People's Democratic Republic of Algeria

Ministry of High Education and Scientific Research

Dr. Moulay Tahar University of Saïda

Faculty of Letters, Languages and Arts

Department of Literature and English Language

Research Title

The Absence of Oral Communication and Interaction in English Learning and its Impact on Language Production

Case Study: Second-year LMD Students at Dr. Moulay Tahar University

Dissertation submitted to the Department of English Language and Literature as a partial fulfillment of the requirements for the degree of Master in English-Didactics.

Presented by: **Supervised by:**

Miss. Ahlem ZITOUNI   Dr. Nouria ALI RABAH

Board of Examiners

Dr. S. LAKHDARI	(MCB) Examiner	University of Saïda
Dr. N. ALI RABAH	(MCB) Supervisor	University of Saïda
Dr. K. ABDELLAOUI	(MAA) Chair Person	University of Saïda

Academic Year

2021/2022

Declaration of Originality

I hereby confirm that this research paper is my original work, it contains

no-content that has been previously published or authored by another

person, nor material, which has been accepted for the qualification of any

other degree, or diploma of a university or other institution and that I

used only the sources cited in the bibliography list.

Signature

Name: Ahlem ZITOUNI

Date:

DEDICATION

"In the name of Allah, the Cherisher and Sustainer of the world"

This thesis is a dedication for my dear parents, who really supported and encouraged me to reach this day. May Allah bless them and gives them a long happy life.

To my brothers Abdelkader, Amara and Mohamed

To my sisters Fatiha, Mariam, and Zahira

And a special love and hundreds of kisses and hugs to my heart, my baby, my sweaty my little sister Fatima

And lastly to all my classmates without exception

AHLEM

ACKNOWLEDGMENT

Abstract

The present study investigates the major problems that students face in oral communication (OC), and its impact on language production. At this point, this study aims at analyzing the different aspects, which have a link with the absence of oral communication in learning the English language, and how it influences the learners' language production. This research collected both qualitative and quantitative data from classroom observation and multiple-choice questionnaire for second-year licence learners and structures interview for oral expression teachers. This study is an attempt to investigate how oral EFL teachers deal with the phenomenon of the absence of the speaking skill in EFL classroom and its impact on learners' language production, and what is their perceptions towards this latter. The findings revealed that most of the common obstacles that face students in their speaking performance are students' shyness, anxiety, stress in front of people, incorrect pronunciation, non-developed vocabulary, lack of practice to the target language (TL), and the interference of the mother tongue; these are among the main oral communication problems that reduce their ability to produce the language. Further, the students are unable to organize their ideas and meanings of words in a coherent way since they are neglecting the listening skill, and they seemed to lack of self-confidence. Finally, EFL teachers claimed that it is the task of the learners to have the passion to develop their speaking performance.

Key words: oral communication, language production, target language, speaking skill.

List of Tables

List of Figures

List of Acronyms

EFL: English as a Foreign Language

ESL: English as a Second Language

OC: Oral Communication

LLS: Language Learning Strategies

CCT: Communicative Competence Theory

ICT's: Information and Communication Technology/Technologies

CLT: Communicative Language Teaching

Table of Contents

I. Chapter One: Review of Literature

VIII

General Introduction

GENERAL INRTODUCTION

In the last centuries, English became the most widely communicative language used on the globe. Many researchers have emphasized the need of speaking effectively and appropriately in English, especially when dealing with people from various linguistic and cultural origins. Learners of English as a foreign language (EFL) are frequently obsessed with enhancing their oral communication, which is critical for academic achievement, career development, individual and interpersonal success.

One of the most challenging components for pupils to grasp is speaking. The reason why students struggle with speaking is due to a lack of exposure to the target language, irregular English speaking exercises in daily life, and feelings of shyness and lack of motivation in learning English. Many students struggle to communicate coherently with foreigners because they are unsure of how to articulate what they want to say and how to say it. They have a miss connection because of it. Learners must know and understand the usage of phrases in speaking to decrease mistakes and create satisfactory communication with native speakers.

Since communication is very essential, English teachers teach speaking or include communicative tasks in every subject of the session to help learners develop their opportunity to speak. The teacher provides various tasks about speaking activities in the lesson plan so as to assist his/her learners to interact with him/her.

The aim of learning English in Arab countries is to aid students to communicate in English to supplement their major skills. People may believe that speaking ability is the most important skill for communicating in English. The ability to communicate in English is defined as the ability to comprehend and generate spoken or written language. English is comprised of four skills: listening, speaking, reading, and writing. Moreover, students must be able to communicate effectively in order to have a successful future career. Communication skills are an important aspect of a foreign language in today's business environment since they allow us to share our opinions and concepts with others, and this skill displays the degree of English that pupils have when they apply the foreign language. Both the student and the teacher benefit from efficient spoken engagement. Communicating facilitates learning, assists students in achieving their objectives, expands learning opportunities, enhances the student-teacher relationship and instils confidence in both parties.

GENERAL INRTODUCTION

The main aim of this research study is to investigate the importance of the speaking skill in the English classes as well as the major hindrances that encounter students while speaking the English language and to suggest some useful processes for students and teachers of English to improve speaking instructions for the reason of encouraging both of them to increase their efforts and improve their communicational talents.

The current research aims to answer the following research issues based on previous studies:

➤ What are the major difficulties facing second-year licence students at Saïda university in the oral classrooms?
➤ To what extent does the lack of oral communication affect second-year licence students in their English language production?

The following hypotheses are proposed in an attempt to answer the research questions and achieve the study goals:

➤ The interference of the mother tongue (L1) might be the first obstacle to the development of the speaking skill.
➤ The neglection of the listening skill and the lack of practice would be the major causes of this phenomenon.
➤ The fear of committing grammar mistakes, pronunciation mistakes and Limited vocabulary may decrease their self-confidence.
➤ Psychological restrictions could be an important factor that minimizes students' language production.

To answer these questions, both qualitative and quantitative methods have been done with second-year students of English at Dr. Moulay Tahar University of Saïda. The researcher is attempting to explore 50 EFLs' views and perspectives on the subject. Furthermore, the researcher uses three research methodologies to gather data: classroom observation, students' questionnaires, and teachers' interview, all of which include open-ended and closed-ended questions administered to both students and teachers.

Therefore, this dissertation work is divided into three chapters:

The first chapter is entitled "literature review", it is a theoretical framework about the elements that are related to the topic, it includes first an introductory part to the chapter and an overview about the English Language in general, then, it defines broadly the concept of "oral communication" and its importance. Second, it highlights the theories effecting new language learning such as behaviorism, cognitivism and the communicative competence

theory (CC). Third, this chapter emphasizes more on the role of the speaking skills in learning the English language with its definition, importance and its components. Moreover, it mentions also the strategies for developing Speaking skill in EFL classrooms and the role the CLT approach (Communicative Language Teaching) in learning a new language as well as the importance of the listening skill on second language learning. More specifically this chapter investigates the psychological and the linguistic hindrances that face EFL students in learning the English language. Finally, it discusses the impact of the absence of the speaking skill on learners' language production.

In addition, the second chapter is the practical side of the research paper; it is devoted to answer the research inquiries using different research instruments for data collection involving classroom observation, questionnaires and an interview, besides to the data analyses and the interpretation of the main results.

Lastly, the third chapter is concerned with suggestions and recommendations to the investigated topic and providing successful teaching and learning methods for helping both the teacher and the learner task in the field of speaking.

I. Chapter One : Literature Review

1. Introduction

This chapter is a review of literature about the main hindrances that prevent learners from speaking and interacting with their teachers fluently using the English language and how these hindrances effect students' language production. It tackles at first, the value of English as a foreign language, and then, it covers the meaning and the importance of oral communication in broad. In addition to the definition and the importance of the speaking skill in English classes with its four elements, and why English is necessary to learn. Moreover, this chapter will shed light on the theories and strategies that have affected language learning and its relationship with the speaking skill. In addition to the listening skill and is effects on the speaking one. Finally, this chapter will highlight the impact of the absence of verbal communication on English language production in English classes.

2. English as a Foreign Language

It is noticed that English became a universal and global language during the last few years (Gnutzman and Inteman, 2008). Language in general, helps people to express their opinions, ideas, feelings, thoughts and represent themselves in a correct way.

The English language is the spoken language of the world since it has gained the status of the global language. English is the language that mostly used in different fields of science such as scientific research, education, business, travel, tourism, media, medicine, trade, commerce,…and other different sections. Furthermore, it is the international language used in writing scientific research articles and higher education books. Many people are learning the English language to attain fruitful results in their competent field. (S, Rao, 2019, p, 07).

It is the language of the world since it has won this position among all the languages of the world; linguists have given a great attention to this tool of communication in the fields of teaching and learning. English as a Foreign Language (EFL) is the term used to describe the study of English by non-native speakers in countries where English is not the mother tongue. This term refers to English as an extra language in the countries where English is not the dominant language.

English as a second or foreign language is the use of English by speakers with different backgrounds. Teaching English in non-native countries is somehow difficult, for example, English in Algeria is the second learning language; most of the learners in Algeria have the same problem in learning the English language since they are affected by their mother tongue, which is Arabic, in addition to the colonized language, which is French.

However, most linguists indicated that learning a foreign language is not that complex manner, since it depends on learners' ability to accept the new language. Whereas for English, they claimed that its simplicity is the reason that made it an international language.

Ellis suggested that learning a foreign language depends on the learner himself and the notion of the language being learnt.

3. Definition of Oral Communication

Oral communication (OC) is the process of connecting with the spoken world. It is a verbal interaction where the speaker can express his thoughts, present ideas, and share information with the others. Oral communication can be reached in many situations such as; conversations with friends, family or colleagues, presentations and speeches.

The process of verbal communication is more convinced than the written language like an e-mail or a text message. This process gives the sender the opportunity to feel the sensitive side of the conversation, examine the body language of the receiver, and to have a confident eye contact. People rely more on oral communication in order to get their point across, avoid misunderstanding and minimize confusion. (Harrapa education, definition and importance of oral communication)

3.1. Importance of Oral Communication

Effective oral communication is important because it is built on transparency, understanding and trust. Oral communication skills can encourage self-confidence, improve learners' performance and promote teamwork (Harrapa education). Oral performance allows an individual to express emotions, ideas, and feelings; it gives people the ability to empower, inspire, and motivate those who listen; it also allows people to share knowledge and traditions, as well as build their self-esteem.

Oral communication is also useful in leading us to new discoveries, ideas, cultures, and perspectives (O'Neill, Ronald. Class notes from SPC 102-02 lecture). Thus, oral communication serves several different purposes in daily life; yet each of these purposes is connected to a large purpose. According to the textbook Communication: "Effective communication is critical to living successfully in today's society" (Students in the Workplace." Journal of Business Communication 1997 p. 34).

Here are some benefits of oral communication:

- It saves time by letting the sender conveys his message directly to the other person and getting the response immediately.
- It is the most secure form of communication for critical issues and important Information.
- It helps to solve problems in face-to-face communication.
- It is a more confident form of communication as it lets you measure how others react to your words (Harappa Education; importance of oral communication).

4. Theories Affecting a new Language Learning

Most linguists until today are struggling about the exact theory that helps in learning a new language.

However, many different theories like behaviorism and cognitivism have emerged over the years to study the process of language acquisition or the process of which we learn to "speak", write or to use the language in a meaningful way to communicate.

4.1. Behaviorism vs Cognitivism

In 1957, the behaviorist B, F, Skinner published his book of "Verbal Behavior" which include the theory of behaviorism; it is the first theory, which spoke about learning, it suggests that the one acquires a new language by applying different minor theories in the foreign language classroom. Moreover, the behaviorist Evan Pavlov believe that students can learn a new language by associating events, known as "classical conditioning". Pavlov claimed that learning is based on conditions stimulus, conditions response, and the interaction between them. According to behaviorism, applying the classical conditioning theory in EFL classrooms will increase students' level in acquiring a second language by using these steps:

- The teacher has to use visual aids while presenting the course.
- Decorate the classroom with different colors.
- Greet the students whenever you have a course and keep smiling.
- Inform the learners about the future quizzes, tests, and exams.
- Encourage the students to work in small groups (Collaborative learning).

Whereas for Skinner, he indicates that learners can acquire the language through rewards and punishments, a process known as "Operant Conditioning". This method used activities followed by positive and negative reinforcement of the learners by their teacher.

Examples of Operant Conditioning activities:

a) Rewards:

-Perceptible (Praise, applause, smile).

-Concrete (Gifts, candies, cookies, kisses).

b) Punishment:

-Positive (Extra assignments, attention, blames).

-Negative (Corporal punishment, pinches, slaps).

Another aspect of behaviorism is that we learn through observation and imitation (Observable learning).

In opposition to Chomsky's theory, cognitivism is a theory where students are asked to think rather than repeat. According to this linguist, language is not a form of behavior, but a complex rules and system, and the large part of acquisition is the learning of this system (Ibid, p, 31). Chomsky maintained, "If all the language is learnt behavior, how is it that young children can say things they have never said before? How can he create meaningful sentences they have never heard before? This philosopher argues that children should learn rules of language and apply them in their own way, because children would not have heard adults using rules of language in their speech (Harmer, 1983, p, 30).

Several sociolinguistics criticized Chomsky for not taking any socio-cultural aspects into consideration (Malmberg 1993: 72). As a response to the criticism towards Chomsky, Dell Hymes came with his theory of the "Communicative Competence".

4.2. Communicative Competence Theory

Dell Hymes introduced the term Communicative competence in the 1970s. Many linguists have been struggled to the correct definition of this concept. Therefore, Hymes has concluded that the word competence itself is not enough to explain native speakers' knowledge and he used his own concept of "communicative competence" (Harmer, 1983, p 13-14). He also claimed that the social, functional and the verbal aspects are equally important to the grammatical knowledge in learning a foreign language.

Hymes believed that the word "competence" should include the learners' knowledge of how language is used in different social situations besides having knowledge of a language's forms and structures (Young 2005: 429).To be communicatively competent, according to Hymes, means that a learner, besides of having grammatical competence, he/she should

know what is possible to do with language, what is feasible, what is appropriate and what is actually done" (Tornberg 1997:40). Hymes explained the term communicative competence as "the aspect of our competence that enables us to convey and interpret messages and to negotiate meanings interpersonally within specific context" (Brown 2000:246). In brief, whatever differences are between the theories and various interpretations, the important idea is to acquire not only structural aspects of the language as it is mentioned before, but also functional aspects which goes hand in hand with the social aspects (Yasmin Ali & Maja Säberg, June 2017, p 02).

