Communication challenges: Saudi EFL Speaking Skills and strategies to overcome speaking difficulties

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Abstract

The purpose of this study to present the findings of research conducted to challenges faced by Saudi English as foreign language (EFL) learners and to formulate some strategies to overcome their speaking difficulties. In Saudi Arabia, there is a widely held perception that it is possible for the EFL learners to attain the high levels of proficiency in writing reading and listening, but they cannot speak English as compared to their peers from around the globe. This is quite concerning as these students have selective and compulsory English courses that run through their almost ten years of compulsory school education. The challenges to speaking by these students had formerly been addressed by sorting out the challenges of deficiencies in teacher development and teacher education, learners' autonomy lack of material and technology in the EFL classes and anxiety in learning a foreign language. The purpose is to seek answers to the challenges of speaking English from the Saudi speaking EFL students themselves. In order to do that a sample of 66 students who have enrolled in year one of intensive preparatory English class will be used. A mixed method research design will be used in the triangulation of the findings for higher validity. Quantitative data will be analyzed with software for data analysis while qualitative data will be analyzed by making use of descriptive analysis. The findings will help to identify the reasons why speaking English is a challenge for Saudi EFL students which will help in the formulation of strategies to overcome such challenges.

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proposed strategies for overcoming speaking difficulties. }**

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Dedication

This thesis is dedicated to my great father who stands by me when things look bleak, and my mother, my husband, my beloved kids: Sara and Ahmad, whom I can't force myself to stop loving. To all my family, the symbol of love and giving, my friends who encourage and support me, All the people in my life who touch my heart, I dedicate this research.

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Abstract

The purpose of this study to present the findings of research conducted to challenges faced by Saudi English as foreign language (EFL) learners and to formulate some strategies to overcome their speaking difficulties. In Saudi Arabia, there is a widely held perception that it is possible for the EFL learners to attain the high levels of proficiency in writing reading and listening, but they cannot speak English as compared to their peers from around the globe. This is quite concerning as these students have selective and compulsory English courses that run through their almost ten years of compulsory school education. The challenges to speaking by these students had formerly been addressed by sorting out the challenges of deficiencies in teacher development and teacher education, learners' autonomy lack of material and technology in the EFL classes and anxiety in learning a foreign language. The purpose is to seek answers to the challenges of speaking English from the Saudi speaking EFL students themselves. In order to do that a sample of 66 students who have enrolled in year one of intensive preparatory English class will be used. A mixed method research design will be used in the triangulation of the findings for higher validity. Quantitative data will be analyzed with software for data analysis while qualitative data will be analyzed by making use of descriptive analysis. The findings will help to identify the reasons why speaking English is a challenge for Saudi EFL students which will help in the formulation of strategies to overcome such challenges.

Key Words:

Speaking skill ,Arab learners ,Factors, Fluency improvement, Communicative Approach ,Anxiety, Sociocultural Theory.

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List of Appreciations and Symbols

{ CLT }	{ Communicative Language Teaching }
{ EFL }	{ English Foreign Learners }
{ CLT }	{ Communicative Language Teaching }
{ PYP }	{ Preparatory Year Program }
{ SPSS }	{ Statistical Package for the Social Sciences }

Chapter 1

Introduction

The world is fast becoming a global village and it of great importance for Saudi students to learn how to communicate effectively with the rest of the world through the spoken word. Today communication can be done orally or in written form and English has become the lingua France of the modern world. Like in most English-speaking countries there is a growing need for English in both public and private educational institutions in Saudi Arabia. English speaking individuals have better chances of getting well-paid jobs in both public and private firms which pay a premium to individuals who have fluency in speaking English. In such an atmosphere, learning how to properly speak English is compulsory and inevitable for any person who works or would like to become part of the new developments, events, and innovations and to keep up with the current trends in economic, social and technological and educational aspects (Naser and Hamzah, 2018). However, it is a commonly known fact that learning English as a first language is not always a simple and short process. There are many challenges that prevent learners from easily mastering the language. In the case of Saudi speaking students, the main difficulties can be classified as personal, educational and social.

