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MINISTRY OF HIGHER EDUCATION AND SCIENTIFIC RESEARCH
UNIVERSITY OF ABDELHAMID IBN BADIS-MOSTAGHANEM-
FACULTY OF FOREIGN LANGUAGES
DEPARTMENT OF ENGLISH



Master in
Didactics of foreign languages

Vocabulary as the Basis to Promote the Speaking Skill in EFL
Classes
Case Study Third Year LMD Students of English at Abdelhamid Ibn Badis
University of Mostaganem

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Academic Year: 2017/2018

Dedication

I am very delighted to dedicate this work to light of my eyes: my parents for their support throughout my studies

To my sisters: souad and Ilham

To my brothers: Rachid, Miloud, Hamid, Bilal and Amine

To all my teachers throughout the period of study

To my friends and everyone who encourages me to accomplish this work

Acknowledgements

First of all, thanks to « Allah » who is always with me, helps me to realize this work

I would like to express my sincere gratitude to my supervisor Miss Bentamera Soumia for her guidance and her time to accomplish this work

My gratitude also goes to the board examiners Miss Benstali and Miss Bakri

To all my teachers in the departement of English at Abdelhamid Ibn Badis who taught me during my studies

Special thanks go to the persons who helped and encouraged me to complete this work

Abstract

Vocabulary is one of the most important aspects to develop the students' speaking skills, which helps them express and communicate effectively. The present study aims at investigating the crucial role of vocabulary in improving the learners' speaking performance. It also aims at exploring the relation between speaking and vocabulary and how this latter can contribute in improving one's speaking skill. This dissertation is divided into three chapters; the first chapter is literature review which is as well divided into two sections; one about speaking skill and its relation to vocabulary and another section devoted to vocabulary. The second chapter represents the partical part of this research that was undertaken using two questionnaires as data collection tools. Both eachers' and learners' questionnaires are designed to have insights about their views on the important of vocabulary in enhancing learners' speaking skills. The results show that vocabulary is very important in improving students' speaking skills and helps them to develop their communication. The last chapter includes the interpretation of results and some suggestions for both teachers and learners about development speaking skill through vocabulary.

Key words: Vocabulary, Speaking Skill

List of abbreviations

- **EFL:** English as a foreign language.
- **L3:** Third year License Student.

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General Introduction

English is a dominant language all over the world which is used to communicate, to strength and to establish international relations among in different fields. Many students from various regions aim to learn the English language to interact with others successfully. Most of time, teaching English is considered a difficult task as a results non-native speakers struggle to find the appropriate word when speaking and interacting. In fact, the speaking skill is one of major skills in teaching and learning a foreign language because the main target of the EFL learners is to be able to speak and communicate to express their opinions and intentions.

Researchers have indicated how vocabulary can improve the speaking skill and tried to establish the link between them. Moreover, vocabulary has a central role in improving the speaking skill and making the students of English as a foreign language conscious of the its crucial role through giving them steps to learn vocabulary in order to develop their speaking skill. This latter demands in return special skills; vocabulary knowledge is the first of the most significant aspects to be developed. For instance, the lack of vocabulary leads to difficulties and obstacles to the learners when they speak.

Therefore, this research explores the role of vocabulary in enhancing the EFL learners' speaking skill. Also, it aims at providing the strong relationship between them. Furthermore, it also shows how deficiency of vocabulary can lead to poor oral production. The researcher tries to find convincing answers to the following questions:

1. Are learners aware of the real role of vocabulary in improving the speaking skill?
2. To what extent can teachers develop speaking skill through vocabulary in their students?

To answer these questions, we hypothesize that if students of English as a foreign language know the real role with expansive of vocabulary and have enough word luggage, they will master the speaking skill. If teachers give their learners much more practices and provide interesting topics in classroom, their speaking skill will improve.

This research is divided into three chapters, a theoretical chapter that focuses on the literature review, which is divided into two sections. In the first section the researcher deals with the speaking skill in general by defining it, explaining its importance in EFL context, and clarifying the basic difficulties in speaking skill and its characteristics. Section two deals with

vocabulary by defining it, its types, its techniques and its importance in developing EFL classes.

The second chapter is the practical side in which we describe the sample and identify the profiles of teachers and learners, then data collection tool. In addition, this chapter deals with the analysis of questionnaires designed to gather the needed data for our research from both teachers and third year students in the department on English at Abdelhamid Ibn Badis University.

The last chapter that is mainly concerned with interpretation of results and suggestions of useful recommendations for both teachers and learners. Finally, it describes the limitation of study.

Chapter one

Literature Review

The importance of vocabulary
and speaking skill

Introduction

One of the most complex languages is undoubtedly English language because learners are suffering from many problems and difficulties that stopped them from learning and acquiring this language. Especially to the angle of speaking skill, this skill has a great obstacle to develop which is vocabulary. Therefore, there are a set of rules concerning vocabulary that students need to follow it to improve, motivate and organize their speaking skill.

So, chapter one is divided into two sections, first section will provide the basic and different obstacles and difficulties of the speaking skill, its importance, and it focuses on main characteristics of speaking in EFL classes. Besides, the second section which includes definition of vocabulary, its types and, its importance in developing language skills.

Section One: The Speaking Skill**1.1.Introduction**

In teaching English a foreign language or as a second language there are four skills namely: listening, writing, reading, and speaking. This later takes a central part in second language teaching, and it has great role in our life. Moreover, speaking skills is considered as an important skill to be mastered because it is essential for demonstrating the language proficiency, and many students aim at acquiring it.

1.2. Definition of speaking skill

Speaking skill has many definitions by different scholars such as: Brown, Hedge, and Luoma. Speaking skill is vitally important of the four skills: listening, speaking, reading, and writing. According to (Brown, 1994) stated that one can not undertake a conversation by himself there must be an interaction with someone, while speaking or listening the person try to construct meaning that is to say give a sense to the speech and do not speak randomly. In addition, have to provide a clear meaningful message in the brain and try to transmit it.

Speaking skills a fundamental skill that language learners have to balance with other language. It is consider as a complicated process of transferring and receiving message via the use of verbal expressions which is talking and expressing words, sentences in speaking. In the other hand, nonverbal symbols mean that way to communicate without words in speaking such as: smiling, gesturing and facial expression. From another angel, Hedge (2000) claimed

that speaking is a central skill which needs more attention in foreign language because it reacts learners thought, opinions and ideas. Therefore, the speaking skill is not an easy task to accomplished as Luoma (2004) defined that speaking skill is complex process that not easy to speak or learn a foreign language in a few time, so it takes a long time, efforts and many practices to develop it.

1.3. Integration between speaking and listening

Speaking and listening are necessary part in teaching foreign language that are regarded as the first skills. Moreover, speaker and listener be able to discuss and exchange ideas at the same time each one correct to another, as Brown (2000) suggested that listening is a way to speaking that means there is naturally link between two. According to Byrne (1976) considered that the speaker has to convey a message, whereas the listener has to decode and translate to be successful. So, speaking generally related to listening as both interconnected ways of accomplishing communication as Redmond and Vrchota (2007) declared that the listener is connected to the speaker, so she/he should be a better listener in order to perform his/her speaking skill.

1.4. Characteristics of speaking skill

There are two main characteristics that promote learners to become a good speaker which are called accuracy and fluency. Both of them are very important in accomplishing the learning outcomes. At the same time fluency and accuracy are very significant for the success of any foreign language communication; these two factors are defined as follow:

1.4.1. Fluency

Generally, a fluent speakers make grammatical errors and they will speak or write efficiently without pauses then will be able to speak freely talk with native speakers about many different topic that is to say fluency is the ability to create speech without hesitation, in the same context Hedge (2000) who claimed, that speakers able to translate and evaluate the meaning of what they hear and chosen a suitable responses which to continue a conversation without to much hesitation. Also, according to Thornbury (1993) stated that fluency help learners to speak smoothly, quickly and expressively with freedom from words.

1.4.2. Accuracy

This term a crucial character in any conversation which is focus on the ability of the learners to produce correct sentences using correct grammar and vocabulary without errors in this case they should not only know correct grammatical rules of the language but also able to speak and write accurately. According to Skehan (1996) defined accuracy as referring that learners often want to become fluent in their conversation but they lose completely the accuracy.

1.5. Difficulties of speaking in EFL

English language has an important standing in global communication. There are some issues that learners of foreign language in their communication and speech, sometimes in EFL classes we hear expression such as:

“...when it comes to communication, I feel lacking (laughs) (...) quite a bit, although I’m sure everybody (in my class) feels like that. We don’t do a lot of speaking and everybody feel awkward when they speak” (Ortega43).

