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**Faculty of Letters and Foreign Languages**  
**Department of English**



**Enhancing Students' Oral Proficiency through Using Repetitive Drills  
in Oral Expression Sessions.**

**Case Study First Year LMD Students of English Language at  
Khenchela University.**

**Thesis submitted in partial fulfillment of requirements for Master degree in  
foreign languages and culture.**

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DEMOCRATIC AND POPULAR REPUBLIC OF ALGERIA  
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UNIVERSITY OF ABBES LAGHROUR – KHENCHELA

FACULTY OF LETTERS AND LANGUAGES  
DEPARTMENT OF LETTERS AND ENGLISH LANGUAGE

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Requirements for the Degree of Master in Language and Culture*

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**September, 2020**

## ***Dedications***

To Allah, the merciful, we dedicate this humble work.

To our parents for their love and encouragement.

To our lovely brothers and sisters.

To all dearest friends and relatives.

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we welcome the opportunity of achieving this work to acknowledge a number of individuals.

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## **Abstract**

The overall aim of this research is to investigate the importance of using the repetitive drills techniques in teaching oral expression and to know to what extent these techniques are useful and helpful for learners to enhance and develop their communicative competence. To meet this end, a mixed methods research was followed relying on two different research instrument: a questionnaire for students and interviews for teachers. A questionnaire was administered to (50) fifty students while the interview was done with three teachers of oral expression course. The collected data were analyzed quantitatively and qualitatively. The results of the study reveal that both EFL teachers and learners are familiar with the repetitive drills techniques , the findings also show that first year English students are more aware and mindful about the importance of RDT in improving their oral proficiency. From another perspective, EFL teachers agree that using repetitive drills techniques is one of the most effective and beneficial tools to reinforce and ameliorate first year English student's speaking skill. As a recommendation, Teachers of oral expression should do their best to improve the oral capacities of their learners. They ought to vary teaching strategies, vary oral activities and carefully select the topics for discussion.

***Key words:*** Repetitive drills techniques, Teaching oral expression, Foreign language learning

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## **List of Abbreviations**

**EFL:** English Foreign Language

**FLA:** Foreign Language Anxiety

**RDT:** Repetitive Drills

**SD:** Substitution Drill

**Techniques ALM:** Audio-Lingual

Method

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## General Introduction

Over the past few decades, English is often qualified to be the global language, it is also recognized as a lingua franca that is to say is a bridge language that is used to make communication possible between particular group of people who do not share a native language. Karahan (2007) claimed that « when describing English language '... Leading foreign language enjoying a prestigious position in many countries, including Spanish speaking countries, since the end of world war II. it is neither a national nor an official language in Latin America but it is the most widely taught foreign language at all stages of educational system » (p.01) . Basically, English language competence covers four main skills, which are listening, speaking, reading, and writing . students are anticipated to learn all English language skills in order to communicate easily in oral lessons . Among the four mentioned skills speaking is the most important and essential skill , it is the basic for communication between people . Richards (2008) concerns that « the mastery of speaking skills in English is a priority for many second- language learners» (p.19). mastering the speaking skill of the English language does not occur haphazardly , but it is the result of exposures to that language. In other words, students must listen comprehensively because listening acts as a key to learn speaking by considering what good speakers do . (Louma, 2004, p.20). all the speaking activities that are taking place in the classroom should engage the students to be involved to learn the way of using English orally. Brown and Yule (1983) stated out that « speaking is the skill that the learners will be judged upon most in real-life situations. It is an important part of everyday interaction and most often the first impression of a person is based on its ability to speak fluently and comprehensively»(p.25).

From what is mentioned before, it can be deduced that speaking is an essential part of our daily life and the first skill that is noticed when interacting with others.

There are several techniques and strategies that provide good practice to promote foreign language learning such as repetitive drills techniques. A drill is defined as « a type of highly controlled oral practice in which the students respond to a given cue» (Matthews, Spratt & Danger Field, 1991,p.210).

Harmer and Jeremy (2007) stated that « drilling is mechanical ways of getting students to demonstrate and practice their ability to use specific language items in a controlled manner» (p.02). it means that drills is an approach used in foreign language classroom which is based on repeating structural patterns through oral producing. Larsen – Freeman (2000) comments « the more often something is repeated, the stronger the habit and the greater the learning » (p.01). drills are useful tools that help learners to use the target language effectively.

## **1. Statement of the Problem**

In any formal educational system the aim of teaching English is to enable students to communicate well in both spoken and written forms and since English is considered as an international and foreign language, the mastery of this language becomes a very urgent requirement. Therefore, being able to speak English allow students to communicate effectively, and getting more from popular cultures , this indicates that speaking is regarded as the main skill in communication that involves constructing a variety of meanings that contain producing, receiving, and processing information i.e. students are not only producers but they are also receivers and processors of the information. But the problem is how to achievethis.

The majority of English students at Abbes Laghrour are facing problems in learning

speaking especially when it comes to express ideas and feelings , they are always unwilling to speak. Jisda (2014) stated that « there are many problems in learning speaking , first ,some students cannot produce some words in English because they do not know how to say it. Second, students are afraid of being criticized by other students and the teacher. Third, they do not know how to use grammar effectively in speaking. Fourth, the students do not get any opportunity to train their speaking in the classroom» (p.02). most of the students get difficulties to speak, they do not know what to say due to many factors like lack of confidence, vocabulary, and practice in oral lessons. Since language is created for communication with each other, so how students can use English and communicate with if they cannot speak it. As a matter of fact, it is important for teachers to use different language teaching methods such as repetitive drills techniques to improve the quality of teaching speaking. Moreover, the present study attempts to investigate the effect of repetitive drills techniques on student's speaking skill and how it can improve their oral performance.

## **2. Research Questions and Hypotheses**

The present study is an attempt at answering a set of questions related to speaking under the use of repetitive drills techniques. The objectives of the investigation are guided by the following questions and hypotheses.

- ✓ What are the different techniques and strategies used by foreign language teachers to facilitate the process of learning speaking?
- ✓ Do teachers follow the repetitive drills techniques to present new items in speaking?
- ✓ What are the students attitudes towards the use of repetitive drills to teach speaking?

To answer the above mentioned questions some tentative hypotheses are formulated

respectively.

- ✓ The total achievement of students in oral expression taught using repetitive drills is significantly higher than that of students taught using other techniques.
- ✓ The repetitive drills are applied to teach oral expression in foreign language classrooms.
- ✓ The repetitive drills seem to be useful to enhance the learning process of oral expression.

### **3. Aims and Significance of the Study**

This research is intended to tackle the problems and circumstances faced by learners during oral lessons. However, the main aim is to make both teachers and students aware of the importance of including repetitive drills techniques in teaching oral expression.

Drills integration is a prerequisite for the development of the learner's communicative competence. Hence, the purpose of this study is to investigate the effect of the repetitive drills and more specifically to show that the implementation of repetitive drills while teaching speaking in foreign language classroom would significantly help learners to engage in classroom discussion, and encourage them to become effective communicators in foreign language inside and outside the classroom.

### **4. Methodology**

The study was conducted by using mixed methods research. This method attempts to identify variables and to involve the collection of data in order to test hypotheses and answer questions.

In order to reach the research goals we select two different research instruments, questionnaires and interviews, the questionnaire for students and the interview for



teachers. This data collection is a suitable means that prompt us to see how the repetitive drills strategies could be effective to solve the different types of problems and circumstances faced by foreign language students in oral expression, also to provide more reliable and comprehensive view.

The sample population in our study is concerned with first year LMD students at Abbes Laghrour university. Because of the huge number of students we could not work with all of them, the number of participants were 50 students selected through non-probability convenience sampling.

**Chapter one:**

**Teaching Speaking in Foreign**

**Language Classrooms**

## ***Introduction***

The present chapter aims at clarifying the concept of speaking, and tries to shed light on some of its difficulties faced by EFL learners. Accordingly, it will try to provide the importance of speaking. The chapter also attempts to focus on the main characteristics of oral performance.

### **1.1. Definition of Speaking**

The first goal of learning a second language or a foreign language is to be able to communicate with that language. Nunan (2000) defines speaking as « a productive aural / oral skill and it consists of producing systematic verbal utterances to convey meaning » (p.67). Accordingly, Hedge (2000) adds that speaking is « a skill by which they [ people] are judged while their impressions are being formed» (p.261). In other words speaking is like a mirror that reflects people's personalities while introducing themselves. At the most basic level, speaking means communicating and sharing ideas with other people. But when we talk about speaking we do not mean teaching students to speak as much as we mean improving their capacities to talk and communicate fluently and more effectively because communication does not involve speech as the only basic but it also includes knowledge, thinking, and skills. Additionally it requires practice and training. Moreover, being able to speak a foreign language is the most difficult skill because speaking a language requires as well understanding it Lado (1961) as quoted from Anggraeni , defines speaking ability as « the ability to use in essentially normal communication, stress, intonation, grammatical structures and vocabulary of the foreign language at normal rate delivery for native speakers of the language» (p.239-240) . Speaking skill is a matter which needs special attention. That is to say even if when presenting great ideas they cannot be effective unless they are communicated properly. Another definition comes

from Cameron (2001) she says that « speaking is about making people understand speaker's feeling and ideas by doing an act of communication using language» (p.40). from what previous researchers stated, it is clear that speaking is the act of producing utterances to express different ideas and share clear information.

## **1.2.Speaking Difficulties Encountered by EFL Learners**

There are many factors that cause difficulties in speaking English among EFL learners, some of these factors are related to the learners themselves, the teaching strategies, the curriculum, and the environment.

### **1.2.1Anxiety**

Foreign language anxiety (FLA) is one of the emotional factors that fastens negative perceptions on the EFL students. Besides, foreign language anxiety is related with feelings of fear, disturbance, and uncertainty according to the situation where the language is learned.

Language anxiety is defined by MacIntyre and Gardner (1994) as « the feeling of tension ... associated with second language contexts, including speaking, listening» (p.284). this indicates that anxiety usually occurs with the interrelated skills listening and speaking.

Anxiety considered as a cause that hinders learners in learning language , in other words it stands out as one of the main blocking factors for effective language learning . Anxiety about speaking a certain language can effect student's performance , it can influence the quality of oral language production and make students appear less fluent than they really are (Sylvia and Tiono, 2004 ) . From what is mentioned before, it is quite important for teachers to create a good learning atmosphere which gives students

positive energy to practice comfortably their learning activities.

Language speaking anxiety, in its narrow view, is an affective state with a double - edged sword either hampering or promoting learner's learning process in general and performance in particular which can render learners either too perceptive, motivated or inattentive. (Huberty, 2004)

### **1.2.2. Inhibition**

This problem appears more when students try to share their ideas and participate in the classroom but many factors stop them to do so. Little wood (1999) argues that « it is too easy for a foreign language classroom to create inhibition and anxiety » (p.93). inhibition rise from the feelings of shyness , and fear of making mistakes especially if they will speak to critical audience. in this perspective Ur (2000) states that « learners are often inhibited about trying to say things in a foreign language in the classroom. worried about making mistakes, fearful of criticism or loosing face, or simply shy of the attention that their speech attracts (p. 111) . moreover, Kagan et al (1988) pointed out that « inhibition refers to a temperamental tendency to display wariness , fearfulness , or restraint in response to unfamiliar people, objects, and situations » (p.32). that is to say inhibition affects student's language learning especially speaking because speaking activities require a learner to be exposed to all eyes. this results in his performance where either he make a lot of mistakes despite of having a very good knowledge in the area or totally keeping silent.

### **1.2.3. Lack of confidence**

Self \_ confidence is another factor that influences learner's achievement in language learning. Dörnyei (1994) defines self confidence as « the belief that one has the ability to produce results, accomplish goals or perform tasks competently » (p.277).

Students who lack confidence are usually found to be extremely fearful and timid, reluctant to express their opinions and even unable to utter a complete meaningful sentence in class (Ni, 2012, p.1509) . this indicates that less confident students are most of the time hesitating and having doubt about their capacities, they cannot take oral tasks as challenges, they feel uncomfortable when they are asked for speaking activities.

