

University of Zawia
Faculty of Arts
Department of English

**An Investigation into the Challenges EFL Libyan University
Students Encounter in English Speaking Classroom**

**A Dissertation Submitted in Partial Fulfillment of the Requirements for MA
Degree in Applied Linguistics**

Submitted By:

Samah Emhemmed Asswail

Supervised By:

Dr. Abdusssalam Saleh Tantani

August, 2020

التاريخ: / / 20 م الموافق: / / 14 هـ الرقم الإشاري: -----

قرار لجنة البحث للإجازة (العالية (/) الدقيقة ()

عملاً بقرار السيد: رئيس الجامعة رقم (287)م لسنة (2020) الصادر بتاريخ 11- 8- 2020 قامت اللجنة المشكلة بمناقشة الرسالة المقدمة من الطالبة: سماح إسماعيل عبد الله الصويل لنيل درجة الإجازة العالية "الماجستير" تخصص اللغة الانجليزية.

عنوانها: (البحث في التحديات والمعوقات التي تواجه الطالب الجامعي لتعلم مهارة التحدث باللغة الانجليزية).

وتتكون اللجنة من الأساتذة :

1. د. عبد السلام صالح الطنطاني مشرفاً ومقرراً جامعة الزاوية
2. د. سلامة أمبارك صالح عضواً جامعة صبراتة
3. د. جمال أبو عجيبة دلالة عضواً جامعة الزاوية

وبعد مناقشة الرسالة علناً على تمام الساعة (العاشرة صباحاً) من يوم الاثنين الموافق: 2020 / 8 / 24 بمبنى الدراسات العليا، وتقويم مستواها العلمي والمنهج الذي اتبعته الباحثة والمصادر والمراجع التي استخدمتها في دراستها قررت اللجنة ما يلي :-

القرار

بعد إتمام الطالبة: سماح إسماعيل عبد الله الصويل لمتطلبات الدراسات العليا وامتحاناتها ومناقشة الرسالة وتقويمها تقرر: (يتم التعليم بأحد المستطيلات فقط لتحديد نوع القرار)

1. إجازتها بدون تعديلات
2. إجازتها بتعديلات
3. عدم إجازتها
ويمنح الطالب فرصة للأخذ بالملاحظات خلال أشهر من تاريخ المناقشة)
ويمنح الطالب فرصة أخرى للمناقشة خلال أشهر (

أسماء أعضاء اللجنة :
1. د. عبد السلام صالح الطنطاني التوقيع / التوقيع بعد الأخذ بالملاحظات - التاريخ
2. د. سلامة أمبارك صالح التوقيع / التوقيع
3. د. جمال أبو عجيبة دلالة التوقيع / التوقيع

مدير إدارة الدراسات العليا والتدريب
د. يوسف شعبان المبروك
التوقيع:

مدير مكتب الدراسات العليا بالكلية
د. عائشة أحمد حسن
التوقيع:

منسق التخصص
د. عبد السلام صالح الطنطاني
التوقيع:



إدارة الدراسات العليا
/ الشؤون الإدارية والمالية ..
منسق التخصص / الملف الشخصي للطالب
ط شحم 2020/8

Author's Declaration

The material contained in this dissertation is all my own work. When the work of others has been adopted or paraphrased, it has been acknowledged according to appropriate academic convention.

Signature.....

Date:

Dedication

To the sun that warms my life, my mother

To the moon that lights my night, my father

To the candles that magic my day, my sisters, bothers and friends

To the purity of my life that gives me the confidence to reach my aims in life, my husband and
son

To my faithful supervisor

I dedicate this research for

Acknowledgments

I am grateful to Allah for giving me patience, strength and courage to complete my research. This dissertation would not have been possible without the support, encouragement and guidance of many people. First, I would like to express my immense gratitude to my supervisor, Dr. Abdussalam Saleh Tantani, who assisted me in developing this research. Special thanks and respect are due to him because he has constantly encouraged me in this research with his experience, advice and helpful suggestions for improvements to produce a good piece of research.

My thanks should be given to the staff working at University of Zawia for their support. I also would like to thank all of my participants and teachers for generously giving their time and honestly sharing their voice. I appreciated them welcoming me into their classes.

Then I sincerely express my gratitude from the core of my heart to my beloved father Emhemmed Asswail and special thanks to my mother Fatima Al-Farooq for their support and encouragement during my studying journey. Many thanks also go to my son Jehad, my sisters especially to my little sister Sila, my best friend Wafa Graf, my brothers, my husband's mother and to all those who, in one way or another, have sustained me in making the completion of this study possible.

Last, but the most important of all, my deepest and most intimate gratitude is reserved solely for my husband, Abd-Alwahab Shakshem. Thanks for making everything possible, thanks for standing up for me and thanks for the sacrifice you made during this research.

Abstract

This study investigated the Challenges that Libyan Foreign Language University Students encounter in English speaking classroom. The main focus of the research was on the factors that cause students' challenges in speaking production and to overcome the challenges that would be encountered in speaking classroom. Two research questions were formulated to find out the challenges existing in students' speaking class, and to discover ways they cope with such the challenges.

For collecting data, quantitative and qualitative methodologies were used. Namely, a questionnaire and a classroom observation were conducted as the two research instruments. For the field study, the sample of the study consisted of eighty-eight students who were selected randomly to answer the questionnaire. Moreover, only four English language teachers from the Department of English at Abu-Iesa Collage at University of Zawia were selected for the observation. The questionnaire was conducted to identify the students' challenges, whereas the classroom observations were used in order to understand both teachers and students' speaking challenges.

Microsoft office Excel 2007 program was used to analyze the data gained from the students' questionnaire and content analysis was used to analyze the observation data. The findings of this study revealed that the first year Libyan university students encounter some speaking challenges that can be overcome by putting more emphasis on speaking skills. Many issues related to teachers, teaching facilities, textbooks, and extracurricular activities should be urgently considered. Recommendations were also provided. The findings gained from this study lead to open new doors for further researches in this field.

ملخص البحث

بحثت هذه الدراسة التحديات والمعوقات التي تواجه الطالب الجامعي لتعلم مهارة التحدث باللغة الانجليزية. حيث كان التركيز الرئيسي للبحث علي العوامل التي تسبب تحديات الطلاب في تعلم التحدث والتغلب علي هذه التحديات التي تواجههم في الفصل الدراسي. لقد تمت صياغة سؤالين بحثيين لاكتشاف الطرق التي يتعاملون بها مع مثل هذه التحديات. لجمع البيانات تم استخدام منهجيتين وهما ذات الأهمية النوعية و الأهمية الكمية. حيث تم ين للبحث. بالتحديد جمع البيانات عن طريق إجراء الاستبيان والملاحظة كأداتين للبحث. بالنسبة للدراسة الميدانية, تكونت عينة الدراسة من ثمانية وثمانين طالبا تم اختيارهم عشوائيا للإجابة علي الاستبيان. علاوة علي ذلك, تم اختيار أربعة مدرسين ذو خبرة فقط من قسم اللغة الانجليزية بكلية التربية أبي عيسى بجامعة الزاوية لملاحظة كيفية تدريسهم لمهارة التحدث باللغة الانجليزية. تم إجراء الاستبيان لمعرفة التحديات التي يواجهها الطلاب, في حين تم استخدام الملاحظات من اجل فهم تحديات التحدث لكل المعلمين الإحصائي لتحليل النتائج المتحصل عليها من استبيان Excel 2007 والطلاب. حيث تم استخدام برنامج الطلاب وتم استخدام تحليل المحتوى لتحليل بيانات الملاحظة. حيث كشفت نتائج هذه الدراسة إن هذه التحديات تتعلق بالطلاب أنفسهم وبعض منها يتعلق بالمعلمين وكذلك مرافق التدريس والمناهج. لذلك يجب مساعدة الطلاب من خلال التركيز بشكل اكبر على مهارات التحدث. زد علي ذلك, قدمت الدراسة توصيات بالخصوص. هذه الدراسة منحت مقترحات جديدة لمزيد من البحوث في هذا المجال.

Table of Contents

Author's Declaration		I
Dedication		II
Acknowledgment		III
Abstract		IV
ملخص البحث		V
Table of Contents		VI
List of Tables		IX
List of Figures		X
Abbreviations		XI
Appendices		XII
Chapter One		
Introduction		
1.1.	Background of the Study	1
1.2.	Statement of the Problem	3
1.3.	Research Questions	4
1.4.	Aims of the Study	4
1.5.	Significance of the Study	4
1.6.	Methodology	5
1.7.	Overview of the Study	6
Chapter Two		
Literature Review		
2.1.	Introduction	7
2.2.	Definition of Speaking Skills	7
2.3.	Importance of Speaking	8
2.4.	Elements of Speaking Skill	8
2.4.1.	Accuracy	8
2.4.2.	Fluency	9

2.4.3.	Appropriateness	10
2.5.	Teaching Speaking	10
2.6.	Types of Speaking Activities	12
2.6.1.	Role Play	12
2.6.2.	Group Work	13
2.6.3.	Dialogue	13
2.6.4.	Discussion	14
2.7.	Classroom Interaction	14
2.7.1.	Types of Classroom Interaction	15
2.7.1.1.	Learner-Instructor Interaction	15
2.7.1.2.	Learner-Learner Interaction	16
2.7.1.3.	Instructor-Learner Interaction	16
2.7.1.4.	Learner-content interaction	17
2.8.	Oral Correction Techniques	17
2.9.	Factors that Affect Speaking Performance	18
2.10.	Previous Studies	23
2.11.	Summary of the Chapter	25
Chapter Three		
Methodology		
3.1.	Introduction	26
3.2.	Research Design	26
3.3.	Data Collection Instruments	27
3.3.1.	The Students' Questionnaire	27
3.3.1.1.	Advantages and Disadvantages of a Questionnaire	28
3.3.1.2.	Reliability and Validity of a Questionnaire	29
3.3.2.	Classroom Observation	29
3.3.2.1.	Limitations of the Classroom Observation	30
3.3.2.2.	Reliability and Validity of the Classroom Observation	31
3.4.	Pilot Study	31
3.5.	Samples of the Study	32

3.6.	Procedure of Data Collection	33
3.7.	Ethical Issues	34
3.8.	Preparing Data for Analysis	34
3.9.	Summary of the Chapter	34
Chapter Four		
Data Analysis and Results		
4.1.	Introduction	36
4.2.	Results of Students' Questionnaire	36
4.3.	Results of Teachers' Classroom Observations	52
4.3.1	The Facilities and Materials	52
4.3.2	Class Size	53
4.3.3.	Time Allowed	54
4.3.4.	Activities	55
4.3.5.	Using Students' L1	56
4.3.6.	Motivating Students	58
4.3.7.	Correcting Students' Errors	58
4.3.8.	Giving Feedback	59
4.4.	Summary of the Chapter	59
Chapter Five		
Discussion		
5.1.	Introduction	60
5.2.	Discussions related to the Findings of the Quantitative Data	60
5.3.	Discussions Related to the Findings of the Qualitative Data	67
5.4.	Summary of the Chapter	71
Chapter Six		
Conclusion		
6.1.	Introduction	72
6.2.	Summary of the Main Conclusions	72
6.3.	Pedagogical Implications of the Study	75

6.4.	Limitations of the Study	76
6.5.	Recommendations for Further Research	76
6.6.	Summary of the Chapter	77
References		78
Appendices		
Appendix A	Student's Questionnaire	87
Appendix B	Permission letter 1	90
Appendix C	Permission letter 2	91

List of Figures

Figure.4.1.	Past experience of student in English	37
Figure.4.2.	The Frequency of Using Speaking English Outside the Class	38
Figure.4.3.	The Frequency of Using Mother Tongue in Speaking Class	39
Figure.4.4.	The Teachers' method of providing Feedback	40
Figure.4.5.	Students' Feeling Toward Speaking Class	41
Figure.4.6.	The Factors that Affect Student's Speaking Performance	42
Figure.4.7.	The Challenges that Students Encountered during Learning Speaking	43
Figure.4.8.	The Activities Used during Speaking Class	44
Figure.4.9.	The Facilities Used during Speaking Class	45
Figure.4.10.	Teacher's Mixture of Arabic and English during Teaching Speaking	46
Figure.4.11.	The Effect of Making Presentations	47
Figure.4.12.	The Effect of Supplementary Materials	48
Figure.4.13.	The Effect of the Curriculum	49
Figure.4.14.	The Atmosphere of Speaking Class	50
Figure.4.15.	The Affective Issues	51

Abbreviations

L1	First Language
L2	Second Language
EFL	English as a Foreign Language
ESL	English as a Second Language

Appendices

Appendix A:Students' questionnaire

Appendix B:permission letter 1

Appendix B:permission letter 2

Chapter One

Introduction

1.1. Background of the Study

Speaking is one of the important English language skills that should be mastered by students and teachers besides the other language skills (reading, listening and writing). According to Chancy (1998:3), "speaking is the process of building and sharing meaning through the use of verbal and nonverbal symbols in a variety of context. Speaking is a crucial part of second language learning and teaching". Ur (1996) considered speaking as the most important skill among the four skills (listening, speaking, reading, and writing) because people who know a language are referred to as speakers of that language. This indicates that using a language is more important than just knowing about it because "there is no point knowing a lot about language if you can't use it" (Scrivener, 2005:146). In this case, students should be able to communicate with others in order to get or to share their knowledge and/or to express what they feel.

In terms of teaching speaking skills, "the classroom activity that is suitable, used in teaching speaking has to make students to talk to each other in pairs or groups. They should be more active to stimulate discussion and information trading transaction", (Fauziati, 2002:127). Moreover, Chancy (1998) pointed out that the students need to use English language both inside and outside the classroom settings. However, they still encounter problems in their learning and they generally see unknown words as the first problem to overcome. This might be because vocabulary has been recognized as crucial to language use in which insufficient vocabulary

knowledge of learners led to difficulties in second language learning (Asgari and Mustapha, 2011).

Moreover, researchers such as Maximo (2000), Read (2000), Gu (2003), Nation (2011) and others have realized that the acquisition of vocabulary is essential for successful second language use and it plays an important role in the information of complete spoken and written texts. In addition, Al-Nasser (2015: 17) concluded that “the Arab learners’ lack of exposure to the target language is considered one of the main reasons behind low proficiency of English”. Furthermore, parents, teachers and educational stakeholders may be partly blamed for not motivating students to accept English as a second language so that they can open up to the world. Motivation is one of the main determinants of second or foreign language learning achievement (Jameson, 2007).

Furthermore, the adoption of English language as a second language among African states has been a challenge due to existence of native languages which are deeply rooted in the language development of African communities. However, the advancements in globalization have required all nations to nature a universal language. Thus, English has received major introductions in different schools across African continent. Libya is among those countries which are trying to provide English language learning to students as a second language. The problem was the process that has encountered several challenges mainly among them, being low motivation among the teachers and students as well as negative attitude to the learning of English. The teaching of English was banned from schools and universities during the late 1980s. Due to the negative consequences of this situation (Abdullah, 2006), a new curriculum for English language teaching was introduced in 2000.

The Ministry of Education in Libya is responsible for creating the goals of teaching English at lower education levels such as schools in general, whilst the Ministry of Higher Education is interested with the teaching of EFL at higher education levels such as colleges and universities (Abdullah, 2006). English language teaching materials and textbooks in Libya are the responsibilities of both the ministries in which the four language skills are taught. The main objective of English teaching language at schools and colleges in Libya is to use the language and communicate effectively with the outside world for a better knowledge economy and social development (Douglas, 2003).

In addition, English is taught as a foreign language in Libya, and the purpose of teaching and learning English is for communication. As a result, learners need the four language skills that are listening, speaking, reading and writing. Speaking appears to be the most important skill that should be paid attention to in the process of teaching and learning. Likewise, today's world requires that the goal of teaching speaking is to improve student's communicative skills, because in that way students can express themselves. Therefore, this research investigates the challenges encountered by EFL Libyan University students in the English speaking classroom through analyzing some of the factors that affect students' oral performance.

1.1. Statement of the Problem

Holding classroom conversation in English is one of the main goals that language teachers would like to achieve. However, they may face some challenges on the part of the learners in the speaking classroom. Likewise, EFL Libyan University students usually face challenges in using English in classrooms. Moreover; those challenges would be related to such factors that affect

students' speaking performance in classroom. Therefore, this study aimed to investigate such challenges.

1.2. Research Questions

This investigation was designed to find answers to the following research questions:

Q1. What are the challenges that EFL Libyan University students encounter in the English speaking class?

Q2. What can EFL teachers do to overcome their challenges in the English speaking class? If any?

1.3. Aims of the Study

The study was carried out to achieve the following purposes:

- To identify the challenges that EFL Libyan University students encounter in English speaking classroom.
- To overcome the challenges that would be encountered in speaking classroom.

1.4. Significance of the Study

The findings of this study can develop the current situation. This can be achieved through discovering the challenges that teachers and students would encounter in the speaking classes. Furthermore, this study may offer sufficient knowledge to teachers in order to develop their abilities to teach English speaking skills in the right way in Libyan universities. Moreover, it may also help students in achieving this ability and increase their confidence. English language teachers should help their students to be more independent and better qualified speakers. Finally,

it is hoped that the insights which are gained from this study lead to open new doors for further researches in this field.

1.5. Methodology

The methodology used in this research was chosen according to the nature of the research. Therefore, suitable data collection methods and types of data needed to be chosen. The study followed mixed-methods approach to collect and analyze the data. The data required to answer the research questions was collected by conducting classroom observation and semi-structured interviews. The purpose of the study is to explore the challenges that first year students and their teachers encounter in English speaking class. The sample of the study consisted of eighty-eight students who were selected randomly to answer the questionnaire, whereas only four English language teachers from the Department of English at Abu-Iesa Collage at University of Zawia were selected for the observation. The choice of the first year students was obtained from the fact that the students are studying speaking subject as an intended one; and exploring their challenges in this respect may help in dealing with them as early as possible in their university study. The data gained from the students' questionnaire was analyzed by using Microsoft office Excel 2007 program and content analysis theory was used to analyze the observation data. For further details (see chapter three).