Students often find a lot of problems in their classroom, so they fail to send the message. Brown cites eight factors difficulties that most students of English meet in the learning process:

1.5.1. Clustering

It means to be able to gather or collect both words and sound (phonology) in a perfect sequence and detach them while speaking that is called fluency, and not detach them.

1.5.2. Redundancy

It refers to information that is expressed more than once and it means to add some words or expressions while speaking to make it clear or understandable. Besides, it is a term used to talk about situations where the speaker uses expressions like: “you know” or “you see”.

1.5.3. Performance variable

Task of thinking as you speak allow you to apparent a certain numbers of performance backtracking, hesitation and correction. A hesitation phenomenon is one of the most differences between native and non-native speaker of a language.

1.5.4. Reduced forms

Reduced forms are words that are not written in English but that are frequently used by native speakers. It is important to be able recognize them, so learners can understand spoken English and sound more natural when you speak. For example: going to is pronounced 'gonna', and morphological like: (I'll)

1.5.5. Colloquial language

It is defined as spoken or written language that is informal indication or style of expression. It is the language of every day conversation, also it is widely spread in text messages and personal emails. Colloquial language includes (slang words, cultural knowledge, idioms...)

1.5.6. Stress, Rhythm, Intonation

One of the obstacle that prevent students using English language, there are some words changing when the learners stress it differently. Such as when the learners put stress on the first syllabus it becomes on adjective, while if they put on the second, syllabus it becomes verb. Whereas, rhythm and intonation as these are important markers of fluency and can change the meaning of a word or sentence. Consequently, for study the importance of stress, rhythm, and intonation to get benefit pronunciation learners of English in both cases when they listen or in English language. Little changes in stress, rhythm, and intonation may confuse when they speak the target language.

1.5.7. Interaction

It is mainly connected to spoken language as it's tied to some rules including how and when to take turn.

1.5.8. Rate of delivery

It indicates to how rapid or slow speakers talk. Students of English may find themselves unable to produce and understand a fast or slow speech.

1.6. Teaching the speaking skill

English language has a significant standing in global communication. Nowadays, the objective of teaching speaking have to develop students communication skills, because in this way students can express their feelings and learn how to guide in the environment rules appropriate in each conversation. As Murphy stated that English language is play a central role in many fields such as education, economic, and business of company. Moreover, the teachers should know the problems that need to deal with it, and the competences that have to develop, in order to facilitate speaking for the learners. In this point Harmer (87) suggests three important steps to help teachers in process of teaching: rehearsal, feedback and engagement.

1.6.1. Rehearsal

If students are training to debate or discuss any subjects freely with each other's in classroom, they will be able to express their feelings or thoughts when they meet friends with foreign language outside of classroom.

1.6.2. Feedback

This step defined that the teachers paly a great role through correcting mistakes and motivating learners during classroom lesson in order to develop their speaking skill.

1.6.3. Engagement

Here is a kind of speaking drill managed by the teacher to let all student members participate in a certain conversation.

1.7. The practice of speaking

Learning a second language is not an easy task neither to achieve nor improve. Also, speaking of foreign language for the first time to a native speaker is massive task. What if leaners get something wrong? Will they be offended that they have massacred their language?

It is clear, speaking is the most effective thing that learners can do to develop their language skills. Yes it is scary at first. But once they have chatted with a few native speakers they quickly build their confidence. Speaking tasks divided into two main types to reinforce our speaking skill: independent speaking tasks and integral speaking tasks.

1.7.1. Independent speaking tasks

The independent one is considered as auto-learning how speak a foreign language fluency by practicing some individual tasks that may organized the learner's speaking skill development through the following steps:

- ✓ In short paper writes some subject you known.
- ✓ Describing a certain setting around you or elsewhere.
- ✓ Reading out loud some written tasks will help you memorize some expressions that will be used later on while speaking.

1.7.2. Integral speaking tasks

This task is integrated because learners will be using information provided from reading and listening texts to answer the questions.

- ✓ Find for source questions and try to answer them orally.
- ✓ For thus task learners will have to integrate or combine information from reading passage, text, stories and listening audio into summarize information.
- ✓ Try to hear in a lecture or conversation and will be able to take notes as you listen (TOEFL 28)

1.8. The importance of the speaking skill

Speaking is an act of communication which is very important in teaching English as a foreign language. It regards as one of the four macro language skills: listening, speaking, writing and reading. For instance, it is the skill that helps learners to express and exchange their ideas, feelings and desire. In this notion, speaking has used tools to affect listeners and reach their goals. According to Ur (2002) claims that speaking skill is considered as the most important skill ability of all other skills because it is as the primary skill to be able to improve and develop in learning a foreign language, if you know how to speak a language, you will absolutely know it.

According to Celce Murcia (2001) argued that for the most people give priority to speaking as the most significant skill among the others, so the four language skills: listening, reading, speaking and writing which are all interrelated between them. Proficiency in each

skill is essential to become a well-rounded communicator, but the ability to speak skillfully gives the speaker with several different advantages. In addition, speaking skills are significant for profession success, but certainly not limited to one's professional aspirations. Also, Speaking skills are can improve one's personal life, by bringing about the well-rounded growth.

Section Two: Vocabulary**2.1. Introduction**

In teaching and learning, Vocabulary is considered as the basic element in the process of mastering a foreign language and communication skills because without sufficient vocabulary and words' meaning, students cannot understand others or express their own ideas. In reality, everyone has his own skills and abilities in process of learning a language. The speaking skill level in order to be proved, shown, requires, in the first place vocabulary knowledge. Therefore, it is believed that, the main need for speaking proficiency is vocabulary is vocabulary knowledge.

2.2. Definition of vocabulary

Vocabulary is defined a group of words within someone's language including single items and phrases or parts of several words which convey a particular meaning. In more details, it can appear as set of skills which is necessary process that can help speakers or writers understand the meaning. Many authors have defined vocabulary, according to Hatch and Broun (1995) stated that vocabulary of a person is stated a set of words used by a person when building new sentences. In addition, vocabulary is more significant than grammar and it is considered the main key to interact successfully with others. To sum up, vocabulary means in English deal with words one use in target language to carry information or right message so without vocabulary one cannot construct powerful language knowledge.

2.3. The Relation between vocabulary and the four language skills

This point will explain the relationship between vocabulary and the four language skills involving: types, meanings and functions of vocabulary.

2.3.1. Types of Vocabulary

There are four types of vocabulary that are linked to the four language skills listed by: listening; speaking; reading and writing vocabulary.

- ✓ Listening vocabulary: indicates to words that learners can understand the meaning when they hear and interpret in speech.
- ✓ Speaking vocabulary: is a spoken word that learner uses to convey the listener.

- ✓ Reading vocabulary: concerns to words that it considers the primary source to enrich vocabulary via reading, likely if learners are not read a text or paragraph, they cannot grow their vocabulary.
- ✓ Writing vocabulary: this kind refers to words that used in writing production to express opinions.

3.2 Meaning and functions of vocabulary

This type is going to discuss the meanings and functions of each vocabulary type concerned with its relation to be the four language skills

3.2.1. Meanings/oral vocabulary

It refers to combination of speaking and listening. It includes words language learners understand when they hear in conversation and, and they can use in their speech. This involves both receptive and productive vocabulary. For listening, without enough knowledge of meanings/oral vocabulary, learners will be more responsible to miss the points of what they are listening to especially authentic situation. For speaking, the main ingredient in developing that skill is shaving sufficient meaning/oral vocabulary. From this point, Nation (1990) states, in order to speak English, it is necessary to have a large vocabulary.

3.2.2 Literal/ written vocabulary

It involves to collection of our reading and writing vocabularies. Words language learners use to understand what they are reading, and words they use in writing; it includes receptive and productive vocabulary. Receptive vocabulary represents the ability to recognize words when they are seen and hear. When the learner writes, a number of vocabulary items is required in order to produce his/her thought in written form.

3.2.3 Receptive vocabulary

It refers to a learner's ability to know and recognize words and retrieve its meaning while listening to reading a text. But they cannot call and produce through writing and speaking. Of thought, according to Nation (2001) declared that receptive vocabulary would involve reading or listening to a word and regain its meaning.

3.2.3 Productive vocabulary

This term includes writing and speaking which is refer to a learner's ability to use a word to send a message or express his/her thoughts and ideas appropriately through speaking or writing. For instance, learners can use these words in speaking and writing well.

To sum up, vocabulary items can be categorized into four groups as receptive, productive, meaning/oral, and literal/written vocabulary, in order to develop these four language skills that learners need. In shorty, Pikuliski and Templeton (2004:02) suggest a diagram in order to clarify the relationship between vocabulary and the four language skills.

