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**Challenges of Acquiring Productive Skills in EFL Classes:
The case of third year students at Chadli Bendjedid University in El Tarf**

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Dedications

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List of Abbreviations and Acronyms

A.F: Absolute Frequency

CBU: Chadli Bendjedid University

EFL: English as a Foreign Language

L1: First Language

L2: Second Language

R.F: Relative Frequency

SBCC: Social and Behavior Change Communication

Abstract

The growth in teaching English as a foreign language to learners (EFL) as a distinctive area within the English Language, teachers deal with four skills, with special emphasis on productive skills, mainly speaking and writing, in order to promote the task of communicating in English in the target situation. Most students at Chadli Bendjedid University struggle with speaking performance in contrast with their level in writing and vice versa. The present study aims at displaying the challenges of acquiring productive skills in EFL classes: with of third year students at Chadli Bendjedid University, El Tarf. It has been achieved through a descriptive method. In order to collect data, the researchers used questionnaire which addressed to six EFL teachers and thirty-four third year students in the Department of English at Chadli Bendjedid University, El Tarf. Results revealed that most of EFL students face the same difficulties in both speaking and writing. Also, teachers agreed that students are less motivated and that they do not give importance writing techniques accordingly this was reported to be an areas of instructing difficulty. To conclude both EFL teachers and students confirmed that the productive skills are equally important and they are closely related since one skill can improve the other and vice versa. As a final step, some suggestions are proposed to improve the learning and teaching of both skills by encouraging and motivating learners to write outside the classroom and giving them opportunities to express themselves in real time contexts.

Keywords: English as a foreign language (EFL), productive skills, speaking and writing, EFL classes, EFL teachers and learners.

الملخص

النمو في تدريس اللغة الإنجليزية كلغة أجنبية للطلاب (EFL) كمجال مميز داخل اللغة الإنجليزية ، يتعامل الأساتذة مع أربع مهارات ، مع التركيز بشكل خاص على المهارات الإنتاجية ، والتحدث والكتابة بشكل رئيسي ، من أجل تعزيز مهمة التواصل باللغة الإنجليزية في الوضع المستهدف. معظم الطلاب في جامعة الشاذلي بن جديد يعانون من أداء التحدث على النقيض من مستواهم في الكتابة والعكس بالعكس. تهدف الدراسة المقدمة إلى عرض تحديات اكتساب المهارات الإنتاجية في صفوف ال EFL: حالة طلاب السنة الثالثة في جامعة الشاذلي بن جديد في الطارف. وقد تحقق ذلك من خلال تحليل أسلوب وصفي. ومن أجل جمع البيانات، استخدم الباحثون الاستبيان كأداة بحثية؛ تم توجيه الاستبيانات إلى المعلمين وطلاب السنة الثالثة من المتعلمين في جامعة الطارف في قسم اللغات الأجنبية (اللغة الإنجليزية) في جامعة الشاذلي بن جديد. وتكشف النتائج أن معظم طلاب EFL يواجهون نفس المشاكل والصعوبات في كل من الكلام والكتابة. من ناحية أخرى، إنفق الأساتذة على أن الطلاب يفتقرون الى الدافع ، غير محفزين و لا يعطون أهمية لتقنيات الكتابة وهذا لن يساعدهم في التدريس. وختاماً أكد كل من الأساتذة والطلاب أن المهارات الإنتاجية هي تلك الهامة وأنها ترتبط ارتباطاً وثيقاً منذ مهارة واحدة يمكن أن تحسن الأخرى والعكس بالعكس. وكخطوة أخيرة، يقترح تقديم بعض الاقتراحات لتحسين تعلم وتعليم المهارات من خلال تشجيع وتحفيز المتعلمين على الكتابة خارج الفصل الدراسي ومنحهم الفرص للتعبير عن أنفسهم في الحياة الحقيقية.

الكلمات الرئيسية: اللغة الإنجليزية كلغة أجنبية (EFL)، المهارات الإنتاجية ، التحدث والكتابة ، فصول EFL ، معلمي و متعلمي EFL.

Chapter 1

Introductory Chapter

Introduction

In a globalized world, both locally and globally, English is increasingly becoming a means of communication in all fields of communication. Therefore, the need for effective use of English in all countries is crucial. Therefore, language is essential for communication purposes because it can meet the growing demand for English proficiency at local, national and international levels. In Algeria, English is considered a foreign language and is used for the purposes of academic advancement, career advancement and traveling abroad. In order to meet the growing local and international demand, all parties involved have made various efforts to promote the system of Algerian education to help improve students' English proficiency.

The process of learning English is slow and gradual, which can be explained as a series of challenges to face. This process involves the development of certain skills, which are divided into productive and receptive according to the general structure. Receptive skills include reading and listening. They are important because they enable students to understand contents, textbooks, and documents. Productive skills including speaking and writing and they essential because they enable students to deal with communication aspects such as oral presentations, written studies and reports. Therefore, these skills need to be developed and properly learned.

According to the experience of many foreign language teachers and students, most of the difficulties arise in teaching and learning productive skills. On the other hand, various methods, approaches and techniques have been invented to make the teaching and learning process of productive skills relatively easy for both teachers and students. Therefore, the main purpose of this

study is to identify and determine the methods of teaching productive skills practiced in the modern world and in our country. This study sought to answer some questions related to the implementation of these methods in Algeria.

Hopefully, answering these questions will help us find ways to effectively use modern methods and techniques in our country. Subsequently, the purpose of this research is to identify and propose possible solutions for effective teaching of productive skills.

The communication method has four basic skills in foreign language learning, such as English, listening, speaking, reading and writing. Whether it is elementary school, junior high school, secondary or higher education, English can be used at any educational level, it requires teaching the four skills of language with equal importance attached to each of these skills. Each of these skills are important. The increasing demand for English around the world is due to the role of English as an international language in the world, which is mainly to find more effective ways to convey these basic language skills.

Statement of Problem

Studying English in EFL classroom should help students to grasp and control the basic languages skills, i.e., listening, speaking, reading and writing which have been already taught in previous levels. It should aim at equipping the students to use these skills in real life situations outside the classroom. The majority of students at university level struggle within learning English as a foreign language, and that lack of progress can have a negative effect on the quality of speaking and writing skills of EFL learners.

Purpose of the Study

This study is intended to find out the challenges and possible solutions for acquiring productive skills in EFL classes at university level. Present study attempts to find out effective strategies and methods to help EFL learners speak and write fluently.

Research Questions

The central research questions of this study are:

- a. What are the challenges that third year students at university level encounter in speaking and writing skills?
- b. How to overcome the barriers that EFL students face while learning English as a foreign language?

Research Hypothesis

The hypotheses of this study are:

- a. Negative transfer and cultural differences can affect the learning process of language skills.
- b. Teacher's role may help EFL students to overcome the barriers during learning English as a foreign language.

Significance of the Study

This attempt is in the field of teaching and learning strategies in developing the productive skills in English at university level. This research findings will contribute to the areas of research concerning teaching and learning in English in respect of speaking and writing skills at university level in Algeria.

Research Methodology

To prepare this paper; relevant text books, empirical evidences, journals, articles, and websites have been used as secondary data. Primary data were also collected and analyzed here to examine the challenges of acquiring productive skills in EFL classes at university level.

The research methods employed for this study are:

- a. Library research to have a clear idea about the topic, to collect relevant data and existing literature on productive skills.
- b. Students' questionnaire survey.
- c. Teachers' questionnaire survey.

Research Design

This study followed a descriptive method for gathering information and analysis.

Participants

The principal members of the examination are 43 understudies and 6 instructors at Chadli Bendjedid University (CBU).

Data Gathering Tools

To conduct the study two instruments have been utilized for data collection and they are:

- ✓ Students' questionnaire.
- ✓ Teachers' questionnaire.

Chapter 2

Literature Review

Introduction

Interpersonal communication is an extremely complex and constantly changing phenomenon, but we can make some generalizations about most communication events, and they are particularly important for learning and teaching languages. Language plays an important role in human development because it is the most important means of effective communication in specific situations. When teaching English as a foreign language, students must master all four language skills: listening, speaking, reading and writing, and achieve a higher level of ability and foreign language understanding in oral or written form. Students see difficulties in speaking and writing as production skills and as core skills that need improvement.

This chapter discusses both writing and speaking skills throughout three parts. The first part includes the main concepts related to speaking skills containing its definition, features, importance, main aspects, students' challenges in this skill and some strategies used in teaching speaking. The second part comprises of the concepts of writing skills in which includes its definition, methods, types, importance, challenges faced by EFL learners in this skill and ways to improve it. The last part deals with the productive skills including its procedures in teaching, importance, the correlation between speaking and writing skills and developing it through receptive skills.

Part One: Speaking Skills

Definition of Speaking

According to Kushartanti (2005, pp. 32) speaking is a set of voice uttered by one and understood by someone else.

Speaking is one of the four skills that are considered to be the fundamental product of building a language however, it is seen as a complex skill that is unique to human. (William Levett, 1989). The speaker is going to understand the meaning of the words from the context. i.e., in order to speak correctly we need to understand first the context.

As Dell Hymes said in his model in socio-linguistics “in order to speak a language correctly, one needs not only to learn its vocabulary and grammar, but also the context in which words are used. In essence, the learning the components of the speaking model is essential for linguistic competence”. (1972, p. 35). i.e., the grammatical competence is not the only important item in speaking the target language but also the context knowledge and know more about the language and how it is used by the native speakers in certain situations.

Febriyanti (2011) stated that speaking is the condition when people transfer their ideas into verbal and nonverbal communication. But We should consider speaking not just a verbal/aural language but it is also by using gestures.

Features of Speaking

There is a proverb says that we learn to read by reading, and we learn to speak by speaking. Speaking is one of the most important elements in learning English. Every speech should be well formed, planned and fluent, that is why every student/learner should master this skill to convey his/her message and express their idea correctly. This are the most feature that needs to master to be proficient in speaking According to (Harmer, 2001, pp. 269-270):

- a) *Connected speech*: linear speech, or continuous sequence of sounds forming utterances.
- b) *Expressive devices*: the speed, the volume and the right punctuations of speech in order to convey the emotions and feelings
- c) *Lexis and grammar*: the social-cultural difference caused multiple use of grammar and lexis; different mind and thoughts. Here it comes the role of the teacher in using different phrases for different functions in the classroom in various context, and make them useful for students/learners in their real-life situation.
- d) *Negotiation language*: some times when we speak the interlocutor don't understand what we mean or can't hear us, the use of negotiation language is to clarify our speech using appropriate language. By using four major competences:
 - Grammatical competence: the ability to use recognize and produce a well-formed grammatical structure.
 - Sociolinguistic competence: by knowing how to use language correctly and reply in different situations.
 - Discourse competence: can be defined as the ability to use (produce and recognize) coherent and cohesive texts in an oral or written form (Bachman 1990b, p. 29).