1.6. Overview of the Study

This dissertation consists of six chapters. The first chapter is the introductory chapter which presents the overview of the nature of the problem that would be discussed in this study. Then, it expresses the statement of the problem, the research questions, the aims of the study, the research

methodology. Chapter two introduces the literature review which presents the previous studies about speaking skills. In the third chapter, the methodology and the tools which were used to collect and analyze the data were presented. The fourth chapter is data analysis, where the quantitative and qualitative data were analyzed. Chapter five is the discussion which discusses the results and findings. Finally, the last chapter is the conclusion and some recommendations.

Chapter Two

Literature Review

2.1. Introduction

This chapter reviews previous researches that have investigated the challenges of speaking skills that students encountered in classroom interaction and the factors affecting them. In order to understand more about the topic under investigation; number of aspects related to speaking are dealt with. These aspects include elements of speaking skills, teaching speaking, classroom interaction and factors affect students' speaking performance. Finally, summary of the chapter is also provided.

2.2. Definition of Speaking Skill

Speaking is the ability to produce words in language practice. It is an important skill that students have to master; because speaking is known as the students' ability to produce the target language. The literature offers many definitions of speaking. Moreover, Chaney (1998: 13) considered speaking as a process: "speaking is the process of building and sharing meaning through the use of verbal or non-verbal symbol in a variety of contexts". Harmer (2001: 20) adds that "speaking happens when two people are engaged in talking to each other and they are sure that they are doing it for good purpose". Furthermore, Luoma (2004: 16) stated that "speaking is hard skill to be mastered by the learners and in a foreign language it is very difficult and competence in speaking takes a long time to develop".

2.3. Importance of Speaking

Language is a tool for communication. People communicate with others to express their ideas, feelings and to know others' ideas and feelings as well. In general, English has four main skills which are listening, speaking, reading and writing. This study concentrates on speaking in order to improve students' oral performance. Pattison (1992) confirmed that when individuals learn a language, they aim to be able to speak that language. Wilson (1997) claimed that children who can translate their thought and ideas into words are more likely to succeed in school. He also pointed out that speaking skill does not need to be taught as a separate subject, but the four skills can be smoothly integrated. Hence as a result, all the values of speaking skill encouraged conducting the current study.

2.4. Elements of Speaking Skill

Recently, many teaching approaches have emphasized on giving more attention to classroom activities that provide learners with elements of enhancing their speaking fluency and accuracy. As Richards and Rodgers (2001: 157) stated that “fluency and acceptable language is the primary goal: Accuracy is judged in the abstract, but in context, while speaking fluently requires students to produce correct utterances to be fully understood and communicatively competent”. In addition, this part is to review the related criteria of speaking ability to measure one's speaking skills that are accuracy, fluency, and appropriateness.

2.4.1. Accuracy

Undoubtedly, that accuracy is one of the most important criteria to measure one's linguistic ability. According to Nation (1991: 31), accuracy concerns "the ability to produce grammatically

correct sentence." In other words, accuracy in language means grammatical accuracy only. Others define accuracy as the use of correct forms where utterances do not contain errors affecting the phonological, syntactic, and semantic or discourse features of a language (ibid). But in general, accuracy refers to the ability to produce grammatically correct sentences. Nevertheless, in Thronbury (2005: 11), the term "accuracy" seems to cover more than that. Specially, speaking English accurately means doing that without or with few errors in grammar, vocabulary and pronunciation, as well. He also sets the clear scale for assessment of accuracy:

- a) Grammar: students use correct words order, tenses, tense agreement, etc. Students do not leave out articles, preposition or difficult tenses.
- b) Vocabulary: students have a range of vocabulary that corresponds to the syllabus list and uses words they have taught.
- c) Pronunciation: students speak and most people understand.

2.4.2. Fluency

Fluency is also one of the criteria which used to measure one's speaking competence. Speaking fluently means being able to communicate one's ideas without having to stop and think too much about what one is saying. Thronbury (2005: 141) stated that fluency as "the feature which gives speech the qualities of being natural and normal". Nation (1991) defined fluency as the ability to get across communicative intent without too much hesitation and too many pauses to cause barriers or a breakdown in communication.

Furthermore, fluency can be argued that it is considered as the ability to speak communicatively, fluently and accurately. Fluency usually refers to express oral language freely without

interruption. In teaching and learning process, if the teacher wants to check students' fluency, he/she must not interrupt them. In addition, the teacher does not need to correct them immediately because too much correction interferes with the flow of conversation (Thronbury, 2005).

2.4.3. Appropriateness

According to Spratt et al., (2005), appropriateness in speaking shows the different levels of formality that is more or less relaxes ways of saying things. It is important to use the level of formality that suits a situation. In speaking activity, it is important that the student should master the appropriateness. It is because indicates whether the students really understand what they said or not. The appropriateness in speaking is important to show students' ability in understanding the context and the situation of the conversation in English. Furthermore, Wilson (1997: 120) stated that a complete definition of appropriateness is not practically possible. Intuitively, an utterance is appropriate in context if it is not unexpectedly conspicuous in some way. Appropriateness is also used as a criterion to measure one's speaking competence.

2.5. Teaching Speaking

Speaking is an essential part of foreign language learning and teaching. Harmer (1991) says that the main goal of teaching speaking is to train students for communication. The goal of teaching speaking skills is to communicate efficiently in certain situations. Therefore, learners should be able to make themselves understood, using their current proficiency to be fullest. However, today's world requires that the purpose of teaching speaking is to provide students with confident and fluency to use English as a means of communication and to improve their communicative

skill. Hornby (1995: 37) says that, "teaching means giving the instruction to (a person): give a person (knowledge skill, etc.), while speaking means to make use of words in an ordinary voice". Therefore, teaching speaking is giving instruction to a person in order to communicate.

Zhang (2009) argued that speaking remains the most difficulty skill to master for the majority of English learners, who are still incompetent in communicating orally in English. Also, there are some studies which have investigated the speaking difficulties encountered by EFL learners. For example, Ambu and Saidi (1997) investigated some issues in teaching English speaking in a foreign language classroom. Their study revealed that the large number of students in the classroom, the insufficiency of the English teaching period, and the syllabus that does not satisfy the learners' communicative needs are the main reason for learners' speaking difficulties.

Furthermore, Pathan, et al., (2014) also investigated the speaking difficulties faced by Libyan students in their oral production of English and found out that the linguistic domain as vocabulary, grammar, pronunciation, and discourse constitutes the most serious area of difficulty. Al-abri (2008) argued that the lack of oral activities in textbooks is a strong reason for students' difficulties in speaking, and thus, he recommended including oral activities in the form of songs, rhymes, and simple stories and more conversational language to enable students to have more fun and enjoy learning to improve their speaking. To come to the point, this study aimed to help students and teachers to identify the factors that cause these challenges.

2.6. Types of Speaking Activities

Teachers need to be clear about the goals and techniques that promote fluency in speaking and activities. To encourage learners to communicate, teachers must adapt an attitude that encourages fluency development and saves accuracy for another lesson. As Hormailis (2003), stated that good speaking activities should be extremely engaging for the students. If they participate and the teachers give sympathetic and useful feedback, they will get satisfaction. According to Rachmawati and Hermagustiana (2010), one of the goals of teaching speaking in EFL class is improving students' communicative skill so they can express themselves using the target language appropriately based on its social and cultural contexts. EFL teachers often use a variety of activities to make their students interact more. The most common speaking activities are: role play, group work, discussion and dialogues.

2.6.1. Role Play

Students pretend they are in a different social setting taking on a different social role. To make role plays successful, it is important that students understand their role and the context of the situation. As Edge (1992), who states that the other point to make is that role play is always be used as a simple practice activity in information exchange when there is a limited investment that students want to make in it. Thus, using role play would help the teachers get to know them better, provide more innovative or authentic feedback and support, and better prepare for role play and other active learning strategies (Watkins, 2011). Role play as an active learning strategy can be used, not just in face-to-face classes, but also in blended or distance learning.

2.6.2. Group work

Groups have more information than a single individual. Groups have a greater well of resources to tap and more information available because of the variety of backgrounds and experiences. In groups, students share ideas, ask questions or find solutions to an issue or problem that the teacher gives them. As Ur (2000, p. 32) stated that in group work, learners perform a learning task through small-group interaction. It is a form of learners' activities that is of particular value in the practice of oral fluency. According to Wasley (2006), "Students who participate in collaborative learning and educational activities outside the classroom and who interact more with faculty members get better grades, are more satisfied with their education, and are more likely to remain in college" (p. A39).

Furthermore, students working in small groups have a tendency to learn more of what is taught and retain it longer than when the same material is presented in other instructional formats (Barkley, Cross & Major, 2005) However, some students may rely too heavily on others to do the work. This is one of the most salient problems that face groups. Some members do not pitch in and help and do not adequately contribute to the group (Freeman & Greenacre, 2011). One solution to this problem is to make every group member aware of the goals. Moreover, while creating, monitoring, and evaluating groups are recursive process, active learning techniques are beneficial for students.

2.6.3. Dialogues

Dialogues are conversations between two or more students regarding a topic being studied in class. One way to use dialogues is to have students pair up, then each person takes on the role of

one of the characters by reading that part of the conversation. The students are asked to talk and introduce themselves to each other, and talk on different issues. From a Bakhtinian perspective (1981), dialogue is not merely a term for describing the structure of speech in discourse, but it is a phenomenon that penetrates the very structure of words themselves. Wanger (1994: 350), asserts that a dialogue is every written or spoken word that filled with the voices of others and shows no “overcoming” or “synthesis”.

2.6.4. Discussion

Another kind of speaking activities is discussion, which is based mainly on a particular chosen topic to be argued and discussed by students. It can be also referred to as “whole class interaction” where all students participate and interact with each other and with their teacher as well. But, sometimes students feel anxious to give an opinion in front of the whole class. Harmer (2001: 272), proposed a solution for teachers that allow them to avoid such difficulties which is the buzz group: where students have a chance for quick discussion in small groups before any of them is asked to speak in public. In addition, discussion in foreign language classroom fosters learners to interact to develop their speaking fluency, and overcome their anxiety.

2.7. Classroom Interaction

According to Hedge (2000: 13), interaction is considered as an important factor for the learners in producing comprehensible output since it allows students to practice their language in the classroom. Besides, interaction in the classroom gives the students opportunities to get feedback from the teacher or other students that leads to improve their language ability. Moreover, Long (1996) stated that interaction plays a key role in developing second language learning since

interaction is the primary source of data for learners that is taken during a meaningful interaction with a more competent speaker. This means that interaction is considered as the only source of providing learners with opportunities to control the input.

In addition, Wanger (1994: 8) defined the concept of interaction as "reciprocal events that require at least two objects and two actions. Interaction occurs when these objects and events naturally influence one another". Furthermore, understanding of the interaction's role in the classroom context in enhancing the speaking skill comes from understanding of its main types. Teacher-learner interaction and learner-learner interaction involve verbal exchanges between learners and teachers. Teachers should know that the learners need to do most of the talk to activate their speaking since this skill requires practice and experience to be developed. Moreover, Brown (2001) defines classroom interaction as the patterns of verbal and non-verbal communication and the types of social relationships which occur within classroom.

2.7.1. Types of Classroom Interaction

In foreign language classrooms, interaction plays a vital role in developing students' language and it determines what learning opportunities they may obtain. Classroom interaction then has four main types: learner-instructor interaction, learner-learner interaction, Instructor-learner Interaction and Learner-content interaction. These types are reviewed below.

2.7.1.1. Learner-Instructor interaction

This type of interaction happens when instructor deliver information, provides feedback or simply encourages or guides the learner. It also takes place when a learner asks the instructor

questions or communicates with a teacher regarding the course. The instructor, then, serves as a guide, a facilitator, an expert or a support depending on the situation. While learners can interact with fellow learners, they do well when the instructor is present throughout the course. Hall and Verplaetse (2000: 10) claimed that "it is in their interaction with each other that teachers and students work together to create the intellectual and practical activities that shape both the form of individual development". Therefore, teachers need to show and communicate with the learners in a greater range of ways in order to support content and language learning. Moreover, Brown (2001: 99) claimed that: "teacher talk should not occupy the major proportion of a class hour; otherwise, you are probably not giving students enough opportunity to talk".

2.7.1.2. Learner-Learner Interaction

Learner-learner interaction happens between two learners or among a group of learners studying the same course. This can happen with or without instructor. Moreover, social interaction definitely plays a main role in how learning speaking. Fruhauf et al., (1996) argued that classroom interaction is a positive action as it brings the learners together and helps in preparing them for more intensive team-work skills cooperation later in their course. Moreover, Mackey (2002: 29), stated that in learner-learner interactions, learners receive comprehensible input, opportunities to negotiate and receive others' feedback, and opportunities to produce modified output.

2.7.1.3. Instructor-learner Interaction

The teacher-student interaction is one of the most powerful elements within the learning environment, and it is also a major factor which affects the student's speaking performance. This

type of interaction occurs when the teacher asks questions to learners, and learners answer these questions.

2.7.1.4. Learner-content interaction

This type of interaction takes place when students themselves obtain information directly from learning materials. It happens whenever they interact with the text or are deeply engrossed with the content. Once students access learning materials such as multimedia, lectures and handouts, they should be able to consume it in their own way. They should be able to pause, reward, repeat and forward parts of the course to master it.

2.8. Oral Correction Techniques

Error correction is the process of detecting errors in transmitted messages and reconstructing the original error-free data. Error correction ensures that corrected and error free messages are obtained at the receiver side. Gainer (1989) argues that "correction is provided in the oral language classroom to help students to identify difficult areas and reformulate rules in their minds in order to produce language more accurately" Gainer added that " many correction techniques seem to frustrate and intimidate students rather than enlighten them". Lochtmann (2002: 382) says that "error correction is the way to inform the learner that the language just used needs repair and helps the learner to try again to get the form right".

Edge (1987) states "Correction is a way of reminding students of the forms of Standard English. It should not be a kind of criticism or punishment" James (2001:78) classifies correction in to:

1. Feedback which informs the learners that there is an error, and leaves them to discover it and repair it themselves.

2. Correction-proper which provides treatment or information of the specific instance .of error without aiming to prevent the same error from recurring later. The corrector can give a hint but without getting to the root of the problem. This is like doing a temporary repair on your car, just to get you home.
3. Remediation which provides the learners with information that allows them to revise or reject the wrong rule.

2.9. Factors Affect Students' Speaking Performance

The literature showed that there are many factors cause difficulties in speaking English among EFL learners. Some of these factors are related to the learners themselves, the teaching strategies, the curriculum, and the environment (Rababa 2005). Moreover, Park and Lee (2005); Tsiplakides and Areiti (2009); and Al Hosni (2004), who found that fear, anxiety and inhibition lead to speaking difficulties and affected EFL students' speaking fluency. Kumaravadivelu (2003: 27) argued that "Language is best when learners' attention is focused on understanding, saying and doing something with language, and not when their attention is focused explicitly on linguistic features". Juhana (2012) stated that fear of making mistake, shyness, anxiety, lack of confidence, and lack of motivation hider students from speaking in English class. Ambu and Saidi, (1997) found that the huge number of students in the classroom, the insufficiency of the English teaching time, and the syllabus that does not satisfy the learners' communicative needs are the main reason for learners' speaking difficulties.

Moreover, Thornbury (2005: 39) also mentioned affective issue that the learner faces is lack of confidence which might prevent fluency. Moreover, Al-Hazmi and Scholfield (2007) found

through his study that the higher the self- confidence, the higher score of one's oral presentation. Luoma (2001:16) stated that "speaking is hard skill to be mastered by the learners and in a foreign language it is very difficult and competence in speaking takes a long time to develop". Young's (1991: 120) study revealed that there are six potential sources of language anxiety from three aspects: the student, the teacher, and the teaching practice. He postulates that language anxiety is brought by (a) personal and interpersonal anxiety, (b) learner assumptions about language acquiring, (c) instructor conviction about language teaching, (d) instructor- learner intercommunication, (e) classroom procedures, (f) and language testing.

Furthermore, as Baily (2005: 54) stated, "the target language becomes a foreign language when the society don't use it as daily language communication". Basically, in EFL classes, all students speak the same first language and infrequently use English as a communication device outside the classroom. This situation makes students only get few practices in English speaking. Littlewood (1981) argued that teachers use L1 for class management. Nevertheless, this can be another factor that contributes to the problem of speaking difficulties. Mourtaga (2011) and Al-Nasser (2015), who argued that the Arab learners' lack of exposure to the target language is measured as one of the main reasons behind low proficiency of English. Al-Nakhleh (2016) found that learners of EFL do not get enough support to practice speaking English from their teachers and their surrounding environment. Additionally, Nakhleh's study revealed that the excessive usage of the mother tongue language by the students and teachers was one of the main challenges encountered by EFL students.

Moreover, Thornbury (2005: 39) mentioned other difficulties that the learner-speaker faces break down into three main factors. First, it is knowledge factor. This means the learners facing

difficulty in speaking because they don't have enough knowledge about aspects of the language that enables them to produce grammar, vocabulary, phonology, etc. Next, it is skills factor. The speaking difficulty appears since the learner's knowledge is not enough automated to ensure fluency, namely conscious awareness, appropriation, and autonomy. Furthermore, affective factors that comes from feeling inside the student such as lack of confidence or motivation which might prevent fluency.

The literature also showed that there are many factors that might cause students' low proficiency in English. One might be attributed to students' motivation towards English language. The other one is students' attitude toward English as a second language. Gardner and Macintyre (1991) consider attitudes as components of motivation in language learning. Irwansyah (2015) asserts that attitudes are necessary but inadequate indirect conditions for linguistic attainment. Only when paired up with motivation proper do attitudinal tendencies relate to the levels of student engagement in language learning, and to attainment. A learner is interactively motivated when he/she learns a language because he/she wants to "know more of the culture and values of the foreign language group... to make contact with the speakers of the languages... to live in the country concerned" (Wilkins, 1972:184).

