



An Investigation of EFL Speaking Difficulties Among Libyan Adults Learners of Pre-intermediate Level

By

Aisha Younis A. Jwaili

Supervisor

Dr. Senussi Mohamed Orafi

A Thesis Submitted in Partial Fulfillment of the Requirements for the Degree of Master of Arts in the Department of English.

University of Benghazi

Faculty of Arts

January 2019

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The Examination Committee

University of Benghazi
Faculty of Arts



Department of English

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By
Aisha Younis A. Jwaili

This Thesis was Successfully Defended and Approved on **9.1.2019**

Supervisor
Dr. Senussi mahmoud Orafi

Signature: 

Dr. Naji mahmoud El- Hemmri (Internal examiner)

Signature: 

Dr. Fadil suliman Almenfi (External examiner)

Signature: 

(Dean of Faculty)

Abdulkareem Jwili ABDulalli

(Director of Graduate studies and training)

Mohammed Saleh Buamoud

Dedication

To my beloved family

My parents my two brothers and my sister

To

My little kids

and

To my dearest friend Reem Aljarray

Acknowledgements

I am heartily thankful to my supervisor, Dr. Senousi M. Orafi , whose encouragement, guidance and support from the initial to the final level enabled me to develop an understanding of the subject. Special thanks for his patience during the long time of writing my thesis.

My sincere thanks are due to my father and mother who supported me during the preparation of this study and gave me the support during my whole life. May ALLAH bless and protect them.

Lastly, I offer my regards and blessings to all of those who supported me in any respect during the completion of the project.

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List of Abbreviations

Abbreviation	Meaning
BEST	The Basic English Test
CEFR	The Common European Framework of Reference for Languages: Learning, Teaching, Assessment
CELTA	The Certificate of English Language Teaching
CLT	The Communicative Language Teaching
EFL	English as a Foreign Language
ESLOA	The English As a Second Language Oral Assessment
GPCE	The General People Committee of Education
IAU	The International Association of Universities
ICELT	The In- Service Certificate in English Language Teaching
ITTC	The International Teacher Training Center
LETUP	The Libyan English Teachers of Universities Project
NGT	The New Generation Teachers
OGT	The Old Generation Teachers

S	The Student
SR	The Scientific Research
STT	The Student Talk Time
T	The Teacher
TAs	The Teaching Assistances
TKT	Teaching Knowledge Test
TTT	The Teacher Talk Time
UNESCO	The United Nations of Educational scientific and Cultural Organization

**An Investigation of EFL Speaking Difficulties among Libyan Adults
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The aim of this study was to investigate the speaking difficulties facing both learners and teachers when dealing with the speaking classroom activities at the pre_ intermediate level. Four centres were chosen in this study, the reasons for choosing these centres was because of the availability of the level in which this study should be about. The methodology used in this research was a qualitative research method, the tools used were observations and semi- structured interviews. Concerning the main findings in this research, most of them were teacher based in which they have to follow some teaching techniques during the class in order to improve the learners' oral skills. This study provided significant contributions for English language teachers and learners, teacher education programmes and curriculum developers in Libya and elsewhere.

Chapter One

Background of the Study

1.1 The Introduction

In reality the language skills of listening, speaking, reading and writing are generally integrated rather than segregated. When we are taking part in a conversation, for example, we listen and speak. When we fill in a form, we read and write, as in real life the skills are always integrated in classroom lessons, the teacher might also integrate the skills according to the stage of lesson. Moreover there are many advantages in integrating skills in a lesson in which it allows the practice of the language in a way which is closer to real life. It gives the learner a sense of satisfaction and there are varieties in the activities during the lesson.

Besides the integration of skills, teachers have seen many different foreign language teaching methods over the past fifty years. One method, the grammar translation method, requires students to learn rules of grammar and lists of vocabulary to use in translating literary texts. Another method emphasizes the value of having students imitate and practice a set of correct sentences and memorize entire dialogues. Yet another stresses the importance of encouraging natural communication between students as they engage co-operatively in tasks or projects while using the second language. In some classrooms, the second language is used as a medium to teach subject matter, with the assumption that the language itself will be learned incidentally as students focus on the academic content (Lightbown & Spada, 1984).

Therefore this study was conducted to investigate the speaking difficulties facing both learners and teachers when dealing with the speaking classroom activities at the pre_ intermediate level.

1.2 The Statement of the Problem

Oral production is considered as one of the major problems EFL learners and teachers may face during the learning and teaching process, according to Young (1992) that speaking, from teachers and students perspectives, is inarguably considered the most stressful skill among the four skills.

Some speaking difficulties among the pre-intermediate level of Libyan adult learners, who study general English classes, have been noticed by the researcher. Some of these learners had good accuracy in written forms and tests, but they got intimidated when they speak and tend to use their mother tongue. If they do not know a word they interrupt their speech and refuse to continue among other students.

It should be clear that helping the learners to be more fluent in the speaking production, requires the needs to know that speaking is much more complex than teaching grammar and vocabulary with a bit of pronunciation, it involves both a command of certain and several different types of knowledge. This study was conducted to investigate the problem of speaking facing for both learners and teacher. Therefore, the classroom should be a place where the use of spoken language is sensitively supported since it enables students to make connections between what they know and what they are learning. Moreover, speaking is the skill through which they are going to be judged while the first impressions are being formed, that's why according to Ur (1996) "Many if not most foreign language learners are interested in learning to speak"(p.120).

1.3 The Research Questions

The following research questions are suggested for this study:

1. Do adult EFL learners face difficulties when they practice speaking skill?
2. Do EFL teachers themselves face difficulties when they teach such a skill?
3. What are the techniques and implications for the development of an approach to professional development among teachers of speaking?

1.4 The Aims

This research aims to investigate the speaking difficulties among adult learners of pre-intermediate level and the difficulties that the teachers may face while teaching. It also seeks to find valuable techniques that the teachers should use to help overcome the different problems in which adult EFL students may face when speaking in the target language inside the classroom.

1.5 The Scope of the Study

This research was conducted on adult learners who study general English in four English training centers in Benghazi. This research was restricted to pre-intermediate level students. The reason for choosing these four centers because of the availability of the pre-intermediate level in them. These centers taught English using different course books. The text books were "Face2Face", "NewHeadway", "New English File". The centers were "Almustakbal Training Institute", "CV Training Center", "Maxmind Academy" and "Benghazi University Languages Center".

1.6 The Methodology

This study utilizes two main qualitative design tools as a mode of inquiry including classroom observations and semi structure interviews. Strauss and Corbin (1990) reported that "qualitative research is generally defined as any kind of research that produces findings not arrived at by means of statistical procedures or other means of quantification"(p.17). Gubriume (2000) stated that "qualitative research is often the only means available for collecting sensitive, valuable and valid data" (p.499). Shank (2002) described qualitative research "as a form of systematic empirical inquiry into meaning"(p.4). This research adopts qualitative research tools of :

1.6.1 Observation

Observations enable the researcher to describe existing situations using the five senses, providing a "written photograph" of the situation under study (Erlandson, Harris, Skipper, & Allen, 1993). Field notes are taken throughout the observations and are focused on what is seen. Many researchers also record notes to assist in determining what the observed events might mean and to provide help for answering the research questions during subsequent data analysis (Bogdan & Biklen, 2007). In other words, the researcher observed particular teachers who are teaching general English classes, learners who are studying general English courses. The observation sheet aimed to find out the interaction between teachers and their students. It also examined the teaching methods used by the teachers to teach speaking. Also, the sheet for the teachers, contained themes related to the speaking skill and which techniques are used in teaching such a skill. In addition to that a sheet for the learners and how they interacted with the speaking sections and activities. The sheets were adopted from (Tanner and Green ,2007)

1.6.2 Semi Structured Interviews

There are many types of interviews, a structured interview has a formalized, limited set of questions. A semi-structured interview on the other hand, is flexible, allowing new questions to be brought up during the interview as a result of what the interviewee says. Semi-structured interviewing, according to Bernard (1988), is best used when the researcher does not have more than one chance to interview someone. Cohen et al (2000) reported that through interviews, interviewees are able to discuss their awareness and interpretation in regards to a given situation. It is their own expression of their point of view, as the interview is not simply concerned with collecting data about life: it is part of life itself. Its human 'embeddedness' is inescapable. In this research semi structured interviews were used. The researcher utilized a written list of questions as a guide, while still having the freedom to digress and probe for more information from the teachers. In the following chapters more details and description of the research design and methodology used in this study will be provided.

Chapter Two

Literature Review

In this chapter, the key issues related to the importance of the speaking skill in language learning are addressed then the EFL learner's attitudes towards the speaking activities are discussed. This chapter is also explicate the obstacles facing both teachers and learners when dealing with the speaking activities.

2.1 The Importance of the Speaking Skill

All of the four skills are equally important, speaking is one of the most interesting skills for students to acquire. Chaney (1998) defines the speaking skill as "the process of building and sharing meaning through the use of verbal and non-verbal symbols, in a variety of a context" (p.13).

Studies in language learning have addressed the necessity of classroom interaction or students' oral participation in class. Kwiatkowiak (1997) suggested "interaction involves participation, personal engagement, and the taking of initiative in some way, activities that in turn are hypothesized to trigger cognitive processes conducive to language learning" (p.133).

Therefore, the speaking skill should be taught and practiced in the language classroom because the language course truly enables the students to communicate in English, so the speaking skill needs special treatment. In reality, in daily life most of the time people speak more than write; however, despite the importance of developing speaking skills among ESL/ EFL learners, instruction of the speaking skills has received the least attention, and many English teachers still spend the majority of class time in reading and writing practice almost ignoring speaking skills (Scarcella & Oxford, 1994: 165; El Menoufy, 1997: 12 and Miller, 2001: 25). Zamzam (2011) argued that most of the problems of speaking are related to classroom procedures. There should be a good balance of practice in the classroom. Some researchers and experts have tried to clarify the notion of teaching speaking such as Nunan (2003) who clarified it as teaching English language learners to produce the English speech sounds and sound patterns;

using word and sentence stress, intonation patterns and the rhythm of the second language, in addition to that, selecting appropriate words and sentences according to the proper social settings situation and subject matter.

2.2 Attitudes of EFL Learners Towards the Speaking Skill

Attitude is one of the factors that influence foreign language learning because the amount of effort that students put into language learning depends partly on attitude. One of the most cited definitions for the word is that of Sarnoff (1970) who defines it as "a disposition to react favorably or unfavorably to a class of objects" (p.279). Based on this definition, attitudes can have two directions: a positive and a negative one. Moreover; "An attitude is a psychological tendency that is expressed by evaluating a particular entity with some degree of favour or disfavour" (Eagley and Chaiken, 1998, p.269). Thus, it can be inferred that learners with positive attitudes towards speaking English will be more involved in speaking activities and may try to make use of more strategies that help them deal with their difficulties in the course of the conversation. Conversely, learners with negative attitudes will be less willing to participate in speaking activities.

According to Karahan (2007) "students' attitudes towards foreign language learning vary depending on their feelings towards the target language, culture, exposure and difficulty of it" (p.2). He further explains:

Language attitudes' are the expressions of positive or negative feelings towards a language may reflect impressions of linguistic difficulty or simplicity, ease or difficulty of learning, degree of importance, elegance, Social status, etc. Attitudes towards a language may also show what people feel about the speakers of that language.(p.2)

According to Edge and Garton (2009), if people have a positive attitude towards a language and the speakers of that language, this will help them to learn it . In some cases, people might even be learning English because they want to be accepted into an English speaking society and are driven by this integrative motivation.

Given these facts, it is important to create a positive environment in order to encourage the learners' interaction. As such, they can express their ideas, feelings and opinions without feeling afraid of making mistakes. Students can also carry out communicative tasks in an effective way. Gutiérrez (2005) suggests that creating a low stress atmosphere and using the language for real purposes are ways to get meaningful communication and through interaction learners have the chance to acquire discourse.

In addition, the term 'attitude towards speaking English' might refer to feeling and emotions that the students have towards speaking English. Students' attitudes towards speaking English might be classified into two types: 'positive attitude' and 'negative attitude'. Kara (2009) stated that attitudes towards learning besides opinions and beliefs have an obvious influence on students' behaviors and consequently on their performance. It is argued that those students who possess positive beliefs about language learning have a tendency to develop more positive attitudes towards language learning. Conversely, negative beliefs may lead to anxiety, low cognitive achievement, and negative attitudes (Victori & Lockhart, 1995).

Attitudes exert a directive influence on behaviour, in that someone's attitude towards a target language influences the overall pattern of the person's subjective norms (perceived social pressures) and perceived behavioural control (perceive ease or difficulty of performing the behaviour) Ajzen (1988), Eagle and Chaiken (1993). This is one of the motivation theories in psychology describing attitudes of EL learners.

2.3 Speaking Problems Faced by Libyan Learners

Some learners are naturally good at speaking, and they tend to participate in all conversation exercises while others can be quiet and reserved (Folse and Ivone, 2005). However, understanding why adult EFL students have poor speaking production requires a deeper investigation.

The scope of this study is for Libyan adult learners. Libyans, like other Arab learners of English, encounter problems in both speaking and writing. This fact has been clearly stated by many researchers, e.g. Abdul Haq (1982), Harrison, et al Prator and Tucker

(1975), Abbad (1988) and Wahba (1998). Students in Libya, for example, learn English in their country, where the native language is Arabic. The only way to learn English in Libya is through formal instruction, i.e. inside the classroom where language teachers at school are native speakers of Arabic. There is little opportunity to learn English through natural interaction in the target language. According to Alhmali (2007) the purpose of learning in Libya is to obtain high grades and pass the exams. Creativity and understanding the nature of students and their needs are not taken into account. The EFL teachers' role is basically to transmit information to their students effectively.

In a study conducted by Diaab (2016) aimed to investigate the Libyan EFL learners' speaking difficulties and the factors underlying this problem. A total number of 125 students, from Sebha University, Libya participated in the study. Questionnaires and interviews were deployed for gathering data. The questionnaires and interviews were designed to elicit information about the participants' learning experience, the way they were taught English and speaking difficulties. The study revealed that Libyan learners face difficulties in oral communication due to linguistic and psychological barriers. The results also showed that insufficient exposure to the target language and frequent use of Arabic, inside and outside the classroom, were the main factors contributing to the Libyan EFL learners' speaking difficulties. Lack of speaking activities and overemphasis on accuracy at the expense of fluency by the teachers were other contributing factor.

Ellawag (2009) conducted a study to analyze the speech production of fourth year students majoring in English at Benghazi University (former Garyounis University). As she confirmed the hypothesis that students majoring in English encountered difficulties in the speaking skill. Most of the students in that study did not have a good command of spoken English after four years of studying in the English department, and they graduated from the department having problems in the different components constituting speech production. In addition, one of the findings of her research was that the students had a limited amount of vocabulary which hindered them from expressing themselves and they tended to think in their mother tongue and translate into English. This limitation of vocabulary may have resulted from the students lack of reading and listening.

In a case study conducted on the final year students of secondary school, Faraj (2009) pointed out :

If most teachers ignore a speaking section in their teaching and they focused only on the basic of curriculum. Grammar, reading texts and sometimes writing, rarely do they teach listening; we cannot assume that the students will be able to use what they have learnt in this stage. The claim that time is not enough to both to teach the curriculum to cover the speaking section, and to give the students an opportunity to express what they have been learnt, logically students will forget everything as it happens with most of them (p.61).

Another study by Ambu & Saidi (1997) investigated some issues in teaching English speaking in foreign language classroom and has revealed that the huge number of English teaching periods, and the syllabus that does not satisfy the learners' communicative needs are the main reasons for learners' speaking difficulties.

Another point is that because speaking is not tested it is less emphasized by both teachers and students. This is consistent with Al-lawati (2002) findings in her study where students reported giving special attention to writing, reading, and listening tasks that are similar to exam items. Both teachers and students reported that they gave least attention to speaking tasks in the text books because speaking is completely excluded for exams.

On the other hand, Al-lawati (2009) also investigated the difficulties encountered by Omani students in their oral production of English and concluded that the linguistic domain (vocabulary, grammar, pronunciation, and discourse) constitutes the most serious area of difficulty and this is because, as explained by teachers, the learners have not yet developed an adequate level in the basic abilities of language. This is because they think of the curriculum that does not provide enough variety in tasks designed for the teaching of grammar. This results in having few opportunities for students to practice the speaking skills especially with the large number of students in the class. Comparatively Al-arbi (2008) argued that the lack of oral activities in textbooks is a

strong reason for students' difficulties in speaking and thus the researcher recommended including some 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.

Additionally, Rababa'h (2003) pointed out that there are many factors that 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. For example, many learners lack the necessary vocabulary to get their meaning across, and consequently, they cannot keep the interaction going. Inadequate strategic competence and communication competence can be another reason as well for not being able to keep the interaction going.

The learners have their own difficulties in learning the language. Particularly improving their speaking skill is not easy for the students. Munjayanah (2004) summarizes the problems of speaking in the following points:

a. Inhabitation

Unlike the reading, writing or listening skills, speaking requires some degree of real-time exposure to an audience. Learners are often inhibited of trying to speak in the foreign language in the classroom: worried about mistakes or simply shy of the attention that their speech attract.

b. Nothing to say

Even if they are not inhibited, you often hear learners complain that they cannot think of anything to say. They have no motive to express themselves beyond the guilty feeling that they should be speaking.

c. Low or uneven participation

Only one participant can talk at a time if he or she is to be heard, and in large groups this means that student will have only very little talking time. This leads to some

students dominating the time allocated to speaking while the rest of the students have little or no opportunity to speak.

d. Mother tongue use

It is easier for the students to use their mother tongue in their class because it looks naturally. Therefore, most of the students are not disciplined in using the target language in the learning process. Pathan, M., Aldersi, Z., & Alsout, E. (2014) pointed out that the differences in the language systems -mother tongue Arabic and target language English- and the negative transfer from Arabic to English by the Libyan EFL learners seem to be the main reasons behind most of the problems they faced. Their failure to accept the fact that English is a completely different language with its own systems and rules, can be thought of as the primary source behind most of the errors in their speaking. They tend to learn English with Arabic in the background which influences almost every aspect of their language including pronunciation, structuring... etc.(p.17).

In addition, there are several factors relating to the speaking skill to be considered for effective English speaking performance. Pronunciation, vocabulary, and collocations are singled out as important factors to be emphasized in building fluency for EFL speakers. Providing students with a variety of situations and frequent speaking tasks plays a significant role in the improvement of students' fluency when speaking (Tam, 1997).

Confidence and competence usually reinforce English speaking skills. Tam (1997) asserted that building up the learner's confidence to eliminate their fear of making errors was a priority that a teacher should consider in order to make learners feel comfortable with their language use. Confidence and competence in speaking could be developed from appropriate syllabus design, methods of teaching, and adequate tasks and materials (Bailey, 2005; Songsiri, 2007).

Learning to speak a foreign language requires more than knowing its grammatical and semantic rules. Therefore, factors affecting EFL adult learners oral communication skills need to be taken into consideration by EFL teachers in order to provide guidance

in developing competent speakers of English. If the teachers are aware of these things, they will teach in a more appropriate ways and it will help them to develop students speaking skills.

2.4 Teaching Speaking Problems Faced by Teachers

Speaking is a crucial part of foreign language learning and teaching process. Despite its importance, for many years, Nunan (2003) says that “teaching speaking has been undervalued and English language teachers have continued to teach speaking just as a repetition of drills or memorization of dialogues” (p.49). However, today's world requires that the goal of teaching speaking should improve students' communicative skills. Ur (1996) says that "the most important reason for teaching speaking is to develop oral fluency that is the ability to express oneself intelligibly, reasonably, accurately and without undue hesitation"(p.56). According to Harmer (1990) the aim of teaching speaking is to train students for communication.

Furthermore, teaching English as a foreign language is a challenging yet beneficial career choice. Teachers may face lots of difficulties and that might be due to the learners' attitude in learning and their learning strategies. Weinstein and Mayer (1988) defined learning strategies (LS) broadly as “behaviours and thoughts “that a learner engages in during the learning which are intended to influence the learners' encoding process. Cheekeong, Yassin and Abdulrahman (2014) carried out a study which aimed to investigate oral communication problems among Yemeni (EFL) students in Malaysia. The data was collected through a questionnaire and interviews. Six students were interviewed. The results revealed that the oral communication problems of Yemeni high school students could be categorised into three factors. Firstly, teachers were focused on the grammatical aspects while neglecting the practical side of the language and they did not encourage their students to speak English in class. Secondly, the curriculum was not designed to promote and enhance oral communication since students had very limited drills to practise orally. Thirdly, most of the students were not confident using English as a means of communication both inside and outside the classroom.

Littlewood (1981) argued that some teachers use L1 for classroom management. Nevertheless, this can be another factor that contributes to the problem of speaking difficulties. This is because using L1 means sacrificing valuable opportunities for well-motivated foreign use. In addition, it tends to devalue the foreign language as a vehicle for communication. Learners see it as allocated to communicatively nonessential domains such as drills or dialogue practice, while the mother tongue remains the appropriate medium for discussing matters of immediate importance. Another main reason for other teachers to use L1 is vocabulary and grammar. Although their attitudes are of disagreement with L1, this is not reflected in their practice (Al-Busaidi, 1998). In contrast a research done in Vietnam by Tuang and Mai (2015) revealed that learners use their mother-tongue in their English lessons. This finding is similar to a study done in Saudi Arabia by Alharbi (2015) where teachers use the mother tongue (Arabic) in the classroom to clarify difficult concepts, grammatical points and explaining new vocabulary which decreases student motivation and encourages students to think in the mother-tongue. Besides, a study done by Alhosni (2014) also revealed that some teachers use mother-tongue for classroom management.

