

Investigating the Role of EFL University Instructors in Promoting Students' Performance in Speaking Skill

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Abstract

The aim of this study is to investigate instructors' role in promoting university students' performance in speaking. The researcher has adopted the descriptive analytical method. Data has been collected through the means of a questionnaire for a number of 50 university instructors of English language. They were requested to give their opinions on a number of 15 items. The most important results show most of students' weakness in speaking activities as well as the limit speech time for all of them to speak orally. Results also show students' shyness from speaking with other students. Based on the findings, the researcher recommends that weak students should be provided with sufficient exercises and also students need to be helped to cope themselves with relevant materials and suitable level of difficulty and easiness. Finally, other topics are suggested for further studies such as difficulties that face first year university students in oral communication and investigating effectiveness of instrumental strategies at improving speaking skill.

Keywords:

Promoting, EFL, Performance.



Investigating the Role of EFL University Instructors in Promoting Students' Performance in Speaking

1. Introduction:

As we know, English language has become well known language all over the world because of the influence of the British Empire and also the importance of learning this language made the majority of people want to learn it for its spreading all over the globe.

English is now used by millions of speakers in different parts of the world and it is one of the most widely used languages in the world. Knowing a language means learning its main four skills (reading, writing, listening and speaking).

In academic learning there are different materials provided with varied methods and techniques made these skills known by the students equally and also taught equally by instructors; but are these methods and techniques used properly, especially by university instructors to promote and develop students' performance of these four skills equally?

According to researcher's observation during the period of teaching at some universities, it is noticed that more concentration is given to reading and writing and insufficient exercises are given to students to develop their speaking skill, therefore there is an apparent underacting made by some instructors of listening and speaking courses at universities for this important skill when teaching EFL learners.

2. Statement of the Problem:

An apparent observation made by the researcher during teaching period is that most university students don't communicate orally the way that they read and write. The majority of students either practice speaking skill very slowly or don't attend to practice it at all although they seem good in reading and writing. The researcher specifically wants to investigate the role of university instructors in promoting students' performance in speaking order to provide some solutions to this problem.

3. Literature Review:

Do you speak English? This question proves that speaking is the most important skill in comparison to the other three ones as if you want to assess the knowledge of someone in recognizing a particular language, you will ask him/her (do you speak this language?) not do you read/ write this language? Another point is that we normally hear; this language is



widely **spoken** (not written or read), therefore in in our globalized world, speaking or communication is an essential skill for all users of any language in general and EFL learners precisely.

For the study dimensions of this essential skill, it is proved and there is an agreement that speaking should have more focusing when teaching the main four skills in classrooms taking into consideration that it is connected with listening skill.

Swain (2001) states that “it has been argued that assessing speaking could encourage learners to actively learn and practice speaking in classrooms”. However, speaking is one of those skills that are necessary a lot and it is a productive skill (could not be separated from listening).

What is speaking?

Despite of the different definitions of (speaking), we find that all of them confirm the fact that it the delivery of language and also the process of building and sharing meanings by using verbal and nonverbal symbols.

Speaking is also defined according to Brown (1994:2) as an interactive process of building meaning that includes producing, receiving and processing information. Another definition stated by Tarone (2005:485) is that “speaking is the most complex and difficult language skill to master. The act of speaking incorporates listening and comprehending simultaneously and relies on communicative competence and the situated context”. It is very clear that speaking focuses on conveying ideas and information in a verbal way by using words of language.

Yule (1985:1) suggests that “we don’t usually think of speaking as similar to chewing, licking and sucking, but like speaking, all of these actions involve movement of the mouth, tongue and lips in some kind of controlled way”.

Developing speaking skill:

Because of that, speaking is the skill which gives us the ability to interact and communicate effectively, instructors at universities should play the major role in promoting its performance by encouraging learners to use English inside classroom as well as in their daily interactions with others.

