



The Effect of Lack of Practice on EFL Students' Oral Communication Skills at the University Level

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Abstract

It is vital that students review the material they learn regularly to keep it fresh in their mind. Developing such habits hone learners' language skills. On the other hand, lack of practice habits pose a problem and affect negatively, among other factors, linguistic performance. The issue discussed in this study is a field research conducted into the scope of the effect of insufficient practice of English language on learners' oral communication skills and sub-skills. To achieve the objectives of the current study a questionnaire was conducted and responded by a random sample of fourth-year undergraduates majoring in English and by a sample of their teachers. The questionnaire asked the respondents to determine the extent to which lack of practice had a negative effect on English language learners' oral communication performance in many respects and to give their opinions on English Language practice strategies that could enhance students' performance of both speaking and listening skills. The analysis of the data obtained from the teachers' questionnaire and that of the students' questionnaire was carried out separately. The results obtained from the analysis generally suggested that the majority of the participants' attitudes fluctuated between the fact that insufficient practice had a negative influence on learners' oral communication skills and sub-skills *to a great extent* and *to some extent*. On the basis of the results above, some strategies for remedying the situation, enhancing practice and assisting learners in raising their levels of language proficiency were suggested.

KeyWords: lack of practice, oral communication, students' performance

I. Introduction

Developing English language learners' oral and written communication skills is essential since as Khan (2007, p. 1) states, emphasis is placed on these two skills and this is due to increasing needs for effective international exchange in the context of globalization in the world. Furthermore, competence in listening and speaking especially ensures the success of academic, personal and professional life (Morreale et al, 2000, pp. 1-2). In other words, if a student fails to absorb what they hear, or to clearly articulate what they know, they may be wrongly judged as uneducated or poorly informed. Also, the student who does not succeed in asking for help from a teacher, he/she will not receive it. They also argue that oral communication is a contributing factor in establishing friendship with people and in being more attractive. They add that the ability to communicate plays an important role in securing employment and in maintaining successful job performance.

According to Lightbown communicative practice in the classroom in its current state does not meet learners' needs to be able to reach high degree of fluency and accuracy on all levels of second language production (Cited in Brown and Larson-Hall, 2012 p. 58). The negative effect of insufficient English language practice is also demonstrated by Ahmed (2014, pp. 2052-2053) pointing out that in most countries in which English is used as a foreign language, English is not accommodated in real-life situations. He further states use of English is restricted to a few hours of formal classes with poor learning conditions. Such an educational



environment fails to enable students to master English language skills (Ibid).As a result, learners do not satisfy the criteria of good oral communication presented by Khan (2007, p. 2) who argues that "A successful oral communication can be characterized by its spontaneous use of sub-skills in speaking, intelligible pronunciation, right choice of words, phrases, appropriate sentence constructions and finally, contextualized use of meanings."

English-Major undergraduates in Kurdistan Region (KR) context likewise demonstrate good knowledge of linguistic disciplines, but they encounter problems in the actual use of oral communication skills. The question raised is that whether the current educational environment satisfies students' needs for practicing English language and whether it offers enough room for them to interact orally with the teacher, with peers and with instructional materials. Moreover, learners lack exposure to the English language outside the classroom. In addition to the above factors, the examination system of higher education in the Region does not provide enough opportunity for students to practice their English orally as the assessment of English language learning in most academic disciplines is based on written examinations.

According to a survey the researcher carried out in Salahaddin University-Erbil in 2017 to explore the extent to which English language is practiced, more than half of the students taken as a sample did not practice their English enough. This survey provided a basis for the current study on the effect of lack of English Language practice on learners' performance. (See Table 1, Results)

The ultimate goal which the current research tries to achieve is detecting the negative influence of lack of practice on English language learners' speaking and listening skills. Identifying the situations in which insufficient practice impedes students' progress in honing their English in on-campus and off-campus environments are also investigated. Finally, following determining what consequences of negative impacts of insufficient English language practice on the student's oral communication performance are, the study offers suggestions that could develop students' listening and speaking skills through implementing various strategies for practicing English language.

II. Literature Review

To better understand the implications of the process of practice, these definitions are provided and are applicable to the sense of practice in the context where this research paper is conducted. Roughly speaking, Ur (1991, p. 19) defines practice the repetition of certain behaviours. In cognitive psychology, Carlson a well-known contemporary theorist states that practice is simply performing the same (or closely similar) routines repeatedly (Cited in DeKeyser, 2007, p. 2), while in educational psychology, Bransford, Brown, and Cocking explain that "in deliberate practice, a student works under a tutor (human or computer based) to rehearse appropriate practices that enhance performance" and they further state that "deliberate practice can lead to an enormous reduction in the time it takes individuals to reach real-world performance criteria" (Cited in DeKeyser, 2007, p. 6). Hornby (2010, pp. 1188-1189), argues that the saying, *Practice makes perfect* means if you do an activity many times or repeatedly, you will become skillful at it.