On the other hand, Florze & Burt (2001) emphasized that pair and group work activities can provide learners with opportunity to share information and build a sense of community. However, when students work in pairs or groups they just end up chatting in their own language and that could be a real problem for the teacher. In this case the teacher might consider certain points. For example, Is the activity or task pitched at the right level for the students? Are all the students actively involved and is the activity interesting? Was the timing of the activity good?.

Consequently "Boring and stressful classroom environments do not encourage students to be creative or analytical, and tasks that only require students to listen and imitate, will demotivate them. Students have no responsibilities in the classroom and are negative learners. Even if they have the opportunity to participate, they will not take it because they are afraid to make mistakes" (Alharbi, 2015, p.108).

Byrne (1981) showed that "the communicative approach allows many interactive oral activities in the classroom"(p.71). Learners learn to use the English language not English usages to communication better . They participate in group work (including of more than 2 students), play their own roles to speak to others who have the same role, so each of them makes intentional utterances that can help them have the best result and reach their goal in the shortest time. Learners are introduced to clear targets by their teacher and teachers may create communicative conditions, go round, and participate in the activities to help their students.

Furthermore, the problem of the frequency of classroom activity use was that most teachers tended to use less of some of the classroom activities especially oral drills and language games. Language scholars observe that oral drills help students improve by practicing and consequently perfecting their skills in speech (Broughtton et al, 1980; Kochhar, 1992; Ayot, 1984; Oketch, 2005).

For this reason teachers should invite native speakers. A study done in Spain by Alonso (2014) found that teachers do not invite native speakers of English to interact with learners. Although, this strategy usually motivates and enables learners to acquire the sounds as pronounced by native speakers (role modeling). Teachers underrate the contribution of interaction with native speakers which is a key pillar in motivation for students. A study done by Talley and Hui-ling (2014) indicated that EFL learners often lack exposure to native speaker models for their linguistic input because they have been exposed to non native models and are also non-native in host culture. This calls for teachers who take cognizance of learners' home culture and target culture in order to support their learners' learning. Talley and Hui-ling (2014) recommend that " Provide students with numerous opportunities of intercultural exploration. When students encounter new cultural aspects or reflect on their own culture through the perception of foreign eyes, it is possible to gain their interest"(p.44).

Furthermore, in teaching students how to improve their speaking skill, there are many methods that the teacher can use in the teaching learning process. It is based on the use of methods that adjusted with the materials that will be taught. Every teacher should

always prepare the suitable teaching methods before presenting the materials in the class. However, some teachers do not vary their methods in teaching this skill so this would be a huge obstacle for the students to develop. Learners also expect their teachers to give them feedback on their performance. A teacher should only correct when there is a problem but should not correct every time a student makes a mistake because this will affect the flow of conversation, destroy the purpose for the speaking activity and demotivate the students. The learners may become afraid to speak. Thus a teacher should endeavor to correct mistakes positively and with a lot of encouragement (Tuan and Mai, 2015).

Losing control of the classroom, on the other hand, is a problem. When all the students speak together it gets too noisy and out of hand and the teacher might lose control of the classroom.

In another study on Libyan teachers' practices of the English curriculum, Orafi (2008) reported that although the curriculum is designed on the basis of the communicative approach, teachers at secondary schools skip listening and speaking activities on the belief that such activities will waste their time given the fact that the class is only 40-45 minutes maximum with a large number of students. Teachers are always under pressure to complete the curriculum in the time set by the ministry of education. Furthermore, they say that students' past experience at the preparatory stage was a key factor to omit oral activities because students are not accustomed to doing them. Consequently, teachers find it difficult to have the students participate actively inside the classroom as they can only say few words or sentences. The teachers consider these activities beyond the students' abilities. They also believe that English is an academic subject that students will not use elsewhere.

On the one hand, when teaching young learners, English teachers have constantly kept in mind the fact that they deal with a mixed ability class, expectations, motivation level, knowledge and, last but not least, different learning strategies. Moreover, English teachers should create a classroom environment where students have real life

communication. Teachers should also diagnose the problems faced by students who have difficulties in expressing themselves in the target language.

Again Fernandez (2008) concluded that the activities that helped students to improve their oral production should take into account the following; activities should not cause stress and help develop self- confidence, instruction have to be clear and brief, preparation in language and familiarization with topic are needed, fluency must not be interrupted, learning strategies should be taught in advanced and didactic materials should be included.

To conclude this chapter, a number of the key concepts which inform this study have been discussed. Speaking is a fundamental skill to the process of language learning, yet many English teachers and learners still find difficulties when dealing with this skill in language classrooms. Therefore, the aim and focus of this research study is to clarify these difficulties facing both Libyan English language teachers and learners in an attempt to facilitate the process of English language learning and teaching in Libyan English language classrooms. The next chapter will proceed to provide more background information about English language teaching in the Libyan context.

Chapter Three

Background of Teaching and Learning English in Libya

This chapter presents some insights of teaching English and English language teachers, ELT methods and training for English language teachers in Libya.

3.1 English in Libya

The purpose of any language is to enable communication and transfusion of ideas and thoughts. To facilitate effective communication, it is important that the parties involved in the process of communication are able to comprehend the language spoken so as to evoke an action or reaction. There are thousands of languages across the world. While some languages/dialects have effectiveness in a particular neighborhood, others are effective across a wider area. Sometimes another language other than the national language enables effective communication across a nation. When we consider the world as a global village, the major language that facilitates international effectiveness is English, as David Crystal (1997) stated that the effectiveness of English as an international language emerges from the fact that it is spoken by nearly 1.5 billion people of the world, which is a quarter of the world's population. Considering that English is spoken by a good majority of people, it is often referred to as a world language or international language.

In September 1965 the first step was taken by the Ministry of Education to change the system of instruction of English language which had operated in preparatory and secondary schools for over 10 years. The first of a new series of textbooks, English for Libya, by Mr. Mustafa Gusbi, was introduced into the first year course of the preparatory schools. The previous system was the teaching of a series of five books and their companion volumes, The Modern Readers, written by a former inspector, Mr A. Johnson. Teaching was conducted through a translation method which emphasized the acquisition of vocabulary through reading. It taught, generally, by the repetition of one or two stereotype lesson plans. Any variation from these stereotype syllabuses was left to the initiative.

The syllabus for the third year secondary school was basically the study of English Grammar and composition by J. Bright and of a simplified English novel. Many of the

novels selected had been simplified by the members of the inspectorate. Because of the emphasis on reading and translation during their previous five years of learning, and because they were to face a public examination at the end of their third year. The pupils devoted most of their efforts to the study of the set book and forced their teachers to assist them.

The new 'English for Libya' series that was introduced, however required quite a different type of teaching from modern readings. It was designed primarily to build language skills and emphasize the learning of basic sentence patterns, rather than vocabulary, by the direct method.

The plan for syllabus reform was to introduce one of the three stages of English for Libya each year (1965-1967) in the preparatory schools and one stage of a new textbook series for secondary schools in each of the succeeding three years (1968-1970). A syllabus clearly setting forth the aims of the preparatory school course and methods by which these were to be attained had been written by Mr. Gusbi. The secondary school syllabus was very brief and consisted of little more than the content to be covered in each year.

For nearly ten years from 1986 to mid 1990s, foreign language teaching including English was banned in the country. Black (2007) believed that this made a considerable effect in the level of English language learning among the population of the country. However, the country woke up to realize the importance of English and initiated several steps to revive the language. English forms a compulsory subject at several levels of education in the country. The British Council has also helped to provide assistance to improve English language teaching and learning in the country. The IAU "The International Association of Universities" (2009) showed that after the welcoming of English, the Committee of Higher Education arranged a massive scholarship programmes abroad to allow more than 72,000 teachers and students to get MAs and PhDs from different western countries, such as the UK and the USA from 1999 to 2009.

Moreover, according to Najeeb and Eldokali (2012) the Libyan oil and gas industry has played a major role in the economic growth and development of the country. Significantly, the industry has also driven forth huge volumes of investment in the sectors of

infrastructure and construction in Libya. This had led to the importance of English language for achieving international effectiveness. Also improving and expanding knowledge of the English language can trigger multiple prospects for the country's biggest industry - oil and natural gas.

By the end of the 1990, different language materials (textbooks, teachers' handbooks & cassettes) have been designed under the supervision of the GPCE (General People Committee of Education) to meet the specific needs for the different specializations of secondary education. '*Language and Culture*', (Phillips , 2002) and '*Language and Society*' (Phillips , 2008) are among other titles that have been introduced through this curriculum. Saleh (2002) "described the content of these textbooks as communicative-oriented and student-centred based"(p.49). These textbooks have been designed to provide stimulating topics, written exercises, and a wide range of activities to maintain students' interest and to offer materials relevant to the different disciplines in secondary education (Blacknell & Harrison, 1999; Phillips, 2008). Phillips, (2008) explained that "whilst students are learning about a particular subject in the Subject Book, they will also be practicing their English in various ways" and that "authentic or simulated authentic materials have been used" (p.2).

3.2 ELT Methods in Libya

In the past, English language teaching methods in Libya were based on translation educational philosophy which was mostly teacher centered. Traditional methods such as The Grammar translation and The Audio- lingual method were dominant. According to some researchers, Local research on ELT has revealed that these methods have been widely used by Libyan EFL secondary school teachers with an extensive use of students' native language (Arabic) (Saleh, 2002; Ali, 2008; Aldabbus, 2008; Borg, 2009).

The dominant methods of language teaching among Libyan English as a foreign language for University teachers, Libyan versions of the Grammar Translation Method, the Direct Method, the Audio-Lingual Method and a Communicative Approach. Some LEFLUTs (Libyan English Language University Teachers) may interpret these approaches in their own way, some teachers mix them while others may use just one (Elabbar, 2011, p.38).

Croft (1972) suggested that the Grammar translation Method has got its name because it was based on the grammar that is intended to describe the target language, and translation because students were asked to translate passages in a foreign language to their own language, or put passages into foreign language. Also, Latiwish (2003) explained that learning English as a foreign language in Libya is viewed as a matter of mastering grammatical rules and vocabulary, and many English language curricula and accompanying course books are designed to promote this by memorization. Many Libyan teachers, both old generation teachers and new generation teachers (OGTs and NGTs) are also influenced by particular beliefs/culture of learning as in the traditional Libyan classroom, where teachers have more control over students' interaction and contribution in the classroom.

Croft (1972) stated that the Direct Method does not pay attention to literary or linguistic aims, or to their findings. This method emphasizes the oral aspects of a language and intensive speech practice, on contrary to the Grammar Translation Method in which the main goal is to develop the ability of translation through mastering grammatical rules (linguistic competence) and linguistic findings. Latiwish (2003) showed that some Libyan teachers tried to encourage their students towards further use of the target language during their classes particularly at the specialized classes (advanced level-English department) as part of their compulsory work. Also, because of worldwide globalization, many current university students are more open to different ways of doing things, which encouraged several interested teachers to try different and effective methods such as the Direct Method.

The Audio-lingual Method is widely used in EFL teaching in Libya. Imssalem (2002), based on the research she conducted on EFL teaching methods in Libya, stated that "many EFL teachers and even students tend to prefer learning through drilling, memorising and repeating practical activities, such as grammatical patterns, long words and even memorising long paragraphs read-aloud" (p.46). Sawani (2009) also revealed that "the Audio-lingual Method supports some Libyan teachers' attitudes towards learning. Many teachers of larger groups of students prefer drilling in most of the activities that they

provided– even reading and grammar patterns" (p. 21-2). However, Latiwish (2003) wondered "whether some members of the new generation who are aware of the criticism of such methods may try to modify or integrate some aspects of the Audio-lingual Method such as drilling and memorisation, which are part of the Libyan learning style, with other more modern methods such as Communicative Language Teaching" (p. 40).

Stern (1983) stated that the Audio-lingual method has several distinctive characteristics: (1) separation of the skills _ listening, speaking, reading, and writing _and the primacy of the audio-lingual over the graphic skills ; (2) the use of dialogues as the chief means of presenting the language; (3) emphasis on certain practice techniques, mimicry, memorization, and pattern drills; (4) the use of the language laboratory ; (5) establishing a linguistic and psychological theory as a basis for the teaching method. As Sawani (2009) showed that the use of the Audio-lingual Method served some of the Libyan teachers' attitudes towards learning, as many teachers of larger groups of students prefer drilling most of their provided activities – even reading and grammar patterns .

Stern (1983) also stated that the goal of the communicative language teaching is to develop the speakers' communicative competence. Farch, Haastrup and Phillipson (1984) added that the major goal of communicative language teaching is to build competence which enables learners to use language in communicative activities. With regards to its relevance to the Libyan context, Imssalem (2002) argued that the problem with this kind of language teaching is that it is an approach, not a method, in that "methods are fixed teaching systems whereas approaches form the theory and leave the teaching system to the creativity and innovation of the teacher" (p.41). CLT does not provide sufficient guidance to the teacher and in countries such as Libya, where teachers and students of EFL are influenced by traditional methods of teaching and learning, its use may be limited.

Sawani (2009) agreed that "applying such a method is probably not easy in the Libyan teaching and learning context for various reasons. Firstly, as has been discussed, most EFL teachers use older methods such as grammar-translation. Teacher training programmes failed to introduce teachers to the latest techniques and theories of EFL teaching. Secondly, as has already been suggested, students' cultural background does not support the

communicative approach" (p.23). In other words, implementing this approach in Libya may involve a number of challenges for both teachers and students of EFL. Nonetheless, "there is evidence that in privately run courses, a new generation of teachers is adopting the communicative approach" (Orafi, 2008, p. 245-6).

Nowadays, teaching and learning through the Communicative Approach started to emerge widely at many classes, mostly private classes run by some NGT or OGT teachers. Also, the existing globalization of contacts and private business in Libya may enable this emergence further. Latiwish (2003) also "described a new generation of teachers who are trying to shift their learners' expectations from teacher-centred to student-centred classes" (p.46). This shift, he indicated, can be clearly seen in many private English courses in Libya as well as in some university classes.

3.3 Teachers of English in Libya

The fallen regime indulged in a large-scale campaign against English which was viewed as a colonial language. On an inauspicious day in 1986, the Ministry of Higher Education issued a resolution stating that English would no longer be part of the curriculum in the Libyan educational institutions. This catastrophic resolution has had a long-lasting effect on education. However, English was later reintroduced to the educational system during Gaddafi's rule, but after students and teachers were filled with frustration. The students were presented with poor learning material with the absence of effective teaching aids and methods. Teachers were also discouraged being left in an embarrassing situation as lack of practice cast some shadow on their self-confidence and efficiency as far as teaching English was concerned. Thus even those who were linguistically competent felt reluctant to use English.

The Grammar-Translation method was used to teach English in schools in Libya. Since the year 2000, the new English Language syllabus based on the Communicative Language Teaching (CLT) approach was introduced. The main reasons for this educational change are due to the demands of the society to produce desired skillful teachers who can function well in the changing work environment and the desire to keep up-to-date with the constant innovations that shape human life. In a CLT-oriented classroom, students are given various

opportunities to engage in communication in the target language. The function of the instructor is that of a facilitator or coordinator whereby he or she prepares students for active learning through interactive, and communicative learning tasks (e.g. discussion, role-play) in order to engage students with authentic, meaningful, and contextualized discourse (Richards & Rodgers, 2001).

The Grammar-Translation method is still being used by some instructors in Libya (Saa'id, 2010). In the classroom, some instructors stand in front of the students while using the Grammar- Translation method to teach them directly from textbooks. The instructor uses Arabic (the official language) to explain grammar and the meaning of EFL texts, and the students are asked to translate English sentences to Arabic, or vice versa. As a result of using this method of teaching, students' proficiency in English language did not develop. This effect does not comply with the goals of the syllabus which are to set standards for four domains of English language learning: social interaction, access to information, presentation, and appreciation of culture and language.

Teachers of the English language in Libya still need more effort to be as committed as the other parts of the Libyan educational system. One of the obstacles since formal education began in Libya, is that there has been an extreme lack of qualified Libyan teachers (Libyan National Commission for Education, Culture and Science, 2001). The Libyan government, hence, recruited non- Libyan teachers from neighboring countries such as Egypt and a number of teacher education institutions were established to replace non-Libyan teachers with Libyan citizens. However, Orafi and Borg, (2008), pointed out that "English language teachers in Libya typically graduate from university with undeveloped spoken communication skills in English" (p.215).

The universities and teacher training institutions now provide English Language teachers. However, there are some differences in the qualifications of English teachers graduating from various institutions in Libya. In particular, some teachers of English graduating from colleges had no teaching methodology unit in their syllabus, and therefore know little about how to teach English. Conversely, teaching methods are included subjects in the syllabuses of some universities and their graduates therefore know how to base their teaching methodology. Various studies have also related failure in effective EFL teaching

to the lack of training of EFL teachers. As it has been acknowledged, the effective English language teaching mostly depends on training of the EFL teachers. However, in many cases, EFL school teachers do not receive any effective, meaningful training in teaching. Similar study by Shehdeh (2010) has reported that the lack of authentic environment and lack of professional training are the challenges confronting teachers in most of the Arab countries. And as Allen (2008) pointed out, "The majority of primary school teachers have an insufficient command and training of English to be able to teach it effectively and teachers with insufficient subject knowledge have very little if any confidence" (p. 2).

Richards and Rogers (2001) argued that "EFL teachers found the new materials difficult to teach because they required a high level of oral fluency in English and an English-only methodology that was difficult to implement in large classes" (p.91). The problem in Libya is that the education authorities did not take into consideration the fact that differences in teachers qualifications will have an effect on student achievements in schools. Part of the reason for this is that the acute shortage of qualified teachers in Libya. As a result, a large percentage of teachers employed in schools are untrained.

The National Report of the General People's Committee of Education (2008) criticized Libyan teachers' traditional teaching methods which focus on memorization and recitation. This report described these methods as not being effective for twenty-first century Libyan students who "need a teacher that uses the methods of thinking, analysis and building of a full logical model for application" (GPCE, 2008, p. 26)

3.4 Training for English Language Teachers

Training in all fields is a very essential requirement for developing the performance of individuals and organizations, for instance educational organizations. It is to share the experience of those who spent longer times than the others in the same field or those who have higher academic levels. Training programmes must be organized frequently by the administration of the educational sector to prepare teachers. The programme of training must be intensive and well-prepared both in the aspects of training and the trainers.

One of the problems that the process of teaching English in Libya encounters is that older teachers need some training qualification to refresh their experience and to practise teaching the new text-books. There must be an intensive programme for this training. Teachers should be encouraged to join the training courses. New graduates can have special programmes to teach them the more recent techniques for teaching English. Due to the shortage in the number of teachers of different courses for all school stages, many teacher training institutes which comprise 4 years were founded in the 1990s. These institutes help graduating students, and would-be teachers in different specializations. These institutes have become colleges of education.

"The United Nations of Educational, Scientific and Cultural Organisation; shortly UNESCO, provided a lot of assistance to Libya in 1960s and 1970s to establish different educational systems, including establishing higher teacher training colleges. Training of English teachers in the preparatory stage has extended over the period of 1960s and 1970s. There were many training courses organised by the Ministry of Education in American Peace Corps. There were also in-service courses for preparatory school teachers in July 1966" (Barton, 1968, p.3).

Barton (1968) also stated:

another type of training was provided by the British Council through courses in the orientation of teachers in July 1966. A course for some preparatory teachers at the University Faculty of Teacher Training was conducted in July 1966. In 1968, a course for 30 preparatory school teachers in English language was held in the United Kingdom. There was also a training department in the Ministry of Education which bore too many responsibilities in the field of training of English teachers in Libya. At the same time, the ministry continued sending teachers of English abroad every year (p.3-4).

Along the 1970s and 1980s there were three faculties of education in the Libyan universities in Tripoli, in Al-Beida, and in Sabha.

In 2006 some short summer training courses for the English teachers were organized, but the teachers were not very aware of the benefits of training. In general, they were not so active that they shared in those courses. The timing of the courses was not suitable for the teachers as they believe it is time for summer-vacation. Training courses are very important for developing the abilities of the teachers, but the teachers themselves have to be encouraged for participating such courses.

For training, the main point here is that the teacher of English must be aware and believe in the goals of what he/she teaches. This makes him/her more serious and cautious for the burden of what he/she is in charge of doing. Teachers have to be well-recognized towards the plan of teaching English as a foreign language. Teachers _through the directorate of inspection and control _ must be partners not only in the teaching but also in making plans for teaching and developing the course-books.

The National Report on the Development of Education in Libya, 2008 stated that the teacher is one of the most important elements of the education. The Ministry of Education paid attention to the teacher, by preparing and developing the skills and knowledge he needs to be able to keep pace with global developments in the areas of curriculum and teaching methods and the use of modern educational techniques. For achieving this strategy, a specialized centre was founded for this purpose under the name "The General Centre for Teacher Training in 2006".

