Effective Practice Drills for Improving
the Student's English Speaking
Ability

التدريبات الشفوية الفعالة لتحسين مستوى الطالب

في اللغة الانجليزية

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Abstract

This modest dissertation tries to refer to the main practice drills that may help
both teachers and learners to overcome the problem of the students' inability in speaking English language. It attempts to show the effective ways in dealing with quiet students inside the classroom. In other words, foreign language teachers should be aware of how to direct conversation sessions and how different types of classroom activities should be managed in order t improve the students' English speaking level.

Key Words

Practice drills – Student's speaking ability – Classroom management – Teaching –

Learning

Résumé

Cette modeste dissertation tente de se référer aux principaux exercices pratiques pouvant aider les enseignants à surmonter le problème de l'incapacité des élèves à parler anglais. Il tente de montrer les moyens efficaces dans le traitement des élèves calmes. En d'autres termes, les enseignants de langues étrangères doivent être conscients de la façon de diriger les séances de conversation et comment différents types d'activités doivent être gérées afin d'améliorer le niveau de l'anglais parlé.

Mot Clés

Exercices – Capacité de l'élève dans l'expression orale – Gestion de la classe-Enseignement- Apprentissage

الملخص

تعتبر هذه المقالة المتواضعة محاولة للإشارة إلى التدريبات الفعالة التي يمكن أن تساعد المعلمين للتغلب على مشكلة عدم قدرة الطالب التحدث باللغة الإنجليزية. نحاول من خلالها تقديم طرق نموذجية في التعامل مع الطلاب الصامتين داخل القسم. بعبارة أخرى ينبغي أن يكون أستاذ اللغة الأجنبية على علم بكيفية توجيه دورات المحادثة وكيف ينبغي أن تدار أنواع مختلفة من النشاطات الصفية من أجل تحسين مستوى الطلاب في النطق بالانكليزية

1-Introduction

This modest dissertation is devoted to some important theoretical points from which a good teacher's practice inside the classroom may derive. This theoretical part may guide the teacher to deal with his students positively when managing the classroom in order to get rid of the main obstacles that students face in speaking English. It is commonly known that learning a foreign language is not an easy task; it needs more attempts and several techniques. Therefore, a language teacher should base his teaching on the four major skills: Speaking, writing, reading and listening. These skills are interrelated and any attempt to neglect one and focus on the other may lead to failure. However, what is seen is that students are only trained in learning to read and write the new language without giving enough importance to conversation practice. Speaking then becomes the main obstacle that students face in acquiring the English language. So, directing conversation sessions and how different types of classroom activities should be referred to in this work as well as the language used during the presentation of the course in order to bridge the gap between theory and practice, and improve the student's English speaking level.

2- Classroom Interaction

Motivation is one of the most crucial factors in language learning. For this purpose, many teachers of English as a foreign language have always tried to find new strategies that introduce practical uses of English inside the classroom. The teacher has to give his students some activities in order to improve their level in learning the target language. For instance, he may include, in his lesson, some meaningful situations: Language games to establish patterns and some competitions to assess the students' language mastery. He can assign some students to talk about things related to their own

experiences as he can give them opportunities to comment about their personal lives whether about the future or the past. In other words, students talk about things that really happened to them. In order to motivate students in the classroom, we would like to present some types of activities that teachers of E.F.L have to take into account if they really want to improve their students' level in speaking the English language, and to create a good classroom atmosphere which helps students to get rid of any kind of reluctance or other psychological obstacles. These practice drills will be discussed in the following sections.

2.1- Developing Conversation through Dialogues

A dialogue refers to a short conversation between two persons on a given situation from the reality of life. It is very important since it helps students to develop their speaking level in English. In this respect, the teacher alters the dialogue and makes it conform to the reality that surrounds him and his students. He can introduce a measure of reality if he uses the names of his students as characters in the dialogue. For instance, let's take the following dialogue:

A: Did you watch Algerian T.V last night?

B: No, I slept early because I was very tired. Were there any news?

A: Yes, there was a terrible explosion in a public garden in Algiers.

B: Oh. What a bad news! Where there any victims?

A: Fortunately, there were no casualties except one injured person.

