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**Ministry of Higher Education and Scientific Research**  
**Ibn Khaldoun University of Tiaret, Algeria**



**Faculty of Letters and Languages**  
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**DEVELOPING VOCABULARY BULK IN EFL LEARNER'S SPEAKING  
PRODUCTION**

**Case of Second Year EFL Students BLD at Ibn khaldoun university of  
Tiaret**

A Dissertation Submitted in the Department of English in Partial Fulfillment of the  
Requirements for the Master Degree in Didactics

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**Academic year: 2022/2023**

# ***Dedication 1***

*This dissertation is dedicated with love to my ever-caring parents. I would like to express my deep appreciation and gratitude for their support, hard work, and encouragement during my educational journey.*

*Mother, thank you for making me realize that I'm worth everything in this world. That I must be treated like a queen and that I should never settle for less than what I deserve. Thank you for your wisdom, your advice, and your silent prayers. Mom, you are a woman like no other.*

*You are my precious soul.*

*Father, you are my hero. You are the most courageous and resourceful man. Thank you for your hard work. Thank you for being my dad.*

*Everything I do is to make you proud*

*To my kindest sister, Yousra, and to the little one, Nesrine To my brothers Ayman and Mohamed. I love you a million times better.*

***Zian Insaf***

# ***Dedication 2***

*In the name of God, Most Gracious, Most merciful, the Compassionate, All the Praise is due to Him alone.*

*I dedicate this modest work to My  
Everything in this World is my beloved Parents who are the reason for my success .*

*Special thanks to the soul of my Father Tayeb who is always there for me. Thank you so much for your financial support and hardwork .*

*Special thanks to my beloved Mother Maryam for your love and prayers for me.*

*I'm deeply grateful for your sacrifices and unconditional love, support and care . You are my source of strength and success.  
May God bless you*

*To my lovely sisters and dearest brothers, thank you for your love and encouragement.*

*To my special friend Aicha who always encouraged me thank you my dear .*

*Special dedication to all my favourite friends and classmates inside and outside the University for their great Support .*

***Harizi Leila***

## ***Acknowledgments***

*First of all we would like to thank the Almighty Allah for his enduring grace and protection.*

*We would like to express our sincerest gratitude to our supervisor Dr. Habib Madani for his support, and patience.*

*We would also like to thank the members of the jury for their presence and contribution. Dr.Lahmar Mokhtaria, Dr.Mahdaoui Ahmed.*

*We would like to give special thanks to our families as a whole for their support when undertaking our research, your prayers for us was what sustained us this far.*

*We owe thanks to all the EFL teachers and students who have kindly accepted to fill in the questionnaire.*

## **Abstract**

Developing a rich vocabulary repertoire plays an important role in acquiring English, especially in oral communication. This research aims at establishing the need to focus on learning vocabulary as an effective factor in EFL learners' speaking skills. It also examines how vocabulary knowledge influences speaking production. Consequently, quantitative research method was conducted in the form of questionnaires with open-ended questions administered to a pool of fifty EFL students from the same level L2 from the English department of the University of Ibn Khaldoun in Tiaret. With the intention of exploring their vocabulary level and speaking problems, aiming at finding solutions. The second questionnaire was addressed to ten EFL teachers from Ibn Khaldoun University of Tiaret, in which they described their learners' fears and gave some recommendations and solutions to learners and teachers who are in the same field. The analysis of the collected data showed that both teachers and learners indicated that lack of vocabulary is one of the major factors in students inability to speak English fluently. A set of strategies was suggested by the informants to enhance EFL learners' vocabulary storage on the purpose of improving their speaking fluency.

**Keywords :** EFL students, EFL teachers , learning vocabulary Speaking skills, vocabulary repertoire.

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## **List of Abbreviations and Acronyms**

**Cs : Cognitive strategies**

**EFL : English As foreign language**

**ELLS: English language learners**

**Esl: English As second learners**

**ICT: information communication technologies**

**L2: second year**

**VLS's : Vocabulary learning strategies**



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# **General Introduction**

### General Introduction

Speaking production is one of the important skills to acquire in the process of learning English as a Foreign language. It appears specially in communication. Thus, developing an adequate vocabulary storage is one of the main concerns of the EFL learners. Accordingly, teachers must be concerned with adopting helpful teaching methods and techniques that would facilitate the process of vocabulary learning and retention.

The present study provokes contrastive awareness of vocabulary learning importance in EFL's speaking production. It tries to provide answers to the following research questions :

- 1-What is the role of vocabulary repertoire in developing the speaking production?
- 2-How can EFL teachers extend learners' vocabulary bulk within the speaking instruction ?
- 3-How can EFL teachers enhance learners' speaking fluency through vocabulary teaching?

To answer the above mentioned questions, the following hypotheses are generated:

- 1-Vocabulary plays a crucial role in learning language. Without vocabulary language improvement in speaking will be missing.
- 2-EFL teachers may provide their learners with many oral activities to enhance their speaking fluency such as presentations, public speech, group discussions, brain storming, and interviews.
- 3- Poor vocabulary knowledge may reduce the quality of communication in the target language, for this reason EFL teachers should enlighten learners with effective strategies to promote autonomous learning to grow up their vocabulary storage.

To reach our research aim, qualitative research approach is applied, it is relying on the data gathered from the teacher's and learner's questionnaire to pinpoint the major problems and difficulties that face EFL students in developing their vocabulary storage. In addition, to extract the speaking obstacles that prevent them from producing words progressively.

Teacher's questionnaire was designed for 10 EFL teachers from Ibn Khaldoun University of Tiaret. The second questionnaire was designed for 50-second year EFL students from the Department of English at the same university.

This dissertation contains three main chapters. The first chapter focus on vocabulary learning, definitions, it's types, vocabulary learning importance, vocabulary teaching importance, and some helpful techniques to help teachers introduce new vocabularies.

The second chapter shed light on the second variable which is the speaking skill . We aimed to give a comprehensive overview of the term speaking , obstacles that faces EFL students in speaking, tools to develop speaking, it's relation to other skills and at the end the relationship between vocabulary development and speaking production skills. The third chapter stands for examining the hypotheses and analyzing the findings. At the end of this chapter, based on the findings, some recommendations and suggestions are given for both EFL learners and EFL teachers.

# **Chapter One**

## **Vocabulary and it's development**

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## 1.1 Introduction

When it comes to learning English as a Foreign language vocabulary is the first important thing to acquire as Paul (2015) noted in his paper on vocabulary learning “a rich vocabulary makes the skills of listening, speaking, reading and writing easier to perform.”

Although the importance of learning vocabulary has been neglected for a long time, researchers have increasingly been turning their attention to vocabulary e.g Carter and McCarthy (1988),Nation (1990)Arnaud and Bejoint (1992) Huckin, Haynes and Coady (1995),David Wilkins 1972,p.11),Schmitt (1997,2000)Read (1997).

In this chapter, we will insert definitions of vocabulary and its types. In addition, the importance of teaching and learning vocabulary in EFL, we will also mention different strategies to master vocabulary and at the end of this chapter some tools for developing vocabulary.

## 1.2 Definitions Of Vocabulary

The origins of the word vocabulary goes back to mid sixteenth century and can be traced to mid Latin and Latin roots. This word comes from vocabularium which means a long list of words. Vocabulary can be defined in multiple ways. Hatch and Brown (1995 ,p.1) define the term vocabulary as a list of words for a particular language or a list of words that individual speakers of language might use.

Ur(1994, p.60) defines vocabulary as the words we teach in the foreign language. In addition, Brown (2001, p.377) views vocabulary items as a boring list of words that must be defined and memorized by the students. Oxford learners dictionary defines vocabulary “ All the words that a person knows or uses , or all the words in a particular language” . Hatch and Brown said that all words used by a person for a specific language. Vocabulary involves sentences and idioms as well as phrases.

Hornby (2006, p.1645) defines vocabulary as “The knowledge and the utilization of words by each person in a particular language”. On the other hand, Henriksen (1999) defines vocabulary as the capacity of using an understandable vocabulary knowledge. According to Alqahtani (2015) he defines vocabulary as : an understandable words that using by each person for sharing ideas and understand what speaker is saying . Therefore, communication is a tool to acquire new words.



According to Nunan (2005, p.121) “ vocabulary is the collection of words that an individual knows” . According to Nation (1990) he said that “ Vocabulary Knowledge is knowledge of words in speech and writing that includes syntax, collocation, frequency of use , compatibility, meaning, concept and relationship with other word vocabulary knowledge” . From this definition it seems that vocabulary is a key factor in successful language acquisition. It helps in developing both receptive and productive skills.

Folse (2014) views that vocabulary is a combination of words as well phrases, idioms , phrasal verbs and it covers all the language elements such as pronunciation and how to spelling words .

**Table1.1**

***What Is Involved in Knowing a Word?***

<b>Aspect</b>	<b>Component</b>	<b>Receptive knowledge</b>	<b>Productive knowledge</b>
Form	spoken  written word parts	What does the word sound like? What does the word look like? What parts are recognizable in this word?	How is the word pronounced? How is the word written and spelled? What word parts are needed to express the meaning?
Meaning	form and meaning concepts and referents associations	What meaning does this word form signal? What is included in this concept? What other words does this make people think of?	What word form can be used to express this meaning? What items can the concept refer to? What other words could people use instead of this one?
Use	grammatical functions collocations constraints on use (register, frequency...)	In what patterns does the word occur? What words or types of words occur with this one? Where, when, and how often would people expect to meet this word?	In what patterns must people use this word? What words or types of words must people use with this one? Where, when, and how often can people use this word?

**Source: Adapted from Nation (2001,p27)**

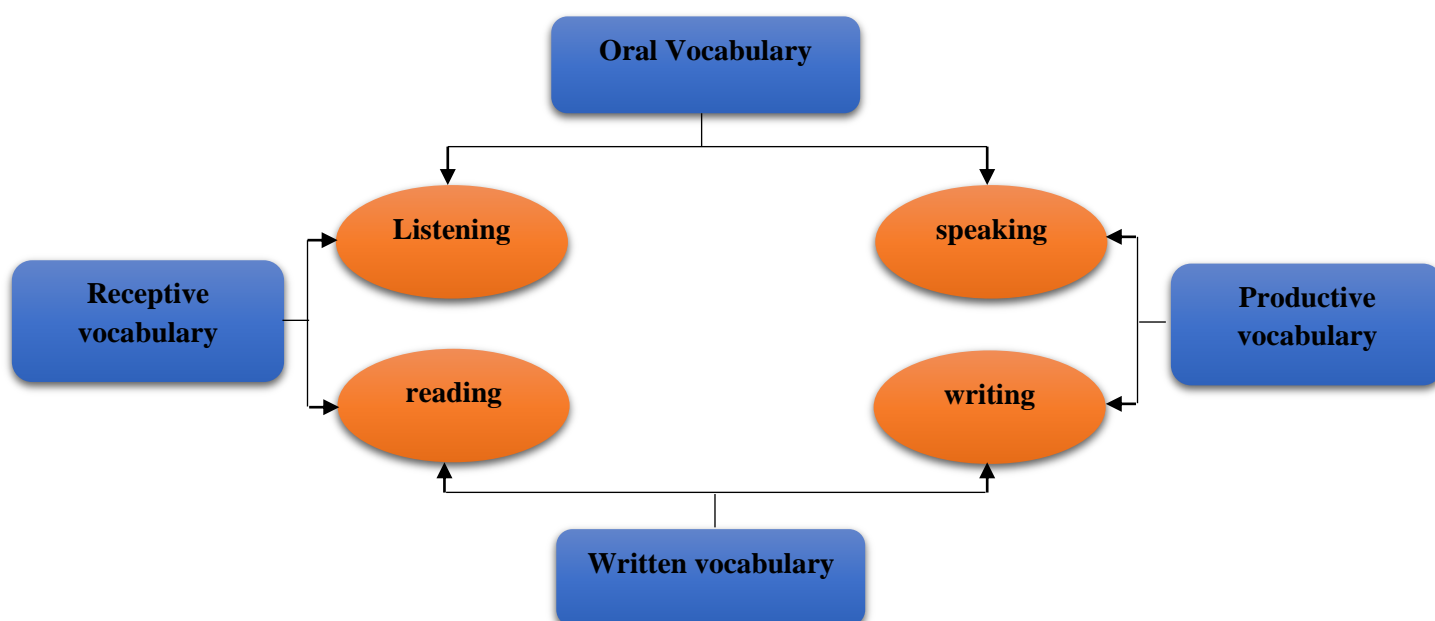
The above table illustrates the aspects that are involved in knowing a word in two types receptive and productive knowledge . The first aspect is the form, we focus on the appearance of this word weather in it's written form, spelling,or what is femeliar in this word. The second aspect is the meaning, here we may ask the question what does it refer to? ,what it involves?,it's context of use, what do people think when hearing it, plus it forms or other words that holds a common or same meaning, it'synonym. The third aspect is the use. Here we try to know it'grammatical function, when we can use this word and where it means to recognize the perfect situations for using that word , also how often people will meet this word or how they can use it.

### 1.3 Types of vocabulary

Vocabulary in English can be categorized into two types namely active and passive vocabulary. (Heibert and Kamil,2005, p.3) knowledge of words also comes in at least two forms, receptive and productive.

Figure 1.1 :

*Types of vocabulary*



Al-Desri (2013,p.74)

The figure 1.2 shows that there are two types of vocabulary. each type is divided into two skills. Productive vocabularies are speaking and writing, while receptive

vocabularies are listening and reading. Moreover listening and speaking skills are categorized as oral vocabulary. While writing and reading are written or printed vocabulary.