- Strategic competence: the L2 speaker use different strategies to achieve to goal of communication.

Teaching Speaking in EFL Classes

There are four skills needed to be mastered by the student in learning the English language, and they are divided into two types: the receptive skills, referring to reading and listening, the productive skills which mean speaking and writing which are the main theme here, but we are going to talk first about the speaking skills.

Language teaching is perhaps the most challenging activity that needs time and effort than the others, especially when it comes to communication as it is the most all about it at the first place, and when it comes to our world the Arab world), we cannot deny that it faces a problem in teaching English as a foreign language. For many years teachers used to use a traditional way like repeating and memorizing but they neglect the fact that teaching needs to be connected to real life situation as Thornbury (2005, p. 95) says: “Speaking tasks should have some relation to real-life language use». That is why teachers needs to give the students untimed task to be done without an external help, students need to apply their practice in real life situation to reach the lined goal, with paying attention when to speak, how to speak, for whom you are speaking to, and how to take turns and pause fillers, to be confident, and to be fluent, and that what we are going to tackle in details few chapters bellow.

What Are the Qualities of a Good Speaker?

It is common that fluency and accuracy are the qualifiers for a good speaker. Yes, it couldn't be denied, but there are few more that form the best version of a good verbalizer. L1 speakers have variety of knowledge they can rely on during communication. They need linguistic

knowledge which has to do with the various characteristics of knowledge like grammar and punctuation, but they have also extralinguistic knowledge such as cultural knowledge and social understanding.

In the last point it was stated that to reach the goal of speaking there are some elements you should follow or needs to improved. As Scott Thornbury (2005) mention in his book “knowledge that is relevant to speaking can be characterize either as knowledge of features of language (linguistic knowledge) knowledge that is independent in language (extra-linguistic knowledge)” (p.11).

- a. Extra-linguistic knowledge:** it can be at any field of study, according to Schmidt (2010) extra-linguistic is a language situation outside of the linguistic sphere but still in the scope of language learning as its elements such as motivation, emotion, attitude, personality is taken into account to learn a language and prove useful in helping students to learn a certain language.

Based on the definition above, the extra- linguistic knowledge is not about language itself or language rules but it is about its element like having a knowledge about the topic effect the way of producing a language. It includes socio-cultural knowledge, context knowledge and familiarity with other communicators.

- b. Socio-cultural knowledge:** in the modern world or even in the past decades, it is a contradictory society with the globalization and modernity. The world became more violent, not understanding and racist, and that caused several wars.” According to research on actual world problems by the Stockholm International Institute in 1990, two-thirds of the acute social conflicts in the 20th century were inter-ethnic: more than 100 million

people were killed in the 20th century” (Minnisa S. Sofia, 2014). i.e., religion, standards, values, customs, traditions, national symbols, ways of thinking and behavior and different proto-language.

From the definition above, we can understand that the speaker should know about the culture of a given language, it can be both extra-linguistic and linguistic knowledge. For example, knowing if people in Y country shake hands on meeting or embrace. Knowing if X country drinking tea is a tradition or not. a lot of problems cause misunderstandings or even big damages in whole community just because the lack of cultural knowledge as we mentioned before.

c. Context and familiarity: speaking is a linear, it has three basic elements: encoding, decoding, and feedback. Which means that the interlocutor is a part of the same context, this made speaking clearer than writing.

In speaking the idea should not be repeated, because the focus is on the context and the new information. the speaker uses a lot of personal pronouns like “I” and “you” also “this” and “that” ...etc., because he/she is in a familiar setting. For example, when the speaker says: I like this color more than that one! Because of the context, the listener will understand what color is talking about.

As in Paul Grice co-operative principles (1957), generate them in four sets that are expected at any conversation. He believes that the speaker and the listener should cooperate together to achieve the goal of communication at any common social setting, the principles named as: Quantity, Quality, Relation, and Manner.

✓ **Quantity:** it is about the amount of information that are given by the speaker, because it is just a waste of time and you will make the listener a little bit confused (say as much as you

need to, nothing more). For example: if someone asks you about location, do not give him choices of how to get in there just give him the exact location of that place.

- ✓ **Quality:** say nothing but truth with evidence, avoid using I think or maybe, that will make your clues untrusted and outside your knowledge and that will not make you look that confident!
- ✓ **Relation:** “answer as much as the question”. Be relevant and answer according to what the speaker’s asks you, for example if the speaker asks about your health;

- How is your health?

- Who is harmed?

That is going to be confused for a moment because there is no relationship the two utterances! otherwise you correct the interlocutor or you simply change the way of speaking.

- ✓ **Manner:** “HOW what is said is to be said” avoid ambiguity, say what it should be said directly with clear, brief words and information.

It’s been noticed that the maxim of manner is very similar to quantity except that instead of focusing on the amount of information we focused on the number of words used to deliver the message. There are other maxims for sure like aesthetic, social, or moral in character. All of these maxims are connected to serve a particular purpose in speaking.

- d. **Linguistic knowledge:** linguistic knowledge is represented as a system of constraints, a grammar, which defines all and only the possible sentences of the language (Emonds 1980, Ross 1967, Perlmutter 1971).
- e. **Genre knowledge:** the genre is a familiar word used to classify the types of discourse whether it is spoken or written.

According to the author Scott Thornberry in “how to teach speaking” book divided speaking into two types; transactional and interpersonal speech.

- *The transactional speech:* is a predictable speech where the purpose is to convey a message, exchanging information, service or items in lectures, agency, presidential speech or weather presenters. For instance, the shopkeeper’s conversation about the payment.
- *The interpersonal speech:* it is the relationship with speaker, and it is often face to face verbal/nonverbal process. The interpersonal speech is more personal, looking back to the shopkeeper when you ask him about payment or the price it is more official and transactional, but when you ask where he/she is from or how long he/she is doing this job is more personal. It is commonly used in online chats, project discussions or even communication in the work place, and the list continues.

The interpersonal speech is an open speech allowing people to discuss their problems freely communicate well and that generate trust in relationships.

- **Speech act/discourse knowledge:** it is common that the discourse should be connected so as to form a coherent structure. As in all the speaking genres that have been mentioned or even, they all contain discourse markers that allowed the listener to know what the discourse script looks like. If the speaker said thank you! The listener will automatically reply you are welcome! Or when the waiter asks what do you want forbreak fast? The listener would reply: I want egg and bacon. This phrase called “**adjacency pairs**”.

Discourse markers might be a single word “well...” or “but” where the listener knows there is a contrasting idea coming. For nonnative speakers discourse markers can be difficult to

just be used; the speaker would think of them first then spell them out while the native speakers can speed up the speaking fluency.

- Politeness: we should not mix the politeness with the co-operative principles, saying the truth like in the quality maxim and choosing to lie just to not hurt someone's feelings. the use of the politeness markers like "please, thank you" are global use. Also, politeness in formality and familiarity like in the French language where the use of "tu" and "vous" is not the same.

The third mark is the use of register in which the relation with the speaker is important to use such a language.

Challenges of Acquiring the Speaking Skills

Speaking is the most challenging skill in learning any language, but in our case speaking and learning English as a second language has been really difficult for both teacher and learner.

Challenges of Acquiring the Speaking Skill Faced by the Learners

As we all know, speaking is a tool for oral communication and it can be verbal and non-verbal. Lots of students have a complete knowledge about the language, but they cannot produce it well due to a lot of factors.

- a) **Limited vocabulary and lack of grammar:** As it has been known, vocabulary and grammar are essential in speaking; however, a language learner needs to know a lot fewer words to speak than to write or even read and listen.

Mastering jargon and being savvy on the most proficient method to utilize it appropriately is urgent for students of an unknown dialect to foster their talking ability. As Dewi and Jimmi

(2018) stated that lack of vocabulary is the condition when the students cannot build the sentence because of limitation words. i.e., students sometimes face the problem of losing words or mixing the target language with the mother tongue in meaning while conveying the message.

Without neglecting the grammar, which is different from writing and the one used and needed to know in every day speaking, the need to act and react is done clause by clause in real time situations which are responsible for the false starts, repeats, hesitation and incomplete thoughts. Students usually made mistakes in tenses, active and passive voice. Understudies utilized some unacceptable tense now and again they need to talk before however they used to talk in the current state all things being equal, they cannot differentiate between the distinction and how to utilize the past, present and what's to come, and that would cost the students confidence.

- b) **Shyness and fear of mistakes:** They are the consequences of absence of confidence as we notice above, fearlessness and convictions of the understudies are totally relying upon the instructors. Shyness is an emotional thing that many students suffer from at some time when they are required to speak English in class. This indicates that shyness could be a source of problem in students; learning activities in the classroom especially in the class of speaking. Juhana, (2018), in relation to that, the understudies fear committing errors while speaking that their mates laugh at them or even criticize them and laugh at them, so they feel bashful and keep quiet better compared to make mistakes. Therefore, the teachers should pay attention to such a phobia in order to reduce it and make the student perform at his best, and here it comes the educator's job that we will have in the next big title.
- c) **Lack of confidence:** It comes when the learner feels that his English is not good, or when he feels that he has no background vocabulary or grammar so he keeps silent and avoids talking in public. This is usually caused by the teacher have not given a sufficient

encouragement to speak the language. So, when the understudies are stressed over committing errors in talking, so the educators need to instruct them that nobody was conceived wonderful each one gains from their mix-ups and urge them to trust in themselves and talk unquestionably openly.

- d) **Lack of motivation:** Students need to be motivated by the teachers at least with verbal phrases like “good job”, “well done” ... etc. A lot of students cannot be motivated in the classroom as a fear of teacher’s reaction on their language and not be proficient in front of the instructor and the classmates.

As Jin (2014) stated that motivation is considered as a key feature in the success of language learning and has great effect on the efficiency and productivity of English language teaching. From the previous definition, we can conclude that motivation is considered as a vital element in the achievement of language learning and has incredible impact on the production of the English language.

As a response to the issue, Babu (2010) argues that lack of motivation in learning causes students’ hesitation to speak English in the classroom. It means that the teacher is the first responsible for student’s motivation, in related to what Babu said, Siegel (2004) believes that motivation is a product of good teaching (as cited in Aftat (2008)). i.e., Aftat stresses that to rouse understudies to learn well and effectively impart in English, instructors ought to have enthusiasm, innovativeness and interest in their understudies. All in all, understudies' inspiration is truly affected by the instructors' instructing execution.

Challenges Faced by the Teacher in Teaching the Speaking Skills

Instructing speaking is a simple and basic cycle while it has an imperative job in the instructive framework which is clearly seen in the association of the EFL understudies' thoughts in an intelligent construction. For many years teachers used to teach EFL learners with the traditional way which make it really difficult for understudies.

The most challenging aspect of being a teacher, and teaching one of the productive skills (i.e., speaking) is that students may not have background knowledge about the topic being discussed, so here the teacher will be head-to-head with question mark's faces, that will make students choose the safe side and not to take risks in speaking.