Improving learners' performance as DeKeyser (2010, p. 57) states requires much practice. DeKeyser adds that retrieval of the knowledge a learner has requires much practice and the concept applies to the lexicon and grammar. This can be an attempt on the part of the trainee to reach an expert level of performance (Macnamara, et al, p. 1). According to Bransford, Brown, and Cocking, the Chomskyan distinction between competence and performance in applied linguistics, practice improves performance, but it is not used to teach competence (Cited in DeKeyser, 2007, p. 7).

DeKeyser (2010, p. 162) points out that good practice can be achieved by implementing such techniques as initial communicative drills, role-playing activities, task-based learning, and content-based teaching. Furthermore, the way learners practice the target language should fit



their characteristics and the teaching context (Ibid). Ortego points out that to achieve effective target language practice, practice should be interactive, meaningful and focused on task-essential forms (Cited in Brown and Larson-Hall, 2012, p.59). Schmidt indicates that learning occurs when the learner pays attention to input and has the subjective experience of noticing it (Cited in Brown and Larson-Hall, 2012, p.61). The five ways to draw students' attention include input enhancement which calls attention to form, processing instruction which draws attention to particular rules, planning that gives time to students to plan what will they say, repetition that can be thought of as a form of rehearsal and output which is asking learners to produce specific types of language (Brown and Larson-Hall, 2012, pp. 62, 64, 67, 70 and 72). In many books practicing language is carried out through doing written exercises. For example, Vince and Sunderland (2003, p. VIII) argue that their book "Advanced Language Practice with Key" is a grammar self-study and practice book and it can be used to prepare examinees for CAE and proficiency exams. An instance of language practice in their book is that "present time explanations" are followed by 7 written exercises whereby learners practice the rules they study theoretically through putting a verb into a correct form, rewriting sentences correctly, filling in blanks, and paraphrasing sentences.

Practice is one of the strategies that can intensify learning, improve performance and provide intuitive and automatized knowledge which enable learners to understand and express themselves readily and fluently (Ur 1991, p. 19). Krashen (1982, p. 61) suggests that another advantage of practicing a second language in its written or spoken form is error correction. That is, when learners' errors are corrected, they will reconsider their understanding of rules and rule application. Also, in relation to the significance of practice, Liu and Littlewood suggest the students who have had a lot of practice feel confident about oral proficiency (Cited in Savaşçı, 2014, p. 2683).

In the process of language practice many different questions intersect: "questions about the relationship between competence and performance, implicit and explicit learning, production and comprehension, analytic versus synthetic syllabi, accuracy versus fluency, and about individualization of instruction"(DeKeyser, 2007, p. 12). He (pp. 42, 43 and 76) further argues that providing learners with explicit grammar before or/and during receptive practice can be advantageous for second language acquisition in that it raises the level of accuracy, whereas in productive practice it can develop second language learners' proficiency.

Byrne defines oral communication as two-way process between speaker and listener (or listeners) and involves the productive skill of speaking and the receptive skill of understanding (or listening with understanding)" (Cited in Nazouzi, 2013, p. 6). Tinkler provides a list of sub-skills thought to make up listening ability and they include phoneme discrimination, word recognition, identification of stress, intonation and syntactic patterns, retention of information, anticipation of conclusions, evaluation of ongoing speech, and assessment of the communicative intentions of the speaker (Powers, 1985, p.2). With regard to speaking, Richards shows that conversation, lecture, discussion, and debate exemplify types of speech events (Cited in Powers, 1985, p.2).

The factors that have a negative influence on English language proficiency and, in turn, on oral communication proficiency have been investigated and the studies show that lack of practice was one of the factors. According to Noom-ura (2013, p. 146), in a Thai context, Thai students' lack of English language proficiency and lack of confidence in using language for communication are attributed to, first, teachers themselves, curricula and textbooks, assessment, and other factors supporting teaching success at a moderate level, second, students' lack of exposure to English and insufficient background of the language, third, students' lack of perseverance in practicing or seeking more opportunities to practice the language. In another instance, Gaudart states that the learners investigated were from the countries where English was not an every-day language, therefore, they did not get enough practice to improve their communication skills, and the only place where English was



practiced was the classroom (Cited in Savaşçı 2014, p. 2683). In an educational context in Pakistan, learners study language to pass examinations, but they pay no attention to such skills as listening and speaking (Alam and Uddin, 2013, p. 18).