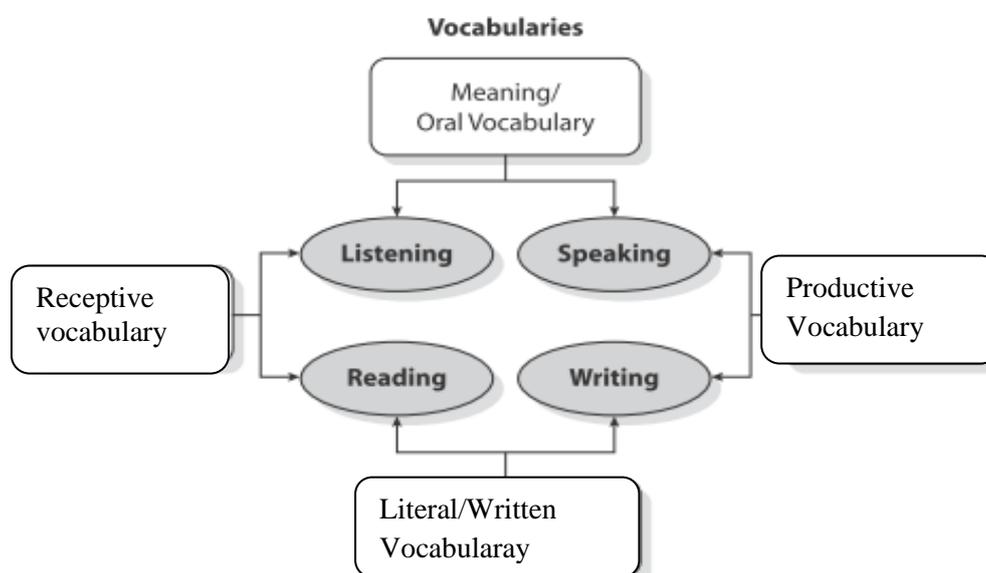


Figure1: vocabulary and the four language skills (Pikulski and Templeton, 2004)

5. The nature of difficult word

There are list of words which may be difficult to understand, knowing what these words mean. Word difficulty listed in five main points: pronunciation, spelling, length and complexity, grammar and meaning.

5.1 Pronunciation

It plays a central role in learning EFL and it shows that words are difficult to pronounce

are more difficult to learn; if the pronunciation is easy the word will be easy to acquire and if not it will be a problematic.

5.2 Spelling

English words have complicated structures, that is to say speakers frequently find it difficult to spell words correctly. Misspelling of words is likely to be the cause of errors because we can write a word with silent letters that are not articulated, for example know, listen, foreign, the letter 'k' in know, 't' in listen, and 'g' in foreign are mute.

5.3 Length and complexity

There are some words long which are hard to spell and pronounce which means hard to remind for this reason students avoid learning it.

5.4 Grammar

Another problematic associated is grammar. Students can practice some rules of grammar but in reality may avoid in some cases. Thus, students cannot understand and use all the grammar rules because some of them require certain care and efforts.

5.5 Meaning

When two words overlap in meaning, students confuse them such as the verb to do and make. The researchers say: I do the best and make the mistake not inverse and the words such as since and still can also be troublesome for learning this combination which makes the word learning difficult.

6. Techniques of vocabulary

In teaching vocabulary, teachers must use techniques in foreign language classes and adapt the best process to convey successfully the meaning of target items to the learners that is constant matter in their minds. Moreover, teachers use various techniques that are described by Grains and Redman (1986) stated that should be mastered by EFL learners because

without approaches and techniques they cannot transmit the meaning. These techniques are divided into three main types: visual, verbal and translation techniques and each one consists of a number of strategies.

6.1 Visual techniques

They consist of actual objects, photographs, flashcards, pictures and blackboard drawing. These techniques claimed by Urbeman (1998) that learners can understand the names of things through these kinds of demonstration which can be used to develop students' understanding of a particular concept or word. Miming and gestures also other visual techniques that can be fun and frolic. The teacher acts and learners are tried to imitate him/her. It makes learning an appreciate fun experience to remember. Such techniques help vocabulary retention for visual learners.

6.2 Verbal techniques

In this technique, teachers use illustration, which can be either written or oral., and create an example of a concept, among this techniques it can be short story, a dialogue, an anecdote from which students are able to deduce the meaning of a word. However, teacher should be very containing about presenting a context to the new language items because the context may be unclear to students that are why exemplary sentences should be few of them. Moreover, the use of synonyms and antonyms is quite common use particularly among low students. This technique enables students to broaden vocabulary store.

6.3 Translation techniques

Dictionaries are a useful resource for both teachers and learners as they read and listen to English for example they will come across words that they don't know or cannot guess the meaning of them. It is impossible to recognize all words in English! A dictionary helps learners understand what a word means and some dictionaries give them a lot more information about a word.

7. The importance of vocabulary in EFL classes

Vocabulary is widely recognized as the basis aspect in English language learning. It appears in every skills of language beside listening, speaking, reading and writing. Therefore, it is

considered one of the great fields for successful communication in language. In addition, mastering vocabulary is very important for students who learn English as a foreign language or certain language should know the words. It can support them in speaking when they are communicating to persons can write and translate the meaning of words when they be determine English, so if they do not know the meaning of words, they will not able to speak or write anything.

In fact, the study of words and learning vocabulary should give priority. Moreover, words are the reflective tool of student's level whether in reading or speaking. Vocabulary needed for expressing meaning and using the receptive and productive skills because Learners sense a lot of their difficulties, in both receptive and productive language use, result from the lack of vocabulary knowledge.

According to David Wilkins (1972) defined vocabulary is much more important and more attention than grammar because learners cannot construct and use correct grammatical structures, if they do not have sufficient of vocabulary. On the other hand, vocabulary helps learners with language production as Hubbard(1983) notes that the more words a student knows the more precisely that student can express the exact meaning he/she want to. In this view, students need to recognize a wide number of words meanings to communicate effectively. To sum up, the important of vocabulary based on language learner who managed to learn a large and rich vocabulary will perform success, both in an EFL classroom and life. Then the process of acquiring the target language will be much easier because the learner will often find the right words to describe different situation, and to express his thoughts, ideas and feelings. So, vocabulary plays central role in learning and understanding the target language as well as in communicating effectively.

8. Conclusion

To conclude, this chapter we have dealt with some theoretical concepts that in the first section which are related to the speaking skill as a productive skill which is crucial process that helps to evaluate students' proficiency in target language. It is considered as the most difficult skill among the others (listening, reading and writing). Therefore, learning speaking skill successfully demands the capacities and efforts from the student with encourage of their teachers.

In the second section, we have tried to talk about vocabulary and focused on concept of vocabulary and its components to be obtained and learned successfully. Then, we have attempted to precise the major types and techniques and methods that should be guide to develop student's vocabulary knowledge as possible to encourage the speaking fluency.

Chapter two

Methodology and Data
Analysis

2.1. Introduction

This chapter is devoted to the investigation of the hypotheses of the study, if students know the real role of vocabulary with expansion and have enough of vocabulary, they will be a good speaker. Besides, if teachers give their learners much more practices and providing with interesting topic, their speaking skill will be improve. This means vocabulary plays a central role in improving students' speaking skill.

This chapter is the practical side of the present research work. First, it will describe the sample and identify of profiles of both teachers and learners. On the other hand, we are going to analyze data tools used to collect data which are students' questionnaire and teachers' questionnaire .In this study, we expect to confirm and disconfirm our hypotheses about helpful vocabulary leads to development and improvement of speaking skill.

2.2. Methodology**2.2.1. Hypothesis**

This study we based on hypothesis

- a. If students know real role with expansion and have enough of vocabulary, they will be master of speaking skill.
- b. If teachers give their learners much more practices and providing with interesting topic, their speaking skill will be improve.

2.2.2. Sample

In this study, the sample is opted for 3 rd year LMD students in the Department of English at Abdelhamid Ibn Badiss University in Mostaganem. We dealt with Thirty 30 students from a total population and they will be selected randomly. Also, the students are selected from different sexes (male and female). The reason behind choosing to work with 3rd year LMD students is because they have been studying oral expression for three year by this point they may have background about our study which is beneficial for us. So, they are believed to give us a truth answers and favorable ideas about relationship between vocabulary and speaking skill and how can vocabulary contribute to develop speaking skill.

Secondly, we opted for teachers of English at University of Abdelhamid Ibn Badiss in Mostaganem who they will be selected randomly. We dealt with the sample of teachers those have been experience in teaching of oral expression and they benefit us more than other teachers. The reason behind this choosing that to know their opinions about the influence vocabulary in developing speaking skill and its importance in learning EFL classes.