It is commonly obvious that no successful participation or effective activity can be accomplished without something called self \_ confidence. it is considered as one of the psychological problems that conduces learners to be timid to participate in classroom discussion. Jones (1999) has advocated that « such confidence can only be built by having students work together, so that when they have to talk with strangers in English in real life, they will feel less scared and they will be more prepared for real conversation» (p.15). students who are not confident enough are always questioning their capacities, avoid speaking and participating in the classroom and this will reduce their chance to be good speakers.

#### **1.2.4.Lack of Vocabulary**

Learning a language requires learning its vocabulary. We use the vocabulary in communication either in spoken form or written form. Students seek to send messages, exchange ideas and information through the use of language. It is agreed that no language acquisition is possible without the needed vocabulary.( Kweldju, 2004). A good knowledge of vocabulary and a correct mastery of it is extremely important to communicate in a foreign language. Most students show that they want to participate and speak during oral classes but unfortunately they fail to express their ideas verbally claiming that they are incapable of finding out appropriate words to particular topics or have not adequate stored vocabulary. Lack of vocabulary is a problem related to learners of foreign language who lack motivation to express themselves or they are not interested

in the topics presented in the classroom. For instance, when they are asked by the teacher to speak in a certain topic, they face difficulties in finding what to say, they are unable to think of anything, and this conduces them to answer with "I do not know". (Graham, 1997).

### 1.3. Importance of Speaking

Language is a means for communication. We communicate with others for the purpose of exchanging ideas and to know how others think as well. Communication takes place, where there is speech, because without speech we cannot communicate and make conversations with one another. The importance of speaking skills, hence, is enormous for the learners of any language. Without speech, a language is reduced to a mere script. People use language in different situations especially at their work place for instance a researcher who is working either in a medical laboratory or in a language laboratory, is assumed to speak properly and efficiently.

Teaching speaking is an essential part of foreign language learning. The ability to communicate fluently in foreign language would lead to the success of the learners in the classroom and in their whole life. Therefore, it is important for teachers to pay great attention to the speaking skill rather than leading students to pure memorization, providing opportunities to learners to express and share ideas with each other in order to reach meaningful communication. Gambell (1988) stated that « before achieving proficiency in reading and writing and even after proficiency in reading and writing have been achieved oral language is one of the important means of learning and of acquiring knowledge » (p.28).

Lemke (1989) adds that « throughout life, the speaking skill remains essential for engagement in

intellectual dialogue, and for the communication of ideas » (p.28) . speaking plays a great role in a foreign language learning because messages are conveyed through speech . Zarosdy et al (2006) argued that « of all the four complex skills ( listening, reading, speaking, writing ), speaking seems to be the most important as people who know a language are referred to as speakers of that language, as if speaking included all other kinds of knowing a language » (p.57) . this indicates that people who master speaking are considered as if they master all the other language skills and they are supposed to use this language otherwise they will lose it. Furthermore, as an essential tool for language teaching and learning, speaking can facilitate language acquisition and development as argued by (Goh, 2007, p .1).

## **1.4. Characteristics of Oral Performance**

### **1.4.1. Fluency**

Richards (2009) mentioned a definition about fluency , « natural language use occurring when a speaker engages in meaningful interaction and maintains comprehensible and ongoing communication despite limitations in his or her communicative competence » (p.14). on the basis of what is said before, we can say that fluency is being able to use correct structures of a language naturally in a normal speed focusing on content rather than the form . Brown (2003) claims that the most important characteristics of fluency are as the following:

« a person is said to be a fluent speaker of a language when he can use its structures accurately whilst concentrating on content rather than form , using the units and patterns automatically at normal conversational speed when they are needed » (p.86) .besides , it is claimed that fluency is considered as an important indicator for progressing in language learning (Chambers ,1997 ) . and it becomes one of the



conditions which ensure the success in communication (Gorkaltseva et al . 2015) .

Grabe and stoller (2011) stated that « most native students of English can read fluently with good comprehension , but they would have difficulty in doing grammar exercises on their reading » (p.15) .

Fluency is a vital concept in language education and being a fluent speaker is every language learner's dream . Broadly speaking , fluency is the efficiency in expressing and producing different thoughts and ideas , especially when speaking. Some grammar mistakes could be remarkable here and there , but it should be given in a way that is convenient to understand and induces the listener how comfortable you are with the language.

#### **1.4.2. Accuracy**

Most of the second language teachers nowadays give much interest to the term of accuracy in their teaching process because students look ahead more to be fluent but unfortunately they forget about being accurate. Without constructing accurate speech , interlocutors will not be understood and lose interest especially if the speakers create incorrect utterances each time when they speak. Concentrating on the correct form of language is of a great importance for oral proficiency. (Kouicem ,2010).

Spratt , Pulverness and Williams (2005) stated that « accuracy in speaking is the use of correct forms of grammar , vocabulary and pronunciation» (p.34). so, accuracy is the possibility of presenting correctly structured sentences by the use of correct vocabulary and grammar. The pronunciation should be good , the sentences are in the right tense and avoid mixing up words and phrases in the wrong order. Generally speaking , accuracy is being able to smoothly produce words and utterances without efforts. correspondingly

Evanchan (2010) defines accuracy as «the ability to effortlessly name words or to draw on a mediated process when unfamiliar words cannot be automatically recognized» (p.11). accuracy is extremely important for learners when they come to acquire a language. Moreover , when conducting accuracy focused task , it is necessary that students are aware that a certain activity is accuracy focused. Otherwise , the activity may easily lose its aim. If learners do not create a balance between accuracy and fluency and just keep focusing on fluency then their language skills will hardly developed.

### **1.4.3. Grammar**

Grammar has always been serious and intimidating matter in student's eyes. Grammar is taken to mean a system consisted of many interconnected elements that vouch accuracy and meaning. It is the art of correctly producing speaking and writing skills. It is the mental system of rules and categories that permits students to form and interpret the words and sentences of their language. Beverly (2007) said that« grammar is the sound, structure, and meaning system of language. All languages have grammar, and each language has its own grammar» (p.01). grammar is a system of rules governing the structure and arrangement of language. (Parsons, 2004 , p.08). thus, grammar is the system of language in which the basics of that language are structured. It is usually known that any sentence requires at least a subject and a verb which most of the time followed by an object , complement or by an adverbial. (Harmer, 2001). Knowing grammar will help learners to avoid errors that make their English sound strange to native speakers. In other words , accurate grammar is the key to speaking English fluently and confidently. What's more, is that correct grammar is essential to avert misunderstandings , and help the interlocutors understand easily what the speaker says. Azar (2007) pointed out that« the role of grammar is to help students discover the nature of language i.e., that language consists of predictable patterns that make what we say, read , hear , and write intelligible» (p.03). to be more clear , grammar is the intellectual analysis and formal structure of a given language.

It plays a fundamental role in governing the utilization of language. It provides the user with the structure to construct complete and meaningful sentences.

The role of grammar can take many dimensions according to the context in which it is used. (Dalil, 2013).

#### **1.4.4. Vocabulary**

Vocabulary knowledge is reelected as a vital consideration in teaching and learning any foreign language. The significance of vocabulary in learning foreign language has been determined by many EFL teachers and researchers. The basic aim of a majority of EFL students is to improve proficiency in communication in learning foreign language.

Nunan (2005) argues that « vocabulary is the collection of words that an individual know » (p.121). Coady and Huckin (1975) state that « vocabulary is central to language and critical importance to the typical language learner » (p.05). vocabulary knowledge is often seen as essential tool for second language learners. Because a bordered vocabulary will hinders good communication.

Vocabulary is ultimately expression ; having an extensive vocabulary or establishing a strong base of vocabulary knowledge will help learners to clearly express themselves, building up their language proficiency and communicate effectively. Vocabulary can be defined as « words we must know to communicate effectively ; words in speaking (expressive vocabulary) and words in listening (receptive vocabulary) » (Neuman & Dwyer, 2009, p.385). knowing a word denotes knowing several things concerning the word. Its literal meaning , its various connotations , the types of syntactic constructions into which it inducts , the morphological options it tenders and a rich array of semantic associates such as synonyms and antonyms ( Nagy & Scott, 2000). Wilkins (1972) emphasizes that « there is not much value in being able to produce grammatical sentences if one has not

got the vocabulary that is needed to convey what one wishes to say... while without grammar very little can be conveyed , without vocabulary nothing can be conveyed » (p.97). That is to say, students cannot communicate or express their ideas with insufficient vocabulary because without vocabulary nothing can be conveyed.

From what is mentioned above it is clear that the mastering of vocabulary is seem to be very urgent requirement in order to communicate successfully with others.

#### **1.4.5. Pronunciation**

Pronunciation is one of the essential parts in English , particularly in oral communication. Every intonation , sound, and stress pattern may convey meaning. The non native speakers of English have to be aware when pronouncing some utterances otherwise they will create misunderstanding. So, endeavoring to have a comprehensible pronunciation is important rather than aiming to have a native-like pronunciation. (Pratiwi , 2010). Redmond and Vrchota (2007) state that « it is imperative that you use the correct word in the correct instance and with the correct pronunciation. Pronunciation means to say words in ways that are generally accepted or understood» (p.104). this indicates that , pronunciation should be intelligible and acceptable. If the pronunciation is incorrect then the message of the speaker will not be conveyed properly and accurately. Moreover , pronunciation refers to the production of sounds that we must use to create different meaning. It involves attention to the particular segments of a language , and aspects of speech. Therefore , Fraser (2000) argues that « being able to speak English of course includes a number of sub-skills , involving vocabulary , grammar, pragmatics ,etc. however by far the most important of these skills is pronunciation. With good pronunciation , a speaker is intelligible despite other errors ; with poor pronunciation, a speaker can be very difficult to understand, despite accuracy in other areas. Pronunciation is the aspect that

most affects how the speaker is judged by others , and how they are formally assessed in other skills»(p.07).

Pronunciation is the most important element of language , if one have intelligible and proper pronunciation his ideas will be understood easily by others even if he has weaknesses in other aspects of language. While , the one who is unable to pronounce in a good way no one can understand what he is saying even though he is skillful in other areas of language.

## **Conclusion**

We have attempted through this chapter to provide different definitions of the speaking skill offered by many scholars. representing the main speaking difficulties encountered by foreign language learners. it is also focused on the importance of learning speaking . finally, the researcher has ended up with an emphasis on major characteristics of oral performance.

## **Chapter: Two**

### **The Repetitive Drills Learning Strategies in Foreign Language**

#### **Classrooms**

## Introduction

The upcoming chapter, as its title clearly indicates, attempts to provide definitions to the term repetitive drills from different point of views. It comprises a detailed description of the various kinds of repetitive drills , this chapter also seeks to present the importance of using repetitive drills in EFL classrooms. The chapter then concludes with the characteristics of a good patterndrill.

### 2.1. Definition of Repetitive Drills

Drilling is a technique that has been used in the foreign language classroom for many years . it was a key characteristics of audio - lingual method which based on the repetition of structural pattern via oral drill .

Matthews et al . (1991) said that « a drill is a type of highly controlled oral practice in which the student respond to given cue . the response varies according to the type of drill » (p. 210) . Accordingly , drilling is a way of ameliorating and practicing new language item . it involves the teacher modeling a sentence and the students repeating it several times, the significance of this technique is to expand good pronunciation habits . Furthermore , Setiyadi (2006) stated that « drilling technique is a technique for teaching language through dialogues which emphasize on the student's habit formation by repetition, memorizing grammatical structures , and tense transformation , using the target language and the culture wherethelanguageisspoken» (p.54).so,drillmeansmotivatesstudentstousehetargetlanguage.

### 2.2. Types of Repetitive Drills

There are several types of drilling techniques in ALM which are repetition drill , substitution drill, transformation drill , chain drill and expansion drill.

### **2.2.1. Repetition Drill**

A repetition drill is a collection of drill where the aim is to carefully listen to a certain model and try to repeat it again and again . in other words it is an attempt to imitate the models provided by the teacher as correctly and as quickly as possible, exactly the same as the teacher do.(Virginiya, 2011) .

