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Strategies Implemented to promote the EFL Students' Communicative Abilities

The case of Third Year EFL Students at Belhadj Bouchaib University Centre in Ain Temouchent

An Extended Essay Submitted in Partial Fulfillment of the Requirement for a Master's Degree in Advanced Studies in Contemporary Linguistics

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Dedication

I dictate this work to

my beloved parents whose words of encouragement and push for

tenacity still ring in my ears.

To My Brothers Ayoube and Oussama.

To my fiancé Mouhamed.

To my best friends Malika and Hadjer.

To the whole family, friends, teachers and classmates who supported

me.

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Abstract

This research paper devoted to show the importance of communication and the strategies and techniques that should be implemented in the classroom for developing the EFL students' communicative abilities. This humble research spot the light on three main chapters' which presents and devoted to give an overview of literature about the communication context; and giving its principles, advantages, importance in the learning process. Secondly, it presents the practical and the methodological side, and lastly to present the suggested Interpretations and recommendations such as effective techniques, materials and communicative activities that teachers have to work with the important of motivation in classroom. The research conducted two questionnaires; one for 30 English third year students and the other one for 10 English teachers at the university center of Ain Ttemouchent. The results summed up from this research shows that both teachers and students are aware of the importance of communication and try hardly to promote it inside the classroom but they are facing some difficulties and barriers. Furthermore they lack the effective tools and materials which promote learning through communication. Moreover, the students need a higher level of competences such as vocabulary, grammar and pronunciation.

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LIST OF ABBREVIATION

CLT: Communicative Language Teaching.

L1:   First Language.

L2:   Second Language.

LMD: License Master Doctorate.

EFL: English as a Foreign Language.

ICT's: Information and Communication Technologies.

TV: Television.

CD: Compact Disc.

PC: Personal Computer.

ESA :   Engage-Study-Activate.

X

Nowadays, English is more than an international language. It reflects globalization. Thus, it is the key to success and revolutions in all the fields of the real life. Additionally EFL teachers and learners need to use English language in accurate and correct way and to fulfill the communicative objectives and to be able to communicate in English with other people.

Over the last few decades, the field of second language teaching has been treated and viewed differently through various approaches and methods. Communication is one of the most important targets in language learning. It is a way of learning in general and developing language skills in particular. This means that language is not just presented as a system of grammatical and phonological rules but also as a functional system which is mainly used to reach communicative purposes. Many experts and pioneers in the field of didactics have asserted the importance and the necessity of communication in learning of language. They have confirmed that there is such competences could not be learnt by fossilizing and memorizing speech patterns but acquired through communicative language.

It is noticed that EFL learners of Ain Temouchent University Centre have some difficulties with learning the target language within communicative context. Moreover, many teachers are facing issues in promoting and increasing their learners' communicative abilities or creating suitable learning environment for their students. Behind this situation, the researcher has conducted this investigation aiming generally at promoting teaching and learning process and particularly the communicative performance of those students through implementing a set of strategies and techniques.

This research paper aims at improving the necessity and importance of teaching and learning a foreign language through communicative context and conducting effective techniques, tools and tips which determine the weaknesses and the problems that English teachers face in their teaching of communication. In addition, the researcher tries to evaluate how English is taught within communicative classroom, and showing the big role that communication skills in enhancing the quality of teaching.

The researcher has undertaken this research paper at the department of English at the university center of Ain Temouchent to check the validity of the following research questions:

1- To what extent does communication serve the EFL students performance?
2- What strategies and techniques should be employed to develop EFL student's abilities in communicative classroom?

3- What are the roles and responsibilities of both teachers and learners in the EFL communicative classroom?

On the basis of the above mentioned questions the research has been conducted to attempt to test the validity of research hypotheses listed as follow:

1- Communication is the main parameter of success in the learning of the target language. Thus, the learner would acquire abilities to convey and interpret utterances.

2- EFL Teachers increase their students' communicative abilities through the focus on meaningful communication exchange and teaching students how to be able to use the rules effectively and appropriately when using English language or communicating.

3- Teachers' main roles are to teach how to learn and facilitate the communication process inside classroom, while students' main roles are to learn how to be responsible in their learning.

The instruments employed to collect data about this research are two questionnaires for both teachers and students third year English at University center of Ain Temouchent.

The research paper is divided into three chapters. The first chapter is devoted to give a general overview about the term communication; its principles and importance in the classroom. It introduces the importance of communicative language teaching, and its principles, characteristics and versions. More than that, it highlights on the barriers and the difficulties that affect the communication abilities of the EFL students. It also represents the essential factors that make communication effective and useful inside and outside classroom. Furthermore, the chapter provides the reader with the advantages and strategies of communicative learning. Moreover, it discusses the elements of communicative competence such as pronunciation, fluency, vocabulary and grammar. Finally, it shows the important responsibilities and roles that teachers and students should plays in communicative classroom.

The second chapter introduces the methodology and the data collected and analysis taken from the questionnaires addressed to both participants: teachers and learners. The research analyses include the methodology, the participants, the tools implemented; their descriptions and analyses.

The third chapter is prepared to give the readers several suggestions and recommendations that enable both teachers and learners to promote an effective learning in a communicative context within several effective techniques, tools, tips and suggested activities that promote authentic communication in the class. Thus it shows the importance of ICT's in increasing and facilitating the learning and teaching process and it also sheds the light on

increasing the EFL teachers and learners' motivation, consciousness-raising and awareness towards communication and its effectiveness in the learning of the second language.

Finally, this research paper concluded with the general conclusion whish discuses the research study, the authenticity of the suggestions and recommendations, and the validity of the research questions and hypothesis through the results showed in this research work.

I.1 Introduction

This Chapter sheds light on brief view about the communication theory; and its principles. It also explains the importance of communication in the classroom. We will deal with communicative language teaching; its principles. It tackles the main communicative classroom difficulties in addition speaking communicative difficulties. In the second part it is important to give an overview about the advantages of communicative learning, its strategies and competence such as Pronunciation and fluency, vocabulary and grammar. Finally this chapter will show the important roles that both teachers and learners should play in the classroom to have a successful communication.

I.2 Communication definition

Communication scholars believe and assert that communication is a complex concept which must be examined. Communication is not an easy task to be introduced, and it is difficult to give an appropriate definition of communication (Littlejohn, 2002). In He said:

> *Communication is difficult to define……The word communication is abstract and, like all words, possesses multiple meanings. Scholars have made many attempts to define communication, but seeking a single working definition may not be as fruitful as probing the various concepts behind the term.* (2002 p 06).

In this vein, Heath & Bryant (2000) assert that *"Hundreds of definitions have been proposed over the past 50 years, but none is entirely satisfactory"* (p. 46)

Mortensen (1972) adds that, when trying to give specific definition for the term communication it occurs many difficulties. He said:

> *In the case of the term communication, few would have qualms about saying that it occurs whenever people attempt to use the power of spoken or written words to influence others. And yet here is where the difficulties occur. Does our common-sense notion mean that communication is limited solely to human activity? Do machines communicate? Is all communication a matter of using spoken or written words? What is meant by the idea of influence? Must the influence be intentional? If so, what about overheard or accidental speech that nonetheless modifies the behavior of a bystander? Is all thinking to be regarded as communication?* **(p03).**

Generally speaking, communication was introduced differently through various views and in deferent ways of a large number of scholars depending on their interests. According to Durham Peters (1999); Communication is a Latin word *"communicatio"*, rooted

in *"communicare"* meaning *"to impart, share or make common" (p07).* According to some scholars, communication is an old occurrence as old as life itself (Schramm, 1988), whereas Mattelart claims that communication is a modern invention, rooted in the nineteenth century ideologies and technologies (1996).

Julia wood considers communication as changeable, systematic, and symbolic and involves the creation of new meanings, in this context she says: *"Communication is a systematic process in wish individuals interacts with and through symbols to create and interpret meanings" (Julia wood 2004, p09)*

DeVito wrote that communication is

> ***The process or act of transmitting a message from a sender to a receiver, through a channel and with the inference of noise; the actual message or messages sent or received; the study of the processes involved in the sending and receiving of messages*** (1986, p.61).

In 1967, Dr. Frank Dance, Professor of Speech Communication at the University of Wisconsin, Milwaukee, counted over one hundred definitions of communication. His analysis of communication definitions remains the single most comprehensive discussion of the many ways communication has been defined (Dance, 1967 as cited in dance 1970, P208).

Dance (1970) identified three main categories based on the conceptual similarities between them he named these three categories as*: "first 'the level of observation', second 'the presence or absence of intent on the part of the sender', and third 'the normative judgment of the act'"* (Dance, 1970, p208).

As a result, he came up with a comprehensive definition which says that communication is *"... the process by which we understand others and in turn endeavour to be understood by them. It is dynamic, constantly changing and shifting in response to the total situation."* (1970).

According to Hybels and Weaver (1995), the communication process is made up of various elements: sender-receiver, messages, channels, noise, feedback, and setting. Shannon and Weaver (1963) diagrammed communication and identified the process as involving an information source, a message, transmission or encoding of the message, a signal, a channel, a receiver or decoder of the message, a destination, and noise. (As sited in deepti rawat 2016,p 3059).

I.2.1 Communication Types

There are two forms of communication, verbal and nonverbal. When communication is done without words, it is nonverbal. It may include facial expressions, touching, body movements, dress, posture, and even spatial distance. When communication is done with words, it is verbal. Although verbal and nonverbal communications are interdependent, nonverbal behaviors are used to support or modify verbal behaviors (A Johnson, Maeetta B.1999). Knapp (1972 as cited in A Johnson, Maeetta B.1999) list the following six ways in which verbal and nonverbal behaviors interact listed below:

Repeating: nonverbal behavior sometimes repeats what was said verbally. Ex. "Go outside", then points to the door.

Contradicting: nonverbal behavior sometimes contradicts what was said. Ex. A student tells you he is not nervous, but is trembling and timid.

Substituting: nonverbal can be used in the place of verbal. Ex. A stare Into your lovers' eyes and substitute for the words, "I love you".

Complementing: nonverbal can elaborate or modify verbal. Ex. A student may show nervous tension when taking a test, but relaxes as he gets closer to the end of the test.

Accenting: nonverbal may accent verbal. Ex. The use of hand and head to emphasize what is being said.

Regulating: nonverbal behaviors regulate the flow of verbal conversation. Ex. Eye contact and head nods may signal who is or is not paying attention. (as cited in A Johnson, Maeetta B.1999)

As many scholars defined communication over many decades we can conclude and summarize that Communication can be introduced and presented in many forms; it can occur between different species. It covers a great deal of human and perhaps animal behaviors and activities. Reading, writing, listening, speaking, viewing images and creating images, Expressions, gestures, body language, exchanging thoughts, feelings, emotions, point of views, giving information, opinions and ideas, are all expressed communication.

I.2.2 Principles of Communication

To communicate effectively, powerfully and strongly; the individual has to follow some the strategies or the principles of communication. Broadly speaking, there are seven basic principles or also called seven C's of effective communication are listed as follow:

- **Completeness:** communication must be completed and adequate because the incomplete communication is meaningless. The sended messages must contain

all the facts and information that makes the receiver react with it. Unless the information that the message contain is completed and effective, communication that seems inconsequential could be very important and more likely to bring the desired consequences (Mulder2012).

- **Conciseness:** communication should be concise and precise. It should be brief and give all the data in fewest possible expressions when communicating. Conciseness saves time and expense for both sender and receiver (Mulder2012).

- **Correctness:** communication must be correct at the level of language accuracy of facts (Use correct vocabulary and grammar). And be completely sure about this correctness (Mulder2012).

- **Clarity:** the communicator must use correct and clear short sentences and concrete words to enable the receiver to get a clear picture of the content of the message (Mulder2012).

- **Consideration:** Consideration means that you prepare every message with the receiver in mind and try to put yourself in his place. Try to visualize your audience with their desires, circumstances, feelings, and reactions. Then handle the matter from their point of view. Trying to not to lose the temper (Mulder2012).

- **Courtesy:** to have an effective communication has to be courteous. Courtesy involves being considerate sincerely tactful, thoughtful, and appreciative communicator (Mulder2012).

- **Concreteness:** to communicate concretely means being specific, definite, and vivid rather than vague and general. Ones of the ways of compose concrete, convincing messages is using denotative rather than connotative words (Mulder2012).

I.2.3 The Importance of Communication in the Classroom

Communication occupies an important status in either foreign or native language classroom. Communication in classrooms is more complex and unpredictable than in many other situations *(*Nicoleta Duta et *al.2015).* miller (1988, p.4 as sited in Dr. Maeetta B. Johnson Savannah, 1999*)*) defined it as:

> *Classroom Communication is an ongoing process of sending and receiving messages that enable humans to share knowledge, attitudes, and skills. Effective teaching depends on successful communication. When teachers and students interact,*

explicit communication is occurring. (Miller, 1988, p.4 as sited in Maeetta B. Johnson Savannah, 1999*).*

Morreale, Osbom and Pearson (2000) assert that humans are not born with communication abilities but they learned it: *"Humans are born with the ability to vocalize; but not with the knowledge, attitudes, and skills that define communication competence. The ability to communicate effectively and appropriately is learned and, therefore, must be taught."*(p02).

Veronika Kareva explored classroom communication and described it as a topic that covers two major experiences whish are "communication" and "teaching" and therefore should take as consideration the complexity of both of them.

