

The Absence of Oral Communication in EFL Classrooms and its Impact on Students' Language Production

Case Study of Second-Year Students at Dr Moulay Tahar University of Saida

نقص التواصل الشفهي في فصول اللغة الإنجليزية كلغة أجنبية وتأثيره على إنتاج اللغة لدى الطلاب
دراسة حالة لطلاب السنة الثانية في جامعة الدكتور مولاي الطاهر في سعيدة

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Abstract

The purpose of the present study is to shed light on learners' oral participation and involvement in EFL classes. It investigates the difficulties that prevent students from oral communication and suggests solutions to enhance learners' participation and engagement in the classroom. Both quantitative and qualitative approaches are used to complete this research and achieve accurate results. Data are collected using two different data collection instruments; a questionnaire and an interview, the first one is addressed to EFL teachers and the second is a questionnaire addressed to second-year EFL learners at the University of Dr Moulay Tahar in Saida. Results indicate that both EFL educators and learners hold responsibility for students' passivity and reticence in the classroom; teachers' and learners' attitudes in EFL classes have a significant impact on the level and the quality of oral communication and involvement during the course. Results revealed that most EFL learners remain passive during the course which engenders an absence of oral communication because they may suffer from various psychological and linguistic problems that prevent them from being active participants in EFL classrooms and pushes them towards passivity which created a boring learning atmosphere. It is recommended that both EFL educators and students work hand in hand and make more efforts to improve the level of participation and performance in the classroom and create a stimulating and encouraging learning environment, some teaching techniques and activities were suggested to make learners more communicative in the classroom.

Key words: Oral communication, Linguistic, Participants, Attitudes, Techniques

الملخص:

الهدف من هذه الدراسة هو إلقاء الضوء على المشاركة الشفوية للمتعلمين والمشاركة في دروس اللغة الإنجليزية كلغة أجنبية. يدرس الصعوبات التي تمنع الطلاب من التواصل الشفهي ويقترح حلولاً لتحسين مشاركة المتعلمين وانخراطهم في الفصل. لاستكمال هذا البحث والحصول على نتائج دقيقة، يتم استخدام كل من الأساليب الكمية والنوعية. يتم جمع البيانات باستخدام أداتين مختلفتين لجمع البيانات؛ استبيان ومقابلة، الأول موجه لمعلمي اللغة الإنجليزية كلغة أجنبية والثاني استبيان موجه لمتعلمي

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اللغة الإنجليزية كلغة أجنبية في السنة الثانية في جامعة الدكتور مولاي الطاهر في سعيدة تشير النتائج إلى أن معلمي ومتعلمي اللغة الإنجليزية كلغة أجنبية مسؤولون عن سلبية الطلاب وترددهم في الفصل الدراسي ؛ إن مواقف المعلمين والمتعلمين في دروس اللغة الإنجليزية كلغة أجنبية لها تأثير كبير على مستوى وجودة الاتصال الشفوي والمشاركة أثناء الدرس. أظهرت النتائج أن معظم متعلمي اللغة الإنجليزية كلغة أجنبية يظلون سلبين أثناء الدورة ، مما يؤدي إلى غياب التواصل الشفوي حيث قد يعانون من مشاكل نفسية ولغوية مختلفة تمنعهم من المشاركة النشطة في دورات اللغة الإنجليزية كلغة أجنبية وتدفعهم نحو السلبية ، مما يخلق جو تعليمي ممل. يوصى بأن يعمل معلمو وطلاب اللغة الإنجليزية كلغة أجنبية جنباً إلى جنب وبذل المزيد من الجهود لتحسين مستوى المشاركة في الفصل والأداء وخلق بيئة تعليمية محفزة ومشجعة ، وقد تم اقتراح بعض تقنيات وأنشطة التدريس لجعل المتعلمين أكثر تواصلًا في الفصل الدراسي.