Regarding the reasons why students do not practice their English, Ur argues that difficulties in speaking can be attributed to many factors which include that students are shy or worried about making mistakes, they have no motive to express themselves, only the teacher and dominant students participate, while others speak very little or not at all, and learners use their mother tongue rather than English (Al Hosni 2014, p. 23). In addition, Luoma notes that it is hard to master the speaking skill of a foreign language and developing speaking competence takes a great deal of time (Cited in Nazouzi, 2013, p. 6). Concerning listening skills, EFL learners have difficulties in English listening comprehension because the teaching of listening is neglected and universities focus on English grammar, reading and vocabulary (Gilakjani and Ahmadi, 2011, p. 977-978).

On the basis of the studies conducted in academic contexts, Powers (1985, p. 6) demonstrates the significance of the two language skills, speaking and listening. He states that speaking skill was rated as the fourth, but it was rated higher in business than in other disciplines. He adds that listening fluctuated between the second and the third most important ability in each academic discipline. As mentioned previously, competence in listening and speaking especially ensures the success of academic, personal and professional life (Morreale et al, 2000, pp. 1-2). In other words, if a student's listening comprehension is weak and fails to clearly express him/herself, he/she may be wrongly judged as uneducated or poorly informed. Powers (1985, p. 6) states the importance of Specific Listening Skills derived from specific lecture-related listening activities can be grouped as first, identifying 1) major themes or ideas, 2) relationships among major ideas, 3) the topic of a lecture, 4) supporting ideas and examples; second, retaining information through note-taking; third, retrieving information from notes; fourth, determining what the relationships between information are; fifth, understanding key vocabulary; sixth, following the spoken mode of lectures. Showing high level of language skills is of great significance in workplaces. According to Blair and Jeanson a high proficiency in English language, especially oral communication skills play a prominent role in solving problems that arise in workplace environments (Cited in Moslehifar and Ibrahim, 2012, p. 530).

III. Methodology

3.1. Participants

This research was conducted in Salahaddin University-Erbil and Halabja University where a sample of 26 students were randomly selected to respond to a questionnaire about the effect of lack of practice on students' speaking and listening skills. The questionnaire was administered in 2018. The students were Fourth-Year undergraduates majoring in English. Their average age was about 22 and their mother tongue was Kurdish. Eight of the teachers of the targeted students also participated in the study and volunteered to answer the questionnaire above. Their years of experience ranged from 4 to 20 years.

3.2. Instruments

As mentioned above, a questionnaire was used to collect data for this study. It was made up of 16 closed-ended questions. Each question item had 4 options, To a Great Extent, Somewhat, Very Little, and Not at All. The questionnaire items sought teachers' and students' perceptions of to what extent speaking and listening skills and sub-skills were negatively influenced by lack of practice. The questionnaire also contained one open-ended question in which the participants were required to give their opinions on how should students practice to develop listening and speaking skills.

3.3. Data collection



The questionnaire was delivered to the targeted students and teachers in person or by email. Each questionnaire item was thoroughly explained to the participants until they showed a proper understanding of the procedure.

3.4. Data Analysis

The data obtained from the questionnaire was examined and analyzed. Percentage was used to show the frequency of each closed-ended item options. The respondents' answers to the open-ended question were also analyzed, potential response categories were identified, similar answers were combined into one category, and the participants' responses which belonged to more than one category were identified.

IV. Results

4.1. The data derived from the survey and questionnaire was analyzed and organized in three tables as follows:

Table 1: Analysis of data obtained from survey of the extent to which students practice English