5. Speaking skill:

Speaking is one of the most important skills in all languages whether in the mother tongue or in ESL (English as a Second Language). The aim of this skill is the appropriate use of language in different fields (Littlewood, 1981). In speaking, the students learn how to organize ideas, arrange sentences, and express language in spoken form with good pronunciation and comprehensible language. They must also learn about how to deliver the meaning of the language according to the context they are speaking (S. Gani, D. Fajtina, & R. Hanifa, 2015, p, 20).

5.1. The Nature of Speaking:

Speaking is a productive skill that can be directly and empirically observed, it is observed because the audience usually judges the speaker according to his attitude in the speech. Speaking in a classroom involves the interaction between teachers and students or among the students, which depends on how classroom activities are organized. Compared with writing and reading, speaking has some distinctive characteristics. In speaking, speakers do not typically speak complete sentences; they use less specific vocabulary than in written language (Brown 2004).

5.2. Definition of the Speaking Skill in Learning a Foreign Language:

Speaking can be perceived as an interactive process of constructing meaning that involves producing, receiving, and processing information (Burns & Joyce, 1997; Lindsay & Knight, 2006; Richards & Renandya, 2002).

Speaking skill is defined as the ability to communicate effectively. It is the process of conveying information verbally in a way that the listener can understand. Students will learn English-speaking skill in middle and secondary schools. Learning how to develop English-

speaking skills especially for EFL learners since it is one of the important parts in language learning (Speaking skills, teaching-wiki/twinkl.com). Littlewood (1981) said that the main aim of learning a foreign language is the communicative ability. Nunan (1991) also argued that a success in language learning is measured in terms of learners' ability to carry out a conversation with interlocutors in the target language (TL).

Many researchers have argued that speaking should be seen and investigated as an independent skill (Levelt, 1989; De Bot, 1992; Bygate, 2001; Kormos, 2006). It has also been considered as a highly demanding and complex cognitive skill that involves different competences and mechanisms (Levelt & Roelofs & Meyer, 2000). Nevertheless, speaking seems to be a challenging skill to develop in foreign language context, despite many years of language instruction and use of various teaching methodologies and approaches (Fulcher, 2003, Jamshidnejad, 2010, 2011; Levelt, 1989; Ya-ni, 2007)

5.3. Importance of the Speaking Skill in English Learning:

Speaking is important in learning and teaching English as well. It allows the opportunity for the students to exchange new information with each other, sharing different ideas and thoughts. Speaking skill is divided into two parts; formal speech and informal speech. Informal speech is speaking with family, friends and classmates, it is more efficient than speaking with a teacher since students are accustomed to each other, they can speak fluently and discuss various topics, and this leads to increase the communicative level of the students. Whereas formal speech, is necessary for presentations, conversations, conferences, teachers, administration members and so on. Formal language is more structured and important as it helps to make a good impression on the learner self-confidence to communicate fluently in the future.

In this modern world, everything is linked with speaking because it is essential for all the learners who wish to learn English to enhance their career, improve business, get better jobs, make public speeches, attend interviews, participate in debates and group discussions, give presentations and so on (S, Rao, 2019, p,09). Speaking is necessary to acquire a second language. Moreover, the global world requires the verbal communication between individuals especially for the English learners since it is needed to express their ability in using the language appropriately in their real-life situations. Brown and Yuke (1983) said: *"Speaking is the skill that the students will be judged upon most in real life situations".*

However, some scholars claimed that speaking is the most difficult skill in learning a second language. It seems to be difficult because learners are obliged to use the English language and produce an infinite number of sentences to collaborate and participate with their teacher in the learning environment. According to Bueno, Madrid, and Mclaren (2006, 321),

"Speaking is one of the most difficult skills language learners have to face. Speaking is considered as the most important of the four language skills of English, even if the students are learning the language for so many years; they find it difficult to speak in real-time situations when it is demanded."

"Moreover, speaking is quite difficult for foreign or second language learners to produce sentences without mastering the grammatical structure and having a strong vocabulary with its correct pronunciation."

5.4. Components of the Speaking Skill:

According to Harris 1974, there are four components of speaking skill concerned with grammar, vocabulary, pronunciation, and fluency.

5.4.1. Grammar:

It is usual that grammar is only used for the writing skill, but it is important for the spoken language in terms of tense using and sentence structure. Grammar also helps the listener to recognize and understand the message in an ordered way.

It is very important for students to form a correct sentence in the conversation. But, students mostly escape from speaking because they do not know how to construct a full comprehensive sentence since they do not have the basis of the grammar rules; they cannot distinguish in which tense the verb should be conjugated, that's why students have a big problem in speaking and even in writing.

5.4.2. Vocabulary:

In order to develop the speaking skill, the speaker has to learn first the meaning of the words to use them in correct situations. Since speaking is an active and a productive skill, vocabulary development in learning a second language is when the students understand the meaning of the words; they should learn at least fifty word per day in order to have an enough dictionary of the English language. At this point, it is easy for them to skip from forming

words to forming correct sentences, as well as it helps the learners to understand what the other person is saying. Therefore, without vocabulary nothing can be conveyed

5.4.3. Pronunciation:

Pronunciation plays a vital role in the English language in order to make the process of communication easy to understand. It deals with the phonological process that determines how sounds vary and pattern in a language. In speaking, pronunciation is the knowledge of studying how words are produced clearly. When the learners speak, they learn how to pronounce words by listening to those who around them, such as their parents, friends, classmates and teachers.

5.4.4. Fluency:

Fluency is the ability to read, speak, or write easily, correctly and appropriately. In other words, the learner can speak, present and discuss in any language clearly and concisely. It is the ability to speak fluently. Fluency in speaking gives more confidence to the students to speak in front of people without having any obstacles (A, Kurniati, Eliwarti, Novitri,p, 5-6).

Figure01: The Four Elements of Speaking.

This figure will clarify more for the reader the four components of the speaking ability, which considered as the basis in the oral communication section.

Whereas for Vanderkevent 1990, stated that there are only three components of the speaking skill are:

a) The Speakers:

Speakers are who produce the language. They are useful as a tool to express opinions or feelings to the listener. So if there are no speakers, the opinion or the feelings will not be stated.

b) The Listeners:

Listeners are people who receive or get the speaker's message. If there are no listeners, speakers will express their opinion by writing.

c) The Utterances:

The utterances are words or sentences, which are produced by the speakers to convey a message to the listener. If there is no utterance, both speakers and the listeners will use the sign language (Body language) (A, Kurniati, Eliwarti, Novitri, p, 05).

6. Strategies for Developing Speaking Skill in EFL Classrooms

According to Bailey and Savege 2010, *"Speaking in a second or foreign language has often been viewed as the most demanding of the four skills"*. The purpose of speaking is for communication. Communication can function not only as tool of interaction with other people but also a media to solve all problems faced by them (Tillitt, 1985, p, 07). Speaking is a productive oral skill, which consists of constructing systematic verbal utterances to convey meaning (Nunan, 2003, p. 48). Whereas Brown in (2004) point out that "speaking is an interactive process of constructing meaning that involves producing and receiving and processing information" (p, 140).

Language learning strategies (LLS) are typically characterized as the operations or procedures that a learner chooses and employs consciously (or unconsciously) to acquire the target language or to facilitate the linguistic activity (White 1999, cited in Hurd & Lewis 2008, p. 9). Apart from that, Chamot in (1987) defines Learning strategies as "techniques, methods, or deliberate activities used by students to facilitate the learning and recall of both language and content area information." (cited in Macaro, 2001, p. 17)

There are various possibilities among the many distinct tactics that learners actively choose from in order to maximize their chances of success in learning and using the language. When processing new information and carrying out activities, learners use language learning strategies intentionally. These methods assist kids in comprehending

information more effectively and quickly. As a result, Language learners of all levels employ language-learning strategies in their studies since language acquisition practices are critical to learning a new language successfully.

According to O'Malley and Chamot, 1990, *"Learning strategies are distinctive thoughts or behaviors that individuals adopt to help them absorb, remember, or retain new information"*. Learning strategies are also specific acts made by learners to assist their own learning, making it easier, faster, more pleasurable, more self-directed, more effective, and more transferable (Oxford, 1990, p. 8). The process of learning the language will be substantially improved if the appropriate tactics are used.

In short, language-learning strategies can be thought as specific ways of processing information that students use to improve understanding, learn, or retain information. Students use learning strategies to help them better understand new information and help them solve language problems. Students must understand the power of deliberately using language-learning strategies to make learning faster, easier, more effective, and more enjoyable (S. Gani, D. Fajtina, & R. Hanifa, 2015, p, 20-21).

Many scholars have classed language-learning strategies, Rubin (1987), Oxford & O'Malley and Chamot (1990) divides language-learning strategies into three categories: learning strategies, communication strategies, and social strategies. All learning techniques, whether they are directly related to learning (cognitive) or indirectly influence the learning process, are classified as learning strategies (metacognitive). Clarification, practice, memorization, and monitoring are examples of cognitive strategies.

Metacognitive methods include goal setting, planning, and self-management. While communication strategies are less immediately related to language learning because they focus on the process of participating in a conversation and getting meaning or clarifying the speakers' goal, they are techniques that are less directly related to language learning. (Rubin 1987, as referenced in Zare, 2012, p. 164)
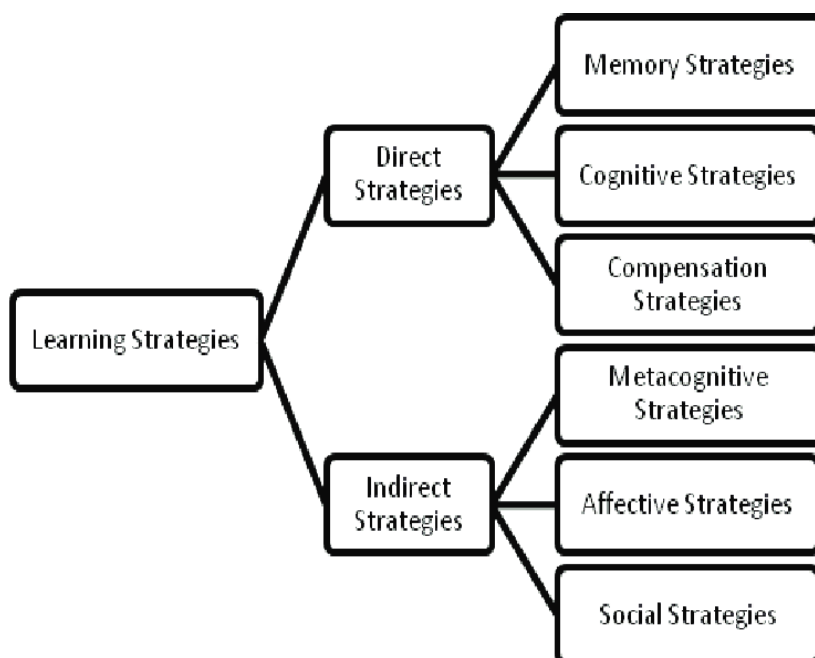
Figure 02: Oxford Division of Language Learning Strategies in 1990.

This figure shows the division of learning strategies in acquiring a second language by different scholars. Language learning strategies (LLS) are divided into six categories by Oxford (1990, p. 14-16):

➢ Memory strategies: strategies to help learners store and retrieve new information,

➢ Cognitive strategies: strategies to help learners understand and produce new language in a variety of ways,

➢ Compensation strategies: strategies to help learners overcome knowledge gaps and continue to communicate authentically,

➢ Affective strategies: strategies to help learners develop self-confidence, and

➢ Metacognitive strategies: strategies to help learners understand and produce new language in a variety of ways. That is to say that all effective language-learning strategies contribute to the ultimate objective of communicative competence.

A vast number of research bodies in the field of second language acquisition and learning have agreed that language learning strategies utilization is one of the most important variables in the second language acquisition process. According to many studies on second language learning, successful learners appear to use a larger variety of language learning strategies than unsuccessful learners do. Meanwhile, multiple studies have shown that choosing the right strategies can help learners improve their second language acquisition

ability. As a result, it is obvious that the strategies utilized by second language learners play an important part in their learning.

7. Communicative Language Teaching (CLT)

CLT (Communicative Language Teaching) is an approach of teaching second and foreign languages that emphasizes interaction as both a mean and an end goal of learning.

Communicative Language Teaching (CLT) is a philosophy that attempts to communicate actions should be fostered from the start (Brumfit, 1979). The student is expected to interact with others using this way. According to Richards 2006, the role of teaching materials in the classroom for improving oral communication skills is taken into account in communicative language teaching approaches. These are the guiding principles:

- Learners are more likely to engage in interaction and meaningful conversation while they are learning a second language.

- Tasks and exercises in the classroom that are effective allow students to negotiate meaning, extend their language resources, see how language is used, and participate in meaningful interpersonal engagement.

- Students process knowledge that is relevant, purposeful, intriguing, and engaging to produce meaningful communication.

- Communication is a multifaceted process that frequently necessitates the use of a variety of linguistic skills or modalities.

- Effective learning and communication strategies are required for successful language learning.

- In a language classroom, a teacher serves as a facilitator, creating an environment favorable to language acquisition and providing chances for students to use and practice the language as well as reflect on their language usage and learning (Ana M. Lilliam L. Margotina. V, 2017, 18).

In short, CLT is an approach, not a method that has overcome the limitations of concrete methods and techniques at the same time. Theoretical viewpoint on language's nature, as well as teaching and learning. CLT aspires to make communicative competence the primary goal of language instruction by focusing on any sort of interaction or transaction.

8. Definition of Active Listening:

Giving your complete attention to someone who is speaking is what active listening entails. An engaged listener focuses on their communication partner and is able to demonstrate interest and participate in the conversation in a meaningful way. Active listening entails both verbal and nonverbal communication. Communication that is not verbal. One of the most important interpersonal skills is the ability to listen well. Because it supports openness, honesty, and success.