الكلمات المفتاحية : التواصل الشفوي ، المشاركة ، وجودة الاتصال ، بيئة تعليمية ، تقنيات

1. Introduction

Speaking English correctly and successfully is important, especially when interacting with people from different languages and cultural backgrounds, according to numerous academics. EFL students are typically fixed on improving their oral communication skills, which are essential for success, in the workplace, and personal and social relationships. Speaking is one of the most difficult concepts for students to master difficulties because of a lack of exposure to English, irregular practice of English in daily life, feelings of shyness, and loss of interest in studying the language. Many students find it difficult to speak well to foreigners because they are unsure about how to express themselves and what they want to communicate. As a result, their link is broken. To reduce errors and provide appropriate communication with native speakers, whether they are native speakers or not, learners must grasp and be familiar with the usage of phrases and other speaking components. Since communication is so important, English teachers either teach speaking or incorporate communicative objectives into every subject of the class to encourage students to speak more and make them engaged in conversation with the instructor who includes a variety of speaking activities in the class plan. The goal of English education in Arab nations is to help students communicate in English and develop their speaking fluency.

2. English as a Foreign Language

Language in general enables people to accurately reflect on themselves and convey their thoughts, feelings, and opinions (Gnutzman and Inteman, 2008). Since it was recognized as the world language, English is the most widely spoken language in the world. The majority of scientific fields, including scientific research, education, business, tourism, journalism,

medical, trade, commerce, and other areas, employ English as their primary language. Additionally, it is the common language used in textbooks for higher education and scientific research publications. Many people are studying the English language to improve their proficiency. Linguists have paid close attention to this tool of communication in the disciplines of teaching and learning since it has achieved this position among all the languages of the globe. The study of English by non-native speakers in nations where English is not the national language is referred to as English as a Foreign Language (EFL). In nations where English is not the primary language, this phrase refers to English as an additional language. It might be challenging to teach English in non-native countries. For instance, Arabic is the mother tongue of most Algerian students, and they are also affected by French, the colonial language, which makes it difficult for them to acquire English, which is the second language of instruction in Algeria.

3. The Value of Verbal Communication

The capacity to understand and produce spoken or written language is the definition of communication in English. It is made up of the following four abilities: speaking, reading, and writing. Additionally, for students to succeed in their future careers, they need to be able to communicate well. Since they are unable to share ideas and thoughts with others in today's corporate climate, communication skills are a crucial component of a foreign language. When students use this skill, it shows how much English they have. To assist students to converse in English in addition to their native tongue is the aim of English education in Arab countries. Some people might believe that speaking English fluently is the most important communication ability in English. English defines communication as the ability to interpret and generate spoken or written words. The four components of it are speaking, reading, writing, and listening. Additionally, students need to have strong communication skills to excel in their future employment. Communication skills are an essential part of learning a foreign language since they allow us to convey our ideas and views to others in the corporate environment of today. Students' proficiency in English is demonstrated when they employ this skill. Learning opportunities strengthen the interaction between students and teachers and instil confidence in both parties. The primary goal of this research study is to examine the value of speaking ability in English classes as well as the major challenges that students face when speaking the English language. It also aims to recommend some helpful strategies for students and English teachers to improve speaking instructions and to motivate both parties to

put in more effort and advance their communication skills. Based on earlier investigations, the current study seeks to address the following research questions: What are the main challenges second-year students at Saida University have when learning in oral settings?

- How much does the absence of spoken communication influence second-year license students' ability to produce English?

The theories listed below are proposed to address the research questions and meet the objectives of the study:

- The initial barrier to the improvement of speaking abilities may be interference from the mother tongue (L1). The main causes of this issue would be a lack of practice and a disregard for listening abilities. Psychological constraints may play a significant role in limiting pupils' language production, as well as their fear of making grammatical or phonological errors and their limited vocabulary. Effective oral communication is crucial because it fosters openness, comprehension, and trust. Oral communication abilities can boost learners' self-confidence, performance, and teamwork. Oral communication enables people to share information and traditions, increase self-esteem, and empower, inspire, and motivate those who are listening. It also enables people to communicate their emotions, ideas, and feelings. (O'Neill, Ronald. Class notes from SPC 102-02 lecture.) Here are a few advantages of verbal communication:

- It saves time by allowing the sender to speak directly to the recipient and get a prompt reply.
- It is the safest method of communication for vital information and urgent matters.
- Face-to-face communication aids in problem-solving.
- You can gauge how people will respond to your words, making it a more confident style of communication (Harappa Education; the importance of oral communication).