No. of activity	Activity	No. of Existing	No. of Never	%	No. of Rarely	%	No. of Sometimes	%	No. of Usually	%	No. of Always	%
1	Do you participate in class discussions?	20	0	0%	3	15%	7	35%	8	40%	2	10%
2	Do you Practice your English when you work in groups in the classroom?	20	0	0%	3	15%	3	15%	9	45%	5	25%
3	Do you practice your English when you work in groups out of the classroom?	20	1	5%	3	15%	12	60%	3	15%	1	5%
4	Do you make oral presentations in English?	20	0	0%	3	15%	10	50%	6	30%	1	5%
5	Do you practice conversational English in the classroom?	20	0	0%	1	5%	7	35%	7	35%	5	25%
6	Do you practice conversational English out of the classroom?	20	2	10%	4	20%	6	30%	5	25%	3	15%
7	Do you talk with your teachers in English?	20	0	0%	2	10%	8	40%	5	25%	5	25%
8	Do you talk with your classmates in English?	20	1	5%	0	0%	11	55%	7	35%	1	5%
9	Do you chat online with the native speakers who use correct English?	20	2	10%	4	20%	8	40%	4	20%	2	10%
10	Do you use English for your phone language?	20	0	0%	5	25%	2	10%	2	10%	11	55%
11	Do you watch English language news programs and movies on TV?	20	1	5%	2	10%	4	20%	9	45%	4	20%
12	Do you write messages and emails in English?	20	0	0%	3	15%	7	35%	4	20%	6	30%
13	Do you practice reading English?	20	1	5%	3	15%	6	30%	8	40%	2	10%



Total	260	8	3%	36	13.9%	91	35%	77	29.6%	48	18.5%
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The analysis shows that 52% of the participants never, rarely, or sometimes practice English, while 48% of them usually or always practice their English. The negative side of the process is dominant and more than half of the students surveyed did not practice sufficiently.

Table 2 Analysis of data from Teachers' and Students' Questionnaire

To what extent does students' lack of practice have a negative effect on their speaking skill in these respects?

No. of activity	Activity	No. of Existing	No. of To a great extent	%	No. of Somewhat	%	No. of Very little	%	No. of Not at all	%
1	Speaking English language spontaneously	8	7	87.5%	1	12.5%	0	0%	0	0%
2	The accuracy and intelligibility of their English pronunciation	8	4	50%	4	50%	0	0%	0	0%
3	The choice of the words that best convey the intended message	8	1	25%	6	75%	1	25%	0	0%
4	Their speaking ability to construct appropriate sentences	8	2	25%	6	75%	0	0%	0	0%
5	Their contextualized use of meaning	8	3	37.5%	4	50%	1	12.5%	0	0%
6	Using English in every day conversations	8	5	62.5%	3	37.5%	0	0%	0	0%
7	Their effective use of English for academic purposes	8	3	37.5%	4	50%	1	12.5%	0	0%
8	Effective use of English for social interactions	8	2	25%	4	50%	2	25%	0	0%
	Total	64	27	42.2%	32	50%	5	7.8%	0	0%

To what extent does lack of practice have a negative effect of on your speaking skill in these respects?

No. of activity	Activity	No. of Existing	No. of To a great extent	%	No. of Somewhat	%	No. of Very little	%	No. of Not at all	%
1	Speaking English language spontaneously	24	6	25%	8	33.3%	10	41.7%	0	0%
2	The accuracy and intelligibility of their English pronunciation	24	8	33.3%	8	33.3%	6	25%	2	8.3%
3	The choice of the words that best	24	8	33.3%	12	50%	4	16.6%	0	0%



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4	Their speaking ability to construct appropriate sentences	24	8	33.3%	10	41.7%	5	20.8%	1	4.16%
5	Their contextualized use of meaning	24	7	29.1%	6	25%	8	33.3%	3	12.5%
6	Using English in every day conversations	24	7	29.1%	10	41.7%	4	16.6%	3	12.5%
7	Their effective use of English for academic purposes	24	8	33.3%	12	50%	3	12.5%	1	4.16%
8	Effective use of English for social interactions	24	7	29.1%	8	33.3%	8	33.3%	1	4.16%
	Total	192	59	30.7%	74	38.5%	48	25%	11	5.7%

The tables above illustrate that:

- 42.2% of the teachers and 30.7% of the students participated in the survey agreed that lack of practice had a negative effect on speaking skills *to a great extent*.
- 50% of the teachers and 38.5% of the students thought that speaking was *somewhat* influenced by the negative effect of lack of practice.
- 7.8% of the teachers and 25% of the students believed that lack of practice influenced speaking *very little*.
- None of the teachers and 5.7% of the students stated that lack of practice does *not* have an effect on speaking *at all*.

Table 3 Analysis of data from Teachers' and Students' Questionnaire

To what extent does students' lack of practice have a negative effect on their listening skill in these respects?