According to Rao (2012), the experts believe about developing speaking skill that:



- Of the four skills, listening and speaking are taught and learnt in quick succession. The teacher introduces the language item in the class and the learners situationalize it.
- Speech is best introduction to other language learning skills. Learning through speaking is a natural way of learning foreign language.
- Speech is important because it provides the opportunity for the practical usage of a foreign language.
- Speech brings fluency, correction then accuracy among EFL learners.

Of course any EFL learner has to acquire and develop these skills equally, (listening and reading as passive skills or receptive) and (speaking and writing as active skills or productive), therefore speaking is the skill that will be judged upon most in real life situations. Fulcher (2003) states that “speaking is the verbal use of language to communicate with each other. The focus of skill is to increase students’ ability to communicate in their target language”.

Another point is that, among the main four skills of English language, speaking seems to be quite complex because the language speaker has to utter sentences with their full grammatical structures and as possible as they can without pronunciation errors.

Speaking seems to be more significant in language developing especially when the communicative approach had been introduced to language teaching as well as language learning, therefore teachers have to provide chances for their learners by encouraging them to use English in a communicative way both inside and outside classroom because of the different functions that speaking has (interactions and transactions).

The Role of Instructors in Developing Speaking Skill:

The acquisition of language is obtained naturally, therefore it doesn’t matter to put much focusing and concentration into it. Even if children, for example, have to acquire more than one language, it seems that they learn them more easily. Children acquire the language naturally without paying attention into its grammar,

written forms or structure, therefore they talk according to what they have heard in communicative situations, and therefore instructors also can encourage students and guide them to the efficient way of speaking with less concentration on specific grammar instructions and patterns as they don’t need very much of it in any case.



The previous lines confirm that, the role of instructors in this situation is to develop as well as promote the abilities of speaking skill that students already have and not only to build. Another point of view is that, Speaking is like writing, also has to be practiced without grammatical or structural mistakes, therefore it is thought for many learners to be more complex than other skills.

Brown G. and Yule G. (1983) state that “it is important that teachers should focus on having students’ practice in producing speeches such as public talks, public announcements along with short turns. Because practicing to produce dialogues in interactional situation might not guarantee that students can yield satisfactory results from long talks to a group of listeners”. This point of view confirms that teaching speaking skill is very important because it can help learners to build vocabulary as well as listening and writing. Teaching students to speak another language means helping them to develop their skills interactionally and communicatively besides promoting its performance so they have to know this specific task when instructors of speaking courses at universities teach speaking. According to Harmer (2007:107) “a teacher is like a gardener, because he/she plants the seeds and watches them grow”. Students are the field and the seeds is seen as the knowledge planted by educators.

A successful university instructor is the one who evaluates students’ speaking skill by using varieties of techniques also the mean of using both observations and quizzes or sorts of tests that are designed to evaluate oral proficiency of the students.

Harmer (2001:275) there are three important roles that teachers can play if they want to get their learners to speak fluently. One of them is the prompter. During the speaking skill, learners might demonstrate a kind of struggling when they try to express themselves. In this case the teacher usually gives hints, suggests phrases or vocabulary.

Despite of the importance of speaking skill, the process of teaching it still needs more assessment as it has been undervalued and most of EFL instructors and teachers have been going on their teaching by memorization of conversation or repetition of written forms of the books loudly.

Another point of view made by Bueno, Madrid and McLaren (2006:321) is that “speaking is one of the most difficult skills language learners have to face. Speaking is considered the most important of the four language skills of English. Even the learners learn the language for many years; they find it difficult to speak in real time situations when is demanded”.



Beside the different techniques that can be used by university instructors to develop this skill among learners, they, also must help students overcome their fears when practicing speaking or when they involve in a communicative situation. In addition to that, students should be encouraged and motivated so that the skill can easily be developed and promoted. (Speaking activities should be designed to motivate students for rehearsing what they have learnt).

