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Investigating the Challenges Encountered by EFL
Students when Speaking
The case of third-year students at the University of BBA

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Declaration

We, Bendiab Hiba Riane, Hassani Manel, and Benameur Nesrine, hereby state that the dissertation titled "Investigating the Challenges Encountered by EFL Students When Speaking: The Case of Third-Year Students at the University of BBA" is our original work and has not been previously submitted, either in its entirety or in part, for any other degree or qualification at any university or institution. We have appropriately acknowledged and cited all sources of information used in this study. This work was carried out and completed at Mohamed El Bachir El Ibrahimi University, BBA, Algeria.

Date:

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Dedication

To the light that illuminated my path and the never-ending lamp that exerted years of effort to help me climb the ladder of success - my dear father, who is a source of pride for us.

To my beloved mother, who is a symbol of love and healing to my pure-hearted soul. To my supportive brother, who is always there for me whenever life decides to lean on me.

To my beautiful daughter, who is one of God's greatest gifts, please keep her safe from Allharm.

To my dear friend, who is like a sister to me and has experienced life challenges with me.

To my dear professor, to whom my words of expression fall short in conveying my gratitude for his unwavering dedication.

To everyone who has shown me support, even if it was just a word, I am grateful.

Hassani Manel

Dedication

I dedicate this work to:

My father

Si Mustafa, for his infinite sacrifices. His words of wisdom still echo in my mind.

My mother

For being my first teacher.

My family

For supporting and encouraging me to pursue my dreams.

The strongest person I know: myself.

The genius architect who has always been there for me.

All my friends with whom I shared university life.

All the teachers who have inspired and guided me throughout my academic journey.

Thank you.

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Dedication

To my wonderful father, thank you for your unconditional love and support.

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To My sister, her husband, and their lovely children; Amjed and Yazan.

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Abstract

English is the most widely spoken language in the world; however, third year learners still face problems with their skills. The aim of this study is to identify the common difficulties faced by EFL students in speaking, one of the four skills, as well as the factors influencing these issues. The study targets third-year EFL students at the University of Mohamed El Bachir El Ibrahimi in the academic year 2022-2023. In order to reach the objectives of the study and, fieldwork was conducted using the qualitative method, and the data was collected through the distribution of a questionnaire to all third-year students (males and females). Later on, 100 participants were chosen randomly out of 210 with a percentage of 48%. The analysis of the collected data revealed the following: half of the participants we chose have issues with their speaking skills. Moreover, these challenges vary from one learner to another; however, the majority of learners experience difficulties due to a lack of vocabulary, motivation, shyness, and fear of making mistakes. Nevertheless, the research found that learners enjoy the oral sessions while some face challenges when it comes to participating in classroom discussions. Therefore, the instructor should raise awareness about the importance of classroom discussions and practicing English outside the classroom. Additionally, the instructor should focus on providing his learners with group activities and debates to familiarize them with each other.

List of Acronyms

BBA: Bordj Bou Arreridj

EFL: English as a Foreign Language

ESL: English as a Second Language

L1: First Language

L2: Second Language

L3: Third Language

Q: Question

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General Introduction

Introduction

1. Background of the study

2. Statement of the problem

3. Significance of the study

4. Research aims

5. Research questions

6. Hypotheses

7. Research methodology

8. Scope of the study

9. Structure of the dissertation

Introduction

Due to English's status as an international language, the demand for English proficiency has exploded over the past several decades. To achieve successful language acquisition, it is crucial for English as a foreign language (EFL) student to master all four language skills: listening, speaking, reading, and writing. These skills are interrelated and cannot be acquired independently, it is advisable for EFL students to master all of them. However, speaking skills require special attention due to their crucial role in effective communication. In reality, the primary objective of learning a second or foreign language is to communicate fluently and accurately. Success in language acquisition is typically evidenced by the ability to carry on conversations in a variety of contexts with full proficiency and fluency. Speech constitutes one of the four productive skills of the English language.

This skill necessitates multiple supporting competencies for mastery, and all of them certainly interacted with one another. Speaking, according to Chaney (1988), is the process of constructing and communicating message through the utilization of nonverbal and verbal signs in a wide range of contexts. However, developing a strong speaking ability can be a difficult and demanding task for EFL students. In fact, it appears that many students encounter a number of difficulties with this topic. These challenges include linguistic and psychological constraints and also other environmental and pedagogical factors, as well as those associated with the learners themselves.

1. Background of the study

As a language essential for communication and education, the English language stands out due to its high value and necessity. Students and parents have high expectations for the use of English in the classroom. The demand for English language instruction increases daily. The significance of the English language made learners and instructors face challenges and obstacles. Challenges arise for a variety of reasons, one of which is the need to use and practice the language in a vast array of activities. Students were expected to speak and use English in everyday situations. In terms of knowledge, linguistic skills, familiarity, teaching, and learning, it is more advantageous to teach and learn English as a second language rather than as a foreign language. In this case, the four English skills received nearly equal attention and care, leading to their development at roughly the same rate. (Hamudi, 2022).

A skill is the mastery of successfully executing a particular task. In the context of English language communication, there are four primary abilities: listening, speaking, writing, and reading. Speaking and writing are considered active abilities since individuals actively generate sounds and convey meanings through spoken words or written text. On the other hand,

listening and reading are skills of reception, as learners typically take a more passive role and acquire information by listening to spoken language or reading written materials. (Noushad, 2015).

Speaking a foreign language requires the development of a specific communication skill. Oral languages differ from other competencies in their grammatical, lexical, and discourse structures. Speaking differs from other language skills in certain processing abilities. In the history of language instruction, speaking a second language has attained an unusual position. Due to the marginalization of teaching communication skills, it is uncommon to emphasize the production of spoken discourse. Speaking was viewed as a means to improve pronunciation and integrate new language learning into a learner's competence. Furthermore, Speaking is a crucial aspect of language acquisition; however, it has recently become a specialized field in language pedagogy. To be able to speak a foreign language, a certain quantity of grammatical knowledge and vocabulary is required. Consequently, a portion of a language course is typically devoted to this objective. Nonetheless there are other aspects of speaking. Also, it is vital to be aware of them so they can be incorporated into our instruction. For instance, to determine whether students can speak, it is necessary to have them actively speak. To accomplish this, they must use their grammar and vocabulary skills. (Bygate, 1987).

2. Statement of the problem

English language is taught in different ways depending on several factors. During class, several activities are presented by the teachers to help students acquire the language. The oral session is seen as stressful task for learners, as students are unable to express themselves using the English language. Whereas, teachers aim to counter those issues that students face in oral session. Furthermore, they seek to hold classroom conversations using the English language. Speaking requires the use of the appropriate vocabulary orally and considering the correct deliverance of the intended meaning.

students deal with learning English language as way to pass tests required from them rather than a mean to communicate. Several students have a good accuracy with other language skills and assignments. They often have ideas and thoughts; however, they cannot express them or transmit them to others. This causes a challenge in developing and using the speaking skill in the classroom. Teaching phonetics, grammar, and vocabulary is not sufficient to make learners speak English correctly. Different types of techniques and skills are required to master the speaking skill.

Speaking is a complex performance that makes communication difficult for EFL students. This issue appears to be widespread among Algerian EFL students attempting to

communicate fluently, even though they invested a substantial amount of time in middle school and secondary school education. Learners spent seven years studying grammar and vocabulary prior to their university education, utilizing the context of EFL English students in their third year at Mohamed El Bashir El Ibrahimi University confront. These students experience linguistic, psychological, and environmental difficulties.

The research emphasizes on the elements and factors that make speaking challenging for students. The oral session is an opportunity for students to utilize their speaking skills. Therefore, we focus on the function of oral sessions and the obstacles that make speaking English difficult for students, as this issue has significant effects on the language acquisition process and overall academic performance of learners. It is essential to execute the research; hence, it is vital to propose activities and strategies that can assist teachers and pupils in overcoming these obstacles.

3. Significance of the Study

Speaking is a crucial skill for EFL learning that students strive to master. The classroom is the primary setting to use English for communication. Learners may face problems that prevent them from speaking appropriately. Due to its significance as a major part in learning foreign languages skills, speaking is necessary element to shed light on. Moreover, both teachers and students should be aware of the common speaking issues. Focusing on this research inquiry could provide a substantial framework about the problems faced with speaking skill. Extracting the real obstacles with speaking may help as a way to come up with strategies and methods to eliminate these challenges.

The present study will stress on the most prevalent speaking complications faced by third-year students studying at the University of BBA. Furthermore, it will propose alternative tactics to encourage them to become active participants in oral sessions and increase their confidence. In addition, it aims to supply teachers with sufficient contextualization of those challenges, helping them understand their students better and find ways to handle their speaking problems. Moreover, it could assist them in developing their abilities to teach English speaking and provide students with tips and suggestions.

4. Research Aims

The study is being carried out to investigate the major difficulties faced by learners in speaking English as a foreign language. We attempt to:

- Discovering English Speaking Skills
- Uncovering the Nature of Speaking Difficulties
- Suggesting Strategies to Overcome Speaking Challenges

5. Research questions

The research proposed seeks to answer the following research questions:

- What are the major reasons behind speaking difficulties that third-year EFL students of BBA University face?
- How can EFL students overcome challenges with speaking the English language?

6. Research Methodology

6.1 The choice of the method

The research at hand will use a set of approaches to prove the suggested hypotheses and to realize the research aims. A qualitative method will be used as the main approach, adopting a case study research design. To answer research questions, the descriptive method will be used. As speaking is a language skill, the descriptive and interpretative approaches will be used to examine foreign language learning and the speaking skill. This will help to explore the most common difficulties in speaking skills and to suggest techniques and activities that could solve this problem. It aims to provide a comprehensive overview of the phenomenon being studied and obtain a detailed understanding of its characteristics and behaviours.

6.2 Data collection tools

Since we have chosen a qualitative research method. Interviews would be more suitable for capturing the rich and nuanced insights required to explore the nature of speaking difficulties faced by third-year EFL learners and to obtain in-depth information about their experiences and perspectives. The student's interview will provide us with data about their speaking skills. The interview is a first-hand tool that provides direct access to the student's opinions and views about the research problem. The interview was designed for third-year EFL students to be distributed and answered by the students.

6.3 Population and Sampling

The population of this study will be EFL Third Years Students. It will take place in the Department of English at the University of Mohamed El Bachir El Ibrahimi in Bordj Bou Arreridj during the academic year 2022-2023. The number of third- year students in general is about (210). As a sample, we will choose a group of (100) members randomly. This sample has been chosen to see if students still face issues during the oral session. Moreover, students become more familiar with oral sessions after two years of studying them. Therefore, we chose this sample to extract the root of this problem. This sampling will provide us with necessary data and information about language skills and speaking in particular.

7. The scope of the study

This study investigates the difficulties EFL learners confront when speaking. The emphasis is on both issues and their underlying causes. Students in their third year at the University of Bordj Bou Arreridj for the academic year 2022-2023 are the focus of this study. Therefore, the research findings will be restricted to the specified sample and will focus solely on the BBA university context.

8. Structure of the Dissertation

The study is divided into two main parts. A theoretical part would include literature review and a field work part. The field work part would present the practical part which is devoted to the analysis and interpretation of the result. The present work starts with general introduction. The general introduction presents the plan of the dissertation. It contains background about the study, statement of the problem, its significance, research aims, research questions, research methodology, and the scope of the study.

The first chapter presents a general overview about language acquisition and speaking skill challenges. It deals with the main concepts of the speaking skills, including its definition and importance, speaking as skills, and its characteristics. Additionally, it describes the attitudes of EFL Learners towards the speaking skill. Furthermore, it discusses the difficulties faced by third- year EFL students in the speaking skill and presents some strategies and activities to foster students speaking skill in the teaching process.

The second chapter focuses on the investigation part of the study and is divided into two main parts. The first part describes the research methodology design, including the justification for chosen research approach, data collection tools, and sample. It also includes a description of the quantitative analysis of the collected data (questionnaires) and its components. The second part analyzes and interprets the data in details.

Chapter one:

GENERAL BACKGROUND ABOUT SPEAKING AS SKILL AND ITS DIFFICULTIES

Introduction

1.1. Section one: Background about Speaking as Skill

1.2. Section two: Speaking Difficulties

Conclusion

Introduction

Learning a foreign language means getting acquainted with its skills and basics. The English language gained recognition on a global scale nowadays. Countries all over the world started using curriculums in schools for English learning. Furthermore, learning a foreign language is a hard process that takes time, efforts, and dedication. Algeria is among the countries that seek to teach its students the English language. “English seems to be one of the main languages of international communication, and even people who are not speakers of English often know words”. (Harmer, 2001, p.1).

In the recent years, English has become a world language that limits barriers of communication among individuals from different backgrounds. Mastering a foreign language became closely related with achieving success. English is used on wider scale as a second or third language by the majority of people. The skills of learning any language are listening, reading, writing, and speaking. These skills are crucial for a learner to develop his ability to receive, understand, write, and produce words using the target language.

English foreign language (EFL) learners encounter various challenges during their learning journey. One of the crucial issues they face is developing their speaking. Learners often consider speaking English as a challenging task and encounter difficulties while practicing this skill. These challenges may refer to social and psychological factors, such as shyness, lack of self-confidence, fear of being ridiculed, and lack of motivation. The third factor can be related to the teachers who deal with learners, or to learners themselves. The chapter at hand represents a background about learning English as foreign language. Furthermore, it explores the skill of speaking, its features and its relationship to the learning process. Moreover, the chapter examines the common difficulties that EFL Learners face with speaking tasks during oral sessions.

SECTION ONE: BACKGROUND ABOUT SPEAKING AS SKILL

Introduction

This section aims to provide a comprehensive overview of language learning, specifically focusing on foreign language acquisition. Furthermore, it explores the definition and significance of English speaking as a skill. Additionally, it examines the characteristics of effective speaking and the various performance types associated with this language skill. Speaking, as one of the fundamental language skills, plays a crucial role in facilitating effective communication. It involves the production and expression of thoughts, ideas, and information using spoken language. In the context of English speaking, individuals not only engage in active

communication but also employ various linguistic elements to convey meaning and create meaningful interactions. This skill encompasses not only the ability to generate sounds and words but also the capacity to organize ideas, use appropriate vocabulary and grammar, and adapt communication to different contexts and audience. By exploring these aspects of language learning, foreign language acquisition, English speaking as a skill, and the characteristics and performance types of speaking, we can gain a deeper understanding of the intricacies involved in developing and utilizing this vital aspect of language proficiency.

1.1.Learning English as foreign language

The objectives and applications of foreign language are as diverse as the learners' motivations. Some individuals pursue language study to establish lucrative careers in international markets or government service. Others are interested in learning multiple languages due to the intellectual challenge and cognitive benefits that come with doing so. Some seek a greater understanding of other people and cultures. Similar to other courses, many students pursue foreign language study solely to satisfy a graduation requirement. Regardless of one's motivation for studying a foreign language, everyone has something to gain from the experience. Keeping this philosophy in mind, the standards task force has identified five impartial extents that encompass all of these motives: Foreign language education is comprised of five C's: communication, cultures, connections, comparisons, and communities. (Standards For Foreign,1999).

