



PEOPLE' S DEMOCRATIC REPUBLIC OF ALGERIA MINISTRY OF
HIGHER EDUCATION AND SCIENTIFIC

RESEARCH

ABOU-BAKR BELKAID UNIVERSITY-TLEMCEEN

FACULTY OF LETTERS AND LANGUAGES

DEPARTMENT OF FOREIGN LANGUAGES

SECTION OF ENGLISH



DEVELOPING THE PRODUCTIVE SKILLS:

Case of Third Year pupils

At Bekkey Abd Allah Secondary School, Tounane

This Extended Essay is submitted to the Department of Foreign Languages as a Partial Fulfillment of the Requirement for Master Degree in language studies.

Presented by:

Miss Fatima Zohra Oulladji

Miss Widad Meghaghi

Supervised by:

Dr. Rahmouna ZIDANE

Mrs. Yassamina ABDAT

Board of Examiners

Dr. BOUYACOUB Naima

Dr. ZIDANE Rahmouna

Mrs. ABDAT Yassamina

Mrs. KHARBACH Fatima

Chairperson

Supervisor

Co-supervisor

Examiner

Academic Year : 2014 - 2015

Dedication

Words are not enough to express my immense thanks to 'ALLAH'

Lord of the world.

I dedicate this work to my dearest parents for their support,

encouragement and precious love.

I would like to express my deep feelings to my sweet sisters Hanane and

Douae and my brother Sid Ahmed.

I dedicate also this present work to all the members of my family, all my

Friends of the promotion Master two 2014/2015, especially Zahira and

Ismahen Hayet without forgetting my lovely, friend and sister Fatima Zohra.

-Widad-

Dedication

First I thank ' ALLAH ' Lord of the world to whom I owe everything.

I owe a dept of gratitude to my beloved mother and father for their careful attention which inspired me with love as well as my grand parents for their endless support and praise.

With a great happiness I dedicate this present work to my lovely sister Meriem, my lovely brother Mohamed and to all my uncles and aunts especially my lovely aunts Faiza, Rafika, Zakia and Nacira without forgetting my cousins Ferdaous, Amine, Abd el Kader, Malak, oualid and Mohamed.

With heartfelt thanks, I dedicate this work to my best friends Widado, Nadia, Fatima Zohra and to the whole 2015 degree promotion.

-Fatima Zohra-

Acknowledgements

All thanks and gratitude to « ALLAH » Lord of the world for all the gifts gave us and to whom we owe everything.

We thank our supervisor Dr. Rahmouna ZIDANE for her guidance and advice.

We gratefully thank Mrs. Yassamina ABDAT for her advice and encouragement, also Dr. Naima BOUYACOUB and Mrs. Naima KHERBACHE.

Last but not least, we are especially indebted to Mr Meghaghi Slimane for his help in the realization of this research work.

We would like to express our appreciation to all teachers at the English Department, to whom we owe a great deal of knowledge about the English language.

Table of Contents

Dedication.....	II
Dedication.....	III
Acknowledgments	IV
Table of Contents.....	V
List of Tables.....	VIII
List of Pie Charts.....	IX
List of Abreviation.....	X
Abstract.....	XI
General Introduction.....	3
Chapter One: Literature Review of Productive Skills	
1.1Introduction.....	5
1.2 Definition of Productive Skills.....	5
1.2.1 The Speaking Skill.....	6
1.2.2 The Writing Skill.....	7
1.3 Teaching Methods.....	8
1.3.1 Grammar Translation Method.....	9
1.3.2 Direct Method.....	9
1.3.3 Audio-Lingual Method.....	9
1.3.4 Communicative language Teaching.....	10
1.3.5 Competency Based Approach.....	10
1.4 Language Teaching.....	11

1.4.1 Grammar Teaching.....	11
1.4.2 Vocabulary Teaching.....	13
1.4.3 Pronunciation Teaching.....	13
1.5 Language Learning.....	14
1.5.1 Learning Styles.....	15
1.5.2 Learning Strategies.....	17
1.6 Developing the Productive Skills.....	18
1.6.1 Speaking.....	18
1.6.2 Writing.....	20
1.7 Conclusion	21
Chapter Two: Case Study	
2.1 Introduction.....	23
2.2 Statement of the Problem.....	23
2.3 Informants' Profile.....	24
2.3.1 Learners' Profile.....	24
2.3.2 Teachers Profile.....	24
2.4 Research Instruments.....	24
2.4.1 Teachers' Questionnaire.....	25
2.4.2 Pupils' Questionnaire.....	26
2.5 Analysis of theResults.....	26
2.5.1 Analysis of the Teachers' Questionnaire.....	27
2.5.2 Analysis of the Pupils' Questionnaire.....	34
2.6 Data Interpretation.....	40
2.7Conclusion.....	41

Chapter Three: Suggestions and Recommendations

3.1 Introduction.....43

3.2 Suggestions.....43

 3.2.1 The Use of Speaking Strategies.....43

 3.2.2 Audio-Visual Aids.....45

 3.2.3 Games.....45

 3.2.4 The Use of Writing Strategies.....46

 3.2.5 The Use of a Variety of Exercises.....47

3.3 Conclusion.....47

General Conclusion.....49

Bibliography.....51

Appendix A: Teachers’ Questionnaire.....50

Appendix B: Pupils’ Questionnaire.....53

List of Tables

Table 2.1- Pupils' Difficulties in Oral Performance.....	28
Table 2.2- Teachers' Strategies to improve Pupils' Speaking Skill.....	28
Table 2.3- Teachers' Techniques to Ameliorate Pupils' Writing Skill.....	30
Table 2.4- Types of Mistakes in Oral Performance.....	31
Table 2.5- Teachers' suggestions to Develop Pupils' Level.....	33
Table 2.6- Pupils Ways of Performing English.....	35
Table 2.7- Causes of Pupils' Deficiency in Speaking.....	35
Table 2.8- Pupils' Difficulties in Writing.....	36
Table 2.9- Pupils' Satisfaction about their Writings.....	37
Table 2.10- Pupils' Attitudes toward the Correction during the Lesson.....	38
Table 2.11- Pupils' Ways to ameliorate the Writing Skill.....	39
Table 2.12- The Causes of Pupils' Difficulties in Writing.....	39

List of Pie Charts

Pie chart 2.1- Years of Experience.....	27
Pie chart 2.2- Pupils' Weaknesses in Writing Skill.....	29
Pie chart 2.3- The Way of Correction of Pupils' Mistakes.....	32
Pie chart 2.4- Pupils' Attitudes toward Learning English.....	34
Pie chart 2.5- Types of Pupils' Problems in Writing.....	37

List of Abreviation

EFL : English as a Foreign Language

CBA: Competency Based- Approach

GTM: Grammar Translation Method

Abstract

This research work attempts to identify the techniques and strategies that can lead to the development of the productive skills of baccalaureate pupils at Bekkay Abd Allah secondary school. Therefore, pupils' weaknesses in mastering the speaking and writing skills are due to different reasons. This research work tries to shed light on how baccalaureate pupils can develop their productive skills by means of two questionnaires as research instruments. Therefore, it is embodied into three chapters. The first one is a theoretical overview of the methods of teaching and learning the speaking as well as the writing skill. In the second chapter, there is a shift from the theoretical to the practical part. In the third chapter, some suggestions and recommendations are given to improve the students' level in mastering the productive skills.