In regard to personal reasons that hinder learning of English by Saudi speaking students the first element to note is anxiety. Anxiety can be quite challenging, and it poses the greatest challenge to learning how to speak English as a foreign language effectively. The major cause of anxiety is that the learners are not alone in the process of learning but in most cases, they are in a classroom with others. Research has indicated that a huge proportion of the Saudi speaking EFL learners feel greatly concerned about their oral production of spoken words when they reach the tertiary level of education which causes anxiety when speaking in English.

Research indicates that anxiety in foreign language learning is caused by the lack of confidence which stems from what is deemed to an insufficient level of proficiency in English (Alrabai, 2017) In addition, anxiety does not only occur when the student is learning to speak English as a foreign language by themselves but rather it occurs even when student is in the presence of their classmates and their teachers. The most common cause of anxiety is when the learners are required to speak English in the classroom setting (Mahmud, 2018).

Other sources of anxiety for English foreign language students in Saudi Arabia have been identified as speaking activities, fear of making mistakes, teaching methods and techniques, tests and attitudes of teachers.

Among the personals that hinder learning of English as a foreign language for Saudi speaking students is motivation. Motivation is the product of effort and desire towards achieving a certain goal. Students who have a high motivation to learn the language stand better chances of learning the English language. Motivation has a great connection to proficiency and in the attainment of proficiency in achievement in the foreign language learners. Research has shown that tertiary level students show little motivation in learning English as a foreign language and they only do it because of personal interests, culture or to improve their chances of getting a good job. However, students within the ages of 9-14 years have been demonstrated to have high motivation from intrinsic and extrinsic sources as compared to older students.

There are a number of educational and social factors which determine the ability of Saudi speaking students to learn English as a foreign language. Teachers are one of the educational factors that determine the rate of learning a foreign language. Since most Saudi speaking EFL students do not have much direct contact with people who speak English as a foreign language, their only chance of speaking the language is in the classroom setting. However, language teaching that is centered on the teacher is one of the biggest obstacles to the improvement of English-speaking skills. The reason for that is that a big portion of the teachers makes use of rote-memorization and repetitive drills which are as old as 70years. In addition, most of them prefer grammar-translation methods which do not provide any significant chance of practicing English speaking skills (Sharma, 2018). On the other hand, teachers who encourage learners to learn to speak the English language freely without the fear of making mistakes produce better results in regard to enabling their students to learn how to speak the language. In addition, teachers are a huge challenge in teaching English to Saudi students since the teachers themselves may have not taken part in language proficiency tests which makes it very difficult to gauge their skills and expertise levels. It would, therefore, make great sense for teachers to periodically take part in an internationally accepted test for language and be awarded certification which would help to improve their own careers.

There are several other educational aspects that continue to pose a great challenge to learning of English as a foreign language for Saudi speaking students. One of such challenges is the absences of updated instructional materials to be used in the classrooms setting. This leaves teachers with no option but to use outdated materials whose efficiency in instruction is low leading to poor learning outcomes (Alaraj, 2016). Another challenge is the lack of adequately qualified teaching personnel for teaching the English language to Saudi speaking students which leads to overcrowding of classes for as the number of students is not commensurate with the number of teachers. Overcrowded classrooms mean that the teachers have very little contact time with each student which makes for difficult for most students especially the slow learners to keep up with what is being taught.

There is a myriad of social elements that pose a great challenge to learning of English as a foreign language for Saudi speaking students. One of them is lack of adequate support structures for learning the language from society. The proportion of Saudi nationals who can fluently speak English is very low and as such the Saudi EFL learners have virtually no support structures with whom to engage in speaking the language while away from school. The situation is made worse by the fact that the parents of most students cannot also speak English. As a matter of fact, the influence of their mother tongue is very strong for Saudi students seeking to learn English as a foreign language. That means that when students are away from school their language skills tend to be eroded which takes away from the gains of the learning process. There is very little that can be done to reverse the situation since the social challenges are beyond the scope of education policy formulators.

