Exploring the Obstacles EFL Learners Encounter in Classroom Oral Participation from the Perspective of Tertiary Level Instructors

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Abstract
English as a foreign language (EFL) instruction places special emphasis on students' active participation in class discussions. EFL learners encounter obstacles which prevent them from oral participation in the classroom. The purpose of this research is to discover why EFL students are not more engaged in class, as well as recognizing factors that impede students' class engagement. Moreover, the study aims at casting the light on the Techniques and Strategies for Enhancing Students Participation. Data was gathered through an interview in this descriptive-analytical study and analyzed using SPSS. The samples of the study consist of forty EFL professors from two Saudi universities. Findings from the study urged educators to help their students form positive self and social perceptions. Better class participation can be achieved through good rapport and the enhancement of the targeted teaching practices. The study concludes that EFL students are often disinclined to be engaged in oral class participation due to a mélange of a poorly managed classroom, language anxiety, and lack of vocabulary.

Keywords: active engagement, teacher-student rapport, conversational language instruction, real-time communication, language anxiety.

1. Introduction

Classroom education is especially important for students learning English in countries where English is not the primary language since they may have little opportunities to utilize the language outside of school. Participation in oral classroom activities is crucial for the development of speaking skills, and these activities make up a large amount of English language teaching. Increases in social contact facilitate linguistic development. Taking this into account, several

studies have analyzed student engagement in EFL classes and aimed to determine what variables prevent students from actively participating in classroom discussions and speaking activities (Peng and Woodrow, 2010, Pomerantz, 2001, Zarrinabadi, 2014). A shift in perspective from a focus on reading and grammar to one on effective English communication is at the heart of this new paradigm. This has created several challenges for administrators, teachers, and educators in terms of pedagogical approaches, instructional strategies, and policy adherence. The purpose of this research is to better understand the factors that encourage or discourage participation in oral activities and tasks by EFL students.

background

Nowadays much importance is given to English language learning and a great number of EFL students learn English for the sake of being fluent speakers. Moreover, speaking skill is the basic of any language that must be given a special emphasis. Since English is learnt for its communicative purposes and to fulfill learners' communicative needs in English as a foreign language within classroom, learners ought to be actively engaged in class oral activities. Participation in turn, is thought to be provided with fair extra importance in the process of learning and teaching as a whole. However, oral participation is a struggle for many foreign language learners, especially English. Learners face difficulty to participate in class that is because of their deficient of vocabulary, pronunciation or they feel shy and nervous when attempting expression or being involved in Oral discussions. In fact, teachers should be aware of their learners' needs for being active in classroom. Therefore, exploring the Obstacles EFL Learners Encounter in Classroom Oral Participation from the Perspective of Instructors at the Tertiary Level is the focus of this study benefiting from the previous studies on the same or relevant issues.

Objectives of the Study

1. Shed light on the causes of students' poor oral participation in EFL classes.

2. Finding solution to the problems of student's poor participation.

3. Motivating EFL learners to participate freely in communicative activities through grouping patterns.

4. Suggesting some techniques and strategies for both teachers and students to enhance classroom participation.

Questions of the Study

1. Why do so few EFL students participate during class discussions?

2. What are some potential solutions to the problem of low engagement among EFL students?

3. What factors would encourage EFL students to be more active in English language classes?

4. What are the best methods for encouraging effective interaction among EFL students?

2. Literature Review

There may be discrepancies between how instructors and students conceptualize participation. For the sake of this research, it is assumed that they occur as brief conversations between students or between teachers, or as a long discussion between students during a pair working activity (Allwright, et al., 1991). It is important to stress that when we talk about classroom involvement, we are talking about how engaged students are in class, which might have an impact on how their teacher evaluates them. Hence, participation is an essential part of the assessment process (Petress, 2006). One of the advantages of participation in EFL settings, especially in the context of this inquiry, is that participants have the chance to practice the target language. Furthermore, a large body of research backs up the idea that students can be corrected and progress toward their goal of speaking the target language thanks to feedback from professors and peers during or after participation (Rocca, 2010 is cited in Czekanski & Wolf, 2013). Excellent teacher-student relationships, as well as appropriate student behavior, classroom management, and student involvement, are all fostered by creating a safe and welcoming learning environment (Reifman, 2008). Students' ability to move around, grow physically, and become proficient in active learning are all made possible by the physical setting in which they are instructed (Scarlett, 2015). "Students are more likely to use the target language in the classroom because of the way the space is set up," says the author (Schwartz, 2018, p. 7). According to (Michael and Modell, 2003, p. 68) students will not engage in classroom activities if they do not feel safe. In a relaxed classroom setting, students are more likely to speak up and contribute to class discussions, group projects, and individual work (Shepherd & Linn, 2015).