As it has been already pointed out, the teacher should bring more reality to the above conversation by introducing some variations on specific lines of the dialogue, and insist that his students give an answer related to the reality as the following example: (Questions)

-Who is interested in watching T.V every time?

- What did you see in T.V news yesterday?

- Did you hear about the dramatic explosion?

- What were the reactions of people?

- How many injured persons were there?

- Were they heavily injured?

- In this situation, what do you think the authorities will do?

After any question asked by the teacher, the student gives an answer that seems to be related to the reality. Through this process of teacher's questions and students' responses about the dialogue, a kind of conversation is established between the teacher and his students especially with those who seem to be reticent. Later, the teacher asks them to compose similar questions with answers related to their own experiences. He can write the dialogue on the board and ask them to expand it with a logical addition to the conversation. For example: A says: "Fortunately, there were no casualties except one injured person." Here the student playing the role of B adds "Was he a man or a woman? » and A could reply «No, he was a boy. " This kind of exercise enables the students to express themselves in an imaginative way while remaining within the spirit of the dialogue. The teacher asks the students to paraphrase the lines of the dialogue for the sake of stimulating them to choose their own words within the framework of the dialogue situation. He asks them to look at the dialogue in their books or in the board and asks one of them to say something similar to the first or the second line. For instance, A says: "Did you watch T.V last night?" Another student replies "No, I did not. My T.V is broken. "This process will continue in the same way for the remaining lines until the dialogue is finished. Once the students become skilled in paraphrasing, the teacher asks one of them to paraphrase the dialogue without preparing, using appropriate motions such as looking at the watch, raising the eyebrows and so on. Later on, the teacher outlines a situation similar to the previous one or gives a dialogue as a model and encourages them to reproduce it in another way involving additional events if it is possible as changing characters, time, place and so on.

Model Dialogue given by the Teacher

-**Ali:** Did you see the news yesterday?

- **Mohamed**: No, what was it about?

- **Ali:** It was about a fire that took place in a restaurant.

- **Mohamed:** Really. Were there any casualties?

- **Ali:** Fortunately, there were no injured people as the firefighters came on time, and put off the fire.

Imaginative Dialogues given by Students

(Alterations in characters, place and time)

(1)	(2)
- **Anis:** Did you watch T.V yesterday?	-**Souad:** Did you watch in T.V the accident that took place in Oran Algiers motorway?
- **Mouloud:** No, I did not. I slept early. Were there any news?	-**Nadia:** No, I didn't my T.V has been broken. Were there any victims?
- **Anis:** Yes, a great storm swept across Tokyo.	- **Souad:** yes, the drivers of the two cars died and three persons were taken to hospital.
- **Mouloud:** Did it cause any casualties?	- **Nadia:** Was it because of high speed?
- **Anis:** No, it was not so strong to cause victims.	- **Souad:** I think it was so.

This activity raises students' interest in participating and speaking the target language, enables them to use their imaginations and trains them to express their own ideas and desires in their daily life situations. In the dialogue, as it is mentioned before, two or more students may be enrolled in the activity. But since the classroom involves several students, the teacher has to select a new technique which may enable many students to interact between them in short-role playing situations. This brings us to the matter of plays.

2.2- Participation in the Performance of Plays

Plays are popular activities in conversation activities *"where the group has sufficient time to devote to the study practice and staging of a play". (*Dobson, 1974, p.47). During his class period, the teacher programs short play in order to give several students the chance of participating in the role playing. Sometimes, the English textbooks include long dialogues which involve more than two speakers. Here, the teacher can ask his students to perform it under the form of a play. He may think of a situation involving several characters, for instance, mother, father, headmaster, teacher and teenager. He writes few lines of a conversation that the characters above may say, asks students to propose some additional lines by creating other characters of the situation. These students' suggestions of situations must be selected by the teacher who, later, chooses the easiest situation for his learners to perform. After selecting the suitable situation, he organizes

the group, assigns the roles, guides the play and intervenes when his intervention is needed. If the teacher feels that his students are not ready for role playing, he gives them short modern play, asks them to select one which suits their needs and write it on their papers, i.e. every student has a copy of the play. They read it and look at any difficult words at home. Later, the play has to be discussed in class between the teacher and his students about vocabulary and structure. Then, they analyze its setting, characters, plot and the author's message. Later, the teacher assigns roles and asks them to perform using gestures. He also advises them not to memorize the play, but use the talk- and-listen method instead of learning lines. Dobson (1974) advises the students not to read the play from the paper, but perform it under the form of a conversation listening to his classmate, talking, using gestures as being in a real situation.

