

People's Democratic Republic of Algeria
Ministry of Higher Education and Scientific Research
University of Blida 2
Faculty of Arts and Languages
Department of English

**Issues of Comprehensibility and Intelligibility in Oral
Expression: Case study of first-year secondary school
students' speech exchanges.**

A dissertation submitted in the fulfillment of the requirements for
the degree of Magister in Didactics and the Teaching of Civilization
and Literature.

Speciality: Didactics.

Presented by the student:

Amel Zerrouk.

Under the supervision of:

Dr Dalila Brakni.

Academic year: 2013 / 2014

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Dedications

To those whom I dedicate all my gratitude but words are not enough to thank them, my precious parents to whom I say without your encouragements and sacrifices this work could not see light.

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Abstract

The case study in hand targets the oral expression skill in the Algerian context which is the secondary school. In the light of new thematic and methodological reforms on teaching and learning English as a foreign language, and if we take into account the extended use of this language outside the classroom range, issues of comprehensibility and intelligibility in speech exchanges become an important concern. Speech with such criteria is to be fostered by teachers to move from teaching comprehension to enabling expression.

Therefore, the aim of this work of research is to shed light on the factors that lead first-year secondary school learners to be comprehensible and intelligible in oral expression. It also attempts at helping teachers enable their learners achieve comprehensibility and intelligibility in a non-native context.

We start with the assumption that these factors are the linguistic and non-linguistic language knowledge, the verbal and non-verbal communication strategies, personality and then socio-cultural factors.

For the sake of testing validity, a triangulation of the instruments of research is applied. A questionnaire is administered to the learners to see what they think on the factors leading to comprehensibility and intelligibility. Then, an oral expression task is performed by pairs with a systematic class observation. Finally, an interview is carried out to confirm or refute the findings.

The data are dealt with in a descriptive analytic way so as to get realistic and rationalistic results. We finish with the validation that attributes causality to a construct of criteria classified in order of importance. The socio-cultural factors are proved to be the most significant cause since the most comprehensible and intelligible speakers were those who have positive attitudes towards the English language, its people and culture. Personality is another salient factor with traits as risk-taking and mutual affection between

speakers. The linguistic knowledge is another substantial factor. Among its aspects, we find that speakers exploit more often phonology, syntax and semantics than the rest of aspects that are morphology, pragmatics, phonetics and style and register depending on their needs. When breakdowns occur in communication, they resort to another prominent factor which comprises non-verbal strategies like eye-contact and impulsivity versus reflectivity. The non-linguistic knowledge is the last inseparable factor characterized by the option of gestures and then facial expressions. The results repeal the verbal communication strategies from being a salient factor because of their limited use by the speakers.

The keywords: oral expression; intelligibility; comprehensibility; communicative competence; syllabus.

Table of Abbreviations

Abbreviation	Full words
CBA(LT)	The competency-based approach (to language teaching).
CC	Communicative competence.
DM	The direct method.
ELT	English language teaching.
FYSSL	First-year secondary school learners.
L1/ L2	First language/ second language.
LTM	Language teaching methodology.
OE(S)	Oral expression (skill).
P	Pair.
Pt(s)	Point(s).
Q	Question.
N.D.	No date.
N.P.	No page.
N.Y.	No year.

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General Introduction

One of the chief goals of most foreign language teaching and learning is to communicate in the target language orally and to be understood by a wide range of interlocutors in a variety of contexts. First-year secondary school learners (FYSSL) in Algeria learn English for attaining such an aim especially after the wide reforms of the Ministry of Education. One way of doing it is to be comprehensible and intelligible in the oral expression skill (OES). Speaking with such qualities in the classroom involves not only an implementation and achievement of syllabuses through fashionable approaches and few controlled practices like memorizing dialogues or repeating structures. It is the frequent experience with oral expression (OE) and the opportunity for creative exploitation of the linguistic versus the non-linguistic knowledge and verbal versus non-verbal strategies that make comprehensibility and intelligibility salient components in this skill. Furthermore, a qualitative OE with such criteria requires the learner's engagement in the meaningful and pragmatic aspect of language as well as the exploitation of good personality traits, affective effects with a consideration of the socio-cultural factors. All these should be juxtaposed with well designed syllabuses, pre-set objectives and eclectic methodologies and approaches that do not neglect the role of time, effort and technological material in assuring the practice of OE with these qualities. In comprehension classes, learners are exposed to the new language. Through mental processes, they need to understand its meaning and how it is constructed. This is not an end because they must process and produce that language using the knowledge base they have attained beforehand. Our belief is that language production is a psycholinguistic process that builds up the speaking skill through repetition. Its practice leads to fluency and literacy. Thus, learners

need OE classes to communicate and express themselves clearly, effectively and appropriately though OE is a critical component of the complex process of communication. There are countless reasons for speaking at class. Activities instruct them to express something they wish verbally (stating, requesting, greeting and so on), to learn something they need effectively (asking for clarification or deducing meaning) and to transmit qualitative messages clearly and correctly. This skill requires a greater degree of thinking on the spot and speaking for the sake of comprehensibility and intelligibility. If these do not occur, then OE is said to be incomprehensible and unintelligible. In the Algerian case, OE in English is characterized by its occurrence in a non-native context. As such, issues of intelligibility and comprehensibility might rise and dealing with them is still in its infancy in education because most research abroad traditionally centered on them in purely native contexts, in which only English as a first language (L1) is legitimate and proper to study. Other researches tackled both native and non-native communication. But the need to consider purely the non-native context is apparent and justifiable especially with the rise of English as a world language. Intelligibility and comprehensibility cannot be measured on one scale for they can be approached from different viewpoints depending on interest. Besides, they are related to many factors that are the speaker, his speech, the educational context and the situation in which OE occurs. In short, there are a number of facts associated with them and thus a number of factors lead to them. That is why we aim at dealing with both criteria from our growing conviction that necessity is the mother of ‘research’.

1- Reasons for Choosing the Topic of this Research:

After the methodological and thematic reforms, teaching English should inevitably enable the learners’ OES and its functional areas. Syllabus designers, educators and teachers have to work for giving life to it at class

fruitfully and make speakers attain the final outcomes of expression successfully. Unfortunately, this is not always easy to do. After teaching English in the secondary school for more than a decade, we have noticed that OE, willingly or unwillingly, is not given its value as a skill and as an outcome to learning English. Many reasons have led to rush over this valuable skill. First of all, it is not officially tested as the other skills like reading and writing. This fact directed the teachers' as well as the learners' attention to teaching and learning what is only tested. Just short-time tasks and discussions take place in the language lesson at the expense of oral as a skill. Second, teachers are aware of the issues of comprehensibility and intelligibility that emerge; and therefore, they know they encounter many technical problems like those of time, material and efforts that OE demands. Thus, they provide opportunities to practice the skills that are not exhausting. Besides, material like the data show, the computer or the tape recorder that teachers need for authentic oral modals or for speech evaluation are not always available or their maintenance is not on the spot. After all, they are the marks that show the fruit of the teachers' work and the learners' efforts; and it is the achievement of the whole annual syllabus that is compulsory by administration. Third, as non-native speakers of English, teachers find several impediments in phonetics. Sentence and word stress, intonation, pronunciation rules and their exceptions are to be dealt with superficially. They restrict their phonetics lessons to some simple rules and uses to avoid falling in mistakes and again these are not tested. No training sessions are specified to teachers on these difficulties. Thus, such linguistic facts do not seem a priority during the OE classes but they do create comprehensibility and intelligibility issues. The importance of OE is claimed by Boyer (1987, N.P.)¹ who says:

1 General Education. Oral Expression Across the Curriculum. (2010). Ohio University.

“The foundation for a successful [language] experience is proficiency in the written and spoken word. Students need language to grasp and express effectively [and efficiently] feelings and ideas. To succeed in college, students should be able to write and speak with clarity, and to read and listen with comprehension. Language and thought are inextricably connected and as [students] develop their linguistics skills, they hone the quality of their thinking and become intellectually and socially empowered”.

This is why we decide to work on this skill in the present research work. It is not only written facts that matter but proficient speaking as well. We believe that many teachers now try to move on to the other side of teaching and learning to tackle central issues and avoiding traditional practices. This becomes evident especially after the reforms that the ministry of education has implemented on teaching with the objective of enabling learners to communicate successfully in professional settings.

2- Context of the Problem:

OE can include a wide variety of activities. These are drilling, pre-planned discussions, dialogs, comments and role-play based on prompts and accuracy (grammatical correctness) like in the Audio-lingual Method. These can help learners develop their speaking skills under the teacher’s watchful eye. Yet, these activities help them only become familiar and comfortable with the new language. Therefore, they need to have a chance to practice their language with more freedom, in a less controlled setting and with more fluency-based activities (as opposed to accuracy) for the sake of creativity. In such classes, learners utilize their linguistic and non-linguistic knowledge for creative thinking. They use verbal and non-verbal strategies to convey more meaning

or correct any mistakes. They also adjust to the other pragmatically as in the Communicative Methodology. Activities of this type might include free discussions, simulations and communication games, real-life experiences such as a field trip to a restaurant or a guest visitor in the classroom. Not only learners are making connections between the language learned in the classroom and the language used in the real world, but also they are practicing their skills and exploiting personality traits like mutual affection and risk-taking to express things with respect to socio-cultural specificities of that language.

However, the multidimensional nature of foreign speech can stand as a barrier to both non-native teachers and speakers. Its multidimensionality lies in what constitutes this oral language such as intonation, pauses, pronunciation, vocabulary, grammar, the conversational rules, semantics, the cultural specificities and others. These may interfere to cause high or low comprehensibility and intelligibility according to the degree of mastery or deficiency. For example, gaps in the linguistic and non-linguistic knowledge engender difficulty in delivering messages and make one's OE perfectly unintelligible and incomprehensible. In this case, strategies, whether they are verbal or non-verbal, might solve the problem because any speaker might fall in mistakes. If this kind of remedy is not resorted to, the speaker cannot be comprehensible and intelligible. Furthermore, the interpersonal character of communication, sensitiveness to foreign speech, culture and shared knowledge and feelings are crucial points to reach these two criteria. As a matter of fact, appropriate pedagogical methods to language teaching, content of syllabuses, institutional contexts are to be paralleled with personality and socio-cultural factors to construct comprehensible and intelligible OE and immerse in language teaching and learning.

3- Aim of this Research and its Importance:

Since comprehensibility and intelligibility are key words in OE, the intent behind the present study is to show the different factors that lead FYSSL to be comprehensible and intelligible speakers of English. In other words, our work aims at proving how learners reach these two criteria and how English language teachers could enable them in the Algerian secondary schools under the restraints of the educational context. About the importance of the work in hand, our strong impetus is to undertake comprehensibility and intelligibility issues in a purely non-native context because most research was conducted in a native one as far as we know. In addition, research targeting OE in secondary schools was disused by educationists and decision makers, and the skill was neglected by teachers and students altogether. As such, we take advantage of the reforms applied on high schools to give importance to OE and its measurement, and to urgently call for a serious consideration of research results in education.

4- Thesis Statement:

In foreign language teaching, OE lessons follow listening comprehension. After being catered with input in this phase, learners are expected to be somewhat good speakers. Unfortunately, this aim is not as easy as it appears. For more explicitness, the speakers' linguistic and non-linguistic knowledge, their use of effective verbal and non-verbal communication strategies, the existence of mutual affection and risk-taking at class, without forgetting their positive attitudes towards the English language and its culture and people, all should constitute qualitative OE as factors. Thus, it is in this case that their language use is said to be both comprehensible and intelligible. On the other hand, external factors embodied in newly set syllabuses, the teacher's modernized practices and the competency-based approach to English

language teaching can be largely determinate factors in helping the attainment of the factors indicated above.

5- Research Questions:

In this respect, the research questions that come to our mind are:

1. What are the factors of comprehensibility and intelligibility in OE?
2. Does the Algerian educational context help attaining comprehensibility and intelligibility in OE classes?
3. How to achieve an effective OE with comprehensibility and intelligibility criteria in the light of the new reforms in secondary schools?
4. How to move significantly from the teaching and learning of listening, reading, vocabulary, grammar and writing to the teaching and learning of real OES?

6- Research Hypotheses:

According to our hypotheses, what is supposed to achieve comprehensibility and intelligibility is the following:

1. FYSSL are required to have a good linguistic and non-linguistic knowledge in English to engage intelligibly and comprehensibly during OE. Their speech should be rule-governed and in accordance with the unspoken language knowledge.
2. They need to use not only verbal communication strategies, but also non-verbal ones to sustain OE comprehensibly and intelligibly when gaps or breakdowns occur.
3. Personality factors contribute to assure intelligible and comprehensible OE especially mutual affection and risk-taking.
4. In the end, the socio-cultural aspect embodied in positive attitudes towards the English language, its people and culture can determine the intelligibility and comprehensibility of OE.

7- Research Outline:

The present work is a case study. It is organized into four main chapters. Deductive and inductive approaches are followed throughout it to bring about evidence in accordance to what is presumed in our hypotheses. Each chapter is dealt with according to the steps mentioned underneath.

In chapter one, literature related to comprehensibility and intelligibility in OE will be reviewed. It will be divided into three sub-chapters. In the first one, light will be shed on the definitions of the concepts of comprehensibility and intelligibility. Then, a discussion follows to reveal facts about them. In the second, approaches to teaching and learning OE will be tackled, from the Direct Method to the Socio-Constructivist Approach with Vygotsky's view on thought and speech and then the Influence of L1 on L2. In the third sub-chapter, the cognitive processes of comprehension and production during speech will be investigated with focus on the last point. Thus, the gist of cognition, processes and their role will be explained. In the last sub-chapter, what are supposed as factors of comprehensibility and intelligibility will be explored with a detailed discussion. This step will show the role of the linguistic and non-linguistic knowledge, of verbal and non-verbal communication strategies, of personality factors, and in the end of socio-cultural factors.

In chapter two, light will be shed on the educational context of teaching and learning OE for FYSSL in Algeria. This chapter will be divided into four sub-chapters. In the first one, OE instruction in the national syllabus of English will be dealt with, with reference to the nature and constituents of the skill. In the second one, the competency-based approach to teaching OE in the secondary school will be taken into consideration. Third, the non-sufficiency of the syllabus of English to achieve comprehensibility and intelligibility will

be discussed. Finally, the communicative effect of incomprehensibility and unintelligibility in OE will be looked over.

Chapter three will be devoted to field work. In our attempt to bring about evidence through a case study, it will be organized into four sub-chapters. First, a clarification of the design of the present research work is provided, with a description of the methodology to treat data and the participants. Second, the research instruments that form a triangulation of a questionnaire, a class observation and an interview will be unveiled. Third, piloting and the material used will be described. In the end, the results of each instrument will be analyzed, discussed and interpreted to draw general conclusions.

Chapter four will be devoted to the pedagogical implications of the present study. It will in turn be split into five sub-chapters. First, the findings will be summarized. Secondly, the pedagogical implications of this research will be demonstrated by addressing educationists, syllabus designers and teachers. Some tips will be suggested for the latter to assist OE, and objective and instruction-based lesson plans with a sample assessment procedure will be proposed. Thirdly, the need for teacher's development through action research is highlighted. Fourthly, limitations will be unveiled. In the end, a need to generate further research out of the work in hand is raised.

Chapter One:Review of Related Literature .

Introduction:

The present chapter provides a theoretical framework through a selection of what informs the aspects of comprehensibility and intelligibility in the OE class. To deal with the factors of both criteria in this skill, we intend to cover the following valuable facets. First, we will highlight comprehensibility and intelligibility in OE by defining both concepts and discussing facts about them. Second, we will go through approaches to teaching and learning OE beginning with the Direct Method and ending with the Socio-Constructivist Approach with reference to Vygotsky's view on speech and thought, in addition to the influence of L1 on L2. Third, we will reveal how OE is a result of cognitive processes that speakers pass through. We will unveil what cognition is and then focus on production processes with little reference to comprehension ones. Finally, we will discuss the factors leading to both criteria which are supposed to be the linguistic and the non-linguistic knowledge, the verbal and non-verbal communication strategies, personality factors and finally socio-cultural ones.

1.1. Comprehensibility and Intelligibility in Oral Expression:

To introduce this part, Littlewood (1996, p81)¹ says: “communicative use is the goal as well as a means of learning”. Departing from his affirmation, achieving successful communication at class is the aim behind learning OE in a foreign language. This success is translated in two criteria which are comprehensibility and intelligibility. Speakers seek to get their ideas well transmitted and understood by the hearer and this shows how well they master this skill and progress in learning. It is true that no decisive definitions of both terms exist in the literature and this is due to their multi-dimensional nature. Subsequently, different causal factors may contribute to make speech

¹ Littlewood, WT. (1996). *Foreign and Second Language Learning*. 1984. Great Britain: CUP press. 12th printing.

comprehensible and intelligible. Yet, research always attempts. Thus, we will examine how researchers try to define both criteria with different facets.

1.1.1. Exploring the Concepts:

Talking about comprehensibility and intelligibility in the learners' OE and how to reach these two criteria at class necessitate the consideration of some useful definitions and facts from different researches and dictionaries. According to Pickering (2006, p02)¹, Derwing and Munro (2005) and Jenkins (2000) in (idem) there is neither a universal consensus on the definition and constituents of comprehensibility and intelligibility nor an agreed upon way of measuring them. Therefore, we find it useful to consider the following attempts and views from different angles.

1.1.1.1. Comprehensibility:

'Comprehensibility', according to the free online dictionary², comes from the Latin noun '*comprehensibilis*' from '*comprehēnsus*', past participle of the verb '*comprehendere*'. It stands for the English word 'to comprehend'. Its adjective 'comprehensible' means readily comprehended, understood or intelligible. Today, it means the quality of comprehensible language or thought, be it written or spoken. The words related to it are understandability, clarity, lucidness and also intelligibility.

1.1.1.2. Intelligibility:

'Intelligibility' according to the same dictionary³ is also called 'intelligibleness'. It was found in Middle English, from Old French, from the Latin noun '*intelligibilis*', and the verb *intelleger*, i.e., 'to perceive'. Now, this word means the quality of language that is comprehensible. The words related to it are clarity, explicitness, lucidity and also comprehensibility.

¹ Pickering, Lucy. "Current Research on Intelligibility in English as a Lingua Franca". Annual Review of Applied Linguistics. 2006.

<<http://www2.gsu.edu/~wwwlup/aralproofs.pdf>> 02.03.2010.

² <<http://www.thefreedictionary.com/comprehensibility>> 02.03.2010.

³ <<http://www.thefreedictionary.com/intelligibility>> 02.03.2010.

According to Richards and Schmidt (2002, p263)¹, intelligibility is “the degree to which a message can be understood”. However, the word comprehensibility was not found in this source which implies that both words are synonymous as revealed earlier. Researches of Pickering (2006, p02)² and Smith and Nelson (1985) in (idem) offer a common conceptualization. They give a tripartite definition of intelligibility as word or utterance recognition, comprehensibility as the understanding of word or utterance meaning in a given context, and interpretability as the ability of the listener to understand the speaker’s intended meaning of the word or utterance. Later, Nelson (1995) in (idem) redefined the word intelligibility to mean both “intelligible production and felicitous interpretation of English”. So, like Pickering and others, he gives both concepts the same sense, but he considers interpretability as part of them.

1.1.2. Discussing Facts about the Concepts:

Believing that there is no total synonymy in linguistics, the question one should ask is the following: Is there any difference between comprehensibility and intelligibility?

In trying to offer an answer, we have to bear in mind two facts. Both criteria are important in achieving a successful OE and they are difficult to define and measure. After a careful study of the above definitions and in the light of further readings, the answer we found is ‘yes’ to a certain extent. First, it is commonly said comprehensibility of speech and comprehensibility of a reading passage. Nonetheless, it is mostly said intelligibility of speech rather than intelligibility of a reading passage, unless it is read in a loud voice. Secondly, comprehensibility implies the use of cognitive abilities to

¹ Richards, Jack. C. and Richard Schmidt. *Longman Dictionary of Language Teaching and Applied Linguistics*. 3rd ed. England: Longman House. 2002.

² Pickering, Lucy. "Current Research on Intelligibility in English as a Lingua Franca". *Annual Review of Applied Linguistics*. 2006.
<<http://www2.gsu.edu/~wwwlup/aralproofs.pdf>> 02.03.2010.

understand a message in its context whereas intelligibility implies the use of perception (insight with cognition) in addition to observation, senses and feelings to understand. This is why the word ‘perceived’ can be added to comprehensibility to say ‘perceived comprehensibility’ whereas intelligibility comprises this word. Thirdly, an examination of the definitions leads us to conclude that intelligibility of speech has to do also with form while its comprehensibility has to do with meaning in context and this implies the wider sense of speech. Fourthly, another reason validating dissimilarity of the concepts is that Pickering’s researches make a distinction between native and non-native speakers’ comprehensibility and intelligibility in communication. Pickering (2006) and Field (2003) in (ibid., pp02-03) call this difference relativity. Their view of the relative nature of both terms is well expressed in the use of context and in the listener’s inefficiency. They say that if a message is unrecognizable, i.e., unable to be precisely decoded, the listener may make use of contextual understanding to compensate for this fact without asking the speaker for clarifications. Similarly, a speaker’s utterance may be intelligible but incomprehensible for the listener because of the latter. As Gallego (1990) in (ibid., p03) clarifies, “potential comprehensibility issues may be camouflaged by intelligibility problems” which implies again their relative nature and difference. For Jenkins (2000) in (ibid., pp02-03), a clear distinction remains in the literature between intelligibility and comprehensibility. The first comprises the form of speech like formal recognition or decoding of words and utterances. The latter includes meaning of speech which is also referred to as understanding or ‘communicativity’. Thus, those researchers inextricably link comprehensibility to context of use, a complex setting involving factors related to the speaker, the listener, the linguistic and social context, and the environment.

Finally, the present study stresses the speakers’ comprehensibility and intelligibility. However, it is important to mention that there are other

numerous variables that affect these two criteria in speech and which render them different. In this respect, Field (2003) in (ibid., p06) considers the listener's familiarity with the phonological features of language as a variable. For him, the more listeners are exposed to language production, the more the speakers' language is intelligible and comprehensible. On this point, Bent and Bradlow (2003) in (ibid., p07) suggest that non-native speakers of English should be equipped with familiarity with a native-like accent because if acoustic signs diverge from accuracy, interpretability is hindered. Familiarity should also be with the topic, the interlocutor and the environment. Field (2003) in (ibid., p08) explains that the more one is familiar with them, the more ease of comprehension and interpretation is assured. Other variables include tiredness and class noise which affect comprehensibility, intelligibility and interpretability as they distract the learner's attention, hearing, processing and provoke loss of concentration or distraction.

To conclude, intelligibility and comprehensibility as criteria are different, multi-dimensional, relative and not absolute for the former relates to form and the latter relates to meaning. Besides, there are 'intelligibilities' and 'comprehensibilities' partly because of context, and partly because there are speakers and hearers with different variables. This leads us to deduce that both concepts are 'co-constructed' (Duranti, 1986 and Gumper, 1992). Therefore, this should guide the practice of teaching OE. To allocate responsibility of comprehensibility and intelligibility only to one factor is misleading because there are multiple factors. It is important now to explore some teaching and learning approaches and the position of the OES? This is what the coming part endeavors to unveil.

1.2. Approaches to Teaching and Learning Oral Expression:

Approaches to language teaching and learning have grown and shrunk with time. OE was neglected in the past especially with the Grammar Translation Method. However, reactions to it gave the skill more importance

since research proved that the aim behind teaching and learning a foreign language is to be able to communicate in it. In this respect, researchers as Littlewood (1996, p91)¹ claim that communication through habit formation or repeating separate structures renders this act just rote learning and ignores the capacity of the human mind. The new teaching trends focus today on the learners' involvement in communication, i.e., their integration of the newly learned structures in a creative way to construct meaning. Developing Communicative Competence (CC) has become a key outcome so that learners are “in possession of knowledge about how to produce . . . appropriate sentences” (Martinez-Flor et al, 2006, intro.)². More than that, interpersonal interaction and authentic communication in context are endorsed by teachers. Therefore, three methods consider this skill as central: the Direct Method, Communicative Language Teaching with CC, and the Socio-Constructivist Approach.

1.2.1. The Direct Method:

The Direct Method (DM) appeared by the end of the 19th century. It enjoyed popularity in private schools where learners had more motivation to learn and where native-speaking teachers were available. The method was founded on the idea that L2 learning should be like L1 learning. Richards and Rodgers (1986) in Brown (2000, p45)³ classify its principles as follows:

- 1- The classroom instruction is restricted to the target language;
- 2- Translation and L1 are not used;

¹ Littlewood, WT. (1996) *Foreign and Second Language Learning*. 1984. Great Britain: CUP press. 12th printing.

² Martínez-Flor, Alicia, Esther Usó-Juan and Eva Alcón Soler. Introduction. “*Current Trends in the Development and Teaching of the Four Language Skills: Towards Acquiring Communicative Competence through Speaking*”. Ed. Usó-Juan, Esther; Martínez-Flor, Alicia. Berlin, New York: Mouton de Gruyter (2006): 139-158. <www.degruyter.com/view/product/21474> 08.06.2011.

³ Brown, D. (2000). *Principles of Language Learning and Teaching*. 4th ed. Addrean Wesley: Longman Ltd.

- 3- A lot of exposure to vocabulary and sentences through demonstration and association;
- 4- A lot of active oral communication skills in close-pair or open-pair work;
- 5- Inductive way of learning grammar;
- 6- Teaching both listening and speaking;
- 7- Emphasis on correct pronunciation and grammar with little or no analysis,

The method gained success as it has much prioritized OE. A second language should be taught in a natural way and by native speakers. Besides, it emphasized on oral communication as a skill including pronunciation. Though the method was widely thriving in private schools, it was not the case in public ones. It had many negative aspects, the majority of which are among its principles:

- 1- The individual learner had to study orally and intensively;
- 2- It was too demanding in terms of budgets, time and native teachers;
- 3- It was weakly founded theoretically;
- 4- Its methodology relied on the teacher's skill and personality,

The DM declined and then witnessed maturity and development later. One of the results of this maturity is its reappearance under the Audio Lingual Method guise (ALM) or the engagement in Communicative Language Teaching (CLT).

1.2.2. Communicative Language Teaching:

Efforts to “push toward communication” (Higgs and Clifford, 1982) in (ibid., p266) have been made by the British applied linguists of the 1980's. They succeeded to find CLT, also called the Communicative Approach.

According to Richards and Schmidt (2002, p90)¹, the goal behind learning a foreign language is CC and CLT emphasizes meaningful communication and language use at class. Researches on CC explored the countless functions of language and described spoken discourse and pragmatic conventions. Besides, they focused on the learning styles and non-verbal communication. Thus, teachers teach best when they use this approach, and learners achieve the goal of learning a language when they acquire CC. So, what can the definition of CLT be? It is important to mention that it is theoretically based, unlike the DM. Brown (2000, p266)² defines it in a set of principles which include the following:

- A focus on CC and all its sub-competencies;
- A use of techniques that engage speakers functionally, pragmatically and meaningfully in speaking;
- An encouragement to use language productively and receptively by speakers;
- An aim at fluency first and accuracy then. Richards and Schmidt (2002, p204)³ define accuracy as producing grammatically correct language, and contrast it with fluency which is speaking continuously with a good command;
- An acceptance of learning by trial and error as a process of creative construction,

As far as grammar is concerned, it is better grasped if practiced functionally. For the fluency of speech, authenticity of the aural modals in listening plays an important role. However, it should not be prioritized at the expense of

¹ Richards, Jack. C. and Richard Schmidt. *Longman Dictionary of Language Teaching and Applied Linguistics*. 3rd ed. England: Longman House. 2002.

² Brown, D. (2000). *Principles of Language Learning and Teaching*. 4th ed. Addrean Wesley: Longman Ltd.

³ Richards, Jack. C. and Richard Schmidt. *Longman Dictionary of Language Teaching and Applied Linguistics*. 3rd ed. England: Longman House. 2002.

clarity. So, non-native speaking teachers should use aids like videos, the internet, or audiotapes to accomplish the goals of CLT and not to fall in artificiality.

In the light of the views mentioned earlier, CLT aims at achieving CC. The latter will allow the comprehensibility and intelligibility of learners' speech. Correctness at any level of language is beneficial for achieving the right meaning. In addition, a good teaching method will guarantee meaningful speech exchanges having both qualities. We only add that under this method, the English variety that teachers and speakers have to use at class is not something imposed in syllabuses as in the Algerian case. But teachers should draw the speakers' attention to the spelling and pronunciation discrepancies between British and American English for instance or to the obligation of being consistent in using one variety. What is also more essential is not to deviate from being comprehensible and intelligible. This reminds us of authenticity, i.e., authentic use of language.

Van Lier (1996, p126)¹, in this respect, claims that "Any language, used in any way whatsoever, can then be claimed to be authentic". Yet, he insists on extrapolating to spoken discourse and authenticating genuine instances of spoken language that might require the same stance as authenticating the written language, but it might be even more difficult to achieve, particularly if it involved participating in a conversational interaction since the classroom context is traditionally not set up to foster genuine conversational interaction. So, teachers have to create authentic opportunities of language use. Extrapolating, Van Lier (ibid., p132) adds, means the simplification of the teacher's talk at three different levels (be it American or British). It can be at the level of form, content, or interaction. In form, the teacher uses fewer pronouns, common vocabulary or simple sentences. In content, he deals with

¹ Van Lier, Leo. (1996). *Interaction in the Language Curriculum: awareness, autonomy, and authenticity*. England: Pearson Education.

familiar and current topics. He might also scaffold this content and support structures. In interaction, he employs error correction or instructional conversation.

As said earlier, the aim of CLT at class is CC. The latter captures new trends in learning and teaching such as the socio-constructivist wave. What is CC then? Brown (2000, pp246-49)¹ states that the term was coined by Dell Hymes (1967, 1972) who put the Chomskyan “rule-governed creativity” or intrapersonal competence into social context. Brown (idem) says that CC accounts for the social and functional rules of language or the interpersonal competence, the ability to convey messages, interpreting them and negotiating meaning interpersonally in relation to a specific context (meaning is related to context and dependent on the participants). According to Brown (idem), Canale and Swain (1980) redefined this construct later in relation to second language teaching this time. It includes two categories which in turn subdivide into four subcategories as follows:

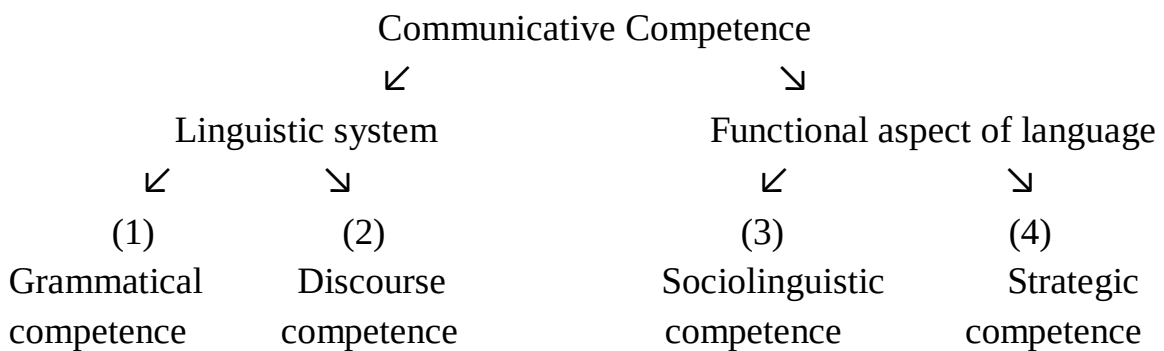


Figure 01: The Components of Communicative Competence.

Adapted from: Canale and Swain (1980) in (idem).

As the figure shows, each component represents a specific competency which permits successful speech delivery in oral classes at every level of language. Therefore, according to Canale and Swain (idem) grammatical competence enables learners master the linguistic code. It includes:

¹ Brown, D. (2000). *Principles of Language Learning and Teaching*. 4th ed. Addrean Wesley: Longman Ltd.

knowledge of lexical items, rules of morphology, syntax and sentence grammar, semantics and phonology. Discourse competence is the ability to connect sentences in speech and form meaningful utterances. It comprises simple spoken conversations, long written texts, and inter-sentential relationships. Sociolinguistic competence is the knowledge of socio-cultural rules of language and of discourse. It requires an understanding of the social context of the language, roles of the speakers, information they already share and function of the interaction. Strategic competence involves verbal and non-verbal communication strategies that are used to repair breakdowns in communication and sustain it. Because of performance variables or insufficient competence, paraphrasing, repetition, avoidance, guessing, shift in register, code-switching, kinetic cues and many other communication strategies are of great importance to make oral exchanges understood and clear enough. Brown (idem) adds that further research revised this term in many ways. He mentions Swain (1984) who revised strategic competence and added to it ‘communication strategy’. In fact, it has the role of enhancing effective communication in addition to the role mentioned in the fourth subcategory of CC. He also refers to Yule and Tarone (1990) who redefined the term communication strategy as “an ability to select an effective means of performing a communicative act that enables the listener/ reader to identify the intended referent” in (ibid, p181). So, Brown (idem) concludes that the speaker has the role of finding ways to facilitate comprehension for the listener, not only to transmit his message. He says: “In fact, strategic competence is the way we manipulate language in order to meet communicative goals” (ibid., p248). Bachman (1990) in Brown (ibid., pp248-49) schematized Canale and Swain’s (1980) CC into what he called ‘language competence’. Grammatical and discourse competencies are joined under the name of organizational competence. It comprises vocabulary, morphology, syntax and phonology that enable us organize sentences or discourse in a

coherent rhetorical way. Sociolinguistic competence is joined with illocutionary competence under the node of pragmatic competence. It includes ideational, manipulative, heuristic and imaginative functions of language; and politeness, sensitivity to register, variety and culture. All serve to construct and receive meaning. As for strategic competence, Bachman (1990) puts it as a separate executive unit which forms communicative language ability. Thanks to it, speakers can decide which possible strategy they use to negotiate meaning.

To conclude this part, the term CC is not only a byword among teachers, but also a key word in OE classes and an aim behind speech exchanges. Over the years, it has undergone modifications but it occupies a central place in learning and teaching a foreign language. In fact, as an aim of CLT, CC enables learners use four areas of language (Bachman's model) in addition to communication strategies. It thus assures the speakers' comprehensibility and intelligibility. CLT had a major impact on language teaching methodology worldwide. Many teaching goals, syllabuses and activities have been re-examined and it was integrated into even other communicative approaches. Task Based Language Teaching, Cooperative Language Learning and Content Based Instruction are examples of these. By contrast, other teaching methods have emerged after it. A good example is the Socio-Constructivist Approach which is examined in the forthcoming part.

1.2.3. The Socio-Constructivist Approach:

The last two decades of the twentieth century are characterized by the domination of the socio-constructivist perspectives focusing on communication across individuals rather than on individual development. Brown (ibid., p245) mentions how this is hardly a new school of thought and an approach because its figures and ideas were prevailing. The approach focuses on discourse, interaction, pragmatics and meaningful negotiation. Moreover, these are given more priority in schools since "the language

classroom [is] a locus of meaningful, authentic exchanges among users of a language [which] started to be viewed not just as a potentially predictable developmental process but also as the creation of meaning through interactive negotiation among learners” (idem).

Brown (ibid., p11, pp37-38) states how Lev Vygotsky (1962; 1978), as a proponent of this view, adds a socio-cultural dimension to language learning, beyond the innatist rationalist views. Vygotsky (1962) claims the inextricable nature of social interaction and cognitive development. For him, there is a relation between language use development and language use with adults and peers. He demonstrates the latter through the Zone of Proximal Development model (1978). The learner develops his cognitive capacities and scaffolds them with social interaction. Therefore, language develops thought and importantly thought develops the linguistic capacities of learners to enable them communicate successfully in OE.

In the light of Brown and Vygotsky’s views, a central function in teaching and learning a foreign language is perceptible. It is communicating in society. Pedagogically speaking, this implies OE. In fact, this approach goes beyond the language facts and structures to reach the reality of language use with different individual speakers and with different levels. This reality is the meaning that each speaker gives to his speech according to himself, to the hearer and to the social context. When he attains this intended meaning, we can say that his OE is highly comprehensible and intelligible.

In sum, the social and interrelated characters of language use are the traits that this approach exploits in the classroom. And we think that its intent is to render language use in the classroom as developmental and natural as in society. Now, with regard to the trendy character of the Socio-Constructivist Approach in Algeria, it is necessary to refer to its founder’s ideas on the creation of meaning through thought, words, speech and the relation of meaning to the social context.

1.2.3.1. Thought and Speech in Vygotsky's View:

Vygotsky (1962, pp01-23)¹ asserts that language development (also including the faculty of speech) is paced by concept development that enables learners interpret the world semantically. It is also paced by more interaction with society and cognition. From this view, it is clear that comprehensibility and intelligibility criteria of proficient oral communication are the result of the intersection of cognitive capacities and socio-cultural features. Thus, we will get deeper into his ideas to get a better understanding of the socio-constructivist approach. About all this, he says:

“The relation between thought and word is a living process; thought is born through words. A word devoid of thought is a dead thing, and a thought unembodied in words remains a shadow. The connection between them, however, is not a preformed and constant one. It emerges in the course of development, and itself evolves”. (pp22-23)

Vygotsky (ibid., pp02-03) proves that a relationship between the genetic roots of thought and of speech exists as a result of historical development of human consciousness. Thought and speech appear in adulthood because connections occur and develop in the course of the evolution of thinking and speech. At this stage, related processes happen and out language or speech is the fruit of this relation or unit. This whole is word meaning. Meaning can be a phenomenon of speech because it is an external sound. However, it can be a phenomenon of thought for it is a concept in the brain. So, meaning is a phenomenon of verbal thought, or meaningful speech, a result of word and thought altogether. Vygotsky (idem) adds that the linkage between word and meaning should cease to be an association of sound and content only, as this

¹ Vygotsky, Lev. *Thinking and Speaking*. Chapter 7: “Thought and Word”. (1934). Trans. Ed. Eugenia Hanfmann and Gertrude Vakar. The MIT Press. (1962).
<<http://web.archive.org/web/20020224051227/marxists.org/archive/vygotsky/works/words/vygotsky.htm>>. 10.06.2011.

association may undergo quantitative and external changes. Thus, he maintains that speech and the flow of ideas are parts of meaning and the latter undergoes changes each time we speak and develop psychologically. So, for the same connection we do not obtain the same meaning. Word and meaning are “dynamic formations [that evolve as we develop and change] with the various ways in which thought functions” (ibid., p04). Word meaning plays its part in the process of verbal thought. Each phase of meaning development reflects a special connection between thought and speech. For the adult, thought and word relation is a process, moving forward and backward and going through changes in the functional sense. Thought exists through words and is not expressed in them for it is an inner movement. Thought connects ideas with others and relationships between them are established. Each thought changes, grows and develops to accomplish a function like speech.

Vygotsky (ibid., p05) shows that thought is realized into speech by passing through two levels forming a union but at the same time having their own complex patterns. First, there is what he calls the inner, meaningful, semantic aspect of speech; and second the external, phonetic one. Both develop in opposite directions in their mastery by the speaker. For external speech, the child masters separate words and he joins them after to master simple sentences then complex ones. Later, he masters speech and coherence. So, he goes from the particular to the whole. For inner speech and meaning, the child proceeds from the whole to the particular. He starts from whole meaningful sentences to separate semantic words. This suggests that thought and speech are separate units but interdependent. In early childhood, Vygotsky (idem) adds, thought is expressed vocally through separate words. As it develops to become different, the child builds up whole sentences. As for speech, its progress to the differentiated coherent whole facilitates the child's thoughts to progress from a consistent whole to well-defined parts.