### **1.3.1 Active Vocabulary /Productive**

Active vocabulary refers to words that Learner knows. They don't need to look them up. Their meaning comes naturally to you. The active vocabularies holds words that learner can use in speaking and writing accurately. In other words active vocabulary are vocabulary that learner can easily recall and use spontaneously. Yet Laufer in 1998 in his reaserch divided them into two sub groups, controlled and free active. While productive vocabulary refers to the "the words wich the students understand, can pronounce correctly and use constructively in speaking and writing" Hycraft (1978 cited in hatch and brown, 1995, p.370). This means that the learner is in productive control of the words he uses in writing or speaking.

### **1.3.2 Passive Vocabulary /Receptive**

Passive vocabulary refers to words that Learners can understand when appearing in writing or speech but they don't confidently use them. These words can't be recalled or used easily and frequently in the EFL classes. According to Goldstein (2004) receptive vocabulary was associated in listening and reading. "Words that students recognizes and understands when they occur in a context, but they cannot produce correctly" Hycraft (1978 cited in Hatch and brown, 1995,p. 370). So passive vocabulary is the words you understand while hearing or reading, but you can't recall them or use them in producing language.

### **1.3.3 Active Vs Passive Vocabularies**

Both passive and active vocabulary encounter the same concept in language learning, both refers to the word the individual knows. The difference in their usage. Furthermore, in any language passive vocabulary is larger than active vocabulary. This is true for both, language learners and native speakers. In addition, the secret of gaining fluency consists in converting the learner's passive vocabulary progressively.

## **1.4 Importance Of Learning Vocabulary**

Vocabulary is one of the biggest challenges that faces students in learning a foreign language as Wilkins (1972) said without vocabulary nothing can be conveyed .

It builds the learner's knowledge, it improves language skills speaking, writing, listening, reading . Moreover for the sake of efficient communication efl students need to learn a large size of words in order to use it in meaningful context.

Oxford (1990) claims that vocabulary is “by far the most sizeable and unmanageable component in the learning of any language, whether foreign or one’s mother tongue, because of tens of thousands meanings” .Furthermore, many EFL learners consider second language acquisition as a matter of vocabulary learning and there for, they spend a great deal of time memorizing lists of words using their bilingual dictionaries. The specificity of any individual’s vocabulary knowledge depends on the person and his motivation, desires, and need for the words (Hatch and Brown, 1995). In another words, people learn meaningful words in relation to their needs in life and their daily life. It is an individual achievement and possession (Rivers,1989) defin learning vocabulary that is purely individual work. From the previous sayings, we can conclude that vocabulary learning plays an important role in our daily life and specially in acquiring any language .

Schmitt (2000) Said that lexical knowledge is an essential component to perform communication as well to acquire second language. Further more, Nation(2001) clarified that the relation between the knowledge of vocabulary as well the utilization of language as integrated. On the other hand , the knowledge of words permits language utilization and on the contrary, the language use drives to the growth in the development in vocabulary knowledge. Laufer et al (1999) they have recognized that the acquisition of vocabulary is a basic element for efficient utilization of a second language as well as performs a significant function in the figuration whether spoken and written texts.

Wilkins(1972) said that grammatical sentences are less important if a person does not have sufficient stock of words in order to transmit what he wants to talk about , often without grammar few can be transmitted while without vocabulary nothing can be transmitted. In addition, McLaughlin (1978) state that vocabulary is the main activity of learners. thus learners is needed to recognize the relationship between syntactic and constancy of words . Folse (2014) view that vocabulary is a combination of words as well phrases, idioms , phrasal verbs and it covers all the language elements such as pronunciation and how to do in spelling words.

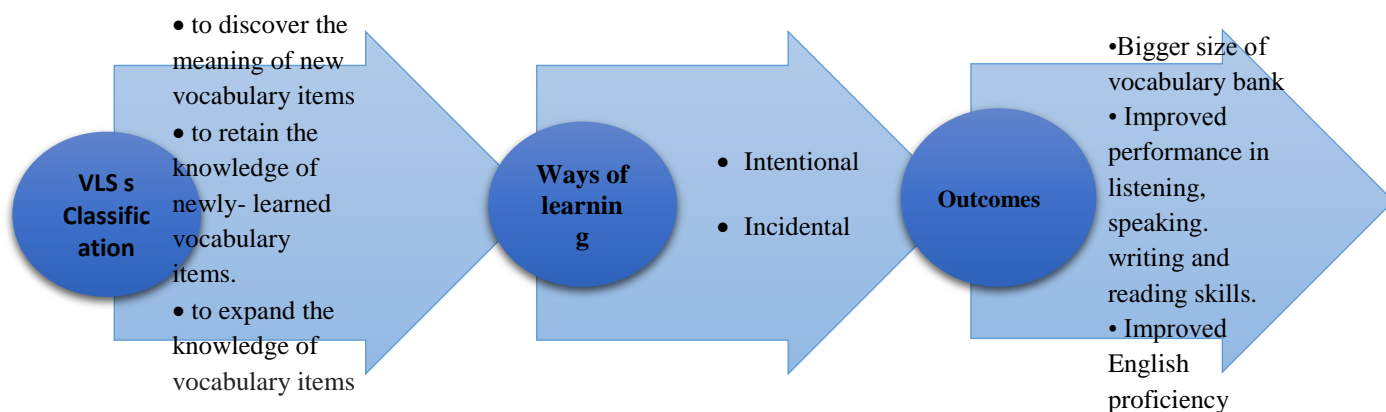
Research has shown that second language readers depend much more on knowing words and one of the main difficulties that readers can not control, because of the lack of words knowledge. Therefore, the learner should have a rich repertoire of words in order to express his ideas with others. As well know the correct meaning of words that he use in the speaking.

### 1.5 Incidental and Intentional Vocabulary Learning

Nation, (2001) and Schmitt, (2007) view that “some aspects and grammatical characteristics are learnt best through explicit instructions, while some other aspects as collocation and registered are mastered trough implicit instruction”. perhaps the most effective way of improving incidental learning is by reinforcing it afterwards with intention learning tasks” schmitt (2008, p.352). In more simplified words Incidental and Intentional tasks are a part of a successful learning process they both accomplish the learning target .

**Figure 1.2**

#### *VLSs Classification*



**Rosidawati Ab Dollah (2016,p.116)**

VLSs is a part of learning strategies Intaraparasert's (2004). Cameroon (2001) define VLSs “actions taken by Learners to assist them in understanding and remembering vocabulary. the previous figure shows that using the VLSs may lead to bigger size of vocabulary bank, it may improve student’s performance in speaking writing listening and reading skills, also it improves student’s English proficiency. Wich means that VLSs are vital and very useful for language Learners. Vocabulary learning

strategies can be intentional or Incidental depending on individuals and situations. EFL students are free to learn the way that suits them.

### 1.5.1 Incidental Vocabulary Learning

Is the process of word acquisition in which there is no intention of learning that word. According to Vygotsky's cultural view (1978) he stated that learning cannot take place without social interaction and collaboration it means that learners will be able to use words actively if they learn incidentally in a meaningful context to avoid miss interpretation "it is a common sense notion that the more a Learner engages with new word, the more likely they are to learn it" (Schmitt, 2008,p.338).from our daily situational life we can engage with new words, in different contexts. This represents the Incidental way of learning.

Rieder (2003) sees that vocabulary in Incidental way of learning can be learned simultaneously as another activity is taking place. Hashemi shachaki and Kassain (2011) reported "better acquisition of receptive and productive vocabulary through the interaction and use of vocabulary in productive form" . Huckin and Coady (1999) showed the advantages of Incidental vocabulary learning as follows :

- A) Words can be identified and recognized through meaning used and within context.
- B) Learners can be involved in both reading and vocabulary acquisition at the same time.
- C) Learners are able to select the material which they prefer.

### 1.5.2 Intentional Vocabulary Learning

Hulstijn (2003) defined it as a way of learning in which the learner knows what he /she is going to learn, also defined it as the attention and focus paid to vocabulary learning itself (Hulstijn 2001). Word lists, having notebooks for vocabulary are techniques used in intentional vocabulary learning Elgort and Nation (2010). Hung (2015,p,107) mentioned that Intentional Learning of vocabulary speeds up learner's process of lexical development due to the focus on repetition and memorization strategies, which can be completed individually in short period of time. When setting goals, involve commitment. It will make the learning process effective in a short amount of time.

### 1.6 Vocabulary Learning and Student's Motivation

Motivation is a psychological term which usually refers to a positive feeling and attitude, interest, or commitment that makes some body wants to do something with joy, satisfaction and eager.

Mubarok(2012)stated in his journal that motivation is responsible of people's decessions and needs, how long they are willing to sustain the activity and how hard they are going to get it. We conclude from the statement above that the motivation will influence the student's achievement in learning material.

Pintrich and Schunk(2002, p5)“ motivation is the process where by goal directed activity in instigated and sustained” . Fachrani and Harmer (2007, p. 28) “motivation is a kind of internal drive which pushes someone to do things in order to achieve something” .Moreover Dimiyati and Mudjuno(1994,p.75)stated that motivation is a mental encouragement that moves and leads human behavior. Humans docility, people find Enthusiasm when they follow their dreams, achieve goals. In short saying motivation is the part that activates the human being to accomplish his goals. they obey what the desire and they follow what they feel, how they feel when thinking about certain things . The result is the will, new ideas and passion.

### 1.7 Importance of Vocabulary Teaching

Teaching vocabulary is one of the main important activities to teach English language as foreign language by effective techniques that teachers should apply in classroom in order to develop their vocabulary knowledge. However, the teacher have a great impact and plays an important role in teaching the language. one of the teacher's roles is to help learners understand unfamiliar words and provide them with a well planned curriculum .

According to Ashley.G (2018) the deficiency of vocabulary knowledge is a problem that leads the learner not to grasp the correct meanings of the text. Therefore, the learner have to develop his vocabulary knowledge .In addition, Rivers said that vocabulary Teaching is about educating students in indirect methods through different techniques such as presentation , explanations of words . Thus , this indirect methods depend on the efforts of teachers by providing examples for each step of activities.

While, Doff (1989) does not agree to this method, he says that teaching vocabulary directly by explaining what words means. Then, spelling and interpreting them by the teacher . hence, he proposed that language teachers are obligated to assist

his learner by the way of how learning vocabulary as well as give them instructions in what learning. Walters (2004) state that both teachers and students approve that acquiring words is essential process in teaching the language.

Indeed, recent researchers agree that Teaching vocabulary is the most discussed section for teaching English as foreign language . Where teaching and learning occurs there are issues that may teacher face . such as how make learner satisfied and obtain a good outcomes. However, the teacher are supposed to plan a well found techniques as well as he provides an appropriate materials in classroom which keeps his learner interested while teaching process.

### 1.8 Strategies to Master Vocabulary

According to Webster (1992) vocabulary mastery refers to (1) a the authority of a master :dominion, B. The upper hand in a contest or competition ;superiority, ascendancy and (2)a.possession or display or great skill or technique, B. Skill or knowledge that makes one master of subject comment. Hornby (1995)defines mastery as complete knowledge or complete skill.

Schmitt & Mccarthy (1997)propose strategies to learn vocabulary (1)guessing from context (2)using word parts and mnemonic techniques to remember words, and (3)using vocabulary cards to remember foreign language word pairs. Brewster, Ellis, and Girard(1992) stated some teaching vocabulary techniques as follows

#### A) Using objects

It includes using realia, visual aids, they can function in helping EFL learnes to remember and memorize better, because visual techniques like pictures and objects are verry reliable it acts as cues for remembering words.

#### B) Drawing

For example drawing on flash cards or on the blackboard

#### C) Using illustration and pictures

The list of pictures includes posters, flash cards, wall charts, magazine pictures, stick figures and photographs nowadays Maney vocabulary learning books contains attractive pictures helps the reader to reach the meaning of basic words.

#### D) Contrast

Simply there are some words that are easily explained to learners by contrasting it with its opposite for instance the word “good” is contrasted with the word “bad”.

#### E) Learning with synonyms is also important as in dictionaries are organised



## F) Enumeration

It means collecting items that is complete. Ordered and listed. For instance we say “clothes ” and explain this word by enumerating or listing various items in this case we list number of clothes dress, skirt, trousers, jacket here the meaning of clothes became clear.

## G) Mime, expressions and gestures

Teachers tend to gesture a lot (Sime, 2001 ;Hague, 1999) specially when addressing beginners. Tellier(2007)stated three main roles of teaching gestures :management of the class, evaluation, to question

## H) Spelling the word

Reed (2012) said that the primary means of spelling is actually memorizing the word.

The following table illustrates some techniques for learning vocabulary

**Table 1.2**

*Techniques for Learning Vocabulary*

<b>Technique</b>	<b>Explanation</b>
1-Defintion	1-give the meaning
2-Detailed discription	2-by giving details to students
3-Examples	3-use these new vocabularies in meaningful sentences and context
4-Illustration	4-use records, flash cards audio video using those vocabulary
5-Context	5-read book, stories, novels
6-Synonymes	6-give opposites
7-Opposite	7-give antonyms
8-Translation	8-use mother tongue to explain or translate it to the mother tongue langue
9-Associated ideas : collocations	9-use them in combined ideas

**Mccarthy (1994,pp.4-14)**

The above table illustrates some techniques suggested by McCarthy(1994,pp.4-14) to help teachers teach new vocabulary. He listed 9 techniques, we can state

categorically : definition usually we can find it in printed or online dictionaries. illustration teacher can use videos, audios, flash cards to illustrate that new word, bring to class some new stories, novels, or new type of fiction to aquire new words is another suggested technique.

### **1.8. 1 Using Metacognitive Strategies In Developing Vocabulary**

Metacognitive strategies are mental activities that we execute for processing the information for the purpose of giving understandable meaning for us. Schmitt(1997) categorized vocabulary learning strategies into two types in order to provide better understanding of vocabulary learning. The first one includes strategies for discovery of new word's meaning (e. g. Determination strategies and social strategies). The second category includes strategies for consolidating word's meaning when encountered again (e.g.Memory strategies, cognitive strategies and metacognitive strategies).

