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Evaluating Teaches' Performance in Teaching Speaking Communicatively in Preparatory Stage in Jabalia Area

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Dedication

To My Mother

To My Family

To My Friends

To Them All With My Love And My Gratitude

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I am very thankful for Allah, who grated me the ability and courage to complete.

This work.

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Abstract

Evaluating teachers' performance in teaching speaking communicatively in preparatory stage in jabalia Area

The purpose of this study was to evaluate teachers' performance in teaching speaking skill communicatively in preparatory stage in jabalia area. It attempted to reveal if there are statistically significant differences among teachers' performance in teaching speaking communicatively due to the variables of gender and experience.

More specifically, the study attempts to answer the following question:

- are there statistically significant differences at level (a $\leq$ 0.05) between teachers' performance in teaching speaking communicatively in preparatory stage in jabalia area with reference to the gender variable?

- Are there statistically significant differences at (a $\leq$ 0.05) between teachers' performance in teaching speaking communicatively in preparatory stage in jabalia area with reference to the experience variable?

The study was conducted on teachers preparatory schools in jabalia area, the researcher chose a sample which consists of (37) teachers (22 males and 15 females) . the sample involved the teachers, who teach English at preparatory stage in jabalia area for the second semester of the academic year (2004 – 2005) . the researcher used the observation form and applied it on the sample of study.

- To answer these questions, the researcher used person correlation formula to check the validity of observation card and cooper's equation to check the percentage of agreement between the observers. He used mann – whitney test and kruskal wallis test to analyze the data statistically.

Chapter One

Background of Study

Introduction

Statement of Problem

Questions of Study

Hypotheses of Study

Purpose of Study

Significance of Study

Definition of Terms

Limitation of Study

Summary

Chapter One

1.1 Introduction

English language is an international language , which is taught worldwide . It derives its importance from its influence on politics , science and culture . It is considered as a human activity. It is looked upon as a means of communication and social interaction among individuals . It has an essential function of society serving interpersonal role and making a speaker as a member of a speech community through its use .The main goal of language teaching is to develop the ability of learners to participate in the communication process. Keshta (2001:1) says that "English is a universal language ; the language of communication across countries in the international world of trade , business communication, air transportation and technology ".

Communication is seen as the first function and ultimate purpose of language. (Valette 1973:407 , as quoted in Radwan 1999:15), claims that " The effective communication is the ability to understand what one hears and to express oneself in speaking " . In real-world , language is used to communicate a message i-e to achieve an authentic , real function , or purpose . In the educational field communication is the means by which learners collect information from spoken sources .

Harmer(1998:47) says that " Communication is the central feature in teaching and learning language .It is between students creates opportunities for them to participate in the negotiation of meaning, to perform a range of language functions, and to attend to both language forms and functions."

It is a new theory of emotional life and psychoanalysis that is centered on human adaptations . It leads to teach a language virtually . It creates a pressure for a change in teaching methods and curricula to suit the needs of students . It focuses on language as a medium of communication .

The new direction in the theory of language aired by Chomsky, who added an increasing demand for language teaching among the countries of European Common Market were thrusting forces behind this method . The basic unit of language became not the sentence , but the communicative act, therefore focus is laid on function and meaning rather than form function rather than form, meaning rather than form , and rather than pattern.

During twenty years , it is interesting to look at the legacy of communicative approach and to observe how current practice has been affected by its basic principles . Most present – day practitioners would probably like to think that their classes are communicative in the widest sense of the world . Gallway (1993) asserts that " The communicative approach could be said to be the product of educators and linguists , who had grown dissatisfied with the audio-lingual and grammar-translation methods of foreign language instruction . They felt that the students were not learning enough realistic whole language . They did not know how to use language communicatively ." Nunan (1992) emphasized that "Central to communicative approach is the perception ,the language is not just a system of rules , but a dynamic source for the creation of meaning."

The communicative approach to language teaching has a strong emphasis on speaking . It provides on English learning environment , where the students have many opportunities to try out their speaking skills .

Many of speaking activities are based on students personal experiences, opinions and ideas . There is a communicative purpose to each activity . By speaking , students gain confidence in each task and have a chance to do it again , but better .

Speaking is fundamental to human communication . If the goal of language course is truly to communicate in English , then speaking skill should be taught and practiced in the language classroom . It can be a lot of fun raising general learner motivation and making the classroom a dynamic and effective environment to be .

Speaking is the ability to express oneself in life situations , the ability to report acts or to express a sequence of ideas fluently . (Omaggio ,1986: 434 , as quoted in Radwan,1999:19), describes it as the ability of speakers to convey and communicate meanings to other people and to satisfy the requirements of everyday and daily- life situations . By speaking , the researcher means the oral fluent productive mastery of the target language in effective contexts .

In recent years , methodologists and linguists have begun to argue that the spoken language should be the principal objective in language teaching . In order to develop speaking skill, it should be identified, practiced, improved, and developed by the use of various activities and tasks .

" Learning to speak a foreign language requires more than knowing its grammatical and semantic rules . Students know how native speakers use language in real situations . Diversity in interaction involves not only verbal communication but also paralinguistic elements of speech such as pitch , stress and intonation. " , (Brown 1994 , as quoted in Al- Khuli 2002:17) (Bygate 1993, as quoted in Al- Dakel , 1998:5) confirms that "One of the main problem in teaching English is to prepare the learners to be capable of using it orally with confidence in the classroom ."

From his experience in teaching , the researcher thinks that the communicative approach is very necessary in teaching speaking , because it helps to solve some problems in classroom such as a high number of students , individual differences and the limited time of period. This helps teachers and students to practice using language in pair and group work . Also it can build good habits like self – confidence and self- correction .

He can notice that students learn English for eight years, but they can't speak it well, because they don't practice using language outside classroom , so the researcher can solve these problems by using this approach. However, students in our schools usually learn English at a rate ranging from five to six periods per week, this should enable them to speak fluently and readily, but this rarely achieved.

1.2 Statement of Problem

The researcher as a teacher of English feels that there is a problem in teaching speaking , so the teachers need to improve their techniques in teaching speaking communicatively . In the light of the researcher's observations and the review of relevant literature , the researcher sees that teaching speaking hasn't been given attention in teaching. The problem of study is represented in this question :

What is the criteria of teachers' performance in teaching speaking communicatively in preparatory stage in Jabalia area ?

1.3 Questions of Study

The purpose of study will be achieved by answering the following questions :

1- Are there statistically significant differences at level ($\alpha \leq 0.05$) between teachers' performance in teaching speaking communicatively in preparatory stage in Jabalia area with reference to the gender variable ?

2 – Are there statistically significant differences at level (α≤ 0.05) between teachers' performance in teaching speaking communicatively in preparatory stage in Jabalia area with reference to the experience variable ?

1.4 Hypotheses of Study

1 – There are no statistically significant differences between teachers' performance in teaching speaking communicatively in preparatory stage in Jabalia area with reference to the gender variable ?

2 – There are no statistically significant differences between teachers' performance in teaching speaking communicatively in stage in Jabalia area with reference to the experience variable ?

1.5 Purpose of Study

The purpose of this study aims at evaluating teachers' performance in teaching speaking skill communicatively in preparatory stage in Jabalia area , so there are some aims of study :

–To evaluate teachers' performance in teaching English speaking skill communicatively in preparatory stage in Jabalia area .

- To show if there are statistically significant differences at level (α ≤0.05) between teachers' performance in teaching speaking communicatively in preparatory stage in Jabalia area with reference to the gender variable or experience variable.

1.6 Significance of Study

   The significance of study may be achieved through the following :

1– To help teachers of English to use the communicative approach in teaching speaking .

2 -To help supervisors to hold training courses and workshops in teaching speaking communicatively.

3 - To be useful for the curriculum- designers to develop and improve the   syllabus.

4 – It is more effective for the Ministry of Education to involve teachers in selecting curriculum tasks .

5- It is more useful for other researchers to write studies , which are similar to this study .

1.7 Definition of Terms

- **Evaluating** : " the systematic collection and analysis of all relevant information ." (Longman Dictionary)

- " to assess the performance of teachers of English in teaching speaking in light of the communicative approach . (operational definition)The researcher adopts this definition.

-**Speaking :** " to be able to express thoughts and ideas". (Longman Dictionary)

- " the ability to express oneself orally , meaningfully and fluently in a given

context". (Ghanem,1983:16 as quoted in Radwan 1999 : 18).

- **Communicatively :** communicative (adj) " to be ready and willing to talk or to give information". (Longman Dictionary)

- "Communicative way means the way of teaching speaking skill interactively in real situations." (operational definition) The researcher adopts this definition.

- **Preparatory schools :** preparatory schools, which are in Jabalia area .

1.8 Limitation of study

The study will be limited to the teachers of English (males and females), who teach English in preparatory schools in Jabalia area . It is concerned with evaluating teachers' performance in teaching speaking communicatively . It is limited to the second semester of the scholastic year (2004 -2005) . It covers only speaking skill not other skills .

1.9 Summary

In this chapter, the researcher provides a relevant introduction presenting the importance of the subject. Also, he introduces the statement of the problem concerning the attention given to teaching speaking communicatively. He also presents the background of study, questions of study, significance of study, limitation of study and definition of terms . The next chapter will talk about the literature review and the theoretical framework .

Chapter Two

Literature Review

and

Theoretical Framework

Previous Studies Related to Communicative Language Teaching

Previous Studies Related to Teaching Speaking Skill

Commentary on Studies Related to Communicative Language Teaching

Commentary Studies Related to Teaching Speaking Skill

General Commentary on Previous Studies

Theoretical Framework

Communication in Foreign Language

Communicative Activities

Communicative Language Teaching and Learner-Centered

A communicative Approach to Observation and Feedback

Small Group and Pair Work

Speaking on Foreign Language

Chapter Two

Literature Review

and

Theoretical Framework

This chapter is divided into two sections . The first section tackles the previous studies . The second section describes the communicative approach comprehensively .

2.1.1 Previous Studies Related to Communicative Approach

The following studies are related to the communicative language teaching and the use of cooperative learning techniques .

Radwan's Study (1999) This study was designed to investigate the effects of using cooperative learning strategy for developing oral communication skills of the first year students in the department of English at Port Said faculty of education. The purpose of this research is to develop both speaking and listening skills of the prospective teachers of English. This study was applied on all students of the first year in the department of English at Port Said faculty of education. Thirty male and female students were selected randomly for experimental group and other ones for control group .The researcher used pre-and post tests. The statistical analysis of the results proved that the students of experimental group made progress and improvement during experimentation.

EL-Matrawy's Study (1998) aimed at investigating the effect of using the cooperative learning techniques on developing oral language fluency of adult learners at National Center for Educational Research and Development in Egypt. The researcher used the oral English

language fluency test. The results proved that using the cooperative learning techniques positively correlated with developing oral fluency in English. The results confirmed the

validity of using the action research method. It is suggested to investigate the effect of using the cooperative learning techniques on developing fluency skills in writing. It recommends the use of the cooperative learning techniques with candidates with different qualifications and in different institutions.

Al – Okda's Study (1990) This study aimed at designing a measure for validating group work oral communication tasks in preparatory stage. A representative sample consisting of 30 tasks was used for this purpose. Each task was performed by two similar-ability group and one mixed ability group. This study concluded that there was a positive correlation between the degree of communicative orientation of task work plans and the frequency of negotiation and assistance routines in task discourse. There were no statistically significant differences were found between task types in analyzed data. The mixed ability group task discourse was significantly more accurate and greater in quantity. It also included fewer code switches and more negotiations and assistance routines .