Nunan (1991:90) states out that “in an in-service programme in which teachers were asked to record and analyze on of their lessons, one of the most frequent comments made by teachers asked what surprised them most, was the amount of talking they did”. This perspective proved what it was stated out about communication strategies that university instructors have to use to enhance students’ ability to speak (help students to be talkative when oral communication or when learning speaking process).

Spoken utterances enable students to connect between what they already know and what they are going to learn. In practicing this skill or in real classroom situations, many learners find it difficult to communicate or to interact as they think that speaking of foreign language fluently without pronunciation errors is a very complex task to fulfill and from this sensitive point appears the role of their instructors to break the barrier of fear among students.

Bygate (2009) suggests that “it is necessary to deal first with what good speaker of foreign language can do. Hence it was assumed that the ability to speak fluently in all times associated with certain characteristics to be owned by the speaker. This letter is presented in the teaching of grammar, an amount of vocabulary with some care about pronunciation, so that the piece of the produced speech sounds as the native speakers’ one”.

4. The Method of the Research:

The participants in this study included 50 EFL university instructors. The participants were chosen due to the facts that they play a major role in promoting students’ performance in speaking at university level. An adopted questionnaire was employed as a measuring instrument and the participants were asked to answer all the items of the questionnaire, giving their own opinions towards the role of EFL university instructors in promoting speaking skill performance for Students at university.

Gender	Frequency	Percentage
Males	36	72%
Females	14	28%
Total	50	100%



5. Data Analysis:

No	Statement	Strongly Agree	Agree	Disagree	Strongly Disagree
1.	University EFL Students are not motivated sufficiently by their instructors to speak English.	16	8	30	6
2.	Instructors usually speak most of the lecture time (more than students)	30	10	8	2
3.	None native speakers' students with a very low English competence make instructors do more efforts on speaking activities	26	15	5	4
4.	Instructors should offer more additional examples and exercises on spoken English activities for their students.	40	10	0	0
5.	Instructors need to use short sentences and easy vocabularies for most of the students when practicing speaking skill	33	6	6	5

As it is shown in the first item, 60% of the participants expressed their disagreement that students are not motivated sufficiently by their instructors to speak English and that confirms an important aim for learning a language and that is to concentrate on its oral utterances in communicative situations. A fixed rule (widely common at secondary level teachers) is that, STT should be more than TTT in order to really help them in developing their communicative competences. What is shown in item 2 is the opposite (instructors normally speak more than the students) and this is not considered as a conflict because school level students are different from university learners in both the nature of the courses as well as the way of teaching which determines the students' speaking time. Challenges related to language learning make students need to do more efforts due to their learning process as well as their instructors to do more activities that improve their speaking skill and this clearly provided and agreed by 82% of the participants what confirms the individual differences between native and non-native students.

Similarly, in comparison with item (4), more additional exercises and examples on spoken English activities should also be provided by instructors and that was agreed by all participants (100%). Mastering vocabulary can be challenging for second language learners



particularly those who are complex or unfamiliar ones. This point is clarified in item (5) when 81% agreed with the necessity of using easy language and familiar vocabularies especially for non-native students.

No	Statement	Strongly Agree	Agree	Disagree	Strongly Disagree
6.	Easy and familiar topics are not chosen properly to be given to students as additional exercises.	4	9	27	10
7.	Instructors must keep in mind while teaching, the correct and suitable materials that fit students' level	20	6	21	3
8.	University students are told and encouraged by their instructors to think in English as they do in their first language	30	7	9	4
9.	Instructors do not give their students enough time to do more communication activities because of time trouble	10	9	17	14
10.	EFL Instructors provide chances for their students to speak freely without focusing on grammatical mistakes.	13	17	18	12

A well-chosen easy topic to be given to students can be of a great help for them to start their learning process of language, so it requires careful consideration and this what it was agreed with by 74% of the participants. Suitability of materials for university students must be taken into consideration according to 60% of the responds shown in item 7 and the other 40 % of the participants who disagree with idea of curriculum suitability especially for weak students, support their idea with that, university students should promote themselves to the level of the course material as these materials will never be changed or replaced because there are individual differences among university students. Approved by more than 72% of the participants as it is shown in item 8, university students need to bypass translation stage in their minds while encountering communicative situations but think in English as they do in their first language to avoid the problems of speaking slowly compared with less than 28% of those who still need support and encouragement.



