

People's Democratic Republic of Algeria

Ministry of Higher Education and Scientific Research

University of Abbes Laghrou –Khenchela-

Faculty of Letters and Foreign Languages

Department of English



Teaching English Communicatively And Its Effects On Second year's Student Achievement In Listening And Speaking Skills

Dissertation Submitted in Partial fulfillment of the Requirements for Master Degree in Didactics of foreign languages and cultures

Submitted by:

Allata Sihem

Keziz Abir

Supervised :

Mr. Slimani Marzoug Kamel

SUPERVISOR	Mr.SLIMANI MARZOUG KAMEL	Khenchela University
PRESIDENT	Mr. GERZA OMAR	Khenchela University
EXAMINER	Mr. FELLAH HUCHEM	Khenchela University

Academic Year 2018 /2019

Acknowledgement

My foremost thank go to Allah for granting me the strength and health to carry out this research. I would like to thank Mister Slimani Kamal for his encouragement and guidance the preparation of this thesis .last but not least I would also to express my gratitude to family and friend for their support.

Table of Contents

1-Acknowledgement.....	II
2-Abstract.....	VIII
3-Statment of problem.....	IX
4-The purpose of statement.....	X
5-Research questions.....	X
6-Hypothesis.....	X
7- Significant of study.....	X
8-Background.....	X
9-Methedology.....	XII
CHAPTER 1: LITERATURE REVIEW:	
1-Introduction.....	03
2-Definition of communicative language teaching.....	03
3-The Methods of English language teaching prior the communicative approach....	.04
4-Communicative teaching language activities.....	05
5-Advantages and Disadvantages of communicative teaching language.....	06
6-Conclusion.....	08
CHAPTER 2: LISTENING AND SPEAKING SKILLS.	
1-Introduction.....	10
2-Definition of listening skills.....	10
3-The listening process:Importance and Difficulties of listening skills in language learning.....	11
4-Introduction to define speaking skills.....	12

5-Kind of speaking skills.....	13
6-Barrier of speaking skills.....	15
7- The role of the teachers.....	16
8- The role of the learners.....	18
9-CONCLUSION.....	20

CHAPTER 3:DATA ANALYSIS.

1-Introduction	22
2-Methodology of data collection	22
3-Questionnaires description.....	22
4-THE Result of data collection	23
5-The general conclusion.....	50
6-References.....	52
7-Appendices.....	53

List of tables

Table 01 : learning communicates English.

Table 02 : The work of learning in pair or group.

Table 03 : The main purpose for learning English.

Table 04: English textbook is beneficial to improve communicative competence.

Table 05: the appropriate source that can help to improve communicative competence.

Table 06 : the teacher feedback when you make mistakes in reading.

Table 07 : The teachers provide feedback when you read.

Table 08: the teacher includes specific lesson for communication.

Table 09 : the skills that you want to developed first.

Table 10: the focus of student when reading.

Table 11 : speak English with classmate and teacher during courses.

Table 12 : the most effective strategies that the teachers use in class to improve the listening and speaking skills.

Table 13 : the learner acquire the communicative competence through the above directly mentioned techniques.

Table 14: The most appropriate solution to improve your English and Your English communicative competence.

Table 15 : communicative language teaching is usually described as a method of teaching

Table 16: The objective of teaching process.

Table 17 : The teaching English The processes of English teaching provide opportunities for pupils to experiment what they known.

Table18: The teacher link the four skills together during the course

Table19 : Do correct the mistakes the student commit in class

Table 20 : encourage your student to interact in English.

Table 21 : teacher activities for learner.

Table 22 : The teachers speak English while implementing the lesson.

Table23: the teacher strategies and technique for their learner to improve their communicative competence .

List of figure

Figure 01 : learning communicates English.

Figure 02 : The work of learning in pair or group.

Figure 03 : The main purpose for learning English.

Figure 04: English textbook is beneficial to improve communicative competence.

Figure 05: the appropriate source that can help to improve communicative competence.

Figure 06 : the teacher feedback when you make mistakes in reading.

Figure 07 : The teachers provide feedback when you read.

Figure 08: the teacher includes specific lesson for communication.

Figure 09 : the skills that you developed it first.

Figure 10: the focus of student when reading.

Figure 11 : speak English with classmate and teacher during courses.

Figure 12 : the most effective strategies that the teachers use in class to improve the listening and speaking skills.

Figure 13 : the learner acquire the communicative competence through the above directly mentioned techniques.

Figure 14: The most appropriate solution to improve your English and Your English communicative competence.

Figure 15 : communicative language teaching is usually described as a method of teaching

Figure 16: The objective of teaching process.

Figure 17 : The teaching English The processes of English teaching provide opportunities for pupils to experiment what they known.

Figure 18: The teacher link the four skills together during the course

Figure 19 : Do correct the mistakes the student commit in class

Figure 20 : encourage your student to interact in English.

Figure 21 : teacher activities for learner.

Figure 22 : The teachers speak English while implementing the lesson.

Figure 23: the teacher strategies and technique for their learner to improve their communicative competence

Abstract

The goal of this study is to examine if communicative language teaching is effective for the second year students ,to improve their attitude towards listening and speaking skills This qualitative research analysis Major set information related to foreign language teaching ,which is the main Approaches ,the principle ,advantages and disadvantages of communicative teaching language, this in the first chapter of this research .The second chapter comprised the main characterstique of listening and speaking skills, and the teacher role with the attitude in classroom lesson. This chapter attempt to focus on the result of practicing language teaching learning through CLT approach by questionnaires teachers and students observing classes in selective students of second year students in Khenchela .Also this research tries to provide some way to get the maximum result using this approach.

Statement of the problem:

Language is a powerful instrument of the word, and play significant role in social interaction due to the mounting impact of globalization, English becoming extensive, to find many challenges' of modern direction it is the second most commonly spoken first language and is the word most widely used second language , the use of English has always been part of our education one of the most accepted direction in the field of foreign language teaching , is communicative competence to interact with people in real situation

The aims of communicative competence is to enable the learner to improve both, their ability to communicate and their linguistic competence in the chosen language, A balance of receptive (speaking, writing) skills are developed thought communication classes and self-study, However the learners of second yeas English student can't use the English properly , they week in listening and speaking skills, Nevertheless the classroom practice under the communicative language teaching , the result shows that the leaner in four skill aim to focus on grammar translation that deal with little use of language , shows the weakness of communicative language teaching , practicing classroom and outside for anticipate situation

The purpose of statement:

Our study aims to provide the communicative language teaching and its effects on listening and speaking in second English students of university Abbas Laghrour . Also our study show the students how communicative language teaching is excess in their four skills especially(the listening and speaking). According to some researches we find the most students of second year university of abbas laghrour are very weak in listening and speaking skills as a result they cannot apply English in their practical life successfully. It was hoped that communicative language teaching would reduce the weakness in English .So the purpose of this study is to find the answer of how be the communicative language teaching is effects in listening and speaking ?,Also to provid some solutions to increase the learner 's competence in listening and speaking by using this approch means that the communicative language teaching .

Research questions:

What is the students attitude toward learning English through communicative language teaching?.

Does communicative language teaching have an effects on listening and speaking on second year student in university of Khenchela. ?

Hypotheses :

Communicative language teaching doesn't affect the speaking and listening skill of second year student in university of Khenchela.

The students attitude toward learning English through communicative language teaching is a positive attitude ..

Significant of study:

Significante study

It is important to study the effectiveness of CLT in developing and listening and speaking skills in English at Abbas Laghourr university second year student, farce problem , they do not how ability to express their feeling and thought , due to the lack of fluency and a accuracy, also they can't use language to interact with people in practical world , furthermore teacher has great role to increase their student's competence in English thought selecting appropriate materials teaching technique and method and communications activities .

Background:

The origin of communicative language teaching are to be found in the changes in the British language teaching tradition dating from the late 1960s.until then ,situational language represented the major British approach to teaching English as

foreign language

In situational language teaching ,language was taught by practicing basic structures in meaningful situation based activities .

British applied linguists emphasized another fundamental dimension of language that was inadequately addressed in current approaches to language teaching at that time the functional

and communicative potential of language .They saw the need to focus in language teaching on communicative proficiency rather than on mere mastery of structures.

D.A.Wilkins(1972) , which proposed a functional or communicative definition of language that could serve as a basis for developing communicative syllabuses for language teaching .wilkins 's contribution was an analysis of the communicative meaning that a language learner needs to understand and express, rather than describe the core of language through traditional concepts of grammar and vocabulary ,Wilkins attempted to demonstrate the systems of meanings that lay behind the communicative uses of language. Another theorist named Henry Widows cited in Richard and Rodgers(2001.160) published a book entitled teaching language as communicative that was based on the ability to use the language for different purposes in this sense

describe the communicative competence through four dimensions wich gathred importance in the communicative language teaching approach these area defines as.

Grammatical competence :it consist in the ability to use grammar rules and lexicon to produce and understand message .

Sociolinguistic competence :it refer to ability to use language depending on the social context ,which involves time and social relationship .

Discourse competence :it means the ability to connect a number of ideas to gether appropriatly inoder to intreprete and to exchange message .

Strategic competence :it lies in the ability for the learner to use strategies in communication when ther is lak of vocabulary and structur the objective wile use these strategies is to understand meaning and to be understood

Over the last four decades, Communicative Language Teaching (CLT) has been recognized as an ideal approach to help learners acquire a foreign language.

This approach stemmed from the changes of the British language teaching tradition dating from the late 1960s. A lot of British linguists contributed to the need for creating the Communicative Language Approach which seeks to make communicative competence (Hymes, 1972) the goal of language teaching. This approach aims to put into practice procedures for the four language skills (listening, speaking, reading and writing) that recognize the interrelation of language and communication.

Richards and Rodgers (1986) described Communicative Language Teaching as an approach rather than a method. For this theorist the CLT is a philosophy of teaching based on the communicative use of the language. In addition, the CLT approach has been advocated by many linguists as it promotes functional concepts and especially communicative competence, term which creates an interdependence when talking about a communicative language approach, rather than grammatical structures, as central to teaching.

METHODOLOGY:

The research was descriptive and qualitative in nature, because its focus is on what is the research subject rather than why of the research subject in which the aims and the objective of the study are to discover and analyze the effects of communicative language teaching in listening and speaking on the second year students of university Abbas Laghrour khanchela. The second year student of Abbas Laghrour is the population of our dissertation and we choose the sample group or the sampling which consist 30 students. Also we should make the questionnaires in order to find the result or to get the answer and explanation about the topic.

Chapter one:
Literature review

Chapter 1: literature review.**Introduction:**

Communicative language teaching is the beneficial and effective for the both (teaching and learning) in many place of the world ,in this chapter review the literature provide the most overview definition by many research adding that the characteristic and principles of communicative language teaching with the activities.:

1-Definition of communicative language teaching :

Many books and chapters have been defined and capture the characteristic of a communicative language teaching , According to richard (1992) communicative language teaching is an approach to teach foreign or second language which emphasis to acquire communicative competence .

According to Richard and Rodger (1986) the aim of communicative language teaching is to develop the learners four skills (listening,speaking,reading,writing) that allow their independence of language and communication.

Different researchers have presented their understanding in relation to communicative language teaching .Ying(2010) argues that communicative language teaching is an approach to teaching of second language that emphasises interaction as both the means and ultimate goal of learning as language ,it is also referred to as communicative approach to the teaching of foreign language or simply as the communicative approach (Ying ,2010,p,2).in relation to this Larsen and Freeman (2000) argues that communicative language teaching aim broadly at the theoretical perspective of a communicative approach by enabling communication .Communicative competence is the goal of language teaching by acknowledging the interdependence of language and communicative (Larsen –Freeman ,2000).

It is clear to see that communicative language teaching here means that language teacher uses communication as a teaching approach to enhance student communicative competence.