Communication is essential to the process of learning a second language, whether it takes place head-on, in writing, or even over the course of several centuries through the study of published works. When students engage in foreign languages courses, they develop their knowledge and comprehension of the cultures that make use of those languages as a means of communication. Despite this, they won't be able to become fluent in the language unless they obtain that information. In addition to this, they are required to demonstrate a comprehensive awareness of the cultural settings in which the language is used. Learning a language enables one to access additional bodies of knowledge that may not be available to someone who just speaks one language. Students develop an awareness of diverse viewpoints by drawing parallels and making connections to everyday language and experiences. They also gain an understanding of the fundamental nature of language and the concept of culture. These components provide language learners with the ability to participate appropriately in various multilingual communities, both within their native country and abroad. (Standards For Foreign, 1999).

1.2.Language skills

Listening, reading, writing, and oral communication are the four fundamental language abilities that are taught in second language education. The development of these four skills is essential for the learning of a foreign language. These abilities ought to be developed and improved in accordance with the level of the learners and the requirements that they have. The ability to perceive and comprehend the speaker in an accurate and precise manner is a crucial component of good listening. This skill can be defined as an active phase. Both speaking and listening skills are related. Listening is more difficult than reading since it may be portrayed when the listener does not understand utterances. As a result, there is no option to listen again. This makes listening more challenging than reading. Reading proficiency, on the other hand, is designed to accomplish two primary objectives. (Darancık,2018).

Reading in a foreign language helps with research and acquiring knowledge on specific topics. Moreover, it expands intellectual capabilities and adds enjoyable activities to one's repertoire. Writing is a crucial tool for communication, contributing to the development of individual identity and enhancing other language abilities. Furthermore, writing skills are utilized to control the learning process, assess learners' levels, reinforce vocabulary, identify language mistakes, teach punctuation, enhance other skills, and transform language skills into performance. On the other hand, speaking skill is the ability to use English to convey certain message. As students improve their speaking abilities, they will eventually be able to express their own emotions, thoughts, or knowledge to others. During this time, the learner gains the opportunity to comprehend the feelings, notions, and views of others. As a result, he becomes more capable to fully understand, evaluate and assess what is occurring in the world because he holds the expertise and abilities that are required. (Darancık,2018, P.166-167).

1.3.The speaking skill in English

Fluency in speech encompasses the ability to make the appropriate selections while employing the various forms of the language. Following the proper sequence, imitating the communication skills of native speakers, and effectively conveying one's meanings so that the audience can comprehend them. In order for students to communicate effectively in the classroom, they must possess a variety of skills, the most important of which is the ability to speak. (Harroug, 2022).

In social situations and interactions, the ability to construct grammatically correct phrases is only one aspect of speaking that is essential. Real-world communication does not necessitate the production of a spoken version of written language. Therefore, speaking is an active process of negotiating meaning that makes use of social knowledge regarding the context, the topic, and the other speakers. A learner of a second or foreign language is expected to

generate utterances that are not only linguistically coherent but also pragmatically appropriate when they speak. (Maradhiyah, 2022).

Speaking in a language class is not the same as speaking in other sorts of learning courses. Because displaying what one has learned or expressing one's views is done via the medium of a foreign language. Moreover, it is a tough endeavor for many students particularly if they see themselves as inadequate speakers. Speaking in a language class is a form of active learning. During the course of their education, students in a certain class or group represent a distinct collection of individual identities that come together to form a community. Every single educator is a one-of-a-kind person, and the dynamic that they share with their pupils results in a one-of-a-kind learning atmosphere. (SEPEŠIOVÁ, 2016).

According to SEPEŠIOVÁ (2016), numerous students in elementary, secondary, and college institutions report feeling awkward when asked to speak English. They have no prior experience with such interactions. So, they appear startled when the instructor is no longer the only one speaking. It is difficult to overcome their reluctance or fear of speaking. Also, it is even more difficult to convince them to participate in such activities. After establishing a routine with these roles, they may feel more at ease and even begin to appreciate the process of acquiring new knowledge. In addition, students should be able to use the linguistic forms and structures they have learned to communicate effectively in real-world situations. (SEPEŠIOVÁ, 2016, P.07).

1.4. Speaking as skills

According to Bygate (1987), first and second language speakers are evaluated based on their speaking abilities. It is the premier vehicle of social cohesion, social standing, professional advancement, and commerce. It is also a medium through which a great deal of language is learned, and one that is especially conducive to learning for many. Perhaps, then, the teaching of speech merits additional consideration. Moreover, Bygate notes that speaking is comprised of two oral skills and interaction. Thus, speaking is the ability perceive, recall, and articulate the correct order sounds and structures of the language. Interaction skills entail making communication related decisions, such as what to convey, the way to say it, and whether to improve on it. That correspond with one's intentions while sustaining the intended relationships with individuals (Bygate, 1987).

Speaking as oral interactions can primarily occur in two categories: informational patterns and interactive routines. Expository such as description, education, and comparison, as well as evaluation encompassing clarification, explanation, estimation, and decision, can fulfil the information routines. In contrast, interaction routines can include service activities such as

job interviews, making reservations, and enrolling in school, as well as social activities such as dinner parties, coffee breaks, waiting in queue, and online conversing. (Bygate,1987, p.131).

1.5.The importance of the speaking skill

Nunan (1991) in his books language teaching methodology noted that “To most people, mastering the art of speaking is the single most important factors of learning a second or foreign language, and success is measured in terms of the ability to carry out a conversation in the language” (Nunan,1991, p.39).

This highlights the necessity of learning English. Conversational fluency in a foreign language is a good indicator of someone's ability to communicate effectively in their target language. The information transmission methods both present and emphasize spoken exchanges between individuals. The process of communication is characterized by the constant negotiation of meaning and discourse. It is based on who is to say what, to whom, when, and about what subject matter. (Nunan, 1991).

Teaching and learning a foreign language should ultimately result in people who can communicate in that language with fluency and accuracy. The majority of students studying English as a foreign language place a high value on the ability to speak fluently. It reflects how well they have mastered the other abilities. The ability to hold discussion in using English appears to be the most significant of the four talents (listening, speaking, reading, and writing). Due to the fact that individuals who are fluent in a language are referred to as "speakers of that language" (Harroug, 2022).

1.6.Teaching speaking skill in the classroom

In the classroom, English language learners (ELL) are taught communication skills. Communication abilities are necessary in a variety of contexts. They offer job seekers the opportunity for employment, career advancement, and interviewer recognition of their speaking skills. Moreover, exceptional speakers motivate and engage their audience. Learners must acquire the ability to communicate in order to participate effectively in classroom discussions and debates. Therefore, speaking ability is essential for the overall development of English language learners. (Srinivas Rao, 2019).

Students of EFL/ESL must place a greater emphasis on this desired skill given the significance of communicating in so many facets of life. In addition, instructors are strongly encouraged to employ strategies and activities that foster the development of students' speaking skills in the classroom. Teachers should promote communication among EFL students. If EFL/ESL students are given opportunities to communicate, they can enhance their speaking abilities. It is said that practice makes perfect. Therefore, practice is essential for enhancing the

speaking skills of EFL students. Their communication abilities improve significantly with practice. (Shamim, 2020).

According to Harmer (2007) there are three primary reasons for encouraging classroom participation. First, because speaking activities allow students to practice real-world communication in a controlled environment. Second, speaking tasks in which students attempt to use any or all of the language they know provide teachers and students with feedback. Everyone can see how well they are doing, how successful they are, and what language issues they are having. Thirdly, speaking provides students with opportunities to utilize the various elements of language that have been stored in their minds. (Harmer, 2007, p.123).

1.7.Learning and teaching the English speaking skill

The capability to communicate meaning via the utilization of the English language is what is meant by the skill of "being able to speak." Learners continue to have a difficult time communicating in English. One of these is a teacher's lack of faith in the student's capacity for effective communication. When communicating, it is vital to have trust in the ability of the speaker to transmit the message he intends to convey. It might be challenging for students to speak English since they are concerned about making errors while they are attempting to communicate. As a result, the student makes the decision to keep quiet rather than make any kind of attempt at communication. In oral classroom sessions, participation is one of the most important components. The objective of speaking and the relationships that take place in the classroom are significantly impacted by dominant and submissive roles that occur during speaking sessions. As a direct consequence of this, there is either very little or no participation as a result. In addition, problems with speaking can arise from insufficient use of the English language. The majority of students communicate with one another mostly in their native language. Because of this, the opportunities to practice speaking English are diminished and made more difficult. (Maradhiyah, 2022).

It is essential for teachers of language to have a solid understanding of the needs of each individual student in the classroom. It aids at obtaining the greatest possible results in their lessons. Moreover, this facilitates an effective learning process and acquire desirable outcomes. In order for pupils to enhance their English-speaking abilities, teachers are required to cultivate an atmosphere in the classroom that emphasizes authentic communication, authentic activities, and meaningful responsibilities. In addition, there is a significant correlation between the contents that are taught and the activities that take place in the classroom. Both are evaluated based on the outcomes of the students. (Maradhiyah, 2022).

1.8.Characteristics of the speaking skill

1.8.1. Vocabulary

The acquisition of vocabulary is a crucial task for EFL learners. Learning new languages is directly linked with vocabulary knowledge. One cannot claim to acquire a language if they lacked vocabulary. EFL learners who do not have sufficient vocabulary will struggle to acquire the desired language. Similarly, for EFL learner, vocabulary knowledge is vital during the speaking process. That is to say, the communication in the target language would fail if there was lack in the vocabulary. EFL learners would not be able to produce correct utterance without the proper vocabulary. Therefore, the process of acquiring new vocabularies is essential to the speaking skill. (Khan et al., 2018).

1.8.2. Pronunciation

The speaking skill requires good pronunciation of the target language. In other words, it is essential for EFL learners to be able to produce the sounds of the target language if the aim was having a stellar communication. According to Srakaew, the learner's inability to correct pronunciation would ultimately lead to misunderstandings. In other words, sometimes communication would not be understood by the recipient if the speaker failed to deliver the pronounce speech in the correct manner. Besides having good pronunciation would facilitate the learning process for EFL learner. As they learn how to pronounce, EFL learners would understand what others say and they would be able to engage in the communication. They would concentrate on the vocabularies spoken. Thus, their spoken skill will improve in time. (Srakaew, n.d.).

1.8.3. Grammar

Grammar is one of the most vital parts in language acquisition, for it provides the rules and the structure for which EFL learners would create correct spoken utterances. However, many learners ignore acquiring grammar because they think the task is either difficult or dull. Furthermore, learning grammar would prevent EFL learners from makings mistakes, which would lead to misunderstandings during communication. EFL learners who focus on grammar would be autonomous in the sense that they would be able to understand various things on their own. (shaki &Jabbar, 2021).

1.8.4. Accuracy and fluency

By enabling students to concentrate on the phonology, grammar, and discourse components of their spoken output, some degree of accuracy is achieved. Teachers must instruct students on how to communicate accurately (clearly, articulately, grammatically, and phonologically) while tutoring English pronunciation. Accuracy refers to the condition of being

correct or exact and error-free. The pupils make no significant phonological errors, a few grammatical and lexical errors. There are only one or two major errors that cause confusion. (Brown, 2001).

Fluency refers to how at ease and assured someone is when speaking English. If an individual is able to communicate for an extended period of time, this indicates a high level of fluency. It also involves demonstrating a distinct connection between each of his points. This ability ensures that the listener can comprehend what the speaker is saying and does not become confused. (The four speaking skills, 2018).

1.9.Types of speaking performance

Speaking has some distinct features. Speaking is not only about monologue and dialogue. As cited in NOPITA SARI (2022) Brown stated that there are some basic types of speaking, as follows:

1.9.1. Imitative

At one end of the ongoing spectrum of speaking performance categories, imitative involves the ability to merely repeat a word, phrase, or even a sentence. In imitative speaking, students attempt to imitate a vowel sound or an intonation contour. It is possible to conclude that imitate is a speaking activity that focuses on how to repeat what the instructor says, and the teacher observes the students' pronunciation when they speak. Imitative is a way for learners to memorize pronunciation of words. (Sari, 2022).

1.9.2. Intensive

According to Sari (2022), intensive is a second form of speaking. It is frequently used in assessment contexts in which the speaker must be aware of semantic properties in order to respond. Intensive assessment tasks include engaged response tasks, reading aloud, sentence and dialogue completion. At this point, it is possible to conclude that in order to communicate effectively, we must comprehend how to speak with proper grammar (Sari, 2022, p.16).

1.9.3. Responsive

The query or remark must include a response. Typically, a brief response is sufficient for answers as opposed to a full dialogue. At the somewhat restricted level of very brief conversations, standard greetings and small talk, straightforward requests and comments, and similar interactions occur. (Kusumawati & Sari, 2019).

1.9.4. Transactional (Dialogue)

Conversation is almost always the stimulus. The extended form of responsive language is transactional language, which is used to convey or modify specific information. Conversation, for example, may have a greater negotiate nature than responsive speech.

Engaging in conversation and exchanging ideas and views is a type of speaking activity that calls for actively using speaking skills. (Sari, 2022).

1.9.5. Extensive (Monologue)

Generally, the monologue is more formal and thoughtful. These monologues may have been prepared or spontaneous. It indicates that the speaker is speaking only to herself but she has communicated information to others. It may also define prevalent discourse. A monologue, in its essence, tends to be characterized by formality and thoughtfulness. Whether meticulously prepared or arising spontaneously, these soliloquies offer a glimpse into the inner workings of the speaker's mind. While the speaker may appear to be engaged in a solitary conversation, it is important to note that they often intend to transmit information or ideas to an audience, whether consciously or unconsciously. Moreover, monologues possess the potential to shape and define the prevailing discourse within a given context. By encapsulating the core themes, perspectives, or opinions relevant to a particular discussion, monologues serve as a powerful tool for embodying and expressing the prevailing narrative. They capture the essence of ongoing conversations, shedding light on the prevailing ideas and beliefs that shape the discourse. (Kusumawati & Sari, 2019).

1.9.6. Epilogue

An epilogue is a word that signifies the conclusion of a literary work, appearing at the end, while prologues are positioned at the beginning. This final section serves as a summary of the play's moral lessons, encapsulating the key messages and insights that the audience can take away from the story. It offers a reflective and thought-provoking conclusion, often tying up loose ends or providing closure to the narrative. The epilogue serves as a powerful tool for the author to leave a lasting impression on the readers, reinforcing the themes and imparting a sense of resolution as they reflect on the story's events. (Kusumawati & Sari, 2019, p.17).