According to O'Malley and Chamot (1990),metacognitive strategies are considered as the most important strategies that helps learners to plan,monitor, and evaluate their learning progress and rewarding them selves for success . In other words it is a short path to reach autonomy. The use of Metacognitive strategies improve learner's performance in general (Anderson, 2002).according to Weden(1998) learner's who have cognitive abilities seem to have advantages over those who are not aware of metacognition role in EFL learning.

1-They are strategic learners .

2-Their quality and speed of progress and engagement

3- They don't hesitate, to ask for help from their colleges, teachers, or family when needed.

### **1.8.2 Using Cognitive Strategies In Developing Vocabulary**

In general are processes domain to monitor the functioning of mental activities. the key of Cs is repetition. In another words, repeat words verbally or in written form to remember the word,guessing meaning, summerzing meaning from context, using imagery for memorisation, word lists, flash cards according to Frank (1984)individual cognition is able to influence individual learning preferences and further make learning effective. This type of strategy makes it easier for the learner to remember and recall words in different situations. In the classroom activities wich can be describe as

cognitive are underlining the key words, scanning, mind maps, mnemonics, testing and monitoring.

According to O'Malley and Chamot (1990, p.44) cognitive strategies operate directly on incoming information, manipulating it in ways that enhance learning. Learners may use any or all of the following cognitive strategies (see Cook, 1993, p.114-115).

1-Repetition, when imitating

2-Resourcing,i. e having resource to dictionaries

3-Translation, i. e using mother tongue as basis of understanding

4-Questions for clarification, ask the teacher to explain.

5-Note taking.

6-Deduction, contextualization when embedding a word or phrase in a meaningful sequence.

7-Inferencing, when matching an unfamiliar words against available information (new word) .

### **1.9 Conclusion**

Learning new language entails various challenges, one of these challenges is grasping vocabulary. Simply vocabulary learning is crucial part of learning EFL. It is a formidable and complex life long task, it can be acquired easily when frequently integrating these new words in our daily life. For this reason EFL teachers should motivate their learners to extend their vocabulary storage , by including different tasks in and out of the classroom.

# **Chapter Two**

## **The Speaking Skills**

## **Chapter Two: Speaking skills**

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## 2.1 Introduction

In today's world, communication is a key of human connection. It is the building block of the society, people cannot live without communication, in order to build and fulfill this fundamental part people need to develop their speaking skills. That's why EFL learners should pay their attention to refine their communication skills especially when it comes to speaking that is considered as integral part in learning foreign language. Renandya (2002) states that majority of non native learners learn English in order to get command over speaking skill. It means that the majority of EFL student's seek in their learning journey to refine their speaking skills rather than the rest of the skills. While speaking skill's importance is increasing dramatically.

This chapter shed the light on the second variable which is the speaking skill . We aimed to give a comprehensive overview of the term speaking and its importance and components , teaching speaking as well as the relationship of speaking and other skills , plus the components of communicative competence in developing speaking . We also mentioned some efl activities for teachers to develop speaking in the EFL classroom. To sum up, we emphasize the correlation of vocabulary bulk and speaking production

## 2.2 Definitions of the Speaking Skill

Speaking is a productive oral skill, wich “consists of producing systematic verbal utterances to convey meaning” (Nunan, 1999, p.48). In other words, it is the ability to express ideas orally. Oxford pocket dictionary (2009) defined speaking “the action of conveying information or expressing one's thoughts and feelings in spoken language” .In addition Chany (1998,p.13) defined “ speaking is the process of building and sharing meaning through the use of verbal and non verbal symbols in a variety of context” .( Brown, 1994 ;Burns& Joyce,1997).“speaking is an interactive process of constructing meaning that involves producing and receiving and processing information” . In more simplified phrase it is exchanging information. According to Flucher (2003)“speaking is the use of language to communicate with others”. As indicated speaking is the factor that people use to communicate with others, using English language.

## 2.3 The Components /Aspects of the Speaking Skill

According to Syakur (2007 ) there at least five components of speaking skill concerned with comprehension, grammar, vocabulary, prononciation, and fluency.

- **Pronunciation:** It is the utterance of the words clearly when producing. Gilbert (2008) says that "pronunciation does not amount to mastery of a list of sounds or isolated words. Instead, it amounts to learning and practicing English in a way of making a speaker's thoughts easy to follow". Frazer (2001) sees that pronunciation includes all those aspects of speech that make for an easily intelligible flow of speech, including segmental articulation, rhythm, intonation, and phrasing, and more peripherally even gestures, body language, and eye contact. In another word Pronunciation is the way in which a word or language is spoken. It involves the correct articulation of sounds and the correct emphasis and intonation of words.
- **Grammar:** According to Nelson (2002) "grammar refers to the set of rules that allow us to combine words in our language into larger units". It means grammar is a system of rules that allow us to structure sentences. Nelson (2001) stated "grammar is the study of how words combine to form sentences". Batko (2004) define grammar as "the fundamental principles and structure of the language, including clear and correct sentences construction and the proper forms of words". Clearly it is the description of language that includes several aspects. From the previous sayings, we conclude that grammar is the set of rules that govern the structure of a language. It includes the rules for forming words, phrases, and sentences, as well as the correct use of punctuation and syntax. Here acquiring language depends on two related things grammar and vocabulary they are related and combined in the process of learning English language.
- **Vocabulary:** Richard & Schmidt (2002) "vocabulary is a set of lexemes single words, compound words and idioms". Vocabulary is a set of words that are the most important thing in learning a foreign language. Moreover Turk (2003) view "in spoken language, the vocabulary tends to be familiar and every day". Means that vocabulary is something very normal and recognized in our daily lives. It is not something unfamiliar.
- **Fluency:** Fluency is the ability to speak without interruption in smooth and easy way. It is the production of words or sentences in communicative way. Without interrupting the flow and the smoothness of the oral expression.
- **Comprehension:** Comprehension refers to the fact that participants fully understand the nature of research project, even when procedures are

complicated and entail risks (Cohen, 2005). It is the ability to understand in different situations whether it was simple or complicated.

#### 2.4 Aims Of The Speaking Skill

- **To inform** To inform means to share ideas, information, process feeling or opinion to the hearer and give knowledge as well in particular purpose (Tarigan, 2008). It means to transfer People's knowledge thoughts, plans to each other in their community.
- **To entertain** :Make the hearer more happy, make him enjoy a sort of discussion for example a funny story, enjoybal experience. Something will raise his positive energy to the top and leave a good fealing and beautiful memories .
- **To persuade** : To convince the person in front of you or the group you are talking to do something in certain way Tarigan (2008). Means to urge people to do or support something you believe it is important or to ban them from doing something in a convincing way.
- **To discuss** :It is a way to make the hearer pays attention and make him join or participate in the discussion.Exchange opinions, thoughts, ideas about a certain topic. Teacher's generally aim to help students achieve fluency, accuracy, properecy, and complexity through classroom discussions

#### 2.5 Importance of Speaking Skills

Since English has occupied the throne of scientific development and the industrial revolution with a present and future position, it took over the niche of the world's language of communication. More over speaking is considered an implicit aspect in learning English, so communication and speaking are sequentially interrelated, we can't communicate with others without a language and the same thing for speaking. Richards and Rnandya's assert "a large percentage of the world's language Learners study English in order to develop proficiency in speaking". Society is formed by the people who come to gether and exchange ideas, openion, share feelings and interests with each one another as Nazara (2011, p) said "at present the need for speaking mastery in English has been dramatically increasing due to the strengthing position of English as a language of international communication."This means that having strong English speaking skills is becoming more and more important in today's globalized world, as



English is increasingly used as a common language for communication across different cultures and countries. these are some of the advantages of speaking skills :

- It helps to perform well in job interviews
- Traveling will become easier
- It boosts your critical thinking skills and problem solving
- It gives you value in your environment, social connections
- It makes selling and negotiation easier
- You will be able to convince and influence others
- It facilitates acquiring knowledge
- Effective communication
- Boosts you Self confidence
- Participate in public speeches will be more
- It helps with accomplish Higher studies
- Make new friends from all around the world
- Earn respect and appreciation in your society
- Participate actively in pair or group work specially in class
- Make presentations and do international business

### 2.6 The Objectives of Teaching Speaking Skills

The goal of teaching speaking skills is to attain communicative efficiency. To make EFL students benefit maximum from their proficiency, help them to deliver a clear messages with a meaningful context in different situations. this will help with managing professional relationships, occupy a good positions in the future, develop their speaking performance and to help them accomplish various goals. As well as to prevent them from failure in any kind of interpersonal relationships

Nunan(2003) gives four principles for teaching speaking as follows

- a . First accuracy. It is the ability to produce without any mistakes or grammatical, vocabulary errors.
- b. Give opportunities to the students to talk and minimize the amount of the teacher's talk in classroom
- c. Planing speaking tasks that involves negotiation of the meaning. Here the teacher try to check if his Learners didn't understand and try to explain another time. At

the end teacher should confirm and ensure that all his students understand and they are on the track.

d. Designing classroom activities that helps in training learners and guide them to exchange in both transactional and interactional exchanges. Transactional speech occurs when someone asks for information or fulfill something. While interactional speech is more predictable ordering.

## 2.7 The Relationship of Speaking to Other Skills

The four core skills of language learning are reading, writing, speaking, and listening. Speaking skill is one among the other skills which are important in the teaching and learning process.

Speaking has been related to writing skill and known as productive skill. Whereas listening and reading are receptive skills . In addition, these four skills complement each other in language development. Efl students are more required to focus on these four skills so they can master the language .

Ur (2000) states that : *“Of all the four skills, speaking seems intuitively to be the most important; people who know a language are referred to as ‘speakers’ of the language, as if speaking included all other kinds of knowing”* (p. 12). When saying someone is good at English, the first thing comes in mind is that this person speaks English in a good way,so here speaking includes all other ways of practicing this language.

### 2.7.1 The Relationship between Speaking and Writing

Speaking and writing are productive skills which play a necessary role in language development. According to Kellogg (2001), writing is a cognitive that means memory testing and thinking capacity. Writing includes more thinking and talking with a person's self to return the information into written form . It help students to promote grammar structures as well as increase vocabulary, and aid other skills (reading, speaking, listening) .

Stotsky (1987) states that there are two theories that explain the relationship between speaking and writing. The first is unidirectional model or (recoding model) for the second is multidirectional model or ( interactive model ) .which means the first

model, speaking determines writing improvement. Speech effects writing that is believed to be obtained from speech, Oral language effect on both writing and reading. This theory is more concerned with similarities between speech and writing. Whereas, the second theory " Multidirectional " considered that oral and written are different from each other which means spoken effect on written language and writing can also effect on speaking.

Silva (1990) notices that writing follows a combined form of grammar, structure, vocabulary which is correlative from the structure of uttered sentences. As compared to speaking, Hedge (1988) states that writing is an activity that requires abundant factors as being capable of enhancing thoughts and information, and high-ranking of accuracy to assist readers avoid misapprehension as well as using a varied grammar structures, syntax and vocabulary. all of these improve a particular writing style according to writing object and target readers.

Cumming (1992) believed that the speaking activities increase the improvement of writing and confirmed that establishing and directing whole class dialogue was verified to be very helpful in fostering interpersonal communication within group participants and gave students clear ideas which could help them in speaking and writing. Lotter(2012, p.54) states that combining written language with speaking production for learners may drive to great achievement in oral mastery. Moreover, Nation and Newton (2009) state that written input might be an effective cause for motivating speaking.

### **2.7.2 The Relationship Between Speaking and Listening**

Speaking and listening are crucial skills in the communication process. Listening is regarded as a receptive skill in which one has the ability to receive information for the production of speaking skill.

Howatt and Dakin (1974) states that listening is the capacity to know and comprehend what speakers are saying. This process involves the comprehension of the speaker's vocabulary or pronunciation, grammar and meaning. Wilson (2008) said that another reason behind listening is the reason to develop speaking skill by promoting pronunciation. Pourhosein and Ahmadi (2011) state that listening has an essential role in the communication process.

Dunkel et al ,(1993) state that listening skills are more crucial than speaking skills for the reason that without comprehending the speaker's speech , the listener is unable to respond. Hence, the connections between them are incapable to be established. Moreover, speaking and listening skills are both important in foreign language.

Peterson (2001) states that:

*“no other type of language input is easy to process as spoken language, received through listening ... through listening, learners can build an awareness of the interworkings of language systems at various levels and thus establish a base for more fluent productive skills” (p. 87).*

Means that listening to spoken language is the easiest way for learners to process language input. By listening to spoken language, learners can develop an understanding of the structure of the language at different levels, such as vocabulary, grammar, and pronunciation. This understanding can help learners improve their own speaking skills and become more fluent in the language. Therefore, listening is an important skill for those who want to improve their speaking skills in a foreign language.

Moreover, Speaking and listening are both important skills in EFL teaching and learning process. Otherwise the speaker and listener should react in a social environment for effective communication.

### **2.7.3 The Relationship between Speaking and Reading**

Reading is one of the basic skills in acquiring vocabulary knowledge . Nunan (2003:68) stated that reading is an eloquent process of readers collecting information from any written text and their own knowledge to create meaning which the purpose of reading is comprehension . Krashen and Terrell (1989) state that reading enables students to understand well and improve language competence .

Alderson (2000) states that reading is built up from two elements known as word recognition and comprehension, these elements obtained throughout reading which will promote the language efficiency of learners. On the other hand, reading skill provides a lot of vocabulary knowledge which is basically nl for the speaking communication. In addition, Akbar (2014) explained that *“ Through reading, language learners can learn vocabulary knowledge which may facilitate their speaking performance and their usage of structure in the target language.”*

That is to say that through reading students can recognize new vocabularies and meanings which can facilitate language production.