General Objective of the Study

The purpose of the study is to investigate the challenges EFL students in Saudi Arabia face in learning English speaking skills and how the challenges can be overcome.

Specific Objectives

- i. Investigate the challenges which affect the teaching and learning of speaking skills at Taif University.
- ii. Explore the role of the English curriculum and tasks applied by teachers of Second Language in the Arab students' speaking skills.
- iii. Suggests some teachers' solutions and strategies that would improve the quality of teaching and learning of speaking English in the classes.

Research Questions

This study attempts to answer the following research questions:

- What are the barriers(factors) to the practice of speaking in the EFL classroom?
- What are the teachers' strategies used to improve learners' fluency in speaking?
- What are the learners' strategies about speaking in public?

Chapter 2

Literature Reviews

Definition of Key Concepts

Communicative Competence- This involves successfully passing of information to another person.

Canale(1983), stated that communicative competence involved discourse, sociolinguistic, grammatical and strategic competence.

Strategic Competence- It is the ability of an individual to effectively used communication strategies. "(1) a learner's permit overall ability to accurately transmit information to a listener or interpret detected specific information, and (2) a speaker or viewer's use of communication strategies when problems arise when information is widely disseminated". According to Tarone & Yule (ibid), (page 103).

Communicative Language Teaching (CLT). It is a collection of essentials about language teaching objectives, methods for learners to learn a language, Simplify learning with using some types of classroom tasks beside teachers and learners ' positions in the classroom.

Sociocultural Theory: It is theory in psychology that seeks the important contributions that society makes to individual progress. This theory recognizes the interaction between the progress of people and the culture in their lives. It suggests the human learning is a social process largely.

Why is fluency important in speech?

Fluency is the capacity to read a text in accurately way, quickly, and expression. Reading fluency is significant because it clarifies a bridge between word recognition and comprehension.

To be me personally, a fluent speaker is someone who is thinking in the language. He is speaking. He has a thick accent , and even his grammar might be off, but as he's not pausing even for a split second to translate some words from his language / mother tongue, that's learner's fluency.

Introduction

The mastery of any language is measured through speaking fluently using correct pronunciation without breakdown in communication (Bueno-Alastuey,2013). Therefore, the lack of communicative competence by Arab students shows a general problem in English learning. In 1983 *The First Conference on the Problems of Teaching English Language and Literature at Arab Universities* was held in Jordan to brainstorm on recommendations on changing of teaching methods to improve English Learning. Good speaking skills is essential in social settings enabling humans to exchange information with people of the same language community. English learners in Arab countries face a lot of challenges when it comes to speaking good English. Arab learners are not able to express themselves confidently and face challenges with pronunciation (Mukattash ,1983; Suleiman ,1983; Bueno-Alastuey,2013) and their weaknesses in caused by;

- (i) Methods of teaching
- (ii) Learners' environmental
- (iii) Lack of motivation

Communicative Language Teaching:

The aim of modern Communicative Language Teaching is to teach EFL learner to communicate, to get the meaning. Communicative Language Teaching consists of a large number of tasks with different objectives which are (or should be) balanced.

Communicative approach to language teaching has distributed in the district of second language teaching all over the world for years. For the objective of carry out this theory in teaching second language effectively and in a full way. There is a significant for learners to get acknowledged about this theoretical part of foundations and principles leading behind the specific strategies to avoid misusing and even misleading.

Discourse analysis are important in this study: *The* surveys in discourse analysis are related to language teaching. The most effective linguist is Halliday. He is interested with the method in which all linguistics that will help the sociologist in his “search for illustrations of social phenomena”. Because the language is not used in social contexts only. Socio-linguistic considerations, the concentration of teaching in Communicative Approach has transmitted from the absorption with structure to the communicative aim of the speech performance. However, not grammar or situation is excluded, but these are not long examined the initial focus of the curriculums. The initial focus is the learner and the function of language-the communicative aims he wishes to understand and express.