Al-Shirbini's Study (1988) This study aimed to analyze needs teachers of English for communicative and interactive methodology. It designed methodology course to achieve communicative aim of English teachers programs. The researcher used the experimental approach . The results of this research reinforced the integration of methodology and language. The results showed that the achieved degree of progress refer to the techniques of teaching programs. They proved that the theoretical basic of designing is correct through application and experimentation. They indicated that students achieved high degree as a result of this teaching program.

Abu-Aboud's Study (1987) This study examined the effect of an in- service teacher training course on the communicative competence of English language students in schools in Amman . The researcher prepared and administrated a test that was based on devices and techniques the teachers had to use to foster functional English and to achieve a communicative goal of the language . He used correlated T-test and the results revealed that the course improved students communicative ability in the target language skills . The findings of the study revealed the need to study the in-service teacher training course offered by the Ministry of Education and Jordanian universities and examined their direct connection with English language curriculum

2.1.2 Previous Studies Related to speaking Skill

The researcher talks about studies , which are related to the teaching of speaking skill .

Al-khuli's Study (2000) The main concern of this study was to investigate the effectiveness of using questioning strategy on developing the 1st secondary school students' speaking skill . The sample of the pilot study was randomly selected from some secondary schools located in northern Cairo Educational directorate. Two questionnaires were designed to identify and select most suitable questioning strategies for the students' needs and interests and to find out the view points of teachers and professional experts in the field. The results of study showed much higher significance differences in favor of the experimental group and raised many proposals which need to be explored .

Al-Dakel's Study (1998) This study aimed to evaluate speaking skills in English among 3rd year secondary students for both literary and scientific section in Libya Jamahiriya . The researcher used the descriptive approach . He applied a questionnaire in this study . The sample was chosen from two secondary schools in Bani Waid city in Libya Jamahiriya. The researcher used another questionnaire for a sample of 25 teachers. The results of both questionnaires

indicate the existence of the problem of the present study. There is poor standard of oral skill among the students. The preliminary result emphasized on the need to attempt to tackle this problem and suggest some measures to face and treat it .

Negem's Study (1996) This study aimed at developing a programmatic approach to discourse and revealing the functional links and interrelations between speaking and writing. The researcher depended on the interrelation between speaking and writing . The results argued that the same discourse function could be realized in both speaking and writing . Both of them are a media for communication and expression **.**

Abed Allah's Study (1996) aimed at discovering the nature of the relationship between speech and writing as manifested in linguistic theory . The researcher analyzed and revised over-lapping ,specialized functions and types of linguistic form of discourse. The results showed that both spoken and written language is a kind of communication, but speech is from face to face interaction. The researcher recommended the other studies in the same field .

Negem's Study (1995) This study aimed at providing that speaking and writing are inter-discursive modes prolegomenon. The researcher compared between speech and written sentences to argue that speaking and writing are inter-discursive rather than completely different . He said that writing is detected talking , and the unconscious problems that occur in written sentences . Also, the speaker can explain two ideas in one sentence , the same problem can occur in written form.

2.1.3 Commentary on Previous Studies Related to Communicative Approach

These studies were conducted by different researchers in different universities and schools . There were relations similarities and differences between these studies and the current study . Al-Sharbini(1988) focused on analyzing needs of English teachers for communicative and interactive methodology .Abu-Aboud (1987) concentrated on examining the effect of an in-

service teacher training course on the communicative competence of English language students .Radwan (1999) focused on investigating the effects of using cooperative learning strategy for developing oral communication skills of students. Al-Okda **(1990)** aimed at designing a measure for validating group work oral communicative tasks.

2.1.4 Commentary on Previous Studies Related to Speaking Skill

These studies were written by different researchers . There were similarities and variations between them and this study .

Al-Dakel (1998) focused on evaluating speaking skills in English among students on the need to attempt to tackle this problem and suggested some measures to face and treat it. Al-Khuli (2000) emphasized on investigating the effectiveness of using questioning strategy on developing speaking skill. Abd-Allah(1996) aimed at discovering the nature of the relationship between speech and writing as manifested in linguistic theory . Negem (1995**)** aimed at providing that speaking and writing are inter-discursive modes prolegomenon.

As effected in such studies they completely differ from the present study , since they used different methods of searching . These studies were applied on different levels from different universities and used tests and questionnaires, which were used to achieve their aims . The majority of the previous studies revealed important results for students, but little studies for teachers . Accordingly , the researcher will benefit from these studies in different points, especially in writing the theoretical framework , recommendations, the design of the observation card and explanation of issues .

The present study is applied on Palestinian teachers of English, who work at preparatory stage in Jabalia area . According to the researcher's knowledge, it is the first study in Gaza Strip for using an observation card for evaluating teachers' performance in teaching English speaking skill . This aims to improve their performance in teaching speaking communicatively. .

Theoretical Framework

This section aims at discussing the theoretical framework of study . It views the use of the communicative approach in teaching speaking .

2.2.1 Communication in Foreign language

In   English as a Foreign language classrooms , the language is the medium through which teachers teach and students demonstrate what they have learned . Acquiring the language is the ultimate instructional goal of English Language teaching education .

Therefore , understanding the dynamics of classroom is essential for all those involve in second language education . " Classroom communication in general has been described as a problematic medium.", Cazden (1986:432 , as quoted in Richards 1999:37), and he since differences in how , where and to whom things are   communicated , can not only create slight misunderstandings , but they can also seriously impair effective teaching and learning .

A - Classroom as a communicative context

Communication context can also determine the rules that govern how speakers communicate or the structure of communication . In classroom , the structure of communication is easily recognizable. Teachers tend to control the topic and who may participate and when . Students tend to respond to teacher- directed questions , direct their talk to teachers and wait their turn before speaking . Teachers can place their students in small groups , so they have more opportunities to control their own talk to whomever they wish .

In second language classrooms , how teachers perceive their students and how students perceive their teachers , can shape both the meaning and structure of classroom communication . The classroom is viewed as a unique communication context , one in which the meaning being communicated and the structure of that communication are shaped by the perceptions of the

classroom context. This can lead to different interpretation of and participation in classroom activities .

B- Classroom as a communicative competence

Understanding the dynamics of classroom communication is essential since how students talk and act in classroom greatly influences what they learn . (Mehan 1979: 33 , as quoted in Richards, 1999: 38) suggests that "students need to know with whom , when and where they can speak and act , they must have speech and behavior that are appropriate for classroom situations and they must be able to interpret implicit classroom rules."

For students, who operate in a second language classroom communicative competence is also believed to be an essential competence in the process of second language acquisition . To understand the communicative demands placed on their second language. Students and teachers must recognize that the dynamics of classroom communication are shaped by the classroom context and the norms for participation in the context .

C - Communicative classroom

Considering the age of communicative approach (twenty years), it is interesting to look at the legacy of the communicative approach and to observe how current practice has been affected by its basic principles. The lessons contain activities when learners communicate and where tasks are completed by means of interaction with other learners . During these activities , the teachers role will be to facilitate and then to monitor , usually without interruption and then to provide feedback on the success and possibly on the linguistic performance of the learners in the form of post – activity error correction .

In terms of organization of the lesson , the classic present practice and perform model , where careful input of a particular structure is typically followed by controlled , less controlled and freer practice is likely to have been replaced by a more task- based approach .

Perhaps the most enduring legacy of the communicative approach will be that it has allowed   teachers to incorporate   motivation and purposeful communicative activities and principles in their teaching , while simultaneously retaining the best elements of other methods.

D - Communicative ability

Littlewood, (1981:1) states that one of the most characteristic features of communicative language teaching is that it pays systematic attention to functional as well as structural aspects of language , combining these into a more fully communicative view . Also the researcher believes that the communicative language teaching concentrates on fluency as well as accuracy .

1 - Structural and functional views of language

The Structural view of language concentrates on the grammatical system , describing ways in which linguistic items can be combined . It has not been superseded by the functional view . However it is not sufficient on its own to account for how language is used as a means of communication . The communicative function is variable and depends on specific situational and social factors.   Just as a single linguistic form can express a number of functions. A single communicative function can be expressed by a number of linguistic forms as well .

2 - Understanding functional meanings

The possible explanations highlight three corresponding aspects of the skill involved in understanding meanings :

- The ability to understand linguistic structures and vocabulary .

- The ability to relate the linguistic forms to appropriate non –linguistic knowledge , in

order to interpret the specific functional meaning intended by the speaker .

- The knowledge of the potential communicative functions of linguistic forms .

Since the relationship between forms and functions is variable , and can not be definitely predicted outside specific situations , the learner must also be given opportunities to develop strategies for interpreting language in actual use .

3 - **Expressing functional meanings**

The most efficient communication is not always the person, who is the most skilled at process in the complete situation involving the speaker and the hearer, takes an account of what knowledge is already shared between them and selects items, which will communicate the message effectively. Foreign language learners need opportunities to develop these skills by being exploded to situations where the emphasis is on using their available resources for communicating meanings as efficiently and economically as possible. In the same way as for comprehension , the learner needs to acquire not only a repertoire of linguistic items, but also a repertoire of strategies for using them in concrete situations.

2.3 Communicative Approach

Its origins are many , in so far as one teaching methodology tends to influence the next . The communicative approach could be said to be the product of educators and linguists , who had grown dissatisfied with the audio-lingual and grammar-translation methods of foreign language instruction . They felt that students were not learning enough realistic , whole language . They did not know how to communicate using appropriate social language , gestures , or expressions ; in brief , they were at a loss to communicate in the culture of the language studied .

Interest in and development of communicative – style teaching mushroomed authentic language use and classroom exchanges where students engaged in real communication with one another became quite popular .

In the intervening years , the communicative approach has been adapted to the elementary , middle secondary and post – secondary levels , and underlying philosophy has spawned different

teaching methods known under a variety of names , including notional – functional , teaching for proficiency –based instruction and communicative language teaching .

Over the last couple of decades have been important changes in the way people think about languages and how people learn them which have led to the development of an approach called communicative language teaching .

Communicative language teaching is not single , narrowly defined methodology ; rather , it is based on a set of related principles that are widely accepted among language teachers today .

2.3.1 About Communicative Approach

We believe in a strong form of communicative approach to language teaching , using the learners as the main focus of the class . We strive to create conditions that give learners the opportunity to use the language to learn it and we are very adaptable in that we are able to use a blend of different teaching techniques to suit the students' needs .

Nunan (1992) , "Central to the communicative approach is the perception , the language is not just a system of rules , but a dynamic source for the creation of meaning". The researcher believes that the communicative approach concentrates on fluency as well as accuracy and function as well as form . Communicative language teaching tends to place importance on the needs of learners as they use the language than on the abstracted study of the language itself . Those who write about communicative methodology tend to draw a clear distinction between fluency and accuracy . With activities designed to promote fluency , e.g. , free discussion , the main purpose is to get students using the language .

It makes use of real-life situations that students are likely to encounter in real life . Unlike the audio-lingual method of language teaching , which relies on repetition and drills , the communicative approach can leave students in suspense as to the outcome of the class exercise , which will vary according to their reactions and responses . The real life simulations change

from day to day . Students' motivation to learn ,comes from their desire to communicate in meaningful ways about meaningful topics .