Another thing, which is moving from theory to practice, here the instructor will spend much time in explaining the course especially if he uses the traditional teaching methods, that would take a lot of time. The fact that made the understudies frustrating and not motivated, in other words, the blame here it falls on the curriculum and the teaching methods used by the instructor himself.

Normally, the teacher during his experience will know that making an impact on the learners is important and will raise the challenge of making the perfect teaching lesson, knowing where you have to make an impact and setting your objectives, and how to achieve them. This is particularly hard considering the social differences are present in the same class, different mentalities, different cultural background.

How to Manage Speaking

Speaking considered to be one of the most important skill for personal and professional success. According to Thornbury (2005), EFL speakers should follow these steps to reduce their anxiety and be professional in public speaking.

❖ **Taking turns:** “we don’t speak at the same time”

- Speakers should take turns to hold the floor; when some on is speaking and suddenly stops! Long silence is there, avoid it, and automatically take the chance to point your view.
- When the speaker asks for a respond.
- Proposing a question.
- Filling the gap (of the speaker).
- Yielding your turn, or signaling the fact that you want to speak with your facial expressions, for instance (usually when pauses or finish).
- Recognizing when the other person signaling the fact that he/she want to speak (give the chance to the listener to become a speaker).

The used words in taking turns are:

- ✓ **Discourse markers:** when continuing in the same topic (that reminds me) You mean.../yes. But (when the listener wants to give a contracting opinion)/ well...any way...etc.
- ✓ **Background channel device:** words used as a response, but shows your interest in the topic like; really? No! .am chocked! Uh-huh (when you are okay with the speaker’s opinion).

- ✓ **Paralinguistic terms:** Paralinguistics are the parts of spoken correspondence that don't include words. It is used in face-to-face conversations, also, these may add accentuation or shades of significance to what in particular individuals say. A few definitions limit this to verbal correspondence that isn't words. for example, raising your intonation/shoulders, pauses, and wave our hands.

The Communication Strategies

Speaking is an interactive process of meaning construction which includes receiving, processing, and producing information (Burns & Joyce, 1997). There are a few procedures utilized by EFL understudies in defeating difficulties:

1. Self-assessment:

Here it is learner centered approach, the teacher is just a guide. self-evaluation is simply the capacity to inspect and to discover how much advancement you have made. It is an expertise that assists people with checking their own work or capacities, and self-analyze significant arrangements. The teacher asks the students to do self-assessments to find out their strength and weakness in speaking. This helps the teacher to decide what it better for students and cover their weakness. Mahdi (2015) stated that this strategy could have a good impact on the teacher because they could know the capabilities of every student. In the same context, self-evaluation assists educators with making basic intelligent practice in their own behavior. It fortifies educators' own obligation over their work and expands control and responsibility for own proficient turn of events. Also, self-evaluation assists instructors with perceiving their own qualities and focuses for advancement. Self-appraisal is a cycle that makes one gather, record, and break down things that occurred in the exercise or in work so one can make upgrades to one's own activity were important.

2. Metacognitive strategies:

As indicated by Pierre Paul Gagné et al. (2009): "Metacognition empowers understudies to be more dynamic in their learning, i.e., to assemble the entirety of their assets to have effective learning encounters. To do this, they should know how they learn and know about the means that are followed and the implies that are utilized to get information, tackle issues, and perform assignments."[unofficial translation].

According to the Inclusive Schools Network (2015), "Metacognitive strategies refers to methods used to help students understand the way they learn; in other words, it means processes designed for students to 'think' about their 'thinking'." in other words, the metacognitive strategy is about "thinking about thinking"; before speaking they think first (planned speech) then speaks, before they writ they use their brain to decide the purpose of reading...etc. it includes:

- Think-loud (for reading comprehension and problem solving).
- Organizational Tools (such as checklists, rubrics, etc. for solving word problems).
- Explicit Teacher Modeling.
- Summarizing or paraphrasing.
- Critical thinking.

3. Cognitive strategies:

Cognitive strategies are one sort of learning methodology that students use to learn all the cognitive strategies more effectively. These incorporate reiterations, arranging new dialect, summing up importance, speculating significance from setting, utilizing symbolism for memorization;

- Using imagery, guessing the meaning from the context, using repetition.

- Circumlocution: turning around the idea to you get the meaning for example, I get red on my head instead of I am blushing.
- Words-coinage: inventing words; coin a new word that seems like the one you wanted to know.
- Foreignizing a word: turning a word from one language to another because you think that they are the same and have the same meaning. for instance: the Spanish word una carpita to a carpet in English.
- Approximation: alternative related word, you relate words that you think they are the same in meaning.
- All purposes words: words that are used everywhere, like stuff, make, do.
- Code-switching: switch from a language to another, gnarly speakers do that when they lost words or they couldn't bring the exact meaning to the listener.
- Paralinguistic knowledge: “use everything but language” Like using gestures to avoid embarrassing and reduce stress and to save time by avoiding pauses and silent.

There are other strategies like **the social strategies** in which the learner needs to engage with others in different societies, is the basic piece crossing over the circumstance examination and the execution of a social and behavior change communication (SBCC) program, the other one is, **interpersonal strategies**, where the students need to rely on the curriculum and to each other. The final strategy is the **Communicative-experiential** by using gestures and body language or asking for repetition. (Thornbury, 2005).

Strategies for Teaching Speaking

There are things that the understudies cannot do it without the help of the teacher such as speaking in the right moment, how to use gestures ...etc., for that reason Scott Thornberry (2005) stated in his book a group of activities to help the learners to feel the gaps by themselves.

- 1) **The jam activities:** “just a minute” activities, is an impromptu discourse where the speaker should communicate and express the thought (s) on the given point, inside the term of a moment. It is very normal to see a speaker encountering apprehension when requested to talk in a flash. Viable off the cuff talking is an expertise that can be learnt through training and preparing. The rules are no deviation, no repetition, no hesitation. It lets the learner to choose a topic by himself, help him to feel the gaps and give himself confidence.
- 2) **The information gap activities:** Is a movement where students are missing the data, they need to finish a task and need to converse with one another to discover it. includes describe and draw, jigsaw activities and spot the difference.
- 3) **Role play:** “put yourself in somebody’s shoes” here, the learners are going to use natural language with natural expressions, they will feel free and brave to speak. It gives the students the ability to practice, to talk, to engage with the others, and the most important thing is to give them the chance to be creative.
- 4) **The talking circles:** The teacher here asks the students to create circles with the tables, then choose a topic or just speak freely one by one, this will create a safe and non-judgment place.
- 5) **The debates:** These activities take place in the corner of the classroom, where every single understudy has their own opinion. classroom discusses empower understudies to voice their opinion. A discussion furnishes you with a chance to act in an expert way. This will

help the students to discuss their opposite views with respect and feel free to express their opinion.

- 6) **Group discussions:** The teacher asks the students to divide themselves into groups and discuss a particular topic. This will lead students to share their ideas not conflictive ideas.
- 7) **Presentations:** Where the learners can practice the speaking skills in front of teacher and their mates or just with the teacher by choosing a topic, collect information about it and the final step is to present it orally. And the best way to have a perfect presentation is: to plan, organize your ideas previously to not stress there, set the scene, create an atmosphere for your benefit and for the audience as well, finally make jokes to avoid bored, take a deep breath and start.
- 8) **Mock interviews:** “fake interviews” it is pretending you are going for a job interview but this time not with the teacher but with a higher person. It helps the learner to experience the real time situation for an actual job, reduce stress and anxiety, and the understudies will have an overview about the formal questions in a real interview.

Part Two: Writing Skills

Definition of Writing

According to White (1986, p. 10) writing is the process of expressing ideas, information, knowledge or experience and understanding writing, with the purpose of acquiring knowledge or information that can be shared and learned. While Tarigan (1994, p. 3) stated, Writing is the activity of creating or drawing graphical symbols, which represent languages that people understand so that other people can read the graphics. Ramelan (1992, p. 1) also stated, writing is representation or symbol of language.

From the previous definitions above, it could be concluded that writing is an activity expressed through expressing thoughts, events, feelings or reflections, and can be used as a tool to communicate with people.

Another definition of writing skill defined by Urquhart and McIver and also Harmer. Urquhart and McIver (2005, pp. 5-6) believe that writing is a recursive process, which means that the learner will correct throughout the process and often move between stages. Then, students should learn the strategies of invention and discovery, and the teacher should help. Students create content and discover purpose. In addition, it can be found that the reader, purpose and occasion determine all types of writing, and effective writing can satisfy the author's intention and satisfy the reader's needs. This means that writing is a complicated process, so it is expected that learning to write will also be difficult.

Harmer (2004) states that writing encourages students to focus on the correct use of language, because they think while writing. If they solve the written problem, it will stimulate the development of the language. Compared with writing, students usually have more time to think

while writing. Students can browse the knowledge in their minds, and finally refer to dictionaries, grammar books or other reference materials that may be helpful to them.

Based on the definitions above, the definition of writing ability can be obtained. Writing is a productive process involving multiple steps. First, explore and express thoughts, thoughts and emotions in written form. Second, conduct a series of inspections. Grammar and ordered text. Written works are presented in the form of readable text, and anyone who reads them should understand.

Furthermore, based on those definitions, it can also be said that writing skill is a complex activity for creating qualified writing. The complex activity consists of stages similar to the writing stage. Improve students' writing skills, learning process and teaching writing skills. It needs to be done well, with thoughtful information and effective actions. Therefore, teachers need to consider developing writing skills according to students' needs, skills and abilities.

Features of Writing

Writing in English is linear, which means that it has a central point or theme, where each part is the main consideration, without digressions or repetitions. In addition, its purpose is to inform users that the written form of the language is not part of the hospitality standard. Writing is to a certain extent: complex, formal, objective, clear, protected and responsible. Use language precisely and organized in a planned way.

The features of writing are focus, organization, support and elaboration; grammatical conventions, and style.

a. Focus:

The focus is on the subject determined by the writer based on the written assignment. When completing the message distribution, the writer must clearly define the focus. The writer can take full advantage of the inductive organization plan, which initially did not really define the theme, or it may not literally define the theme at all. Therefore, the usability of the method should be determined according to the development method selected by the writer. If the reader is confused about the topic, then the writer has not set the focus effectively. If the reader is interested and not confused, then the writer is likely to be able to get attention.

b. Organization:

Organization is the development of ideas, networks and integrity. The writer creates well-organized works for readers, and proves the consistency of purpose by developing elements that constitute an effective starting point, effective intermediate point, and effective end point. The development of ideas and/or related events is consistent and complete.

c. Support and Elaboration:

Support and elaboration are the expansion and development of the topic. The writer provided enough details to make the idea and event clearly visible. Relationship and adequacy are two important concepts that determine whether a component supports. The details should be related to the focus of the response. The relationship should refer to the openness established by the writer between the information and the topic. Support details should be appropriate and clear. Use enough strength and clarity to express your ideas to provide sufficient support. Effective use of concrete and specific details can improve response speed.

d. Grammatical Conventions:

Grammatical conventions imply the correctness of sentence composition, usage and technique. The writer controls the grammatical conventions suitable for the writing problem. No mistake will prevent readers from understanding the ideas presented.

e. Style:

Style is a kind of language management that corresponds to the purpose, target audience and context of the written assignment. The writing style is reflected in the choice of words and the fluency of sentences. Proficiency in the use of accurate and targeted vocabulary can improve the efficiency of the paper by using it. Appropriate words, phrases and descriptions to attract the audience. Sentence fluency involves using different sentence styles to create effective relationships between ideas, reasons, and/or statements suitable for the task.