Active listening is a vital aspect of your communication skill set. When you pay attention to your discussion partner, you demonstrate that you are paying attention to them, which builds trust and makes them feel as though their words matter to you. Active listening has advantages for both the speaker and the listener. Listening intently makes for a more pleasant living and working environment. It reduces misunderstandings, makes conflict resolution and problem solving easier, and creates a more favorable environment for sharing (How to Use Active Listening to Improve Your Communication Skills. Written by the Master Class staff, 2021).

8.1. The Role of Listening in Language Acquisition:

Listening is one of the four major abilities in language acquisition, and it plays a crucial role in learning. Despite the importance of other abilities like reading, speaking, and writing in the development of language competency, listening is the most important factor in language proficiency. Listening is a receptive skill that initially develops in a human being, and it awakens awareness of the language. Language competence is improved by learning to listen to the target language. The language's sound, rhythm, intonation, and stress can only be perfected through listening. One must be able to listen in order to grasp the intricacies of a language. It is simpler to acquire other skills and gain confidence once we have a good understanding of spoken language.

Listening, in addition to being the fundamental mode of communication, aids the language learner in comprehending the beauty of the language. Listening is believed to be the foundation for communicative competency in communicative language instruction since it offers aural input and allows learners to interact in spoken conversation, and so language learning is heavily reliant on listening. As a result, listening is a concrete foundation for total language proficiency (D. Renukadevi, p, 60).

9. The Necessity of English in our Lives

Language is crucial in human life because it is both a necessity of social life and a way for individuals to communicate their wants. English is now one of the most widely spoken languages on the planet, as well as one of the primary means of human communication. As a result, learning English has grown in importance and popularity in the world. For these reasons, it is held in high regard in educational institutions, such as schools, universities, and colleges (Ghaida Ali S. Alzahrani 2019, p, 48).

Since English has become a universal language, most countries of the world use it as a common tool of communication to fulfill their needs in different fields, either commercial business, economics, politics, or science, and so on. English speaking skill is one of the important skills that students should learn in particular to open the doors for them to communicate with individuals from different cultures. English speaking is necessary to be learnt for the reason of this competitive world, i.e. each English language learner (ELL) wants to improve his/her speaking skill especially when looking for a good job.

Moreover, most of the selections in getting jobs depend on the communication skills of the individuals, more precisely, their speaking skills. It is a fact that the one who have an excellent and inspiring speaking skill will win the attention of the audience. Most administrators recognize the ability of speaking of the interviewees in a short period of time. In addition to this, those who can prove their skills in a particular moment will get the best place in their occupation (S, Rao, 2019, p, 10).

10. The Importance of Motivation in Learning English

Motivation is well acknowledged to have a vital part in mastering English as a foreign language (Alizadeh, 2016; Long, Ming, & Chen, 2013; Shaaban & Ghaith, 2000). It is used to identify whether or not pupils are ready to participate in English learning activities. As a result, whether pupils succeed or fail is determined by their level of motivation to participate in any activities (Alizadeh, 2016). In other words, highly driven students are regarded to as successful, but low motivated or worse, demotivated pupils are referred to as failing. Gardner (1985, cited in Long, Min, & Cheng, 2013, p. 137), a study pioneer in motivation, indicated that there are four key reasons for students to be motivated in foreign language learning: *"a goal, effortful behavior, a desire to reach objective, and attitude."* This remark implies that as a student, you must develop strong study habits in order to meet your needs, whether they are internal, such as the desire to get a good score, or external, such as satisfying your family.

Building great motivation, on the other hand, is a difficult task. In order to participate in class discussions, students must have "a comprehensive physical, intellectual, and emotional response" (Drbseh, 2015, p. 240). Unfortunately, many students struggle with learning a foreign language and are uninterested in participating in learning activities. This reality lowers learning motivation and can have an impact on language learning outcomes (Drbseh, 2015).

11. Factors Negatively Affecting EFL Students' Speaking skill

Language is crucial in human life because it is both a necessity of social life and a way for individuals to communicate their wants. Speaking is an important skill in learning and teaching a second language. It is a tool for students to communicate with one another to express their ideas, opinions, information, and hopes, as well as to achieve certain goals. Many English students struggle when speaking the language. According to Alonso 2018, focusing on speaking ability in a second language is intrinsically difficult because it is one of the most difficult abilities to collect in second language learning. It is also argued that it is the most difficult talent to teach, the most difficult skill to assess, and the most difficult skill to examine when compared to receptive skills, but also when compared to written creation" (105).

Speaking difficulties are factors that cause the students lack of speaking skill. Some previous researchers found that students face difficulties in speaking in various areas of knowledge. Speaking as a productive language skill is critical. Arab English learners who have difficulty speaking the language. Many researchers including Akasha 2013, Kardwish &, Alnakhalah 2016, and Al-SobhiPreece 2018, have addressed this issue. It has been stated that EFL students confront numerous challenges in practicing their speaking skills from a variety of perspectives.

The first difficulty concerns the instructors who work with the students, while others concern psychological factors that affect students when they speak, while still others concern the environment and still others concern the students themselves, as researchers have discovered that some students are afraid of making mistakes during the speaking process, while others are shy (Dr. Ghaida Ali S. Alzahrani, 2019, introduction, p, 48) For example, Al-Lawati 1995, discovered that the linguistic domain (vocabulary, grammar, pronunciation, and discourse) is the most hardest skill to master. Al-Abri 2008, also highlights the lack of oral engagement in learning textbooks, which might lead to misunderstanding. The reason

for the students' lack of incorrect speaking ability. Students can truly learn how to speak talent from a variety of sources, including songs, TV shows, and other media. In other words, he is implying that the students (and professors) had unrealistic expectations of the textbook. They did not make use of the resources available to them.

In addition to this, one of the most crucial causes producing speaking difficulties, according to Ur 1996, is their psychology. They do not want to make mistakes because they are terrified of making them (low self-confidence). They sometimes do not have anything to say (lack of ideas), which causes the pupils to withdraw from the discussion. The process of learning to talk. As a result, the pupils eventually find it difficult to talk in public.

To summarize, the students' speaking difficulties can be divided into three main categories: linguistic, psychological, and social.

Linguistically, a student's lack of understanding of the language system might cause difficulties in speaking. This includes skills in not only speaking but also listening and pronouncing. Teachers and students must not only rely on the textbook to develop their skills, but also use other learning and material resources. Students' speaking difficulties can be attributed to a lack of ideas and self-confidence on a psychological level. These two first categories lead to the third category, in which learners are unable to communicate effectively in a real-life social setting (Z. Rahman & S. Sangaji, 2019, p, 04).

12. Psychological Factors affecting Students' Speaking Skill

12.1. Anxiety

One of the psychological issues that prevent students from actively participating in foreign language sessions is anxiety. As described by Spielberger 1983, as the emotion of stress, doubt, worry, and uneasiness (as mentioned in Wilson), anxiety is a psychological term that can emerge in a variety of situations, and it can be difficult to manage at times. There is a close link between the terms anxiety and communication, particularly when conversing in a foreign language like English.

EFL students are required to use the foreign language throughout the course to improve their proficiency level; they must concentrate on organizing their ideas and thoughts in a comprehensible manner, as well as produce a correct language structure, grammatical function, and pronounce words in a comprehensible manner; students are under a great deal of pressure, which causes anxiety. To avoid feeling stressed and under pressure, students

remain passive throughout the course, preferring to remain mute rather than interact with their teacher or peers.

Anxiety has a significant detrimental impact on EFL learners' language performance and academic results because it limits their opportunity to use and improve their language skills.

12.2. Shyness

Shyness is an emotional state associated with stress, fear, and nervousness that manifests itself during social interactions or public performances. Crozier 2004, defined shyness as "... poor self-efficacy perceptions about one's social performance," whereas Juhana 2012, defined shyness as the feeling that most English students get when speaking in class. A successful EFL learning environment includes active interaction and participation in the classroom, in which students interact with one another and express their opinions and ideas. However, shy students are hesitant to work with others and dislike activities that require them to express their ideas and speak in front of an audience, resulting in a passive learning environment. To put it another way, shy students do not like to be the centre of attention in class; they would rather be inactive during the course than make mistakes and be laughed at. Because shyness affects students' interest and participation in class, EFL students miss opportunities to practice the English language and develop skills that are essential for successful foreign language learning.

12.3. Fear of Making Mistakes

One of the barriers that prevent EFL learners from actively participating in the classroom is their fear of making mistakes and receiving negative feedback from their teacher or classmates. Learners are hesitant to participate in a classroom discussion or debate, unready to ask questions and share ideas and opinions. Most foreign language students are nervous when producing the language because they are terrified of making mistakes and receiving criticism, in addition to being the centre of attention in the classroom (Penny, 2000). Learners lack the bravery to use the language, engage and share their thoughts and opinions because they are afraid of making mistakes.

12.4. Lack of Motivation

Motivation is a crucial component of successful learning since it dictates the scope and quality of a learner's accomplishments. Motivation, according to Brown 1987, is what drives people to achieve their goals, but without it, they cannot achieve their goals even if they have

superior qualities (Dornyei, 2005). Lack of motivation is one of the hurdles that pushes students into passivity during EFL classes; it might manifest itself as apathy, boredom, exhaustion, or a lack of concentration on the part of the students. Because learners have little interest in studying the English language, they will most likely remain passive throughout the course and will not engage in learning or acquiring any useful language.

12.5. Low Self Confidence

Self-confidence is essential for success, particularly in learning. It is the act of believing in one's self strengths and accepting one's self weaknesses while striving to improve them. Students always doubt and question their abilities, never take risks, and prefer to avoid any debates or discussions during EFL classes, passively observing the course content and activities, which reduces their opportunities to speak, practice, and improve their language proficiency level. Learners with strong self-confidence believe in their own abilities and capacity to achieve their goals, and they are more effective in foreign language acquisition, overcoming all hurdles with ease (Kakepoto, 2012). Students' self-confidence reflects the quality of their language performance; learners with high self-confidence are more creative and successful when performing and delivering the foreign language, whereas students with low self-confidence perform badly (Hale, 2004.)(Imene Becharef master dissertation in 2019, p, 15-16-17-18).

12.6. The Effect of Stuttering on Speech Production

Stuttering is a type of speaking impediment. Students who stutter have trouble producing sounds, shifting from one sound to the next, or occasionally even producing a sound after a stop. "When the forward flow of speech is interrupted by a meteorically disrupted sound, phrase, or word, or by the speaker's reactions thereto," says Charles Van Riper. The majority of learners who stutter have a negative reaction to their disfluencies. A person's bodily reactions may include tension in speech-related muscles (mouth, jaw, lips, or chest) as well as tension in muscles unrelated to speech (such as shoulders, limbs, and forehead). People who stammer often have negative emotional reactions to the disease in addition to these physiological symptoms. Embarrassment, guilt, and frustration are the most prevalent emotional reactions. These problems are enough to decrease learners' ability to speak effectively (Naima Khan, 2015, p, 91).

12.7. Weak Listening Abilities

Effective listening is essential for foreign language learning because it allows learners to gather information and rectify prior knowledge through observation. Listening is a crucial skill for learners to develop to communicate effectively in a foreign language (Wallace, 2004). Listening skills help learners be more productive because they allow them to understand what others are saying and respond quickly. EFL students who pay attention to their teacher and classmates when using the English language are more likely to improve their communication skills in a short period of time. Scholars discovered that most EFL students experience certain challenges when listening to a speech or conversation given by their teacher or classmates, such as anxiety of misinterpretation of others' messages (Wheeless, 1975), and a lack of concentration. Most EFL students choose to be passive observers rather than participate or communicate in class discussions due to their poor listening abilities. To conclude with, a speaking activity necessitates the presence of both the speaker and the listener. Within the exchange of messages and feedbacks, the speaker-listener role switches in a speaking context. As a result, it is plausible to believe that speaking ability is not a stand-alone ability. Its growth is dependent on the development of hearing and word spelling skills. This teaches us that a successful listening action determines the success of a speaking activity and thus, speaking skill cannot be separated from listening skill (Rivers, 1981)

13. The Use of ICTs to enhance Students' Speaking Skills

Information and Communication Technology/Technologies (ICTs) refer to all the technologies that allow people to access, gather, manipulate, present, or communicate information. These technologies can include hardware such as computers and other devices, as well as software applications and connectivity such as internet access, local networking infrastructure, and video conferencing.

Speaking is one of the abilities that students must acquire when studying a foreign language because it is an important form of communication. Improving students' speaking abilities has long been a priority. To succeed in any career, people must be able to explain things, communicate themselves, and persuade others. In interviews, group discussions, presentations, meetings, seminars, workshops, and projects, successful speaking receives a lot of feedback. As a result, in order to stay up with the fast-paced 21st century, technology must be integrated into speaking sessions (Hayat Naciri. The Use of ICTs to enhance

Students' Speaking Skills). Learners become more engaged and learning becomes more effective when ICT is used. As a result, there are numerous advantages to using ICT in language instruction. To begin with, ICT inspires pupils to improve their grades and performance. Second, it allows students to reflect on what they have learned and how they have learned it. It is thought to boost students' self-esteem and motivation by making schoolwork more fun. At the same time, it raises instructor knowledge of ICTs positive impact, inspires students, and improves their speaking performance.

ICT allows students to collect data that would otherwise be difficult or impossible to obtain. Teachers can also use ICT to easily convey difficult instructions and ensure that pupils understand them. They can also develop engaging classes and make lessons more enjoyable, which can help students pay attention and stay focused (Betty. S, Andi. I, 2017).

14. Language Production

Identifying what to convey (conceptualization), deciding how to express it (formulation), and expressing it are the three major processes in language production (articulation). Via modern psycholinguistics, the study of language production focuses on how different types of motives influence how people talk or, more broadly, how they convey information in language (Yessy Marzona, 2019, p, 378). The production of spoken or written language is referred to as language production. It describes all of the phases between having a notion to convey and converting that concept into linguistic forms in psycholinguistics.