It tends to view success in terms of skills . According to adherents of this approach , successful language learners are those who are able to manipulate the linguistic system , distinguish between the forms mastered and the communicative functions , which they perform , use feedback to judge their success , and recognize the local meaning of language forms . Margie Berns , an expert in the field of communicative language teaching , writes in explaining Firth's view that " Language is interaction ; it is interpersonal activity and has a clear relationship with society .

2.3.2 Elements of Communicative Approach

Holliday (1994:167) emphasizes that " teaching language as communicative competence , have students communicate with each other and with the teacher , and ensuring that the methodology communicates with the student and other concerned parties ." The researcher thinks that the communicative approach considers the most suitable approach in teaching English well .

 - **There are three elements of communicative approach :**

1 – **Teaching communicative competence :**

The nature of communication and communicative competence sees the language learner as somebody , who already possesses certain competences . The student brings to the classroom experience and knowledge , which is of value to the learning process . The teacher has succeeded in making the content real that the language can achieve pragmatic meaning .

2 – **Teaching language as communication :**

There are two major areas within this area , which correspond to what has become in the literature as the weak and strong versions of the approach .

A- Weak version : The version focuses on the practice of language use with the basic lesson input as presentation of language models . These models can be and often are , in the form of structures within a context provided by a function followed by a communicative activity to practice language item . This means that teachers , who have been used to the lesson structure of presentation , practice and production . The students are given different information and need to get information from each other in order to fill the gap . During pair and group work , students are very much dependent on each other for further language input and are therefore likely to learn each others mistakes .

B- Strong version : The focus is on learning about how language works in discourse as an input to new language production . The lesson input is language data in the form of text rather than language models . The students work out how the text is constructed and how it operates making and adjusting hypotheses very much as children do when they acquire language naturally . In the strong version , " Communicative" relates more to student communicates with the text . The students could certainly be speaking something , which displays the language forms taken from the first text . They work in pairs or groups to help each other to solve language problems .

3 – Communicating with the needs of all concerned parties : The focus is communication not between students and text , but between the teacher and the wider social orientation of the students . The outcome is provision that the tasks carried out in the classroom are authentic and meaningful to the real world of the recipients of methodology . The communicative approach should ,therefore , already have a built-in facility for being culture-sensitive and thus make the ideal becoming appropriate methodology . (Candlin and Breen 1979 :176, as quoted in Holliday 1994:167), states that " the scope of all the parties concerned as being not only the students in the classroom, but socio-culturally selected educational aims and ideas ."

2.3.3   Principles of Communicative Approach

According to Johnson (1981:62)there are five principles of communicative approach .

1 – **Know what you are doing :**

Every lesson should and with the learner being able to see clearly that he can do something , which he could not do at the beginning and that the something is communicatively useful . This principle must be equally clearly born in mind when doing activities, which seem more overtly oriented towards communication .

Role – play, for example, can only be communicative to the extent that the students and the teacher see it as contributing to the performance of some real and specific task in the foreign language .

2 – **The whole is more than the sum of the parts** :

One of the most significant features of communication , is that it is a dynamic and developing phenomenon . Crucial feature of communicative method will be that it operates with stretches of language above the sentence level and operates with real language in real situations . Interestingly , this principle may lead to procedures , which are themselves either synthetic or analytic .

A synthetic procedure would involve students in learning forms individually and then practicing how to combine them ; analytic procedure would introduce complete interactions of texts and focus for learning purposes on the way these are constructed

3 – **The processes are as important as forms :**

A method , which aims to develop the ability of students to communicate in a foreign language will aim to replicate as far as possible the processes of communication framework .

A – Information gap : In real life , communication takes place between two people , one of whom knows something , that is unknown to others . The purpose of communication in real life is to bridge the gap . The concept of information gap seems to be one of the most fundamental in the whole area of communicative teaching . In classroom terms , an information gap exercise means that one student must be in a position to tell another something that the second student does not already know .

B – Choice : Another crucial characteristic of communication is that the participants have choice , both in terms of what they will say and more particularly, how they will say it . The speaker must choose not only what ideas he wants to express at a given moment , but also what linguistic forms are appropriate to express them . Deciding on these under the severe time pressure , which language use involves is one of the main problems , which foreign users of a language face .

C – Feedback : The process of communication is to some extent implicit in two already outlined , when two speakers take part in an interaction , what one speaker says to somebody depends not only on what he has just said to another one , but also on what he gets out of the conversation . The strategies and tactics involved in using language are fundamental important in communication and again they are left out of account in a method , which fails to give practice in using language for real purpose .

4 – To learn it , to do it :

It is widely accepted that education must be ultimately concerned not just with teaching, but with learning . One consequence of this is that what happens in the classroom must involve the learner and must be judged in terms of its effects on him . Another, equally important consequence is that learning becomes to a large extent the learner's responsibility . Although the

teacher can help, advise and teach , only the learners can learn : they must, therefore, these ideas have direct implications for a communicative method of language teaching .

5 – **Mistakes are not always a mistake** :

With the aim of developing the communicative ability of the students , it may be necessary to be flexible enough to treat things as mistakes at different stages in the learning process ; in other words , not every error should be corrected .

2.4 Communicative Activities

To designate motivated activities, topics and themes, which involve the learner in authentic communication. Stern(1992:177, as quoted in Stern 1992:72) emphasizes that "communicative activities in the language class are not confined to the subtle distinctions in classroom talk we have just illustrated" . The researcher confirms that the communicative activities are very essential for students to refresh their thinking and imagination .There may be major enterprise including activities beyond the classroom . The focus is not on learning specific language features , but on putting the language to use as the circumstances require . Whatever differences there may be between the various approaches, all theorists agree that a natural setting provides the

2.4.1 Principles of communicative activities

The best possible conditions for learning the target language communicatively. In order to have a prototype for communication in a second language classroom, we will begin by pointing at four key features of communication in a natural setting .

1- **Contact with a variety of a target language speakers** : One of the short comings of a language class is that the teacher is usually the only second language contact person . In a natural target language setting our student is immediately face to face with a number of native

speaker. The reality of contact with native speakers is an essential experience for a second language learner .

2– **Access to various target language settings** : The students learn the target language in real-life situations and acquire practical and direct experience. They learn the target language by interacting with other effectively.

3- Opportunity for authentic language use : While in a language class intention is usually mainly on the code , in a natural setting is almost entirely on the message, ,on getting meaning across and on making sense of what one hears and reads .

4- The demands on the communicative skills are likely to be considerable : For example, one will have to cope with routine chit-chat and politeness formulas, make enquiries, listen to explanations , understand directions, use the telephone, take part in conversations , and provide information about himself .

5- Capacity for personal involvement : In the second language environment , the positive experience leads to a greater language proficiency and to closer personal contacts with native speakers depends not only on the opportunities , but also on the learner's background , motivation , and capability .

2.4.2 Communicative activities in the language classroom

Communicative activities fall into three broad categories :

A- **The conduct of the language class** : The teacher can create in a controlled fusion and therefore , in a manageable form certain of the characteristics of real-life communication . Classroom management , different topics and fields of discourse , and tasks implicit in the various syllabuses can present the learner with a rich variety of communicative events to react to , approximating the potential diversity of life in the target language community .

B – **Topics arising from the learner's personal life** : Learners provide information about themselves and enquire or receive information about the target language interlocutor on the following topics :

  - Self , personal background , and daily life (name and address , home , country , personal status , occupation).

  - Daily life (normal routines , the main events of year , one's personal calendar .

C – **Schooling** : factual information about school and attitudes to it . The student's own status , interests and aspiration .

-Family : personal and family history and biographical reminiscences can bring individuals closer to one another .

-Personal interests and activities : job , place of work , major interests and aspirations .

- Personal beliefs : opinions , values and religious interests .

These may be areas , which are particularly valuable for communication .

2.4.3 Communicative exercises

The teacher provides opportunities for relatively realistic language use , focusing the learner's attention on a task problem , activity , or topic , and not on a particular language point . We want to emphasize the distinction , so both the linguistic and communicative activity approach to language teaching are clearly identified . The focus is on the activity or topic and not on a specific aspect of the code .

  At least approaches to communicative exercise design can be identified in the literature :

A - **Giving and following instructions** : This is a simple but valuable communicative activity . It represents an important aspect of communicative teaching .The use of the language is task-oriented , and learners' experience the language at work

B - **Information transfer** : John (1982:164) says that " A central characteristic of communicative language teaching is that it focuses attention on the ability to understand and convey information content. " The researcher focuses that communicative language teaching interests in using language in real daily life situations and contexts.

   In ordinary language use we often have to do such things as gather information from a timetable , relate a table or a map to a text , or extract information from a diagram .

C - **Information gap** : Real questions and answers have an element of doubt and unpredictability , demanding choice and decision-making among the interactions . The simplest technique is to give the respondent an option , so that the speaker does not know in advance what the answer is going to be .

1- **The jig saw principle** : The learners communicate with each other and the cooperation among them leads to some sort of closure , making up a story or solving a murder mystery . In these arrangements , the members of each group of learners have to communicate first with

each other and then the spokespersons for all the groups have to collaborate in the solution of the problem . Each group represents one piece of the jigsaw puzzle .

2- **Problem solving** : Some activities are designed to present students with problems , riddles , or puzzles , which arouse their curiosity , for example , what is it ? , we can see it in the middle of the sea . The answer is "E"

   To find the solution , pairs , groups , or the class as a whole are asked to think and talk about the problem . This kind of task involves use of the target language with a focus on the problem rather than on the language .

 3- **Information talk tasks** : In her pioneering experiment on communicative language teaching . (Sovignon 1972:25 , as quoted in Nunan 1992:13) introduced a variety of informal talk tasks , which , for many teachers have remained the prototype of communicative language teaching .

The emphasis in the activities is on getting meaning across , on the what of communication rather than the how . Group discussions are popular , because the participants are expressing their own ideas rather than performing in a hypothetical situations .

4- Role-play and drama techniques : A final way of widening the communicative possibilities of the language class is by role-play ,scenarios and other drama techniques. The advantage of role-play lies in the fact that the use of language in a dramatic situation is likely to include the full complexity of language use : emotional over-tones , postures gestures , and appropriate actions . The more closely the learner can identify with the role or task the more it provides a natural language experience .

2.4.4 Purposes of Communicative Activities

According to Littlewood (1994:17), there are four purposes of communicative activities :

1 – They provide "whole –task practice " , in foreign language learning , our means for providing learners with whole-task practice in classroom is through various kinds of communicative activity , structured in order to suit the learners' level of ability .

2- They improve motivation , their motivation to learn is more likely to be sustained if they can see how their classroom learning is related to their objective and helps them to achieve it with increasing success . Also most learners' prior conception of language is as a means of communication rather than as a structural system .

3 – They allow natural learning ; many aspects of language learning can take place only through natural processes, which operate when a person is involved in using the language for communication .

4 – They can create a context ,which supports learning ; communicative activity provides opportunities for positive personal relationships to develop among learners and between learners

and teacher . Their relationships can help to humanize the classroom and to create an environment that supports the individual in his efforts to learn .

The activities can be divided into those that use language to share information and those that process information . In addition , the activities are usually learner-directed and often involve pair and small group work .

Johnson proposes five principles for a communicative exercise typology ,which are ,in essence , based on problem-solving and task-orientation . He illustrates these with several examples :

1- Information transfer :e.g. , reading information to extract data in order to fill a form.

2 -Information gap : e.g. , information is known by only one student in a pair and it can be conveyed by different exercises to the other student .

3- Jig saw : e.g. , a cooperative learning in which each member of a small group has a piece of information needed to complete a group task .