Bachman and Palmer, (1996) defined the topical knowledge as knowledge structures in long-term memory. This means that it is what the speaker knows and the information he stores about a related topic. This information enables the speaker to engage in conversations related to topic discussed. However, Al-Nakhleh (2016) stated that students are not given enough chance to practice speaking on their own and hence the interaction among the students in the classroom is

almost absent. In addition, the lack of target language exposition is another prominent aspect that affects speaking skills. Students may avoid engaging in life conversation due to their incapability of social interaction in the target language. Learners may not have a chance to participate in discourse. This would be considered another reason or difficulty encountered in speaking skill. It is significant to build up knowledge and skills that would enable them to participate and master discourse skills. Kumaravadivelu (2003: 10) argued that “the best way to learn language is to focus on comprehending, saying and doing something with that language, and not merely focusing on linguistic aspects”.

In addition, Chancy (1998: 148) pointed out that “students use the English language both inside and outside the classroom settings, they still encounter problems in their learning and they generally see unknown words as the first problem to overcome”. In this case, it is difficult for teachers to deal with because speaking remains the most difficult skill to master for the majority of English learners, and they are still incompetent in oral communication in English (Zhang, 2009). Besides, Al-Nakhleh, A. (2016) conducted a study on the problems of speaking that encounter English Language students. His study results showed that learners of EFL don't get enough support to practice speaking English from their teachers and their surrounding environment. Koosha et al., (2011) established in their research that the level of learners' self-esteem indeed has significant effect on the fluency of learner's speaking. Moreover, Ellis (2005) stated that a considerable number of students focus on completing the task rather than engaging in real interaction. Therefore, teachers should use suitable classroom activities in teaching speaking in order to make students to talk to each other in pairs or groups. They should be more active to stimulate discussion and information trading transaction (Fauziati, 2002).

Moreover, Rajab (2013) stated that there are some reasons behind the students' lack of oral communication which are lack of using the target language as a tool of instruction, lack of utilizing the old teacher-centered method and the focus on grammar rules and drills of pattern in class. Ni (2012) mentioned that motivated students who have confidence and feel a lack of anxiety would be absorbed in more language input. According to Juhana (2012), students' lack of motivation is influenced by the teachers' way of teaching. For instance, teachers give only few attention and feedback to their students' speaking performance.

Li (2009) stated that students who have less motivation make no attempts to involve in the process of language learning. Therefore, parents, teachers and educational establishments should motivate students to accept English as foreign language learning so that they can talk more. Motivation is one of the main determinants of second or foreign language learning achievement (Jameson, 2007).

Previous studies also found that motivation is the main factor responsible for success and failure in any process, either in education or in any other field of activity. When someone manages to make good progress, it is always said to be more motivated. Cameron (2003) in his article 'Challenges for ELT' (about the expansion in teaching children) also emphasized the significance of motivation for young learners and the vital role it plays in their learning process for the English language learning. Similarly, Dornyei and Csizer (1998:203) argued that "without sufficient motivation, even individuals with the most remarkable abilities cannot

accomplish long-term goals, and neither are appropriate curricula and good teaching enough to ensure students achievement”.

Consequently, motivation is highly necessary for foreign language learning to take place. Moreover, societies, parents, teachers and all those responsible for learners should try their best to create a good atmosphere, and to focus on speaking activity in the classroom. However, the argument that could be raised about motivating learners is whether such process is an effortless task, or could it be a complicated one? John cited in Dörnyei and Csizér (1998) argued that leading a horse to water is easy, but to make it drink is a more difficult matter. This is the same with learners, in terms of how to find a way to motivate them so that they learn effectively. If teachers do not have the ability or awareness of the learning strategies that should be followed, then it could be argued that motivating students would be difficult. This would have negative consequences for their learning process.

In Libya, in order to facilitate the teaching and learning English speaking skills, teachers in the thick of teaching have to remain aware of the significant aspects of motivation, and the strategies to be followed in order to cultivate good results in terms of producing good English speakers.

2.10. Previous Studies

Zhang (2009) argued that speaking remains the most difficulties skill to master for the majority of English learners, and they are still incompetent in communicating orally in English. Also, there are some studies which have investigated the speaking difficulties encountered by EFL learners. For example, Ambu and Saidi (1997) investigated some issues in teaching English

speaking in a foreign language classroom and revealed that the huge number of students in the classroom, the insufficiency of the English teaching period, and the syllabus that does not satisfy the learners' communicative needs are the main reason for learners' speaking difficulties.

Furthermore, Pathan et al., (2014) also investigated the speaking difficulties faced by Libyan students in their oral production of English and found out that the linguistic domain (vocabulary, grammar, pronunciation, and discourse) constitutes the most serious area of difficulty. Al-Nakhleh (2016) says that students are not given enough chance to practice speaking on their own and hence the interaction among the students in the classroom is almost absent. To come to the point, this study will help students and teachers to identify the factors that result these challenges.

Moreover, a case study about speaking has been examined by Anwar (2010) on the title the problem faced by students of English department in learning speaking. The study took place at English department of Al-Muslim University Bireun. There were 30 students of English department took as the sample for the study. It used three techniques in collecting the data, observation, questionnaire, and interview. And the result that the writer found some obstacles faced by students in speaking English, there were lack of grammar, pronunciation, vocabulary, and some intern factor such as shyness.

In addition, Irwansyah (2015) investigated the students' strategy in coping with anxiety in speaking English. Two methods; questionnaire, interview, were used to collect data. The result

shown that there were some strategies can reduce their anxiety, such as practicing speaking, remembering easier vocabulary, and being confident while speaking English.

2.11. Summary of the Chapter

Having reviewed the previous studies related to the matter of the study, the researcher concluded that there are a variety of challenges encountered students and that affect their EFL speaking skills. The sections reviewed in the chapter were aimed to give a clear picture about the problem under the investigation, and to develop the theory of teaching and learning speaking in Libyan education universities.

Chapter Three

Methodology

3.1. Introduction

This chapter presents the methodology of this research. It is very important for researchers to identify the research design for their studies because it will have implications on both data collection procedures and data analysis techniques. The principal aim of conducting this research is to investigate the challenges that affect Libyan university students in learning English speaking skills. It demonstrates the design of research and describes methods of data collection. It also explains the selection of participants, methods of data analysis and the pilot study. Ethical issues are also discussed.

3.2. Research Design

The selection of the research method should be determined by the nature of the problem, the purpose of the study and the researcher's aims. A mixed method approach was used in this study. Creswell (2007:87) argued that “the quantitative data and their subsequent analysis provide a general understanding of the research problem”. Moreover, Ritchie and Lewis (2003:2-3) stated, a qualitative research aimed to provide an in-depth discussion. Participants related to their experiences, thought, history, social, and material situations. Therefore, quantitative and qualitative methods of research were used in this investigation to explore the challenges that students may encounter in speaking skill. Both methodologies were used to gather the necessary data. The required data were collected through using a questionnaire and a classroom observation in order to make the picture very clear in developing students’ speaking skills.

3.3. Data Collection Instruments

Data collection methods for this research involved two techniques, which were a questionnaire for students and classroom observation for the selected sample of students and teachers. The questionnaire was delivered to eighty-eight students of first year English department at Abu-Iesa College.

3.3.1. Students' Questionnaire

The students' questionnaire which used in this study was closed-ended questions designed in English. It was quantitative questionnaire that helps the researcher to collect data from the participants. Dornyei (2003) defined a questionnaire as any written instruments that offered respondents with a series of questions or statements to which they respond to either by writing out their answers or selecting them among existing answers. Questionnaires are relatively productive in terms of the amount of research data they supply and also lend themselves to economical and very visible organizations and arrangements. Questionnaires are also undemanding for the respondents, as they provide the simple task of choosing from a range of options. Kothari (2004) stated that questionnaires permit researchers to collect information that learners are able to report about themselves. The information could be their beliefs and motivation about learning or their reactions to learning and classroom instructions and activities information that is typically not available from production data alone.

The accuracy of the data is further protected from the possibility of human error or distortion by the same simplicity of format. The questionnaire responses were collected; from first year students of English department at Abu-Iesa College. All the students' responses were

voluntarily. The questionnaire was self-designed. It was designed simply to be understood easily and piloted to be more valid and reliable. It consisted of fifteen closed-ended questions. It was administered to 88 students. Participants were guided orally by the researcher about how to fill in a questionnaire. Then, results and data were analyzed and presented in percentages and graphs.

3.3.1.1. Advantages and disadvantages of a questionnaire

In fact each method or tool in the field of research has its advantages and disadvantages. In terms of advantages, Dornyei (2003: 9) states: “the main attraction of questionnaires is their unprecedented efficiency in terms of (a) researcher time, (b) researcher effort, and (c) financial resources”. In addition, a questionnaire contains regular questions, so the result will be more objective than those collected during an interview. In addition to that, the researcher can collect data from a group of people in a short amount of time. It is easy to collect and it gives participants enough time to think about the answers of the questions.

The disadvantages of questionnaires, in many ways exist in a reciprocal relationship to their advantages. Dornyei (2003) argues that, the nature of the questions set run the risk of pre-programming responses towards the perspective of the researcher, reflecting their opinions rather than those of the respondent. Effective research practice should minimize this possibility through the types of questions set and acknowledging the existence of this in-built imponderable when analyzing the data collected. Another problem attaching to questionnaires is the fact that the researcher has little opportunity to validate the authenticity or truthfulness of the answers given.

The advantages and disadvantages of and piloted to be more valid and reliable as a research instrument are reflected more generally in purely quantitative methodologies more generally.

3.3.1.2. Reliability and Validity of a Questionnaire

To address the reliability and validation of the questions raised in this study, the researcher designed a list of checks to maximize the validity of the questionnaire that have been collected and collated. Firstly and most obviously, the researcher ensured that data was recorded accurately and precisely. Dornyei (2003) points out that even small error in data entry can radically skew the overall direction towards which answers to questionnaires point. Secondly, in an ideal situation, the researcher used the research instrument of the questionnaire more than once in the same educational context. However, failing this, it was useful to split the results from respondents in half to ascertain levels of consistency. Generally, a high degree of consistency between the component parts of the data is a useful indicator in terms of validation. In order to determine the validity of a questionnaire, the questions being asked must have a direct connection with the purposes of the enquiry. Therefore, the designed questionnaire was piloted to be more valid and reliable.

3.3.2. Classroom Observation

The classroom observation took place two weeks after the questionnaire survey had been administered. The researcher observed four out of six classes in which the questionnaire had been distributed to students. After an official permission had been given for conductive a classroom observation, the researcher observed each teachers' class in two periods. Unstructured observations are flexible because they allow the teacher-researcher "to attend to other events or

activities occurring simultaneously in the classroom or to engage in brief, but intense, periods of observation and note taking” (Hughes, 2002: 13). In this research, observation was used as a main technique for gathering data. As Ritchi and Lewis (2003:35) stated, observation allowed the researcher investigating directly action, event, and experience without being the part of the population.

In addition, this technique enabled the researcher to get more information about what was happening as long as the teaching learning process in English. Especially about student's participation and teachers' feedback to students, and then it would be written down in the observation guide to be analyzed. The unstructured observation was conducted in this study in order to know; the actual scenario of teaching speaking skills in the classrooms, how the teachers carried out speaking class, how the students performed and what challenges the students really encountered in speaking class. The researcher observed four teachers, two periods for each teacher's class. Everything observed, heard, and experienced during class observation was recorded carefully in detail.

3.3.2.1. Limitation of the Classroom Observation

The classroom observation was limited to four teachers who were observed, as two visits for each. The period of the classes was forty-five minutes for each. The classroom observations were conducted during the Academic year of 2018/2019.

Cohen, et al. (2007: 412) argued that "it may take a long time to catch the required behavior or phenomenon; it is prone to difficulties of interpreting or inferring what the data means". The researcher had a limited time for observing what actually happened between the teacher and their

students; as a result the researcher used a tape recorder to record every utterance during speaking class.

3.3.2.2. Reliability and Validity of the Classroom Observation

The purpose of observation in this study was to find out the challenges that students encountered in classroom interaction. Qualitative validity can be assessed in many ways, and “might be addressed through the honesty, depth, richness and scope of data achieved, the participants approached, and the extent of triangulation” (Cohen et al., 2007: 133). The teachers’ classes were visited two times

Furthermore, participants’ agreement and permission for the audio tape-recording for their classes was secured in advance as an essential step to conduct this research. To reduce any possible anxieties, the teachers were informed that the researcher’s presence was not to assess them but to find out the challenges that their students encounter in their speaking class to help them overcome these challenges. Otherwise, the teachers may not accept that. In addition, the audio tape-recordings were listened and used by the researcher only for their benefits to the study. Moreover, all the transcribed data gained from the observations were coded by content. The researcher systematically worked through each transcript assigning codes. The researcher had a list of categories after reading through each transcript and letting the categories emerge from the data. As a result, the classroom observation was piloted to be more valid and reliable.

3.4. Pilot Study

Regarding piloting the designed students’ questionnaire, the students were asked to write their comments about the questionnaire on a separate sheet. Thirty copies of the questionnaire were

piloted. This procedure was used in order to test the acceptability of the questionnaire. Students were asked how they found answering the questionnaire and how long it took them to complete. The feedback which was received from them was considered to overcome the weaknesses of the designed questionnaire. Moreover, the quantitative data obtained from the pilot study was analyzed using descriptive statistical procedures to ascertain whether or not significant differences existed between students' answers.

Furthermore, it was found that there were some points that were had not been considered before conducting the pilot study of the observation. First, visiting four classes in advance was beneficial in breaking down any barriers between the researcher, the teachers and their students. Second, identifying the materials and teaching aids which were used by the teachers in the classroom to teach English speaking. The data gained from observation in the pilot study was transcribed, coded and analyzed using the principles of content analysis theory.

3.5. Samples of the Study

Due to the importance of sampling techniques in any study, participants were selected carefully. The participants in this study were 88 students and four teachers who were teaching first year English speaking in English department at Abu-Iesa College. The number of the students was not standard from the beginning of conducting the study. Eighty-eight students were randomly chosen. A purposive sampling strategy was also used to select the appropriate teachers to be observed. Patton (2002:230) argued that "the logic and power of purposive sampling lies in selecting information rich cases for study in depth. Therefore, the researcher observed only four teachers only since they are the only ones who teach speaking skills' subject at English

Department at the time of conducting this study. Furthermore, as Cohen et al., (2007), stated that “the key reason for being concerned with sampling was that of validity- the extent to which the interpretation of the results of the study follow from the study itself and the extent to which results may be generalized to other situations with other people”.

3.6. Procedures of Data Collection

The data for this study were collected through a questionnaire and a classroom observation; during the period of 2018/2019. Firstly, the researcher chose the participants. They were four English language teachers and eighty-eight first year English department students from Abu-Iesa College at Zawia University. The questionnaire was designed and distributed to the first year English department students. With the help of the lecturers, the researcher met the selected students and explained to them the purpose of the questionnaire. Then the questionnaire was distributed and the student’s responses were received. The data obtained from the questionnaire was analyzed using descriptive statistical procedures by Microsoft Excel program.

In addition, the classroom observation took place two weeks after the questionnaire survey had been administered. The researcher observed four English language teachers from English department at Abu-Iesa College, who were teaching speaking skills subject. The period of classroom observation was two times for each teacher, while the length of each class’s time was forty-five minutes. All the data obtained from the observations were written and saved confidentially.

3.7. Ethical Issues in the study

The researcher had maintained strong ethics while and after collecting the research data. A permission letter from the head of English department at the high studies was obtained and given to the head of English department of Abu-Ieasa College to simply attend the lectures of speaking subject (see appendices B & C). The participants had been given a piece of paper promising that the confidentiality of their names and data would be strictly maintained. The researcher had taken their written consent about the ethical issues and the participants' permission her to use the information only for the research purpose.

3.8. Preparing Data for Analysis

The data was collected and organized in order to prepare for analysis. The research quantitative data were firstly analyzed using descriptive statistical procedures. Microsoft Excel program was used to analyze quantitative data. Descriptive statistics (frequencies) were also used to identify the students' speaking challenges. Moreover, the data collected from observations were kept in separate files for each teacher involved in this study. All of the data were saved to the computer and read repeatedly in order to understand the challenges that affect Libyan university students to learn English speaking skills. More details about the data analysis are provided in the next chapter.

3.9. Summary of the Chapter

This chapter has described the research methodology of this study. Research design and data collection tools were presented and described. Moreover, reliability and validity of the two

instruments were presented and explained as well. The Pilot study, sample of the study and procedure of data collection were defined. Moreover, the researcher stated some ethical issues in her study. After that she prepared the data for analysis. Furthermore, the next chapter presented the data analysis and results of the study based on the data gathered using the two research methods (a questionnaire and a classroom observation).

Chapter Four

Data Analysis and Results

4.1. Introduction

The purpose of this chapter is to present and analyze the data collected through both the quantitative and qualitative approaches. The quantitative data derived from the questionnaire were analyzed and interpreted. The data along with its analysis presented in a simple form of a bar diagram, multiple diagrams and pie charts. In contrast, the qualitative data were derived from the class observation. In this study, the researcher used content analysis theory to analyze the data gained from twelve classroom observations. (See section 4.3 for more details). Cohen et al., (2007) stated that, the approaches mentioned above are appropriate for analyzing the current data. In addition, what happened in every class was described and analyzed in detail. The results of the data which obtained from the students' questionnaire and the class observation were presented below in this chapter.

4.2. Results of Students' Questionnaires

The quantitative data derived from the questionnaire was analyzed and interpreted in percentages (%) by using Microsoft office Excel 2007 program. The questionnaire administered to the students containing (15) closed-ended questions and with the aim of investigating their challenges towards speaking skills. The data along with its analysis are presented in a simple form of bar diagrams, multiple diagrams and pie charts with their illustration following them.

Q1. How long have you been learning English?