In relation to this ,Ellis (1997) also supports that pedagogical rationale for the use of communicative approach in a language teaching class depends in part on the claim that they will help develop learners communicative skills and in part on claim that will contribute

incidentally to their linguistic development .Here ,it becomes clear that in relation to being able to communicative ,language teaching not only needs the mastering of linguistic knowledge, but also communicative competence.

2- Methods of English language teaching prior to the communicative approach :

2.1 The grammar translation method:

The grammar translation method of foreign language teaching is one of the most traditional methods dating back to the late nineteenth and early twentieth centuries.

It appeared as opposed to classical method of latin and greek .(brown,2000 :18).The main focus of this method is grammatical rules as the basis for translating from the second to the native language.

2-2.The direct method:

The direct method is a new method which appeared ,since many problems had faced the grammar translation method which started to encounter foreign language learners. This method started to be known and practiced at the turn of the twentieth century .The main premise of this method is that second language should be taught and learnt in the same as in the first language learning ,the use of interaction and communication between students and neglect or put away translation between the first and the second language .(ibid :21).

2.3.The audio lingual method:

The audio lingual method was influenced by behaviourism and it's stressed the habit formation as the main process of learning (harmer,2001 :79).some behaviours of learners could be trained through a system of reinforcement ,the correct behaviours would receive positive feedback'reward' in the other hand the incorrect behaviour would receive negative feedback ,the main focus of this method is on using drills to form this habit.

2.3-COMMUNICATIVE LANGUAGE TEACHING ACTIVITIES:

Little wood (1981) states that the purpose of communicative language activities is to enable learners of different language proficiency levels to practice English according to their needs. Communicative language teaching activities encourage language learners to continue communication inside their classroom using communicative activities will enable language learners to acquire language naturally. Communicative activities creates a friendly environment inside the classroom among learners that help in the language learning process

Richard and Rodger (2014) Share similar beliefs about communicative language teaching activities, but they expand the definition to include more ideas. For Example Richard and Rodger state that the main purpose of using communicative language teaching activities is to provide a communicative context inside classroom. They indicate that communicative language teaching activities should improve learners accuracy and fluency.

Communicative activities have an important role in creating opportunities for students to use the language for communicative purpose. Generally communicative activities are fluency based activities 'which encourage students to use second language in an interactive learning. However, for a successful implementation of communicative activities the classroom must be 'students centered' and the must be interactive, authentic and contextualized (RICHARD AND RODGER, 1982, 163)

2.4.Characteristic and principles of communicative language teaching :

Communicative language teaching popular and widespread in second foreign language teaching (BROWN, 1994). Contrary to the teacher centered approach in which teacher are regarded as knowledge givers and learners as receivers. Communicative language teaching reflects a more social relationship between the teacher and learner. This learners centered approach gives students a greater sense of ownership' of their learning and enhances their motivation to learn English (BROWN, 1994).

Communicative emphasizes the process of communication and leads learners to roles different from the traditional approach. The role of the learners is negotiator between the self the learning process and the object of learning. Learners are actively engaged in negotiating meaning by trying to make them understood and understanding others within the classroom

procedures and activities (RICHARD and RODGER,1986).teachers also take facilitates the communication process between all participants in the classroom ,the teachers is also a co-communicator who engages in communicative activities ,with the students (LARSEN-FREEMAN,2000) in addition the teacher acts as analyst ,counselor ,and group process manager (RICHARD ,RODGERS,1986).

Advantages AND disadvantages of communicative language teaching :

As opposed to grammatical and linguistic competence that is focused for example on audio lingual and grammar translation methods, Richards mentioned that communicative language teaching focuses on the aims at communicative competence (1)

Thus enabling the learners to use the language in communicative situation to satisfy their needs in real life communication is a priority in communicative language teaching .

In contrast, Brown mentioned that the grammar-translation method “does virtually nothing to enhance a student’s communicative ability in the language (2)

In this regard ,meaning is emphasized in communicative language teaching .Finocchiaro and Bruit pointed out that communicative language teaching focuses on meaning as opposed to methods like audio lingual that focus on form and grammatical or linguistic knowledge.

So, communicative shifts from learning structure of language to learning how to communicate and how to communicate effectively.(3)

In communicative language teaching ,the linguistic system of the target language is learnt best while the learner is attempting to communicate.

In this case ,the major portion of the learning process is not upon the teacher thus illustrating that communicative language teaching classes have moved from teacher centeredness to learner centeredness .Communicative language teaching gives the learners more responsibility and involvement in the process of learning .

In other words ,learner centeredness takes precedence over teacher –centeredness. Thus ,the role of the teacher in a communicative language teaching class can be regarded as a facilitator that helps the students and learners in the process of learning to conduct effective

communication .this nation is helpful as it is the learner who must learn how to communicate effectively and use the language comprehensibly .

Thus ,the learner should exercise and communicate enough in the communicative competence .IN other words ,the learner must be well involved in the process of learning .

At the same time the learner is also trying to use the language correctly .therefore ,the focus of communicative language teaching on linguistic competence is contextualized and is achieved through the process of accomplishing effective communication.

In communication language teaching ,learning items are contextualized but in gramma translation method, only memorizing a list of isolated words is practiced.

A communication language teaching class may start with communication and communicative activities whereas this stage starts after a long process of exercising and drilling in audio lingual .(4)

CONCLUSION:

The present chapter has introduced literature review of the study. Also this chapter provide definition of communicative teaching language ,principle ,advantages and background of the study.

Chapter Two:

LISTENING AND SPEAKING SKILLS

Chapter 2 : LISTENING AND SPEAKING SKILLS**Introduction:**

Since we are studying to become future teachers of English ,it is really important to teach what we called four skills: Listening , Speaking ,Writing ,Reading .In this chapter we provide only two of the four skills ,which are Listening and Speaking ,both of these skills need to make small explanation and definition of them and we should know how we improve listening and speaking by using some techniques.

Introduction to define listening skills:

Listening is the act of hearing attentively .The research shows that 45 of our time is spent on listening .We listen more than speak .If this listening skill is used in a proper way we can master the tools of communicative skills .Listening is difficult ,as human mind tends to distract easily .A person who controls his mind and listens attentively acquires various other skills and is benefited.

Listening skill makes you successful in workplace, family and in the society. Good listening skill is mandatory to get into a profession in communication, management, planning, sales, etc. Listening skills involve a different set of etiquettes ,questioning for explanation ,showing empathy and providing a suitable response .Good listening skill s include the understanding ability .Body language is also a part of listening skill .Eye contact with the speaker ,sitting straight and alert are the good gestures of a good listener.

Listening skill can be defined as, ‘listening is the act of hearing attentively ‘.It is also a process similar to reading which should possess knowledge of phonology ,syntax ,semantics and text understanding .Tomlinson (1985) defines listening as ,’Active listening ,which is very important for effective communication ‘.Listening can be also defined as ,’More than just hearing and to understand and interpret the meaning of a conversation’.

THE LISTENING PROCESS: IMPORTANCE AND DIFFICULTIES OF LISTENING IN LANGUAGE LEARNING.

Morley (1966 :7) notes , 'perhaps an assumption that listening is reflex, a little like breathing – listening seldom receives overt teaching attention in one's native language – has marked the importance and complexity of listening with understanding in a non-native language .

Contrary to what everybody thinks about foreign language learning , listening competence is wider than speaking competence . This is the reason why ; recently , the language teaching profession has brought into focus on listening comprehension .

According to Nunan ,(2001 :23) Listening is a six –staged process , consisting of hearing , Attending , Understanding , Remembering , Evaluating and Responding .

These stages occur in sequence and rapid succession.

According to Lindsay and Knight , people have four different purposes when they listen :

We listen for a purpose , but this purpose can be very different depending on the situation : listening for specific details , listening for general meaning , listening for the general idea or gist . There is also a difference between listening : for information ; for enjoyment or social reasons ; to learn new language ' (2006 :46).

However , from the point of view of Anderson and Lynch , the purpose when we are listening can be either : transactional , where ' the main purpose is to achieve a successful transfer or exchange of information ' , or it can be interactional , the use of language for establishing and maintaining social contact ' (1988 :15).

When we are working listening in the class room the best option is to think about how we listen in real life . Teachers should give students the opportunity to listen actively providing different accents, useful and different topics, as well as situations that students can use in their real world . A good teaching method would try to combine both purposes and it is taking this aim into account that this study proposes some activities in the proposed suggested approach.

When teachers are teaching listening , apart from the purpose , it is very important to follow a

Pattern .Bueno, Madrid and McLaren establish the following pattern :

1-Pre-listening would be the first stage ,where the context is established .The teacher creates motivation and students do some activities with the purpose of preparing them for what they will hear.

2-the following stage is listening ,where learners do the mentioned tasks or find answers .

There are two kinds of material and procedure .On the one hand ,extensive reading helps students to acquire vocabulary and grammar and it usually takes place improves and it makes students better readers .

On the other hand ,intensive listening is what students usually learn in the classroom ,through audio CDs and activities such as answering questions ,following a route on a map ,making notes ,etc.

3-The last stage is post –listening ,the part where students have the opportunity to check their answers about they have been listening to ,to give feedback particular difficulties the students could have with the listening activity.

SPEAKING SKILLS :

DEFINITION OF SPEAKING :

SPEAKING :

Speaking is an act of making vocal sounds .We can say that speaking means to convers ,or expressing one's thought and feelings in spoken language .To speak often implies conveying information .It may be from an informal to a scholarly presentation to a formal address .

SPEAKING SKILLS ;

Speaking skills are the skills that give us the ability to communicate effectively .

These skills allow the speaker ,to convey his message in a passionate ,thoughtful,and convincing manner .

Speaking skills also help to assure that one won't be misunderstood by those who are listening

Speaking is the productive skill in the oral mode .It like the other skills ,is more complicated than it seems at first and involves more than just pronouncing words .

KINDS OF SPEAKING:

There are three kinds of speaking situations in which we find ourselves:

1-Interactive

2-Partially interactive

3-Non-interactive

Interactive speaking situation :include face –to-face conversations and telephone calls ,in which we are alternately listening and speaking ,and in which we have a chance to ask for clarification ,repetition ,or slower speech from our conversation partner.

Some speaking situation are partially interactive,such as when giving a speech to alive audience ,where the convention is that the audience does not interrupt the speech .The speaker nevertheless can see the audience and judge from the expressions on their faces and body language whether or not he or she is being understood.

Few speaking situations may be totally non-interactive ,such as when recording a speech for a radio broadcast.

WE Speak for many reasons –to be sociable ,because we want something ,because we want other people to do something ,to do something for someone else ,to express our feelings or opinion about something ,to exchange information ,to refer to an action or event in the past present, or future ,the possibility of something happening ,and so on (Lindsay and Knight 2006 :58)

they want to say something ,transmit information or need to speak .Speakers use communication when to express or inform someone about something .They use language according to their purpose and it is necessary for there to be a listener and a speaker for effective communication .(Harmer,2007 :46).

Harmer. J .explains that:

When speaking ,we construct words and phrases with individual sounds ,and also use pitch change ,intonation, and stress to convey different meanings(2007:29).

This skill is the most complicated due to the fact that speakers have to interpret not only the message that other speakers try to express, but also take into account

other possibilities explained in the following quotation:

Speakers have a great range of expressive possibilities at their command .Apart from the actual words they use they can vary their intonation and stress which helps them to show which part of what they are saying is most important .By varying the pitch and intonation in their voice they can clearly convey their attitude to what they are saying ,too;they can indicate interest or lack of it ,for example ,and they can show whether they wish to be taken seriously .

At any point in a speech event speakers can rephrase what they are saying ;they can speed up or slow down .This will often be done in response to the feedback they are getting from their listeners who will show through a variety of gestures ,expressions and interruptions that they do not understand .