Another important factor is the number of people in the group. Yet, when there are many students in a class, participation drops because everyone is watching their time and trying to make their opinions count. There is a possibility that students will feel like they have little to no opportunity for classroom participation and teacher feedback (Edwards & Liu, 2008). Teacher behavior, perspective, and inspiration Demotivation 153rd in the sample of English Language Learners, or

22nd overall (Fritschner, 2000) argues that students' enthusiasm and participation in class are strongly influenced by their instructor's mood. There are teachers who can get their students excited about learning a new language, and there are some who can turn them against it (Aulls, 2004). The instructor has a primary responsibility to ensure that students acquire and effectively use the target language in the classroom (Fritschner, 2000). How motivated or unmotivated a student is may have a role in whether or not they participate in class (Hennessy & Warwick, 2013; Allwright et al., 1991). It is true that a lot of teachers have trouble figuring out how to best present their material in class (Peterson, 2001). Even if students are eager to participate in class discussions, teachers may not always provide them enough time to do so (Czekanski & Wolf, 2010). Teachers have a responsibility to make students aware that class involvement is a major influence in their grades and provide them more time than usual if it is a part of the grading scheme or assessment of learning (Rocca, 2010).

Finally, feedback might serve as a useful means of communication between the teacher and the student (Reifman, 2008). Students can grow to be self-reliant by learning to monitor and evaluate their own learning and conduct using a variety of feedback sources and formats (Reifman, 2008). Feedback must strengthen students' capacity to evaluate the quality of their own work (Mckeachie and Svinicki (2011, p. 114). Students learn more from assignments when they receive feedback and have the option to provide their own input as they complete it (Mckeachie & Svinicki, 2011). Finally, effective use of feedback in the classroom can boost students' sense of worth and confidence (Reifman, 2008). Any of these factors individually or in concert can make students less likely to initiate or actively participate in group discussions in the classroom (Allwright et al., 1991 is cited in Rollins, 2014; Grossman, 2004). Student views toward the class, the teacher, or their peers may influence their decision to engage in or interact with classroom activities (Reifman, 2008). Forcing students to participate or having them deal with unfavorable feedback from their peers can both leave them with a poor impression of involvement (Allwright et al., 1991). The possibility that students will respond positively to every activity, including class involvement, increases when teachers show them that their contributions and thoughts are relevant to the class and their learning (Madrid & Pérez, 2001). Students' self-assurance and motivation are both dampened by the influence of their peers (Tatar, 2005). An individual's participation in class may be negatively impacted if they feel humiliated by the reactions of their peers. As well-versed in English a student may be, they still might not feel comfortable speaking out in class for fear of how their peers would react to a mistake or an awkward pronunciation

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(Aulls, 2004). Even if they have adequate verbal abilities, they may struggle to come up with the words because of a terrible experience in the past (Rollins, 2014). Some students may ignore the feedback of their classmates, while others may have trouble when required to read aloud or propose an idea in front of the class (Grossman, 2004). As a result, when teachers do not do a good job of easing their students' minds and relieving their stress, many of them withdraw from class, citing unfavorable past experiences as a reason (Rocca, 2010). Students' fear of making mistakes or appearing foolish can inhibit their ability to speak and progress in the target language (Allwright et al., 1991 is cited in Aulls, 2004).

2.1. Participation and insights for effective oral skills improvement

2.1.1. The significance of Speaking Skill

The Value of Good Oral Communication Skills Being able to communicate well orally is a crucial skill. Like the other skill, speaking involves more than just reciting words and is more nuanced than it seems at first glance. There are five distinct aspects of one's ability to communicate orally: pronunciation, grammar, vocabulary, fluency, and comprehension. For students of English to develop into fluent communicators, they must first grasp each aspect of the language. Secondly, speaking proficiency is influenced by several factors beyond just the linguistic ones mentioned above. We must first be aware of our own motivations, behavior patterns, and possible flaws to improve our speaking skills, as stated by (Turk, 2002, p. 5). This suggests that personal drive and context matter most when it comes to enhancing one's communication skills. Those students who are committed to bettering their public speaking abilities will put in the time and effort required to do so, including consulting a wide variety of materials and role models. Thirdly, learners' immediate environments have a significant impact on their progress in this area, as they are more likely to mimic their peers' behavior if those around them are also proficient communicators. Learning a language, especially English, without regular speaking practice is inefficient because speaking is the most important aspect of the language.

2.1.2. Expression in Verbal Form

Thornbury (2007) in his research on how to educate people to speak, argues that the process of learning to speak indicates that the grammar of the spoken language is completely unique from the grammar of the written language. Speech is a multifaceted skill that can only be honed via repeated exercise. The major goal and purpose of the study of the speaking process is to get an understanding of the processes involved in the development and expression of meaning through language. Natural speech has been found to have three main

qualities, as discovered by (Thornbury, 2007). Secondly, because it typically takes place in real time, speech production is linear; words and phrases are created one after the other. Second, it is reliant because we develop our words and phrases in response to the person with whom we are communicating, utterance after utterance. As a result of the listener's dependence on and direct response to the speaker's words, communication is also spontaneous.