Item 9 confirmed what it was stated previously in item 2. Ensuring enough time for students to speak is nearly restricted for students at primary or secondary level, but for university students, they have to make use of every single moment during their study day, so the allowed time for university students to communicate is open and not only restricted in the class. More than 73% disagree with the point of giving students enough time to do communication activities because of time trouble. This trouble of course could be solved by engaging in conversations as well as discussions and debate forums outside classes.

It is clearly represented in item 10, participants are divided equally into supporters and opponents (for and against) and that what makes the issue of the importance of grammar in speaking is an argumentative issue. When 50% of the participants agree that, instructors provide chances for their students to speak freely with more focusing on grammatical mistakes, the concentration is on precision and credibility when communicating and those are achieved by the correct and precise utterances phonologically and grammatically. When the same item is disagreed by the same percentage (50%) that means when speaking, focus on revealing your message and make the audience (speaking group) understand you without concentrating on the correctness of grammar, as focusing too much on it can discourage the practice of speaking as well as hindering thee fluency.

11.	For assessing, instructors normally supervise students while practicing and do speaking activities.	24	8	11	7
12	Most university students (specially first level) shy to participate orally in lectures	25	9	11	5
13.	Instructors give chances for all their students to take part in lectures communicative activities and discussions as well.	5	5	25	15
14.	Mixed groups with students' individual differences (top, middle and lower) make all students take part in communication activities during lecture time.	17	20	8	5
15.	University instructors help and support their students when they encounter ambiguous activities specially when making presentations.	12	14	15	9

While practicing speaking, instructors normally supervise their students and also they have to focus on speaking activities such as fluency, correct pronunciation as well as their accuracy of language. What is shown in item 11 is that, 64% of the participants agreed with



the necessity of instructors' supervision. Lack of confidence for students (especially first level) as well as fear of making mistakes can result in being shy when communicate orally and this what was approved by 68% of the participants who respond to the twelfth statement. Those who overcome the fear of making mistakes and speak confidently are of a limit number in comparison with the whole number of students, for this reason, we find that 32% of the participants disagree with the idea of university students' shyness when communicating orally. In item (13), the participants were asked whether instructors give all their students chances to take part in lectures and its communicative activities beside discussions. 80% disagreed with the statement as it seems that lecture time affects the participation and practicing during lecture time. A large number of students make it difficult for all of them to take part in communication activities and discussions in a period of only two or three hours. Those who agreed with the same statement, they refer to limits number of students inside classes and of course it is easy to be controlled and STT could be distributed equally.

Benefits of mixed groups are apparent according to participants' responds for statement 14 as students who come have different experiences and backgrounds make discussion activities fruitful beside the richness of the discussion. What was agreed by 74% of the participants is that, groups should be mixed according to students' individual differences to make them take part in lectures communication activities. Encouragement and support is also needed for university students to participate orally based on the responds of the rest of participants for the same item as despite of these mixed groups that richen the discussion and communication as well as enhancing critical thinking, we find suffering of university students especially (lower level) and they are involved in the fear of speaking or difficulty to articulate their points of views or thoughts for the public.

A significant role can be played by instructors in order to help and support their students improve their communicative skills. Despite of this important role, 58% of the participants assume that instructors do not give enough support **but** encouragement for students before, during and after presentation is urgently needed despite of the agreement by less than half of the study population and that confirms reality is one thing and what is supposed to be is another.