And in a face to face interaction the speaker can use a whole range of facial expressions ,gestures and general body language to help to convey the message

(Harmer,2007:53).

Apart from the formely mentioned expressive possibilities ,L1 speakers use some mechanisms to facilitate their speech .These mechanisms are not too easy for L2 Speakers and consist of simplifying the language making simple structures :they usually omit parts of a sentence and use idiomatic expressions to facilitate the oral fluency and fillers and hesitation devices are also frequent .In order to compensate their difficulties ,L1 speakers can correct themselves reformulate or rephrase sentences ,a frequent kind of alteration accepted by the community of speakers (Bueno,Madrid and McLaren(2006:325).

BARRIERS WHILE SPEAKING :

There are certain barriers to speaking :

- 1-Unclear messages.
- 2-Lack of consistency in the communication process.
- 3-Incomplete sentences .
- 4-NOT understanding the receiver.
- 5-Words can have different meanings to different listener.
- 6-Use of negative words.

HOW TO IMPROVE SPEAKING SKILLS:

- 1.Practice where you can ,when you can: Any practice is good whether you speak to someone who is a native English speaker or not.
- 2.It's important to build your confidence .If possible ,use simple English sentence structure that you know is correct ,soo that you can concentrate on getting your message across.
- 3.Try to experiment with the English you know .Use words and phrases you know in new situation .Native English speakers are more likely to correct you if you use the wrong wordthan if you use the wrong grammar .Experimenting with vocabulary is a really good way of getting feedback.

The role of the teachers :

According to Prieto (2008), at the time of undertaking the teaching practice, teachers should give themselves to this practice with the attitude of being an element of the class rather than the main one. The teacher should conceive of the teaching-learning process as a community matter, in which all members of the group should participate. In this way, Prieto claims that: “communication between the students and the teacher will be enhanced, resulting in greater interaction and, certainly, a greater quality in the formative process of the group as a whole.” (Prieto, 2008: 334)

We often fall into the error of thinking that anyone can teach a group of children, but all who dedicate to teaching know that is not quite like this. The education we must transmit to our children should not be only about a transfer of knowledge and content; it goes further. Prieto (2008) also states that all that surrounds the transmission of content must be accompanied by a training in revitalizing techniques, which can lead to a more direct and lasting communication, which at the same time, allows the intercommunication between teacher and student and, therefore, create a much more effective training.

Focusing on CLT, according to Savignon (1971), CLT theory is based on a proper educational environment, which requires an appropriate organization of several variables. To begin with, we need the experience and knowledge of teachers, students' needs as well as their attitudes are another variable to consider. In addition, we must not leave out the scene where the lessons are carried out, in this case, the classroom. In other words, a classroom, which promotes a communicative approach to language, is considered to be a social context where teachers and students are the key players, and the role they play is crucial for the performance of communicative teaching

A class of CLT focuses mainly on creating an environment focused on the learner rather than an environment focused on the teacher. This fact requires that the role of teachers must be changed. Instead of being a class-dominator, as they were supposed to be in the past, they are shift to become a class-supporter. Saying it in another way, Savignon (1971) also supports this idea of changes in roles, stating that:

“Autonomous learning influences teaching methodology and dramatically changes the roles of the language teacher and the language learner. To cope with these changes, future teachers have to be prepared both practically and academically.” (Savignon, 1971: 27)

This theory is also supported by Lopez (1984), who argues that all students have their own needs, interests and different cognitive rhythms. Therefore, the teacher in a class of CLT is asked to be more flexible and creative when using methods and teaching techniques to achieve a more effective teaching performance.

In addition, other authors like Richards and Lackhart (1994) claimed that when it comes to carrying out a class of CLT, the role of teachers may vary accordingly. The flexibility of the teacher varies from manager, scheduler, driver, organizer, facilitator, etc. to support the learning of their students. In addition, to meet the need for language that learners have, it is necessary that the teacher implement tasks based on text, or other methods that require the teacher to play a role of adviser, analyst and process manager as well as a participant.

In relation to this, different roles are given to teachers in a communicative approach to language. Breen and Candlin (1980) summarize in their own words the roles that have been already mentioned:

The teacher has two main roles: the first role is to facilitate the communication process between all participants in the classroom, and between these participants and the various activities and texts. The second role is to act as an independent participant within the learning-teaching group. The latter role is closely related to the objectives of the first role and arises from it. (Breen and Candlin, 1980: 99)

Applying CLT is also necessary that the teacher performs appropriate questions, encouraging the learners to answer actively and thus facilitating students' participation in classroom activities.

Having said that, we can conclude that the role of the teacher in a communicative approach to language is mainly based on three important factors. The teacher should be a facilitator, who facilitates classroom communication and establishes situations and contexts likely to promote communication. The teacher is also a co-communicator, participating in activities with their students. Finally, the teacher should be an advisor when presenting activities, answering questions from students and monitoring their performance.

The role of the learners

When it comes to the role of students in a communicative approach to language, it is important to bear in mind that, as teachers we can no longer be considered only as teachers, just the same happens with students, since both teachers and students are responsible for learning.

As we described previously, the traditional image of teachers as a dominant figure in the classroom has become dissolved over the years. This fact creates the need to facilitate the communication process in the classroom in which students feel safe and without threats.

According to Ozsevik (2010), in the CLT classroom, the whole environment is student-centred, and it does not depend on the teachers all the time, waiting for instructions, correction, permits, words of approval, evaluation and praise. Instead, the students take a fairly positive role. They do not ignore each other but communicate with one another. They appreciate the contributions from each other; they all also cooperate and learn from each other in the best way possible. The main objective is that students help each other through communication. If any difficulties or any questions come up during the lesson, the students instead of asking the teacher for help or advice, they try to solve the problem themselves. Only after they have tried to get the answer by themselves even in pairs or groups, they can seek the help of the teacher.

The attention given to the communicative language approach in communication processes, instead of being focused on the language forms and grammatical terms, leads to different learner roles. Breen and Candlin (1980) who previously described the roles of the teacher, also describe the roles of learners.

“The role of learner as negotiator – between the self, the learning process, and the project of learning – emerges from and interacts with the role of joint negotiator within the group and within the classroom procedures and activities which the group undertakes. The implication for the learner is that he should contribute as much as he gains, and thereby learn in an interdependent way”. (Breen and Candlin, 1980: 100)

Similarly, Ozsevik (2010), in his descriptions of the role of students in a CLT classroom, declares that students participate actively in the interpretation, expression and negotiation of meaning while the teacher assumes a role of facilitator and participant. Breen and Candlin (1980), insist on the need that students should achieve interdependence by acknowledging responsibility for their own learning and sharing that responsibility with other students as well

as with the teacher. Another objective that the student must possess is the commitment to undertaking communicative tasks with other participants within the same group: “ *This commitment can be initiated and supported by a milieu in which the learner's own contributions, interpretations, expressions and efforts to negotiate are recognized as valid as valuable*”.(Breen and Candlin, 1980: 101).

In line with these authors, learners also have an important monitoring role, not only in lesson management but also they can apply it to their learning process. The student can be a provider of feedback to others. As for the expression and negotiation, the student adopts a dual function of being, first, a teacher for other potential students and, secondly, to inform a teacher in reference to its own process learning. In the latter role, the student can offer the teacher and other students, a new source that can help the process of teaching-learning group as a whole.

Breen and Candlin (1980) summarize this idea by arguing that: “*a communicative methodology would allow both the teacher and the learner to be interdependent participants in a communicative process of learning and teaching.*” (Breen and Candlin, 1980: 10

CONCLUSION:

In the chapter above we discussed the listening and speaking skills ,in which a speaker has to speak the words .These words can not removed .There is no appportunity for listeners to recapture the words once they have been said also in the above chapter we provide the role of teachers and how we improve the two skills(Listening ,Speaking).

CHAPTER THREE: DATA ANALYSIS.

INTRODUCTION:

Our Research aims to provide the causes behind the effectiveness of communicative competence in second year students and their attitude towards listening and speaking .This chapter provides the result of the study that where gained by data collection process through questionnaires which is designed to respondants to answer them in writing form .First we choose the population under the study ,second we will analyse our students questionnaires

Methodology:

We use the descriptive Method to Investigate second year students in Abbas Laghrour University Khenchela improving communicative competence and collect needed data about the subject under investigation we deal with a sample of 30 students which are selected randomly from a total population of second year students Abbas Laghrour Khenchela .

Questionnaires:

The objective of our Research*and questionnaires will be prepared for the purpose to know the response that help us to investigate second year students of university Abbas Laghrour Khenchela ,through this procedure we where developing communicative competence to improve listening and speaking skills by using 3 section for 14 question each one provide the important and specific information.

Questionnaires description:

Questionnaires was prepared for second year students of Abbas Laghrour University Khenchela .The sample population is made up of 200 for second year students which where 1/3 respondent to find the causes behind effectiveness of communicative competence ,the participants given the questionnaires during the lesson ,and they given enough time to complete and return them to the research questionnaires was consisting 3 section ,each one provides the important details .

Section one :General information about participant Q1,Q2,Q3 .It consist 3 Items designed to get general information about students .In the first question asked students if their

communicate in English :Yes or No .The second question :is about How often do you work in pairs or groups whether. A-Always b-Sometimes c-Often .The last question of this section about the purpose for learning English .If it is for : a-For studying b-For socializing c-For entertainment.

The second section is about students and teachers strategies to improve communicative competence .The main objective of this section is to collect information about students attitude, towards using debate strategies to improve communicative competence

Question 4: Is design to ask students about benefit of English textbook whether :a- Effective b- Very effective c-Not effective .

Question 5: Asked students about appropriate source to improve communicative competence :a-Textbook b-teacher lecture c-Films d-Others .

Question 6 :Asked students Does the teacher provide feed back when you make mistakes in reading ?YES or NO.

Question 7: Also asked students Does your teacher provide you with feed back when you read a-Always b-Sometimes c-Rarely d- Never .

Question 8: This question is about if the teachers including specific lesson for communication .YES or NO.

SECTION THREE: The main aims of this part is to provide the learners attitude towards listening and speaking skills, also the effective strategies and the appropriate solution to improve communicative competence .Question 9: Asked students which of the following skills do you want to develop first whether : a- Reading b-Listening c-Speaking d-Writing. Question 10: The focus of learner when they read : a- Spelling b- Meaning c-Both. Question 11: Is designed to ask about how often do they speak English ,during the lesson : a- Always b-Often c- Rarely d-Never .Question 12 :They are asked about effective strategies that the teacher used it in class to improve listening and speaking skills whether :a- Topic discussion b- Fill in the gap c-Dialogue d- Other. Question 13: Asked students do you successful to acquire the communicative competence through the above directly mentioned technique .YES or NO.

Question 14: They are asked about appropriate solution to improve their communicative competence ,it is through : a- More material b-Roll play c-Group work d -other.

Item n°01: As an English learner, can you communicate in English?

Option	Number	Percentage
Yes	17	56,66%
No	13	43,34%
Total	30	100%

Table n°01: learning communicates English.