2.3. Description of the questionnaires

In the present research, we directed two main questionnaires which are a data collecting tool. The first one for the teachers and other for students. These questionnaires are composed questions of multiple choice types. Besides, teachers and students are supposed to add a tick in the corresponding boxes after reading the questions and also a number of open-ended with space to fill. The results these questionnaires will help us to know the role of vocabulary in developing students' speaking performance and its importance in learning.

2.3.1. Students' questionnaires

The student's questionnaires consist of 11 questions; each question is carefully designed for main purpose. However, students' questionnaire is contain of two sections, the first section is about learning the speaking skill which dealt with (7) questions to clarify students' level in speaking skill and how can teachers give the chances to speak in class. Also, to admit the obstacles that faced it when speaking. But the last section which consists of (4) questions to recognize the strong relation between the vocabulary and speaking skill and both of them depend each other. Then, to confirm that vocabulary plays a central role in developing speaking skill.

2.3.2. Teachers' questionnaire

Teachers' questionnaire contains of ten questions which divided into two sections. In the first section we try to ask teachers about teaching of oral expression and how they make and create a good atmosphere in classroom for contribute students' comfortable in oral session. For instance, the second part deals with how can teachers improve vocabulary and speaking skill in their learners by the best way.

2.4. The analysis of data tools

2.4.1. Surdents' questionnaire

Gendre :

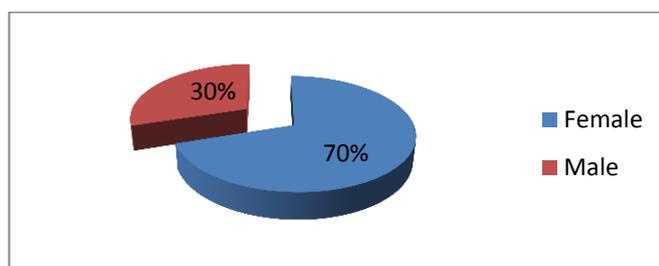


Figure02: Participant Gender

As shown above by figure, we notice that the majority of participants making up (70%) were females, while 30% making up 09 students were males. As a result the number of females is higher than males.

Question01: What is your favorite module?

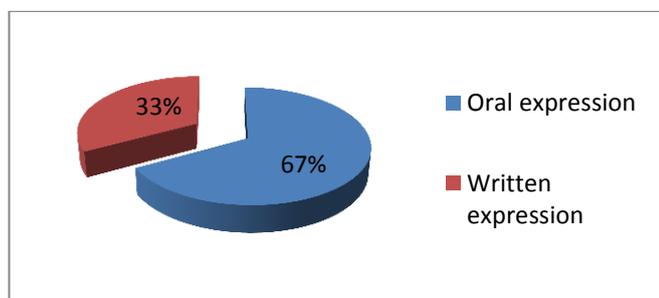


Figure 03: Students' Favorite Module

The aim behind this question is to perceive whether the students choose written expression or oral expression, from the above figure we realize that 20 of the students (67%) show that they prefer oral module which they consider the most important skill, from this point they give similar justification as follow as;

The most of them claimed that they prefer speaking rather than writing because they want to develop their speaking in order to exchange and express their opinions and feelings with others. Besides, they proved another justification, speaking skill enrich their vocabulary

with new words. Some students considered speaking skill as a master to others skills. While the rest of 10 students who present (33%) indicate that they prefer written expression.

Question 02: how do you evaluate your level in speaking skill?

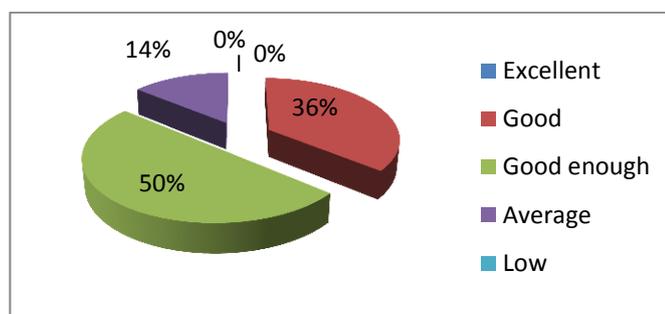


Figure 04: Students' Level in Speaking Skill

The aim of this question is dealing with the evaluation level of students in speaking skill.

The figure above reveals that half of students present (50%) from the total sample regard their level in speaking as a good enough. While, some of them claimed that their level is good, from this result considered as a good point. Whereas, the minority of them indicate that their level is average. And none of participants indicated excellent and low.

Question 03: Does The Teacher of Oral Expression Give You Enough Opportunities to Speak in Class?

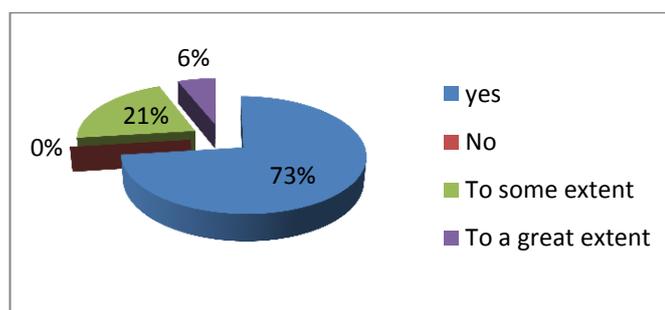


Figure05: Students' Opportunities to Speak in the Classroom

The aim behind this question is to seek if teachers give opportunities their student to speak and exchange their ideas in classroom.

The figure shows that majority of students who declared that their teachers give them the chances to speak in class in order to develop their speaking skill. On the other hand some of them say that give them the opportunities to some extent to speak. While, the rest of students present (6%) claimed that a great of extent. Whereas, No give no answer.

If Yes, How Often Do Practice Speaking Skill in The Oral Expression Class?

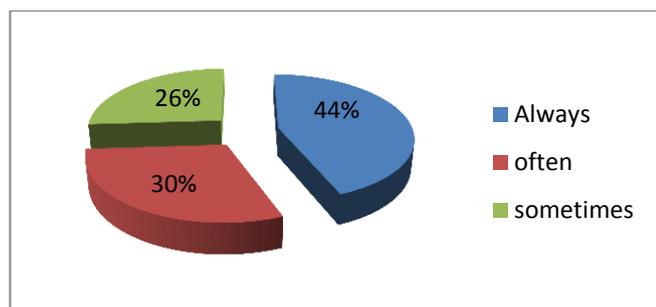


Figure06: Students’ training of Speaking in Oral Expression

The figure indicates that (44%) of students admitted that most of teachers every time give them chances to speak in oral session. While others students between (30%) opted often and (26%) sometimes declared that teachers give them opportunities to speak in class.

Question 04: Do You Face Any Difficulties to Speak in English?

We choose this question is to know that students found that speaking skill is difficult task here they have problems when speaking.

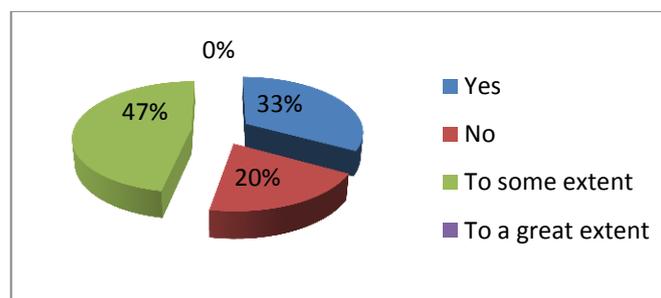


Figure07: Students’ Difficulties to Speak English

From the figure above we notice that 47% of participants claimed that to some extent. While some of participants 33% have difficulties in speaking. Whereas, the rest of

participants 20% that they do not have difficulties which means that they may know sufficient of this problems in order to find solutions when they speak.

Question 08: If yes what is These Difficulties?

The reason behind this question is to notice exactly the difficulties that students faced it when speaking and know if lack of vocabulary leads to poor oral production.

Some of them have admitted that give similar explanation which are pronunciation and grammar these mean that pronunciation is problems that they face it in oral session as a result they didn't listen to sound and didn't used dictionary Oxford. Also, they found difficult in the rules of grammar such as tense of verbs .While the majority of students have remembered that vocabulary deficiency is most difficult from this reason they may do not have a sufficient words to exchange thoughts.

Question 09: What Are The Obstacles That Prevent Speaker To Convey The Message Successfully?