2.1.3. Conversational Language Instruction

Students should place a premium on developing their oral communication skills. Teaching speaking is a crucial part of foreign language training since it contributes to student success and provides structured information and direction on how to communicate oneself, one's thoughts, ideas, opinions, and so on in the target language. According to (Nunan, 2003), who was involved in the study, teaching speaking entails showing students how to imitate the sounds and rhythms of spoken English.

A. Speak with the accent, intonation, and rhythm of the target language.

B. Choose words and construct sentences that are appropriate for the situation, audience, and subject matter at hand.

C. Arrange their thoughts in a coherent and compelling order.

D. Use words to share your values and viewpoints with others.

E. The capacity to speak a language with ease, confidence, and with few pauses is known as fluency.

The spoken language is vital to learning a language, thus teachers should encourage their students to speak up in class and work on producing grammatically accurate, related phrases and utterances that are appropriate for specific settings. Students' motivation and interest will rise, and they will be more likely to persist in learning the language, if they are given opportunities to build communicative efficiency in speaking, express emotions, and communication needs, interact and exchange with others, and so on.

2.1.4. Speaking Happens in Real Time

According to (Foster et al. 2000) conversational responses are not premeditated, and the language used to express them reflects these limitations on preparation, organization, and management of one's spoken words are hampered by these time constraints. When someone starts to speak but then changes their mind, it is called a false start. A further limitation is that the speaker cannot use as many complex words and phrases as they would in writing. Similarly, presenters can often ramble on and on because they cannot

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remember what they were going to say or what they just said. (Miller, 2001) indicates that there are requirements for, and liberties for meeting, the issues posed by the production of speech in real time. To become more fluent and satisfy the needs of real-time communication, speakers can use strategies such formulaic expressions, hesitation techniques, self-correction, rephrasing, and repetition (Foster et al., 2000). Students' oral production is boosted, and they are more equipped to deal with challenges when they are first exposed to these components of spoken discourse. It also aids in making one's foreign-language speech sound more natural.

2.1.5. Purpose of Speaking

According to (Nunan, 1991) language that serves this function is more focused on the message than on the audience. Undoubtedly, in this type of interaction, it is crucial to convey ideas clearly and make sure they were understood. Common instances of transactional language include news broadcasts, descriptions, narrations, and directives. Speaking engagements for this reason are often extensive, requiring careful planning of the topic to be presented and the use of linguistic strategies to convey the intended structure or nature of the material. Conversely, there are talks that are meant to foster or sustain engagement between participants. This second sort of language use is sometimes referred to as "social" or "interpersonal" language. It indicates that the terminology used in the conversational form is oriented toward the receiver. In this setting, participants take turns speaking for noticeably short periods of time (Dörnyei, 1994). Despite their differences, however, interactional and transactional language are frequently fused into a single idiom. Having good rapport with other people makes it easier to carry out day-to-day errands.

2.1.6. Communicative Competence

Communicative competence, as we all know, is a term used in language to describe the ability to communicate clearly and fluently in a given setting, using language in a way that is both grammatically sound and suitable to the topic at hand. The term "communicative competence" was first used by Dell Hymes, who was inspired by Chomsky's skill and success to create the term. In addition to innate grammatical competence, (Hymes, 1972) defines communicative competence as the ability to use grammatical expertise in different communicative contexts. His view was that fluency in a language required not only knowledge of the language's grammar but also practice in employing those rules in conversation. (Brown, 2007, p. 219), one of the academics who defined communicative competence, defined it as the ability to transmit and receive signals and to negotiate meanings in interpersonal contexts.

2.2. Challenges in Engaging EFL Learners

Foreign language students face onerous challenges and impediments that impede and deceive their engagement in the classroom, despite the fact that classroom participation is meant to improve the student's communication ability. Language and mental barriers restrict students from contributing actively in class.

A. Linguistic Barriers

Students of English as a foreign language (EFL) aim for fluent and correct communication in all social situations. According to (Thornbury, 2007), students' engagement in class is hindered by linguistic obstacles such as a lack of vocabulary, grammar and pronunciation concerns, poor listening, a lack of something to say, and a fear of making mistakes.

1. Lack of Vocabulary

Students learning English as a second language (EFL) often have a difficult time due to inadequate vocabulary. To paraphrase what (Thornbury, 2007) said, "Spoken a language also has a pretty high number of words and expressions". Students can't progress in language learning without the ability to freely express themselves. There is no way for the students to introduce themselves or share their thoughts. Individuals often struggle to find the right words to express themselves.

2. Incorrect Pronunciation

Students must be familiar with the suprasegmental features of English pronunciation such as stress, and intonation to serve the purpose of proper pronunciation. As (BADA, et al. 2015) pointed out, "when speaking, people compete with limited time to memorize words and also take care of their pronunciation...speaking is commonly handled at the level of pronunciation." Students' speaking styles are the first thing that teachers and employers notice when they interact with each other in the classroom or in the workplace. Students often choose to sit on the sidelines to avoid awkward conversations and miscommunication.