1.10. Oral expression at the University level

Learners at university study different modules that help to guide and instruct them with input about the target language. One of the modules that learners start to acquire during their first year in university is oral expression. Oral expression is the only module that gives learners a space to speak and practice the English language. Learners' goal is to improve their speaking skill and to communicate using the English language. The Oral session is based on two elements speaking and listening activities. The main objective of studying oral expression is to develop students' speaking and communicative competences in the target language. (Meddour, 2006).

Teaching university EFL students' oral expression proved to be both challenging and fascinating. The task at hand required addressing various obstacles faced by the students, such

as their lack of preparation to handle an entire curriculum in English, in addition to their struggle to communicate effectively in the language. It became evident that the role of the teacher extended beyond simply imparting knowledge. It encompassed the essential responsibility of creating an inclusive classroom environment that enabled students to assimilate the information presented. (Meddour, 2006, p.22).

To begin with, many students entered college without the necessary linguistic skills and confidence to navigate the demands of an English-medium education. The curriculum, consisting of complex texts, lectures, and discussions, presented a formidable challenge. As an English as a Foreign Language (EFL) instructor, it was imperative to identify the gaps in their language proficiency and devise strategies to bridge those gaps effectively. By tailoring instructional approaches to their needs, the aim was to empower students and cultivate their oral expression skills. (Meddour,2006).

One aspect that required particular attention was fostering effective communication among the students. Merely possessing a basic understanding of English grammar and vocabulary was insufficient to engage in meaningful discussions. Encouraging active participation and creating a supportive atmosphere for open dialogue were vital components of facilitating language acquisition. Incorporating interactive activities, such as group discussions, debates, and role-plays, helped students develop both their linguistic abilities and their confidence to express themselves fluently in English. (Toro, 2019).

Furthermore, recognizing the diverse backgrounds and learning styles within the student population was essential for making the class accessible. Each student brought unique perspectives, cultural experiences, and prior knowledge to the learning environment. As an instructor, it was crucial to embrace this diversity and adapt teaching methodologies accordingly. Utilizing a variety of instructional materials, multimedia resources, and real-life examples not only made the content more relatable but also catered to different learning preferences, allowing for a richer and more inclusive learning experience. (Kerthiou, 2019).

In conclusion, teaching university EFL students' oral expression involved navigating a challenging landscape while simultaneously uncovering the fascination inherent in the process. By acknowledging the students' initial limitations and addressing them with targeted instructional approaches, the teacher played a crucial role in creating an environment that empowered students to assimilate information effectively. Through fostering effective communication, accommodating diverse backgrounds, and incorporating engaging teaching

strategies, the goal was to help students overcome their language barriers and develop the skills necessary for successful oral expression in the English language. (Kerthiou, 2019).

1.11. Teacher's role in oral expression

1.11.1. Prompter

During the course of a lecture, teachers assume a variety of roles based on the challenges faced by the students. According to Harmer (2001), learners occasionally lose track of what is occurring. Or they are "speechless." In this situation, teachers must act as prompters; they must either step back or allow students to figure things out on their own, gently prod them forward in a supportive manner. Teachers who use a teleprompter would rather encourage students to think creatively than have them rely on their every word. (Harmer,2001, p. 60)

1.11.2. Controller

According to Harmer (2001), when teachers operate as controllers, they are in charge of the class and the activity in a manner that is significantly different from when students work independently in groups. The activities of controller instructors vary. They take attendance, provide instruction, organize drills, and read aloud. When teachers view their employment as the transmission of their knowledge to students, they feel very at ease. (Harmer ,2001, p.58).

1.11.3. Organizer

According to Harmer (2001) one of the most essential responsibilities of teachers is to organize students in various activities. Organizer is the role through which instructors are expected to organize pair/group work and instruct students in order for them to derive maximum benefit from an activity. In addition, they have time to capture the students' attention and ensure their participation. (Harmer,2001, p.58).

1.11.4. Tutore

The instructing role is widely recognized among other roles because it combines the prompter and resource roles. Harmer (2001) argues that being an educator is challenging. When students are working in small groups or pairings, teachers can easily offer guidance and circulate throughout the classroom, giving students a genuine opportunity to feel supported and assisted by a tutoring teacher. (Harmer,2001, p.62).

1.11.5. Observer

Observer is another function the teacher must play in the classroom. Observing student behavior can provide valuable group and individual feedback. Harmer (2001) notes that when observing students, caution should be taken not to be intrusive by hanging on their every word, getting too close to them, or constantly taking notes. In addition, instructors must record student performance in order to monitor how well students are doing and evaluate the effectiveness of various materials and activities. Teachers can evaluate the development of students' speaking skills through observation in the event of failure. The instructor can then make modifications in the future. In conclusion, teachers have significant responsibilities in the classroom setting. They must encourage the students and create a warm and safe environment conducive to the learning process. Therefore, teachers must supervise and direct students' oral activities through observation and organization. Teachers should serve as role models for their students. (Harmer,2001, p.62).

Conclusion:

This section provided an extensive overview about learning English as a language and the significance of English language. Moreover, we provided a definition to speaking as the ability to use language correctly and communicate. Furthermore, we provided characteristics of speaking and its performance types. All in all, this section provided a comprehensive view about speaking and its aspects.

Section two: Speaking skill difficulties

Introduction

This section is devoted to exploring the psychological and linguistic aspects of issues related to speaking abilities. By investigating these areas, we can obtain a deeper understanding of the obstacles that individuals may face when developing their speaking skills. Multiple psychological factors can impede the development of effective speech abilities. Individuals may, for instance, experience anxiety or self-consciousness when speaking in front of others, resulting in difficulties conveying themselves with confidence. Fear of being judged or of making errors can produce psychological barriers that inhibit the natural flow of speech. In addition, cultural or societal influences may play a role, as people from various backgrounds may have distinct communication patterns or norms that require adaptation.

On the linguistic front, there are particular obstacles that can impair speaking abilities. These include a limited vocabulary, grammatical errors, difficulties with pronunciation, and a lack of fluency. Building a strong vocabulary foundation is essential for expressing ideas precisely, whereas mastering grammar principles contributes to the clarity and coherence of

spoken language. Difficulties with pronunciation, such as mispronouncing syllables or having trouble with intonation patterns, can hinder effective communication. In addition, obtaining fluency requires the ability to speak without hesitations or pauses while maintaining conversational coherence and cohesion.

Individuals can strive to improve their speaking abilities by addressing these psychological and linguistic obstacles. Psychological readiness can be improved through techniques such as developing self-confidence, practicing speaking in a supportive environment, receiving feedback, and engaging in language immersion activities. Vocabulary expansion, grammar drills, pronunciation exercises, and conversing with native speakers or language companions can all contribute to the improvement of speaking skills.

Through the investigation of psychological and linguistic dimensions, it becomes clear that a comprehensive strategy is required for the effective development of speaking skills. By recognizing and addressing these obstacles, individuals can work towards overcoming them and enhancing their ability to confidently and fluently convey themselves in spoken language.

1.1.Challenges EFL students in speaking skills

Speaking is one of the most significant skills in language learning. It is an instrument used to facilitate communication. Thus, it is considered an essential skill to EFL learners. They need the language to understand one another. Yet, many of them struggle through this task. That is to say, EFL often find difficulties as they attempt to produce correct, understandable utterances. The obstacles EFL learners experience during this task can be categorized through the following: affective-related problems, socially-related problems, and linguistically-related problems. (Petrus et al., 2022).

1.1.1 Psychological problems

This category includes anxiety, motivation, confidence...etc. EFL learners who struggle with anxiety and are less confident would not speak in during the learning process out of fear of making mistakes. These learners would either avoid speaking all together or they would simply engage in conversations using single words. Besides, shyness is an aspect associated with this type of learners. During the speaking process, they would hesitate and pause because they are too shy to speak in the classroom. (Petrus et al., 2022).

1.1.1.1 Anxiety

Anxiety is regarded as one of the main variables that affects language learning, as it negatively impacts students' classroom performance. Many students feel -uneasy and uncomfortable when attempting to speak in front of their classmates and teachers. According to Littlewood (1981), "it is all too easy for a foreign language classroom to create inhibition and anxiety». During speaking tasks, students are supposed to respond promptly, which

increases their anxiety because whatever they say is subject to scrutiny. (Littlewood,1981, p. 93).

1.1.1.2 Shyness

Shyness is a psychic and emotional condition that many EFL students endure. It can be a source of difficulty in the learning process. It affects students' task performance and classroom participation. According to Baldwin (2011), speaking in front of others is one of the most common phobias among students, and the sensation of shyness causes them to lose their train of thought or forget what to say. He argued that shyness prevents students from delivering successful classroom speech. (Juhana, 2011).

1.1.1.3 Fear of making mistake

Students in EFL lessons are unwilling to participate because they are afraid of making mistakes and being mocked in front of their peers and lecturers. Learners are frequently restricted in the classroom when attempting to communicate in a foreign language because they are afraid of making mistakes, fear of assessment or losing face, or are simply uncomfortable with the attention their speech generates. As a result, one of the most major barriers to students' development of speaking skills is their fear of making mistakes. (Yahi&Lamrour, 2018).

1.1.1.4 Lack of motivation

Nunan (1992) describes the causes of students' lack of motivation, such as uninspiring instruction, tedium, lack of perceived relevance of materials, and ignorance of the instructional objectives. Program. These four, he adds, are frequently sources of motivation for students. For instance, uninspiring instruction has an impact on students' motivation to learn. In this context, monotonous instruction frequently decreases students' motivation due to their boredom. This demonstrates the importance of paying attention to these four factors. In response to the motivational issue. (Nunan, 1992).

1.1.1.5 Lack of confidence

It is generally accepted that students lack confidence when they realize that their conversation companions did not understand them. Moreover, it can occur when they do not comprehend other speakers. In this situation, they would rather remain mute while others speak, indicating a lack of confidence in their ability to communicate. In response, Nunan (1999) argues that students who lack confidence in themselves and their English may experience communication anxiety. This determines that building students' confidence is a crucial aspect of instructors' responsibilities. This implies that the teacher should learn from both theory and practice how to develop the students' confidence. (Humaera, 2015).

1.1.2 Socially- related problems

This particular category includes comprehension of the language used outside and inside the classroom. More often than not, EFL learners struggle to understand the language used outside the classrooms when they attempt to have conversations. The use of the target language is limited most of the times to the classroom. Learners would opt to use their mother tongue as soon as the session is over. Thus, if one attempts to have a conversation outside of the classroom they often struggle and fail to do so. (Petrus et al., 20221).

1.1.3 Linguistically-related to problems

Linguistic problems are what make learners incompetent in language acquisition. EFL learners struggle with these types of problems because they lack vocabulary, they have poor pronunciation, and they struggle with grammar. To illustrate, learners who lack vocabulary fail to communicate or produce correct sentences. Besides, speaking will be difficult for learners who had not mastered grammar. Poor pronunciation would cause misunderstandings. For example, if the learner was unable to produce correct sounds, he would ultimately fail in conveying the meaning behind the words. (Fitriani et al., n.d.).

1.1.3.1 Grammar

Grammar is a component of language that displays the structure of language, and knowledge of grammar rules. It is beneficial for pupils to construct proper sentences, and it is valuable to evaluate both written and oral communication. The majority of students believe that when speaking or conversing in English, they must use proper structure. Students' grammatical judgement prevents them from participating in a dialogue because they fear using improper grammar. Therefore, teachers must encourage students to consider how language is used in communication. Whereas they should not focus on language structure alone. (Humaera& Pramustiara, 2022).

1.1.3.2 Vocabulary

Students require vocabulary in order to produce language. It is being determined that vocabularies are factors that support language consumers in both receiving and producing language. In addition, knowledge of grammatical structure and vocabulary must be produced and applied during the learning process. Lack of vocabulary prevents students from constructing sentences, expressing their ideas, and communicating. (Humaera& Pramustiara, 2022, p.34).

1.1.3.3 Articulation

Pronunciation is an essential component of oral communication in order to convey accurate information and communicate effectively. The processes of absorbing and producing

language, students have to develop, pronunciation ability to facilitate communication in the target language. The difficulty of the students in pronouncing the words will affect their performance. They may avoid communicating with others because they feared mispronouncing the terms. Teachers should familiarize students with pronunciation in order to increase their confidence in oral communication. Motivation and concern for proper pronunciation should be the final step. (Humaera& Pramustiara, 2022, p.35).

1.2.Issues with speaking in the classroom

Speaking is a form of verbal exchange used to impart ideas or knowledge to others. It is the most fundamental method for speakers to express themselves through language. According to Penny Ur (1996), there are several issues with speaking activity:

- 1.2.1 Inhabitation:** Unlike reading, writing, and listening, speaking requires exposure to an audience in real time. Learners are frequently inhibited when attempting to speak a foreign language in the classroom because they fear making errors. Also, they are afraid of criticism or losing face, or are shy about the attention their speech attracts. (Ur, 1996).
- 1.2.2 Nothing to say:** Even if they are not inhibited, it is common to hear language learners lament that they are at a loss for words. They have no motivation to express themselves beyond a sense that they should be speaking. (Ur,1996, p.121).
- 1.2.3 Low or inconsistent participation:** In order to be heard, only one participant can speak at a time in a large group. This means that each person will have very little opportunity to speak. This issue is exacerbated by the propensity of some students to dominate while others speak minimally or not at all. (Ur, 1996).
- 1.2.4 The use of first language:** In classes where most or all of the students share the same mother tongue, they may be more likely to communicate it. This is because they feel less 'exposed' when speaking their mother tongue. (Ur, 1996).

1.3.Methods to overcome speaking difficulties

Teachers of English employ a wide variety of strategies in order to help students improve their speaking abilities, especially when learning English as a foreign language. These strategies include encouraging learners to talk freely without fear, delegating work, and providing activities such as "speaking about themselves", brainstorming, and utilizing newspapers as an efficient tool. During speaking sessions, there should not be any stringent rules that restrict students from expressing their own opinions. Learners of English as a Foreign Language or English as an Additional Language can improve their speaking ability by participating in role-play activities. The instructors should divide the students into small groups and provide them with engaging topics to exchange about in front of the whole class.

Storytelling is an effective method for promoting the speaking ability of EFL/ESL learners. In this technique, teachers present their students with a scenario, and the students are then invited to tell a story about it. They should be encouraged to add statements that are correct from a grammatical standpoint. These activities will prepare them to deal with the difficulties that they may encounter in the years to come. Gaining competence in public speaking instills a sense of assurance in the students. (Shamim Akhter, 2020).

1.3.1 Fear of making mistakes:

According to Juhana (2012), who based the study on Zua Li, overcoming the fear of errors can be overcome. She provides a variety of potential solutions to help students surmount their fear of making errors. First, she suggests fostering emotional bonds between students and instructors. The expectation is that the students will feel comfortable with their teacher and trust that he or she will assist them if they make a mistake. The second point is that the teacher must increase the students' concentration when learning English. As she suggests, this can be accomplished by creating a conducive learning environment. The final recommendation is that the teacher creates a harmonious environment that can reduce student anxiety. In this context, it is important to discuss how to cope with students' errors in conversational English, as well as to emphasize that errors in communication are the keys to effective communication. (Juhana, 2012).