Doff (1990) further explains that « repetition drills are used for familiarizing students quickly with a specific structures formulaic expression » (p.71) . repetition drill is considered as the simplest and most controlled type of drilling in learning language patterns . it means listening to a sentence that consists of the target structure and repeating what is heard . this might be applied for the presentation of new vocabulary and language items , and it will be helpful in oral class . this can be done silently , chorally , or individually.

### **2.2.2. Substitution Drill**

A substitution drill is a classroom technique used to practice new language . it involves the teacher as the first presenting a phrase or a word then the learners repeat it . after that the teacher substitutes and changes one or even more key words and the learners say the new structure . in this type of drill , almost all the parts of the drill are changed while keeping the original basic structure . picture and words cues may be used to show the substitute utterance . after obtaining the main sentences by regular repetition , SD becomes most powerful and useful to stop the limited ability of being able to speak just a group of phrases and sentences of the similar structure. Substitution drill can be a good means for learning English , because it permits the teacher to control the student's errors . (Maharida ,2014).



### **2.2.3. Transformation Drill**

Transformation drill is a strategy which based on treating structure in a systematic way . in this strategy , the sentences are transformed through the use of a grammatical rules , the teacher provides a particular sort of sentence pattern and the students are asked to change this sentence pattern to another form . the response should be quickly and accurately . Richard Brooks (2001) states that « transformation drill means a sentence is transformed by being made negative or interrogative or through changes in tense , mood , voice , aspect , or modality» (p.61) .

From this citation it can understood that the learners of the language are told to change sentences from negative to positive , from positive to interrogative , or from simple present tense to simple past tense and this is depends on the instructions given by the teacher .

### **2.2.4. Chain Drill**

The students stand or sit in a circle . the teacher starts the chain by welcoming a certain student , or asking him a question , that student answered , then pass to the students sitting next to him . the first student greets or asks a question of the second student and the chain continues.

A chain drill technique allows some controlled communication , even though it is limited it also gives the teachers a chance to monitor each student's speech . Franca (2008) pointed out that « chain drills is one of teaching technique . chain drill is good format for practicing new patterns , especially questions and answer . going in chain around the class , each student asks the next persons questions or added to list . chain drills can be used to practice something new , review a structure»(p.30-31).it means that

learners are given a chance to talk too much through asking and answering a variety of questions , and this automatically would help them to improve their speaking ability. Mary (1976) stated that « chain drill also requires the students listen to each other , and attention is diverted from the fact that they are drilling and toward actual use of the language » (p.25) . on the basis of what is said before , we can say that chain drill involves the integration of both skills listening and speaking .

Handayani (2011) writes that « there are at least advantages of chain drill technique in the teaching of speaking , those are chain drill technique makes the teacher easier in checking and correcting the students speaking aspect and chain drill technique make students practice speaking English effectively » (p.52).

### **2.2.5. Expansion Drill**

This drill is used when a long line of dialogue causes problems for students. The teacher dismantles the line into several parts. Students repeat part of the sentence , generally the last sentence in the line. Then , following the teacher's signal , the students expand what they repeat part by part until they are able to repeat the whole line. The teacher starts with the part at the end of the phrase ( and works backwards from there) to retain the intonation of the line as natural as possible. It also draws student's attention more to the end of the sentence , where new information usually occurs.(Tice,2004).

## **2.3. Importance of Using Repetitive Drills in Foreign Language Classrooms**

Drill is a technique applied in language teaching for the purpose of training the students to talk through the use of a certain patterns of structures. drills are implemented to teach sentence pronunciation , stress and intonation. pure pronunciation requires imitation and repetition , and this can only be done with repetitive drills. Similarly , Dakin (1973) says that « drills are supposed to train the learner to talk by helping him / her

master the basic structural patterns of the language»(p.48)

Drilling is a whole- class activity , which brings the whole class together , it gives a chance to shy students to speak without feeling like they are in the spotlight. It also can help students to improve their pronunciation and notice intonation patterns. Furthermore , Brown (2003) stated about drills as follows « drills offer students an opportunity to listen and to orally repeat certain strings of language that may pose some linguistics difficulty either phonological or grammatical» (p.272). this indicates that drills are not limited to providing students with intensive practice in hearing and saying particular phrases and sentences but it also help them get their tongues around difficult sounds and imitate intonation. Drilling remains always a useful technique in the classroom especially if it is used properly in oral classes. ( Tice ,2004).

Larsen-Freeman (2000) pointed out that « we have to use drills if we want the students to be able to speak English communicatively» (p.46). in accordance with the idea , drilling method can be a method of training learners how to pronounce in a correct and a clear way because drills belongs to the Audio-lingual method which mainly focus on using the target language communicatively. Likewise , Khetaguri and Albay (2016) argued that « the implementation of drilling method gives some contributions to students' speaking fluency and communicatively» (p.03). To support a point, it is worth mentioning that drills are one of the best ways for language practice. They are beneficial tools that permit students to use the target language practically , and at the same time aid them to enhance automatic answers , because when learners are able to give quick answers , they will become highly motivated and the process of learning a foreign language will be easier and uncomplicated. To sum up, engaging students in the repetitive drills techniques will rise their opportunities to develop dialogues and conversations in real communications and also improve student's speaking achievements and the different elements of

speaking especially pronunciation. This is what makes it so important technique in teachingspeaking.

## **2.4.Characteristics of a Good Pattern Drill**

It is quite important that teachers know the basics of building drills and have the experience of attempting to build a series of drill themselves in order to use them in the classroom. Following characteristics of a good drill model.

- Aseriesofexercisearereplannedforteachingthemanipulationofgrammaticalstructure. Thus , the series should be provide considerable practice in the use of each item before moving on to the presentation of new elements.
- Each drill must be related with one specific structural model. The student is thus able to concentrate on one problem in foreign language at a time , generally a pattern which proportionate with his native languagehabits.
- The structural characteristics to be drilled will have already been encountered by the learner in recent study material in a memorized dialogue or in a reading passage or conversation with which he hasworked.
- The pattern will be drilled coherently through a series of six or eight signal-response elements , in order to give the student time to understand the pattern or, the pattern change before lie is asked to make more complicatedvariations.
- modifications made between one signal-response item and the next will be minimal ; includes usually one lexicalchange.
- The teaching phase of a collection of drills will be followed by a testing phase. This can be fulfilled by re-presenting the material that has been drilled in a

programmed sequence in a random order to see if students can still produce the required response by hearing the signal.

- Certain arrangements will be made for the learner to practice what he has learned in the drill series in a situation of structured communication i.e. in directed dialogue , by questions and answers within the class group in the form of game or in brief oral reports. (Prahlad,2011).

## **Conclusion**

Throughout the foregoing chapter, we have tried to consult or examine some of the theoretical aspects related to repetitive drills in foreign language. It set out to discuss the concept of repetitive drills followed by an overview on the various types of repetitive drills techniques, defining the types and explain what each one of them stands for. This chapter also demonstrates the importance of using the repetitive drills in foreign language classrooms , and illustrates the main characteristics of a good patterndrill.

**Chapter three:**  
**Filed work**  
**Investigation**

## Introduction

This chapter is devoted to the practical part of the study. It is divided into two parts, the first part is concerned with the description of the research methods , the sample of participants and the research instruments used to gather data. The second part is served to report and discuss the findings gathered through the data collection procedures.

It gives answers to the already formulated hypotheses and research questions. Besides , the main concern of this chapter is to give the analysis , discussion and interpretation of the essential gathered data in the two different phases.

### 3.1. Research Design

Research is a process of organized and systematic investigation that involves gathering data ; documentation of essential information ; and analysis and interpretation of that information /data, in correspondence with appropriate methodologies design by academic disciplines and specific professional fields. Accordingly , research is defined as the act of inquiring about a particular phenomenon through the usage of experimentation , observation and logical analysis to obtain adequate information concerning the problematic issue in order to reach conclusions and endeavor to give some suggestions for the development of the existing situation. (Wellington , 2000). Mackmillan and Schumacher (2001) define research design as « a plan for selecting subjects , research sites , and data collection procedures to answer the research question (s). they further indicate that the goal of a sound research design is to provide results that are judged to be credible» (p.166). the educational research has often been characterized by two different research designs which are quantitative and qualitative. The researcher always attempts to choose a good research paradigm that provide him with a suitable frame

work for data collection , analysis and interpretation , in this investigation we opt for the use of mixed methods research design regarded as appropriate method in enhancing the understanding of the topic.

Mixed methods research is a technique for gathering , analyzing and combining both quantitative and qualitative data and methods in a single research project. (Creswell , 2012).

Burke Johnson et al (2007) stated that « mixed methods research is the type of research in which a researcher or team of researchers combine elements of qualitative and quantitative research approaches (e.g., use of qualitative and quantitative view points , data collection , analysis , inference techniques ) for the broad purposes of breadth and depth of understanding and corroboration»(p.123).

This study is carried out through the use of mixed methods research design which allow us to deal with first year LMD students at Abbes laghrour university. The research design being chosen helps us to gather adequate data about the topic under investigation , support and validate the results gained from other methods , and provides a comprehensive understanding of the research problem better than using each approach alone.

The overall goal of mixing both quantitative and qualitative is to strengthen and increase a study's findings and , therefore , offset the weaknesses of the two research paradigms. In all studies the utilization of mixed methods must contribute to answering one's research questions.

### **3.2. Participants (the sample)**

For the current study , we deal with a sample of fifty (50) EFL students and three (03)



EFL teachers from the department of English at Abbas laghrour university . the informants have been chosen through the use of non- probability convenience sampling to respond to the research instruments addressed to them.

### **3.2.1.Learnes' Profile**

The intended participants in this investigation were first year LMD students at the English department at kenchela university because they have an idea about the oral expression course and are aware of the difficulties that prevent them to reinforce their speakingabilities.

The selection of students was based on the subjective judgment rather than random selection , the sample population was limited to fifty (50) students (males and females ) from the whole population (240) , ranging in age from (19) to(24) . they have been chosen to respond to a questionnaire about their attitudes towards using some repetitive drills techniques to enhance oral expression.

The reason behind dealing with first year students is to work with their background experience concerning the use of repetitive drills techniques.

### **3.2.2.Teachers' Profile**

This study also concerns three teachers of oral expression at the English department of kenchela university. They hold different degree either 'Doctorate' or 'Magister', they had different specializations also, their teaching experience ranges from five to fifteen years.

The main aim of dealing with them is to know their personal opinion towards the different repetitive drills strategies used in teaching oral expression. So , these teachers have been chosen because they are conscious about student's difficulties in oral

expression and particularly speaking skill. The focus is directed mainly on their experience since they teach students how to improve their oral skills.

### **3.3. Instruments of Data Collection**

#### **3.1. Questionnaire**

To fulfill the objective behind which we have conducted this research, we have chosen to rely on the questionnaire as a method of collecting data. The aim of this tool is to collect information from the respondents' answers in order to examine their opinions about the effect of repetitive drills techniques on their oral performance, also to test the reliability of our hypothesis.

According to Brown (2001) a questionnaire is « any written instrument that presents respondents with a series of questions or statements to which they are to react either by writing out their answers or selecting from among existing answers»(p.6).

##### **3.1.1. Description of the Questionnaire**

The whole questionnaire is made up of (13) questions that are designed for first year English students at the department of khenchela university of the academic year 2020/2021.

The questionnaire is divided into three sections, each section focuses on a specific aspect. It consists of a mixture of closed questions which require from the student to answer by "yes" or "no" or pick out the right answer from a number of options, and open questions which require from them to provide full answers or to express an opinion. The students were given 15 minutes to respond. The following is a description of each section:

### **Section One: Background Information (Q1- Q4)**

Questions in section one aim at gathering personal information about the target sample ,in the first two questions(Q1-Q2)students were asked to specify their age range and gender,(Q3)they were asked whether the English is their first choice (Yes/ No).