3. Insufficient Listening Practice

Without the capacity to listen carefully and comprehend what is being said, students will have a difficult time learning and practicing a foreign language and will have difficulty communicating in it. The ability to listen attentively is a crucial life skill, and students should be encouraged to develop it because effective public speakers are also skilled listeners.

4. Lack of Preparation

We are cognizant of the fact that group work and open dialogue on a predetermined topic are expected of the students. When asked for their input, some students either keep silent or mumble something along the lines of "I have nothing to say" or "no opinion" or "I don't know." This is due to a lack of self-assurance, a lack of preparation, or a fear of public speaking. Although "even if they are not inhibited, you frequently hear students remark that they are at a loss for words," (Ur, 1992) noted that this is a common occurrence among students. Students are at a loss for words because they cannot articulate themselves.

5. Native language usage

Some ESL students choose to communicate in their native tongue during class because they feel more comfortable doing so, as a result, students are less likely to participate in class discussions and utilize the target language (Ur, 1992). Students resort to their home tongue when they do not have enough English vocabulary to adequately explain themselves in the target language. If students just use their native language in class, they will not learn to speak, interact, or express themselves in English, which will stunt their language development.

B. Language anxiety

Anxiety is "associated with feelings of disquiet, dissatisfaction, self-doubt, dread, or worry," as defined by (Scovel, 1978). Fear is a major factor that prevents students from expressing themselves fluently in a foreign language. Worry is a normal and natural reaction that all persons can experience, especially at the commencement of their activities in many sectors. But, once a student who suffers from public-speaking fear has failed, he or she is much more likely to avoid speaking up in class altogether.

1. Shyness

Shyness Many students suffer from "shyness," an emotional condition, when they are called upon to speak out in English class, as stated by (Juhana, 2012). Shyness is a problem that can prevent children from participating fully in class discussions, making friends, having fun doing group activities, and interacting with their teachers and classmates. Shy students are unable to contribute to class debates or grab the spotlight because they are too nervous to speak up.

2. Demotivation

Success or failure often hinges on a student's level of motivation, as it is at the very heart of the learning process. Dornyei (2001:05) argued that even the brightest students are unlikely to keep at it long enough

to learn a second language well unless they are intrinsically motivated to do so. Disinterest is a major factor that keeps students from actively participating in an English as a Foreign Language course.

3. Lack of self-confidence

There is a common belief that one cannot achieve success or make progress in any endeavor unless they have sufficient levels of self-confidence. It is a mental health condition that leads to students not contributing to class discussions. Jones (1999:15) argues that the only way for students to gain such assurance is through group work, so that they will be better prepared and feel less nervous when they should speak English with people they have never met before.

4. Fear of making mistakes

Most students of English as a foreign language (EFL) struggle with one or more of the many psychological hurdles to full involvement. RH Penny (2000:111) claims that students often feel self-conscious while attempting to speak up in a foreign language class because they worry about being judged harshly, humiliated, or singled out for attention. Students aren't contributing in class because they feel they can't speak out or are afraid of looking dumb if they do.

2.3. Techniques and Strategies for Enhancing Students Participation

1. Teacher-student rapport

It has long been believed that the relationship between teachers and students is crucial to the success of any educational endeavor. Having a good relationship with students creates a relaxed atmosphere and gives them self-assurance, which in turn allows them to learn and work without feeling pressured.

2. Positive classroom atmosphere

Environment in the classroom is a critical factor in the success of instruction and learning. When students are given many opportunities to speak out in class, work together on projects, take notes, and pose questions, they are better able to connect with their instructors and peers. According to McCombs and Whisler (1997:51), learning is at its peak when it takes place in an emotionally supportive community in which each individual member feels seen, heard, understood, and accepted. In a classroom like that, students feel safe enough to express themselves and try new things without fear of reprimand.

3. Problem-solving Activity

Students develop their own answers to problems through the process of discussing, assessing, and solving them through problem solving. It's a strategy for getting students excited and motivated to talk to one

another about their experiences while solving problems in small groups. Issue solving, as defined by Barker and Gaut (2002:160), entails a group of individuals working together to address a problem by gathering relevant information, assessing it, and arriving at a consensus. Students work together to pool their resources and expertise to devise creative approaches to solve problems. Good teachers use this technique to assist their students develop a wider range of language, reduce anxiety, broaden their ability to think critically about solving problems, and inspire deeper participation.