Sociocultural theory expanded from the work of seminal psychologist Lev Vygotsky, who claims that family: parents, caregivers, peers, and even the culture in large way were responsible for the progress in a higher order functions. According to Vygotsky, learning has its grounds in interacting with others.

Sociocultural theory concentrates not just how EFL adults and peers influence individual learning, but also on the way that cultural beliefs and attitudes has impact how instructions and learning take a place.

Vygotsky claims, the children are born with requisite biological constraints on their minds. Each culture and environment provide what he indicated to as 'instruments of intellectual adaptation.' These instruments allow them to use their basic mental capacities in a way that related to adaptive to their culture in which they live. Such as, while one culture might concentrate memory techniques as notetaking. Other cultures that might utilize instruments such as reminders / rote memorization.

Vygotsky's sociocultural claims the theory of human learning that describes learning seemed like a social process and the organization of human intelligence in a specific society or specific culture. The major theoretical claims of Vygotsky's are that social interaction that plays a significant role in the development of cognition. Vygotsky believed that everything is learned will be on these two levels.

First, through interaction with the others, and that integrated to the individual's mental structure. A second is the idea the possibility for cognitive progress is concerned to a "zone of proximal development" (ZPD). This "zone" is the section of exploration in which the learner is prepared cognitively, but it requires that help and fully social interaction to develop (Briner, 1999).

An instructor or experienced peer is can provide the foreign learner with "scaffolding" to support the learner's including understanding of knowledge domains or progress of complex skills. The collaborative learning, discourse, modeling, and scaffolding are some strategies to supporting the intellectual knowledge and skills of learners and that will be facilitating the intentional learning.

Some surveys tackled the factors that are effect on the learners. In the study conducted by Zughoul (1987), the English syllabus in most of the Arab Universities is dominated by literature and pays little attention to linguistics and language. Additionally, he noted that the English departments in Saudi Arabia rarely gives solid information in reading, writing and speaking comprehension. Rabab'ah (2003) recommended the use of English in teaching all the courses in University.

Technological advancements have also brought a new insight in improving students' speaking ability.

Learners have positive attitude in learning English when they use technological devices. Many studies have

concluded that the motivation level greatly improve when students use Computer-mediated Learning (CML). Some instructors in many Universities specifically English department in Saudi Arabia are not conversant with the utilization of technology in the applying the lesson. This is obvious since some of the teachers still use classical methods in teaching English. Carter (1998), indicated the use of technology in learning helps the students proceed their vocabulary.

The following paper will look into the challenges for EFL practitioners in Saudi Arabia in English speaking skills and how to solve them. The increase use of technology brings with it new challenges and solutions. Some of the challenges that are faced by EFL speakers today may not necessarily be a reflection of the challenges faced by EFL speakers in the previous centuries. The teacher needs to be part of the study they are the incarnation of change in the education system. It is true that doing the same things the same way only guarantees yielding of the same results. Therefore, it is primary to embrace the changes in Ways of solving the problems experienced in learning English in order to enable learners improve their English proficiency. This chapter will look into three previous studies conducted in Taif University on the barriers for EFL students in practicing English and some recommendations given by the researchers. The researchers focus on the specific points that parts in English language that prove problematic for EFL students and the reason to why the students find them challenging. It will also focus on a study on the use of Computer-mediated Learning (CML) in improving speaking skills of EFL students. This will generally reflect on the problem students face today and how technology and other methods of solving the challenges.