1.3.2 Anxiety

According to the findings of Koichi Sato's study (2003) on the topic of enhancing students' speaking abilities, teachers should be more mindful of students' anxiety, which can be acute, and devise strategies to encourage students to engage in more oral activities. Enhancing learners speaking abilities was the subject of the research, with concept is that a teacher should create a friendly environment for students in order to reduce their anxiety. (Sato 2003).

1.3.3 Lack of motivation

Aftat (2008) believes that in order to encourage students, teachers should provide consistent support and motivation, as well as ask questions that disclose the source of a student's problems. It is believed that this combination of strategies is the most effective method of motivating students. The significance of this cannot be overemphasized, as encouragement gives students a sense of confidence and belonging in their studies (Aftat ,2008). Other works by Liu and Huang offer suggestions for boosting student motivation. According to them, teachers can surmount students' lack of motivation by cultivating students' interest in English, fostering students' understanding of English's relevance, and nurturing students' self-assurance

which are crucial in learning (Liu& Huang, 2011). Another view asserts that motivation for learners is a result of good teaching environment (Dalem, 2017).

1.3.4 Possible methods for conquering lack of confidence

Cited in Juhana (2012), lack of confidence is an issue that most learners face. Juhana cited both Ye Htwe's research on "Shyness: Main Obstacle to Learning English" (2007) and Kubo's "Extensive Pair Taping for College Students in Japan: Action Research in Confidence and Fluency Building" (2009). Their ideas about how to conquer lack of confidence. Regarding potential solutions to overcome students' lack of confidence, Ye Htwe (2007) provides a confidence-building strategy for students. According to him, maximizing students' exposure to English is an effective strategy for bolster their self-assurance. In accordance with this, Kubo (2009) adds that teachers can provide regular opportunities for students to practice correct pronunciation and intonation, as well as engage in free-flowing conversation, in order to boost their confidence in speaking English. By doing so, students will feel more confident in their ability to speak English. Therefore, teacher should generate a comfortable atmosphere in which learners are stimulated to talk in English and are praised for doing so. (Juhana, 2012, p.102).

Conclusion

The chapter provided a comprehensive overview of communicating in a foreign language and emphasized the skill's significance in the language learning process. It emphasized the significance of developing speaking skills for effective communication in a variety of situations. Oral expression sessions in language classrooms allow students to actively utilize and practice the target language through classroom discussions and active participation. Nonetheless, it is evident that not all students feel comfortable speaking in front of their peers. Several main issues that have a significant impact on the oral proficiency of EFL learners have been identified in this chapter. One of these obstacles is timidity or self-consciousness, which prevents students from openly expressing themselves. Anxiety and reluctance to engage in oral communication may result from apprehension of being judged or making errors. Another issue emphasized in the chapter is EFL students' limited vocabulary. They are unable to articulate their thoughts and ideas precisely and effectively due to a lack of vocabulary. This restriction inhibits their fluency and overall oral performance. Educators must implement strategies that emphasize vocabulary development, such as explicit instruction, vocabulary-building activities, and exposure to authentic language resources, in order to surmount this challenge. In addition, a lack of motivation among EFL students was identified as another factor contributing to poor oral performance. Without sufficient motivation, students may lack the motivation and zeal to actively partake in speaking activities. Teachers must foster a positive learning environment

that cultivates intrinsic motivation through various means, such as incorporating interesting and pertinent topics, encouraging interactive and communicative tasks, and offering constructive feedback and encouragement.

This chapter concluded by highlighting the significant challenges encountered by EFL learners in relation to speaking tasks. It was determined that shyness, a limited vocabulary, and a lack of motivation were significant contributors to poor oral performance. Educators must recognize and resolve these obstacles in order to create a supportive and empowering learning environment. Teachers can assist students in overcoming these obstacles and enhancing their speaking abilities by instituting strategies that combat shyness, encourage vocabulary growth, and boost motivation. Students' academic, personal, and professional development depends on their ability to communicate with confidence and fluency in the target language.

CHAPTER TWO: RESEARCH METHODOLOGY AND FINDINGS

Introduction

2.1. Research method

2.2. Research instrument

2.3. Students' questionnaire

2.4. Aim of the questionnaire

2.5. Analysis and interpretation of the students' questionnaire

2.6. Discussion of the results

Conclusion

Introduction

This chapter presents the investigation part and describes the research design, methodology, data collection procedures, and data analysis techniques employed during the study. The aim of this chapter is to highlight the challenges faced by EFL learners at the University of BBA face during speaking. The descriptive method was used to clarify the study, with the use of a students' questionnaire to gather responses and views of the students. These views and responses will be thoroughly analyzed and discussed.

1.1. Research method

The research adopts a set of approaches to fulfil the aims and goals of the study. A quantitative approach was selected to study and measure data collected. Descriptive and analytical approaches will be used interchangeably to describe and analyze the responses of learners. These approaches will be used as well to select related answers and views of students in a way to demonstrate the objectives of the research inquiry.

According to Strauss and Corbin (1990), qualitative research is typically characterized as any form of research that generates conclusions that are not obtained through statistical methods or other forms of quantification (p.17)

1.2. Research instrument

The questionnaire was adopted as a tool to gather the necessary data for the study at hand. "Questionnaires in Foreign Language" Research is the first comprehensive guide to creating and employing surveys as legitimate and trustworthy research instruments in the field of other language studies (Dörnyei & Dewaele, 2022).

2.1. Students' Questionnaire

2.1.1. Sample and population

The target group for this study is third- year EFL students in the Department of English at the University of Mohamed El Bahir El Ibrahimi for the academic year 2022-2023. We collected views by distributing the questionnaire on 210 third-year students. To address the research inquiry, we randomly select 100 responses. These students represent 48 percent of the total number of third- year learners. The population was selected appropriately to meet the needs of the research and be consistent with the time constraints we had.

2.1.2. Description of the students' Questionnaire

The questionnaire encompasses 23 questions, including both closed- and open-ended inquiries. There are also multiple-choice and yes/no questions. This questionnaire is divided

into three sections. Section one is titled "General Information," and consists of four queries (Q1–Q4). This section was designed to gather information regarding gender, English language usage, and the participants’ perception of the value of learning English.

Under the heading "English Language in University" is Section Two, which consists of five questions (Q1–Q5). These queries are designed to determine whether EFL students recognize the significance of the four skills and whether English is used during the session. The third section is titled "Difficulties with Speaking Skills" contains twelve questions(Q1–Q12). This segment contains a variety of questions designed to elicit better and more specific information regarding the obstacles they confront while speaking. Moreover, this section is essential for gaining a better understanding and firsthand perspective of the research study.

2.2. Aim of the questionnaire

A questionnaire is a research instrument consisting of a series of in-depth inquiries designed to collect diverse perspectives and data from individuals. It a convenient method for assessing the actions, attitudes, pursuits, thoughts, and intentions of a substantial proportion of participants. In this study, the questionnaire was chosen as a research instrument because it allows to gather information from a large number of participants and it will allow us to examine the type of issues Third-year EFL learners face with speaking English. The survey will facilitate gathering insights into the main obstacles that hinder their speaking skill.

2.3. Analysis and interpretation of the students’ questionnaire

Section One: General Information

Question 01: Gender

Table 1 Gender

Gender	Number	Percentage
Females	79	79 %
Males	21	21%
Total	100	100 %

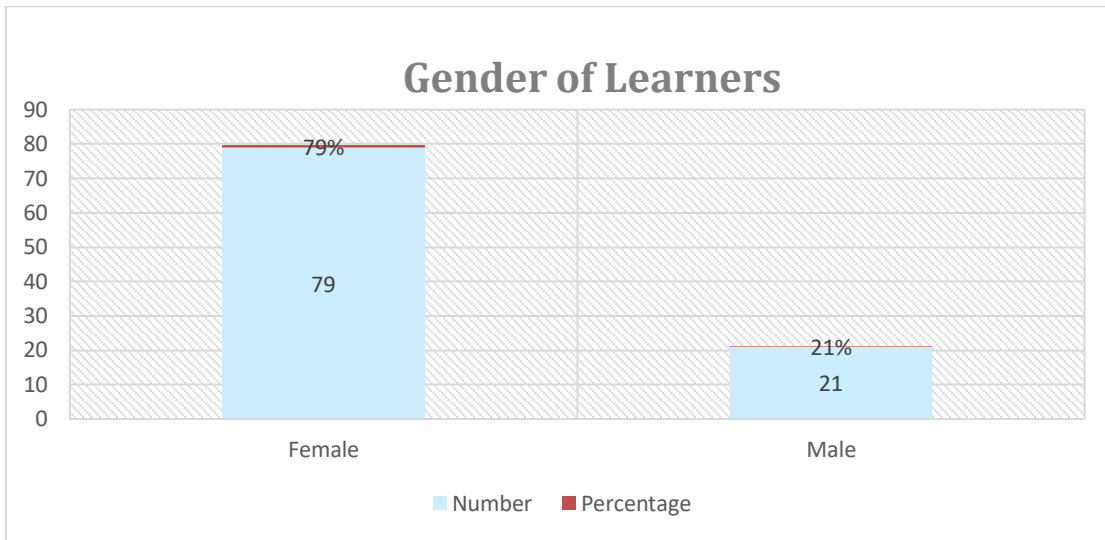


Figure 1: Gender of students

The data shows that among the one hundred students who were the main population of the study, the majority of Third-year students are females. Out of the total number of respondents (79) females accounted for (79%) of the overall sample. On the other hand, (21) male students, representing (21%) of the EFL learners. These results indicate that females are more likely to choose foreign languages or science branches as specialty.

Question 02: How do you describe your learning journey?

Table 2: learning journey

Learning Journey	Number	Percentage
Interesting	56	56%
Boring	31	31%
Hard	13	13%
Total	100	100%

The question was posed as a way to determine whether the students enjoyed the process of learning English as foreign language. Out of one hundred participants, fifty -six students (56%) expressed that their journey with learning English was fun. However, thirty -one of them (31%) considered it as a boring process, this may indicate the lack of motivation and enthusiasm to learn English. Another thirteen students (13%) mentioned that learning English was hard for them. This can be considered as reflection to difficulties and issues they faced when learning English.

Question 03: What are the difficulties you face as EFL learner?

Table 3: Difficulties as EFL learners

Difficulties as EFL learners	Number of students	Percentage
Four Skills	14	14%
Communication	51	51%
Comprehension	18	18%
All of the above	12	12%
None	03	03%

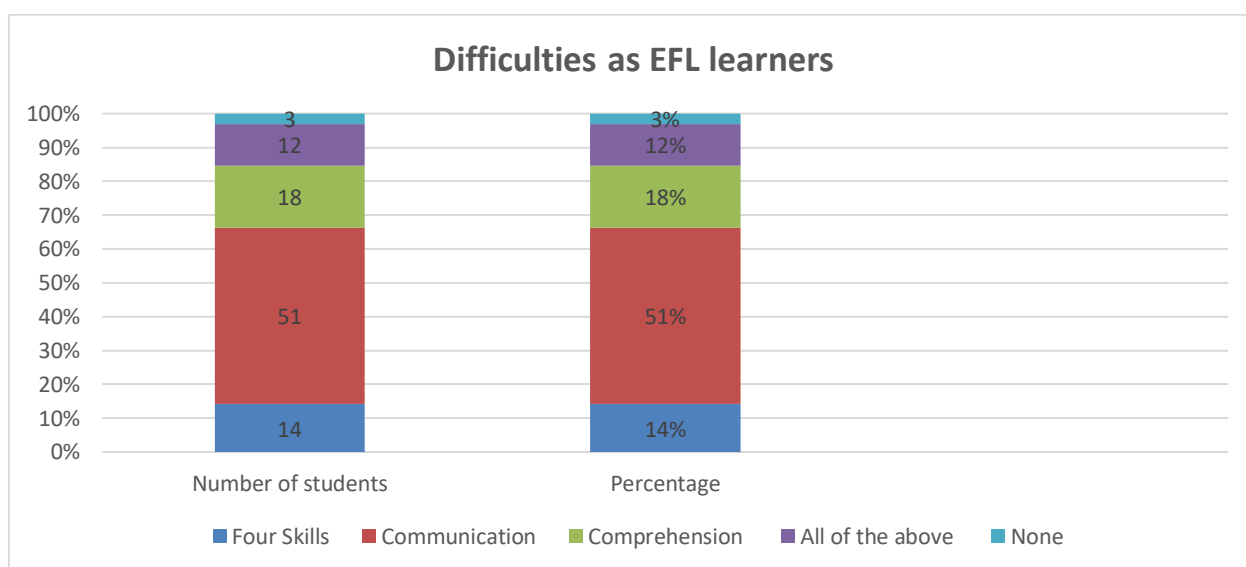


Figure 2: Difficulties in EFL learning

We asked the students about the difficulties they face as EFL learners. The purpose of this question was to provide context for our research. Fifty- one students (51%) answered that they communication in English. Eighteen others (18%) expressed that their main challenge as EFL learners is comprehension. Additionally, fourteen learners (14%) noted that they have issues with both communication and comprehension, encompassing the four language skills. Twelve (12%) learners indicated that they face difficulties with all the options presented. On the other hand, three learners (3%) emphasized that they do not experience difficulties as foreign language learners. However, two respondents did not provide an answer to the inquiry.

Question 04: Do you use English language when you interact with others?