- Under 3 years
- 3-5 years
- More than 5 years

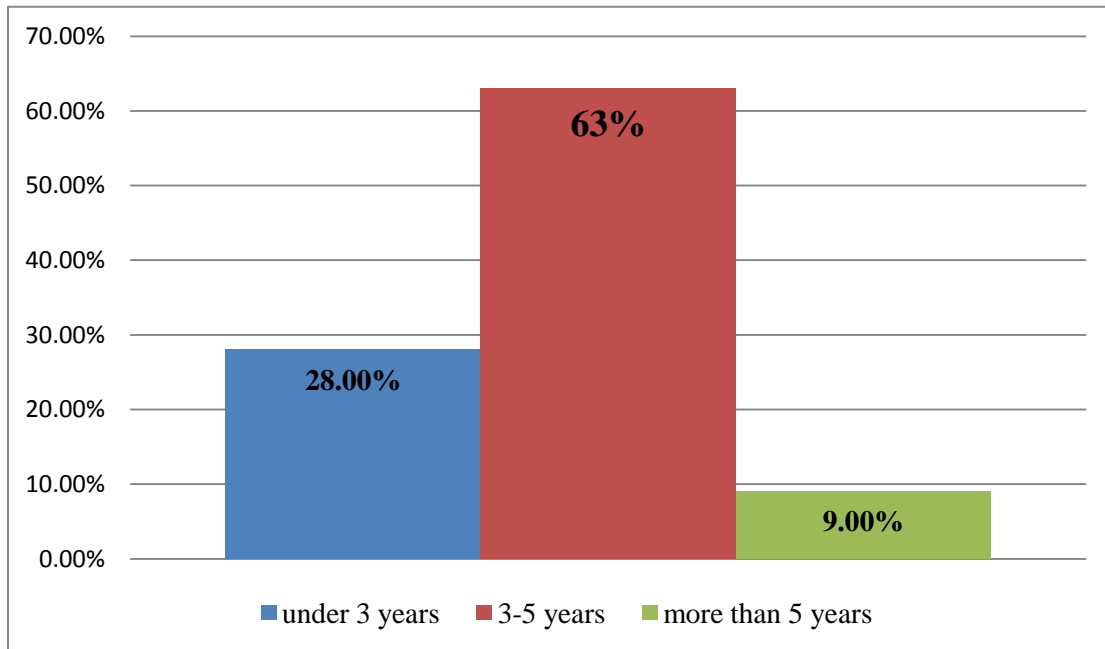


Figure4.1 Past experience of student in English

According to the figure (4.1) above, the responses showed that the majority of participants 63% had been learning English from three to five years. However, 28% of the students confirmed that they had been learning English less than three years while 9% of the students assumed that they had been learning English more than five years.

Q2. How often do you practice speaking outside the classroom?

- Always
- Usually
- Sometimes
- Never

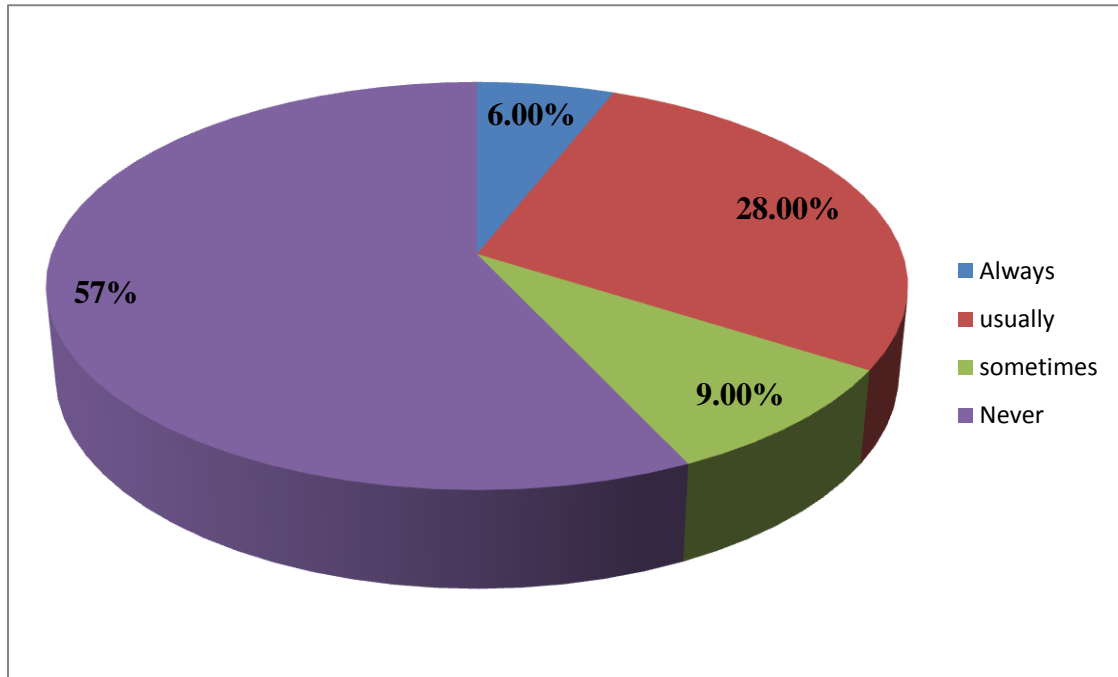


Figure4.2.The frequency of using speaking English outside the class

Figure (4.2) showed the results of the second question. Students were asked how often they practice speaking outside the classroom. 28% of the students said that they ‘usually’ practice speaking outside the classroom. However, 9% of the students agreed that they ‘sometimes’ practice English outside the classroom. Whereas 57% pointed that they ‘never’ practice English outside the classroom. 6% of the students said that they ‘always’ practice English outside the classroom.

Q3. How often are you allowed to use your mother tongue (Arabic) in speaking class?

- Always
- usually
- Sometimes
- Never

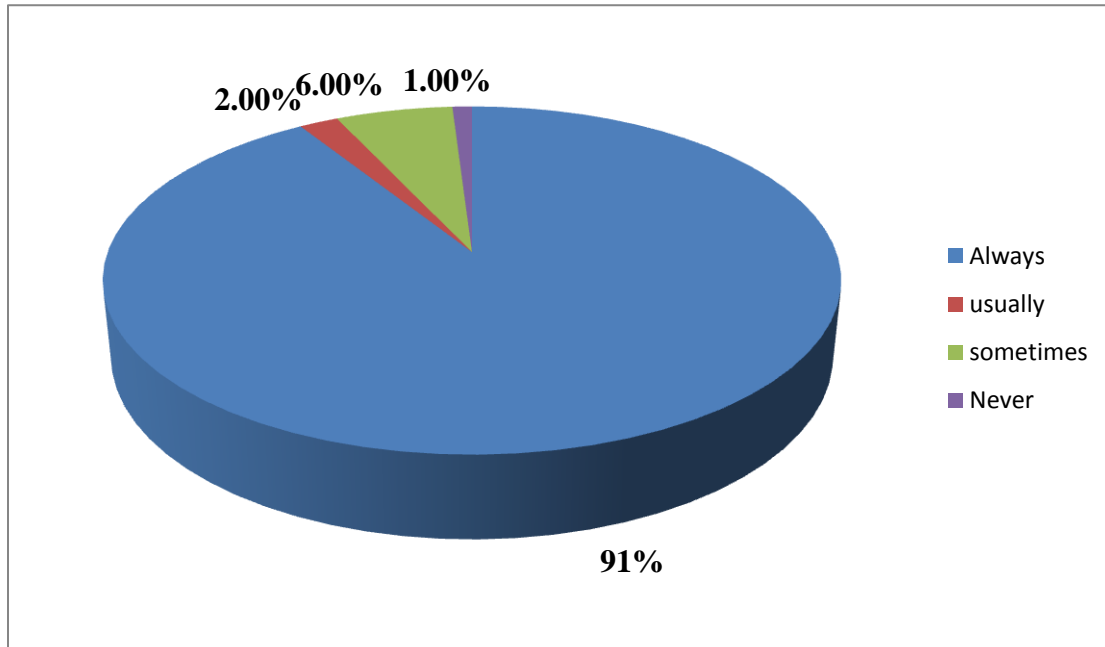


Figure4.3.The frequency of using mother tongue in speaking classes

Students were asked how often they were allowed to use their mother tongue (Arabic) in speaking class. The above figure.4.3 illustrated the results. Most of the participants (91%) stated that they were ‘always’ allowed to use Arabic. While, 6%of them confirmed that, they were ‘sometimes’ allowed to use Arabic in speaking class. However, 2% of them confirmed that they were ‘often’ allowed to use Arabic and one of them (1%) indicated that he/she was ‘never’ allowed to use Arabic in speaking class.

Q4. Does your teacher praise you when you answer correctly?

- Yes
- No

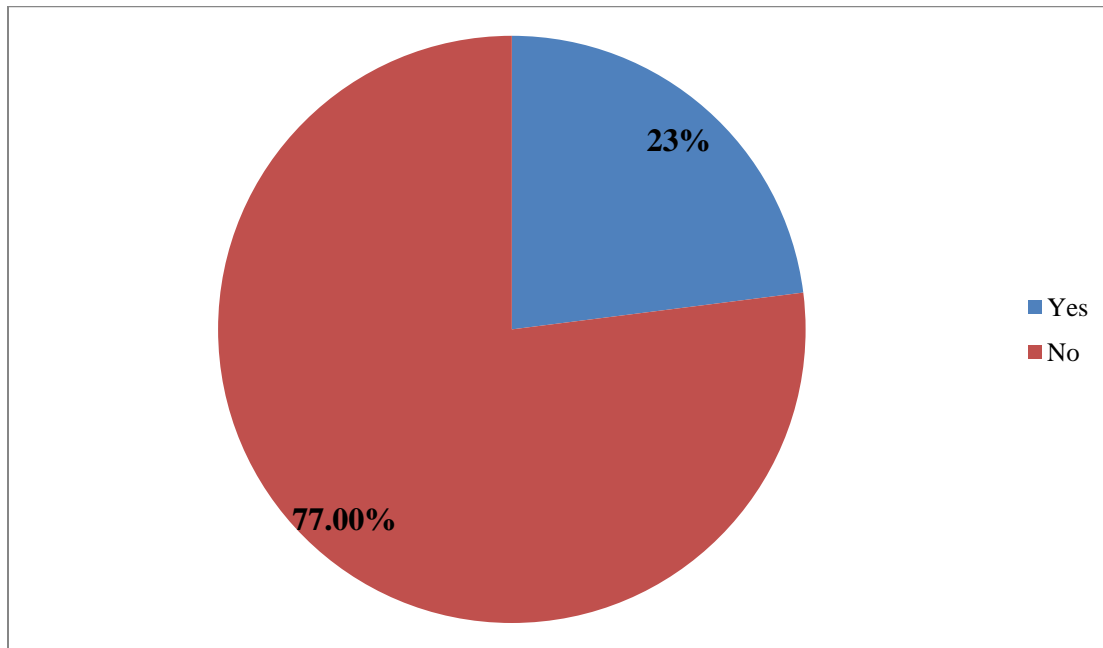


Figure4.4.The teachers' method of providing feedback

The fourth question was analyzed through figure (4.4). Students were asked whether their teacher praise them when they answer correctly or not. 23% of the participants confirmed that their teacher praise them when they answer correctly, whereas 77% of the students selected 'No' option to indicate that their teacher does not praise them when they answer correctly.

Q5. How do you feel during speaking classes?

- Anxious
- Motivated
- Confident

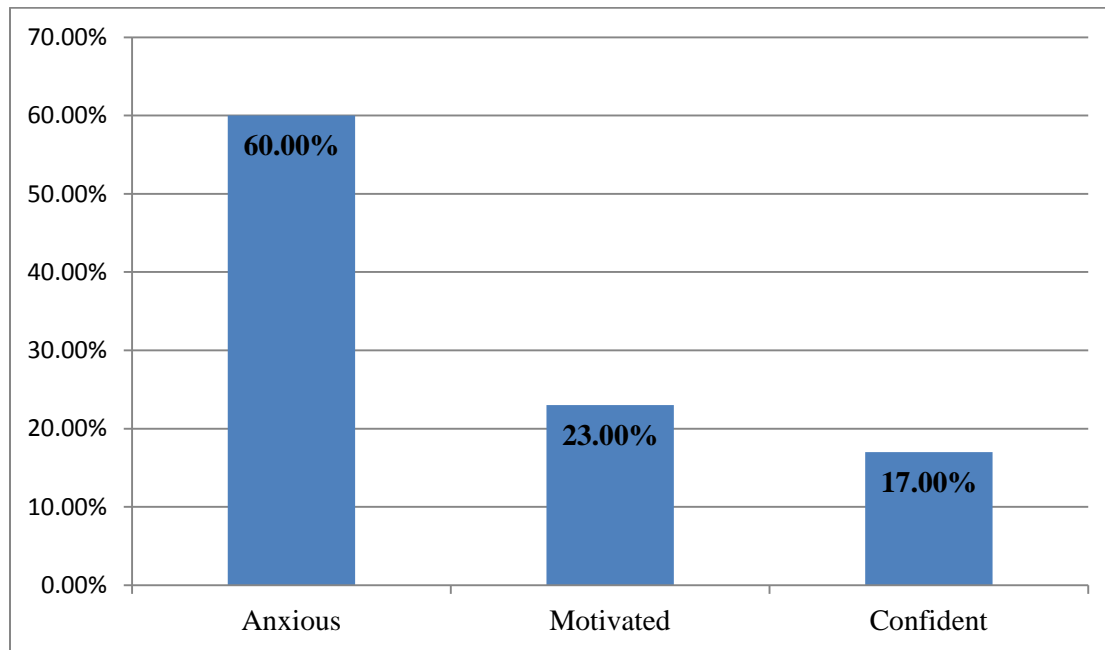


Figure 4.5. Students' feeling toward the speaking class

As illustrated in figure (4.5), more than half of the students (60%) indicated that they feel anxious during speaking class. 23% feel motivated. While only 17% believed that they feel confident during speaking class.

Q6. What factors affect your speaking performance?

- Tropical knowledge
- Listening ability
- Time for preparation
- Listeners' support
- Pressure to perform well
- Time allowed to perform speaking tasks

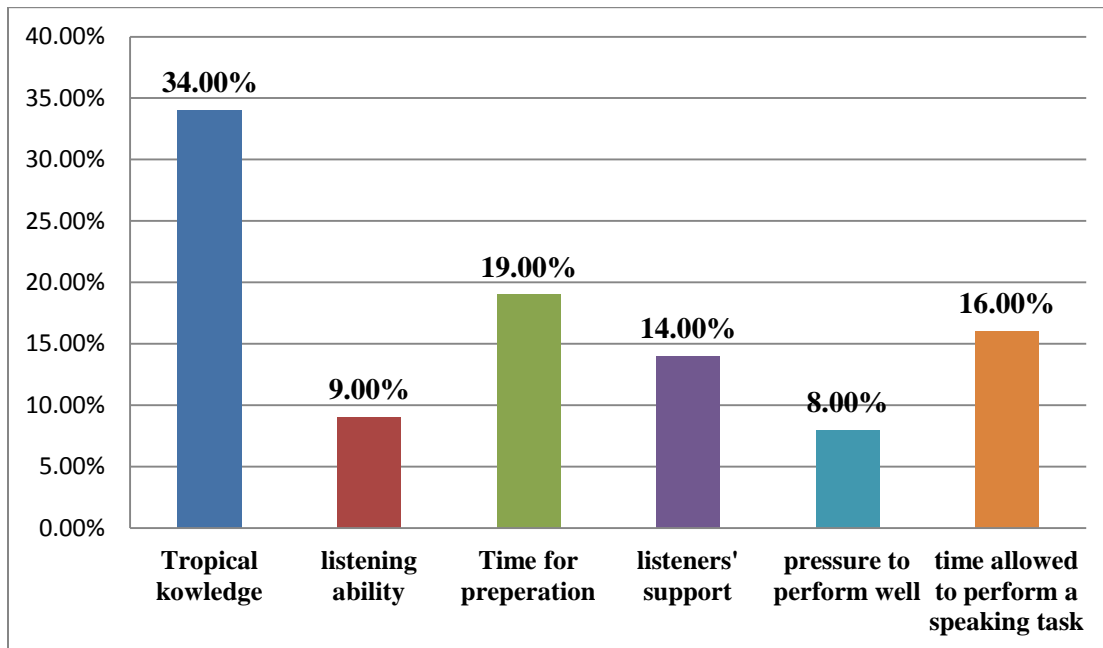


Figure 4.6. The factors that affect student's speaking performance

Figure (4.6) illustrated that the majority of the students (34%) agreed that tropical knowledge affected their speaking performance. 9% of the students thought that 'listening ability' had influenced on their speaking performance. 19% of the students viewed that 'time for preparation' as an important factor that influences their speaking performance. However, 16% of the students referred 'Time allowed to perform a speaking task' as a factor that could be influenced. 14% viewed that 'listeners' supports' could affect their speaking performance and small number of participants (8%) agreed that 'pressure to perform well' could affect the results.

Q7. Which challenge do you encounter during speaking class?

- You lack vocabulary.
- You are afraid of criticism or losing face.
- You cannot think of anything to say.
- You speak very little or not at all.
- You are shy.

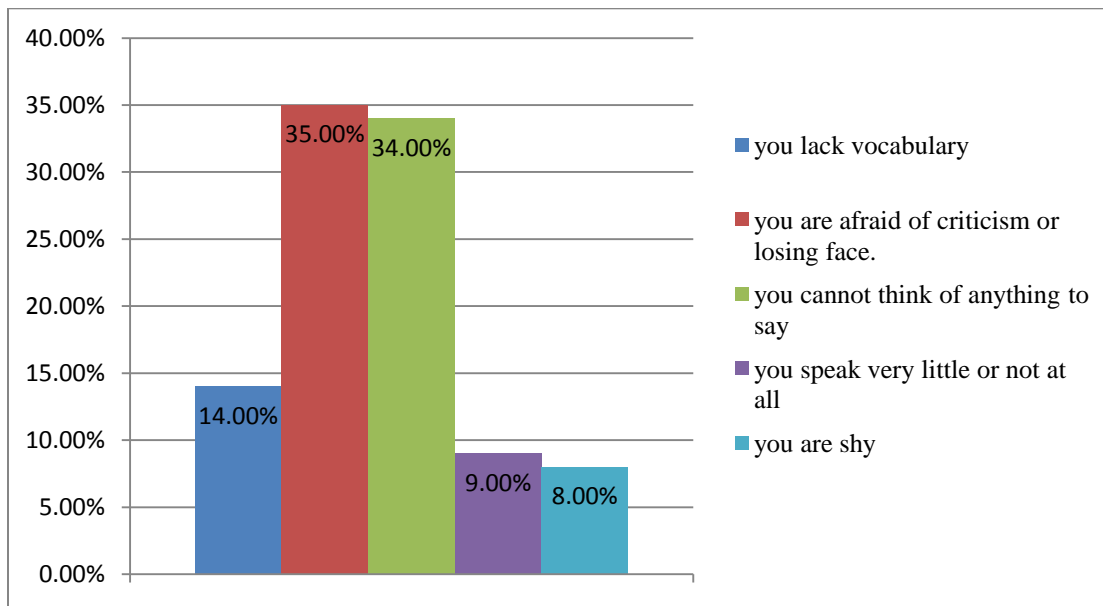


Figure4.7.The challenges that students encountered during learning speaking

Students were asked the seventh question about the challenges that they may encounter when they learn speaking. 35% of students said that they are afraid of criticism or losing face. In addition, the percentage of those who said that ‘they cannot think of anything to say’ is 34%. The challenge of lack of vocabulary was selected by 14%. 9% of the students agreed that ‘they speak little or not at all’ is a challenge and the lowest percentage was 8% representing the students who are shy.