General Introduction

In the Algerian educational system, English is considered as a second foreign language after French, since it is the most widely learnt language in the world. The teaching/learning process is becoming more developed due to globalization. However, many EFL learners face obstacles especially in the productive skills since Speaking and Writing are needed skills to perform accurately.

The main purpose of this research work is to explain the importance of the productive skills for Baccalaureate pupils at “BekkayAbd Allah” secondary school. Thus, this work attempts to find answers to the following questions:

- Why don't EFL learners have satisfactory outcomes in the productive skills?
- How should EFL learners develop their levels in the target language?

These questions lead the researchers to the formation of the following hypotheses:

- EFL students' weaknesses in improving their language are due to either the lack in controlling the language system.
- To develop EFL students' competencies, they may read a lot as well as practice the language.

General Introduction

This research work is divided into three chapters: the first one shows in details the language teaching methods used to facilitate the learning process as well as students strategies used to ameliorate their learning level and how pupils' psychological factor can affect learning.

In the second chapter, there is a shift from theory to practice. It tries to know more about the level of Baccalaureate pupils in both speaking and writing skill. When dealing with the case study, two questionnaires will be distributed to secondary school' teachers and pupils in which many points are going to be tackled concerning their weaknesses in the oral performance as well as writing. Then, the baccalaureate pupils are going to be put under examination using classroom observation.

In chapter three, some suggestions and recommendations will be proposed. They contain affective methods and procedures that could be suitable for the teaching/learning process for the aim of providing a good atmosphere to both the teachers and pupils.

1.1 Introduction

This chapter gives definitions of productive skills. Then, it speaks about the different methods used to teach a foreign language. Also, it gives a view about the psychological side of learning a language and how it could be a motivating factor that helps foreign language students to develop their speaking and writing skills.

1.2 Definition of Productive Skills

Communication between people is very complex. In this sense, language is a set of symbols and rules that are combined to convey meaning and from these rules; an infinite number of messages can be generated. This means that language is a system of communication consisting of the use of words, sounds and grammar in a conventional way. Therefore, when learning a language learners need to master the four skills; receptive skills (reading and listening) and productive skills (speaking and writing). In fact the productive skills are different in terms of the methods that are used for teaching and learning. Moreover, speaking and writing are both used for the same purpose, which is communication, (Weiten, 2007).

1.2.1 The Speaking Skill

The speaking skill is one of the productive skills. It is regarded as a means of daily communication. **Broughton (1980:27)** claims that **“spoken language allows us to produce a sequence of oral sounds, in such away another person can reconstruct from those sounds or useful approximation to one original meaning”**. In this sense, the speaker produces a set of sounds, words and sentences carrying a meaning in order to express ideas, thoughts and emotions.

Thus, one can conclude that through the language, the speaker shows his/her abilities by being creative and able to interact with others. Therefore, s/he will get new knowledge concerning vocabulary, pronunciation and grammar rules, **(Broughton, 1980)**.

Moreover, speaking alternates with listening in the process of oral communication. According to **Harmer(2001:269)**:**“the ability to speak fluently presupposed not only knowledge of language features, but also the ability to process information and language on the spot.”**This means that the ability to use a language fluently does not need only the mastery of language but also how to use a language in a given situation.

Thus, learners should express their thoughts, ideas and knowledge orally in order to ameliorate their capacities of speaking a foreign language. In other words, the importance of speaking a language can be seen in conveying the attitude of one person to another. **(Harmer, 2001)**.

1.2.2 The Writing Skill

Writing is one of the four skills that is very difficult to learn because of the efforts made by the students in order to write accurately. It allows the students to put their ideas into words in a meaningful way. In this vein, **Grossmann (2003:22)** states that:“**writing can take many forms, including shaping list, acting as an aide-memoire,through letters**” (qtd in **Baslirin, 2013: 11**). This means that writing is a medium of communication that represents language through, signs and symbols.

Moreover, writing is the basic skill. That is why students should know how to write letters and how to put words together. In other words, writing is more complicated often seems to be the hardest of the skills even for the native speakers of a language; It involves a graphic representation of thoughts in a structured way, (**Harmer et al, 1998**).

Heaton and Longman (1975:138) say that in order to master the writing skill, students need some abilities that are as follows:

1.2.2.1 The grammatical skill: is the ability to write correct sentences.

The stylistic skill: is the ability to manipulate sentences and use language effectively.

1.2.2.2 The mechanical skill: means the ability to use correctly those conventions to the written language.

Chapter One Literature Review of the Productive Skills

1.2.2.3 The judgment skill: is the ability to write in an appropriate manner for a particular purpose.

In other words, writing includes structure, spelling and punctuation. It is more complex. It is a product of learners' thinking, and experiences that is in a written form. Thus, it is the teachers' responsibility to motivate the learners to write and teach them how to start writing, how to generate ideas, how to organize ideas logically, how to make sentences and how to produce a paragraph.

1.3 Teaching Methods

Teaching is a very complex concept because each teacher has his/her own view about it. In its general use, it refers to the activity of the teacher in the classroom in his/her interaction with the students, **Corder (1973:11)**. There was a debate about the best way of teaching a language. At first, teaching English was based on the translation method. Then, there was a development in the ways of teaching. In this sense, **Marckwardt (1972:5)** says that “...**each new method breaking from the old but at the same time taking with it some of the positive aspects of previous paradigm**”. The teaching methods that are widely used are as follows:

1.3.1 Grammar Translation Method

The Grammar Translation Method (GTM) consisted mainly in learning by heart grammatical rules. This method gives the priority to the reading skill followed by the writing skill, and the attention is given to speaking. Within this method, the foreign language is taught so that students can read literary masterpieces and translate literary texts with the aid of bilingual dictionaries. The emphasis is put on accuracy rather than fluency. **(Finocchiaro and Brumfit, 1987).**

1.3.2 Direct Method

This method emerged in the late of 19th century. It is characterized by a total refusal of translation. Grammar is taught inductively so that the students induce the rules of grammar rather than learn them by heart. This method focuses on the correct pronunciation by using some techniques such as reading aloud and conversation practice, **(Huebener, 1965).** It avoids equivalents between the mother tongue and the foreign language in the students' mind.

1.3.3 Audio-Lingual Method

The major characteristics of this method are as follows:

-The language skills should be presented in the following order: Listening, Speaking, Reading and Writing.

Chapter One Literature Review of the Productive Skills

- Use of practice and oral drills.
- The learners should practice the language in order to develop automatic speech habits.
- The learning by heart of sentences should be encouraged.
- The emphasis should be put on habit formation,(**Huebener,1965**).

1.3.4 Communicative Language Teaching

The goal of this method is to develop communicative competence. Two assumptions characterize this approach; the first one is that the primary aim of teaching a language is for interaction and communicative use. Then, the second assumption is that the foreign language would be best taught when it is used in a realistic situation. In other words, EFL students are concerned with the communicative use. In fact, the students' mistakes are allowed because the concentration is made on fluency rather than accuracy,(**Finocchiaro and Brumfit, 1983**)

1.3.5 Competency-Based Approach

The most important feature that characterizes this approach is preparing students for situations they encounter in their daily life. Also, it concentrates on skills and abilities in order to make the learning process useful. This approach is a problem solving approach.

