session time.

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Question Five: As an EFL learner, what challenges do you face during classroom lessons?

By this question, we aim to know the deficiencies that face the students during a classroom lesson. As a consequence of this question, half of the participants (16) answered that they have a negative attitude towards learning English. As (10) students submitted that they do not have the confidence to speak in English. Whereas only (6) students stated that they cannot communicate using appropriate vocabulary in different contexts which is a technical problem.

The Table

Question 05	A	B	C
Frequencies	50%	31 %	19%

Table 2.5: Students' challenges during a classroom lesson.

Question Six: Is it true that communicative tasks enhance oral performance?

We aim in this question to know the deficiencies that face the students during a classroom lesson by this question. Consequently, half of the participants (16) answered that they have a negative attitude towards learning English. As (10) students submitted that they do not have the confidence to speak English. At the same time, only (6) students stated that they could not communicate using appropriate vocabulary in different contexts, which is a technical problem.

The Table

Question 06	A	B
Frequencies	93 %	7%

Table 2.6: knowing if it is true that communicative tasks enhance oral performance.

Question Seven: Do you feel comfortable during the oral class? If not, please state who drives you so (teacher, classmates), and why!

Concerning this question, it aims to know why the students feel uncomfortable in the oral expression class even though teachers are using communicative tasks in the classroom. (7) Students out of 32 whose answers were that they do not feel comfortable for many reasons. One participant (1) justifies his answer of being uncomfortable because

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of the teacher, making up 14%. (3) students who represent 43% justify their answer because of their classmates, and (3) students who make up 43% state that the different activities proposed by the teacher are the main reason for being uncomfortable in the oral class. The remaining 25 students have all pointed out that they feel comfortable during the class.

Question 07	A	B
Frequencies	88%	22%

Table 2.7: Student's feelings inside the class

Question Eight: How often do you use your English outside the university?

This question aimed to address the issue of why students still have the problem of not acquiring the English language and fluently speaking it. The results have shown that just (5) students make up (16%) who are often speaking in English outside the classroom; this means that students prefer to speak using their native language rather than TL; this explains why students face many difficulties in speaking skills. (15) Students making up (47%) answered sometimes, and (11) students representing (34%) stated that they rarely use English outside the classroom1. (1) Remaining student making up (3%) state that he/she never uses English outside the classroom. We can notice from the results that many students tend to use their native language to interact with each other outside the classroom, making it very tough for them to speak English fluently since students have to speak it to learn the language.

Question 08	A	B	C	D
Frequencies	16%	47%	34%	3%

Table 2.8: Students' usage of the language.

Question Nine: Outside the classroom, do you prefer to be

This question aims to know whether the participants are extroverts and sociable or the other way around, i.e., Introverts and shy; the majority of our subjects (24) go for "in the company of others" this shows that a significant part of the students are extroverts and sociable they like to be with people. On the other hand, a small portion of our

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participants (6) students, 19% prefer to be alone; this kind of student tends to be shy and self-conscious.

Question 09	A	B
Frequencies	19%	81%

Table 2.9: Student's personality and its relation to English acquisition.

Question Ten: What tasks do you prefer the most to practice as an EFL student?

This question aims to show the communicative tasks that student prefers the most to practice. The enormous number of answers revealed that students prefer Pair / Group tasks since (11) participants indicated that these tasks motivate learners. Students also prefer Closed/Opened tasks, as (7) have chosen them. Opinion Gap/ Reasoning Gap, Information Processing, and Social Interaction tasks are also of equal proportion as (4) students prefer them. Then only (2) students have chosen Information Gap tasks.

The Table

Question 07	A	B	C	D	E	F
Frequencies	34%	21%	13%	13%	13%	6%

Table 2.10: Student's preferable communicative tasks.

Question Eleven: In learning speaking skills, what matters most, the content or the delivery of the content?

The purpose of this question is to know what EFL learners should focus on; thus, in the first part, (15) EFL learners stated that content matters the most in speaking skills, whereas (17) EFL learners confirmed that delivery matters more than content; this shows that they like to be fluent more than learning just a language.

The Table

Question 11	A	B
Frequencies	47%	53%

Table 2.11: knowing what is important in speaking.

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Question Twelve: How is your attitude toward learning speaking skills more than the others?

This question aims to explore the EFL learner's feelings and desires about speaking skills. Therefore, the majority (26EFL learners) showed a positive attitude toward learning speaking more than the other skills that allow us to communicate with others and express our thoughts and feelings; on the other hand, (6 EFL learners) showed a negative attitude toward learning speaking skills.

The Table

Question 12	A	B
Frequencies	80%	20%

Table 2.12: knowing learner's opinion about learning speaking skills.

Question Thirteen: Why do EFL learners fear public speaking?