Table 4: English use during interactions

English Language use	Number of students	Percentage
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Always	18	18%
Sometimes	62	62%
Often	12	12%
Never	08	08%

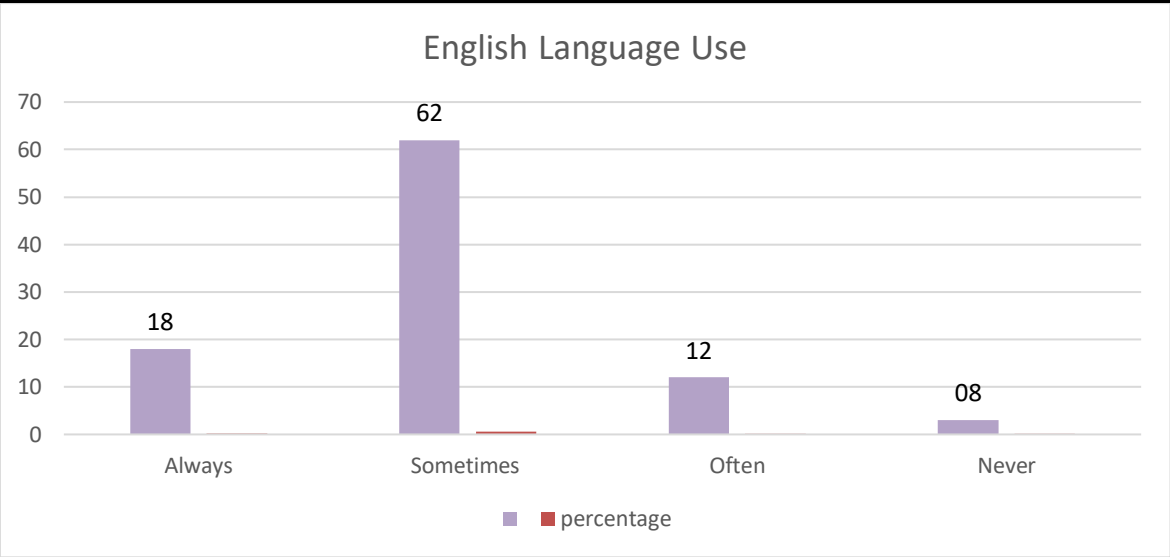


Figure 3: Using English to interact

We attempted to review learner’s practice of the English language and how often they use it for communication with others. A high rate was observed for the "sometimes" option, with sixty- two students which corresponds to (62%) of the population. This indicates that learners use English language from time to time to communicate. Additionally, eighteen participants (18%) stressed that they always use the English language, It suggested that the students who always use English language are aware of the importance of putting what they study into practice. On the other hand, twelve students (12%) stated that they often use English. In contrast, eight students (8%) responded with "never" when asked about their usage of the English language for interaction. This may be to their limited vocabulary or lack of motivation to engage with their peers using English.

Section Two: English Language in university

Question 01: Do you think that the four skills are important in EFL learning?

Table 5: importance of four skills

Importance of the four skills in EFL	Numbers	Percentage
Yes	90	90%
No	10	10%

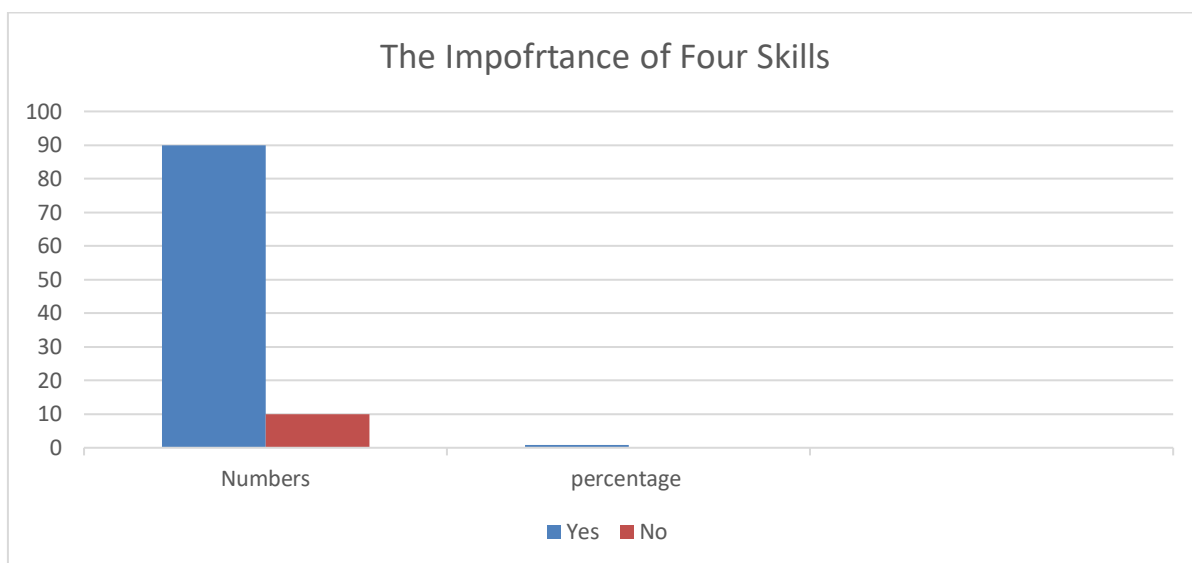


Figure 4: Skills of English

This question aimed to detect if the students are aware of the four skills in English language learning. Ninety students, which accounts for ninety percent (90 %) of the overall sample, indicated that they are aware of the importance of the four skills. Therefore, they answered "yes" to the question. In contrast ten students (10 %) answered "no", suggesting that they do not consider the four skills important in EFL learning. This could indicate that these students believe that learning the English language does not necessarily entail acquiring proficiency in all four skills. However, it is argued that they might believe that there are other ways to acquire a foreign language.

Question 02: Do you use the English language in the classroom?

Table 6: English in Classroom

English in the Classroom	Number of the Participants	Percentage
Yes	88	88%
No	12	12%

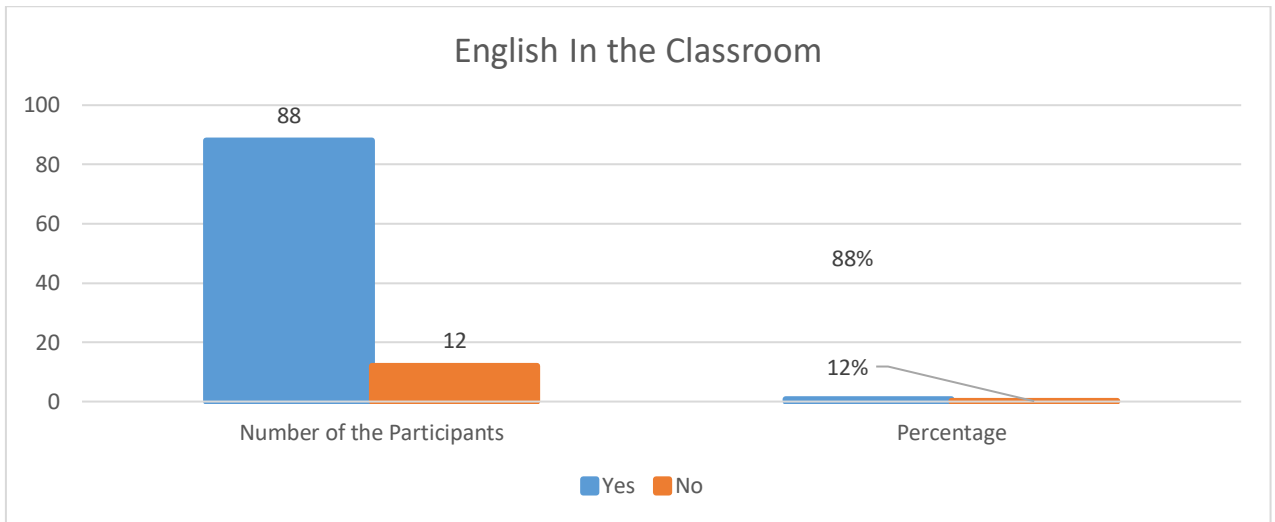


Figure 5: Using English in Classroom

The aim was to determine whether students use the English language in the classroom. Eighty- eight learner which accounts for eighty eight percent (88%) of the participants, noted that they use the English language more in the classroom. Whereas, twelve students (12%) denied using English during class. This suggests that students who actively employ the language they are studying in the classroom are more engaged and active learners compared to those who do not use the language in the class.

Question 03: According to you a foreign language is acquired through Vocabulary, Four Skills, or the ability to speak fluently and comprehend

Table 7: Foreign Language Acquisition

A foreign language acquisition	Numbers	Percentage
General knowledge about vocabulary	14	14%
Learning a foreign language with its four skills	41	41%
The ability to speak fluently and comprehend	45	45%

We presented this question to understand learners' views about their own definitions to the process of language acquisition. Forty-five (45%) learners see that language acquisition is compiled through fluent speaking skill and the capacity to comprehend. Forty- one participants

(41%) perceive that language is acquired with its four skills. Other fourteen participants (14%) indicated that vocabulary is necessary component in foreign language acquisition. Among these responses, three participants provided further elaboration. Two of them (2%) stressed that knowledge about vocabulary is very crucial and it is basic that develops other language skills. Another learner said that you cannot have a good language without adequate knowledge of vocabulary about English language.

Question 04: Should the teacher give the students a chance to speak English?

Table 8: Participation in the Classroom

A chance to speak during class	Numbers	Percentage
I, agree	93	93%
I Don't agree	07	03%

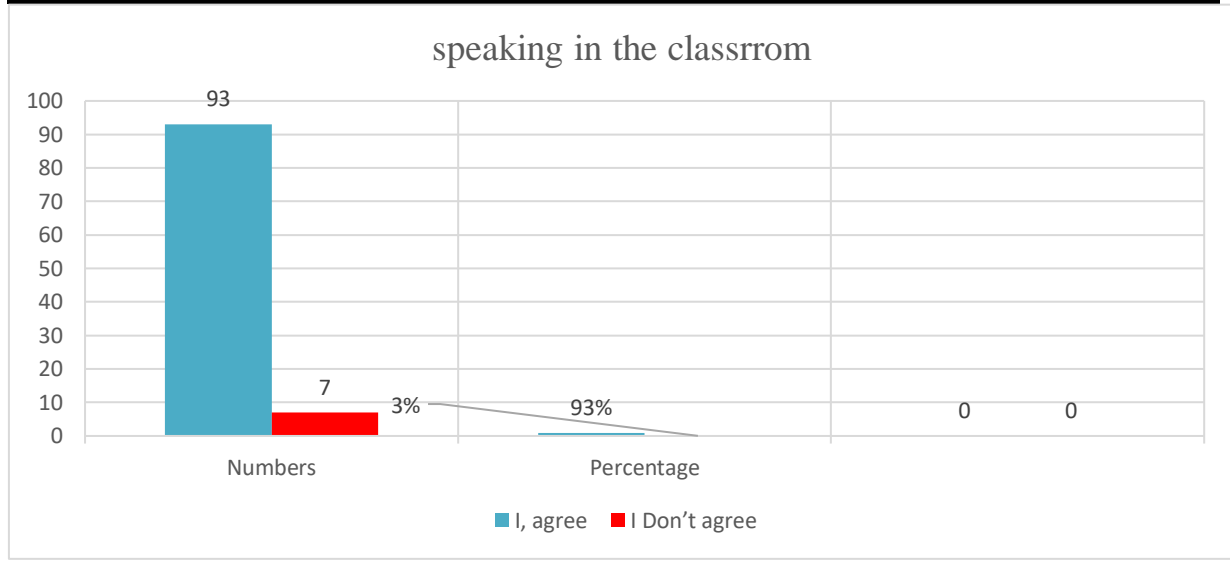


Figure 6: Speaking and participating in the classroom

The inquiry’s goal was to see whether learners participate during the oral session. Furthermore, we aimed to understand if they value speaking and interaction in the classroom. Ninety-three (93%) students expressed that the teacher should give a chance to his students to speaking, while seven others (7%) believed otherwise. For the students who agreed with our statement is suggested that they participate and engage in the class discussion. Also, it can be noted that it is a form of expression to prompt their wishes to speak more during class debates. On the other hand, for those who disagreed with our statement it can be due to their belief that they should be passive during the session or to issues they encounter in class activities.

Question 05: Do you think motivation is important in English learning?

Table 9: Motivation in EFL

Motivation	Students' number	Percentage
Yes	84	84%
No	16	16%

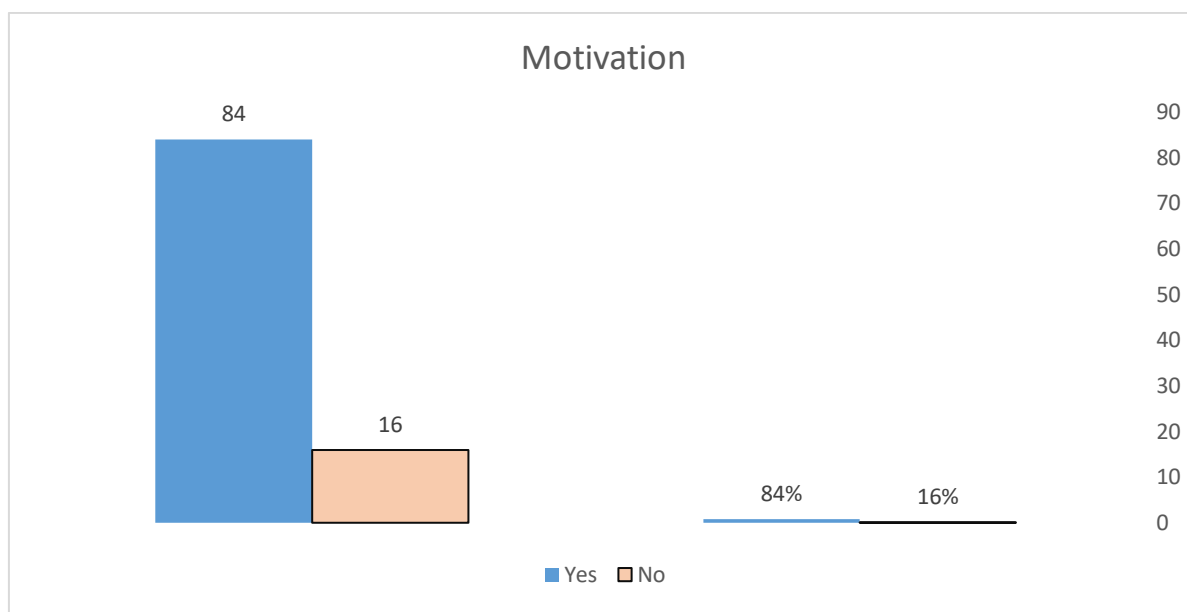


Figure 7: Motivation to learn

We asked students if motivation is important in EFL learning. Through this question we wanted to explore the importance of motivation for EFL learners. The results show eighty-four (84%) participants indicated that motivation is crucial for learning, whereas sixteen others (16%) expressed that motivation is not a component in EFL Learning. This shows that Third-year English learners contradict each other. One group sees that motivation is necessary while the other think otherwise. It may be interpreted that learners who believe that motivation is not important represent the category of learners that focus on learning language as part of program.

Section three: Challenges with speaking skill

Question01: do you have issues while speaking English?