Laufer (1997) states that the importance of vocabulary knowledge and with no sufficient words for expressing meanings, communication in a second language will not happen in a meaningful way. If the learner's have a good vocabulary knowledge they will increase their speaking adequacy that is obtained throughout reading.

Therefore, through Reading the students acquire vocabulary and grammar which are considered as a main factors of learning a foreign language as well they influence student's speaking ability.

## **2.8 Effective Communicative Competence Components In Developing Speaking Skill**

EFL learners are required to realise and learn different components in speaking in order to react with others in a variety of conditions.

Hence, Hymes defined communicative competence as the ability to use language in the correct grammatical ways and communicate in various social contexts. According to Hymes (1991) Communicative competence consists of grammatical and sociolinguistic, psycholinguistics, language elements. Moreover, communicative competence went through some changes in concepts by Canale and Swain (1980) who put up other elements in their model that involve grammatical competence, sociolinguistic competence, discourse competence and strategic competence.

### **2.8.1 Grammatical Competence**

Grammatical competence refers to knowledge of the grammar characteristics and having the capacity to use them. Cambridge Dictionary stated that "*Grammatical competence covers the mastery of phonological rules, lexical items, morphosyntactic rules and rules of sentence formation.*" Hence, grammatical competence helps EFL learners in speaking to communicate accurately and fluently.

Some theorists (such as Savignon, 1983), whose theoretical and empirical work on communicative competence was largely based on the model of Canale and Swain, use the term "linguistic competence" for "grammatical competence" because grammatical competence in Canale and Swain (1980, 1981) is primarily defined in terms of Chomsky's linguistic competence. According to Canale and Swain, (1980)

mastery of the language code (verbal or non-verbal) comprises knowledge of vocabulary as well as morphological, syntactic, semantic, phonetic, and orthographic rules. This is what is meant by grammatical competence. The speaker is able to apply the knowledge and abilities necessary for comprehending and expressing the literal meaning of utterances thanks to this competency.

### 2.8.2 Discourse Competence

Canale (1984) stated that discourse competence is the mastery of the principles that govern how forms and meanings are joined to create a meaningful unity of spoken or written texts. Cohesion in form and coherence in meaning are necessary for a text to be cohesive. Pronouns, conjunctions, synonyms, parallel structures, and other cohesion devices are used to link individual sentences and utterances to a structural whole. The techniques for generating coherence, such as repetition, progression, consistency, relevance of ideas, etc., allow for the organisation of meaning, or the creation of a logical connection between groups of utterances.

According to Usó-Juan and Martínez-Flor (2006) defined discourse competence as *“the selection and sequencing of utterances or sentences to achieve a cohesive and coherent spoken or written text given a particular purpose and situational context”* (p. 17). In other words discourse Competence is to select words and sentences, to produce coherent spoken or written language for specific purposes, particular contexts, and situations.

### 2.8.3 Sociolinguistic Competence

Canale and Swain (1980) Sociolinguistic competence is language use that is suitable to sociocultural rules . Moreover, social culture includes norms, values, and behaviour. In addition, knowing sociocultural rules is significant to know and produce speech in social contexts.

Ya (2010) contends that one of the challenges in learning sociolinguistic competence is the diversity of cultural speaking norms and the social, cultural, and pragmatic components that are ingrained in that ability. In other words, what is acceptable in one cultural context could be wholly unsuitable in another. Language learners frequently find it difficult to distinguish between the linguistic norms of their native context and those of the target environment.

Izumi (1996) draws the conclusion that despite the difficulties associated with teaching and learning sociolinguistic competence, it is still possible to support students in promoting and acquiring this competency by increasing their knowledge of the principles of sociolinguistic language usage

On the other hand, Markee (2015) asserts that sociolinguistic proficiency is a mediated action. It is mediated by a number of variables, including language learners' backgrounds, their understanding of variable L2 forms and their potential for meaning, and the types of support offered to them in conversation. It is an action in which learners engage in it; as opposed to being a characteristic of a particular learner, it arises from concrete communicative engagement.

#### **2.8.4 Strategic Competence**

Strategic competence deals with the capacity to get over from sudden obstacles when communication is interrupted.

Canale and Swain (1980) defines strategic competence as “*verbal and non-verbal communication strategies that may be called into action to compensate for breakdowns in communication due to performance variables or to insufficient competence*” (p.30). This means that strategic competence is the ability to use verbal and non-verbal communication strategies to overcome difficulties in communication that arise from performance variables or insufficient language competence.

In addition, strategic competence involves using communication strategies, such as paraphrasing, asking for clarification, or using gestures, to overcome communication difficulties and maintain effective communication. These strategies can help compensate for gaps in language knowledge or performance, which can improve the overall effectiveness of communication. Therefore, strategic competence is an important aspect of communication that can help individuals overcome barriers to effective communication.

According to Bachman (1990) Strategic competency includes all facets of the evaluation, planning, and execution of communicative tasks, He views strategic competence as a more general cognitive ability as well as a component of communication competence.

Therefore, these four competencies are essential in developing speaking production. EFL learners are required to learn and understand language forms and its

meanings for effective communication with others . to this speaking production occurs when EFL learners learn these competencies in order to develop their cultural knowledge and skills .

### 2.9 Difficulties Facing EFL Learners in Speaking

As we have seen there are many advantages of speaking skills. But EFL learners consider speaking a very hard process to learn and a difficult skill to earn. According to Tarone (2005 :485) “speaking usually viewed as the most complex and difficult skill to master” .in learning english as foreign language, Learners view that producing language is the hardest step in learning that language. While Murcia and olshtain(2000 :164) claim that “ oral communication can be considered as challenging as easy at the same time”.when facing difficulties and challenges learner will have the chance to develop his weaknesses, and the hard things will be easy. Cook(1989) claims that :

*“Spoken language, as has been pointed out happens in time, and must therefore be produced and processed on line. There is no going back and changing or restructuring our words as there is in writing, there is often time to pause and think, and while we are talking or listening we cannot stand back and view the discourse in special or diagrammatic terms.”*

Cook (1989,p.115)

Differently stated, spoken language is produced and processed in real-time, and there is no opportunity to go back and change or restructure our words like we can in writing. Although there may be pauses during speech that allow us to think, we cannot analyze the discourse in a visual or diagrammatic way as we can with written language. Therefore, speaking and listening require different skills and strategies than writing, such as the ability to think quickly and respond on the spot.

When writing,it is possible to correct some mistakes, change some ideas, we can see our written work in a clear way, we have time to think, add different ideas and make our work much better. But when speaking there is no chance that we go back, there is no chance to correct mistakes at that time or go back and modify it. We don't have the over all view of our oral work.



### 2.9.1 Grammar Mistakes

Grammar is one of the most important parts in language learning word structures and its usage in meaningful sentences. Some students find difficulties in ordering these structures, especially using tenses and part of speech while speaking. Davies and Pearse (2000) state that “ *Many people do not like speaking in front of large groups of people. This is especially true in a foreign language, because we may worry about producing utterances with many errors or oddities in them* ” (p.82). In other words many people find it challenging to speak in front of large groups of people, particularly when speaking in a foreign language. This is because they may be concerned about making mistakes or using unusual language structures. In essence, speaking in a foreign language can be a daunting task, especially when speaking to a large audience, and this can cause anxiety and affect one's confidence in using the language.

### 2.9.2 Lack of Vocabulary

Thornbury (2005) states that the language speaking has a lot of words and their meanings. In addition, lack of vocabulary is an obstacle that makes students unable to speak freely and express their thoughts or feelings. Lack of vocabulary is one of the main barriers that affect student's communication as well as it makes their English language frail, because Vocabulary is one of the main elements to language development.

Laufer (1997) argues that there are several reasons why EFL learners may have difficulty acquiring a sufficient vocabulary. These reasons include challenges related to pronunciation, morphology, syntax, semantics, as well as collocation. In other words, EFL learners may struggle with new vocabulary due to a variety of factors related to the structure and usage of the language. These factors can make it challenging for learners to acquire new words and use them effectively in context.

### 2.9.3 Pronunciation Mistakes

One of the key components of speaking skill improvement is pronunciation. Speaking the English language means that students should have good pronunciation. but there are students who find speaking a big problem because of not pronouncing the words correctly.

Ozkan(2011) states that in speaking, they compete with limited time to recall words, and also take care of their pronunciation ... Speaking is often dealt with at

pronunciation level. Brown (2000) distinguishes between error and mistake by defining a mistake as a performance error, often known as a guess or a slip, that occurs when a known system is not used correctly.

The majority of the time, native speakers are able to identify and remedy these errors, which aren't the result of a lack of proficiency but rather of a transient breakdown or flaw in the way speech is produced. Mistakes can be self-corrected, to use another saying. Errors made by a second language student must be carefully differentiated from mistakes.

#### 2.9.4 Shyness

Zimbardo (1982) states shyness as "*a heightened state of individuation characterized by excessive egocentric pre-occupation and over concerned with social evaluation, with the consequence that shy person inhibits, withdraws, avoids and escapes*" (p.467-468). In other words, shyness is a state of being that is characterized by excessive self-focus and preoccupation with social evaluation. As a result, a shy person may be inclined to inhibit, withdraw, avoid, or escape from social situations. In other words, shyness is a heightened state of self-awareness and concern about how others perceive oneself, which can lead to a reluctance to engage in social interactions.

Most students feel shy because they do not feel comfortable. Shyness in students is recognized as one of the problems avoiding speaking.

Baldwin (2011) states that speaking in public is recognized as one of the phobias that students suffer from. Shyness makes students feel empty in their mind or forget words. Gebhard (2000) defines shyness as a psychological factor which most L2 students suffer from at some point, especially in English L2 classrooms where communication is necessary. Which means shyness is one of the L2 learners' obstacles to speak.

Farooqui (2007) in his interview states that students perform better in reading and writing, while they do badly in speaking because they feel shy and do not prefer to speak in front of their colleges in classroom.

Saurik (2011) recognized that communicating in English language is the cause of making students feel shy because they believe that they will make critical mistakes when they have to communicate with their teachers or classmates, when performing in

classroom activities or participation during learning . Also being terrified of being mocked at by their classmates.

### 2.9.5 Anxiety

Some EFL students are afraid of speaking in public for many reasons. They feel uncomfortable and worry about making mistakes in grammar or pronunciation or lack of words and not finding appropriate words to express what they want to say exactly . so they avoid speaking.

*Many students don't learn when they are fearful, anxious, apprehensive, or scared. Students don't communicate effectively with us [teachers] when they are fearful, anxious, apprehensive, or scared to communicate with us. Students don't complete tests well when they are fearful, anxious, apprehensive, or scared of testing situations. Simply put, students don't do well in the classroom environment when they are fearful, anxious, apprehensive, or scared .*

(Wrench et al. ,2009, p.55).

The presence of fear, anxiety, apprehension, or other negative emotions can significantly affect a student's ability to learn and perform well in the classroom environment. When students are experiencing these emotions, they may struggle to communicate effectively with teachers, complete tests, or engage in learning activities. As a result, it is important for educators to create a supportive and safe learning environment that promotes positive emotions and minimizes the impact of negative emotions on students' learning outcomes.

Therefore, anxiety is one of the problems that EFL students meet in their learning process . It is the reason that learners have low achievement in learning. In addition, anxiety cause them lack of proficiency that affects their oral skill .

### 2.9.6 Lack of Motivation

Motivation is the key to any learning success. It is the process of achieving goals. Without motivation nothing can be developed.

Most of EFL learners suffer from depression and feel broken due to lack of understanding of what they want or need to achieve. EFL Teachers are one of the reasons that reduce their passion and capabilities to speak in the classroom and because

teachers focus on other skills for example, on writing or reading and are not interested in developing speaking methods . In addition, EFL learners may not feel motivated all time because of their weaknesses and less self-confidence which affect their learning process .

According to Babu (2010) argues that the lack of motivation in the learning process makes students indecisive to speaking in their classroom. Huitt (2005) states that the causes of students being indecisive due to the teacher being indistinct in conveying the lesson , low self-confidence and displeasure while learning , personal issues of students too .This aprooves that teacher's mental, and psychological appearance effects his performance in class which also effects learners motivation to study.

### **2.9.7 Lack of Self-confidence**

Lack of self-confidence affects communication abilities because of the misunderstanding of words and fear of making mistakes in speaking with others .According to Nunan (1999) says that with the lack of Self-confidence in students and in their English will undoubtedly make them suffer from the fear of communication.

Lack of self-confidence in students is the main factor which reduces their language performance. It can limit their opportunities to practice and improve their skills, which can ultimately impact their language performance.

## **2.10 Vocabulary and Speaking Production Relationships**

Vocabulary bulk and speaking production have a strong relation in mastering the English language as foreign language. EFL students are concerned with learning and developing vocabulary in order to master the speaking skill and other skills such as listening , reading, writing. Besides, speaking is used for different purposes that express ideas , feelings, needs, discribing things.

Vocabulary knowledge is the main factor to boost the bulk of vocabulary , while speaking is the production that is based on vocabulary knowledge. According to Sundari ( 2006) Language's vocabulary is an essential component. The breadth of one's English vocabulary determines how much knowledge one knows. The vocabulary of a person determines how successful they are. One gains confidence as his knowledge of the language improves. One becomes ineffective in communicating, whether orally or in writing, when they lack a vocabulary or are unable to recollect the right words .

Therefore, the level of knowledge that an EFL learner has relies on how much English vocabulary he has.

Stahl (2005) believes that the understanding of the term not only entails a definition, but also suggests how that word fits in the world. which means that even if a person has strong grammar, it will be useless if he or she does not have a wide vocabulary.

According to Richards and Renandya (2002, 255) Vocabulary is a crucial element of language ability and forms a large part of how students talk, listen, read, and write . Without a bulk of vocabulary and methods for expanding their vocabulary, learners frequently fall short of their potential and may be dissuaded from taking advantage of opportunities to learn languages that are all around them, such as listening to the radio, speaking to a native speaker, using language in different contexts, reading, or watching television.