Positive Statements of the Questionnaire

Statements	SA	A	D	SD
3. None native speakers' students with a very low English competence make instructors do more efforts on speaking activities.	26 (52.0%)	15 (30.0%)	5 (10.0%)	4 (8.0%)
4. Instructors should offer more additional examples and exercises on spoken English activities for their students.	40 (80.0%)	10 (20.0%)	0 (0.0%)	0 (0.0%)
5. Instructors need to use short sentences and easy vocabularies for most of the students when practicing speaking skills.	33 (66.0%)	6 (12.0%)	6 (12.0%)	5 (10.0%)
7. Instructors must keep in mind while teaching the correct and suitable materials that fit students' level.	20 (40.0%)	6 (12.0%)	21 (42.0%)	3 (6.0%)
8. University students are told and encouraged by their instructors to think in English as they do in their first language.	30 (60.0%)	7 (14.0%)	9 (18.0%)	4 (8.0%)
10. Instructors provide chances for their students to speak freely without focusing on grammatical mistakes.	11 (22.0%)	17 (34.0%)	18 (36.0%)	4 (8.0%)
11. For assessing, instructors normally supervise students while practicing and do speaking activities.	24 (48.0%)	8 (16.0%)	11 (22.0%)	7 (14.0%)
13. Instructors give chances for all their students to take part in lectures communicative activities discussions as well.	10 (20.0%)	5 (10.0%)	25 (50.0%)	10 (20.0%)
14. Mixed groups with students' individual differences (top, middle and lower), are organized properly to make all students take part in communication activities	10 (20.0%)	8 (16.0%)	16 (32.0%)	16 (32.0%)
15. University instructors help and support their students when they encounter ambiguous activities specially when making presentations	12 (24.0%)	14 (28.0%)	15 (30.0%)	9 (18.0%)

Table (2) shows that 50 participants answered 10 statements about the Investigating the Role of English Language Instructors' in Promoting EFL Students' Performance in Speaking giving the following views: -

In the third statement 26 answers responded strongly agree which represents 52.0%, 15 answers responded agree which represents 30.0% while 5 answers responded disagree which represents 10.0% and 4 answers responded strongly disagree which is 8.0%



In the fourth statement 40 answers responded strongly agree which represents 80.0%, 10 answers responded agree which represents 20.0% while 0 answers responded disagree which represents 0.0% and 0 answers responded strongly disagree which is 0.0%

In the fifth statement 33 answers responded strongly agree which represents 66.0%, 6 answers responded agree which represents 12.0% while 6 answers responded disagree which represents 12.0% and 5 responded strongly disagree which is 10.0%

In the seventh statement 20 answers responded strongly agree which represents 40.0%, 6 answers responded agree which represents 12.0% while 21 answers responded disagree which represents 42.0% and 3 responded strongly disagree which is 6.0%

In the eighth statement 30 answers responded strongly agree which represents 60.0%, 7 answers responded agree which represents 14.0% while 9 answers responded disagree which represents 18.0% whereas 4 answers responded strongly disagree which is 8.0%

In the tenth statement 11 answers responded strongly agree which represents 22.0%, 17 answers responded agree which represents 34.0% while 18 answers responded disagree which represents 36.0% and 4 answers responded strongly disagree which is 8.0%

In the eleventh statement 24 answers responded strongly agree which represents 48.0%, 8 answers responded agree which represents 16.0% while 11 answers responded disagree which represents 22.0% and 7 responded strongly disagree which is 14.0%

In the twelfth statement 25 answers responded strongly agree which represents 50.0%, 9 answers responded agree which represents 18.0% while 11 answers responded disagree which represents 22.0% and 5 responded strongly disagree which is 10.0%

In the thirteenth statement 10 answers responded strongly agree which represents 20.0%, 5 answers responded agree which represents 10.0% while 25 answers responded disagree which represents 50.0% whereas 10 answers responded strongly disagree which is 20.0%

In the fourteenth statement 10 answers responded strongly agree which represents 20.0%, 8 answers responded agree which represents 16.0% while 16 answers responded disagree which represents 32.0% and 16 answers responded strongly disagree which is 32.0%