Some conversation challenges with Saudi EFL students .Many researches have been investigated the textual, mathematical notation and generative grammar mistakes investigated by students in Saudi Arabia. Naser, I & Hamzah, M (2018) Orthography and heated discussion dilemmas in research among some Saudi EFL students were carrying out a present study. The survey students were EFL learners in Saudi Arabia who undertook a Preparatory Year Program (PYP). The researchers conducted a five-year span observation of pronunciation and communication levels among PYP students in three different colleges. This methodology of data collection was

referred by Creswell (2012) as a process of information gathering through observation of people and places in the research site. Apart from classroom social activities, also plays a critical role (Bollen et al, 2005). The study that lasts one year at Taibah University, one year at Imam University and one year at Taibah Community College used group presentation as an easier way to observe the speaking skills for the students . Kumar (2011) indicated that the group instruction is a common research tool among every profession and academic field. The students were undertaking individual oral tests for at least three times each semester .The researcher noted still the most common culturally phonetic errors clearly committed by PYP students.

Improper Pronunciation

The study reported a general problem with the students' pronunciations. The researchers reported that the probable cause of the challenge was the unavailability of some of the sounds that are found in English language in Arabic. They also transcribed unease for the sound /p/ as /b/, the word ' play' as a /blei/. Additionally, they had difficulty pronouncing 'van' /væn/ and instead pronounce it as 'fan' /fæn /. The study also found that the students had difficulty in stressing of words as the majority of the learners failed to differentiate the pronunciation of the word 'present' as a verb and a noun. Kalaldeh (2016) noted that lack of ability to stress words properly by Arabic speakers actually leads for the falsification of the Language. The mispronunciation of English words leads to miscommunication thus it is essential for learners to practice the different pronunciations especially in distinguishing nouns from verbs. Almutairi (2015) noted that one of the reasons for incompetency in the language among students results from the use of traditional methods of teaching by the teachers. In solving pronunciation problems in speaking, it is important to look into the probable causes of the challenges.

According to Timothy and Naser, I & Hamzah, M (2018) one of the causes of mispronunciation of the words in English by the EFL learners had the effects for the first language. As before mentioned, the lack of some of English sounds in the Arabic language has proved to be an obstacle in speaking English. The researchers recommended for more time to be given for familiarization of pronunciation of English words

before examining the students. Additionally, pronunciation should be considered to be as equally important as other skills and should also be examined.

They added that the teachers should find a way of motivating the students to speak more English with correct pronunciation since they realized that most of the students feel shy to express themselves with correct English pronunciations as the natives since they will feel odd speaking differently from their peers. In a study by Hanifa, R (2018) anxiety was mentioned as one of the reasons that affects the speaking abilities of the students. He noted that anxiety was among the main factors that affected on the ability of EFL learners to speak in addition to examine the cognitive, affective and performance factors. He further recommended that the teachers look into methods of solving the problem in order to boost the student confidence in speaking the language thus improve their pronunciation and speaking skills in general.

Grammar

The study by Naser, I & Hamzah, M (2018) also showed that the students' self-confidence when it comes to speaking English is greatly reduced by the inability to construct grammatically correct sentences. The research reported that the students had no clear understanding on the use of auxiliary verbs which contributed to the making of grammatical errors in their speech. It was noted that students find it is difficult to distinguish when using auxiliary verbs even as auxiliary or as main verb. Chae (2014) noted that it is vital for instructors to improve grammatical knowledge for the students to avoid problems in conversation. Some verbs to be such as verb to be (is - was - are -were) and verbs such as (have-has- had) in addition (do- does-did), either end up coming as an auxiliary or main verb proved the challenging on usage by the students. The research identified three possible reasons for grammatical mistakes made in speech by the students:

- (i)The insufficient information on the books the students are using.
- (ii)The exams which the students must take makes them focus more on passing it more than actual understanding and acquisition of skills in the language.
- (iii) The teachers concentrate more on the part of the language being examined and focus less on ensuring the students grasp important aspects of the language such as improving their speaking skills.

According to Ngangbanm (2016) the aim of teaching any language is to ensure the student has some of the basic language skills: listening, writing, reading, speaking. Consequently that it is significant for both instructors and learners to work on accomplishing excellence in the understanding of the language in a bid to make sure those students speaking abilities improves.