2.3- Learning English Songs

Songs are important in the English learning process. It is so in the sense that it changes the classroom atmosphere. So, the students become relaxed without fear of speaking. Singing is a popular activity in the world and students of English as a foreign language find a great pleasure in learning English songs. They benefit from them, i.e. as the teacher sings an English song, the students listen attentively to improve their aural comprehension and he gives them the chance to relax from the pressure of conversation. They can carry the song outside the classroom and sing for their families and their friends. This fact of singing beyond the classroom doors reinforces the students' interests in learning English. Another point that we would like to add is that before presenting a song to the students, the teacher has to be sure he knows its words and its melody if he wants to sing it himself. In case he cannot, he resorts to someone who will do it in a very good way that will be easy for the other students to follow as they use the tape recorder. The song has to be written on the board, asking the students to copy it in a piece of paper. Then, the teacher reads each line with the whole class, and simultaneously corrects any false pronunciation, explains new words and lets his students practice several times to learn it well. Once the song is learnt, he asks questions with vocabulary items from it. He talks about its historical background, its particular meaning and its cultural context if it is a traditional one. Songs offer a change from routine classroom activities. Regina (1998) says that they are invaluable tools to develop students' abilities in listening, reading, speaking and writing, and can be used to teach a variety of language items such as sentence patterns, vocabulary, pronunciation, rhythm, adjectives and verbs. Learning English through songs provides a non-threatening

atmosphere for students who usually are tense when speaking English in a formal classroom setting. Regina adds that this activity offers a great deal of advantages in developing the four skills of English learning and the greatest advantage is stimulating the students' interests and enhancing their involvement.

2.4- Poetry Activities

Poetry is the use of language in an artistic way. It can be used in unlimited activities. It is characterized by a high degree of sophistication for understanding and appreciation. For this purpose, the teacher should study English poems with his students. He selects short poems, reads each one two or three times before writing it on the board. Students should listen to the meaning and the rhythm of words and lines. After that, the teacher writes the poem on the blackboard. He gives everyone a copy, explains unfamiliar words and expressions, reads the poem again and asks students to follow the written form. They discuss together the message the poet wants to transmit, his point of view, their agreement or disagreement towards his opinions, his philosophy, his life and other information that interest the students.

2.5- Proverbs for Improving Speaking Ability

Proverbs play an important role in the students' English learning process. They can make them good conversation starters in advanced level English classes. In this respect, the teacher selects a set of English proverbs, writes them on the blackboard, explains the grammar and vocabulary and discusses with his students the popular wisdom and the historical values. After they finish, the teacher leads a conversation group about the cultural values and what the proverbs refer to.

For instance, he gives the following proverbs:

-It's an ill wind that blows no good.

- A bird in the hand is worth two in the bush.

- Rome was not built in a day.

- Charity begins at home.

- When the cat's away, the mice will play.

- Where there is a will, there is a way.

- Actions speak louder than words.

- An ounce of prevention is worth a pound of cure.

- All that glitters is not gold.

After giving all these proverbs, the teacher develops the discussion through some questions like for instance:

-What does this proverb mean?

- Is it a good advice?

- What does it refer to?

- Do the students know other similar proverbs?

Throughout these questions, a kind of conversation starts to take place between students and, it may finally develop their speaking abilities. In addition to all these classroom activities just mentioned before, students need to be trained to practise orally some drills at the level of words and whole sentences like, for instance, substitution, restatement, transformation, expansion and reduction. These drills as well as some speaking classroom activities will be discussed with explanation in the next section. These different drills and activities stimulate the motivation of the reticent students in oral participation.