The General Centre for Teacher Training is an affiliated website to the Ministry of Education in Libya, the aims of Education as stated on the website are:

- Improving the quality of education.
- Promoting the performance of all members of the ministry through training programmes:
- Changing the paths (routes) of the teachers.
- Improving the quality of the educational system.
- Upgrading the performance of the workers in the educational field.
- Treating the deficit in the performance of staff.

- Qualifying non-educationally qualified teachers.
- Using and training on the use of new technologies in the field of telecommunication.

The Educational Inspecting Centre did not organize any training courses for the teachers of English in 2008. For promoting the performance of teachers; among 18433 trainees, only 43 were teachers of English! Could this programme qualify all the Libyan teachers of English at a very high rate? How will this number affect and develop the process of teaching English in schools? It is very necessary to prepare a practical training programme that covers most of the teachers in very short times, for instance two years.

How much training do the teachers of English in preparatory schools get? Who evaluates the results of the training courses of the teachers? Who observes the targeted teachers in their schools when they teach their pupils and students?

The Educational Inspecting Office in the Ministry of Education is responsible for following up and evaluating the educational process at schools, the gain of students, and the performance of the teachers. The inspectors have regular tours for schools and they meet the students and teachers. They make their own recommendations on the process of inspection. The Educational Inspecting Office has its training centre for teachers to upgrade the efficiency of the teachers.

The researcher thinks that it is very necessary to organize seasonal regional and international training conferences which the Libyan teachers of English can attend and contribute to. They also can have local seminars and training workshops in which printed materials are distributed. They can benefit from the experiences of their colleagues in other countries.

Light must be shed on the "Libyan English Teaching in Universities Project (LETUP)", in which the researcher had the chance in becoming one of the TAs to be trained on this project. This project was launched to create an effective system of English language teaching at university level.

The British Council has been working in partnership with the General People's Committee of Education & Scientific Research (GPCE&SR) and their universities to enhance and develop English language teaching and learning in Libya since 2006 and it had been involved until 2011. The project involved Libyan teachers of English undertaking professional development programs and Masters degree courses in the UK. Bournemouth International Teacher Training Centre (ITTC) co-ordinates and delivers the University of Cambridge ICELT (In-service Certificate in English Language Teaching) course which offers a combination of face-to-face training blocks and distance-based coursework. Sheffield, Hallam University and Northumbria University delivered Masters Degrees. These degrees follow a similar format combining on-site tuition and distance-based coursework, with a focus on specialist areas such as curriculum design and materials development. This training has helped a lot in the researcher's career in teaching.

Clearly, the advantages of teacher training is to increase confidence and a better understanding of managing student behavior. It gives the chance to think about the teaching style and explore new ways of teaching. It is also the chance to meet a wide range of practitioners from a variety of different backgrounds and talk about teaching. Furthermore, it gives better future career prospects. Therefore, expanding the training courses for English teachers will have lots of benefits for the learners and the teachers.

Chapter four

The Methodology

This chapter addresses the methodology adopted for this study. In the beginning, this chapter identifies the mode of inquiry which was employed in this study, and justifies its choice. Then it identifies the research questions which had informed data collection methods and analysis. The results of the pilot study are also presented. An overview about the setting and participants is then provided, followed by a description of the procedures of data collection and analysis used in the study.

4.1 The Research Design

As mentioned previously the aim of this research study is to investigate the problems facing both teachers and learners while dealing with the speaking activities. Therefore, the selected approach for this research was the qualitative type of study as due to the researcher being interested in understanding students' and teachers feelings and perceptions about their learning and teaching experience.

The researcher, in these cases, seeks to discover and understand an event, process, the perspectives and point of views of the people involved, or a combination of these. Qualitative studies are concerned with collecting in-depth information about the participants and their contexts. Their aim is to provide an understanding of how or why things as they are (Hancock, 2002, p.1).

Airasian (2000) described qualitative research as having the following Characteristics:

- Naturalistic: qualitative research aims to study the real world situation as it unfolds naturally.
- Inductive: qualitative research begins by exploring open questions rather than testing theoretically derived hypotheses.

- Holistic perspective: the whole phenomenon under study is understood as a complex system that is more than the sum of its part.
- Qualitative data: qualitative research uses direct quotations capturing people's personal perspective and experiences.

On the basis of the above discussions the qualitative research contributed to the study in the following ways:

- It enabled to study participants of the study (students and teachers) in their naturalistic context (the centers and the classrooms).
- It enhanced the understandings of the participants perspectives in relation to the research questions.
- It allowed the researcher to establish and develop a relationship with the participants of the study.
- It offered the flexibility to use different strategies and methods to broaden the understandings of the phenomenon under study (p.205).

4.2 The Pilot Study of the Research

The purpose of this pilot study was to demonstrate that the data collection tools were valid or reliable. It was conducted in "Alsallam Center" for general English at Benghazi city. The participants were 11 pre-intermediate students with 1 teacher. The researcher managed to interview all of the students. The class was observed three times and the teacher was interviewed one time as well as the students. The teacher and the students were really cooperative. This pilot study provided a general picture and an investigation of the methodology that was used in this research.

The methodology used in this research was observations and semi structured interviews as follows:

4.2.1 Observations

The data were collected through observing a particular teacher ,who teaches general English classes, as well as learners who study general English courses. The observation sheets aimed to discover the interaction between the teacher and the students. It also examined the teaching methods used by the teachers for one of the speaking activities that the teacher used in each class. The sheets were adopted from 'Tasks for teachers education' which is for pre-service and in-service teachers of English as a Foreign or Second language working with trainers book (Tanner and Green, 2007). The sheets had themes related to the techniques in which the teachers should use to present and demonstrate the speaking activities. Concerning the learners sheet, it had themes related to the students reactions towards the speaking activity. The observation has been conducted at the same class but two times.

Below are the observation sheets for both the teacher and the learners:

Table 1. Observation sheet for the Teacher

Themes	Comments
1. T communicates oral messages appropriate to the learners and situation.	
2. T makes a positive contribution to conversation and discussions.	
3. T selects appropriate medium for conveying the context or the message.	
4. T uses language appropriate in the style tone and level of complexity	
5. T uses body language gestures to clarify the meaning.	
6. T asks concept questions when needed to check the learners understanding.	
7. T sets up practice activity clearly.	
8. T understands and responds to learner's feedback.	

9. T monitors the learners during practicing the speaking activities.	
10 . Effective activity for the learners.	

Table 2. Observation Sheet for the Speaking Activities of the Learner

Themes	Comments
1. Is the material suitable for the learners' level?	
2. Do the learners respond with the teacher?	
3. Do the students ask questions for more clarification?	
4. Do the learners take long time in using versus their native language?	
5. Do the students take a long time to participate in speaking activities?	
6. Do the learners have a positive attitude during the activity?	
7. Do the learners work in pairs?	
8. Do the learners work individually?	

4.2.2 Interviews

Interviews enable face to face discussion with human subjects. In this pilot study semi-structured interviews were used. Semi-structured, in-depth interviews are utilized extensively as interviewing format possibly with an individual or sometimes even with a group (Corbin & Strauss, 2008).

The reasons of using this tool is that, a structured interview has a formalized, limited set of questions, however, a semi-structured interview is flexible, allowing new questions to be brought up during the interview as a result of what the interviewee says. The interview was with the learners for each class and with the teacher as well. They were audio recorded. The following are the interview questions for the learners:

1. What's your major?
2. For how long have you been learning English?
3. Why do you want to learn English?
4. What is your favorite skill (speaking, writing, listening, and reading)? (If not speaking)
How about speaking?
5. How do you do with written tests?
6. Do you have any difficulties in speaking?
7. What do you think the problem is?
8. Do you have enough time to speak in the class?
9. Do you think speaking in the class is enough to be good in speaking in English?
10. Does the material give you a good guide to speak?
10. Does the teacher help you to speak more in the class?
11. Is there anything else you want to add?

The following are the Teachers interview questions :

1. For how long have you been teaching English?
2. How many private schools have you been teaching in?
3. Did you have the chance to teach all the levels ?
4. Do you have any English Language Certificates ?
5. What is the skill that you feel it is difficult for you to teach during the class? How about speaking ?

6. How do you feel about integrating the skills in the classroom ?
7. Do you feel any difficulties among the students when they try to practice their speaking skill ?
8. How do you deal with them ? what are the techniques that you use to help them ?
9. How do you feel about the students written assessment comparing to their speaking abilities ?
10. While teaching this level , are you really satisfied with the Ss speaking abilities ? if they need further practice what would you suggest them to do ?
11. Is there anything else you want to add ?

The subjects in this study were pre-intermediate level from "Alsallam Center" which is a private institute in Benghazi city. They were 11 students aged between 12 to 42 years old. The teacher was an experienced teacher teaching General English for many years. The course book used is face2face pre-intermediate. Although the number of the students was small this pilot study intended to form an initial exploration of the methodology to be used in the research.

The following table provides more information about the students who participated in the pilot study :

Table 3 The Characteristics of the Pilot Study Sample

Name	Age	Job	English background
Ahmad	12	Student	studying English since kinder garden five years old
Ahlam	26	Pharmacist	studying English in private centers since 2009
Enas	40	Chemistry teacher	For a almost a year and her English is not in the level she is right now a little bit weak

Fiyrial	40	House wife	For almost a year studying English
Salha	42	Geography teacher	2 years studying English but she answered in Arabic when I was asking her in English. She couldn't speak English at all just few words
Lamees	20	High school student	During school from the first grade
Waleed	30	Engineer	For ten years now
Elham	24	Lawyer	Since high school,
Rahaf	13	High school student	Since kindergarten
Sara	21	College student	Since school but in private centers for one year
Refaat	29	Engineer	For one year in private centers

The observation sheet for the learners and the teachers were filled in during the class time and that was the researcher's role. However, the interviews were recorded after the class in which the researcher had the chance to interview the students and the teacher; they were face to face interviews, each interview was conducted individually.

4.2.3 Results of the pilot study

To get better results, it was thought better to interview the teachers with the previous questions as an introductory interview. Then after the class, an interview with the teacher should be conducted with questions related to the speaking activities which was made in the class. These are the interview questions for the teacher after the class:

1. What's the main purpose of the activity?
2. What are the main strengths or improvements in your teaching for this speaking task?
3. How did the students feel about the activity?

4. To what extent did you achieve your aims? What could you have done differently?

This pilot study had several advantages to improve the research skills which were needed to carry on the data collection tools for the main study. These advantages are summarized in the following points:

- The researcher had the chance to practice how to conduct face to face interviews with the learners and the teacher. Having an experience on using the methodology is a beneficial thing, in order to avoid any mistakes, every researcher should try on the methods and techniques first.
- One of the difficulties encountered during the interviews with the learners was that weak students couldn't speak in English and after trying to explain the questions for them, they tended to answer in Arabic. The researcher had to listen to understand their point of view but later they were interrupted with another question because the main goal was to measure their ability to speak English.
- During class observations the researcher watched how the class was progressing and only took notes, the researcher did not interact with the teacher or the learners. However, this part was really stressful for the teacher because he is not used to having someone observe him while teaching.
- The findings of the study display a general frame work of the methodology that is used in the main study. Some editing and some extra questions, in the interviews part for the teachers have been added to get a better analysis and clearer data.

4.3 The Setting of the Research

The research was applied to Libyan adults learners who study general English in four training centers in Benghazi. This research was restricted to higher beginners learners (pre-intermediate level). Also it was restricted to particular classrooms and students. The reasons of choosing four centers were purposeful reasons, there is a fine number of English training centers in Benghazi however, the researcher managed to find this level in these centers only, with varied course books used in each center in order to discover different points of views

about them. Yin (2011), for example, defines purposeful sampling as “The selection of participants or sources of data to be used in a study, based on their anticipated richness and relevance of information in relation to the study’s research questions”(p. 311). The following table gives a general idea about the Centers:

Table 4. General Information of the Centers

Name	Number of students	When	Course book
Almustakbal Institute	13	2 nd .May,2016.	New English File
CV training Center	8	23 rd .May,2016.	Face2Face first edition
Maxmind academy	9	28 th .August,2016.	Face2Face second edition
Benghazi University languages Center	11	13 th .January,2017.	New headway

4.4 The Course Books Used

The reasons for mentioning the course books in this study and giving a detailed description about each one, were because of the different styles of presenting the speaking activities in each course books. Therefore, the trained and experienced teachers were adapting other materials and activities to cover any gaps that prevent the learners to speak and practice the language presented in the lessons.

4.4.1 New English File

Each section in the New English File textbooks is designed to be used as a lesson. There is a good variety of exercises which cover different functions of language, and each section builds to an overall, consistent point. What’s more, it can be used for both classroom teaching and practice and as a workbook, to give students something to work on from home. These textbooks are designed to take a student comprehensively from one level to the next.

4.4.2 Face2Face First Edition

The pre-intermediate level is divided into 12 units, each unit consisting of 4 double-page lessons in addition to a Review and Progress Portfolio. At the back of the book there are also sections such as: Songs, Pair and Group Work, Language Summaries, Recording Scripts, Phonemic Symbols and an Irregular Verb List. With the book you also get an interactive CD-ROM/Audio CD, which includes a great number of additional exercises, videos, games, tests, etc. The book provides the material for about 80-120 hours. Exercises are labeled 'Vocabulary', 'Help with listening', 'Help with grammar', etc. ; hence students know what aspects of English they are learning at the moment. At the beginning there are 'Quick Review' exercises where students revise the material (usually vocabulary and grammar) from the previous lessons. At the end of each unit there are 'Review' lessons to which students can check what they have learnt in a given unit, they can comment on their progress ('Progress Portfolio'), or find out where in the book they can find an appropriate 'Language Summary'. Students practice receptive skills (listening and reading) usually in connection with grammar or vocabulary tasks. As the book is strongly based on the communicative approach there are lots of speaking exercises requiring students to work in pairs or groups. This is a good idea if a teacher has a group of students willing to talk and communicate in a foreign language many times during the lesson. On the other hand, this can be a bit of a problem if the group consists of students who prefer writing and working individually.

4.4.3 Face2Face (Second Edition)

This pre-intermediate level course book is an easy-to-teach General English course that helps adults and young adults to speak and listen with confidence. Face2Face is informed by Cambridge English Corpus and its vocabulary syllabus has been mapped to the English Vocabulary Profile, which means students learn the language they really need at each CEFR level. The course improves students' listening skills by drawing their attention to the elements of spoken English that are difficult to understand. The free DVD-ROM in the Student's Book includes consolidation activities and electronic portfolio for learners to track their progress.

4.4.4 New Headway English Course

This course book provides a seamless syllabus progression from Elementary to Upper-Intermediate level. It takes a clear and structured approach to grammar. Grammatical structures are introduced in context, with questions that encourage students to work out the rules for themselves. A comprehensive 'Grammar section' at the back of the Student's Books provides a useful reference before, during or after the lesson. A well-defined vocabulary syllabus concentrates on three key areas: learning new words in lexical sets; acquiring good habits for learning vocabulary; and developing vocabulary 'systems' such as sound and spelling relationships. Integrated skills work is an important feature of the course. In every unit the reading and listening activities contextualize and bring together much previously introduced language. The choice of interesting texts, together with manageable, motivating tasks ensure students develop fluency and accuracy in all four skills. Supportive Teacher's Books at each level include an explanation of the methodology, step-by-step lesson guidance, additional activities, photocopiable tests, cultural notes, and detailed answer keys.

4.5 The Participants

With the purpose of getting the necessary information about participations and interaction in class, Four groups from different centers, with a total number of about 30 students; in which they have been exposed to different curriculums; have been observed but the researcher managed to interview 23 students. The students' ages ranged from 13 to 45 years old, and most of them live in Benghazi city. It is important to mention that the English fluency of the students was varied due to their different backgrounds, knowledge and use of the target language. Five to six students were interviewed from each center. Furthermore the researcher had the chance to interview the teachers as well.

The teachers in each group were also interviewed with pre-interview questions which aimed at gaining an insight regarding their background about English teaching, the post interview questions for the teachers were after each speaking activity in each class observed. As mentioned before the participants were from four different training centers. The following tables provide more information about the participants.

Table 5. Description of the Learners 'Almustakbal Institute'

Name	Age	Job	English background
1.Seraj	15	High school student	Studying English at school, and 3 levels at private centers.
2.Akram	33	Archeologist	Started to learn English 2 years ago.
3.Ragad	17	High school student	At school.
4.Malak	20	Student of IT at Sakar college	Studying English at school and at this center 4 months ago.
5.Alla	13	Student at elementary school	Studying English for 12 months
6.Muftah	30	Businessman	Studying English for 3 or 4 years

Table 6. Description of the Learners 'Cv Training Center'

Name	Age	Job	English background
1.Zakiya	18	Medical school student	Studying at school, and in another centers started from elementary.
2.Aseel	18	Student, Graduated from high school	Studying at school.
3.Lamia	18	Students , and wants to be a dentist	Studying at school,
4.Muftah	26	Engineer	Studying English for 2 years.
5. Mohammed	23	Studies at economic collage	Studying English for 4 years. .
6.Omar	22	Studies civil engineering	Started studying English 4 years ago

Table 7. Description of the Learners 'Maxmind Academy'

Name	Age	Job	English background
1.Walla	14	Student at preparatory school	Studying English for about 12 years in Hungary.
2.Aya	14	Student	Started learning English 3 years ago.

3.Ragad	18	College student. At engineering department	Studying For 9 years at school.
4. Ahmed	19	Medical school student	Studying for a year in this center.
5.Shura	27	Works with computers in an office.	learning English for about 2 years.
6.Mohammed	16	Student at high school	Studying English at this center for one year at this center.

Table 8. Description of the Learners 'Benghazi University L. Center'

Name	Age	Job	English background
1.Eman	24	Graduate from economic faculty	Studying English for three years.
2.Feras	16	High school student	Studying English at school.
3.Mayada	32	Public health TA	Four years.
4.Arwa	15	High school student.	When she was 9 years at schools.
5. Fathi	35	Accountant at University	Started from level five. 2 months ago

Table 9. Description of the Teachers

Centers	Gender	Qualifications	Teaching experience	Level of teaching	Age
Almustakbal institute	Female	Still an undergraduate student at Benghazi University.	2 years experience	Beginner's learners up to pre-intermediate level.	22
Cv traning	Female	Master degree from Benghazi university.	10 years experience in teaching	All the levels.	32
Maxmind Academy	Male	Finished his MA in English, doing his master thesis now. Has several teaching training certificates.	7 to 8 years teaching	Almost all the levels.	33
Benghazi University	Male	Several certificates in TESOL	about 20 years	All the levels.	45

4.6 Data Collection

As mentioned before, the method used in this research was qualitative research. Qualitative research involves a constructivist, interpretative and naturalistic approach, which means that the researcher attempts to study participants in their natural settings in order to gain further insight and make sense or interpret the participants' deeper understanding of specific phenomenon (Creswell, 2000).

"The most common method is the qualitative research interview, but forms of the data collected can also include group discussions, observation and reflection field notes, various texts, pictures, and other materials" (Tirhekar, 2013, P.29).

Therefore, "Qualitative research often categorizes data into patterns as the primary basis for organizing and reporting results. Qualitative researchers typically rely on the following methods for gathering information: Participant Observation, Non-participant Observation, Field Notes, Reflexive Journals, Structured Interview, Semi-structured Interview, Unstructured Interview, and Analysis of documents and materials" (Olanik, 2012, p.224).

The ways of participating and observing can vary widely from setting to setting. Participant observation is a strategy of reflexive learning, not a single method of observing. In participant observation researchers typically become members of a culture, group, or setting, and adopt roles to conform to that setting. Schensul, Schensul and Lecopte (1999) defined participant observation as "the process of learning through exposure to or involvement in the day to day or routine activities of participants in the researcher setting" (p.91). In doing so, the aim is for the researcher to gain a closer insight into the culture's practices, motivations and emotions. It is argued that the researchers' ability to understand the experiences of the culture may be inhibited if they observe without participating. However in this research study, the researcher was non participant in which she took notes without taking part of the development of the lesson.

4.7 Data Collection Techniques

The order of the data collection was interviewing the teachers with pre-interview questions then observing the speaking activities. After the observation there were post interviews about the speaking activities with the teachers. The student's interviews were during the break or after the class or sometimes before the class. This section will give a detailed description of the data collection techniques.

4.7.1 Interviews

The interviews were appropriate for the study as they enabled the researcher to explore the lived experience of the respondents and further explore their responses to the questions during the interviews. An interview is a very important method of data collection in qualitative research as it allows for the attaining of in depth information on the research topic (Denzin & Lincoln, 2005). In an interview the interviewer asks questions of an interviewee and the interviewee responds. By providing answers to such questions (Johnson & Christensen, 2004; Shank, 2006).

Cohen (2000) claimed that "interviews enable participants, to discuss their interpretations of the world in which they live and to express how they regard situations from their own point of view". In these senses the interview is not simply concerned with collecting data about life, it is part of life itself its human embeddedness is inescapable (p.267).

This fact can be best handled by building control into the research design, for example by having a range of interviewers with different biases. The interview is best understood in terms of a theory of motivation which recognizes a range of non-rational factors governing human behavior, like emotions, unconscious needs and interpersonal influences.