Table 10: Issues with speaking

Options	Number	Percentage
Yes	51	51%
No	49	49%

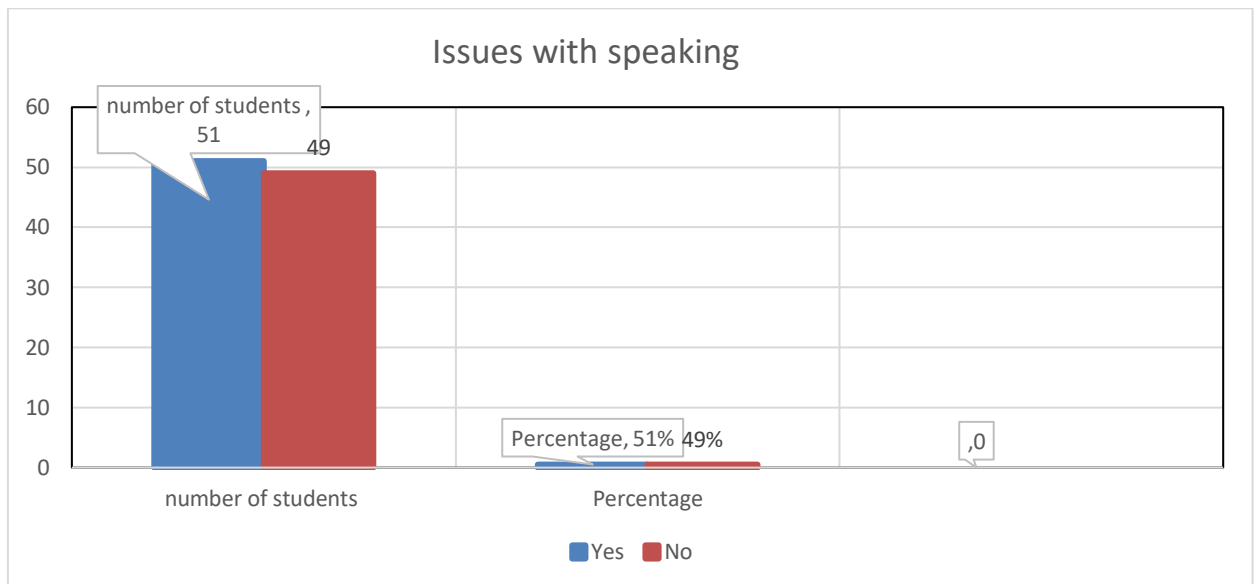


Figure 8: Problems during Speaking

The question is a gate to explore in depth the general challenges that Third- year students at University of BBA face with speaking. Students’ responses are relatively close. Fifty- one learners (51%) expressed that they have issues with speaking. Out of the learners who chose the first option which is "yes", we only gathered thirty-seven people who provided us with explanation about their concerns with speaking. Eight of them said that they face issues with grammar and sentence formation. Thirteen learners said that they get shy and anxious when they try to use English in speaking. Fourteen others stressed that they face problems with vocabulary, word formation, and pronunciation. Most of the replies asserted that vocabulary is huge issue for them, specifically if they are asked to speak about a topic that they do not have enough knowledge about. Two learners, alleged that they do not have enough confidence to use English in public or in classroom. Third- year students face common difficulties that majorly concern vocabulary and fear of making mistakes. Moreover, forty-nine students (49%) chose the option "no", as an answer. It may indicate that learners do not have any concerns of challenges with speaking. Nonetheless, it may be the fact that the answer "yes" needed an explanation which it is time -consuming for these students.

Question 02: What Is English Language Learning?

Table 11 English Language Learning

Language learning	Number	Percentage
The ability to receive the meaning of a speaker	21	21%

The full knowledge about the speaker's intention	07	07%
The study of language in context	07	07%
All of the above	65	65%

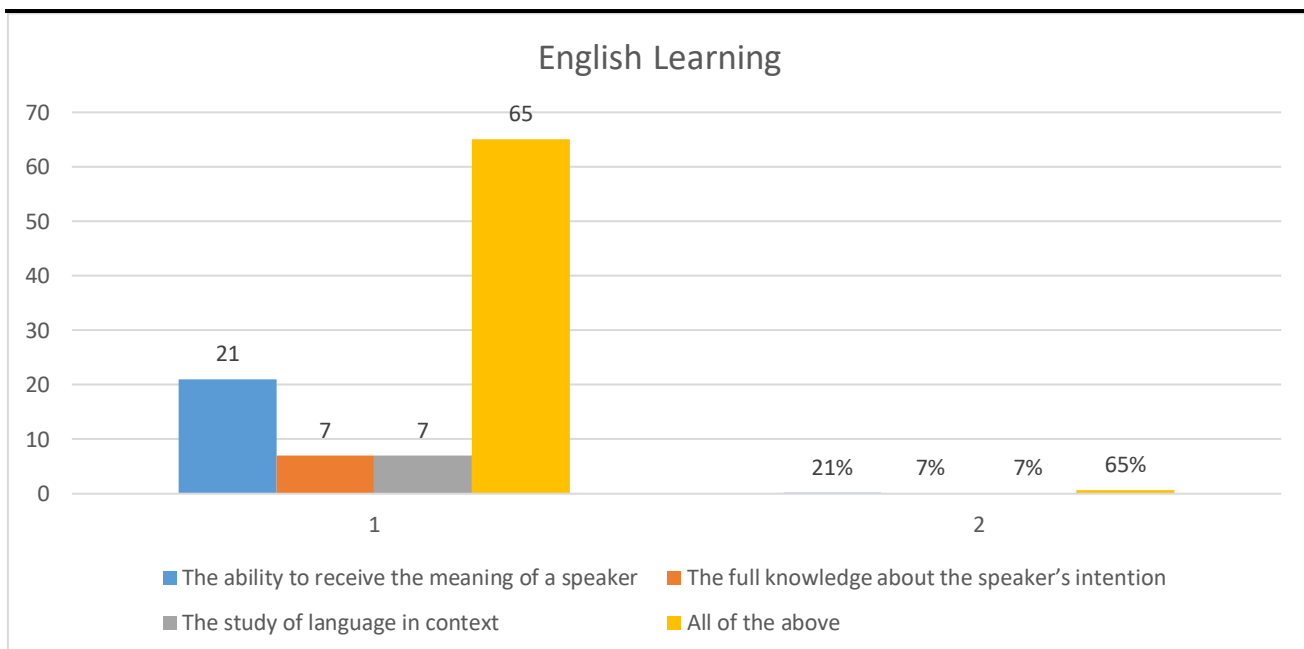


Figure 9: Idefining English Learning

The results of this question show that the majority of Third- year students believe that learning English language is the accumulation of receiving and understanding the speaker, the study of language in context, and the full knowledge about the speaker's intention. The results indicated that sixty- five learners that equals sixty five percent (65%) chose the last option. Additionally, twenty- one others (21%) believe that acquiring language means the ability to receive the meaning of the speaker. Seven learners (7%) chose the third option, and other seven (07%) chose the second one. The students expressed different opinions about the question, which aimed to establish how learners perceive the process of learning a foreign language.

Question 03: As an EFL Learner are you fully equipped with vocabulary of the language you are Studying?

Table 12:

Vocabulary

Options	Number	Percentage
Yes	48	48%

No

52

52%

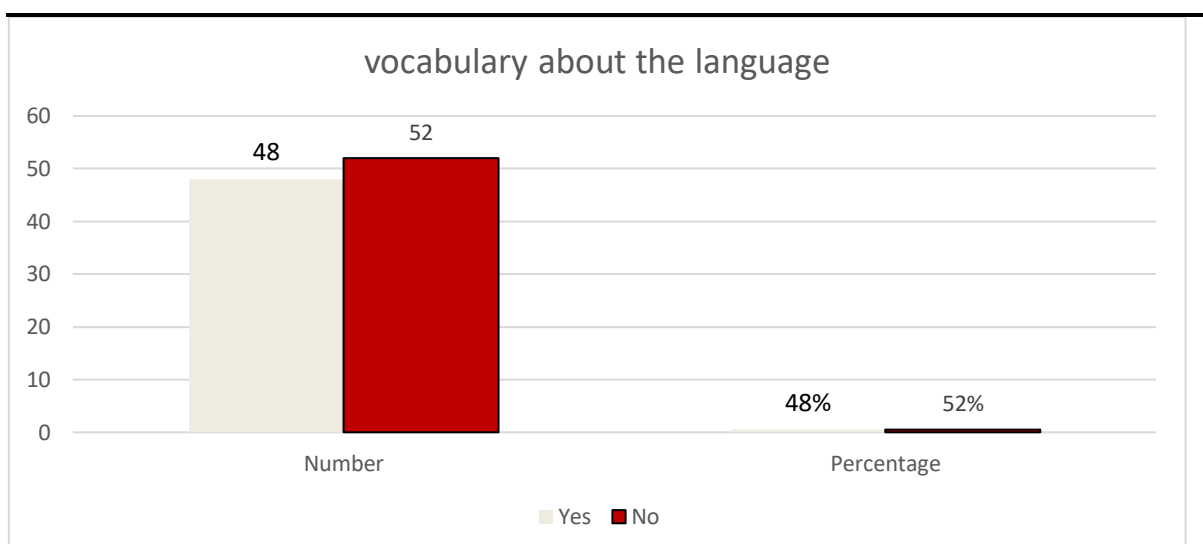


Figure 10: Vocabulary of English

The aims of this inquiry to see whether learners do have a vocabulary to use in English language and to explore any issues related to vocabulary. Fifty- two (52%) out of one hundred learners answered that they are not fully equipped with vocabulary. This indicated that students face challenges due to a lack of vocabulary in the English language. Forty- eight student (48%) said otherwise and chose the option "yes", as an answer. These students are more likely to be active learners and have a better grasp of English language learning.

Question 04: Are you afraid of making mistakes while speaking English? Fear of

Table 13: fear of making mistakes

Options	Number	Percentage
Yes	64	64%
No	37	37%

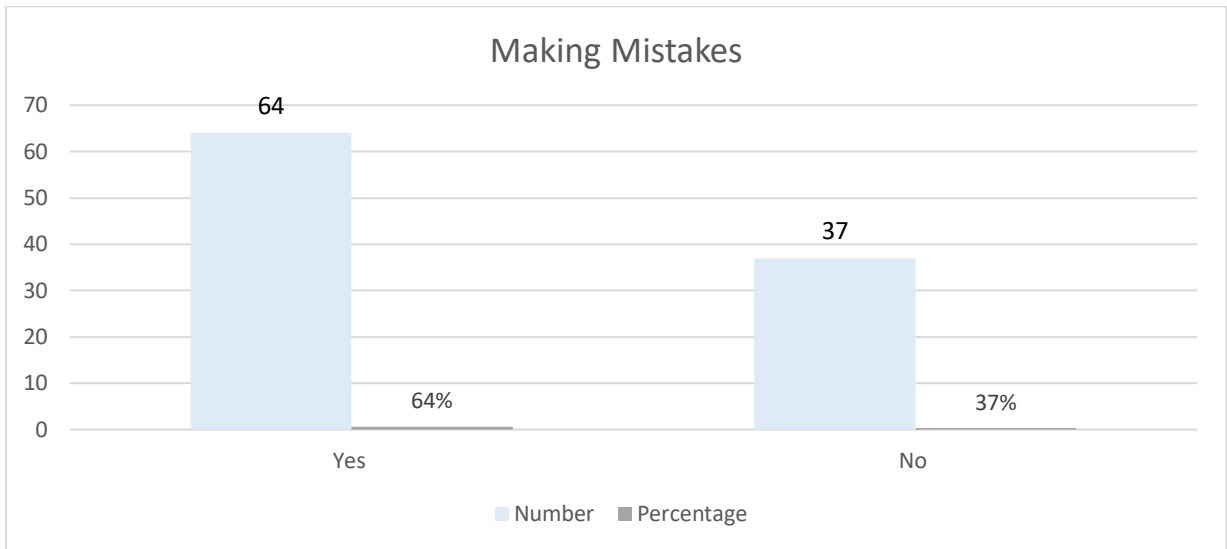


Figure 11: Fear of errors when speaking

One of the obstacles in any presentation or classroom discussion is anxiety and fear of making mistakes. We conducted this inquiry to find out if students encounter such difficulties. Sixty-four learner (64%) answered yes, while thirty-seven (37%) answered no. It can be said that the majority of third-year student get anxious and afraid of making mistakes when they speak English. The students who answered "no", reflect the category that can handle stress and facing the audience during presentations.

Question 05: does your teacher provide different activities during oral session?

Table 14: Activities during Oral sessions

Options	Numbers	Percentage
Always	48	48%
Usually	26	26%
Sometimes	21	21%
Never	05	05%

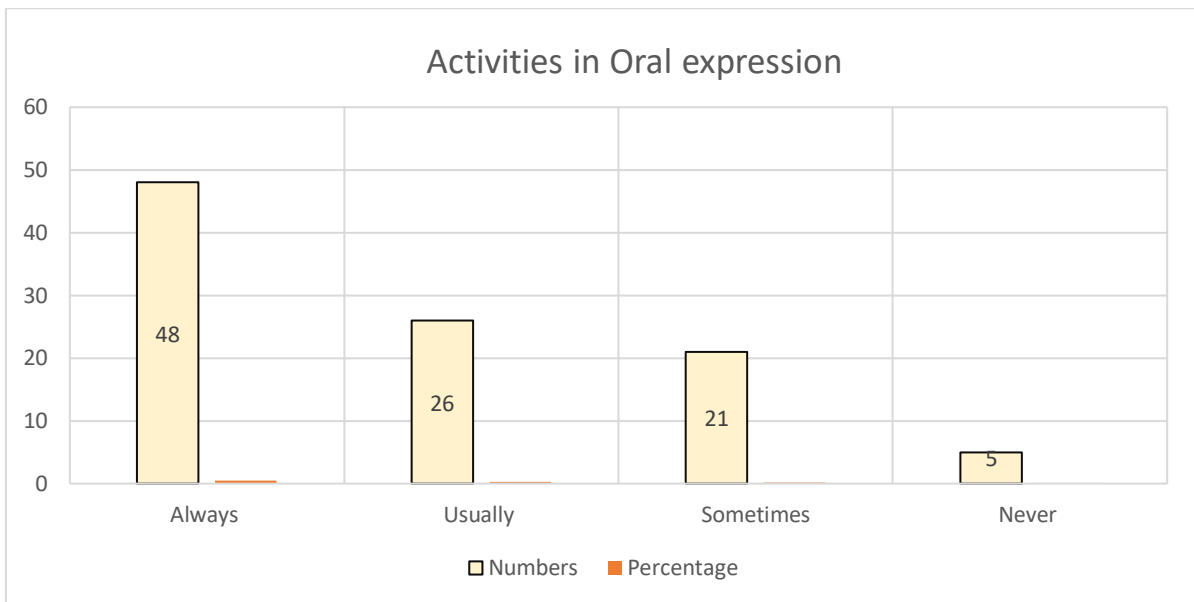


Figure 12: oral session variety of activities

Students replied to the question differently. We wanted to know more about the oral session that third- year students attend. Forty- eight (48%) said that the teacher always includes different activities and tasks during the session. Twenty- six (26%) answered usually, while twenty-one (21%) said sometimes. Only five students (5%) chose the last option that is “never”. This variation in responses may be related to their attendance and their level of engagement during the session.

Question06: based on your experience do you think that learning English requires preparation with all skills?