Teaching Writing in EFL Classes

For ages, the focus has been on oral methods rather than written methods, which have received little attention. This is partly due to the influence of many linguists from De Saussure to Chomsky, who believe that spoken language comes first. And writing is the second most important (Brookes & Grundy, 1998).

English teachers need to understand not only the theoretical basis of the writing task, but also the practical procedures that will help the writing course succeed. Therefore, teachers have the responsibility to provide students with successful help by choosing excellent resources and ideal materials to explain and educate students on effective ways to write successfully.

Teaching writing to EFL learners can be achieved in several ways. According to Harmer (2001, p. 25), there are two approaches of teaching writing: one focuses on the product of the writing process, and the other focuses on the writing process itself; focusing on the writing process will guide students based on process-based methods to promote writing. However, teachers should pay attention to the different stages of any part of the writing process.

Writing approaches, including process approach, are used to achieve writing skills. They enable learners to understand the material and express their ideas in English grammatically. In addition, Nunan (1989, p. 36) believes that the process approach of writing is to view the act of writing from a different or focused perspective. He also believes that the process approach focuses on the stages involved in writing and processing works. Using this processing approach is not only important for the product, but also for the writing process itself. Therefore, it can be through conventional writing practice and effective measures to develop a processing approach, which is also the best way to improve students' writing skills.

Methods of Teaching Writing

The development of multiple teaching writing methods has always been an important aspect of both direct and audio language teaching theories-these two methods treat writing as reinforce what is learned in the oral phase of the classroom. Speech exercises emphasize absolute correctness, not communication. Brookes & Grundy (1998) called this type of activity “writing things down” it’s an aid to language learning and needs to be distinguished from composition. The main reason for the true importance of teaching writing as a skill is the widespread acceptance of communicative language teaching.

Richards and Rodgers (2001) believe that there are four main stages of learning to write: planning, drafting, revising, and editing. Each stage provides different learning activities that can help develop specific writing skills. For example, in the planning stage, teachers can help students improve their writing skills and generate ideas through activities such as brainstorming, clustering, and rapid freewriting.

This method focuses on several strategies, including:

a) Planning:

Planning or pre-writing is a writing activity designed to encourage and motivate students to write. Since their function is to stimulate students' writing thinking, they must prepare writing activities in order to provide them with the learning experience of writing. Before starting to write, students should define the purpose of writing and the object of writing. Since planning in advance will make the work easier, the teacher can serve as a guide to help their students by giving them some ideas. What should your plan look like and what should it include? Brainstorming is one of the many ways students plan to write. You can work in pairs or groups, because this strategy will help you come up with many different ideas in the discussion.

b) Drafting:

At this stage, students focus on writing and fluent writing without paying attention to the accuracy of the work. In the writing process, students should also pay attention to the content and meaning of the writing. Students can be encouraged to convey information to different audiences. Students should develop their collected general ideas by writing a paragraph for each main idea, because each paragraph should include an introduction to the topic to help readers understand the meaning of the paragraph. Teacher should explain the way they to write a draft with hints, such as

"When writing drafts, don't worry about style or spelling; let your ideas flow unimpeded." Then, students must write a conclusion that summarizes the body content and an introduction to the content of the paper.

c) Revising:

After finishing drafting teacher should explain to the students that the next step is to review the content they have collected and study the content of the writing to clarify, refine and explain the changes that can improve the writing. Students review and recheck the text to understand how they effectively convey their ideas to readers. Revision is not a simple activity to check for phonetic errors, but a means to improve the content and organization of ideas to make the writer's intentions clearer to readers.

d) Editing:

In this stage, students will focus on organization when preparing the final draft of the teacher assessment. At this stage, students' main activities are to correct their grammar, spelling, punctuation, sentence and dictionary errors. and many more.

To conclude, the sequence of steps cannot be separated because it works like a wheel. Every step of the writing process can be carried out online to help students write text.

Types of Writing

Sharing information with others usually has many goals. People may want to express their feelings and emotions, or just explore an idea. Others may want to inform or explain ideas, so different spellings have different purposes. This can include different types of writing, and

understanding the characteristics of each type can help students choose the right writing in the right environment.

Narrative writing

Usually, storytelling is about events. Narrative writing is considered to be the simplest type of writing, because it can accurately describe what happened and tell the real-world situation, and it should have clear settings, features, plots and opinions, including introduction, climax, etc.; and conclusions. The purpose of such essays is to convey information or important lessons that the writer wants to learn for others, such as the importance of respect.

Descriptive writing

Descriptive essays are used to describe or create a vivid image of a person, a place, or an object in the reader's mind so that they can share the author's sensory experience. In her book, *structuring a Descriptive Essay* Terwilliger (2011, p. 1) mentioned the following basic steps to writing an effective descriptive essay:

- ✓ *Select a subject:* Observation is the key to writing a good description. For example, if you are writing about a place, please go there and make notes about sights, sounds and smells. Descriptive articles use descriptive resources and feelings to paint a picture for the reader. Create a work to let readers know who or what you are describing.
- ✓ *Select dominant details:* Choose only the details that support the mainstream impression.
- ✓ *Use descriptive words:* Students should use as many sensory and descriptive words (adjectives) as possible in the description, rather than just using simple words (good, bad...).

- ✓ *Organize details:* The descriptive paragraphs of the essay can be organized in space (from top to bottom or from near to far), chronologically, or generally to a specific structure. Descriptive essays can use other organizational models, such as narrative or exemplification.
- ✓ *Draw a logical conclusion:* in the conclusion, descriptive words can also be used; however, make sure that the output is logical and up-to-date.

Expository writing

Expository writing is writing designed to explain, clarify, or reveal. This type of writing can include essays, newspaper and magazine articles, instruction manuals, textbooks, encyclopedia articles, and other forms of writing that attempt to explain. Expository writing is different from other forms of writing such as novels and poems. An expository essay is a tool widely used in science. If you go to school, you may have written it. Most expository essays contain an introductory paragraph for the introductory essay or purpose, some main paragraphs that have been tested or explained, an introduction, and a final paragraph that summarizes everything. When writing an expository essay, it is important to assume that your audience has little or no prior knowledge of the main topic. The writer has responsibility to provide readers with as much information as possible. The reader should feel that he or she has learned something after reading the essay. (“What is Expository Writing”, 2015).

Exploratory writing

Exploratory essay can tell you how to do something or talk about experiences that can take many forms. An exploratory essay is essentially a review of the writing and thinking process in problem-solving. Describe when, how, and why certain types of research are conducted. These

types of articles can provide readers with information to help understand. The purpose of these articles is to provide information about a topic or a specific topic. However, students should be more careful, because it is not a story, but a kind of practical writing, such as research papers, or scientific articles explaining the reasons for the investigated problem, for example: pollution.

Persuasive writing

Persuasive writing is used to persuade readers about the subject or reason. When writing a compelling essay, students should be familiar with the choice of words, establish reasonable arguments, and produce strong and coherent conclusions. Persuasive essay tries to convince readers to believe the writer's views or opinions, because in literary and promotional texts, such texts are strong evidence of the writer's thoughts and beliefs. You want to use a variety of persuasive techniques (for example, powerful ideas, informed information, and technical skills) to write to help readers make decisions and get their attention.

The Importance of Writing

The reason for teaching writing skill in EFL classes is reinforcement, language development, learning style, and most importantly, writing as an independent skill (Harmer, 2002, p. 79).

“Writing provides an importance mean to personal self-expression” (Mc Arthur, et al, 2008, p. 1). This skill is considered an important part because it is the primary task of teaching and learning languages. Therefore, in recent years, in order to improve the level of students, teachers pay more attention to this skill.

Writing expresses the social relationships that exist through individual creation of discourse, but these relationships are not merely discourse. According to Hyland (2003, p. 69)

“writing is one of the main ways that we create a coherent social reality through engaging with others”.

Since most tests usually rely on students’ writing skills to measure their knowledge, good writing skills can increase the chances of success. Students are more likely to write research articles and reports, so they need to have good writing skills, because if their writing is poorly structured, then readers may misunderstand and misinterpret it.

According to Harmer (2004, p. 31), writing encourages students to focus on the correct use of language because they think as they write. When they solve the problems encountered in writing, this may stimulate the development of the language. Compared with writing, students usually have more time to think while writing. Students can browse what they know in their minds, and finally refer to dictionaries, grammar books or other reference materials that may be helpful to them.

Challenges of Acquiring the Writing Skills

Because of the challenges students face in learning writing skills, learning to write becomes difficult. Some of the challenges faced by EFL students are lack of vocabulary, poor grammar, spelling, insufficient student preparation, and lack of access to books and reading materials. The challenges faced by students make it difficult for teachers to teach writing skills. In view of the challenges faced by teachers in teaching writing skills, it is difficult to stimulate the enthusiasm of students with different levels, difficult materials and time constraints. Teachers should pay more attention to teaching writing by providing students with guidance and feedback. Therefore, teachers should be aware of the challenges faced by other English teachers in teaching writing skills, as well as the challenges faced by EFL students in learning writing.

Challenges Faced by Students in Learning Writing Skills

Every student faces different challenges in writing. All students are special and unique in their own way. In a sense, these problems can help students learn to write. Misbah et al. (2017) said that insufficient vocabulary makes it difficult for students to master writing skills. Vocabulary is the basic component of sentences and forms the basis of effective writing skills in Asep (2014). Say a few words every day to share their thoughts, beliefs and feelings with people around them. A good vocabulary can help students speak or write to express their ideas. Using electronic vocabulary lists and other types of reading can help students with limited vocabulary.

The grammar contains information that helps the reader understand its meaning. It is a structure that provides readers with detailed meaning of the writer. Grammar also explains the shape and structure of words called morphology, and how to arrange words in sentences called syntax. Due to very limited knowledge of grammar, students are forced to write sentences with correct grammar. According to Muhammad Fareed et al. (2016) students make mistakes when matching subjects and verbs, pronouns, tenses, articles, prepositions and basic sentence structure. Reading and grammatical activities can improve grammar level.