The laws of thought and speech are not disconnected though they have dissimilar roots, Vygotsky (idem) maintains. The structure of speech reflects the structure of thought which is submitted to many changes before it is expressed outwardly. Subsequently, speech mirrors the reality and form of thought. As the child develops, there is a remarkable discrepancy between the semantic and the phonetic aspects of speech; and situation changes the emphasis and meaning of an utterance. So, there are psychological and grammatical parts of sentences giving different meanings in different situations, even ungrammatical sentences give “charm and aesthetic value” (ibid., p06) because in natural languages speech cannot approach total correctness.

As the child grows more, Vygotsky (idem) maintains, word meanings develop and have an interrelation to the semantic and vocal patterns of speech. This means that the ability to communicate and convey meaning is related to the difference established between the two. Diagrammatically, the structure of word meaning is represented as follows:

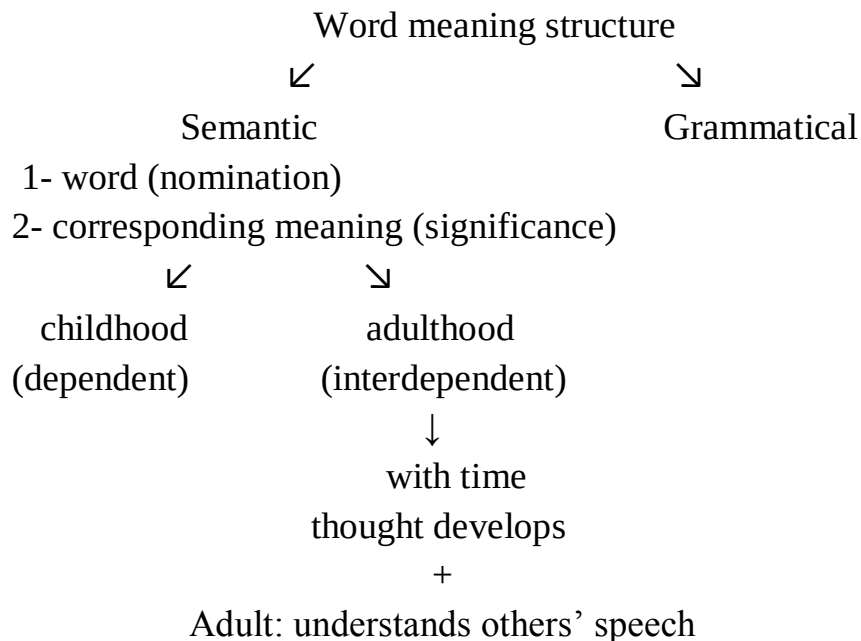


Figure 02: The Semantic Structure of a Word.

Adapted from: Vygotsky (ibid., pp07-08).

Vygotsky (ibid., pp14-15) shows how thoughts coincide without necessarily hearing speech. This becomes possible through watching non-linguistic communication sustainers like gestures, facial expressions, eye movements and others. He also stresses the vital role of society to communicate effectively. People used to isolation and independence in thinking are partial not successful understanders of others' thoughts. Yet, sociable persons grasp others' meanings even if complicated or communicated in fewest words. In dialogs, reactions that are immediate exchanges between speakers happen and the speaker does two things. First, he assesses the hearer's pre-requisite knowledge about the topic, builds up speech on the basis of those assumptions and decides about the amount of abbreviation to be used. Second, the speaker assesses attention, i.e., the hearer's sight of the non-verbal mode of communication such as rising or falling intonation on which Vygotsky (ibid., pp16-17) says it reflects thoughts, feelings and reasoning. Vygotsky (ibid., pp18-20) claims that the draft of this oral speech is inner speech. The latter is characterized by:

1. The predominance of the sense of words over their meaning as "meaning is only one zone of the zones of sense" (p18). Sense is a dynamic complex related to psychological events and provoked by the word. Yet, meaning is one part of this complex and is the most stable. Sense of a word comes from context and changing contexts means more or less senses. By contrast, when sense changes meaning does not.
2. The semantic peculiarity of inner speech is word combination. He says in some languages as German, one noun can be formed out of many words. By contrast, in some other languages, this is a rule.

Now, how senses of words combine and unite in a system? Sense is governed by laws different from those governing meaning combination. Senses of words flood and influence one another. The last words we utter can influence

and change the first ones. So, one repeated word in our inner speech can take many meanings. In vocalized speech; however, meaning is governed by the situation and by the user. These are the characteristics of inner speech. It is different from verbal thought; and to move from inner speech to external one is a complex process from one language to the other. It can be realized through vocalization of silent speech, but there is a dynamic transformation of abbreviated inner speech into a syntactic comprehensible one.

To conclude, for Vygotsky, language experience plays a vital role in trying out language. Meaning is dependent on situations, on use and sense in inner speech. Thus, what would happen if inner speech is in the first language (L1) and its out form is in the foreign language (L2, L3 or L4)? Does L1 affect L2? If yes, does L1 limit or reinforce the learning and speaking of L2? Thus, the next part examines this issue.

1.2.3.2. The Influence of L1 on L2 in Oral Expression:

In reviewing approaches, one truth is subsistent in teaching or learning a foreign language in the classroom. L1 influences L2 positively or negatively and at varying degrees. On this influence, Gass and Selinker (1994) quote from Lado (1957) in Ariful (2004, p04)¹:

“Individuals tend to transfer the forms and meanings, and the distribution of forms and meaning of their native language and culture to the foreign language and culture--- both productively when attempting to speak the language and to act in the culture, and receptively when attempting to grasp and understand the language and the culture as practiced by the natives”.

¹ Ariful, Islam. "L1 Influence on the Spoken English Proficiency of Bengali Speakers". Ph.D Dissertation, Höskolan Dalarna, 2004.
<<http://www.diva-portal.org/smash/get/diva2:517729/FULLTEXT01.pdf>> 05.10.2011.

Another view of influence is held by Bhela (1999, p23)¹ who claims that the conditions of learning L2 are similar to those of L1. But L1 language system may interfere at times and this is apparent in the learners' responses and L2 speech (speech in a simple definition in an online dictionary is "the physical production of sound using our tongue, lips, palate and respiratory system to communicate ideas"²). For learning to be successful with less interference (and thus with fewer mistakes) especially in speech, learners should distinguish between both learning situations and try to exclude L1 structures from their L2 learning process. Kinberg (2005, p1190)³ and Jarvis (2000) in (idem) are in support of this theory of influence, but for the latter the extent to which L1 influences L2 is affected by age. Adults tend to be less influenced by L1 in using L2, which is not the case with children.

In the light of the views mentioned above, the influence of L1 on L2 is evident. What is more important; however, is to show how L1 influence hinders or serves comprehensibility and intelligibility of Arab learners of English. In case when grammatical structures of Arabic are different from those of English, this means that L1 restricts L2 because of their transfer and this is sometimes a source of mistakes. An example lies in the fossilization of grammar rules of Arabic. The sentence structure 'verb, subject, complement' creates confusion in grasping and using the one of English, or if grasped, L1 sentence structure interferes again in L2 speech in a form of performance

¹ Bhela, Baljit. "Native Language Interference in Learning a Second Language: Exploratory Case Studies of Native Language Interference with Target Language Usage". Ed.D Dissertation, Flinders University School of Education, 1999. International Education Journal. Vol1. N3 (1999) 22-31. Web 1999.

<<http://ehlt.flinders.edu.au/education/iej/articles/v1n1/bhela/bhela.pdf>> 05.10.2011.

² <<http://www.speechlanguage-resources.com/what-is-speech.html>> 08.06.2011.

³ Kinberg, Margo. "Bilingualism as Mutuality in Adult Second Language Learners." Proceedings of the 4th International Symposium on Bilingualism, edited by James Cohen et al. Cascadella Press: Southville, MA. 2005.

<<http://www.lingref.com/isb/4/093ISB4.pdf>> 05.10.2011.

error. In some other cases, L1 reinforces L2 usage especially when there are similarities. An example on this could be the existence of the ‘definite and indefinite articles’ or ‘time and place prepositions’ in both languages. So, speakers benefit from them to compare, grasp more and then confidently use them in a creative OE.

To conclude this part, approaches to teaching and learning OE in a foreign language go and come under different circumstances with different techniques, focuses and challenges. With the DM, the teachers’ emphasis is on naturalness, correctness, strict use of L2 for communicative goals. CLT focuses on the importance of CC, fluency, pragmatics, and meaningful use of language even non-verbally. In the end, the Socio-Constructivist Approach centers on the knowledge of “the nature of constructivism as an individual or group meaning-making process”¹ in which interaction takes place between what is known and believed, and between ideas and knowledge. The influence of one’s native language on L2 could also stand as a barrier especially if some language points or cultures do not cross or translate. Cognitive theory tried to explain learning; and the influence of L1 on L2 in speech is regarded as natural and accepted. In addition to that, it tempted to explain the processes of meaning construction and production. So, how does this theory explain learning and thus speaking? What is its relation between cognition and comprehensibility and intelligibility in OE? The next part will try to unpack the reality.

1.3. Cognitive Processes in Oral Expression:

The middle part of the twentieth century witnessed the domination of cognitive rationalistic views of learning. Thus, research has shifted its interest to the cognitive processes that develop the linguistic system of a learner. The

¹ Richardson, Virginia (2003). “*Constructivist Pedagogy*”. *Teachers College Records* 105.9 (Dec 2003): 0623-1640.
<www.users.muohio.edu/shorec/685/readingpdf/constructivist%20pedagogy.pdf>
10.06.2011.

fundamentals of this theory still occupy a big place in education and methodology today ,i.e., in teaching language skills like OE. It is assumed in research that speaking is a direct reflection of the rules that learners have internalized. In other words, it reflects the underlying competence of the learner and his mental processes. Thus, what happens in the speakers' minds?

O'malley and Chamot (1996, p37)¹ consider speech as an active cognitive skill during which the speaker's mind processes language before it produces it in clear messages. They refer to Anderson's (1985) discoveries in first and second language acquisition proffer teachers with wide-ranging interpretations of the best ways to teach a foreign language and its oral skill. They enable them see how learners process language and develop their underlying system of rules to be able to use language communicatively. For him, language production is considered as meaning construction because of processes. Before dealing with processes, the concept of language has to be defined to show that it is a cognitive product full of processes. Besides, the difference between second language and foreign language should be established for the sake of clarification. So first what is language? Richards and Schmidt (2002, p292)² attempt to define it as a psycholinguistic process, i.e., it is a mental process that a person uses in understanding and producing language, and thus learning it. Language use is affected by speech perception, memory, concepts, society and psychology. It is also a simultaneous interaction with thoughts and feelings. Thanks to it, learners control the complex system of communication. Similarly, Brown (2000, p05)³ states that language could be "a system of arbitrary conventionalized vocal, written, or

¹ O'Malley, Michael, and Chamot, Annua Uhl. (1996) 4th printing. *Learning Strategies in Second Language Acquisition*. Cambridge University Press: Press Syndicate, 1990, 1st printing.

² Richards, Jack. C. and Richard Schmidt. *Longman Dictionary of Language Teaching and Applied Linguistics*. 3rd ed. England: Longman House. 2002.

³ Brown, D. (2000). *Principles of Language Learning and Teaching*. 4th ed. Addrean Wesley: Longman Ltd.

gestural symbols that enable members of a given community to communicate intelligibly with one another”. In taking into account the above definitions, processes at comprehension level exist and these in turn facilitate understandable communication at production level.

Second, what is the discrepancy between second and foreign language? According to Littlewood (1996, p54)¹, it lies in the terms of need and situation. The former is needed to communicate in the community where the learner lives whereas the latter is needed to communicate just at class or with foreigners.

Now, it would be valuable to consider what cognition is and then explain how comprehension and production are cognitive mental processes that contribute to the comprehensibility and intelligibility of OE. The focus will be on production.

1.3.1. Cognition:

Cognition and cognitive skills play a major role not only in comprehension but also in production. That is why they are at the basis of the linguistic development necessary for communication in OE classes. In this situation, delivering speech comprehensibly and intelligibly relies greatly on the learners' cognition. So what is it? Richards and Schmidt (2002, p82)² define it as the various mental processes that interact to think, remember, perceive, recognize, classify, etc. Littlewood (1996, pp62-63)³ refers to it as general learning ability, intelligence and language aptitude. For him, cognition works well with academic language skills, motivation and attitudes to develop language. How does it develop? Both Littlewood (idem) and

¹ Littlewood, WT. (1996) *Foreign and Second Language Learning*. 1984. Great Britain: CUP press. 12th printing.

² Richards, Jack. C. and Richard Schmidt. *Longman Dictionary of Language Teaching and Applied Linguistics*. 3rd ed. England: Longman House. 2002.

³ Littlewood, WT. (1996) *Foreign and Second Language Learning*. 1984. Great Britain: CUP press. 12th printing.

Brown (2000, p28)¹ say that cognitive development is paced by language experience and concept learning. They support Piaget's (1972) stage theory describing cognitive development. One of these stages is 'the formal operational stage' between the age of eleven and sixteen. It is characterized by high mental operations like formal thinking, abstraction, perception and language experience with processes of assimilation of more concepts.

In the light of earlier discussion, it is reasonable to say that cognition is a mental ability related to language experience and which implies processes. So, it predicts success in oral classes because it enables learners to reflect on what to say, how to say and when to say. On the other hand, there is a considerable fact on the existence of cognitive differences between speakers of the same class. It may aid or hinder one's position during OE.

In short, one thing is undeniable about cognition. Processes take place because as human beings, we are born with such mental capacities related to language learning and language use. Therefore, let us get deeper into processes and illustrate how they contribute to convey comprehensible and intelligible speech. This is the locus of our interest in the next part.

1.3.2. Comprehension and Production Processes:

The question that Forster (n.d., n.p)² asks "How do I know what I think until I see what I say?" reveals that language is a mental process of comprehension and production. The same is claimed by many cognitive theorists like O'Malley and Chamot (1996), Gagné (1986), Howard (1985), Bialystok (1985) and Anderson (1983; 1985). Besides, they consider that language comprehension allows language production. So, Anderson (1985) in

¹ Brown, D. (2000). *Principles of Language Learning and Teaching*. 4th ed. Addrean Wesley: Longman Ltd.

² In General Education. Oral Expression Across the Curriculum. (2010). Ohio University. <<http://www.ohio.edu/gened/help-oe.cfm>> 02.03.2010.

O'Malley and Chamot (1996, p33)¹ illustrate that comprehension implies complex processing and derives from competence, the underlying system of this language. Production comes as a response, i.e., as a realization of this underlying knowledge. Here, the speaker creates and integrates knowledge and experiences and these allow the opportunity for creative construction. These views suggest that if teachers want learners to communicate efficiently, they have to ensure they received some useful knowledge. In other words, much of the teachers' work will be based on the dichotomy of competence and performance since these are aspects of comprehension and production. In OE classes, speakers become listeners and vice versa because they exchange roles. Thus, individual listeners actively process information and construct meaning from aural information. This enables them structure the information to be produced later in a clear speech form. This is why comprehension is dealt with.

1.3.2.1. Comprehension Processes:

Anderson (1985, 1983) in (ibid., p34) proposes three interrelated mental processes necessary for the comprehensibility of the listener. They are perceptual processing, parcing and utilization. They are recursive and overlap with each other.

In the first process perceptual processing, individual learners focus on the oral text and retain only some parts of it in the short-term memory. These stay for few seconds and are replaced by new information that the learner hears after because of its incapacity. During these few seconds, he starts some analysis of the language code and this process decodes the text into meaningful representations. Representing, according to Richards and Schmidt

¹ O'Malley, Michael, and Chamot, Annua Uhl. (1996) 4th printing. *Learning Strategies in Second Language Acquisition*. Cambridge University Press: Press Syndicate, 1990, 1st printing.

(2002, p456)¹ is a notational method, like a tree diagram, used to represent syntactic structure of the aural text. While this process happens, the listener focuses also on some useful aspects of the context like pauses and acoustic emphasis. They enable him segment utterances to grasp and scan for information, analyze them, plan comprehensible answers to teachers or classmates and achieve intelligibility.

In the second process which is parcing, Gagné (1986) cited in O'Malley and Chamot (1996, p34)² says that the learner makes a "lexical access" in his declarative knowledge to construct meaningful representations. Declarative knowledge, also referred to as factual knowledge in cognitive psychology, is the consciously known facts, concepts or ideas that can be stored as propositions (Richards and Schmidt, 2002, p144³). A meaning-based representation is called a proposition and it is abstract. The listener decodes separate words by matching the aural pattern of each word with its representation in his dictionary in the long-term memory. Parcing based on meaning is easy for listeners who understand the patterns of language with which they formulate propositional meanings. New meanings integrate with old ones to lead to a thorough understanding of the aural message. Anderson (1985) calls this combination 'concatenation'. During listening, different processes occur such as parcing, matching and representing meaning by combination. This is possible with the help of phonological features of the aural input such as vowels, consonants, stress and intonation. In addition, segmenting semantic information seems more effective in reducing time of responding (to the other) in relation to syntactic information.

¹ Richards, Jack. C. and Richard Schmidt. *Longman Dictionary of Language Teaching and Applied Linguistics*. 3rd ed. England: Longman House. 2002.

² O'Malley, Michael, and Chamot, Annua Uhl. (1996) 4th printing. *Learning Strategies in Second Language Acquisition*. Cambridge University Press: Press Syndicate, 1990, 1st printing.

³ Richards, Jack. C. and Richard Schmidt. *Longman Dictionary of Language Teaching and Applied Linguistics*. 3rd ed. England: Longman House. 2002.

In the last mental process of comprehension, utilization, O'Malley and Chamot (1996, p35)¹ add that the learner relates propositions to the declarative knowledge in the long-term memory this time. These are called schemata now. The process of accessing these schemata by the speaker is called "spreading activation [which] activates nodes that have a meaningful connection with the new information that has been parced". For them, utilization is a key mental process that facilitates comprehension. How? In messages, there is an interaction between what is supposed or already known (suppositions) and the newly acquired information (assertions). Both are conveyed linguistically, i.e., using speech. Suppositions appear in the subjects of the sentences, and assertions in predicates. In addition, stress and the indefinite article 'a' indicate asserted information whereas the article 'the' suggests supposed knowledge. Richards (1983) in (ibid., p36) identifies two types of declarative knowledge, real world knowledge and linguistic knowledge. Learners use both of them to identify the meaning of propositions. The first comprises facts, experiences and impressions on a given topic. It enlarges the meaning of new information (assertions). Reder (1980) in (idem) thinks that more processing leads to redundancy of propositions and more retention in memory. In addition to the two types of declarative knowledge mentioned above, two other special types exist. They are scripts or special schemata and story grammars. The former consists of situation-specific knowledge about the goals, participants and procedures in real-life situations. The latter comprises the schemata representing discourse organization of fables, stories and narratives. Both help learners comprehend texts, anticipate what will come next, predict endings and deduce meaning of unclear parts in the text. Howard (1985) in (idem) calls the process in which

¹ O'Malley, Michael, and Chamot, Annua Uhl. (1996) 4th printing. *Learning Strategies in Second Language Acquisition*. Cambridge University Press: Press Syndicate, 1990, 1st printing.

individual learners use real-world knowledge to make expectations about the input they hear ‘top-down processing’. This type of learner schemes extra meanings using two ways: memory or an analysis based on the meaning of contextual features of the message. The linguistic knowledge, the second form of declarative knowledge, consists of a lexicon of word meanings and a body of grammatical or syntactic rules. It can be stored as schemata or propositions. Learners who analyze the meaning or the grammatical feature of each word individually and then build up meaning are said to use bottom-up processing. Howard (1985) in (idem) adds that this kind of processing has proved inefficient for the following reasons:

- 1- Processing words of an aural text in isolation can be misleading because finding the right meaning is in relation to the context;
- 2- Using context accelerates lexical access in the long-term memory since it narrows the possibilities of the different meanings in it;
- 3- Processing words without using context to develop further meaning is inefficient as learners who make predictions about the meaning of an aural text are likely to understand better,

In this respect, Bialystok and Ryan (1985) in (ibid, pp36-37) say that linguistic knowledge is based on two dimensions of cognitive skill that are the analyzed knowledge dimension and the cognitive control one. In the first, individual learners have varying levels of schemata about language features, units of speech, the relationship between forms and meanings and syntactic awareness. In the second dimension, they select and organize information in order to do the tasks. This selection varies according to three factors, the learner’s level of proficiency, the task difficulty and the time allowed to its realization. More proficient learners tend to use a top-down processing whereas less proficient ones are inclined to use a bottom-up processing because their connections to the long-term memory have not yet been well established. This is why they sometimes make linkages with L1 and rely upon

the linguistic knowledge rather than on meaning and context or real world knowledge. However, both processes are necessary for comprehension. In addition, Bialystok's view is that the more one processes language, the more one's automaticity in word selection and meaning construction increases and improves. Brown (2000, pp33-34)¹ talks about learners who make use of their production competence and comprehension competence during the communication act. These two are not separate but they are distinct. For instance, comprehension is recognized to be superior to production. Thus, learners understand vocabulary more than produce it in speech and understand syntactic rules more than they produce sentences accordingly. But comprehension facilitates production or speech. It is factual that there are levels of competence as there are levels of performance because the learner's competence is not ideal and because of the superiority of comprehension over production. This is what makes the difference in OE classes. A leap towards understandable speech exchanges should take into account all these facts.

In short, cognitive theory considers language comprehension as an active and constructive processing which facilitates language production. Processes include three stages: perceptual processing, parsing and utilization of meaning. In each stage, complex processing and analysis occur to deduce meaning according to its context and using the existing schematic knowledge. There is top-down processing and bottom-up one. If both are used in an interchangeable way, effective processing does occur. But what is more important now is how OE is a product of cognitive processes, and how it is allowed by comprehension.

1.3.2.2. Production Processes:

Cognitive theories claim that language production is a result of active processes in which speakers construct and express meaning. O'Malley and

¹ Brown, D. (2000). *Principles of Language Learning and Teaching*. 4th ed. Addrean Wesley: Longman Ltd.

Chamot (1996, p37)¹, like Anderson (1985), support this view. In their description of these production processes, they point out to three stages which are construction, transformation and execution. Thus, let us examine what happens in each stage.

First, they point out that the three stages are analogous to the comprehension stages but in reverse order. This implies that differences between them do exist especially in terms of the underlying mental processes. So, they agree with Vollmer and Sang (1983) in (idem) especially when they identified syntactic differences. For example, a bigger knowledge of syntax is required in production than in comprehension. In the first stage of construction, Anderson (1985) in (ibid., p38) mentions that the speaker decides about three things to be selected for speaking:

- the goal of communication which determines what to say;
- meanings to express by means of facts;
- structures of the selected information,

In this respect, O'Malley and Chamot (idem) say that speech is achieved through a search in the information contained in the declarative knowledge of the speaker. This should be in accordance with the aim set for the communication act. The speaker then decides about the structures that conform to the information he selected. To do so, he uses several types of knowledge like discourse knowledge, understanding of the audience and sociolinguistic rules. In the first, he mobilizes the special schemata like story grammars for stories or event scripts for describing habits. In this step, the speaker plans and organizes life experiences to express them according to the goal of communication. With repetition, he may modify linguistically and conceptually his plans to meet other goals and develop event scripts. In

¹ O'Malley, Michael, and Chamot, Annua Uhl. (1996) 4th printing. *Learning Strategies in Second Language Acquisition*. Cambridge University Press: Press Syndicate, 1990, 1st printing.

second and foreign language context, the speaker plans and develops speech nearly the same way as he does originally in L1. Thus, information comes in a linear serial order as they may come in L1. Anderson's (1985) in (ibid, p39) indication is that "linear discourse organization is typically used when structuring speech". Yet, the speaker may impose some changes to better fit the communicative aim. In understanding the audience, the speaker has to assess people's pre-requisite knowledge of the topic accurately. This is to structure the right amount of information to them, to be clear, relevant and not feel bored. Thus, satisfying the audience is crucial in conducting comprehensible and intelligible speech. In the second stage named transformation, O'Malley and Chamot (ibid., p40) indicate that the speaker has to change the information selected into meaningful sentences. Anderson (1985) in (idem) adds that the speaker's pauses between sentences indicate that language is generated into meaningful parced units. This is the same way as in the second comprehension stage of parcing. Finally, in the execution stage, the speaker expresses meaning in its audible observable form after all the active processes during the first two stages. His speech comprises sentences and sentence fragments. Automatic mechanical utterances are useful in this stage because they:

- free the speaker's mind for other more complicated things such as assessing the audience or adjusting the right amount of knowledge to the hearer;
- assure accuracy of speech (unlike in writing, revision or correction can take place only after mistakes occur),

According to the cognitivists cited above, the three stages of language production are cyclical. It means that the speaker's processes actively move backward and forward for constructing meaning and delivering messages. Clark and Clark (1977) in (ibid., p41) also suggest a similar model of the

processes during L1 production. Like the others, they propose three stages of language production. They are planning what to say, articulating the language components to the plan and finally the physical production of the utterances. In the first, the speaker sets a goal for communication and develops plans at the discourse, sentence and constituent levels. In the second, he chooses a meaning for his sentences and conforms them to their basic syntactic structure. So, the speaker makes the selection of content, function words and affixes. In the third, the phonetic realization of the constituent to be physically uttered comes. The first two stages are recursive and the speaker can go back and forth between them, planning and articulating what to realize in speech.

But what is imperative is that a number of similarities and differences exist between production processes of L1 and production processes of L2. How? Anderson (1985) in (ibid., p39) states that information in L2 come in a linear serial order as they may come in L1. However, Ellis (1986) in (ibid., pp41-42) points out to the following similarities and differences. He finds that the beginner L2 speaker plans speech without being able to build up all the planning (what to say) and articulating (how to say) aspects at the same time like in L1. Therefore, he selects what he has already processed and uses some simplification strategies: semantic simplification and linguistic simplification. In the first strategy, the speaker selects those components of the language that he expects to be useful for conveying the intended meaning, and then adds paralinguistic prompts like gestures as help. In the second, he selects syntactic constituents like verbs endings or function words. Other dissimilarities in L2 learners' speech include variability and use of correction strategy. The speaker may know the syntactic form well and he has a good declarative knowledge. Yet he is unable to use it in speech, i.e., he does not have a good procedural knowledge. The latter is to know how to use language functionally for communicative goals. Anderson (1985) in (ibid., p42) claims that speakers here detect their errors and then use correction strategies in order to "fine-tune

their performance”. This happens during the articulation stage (second stage of language production). Ellis (1986) in (idem) identifies two strategies during L2 production. They are planning strategies and correcting strategies. The former involves semantic or linguistic simplification. The latter involves monitoring. All these are processes of meaning construction. For Burns and Sendlhofer (2002)¹ these need decisions of speakers on why, how, and when to communicate not only on what to communicate. This depends “on the cultural and social context in which the speaking act occurs”. In this respect, Carton (1998) in (Didacstyle, pp55-57)² emphasizes the sociolinguistic difference of each speaking situation. He also stresses the psycholinguistic difference between the cognitive processes of comprehension and production. In addition, he showed the linguistic dissimilarity in using the linguistic code for comprehension and expression. In the end, he added that progress in comprehension is more rapid than that in expression. For him, these should be respected by teachers methodologically speaking. In order to be more specific, he says that the cognitive processes of expression and interpretation of meaning lean on mental representations (different roots of concepts in the long term memory, each representing a specific domain or being in accordance to a specific social situation). So, these define the conditions of speaking and interpreting. As for the processes alone, Carton (1998) in (idem) adds that these are organized sequences of operations. They change in nature in the comprehension of a message and in the expression of a certain meaning. This entails that the representations in comprehension are not used

¹ In Martínez-Flor, Alicia, Esther Usó-Juan and Eva Alcón Soler. Introduction. “*Current Trends in the Development and Teaching of the Four Language Skills: Towards Acquiring Communicative Competence through Speaking*”. Ed. Usó-Juan, Esther; Martínez-Flor, Alicia. Berlin, New York: Mouton de Gruyter (2006): 139-158. <www.degruyter.com/view/product/21474> 08.06.2011.

² Carton, Francis. "L'Apprentissage Différencie des Quatre Aptitudes". In Rev. of Didacstyle: by Brakni, Dalila: Institute of Foreign Languages. U. of Blida. June 1998.

by the person in the same way as in expression. Now let us get deeper into both processes. First, Carton (1998), Esperet (1990), Foulin et al (1989), Anderson (1985) and Clark and Clark (1977) agree on the existence of three cognitive processes during production and interaction with others. Esperet (1990) and Foulin et al (1989) in (ibid., p57) say that the roots of concepts are activated in accordance with the aim of communication. The speaker proceeds language realization through lexicalization (rendering concepts into words) and linearization (turning words into sequences). To generate the right meaning, realization is submitted to the constraints of the social situation. The speaker evaluates his speech in the light of the goal set for the communication. This occurs in a short time and it is less conscious but more spontaneous. So, the speaker makes semantic hypotheses to anticipate meaning globally. And as speech progresses, he becomes more specific in meaning anticipation. These hypotheses generate expectations on the linguistic hypotheses (syntax and phonemic structure). Next, these hypotheses are going to be verified using some indications in speech. Verification in oral can never be fully so (compared with reading). If these hypotheses are confirmed, they will contribute in constructing meaning. If it is not the case, the speaker does three things. He formulates other new hypotheses, abandons this discourse aspect or conserves the information in his memory to be used later.

In the light of the previous views, speech includes high cognitive processes that lead not only to speech generation but also to its meaningfulness, its comprehensibility and intelligibility. These latter seem a difficult task because it is hard to perform a backward step or even a forward one in the OES. The situation is unanticipated and thus speakers cannot always predict what to say or have the right information. However, this difficulty leads to much thinking and the exploitation of strategies.

In this regard, a significant point suggests itself: how comprehension allows production. Comprehension and production of any language are important factors that enable speakers perceive and process discourse, build meaningful representations from previous and subsequent sentences. Gagné (1985) in O'Malley and Chamot (1996, p40)¹ stresses something of importance in claiming that the speaker's production systems for language generation and comprehension are compatible, goal-oriented, but under certain conditions to which conversation must adapt. In other words, in speech exchanges, both comprehension and production systems work together. Carton (1998) in (Didacstyle, p61)² goes in the same direction in claiming the necessity of both comprehension and production processes in a conversation or a dialog. This is to be able to understand and express the right meaning. But how does it work? For Carton, both work by succession and can sometimes overlap. It means that in speaking, it is the role of production processes and then of comprehension processes because the speaker takes turns, listens, replies and again listens and so on. By contrast, in listening it is the turn of comprehension processes and then of production processes and there is an interplay between them as with the first case. Intelligibility and comprehensibility are not isolated or personal criteria. They are achieved by both communicators.

In the light of what has been mentioned, we can say that comprehension and production are strongly related as cognitive processes. In OES; however, it is production which functions a lot. In short, language production in cognitive theory is viewed as an active skill based on processing meaning. It consists of three stages that vary at some points with language comprehension

¹ O'Malley, Michael, and Chamot, Annua Uhl. (1996) 4th printing. *Learning Strategies in Second Language Acquisition*. Cambridge University Press: Press Syndicate, 1990, 1st printing.

² Carton, Francis. "L'Apprentissage Différencie des Quatre Aptitudes". In Rev. of Didacstyle: by Brakni, Dalila: Institute of Foreign Languages. U. of Blida. June 1998.

stages. Much evidence from L1 production theories has formed the basis for explaining L2 production. Both cognitivists and second language theorists agree on the interplay speakers make between the first two stages of language production as they actively build up meaning to be executed physically by the mouth. They also stress the factor of variability of the amount of knowledge and its proceduralization. Furthermore, they make clear that language comprehension allows language production and under the restraints of context. The question asked now is: how can learners become communicatively competent and express meaning successfully? Is cognition alone sufficient? Any other factor may enhance intelligibility and comprehensibility of the speaker. Consequently, the next part will tackle these two speech criteria and the factors that contribute to their achievement.

1.4. Factors of Comprehensibility and Intelligibility in Oral Expression:

Taking into account the Algerian context, the present part demonstrates how the speaker's comprehensibility and intelligibility in OE are constructed by means of different factors. About their importance, Quintilian (n.d., n.p)¹ says some words of caution: "To know what needs to be said and how it should be said and yet lack the facility to express it well is like brooding over a hoarded treasure". Findings in speech perception illustrate that to be comprehensively and intelligibly competent, a number of factors interact with the speakers. Those factors are themselves variables and affect intelligibility and comprehensibility in different ways. Our suppositions consider first the linguistic knowledge for it seems to be the most significant and salient factor enabling these two criteria. In fact, sub-competencies at different levels in this knowledge are included and so there are sub-factors. They are the phonetic, phonological, morphological, syntactic, semantic, pragmatic knowledge as well as register and language varieties factors. So, all of them will be taken

¹ In General Education. Oral Expression Across the Curriculum. (2010). Ohio University. <<http://www.ohio.edu/gened/help-oe.cfm>> 02.03.2010.

into account. The second factor in our hypotheses is the non-linguistic knowledge. Why? It is because there is verbal communication and also non-verbal or silent communication (not to be confused with sign language used by the mute). Verbal communication becomes possible thanks to the linguistic knowledge. Non-verbal communication is achieved through gestures, mime and body language, which are aspects of the non-linguistic competence and their use should be governed. Third, other factors of speech comprehensibility and intelligibility are in fact supports to communication especially in L2. We take into account the verbal and the non-verbal communication strategies. Verbal communication strategies involve paraphrasing, adjusting, code-switching and avoidance while non-verbal ones comprise gesturing, impulsivity versus reflectivity, proxemics, volume of speaking and eye-contact. They have a notable effect in sustaining speech at class and compensating mistakes or other breakdowns. Fourth, personality factors are of great significance in OE classes. They contribute to bring about a qualitative understandable speech. They include mutual affection and risk-taking in the classroom. In the end, socio-cultural factors are no less valuable. They consist of attitudes that learners have toward the English language, its people and culture. Their contribution guarantees qualitative speech as our hypotheses suggest.

Before exploring each factor alone in detail, it is worth mentioning that the words ‘speech’, ‘communication’ and ‘oral expression’ are used in an interchangeable way to avoid repetition. For this, we relied on the definition of speech which is “the faculty or power of speaking; oral communication; ability to express one’s thoughts and emotions by speech sounds and gestures”¹ and which equates it to conversation, talk, parlance and communication. Also, to avoid repetition, both words speaker and learner are

¹ <<http://www.dictionary.reference.com/browse/speech>> 06.06.2011.

used to refer to the same thing. Now, what could the role of each of the factors mentioned above be?

1.4.1. The Role of the Linguistic Knowledge:

In the field of language learning and particularly in the OES, speakers can engage in speech through two modes, the linguistic and the non-linguistic. According to Blackwell Publishing Web Site (n.d., intro)¹, the first mode of engagement becomes possible with the linguistic knowledge. “Linguistic performance consists of the utterances which we actually make” whereas linguistic knowledge is a competence implying “the rules in our head which govern our speaking attempts”. Brown (2000, p246)² refers to it as one’s underlying knowledge of the system of a language (grammar, vocabulary etc...) or his non-observable ability that helps generating comprehensible and intelligible oral performances. This ability is universal and shared by all users of language, be it L1 or L2. According to Putri’s webpage³, the linguistic knowledge comprises the knowledge of seven linguistic domains: phonological, phonetic, morphological, syntactic, semantic, pragmatic, and varieties of language knowledge. What are these? How do they contribute in conveying comprehensible and intelligible OE?

First, according to the same source, the phonological knowledge is to know three things:

- what sounds can follow particular sounds in a given language;
- how the same sound is pronounced in different ways in different situations;

¹ Blackwell Publishing Web Site. *Linguistic Knowledge*.
<http://www.blackwellpublishing.com/content/BPL/Images/Content_store/Sample_chapter/9780631195368/Crain.pdf> 06.06.2011.

² Brown, D. (2000). *Principles of Language Learning and Teaching*. 4th ed. Addrean Wesley: Longman Ltd.

³ Putri, Warinagia Peranginangi. *Kinds of Linguistic knowledge*. Web Page:
<<http://blogmhs.uki.ac.id/putri/lectures/smt-1/an-introduction-to-general-language/kinds-of-linguistic-knowledge/>> 04.04.2014.

- how phonemes at one level combine to form syllables at a higher level, In their researches, Pickering (2006, pp04-05)¹, Field (2004) and Jenkins (2000) in (idem) consider phonology and pronunciation as the most salient factors in comprehensibility and intelligibility even for non-native speakers. Pickering (idem) on her part says that phonology has effects on comprehensibility and intelligibility. All the researchers above show that for non-native speakers, vowel quality creates a barrier for listeners if manipulated and leads to a loss of these two criteria. Why? This is because the speakers rely on the acoustic information (phonological forms) to realize the already constructed meaning vocally. That is why, any breakdowns at the levels of intonation, the location of pauses in the utterance, speed and accent lead to the loss of these speech criteria. The right meaning is distorted if not uttered correctly. In this case, the hearer uses a bottom up processing to decode sounds. He does not depend on context and shared knowledge to infer meaning. Natives, by contrast, use a top-down processing, rely on phonological forms and depend on context to decode messages.

Second, according to the same web source², the phonetic knowledge is to know how to:

- translate abstract linguistic categories into articulated sounds;
- how to categorize acoustic patterns into particular linguistic groups;
- how to use pitch patterns and sounds loudness to find boundaries between units,

¹ Pickering, Lucy. "Current Research on Intelligibility in English as a Lingua Franca". Annual Review of Applied Linguistics. 2006.
<<http://www2.gsu.edu/~wwwlup/aralproofs.pdf>> 02.03.2010.

² Putri, Warinagia Peranginangi. *Kinds of Linguistic knowledge*. Web Page:
<<http://blogmhs.uki.ac.id/putri/lectures/smt-1/an-introduction-to-general-language/kinds-of-linguistic-knowledge/>> 04.04.2014.

We have already mentioned that intelligibility is the degree to which speech can be understood in matters of form and sense. Moore (1997, n.p.)¹ shares a similar view as intelligibility for him is affected by spoken clarity, explicitness, lucidity, comprehensibility, perspicuity and precision. This entails that phonetic knowledge assures the speaker's qualitative speech. For satisfactory communication, Moore (idem) adds, high sound levels play an essential role. A speech which is so has increased intelligibility compared to normal or low sound level speech. It is not only louder but the frequencies of its phonetic fundamentals are increased, and the durations of its vowels are prolonged which means formal clarity. To be clearer, longer pauses, increased word duration, targeted vowel formants, and increased consonant intensity, fewer reduced vowels and more released stop bursts all are factors that contribute in the construction of intelligibility and comprehensibility of speech. Moore (idem) demonstrates also the relation between high volume and non-linguistic means of communication. People talking in a high voice tend to make more noticeable facial movements that facilitate understandability. Field (2005) in Pickering (2006, p05)² on his part stresses the saliency of lexical stress. He explains how a stress shifted by the speaker leads to low success in conveying the intended meaning. In sum, Jenkins (2000) in (idem) says that pronunciation is "possibly the greatest single barrier to successful communication" and phonology is only one aspect of a speaker's language output. The word 'possibly' denotes that other linguistic variables are perceptually relevant for speakers.

¹ Moore, C.J. (1997). *An Introduction to the Psychology of Hearing*. Academic Press. 4th ed. Web:
<<http://www.reachinformation.com/define/Intelligibility%20%28communication%29.aspx>> 03.04.2014.

² Pickering, Lucy. "Current Research on Intelligibility in English as a Lingua Franca". *Annual Review of Applied Linguistics*. 2006.
<<http://www2.gsu.edu/~wwwlup/aralproofs.pdf>> 02.03.2010.