3. Methodology and Study Population

This study used SPSS to evaluate data acquired through an exclusive interview with 40 professors who teach English as a foreign language at both King Saud and Qassim University in the Kingdom of Saudi Arabia (KSA). The data collection tool consisted of a ten-item face-to-face interview. All responders teach English as a foreign language in a formal context as their area of expertise. Validity and reliability were examined. Five references were contacted to verify the content and authenticity of the interview statements. The interview was therefore adjusted based on the suggestions of the reviewers. The purpose of the instrument was to assess the respondents' perspectives on the barriers EFL learners at the university level have in oral classroom participation. Each interview question requires a response on a five-point Likert-type scale used to gauge opinions, with responses ranging from Strongly Agree to Strongly Disagree.
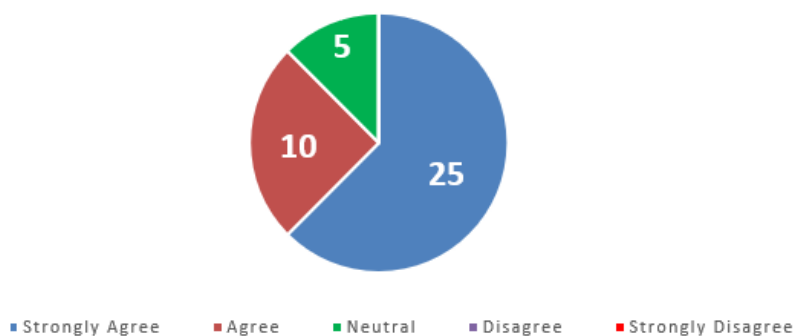
4. Results and Discussion

Based on an examination of data acquired through interviews with university-level English language instructors, we have drawn the following conclusions:

4.1. EFL students struggle to orally participate in language classroom academic discussions.

One of the biggest challenges for English as a Foreign Language students is speaking up in cold, formal classroom discussions.

Figure 1: EFL students struggle to orally participate in language classroom academic discussions.


According to the statistical results in figure one, it is found that 62% of the participants strongly agreed that EFL students struggle to orally participate in language classroom academic discussions, and 25% agreed as well, whereas 13% remained neutral.

4.2. Factors such as lack of interest, vocabulary, and shyness hinder EFL learners from effective classroom oral participation.

EFL learners' oral involvement in class is hampered by factors such as a lack of interest, a small vocabulary, and shyness.

Figure 2: Factors such as lack of interest, vocabulary, and shyness hinder EFL learners from effective classroom oral participation.
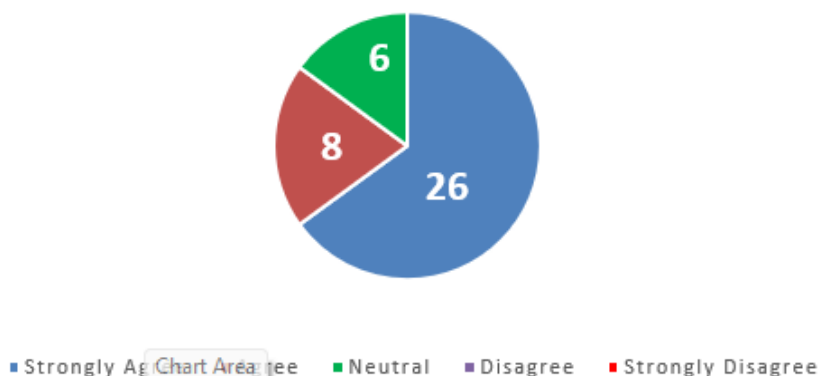
As a result of figure two, it is shown that 65% of the participants strongly agreed that factors such as lack of interest, vocabulary, and shyness hinder EFL learners from effective classroom oral participation, and 20% agreed as well, while 15% chose to be neutral.

4.3. Positive feedback from both teachers and students' peers is a crucial factor in generating motivation among EFL students.

Encouragement from both instructors and classmates is essential for EFL students' motivation.

Figure 3: positive feedback from both teachers and students' peers is a crucial factor in generating motivation among EFL students.
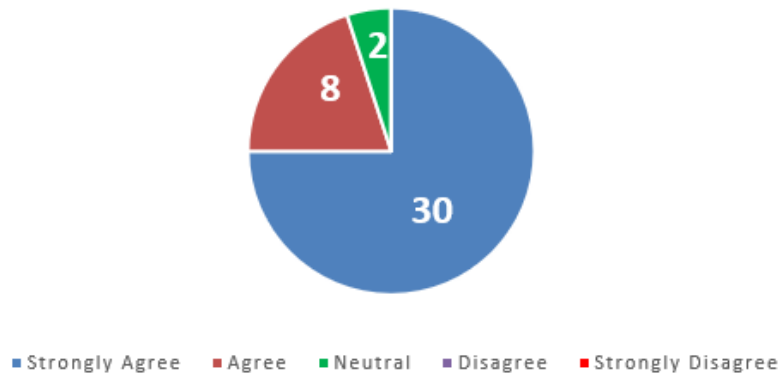

Based on the statistical analysis of figure three, it is found that 75% of the participants agreed that positive feedback from both teachers and students' peers is a crucial factor in generating motivation among EFL students, and 20% agreed as well, whereas 5% selected to be neutral.