There are two types of processing models that describe these stages: lexical access models and serial models. Psycholinguists can use these models to investigate how speeches are formed in various situations, such as when the speaker is bilingual. Language production research approaches such as collecting speech errors and evoked production tasks help psycholinguists understand more about these models and diverse types of speech (Language production, Wikipedia). In some ways, language production is challenging. The speaker must find something worthwhile to say, select words (from a vocabulary of 40,000), proper syntax, morphology, and prosody, and finally articulate at a rate of two to three words per second. Production is simple in another sense. We believe it requires little effort. We can walk, drive, or even play the piano at the same time, which is especially useful when discussing common topics (Becic et al., 2010).

When we study the methods provided in this chapter, the apparent paradox of something so complicated being so simple is overcome. The production system is always being fine-

tuned because of our vast experience. Every day, we utter 16,000 words, hear, and read a lot more. The system is effectively trained and tuned to its current settings as a result of the implicit learning that emerges from this input. However, implicit learning is only part of the tale. To compensate for and prevent errors, increase fluidity, and make the listener's task easier, the production system employs a range of moment-by-moment techniques (Gary S. Dell, Cassandra L. Jacobs, in Neurobiology of Language, 2016).

15. Conclusion

The goal of this chapter was to provide a literature overview of various elements connected to the topic. The chapter investigated the factors affecting poor speaking skills in EFL classrooms (Psychological factors), the speaking skill and its importance as well as to its impact on students' language production. In addition to the relationship between the listening skill and the speaking ability.

II. Chapter Two: Research Methodology

1. Introduction

This chapter describes the research objectives and instruments included in this research. The researcher likes to clarify concrete reasons for alternatives and choices in conducting and constructing this research by discussing the major aims of the area and the methods of this investigation. Moreover, this chapter also explains the use of questionnaire addressed to the learners. In addition to teachers' interview and displayed the classroom observation. 2.

2.Research Objectives:

The objectives of this paper are to gather the data needed to improve learners' engagement in EFL classrooms, as well as to change learners' attitudes from passive students to active participants. The primary concerns of this research are identifying the main reasons behind poor speaking attitudes for EFL learners' passivity and assisting second-year EFL learners in overcoming all of the obstacles they have when learning the English language to be involved and actively participate during the course. For an accurate completion of the research, the perspectives of both EFL learners and teachers on the topic were taken into account.

3. Research Methodology

3.1. Case Study

The participants in this study were second-year EFL students and teachers at the University of DR. Moulay Tahar - Saïda's Department of English Language and Literature. The study's participants are (50) second-year EFL students who were selected specifically from oral expression sessions, and (03) teachers who were carefully chosen by targeting only those who teach oral performance for second-year students. The use of a case study assists the researcher in analyzing and interpreting data gathered from various sources. It enables the researcher to look at persons, businesses, communities, or groups. In this regard, Yen (1984) defined a case study as an experimental investigation that analyzes current occurrences in their natural setting. It is a concise investigation that provides information and facts about a certain situation.

3.2. Research Methods

Qualitative research is concerned with the quality of phenomena, that is, phenomena that are related to quality or kind. For example, when we want to learn more about the motivations for human behaviour (i.e., why individuals believe or act the way they do), we refer to 'Motivation Research,' which is a sort of qualitative research (Hammoudi, 2019).

The qualitative research investigates the thoughts and strategies of both students and teachers. In brief, it evaluates one's behaviours, attitudes, and beliefs (Koathri, 2006).Quantitative research, on the other hand, is concerned with quantities or measurements, such as comparable or dissimilar, little or large, more or less, common or unusual. The quantitative study depicts the characteristics of people and the events that the researcher is investigating (Thomas, 2003). Two characteristics of researchers distinguish qualitative research:

1- A quantitative study is made up of numbers and statistics. Its foundation is "numerical measurements of specific characteristics" of a problem (P. 2). Furthermore, it is concerned with a broad description of a specific occurrence, as well as the testing of hypotheses, measurements, and analysis.

2- Quantitative researchers search for examples as well as predictions. Quantitative research also focuses on creating experiments with the goal of obtaining accurate results. In a quantitative study, the investigator's job is to measure, analyze, and observe.

3.3. Research Instruments

Three research tools were used to collect reliable data from teachers and learners' perspectives on the obstacles that prevent second-year EFL students from participating in the classroom, causing them to be absent, particularly in oral classes; as well as the solutions they found suitable to be active participants rather than passive learners during the course. This research was carried out using three separate research tools: a questionnaire, an interview, and a classroom observation. The questionnaire was addressed to second-year EFL students, along with an interview with EFL teachers and observations of teaching and learning processes in oral expression classes.

3.3.1. The Questionnaire

A questionnaire is a type of research tool that consists of a series of closed-ended or open-ended questions. Its primary goal is to collect data from respondents. A questionnaire, according to Brown (2001: p. 6), is "any written instrument that offers responder with a series of questions or statements to which they respond either by writing out their answers or picking from among existing answers." The questionnaire is an especially useful instrument for large-scale data collection. Furthermore, to perform this research, the researcher has chosen a structured questionnaire. This is classified as both qualitative and quantitative research. The questionnaire has been designed and is ready to collect reliable

data. It facilitates the data collecting process by allowing the researcher to collect a significant number of data in a short amount of time (Brown, 1988), as well as the capacity to get information that the researcher may not be able to obtain using another data collection instrument. The participants are given the opportunity to openly express their opinions and thoughts through the questionnaire.

3.3.2. Classroom Observation

Classroom observation is the process of acquiring data by monitoring and assessing the educational environment, including course content and teachers and students' behavioral patterns. It reinforces and ensures the collection of trustworthy and relevant data as well as a deeper understanding of the teaching environment, all of which contribute to a thorough and effective investigation.

The researcher chose non-participant observation in this study, which involves the researcher sitting in the back of the classroom during class activity and observing the behavior of both teachers and students without being verbally active or involved in the classroom. Furthermore, the investigator should be alert and attentive to any interaction or behavior. Furthermore, the researcher should make observations and take notes on everything that occurs. Similarly, by doing an observation, the researcher obtains more specific information because he was experiencing and watching real-life happenings in the classroom.

3.3.3. An Interview

An interview is a dialogue in which information is gathered. An interviewer conducts the research interview and coordinates the process, the conversation's flow and inquiries, as well as the interviewee's response to the questions of the interview. This can be done in person or over the phone. The internet is also becoming more popular as a tool for conducting an interview. When there is a need for further information, interview is a good option needed to gather detailed information on people's viewpoints, thoughts, feelings, and experiences. Interview is beneficial when the subject of the investigation is one that necessitates sophisticated interrogation and extensive probing. Face-to-face interview is appropriate when your target group can communicate more effectively in person than they can in writing or over the phone conversations (M. Easwaramoorthy & F. Zarinpoush).

In this study, the researcher has applied a semi-structured interview with oral expression teachers in order to have a strong information about the topic being investigated.

4. Conclusion:

This chapter covers the description of the case study in which the researcher attempts to shed light on the data collections tools. An overview about the methods used by the researcher to collect information related to the topic.

III. Chapter Three:

Data Analyses

5. Introduction

This chapter entails the analyses of data collecting and analysis processes, as well as the interpretation of the findings. Furthermore, this practical section of the current study project identifies the participants and reveals their responses and attitudes toward speaking in EFL classrooms as well as the importance of the listening skill in enhancing students speaking ability.

In summary, the major main purpose of this chapter is to analyze research hypotheses and describe research objectives, as well as to demonstrate data gathering methodologies and analyze outcomes.

6. Data Analyses and Interpretation of the Results

6.1. Description of the Classroom Observation:

The investigator used this observation tool to inquire and gather as much real information as possible from second-year English language students and teachers at Dr. Moulay Tahar University of Saïda about the lack of oral communication and interaction in English learning and its impact on language production.

The researcher attended a few meetings in order to get as many responses as feasible.

Furthermore, the researcher had to consider everything, including the students' and teachers' behaviors, attitudes, and involvements, in order to meet the observation objectives. During the oral expression module, the investigator also joined the second-year. To assess the level of speaking in EFL lessons, the investigator conducted four observing sessions. It is a non-participant observation to let the participants act naturally as every day in the class.

During the speaking sessions, the teachers presented the students with a variety of themes from many professions; each session has a distinct topic to discuss, and they are given enough time to think about and absorb the issue before discussing it later. Some of the learners, according to the investigator, showed no interest at all. They were talking on their phones and discussing other topics in the classroom. The rest of the students, on the other hand, were interested and motivated to communicate with and collaborate with their teacher. They were truly participating with the teacher and orally presenting arguments and demonstrations. These observations aided the investigator in gathering a large amount of information**.**

According to the researcher, only those who were thinking about the topic were participating and interacting with the teacher,, as compared to those who were not interested at all. Furthermore, the researcher stated that most second-year students are still having difficulty communicating due to a lack of vocabulary, poor pronunciation, and spelling. Despite the fact that the teacher did not interrupt them to correct their pronunciation on a regular basis to avoid depressing them. This prompted the researcher to conclude that a lack of vocabulary in general, as well as a lack of listening skills in particular, have an impact on students' ability to speak smoothly.

6.2 Observation Data Analysis and Discussion

From the description moving to extensive investigation and interpretation in order to attain the observational side. The researcher attempted to observe various aspects of speaking and listening skills, as well as how listening skills can influence students' speaking productivity. Furthermore, the investigator observed and noted classroom activity without participating. The researcher did observation in order to investigate and obtain data by closely studying students' behaviors and interactions inside the classroom, as well as their participation in speaking activities.

Furthermore, teachers' performance and rule in the classroom is to check if they are giving speaking and listening materials to their learners to help them improve their English language skills. Also, to see if teachers are combining speaking and listening sessions into their lessons. The use of classroom observation is critical since it allows the researcher to collect a variety of data.

The observation was done with second-year students at Dr. Moulay Tahar University of Saïda at the Department of English Language and Literature. The researcher attended many oral classrooms to examine how inadequate speaking skills affect students' language production and to learn about the key challenges students experience when speaking. Nonetheless, the researcher took into account each student's involvement with speaking activities, without ignoring the importance of the teacher's role in teaching such abilities.

Furthermore, the researcher found that, learners' poor language skills, such as vocabulary, grammatical competence, and incorrect pronunciation skill, faced challenges in achieving full and coherent speech. To avoid performing in front of their classmates, the majority of them avoided speaking. Without a doubt, this impedes fluency and results in bad interaction.

7. The Students' Questionnaire

7.1. The Purpose of the Student Questionnaire:

The purpose of this questionnaire is to allow students to share their thoughts and feelings about the research topic. This survey was created to learn about the issues EFL students face with their speaking skills and how these affect their language production.

7.2 The Questionnaire's Administration:

The questionnaire was given to fifty (50) second-year students who were chosen from oral expression sessions at Moulay Tahar University of Saïda's English language department. The questionnaire was completed and returned on the same day.

7.3 Description of the Questionnaire:

The reason for using questionnaires is that they are silent, so students feel at ease and free to respond to and express their thoughts on the offered questions about the research issue.

The semi-structured questionnaire for students contains seventeen (17) questions, which are either closed questions requiring students to choose yes/no answers or to pick the appropriate answer from a list of options and justify their answers, or open questions requiring students to express their opinions.

The questionnaire is broken down into four sections. The first section consists of three questions (1-3) that deal with general information about the students. The second section consists of five (5) questions (4-8) that provide background information about the learner's English proficiency. The third section is comprised of six questions (9-14) aimed to acquire information on speaking ability. The fourth section consists of three (3) questions (15-18) referring to listening ability. The last question is a table that allows the researcher to collect information regarding the challenges that students have learned to speak.

7.4 Analysis of the Questionnaire:

This chapter is the important side of the dissertation because it gives to the researcher valid and concrete events to examine, analyze, discuss, and illustrate opinions of the chosen population.

Section One: General Information:

Q. 01: Students' gender

Gender	Students' Number	Percentage
Male	13	26%
Female	37	74%
Total	50	100%

Table 01: Students' Gender in Learning the English Language

This table showed the number of learners of the English students. It indicated that this foreign is mostly desired by females (37) whereas as males were only (13). It means that boys did not like to learn other languages except their mother tongue.

Q. 02: Students' age

Age	Students' Number	Percentage
18-20	36	72%
20-22	12	24%
More than 22	02	04%

Table 02: Students' Age in their Second-Year Learning of English

As shown in this table that the majority of the learners (72%) were young, they were new learners of the academic English. Whereas (24%) of the students were between (20-22) and more than (22) some of them those who repeated the year and the rest those who finished their studies and they wanted to enrich their minds with a new branch.

Q. 03: Your choice of study branch was:

Branch of study	Students' Number	Percentage
Personal	41	82%
Parental (family)	09	18%

Table 03: Learners' Choice of Branch

As the table above indicates that learners' choice to study English was (82%) personal, this means that no one obliged them to study English. While (18%) of the respondents said that their family force them to study English.

Section Two: Background Information

Q. 4: How long have you been studying English?

Years	Students' Number	Percentage
10 Years	27	54%
12 Years	20	40%
14 Years	03	06%

Table 04: Students' English Learning Years

These results shows how many years students were studying English from the secondary school. (27) of the questioned participants claimed that they were studying for 10 years. Moreover, 20 learner said they are studying English for 12 years. Whereas (03) students said that (14) years were not enough for them to control the language.

Q. 5: How many times do you practice English every day?

English practice	Students' Number	Percentage
All the day	20	40%
Four times per day	14	28%
Two times per day	12	24%
Never	04	08%

Table 05: Learners' Daily Practice of the English Language

According to the results (40%) of the answered students said that they practice English during all the day. (28%) from the learners claimed that four times per day are enough to practice the language. While (24%) of the participants indicates that, they practice only two times per day. Whereas 08% from the case study stated that, they never practice the language in their life.

Q. 6: How do you consider your level in English?

Students' level	Students' Number	Percentage
Very skilled	04	08%
skilled	18	36%
Average	22	44%
Poor	06	12%

Table 06: Students' Level in the English Language

This table shows the level of learners in acquiring a new language. As the statistics declared, (44%) of the English language learners have an average level. Others said that they are skilled (about 36% of the respondents). While the others 08% of the students are very skilled in English. Lastly, the lowest percentage is (06%) they indicate that they have a poor English level.