Nation (2001) asserts that vocabulary learning practices can help learners of all linguistic levels build a big vocabulary. Cunningsworth (1995) said that one of the most effective methods for assisting students in building a strong vocabulary repertoire is through supporting their development of their vocabulary acquisition skills.

Therefore, In order to speak and communicate successfully in English, several academics agreed that English as a foreign language (EFL) students need to have a strong vocabulary. It's not easy to have a solid foreign language memory but it is very necessary . The development of one's vocabulary is a key component of developing successful communication abilities. It is a vital component of language mastery. For language learners, expanding their vocabulary is a crucial and ongoing challenge.

Moreover, A strong vocabulary is essential to develop speaking fluency. Along with grammar and pronunciation, it is a talent that every speaker should be able to acquire. Vocabulary was cited by Bambang and Utami (2008) as a factor in the development of linguistic proficiency. Vocabulary that needs to be mastered should be memorised and retained. In order that the listener to grasp what the speaker is saying, it is important for the speaker to be able to communicate with the addressee clearly and fluently.

Oral communication, such as speaking, is very useful for delivering arguments and opinions. Speaking in English is a skill that is used in daily communication.

Thornburry (as cited in Akhyak and Indramawan, 2013) states that speaking is a speech production that becomes a part of our daily actions . It means that everyone speaks on a regular basis to communicate with people around the world. Speaking gives pupils the opportunity to hear information from others during a discussion, which they should grasp and reply to or share their understanding of.

Therefore, In order to acquire a language, vocabulary knowledge is necessary. It not only aids in language production and comprehension, but it also serves as a reliable barometer of proficiency in and development of all language skills.

Nation (2011) states that In the study of English as a foreign language (EFL) and as a second language (ESL) vocabulary plays a critical role in all language skills which include listening, speaking, reading, and writing . Further, according to Rivers and Nunan (1991) developing a sufficient vocabulary is crucial for effectively using a second language since without a wide vocabulary, we will be unable to put the structures and functions we may have learned for understandable communication to use. These are all shining examples that highlight the usefulness and significance of teaching and learning vocabulary in order to develop vocabulary repertoire and especially Improving the speaking skill .

The relationships that exist between vocabulary repertoire and fluency in speaking to acquire English as a target language are extremely beneficial to English teachers and researchers. The teacher might encourage students to increase their vocabulary bulk in order to achieve fluency in speaking. Hopefully, the teacher will be able to devise novel strategies to keep students' attention and make it simple for them to master the vocabulary for their speaking skills. For the researcher, mastery of vocabulary is as vital as speaking fluency. Hopefully, this will inspire researchers to enhance their language mastery and speaking fluency.

Moreover, Vocabulary knowledge is the main factor in mastering speaking skill as fluent. Efl students are more required to learn vocabulary in order to improve their skills and for effective communication. While Speaking is an oral communication that needs appropriate and understandable words for a comprehend utterance.

### **2.11 Conclusion**

It is plausible that speaking is essential in communication. As it is also considered as the most difficult skill to learn while learning foreign language. This chapter was a pure description of speaking skills, components, and difficulties. More, it illustrated the relationship between speaking and vocabulary.

**Chapter Three**

**Research Methodology and**

**Data Analysis**



## **Chapter Three : Research Methodology And Data Analysis**

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### **3.1 Introduction**

The present study is about developing vocabulary bulk in EFL learner's speaking production. This chapter is generally titled by methodology. It starts by introducing the sample and the setting of the study. It describes, analyzes, and interpretes the results of both questionnaires to help us confirm or disconfirm the hypothesis of the discussed study. This chapter is dedicated to the presentation of the questionnaires results, wich are presented in percentages and presented in tables, figures, and discussion of the findings.

At the end of this chapter we will identify the corelation between vocabulary development and speaking production skills.

### **3.2 Research Aim**

Speaking has a very essential role in learning English language. For this purpose language learning requires vocabulary development. Therefore the aim of this research is to examine and highlight the role of vocabulary repertoire in speaking production. Also to find out the most effective tools that improves EFL students' speaking skills. To sum up this research aims at identifying the correlation between vocabulary development and speaking production.

### **3.4 Research methodology**

This study was designed to be descriptive research. It means the data has been gethered, analyzed According to Gay (2000, p.189),one common type of descriptive research is concerned with assessing attitudes or opinions toward individuals, opinions, or procedures.

### **3.5 Participants**

The sample was made up of English university students and 10 EFL teachers . The students were from the same faculty, and same level (2<sup>nd</sup> year of license) from the commity of IBN KHALDOUN UNIVERSITY OF TIARET. As well as the teachers.

Both genders were concerned. The total number of the questionnaire used is 50 copy for students, and 10 copies for the teachers.

### **3.6 Data analysis and Research Instruments**

In this research two questionnaires were adopted. One for the students and one for the teachers.

### 3.6.1 Student's Questionnaire

According to Wilson and McLean (1994,as cited in Cohen et al. 2007,p.317) “the questionnaire is a widely used and useful instrument for collecting survey information, providing structured, often numerical data, and being able to be administered without the presence of the researcher” . In other words it is a collection of systematically structured items that are administered to respondent in order to collect data about the research problem. The questionnaire consists of 13 questions divided in to two parts : Background information, vocabulary and speaking production.

#### Part one :Back ground information

##### Item 01 : Gender

**Table 3. 1**

##### *EFL Student's Gender*

Gender of participants	Male	Female
Respondents	<b>14</b>	<b>36</b>
Percentage	<b>28%</b>	<b>72%</b>

This table indicates that 36 Respondents with 72% rate are female students. followed by 14 respondents with a rate of 28% are male students. With a total of 50 students

##### Item 02 : age

**Table 3.2**

##### *EFL student's Age*

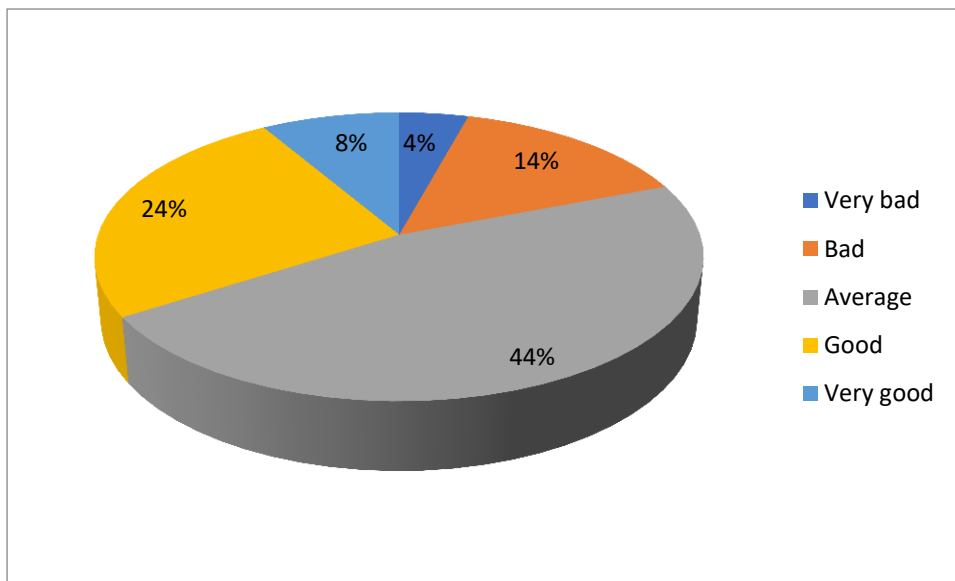
Age	19-20	20-25	25-35
Respondents	<b>32</b>	<b>15</b>	<b>3</b>
Percentage	<b>64%</b>	<b>30%</b>	<b>6%</b>

The previous table illustrates that the majority of the participants were at the age 19 to 20 years with the percentage 64%. While 30% of them were between 20 to 25 years. And only 3% of them were above 25 years

**Item 03 :** can you evaluate yourself in speaking ?

**Graph 3.1**

*EFL Student's evaluation in their speaking*



As we can state that 44% of the students their level seem to be average. 24% of them consider their speaking good, 14% consider it bad, and 6% consider it excellent. The rest 4% consider their speaking very bad.

**Item 4 :** what are the obstacles that faces you when speaking ?

**Table 3.3**

*Speaking obstacles according to EFL learners*

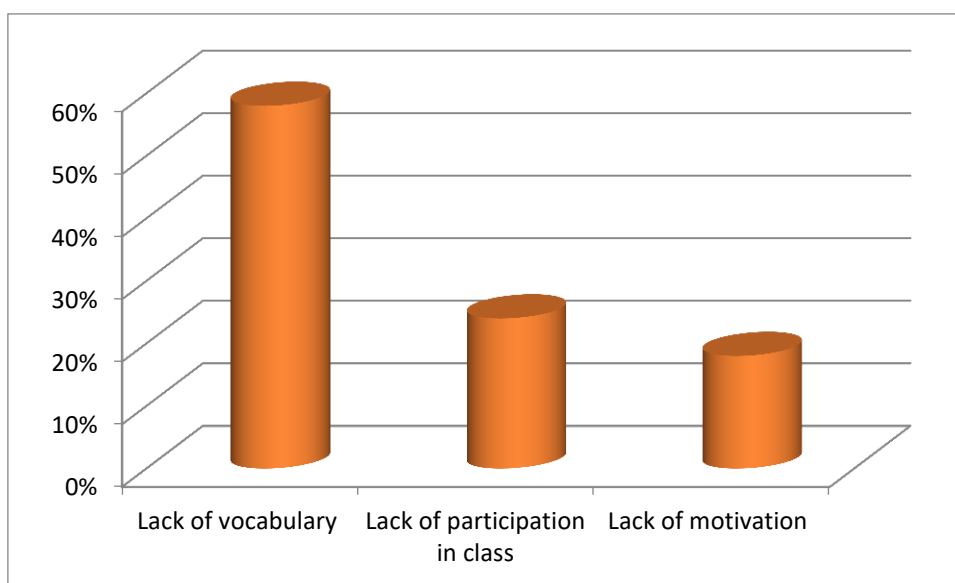
Obstacle	Fear of making mistakes	Shyness	Anxiety	Other
Respondents	30	9	8	3
Percentage	60%	18%	16%	6%

The above mentioned table shows different obstacles that EFL learners find when speaking. In this graph we find that 60% of learners fear making mistakes. 18% are very shy or timid. 6% mention miss pronunciation and vocabulary shortage as obstacles.

**Item 05 :** To what elements do you attribute your weakness in speaking production ?

**Graph 3.2**

*Major Elements of Weakness in Speaking Production according to EFL Learners.*



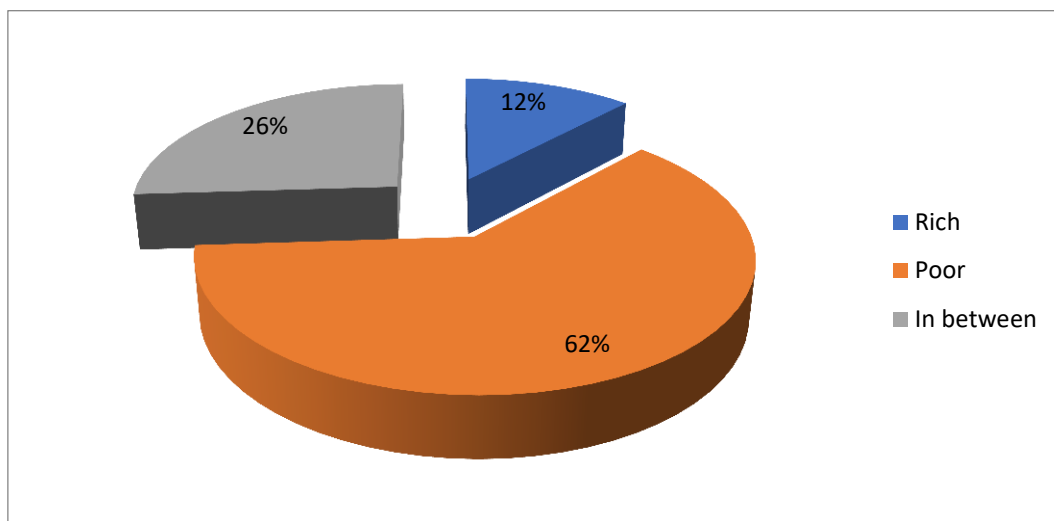
Through the graph. Lack of vocabulary is one of the major elements that EFL learner's attributes their weakness to in speaking. And 24% of them attributes his weakness to the lack

of practicing in class. The minority of the students 9 students with 18% feel that lack of motivation is responsible of their weakness in speaking .

**Item06 :**How do you find your vocabulary repertoire ?

**Graph 3.3**

*EFL Learner's Vocabulary Repertoire*

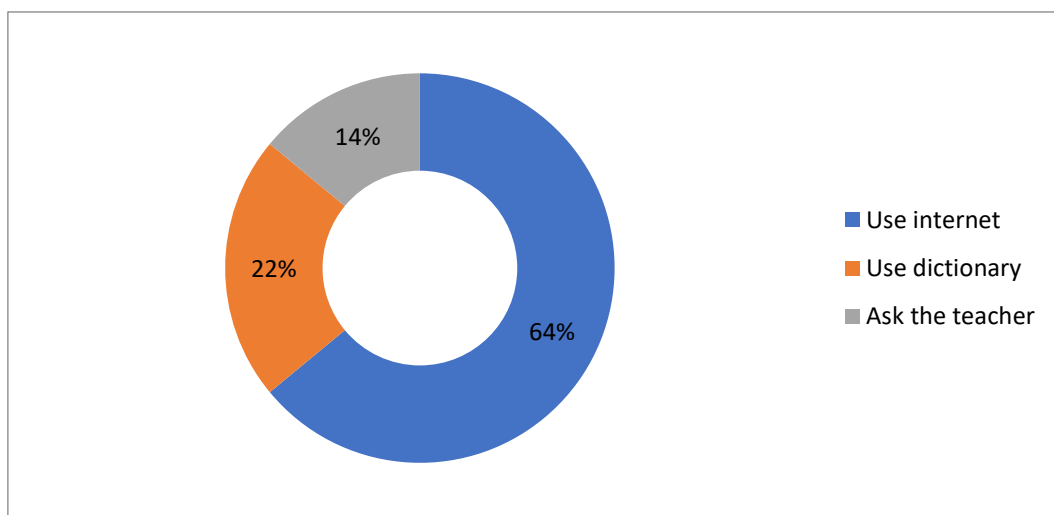


The previous graph shows that only 12% of the students consider their vocabulary storage rich . While 62% of them sees their vocabulary storage poor. The rest of them 26% claim that their vocabulary is medium.