Table 15: English Skills

Options	Number	Percentage
Yes	89	89%
No	11	11%

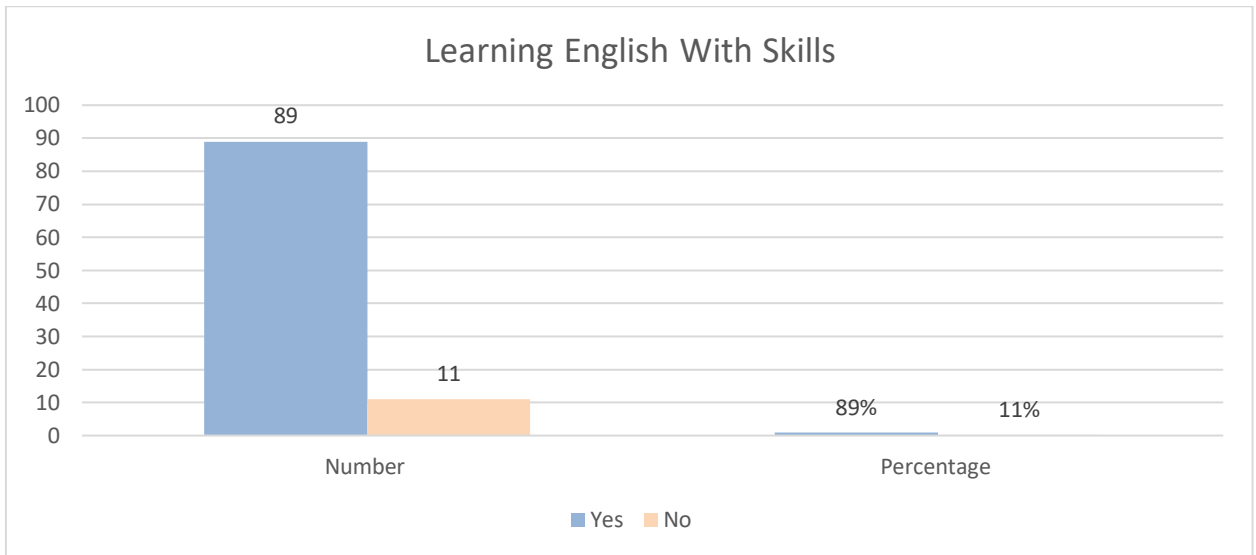


Figure 13: Learning English with its skills

This research questions were designed to emphasize the importance of learning language skills. Furthermore, we aimed to get a better understanding about learners' awareness regarding the skills of English as a foreign language. Eighty- nine (89%) respondents answered "yes", while other eleven (11%) said "no". This can be interpreted as that the majority of learners valuing the importance of acquiring the four skills in language learning.

Question 07: do you think that making mistakes while speaking makes a good learner?

Table 16: Making Mistakes to learn

Options	Number	Percent
I Agree	81	81%
I don't agree	19	19%

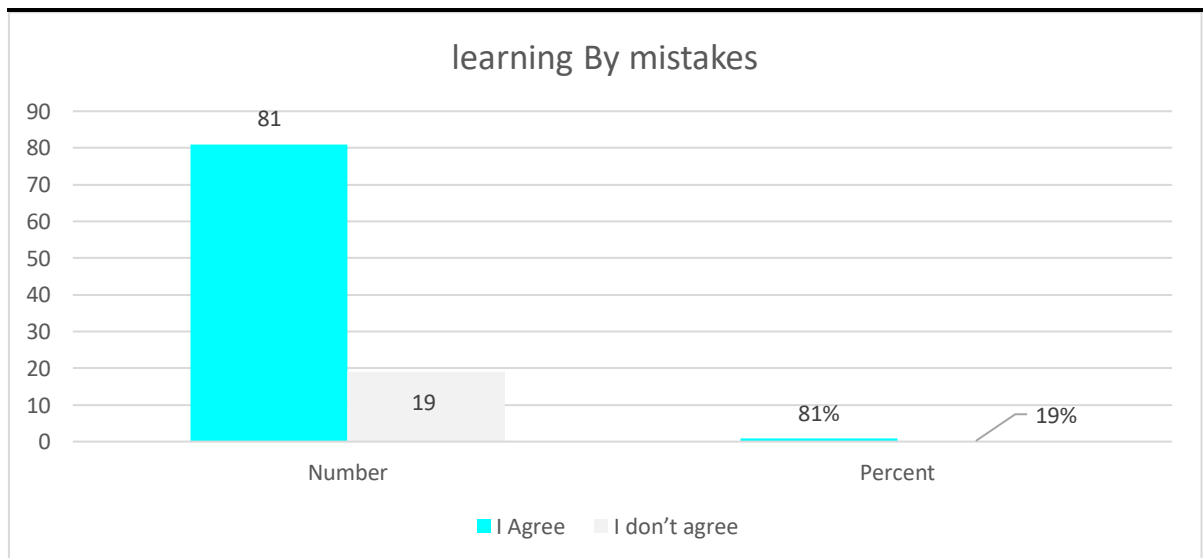


Figure 14: Learning by committing errors

We wanted to determine if students believed in the notion that people learn from their mistakes. Therefore, we asked the students if making errors makes them good learners or not. Eighty -one students (81%) agreed with the statement, while nineteen (19%) did not agree. It may be believed that learners who agreed do not have issues with making errors as way to improve, while others disagree to that.

Question 08: what are the challenges you face as EFL learner?

Table 17: Challenges in EFL

Options	Number	Percent
Speaking	28	28%
Writing	12	12%
Lack of vocabulary	28	28%
Motivation	32	32%

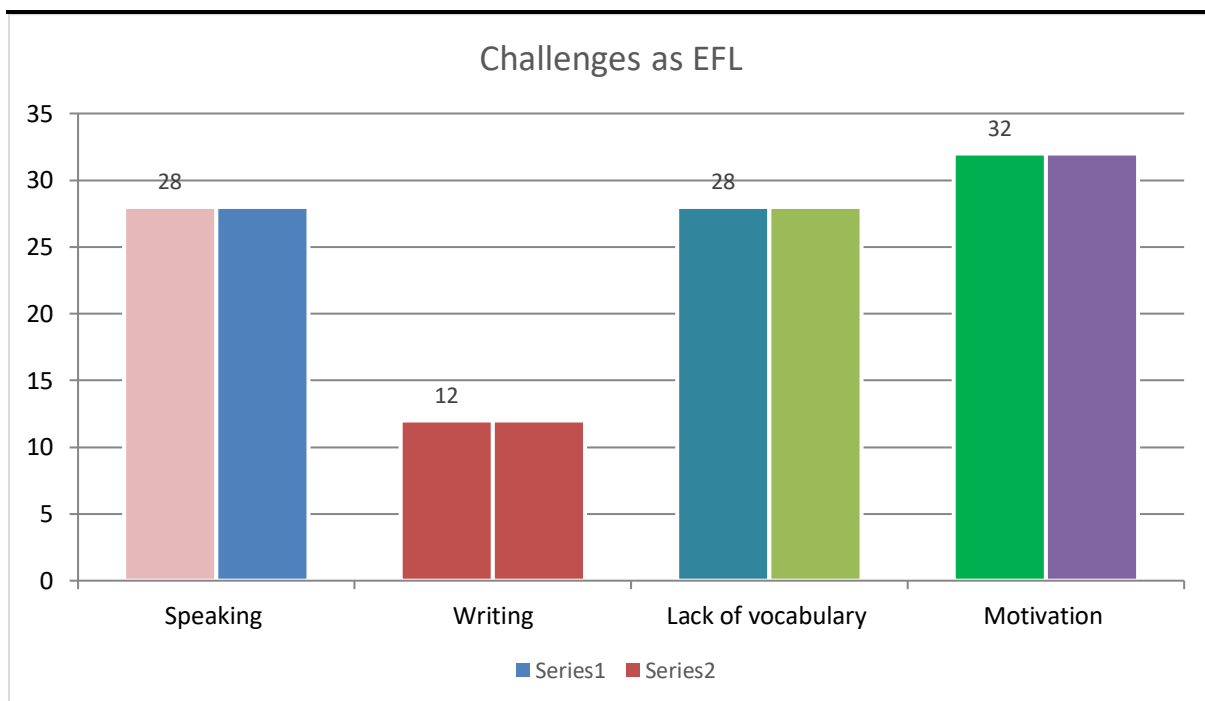


Figure 15: Challenges in learning

We provided choices to identify the challenges that learners faced by EFL students. The options included speaking, writing, lack of vocabulary, and motivation. Twenty- eight students (28%) said that their issue was with speaking. The same number (28%) selected lack of vocabulary, while thirty- two (32%) reported a lack of motivations. Twelve learners (12%) chose writing as their challenge, this indicates that fewer students struggle with writing compared to the majority who face issues with lack of motivation and vocabulary.

Question 09: What are the difficulties you encounter while speaking The English Language?

We added this open-ended question to the students with the goal of obtaining more details about their challenges with speaking English while not all students provided a clear justification and description of their issue, those who answered the question gave us helpful information about their struggles. The majority of learners mentioned that their problem stems from a lack of vocabulary and shyness. Some explained that these difficulties with speaking are rooted from shyness and the inability to find the right words to express their ideas. A few students said that they do not know the way to pronounce certain words and that makes them speak incorrectly sometimes. Another learner said that speaking becomes difficult when he does not have enough information about the subject he is asked to present. Additionally, one explained that difficulty with speaking comes from lack of reading novels or short stories. Furthermore, he added that they do not watch content or videos in English. Overall, it can be deduced that most difficulties for learners lie in their limited vocabulary, as well as shyness and fear of making mistakes.

Question 10: As an EFL learner are you afraid of doing oral presentation during the session?

The inquiry presented a way to determine whether students feel shy and nervous when doing presentations and how they perceive oral presentations. Although we designed this open-ended question to gather detailed information, we did not receive sufficient responses from learners. Among the few respondents, they expressed fear of doing presentations. For instance, one student mentioned finding it hard to talk in front of large number of people and feeling nervous due to the presence of many people. Unwillingness to make mistakes, and Lack of substantial linguistic balance are part of it. Another student explained that he sometimes gets afraid of doing oral presentation during the sessions cause the different points of view and fear of making any mistakes. We collected answers from approximately twenty students. Therefore, we did not provide enough data to this question. Only three students said that they do not get afraid when doing presentation. While the rest answered yes, and only four students provided additional details.

Question 11: is English learning fun?

Table 18: Fun in English

Option	numbers	Percent
Yes, a lot	77	77%
A little	23	23%
No, it is not	0	0

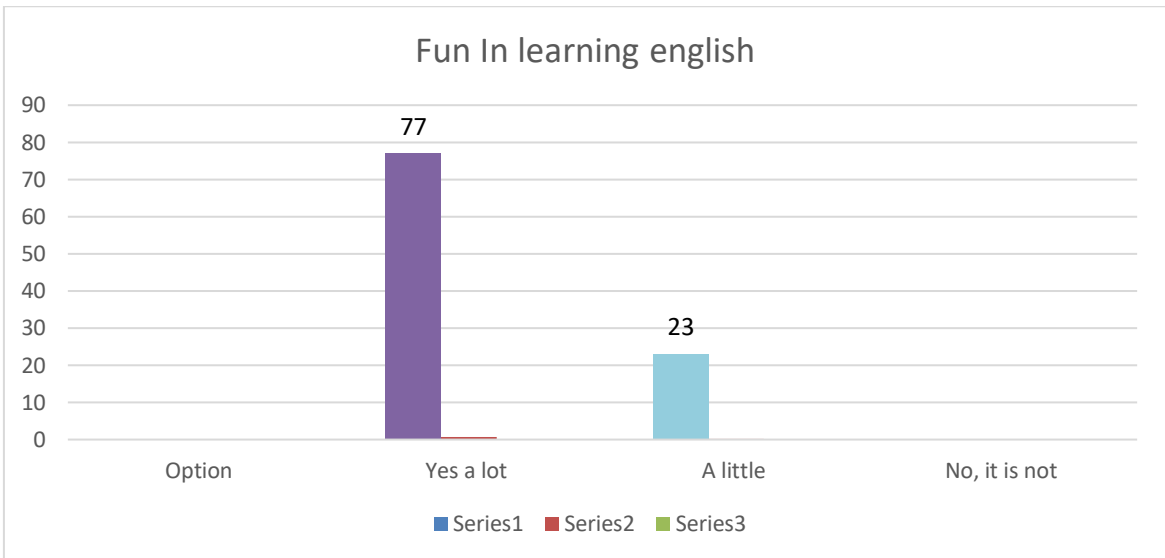


Figure 16: English as fun language to acquire

This question aimed to see learners' enthusiasm about learning English. We asked the students if they find learning English fun. Seventy-seven (77%) students chose to say that it is a lot of fun indicating that they enjoy the learning process. Whereas twenty-three others (23%) said it is a little or not much fun, which may indicate a lack of motivation and eagerness to learn English.

Question12: do you enjoy the oral sessions you study?

Table 19: oral session

Options	numbers	Percent
Yes	92	92%
No	08	08%

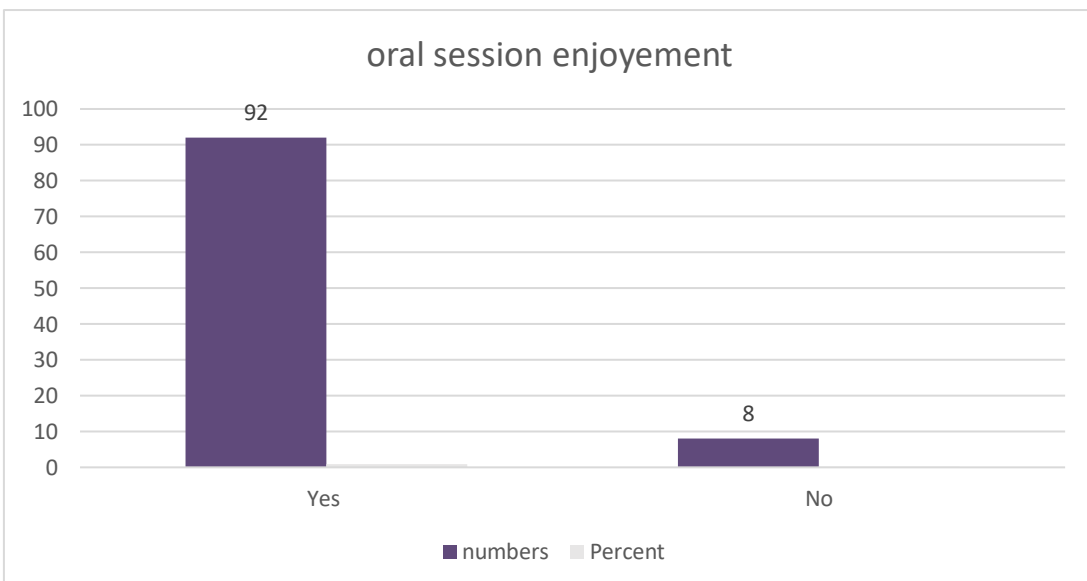


Figure 17: Oral session in university

In order to extract out the beneficial aspects of attending oral sessions in university, we conducted this question. We asked learners whether they enjoy oral sessions or not. Ninety-two (92%) participant answer that they do. This reflects the significance or the oral session. In contrast eight students (08%) said that oral sessions are not enjoyable time for them. This may be interpreted as either their lack of participation in the classroom or a lack of motivation.