Q. 7: What is the most difficult skill in learning the English language?

The skills	Students' Number	Percentage
Listening	07	14%
Speaking	18	36%
Reading	03	06%
Writing	17	34%
Listening& Speaking	05	10%

Table 07: The Most Difficult Skill in Learning the English Language

According to the results shown in the table above, (36%) of the informants have a problem in the speaking skill. Besides, (34%) answered that it was writing .While for listening (14%). 10 percent go for both listening and speaking .Moreover, the percentage (6%) which is around three (3) students reported that they have a difficulty in reading.

Q. 8: The reasons behind studying English are:

The reasons	Students' Number	Percentage
To communicate with the world	21	42%
To get a job	15	30%
It is easy to learn	09	18%
You did not have any choice	05	10%

Table 08: The Reasons behind Studying English

The results above indicates that 21 ought of 50 participants choose English to communicate with the world. While 30% of the learners said that English will help them to get a job. Whereas only 09 students claimed that the English language is easy to learn. Lastly, 10% of the answers indicates that they did not have any other choice.

Section Three: Speaking Skill

Q. 9: Do you like oral expression sessions?
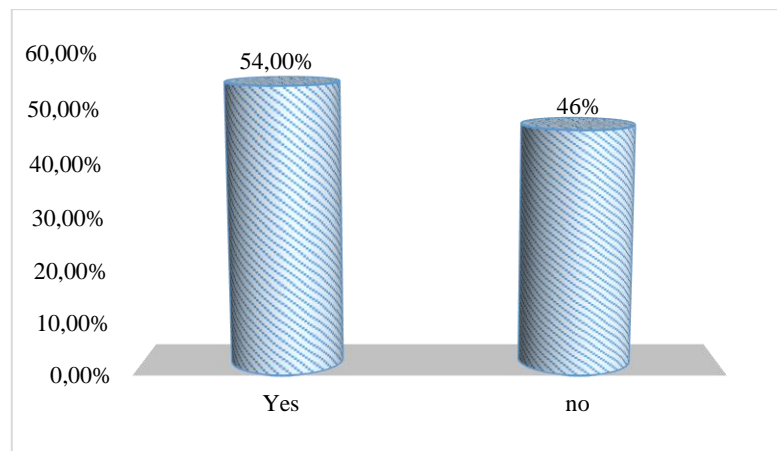
Figure 03: Students' Attitude towards Oral Expression

In this figure, it is noticed that (54%) of the questioned learners like the oral expression sessions. Others (46%), i.e. (23) from the whole population, they do not like it at all.

Q. 10: Do you enjoy speaking?
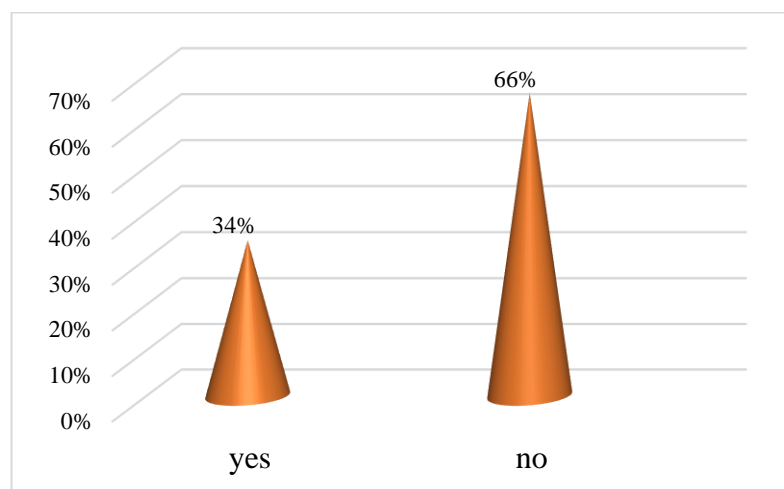
Figure 04: Learners' Attitudes towards Speaking

The figure above shows that (66%) of the answers are "No", i.e. the majority of the learners do not enjoy speaking. Only (34%) said that they do enjoy when they speak.

Q. 11: Do you practice English speaking outside the class?

Figure 05: Students' Practice of the English Language Outside the Class
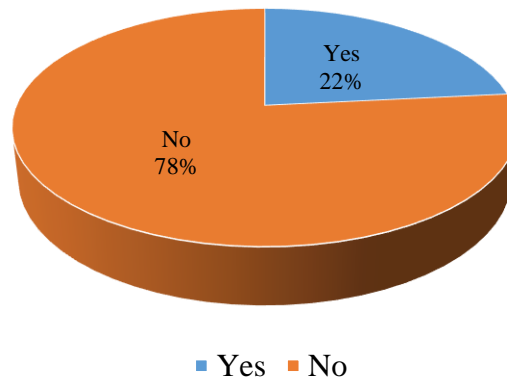
The results above shows the lack of English practice outside the classroom. (39) Of the students indicates that they practice English only in the learning environment. While (11) learner said that they practice the language outside the classroom.

Q. 12: How often do you speak English?
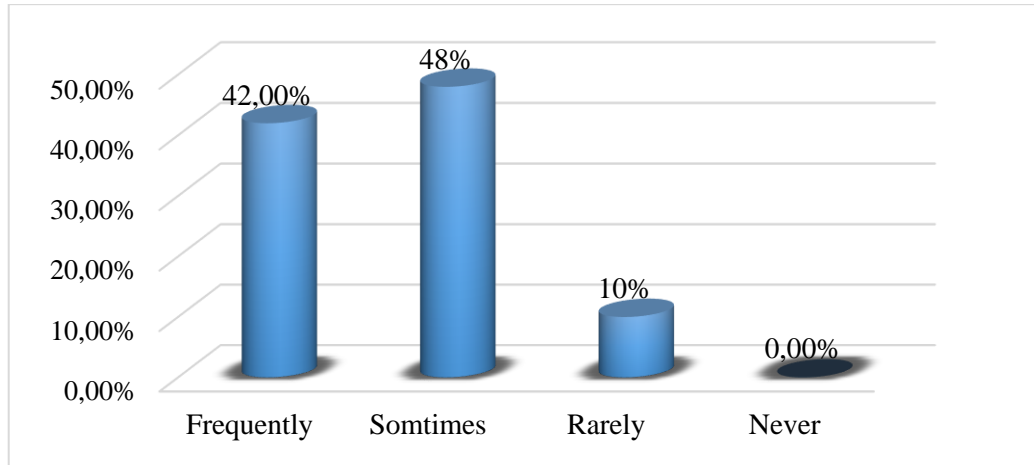
Figure 06: Learners' Speak of English

As it is clear in this figure, the vast majority of the questioned students (48%) declared that sometimes they do speak in English. (42%) indicated that they are frequent speakers of the English language. Lastly, only (10%) stated that they rarely speak in English.

Q. 13: Do you think that speaking English with a native can develop you speaking skill?

Figure 07: Students' development of English Speaking with a Native
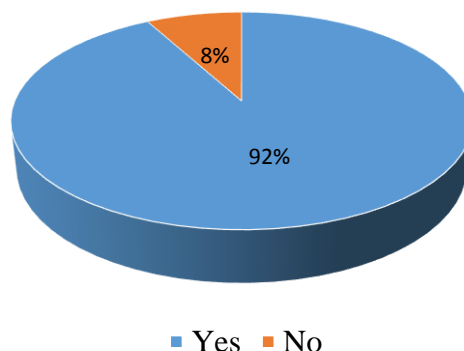
The figure above revealed that (92%) of the participants agreed that when they speak with a native they can develop their speaking ability. Others (about 08%) disagree on this claim and said that they cannot increase the speaking skill with a native at all.

Q. 14: According to you, how do you think English will be helpful for your future?

English help for the future	Number	Percentage
It is a universal language	19	38%
To have multi-culture friends	12	24%
To get a wealth career	15	30%
To be bilingual	04	08%

Table 09: English Advantages in the Future

In this question, each one of the learners has his own frame of mind, as an example (38%) of the respondents suggested that English is helpful because it is a universal language. Others claimed (30%) that it will help them to get a good career in the future. While (24%) of the learners said that the English language is better choice to have a multi-culture friends. Finally, only (04) four students ought of (50) claimed that they choose English to be bilingual students.

Section Four: Listening Skill

Q. 15: Is the listening skill helpful for improving you speaking ability?
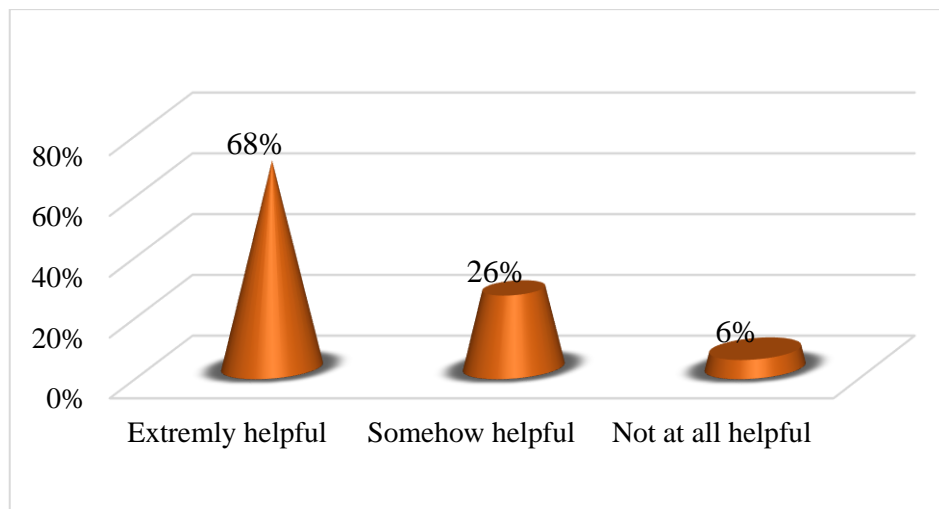
Figure 08: learners' Attitude toward the Listening Skill

The results above shown to the reader how much did the listening skill improve learners' ability to speak? The higher percentage in this figure is (68%) it refers to the students who consider listening as an extremely helpful for developing their speaking ability. Whereas others (26%) claimed that, it is somehow helpful for them. Only (06%) of the answers disagree and said that listening is not at all helpful to increase their speaking skill.

Q. 16: How often do you practice the listening skill?
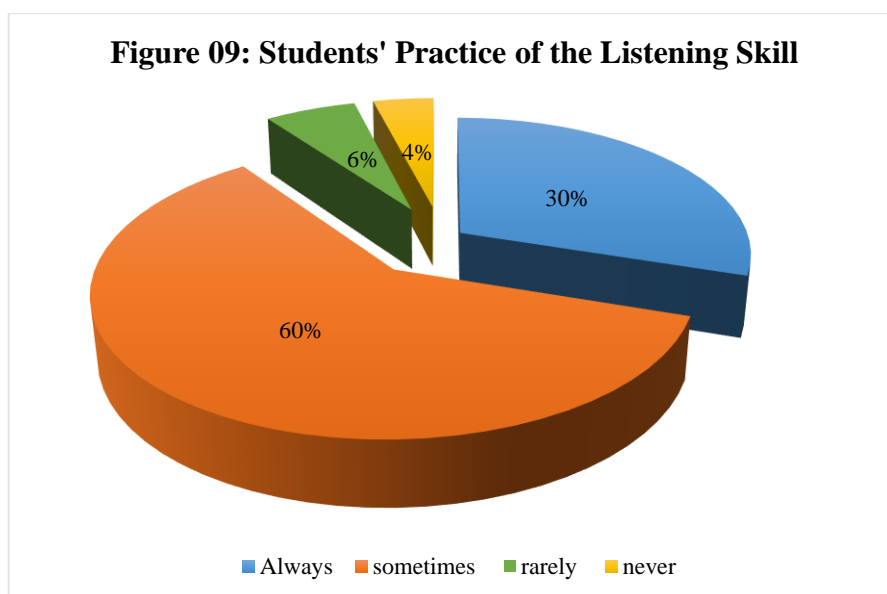
In the analysis of this question, it noticed that (60%) of the students who sometimes practice the listening skill. Moreover, (30%) stands for learners who always practice the

listening skill. While (06%) refers to the students who rarely when they practice this skill. Only (04%) they never practice the listening skill at all.

Q. 17: In which field does the listening skill improve your English language?
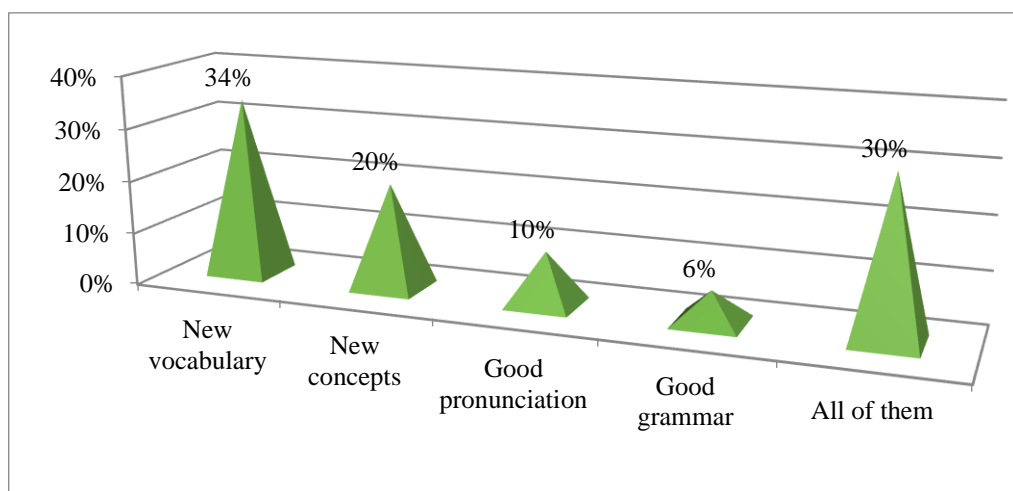
Figure 10: The Effect of Listening on the Speaking Ability

From the figure number (8), most of the students who were about 17, i.e. (34%) state that the listening skill improves them to learn new vocabulary. In addition (20%) of them indicates that listening is good to get new concepts. Others (10%) argued that it helps them in the field of pronunciation. However, (06%) of the respondents claimed that it improve their grammar when they speak (Sentence structure). Finally, (30%) of the learners revealed that, the listening skill improve their ability in learning new vocabulary, new concepts, god pronunciation, and good grammar.