In this study the type of interview was semi structured interview. "Semi-structured Interviews are used to gather focused, qualitative textual data. This method offers a balance between the flexibility of an open-ended interview and the focus of a structured ethnographic survey" (Bernard, 2000, p.54).

The interviews involved a series of open-ended questions based on their background of English and how they feel about the speaking skill. The questions were used to inquire about students' opinions and experiences related to their participation in class. About ten students of each group were interviewed during the break of each class observed. These questions helped in answering the research questions in the data analysis. They were asked questions about their perceptions related to the factors that influence their oral participation in class. The interviews were audio recorded as well.

The teachers were interviewed before the observations, with pre-interview questions, to know their background of teaching and how they feel about teaching the speaking skill. After observing each class there were post-interview questions but this time the interviews were related to the speaking activities that the teacher made during the classes. The interviews were also audio recorded and transcribed. 'See appendix 1,2,3,4 and 5'.

4.7.2 Classroom Observation

"Observational data are attractive as they afford the researcher the opportunity to gather data from 'live' situations. The researcher is given the opportunity to look at what is taking place in a situation rather than at second hand" (Patton, 2001, p.203). Observation was the primary data generating instrument for this research study.

Merriam (1988) asserted that observations are used in conjunction with interviews and questionnaires as a means to triangulate emerging findings. Merriam Further explained observation as a purposeful, systematic and selective way of watching and listening to an interaction or phenomenon as it takes place.

This enables researchers to understand the context of programmes, to be open ended and inductive, to see things that might otherwise be unconsciously missed, to discover things that participants might not freely talk about in interview situations, to move beyond apperception-based data (e.g. opinions in interviews), and to access personal knowledge. Because observed incidents are less predictable there is a certain freshness to this form of data collection that is often denied in other forms e.g. a questionnaire or a test.

In order to gather the necessary information, the researcher focused on five different aspects of the class, (activities, students' reaction towards speaking activities, interaction patterns provided by the teacher, and the purpose of each activity) that gave a better understanding of the situations presented in the class and how students reacted to them.

During the observations, the researcher took notes and wrote comments about each activity that the teacher and the students did throughout the class sessions. There were observations sheet for the teacher and the learners as well. As mentioned before, The observation sheet aimed to discover the interaction between the teacher and the students, it also examined the teaching methods used by the teachers for one of the speaking activities that the teacher used in each class. The sheets were adopted from (Tanner and Green ,2007). Each sheet had themes related to the techniques in which the teachers should use to present and demonstrate the speaking activities. Concerning the learners sheet, it had themes related to the students reactions towards the speaking activity. These sheets provided a clear focus for the observation; however they can only be used for certain aspects of a lesson, such as features that are related to the speaking activities and classroom managements. For more information about the observation sheets 'See appendix 6 and 7'.

Three classes for each group were observed, sometimes more than three classes. The information from each activity were collected and then later they were classified according to the research questions. The observation of some of the speaking activities were audio recorded.

4.8 The Researcher's Role as an Observer

The researcher role at this particular study was as an observer. At no point during the observed sessions did the researcher play any part on the development of the class. The researcher was completely non-participant. Non-participant observation involves observing participants without actively participating. This option is used to understand a phenomenon by entering the community or social system involved, while staying separate from the activities being observed (Flick, 2006). She had this role to take detailed notes of

everything, observed the whole classes using the observation sheets for the learners and the teacher. The researcher also tried to record some of the speaking activities. After each class, she tried to do some interviews with the students, and post interviews with the teachers about the speaking activities. She used a strategy, which is the “piece of the furniture” strategy in which the observer sits at a student desk and becomes part of the desk. That is, he or she does not play a part in the activities going on, even when addressed or asked questions by students. This strategy is often used when the focus is teachers’ interactions with students, as it reduces teacher attention to having an observer in the class.

As mentioned previously in chapter one, the researcher has taught general English for several years and has noticed some speaking difficulties among lower and higher beginners of adults who study general English. Some of them have good accuracy in written forms, but they get intimidated, tending to use their mother tongue. If they do not know a single word, they interrupt their speech and refuse to continue among other students. "The researcher is knowledgeable, informed and conversant regarding the research topic, asked clear and simple questions, and was sensitive to extremely emotional issues, being open and objective to what was said and by being active listener" (Welman & Kruger, 2001, p.197). This research expects to discover valuable ideas to help to overcome the different problems in which adult EFL students may face when speaking in the target language in the classroom.

Table 10. Classroom Observation and Background Information

Teachers' Names	Numbers of observations	Duration of the Lessons observed	Numbers of the students in each class.
Sara	4	Each lesson was 2 hours	About 12
Muna	3	Each lesson was 3 hours	About 6
Sami	3	Each lesson was an hour and a half.	About 10 students.
Omar	3	Each lesson was 2 hours	About 12 students.

Teachers' names in the table above are pseudonym

4.9 Data Analysis

The data were analyzed by using qualitative data analysis techniques such as looking for categories and checking for regular patterns of events and themes that addressed the research questions (Kasokonya ,2007). The researcher proceeded by examining the interview transcripts as well as the notes from the documents then analyzed and the observation to identify appropriate categories for sorting the data. In order to understand the perspectives the researcher listened very carefully to the participants, then transcribed some of the interviews to read them very carefully.

Thus a generic qualitative research approach was employed to analyze the data collected. Anderson (1998) explained that " this approach is used to organize the data into descriptive themes that emerged during the data collection and preliminary analysis" (p.158). After the first interview the researcher started to present the data collected this helped to work with the data because the data were not piled up.

This approach also helped to identify significant issues early in the process, and focused on what to search in subsequent data gathering sessions. First, the researcher read through the data to search for emerging themes. After identifying the themes the data were sorted out placing them under the relevant themes.

Observations were sequenced chronologically, and this was made possible by the field notes that has been taken during the observation sessions. The observations for each participant were used to identify the key issues which were then described. The purpose was to identify patterns and to relate them to the research questions and the themes that emerged from the interviews and the observations.

4.10 Enhancing the Quality of the Research

Researchers employ various validation procedures to check the accuracy of research. Stenbacka (2001) described "the notion of reliability as one of the quality concepts in

qualitative research which needs to be solved in order to claim a study as part of proper research". She viewed reliability in a qualitative approach to research as "generating understanding" (p. 552-553).

Also McMillan and Schumacher (2006) reported that "validity refers to the degree of congruence between the explanations of the phenomena and the realities of the world" (P.90).

The exact nature of 'validity' is a highly debated topic in both educational and social research since there exists no single or common definition of the term. Therefore, in order to understand something of the range of meanings attached to 'validity', it is essential to review a selection of the range of definitions given by leading authors.

Another cited definition of 'validity' is that of Hammersley's (1987) "An account is valid or true if it represents accurately those features of the phenomena, that it is intended to describe explain or theories"(p.69). Although this would seem to be an all-encompassing and reasonable description, many other definitions fail to envisage such a 'realist approach' as cited in (Denzin and Lincoln, 1987, p.282).

The concept of validity is described by a wide range of terms in qualitative studies. This concept is not a single, fixed or universal concept, but rather a contingent construct, inescapably grounded in the processes and intentions of particular research methodologies and projects (Winter,2000, p.1). Although some qualitative researchers have argued that the term validity is a type of qualifying check or measure for their research. For example, Creswell and Miller (2000) suggested that the validity is affected by the researcher's perception of validity in the study and his/her choice of paradigm assumption. As a result, many researchers have developed their own concepts of validity and have often generated or adopted what they consider to be more appropriate terms, such as, quality, rigor and trustworthiness as cited in (Davies and Dodd ,2002).

Although the term 'Reliability' is a concept used for testing or evaluating quantitative research, the idea is most often used in all kinds of research. If we see the idea of testing as a way of information elicitation then the most important test of any qualitative study is its quality.

A good qualitative study can help to understand a situation that would otherwise be enigmatic. The difference in purposes of evaluating the quality of studies in quantitative and qualitative research is one of the reasons that the concept of reliability is irrelevant in qualitative research. According to Stenbacka (2001) "the concept of reliability is even misleading in qualitative research. If a qualitative study is discussed with reliability as a criterion, the consequence is rather that the study is no good"(p.552).

On the other hand, Patton (2001) stated that validity and reliability are two factors which any qualitative researcher should be concerned about while designing a study, analyzing results and judging the quality of the study. This corresponds to the question that "How can an inquirer persuade his or her audiences that the research findings of an inquiry are worth paying attention to?" as cited in (Lincoln & Guba, 1985, p.290). To answer the question, Healy and Perry (2000) asserted that the quality of a study in each paradigm should be judged by its own paradigm's terms. For example, while the terms Reliability and Validity are essential criterion for quality in quantitative paradigms, in qualitative paradigms the terms Credibility, Neutrality or Confirmability Consistency or Dependability and Applicability or Transferability are to be the essential criteria for quality (Lincoln & Guba,1985) To be more specific with the term of reliability in qualitative research, Lincoln and Guba (1985) use "dependability", in qualitative research which closely corresponds to the notion of "reliability" in quantitative research. Guba and Lincoln developed a model for assessing the trustworthiness of qualitative data and to confirm the authenticity of the findings of this study. This model is based on the four criteria that ensure trustworthiness in a research study These are: truth-value, applicability, consistency and neutrality (p.300).

The following descriptions of each of the criteria have been adapted from Guba (1985) and which were used in this research.

1. Truth value: This criterion determines whether the researcher established confidence in the truth of the findings for participants and the context in which the study was undertaken. In order to ensure that it was attained, proper time was set aside to gather information and a proper good relationship was established between me as a researcher and the participating teachers. In this study the researcher fully explained the aim of the research and also the procedures, in order for the participant to be aware of the research data and to get a rich information from them about the topic.

2. Applicability: This refers to the degree to which the results of the study can be applied in similar context, on different participants. The researcher provided full description of the research context, of the data collection tools and also the research questions so their description will allow the readers to make judgments of the research. The findings would be consistent if the enquiry were to be replicated with the same participants or with different participants in a similar context. In order to ensure that it was attained in this research, applicability was maintained throughout the research process by asking the same questions, and using the same approach of observation.

3. Neutrality: Neutrality refers to the extent to which the research findings and the perspectives of the researcher are unbiased. In order to ensure neutrality the researcher maintains a strict neutral position and does not try to enforce his views on the participants. The researcher tried to do this all the time. The observations were conducted in order to minimize the effects of the researcher and enhance the effects of the study as natural as possible. In the interviews the researcher listened to the participants and let them get their answers, she used the 'probe' technique, which is a penetrating or critical investigation, using expressions from the participants to uncover more information. In the data analysis the researcher read very carefully the transcribed data to understand more.

Chapter Five

Presentation of the Findings

5.1 Introduction

This chapter presents the key findings emerged from this study. Classroom data were cited. Teachers' and learners' commentaries were quoted extensively in order to provide insights into the key obstacles facing both teachers and learners when dealing with the speaking activities. As mentioned previously, this study aimed to investigate students' difficulties in the speaking skill as well as the teachers' difficulties. In addition to exploring the techniques for the development of an approach to professional development among teachers of speaking. Therefore, after analyzing the information collected through the different instruments, some important findings can be reported in details.

A total of 4 centers that offered data in the study precisely 4 teachers (2 females, 2 males) and about 30 students observed. Therefore, about 6 in each class were interviewed, their ages ranged between 13 to 45. The teachers were asked pre-interview questions, to indicate their teaching experience and background in teaching. Three of the teachers had experience ranged between 7 to 20 years, whereas the fourth had just 2 years experience. This might imply that the teachers with longer experience in teaching had the chance to be able to deal positively with the speaking activities during the classes.

As explained before, the teachers were interviewed with pre-interviews; then the researcher observed the classes followed by post interviews for the teachers about the speaking activities of the lesson. The data analysis generated important findings that were common to the samples of participants.

The table below summarizes the themes that helped in answering the research questions.

Table 11. Summarizes The Main Findings as Themes and Sup-Themes.

Themes	Sup-themes
Difficulties in teaching the speaking skill.	Students have weakness in speaking: Lack of words. Personality issues. Teachers' satisfaction of the students' level. Written tests comparing with the students speaking ability. Mother tongue interference.
Difficulties in speaking skill among the learners.	Lack of vocabulary. Wrong pronunciation. Mother tongue interference. Not understanding the aims or instructions of the activities. Teacher talk. Practicing speaking in class and outside the class.
The techniques used by the teachers to overcome the difficulties in teaching the speaking skill.	Encouraging the students. The ineffective use of Arabic among T and Ss. Sitting groups and pair work activities. Natural sitting activities.

5.2 Theme1: Difficulties in Teaching the Speaking Skill

This theme emerged from the research questions. The six sub- themes merged from the participants interviews. During the interviews, teachers referred to different difficulties including:

Students have weakness in speaking

All of the teachers mentioned that students have some weaknesses in speaking, therefore, they try to push the students to talk. Each teacher has his/her technique and most of them struggle to teach it for all of the learners in the class.

As Sara mentioned:

yes maybe they don't like it, so I start forcing them but in general they do not like to speak a lot. Even if they start speaking they speak three or four sentences, but if we have a speaking class they have to write a written paragraph before they speak.

Another teacher added that " speaking ! they have ! I think we keep pushing our students to use English all the time inside the classroom so I think yes they do interact and they do speak English" (Sami).

He explained that speaking is one of the skills that he struggles to teach in the class and he encourages them in order to speak.

Lack of words

Another teacher mentioned that the difficulty in speaking related to lack of words " oh yes. Sometimes they can't find the words! Uuuuh soooo!!" (Muna).

Some students therefore are not able to speak well because of the lack of vocabulary, during interviewing the students some of them mentioned this issue.

Personality issues

Another teacher also mentioned that the difficulties due to some personal issues "yes I do. So many students. Some students are hesitant they are shy they can't speak in a very loud voice or they feel embarrassed easily so they feel not to speak in front of others.

Teachers' satisfaction of the students' level

According to the question the researcher asked during the pre-interviews whether the teachers are really satisfied with the students speaking ability in this level or not!

Sami mentioned that:

According to their level most of the students. Yes am satisfied with them, but some of them am afraid that they are a little bit slower even when it comes to learning and understanding an activity, so those guys sometimes I come to them in person I explain t o them I sometimes I have to talk to them in Arabic to make them understand. Although they are good once they understand but there is something

that interfering their understanding maybe my instructions !! I don't know !!!uuuh maybe uuuh they are not following me.

One of the teachers is also not satisfied with the students speaking ability in this level. As he clarified that "not much but I think they are improving. They're trying a lot because they do have chances a lot to practice the language' (Omar).

Written tests comparing with the students speaking ability

There is also a question about how do the teacher find the written test of the students comparing to their speaking ability some teachers replied as fellow:

" I think when it comes to their written skills they do better than the speaking skill because they have the time to go what they have written and have enough time to correct themselves but when it comes to their speaking ability. They make lots of mistakes they are hesitant they are shy of course some of the students not all of them. when it comes to comparison between speaking and the written of course always wins" (Sami).

In which he finds written test results are better than the speaking ability to the learners. Similarly another teacher mentioned " the exams? I guess they are doing very good job in the exams. But in speaking no. they're still not in a very good level." (Muna)

Mother tongue interference

Teacher from center 4 mentioned that the translation issue which is related to the vocabulary and thinking in Arabic is one of the problems among the student "I try always to say that I need fluency rather than accuracy. I always say that don't consider native speakers because even native speakers commit mistakes, and don't fear the language".

"yes I do. The first thing I ask them to speak without thinking without translating. So I try to give them some promotion and punishment. I motivate them to not be afraid"(Omar).

all of the teachers at each center during the post interviews mentioned that the students find it difficult to speak in this level.

5.3 Theme2 : Difficulties in Speaking Skill among Learners

In addition to the interviews with the teachers, the researcher conducted interviews to some learners in each center. All of the students that had been interviewed said that they have difficulties in speaking except of one student in center 3 she seems that she has difficulties in speaking with lots of grammatical mistakes even thou she said she does not have any problems.

Here are examples from each center including the reasons of the difficulties. Some of them mentioned they lack vocabulary or they have some problems with pronunciation. Also some of them do not understand the instructions from the teachers.

Lack of vocabulary

"Maybe some words very long and complicated"(Siraj) that is what one of the students in center one mentioned; That the difficulties could be due to the difficulties he faces with new vocabulary. Similarly another student in center two mentioned that the difficulties in speaking is because of the lack of words, " maybe not enough vocabulary."(Zakariya)

Wrong pronunciation

This is an example of a student in center one who gave mostly short answers in the interview, once I asked her what her problem in the speaking skill was. She answered " pronunciation" (Malak). She thinks that pronouncing the words is difficult so she cannot speak very well in English.

Mother tongue interference

Another student in center three mentioned that her strategy in speaking is translating the Arabic words to English as Eman illustrated that " sometimes I think with Arabic language and Uhhhh yes).

Not understanding the aims or instructions of the speaking activities

Another student in center one had a different perspective, he mentioned that "I think here there is some problems the teacher speak with a lot of English and sometimes I can't understand her. You know"(Akram).

Teacher talk

According to what is mentioned above, here we come to the point that the researcher has noticed during the observations which is teacher's talk. The amount of talk that the teacher uses was believed to have a negative impact on the students. The teacher does almost all of the talk leaving no chance for the students to think or try to interact more. That is what has been noticed in all the centers. Teacher talk was really vast. The following is an example of the vast teacher talk in one of the centers:

T SARA: beginning with the sentences below. We have already mentioned Murphy's Law is not optimistic at all. Ok! You have here the first half of the sentences. You have to guess what would be the end of the sentences. you have to complete the sentence with a guess. The first sentence if you're single and you meet somebody you really like. What do you think the sentence will end with?

S: he will be married.

T: he will be married? Ok what else? Ha Ok what's next?

The reader here can recognize above the amount of teachers speech comparing to the students speech. In teaching general English to adult learners the teachers should minimize his/her speech and use it as a guide or personalizing the speaking activity in order to clarify for the students. Not to dominate just clarifying to help the learners to speak more. That is exactly what the researcher has trained on; during an ICELT course (in-service certificate of English language teaching) . In which she had the chance to have some mentors who guided her to the techniques in teaching several skills especially teaching speaking.

Practicing English speaking inside and outside the class

To add more, 9 students out of 24 students whom have been interviewed said that they practice English sometimes with friends and family outside the classrooms. Regarding

practicing speaking in the class, some of the students had negative reactions. They thought it was not enough, but some had positive reactions. They thought it was fine. Here are examples of each center:

"We speak here a little bit." (Muftah) that's a student in center one who had a negative impact about speaking in the class. Also at the same center mentioned that "sometimes not always. Not uuuuh not much not enough" (Malak). Similarly a student in center three mentioned "no, to be good uuuuh. I think it's just 5/6 hours in your general life. You need someone to speak too".

Similarly in center four as an answer of my interview question in how often he practices English speaking. He answered as follow "no not enough, only in the class". In addition to that a student from center two said " yes yes, I have to speak out side it's not enough" (Omar). Here must a point be mentioned, during the interviews with some learners. The researcher faced a big issue, some of them gave her short answers and one of them could not speak at all. It seemed that he should not be in this level and confessed after the interview in Arabic he does not like speaking in English and he just needs to study English to get the certificate for his MA thesis.

Here are some positive replies from some of the students, about practicing English outside the classroom. In center one Seraj mentioned "yaah ! No I speak with my brother outside" he also thinks that the speaking time, in the class is enough. Ahmed in center three mentioned "yes it is enough in the class", but he further explained that at home he practices English with his brother and father.

5.4 Theme3: Teachers' Techniques to Overcome the Difficulties in Teaching the Speaking Skill

During the interviews teachers revealed some strategies in overcoming the difficulties facing them when teaching speaking. The first teacher in center one struggled in finding the good method to overcome these problems.

As Sara mentioned:

Sometimes when they start speaking, they have some grammar mistakes or they have some pronunciation problem. I skip them and then when they finish I start to correcting their mistakes , like you are supposed to say this and say this, sometimes while they are speaking and their ideas got interrupted or something , I try to give them a question to say anything to help them to speak.

Encouraging the students

Encouragement is another point that the teachers talked about, here is a teacher added that " I usually encourage them to carry on! and if they can't find the words in English I try to give it to them, and I just keep encouraging them to go on"(Muna). Similarly another teacher mentioned the encouraging strategy "well there are a variety of techniques but mostly because of the lack of time. I tent to speak to them myself or to put them with much stronger student so they can help each other. Another thing I always mention in the same class that we are at the same level so they do not feel embarrassed when they make mistakes"(Sami).

This teacher motivates his students in his way "Yes I do. The first thing I ask them to speak without thinking without translating. So I try to give them some promotion and punishment. I motivate them to not be afraid"(Omar).

Most of the students who were interviewed agreed that the teachers are helping them to speak in the class.

The ineffective use of Arabic among Ts and Ss.

Some of the teachers are using their first language 'Arabic language' to explain lots of the sections in the lessons and some of the students responded in Arabic too.

These are samples during the classes:

Example:

T: If you get to work late.

لو أنت قاعد للعمل وصلت للعمل.. أنت كل يوم اتجى للعمل بدري. اليوم هذاكى أنت جيت للعمل متأخر

What do you think it happens?