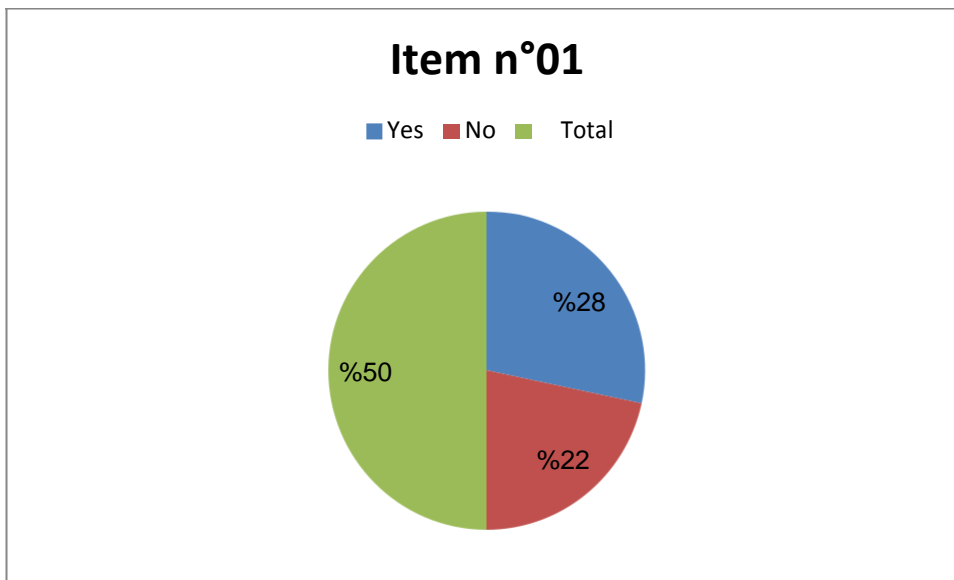


Figure n°01: learning communicate English.

We want to know whether the English student can communicate by English language or not, according to the result above we found 56,66% of student said yes and 43,33% said no . My be this result refers to ability of student those can speak English fluently and the other have problem in speaking English.

Item n°02: How often do you work in pair or groups?

Option	Number	Percentage
Always	06	20%
Sometimes	16	53,34%
Often	08	26,66%
Total	30	100%

Table n°02: The work of learning in pair or group.

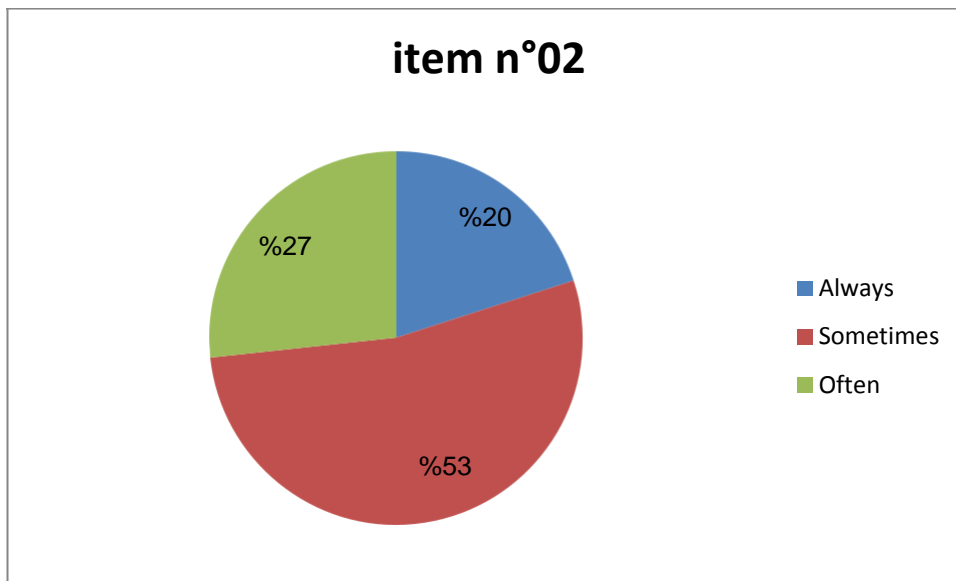


Figure n°02: The work of learning in pair or group.

We observe from the table and figure that the majority of student (53,34%) they work in pair or group sometime , in contrast the student who said often is (26,66%) 20% presented the minority who say always

Item n°03: what is your purpose for learning English?

Option	Number	Percentage
For Studying	12	40
For socializing	13	43,34
For entertainment	05	16,66
Total	30	100

Table n°03: The main purpose for learning English.

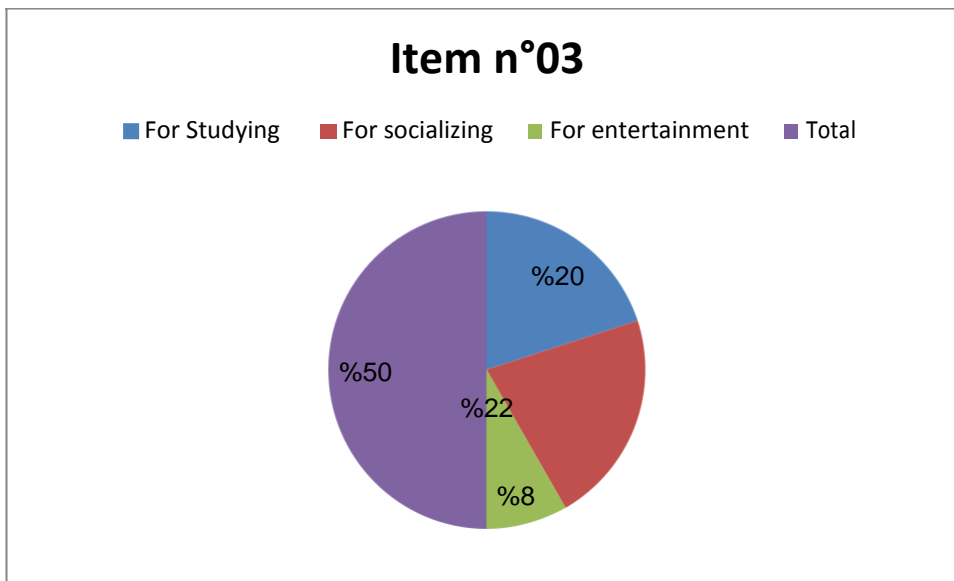


Figure n°03: The main purpose for learning English.

The result above shows that the majority of student 43,34% learning English for socializing approximately student who learning English for studying (40%) .

Item n°04: to what extent do you think English textbook is beneficial to improve communicative competence?

Option	Number	Percentage
Effective	10	33,34%
Very effective	18	60%
Not effective	02	6,66%
Total	30	100%

Table n°04: English textbook is beneficial to improve communicative competence.

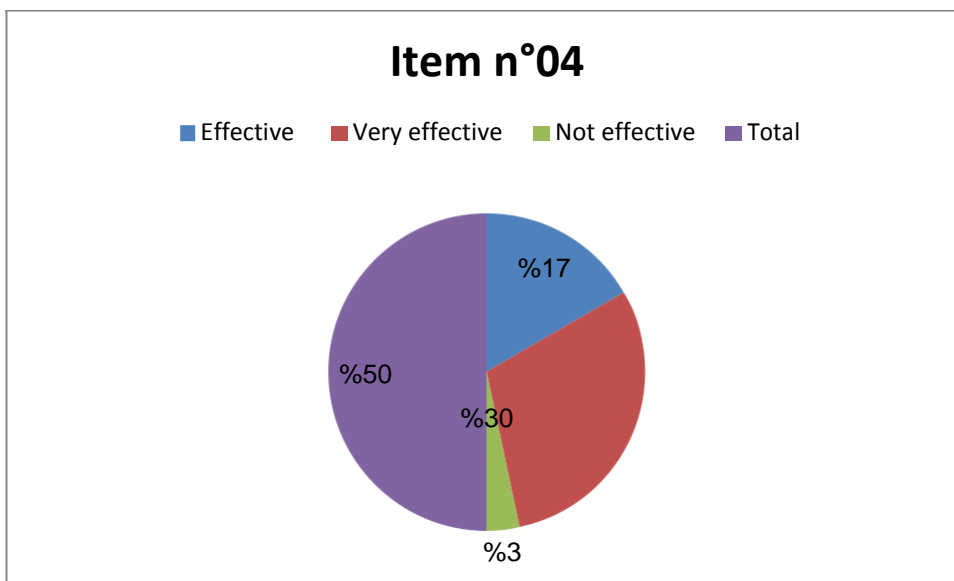


Figure n°04: English textbook is beneficial to improve communicative competence.

We find that from the table the majority of student 60% say that the English textbook is very effective to improve communicative competence while 33,34% of student they think that English textbook is effective ,but the minority of student say not effective (6,66%) because they choosing to learn English from other source.

Item n°05:in your opinion what is the appropriate source that can help to improve communicative competence?

Option	Number	Percentage
Textbook	10	33,33
Teacher	10	33,33
Films	06	20
Others	04	13,34
Total	30	100

Table n°05: the appropriate source that can help to improve communicative competence.

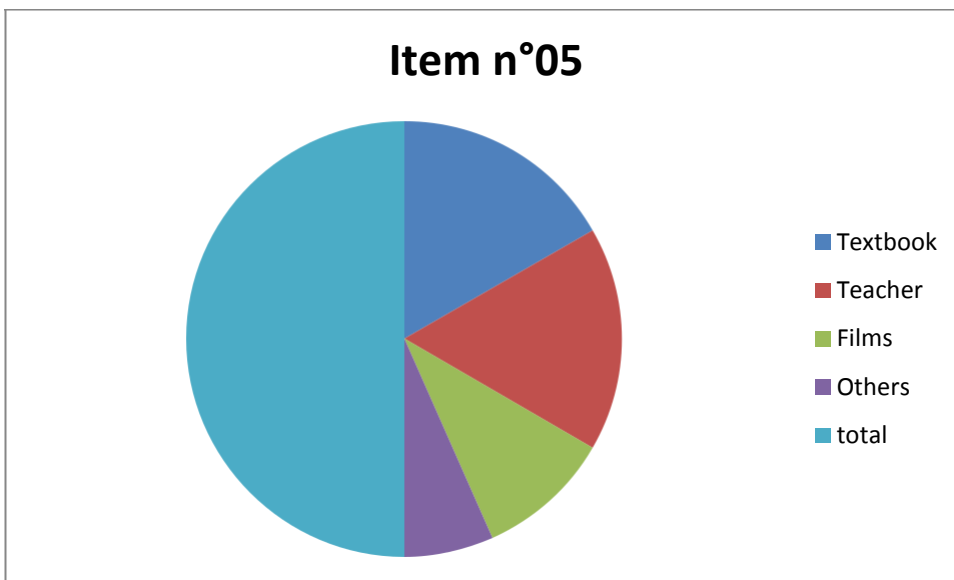


Figure n°05: the appropriate source that can help to improve communicative competence.

Regarding student answer 33,33% the teacher lecture and textbook is appropriate source that can help to improve communicative competence whereas other student 20,34% they choose the films and the minority of them 13,34% prefer other source.

Item n°06: Does the teacher provide feedback when you make mistakes in reading?

Option	Number	Percentage
Yes	17	56,66
no	13	43,34
Total	30	100

Table n°06: the teacher feedback when you make mistakes in reading.

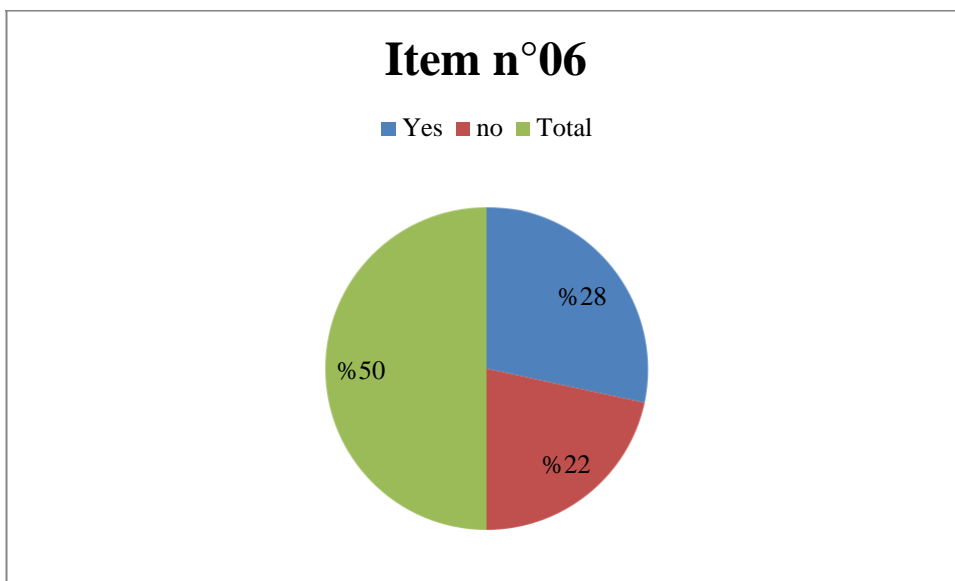


Figure n°06: the teacher feedback when you make mistakes in reading.