Q8. Which activity do you implement during speaking class?

- Group discussion
- Role play
- Dialogues
- Pair work

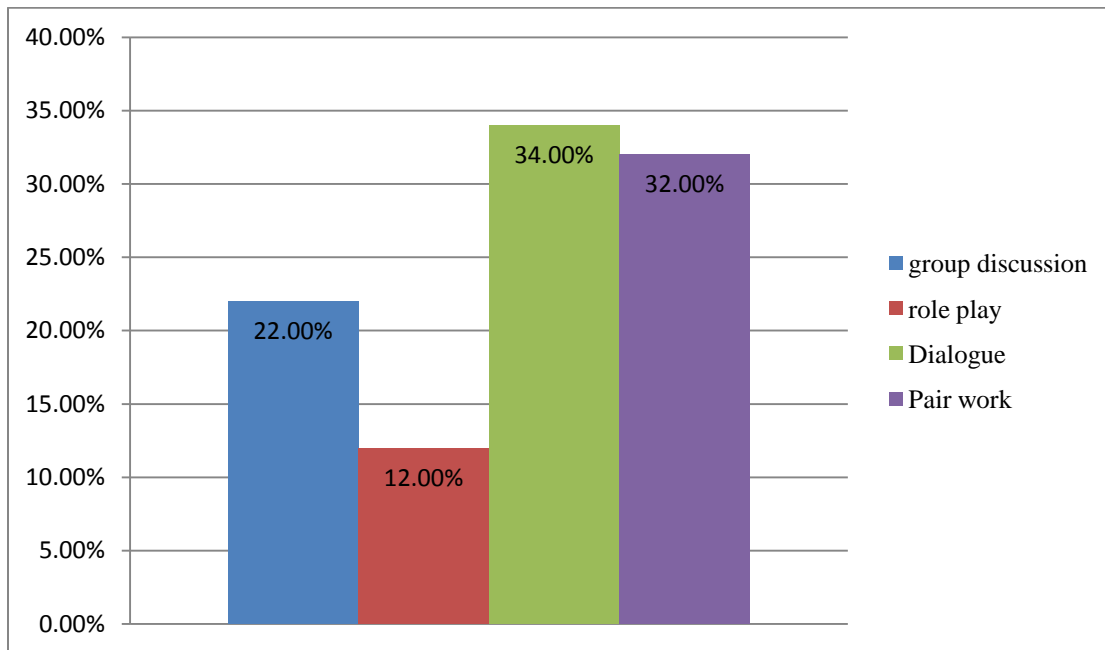


Figure4.8.The activities used during speaking class

The participants were asked about the type of the activity that their teacher uses to teach them speaking skill. 34% of the students confirmed that the teacher used dialogue as an activity, while others (32%) stated that pair work is the activity that their teacher utilized with them. 22% of the students also chose group discussion and 12% of the students chose role play as activities that were conducted to deliver the speaking classes.

Q9. Which facility does your teacher use during speaking class?

- White board
- Smart board
- computer
- data show (projector)

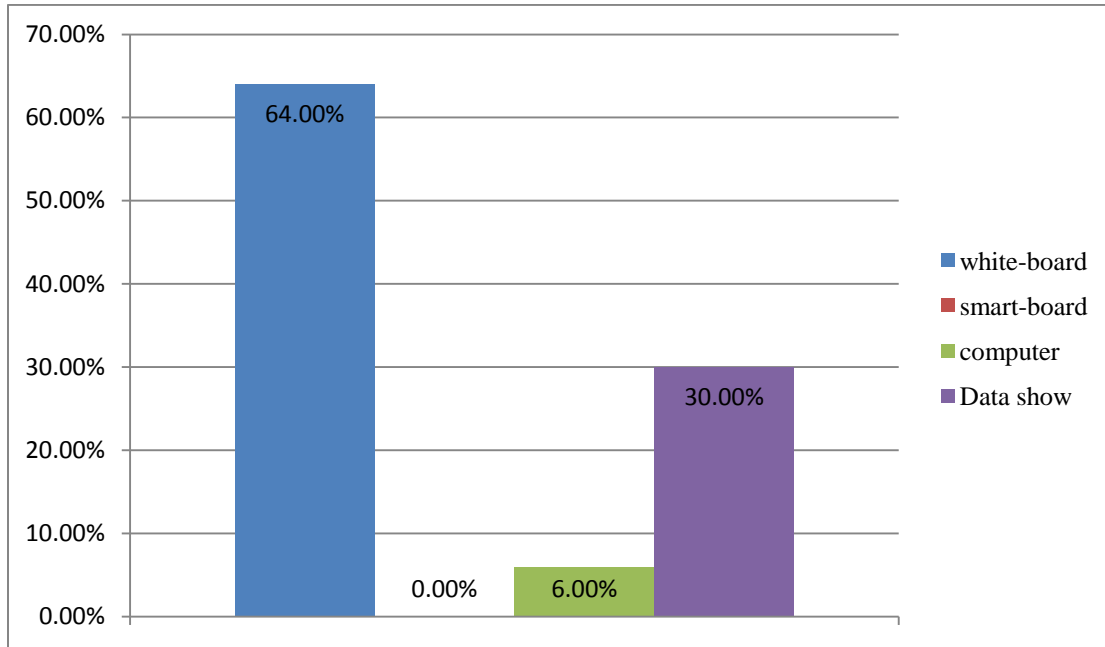


Figure4.9.The facilities used during speaking class

Figure(4.9) presented the facilities which have been used in the speaking class. The majority of the participants (65%) said that teachers employed the white board much while others (6%) said that the computer was used. Only few students (15%) argued that they use the data show whereas no one of the students (0%) declined that they use of smart board.

Q10. Does your teacher use a mixture of English Language and Arabic during teaching speaking?

- Yes
- No

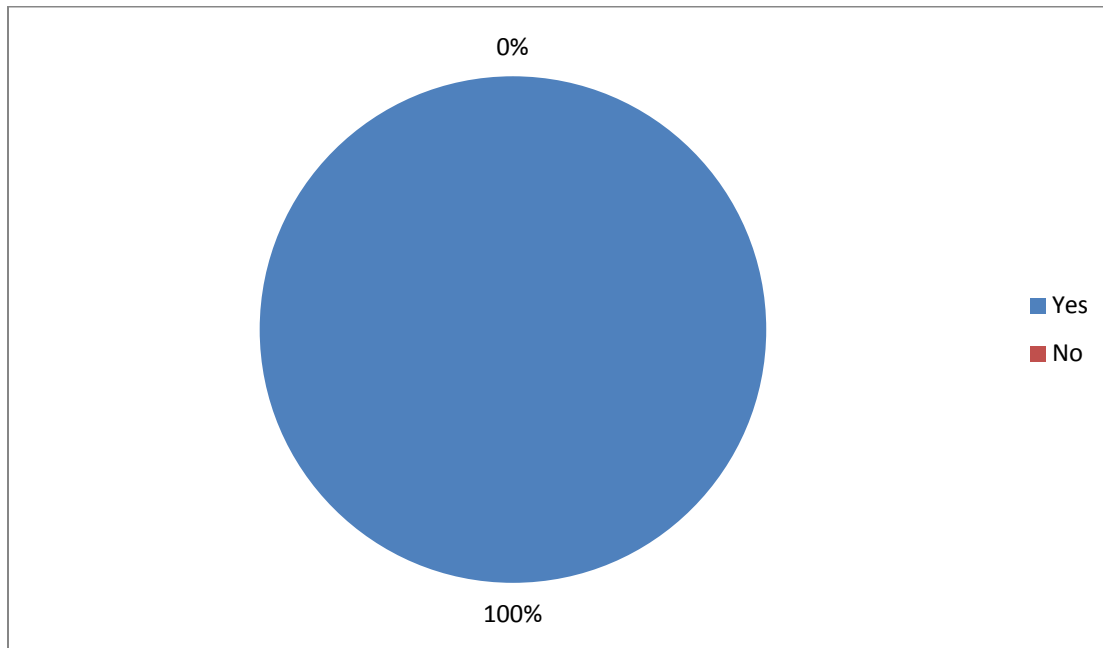


Figure4.10. Teacher uses of a mixture of Arabic and English during teaching speaking

The participants were asked if their teacher uses a mixture of English language and Arabic in teaching speaking skill. Figure4.10 illustrated that the results prove that all participants (100%) stated that their teacher used both Arabic and English in teaching speaking skill.

Q11. Does your teacher ask you to give presentations in English language?

- Yes
- No

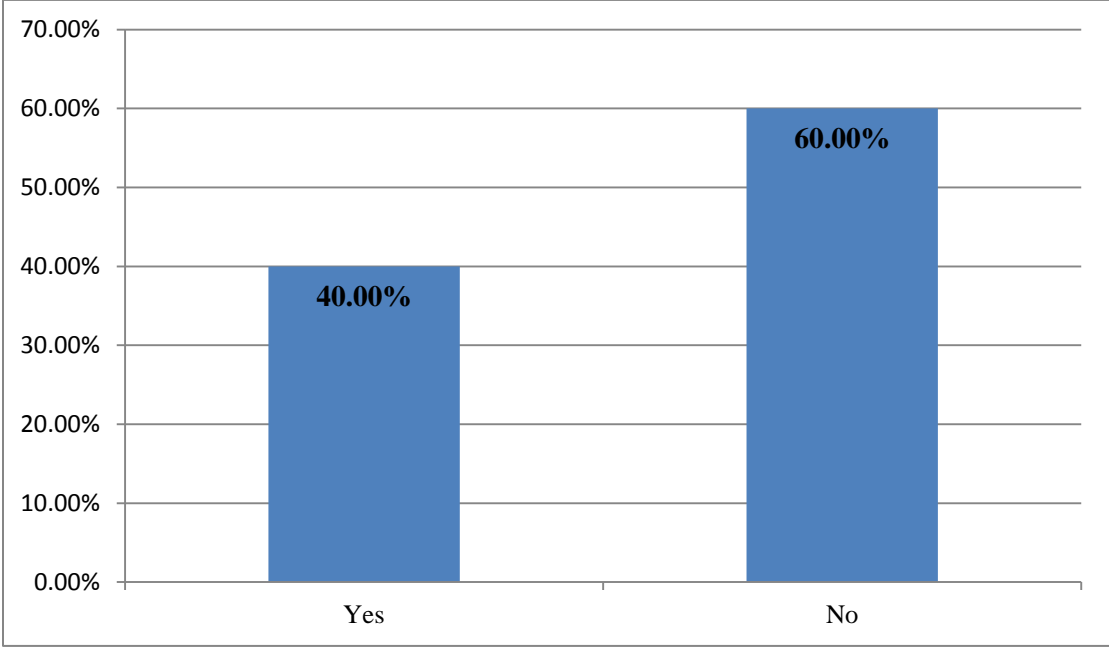


Figure4.11.The effect of giving presentations

Figure (4.11) illustrated that 60% of the students chose the ‘No’ option which meant that their teacher did not ask them to give presentations in English language. However, 40% of the students chose ‘yes’ option which meant that their teacher asks them to give presentations.

Q12. Does your teacher use extra materials and exercises in speaking classes?

- Yes
- No

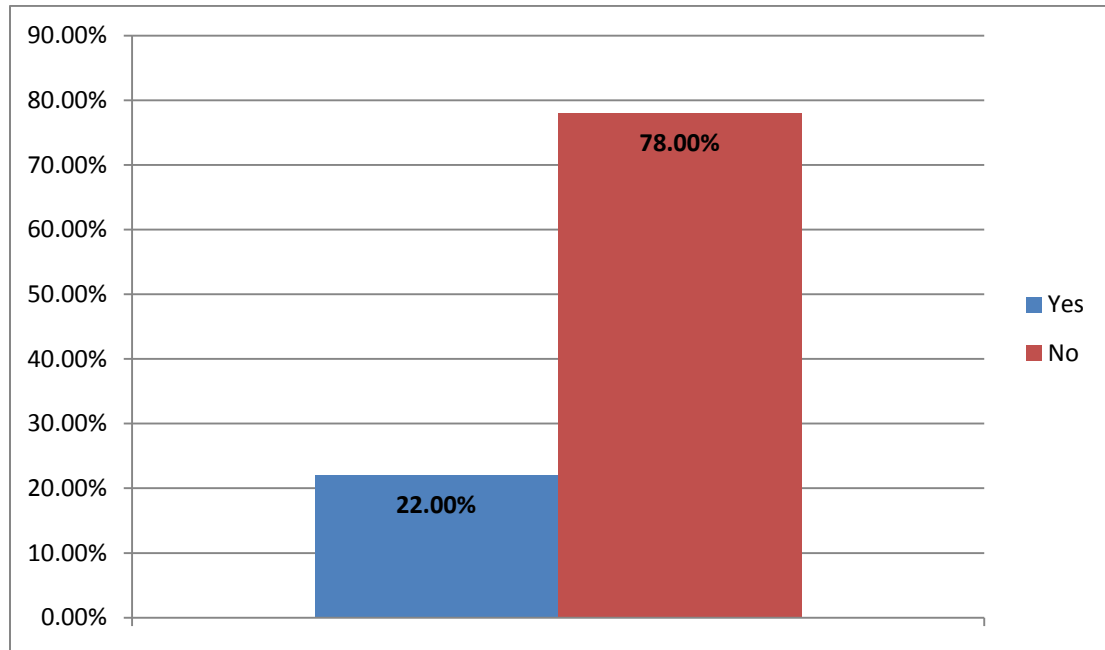


Figure4.12.The effect of supplementary materials

The results shown in the figure above confirmed that 78% of the students chose the ‘No’ option which meant that their teacher did not use extra materials and exercises in speaking class. While, (22%) of the students selected ‘Yes’ option.

Q13. Does the course curriculum contain enough exercises for speaking skills?

- Yes
- No

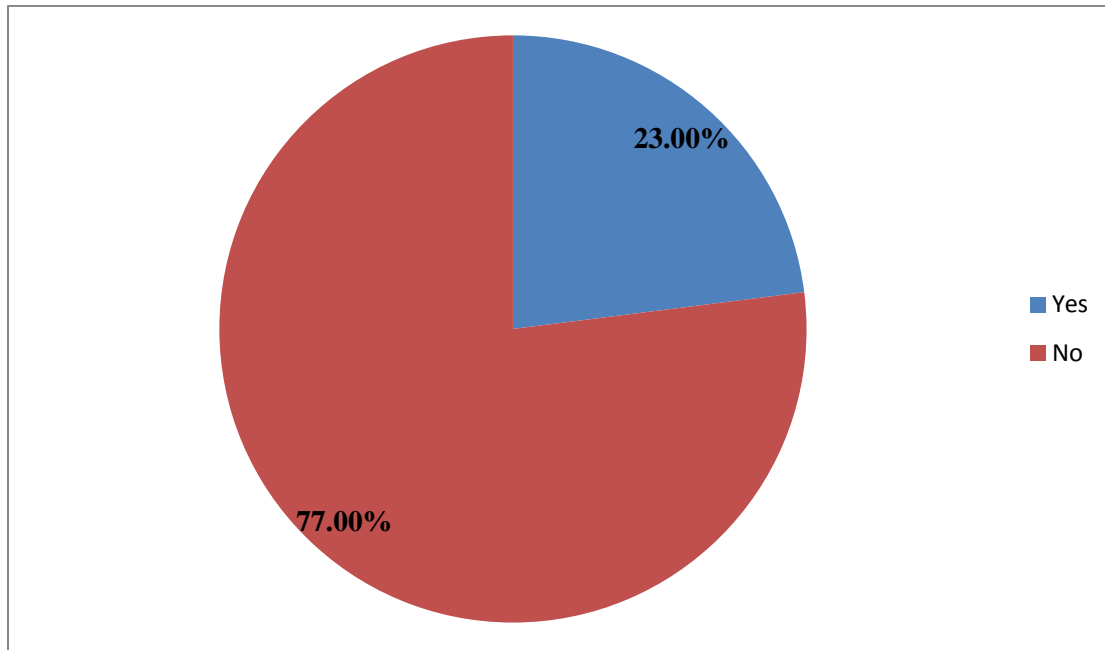


Figure4.13.The effect of the curriculum

Figure (4.13) illustrated that out of 88 participants, 77% chose the 'No' option which meant that they did not have enough exercises for speaking class in their course curriculum. However, 23% selected the 'Yes' option.

Q14. Is the speaking class atmosphere exciting and encouraging?