Third, according to the same web page¹, the morphological knowledge is to know:

- how to put into order the morphemes in a poly-morphemic word;
- how sounds change when combined with other sounds in a morpheme;
- how to interpret or produce a new combination of known morphemes,

Lexical morphological variation and vocabulary contribute to facilitate or impede comprehensibility and intelligibility of OE. Jenkins (2000) and Nelson (1995) in Pickering (2006, p06)² suggest that the use of unknown words, local dialectal vocabulary or specific idioms will lead to a loss of comprehensibility and intelligibility (this entails, by contrast, that the use of familiar morphology is highly comprehensible and intelligible). Field (2004) in (ibid., p05) almost echoing Jenkins, on the evidence that non-native listeners interpret meaning at word level and depend on vocabulary recognition for interpreting speech.

Thus, in the light of what has been demonstrated, we can say that the speaker builds up his speech criteria at word level. Yet, the language knowledge is not related to morphology only. Syntactic correctness is of great relevance.

Fourth, according to the same source³, the syntactic knowledge is the ability to know:

- how to combine parts of a sentence to give it a grammatical meaning;
- what roles these parts of a sentence play in the information given in it;
- when to expect errors in particular phrases, clauses or sentences,

¹ Putri, Warinagia Peranginangi. *Kinds of Linguistic knowledge*. Web Page: <<http://blogmhs.uki.ac.id/putri/lectures/smt-1/an-introduction-to-general-language/kinds-of-linguistic-knowledge/>> 04.04.2014.

² Pickering, Lucy. "Current Research on Intelligibility in English as a Lingua Franca". *Annual Review of Applied Linguistics*. 2006. <<http://www2.gsu.edu/~wwwlup/aralproofs.pdf>> 02.03.2010.

³ Putri, Warinagia Peranginangi. *Kinds of Linguistic knowledge*. Web Page: <<http://blogmhs.uki.ac.id/putri/lectures/smt-1/an-introduction-to-general-language/kinds-of-linguistic-knowledge/>> 04.04.2014.

According to Blackwell Publishing web site (p05)¹, it is taken as given that the rules of the mental grammar or generative grammar (which encompass syntax) enable speakers generate correct syntactic sentences of the language. In general, grammar rules make not only formal accuracy, but mutual understanding and achieve CC. In specific, syntax as one of these rules is a factor among others that reflects good speaking and leads to ease of comprehension. Yet, in a conversation class it is much less an issue compared to writing. Meierkord (2004) agrees with Jenkins (2000) in Pickering (2006, pp05-06)² who shows that grammatical errors (including syntactic errors) play a minor role in comprehensibility and do not impede it at least for non-native speakers. Hence, when syntactic speech errors meet other errors at the same linguistic level (lexical, morphological or sentence grammar) or at any other levels, the non-native speaker will be clearly considered as incomprehensible and unintelligible. What about meaning of grammatical structures? Is it not as important as the previously mentioned factors? This is what we will deal with in the following part.

Fifth, semantic knowledge, according to Putri's web page³, is to know how:

- words and sentences form associations with objects in the world;
- to interpret the range of meanings and deficiencies;
- to interpret the thing referred to by a particular phrase,

What is its role in constructing comprehensible and intelligible speech?

¹ Blackwell Publishing Web Site. *Linguistic Knowledge*.
<http://www.blackwellpublishing.com/content/BPL/Images/Content_store/Sample_chapter/9780631195368/Crain.pdf> 06.06.2011.

² Pickering, Lucy. "Current Research on Intelligibility in English as a Lingua Franca". *Annual Review of Applied Linguistics*. 2006.
<<http://www2.gsu.edu/~wwwlup/aralproofs.pdf>> 02.03.2010.

³ Putri, Warinagia Peranginangi. *Kinds of Linguistic knowledge*. Web Page:
<<http://blogmhs.uki.ac.id/putri/lectures/smt-1/an-introduction-to-general-language/kinds-of-linguistic-knowledge/>> 04.04.2014.

Larsen-Freeman (1991, p281)¹ talks of speakers being meaningful at the lexical and grammatical level. An example on word meaning can be a definition of a word or its antonym as found in dictionaries. On structure meaning, she gives the example of if-conditional sentences. It clarifies how different meanings are related to dissimilar structures. In addition, when uttering sentences with ‘if’, the speaker’s meaning will be both ‘condition’ and ‘result’ if this condition is fulfilled. Larsen-Freeman (ibid., p279) agrees with Eskey (1983) who shows us a useful point in communication when he says: “if students learned the form, communication would somehow take care of itself”. But he resumes saying that: “Now we seem to believe that if students somehow learn to communicate, mastery of the forms will take care of itself”, which implies the reverse order.

In the light of both researchers’ views, we figure out an important idea. An if-conditional sentence is not simply a complex sentence with a conditional clause and a result clause. Its different tenses give the speaker a choice of four meanings. One of these meanings lies in conditional sentence type zero, in which the speaker uses the present simple tense in both clauses. This sentence: “If the Earth turns around the sun, it makes the four seasons” is intended to mean a scientific truth which is true at any time. Thus, it cannot be contradicted by anyone or interpreted as being temporary. In addition to what has been said, let us suppose that this speaker does not master this form of if-conditional type zero, he will thus learn it while exposed to this kind of language and as he communicates in it. For example, his teacher asks him to answer the following question: “What happens if we throw wood in water?”

After a quick arrangement of the words used in the question, he finishes by

¹ Larsen-Freeman, Diane. “Teaching Grammar”. In Celce-Murcia, M. (1991). *Teaching English as a Second Language*. (2ed). Boston MA: Heinie & Heinie, 1991. 279-283.

answering: “If we throw wood in water, it floats”. Thus, this speaker learns this type of conditional in the course of communication, and he pays more attention on its meaning later. Now, an important issue comes up. Is comprehensible and intelligible speech a matter of forms only? Are other varieties of language knowledge, like pragmatics, crucial in achieving these two criteria? This is what we will consider in the next part.

Sixth, according to a web page¹, the pragmatic knowledge is to know how:

- to use and understand a speech act;
- meanings of words change with the context and discourse;
- to use language and take turns without hurting the hearer’s feelings,

These rules on their part play a significant role in assuring comprehensibility and intelligibility. Therefore, speakers should:

- know how to initiate a conversation and respond to another initiation using context and knowledge of the real world;
- take into account the moves, speech acts and exchanges with the listener;
- understand the use of the literal meaning and the intended functional pragmatic one,

Pragmatics is a sub-competence in Bachman’s (1990) modal of language competence. It is the functional aspect of the linguistic system in his view. In other words, it deals with the social rules involved in language use. This is a central point for Van Lier (1996, p129)² in achieving speech comprehensibility and intelligibility. He says that in addition to the message being understood, the speaker’s intention is:

- to be understood as intended;

¹ Putri, Warinagia Peranginangi. *Kinds of Linguistic Knowledge*. Web Page: <<http://blogmhs.uki.ac.id/putri/lectures/smt-1/an-introduction-to-general-language/kinds-of-linguistic-knowledge/>> 04.04.2014.

² Van Lier, Leo. (1996). *Interaction in the Language Curriculum: awareness, autonomy, and authenticity*. England: Pearson Education.

- to understand attitudes towards what he says;
- to respect the socio-cultural demands like etiquette or respect,

Subsequently, we infer that language has a functional aspect in society (classroom). The speaker needs to manipulate the forms with the functions of language to accomplish purposes behind speech such as requesting, greeting, responding and others. He should also notice what effect his sentences have on the hearer. Suppose a learner sitting at the back of the classroom said to another one sitting in the first place: 'I can't see the last two sentences'. He should already know that his simple statement has the effect of a request to which the hearer should act by stooping his head. It would create unintelligibility to repeat the same utterance waiting for a dictation on the part of this hearer for example, because this is the intended meaning. As may be seen, all this is part of the CC and speakers learn them with interaction so as to become successfully clear. Meierkord (2000, 2004) in Pickering (2006, pp06-10)¹ summarizes pragmatics as behaviors such as pauses to allow transitions to other topics, choice of the topic itself and using politeness strategies and routine formulaic expressions. For him, these lead to high degrees of mutual negotiation and engagement. At the level of discourse structure, the more sentences are explicit, transparent and conform to the rules of grammar, the more speech is easy to be interpreted by the listener. For example, the use of discourse particles to distinguish between new and old information and topicalization structures are likely to assure a maximum intelligibility. Now what could the role of the last element in language knowledge be?

¹ Pickering, Lucy. "Current Research on Intelligibility in English as a Lingua Franca". Annual Review of Applied Linguistics. 2006.
<<http://www2.gsu.edu/~wwwlup/aralproofs.pdf>> 02.03.2010.

Finally, the knowledge of varieties of language is considered as an important constituent. In the light of Brown's (2000, pp260-61)¹ researches on CC, it is the knowledge of:

- which style is suitable namely formality and informality of speech;
- what register is appropriate to the situation like specific idioms, vocabulary or phonological variants (jargon in general),

For Brown (idem), the degree to which style affects intelligibility and comprehensibility is not high in a non-native context. This is because it is used for only specific purposes. But he resumes saying that foreign language speakers have to acquire "stylistic adaptability" to encode and decode messages.

In the light of realistic experience, the relevance of style and register to convey comprehensible and intelligible OE is certain. Today's learners belong to 'a screen generation' who always connects via the internet and whose family educational background is acceptable. This generation is addicted to chatting on the internet, watching foreign TV programs and their parents' educational level permits the use of French and some English. Once exposed to a language variety in a film; for example, they are proud of using it in the conversation class. Thus, the necessity of teaching varieties is rising so as not to create states of misunderstanding for those who do not know them. Now, an important question suggests itself: Do all teachers and learners have this opportunity? The answer is negative and this is what makes intelligibility and comprehensibility suffer. In the following informal conversation, the hearer would not understand the contractions owing to the deleted parts as in 'you're', 'he's' or 'he'd better'. That is, he could decode 'your', 'his' or 'heed' instead. Unfortunately for the Algerian learners of English, textbooks traditionally provide them with an academic input and speech variety is

¹ Brown, D. (2000). *Principles of Language Learning and Teaching*. 4th ed. Addrean Wesley: Longman Ltd.

superficially dealt with and its practice is limited. Educational forces and syllabuses provide survival kits to their learners in artificial settings. What about survival in the culture of this language in question? What about offering this language wider contexts and different ranges of cultural meanings? Here lies the importance of teaching style and register. And in fact, any learner having a shortage at any level of language knowledge is certainly lacking competence. This in turn leads to low degrees of comprehensibility and intelligibility. Even the role of the non-linguistic knowledge in speech comprehensibility and intelligibility is of a great value. What is it? And how is it so. This is what the coming part illustrates.

1.4.2. The Role of the Non-Linguistic Knowledge:

The non-linguistic knowledge has been recognized as a prominent element in speech only in the 1970's with the researches of anthropologists and psychologists like Hall (1969, 1973), Argyle (1972, 1975) and Mehrabian (1972). Speakers have to take advantage of all modes of speaking. They have to make the non-linguistic knowledge part of their thinking and speaking and in fact it is. This knowledge can take many forms and each form is considered as a factor of speech comprehensibility and intelligibility. Mehrabian (1972), the pioneer in non-linguistic communication, reveals significant statistics in his research which Vicars (2001) approves later. Mehrabian (1972) in Vicars (2001, n.p.)¹ states that in spoken communication, only 07% of meaning is derived from linguistic information, 38% of it comes from paralinguistic information, whereas 55% is drawn from non-linguistic information. Whatever the numbers reveal, the non-linguistic knowledge enables a mode of communication without using language in Vicars's words. This mode of engagement in OE is achievable through the non-linguistic competence. As

¹ Vicars, William. (2001). "*ASL Linguistics: Nonlinguistic Communication*".
<<http://www.lifeprint.com/asl101/pages-layout/nonlinguisticcommunication.htm>>
08.06.2011.

may be seen from the following definition on a web site¹, the non-linguistic competence is the ability to understand and use gestures, facial expressions and body language to accomplish communication through language (many other ways exist also). In the free dictionary², the term non-linguistic means does not consist of or relate to language. It is the synonym of unspoken. Thus, non-linguistic competence is the ability to understand and impart information without using 'language' as defined by linguists. What is used then? Gestures, facial expressions, body language, mime, written symbols, signs or voice sounds. As an example in this part, we will consider only the first three for they are frequently used by learners as far as we know.

First, gestures are considered as symbols by Damnet (2008, p30)³ and they are identified as hand or arm gesture and even facial ones. For Vicars (2001, n.p.)⁴, they are neither words nor signs. They are symbols used by speakers to outwardly represent an idea or a thought. Unlike language or sign language, this ability is not learned at school consciously, and its utilization is often spontaneous. About their importance, he said: "Gestures are to language like spice is to food". For him, people come to understand speech when associated with gestures. The commonest gesture for the Americans as he claims (and it seems so for the Algerians) is shrugging of the shoulders. Its linguistic representation is 'I don't know' or 'I don't care'. This non-linguistic way is not time and effort consuming if one compares it with clarification and

¹ Focus on Effectiveness Web Site. Researched-Based Strategies: Nonlinguistic Representation.

<<http://www.netc.org/focus/strategies/nonl.php>> 06.06.2011.

² <<http://www.thefreedictionary.com/nonlinguistic>> 08.06.2011.

³ Damnet, Anamai. "Enhancing Acquisition of Intercultural Nonverbal Competence : Thai English as a foreign Language Learners and the use of Contemporary English Language Films". Ph.D dissertation, School of Communication and the Arts of Victoria University at Australia, 2008.

<vuir.vu.edu.au/2023/1/damnet.pdf> 10.06.2011.

⁴ Vicars, William. (2001). "ASL Linguistics: *Nonlinguistic Communication*".

<<http://www.lifeprint.com/asl101/pages-layout/nonlinguisticcommunication.htm>> 08.06.2011.

paraphrasing. Putting one's arm on someone's shoulder, to express sympathy or encouragement, reduces frustration, avoidance of interaction and strengthens relationships. In addition to Vicars's (2001) views, Damnet (2008, p31)¹ claims that gestures express a high degree of confidence and dominance of the speaker.

However, since the 1990's, researchers have added a cultural dimension to the study of the non-linguistic communication. Damnet (ibid., p23) stresses the strong relationship between the interpretability of a spoken message and culture and context. In the case of speakers having different cultural backgrounds, non-linguistic communication fulfills endless functions in conjunction with some linguistic communication. They could be repeating, complementing, substituting, regulating, contradicting and the like. An example could be shaking hands after a negotiation between two businessmen talking in different languages which would mean nothing but agreement. For Connor (1985) in Vicars (2001, n.p.)², non-linguistic communication mitigates the linguistic and cultural differences between speakers. Nonetheless, it could elicit negative reactions and exacerbate if abused or contradicted with the linguistic communication (Vicars 2001; Damnet 2008). That is why a sensible use is required by the speakers of the same language or of different languages.

In the light of the views mentioned earlier, one can say that gestures are good accompaniments to words. Actually, they add to their meaning and thus assure high levels of comprehensibility and intelligibility. Yet, they are a two-

¹ Damnet, Anamai. "Enhancing Acquisition of Intercultural Nonverbal Competence : Thai English as a foreign Language Learners and the use of Contemporary English Language Films". Ph.D dissertation, School of Communication and the Arts of Victoria University at Australia, 2008.

<vuir.vu.edu.au/2023/1/damnet.pdf> 10.06.2011.

² Vicars, William. (2001). "*ASL Linguistics: Nonlinguistic Communication*".
<<http://www.lifeprint.com/asl101/pages-layout/nonlinguisticcommunication.htm>>
08.06.2011.

edged sword because any abuse or misuse would spoil these two criteria. Besides, when speakers have two different cultural backgrounds, gestures and their codes would not benefit OE. So, their unconscious learning is to be juxtaposed with a conscious use.

Second, facial expressions are another non-linguistic factor that not only impart messages, but add more meaning to the linguistic mode of speaking. This is what Knapp and Hall (2002) in Damnet (2008, p27)¹ say about face “It portrays the state of human emotions, reflects the attitudes of the speakers, and gives nonverbal cues on the comments of the other”. Thus, facial expressions sustain speaking, its comprehensibility and intelligibility. Damnet (ibid., pp27-29) recognizes their importance in the expression of meaning, its amplification or its completion. He also states their role in the expression of emotion, sex and gender differences, cultural differences, attitudes and other functions in conversations. In educational settings, he states the research of Knapp and Hall (2002) who classify facial expressions according to three functions:

- 1- They are a means of opening and closing information. A smile, as an example, has the effect of turn-taking or turn-ending;
- 2- They are means qualifying or completing verbal or non-verbal communication. A smile accompanied by a kind word has better intelligibility;
- 3- Facial expressions replace speech by facial emblems to express an idea.

Here is an example: rising eyebrows to show surprise,

Damnet (ibid., p36) gives the three functions above the role of “interaction management” and describes them as unique but also shared between speakers.

¹ Damnet, Anamai. "Enhancing Acquisition of Intercultural Nonverbal Competence : Thai English as a foreign Language Learners and the use of Contemporary English Language Films". Ph.D dissertation, School of Communication and the Arts of Victoria University at Australia, 2008.
<vuir.vu.edu.au/2023/1/damnet.pdf> 10.06.2011.

In cross-cultural communication, he illustrates how a smile can be a sign of a positive feeling but also a sign of embarrassment.

In the light of the views mentioned above, we infer that facial expressions complement meaning and have a pragmatic role in conversations. They can show different things one at a time: our feelings, our state of mind and express more meaning.

In the end, we consider body language. Vicars (2001, n.p.)¹ points to it as a non-verbal ability to communicate using the body to produce a sign, a mime or a gesture. For him, it gives a quality to speech since it creates signs which are equivalent to words as in sign language of the deaf known by everybody. Damnet (2008, p01)² says that this competence throws light not only on the literal meanings of sentences but on the underlying meanings that speakers intend to communicate. He (ibid., p38) goes further in pointing out its cross-cultural dimension and the necessity to be aware on the nature and quantity of non-linguistic knowledge for its success. In this respect, he (ibid, p29) demonstrates instances of body language which can be used and interpreted differently according to Thai and American society and culture. Among them we find pointing, handshake, head-to-head, embrace, greetings, and others. In Thai culture, touching one's head or shoulder is a taboo while it is not for Western societies. Besides, the acceptance of touching as a behavior varies from one culture to the other.

But what can they add to communication? In the light of earlier discussion they can add a lot, especially to the intelligibility and comprehensibility

¹ Vicars, William. (2001). "ASL Linguistics: Nonlinguistic Communication".
<<http://www.lifeprint.com/asl101/pages-layout/nonlinguisticcommunication.htm>>
08.06.2011.

² Damnet, Anamai. "Enhancing Acquisition of Intercultural Nonverbal Competence: Thai English as a Foreign Language Learners and the use of Contemporary English Language Films". Ph.D dissertation, School of Communication and the Arts of Victoria University at Australia, 2008.
<vuir.vu.edu.au/2023/1/damnet.pdf> 10.06.2011.

criteria. Vicars (2001, n.p.)¹ asserts how two persons speaking two different languages may not understand each other. However, with the use of body language or any gesture they can convey messages which language difference could not do. A perfect example given by him is the ability of mute people to communicate through sign language, even if they belong to different speech communities.

To conclude this part, non-linguistic competence is no less valuable than linguistic one. Suppose a message is sent, received and comprehension was achieved by mental processes without using language. This can be a smile to greet someone. Language might be used for that same purpose like ‘Hi, nice weather, isn’t it?’ Language might be used to process that message. But, the way to convey the message in the first case was non-linguistic, even the processes to understand it. That is the core of non-linguistic communication. To be more practical, non-linguistic ways of communication reduce frustration in oral classes. They offer some confidence to speakers of English as a foreign language. Moreover, linguistic communication is time and effort consuming, especially when incomprehensibility and unintelligibility issues arise. So, speakers can reduce the quantity of linguistic communication and use non-linguistic ways to save both time and effort because no additional time can be given by the teacher.

After dealing with both the linguistic and the non-linguistic modes of conversational engagements, and how these qualify the intelligibility and comprehensibility of an OE, an important question suggests itself: Do learners have to be limited to this survival kit of competence especially when it is defective? The answer is no. In the framework of many researchers like Chomsky, there is a universal competence and in parallel there are errors.

¹ Vicars, William. (2001). “*ASL Linguistics: Nonlinguistic Communication*”.
<<http://www.lifeprint.com/asl101/pages-layout/nonlinguisticcommunication.htm>>
08.06.2011.

Though competence has a creative aspect called productivity and gives intuitions about correctness or incorrectness of language, foreign language speakers do make numerous speech errors for many reasons or for no reasons. Besides, Littlewood (1996, pp81-82)¹ talks of speech variability in OE that implies the use of a given rule or pronunciation correctly in one task and diverts from it in another, or the speaker's attention to content in speech than to form. In this context, since variability is a rule, incomprehensibility and unintelligibility can be rules as well. Speakers should go beyond competency, and here comes the role of communication strategies. Thus, the following part examines the gist of such strategies and how they enhance comprehensibility and intelligibility.

1.4.3. The Role of Verbal Communication Strategies:

It has been proved that learners' comprehension of words meaning is dependent on some strategies. Carton (1998) agrees with Gremmo and Holec (1990) in (Didacstyle, p64)² on classifying two techniques necessary for a better comprehension of what is learned. They are:

- the use of linguistic hypotheses about a word's meaning;
- the reliance on certain linguistic or non-linguistic strategies,

What about speaking? It is also dependent on effective strategies so that in oral classes, the speaker exhibits full semantic knowledge and shows proficiency especially when there are gaps during speaking. These strategies are called verbal communication strategies. They include paraphrasing, adjusting, code-switching and avoiding communication. But first what could strategies be?

¹ Littlewood, WT. (1996). *Foreign and Second Language Learning*. 1984. Great Britain: CUP press. 12th printing.

² Carton, Francis. "L'Apprentissage Différencie des Quatre Aptitudes". In Rev. of Didacstyle: by Brakni, Dalila: Institute of Foreign Languages. U. of Blida. June 1998.

Richards and Schmidt (2002, p515)¹ describe communication strategies as conscious or unconscious procedures and processes that speakers employ while using language in order to reach a definite aim. Before, Richards et al (1993, pp 64-65)² define them as “a way used to express meaning in a second or foreign language, by a learner who has limited command of the language [and who] may have to make up for a lack of knowledge of grammar or vocabulary” in a communication act. So, speakers can use verbal communication strategies to reach effective communicative goals.

First, paraphrasing is often used in delivering a message and clarifying ideas more. For Richards et al (idem), a speaker paraphrases his speech using two sub-strategies that are preparation and execution. A speaker who is not able to say “It’s against the law to park here” prepares the verbal paraphrase strategy and makes this word choice: “This place cannot park”.

Second, adjusting the message in case of a gap in communication is a useful strategy (especially when it is too late to avoid the situation). Littlewood (1996, p84)³ describes adjusting as “altering” the intended meaning by omitting some information, simplifying ideas, making them less precise or saying something different. Though he admits that the goal behind this strategy may appear as a deviation from the intended meaning, it is an accurate language use.

In the light of previous views, let us suppose the following conversation on food habits to illustrate the above strategies more and show their contribution in the comprehensibility and intelligibility of OE.

A: Tell me Mohammed, do you prefer eating conventional food or organics?

¹ Richards, Jack. C. and Richard Schmidt. *Longman Dictionary of Language Teaching and Applied Linguistics*. 3rd ed. England: Longman House. 2002.

² Richards, Jack. C., John Platt and Heidi Platt. *Longman Dictionary of Language Teaching and Applied Linguistics*. New Edition. Third Impression. England: Longman House. 1993.

³ Littlewood, WT. (1996). *Foreign and Second Language Learning*. 1984. Great Britain: CUP press. 12th printing.

B: Let me think... but what's the meaning of conventional food first?

A: It is food which is not natural.

As might be seen from this example, the speaker has adjusted the content by:

- simplifying the word 'conventional' and making it vague;
- omitting an important precise explanation which could be 'it is food which is treated by chemicals and growth hormones';
- keeping formal accuracy,

This is for clarity sake. Now, let us suppose that 'A' is still incomprehensible and unintelligible with 'B'. He could resort to paraphrasing by giving more precision instead of omitting.

Third, code-switching is often resorted to by speakers of English as a foreign language to compensate for any language deficiency. Littlewood (ibid., pp85-86) explains it as lifting words from the native language and incorporating them into foreign language speech. For him, it is a successful way to attain comprehensibility and intelligibility if both interactants share the same knowledge of this native language (dialectal Arabic or Berber for the Algerian case).

Finally, the last verbal communication strategy is avoiding communication. Avoidance, as a mechanism, compensates and does not mean silence or pause. Littlewood (ibid., p84) clarifies it as avoiding a topic in which the speaker has little knowledge or mastery. For instance, he lacks the right vocabulary or the correct phonology. So, he shifts to other topics that he masters best. Littlewood (idem) here draws attention to an important point. Avoidance has nothing to do with personality factors but it is only resorted to by non-risk-takers. It is worth noting that Bachman (1990) in Brown (2000, pp248-49)¹ considers strategies as a competence. In his view, 'strategic competence'

¹ Brown, D. (2000). *Principles of Language Learning and Teaching*. 4th ed. Addrean Wesley: Longman Ltd.

works as ‘an executive’ which decides among the many verbal possibilities what option negotiates meaning best. But for him, communicative language ability in communicative language use necessitates strategic competence, language competence and knowledge of structures.

In sum, speakers try all the possible strategies and knowledge of their developing competence to deliver comprehensible and intelligible OE at class. But are strategies always useful? In fact, their use is accompanied by three issues:

- which strategies are preferred by which speakers?
- which strategies are used in which situations?
- do the selected strategies always attain the intended meaning?

Brown (ibid., p113) says that variation exists from speaker to speaker and from time to time, as in learning. He also claims that strategies can be sources of errors due to word coinage, synonymy or false cognates (ibid., p227). In their try to overcome immediate problems in OE classes, speakers can deviate from accuracy to reach the real meaning or vice versa. Therefore, they should select them carefully to get their messages across. If not, other kinds of strategies to which speakers show preference can be the non-verbal ones. This provides ease in being comprehensible and intelligible. This is what the next part will be devoted to.

1.4.4. The Role of Non-Verbal Communication Strategies:

Non-verbal communication strategies have the power of providing the verbal messages more comprehensibility and intelligibility. Therefore, they are an integral part in the speaker’s OE. They can present a cultural challenge in a multicultural classroom as verbal communication strategies can do, but they really help.

Littlewood (1996, p86)¹ talks of gesturing as a non-verbal strategy which renders the linguistic meaning complete and clear. Besides, Longatan (2009, n.p.)² talks of four behaviors which are impulsivity versus reflectivity, proxemics, volume of speaking, and eye-contact. But for Longatan (idem), these convey different messages in different cultures. So, she stresses the fact that culturally different groups of learners of the same class need diverse cultural communication strategies to convey meaning. So, they use varying communication strategies to achieve comprehensibility and intelligibility; and they must be aware of these. Why? Since speakers have a variety of cultural communication styles, multicultural values and non-verbal communication behaviors that may be unusual to their hearers. Thus, no intelligibility and comprehensibility are guaranteed in this case unless strategies are selected properly by the speaker. Speakers and teachers need to be aware of these discrepancies in non-verbal communication between cultures, especially those having an effect on comprehensibility and intelligibility in oral. The question now is how can speakers sustain communication and convey intelligible and comprehensible messages using non-verbal strategies?

First, gesturing as a non-verbal strategy occurs frequently in oral and it has a highly communicative function. For Littlewood (1996, p86)³, it means pointing and saying as in the following example: ‘Put it there, please’ or ‘It was this kind of shape’. This manual medium with speech transmits clear meaning. McNeill (1992, pp01-05)⁴ describes many forms of gestures, some

¹ Littlewood, WT. (1996). *Foreign and Second Language Learning*. 1984. Great Britain: CUP press. 12th printing.

² Longatan, Nancy. “*Issues for the Multicultural Classroom: Non-verbal Communication Can Be a Cross-Cultural Challenge*”. 2009.
<http://www.suite101.com/article/issues-for-the-multicultural-classroom-a117187#i_zz20s3_e_XLio> 17.07.2012.

³ Littlewood, WT. (1996). *Foreign and Second Language Learning*. 1984. Great Britain: CUP press. 12th printing.

⁴ McNeill, David. (1992). “*Gesture: A Psycholinguistic Approach*”. For Psycholinguistics section. The Encyclopedia of Language Linguistics.

of which describe an action or an event. They have two functions. First, they specify the manner of an action and meaning. Second, they denote the speaker's viewpoint or position. Some other gestures are metaphoric for they describe abstract words. For instance, with the expression "The meeting went on and on", the speaker indicates rolling motion using his hand. These have the function of giving more representation to the abstract word. So, McNeill (idem) shows us how gestures demonstrate and communicate as linguistic devices do because he agrees with Cassel et al. (1999) in that "information received in a gesture may be recalled later as speech (not gesture)". Therefore, if we join the cognitive theory of gestural speech with the process-oriented communication strategies, gesture and speech reflect parallel underlying processes with different output modes but similar meanings to express.

In the light of what the example on gesturing reveals, this strategy not only mends any shortage in the linguistic knowledge which might happen during speaking at class, but helps the comprehensibility-intelligibility criteria to be achieved as well. Yet, gestures are culture specific and their interpretation differs from culture to culture. For a specific cultural background, the 'thumb up gesture' for instance can transmit the message 'it's good' while for another cultural background it imparts the idea of 'wait one minute'. Again, they must be carefully chosen by speakers.

Second, impulsivity versus reflectivity are non-verbal strategies, not less important than gesturing. Longatan (2009, n.p.)¹ explains how in some cultures, parents encourage their children to be quick in giving an answer to any question. The reason is that this impulsivity as a strategy shows intelligence and mental power. By contrast, in some other cultures, this is not

<http://mcneilllab.uchicago.edu/pdfs/gesture.a_psycholinguistic_approach.cambridge.encyclop.pdf> 03.04.2014.

¹ Longatan, Nancy. "*Issues for the Multicultural Classroom: Non-verbal Communication Can Be a Cross- Cultural Challenge*". 2009.

<<http://www.suite101.com/article/issues-for-the-multicultural-classroom-a117187#ixzz20s3eXLio>> 17.07.2012.

encouraged and reflectivity is advantageous. The latter is time taken by speakers or given by teachers for speakers to consider all aspects of a problem before they give an answer. It shows pensive and deep mental processing. She adds that a learner accustomed to culturally being taught impulsivity at home will be at a disadvantage when he comes across reflectivity in a culturally different classroom.

In the light of Longatan's views, the following questions may suggest themselves: First, how could impulsivity be a non-verbal strategy? It must be clear that it is rapidity in thinking and processing which is a strategy that forces the speaker to find the right words. So, rapid thinking while using gap fillers before any good idea comes might be a good instance. Second, how can impulsivity lead a speaker to be comprehensible and intelligible in speech? It can work as a drive because it motivates him to find the right meaning to convey. Also, it puts aside the idea of abandonment of speech, silence or long pause. As for reflectivity, it should be clear that it is thinking and processing (inner speech in Vygotsky's words) before uttering any inappropriate sentence. One must not forget that these strategies are used to mend breakdowns or surmount specific communication problems. Their use is interchangeable and specific to situation or topic. Therefore, they should not be wrongly used to become sources of other mistakes.

Third, proxemics is another non-verbal communication strategy. Longatan (idem) defines it as "The study of how close or far away people stand from each other when interacting". She shows that when conversing at class, knowing and adjusting this distance is effective in shaping our messages. Distance may differ from a learner to another because each culture has its own norms when standing and when sitting. Standing closer may confuse learners from a culture in which people respect certain remoteness. However, some regard physical distance as a respectful engagement in the communication act. It is this norm that sends a positive message of some sort.

It is worth noting that social distance norms can be the same in the classroom. Engaging in conversations between two friends needs an intimate distance adjustment, which is closeness. However, a job interview calls for a public distance adjustment, which is remoteness.

Now, how does proxemics serve intelligibility and comprehensibility in OE? It is obvious from Longatan's explanation that proxemics is the distance we must keep to show social respect or intimacy. Yet, what is more important now is the relation between proxemics and comprehensible and intelligible OE. Distance can be a source of communication problems and shortening it can be a strategy to be well heard and interpreted. Besides, distance necessitates high volume on the part of speakers who are often shy. So, this shyness may reduce the quality of speech. It is true that the classroom size and the nature of the speaking task itself may control this distance according to its needs, but adjusting it according to the speakers needs is a priority to convey messages.

Fourth, volume of speaking is another non-verbal strategy governing OE. Longatan (idem) defines it as the pitch, highness or lowness at which people speak (not the speech itself). Among sub-cultures, this can vary and put a speaker at an advantage or at a disadvantage. A highly pitched voice is negatively evaluated by the hearer because it shows the speaker's anxiety or irritation. By contrast, it is this pitch which favors comprehension as the sounds of the message are well heard and better decoded.

After considering such views, let us suggest an example on class conversations. Volume in this case has an ability to transfer messages and create comprehensibility and intelligibility between the groups of speakers since voice is clear. If a message of a high correctness is uttered softly, it will lose its quality because it may not be heard and interpreted.

In the end, eye-contact is another non-verbal strategy and cultural variety.

Damnet (2008, p26)¹ defines it as mutual gaze in conjunction with verbal communication. He uses Argyle and Cook's (1976) definition of gaze which is "an individual's looking behavior, which may or may not be at the other person/people". In fact, the eyes have endless expressive functions which Damnet (ibid., p27) recognizes in four. They are:

- 1- The regulatory function: gaze regulates turn-taking in a conversation. It is used by speakers to ask for responses or to restrain those responses;
- 2- The monitoring function: gaze shows that speakers are attentive and are in touch with each other's ideas;
- 3- The cognitive function: gaze shows individual processing and decision of what to say;
- 4- The expressive function: gaze shows the degree of participation and motivation in a conversation,

Longatan (2009, n.p.)² on her part shows the different interpretations that cultural variation gives to eye-contact. While in some cultures avoiding eye-contact shows respect and honesty, in some others it shows the opposite. Damnet (2008, p27)³ in this respect stresses that the different interpretations could only be when speakers face different situations. There are instances in which speakers do not direct their eyes to the hearer which could mean

¹ Damnet, Anamai. "Enhancing Acquisition of Intercultural Nonverbal Competence : Thai English as a Foreign Language Learners and the use of Contemporary English Language Films". Ph.D dissertation, School of Communication and the Arts of Victoria University at Australia, 2008.
<vuir.vu.edu.au/2023/1/damnet.pdf> 10.06.2011.

² Longatan, Nancy. "*Issues for the Multicultural Classroom: Non-verbal Communication Can Be a Cross- Cultural Challenge*". 2009.
<<http://www.suite101.com/article/issues-for-the-multicultural-classroom-a117187#ixzz20s3eXLio>> 17.07.2012.

³ Damnet, Anamai. "Enhancing Acquisition of Intercultural Nonverbal Competence : Thai English as a Foreign Language Learners and the use of Contemporary English Language Films". Ph.D dissertation, School of Communication and the Arts of Victoria University at Australia, 2008.
<vuir.vu.edu.au/2023/1/damnet.pdf> 10.06.2011.

neglect or lack of attention in their culture. Yet, in the classroom it cannot always be interpreted that way because eyes show the cognitive function.

In the light of what has been cited, a significant question suggests itself: How can eye-contact as a non-verbal strategy assure comprehensibility and intelligibility? It has been shown that it expresses what the mouth cannot express in words. For example, eyes show people's feelings which, for a reason or another, cannot be expressed in concrete words. Those feelings can be astonishment, displeasure, anger and even happiness and gay. Since eye-contact does not translate between cultures, speakers in the same class have to be sensitive to the use of this strategy during communication.

All in all, speakers are required to master the use of non-verbal communication strategies in OE classes in order to enable themselves:

- function productively and positively in the oral class with the foreign language;
- provide a good model of openness on the other cultures and values,

Teachers on their part must improve their learners' awareness on the inter-cultural verbal and non-verbal communication styles. They have to keep them away from evaluating or judging others' cultural styles negatively. By doing this, learners can considerably achieve more than a communication in the classroom. It is a comprehensible-intelligible-intercultural communication. Verbal communication strategies are also crucial in reaching understandability in speech and perhaps they are at the basis of all factors. However, non-verbal communication actually communicates more. No one can deny two facts about both communication strategies:

- they are an integral part of understanding;
- they do not always translate between cultures,

After dealing with communication strategies as factors of comprehensibility and intelligibility if linguistic knowledge is sometimes imperfect, does this

mean that the way to reach the two speech criteria ends here? In other words, are the factors mentioned above sufficient? Or may there be other aspects of speech comprehensibility and intelligibility? We will try to provide a comprehensive answer in the following part.

1.4.5. The Role of Personality Factors:

The mystery of human speaking can be explained by personality characteristics and the affective traits. In other words, any personality trait and affective factor shown by the speaker can be relevant in explaining foreign language use. This claim is well demonstrated by the cognitivists themselves like Brown (2000, p144)¹ who says:

“It is appropriate to recall that *language is inextricably woven into the fabric of virtually every aspect of human behavior*. Language is so pervasive a phenomenon in our humanity that *it cannot be separated from the larger whole- from the whole persons that live and breathe and think and feel*” (italics added).

Brown (ibid., pp142-44) acknowledges that purely linguistic factors do not fully explain good speech unless associated with affective effects. However, describing the affective domain scientifically is difficult to do because considerable variables are implied in taking into account the emotional side of the learning process and of language use. In addition, definitions of these factors themselves are not always valid. In this part, we will take into account two personality factors for their saliency in speaking (not to exclude the others). They are affect in the classroom and risk-taking during OE. Choosing to work on these two is due to the possibility to observe them as behaviors in the learners. So, what is the relation between affect, risk-taking and comprehensible and intelligible speech?

First, affect is a personality factor that exists in the classrooms. When it is

¹ Brown, D. (2000). *Principles of Language Learning and Teaching*. 4th ed. Addrean Wesley: Longman Ltd.

exchanged, it becomes mutual affection. Brown (ibid., p143) defines it as the feelings that may be put next to cognition to account for human learning. It is our personal feelings about ourselves and about others whom we talk to. Similarly, Bloom et al (1964) in Brown (ibid., pp143-44) define affect and its development in learners as a set of levels. First, affectivity develops with receiving. Learners must be aware and conscious of the situations surrounding them. They should be willing to receive from the others and tolerate, not avoid stimulus. Second, after receiving, learners have to respond voluntarily and commit themselves to a phenomenon or a person. That way, they feel satisfied. Third, affectivity involves giving value or worth to a person, to an act or to a thing. It takes the form of a commitment and internalized beliefs or attitudes towards persons or others. Fourth, a hierarchic organization of those values is another level of affection. Values are arranged into a system of beliefs which characterize interrelationships. In the end, this value system becomes the characteristic of learners through which they understand themselves and according to which they behave consistently. It leads them to form a philosophy or world view which enables them deal with world problems. Brown (ibid., p144) demonstrates how this taxonomy has served education. Language learners or speakers have to be receptive to the language they learn and to the persons they communicate with. This is to be responsive to the context of communication while interacting. In addition, they have to give value to the communication they are engaged in. In his view, OE cannot be fulfilled unless one understands the affective and cognitive state of the speaker, and make the right suppositions about them. Therefore, according to certain emotional states, speakers move from the syntactic level of language to its meaningful level.

In the light of previous discussion, affect is a commitment to receive, respond, tolerate, value and believe in these when dealing with others. This entails that if speakers commit themselves to others, they are doing their best to be

comprehensible and intelligible with them. Why? This is because they are engaged both cognitively and affectively.