In the fifteenth statement 12 answers responded strongly agree which represents 24.0%, 14 answers responded agree which represents 28.0% while 15 answers responded disagree which represents 30.0% and 9 answers responded strongly disagree which is 18.0%

Table (3): One-Sample Statistics of the Positive Statement

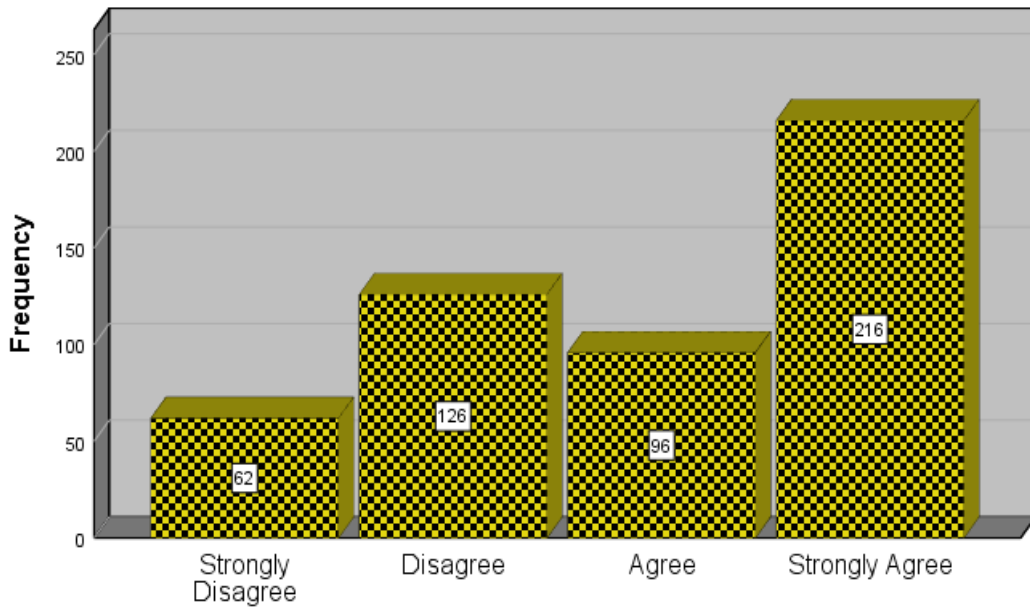
Items	N	Mean	Std. Deviation
S3	50	3.260	0.944
S4	50	3.800	0.404
S5	50	3.340	1.042
S7	50	2.860	1.030
S8	50	3.260	1.026
S10	50	2.700	0.909
S11	50	2.980	1.134
S13	50	2.300	1.015
S14	50	2.240	1.117
S15	50	2.580	1.052

Table (5): Positive Statements Frequencies

Category	SA	A	D	SD
Answers	216	96	126	62
Percentage	43.2%	19.2%	25.2%	12.4%



Figure (1): Positive Statements Frequencies



Reliability and Validity Statistics

Positive Statements Reliability Statistics	
Number of items	Cronbach's Alpha
10	0.97

Reliability is the overall consistency of a measure. High reliability means the measure produces the same results under consistent conditions. In this questionnaire, the high reliability (0.97) indicates that it is consistent and dependable.

Positive Statements Validity Statistics	
Number of items	0.98
10	

Validity refers to how accurately a method measures what it is intended to measure. High validity as in this questionnaire means it produces results that correspond to real properties characteristics and variations.