No. of activity	Activity	No. of Existing	To a great extent	%	No. of Somewhat	%	No. of Very little	%	No. of Not at all	%
1	Identifying the topic of a lecture	8	1	%	4	%	3	%	0	%
2	Identifying main themes or main ideas	8	2	25%	3	37.5%	3	37.5%	0	0%
3	Students' listening ability to identify supporting ideas	8	2	25%	4	50%	2	25%	0	%
4	Their ability to recognize key vocabulary related to the topic of a lecture	8	1	12.5%	5	%	2	25%	0	0%
5	Following the spoken mode of lectures	8	2	25%	6	75%	0	0%	0	0%
6	Understanding what people say	8	3	37.5%	3	37.5%	0	0%	2	25%
7	Providing feedback on what they hear to the speaker	8	3	37.5%	3	37.5%	2	25%	0	0%



8	Understanding pronunciation, syntactic, semantic and contextual meaning of listening materials	8	3	37.5%	3	37.5%	2	25%	0	0%
	Total	64	17	26.6%	31	48.4%	14	21.9%	2	3.1%

To what extent does lack of practice have a negative effect on your listening skill in these respects?

No. of activity	Activity	No. of Existing	To a great extent	%	Somewhat	%	Very little	%	Not at all	%
1	Identifying the topic of a lecture	24	8	33.3%	10	41.7%	4	16.7%	2	8.3%
2	Identifying main themes or main ideas	24	8	33.3%	8	33.3%	7	29.16%	1	4.16%
3	Your listening ability to identify supporting ideas	24	6	25%	12	50%	3	12.5%	3	12.5%
4	Your ability to recognize key vocabulary related to the topic of a lecture	24	8	33.3%	9	37.5%	5	20.8%	2	8.3%
5	Following the spoken mode of lectures	24	7	29.16%	13	54.2%	3	12.5%	1	4.16%
6	Understanding what people say	24	8	33.3%	8	33.3%	7	29.16%	1	4.16%
7	Providing feedback on what you hear to the speaker	24	7	29.16%	10	41.7%	6	25%	1	4.16%
8	Understanding pronunciation, syntactic, semantic and contextual meaning of listening materials	24	8	33.3%	9	37.5%	5	20.8%	2	8.3%
	Total	192	60	31.25%	79	41.15%	40	20.8%	13	6.8%

Table 3 demonstrates that:

- 26.6 % of the teachers and 31.25% of the students believed that lack of practice impacted negatively listening skill *to a great extent*.
- 48.4% of the teachers and 41.15% of the students noted that listening skill is *somewhat* influenced by the negative effect of lack of practice.
- 21.9% of the teachers and 20.8% of the students decided that lack of practice made a *very little* impact on listening skill.
- 3.1% of the teachers and 6.8% of the students thought that lack of practice does *not* have a negative effect on listening skill *at all*.

4.2. Results from Teachers' and Students' Suggestions

4.2.1. Teachers' Suggestions

Teacher 1:

Teachers have to be able to motivate students majoring in English to develop the habit of engaging in purposeful activities such as using authentic materials which are print, audio and video materials and watching programs on English speaking TV channels.



Teacher 2:

In my opinion, the best way to improve speaking is classroom participation and to improve listening by listening to English speaking TV channels.

Teacher 3:

For speaking, students should build their confidence, do tasks and prepare themselves at home and work in pairs. For listening, they should be able to practice making predictions about the content and details of what they hear. They should also take notes.

Teacher 4:

Students should develop the habits of speaking to their peers in English and watching and listening to movies, songs and videos without subtitles.

Teacher 5:

Holding seminars and debates and daily classroom participation help to develop students' speaking skills and listening skills can be improved by listening to the teacher, classmates, videos and tape recordings.

Teacher 6:

It is not students' responsibility to devise their own strategies for improving language. It is the teachers who are responsible for directing and ensuring their students' improvement.

However, students can practice listening and speaking skills with the use of modern technology such as, online programs and educational sites. Therefore, teachers should direct students' attention to implementing new technology that could facilitate learning and practicing speaking and listening skills.

4.2.2. Students' Suggestions

Student 1:

Watching movies and memorizing English sentences are effective ways of practicing speaking and listening.

Student 2:

Imitate people you hear speaking English. I prefer imitation.

Student 3:

In my opinion, for improving speaking and listening skills you should think in English, talk with your classmates in English, and guess meaning from context.

Student 4:

Watch English movies with translated subtitles for any length of time. Then watch movies without subtitles when your performance of listening and vocabulary improves.

Student 5:

In my opinion, speaking and learning new vocabulary are very important.

Student 6:

Practicing listening, speaking and reading and learning simple expressions and words related to daily life improve student's performance.

Student 7:

Students should listen to BBC World and interact and speak with native speakers of English.