Second, risk-taking is another important personal factor that assures comprehensibility and intelligibility in OE. For Brown (*ibid.*, p149), risk-taking is a characteristic of good language learners and is connected with the speaker's readiness to take public steps and to try out language even if mistakes occur. He well described risk-takers as speakers who have the following characteristics:

- 1- They show ability to put themselves in the risk of being wrong;
- 2- They cope with the lack of the right expression;
- 3- They try to guess about the language to be able to communicate according to the aim set by the instruction,

As may be seen from Brown's views, we understand that risk-taking is a personal attribute because it implies courage to take public steps to try out a qualitative speech. So, how does it assure comprehensibility and intelligibility in OE? Our analysis of Brown's description of risk-takers leads us to say that this characteristic guarantees such criteria. Risk-takers during OE are facing a teacher, a group of learners and their competency too. Despite this, they are not afraid of mistakes since they know well that they are a natural part in their mastery of the foreign language. Besides, they try to correct any possible mistakes and to adapt their messages to the aim of the OE class. In other words, they use compensation strategies. So, their strong personalities are reflected in corrected messages and their commitment to deliver good speech. This does not imply that their language is perfect, but it is understood.

Reality in classrooms tells us that not all speakers are risk-takers for sure because this would appear a suicidal choice. According to Beebe (1983) in Brown (*ibid.*, pp149-50), there are a number of consequences that learners fear if they take risk. They are afraid of failure, bad marks, the teacher's blame, punishment imposed on them and any other negative effects. Outside

the classroom, the ramifications include frustration, fear of looking ridiculous in their mates' eyes who showed negative reactions at class, fear of alienation for inability to communicate, or fear of putting their identity at stake. That is why Dufeu (1991) in (ibid., p150) claims that high-risk-takers are successful learners who will function well only with appropriate conditions. He suggests a comfortable classroom climate to be established to facilitate risk-taking and language experience altogether. According to his view, teachers have to:

- 1- Create a climate of acceptance of errors because they are natural part of the inter-language to master the target language;
- 2- Stimulate self-confidence and courage. For example, they welcome any new idea or initiative, praise low risk-takers and use other encouragements;
- 3- Encourage taking public steps in a foreign language. Teachers can get learners, who used to talk in open pair or close pair tasks, give speeches and engage in class discussion;
- 4- Encourage learners to discover the target language. For instance, speakers are supported to correct themselves by themselves or use a different register with the teacher;
- 5- Allow them to take risk without showing embarrassment, giving comment on all errors or make any facial expressions which might affect the speaker and stop the flow of ideas,

In the light of earlier discussion, risk-taking as a personality trait is a variable. It reinforces speakers as it punishes them. To be more pedagogical, we will consider its detrimental side so that teachers exploit its beneficial side. Brown (idem) claims that high risk-takers dominate the communication class and their success may be due to being dominant not risk-taker. He also clarifies that successful speakers are not necessarily the ones who take risk but the ones who know when to take it. Thus, the teacher should discipline risk-takers because they can be the source of ramifications and do not give role to the

low risk-takers.

In short, risk-taking is a variable personality factor which can assure comprehensibility and intelligibility in OE. As a variable, it must be exploited and controlled by both teachers and speakers. There are endless examples in which competent learners become inept because they are low-risk-takers. Again the linguistic competency alone with the all related cognitive operations and mental processes does not automatically translate a good speech. The speaker is a whole person with personality characteristics who certainly involves these in his speech so that the latter is said to have a personal touch. We support our view with Merleau-Ponty's (1945) quotation in Van Lier (1996, p168)¹:

“In the experience of conversation . . . my thoughts and his make up a single tissue, my words and his are called out by the phrase of discussion, they insert themselves in a common operation of which neither of us is the sole creator. A double-being comes about, and neither is the other one for me a simple behavior . . . nor am I that for him, we are one for the other, collaborators in a perfect reciprocity.”

What about the socio-cultural factors? The next part will consider their role in comprehensibility and intelligibility.

1.4.6. The Role of Socio-cultural Factors:

Another factor, on which comprehensibility and intelligibility in OE stand, is the presence and respect of the socio-cultural specificities of the foreign language in one's mind and speech. In this part, we will take into consideration the role of positive attitudes towards the foreign language, its people and culture. In the OE classes, speakers of English very often form negative or biased attitudes on the culture and the society of this language

¹ Van Lier, Leo. (1996). *Interaction in the Language Curriculum: awareness, autonomy, and authenticity*. England: Pearson Education.

because there is an intersection of two dissimilar cultures, the English culture and theirs. This cross-cultural situation might problematize the learning situation which can lead to an inability to convey understandable OE later. By contrast, if those ‘foreign’ socio-cultural factors were positively accepted with openness for the sake of multiplicity and learning, a qualitative OE would be guaranteed. Thus, what do the socio-cultural factors add to comprehensibility and intelligibility?

Brown (2000) and Guiora et al. (1972. b) in Brown (2000, pp64-65)¹ explain well the relation of language with personality as well as culture through their modal of ‘language ego’. For them, a foreign language at the age of adolescence can represent a threat to the learner’s ego as it means a foreign culture. This leads him to have a negative attitude toward the language and its culture because the adolescent’s ego is less dynamic and flexible compared to a child’s ego. His adaptability to the foreign language is difficult and his ego becomes defensive and protective as well. Not using the foreign language and adhering to the security of the native language, for example, can be reactions and ways to protect the fragile ego of this young adult. Therefore, here lies the responsibility of education in teaching respect and acceptance of socio-cultural differences with difference-based approaches.

So first, let us consider what culture is. For Brown (ibid., p176), “Culture is a way of life. It is the context within which we exist, think, feel, and relate to others. It is the ‘glue’ that binds a group of people together”. Since the culture of the speaker is dissimilar to the culture of the foreign language he speaks, negative attitudes might raise and problematize communication during OE. What are negative attitudes? Brown (ibid., pp180-81) considers them as

¹ Brown, D. (2000). *Principles of Language Learning and Teaching*. 4th ed. Addrean Wesley: Longman Ltd.

negative representations in the learner's mind about the foreign language and its culture. They are generally the result of many reasons like:

- an insufficient knowledge of this language and culture;
- parents, teachers, classmates, or pressure and criticism when in contact with this different language and culture;
- ethnocentric thinking,

On this point, Bennett (1998, p01)¹ says that much of foreign language teaching those years should surmount negative attitudes and tackle cultural communication issues that deal with questions like:

- how do people understand each other when they do not share the same culture?
- what kind of communication is needed in a pluralistic society to be culturally tolerant and diverse?
- how does communication help creating respect for diversity?

In inter or cross-cultural situations, it is preferable to ignore what Bennett (idem) calls the belief in “us versus them” to understand the language itself. Ignorance of cultural differences does not mean leaving behind. It is appreciating, respecting and understanding so as to achieve cross-cultural communication. Bennett (ibid., p02) defines the latter as “communication between people of different cultures” in which consideration of cultural variety in patterns of perception and behavior is taken into account. In language use, the discourse analyst McCarthy (1991, p01)² stresses the relevance of the social context and culture because he believes that “discourse

¹ Bennett, Milton, J. (1998). “Intercultural Communication: A Current Perspective”. In Milton J. Bennett (ed.). *Basic Concepts of Intercultural Communication: Selected readings*. Yarmouth, ME: Intercultural Press.

<[http:// www.ikwa.eu/resources/Bennett_intercultural_communication.pdf](http://www.ikwa.eu/resources/Bennett_intercultural_communication.pdf)>
30.10.2012.

² McCarthy, Michael (1991). *Discourse Analysis for Language Teachers*. Cambridge: CUP. First published 1991- 16th printing 2005.

<http://books.google.dz/books/about/Discourse_Analysis_for_Language_Teachers.html?id=XODcRdirBskC&redir_esc=y> 04.11.2012.

analysis is concerned with the study of the relationship between language and the contexts in which it is used". He also recognizes the link between the text and the social situation and that language is something above the sentence. In this respect, Bhabha (1994, p01)¹ emphasizes on going beyond cultural subjectivities to focus on the process of articulation of cultural differences existing between the 'self' and the 'other'. Hence, the importance of the synchronic plane of cultures which relates to individual social roles and learners' behaviors can be encouraged to question themselves through opportunities of representation of culture in the differentiating order of otherness, without an alienation of identification which Bhabha (1994, p45)² explains as "to be for an Other . . . the return of an image of identity that bears the mark of splitting in the Other place from which it comes". Bhabha (ibid., p40) calls this situation a "third place" which is neither "cultural hibridity" nor "a state of absolute depersonalization".

In the light of the above views, it is worth noting that the question of culture in OE classes does not concern speakers having different cultures, but it concerns speakers of a foreign language (with its culture) having their own native language and culture. In this case, negative attitudes might rise because speakers assume that languages must share the same cultural characteristics and differences are to be rejected; or they may think that it is the language of the colonizer. Thus, such attachment to the native culture and views results in a form of stereotyping. Stereotypes are defined by Bennett (1998, p04)³ as an

¹ Bhabha, Homi K. (1994). *The Location of Culture*. London and New York: Routledge. <http://lgdata.s3-website-us-east-1.amazonaws.com/docs/2078/548497/Homi_Bhabha_-_Selections_from_The_Location_of_Culture.pdf> 07.04.2014.

² Bhabha, Homi K. (1994). *The Location of Culture*. London and New York: Routledge. <<http://www9.georgetown.edu/faculty/irvinem/theory/Bhabha-LocationofCulture-chaps.pdf>> 07.04.2014.

³ Bennett, Milton, J. (1998). "Intercultural Communication: A Current Perspective". In Milton J. Bennett (ed.). *Basic Concepts of Intercultural Communication: Selected readings*. Yarmouth, ME: Intercultural Press. <http://www.ikwa.eu/resources/Bennett_intercultural_communication.pdf> 30.10.2012.

attachment to “any assumed indicator of group membership, such as race, religion, ethnicity, age, or gender, as well as national culture”. The final outcome is no drive for comprehensibility and intelligibility. The teachers’ role in this case is to raise awareness on these cultural issues so as to bridge the gap and make the learners more open-minded.

Gardner and Lambert (1972) in Brown (2000, p181)¹ studied the effect of positive attitudes on motivation to learn. According to this study, motivation is a construct of certain attitudes and positive ones lead towards understanding this foreign language. So, any negative attitude leads to a decrease in the degree of motivation and comprehensibility issues can rise. This in turn affects language use since successful learning helps successful OE. Other researchers like Oller, Chihara, and Vigil (1978) in (idem) identify attitudes as variables and that attitudinal variables interrelate with the level of proficiency of the learner and lead to success.

As might be seen from the views mentioned above, socio-cultural specificities develop attitudes in the speakers and these are of two types. If they are positive, they will generate motivation and the latter will endorse comprehensible and intelligible speaking at class. But if they are negative, they will decrease motivation and open the way towards wrong language use. Therefore, teachers are required to be careful to socio-cultural differences and integrate them naturally in OE lessons as they integrate the language skills. They need to be part of the input that teachers provide so that learners process them altogether and use them open-mindedly altogether. Today with the openness of the media on the world and the extension of technological use, teachers can benefit from the internet, television programs, movies, news and computer software as vehicles of socio-cultural information. These offer similarities and differences between cultures so that learners accept them

¹ Brown, D. (2000). *Principles of Language Learning and Teaching*. 4th ed. Addrean Wesley: Longman Ltd.

while learning and respect them while speaking. In this respect, educationists in Algeria and in other developing countries are encouraged to:

- follow the cultural trend and integrate lessons that bypass this ethnocentric dualistic paradigm of ‘us versus them’;
- design multicultural syllabuses that incorporate and synthesize different systems of cultural knowledge into one’s own;
- take into consideration the relevance of inter or cross-cultural awareness because language components, habits and lifestyles do not always translate between cultures,

Conclusion of Chapter One:

To conclude this chapter, language teaching methodology and English as a Foreign Language have been updated today. Since the 1970’s and after the emergence of cognitive theories and constructivist views, new trends show interest in interpersonal relationships, in the need to communicate to learn a foreign language, in the value of group work and in the use of self-help strategies to attain the desired goals in learning. The nature of communication, CC and the interactive process of communication which consists of sending and receiving a message linguistically or non-linguistically were and are still key words for researchers and linguists. To sum up, what is evident is that LTM today focuses on communication in addition to:

- cooperative learning and real communication;
- communicative process in language learning;
- moving from teaching forms to enabling learners communicate genuinely, spontaneously and meaningfully;
- developing personal learning and communication strategies;
- considering context and culture in expressing meaning,

No instant recipes are given by any method to guarantee the teaching of OE.

No quick and easy approach grants intelligible and comprehensible speeches in this skill. Therefore, teachers are called to develop their own eclectic approaches to various language classrooms because of the uniqueness of the learners, the teachers, the learning and teaching relationship, in addition to the context or environment. Comparisons between two different learning contexts, like the native context and the foreign context can be evident. But in fact, they do not lead teachers to make generalizations on the use of the native speakers' model of teaching. Therefore, teachers can design sound techniques of teaching oral English according to the context in which they are. However, learning to speak English as a foreign language or English in one's own culture with not many chances to use it outside the classroom has made the speaking task a difficult one, especially when syllabuses call for interaction and genuine communication.

Thus, speakers on their part should deal with every aspect of this language to be able to communicate intelligibly and comprehensibly. The linguistic knowledge, as the most important aspect, provides the skeleton which shapes the speakers' OE in grammatical and social well-formed rules. The non-linguistic knowledge is another salient and silent mode of conveying oral messages, and it is the flesh that works together with the bones. Other aspects include the strategies that support and sustain any breakdowns in communication verbally or non-verbally. Strategies are the blood that nurtures the skeleton and the flesh. Here, the factor of culture interferes because strategies are culture specific. They should be used carefully and effectively so that they really help convey meaning and do not create a misunderstanding by themselves. Affect and risk-taking in the classroom are other aspects which contribute to assure the speech criteria in question. Liking the language and taking risky public steps to engage in conversations is closely related to higher degrees of motivation. Thus, the speaker in this case makes efforts to be clearly understood. Socio-cultural factors are other facets of successful OE.

With the internationality of English and its penetration in the learners' lives through the media and the internet, it should not be accompanied by negative attitudes. The context of foreign language changes and develops, and cultural as well as societal differences have to be questioned more than ever in the classrooms. Awareness on these has to be fostered for the sake of understandability.

What makes the present study different from previous studies is that it deals with the comprehensibility and intelligibility criteria of OE in a purely non-native context which is the Algerian secondary school. Previous research, as far as we know, shed light on this issue in a native context. Besides, it deals with the most critical skill in teaching and learning which is OE. Accordingly, this study treats comprehensibility and intelligibility in OE under the light of the new reforms that had been applied to the third educational sector. Thus, we will examine the weight given to the teaching and study of oral English with new approaches, perspectives and outcomes. Another specific point in our study is modestly its achievement by a secondary school teacher who has witnessed the transition from the previous syllabus to the new one. Therefore, the second chapter tackles this skill in the new syllabus of English designed for the secondary school. More specifically, the syllabus of first-years is examined to recognize the position of OE. Then, a discussion follows as for whether it is sufficient or not in encouraging the two speech criteria: comprehensibility and intelligibility. After that, speech errors and their communicative effects are considered in the present work to show how comprehensibility and intelligibility are important to study. Much of the work in the chapter is based on the official textbooks and accompanying documents that are actually in use.

Chapter Two : The Educational Context of Teaching and Learning Oral Expression for First-Year Secondary School Learners in Algeria.

Introduction:

The present chapter displays four parts. The aim behind the first part is to shed light on the reality of OE in the Algerian secondary schools under the new syllabus of English. Thus, two points will be dealt with here. Point one explores OE as a skill and shows its nature and constituents. Point two demonstrates OE instruction in this new syllabus. The aim behind the second part is to examine the teaching of the skill under the Competency-Based Approach (CBA). The aim behind the third part is to show how comprehensibility and intelligibility are criteria that lie beyond syllabuses. The aim behind the last part is to reveal the effect of being incomprehensible and unintelligible communicators in OE.

As Van Lier (1996, p167)¹ puts it: “The success of institutionalized education is measured by goals and objectives, ways and means of achieving them, enshrined in curricula, syllabuses, and textbooks, and evaluation procedures designed to establish and maintain standardized norms”. Accordingly, in January 2005, the ministry of national education in Algeria started to implement a series of reforms to this vital sector in response to:

- 1- The new changes happening in the world;
- 2- The recent trends in LTM;
- 3- The needs of the work market;
- 4- Technological development,

Globalization, the extended use of English as the language of technology and business and advance in research on didactics have all called for new methods and; therefore, new syllabuses to put into practice. In secondary schools, the syllabus of English as a foreign language witnessed radical changes at the thematic level as well as the methodological one. New goals behind teaching

¹ Van Lier, Leo. (1996). *Interaction in the Language Curriculum: awareness, autonomy, and authenticity*. England: Pearson Education.

and learning the English language were set and communication in classrooms became a necessity for facing the requirements of the work market. Thus, OE (which is the focus of our study) used with efficiency is highly valued and demanded. That is why the new syllabus of English for the first-years came under the Competency-Based Approach to Language Teaching (CBALT) and gives a great prominence to OE or speaking. Many activities with different instructions and themes were designed to achieve this skill qualitatively and quantitatively. So, the attempt is to show the characteristics of the syllabus of English and CBA to teaching and learning OE. Besides, for the sake of authenticity and credibility, this skill will be described under CBA according to the teacher's book and the learner's textbook. This is to determine whether these are sufficient to enable the achievement of intelligibility and comprehensibility under the light of learners' errors in OE. This will in turn help us offer valuable and realistic pedagogical suggestions.

2.1. Oral Expression Instruction in the National Syllabus of English:

Language is primarily a spoken form because in history oral preceded any system of writing. Dialog is considered as the natural form of this oral language. Thus, it is integrated as a skill in syllabuses and became necessary to be taught and learned with pre-set objectives and final outcomes. The learners must know this oral form to be able to use it later in communicative settings. So, what is this skill and what are its components?

2.1.1. Oral Expression, Nature and Constituents:

OE is also called 'oral production' or 'speaking', and the term 'oral' in dictionaries denotes the spoken form of language (Richards and Schmidt, 2002, p376)¹. Basing on the definition above, oral language includes the expressive speaking aspect of language. That is why both terms 'oral

¹ Richards, Jack. C. and Richard Schmidt. *Longman Dictionary of Language Teaching and Applied Linguistics*. 3rd ed. England: Longman House. 2002.

expression' and 'speaking' are used interchangeably. Yet, according to Myers and Cassel (n.d., p14)¹, OE is “the ability to convey wants, needs, thoughts, and ideas meaningfully using appropriate syntactic, pragmatic, semantic, and phonological language structures” (for more details on the terms, see 1.4.1). However, it should be clear that reading aloud is never an OE. In addition, when knowledge and experience with language expand, literacy in OE develops and becomes more complex and academic.

In the light of the definitions above, this skill represents the oral-aural form of language knowledge in its different aspects. It develops with knowledge expansion and language experience. As far as its constituents are concerned, Myers and Cassel (ibid., p15) list various oral tasks that speakers perform in the classroom. These are:

- 1- Telling or retelling stories, answering questions over them and reading them to show comprehension;
- 2- Predicting or making inferences;
- 3- Expressing opinions;
- 4- Telling the main idea of a story in sequence (beginning, middle, end);
- 5- Summarizing what has been read;
- 6- Questioning after they read;
- 7- Clarifying after they read;
- 8- Revisiting predictions after they read,

These constituents may vary from one syllabus to another, according what syllabus designers, inspectors or teachers have set as goals. According to an excerpt “ELA Across the Grades” in Wayne County RtI/ LD Committee

¹ Myers, Candy and Tami Cassel. Oral Expression and Listening Comprehension as Areas of SLD. Exceptional Student Service Unit. Colorado Department of Education. (n.y.)
<http://www.cde.state.co.us/sites/default/files/documents/cdesped/download/pdf/sld_oe- lc_powerpoint.pdf> 23.10.2012.

(2007, p04)¹, OE is for sure acquired by learners with time and it is taught using various approaches and methods. This is to enable learners explore and use language to communicate. This communication includes:

- 1- Speaking confidently and coherently;
- 2- Engaging in class discussions;
- 3- Expressing their feelings and viewpoints effectively;
- 4- Demonstrating presentations,

The non-linguistic ways of expression such as gestures, facial expressions, colorful language and humor are recognized to be an integral part. According to the same source (idem), the social and cultural background of the audience, to whom speakers address their speech, is also a relevant point because differences exist and they should be taken into account and respected. Usó-Juan and Martínez-Flor (2008, pp157-58)² consider that successful use of spoken language is due to CC in its framework. For them, the role of the language learned over time is to develop this whole construct. However, speaking is not an easy task as it may appear. Celce-Murcia and Olshtain (2005) in (ibid., p158) point out to this challenging reality because it involves complex processes of meaning construction. Usó-Juan and Martínez-Flor (ibid., 159-60) describe this complexity as a set of components which are:

- 1- Decisions on how, why and when to communicate;
- 2- Awareness of the social and cultural context in the classroom;
- 3- Dynamic interrelation between interlocutors;
- 4- Producing and processing language during the time required,

¹ Wayne County RtI/ LD Committee. (2007). *Examples of Curriculum-Based Measurement Probes: Field Guide to RtI*.
<<http://www.searchya.com/?q=examples+of+curriculumbased+measurement+probes.pdf>> 11.01.2011.

² Usó-Juan, Esther and Martínez-Flor, Alicia. “*Teaching intercultural Communicative Competence through the Four Skills*”. *Revista Alicantina de Estudios Ingleses* 21 (2008): 157-170.
< http://rua.ua.es/dspace/bitstream/10045/10400/1/RAEI_21_09.pdf > 08.06.2011.

To sum up, due to the challenge that this skill represents and its intricate nature, many reasons have led teachers to neglect it. Furthermore, the heavy syllabuses which are time and effort consuming and the exclusion of this skill from official tests and exams as in the Algerian case have resulted some avoidance. Other than that, there is a tremendous focus on the teaching and learning of OE in today's syllabus.

2.1.2. Instruction of Oral Expression in the New Syllabus:

The teachers' pedagogical practices are often based on syllabuses. A syllabus is also referred to as a program or a curriculum in the online Oxford dictionary¹. According to this source, it is a set of subjects in a course of study or teaching. Richards and Schmidt (2002, p532)² say that syllabuses are built on instructions and skills in addition to different criteria that are thematic, grammatical, vocabulary, communicative and semantic. In this respect, instructions are plans and organizations that design lessons and teaching (ibid., p261). The newly designed syllabus of English for first-years is translated in a textbook named 'At the Crossroads' (Riche et al, 2008-2009)³. A careful examination of the latter with its instructions led to the following description. At the methodological level, the book provides a ground to teaching and learning English with the CBALT as in the middle school. At the thematic level, it is a revision and a consolidation of what has been studied during four years in this school. The textbook is composed of five units on five themes with project workshops at the end of each unit. The OES in this textbook is called 'It's Your Turn'. It is included in the first sequence named 'Listening and Speaking'. It is preceded by both 'Listening' and 'Say it Clear' rubric. According to Riche et al. (idem, p08), 'It's Your Turn' aims

¹ <<http://www.oxforddictionaries.com/definition/english/syllabus>> 15.06.2014.

² Richards, Jack. C. and Richard Schmidt. *Longman Dictionary of Language Teaching and Applied Linguistics*. 3rd ed. England: Longman House. 2002.

³ Riche et al. *At the Crossroads*. Secondary Education, Year One. Revised ed. ONPS. 2008-2009.

at encouraging learners “communicate with proper pronunciation, stress and intonation and practice language forms **before producing a reasonable stretch of oral . . . discourse** (*sic*)”. To attain this goal, some preparative tasks should precede for:

- catering the learners with the right vocabulary, pronunciation and language forms;
- preparing in advance and in writing what to say;
- correcting possible mistakes before speaking aloud or engaging in conversation,

Riche et al. (*idem*) have gone further in this textbook to reach the social side of speaking through ‘Developing Skills’ rubric. They describe it as a sequence concerned with building OE with more performance. Its purpose is to reinvest the basic skills with attitudinal patterns in problem-solving situations like telephoning, conducting a meeting, making a group presentation or carrying out surveys. Thus, the aim behind ‘At the Crossroads’ is two-fold. It provides social situations in which learners interact spontaneously in a give-and-take with teachers and classmates throughout sequences not strictly in the ‘It’s Your Turn’ rubric.

According to the examination of this textbook, all the five units follow the same pattern explained above. Although there is an emphasis on the notion of skills throughout it (listening, speaking, reading and writing), communication is at the basis of all of them. Here lies the importance given to OE as a skill. Through a variety of topics and activities, first-year learners should learn speaking to:

- express their opinion;
- express agreement and disagreement;
- describe a place, a famous person and regular activities;
- express preferences, likes and dislikes;

- locate a place, ask for and give directions;
- express condition, cause and result,

For illustration sake, the building of speaking in the textbook of English is summarized in the following diagram:

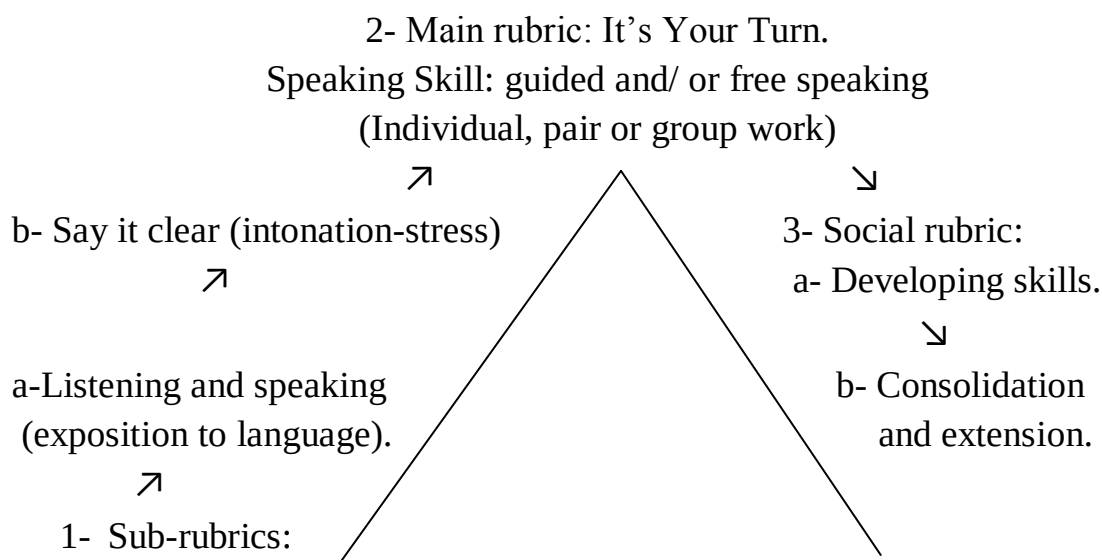


Figure 03: The Building of the Speaking Skill in “At the Crossroads”.

In the light of the previous description and after a personal experience with teaching, it has become obvious that the twenty hours of time allocated to each unit including four sequences, grammar points, project workshops and assessment remains insufficient and do not serve OE regarding many facts. These are:

- 1- The foreign and complex nature of spoken English;
- 2- The learners’ deficiency during learning and then speaking;
- 3- The time consumed to enable other skills,

What is more important now is how this skill is taught. Our endeavor in the next part is to offer the answer.

2.2. The Competency-Based Approach to Teaching Oral Expression:

The official syllabus of the English language for FYSSL is put to meet the needs of the educational sector to reform and modernize itself. This is in accordance to the new objectives which, according to educationists, produce

good citizens who contribute to the development of their country. As far as the approach to teaching it, the trend is towards CBALT which is deeply rooted to socio-constructivist views of learning (see 1.2.3.). Didactically speaking, Miliani (n.d., p01)¹ illustrates the need for a leap from learning and teaching writing towards another facet of which is oral. Miliani (ibid., p02), in his résumé of an evaluative research on CBALT in the Algerian secondary schools after reforms, offers an operational definition. After an examination of the textbooks, he says that the approach consists of a capacity of the learner at bringing together the necessary learning resources in order to solve a problem situation related to the achievement of a task or activity, in a definite time and in a given learning context.

According to Riche et al (2006, pp11-13)², (authors of the textbook), CBA in 'At the Crossroads' aims at reaching four main goals which in turn will be realized as behaviors in learners. These are:

- 1- Orienting the learner's acquisition towards competency or 'know-how' so that he becomes an effective proficient language user not only in the classroom but also in real-life situations;
- 2- Using a problem-solving approach to make the learner think and learn effectively and lastingly by thinking how to surmount obstacles. (A problem-solving approach emphasizes the use of internal mental processes involved in solving problems. Those processes involve thinking, cerebration, thought, mentation and intellection³);
- 3- Encouraging social interaction through a creative use of the newly-constructed knowledge with the other learners;

¹ Miliani, M. (n.d.). "Enseignement à travers les Méthodes dans les Programmes de la Réforme (Cas de la Langue Anglaise)".

<http://www.inre-dz.org/documents/article_miliani.pdf> 15.06.2014.

² Riche et al. *At the Crossroads*. Secondary Education: Year One/ English. Teacher's Book. NASP. 2006.

³ <www.thefreedictionary.com/problem+solving> 04.11.2012.

- 4- Developing the learner's cognitive, affective and psychomotor skills, i.e., broaden his knowledge, develop positive attitudes, values and emotion in him and realize bodily behaviors,

For Riche et al (idem) CBALT is indebted to Bloom's taxonomy of objectives that form a hierarchy from cognitive, affective to psychomotor. Four cognitive skills are at the heart of CBA. They are:

- 1- Mobilization of knowledge and skills, and their gradual integration at higher levels of evaluation;
- 2- Their application to new learning situations;
- 3- The generation of new knowledge and skills;
- 4- The evaluation of the process and product of thinking,

The affective domain in CBA is revealed in the project workshop. The latter develops, together with the psychomotor domain, the affective domain of the competency. In this final phase, the learner mobilizes and integrates the primary skills and the social skills with the corresponding functions, strategies and forms. This leads him to autonomy, creativity, initiative and responsibility. In general, CBALT focuses on two things: the notion of skills that are primary and social, and the notion of transfer of skills from teacher to learner. Primary skills like OE come first, and then social skills such as everyday-life use follow to accomplish the first. Transfer of skills is the aim of the entire syllabus. That is why it is planned in sequences to be realized in sessions during the school year.

In the light of earlier discussion, an important question suggests itself: what about OES under CBA? It is taken as granted that one learns a language to be able to communicate in it and when he communicates in it. It is clear that this approach emphasizes speaking, discussion and communication through the acquisition of primary skills like OE gradually. First, the learner is equipped in listening tasks with the right vocabulary, expressions,

pronunciation and some grammatical notions. Then in phonology, he practices intonation and stress of important vocabulary and expressions met before in listening. After, he brainstorms what to say through planning tasks of building sentences, re-ordering them and then making a personal contribution on what to say in those sentences. In the end, he reaches the ultimate rubric of OE individually, in pairs or in groups. Then, taking social steps in the ‘Developing Skills’ rubric follows.

In addition, OE is not restricted in its skill. It is emphasized in all the sequences through discussion and interaction with different topics. The integration of the project will come to make the attainment of objectives visible the day of the presentation at class. It is a public step in which the learner shows his language knowledge through oral language experience. As a result, comprehensible and intelligible OE should emerge. But are decisions to design new syllabuses to be taught with fashionable approaches sufficient to bring about comprehensibility and intelligibility in OE? What about time dedicated to it? What about its absence from official exams? What about mistakes and errors that speakers of English as a foreign language make every time? Thus, the next part tackles these issues with more details.

2.3. The Non-sufficiency of the Syllabus of English to Achieve Comprehensibility and Intelligibility:

Today, there is a worry that preoccupies secondary school educationists, inspectors and teachers in enabling (not to say teaching) OE and CC to learners so that they attain the objectives behind learning a language and get prepared for the professional life. This worry is fed by the non-sufficiency of the syllabus of English alone to bring about what Van Lier (1996, p89)¹ calls a learning view that a language is “a living thing which shapes our existence

¹ Van Lier, Leo. (1996). *Interaction in the Language Curriculum: awareness, autonomy, and authenticity*. England: Pearson Education.

and which we use to make sense of our world and our work”. He supports the idea that syllabuses alone are not satisfactory tools that ensure learning because “all of [the textbooks] take ‘the transmission- of- knowledge’ as perspective and are therefore insufficient as syllabuses for groups of teachers”. (idem).

A consideration of the above claims leads to say that despite the thematic and methodological reforms, teachers have big roles and must ensure two things in order to meet the goals of those reforms and; therefore, modernize their teaching. They are:

- treating OE as the other skills and not underestimating it;
- making efforts to achieve OE with comprehensibility and intelligibility criteria;
- exploiting technology and the availability of educational sites with authentic models in English language,

Furthermore, an analysis of Van Lier’s claims raises two issues. First, the issue of language as a product transmitted to an audience is supported by syllabuses that teachers inspire from. This encourages the idea of transmission of knowledge only and leads to a neglect of reception and production as in OE. Second, regarding this fact, syllabuses alone are unsatisfactory factors of comprehensibility and intelligibility. Thus, more additional efforts have to be made by teachers and more consideration should be given to this valuable skill to reach such qualities.

But what is going on in classrooms during OE classes? Educationists and teachers in Algeria (and in many other countries) find it challenging to assess a learner’s OE at class. Many tests in foreign languages still do not attempt to tap into communicative abilities. Unlike written assignments that a teacher can interact with, come back to, and respond to after, OE is intangible and fleeting. Thus, the absence of exams which officially measure it makes

teachers and learners perceive it as an ‘add on’ to their work. They also have little motivation to go beyond grammar rules, reading and writing skills. Teachers and learners will focus on the concrete that will be measured in official examinations. As a result, no time and extra efforts are dedicated to this skill and what relates to it. Talking about time leads us to talk about another fact related to it. Learners who lack the language competency, the operative communication strategies or those non-risk-takers need more time and effort than their classmates to understand and grasp the necessary skills that they will need to react verbally in OE. So, within these limitations teachers will not sacrifice any effort for a skill that is absent in exams. They will give precedence to reading, grammar and writing.

In this respect, Miliani (n.d., p01)¹ calls for a balance between pedagogy and didactics, between theory of language learning (CBALT) and official syllabuses, and between instruction and textbooks.

To conclude this part, it seems necessary that syllabus designers take into consideration the issues of time and official evaluation of OE. This is to motivate teachers in getting students demonstrate meaningful correct language use and reach comprehensibility and intelligibility. OE is a means and an end in learning a language as Wayne County RtI/ LD Committee (2007, p05)² proves:

“Oral language provides a means to observe [learners] as they learn to construct conceptual meanings though words. [Learners] who are developing language appropriately will demonstrate an increasingly

¹ Miliani, M. (n.d.). "Enseignement à travers les Méthodes dans les Programmes de la Réforme (Cas de la Langue Anglaise)".
<http://www.inre-dz.org/documents/article_miliani.pdf> 15.06.2014.

² Wayne County RtI/ LD Committee. (2007). *Examples of Curriculum-Based Measurement Probes: Field Guide to RtI*.
<<http://www.searchya.com/?q=examples+of+curriculumbased+measurement+probes.pdf>> 11.01.2011.

complex use of words in explanations. Comprehension as shown through the production of structural relationships of words in spoken language will provide indicators of the [learner's] knowledge about meaning and communicating.”

This factual situation leads to talk about how comprehensibility and intelligibility suffer especially when distorted speech occurs. Thus, the forthcoming part explores the effects of speech errors on the quality of OE?

2.4. The Communicative Effect of Incomprehensibility and Unintelligibility in Oral Expression:

In spite of the presence of OE in the textbook of English and the intent to teach it as a skill, speaking remains the most challenging phenomenon for its complex nature and multi-dimensionality. This fact is translated in the frequent occurrence of errors. These naturally characterize speech at class and they are endless and varied. They can be due to a deficiency at different levels, and in speech exchanges they lead to unintelligibility and incomprehensibility. Internal levels include language incompetency at any stage or personality factors and feelings. External levels comprise the educational context like the atmosphere, time limitations, the instruction, the syllabus and the like. However, these reasons can sometimes interconnect and it is difficult to determine which factor is responsible for the presence of errors. What is important now is their effect on comprehensibility and intelligibility.

Speech errors are defined by Richards et al (1993, pp344-45)¹ as “faults made by speakers during the production of sounds, words and sentences”. They classify them according to:

- 1- Vocabulary (lexical) errors;

¹ Richards, Jack. C., John Platt and Heidi Platt. *Longman Dictionary of Language Teaching and Applied Linguistics*. New Edition. Third Impression. England: Longman House. 1993.

- 2- Pronunciation (phonological) errors;
- 3- Grammar (syntactic) errors;
- 4- Misunderstanding of a speaker's intention or meaning (interpretive error);
- 5- Production of the wrong communicative effect ; for example, the faulty use of the speech act or one of the rules of speaking (pragmatic errors),

For Littlewood (1996, pp30-31)¹, errors do not always concern the underlying systems of rules or competence. There are performance errors which result from superficial influences like slips of the tongue or abandoning a sentence. Some others include shifts of attention and interest or hesitations. Whether they are competence errors or performance ones, they do not go without effects. Littlewood's (ibid., pp87-89) studies indicate how the communicative effect of errors are significant on comprehensibility and intelligibility especially for the listener. The results he obtained are:

- 1- Too much errors reduce intelligibility of speech;
- 2- The effect on intelligibility and comprehensibility depends on how much the linguistic and non-linguistic context help the listener understand meaning. Any incompetency in both interlocutors will lead to misunderstanding and misinterpretation;
- 3- Pronunciation errors have the least effect on intelligibility unless they are serious and vocabulary errors distort intelligibility more than grammatical errors;
- 4- In grammar, intelligibility suffers mostly from 'global' errors rather than from 'local' ones. Global errors have an effect on the overall organization of a sentence (for instance, wrong word order) while local

¹ Littlewood, WT. (1996). *Foreign and Second Language Learning*. 1984. Great Britain: CUP press. 12th printing.

errors have a little change (for example, wrong use of articles a, an or the);

- 5- The frequent use of communication strategies to cope with expression problems makes the listener understand that the speaker has communicative problems and is difficult to understand;
- 6- Hesitations, false starts and self-correction affect speech fluency. They make cuts in the message and make it difficult to understand;
- 7- Errors in verb phrases (wrong tense) provoke negative reactions in the listener compared to errors in noun phrases (wrong article);
- 8- It is the quantity of irritation caused by repetitive errors which affects the listener's intelligibility and comprehensibility, not the seriousness of errors,

Littlewood (idem) insists on the variation of individual learners. Therefore, more competent listeners are likely to be more critical to errors than less competent ones. Also, how listeners perceive the speakers' personality and status tend to affect their reaction about the speakers' speech. However, studies on the communicative effect emphasize the primacy of intelligibility over formal accuracy.

An analysis of Littlewood's view leads to understand that the communicative effect of speech errors varies considerably according to the degree of error, its type and frequency, the listener's proficiency in interpreting, context or type of subject of discussion. It is worth noting that certain errors have a more negative effect on clarity of speech than others. Thus, effects depend on the speakers' and listeners' factors, and relativity of comprehensibility and intelligibility should be considered in this case. In short, errors make intelligibility and comprehensibility suffer. Yet, researches always proved that they are a normal part in the inter-language of speakers and lead to the mastery of this foreign language if corrected. So, it remains an

idealistic idea if teachers want an ‘error-free’ speech because even adults make errors in their native language. One should not forget that the behavioristic views of learning through trial-and-error processes were in some cases right. However, we should always attempt to correct, evaluate and achieve.