In the table above we find 56,66% of student said yes the teacher provide feedback , when they make mistake in reading , while 43,34% of them said no the teacher didn't provide feedback if they mace mistake in reading.

Item n°07: Does the teacher provide feedback when you read?

Option	Number	Percentage
Always	05	16,68
Sometimes	14	46,66
Rarely	03	10
Never	08	26,66
Total	30	100

Table n°07: The teachers provide feedback when you read.

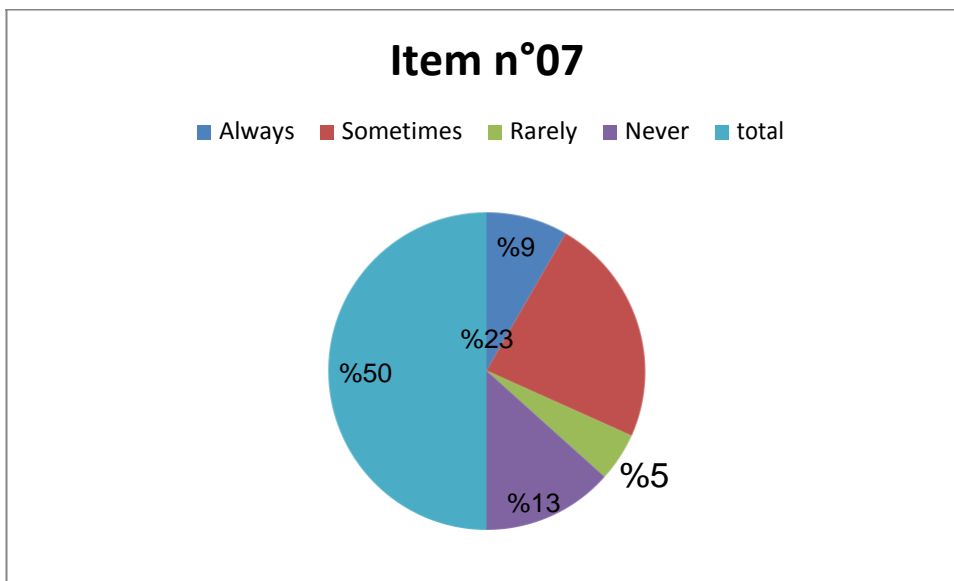


Figure n°07: The teachers provide feedback when you read.

According to the table above we found 46,66% of student said that sometimes the teacher provide feedback when they read ,but 26,66% of student said never ,while 16,68% of them said always and other 10% said rarely .

Item n°08: Does your teacher include specific lesson for communication?

Option	Number	Percentage
Yes	19	63,33
No	11	36,67
Total	30	100

Table n°08: the teacher includes specific lesson for communication.

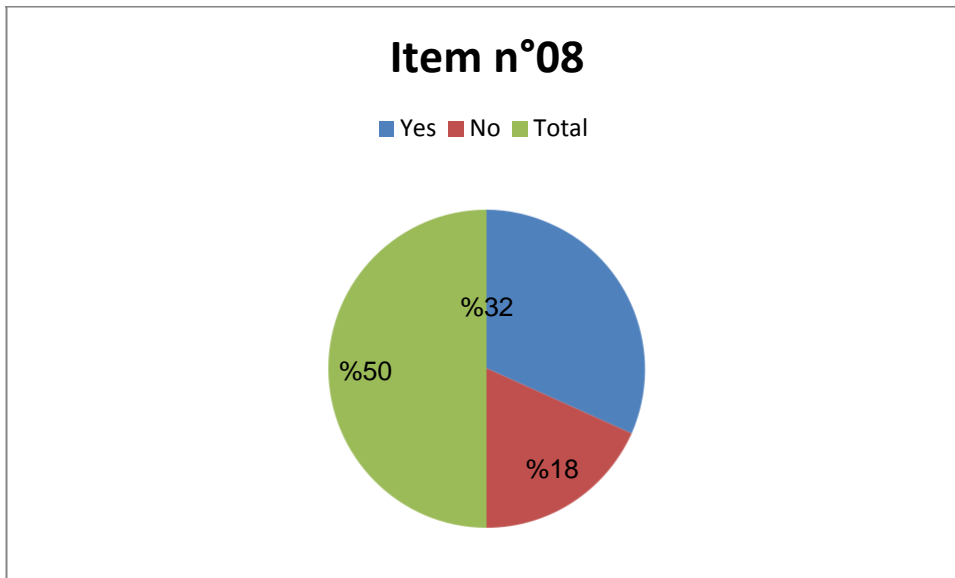


Figure n°08: the teacher includes specific lesson for communication.

The majority of students 63,33 % they said yes the teacher includes specific lesson for communication while others 36,67 %said no.

Item n°09: which of the following skills do you want to develop first?

Option	Number	Percentage
Reading	07	23,33
Writing	06	20
Listening	06	20
Speaking	11	36,67
total	30	100

Table n°09: the skills that you developed it first.

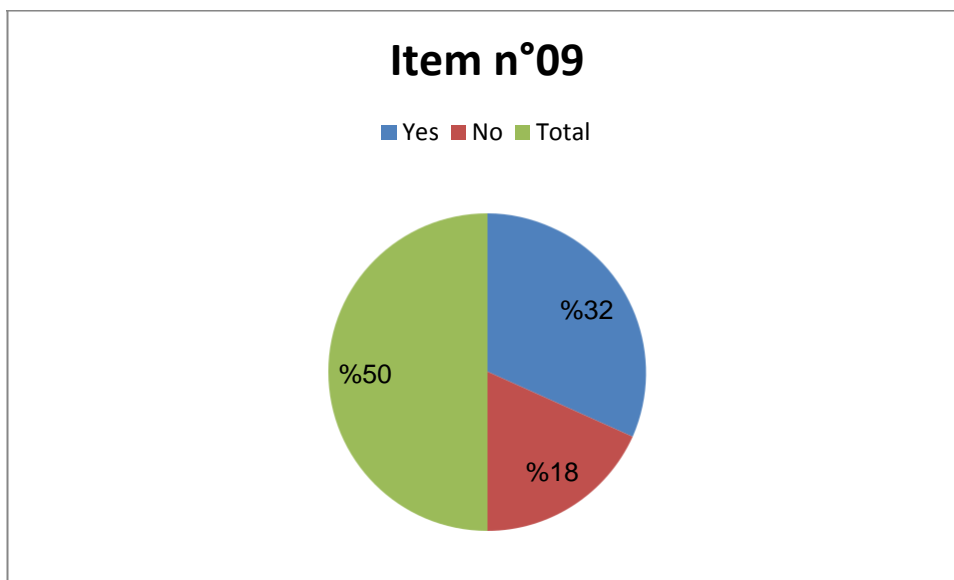


Figure n°09: the skills that you developed it first.

We want to know which skills do you want to develop first, according to the result above we found 36.67 % if student they said speaking and 23.33% said that reading while 20 % they choosing writing and others 20% they said listening.

Item n°10: what do you acquire when reading?

Option	Number	Percentage
Spelling	11	36,66
Meaning	10	33,34
Both	09	30
Total	30	100

Table n°10: the focus of student when reading.

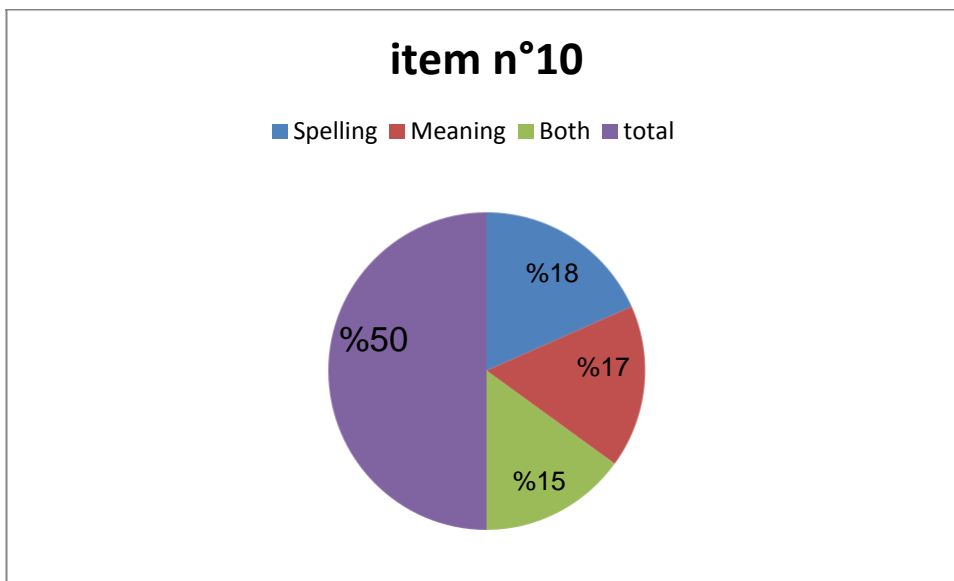


Figure n°10: the focus of student when reading.

The result above shows that 36.66 % of students they said when reading they acquire spelling while 33.34 % they said meaning but others 30 % they choose both of them.

Item n°11: how often do you speak English with classmate and teacher during courses?

Option	Number	Percentage
Always	04	13,34
Sometimes	15	50
Rarely	09	30
Never	02	6,66
Total	30	100

Table n°11: speak English with classmate and teacher during courses.

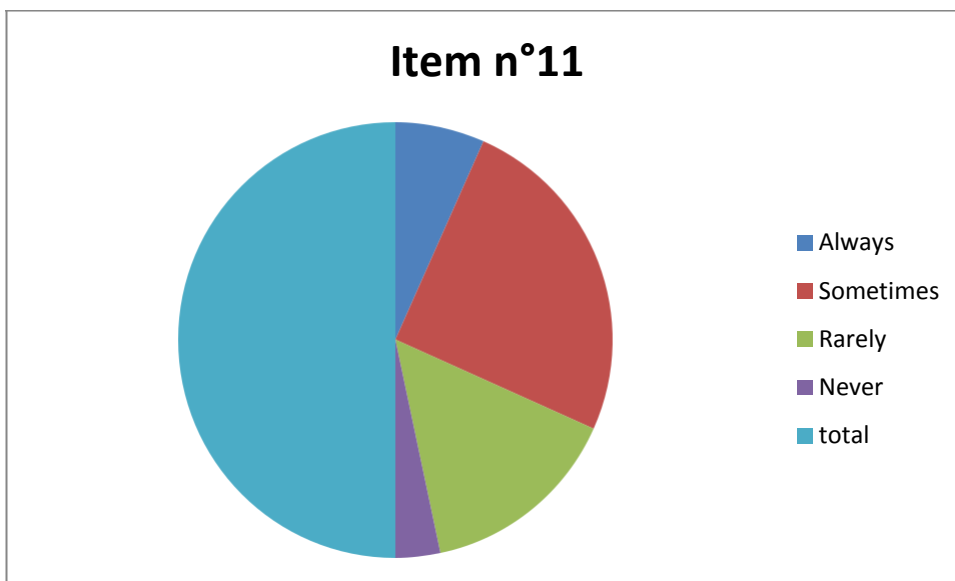


Figure n°11: speak English with classmate and teacher during courses.