Student 8:

Listening to and learning with audio stories are good strategies.

Student 9:

Develop the habit of speaking with your teachers and classmates even with you friends in English in order to get rid of shyness speaking problems.

Student 10:

Listen carefully in the English classes and participate a lot and don't feel shy about speaking English. You should listen to English speaking no matter who speaks.



V. Discussion

To achieve the objectives of this research, two questionnaires were administered. The questionnaire analyzed in Table 1 was a fact-finding survey and was administered to detect the extent to which English language learners practice receptive and productive language skills inside and outside the classroom. The results obtained from the analysis showed that in general, more than half of the students surveyed never, rarely or sometimes practiced their English, that is, more than half of them did not sufficiently practice their English. On the level of individual items of the questionnaire, the percentages of the students who did not practice English enough were as follows:

1. In items 1, 7, 12, and 13, the percentages were close to the average percentage, 52%.
2. In items 2, 5, 10, and 11, the percentages were respectively 35%, 40%, 35% and 35%. They were to a great degree below the average.
3. In Items 3, 4, 8, and 9, the percentages respectively were 80%, 65%, 60%, and 70%. The percentages in 3 above were to a large extent higher than the average. The habit of not practicing English language sufficiently poses a problem for language learners since, as mentioned in Literature Review, practice is crucial in improving students' performance and in retrieving what they have learned.

The results above necessitated spotting the effect that lack of practice had on students' performance. To achieve this purpose, the researcher conducted one more survey through using a questionnaire. The questionnaire which was the main part of this study asked for detailed information and was responded by a larger number of students as well as by their teachers in two universities. The objective of conducting the second questionnaire was to find out the extent to which the habit of lack of practice had a negative effect on the target students' performance. The analysis of the questionnaire in tables 2 and 3 indicated that lack of practice had a negative influence on students' oral communication performance as follows: According to 92% of the teachers and 69% of the students participated in the survey, the negative influence of lack of practice on speaking skills and sub-skills ranged from *to a great extent* to *to some extent*. 75% of the teachers and 72% of the students believed that the negative effect of lack of practice on listening skills and sub-skills ranged from *to a great extent* to *to some extent*.

To address the problems that arose from lack of practice, the last part of the questionnaire above sought the students' and teachers' opinions about the steps that could be taken to develop and reinforce students' oral communication skills through practice. In 4.2, the participants suggested employing various techniques some of which, for example, classroom participation and group-work can be implemented inside the classroom and require cooperation between students and teachers. They also suggested a different type of techniques which are usually used outside the classroom and students themselves practice their English through doing such activities, exemplified by watching and listening to authentic materials and English speaking TV channels

VI. Conclusions and Recommendations

It can be concluded that:

English language learners have little opportunity to practice their English inside and outside the classroom.

They encounter difficulties in retrieving the language knowledge they acquire and in using it in real situations.

On the whole, the impact of students' lack of English language practice fluctuates between its strong negative effect and its mild negative impact on speaking and listening.

Lack of practice also leads to poor performance in speaking sub-skills such as fluency, accuracy, word choice, appropriate sentence construction and using English in academic and



social contexts, and results in poor performance in understanding main ideas, pronunciation, syntactic, semantic, and contextual meaning of spoken language.

Practice raises students' standards, improves their performance of language skills including oral communication skills, and enables them to better understand and express themselves readily and fluently.

Many strategies for dealing with problem of lack of practice and its negative effect on students' linguistic performance are suggested and are summarized as follows:

1. Student Talking Time should be increased through students' active participation in various classroom activities.
2. It is suggested that learners develop the habit of practicing listening and speaking skills by making use of modern technologies such as listening to and imitating authentic video and audio materials, online programs and TV channels.
3. Students need to learn the habit of speaking with their teachers, classmates, and friends in English.
4. Teachers should create a relaxed atmosphere to build students' confidence and overcome shyness and consequently to improve their speaking and listening skills.