(Q4) the respondents were asked to evaluate their level in English ? whether very good , good , average , or poor.

### **Section Two : General Overview on Speaking Skill (Q5- Q8)**

The main purpose of this section is to gather data about the speaking skill and the difficulties that could face students in oral expression.

(Q5) is designed to ask students if they are satisfied about the hours devoted to study oral expression module (Yes/ No we need more hours).

(Q6) is put to know how good their English is (excellent ,sufficient , or poor). (Q7) was addressed to students to know whether they participate in the oral expression lesson( always , sometimes , or rarely).

(Q8) the main aim of this question is to know about the factors that hinder students from participation (anxiety , lack of confidence , lack of vocabulary , or shyness).

### **Section Three : Learners' Attitudes towards the Use of Repetitive Drills Techniques (Q9- Q13)**

(Q9) is designed to generate information about how often does their teacher apply repetitive drills strategy in oral courses ( always , sometimes ,rarely , or never).

(Q10) they are asked to select which of the repetitive drills techniques do they enjoy the most (repetition drill , substitution drill , transformation drill , chain drill, expansion drill

completion drill , replacement drill , or rejoinder drill).

(Q11) seeks to get information about their opinion on how important is repetitive drill technique in learning and speaking English (very important , important ,or not so important). (Q12) , on the other hand , is prepared to know to what extent teacher is good at repetitive drills techniques

(to 100% ,to 75% , to50% , to25% ,from 0 to 25%).

In (Q13) students are required to say whether repetitive drills are efficient learning strategies to ameliorate their oral proficiency (Yes/ No). they are also asked to justify the answer.

### **3.2. Interview**

Unlike questionnaire , the interview exemplifies a real social interaction between the researcher and the respondents . the interview is another instrument of data collection that is implemented in the current research to provides a more in- depth exploration of issues.

Duff (2008) said that « interviews are one of the richest sources of data in a case study and usually the most important type of data to be collected. Interviews provide the researcher with information from a variety of perspectives »(p.134).

#### **3.2.1. Description of the Interview**

The interview was implemented to collect information from teachers. Since interviewing is considered to be applicable and useful tool to get data , and because our objective is to know more about teacher's opinions and beliefs regarding the use of the different repetitive drills techniques and its importance in teaching and developing oral

production.

However , interviews come in many different forms , they range from unstructured , semi-structured to structured interviews.

In the current investigation we opt for the structured interview , we got in touch with three oral expression teachers in the department of English at Abbess laghrour university .

The interview consisted of seven main questions presented in English for teachers to answer in 15 minutes. The selection of the sample was based on the fact that oral expression teachers will be the best contributors in our research.

The first and the second questions aim at knowing the experience of the EFL teachers at the university of kenchela , and how they evaluate their student's speaking proficiency , the third question intends to ask the participants about how they present new pieces of information in oral expression lessons , the fourth question enquires about what are the objectives of the oral expression course at the level of 1<sup>st</sup> year .

In the fifth question they were asked what materials they think are most useful in helping students improve their oral proficiency. The sixth question explored whether they use repetitive drills techniques as a strategy in teaching oral expression , how and why.

The purpose of the question seven is to know whether repetition is important in enhancing oral production on the part of FLL or not and how.

#### **4. Data Analysis**

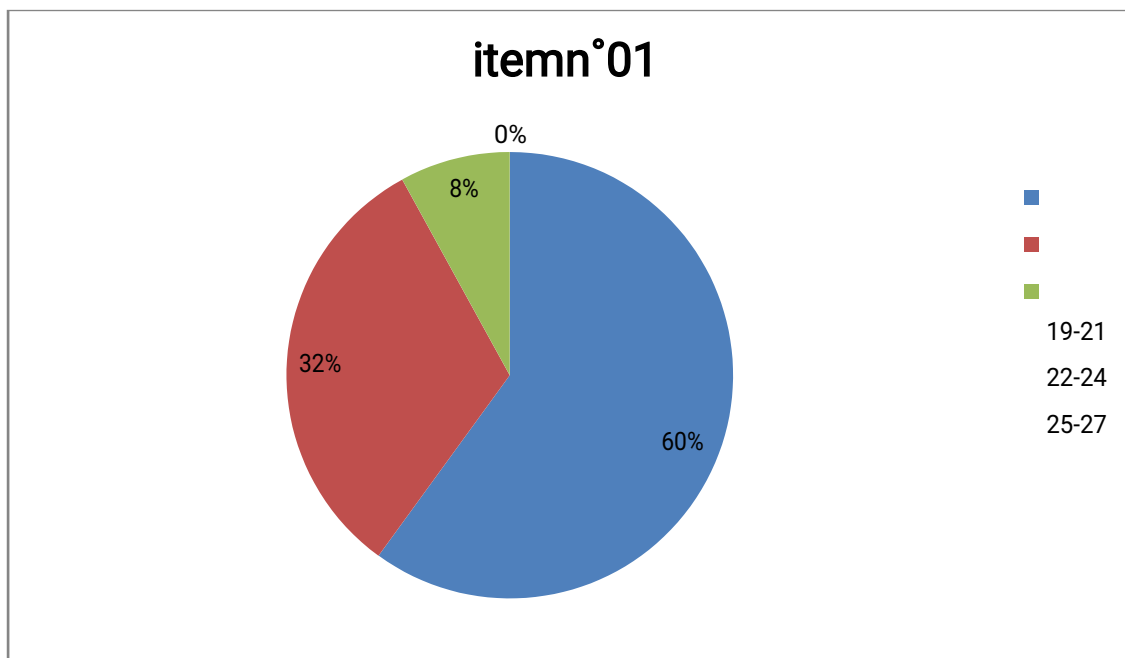
In this study , data will be examined through the use of graphs , and information will be analyzed according to the order of the items in the questionnaire .

**Section One**

**Item (01) : What is your age?**

**Table n° 01: student's age**

<b>Age</b>	<b>Number</b>	<b>Percentage</b>
<b>19-21</b>	<b>30</b>	<b>60%</b>
<b>22-24</b>	<b>16</b>	<b>32%</b>
<b>25-27</b>	<b>04</b>	<b>08%</b>
<b>Total</b>	<b>50</b>	<b>100%</b>



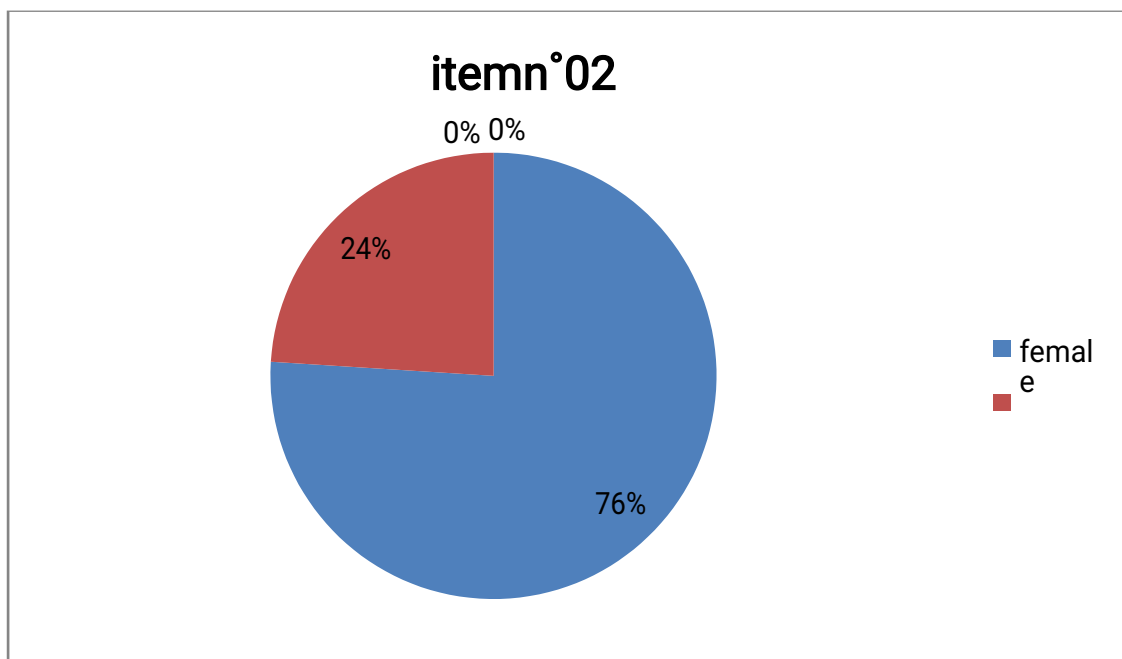
**Figure 3.1. student's age.**

From the student's answers , it has been noticed that student's age vary from 19-27 old. The highest proportion of the students are aged 19-21 (60%) ; (32%) are aged 22-24 while (08%) represent the aged students25-27.

**Item (02) : what is your gender?**

**Table n° 02: student's gender**

<b>Student's answer</b>	<b>Number</b>	<b>Percentage</b>
<b>Male</b>	<b>12</b>	<b>24%</b>
<b>Female</b>	<b>38</b>	<b>76%</b>
<b>Total</b>	<b>50</b>	<b>100%</b>



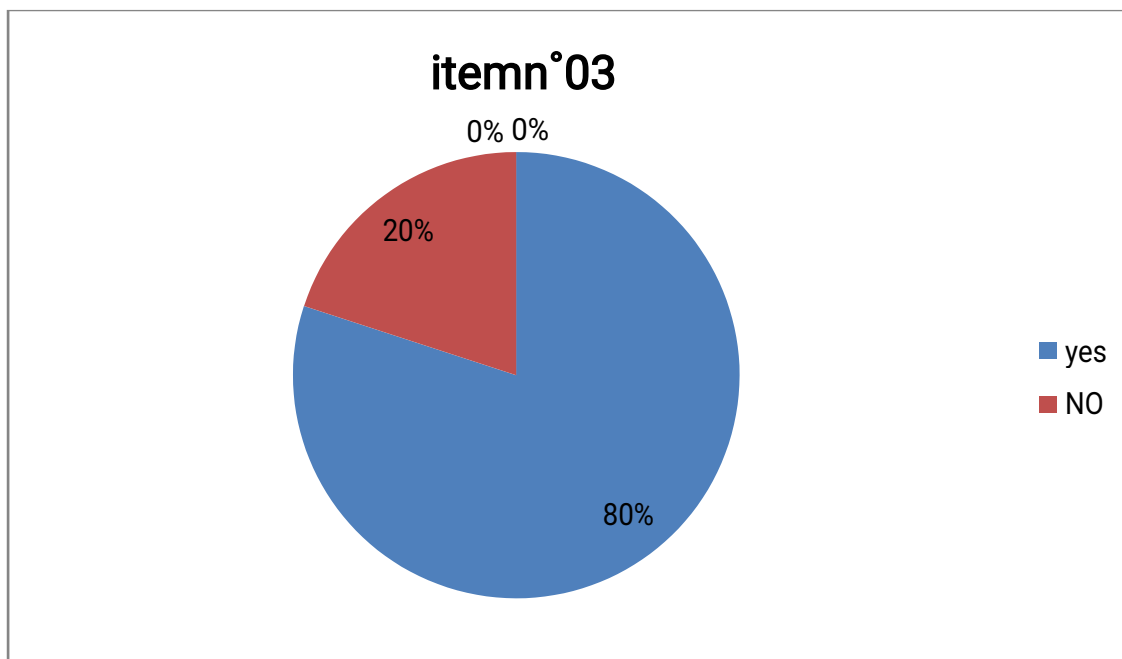
**Figure 3.2 student's gender**

We observed from the table and figure that females are about three times the number of males which represent (76%) . whereas males are (24%) .