Example:

T: And the football referee!

شئ معني football referee

بختو الصورة هنا !

Example:

If you push a door... if you push a door... what do you think?

S: close?

T: maybe it's close?

S: الباب ما بش ينحل

: همثلا أنت جاي فيه حد دف الباب لقاء أمسكر

S: yes

T: maybe.

It is really important to reconsider the use of Arabic during the speaking activities. Limiting the use of Arabic will encourage the learners to think in English therefore to speak it more with no fear.

Group work and pair work

No to mention that setting groups and pair work activities is really helpful for letting the students speak more, some of the teachers were really making sure in putting the students in pairs and work in groups. Here is an example in center three:

" OK now I want you to talk in your group about your dream job! I want the rest of the group to guess what the job is!! Ok!! In your group!! Ok start" (Sami).

Similarly "Ok Muftah and Omar. Mohammed and Lamia .Hadeel and Zakiya. Students "A" Muftah Mohammed and Hadeel turn to page 107. Student 'B' Omar lamia and Zakiya. Turn to page 115" (Muna) that is a quotation from the teacher in center two in which she was making sure that the students should work in pairs.

Here is another teacher who clarified that "I like pair work, group and team work. Because it enhances the learning skill because you know students can learn from each other"(Omar).

Therefore, grouping students should allow, and even force, students to work together. It should build their communication skills, and help them learn how to respectfully hold each

other accountable. Most of the teachers except of the untrained one succeeded in grouping the students with pair working activities.

Natural settings activities

Presenting speaking activities in a natural setting was really helpful for some students. Some of the teachers used this technique in order to get the students to speak without a controlled practice activity. As Omar mentioned" I try always to say that I need fluency rather than accuracy. I always say that don't consider native speakers because even native speakers commit mistakes, and don't fear the language".

5.5 Observational Data and the Post Observation Interviews

Relating the data collections with the interviews , the classroom observation made the researcher to go deep and understand several issues about the teachers and the learners perception of the speaking skill.

The following tables are summaries for the observation sheet of the learners and the teachers:

Table 12. Learner's Observation Sheet

Themes in the sheet	Center 1	Center2	Center3	Center4
The materials are good for learners level	<i>Yes</i>	<i>Yes</i>	<i>Yes</i>	<i>Yes</i>
Good contribution from the teacher	<i>Yes</i>	<i>Yes</i>	<i>Yes</i>	<i>Yes</i>
positive learners response	<i>not all of the students</i>	<i>Yes</i>	<i>Yes</i>	<i>Yes</i>
Students using English more than Arabic	<i>Not all of the students</i>	<i>Not all of the students</i>	<i>Not all of them</i>	<i>Not all of them</i>
group work \pair work	<i>No</i>	<i>Yes</i>	<i>Yes</i>	<i>Yes</i>

The table above shows that the use of Arabic in all centers is vast. The group work was not really found in center 1 in which the teacher had no long experience and no teaching training courses.

Table 13. Teachers' Observation Sheet

Points in the Sheet	Center1	Center2	Center 3	Center4
T communicates oral messages appropriate to the learners and situation	<i>No</i>	<i>Yes</i>	<i>Yes</i>	<i>Yes</i>
T uses language appropriate in tone and level and using body language to clarify the meaning	<i>No</i>	<i>No</i>	<i>Yes</i>	<i>No</i>
T uses concept questions to check understanding	<i>No</i>	<i>No</i>	<i>Yes</i>	<i>Yes</i>
T monitors during the activities	<i>Yes</i>	<i>Yes</i>	<i>Yes</i>	<i>Yes</i>

The table above shows that the trained and experience teacher were in more control of the classroom management. Therefore the following points summarize the results of the observation and post interviews that was used during conducting the research.

- **Classroom management**

As Sara mentioned in the pre-interview "yes, from this center. I've been studying at this center so I have a certificate from here. And I am still a student at university so I haven't graduated yet". She has only a general English certificate not a teaching training or a bachelor degree. Another teacher added " no I don't have, I've done one training course for the IELTS. But not a training course for teaching."(Muna). However the teacher in center three mentioned "for example I have an in service certificate in English language teaching 'ICELT' module 1. I've got TKT. and I have my BA in English. I got my diploma from Benghazi University" (Sami). Furthermore another one added " yes I do have several masters in TESOL. And English in general 'life linguistics'. but I do have 3 masters . In the field of teaching and learning English"(Omar).

When the researcher asked the teachers about the improvements or strengths, and what they have to change about their teaching in order to improve it. Some had answers and others did not.

"ummmmm I wouldn't change anything on my teaching as improvements it is the same usual thing"(Sara). While another teacher replied "uhhhh I think I did achieve my aims"(Muna).

The teachers with teaching training certificates were more confident and they knew exactly what to answer, because they know the techniques in each activity and how would they teach them.

"I think we achieved the aim of the exercise. They knew the vocabulary and they knew how to use them correctly. And what can I do differently!! I can change the activity so I can make it more interesting instead of doing it the way we did it. As whole class discussions." (Sami). It is really obvious that the teacher knows how to feed back in his work. Similarly with the other teacher who has a teaching certificates.

"Am trying in every class am try to use different strategy. According to the level of the students, sometimes I try to use comments to the students just to make them use the language. Depends upon the level of students"(Omar).

The following table from the post observational interviews summarizes the techniques in the speaking activities that the teachers used during the class observation:

Table 14. Teacher's Techniques in Speaking Activities

Themes	Center 1	Center 2	Center3	Center4
Awareness of the activities purpose	<i>Yes</i>	<i>Yes</i>	<i>Yes</i>	<i>Yes</i>
Awareness of the strengths or improvements in the teaching	<i>No</i>	<i>Yes</i>	<i>Yes</i>	<i>Yes</i>
Did the teacher achieved their aims in the speaking activity	<i>No</i>	<i>Yes</i>	<i>Yes</i>	<i>Yes</i>

This table shows that the experienced and trained teachers have more awareness in dealing with speaking activities more than the untrained ones.

- **Varying in the Speaking Activities During the Class**

Speaking is "the process of building and sharing meaning through the use of verbal and non-verbal symbols, in a variety of contexts"(Chaney, 1998, p.13).

In regarding to the variation in the speaking activities, some of the teachers pointed out that:

"uuuuh , maybe writing because there is no time to do it during the class , so I give it to them as a home work , so they don't have a lot of practice during the class . Also speaking, uuuh I guess. The number of classes is usually small 5, 6students. And sometimes there are boys and girls. They are a bit hesitant to talk, yes that happens sometimes, and sometimes there was a lesson about relationships and weddings so they felt embarrassed to talk "(Muna).

Also here is a teacher who pointed out the timing problem "I think it is a good thing but sometimes we don't have the time to do so. That is due to the problem of the time"(Sara).

Here is another teacher who pointed out "am trying to verify the activities inside the classroom so I chose speaking as a warming up to make them getting in the class"(Omar).

Thus, the goal of teaching speaking should improve students' communicative skills, because only in that way, students can express themselves and learn how to follow the social and cultural rules appropriate in each communicative circumstance. In order to teach second language learners how to speak in the best way possible, some speaking activities should be provided to the learners in a very different ways. Although the teachers during the observations used different speaking activities but they lacked the speaking assessment.

- **Lack of Speaking Assessment**

The researcher has noticed that the speaking assessments at the centers are not very important as the written assessments. Most of the centers did not provide any speaking assessments and that is of course one of the elements that led the students to not practice such a skill. They are concerned with practicing the written tests more than speaking skill. Moreover most of the students prefer the written exams. As one of the teachers mentioned previously "the exams? I guess they are doing very good job in the exams. But in speaking NO. They're still not in a very good level"(Sara). Also what Omar added

" I think when it comes to their written skills they do better than the speaking skill because they have the time to go to what they have written and have enough time to correct themselves".

What has been mentioned above is the result of the observation to the teachers and the students during the classes. In which the researcher noticed that the lack of classroom management in some of the teachers is the result of not having a long experience and no teaching training certificates. Classroom management is really important in the teaching process and important for the learners to benefit from the speaking activities. Not to mention the speaking assessment that was rare in most of the centers the researcher observed. 'see appendix 8 for more details about the field notes'.

Chapter Six

Discussion of the Findings

In this chapter, the key findings which emerged from this research study in relation to the research questions were discussed. The discussion will be organized into two main sections. The first section, discusses the obstacles and difficulties facing both teachers and learners when dealing with the speaking activities. The second section, sheds light on the techniques that help both teachers and learners when dealing with the speaking activities.

6.1 Difficulties Facing Teachers and Learners

As mentioned before during the observations and the interviews the researcher noticed that the students had some weaknesses in speaking and that was due to several factors such as the lack of English language vocabulary. The findings of this study seem to echo Rababah (2003) who suggested that Arab learners feel troubled when involved in communicative interactions because they have less vocabulary which makes them unable to further conversations. According to McKay and McKay (2012) having enough vocabulary gives learners the ability to express themselves precisely, and be explicit instead of vague. Vocabulary also helps them understand people from other countries. Concerning native speakers of a language, wide vocabulary assists them in understanding those who share their mother tongue with a special “dialect” of their own.

In this study some students faced difficulties in understanding the teachers' instruction so as a result of that they could not interact orally or participate in the speaking activities. One of the elements of comprehensible communication is clear and good pronunciation, otherwise the whole talk exchange will be hard to follow and that stands as a barrier for EFL learners (Dan, 2006).

Consequently to the personality issue that the learners faced in this study, according to Brown (2007) the concept of affect encompasses emotions and feelings and the

development of affective states entails various personality factors. He believed that personality factors are the intrinsic side of affectivity which increases our success in language learning. During the interviews, students mentioned that they cannot participate in the speaking activities because they are shy or do not have the confidence to speak. Therefore, some studies suggested that the common existence of shyness is intensifying (Carducci & Zimbardo, 1995). Some viewed it as a form of social anxiety (Buss, 1980; Zimbardo, 1977), others viewed it as a pattern of avoidant, reticent, and inhibited behavior (Phillips, 2008; Pilkonis, 1977). Besides some students have a lack of desire to speak because of their shyness and low confidence, but there is no appropriate solution about how teachers can overcome this problem. Evidence also showed that these learners should start with short answers, and short sentences, but it may be time consuming (Chastain, 1988).

To add more some teachers mentioned that the students' ability in speaking skill is weak comparing to their results in their written tests. Learners also commented on this as they prefer written test more than speaking tests because some of them have pronunciation problems or they lack words. As Zamzam (2011) also indicated that students reported giving special attention to writings, reading and listening tasks that are similar to exam items. Both teachers and students reported that they gave least attention to speaking tasks in the text books because speaking is completely excluded for exams.

Another point that teachers found difficult was that the students speak with their mother tongue during the speaking activities. Students use their first language and translate sometimes and this makes it difficult for the flow of the speaking activity. According to Prodromou (2001), the mother tongue has been treated as a taboo subject (Cook, 2002; Deller, 2003), source of guilt (Auerbach, 1993; Frankenberg-Garcia, 2000), and a hint of teacher's weakness to teach properly (Cook, 2002; Buckmaster, 2002). Furthermore, L1 has been considered as a waste of time (Januleviciene and Kavaliauskiene, 2002). As a result, the English only approach has become an influential and often assumed to be the hall marks of good language teaching (Atkinson, 1993).

Furthermore some learners pointed that they had difficulties in understanding the aims or instructions of the activities from the teachers. Here is another point which is 'teachers' talk' in which teacher makes it difficult sometimes to the learners to understand, he/she talks a lot and very fast giving no chance to the learners to speak. To put it briefly, teachers do all the talking in teacher talk. Therefore, Classroom communication includes meaning-focused activity and learners can learn how to listen and talk to others, how to negotiate meaning in shared context both verbally and non-verbally with the help of teacher (Richards & Renandya, 2002).

Another issue which seemed to be a problem for some teachers in this study is to use different activities and to vary the tasks during the lesson Nunan (1989) expounds that in order to design activities teachers need to take into consideration the integration of four language skills as they interact with each other in natural behavior, because in real life situations as in the classroom, most tasks of any complexity involve more than one macro skill.

Practicing speaking inside and outside the class is another issue some of the teachers and the students were not really satisfied with the time of practicing inside and outside the class however teachers are doing their best to vary in the speaking activities inside the class and some learners are trying to practice with their family and with some friends who can speak English very well. Zaremba and Zhang hypothesized that, of the four macro English skills, speaking seems to be the most important skill required for communication (Zaremba, 2006). Students who study English as a foreign language usually have limited opportunities to speak English outside the classroom and also limited exposure to English speakers or members of the international community (Zhang, 2009). This might be one reason for teachers to provide more situations and activities for students to strengthen their speaking competence.

6.2 Techniques That Help Teachers and Learners

As mentioned previously both teachers and students find difficulties while trying to deal with the speaking activities. The teachers while teaching it and the students while practicing the skill. Therefore, it is vital to find ways and strategies to facilitate the implementation of the speaking activities in Libyan English language classrooms.

It seems that some teachers lack enough strategies of teaching training, teachers need some teacher training courses to know how to use the communicative approach and teaching methodology, not just in theories but most importantly in practice. This study highlighted that the experienced teacher with teaching training certificates were able to deal better with the speaking activities and the techniques used in teaching more than the untrained teachers. As pointed previously Stern (1983) stated that the goal of the communicative language teaching is to develop the speakers' communicative competence. Therefore it is really important to know the methods of how to teach certain skill by having training courses which is really important in the professional development. According to the data analysis that has been revealed from the interviews and observation. The untrained teachers struggled a lot in dealing with the appropriate classroom managements during the lessons.

There are some teachers in this research lacked the classroom management skill during the speaking activities. Boynton and Boynton (2005) explained how ineffective classroom management skills can waste instructional time, reduce time-on-task, and interrupt learning environments. In addition to interrupting the classroom environment, if proper classroom management is not exercised, disruptive behavior by a few students can have a negative effect on teacher's instruction, which can lead to other students joining in and can cause students to question the abilities of their teacher (Braden & Smith, 2006; Rogers & Freiberg, 1994). For these reasons, it is important to study instructional and behavioral classroom management and get training in how to manage the class during teaching speaking skill.

As mentioned before the speaking assessment was a big issue in most of the centers observed. Usually the system of the centers do not include any speaking tests for the levels, However written tests are obligatory. In fact all assessments begin with a purpose. Classroom assessment is a formal process that involves a deliberate effort to gain information about a student's status in relation to course objectives. This process includes

a wide range of procedures and has the ultimate goal of obtaining valid and reliable information on which to base educational decisions. Studies revealed that most of the problems of speaking are related to the classroom procedures.

Therefore, speaking assessments can take many forms, from oral sections of standardized tests such as the Basic English Skills Test (BEST) or the English as a Second Language Oral Assessment (ESLOA) to authentic assessments such as progress checklists, analysis of taped speech samples, or anecdotal records of speech in classroom interactions. Assessment instruments should reflect instruction and be incorporated from the beginning stages of lesson planning (O'Malley & Pierce, 1996). For example, if a lesson focuses on producing and recognizing signals for turn-taking in a group discussion, the assessment tool might be a checklist to be completed by the teacher or learners in the course of the learners' participation in the discussion. Finally, criteria should be clearly defined and understandable to both the teacher and the learners. Likewise classroom assessment and grading practices have the potential not only to measure and report learning but also to promote it.

Indeed, recent research documented the benefits of regular use of diagnostic and formative assessments as feedback for learning (Black, Harrison, Lee, Marshall, & Wiliam, 2004). Like successful athletic coaches, the best teachers recognize the importance of ongoing assessments and continual adjustments on the part of both teacher and student as the means to achieve maximum performance. Nevertheless, most of the centers in which the research has been conducted in, did not provide speaking tests to students, they focused on written tests more.

Indeed one of the most important features in CLT (Communicative Language Teaching) is pair and group work by which students can learn from each other. Students' motivational level is likely to increase. They have the opportunity to develop fluency without any pressure coming from their teacher. Activities requiring pair and group work give learners a safe opportunity to test ideas before actually speaking out in public and lead to the presentation of more highly developed ideas. In addition, such activities help learners complement each other in terms of knowledge and skills, which results in greater

success in the framework of task-based processes. Students' sociolinguistic competence can be improved as these activities enable learners to negotiate meaning and to solve problems in various socially demanding situations.

According to Nunan and Lamb (1996) "group work is designed as any classroom activity in which learners perform collaborative tasks with one or more speakers"(p.142). It has been considered one of the main changes to the dynamics of classroom interaction wrought by students-centered teaching. Moreover this speaking activity is able to increase the amount of active speaking and listening undertaken by all the learners in the language class. Furthermore the students' motivation is improved through group work activities. Group-work activity can allow participants to use the language.

To add more, teachers would help the students in their speaking skill by varying the speaking activities. As one of the results in this study the researcher happened to notice that the more speaking activities the more the positive results for the learners.

Therefore, this seems to echo Kochhar (1992) a good lesson is evaluated based on the varied activities the teacher used to actively involve the learners and how productive the activities were. Al-Abri (2008) in Al – Hosni (2014) observed that learners had difficulty in learning speaking skills due to the lack of oral activities in the text book and recommended oral activities for instance songs, stories, rhymes and more conversational language to encourage students to practice using language , have fun and to enjoy learning in speaking skills lesson.

Also Pathan, M., Aldersi, Z., & Alsout, E. (2014) pointed out that differences in the language systems- mother tongue Arabic and target language English- and the negative transfer from Arabic into English by the Libyan EFL learners seem to be the main reasons behind most of the problems faced by them. Most of the teachers during the observations spoke in Arabic which had a negative impact on the students. It does not mean that the teachers cannot speak

the language they are really qualified but they lack the techniques to give instructions of the speaking activities and they are afraid that the students would not understand the activities.

Students should be the managers of their own learning process. So the teacher must not dominate and do all the talking in the class. For the inexperienced and untrained teachers the researcher also found the gap of dominating and doing all the talk in the classroom not giving the student chance to participate sometime. Teacher talk as mentioned before, according to Ur (1996) can involve some kind of silent response, such as writing something down, but there exists no initiative on the part of the learner.

Therefore negative effects of teachers talking for an excessive amount of time have been observed in a number of studies. Allwright (1982) claimed that "teachers who work too much in the classroom were not teaching effectively" (p.10). He commented that a good language teacher should be able to 'get students to do more work' in the classroom.

Ross (1992) also indicated that "constant teacher talk during the lessons did not significantly improve students listening comprehension and communication skills" as cited in (Nunan, 1999, p. 209). These studies suggested, at least indirectly, that the amount of TTT (Teacher talk time) might be inversely correlated to the degree of students' active learning opportunities, i.e. the greater the amount of TTT, the less the students get to practice L2 in a classroom and therefore, the less the effectiveness of the lesson (Paul, 2003, p. 76). In order to further explore such a relationship between TTT and the student's learning process, various TTT analyses have been conducted (McDonough and McDonough, 1997). Many of the studies have highlighted that the amount of TTT predicted by the teachers prior to the analyses alarmingly differed from the actual measurement.

As the researcher noticed while observing the classes, the amount of teacher talk was really vast and the teachers should consider this issue while teaching. Another study mentioned previously in China, some scholars observed teachers' behavior in college English classrooms and drew the following conclusion which is similar to Chaudron's :

- The rate of teacher talk speed is obviously slower than the natural talk speed
- More and longer pauses happen between utterances.
- Pronunciation tends to be clearer, exaggerated, higher and wider pitch range.

More stresses are used and rhythm is obvious and clear. Contracted form of language is less used. For example, teachers use more ‘ He will ’ instead of ‘ He ’ ll ’ in pronunciation.

- Basic and simply words are often used.
- More unmarked words and structure are used. Degree of subordination is lower.
- More statements and imperatives are used. More general questions are used than special questions.
- More self-repeat.

There are many different variables which could affect the amount of TTT in the classroom (e.g. level, experience, and number of students) and TTT can vary among classes of the same teacher. However, Richards and Lockhart (1994) argued that individual teachers should become more aware of their TTT by measuring and analysing it in a specific class, which in turn, may help them assess the effectiveness of their teaching approach in general.

Finally, the teachers and the learners should work hand in hand to solve and improve any obstacles during the learning process. Teachers should prepare well for each speaking activity and anticipate any problems that might face them during the actual presentation of the speaking activities. On another hand Learners should do their best to overcome the weaknesses they have and ask the teachers for more clarifications and help.

Chapter Seven

Conclusion

This chapter provides a summary of the main findings, the limitations of the study and its contributions and suggestions for further research. This chapter is finally concluded with some personal reflections about this research study.

7.1 Summary of the Main Findings

Some of the inexperienced teachers and the teachers with no training certificates lacked the teaching techniques regarding how to deal with the speaking skill, compared with the trained teachers who were able to manage the classes during practicing the speaking skill. Therefore teaching training courses are really important for teachers like 'TKT' 'CELTA' 'ICELT' for example.

Furthermore, written assessments are very important in each center however the researcher happened to notice that the speaking tests are almost rare and are sometimes neglected in most of the centers in Benghazi city, and in those where the field work and the research had been conducted.

In addition, most of the teachers while observing the classes were concerned of how the students were working in pairs. The untrained teacher failed a bit in using this technique during teaching the classes.