Q. 18: What are the main hindrances behind the absence of oral communication and interaction in the English language?
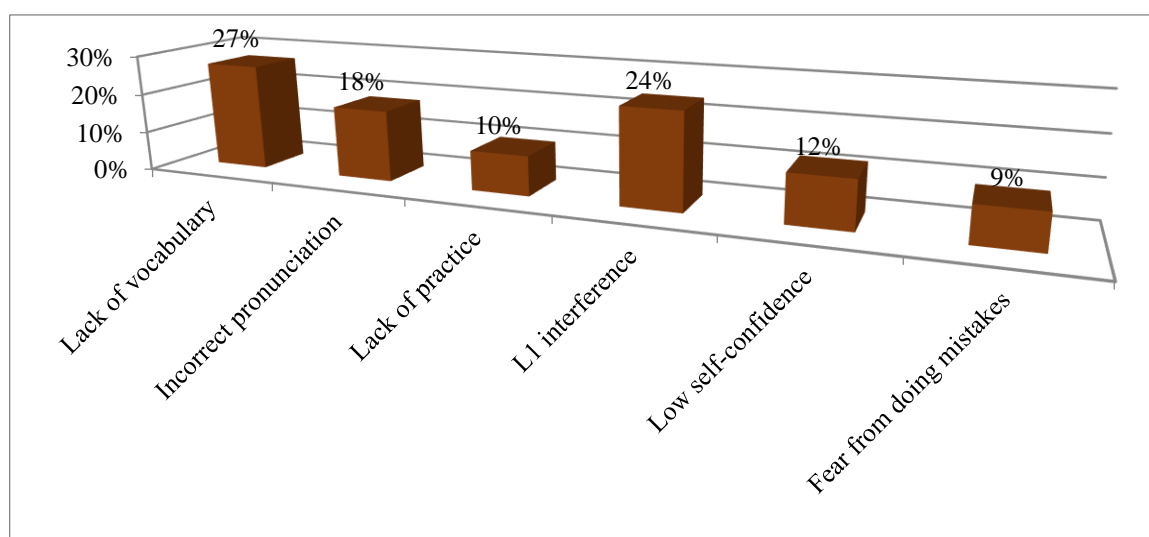
Figure 11: The Reasons behind the Absence of Oral Communication and Interaction in English Learning.

According to the last question in the questionnaire, the informants' responses (27%) demonstrate that they have difficulties in speaking in terms of acquiring new vocabularies, which indicate that they do not have the suitable words to express their ideas and thoughts.

In addition, (24%) of the students declare that they the interference of the mother tongue is among the main oral communication problems. While (18%) of learners claim that they face difficulties concerning inadequate punctuation. (12%) of them have problems with low self-confidence. Others (10%) suggest that lack of practice to the target language is an important factor to the disappearance of the second language learning. The last percentage is (09%) refers to the learners whom are afraid from doing mistakes in their speech production.

7.5 The Interpretation of the Results

According to the results of the students' survey, the majority of second-year EFL students were not interested in learning the English language especially males. That is to say only (26%) from the whole population were males because it is obvious that all the foreign languages are mostly liked by the girls (Table 1). In addition, the second section indicates that (54%) of the participants are studying English for (10) years ago, this duration were enough for them to have a strong base in the English language but still have obstacles to master the language (as shown in question 4). Moreover, when we go back to question (3) we cannot say these obstacles were because learners were obliged to learn English since (82%) of them claimed that their choice of branch was personal and not parental. On the one hand, most of the leaners demonstrated that they did practice the English language every day in the classroom but still their level between average and skilled as it is clear in question (5-6). Similarly, students classify the speaking skill as the most difficult among the other skills and explained that their inability to speak the language fluently was due to ignoring eye contact, feelings of shyness, stress and lack of self-confidence to speak in front of their class, others said that it is difficult for them to think and speak in the same time. While others suggest that, they lose enough language balance, because of these problems; learners are totally passive in English language interaction. More than that, since English has become a universal language question (8) clarify more for the reader that the reason behind studying English is either to communicate with the world or to get a good job.

In the third section, (66%) of the learners argue that they do not enjoy speaking for the reasons mentioned before however, they like oral expression sessions for just listening to their classmates or to avoid being absent. On the other hand, from the question (11), (78%) of the students agreed that they do not ever practice the English language speaking outside the classroom because their families, neighbors, and friends are unaccustomed to this language. For the last two questions (13-14) in the third section, the vast majority of the students answered with "Yes", they declared that when they speak with a native of the

English language they could develop their performance syntactically, phonologically, and semantically. Whereas others said that, they cannot develop their language because native speakers use many abbreviations and they cannot distinguish between the words in terms of word spelling and sentence structure. On the contrast, they have announced that learning English is very important in the future, first, it is a universal language, second, to have multi-cultural friends, third, to get a good career, and to be bilingual in order to travel around the world.

The fourth or the last section is devoted to the listening skill and its impact on learners' language production. The first question express to what extent does the listening skill improve learners' speaking ability. Some participants claimed that the listening skill is extremely helpful in learning a second language because it enrich the brain with new vocabulary, new concepts, good pronunciation and correct grammar rules (as for question 17), they also reveal that listening to English songs relaxes the brain and gives them the psychological stability of the self. While others indicates that, it is somehow difficult for them to listen and concentrate on grammar, vocabulary and pronunciation in the same time. Few of the questioned learners demonstrate that the listening skill is not at all helpful because native speakers speak too fast and they cannot understand them well.

The last question (question 18) will clarify more for the reader the main hindrances that the students' face while speaking. The study revealed that incorrect pronunciation, limited vocabulary, lack of practice to the target language, low of self-confidence, and L1 interference, fear from doing grammar mistakes were amongst the main oral communication problems, these problems should be the first consideration of the EFL teacher in order to encourage his learners to speak fluently.

8. The Teachers' Interview

8.1 The Aim of the Interview

This interview aimed to shed light on the teachers' point of views and attitudes towards the importance of speaking skill in learning a new language.

8.2 The Administration of the Interview

This interview was addressed to second-year oral expression teachers at the department of English, at the University of Dr. Moulay Tahar, Saïda. The researcher has chosen three teachers for answering the interview and all of them were interested in it.

8.3 The Description of the Interview

The teachers' Interview includes eight (08) questions. The first question is devoted for the experience of the teacher in teaching oral expression at university. The rest questions were asked about the importance of the speaking skill in developing the English language, as well as the reasons behind the absence of oral communication and interaction between the teacher and his/her learners or between the learners with each other.

8.4 Analysis of the Interview

Q. 01: How long have you been teaching oral expression?

Responding to this question, (T1) admitted that s/he is a novice teacher in oral expression: an experience of 3 years only. As for (T2) and (T3), their experience vary from 8 to 10 years.

Q. 02: What are the major problems that the majority of students face in learning the English language?

We can say that all the responses were similar to each other; the three (03) teachers claimed that the major problems the students generally encounters during the learning process are the difficulty in speaking and writing skills, the weak mastery of grammar and the limitations of vocabulary, besides the lack of interest to the English language.

Q03: How would you qualify speaking in EFL Classes?

All the respondents agreed that even though learning to speak is easy and enjoyable, but it is challenging, time-demanding, and effort demanding. This point was especially underlined and complained by the three teachers that teaching speaking is not easy.

Q04: As a teacher of oral expression, what are the reasons behind the absence of the speaking skill in English classes?

Answering this question, (T1) and (T3) argued that the reasons are the weakness at the level of vocabulary and grammatical rules besides the psychological restrictions like shyness, hesitation and lack of confidence. While (T2) indicates the only reason behind the absence of the oral communication in the English classes is the lack of practice to the target language.

Q05: Do all the students collaborate with you when discussing a certain topic? Why?

The three respondents at some extent have the same answers; they claimed that not all the learners interact with them in the classroom only 10 to 16 learners collaborate; the others are either shy and afraid or not interested in the topic.

Q06: Does the problem have anything to do with the teaching materials and teaching methodology? How?

In this question, the respondents vary from one to another for example; (T1) indicates that the teaching materials do not affect the learning process in the oral expression module. It is the responsibility of both the teacher and the learner to develop themselves. Concerning the methods, the teacher should be creative and not repetitive in the choice of his/her techniques in order to motivate the learner. The learners as well, should work on themselves by making effort in improving their weaknesses. Whereas for (T2), s/he demonstrates that teaching speaking, rely more on the teaching materials like audios, videos, songs, dialogues, and so on. S/he clarify that the teacher in oral expression module is just a guide for his leaners. While (T3) admit that speaking depend (50%) on the teaching materials and (50%) on the teacher. i.e. the choice of the teaching methods is very important to increase learners motivation to speak fluently. Moreover creating an enjoyable, exchangeable and friendly atmosphere in the class will make the learners overlap with their teacher without even using the teaching materials.

Q07: How does the absence of the speaking skill impact students' language production?

Responding to this question, (T2) and (T3) said the absence of the speaking skill hinders the learning process. It proves that the learner has no mastery to the language at all and thus s/he is a passive learner. As for (T1), suggests that relying on the receptive skills listening and reading is one factor that makes students neglect the oral communication process.

Q08: From your perspective, how can oral communication skill be developed in our department? Any recommendations?

In the last question, (T1), (T2) and (T3) argued on the same opinion, they revealed that it is (80%) the task of the learners outside the classroom in order to boost their oral competencies (reading, listening daily for 20 minutes at least to a native speakers or chatting with them if possible, leafing through the dictionary from time to time). Relying only on the academic material is not enough to master the speaking skill of the English language. Extra efforts outside the classroom is highly recommended for the benefits of the learner and even for the teacher to facilitate the task for him/her.

8.5 Interpretation of the Results

The results reveal that all teachers' experience differs from one to another. These indicate that they are better qualified and more experienced to teach oral expression. Concerning the second question, the result shows that (100%) of the teachers declare that the main problems that face their students in learning the English language are the difficulty in oral and written performance, the weak of mastery of grammar and the limitations of vocabulary, besides the lack of interest to the English language. Obviously, in any foreign language learning, the oral performance of the learners must be equal to the level they are studying. Moreover, the third question indicates the qualification of speaking among the other skills in the English language by the teachers; they agreed that it should be the first skill to be learnt since the English language is the spoken language and not the written one. Further, the fourth question is about the reasons behind the absence of speaking skill in English classes. The respondents were difference in their answers. We can recognize that most of the learners are absolutely absent minded especially in the oral expression sessions so, (70%) argued that the reasons are the weakness at the level of vocabulary and grammatical rules besides to the psychological restrictions like shyness, hesitation and lack of self-confidence and lack of interest.

Therefore, the answers of the fifth question demonstrate that there is a lack in students' participation with their teacher; only few students collaborate with him/her, while the others either chatting or discussing social topics out of the learning context. However, in the question (06) teachers varies in their answers concerning the availability of the teaching materials in teaching oral expression. The first teacher reveals that there is no need to the use of the teaching materials in teaching speaking because it is the responsibility of the teacher and even the learner to develop their own dictionary. While the second teacher claims that teaching a new language' "speaking" is not that easy task, it needs more technological materials to help the learners and the teachers as well to motivate their English language by

selecting effective language methods that suits to students' level. Lastly, the third teacher has balanced between the use of teaching materials and the teacher-learner responsibility in learning the speaking skill; s/he said that the teacher has to create motivational methods, which create a competitive and enjoyable atmosphere between the learners to make them more interested in oral expression class.

According to teachers' answers to question (07), most of the speaking difficulties emerged from the absence of mastering the target language in addition to total dependence on the receptive skills like listening and reading which make the students absolutely passive.

Finally, all the teachers argued that is it (80%) the responsibility of the learner to motivate himself intrinsically or extrinsically in order to make his brain ready to accept any other language, it is a duty for the learner to create a special time for language practice every day to make the task easy for him and even for the teacher since the addicted use of the language increase learners' level in terms of vocabulary, grammar, and pronunciation.

9. Conclusion

In this practical side of the research, the researcher attempts to analyze and interpret the data collected from both teachers and students using the triangulation research tools, which are observation, questionnaire and an interview. Through this chapter, the investigator attempted to confirm to the reader about the previous research questions and hypotheses concerning the main hindrances that prevent learners from being active in the EFL classroom using qualitative and quantitative approaches with different convincing answers from the teachers and the learners.

Moreover, the researcher was determined from the analysis of the questionnaire, the interview, and the classroom observation that students are totally passive in EFL classes because of various linguistic and psychological problems such as limited vocabulary, incorrect pronunciation, grammar mistakes, shyness, anxiety, stress in front of the audience, fear from making mistakes and so on. These obstacles are the major problems that decrease learners' ability to produce the English language.

However, teachers' answers indicate that they are afraid from their learners' shortcomings since these obstacles will affect negatively students' career in the future.

IV. Chapter Four: Suggestions and recommendations

1. Introduction

Learner's ability to speak has a significant impact on their language production. Better listeners are more likely to be good presenters, both skills are necessary for EFL students to participate actively in the learning process and to improve their skills and knowledge of the English language.

This final chapter aims to offer suggestions and recommendations to the readers regarding this research study. It also attempted to recommend certain methods that may assist second-year students or at the very least facilitate speaking instructions, such as selecting interesting resources for effective classroom speaking and establishing comprehensive psychological guidance for weak language speakers.

Furthermore, this chapter highlights the importance of oral teachers in enhancing students' speaking abilities. More importantly, it demonstrates the addictive usage of the English language both outside and within the classroom, as well as its impact on language output. Then, this chapter illustrates the relevance of speaking talent in growing students' achievements in the future.

2. English Language Importance

English is the most widely learned language in the world, with over 20% of the population speaking it. Knowing English can open new doors to the students' life, allowing them to travel more readily, communicate with more people, and perhaps find better jobs. It also means that you can pursue higher education at some of the world's best institutions, including the tuition-free online programs offered by the University to the learners! If they want to learn how to enhance their English speaking skills, there are several methods and approaches to choose from.

3. Strategies to Improve English Speaking Skill

Practice is the key to mastering any talent, especially communication abilities. They may learn from their faults and improve their knowledge of vocabulary by practicing speaking.

Here are some tried-and-true ways to improve your English speaking abilities:

3.1. Find a Conversation Partner

If possible, find a native English speaker to practice the English language with him/her. Consider hiring a teacher if they do not have somebody in their immediate network.