2.1. Discussion of the results

The questionnaire served as the instrument for conducting this investigation. The purpose of the first section of the questionnaire was to collect broad information about learners. Based on the analysis, it was found that the majority of third-year students are female. Learners do not use the English language on a daily basis, they use it occasionally. A large proportion of students found the educational trajectory of their peers to be engaging, while the remaining students had differing opinions. English as a foreign language presents some challenges. According to the students' responses, their main concern as second-language learners is communication.

The second section of the questionnaire focused on university-level education. The students recognized the importance of developing all four language skills. As indicated by the results, students primarily use English in the classroom setting. In addition, learners appear to believe that language acquisition is accomplished through fluent speaking and the ability to comprehend, whereas others believe that it is accomplished through language skills. The viewpoints were comparable, which suggests that language learning is acquired through various regimes based on the individual learner. Furthermore, the students' responses demonstrated their awareness of the significance of motivation in language acquisition.

The third section of the questionnaire primarily focused on issues related to speaking ability during oral expression sessions. Half of the population indicated that they face difficulties when speaking English. Students were questioned about language learning, and majority stated that it is the capacity to comprehend the speaker's meaning. One of the difficulties identified by students is the fear of making errors. They hesitate to communicate because they are intimidated by the possibility of making mistakes while speaking. The students reported that a variety of activities emphasize oral communication. When asked about the challenges they confront as EFL students, the majority responded that their vocabulary was inadequate. While a portion demonstrated a problem with motivation. The main three components of this research questionnaire are the types of difficulties faced by learners. Lack of vocabulary, timidity, and the dread of making mistakes According to the results, third-year

students have three main issues with speaking as a skill. It can be deduced that the majority of learners' difficulties originate from a lack of vocabulary, with shyness and fear of making mistakes also playing a significant role. Learners were also asked about their beliefs regarding oral expression, and their responses revealed a positive attitude. They perceive the oral expression sessions as an opportunity to become more familiar with English language. However, the overall appreciation of the oral sessions, learners still harbor fears about oral presentations due to the fear of making mistakes and the potential scrutiny from their classmates or the teacher as a session is a break for students to become more familiar with the English language. While the majority of students appreciate the oral session, learners fear oral presentations because they fear making mistakes and being scrutinized by their classmates or the teacher.

In conclusion, the survey results shed light on the prevalent difficulties encountered by university students when endeavoring to speak English as a Foreign Language (EFL). The investigation revealed that students face psychological and linguistic obstacles that substantially impede their speaking proficiency. A lack of vocabulary is identified as one of the principal linguistic issues. Many students reported having trouble finding the proper words to convey their thoughts and ideas in English, which hinders their ability to speak English fluently and confidently. In addition, the questionnaire revealed the participants' pervasive dread of making errors. The fear of being judged or misunderstood inhibits their willingness to engage in English conversations, leading to self-consciousness and hesitancy that hinder the development of effective speaking skills. It is essential to note that confidence and motivation play a significant role in speaking proficiency. The findings indicated that Students lacking confidence in their language skills had greater difficulty overcoming linguistic and psychological barriers. Conversely, those with high levels of confidence and motivation demonstrated greater improvement in their speaking abilities.

To address these challenges, language educators and institutions should implement comprehensive strategies that focus on improving vocabulary acquisition, fostering a supportive and nonjudgmental learning environment, and boosting students' self-confidence and motivation. By providing ample opportunities for practice, offering constructive feedback, and providing encouragement, educators can empower students to surmount linguistic and psychological obstacles and effectively enhance their speaking skills. In conclusion, this study has highlighted the pressing issues that university students face in terms of speaking English as a foreign language EFL. By recognizing the significance of vocabulary development, addressing the fear of making errors, and fostering confidence and motivation, we can empower students to become more proficient and confident English speakers.

Conclusion

The chapter at hand is the element designated to analyses and interpret the questionnaire conducted for third- year students at the University of BBA. The finding of the research cannot be generalized as we only used a sample of one hundred participants from the overall population of third-year students. However, the findings helped to fulfill the research aim, which was to find out the sort of challenges third- year students face while speaking the English language. The research succeeds sat proving that learners' main challenges with speaking are rooted in their lack of vocabulary shyness, and being afraid to speak incorrectly.

General Conclusion

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Limitations of the study

Pedagogical recommendations

General conclusion

This study gives insight into the role of speaking ability in EFL learning and instruction. We attempted to discover the most prevalent speaking difficulties encountered by third-year LMD students and explore potential solutions to overcoming these challenges. The research consists of two chapters. The first chapter contains a descriptive section that offers an overview of speaking. This theoretical chapter provided an explanation of speaking skills, their characteristics, challenges, and strategies for overcoming them. The second chapter focuses on the analysis of data collected from student questionnaires. The purpose of these questionnaires was to collect information and perspectives from students and teachers regarding speaking difficulties and ways to overcome them. In the general introduction, we assume that developing of speaking ability is essential for EFL students. Furthermore, students struggle with their speaking skills due to their feelings of shyness, lack of motivation, anxiety, and fear of making mistakes. Additionally, teachers play a significant role in resolving speaking difficulties by fostering a supportive classroom environment, providing students with positive feedback, and encouraging interaction through a variety of activities. Consequently, their communication abilities would be enhanced. The results of the questionnaires demonstrated that the majority of our participants have difficulty with the aforementioned issues. Fear of making errors, lack of self-confidence, lack of motivation, shyness, anxiety, and negative feedback from instructors prevent them from practicing and promoting the skill in the classroom. To address these issues, we suggested that encouraging students to communicate with confidence is essential, as it encourages their participation. Teachers should provide students with more opportunities to express themselves by assigning those activities that require them to communicate without fear or reluctance. Additionally, teachers should be aware of when and how to provide corrective feedback to students, ensuring that mistakes are addressed appropriately and without criticism, that students are unafraid to make mistakes because their teachers are correcting them in an appropriate manner and without criticism. Speaking activities should focus on helping develop their skills effectively. Thus, creating an active and supportive classroom environment assists students in overcoming their speaking difficulties. It is beneficial for students to recognize the significance of speaking skills and engage in more speaking assignments with their peers in order to overcome their obstacles and increase their vocabulary and fluency through the use of effective speaking strategies and activities. The study will hopefully contribute to the development of English instruction and learning at BBA universities. This study leaves room for future research, such as experimenting with university students during the oral session by providing a new set of activities to analyze their results.

Limitations of the study

Conducting this study was exceptional, but it also encountered some difficulties. One of the major challenges in this research was lack of time, which prevented us from conducting an in-depth investigation. Due to the time constraint, we only adopted a questionnaire as a data collection tool, despite the need for additional research instruments such as observation and interview with teachers and students for further analysis. Furthermore, the timing of distributing the questionnaire coincided with a period when third-year students were experiencing anxiety and stress due to quizzes, assignments, and projects. Thus, students did not provide us with detailed answers to the inquiries. Additionally, it is important to note that the findings of this study are limited to the specific sample selected and could potentially change with a different sample.

Pedagogical recommendations

For students:

- Students should utilize English language outside the classroom to enhance their language skills specifically speaking.
- Learners can use online English content and videos to improve themselves. Motivational videos and podcast are constructive contents to do so.
- Learners should socialize more with their classmates to break the ice and awkwardness.
- To enrich their Vocabulary learners should use more applications and listen to songs or watch movies in English.
- Students should participate more during oral presentations and ask questions in case of ambiguity.

For teachers:

- Instructors should provide a friendly atmosphere for learners to engage more in the oral session. This can be done through using group activities and classroom discussions.
- The teacher can include tasks that require role plays and theatrical themes.
- Teachers should use modern teaching methods to help eliminate students' fears and shyness.
- Teachers ought to motivate students to realize that shyness is undesirable because it prevents them from developing their speaking skills. If students view shyness as a negative trait, they will be motivated to surmount it.
- The students need to know that teacher does not expect them to speak perfect English. teacher should realize that it takes time and effort for them to learn to converse in English.
- Teacher should avoid criticizing learners in front of their peers and do it more privately.
- Teachers need to motivate learners to employ their foreign language outside of the classroom as well as offer chances for them to do so.
- Teacher can provide learners with entertaining activities to lessen their stress and shyness. For instance, spelling words, vocabulary activities, challenging games between students to stimulate their active participation.

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Appendix

QUESTIONNAIRE FOR STUDENTS

We are currently conducting research on EFL Learners speaking skills. This questionnaire aims at collecting EFL attitudes toward the challenges they face during oral sessions. Furthermore, we are aiming to stress out those difficulties and propose solutions to face them. We kindly ask for your assistance and answer the following inquiry. We hope that you provide us with information to the best of your knowledge. This information will be treated with utmost confidentiality.

Thank you.

You are kindly requested to answer the questions below

Your contribution will not be forgotten thank you in advance

I. Section one: General information

Gender:

Female

Male

- *Tick the correct answer*

❖ How do you describe your learning journey?

Interesting

Boring

Hard

❖ What are the difficulties you face as EFL learner?

Four skills

Communication

Comprehension

All of the above

❖ Do you use English language when you interact with others?

Always

Sometimes

Often

Never

II. Section Two: English Language in university

1. Do you think that the four skills are important in EFL learning?

- Yes
- No

2. Do you use the English language in the classroom?

- Yes
- No

3. According to you a foreign language is acquired through:

- General knowledge about vocabulary
- Learning a foreign language with its four skills
- The ability to speak fluently and comprehend
- Another if so explain:

.....
.....

4. The teacher should give the students a chance to speak English?

- I agree
- I don't agree

5. Do you think motivation is important in English learning :

- Yes
- No

III. Section three: challenges with speaking skills

❖ Do you have issues while speaking English language?

- Yes
- No

If yes, please explain

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

- ❖ ***What is English language learning?***
 - The ability to receive the meaning of a speaker*
 - The full knowledge about the speaker's intention*
 - The study of language in context*
 - All of the above*
- ❖ ***As an EFL Learner are you fully equipped with vocabulary of the language you are Studying?***
 - Yes*
 - No*
- ❖ ***Are you afraid of making mistakes while speaking English?***
 - Yes*
 - No*
- ❖ ***Does your English teacher provide different activities during oral session?***
 - Always*
 - Usually*
 - sometimes*
 - never*
- ❖ ***Based on your experience, do you think that Learning English requires preparation with all skills?***
 - Yes*
 - No*
- ❖ ***Do you think that making mistakes while speaking makes a good learner?***
 - I agree*
 - I don't agree*
- ❖ ***What are the challenges you face as an EFL learner?***
 - Speaking*
 - Writing*
 - Lack of vocabulary*
 - Motivation*

❖ *What are the difficulties you encounter while speaking The English Language?*

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

❖ *As an EFL learner are you afraid of doing oral presentation during the session?*

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

❖ *Is English learning fun?*

- Yes, a lot*
- A little*
- No, it is not*

❖ *Do you enjoy the oral sessions you study?*

- Yes*
- No*

Thank you so much for your time and participation.

Résumé

L'anglais est la langue la plus parlée au monde. Cependant, les apprenants rencontrent encore des problèmes avec leurs compétences. L'objectif de cette étude est de découvrir les défis collectifs auxquels les étudiants EFL sont confrontés en matière d'expression orale, ainsi que les facteurs qui influencent ces problèmes. L'étude cible les étudiants de troisième année du département d'anglais de l'Université Mohamed El Bachir El Ibrahimi pour l'année académique 2022-2023. Afin d'atteindre les objectifs de l'étude, un travail de terrain a été mené. La méthode qualitative a été appliquée et les données ont été collectées par la distribution d'un questionnaire à tous les étudiants de troisième année. Par la suite, 100 participants ont été sélectionnés au hasard sur 210, ce qui représente un pourcentage de 48%. L'analyse des données recueillies a révélé ce qui suit : la moitié des participants sélectionnés éprouvent des difficultés à s'exprimer à l'oral. De plus, ces difficultés varient d'un apprenant à l'autre ; cependant, la majorité des apprenants souffrent d'un manque de vocabulaire, de motivation, de timidité et de la peur de faire des erreurs. Néanmoins, la recherche a révélé que les apprenants apprécient les sessions orales, tandis que certains ont du mal à participer aux discussions en classe. Par conséquent, les enseignants devraient faire prendre conscience de l'importance des discussions en classe et de la pratique de l'anglais en dehors de la classe. Les formateurs devraient s'efforcer de proposer aux apprenants des activités de groupe et des débats afin de les familiariser les uns avec les autres.

الملخص

تعد اللغة الإنجليزية أكثر لغات العالم انتشارًا، إلا أن المتعلمين لا يزالون يواجهون مشكلات في مهاراتها. تهدف الدراسة لاكتشاف التحديات الشائعة التي يواجهها طلاب اللغة الإنجليزية كلغة أجنبية في التحدث، بالإضافة إلى التأثيرات الكامنة وراء هذه القضايا. تستهدف الدراسة طلاب السنة الثالثة في قسم اللغة الإنجليزية بجامعة محمد البشير الإبراهيمي للعام الدراسي 2022-2023. من أجل تحقيق أهداف الدراسة، تم إجراء عمل ميداني باستخدام الطريقة النوعية للدراسة، وتم جمع البيانات عن طريق توزيع استبانة على جميع طلاب السنة الثالثة (ذكور وإناث). في وقت لاحق، تم اختيار 100 مشارك عشوائيًا من بين 210 بنسبة 48%. أظهر تحليل البيانات التي تم جمعها ما يلي: نصف المشاركين الذين اختبروا يعانون من مشكلات في مهارة التحدث. بالإضافة إلى ذلك، تختلف هذه التحديات من متعلم لآخر. ومع ذلك، يعاني غالبية المتعلمين من نقص في المفردات والتحفيز والخجل والخوف من ارتكاب الأخطاء. وعلى الرغم من ذلك، وجد البحث أن المتعلمين يستمتعون بخصص التعبير الشفهي، في حين يجد بعضهم صعوبة في المشاركة في المناقشات الصفية. لذا يجب على المعلمين زيادة الوعي بأهمية المناقشات الصفية وأهمية ممارسة اللغة الإنجليزية خارج الفصل الدراسي.

الجمهورية الجزائرية الديمقراطية الشعبية

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والمكلف (ة) بإنجاز مذكرة ماستر،

عنوانها:

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..... the case of third-year students at the university
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أصرح بشرفي أنني ألتزم بمراعاة المعايير العلمية والمنهجية ومعايير الأخلاقيات المهنية والنزاهة الأكاديمية المطلوبة في إنجاز البحث المذكور أعلاه.

التاريخ: *13/07/2023*

توقيع المعني (ة)



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التاريخ: 13.07.2023

توقيع المعني (ة)

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