**Item n° (03): was English your first choice?**

**Table n° 03: student's choice of the English language**

Student's answer	Number	Percentage
Yes	40	80%
No	10	20%
Total	50	100%



**Figure 3.3 student's choice of the English language**

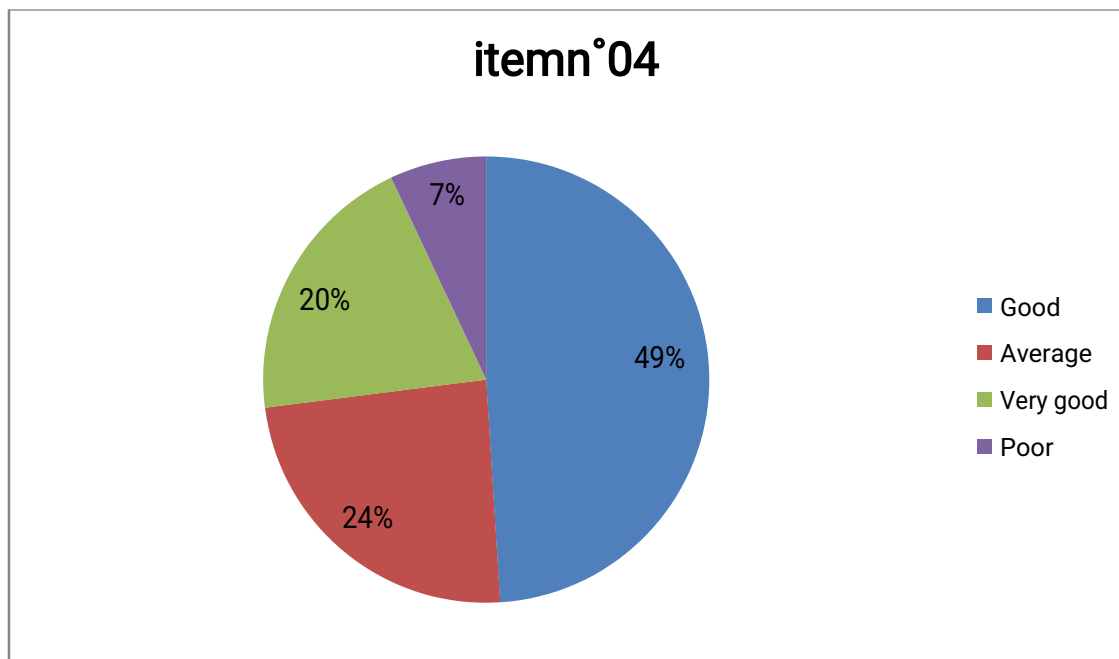


Regarding student's answers , (80%) of them claimed that the English was their first choice. Because they like it. For that , we find them more interested and highly motivated to speak that language. However , (20%) of them said that the English was not their first choice and it was imposed on them, it might find them less motivated and have a negative attitudes to learn and speak English.

**Item (04): is your level in English?**

**Table n°04: student's level in English**

<b>Options</b>	<b>Number</b>	<b>Percentage</b>
<b>Very good</b>	<b>10</b>	<b>20%</b>
<b>Good</b>	<b>25</b>	<b>49%</b>
<b>Average</b>	<b>12</b>	<b>24%</b>
<b>Poor</b>	<b>03</b>	<b>07%</b>
<b>Total</b>	<b>50</b>	<b>100%</b>



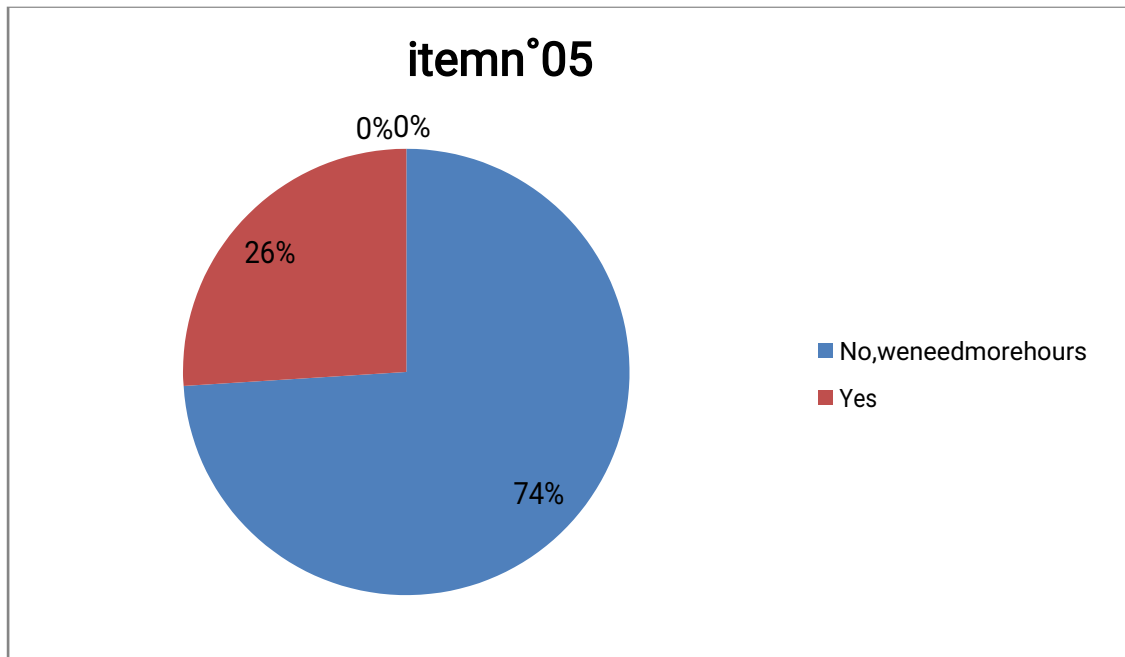
**Figure 3.4. student's level in English**

We noticed from the table and figure that the highest percentage (49%) of students stated that their level in English is good. While (24%) of them said that their English level is average. (20%) of students answer that they are very good at English. Only 03 students (07%) their answers showed that their level in English is poor.

**Item (05): Do you think that you are satisfied about the hours devoted to study oral expression module?**

**Table n° 05: Student's Satisfaction about the Oral Session time**

<b>Student's answer</b>	<b>Number</b>	<b>Percentage</b>
<b>Yes</b>	<b>13</b>	<b>26%</b>
<b>No , we need more hours</b>	<b>37</b>	<b>74%</b>
<b>Total</b>	<b>50</b>	<b>100%</b>



**Figure 3.5. student's satisfaction about the oral session time**

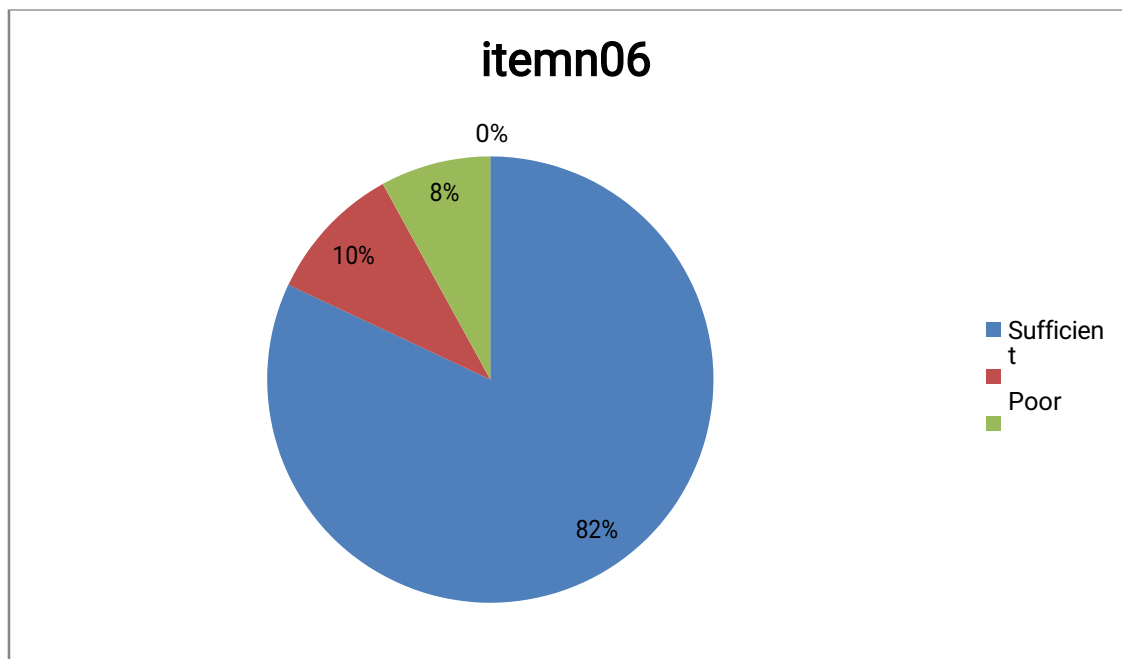
The results show that the majority of respondents (74%) affirmed that they are not satisfied about

the hours devoted to study oral expression module and they need more hours. Whereas , the rest (26%) stated that they are satisfied and pleased and have no problem with the time dedicated to study oral expression.

**Item (06): How good is your English?**

**Table n° 06: evaluation of speaking ability**

<b>Options</b>	<b>Number</b>	<b>Percentage</b>
<b>Excellent</b>	<b>04</b>	<b>08%</b>
<b>Sufficient</b>	<b>41</b>	<b>82%</b>
<b>Poor</b>	<b>05</b>	<b>10%</b>
<b>Total</b>	<b>50</b>	<b>100%</b>



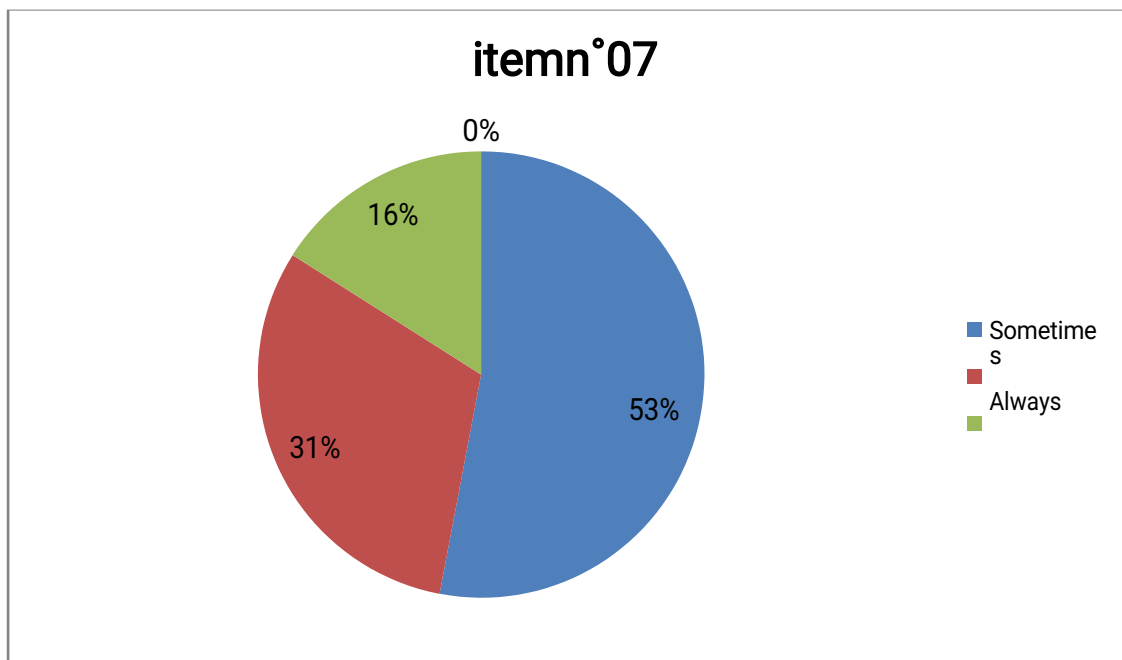
**Figure 3.6. evaluation of speaking ability**

From the results show in the graph , we have perceived that the majority of the students represents (82%) claim that their level in English is sufficient , others (10%) said that their English is poor. While a few of them (08%) indicate that they have an excellent level in speaking the Englishlanguage.