Conclusion of Chapter Two:

To conclude this chapter, OE is an omnipresent skill in the new syllabus of English for FYSSL. CBA makes it more valuable and necessary as communicating at school is needed to meet the requirements of business world; and obtaining open-minded persons meets the demands of civil societies as whole. But what is realistic and evident is that:

- a- It is time consuming and thus it requires more time;
- b- It requires official evaluation and good teachers’ training;
- c- It necessitates use of material and technology;
- d- It needs patience and will on the part of teachers and learners;
- e- It shows the level of proficiency and demonstrates language knowledge,

For the sake of reaching educational and professional goals when dealing with this skill, it is highly recommended that speakers demonstrate two speech criteria: comprehensibility and intelligibility. Their importance is confirmed again when errors occur and affect speech negatively. Syllabus designers are invited to take into consideration these facts because the success of learning is dependent on dealing with its preoccupations and touching all the facets of language that are comprehension and also production. Teachers on their part will move to higher levels to search quality in both facets and tackle the factors of comprehensibility and intelligibility. After providing an educational framework in the present chapter, a practical part will come next. Our field work has to do with how our research is methodologically designed and how

scientific evidence as for what factors lead to comprehensibility and intelligibility in OE is brought.

Chapter Three : Field work.

Introduction:

In this chapter, a related practical work is carried out as for what factors lead FYSSL to be comprehensible and intelligible in the OES. For this aim, you will find how the present research is organized, who the participants are, what research instruments are used, what piloting results, which material is used to collect data and finally how the results obtained are analyzed, schematized and explained.

3.1. Research Design and Methodology:

Research work should be evidence-based through a practical field that is guided by a theoretical framework. Therefore, the former should attempt to explain and support the latter through experience or even revise it. In the present practical part, a case study is implemented and the work proceeds as follows: design of the research, selection of the participants, the use of methodological tools to treat the corpus of data, the triangulation of the research instruments, piloting and the analysis and discussion of the results.

3.1.1. Research design:

Research design is how research is planned. It includes the selection of participants, preparation of instruments and collection of data (Damnet, 2008, p78)¹. In order to reach the goals set for this case study, working is planned in one session of many hours (between four and five). The first step is devoted to piloting with a pre-reading of the questionnaire and its explanation. The second step is devoted to filling in the questionnaires. The third step is devoted to the realization of OE tasks and the fulfillment of class observation with an evaluation of the participants' performance. The last step is dedicated to the interview with the participants about what really makes them

¹ Damnet, Anamai. "Enhancing Acquisition of Intercultural Nonverbal Competence: Thai English as a foreign Language Learners and the use of Contemporary English Language Films". Ph.D dissertation, School of Communication and the Arts of Victoria University at Australia, 2008.
<vuir.vu.edu.au/2023/1/damnet.pdf> 10.06.2011.

comprehensible and intelligible. The results obtained in each instrument form the data of this case study. We decided that they are better analyzed in a descriptive, comparative and analytical way.

3.1.2. The participants:

The participants are thirty-six (36) FYSSL aged between fourteen and seventeen (14-17). Sixteen (16) of them are literary while twenty (20) are scientific and we worked with both separately for they belong to two different schools. The participants are organized to work individually and then in pairs (A and B) for the dialogs. Throughout this study they are named P1, P2, ...till P18 to mean pair one, two, etc The aim behind choosing first-years is their activity and motivation to speak English at class because it is a fashion on social network, and it is the language of their best films, songs and T.V. channels. But above all, their syllabus focuses much on oral activities, dialoging and role play. The choice of both streams is for the sake of data richness and objectivity.

3.1.3. Methodology:

The present research is a case study. According to the free online dictionary¹, it is detailed analysis of a person or group as a model of social phenomena. According to the online Oxford Dictionary², it is a process or record of research into the development of a particular person, group, or situation over a period of time. It is a particular instance of something used or analyzed in order to illustrate a thesis or principle. Its choice in this work aims at obtaining an analytical frame which enables the explanation and illumination of the hypotheses on the factors leading to comprehensibility and intelligibility in OE. The approach to deal with data is both quantitative and qualitative. It is quantitative because this study is based on highly structured

¹ The free online dictionary: <<http://www.thefreedictionary.com/Case+study+research>> 21.08.2013.

² The online Oxford dictionary: <<http://www.oxforddictionaries.com/definition/english/case-study>> 17.04.2014.

means of research and an application of statistical techniques to analyze data, describe and compare them to attribute causality in a deductive way (Ruth G. McRoy's web page¹). So, mathematical data from the questionnaires and the task allow testing the hypotheses and explaining what makes comprehensibility and intelligibility. However, a belief in the variability of results exists and thus they can be subject to verification. That is why the qualitative approach is followed for more evident results. It is based on non-statistical ways of investigation such as observation and interviewing. Data are dealt with inductively through detailed descriptions of the causal factors from the point of view of the participants themselves (*idem*).

All the data obtained are thus described, compared, tested and explained through two ways:

- 1- Compilation in tables and counting total numbers and percentages;
- 2- Gearing the results, interpreting them and then drawing conclusions,

3.2. Research Instruments:

In order to bring light on the causal factors of comprehensibility and intelligibility in OE, a systematic triangulation of instruments is applied and it forms the bases of our data: questioning the participants, observing their performance and interviewing them. The results are the principles upon which the hypotheses and the theoretical framework are validated and supported or rejected and revised. Thus, attribution of causality follows according to this principle. Now, each instrument will be investigated with its implementation.

3.2.1. The Questionnaire:

In the present work, the first instrument handed out is the questionnaire. It is administered before the task to sustain our hypotheses with evidence on what makes them comprehensible and intelligible in the OES. It comprises two parts. Part one is for personal information and part two is for the

¹ Ruth G. McRoy. Qualitative Research.
<http://www2.uncp.edu/home/marson/qualitative_research.html> 25/12/2014.

questions. There are seventeen (17) questions which the participants should answer by ticking, choosing, ordering by writing numbers or explaining a case. All the participants are concerned because they change roles to speak in dialogs. Fortunately, they all filled in and handed it back. Its aim is:

- to assess beforehand their thinking on what makes speech intelligibility and comprehensibility;
- to compare it with our class observation and the interview;
- to get precise data for analysis and to draw confirmed conclusions,

The technical terms are explained to the participants avoiding thus any biases.

3.2.2. Class Observation:

As mentioned earlier, the step after the questionnaire is class observation. It is performed to get as illustrative and explanatory evidence as possible. It is structured according to the hypotheses and it is task-grounded. The task is an oral pair work in which the learners act out dialogs on suggested topics or on others of their choice. All the pairs are observed. Observation aims at reaching the following goals:

- observing all speakers with reference to the suggested hypotheses and according to what the speakers show in OE;
- proving results with objective means and subjective observation;
- comparing those data with others;
- sustaining hypotheses as precisely as possible to confirm what really makes speakers intelligible and comprehensible in OE;
- rejecting and revising some other hypotheses,

Therefore, two tables are designed. The first is for the linguistic and non-linguistic knowledge factors. The second is for the verbal, non-verbal strategies and personality. The use of two tables is due to the insufficiency of space to draw one complete chart. Results are reported by ticking in the right columns and/or by writing precise notes. Mistakes or other communication problems are mentioned to focus more on factors of comprehensibility and

intelligibility. This is according to what speakers relied on in their speech. A chart for evaluation is put and stars representing grades are given from ‘not really comprehensible and intelligible’ to ‘fairly so’. The dialogs that are evaluated as being successful help in finding out the factors of comprehensibility and intelligibility. The ones evaluated as being distorted help in finding out what makes incomprehensibility and unintelligibility. As for the role of socio-cultural factors, these are left for the interview phase because attitudes are better known when speakers express them by themselves.

3.2.3. The interview:

Interviewing is the third step towards bringing evidence on what makes speakers comprehensible and intelligible in OE. It is structured and it contains twelve (12) precise questions. The same subjects who filled in the questionnaires and performed the dialogs are interviewed for sustaining the findings in the previous instruments. In general, the interview answers the following questions:

- what are the exact linguistic and non-linguistic knowledge factors that lead to speech comprehensibility and intelligibility?
- what are the exact verbal and non-verbal strategies that serve the same purpose?
- which personality factors are notable in achieving both criteria among the pairs?
- do attitudes towards the English language, its people and culture lead to achieve both criteria?

Yet, focus is on the last two points for they cannot be easily observed.

3.3. Piloting and Material Used:

Pilot studies are necessary in research. Piloting means testing the validity, reliability and feasibility of the research instruments. It includes comprehension of questionnaires, factor analysis and other points relevant to

the aim of research (Damnet, 2008, pp103-04)¹. Thus, piloting targets two areas:

- 1- The verification of the semantic explicitness of the technical words used in all research instruments;
- 2- The explanation of how implementation proceeds in steps as explained previously (see 3.1.1.),

Before the implementation of the research instruments, a piloting phase is done with the participants of this case study. It consists of handing out the questionnaire and a pre-reading of it to test its comprehension. This revealed a necessity to translate and explain the difficult technical words on the whiteboard. It also unveiled a need for an oral reformulation of some questions or sentences just for the sake of clarity. It is worth noting that those difficult words are the same in all the other instruments which facilitated the work. Quickly after piloting, implementation starts. The participants fill in the given questionnaire forms which are collected on the spot. Later, the whiteboard is used to write the instruction of the oral task. Then, a class observation of this performance is done using charts specified for ticking and note-taking. Another table is added for evaluating. In the end, the interview comes and the material used to collect data is hand-writing. It seems a good means because it cannot miss any detail. Recording is not used due to fear of unexpected technical problems like bad sound quality or insufficient space in memory cards to record all the speakers.

3.4. Result Analysis and Discussion:

In this part, the results of the triangulation approach are put under analysis and discussion. The data obtained from each research instrument are collected

¹ Damnet, Anamai. "Enhancing Acquisition of Intercultural Nonverbal Competence: Thai English as a foreign Language Learners and the use of Contemporary English Language Films". Ph.D dissertation, School of Communication and the Arts of Victoria University at Australia, 2008.
<vuir.vu.edu.au/2023/1/damnet.pdf> 10.06.2011.

and geared in tables with numbers and percentages. Then, these are represented graphically in pie charts and bar graphs for their readability. Discussion follows in which results are described, compared and analyzed. In the end, interpretations and conclusions are drawn. Thus, the results of the questionnaire come first. Then, those of class observation come next. Those of the structured interview come in the end. General conclusions on all the research instruments follow to confirm the hypotheses, refute or revise them.

3.4.1. Results of the Questionnaire:

The questionnaire is meant to recognize what the participants think about the factors of comprehensibility and intelligibility in OE. It is divided into two main parts. Part one is devoted to personal information whereas part two is devoted to the questions. The latter is in turn sub-divided into four parts in relation to our research hypotheses.

Part one: Personal information.

1- Sex: Male: - Female:

Sex	N°	%
Male	13	36.11
Female	23	63.88
Total	36	100

Table 01: Participants' Sex.

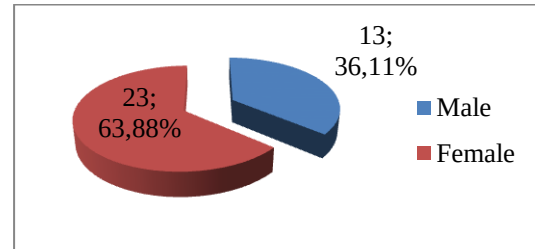


Figure 04: Participants' Sex.

2- Age:

Age	N°	%
14	02	05.55
15	15	41.66
16	11	30.55
17	08	22.22
Total	36	100

Table 02: Participants' Age.

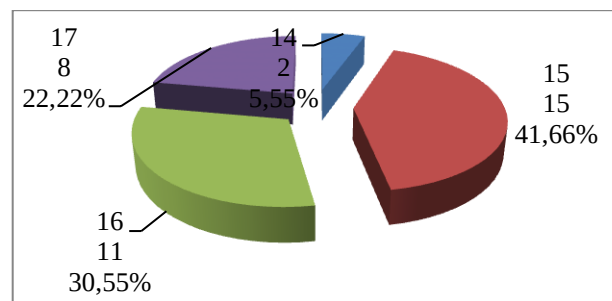


Figure 05: Participants' Age.

3- Level:

Level:

Level	N°	%
First-year	36	100
Total	36	100

Table 03: Participants' Level.

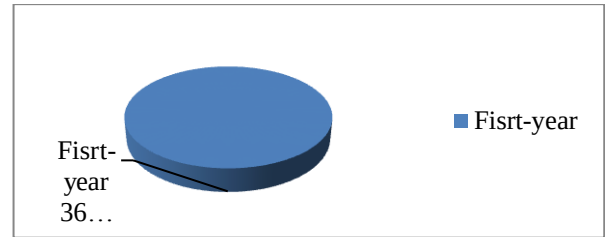


Figure 06: Participants' Level.

4- Streams:

Literary: ... - Scientific: ...

Streams	N°	%
Literary	16	44.44
Scientific	20	44.55
Total	36	100

Table 04: Participants' Streams.

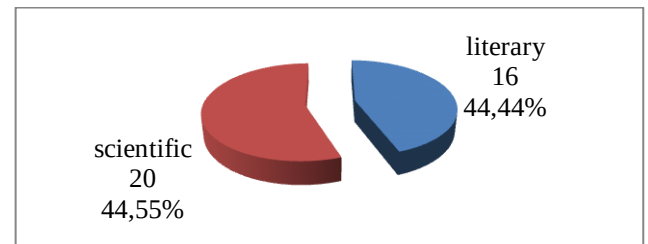


Figure 07: Participants' Streams.

Discussion: As the table reveals, the participants are FYSSL aged between 14 and 17. 05.55 % of them are 14 years old, 41.66% are 15, 30.55% are 16 and 22.22 % are 17. As far as their gender is concerned, 36.11 % are boys while 63.88 % are girls. For their streams, 44.44 % are literary while 44.55 % are scientific.

Part two: The questions.

1- The role of the linguistic knowledge: From Q01 to Q05.

Q1: Oral expression is the outward realization of the linguistic knowledge:

Yes: - No:

Answer	N°	%
Yes	36	100
No	00	00
Total	36	100

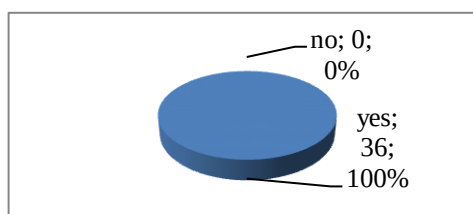


Table 05: OE as an Outward Form of the Linguistic Knowledge.

Figure 08: OE as an Outward Form of the Linguistic Knowledge.

Discussion: As the findings show, 100% of the participants think that OE is an external obvious form of the linguistic knowledge only.

Q2: In your view, when speaking learners should:

a- give information b- be comprehensible and intelligible c- both

Answer	N°	%
A	01	02.77
B	02	05.55
C	33	91.66
Total	36	100

Table 06: The Importance of Speech Comprehensibility and Intelligibility in Oral Expression.

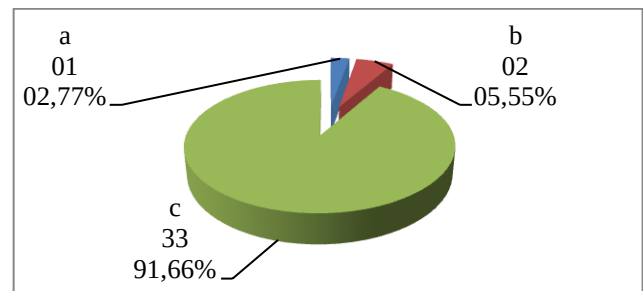


Figure 09: The Importance of Speech Comprehensibility and Intelligibility in Oral Expression.

Discussion: The table reveals that the majority of participants (91.66 %) believe that, in OE, they should both give information and be comprehensible and intelligible. Only 05.55% think they should be comprehensible and intelligible whereas 02.77% suppose they should give information.

Q3: Is it always easy to speak English at class?

Yes: - No: - Any other: Explain:

Answer	N°	%
Yes	02	05.55
No	27	75.00
Any other	07	19.44
Total	36	100

Table 07: Difficulty to Speak English at Class.

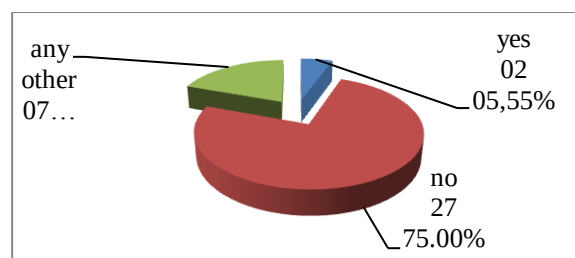


Figure 10: Difficulty to Speak English at Class.

Explanation: The participants' explanation comes as follows:

a. For those who say yes: they like speaking.

- b. For those who say no: they don't have the right vocabulary. They are afraid of committing mistakes, misusing words or saying wrong sentences. They don't master the linguistic knowledge. Oral language is difficult especially speaking in front of others. They don't know what to say.
- c. For the others: they are afraid of committing mistakes and delivering non-understandable messages. They are not well cultivated. They have difficulty in understanding and thus in speaking. They cannot find the right explanation.

Discussion: As the table visualizes, a big portion of participants (75.00%) admits that speaking at class is not easy. For them, this difficulty is due to a deficiency in the linguistic knowledge and to personality factors. These are exemplified in the lack of the right vocabulary, fear from mistakes or misuse of certain expressions. Only 05.55% of them do not have problems with speaking because they like it. 19.44% of participants find it both easy and difficult. But their explanations reveal difficulty since they say they are afraid of mistakes, delivering non-understandable messages or keeping silent. They add that they are not well cultivated and they feel uneasiness in front of their mates and teachers.

Q4: So, what makes your speech comprehensible and intelligible?

a- The linguistic knowledge b- The non-linguistic knowledge c- Both

Answer	N°	%
A	08	22.22
B	03	08.33
C	25	69.44
Total	36	100

Table 08: The Importance of the Linguistic and Non-linguistic Knowledge in Speech Comprehensibility and Intelligibility.

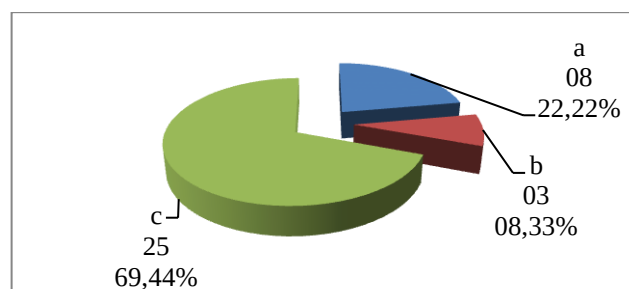


Figure 11: The Importance of the Linguistic and Non-linguistic Knowledge in Speech Comprehensibility and Intelligibility.

Discussion: According to the indications of the table above, the majority of participants (69.44%) think that both the linguistic and non-linguistic knowledge are important criteria for the comprehensibility and intelligibility of their OE. 22.22 % of them think that it is the linguistic knowledge while only 08.33 % suppose it is the non-linguistic knowledge.

Q5: Classify the aspects of the linguistic knowledge according to their importance in making speech comprehensibility and intelligibility. Use numbers 0 - 7.

a- phonology b- phonetics c- morphology d- syntax
e- semantics f- pragmatics g- style and register

Classifications	Matching Groups	Numbers								Nº	%
		0	1	2	3	4	5	6	7		
	A.Total Matches	/	f	g	c	a	b	d	e	02	05.55
	B.One mismatch A	a-b-d	g	/	/	/	/	/	c-e-f	02	05.55
		a-b-d	/	/	g	/	/	/	c-e-f		
	C. One mismatch B	a	g	c	/	b	e	d	f	02	05.55
		a	g	/	c	b	e	d	f		
	D. Total mismatches	Totally different classifications								30	83.33
Total	04 different classifications								36	100	

Table 09: Classification of the Aspects of the Linguistic Knowledge according to their Importance in Making Speech Comprehensibility and Intelligibility.

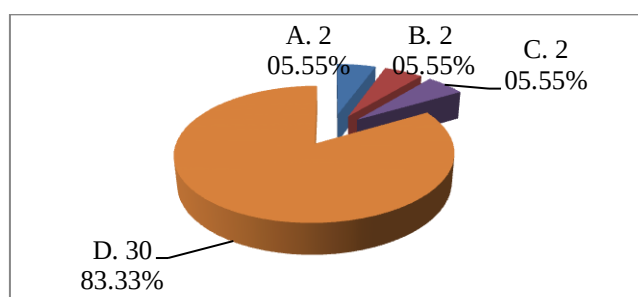


Figure 12: Classification of the Aspects of the Linguistic Knowledge according to their Importance in Making Speech Comprehensibility and Intelligibility.

Discussion: Number zero indicates not important at all while number seven signifies very important. The table above unveils four different classifications. Only 05.55% of the participants' classifications totally match. For them the first significant aspect is semantics, then syntax, and then phonetics, phonology, morphology, style and register and finally pragmatics. No aspect is classified in the zero column. This reveals that they think every aspect as important but at varying degrees. Also, two different classifications, A and B, mismatch only in one aspect with a percentage of 05.55%. Participants in A think the most significant aspects are only morphology, semantics and pragmatics. Phonology, phonetics and syntax are not important at all. This extreme view excludes other classifications and mismatch in style and register which they put in one and three columns. Participants in B have a more balanced view. They think phonology is of no use whereas pragmatics is the most important aspect. Syntax follows it and then semantics and phonetics come. Morphology is given number two by a participant and three by another. Style and register come after. The majority of the participants' classifications (83.33%) are total mismatches in which some aspects are not classified at all. This disparity in all the classifications illustrates that everyone thinks differently in matters of the important linguistic aspect that makes speech comprehensibility and intelligibility. This leads to conclude that differences exist because participants' deficiencies and requirements vary.

2- The Role of the Non-linguistic Knowledge: From Q06 to Q08.

Q6: Does the non-linguistic knowledge help you speak intelligibly and comprehensibly?

Yes:... - No:... - Explain:...

Answer	N°	%
Yes	31	86.11
No	05	13.88
Total	36	100

Table 10: The Helpfulness of the Non-linguistic Knowledge in the Comprehensibility and Intelligibility of OE.

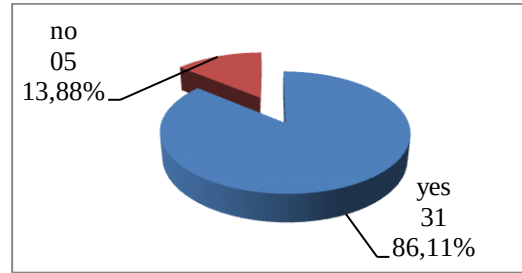


Figure 13: The Helpfulness of the Non- linguistic Knowledge in the Comprehensibility and Intelligibility of OE.

Explanation:

a. For those who say yes, its importance lies in:

- compensating for the lack of the right vocabulary;
- expressing the right meaning easily by hands, facial expressions and body language;
- completing meaning expressed linguistically,

b. For those who say no:

- some argue that they do not have a good linguistic knowledge;
- some others do not explain their case,

Discussion: Apparently, a big majority of 86.11% considers the non-linguistic knowledge as helpful in the comprehensibility and intelligibility of their OE for the reasons cited above in (a). This sustains Q4 (c). Only 13.88% consider the opposite because they claim it is only helpful when they have some linguistic knowledge. So, these five (05) participants will be excluded in the forthcoming question.

Q7: So, what non-linguistic knowledge do you find useful?

Put numbers 0 - 3 according to the importance of each.

a- gestures

b- facial expressions

c- body language

Classifications	Matching groups	Numbers				N°	%
		0	1	2	3		
	Total matches A	/	c	b	a	13	41.93
	Total matches B	/	b	a	c	04	12.90
	Total matches C	c	/	b	a	03	09.64
	Total matches D	/	a	b	c	03	09.64
	Total matches E	/	b	c	a	02	06.45
	Total matches F	/	a	c	b	02	06.45
	Total matches G	/	c	a	b	02	06.45
	Total mismatches	Totally different classifications				02	06.45
Total	08 different classifications					31(-5)	100

Table 11: Classification of the Aspects of the Non-linguistic Knowledge according to their Usefulness in Making Speech Comprehensibility and Intelligibility.

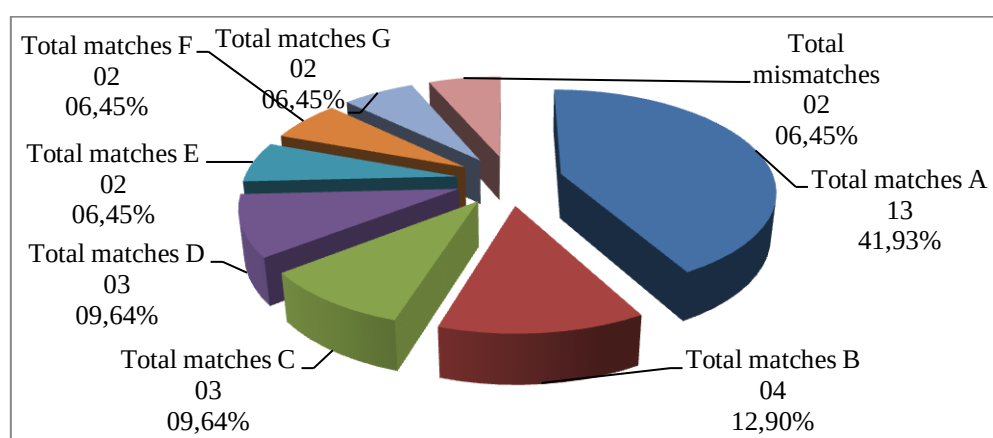


Figure 14: Classification of the Aspects of the Non-linguistic Knowledge according to their Usefulness in Making Speech Comprehensibility and Intelligibility.

Discussion: Number zero indicates not useful while number three indicates very useful. For the thirty-one who consider the non-linguistic aspect useful, eight different classifications are obtained: seven total matches divided into groups from A to G for their different classifications and one total mismatch.

For the total matches, the majority (41.93%) is in group A. They think the most useful aspect is gestures. Facial expressions are quite so. Then body language is a little bit so. No aspect is excluded. For group B (12.90%), body language seems the most important aspect, followed by gestures and then facial expressions at varying degrees. No aspect is excluded. For group C (09.64%), the most significant aspect is gestures followed by facial expressions. For them, body language is not significant at all. For group D (09.64%), the major aspect is body language followed by facial expressions and then gestures at varying degrees. No aspect is excluded. For group E (06.45%), the main aspect is gestures followed by body language and then facial expressions. No aspect is excluded. For group F (06.45%), the noteworthy aspect is facial expressions followed by body language and then gestures. No aspect is excluded also. For group G (06.45%), facial expressions are the most essential non-linguistic aspect. Then gestures come followed by body language. No aspect is unimportant. As far as the total mismatches are concerned, 06.45% of the participants' classifications are unlike. Therefore, the major agreement is in group A (41.93%) who consider gestures the most useful aspect. Facial expressions are quite so. Then body language is a little bit so. No aspect is excluded by them which entails the importance of all the aspects with different degrees.

3- The Role of Verbal Communication Strategies: From Q08 to Q11.

Q8: Suppose the listener has not understood your message because of a problem in your competence, what do you do to be understood?

Answer	N° of its repetition	%
A. Speak slowly	12	22.64
B. Switch the language into French or Arabic	11	20.75
C. Repeat	10	18.86
D. Give examples	09	16.98
E. Use gestures, facial expressions and synonyms	04	07.54
F. Write what I say	02	03.77
G. Exploit the non-linguistic knowledge	02	03.77
H. Paraphrase	02	03.77
I. Use the right style and register	01	01.88
Total answers: 09	Total repetitions: 53	100

Table 12: What Speakers Do to Be Understood.

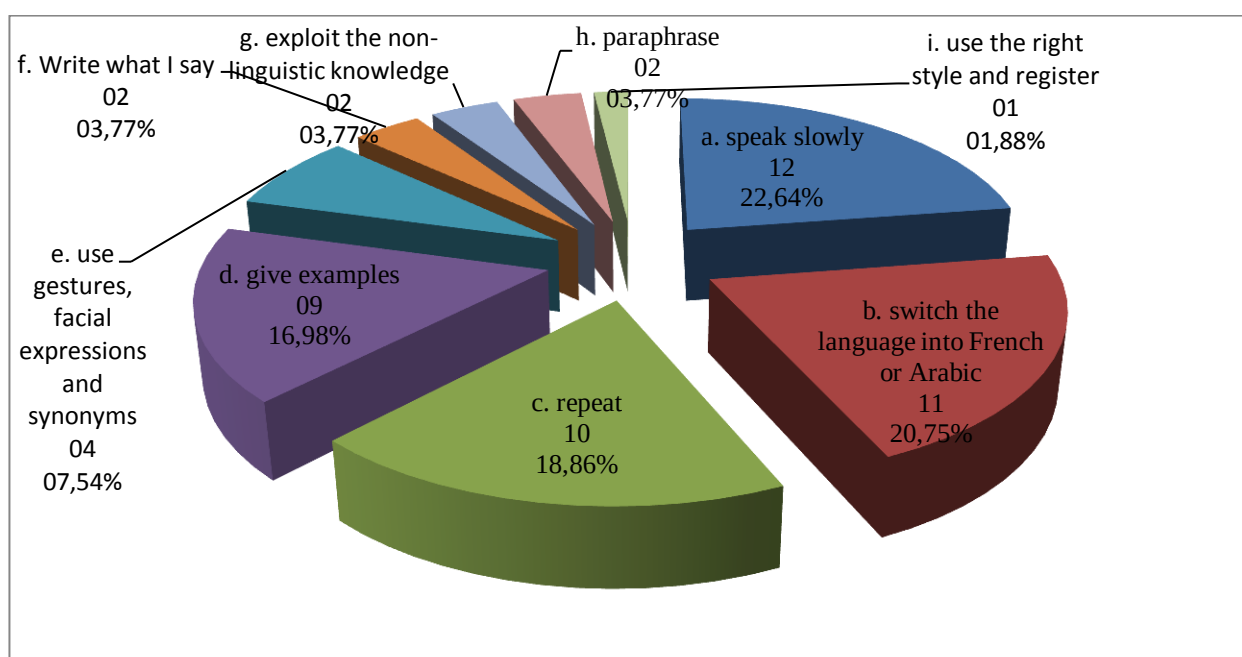


Figure 15: What Speakers Do to Be Understood.

Discussion: As the table above reads, the participants have given nine solutions that go hand in hand with the linguistic knowledge towards the understandability of their OE. In fact, these are strategies and each one has suggested many. That is why we count how many times the strategy is chosen. Thus, a majority of 22.64% prefers to speak slowly. 20.75% choose

to switch the language into French or Arabic while 18.86% resort to repetition. Only 16.98% give examples and 07.54% use gestures, facial expressions and synonyms. 03.77% have a preference to write what they say, paraphrase or use the right style and register for this aim. Only 01.88% opt for using the right style and register.

Q9: Thus, do strategies solve the problem?

Yes: ... - No: ...

Answer	N°	%
Yes	34	94.44
No	02	05.55
Total	36	100

Table 13: The Importance of Strategies in the Comprehensibility and Intelligibility of OE.

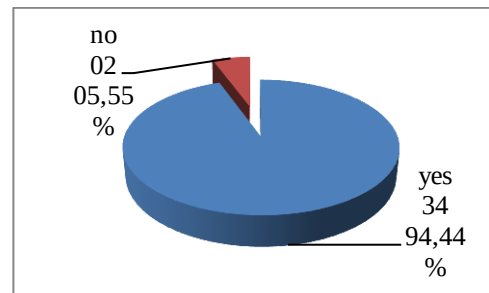


Figure 16: The Importance of Strategies in the Comprehensibility and Intelligibility of OE.

Discussion: Undoubtedly, the table indicates that the mainstream among participants is towards the acceptance of strategies as important factors in conveying the intended meaning in OE. This holds true especially when distorted language occurs. Only 05.55% of participants think the opposite. Thus, these two (02) will not be considered in questions ten, eleven and twelve.

Q10: Which strategies clarify your point in oral expression?

a- verbal strategies b- non-verbal strategies c- both

Answer	N°	%
a	03	08.82
b	01	02.94
c	30	88.23
Total	34(-02)	100

Table 14: The Communication Strategies that Clarify OE.

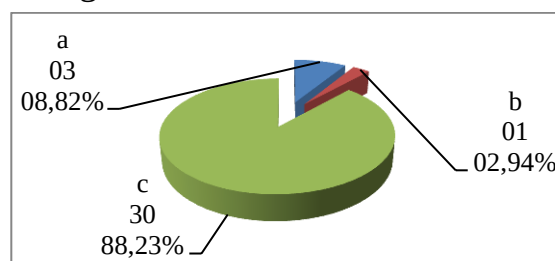


Figure 17: The Communication Strategies that Clarify OE.

Discussion: According to the table above, it is obvious that 08.82% of participants consider only verbal strategies as significant in the clarification of OE whereas only 02.94% believe in the non-verbal ones. A majority of 88.23% (among the thirty four) regards both verbal and non-verbal communication strategies as significant in clarifying the intended meaning of their OE. So, for the following question, we will take into account the thirty who select both strategies and the three who choose verbal strategies, that is thirty-three.

Q11: Select the verbal strategies that serve intelligibility and comprehensibility.

a- paraphrasing b- adjusting c- code-switching d- avoiding communication

Answer	N° of its repetition by participants	%
a	09	18.36
b	07	14.28
c	29	59.18
d	04	08.16
Total answers: 04	Total of repetitions: 49	100

Table 15: The Best Verbal Communication Strategy for Comprehensibility and Intelligibility.

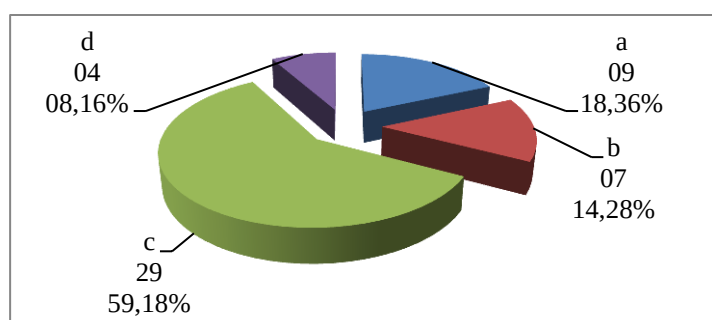


Figure 18: The Best Verbal Communication Strategy for Comprehensibility and Intelligibility.

Discussion: Among the thirty-three participants who consider both verbal and non-verbal strategies and only verbal ones as important, 18.36% choose paraphrasing as the best strategy that serves comprehensibility and

intelligibility in OE. 14.28% opt for adjusting. A greater part of 59.18% selects code-switching. A few of them (08.16%) prefer avoiding communication as a strategy. For the following question, we will take into consideration the thirty who choose both verbal and non-verbal strategies in addition to the one who selects non-verbal ones alone.

4- The Role of the Non-verbal Communication Strategies: Q12.

Q12: Select the non-verbal strategies that serve intelligibility and comprehensibility.

- a- impulsivity versus reflectivity b- proxemics c- volume of speaking
d- eye-contact

Answer	N° of its repetition by participants	%
a	08	11.26
b	18	25.35
c	24	33.80
d	21	29.57
Total answers: 04	Total of repetitions: 71	100

Table 16: The Best Non-verbal Communication Strategy for Comprehensibility and Intelligibility.

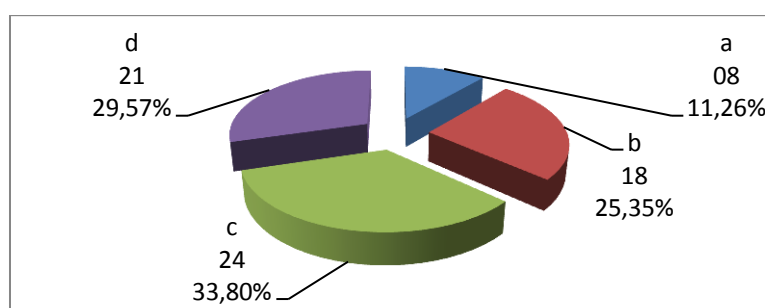


Figure 19: The Best Non-verbal Communication Strategy for Comprehensibility and Intelligibility.

Discussion: Among the thirty-one participants who consider both verbal and non-verbal and only non-verbal strategies as important, each one selects many answers. A few of them (11.26%) choose impulsivity versus reflectivity as a

good non-verbal strategy that serves intelligibility and comprehensibility. 25.35% opt for proxemics whereas the majority 33.80 selects the appropriate volume of speaking. 29.57% select eye-contact for the same purpose.

5- The Role of Personality Factors: From Q13 to Q14.

Q13: Are you confident when you speak at class?

Yes: ... - No: ...

Answer	N°	%
Yes	16	44.44
No	20	55.55
Total	36	100

Table 17: The Diffidence of Participants during OE.

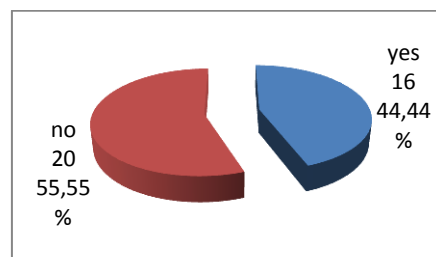


Figure 20: The Diffidence of Participants during OE.

Discussion: The numbers reveal that 44.44% of the participants declare their confidence when speaking at class. A greater part of 55.55% affirms their diffidence which sustains again the difficulty of the skill on the personal side.

Q14: Apart from competence, what leads you to make mistakes?

- a- not liking the language, the teachers and the classmates.
- b- taking the risk of speaking to the others and in front of the others.

Answer	N° of its selection by participants	%
a	20	42.55
b	27	57.44
Total answers: 02	Total of repetitions: 47	100

Table18: What Leads the Speakers to Make Mistakes in OE Classes.

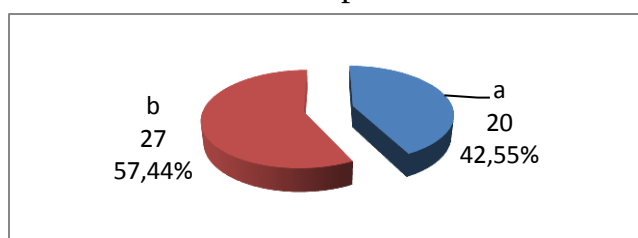


Figure 21: What Leads the Speakers to Make Mistakes in OE Classes.

Discussion: The numbers show that the participants select many answers. Accordingly, they suggest that 42.55% think the factor that leads them to make mistakes in OE classes is not liking the language, the teachers and the classmates. Yet, a majority of 57.44% thinks that it is taking the risk of speaking to the others and in front of the others.

6- The role of socio-cultural factors: From Q15 to Q17.

Q15: Do you like the English language and its culture?

Yes: ... - No: ...

Answer	N°	%
Yes	33	91.66
No	03	08.33
Total	36	100

Table 19: Participants' Liking of the English Language and its Culture.

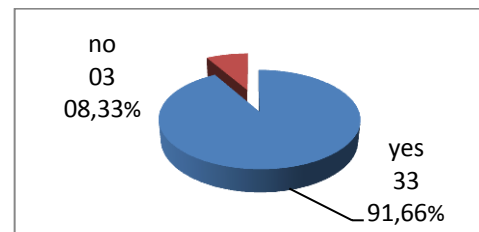


Figure 22: Participants' Liking of the English Language and its Culture.

Discussion: As the numbers unveil, a great majority (91.66%) likes the English language and its culture. Only a few do not (08.33%) and thus their answers will not be counted in question sixteen.

Q16: Does this help you be a good speaker?

Yes: ... - No: ... - Explain: ...

Answer	N°	%
Yes	32	96.96
No	00	00.00
No answer	01	03.03
Total	33(-3)	100

Table 20: The Role of Liking Language in OE.

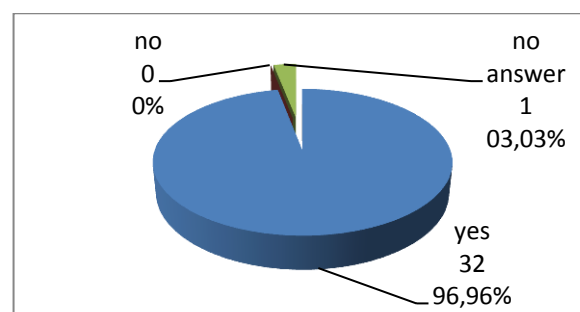


Figure 23: The Role of Liking Language in OE.