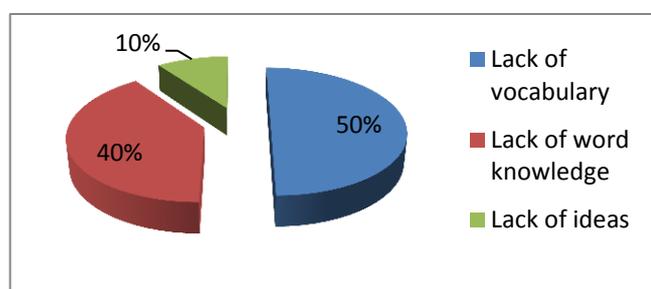
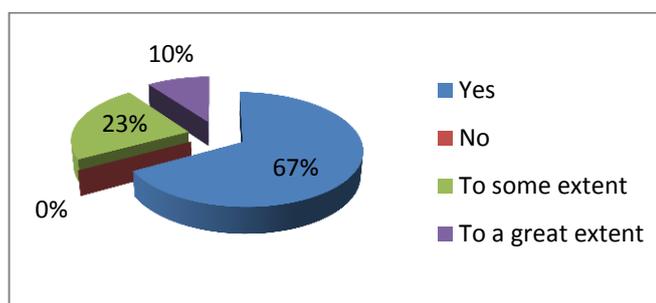


Figure 08: Speakers' Failure to Convey Right Message

The aim of this question is to admitted that half of students (50%) affirmed lack of vocabulary is one of the most of obstacles that speaker failure to transmit the correct message. However others students (40%) denote lack of knowledge. While, a few of students opted lack of ideas, indeed it doesn't have relation with the speaker failure to convey message.

Question 10: Do You Think That Vocabulary Module Improving Your Speaking Skill ?



The figure 09: The Impact of Vocabulary on Their Speaking Skill

The reason behind this question is to perceive that vocabulary is very important to improve speaking skill.

The figure reveals that most of students agreed that vocabulary module develop speaking skill because when others talk in front of us we can acquire new words. Whereas, the others stated to some extent. On the other hand, the remaining students argued that vocabulary leads as much as to develop speaking skill.

Question 11: What Are The Factors That Contribute in Developing of Vocabulary Skills?

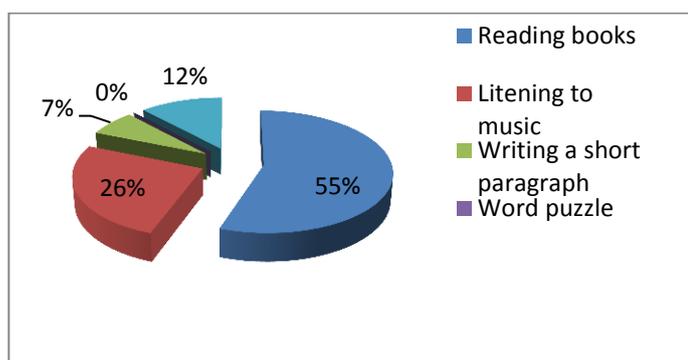


Figure10: Factors' Contribute in Developing Vocabulary Skills

We choose this question to see there are many factors which are contribute to developing students' vocabulary skills.

From the figure above shows that the most of students (55%) rely on reading books which means through reading books we can develop our thinking and acknowledge new

words. While others students 26% indicated that they listen to music which leads them to acquire baggage of information. However, a few of them rely on writing a paragraph. Whereas the rest of students were chosen all the four options those options contribute to develop vocabulary skills.

Question 11: Do The Speaking Skill and Vocabulary Depend on Each Other?

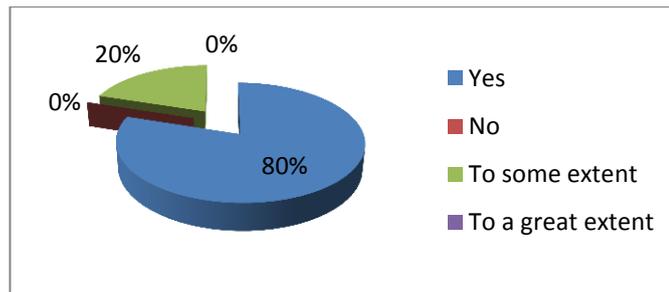


Figure11: Related Between Vocabulary and Speaking Skill

The aim behind this question is to perceive the great relationship between vocabulary and speaking skill.

Accordinging this figure above that majority of students said that vocabulary and speaking are two skills that integrate each other because learning of speaking skill needs the learning vocabulary. While the remaining of students argued that to some extent. And none of students opted no and to a great extent.

Question12: Do You Think That Vocabulary Plays a Central Role in Developing The Speaking?

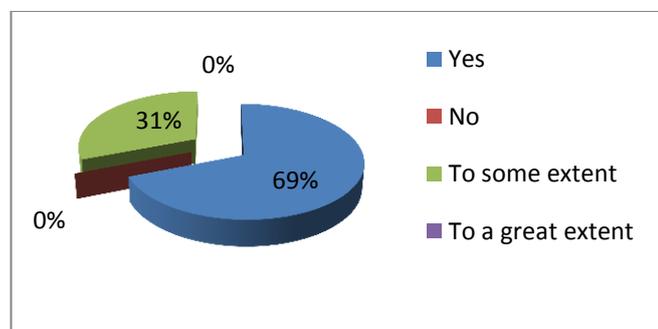


Figure12 : The Vocabulary Play a Central Role in Developing Speaking Skill

The purpose of asking this question is to check that students supposed that vocabulary is very important to improving speaking skill and both of them cannot be separate because learning of each one needs to learning of other.

From the of figure above the big of amount students confirmed that vocabulary plays a central role to develop speaking skill because without learning of vocabulary nothing can be transmitted and conveyed. While the minority of students opted to some extent can vocabulary leads to develop speaking skill.

Question 13: Which One Important When You Speak ?

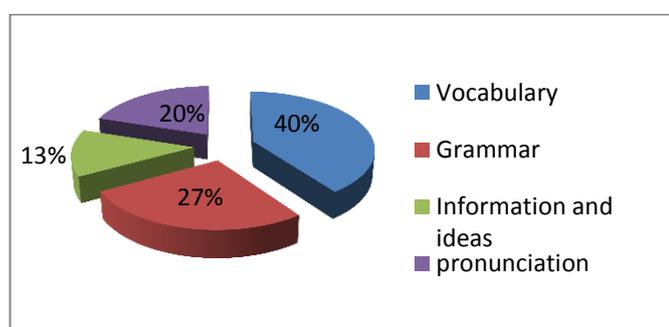


Figure13: The Significant Element When Students Speak

The aim of asking this question is to know which one that students focus on when speaking.

From the above of figure we may conclude that most of students focus on vocabulary which means vocabulary as basis promotes speaking skill in learning. On the other hand some of them declared that grammar. While the rest of students focus on information and ideas.

2.4.2. Teachers' questionnaire

Question 01 : Have you taught oral expression subject ?

The aim of this question is to know that whether teacher teach oral expression or not.

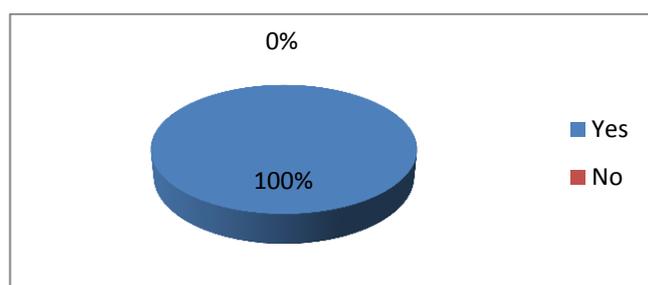


Figure 14: Teachers' Choices Taught Oral Expression

As shown above by figure, we notice that all of teachers taught oral expression as an important part in teaching, from this result we can say oral expression has a central role in developing speaking skill.

Question 02: How Often Do Your Students Participate in Oral Expression?

The aim of this question is to seek the frequency of students' participation in oral expression.

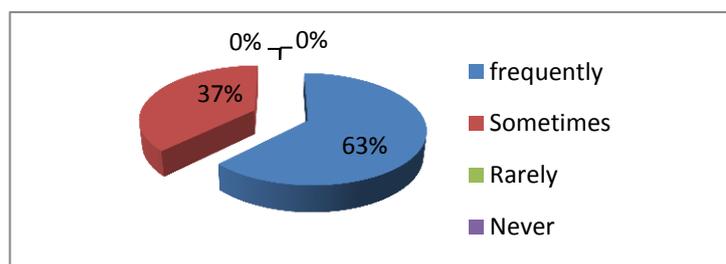


Figure15: The Amount Students' Participation in The Oral Expression

From this figure above that the most of participants making up (62%) said that their students are frequently participating in oral lecture, from this result we supposed that students are motivated by their teachers, and they are interested in their classroom. While (3) participants the equivalent of (38%) stated sometimes and none of participants opted rarely and never.