Students' environment

The environment in which the EFL students live and study also affects their speaking skills. In a study carried out by Fareh, S. (2010). noted that the environment in which EFL students are in greatly affect their speaking skills. When EFL students are surrounded by people that speak their first language they tend to speak more of that than the English language. This makes their comprehension of English slower and thus difficulty in improving their speaking skills. In order to perfect good speaking of language, practice plays a big role. Additionally, Naser, I & Hamzah, M (2018) noted that the traditional methods of teaching slow down the mastery of speaking English by the PYP students. They added that the surrounding of the teaching environment and methods do not motivate the students to learn the English Language. This is seen with lack of passion by the students to learn the language deeper due to their concentration in only passing the exam.

General Problems in Speaking English

Bani Younes and Albalawai (2016) noted that factors that affect speaking ability of EFL students include: Mother Tongue influence, level of motivation, conceptual knowledge, anxiety, confidence and participation in speaking activities. In the study, the difficulty in speaking English by the EFL students in Saudi Arabia was due to shyness to speak, mother tongue influence, fear of being criticized and the fear of making mistakes and also thinking disability to communicate. The study concluded that the four factors influencing the students speaking ability are

- (i) Poor guidelines on English comprehension
- (ii) Insufficient period for preparation

- (iii) Inadequate data (input).
- (iv) The short quantities of practice in speech.

Hamad, M. M (2013) reported in their study that the cultural difference between English and Arab is a primary challenge faced by Saudi EFL students while learning English. Notably, the factors difference between Arab and English languages slow down the learning of the language by EFL students and yet it has received little attention from education experts in the Country. Rababah's study (2001) indicated a large number mispronounced English words by EFL students in an Oral performance. The study also showed that the Saudi Arabia English department still has a long way to go in a bid to attain its objectives.

Students' attitude

In terms of motivation, studies by Zughoul (1984)), indicated that most Arab students of English are driven by instrumental motives like achieving career goals. Seedhouse (1996) indicated that some of the English learners have integrative motives and desire to be members of the English-speaking community. However, he pointed out that it is only a small percentage of the English learners that is motivated by integrative desires and majority of them join the English department because of career related reasons. Naser, I & Hamzah, M (2018) pointed out the absence of long-term view by the English learners as one of the contributions for lack of positive attitude in learning English. The report indicated the inadequate knowledge on the importance of English and also the environmental conditions not supporting the learners to master English language as the contributors of demotivation among the learners. Additionally, the report emphasized on Perception of the significance of English globally language in the world today and importance of being able to speak correct English in a bid to motivate the EFL students to improve their speaking skills.

2.6 Speaking practice

In a study carried out by Mamoon Muhsin Alaraj(2017) concluded that EFL learners need to speak practice speaking more English as a productive skill. The study was conducted in Yarmouk University in Irbid, Jordan. 100 male students who had recently completed their secondary school studies and had joined the University in different faculties as first years, were selected at random. An intensive tutorial in English language was

introduced to the and forty other students who had willingness to improve their skills of the language were enrolled. Both quantitative (interview) and qualitative (post and pre-test) methods were employed. The samples were randomly divided into two group and were taught for 14 weeks using New Headway Plus textbook, Pre-Intermediate level and Elementary level. Although the instructors of this experiential group discussed that difficulties in practicing English specifically in speaking with students to promote them to confirm the strategies suggested to them, the teacher Speaking skills were taught in the control group using strategies contained in their book. The informants, the 100 students, were interviewed while the other 40 students were given a pro-test and pre-test.

The reason why the researchers used interview is because they believe that it goes deep into the interview of the interviewee and speaking has a deeper emotional aspect unlike filling a questionnaire. Edwards and Holland (2013) stated that Interviews enable the researcher to adjust the question according to the situation or rather the previous response of the interviewees. Miles and Huberman (1994) and Struass and Corbin (1990) adapted the system to analyze raw data. The 50 students also received the pre - test and pro - test. Those researchers analyzed the data they got from the research and concluded that the students who failed to improve their speaking skills was a result of:

- (i)Lack of practice and listening
- (ii) lack of lexis
- (iii)psychological problems.