4– Task dependency : The principle by which a second task can only be done if the first task has been successfully completed , e.g. , listening to something and then using the information to produce something .

5– Correction for content : The principle argues that at some stage the student's language production should be judged on its communicative efficiency in relation to a specific task ; an example of this is the pair work technique "Describe and Draw " , in which one student describes an illustration ,diagram .

2.5 Communicative language teaching and learner- centered

A great deal has written in the last few years about the theory and practice of communicative language teaching . However , basic principle of communicative approach is the learners must learn not only to make grammatically correct , propositional statements the experiential world ,

but must develop the ability to use language to get things done . While the learners have to be able to construct grammatically correct structures , they also have to do much more . Among the most important of these variables are the situation itself , the topic of conversation , the conversational purpose and probably the most important of all , the relationship between interlocutors in interaction . All of these interact in complex ways in communicative interaction .

As already indicated, early support for communicative language teaching came from the Council of Europe . It is important to be aware of this historical background , because communicative approach is currently used in many different contexts and situations .

According to (Hawatt, 1984:279, as quoted in Nunan,1988:24) , 'there is a strong and a weak version of communicative language teaching . He says The weak version , which became 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 programmer of language teaching." . The strong version of communicative language teaching , however , sees language ability as being developed through activities , which actually simulate target performance . In other words , class time should be spent not on language drills or controlled -practice leading towards communicative language use , but in activities , which require learners to do in class what they will have to do outside .

(Nunan 1989:86-87) , states that the development of communicative language teaching has had a dramatic effect on the roles that learners are required to adopt . This is particularly true oral interaction tasks . In small groups interaction task … learners are required to put language to a range of uses to use language , which has been imperfectly mastered , to negotiate meaning , in short , to draw on their resources rather than simply repeating and absorbing language . Alternatively , the teacher can give into the learners and structure activities arouse their preferences . A more positive option would be to discuss the issue with the learners , explain

why the teacher wants them to engage in communicative tasks , and attempts to come to a comprise .

2.5.1 Roles and settings in the language Classroom

A - Teachers and learners

In recent years , under the influence of humanity and communicative theories , great emphasis has been placed on leaner-centered teaching , that is teaching , which makes the learners' needs experience central to the educational process . In this framework , it is students' needs , which should drive the syllabus , it is students' learning experiences and their responses to them , which should be at the heart of a language course . The measure of a good lesson is the student activity taking place , not the performance of the teacher .

The physical manifestation of this trend is to be found in classrooms , where learners are given tasks to work on and where , in the process of performing these tasks , real learning takes place . In these situations the teacher is no longer the giver of knowledge , the controller , and the authority , but rather a facilitator and a resource for the students to draw on .

B - Teacher's roles

One of the most obvious features about the development of communicative ability is that it occurs through processes inside the learner . The teacher can offer the kinds of stimulus and experience that these processes seem to require , but no direct control over them . There is evidence , in fact , that whatever the teacher does to influence the course of development , the learner will attempt to follow a sequence of learning determined by his own natural process .

Jordan, (1997:122) The role of the teacher will vary according to the type of syllabus and course and which part of the world it takes place in . At one extreme , a full teacher –directed course will require a large direct input of teaching . At the other end of the spectrum , a fully learner centered course will require managerial skills in addition to help students to learn . A

comprehensive discussion of the teacher's role in the learner-centered approach . More courses , however , are in between these extremes , with a mixture of direct teaching , managing pair and group work and assessing students to learn by means of a variety of resources . The researcher thinks that the role of students should be more than the role of teacher .

Within the classroom our role may change from one activity to another . If we are fluent at making these changes our effectiveness as teachers is greatly enhanced . Yet in one sense any role , which the teacher adopts - and which is designed to help students learn – is to some extent facilitative . All roles , after all , aim to facilitate the students' progress in some way or other .

1-**Controller** : When teachers act as controllers , they are in charge of the class and of the activity taking place in a way that is substantially different from a situation where students are working on their own in groups .

Of course there are times , when acting as a controller makes sense such as when announcements need to be made , when order has to be restored , when explanations are given , or when the teacher is leading a question and answer .

2 -**Organizer** : One of the most important roles that teachers have to perform , is that of organizing students to do various activities . This often involves giving the students information , telling them how they are going to do the activity , putting them into pairs or groups and finally closing things down when it is time to stop .

Once the students are ready for the activity , we will want to give any necessary instructions in a logical order , in English . An important tool in instruction is for the teacher to organize a demonstration of what is to happen .

The students probably need to know how much time they have got and exactly when they should start . The teacher will stop the activity when the students have finished . The teachers

should think about content feedback just as much as they concern themselves with the use of language .

3 – **Assessor** : One of the things that students expect from their teachers is an indication of whether or not they are getting their English right . This is where we have to act as an assessor , offering feedback and correction and grading students in various ways .

Students need to know how and for what they are being assessed . We should tell them what we are looking for and assessed . We should tell them what are looking for and what success looks like , so that they can measure themselves .

4 – **Prompter** : In such situations we want to help , but we do not want to take charge , because we are keen to encourage the students to think creatively rather have them hang on our every word . For example , in a role – play activity the students have trust to speak fluently and freely .

5 – **Participant** : There are times , when we might want to join in an activity not as a teacher , but also as a participant in our own right . The students enjoy having the teacher with them , and for the teacher , participating is often more instantly enjoyable than acting as a resource .

6- **Resource** : The students are involved in preparation for a presentation , they are to make to the class . In such situations having the teacher take part . Thus , instead of answering every question about what a word means we can direct students to a good monolingual dictionary .

When we are acting as a resource, we will want to be helpful and available , but at the same time we have to resist the urge to spoon-feed our students , so that they become over-reliant on us .

7 – **Tutor** : When students are working in small groups or in pairs, we can go round the class and staying briefly with a particular group , offer the sort of general guidance we are describing. It is essential for us to act as tutors from time to time , however difficult this may be . In this

33

more personal contact the learners have a real chance to feel supported and helped , and the general class atmosphere is greatly enhanced as a result .

 8 – **Observer** : We will want to observe what students do , especially in oral communicative activities , so that we can give them useful group and individual feedback . When we are acting as controllers , giving feedback , we need to be observing and taking notes on students' performance . Teachers do not only observe students in order to give feedback, but they also watch in order to judge the success of the different materials and activities .The really new and different things in language teaching today involve a communicative approach to teaching . Now we know that linguistics is not the only area in which a language teacher should be trained . The importance of psychology and sociology , as well as more extensive training in pedagogy is being recognized .

The relevance of each of these disciplines can easily be seen by analyzing the three main areas in which the approach to language teaching has recently changed .

 1 – **Emphasis on the individual learner** : The focus has shifted from the teacher to the learner , and with this has come the realization that each learner is an individual , with distinct needs , learning styles , mental schemata and attitudes . Evidently , if the teacher is to be aware of these multiple individual cognitive and personality factors and able to diagnose and utilize them to the fullest , he must have more than a passing knowledge of recent investigations in psychology .

 2 – **Eclecticism** : The recent tendency has therefore been toward eclecticism , selecting materials and techniques from various sources . This obviously puts a much larger responsibility on the teacher , for now he should be familiar with a much wider range of materials , exercises , and activities than before .

3 – **Communication in a social context** : There are two important points to be made regarding this general tendency : communicative and social .

Now we recognize the importance of what a language does as well as what it is – and what a language enables us to communicate . According to (Hymes 1974:75 , as quoted in Harmer ,20001:57), "communicative competence is what a person needs to know in order to communicate effectively in culturally significant situations" . One must also possess the appropriate plan regarding the culture of the language being learned in order to understand the communication and be able to respond using the vocabulary and structure that correspond to a specific social situation ; hence the growing importance of sociology in language teaching .

2.5.2 Teacher's Central Position :

Today's language teacher must manipulate much more information in several different areas of knowledge . (Hymes 1974:76 as quoted in Harmer 2001:58) , " the problem lies not only in the amount of information to be mastered , but in the organization and application of the knowledge to a practical situation . In other words the teacher can use his knowledge of linguistics , psychology , sociology and pedagogy to help students learn English ." The researcher says that the teacher should be a good model for the students .

While the emphasis in education today is on the students as the focus of learning , it must be remembered that the teacher is still the person specially trained to guide the student , help him , select appropriate learning materials and create a positive classroom environment . In order to perform these tasks , the language teacher should have access to three main types of information about the students .

- Psychological factors : The teacher must be aware of students' experience or knowledge with relation to the material to be studied . This knowledge will help the teacher determine the

average level of the class and identify which students may need extra work to bring them up to this level and which students are already beyond it .

During a brainstorming session , the students can share their knowledge with other members of the group . Brainstorming is also a particularly good teaching for increasing self-esteem and confidence among slow students in English .

Another important type of psychological information concerns the cognitive learning styles of students . Psychologists discover that different individuals may have different ways of perceiving and organizing information based on a combination of cognition and personality .

The third type of psychology has placed a great importance on emotion and feelings in recent years . In language learning , two factors that have been found to affect learning are attitudes and self-esteem .

- The social factors are the third major type of information vital to the teacher . The teacher should also be aware of important factors in the students' social environment that might affect his learning .

There are two levels on which this social environment may influence language learning . The first level refers to the society as a whole from which the student comes or in which he lives . The second level of social environment of each student , such as family , friends , or professional colleagues .

2.5.3 Learners' Roles

Richards and Rogers devote considerable attention to learner and teacher roles .Nunan (1989:79) states that "learners are expected to play in carrying out learning tasks as well as well as the social and interpersonal relationships between participants" . The researcher thinks that the students are free to choose their roles to share in situations . They point out that a method will reflect assumptions about the contributions that learners can make to the learning process .

Some learning strategies are important for the learners to be adaptable , creative , inventive , and most of all independent .

1 – **Finding your own way** : Helping learners to discover what ways of learning work best for them . For example , how they best learn vocabulary items . It also implies learners discovering other ways of learning from other learners in the class and using all senses to learn in as an independent a way as they can .

2 – **Organizing information about language** : Developing ways for learners to organize what they have learned , through making notes and charts , grouping items and displaying them for easy reference .

3 – **Being creative** : Experimenting with different ways of creating and using words , playing with different arrangements of sounds and structures , inventing imaginative texts and playing language games .

4 – **Making your own opportunities** : Learning language actively by performing tasks in class , for example by interacting with fellow learners and the teachers , asking questions , listening regularly to the language , reading kinds of texts and practicing writing .

5 - **Learning to live with uncertainty** : Trying to work things out with the help of resources , for example using dictionaries . The teacher helps learners to keep on talking and to understand the general gist of texts .

6 – **Using mnemonics** : Helping learners to find quick ways of recalling what they have learned , for example through rhymes , word classes , particular contexts of occurrence , experiences and personal memories .

7 – **Making errors work** : Learning to live with errors and helping to prevent errors from blocking their participation in tasks . Helping learners to ask for error correction and help to learn from errors they will make .

8 – **Using your linguistic knowledge** : Helping learners make comparisons with what they know about language from their own mother tongue , as well as , building on what they have learned in the new language , both in terms of formal rules and conversations for language use .

9 – **Letting the context help you** : Help learners to realize the relationships that exist between words , sounds and structures , developing their capacity to guess and infer meanings from the sounding context , the background knowledge and experience .

10 – **Learning to make intelligent guesses** : Developing the learners' capacity to work out meanings . To focus both on the main parts of the message and to relate these to the overall text and context .

11 - **Learning formalized routines and whole phrases** : Idioms , routines expressions , sound sequences and dialogue extracts are all examples of this .