**Item 07 :**What do you do when facing unfamiliar words ?

**Graph 3.4**

*Tools Used by EFL Students To Recognize Unfamiliar Words*

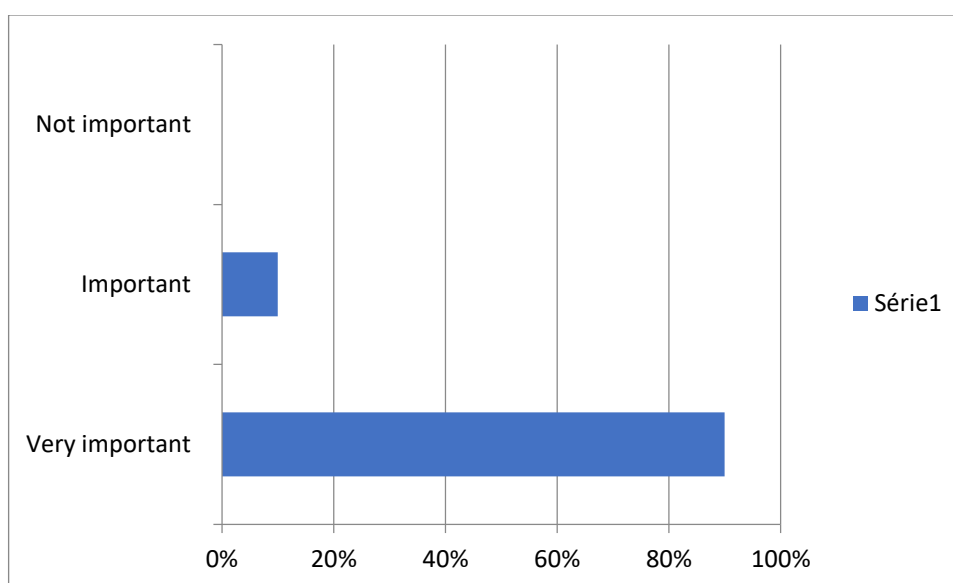


The relativistic circle obviously shows that 64% of the students prefer to use internet to get familiar with new words. Otherwise 22% of them choose the dictionary as a tool to understand new words. And the remaining 14% of the students choose asking teachers as a solution when facing strange words.

**Item 08 :** In your opinion, how important is vocabulary development to EFL learners ?

### Graph 3.5

*The Importance Of Vocabulary According to EFL Learners*

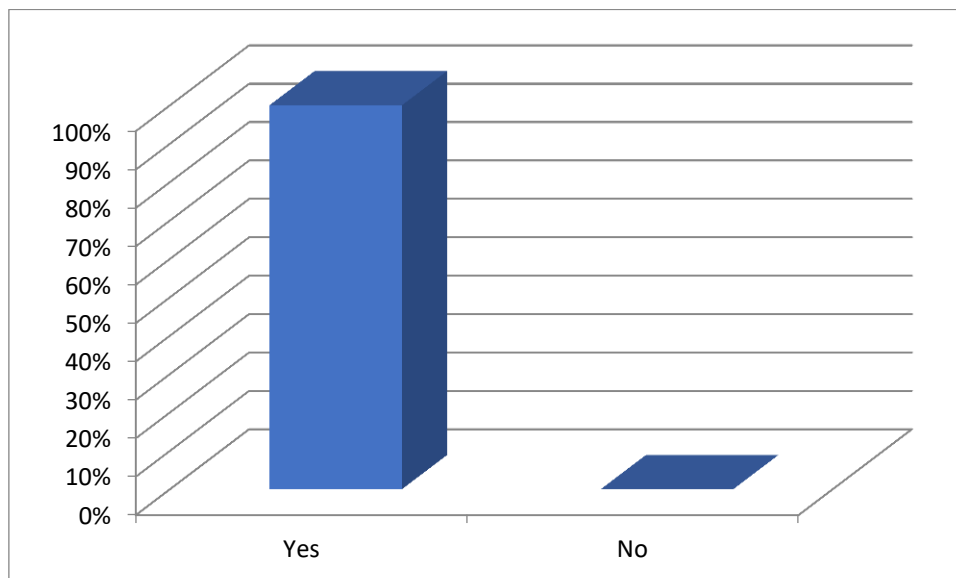


The graph reflects that 90% of the students consider vocabulary development very important in learning English as a foreign language. Whereas 5% only sees it important. At the same time no one claimed that vocabulary development is not important with percentage 0%.

**Item 09 :** Does vocabulary development involves in refining your language skills ?

**Graph 3.6**

*Learner's Opinion About Vocabulary Importance In Speaking Skills Development*



In this graph we can easily remark that 100 % of respondents replied yes. and no one of the respondents 0%replied no.

**Item 10 :** Is vocabulary repertoire important for fluency ?

**Table 3. 4**

*Importance Of Vocabulary Repertoire For Fluent Speaking*

student answer	Yes	No
Respondents	50	0
Percentage	100%	0%

One hundred percent of the students attach fluency to vocabulary repertoire and the 0 % of them sees that vocabulary repertoire has no relation to fluency..Further more. 20 students with percentage 40% answered the question Why vocabulary repertoire is important for fluent speaking ?. Their answers were as follows:



When you enrich your vocabulary repertoire communication will be easier, you will be able to participate in discussions any time in different situations, practice the language correctly and smoothly without making errors. However The rest of the students with percentage 60% opt not to answer this question.

**Item 11** :Do you suffer vocabulary shortage when you communicate ?

**Table 3.5**

*EFL Learner's Suffer From Vocabulary Shortage When Communicating*

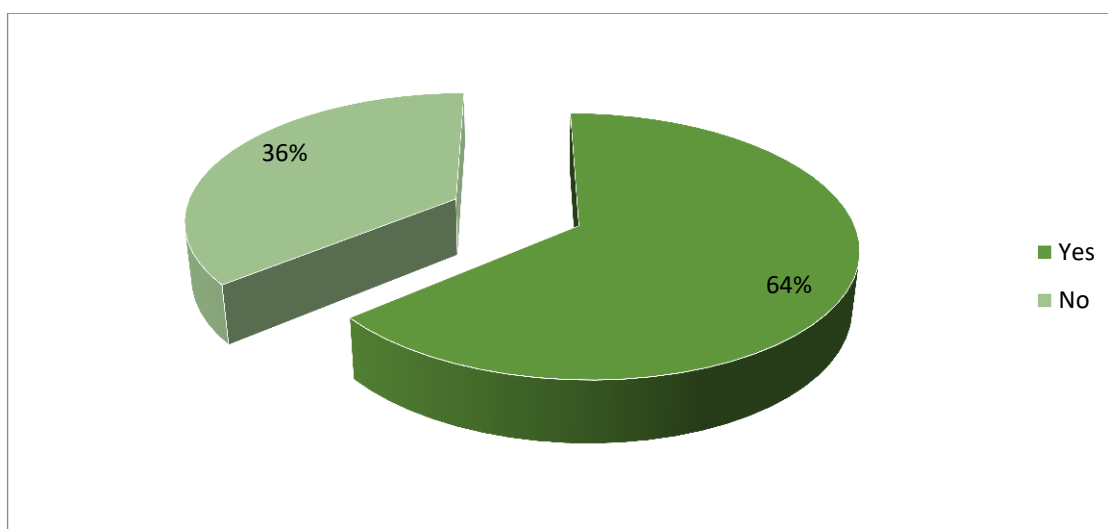
student answer	Yes	No	Sometimes
Respondents	26	4	20
Percentage	52%	8%	40%

The table above shows that 52% of students do suffer from vocabulary shortage. In contrast 4% don't suffer from vocabulary shortage when communicating. But 40% of them said that sometimes they do suffer vocabulary shortage.

**Item 12** : Do you make efforts to overcome vocabulary deficiencies ?

**Graph 3.7**

*EFL Students Efforts To Overcome Vocabulary Deficiencies*

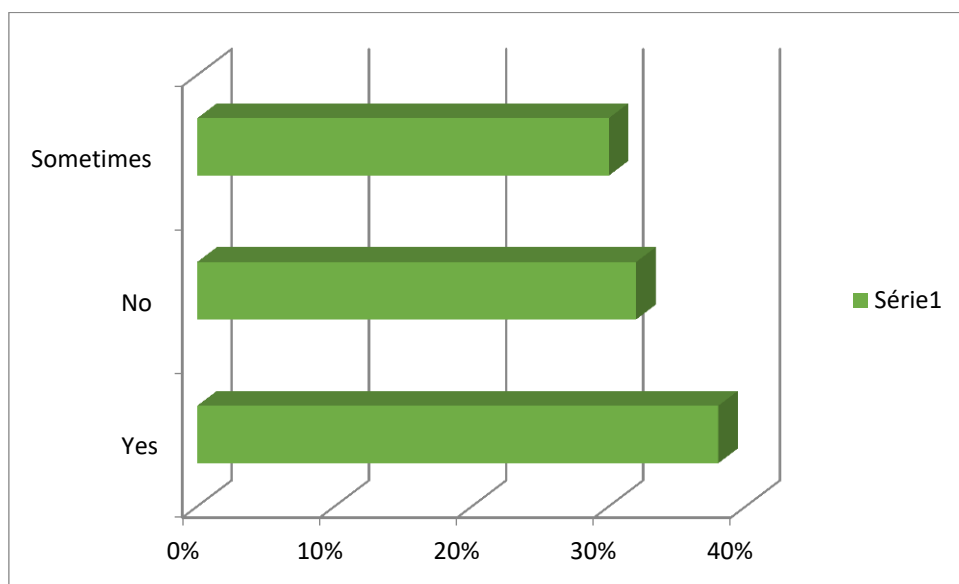


From this graph we conclude that 64% most of the students make efforts to overcome vocabulary deficiencies. While 36% of them don't make efforts to overcome their vocabulary deficiencies. 64% of the students mentioned different ways they follow to overcome vocabulary deficiencies :Watching movies, subscribe in YouTube channels, English songs and lyrics, reading books and novels, use dictionary, use social media, online classes, speak to natives, learn from the teacher, learning platforms, attend lectures, participation in workshops.

**Item 13 :** Does your teacher of speaking (oral) focus on vocabulary in his instruction ?

**Graph 3.8**

*EFL Student's Opinion About Their Teacher's Instruction*



From the previous chart 38% of the students mention that their teacher of speaking does focus on vocabulary in his instruction, when 32% of them don't agree and respond with no which means that their teacher of speaking does not focus on vocabulary in his instruction. In a close percentage 30% of students view that sometimes the teacher of speaking includes vocabulary in his instruction.

**Item 14 :** What kind of activities does he /she involve for vocabulary acquisition and retention ?

The activities that teacher involves in his instruction according to EFL students :

- Oral Presentations,
- Group discussions
- Repetition, using videos,
- Audios, suggest movies,
- Correcting students ‘mistakes
- Suggesting books to read
- lyrics in songs,
- Use translation.

### 3.6.2 Teachers’ Questionnaire

We used the questionnaire because it does not consume much time and because most of the teachers we dealt with don’t have time to do interviews. O’leary(2014) mentioned some point

- To reach a large number of respondents
- Represent an even larger population
- Allow for Comparisons
- Generate standardized, quantifiable, empirical data
- Generate qualitative data through the use of open ended questions

The teachers’ questionnaire involves two main Section. The first one is about background information, the second contains 13 thirteen items with different type of question :yes /No questions, open ended questions, and multiple choice questions. The questionnaire was given to 10 ten EFL teachers from Ibn Khaldoun University of Tiaret faculty of Letters and foreign Languages.

#### Section one : Background Information

##### Item 01 :Gender

**Table 3. 6**

##### *EFL Teachers’ Gender*

Gender	Female	Male
Respondent	5	5

As it seems in the table above the teacher’s sample contains 5 female teachers, and 5 male teachers.

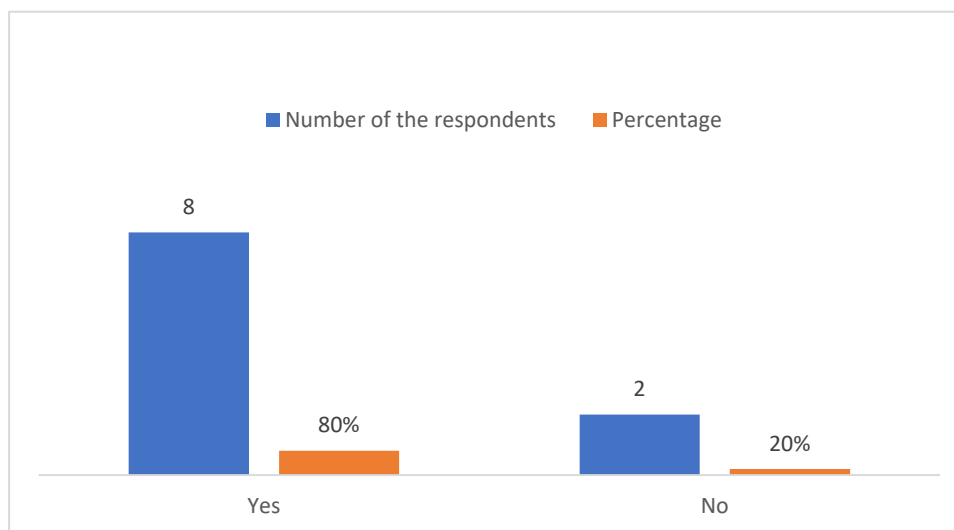
**Item 02 : Degree****Table 3.7***EFL Teacher's Degree*

Degree	BA(License)	MA(Master)	MA(Magister)	PHD(Doctorat)
Respondent	0	2	2	6

The above table shows that 6 teachers out of 10 have PHD certificate, and 2 teachers got master degree, the last two teachers have the majister.