Hurt, Scott & McCroskey(1978, p38 as cited in Wrench et al 2009) cited that*: "communication and learning are truly interdependent"* (p. 28) and added that: *"teaching is communicating. And the better teachers are at communicating, the better they are at teaching"* (1978, p38 as cited in Wrench et al 2009).

Communication in the teaching process helps the students to attach concepts to their own lives. As students, they will apply what they learn in the class with people around them (Weheba & Kedar, 2007 cited in Deepti Rawat2016).

Communication gives the teachers and the students' strength to express their ideas gaining a sort of self confidence. Boyer said: *"People who cannot communicate are powerless"* (1983, p.6 cited in Johnson, Maeetta B.1999).

Communication transform the classroom from teacher-centered classroom to a student-centered classroom, and helps to create an environment for student to have deferent learning styles, and make learning much more positive experience for them. Thus it is an effective motive tool allowing teachers to create a rich and enjoyable learning environment without losing control of the class (Robert J. et al 1996).

Enhancing communication in the classroom makes teachers listening to their students as well as explaining things clearly and enables them to bring clarity of thought to present the material and break down complex ideas into simpler parts and smaller steps to transmit to their students. Additionally Good communications minimize the potential of unkind feeling during the process of teaching. Teacher with good communication always makes things easier and understandable. (Nicoleta Duta et al.2015).

In their study of conducting needed skills for good teaching and teachers, Ehindero and Ajibade indicated that the effective teaching teachers must requires good communication

skills such as good communication, good classroom management, updating knowledge and maintaining personality. (2000 as cited in Alamgir Khan et al 2017)

The teacher's good communication skills are the basic needs to achieve the academic success of his students, and professional success of life. Teacher communicates more instructions orally in classroom to students. On the other hand, the teacher with poor communication skills may cause failure. The student needs to understand what is right, and what is wrong while it totally depend upon the communication skills of his teacher which he adopt in class-room (Morreale, Osborn and Pearson, 2000).

Jason S. Wrench et al mentioned that without communication skills teachers may cause many problems to their students. They said:

> *Teachers who cannot teach, cannot present material in an interesting, stimulating, and exciting manner, or systematically refuse to learn the necessary communication skills which contribute to good teaching, are more likely to become behavior problems for their students. They become problems because they are insecure, self-conscious, and defensive about their teaching performance. Perhaps they even realize their performance is not acceptable, but they don't know how to improve. So instead of seeking help or assistance, they become misbehavior problems.*
> (2009 p.146).

According to wrench et al teachers can cause problems to their students in and outside the classroom if they do not teach them the correct and the useful communication skills that their students need to communicate and behave in well good manner. Moreover when student can communicate in positive way teachers guarantee a higher effective learning for them.

I.2.4 Communicative Language Teaching

In the 1960s of the last century when applied linguistics began to question the assumption underlying the situational language teaching, the communicative approach or the communicative language teaching has been developed as an alternative method to the earlier structural methods. Teachers then look for a significant method to meet the demand of learners to use the language communicatively. The limitations of the previous methods were the reason of developing the communicative approach which is considered as the best approach for such purpose. (Richard and Rodgers, 2001).

It is mainly related to the idea that "*Language learning will take care of itself*" (Harmer, 2001:70). Harmer also makes the important point that learners are always in need to be

exposed to language and be given opportunities to use this language in order to develop their knowledge and skills (2001).

According to Richards (CLT) is an approach of teaching a language focuses at developing the communicative abilities of learners: *"Communicative language teaching can be understood as a set of principles about the goals of language teaching, how learners learn a language, the kinds of classroom activities that best facilitate learning, and the roles of teachers and learners in the classroom*" (2006, P 01)**.**

He claimed that teaching communicative competence is the main gole of CLT: *"Communicative language teaching sets as its goal the teaching of communicative competence". (2006, P 01).*

I.2.4.1 Characteristics of CLT

Brown claimed that**:** *"CLT is best considered as an approach, not a method"* (2000, p266). He offer four main interconnected characteristic as a definition of CLT whish are listed above:

1- Classroom goals are focused on all of the components of communicative competence and not restricted to grammatical or linguistic competence.

2- Language techniques are designed to engage learners in the pragmatic, authentic, functional use of language for meaningful purposes. Organizational language forms are not the central focus but rather aspects of language that enable the learner to accomplish those purposes.

3- Fluency and accuracy are seen as complementary principles underlying communicative techniques. At times fluency may have to take on more importance than accuracy in order to keep learners meaningfully engaged in language use.

4- In the communicative classroom, students ultimately have to use the language, productively and receptively, in unrehearsed contexts. (Brown 2000, p266).

I.2.4.2 Versions of CLT

CLT has two versions: strong version and weak version according to Howatt(1984) the strong version is that students learn the target language by the use of it and communication, on the other hand learning the use of language by activities and practices is the weak version. He said:

> *The weak version which has become more or less standard practice in the last ten years stresses the importance of providing learners with opportunities to use their*

English for communicative purposes and, characteristically, attempts to integrate such activities into a wider program of language teaching. The 'strong' version of communicative teaching, on the other hand, advances the claim that language is acquired through communication, so that it is not merely a question of activating an existing but inert knowledge of the language, but of stimulating the development of the language system itself. If the former could be described as 'learning to use' English, the latter entails 'using English to learn it. (1984, p279, cited in Richards and Rodgers,2001, p66).

Littlewood sited that: *"CLT cannot now be defined in terms of precise characteristics but serves rather as an umbrella term for approaches that aim to develop communicative competence through personally meaningful learning experiences."*(2013,p 01). He claimed that the important source of uncertainty about the meaning of CLT there is two different versions which correspond roughly to the two main sources of CLT: a communicative perspective on *language* and a communicative perspective on *learning*.

The communicative perspective on language is primarily about what we learn. It proposes that when we learn a language we are primarily learning not language structures but language 'functions' (how to 'do things with words'). These communicative functions came to play a central role in syllabus design and methodology…… The communicative perspective on learning focuses attention on how we learn, especially on our natural capacities to 'acquire' language simply through communication without explicit instruction.(Littlewood 2013, p3-4).

According to Littlewood humans can learn a target language through two ways, the first is through learning by nurture (doing, practicing and functioning). The second way is to learn with our personal nature abilities and capacities which mean that acquiring a language and not learn it through communication.

I.2.4.3 Principles of Communicative Language Teaching

According to Richards and Rodgers; communication principle, the task principle and the meaningfulness principle are the most prominent principles of CLT. (Richards and Rodgers, 2001, p.161). In other words, the authors suggest, language-learning activities in a CLT classroom involve real communication, consist of meaningful tasks, and allow the learner to utilize language that is meaningful to them.

In this context, Canal and swain suggested five based principles that must guide the development of a communicative approach for general second language programme:

1- Communicative competence is composed minimally of grammatical competence, sociolinguistic competence, and communication strategies or what we will refer to as strategic competence.

2- A communicative approach must be based on and respond to the learner's communication needs. These needs must be specified with respect to grammatical competence. Sociolinguistic competence and strategic competence.

3- The second language learner must have the opportunity to take part in meaningful communicative interaction with highly competence speakers of the language.

4- At the early stages, optimal use must be made of those aspects of communicative competence that the learner has developed through acquisition and use of the native language and that are common to those communicative skills required in the second language.

5- The primary objective of a communication-oriented second language programme must be to provide the learners with the information, practice and much of the experience needed to meet their communicative needs in the second language.(1980,p 27).

Relatively, Berns (1990) summarized the CLT principles as follows:

1- Language teaching is based on a view of language as communication. That is, language is seen as a social tool that speakers use to make meaning; speakers communicate about something to someone for some purpose, either orally or in writing.

2- Diversity is recognized and accepted as part of language development and use in second language learners and users, as it is with first language users.

3- A learner's competence is considered in relative, not in absolute, terms.

4- More than one variety of a language is recognized as a viable model for learning and teaching.

5- Culture is recognized as instrumental in shaping speakers' communicative competence, in both their first and subsequent languages.

6- No single methodology or fixed set of techniques is prescribed.

7- Language use is recognized as serving ideational, interpersonal and textual functions and is related to the development of learners' competence in each.

8- It is essential that learners be engaged in doing things with language that is, that they use language for a variety of purposes in all phases of learning (p. 104).

I.2.5 Effective Factors in Classroom Communication

Richards claimed that Communicative competence in the target language is more demanded nowadays than ever before. He said that:

> *The ever growing need for good communication skills in English has created a huge demand for English teaching around the world, as millions of people today want to improve their command of English or ensure that their children achieve a good command of English… The worldwide demand for English has created an enormous demand for quality language teaching and language teaching materials and resources. (Richards, 2006: 05).*

He added that Communicative Language Teaching gained importance because its major aim is to develop learners' communicative competence (Richards & Rodgers, 1986).

According to Brown (2000:143) affect refers to "emotion and feeling side of human behavior». The main affective factors that are related to the communicative classroom or to CLT are as follows:

- **Self-Esteem**

Self -esteem is defined by Cooper Smith as: *"a personal judgment of worthiness that is expressed in the attitudes the individuals hold for themselves"* (1967 p4-5 as cited in Brown 2000, p143). People with high self-esteem have self-respect and consider themselves worthy; people with low self-esteem lack self-respect and consider themselves unworthy (Rosenhert 1979).

Brown (2007,p145) claimed that There is no successful cognitive or affective activity can be done without some degree of self-esteem, self-confidence, and knowledge of oneself. Additionally He identified three levels of self-esteem:

- **General or Global Self-esteem**

This is said to be constant in mature adult. And it is an evaluation one makes of oneself overtime and across a number of situation.

- **Situational or Specific Self-esteem**

It refers to oneself evaluation in particular life situation, such as social interaction, homework education or personality traits, such as, empathy and flexibility or certain relatively distinct characteristics as, intelligence and communicative ability.

- **Task Self-esteem**

Refers to a specific tasks within a specific situation, such as; educational domain and usually refers to one subject areas.

- **Inhibition**

Inhibition is closely related to self-esteem, the persons with weak self-esteem support walls of inhibition in order to defend their ego, whereas; persons with high self-esteem have lower inhibition.

Colin M. MacLeod discussed inhibition at the level of cognition. He proposed the following definition: *"inhibition is the stopping or overriding of a mental process, in whole or in part, with or without intention"*(as cited in brown 2000, p47).

According to Ehrman (1996 cited in Brown, 2000,p47) the human ego includes *"the language ego"*. Brown (2000,p61).explained that the language ego is related to the idea that when learning language students construct a new way of thinking, feeling and second identity, the language ego entwined with the second language, it can effortlessly generate a sense of *"fragility, defensiveness, and raise inhibition in the students"*(p61).

- **Risk Taking**

Brown (2000, p149) considers risk taking as important affective factor in successful learning of foreign language learning. Many teachers encourage correctness and do not encourage risk taking; they should make their Students take risks when using the target language. Providing risk taking in classroom reflects:

-Create atmosphere in the classroom that encourage students to try out language

-provide reasonable challenges in your techniques and make them neither too easy nor too hard

- help your students to understand what calculated risk taking is

- respond to students risky attempts with positive attitude.

- **Anxiety**

Scovel (1978, p134 as cited in Brown 2000, p151) defined anxiety as: *"anxiety is associated with feelings of uneasiness, frustration, self-doubt, apprehension or worry"*. According to Horwitz (1995) language anxiety is "the feeling of nervousness, worry or uneasiness felt by language learners, particularly second or foreign language learners" (p. 49). Research suggest three various levels of anxiety at the deepest level, general level we find treat anxiety which is permanent and some people are anxious about many things; the other level is state anxiety; which is related to specific events or acts.(Brown 2000, p151) .

- **Empathy**

Empathy is defined as *"the process of putting yourself into someone else shoes"* (Brown 2000,p153). It is also defined as *"a process of comprehending in which a temporary fusion of*

self-object boundaries permits an immediate emotional apprehension of the affective experience of another" (Guiora, 1972, p142, cited in Brown 2000, p153). To have effective communication Teachers should pay attention to the students' feelings and emotions. And enable them to understand persons' affective and cognitive state.

- **Extroversion and Introversion**

According to Brown (2000, p155) extroversion is the extent to which a person has a deep-seated need to receive ego enhancement, self-esteem, and a sense of wholeness from other people. Introversion as defined by Ibid (sited in brown 2000): *"is the extent to which a person derives a sense of wholeness and fulfillment a part from a reflection of this self from other people"*.(p155)

- **Motivation**

Motivation considered as the main cause in students' success or failure. Brown (2000 p72) offered dictionary definition for motivation drawn from a number of deferent source: *"motivation is the extent to wish you make choices about (a) goals to pursue and (b) the effort you will devote to that pursuit"*. And he added that: "motivation includes factors such as; the need for exploration, activity, stimulation new knowledge and ego enhancement." (Brown, 2000).

I.2.6 Speaking Communication Difficulties

Zhang (2009) argued that speaking remains the most difficult skill to master for the majority of English learners, and they are still incompetent in communicating orally in English. Brown (2000, p270-271) listed eight serious speaking communicative difficulties that May students face in their learning process:

Clustering: Brown considered the fluent speech as phrasal instead of word by word, students tends to divide their speech into words phrases; for that reason teachers have to help their students to produce fluent speech.

Redundancy: The spoken language is redundant which means that it is possible for the learners to repeat, rephrase, and use these expressions such as; "I mean" or "you know" from time to time during their oral performance in order to make their meaning understood.