The purpose of this Question is to discover the reason behind the lack of confidence in public speaking .consequently, the majority, more than 50% (20 EFL learners exactly), affirmed that they fear public speaking as of being not prepared, and 7 EFL learners declared that is because of appearing less knowledgeable. However, only 5 EFL learners mentioned the fear of passing out.

The Table

Question 13	A	B	C
Frequencies	60%	22%	18%

Table 2.13: knowing the reason for the learner's fear.

Question Fourteen: What types of communicative tasks do you prefer to practice in the classroom fluency (interactive social tasks, information processing tasks) or accuracy (comparing tasks)?

This question aims to figure out the preferable communicative tasks for EFL learners in the classroom, accordingly (24 EFL students) preferred fluency tasks, as they consider it

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the key for direct communication, except (8 EFL learners) selected the accuracy tasks which may go back to their fear of public speaking.

The Table

Question 14	A	B
Frequencies	76%	24%

Table 2.14: knowing whether students prefer fluency activities over accuracy ones or vice versa.

Question Fifteen: How do you rate the importance of mastering speaking skills?

This question aims to identify the aim of mastering speaking skills according to EFL learners. As a result, the more significant part, 25 EFL learners affirmed the last choice 10/10 that is mastering the speaking skills is of great rate may be due to their perseverance to learn a language through speaking skills. In contrast, 7 EFL learners made their choice in the middle of the rate of 5/10, which may trace back to their fear of making errors, and no one pointed out the first choice.

The Table

Question 15	0/10	5/10	10/10
Frequencies	0%	78%	22%

Table 2.15: Rate the importance of speaking skills.

Question Sixteen: What are your perceptions towards learning speaking skills through communicative tasks?

This question was designed on behalf of unveiling EFL learner's perspectives, ideas, and beliefs about the use of communicative tasks in learning speaking skills; notably, 26 EFL learners revealed a positive perception of using the CT in improving their speaking skills that is of a great value, the rest 6 EFL students indicated negative perceptions to CT in enhancing the speaking skills.

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The Table

Question 16	A	B
Frequencies	82%	18%

Table 2.16: knowing learner's perception toward communicative tasks.

Question Seventeen: Do you feel satisfied with the different activities you perform in the classroom?

We can see from the findings that half of the students in our sample, or 50%, believe they are satisfied with the various activities employed by the teacher in the classroom. We may state that these students like and enjoy various activities such as role-plays and conversations, which leads them to stand out and express their thoughts. On the other side, the other half of the students, or 50%, have stated that they are dissatisfied with the various activities offered by the teacher. These kinds of learners are resistant to using English for many reasons, including lack of vocabulary, confidence, and maybe being introverts, and they prefer to work alone.

The Table

Question 17	A	B
Frequencies	82%	18%

Table 2.17: Students' satisfaction with the communicative tasks.

10 Data collection of teachers' questionnaires

Analysing the collected data from the teachers' questionnaire helped draw results concerning enhancing speaking skills and the effectiveness of communicative tasks. The responses indicated that most EFL teachers believed speaking competence is essential for EFL learning. As a result, it assists the student in becoming an effective English speaker.

Furthermore, while they all made various arguments demonstrating the significance of communicative tasks in the EFL learning process, their comments followed the same thinking line. According to questionnaire replies, teachers' evaluations are based on more than 07 years of teaching English. It is important to note that the analysis of this questionnaire shows the picture of teachers' knowledge of students' communication issues and a deep understanding of the hurdles while utilizing EFL during classroom lessons.

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Furthermore, replies indicated that teachers are well aware of their students' analytical competence. EFL teachers' long and successful experience offers us invaluable advice to develop speaking abilities in the EFL learning process, such as using technology, critical thinking...

a) Rubric One: General Information

The responses showed that the (06) teachers with a master's degree and one teacher with a PhD degree and the majority of participants were females (05 male, two female), and all of them have more than 05 years of teaching. Nonetheless, the observed results have no significant impact on our survey.

b) Rubric two: Teacher's perspective toward communicative tasks

This rubric has 10 questions (multiple-choice, closed-ended) designed to assess the teacher's perspective on communicative tasks. The following questions have been posed:

Question One: How often do your students participate in the oral expression?

This question aims to know how engaged the students are in the classroom with the oral lesson and to know how interactive the session is. The results have shown that (4) teachers out of 7 have chosen 'Frequently,' (2) teachers say that the students sometimes interact with the teacher, and (1) teacher has declared that students rarely interact with the oral session in the class.

The Table

Question 01	A	B	C	D
Frequencies	82%	18%	0%	0%

Table 2.18: Students' participation in the oral session.

Question Two: Do your students feel comfortable in the oral expression class? Whatever was your answer, please state why?