Question 03: Do Your Students feel Comforting in The Oral Class?

The aim of this question is to know which a factor has impact on students' feeling comfortable.

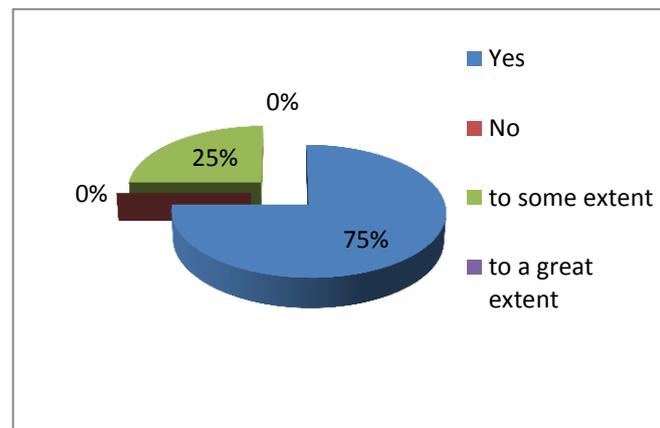


Figure 16: Teachers’ Opinion of Students’ Feelings Comfortable in Oral Session

By asking this question we found that the majority of teachers making up (63%) presented that their students feel comfortable in oral expression class. We assert that the reason behind the students feeling is that teachers are a central role to create a good atmosphere in classroom for contribute them comfortable. Whereas a small amount of them said that to some extent. However ‘no’ and ‘to a great extent’ give no answer.

what make them feel so?

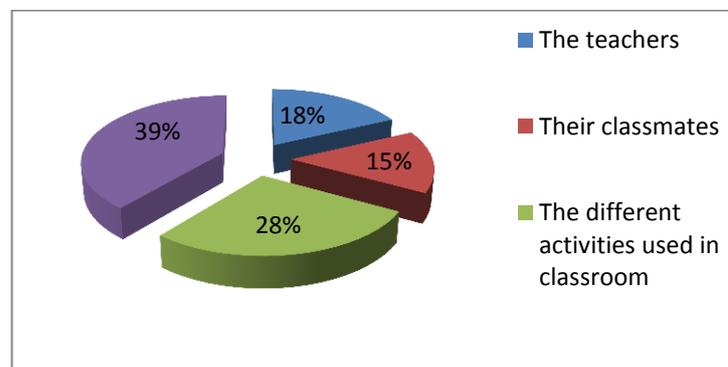


Figure 17: Feelings’ Students

The purpose behind this question is to perceive that most of teachers (39%) admitted all of the options such as the teachers, their classmates, the different activities used in class these contribute to motivating students’ feelings in classroom. While others of teachers confirmed behind students feel comfortable by using different activities in classroom. But the rest of teachers stated between (18%) teachers and (15%) their classmates prove that students feel comfortable during oral session.

Question 04: Do You Motivate Students to Speak in Classroom?

The reason behind asking this question is to realize if the teachers encourage and motivate their students to speak in oral lecture so learners can enhance their speaking skill.

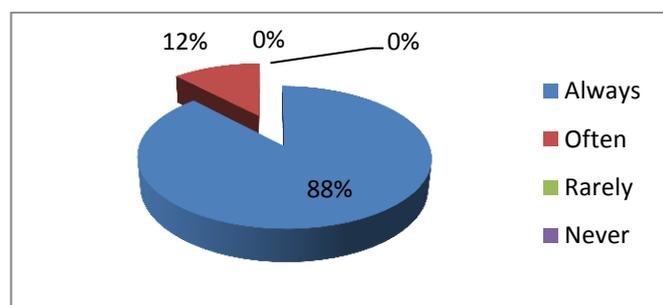


Figure18: Teachers' Opinion of Students' Motivating to Speak in Classroom

From the above the figure we notice that a great majority of teachers illustrated that every time they are motivating and encouraging their students to speak in oral session. On the other hand only few (12%) of teachers said often. So, we can observe that teachers play a central role to create pleasant atmosphere and used different activities in the class to push them to speak.

Question 05: When You Evaluate The Students' Level of Performance in The Speaking Skill You Rely on?

The aim of this question to know which one the basic that teachers used it to evaluate their student's level of performance in speaking skill.

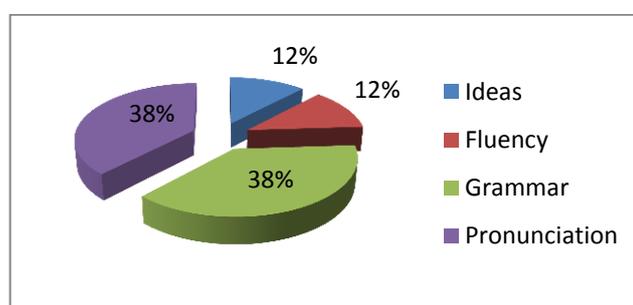


Figure19: Teachers Who Rely on Evaluation of Students' Level in Speaking Skill

According to the statistics of the figure admitted that some of teachers focused on both grammar 38% and pronunciation 38% more than ideas 12%. While the rest of teachers 25%

indicated that they rely on fluency. So we can notice that teacher relied on both grammar and pronunciation to evaluate their students' level in speaking performance.

Question06: Do you think That Vocabulary Development Leads to High Level Speaking Proficiency?

The reason behind this question is to prove that vocabulary is very important in learning and teaching English, hence it is play a great role in developing speaking skill in a particular.

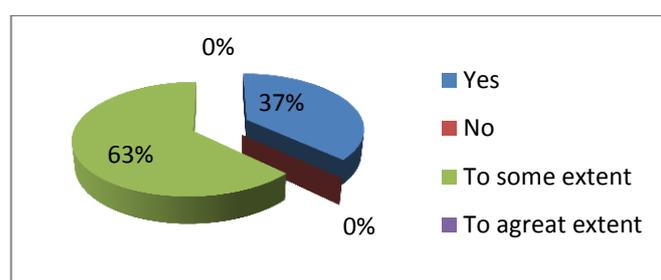


Figure 20: Opinions' Teachers about significance of development vocabulary in Speaking Skill

As is illustrated by the figure shows that some of the participants making up (37%) replied by 'yes' which means that vocabulary development helps in leaning general and developing students' level in speaking skill in a particular. While the most of them 62% participants opted for to some extent.

Question 07: What Do You Find Most Difficult for Teaching Oral Expression Subject ?

The aim of this question is to perceive most difficulties that teacher face it during oral expression which differ from one teacher to other.

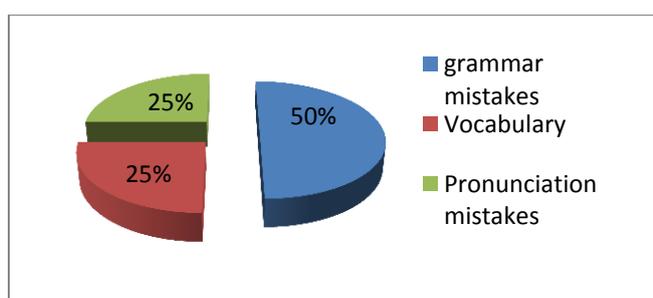


Figure 21: Teachers' Dealing with Most Difficulties in Teaching Oral Expression

Through this figure shows that the half of teachers declared that grammar mistakes is the difficult aspect in teaching oral expression. Whereas others teachers who denote that vocabulary is similar with pronunciation which means they confirmed that students also have difficulties in both vocabulary and pronunciation.

Question08: In Your view, What Is The Best method to Improve Vocabulary in Speaking Skill ?

This question is an open-ended to know the best method to develop vocabulary and speaking skill. However, the teachers suggest many different ways to help students and improve them to speak as follow as: the majority of them give similar justification that suggested using dictionary and reading books from this result we can say these factors are essential in learning English to acquire words knowledge. On the other hand, most of them supposed that students have to do more practice and exercise in their class, and they select interest topics which are related to their emotions. Whereas, others teachers said that students should listen or hear to native speakers in order to gain much more words using to develop their speaking. Also, they said that students should use many tools and materials such as role play, games, and videos to improve their vocabulary and oral production.

Question09: How frequently do you correct the learners' Mistakes?

The aim behind this question is to know that teachers play a great role to correct the students' mistakes. However teachers feedback could be encourage them for learning to develop their speaking skill.