In fact, the teacher' role in CBA is to facilitate the process of learning by following various steps; like the selection of competencies based on those needs. The next step is the instruction of those competencies. Within CBA, the classroom atmosphere becomes more helpful for the students, (**Wang, 1977**)

1.4 Language Teaching

Language is generally a set of rules taught to the learners so that they will be able to generate an infinite number of words and sentences; that is known as grammar teaching.

1.4.1 Grammar Teaching

Grammar is the feature which makes human speech understood through the mastery of the grammatical rules of the language. It can be viewed as a complex skill. In fact, no one can deny the importance of teaching grammar in any language teaching process. In this context, **Cunnings worth(1987:18)** states that:

Few, if any, writers on language learning would disagree that the internalization of grammar rules is central to language learning and that any teaching programmed which omits grammar is not really teaching language in the full sense of the word.

Chapter One Literature Review of the Productive Skills

This means that teaching grammar has crucial place in any teaching of foreign languages, since it provides learners with grammar knowledge in order to be able to produce correct sentences.

Grammar rules are very necessary in any language. In this sense, **Widdowson (1978:18)** states that “**knowledge of use necessity includes knowledge of usage**”. In other words, grammar has a prominent role in learning a foreign language. In teaching grammar three areas should be considered: grammar as rules, grammar as form and grammar as resources. Learning the rules of grammar enables the learners to improve their written and spoken skills, **(Widdowson, 1978)**

In order to motivate the learners, the teacher should explain four things: grammar function (why and for what purposes the rule is needed), its position in the language system and its use; in addition to its application in a communicative situation. Thus, the teacher shows the learners that the structure is part of language in real communicative situations and helps them to know what they are supposed to do with them in a written text or speech.

There are two types of learners; deductive learners who prefer to learn grammar rules and then to apply those rules to examples while inductive learners like to go from specific to general, that is, they begin with the examples. Hence, the teacher should give the opportunity for both types of learners to study grammar.

Therefore, students should be encouraged to practice the structure by different types of exercises or make up examples of the rules. Also, the analytical approach is beneficial because grammatical structures are broken up to pieces and the students are shown how the components of the structure are formed, (Moilanen, 2002)

1.4.2 Vocabulary Teaching

The term vocabulary can be viewed as a list of words or set of words that speaker of a language use to convey messages. The students can express their ideas and thoughts with those words. The foreign language learners will face an obstacle in mastering the speaking skill if they do not have enough vocabulary. In this respect, Wilkins (1972:3) states that: “... **without vocabulary nothing can be conveyed ...**”. Therefore, the speaker must have enough vocabulary to be able to transmit messages.

1.4.3 Pronunciation Teaching

Pronunciation is the manner of producing sounds. It is important for both the listening and speaking skills. In fact, teaching pronunciation for Foreign Language learners means making them able to produce a comprehensible speech. Therefore, students' mispronunciation prevents them from communication, and their speech will be misunderstood. EFL students are aware of the importance of learning the correct pronunciation since it has a close relationship with the mastery of speaking skill, (Wilkins, 1998).

Chapter One Literature Review of the Productive Skills

Pronunciation is regarded as an important element in oral performance. It plays an important role in communication. In other words; good pronunciation makes the communication easier. Pronunciation is an important factor in speech which involves several stages beginning with the speakers' idea and ending with the comprehension of those ideas by the listener.

Some factors such as age, personality, cognitive style and native language phonology influence the learners' pronunciation and cause misunderstanding of the speaker. Hence, the teacher should make the learners aware of the pronunciation aspects. Also, the learners must have the opportunity to practice aspects of the English sounds system,(**Morley, 1998**)

1.5 Language Learning

Language learning is more than acquiring the foreign language. Two variables affect language learning which are: styles and strategies which mean the specific behaviors or thoughts the learners use to enhance their language learning, (**Cornett, 1983; Scarcella, 1992**). Thus, language learning styles and strategies influence the students' ability to learn a language.

1.5.1 Learning Styles

Learning styles are those approaches that students use to acquire a language or learn any subject. According to **Cornett (1983)**, these styles are the overall patterns that give direction to learning behavior.

A learning style is a set of characteristics that are associated with foreign language learning. First, sensory preferences are broken into four areas. For example: visual students prefer lectures, conversations and oral directions with visual simulation. On the other hand, auditory students enjoy unembellished lectures and conversations. They have difficulty with written work. Kinesthetic and tactile students like movement and work with tangible objects.

The second aspect is personality type that is often called psychological type. It consists of four strands: Extraverted Vs Introverted, Intuitive-Random Vs Sensing-Sequential, Thinking Vs Feeling, and Closure-Oriented Vs Open-Perceiving.

1.5.1.1 Extroverted Vs Introverted: Extroverts derive their energy from the external world. They interact with people and have many friendships. In contrast, introverts gain their energy from internal world. They have few friendships. It is the teacher's responsibility to give the opportunity to introverts to participate with extroverts.

Chapter One Literature Review of the Productive Skills

1.5.1.2 Intuitive-Random Vs Sensing-Sequential: Intuitive-random students prefer to guide their own learning. In contrast, sensing-sequential learners like facts; they want to be guided by the teacher.

1.5.1.3 Thinking Vs Feeling: Thinking learners desire to be praised, and do not care about others. However, feeling learners like to be respected and value other people.

1.5.1.4 Closure-Oriented Vs Open-Perceiving: The closure-oriented students are serious workers. By contrast, open learners are sometimes called perceiving learners. They take language learning less seriously and want to have a good time to enjoy, (Oxford, 2003)

The third aspect that influences the foreign language learning is the desired degree of generality in which analytic students who look for precision and cannot guess unless they are sure contrast with holistic students who can guess from the context emphasizing on the main idea.

In addition, there are biological differences in which some biological factors can be related to differences in foreign language learning such as biorhythm, i.e., the time when students perform in a good way. Some of them are morning people while others feel comfortable to learn in the afternoon. Also, sustenance is the need for food or drink while learning. Finally, location is the environment like temperature, lighting, sound and the firmness of the chairs, (Oxford, 2003: 7).

1.5.2 Learning Strategies

Learning strategies are defined as specific actions, behaviors, or techniques as **Scarcella (1992)** states that learning strategies are those attempts used by students out of the classroom settings in order to encourage themselves to overcome their learning difficulties.

In other words, strategies mean steps or processes used by the students to enhance their own foreign language learning. This means that each learner selects his/her strategies to overcome his/her difficulties. Indeed, strategies are useful and helpful for a learner if it is related to language task and fit the student's learning style. The learners should employ the strategy effectively and link it with other strategies, (**Scarcella, 1992**)

These strategies are as follows:

1.5.2.1 Cognitive Strategy: is the ability of the learner to control the language material in a direct way such as analysis, note taking, summarizing, synthesizing and outlining, (**Oxford, 2003**).

1.5.2.2 Metacognitive Strategy: metacognitive strategy has direct effect on cognitive strategy; it has an executive function in task completion, (**Purpura, 1991**). This means that the students can identify his/her needs, organize materials and correct mistakes and in order to manage the learning process. (**Oxford, 2003**).