Reduced Forms: The spoken language has several reduced forms; it might be phonological, Morphological, and syntactic. Such reductions might be hard for students who have been studying "full forms" of the language.

Performing Variable: Second language learners are subject to hesitation, false starts, correction, teachers should help their students to think at the same time of their oral performance using (uh, um...etc.).

Colloquial Language: It is very difficult for students to get used to the colloquial language (idioms, slang, and cultural knowledge.) the role of the teachers is to get his students communicate using these forms.

Rate of Delivery: Another problem which may face second language learners is to communicate fluently using the target language, here, the teacher have to speak the language rapidly and fluently

Stress and Rhythm and Intonation: These are characteristics of English pronunciation and they are considered to be very important to convey meaningful speech.

Interaction: Interaction helps the student to develop their language when they are negotiating meaning. (Giving feedback, asking for explanation) they learn new words and structures.

In addition to Brown (2000) speaking difficulties, Ur (2000) stated four main problems in getting students speak in the foreign language in the classroom:

Inhibition: Littlewood (1999,p 93) argues that "*it is too easy for a foreign language classroom to create inhibition and anxiety.*" Such factors Students fear of making mistakes fear of criticism, or simply shyness; Because of less development of communicative skills. Consequently they will avoid speaking with his teacher and peers. Ur (2000,p111) states that "*Learners are often inhibited about trying to say things in a foreign language in the classroom. Worried about, making mistakes, fearful of criticism or loosing face, or simply shy of the attention that their speech attracts.*"

Nothing to Say: Students have no motive to express themselves; they May find it difficult to answer teacher's questions in the target language or they may have no ideas to talk about so they keep silent. Rivers (1968, p192) says that "*The teacher may have chosen a topic which is uncongenial to him [the learner]or about which he knows very little, and as a result he has nothing to express, whether in the native language or the foreign language.*"

Low Uneven Participation: There are some students who tend to be dominant and take almost the whole students talk time. Because of large classes and the tendency of some learners to dominate, however, others prefer to speak only if they are sure about their answers, and some

others keep silent, all along the course. Low participation is the result of the ignorance of teachers motivation causing. If the teacher does not motivate his learners, the talkative ones also will show no interest.

Mother Tongue Use: Learners who share the same mother tongue tend to use it outside and even inside the classroom because it is easier and because learners feel less exposed and more comfortable if they are speaking their mother tongue. For more speaking; Bake and Westrup (2003, p12) developed this idea by arguing that: "*barriers to learning can occur if students knowingly or unknowingly transfer the cultural rules from their mother tongue to a foreign language.*" Therefore, students should stop using the mother tongue in the classroom; to be able to use the foreign language correctly. (Bake and Westrup 2003).

I.2.7 Advantages of Communicative Learning

Richards and Rogers (2001) emphasize that the goals of communicative language teaching and learning are:

- To provide opportunities for naturalistic second language acquisition through the use of interactive pair and group activities.

-To provide opportunities for learners to develop successful learning and communication strategies.

- To enhance learner motivation and reduce learner stress and create a positive affective classroom Climate.

Richard (2006) argued that communicative learning focuses on and aims at communicative competences which enable the learners to use the language in communicative situations to satisfy their needs in real life.

Communicative learning shifts from learning structure of language to learning how to communicate effectively by focuses on meaning as opposed to methods like grammar translation that focus on form and grammatical knowledge. (Finocchiaro and Brumfit, 1983) as result students feel themselves involved and more responsible and learn the linguistic system of the target language while attempting to communicate.

Learning by Communication in the classroom start with communication and communicative activities whereas this stage starts after a long process of exercising and drilling in other learning method. (Finocchiaro & Brumfit, 1983), thus until the communication skills are mastered the reading and writing are postponed.

I.2.8 Communicative Strategies

Corder (2007) definition of: *"communication strategy is a systematic technique used by a speaker to express his or her meaning when faced with some problems in language performance"* (p. 56).

Dornyei (2002) asserted that communication strategies help the students and make them self confident in the learning of the target language:

> ***Believed communication strategies helped learners to have confidence and keep on using the target language in oral interaction. He believed that "the use of communication strategies help second or foreign language learners to get rid of communication apprehension and facilitate the message delivery and meaning convey in performing oral communication. (p. 47).***

He offers a classification of strategies elaborated by brown on a few of the categories:

1-Message abandonment: it is leaving a message unfinished because of language difficulties.

2-Topic avoidance: avoiding topic areas or concepts that pose language difficulties.

3-Circumlocution: describing or exemplifying the target object of action (example: the thing you open bottles with for corkscrew).

4- Approximation: using an alternative term which expresses the meaning of the target lexical item as closely as possible.

5- Use of all purpose words: extending a general, empty lexical item to contexts where specific words are lacking.

6 - Word coinage: creating a non existing foreign word based on a supposed rule.

7- Prefabricated patterns: this means that using memorized stock phrases, usually for survival purposes.

8- Nonlinguistic signals: with replacing some words with mimes, gestures, facial expressions, or sound imitation.

9- Literal translation: by translating literally a lexical item, idiom, compound words, or structure for L1 to L2.

10-Foreignizing: it's mean that using the mother tongue words by adjusting it to foreign language phonology or morphology.

11-Code-switching: mixing words of L1 and L2 i.e. using a L1 words with L1 pronunciation while speaking L1.

12- Appeal for help: asking for help from the teacher or peers either directly or indirectly.

13- Stalling or time-gaining strategies: filling pauses and gain time to think through the use of fillers and hesitation devices. (1995.p 58 as cited in Brown 2000)

I.2.9 Communicative Competence

"Communicative competence" is introduced in the first time by Dell Hymes(As cited in Brown,2007,p219). on The basis of Chomsky's notions competence and performance; He believed that to acquire a language, learners should go beyond the language rules, and also how to communicate using those rules in second language acquisition. He stated that *"communicative competence is the aspect of our competence that enables us to convey and interpret messages and negotiate meanings interpersonally within specific contexts"* more than that he argued that speakers need to understand the language and to be able to use it according to the socio-cultural environment. (As cited in Brown,2007,p219). Savignon (1972) asserted that our knowledge of language and how to operate communicatively is described by The notion of communicative competence: "Communicative competence may be defined as the ability to function in truly communicative setting-that is- in a dynamic exchange in which linguistic competence must adapt itself to the total informational input, both linguistic and paralinguistic of one or more interlocutors" (p.8).

Most researchers agree on the need for the communicative competence to support learning and make the classroom communication successful. Johnson (1995,p161) claims that *"classroom communicative competence is essential in order for the second language students to participate in and learn from their classroom experience."* There is many subcategories of communicative competence reflect the use of the linguistic system itself we will suggest an eclectic framework consisting of the set of the most agreed upon abilities:

✓ **Pronunciation and Fluency**

It is seen to be the most important level that any communicative classroom teacher wishes to achieve with his learners. Pronunciation and fluency could be considered as the best example of performing and mastering a language. This involves Phonetic and phonological choices that a speaker can produce without difficulties, problems or hesitation to make a meaningful communication and carrying out conversation in the foreign language. Redmond and Vrchota (2007, p104) defined pronunciation and argued that: *"It is imperative that you use the correct word in the correct instance and with the correct pronunciation. Pronunciation means to say words in ways that are generally accepted or understood."* in other hand fluency defined by Richards et al (2002,p 204) as: *"the features which give speech the qualities of being natural and normal, including native-like use of pausing, rhythm, intonation, stress, rate of speaking, and use of interjections and interruptions.".*

In fact, the knowledge of phonology and speaking fluently more than knowing the vowels and consonants of the target language, it is the faculty of manipulating the segmental

and suprasegmental elements to fit the contextual considerations and serve the communicative goal. (Richards et al 2002).

✓ **Vocabulary**

Vocabulary refers to the use of appropriate words during communication. It is one of the most important components of language proficiency. When we say vocabulary we mean the knowledge of words, lexical phrases and routines that a language composed of. Hunt and Beglar (2002, p261) said that *"teachers should be selective when deciding which words deserve deeper receptive and /or productive practice".* Thus the term vocabulary divided into two categories; receptive and productive vocabulary. The receptive vocabulary refers to the words that can be used whereas the words that can be used and understood by the speakers are the productive vocabulary. Accordingly teachers should teach and enable their students to use words and expressions accurately because Students often find difficulties when they try to express what they want to say, they lack the appropriate vocabulary, and they sometimes use words incorrectly.

✓ **Grammar**

According to (IELTS, 2001 as cited in Hughes 2002) the appropriate use of grammatical rules refers to the use of grammatical structure that involves the length and the complexity of the utterances in addition to the ability to use the subordinating clauses. It refers to the combination of words with various rules in order to produce a meaningful and correct phrases and sentences, whether it is spoken or written. Noticing that written grammar is more difficult and complex then spoken one, for this reason grammar could do better an easy when learned it by speaking.

Thornbury (2005) lists the following features of spoken grammar:

- Clause is the basic unit of construction.

- Clauses are usually added (co-ordinate).

- Head+ body+ tail construction.

- Direct speech favored.

- A lot of ellipsis.

- Many question tags.

- Performance effects (hesitation, repeats, false starts, incompletion, syntactic blends).

I.2.10 Teacher's Role

The teacher roles in communicative classroom are facilitating learning, managing activities, and advise their students (Littlewood, 1981). Thus teachers in their teaching role should be flexible to promote an effective teaching and learning for their students. They should be facilitators, advisors, monitors, mistake and errors correctors, a lecturers, , diagnosticians, supervisors, participants, observers and most of all, learners, to create a learner-centered Environment and such situations in which communication can take place among the students. Moreover teachers must give their students chance to communicate and interact even if they make mistakes and provide them with such types of communicative activities which help them to learn rapidly. (Breen & Candlin, 1980).

I.2.11 Students' Role

Communicative classroom is learner-centered classroom in whish learners' plays different roles and responsibilities. Thus learners should participate and work hardly through cooperative activities without being shy or anxious. They expected to stay comfortable when listening and speaking to their peers and be responsible for their own learning. They are communicators and actively engaged in negotiating meaning and making themselves understands. (Larsen-Freeman, 1986).

I.3 Conclusion

This chapter has been devoted to review the literature that is concerned with theories of communication and communicative language teaching. It provided the readers with the major theories from different scholars and educators. Then it showed the difficulties that teacher's and student's face in communicative teaching and learning process. At the end of this chapter was mentioned some elements about some effective principles and strategies that have been proved to be beneficial in reinforcing and increasing learners' communicative abilities.

II.1 Introduction

This chapter is devoted to represent the practical side of the research work. It describes the main instruments employed in the investigation. It also aims at eliciting the teacher's and the students' opinions about the effect of the strategies implemented for the development of the EFL learner's communicative abilities. In addition it focuses on presenting and analyzing the collected data provided by the teachers and the learners. It furthermore, attempts to find out the best ways and strategies that teachers have to adapt in their classes to enhance the communicative competence for their learners.

II.2 Methodology

This research aims to come out with data through the use of descriptive methods which describe the situation. The participants of the study are teachers and the 3rd year EFL students at the level of the department of English at the University of Ain Temouchent. the researcher has submitted a questionnaire for the students and the teachers, as a tool to investigate the hypothesis which states that classroom communication is an effective way or strategy to promote the student's abilities.

II.2.1 The participants (Population)

The population used for this study is composed of students of third year LMD students at the department of English at Belhadj Bouchaib University of Ain Temouchent. I have randomly chosen (30) students since they have experienced classroom communication at least for two years. For the teachers' we have selected (10) to participate in answering the teachers' questionnaire to provide us with a deep view about the importance of classroom communication.

- **The Teachers**

We have dealt with a sample of ten (10) teachers to collect Information about the impact of the effective strategies to promote the EFL learners' communicative   skills.   Since   they teach oral expression sessions, they are aware of the importance and the role of classroom communication in enhancing the learners' speaking competence.

- **The Students**

We have dealt with thirty (30) students chosen randomly out of the total population. The latter was selected as a sample to elicit students' opinion on testing the efficiency of strategies used for communicative competence since they have learnt oral expression for two years. Thus, they are expected to provide us with reliable data.

II.2.2 Tools of Research

In this work, the researcher has adapted a descriptive method which is tackled quantitatively and qualitatively to collect data by which two questionnaires are conducted to be answered by EFL teachers and students to investigate the validity of the suggested hypotheses.

    o **The Questionnaire**

Questionnaires are doubtless. They are the primary sources of obtaining data in any research endeavor. However, the critical point is that when designing a questionnaire, the researcher should ensure that it is "valid, reliable and unambiguous" (Richards & Schmidt, 2002, p. 438 as cited in zohrabi 2013)

A questionnaire can serve as an inductive method with the aim to formulate new theory, where open-ended questions are used to 'explore a substantive area' (Gill & Johnson 2001 as cited in zohrabi 2013). It allows the researcher to gather a significant amount of data at relatively little cost. Questionnaire distributed by post can be posted to the target group, and the latter can choose to answer whenever it is most convenient for them (Gilbert 2001 as cited in zohrabi 2013)

Of the two main types of questionnaires, descriptive and explanatory, questionnaires help the researcher to gather data either to explain different phenomena or to explain cause-and-effect relationships between different variables respectively (Gilbert 2001 as cited in zohrabi 2013).

    o **Description of the Student's Questionnaire**

The questionnaire has become a staple technique to back up the validity of any research work. It is used in this study in a reasonable way to extract information about our problem set. The questionnaire consists of eleven questions, four are close- ended questions requiring from the students to elicit "yes" or "no" answers. Six questions are set to be responded through ticking the appropriate choice, and one is open ended question by which students are invited to justify their answer.

    o **Description of the Teacher's Questionnaire**

The teachers' questionnaire consists of twelve questions, one question is close- ended question requiring from the teachers' to elicit "yes" or "no" answer. Six questions are set to be responded through ticking the appropriate choice. And five are open ended questions by which teachers are invited to justify their answers and give personal suggestions.