**Item (07):Do you participate in the oral expression lesson?**

**Table n° 07: student's participation during the OE course**

Options	Number	Percentage
Always	15	31%
Sometimes	27	53%
Rarely	08	16%
Total	50	100%



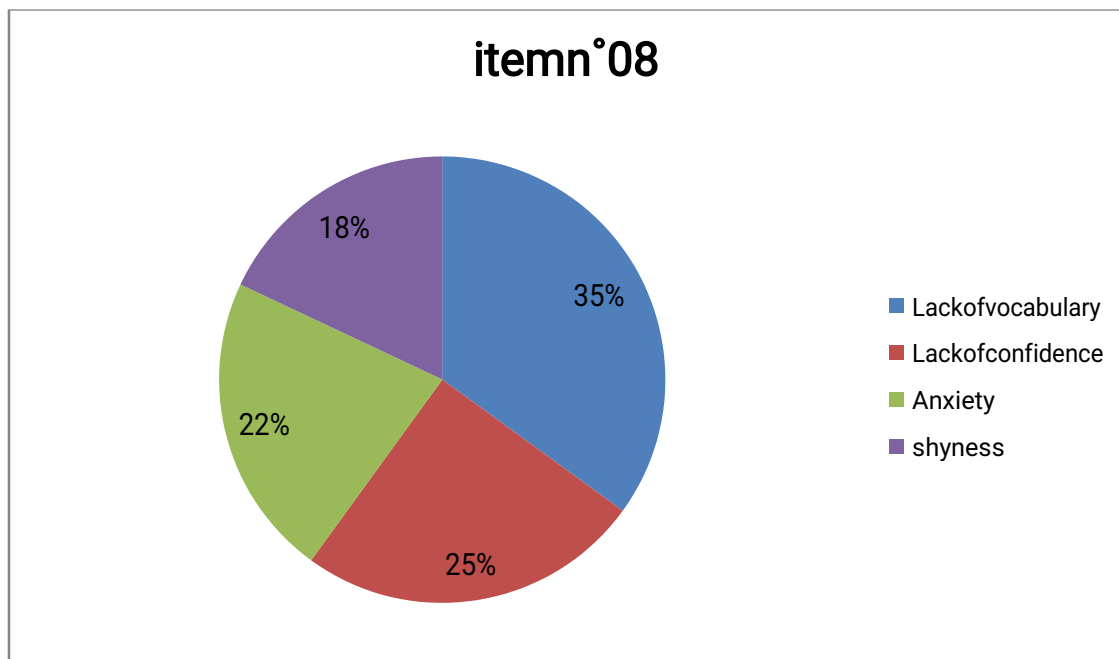
**Figure 3.7. student's participation during the OE course**

Regarding student's answers , (53%) asserted that they participate sometimes in the oral expression lesson. The other respondents (31%) stated that they always participate in oral expression. The remaining respondents (16%) claimed that they rarely participate.

Item n° (08): What are the factors that hinder you from participation?

Table n° 08: student's reasons behind not participating

<b>Options</b>	<b>Number</b>	<b>Percentage</b>
<b>Anxiety</b>	<b>11</b>	<b>22%</b>
<b>Lack of confidence</b>	<b>13</b>	<b>25%</b>
<b>Lack of vocabulary</b>	<b>17</b>	<b>35%</b>
<b>Shyness</b>	<b>09</b>	<b>18%</b>
<b>Total</b>	<b>50</b>	<b>100%</b>



**Figure 3.8. student's reasons behind not participating**

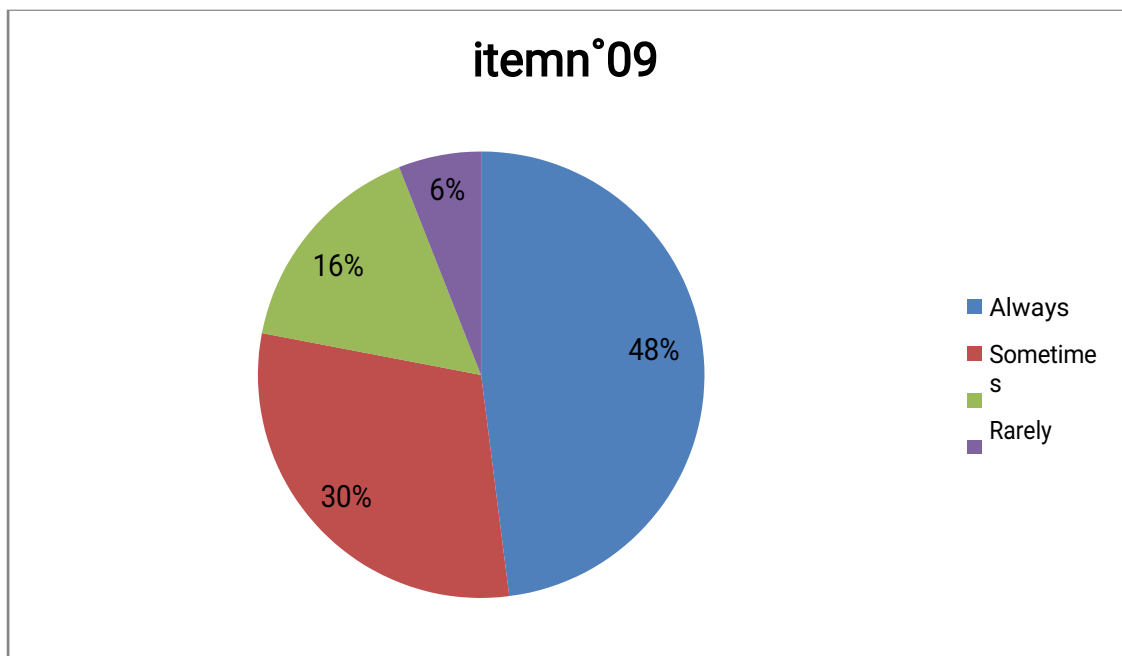
From the outcomes that we have noticed in the above table and figure , we can say that the majority of respondents (35%) claimed that the main factor that hinder them from participating in oral sessions is lack of vocabulary ,while some others (25%) claimed that the reason behind not participating is lack of confidence. However ; (22%) of them said that they are suffering from anxiety. The remaining students (18%) declare that shyness is the only factor that prevent them from participating.

**Item n° (09): How often does your teacher apply repetitive drills strategy in oral courses?**



**Table n° 09: Teachers application of repetitive drills in oral courses**

<b>Options</b>	<b>Number</b>	<b>Percentage</b>
<b>Always</b>	<b>24</b>	<b>48%</b>
<b>Sometimes</b>	<b>15</b>	<b>30%</b>
<b>Rarely</b>	<b>08</b>	<b>16%</b>
<b>Never</b>	<b>03</b>	<b>06%</b>
<b>Total</b>	<b>50</b>	<b>100%</b>



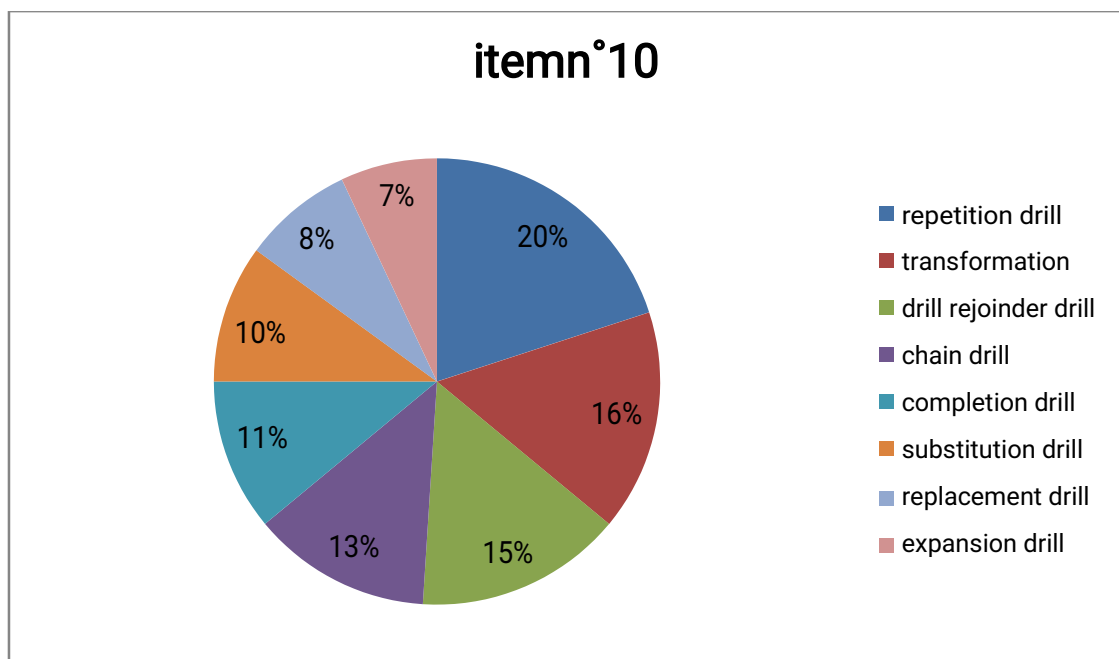
**Figure 3.9. Teachers application of repetitive drills in oral courses**

According to these results , it is confirmed that ; the highest percentage (48%) of students said that their teachers always apply repetitive drills strategy in oral courses. (30%) of participants claimed that their teachers use repetitive drills strategy just sometimes. On the other hand , (16%) answered with rarely. While the remaining minority (06%) select never.

**Item n° (10): Which of the following repetitive drills do you enjoy the most?**

**Table n° 10: student's preferable repetitive drills**

<b>Options</b>	<b>Number</b>	<b>Percentage</b>
<b>Repetition drill</b>	<b>10</b>	<b>20%</b>
<b>Substitution drill</b>	<b>05</b>	<b>10%</b>
<b>Transformation drill</b>	<b>08</b>	<b>16%</b>
<b>Chain drill</b>	<b>07</b>	<b>13%</b>
<b>Expansion drill</b>	<b>03</b>	<b>07%</b>
<b>Completion drill</b>	<b>05</b>	<b>11%</b>
<b>Replacement drill</b>	<b>04</b>	<b>08%</b>
<b>Rejoinder drill</b>	<b>08</b>	<b>15%</b>
<b>Total</b>	<b>50</b>	<b>100%</b>



**Figure 3.10. student's preferable repetitive drills**

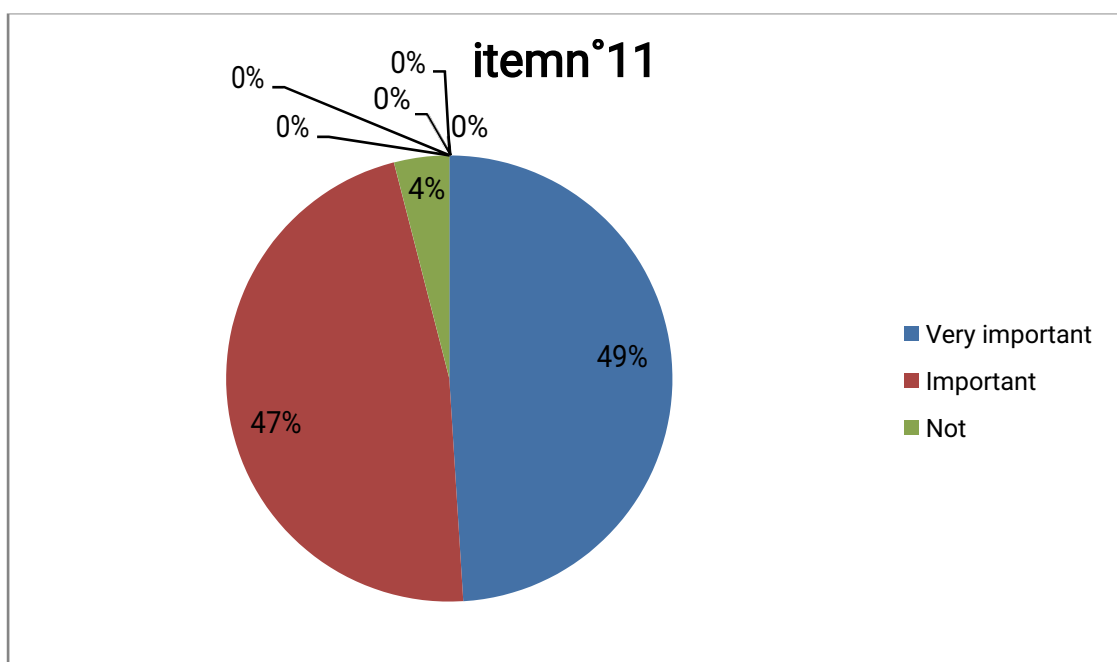
The results denote that the most preferred repetitive drills for students is repetition drill which represents (20%) , while others (16%) declare that the most enjoyable technique for them is transformation drill. Whereas (15%) of them stated that rejoinder drill is the most favorable strategy for them. However , (13%) of the respondents choose chain drill.

