

It is important to provide the students with a confident learning environment to speak. This was the key to making classmates act in a sympathizing way. This meant that oral activities, both transactional and interactional, created less anxiety. Finally, in relation to the new education policies, which have organized school work into cycles, we consider it important to reserve a space for discussion in regard to the implications of managing the process and practice of skills according to the cognitive, social and linguistic development of learners, and the way they contribute to the consolidation of the learners' communicative competence.

5.4 Novelty of The Study

My study contributes to the literature on lecturer beliefs in a number of ways. First, as noted earlier, this study is one of the few studies on beliefs about the teaching of speaking, and it is the first in Jambi context. Second, this study provides deeper insights into the complex nature of lectures beliefs and their relationship with their practices. Third, this study proposes a theoretical framework (see figure 2). It shows that lecturers' beliefs, or theories and principles, can serve as the guide for EFL lecturers' practices. With their teaching pedagogies and teaching styles, EFL lecturers may incorporate their unique teaching beliefs into their actual classroom practices with constant reflections.

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