Nyang'au Benard (2014) confirmed that poor spelling is another worrying reason for students in learning writing. Good spelling skills will lead to positive writing skills. Preserving them can go further. As stated in Afrin (2016), students have the habit of writing according to their own pronunciation, which can lead to spelling errors.

Preparing students is another challenge in the writing course, supported by Foster (2015). Winarso (2016) believes that preparation is essential to successfully complete the task. The preparation can be physical or mental. This will not happen, and students will have trouble writing.

If students are not ready, they will not be mentally prepared for class. It is very important for students to prepare before entering the classroom. According to Foster (2015) research, students' motivation and attention can help them prepare for learning to write.

Last but not least, lack of motivation is another problem faced by students. If students are not motivated, they may not be interested in continuing the learning process. According to the research of Gbollie & Keamu (2017), motivation is very important for improving students' learning outcomes. Teachers can motivate students by rewarding students with simple motivational phrases, such as "Good job!", "Good try!", "Keep on doing good work" and so on. Positive rewards will further encourage students to learn.

Challenges Faced by Teachers in Teaching Writing Skills

These days, it is difficult for teachers to motivate students. This is not because of the suffering of students, but because students are not interested in learning to write. This view is supported by Asep (2014). Young people believe that they can do what they want, because their parents have given them a lot of freedom. If students are unwilling to learn, this indicates a lack of motivation (Abrar, 2016).

In many classrooms, students of different levels are in the same classroom. Students of different levels find it difficult for teachers to provide services to all students simultaneously (Asep, 2014). Different writing levels require teachers to use different methods. As a result, it is difficult for teachers to plan courses and prepare appropriate courses for students.

In addition, lack of work experience is another problem faced by teachers (Gündoğmuş, 2018). Lack of work experience will bring stress and pressure to the teaching of students, especially prospective teachers. The teacher's experience depends on their previous experience

and training. Beginner teachers will take time to adjust to their students. If teachers know the ability level of students, they can only prepare appropriate homework. In addition, it takes longer for teachers to develop new course materials, appropriate lesson plans, appropriate actions, and provide feedback or reflection.

At last, according to Anyiendah (2017), lack of student interest is another problem. Developing writing skills is always a challenge. However, this is always an interesting challenge, especially when it comes to writing. Some students zone out. Students need to understand punctuation, grammar, vocabulary, spelling and sentence structure in order to write well.

To sum up, by understanding the challenges faced by students and teachers in teaching and learning writing skills, teachers can choose the best way to teach writing skills by providing feedback and guidance.

How to Improve the Writing Skills?

“Successful writing goes beyond producing clear and accurate sentences since learners must be aided to write and express their ideas in the most appropriate and creative way” (Hedge, 2005).

With this in mind, there are some strategies to consider when developing students’ writing skills. They can be divided into the following categories:

- *Choosing the appropriate type and topic:* Each teacher should help students choose the type of writing and subjects they want, including appropriate words and phrases. Generally, it is effective to give students a short list of topics and the opportunity to create their own topics. That is, you can encourage them to write what they want so that they can express their thoughts and ideas freely.

- *Gathering ideas:* When planning a topic, the teacher should explain to students, collect and write down knowledge about the topic without worrying about repetition, spelling or grammar will greatly help writing, and ultimately produce more results and more generation of ideas. “Using idea mapping, you might discover interesting connections between topics that you had not thought of before.” (Scott McLean, 2011)
- *Write more than one draft:* Teachers should clearly explain to students that the draft is the preliminary version of the writing and is the work of the second draft and the third draft. Students can write better, so you should also tell them that writing multiple drafts will help them insert ideas or ideas they did not expect in the first draft, and you can add another draft to complete the content of this lesson. letter.
- *Note taking:* Teachers should inform students that they can use any notes they took in class today when they complete the questionnaire tomorrow (Cohen et al, 2013), because the materials introduced in class usually contain the key concepts of the course. Therefore, when explaining the lesson, the teacher should pay attention to the importance of notes and make sure all students participate. This strategy can also help you write quickly.
- *Encouraging shy students:* Zimbardo (1977) pointed out that shy people have poor self-image and low expectations. Therefore, it is believed that teachers are the first to help their students overcome fear and build self-confidence by encouraging shy students to write what they count. You can also involve them in group activities and introduce them to other students’ ideas. Through this joint training, they learned to think deeply, because the teacher did not give them the answer, so they had to find the answer by themselves.

Part Three: The Productive Skills

In the education process represented by teaching and learning, two groups of skills are known and learned. Reading and listening can prove the category of the receptive skills, and they are also considered passive skills. Passive language skills will not force students to actively produce something. Passively, then began to produce one's own monologues, dialogues and many other "spoken results". Writing and speaking go through the same process. Writing, like speaking, both belongs to the productive skills, also known as active skills. It takes more energy to "produce" such results. Both language skills are an integral part of the learning process. It is evaluated at each stage of its development.

Teaching Productive Skills to EFL Learners

When laying a solid foundation for teaching English as a foreign language, many factors need to be considered, including part of the language, theory and skills, tense, lesson plans and tests. The process involves teaching productive skills to students of all ages, including speaking and writing. Although the plans for speaking and writing courses will be different, both will be used for the main purpose of communication.

Students want to be able to say something through correct communication. They also want to be able to listen and say something. Productive skills can be met immediately, but it also takes time. Accuracy and fluency are very important in teaching speaking and writing skills. Therefore, teachers should instill a desire to motivate students to speak and write.

Procedures to Teach Productive Skills

Unlike the receptive skills course plans, in addition to understanding and interpreting language, productive skills courses are also designed to help students create relevant and coherent information in spoken or written form. Contribution is important, but in essence, productivity is the ability to convey information, persuade or exchange ideas and feelings.

Teaching productive skills involve the following steps:

- Specify the target genre model that students should produce.
- Work on models; focus on meaning and form. Teachers should help students analyze the text so that they can discover its language and formal characteristics.
- After emphasizing the various linguistic and formal features of the model text, students should perform precise exercises. The challenge at this stage is to practice the form and use of language to help them write accurate messages in pronunciation, spelling, verb tense, sentence structure and text format, etc.
- Once students can successfully use the target language, they face similar challenges of personalizing the language and creating effective information.
- Before starting production, some planning or preparation is required. Writing skills require students to go through a specific process of brainstorming, planning, writing a first draft, reviewing and editing it. Starting from the spoken language, students must organize their language in pairs or groups before actual production.
- Feedback can be provided by the student or the teacher.

- In order to increase the value of student writing, it is recommended to post their conversation videos or what they wrote on social media on social media (such as YouTube, Facebook or class group if there is any).

Speaking Skills Vs Writing Skills

According to the Bullock Report (1975) A language for Life “Not enough account is taken of the fundamental differences that exist between speech and writing". Written language is the same: the reader can repeat it over and over again. If the meaning is not immediately clear. In spoken language is impossible because it is brief and momentary. Writing rarely involves direct interaction, except for personal correspondence and possible computer communications (e.g., e-mail), they usually do not involve direct communications.

The biggest difference between speaking and writing is the difference between formal text and informal dialogue. Since writing is permanent, it provides opportunities for more careful organization and more complex structures. Formal spoken language is usually planned in advance, but in most cases, spoken language is spontaneous and rapid, usually involving thinking on the spot. It has a simpler design and is filled with surroundings and his type. It involves repetition and reconstruction. It has intonation patterns and pauses that convey meaning.

Speaking and writing skills are different things, and they should be viewed from different angles. In the past, writing was often seen as the primary means of communication, while speaking was seen as sloppy or incorrect version writing. In speaking skills, a set of tones is used, and a set of tones can only convey one idea. While writing skills uses suggestions, which can contain multiple ideas. The fundamental difference between speaking and writing is that speech is spontaneous and writing is planned. The repetition is usually displayed in speech.

The Relationship Between Speaking and Writing Skills

Huebener (1959) believed that “Speech comes first, reading and writing come later”. Every language should include spoken and written forms through which people can communicate while learning a language.

There are two theories on the relationship between speaking and writing, the unidirectional theory and the multidirectional theory. One theory holds that writing is limited to a one-way relationship with language: the one-way influence of language on writing. According to this theory, writing comes from language and is only a representation. The other theory believes that the development of writing also involves many other influences.

The unidirectional theory focuses on the correspondence between language and writing, while the multidirectional theory focuses on the differences and similarities between language and writing. Theory has special educational significance. Although it can be considered that early behaviorism supports a unidirectional theory, modern behavior analysis should be seen as supporting a multidirectional theory.

The Importance of Productive Skills

Production skills can be defined as mass production of good or useful things, or the ability to do good, or some kind of achievement obtained through learning and continuous practice. Speaking and writing skills are important because they are clear proof of language ability. The more speakers or writers use appropriate and coherent language, the more evidence we will get about the progress of the learner's language system.

Learning productive skills is also very important, because writing and speaking are essential life skills. In real life, people usually need to communicate, persuade or exchange ideas. Sometimes they are also asked to take notes, fill out forms and write emails. Letter, report or story. Although most educational institutions do not have established courses, it has been proved that speaking ability is a basic skill for students to succeed in life. Students usually judge their progress in language learning by the degree to which they think they have improved their oral skills. From simple conversations to formal public speeches, speaking skills is needed everywhere. As Wilson (1997, p. 9) said, language can be used to connect with others, explore and understand the world and be open.

Assimilation is just another reason for students to learn how to write. Writing is an effective way to deepen the knowledge you have learned, and it is very helpful for you to see a new or unfamiliar language while writing. Writing is a great way to practice grammatical structure. Help students hone and find new vocabulary, and learn English punctuation rules. Encourage students to be self-sufficient when asked to keep a diary or undertake daily writing tasks performed at home.

Developing Productive Skills Through Receptive Skills

According to Boyle and Peregoy (2005) “Listening, speaking, reading, and writing are naturally suitable for learning activities at all levels of the school”.

Productive and receptive skills can complement each other in all aspects from writing thoughts, lecture reading, listening instructions to conversation. In all respects, not only rely on one skill, but also hope that it can be used in every situation. These four skills are what we need for good communication. Efficient language skills are essential to learning, because without these

skills, we will not be able to form sentences or convey our understanding of specific topics. Students need to develop language skills, especially academic English. In order to improve the status of students' productive skills in the classroom, teachers need to obtain philosophical knowledge and training on English teaching methods.

Teachers need to use a variety of teaching methods and strategies so that students can write by themselves. Develop some innovative writing assignments for the class so that students can participate more in the learning process and oral practice, thereby improving their target oral level.

Conclusion

To conclude, productive skills, speaking and writing are regarded as important processes because they can help teachers assess the language proficiency of students, and because they can become key criteria for improving academic performance and success. Because writing and speaking have many characteristics, by consciously controlling many variables, EFL teachers can use both skills in the classroom at the same time, because developing these skills will provide EFL learners with more opportunities for effective interaction and communication. However, we cannot deny that there are many differences between these two skills. For EFL learners, a high level of speaking and writing can be achieved through a lot of practice and determination, because no one is born with speaking and writing skills.