3.1 Theories Affecting the Learning of a New Language

The first theory to speak about learning was behaviourism, which was published in 1957 in B. F. Skinner's book "Verbal Behavior." It contends that learning a new language is accomplished by incorporating a variety of minor theories in the foreign language classroom. The behaviourist Evan Pavlov believes that students can learn a new language by associating events, known as "classical conditioning". According to Pavlov, learning is based on three conditions: stimulus, response, and interaction. among them. According to behaviourism, utilizing the following procedures will help students learn a second language more quickly when the classical conditioning theory is applied in EFL classrooms:

- When teaching the course, the instructor must employ visual aids.
- Use a range of colours to decorate the classroom.

- Smile and say hello to the students each time you have a class.
- Tell the students about upcoming tests, quizzes, and exams.
- Instruct the students to collaborate in small groups (Collaborative learning).

In contrast to Skinner, he suggests that "Operant Conditioning"—a method of rewarding and punishing students—can help them learn a language. Activities were used in this strategy, and the teacher then reinforced the students both positively and negatively. How does he manage to construct profound sentences that they have never heard before? This philosopher contends that since children would not have heard adults utilize language in their ways (Harmer, 1983, p, 30). Numerous sociolinguists have criticized Chomsky for failing to take any socio-cultural factors into account (Malmberg 1993: 72).

3.2 Theory of Communicative Competence

Dell Hymes introduced the term Communicative competence in the 1970s. The precise definition of this idea has been a point of contention for many linguists. Hymes concluded that the term "competence" by itself is insufficient to describe the knowledge of native speakers and instead employed his idea of "communicative competence" (Harmer, 1983, p 13-14). Additionally, he asserted that when learning a foreign language, the social, functional, and linguistic aspects are just as crucial as grammatical understanding. Hymes argued that in addition to knowing a language's forms and patterns, the term "competence" should also refer to the learner's understanding of how language is utilized in various social contexts. According to Hymes, being communicatively competent entails knowing what is possible in addition to having good grammar. What is possible, appropriate, and practised with language (Tornberg 1997:40). Hymes defined communicative competence as "that part of communication skills." of the skills that enable us to communicate, interpret, and negotiate meanings with others in certain settings" (Brown 2000:246). Whatever the discrepancies among theories and different interpretations, the key concept is to learn not only the language's structural elements, as was noted before but also its functional elements, which go hand in hand with its social elements (Yasmin Ali & Maja Säberg, June 2017, p. 2).

3.3 Speaking Ability

Speaking is one of the most crucial language abilities, whether it is one's native tongue or an ESL language (English as a Second Language). The goal of this ability is the effective

application of language in various contexts (Littlewood, 1981). In speaking, students learn how to structure thoughts, compose sentences, and communicate language orally in an intelligible manner with good pronunciation. They must also learn how to convey language meaning by the situation in which they communicate. Speaking is a useful talent that can be directly and scientifically evaluated. This is possible since the audience typically evaluates speakers based on their demand while giving speeches. Depending on how classroom activities are set up, speaking in a classroom entails contact between teachers and students or among the students. Speaking differs from writing and reading in some important ways. Speakers often do not utilize whole sentences or as detailed of a vocabulary while speaking as they do in written language (Brown 2004).

3.4 The Value of Speaking in English Language Instruction

Speaking ability is crucial for both studying and teaching English. It allows the students to share various ideas and viewpoints while exchanging new information. The two categories of speaking ability are formal speech and informal communication. Informal speech is conversing with family, friends, and classmates. It is more effective than speaking with a teacher because kids are familiar with one another, can talk fluently, and can discuss a range of subjects. This raises the students' level of communication. While presentations and talks with the teacher or the college dean call for formal speaking. The use of formal language is crucial since it aids in communication. Everything in the modern world is related to speaking abilities because everyone who wants to learn English needs to have them to advance their careers, improve their businesses, land better jobs, deliver speeches in public, attend interviews, take part in debates and group discussions, participate in presentations, and more. It takes speaking ability to learn a second language. Additionally, verbal interaction between people is necessary for the global environment, especially for English language learners who need to demonstrate their proficiency in using the language effectively in everyday contexts. Speaking is the ability on which pupils will be evaluated the most in real-world circumstances, according to Brown and Yule (1983). However, several academics asserted that the most challenging ability in learning a second language is speaking because students must use the English language and create an endless amount of phrases to communicate and participate with their teacher in the learning environment, which appears to be challenging. Speaking is one of the most challenging skills that language learners must master, Madrid, and McLaren (2006: 321).