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تأثير قلة التمرن على مهارات التواصل الشفوي لطلاب اللغة الانكليزية كلغة أجنبية على المستوى الجامعي

ملخص

من الضروري أن يقوم الطالب بمراجعة المادة التي يتعلمها بشكل منتظم كي تبقى في ذهنه. تطوير عادات كهذه تحسن المهارات اللغوية لدى المتعلم. ومن جانب آخر التعود على قلة التمرين يسبب مشاكل وهو أحد العوامل الذي يؤثر بشكل سلبي على الأداء اللغوي. هذه الدراسة بحث ميداني حول مدى تأثير قلة التمرن على اللغة في مهارات التواصل الشفوي الرئيسية والفرعية للمتعلمين. ولتحقيق أهداف هذه الدراسة أنشأنا استبياناً، وزّعناها على عينة من طلاب المرحلة الرابعة المتخصصين في اللغة الانكليزية وعلى عينة من أساتذتهم. كان على المستفتي أن يعبر عن رأيه حول مدى التأثير السلبي لقلة التمرن على لغة التواصل الشفوي للمتعلم في عدة نواح وكذلك أن يعبر عن رأيه حول الاستراتيجيات التي قد تسهم في تحسين أداء الطلاب في كلتا المهارتين. وبغية الدقة؛ حللنا استبيان الطلاب والأساتذة بشكل منفصل. وطبقاً للنتائج المستقاة من التحليل، تبين أن مدى التأثير السلبي لقلة التمرن تراوح بين إلى حد كبير وإلى حد ما. وعلى أساس النتائج أعلاه اقترحنا بعض الاستراتيجيات التي قد تسهم في تحسين الموقف ورفع مستوى الكفاءة اللغوية للمتعلمين.

کاریگه ری که می پاهینان له سه کارامه یی په یوهندی کردنی زاره کی فیریوانی ټینگلیزی وهک زمانیکې ییگانه له ئاستی زانکۆدا

پوخته

به پټويست ده زانړئ که فیریوان خووی ته وه یان هه بڼ به پټکی به وماددانه دابځنه وه که فیریوان دهن بڼه وهی هه ربه تازه یی له بیریان بمیننه وه. په ره پیدانی ته م جوړه خووه ده پټه هو یی با شترکردنی کارامه یی په زمانه وانی یه کان. له لایه کی دی خووی که می پاهینان ده پټه هو یی سه ره لدانی کټشه وه په کیکه له وهو کارانه یی که کاریگه ری نه رټی یان له سه ره دای زمانه وانی یان ده پټ. ته م بابه ته یی له م لیکولینه وه په تاوتوئ ده کړئ توژیڼه وه په کی مه پیدانی یه و له وه ده کولټنه وه که بزائ تاج پاده یه که می پاهینان کاریگه ری له سه رکارامه یی په کانی په یوهندی زاره کی وکارامه یی په لوه کی په کانی په یوهندی زاره کی هه به. بڼه جیهینانی ئامانجی ته م توژیڼه وه په، فۆرمیکي پاپرسی دانراوله لایه ن چهن د فیریوکی زانکۆله پۆلی چواره می به شی ټینگلیزی وماموستاکانی یان که وهک نمونه وه رگریابون پکرایه وه. ته وانه یی پاپرسی یان پکړده وه داویان لږ کرابو پای خو یان دهر بېرن له باره یی پاده یی کاریگه ری که می پاهینان له سه رک په یوهندی کردنی زاره کی له چهن د روکیکه وه وله باره یی به چ ستراتیجیک پاهینان بکړئ بڼا شترکردنی ته دای فیریوان له هه ردوکارامه یی په که. ته وزانیاری یانه یی که له پاپرسی ماموستایان وه ته وانه یی له هی فیریوان وه رگریان به جیاجیا شیکرانه وه. به پڼی ته وته نجامانه یی له شیکردنه وه که ده ست که وتون پاده یی کاریگه ری نه رټی که می پاهینان له سه رکارامه یی په یوهندی کردنی زاره کی وکارامه یی په لوه کی په کانی له تیوان تاپاده یی کی زوړوتا پاده یی که دایه. له سه ربه مای ته وته نجامانه یی دهر که وتن، چهن د ستراتیجیک بڼا ککردنی په وه که وه بهر زکردنه وه یی ئاستی توانای زمانه وانی فیریوان پیښیارکران.



Appendix 1

Survey of the Extent to Which Students Practice English

To be filled by fourth year students-English Department

Please circle your choice:

1. Do you participate in class discussions?
Never Rarely Sometimes Usually Always
2. Do you practice your English when you work in groups in the classroom?
Never Rarely Sometimes Usually Always
3. Do you practice your English when you work in groups out of the classroom?
Never Rarely Sometimes Usually Always
4. Do you make oral presentations in English?
Never Rarely Sometimes Usually Always
5. Do you practice conversational English in the classroom?
Never Rarely Sometimes Usually Always
6. Do you practice conversational English out of the classroom?
Never Rarely Sometimes Usually Always
7. Do you talk with your teachers in English?
Never Rarely Sometimes Usually Always
8. Do you talk with your classmates in English?
Never Rarely Sometimes Usually Always
9. Do you chat online with the native speakers who use correct English?
Never Rarely Sometimes Usually Always
10. Do you use English for your phone language?
Never Rarely Sometimes Usually Always
11. Do you watch English language news programs and movies on TV?
Never Rarely Sometimes Usually Always
12. Do you write messages and emails in English?
Never Rarely Sometimes Usually Always
13. Do you practice reading English? Never Rarely Sometimes Usually Always

Appendix 2

Questionnaire for Teachers

Please kindly fill in this questionnaire by circling the answer that best represents your view.