This question aimed to know whether the teachers create pleasant weather with the students. The results show that (6) teachers making up 90%, stated that their learners feel comfortable in the oral expression class. We believe that the student's feelings are that the

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teachers create a good atmosphere in the classroom. While (1) remaining teacher, making up 10% of the whole sample, goes for no that his students feel uncomfortable.

The table

Question 02	A	B
Frequencies	90%	10%

Table 2.19: Students' acceptance of the in-class lesson.

Question Three: Do the speaking materials that are used in class improve the speaking skills in English?

This question aims to know whether the teacher has enough supplies to improve the students' speaking skills ultimately. The results have shown that (4) of the teachers have declared that the class-used materials do not improve the student's speaking skills. In contrast, the remaining teachers (3) have clarified that the materials improve their speaking skills.

The Table

Question 03	A	B
Frequencies	43%	57%

Table 2.20: The efficiency of the speaking school materials.

Question Four: What types of activities do you use most?

This question aims to know whether the teachers are entirely aware of the speaking skills acquisition or not. The result has shown that most teachers (6) use communicative tasks in the classroom, which means communicative tasks are being well employed in the class. In contrast, the last teacher uses grammatical tasks as a traditional way of teaching.

The Table

Question 04	A	B
Frequencies	90%	10%

Table 2.21: The type of activities used in the classroom.

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Question Five: What do you think about the use of pair and group work activities in the classroom?

This question aims to know if the teachers give students more time to speak and use the English language in the class. The results show that all the teachers agreed on the absolute efficiency of the group work technic usage in the class. It gives students time to speak, but it gives them a sense of achievement when reaching a team goal.

Question Six: Do students have a preference for communicative tasks?

Concerning this question, the purpose is to know whether the students are open to communicating in class and using the language or not. The results have shown that (5) teachers have a positive answer, which means students are primarily up to communicating in the class. Moreover, (2) teachers have pointed out that students do not prefer communicative tasks in the class.

The Table

Question 06	A	B
Frequencies	71%	29%

Table 2.22: Students' acceptance of communicative tasks.

Question Seven: Which one do you think English teachers should emphasize in class: fluency or accuracy?

This question aims to know whether speaking skills are more important than other skills in terms of language acquisition. The results have shown that (5) teachers have chosen fluency instead of Accuracy, whereas the remaining teachers have chosen Accuracy instead of fluency.

The Table

Question 07	A	B
Frequencies	71%	29%

Table 2.23: Teachers' preferable skill acquisition.

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Question Eight: Do you think teachers should mostly speak English in the classroom? Why?

The purpose of this question is to know if listening to English can help improve speaking skills or not. The results have shown that all the teachers have agreed on the importance of mainly using English in the classroom, leading students to become more confident in listening to and speaking English.

The Table

Question 08	A	B
Frequencies	100	0%

Table 2.24: Teachers' speaking language in the classroom.

Question Nine: What should be the role of the teacher in a communicative classroom? What do you think the major responsibilities of teachers are?

Concerning this question, it aims to know the differences between ordinary classroom responsibilities and communicative ones. The results show that the teachers have mostly agreed that the teacher is responsible for appointing conditions likely to encourage communication. The learners are communicators. They learn to communicate by expressing themselves. In CLT, learning tasks are designated according to the learner's interests. In an everyday classroom, A teacher has to simplify learning by helping, guiding, and delivering a facilitative environment to students to make education accessible. The teacher gives knowledge and information relevant to the level of students prominently and straightforwardly so that they can memorize and conceptualize the info.

Question Ten: We would appreciate it if you could inform us about the familiar or new trends in teaching speaking. We would like also to ask you for some other suggestions to improve the learner's speaking skills.

This question aims to know if the teachers are updated with what technics are being used nowadays to teach English. The results have shown that all the teachers have let some new technics used nowadays for teaching speaking in the classroom and how to implement communicative tasks in the classroom.

11 Discussion

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This present study aims to answer two research questions: Are communicative tasks effective in enhancing EFL speaking skills? What are the EFL students' attitudes towards those tasks? While English is a "lingua franca," great emphasis is placed on enhancing speaking ability in the EFL learning process. As a result, they can function effectively in goal setting. With the focus on communication, there is also the substance that spoken dialogues should be genuine and noteworthy; criticizers claim that the synthetic nature of classroom-based (i.e., teacher-created) interactions makes CLT an oxymoron. Nevertheless, a professional teacher will provide a context so that class interactions are realistic and influential but with the support required to help students generate the target language. We need to consider that delivering language is a skill, and when we learn a skill, we rehearse in spontaneous settings so that communicative tasks are created.

a) Are communicative tasks effective in enhancing EFL speaking skills?