Chapter One Literature Review of the Productive Skills

1.5.2.3 Memory-Related Strategy: helps the learner to remember items linked to other concepts a mental picture or the meaning of the word in addition to the location of that word on a page or blackboard. However, this strategy is used for memorizing vocabulary and structures in initial stages of language learning. (Oxford, 2003)

1.5.2.4 Compensatory Strategy: helps the learner to complete his/her knowledge by using gestures or guessing from the context. (Oxford, 2003)

1.5.2.5 Affective Strategy: means describing one's mood and positive self-talk, (Purpura, 1999).

1.6 Developing the Productive Skills

The productive skills are the speaking and writing skills where students have to produce language. Writing is the most neglected skill in TEFL compared with the speaking skill. However, both of them have the same importance in the classroom activities nowadays.

1.6.1 Speaking

The teachers try to encourage students to improve their communication skills through different aspects of speaking such as accuracy, fluency, pronunciation and vocabulary. Accuracy in speaking means the correct use of language. **Gower et al (1991: 99)** state that: **“accuracy involves the correct use of vocabulary, grammar and pronunciation. In controlled and guided activities the focus is usually on accuracy and the teacher makes it clear from feedback that accuracy is important.”**

On the other hand, teachers do not stress on accuracy because students may lack self confidence in speaking. For this reason, **Gower et al (1996; 100)** claim that: **“activity teachers should make it clear to students in which areas accuracy is expected and to what extent”**. In other words, teachers should give the learners a specific activity to make them focus on how to use the language accurately, **(Bashrin, 2013)**

Fluency refers to the ability to use the required language in a manner that is spontaneous. According to **Gower et al (1995: 100)**, **“fluency is the ability to keep going when speaking spontaneously”**. Moreover, teachers should not interrupt students when speaking. They should give them enough time to talk because the interruption makes students feel anxious to speak. Pronunciation and vocabulary are very important. Pronunciation is regarded as part of foreign language because it affects the learner communicative competence. Vocabulary is also important for comprehensive speech, **(Bashrin, 2013)**.

Chapter One Literature Review of the Productive Skills

During the lesson, students should get the chance to interact with each other. According to **Gower et al (1995:101)**, a teacher has to create a good atmosphere to help students to speak and communicate. Thus, communication activities develop interaction between students. These activities should help the students to speak, **(Bashrin, 2013)**.

1.6.2 of Writing

A set of properties have to be taken into consideration such hand writing, spelling, layout, punctuation, sentence construction and text cohesion in which the learner should develop these aspects to ameliorate his writing, **(Bashrin, 2013)**

Teachers should encourage students to improve their handwriting, especially the students whose native language orthography is different from Roman script. Spelling in English is difficult because of the same pronunciation of some words that are written differently while others are written in the same way but pronounced differently. Although incorrect spelling does not prevent the understanding of a written message, it can affect the reader's judgment. The teacher should help the learners to improve their spelling. **(Bashrin, 2013)**.

Chapter One Literature Review of the Productive Skills

Also, **Harmer(2007)** claims that incorrect usage of punctuation can lead to awkward piece of writing. The students need to be exposed to punctuation. They should be given the chance to practice and learn different layouts of writing. In addition to this, **Gower et al, (1995:113)**“**the appropriate use of linking words and phrases so that the organization of text is clear to the reader**” (qtd in **Bashrin 2013:13**). Moreover, the construction of correct sentences is very important.

1.7 Conclusion

This chapter will deal with definitions of the speaking and writing skills. Also, it identifies the best methods that can be helpful in teaching and learning the productive skills. This chapter provided a theoretical overview about some strategies that improve the learners’ level in speaking and writing. The following chapter will dealt with the case study.

2.1 Introduction

This research work focuses on developing the productive skills for third year pupils at Bekkey Abd Allah secondary school. The present chapter tries to put into practice the theories mentioned in the previous chapter. Furthermore, it gives a description of teachers and learners profiles. Also, the chapter will be devoted to the analysis of the teachers and students' questionnaires.

2.2 Statement of the Problem

This extended essay tries to find out solutions for third year pupils weaknesses in speaking and writing skills. Then, it deals with how to develop the productive skills for baccalaureate pupils.

This work is set to find answers to the following questions:

- Why don't EFL learners have satisfactory outcomes in the productive skills?
- How should EFL learners develop their level in the target language?

The hypotheses suggested for the research questions are:

- EFL students' weaknesses in improving their language are due to the lack in the language system.
- To develop EFL students' competencies, they may read a lot as well as practice the language.

2.3 Informants' Profile

The informants involved in this study were secondary school teachers of English and baccalaureate pupils.

2.3.1 Learners' Profile

The case study concerns four classes of baccalaureate students. One class was chosen randomly by the researchers. The majority of them are between seventeen and eighteen years old.

2.3.2 Teachers' Profile

This study involved English teachers at Bekkay Abd Allah secondary school. The majority of these teachers have more than six years of experience. All of them are in charge of teaching English not only the baccalaureate level but also, the first and second year students. In addition to this, they always try to ameliorate students' competencies in the four skills.

2.4 Research Instruments

The researchers have chosen only one research instrument which is the questionnaire. Two questionnaires were submitted to both teachers and baccalaureate pupils in order to inform the researchers about the difficulties that learners encounter in the speaking and writing skills.

2.4.1 Teachers' Questionnaire

The questionnaire addressed to four teachers contained different types of items such as the close items: multiple choice items and the open items.

The researchers used a questionnaire which included nine questions that were submitted to four secondary school teachers. This questionnaire aimed at knowing more about the teaching/learning of English as a foreign language as well as the weaknesses in the mastery of the English language.

Question one asked the teachers about their years of experience in teaching the English language. Question two aimed at knowing the objectives that baccalaureate pupils should reach at the end of the year. The third one attempted to know the difficulties faced by the pupils in their oral performance. Question four asked the teachers about the speaking strategies they teach their students in order to use the English language properly. Question five aimed at knowing where baccalaureate students' weaknesses were encountered. Question six asked the teachers about the techniques they followed to ameliorate pupils' writing skill.

Question seven inquired about the mistakes the teachers marked in students' performance. Question eight aimed at knowing how student' mistakes could be corrected. Question nine asked teachers to provide some suggestions to develop the pupils' level (see Appendix A).

2.4.2 Pupils' Questionnaire

The questionnaire was addressed to third year secondary pupils. It contained different types of items such as close items multiple choice and the open items. In order to know more about the students' weaknesses in the speaking and writing skill, the researchers used a questionnaire that included nine questions. They were submitted to thirty five pupils.

Question one asked the pupils if they enjoyed speaking English .The second one aimed at knowing how pupils preferred to perform English. Question three asked about the reasons behind the pupils' deficiency in speaking English. The fourth one concerned the difficulties that students faced in writing an essay. Question five asked the pupils if they were satisfied about their writing. Question six aimed at knowing where pupils faced problems in written expression. Question seven asked the pupils if the correction during the lesson was sufficient to improve their level in writing. Question eight aimed at knowing the strategies that pupils used in order to ameliorate their writing skill. Question nine asked the pupils if their difficulties in the writing skill were due to the insufficient writing practice, lack of writing materials, the insufficient teaching time devoted to writing or the inadequate teaching schedule (see Appendix B).