12 – **Learning production techniques** : Helping learners to develop the capacity to be fluent . In particular , to develop their paraphrasing ability , their willingness to ask for help and their use of gestures , for example , the teacher can use his head in stead of saying yes or no .

13 – **Using different styles of speech and writing** : Developing learners' ability to differentiate between styles of speech and writing , both productively and receptively .

Dickinson(1987) as quoted in Nunan 1989:82) argues strongly for the use of self-instruction and the development of independent learning skills on the following grounds :

1 – **Practical reasons :** In some situations for learners should learn in self –instruction .

2 – **Individual differences** : Self-instruction enables us to cope with differences in aptitude cognitive styles and learning strategies .

3 – **Educational aims** : Self-instruction facilitates the development of strategies , which seem to characterize the good language learner . It also promotes autonomy and fulfils requirements for continuing education .

4 – **Motivation :** Self –instruction can have a positive effect on motivation .

5 **– Learning how to learn** : Finding out about learning processes , planning learning and then using appropriate and preferred strategies is a basic and important educational objectives .

2.6 Communicative Approach to Observation and Feedback

(Ingham 1990 as quoted in Alex1993) "classroom observation and evaluation of teachers by supervisors or principals is a delicate process. This Digest focuses on the cultivation of a communication approach to that most teachers would welcome feedback from their supervisors about improving teaching, but they rarely receive it ." The researcher thinks that the relationship between the supervisor and the teacher should be based on respect and trust .

2.6.1 Feedback

Most teachers would welcome feedback from their supervisors about improving teaching, but they rarely receive it . Instead, supervisor feedback many times takes the form of one-dimensional rating scales, or is seen as a tool in the hire-fire process .

Some teachers seem to like to be helped, and they expect to be told what to do as well. For them, evaluations containing prescriptions of what to do are welcome. Beginning teachers, for example, seem to prefer models and direction to collaboration. However, many other practice teachers and in-service teachers have a keen interest in seeing how others teach. Observing others in order to get a different perspective on teaching is not the same as being told what to do by others. Observing to explore is a process; observing to help or evaluate is a product.

2.6.2 Observation Process

Many times the role of the principal is unclear in this observation process. Some states have attempted to legislate the observation and evaluation process, setting minimum criteria that teachers must meet , (Sullivan and Wircenski,1988, as quoted in Alex 1993). In many

communities , the school board will have an approved observation instrument, which may or may not be satisfactory for principal and teacher.

A number of standardized observation formats are available to principals those of Ned Flanders, Pamela Noli, and R.T. Hyman are popular and are recommended by many supervisors. Each contains valuable clues as to which variables contribute most to effective instruction. In effect, they represent an ideal of instructional style based on a specific theory of teaching. When principals have the freedom to choose how they wish to evaluate teachers, they may need to design their own instruments . The development process might involve reviewing the literature, examining existing assessment instruments, developing a rough draft, and then asking teachers to review the instrument to provide input regarding the criteria.

The standardized observation formats sometimes fail to accommodate the skewed patterns of instructional delivery found among a particular group of teachers. Having evaluation personnel develop a school-specific format, based upon existing teaching styles, would be one alternative to using a standardized format . This process avoids the common assumptions about "correct" teaching methods and offers three advantages to both evaluators and teachers:

1 - The format is consistent with the teaching styles practiced in the school, so its use is compatible with the teaching practices observed .

2 Through the use of a lesson observation form, specific baseline data can be systematically collected for the purpose of improving instruction .

3 - A lesson observation feedback can be clearly and precisely communicated to teachers based on observable instructional variables.

School-specific lesson observations are usually a positive experience for both teachers and evaluators. This is especially true if they include peer evaluation, flexible criteria, and professional development or recognition as components in the process.

One such research-based strategy of clinical observation, developed specifically for elementary and middle school use, involves the entire school staff in designing teacher observations to fit the needs of the particular school and its personnel. The supervisory process includes the steps of: setting objectives; observing and recording data; analyzing data; providing feedback; taking corrective action; and offering constructive criticism (Lockledge, 1984 as quoted in Alex, 1993).

Another model for teacher evaluation is the anthropological field method . This is different from either the checklist or rating sheet method, which evaluates teachers against a uniform set of criteria, or the clinical-supervision method, which focuses on the supervisor-teacher relationship. The anthropological field method encompasses both of the more widely used methods already mentioned, and also provides insight into highly complex educational phenomena. The method proceeds in three successive stages:

1 - The supervisor unobtrusively observes characteristics of the classroom setting, and of the behaviors of teacher and students.

2 - The supervisor formulates, then verifies through further observation, propositions regarding classroom behavior patterns .

3- The supervisor holds a conference with the teacher to discuss the latter's performance and design an in-service training course based on the aforementioned propositions.

- Feedback on Communicative Activities

Perhaps this question can best be addressed by looking at it from the point of view of the learners. They have taken part in an animated discussion on a relevant topic and have drawn on all their resources in English to do so. (Alex,1993), says that "the teacher has set up the communicative activity and allowed it to flow, giving the learners the maximum opportunity to participate and to use their language skills to the full. The lesson ends without a feedback stage and the students leave the classroom." The researcher believes that the teacher should giver students chance to speak freely and don't interrupt them only if the meaning is not clear .

At this point they might reflect on what they have done. They have certainly practiced speaking and, no doubt, practiced listening. What, on the other hand, have they learnt? They may be left with the feeling that although they were practicing using their English, they were making a lot of errors and that no-one was taking responsibility for dealing with these errors. How, they might reasonably ask, did this activity differ from an animated discussion between motivated students in English in the school cafeteria? In terms of expectations, the learners will probably expect the teacher to do something with the language they have produced and failure to do anything at all can eventually lead to frustration and reluctance to participate in communicative activities.

The questioner describes giving feedback after the activity as "throwing a wet blanket on a nicely burning fire". This is a vivid image and no doubt it can be the effect of this type of feedback if every communicative activity is followed by the learners having to correct a list of twenty or so errors. An alternative approach to this might be for the teacher to note down persistent or interesting errors and then priorities them before the next lesson, selecting a small number that will be of use to the class as a whole. It may even be possible to base a whole

lesson around a teaching point that has emerged during the previous day's discussion: for example, a number of errors in reporting questions might lead to a lesson that clarified the main rules in that area of the language.

Another approach is to record a section of the discussion on audio tape, make several copies of the tape and then divide the class into groups and ask each group to transcribe a short section (two or three minutes of the discussion). Having transcribed the section, the groups exchange papers and correct any errors they find. The process is repeated until they are satisfied that all the extracts are correct. The teacher can then check this in a feedback stage with the whole class.

2.7   Group and pair work

One of the major changes to the dynamics of classroom interaction wrought by student-centered teaching has been an increasing emphasis on pair and group work . Richards (1996;142)states that "pair and group work can greatly increase the amount of active speaking and listening undertaken by all students in the class." The researcher believes that that group and pair work are very important in teaching language and suitable for the big number of students in classroom   . However, for the teacher, who participates in an experiential view of learning ; that is, for the teacher, who believes that the most effective way to develop interactional skills in the target language is through guided opportunities to interaction, pair and group work . The researcher

2.7.1 Group work

It involves five students , who can prepare a presentation or discuss an issue and come to a group decision . In group work , learners perform a learning task through small group interaction . It is a form of learner activation that is of particular value in the practice of oral fluency :

learners in a class that is divided into five groups get five times as many opportunities to talk as in full –class organization .

The success of group work depends to some extent on the surrounding social climate and on how habituated the class , is to use it and also , of course on the selection of an interesting and stimulating task whose performance is well within the ability of the group .

However, it also depends more immediately on effective and careful organization . We also find for most communicative tasks that are desirable to limit the number of students in a group to five or less. As students will be working independently for at least part of the time , an additional factor to consider is how feedback will provide . The feedback can relate to the content of the task , the linguistic performance of the students .

2.7. 2   Advantages of group work

1 – It dramatically increases the amount of talking for the individual students **.**

2 – There is a great chance of different opinions , personal relationships and varied contributions

.3 – It encourages broader skills of cooperation and negotiation and yet is more private than work in front of the whole class .

4 – It promotes learner autonomy by allowing students to make their own decisions in the group without telling what to do by the teacher .

5 – The students can choose their level of participation more readily than in a whole –class .

6 – It fosters learner responsibility and independence .

7 – It can improve motivation and contribute to a feeling of cooperation and warmth in the class .

8 – The students feel security, and they feel less anxiety .

9 – It can help shy students to share who never say anything in a whole – class activity .

2.7.3   Group work on language learning

Like all learning activities , group work is more likely to go well if it is probably planned . Planning requires an understanding of the principle that lies behind successful group :

* The factors of group work

Several factors work together to result in group work where every one involved is interested , active ,and thoughtful . If these factors agree with each other , then group work is likely to be successful .

* There are five factors :

1 – The learning goals of group work 2 – The task 3 – The way of information is distributed

4 – The seating arrangement of the members of the groups

5 – The social relationships between the members of the groups

2.7.4   Goals of group work :

According to Kral (1994:160) ,the following description of the goals of group work focuses on the spoken use of language . There are several reasons for this focus .

Firstly, group work is the most commonly used to get learners talking to each other. Secondly, many researches on group work in language learning has studied spoken activity, partly because this is the most easily observed and recorded . Finally , the majority of teachers use speaking activities inappropriate ways . One of the aims of this article is to suggest how such activities can be used and adapted to achieve goals in language –learning classes .

Group work can help learning in the following ways :

1- **Negotiation input** : Group work provides an opportunity for learners to get exposure to language that they can understand . It contains unknown items for them to learn .There has been considerable research on the possible sources of this input and the processes of

negotiation, with the general recommendation that group work probably handled is one of the most valuable sources .

2- **New language items** : Group work gives learners exposure to a range of language items and language functions . This will often require pre-teaching of the needed language items . Group work provides more opportunities for the use of new items compared to the opportunities in teacher-led classes . It may also improve the quality of these opportunities in terms of individualization , motivation , depth of processing and affective climate .

3- **Fluency** : Group work allows learners to develop fluency in the use of language features that they have already learned . The arguments support group work for learning new items and apply to develop a proficiency in the use of these items .

4- **Communication strategies:** Group work gives learners the opportunity to learn communication strategies. These strategies include negotiation strategies to control input (seeking clarification , seeking confirmation checking comprehension , repetition , strategies to keep a conversation going , strategies to make up for a lack of language items and strategies for managing long turns in speaking .

5- **Content** : Particularly where English is taught through the curriculum, a goal of group work may be the mastery of the content of the curriculum subject which the learners study. For example, a communicative task based on the water cycle may have as one of its goals. The learning of the processes involved in the water cycle and the development of an awareness of how the water cycle affects our lives . In addition , the teacher may expect the learners to achieve one or more of the language – learning goals listed above

2.7.5 Guidelines for small group discussion

A small group discussion can have different motivations : its purpose can be to solve a problem , or to share information and opinions .

Reaching a consensus

It is normal for the members of a group to have different opinions about most subjects . Each member brings different experiences and attitudes to discussion .

There are some steps to reach agreement :

1 – Clearly define and state the problem , you are working on .

2 – Consider all ideas related to the problem . The group of members bring up any ideas that come to them . The teacher listens to all ideas without criticizing .

3 – Having come up with a number of ideas, go back and discuss each one in some detail . Eliminate those ideas that seem irrelevant .

4 – Make a decision about which are the most important ideas and which are less important ones.