The tasks encouraged students to communicate in English. Students were encouraged to speak the English language using tasks such as role-play, mapping dialogue, and information gaps. As a result, after learning each task, they could complete it successfully. Furthermore, all tasks had a clear goal, encouraging students to complete them. The findings were consistent with Phuphanpet's study (2004).

Phuphanpet indicated that the explicit aim of communicative tasks could help students understand how to use the language to accomplish the task and motivate students to speak the English language. In other words, the students knew why they had to speak English. According to Harmer (2007), communicative tasks can indeed be communication when the students have a desire to communicate something. To put it simply, when students are ready and would like to use the language, they set the goal for themselves and create honest communication. When speaking, students need both a desire and a precise aim for communication.

In addition, communicative tasks encouraged the students to learn language subconsciously. For example, students did the information gap task. They had to take turns asking for and giving directions from their partner to complete the map. The students focused on the task. They communicated in English using the sentences that had just been

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learned by focusing on the meaning, not the form, similar to communication in real life. By the time they finished their tasks, their speaking ability had gradually increased.

Our study demonstrates that Communicative tasks CT enhance the development of students' oral production in the English Foreign Language Classroom. The use of CT, such as Roleplay, Picture Describing, Information – Gap, Sharing Personal Experiences, and Problem-solving, contributes to developing learners' communicative competence. Moreover, these tasks engage students in using the language when communicating among them. Students need to use the language to carry them out to perform these tasks. Most CTs are based on real-life situations. In this regard, students not only practice communicating for the task but daily life issues.

One of the most challenging educational skills to acquire in a lesson when instructing a foreign language is speaking skills. Therefore, teachers ought to examine alternatives to sweeten learners' vocal production. In this regard, Communicative tasks (CT) play a fundamental role in language teaching because they provide them with opportunities to use language in real situations. Gao (2008) stated that in communicative tasks, the focus is on producing language that the situations require, not on the specific language structure, which helps students acquire the language subconsciously.

According to Pattison (1989), in an information gap task, the learners finally realize that the aim is not to find specific information from their classmates but to practice given language items. The communicative tasks encouraged students' self-confidence. Students did not laugh at their friends' mistakes but tried to help their friends improve their speaking ability because they had to work together to complete the task; this created a friendly atmosphere.

Fandana (2005) In the teaching and learning process, speaking is one of the more practised skills during class time. Speaking is considered a superior language skill owing to the necessity that learners have to communicate, and it has become one of the primary goals of language teaching. Therefore, teachers look for activities that will help them boost their students' oral production. In this context, the language that students use to communicate must be as authentic as possible.

EFL students at UDBKM tend to be shy about making mistakes in their oral production if they are requested to speak in front of their classmates, resulting in the

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inability to speak publicly (Koran, 2015). Richards & Rogers (2001) and Richards (2006) for the experimental group, through CLT, opportunities were created for trial and error, listening to their classmates, making mistakes, and learning from them. Thus, they increased their self-confidence and overcame their shyness Boonkit (2010) and Ochoa (2016); they learned that their oral mistakes are an indication of improvement in their oral production Richards (2006). They also benefited a lot from pair and group work, which resulted in learning more information about their classmates.

b) What are the EFL students' attitudes towards those tasks?

The results demonstrated that learners had positive perceptions of communicative tasks in the classroom; this was supported by Park's research (2005). According to Park, students felt comfortable and confident speaking up in class, and they appreciated conducting tasks freely while participating in a natural communication scenario.

According to the survey, students thought that communication tasks were beneficial. They have encouraged active participation in the classroom because all students had the opportunity to participate in class, both the weak and the good ones, successfully away from the impression that they had been abandoned. The exercises require each student to complete a task, which is beneficial to both the student and the teacher. Which produced a pleasant environment and a sense of unity among all of the students to understand students' perceptions towards the use of communicative tasks more clearly; their perceptions were further elaborated on through the open-ended questions.

Based on the open-ended questions, all students responded that they liked to learn English using communicative tasks and agreed that they should be used in the classroom. Students responded that they liked the communicative tasks because they were fun and exciting. Some tasks encouraged them to move around and interact with their friends and work in groups or pairs to solve the tasks.

Students were urged to be active and ready to take on the new challenging tasks every time; therefore, they were having fun completing the communicative tasks; this was in conjunction with the study of Wongsuriya (2003). She mentioned that enjoyable, varied, and exciting tasks helped students feel enthusiastic about learning, created a relaxing atmosphere, and motivated students to use language in real life after learning the language in the classroom. All tasks had aimed those motivated students to speak. The students

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were not only practising their language but also having fun together. Brumfit& Johnson (1987) mentioned that creating tasks with a clear goal motivated students to communicate with others to achieve the goal.