Table (6): Negative Statements of the Questionnaire

Statements	SA	A	D	SD
1. University EFL students are not motivated sufficiently by their instructors to speak English	16 (32.0%)	8 (16.0%)	20 (40.0%)	6 (12.0%)
2. Instructors usually speak most of the lecture time (more than students)	30 (60.0%)	10 (20.0%)	8 (16.0%)	2 (4.0%)
6. Easy and familiar topics are not chosen properly to be given to students as additional exercises	4 (8.0%)	9 (18.0%)	27 (54.0%)	10 (20.0%)
9. Instructors do not give their students enough time to do more communication activities because of time trouble	10 (20.0%)	9 (18.0%)	17 (34.0%)	14 (28.0%)
12. Most university students (specially first level) shy to participate orally in lectures	25 (50.0%)	9 (18.0%)	11 (22.0%)	5 (10.0%)

Table (6) shows that 50 participants answered 5 statements about the Investigating the Role of English Language Instructors’ in Promoting EFL Students’ Performance in Speaking giving the following views: -

In the first statement 16 answers responded strongly agree which represents 32.0%, 8 answers responded agree which represents 16.0% while 20 answers responded disagree which represents 40.0% and 6 answers responded strongly disagree which is 12.0%

In the second statement 30 answers responded strongly agree which represents 60.0%, 10 answers responded agree which represents 20.0% while 8 answers responded disagree which represents 16.0% and 2 answers responded strongly disagree which is 4.0%

In the sixth statement 4 answers responded strongly agree which represents 50.0%, 9 answers responded agree which represents 18.0% while 27 answers responded disagree which represents 54.0% and 10 responded strongly disagree which is 20.0%

In the ninth statement 10 answers responded strongly agree which represents 20.0%, 9 answers responded agree which represents 18.0% while 17 answers responded disagree which represents 34.0% and 14 responded strongly disagree which is 28.0%



In the twelfth statement 25 answers responded strongly agree which represents 50.0%, 9 answers responded agree which represents 18.0% while 11 answers responded disagree which represents 22.0% whereas 5 answers responded strongly disagree which is 10.0%

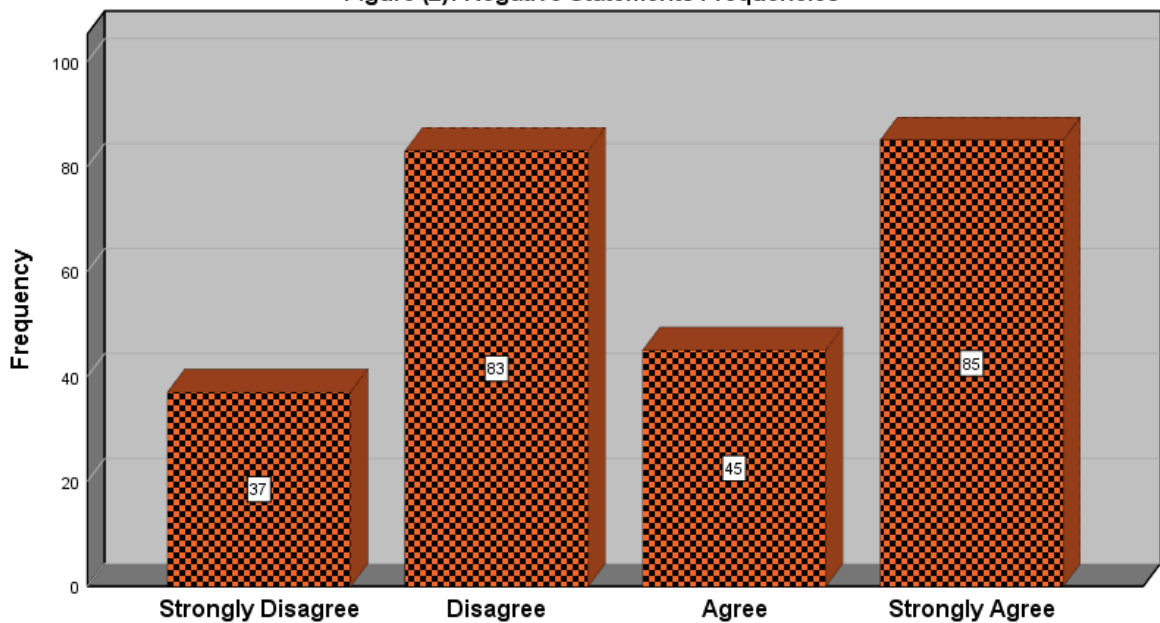
Table (7): One-Sample Statistics of the Negative statements

Items	N	Mean	Std. Deviation
S1	50	2.680	1.058
S2	50	3.360	0.898
S6	50	2.140	0.833
S9	50	2.300	1.093
S12	50	3.080	1.066.