II.2.3 Data Analysis (Description)

The following section will describe and analyze the data collected from both teachers and students questionnaires.

II.2.3.1 Analysis of the Students' Questionnaire

Question 01- How is your English?

The answers of the first question were subdivided into four main elements Summarized in the following pie-chart:
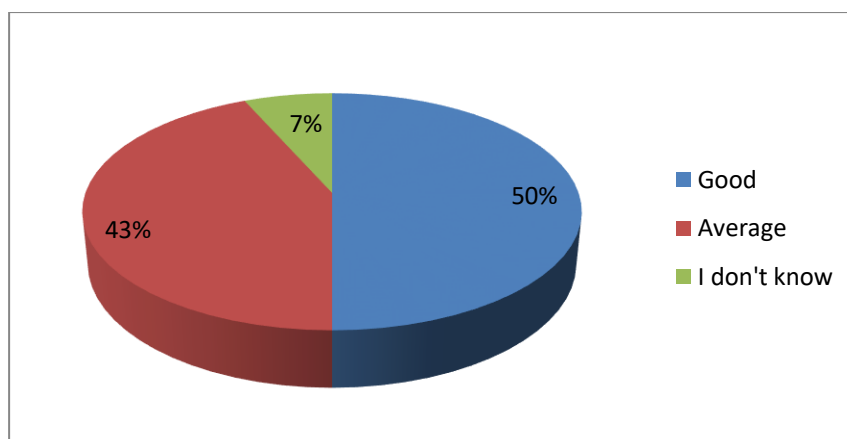
Pie chart 2.1: Student's Level in English Language

In the first question (30) students were asked about their level in English language. 15of the students (50%) admitted that their level in English is good. Whereas 13 of them (43%) said that their level was average, only two of the students (07%) said that they did not know.

Question 02- In which of these skills do you find difficulties?

a. Listening   b. Reading

c. Speaking   d. Writing

e. No one

This pie chart illustrates the student's skill's difficulties.
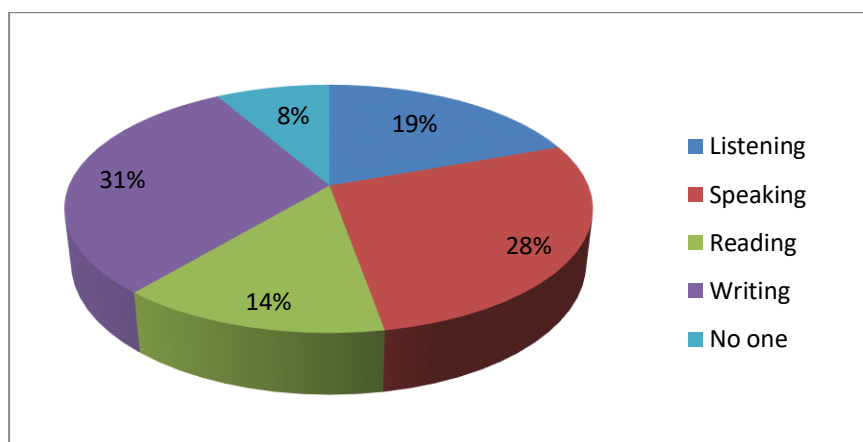
Pie chart 2.2: Student's Skills' Difficulties

eleven students (31%) of the participants had difficulties in writing, 10 of the students (28%) faced difficulties in speaking, 07of them (19%) with listening, 05, (14%) with writing and 02, of the participants (8%) said that they have no difficulties at all. in this question students has been asked to mention others difficulties they faced, some of them said that they are suffering from the miss understanding, others said that they can't concentrate and can't focus, and others declared that they can't express their ideas clearly, correctly and easily.

Question 03- What are the difficulties you face when speaking?

a-   Vocabulary

b-   Pronunciation

c-   Grammar

This bar graph shows students difficulties in speaking.
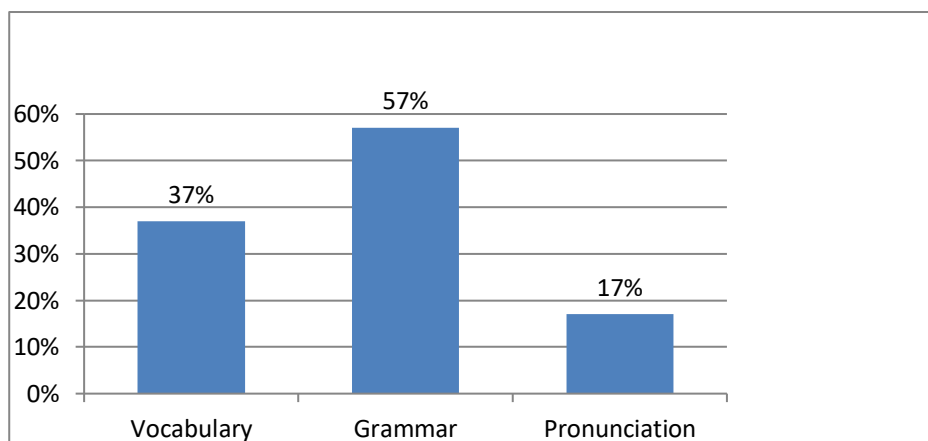
Bar graph 2.1: Student's Difficulties in Speaking

The majority of the students 17student (57%) admitted that they faced difficulties in grammar. 11 of the students (37%) faced difficulty in vocabulary and05 of them (17%) had bad pronunciation when they speaking.

Question 04- In your opinion with whom your teachers work during the lessons?

a-   With good students alone

b-   With whole class (give chance to all to participate)

The students' opinion of are detailed in the following pie chart:
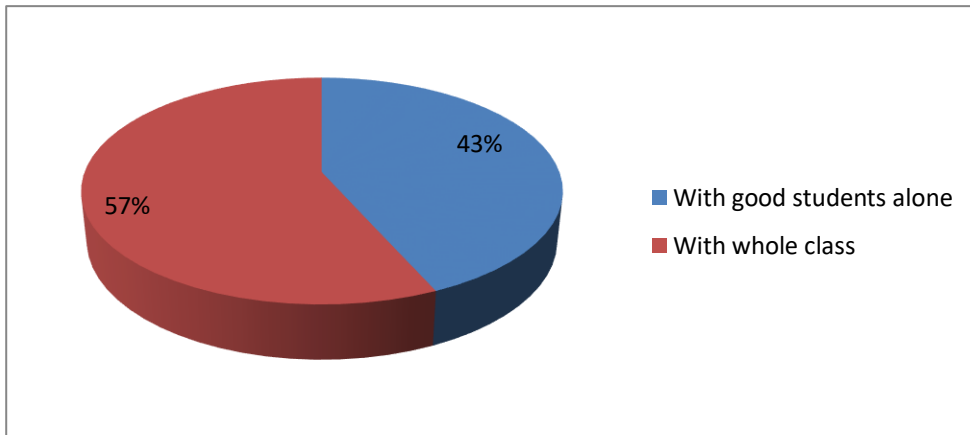
Pie chart 2.3: Teacher's Attitude Towards their Students

It was very important to know to what the extent the students thought or feel about their teachers during the class communication. This question demonstrates that 17 learner's (57%) stated that their teachers always work with whole class. While 13 of them (43%) stated that their teachers work with good students only.

Question 05- Do you feel that your teachers encourage you and give you opportunities to communicate?

  a- Yes

  b- No

This pie-chart gives details about how the students feel about their teachers:
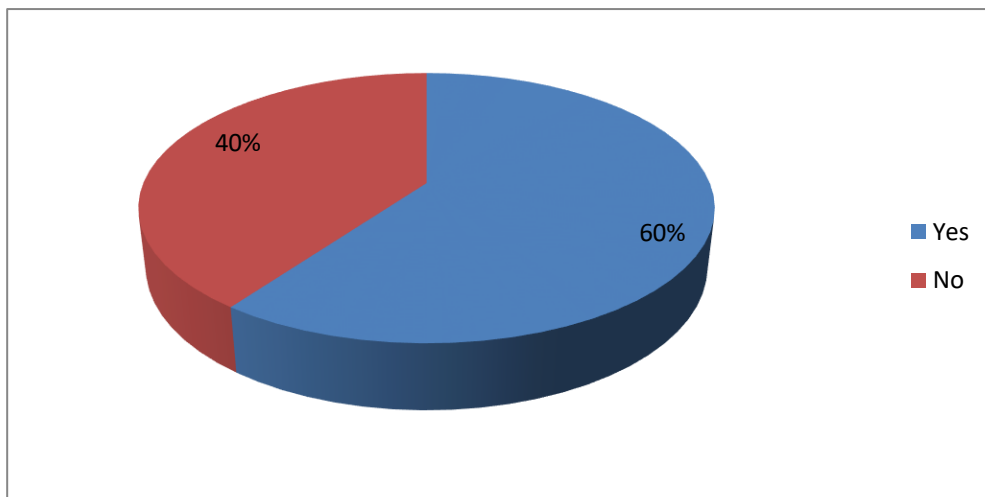
Pie chart 2.4: Communication Opportunity Provided

Here about 18 learners (60%) felt and agreed that their teachers encourage them and give them the opportunities to communicate, in the other hand 12 of the learners (40%) don't think so.

Question 06- what do you feel when you are asked to answer questions or to participate? and Why?

a- Ready to answer and confident

b- Avoid answering

c- Shy

d- Embarrassed

The data collected of this question is illustrated in the following bar graph:
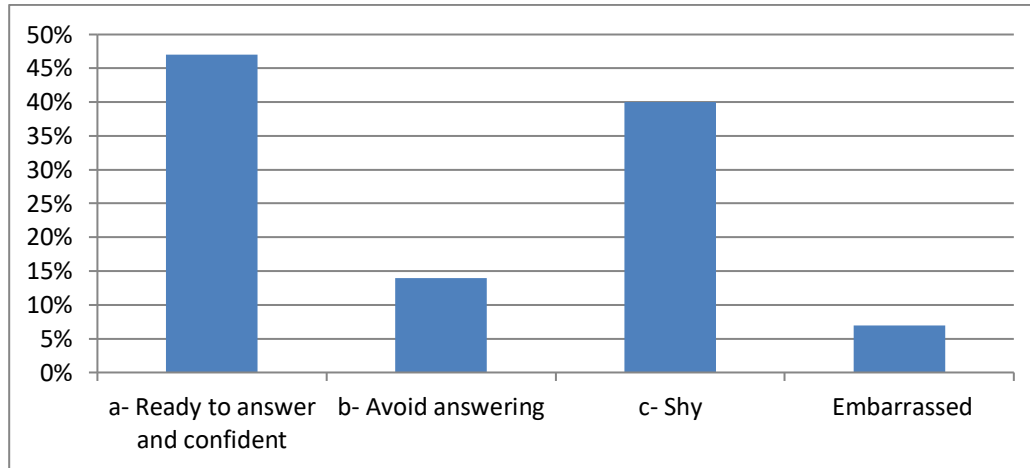
Bar graph 2.2:Student's Feelings While Communicating During the Class

Here 14 of the students about (46.66%) claimed that they were ready to answer and confident while communicating with their teachers and classmates because of they have no fear to answer and express their ideas. Because they are capable and the answers is something normal they can not just ignore it and they feel good when they asked, also they said that it does not matter if their answers are not correct the most important is charring their ideas and exchange the information with their classmates and if the answer are wrong they will try again and again and never to give up. when 04 of the students (13.33%) have stated that they are sometimes avoiding answering under the reason of that the teachers would not be convinced with other opinion or will not understand them or the question are not good or easy so just keeping silent. 12 students (40%) has responded that they are being shy of making mistakes and cannot talk in public. 02 students (06.66%) are embarrassed because of the lack of confidence or being wrong.