Explanation:

a. For those who say yes, their explanations come as follows:

- they like the English language itself and this motivates them to speak it;
- it is a world language spoken everywhere;
- it is the language of their favorite stars;
- when they like the language, they make efforts such as using strategies to make their messages understandable;
- they like the teacher and this helps them speak with ease in front of others,

Some explanations are irrelevant or empty.

b. For those who say no, their explanation is simply they cannot speak English.

Discussion: According to the table and the explanations above, almost all the participants (96.96%) believe that when they like the English language, this helps them become good speakers. The explanations cited above sustain this conclusion. No one considers the opposite but one has no answer.

Q17: Why do you learn to speak English?

a-for good scores b- for communicating with others intelligibly and comprehensibly in life c- for obtaining a job d- for integrating with the English culture.

Answer	N° of its repetition	%
a	18	21.42
b	28	33.33
c	20	23.80
d	18	21.42
Total answers: 04	Total of repetitions: 84	100

Table 21: The Reasons behind Learning to Speak English.

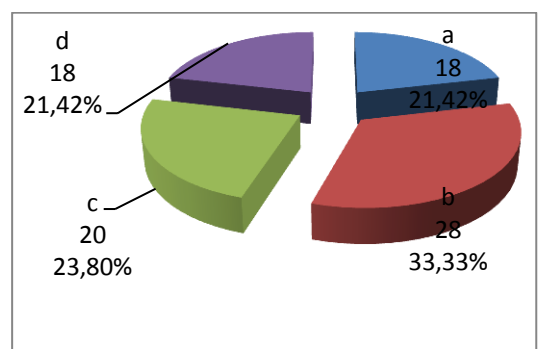


Figure 24: The Reasons behind Learning to speak English.

Discussion: As the table reads, it is obvious that only 21.42% of

participants learn speaking in English for good scores and for integrating with the English culture as well. However, a majority of 33.33% does so for communicating intelligibly and comprehensibly with others in life. This reveals the importance of both criteria in OE classes. 23.80 do so for obtaining a job.

3.4.1.1. Interpretations and Conclusions:

As the questionnaire is administered with the intent to know what the participants think about the factors of comprehensibility and intelligibility in OE, its results really enlighten us to draw important conclusions in relation to the hypotheses. So, they come as follows:

1- About the Role of the Linguistic Knowledge:

All the participants (100%) consider that OE is an external obvious form of the linguistic knowledge only and no one claims the opposite. However, as they proceed in filling in the questionnaires, their view is shaped to regard other factors that bind under the components of speech comprehensibility and intelligibility. About their importance, the majority of participants (91.66 %) believe that they should both give information to others and be comprehensible and intelligible in OE. In addition, 05.55% think they should be comprehensible and intelligible only. This again reveals the participants' awareness of both speech criteria though speaking at class is not an easy job and a big portion of 75% admits that. According to their explanations, this difficulty is due to a deficiency in the linguistic knowledge exemplified in the lack of the right vocabulary and misuse of certain expressions. Even personality factors are part of this difficulty because the participants' explanations raised the issue of fear from mistakes. So, all these seem significant. Later, to confirm which aspects of the linguistic knowledge knit the tissue of speech comprehensibility and intelligibility in order of importance, the majority of the participants' classifications (83.33%) are total mismatches. Phonology, phonetics, morphology, syntax, semantics,

pragmatics, style and register are given different orders and some aspects are not classified at all. This disparity illustrates that everyone thinks differently in this matter according to his deficiencies and requirements. In other words, the linguistic factors that contribute to both criteria go hand in hand with the participants' needs from this knowledge. Another crucial point is that the majority of them (69.44%) reckons the non-linguistic knowledge as significant for the comprehensibility and intelligibility of their speech.

2- About the Role of the Non-linguistic Knowledge:

A big majority of 86.11% of the participants explains that the non-linguistic knowledge is helpful in the comprehensibility and intelligibility of OE. The reasons behind this view are:

- 1- It compensates for the lack of the right vocabulary;
- 2- It expresses the right meaning easily by hands, facial expressions and body language;
- 3- It completes meaning expressed linguistically,

The aspects of the non-linguistic knowledge are classified according to their usefulness in making comprehensibility and intelligibility. The results reveal that the majority in total matches are in group A with a percentage of 41.93%. They consider that the most useful aspect is gestures. Facial expressions are quite so. Then body language is a little bit so. No aspect is excluded which entails that no aspect is unimportant.

3- About the Role of Verbal Communication Strategies:

In case the message is not understood because of its low comprehensibility and intelligibility, the participants suggest many solutions to solve the problem. A portion of them (22.64%) prefers to speak slowly while 20.75% choose to switch the language into French or Arabic. 18.86% resort to repetition. In other words, they are aware of the necessity of verbal strategies because again the mainstream (94.44%) is towards their acceptance as important factors in conveying the intended meaning in OE. A greater part

of 59.18% thinks of code-switching as the right verbal strategy especially when the right expressions are lost. On the other hand, the majority (among those who say yes for strategies) is for both verbal and non-verbal communication strategies with a percentage of 88.23%.

4- About the Role of Non-verbal Communication Strategies:

As mentioned earlier, both communication strategies are significant. Yet, among the non-verbal ones, a majority of 33.80% selects the appropriate volume of speaking, i.e., adjusting the volume, high or low, according to the listener. The second is eye-contact with nearly the same percentage (29.57%). Eye-contact communicates for the eyes show what the mouth cannot tell and in a quick time.

5- About the Role of Personality Factors:

A greater part of 55.55% affirms their diffidence in OE which sustains again the difficulty of the skill. Nonetheless, the majority (57.44%) thinks that the factor that leads them to make mistakes is the risk of speaking to the others and in front of the others. In other words, risk-taking is a factor of success if it is highly shown.

6- About the Role of the Socio-cultural Factors:

A great majority of participants (91.66%) likes the English language and its culture. Besides, almost all of them (96.96%) believe that when they like the English language, it helps them become good speakers. The explanations they provide sustain this conclusion. They came as follows:

- they like the English language itself (with no negative attitudes). So this motivates them to speak it;
- it is a world language spoken everywhere (so no culture barrier);
- it is the language of their favorite stars (acceptance of differences);
- when they like the language, they make efforts like using strategies to make messages understandable (it motivates);

- they like the teacher and this helps them speak with ease in front of others (teacher has a role in forming positive attitudes and enhancing good OE) ,

No one considers the opposite but one participant has no answer and maybe it is forgotten. Another result in this respect unveils that the majority (33.33%) learns English for communicating intelligibly and comprehensibly with others in life. This reveals the implication of liking language in reaching good criteria in OE.

In the following part, the results of class observation will be uncovered.

3.4.2. Results of Class Observation:

This part describes the results of class observation concerning what participants really use and do not use to be comprehensible and intelligible in the OE task. This description is fed by research hypotheses, i.e., what is observed on the use of the linguistic and non-linguistic knowledge, on the verbal and non-verbal communication strategies and on the personality factors as well as the socio-cultural ones. Tables are drawn in which crosses are put and notes are added when a detail needs to be mentioned. Evaluation of the oral tasks is done and then analyzed to sustain those findings. In the end, these findings will be compared with their predecessors.

Pair	Knowledge used									
	Linguistic							Non-linguistic		
	Phonology	Phonetics	Morpho- logy	Syntax	Semantics	Pragmatics	Style and Register	Gestures	Facial Expression	Body Language
P01	× try to be clear		relevant and simple	×	ok		academic	×	×	
P02	×		×	×	×	respect of turn-taking	academic	×	×	
P03	×	×	×	×	×	no salutation	× informal		×	×

P04	splits words and pauses		×	no ‘s’ for 3 rd person singular		respect of roles	aad-emic	×	×		
P05	split of words		no variety of words	no subject use of ‘I’				×	to show anger	×	
P06	×	×	×	×	som- etim- es va- gue	respect of roles	acade- mic	×			
P07		slow	ok	disto- rted		turn- taking by words	office- al and casual	×	to show anger		
P08	pronunci- ation problems		×	rich and new words	no ‘s’ for 3 rd person singular	×	context- ualized	inform- al Engli- sh	×	for role- taking	
P09	×	×	simple and rich	wrong verb form ‘be get marri- ed’	ok	respect of roles	a bit offic- ial	×	×		
P10	split words	slow pron- unci- ation	×	ok	×	×		×	×	×	to sustain commu- nication
P11			slightly related	distor- ted	dist- orted	artificial		×			
P12			few words, not express- ive	distor- ted	dis- tort- ed	respect of turn- taking		for chan- ging roles			
P13	×	×	×	×	×	respect of turn- taking	neutral				
P14	distorted		poor	inapp- ropri- a-	inap- prop-	false start and					

				te	riate	silence				
P15	distorted		poor	×		respect of role- chang- ing			×	
P16	unable to speak									
P17	distorted	dist- orted	poor	distor- ted				×	some	
P18			lacks	somes- times distor- ted	ok	role resp- ected	a bit offi- cial		×	

Table 22: Results of Class Observation (A).

Pair	Communication strategies used								Personality factors	
	Verbal				Non-verbal					
	Paraphrasing	Adjusting	Code-switching	Avoiding	Impulsivity versus Reflectivity	Proxemics	Volume of Speaking	Eye-contact	Affect	Risk-taking
P01				×		×	medium	to ask for help	×	low
P02			×		×		×	×	×	low (afraid of mockery and perplexed)
P03					×	×	appropriate	×	×	high and dominant
P04	×	×	×		reflective and logical	×		×	×	somewhat
P05			Arabic				low			low
P06						×	appropriate	×	×	somewhat
P07						×	low	some looks	×	low
P08		×	French					×	×	high
P09			teacher's help to translate		reflective			×	×	low

								think of what to say		
P10		×			reflective	×	low and calm	×	×	high
P11	×							×	×	slightly
P12						×	low	×	×	low
P13	×				impulsive		medium	×	×	somewhat
P14					reflective but inefficient			×	×	low
P15						×	ok	×		low
P16	unable to speak									
P17			Arabic		impulsive			×	×	high
P18	×				impulsive	×	low	some gazes		high

Table 23: Results of Class Observation (B).

Pair	Evaluation	Pair	Evaluation
P1	***	P10	*****
P2	*****	P11	*
P3	*****	P12	*
P4	***	P13	*****
P5	*	P14	*
P6	***	P15	*
P7	**	P16	Silent
P8	***	P17	**
P9	*****	P18	**

Table 24: Evaluation of Pairs.

Grades:

- *not really comprehensible and intelligible
- ** a bit comprehensible and intelligible.
- *** quite comprehensible and intelligible.
- **** comprehensible and intelligible.
- ***** fairly comprehensible and intelligible.

Discussion:

Class observation has unveiled what the participants really use with frequency to be comprehensible and intelligible in the OE task. As the tables read, the pairs are different in terms of what they have as language knowledge, what they use as strategies and undoubtedly in their personalities. Accordingly, observation of each pair led to invaluable results that are compiled as follows:

P01:

1- About the linguistic knowledge: to be comprehensible and intelligible, the speakers try to articulate sounds clearly phonologically speaking. Their syntax is acceptable. On the morphological level, they make a choice of relevant and simple vocabulary. That is why the meaning of their message can be understood. There is nothing particular about the other linguistic aspects except their academic English which marks the style and register aspect of their language.

2- About the non-linguistic knowledge: to be comprehensible and intelligible, the speakers accompany gestures with words. Facial expressions are also used to sustain speech and help communication.

3- About the verbal communication strategies: to be comprehensible and intelligible, the speakers resort to avoiding communication because of the lack of the right vocabulary, i.e., pausing and then talking about something else that they master better.

4- About the non-verbal communication strategies: to be comprehensible and intelligible, the speakers use eye-contact with the teacher to ask for help. Besides, the volume of their voice is medium because of the proximity which contributes well to the speech criteria.

5- About the personality factors: to boost both criteria, affect is shown before the conversation when both speakers chose each other for this task. During their speech, there is an engagement in the work and value is given to speaking as well as to each other. However, the speakers are low risk-takers for they show some hesitation in starting their speech and anxiety during OE. Therefore, we evaluate P01's OE as quite comprehensible and intelligible.

P02:

1- About the linguistic knowledge: to be comprehensible and intelligible, the speakers are phonologically rapid. They want to show readiness and mastery. Morphologically, their choice of words is successful and appropriate to the topic. Their syntax and semantics are quite good in terms of the use of correct

sentences with the right meaning. Pragmatically, they respect turn-taking. For the style and register aspect, their English is somehow academic as learned at school.

2- About the non-linguistic knowledge: to be comprehensible and intelligible, the speakers use gestures and facial expressions while speaking because actually these complete meaning and communicate better and in a short time.

3- About the verbal communication strategies: to be comprehensible and intelligible, the speakers resort to code-switching since they use some Arabic words.

4- About the non-verbal communication strategies: to be comprehensible and intelligible, the speakers show mastery through impulsivity, rapidity to speak and high volume. They resort to eye-contact to follow each other.

5- About the personality factors: the speakers' affectivity enhances good speech. It is shown in partner choice and their serious engagement in the OE. Yet, they are low risk-takers. This is observed in their perplexity, fear of mockery and warning the mates not to laugh at them. We evaluate their OE as comprehensible and intelligible.

P03:

1- About the linguistic knowledge: to be comprehensible and intelligible, the speakers exploit every aspect of their linguistic knowledge in a simple and effective language. The style and register aspect is characterized by its successful informality. Pragmatically, salutation is absent as a false start but turn-taking is respected.

2- About the non-linguistic knowledge: to be comprehensible and intelligible, the speakers show facial expressions associated with body language to communicate more meaning.

3- About the verbal communication strategies: the speakers are linguistically successful. That is why no strategy is used.

4- About the non-verbal communication strategies: to be comprehensible and intelligible, the speakers are reflective and distance is very close. Volume is appropriate and eye-contact is kept during the conversation for controlling and monitoring speech.

5- About the personality factors: two traits serve comprehensibility and intelligibility. First, affectivity between the speakers is apparent in partner choice and mutual help in finding correct expressions with no mistakes. Second, high risk-taking reveals a desire to be communicatively successful and the best. This is felt in the pair's mocking at others and the depressing remarks they give. Their OE is fairly comprehensible and intelligible.

P04:

1- About the linguistic knowledge: to be comprehensible and intelligible, the speakers' choice of words is acceptable and their language is simple. Pragmatically, roles are respected. Concerning the style and register aspect of their language, they speak school English that is official and understandable. However, phonologically and phonetically, their speech is characterized by unnecessary pauses and splits which distorted some meanings because they work under a mate's mockeries. Syntactically, the 's' of the third person singular is forgotten and may be for the same reason.

2- About the non-linguistic knowledge: to be comprehensible and intelligible, the speakers accompany gestures with facial expressions to sustain communication and deliver the right meaning.

3- About the verbal communication strategies: the speakers resort to paraphrasing and repetition partly because of their awareness of speech distortion and partly because of clarity. In addition, they try to adjust the amount of information and in the end they switch to Arabic.

4- About the non-verbal communication strategies: to be comprehensible and intelligible, the speakers are reflective and logical. They exploit the close

distance with eye-contact for sounds recognition and appropriate answering. Volume is appropriate.

5- About the personality factors: the speakers' affectivity is shown in partner choice, their serious intent to convey an understandable message and their patience though they also work under their mate's mockeries. So, they are risk-takers to some extent. These really contribute to achieve the speech criteria of our concern. Their OE is considered as quite comprehensible and intelligible.

P05:

1- About the linguistic knowledge: those participants are not good speakers and their OE has low comprehensibility and intelligibility. At the phonological and phonetic level, they split words, cut the syllables and distort pronunciation. At the morphological level, few words are used with mistakes. Syntactically, there is the absence of the subject 'I' in sentences. Pragmatically, their language is poor, very plane and not contextual in spite of respect of turn-taking.

2- About the non-linguistic knowledge: the speakers exploit this knowledge to be a bit comprehensible and intelligible through hand gestures and body language with the head. Yet, their facial expressions show their anger and disengagement in the work.

3- About the verbal communication strategies: the speakers resort to Arabic as the only strategy.

4- About the non-verbal communication strategies: the speakers' voice is low and expresses shyness only. No other strategies are exploited.

5- About the personality factors: the speakers do not take advantage of personality features to enhance comprehensibility and intelligibility except some affectivity in partner choice. Mutual engagement and 'give-and-take' are absent. In addition, they are really non-risk-takers and this does not

benefit the situation. We evaluate their OE as not really comprehensible and intelligible.

P06:

1- About the linguistic knowledge: to be comprehensible and intelligible at the phonological and phonetic levels, the speakers pronounce sounds and words clearly. At the morphological and syntactic level, language is acceptable to a certain extent. However, the speakers' meaning is sometimes vague semantically speaking. At the pragmatic level, the speakers respect role-taking. Their English is somehow academic as learned at school.

2- About the non-linguistic knowledge: to be comprehensible and intelligible, the speakers use gestures to compensate for their linguistic shortcomings and sustain meaning. No other aspects are observed.

3- About the verbal communication strategies: nothing is observed.

4- About the non-verbal communication strategies: to be comprehensible and intelligible, the speakers exploit proximity for they are close to each other. They use the appropriate volume to hear each other and keep eye-contact to follow.

5- About the personality factors: good personality traits are exploited to serve both criteria. The speakers use affectivity to choose the partner, exploit close distance and eye-keeping for mutual understanding. They are somewhat risk-takers and this benefits the understandability of their OE. Therefore, we evaluate the latter as quite comprehensible and intelligible.

P07:

1- About the linguistic knowledge: to be comprehensible and intelligible, the speakers pronounce words slowly for word recognition. Their words are acceptable and their syntax is incorrect in some sentences. Pragmatically speaking, they are artificial in turn-taking because each speaker gives turn to the other using speech. Their language is a mixture of official and casual English. Nothing characterizes the other aspects.

- 2- About the non-linguistic knowledge: to be comprehensible and intelligible, the speakers angrily use gestures for turn-taking and avoiding silence.
- 3- About the verbal communication strategies: the speakers resort to nothing at this level.
- 4- About the non-verbal communication strategies: to be comprehensible and intelligible, the speakers approach the distance and keep some eye-contact to understand more. Their voice is low due to their shyness and caution from making mistakes that the public can hear.
- 5- About the personality factors: the speakers' affectivity plays an important role for the comprehensibility and intelligibility of their OE. It is shown in partner choice and this contributes in achieving a qualitative speech. It is also clear in helping each other in turn-taking. Yet, they are low risk-takers because of their caution and low voice. We evaluate their OE as a bit comprehensible and intelligible.

P08:

- 1- About the linguistic knowledge: to be comprehensible and intelligible, the speakers rely on morphology exactly on their vocabulary richness. Semantically, the intended meaning is attained. For style and register as well as pragmatics, the speakers' English is highly informal and appropriate to the context. This contributes to understandability. Yet, we notice some pronunciation problems and absence of the 's' of the third person singular.
- 2- About the non-linguistic knowledge: to be comprehensible and intelligible, the speakers use gestures to explain and show pride in using new words. Body language, exactly head nodding, is used to give role.
- 3- About the verbal communication strategies: speaker 'A' resorts to adjusting the amount of information according to the hearer's level. Then, she uses French for clarity but again with pride.
- 4- About the non-verbal communication strategies: to be comprehensible and intelligible, both speakers use only eye-contact to understand the other.

Volume is normal.

5- About the personality factors: those speakers really make use of their strong character to boost their OE and succeed over the others. Their affectivity is shown in partner choice, interest in the work and mutual help to communicate successfully. Nevertheless, pride and bullying characterizes speaker 'A' especially. In addition, both are good risk-takers and their OE is quite comprehensible and intelligible.

P09:

1- About the linguistic knowledge: to be comprehensible and intelligible, the speakers are good at the phonological and phonetic level. Morphologically, word choice is simple and rich. Meaning is clear but syntax is a bit distorted especially in the use of non-conjugated verbs. Pragmatically, turn-taking is respected. Yet, their oral English is a bit official and is not appropriate to the casual context.

2- About the non-linguistic knowledge: to be comprehensible and intelligible, the speakers associate both facial expressions and gestures with speech to understand and be understood.

3- About the verbal communication strategies: the speakers ask for the teacher's help to translate a French word into English. No other strategy is observed.

4- About the non-verbal communication strategies: to be comprehensible and intelligible, the speakers rely on their good reflectivity and deep information processing. Besides, they use gazes to analyze and deliver a qualitative speech. Volume is medium.

5- About the personality factors: the speakers' affectivity is noticeable and useful to the situation. Partner choice, the serious engagement in the work, mutual respect and patience are personality factors that contribute in achieving both criteria. Despite this fact, the speakers are low risk-takers

because of their sensitivity towards their mates' mockeries on the topic. We respectfully evaluate them as comprehensible and intelligible.

P10:

1- About the linguistic knowledge: to be comprehensible and intelligible, the speakers really relied on many linguistic aspects which means they are good learners and speakers. Phonetically, they pronounce words in a slow manner and this helps word recognition. Morphologically, they make a selection of words relevant to the topic. Syntactically, they employ simple and grammatically correct sentences. As a result, they are semantically successful. Pragmatically, they use a language related to the situation and they respect turn-taking. Phonologically speaking; however, they split the syllables just at the beginning of the conversation. Nothing is particular about the style and register, but their language is somehow academic as learned at school.

2- About the non-linguistic knowledge: the speakers' activity through using gestures, facial expressions and body language altogether helps them be comprehensible and intelligible for these make communication successful.

3- About the verbal communication strategies: each speaker resorts to adjusting the information according to the understandability of the other. No other strategies are observed.

4- About the non-verbal communication strategies: to be comprehensible and intelligible, the speakers are reflective on what to say. For them, proximity is a good strategy that shows intimacy and interest in conveying the intended message. That is why their voice is low and calm. This proves self-confidence and mastery of the language. They keep eye-contact to a maximum for information processing and readiness to answer.

5- About the personality factors: although partner choice is a random in this case, the pair shows high mutual affectivity and sociability through respect and engagement. Both speakers are risk-takers due to their readiness and

confidence. These traits help in attaining a qualitative OE. We respectfully evaluate the latter as fairly comprehensible and intelligible.

P11:

1- About the linguistic knowledge: at this level, the speakers cannot achieve comprehensibility and intelligibility since their linguistic knowledge is poor. Phonologically and phonetically, they are not acceptable. Morphologically, few words are used and are slightly related to the topic. Nothing characterizes the syntax and semantics of their few phrases. Pragmatically, there is no respect of the context and turn-taking is artificial. Thus, style and register cannot be specified.

2- About the non-linguistic knowledge: to be comprehensible and intelligible, the speakers use gestures with words they utter to add more meaning and sustain communication. No other strategies are observed.

3- About the verbal communication strategies: the speakers try to paraphrase in spite of their shortcomings. Again, their language is incorrect.

4- About the non-verbal communication strategies: for the sake of comprehensibility and intelligibility, the speakers keep eye-contact to be followed.

5- About the personality factors: the speakers' affectivity is shown in partner choice and interest in the other. This adds to comprehensibility and intelligibility. Yet, they are slightly risk-takers, unaware of the big job that OE demands. They are evaluated as not really comprehensible and intelligible speakers.

P12:

1- About the linguistic knowledge: as their predecessors, the OE of these speakers is characterized by its low comprehensibility and intelligibility. In general, the speakers utter few words most of which do not express the intended meaning correctly and appropriately. There is hurry in turn-taking which implies a wish for getting rid of the job. It is by no means a trait of

being pragmatic. The style and register cannot be classified because the words are insufficient.

2- About the non-linguistic knowledge: to be comprehensible and intelligible, the speakers try to accompany gestures with what is said to compensate for language shortage, add meaning and regulate role-changing.

3- About the verbal communication strategies: the speakers try no strategy at this level.

4- About the non-verbal communication strategies: to be comprehensible and intelligible, the speakers choose a proximate distance with a low volume to be heard and understood with keeping eye-contact to show engagement and hearing.

5- About the personality factors: the speakers' affective trait is exploited to serve their OE. It is shown in partner choice and interest to work in spite of the low motivation and language deficiency. They are low risk-takers and this trait does not serve the aim. This pair's OE is considered as not really comprehensible and intelligible.

P13:

1- About the linguistic knowledge: to be comprehensible and intelligible, the speakers exploit every aspect of their linguistic knowledge in an acceptable OE. What is particular about the latter is its neutrality (not a mixture).

2- About the non-linguistic knowledge: the speakers are quite good and nothing is observed in this aspect. May be not using gestures, facial expressions or any body language is a result of their cold temper also.

3- About the verbal communication strategies: the speakers resort to paraphrasing to render their OE comprehensible and intelligible.

4- About the non-verbal communication strategies: their use to be comprehensible and intelligible is apparent. The speakers are impulsive to convey readiness, ability to answer and take role without expressing it linguistically. Volume is medium which means confidence in message

pronunciation and reception. Eye-contact is used to make the other follow and understand.

5- About the personality factors: the speakers' affectivity is shown in partner choice, remedy to transmit a correct message, respect of turn-taking and serious engagement. They are said to be risk-takers to some extent. Thus, both personality factors are useful in achieving understandability. Their OE merits to be classified as comprehensible and intelligible.

P14:

1- About the linguistic knowledge: the speakers' OE is not successful for they do nothing to be comprehensible and intelligible. Thus, it is characterized by its phonological distortion. Morphologically, vocabulary poorness and disconnection to the context are traits. Syntactically and semantically, nothing specifies the language except its inappropriateness. Pragmatically, a false start and long pauses distort the conversation which is primarily not contextual. Due to this distortion, style and register cannot be specified.

2- About the non-linguistic knowledge: nothing is shown at this level.

3- About the verbal communication strategies: nothing is done at this level.

4- About the non-verbal communication strategies: the speakers show some reflection which is not translated into efforts to speak but into a situation of being in trouble. Eye-contact does not serve comprehensibility and intelligibility, but it shows waiting for the end of the conversation.

5- About the personality factors: no trait is shown in this respect except boredom and disengagement. So, they are low risk-takers who make no efforts and their deficiency is the only successful feature. Their OE is not really comprehensible and intelligible.

P15:

1- About the linguistic knowledge: the speakers' failure to convey comprehensible and intelligible OE is exemplified in speech distortion. In addition, there is vocabulary weakness and irrelevance with the situation.

Also, ineffective efforts are done to be syntactically and semantically acceptable. There is respect of role-changing on the pragmatic side but style and register remain indistinct.

2- About the non-linguistic knowledge: to be comprehensible and intelligible, the speakers accompany some body language with words to complete meaning.

3- About the verbal communication strategies: the speakers use no remedy even code-switching.

4- About the non-verbal communication strategies: to be comprehensible and intelligible, the speakers resort to short distance to be heard.

5- About the personality factors: no good trait is observed. The speakers' affectivity is not apparent for they do not show interest or engagement. They are low risk-takers. Their OE is not really comprehensible and intelligible.

P16:

Silence and inability to speak characterize both participants in spite of the encouragements of all.

P17:

1- About the linguistic knowledge: the speakers show a deficiency at this level and do nothing to be comprehensible and intelligible except for the use of some words. Yet, vocabulary is poor and not really relevant to the situation.

2- About the non-linguistic knowledge: to be comprehensible and intelligible, the speakers use gestures with some facial expressions to complete the meaning of some words.

3- About the verbal communication strategies: the speakers resort to code-switching mainly the use of Arabic to avoid silence and save communication.

4- About the non-verbal communication strategies: to be comprehensible and intelligible, the speakers show impulsivity to indicate their ability to

communicate. Besides, they keep eye-contact for these express what the mouth cannot do.

5- About the personality factors: the speakers' affectivity is shown in partner choice and efforts to maintain speech in spite of the linguistic deficiency. Both speakers are risk-takers since they do not show disengagement or abandon. These personality qualities serve OE. The latter is evaluated as a bit comprehensible and intelligible.

P18:

1- About the linguistic knowledge: to be comprehensible and intelligible, the speakers are somewhat good at the phonological and phonetic levels. However, the necessary vocabulary lacks in their OE morphologically speaking. Syntactically, a distortion of rules sometimes occurs during speech. Semantically speaking, meaning is acceptable but it sometimes deviates from what is intended. Pragmatically, role-changing is respected but the partly official language does not suit the casual context. The speakers' English is a bit official.

2- About the non-linguistic knowledge: to be comprehensible and intelligible, the speakers accompany facial expressions with speech to sustain meaning and enhance qualitative communication.

3- About the verbal communication strategies: the speakers resort to paraphrasing the language to convey the right message.

4- About the non-verbal communication strategies: to be comprehensible and intelligible, the speakers resort to impulsivity to avoid pause and silence. Also, they choose a close distance to be heard and understood. They exploit eye-contact to express more meaning. Yet, volume is lowered which may not serve the aim.

5- About the personality factors: the speakers are not aware of the role of affectivity in communication success. This is shown in random choice of the partner. However, they rely on risk-taking in this courageous public step. This

trait shows engagement and interest in the work in spite of their language limitation. Their OE is a bit comprehensible and intelligible.

3.4.2.1. Interpretations and Conclusions:

After compilation, this part is devoted to the analysis and interpretation of the results of class observation. Then, the results are visualized in bar graphs for more clarity. As they reveal, two categories of OE (or of speakers) of equal numbers are obtained: nine highly comprehensible and intelligible pairs and nine lowly comprehensible and intelligible ones. The first category includes pairs 01, 02, 03, 04, 06, 08, 09, 10 and 13. The second comprises pairs 05, 07, 11, 12, 14, 15, 16, 17 and 18. Enlightened by this fact, we opt for the following comprehensive analytical approach:

- A. Finding out what factors make the first category so;
- B. Finding out what factors could make the second category so, departing from mistakes,

Later, careful conclusions are drawn and causality of comprehensibility and intelligibility in OE is attributed in the light of our hypotheses. In the first place, the major factors in each category will be counted. These include taking the aspects in each hypothesis that are used by more than four pairs of speakers out of nine. In the second place, each hypothesis will be ordered as a factor according to the use of its aspects by the majority.

A. The highly comprehensible and intelligible speakers:

1- About the linguistic knowledge, the speakers rely on a variety of factors but at varying degrees. First, the most useful factor is morphology since all the nine pairs exploit it in some way. They use vocabulary that is relevant to the context, simple which can be understood, rich and varied, effective in delivering the intended meaning and well-chosen according to the partner's level. The second factor is unexpectedly pragmatics because seven pairs out of nine resort to it. It comprises respect of turn-taking in the first range. The latter serves for not hurting the partner, communication continuation and its

success. It also serves for attentive listening to make a comprehensible and an intelligible reply. In the second range, pragmatics benefits both criteria when the speakers' language is relevant to the context. The third and last factor includes the exploitation of five aspects of this knowledge altogether since six pairs out of nine use them in different ways. They are phonology, phonetics, syntax, semantics and style and register. Phonologically, the speakers use appropriate acoustic information and articulation of sounds which make linguistic categories explicit enough. The correct location of pauses is also highly beneficial. Phonetically, spoken clarity and good pronunciation are the factors that the speakers use. Some resort to slow speech for word recognition. Syntactically, the factor of comprehensibility and intelligibility includes the use of words in well-formed sentences. Effectiveness at this level helps meaning recognition. Semantically, the speakers convey the intended meaning with clarity through relevant vocabulary and correct sentences proper to the situation. For style and register, the speakers automatically resort to academic language. It includes the use of school language which is official but familiar and understandable to the speakers. However, two pairs use neutral English and one uses informal English. These exceptional pairs are successful because of the right partner choice (both understand their language choice). It is worth noting that the participants' classifications of the linguistic knowledge aspects in the questionnaire are completely different from what class observation shows. No aspect appeared as significant or not, and this disparity is explained in accordance to the learners' variable deficiencies and needs. Now, things are changed in terms of significance and classification of the aspects. The bar graph summarizes the overall conclusions in detail.

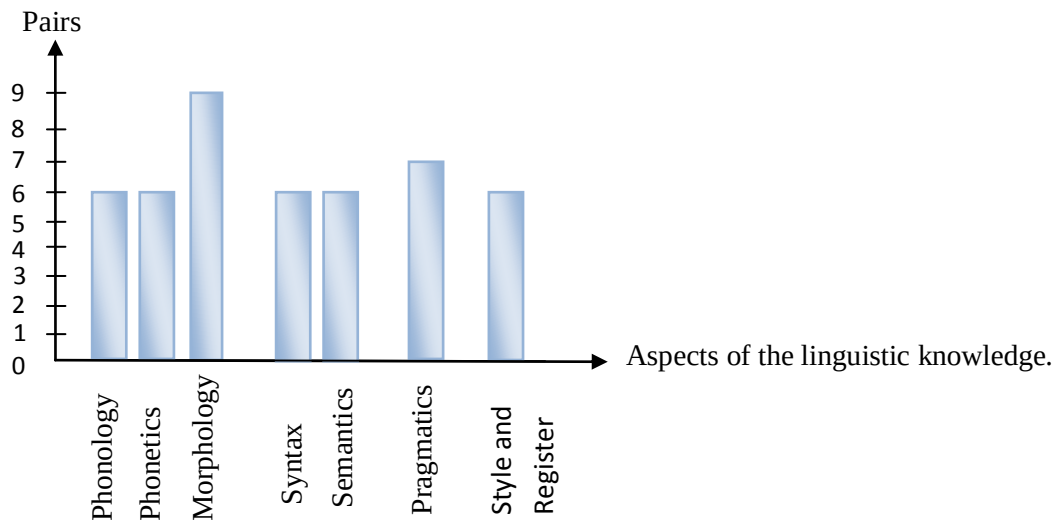


Figure 25: The Aspects of the Linguistic Knowledge Used by the Comprehensible and Intelligible Speakers.

2- About the non-linguistic knowledge, the speakers rely on a variety of factors but at varying degrees. First, the most useful aspect is the knowledge of gestures since seven pairs out of nine employ them to be comprehensible and intelligible. Their gestures accompany words, communicate better, complete meaning of words, give the right meaning, compensate for the linguistic shortcomings, explain, and in a short time. Second, facial expressions are no less useful because six pairs out of nine successfully resort to them in their OE. They use them to sustain speech, help communication, complete the meaning of words, give the right meaning, add more meaning, and communicate better and in a short time. In fact, facial expressions show feelings and emotions which the mouth cannot always express during the conversation. Finally, body language is the last factor since three pairs out of nine opt for it. This knowledge helps communication, gives more meaning and regulates turn-changing. One pair does not show any of these three factors because their linguistic knowledge is good. In the questionnaire, the participants' classification of the aspects of this knowledge is similar to their use in the OE task. This is a good confirmation. The bar graph summarizes the overall conclusions in detail.

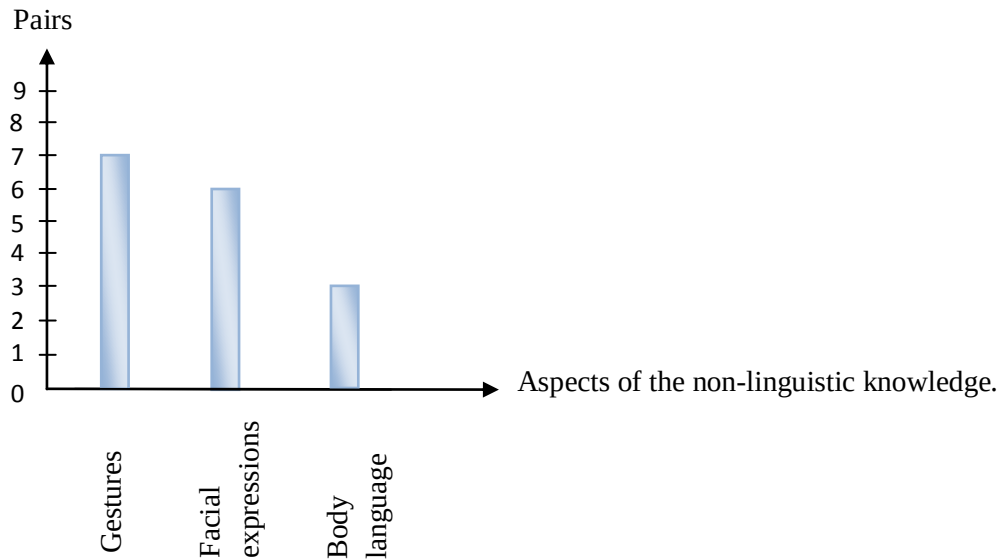


Figure 26: The Aspects of the Non-linguistic Knowledge Used by the Comprehensible and Intelligible Speakers.

3- About the verbal communication strategies, the speakers in this aspect rely on different strategies and sometimes mix them to be comprehensible and intelligible. First, code-switching seems the most preferable solution that saves the speakers since four pairs out of nine are observed to have used it. Most of them resort to Arabic and few choose French. This is to clarify ideas, avoid silence or pauses and ask for the teacher's help when no English words are available in the speakers' repertoire at the time of speaking. Second, adjusting speech, i.e., fine-tuning the amount and quality of information is chosen by three pairs out of nine. Its aim is to adapt speech according the hearer's level and his understandability. Third, paraphrasing is another strategy that is chosen by two pairs out of nine. It does not seem suitable to all speakers since it demands speech and mastery. Its slight use is to clarify the message especially when there is awareness of speech distortion, its incomprehensibility and unintelligibility. The last strategy is avoiding. One pair resorts to it so as to compensate for the lack of the right vocabulary and necessary information. So, both speakers switch the subject that they master better and avoid silence, long pauses or difficult subjects. It is worthy to note

that two pairs do not use any strategy of some sort for their good linguistic knowledge. The bar graph summarizes the overall conclusions in detail.

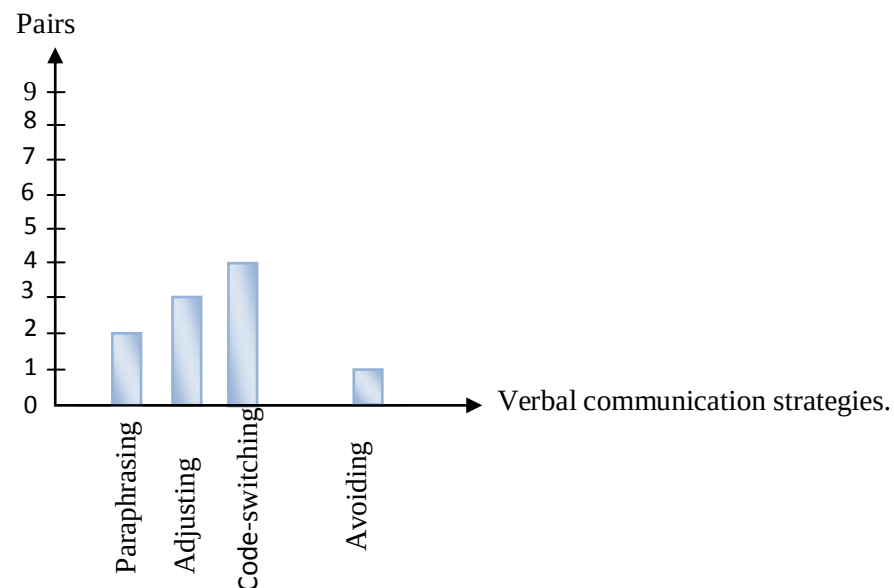


Figure 27: The Verbal Communication Strategies Used by the Comprehensible and Intelligible Speakers.