Chapter 3

Research Methodology

Introduction

This chapter outlines the research design and research tools used to conduct the entire research. First, it discusses data collection tools and then explains the data collection process. The objective is to gather information about the challenges of acquiring productive skills in EFL classes at Chadli Bendjedid University in El Tarf.

Research Design

There are several methods to use when collecting data in order to guarantee the validity this research, this paper followed a descriptive method research approach for data collection and analysis.

Data Gathering Instruments

To conduct the survey two instruments have been used for collecting data and they are:

- a. Students' questionnaire.
- b. Teachers' questionnaire.

Questionnaire provides qualitative data; this paper used a survey at Chadli Bendjedid University. The questionnaire was given to the students to find out the way they learn writing and speaking skills. Also, another questionnaire was administered to teachers in order to collect data about the teaching process of productive skills and identify the challenges faced by EFL learners while acquiring those skills.

Written Questionnaire

Dornyei and Taguchi said in *Questionnaires in Second Language Research: Construction, Administration, and Processing* (2010), “Asking question is one the most natural ways of gathering information”. Questionnaire is usually the most used research instrument. James Dean Brown in his book *Using Surveys in Language Programs* (2001) stated, “Questionnaires are any written instruments that present responders with a series of questions statements to which they are to react either by writing out their answers or selecting from existing answers” (p.6). It indicates that questionnaire survey the researcher is able to get the most natural response from the participants.

Population and Sampling

The main participants of the research are 43 students and 6 teachers at Chadli Bendjedid University. The population for the study consisted of third year students of English language. The sample size was 49 participants (43 students, 6 teachers). The sample included 12 male students and 31 female students from the same university. 3 teachers were male out of 6. These teachers were selected randomly to gather the wanted information via email.

Procedure of Data Collection

Data were collected from both teachers and students through written questionnaire at Chadli Bendjedid University. Different terms were explained to the students whom they failed to understand the meaning of some words of the questionnaire. Teachers’ experiences were between 3 to 12 years. The questionnaires and the objective of the study were clearly explained to the participants. The teachers got enough time to think and answer the questions quite clearly, they were very cordial and helpful during the process.

Conclusion

To conclude, this chapter exposes the method used in conducting this paper. It gives a clear idea about the research tools and procedure used by the researchers to collect data. In addition, it tackles the population and sampling of both EFL teachers and learners at Chadli Bendjedid University.

Chapter 4

Findings and Analysis

Introduction

This chapter focuses on the experience phase of this paper, examines the teaching and learning process of productive skills at Chadli Bendjedid University in El Tarf. This work aims to gather opinions from teachers and students about productive skills and whether speaking and writing are interrelated or not. Their views and opinions are very important to verify the assumptions and test the stated hypothesis. The main research tools for collecting necessary data are questionnaires for teachers and EFL students.

The Questionnaire

Questionnaires are considered to be the most widely used tool for collecting information on specific topics by using a series of clear questions for specific population. According to Brown (2001) a questionnaire is “any written instrument that presents respondents with a series of questions or statements to which they are to react either by writing out their answers or selecting from among existing answers”.

The questionnaire in this paper was addressed for forty-three third year EFL university students in order to investigate the research questions and hypotheses as Richterich and Chancerel (1980: 59) state that “Questionnaires are structured instruments for the collection of data which translate research hypothesis into questions”.

The questionnaire composed of nine questions which consisted of three types of questions open, close ended and multiple-choice questions.

Item one: question one is connected to the learners' level in English.

Item two: questions two and three are about the role of the teacher's role in the classroom and how the learners react to it.

Item three: question four is about which course or module that learners' find difficult to learn.

Item four: question five investigate about which productive skills is easy and comfortable for the learning process.

Item six: questions six and seven are about the used methods by the teacher in the classroom and whether the learners benefit from it or not.

Item seven: question eight is about what methods learners see best fit to develop their productive skills.

Item eight: question nine aims at gathering suggestions from learners about teaching strategies but as future teachers.

Another questionnaire was provided to six teachers in which they were asked to answer nine questions. Teachers' questionnaire enquires about their experience in teaching at university level and especially about teaching EFL learners. It also investigates the different level of their students in speaking and writing skills and whether the given curriculum serve the learners needs and emphasize learning outcomes or not. Furthermore, there was questions about the type of materials and methods teachers uses in EFL classes, and their suggestion on how to improve the productive skills of EFL learners.

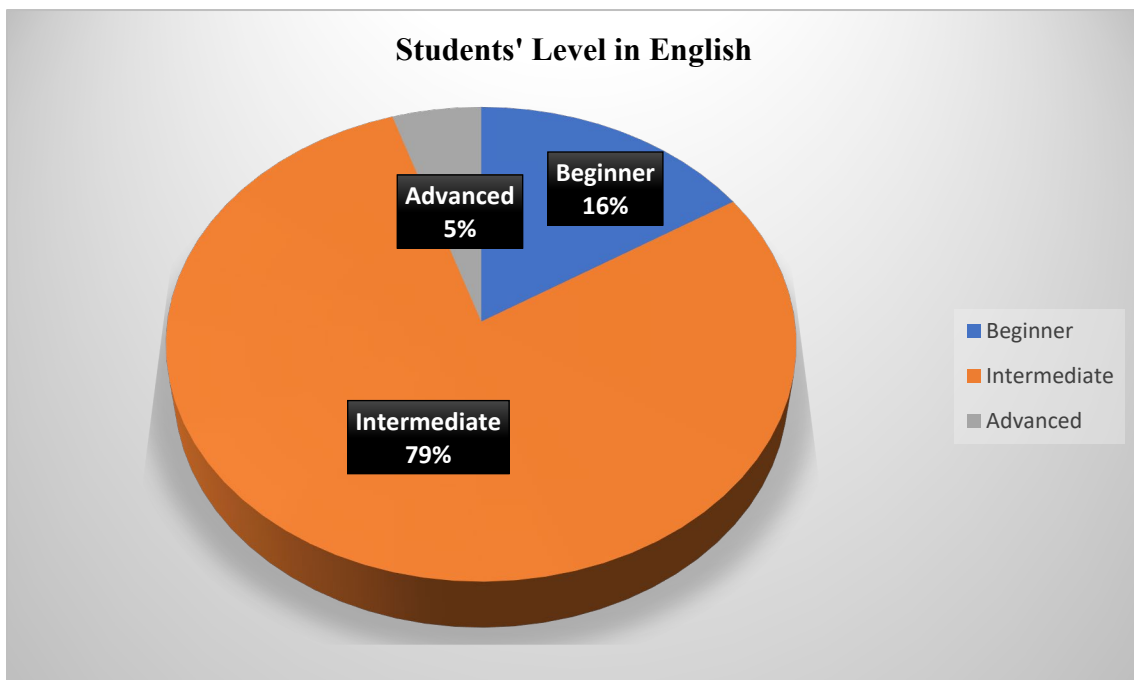
Data Analysis

The mean provides information on the average performances or behavior of a group on given tasks, and helps the researcher obtain insight by condensing large amounts of data. The mean tells the researcher how the group as a whole performed and that does provide more significant information. Seliger and Shohamy (1989: 216).

After data collection, the obtained results have been interpreted and discussed.

Students' Questionnaire

Question 1: How do you evaluate your level of English language?



Pie Chart 1: Students level in English

From the table above we can notice that most of the students (79%) present an intermediate level in English. The others (16%) claim that they have a beginner level whereas 5% of students show that they are advanced in English.

Question 2: Does the teacher speak in English only during the class or uses other languages?

Teacher speaking English or other languages	A.F	R.F
Yes	29	67%
No	14	33%
Total number	43	100%

Table 1: Teacher speaking English or other languages

When asked about if the teacher during class speaks English only or other languages, students' answers vary from one to another. The majority of students (67%) replied by yes while 33% claims the opposite.

Question 3: What do you do when you don't understand what the teacher has explained?

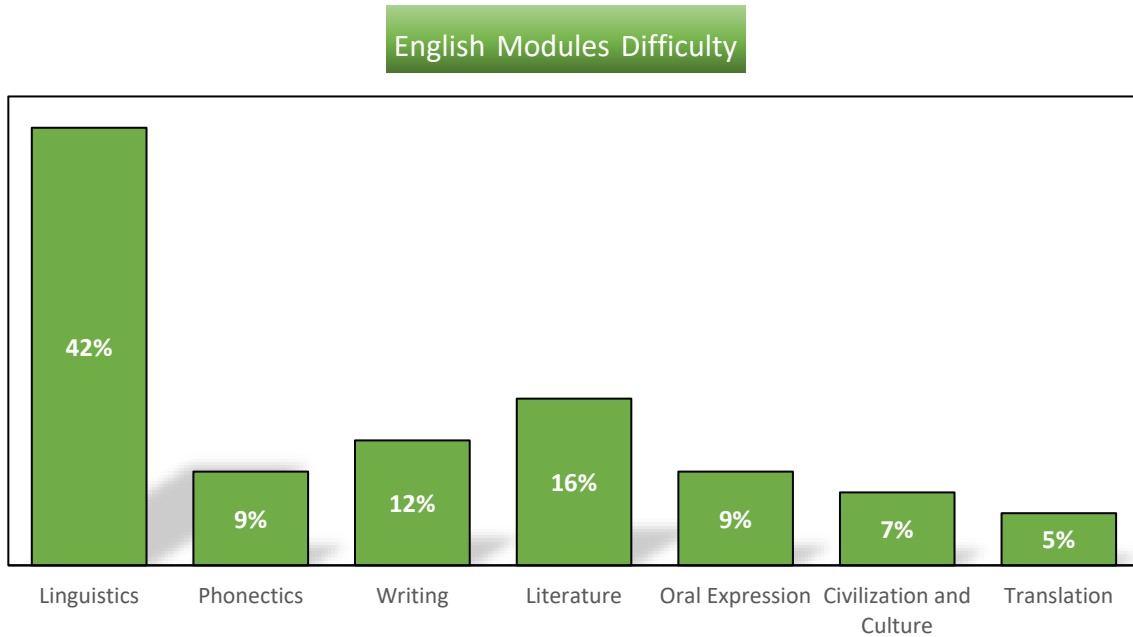
When the learner doesn't understand teacher explanation	A.F	R.F
Ask the teacher to repeat	12	28%
Save it as a homework	5	12%
Ask classmates	4	9%
Ask for simpler explanation	8	19%
Google it	10	23%
Use dictionary	4	9%
Total number	43	100%

Table 2: When the learner does not understand teacher explanation

In this question, 28% ask the teacher to repeat the explanation. 12% prefer to make it a homework and try to answer the question, while 9% ask their classmates. On the other hand, 19%

ask the teacher for simpler explanation, whereas, 23% use google to understand the explanation made by the teacher, however, 9% prefer to use the dictionary.

Question 4: What course(s) you find difficult in learning English?