Another issue is that the teachers in some sections in the lessons explained and gave the instructions in Arabic giving no chance for the students to think in English. The use of mother tongue in the class was not avoidable.

In addition dominating speaking in the class can be really crucial. Most of the teachers especially the untrained ones were doing all of the talk therefore, this can have a negative impact during their learning process.

Furthermore, learners difficulties in the speaking skill were due to the fact that some learners lacked vocabulary. Their mother tongue interference, in which they tended to think in Arabic, had led to a negative impact to the learners when practicing the speaking skill.

Some students mentioned that they have some difficulties in pronouncing the words so they could not speak fluently.

Not understanding the teachers instructions during the speaking activity was another issue prevented the students in speaking or interacting with any activity that teacher might use.

Another issue must be mentioned is practicing the speaking skill inside and outside the classrooms. Some learners agreed that they do not have the chance to practice outside the classroom as it is not enough to practice it only inside the class.

7.2 Limitations of the Study

The number of the participants does not present a fair picture of this level in the whole country. It is just for Benghazi city. Therefore one should not generalize the findings of this study to other accounting teachers and students in Libya, other than the teachers and students who participated. According to the limitations of the qualitative methodology, there could be more observations in the classes and more interviews with the participants. .

7.3 Contributions and Implications

In view of these findings and conclusions, the following implications are made. These are made mainly to the answer of the research question 3 which is what are the techniques for the development of an approach to professional development among teachers of speaking?

1. Implications for in Service Teacher Training

English language teaching has been dominated by the communicative approach as it has become one of the most implemented approaches worldwide. Accordingly, the purpose of language is communicative competence, and therefore communicative meanings and ideas set in meaningful contexts are an essential aspect of the equation. Moreover, it is evident that the communicative approach has succeeded to foster communication between teachers and students in which traditional methods failed to achieve. In this light, the different approaches for language teaching should be highlighted and explained in training courses for teachers in terms of their implementation in the classroom. Teachers gain from training courses. Therefore, I suggest training courses for every teacher.

2. Varying in the speaking activities limiting the use of Arabic Language among learners and teachers also limiting the teacher Talk

Teachers should make sure that all the student actively involved and the activities are interesting. If students do not have something to say or do, or don't feel the need to speak, this can be sure it won't be long before they are engaged in small talk in their L1.

The timing of the speaking activity in the class can be sometimes crucial. How many teachers have discovered that their speaking activity ended up as a continuation of the students break-time gossip conducted in the L1? After break-time, why not try giving students an activity to calm them down and make them focus before attempting speaking activities that involve groups or pair work. Another way to discourage students speaking in their L1 is to walk around the classroom monitoring their participation and giving support and help to students as they need it.

Furthermore, the teacher should make sure to give the students all the tools and language they need to be able to complete the task. If the language is pitched too high they may revert to their L1, likewise if the task is too easy they may get bored and revert to their L1.

Many training courses based on CLT insisted that teacher talking time (TTT) was counter productive and that teachers should reduce TTT for a number of reasons:

:

- Excessive TTT limits the amount of STT (student talking time). If the teacher talks for half the time in a 60 minute lesson with 15 students, each student gets only 2 minutes to speak.
- A large amount of TTT results in long stretches of time in teacher-to-class (T/class) mode and a monotonous pace. Student under-involvement inevitably leads to loss of concentration, boredom and reduced learning.
- TTT often means that the teacher is giving the students information that they could be finding out for themselves, such as grammar rules, the meanings of vocabulary items and corrections. Teacher explanations alone are often tedious, full of terminology and difficult to follow. There may be no indication of whether the students have understood.
- If the teacher takes the dominant role in classroom discourse in terms of initiating the topic, allocating turns and evaluating comments, the student's role is only that of respondent. Opportunities for developing the speaking skill are therefore severely limited.
- If the teacher is constantly dominant and controlling, the learners take no responsibility for their own learning but learn what the teacher decides and when. Student autonomy is thus limited.

Finally as mentioned before that the findings of this study suggested that some speaking difficulties encounter among the pre-intermediate level can be overcome by putting more emphasis on this skill. Many issues related to teachers, teaching strategies, curriculum, extracurricular activities, and assessment regulation should be considered.

Teachers need to be trained on how to integrate speaking to other skills and how to teach it communicatively. Their awareness of how language is acquired and learned

should be raised. Moreover, teachers need to be enlightened on the different teaching strategies that may reduce their use of L1 in their classes.

In order for the curriculum to provide students with frequent opportunities of speaking, communicative tasks should be included. Those tasks should focus on getting students to convey the meaning rather than the form. This can help students acquire the language better as many researchers declared Involving students in extracurricular activities can provide them with more chances to use the language, and the classroom will not be the only place where they are exposed to the English language. To achieve this, all English teachers should be updated with the teaching techniques that help the students in such a skill.

7.4 Suggestions for Further Research

Since the speaking assessment is not provided in all of the language centers in Benghazi. The researcher suggest making an action research for the findings in this research, that is by teaching a lower level and providing a speaking test at the end of each semester. When the same participants reach the pre intermediate level, the researcher can compare the speaking ability for the participants with another group of participants who are not used to have speaking tests. In addition to that speaking tests can be designed to assess the skill in a proper way.

7.5 Personal Reflections

To conclude, here are brief comments on how this study contributed to the researcher own development.

- This research contributed to the researcher professional development in terms of the field work; she had the chance to be close more to the learners' point of view about the speaking skill, also to teachers perceptions about teaching the skill. She learned a lot in using research tools like conducting interviews and observing the classes.

- The researcher learned a lot in doing academic research, searching for literature reviews and using electronic devices that helped in the research tools. Reading in the literature review topic has expanded her knowledge and scope in relation to the problems facing both teachers and learners when dealing with the speaking activity.
- This research made the researcher appreciate the difficulties and complexities teachers and learners face when dealing with speaking activities inside the English language classrooms.
- The researcher had chances of meeting her project supervisor several times and obtained practical support regarding various aspects of the work during these meetings. The meetings were mainly dedicated to clarifying the expectations from the research experience and the discussions took place related to the issues of each selection of the research approach and formulation of research questions and objectives.
- Answering the research questions in the research were directly related to the quality of the data, and the choice of methodology. Therefore, these issues were approached effectively by listening carefully to the interviews and writing the transcripts to further familiarize herself with the findings and also reading her notes about the observation. It took her a long time to analyze the data however, it was really affective to get rich data.

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Appendix (1)
Learners' Interviews Questions

Learner's interview

class: _____

No. of students : _____

age of learners: _____

level: _____

1. What's your major ?
- 2 . For how long have you been learning English ?
3. Why do you want to learn English ?
4. What's your favorite skill (speaking, writing, listening, reading)? if no speaking (how about speaking) ?
5. Do you have some difficulties in speaking ? what do you think the problem is ?
6. Do you have enough time to speak in the class ?
7. Do you think speaking in the class is enough to be good in speaking in English?
8. How often do you practice English speaking? and how ?
9. Does the course book give you a good guide to speak?
10. Does the teacher help you to speak more in the class ?
11. How do you find written tests comparing with speaking tests ?
12. How do you think the best way to enhance the ability of English language speaking?

Appendix (2)

Sample interview of the learners

Center 1 : Student 1:

Int: How are you ?

S: I'm fine thank you .

Int: What's your major Siraj ?

S: Major ?

Int: What do you study ?

S: I am studying at high school.

Int: Alright ?what is it ? is it science or

S: No it's general.

Int: For how long have you been studying English ?

S: This is the third level.

Int: Third level ? You've studied little English at school and here .ok, why do you want to learn English ?

S: I need t to study abroad .

Int :Ok you need it to study abroad what do you want to study ?

S: I want to study uuuuuuuuh science .

Int: Science ? Do you have any plans about the country ? Did you choose the country?

S: Maybe up .

Int. What's your favorite skill ? There are different skills in English ? There are writing speaking listening and reading ? What's your favorite skill ?

S: speaking

Int: Speaking ? Good do you have some difficulties in speaking ? Some people have difficulties in speaking so?

S: Maybe some words are long and complicated

Int: So you can't understand them or pronounce them ?

S: I can't pronounce them .

Int: Ok what do you think the problem is ? Why ?

S: Some words are difficult I can't focus .

Int: Alright, do you have enough time to speak in the class ?

S: Yes

Int: Do you think speaking in the class is enough to be good in English?

S: Yaah ! No I speak with my brother outside .

Int: Your brother ? How often do you practice your English speaking ? A lot ? Always ? Sometimes ?

S: Sometimes

Int: How ?

S: Here in the class? Or

Int: Here and outside . How ?

S: Maybe I talk to myself.

Int: To yourself Hashanah . Ok how do you find written tests comparing with speaking tests ? Which one do you have high results in ?

S: Written !

Int :Why?

S: Speaking I don't prepare well I have school.

Int: How do you think the best way to enhance your English speaking ?

S: I watch movies and try not to look at the translation .

Student 3:

Int: How are you ?

S: I am fine thank you.

Int: your name's Malak ! How old are you Malak ?

S: I am twenty .

Int: Can you tell me what your major is?

S: I am studying in college of information in college Sakar.

Int: Ok? For how long have you been learning English?

S: For four months.

Int: 4 months? Here at the center?

S: Yes from level 4 .

Int: So you started from level 4 ?

S: Yes

Int: Did you study English at school?

S: Yes, in minaret center.

Int: Why do you want to learn English ? Why?

S: Because uuuuh.

Int: Why do you need it for ? For your study? For your travelling?

S: For study for travel very much English (She used Arabic)

Int: So in your studies at Sakar ! You need English !!

S: Yes.

Int: What's your favorite skill in English ? Speaking, listening, writing , reading?

S: Writing and listening.

Int: Wow about speaking? Why don't you like speaking?

S: Because I'm u uuuuuuh (khajool)

Int: So you're shy?

S: Yes.

Int: Do you have some difficulties in speaking ? Some problems ?

S: yes.

Int: What do you think the problem is ?

S: Pronunciation .

Int: Pronunciation? Ok do you have enough time to speak in the class ?

S: yes.

Int: Do you think speaking in the class is enough to be good in speaking in English ?

S: Sometimes not always . Not uuuuh not much not enough .

Int: How often do you practice English speaking ? How do you practice English instead of the class ? How often !

S: Speaking in uuuuuuh (dars) ?

Int : So just in the class ?

S: Yes sometime with my sister.

Int: Ok good does the course give you a good guide to speak in English ?

S: Sometimes .

Int : So sometimes good ! Sometime not clear .

S: Yes .

Int: Does the teacher help you to speak more in the class?

S: Yes , is very teacher uuuuuuh very good teacher .

Int: How do you find written tests comparing with speaking test ?

S: I prefer written test.

Int: How do you think the best way to enhance your speaking ability? How to improve your speaking? From your idea!

S: Maybe uuuuuuh talk with people sometimes uuuuh.

Int: Ok good.

Center 2 'CV TRAINING CENTER' :

Int: How are you ?

S: I'm fine thank you ?

Int: How old are you ?

S: I am ninety two.

Int: Ninety two? Oooh

S: oOoh no twenty nine hahaha.

Int: What's your major ? uuuh what do you study ?

S: I'm studying civil engineering .

Int: Ok ! for how long have you been learning English ?

S: I learn English 3 years ago.

Int: here in the center?

S: In England.

Int: And here in the center ? How long?

S: I think 4 or 5 month s.

Int: Did you start from beginner level?

S: yes .

Int: Why do you want to learn English ? why do you need it for ? you said you travelled to England to study ? why?

S: I need it for my life my work.

Int: So you need it for you job ?

S: Yes I need it for my job.

Int: Do you have any plans to study and travel abroad?

S: Yes I want to study abroad I was planning to travel American .

Int: So you will get the visa !

S: Yes .

Int: What's your favorite skill ? we have different skills in English speaking, writing,reading,and listening . what's your favorite skill?

S: Writing

Int: How about speaking.

S: Because I have 'wakwaka' even in Arabic.

Int: So you have difficulties in speaking?

S: yes.

Int: What do you think the problem is ? Some people have less vocabulary or they can't pronounce very well ... !! why?

S: I have some problems in speaking even in Arabic.

Int: It's not clear wallahi. I haven't notice that this.. ok do you have enough time to speak in the class?

S: No.

Int: Do you think speaking in class is enough to be good in English ? or speaking with other people?

S: Yes yes, have to speak out side it's not enough .

int: How often do you practice English and how? Do you practice English all the time?

S: I speak with English people and friends.

int: But you are in Benghazi . Do we have English people now days.

S: I chat with them on the internet.

Int: Does the course book s give you a good guide to speak ? the material is it good?

S: I prefer this course book I think it's better.

Int: Does the teacher help you to speak in the class ?

S: Yes we have a very good teacher .

Int: How do you find written tests comparing with speaking tests? If you have a written test do you have good results comparing with speaking?

S: I prefer written than speaking test.

Int: How do you think the best way to enhance your speaking ability? How could you improve your English?

S: Try to practice and speak think this is the best way.

Int: Ok thanks

Center 4 'BENGHAZI UNIVERSITY LANGUAGES CENTER' :

Int: What's your major? Or what do you work or what do you study ?

S: uuuuuh I work in university ?

Int: University ! ok!

S: An accountant.

Int: An accountant ok ! for how long have you been learning English ? one year? two years ? six months ? how long?

S: uuuuuh .

Int : You studied a little bit English at school maybe at university? But general English at this center for example for how long ?

S: "the student shacked his head as if he doesn't know "

Int: You don't know ? 1 month 2 months ?? you started from which level ?

S: uuuuuh 3 , 3 months.

Int: And you started from which level ? you started from which level ?

S: uhhh level 5 .

Int: Level 5 ? so you did the placement test and you got level 5 ? right?

Int: Why do you want to learn English? Why do you need it for? For your study ? for your job? Why? To travel?

S: I need it for my work.

Int: Oh you it for your work !! your job. We have different skills in English speaking writing , listening and reading ! which one is your favourite ?

S: uuuuuh listening !

Int: Ok good. What about speaking ? do you have any difficulties any problems ? what is the problem in speaking ?

S: uhhhhhh ???

Int : Speaking skill ? difficult ?? why ??

S: Yes

Int: what's the problem ?

S: (pause) .

Int: Give me one problem or two ! why?

S: Two. !!!

Int: Some people can't read I mean they can't pronounce ! they can't find the vocabulary ! they think in Arabic so they can't speak very well ! so you !! what is the problem ?

S: (silent) shaking his head .

Int: You don't know ? uuh ok ! do you have enough time to speak in the class c! two hours in the class enough?

S: ok !!

Int : How often do you practice your English speaking ?

S: uuuuh ??

Int: Some people listen to a lot of music ! travel ! or watch movies! You how often do you practice your English speaking ?

S: (silent) shaking his head with a puzzle !

Int: Some people study hard !

S: Yes study.

Int: Does the course book give you a good guide to speak ? Do you like the 'new head way' is it clear for you ?

S: yes !

Int: Clear ! does the teacher help you to speak more the class?

S: Teacher ? yes .

Int: How do you find speaking tests comparing with speaking tests !! which one do you have high scores in! speaking test or written test!

S: Writing !

Int: How could you improve your English ? give me some advice about how could you improve your English ?

S: (silent)

Int: Some people as I told you study hard or find help from another person ! practice or listen to a lot of English ? you what do you do !!

S: I listen .

Int: Ok thank you very much.

Center 3 'MAXMIND ACADEMY' student 4 :

Int: Ahmed how old are you ?

S: I'm 19 years old.

Int: Tell me what do you do ? your 19 that means you're a student. At high school or college ?

S: I'm going to university.

Int: What's your major ? what are you going to study?

S: I'm going to study medicine.

Int: Oh that's going to take a long time hhhhh. You wanna be a doctor?

S : yaah.

Int : For how long have you been learning English ? you've studied a little bit at school!
But general English ? for how long?

S: From the starter here !

INT: So you started from level one !

S: Yes .

Int: Why do you want to learn English ? why do you need it for?

S: Love this language and I want to be the best.

Int: Do you need it for your job later ?

S: I need it for my travel .

Int: We have skills in English. We have speaking writing listening and reading which
one is your favorite?

S: I love reading but I cant read very well.

Int: What about speaking in English ??

S: Good.!!

Int: Well do you have any difficulties ??

S: no . I am learning so I can .

Int: Ok , some people forget the words !! some have pronunciation problems ?

S: Maybe.

Int: Ok if you forgot the words and you had some pronunciations problem what do
you think think the problem is !!

S: Maybe you should read a lot .

Int: Ok do you have enough time to speak in the class ?

S: In the class yes !.

Int: Is it enough to be good in speaking in English ?

S: No! not enough !

Int: How often do you practice speaking in English ?

S: Maybe 3 hours a day with my father or my brother.

Int: Ok goood!! Does the course book give you a good guide to speak?

S: yes .

Int: Does the teacher help you in the class?

S: Yes yes.

Int : How do you find written tests comparing with speaking tests?

S : I don't knowww !!1 ummmmmm.

Int: Which one you have a high scores in?

S: Maybe in written !especially in grammar .

Appendix (3)

Teacher interview 1

level:_____

Teacher observed:_____

1. For how long have you been teaching English ?
2. How many private schools have you been teaching?
3. Did you have the chance to teach all the levels ?
4. Do you have any English Language Certificates ?
5. What's the skill that you feel it is difficult for you teach during the class? How about speaking ?
6. How do you feel about integrating the skills in the classroom ?
7. Do you feel any difficulties among the students when they try to practice their speaking skill ?
8. How do you deal with them ? what are the techniques that you use to help them ?
9. How do you feel about the students written assessment comparing to their speaking abilities ?
10. While teaching this level , are you really satisfied with the Ss speaking abilities ? if they need further practice what would you suggest them to do ?
11. Is there anything else you want to add ?

Appendix (4)

Teacher interview 2

After the speaking task :

1. What's the main purpose of the activity?

2. What are the main strengths or improvements in your teaching for this speaking task ?

3. How did the students feel about the activity ?

4. To what extent did you achieve your aims ? what could you have done differently ?

Appendix (5)

Sample interviews with the teachers

Center number 1 'Almustakbal training center'

The level is pre-intermediate level the female teacher that I have observed has two year experience at the same center with no teaching experience in any other centers, or any training certificates .she had the chance to teach beginners learners up to pre-intermediate level. She thinks that teaching the speaking skill is a bit challenging .

Transcript of the Pre- interview with the teacher :

Interviewer: hi, how are you!

T: very well thanks.

Int: for how long have you been teaching English?

T: three years , I started teaching children then teaching adults.

Int: so it is like three years teaching adults.

T: yes, except that of the year that we stopped because of the war.

Int: how many private schools have you been teaching?

T: I haven't taught any . just this center.

Int: did you have the chance to teach all the levels?

T: I taught like uuuuuuh from the beginning Up to this level.

Int: it is kind of not all the levels but up to pre-intermediate!!

T: YES, pre intermediate .

Int: do you have any English language certificates?

T: yes, from this center . I've been studying at this center so I have a certificate from here. And I am still a student at university so I haven't graduated yet.

Int: really!! You haven't graduated yet!

T: yes I wish that am still at the sixth term.

Int: but mashallah I thought you specialized in this .

T: I guess it is speaking. Because most of the students don't like having speaking or conversations they don't like to talk . even if I have to force them like YOU HAVE TO SPEAK, they don't like it that much . even though am trying to do my best to make them speak. You know they are at the pre-intermediate level , they are supposed to be speaking very well .

Int: how do you feel about integrating the skills in the classroom? Like we have listening , writing, speaking , and reading how do you feel about integrating the skills together?

T: I think it is a good thing but sometimes we don't have the time to do so . that is due to the problem of the time .

Int: alright do you feel any difficulties among the students when they try to practice their speaking skill? I guess you've mentioned this .!!

T: yes maybe they don't like it ,so I start forcing them but in general they do not like to speak a lot . even if they start speaking they speak three or four sentences , but if we have a speaking class they have to write a written paragraph before they speak .

Int: alright , the next question is explained I guess! How do you deal with them ? what are the techniques that you use help them?

T: sometimes when they start speaking , they have some grammar mistakes or they have some pronunciation problem. I skip them and then we they finish I start to correcting their mistakes , like you are supposed to say this and say this" sometimes while they are speaking and their ideas got interrupted or something , I try to give them a question to say anything to help them to speak.

Int. : How do you feel about the students written assessment comparing to their speaking ability? The exams the written exams !

T: the exams? I guess they are doing very good job in the exams. But in speaking NO . they're still not in a very good level.

Int: while teaching this level , are you really satisfied with students' speaking abilities?

T: NO not really !

Int: If they need further practice what would you suggest them to do?

T: I would give them extra conversation classes but here in the center you have only 16 hours , so it is difficult he same to cope, you have to finish the curriculum at the same time you have to give them speaking, am trying to do my best .

Int. ok thank you very much

Center number 2 'CV training center'

The level is pre-intermediate 'a' the female teacher has about 10 years experience in teaching. she doesn't have any teaching training certificate but she has got a master degree from Benghazi university. she had the chance to teach all the level. She thinks that writing and speaking is a bit challenging to teach during the class.

Transcript of the pre-interview with the teacher:

Int.: for how long have you been teaching English?

T: uuuuh , for how long?? Am not sure it's been long time! I think it's about ten years. Maybe ten years.