Otherwise, they may always find someone online with whom they can contact and practice their communication skills.

3.2. Make Sure You Listen As Well As Speak

Listening to people speak is one of the finest methods to comprehend how sentences are formed and to expand your vocabulary. Try listening to podcasts and discussions that have been recorded. There are wide ranges of approaches of learning English, from YouTube to real-life discussions.

3.3. Practice recording your conversations

When it comes to speaking, he/she will almost certainly make faults. However, he/she must be ready to make mistakes in order to learn from them. You can learn even more if they record themselves speaking with their discussion partner and listen to it later. They can easily access information and improve their pronunciation this way.

3.4. Surround Yourself With English

English is spoken all across the world. The English language can be found in restaurants, marketing materials, books, movies, road signs, and more, no matter where they live. The more they immerse themselves in these daily English pieces and pay attention to them, the stronger their foundation will be.

3.5 Practice with Music and Movies

Most individuals prefer to relax and have fun while listening to music or watching movies. The participants have the option of watching movies in English or in their local tongue with English subtitles that they can understand.

3.6. Reading Aloud

If they prefer to read rather than speak and make up their own discussion. Because they are seeing and reading the words, they will be able to hear their selves speak them and recall them better.

3.7. Talk to Yourself

If they are still not sure if they are ready to put their speaking abilities to the test, talk to yourself! Their English skills will improve the more they practice with themselves.

3.8. Build your Vocabulary

As a child, people teach us words by referring to something and informing us what they are named. When learning and improving our English skills, we can take the same technique. It all starts with a good vocabulary. We might set a daily goal for ourselves to learn a certain amount of words.

3.9. Improve your Pronunciation

There are digital programs that will say words out to him/her so they can learn how to pronounce them correctly. Knowing how to pronounce words is essential for being understood when speaking, from YouTube channels to online dictionaries.

3.10. Learn English's natural flow

Every language has its own rhythm and flow. When speaking English, it is helpful to be aware of abbreviations, which are two words that combine to produce a single word, such as "I am" becoming "I'm." You will also want to know which syllables to emphasize when speaking. All of this comes from conversing with Indians and listening to them talk.

4. Techniques to Help You Improve Your English Speaking Ability

There are also several tactics that may be used to assist learners to enhance their English speaking abilities.

4.1. Speech Shadowing

In a word, this entails imitating the way a native speaker speaks. Watching videos or a movie with subtitles is a simple way to conduct speech shadowing. First, read and pronounce the sentence aloud. Then listen to it with a native speaker speaking it back to you. Pause in between to try to duplicate the flow and pattern as nearly as possible. You can record yourself performing this if you want to compare it to how a native speaker sounds.

4.2. Self-talk

Whether you want to record yourself singing or expressing your views aloud, talking with yourself and repeating the words can enable you to develop. You can read aloud as well.

4.3. Think in English

Although it is unlikely that this will come naturally, you can assist yourself in learning to think in English by translating your thoughts first. Instead, keep a journal or diary of your thoughts in English and write them down.

4.4. Retell the following narrative in English

Begin with a basic story from your youth, such as a fable or a folk tale. Then you can take it a step further and push yourself to recount a narrative in English that someone else has told you. This allows you to double-check your understanding and comprehension.

5. Improve Your English Speaking Skills by Practicing Frequently

You can always find someone who speaks English to practice with, whether it is a friend or a stranger. Here are some additional suggestions for how and where you can practice your English:

5.1. Participate in public speaking events

From debates and conferences, public speaking events provide an excellent opportunity to listen to others speak. You can also submit an application to be a speaker. If it's for something less formal, like presenting your creative writing or telling a tale in front of a small group of friends, public speaking can be a great way to show off your abilities.

5.2.Visit a language

Cafe Language cafes can be found all over the world. This is a location where people may get together and practice their chosen languages in small groups.

5.3.Using apps

Technology is here to help with language learning. You can improve your English speaking skills wherever you go by using apps that allow you to converse with native speakers (How to Improve English Speaking Skill and become a great communicator. Pdf).

6. The Role of EFL Teachers in Teaching Speaking

Teachers have two fundamental functions in education, according to Vilar (2003): managerial and instructional. The former relates to the learning environments that teachers construct, while the latter refers to the knowledge that teachers impart in the classrooms.

Because these responsibilities cannot be separated, teachers should do them concurrently for effective language instruction.

Teachers in ELT (English Language Teaching) lessons are expected to educate effectively, advice students, and maintain classroom order. The most important job that instructors are supposed to play, however, is to provide and sustain high-quality education (Leu, 2005). Teachers should be encouraged to use their energy, knowledge, and passion to reach this level of quality. As a result, teachers should take on a variety of tasks depending on the students' abilities and needs. Teachers in the ELT sector typically assume the functions of assessor, leader, guide, facilitator, motivator, collaborator, supervisor, example, and so on.

A good teacher evaluates their students' speaking ability through observations as well as quizzes or exams meant to gauge the oral proficiency of the pupils. The assessment of pupils' speaking ability, on the other hand, is frequently overlooked in most language education courses. Teachers play the function of assessors in helping pupils improve their speaking skills (R M. Harden & J. Crosby, 2000). During speaking activities, one of the most significant tasks of teachers is that of the organizer. This entails more than simply describing things or practicing vocal exercises. The teacher should know what type of exercise to employ initially and then what to do next. This profession encompasses a variety of instructional situations. For instance, what kind of approach and resources the kids require, how to structure activity and how long it should run, or having alternate activities in case the current activity fails.

7. Fluency in Speaking

Fluency in a language involves being able to communicate effectively, swiftly, and without having to stop and pause frequently. It takes years to become fluent in a language, but here are some pointers to help you seem as natural as possible in speaking tests.

a) Even if they make mistakes, good presenters communicate and get their idea through clearly. The most crucial aspect of speaking is communication, and it is critical to transmitting your ideas as naturally as possible. Here are some pointers to help you become more fluent in your speech.

b) Use every chance to speak English in class. Speak English to your peers and your teacher. The more English you know, the easier it will be to communicate.

c) Be self-assured when speaking English. You have a good command of the English language; use it to show the examiner what you know!

d) Be specific about the message you wish to send. That is your objective.

e) Do not be concerned if you make a mistake. The most important thing is to get your message through.

f) Use a speaking game to practice at home. 'Speak for a minute without pausing to consider...' Choose a topic, such as video games, and speak in English for one minute without pausing.

g) Fill in the gaps with small expressions like 'Ea' or 'Em' while you consider what to say.

h) Make your English sound more natural by employing communication tactics.

8. Learning Speaking Through Cooperative Learning Method

Cooperative Learning is a teaching style in which students collaborate in small groups to achieve an objective while being guided by the teacher.

Cooperative learning methodologies allow students to learn by applying their knowledge in a setting that is more akin to the one they will encounter in the workplace.

Teachers have the opportunity to integrate fundamental competencies, as well as communication and soft skills, into school curricula, which are important for students' success in life and career.

9. Suggestions for Week English Students

1. Don't be afraid of making faults. Have faith in yourself. People can only correct your errors if they are aware of them.

2. Surround yourself with English speakers. Put yourself in a setting where everyone speaks English and you can learn passively. Speaking is the most effective method to learn.

3. Practice on a daily basis. Make a study schedule for yourself. Determine how much time you will devote to learning each week and stick to it. Make a schedule for yourself.

4. Inform your family and friends about your plans to study. Encourage them to study with you and do not allow them to interrupt you.

5. Work on the four fundamental abilities of reading, writing, speaking, and listening. For you to improve, you must work on all of them.

6. Keep a list of new words you learn in a notebook. Use them in sentences and repeat them three times when speaking.

7. Complete a lesson on EC's free learning English website at least once a day.

8. One of the most typical strategies of memorizing vocabulary for a test is to memorize lists. Because you often do not retain the knowledge you learn for an exam, it is just a helpful activity for short-term studying.

9. Use your body clock. If you do not like to study in the morning, study in the afternoon.

10. You will have an easier time remembering words if you try to remember an example phrase that uses that word rather than just the word itself.

11. Make a test schedule. When you have to study for something, you will find that you work better.

12. Having said that, it is preferable not to study just for the purpose of taking a test. Consider the big picture. What can you do if you have a strong grasp of the English language? What will you do to improve the quality of your life?

13. Set a long-term objective for yourself. Concentrate on achieving it.

14. Set short-term goals for yourself and reward yourself when you achieve them.

15. Create an environment in which you want to study rather than have to. When you are learning because you want to, you will learn more.

16. Recognize your personal preferences. Consider what strategies have worked well for you in the past and stick to them.

17. Determine how you learn. It can be accomplished through memorization, reading, speaking, summarizing, or other means. Find out what works best for you when it comes to studying. It can be done alone or in a group in a quiet location.

18. Ask for assistance! You must ask someone if you do not understand something. Seek assistance from your teacher, classmates, or friends.

19. Review! Review, review, review! Take the time to go over what you have learned previously.

20. Studying on your alone for more than 30 minutes at a time is not a wise decision. Have some clean air and cross your legs on a routine basis.

21. Do not be in such a race to advance to the next level. Keep your focus on the current level.

22. Rather of watching TV, watch DVDs. It is preferable to use something you can watch over and over again to catch information you may have missed the first time around.

23. Watching television only allows you to hear anything for the first time. This is more appropriate for advanced students. It is good practice for speaking with native English speakers so you do not have to keep asking them to repeat themselves!

24. Read a variety of reading texts. These books have been written specifically for your level. Read the entire book. You have this! After that, you will feel fantastic.

25. Children's books are a suitable alternative to reading texts because they have fewer words.

10. Conclusion

This section of the current study concluded with some beneficial, practical suggestions and recommendations regarding the absence of oral communication and interaction in English learning and its impact on students' language production. In reality, it provided certain recommendations and processes that instructors and students may use to improve their learning outcomes and successes.

Moreover, the reasons for second-year EFL learners' inactivity and shyness were established in the third chapter, and some educational approaches and guidelines were provided to overcome these problems and make EFL learners interested in the classroom. Good teacher-student relationships and the development of a positive educational atmosphere are important factors that influence students' participation and involvement in EFL classes; they are considered effective methods for making students feel at ease to speak fluently in the classroom, supporting them to communicate and contribute throughout the course.

It also attempted to make recommendations and suggestions, such as providing attractive materials, designing speech programs, and encouraging students to participate in speaking classes. Furthermore, the responsibility of instructors in improving communicational skills was discussed in this section. As a result, this chapter shed light also on the impact of extensive and intensive speaking on communicative skill.

At last, multiple communications tasks were emphasized in order to create a dynamic and exciting learning atmosphere that encourages learners to communicate and speak with their classmates, as well as participate effectively in the classroom.

General Conclusion

GENERAL CONCLUSION

The focus of this research was to learn more about the impact of absence of oral proficiency in EFL classrooms on learners' language production. The study also wanted to find out what kinds of activities the three Instructors prefer to utilize when it comes to oral skills, as well as what they focus on and when applying such activities.

Learners' inactivity in EFL courses is a daily occurrence that most teachers face in their classes. The majority of English students keep quiet in class especially in oral expression sessions because of various types of linguistic and psychological problems, resulting a boring and uninteresting learning environment. Educators are always in a struggle on how they can help their EFL students overcome this challenge by implementing various processes to increase their level of participation and involvement in their classes.

The objectives of this paper were to investigate the major factors of the absence of oral communication and interaction of EFL learners in oral classroom, as well as to find some remedies to assist Students in overcoming all of the challenges they face while learning the English language, in order to enhance learners' engagement and participation in the course and to motivate them to be fluent English speakers. The participants were second-year EFL students and teachers of oral expression from the English language department at the University of Dr. Moulay Tahar- SAIDA, three different research tools were used in order to collect relevant information and to gather both EFL educators' and learners' point of views were questionnaires addressed to second-year EFL and students and an interview addressed to the teachers along with classroom observation.

According to the findings, on the one hand, both EFL educators and students are responsible for the level of classroom participation and cooperation. The findings reveal that, EFL students face a variety of linguistic and psychological challenges, including a lack of vocabulary, pronunciation issues, anxiety, stress, low self-trust, and a lack of motivation, all of which create barriers that prevent them from participating fully in the classroom. The use of uninteresting themes and activities, presenting learners with negative feedback, and using inadequate strategies and procedures for course delivery and explanation are all factors that contribute to learners' inactivity. As a result, various recommendations were made to change EFL learners' attitudes from passive recipients to active participants, resulting in a more interactive and dynamic learning environment.

Several strategies were proposed in this study to assist both EFL teachers and students in overcoming this challenge. Good classroom connections are the first step toward teaching

an interactive learning experience, without stress, anxiety and creating a supportive and friendly atmosphere in which learners feel safe and confident to engage and contribute. Furthermore, EFL teachers are encouraged to use engaging subjects, activities, and resources that suit their students' tastes and existing knowledge. It is also essential that they provide constructive feedback to pupils to motivate students and improve classroom attendance. EFL Instructors should assist their students in solving both psychological and linguistic obstacles by first becoming familiar with the field of psychology to be active speakers in the classroom and by maintaining correct pronunciation and grammar as well as helping them expand their vocabulary. Teachers should focus on this feature and keep students intrinsically and extrinsically motivated to acquire better levels of English proficiency and communicate well in the classroom.

It is recommended that implementing cooperative learning in EFL classes allow students to become better respondents in oral classrooms; it encourages classroom interaction and communication, and allows students to communicate and exchange ideas and opinions while providing numerous opportunities to use the English language. EFL learners should involve debates and discussions, strategies to improve English-speaking skill such as; Speech Shadowing, Self-talk, Thinking in English, Participating in public speaking events into their speeches to increase their participation and encourage themselves to interact and communicate with one another using the English language.

In addition, the researcher collected data using three-research equipment. The researcher employed all classroom observation, a student questionnaire, and an interview with EFL teachers of oral expression. This data collection instruments was designed for second-year English students at Dr. Moulay Tahar University of Saïda. As a result, these tools were analyzed and interpreted in order to prove or disprove the researcher's research hypothesis.

The collected results supported the researcher's hypotheses. The findings demonstrate that EFL teachers use a variety of activities in their lessons to increase student engagement and encourage students to take an active position in the classroom, interact, and communicate with one another in English, such as debates and discussions, games, and oral presentations.