Question 07-What is the reaction of most of your teachers when you do mistakes?

a- Interrupt you and correct

b- Let you finish then correct

c- Ask your classmates to correct

The following question was designed to know the teacher's reaction or attitude toward their student's while making mistakes. The given results are summarized in the Following pie chart:
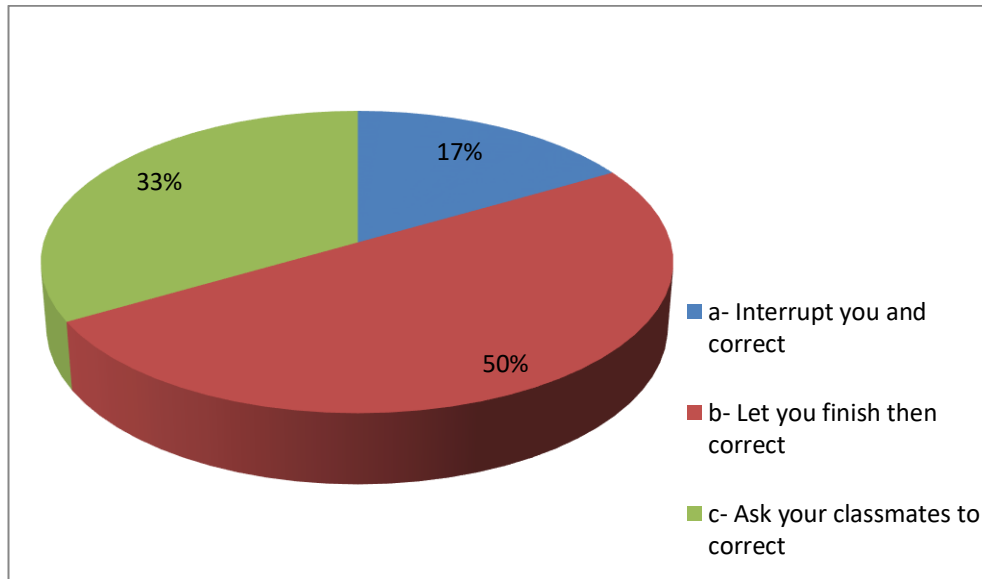
Pie chart 2.5: Teacher's Reaction to the Student's Mistakes

15 of the students (50%) said that their teacher's let them to finish then correct them while making mistakes.10 respondent (33%) claimed that their teachers ask their classmates to correct them. And the rest 05 of the participants (17%) indicated that their teachers interrupt them to correct their mistakes.

Question 08-Do you feel any improvement in your classroom interaction?

   a- Yes
   b- No

This question is supposed to investigate whether students achieve a development in their classroom interaction .The following pie-chart gives details about that:
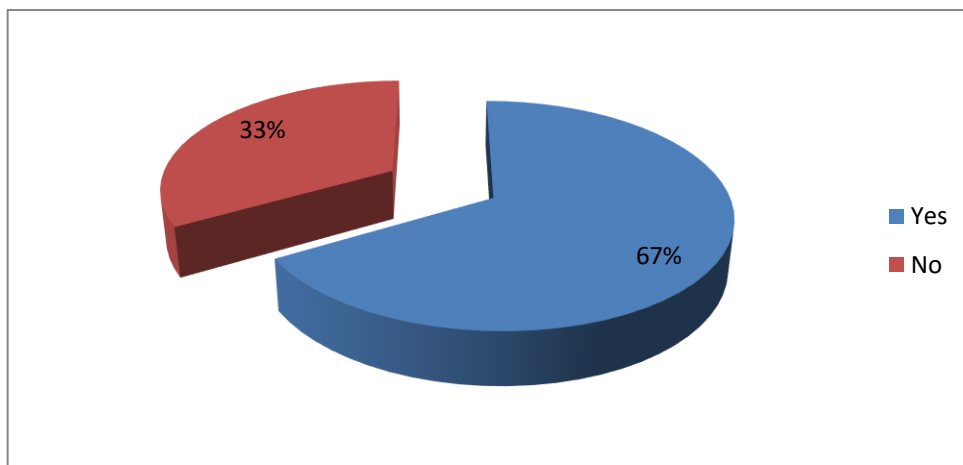
Pie chart 2.6: Student's Improvement through Classroom Interaction

From what is shown in the pie chart above, we can deduce that 20 learners proclaimed that they did benefit from the act of interacting and they feel with a clear improvement in the class. While 10 of the students (33%) declared that they did not get any development.

Question 09: Does the teacher give you the chance to comment on your peer's works and intervention?

    a- Yes

    b- No

    The following pie char illustrates the given results:

Pie chart 2.7: Comment and Discussion Opportunity Provided

20 students (67%) have said that they are always given the opportunity to discus and comment on their classmates work and intervention, while the other 10 students (33%) has responded that they have never been asked to comment on their peers work.

Question 10: The communication topics selected by your teacher are:

    a- Very interesting

    b- Normal

    c- Boring

The quality of the communicative topics chosen by the teachers are introduced in the following pie chart :
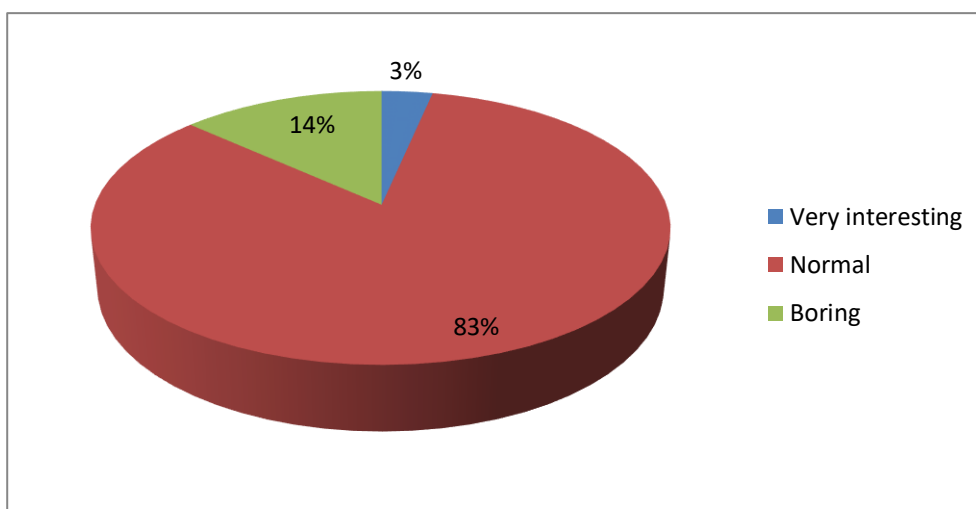
Pie chart 2.8: Quality of Communicative Topics

From what is shown in the pie chart above the outcome revealed that only one student (03%) find that the topics chosen by his teachers are very interesting, while 25 of them said that the topics are very normal. the rest 04 students (14%) claimed that they feel bored because of the topics chosen by their teachers.

Question 11: Are you ready to make a conversation or dialogue with native English language speakers?

    a- Yes

    b- No

The following pie chart illustrates all the results concerning the question above:
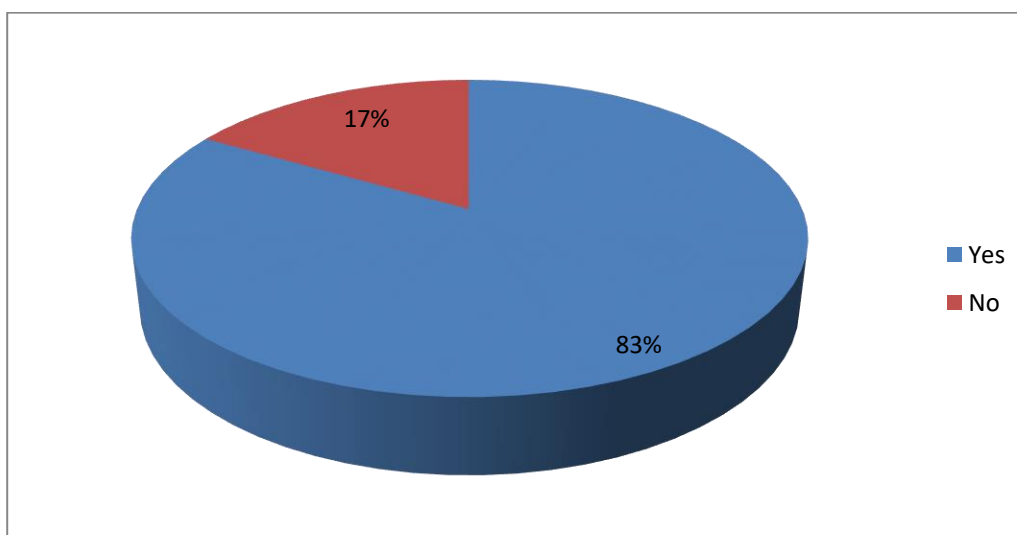
Pie chart 2.9: Student's Readiness of Communicating as Native Speakers

This question is supposed to investigate whether students feel themselves able or ready to communicate and to make a conversation or dialogue with English native speakers.

Therefore, 25 learners proclaimed that they can make easily a long conversation with English native speaker and the other 05 students (17%) declared that they can't.

II.2.3.2 Analysis of the Teachers' Questionnaire

Question 1: Degree(s) held.

- a- BA (Licence)
- b- MA (Magister)
- c- PHD (Doctorate)

The following details the results:
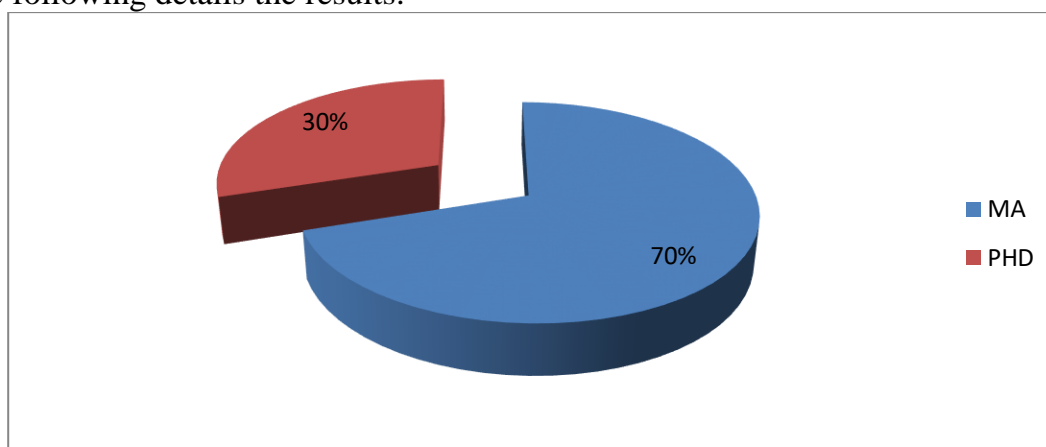
Pie chart 2.10: Teachers' Degree.

When teachers were asked about their degree, the majority of them declared that they have obtained the MA (magister) degree, and only 3 teachers have the PHD (doctorate) degree.

Question 2: According to you teaching English is:

- a- Grammar, vocabulary and pronunciation.
- b- How to communicate using language patterns.
- c- Both.

The results of this question illustrated in the following bar graph:
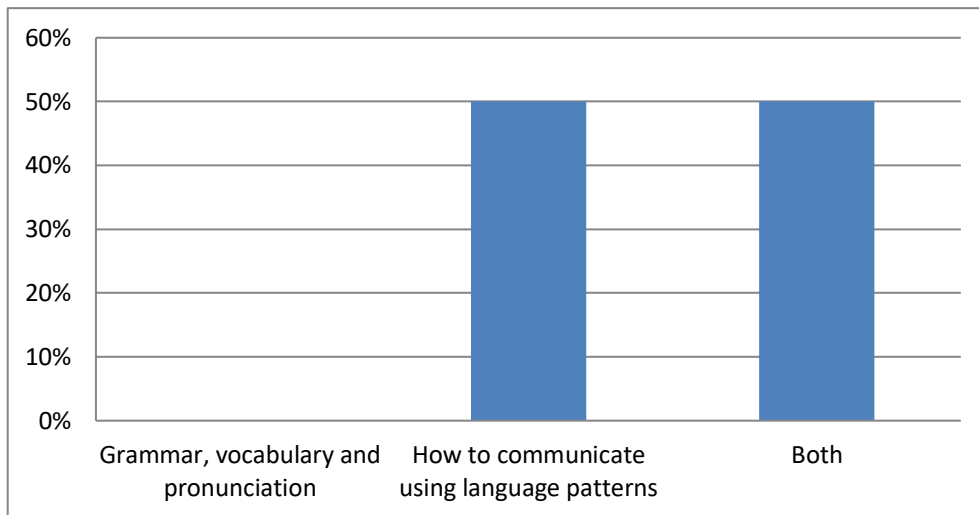
Bar graph 2.3: Teacher's Opinion about Teaching English

Five of the respondents (50%) agreed that teaching a language means teaching how to communicate using language patterns, whereas the other five participants (50%) believed that teaching a language is not only teaching grammatical rules, lists of vocabulary and how to pronounce, or only how to communicate, but teaching both of them.

Question 03: Do you think classroom communication is:

  a- Very important

  b- Less important

  c- Indifferent

  d- Not important

All the teachers' (100%) declared that classroom communication is very important.

Question 04: -What are the skills that you think that are helpful to communicate in the classroom?

  a- Speaking

  b- Listening

  c- Reading

  d- Writing

  e- All above

The following table gives details about that:

	speaking	reading	Listening	writing	All above
Teacher 1					✓
Teacher 2	✓		✓		
Teacher 3	✓		✓		
Teacher 4					✓
Teacher 5					✓
Teacher 6					✓
Teacher 7	✓	✓	✓		
Teacher 8	✓		✓	✓	
Teacher 9	✓			✓	
Teacher 10	✓		✓		
percentages	60%	10%	50%	20%	40%

Table 2.1*:* Teachers' Opinions about Helpful Skills for Communicate in the Classroom

It was important to know which language skills that the teachers focused on. (60%) goes to the speaking skill, than (50%) for the listening skill, on the other hand (20%) on writing skill and for reading just (10%). (40%) of the teachers claimed that they emphasized their teaching on all the important four skills.

Question 05: Did you try to make your students aware about the importance of the writing and the speaking skills to convey their messages?

   a-   Yes.

   b-   No.