2.5 Analysis of the Results

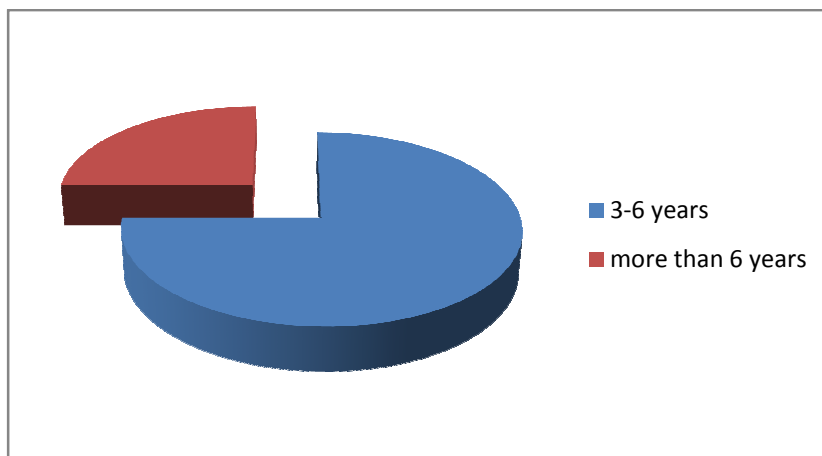
According to the teachers and pupils answers, the researchers collected the following data:

2.5.1 Analysis of the Teachers' Questionnaire

The questionnaire was answered by four teachers and the answers are as follows:

Question One: Years of experience.

The teachers' answers are provided in the following pie chart.



Pie chart 2.1 Years of Experience

The majority of the questioned teachers have the experience between three and six years, while the minority of them have the experience that exceeds six years.

Question Two: What are the objectives that baccalaureate pupils should reach by the end of the year?

Concerning this question, there was an agreement about one objective which is providing the pupils with a sufficient knowledge about the English language system so that they can be able to write a correct paragraph and perform in an accurate way.

Question Three: What are the difficulties faced by the pupils in the oral performance?

The teachers' answers are provided in the following table.

Table 2.1 Pupils' Difficulties in Oral Performance

	Frequency	Percentages
Phonology	2	50%
Semantics	1	25%
Syntax	1	25%

When asked about the difficulties faced by the baccalaureate pupils in the oral performance, the first obstacle is the phonological level, then the semantic and the syntactic level.

Question Four: What kind of speaking strategies do you teach your pupils to use English properly?

The teachers' answers concerning the speaking strategies are provided in the table below.

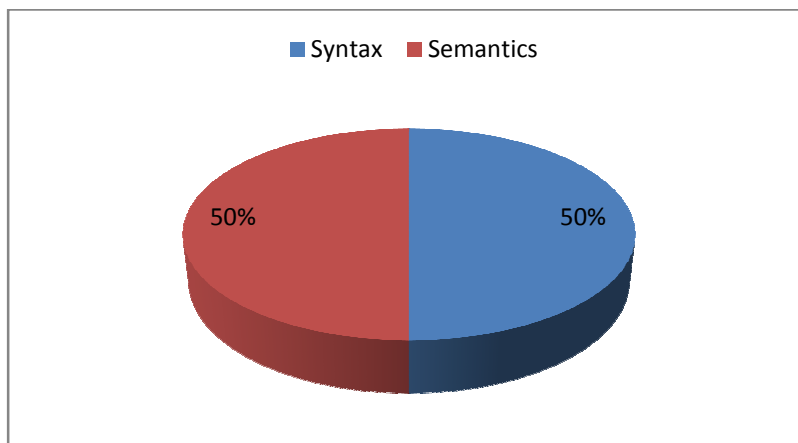
Table 2.2: Teachers' Strategies to improve Pupils' Speaking Skill.

	Speaking Strategies
Teacher A	-Using songs. -Using data-show.
Teacher B	-Oral presentation by using audio-visual aids.
Teacher C	-Short stories. -Games.
Teacher D	-Conversations. -Games.

Concerning teachers' strategies to ameliorate their pupils' level in using English, there were different points of view. Teacher (A) and (B) preferred the use of audio-visual materials so that pupils become more interested about the lesson. Teacher (C) and (D) argued that using games and telling short stories can be helpful.

Question Five: Pupils' weaknesses in the writing skill are encountered in syntax or semantics?

The following pie chart illustrates the teachers' answers.



Pie chart 2.2: Pupils' Weaknesses in the Writing Skill

From the teachers' answers, one can notice that baccalaureate pupils have syntactic weaknesses as well as semantic deficiency in the writing skill.

Question Six: What are the techniques you follow to ameliorate the students' writing skill?

The following table summarizes the teachers' answers:

Table 2.3: Teachers' Techniques to Ameliorate Pupils' Writing Skill

	Techniques
Teacher A	-Auto-correction. -Giving the pupils a text full of mistakes and they correct it.
Teacher B	-Reorder sentences and form a paragraph.
Teacher C	-Reorder sentences and form a paragraph.
Teacher D	-Reading is the best way to ameliorate writing skill, so, I am always looking for best ways to make them read.

From the above table, one can notice that the techniques used by the teachers to improve their pupils' writing differ from one teacher to another, and each one had his/her own technique. For instance, Teacher A preferred to give pupils sentences or texts in order to correct. Teacher B and C concentrated more on reordering sentences. Teacher D stated that the best technique to ameliorate the writing skill is reading.

Question Seven: What types of mistakes do students make?

The table below introduces the teachers' answers concerning the types of pupils mistakes.

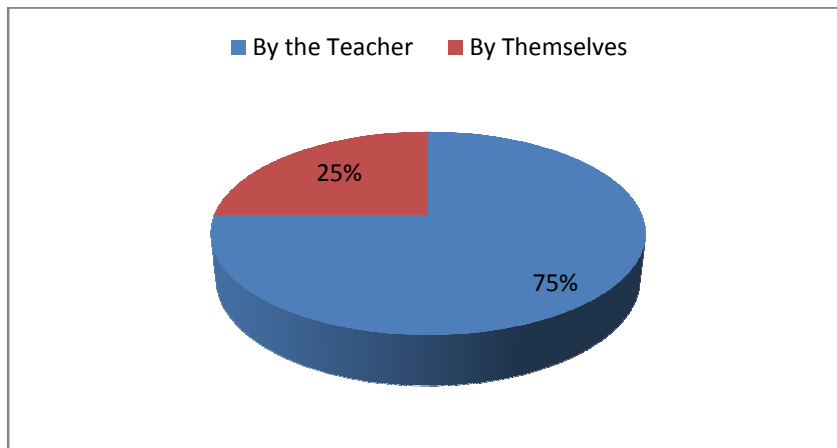
Table 2.4: Types of Mistakes in Oral Performance

	Types of Mistakes
Teacher A	-Spelling mistakes.
Teacher B	-Spelling mistakes. -Coherence of ideas.
Teacher C	-The use of longer utterances instead of using simple sentences. -Mispronunciation of words.
Teacher D	-Grammatical rules.

From the teachers' answers, one can notice that baccalaureate pupils made different mistakes in the oral performance mainly in spelling. The teachers stated that students had difficulties of all kinds, but they stressed on grammatical rules and pronunciation. In other words, these mistakes express pupils' deficiency in mastering the English language system.

Question Eight: How could pupils' mistakes be corrected?

The pie chart below represents the teachers' answers.



Pie chart 2.3: The Way of Correction of Pupils' Mistakes

From the teachers' answers, three teachers, those who are represented in the above pie chart by (75%), have declared that pupils' mistakes should be corrected by the teacher whereas the rest chose the correction by themselves.

Question Nine: What do you suggest to develop the pupils' level?