3.4.1 Elements of Speaking Ability

The most crucial of the four English language abilities is speaking. Even after spending years studying the language, learners still struggle to speak when it is necessary for everyday situations. Harris (1974) identified four aspects of speaking abilities: grammar, vocabulary, pronunciation, and fluency.

3.4.2 Grammar

Grammar is typically solely used for writing, although it is crucial for spoken language since it affects how tenses are employed and sentence structure. Grammar also aids in the listener's ability to perceive and comprehend the message systematically. During the conversation, students must construct proper sentences. Students sometimes avoid speaking because they lack the foundational knowledge of grammatical rules, making it difficult for them to understand which tense a verb should be conjugated. As a result, students struggle greatly when speaking and even while writing.

3.4.3 Vocabulary

To make communication in the English language simple to grasp, pronunciation is crucial. The phonological process, which controls how sounds change and pattern in a language, is the subject of this research paper. Pronunciation in speaking refers to the understanding of how the words are created clearly when the learners speak. By paying attention to individuals around them, including their parents, friends, and teachers, they can learn how to pronounce words.

3.4.5 Fluency

The capacity to read, speak, or write with ease, accuracy, and appropriateness is known as fluency. In other words, the student can communicate concisely and clearly in any language when speaking, presenting, or discussing. It is the capacity for fluid speech. The pupils' confidence to speak in front of others is increased by their fluency in speaking.



Figure01: The Four Main Elements of the Speaking Skill.

The four elements of speaking ability—are regarded as the foundation of oral communication. While Vanderkevent (1990) claimed that speaking competence consists of only three elements: The ones who speak the language are called speakers. They can be used to communicate thoughts or emotions to the listener. Therefore, if there are no speakers, no one will express their thoughts or sentiments.

4. EFL Classroom Speaking Skills and Techniques

Speaking a second or foreign language has frequently been seen as the most difficult of the four abilities. Speaking is done for communication purposes. Not only can communication be used to engage with others, but it can also be used as a tool to help people address whatever problems they may be having (Tillitt, 1985, p, 07). A productive oral talent is speaking, which is creating intentional vocal statements that communicate meaning (Nunan, 2003, p. 48). As stated by Brown (2004), "speech is an interactive process of generating meaning that involves producing, receiving, and processing information. "Learning methods are distinctive ideas or actions that people take to make it easier for them to take in, remember, or retain new knowledge. Additionally, learners can use learning strategies to make their learning simpler, quicker, more enjoyable, more self-directed, more effective, and more transferable. Using the right strategies will significantly improve the language learning process. The essence, language-learning techniques can be viewed as particular methods of information processing that students employ to better interpret, learn, or remember information. Students employ learning techniques to enhance their comprehension of new material and assist them in resolving linguistic challenges. Students must comprehend the value of purposefully utilizing language learning techniques to accelerate, facilitate, improve, and enhance learning. Goal-setting, planning, and self-management are examples of metacognitive techniques.

Communication strategies are tactics that are less directly tied to language learning because they concentrate on the process of participating in a conversation and getting meaning across or explaining the speaker's aim.