EFL students, on the other hand, should work harder on themselves extrinsically and intrinsically in the classroom and try to be more interested about the received knowledge from the instructor, in addition to all the efforts made by teachers to keep them actively

involved. Students should take responsibility for their learning, for example, by mentally preparing themselves before coming to class and making efforts to improve their level in the main four skills in language learning especially speaking.

Finally, this research paper's goal is to investigate the absence of oral communication and interaction in English learning and its impact on students' language production. The research questions and hypothesis come up with some solutions that may help the reader to develop his/her communicative ability.

Bibliography

BIBLIOGRAPHY

1) Akasha, O. (2013). Exploring the Challenges Facing Arabic-Speaking ESL Students & Teachers in Middle School. Journal of ELT and Applied Linguistics, 1(1), 12-31.

2) Al-Abri, K. (2008). Teachers' Evaluation of EFL Textbooks used in the Omani Basic

3) Alizadeh, M. (2016). The impact of motivation on English language learning. International Journal of Research in English Education, 1(1), 11-15.

4) Al-Lawati, M. (1995). A Diagnostic Study of the Difficulties Encountered by Omani

5) Alnakhalah, A. (2016). Problems and Difficulties of Speaking That Encounter English Language Students at Al Quds Open University. International Journal of Humanities and Social Science Invention, 5(12), 96-101.

6) Alonso, R. (2018). Speaking in a Second Language. Amesterdam: John Benjamins Publishing Company, (chapter5).

7) Al-Sobhi, B., &Preece, A. (2018). Teaching English Speaking Skills to the Arab Students in the Saudi School in Kuala Lumpur: Problems and Solutions, International Journal of Education & Literacy Studies, 6 (1), 1-11.

8) Ana Alicia Téllez Morales. Lilliam Auxiliadora Doña López. Margotina Henrriquez Valdez. Analysis of factors that affect the oral communication of Students from the third-year afternoon shift, at the Miguel de Cervantes High School, in Managua during the second semester 2017

9) Azlina Kurniati, Eliwarti, Novitri, A Study on Speaking Ability of Second-year students of SMK Telecom PEKANBARU.

10) Brown, H Douglas. 2000. Principles of language teaching and learning. Fourth edition. White Plains, NY: Longman.

11) Brown, H. Douglas. 2004. Language Assessment: Principles and Classroom

12) Brown. G and G. Yule. 1983. Teaching the Spoken Language; an Approach Based on the Analysis of Conversational English. Cambridge: Cambridge University Press.

13) Bueno, A., D. Madrid and N. McLaren (Eds.). TEFL in Secondary Education. Granada: Editorial Universidad de Granada, 2006. Print.

14) Burns, A. & Joyce, H. (1997). Focus on speaking. Sydney: Macquaire University.

15) Bygate, M. (1998). Theoretical perspectives on speaking: Annual Review of Applied

Challenges & Strategies in Teaching Listening, 2014.

16) D. Renukadevi, Assistant Professor, The Role of Listening in Language Acquisition; the

17) De Bot, K. (1992). A bilingual production model: Levelt's „speaking" model el adapted. Applied Linguistics, 13(1), 1-24.

18) Dell Hymes (Communicative Competence, 1972)

19) Dornyei, Z. (2005). The Psychology of the Language Learner: Individual Differences in Second Language Acquisition. New York, USA: Lawrence Erlbaun Associates, Inc., Publishers.

20) Dr. Ghaida Ali S. Alzahrani, March 2019. The Reasons behind the Weakness of Speaking English among English Department's Students at Najran University.

21) Drbseh, M. (2015). Motivation and attitudes towards learning English as a foreign language: a study of the Middle East Arab University students at Leeds University in UK. International Journal of Scientific and Research Publications, 5(12), 236-257.

Education Schools (Unpublished Master's Thesis). ELT Curriculum and

22) Fulcher, G. (2003). Testing second language speaking. London: Pearson Longman.

23) Gnutzmann, C., Intemann, F. (2008). English as a Lingua Franca in Higher Education. Berlin, NY: The Deutche National Bibliothek.

24) Hale, B. (2004). Building Self- Confidence. UK: The National Coaching Foundation.

25) Harmer, J. 1983. The Practice of English Language Teaching. London. Longman.

26) Harris, David. 1974. Testing English as a Second Language. New York: Mc. Graw.

Hill Book Company

Hinkel, E. Mahwah, N.J.: L. Erlbaum Associates. [Online] 444–454. Available from

27) How to Use Active Listening to Improve Your Communication Skills. Written by the MasterClass staff, 2021

http://lib.myilibrary.com/Open.aspx?id=304260# > [31 May 2017]

28) Ibid, p, 31. Bc. Marcela Tunova. Thesis of Speaking Activities Aimed at Developing Fluency in EFL classes.

29) Jamshidnejad, A. (2010). The construction of oral problems in an EFL context: An innovative approach. Studies in Literature and Language, 1(6), 8-22.

30) Jamshidnejad, A. (2011). Developing accuracy by using oral communication strategies in EFL interactions. Jouranl of Language Teaching and research, 2(3), 530-536.

31) Juhana,M.(2012). Psychological Factors That Hinder Students from Speaking in English Classes. Indonesia.

32) Kardwish, N. (2016). Department Investigating Speaking Difficulties that Encounter Students at Secondary Schools. Unpublished MA thesis. Sudan University of Science & Technology, College of Languages English Language.

33) Kormos, J. (2006). Speech production and second language acquisition. New Jersey: Lawrence Erlbaum Associate, Inc., Publisher.

34) Levelt & Roelofs & Meyer, 2000, a theory of lexical access in speech production. Behavioral and brain Science, 22(1), 1- 38.

35) Levelt, W. (1989). Speaking: From intention to articulation, Massachusetts: The MIT Press.

36) Lindsay, C. & Knight, P. (2006). Learning and teaching English: A course for teachers. Oxford: Oxford University Press.

Linguistics, 18 (1), 20-42.

37) Littlewood, W. 1981. Communicative Language Teaching. Cambridge: CUP

38) Long, C., Ming, Z., & Chen, L. (2013). The Study of Student Motivation on English Learning in Junior Middle School--A Case Study of No. 5 Middle School in Gejiu. English Language Teaching, 6(9), 136-145.

39) Macaro, E. (2001). Learning strategies in foreign and second language classrooms. New York: Continuum.

40) Malmberg, Per (1993). Engelska: metodbok. 2nd ed. Stockholm: Almqvist & Wiksell.

Master's Thesis). ELT Curriculum and Methodology, College of Education. Sultan

Methodology, College of Education. Sultan Qaboos University.

41) Naima Khan, The Effect of Stuttering on Speech and Learning process A Case Study, April 2015. The Islamia University of Bahawalpur, Pakistan

42) Nunan, D. (1991). Language Teaching Methodology. Great Britain: Prentice Hall International (UK) Ltd.

43) Nunan, David.2003. Practical English Language Teaching. New York: McGraw- Hill.

44) NURAENI, Problems Encountered by Learners and How to Deal with Them in Learning English as A Foreign Language, November 2019.

45) O'Malley, J.M., & Chamot, A.U. (1990). Learning strategies in second language acquisition. Cambridge: Cambridge University Press.

46) O'Neill, Ronald. Class notes from SPC 102-02 lecture. 26 Jan. 2011. MS. Why Should We Study Oral Communication?

47) Oral Communication – Types & Examples of Oral Communication – Harappa Education. PDF.

48) Oxford, R.L. (1990). Language learning strategies: What every teacher should know. New York: Newbury House.

49) Parupalli Srinivas Rao. Lecturer in English. The Importance of Speaking Skills in English Classrooms. 2019. English Language Centre, King Faisal University, Al-Hasa, Kingdom of Saudi Arabia. Practices.San Fransisco State University. Qaboos University.

50) Richards, J. & Renandya, W. 2002. Methodology in language teaching. Cambridge: Cambridge University Press.

Secondary School Students in Their Oral Production of English (Unpublished

Skills in American English. Cambridge: Cambridge University Press.

51) Skinner, B. F. (1957) Verbal behavior. Englewood Cliffs, N.J.: Appleton-Century-Crofts

52) Sofyan A. Gani. Dian Fajrina. Rizaldy Hanifa. Students' Learning Strategies for Developing Speaking Ability. March 2015.

53) Speaking skills, teaching-wiki/twinkl.com

54) Students in the Workplace." Journal of Business Communication 1997 p. 34

Testing'. In Handbook of Research in Second Language Teaching and Learning. ed. by.

55) Tillitt Bruce, & Bruder Mary Newton. 1985. Speaking Naturally, Communication

56) Tornberg, Ulrika. 1997. Språkdidaktik. Malmö: Gleerups förlag.

57) Ur, P. (1996). A Course in Language Teaching. Cambridge: Cambridge University Press.

58) Vanderkevent.1990. Teaching Speaking and Component of Speaking. New York: Cambridge University Press.

59) Wallace, C. Reading. R. Carter & D. Nunan (Eds.), The Cambridge guide to teaching English to speakers of other languages (pp. 21-27). Cambridge: Cambridge University

60) Wheeless. (Andrew, D.W.).(2010). Listening and Human Communication in the 21st Century (1st ed.). UK: Blackwell Publishing.

61) White, C. (2008). Language learning strategies in independent language learning: An overview. In Hurd, S., & Lewis. T (Eds.), Language learning strategies in independent settings (p. 3-24). North York: Multilingual Matters.

62) Ya-Ni, Z. (2007). Communication strategies and foreign language learning. US-China Foreign Language, 5(4), 43-47.

63) Yasmin Ali & Maja Säberg. Fostering Students' Oral Communication Skills in the Second Language Classroom.

64) Yessy Marzona, Lecturer of English Education Section, Spoken Language Production: A psychological approach.

65) Young, Richard F. (2005) 'Interactional Competence in Language Learning, Teaching, and

66) Zainur Rahman & Sumarni Sangaji. A Study on the University Students' Speaking Difficulties. April 20

Appendices

Appendix (1)

Students' Questionnaire

Dear students,

   We are conducting a questionnaire to examine the main reasons behind the absence of the oral communication in English learning and how it influences the language production. Your answer is very important for the validity of this research. Please note that all the responses will be treated carefully and confidentially.

Please, tick (√) for the appropriate answer

Section One: General information

Q 01. Students' gender:

 a. Male ☐   b. Female ☐

Q 02. Students' age:

 a. 18-20 ☐   b. 20-22 ☐   c. More than 22 ☐

Q 03. Your choice of study branch was:

 a. Personal ☐   b. Parental (family) ☐

Section Two: Background information

Q 04: How long have you been studying English?

a. 10 years ☐   b. 12 years ☐   c. 14 years ☐

Q 05: How much do practice English every day?

- All the day ☐

- Four times per day ☐

- Two times per day ☐

- Never ☐

   Q 06: How do you consider your level in English?

- Very skilled ☐

- Skilled ☐

- Average ☐

- Poor ☐

Q 07: What is the most difficult skill in learning the English language?

1. Listening ☐   3. Reading ☐

2. Speaking ☐   4. Writing ☐

Why...

………………………………………………………………………………………………

Q 08: The reasons behind studying English are:

- To communicate with the world ☐

- To get a job ☐

- It is easy to learn ☐

- You did not have any other choices ☐

Section Three: Speaking skill.

Q 09: Do you like oral expression sessions?

- Yes ☐

- No ☐

Q 10: Do you enjoy speaking?

- Yes ☐
- No ☐

Q 11: Do you practice English speaking outside the class?

- Yes ☐

- No ☐

Q 12: How often do you speak English?

- Frequently ☐

- Sometimes ☐

- Rarely ☐

- Never ☐

Q 13: Do you think that speaking English with a native can develop your speaking skill?

- Yes ☐

- No ☐

Q 14: According to you, how do think English will be helpful for your future?

…………………………………………………………………………………………………
…………………………………………………………………………………………………

Section Four: Listening skill.

Q 15: Is listening helpful for improving your speaking ability?

- Extremely helpful ☐

- Somehow helpful ☐

- Not at all helpful ☐

Q 16: how often do you practice the listening skill?

- Always ☐

- Sometimes ☐

- Rarely ☐

- Never ☐

Q 17: In which field does the listening skill improve your English language?

(You can choose more than one answer)

- New vocabulary ☐

- New concepts ☐

- Good pronunciation ☐

- Good grammar ☐

- All of them ☐

Q 18: What are the main hindrances behind the absence of the oral communication in the

English language?

 Put a circle on the appropriate answer.

1) Strongly agree.   2) Agree   3) Neutral   4) Disagree   5) Strongly disagree

To read is easier than you speak.	**1**	**2**	**3**	**4**	**5**
Students' lack of vocabulary might reduce their ability to speak.	**1**	**2**	**3**	**4**	**5**
Students' lack of practice of the target language is one factor of its disappearance.	**1**	**2**	**3**	**4**	**5**
Incorrect pronunciation is another factor which scared you to speak fluently	**1**	**2**	**3**	**4**	**5**
L1 interference is a wide spread issue that limits the development of the speaking skill.	**1**	**2**	**3**	**4**	**5**
Students are unable to organize their ideas and meanings in a coherent way.	**1**	**2**	**3**	**4**	**5**
Students' lack of self-confidence can lead to the absence of the speaking skill.	**1**	**2**	**3**	**4**	**5**
Students fear from doing grammar mistakes is also an important issue to be solved.	**1**	**2**	**3**	**4**	**5**

Thank you very much for your Collaboration.

Appendix (2)

Teachers' Interview

The main goal of this study is to investigate students' major English problems in developing oral communication skill (Speaking) and how its impact their language production at Saïda university. The study employs structured interview for data gathering.

Q01: How long have you been teaching oral expression?

Q02: What are the major problems that the majority of students face in learning the

English language?

Q03: How would you qualify speaking in EFL Classes?

Q04: As a teacher of oral expression, what are the reasons behind the absence of the speaking skill in English classes?

Q05: Do all the students collaborate with you when discussing a certain topic? Why?

Q06: Does the problem have anything to do with the teaching materials and teaching methodology? How?

Q07: How does the absence of the speaking skill impact students' language production?

Q08: from your perspective, how can the oral communication skill be developed in our department? Any recommendations?

Thank you for you