3- Some Oral Practice Drills

In this point, we would like to list some drills that help students grow in their control of the language patterns. Students need drills and need practice because they cannot speak English. Therefore, they need to hear dialogues, to have expansion drills in which the teacher gives one part of a sentence and they add the other parts till they finish completing its sense. They need substitution drills in which they become able to change a word by another one from the same class. Transformational exercises are also very important in the sense that they train students to change one structure into another. In order to go deeply into these drills, let us list some of them, and show how students deal with language during their learning process.

3.1- Substitution

In this drill, students are asked to use another word from the same class in the place of another one at the level of a sentence. For example, a noun is replaced by a noun, a verb by another verb and the same thing for adjectives and articles. In this case, the teacher gives a simple sentence 'I have a pen.' He shows a book and asks one of them to build a sentence. The student says: 'You have a book.' Here, he becomes able to substitute two words at the level of the teacher's sentence. The teacher shows objects or pictures to his students and asks to use them in the same sentence. He trains them to

use the suitable words in the sentence. By such exercise and more practice, students acquire the ability to make any modification at the level of any sentence.

3.2- Restatement

In this point, students are expected to restate a sentence by using synonymous expressions. They are asked to replace one element by another, for example, a noun by a pronoun. They are given the following sentence:

'John has a good reputation.' One student says: 'He has a good reputation.' He changes the noun « John » by the pronoun « he » and the same thing for other sentences like: 'I see the teacher.' The student will say: 'We see him.' In case of a paired sentence, the teacher gives a sentence and asks a question:

'Peter likes to study. What about you? A student may reply: 'I like to study too.' That is in fact a good practicing drill that helps students develop their speaking abilities.

3.3- Transformation

In this drill, Students are supposed to change from affirmative to negative or from affirmative to interrogative and the same thing for tenses ; i.e. changing from present to past or to future etc. The teacher gives a sentence and asks his students to make questions from it. The model sentence is: 'The teacher writes the example on the blackboard.' The students ask the following questions:

-Does he write the example on the blackboard?

- What does he do on the blackboard?

- Where does he write the example?

The same procedure can be followed with regard to the negative form. The teacher is not obliged to use the terms « negative » or « past ». He simply says: 'Let us my boy start with « no ». A student could say: 'No, he does not write the examples on the blackboard.' He can ask them to use « yesterday » or « going to » and they say: 'Yesterday, the teacher wrote the examples on the blackboard.' Via such practice, students acquire the ability to deal easily with tenses and different forms of sentences.

3.4- Expansion

Students will be given a word or expression to be added to a sentence similar to the teacher's one. For instance, he asks them to add the word « always » to the following sentence: 'I have a pencil.' The student says: 'I always have a pencil.' After that, the teacher asks them to use some expressions like « I am sure, I like, I think, I know », and to make multiple expansions like: « Once upon a time, however » to noun phrases or verb phrases. For instance, the teacher says: 'I see a boy.' The student could expand:' I see a boy with red hair.' He gives a sentence in an interrogative form and asks them to change it to a reported speech. He says: 'How old are you?' A student could reply using the past with a reported speech: 'The teacher asked me how old I was.' By such practice and exercises, students will be skilled in how to expand a sentence respecting grammatical rules.

3.5- Reduction

In this drill, students are supposed to reduce a sentence by changing an expression to a word. For example, 'I have the book.' to 'I have it.', 'I am going to the library.' to 'I am going there.', 'I would like one of the books in the window.' to 'I would like one of those.', 'I see all the people.' to 'I see every one.' During the practice, the teacher directs a student to ask his peer a question. This needs a lot of help from him at

the beginning. This exercise will be done in two stages. In the first one, he chooses two students X and Y and directs their exchange of questions and answers. He whispers to X « Do you have a pen? » X says aloud: « Do you have a pen? » He says to Y « Yes, I have a pen. » or simply « Yes, I have ». The student Y will repeat the sentence aloud. In the second stage, the teacher does not whisper the direct questions but lets them say themselves. In case if they do not know what to say, he helps them of course.

4- Classroom Speaking Activities

The teacher introduces many classroom activities that improve the English speaking. Among these activities, he asks them to perform any script found in the course book. He is also expected to provoke communication between reticent students through games and group discussions. All these issues will be our following discussion.