The following table summarizes the teachers' suggestions

Table 2.5: Teachers' suggestions to Develop Pupils' Level

	Teachers' Suggestions
Teacher A	-Motivate them to read.
Teacher B	-Using technological materials - E-books reading.
Teacher C	-E-books readings.
Teacher D	-Using authentic materials.

The above table shows that each teacher has suggested a technique that may be helpful to develop the pupils' level in the productive skills. Teacher A said that students should be motivated to read. Teachers B and C stressed on the use of electronic materials such E-book reading. Teacher C focuses on the use of authentic materials.

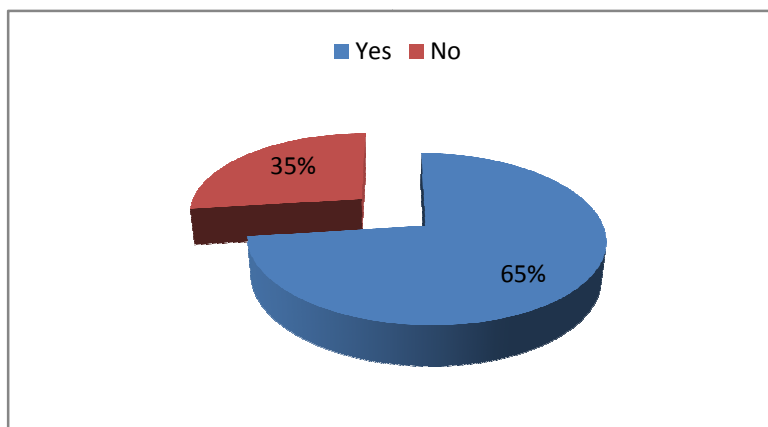
Moreover, nine questions were submitted to thirty-five baccalaureate pupils, from which the data interpretation will be provided to show clearly the aim and the results of this case study that took place at Bekkay Abd Allah secondary school.

2.5.2 Analysis of Pupils' Questionnaire

All the pupils have answered the questions during half an hour because they needed clarification about some questions. As far as the first question is concerned, the majority of them stated that they love English whereas few of them do not like it

Question One: Do you like speaking English?

The following pie chart provides the pupils' answers.



Pie chart 2.4: Pupils' Attitudes toward Learning English.

From the above pie chart, one can notice that a lot of baccalaureate pupils (65,71%) enjoy speaking English, while only the minority (24,29%) have declared that they did not enjoy speaking English.

Question Two: How do you prefer performing English?

The table below provides the pupils' answers concerning their way of performance.

Table 2.6: Pupils' Ways of Performing English

	Frequency	Percentages
Individually	5	14,29%
In pair	10	28,57%
In groups	20	57,14%

From the pupils' answers, almost the majority of them (57,14%) prefer to work in groups in order to perform in an easy way while the minority of them have chosen to perform individually. This shows their inability to perform in English.

Question Three: Do you think that your deficiency in speaking English is due to:

- Shyness

-Lack of Vocabulary

The pupils' answers are summarized in the table below.

Table 2.7: Causes of Pupils' Deficiency in Speaking

	Frequency	Percentages
Shyness	9	25,71%
Lack of background	26	74,29%

Concerning the causes of pupils' deficiency in speaking, the majority of them have chosen the lack of background while only the minority of them said that they were suffering from shyness.

Question Four: What are the difficulties you face in writing an essay?

The table below provides pupils' answers concerning the difficulties they face.

Table 2.8: Pupils' Difficulties in Writing

	Frequency	Percentages
Verb tenses	20	57,16%
Coherence	5	14,28%
Spelling	5	14,28%
Ideas organization	5	14,28%

Concerning pupils' difficulties in writing, the majority of them suffer from verb tenses problems, while the others have the problems of coherence and relevance, spelling and ideas organizations.

Question Five: Are you satisfied about your writings?

The table below summarizes the pupils’ answers.

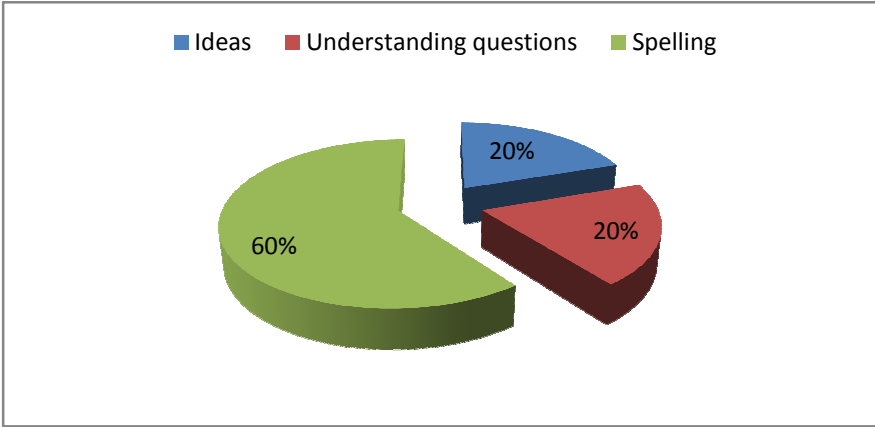
Table 2.9: Pupils’ Satisfaction about their Writings

	Frequency	Percentages
Yes	5	14,29%
No	30	85,71%

From the table above, one can notice that the majority of baccalaureate pupils are not satisfied about their writings.

Question Six: Where do you face problems?

The pie chart below shows the pupils’ answers concerning the types of problems faced in writing.



Pie chart 2.5: Types of Pupils’ Problems in Writing

Hence, 60% of pupils face problems in spelling i.e, they are not able to write words correctly. In addition to this 20% have a misunderstanding of questions asked. Thus, they cannot have the right answer. Also, (20%) do not have enough knowledge and ideas to discuss certain topics.

Question Seven: Do you think that the correction during the lesson is sufficient to improve your level in writing?

The following table introduces the pupils' answers.

Table 2.10: Pupils' Attitudes towards the Correction during the Lesson

	Frequency	Percentages
Yes	25	71.43%
No	10	28.57%

Most pupils preferred the correction during the lesson because they thought it can be sufficient for them in order to improve their level in writing. On the other side, a few of them said that it was not appropriate and that it made them more confused.

Question Eight: What do you usually do to ameliorate your writing skill?

The answers are provided in the following table.

Table 2.11: Pupils' Ways to ameliorate the Writing Skill

	Frequency	Percentages
Readings	15	42.86%
Group work	20	57.14%

In order to ameliorate the writing skill, most students prefer to work in groups in which they can share their ideas more freely. In contrast, some of them like reading.

Question Nine: Are the causes of the difficulties you face when writing due to:

The causes behind the difficulties faced by pupils are introduced in the following table.

Table 2.12: The Causes of Pupils' Difficulties in Writing

	Frequency	Percentages
Insufficient writing practice	20	57,14%
Lack of writing materials	9	25,86%
Insufficient teaching time devoted to writing	3	8,57%
Inadequate teaching schedule	3	8,57%

The difficulties faced by pupils are mostly due to insufficient writing practice as the pupils are not given the opportunity to practice writing. Also, there is a lack of materials such as laboratories in addition to insufficient time devoted to writing, which means that teachers do not give them enough activities to practice writing and improve their level in writing.

2.6 Data Interpretation

The analysis of the questionnaire shows that pupils mainly face difficulties in the mastery of language system such as grammar and the lack of background. Consequently, they can not reach good proficiency.