4.4. Listening is an important receptive skill for speaking enhancement to EFL students and active participation.

To develop their own voice and take part more fully in the community, EFL students must hone their receptive listening skills.

Figure 4: Listening is an important receptive skill for speaking enhancement to EFL students and active participation.
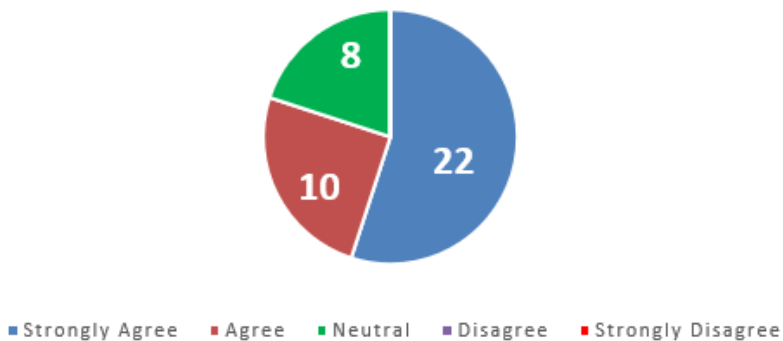

As it shows in figure four, the results indicate that 55% of the participants strongly agreed that listening is an important receptive

skill for speaking enhancement to EFL students and active participation, and 25% agreed as well, while 20% of them selected to be neutral.

4.5. The physical space in the classroom and appropriate grouping of learners can stimulate and facilitate students' use of the target language.

The classroom's setup and student placement can encourage and assist students' use of the target language.

Figure 5: The physical space in the classroom and appropriate grouping of learners can stimulate and facilitate students' use of the target language.
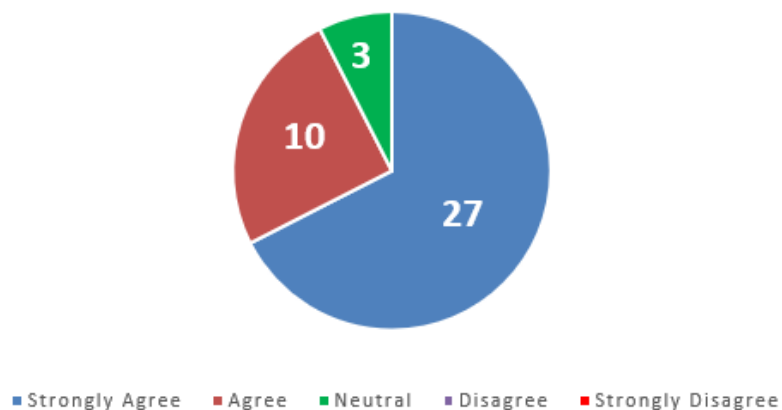

According to the statistical results shown in figure five, it is found that 67% of the participants strongly agreed that the physical space in the classroom and appropriate grouping of learners can stimulate and facilitate students' use of the target language, and 25% agreed as well, whereas 8% remained neutral.

4.6. Teachers' attitude towards in-class oral participation has an essential effect on students' motivation and involvement in FL lessons.

The motivation and interest of language students are profoundly affected by teachers' perspectives about students' speech participation in class.

Figure 6: Teachers' attitude towards in-class oral participation has an essential effect on students' motivation and involvement in FL lessons. Teachers' attitude towards in-class oral participation has an essential effect on students' motivation and involvement in FL lessons.
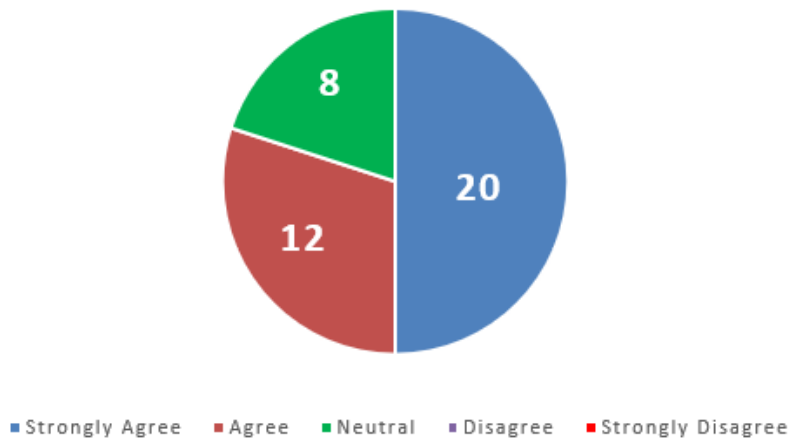

As a result of figure six, it is shown that 50% of the participants have strongly agreed that teachers' attitude towards in-class oral participation has an essential effect on students' motivation and involvement in FL lessons, and 30% agreed as well, whereas 20% have chosen to be neutral.

4.7. Poorly managed class, combined with the students' personal fears and feelings often makes students avoid oral participation.