5 – Having agreed on the points you want to present their order, decide on the kind of supporting information for each idea .

2.7.6 Roles of group members

All members share the responsibility for making the discussion successfully. Everyone must be both a speaker and a listener. The group will want to divide up the jobs. For this group discussion , it would be convenient to have at least the following jobs :

A timekeeper : watches the clock and makes sure all parts of the task get done in the

time allocated .

A moderator : makes sure that everyone speaks and that no one takes too large time .

A recorder : writes down the main points of the discussion .

2.7.7 Reporting on small group discussions

A - Organizing the information : In reporting on the discussion , the reports should try to represent the group by presenting as accurately as possible ideas. The group has agreed on and disagreed on . They should report everyone's ideas .

B - Preparing your notes : To organize the notes is one of a series of small note cards . Each card has notes . The note cards are necessary to have eye-contact with students to let them know you are interested in communicating with them.

C - Planning the opening and closing : The group should work out a plan for an opening and a closing . The teacher may begin the report for the assignment by clearly stating the topic that he discussed and the major conclusions that he came to. He uses signals or instructions to limit the opening and closing of group work .

 *Procedure for the reports

Following is the suggested procedure:

1 – Reporters are seated in the front of class , facing students .

2 – All reporters from one group give their reports serially . Then the reporters from the other group speak .

3 – The students may ask the questions and the reporters can call on the members of groups for assistance in answering questions .

2.7.8 Types of group work

   Kral(1994:161) states that " a useful way of classifying group-work activities is to look at the distribution of the information needed to do the activity." The researcher thinks that the members of group should have different levels and activities according to their abilities . In many group-work activities , learners have equal access to the same material or information and cooperation to do the task .

A - The combining arrangement

   The combining arrangement is the ideal arrangement for group work , because it ensures the interest and participation . The essential feature of a combining arrangement is that each learner has unique and essential information . This means that each learner in a group has a piece of

information that the others do not have and each piece of information needed to complete the task .

The best seating arrangement of the members of the group during this activity supports the essential features of the arrangement . The learners should face each other , because this process allows a good communication while hiding their information .

The social relationship amongst the members of a combining group needs to be one of equality . Just as social relationships can have effects on the social relationships of learners .

" Research on the combining arrangement as a means of achieving learning goals has focused on acquiring language through negotiating comprehensible input and mastering content .

The most suitable tasks for combining arrangement group work include :

1 – Completion , e.g. , completing a picture by exchanging information, or completing a story by pooling ideas .

2 - Providing directions , e.g. , describing a picture for someone how to make something .

3 – Matching , classifying , distinguishing , e.g. , deciding if your partner's drawing is the same as yours , arranging pictures in the same order as your partner's unseen pictures .

4 – Ordering , e.g. , arranging the sentences or pictures of a story in order .

B - The cooperating arrangement

The cooperating arrangement is the most common kind of the group work . Its essential feature is that all learners have equal access to each other's view of it .
This is because the purpose of a cooperating activity is for learners to share their understanding of the solutions to the task .

The best seating arrangement for the members of the group is to sit in a horseshoe . As much as possible , all the learners in a group should be the same distance from the material and from each other .

Cooperation requires some degree of equality among learners , particularly a rough equality of skill. Thus , for cooperating activities, it is best to put exceptional learners in one group rather than to spread them across groups .

The most suitable tasks for cooperating arrangement group work include :

1 – Ranking , ordering , choosing , e.g. , choosing the best candidate for a job .

2- Finding implications , causes e.g. , brainstorming the uses .

3 – Solving problems , e.g. , solving logical puzzles , simulations .

4 – Producing material , e.g. , making a radio program .

C - **The superior-inferior arrangement**

The superior-inferior arrangement in group work is a parallel to traditional class teaching . The essential feature of the arrangement is that one or more learners have all the information that others in the group need .

The best seating arrangement of the members of the group is with the person in the superior position facing the others . All the others should be an equal distance from the person with the information .

The social relationship amongst the members of a superior –inferior group is one of inferior group is one of inequality . The person with the information is in a superior position . The person may gain status from being in this position .

 - **The most suitable tasks for superior –inferior group work include** :

1 – Data gathering , e.g. , interviews , questioning .

2 – Providing directions , e.g. , telling how to get to a place on the map , providing instructions about how to arrange parts to make a complete item .

3 – Completion

2.7.9 Pair work

Harmer (2001:116)states that students can practice language together in pair work , study a text , or take part in information gap activities. They can write dialogues, predict the content of reading texts or compare notes on what they have listened to or seen. The researcher thinks that the pair work is suitable for activities such as mini-dialogue

A - Advantages of pair work

1 – It dramatically increases the amount of speaking time that any student gets in the class .

2- It allows students to work and interact independently without the necessary guidance of the teacher , thus promoting student's independence .

3 – It allows teachers time to work with one or two pairs while the other students continue working .

4 – It recognizes the old maxim that two heads are better than one and in promoting cooperation helps the classroom to become a more relaxed and friendly place .

5- It is relatively quick and easy to organize .

B - Organizing pair work and group work

 1 – **Making it work** : To discuss pair work or group work is to do a group activity with students , when it is over to ask them to say how they felt about it . When we know how our students feel about pair work and group work we can then decide , as with all action research .We might decide that we need to spend more time explaining what we are doing ; we might concentrate on choosing better tasks .

2 – **Creating pairs and groups**: We have to decide how to put individual students into pairs and groups and with which of their classmates. We can base such decisions on any one of the following principles:

A -Friendship : A key consideration when putting students in pairs or groups is to make sure that we put   friends with friends. We should leave it to the students ask them to get into pairs or groups with whom they want to .

B – Streaming : The students should be streamed according to their ability . The groups and pairs should have a mixture of weaker and stronger students . the most capable students can help their less fluent colleagues and the weaker students will benefit from the help they get .

Streaming is a complex task , since it forces teachers to divide students by level . It demands constant monitoring to make sure that students are not in inappropriate groups, especially since they may change both language level and the nature of their participation as a course develops .

C – Chance : We can also group students by chance ; we can arrange random groups by asking students to sit according to their birthdays or numbers .

D – Changing groups : The students should change their groups . The groups can come and visit each other to share information and make discussion .

3 – Procedures for pair work and group work :

A – Before : The students need to feel enthusiastic about what they are going to do . They need to understand what they are going to do and they need to give an idea of when they will have finished the task they are going to get involved in . The success of a pair work or group work task is often helped by giving students time when the activity should finish .

B - During : We have a number of options . We could stand at the front or at the back and keep an eye on what is happening . We can go around the class watching and listening to specific pairs and groups to offer any help .

C – After : When pairs and groups stop working together . We need to organize feedback . We want to let them discuss what occurred during the group work and where necessary , add our

own assessments and make corrections . It is vital to remember that the constructive feedback on the content of student work can gradually enhance students' future motivation .

2.8 Speaking in second language

Burkat (1998) says that " to most people , mastering the art of speaking is the single most important aspect of learning foreign language and success is measured in terms of the ability to carry out a conversation in the language ." The researcher thinks that speaking is very necessary for teacher and students to understand meaning and convey message .

A - Predictability and unpredictability :

Predictability will depend on a range of factors , some of which will be related to the context of situation , including the interlocutors and their relationships , the topic of conversation and so on . Predictability will depend on whether the text type contain predictable patterns and also the extent to which we are familiar with these patterns .

B - The concept of genre :

Within functional linguistics , the concept of genre has been proposed as a useful one for helping us to understand the nature of language in use , including the issue of predictability. The term "genre" refers to a purposeful , socially constructed , communicative event .

There should be principled links between the learning opportunities presented to learners in the classroom and the target language uses to which the language will be put . We should actually provide learners with an opportunity to explore the generic structures of spoken language .

C - Classroom interaction :

A considerable amount or research has been conducted in recent years into learner interaction , particularly interaction , which takes place through group work . In this section we shall review some of this research focusing on the linguistic and acquisition . The central research issue is the

classroom tasks and patterns of interaction provide learners with the greatest amount of comprehensible input .

Long found that two-way information gap tasks promoted significantly more linguistic / conversational adjustments than one- way tasks ; In two –way tasks , all participants have a piece of information known only to them , which must be contributed to the small group discussion for the task to be completed successfully .

- Stimulating oral interaction in the classroom :

Learning to speak in a foreign language will be facilitated when learners are actively engaged in attempting to communicate . This does not mean that we should never allow our learners to engage in manipulative exercises in which focus of attention is on the manipulation of linguistic form .

2.8.1 Elements of speaking

According to Harmer(2001:269) there are two elements of speaking :

1 – Language features :. Among the elements necessary for spoken production of practice examples .in language drills , for example , are the following :

- Connected speech : The effective speakers of English need to be able not only to produce individual phonemes of English , but also to use fluent connected speech . We should involve students in activities designed specifically to improve their connected speech .

- Expressive devices : the native speakers of English change the pitch and stress of particular parts of utterances , vary volume and speed and show by other physical and non-verbal means how they are feeling . The use of these devices contribute to the ability to convey meanings . They allow the extra expression of emotion and intensity . Students should be able to deploy at least some of such supra-segmental features and devices in the same way if they are to be fully effective communicators .

- Lexis and grammar : Spontaneous speech is marked by the use of a number of common lexical phrases , especially in the performance of certain language functions . Teachers should therefore supply a variety of phrases for different functions , such as agreeing or disagreeing , expressing , surprise or approval .

- Negotiation language : Effective speaking benefits from the negotiator language we use to seek clarification and to show the structure of what we are saying .

  A way of getting students to practice this language is to give individuals cards , which each have one of these phrases written on them . Students then have to use the language forms written on their cards to interrupt and ask what we mean .

  2- Mental / Social processing : If part of speaker's productive ability involves the knowledge of language skills such as those discussed above , success is also dependent upon the rapid processing skills that talking necessitates .

  - Language processing : The effective speakers need to be to process language in their own heads and put it into coherent order so that it comes out informs that are not only comprehensible , but also convey the meanings that are intended . One of the main means for including speaking activities in language lesson is to help students develop habits of rapid language processing in English .

  - Interacting with others : Most speaking involves interaction with one or more participants . This means the effective speaking also involves a good deal of listening , an understanding of how the other participants are feeling and a knowledge of how linguistically to take turns .

  - Information processing : Quite a part from our responses to others' feelings , we also need to be able to process the information they tell us the moment we get it .

2.8.2 Classroom speaking activities

According to Harmer (2001:269) says that many of the classroom speaking activities , which are currently in use fall at the communicative end of the communication continuum .

1 – Acting from a script : We can ask our students to act out scenes from plays and their course books , sometimes filming the results . Students will often act out dialogues they have written themselves . This frequently involves them in coming out to the front of the class .

When choosing a student to come out to the front of the class we should not choose the shyest students first and we need to create the right kind of supportive atmosphere in the class . We need to give students time to rehearse their dialogues before they are asked to perform them .

2- Communication games : Games , which are designed to provoke communication between students frequently depend on an information gap .

Television and radio games imported into the classroom , often provide good fluency activities , for example in twenty questions the chairperson thinks of an object and tells a team that object is either animal , fruit or vegetable .

3- Prepared talks : A popular kind of activity is the prepared talk where a student makes a presentation on a topic of their own choice . Prepared talks represent a defined and useful speaking genre and if properly organized , can be extremely interesting for both speaker and listeners .