The pie chart below chow us the teachers' attitude toward making their students be aware about the importance of the writing and the speaking skills to convey their messages**.**
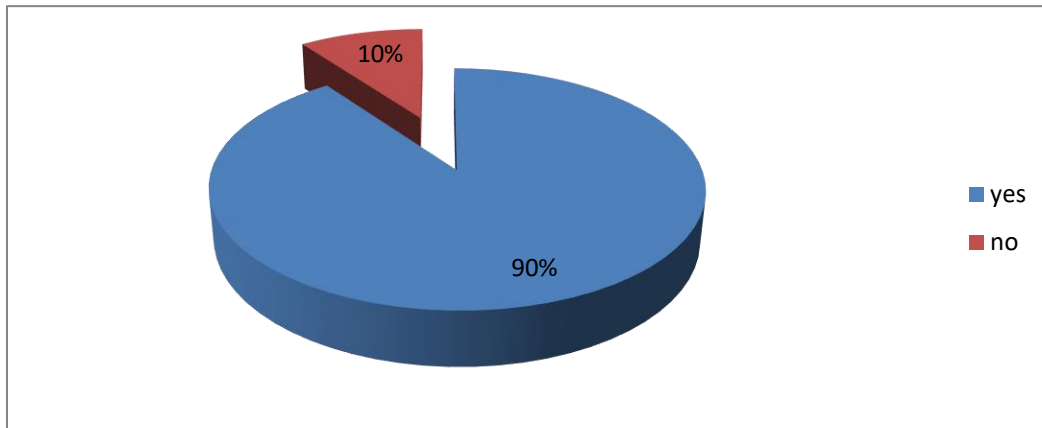
Pie chart 2.11: Teachers' Attitude toward making their Students aware about the Importance of the Writing and the Speaking Skill

One of the participants (10%) claimed that she did not try to make her students aware about the importance of the writing and the speaking skills to convey their messages because of her students already know It. where the other Nine of the participants (90%) confirmed that they were always trying. And they mentioned how as follows:

- This is done through giving them homework's to encourage them to use their writing abilities and through encourage them to participate to exploit their speaking skill.

- By highlighting the importance of producing language (speaking and writing) for language development.

- To deal with activities, that makes use of the four skills. I provide the opportunity to develop each skill.

- I make more importance in the assessment of these two skills to push the students to do their best in order to develop their writing and speaking as well.

- Through advice and involvement.

- I always advise my students to extensively read and listen to native speakers vie dialogues, blogs, social media and even with their mates.

- Practice in class through giving them opportunities to write and to speak.

- Vie giving them the opportunities to express themselves orally and in writing.

- Reading their exam sheet, repeating their speech and see how and what did they try to convey to me as a teacher.

Question 06: Do you give more time to your students to express their ideas freely?

   a- Yes

   b- No

The table below gives detail about that:

	YES	NO
Teacher 01	✓	
Teacher 02	✓	
Teacher 03	✓	
Teacher 04	✓	
Teacher 05		✓
Teacher 06	✓	
Teacher 07	✓	
Teacher 08	✓	
Teacher 09	✓	
Teacher 10	✓	✓
percentage	90%	20%

Table 2.2: Teachers' Attitude toward Giving their Students time to express their Ideas

These results denote that one participant (10%) did not give the students the time to express themselves freely and added that it depends on the time allocated. In the other hand another one participant (10%) had responded with both "yes" and "no" answers and said that: we have to teach students how to express themselves freely and control that expression by time and what to say, so " yes" to expression and "no" to not to be lost saying whatever.

Almost of the participants (80%) announced that they were always given their students the opportunities to express their ideas freely and they justify their answers as follows:

-I give the learners a voice to express themselves without interrupting them even if they make mistakes; I also give the opportunity to peers to interact.

-learning is supposed to be learner centered; learners should be autonomous, encouraging active learning.

-not clear how?

-in order to increase students talking time (STT) I do usually interrupt explanation because I believe that allowing learners to express their ideas can increase their self confidence, thus increase their speaking and communication ability.

-giving the student a sort of self confidence to express his ideas would help him to communicate in a good manner.

-students have to feel free to communicate better.

-yes, it is important for them to develop their communicative competence and to practice thinking.

- Opening debates with them about the topics discussed in the classroom.

Question 07: What is the role you play in classroom?

  a- A manager

  b- A facilitator

  c- An instructor

  d- All the above.

The question is intended to discover the role that teachers think they must perform during communicative classroom. The given results are detailed in this table:

	A manager	A facilitator	An instructor	All the above
Teacher 01				✔
Teacher 02				✔
Teacher 03		✔		
Teacher 04		✔	✔	
Teacher 05				✔
Teacher 06				✔
Teacher 07				✔
Teacher 08		✔		
Teacher 09				✔
Teacher 10				✔
percentage	00%	30%	10%	70%

Table 2.3: Teachers' Role.

The results obtained denote that (07) participants (70%) of the whole sample stated that they play all the roles in order to facilitate learning and communication in the classroom, While, (02) teacher declared that they are just a facilitators of learning in the communicative classroom. The remaining one teacher claimed that he play role of both a facilitator and an instructor.

Question 08: What do you do if one of your students commits a mistake when communicating?

       a- You correct him directly

       b- Let him finish and then correct

       c- Get his peers to correct

The following table illustrates the given results:

	You correct him directly	Let him finish and then correct	Get his peers to correct
Teacher 01		✓	
Teacher 02	✓	✓	
Teacher 03		✓	
Teacher 04	✓	✓	✓
Teacher 05		✓	
Teacher 06	✓	✓	✓
Teacher 07	✓	✓	
Teacher 08			✓
Teacher 09		✓	
Teacher 10		✓	✓
Percentage	40%	90%	40%

Table 2.4: Teachers" Attitudes towards Correcting Students' Mistakes

It is obvious from the table above that most of the teachers (90%) prefer to correct their students later and give them the opportunity to finish. Some others (40%) ask other students to correct each other, however, (40%) of the teachers' state that they interrupt their students to

correct them. all the participants has been asked about the reasons of their attitude toward correcting their students mistakes so they responded as follow:

-let him finish for Not to inhibit him from producing sentences.

-let him finish to avoid frustrating him, the correction is not always necessary.

-let him finish because we think that interruption provokes him to commit other mistakes or disturbing his ideas.

- Correct him directly, let him finish and get his peers to correct. it all depends on what type of mistake he/she has made, how important is to correct it or not to correct it, it is also a matter of time, constraints and mood.

- Let him finish, this procedure will develop self esteem and makes them more confident.

- depends on the context, sometimes I correct directly, sometimes I let him finish if his idea is very important.

- let him finish to avoid making them feel embarrassed by correcting them before finishing plus get his peers to correct because they accept correction from their peers easily.

-get his peers to correct for encouraging collaborative group work, active learning and peer reviewing.

- correct him directly or let him finish then correct, it is a matter of habit.

-sometimes when the mistake is serious I correct him directly. I always welcome the peers' correction when it is happened. Over correcting learners directly can handicap them. Doing it from time to time smoothly would not really harm them. Correction their expression allows learners to express their thoughts without interruption and having recourse to peer correction can be very beneficial as it creates interaction among learners and encourages more learners to exploit their communicative abilities.

Question 09: Do you encourage your students and give them the opportunities to communicate with you and with one another?

    a- Yes

    b- No

In this question all of the teachers (100%) were confirmed that they really encourage their students and gave them the opportunities to communicate with them and with their classmates.

Question 10: Do you involve and encourage the silent and shy students to speak?

    a- Yes

    b- No

Regarding teachers answers, all of the ten participants (100%) stated that they always involve and encourage the silent and shy students to speak through:

- Making them participates.

- Not all the time, but I believe that allowing learners to express their ideas can increase their self confidence thus increase their speaking and communicative abilities.

- Integrate them in the lesson at certain convenient time not to embarrass them or to make them the center of focus of their classmates but rather just important feel as them.

- Ask for their opinion on simple matters and be sure that this kind of learners will be able to answer.

In group works students in group works, students are to be involved in team work and encouraged to interact without fear or shame.

- Motivation is necessary in this field because the teachers' role is to motivate his students.

- Engaging them in pair works or group works where they feel comfortable. Asking them to communicate in easy topics.

- Not to be harsh with them.

- Some students are shy and silent; I always try to involve them in group works and assign home works and ask direct questions appropriately.

- By encouraging them.

Question 11: What are the activities and topics you use to create a successful communication?

It was important to know whish activities and topics the teachers focused on. In this question teachers were asked about the activities and topics they use in their learning whish create a successful communication, and the answers were as follow:

- First respect students needs; they are young adults.opt for realistic situations, role play activities and motivating atmosphere.

- Dialogues, peer role and pair work.

- Discussion, debates, plays and role plays.

- Free topics.

- Topic discussion, debates role plays and storytelling.

- It depends on the subject matter I try to involve the learners to give feedback on their classmates' participation.

- The topics that concerns the students.

- up to date topics because students feel comfortable to talk about those kinds of topics.

- Peer-peer discussion.

Question12: Can you say that your students are ready to communicate fluently?

    a- Yes

    b- No

The following table details all the results:

Teachers answers	Yes	No
Teacher 1	✓	
Teacher 2		✓
Teacher 3		✓
Teacher 4		✓
Teacher 5		✓
Teacher 6		✓
Teacher 7	✓	✓
Teacher 8		✓
Teacher 9		✓
Teacher 10		✓

Table 2.5: Teachers' Attitude toward Students' Fluency

One claimed that his students are ready and able to communicate fluently, and another participant responded with "yes" and "no" answers. Whereas; eight respondents (80%) said that they are not yet ready to communicate fluently, the second part of this question is:

If no, because of:

    a- Lack of motivation

    b- Lack of interaction

    c- Not enough practice

The pie-chart below gives more details about the results:
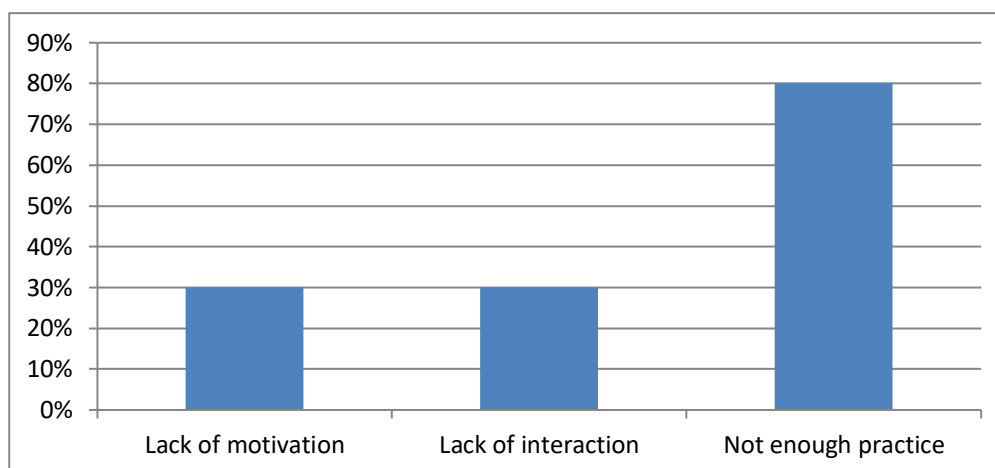
Bar graph 2.4: Teachers' Attitude toward Students' Fluency

All of the nine participants (90%) claimed that their students are unable and not ready to communicate fluently under the reason of lack of motivation (30%), (30%) because of lack of interaction, and (80%) cause of students not enough practice. Then some of the teachers added more reasons are listed as follow:

- Lack of interest.

-Lack of willingness and care.

-lack of ICT's; teaching is still teacher centered, and the weaknesses or the gaps within syllabus and curriculum.

-students are to feel at ease to interact. They also need to understand that making mistakes is a way of learning and part of it.

II.3 Conclusion

The second chapter from the two analyzed questionnaires (one for students and the other for teachers') reveals that students and teachers give a special importance to communication in classroom. They believe that promoting it can have a huge positive impact on learners' abilities and capacities. It gives the opportunity to receive comprehensible input and feedback. So, through a regular Communication with others, learners can try new hypothesis about how English works and then increase the pace of their communicative abilities. At the end it is worth to say that because of the teachers' intentions and pedagogical communication plus the good nature of the classroom social climate and effective interaction management we can guarantee stronger and powerful communicative abilities.

III.1 Introduction

This chapter explains and shows the suggestions and the recommendations related to the teaching of English as a foreign language in the communicative context within several effective techniques. It discusses the ICT's as the best techniques and tools to meet the needs of particular teaching objectives. It also sheds the light on increasing the EFL teachers and learners' motivation, consciousness-raising and awareness towards communication and its effectiveness in the learning of the second language. Beside activities that promote authentic communication in the class.

III.2 Effective Techniques to promote EFL Classroom Communication

Techniques are one of the factors which make teaching and learning effective, meaningful and successful. We mean by Techniques the ways, means, strategies and tips adopted by the teachers to direct the learner's activities toward an objective.

According to Harmer (1998) the communicative teaching involves activities focus on the same basic pattern: **Engage-Study-Activate**. Teacher With this three basic elements of ESA grade will make his students feel interested with the topic he presented.

Engage: it is the first and the most important element in these ESA grade. Engaging usually used by the teachers when the students seems to be bored so they work hard to grab the students` attention and involve them around the theme proposed and arouse students` interest by involving their emotions with activities and materials which engage students such as games, music, discussions, stimulating pictures, dramatic stories, amusing anecdotes, etc. (Harmer1998).