Int: ok how many private centers have you been teaching English in ?

T: uuuuuh four or five maybe.

Int: did you have the chance to teach all the level ?

T: yes all the levels .

Int: do you have a English language teaching certificates ? like uuuh TKT , CELTA. ICELT!!! Or have you done any training course ?

T: no I don't have , I've done one training course for the IELTS. But not a training course for teaching.

Int.: yes its not teaching, but member you are a staff member at university and you have knowledge about some teaching techniques.

So what's the skill that you feel is difficult to teach during the class?

T: uuuuh , maybe writing because there is no time to do it during the class , so I give it to them as a home work , so they don't have a lot of practice during the class . also speaking , uuh I guss. the number of classes is usually small 5 , 6 students . and sometimes there are boys ans girls. They are a bit hesitant to talk, yes that happens sometimes, and sometimes there was a lesson about relationships and weddings so they felt embarrassed to talk .

Int.: the felt embarrassed !! ok how do you feel about integrating the skills during the class?

T: uuuh, its good . you practice the same thing using different skills. It is a change they class wont become boring.

Int: it becomes varied yaah !!

T: yes varied !

Int.: do you feel any difficulties among the students when they try to practice the speaking skill ?

T: oh yes . sometimes they can't find the words ! uuuuh soooo !!

Int: so how do you deal with them ? what are the teqniques that you use to help them?

T: I usually encourage them to carry on ! and if they cant find the words in english I try to give it to them, and I just keep encourage them to go on.

Int: how do you feel about the students written assessments comparing with their speaking ability! ?

T: it depends some students they do better in written than speaking and some they do well in both .

Int.:While teaching this level . are you really satisfied with the students teaching abilities?

Int: if they need further mu practice what do you suggest to do for them ?

T: uuuuh at the beggenning of the course I encourage them to speak with me in English even during the break .

Int.: I think that's it . do you have any thing to add ?

T: no that's it .

Int.: Thank you very much.

Center number 3 'Maxmind academy'

On this course the male teacher has about 7 to 8 years teaching experience. An English department graduate a has finished his diploma in English doing his master thesis now. Has got teaching training from BC staff 'British council' . and had several teaching training certificates

Transcript of the pre-interview with the teacher:

Int.: for how long have you been teaching English?

T: for about 7 to 8 years now .

Int: ok how many private centers have you been teaching English in ?

T: I've been teaching at home in my place if you want to consider it and I taught in two private centers

Int: did you have the chance to teach all the level ?

T: not all the levels but different levels. And the highest level was upper intermediate level.

Int: do you have a English language teaching certificates ?

T: n yes I do . do you want me to mention them ! ?

Int: yes please.

T: for example I have in service certificate in English language teaching 'ICELT' modul 1 . I've got TKT. and I have my BA in english. I got my deploma from BENGHAZI UNVIRISITY

Int.: yes its not teaching, but member you are a staff member at university and you have knowledge about some teaching techniques.

So what's the skill that you feel is difficult to teach during the class?

T: uuuuh , maybe writing because there is no time to do it during the class

Int: how about speaking.?

T : speaking !! they have !! I think I think we keep pushing our students to use English all the time inside the classroom so I think YES they do interact and they do speak english

Int.: ok how do you feel about integrating the skills in the classroom?

T: uh I think it is very important to include the four skills inside the classroom I think this is the way for the students actually to acquire the language

!

Int.: do you feel any difficulties among the students when they try to practice the speaking skill ?

T: yes I do . so many students . some students are hesitant they are shy they can't speak in a very loud voice or they feel embarrassed easily so they feel not to speak in front of others

Int: so how do you deal with them ? what are the techniques that you use to help them?

T: well they are verity of techniques but mostly because of the lack of time . I tent to speak to them myself or to put them with much stronger student so they can help each other . another thing I always mention in the same class that we are at the same level so they do not feel embarrassed when they make mistakes

Int: how do you feel about the students written assessments comparing with their speaking ability! ?

T: I think when it comes to their written skills they do better than the speaking skill because they have the time to go what they have written and have enough time to correct themselves but when it comes to their speaking ability. They make lots of mistakes they are hesitant they are shy of course some of the students not all of them. when it comes to comparison between speaking and the written of course written always wins.

Int.:While teaching this level . are you really satisfied with the students teaching abilities?

Int: if they need further practice what do you suggest to do for them ?

T: according to their level most of the students . yes am satisfied with them . but some of them am afraid that they are a little bit slower even when it comes to learning and understanding an activity, so those guys I sometimes come to them in person I explain t o them I sometimes I have to talk to them in Arabic to make them understand. Although they are good once they understand but there is something that interfering their

understanding maybe my instructions!! I don't know !!! uuuh maybe uuuh they are not following me.

thing to add ?

T to speak with me in English even during the break .

: no that's it .

Int.: Thank you very much.

Center number 4 ' Benghazi University Languages Center'

On this center the class observed had about 10 students aged between 13 to 48. The male teacher has an experience of about 20 years . he had the chance to teach almost all the level . and here is the pre- interview with him :

Transcript of the pre-interview with the teacher:

Int.: for how long have you been teaching English?

T: more than 20 or something like that

Int: ok how many private centers have you been teaching English in ?

T: uhh I taught in a lot of centers .

Int: did you have the chance to teach all the level ?

T: yes of course .

Int: do you have a English language teaching certificates ?! Or teaching training certificates ?

T: yes I do have several masters in TESOL. And English in general 'life linguistics' . but I do have 3 masters . in the field of teaching and learning English.

T: I guess listening.

Int.: how about speaking ?

T: I think speaking is easier because we have rules I always ask them to speak without thinking which helps a lot. So I think speaking is the easiest one to teach .

Int.: ok how do you feel about integrating the skills during the class?

T: this is what I always do. Because I think language is one component I cannot separate one skill from the other . so in my class I teach the four language skills in one class!

Int.: do you feel any difficulties among the students when they try to practice the speaking skill ?

T: yes a lot!!

Int: so how do you deal with them ?

T: I try always to say that I need fluency rather than accuracy. I always say that don't consider native speakers because even native speakers commit mistakes, and don't fear the language.

Int. : Do you have certain techniques ?

T: yes I do. The first thing I ask them to speak without thinking without translating. So I try to give them some promotion and punishment . i motivate them to not be afraid .

Int: how do you feel about the students written assessments comparing with their speaking ability! ?

T: it depends but am not convinced with the written ability because learning English is considered to use language in communicative situation. So I am concerned more about their speaking skills listening skills.

int: While teaching this level . are you really satisfied with the students teaching abilities?

T: not much but I think they are improving. They trying a lot because they do have chances a lot to practice the language.

T: if they need further practice what would you suggest to do ?

Int.: I like pair work, group and team work. Because it enhances the learning skill because you know students can learn from each other .

Int.: ok thank you very much .

T: your welcome .

The transcripts of the post-interviews with the teacher about the activities.

Center 1:

Speaking Activity number 1:

1. Interviewer : What's the main purpose of the activity ?

Teacher: is to use the first conditional and practice the sentences orally.

2. Interviewer: what are the main strengths or improvements in your teaching for this speaking task?

Teacher: well ummm it's the same usual strategy I use every time asking them individually to know their answers.

3. Interviewer: how did the students feel about the activity?

Teacher : I think they loved it because the sentences they had to make are about their personal perceptions.

4. Interviewer : to what extent did you achieve your aims ? what could you have done differently?

Teacher: I think I achieved my aims in this task the students were cooperating and made most of the sentences . well !! I think if I had more time I would add more sentences so they will be able to practice more .

Speaking activity number 2 :

1. Interviewer : What's the main purpose of the activity ?

Teacher: the purpose of the activity is to give advice using should/ shouldn't .

2. Interviewer: what are the main strengths or improvements in your teaching for this speaking task?

Teacher: ummmmm I wouldn't change anything on my teaching as improvements it is the same usual thing.

3. Interviewer: how did the students feel about the activity?

Teacher: I think they felt good about it , they were interested in giving some advice.

4. Interviewer: to what extent did you achieve your aims ? what could you have done differently?

Teacher: the time was too short and not all of the students have participated but I think I achieved my aims.

Interviewer: I noticed that you jumped to the other section before the speaking task !

Teacher : yes, I usually leave the speaking section at the end .

Speaking activity number 3 :

1. Interviewer : What's the main purpose of the activity ?

teacher: to form questions and sentences in the present perfect.

2. what are the main strengths or improvements in your teaching for this speaking task?

Teacher : I think I should have given them more grammar practice before this speaking activity .

3. Interviewer: how did the students feel about the activity?

Teacher : they struggled a lot , I think they didn't do well .

4. Interviewer: to what extent did you achieve your aims ? what could you have done differently?

Teacher: My aim is to make them practice using present perfect questions and sentences , but I think I didn't achieve my aims .

The transcripts of the post-interviews with the teacher about the activities.

Center 2:

Speaking activity '1' :

1. What's the main purpose of the activity?

Teacher : The students talked about what they had to do during the week and the weekend.

2.what are the main strengths or improvements in your teaching for this speaking task?

Teacher : I think ummmm.

Interviewer : alright, did u use a special techniques for the activity or it was a normal thing you do and you followed certain instructions?

Teacher : well! The students had to fill a table for them and for their friends but in general they were good .

3. Interviewer: how did the students feel about the activity?

Teacher : they enjoyed it , I think they enjoyed it .

4. Interviewer: to what extent did you achieve your aims ? what could you have done differently?

Teacher: uuuuh , I think I did achieve my aims because students could speak .

Interviewer: ok would you change something in your teaching!!?

Teacher : I doubt it . I think it went well.

Speaking activity 2:

1. What's the main purpose of the activity?

Teacher : ok the main purpose of the activity is practice using have to and had to forms in questions both in the past simple and the present perfect. Uhhh in this activity students had to pretend they have certain jobs. Then they take turns to ask each other to find which job each student has.

2. what are the main strengths or improvements in your teaching for this speaking task?

Teacher: the strength it had . when it comes in putting the students in pairs I don't have that much difficulties with it . because they're kind of working in pairs a lot. I have some students they usually understand quickly , but other students they have to come and show them how it done . we have to give them examples.

3 . Interviewer: how did the students feel about the activity?

Teacher : they enjoyed it because they stood up and had fun . they were active.

4. Interviewer: to what extent did you achieve your aims ? what could you have done differently?

Teacher: uhhhhh I think I did achieve my aims. I don't know about what I have done differently .

Interviewer: I noticed that they have struggled in making the follow up questions .!!

Teacher: that's true ! most activities. Requires the students to ask questions and that follow up with more questions, students are reluctant sometimes to ask. So I find that am the one who has to ask them.

Speaking activity 3:

1. What's the main purpose of the activity?

Teacher : in this activity the students practice the present simple and the present perfect. First of all they are asked to write six sentences about things that had happened or they wish they have done in the past. And then uuuuh on I took the papers and mixed them together . each students chose a paper and guessed which one belonged to who. And each student took it turns .

Int: so the main purpose is to practice the present perfect .

Teacher: yaah.

2. what are the main strengths or improvements in your teaching for this speaking task?

Teacher : uummmuuuuuh

Inter: is it the same usual thing you do ??

Teacher : yaaah .

3.Interviewer: how did the students feel about the activity?

Teacher : they liked it and they enjoyed it.

4. Interviewer: to what extent did you achieve your aims ? what could you have done differently?

Teacher: uuuuh , I think I did achieve my aims but I think the papers should be already cut beforehand.

Transcript of the Post interview with the teacher about activity number 1.

Center 3 :

1. What's the main purpose of the activity?

Teacher : here it is to encourage the students, to guess and use their vocabulary knowledge about these particular jobs . using the vocabulary and giving adequate answers for the questions

2.what are the main strengths or improvements in your teaching for this speaking task?

Teacher : well it could go differently . for example the students I can make them to do it in pairs .i can make it as a whole class exercise like a challenge. for example : dividing the class into 2 teams and they have to try to finished faster than the others

3.Interviewer: how did the students feel about the activity?

Teacher : well it is difficult to say that it was easy . maybe I didn't give them the right I didn't give them the right instructions or something like that. I don't know !

4.Interviewer: to what extent did you achieve your aims ? what could you have done differently?

Teacher: I think we achieved the aim of the exercise . they knew the vocabulary and they knew how to use them correctly. And what can I do differently !! I can change the activity so I can make it more interesting instead of doing it the way we did it. As whole class discussions.

post interview activity number 2 :

1. What's the main purpose of the activity?

Teaches : the main purpose is to encourage the students about what they like and what they don't like about their dream job. But mostly I was focusing on what they like about their dream jobs .

2.what are the main strengths or improvements in your teaching for this speaking task?
Do you think there were some problems or you could have done something else !!

Teacher : in this exercise I think it would be the time giving to the students to think about the jobs, because it was something spontaneous , I thought about it during the class and not before. So I didn't give them enough time .perhaps I didn't give them enough time to think about it .

Interviewer : so what about the strengths ?

Teacher : maybe as you noticed they all spoke about their dream jobs , and this is what I aimed to, to speak and to share about their ideas to listens to their partners and guess what is the dream job of their partners.

3.Interviewer: how did the students feel about the activity?

Teacher : I think some of them were shy at the beginning of what to say exactly but afterwards they got the confidence but it went very well I think.

4. Interviewer: to what extent did you achieve your aims ? what could you have done

Teacher: I think to some extent I can say I achieved my aims , the thing that I would like to change is the time .

Interviewer : thank you very much.

Teacher : you are more than welcome .

Transcript for the post- interview of the teacher about the speaking activities:

Center 4:

1.What's the main purpose of the activity?

Teacher: the main purpose of the activity is to make students to use the language without thinking without hesitation. and try to make a communicative situation .

Int: what was the topic about the conversation practice ?

T: the topic is about someone meeting somebody else and introduce each other .and try to make up a conversation.

2.what are the main strengths or improvements in your teaching for this speaking task?

Teacher : do you mean my improvements or students?

Int: for you ! in your teaching!

Teacher: am trying in every class am try to use different strategy. According to the level of the students, sometimes I try to use comments to the students just to make them use the language. Depends upon the level of students.

3. Interviewer: how did the students feel about the activity?

Teacher : the students I think they accepted the activity .

4. Interviewer: to what extent did you achieve your aims ? what could you have done differently?

Teacher: for me I consider that I have some weak students but am looking for quality rather than quantity .

Interviewer: ok an extra question! Why did you give a speaking task a warmer at the beginning of the class?

Teacher : am trying to verify the activities inside the classroom so I chose speaking as a warming up to make them getting in the class.

Interviewer : thank you very much.

Teacher : you are more than welcome

Post interview about speaking activity 2:

1. What's the main purpose of the activity?

Teacher: the main purpose of the activity was to make sure that students can give responses to the social expressions they have learned from the lesson.

2. what are the main strengths or improvements in your teaching for this speaking task?

Teacher: am trying to find different strategies to give them the meaning without using their first language to ask the students about the words by using other scenarios or others to make sure that they can understand the meaning

3. Interviewer: how did the students feel about the activity?

Teacher : I think they liked it .

Int: I've notice you have never used the Arabic language, and even the students! You were really strict. How did you manage to do that !

T: YES, yes I always say that practice makes perfect. So I always ask the students to forget their language . and I punish them not for making mistakes but for using their mother language or hesitate or think in their mother tongue.

Int: you told them something about fluency and accuracy ?

T: yes in my strategy of teaching I always ask for fluency rather than accuracy.

4. Interviewer: to what extent did you achieve your aims ? what could you have done differently?

Teacher: with the students I have in the class as long as they are working with me than I achieved my aims.

Interviewer : thank you very much.

Teacher : you are more than welcome .

Post interview about speaking activity 3:

1. What's the main purpose of the activity?

Teacher: the main purpose of the activity is to make students to use the language without thinking to make the authentic situation .

2. what are the main strengths or improvements in your teaching for this speaking task?

I've noticed the most of the lesson was about reading a the discussions questions!

Teacher : yes to make sure that they can understand what they have read ! and that's called reading comprehension try to transfer the knowledge into forms which is a language use.

3. Interviewer: how did the students feel about the activity?

Teacher : I think from their responses seem that most of the students can understand what have already read about the text.

4. Interviewer: to what extent did you achieve your aims ? what could you have done differently?

Teacher: as long as the students can understand what they have already read and transfer it into performance I think I achieved my target.

Interviewer : would you change anything ?

Teacher: sometimes according to the level of the of the students as long as the students are good so need .

Interviewer : thank you very much.

Appendix (6)

Observation sheet for the learner

Class:_____ No. of students:_____

age of the students :_____ level :_____

Themes	Comments
1- Is the material good for the learners' level?	
2- Do the learners respond with the teacher?	
3- Do the Ss ask questions for more clarification ?	
4- Do the learners take long time in using versus their native language ?	
5- Do the Ss take a long time to participate in speaking activities ?	
6- Do the learners have a positive attitude during the activity ?	
7- Do the learners work in pairs ?	
8- Do the learners work individually ?	

Appendix (7)

Observation sheet for the teacher

Level: _____

Observer: _____

Teacher observed: _____

Length of the lesson: _____

Themes	Comments
1. Teacher communicates oral messages appropriate to the learners and situation.	
2. Teacher makes a positive contribute to conversation and discussion.	
3. Teacher selects appropriate medium for conveying the context or the message.	
4. Teacher uses language appropriate in the style tone and level of complexity.	
5. Teacher uses body language gestures to clarify the meaning.	
6. Teacher asks concept questions when needed to check the learners understanding.	
7. Teacher sets up practice activity clearly.	
8. Teacher understands and responds to learners feedback.	
9. Teacher monitors the learners during practicing the speaking activities.	
10. Was the activity affective to the learners.	

Appendix (8)

Field notes for 'Almustakbal Training Center'

The observation of the classes:

On the first day of observing the class I noticed several points that must be mentioned.

Teacher is using Arabic language to explain lots of the sections in the lessons some of the students responded in Arabic too. The teacher has a good technique in using board presentations especially in explaining grammar points . There is another point which is 'teacher's talk' the amount of talk that the teacher use I believe it had a negative impact on the students, teacher almost does all the talk leaving no chance to the students to think or try to interact more.

The classroom management , students were sitting randomly it is difficult for them to work in pairs or in groups .

At the second observation, the lesson was '6A' page 64,65. This lesson present the first conditional through the humorous context of ' Murphy's law' which states that if something bad can happen, it will happen. The presentation was an easily memorized chain story, students then read a text with some common examples of Murphy's law and finally invent their own rules of life. The vocabulary focus was on verbs which are often confused. Like know/meet/borrow/lend. In pronunciation there was work on long and short vowels.

Speaking activity 1:

In the speaking activity, which was section '5' in the lesson. The teacher started to read the prompts for the students to make new 'Murphy's laws'. The teacher explained that there is no one right answer. Some of the learners did not understand, so for clarification teacher explained in Arabic.

During my observation I noticed some points for the learners:

1. The material was good for the learners level.
2. Not all the learners respond with the teacher.
3. Some of the students were asking questions for clarification but in Arabic.
4. The learners were taking a long time in using English versus their native language.
5. Some of the students had a positive attitude during the activity but not all of them .
- 6.The students did not work in pairs they were working individually giving their feedback one by one for the whole class , which is really a time consuming.

Here are some points for the teacher:

1. The teacher was communicating oral messages appropriate to the learners level and situation.
2. Teacher was trying to make a positive contribution to the students sentences.
3. Teacher's style tone and level of complexity were not appropriate, she was talking very quickly and in a very low tone.
4. Teacher did not use any body language gestures to clarify the meaning.
5. The practice activity the teacher set up, was not clear that is why students were questions for more clarification.
6. Teacher did not monitor the learners during practicing the speaking activity.
7. The activity was effective to some of the students but not all of them as there were about 11 students.

Observation of the whole lesson:

Again the teacher talk is really vast. She was almost doing everything. For example, the reading passages. Reading the questions for the students and not all of the students were participating.

The classroom management and the setting of the class was not appropriate for pair work activities the students were sitting randomly not next to each other.

At my observation of the third class, the lesson was '6D' page 70,71. The lesson presented should /shouldn't for giving advice. The context was a radio programme where people phone in with problems, and then listeners are asked to email their advice. There was a focus on the pronunciation of -ould (as in should and could ect.) and on sentence rhythm. students practiced giving advice both orally and written notes. The lesson ended with a focus on the uses of *get*, which are recycled in a questionnaire.

Speaking activity number 2:

In the speaking activity which was both writing and speaking in section '4', the teacher jumped to the next section which was a vocabulary exercise, she tended to leave any speaking activity at the end of the lesson!

In this activity students should be in pairs and read the problems, then they should write a note giving advice. The students then in pairs read the problems to each other and try to give their advice and discuss if their advice were good or not.

Unfortunately 10 minutes only left for the end of the class time I think it was not enough for the students to give their answers and the students were not working in pairs they were giving their answers individually to the teacher and the whole class.

Some notes during the observation of the learner :

- 1.The material was good for the learners' level.
2. Some of the learners responded with the teacher but not all of them.
- 3.The students asked questions for more clarification.
4. Some of the students took a long time in using English versus their native language .
5. Some of the students took a long time to participate in the speaking activity.
6. The students had a positive attitude during the activity.
7. -The students did not work in pairs.
8. -The learners worked individually.