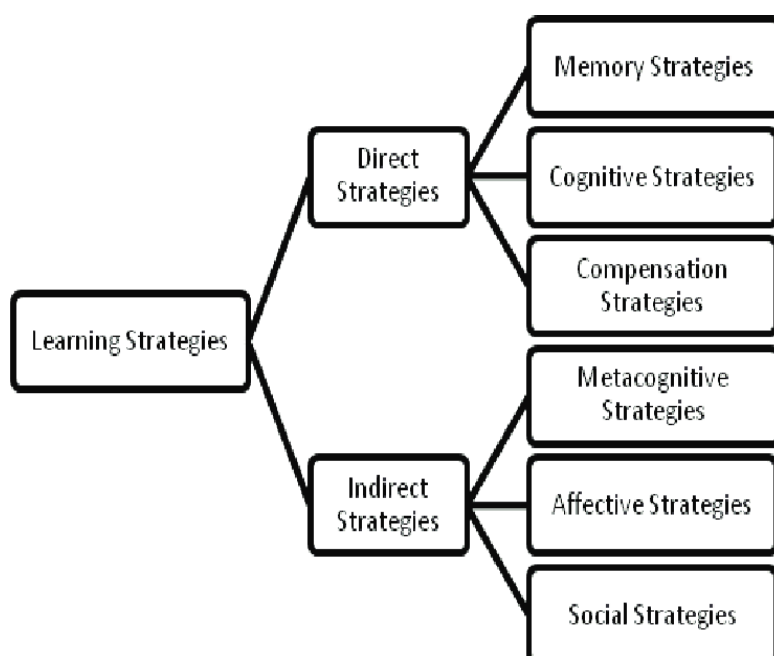


Figure 02: Oxford Division of Language Learning Strategies in 1990.

The learning methods are used by various researchers to pick up a second language is depicted in this graph. language learning techniques (LLS) fall into one of six categories:

- (1) memory techniques: techniques for teaching students to retain and recall new information.
 - (2) cognitive strategies: techniques for assisting language learners in understanding and producing new language in a variety of ways;
 - (3) compensation strategies: techniques for assisting language learners in bridging gaps in their knowledge and maintaining authentic communication;
 - (4) effective strategies: techniques for assisting language learners in gaining self-confidence; and
 - (5) metacognitive strategies: techniques for assisting language learners in understanding and producing new language in a variety of ways.
- This means that the ultimate goal of communicative competence is a result of all successful language-learning techniques.

4.1 Teaching Communicative Language (CLT)

The CLT (Communicative Language Teaching) method of teaching foreign and second languages places a strong emphasis on interaction as both a means and a means to an end. According to the CLT (Communicative Language Teaching) principle, efforts to communicate actions should be encouraged from the beginning. This type of interaction between the learner and others is expected. communicative language teaching methodologies take into account the importance of classroom teaching materials for enhancing oral communication abilities.

4.2 The guiding Principles are as follows:

When studying a second language, students are more likely to communicate with others and have meaningful conversations. Students can broaden their language resources, and how language is utilized, and engage in meaningful interpersonal interactions through successful tasks and activities in the classroom. To develop meaningful communication, students analyze information that is pertinent, useful, fascinating, and engaging.- The process of communication is complex and frequently calls for the application of a range of linguistic abilities or modalities. For language acquisition to be successful, there must be effective learning and communication mechanisms. A teacher acts as a facilitator in a language classroom, fostering an environment that is conducive to language learning and giving students opportunities to practice and use the language as well as reflect on their language learning. In other words, CLT is an attitude rather than a method that simultaneously overcomes the drawbacks of actual methods and approaches.

4.3 The Role of Listening in Language Learning.

One of the four key talents in language acquisition, listening is essential to learning. The most crucial aspect of language proficiency is listening, notwithstanding the importance of other skills like reading, speaking, and writing in the process of developing language competency. The ability to listen is a receptive one that humans first learn, and it helps them become more conscious of language. Learning to listen to the target language helps one become more fluent in that language. The only way to perfect a language's tone, rhythm, intonation, and emphasis are via listening. To understand the complexities of a language, one must be able to listen. In addition to being the primary means of communication, listening also helps language learners appreciate the elegance of the target

language. Since listening provides aural input and enables learners to participate in spoken conversation, it is seen to be the basis for communicative competency in communicative language training.