4.1- Acting from a Script

In this kind of activity, students are asked to act out scenes from plays or the course book's dialogues. They write them on their own and come out to the front of the class to perform it. In this case, the teacher should pay attention to the selection of students. He avoids choosing the shyest one in the first time of the activity. This role must be assigned first to extrovert students in order to keep a good performance of the dialogue and to create a good atmosphere in the class. But before performing this piece of dialogue, students need sufficient time to develop it and imagine new ideas and situations. During this classroom activity, the teacher has to draw their attention to the stress and intonation. Acting from a script is an important speaking activity in which students are expected to use their imagination and to create new ideas. When they read a story or a dialogue, a mental picture comes to their minds. Later on, they try to think about the setting and characters. After this, they start to perform what they have just read. Teachers should encourage their students to make some modifications upon the dialogue.

4.2- Classroom Games

The classroom speaking activities, including this one, have a communicative end. This means that students, especially the reticent ones, are trained to use the language forms appropriately in a variety of contexts in order to develop their knowledge and skill. Students are involved in real communication where language accuracy is less relevant than the communicative task to be performed. For classroom games, the teacher is expected to provoke communication between students. For instance, a student talks to his classmate to solve a puzzle, to describe a picture or to put things in the right order. The teacher asks his students a set of questions and tells the group to find the object after referring if it is mineral, animal or vegetal. Students ask only « yes » or «no» questions such as: Can we eat it? Can we use it in the kitchen? Here, the teacher encourages them by giving good marks to those who find the object. He gives one minute for each one to speak about a subject on his own without hesitation, repetition or deviation. If another classmate hears a mistake, he or she interrupts him or her and carries on the same subject and gets points. Through this type of classroom activity, reluctant students find opportunities to speak the target language and get rid of any kind of shame, fear or other psychological factors which have a negative impact on their foreign language learning.

4.3- Classroom Discussion

In this case, students are given the chance for quick discussions in small groups

before speaking to the whole class. They are given time to think of ideas and the language used in expressing them, in order to reduce the level of stress during the performance in front of the public. The teacher can ask them to read a passage in the course book and they discuss together all ideas that have been understood on the subject. Students are trained to respond immediately to the teacher's questions. This means, he shows photographs or anything and asks them to say immediately any idea that comes into their minds. They can be given a short summary about any text after reading, and show their reactions to it. The teacher tries to ask questions in the middle of lessons for discussion. These questions are unprepared but if encouraged can prompt students to speak and enjoy the language class atmosphere. Giving them opportunities to discuss any subject they select stimulate the students' motivation and raise their interests especially those who seem to be reluctant in oral classroom participation. In addition to all the activities mentioned above, foreign language teachers have to give much importance to the language they speak and the way it is used inside the classroom. This will be tackled in detail in the following passages.

5- Aspects of Classroom Interaction

Every teacher should bear in mind that the teaching process is not an easy task. It is difficult in the sense that it needs more efforts, more competence and more strategic techniques. One of its major difficulties is the way the teacher interacts with his or her students. That is to say, the way he uses language which is one source of students' comprehension. It is through the use of language that the teacher may succeed or fail in his teaching. In this concern, when presenting his course, he takes into consideration the students' levels and their abilities to grasp the language. He avoids using the language authentically as natives do so as to avoid discouraging his students and disabling them to learn the language. In short, he develops a suitable strategy to the way he addresses his learners, i.e. the suitable teacher talk for the purpose of putting the language at students' levels.

5.1- Teacher-Talk

The teacher-talk is defined as a *'speech used by teachers that is characteristically modified in four areas: Phonology, lexis, syntax and discourse.'* (Osborn, 1999:10). In order to more explain the previous definition, Osborn (1999) introduces some of the typical modifications concerning the teacher- talk. This can clearly be seen in the following table.

Phonology	Lexis	Syntax	Discourse
-Exaggerated articulation - Extended pauses - Slower rate of speech -Less reduction of Vowels	- more basic vocabulary - Fewer colloquial English -Fewer indefinite pronouns	-Fewer subordinate clauses -Higher proportion of simple present tense - High proportion of Well-formed sentences	-Fewer functions per time unit -More conversational frames (different types of conversation -More self repetition

Table 1.1: Characteristics of teacher talk (Osborn, 1999)

If one wants to analyze the Osborn's view mentioned above, he will notice that he makes a relationship between the rate of teacher's speech and student's comprehension. For him, the more a teacher speaks clearly, slowly and simply, the more the students comprehend the message easily and rapidly. The idea of simplicity of the teacher's talk compels him to use a language that is neither difficult nor easy for students, i.e. slightly above learners' levels. This is linguistically called by Harmer (1983) as the Roughly Tuned Input.