4 – Simulation and role-play : Many students derive great benefit from simulation and role-play . Students stimulate a real-life encounter as if they were doing so in the real world , either as themselves in the meeting or market . Simulation and role-play can be used to encourage general oral fluency or to train students for specific situations .

Role-plays are effective when they are open-ended , so that different people have different views of what the outcome should be and a consensus has to be reached . That way there is a dynamic movement as the role-play progresses , which people clearly motivated to say as much .

2.8.3 Goals for teaching speaking

Burkat (1998) states that :

- Speaking is fundamental to human communication . It can be a lot of fun , raising general learner's motivation .

- Speaking English is the main goal of many adult learners . Their personalities play a large role in determining how quickly and correctly they will accomplish this goal . However if the aim of speaking is communication and doesn't require perfect English , then it makes sense to encourage quantity in your classroom .

 - Speaking lessons often tie in pronunciation and grammar which are necessary for effective oral communication .

 - The students should be able to make themselves understood , using their current efficiency to the fullest .

 - To help students develop communicative efficiency in speaking , instructors can use a balanced activities approach that combines language input , structured output and communicative output .

- To get students to have a free discussion gives them a chance to rehearse having discussions outside the classroom and to allow them to rehearse such a real-life event in the safety of the classroom .

- To provide feedback for both teacher and students . Teachers can see how their class is doing and what language problems they are having .

- To give students enormous confidence and satisfaction and with sensitive teacher's guidance can encourage them into further study .

2.8.4 Communicative Approach to Speaking

Accordingly, Johnson (1981:70) states that " a communicative approach to speaking emphasizes the use of language above the level of sentence .It makes sure that interactions , which take place in the classrooms , are replications of a communicative operation . The focus changes from accurate production of isolated utterances in communication . The learner is now concerned with using language ." The researcher believes that speaking is necessary for communication and communication is important for teaching speaking skill .

In order to do this , learners take on roles and interact with others . The teacher provides prompts that utterances of a certain structure from the students , the teacher sets up the conditions for communication to take place . The teacher assumes roles to model the language for the learners .

The process of teaching speaking on a communicative basic consists of stages as learning any language skill :

- The presentation phase presents a whole language operation in context , from which the students or the teacher may take out the key items .

- The practice phase : In this phase these are drilled and the main features of syntax and phonology are focused on .

- The transfer phase consists of putting to use the language items in situations that are analogous to that of presentation phase .

- Syntax is only one of several related aspects of performance that contribute to communication .

- The role-play and games are the chief strategies to communicative methodology.

Some strategies needed for teaching speaking in a communicative way

A - **Stating your objectives** : The teacher should put across what operation the students are going to learn .

In this way you make clear what is to be learnt and assuming the students don't know what to say –that they know they have a learning problem . In practice a communication of illustration , problem setting and explanation may be used to make one's objectives clear .

.B– **Contextualization** : It is the means by which the meaning of a language item is made clear The more successful type of contextualization exemplifies the new item and by means of clues in the context demonstrates what it means . To contextualize communicatively , however , you have to do more than convey this level of meaning , an item takes on meaning as a result of a total context in which it is used .

C - **Practice and transfer** : The presentation of the material is followed by drilling , because we are concerned with teaching communicative operations . The first is the use of question and answer to practice the language presented .

In the communicative context any questions asked after the language is presented are to check whether students have understood what is going on . It may start with choral repetition by the students of the language presented and then more into individual responses directed by the teacher . The teacher can ask individual students to ask questions and prompt individual answers . Elements of information gap and feedback can be increased by some simple means , beyond suggesting prompts from which a free choice can be made by the learners . The linguistic forms can be practiced by students in pairs or groups .

Accordingly , the communicative approach emphasizes the importance of games and role-plays as away of setting limits to activity that are sufficiently well-defined , yet also sufficiently wide , to prompt practice in using language freely over longer periods of time .

2.8.5 Oral communication

Oral communication is a two way process between speaker and listener and involves the productive skill of speaking and the receptive skill of understanding .

Both speaker and listener have a positive function to perform . In simple terms , the speaker has a positive function to perform . In simple terms , the speaker has to encode the message . The message itself , in normal speech , usually contains a good deal of information . At the same time the listener is helped by prosodic features , such as stress and intonation , which are part of the meaning of the spoken utterance , as well as by facial and bodily movements such as gestures .

A- Oral production

The main goal in teaching the productive skill of speaking will be oral fluency . This can be defined as the ability to express oneself intelligibly , reasonably , accurately and without too much hesitation .

To attain this goal , the teacher will have to bring the students from the stage , where they are mainly imitating a model of some kind , or responding to cues , to the point where they can use the language freely to express their own ideas .

The teacher will therefore need to give the students two complementary levels of training :
a – practice in the manipulation of the fixed elements of the language (phonology and grammatical patterns with vocabulary) .
b – opportunities for the expression of personal meaning .

B - Interdependence of oral skills in communication

Although in the classroom situation it is often necessary to concentrate at certain times on developing one of the oral skills rather than the other . We must not lose sight of the fact that oral communication is a two-way process between speaker and listener .

In the classroom , therefore you will need to ensure that the two skills are integrated through situations that permit and encourage authentic communication and also that the learners are taught how to keep the channel of communication open in such situation e.g. by asking for repetition and clarification .

C - Intelligibility :

For clearly , in order to be able to communicate effectively , the learners also need an adequate mastery of grammar and vocabulary : It will be necessary to concentrate on essential features , such as the differences between key sounds , weak forms , basic stress and intonation patterns .

Oral ability and motivation :.

The development of oral ability is a good source of motivation for most learners .

Here are some points to pay attention to:

A – Try to find ways of demonstrating to the time , for example by repeating an activity from time such as games .

B – Ensure that controlled practice , when the teacher will monitor and want to correct the learners' performance , is matched by opportunities for free expression . Learners are always motivated when they find they can actually do something with the language .

C – Show the learners how to make the best use of the little they know sometimes they can not express an idea , because they do not have the precise language they have in mind .

 D- Oral ability through integrated skills . If we are looking for sources of talk , it is apparent that many of these will come from reading and writing activities .Students will need dialogues , but these are not necessarily the best stimulus for talk .

2.8.6 Summary

This Chapter consists of two sections . The first section talks about the previous studies that related to this study . The second section describes the communicative approach completely . The following chapter will talk about the methodology of study (population of study, sample of study , tool of study) , Procedures of study and statistical analysis .

Chapter Three

Methodology

and

Procedure of Study

Introduction

Population of Study

Sample of Study

Tool of Study

Aim of Observation Card

Source of Study

Validity of Observation Card

Internal Consistency of Observation Card

Reliability

Procedures of Study

Statistical Analysis

Summary

Chapter Three

Methodology and

Procedure of Study

3.1 Introduction

This chapter sheds light on the following : the population of study , the sample study , the tool , implementation and procedures , data collection tool , study design and data analysis procedures .

3.2 Population of Study :

The population of this study consists of all teachers , who teach English in UNRWA preparatory schools in Jabalia area for the second semester of the academic year (2004-2005) .

3.3 Sample of Study :

The sample of this study is drawn from teachers of English, who teach in UNRWA preparatory schools preparatory in Jabalia area . The sample includes (37) teachers (22) males and (15) females.

- **The following tables show the sample distribution** .

 A : **Gender Variable**

Table (1)

Sample distribution according to gender variable

Gender	N	%
Male	22	59.46
Female	15	40.54
Total	37	100.0

B : Experience Variable

Table (2)

Sample distribution according to the teaching experience in years

Years of experience	N	%
0 - 5	12	32.43
6 - 10	6	16.22
11 – more	19	51.35
Total	37	100.0

3 -4 Tool of study:

The tool of study is presented in the observation card .It consists of three steps (presentation,

practice and evaluation) ,   sixteen items, it has been used by the researcher to fulfill the aims of

study .

A - Aim of Observation Card :

To evaluate teachers' performance in teaching speaking communicatively in preparatory

stage in Jabalia area . Also , it helps the researcher to answer the questions of the study as

mentioned at the beginning .

B - Source of Observation Card :

- The researcher constructed the analysis card from the theoretical framework and the previous

studies .

C - Validity of Observation Card :

The analysis is checked by five referees, who teach at different universities and by three

supervisors , (see Appendix "B" p(86).

D - Internal Consistency of Observation Card :

The researcher used Person Correlation Formula to check the validity of the observation card .

He used it to find the correlation between the general degree of each item and the general degree

of the whole card.

. **- The following table shows these correlations :**

Table (3)

Internal Consistency of Observation Card

Items	Correlation	Items	Correlation	Items	Correlation	Items	Correlation
1	0,55	5	0,58	9	0,54	13	0,59
2	0,57	6	0,55	10	0,84	14	0,77
3	0,72	7	0,57	11	0,71	15	0,60
4	0,63	8	0,61	12	0,80	16	0,69

The results of table (3) show that the consistency is acceptable to depend on it .

E - Reliability

The researcher depended on Cooper's Equation to measure the percentage of agreement

between the observers . The percentage of agreement is 81 % .

Cooper's Equation = $\dfrac{n\,1}{n\,1 + n\,2}$ **x 100**   **n1= points of agreement**

                                                    n2= points of disagreement

(Al-Mufti 1984 : 62)

3.5 Procedures of the study

The researcher used the following procedures during the application of this study .

He obtained information about a number of teachers of English in Jabalia area, prepared the observation card for the purpose of this study established the validity by using Person Correlation Formula and the reliability of the study by using Cooper's Equation and obtained permission from UNRWA Education Program and applied it .

3.6 Statistical Analysis

In order to analyze the data, the researcher used the " **SPSS** ", which stands for (the statistical package for Social Sciences) , analysis for analyzing data using as a statistical technique the following statistics : Mann-Whitney Test (it is used to show the significant differences with reference to the gender variable and in case of small size of sample) and Kruskal- Wallis Test (it is used to show the significant differences with reference to the experience variable and in case of small size of sample .

3.7 Summary

This chapter deals with methodology and design of the study . The researcher has presented the population distribution in accordance with the study variables (gender and experience) . Also, he tests validity and reliability of the tool used . After that, the researcher details the procedures in performing the study . The next chapter will discuss the analysis of results and the answer of questions of the study .

Chapter Four

Results and Discussions

Introduction

Results related to the first question

Discussion of results related to the first question

Results related to the second question

Discussion of results related to the second question

Chapter Four

Results and

Discussions

4.1 **Introduction**

First, this chapter aims at placing the results of study and analyzing them .This is completed by answering the study questions . Second , this study attempts to find out if there were statistically significant differences in evaluating teachers' performance in teaching speaking skill communicatively in preparatory stage in Jabalia area due to experience and gender . Third , it deals with the findings of study after the data have been computed and analyzed . Finally it provides discussions in the light of the results .

The main question of study is " What is the criteria of teachers' performance in teaching speaking communicatively in   preparatory stage in Jabalia area ? "

4.2 - Results related to the first question :

 1 – Are there any statistically significant differences at level ($\alpha \leq 0.05$) between teachers' performance in teaching   speaking in preparatory stage in Jabalia area with reference to the gender variable ?

- To answer this question , the researcher used Mann-Whitney Test as (Afana 1998 :124) emphasized that this test to show the significant differences between teachers (males and females) in case of small size of sample and unnatural distribution .

Table (4)

Results of Mann-Witnney Test

Gender	Number	Sum of Ranks	Means of ranks	U value	Z value	Significance (2 -Tailed)
Male	22	296	13.45	43	- 3.78	0.01
Female	15	407	27.13			

The results of table (4) show that there are statistically significant differences at level (0.05) between male and female teachers of English in Jabalia area. These differences are in favor of female teachers. "Mann-Whitney Test" shows that the mean of rank for male teachers is (13.45) , while mean of rank for female teachers is (27.13) .