- Yes
- No

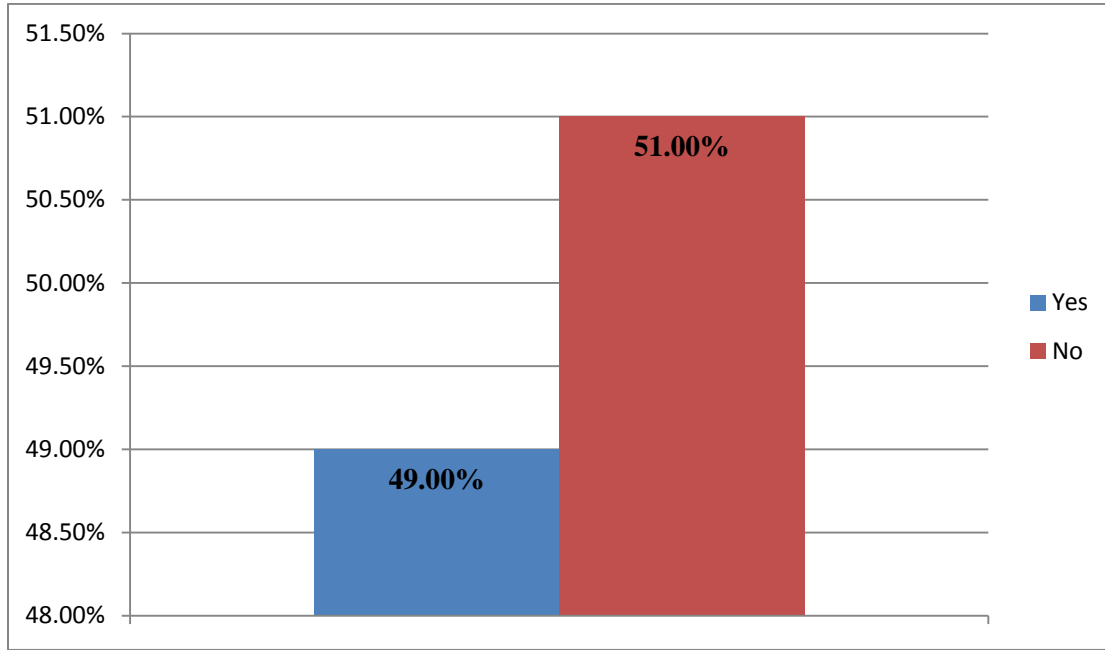


Figure4.14.The atmosphere of speaking class

Figure14 indicated the attitudes of the students towards the learning environment. 51% of the participants chose 'No' option which meant that the atmosphere of the speaking class is not exciting and encouraging. While the rest of the participants (49%) chose 'Yes' option which meant that it is exciting and encouraging.

Q15. Which one of the following affective issues do you face the most?

- Lack of self-confidence
- Lack of motivation
- Fear of making mistakes
- anxiety

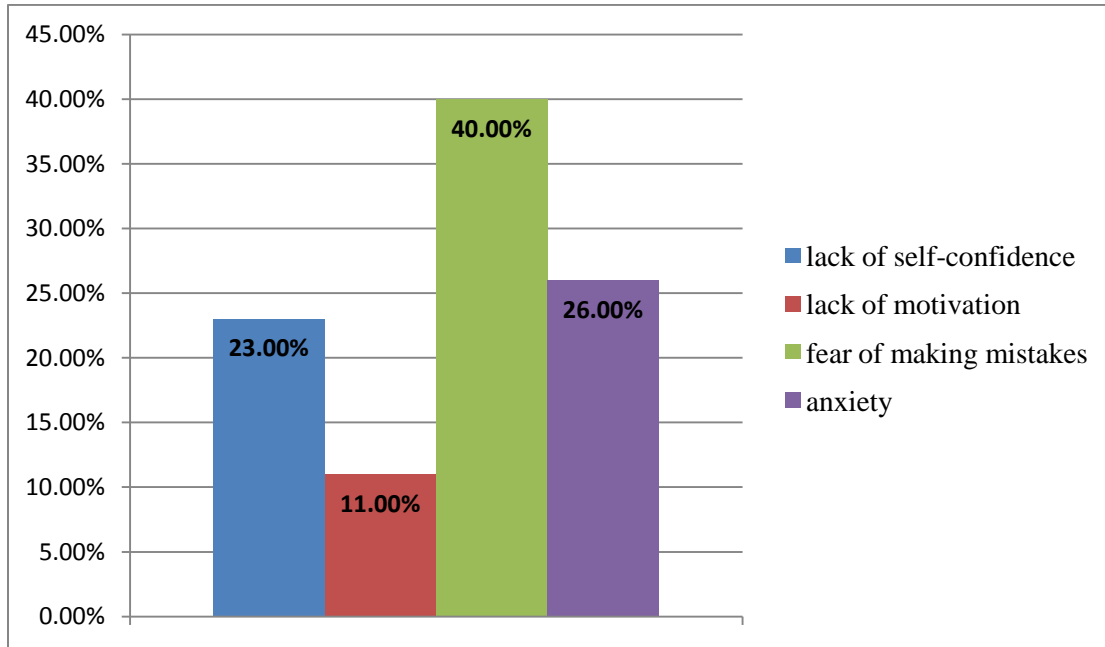


Figure 4.15. The affective issues

The results of the fifteenth question suggested that there are many issues behind the students' challenges in developing speaking skill. 40% of the students are afraid of speaking English because they fear of making mistakes. Whereas high percentage which is 26% responding students who has anxiety. Another issue was the lack of self-confidence which was expressed by 23% of the total participants while some others (11%) said that they chose 'lack of motivation' option.

4.3. Results of Teachers' Classroom Observations

There are different analysis theories researchers may use to analyze the qualitative data. These theories could be content analysis, grounded theory (Glaser & Strauss, 1967), thematic analysis (Braun & Clarke, 2006) or discourse analysis. These analytic processes are defined as “the operations by which data are broken down, conceptualized, and put back together in new ways” (Strauss & Corbin, 1990: 57). In this study, the researcher used content analysis theory to analyze the data gained from twelve classroom observations. This theory was used because the process of analyzing the observed data was being left until the data had been collected.

Moreover, all the transcribed data gained from the observations were coded by content. The researcher systematically worked through each transcript assigning codes. The researcher has a list of categories after going through each transcript and let the categories emerge from the data. The main categories are: ‘The facilities and materials used’, ‘Class size’, ‘Time allowed’, ‘Activities used in teachers’ classes’, ‘Using Students’ 1L’, ‘Motivating Students’, and ‘Correcting students’ errors’, ‘Giving feedback’. All of these points are analyzed below.

4.3.1. The Facilities and Materials

The results obtained from the classroom observations showed that all the teachers used the white-board but they had different usages. Teacher (C) used it to write the goals of the lesson before starting the explanation, whereas teachers (A, B and D) used it to write simple words while explaining. In addition, when the researcher looked at the students’ text-book, she found that the text book contains a listening lesson. However, the absence of audio CD’s made it difficult for teachers to present the lesson as it should be.

The facilities used in the lectures by teachers (B and A) were the projector and the computer. They used them for listening sections that were related to their speaking lessons. Furthermore, teachers (C and D) did not give outlines about the listening lesson before playing the video, whereas teachers (A and B) illustrated the video before starting to play. Although the researcher noticed that the sound of the playing video which was coming out from the computer's speakers was too low and students could not hear and learn especially from a native speaker's voice.

Furthermore, the analyzed data showed that teachers (C and D) did not use the textbooks as the main materials, but they used supplementary materials such as playing videos, using data-show (projector) and giving them extra sheets contain different dialogues about their lesson. Using these materials lead to motivate and promote students in speaking practice. Moreover, the exercises which applied were different and covered all levels and interests in classes. In contrast, the other teachers (A and B) only used the text-book and most of the time they answered the questions and wrote the answers on the board without giving the students chance to speak to answer the questions.

4.3.2. Class Size

The data obtained from the classroom observation revealed that all of the observed teachers' classes consisted of 25 to 30 students who were seated on chairs facing their teachers and the white-board with the 'U' shape. Their seating arrangements were not fixed. That was observed in (A and D) teachers' classes. When teachers told the students that they had to change their places according to their turn of doing their task, the students quickly did that. Furthermore, the researcher observed that large class size negatively affected the capacity for students' learning

speaking. Since there were many students in a class, therefore teachers did not have enough time to mirror, assess their performance and give feedback for all. As a result, some learners did not able to know how good or bad their speaking performances are, and what suggestions they should follow in order to improve their communication skills.

In addition, the observed data revealed that most of the teachers (A, C, and D) modified the questions mostly by rephrasing or adding questions for clarification. The waiting time was rather short, and the reason seemed to be that most of the questions were asked to the whole class rather than to individual students. For example, teacher 'C' asked one question, and circulated the class and asked the same one or modified one individually to get students' attention and to make sure that every student understood what was asked. This indicates one of the difficulties in big classes with more than twenty-five students.

4.3.3. Time allowed

The results obtained from the classroom observations showed that all the teachers did not give students enough time for speaking practice. This is due to the limited time for a speaking lesson that lasts for two hours and big sized classes which often have 25to30 students. Therefore, students are not provided with sufficient time for preparation, rehearsal, and presentation. This result leads students to be motivated to participate in speaking activities. In all observed lessons, the students were given little time to prepare, so their performance was not satisfactory. This happened when teacher (A) asked the whole group to divide themselves into small groups and then she told them, that each group had to prepare a dialogue. At that time students were busy discussing which one would be in their group; so the time were too short for the two tasks and

the class ended without finishing the tasks of the whole group. It is seemed impossible to take care with each student in speaking class if they are more than twenty-five students.

Furthermore, the observation showed that when correcting answers from the teachers (A, B and D) went through them one-by-one. That was boring for the students, and slowed down the pace of class, while teacher 'C' gave her students time to compare their answers with each other before showing them on the board and that made the class more controlled and organized.

4.3.4. Activities

The data gained from the classes revealed that teachers (C and B) used Learner-Instructor type of interaction while other teachers (A and D) used Learner-Learner type of interaction. Moreover, all of the observed teachers (A, B, C, and D) gave instructions, and demonstrate how the students need to do the activity. For example, these activities like how to complete the gaps, how to complete the table for a listening activity, or how to form the questions for a speaking task. However, the observer noticed that teachers expected learners to understand an activity through verbal instructions alone. This not the only confuses the students, but also took up precious lesson time, as the teachers then had to repeat the instructions to the whole class or to individual tables.

Furthermore, the analyzed data revealed that teacher C and teacher B used different activities to enhance students in learning how to speak. Role-play and group discussion were the two activities that the teachers intend to use to motivate their students. For example, teacher 'B' applied speaking activity (describe a picture). She started by introducing the topic (having a

picnic) and giving students the main instructions of the task. After that, the teacher played the recording and asked the students to listen and look at the picture. Then, she asked them to look at the picture once again and describe it in pairs. The students started to work on the task in pairs while the teacher monitors them and offers encouragement. They prepared short sentences to tell what they noticed in the picture. The teacher asked them to report the written sentences to the class. After that, she selected some of them for offering feedback. While the teacher was providing feedback to students, she played the recording again for the other students in order to perform the same task and compare the results. At the end of the task, the teacher highlighted the main mistakes on language and content and asked students to make another practice activity to increase their confidence and motivation.

In contrast, due to the insufficient efforts of the two other teachers, the data showed that most of their classes were not interactive and most of the students were inactive. Because of lack of group works or pair works. In addition, the teachers (A and D) were the instructors and students were found not so involved with the classes. Unfortunately, teachers had taken more talking time and students did not get enough scope for discussion. For example, when teacher ‘D’ started to explain the lesson, she started to write on the white-board and explain at the same time without taking care of students’ time of discussion, therefore the time of the lecture ends without sharing their ideas and understanding of the new lesson.

4.3.5. Using Students’ L1

The data analysis addressed three main questions relevant to the classroom observations about ‘how’, ‘why’ and ‘when’ teachers used the students’ L1 during the teaching of English speaking.

The data revealed that only teacher 'D' who stated the meaning of new words in Arabic in their classes, whereas the other teachers did not do this. This perhaps indicates that this teacher was justified in explaining the meaning of the words in Arabic. Moreover, three of the teachers (A, B and C) were observed using their students L1 in speaking classes, especially when do discussions, or debate in group.

The findings also revealed that these teachers used students' L1 when any students failed to understand the instructions. For example, teacher 'B' said to one of the students "*Can you give me two sentences including the verb depart?*" the student understood the question but the word is a new one for him/her so the teacher translated it into Arabic to be understood. In addition, another example was observed by the researcher when teacher 'C' asked her students to make a discussion about a new topic which was 'neighborhood' all the students kept silent. This means that none of them understood the meaning of the topic. Therefore, the teacher translated it as "الحي". At that time all students wanted to share their ideas about their neighborhood. Consequently, the students did not form a habit of speaking English, and so could not simultaneously react to different authentic situations when they encountered. In addition, teachers did not consider English as a medium in giving instructions. To ensure the students' understanding the content, they used mixture of both Arabic and English in their classes.

In addition, the analyzed data revealed that some students translated the information in the textbook into Arabic before they did the tasks while others' speaking performance sounded unnatural because they did not remember the structures and the vocabulary when they spoke. They just looked in the paper and read.

4.3.6. Motivating Students

Throughout the classroom observations four teachers were observed to encourage students by creating different interactive activities. This led to more active interaction between the teacher and students or amongst students themselves. This was observed in teachers' (A, and B) classes. As an example, teacher 'A' motivated his students to create new sentences based on particular pictures. In this case the teacher appeared to be a guide, encouraging the students to be more proactive and communicative. In contrast, the analyzed data also revealed that teachers (C and D) did not motivate students to participate in speaking activities. They only asked questions, students did not look at him/her. Instead they looked down and pretend to be busy themselves with writing or checking their bags. As a result, the students avoid making eye contact with the teacher. Most of the students looked very nervous when they spoke in front of the class in these teachers' classes. Sometimes, they did not know what to say and kept silent. In this case, the teachers' ways of teaching English speaking cannot be assumed to help the students become motivated.

4.3.7. Correcting Students' Errors

The analysis of data yields two main sets of findings. The first is called 'How teachers correct students' speaking errors' while the other is summarized as 'At what time teachers correct students' speaking errors'. The analyzed data confirmed that all of the teachers employed the technique of the direct correction of speaking errors in their classes. It means that they corrected the students' errors immediately. In this case, the teachers here did not offer students solutions or at least give them the chance to think more about what the right word is. However, the observed data revealed that only teacher 'B' who was correcting errors while students were speaking. This

was obvious when he interrupted one student while he is speaking. This means that teacher did not encourage the student to interact freely. In addition, the analysis showed that most of the teachers (A, C and D) were correcting errors after students had finished speaking.

4.3.8. Giving feedback

The findings of the data analysis from teachers' observations revealed that there are two different types of feedback: positive and negative. The teachers were observed to give feedback using similar techniques in some situations. The observed data showed that the teachers (A and B) were providing positive feedback in their speaking classes. For example, after the two students finished the dialogue; teacher 'A' stated 'well done', 'good', 'very good', or 'excellent'. This indicated that this teacher used inductive practices where the students become active in their classes. However, the analysis of the data also found that negative feedback technique was used in teachers' (C and D) classes. Those teachers used words and gestures of rejection to show their disagreement within their feedback. In this case, the teachers' ways of teaching English speaking cannot be assumed to help the students become interactive.

4.4. Summary of the Chapter

This chapter showed the research findings about the challenges that the Libyan foreign language university students encountered in speaking class. The results presented were obtained from analysis of the data from the questionnaire and the classroom observation to answer the research questions. Content analysis theory was used to inform the analysis (see section 4.3). The following chapter discusses the main findings of the study in the light of the existing literature.

Chapter Five

Discussions

5.1. Introduction

This research was conducted to find out the challenges EFL Libyan university students encountered in speaking classroom. In this chapter, the results which emerged from the analysis are interpreted and discussed. The focus of interpretation is to relate the findings to the quantitative data (students' questionnaire) and qualitative data (classroom observation) of the study. Therefore, it was divided into two sections according to the aims of the study. Additionally, it illustrates the results in the light of the reviewed literature. A brief summary of the chapter is also given.

5.2. Discussion Related to the Findings of the Quantitative Data

In the light of the findings of the study, results viewed that EFL Libyan first year university students at Abu-Iesa College in Zawia University encountered several challenges that obstruct them from developing English speaking skill. By analyzing the data collected from the student's questionnaire, it was noted that there are notable differences in their responses in term of the challenges they encountered in the speaking classroom. These challenges are discussed in the following paragraphs as the questionnaire's domains.

The first domain of the questionnaire concerned with the use of English outside the classroom. It proved that 57% of the students never use English outside the classroom while 28% who said

that they sometimes use it. Practically, in EFL classes, all students speak the same first language and infrequently use English as communication device outside the classroom. This situation makes students only get few practices in English speaking. This goes with Baily (2005:54) who stated that “the target language becomes a foreign language when the society doesn’t use it as daily language communication”. In addition, this finding is also seemed to agree with Chancy (1998): 148) who pointed out that even the students use English language both inside and outside the classroom settings, they still encounter problems in their learning and they generally see unknown words as the first problem to overcome.

Furthermore, the results of the second and third domains of the questionnaire which were ‘students’ using of their L1 (Arabic)’ and ‘teachers’ use of Arabic and English in EFL classes. The results illustrated that 91% of students said that they ‘always’ use their L1 inside the speaking class while 6% said that they ‘sometimes’ use their L1 inside the classroom. This goes against Littlewood’s (1981) argument that teachers are using L1 for class management. Nevertheless, this can be another factor that contributes to the problem of speaking difficulties. The reason for this might be that they found difficulties in using English for communication. This confirmed that using students LI can be considered as one of the main obstacles encountering teaching and learning English. Therefore, in order for students to master the language they need to listen and to speak in English instead of Arabic.

In addition, the findings showed that 80% of the students said that their teachers used a mixture of Arabic and English inside the speaking classroom. In this case, it can be argued that this leads to have positive and negative effects. The negative effects could be that when the teachers speak

Arabic in class, students might be reluctant to put effort to speak English and might end up speaking Arabic most of the time in the English class. Moreover, when teachers use Arabic in the English class, the students would not feel support to speak English since the teacher understands Arabic. On the other hand, the positive side of that is, students may feel less stressed and inhibited by the teacher when she/he speaks little Arabic, and feel that they are able to understand what is being spoken in class. Yet, that way, students will not definitely benefit from EFL class and will not be able to practice the language proficiently. This finding proved with the results of the researchers who are against using students L1 in EFL classes; such as Mourtaga (2011) and Al-Nasser (2015), who argued that the Arab learners' lack of exposure to the target language is measured as one of the main reasons behind low proficiency of English.