The students that improved their speaking skills in the experiment indicated that practicing speaking has helped them improved. Additionally, some of the students attributed their improvement to their concentration in class which indicated that good listening skills helps in improving speaking abilities. The study concluded that the stakeholders in the education sector have a long way to go in providing a system of learning English that makes students communicative competence.

Summary

The previous studies have been consistence on the challenges Saudi Arabia EFL students are facing when learning English speaking skills. The recommendation by the researchers have not been implanted yet, thus the effectiveness of their suggestions cannot be gauged. Since the suggestions on change and improvement of education system has not been exhausted yet, this study will expound on the challenges and the methods of overcoming the challenges. It is vital to note that the progress in English speaking skills of the students is not the work of the teacher but also requires the efforts from the students. Several studies have been carried out to determine the effects of computer and mobile applications in improving the motivation of students to learn English. The studies showed significant rise in the willingness to learn English when using the applications. With the easy availability of technology appliances today, it is essential to focus on its positive impact in improving EFL students speaking skills.

My research will be conducted in Saudi Arabia and will focus on the position of the teachers in maintaining improvement for learners EFL speaking skills. The motivation of the students in learning English will also be looked into and how the teachers can spur positive attitude among learners. The study will focus on the effect of current technological trends and Communicative Language Teaching (CLT) in the improvement of the learners speaking skills. The research will provide insight on the participation of both the learners and the teachers in ensuring communicative competence. Additionally, the study will also fill the gap on the use of modern teaching models in improving speaking skills. The research will be able to help identify the gap in the educational system in the field of English language by identifying the challenges the students are facing when learning speaking skills. In addition to, The impacts of technological trends in improving speaking skills will be examine this will insert the use of learning applications such as the use of podcasts and English videos in improving students speaking capability. Several strategies of overcoming the challenges will also be looked into hence will help both the students and the teachers identify of a way of integrating learning and teaching process to be able to curb the challenges in speaking abilities of EFL students.

Chapter 3

Methodology

This chapter offers a description of the research methodology of this study. It has been divided into six sections: the instruments, sample, data collection, procedure, ethical consideration and data analysis.

Instruments of the Study

The purpose of this study is to investigate the challenges EFL students at Taif University face in learning English speaking skills and how the challenges can be overcome. Data will be collected using both quantitative and qualitative methods. The qualitative method included interviewing participants, while for the quantitative questionnaires were issued to English second level, learners Taif University.

In order to achieve the aim of this study and to reach better results, the researcher used the following instruments:

- An interview
- A questionnaire

The interview: It is one of the most significant methods of obtaining data in research and the reason why the researcher decided to use interview is because she believes that it goes deep into the interview of the interviewee and speaking has a deeper emotional aspect unlike filling a questionnaire.

Since the interview is not closed, instructors were able to innovate new ideas and express some strategies freely. The researcher interviewed 5 female instructors from the English leaning center in Taif University. The interview which was conducted for less than one hour ended that pointed out challenges that the instructors encountered in terms of speaking skills of the participants.

The interviewers concentrated on these areas: The challenges faced by Taif EFL students that made it difficult for them to improve their speaking skills. The teaching strategies that helped overcome challenges and made the students to improve their English communication abilities (Appendix A).

The questionnaire: It will be two questionnaires used with 50 students with random selection from the female section studying in English Language center at Taif University.

It is adapted from a previous study for Ghasemi Ardekani, S. (2012) and Hao, D. T. T. (2017) ,(appendix B). The participants were expected to fill the questionnaires which were used by the researcher to determine the barriers in the practice of speaking English in the EFL classroom. The use of questionnaire is the most effective method

of data collection. This is because it provides a ‘quick-fix’ in the collection of data. The questionnaire was used to determine learners’ strategies to improve the speaking skill in public or in the EFL classroom.