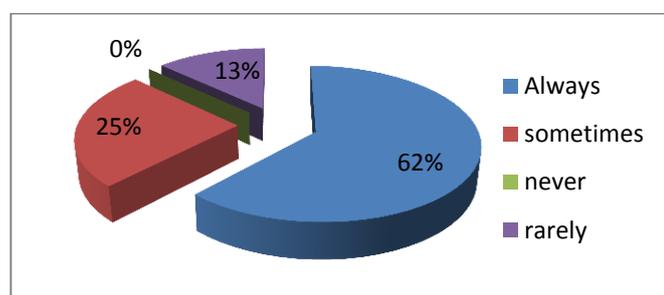


Figure22: Teachers Correction students' Mistakes

As shown above by the figure we notice that most of teachers (62%) declared always which means they correct students' mistakes in speaking by this way is regard as the best to

improve the speaking skill in learning English. While, some of teachers making up (25%) stated that sometimes. However, the rest of teachers said rarely which means they should a few to correction their mistakes every time because it impacts the students and raise their fears. And no answer on the last option. So, this question can be related to what has been mention in chapter one.

Question 10: Do You believe That Students Do Not Participate Because ?

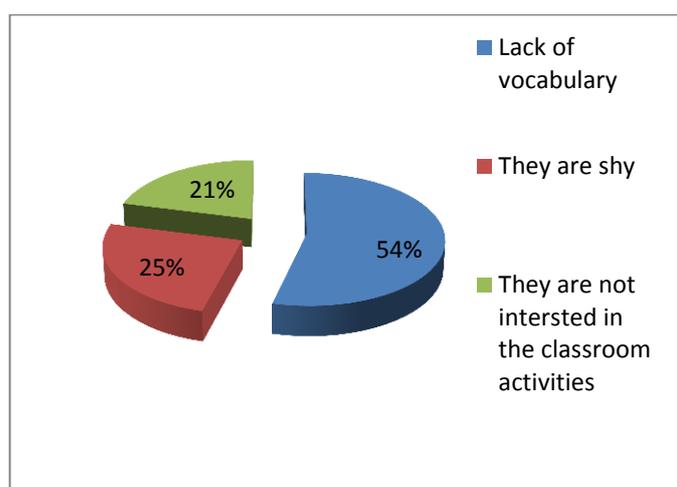


Figure 23: The Reason behind Refusing Students' Participation

The purpose behind of this question is to confirm that there are principle reasons that lead to students not participate in class.

From the figure above we may conclude that most of teachers (54%) said that students have lack of vocabulary, hence we notice that without a huge of vocabulary students refuse to speak in classroom. while others rely on they are shy which means a whole of students suffer from this problem. Whereas the rest of teachers stated that they are not interested in the classroom activities.

Conclusion

To sum up, this chapter has a results drawn from teachers' and students' questionnaires. Both of them were helpful in the discussion which illustrated the data shown through figures this part more visual clarification. These analyses revealed that vocabulary is essential role in the development of the speaking skill. Besides, if students have huge background of vocabulary of course they will be master in speaking skill to transmit the

correct message. It based of speaking skill as a reflective aspect for students' success and mastery of this skill focuses on vocabulary because without it nothing can be improved and acquired.

Chapter three

Discussion of findings and
recommendations

1. Introduction

This chapter is dedicated to the interpretation and discussion of the results we obtained from both teachers and learners questionnaires to prove the validity of hypotheses. Then we will shed light on some recommendations and suggestions for both teachers and learners to enhance students' speaking skill by huge of vocabulary. Finally, the chapter will display the limitations of present study.

2. Interpretation of results :

After analysis the results, we are going to interpret the findings obtained from teachers' questionnaire, students' questionnaire.

2.1 Interpretation of students questionnaire

In this study, the results of students questionnaire describe that all students answered the majority of questions. Based on the analysis of students' questionnaire, our interpretation are built. In background information, the students participate reveal that the random sample contains more females than males. This may be that females are more interested in English language than males.

The findings show that the majority of students prefer oral expression in English, this means they are motivated to learn it. This would explain that they prefer speaking rather than writing because they want to develop their speaking in order to express the opinions and ideas with others. Also , they like talking and exchange their opinions orally. However, the rest of students prefer written expression because they are interested of written rather than speaking.

The results show that the most of students describe their level in speaking as good enough and good, this means They give importance to oral expression and they like it because may be students are able to speak and express freely with others. However, the others show their level is average because they have lack of vocabulary and they find a difficulties in pronunciation and grammar rules.

From the finding obtained, we notice that majority of students provide that their teachers give opportunities them to speak and express their ideas in oral session. That means we could explain that every time teacher give them opportunities to speak in class and motivate them. While we find some of them claimed that their teachers give the chances a

great extent to speak in class. Also, teachers always practice their students in speaking English because when teachers give them a lot of practices in class here they will be a master of speaker. From this point, we notice that teachers are central role to correct students speaking mistakes by giving opportunities to speak in class.

A deep of clarification of results indicate that most of students faced some difficulties when they speak English. This indicates that students may have deficiency of vocabulary here which means that they do not have baggage of words and phrases to express their ideas. Besides, have difficult in grammar rules because they may are not aware of the importance of grammar. The last one, pronunciation in this case they may did not listen to sound and may be they do not interest in classroom. However, the rest of them they do not face any difficult when they speak. This means that they have enough of vocabulary knowledge that is to say it allows them to speak fluently and express their ideas in oral classes.

When the results from students' questionnaire were analyzed most students are confirm that lack of vocabulary is one of the most problems that speakers failure to transmit the right message; this means vocabulary is very important in speaking. In addition, lack of vocabulary leads to a poor oral production because without sufficient of words knowledge here speakers can not convey correct message to listener. On the other hand, the rest of students prefer lack of ideas; this point it doesn't have a relation with speaker failure to convey message.

From the data analysis the researcher found that the majority of students prefer that vocabulary module develop speaking skill. This means when students are talking front the whole class here others or listener can be acquire new words and phrases.

The researcher found that the main factors' contribute to develop students' vocabulary skills which are reading books, listen to music, writing short paragraph and word puzzle. So, from this analysis we confirm that the majority of students rely on reading books; this means it helps students to improve their speaking skill. For instance, it enhances our ability to focus, keep information, increase the thinking, raisanse of vocabulary. Also, we should read books to expansive of horizons and vocabulary. However, some of others prefer listen to music because it give us perfect pronunciation models and it can help overcome these obstacles and improve their English listening skills. Whereas, the remaining of them choice writing pragraph and game the word puzzle.

The findings show that the most of learners answer that vocabulary and speaking are two skills that integrate each other; this point means both of them cannot be learned or improved separately because the learning of one needs the learning of other.

It was revealed that the majority of learners said that vocabulary plays a central role to develop speaking skill because without vocabularies students cannot form even a sentences or express their opinions. In addition, through vocabulary students can speak easily without any difficulties, hesitation and give you self-confidence and speak freely about any topics. So, we notice that vocabulary reduce and decrease the speaking skill's obstacles and difficulties.

Concerning the learners comments on which one more focus when speaking; most of students focus on vocabulary because it is the main important point in the speaking skill development. Also, building of ideas and giving information is included baggage of vocabulary and word knowledge as well. That is to say without enough of vocabulary nothing can be transmitted and conveyed even if the speaker has good grammar and cultivated in a given topic. However, some of them declared grammar and pronunciation not to give invalid information.

2.2 Interpretation of teachers' questionnaire

The results of the first question show that all teachers taught oral expression and they have been experience in teaching of oral expression. This indicates that they know more about teaching oral expression. Also, they know a methods that help them to improve speaking skill. In addition, they have background knowledge about students weaknesses here they are aware of useful methods to develop their students' level in speaking skill.

According to results, teachers answered about the encouragement of the student's participation in oral session show that all of them frequently work on making their learners participate and exchange their needs during the session. This means that teachers consider the participations an important central role in the development of learners' talking orally which can be helpful for them, whereas speaking with teachers and classmate as well.

The findings show, the researcher found that the majority of teachers inform that their students feel comfortable in oral expression class because teachers of oral expression play a great role to create a good atmosphere during the lectures for contribute them comfortable and motivate them to speak and learn. Also, they inform that students make to feel comfortable in

oral expression class by their teachers because they may create an encouraging atmosphere in oral class to push them to speak orally without fear. However, they feel comfortable by interested in the different activities that are used in the classroom, and classmates.

From the analysis of results, we find that the majority of teachers' answers that vocabulary plays a central role in learning and teaching English. So vocabulary development leads to the speaking skill development. This means it helps in learning general achievement and in a particular developing high speaking level proficiency.