(11%) opted for completion drill. On the other hand , (10%) select substitution drill. Then , replacement drill (08%) , and finally the rest (07%) mention that they prefer expansion drill.

**Item (11): In your opinion , how important is repetitive drill technique in learning and speaking English?**

**Table n°11: student's attitudes towards the importance of repetitive drills techniques in learning and speaking English**

Options	Number	Percentage
Very important	25	49%
Important	23	47%
Not so important	02	04%
Total	50	100%



**Figure 3.11. student's attitudes towards the importance of repetitive drills techniques in learning and speaking English**

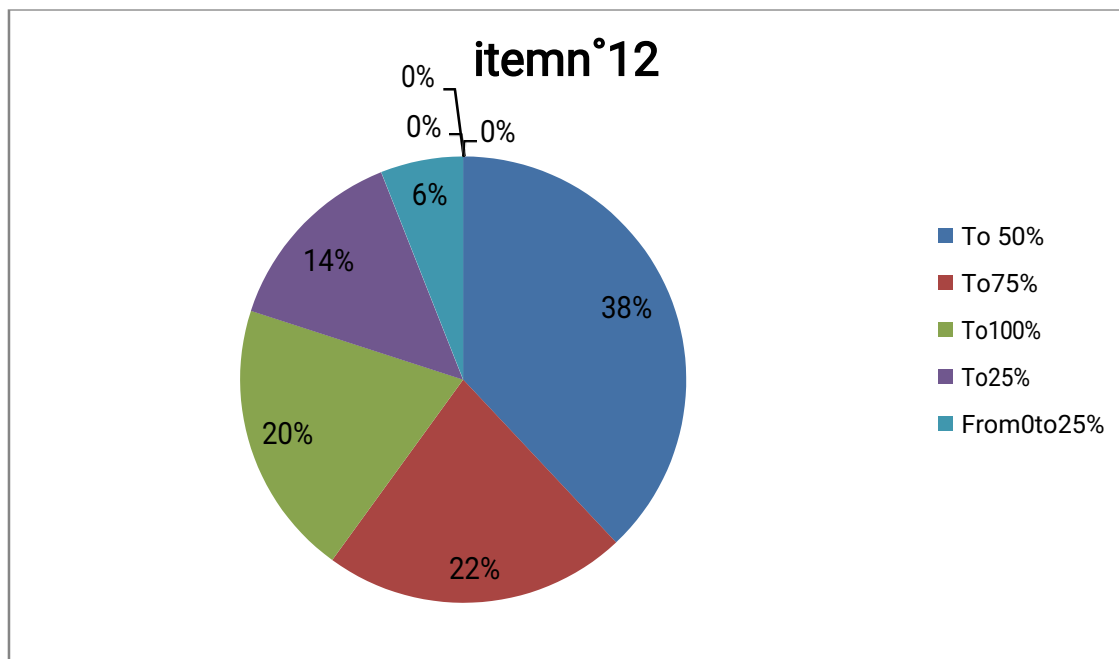
It is noticed that (49%) of the learners said that the repetitive drills are very important in learning and speaking English. Whereas some others (47%) argued that the use of repetitive drills

techniques in learning and speaking English is important. The rest of students (04%) stated that it is not so important.

**Item (12): To what extent is your teacher good at repetitive drills techniques?**

**Table n°12: student's assessments to the expertise of teachers in the use of RDT**

<b>Options</b>	<b>Number</b>	<b>Percentage</b>
<b>To 100%</b>	<b>10</b>	<b>20%</b>
<b>To 75%</b>	<b>11</b>	<b>22%</b>
<b>To 50%</b>	<b>19</b>	<b>38%</b>
<b>To 25%</b>	<b>07</b>	<b>14%</b>
<b>From 0 to 25%</b>	<b>03</b>	<b>06%</b>
<b>Total</b>	<b>50</b>	<b>100%</b>



**Figure 3.12. student's assessments to the expertise of teachers in the use of RDT**

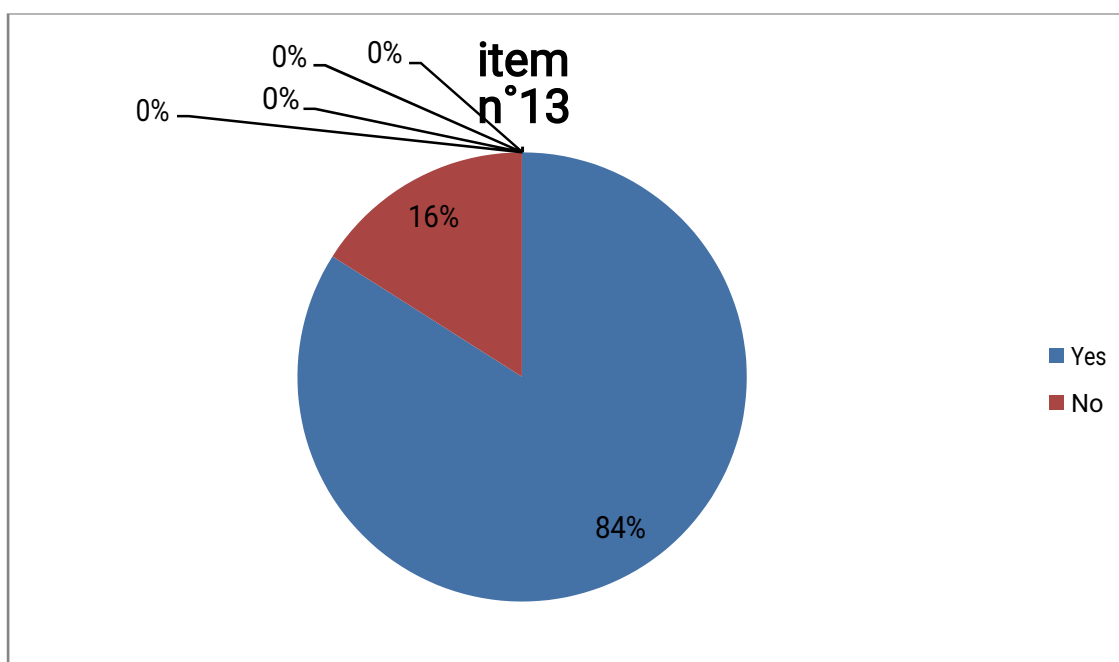
The table 12 shows clearly that the highest number of students (38%) claims that teachers are good in using repetitive drills techniques to 50%. However, some others (22%) mention that their teachers are successful in applying repetitive drills techniques to 75%.

(20%) of the subjects argued that their teachers are skilful when dealing with repetitive drills techniques to 100%. The other informants (14%) said that their teachers are proficient to 25%. And only a few of them (06%) choose From 0 to 25%

**Item (13): Do you think that repetitive drills are efficient learning strategies to ameliorate your oral proficiency?**

**Table n°13: student's views on the effectiveness of repetitive drill techniques**

Options	Number	Percentage
Yes	42	84%
No	08	16%
Total	50	100%



**Figure 3.13. student's views on the effectiveness of repetitive drills techniques**

The findings show that a considerable number of students (84%) view that the repetitive drills techniques are efficient learning strategies in ameliorating oral proficiency. However , (08%) point out that the different types of repetitive drills techniques are not essential enough and they do not improve student's speaking abilities.

#### 4.1. Questionnaire's Results and Discussions

The analysis of the collected data from student's questionnaire helped to draw a set of results concerning the amelioration of speaking skill and the vital role of repetitive drills techniques.

According to the results obtained from the questionnaire , we notice that a considerable number of first year English students who took part in our investigation by providing their opinions to fulfill the questionnaire proposed , showed their awareness about the importance of repetitive drills techniques to improve their speaking skill.

First of all , the chosen sample in this study reveals that females (76%) are dominant over males (24%) , this may be due to the fact that females are more interested to study foreign languages especially English language than males who often choose to carry on scientific studies. Most of students (49%) state that their level in English is good. However , some others (24%) said that they are average.

In asking students about whether they are satisfied about the hours devoted to study oral expression module , most of them (74%) declare that they are not satisfied and they need more hours. Accordingly , we can say that teachers should expand the time devoted to teach oral expression , because oral expression is considered to be an important module in any foreign language , and it serves as the only opportunity to teach students how to speak and pronounce a language in an appropriate way.

In examining item n°08 from the questionnaire , we find that (35%) of students affirmed that the main factor that hinder them from participating is lack of vocabulary and (25%) mentioned that lack of confidence is the reason behind not participating.



In asking students about how often does their teacher apply repetitive drills strategy in oral courses , the highest number of students (48%) stated that their teacher of oral expression are always relying on the use of the different types of repetitive drills techniques. On the other hand, (30%) reported that teachers uses repetitive drills techniques sometimes. According to these statistical results ,we can say that teachers are aware about the vital role of repetitive drills techniques in enhancing student's oral expression. Furthermore , concerning student's views on the effectiveness of repetitive drills techniques in ameliorating oral proficiency , a huge number of students (84%) show positive attitudes and agree about the great role of repetitive drills techniques in developing oral production , the rest of them (16%) see the opposite.

On the basis of the analysis of student's questionnaire , we note that repetitive drills techniques are indeed helpful in oral expression.

#### **4.2. Interview's Results and Discussions**

The interview was addressed to teachers who are in charge of oral production module. It comprised (07) questions that will be analyzed as below.

**Item one:** How long have you been teaching English?

This question aims at knowing the experience of the EFL teachers at the university of Khenchela. The average of teaching is between 04 to 06 years.

**Item two:** How do you evaluate your student's speaking proficiency?

The results recorded reveal that two teachers evaluate their student's level as an average one. While one of them claimed that most of their student's level is good and

highly appreciated. **Item three:** How do you present new pieces of information in oral expression lessons?

The overall answers rely on the fact that the teachers may use several strategies depending on the issue being tackled and the lesson dealt with. The first teacher claimed that he is generally provide the information in a challenging way to get the students do some research , just so that the learned information be grounded. However , the other teacher said that his presentation to the new pieces of information starts with introducing the topic i.e. telling students what I'm going to talk about by including an overview to help them understand and be able to follow , then start dealing with the topic by presenting examples and explaining the ambiguous points and eventually give them the chance to discuss and exchange thoughts and ideas. On the other hand the last interviewee stated that she presents new pieces of information in oral expression lessons through using audio- visual aids or inciting learners' background knowledge and personal experiences.

**Item four:** What are the objectives of the oral expression course at this level (1<sup>st</sup>year)?

In response to this question , the interview clearly revealed that all teachers share nearly the same opinion and they asserted that the main objectives of the oral expression course at this level (1<sup>st</sup>year) are to get students work on enhancing their intercultural competence and communicative skills , as well as tame their language fluency. Additionally , enhance the students' ability to speak and improve the learner's ability for oral communication and use of the language for both listening and speaking skills as well as develop learner's proficiency in oral expression. They added that , learners at this level should be trained by teachers to react to any situation they get involved in , be it formal orinformal.