The reasons behind pupils' weaknesses are due to the lack in language that is why they do not have sufficient outcomes. The data collected from the questionnaires revealed that many problems that are faced by pupils impede the learning development. These problems are encountered into two categories which are as follows: the problem of insufficient background and the problem of insufficient time devoted to teaching writing and speaking

The insufficient number of words in their lexicon is the most frequent problem that the learners face. In addition they have a misunderstanding of unfamiliar words when reading texts. Also, they do not master the English language.

Pupils are not given enough time to practice the English language to improve their level in writing and speaking. Moreover, teachers suffer from the inadequate teaching time schedule.

In order to improve the pupils' learning proficiency, the teachers should use authentic materials and motivate them to read.

2.7 Conclusion

In this chapter, there was a shift from the theoretical part to the practical work. Two questionnaires were submitted to both teachers and learners for the aim of highlighting the major problems that baccalaureate pupils face in their English language learning as well as teachers' difficulties in improving the speaking and writing skills. Moreover, this chapter tried to shed light on the appropriate techniques and strategies that can be used to develop EFL teaching/learning.

Therefore, some suggestions and recommendations will be put forward to help the learners to avoid some problems and difficulties that baccalaureate pupils face when learning speaking and writing.

3.1 Introduction

The results obtained from this research work revealed that only some EFL students can speak and write in a good manner, while the majority of them have various problems in as well as in the writing skill. The present chapter provides a set of suggestions that help the teachers to improve their pupils' levels for both speaking and writing.

3.2 Suggestions

A variety of strategies and materials can be used to improve pupils' level in the speaking and writing skills.

3.2.1 The Use of Speaking Strategies

EFL teachers must know how to deal with the teaching of the speaking skill. **Nunan (1989:32)** lists the following sub skills for successful in speaking:

- **The ability to articulate phonological features of the language comprehensively.**
- **Expertise on stress and intonation patterns.**
- **Fluency.**
- **Interpersonal skills.**
- **Skills in talking.**
- **Skills in the management of interaction, (qtd in Bashrin, 2013)**

In fact, it is necessary to teach students some strategies to develop their competencies and facilitate language learning. These strategies include oral presentation. Also, the teacher should make the students feel comfortable when speaking. They should motivate them to read because reading can enrich their knowledge. This will help them to develop the speaking skill.

Discussions in classrooms about interesting topics improve the students' speaking skill. **Gower et al (1995:107)** suggested the following techniques:

- Teachers should insure that students are interested in the subject.
- The activity should have motivating factors which can help the learners to speak.
- The activity should be planned in such a way where the whole class can participate, **(qtd in Bashrin, 2013)**

In addition to this, the group work or pair work provides a good atmosphere and helps the learners to speak as they ignore their anxiety. Group Work and Pair Work are fruitful. The teacher can set up group or pair work for participating in speaking activities. In this respect, **Gower et al (1995:109)** claim that: **“It is often better to divide the class into groups so that a number of parallel discussions can take place. In this way more students get a chance to speak”**, **(qtd in Bashrin, 2013:11)**

Pair work can help shy students who cannot speak in front of the class and lead them to participate.

Also, speaking with native speakers help the students to practice the language and develop their capacities.

The role play is also helpful. **Harmer (1998:92)** states that **“Role play activities are those where students are asked to imagine they are in different situation and act accordingly.”** In other words, learners play the role of a particular person like a manager, a shop assistant, or a housewife. However, a role can be used to give the learners situations they might be in and give the learners an opportunity to use language. **(Bashrin, 2013)**

3.2.2 Audio-Visual Aids

Using audio-visual aids facilitates the memorization of the new forms. Since, they make the language more memorable. **(Ridell, 2003)**

In order to improve speaking or writing, the teacher can employ a video which shows a given situation. Then, he asks his students to describe this situation either in a spoken or in a written form. Moreover, visuals include pictures which are helpful for presenting new topics and making the students use their knowledge to describe the pictures, **(Bashrin, 2003).**

3.2.3 Games

Games are helpful activities This type of activities help learners to practice speaking in funny way by playing games such as puzzles or finding similarities between pictures, **(Harmer: 2007).**

The use of games makes the pupils more motivated to learn the foreign language. Many researchers have shown the importance of games. **Rinvolueri (1984)** adapts the game of monopoly for practicing different tenses. **Ur (1988)** explains how memory games can be helpful for memorizing countable and uncountable nouns. There are many games which are used to present the lessons such as the word derivation game. In this way, the pupils are motivated to learn new words, (**Ur, 1988**).

3.2.4 The Use of Writing Strategies

One of the most important skills for language learning is mastery of the writing. That is why it is necessary to teach the students writing strategies like planning, revising and editing. **According to White and Arntd (1991)**, writing is an interrelated set of recursive stages which include:

- Drafting.
- Structuring (ordering information)
- Review (checking context, editing)
- Focusing (making sure you are getting the message across you get across.
- Generating ideas and evaluation (**qtd in Harmer, 2007:326**).

Also reading is very helpful for successful writing since it provides the learners with knowledge. In addition to this, collaborative writing is an important technique since learners can work together to improve the writing skill. In this vein, **Gower et al (1995:114)** focus on:

- Writing tasks in the classroom such as writing greeting cards.
- Sufficient time for practicing writing activities.
- Letting students write in pairs or groups.
- Encouraging feedback.(qtd in **Bachrin, 2013:13**).

Also, summarization is a useful technique as the students must use their own style in writing to explain the ideas of the writer,(**Graham and Perin,2007**).

3.2.5 The Use of a Variety of Exercises

There are many of exercises that can be helpful in improving the writing skill. These exercises include summarizing texts, filling gaps, describing a trip and writing invitations they make the learners more skillful in writing, (**Byren,1988**).

3.3 Conclusion

After the data were collected from the questionnaires, some suggestions were provided to cover some students' weaknesses and develop their speaking and writing skills. Also, this chapter described teaching strategies which facilitate the learning process.

The aim of this chapter was to search for new techniques or strategies that can promote EFL learners' productive skills.

General Conclusion

The teaching and learning process has been a subject of discussion among researchers. In fact, teaching English language as a foreign language is not easy because it involves the mastery of the four skills: listening, speaking, reading and writing skills.

In this study, the researchers were concerned with the development of the productive skills because learners will show their incapability to use the language either by speech or in written form. This is due to some reasons like the lack of background and the mastery of language.