Domesrifa (2008) stated that communicative tasks are fun, creating a good relationship between the teacher and students. Students are willing to learn through the tasks, which can improve their English-speaking ability effectively. Students had opportunities to practice the language in situations similar to real life. They practised the language used in many situations, such as at the hotel, on the phone, and describing people; this also helped students prepare themselves before facing an actual situation. Morrow (1981) argued that allowing students to use language in real situations helped create natural language learning and developed students' speaking ability.

According to the student attitude questionnaire, the results showed that the students had positive attitudes toward using communicative tasks in the classroom at a very high level. According to Gardner (1985), a positive attitude and more outstanding motivation help to improve students' language efficiency.

Attitudes represent an essential part of language learning since it influences students' success or failure in their learning. It was found that the communicative tasks satisfied the students in all aspects. Most students agreed that the communicative tasks were interesting, varied, fun, and challenging, motivating them to learn English. The topics and the content provided in the tasks were appropriate for their language proficiency level, and there were attractive pictures and transparent procedures for doing the tasks. In addition, a large number of students believed that communicative tasks motivated them to speak English. Students were willing to speak English if they had a clear goal for communication and purpose for speaking. Learning through communicative tasks helped students have a purpose for communication; thus, they had the motivation to speak English.

Overall, the communicative tasks were appropriate to use in the classroom. Accordingly, students' positive attitudes toward the communicative tasks in the classroom could affect the development of their English-speaking ability, and this was relevant to the study of Kethongkum (2005). Kethongkum revealed that students' positive attitudes

towards the tasks used in the classroom could increase students' confidence that the tasks could help them develop their speaking and listening abilities.

Teaching speaking using a communicative language teaching style is essential for teaching English as a foreign language. According to the findings of this study, communicative tasks had a positive impact on the first-year students' capacity to communicate in English. The students were enthusiastic and had positive perceptions and attitudes towards the communicative tasks. Apart from speaking ability, students improved other abilities, including listening, writing, reading, self-confidence, motivation, interaction, and classroom participation. Their perceptions and attitudes toward learning English were finally positive. Above all else, the most important thing beyond improving students' English-speaking ability was their ability to apply the knowledge in the classroom to use in their daily lives, which is regarded as a success of language teaching for communication.

c) Teachers' questionnaire

The analysis of the teachers' questionnaire shows that most teachers are applying some principles of communicative language teaching in their classes. In the second part of the teachers' questionnaire, the collected answers affirmed that the majority of their students are motivated to speak and are willing to use the language because of the classroom atmosphere, which is friendly and encouraging, and the different communicative tasks that are used in the classroom. Such as; discussions and role-plays. In the third part of the teacher's questionnaire, the collected answers show that most teachers agree that they should act as a guide and facilitators to help their students feel comfortable and less inhibited in the oral class. In the fourth part of the teachers' questionnaire concerning communicative language teaching, the collected answers reveal that most teachers see the language as a social means of communication. They emphasize the communicative aspects of the language rather than its form.

From the data analyzed from the questionnaire, it can be ascertained that speaking was regarded like other language learning skills. However, teachers ignored their speaking skills because of the students' anxiety about success in the proficiency test and the overloaded syllabus. Moreover, teachers regarded speaking as one of the skills that they could skip and only do when they found time. The syllabus designed for each level

did not focus on the students" real interests and needs. Although students enjoyed participating in the speaking activities, they knew that speaking was a crucial skill, especially for their future careers.

The teachers also considered speaking an essential skill for students, and most of them complained about the less time to rehearse their speaking skills. The students found the speaking activities and materials used in the class and in the coursebook sufficient to improve their speaking skills in English. However, they always complained about the activities and materials used in the coursebook, and they found them boring. They needed to use authentic materials to improve their speaking skills. On the other hand, the students believed that fluency could not be used without accuracy. They considered accuracy and fluency more critical than the other language skills. They wanted to speak English fluently and accurately, but they had trouble using English fluently and accurately for communicative aims. Moreover, the students became bored doing mechanical exercises, and they needed to practice English for communicative purposes and learn English outside the classroom. They also wanted to work in pairs or groups to practice their speaking skills.

This research shows that the CLT tasks can help improve students' speaking ability. This statement is supported by Wu (2008); he stated that CLT emphasizes speaking skills to enhance their communicative proficiency by concentrating on meaning and rejects error correction to preserve the conversation. On the other hand, Vongxey (2013) stated that students enjoy communication activities by using CLT because they can engage in a conversation pool to practice their English and improve their communication skills. So, it can be concluded that the students' speaking scores increase after they are taught by using CLT.