The teacher avoids using difficult and unfamiliar words and expressions. As an example, instead of saying: 'Jot down sentences written on the board.' It is preferable to say: 'Write the sentences written on the board.' In this example, one could notice how it is difficult for a student to understand the meaning of « jotting down » Which seems quite familiar to the teacher. He has to take vocabulary in consideration when speaking inside the classroom. When the teacher imposes authentic speech, he is about creating a concrete obstacle to the students. They feel unable to acquire the language, the reason why, it seems definitely impossible to reach the effectiveness. This leads us to conclude that the teacher's use of language has a great impact on the students' learning process.

5.2- Teacher's Questions

Teacher's questions inside the classroom are very important. They are so in the sense that the major part of interaction is generated by the teacher asking questions. Researchers in the field of teaching found that 70% of classroom talk consists of teacher's asking questions, nominating a student to answer them and providing feedback to him. Questions are usually used to check the students' comprehension, to see if they have acquired knowledge, to focus their attention and involve them in the lesson. If we go deeply into the teacher's questions, we notice that *'the type of question that the teacher asks affects the kind of response that the students produce.* Tsui (1985:23). Therefore, a kind of classification of questions has been established. There are two kinds of questions: The factual questions which start with « what, when, who, where » and the reasoning questions which begin with « how » and « why ». The former are closed ones in which students are compelled to give limited and exact answers, because they may have only one acceptable answer, whereas the latter are called the open ones. The students have a range of acceptable answers. On the whole, the kind of questions has important effects on students' responses and the kind of interaction generated. Teachers who ask closed answers are likely to restrict the students' language output. However, Tsui (1985) states that those who use what appears to be open questions, will encourage students to guess what they want as an answer rather than what is appropriate as an answer, i.e. they focus on functions rather than forms for communicative end.

5.3- Explanation

The teacher's explanation is very important. The role of the teacher is to make knowledge accessible to students. There are two types of explanation: The procedural explanation and the content one. In the former, the teacher deals with the organization of the lesson. It means how an activity and other instructions should be done, whereas the latter refers to the explanation of the subject content of the lesson. It means the

explanation of vocabulary, text, grammar rules and so on. In order for this explanation to be effective, the teacher needs to take into account the problem to be explained and the persons to whom it is explained. In this respect, researchers study the explanation and give us the main characteristics of a better one.

Characteristics of Explanation
- Higher level of cognitive demand.
- More linked statements leading to a solution of the problem.
- More frequent use of examples, audiovisual aids, …
- More focusing statements highlighting the essential features.

Characteristics of Explanation (Tsui, 1985)

So, the effective explanation does not include only the teacher's giving knowledge to students but also their active involvement in processing the information. It requires that the teacher has to grasp the nature of the problem to be explained and needs the ability to organize the explanation in a clear sequence.

5.4- Feedback and Error Treatment

Feedback is another very important aspect of the teacher's talk to students' responses. It is in the feedback that the teacher makes evaluations and gives comments on the students' performances. The classroom exchanges consist of three parts: An initiation from the teacher and a response from students followed by a feedback on the part of the teacher. The kind of feedback provided affects the students' learning. For instance, a teacher who provides a negative feedback creates a frustration among students. However, the positive one is much more likely to motivate them to learn, to participate, and to create a warm social climate in the classroom. With regard to error correction, the teacher takes this point into account since it deals with the affective state of students. They are not considered as recipient of knowledge but they share the big part of classroom management. In this case, their classroom talk must be increased and decrease the teacher's one. The details of this important point will be tackled later.

6- Student's Talk

In a given period of time, the student was seen as a passive recipient, whose role was just to acquire knowledge and apply what the teacher gave him, without having the right to negotiate the given ideas. Nowadays, the student plays a much more active role in the learning process. Thanks to the new approaches like the communicative one, he is no longer the recipient who accepts everything given by his teacher. Rudder (1999) asserts that the learner is the principal element in the classroom, adopting and adapting strategies to accomplish immediate as well as long-term goals, acquiring and developing critical thinking and cooperative learning skills.