4.3 Discussion of the results related to the first question

As appears in table (4) the results show that there are statistically significant differences between teachers' performance in teaching speaking communicatively in preparatory stage in Jabalia area with reference to gender variable. The mean of ranks for male teachers is (13.45), while mean of rank for female teachers are (27.13).

The researcher notices that the female teachers have more interest and desire to apply the communicative approach in teaching speaking more than male teachers, because the female teachers follow the supervisions' instructions and their learning at the universities. Also the female teachers have more attitudes towards improving their performance than male teachers. In addition the female students are better and more cooperative than male students at speaking and sharing in the communicative situations and activities as the nature of the female gender, so this encourages the female teachers to use this approach. The researcher thinks that male teachers

don't recognize the importance of the communicative approach and don't use it in teaching speaking and don't use the tape recorder in teaching speaking .

Radwan's study (1999) proved that the students of experimental group made progress and importance during using cooperative learning strategy to develop oral communication. AlKhuli (2002) showed that much higher significant differences in favor of the experimental group in using questioning strategy on developing speaking skill for students . Al-Okda 's study (1990) showed that there were statistically significant differences in favor of the mixed group task discourse for validating group work oral communication task in preparatory stage .

4.4 Results related to the second question :

- Are there statistically significant differences between teachers' performance in teaching

speaking skill communicatively preparatory stage in Jabalia area at level ($\alpha \leq 0.05$) with reference to the experience variable ?

- To answer this question the researcher used **Kruskal-Wallis Test** as (Afana 1998 :256)

emphasized that this test is used in stead of one way ANOVA Fisher Test to show the significant differences for three groups in case of small size of sample and unnatural distribution .

Table (5)

Results   of Kruskal - Wallis Test

Experience	Number	Mean of Ranks	Chi -Square	Significance
0 - 5	12	22.33		
6 - 10	6	11.42	4.11	No significance
11 - more	19	19.29		

71

The results of table (5) show that there are no statistically significant differences between teachers' performance with reference to the experience variable. Kruskal-Wallis Test shows that the mean of ranks of short experience (22.33), intermediate experience is (11.42) and long experience is (19.29)

4.5 Discussion of the results related to the second question

As it clear in table (5) the results of study reveal that there are no statistically significant differences at level ($\alpha \leq 0.05$) between teachers' performance in teaching speaking communicatively in preparatory stage in Jabalia area with reference to experience variable.

The researcher thinks that all teachers pass the same circumstances and situations; they have heavy efforts and responsibilities, difficult and big size of curriculum, individual differences and the over- crowded classes. Also they graduate from the same universities, take the same training and the feedback from the class visits of the supervisors. In addition, the researcher thinks that the teachers need more training courses, workshops and seminars to develop their performance in teaching speaking.

Abu-Aboud's study (1987) revealed that the in – service training courses improved students' communicative ability in the target language skills. Al-Shirini's study (1988) showed the achieved degree of students' progress refer to the techniques of teaching programs for teachers.

Chapter Five

Recommendations

and

Suggestions

Introduction

Recommendations

   Recommendations for Teachers of English

   Recommendations for Curriculum-Designers and Supervisors

   Recommendations for Ministry of Education

Suggestions

Chapter Five

Recommendations

and

Suggestions

5.1 Introduction

This chapter covers conclusions and recommendations. It sumps up the conclusions that the researcher has reached. It also involves the recommendations, which are deduced in the light of study results. Such recommendations are expected to be beneficial for the teachers of English, supervisors, curriculum-designers and English language practitioners generally .

5.2 Recommendations

Based on the findings of this study and in the light of the problems teachers face in teaching speaking, the researcher offers some recommendations to the teachers of English, the curriculum-designers, and the Ministry of Education.

5.2.1 Recommendations for teachers of English:

1 – Male teachers of English are advised to recognize the importance of the communicative approach and apply it in teaching speaking more, because it helps to improve the students' level.

2 – Teachers are advised to encourage students to speak freely and fluently in group or pair work.

3 - Teachers are recommended to use this approach , because it helps to solve the problem of the over crowded students in classes and individual differences .

4 - It is more useful if teachers use the tape recorder in teaching speaking, because it helps the students to improve their pronunciation.

5 - It is more effective if they use communicative activities such as role play, dialogue and games in teaching speaking.

5.2.2   Recommendations for curriculum-designers and Supervisors:

 - There are some recommendations for supervisors and curriculum – designers

1 - It is better if the curriculum-designers should consider continuity, sequence and integration in building learning materials.

 2 - It is more useful if the curriculum- designers should cooperate with teachers in preparing the curriculum, because teachers are supposed to be more aware of students' direct needs.

3 - It is more useful if the supervisors hold more training courses, and workshop to help teachers to simplify the curriculum and to use this approach in teaching speaking.

5.2.3   Recommendations for Ministry of Education

There are some recommendations for the Ministry of Education:

1 – It is useful if the Ministry of Education should involve teachers in selecting the curriculum tasks and let them participate in classifying the problems they face in teaching speaking to find appropriate solutions for these problems.

2 - The Ministry of Education should provide teachers with new teaching aids, so that they can cope with modern technology and techniques in teaching speaking.

3 – It should reduce number of periods, the administrative works and number of students in classes for teachers to give them chance to communicate with students easily and intensively.

4 - It is more effective if the learning materials include real life situations and interesting communicative activities.

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5.3 Suggestions

The researcher suggests the following topics:

1 – Doing other studies similar to this study using the communicative approach in teaching other skills .

2 – Studying the relationship between speaking skill and other skills .

3 - Applying this approach for other skills and for other stages .

4 – A suggested program for developing speaking skill for students in governmental schools .

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Appendixes

Appendix (A)   Observation   Card

Appendix (B) List of Referees

Appendix (C) Abstract in Arabic

Appendix (D) Permission from UNRWA Education Program

Appendix (A)

بسم الله الرحمن الرحيم

Observation Card

Evaluating teachers' Performance in teaching Speaking

Communicatively in Preparatory Stage in Jabalia Area

This observation card aims at evaluating teachers' performance in teaching English speaking communicatively in Jabalia area . This study aims for purposes of scientific research and the results will be secret. This study is designed and prepared in order to get the master degree from the Islamic University of Gaza . The supervisors will attend and notice all the sample of study and fill the observation card accurately to get accurate results . The researcher greatly will appreciate your efforts for filling the items honestly and objectively .

* **Gender**
   - **Male** (   ) - **Female** (   )

* **Teaching experience**
   - 0-5 (   )   6-10 (   )   11 and more (   )

The researcher

Bassam Khalil Al-Mashharawi

		Items	Rarely Degree 1	Fairly Degree 2	Highly Degree 3
A		**Presentation**			
1		The teacher presents the situation in front of students			
2		He/she uses tape recorder well in teaching speaking			
3		He/she stimulates motivation of students in teaching speaking.			
4		He/she uses stress and intonation in teaching speaking			
5		He/she uses body movements in teaching speaking.			
6		He/she relates the lesson with students' daily life and needs.			
B		**practice**			
7		He/she urges some students to do dialogue in front of class.			
8		He/she motivates students to work in groups or pairs.			
9		He/she guides and helps students during group or pair work.			
10		He/she encourages weak students to participate in the dialogue.			
11		He/she urges students to act out role play in front of class.			
12		He/she encourages students to speak fluency and freely			
c		**Evaluation**			

13	He/she observes individual differences among students in asking questions**.**			
14	He /she checks students' abilities in speaking skill			
15	He/she uses positive reinforcement for right answers.			
16	He / she provides students with useful and suitable feedback for their answers			

Appendix (B)

List of referees

Nazmi El-Masri	Ph.D in Methodology
	The Islamic University of Gaza
Sadek Ferwana	M.A in Teaching English
	The Islamic University of Gaza
Akram Habib	Ph.D in English Literature
	The Islamic University of Gaza
Basil Skeik	Ph.D in Teaching English
	Al-Azhar University of Gaza
Kamal Murtaga	Ph.D in Teaching English
	The Islamic University of Gaza
Mohamad Hamdan	Ph.D in Teaching English
	Al-Aqsa University of Gaza
Hassan El-Nabeh	M.A in Applied Linguistic
	The Islamic University of Gaza
Awad Kishta	Ph.D in Teaching English
	The Islamic University of Gaza
Maher Sharaf	Supervisor at U NRWA schools
Moein Kohail	Supervisor at governmental schools

Appendix (C)

ملخص الدراسة

تقويم أداء معلمي اللغة الإنجليزية في تدريس مهارة

التحدث بطريقة تفاعلية في المدارس الإعدادية التابعة لوكالة الغوث في منطقة جباليا

هدفت الدراسة إلى تقويم أداء معلمي اللغة الإنجليزية في تدريس مهارة التحدث بطريقة تفاعلية في المدارس الإعدادية التابعة لوكالة الغوث في منطقة جباليا . فقد حاولت الكشف ما إذا كان هناك فروق ذات دلالة إحصائية بين أداء معلمي اللغة الإنجليزية في تدريس مهارة التحدث بطريقة تفاعلية ترجع إلى متغيري الجنس والخبرة . وقد حاولت الدراسة الإجابة عن الأسئلة الآتية :

1- هل هناك فروق ذات دلالة إحصائية عند مستوى دلالة تساوي أو اقل من 05.و بين أداء معلمي اللغة الإنجليزية في تدريس مهارة التحدث بطريقة تفاعلية في المدارس الإعدادية التابعة لوكالة الغوث في منطقة جباليا يعزى إلى متغير الجنس؟

2 ـ هل هناك فروق ذات دلالة إحصائية عند مستوى دلالة تساوي أو اقل من 05.و بين أداء معلمي اللغة الإنجليزية في تدريس مهارة التحدث بطريقة تفاعلية في المدارس الإعدادية التابعة لوكالة الغوث في منطقة جباليا يعزى إلى متغير الخبرة ؟

ـ وقد اختار الباحث عينة الدراسة المكونة من (37) معلم ومعلمة يعلمون اللغة الإنجليزية في المدارس الإعدادية التابعة لوكالة الغوث في منطقة جباليا وذلك في الفصل الثاني من العام (2004-2005) وقد اعد الباحث بطاقة ملاحظة تم طبقها على عينة الدراسة .ـ وللإجابة على أسئلة الدراسة فقد تأكد الباحث من الصدق والثبات واستخدم اختبار مان ويتني واختبار كرس كال ويلز لتحليل البيانات الإحصائية .

وأسفرت الدراسة عن النتائج الآتية :

1-توجد فروق ذات دلالة إحصائية بين تقويم أداء معلمي اللغة الإنجليزية في تدريس مهارة التحدث بطريقة تفاعلية في المدارس الإعدادية التابعة لوكالة الغوث في منطقة جباليا لصالح المعلمات.

2-لا توجد فروق ذات دلالة إحصائية بين تقويم أداء معلمي اللغة الإنجليزية في تدريس مهارة التحدث بطريقة تفاعلية في المدارس الإعدادية التابعة لوكالة الغوث في منطقة جباليا يعزى إلى متغير الخبرة .

وفي ضوء هذه النتائج فقد سجل الباحث اقتراحاته وتوصيته للمعلمين والمشرفين ووزارة التعليم و لتطوير تدريس مهارة التحدث بطريقة أكثر فاعلية .