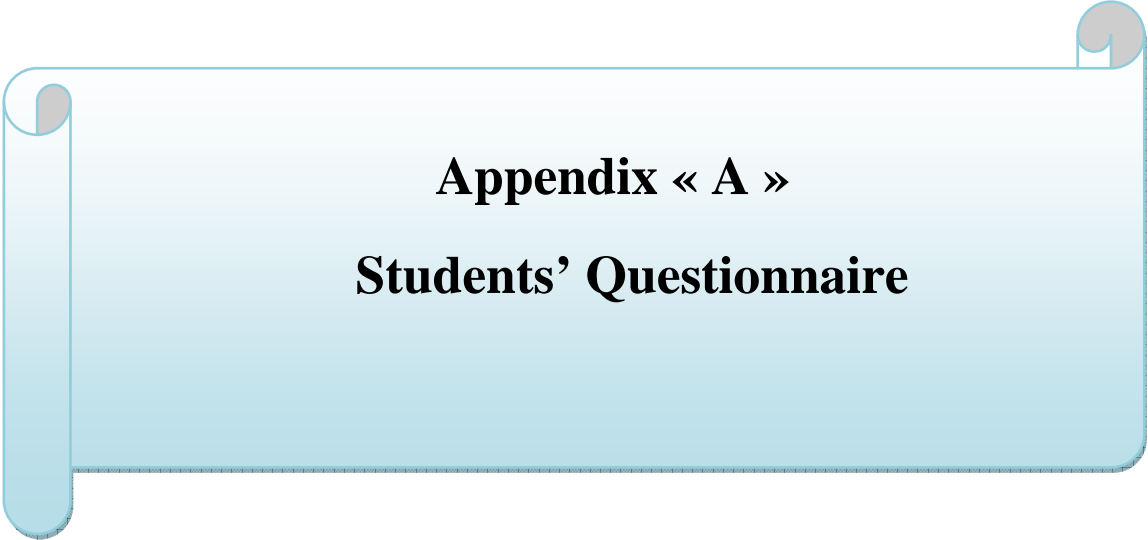
In the light of this information, the researchers have proposed a set of techniques that lead to better communication. They gave some suggestions to pave the way for the teachers to reach their aims in their teaching process and make it easier.

Finally this research work has tried to give a general idea about the speaking and writing skills and tried to shed light on the difficulties, as well as, suggestions that would provide solutions to the different difficulties. This research work will give a way to further research in order to study the different aspects of oral and written communication.

Bibliography

Books

- Bashrin, Syeda Dishari, Productive Skills: *Teaching Beginners in English Medium School* (BA Thesis). Bangladesh: BRAC University, 2013.
- Broughton et al, *Teaching English as a Foreign Language*, London, Henley & Boston, 1980.
- Broughton, *Teaching English as a Foreign Language*, London, Boston: Routledge & Paul, 1980.
- Carahan, Steve, and Perin, Dolores, *University Next: Effective Strategies to improve Writing of Adolescent in Middle and High School*, New York: Carnegie Corporation, 2007
- Eloise Wilkins, *Linguistics in Language Teaching*, Little Golden Book, Anticipurian & Collectible/eBay, 1972.
- Finocchiaro and Christopher Brumfit, *English as a Second Language from Theory to Practice*, New York, Simon and Schuster, 1983.
- Henry Widdowson, *Teaching English as Communication*, Oxford, University, 1978.
- Harmer Jeremy, *How to Teach English*, Malaysia: Addison Wesley, Longman, 1998.
- , *The Practice of English Language Teaching*, London: Longman, 2001.
- Huebener Theodore, *How to Teach Foreign Language Effectively*, New York; University Press, 1965.
- Heaton John Brian & Longman, *Writing English Language tests*, Longman Group, United Kingdom, 1975.
- Nunan David. *a Designing University for the Communicative Classroom*, Cambridge, University Press, 1989.
- Oxford, Rebecca, *Language Learning Styles and Strategies*, Oxford University Press, 2003
- Ur Punny, *Grammar Practice Activities*, Charlbury: White Horse Graphics, 1999.
- Wayne Weiten, *psychology: Themes and variation*, Briefer(7th. Ed), Worth P. shining 2007.
- Widdowson Henry. *Teaching English as a Communication*, Oxford University Press, 1978.



Appendix « A »
Students' Questionnaire

Questionnaire

Dear pupils:

This questionnaire is part of our research work which includes some questions concerning the major problems encountered by baccalaureate pupils in the productive skills.

We would be thankful if you answer these questions by ticking(✓) in the right box or making full statement where needed.

1/ Do you like speaking English?

Yes

No

If not, what types of difficulties do you encountered?

Vocabulary

Grammar

Pronunciation

2/ Do you prefer performing English:

Individually

In pair

In small groups

3/ Do you think that your deficiency in speaking English is due to:

Shyness

Lack of background

4/ What are the difficulties you face in writing an essay?

5/ Are you satisfy about your writings?

6/ Where do you face problems?

-Ideas

- Understanding Questions

-Spelling

Students Questionnaire

7/ do you think that the correction during the lesson is sufficient to improve your level in writing?

8/ What do you usually do to ameliorate your writing skill?

-Reading

-Group work

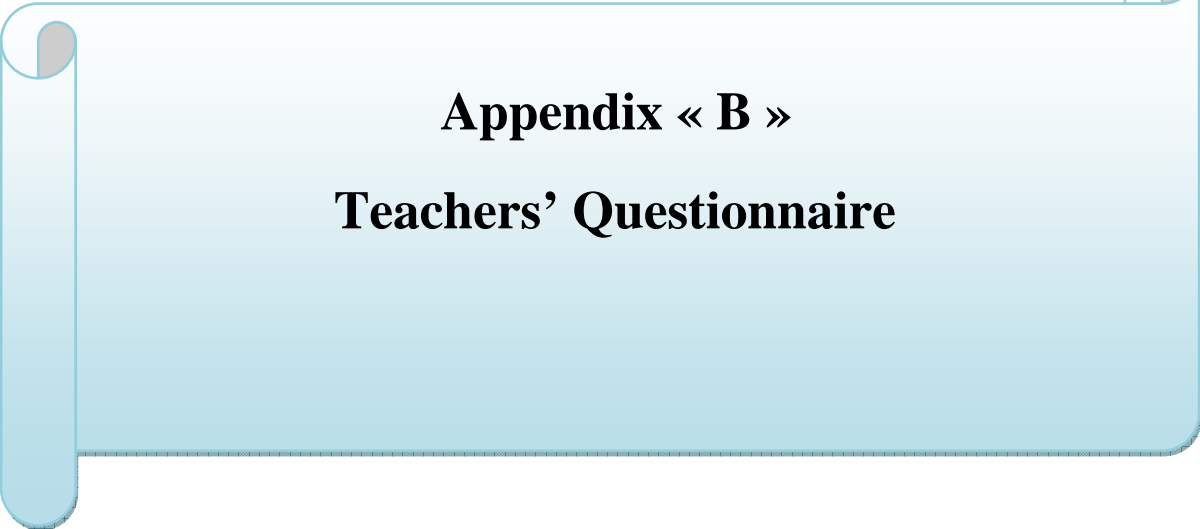
9/ Are the causes of the difficulties you face when writing due to:

-Insufficient writing practice

-Lack of writing materials

-Insufficient teaching time devoted to writing

-Inadequate teaching schedule



Appendix « B »
Teachers' Questionnaire

Questionnaire :

Dear teachers;

Our thesis aims at getting information about methods that can be used to develop the productive skills, at the baccalaureate level. We would be grateful if you answer the following questionnaire.

1/ Year of experience:

Less than 3 years

3-6 Years

more than 6 years

2/ What are the objectives that baccalaureate pupils should reach by the end of the year?

3/ What are the difficulties faced by pupils in the oral performance?

-Phonology

-Morphology

-Syntax

4/ What kind of speaking strategies do you teach your pupils to use English properly?

5/ Does baccalaureate pupils' weaknesses in writing skill encountered in:

_Syntax

-Semantics

6/ What are the techniques do you follow to ameliorate the students' writing skill?

7/What types of mistakes do you mark in students performance?

8/ How could pupils' mistakes be corrected?

-By themselves

-By the teacher

9/What do you suggest to develop the pupils' level?