**Section two :**

**Item 1.** As an EFL teacher do you teach vocabulary during your course ?

**Graph 3.9***Teaching Vocabulary In The EFL Classes*

As we can see in the previous Graph 8 out of ten teachers answered that they do teach vocabulary during their courses with 80%. Only 2 out of ten with 20% answered that they don't teach vocabulary in their course .

**Item 02.** How do your student react when facing new vocabularies ?

**Table 3.8**

*Tools used by students when facing new vocabularies*

Tools used by students when facing new vocabularies	Search it online	Use dictionary	Guess the meaning
Teacher 1	X		X
Teacher 2	X		
Teacher 3	X		X
Teacher 4			X
Teacher 5			X
Teacher 6	X		X
Teacher 7	X	X	
Teacher 8	X		X
Teacher 9	X		
Teacher 10	X	X	

Teachers in EFL classroom observe that the common used tool that learners use when facing strange words is using internet in the first place. Secondly they guess the meaning of that word. while only few students uses dictionaries.

**Item 03.** According to you is Vocabulary teaching important ?

Vocabulary learning underpins all other language skills ?

Teaching vocabulary is the most efficient way to boost EFL learner's level ?

Table 3.9

*Teacher's agreement or disagreement about the importance of vocabulary*

	Strongly disagree	Disagree	Agree	Strongly agree
Vocabulary is important	3	2	1	4
Vocabulary underpins all other language skills	3	2	3	2
Teaching vocabulary is the most efficient way to boost EFL learner's level	3	1	3	3

Vocabulary is important : 4 teachers out of 10 strongly agree that vocabulary is important, and 3 teachers strongly disagree that vocabulary is that important, one only agree, and the last 2 teachers only disagree.

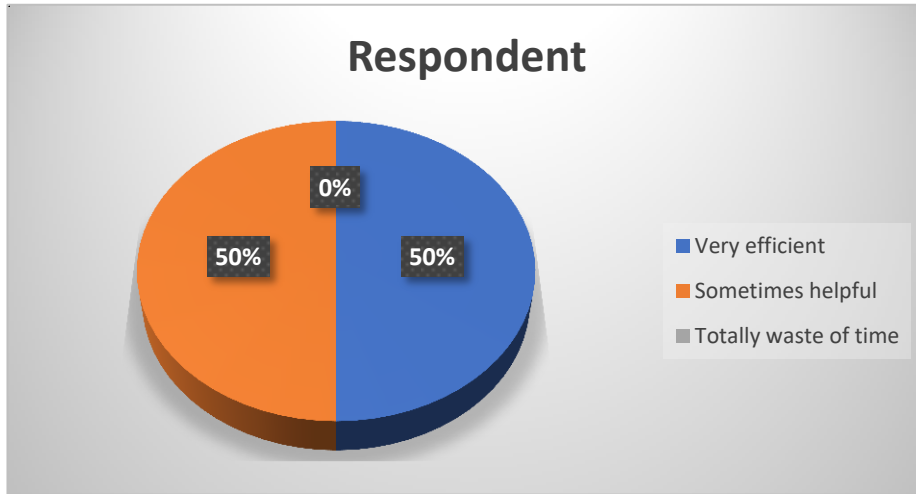
Vocabulary underpins all other language skills : 3 teachers strongly disagree with this statement, and 2 other teachers disagreed on this statement. On the other side 3 of the teachers agree that vocabulary underpins all other language skills and only 2 teachers strongly agreed with this statement.

Teaching vocabulary is the most efficient way to boost efl learner's level: 3 out of 10 teachers strongly disagree on this statement and 3 of them strongly agreed on the this statement. Plus 3 of the teachers only agreed. The last teacher disagree.

**Item 04.**According to you EFL learning activities such as presentations, retelling, pair work, discussions are :very efficient, sometimes helpful, totally waste of time

graph 3.10

*Teacher’s View Point on The Importance of EFL Learning Activities*

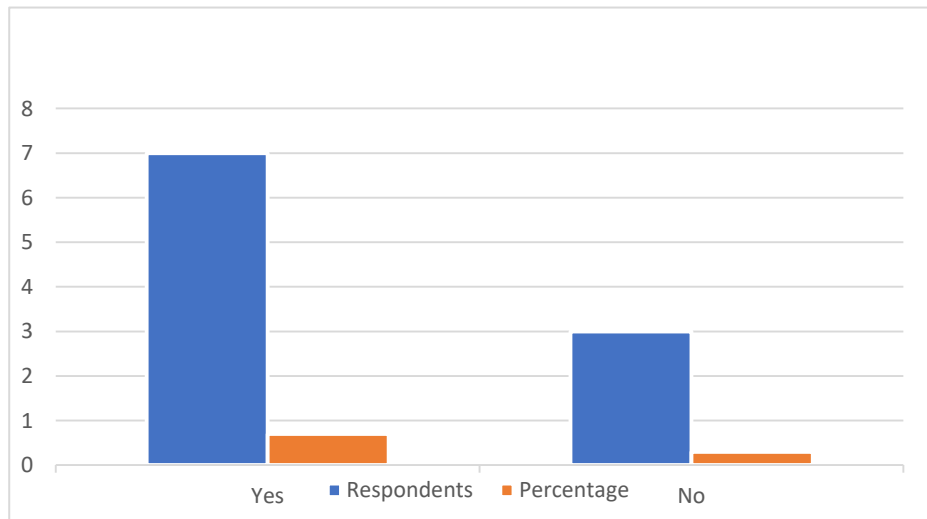


The graph above demonstrates that 5 out of 10 teachers sees that the previous activities are very efficient activities in EFL. While the rest of them think that those activities are sometimes helpful.

**Item 05.** Are new vocabularies one of your major teaching concerns when it comes to speaking productivity ?

graph 3.11

*Teaching New Vocabulary is a Major Concern for EFL Teachers in Speaking productivity*



From the figure above we noted that 70% with 7 out of 10 teachers think that new vocabularies one of their major teaching concerns, while 30% of them with 3 out of 10 take it as one of their major teaching concerns.

**Item 06.**When developing speaking skills do you think that vocabulary is

Very necessary, Necessary, unnecessary, very unnecessary ?

**Table 3.10**

*Necessity of vocabulary to EFL teachers in developing speaking skills*

When developing speaking skills do you think that vocabulary is	<b>Very necessary</b>	<b>Necessary</b>	<b>Unnecessary</b>	<b>Very unnecessary</b>
<b>Respondent</b>	<b>7</b>	<b>2</b>	<b>1</b>	<b>0</b>

From the previous table we conclude that the majority of EFL teachers, 7 teachers out of 10 consider vocabulary very necessary factor in developing the speaking skills. In addition two of them consider it as a necessary factor in developing speaking production. Only 1 teacher consider vocabulary as unnecessary thing for developing speaking skills. No one of the teachers consider vocabulary very unnecessary.

**Item 07.** Do your learners suffer vocabulary shortage in their speaking production ?

**Table 3.11**

*EFL learners suffer from vocabulary shortage when speaking*

Do your learners suffer vocabulary shortage in their speaking production	<b>Sometimes</b>	<b>Yes</b>	<b>No</b>
<b>Respondent</b>	<b>3</b>	<b>7</b>	<b>2</b>

7 out of 10 EFL teachers sees that their learners suffer from vocabulary shortage, and 3 of them said that their learners sometimes suffer from vocabulary shortage, and only two teachers saw that their learners don't suffer from vocabulary shortage at all.

**Item 08.**What strategies do you use to help your Lerner's develop their vocabulary repertoire ?



Teacher's answer at this point was to provide learners with some novels, books, magazines to read. Moreover motivate them to participate and share their thoughts in group discussions, oral presentations. And finally conducting research, and listening activities.

**Item 09.** what are the effective speaking activities that help learners enhance their vocabulary knowledge ?

EFL teachers mark those activities in their answers :

Role playing, describe pictures, storytelling, interviews.

**Item 10.** what are the effective vocabulary acquisition activities that help learners overcome their vocabulary deficiencies in speaking ?

Teacher's answer was reading and writing expressions, vocabulary puzzles, public speaking.

**Item 11.** Do you provide out class activities to encourage your students to develop their speaking ?

### Tables 3.12

#### *Teachers answer about providing students with out class activities*

Answer	Yes	No
Respondent	7	3

The previous table results show that 7 out of 10 teachers provide their learners with out class activities. While 3 out of 10 don't.

**Item 12.** Suggest some tools in order to help EFL teachers accelerate their learner's vocabulary development to enhance their speaking.

#### *Teachers' suggestions :*

EFL teachers suggest to include technology in their teaching process, vocabulary games, and ICT. Also they suggest to do work shops from time to time, it will be very beneficial when practicing.

**Item 13.** what are your recommendations to EFL students to boost their vocabulary bulk ?

***Teacher's recommendations :***

Teachers recommend EFL students to enrich their vocabulary by reading about different domains, and practice a lot out of class and try to communicate.

**3.7 Interpretation and Discussion of the Main Findings**

To review, the objective of the current study was to investigate the effectiveness of vocabulary learning in improving EFL learner's speaking performance, hence, it aimed at helping learners to enhance their speaking skills, also the study pursued raising student's attention in developing their speaking skills through practicing the language and developing their vocabulary storage.

For instance, the analysis of students questionnaire revealed that the majority of the participants, studying English at the university face a lot of difficulties and obstacles which affect their oral performance such as fear of making mistakes, shyness, thus they attribute their weakness in speaking to lack of vocabulary.

As it has been pointed out throughout EFL learners' answers, there are many obstacles faces them when producing language. One of the main obstacles is vocabulary shortage. Thus they do make efforts and manage time to overcome these obstacles. As they try to cover their weaknesses in vocabulary knowledge by the use of different tools to do so when necessary. For instance online dictionaries, using internet, ask for teacher's help.

The results obtained from the preliminary analysis of the questionnaire applied to 10 English language teachers supported the importance of learning vocabulary in EFL learner's speaking production and the necessity to include vocabulary learning in developing EFL's speaking production skills because overemphasizing speaking or undervalue vocabulary learning may cause learner's language proficiency gaps. Which effect the language performance. For this reason, language teachers should balance the combination of lexical phrases acquisition and fluency so that learners develop their communicative Competence to master English language. Second of all, EFL teachers recommend their learners with many oral activities to enhance their speaking fluency such as presentations, public speech, group discussions, brain storming, and interviews. Otherwise they see that acquiring vocabulary outside the classroom is a helpful way to boost their learning because there is a limit to how much vocabulary can be explicitly thought in classroom by extensive reading, extensive viewing TV, movies English programs, videos, using ICT. Thus our research hypotheses have been confirmed and have made a valuable contribution to our research.

### 3.8 Suggestions and Recommendations

#### 3.8.1 For EFL Teachers

Teaching vocabulary by using different tools in classroom is one of the basic purposes to create the learner's knowledge. Therefore there are various materials that teachers use to provide the students with the right environment to learn. For instance using authentic tools which refers to audios, selected videos, photographs, pictures, maps. Corley and Esra (2007) stated that authentic materials are print, video, and audio materials that students encounter in their daily lives, such as change-of-address forms, job applications, menus, voice mail messages, radio programs, and videos. These materials are not created specifically for classroom use, which makes them valuable for language learning because they provide students with exposure to real-life language use and situations. By using authentic materials, students can develop their language skills in a more natural and meaningful way, and they can also learn about the culture and context in which the language is used.

That's why authentic tools became essential part for productive teaching and learning process Aninda(2015) state that teaching vocabulary by using multimedia is important in performing teaching and learning process, and it is a helpful tool for developing vocabulary.

Currently, there are many advantages of speaking skills, Therefore EFL teachers should concurate and do more effort in developing EFL learner's speaking performance. Because when speaking evry thing depends on motivating the listener, employers, colleges, co learners. There for teachers have to understand the importance of this skill in the society, and try to impart this skill in their teaching process, by applying the available techniques in EFL classrooms. Teachers should be up to date and try to impart new tools, strategies from time to time in a way that sutes his students, and meet their needs. So that EFL student's can get plenty of opportunities to participate in the teaching-learning activities.

Nevertheless teachers have to motivate the students, because some of them have deep fear of making mistakes or shyness. They can propose some funny games, introduce some activities to help them refine their speaking in pleasant way. Brain storming is one of the techniques that encourage learners to produce and bring all his ideas about certain topic on the table, they will be automatically motivated. Another activity that is helpful in improving Efl's speaking skills is role-plays. By forming students into pairs and give them topics to perform the role, the role of the teacher here is to inspire his students.

Reading sessions will be a great activity for those who have difficulties in pronunciation, intonation. They will be able to speak clearly. Specially when they read lowly students come to learn from each other.

Provide max of opportunity to students to speak, try to involve each student in every speaking activity, reduce teacher speaking time in class, involve speaking activities out of the classroom not only inside. Moreover teachers should provide learners with vocabulary before doing the task and diagnose problems.

At the end of the learning process , learner's should achieve fluency, accuracy, propersy and complexity.