From the results, the researchers notice that the most of teachers find difficulties in vocabulary misuse and grammar mistakes. It means vocabulary knowledge is the most difficult aspect in teaching the oral expression

All teachers state suggestions on what is the perfect method to improve vocabulary and speaking skill. Teachers have mentioned various ways to improve both of the students' vocabulary and speaking skill. So, some of them said that using the dictionary and reading books. It means these factors are essential in learning English to gain new words and reading different books leads to acquire different culture. While others suppose that students have to do more practice and exercise in classroom and they select topics which are related to their emotions and feeling. Also, they recommend that students should listen or hear to native speakers in order to get much more words using to improve their speaking, students should practice vocabulary and use many tools for example role play, watching TV, games, and speaking by oral presentation to develop oral production.

From the findings obtained the most of teachers always correct student's mistakes in session. Here may be are the main types of mistakes that are teachers need to be corrected such as vocabulary mistakes like incorrect collocations and idiomatic phrase usage. Then grammatical mistakes (mistakes of verb) to improving their oral; so we can say correcting mistakes is done to help students speak better English. Whereas, the rest of teachers stated that rarely to correct students' mistakes because it impacts the students and shy in front of the whole class which raise their fear and feel afraid.

From the data analysis, the researcher concluded that the most of teachers suggest that some reason behind the students refusal to speak in classroom because they have lack of vocabulary. We believed that students suffer from this problem, who do not share their ideas

with their classmates and always like to be silent during the session because they do not have the knowledge of words. While others answer that they are shy and are not interested in the classroom activities are the main reason behind students refuse in classroom.

2.3 Summary of interpretation

Our interpretation can be summarized as following:

Both teachers and learners confirm that on importance of vocabulary in developing students' speaking skills by emphasizing on its role teaching and learning English general achievement. Both teachers and learners encourage participation in classroom because of them it is important to get ideas and improve knowledge. This will make the learners competent speakers and develop their oral production.

When teachers teach oral expression that who faced some difficulties such as vocabulary misuse and grammar mistakes. According to the teachers and learners answers vocabulary plays a role in developing the speaking skill because enhancement of speaking skill needs the learning of vocabulary; so without baggage of vocabulary nothing can be acquired.

Both teachers and learners agree best method to improve vocabulary and speaking skill like role play, reading books, using dictionary, listening to native speakers, and games. The analysis of results and interpretation confirm the hypotheses of the research work.

3. Limitation of the study

The first limitation is time, it was not enough to do the necessary reading and gaining sufficient information. This means it can be helpful to his research. The second limitation is collecting data from research tool, it took long time to answer and collect all the questionnaires for the teachers and learners. Finally, the researcher has an inexperienced who make some difficulties when collecting data.

4. Suggestion and recommendation

For developing speaking skill of EFL students, is regarded to be challenge for teachers and learners. The researchers try to recommend some suggestions for both teachers and

learners on how can vocabulary develop students' speaking skill and how teachers should help to create them a master speaker

4.1 Suggestions for teachers

Teachers could to give them opportunities to speak and motivate them to do learn better in classroom, and give them practices to improve their oral performance. Also, teachers need to participate their students in classroom in order to students avoid the shyness, fear and feel free to express ideas and opinions.

We suggest that teachers are central role to create good atmosphere in classroom to contribute them comfortable. In addition, they would need to create a correction of students' mistakes and give them a positive feedback; this means could be encourage them to develop their speaking proficiency.

Teachers could assess and evaluate their learners; let them discuss any subjects freely with each other's in class and give them efficient time to explain their work or exercises in order to giving them bonus points during the session frequent; this will improve their capacities of speaking. We suggest that teachers need to motivate them to participate and express ideas even if they make a wrong words, which may rise their oral production.

4.2 Suggestions for learners

Students should be helped to enhance their speaking and language development in supportive, motivating and encouraging way from teachers. And they reveal that classroom as the relax place which they should speak and exchange their ideas freely with classmates.

We suggest for students to use some materials such as reading books, using dictionary, listen to music, watch movies, as a means which will be beneficial for them to acquire new words knowledge and express ideas with any one.

Researchers recommend for students to develop the capacity of speaking freely by a sufficient of vocabulary. We suggest for students to create decisions about how to exchange and to achieve the goal of developing their speaking skill.

5. Conclusion

We offer the analysis of the finding by describing the result then interpret it for both teachers and learners. Besides, we add some suggestions and recommendations about strategies which can help the development learners' speaking skill through knowing the real role of vocabulary.

General conclusion

The learners are able to develop the speaking skill through vocabulary which is very helpful way to learn and reinforce speaking skill. In order to master this skill they depend on vocabulary because without it little meaning can be conveyed and speaking is poorly improved. This study aims to investigate vocabulary as the basis to promote speaking skill in EFL classes. The objective is to examine the strong relationship between vocabulary and the speaking skill, and how the deficiency of vocabulary can lead to a poor oral performance.

This work attempts to answer the research questions to eventually confirm/disconfirm the hypotheses; that are to say if learners know the real role of vocabulary with expansive words they will master speaking effectively. Furthermore, if teachers give their learners more practices and provide interesting topics in classroom, students will enhance their speaking skill.

To investigate the research work and confirm hypotheses, the researcher divided the work into three chapters; the first chapter deals with a theoretical part as a literature review in which the researcher presents two sections; section one includes common definitions of speaking skill, its importance in EFL, focus on its characteristics in EFL classroom and the difficulties of speaking. Section two also covers definitions of vocabulary, its types and its importance in EFL classes and developing the speaking skill.

The second chapter is devoted to the practical part. The researcher deals with describing the sample for both teachers and learners. Then description of questionnaires as a data collection tool. This chapter displays data analysis of both teachers and students' questionnaires.

The third chapter attempts to interpret the findings obtained from data analysis which is illustrated in the second chapter. For instance, the researcher added some suggestions and recommendations for both teachers and learners concerning the importance of vocabulary in developing students speaking skill proficiency. The researcher concluded the chapter by confirming research work's hypotheses.

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Appendix (A)

Students' questionnaire

Dear English students,

This questionnaire is an attempt to gather information about vocabulary as the basis promote speaking skill in EFL classes. We would be grateful if you could answer this questions to help us in our research.

Please tick the appropriate box(es) or answer in the space provided.

1. Gender :

a- Male

b- female

2. What is your favourite module ?

a- written expression

b- oral expression

If you answer oral expression, please justify

.....

3. How do you evaluate your level in speaking skill ?

a- Excellent b- good c- good enough d- average e- low

4. Does the teacher of oral expression give you enough opportunities to speak in class ?

a- Yes b- no c- To some extent d- To a great extent

If yes , how often do you practice speaking English in the oral expression class ?

a- Always b- often c-sometimes

5. Do you face any difficulties to speak in English ?

a- Yes b- No c-To some extent d- To a great extent

If yes what are these difficulties

.....

6. What is obstacle that you face it when you speak ?

a- grammar mistakes b- vocabulary deficiency

c- prononciation of words

7. Do you think that vocabulary module improving your speaking skill ?
a- Yes b- No c- Somehow
8. What are the factors that contribute in developing of vocabulary skills ?
a- Reading books b- writing short paragraph c- listening music
b- d-word puzzle
9. Do the speaking skill and vocabulary depend on each other ?
a- Yes b- No c- To some extent
b- d-To a great extent
10. Do you think that vocabulary plays a central role in developing the speaking skill ?
a- Yes b- No c- Somehow
11. Which one is important when you speak ?
a- Information and ideas b- Prononciation c- Grammar
d- Vocabulary

Appendix (B)

Teachers' questionnaire

Dear teachers,

You are kindly invited to answer some questions .It aims to investigate the role of vocabulary in developing and improving students speaking skill. We are interested about your point of views as you represents the source of inquiring. Thank you very much for your cooperative.

1) Have you chosen to teach the oral expression subject ?

- a- Yes b- No c-To some extent d- To a great extent

2) How often do your students participate in oral expression ?

- a- Frequently b- Sometimes c- Rarely d- Never

3) Do your students feel comfortable in the oral expression class ?

- a- Yes b- No c- To some extent d- To a great extent

what make them feel so ?

- a- The teachers b- Their class mates c- The different activities used in classroom

4) Do you motivate students to speak in classroom ?

- a- Always b- Sometimes c- Rarely d- Never

5) When you evaluate the students' level of performance in the speaking skill you rely on :

- a- Ideas b- Fluency c- Grammar d- Prononciation

6) Do you think that vocabulary developmant leads to high level speaking proficiency ?

- a- Yes b- No c- Somehow

7) What do you find most difficult for teaching oral expression subject ?

- a- Grammar mistake b- Vocabulary messeare c- Prononciation mistakes

8) In your opinion, what is the best method to improve vocabulary and speaking skill ?

.....
.....

9) How often do you correct their mistakes ?

a- Always c- Sometimes d- Never

10) Do you think that students do not participate because :

a- They are shy b- They are not interested in the classroom activities
c- They overcrowded