Column Chart 1: English Modules Difficulty

From the findings, 42% state that linguistics is the most difficult course in learning English, while 16% select literature and surprisingly 12% chose writing as a difficult module, whereas, 9% mention phonetics while another 9% find oral expression difficult course, 7% of them have difficulties with civilization and culture module and the last 5% mention translation.

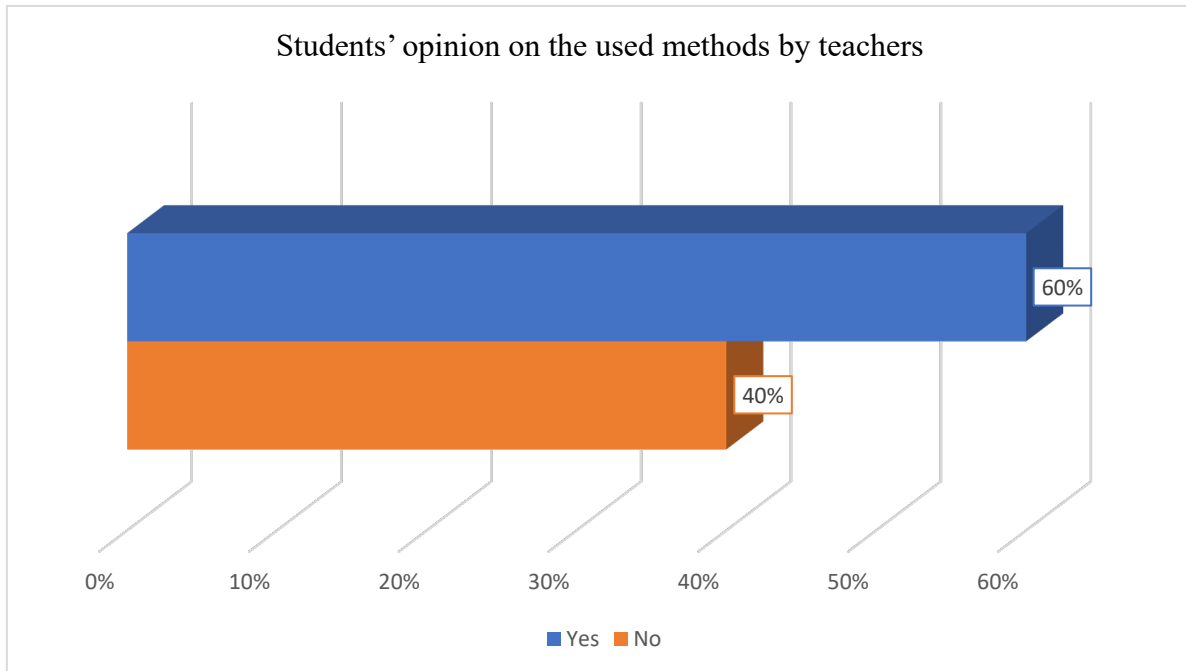
Question 5: Which of the following skills you prefer using the most and that you have less problems with?

Which skill students have less problem with	A.F	R.F
Speaking	22	51%
Writing	19	44%
Both	2	5%
Total number	43	100%

Table 3: Which skill student have less problem with

The results obtained denote that that most students (51%) find speaking less difficult skill, while (44%) find writing less difficult skill, whereas, 5% master both skills.

Question 6: Do you like the used methods by the teacher in the classroom?



Bar Chart 1: Students' opinion on the used methods by teachers

Regarding this question, 60% of students agree with the used methods by the teacher in the classroom while 40% disagree with it.

Question 7: Do you benefit from these methods?

Benefit from the methods	A.F	R.F
Yes	36	84%
No	7	16%
Total number	43	100%

Table 4: Benefit from the methods in the classroom

As table four shows, 84% of respondents benefit from the methods used by the teacher in the classroom while 16% detriment from these methods.

Question 8: As a student, what method(s) you think is the best to develop your productive skills?

Methods to develop productive skills	A.F	R.F
Using audio-visual lessons	10	23%
Written texts vs spoken texts	9	21%
Oral testing	4	9%
Discussion activities	17	40%
Giving feedback on writing	3	7%
Total number	43	100%

Table 5: Methods to develop productive skills

Once can notice from the table above that the highest percentage (40%) of students agree on that discussion activities is the most method to help them develop their productive skills, while 23% prefer using audio-visual lessons, whereas, 21% stand with written texts vs spoken texts, and 9% chose oral testing and the last one is giving feedback on writing with a 7%.

Question 9: As a future teacher, what do you suggest as strategies to teach English in EFL classroom?

From the results obtained, sixteen students did not answer this question, however, the other students give the following answers:

- ✓ Give the students the confidence first and encourage them to learn English.
- ✓ More oral and speaking sessions.
- ✓ Use various methods according to each learner's needs to acquire the language.
- ✓ All the methods that include speaking skill.
- ✓ Give them a break while studying to relive.
- ✓ Introduce the lesson and then teach with the discussion and writing activities.
- ✓ Create an atmosphere for the learner while using speaking activities to produce it well.
- ✓ Avoiding teaching based on theories use more practice and open discussion activities to exchange information.
- ✓ Speaking activities.
- ✓ Use audio-visual and oral testing.
- ✓ Group working activities, it helps both learner and teacher to interact.
- ✓ Discussion activities about familiar or interesting topics for the learner and simplify the lesson as simple as possible.

- ✓ Being friendly and open minded with the students to create a comfortable atmosphere.
- ✓ Be creative and focus on the learner's needs.
- ✓ Motivate students to learn.
- ✓ Use methods that needs the four skills to be improved and provide a positive feedback each time.
- ✓ Involving mind games, debates, storytelling for speaking while for writing I would use fun and interesting topics to help them in their writing more.
- ✓ Make the student comfortable while speaking and share his ideas and encourage them with praises.
- ✓ Using data show to facilitate the lesson and use games.
- ✓ I will play with my student's words games which means gaming using English vocabularies.
- ✓ Teaching using discussion activities and audiovisual materials also some games so the students won't feel bored.
- ✓ As a teacher I might at the end of the lesson for example ask each one to tell us about his summary of what we have dealt with in the lesson, or maybe each time I'll give them a name of a book to read then discuss it together to make sure everyone is interacting with me.
- ✓ No translation, No L1 interference.
- ✓ Slowing down while explaining the lesson and minimizing handout.
- ✓ The lessons must be into a 9D rooms (or why not more) so the student can live it.
- ✓ Writing vs speaking text and also audio-visual text.
- ✓ Audio lingual.

Teachers' Questionnaire

Question 1: How long have you been teaching English?

This question aims at knowing the experience of the EFL teachers at a university level. The average of teaching is between 3 to 12 years.

Question 2: Can you describe your first experience of teaching EFL learners, and the challenges you faced during this experience?

In this question, teachers give the following answers:

- I faced a communication problem because I used to teach only with the English language some lessons that the students are not familiar with.
- It was challenging to know about the specific learning styles of every student & use the teaching approach that is more suitable.
- it was absolutely tiring. students were demotivated & most were low-ability students, so that was the biggest challenge for me.
- Very hard year, also tiring.
- I was stressed and afraid of making mistakes. I felt somehow embarrassed.
- It was unpleasant one because students were not accepting my method of teaching and they said that I didn't teach and taking their level in consideration.

Question 3: Do you code switch in the classroom or do you use English only?

The results show that all the teachers code switch in the classroom to communicate better with their students.

Question 4: What skills do students encounter problems with the most?

Regarding this question, four of the teachers find students have more problems with both skills (productive and receptive skills), whereas, two of them find that the productive skills is the most problematic for students.

Question 5: Does the given curriculum serve the needs of EFL learners?

In answering this question, only one teacher agree that the curriculum serve the needs of EFL learners, while the other teachers disagree which they find that curriculum somehow fail in fluffing those needs.

Question 6: Does the curriculum emphasize learning outcomes?

The results demonstrated that most of the teachers agree on the fact that the curriculum does emphasize learning outcomes, however, only one teacher disagree with that.

Question 7: What type of materials do you incorporate in teaching?

From the results, print material is the first choice and most used by teachers, while electronic interactive comes in second, whereas, audiovisual comes in third and both of audio and visual comes in last as the least used materials.

Question 8: What methods do you use in teaching EFL classroom?

In this question, four of the teachers select task-based learning as the method they use in teaching EFL learners, while, one of them chose the audio-lingual approach and the other use the natural approach.

Question 9: As a solution, what do you suggest to improve the productive skills of EFL learners?

The questioned teachers gave the following suggestions:

- Exposing to the language, reading, writing, listening, because the only way to learn anything is practice, practice, practice. make it as your daily routine; just to be familiar with. so, the more practice the less difficulties you will face.
- Exposing students to authentic speech then learning an interaction. Emphasizing the cultural aspects, social situation that yield such as specific linguistic forms.
- Practice/practice/practice/but before you do read a lot and stay committed to your responsibilities as a student. Learn to grow less dependent upon your teachers as autonomy is what contributes to your linguistics mater. Last, but no means least, set easily accomplishable goes & be satisfied with your achievement.
- Reading and listening much then practice and participate.
- To provide material to facilitate EFL learning and to allocate more time for EFL classrooms to practice the language. To take into consideration learners' needs. To vary classroom activities and use eclectic approach to reach the target language proficiency.
- When we design the syllabus, we shall take in consideration methods of teaching and students 'abilities and skills. As well as teachers we put a lot of assignments that promote the wristband the speaking skills.

Conclusion

To sum up, this chapter represents findings and analysis of this paper. It deals with the analysis of both teachers' and students' questionnaire.

Chapter 5

Discussion and Recommendations

Introduction

The purpose of this study is expected to discover the difficulties and potential answers for securing useful abilities in EFL classes at university level. Present investigation expected to discover systems and strategies to help EFL students speak and write easily. So, in this chapter the researchers summarize the major findings and results of chapter four, as well as proving or disproving the hypothesis that was mentioned in the introductory chapter.

Discussion of Findings

This study was conducted to investigate the challenges of acquiring productive skills in EFL classes with third year students at Chadli Bendjedid University. For this mater, and to test the hypotheses, questionnaires were used as tool to collect the needed information for both students and teachers. After the analyses of both data and tools, the following findings are as follow:

Students' Questionnaire

As mentioned above, the questionnaire was administered for 43 students in third year EFL classes. The examination of the poll uncovers that most understudies have intermediate level in the English language (see Pie Chart 1 p.49). 67% of them agree that the majority of the teachers use other languages to explain while teaching and most of the time use the mother tongue or the French language taking into consideration that the Algerian people are mostly francophones (Table 1 p.50).

The results show that the majority of the students ask for repetition or for simpler explanation with a percentage of 19% of them who do so; around a third, just save it for later as a homework. On the other hand, some prefer not to bother themselves and just use the popular tool internet. While the others' replies split between asking their classmates or using dictionary (see Table 2 p.50).