### **3.8.2 For EFL Learners To Develop Speaking Skills**

The present time, most of the EFL learners are interested with technology and it's devices. It is used to facilitate and to provide him with the information that he needs . The use of Technology is One of the main tools that helps in developing the four skills. Which is an effective tool for both, teacher and learner.

In the other hand there are various tools for developing vocabulary learning, such as reading stories or books, articles, listening to audios and songs, watching movies, speaking with native speakers or foreigners, and using dictionaries. These tools can help learners to improve their vocabulary skills by providing exposure to new words and phrases in different contexts. By practicing these skills regularly, learners can expand their vocabulary and become more confident in using the language.

#### **3.8.2.1 Using Dictionaries**

Dictionary is an essential tool for developing vocabulary learning. According to the Oxford Advanced Learner's Dictionary, a dictionary is a book that lists the words of a language in alphabetical order and provides explanations of their meanings, or gives translations of the words into a foreign language. In other words, a dictionary is a reference tool that helps people to understand the meaning of words and phrases. It is an important resource for language learners and speakers alike, as it can provide information about the spelling, pronunciation, and usage of words. Dictionaries can be found in print form, as well as online or in digital formats.

According to Boulton and cook (2017) dictionaries are the highest commonly used tools for foreign and learning a second language(L2) and can assist with a constantly or non

constantly items . In addition, this means that dictionary is a part of learning any language specially EFL .

### **3.8.2.2 Learning Idioms**

Learning idioms is number of words that the literal meaning can not be concluded. It is a main skill and it helps the EFL learners to be a native speakers and have a sufficient knowledge of words.

Swinney and Cutler (1979, 523) define idioms as a group of words whose meaning cannot be deduced from the literal meaning of the individual words. In other words, idioms are expressions that have a figurative meaning that is different from the literal meaning of the words. Idioms are an important part of language learning, as they are commonly used in everyday conversation and can be difficult for non-native speakers to understand. By learning idioms, language learners can improve their understanding of the nuances of the language and become more fluent in their communication.

### **3.8.2.3 Reading Books**

Reading books have a great impact on developing writing and speaking skills and mastery the language as foreign language . Such as reading novels or short stories.

### **3.8.2.4 Using Digital Tools**

Digital tools play a significant role and helpful resources to learning and acquiring the language knowledge. there are different apps that used by the students . as YouTube and Instagram , Tiktok apps in addition to these apps includes one role that is improving verbal ,visual, auditory process such as Watching educational contents for learning grammar rules or pronunciation , how words spelling, as well identifying new words and it meaning. Hence, Watching subtitled movies or short stories, listening to audios , songs and it lyrics are also a helpful tools .

### **3.8.2.5 Website And Learning Channels**

Using YouTube videos is one of the main tool that provides learner with the necessary educational purposes. Duffy ( 2008) sees that

«”YouTube is increasingly being used by educators as pedagogic resource for everything from newsworthy events from around the world to slice-of-life videos used to teach students within an ESL ( English as a second language) course”

Moreover, YouTube videos is a motivational learning source and it increases vocabulary knowledge. In addition a lot of teachers and professors created channels that provides EFL learners with all the aspects they need in learning english weather vocabulary knowledge or grammatical rules, examples difinitions essays in academic performance. Also educational platforms that presents a lot of rich language learning programs.

### **3.9 Conclusion**

In today's world Proficiency is necessary to become a good communicator, but the ability to speak skillfully provides the speakers with several advantages. For this reason EFL students should practice and produce their ideas, thoughts, feelings. Otherwise. EFL teachers should be a part of this development, and participate in refining student's skills with new ideas, strategies, and techniques. So that EFL classroom will be the best place to aquire knowledge.

# **General Conclusion**

## General Conclusion

Vocabulary plays a very important role in improving the EFL learner's performance in different oral activities and communication. Students sometimes face some obstacles such as shyness, fear of making mistakes, and anxiety. But still those obstacles are less important than vocabulary shortage which is very effective in the process of teaching and learning. Teachers tend to provide EFL learners with different activities to boost their vocabulary learning level and their speaking production skills up to the top, so that they can communicate effectively and efficiently.

This dissertation was divided into three chapters. The first chapter was an overview about vocabulary. Also, we described its types, passive and active. Furthermore, we strengthened out the main strategies and techniques that are helpful in the vocabulary learning process. The second chapter spotted a light on speaking skills in general, its components, the common obstacles that face EFL students when speaking, and the relationship between speaking and the other language skills. Eventually, the common activities used in EFL classrooms to develop speaking proficiency, and the correlation between student's vocabulary mastery and speaking production skills. The third chapter stands for examining the hypotheses and analyzing the findings from the distributed questionnaires. The aim was to find out the effects of vocabulary knowledge on EFL learners' speaking productivity. Also to extract teachers' views point about vocabulary importance in EFL speaking skills, and some of their recommended strategies and techniques, from their experience in this field. The results gained from both questionnaires emphasized our hypotheses.

Both teachers and students are aware of the vocabulary development importance in the EFL's speaking skills. Speaking production is connected to vocabulary Learning. Specifically. Vocabulary shortage hinders EFL learners' speaking achievements. Conclusively, communication without vocabulary will break down. Therefore, including vocabulary activities in the speaking instruction will be very useful in strengthening learners' oral performance. Overall, this research has shown that vocabulary knowledge and productive speaking are two correlated aspects in language acquisition.

This study is limited to only second year students at Ibn Khaldoun University, this research is a descriptive one. Because of time constraints. not all students and teachers took part in this study but only the samples mentioned to know the role of vocabulary in EFL learners oral production.



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# *Appendices*

## Students' Questionnaire

Dear students

You are invited to answer these questions which are a part of an academic research titled development of vocabulary Bulk in EFL student's speaking production. Don't hesitate to express your personal opinion that for sure we respect. Thank you in advance for your collaboration

**Section one : Background information**

1. Age: .....
2. Gender : Male  Female
3. Level:

**Section two: Vocabulary and Speaking Production**

Instruction: choose one statement and put a tick ✓

1. Can you evaluate yourself in speaking?

Very bad  Good  
Bad  Very good

Average Excellent

2. What are the obstacles that face you when speaking?

- Shyness  
 Fear of making mistakes  
 Anxiety

Others

.....  
.....

3. To what elements do you attribute your weakness in speaking production

Lack of vocabulary  
Lack of practicing in class  
Lack of motivation

Others

.....  
.....

4. How do you find your vocabulary repertoire?

- Rich  
 Poor  
 In between

5. What do you do when facing unfamiliar words?

- Use internet
- Use dictionary
- Ask the teacher

Others

.....  
 .....

6. In your opinion, how important is vocabulary development to foreign language learners?

- Very important
- Important
- Not important

Why

.....  
 .....

7. As an EFL student what are your favorite strategies to acquire new vocabularies?

.....  
 .....

8. Does vocabulary development involve in refining your language skills?

- Yes
- No

9. Is vocabulary repertoire important for fluent speaking?

- Yes
- No

Why?

.....  
 .....

Others

.....  
 .....

10. Do you suffer vocabulary shortage when you communicate?

- Yes
- No
- Sometimes

11. Do you make efforts or follow some strategies to overcome vocabulary deficiencies?

Yes

No

If yes, how?

.....  
.....

12. Does your teacher of speaking (oral) focus on vocabulary in his/her instruction?

Yes

No

Sometimes

13. What kind of activities does he/she involve for vocabulary acquisition and retention?

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

## Teachers' Questionnaire

Dear teachers

This questionnaire is a part of a research work carried out in the framework of a Master degree entitled : Developing vocabulary bulk in EFL learner's speaking production .You are kindly requested to tick the appropriate box and provide your opinions and comments wherever necessary.

**Section one:** Background information

1. Gender:

Male

Female

2. How long have you been teaching English?

1-5 years

6-10 years

11-15 years

More than 16 years

3. What is your degree?

BA (License)

MA (Master)

MA (Magister)

PHD (Doctorate)

**Section two:** vocabulary and Speaking

1. As an EFL teacher do you teach vocabulary during your courses?

Yes                       No

2. How do your students react when facing new vocabulary?

Search it on line

Use dictionary

Guess the meaning

- Other.....

3. Indicate whether you agree or disagree

-Teaching vocabulary is important.

- Strongly disagree
- Disagree
- Agree
- Strongly agree

-Vocabulary learning underpins all other language skills?

- Strongly disagree
- Disagree
- Agree
- Strongly agree

-Teaching vocabulary is the most efficient way to boost EFL learner's level

- Strongly disagree
- Disagree
- Agree
- Strongly agree

4. For EFL vocabulary learning presentation, retelling, pair work, discussions are:  
very efficient     Sometimes helpful     Totally waste of time

Are new vocabularies one of your major teaching concerns when it comes to speaking productivity?

- Yes
- No

Why?

.....

.....

.....

6. When developing speaking skills do you think that vocabulary is

- Very necessary
- Unnecessary
- Necessary
- Very unnecessary

Why?

.....

.....

.....

7. Do your learners suffer vocabulary shortage in their speaking production?

- Yes
- No
- Sometimes

8. What strategies do you use to help them develop their vocabulary repertoire?

.....

.....

.....

9. What are the effective speaking activities that helps learners enhance their vocabulary knowledge?

.....

.....

.....



10. What are the effective vocabulary acquisition activities that help learners overcome their vocabulary deficiencies in speaking?

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

11. Do you provide out class activities to encourage your students develop their speaking?

Yes  No

-If yes mention them

.....  
.....

12. Suggest some tools in order to help EFL teachers in accelerating their learner's vocabulary development to enhance their speaking abilities.

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

13. What are your recommendations to EFL students to boost their vocabulary bulk ?

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

## المخلص

يعتبر إتقان المفردات هو العنصر الأساسي في التحدث بلغة أجنبية، وهو عنصر لا يمكن فصله عن تعلم اللغة الإنجليزية لأنه يربط بين المهارات اللغوية الرئيسية الأربع. يواجه متعلمي اللغة الإنجليزية كلغة أجنبية صعوبات مختلفة في تطوير أدائهم في التحدث. أحد العقبات الشائعة هو نقص المفردات. تهدف هذه الدراسة إلى الكشف عن أهمية معرفة المفردات في أداء التحدث لدى متعلم اللغة الإنجليزية كلغة أجنبية. كما يهدف إلى إثبات الحاجة إلى التركيز على تعلم المفردات كعامل فعال في مهارات التحدث لدى متعلم اللغة الإنجليزية كلغة أجنبية، وقد تم إجراء هذا البحث في جامعة ابن خلدون في تيارت، وتم توزيع استبيانين على 50 طالبًا من طلاب اللغة الإنجليزية كلغة أجنبية، و 10 مدرسين للغة الإنجليزية كلغة أجنبية. من نفس الكلية. أظهرت نتائج البحث أن معلمي ومتعلمي اللغة الإنجليزية كلغة أجنبية على دراية بأهمية معرفة المفردات في تطوير مهارات التحدث، وأظهرت النتائج أن ممارسة اللغة وتطوير تخزين المفردات يمكن أن يكون ممكنًا، باستخدام الأدوات والاستراتيجيات المختلفة التي اقترحها مدرسو اللغة الإنجليزية كلغة أجنبية ذوي الخبرة. علاوة على ذلك، فإن تضمين المفردات في عملية تدريس إنتاج التحدث سيكون مفيدًا جدًا في تحسين مهارات التحدث في اللغة الإنجليزية كلغة أجنبية.

الكلمات المفتاحية: مهارات التحدث، العقبات، إتقان المفردات، متعلمي اللغة الإنجليزية كلغة أجنبية.

## Résumé

L'aspect clé de la langue étrangère parlée est la maîtrise du vocabulaire. C'est un élément qui ne peut être séparé de l'apprentissage de la langue anglaise car il relie les quatre principales compétences linguistiques. Les apprenants EFL sont confrontés à différentes difficultés pour développer leurs performances orales. L'un des obstacles courants est le manque de vocabulaire. Cette étude vise à révéler l'importance de la connaissance du vocabulaire dans la performance orale de l'apprenant EFL. Il vise également à établir la nécessité de se concentrer sur l'apprentissage du vocabulaire en tant que facteur efficace dans les compétences orales de l'apprenant EFL. Cette recherche a été menée à l'Université d'Ibn-khaldoun située à Tiaret. Deux questionnaires ont été distribués à 50 étudiants EFL et 10 enseignants EFL. De la même faculté. Les résultats de la recherche ont montré que les enseignants et les apprenants EFL sont conscients de l'importance de la connaissance du vocabulaire dans le développement des compétences orales. Les résultats ont montré que la pratique de la langue et le développement du stockage du vocabulaire peuvent être possibles, en utilisant différents outils et stratégies suggérés par des enseignants expérimentés EFL. De plus, inclure du vocabulaire dans le processus d'enseignement de la production orale sera très bénéfique pour améliorer les compétences orales de l'EFL.

**Mots-clés :** compétences orales, obstacles, maîtrise du vocabulaire, apprenants EFL.

## Summary

The key aspect in speaking foreign language is vocabulary mastery. It is an element that cannot be separated from English language learning as it links the four main language skills. EFL learners face different difficulties in developing their speaking performance. One of the common obstacles is vocabulary shortage. This study aims at revealing the importance of vocabulary knowledge in EFL learner's speaking performance. It also aims at establishing the need to focus on learning vocabulary as an effective factor in EFL learner's speaking skills. This research was conducted at the University of Ibn-khaldoun located in Tiaret. Two questionnaires were distributed on 50 EFL students, and 10 EFL teachers from the same faculty. The research findings showed that both EFL teachers and learners are aware of the vocabulary knowledge importance in developing speaking skills. The results showed that practicing the language and developing the vocabulary storage can be possible, by using different tools and strategies suggested by EFL experienced teachers. Moreover including vocabulary in the process of teaching speaking production will be very beneficial in improving EFL's speaking skills.

**Keywords :** speaking skills, obstacles, vocabulary mastery, EFL learners.