Study: In this element the students have to focus on language or information and how it is constructed. In other words teachers must make their Students tend to investigate and understand the elements composed by the grammatical features. Practicing the study includes several ways; the teacher can explain the grammar or the students can study by themselves inductively by making group works and open for discussion, etc. (Harmer1998).

Activate: it gives students an opportunity to practice all what they learned within a range of designed activities provided by the teacher or the course books to make students be able to use language freely and 'communicatively' and output the language. The activities

used within this section usually include: role-plays, drama activities, discussions, drawings, dialogues, etc. (Harmer1998).

Many researchers (Richards et al 2002, Harmer1998, Amanda Hilliard 2014, Mak 2011) in the didactic field have considered the use of visual aids as effective techniques to provide the learners' communication abilities and skill because they not only facilitate the learning process, but they motivate students and make the course interesting as well.

III.3. Communication Aids

Richards et al (2002) have classified these aids into three main categories: the audio materials, the visual aids and the audio-visual aids.

III.3.1 Audio materials:

they encompasses all what is audio hence it concern materials that provide learning by hearing like radio, record players, songs, language laboratory…etc. this type of materials make the learners pay attention to what they listen and try to understand so It gives students the opportunities to hear English from native speakers and interpret what they hear. (Richards et al 2002). Some audio aids are as follow:

- **Radio**

Radio programs are of two types: radio programs that carry general discussions on social issues and education radio broadcasts in which students and teachers can participate. Listening to radio programs can be very useful in learning any language especially the education radio broadcasts however; listening to a radio program needs good listeners as for radio program cannot be repeated, also when you listen you should have your own paper and pencil to take notes and ideas (Philip J. Grise Jr, Kenneth I. Epstein & Teri G. Lukin 1974).

- **Record player**

It helps students to improve their fluency and pronunciation by recording their own speeches Through the use of tape recordings. It may be also helpful for the teachers to evaluate their students' speaking skills and to know their weaknesses and mistakes to correct them later (wisslow Kelly and Thomas J.serb 1961).

Songs: it is an amazing way of learning, learners find themselves learn the target language and have the opportunity to listen native speakers utter that language correctly (Richards et al 2002).

III.3.2 Visual aids:

it requires the involvement of learners' visual senses whish enable them to understand what is being shown. In language learning visual aids help in improving the four macro skills of the language (Richard et al 2002). There are different types and functions of visual aids listed as follow:

- **Handout**

It includes any written information's. It is so helpful to make the learners encompass everything inside the classroom (Thomas L.means, 2012).

Black-board; it is a very old teaching aid used by teacher to write on anything he wants to explain or teach to his students. It is very useful for teachers when they try to explain difficult words and questions (wisslow Kelly and Thomas J.serb 1961).

- **Pictures**

There are two types of pictures, Text pictures which are founded in texts and usually designed for beginners. And Class pictures which are divided into two; picture cards and wall pictures. Picture cards or post cards are very helpful in language teaching. In other hand Wall pictures include maps, posters photographs that represent things that cannot be brought to the classroom. All types of pictures are very helpful and important for presentations and question and answer drills because we describe through them what we cannot describe by words (Thomas L.means, 2012).

- **Charts and Maps**

This aid usually used by teachers when they need diagrams that cannot be drawn on the black-board. Charts are very important for presenting and practicing structures and vocabulary. Maps are useful in showing the location of places, mountains, rivers, seas, oceans, deserts …etc (Thomas L.means, 2012).

- **Posters**

They are a large size pictures, it gives a wide range of illustrative technique that can be used in the class (Thomas L.means, 2012).

- **Screens**

They can be very useful inside the classroom especially in the presentations and in using pictures, PowerPoint and slides. (wisslow Kelly and Thomas J.serb 1961).

III.3.3 Audio-visual aids

It is about audio and visual aspects which can be heard and seen in the same time.

- **Television**

Programs of television can be very important and useful for teachers, they may ask their students to see a T.V. show then make it under discussion (ANDRÉ LESTAGE 1959)**.**

- **Computer**

Nowadays computer is very helpful for the learners as a tool of learning a language because of its properties in store, organize and find information (Richard and Rodgers, 2001).

- **Video**

It is considered as an effective way in teaching the communication skills since it is the only way to expose students to the foreign language. Nowadays, educational video CDs are available with video libraries in the market so teachers must ask their learners to buy these videos and how to be familiar about how to use the material effectively (Harmer, 2001).

- **Films**

It is very useful technique. Teachers can use films in their teaching to attract the attention of students to the screen and to the picture and words on it. The advantage of films is that they are direct, permanent and easy to be handled and carried (ANDRÉ LESTAGE 1959)**.**

Scholars consider that teaching aids are very useful techniques for both teachers and learners, thus to succeed in the use of those aids effectively, must take into consideration some aspects:

- Aids must be placed or held where all can see.
- Teaching aids should be used to achieve specific objectives.
- Teaching aids should be suitable for the maturity level of the students.
- Teaching aids must be used skillfully.
- Technical quality of the aids should be good.
- Use variety of aids.
- Choose the suitable aid for the suitable activity.

- The frequency of using audio-visual aids should be taken into consideration.(Richard et al 2002).

III.4 Communication Strategies

According to Amanda Hilliard (2014) there are many strategies and tips teachers should implement in their classes to increase student communication time.

III.4.1Create a Communicative Classroom Environment

According to Mak (2011) students Fear from peers and teachers, negative self-evaluation, negative attitudes towards English classes, and fear of failure develop and increase students' anxiety toward communicating in class. He argued that Teachers can create a communicative classroom environment by:

• offering positive encouragement,

• limiting error correction while students are talking,

• allowing adequate wait-time for students to speak,

• giving students preparation time before speaking in front of the class, and

• ensuring that other students offer positive feedback and support. (Amanda Hilliard 2014).

III.4.2 Implement More Authentic, Communicative Classroom Activities

Teachers can develop authentic communicative activities (such as pair work, group work, discussions and debates, task-based activities and games, Presentations, role-play, a negotiation) which motivate students and help them to build their communication proficiency skills and enable them to use English outside the classroom. (Amanda Hilliard 2014).

III.4.3 Incorporate communication Games into Lesson Plans

Students usually enjoy learning by games so when teachers provide them with meaningful games, they will be more motivated. (Amanda Hilliard 2014).

III.4.4 Start Each Class with a Speaking Activity

At the beginning of each class teachers have to make their students speak at least 5 to 10 minutes by asking some questions. Here are some tips or ways for teachers to start their courses with speaking:

• Prepare a picture of the day for students to talk about.

• Open with daily discussion questions.

• Begin each day with short conversation starters.

• Start the class by having the students discusses the current event, and rotates the group discussion leader each day.

• Give students the first sentence to a story and have them complete it by adding a new sentence, one at a time, in groups. (Amanda Hilliard 2014).

III.4.5 Let Students Do the Work for You

Teachers must give their students the opportunities to do some works in the class. It is a useful technique to increase student talk time while decreasing teacher talk time through allowing their students to:

• pick the topic of discussion.

• lead the class in speaking activities.

• Call on other students.

• read directions or instructions loudly.

• answer questions posed by their classmate. (Amanda Hilliard 2014).

III.4.6 Have Students Ask More Questions

Teachers must think of ways which give students the opportunity to ask questions Instead of asking all the questions by themselves. Good opportunities such as:

• After any lesson or activity, let students write their own questions to check comprehension and call other students to answer.

• If students give a presentation, make other students ask questions afterwards.

• Encourage students to ask questions in class by using information gap activities in which students must work together to fill in missing information. (Amanda Hilliard 2014).

III.4.7   Have Students Summarize

It can be a very useful and important technique which increases student's fluency and communication abilities. Teachers have to ask their student to summarize after completing any lesson or activity, or after students give an answer to a question, another way to encourage students to practice summarizing is for students to tell stories and retell real facts such as history, old stories, legends…etc. (Amanda Hilliard 2014).

III.5. Effective Communication Skills for Teachers

Following are some of the useful and practical communication skills that a teacher must have to increase motivation and the learning process according to Kabita Das (2014):

III.5.1.   Positive Motivation

It is an important thing that a teacher must possess. Teachers must involve their student's enthusiasm and interest and remove any fear and inhibitions that a student may have towards any subject he proposes (Kabita Das 2014).

III.5.2.   Effective Body Language

Body language makes the teacher stronger and powerful because it can create good impression in the minds of the students. Thus, teachers must use their body and maintain the volume, tone and rhythm of their voice during a lecture language to make their students understand more. (Kabita Das 2014).

III.5.3.   Sense of Humor

It is one of the most effective factors which facilitate and make the learning very funny. A good sense of humor keeps the students active and interested in the teacher's class. Unfortunately Teachers who are dour and lack sense of humor underestimated the importance of this factor. (Kabita Das 2014).

III.5.4.   Understanding the Students

Teachers should understand their students and encourage them to communicate and ask them to express their opinions and point of view freely (Kabita Das 2014).

III.5.5.   Team Formation

Team formation will increase the interaction among the students and the teacher by dividing the classroom into small teams or groups and ask them to solve different problems or complete assignments (Kabita Das 2014).

III.5.6.   Technical Skills

This will help students to keep up their interest in the learning process by the use of teachers the latest teaching aids like computers, video conferencing and especially the use of internet (Kabita Das 2014).

III.6 Authentic Communicative activities

Communicative activities create and give students several opportunities to use a foreign language in an interactive learning and for communicative purpose. Harmer (2001, p85) states that communicative activities involve students in real or realistic communication, where the accuracy of the language they use is less important than successful achievement of the communicative task they are performing. Thus communicative activities enables and involves students to produce, comprehend, or interact freely and even if they making many errors and mistakes in the target language. However, for a successful implementation of communicative activities the classroom must be "students centered" and the activities must be interactive, authentic and contextualized (Richard and Rodgers, 1982, p163, 1986).

Littlewood (1981) offered four basic purposes of implementing the communicative activities in learning:

1- Providing whole task practice.

2- Improving motivation.

3- Allowing natural learning.

4- Creating a context which supports learning. (Littlewood 1981).

There are many kinds of communicative activities that can be implemented in the teaching and learning process to encourage authentic communication in the classroom, which are selected as follow:

- **Gaming Activity**

It is considered as the best way to reduce the stress and anxiety inside the classroom. Many scholars in the didactic field have agreed on the importance of using games in the classroom. As Vyas and Patel (2009) claimed that: *"Whenever learners discover a new game with a new set of rules, they get involved in a learning process in order to master the rules and content of the game"* (p. 240 as cited in Ochoa et al 2016).

In addition games automatically stimulate students' interest and encourage them to interact fluently with each other when they are using the target language because it promotes learning with funny and enjoyable way. Thus there are many games that can be played inside classroom such as: Icebreakers, alibi and yes no question. This kind of games help students to increase confidence and corporate with each other and to practice the language with its rules such as grammar, pronunciation, vocabulary……etc. (Amanda Hilliard 2014).

- **Conversation**

It is a communicative activity which stimulates students to speak using the target language where students can practice it by giving their opinions and showing agreement or disagreement about any topic. For example talking circle and small talking activities which makes students responsible about their own learning and to feel confident (Mennaai 2013).

- **Discussion**

Discussion activity is very useful to promote communication in the classroom; it gives students opportunities to express their ideas through the topic which is familiar to them. This technique enables students to solve problems and look for solutions and chare their opinions, point of views and feelings by working in pairs or groups. It makes them focus more on what to say rather how to say (Mennaai 2013).

- **Information Gap Activity**

It provides student with extensive communication where the students Conveying different information. In this activity every learner has an important role because it cannot be achieved unless all the students give the pieces of information they have to fulfill the information gaps and these gaps cannot be completed only if the learners use the language and communicate with each other (Mennaai 2013).

- **Group Work activity**

It is a cooperative learning where students can correct each other mistakes and learn new thing. It helps students to develop their communicative abilities and provides them with a total freedom to express ideas, point of views, and knowledge (Mennaai 2013).

- **Dictation Activity**

In this activity the teacher dictates a dialogue, text, paragraph, or expressions and asks his students to write it down, and at the same time understanding them to open a discussion about what they write, and ask questions and give answers. It is good way to promote written and spoken communication (Mennaai 2013).

- **Presentations**

In this activity, students form a group and choose a specific topic to present it in front of their classmates and when they finish they engage their peers in real discussion by asking and answering questions (Mennaai 2013).

- **Stories, Jokes and Anecdotes**

In this activity teacher ask his students to tell jokes or to retell real stories and anecdotes in the target language. The main goal of this activity is to give the students opportunities to practice their oral skills, and to chow and increase their communicative abilities such as pronunciation, vocabulary, grammar….etc. (Mennaai 2013).

- **Role Play Activity**

Role play is very good technique to be used in the classroom. It engages the learners in real life communication and reduces their fears. Teachers may ask their students and even the weak students to perform dialogue or play with the foreign language, this will help them to know how to perform in a particular social context and provide a good atmosphere in the classroom which gives learners opportunities to work in groups and practice the language and improve it (Mennaai 2013).

III.7 The use of ICT's in EFL Classroom

Information and communication technology (ICT) is important in any field and especially in education. It can be defined as the use of technologies in accessing, gathering, manipulating, presenting, converting, storing, protecting, processing, transmitting, retrieving and communicating information. (Toomey 2001, p.3). Generally speaking the use of ICT's is any use of "computing devices such as desktop computers, laptops, handheld computers, software, or Internet …….for instructional purposes" (Hew & Brush, 2007, p. 225 as cited in Mehrak and Samaneh 2011).