12 Conclusion

The findings of student and teacher surveys show that communicative language teaching is a successful strategy for increasing students' speaking abilities. An examination of student and teacher questionnaires found that the communicative language teaching (CLT) method improves students' vocal performance. It promotes student participation, builds confidence, and prepares students for real-world communication. Furthermore, it allows students to use the language effectively and put

them in situations where they may develop their speaking abilities. Furthermore, it allows students to choose how to express themselves and achieve the aim of improving their speaking abilities.
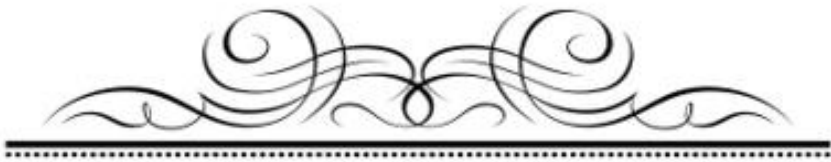
General Conclusion
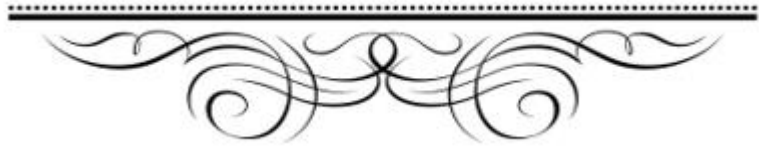
General conclusion

1 General Conclusion

Algeria is far left behind in English speaking ability because French is imposed on Algerians. As the world becomes more global than before, mastering English is becoming increasingly vital. Like the entire world, Algeria has seen a development in the use of English, particularly in education. However, EFL students face challenges in learning English that impede their progress. These obstacles stem from a lack of real-world language use at the oral performance level, that is, oral output difficulties and a lack of fluency. Speaking ability is regarded as a tough challenge as it demands particular qualities to be mastered. As a result, various key actions were offered to strengthen speaking skills inside and outside the classroom for further competence. These activities were recommended for improving oral expression and approaching knowledge with more energetic and motivated students who will undoubtedly trust their talents and become more positive.

This present study is prompted by a desire to understand more about how to educate and enhance English speaking skills in first-year English students. The primary purpose of this present research is to demonstrate an adequate grasp of the value of using the most successful ways of teaching speaking, which are communicative tasks seeking to improve first-year English students' speaking skills. Furthermore, the research looks into the link between speaking ability and successful communication.

This work has been taped in three parts. The first chapter of this extensive work dealt with a literature study on teaching speaking skills, while the second dealt with the practical side. The second chapter, the most crucial phase, contains a sample of questions on students' attitudes toward improving their English-speaking skills through communicative tasks, the teacher's opinion on teaching speaking skills, and the significance of communicative tasks in the EFL learning process. Further, this present research gained an overall notion of how first-year English students view the learning of English-speaking skills through this latter.

General conclusion

The third chapter encapsulated the data gathered from the questionnaires and its analysis to provide components that would aid in raising teacher and student awareness of a critical issue in the entire process and dealt with the discussion of the main findings. Furthermore, the study attempted to uncover some issues that may impede EFL learners' speaking ability to help them better use their competence and overcome obstacles during an oral performance. For example, teachers can help learners employ many communicative competencies: grammar, discourse, sociolinguistics, and strategic ones. Furthermore, a learner's willingness to learn can be obtained, which was utterly proved.

Participants announced that communicative tasks were good tools for progressing in the oral production module while having fun and enjoying the session throughout the data collection phase of the questionnaire. The findings of this study revealed the effectiveness of communicative tasks. The students had good attitudes and perceptions toward those tasks, consistent with Kadour-Khawla's (2015) result. Apart from enhancing English speaking ability, students can improve their listening, writing, reading skills, self-confidence, motivation, interaction, and classroom engagement through communicative tasks. Besides, helping students plan before speaking and interacting proved to be effective in reinforcing students' speaking performance according to the sayings of students and teachers during the questionnaire.

It can lead EFL learners to produce more advanced speech. It is consistent with the results of other studies such as Crookes (1989), Foster and Skehan (1996), Skehan& Foster (1997), Mehnert (1998), Ortega (1999), Foster &Skehan (1999), Fangyuan (2001) and Yuan & Ellis (2003). There is evidence that exposing students to spoken language assists in raising their consciousness and encourages them to draw insights, especially about the expressions used. The communicative tasks enable them to enhance their discourse competence and fluency, so this is consistent with the results of other studies such as Riggenbach (1990), Doughty (1991), Sun (2000), and Guillot (2002) and Hughes (2002).

These findings suggested that communicative tasks help develop students' speaking skills and might be implemented as an alternative teaching method that can be integrated with the current ones. Above all, learners' ability to apply what they learned in

General conclusion

the classroom to their daily life is viewed as a success of language teaching for communication.

Finally, this dissertation is concluded by configuring the most valuable suggestions and recommendations to assist learners and teachers in foreign oral language classrooms to understand better some of the speaking activities, notably students' fluency. Maintaining a pleasant atmosphere, encouraging others, and providing everyone with an opportunity to experience their accomplishment and reach their best are all guidelines that should be followed to motivate learners and develop their communication.