4- About the non-verbal communication strategies, the speakers in this aspect rely on different tactics to be comprehensible and intelligible in the oral task. First, the most useful one is eye-contact because all the pairs exploit this silent strategy. Its aim is to analyze speech, show deep information processing, understand each other, make understandable and appropriate replies, control and monitor the conversation, ask for help, show mastery and deliver qualitative messages. Second, another beneficial tactic is medium volume of speaking that is exploited by seven pairs of speakers in OE. This choice is due to close distance. However, one pair uses high volume to ensure good hearing and another one uses a low volume to show self-confidence, calm and speech mastery. Third, proxemics is another useful strategy since five pairs out of nine resort to it. They opt for close distance since it enables sound recognition and good hearing. It also creates an intimate affective zone in which interest in conveying comprehensible and intelligible OE rises. Four speakers opt for normal distance. In the end, impulsivity versus reflectivity is the last strategy.

Four pairs show reflectivity. It serves them in processing speech and thinking of what to say. By contrast, two prefer impulsivity. It helps them deliver rapid speech, show speech ability and mastery of the language. It also reflects pragmatic sense in terms of readiness in role-taking and avoidance of silence or pauses. The bar graph summarizes the overall conclusions in detail.

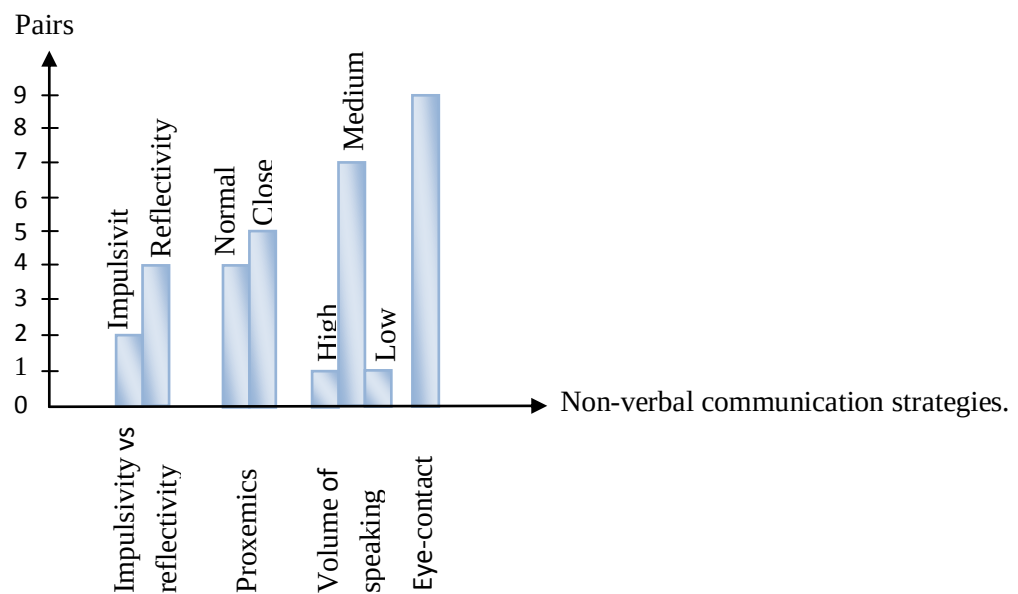


Figure 28: The Non-verbal Communication Strategies Used by the Comprehensible and Intelligible Speakers.

5- About the personality factors, the pairs exploit two personality traits to fulfill their OE task with success. First, mutual affection is useful since eight pairs out of nine show it through partner choice. This step renders the OE of those ‘friends’ comprehensible and intelligible since there is already a mutual understanding of the other’s behavior. It also leads to giving value to the work and to the partner through serious engagement, commitment, mutual help, remedy of problems, enhancement of good speech, patience, respect of turns and sociability. Only one pair’s choice is done at random. Second, risk-taking is another affective effect which contributes to the achievement of both criteria because six pairs out of nine are high risk-takers. During OE, they demonstrate their readiness to take public steps and put themselves in the risk

of being wrong. They show courage in coping with communication problems and bullying learners. Only three pairs are low risk-takers. Despite this fact, other factors contribute to their achievement. The bar graph summarizes the overall conclusions in detail.

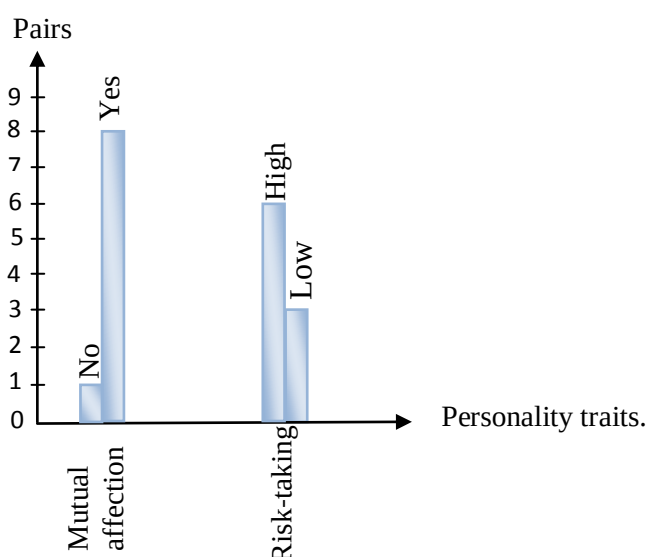


Figure 29: The Personality Factors Used by the Comprehensible and Intelligible Speakers.

B. The lowly comprehensible and intelligible speakers:

As mentioned earlier, P16 kept silent. Therefore, eight unsuccessful pairs will be considered throughout this part.

1- About the linguistic knowledge, the causal factors of low comprehensibility and intelligibility are the mistakes and deficiencies that the speakers show. If they are avoided or mended, they could render the speakers' OE successful. The first problem lies in both morphology and semantics since seven pairs out of eight commit mistakes at these levels. Concerning the former, the speakers lack the necessary vocabulary and employ few words that are not related to the theme. This poorness sometimes does not express the intended meaning. Concerning the latter, meaning is influenced by language deficiency, incorrect or inappropriate sentences that distort or deviate the meaning. The second problem lies in phonetics, syntax and style

and register because six pairs out of eight commit mistakes at these levels. Concerning the first, speakers are deficient, inappropriate and distort the language. Concerning the second, the speakers' sentences lack correctness and appropriateness. For example, the grammatical rules are distorted when no subjects are used. Besides, the use of few words leads to syntactic inaccuracy. Concerning the last, the speakers mix formal with informal English and use the wrong register which causes inappropriateness with context. Sometimes, their language is so insufficient that it cannot be distinguished. The last problem lies in both phonology and pragmatics since five pairs out of eight commit mistakes at these levels. Concerning the former, the problem lies in syllable and sound distortion. Deficiency in this area makes sound recognition difficult. Concerning the latter, the trouble lies in the non-contextual language, artificial turn-taking, disrespect of context, hurry in role-changing, false starts and long pauses during the conversation. The bar graph summarizes the overall conclusions in detail.

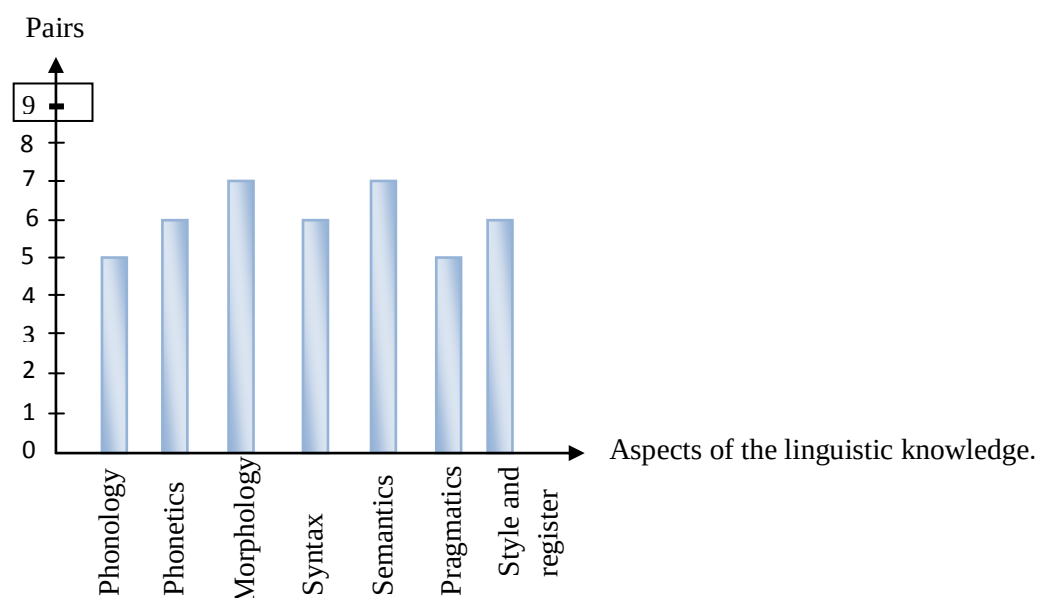


Figure 30: The Causal Factors of Low Comprehensibility and Intelligibility in the Linguistic Knowledge.

2- About the non-linguistic knowledge, the causes of unsuccessful OE are due to a deficit observed at this level in all the pairs. Only one pair shows anger

with gestures and facial expressions. The bar graph summarizes the overall conclusions in detail.

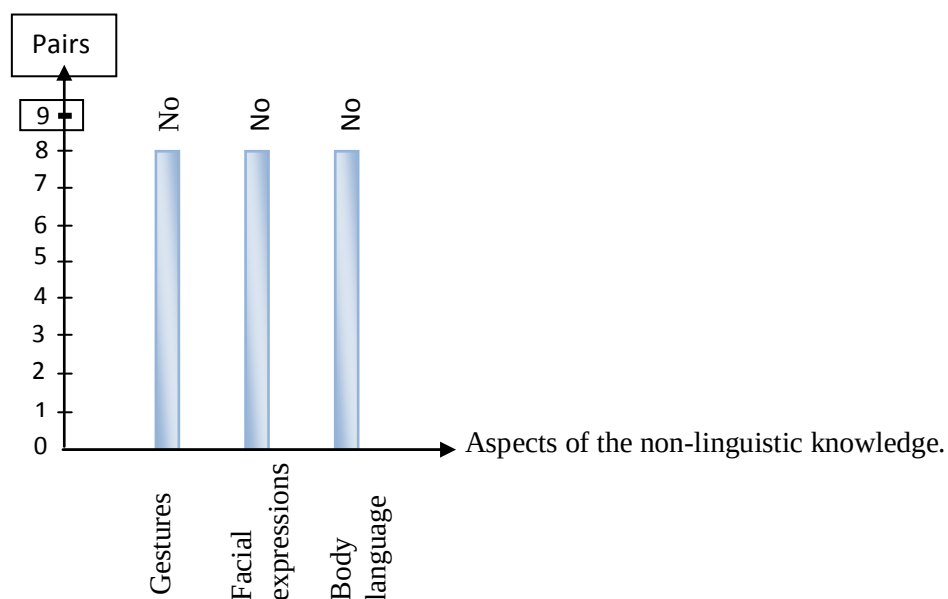


Figure 31: The Causal Factors of Low Comprehensibility and Intelligibility in the Non-linguistic Knowledge.

3- About the verbal communication strategies, what makes OE unsuccessful is not using this chance of remedy by six pairs. Only two of them try to paraphrase and one switches the code into Arabic but they are still inefficient speakers. The bar graph summarizes the overall conclusions in detail.

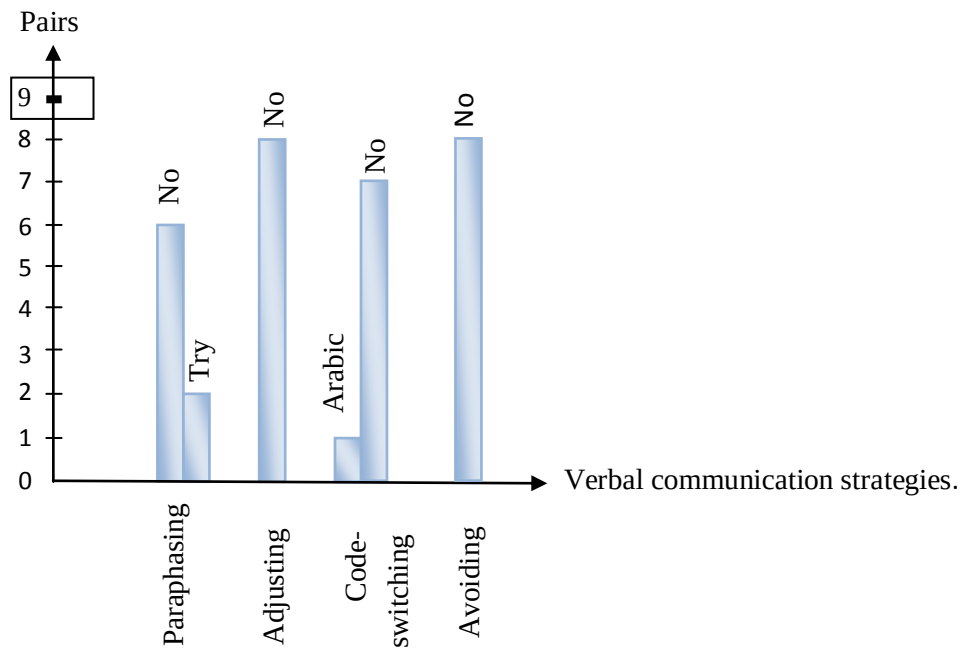


Figure 32: The Causal Factors of Low Comprehensibility and Intelligibility in the Verbal Communication Strategies.

4- About the non-verbal communication strategies, two causal factors attribute failure in OE at this level. First, five pairs do not exploit this chance of remedy efficiently and often misuse it. Second, three pairs do not use it at all. Concerning the first category, four pairs out of eight speak with low volume and shyness. Concerning impulsivity versus reflectivity, one pair out of eight is inefficiently reflective whereas two are incompetently impulsive. Five others do not resort to either of them. Concerning eye-contact, five pairs resort to it but their OE is still lacking. Yet, three others do not make use of it. As far as proxemics is concerned, four pairs resort to close distance to be well- heard. The bar graph summarizes the overall conclusions in detail.

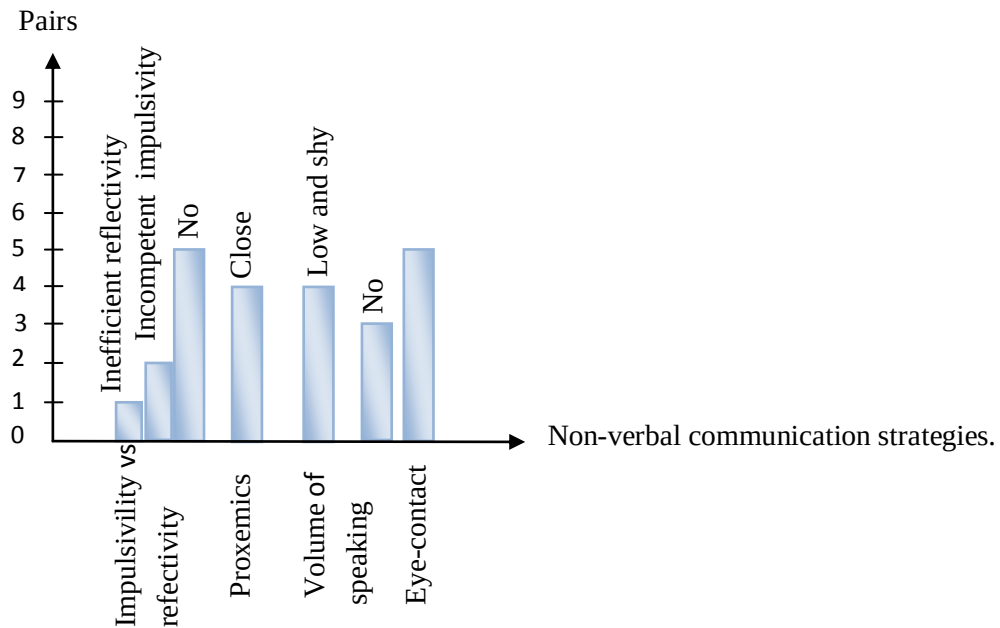


Figure 33: The Causal Factors of Low Comprehensibility and Intelligibility in the Non-verbal Communication Strategies.

5- About the personality factors, what makes the speakers' OE unsuccessful is the misuse of personality qualities, their abandonment or absence. Concerning risk-taking, two pairs are non-risk-takers while five others are low risk-takers because of their caution, shyness and unawareness. Besides, they make no efforts to be so. Concerning mutual affection, three pairs do not exploit it whereas one pair shows some affectivity and give-and-take traits. The bar graph summarizes the overall conclusions in detail.

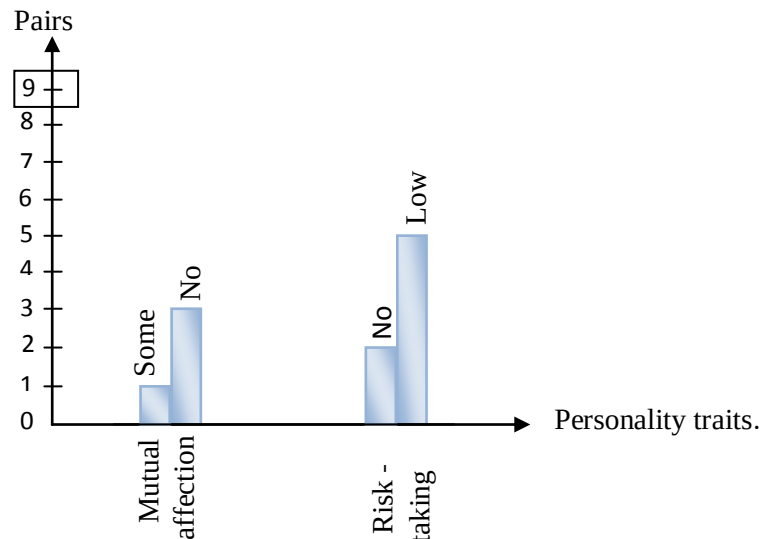


Figure 34: The Causal Factors of Low Comprehensibility and Intelligibility in Personality.

To conclude, class observation leads to confirm that the factors responsible on comprehensibility and intelligibility in OE are a lot. The ones that are used by more than four pairs among the nine highly comprehensible and intelligible speakers are included. Besides, the factors that impede comprehensibility and intelligibility are taken into account because they could have led to success among the nine lowly comprehensible and intelligible speakers. Therefore, what makes these two criteria is the following:

1- In the linguistic knowledge, all the aspects are exploited by more than four pairs but at different degrees. This shows its big weight in making qualitative OE. Morphology is the first cause used by all the pairs. Its relevance to the topic, simplicity, richness, variation and accordance with the partner's level contribute to convey the intended meaning. Pragmatics is the second cause used by seven pairs. Respect of roles during communication helps flow of speech since the speaker is not hurt, interrupted or perplexed. In addition, the relevance of language to the context ensures the speech criteria under investigation. The third cause of comprehensibility and intelligibility includes the rest of the aspects of this knowledge: phonology, phonetics, syntax,

semantics and style and register. They are used by six pairs equally. In phonology, the cause lies in appropriate acoustic information, good articulation of words' sounds, correct location of pauses and avoiding irregular cuts achieve a clear delivery of the linguistic information by the speaker. In phonetics, it lies in spoken clarity, good pronunciation and its slow rhythm. In syntax, it lies in the use of words in well-formed and simple sentences that allow meaning making and its recognition. In semantics, it lies in building the intended meaning by the use of relevant vocabulary, correct sentences and relevant language (to the situation). In style and register, the cause lies in the speakers' official and academic language. This school language is familiar and it offers automaticity, easiness of expression and understandability. In short, all the aspects of this knowledge are used at 100%.

2- In the non-linguistic knowledge, two aspects form the causes of comprehensible and intelligible OE. The first is the knowledge of gestures since these are used by seven pairs. Its contribution lies in accompanying gestures (hands or others) with words. These communicate better, complete meaning, give it more precision, compensate for any linguistic shortcomings, explain what is said and save time and effort. The second is facial expressions since they are used by six pairs. Their good exploitation sustains speech, boosts communication, completes meaning, adds more precision to it and also saves time and effort. In fact, facial expressions are used to show ones' feelings and emotions and these are not always easily expressed in concrete words for a reason or another. In short, two aspects out of three are exploited in this knowledge at 66.66%.

3- In the verbal communication strategies, the causes do not lie here since less than five pairs out of nine resort to them. Therefore, their contribution is at 00%.

4- In the non-verbal communication strategies, the causes of

comprehensibility and intelligibility lie in three aspects. First, eye-contact is used by all the pairs. It shows deep information processing and enables the speaker analyze the other. Thus, it contributes to make appropriate and understandable replies. Second, medium volume of speech is used by seven pairs. Its contribution lies in serving good hearing especially when distance is close. Finally, proxemics is exploited by five pairs. It is characterized by proximity between the speakers during speech. This ensures intimacy, helps good message and sound delivery and raises interest and engagement in speech. In short, three aspects out of four are used at 75%.

5- In the personality factors, all the aspects contribute to achieve comprehensibility and intelligibility in OE. The first cause consists of mutual affection because eight pairs share it. Through partner choice, understandable ideas are easily communicated since the speakers share personal experiences. Moreover, value is given to OE through serious engagement, commitment, respect of roles, mutual help, remedy of communicative problems and patience. The second cause lies in risk-taking since six pairs have this trait. It enables readiness to take public steps and communicating understandable messages under the risk of being wrong. It also permits efforts and courage to cope with expression problems. In short, all the aspects are used at 100%.

Therefore, the causal factors of comprehensibility and intelligibility in OE are ordered as follows:

- 1- The linguistic knowledge and personality factors with a contribution of 100%;
- 2- The non-verbal communication strategies with a contribution of 75%;
- 3- The non-linguistic knowledge with a contribution of 66.66%,

As the classification reveals, verbal communication strategies are not among the causal factors because the speakers have a good linguistic knowledge. In consequence, there is no need to resort to paraphrasing, adjusting, code-switching and avoiding.

Now, conclusions are drawn on the mistakes that could have led to comprehensibility and intelligibility if avoided by the speakers. They are as follows:

- 1- In the linguistic knowledge, the speakers' mistakes appear in six aspects of this knowledge. They are classified according to their frequency among more than four pairs. First, the major mistakes lie in morphology and semantics, and are committed by seven pairs out of eight. The speakers lack the necessary vocabulary, use few words not related to context with no meaning expressed. Thus, they distort or deviate meaning and their sentences are incorrect. The second mistakes lie in syntax and style and register since six pairs are wrong at these levels. The speakers' sentences are inappropriate, incorrect, inaccurate and grammatically distorted. Their few words are do not fit context and cannot be distinguished as formal, informal or even neutral. In the end, mistakes lie in phonology and pragmatics because five pairs are observed to make them. Syllables and sounds are distorted and are unable to recognize. Context is not created because of language scarcity. Turn-taking is artificial, given in a hurry and gives the impression of a desire to get rid of the task. False starts and long pauses make the speakers not pragmatic at all.
- 2- In the non-linguistic knowledge, all the aspects are not exploited by all the eight pairs. This is a major cause for incomprehensibility and unintelligibility.
- 3- In the verbal communication strategies, six pairs do not take advantage of this chance to mend their shortcomings. This is true because the speakers do not have enough language knowledge. Even switching the code into Arabic is not done. The rest are inefficient users.
- 4- In the non-verbal communication strategies, five pairs do not benefit well from this opportunity to remedy and misuse strategies. Three others fully ignore it.
- 5- In the personality factors, the major cause lies in low risk-taking among five pairs. They are so cautious and shy that they cannot put their personalities

at stake. Besides, they make no effort and are unaware of the task.

All in all, the causes lie in four main points:

- 1- Mistakes in the linguistic knowledge because of deficiencies at this level;
- 2- The absence of high risk-taking during the task;
- 3- The little use of both verbal and non-verbal communication strategies;
- 4- The non-use of the non-linguistic knowledge,

Now, the analysis and discussion of the results of the interview with the participants is revealed.

3.4.3. Results of the Interview:

As said earlier, the interview is structured and aims at obtaining more precision and sustaining earlier findings about the factors that lead to comprehensible and intelligible OE. Hence, it focuses more on personality as well as socio-cultural areas. Unfortunately, four participants could not stay for the interview for personal reasons. Thus, the interviewees are thirty-two. The data are gathered in tables where total numbers of the participants who choose a given answer are written (not by pairs). One participant can give many choices. For a better understanding of the questions, translation into the mother tongue (Arabic) is done. For comprehensive answers, Arabic is allowed for confirmation or better expression. The aims and the results of each question come as follows:

A- About the linguistic knowledge: Q01

1- What aspects of the language did you use in the dialog to deliver a comprehensible and intelligible message? Were they:

a- Your good pronunciation of sounds and words with no pause in the middle?

Answer	N° of speakers who choose it	%
Good pronunciation of sounds	27	84.37
No pause in the middle	20	62.50
Total % of use:		73.43

Table 25: The Use of Phonology in Delivering Comprehensible and Intelligible OE.

b- Your right intonation and stress, high volume and clear boundaries of words?

Answer	N° of speakers who choose it	%
Right intonation and stress	02	06.25
High volume	03	09.37
Clear boundaries of words	04	12.50
Total % of use:		09.37

Table 26: The Contribution of Phonetics in Delivering Comprehensible and Intelligible OE.

c- Your combination of words to make sentences, their interpretation and the use of different known words?

Answer	N° of speakers who choose it	%
Combination of words to make sentences	17	53.12
Interpretation of sentences	10	31.25
The use of different known words	06	18.75
Total % of use:		34.37

Table 27: The Use of Morphology in Delivering Comprehensible and Intelligible OE.

d- Your grammatical correct sentences: right word order, correct tenses and the intended meaning of your sentences?

Answer	N° of speakers who choose it	%
Right word order	22	68.75
Correct tenses	24	75.00
The intended meaning of your sentences	21	65.62
Total % of use:		69.79

Table 28: The Use of Syntax in Delivering Comprehensible and Intelligible OE.

e- The correct interpretation of your sentences in the real world with no misunderstanding?

Answer	N° of speakers who choose it	%
Correct interpretation of your sentences in the real world with no misunderstanding.	22	68.75
Total % of use:		68.75

Table 29: The Use of Semantics in Delivering Comprehensible and Intelligible OE.

f- Respect of turn-taking and good initiation of the dialog?

Answer	N° of speakers who choose it	%
Respect of turn-taking	30	93.75
Good initiation of the dialog	01	03.12
Total % of use:		48.43

Table 30: The Use of Pragmatics in Delivering Comprehensible and Intelligible OE.

g- Use of formal or informal English?

Answer	N° of speakers who choose it	%
Use of formal English	07	21.87
Use of informal English	06	18.75
Total % of use:		20.31

Table 31: The Use of Style and Register in Delivering Comprehensible and Intelligible OE.

Discussion: As the tables above illustrate, the participants say they use

numerous aspects of the linguistic knowledge. Phonology has a use of 73.43% among them. Phonetics has a use of 09.37%. Morphology has a use of 34.37%. Syntax has a use of 69.79%. Semantics has a use of 68.75%. Pragmatics has a use of 48.43%. Finally, style and register have a use of 20.31%. Yet, those aspects that are used by more than 50% of the participants enjoy more priority. Therefore, their order according to use is undoubtedly as follows: phonology, syntax and semantics. In short, the total use of all the aspects of this knowledge by the participants is estimated at 70.65%.

B- About the non-linguistic knowledge: Q02

2- What aspects of the non-linguistic knowledge did you use together with spoken language to be more intelligible and comprehensible? Were they:

a- Gestures accompanied by speech?

Answer	N° of speakers who choose it	%
Gestures with speech	22	68.75
Total % of use:		68.75

Table 32: The Use of Gestures in Delivering Comprehensible and Intelligible OE.

b- Facial expressions to focus on the meaning you intend to make?

Answer	N° of speakers who choose it	%
Facial expressions to focus on the intended meaning.	19	59.37
Total % of use:		59.37

Table 33: The Use of Facial Expressions in Delivering Comprehensible and Intelligible OE.

c- Any other body language like head movements or others?

Answer	N° of speakers who choose it	%
Body language (head movements)	13	40.62
Others	00	00
Total % of use:		40.62

Table 34: The Use of Body Language in Delivering Comprehensible and Intelligible OE.

Discussion: According to the tables above, the participants say they make use of different aspects of the non-linguistic knowledge. Gestures have a good use of 68.75% among them. Facial expressions have a use of 59.37%. In the end, body language (exemplified in head movements) has a use of 40.62%. Thus, their order according to use by more than 50% is certainly as follows: gestures and facial expressions. In short, the total use of the aspects of this knowledge by the participants is estimated at 64.06%.

C- About communication strategies: Q03

3- When you felt that your message is not understood, did you resort to compensation strategies?

Answer	N° of speakers who choose it	%
Yes	31	96.87
No	01	03.12

Table 35: The Usefulness of Communication Strategies in Compensation.

Discussion: The numbers in the table above indicate that thirty-one (31) participants recognize the indispensable role of strategies in general in saving the comprehensibility and intelligibility of their OE. Only one (01) declares the opposite.

C- a. About verbal communication strategies: Q04

4- Which verbal communication strategies you found helpful to sustain your speech? Were they:

a- Paraphrasing your sentences in another simpler way?

Answer	N° of speakers who choose it	%
Yes	24	75.00
Total % of use:		75.00

Table 36: The Use of Paraphrasing in Delivering Comprehensible and Intelligible OE.

b- Adjusting your message by omitting difficult information?

Answer	N° of speakers who choose it	%
Yes	22	68.75
Total % of use:		68.75

Table 37: The Use of Adjusting in Delivering Comprehensible and Intelligible OE.

c- Using French, Arabic, Berber or any other language (code-switching)?

Answer	N° of speakers who choose it	%
French	15	46.87
Arabic	22	68.75
Berber	00	00
Any other	00	00
Total % of use:		57.81

Table 38: The Use of Code-switching in Delivering Comprehensible and Intelligible OE.

d- Changing into a subject that you master better?

Answer	N° of speakers who choose it	%
Changing the subject	07	21.87
Total % of use:		21.87

Table 39: The Use of Avoiding in Delivering Comprehensible and Intelligible OE.

Discussion: As the tables above read, the participants say they use different verbal communication strategies to mend the breakdowns of their OE. Paraphrasing has a use of 75%. Adjusting has a use of 68.75%. Code-switching has a use of 57.81%. Finally, avoiding has a use of 21.87%. Accordingly, their order according to use by more than 50% of participants is as follows: paraphrasing, adjusting and code-switching. In short, the total use of verbal communication strategies by the participants is estimated at 67.18%.

C- b. About non-verbal communication strategies: Q05

5- Which non-verbal communication strategies compensated for gaps during your speech? Were they:

a- Impulsivity in communication or reflectivity before giving any incomprehensible and unintelligible idea?

Answer	N° of speakers who choose it	%
Impulsivity	07	21.87
Reflectivity	28	87.50
Total % of use:		54.68

Table 40: The Use of Impulsivity and Reflectivity in Delivering Comprehensible and Intelligible OE.

b- Adjusting the distance between your interlocutor and you?

Answer	N° of speakers who choose it	%
Close distance	22	68.75
Long distance	03	09.37
Total % of use:		39.06

Table 41: The Use of Proxemics in Delivering Comprehensible and Intelligible OE.

c- Using a high, medium or low volume?

Answer	N° of speakers who choose it	%
High	06	18.75
Low	21	65.62
Medium	06	18.75
Total % of use:		34.37

Table 42: The Use of Volume in Delivering Comprehensible and Intelligible OE.

d- Using eye-contact to express what you cannot tell in words?

Answer	N° of speakers who choose it	%
Using eye-contact	24	75.00
Total % of use:		75.00

Table 43: The Use of Eye-contact in Delivering Comprehensible and Intelligible OE.

Discussion: According to the results in the tables above, the participants say they use many non-verbal communication strategies to remedy any

incomprehensibility and unintelligibility in their OE. Impulsivity and reflectivity have a use of 54.68% among them. Proxemics has a use of 39.06%. Volume of speaking has a total use of 34.37%. Eye-contact has a use of 75%. In view of that, their order according to use by more than 50% is clearly as follows: eye-contact and impulsivity versus reflectivity. In short, the total use of non-verbal communication strategies by the participants is estimated at 64.84%.

D- About personality factors: from Q06 to Q09

6- Do you think that when you know the person you talk to and share souvenirs with him/ her help you be comprehensible and intelligible?

Answer	N° of speakers who choose it	%
Yes	31	96.87
Total % of use:		96.87

Table 44: The Use of Mutual Affection in Delivering Comprehensible and Intelligible OE.

7- Were you a high-risk taker during oral expression?

Answer	N° of speakers who choose it	%
Yes	22	68.75
Total % of use:		68.75

Table 45: The Use of Risk-taking in Delivering Comprehensible and Intelligible OE (A).

8- Were you afraid of your mates' mockeries or your teacher's criticism?

Answer	N° of speakers who choose it	%
Mates' mockeries	16	50.00
Teacher's criticism	16	50.00
Total %		100

Table 46: The Use of Risk-taking in Delivering Comprehensible and Intelligible OE (B).

09- Did this discourage you to speak good or the opposite?

Answer	N° of speakers who choose it	%
Discourages you	12	37.50
Encourages you	19	59.37
Total %		48.43

Table 47: The Use of Risk-taking in Delivering Comprehensible and Intelligible OE (C).

Discussion: The tables above indicate clearly the importance of personality factors in constructing comprehensible and intelligible OE. According to what the interviewees say, mutual affection helps 96.87% of them. High risk-taking is present among 68.75% participants since they find OE a risk-taking job in which half of them are afraid of their mates' mockeries and another half are afraid of their teacher's criticism. Yet, this fact encourages 59.37% of the interviewees more than it discourages them. So, the order of both personality traits according to use is unquestionably as follows: mutual affection and then risk-taking. In short, the total use of mutual affect and risk-taking is 82.81%.

E- About the socio-cultural factors: from Q10 to Q12

10- Do you like the English language, its people and culture?

Answer	N° of speakers who choose it	%
Yes	31	96.87
Total %		96.87

Table 48: The Contribution of Positive Attitudes towards the English Language, its People and Culture in Delivering Comprehensible and Intelligible OE.

11- If yes, give examples.

What attracts	Answer	N° of speakers who choose it	%
In the language	Pronunciation, how teachers speak and its internationality	25	78.12
In people	Their seriousness, respect of laws, politeness and cool temper.	19	59.37
In culture	Traditions, civilization, ceremonies, royal family, habits and celebrations	26	81.25

Table 49: What the Interviewees Like in the English Language, its People and Culture.

12- Can these motivate you or not to communicate comprehensibly and intelligibly?

Answer	N° of speakers who choose it	%
Yes	29	90.62
Total %		90.62

Table 50: How Positive Attitudes Rise Motivation to Deliver Comprehensible and Intelligible OE.

Discussion: According to the results cited in the tables above, 96.87% of the participants have positive attitudes towards the English language, its people and culture because they like them. This view plays a role in making comprehensible and intelligible OE. The language itself and its characteristics attract 78.12%. People, with their traits, attract 59.37%. Culture, with all what binds it, attracts 81.25%. 90.62% recognize the role of all these aspects in motivating them to be comprehensible and intelligible speakers. Therefore, their order according to their contribution is surely as follows:

1. Liking the language, its people and culture;
2. The characteristics of the English language, its people and culture;
3. The motivation that these positive attitudes create,

In short, the contribution of positive attitudes is estimated at 96.87%.

3.4.3.1. Interpretations and Conclusions:

In reality, the interview gives more light and helps at bringing evidence on the causal factors of comprehensibility and intelligibility in OE. As an instrument in research, it allows a direct contact with the speakers whose answers are based on what they really use during the OE task. Relying on such results, the participants attribute the factors of both criteria to:

1. The socio-cultural factors;
2. Personality factors;
3. The linguistic knowledge;
4. Verbal communication strategies;
5. Non-verbal communication strategies;
6. The non-the linguistic knowledge,

3.4.4. General Conclusions:

The aim of this crucial part is to meet the results obtained in each instrument of the triangulation approach and reveal the factors leading FYSSL to achieve comprehensible and intelligible OE at class. After a careful comparison between the conclusions of the questionnaire, the task-based class observation and the interview, gearing them and in the light of the hypotheses, causality is finally attributed to the following factors:

1. The questionnaire administered to the participants reveals what they think on the components of comprehensible and intelligible OE. In this respect, the participants seem to consider everything as an integral part in achieving both criteria. Yet, they differ in giving priority to each aspect. For the sake of clarity, their view is summarized. 91.66% of them consider OE as giving information having a comprehensible and an intelligible quality. 05.55% recognize OE as purely being comprehensible and intelligible. The aspects of the linguistic knowledge that are important in achieving both criteria are thought to be different because 83.33% of the participants' classifications of these aspects are total mismatches. However, this view is shaped later in the

interview and is clearer for them. The non-linguistic knowledge is considered as helpful by 86.11% of them because of its compensatory, expressive and complementary role and because they do not exclude its aspects in their classification. Thus, they classify gestures as first, facial expressions as second and then body language as third. Concerning communication strategies in general, 94.44% of the participants accept them as important in conveying the right and intended meaning. But 88.23% think that both verbal and non-verbal strategies clarify their OE. The most popular verbal strategy is thought to be code-switching by 59.18% of the participants whereas the most popular non-verbal one is thought to be the appropriate volume of speaking by 33.80%. Personality is considered as a factor of comprehensible and intelligible OE especially risk-taking since 57.44% believe in its contribution. The socio-cultural factors are no less contributory. 96.87 of the participants like the English language and its culture. This appreciation is thought to contribute in building a qualitative OE by 90.62% because liking motivates them. Besides, the internationality of the language itself and its status in the world encourages them to accept it despite its foreign nature.

2. Class observation and the structured interview have shaped the conclusions and are thus more decisive than the questionnaire. This is because they are based on an empirical tool which is the task. These attribute causality to many factors; more precisely to those exploited by more than half or 50%. Thus, they are finally classified as follows:

First, the socio-cultural factors are a major cause of comprehensible and intelligible OE. Though they are not dealt with in class observation for their unnoticeable nature, the interview gives reasonable results which are classified as factor one. Thus, the positive attitudes that 96.87% of the participants have towards the English language motivate to deliver qualitative speech. This motivation is declared by 90.62% of them. The details are

significant because 78.12% of them like the characteristics of the language, 59.37% like its people and 81.25% like its culture.

Second, personality factors have a big contribution in achieving comprehensible and intelligible OE at class.

A. In the interview, 96.87% of the successful as well as the unsuccessful participants say that mutual affection between the pairs and shared experiences help them in their task. 68.75% recognize the contribution of risk-taking for the same aim. Their total use is at 82.81%.

B. In observation, more than a half (four pairs) of the successful participants exploit both traits to be so at 100%.

Third, the linguistic knowledge is certainly exploited to speak and no other knowledge or strategy can precede it or work without it. Thus, it naturally comes as prior (except for the deaf and mute). Statistically, its most useful aspects for comprehensibility and intelligibility are:

A. In the interview, the successful as well as the unsuccessful participants say they use phonology at 73.43%, syntax at 69.79% and semantics at 68.75%. Their total use is at 70.65%.

B. In observation, more than a half (four pairs) of the successful participants exploit all the aspects at 100%.

Fourth, the non-verbal communication strategies come after as factor of comprehensible and intelligible OE.

A. In the interview, the successful as well as the unsuccessful participants say they use eye-contact at 75.00% and then they resort to either impulsivity or reflectivity at 54.68%. Their total use is at 64.84%.

B. In observation, more than a half (four pairs) of the successful participants exploit 75% of them. The first useful strategy is eye-contact. Yet, the rest differ between volume, proxemics and reflectivity versus impulsivity.

Fifth, the non-linguistic knowledge is another causal factor of both criteria.

A. In the interview, the successful as well as the unsuccessful participants say

they use gestures at 68.75% and then facial expressions at 59.37%. Their total use is at 64.06%.