The result recorded in the table above shows that the majority of student 50% said that they often speak English with classmate and , teacher during courses, approsimatly student 30 % who are rarely using English in classmate, while others 13.34 % have chosen speaking English with classmate always however 6,66 % of students Never speak English with classmate and teachers.

Item n°12: what are the most effective strategies that the teacher use in class to improve the listening and speaking skills ?

Options	Number	Parentage
Dialogue	9	30
fill in the gap	12	40
Topic discussion	5	16,67
Direct questions	4	13,33

Table n°12: the most effective strategies that the teachers use in class to improve the listening and speaking skills.

Regarding students answer 40 % liked fill in the gap is the most effective strategies to improve listening and speaking skills in class, while 30 % of student have chosen dialogue, whereas 16.67 % of them they said topic discussion but the others 13.33 % said direct question.

Item n°13: Do you acquire the communicative competence through the above directly mentioned techniques?

Option	Number	Percentage
Yes	14	46,68
No	16	53,32
Total	30	100

Table n°13: the learner acquire the communicative competence through the above directly mentioned techniques.

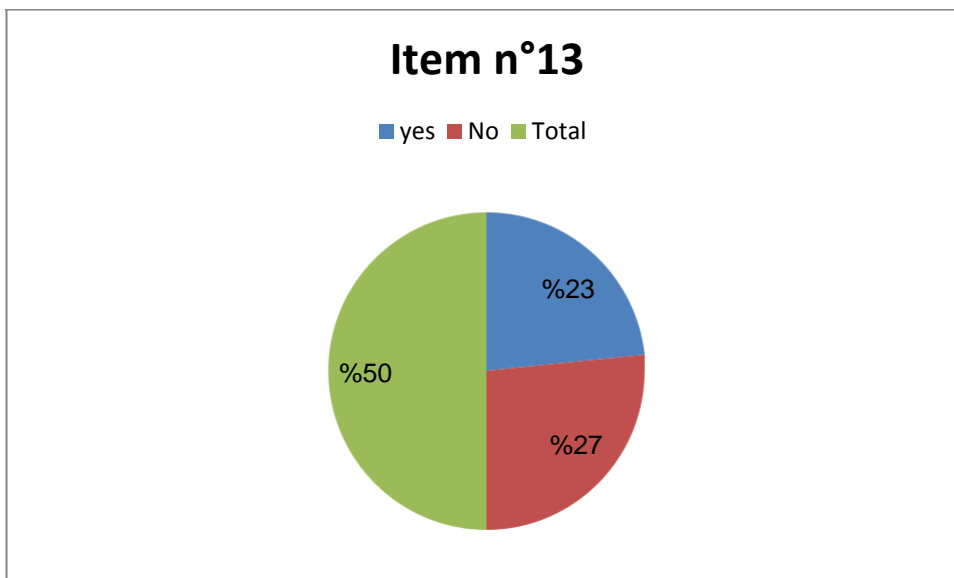


Figure n°13: the learner acquire the communicative competence throught the above directly mentioned techniques.

We find from the table above 53.32 % of student said yes they acquire the communicative competence through the above directly mentioned technique, while 46.68 % of them have chosen no or they didn't acquire the communicative competence through the above directly mentioned technique, because they acquire it from others techniques

Table n°14: The most appropriate solution to improve your English and Your English communicative competence.

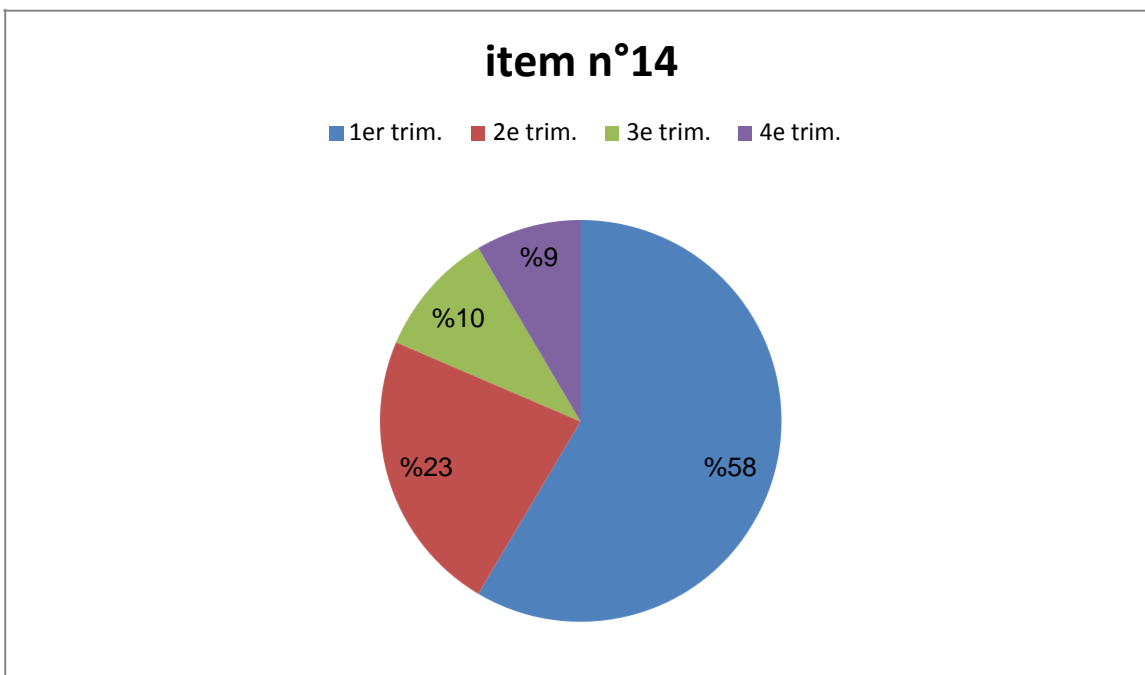


Figure n°14 : The the most appropriate solution to improve your English and your English communicative competence.

We observed form the table above 33,34 %of student they said role play is the appropite solution to improve English and communicative competence .

While 20% of student have chosen more metrial , approximately 23,33%of them said group working and other solution.

Description:

This questionnaire is addressed to teachers of university Abbes Laghrour Khenchela, who are asked to supply information about the communicative teaching language and its effects on listening and speaking.

The teacher questionnaire consisted of 2 parts, the first part is about teaching process and the second part is about teacher attitude in class, all teachers were chosen randomly to fit the purpose of the study.

The total number of participating teachers was 40, six of whom were asked him and we give them questionnaire that contains 09 items.

Item n°01: communicative language teaching is usually described as a method?

Option	Number	Percentage
I agree	04	66,66%
Disagree	02	33,34%
Total	06	100%

Table n°01: communicative language teaching is usually described as a method of teaching

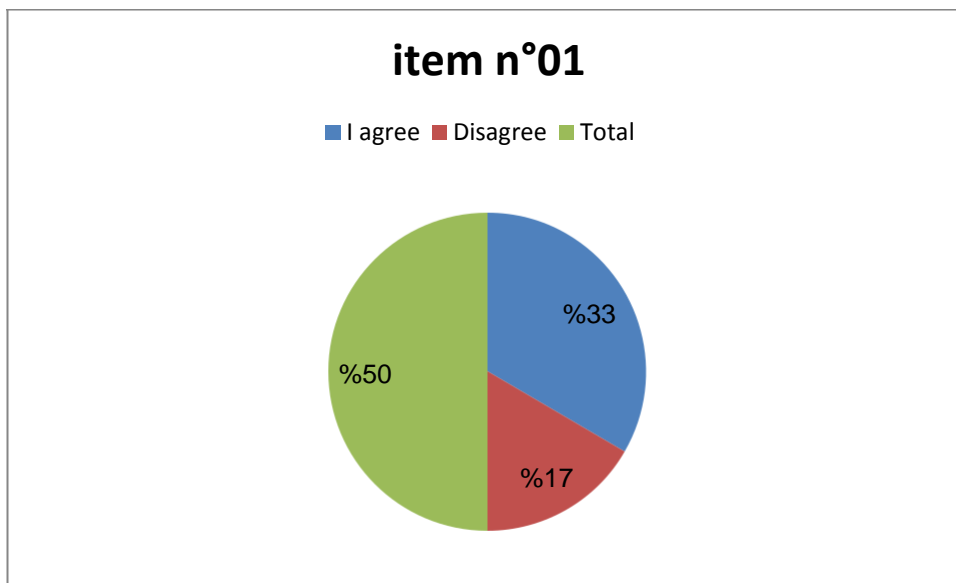


Figure n°01: communicative language teaching is usually described as a method of teaching

According to the table above we find 66,66% teacher said I agree communicative language teaching is usually described as a method of teaching , while33,34% of them said disagree , this result because the other teacher see communication language teaching as approach not method .

Item n°02: The main objective of the English teaching process is :

Option	Number	Percentage
To acquire language	03	50%
To learn language	03	50%
Total	06	100%

Table n°02: The objective of teaching process.

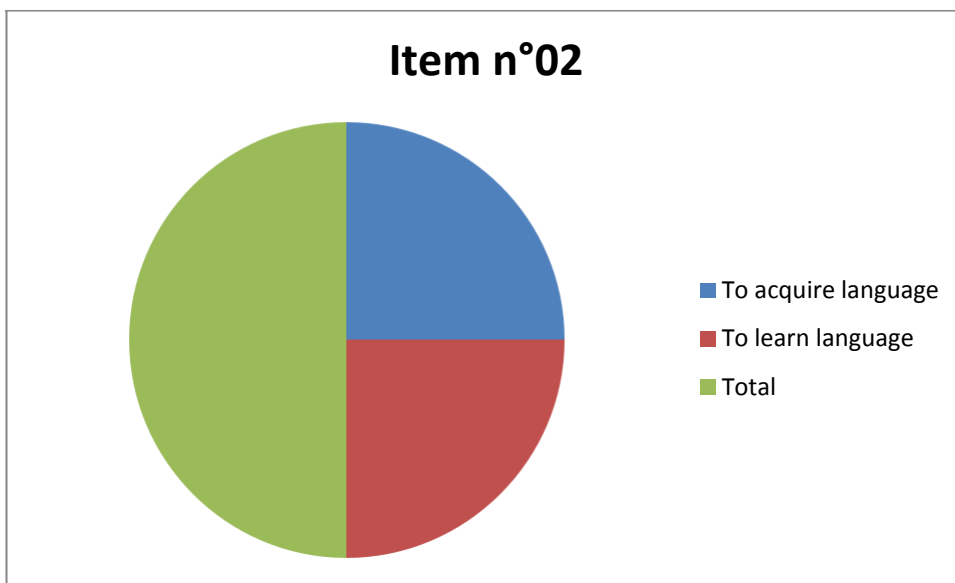


Figure n°02: The objective of teaching process.

According to the result above we find the same answer in which 50% of teacher said objective of teaching process is to acquire language, and 50% of them said the objective is to learn language

Item n°03: The processes of English teaching provide opportunities for pupils to experiment and try out what already known.

Option	Number	Percentage
Yes	01	16,66%
No	00	00%
Sometime	05	83,34%
Total	06	100%

Table n°03: The teaching English The processes of English teaching provide opportunities for pupils to experiment what they known.