4.4 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. Since English has become a universal language, most countries of the world use it as a common tool of communication to fulfil their needs in different fields of either commercial business, science, politics, economics, and so forth. One of the crucial abilities that students should focus on developing is the ability to speak English, which will allow them to interact with people from other cultural backgrounds. Due to the competitive nature of today's world, English language learners (ELLs) must learn how to speak the language well in order to succeed in finding rewarding employment. Additionally, the majority of employment decisions are based on a person's communication abilities, specifically their speaking abilities. It is a proven fact that the person with the most effective and motivating public speaking abilities will capture the audience's attention. The majority of interviewers are able to speak about their subjects in a brief amount of time. Then again To this end, people who can demonstrate their abilities at a specific time will be given the best position in their line of work. It is commonly known that motivation is essential for learning a language like English as a foreign language (Alizadeh, 2016). It is employed to determine whether or not students are prepared to engage in English-language learning activities. As a result, students' level of motivation to engage in any activities determines whether they succeed or fail (Alizadeh, 2016).

4.5 Shyness

Shyness is an emotional condition that shows itself during social situations or public performances and is linked to stress, fear, and uneasiness. Juhana (2012) defined shyness as the feeling that the majority of English students have when speaking in class, in contrast, who defined shyness as "... low self-efficacy beliefs about one's social performance." Active

involvement and contact between students in the classroom, where they converse with one another and voice their thoughts, are essential components of a successful EFL learning environment. ideas. The outcome is a passive learning environment since shy students are reluctant to collaborate with others and detest tasks that require them to speak in front of a group of people. In other words, timid kids prefer not to be the centre of attention in class and would rather remain passive than make mistakes and draw ridicule. EFL students lose out on opportunities to practice the English language and build skills that are crucial for successful foreign language learning because shyness impairs their motivation and involvement in class.

5. The dread of making errors

Fear of making mistakes and getting bad feedback from their lecturers or classmates is one of the obstacles that prevent EFL students from fully engaging in class. Students are unwilling to join in class discussions or debates, ask questions, or express their ideas and opinions. The majority of foreign language learners have anxiety when speaking the language because they are afraid of making mistakes, receiving criticism, and being the centre of attention in class). Because they are terrified of making mistakes, language learners lack the courage to join in the conversation and express their ideas.

5.1 Lack of Motivation

Since motivation determines the quantity and quantity of learning outcomes, it is essential to successful learning. Motivation is what propels people to reach their goals; nevertheless, without it, they cannot do so, even if they possess great talents. One of the obstacles that cause students to become passive in EFL classrooms is a lack of motivation; this might appear as apathy, boredom, weariness, or a lack of concentration on the part of the students. Due to their lack of enthusiasm for learning the English language, students are likely to be passive throughout the entire course and will not actively engage in learning or acquiring any language that will be valuable to them.

5.3 Stuttering's Impact on Speech Production

Speaking impairments include stuttering. Those who stutter have a hard time making noises, changing from one sound to the next, or, on rare occasions, even making a sound after stopping. Charles Van Riper defines meteoric disruption as "when the forward flow of

speech is broken by a meteorically disrupted sound, phrase, or word, or by the speaker's replies thereto."The majority of stuttered students react poorly to their disfluencies. A person's physical reactions may involve tension in both speech-related and speech-unrelated muscles, such as the mouth, jaw, lips, or chest (such as shoulders, limbs, and forehead). Along with these physiological symptoms, those who stammer frequently experience unfavourable emotional reactions to the disease. Feelings of shame and guilt, The most frequent emotional responses are anger and frustration. These issues are sufficient to reduce students' capacity to talk clearly (Naima Khan, 2015, p, 91).

5.4 Poor Listening Skills

Effective listening is vital for foreign language learning. The ability to listen is one that language learners must master if they are to communicate effectively in a foreign language. Because listening skills enable learners to comprehend what others are saying and react swiftly, they aid in increasing learning productivity. EFL students are more likely to quickly advance in communication skills if they pay attention to their teacher and fellow students when speaking English. Researchers found that the majority of EFL students encounter some difficulties when listening to a speech or discussion conducted to their lack of concentration and worries about other people misinterpreting their words to their teacher or classmates due to their poor listening skills, the majority of EFL students opt to watch class conversations from a distance rather than engage or communicate. The speaker and the listener must both be present for a speaking action, to sum up. In a speaking situation, the speaker and listener roles alternate during the exchange of messages and comments. Therefore, it makes sense to think that speaking is not a stand-alone skill. Its development is reliant on the improvement of hearing and word-spelling abilities. As a result, speaking ability and listening ability cannot be separated, as a successful listening action determines a successful speaking activity. The use of ICTs to improve students' spoken communication abilities. ICTs (Information and Communication Technologies) are any technologies that enable access to, collection of, manipulation of, presentation of, or communication of information. Speaking skills among pupils have always been a top priority. People need to be able to explain things, express themselves, and persuade others to thrive in any field. Successful speaking receives a lot of feedback in interviews, group discussions, presentations, meetings, seminars, workshops, and projects.