2 Recommendations

1) Speaking education should be prioritized in our EFL classes. More time and effort should be exerted to improve this primary skill and its subskills.

2) Students should be offered enough opportunities to practise speaking daily for authentic aims (i.e., to describe, narrate, apologize, invite, and Congratulate) In our EFL classes.

3) EFL teachers should place equal emphasis on the various speaking sub-skills. As a result, they pay attention to discourse competence, including conversation management, discourse organization, and fluency.

4) Perform some CT at least 30 minutes every day and set up others with colleagues before the session to present them in front of the class.

5) Students ought to become learning-centred and should share more responsibilities in their learning of speaking skills. Hence, they should be offered opportunities to assess their speech performance. In this way, they can become more independent and more involved in learning speaking skills; this entails a necessary change in the teacher's role from an authority figure to a facilitator, discussion organizer, helper, and language counsellor.

6) Supportive feedback should be offered throughout the task cycle to help students identify their weaknesses in speaking and ways of overcoming them, encourage their strengths, and increase their motivation and involvement in speaking.

3 Limitation of the study

General conclusion

There was a limitation in selecting the participants due to the teaching system adopted by the University of DjilaliBounaamaKhemisMiliana. As master's students and first-year students were studying at different times, we were obliged to go to university during the days scheduled for teaching 1st-year students. Also, most of the students could not answer our questionnaire because they were very busy with their studies, so we allowed them to answer the questions at home, and we set a day to submit the lists. Another challenge during the data collection stage, the participants did not abide by the deadline for delivering their answers, and some lost their list of questions. We have selected other students at this stage, and we provided them with the questionnaire list to answer on time. The time used for this study was also a limitation of the study. The time given was only six months, which is significant because research conducted during a different period may yield different findings.

4 Suggestions

1) The recent CT can be used for teaching speaking to pupils in secondary school and other stages, taking into account the individuals' age, needs, interests, and linguistic skill levels.

2) While the present study supported the usefulness of the proposed communicative tasks in enhancing the speaking abilities of first-year university EFL students, additional research is needed to examine the effectiveness of similar CT in enhancing students' listening, writing, and reading skills.

3) Other studies are required to investigate the usefulness of using similar CT in other speaking genres (descriptive, narrative, expository).

4) Extra research is needed to develop students' language skills through CT in ESP courses like tourism…

5) Researchers might assess the effectiveness of CT in other ways for improving speaking skills.
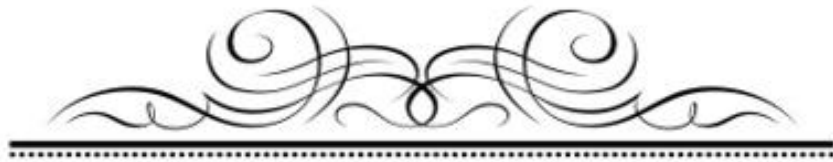
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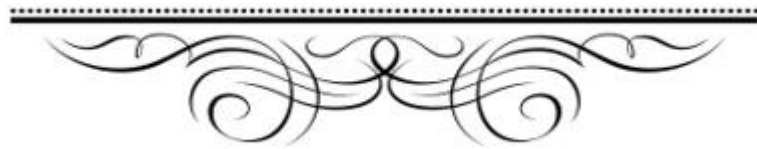
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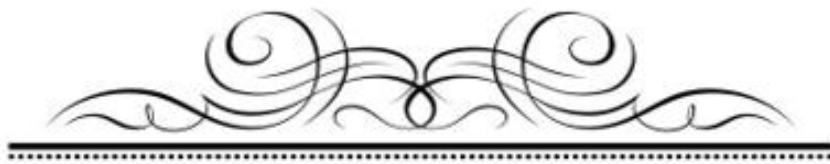
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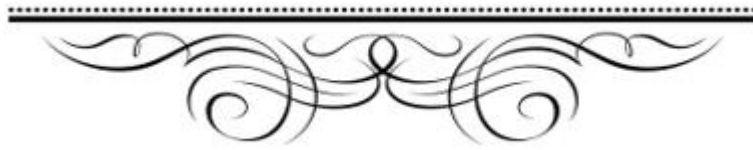
Students' Questionnaire

Dear participant,

This questionnaire examines the behavioural attitudes toward communicative tasks and collects information regarding improving EFL learners' speaking skills. Therefore, we would be thankful if you could answer these questions to assist our research.

The questionnaire is divided into two rubrics, with 20 questions (General information and Learners' attitudes toward communicative tasks). Please answer all the questions given to help us in our research.

Rubric one: General information

1 – Your age

2 – Are you?

    A. Male

    B. Female

3 – Was the English Language your first choice for university?