As it known the curriculum contains 11 modules, understudies face obstacles in seven of them, the majority vote that the linguistics module is the hardest one because it has complicated theories that takes a long time to learn and to be memorized. Surprisingly the second module that follows linguistics is literature with 16% as a result of its ambiguity, old vocabulary, and time consuming. While the other respondents are split between writing, oral expressions and phonetics with the same percentage, followed by civilization and culture, grammar and translation with the lowest percentage (Column Chart 1 p.51).

Moving to the fifth question which is the backbone of this thesis, the skills that students prefer the most and have less problems with it. The results demonstrate that speaking is the preferred skill for students not because they have less problems with but because they have problems in grammar and this skill enhances the fourth skills at once. Almost the half of the respondents prefer expressing themselves in writing because of the fear of public speaking, and making pronunciation mistakes because they believe they are not well qualified and that they could control the expression of their ideas and the error frequency more than in speaking, while just few mastered both skills (see Table 3 p.52). More than the half voted for the method used by the teachers in the classroom which is the discussion activities with, and it is beneficial for the majority as the results show, followed by the audio-visual method that motivates a lot of students and makes

them focused on the writing skills more, although quite the half disagree with the methods. Go back to (Bar Chart 1 p.52), (Table 4 p.53), and (Table 5 p.53).

Finally, 27 students suggested some strategies to teach English for the EFL classes in the way they could consider them as future teachers. The one strategy that all of them agreed upon is that the teacher should create an atmosphere by encouraging the learner, give him/her confidence and to be friendly. Also, they focused on how to enhance the speaking skill like more speaking and discussion activities, oral testing and the like. Another point which resumes all, is to focus more on each student's needs via carrying out diagnostic tests or needs analysis at the beginning of the semester.

Teachers' Questionnaire

As mentioned above, the questionnaire was given for six teachers via email. The teachers experience was 3 years, 5 years, 9 years, 10 years and 12 years. Most of them defined the first teaching experience as the most tiring thing. They faced challenges of the learning style of each student and how to communicate with them to convey any message, and motivate them to learn. For that cause, all the teachers code switch to Arabic and French, when necessary, as it was mentioned above 'the francophone society' to ensure a better communication.

Regardless of what skills the understudies face problems with, teachers persuade that learner have issues with both productive and the receptive skills. This could be quite related to the given curriculum that failed to serve the need of the learner which the half of teachers agree with, while the others said the opposite and that the curriculum emphasizes the learning outcome in a way. Once again, it is all about the strategies and materials for better comprehension, as the results shows, the majority of the teachers uses the traditional material for presenting the lesson which is

the printed one that comes along with the task-based learning to motivate students more. It is relevant to the literature review, that motivation is characterized as one's heading to conduct for sure makes an individual need to repeat a conduct and the other way around. As a support, Jin (2014) stated that motivation is considered as a key feature in the success of language learning and has great effect on the efficiency and productivity of teaching English language. (Mentioned in chapter two).

At the end, most of the teachers offered a precious advice for EFL learners to improve their productive skills 'practice, practice, practice' with doing a lot of reading taking into consideration the provided materials to facilitate the learning process.

In the beginning of this paper, the researchers suggested two hypotheses. The first one denotes that negative transfer and cultural differences can affect the learning process of language skills, like the use of vocabulary from the mother tongue (Arabic) or from second language (French) into the target language. This hypothesis was proved after analyzing the collected data, while answering the questionnaire the students mentioned several problems they often face in productive skills. Among them, the problem of translating their ideas from Arabic to English language which is meaningless, as it is mentioned in chapter 4, lack of confidence, most students are unable to convey information verbally due to lack of vocabulary and fluency, while the others have problems in writing, because of their lack of grammar and vocabulary.

The second hypothesis proposed by the researchers was that the teacher's role may help EFL students to overcome the barriers during learning English as a foreign language. Teacher's role is vital in the classroom, providing good atmosphere for learners by using various methods

and techniques in order to motivate and encourage them to master the productive skills. After analyzing the answers of the addressed EFL teachers this hypothesis has been proved.

Recommendations for Improving Speaking Skill

“The Productive skills is the term for speaking and writing, skills where students actually have to produce language themselves” (Harmer, 2007, p.265). Speaking is one of the most important skills that student should master first when acquiring the language, has been defined by Chaney (1988, p. 13) as: “a process of building and sharing meaning through the use of verbal or oral form”. Interestingly, students when learning foreign language need to verbalize words and to record them in request to create the language.in order to be effective in scoring the speaking experience in the target language, this advice should be taken into consideration:

- ✓ The golden advice was given by the teachers ‘practice, practice, practice’! Students should practice speaking for consistent schedule and for real life purposes inside the classroom or outside (like describing something/someone, inviting, apologizing and so on), and this will not be done without the teacher’s encouragement.
- ✓ Exposing to the language, perusing, composing, tuning in, on the grounds that the best way to learn anything as mentioned is to practice, to make it as your every day schedule and just to be comfortable with. along these lines, the more practice the less troubles you will confront.
- ✓ The skills of managing speaking and fillers (when to pause and how to fill the pause), here the teacher’s role is to provide a good atmosphere for a better scoring.

- ✓ Understudies ought to have the option to get ready for their verbally expressed exhibition ahead of time to bring down the weight on their cognitive capacity during speaking while the teacher should connect that with a positive feedback with their performance.
- ✓ When designing the syllabus, teachers should take into consideration the students' needs, abilities and skills, this will help the understudies to use their transactional and interpersonal skills, where they need to rely on the curriculum and to each other.
- ✓ Self-assessment, the students should be able to correct himself for some common mistakes like spelling mistakes while the teacher gives him the confidence to do so.

Recommendations for Improving Writing Skill

“Writing can take many forms, including anything from a shopping list, acting as an aide-memoire, through letters, both formal and informal, to academic texts like this essay” (Grossmann ,2009, p.3). Writing is the second productive skill that should be mastered in order to interpret the student's thoughts into words.

- ✓ “Although incorrect spelling does not often prevent the understanding of a written message, it can adversely affect the reader's judgment”. (Harmer,2007, p.325). Before any piece of writing, the learner should at least have an intermediate understanding of the writing basics like grammar and spelling.
- ✓ Reading with comprehension is the golden clue for a better writing, make reading as your daily activity this will help you to improve your vocabulary with the help of the teacher's encouragement for sure.
- ✓ Teacher should not focus only on the writing product but also on the process, where the given materials should be understandable to express their ideas freely.

- ✓ Discuss your writing, as it mentioned the learner should write but the most important than writing is to discuss your piece, the teacher's feedback or even your classmate's opinion will help you to recognize your blemishes and upgrade your writing.
- ✓ Use portfolios, using portfolios can be utilized both as a tool for supporting and working with students' individual learning measures and as an evaluation instrument, usually it focuses on the strength and the weakness of the learner's piece of writing, as well as the personal objectives specified by the teacher or the students.
- ✓ Use the four-plan strategy: planning, drafting, revising and editing.

Limitations of the study

It should be mentioned that the present research suffers from certain limitations due the global pandemic coronavirus known as COVID-19, social distancing is mandatory which led the researchers to conduct an online survey for both EFL teachers and students. In addition, third year EFL learners were preparing for the exams while delivering a load of homework in a short time.

Conclusion

Productive skills play a vital role in the learning process. In Algeria, English is taught as a subject from high school, yet it is disappointing to see that students still fail to meet the expected level of proficiency in productive skills. Schools and universities have long adhered to communicative methods, aiming to develop four skills: reading, writing, listening and speaking. According to observations, Chadli Bendjedid University teachers' pay more attention to speaking skill rather than writing skill, while EFL students prefer writing. This study investigates the challenges of acquiring productive skills in EFL classes. It also aims at identifying the most effective strategies and help EFL learners in speaking and writing fluently.

This paper consists of two hypotheses. The first hypothesis was proved by the feedback of both EFL learners and teachers when using the negative transfer either for the lack of vocabulary from the students or when teachers stumble on the communication factor in the classroom. The second hypothesis was also proved based on the feedback of the EFL learners in which they suggested some strategies that the teacher can provide in the learning process.

This chapter is discussion and recommendations designed for EFL teachers and their students to facilitate and improve the teaching/learning process of the productive skills.

To conclude, speaking and writing can be classified as two difficult and challenging skills, but learning English through speaking and writing courses can help EFL students to improve more. Future research is essential especially on teaching and learning the productive skills at Algerian universities.

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Appendices

Appendix <<A>>

Students' Questionnaire

Students' Questionnaire

Dear students, you are kindly requested to answer the following Master research questions concerning challenges of acquiring productive skills (speaking and writing) in EFL classroom.

1. How do you evaluate your level of English language?

- a. Beginner
- b. Intermediate
- c. Advanced

2. Does the teacher speak in English only during the class or uses other languages?

- a. Yes
- b. No

If no, what languages does the teacher use?

.....

3. What do you do when you don't understand what the teacher has explained?

.....

4. What course(s) you find difficult in learning English?

Please justify

.....

.....

5. Which of the following skills you prefer using the most and that you have less problems with?

a. Speaking

b. Writing

c. Both

Please justify

.....

6. Do you like the used methods by the teacher in the classroom?

.....

7. Do you benefit from these methods?

a. Yes

b. No

8. As a student, what method(s) you think is the best to develop your productive skills?

a. Using sing audio-visual lessons

b. Written vs speaking texts

c. Oral testing

d. Discussion activities and other kinds of spoken interaction

e. Giving feedback on writing

Please justify

.....

PS: if you have other methods, feel free to mention them

.....

9. As a future teacher, what do suggest as strategies to teach English in EFL classroom?

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Appendix <>

Teachers' Questionnaire

Teachers' Questionnaire

The present questionnaire is an attempt to collect data about the teaching process of productive skills and to identify the challenges encountered by EFL learners while acquiring those skills. Thus, you are kindly requested to answer the following questions.

1. How long have you been teaching English?

.....

2. Can you describe your first experience of teaching EFL learners, and the challenges you faced during this experience?

.....

.....

3. Do you code switch in the classroom or do you use English only?

.....

.....

4. What skills do students encounter problems with the most?

a. Productive skills

b. Receptive skills

c. Both

5. Does the given curriculum serve the needs of EFL learners?

.....

.....

6. Does the curriculum emphasize learning outcomes?

.....

.....

7. What type of materials do you incorporate in teaching?

- a. Print
- b. Audio
- c. Visual
- d. Audiovisual
- e. Electronic Interactive

8. What methods do you use in teaching EFL classroom?

- a. The Audio-lingual Approach (using dialogues as the main form of language presentation and drills as the main training techniques)
- b. The Natural Approach (uses language learning as a reproduction of the way humans naturally acquire their native language)
- c. Task-Based Learning (focuses on the use of authentic language and on asking students to do meaningful tasks using the target language)

9. As a solution, what do you suggest to improve the productive skills of EFL learners?

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