The results of the second and third domain related to 'students usage of Arabic inside the classroom and 'teachers' role in teaching English', proved inconsistency with Al-Nakhleh's (2016) research findings. While he conducted a study on the problems of speaking that encounter English Language students. His study results showed that learners of EFL do not get enough support to practice speaking English from their teachers and their surrounding environment. Additionally, Nakhleh's study revealed that the excessive usage of the mother tongue language by the students and teachers was one of the main challenges encountered by EFL students. Therefore, it can be argued that students' L1 should be banned in EFL classes.

According to the fourth domain of the questionnaire concerned with 'teachers' feedback in speaking classroom'. The results revealed that 23% of the students assumed that their teacher praise them when they answer correctly. While, 77% of students said that they did not receive

positive feedback from their teachers. These results agreed with Juhana's (2012) argument that students' lack of motivation is influenced by the teachers' method of teaching. For instance, teachers give only few attention and feedback to their students' speaking performance". As a result of this domain, negative feedback is one of the obstacles that decreases students' interaction and results lack of students' motivation toward speaking production.

In addition, the results of the fifth domain of questionnaire which concerned with 'the atmosphere of speaking classroom and students' feeling toward it', showed that 51% of the students said that the atmosphere during speaking class is not exciting and not encouraging them to share their thoughts and to communicate with their classmate. Since, there were few of listening comprehension activities to enhance their speaking skills, and old fashion teaching aids such as white-board. As a result, students feel anxious and do not feel confident and motivated to produce the language. This finding corresponds with Juhana (2012) in which she stated there are several psychological factors that hinder students from speaking in English class, such as fear of making mistakes, shyness, anxiety, lack of confidence and lack of motivation. In contrast, the findings also showed that 23% of the students said that the speaking classroom is exciting and encouraging. This finding in this respect concurs with those of Dornyei and Csizer (1998) that motivation is one of the main determinants of foreign language learning achievement. Although there are differing between the two different views above in this respect, but it can be argued any lack of students' motivation may affect negatively on their speaking production in classroom interaction.

Moreover, according to the questionnaire's responses of students, 'fear of making mistakes, anxiety and lack of self confidence in being able to converse in English' are considered as the

most influencing factors on EFL students' speaking performance. This finding is in line with the findings of Park and Lee (2005), Tsiplakides and Areiti (2009); and Al Hosni (2004), who found that anxiety, fear and inhibition lead to speaking difficulties and affected EFL students' speaking fluency. It can be argued that since many of students would not start a conversation in English, or would not answer a certain question tackle in class because they are afraid of answering in correcting and being ridiculed or evaluated by their classmates and that results of lack of self confidence. Nevertheless, students with high motivation, such self-confidence, low level of anxiety absorbed more language input and vice versa (Ni, 2012).

Adding more, the findings of this study's questionnaire's domain showed that there is another factor that affects students speaking in classroom interaction which is 'topical knowledge'. 34% of the students chose 'topical knowledge' as one of the influenced factors on their speaking skills. As Bachman & Palmer (1996) define the topical knowledge as the knowledge construction in long -term memory. This means that it is what the speaker knows and the information he/she stores about a related topic. This information enables the speaker to engage in conversations related to topic discussed. Furthermore, the lack of target language exposition is another prominent aspect that affects speaking skills. While, 9% of the students thought that 'listening ability' had influences on their speaking performance and, 19% of the students viewed that 'time for preparation' as an important factor that influences their speaking performance. This result agreed with Al-Nakhleh (2016), who stated that students are not given enough chance to practice speaking on their own and hence the interaction among the students in the classroom is almost absent. However, 16% of the students referred 'Time allowed to perform a speaking task' as a factor that could be influenced. Whereas, 14% viewed that 'listeners' support' could affect their

speaking performance as well and small number of participants (8%) agreed that ‘pressure to perform well’ could affect the results.

Furthermore, another issue that the students were asked about, which was how often they practice speaking outside the classroom. 57% of the students pointed that they ‘never’ practice English outside the classroom which means that most of the students did not speak in English outside the classroom. While, 28% said that they ‘usually’ practice speaking outside the classroom. However, 9% of the students agreed that they ‘sometimes’ practice English outside the classroom. Last but not least, 6% of the students said that they ‘always’ practice English outside the classroom. As a result students may avoid engaging in life conversation due to their incapability of social interaction in the target language. Not giving the chance to learners to participate in discourse may be another reason or the difficulty in speaking. It is significant to build up knowledge and skills that would enable them to participate, hence master discourse skills. Yet, Per Kumaravadivelu (2003: 10) stated that “the best way to learn language is to focus on comprehending, saying and doing something with that language, and not merely focusing on linguistic aspects.”

Moreover, another domain under investigation was ‘the activities that the teachers use in speaking classes’. The findings showed that 34% of the students said that dialogue is the main activity that their teachers use it in speaking class, while 32% chose pair work, 22% chose group discussion and 12% chose role play as the most frequent activities that their teachers employ in speaking class. Students encountered speaking challenges as a result of not having a proper activity that enhance their speaking skills. This result agreed with Al-Abri (2008) who argued

that the lack of oral activities in textbooks is a strong reason for students' difficulties in speaking. Thus he recommended including oral activities in the form of songs, rhymes, and simple stories and more conversational language to enable students to have more fun and enjoy learning to improve their speaking.

A part from those findings, the students were asked about the facilities that their teachers use inside the speaking class and their replied to this question showed that 64% of the students said that their teachers use the white-board as a teaching facility and 0% of the students said that smart-board is the teaching facility which is used in speaking classroom. While, 30 % said that the computer is the only facility that their teacher uses and 6% said that computer is the facility that has been used in the speaking class.

In addition, the researcher tried to figure out if there are extra materials and exercises given in speaking skills or not. The analyzed data confirmed that 78% said that extra materials are not given in speaking class. While 22% of the students said that there are extra materials and exercise. As a result, the lack of extra materials results a passive speaking classroom where the students felt unmotivated and anxious to participate in class. These results agreed with Ambuand Saidi, (1997) who investigated some issues in teaching English speaking in a foreign language classroom and revealed that the huge number of students in the classroom, the insufficiency of the English teaching time, and the syllabus that does not satisfy the learners' communicative needs are the main reason for learners' speaking difficulties.

5.3. Discussion Related to the Findings of the Qualitative Data

This study revealed that the classroom observation carried out by the researcher showed that students were given minimal chances to practice English, while most of the classes were teacher-centered, where teachers talked most of the time and students had the opportunity to talk for a short time. These findings are consistent with Ghosh's (2010) argument that students are not given enough chance to practice speaking on their own and therefore the interaction among the students in the classroom is almost absent.

As well, the classroom observation findings showed that teachers lack the basic facilities which enabled them to achieve their goals. While, English department was not provided with a laboratory through which the students can listen to the CD' recorded by native speakers of English. Even though the textbook contained listening and speaking lessons, it was imperfect because it lacked the audio CD's. Thus, preparing the lesson was not easy for the teacher because it was illogical for a teacher to achieve a behavioral objective like enabling the students to practice listening comprehension without having the audio CD's. In other words, the students should listen first, and then answer the questions based on what they have listened to. In this case, the teachers could not find the appropriate teaching materials and techniques to carry out the classroom activities to help students speak. This result proved consistency with Al-Abri (2008) who argued that the lack of oral activities in textbooks is a strong reason for students' difficulties in speaking. Therefore, teachers should use oral activities in the form of songs, rhymes, and simple stories and more conversational language to enable students to have more fun and enjoy learning to improve their speaking (ibid).

Furthermore, the results showed that teachers did not spend enough time for teaching speaking because of the shortage of time which was given to the coverage of the textbook topics, which emphasis teaching reading and writing rather than speaking. Therefore, it can be argued that teachers need sufficient time to teach speaking skills. Luoma (2004:16) stated that "speaking is hard skill to be mastered by the learners and in a foreign language it is very difficult and competence in speaking takes a long time to develop". Moreover, teachers should use suitable classroom activities in teaching speaking in order to make students to talk to each other in pairs or groups. They should be more active to stimulate discussion and information trading transaction (Fauziati, 2002).

Moreover, the classroom was the only place where most of the students were exposed to English. The study results showed that the extracurricular activities which aim to improve students' speaking skills were very rare and limited to simple dialogues and group discussions. As a result it reduced the students' chance to produce and exposure the language. This means that the teachers did not encourage students to interact in their classes. This finding goes against Harmer's (2001: 20) argument that "speaking happens when two people are engaged in talking to each other and they are sure that they are doing it for good purpose".

In addition, classroom size was another issue. The observer noticed that a big number of students had a bad impact on the levels of participation with a classroom. This result agreed with Ambu and Saidi (1997) who argued that some issues in teaching English speaking in a foreign language classroom. In addition, he revealed that the huge number of students in the classroom, the

insufficiency of the English teaching period, and the syllabus that does not satisfy the learners' communicative needs are the main reason for learners' speaking difficulties.

The findings also revealed that most of the students lack of the basic knowledge of English and she stated that they either keep silent or ask for Arabic translation. One cannot deny that translating from English into Arabic by students and teachers makes it easier. However; in order for students to master the language they need to listen and to speak English instead of Arabic. Therefore, they found difficulty to practice in English in classroom. This finding is in line with Littlewood (1981), who argued that teachers use L1 for class management. Nevertheless, this can be considered as another factor that contributes to the problem of speaking difficulties.

The analysed data also displayed that a considerable number of students focused on completing the task rather than engaging in real group interaction. While, students participated in group or pair group work activities they used vague language when communicating their views to their classmates. They had limited capability of arguing, providing explanation and justifying their views. The group work discussions shifted into students' first language which reduces the use of 2L. This result proved with Rajab (2013), who stated that there are some reasons behind the students' deficiency in oral communication; which are lack of using the target language as a tool of instruction, utilizing the old teacher-centered method and the focus on grammar rules and drills of pattern in class.

The results obtained from the class observation also showed that students lack of motivation and confidence which hinder the students' language proficiency. In the current study, the laughter

and ridicule while took place in the classroom created fear of students. That is to say, students feared from their classmates' negative comments if they committed a mistake while answering a question or participating in a class activity. This finding agreed with Juhana (2012), who stated that fear of making mistake, shyness, anxiety, lack of confidence, and lack of motivation hider students from speaking in English. Similarly, Dornyei and Csizer (1998:203) argued that “without sufficient motivation, even individuals with the most remarkable abilities cannot accomplish long-term goals, and neither are appropriate curricula and good teaching enough to ensure students achievement”. In this way, the classroom environment is considered one of the main obstacles which prevent students from practicing in a pleasant communicating environment.

Another interesting finding was that the researcher noticed there were certain teachers seemed to be disappointed with current teaching situation. The reason might be related to the students' low level of English. In this case, it is difficult for teachers to deal with because speaking remains the most difficult skill to master for the majority of English learners, and they are still incompetent in oral communication in English (Zhang, 2009). However, in the teaching and learning process, if the teacher wants to check students' fluency, the teacher allows students speak fluently and with ease. The teacher does not correct immediately whereas the idea being that too much correction interferes with the flow of conversation (Pollard, 2008).

5.4. Summary of the chapter

This chapter has discussed the findings of the current study with reference to the research questions. The results have also been considered in relation to relevant previous studies. In the first section, the students' challenges encountered in classroom Interaction were discussed. In the second section, teachers and students' roles in English speaking class was considered. The main findings of the study and its implications are presented in the following concluding chapter.

Chapter Six

Conclusion

6.1. Introduction

This chapter presents a summary of the main findings and what was involved in this research. The pedagogical implications and recommendations of the study are described. Suggestions for further research and limitations of the work are also given. Moreover, a brief summary for this chapter is provided.

6.2. Summary of the Main Conclusions

This study contributes to the existing understanding of the challenges that EFL Libyan University students encountered in classroom interaction within English as a foreign language. The quantitative and qualitative data were used in this study. Two research tools (questionnaire and observation) were applied. The Eighty-eight students' questionnaires were analyzed by using Microsoft office Excel 2007 program, whereas twelve observations gained from eight teachers who were observed teaching English speaking lessons and the data was analyzed by content analysis theory. As the data analyzed and discussed in details (see chapters four and five), it was evident that the students encountered many challenges in the speaking class. Moreover, there were many factors that contribute to their success and in performing speaking tasks. The main findings are presented below:

The findings gained from questionnaires and observations revealed that most of students did not receive positive feedback from their teachers. This decrease students confidence and motivation to communicate freely.

In addition, the findings showed that the factors, 'lack of motivation', 'students' fear of making mistakes' and 'anxious as a result they lacked self-confidence when speaking English'. These obstacles prohibited the speaking progress when learning English language. The reason was that the atmosphere in speaking class was not exciting and encouraging students to share their thoughts and communicate with their classmates.

Adding more, a further detrimental challenge is the teachers' and students' using of L1 inside the speaking classroom. It was one of the vital challenges that students encountered. Since, they had limited capability of arguing, providing explanation and justifying their views. The group work discussions shifted into students' first language which reduces the use of L2. One of the influential factors that weakened the students' ability to speak is that they are surrounded by Arabic most of the day.

Another challenge was that teachers suffered from lack of the basic facilities which enabled them to achieve their goals. While, English department was not provided with a laboratory through which the students can listen to the CD' recorded by native speakers of English. There were few of listening comprehension activities to enhance their speaking skills, and old fashion teaching aids such as white-board. This lack of facilities might be the reason which forced teachers to be more centered, where they talked most of the time and students had the opportunity to talk for a short time.

Furthermore, the findings confirmed that the dialogue was the main activity that used by most of the teachers in speaking class, although only few certain teachers who used 'pair work', 'group discussion' and 'role play' as activities that they employed. In this case, it means that these students encountered speaking challenges as a result of not having a proper activity that enhance their speaking skills.

Moreover, the findings also showed that there was a very serious challenge, when those teachers did not spend enough time for teaching speaking because of the shortage of time. The reason might be due to the coverage of the textbook topics, which emphasis teaching reading and writing rather than speaking.

What is more, the study showed that the classroom size factor was one of the most challenges the students and teachers encountered in speaking classes. It was observed that classroom size impacted on the levels of participation with a classroom. For example, while, seven out of ten students who were in larger group with more than twenty-five, they had not a sufficient amount of time to have the opportunity to participate. Finally, teaching students with different levels of English proficiency in one class is considered as another challenge which was recorded from the findings of this study. Therefore, teachers should know how to manage because the students with low level of English they are still incompetent in English oral communication.

6.3. Pedagogical Implications of the Study

This study offers many implications for teaching English as a foreign language in general and teaching speaking in particular. In the light of the study's findings, the researcher proposes the following implications for both teachers and students:

- Create an environment support and encourage them to speak fluently. This could be achieved through establishing appropriate exercises that help students understand the target language.
- Teachers should focus on language improvement in the curriculum at every level of Education. The syllabus designers should use different types of topics as well as different types of tasks.
- While the success of classroom interaction relies on teachers' responsibility, they should vary the strategies and teaching techniques in order to motivate learners and stimulate their interest. Well-prepared tasks and monitoring the whole interaction process are some of the teachers' duties.
- Furthermore, another implication was related to providing students with feedback.
- Since the basic obstacle for EFL students is anxiety, which may occur because they are afraid of committing errors in front of their classmates. A superior recommendation for teachers is to perform interactive tasks in class, such as debates, role-playing, and interviewing people. To achieve this, students are assigned in groups or pairs, which will allow the anxious students to gradually lose their anxiety, and become confident in performing the speaking tasks.
- Students need to expand their vocabulary by studying all the vocabularies that presented for them in daily lessons. And they also have to look up in the dictionary to learn new

vocabularies that are frequently used in the oral communication in and outside the classroom.

- The current study confirmed the importance of providing teachers with the basic facilities in their universities in order to help them to teach speaking skills efficiently. Moreover, the classroom size is also should be considered in order to offer chances to all students to participate in their classes.

6.4. Limitations of the Study

Despite the researcher's great efforts in conducting the current study, certain limitations could be inevitably and indentified below:

- Limitation of time: the study was carried out and applied in the Academic year 2018/2019.
- Limitation of place: the study was applied and carried out at English Department in Abu-Ieasa College, in Zawia University.
- Limitation of Subject: The study was dealt and discussed "the Challenges EFL Libyan University Students Encountered in Classroom Interaction".
- The study also limited to the sample for the study which are eighty-eight students from first year and four teachers, and besides the instruments employed to gather the data namely; a questionnaire for the students and classroom observation.

6.5. Recommendations for Further Research

- Further research should be conducted on factors affecting EFL students' speaking skills especially the motivational orientations, as well to holding sessions to enlighten students

on the importance of being motivated, and the impact that English language proficiency has on their future.

- Further qualitative study of teachers' practices and beliefs about teaching English as a foreign language compared with their students' achievements will be most valuable.

6.6. Summary of the Chapter

This chapter concluded the findings of this study. The main important challenges that Libyan University students encountered in classroom interaction were stated. The pedagogical implications and limitation of the research were acknowledged. Recommendations for further research were provided.

References

- Abdullah, N. A. (2006). *The Attitude and Motivation of English Language Teachers towards the Use of Computers*. University of Sains Malaysia.
- Al-Abri, K. (2008). Teachers' evaluation of EFL textbooks used in the Omani basic education school. *EFL Curriculum and Methodology*, College of Education. Sultan Qaboos University.
- Al Hosni, S. (2004), Speaking difficulties encountered by young EFL learners, *International Journal on studies in English language and literature (IJSELL)*, 2 (6), 22-30
- Al-Nasser, A. S. (2015). Problems of English language acquisition in Saudi Arabia: An exploratory cum-remedial study. *Theory and Practice in Language Studies*, 5(8), 1612–1619.
- Al-Nakhleh, A. (2016) Problems and difficulties of speaking that encounter English language students at Al Quds Open University, *International Journal of Humanities and Social Sciences*, 5, (12) retrieved Oct.2017
- Al-Hazmi, S. H., & Scholfield, P. (2007). Enforced revision with checklist and peer feedback in EFL writing: The example of Saudi university students. *Scientific Journal of King Faisal University*, 8(2), 223–261.
- Ambu, S. & Saidi, B. (1997). Issue in teaching English speaking on foreien language classroom: A questionnaire study in Oman. Master thesis. *ELT Curriculum and Methodology*, College of Education, Sulan Qaboos University.
- Anwar, K. (2010). *The problem faced by students of English department in learning speaking*. (Unpublished Undergraduate's thesis). UIN Ar-raniry, Banda Aceh.