As a recapitulation to what has been said, the communicative trend intends to increase the student's talk in order to give them more opportunities to express themselves, their ideas, their experiences in life and to create an exchange of data with the teacher through an interactional process. The teacher has to elicit the student's talk. He can do so through guided questions, comprehension questions and exercises to summarize, or to describe events, characters or places of different situations. The reinforcement of involving pair work and group work activities is another way of promoting the student's talk. This can be done by suggesting different topics and giving them opportunities to analyze and discuss together ideas related to the subject. He encourages students to use their own language when speaking about their personal ideas. This means instead of talking about characters in the textbook, students can talk about themselves, their friends and their own family. Likewise, they can replace the settings in their textbooks by the names of their own cities. However, eliciting student talk does not mean at any time preparing open discussions without guidance and control because students are expected to make mistakes from time to time during their speech. In this case, the teacher's intervention is needed to treat his students' errors. The question of error treatment, which will be tackled in detail in 2.2, is very important since it deals with the affective state of students. They feel disappointed and find themselves unable to express their ideas freely in front of their classmates. The teacher gives a feedback towards his students' errors by avoiding immediate correction. He allows first the students' self-correction without quick interruption. Because of the fact that making errors is something unavoidable, it is preferable to tolerate rather than to penalize them. Generally speaking, one of the important teacher's goals is to develop

the students' communicative oral skills which are essential for the student–student interaction and teacher – student interaction. It is through enhancing the student's talk that the learner feels free to express himself, to debate, to argue and in general to acquire the language and improve his level in speaking the English language inside the classroom and beyond the classroom doors.

7- Conclusion

The present dissertation is an attempt to shed light on some important practical backgrounds related to the classroom teaching and learning management. The teacher is not the only one who manages the classroom, but students also participate in creating a good classroom atmosphere. Teachers should motivate their students and create suitable learning conditions in order to ensure a fruitful management. They should adopt some kind of a prompting role by stimulating their students' interests through different simple questions. Controlling them is another significant role. This does not mean at any time being more authoritative, but rather giving them opportunities to practise English inside the classroom. Organizing students to do various classroom activities is also another important task that teachers have to perform. Students need to know what they are supposed to do in order to get benefits and advantages from the classroom activities taking place. The teacher's observation is necessary too. It is so in the sense that it sees if the use of materials and activities are fruitful or not. These are briefly the main roles that any foreign language teacher plays in motivating his students. This does not mean he is quite responsible for all his students' motivations, but students are responsible too in ensuring suitable classroom learning. I tackled the subject and explained that teachers try to keep a non authoritarian presence inside the classroom in order to make their students feel free, and give more opportunities to reticent ones to participate orally. Many researchers in the field of foreign language teaching suggest that teachers have to do their best in helping their students overcome their speaking difficulties by introducing various classroom activities like dialogues, plays, songs, poetry and proverbs. All these activities were discussed in detail. In addition to all these activities just mentioned above, students need to practise orally some drills and to be trained to do them whether at the level of words or whole sentences. Many oral practice drills were discussed like for instance substitution,

restatement, transformation, expansion and reduction. The teacher reinforces the classroom activities and adds others that may improve their English language. Among these activities, we shed light on, acting from a script. In this case, students are expected to write dialogues or scenes on their own and try to perform them in front of the whole class. Communicative games and discussions of important topics in small groups are also prominent. They motivate the introvert students and help them to get rid of their reticence in oral classroom participation. The teacher's and student's talks were also parts of my discussion. I referred to some characteristics of the teacher's use of language as well as the way of asking questions and explanation of courses, in addition to feedback and suitable ways to correct errors. I also referred to the student's talk which plays a much more active role in the learning process.

On the whole, this modest paper has discussed some important issues that foreign language teachers are in need of when managing the classroom. They should take into account the affective state of their students. This means they do not rely only on the presentation of the language, but the student's psychology has to be their main concern too. They should know that the students' psychological state may also be the source of reluctance in speaking the English language.

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