B. In observation, more than a half (four pairs) of the successful participants exploit 66.66% of its aspects mainly gestures in the first place and facial expressions in the second.

Sixth, the verbal communication strategies have a limited use by the participants.

A. In the interview, the successful as well as the unsuccessful participants say they use paraphrasing at 75.00%, adjusting at 68.75% and code-switching at 57.81%. Their total use is at 67.18%. In fact, this is what they want to use but they cannot.

B. In observation, less than a half (four pairs) of the successful participants exploit them. Thus, they are not a major cause with 00% because these need language to be expressed.

All in all, in the light of the research hypotheses, the triangulation approach leads to attribute causality to the factors mentioned above. In fact, the results show their order of importance but they eliminated the role of verbal strategies since these are opted by less than 50% of the participants. This is due to the fact that strategies need language to mend language and the deficiency lies in the language itself.

Conclusion of Chapter Three:

As the present chapter aims at bringing evidence as to what makes FYSSL comprehensible and intelligible speakers in OE classes, we opted for the above case study. Basing on assumptions, a qualitative and quantitative approach is followed in which a triangulation of research instruments is applied. A piloting phase was indispensable to shed light on the technical terms and how this practical part works. First, the participants filled in the questionnaire forms. The aim of this step was to assess their thinking on what

makes them comprehensible and intelligible speakers in OE. The results showed how they considered all of the suggested hypotheses as imperative. However, they differed in classifying their aspects and thus in giving priority to one aspect over the other. Second, the participants were put under systematic class observation during the OE task. This pair work performance was intended to directly describe what the speakers exploit and resort to. Unlike the questionnaire, the results this time unveiled that comprehensibility and intelligibility were a matter of definite aspects. They are the linguistic knowledge and personality factors in the first place, the non-verbal communication strategies in the second, the non- linguistic knowledge in the third place. Verbal communication strategies were eliminated while socio-cultural factors were investigated later in the interview. In the end, the participants went through a structured interview. Its aim was to find decisive answers as for what makes them speak comprehensibly and intelligibly. The results demonstrated slightly different causes which are the socio-cultural factors in the first place, personality factors in the second, the linguistic knowledge in the third, verbal communication strategies in the fourth, non-verbal communication strategies in the fifth and the non-the linguistic knowledge in the last. The final step in the present practical chapter was to decide on the validity of the hypotheses in the general conclusion. The results were geared the through calculating percentages. The validity went towards a classification of the hypotheses as causal factors and which are the socio-cultural factors, personality, the linguistic knowledge, the non-verbal communication strategies and the non-linguistic knowledge. The validity went also towards an elimination of the verbal communication strategies form being a causal factor.

Chapter Four : Conclusions and Pedagogical Implications.

Introduction:

The aim behind carrying out a case study on educational issues is to bring a better understanding, practice, amelioration or change to the current methods of teaching a specific foreign language and its skills. It is also to invite educationists and syllabus designers to incorporate the findings of research in syllabus designing. Thus, taking into account the four research questions, the present chapter highlights the following points:

1. Summarizing the results of the research and its conclusion;
2. Enlightening the decisions of educationists and syllabus designers of the secondary schools to the best methods of learning and teaching comprehensible and intelligible OE especially those which go with the requirements of university, work market and technological progress;
3. Facilitating the OES to the teachers and the learners especially when the researcher is a teacher and knows well that teachers are facing big comprehensibility and intelligibility issues in the classroom,

So, the facets of each part of this chapter will be unveiled.

4.1. Summary of the Findings:

As it has been discussed in chapter 3, the present case study has explored what factors lead FYSSL to be comprehensible and intelligible in OE. Ultimately, the conclusions have been fed by the hypotheses and they answer research question one which asks: what are the factors of comprehensibility and intelligibility in OE? The results suggest that the socio-cultural factors are the first and major cause in which the positive attitudes that 96.87% of the participants have shown towards the English language motivate them to speak with such qualities. This motivation is declared by 90.62% of them but the numbers are significant because 78.12% of the participants like the characteristics of the language, 59.37% like its people and 81.25% like its culture. The results also suggest that personality factors are the second and

they have a big contribution in achieving comprehensible and intelligible OE at class. 96.87% of the successful as well as the unsuccessful participants say that mutual affect between the pairs and shared experiences are so helpful. 68.75% recognize the contribution of risk-taking for the same aim and more than a half (four pairs) of the successful participants exploit both traits to be so. The results confirm the linguistic knowledge as the third factor. It logically comes prior to strategies. The statistics indicate that the most useful aspects for the successful as well as the unsuccessful participants are phonology at 73.43%, syntax at 69.79% and semantics at 68.75%. Besides, more than a half (four pairs) of the successful participants exploit all the aspects at 100%. The results propose the non-verbal communication strategies as a fourth factor of comprehensible and intelligible OE. The successful as well as the unsuccessful participants say they use eye-contact at 75.00% and then they resort to either impulsivity or reflectivity at 54.68%. In addition, more than a half (four pairs) of the successful participants exploit 75.00% of these strategies. The first useful strategy is eye-contact. Yet, the rest differ between volume, proxemics and reflectivity versus impulsivity. The results prove the non-linguistic knowledge as the last causal factor of both criteria. The successful and the unsuccessful participants say they use the knowledge of gestures at 68.75% and then of facial expressions at 59.37%. Furthermore, more than a half (four pairs) of the successful participants exploit 66.66% of its aspects mainly gestures in the first place and facial expressions in the second. According to the same results, the factor of verbal communication strategies has a limited use by the participants and it is eliminated. The successful as well as the unsuccessful participants say they use paraphrasing at 75%, adjusting at 68.75% and code-switching at 57.81%. But, this is what they wanted to use and they did not do in the task. Besides, less than a half (four pairs) of the successful participants exploit them in the task.

Now, that the results are summarized, a reflection on their implication in the educational field suggests itself.

4.2. Pedagogical Implications:

Basing on the conclusions and on the research questions, we would like to invite educationists, syllabus designers and teachers to take into account the recommendations we come up with. Yet, before doing so, a reminder of the rest of the research questions is beneficial before providing answers to them:

- Does the Algerian educational context help attaining comprehensibility and intelligibility in OE classes?
- How to achieve an effective OE with comprehensibility and intelligibility criteria in the light of the new reforms in secondary schools?
- How to move significantly from the teaching and learning of listening, reading, vocabulary, grammar and writing to the teaching and learning of real OES?

4.2.1. To Educationists and Syllabus Designers:

In this part, we would like to offer constructive recommendations in our urgent call to give more weight to OE as a skill whose teaching is very limited in teachers' practices and whose outcome is emphasized in the English syllabus and textbooks. As mentioned earlier in chapter two, the syllabus of English for first-years is paired with the notion of skills including OE. Yet, it has been discussed that two problems raise the issue of comprehensibility and intelligibility in it. They are the insufficient time allocated to achieve the syllabus and OE which led to its abandonment; and the exclusion of the latter from official tests. Therefore, we would like to put forward some recommendations to educationists and syllabus designers.

1. The development of oral literacy needs time and a continuous use of oral language. Reality has always shown how teachers are unable to fulfill the

entire syllabus within the school year and this is without devoting lessons to OE. So, it seems that purely OE classes need to be incorporated in syllabuses and yearly distributions with sufficient time allotment and pre-determined objectives. Practical as well as realistic syllabuses are an urgent need to create balance.

2. Given the close relationship between comprehension and production, decision-makers endorse the comprehension of the content of syllabuses at the expense of production. However, an effective oral production that is syntactic, semantic and pragmatic will provide indicators of such comprehension and lead to the attainment of communicative objectives.

3. Taking into consideration the fact that OE is not officially or directly tested, an unawareness and discouragement to teach and learn this skill might be shown in the teachers' practices and learners' behaviors. This contradicts with the goals behind syllabuses which are actually designed to teach the skills of a foreign language and to enable communication in it. A kind of assessment and testing would be beneficial in order to make teachers and learners aware and motivated for OE lessons.

4. Cross-cultural and more preferably inter-cultural communication seems a good objective to be incorporated in syllabuses and applied in the social context. This is due to the internationalization and globalization of education. Reality is characterized by conversations, e-mails and phone calls via the internet with people from different languages and cultures. Thus, a cross-cultural and inter-cultural content and competencies are required in the OE classrooms to permit learners communicate with members of different cultures, appreciate and respect without negative attitudes, be open-minded, be culturally self-aware and have cross-cultural and inter-cultural empathy.

5. With regard to cultural considerations in syllabuses, the exploitation of the linguistic and non-linguistic knowledge and of verbal and non-verbal strategies for the creation of cross-cultural meaning would be a necessity in

classrooms. That way, multiple opportunities of cross-cultural communication in real life contexts become easy especially with native speakers on the internet.

6. Talking about technology raises the call for its use in classrooms. Educationists and syllabus designers are invited to take into account the direct inclusion of computers with non-stop internet access, data shows and all the needed software and programs in the syllabus of English and in OE classes. These are of assistance for oral presentations, discussion, authentic models or for self-evaluation.

4.2.2. To Teachers:

It has been discussed that the issue of comprehensibility and intelligibility in speech is raised by the neglect of socio-cultural factors, the absence some personality traits, a deficiency in the linguistic knowledge, the neglect of verbal communication strategies in addition to the lack of the non-linguistic knowledge. Pedagogically speaking, old practices or insufficient efforts resulting from direct effects of what syllabuses ignore and from the non-exploitation of technologies to overcome such an issue may be also another reason. Therefore, teachers of English in the tertiary sector of education are invited to take into account the recommendations resulting out of the present research hoping to facilitate comprehensible and intelligible OE at class.

4.2.2.1. Some Suggestions to Assist Oral Expression:

Enabling learners communicate successfully implies easy steps to be implemented by teachers. Therefore, we hope they find the following suggestions useful:

1. Provide ample opportunities for discussion, oral presentation, and problem-solving, sharing and brainstorming. This helps mutual affect and correct use of speech.
2. Increase your wait time when you are expecting a response to increase the learners' talking time. This enables production processes and correct language

use.

3. Provide some organizational strategies to assist the learner to plan for OE. For instance, when telling a story, let him know to think of the beginning, middle and the end. This serves correct organization and raises self-confidence.
4. Provide ample opportunities to let the learners make oral presentations and talk to an audience. This encourages risk-taking and raises awareness of the audience understandability.
5. Offer cues and prompts when necessary and avoid talking in the learner's turn. This avoids silence, long pauses and gets him motivated and responsible.
6. Provide opportunities to express feelings about a favorite movie or documentary they watched at class with you. Ask questions to have feedback and allow discussion. This leads to comfortable language use, mutual affect and cultural empathy.
7. Be patient. Learners are usually happy to share vocally but need time to express themselves.
8. Provide a favorable climate in which errors are accepted as part of learning. This releases learners' inhibitions and liberates talk and the flow of ideas.
9. Correct their negative attitudes on OES itself and on the foreign language, its people and culture.
10. Provide an immersion to authentic English at class through technological tools, visual or audio-visual. This teaches good pronunciation habits and enriches the learners' vocabulary and expressions.

4.2.2.2. Objective and Instruction-Based Lesson Plans:

Lesson planning with all the preparation it requires is one of the best contributors to effective teaching. OE lesson plans, like the others, should be flexible and spontaneous to leave room for creativity and innovation. They are personal in the sense that there is no definite model to be applied rigidly because teaching is a teacher's philosophy and view on how s/he can transmit

knowledge to his/her learners and make them express themselves. Besides, there are differences within the same class or between the classes in terms of learners' variables and their pre-requisite knowledge. Therefore, lesson plans should be based on a set of step-by-step criteria like pre-determined objectives, well-designed instructions and appropriate teaching/learning methods. Three phases are normally to be devoted in them: pre-speaking, while speaking and post speaking. After introducing the nature of the lesson, attracting the learners' attention, giving the instruction and setting clear objectives, the first phase should be dedicated to the preparation of what the speakers say. A brainstorming of the necessary vocabulary, expressions and grammatical points seems a good plan that enhances comprehensible and intelligible OE. The second phase is then devoted to the speaking tasks and the realization of the objectives in an expressive way. Teachers as well as learners should allow creativity and tolerate mistakes to a certain extent. The last phase can be a peer/teacher evaluation, correction and remedy of areas of weakness that impeded qualitative OE.

Below is a description of the characteristics of such an OE lesson plan:

1. A need for attaining an educational objective has to be met and an issue related to the practice of OE must be tackled. Presently, learners need to be able to produce a short speech on a specific topic related to the unit's theme. Besides, the issue is how to integrate the vocabulary, grammar and phonology of this unit in a correct and productive way. Later, as learners graduate from university and then apply for a job, oral communication seems an urgent requirement for the workforce. Such details seem indispensable in the lesson plan.
2. A real-world oral performance far from artificiality has to be included in accordance with the learning objectives. Real-life activities seem convenient like those in which speakers make mobile phone calls for inviting friends or in which they tell each other which internet sites they have accessed and with

whom they have chatted.

3. An instructional objective should appear in the lesson plan. The objectives are based on the speakers' final outcome, activity or test. To attain the lesson's objectives, teachers can set clear and careful instructions for speakers to improve their oral performance. Also, they can include technological material in lesson design and class activities. Teachers should have provided the learners with useful linguistic tools and strategies before this phase (in listening, grammar and phonology).
4. A consideration of the task level and of speakers' pre-requisite knowledge (including technology background) is a key to successful oral performance. Difficult tasks are to be avoided preferably, and prior knowledge is to be tested and taken into account by the teachers.
5. An arrangement of indispensable content is at the core of an OE lesson. Necessary ideas and activities suitable for the theme and the objectives permit the speaker understand and perform very well. Furthermore, other components are of great relevance in achieving successful OE and scaffolding learning. They are an interesting and motivating content, a socialized (real-life) speaking task, a good partners' choice and a present technology.
6. A number of varied and purposeful activities in the lesson's content are part of a successful lesson plan and are a way to effective OE that creates fluent speakers who use expression and emotion. Teachers could select helpful activities such as asking for and giving directions, reporting events orally, summarizing stories read before, delivering speeches on different occasions to the class, having a discussion on a film already seen or on someone's speech heard before, having an on-line conversation with a keypal, acting out a play they write or translate, commenting on comic strips and the like. These not only motivate speakers but also enable them change their volume, speed, tone and register in addition to taking the risk to speak for a public and using language with feelings and strategies. A brainstorming might lead to an

effective OE and seems a very basic step in the lesson plan.

7. An assessment ensures learning and shows whether the objectives are accomplished in the real-world setting. It consists of an observation, a quiz, an oral presentation or a test (see 4.2.2.3 for more details on assessment). These would drive the speakers.

8. Predictability of things as the need for more time, the appearance of creative ideas or silent learners is relevant to lesson planning. Teachers can manage their plans with the unexpected problems.

With regard to institutional constraints such as speed with which the lesson should go and tests which should result satisfying scores, teachers have another duty which is to create balanced plans taking into account time constraints and educational outcomes with rewarding results. The last point is what is all learning is about. So, how can teachers assess speakers and with which criteria? The next part tackles this question.

4.2.2.3. A Sample Assessment Procedure:

In teaching, the purpose of education is transmitting knowledge and assessing learning. The assessment of OE is one of the most challenging tasks that teachers might face. This is due to the foreign nature of the English language, the nature of the skill and the criteria with which speakers are going to be assessed. However, it has been discussed that the absence of oral tests has rendered OE motiveless and attempts at enabling comprehensible and intelligible communication have always been insufficient or ignored. In our endeavor to encourage teachers assess OE and give it more weight and quality, we propose the following assessment procedure:

1. During the lessons (OE and others), teachers are invited to observe individual learners using expressive language (speaking) in close pair or open pair discussions. This helps a comprehensive and continuous evaluation and avoids judgments based on one oral performance.

2. Teachers are encouraged to identify four or five speakers to be observed during each session. They continue until they have assessed all of them.
 3. In OE classes, teachers are called for recording the names of pair/group participants and describing the context of the observation: who are the pairs/groups, the nature of the task performed, level of difficulty, speakers' feelings and motivation, speakers' performance, time allotted and when English is studied.
 4. Throughout the term, recording should deal with both areas of strength and weakness in the speakers' OE, in a variety of contexts and with several groupings of speakers.
 5. Record the speakers' level(s) of performance on their profile in order to have a continuous comprehensive assessment of their performance and facilitate scoring.
 6. Analyze the remarks on the speakers' portfolio and use them as a guide when making instructional decisions or giving a score. Analysis of speaking is to be based on some information like:
 - whether the speaking experience is real and not artificial;
 - if context and participants permit these speakers to demonstrate their strengths in oral language;
 - whether further experiences are needed to gain a better understanding and exploitation of the speakers' abilities in OE,
 7. Teacher, self as well as peer assessment is one of the best ways that encourage comprehensible and intelligible criteria. Teachers or partners can use a checklist to evaluate the use of the linguistic/non-linguistic knowledge, verbal/non-verbal communication strategies, personality traits and socio-cultural factors.
- As such, we provide teachers with a sample assessment rubric for OE. It helps them evaluate and/ or score the speakers' oral performance in a more practical

and continuous way. The speakers on their part can use it to perform self or peer scoring or evaluation. The assessment rubric is based on the factors leading to comprehensible and intelligible OE that the present research work has confirmed. As an example, four causal factors of success are included with a set of criteria on how they are assessed. Thus, we will demonstrate how this assessment rubric works.

1. The first factor of success which is the socio-cultural one mainly the attitudes that the learners have towards the English language, its people and culture;
2. The second factor of comprehensible and intelligible OE which is personality and specifically risk-taking;
3. The third factor of success which is the linguistic knowledge explicitly syntax and morphology;
4. The fourth factor of successful OE which is the non-verbal communication strategies mainly eye-contact and proxemics,

Therefore, the assessment rubric comes as follows:

The factor of success.	Its sub-factors as example.	Criteria to be assessed.			Scores given (20/20).
1. The socio-cultural factor.	The English language.	Positive attitudes (helpful-not helpful).	Negative attitudes (present? detrimental?).		0-1pt
	People.	Positive attitudes (helpful-not helpful).	Negative attitudes (present? detrimental?).		0-1pt
	Culture.	Positive attitudes (helpful-not helpful).	Negative attitudes (present? detrimental?).		0-1pt
2. Personality traits.	Risk-taking.	High risk-takers	Acceptable risk-takers.	Low risk-takers.	0-2pts
3. The linguistic	Syntax.	Use of appropria-	Use of acceptable	Use of inappropria-	

knowledge.		te syntax:	syntax:	te syntax:	0-3pts
		-Simple and complex sentences.	-Acceptable simple sentences.	-No complete sentences.	
		-Regular and irregular plurals.	-Use of some correct plural forms.	-Inappropriate use of plurals.	0-2pts
		-Appropriate and correct tenses.	-Acceptable present tense.	-Inappropriate and incorrect tenses.	0-2pts
		-Regular/irregular past verbs.	-Some past verbs used.	-Wrong irregular past verbs.	0-2pts
	Morphology.	Interesting.	Acceptably interesting.	Not interesting.	0-2pts
		-Use of interesting vocabulary most of the time, including descriptive adverbs, adjectives, nouns and verbs.	-Use of simple basic language consisting mostly of nouns and verbs with little use of adjectives.	-Lack of necessary vocabulary impedes OE. -Unable to express some of the elements of the theme with nouns, verbs or adjectives	
	4. The non-verbal communication strategies.	Eye-contact.	Expressive/ exploited		
Not expressive/ not exploited					
Proxemics.		Resort to it			0-2pts
		Do not resort to it			

It is worth noting that the teacher has to adapt the scale of scoring as s/he includes the rest of the elements that constitute the causal factors of

comprehensible and intelligible OE. Another significant point about testing oral is that the latter should truly embody validity and reliability characteristics of tests because in education today scoring oral performance is newly integrated to shed a different light on teachers' continuous evaluation and learners' attainment of objectives like oral proficiency. The overall level of success has to include all the different skills.

4.3. The Need for Teachers' Development through Action Research:

It is known that in education, as in life, teachers need to develop their own philosophy of teaching in accordance to the latest research and the goals of instruction that get updated every time. One way of doing so is through action research. Traditionally, (from personal experience as a teacher), novice and experienced teachers in secondary schools receive some kind of training from their inspectors. The latter design goals for tackling the teaching of specific skills, issues related to their implementation and even making exact yearly distributions and lesson plans. Recently, the integration of technology in teaching takes a greater part in this training namely the exploitation of the internet to design visual lessons on the computer based on videos and authentic language and presented through power point or movie maker. Furthermore, instructions from the ministry of education and also from inspectors stress colleagues' collaboration and its frequent organization. Communication like this provides ample opportunities to exchange ideas, observe teaching, innovate classroom practices, share educational issues and solve them, make unified tests or exams and thereby improve aspects of teaching. In addition, with the possibility to get through, chances for self-training on the internet arise especially with booming educational sites on which teachers find the latest research work that render the practice of teaching and its methods updated and effective. In this respect, the talk about research in education suggests itself. It is known as action research. Van Lier

(1996, p219)¹ defines it as the study of technical issues related to the practice of teaching and which aims at solving them. It also criticizes the educational practices beyond the classroom like syllabuses and politics. Therefore, this best training way is focused to reach professional teaching. About this point, Van Lier (idem) says:

“Professionalism may be defined narrowly as having to do with issues of classroom teaching and syllabus implementation, rather than with issues of educational infrastructure and policy. On the other hand, if professionalism is defined more broadly to include these latter issues, then stepping across the threshold from technical to critical research is inevitable”.

About its benefits, Bennett (1993) in (ibid., p220) says:

“Experienced teacher-researchers stated that their research brought them many personal and professional benefits, including increased collegiality, a sense of empowerment, and increased self-esteem. Teacher-researchers viewed themselves as being more open to change, more reflective, and better informed than they had been when they had began their research. They now saw themselves as experts in their field who were better problem solvers and more effective teachers with fresher attitudes toward education. They also saw strong connections between theory and practice”.

In considering this, teachers are encouraged to take such training steps especially if they are destined to research on the OES. The aim is not to fall in a paradox with the elaborate outcome behind teaching a foreign language which is inevitably to enable learners communicate in it orally as in writing.

4.4. Limitations:

The present work of research was undertaken at a time we were teaching

¹ Van Lier, Leo. (1996). *Interaction in the Language Curriculum: awareness, autonomy, and authenticity*. England: Pearson Education.

in the secondary school. Pursuing post-graduation studies like magister and fulfilling research while working needs time and effort. Unfortunately, in education, no law permits reduction of teaching hours to let teachers dedicate themselves to research. That is why our work took time to be achieved and for this aim we would like to urgently call the authorities to seriously enact laws allowing a facilitation and protection for teacher researchers. Another limiting factor was that of the reforms that our sector witnesses. Despite their benefits, the continuous changes performed on syllabuses, what they need as scrutiny, evaluation and new lesson preparation, the new inspectors who ask for new different ways of preparation and technology integration all consumed our time. Concerning the execution of the case study, the majority of participants were from scientific streams for reasons out of our control and among which were their level and availability. On the last point, there was a refusal of directors to cooperate and sacrifice some hours at the expense of syllabus achievement. Also, the learners study all day long and take extra lessons in their free time in different subjects and at different times. So, we seized some public holidays in advance to gather the groups for long hours and after the permission of their parents. Other hindrances included also the scarcity of references on comprehensibility and intelligibility in purely non-native contexts because the topic is relatively new. The internet provides a wide range of online resources, but regarding the technological deficiency when these lines were written, one cannot download easily or freely. Another impediment lied in not dealing regularly with the OES by some teachers whom we hoped to interview but we could not. In the end, the careful concentration on listening to dialogs between the pairs and evaluating them to perform the class observation simultaneously was not an easy task. Nevertheless, our endeavor led to those findings which can engender more research.

4.5. The Need to Generate Further Research:

Due to the significance of this topic, we hope that our work would generate further research that would lay a hand on other facets of comprehensibility and intelligibility in OE and enrich it more. This becomes possible especially with the technological openness on credit cards that permit the electronic buying and exploitation of new and updated research. It is also possible with the internationalization of education and treaties on knowledge exchange. A further study on comprehensibility and intelligibility in OE would have been valuable with other research instruments like teachers or inspectors' interviewing to discuss in depth both criteria in purely linguistic factors, purely acoustic or purely socio-cultural ones. This case study could have considered other participants' levels in different settings to unveil new facets and yield more findings. We conclude by quoting Littlewood (1996, p90)¹ who says: "There are still immense gaps in our knowledge [and previous research always could be] a source of insights and ideas . . . which we can add to our present understanding and experience".

Conclusion of Chapter Four:

Throughout this chapter, our impetus was to yield pedagogical implications to better deal with the teaching and learning of comprehensible and intelligible OE in the Algerian context. For this aim, we provided some suggestions and recommendations. They went first to educationists and syllabus designers. As with comprehension skills, they should consider the factors of time, practicality of syllabuses, well-set objectives and official testing of OE for the development of oral literacy. Besides, we raised the need for the integration of the cultural aspects in syllabuses that would enable cross and inter-cultural communicative competency especially with the integration of internet technology in the classrooms. Second, we address teachers whose

¹ Littlewood, WT. (1996). *Foreign and Second Language Learning*. 1984. Great Britain: CUP press. 12th printing.

role is crucial in enhancing the criteria in question. Thus, we provided some suggestions to enable learners master the skill, use communication strategies, take public steps and be creative in a favorable climate of acceptance and patience where exposition of authentic language fosters positive attitudes on it. We also raised the necessity of preparing objective and instruction-based lesson plans with a variety of activities and their assessment. For these, we suggested samples in our hope to motivate teachers and speakers to achieve those criteria. Furthermore, the chapter stresses the need for teachers' development through action research that would tackle OE and its comprehensibility and intelligibility issues, and which could enlighten educationists and syllabus designers to make sound decisions that balance syllabuses and implementation. Last but not the least, after a frank discussion of the limitations, we called for a generation of further research in different settings, with different research instruments and under different conditions that would develop and complement our findings.

General Conclusion

As a basic skill in language teaching and learning, learners need to experience OE in order to gradually be able to achieve the criteria of successful speech that are comprehensibility and intelligibility. Teachers on their part need to observe the wide form of their learners' mastery of oral literacy and evaluate it in the light of the factors that construct both criteria. Although educationists and syllabus designers have already set goals and instructions giving more value to the skill through the competency-based approach, teachers now have another duty which is creating a balance between quantitative teaching and qualitative practice of OE. Similarly, targeting issues like what enhances comprehensible and intelligible OE are at the heart of this duty. However, a wide belief in teaching as a personal philosophy that must meet the goal behind the learning a foreign language would drive teachers to pay a careful attention to oral language usage and to go deeper in answering questions on the factors that solve such issues.

In chapter one, our review of literature has highlighted the two concepts of comprehensibility and intelligibility by defining them and then discussing facts related to them. Besides, the chapter has shown how this skill occupies a fundamental place in the DM, CLT and the Socio-Constructivist Approach; and how their focus is on CC with accuracy and fluency in addition to discourse, pragmatics and creative construction of meaning across individuals. In this review, Vygotsky's view has been discussed in depth, particularly the relation between cognition and social interaction which gives words a broader meaning ,i.e., other senses. Central in this literature is the influence of L1 on L2 and how OE is a result of comprehension and then of production processes. In listening comprehension, the learners cognitively process meaning and store it in the long term memory in a form of a

competence that opens wide doors for creative OE through interplay and context consideration. However, those comprehension processes are exploited again but in reverse order; and mouth execution or oral performance takes place as a skill. With a lot of exposure to the foreign language and its frequent practice, comprehensibility and intelligibility reinforce their position especially with an incorporation of our hypotheses that are the consideration of the socio-cultural factors, the exploitation of good personality traits, the mastery of the linguistic knowledge, remedy using non-verbal communication strategies and the inclusion of the non-linguistic knowledge.

In chapter two, the OES has been put in its educational context. Our strong impetus has been to uncover the reality of teaching and learning it in the textbook of English for FYSSL. Thus, its instruction in the national syllabus and its implementation through CBA have been frankly tackled. In addition, the importance of juxtaposing efforts of teachers with syllabus implementation to achieve both criteria has been emphasized. An important point has also been the effect of being incomprehensible and unintelligible in OE.

In chapter three, the work has been made evidence-based by means of a triangulation of the means of research that have enriched our understanding on the factors responsible on the construction of comprehensible and intelligible OE at class. This scientific endeavor has been translated into the implementation of the questionnaire with the participants, the task-based class observation with evaluation of the OE of the same public in pairs and the structured interview with them. This has really unpacked the co-constructed content of both criteria. Thus, the causal factors are proved to reside first in the socio-cultural factors represented in the positive attitudes that learners have towards the English language, its people and culture associated with an acceptance of cultural differences that would motivate them to an appropriate delivery of foreign speech. Those criteria lie also in the speakers' personality

traits which are proved to be mutual affection between learners and risk-taking as a courageous step to engage in OE with all the remedy it needs on the spot. The factors of comprehensibility and intelligibility reside as well in the different aspects of the linguistic knowledge mainly phonology, syntax and semantics. They lie also in the non-verbal communication strategies like eye-contact and impulsivity versus reflectivity. Their choice by the speakers has proved them as the best contributors to successful communication at class. In the end, those factors reside in the non-linguistic knowledge including the knowledge of gesturing and that of facial expressions. These foster a highly qualitative OE with both criteria. However, the verbal communication strategies have been eliminated by the present case study because they seem as an ‘add on’ to the participants’ work which is making comprehensible and intelligible OE at class. This attitude held by those speakers has been explained by the fact that OE relies to a great extent on the linguistic knowledge and when the latter is deficient, verbal communication strategies would represent another level of deficiency and might problematize the situation. Therefore, the speakers have found it useful and practical to avoid falling in trouble by resorting to easy means that are the non-verbal communication strategies that are better grasped with a good non-linguistic knowledge.

In chapter four, the pedagogical implications of the outcomes of the present research have been put forward due to the significance of the study. Our recommendations have addressed educationists, syllabus designers and teachers. These latter have been provided with some suggestions on planning objective and instruction-based OE lesson plans. Similarly, they have been endowed with a sample assessment procedure so as to evaluate this skill and value its presence more in the official syllabuses. It has been essential in this chapter to stress the need for action research in secondary school to be carried out by teachers themselves to better solve issues relate to their practice of

teaching. In the same way and after discussing the limitations, the last point has been the need to generate further research.

Regarding the results that the study has yielded after experimental evidence, the conclusions have confirmed the validity of all our research hypotheses except the first part of hypothesis two related to verbal communication strategies. Thus, the participants have excluded them from the construct of the causal factors because we inferred from statistics that less than four pairs (a minority) have resorted to them in their OE. The reasonable causes behind this partial refutability have been:

1. Verbal communication strategies go in parallel with the linguistic knowledge;
2. Verbal communication strategies function well with a good linguistic knowledge,

Despite this, we should bear in mind that in research, hypotheses are just guesses that can be tested, verified or falsified. They are neither too specific nor too general. They are valuable even if proven false. After a careful verification of the findings of each research instrument, this hypothesis cannot be described as completely null. Our inferential interpretation comes as follows:

1. Its refutability cannot be generalized in all the cases. Some successful pairs who were comprehensible and intelligible have used these strategies in their OE (examples: P4, 5 and 10);
2. Not all the research instruments proved its falsification. The questionnaire has shown the degree of their importance among the participants (see Q10, Q11 and their discussion);
3. It did not enjoy a majority of use only especially after gearing the results of all the research instruments ,i.e., not more than four pairs have used these strategies (see figures 27 and 32; part 3.4.4. point 2 the sixth part A and B),

Subsequently, verbal strategies remain useful as discussed in the literature and speakers, especially those high risk-takers, would find this way of remedy very helpful for a delivery of comprehensible and intelligible OE. In fact, they could also be subject of further investigation.

In the end, it would be valuable to quote Brown's (2000, p38)¹ words on the weight of language use: "language is a way of life, it is at the foundation of our being, and interacts simultaneously with thoughts and feelings".

¹ Brown, D. (2000). *Principles of Language Learning and Teaching*. 4th ed. Addrean Wesley: Longman Ltd.

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Appendices

Appendix A: The questionnaire.

Please, fill in this questionnaire carefully.

1- Personal information:

Full name: male ☐ female ☐ Age:

Level: Stream: literary ☐ scientific ☐ Pair number: ... A ☐ B ☐

2- The questions:

1-Oral expression is the outward realization of the linguistic knowledge:

yes ☐ no ☐

2-In your view, when speaking pupils should:

a- give information ☐ b- be comprehensible and intelligible ☐

c-both ☐ Tick in the right box.

3-Is it always easy to speak English at class?

Yes ☐ no ☐ any other ☐

Explain:

.....

.....

4- So, what makes your speech comprehensible and intelligible?

a- The linguistic knowledge ☐ b- The non-linguistic knowledge ☐

c- both ☐ Tick where appropriate

5-Classify the aspects of the linguistic knowledge according to their importance in making speech comprehensibility and intelligibility. Use numbers 0 -7.

a- phonology ☐ b- phonetics ☐ c- morphology ☐ d- syntax ☐

e- semantics ☐ f- pragmatics ☐ g- style and register ☐

6-Does the non-linguistic knowledge help you speak intelligibly and

comprehensibly? Yes ☐ no ☐

Explain how:

.....

.....

7- So, what non-linguistic knowledge do you find useful? Put numbers 0 – 3 according to the importance of each.

a- gestures b- facial expressions c- body language

8- Suppose the listener has not understood your message because of a problem in your competence, what do you do to be understood?

.....
.....
.....

9- Thus, do strategies solve the problem? Yes no

10- Which strategies clarify your point in oral expression? Tick where appropriate.

a- verbal strategies b-non-verbal strategies c- both

11-Select the verbal strategies that serve intelligibility and comprehensibility.

a- paraphrasing b- adjusting c- code-switching

d- avoiding communication

12-Select the non-verbal strategies that serve intelligibility and comprehensibility.

a- impulsivity versus reflectivity b- proxemics

c- volume of speaking d- eye-contact

13- Are you confident when you speak at class? Yes no

14- Apart competence, what leads you to make mistakes?

a- not liking the language, the teachers and the classmates.

b- taking the risk of speaking to the others and in front of the others.

15- Do you like the English language and its culture? Yes no

16- Does this help you be a good speaker? Yes no

Explain how:

.....

.....

17- Why do you learn to speak English? Tick where appropriate.

a-for good scores

b- for communicating with others intelligibly and comprehensibly in life

c- for obtaining a job d- for integrating with the English culture

Appendix B: Class Observation.

Table 01:

[illegible]

Table 02 :

[illegible]

Appendix C: The Interview.

1- What aspects of the language did you use in the dialog to deliver a comprehensible and intelligible message? Were they:

a- Your good pronunciation of sounds and words with no pause in the middle?

b- Your right intonation and stress, high volume and clear boundaries of words?

c- Your combination of words to make sentences, their interpretation and the use of different known words?

d- Your grammatical correct sentences, right word order, correct tenses and the intended meaning of your sentences?

e- The correct interpretation of your sentences in the real world with no misunderstanding?

f- Respect of turn-taking and good initiation of the dialog?

g- Use of formal or informal English?

2- What aspects of the non-linguistic knowledge did you use together with spoken language to be more intelligible and comprehensible? Were they.....

a- Gestures accompanied by speech?

b- Facial expressions to focus on the meaning you intend to make?

c- Any other body language like head movements or eye contact?

3- When you felt that your message is not understood, did you resort to compensation strategies?

4- Which verbal communication strategies you found helpful to sustain your speech? Were they.....

a- Reformulating your sentences in another simpler way?

b- Adjusting your message by omitting difficult information?

c- Using French, Arabic, Berber or any other language?

d- Changing into a subject which you master better?

- 5- Which non-verbal communication strategies compensated for gaps during your speech? Were they.....
- a- Impulsivity or immediacy in communication?
 - b- Reflectivity before giving any incomprehensible and unintelligible idea?
 - c- Adjusting the distance between your interlocutor and you?
 - d- Using a high volume or a low volume?
 - e- Using eye-contact to express what you cannot tell in words?
- 6- Which of the above points you considered useful but you did not use because of a reason or another?
- 7- Do you think that when you know the person you talk to and share souvenirs with him/ her help you be comprehensible and intelligible?
- 8- Was it risky to talk to others in the classroom?
- 9- Were you afraid of your mates' mockeries or of your teacher's criticism?
- 10- Did this discourage you to speak good or the opposite?
- 11- Do you like the English language, its culture and its people?
- 12- What exactly attracts you in the English language, its people and its culture?
- 13- Can this motivate you or not to communicate comprehensibly and intelligibly? Explain how?

ملخص

دراسة الحالة الموضوعية بين أيدينا تستهدف كفاءة التعبير الشفهي في ثانويات الجزائر. على ضوء الإصلاحات الموضوعية و المنهجية المتعلقة بتعليم و تعلم اللغة الانجليزية بصفاتها لغة أجنبية و إذا أخذنا بعين الاعتبار إستعمالها الموسع خارج نطاق القسم أصبحت قضايا المفهومية و الوضوح أثناء تبادل الحديث مهمة. التكلم بهذه المقاييس يجب أن يشجع من طرف الأساتذة لكي يتوجهوا من تدريس الفهم إلى تمكين التعبير. و بذلك الهدف من هذا البحث العلمي هو تسليط الضوء على العوامل التي تؤدي بتلاميذ السنة الأولى ثانوي ليكونوا واضحين و مفهومين في تعبيرهم اللغوي. تحاول هذه الدراسة كذلك مساعدة الأساتذة من تحقيق هذه الأهداف في بيئة غير البيئة الأصلية للغة. بدعنا بافتراض أن هذه العوامل هي العلم اللغوي و الغير اللغوي إستراتيجيات الاتصال اللفظية و الغير اللفظية الشخصية و كذا العوامل الإجتماعية-الثقافية. و بغرض اختبار صحة الفرضيات تم تطبيق ثلاثية وسائل البحث و هي:

أ- تم تقديم استبيان للتلاميذ لنرى ماذا يظن هؤلاء حول العوامل المؤدية للفهم و الوضوح.
ب- بعد ذلك تم اجراء تعبير شفهي كعمل زوجي بين التلاميذ مع اجراء ملاحظة منظمة للتلاميذ القسم.

ج- أجريت مقابلة مع التلاميذ لإثبات و تدعيم نتائج البحث.
تم التعامل مع المعطيات عن طريق استعمال المنهج الوصفي التحليلي بغرض التوصل لنتائج واقعية و منطقية. في النهاية تم إثبات صحة الأسباب ونسبها لتركيبية من المقاييس تم ترتيبها حسب الأهمية. حيث إن العامل الاجتماعي-الثقافي يعتبر الأكثر دلالة إذ أن أكثر المتحدثين وضوحا و مفهومية هم الذين لديهم موقف ايجابي من اللغة الانجليزية شعبها و ثقافتها. كما أن الشخصية هي أيضا عامل بارز ذو تأثير كالقدرة على المخاطرة و إظهار الشعور- العلم اللغوي هو عامل جوهري آخر من ضمن أوجه استعمال المتحدث للنظم الصوتية في الكثير من الأحيان النحو بالإضافة إلى استعمال علم الدلالة و بعدها باقي أوجه العلم اللغوي. و عند حدوث أي خلل في الرسالة الشفوية يتم اللجوء إلى عامل آخر بارز و المتضمن الإستراتيجيات الغير اللفظية مثل الاتصال بالعينين الاندفاع و التفكير. العلم الغير اللغوي هو آخر عامل غير منفصل عن بقية الأسباب و المتميز في اختيار الإيماءات و تعابير الوجه. و قد استبعدت نتائج دراستنا إستراتيجية الاتصال اللغوية من أن تكون عامل مسبب نظرا لإستعمالها المحدود.

الكلمات المفتاحية: التعبير الشفهي، الوضوح، المفهومية، القدرة على الاتصال، المنهاج الدراسي.