**Item five:** What materials do you think are most useful in helping students improve their oral proficiency?

The major materials provided by interviewees were: materials such as: visual aids materials; including news , clips , movies , audio , taped short stories , novels , songs , documentaries , printed materials: (articles ,books....etc) , videos , flash cards , games , audio books ,broadcasting and TV (all in the targetlanguage).

**Item six:** Do you use repetitive drills as a strategy in teaching oral expression? How? why?

The findings from the interview unveiled that two teachers affirmed that they usually use the repetitive drills techniques especially when dealing with complicated terms and ideas; hence repetitive drills can be very useful to make students remember and develop the speaking skill. Besides , they are one way of mind development , they are mostly used to develop learner's fluency. and help in retaining vocabulary items. Per contra, the third teacher believe that repetitive drills techniques are extremely important especially in developing speaking skill. He added that a shortage of class time was one of the factors that lead him to use repetitive drills sometimes.

**Item seven:** Is repetition important in enhancing oral production on the part of EFL learners? How?

The answers of the participants for this question were the same in which all agree on the idea that repetition has a vital role in enhancing oral production and this appears in their answers: the three teachers shared the same opinion and assumed that repetition can be very important and helpful in improving the learner's oral skills as a part of their learning. It can be also significant in memorization because the more words , expressions , and situations are repeated , the better they are stored, and these stored expressions

and words expand learners' vocabulary and use the minconversations.

### **4.3. Interpretation of Teachers' Interview**

The teacher's interview was conducted for the aim of obtaining professional perception to the questions raised at the beginning of the study , and which is more significant is to get some suggested solutions teachers may propose to help learners overtaking the difficulties that stands in their way in learning the speaking skill.

The analysis of the teacher's interview has revealed many factors on teachers attitudes towards the use of repetitive drills techniques in teaching oral expression. We remarked that teachers are aware about the necessary role of the repetitive drills techniques in raising students understanding of oral expression. Teachers teach oral expression using a variety of repetitive drills techniques because it is thought of as a suitable method that aid in improving the learner's oral production. Furthermore, their answers are related to the background information that we have developed in our study. An important thing to notice is that our sample (teachers) almost shared the same views that the repetitive drills techniques should be crucial part in any oral expression course and this appears in nearly all the questions.

This investigation departed from three main hypotheses. The first hypothesis indicates that "the total achievement of students in oral expression taught using repetitive drills is significant higher than that of students taught using other techniques". The results obtained after the analysis of data collected have clarified this hypothesis and this appears in student's answers when they mentioned that the repetitive drills techniques are efficient learning strategies in ameliorating their oral proficiency. The second hypothesis suggested by the researcher denotes that the repetitive the repetitive drills

techniques are applied to teach oral expression in foreign language classrooms. After analyzing the answers of the addressed EFL teachers, the results revealed that this hypothesis has been proved; teachers show that they always use repetitive drills techniques to teach oral expression since they play a significant role to maintain language proficiency. The third and the last hypothesis put forward by the researcher was that the repetitive drills seems to be useful to enhance the learning process of oral expression. It was stated by all teachers that the repetitive drills techniques allow learners to develop dialogues in real communications as they are a fundamental component for successful oral performance.

## **5. Recommendations**

Since repetitive drills techniques are effective, important, and useful in developing the process of teaching oral expression and based on the findings of the present research, it is advisable to propose these recommendations to EFL teachers and students.

### **5.1. To Teacher**

- Teachers should play two important roles: a facilitator and a motivator to help students overcome their difficulties in practicing the target language in oral expression tasks.
- Teachers of oral expression should do their best to improve the oral capacities of their learners. They ought to vary teaching strategies, vary oral activities and carefully select the topics for discussion.
- Teachers should include a variety of repetitive drills techniques in teaching the different components of oral expression.
- Teachers have to encourage students to interact with the various repetitive drills techniques used in the classroom.

## 5.2. To Students

- students must overcome all the obstacles that would hold them back while trying to participate in the oral expressionsession.
- students should expand their vocabulary field as much as possible so that they can deal with all the topics that the teacher discusses during the oral expressionsessions.
- Students should participate and interact with the teacher during the oral session and try to ask him to simplify every singleidea.
- Students have to be familiar with all the repetitive drills techniques applied by theteacher.

## 6. Limitations of the Study

Although this study reached significant results, but it is undeniable that some limitations occurred and affected the researchcompletion.

The main limitation of this study was the corona virus, because of the covid 19 , we faced two serious problems. First, the university was closed , and this make it hard for us to collect the needed data from the university library like books , dissertations and notes. In addition to that, applying a classroom observation was impossible, due to the rapid spread of the epidemic ( the covid 19) ,all the activities of the university were canceled. Therefore ,the implementation of repetitive drills techniques in oral classes for first year students was impossible. Furthermore , one should bear in mind that there are many factors which could contribute to the limitation of data , including the nature of topic being tackled as in our case, the lack of references was one of the big obstacles when conducting the current research; the references we found were not enough to carry out the presentresearch.

## Conclusion

This chapter demonstrates the research method and procedures of the present study; it gives a clear idea about the research tools and procedures used by the researcher to collect data from both EFL teachers and learners at Abbess Laghrour university. Moreover, the chapter deals with the analysis of both teacher's interview and first year EFL learner's questionnaire and provides discussion and interpretation of the obtained results and; Therefore, find out satisfactory answers to the research questions and test the hypotheses put forward. Finally, the researcher proposed some recommendations that can be used by the EFL teachers and their learners to achieve a successful teaching/learning process.

From the analysis of the gained results, we can say that our hypotheses are positively confirmed.

## GENERAL CONCLUSION



The ultimate goal of learning a second language appears in being able to use the target language effectively , and to attain certain proficiency. Thus, success of language learning depends on the amount of language input and output as well. However , in order to acquire a foreign language , certain conditions for learning must be met. RDT is one of the most important factors responsible of the EFLcommunication.

The current work was motivated by our personal desire to learn about how to teach and improve English speaking skill to first year English students. So , the main objective of this investigation was to exhibit adequate understanding of the importance of using repetitive drills techniques as a tool to improve English speaking skill of first year English students. Accordingly , the research work comprises three chapters, the first and the second chapters are theoretical frame work of the study. The first chapter mainly outlines some of the theoretical issues related to nature of speaking starting with a set of definitions of the term speaking skill, describes the main difficulties encountered by EFL learners in speaking, it clarifies the importance of speaking and the major characteristics of oral performance. The second chapter provides a better understanding of repetitive drills techniques and its types , it sheds light on the importance of repetitive drills techniques and some characteristics of a good pattern drill. The third chapter is the empirical phase of the work , it dealt with the research methodology ,sample population and the research instruments that are used in the study. Moreover, it reviewed the analysis of data obtained from students' questionnaire and teacher's interview , then a full discussion as well as interpretation of the major results. As a final step in this chapter a set of suggestions and recommendations were designed for EFL teachers and their students to facilitate and improve the teaching / learning process of the speaking skill.

After conducting a case study at the level of first year LMD students in the English department at the university of Khenchela ,the gathered data confirmed the three

hypotheses put forward by the investigator. The obtained results revealed the positive opinions of both teachers and learners about the usefulness of applying repetitive drills techniques as a teaching strategy.

Results have shown how students are aware of the advantages of those techniques to the progress of their oral proficiency. Furthermore, the analysis of teacher's interview showed the teachers agreement of the benefits of the repetitive drills techniques on their learner's speaking skill.

To sum up , one may say that speaking is one of the most important skills since it is such a prominent part of the English language , and the teacher is obliged to possess knowledge of how to improve student's proficiencies in an efficient way.

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## Appendices

## Appendix-1-

### Student's questionnaire

*Dear students,*

This questionnaire is part of a research work carried out in the department of English at the university of khenchela. This research is intended to shed light on the role of repetitive drills in

enhancing oral proficiency. Your answers will only provide information for the fulfillment of the researcher's master dissertation.

Please answer the following questions as honestly and frankly as possible.

Will you please tick the corresponding answer or fill in with information where necessary.

**Section one: back ground information.**

1. Age ..... yearsold
2. Gender:
  - a- Male
  - b- Female
3. Was English your firstchoice?  

Yes	No
-----	----
4. Is your level inEnglish:
  - a- very good
  - b- Good
  - c- Average
  - d- Poor

**Section Two: General overview on speaking skill .**

5. Do you think that you are satisfied about the hours devoted to study Oral Expression module?  

Yes	No, we need morehours
-----	-----------------------
6. How well do you speakEnglish?
  - a- Excellent
  - b- Sufficient
  - c-Poor
7. Do you participate in the Oral ExpressionLesson?

**a- Always**

**b- Sometime**

**s c-Rarely**

**8. What are the factors that hinder you from participation?**

**a- Anxiety**

**b- Lack of**

**confidence c- Lack of**

**vocabulary d-Shyness**

**Section Three: learners' attitudes towards the use of repetitive drill techniques.**

How often does your teacher apply repetitive drills strategy in oral courses?

**a- Always**

**b- Sometime**

**s c-Rarely**

**d- Never**

**9. Which of the following repetitive Drills Techniques do you enjoy themost?**

**1. Repetitiondrill**

**2. Substitutiondrill**

**3. Transformationdrill**

**4. Chaindrill**

**5. Expansiondrill**

**6. Completiondrill**

**7. Replacementdrill**

**8. Rejoinderdrill**

10. In your opinion , how important is repetitive drill technique in learning and speaking English?

- a- Very important
- b- Important
- c- Not so important

11. To what extent is your teacher good at Repetitive Drills Techniques?

- a- To 100%
- b- To 75%
- c- To 50%
- d- To 25%
- e- From 0 to 25%

12. Do you think that Repetitive Drills are efficient learning Strategies to ameliorate your Oral Proficiency?

**Yes**

**No**

**Justif**

**y**

.....  
.....  
.....

**Thank you for your collaboration**

**Appendix-2-**

***Interview schedule***

***Topic: Teaching oral expression in foreign language classrooms***

<b><i>Questions</i></b>	<b><i>Answers</i></b>
1. How long have you been teaching English? 2. How do you evaluate your students' speaking proficiency?	

<p>3. How do you present new pieces of information in oral expression lessons?</p> <p>4. What are the objectives of the oral expression course at this level (1<sup>st</sup> year)?</p> <p>5. What materials do you think are most useful in helping students improve their oral proficiency?</p> <p>6. Do you use repetitive drills as a strategy in teaching oral expression? How? Why?</p> <p>7. Is repetition important in enhancing oral production on the part of EFL learners?</p>	
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9=2a



لطلا الشفهي التعبير تدريس في المتكررة التدريبات تقنيات إستخدام أهمية مدى إستطلاع هو البحث هذا من الهدف إن ملخص  
ا تم البحث هذا لإثراء و ، التواصلية كفاءتكم تطوير و تعزيز في التقنيات هذه تفيدكم قد مدى أي إلى معرفة و ، الانجليزية اللغة ب  
توزيعه تم الذي بالإستبيان بدءا مختلفتين وسيلتين تقارير تمليه ما على استنادا ، المختلط البحث أسلوب يسمى ما على لإعتماد  
ثلاثة مع إجراؤها تم التي المقابلات إلى بالإضافة .خنشلة بولاية لغرور عباس بجامعة الأولى الجامعية للسنة طالبا خمسين على  
النتائج تشير نوعيا و كميا جمعها تم التي البيانات مختلف من عليها المتحصل النتائج تحليل بعد و .الشفهي التعبير لمادة أساتذة  
النتائج أظهرت كما ، المتكررة التدريبات بأساليب دراية على أجنبية كلغة الانجليزية اللغة متعلمي و معلمي من كلا أن الدراسية  
الشفهي اتقانهم تحسين في المتكررة التدريبات تقنيات لأهمية إدراكا و وعيا أكثر الانجليزية اللغة في الأولى السنة طلاب أن أيضا  
في فعالية الأدوات أكثر من واحدة هي المتكررة التدريبات تقنيات إستخدام أن على الانجليزية اللغة مدرسو اتفق ، آخر منظور من  
الأولى السنة في الانجليزية اللغة طلاب لدى التحدث مهارة تحسين و تعزيز