Students are sometimes disinclined to speak up in class because of a mix of a poorly managed classroom and their own worries and emotions.

Figure 7: Poorly managed class, combined with the students' personal fears and feelings often makes students avoid oral participation.
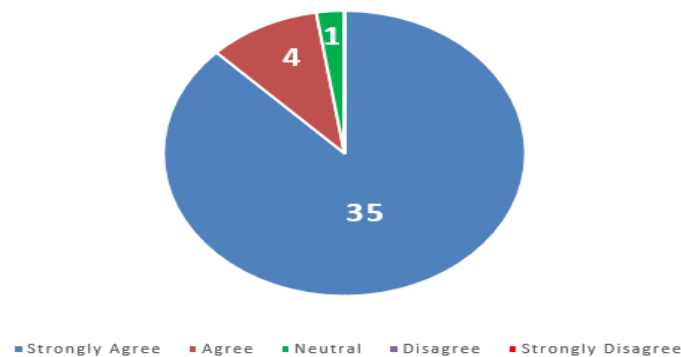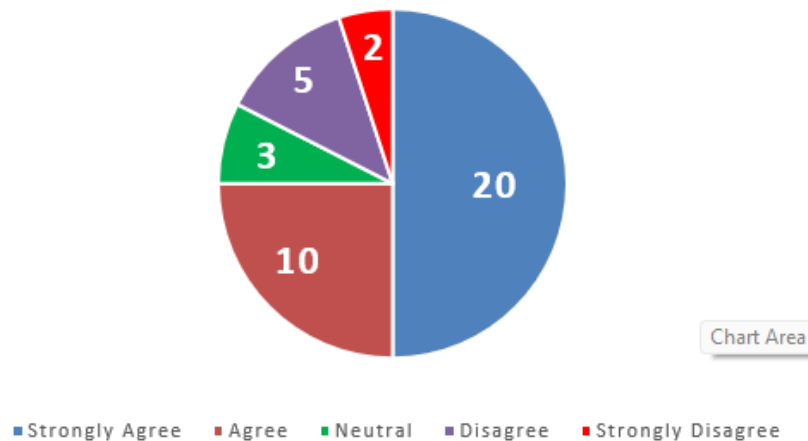
Based on the statistical results of figure seven, it is found that 87% of the participants strongly agreed that poorly managed class, combined with the students' personal fears and feelings often makes students avoid oral participation, and 10% agreed as well, while 3% selected to be neutral.

4.8. Students' awareness of the focus on fluency rather than accuracy can help encourage them to be active participants in oral interactions.

Knowing that they will be evaluated more on their level of fluency than their accuracy can encourage students to take an active role in classroom discussions.

Figure 8: Students' awareness of the focus on fluency rather than accuracy can help encourage them to be active participants in oral interactions.


Due to the statistical results of figure eight, it is found that 50% of the participants strongly agreed that Students' awareness of the focus on fluency rather than accuracy can help encourage them to be active participants in oral interactions, and 25% agreed as well, whereas 7% preferred to be neutral, 13% strongly disagreed and 5% disagreed as well.

4.9. Role-play is a vital technique that can be utilized by EFL teachers to promote their learners' in-class oral participation.

Role-playing is a great way for EFL instructors to get their students talking to one another.

Figure 9: Role-play is a vital technique that can be utilized by EFL teachers to promote their learners' in-class oral participation.

- Stongly Agree ■ Agree ■ Neutral ■ Disagree ■ Strongly Disagree
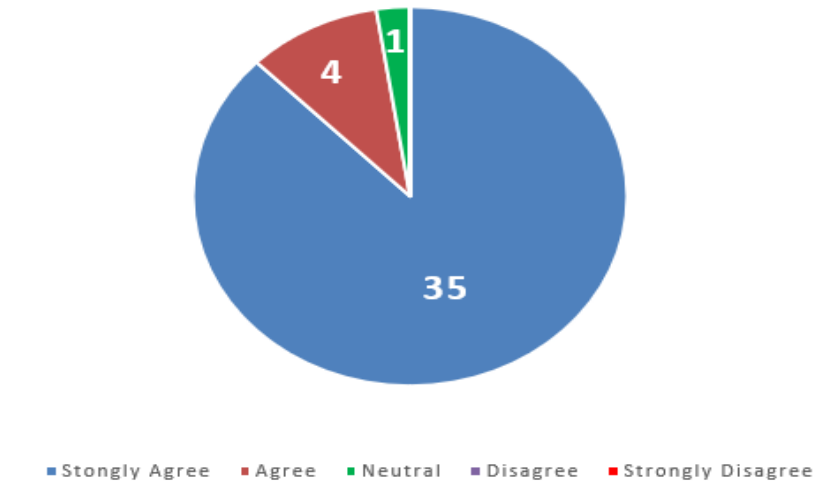
On the basis of statistical results obtained from figure nine, it is found that 87% of the participants have strongly agreed that role-play is a vital technique that can be utilized by EFL teachers to promote their learners' in-class oral participation, and 10% agreed as well, while 3% chose to be neutral.