ICT's has a huge affects on teaching and learning process. It increases motivation and give learners opportunities for communicative language learning. Nowadays ICT's has broadly used under the reasons of that it enables learners to use authentic communication then it provide learners with wider sources of information and opportunities to communicate with the outside world, and lastly it give learners the total responsibility of their learning because it shift the class from teacher-centred to learner-centred approach.(brown 1991as cited in Mehrak & Samaneh 2011).

According to Underwood (2009) the 21st century is the digital age because of the widespread use of technology in all domains. He said: *"the ICT revolution is a deep cultural*

revolution changing all modes and patterns of our lives and hence bound to lead to dramatic changes in education" (p.04). According to underwood (2009) ICT's make education positive effective because:

- It increases learners' effectiveness or performance gains.
- It increases learners' efficiency.
- It gives Greater learner engagement or satisfaction.
- It gives more positive attitudes to learning.

In addition to underwood(2009), Pelgrum and plomp (1997) argued that ICT's enable students to learn better under the reasons of:

- It encourages student's collaboration, and takes responsibility for their own learning.
- It gives student strong sense of self worth and confidence, and helps to nurture individual talent, and independence.
- It enables and encourages students to use their imaginations and promotes creativity.
- It develops communication skills.
- It creates appropriate contexts for critical thinking, decision making, and problem solving activities.

Using technological tools such as computers, PCs, laptops, tablets or mobiles in the classroom can be very useful. It can provide learners with a range of authentic materials and tasks. According to Pelgrum and Plomp (1997) ICT's can help students to:

- Use a wide range of strategies to explore contrast, comparisons and connections dynamically.
- Annotate texts in innovative ways.
- Enrich or broaden the context of literary study.
- See texts in alternative versions.
- Use a wide range of analytical and critical techniques.
- Sort and process text and data quickly and efficiently.
- Order and arrange text and data experimentally, using combinations of word, image sound and hypertext.
- Save, record, edit and adapt their work quickly and efficiently.
- Retain evidence of the editing process so that it can be examined.
- Change the organizational structure and qualities of texts to suit different audiences and purposes.
- Compose multi-authored texts.
- Select from a wider range of audiences, throughout the world.

- Exercise choice of medium and design while composing.

Thus Teachers can use ICT's for preparing their courses, activities, tasks, tests and exams. More than that they can use it in their teaching; for example they can use ICT's when they teach their students pronunciation, grammar, vocabulary, listening and speaking, communication skills, reading, and writing. (Hew and Brush 2007).

The ICT's components which are frequently used in EFL classroom are:

III.7.1 Audio Devices

Devices like CDs; Web and audiocassette recorders are the most useful devices for teachers (Mehrak & Samaneh 2011).

➢ **Telephone**

Generally Telephones are not used a lot in classroom but due to the arrival of digital quality and the creation of new applications it becomes very practical and useful especially for students (Mehrak & Samaneh 2011).

➢ **Computers**

Computers are widely used in classrooms and education, teachers and learners can use computers as a local machine or with internet (Mehrak & Samaneh 2011).

➢ **Internet**

Internet is the key to get all information or answers you need for your research. It's widely the most component used from both teachers and learners (Mehrak & Samaneh 2011).

III.10 Conclusion

This chapter has been devoted to give an overview about the suggestions and recommendations suggested as solutions for teachers to work within it. It discussed the effective communicative techniques which can be promoted in EFL classrooms more than that it provide us with communication activities such as games, collaborative activities, discussions and presentations that promote authentic communication and increase awareness of students toward communication and learning English language effectively, successfully and enjoyably . It highlights the benefits of using ICT's such as computers and internet in

Promoting learning and communication in and outside the classroom. And in the end this chapter shows how learners could motivate intrinsically and extrinsically in the communicative language classroom.

GENERAL CONCLUSION

This research paper has been presented to highlight the important role that communication plays in the learning and teaching processes inside and outside the classroom whish many scholars and pioneers asserted and confirmed it. The researcher has been investigated and tested the presented hypothesis related to the research questions which are positively confirmed the importance of communication inside the EFL classrooms in enhancing learners learning abilities through giving them the opportunities to express and exchange their ideas, opinions and points of views with each other and with the teachers. Thus teachers should implement effective strategies and techniques through the use of authentic communicative activities and a tool such as ICT's to increase students motivation inside class. Moreover teachers should facilitate, guide and monitor the students and their learning and to teach them how to be responsible about their learning and how to be independent and reach their objectives. More than that, teachers in order to achieve and increase their students communicative abilities should work with the communicative approach.

The research has been shown that the difficulties' and the lacks of implementing communication in EFL classrooms are the main reasons behind the frailer of both students and teachers in increasing the learning process. Thus research has been presented the importance of communication and its advantages. More than that some effective communicative strategies, techniques, tools and tips that teachers should use in their learning to increase their students learning.

This research paper has been divided into three chapters; the first chapter is about literature review of deferent definitions and analyses of the word communication according to deferent scholars and pioneers including its types; verbal and non verbal, its strategies and principles such as completeness, correctness, concreteness, courtesy, and consideration. More than that, it has been showed the importance and the advantages of communication in the classroom. Moreover it gave a brief view of communicative language teaching (CLT) with its two versions; strong version and weak one, its characteristics and principles. It introduced the effective factors in classroom communication such self esteem and risk taking. Furthermore, it discussed the students speaking communication difficulties inside the classroom, communicative competence such as pronunciation, fluency, vocabulary and grammar, and concluded with important roles and responsibilities of both teachers and learners inside the communicative classroom.

The second chapter is about the description of the methodology used to present the practical side of the research; it described and analyzed the data collected through two

questionnaires one for students and the other for teachers of third year department of English at the university center of Ain Temouchent.

Chapter three has been devoted to the suggestions and recommendations sets for teachers to promote, increase and enhance their teaching and their students learning, and makes them more aware of the importance of communication inside and outside the classroom through some techniques, tips and tools and provided communication activities which could promote authentic communication in the class. And shed the light on the importance of motivation and the use of ICT's in promoting the learning in communicative classroom. Hoping this suggestion and recommendation would be useful and fruitful for the readers (teachers and students) to develop the learning and communicative abilities.

The research paper reflects the validity of the hypothesis proposed it chows the awareness of both teachers and students of the importance of communication inside the class in increasing learning and enhancing teaching. It concluded by proving that communication is definitely an important technique or strategy should be relied on to promote the learning and teaching processes which enable learners to communicate fluently and carry out conversations with native speakers.

This humble research was limited by the sample size, time allowness (not enough time), the credibility and seriousity of students answers; they were not honest when answered the questionnaire, and the instruments used ; only a questionnaire one for students and the other for teachers.

For further research replicate the study to a larger sample, make sure about the seriousity and honesty of students answers, conduct a research on the investment of communication as a social activity and collect data with several instruments.

This humble research determines that communication should be applied in the Algerian universities to improve EFL students' learning. It is proved to be a contributional factor to improve EFL students communicative abilities.

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APPENDIX 1

Teacher's Questionnaire

This questionnaire is devised to gather information about the impact of the communicative classroom in learning English, we would be very grateful if you could answer these questions and provide us with the best insights concerning classroom interaction so that you help us to accomplish our research for the MA degree in language sciences. Thank you in advance.

1-Degree held.

☐   License   ☐   Master

☐   Magister   ☐   Doctorate

2-According to you teaching English is:

☐   Grammar, Vocabulary and Pronunciation.

☐   How to communicate using language patterns

3-Do you think classroom communication is:

☐   Very important   ☐   Less important

☐   Indifferent   ☐   Not important

4-What are the skills that you think that are helpful to communicate in the classroom?(you can choose more than one choice)

☐   Speaking   ☐   Listening

☐   Reading   ☐   Writing

5- Did you try to make your students aware about the importance of the writing and the speaking skills to convey their messages?

☐ Yes   ☐   No

If yes, how?

……………………………………………………………………………………………………
……………………………………………………………………………………………………
……………………

6- Do you give more time to your students to express their ideas freely?

☐ Yes   ☐   No

Justify……………………………………………………………………………………………

………………………………………………………………………………

7-What is the role you play in communicative classroom?

☐ A manager ☐ a facilitator

☐ An instructor ☐ All the above

8-what do you do if one of your students commits a mistake when communicating?

☐ You correct him directly

☐ Let him finish and then correct

☐ Get his peers to correct
Why?………………………………………………………………………………

……………………………………………………………………………………………

………………………………………………………………………………

9- Do you encourage your students and give them the opportunities to communicate with you and with one another?

☐ Yes ☐ No

10- Do you involve and encourage the silent and shy students to speak?

☐ Yes ☐ No

If yes, How?

....

....

11- What are the activities and topics you use to create a successful communication?

……………………………………………………………………………………………

………………………………………………………………………………………

12-Can you say that your students are ready to communicate fluently?

☐ Yes ☐ No

If no, because of:

☐ Lack of motivation

☐ Lack of interaction

☐ Not enough practice

APPENDICES

Others…………………………………………………………………………………………………
……………………………………………………72………………………………………………………
………
……………………………..

Thank you

APPENDIX 2

Student's Questionnaire

This questionnaire is set to investigate the role of the communication inside classroom in developing and facilitating role teaching and learning. I would be very grateful if you could provide adequate answers.

1-How is your English?

☐ Good.

☐ Average

☐ Less than average

☐ I don't know

3- In which of these skills do you find difficulties?

☐ Listening ☐ Reading

☐ Speaking ☐ Writing

Others…………………………………………………………………………………… ……………………………………………………………

4-what are the difficulties you faced when speaking?

☐ Vocabulary

☐ Grammar

☐ Pronunciation

Other…………………………………………………………………………………… ………………………………………………………………

5- In your opinion with whom your teachers work during the lessons?

☐ With good students alone

☐ With whole class (give chance to all to participate)

6- Do you feel that your teachers encourage you and give you opportunities to communicate?

☐ Yes ☐ No

7- What do you feel when you are asked to answer questions or to participate?

☐ Ready to answer and confident

☐ Avoid answering

☐ Shy

☐ Embarrassed

Why?...
....
....

8- What is the reaction of most of your teachers when you do a mistake?

☐ Interrupts you

☐ Let you finish then correct

☐ Ask your classmates to correct

9- Do you feel any improvement in your classroom communication?

☐ Yes   ☐ No

10- Does the teacher give you the chance to comment on your peer's works and intervention?

☐ Yes   ☐ No

11- The communication topics selected by your teacher are:

☐ Very interesting

☐ Normal

☐ Boring

12- Are you ready to make a conversation or dialogue with native English language speakers?

☐ Yes   ☐ No

Thank you

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☐ Yes   ☐ No

Thank you

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ملخص

هذا البحث يهدف إلى إثبات أهمية التواصل وأثره الفعال في خلق التضامن و التفاعل والتحفيز بين طلاب اللغة الانجليزية السنة الثالثة ليسانس في جامعة عين تموشنت. و كما يهتم البحث أساسا بكيفية تدريس و تعليم اللغة الانجليزية و قواعدها و مفرداتها من خلال استراتيجيات و أساليب التي تجسد التواصل في القسم. حاولنا تقييم و تحليل استراتيجيات و مبادئ التدريس التي تؤثر على عملية التعليم عند الأساتذة و عملية التعلم عند الطلاب. كذلك قمنا بمناقشة مبادئ التواصل الفعال بالإضافة إلى تعداد ايجابياته. و بذلك نكون قد أثبتنا أن للتواصل دور مهم وأساسي في تحقيق التعليم و التعلم في مراكز الدراسة و التي يسعى إليها كل أستاذ و طالب.

كلمات مفتاحية :

التفاعل و التحفيز ، استراتيجيات التواصل، التواصل الفعال

</div>

RESUME :

L'ambition de cette recherche est d'accentuer l'importance de la communication Et son impact effectif pour créer la solidarité, l'interaction et la motivation pour les étudiants de la troisième année licence du département d'Anglais de l'université d'Ain Temouchent. La recherche porte principalement sur l'enseignement de la langue anglaise, des règles et du vocabulaire à travers des stratégies et des méthodes qui incarnent la communication dans le class. Nous avons essayé d'évaluer et d'analyser les stratégies et les principes d'enseignement qui affectent le processus d'enseignement chez les enseignants et le processus d'apprentissage chez les élèves. Nous avons également discuté des principes d'une communication efficace ainsi que de l'énumération de ses aspects positifs. Ainsi, nous avons prouvé que la communication joue un rôle important dans la réalisation de l'éducation et de l'apprentissage dans les centres d'études, ce qui est recherché par tous les professeurs et étudiants.

MOTS CLES :

Interaction et Motivation, Stratégies Communicatives, Communication Efficace.

SUMMARY:

This research paper aims to raise the importance of communication and its affect incorporation and motivation between third year English students at University of Ain Temouchent. This research basically interested with the status of teaching grammar and vocabulary of English language using strategies, tools and activities which increase classroom communication. We attempt to evaluate and analyze the strategies which affect teaching and learning process, and also we discussed the principles of effective communication, including the advantages of communication, at last we proved that communication has an important and essential role in developing teaching learning process.

KEY WORDS:

Interaction and Motivation, Communicative Strategies, Effective Communication