- Asgari, A., & Mustapha, B. G. (2011). The type of vocabulary learning strategies used by ESL students in university Putra Malaysia. *English Language Teaching*, 4(2), 84-90.
<http://dx.doi.org/10.5539/elt.v4n2p84>
- Bashir, M. (2011). Factor Effecting Students' English Speaking Skill. *British Journal of Arts & Social Sciences*, 2(1), 34–50.
- Bachman, L. F., & Palmer, A. (1996). *Language testing in practice*. Oxford: Oxford University Press.
- Bailey, K. M. (2005). *Practical English Language Teaching*. Singapore: McGraw Hill.
- Braun, V., & Clarke, V. (2006). Using thematic analysis in psychology. *Qualitative Research in Psychology*, 3, 77–101.
- Brown, H. D. (2001). *Teaching by principle: An Interactive Approach to language Pedagogy*. White Plains, NY: Longman.
- Bakhtin, Mikhail (1981). *The Dialogic Imagination: Four Essays by M. M. Bakhtin*. Edited by Michael Holquist. Austin: University of Texas.
- Brown, G., & Yule, G. (1983). *Teaching the Spoken language*. New York: Cambridge University Press.
- Brown, H.D. (2001). *Teaching by Principles. An Interactive Approach to Language Pedagogy*. Englewood Cliffs: Prentice Hall.
- Barkley, E. F., Cross, K. P., & Major, C. H. (2005). *Collaborative learning techniques: A handbook for college faculty*. San Francisco; Jossey-Bass Publishers.
- Cameron, B. (2003). The effectiveness of simulation in a hybrid and online networking course. *TechTrends*, 47(5), 18- 21.
- Chancy, A. (1998). *Teaching oral communication in grades k-8. USA*. A Viacom Company.

- Cohen, L., Manion, L. & Morrison, K. (2007). *Research Methods in Education*. 6th ed. London: Routledge.
- Creswell, J.W., Plano Clark, V. L. (2007). *Designing and conducting mixed methods research*. SAGE Publications.
- Cohen, L. Manion, L. & Morrison, K. (2007). *Research Methods in Education*. 6th ed. London: Routledge.
- Dörnyei, Z. and Csizér, K. (1998). Ten Commandments for motivating language learners: results of an empirical study, *Language Teaching Research*, Vol. 2, No. 3, pp. 203-229.
- Douglas, D. (2003). Grounded theories of management: A methodological review. *Management Research News*, 26, 5, pp. 44-60.
- Denscombe, M.(2007). *The Good Research Guide for Small-scale Social Research Projects*. 3rd ed. projects. Berkshire: Open University Press.
- Dornyei, Z. (2003). *Questionnaires in Second Language Research: Constructing, Administration, and Processing*. Lawrence Erlbaum Associates, Inc.
- Edge. Atkinson, D. (1987). "The mother tongue in the classroom: a neglected resource? ".*ELT Journal*, 41(4), pp. 241-247.
- Edge, J. (1992). *Cooperative Development*. Harlow, UK: Longman
- Ellis, R. (2005). "Principles of Instructed Language Learning". *Asian EFL Journal*.
- Fauziati, E. (2002).*Teaching English as foreign language (TEFL)*. Surakarta: Muhammadiyah University Press.
- Freeman, L., & Greenacre, L. (2011). An examination of socially destructive behaviors in group work. *Journal of Marketing Education*, 33(1) p. 5-17.

- Fruhauf, G., Coyle, D., Christ, I. (eds.), (1996). *Teaching content in a foreign language. Practice and Perspectives in European bilingual education*. Alkmaar: European Platform for Dutch Education, 172–187
- Gu, Y. (2003a). Vocabulary learning in second language: person, task, context and strategies. *Electronic Journal. TESL-EJ*, 7, 2, 1-26.
- Gainer, G. T. (1989). "Clozing in on oral errors". *ELT Journal*, 43 (1), pp. 45-49. <http://eltj.oxfordjournals.org/cgi/content/abstract/43/1/45?Maxto>
- Gardner, R. C & Macintyre, P.D. (1991). *An instrumental motivation in language study: Who says it is not effective?* University of Western Ontario. Printed in United States of America.
- Glaser, B., and Strauss, A. (1967). *The Discovery of Grounded Theory*. Chicago: Aldine.
- Hall, J.K., Verplaetse, L.S. (2000). *Second and Foreign Language Learning through Classroom Interaction*. (eds.), Mahwah, NJ: Lawrence Erlbaum
- Harris, R. J. (2001). *A primer of multivariate statistics* (3rd ed.). London: Lawrence Erlbaum Associates, Publishers.
- Harmer, J. (1991). *The Practice of English Language Teaching*. New Edition. New York: Longman Publishing.
- Harmer, J. (2001). *The Practice of English Language Teaching* (third ed.). New York: Longman.
- Hedge, T. (2000). *Teaching and Learning in the Language Classroom*. Oxford: Oxford University Press.
- Hormailis, (2003). *The Use of Group Work Technique for the Improvement of Speaking Ability the Second Year Student on MAN 2 Pekanbaru Pekanbaru*: Unpublished Thesis.

- Hornby, A. S. (1995). *Oxford advanced learner's dictionary* (5th Ed.). London: Oxford University Press
- Hughes, R. (2002). *Teaching and Researching Speaking*. New York: Pearson Education.
- Irwansyah. L. (2015) *Students' strategy in coping with anxiety in speaking English*. (Unpublished Undergraduate's thesis). UIN Ar-raniry, Banda Aceh.
- James, C. (2001). *Errors in Language Learning and Use: Exploring Errors Analysis*. London: Longman.
- Juhana, R. (2012). Psychological Factors That Hinder Students from Speaking in English Class (A Case Study in a Senior High School in South Tangerang, Banten, Indonesia). *Journal of Education and Practice*, Vol. 3, No. 12. P. 100-110.
- Clarke and Nation (1980). Guessing the meanings of words from context: strategies and techniques, *D. T.E.C. Language Institute, Bangkok, and English Language Institute Victoria University; Wellington*, 8, 211-220.
- Koosha, B., Ketabi, S. & Kassaian, Z. (2011). The effects of self-esteem, age and gender on the speaking skills of intermediate university EFL learners. *Theory and Practice in Language Studies*, 1(10), 1328-1337
- Kothari, R. (2004). *Research methodology: Methods and techniques*, (2nd ed.), New Delhi: New age international limited.
- Kumaravadivelu, (2003) *Beyond Methods: Macrostrategies for Language Teaching*. Yale University Press New Haven London. Published with assistance from the Louis Stern Memorial Fund. Copyright © 2003 by Yale University.
- Krippendorff, K. (2004). *Content analysis: An Introduction to its Methodology*: Sage.

- Littlewood, W. (1981). *Communicative language teaching* Cambridge: Cambridge University Press.
- Littlewood, W. (2007). *Communicative Language Teaching*. Cambridge: Cambridge University Press.
- Lochtman, K. (2002). "Oral corrective feedback in the foreign language classroom: how it affects interaction in analytic foreign language teaching". *International Journal of Educational Research*, 37(3-4), pp. 271-283
- Long, M. (1996). The role of the linguistic environment in second language acquisition. In Ritchie, W. & Bhatia, T. (eds.), *Handbook of Research on Language Acquisition*, 413-468. *San Diego: Academic Press*.
- Lin, H. (2009). *Patterns of Corrective Feedback and Learner Uptake in ESL Low, Intermediate, and Advanced Level Speaking Classrooms* (PHD Dissertation). Alliant International University, San Diego.
- Luoma, S. (2004). *Assessing speaking*. In J.C.Alderson, & L.F. Bachman (series Ed.).U.K: Cambridge University Press.
- McKay, S. (2002) *Teaching English as an International Language*. Oxford: Oxford University Press.
- Maximo, R. (2000). Effects if rote, context, keyword, and context/ keyword method on retention of vocabulary in EFL classroom, *Language Learning*, 50, 2, 385-412.
- Mourtaga, K. (2011). Insufficient language Exposure and Learning Difficulties: A Case of the Palestinian Learners in the Gaza Strip. *The Online Educational Research Journal*. 65-91. Retrieved on 22nd, December, 2017 from www.oerg.org

- Nasiri, A. & Pourhossein Gilakjani, A. (2016). A Review of EFL Learners' Speaking Skill and the Strategies for Improvement. *Modern Journal of Language Teaching Methods* (MJLTM), 6(9), 53-59.
- Nation, I. S. P. (2001). *Learning vocabulary in another language*. Cambridge: Cambridge University Press.
- Nation, P. (1991). "Managing Group Discussion: Problem-Solving Tasks". *Guidelines*. V13, n.1, Pp: 1-10.
- Ni, Hui. (2012). The Effect of Affective Factors in SLA and Pedagogical Implications. *Theory and Practice in Language Studies*, vol.2, No.7, p. 1508-1513
- Park, H. & Lee, A.R. (2005). L2 learners' anxiety, self-confidence and oral of performance. Retrieved 3/4/2017 from Research.net/publications/267834138.
- Pathan, M., Aldersi, Z. & Alsout, E. (2014). Speaking in their Language: An Overview of Major Difficulties Faced by the Libyan EFL Learners in Speaking Skill. *International Journal of English Language & Translation Studies*. 2(3), 96- 105. Retrieved from <http://www.eltsjournal.org>.
- Patton, M. (2002). *Qualitative Evaluation and Research Methods*, 3rd ed. London: Sage.
- Pattison, P. (1987). *Developing Communication skills*. Cambridge: Cambridge university Press.
- Patton, M. (2002). *Qualitative Evaluation and Research Methods*, 3rd ed. London: Sage.
- Rababah ,G. (2005). Communication problems facing Arab learners of English. *Journal of Language and Learning*, 3(1), ISSN 1740-4983.
- Rachmawaty, N and I Hermagustiana. 1 (2010). Does Retelling Technique Improve Speaking Fluency?. *TEFLIN Journal*. Volume 21, Number 1.

- Rajab, T. (2013). Developing whole- class interactive teaching: meeting the training needs of Syrian EFL secondary school teachers. Ph.D. Department of Education. The University of York.
- Ramsh, B. (2010). Teaching Spoken English for Non-native Students: Problems, Solutions and Techniques. [online] Retrieved March, 2018 from: <http://www.elweeky.com/elt-newsletter/2010/06/60-article-teaching-spoken-for-non-native-students-problems-solutions-and-techniques-by-a-ramesh-babu>.
- Read, J. (2000). Assessing vocabulary. United Kingdom: Cambridge University Press.
- Richards, J.C, & Rodgers, T (2001). *Approaches and Methods in Language Teaching*, (2nd ed.). Cambridge University Press: New York. U.S.A.
- Richards, J. C., & Rodgers, T. S. (2002). *Approaches and Methods in Language Teaching*, 2nd ed. Cambridge: Cambridge University Press.
- Ritchie, J. and Lewis, J. (2003). *Qualitative Research Practice: A Guide for Social Science Students and Researchers*, 1st ed. London: SAGE publications,
- Scrivener, J. (2005). *Learning Teaching*. (2nd ed.). Oxford: MacMillan Education.
- Thornbury, S. (2005). *How to Teach Speaking*. New York: Pearson Education Limited.
- Spratt, M., Pulverness, A. & Williams, M. (2005). *The TKT (Teaching Knowledge Test) Course*, Cambridge: Cambridge University Press.
- Tsiplakides, L. & Areiti, K. (2009). Helping students overcome foreign language speaking anxiety in the English classroom: *Theoretical issues and practical recommendations*. *International Education Studies*, 2, (4) p. 67-89
- Thornbury, S.(2005). *How to Teach Speaking*. Harmer, J. (Ed). London: Longman.
- Ur, P. (1996). *A course in Language Teaching*. Cambridge: Cambridge University Press.

- Ur, P. (2000). *A Course in Language Teaching: Practice and Theory*. Cambridge: Cambridge University Press/
- Urrutia Leon, W, & Vega, E. (2010). Encouraging teenagers to improve speaking skills through games in a Columbian public school, *Profile*, 12 (1), 11-31. Bogota, Columbia.
- Watkins, C. (2011). *Learning: a sense maker's guide*. London, England. Association of Teachers and Lecturers. Available at <http://www.atl.org.uk/Images/Learning%20a%20sense%20makers%20guide%20-%202011.pdf>
- Wilson, J. A. (1997). A program to develop the listening and speaking skills of children in a first grade classroom. In C. Smith, (Ed). *Skills students use when speaking and listening*. Retrieved February, 15, 2019, from <http://eric.indiana.edu>.
- Wilkins ,D.A.(1972) *Linguistics in Language Teaching*. Australia: Edward Arnold.
- Wasley, P. (2006). Underrepresented students benefit most from ‘engagement.’ *The Chronicle of Higher Education*, 53 (13), p.A39.
- Wanger, E.D. (1994). In Support of Functional Definition of Interaction: *American Journal of Distance Education* 8(2) 6-26.
- Young, D. J. (1991). Creating a low-anxiety classroom environment: What does language anxiety research suggest? *The Modern Language Journal*, 75, 426-439.
- Zhang, S. (2009). The role of input, interaction, and output in the development of oral fluency. *English language Teaching*, 2(4), 91-100.

Appendices

Appendix A

Students' Questionnaire

Dear students:

This questionnaire is designed for “**An investigation into the Challenges EFL Libyan University Students encountered in Classroom Interaction**”. Your assistance in completing the following questions is greatly appreciated. Please put a thick (√) in the box provided for the option(s) that you choose.

1. How long have you been learning English?
 - Under 3 years
 - 3-5 years
 - More than 5 years

2. How often do you practice speaking outside the classroom?
 - Always
 - Usually
 - Sometimes
 - Never

3. How often are you allowed to use your mother tongue inside the class?
 - Always
 - usually
 - Sometimes
 - Never

4. Does your teacher praise you when you answer correctly?
 - Yes
 - No

5. How do you feel during speaking classes?
- Anxious
 - Motivated
 - Confident
6. Which factor affects your speaking performance?
- Tropical knowledge
 - Listening ability
 - Time for preparation
 - Listeners' support
 - Pressure to perform well
 - Time allowed to perform speaking tasks
7. Which challenge do you encounter during speaking class?
- You lack vocabulary.
 - You are afraid of criticism or losing face.
 - You cannot think of anything to say.
 - You speak very little or not at all.
 - You are shy.
8. Which activity do you implement during speaking class?
- Group discussion
 - Role play
 - Dialogues
 - Pair work
9. Which facilities does your teacher use during speaking class?
- White board
 - Smart board
 - computer
 - data show (projector)

10. Does your teacher use a mixture of English language and Arabic during teaching speaking?

- Yes
- No

11. Does your teacher ask you to make presentations in English language?

- Yes
- No

12. Does your teacher use extra materials and exercises in speaking classes?

- Yes
- No

13. Does the course curriculum contain enough exercises for speaking skills?

- Yes
- No

14. Is the speaking class atmosphere exciting and encouraging?

- Yes
- No

15. Which one of the following affective issues do you face the most?

- Lack of self-confidence
- Lack of motivation
- Fear of making mistakes
- anxiety

Thank you for your collaboration

Appendix B

Permission Letter 1

السيد / رئيس قسم الدراسات العليا جامعة الزاوية

الموضوع / بشأن رسالة دعم

بعد التحية

بهذا أتقدم إليكم أنا الطالبة /سماح أمحمد عبدالله الصويل احد طالبات الدراسات العليا (ماجستير) بقسم اللغة الانجليزية كلية الآداب جامعة الزاوية تحت رقم قيد(014100255).

وهي ان الرسالة في مرحلة أعداد الجزء العملي الأمر الذي يتطلب تجميع البيانات اللازمة للدراسة العملية والتحليل (الجزء العملي بتجميع البيانات والتحليل).

ولرغبتي في اخذ عينة الدراسة العملية بقسم اللغة الانجليزية كلية المعلمين أبي عيسى نأمل منكم رسالة دعم موجهة إلى قسم اللغة الانجليزية كلية المعلمين/ أبي عيسى لأجل السماح والمساعدة في إجراء الجزء العملي بالقسم طرفهم (المسح المطلوب بتوزيع نماذج الاستبيان ومقابلة عينة من الطلبة والأساتذة).

نأمل من حضرتكم الموافقة .

ولكم منا كل تقدير واحترام

والسلام عليكم

مقدمة الطلب الطالبة/ سماح امحمد عبدالله الصويل

رقم القيد(014100255)

التوقيع/



مشوق القسم
الدكتور عبد الله الطفاني

2019-4-1 م

مرحبا من اعطاء الاذن لطالبة لتجميع بيانات بحثها

السيد / رئيس قسم اللغة الانجليزية/ كلية المعلمين أبي عيسى

الموضوع / بشأن مساعدة طالبة دراسات عليا

بعد التحية

الطالبة /سماح أمحمد عبدا لله الصويل احد طالبات الدراسات العليا (ماجستير) بقسم اللغة الانجليزية كلية الآداب جامعة الزاوية ورقم قيدها(014100255),وهي في مرحلة إعداد الجزء العملي للرسالة لاستكمال متطلبات الدراسة (الجزء العملي بتجميع البيانات وأجراء المقابلات) .
هذا وقد تقدمت إلينا الطالبة رغبة في تنفيذ الجزء العملي بقسم اللغة الانجليزية كلية المعلمين ابي عيسى من خلال توزيع الاستبيان المعد للدراسة ومقابلة عينة من الطلبة والأساتذة .
عليه .. نأمل من حضرتكم مساعدة الطالبة بالسماح لها بإجراء المسح المطلوب لجمع البيانات من خلال توزيع نماذج الاستبيان ومقابلة عينة من الطلبة والأساتذة .

ولكم منا كل تقدير واحترام

والسلام عليكم

الدكتور/ عبدالسلام طنطاني
رئيس قسم الدراسات العليا جامعة الزاوية



د. بايع ص. لثنيون
م 2019-4-1
كلية التربية
جامعة الزاوية