Some notes during the observation of the teacher :

1. *Teacher* tried to communicate oral messages appropriate to the learners and situation.
2. *Teacher* tried to make a positive contribution to conversation and discussions.
- 3.*Teacher* tried to select appropriate medium for conveying the context or the message .
- 4.*Teacher* didn't use language appropriate in the style tone and level of complexity.
- 5.*Teacher* didn't use any body language gestures to clarify any meaning.
- 6.*Teacher* didn't ask any concept questions when needed to check the learners understanding .
- 7.*Teacher* tried to understand and responded to the learners feedback.
- 8.*Teacher* didn't monitor the learners during practicing the speaking activities.
- 9.The activity wasn't that affective to some learners. Because not all of them had participated.

On my fourth observation the lesson was '7A' p.77 in this lesson students studied the present perfect with for and since to talk about unfinished actions or states. The context was a magazine article about famous people and their phobias, and the vocabulary focus was on different ways of expressing fear, e,g afraid, frightened, ect. This use of the present perfect was hard for most students to use correctly, as their language would probably use a different tense (often the present simple) in this context. In the following lesson the present perfect for unfinished actions/ periods of time would be contrasted with the past simple for finished actions / periods.

Speaking activity number 3:

The speaking activity focus was section "5" it was about the present perfect. the teacher wrote the form of the present perfect on as a revision. Then she gave the instructions to the students unfortunately they were not looking at the teacher as she instructing the activity. and as usual the students' Arabic language was used for explanation. The activity is about asking and answering in pairs, A and B with questions with how long... and answers with FOR and SINCE. The students should use the past participle of the four verbs on the chart (know, live, be, have).

Some notes during the observation of the learner:

1. The material was good for the learner.
2. Some students not all of them responded with the teacher.
3. The students asked questions for more clarification but in Arabic.
4. Some students took a long time in using English versus their native
5. Some of the students took long time to participate in the Speaking .
6. Some of the students had a positive attitude during the activity.
7. At the beginning of the activity the students were working individually after that teacher started to pick the students randomly to ask and answer and the whole class was listening.

Some notes during the observation of the teacher :

1. Teacher communicated oral skills appropriate to the learners situation
2. Teacher made a positive contribution to conversation and discussion .
3. Sometimes teacher selected appropriate medium for conveying the context or the message but tend mostly to explain in Arabic .
4. Teacher didn't use language appropriate in style tone and level of complexity. But tend to speak very fast .
5. Teacher didn't use any body language gestures to clarify the meaning
6. There weren't any concept questions from the teacher to check the learners understanding .
7. Teacher tried to sat up practice activities clearly .
8. Teacher tried to understand and respond to learners feedback.
9. Teacher did not monitor the learners during practicing the speaking
- 10 I can't tell if the activity was affective to all learners because some of them struggled .

Appendix(9)

Field notes center 2 'CV Training Center'

The observation of the classes

First class observation:

The class I observed has about 6 students . 3 females and 3 males aged between 18 to 26. The time of the class was 3 hours.

The lesson was '3A' 'Getting qualified. It had vocabulary about **employment**, the grammar point presented was 'have to/has to' . There was also helping with listening using the grammatical point 'have to and have' and also a review of the present simple and the past simple.

Teacher started the class with eliciting some jobs from the students and writing them on the board. Students worked in pairs. On the other section T asked the students to talk in groups about the things that are important and not important using phrases about employment.

The speaking activity

In this lesson teacher used 2 speaking activities. The first activity was the a final section of the lesson ' Get ready.. Get it right ' in this activity students must be divided into A & B , and they have to work in pairs. Teacher started to explain the activity and gave instructions in which the students had to work individually first to form sentences and questions with *have to* and you. Teacher got the feedback from the students and then students worked in pairs asking each other the questions they formed.

During the observation of the speaking activity I noticed some points for the learners:

1. the material was good for the learners.
2. the learners responded to the teacher's instructions.
- 3.the students were asking questions for more clarification.
4. some students took a long time in using English comparing with their native language.
5. the students didn't take a long time in participating in the speaking activity.
6. most of the students had a positive attitude during the activity.
- 7.the students worked in pairs during the interaction with each other

During the observation of the speaking activity I noticed some points for the teacher:

1. Teacher communicated oral messages appropriate to the learners' situation.
2. T made a positive contribution to conversations and discussions.

3. T tried to select an appropriate medium for conveying the context or the message.
4. T tried to use language appropriate in the style and tone and level of complexity.
5. T didn't use any body language gestures to clarify the meaning .
6. T didn't ask any concept questions when needed to check the learners' understanding.
7. T understood and responded to learners feedback.
8. T monitored the learners during practicing the speaking activities.
9. To some extent the activity was affective to the learners .

Speaking activity number 2:

On the second activity which was a further practice for the grammatical point the lesson had. It was from Face2Face intermediate photocopiable. '3A' Guess the job . the activity is an information gap activity, about have to/had to, using past simple and present simple with WH- questions. T started giving the instructions and using the board for more clarification.

Students should have a role card and a sheet with questions and then they move around and ask each other the questions they formed and add some follow up questions . the students didn't move around instead they were working as a whole.

During the observation of the speaking activity I noticed some points for the learners:

1. The material was good to the learners.
2. some of the students responded with the teacher but not all of them.
3. students asked question for more clarification .
4. some of the students took a long time in using English versus their native language.
5. some of the students took along time in participating in the activity .
6. most of the students had a positive attitude during the activity.
7. the students worked in pairs.

During the observation of the speaking activity I noticed some points for the teacher:

1. T communicated oral messages appropriate to the learners and situation.
2. T made a positive contribution to conversation and discussions.
3. T selected appropriate medium for conveying the context or the message except of the use of Arabic sometimes .
4. T didn't use language appropriate in the style tone and level of complexity.
5. T didn't use body language gestures to clarify the meaning.
6. T didn't ask concept questions when needed to check the learners understanding .
7. T tried to sat up practice activity clearly, except of the use of Arabic.
8. T understood and responded to learners' feedback.
9. T monitored the learners during practicing the speaking activity .
10. To some extent the speaking activity was affective to the learners .

Class Observation number 2 :

The lesson was from face2face pre-intermediate level. '4A' 'the silver screen' p.28-29. The lesson had vocabulary for types of films. The grammar was about using the present perfect for life experience 'positive and negative' with a review of the past simple .

At the beginning of the lesson T started asking the students about the movie 'star wars' eliciting from them some information.

1. Have you watched the movie?

2. Who is the director?

3. What's the plot about ?

There was not that much of participation, because most of the students haven't seen the movie.

While observing I noticed that the teacher has good grammar presentation on the board, teacher wrote some sentences on the board and elicited from the student the present perfect tense ' positive and negative'

Speaking activity 3:

The speaking activity was from the same lesson; 'Get ready.. Get it right' this section at the end of the lesson. Teacher gave empty cards to the students to write 3 true sentences in each card about things they have done . and 3 sentences in each card they wish they have done.

Teacher shuffled the cards after the students have finished, then students choose from the cards one by one and read it loud to the whole class and guessed who wrote the sentence.

While each student was reading the sentences, the teacher was correcting the grammatical mistakes on them. Because some of the students got confused between present perfect and past simple. Teacher explained again the grammatical point.

During the observation of the speaking activity I noticed some points for the learners:

1. The material was good for the learner's level/

2. The learners responded with the teacher.

3. The students were asking questions for more clarification.

4. Some of the students took a long time in using English versus their native language.

5.The students didn't take a long time to participate in the speaking activity.

6.The learners have a p activity positive attitude during the activity.

7.The learners worked individually then as a whole group.

During the observation of the speaking activity I noticed some points for the teacher:

1.T communicated oral messages appropriate to the learners and situation

2. T made a positive contribution to conversation and discussions

3.T selected appropriate medium for conveying the context or the message.

4.T tried to use language appropriate in the style tone and level of complexity.

5.T didn't use any body gestures to clarify the meaning.

6.T tried to use some concept questions when needed to check the learners understanding.

7.T sat up practice activity clearly .

8.T understood and responded to learners' feedback.

9.T monitored the learners during practicing the speaking activity.

Classroom observation number 3 :

On this lesson teacher and students checked some questions on the workbook. Some students struggled in answering some of the sections so they needed the teacher's help. After that teacher divided the class into 2 groups . and the teacher instructed them to answer the ' reading and writing portfolio 3 '.

This portfolio was about ' applying for a job 'and a sample letter for how to write a formal letter for applying for a job.

When they have finished the teacher asked the students to write a formal letter with the same topic.

Appendix (10)

Field notes center 3' maxmind academy'

Class observation number 1 :

The class observed had about 10 students . in this class the lesson was 3A ((Getting qualified)) p.22_ 23 .This lesson was about employment , the Grammar have to/had to positive and negative , and using questions , and short answers .

T started to explain the meaning of 'qualified' . He used the board for explaining the meaning . Then started to read the vocabulary in section one in the lesson . the Ss then worked in pairs to give examples in English to explain the meaning .

In section "b" Ss had to write five sentences about this jobs . The T was monitoring. After that teacher wrote some of the student's sentences on the board . Some had mistakes some were really good . on this activity the teacher was doing a free practice activity based on writing and speaking discussion .

The speaking activity of this lesson :

Section "2" in the lesson was " listening and speaking " Students had to listen to the recording and match the jobs " a paramedic ? an interpreter ? a football referee ? with photos .

T explained the meaning of the words " paramedic , an interpreter , a football referee . The Ss were discussing in pairs which phases form each job . Then each pair talked about each job for the whole class . Some of the Ss had grammatical mistakes so the teacher was correcting them orally.

Some notes during the observation of the learners :

- The material was good for the learner .
- The learners responded with the teacher .
- The Ss didn't ask any question for more clarification .
- Some of the learners took a long time to participate in speaking >
- Some of the Ss took a long time in using English versus their native language .
- Most of the Ss had appositve attitude during activity except one or two students who struggled abet.
- The learners worked in Paris and then as a whole class group .
-

Some notes during the observation for the teacher :

- T communicated oral messages appropriated to the learners and situation .
- T made a positive contribution to conversation and discussions .
- T selected appropriate medium for conveying the context or the message .
- T used language appropriate in the style ton and level of complexity .
- T used body language gestures to clarify the meaning .
- T asked concept questions when needed to cheek the learners understanding .
- T sat up practice activity clearly .
- T understood and responded to learners feedback sometimes in Arabic.
- T mentioned the learners during practicing the speaking activates.

- Over all I think the activity was effective to the learners .

The using of Arabic sometimes in explaining was a lot .

Class observation number "2" :

On the second class observation the teacher hadn't finish some sections of "3A".p_

T started a quick review about

Have to > For negative
Hade to >

Section 7 of the lesson was about a reading passage .Ss had to fill in the gaps with the correct form of have .

The students worked in pairs. Then T checked with the whole class the right answers.

Speaking activity for this lesson:

while the students were working on section '7'. Teacher this paragraph on the board.

I want to be famous and everybody look up to me. I want teenagers to wear cloths like me , walk like me and speak like I do. I want to be on T.V and radio programs all the time. I want to win so many prizes like the Oscars. I want people to stop me in the street and take photos with me

T after that read the paragraph as an example of “a dream job “

T instructed the students to write about this dream job in cards without writing the name of the job .This activity is a combination between writing and speaking . the Ss at first struggled a bit to think about this dream job .The teacher then divided the students into 2 groups . he made sure that each group is mixed . he instructed the students to talk about this dream jobs and guess what are the jobs .

To some of the students , the activity was effective to some they couldn't speak much just one or two sentences .

Some notes during the observation of the learners :

- The material was good for the learners responded with the teacher .

- The students asked question for more clarification .
- Students took a long time in using English versus their native language .
- At first Ss took a long time to participate in the speaking activity some they managed to do well but some not that much .
- Ss worked individually then in group of two .

Some notes during the observation for the teacher :

- T communicated oral messages appropriate to the learners and situation .
- T made appositive contribution to conversation and discussions .
- T selected appropriate medium for conveying the context or the message .
- T used body language gestures sometime to clarify the meaning .
- T asked concept question when needed to check the learners understanding .
- T sat up practice activity clearly .
- T understood and responded to learners feedback .
- T mentioned the learners during practicing the speaking activity .
- For some Ss the activity effective .

Class observation number “3” :

In this class observation the lesson was “3B” p.24_25 . “ job hunting “. The lesson was about “ looking for a job “ vocabulary . the grammar point used was present continuous and present simple activity and state verbs .

T started the class by explaining the title of the lesson “ job _ hunting “. Then checked the phrases meaning of section “1”

T instructed the Ss to put the phrases in section “1” in order .

Students worked on this own and then compared answers .T checked the order with the whole class .

The next section in the lesson was a reading in the lesson section .Ss read the passage individually and T checked the new vocabulary with them .

After that Ss worked in pairs to answer some Qs about the reading passages .

T elicited the answers from the students .

After the reading section T went on to explain the grammatical point of lesson which was about present simple and present continues

The speaking activity of the lesson :

The speaking activity was section 7 from the lesson . in which there are 3 Questions.

T divided the class into two groups of four .Then discussed together the Question while that the T was monitoring and sometimes he took part of the discussions and clarifications .

T wrote some useful phrase to express personal opinion . so the students can use them while the discussion:

I think

In my opinion

I believe

After that T discussed the activity with the whole and encouraged the Ss to use the useful phrases .

Some notes about the learners during the speaking activity :

- The material was good for the learner's .
- The learners responded with the teacher .
- Some of the Ss asked questions for more clarification .
- Some of the learners took a long time in using English versus this native language .
- Some of the Ss took a long time to participate in the speaking activity .
- The Ss had a positive attitude during the activity .
- The Ss worked in Paris this as whole class discussion .
-

Some notes during the observation of the speaking activity for the teacher :

- T communicated oral message . appropriate to the learners and situation .
- T made a positive contribution to conversation and discussions .
- T selected appropriate medium for conveying the context or message .
- T used language appropriate in the style tone and level of complexity .
- T used body language gestures to clarify the meaning .
- T some time asked concept questions when needed to check the learners understanding
- T set up practice activity clearly .
- T understood and responded to learners feedback
- T monitors the learners during practiced the speaking activities .

The activity was affective to the learners

Appendix (11)

Field notes center 4 'Benghazi University Languages Center'

Class observation number 1:

The class observed had about 12 students aged between 13 to 48. In this class the lesson was 'the way we live' p.14-15 it is the first lesson of unit '2'. The theme of this unit is the way we live 'people and places'. Sections had reading and listening texts containing facts and figures about different English speaking countries . the practice section provides the opportunity to practice present tense and have/ have got.

Speaking activity 1:

T started the class with a speaking activity as a warmer. The students came in front of the class in a group of 3 . the conversations were about imagining that they are in a party or street or any place and then the students introduce each others. It was a free practice activity the students did not had the time to prepare. After finishing the teacher praised the students, without any error correction.

Some notes during the speaking activity for the learners:

1. There was no material to use.
2. Some of the students responded with teacher and the speaking activity but not all of them.
3. The students **did not** ask questions for clarification.
4. Some of the students took a long time in using English versus their native language.
5. Most of the students took a long time to participate in the speaking activity.
6. Not all of the students had a positive attitude during the activity.

Some notes during the speaking activity for the teacher :

1. Teacher didn't communicate oral messages appropriate to the learners and situation it was a warmer and most of the students didn't participate well.
2. Teacher didn't make a positive contribution to conversation and discussions.
3. Teacher didn't select appropriate medium for conveying the context or the Message .

4. Teacher didn't use any body language gestures to clarify the meaning.
5. Teacher didn't ask any concept questions when needed to check the learners understanding .
6. Teacher tried to sat up practice activity clearly.
7. Teacher tried to respond to learners feedback.
8. Teacher monitored the learners during the activity.
9. To some of the students the activity was not affective.

Speaking activity 2:

After finishing the sections of the lesson in unit 2, this speaking activity was at the first observation class the teacher made 2 speaking activities .

Teacher as an ending to the lesson went back to the previous lesson in p.13 "every day English' teacher started to read the instructions and told the students to work in pairs and match the expressions and the responses . then the teacher told the students to talk about the expression and the responses in a form of conversation. The students came in pairs in front of the class to class to talk freely and use the social expressions.

Some notes during the speaking activity for the learner:

1. the material was good for the learners level.
2. The learners responded with the teacher.
3. Students didn't ask questions for more clarification.
4. Some of the learners took a long time in using English versus their native language.
5. Students didn't take a long time to participate in speaking.
6. Some learners had a positive attitude during the activity.
7. The learners worked in pairs.

Some notes during the speaking activity for the teacher :

1. Teacher communicated oral messages appropriate to the learners situation.
2. Teacher made a positive contribution to conversation a discussions.
3. Teacher selected appropriate medium for conveying the context or the message.

4. Teacher didn't use language appropriate in the style tone and level of complexity.
5. Teacher didn't use body language gestures to clarify the meaning .
6. Teacher didn't ask concept questions when needed to check the learners understanding.
7. Teacher set up practice activity clearly.
8. Teacher understood and responded to learners feedback .
9. Teacher monitored the learners during practicing the speaking activities.
10. To some extent the activity was affective to the learners.

Class observation number 2 :

The lesson in this observation was ' living in the USA ' p.18-19. It is a reading passage teacher used an activity of the reading passage in a form of a jigsaw reading. He divided the class into group of 3 each group read a different article about someone from another country who went to live in the united states .

Teacher asked the students to close their books and asked each group questions about the paragraph.

Speaking activity number 3:

In this speaking activity which was related to the reading passage . the students in groups had to discuss questions and give their personal ideas.

Some notes during the observation about the speaking activity for the learners:

1. The material was good for the learner's level.
2. The learners responded with the teacher.
3. The students didn't ask questions for clarification.
4. Some the learners took a long time to use English versus their native language .
4. Some of the students took a long time to participate.
6. Most of them had a positive attitude during the activity.
7. The students worked in a whole class group discussion .

Some notes during the observation about the speaking activity for the teacher:

1. Teacher communicated oral messages appropriate to the learners and situation.
2. Teacher made a positive contribution to conversation and discussions.
3. Teacher selected appropriate medium for conveying the context to the message.
4. Teacher didn't use language appropriate in the style tone and level of complexity.
5. Teacher didn't use body language gestures to clarify the meaning .
6. Teacher asked questions to check the students understanding.
7. Teacher set up practice activity clearly .
8. Teacher understood and responded to learners feedback.
9. Teacher monitored the learners during the activity.
10. I think to some extent the activity was affective to the learners.

Class observation number 3:

At the beginning of the lesson teacher checked some exercises with the students on the workbook. Then the T shifted to the course book the lesson was ' you drive me mad ' p20. The main aim of the activity is to develop the students' ability to listen for gist and for specific information . However, the context also revised and extends student's ability to use the present simple with frequency adverbs to describe annoying habits . By the end of the lesson there was some discussions questions and the students worked in groups and the teacher monitored.

I didn't record the speaking activity in this lesson, I think 3 recordings were enough but I wanted to observe this lesson to see how the lesson goes with a listening context before a speaking activity. I think most of the students did well and the teacher as well made the students to be engaged in the speaking activity at the end.

التحقق في صعوبات المحادثة التي تواجه متعلمين اللغة الانجليزية
الليبيين , للمستوى ما قبل المتوسط
قدمت من قبل :

عائشة يونس عبد الحفيظ جويلي

إشراف:

الأستاذ الدكتور سنوسي محمد العرفي

ملخص الدراسة

تهدف هذه الدراسة لمساعدة طلبة ومتعلمين اللغة الانجليزية إلى تطوير مهارة المحادثة و التحقق في المشاكل التي تواجههم. وتهدف أيضا لإيجاد وتحليل الصعوبات التي يواجهها المدرس في تدريس مهارة المحادثة وإيجاد بدائل وطرق فعالة للمساهمة في تطوير وتحسين المنهجية المتبعة. لكي يكون الناتج اللفظي في مستوى عالي.

هذه الدراسة محصورة لمتعلمين اللغة الانجليزية للمستوى قبل المتوسط, الذين يتعلمون اللغة الانجليزية في أربع مراكز تدريب اللغة في مدينة بنغازي سبب اختيار هذه المراكز هو لتوفر المستوى ما قبل المتوسط في هذه المراكز. طريقة البحث في هذه الرسالة هي طريقة البحث التجميعي والتحليلي

(Qualitative research method)

قام الباحث باستخدام الأدوات التالية مثل المقابلات مع عناصر البحث كالطلبة والمعلمين , وأيضا مراقبة الفصول الدراسية والحصص لهم. نتائج البحث بصفه عامه كانت تابعه لي معلم الفصل, حيث يجب عليه يقوم ببعض الإجراءات و التقنيات في الفص وللطلبة لتطوير مستوى المحادثة لدى الطلبة.



التحقق في صعوبات المحادثة التي تواجه متعلمين اللغة الانجليزية

الليبيين , للمستوى ما قبل المتوسط.

قدمت من قبل :

عائشة يونس عبد الحفيظ جويلي

إشراف:

الأستاذ الدكتور سنوسي محمد العرفي

قدمت هذه الرسالة استكمالاً لمتطلبات الحصول على درجة الماجستير في اللغة
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جامعة بنغازي

قسم اللغة الانجليزية

يناير 2019