    A. Yes

    B. No

Rubric two: Learners' attitudes towards communicative tasks

4 – Do you agree that "if you do not use a language, you lose it"?

    A. I agree

    B. I disagree

5 – Do you prefer nonverbal (written) or verbal (spoken) communication?

    A. Non-verbal

    B. Verbal

6 – Does listening improve speaking?

    A. Yes, it does

    B. No, it does not

Students' Questionnaire

Whatever was your choice, state why?

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………

7 – Are you satisfied with the total hours you spend in oral production?

    A. Yes ☐

    B. No ☐

8 – As an EFL learner, what challenges do you face during classroom lessons?

    A. I cannot communicate using appropriate vocabulary in different contexts; ☐

    B. I do not have the confidence to speak English; or ☐

    C. I have a negative attitude towards learning English. ☐

9 – Is it true that communicative tasks enhance oral performance?

    A. Yes, it is. ☐

    B. No, it is not. ☐

10 – Do you feel comfortable during the oral class?

    A. Yes ☐

    B. No ☐

If not, please state who drives you so (teacher, classmates), and why!

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………

11 – How often do you use your English outside the university?

    A. Often ☐

    B. Sometimes ☐

    C. Rarely ☐

    D. Never ☐

Students' Questionnaire

12 – Outside the classroom, do you prefer to be

A. Alone ☐

B. In the company of others ☐

13 – What tasks do you prefer the most to practice as an EFL student?

A. Pair/Group tasks; ☐

B. Closed/Open tasks; ☐

C. Information gap tasks; ☐

D. Opinion gap/Reasoning gap tasks; ☐

E. Information processing tasks; or ☐

F. Social interactive tasks. ☐

14 – In learning speaking skills, what matters most, the content or the delivery of the content?

A. Content ☐

B. Delivery ☐

15 – How is your attitude toward learning speaking skills more than the others?

- Positive ☐

- Negative ☐

16 – Why do EFL learners fear public speaking?

A. Fear of being not prepared; ☐

B. Fear of appearing less knowledgeable; or ☐

C. Fear of passing out and getting embraced. ☐

Other reasons, please mention

………

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………

17 – What types of communicative tasks do you prefer to practice in the classroom fluency (interactive social tasks, information processing tasks) or accuracy (comparing tasks)?

A. Fluency ☐

B. Accuracy ☐

Students' Questionnaire

18 – How do you rate the importance of mastering speaking skills?

0/10 [   ]   5/10 [   ]   10/10 [   ]

19 – What are your perceptions towards learning speaking skills through communicative tasks?

    A. Positive [   ]

    B. Negative [   ]

20 – Do you feel satisfied with the different activities you perform in the classroom?

    A. Yes [   ]

    B. No [   ]

Thank you for your time and collaboration.

Teachers' Questionnaire

Dear teacher,

This questionnaire examines the behavioural attitudes toward communicative tasks and collects information regarding improving EFL learners' speaking skills. Therefore, we would be thankful if you could answer these questions to assist our research.

The survey is divided into two rubrics, with 13 questions (General information and the teacher's perspective on learners' attitudes toward communicative tasks). Please answer all the questions given to help us in our research.

Rubric one: General information

1 – Are you
- **A.** Male
- **B.** Female

2 – What is your degree?
- **A.** Master
- **B.** PHD

3 – For how many years have you been teaching?

……. Years.

Rubric two: Teacher's perspective toward communicative tasks

4 – How often do your students participate in the oral expression?
- **A.** Frequently
- **B.** Sometimes
- **C.** Rarely
- **D.** Never

5 – Do your students feel comfortable in the oral expression class?
- **A.** Yes
- **B.** No

Teachers' Questionnaire

Whatever was your answer, please state why?

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6 – Do the speaking materials that are used in class improve the speaking skills in English?

   A. Yes   ☐

   B. No   ☐

7 – What types of activities do you use most?

   A. Communicative tasks   ☐

   B. Grammatical activities   ☐

8 – What do you think about the use of pair and group work activities in the classroom?

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9 – Do students have a preference for communicative tasks?

   A. Yes   ☐

   B. No   ☐

10 – Which one do you think English teachers should emphasize in class: fluency or accuracy?

   A. Accuracy   ☐

   B. Fluency   ☐

11 – Do you think teachers should mostly speak English in the classroom?

   A. Yes   ☐

   B. No   ☐

Whatever was your answer, please state why?

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Teachers' Questionnaire

12 – What should be the role of the teacher in a communicative classroom? What do you think the major responsibilities of teachers are?

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13 – We would appreciate it if you could inform us about the familiar or new trends in teaching speaking. We would like also to ask you for some other suggestions to improve the learner's speaking skills.

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Thank you for your time and collaboration, sir.