Negative Statements Frequencies

Category	SA	A	D	SD
Answers	85	45	83	37
Percentage	34.0%	18.0%	33.2%	14.8%

Figure (2): Negative Statements Frequencies



Reliability and Validity Statistic

Negative Statements Reliability Statistics	
Number of items	Cronbach's Alpha
5	0.96

Reliability is the overall consistency of a measure. High reliability means the measure produces the same results under consistent conditions. In this questionnaire, the high reliability (0.97) indicates that it is consistent and dependable.

Negative Statements Validity Statistics	
Number of items	
5	0.97

Validity refers to how accurately a method measures what it is intended to measure. High validity as in this questionnaire means it produces results that correspond to real properties characteristics and variations.

Conclusion

Statements	Agree	Disagree	Reliability	Validity
Positive (10)	312 (62.4%)	188 (37.6%)	0.97	0.98
Negative (5)	130 (52.0%)	120 (48.0%)	0.96	0.97

From the above table we can see that all who tend to (agree and agree strongly) to the 10 positive statements are 62.4% and those who (disagree and strongly disagree) are 37.6%. The majority tend to agree.

We can also see that all who tend to (agree and agree strongly) to 5 negative statements are 52.0% and those who (disagree and strongly disagree) are 48.0. The majority tend to agree. There is a difference between the two groups and this because of the number of the items in each group. The results say the groups are nearly balanced.

The reliability for the two groups is nearly the same and also the validity. These results indicate that the questionnaire is reliable and dependable.

6. Results and Discussion:

After analyzing the data, results revolved that instructors’ speech during lecture time is more that students’ time speech bedside that most students have apparent weakness in



speaking confidently. Easy and familiar topics are chosen properly, additionally, correct and suitable materials that fit students' level are kept in mind.

Students' shyness from speaking orally is an important revealed result and despite of that, most students speak more confidently when they are mixed with other students of different levels.

7. Conclusion:

This study investigates the role of EFL university instructors in promoting students' performance in speaking. Based on the findings of the present study and with reference to the main hypothesis, it can be concluded that: the first hypotheses that states "**there is a crucial correlation between EFL university instructors' techniques of teaching and students performance in speaking.**" Results obtained after analyzing the questionnaire show that, students speech time is limited during lecture time and additionally more efforts extra exercises and additional examples are needed for students to improve their speaking abilities." All the previous results show that the first hypotheses is authentic and completely accepted."

As for the second hypotheses which says "**EFL instructors' encouragement and support improve students speaking abilities.**" Results obtained show that selection of familiar topics and correct materials are kept in mind by instructors and most students' participation in communication activities restricted only when they are mixed with other students of apparent individual differences. What is mentioned previously of results also make this hypothesis accepted.

8. Recommendations:

Based on the findings of the study, it is appropriate to make the following recommendations for both university students and their instructors:

1. Providing weak students with sufficient exercises to help them improve their spoken language.
2. Materials are relevant to students and with suitable level of difficulty and easiness but students should be helped to cope themselves and be familiar to these materials.
3. Instructors should find strategies to make students overcome shyness when speaking such as beginning with small group discussions and pair work.



9. Suggestions for Further studies:

This study discusses the role of EFL university instructors in promoting students' performance in speaking. But, for increasing the applicability of research and advancing knowledge, further studies are needed on topics like:

1. Difficulties that face first year EFL university students in oral communication.
2. Investigating Effectiveness of Instrumental Strategies at improving speaking skill.

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