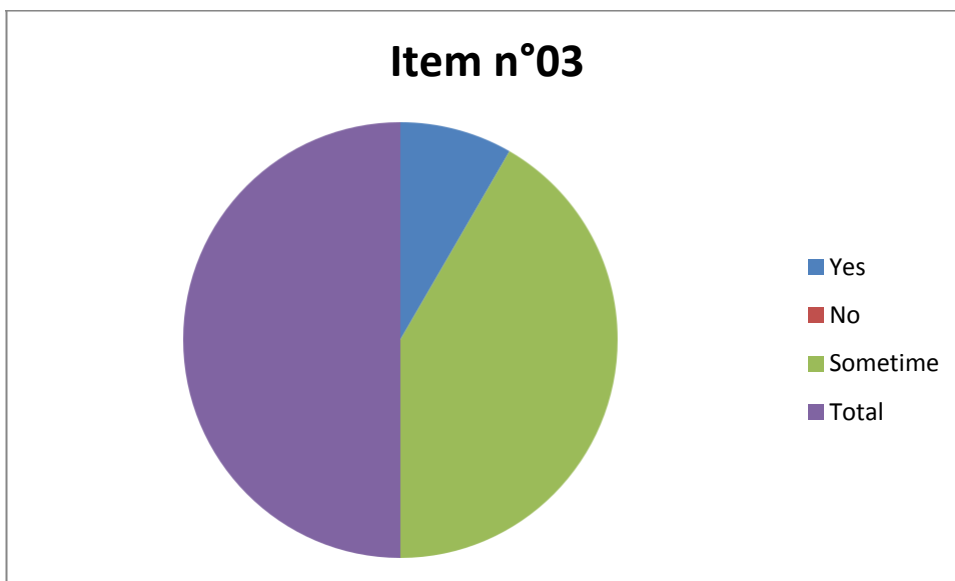


Figure n°03: The teaching English The processes of English teaching provide opportunities for pupils to experiment what they known.

Regarding the teacher answer the majority of them said sometimes (83,34%) the teaching English process provide opportunities for pupils to experiment what they know , while 16,66% said yes

Item n°04: Do you link the four skill together while carrying out any lesson .

Option	Number	Percentage
Yes	05	83,34%
No	01	10,66%
Total	06	100%

Table n°04: The teacher link the four skills together during the course

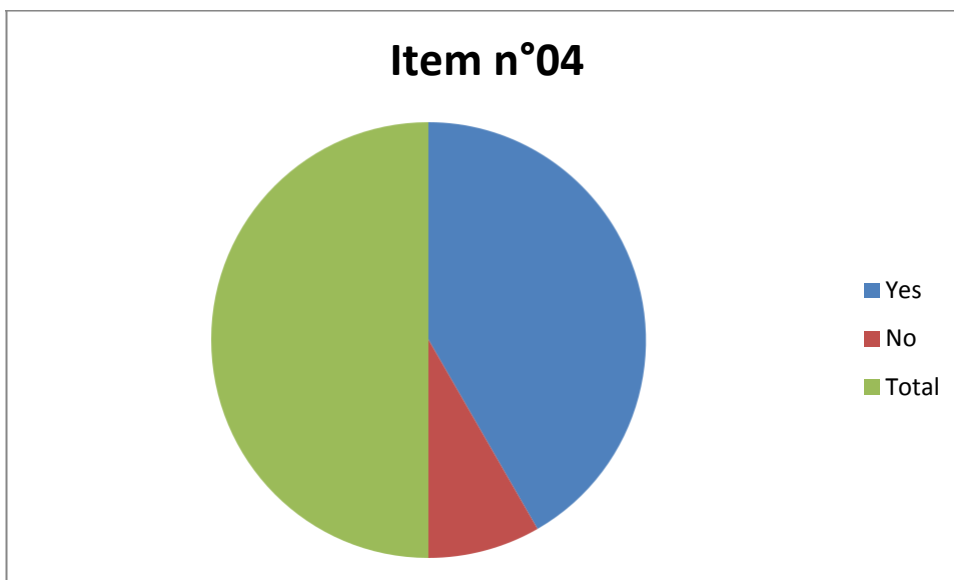


Figure n°04: The teacher link the four skills together during the course

According to the result above we find the majority of teacher (83,34) have chosen yes they link the four skillstogether during the course , but the minority (16,66) of them said NO they didn ´t link the 4 skills to gather , because they use each one alone

Item n°05 : Do correct the mistakes the student commit in class ?

Option	Number	Percentage
Yes	06	100%
No	00	00%
Total	06	100%

Table n°5 :Do correct the mistakes the student commit in class.

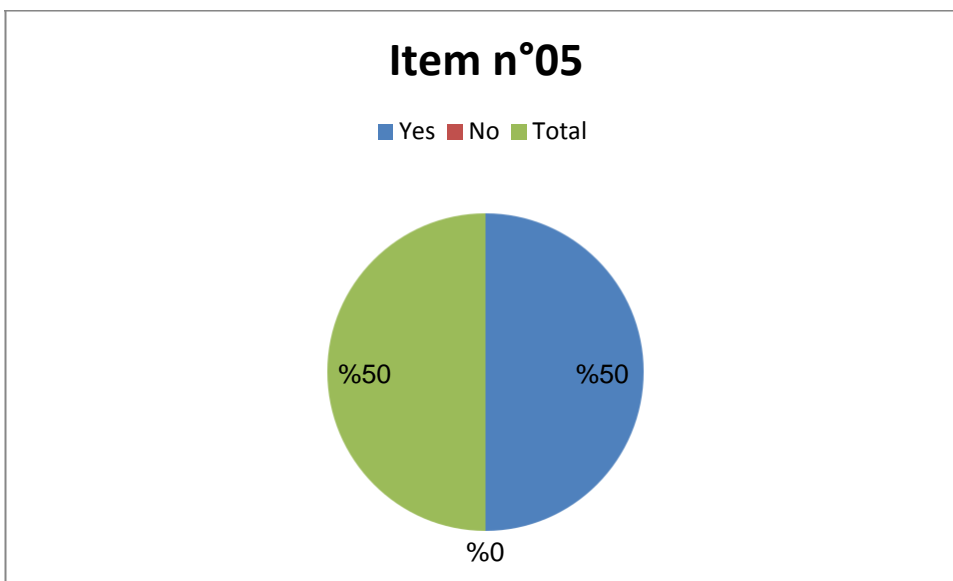


Figure n°05: Do correct the mistakes the student commit in class.

The correction error of learner we observed form the table and figure , the majority (100%) said that they correct mistake then said no (00%) the student commit in class , However no one of them said no (00%) because the teacher can give clues to the student which help them to correct their error

Item n°06: Do you encourage your student to interact in English while in classroom?

Option	Number	Percentage
Yes	06	100%
No	00	00%
Total	06	100%

Table n°06: encourage your student to interact in English.

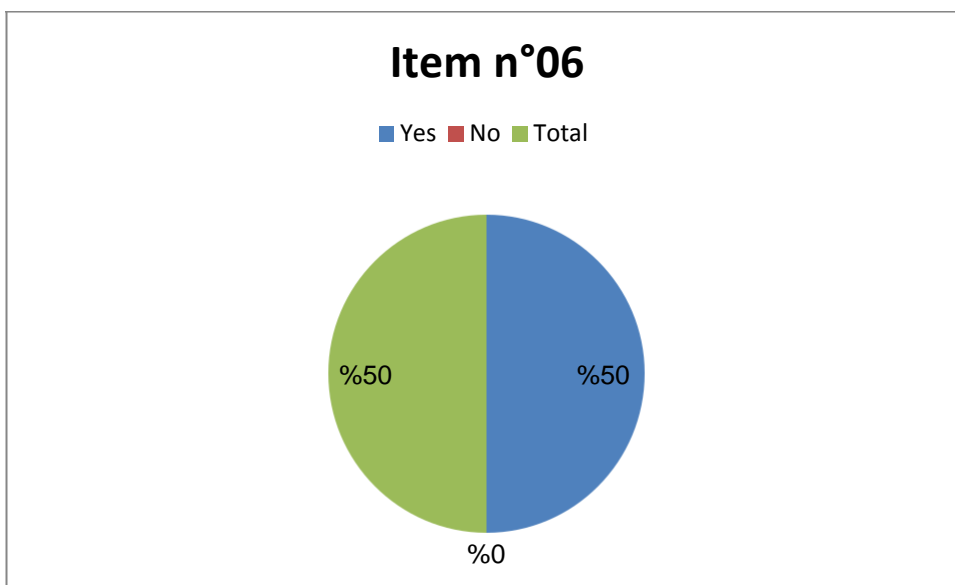


Figure n°05: encourage your student to interact in English.

The result recorded in the table above show that (100%) of teacher encourage their student to interact in English and on one say NO because the teacher facilitate the communication process between all participant in classroom

Item n°07: Do you design task and activities for your learner?

Option	Number	Percentage
Yes	02	33,33%
No	02	33,33%
Sometimes	06	33,33%
Total	06	100%

Table n°07: teacher activities for learner.

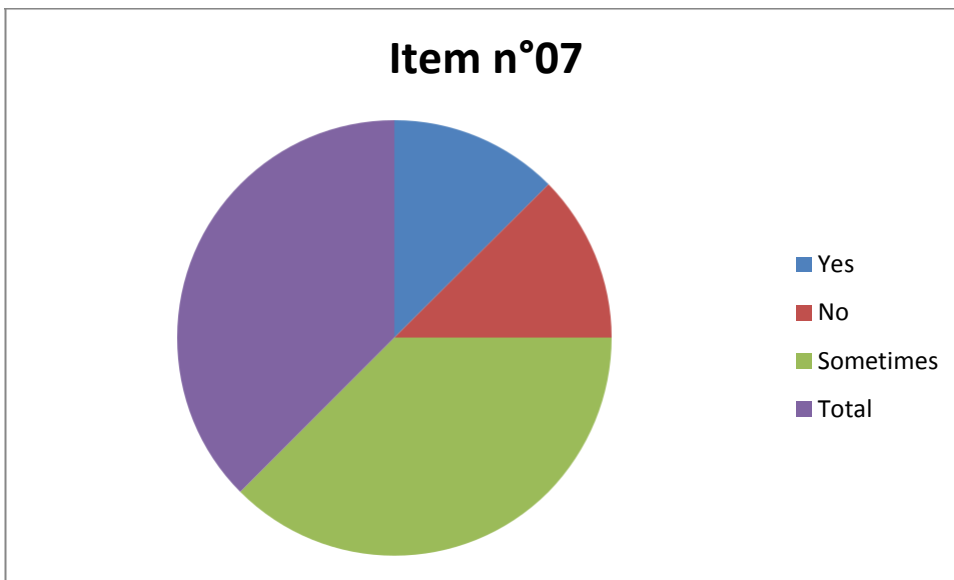


Figure n°07: teacher activities for learner.

Regarding teacher answer (33,33%) ticked the option (some design task and activities they may appositely(33,33%) who interested about activities for developing four skill , so in many activities , the teacher may perform , the familiar role of language instructor while other liked the option no.

Item n°08: Do you speak English while teaching

Option	Number	Percentage
Yes	04	66%
No	02	33,34%
Total	06	100%

Table n°8: The teachers speak English while implementing the lesson.

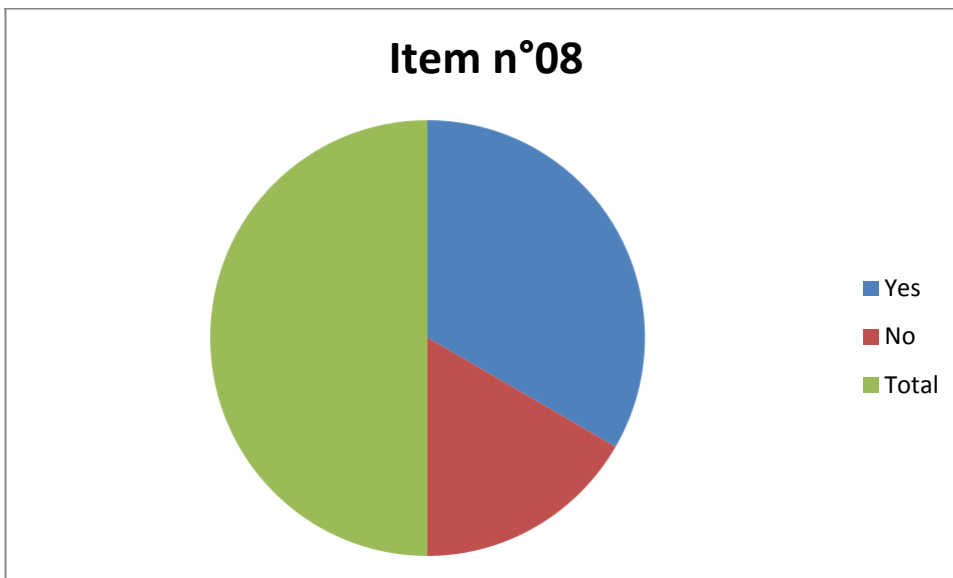


Figure n°8: The teachers speak English while implementing the lesson.