4.10. Frequent use of L1 by EFL teachers results in poor oral participation among EFL learners using the target language.

When EFL instructors talk too much in their own language, it discourages their students from speaking in the target language during class.

Figure 10: Frequent use of L1 by EFL teachers results in poor oral participation among EFL learners using the target language.

- Strongly Agree ■ Agree ■ Neutral ■ Disagree ■ Strongly Disagree
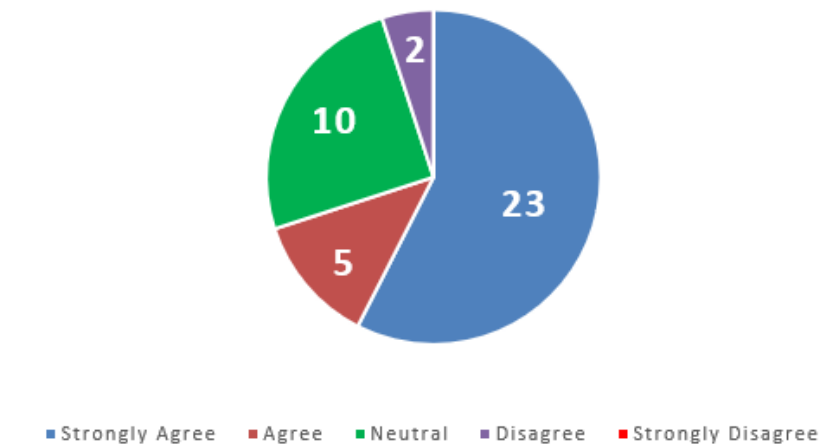
According to the statistical results shown in figure ten, it is found that 57% of the participants strongly agreed that frequent use of L1 by EFL teachers results in poor oral participation among EFL learners using the target language, and 13% agreed as well, whereas 25% preferred to be neutral and 5% strongly disagreed.

Discussion

Ten research assertions with either supportive or contradictory evidence were successfully processed by SPSS program. Success or failure is highly influenced by factors related to professors' performance as well as EFL learners' collaboration and motivation, and this study adds to the existing literature by doing things like exploring the obstacles EFL learners face in classroom participation from the perspective of instructors at the tertiary level. Yet, often educators, especially those teaching English as a foreign language (EFL), lack the inputs essential to make oral engagement as important as it may be. In other words, there is a need to improve teacher education to ensure that teachers can implement, and further research the study's findings and the other factors listed in their classrooms in a way that promotes active learning for their students. It has been found that using the solutions and findings of this study in EFL classrooms can not only improve the interaction process between teachers and students, but also develop a strong bond between them. Engaging students in classroom activities that improve their performance, especially oral skills, may require identifying barriers to involvement and applying suitable tactics.

5. Conclusion

The purpose of this research is to identify the variables that are hindering EFL students' oral participation in the classroom and to offer recommendations for overcoming these issues. So, the conclusion is grounded in the concepts, the literature review, and the findings, which fundamentally draw the attention of English teachers in EFL contexts to the studied elements and recommendations. This study aims to investigate the factors that may discourage EFL students from actively engaging in classroom discussions and instead sit quietly in the back of the room, missing out on valuable opportunities to practice their oral communication skills. The study's authors hope it will inspire many more scholars to conduct their own thorough investigations on the same topic. This study lays the framework for the future direction of language learning, namely in encouraging the growth of speaking abilities among EFL students and equipping their teachers to overcome barriers to this end. Teachers of English as a foreign language are

highly encouraged to expand upon the findings of this study by doing their own research on similar issues through ongoing observations.

6. Recommendations

The researchers recommend that EFL instructors should be well-aware of the needs of learners regarding oral classroom participation. In addition, they should upgrade their teaching styles to fit the modern classroom interaction requirements. Moreover, EFL learners are advised to overcome linguistic as well as psychological barriers that hinder successful language classroom communication. This study lays the framework for the future direction of language learning, namely in encouraging the growth of speaking abilities among EFL students and equipping their teachers to overcome barriers to this end. Teachers of English as a foreign language are highly encouraged to expand upon the findings of this study by doing their own research on similar issues through ongoing observations in language classroom different contexts.

7. Limitations of the Study

The researchers faced some challenges while conducting the interviews with forty EFL tertiary level instructors from two different Saudi universities which was time consuming. Plus, data gathering and analyzing with the arrangement of results of the figures requiring high level of accuracy using SPSS program.

8. Further Research

This study represents an attempt towards investigating EFL learners' oral participation challenges in language classrooms, however, this research problem still requires several in-depth studies to probe deep into the roots that cause the problem, factors influencing class participation, and solutions. Furthermore, EFL learners should be involved into theses research studies since they are the targeted groups of people, thus, research tools such as questionnaires, tests, etc. should be employed to investigate the problem appropriately.

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