Thank You in Advance.

A. To what extent does students' lack of English language practice have a negative effect on their speaking skill in these respects?

1. Speaking English language spontaneously?
To a Great Extent Somewhat Very Little Not at All
2. The accuracy and intelligibility of their English pronunciation?
To a Great Extent Somewhat Very Little Not at All
3. The choice of the words that best convey the intended message?
To a Great Extent Somewhat Very Little Not at All
4. Their speaking ability to construct appropriate sentences?
To a Great Extent Somewhat Very Little Not at All
5. Their contextualized use of meaning?
To a Great Extent Somewhat Very Little Not at All
6. Using English in every day conversations?
To a Great Extent Somewhat Very Little Not at All
7. Their effective use of English for academic purposes?
To a Great Extent Somewhat Very Little Not at All
8. Effective use of English for social interactions?
To a Great Extent Somewhat Very Little Not at All

B. To what extent does students' lack of English language practice have a negative effect on their listening skill in these respects?

1. Identifying the topic of a lecture?
To a Great Extent Somewhat Very Little Not at All
2. Identifying main themes or main ideas?
To a Great Extent Somewhat Very Little Not at All
3. Students' listening ability to identify supporting ideas?
To a Great Extent Somewhat Very Little Not at All
4. Their ability to recognize key vocabulary related to the topic of a lecture?



- To a Great Extent Somewhat Very Little Not at All
5. Following the spoken mode of lectures?
To a Great Extent Somewhat Very Little Not at All
 6. Understanding what people say?
To a Great Extent Somewhat Very Little Not at All
 7. Providing feedback on what they hear to the speaker?
To a Great Extent Somewhat Very Little Not at All
 8. Understanding pronunciation, syntactic, semantic and contextual meaning of listening materials?
To a Great Extent Somewhat Very Little Not at All
- C. In your opinion, what strategies of practicing English language should be used for improving speaking and listening skills?

Appendix 3 Questionnaire for Students

Please kindly fill in this questionnaire by circling the answer that best represents your view.

Thank You in Advance

- A. To what extent does lack of English language practice have a negative effect on your speaking skill in these respects?
1. Speaking English language spontaneously?
To a Great Extent Somewhat Very Little Not at All
 2. The accuracy and intelligibility of your English pronunciation?
To a Great Extent Somewhat Very Little Not at All
 3. The choice of the words that best convey the intended message?
To a Great Extent Somewhat Very Little Not at All
 4. Your speaking ability to construct appropriate sentences?
To a Great Extent Somewhat Very Little Not at All
 5. Your contextualized use of meaning?
To a Great Extent Somewhat Very Little Not at All
 6. Using English in every day conversations?
To a Great Extent Somewhat Very Little Not at All
 7. Your effective use of English for academic purposes?
To a Great Extent Somewhat Very Little Not at All
 8. Effective use of English for social interactions?
To a Great Extent Somewhat Very Little Not at All
- B. To what extent does lack of English language practice have a negative effect on your listening skill in these respects?
1. Identifying the topic of a lecture?
To a Great Extent Somewhat Very Little Not at All
 2. Identifying main themes or main ideas?
To a Great Extent Somewhat Very Little Not at All
 3. Your listening ability to identify supporting ideas?
To a Great Extent Somewhat Very Little Not at All
 4. Your ability to recognize key vocabulary related to the topic of a lecture?
To a Great Extent Somewhat Very Little Not at All
 5. Following the spoken mode of lectures?
To a Great Extent Somewhat Very Little Not at All
 6. Understanding what people say?
To a Great Extent Somewhat Very Little Not at All
 7. Providing feedback on what you hear to the speaker?
To a Great Extent Somewhat Very Little Not at All
 8. Understanding pronunciation, syntactic, semantic and contextual meaning of listening materials?
To a Great Extent Somewhat Very Little Not at All
- C. In your opinion, what strategies of practicing English language should be used for improving speaking and listening skills?