We find from the table that (66, 66%) of teacher speak English while doing the lesson .

Item n°09: Are you interested about material and strategies for learner to improve their communicative competence?

Option	Number	Percentage
Yes	04	66,66%
No	00	00%
Sometimes	02	33,34%
Total	06	100%

Table n°09: the teacher strategies and technique for their learner to improve their communicative competence .

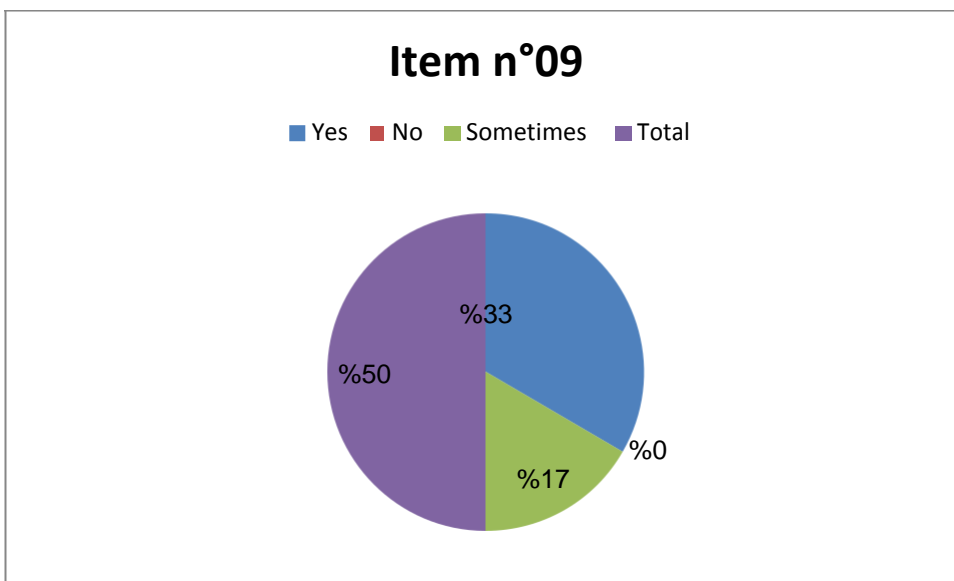


Figure n °09: the teacher strategies and technique for their learner to improve their communicative competence .

The result show the majority (66,66%) much interest about material and strategies for learner in class , and only (33,34%) using strategies and material other (00%) tiked the option no.

CONCLUSION OF DATA ANALYSIS:

This questionnaires is designed for second year students LMD ,at department of English university of Abbes Laghrour .In this chapter the result of data collection have presented ,analyzed and discussed comprehensively .

General conclusion

GENERAL CONCLUSION:

Our study is a descriptive ,which aims to provide communicative teaching language ,and its effects on listening and speaking skills. Learners are not encouraged to use strategies in order to achieve communicative goals .This element are not vital for sacksful oral communicative ,and they are basic components of communicative competence .According to what the teachers and students have answered in the questionnaires ,we found that communicative teaching language is very important to improve listening and speaking skills on second year students of Abbes Laghrour University in Khenchela .In which by communicative teaching language ,they provide the oral messages correctly when they speaking .In addition, they know how to differentiate between mistakes in speaking when they listening to the speech .In other words communicative teaching language helps students to learn and to know the basics of speaking and listening skills. Moreover, the use of communicative teaching language has increased because of it is effectiveness in teaching and learning the language ,also because of its success in helping the students of second year of Abbes Laghrour university Khenchela ,to intended language faster and more accurately .

FREEMA(2011) believed that the communicative language teaching approach was one of the most successful ways of teaching and learning English language in this century .Me belive is that teachers and students should try build strong relation ships in order to use language to communicate. In addition ,the interaction between between the students would helps them to receive feed back for their mistakes .

Communicative language teaching brings the language to its correct use ,in this approach students will have more chances to learn idioms from each other ,and share correct use of them it is means that communicative language teaching its very effective on listening and speaking skills.

Bibliography

Bibliography

Bibliography

- Breen, M. P. & Candlin, C. (1980). *The essentials of a communicative curriculum in language teaching*. University of Lancaster, Oxford University Press. [online] Available from: https://www.academia.edu/1816848/The_essentials_of_a_communicative_curriculum_in_language_teaching.
- Canale, M., & Swain, M. (1980). *Theoretical bases of communicative approaches to second language teaching and testing*. 1 (1) pp.1-47. [online] Available from: <http://ibatefl.com/wp-content/uploads/2012/08/CLT-Canale-Swain.pdf>
- Hinkel, E. (2011). *Handbook of research in Second Language Teaching and Learning: Volume II*. Routledge: Taylor and Francis Group, New York and London. [online] Available from: <http://server2.docfoc.com/uploads/Z2015/12/22/ji43V2h77y/ece77a38fe2c749209e605e7f6744f5d.pdf#page=560>
- Hymes, C. (1972). *On Communicative Competence*. In J. Pride & J. Holmes (Eds.), *Sociolinguistics*, (pp. 269-295). Harmondsworth: Penguin. [online] Available from: <http://www.whomes.uni-bielefeld.de/sgramley/Hymes-2.pdf>
- Larsen-Freeman, D. (1986). *Techniques and Principles in Language Teaching*. Oxford: Oxford University Press.
- Larsen-Freeman, D. (Ed.). (2000). *Techniques and principles in language teaching (2nd Ed.)*. Oxford: Oxford University Press.
- Lopez, C.L. (1984). *The Role of the Teacher in Today's Language classroom*. The English Language Teaching Forum Washington, USA.
- Prieto, J. E. 2008. *The role of the teaching staff at present. Its educational and social function*. Foro de Educación: Sevilla. pp.325-345. [online] Available from: <https://dialnet.unirioja.es/servlet/articulo?codigo=2907073>
- Richards, C.J., and Lackhart, C. (1994). *Reflective Teaching in Second Language classrooms*. Cambridge University, United Kingdom.
- Richards, Jack C. (2006). *Communicative Language Teaching Today*. USA: Cambridge University press. [online] Available from: <http://faculty.mu.edu.sa/public/uploads/1347871288.356924906420-Jack-C-Richards-Communicative-Language-Teaching-Today.pdf> [Retrieved 1.03.2017].
- Richards, Jack C. and Theodore S. Rodgers. (1986). *Approaches and methods in language*

Bibliography

teaching: A description and analysis. Cambridge: Cambridge University press. [online]

Available from: <https://aguswuryanto.files.wordpress.com/2008/09/approaches-and-methods-in-language-teaching.pdf> [Retrieved 04.04.2017].

- Smoczyńska, A. (2014). *The system of Education in Poland*. Warsaw: Foundation for the Development of the Education System (FRSE). National Agency for the Lifelong Learning Programme. Polish EURYDICE Unit. pp.32-37 [online] Available from: http://www.fss.org.pl/sites/fss.org.pl/files/the-system_2014_www_0.pdf
- Savignon, S.J. (1971), *Communicative Language Teaching: Linguistic Theory and Classroom Practice*. Yale University, USA. [online] Available from: <http://videa.ca/wp-content/uploads/2015/08/Communicative-language-teaching2.pdf>.

Appendices

APPENDICES:

Questionnaires for students of second year:

1-As an English learner can you communicate in English?

YES NO

2-How often do you work in pairs or groups?

a-Always b-Sometimes c-Often

3-What is your purpose for learning English?

a-For studying b-For socializing c-For entertainment

4-To what extent do you think English textbook is beneficial to improve communicative competence?

a-Effective b-Very effective c-Not effective

5-In your opinion, what is the appropriate source that can help to improve communicative competence?

a-Textbook b-Teacher lecture c-Films d-Other

6-Does the teacher provide feed back when you make mistakein reading?

a-Yes b- No

7-Does your teacher provide you with feedback when you read ?

a-Always b-Sometime c-Rarely d-Never

8-Does your teacher includes specific lesson for communication?

a-YES b-NO

9-Which of following skills do you want to develop first?

a-Reading b-Writing c-Listening d-Speaking

10-What do you acquire when you read?

Questionnaire

a-Spelling b-Meaning c-Both

11-How often do you speak English with classmate and teacher during courses?

a-Always b-Often c-Rarely d-Never

12-What are the most effective strategies that the teacher use in class to improve the listening and speaking skills?

a-Dialogue b-Fill in the gaps c-Topic discussion d- Direct
questions

13-Do you successful to acquire the communicative competence through the above directly mentioned technique?

a-YES b-No

14-What is the most appropriate sollution to improve your English and communicative competence ?

a-More material b-Role play c-Group work d-Other

QUESTIONNAIRE FOR TEACHERS:

Would you please answer the following questions?

1-Communicative language teaching is usually described as a method of teaching ?

a-I agree b-Disagree

2-The main objective of the English teaching process is :

a-To acquire language b- To learn language

3-The process of English teaching provides opportunities for pupils to experiment and try out what they already known?

a-Yes b-No c-Sometimes

4-Do you link the four skills together while carrying out any lesson?

a-Yes b-No

5-Do you correct the mistakes the students commit in class ?

a-Yes b-No

6-Do you encourage your students to interact in English while in classroom ?

a-Yes b-No

7-Do you design tasks and activities for your learners ?

a- Yes b-No

8- Do you speak English while teaching ?

a- Yes b- No

9-Are you interested about material and strategies for learner to improve their communicative competence?

a-Yes b- No

Thank you.

Summary :

the goal of this study is to examine if communicative language teaching is effective for the second year students ,to improve their attitude towards listening and speaking skills

This qualitative research analysis Major set information related to foreign language teaching ,which is the main Approaches ,the principle ,advantages and disadvantages of communicative teaching language, this in the first chapter of this research .The second chapter comprised the main characterstique of listening and speaking skills, and the teacher role with the attitude in classroom lesson. This chapter attempt to focus on the result of practicing language teaching learning through CLT approach by questionnaires teachers and students observing classes in selective students of second year students in Khenchela .Also this research tries to provide some way to get the maximum result using this approach.

ملخص:

الهدف من هذه الدراسة هو دراسة ما إذا كان تدريس اللغة التواصلية فعالاً لطالب السنة الثانية ، لتحسين موقفهم من مهارات السمع والتحدث. هذا التحليل البحثي النوعي مجموعة معلومات رئيسية تتعلق بتدريس اللغة الأجنبية ، والتي هي النهج الرئيسية ، المبدأ وميزات وعيوب لغة التدريس التواصلية ، وهذا في الفصل الأول من هذا البحث. أما الفصل الثاني فقد تضمن السمة الرئيسية لمهارات السمع والتحدث ، ودور المعلم في الموقف في درس الفصل. يحاول هذا من خلال استبيانات المعلمين والطلاب الذين CLT الفصل التركيز على نتيجة ممارسة تعلم اللغة من خلال منهج يراقبون الفصول في طالب انتقائيين لطالب السنة الثانية في خنشلة ، كما يحاول هذا البحث توفير طريقة ما للحصول على أفضل نتيجة باستخدام هذا النهج.