5.5 Observation Analysis and Discussion of Data

To reach the observational side, one must first move from the description to a thorough examination and interpretation. The researcher made an effort to take note of diverse speaking and listening abilities as well as how listening abilities can affect students' speaking output. The investigator additionally observed and recorded classroom activity without taking part. By carefully observing students' behaviours and interactions in the classroom, as well as their participation in speaking activities, she was able to examine and gather data. To see if teachers are providing their students with speaking and listening materials to assist them to develop their English language abilities, observe how they behave and perform in the classroom. to check if lecturers incorporate speaking and listening exercises into their classes. It is essential to conduct classroom observation since it enables the researcher to get a wide range of data. To see if teachers are providing their students with speaking and listening materials to assist them to develop their English language abilities, observe how they behave and perform in the classroom.

to check if lecturers incorporate speaking and listening exercises into their classes.

It is essential to conduct classroom observation since it enables the researcher to get a wide range of data. At the English Language and Literature Department of Dr Moulay Tahar University of Saida, the observation was conducted with second-year students.

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

Table1 : Time Durartion of Students' English Learning

Source:Statistics taken from the English Departement at Dr Moulay Tahar University of Saida, year2021

These findings demonstrate how long pupils have been learning English since secondary school. Twenty-seven of the participants who were questioned said they were studying for ten years. In addition, 20 students stated that they have been studying English for 12 years.

While 03 students claimed that they had not developed linguistic control in 14 years.

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

Table 2 : Learners' Daily Practice of the English Language

Source: Statistics taken from Dr Moulay Tahar University of Saida, year 2021

5.6 The Analysis of the Results

The majority of second-year EFL students, notably men, did not express any interest in studying the English language, according to the results of the students' survey. Because it is clear that girls like all foreign languages more than boys, this means that just (26%) of the population is male (Table 1). Additionally, the second segment shows that (54%) of the participants had been studying English for ten years, which is sufficient for them to have a solid foundation in the language but still presents challenges to language mastery (as shown in question 4). Additionally, if we refer back to question (3), we cannot claim that these challenges are present because students are required to learn English because (82 percent)

7. Conclusion

The purpose of this study was to look into the psychological elements that affect students' speaking abilities in EFL classes, the value of speaking ability, and the effect speaking ability has on language production. Furthermore, there is a connection between speaking and listening abilities. Within the context of globalization and growing need for intercultural communication, foreign language educators are invited to place more emphasis on developing students' oral communication skills. It can be concluded from the study that oral communication has been considered as a highly demanding and complex cognitive

skill that involves different competences and mechanism. Besides the linguistic competence, the perception of the self and other affective factors have been highlighted. Interestingly, the study explored and compared students and teachers' perceptions about oral communication problems, hoping that each side becomes more aware of his responsibility towards easing oral communication problems

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Appendix (1)

Students' Questionnaire

Dear students,

We are conducting a questionnaire to examine the main reasons behind the absence of oral communication in English learning and how it influences 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 <input type="checkbox"/> | 3. Reading <input type="checkbox"/> |
| 2. Speaking <input type="checkbox"/> | 4. Writing <input type="checkbox"/> |

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 skills.

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 skills.

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 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 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 widespread issue that limits the development of the speaking skill.	1	2	3	4	5
Students are unable to organize their ideas and meanings coherently..	1	2	3	4	5
Students' lack in self-confidence can lead to the absence of speaking skill.	1	2	3	4	5
Students' fear of 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 skills (Speaking) and how they impact their language production at Saïda university. The study employs structured interviews 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 to speak in EFL Classes?

Q04: As a teacher of oral expression, what are the reasons behind the absence of 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 speaking skill impact students' language production?

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