Sample (Participants) of the Study:

The participants are as follow:

- Five female EFL instructors, PhD from English language centre in Taif University. They were chosen randomly in order to innovate new ideas and express some strategies freely.
- The participants consisted of 50 (20 -30) female students. The female participants were English second level. The range of their age was between 18 and 25 years. They were chosen randomly from Taif University in language learning center. They all had average understanding of English. They were distributed into 20 female students of experimental group and 30 female students of control group.

Data Collection

The Interview: Five female instructors from the English Language Center in Taif University were interviewed, the interview session was audio-recorded. The questions were open-ended, and instructors were expected to answer the first two questions (Appendix A).

The questionnaire: It was administered to the female student participants (English second level). The questionnaire contained questions adapted from Ghasemi Ardekani, S. (2012) and Hao, D. T. T. (2017) that helped the researcher determine the attitude of the students through speaking English in the EFL classroom. A questionnaire (Appendix B) consisting of 53 items.

It consists of eight domains. Domain (1) is five items about factors related to teachers. Domain (2) is four items about factors related to students. Domain (3) is four items about factors related to curriculum and textbook. Domain (4) is seven items about learning and teaching methods affecting speaking skills. Domain (5) is four items about learning environment affecting speaking skills.

The students will select from three options, ‘agree,’ ‘no idea,’ ‘disagree’.

Domain (6) is eight items about exploring some methods helping learners to speak fluently. Domain (7) is fourteen items about improving students' speaking ability. The students will select from four options, ‘disagree,’ ‘agree,’ ‘strongly agree’ and ‘no idea’.

Domain (8) is seven items about using internet and playing electronic games in students' free time. The students will select from five options, ‘almost daily,’ ‘about once a week,’ ‘about once a month,’ ‘less frequently’ and ‘never.’

The participants' questionnaire is distributed to the female students studying in the English Language Centre at Taif University; they are required to answer individually in order to give pure opinion and thoughts towards the topic.

Procedures of the Study

- By collecting study literature
- Sub-studies analysis
- Preparing study tools and Standardization of the tool (Validity & Reliability)
- Select sample of study
- Applying study tools on study sample

Ethical consideration

The researcher-maintained confidentiality in conducting the data collection. The names of the respondents were kept anonymous and were used for academic purposes only.

Data analysis

Data (obtained from interviews) analysis consisted of listening to all interview audio recordings during transcription of each interview.

The data collected from questionnaire was analyzed by using SPSS program and compiled into a report. The data was presented by pie-charts, graphs and tables.

Chapter 4

Results and Discussion

Students' Questionnaire:

Study sample

The sample consists of 50 students.

Tools:

The first questionnaire explores barriers regarding to instructors, foreign learners, the textbooks or curriculums, teaching instruments, and learning environment that has bad impact on the speaking abilities of learners.

The researcher assigned the score 1, 2 and 3 for the answer disagree, no idea, and agree; respectively.

The second questionnaire explores some methods that help learners to speak more fluently and consists of three domains.

For the first and second domains, the researcher assigned the score 1, 2, 3 and 4 for the answer disagree, neither agree nor disagree, agree and strongly agree; respectively.

For the third domain, the researcher assigned the score 1, 2, 3, 4 and 5 for the answer almost daily, about once a week, about once a month, less frequently, and never; respectively.

Psychometric properties:

The first questionnaire (the barriers):

- Validity of the questionnaire

The validity was measured by a group of specialists' professors judgments in English department.

- Reliability of the questionnaire

1- Cronbach Alpha.

The questionnaire applied on 50 students and Cronbach alpha coefficient was 0.78.

2- Split-half reliability.

The correlation between the two halves of the questionnaire was 0.6, and the correlation corrected for the split effect was 0.75.

The second questionnaire (methods that help learners)

- Validity of the questionnaire

The validity was measured by a group of specialist's professors judgments in English department.

- Reliability of the questionnaire

1- Cronbach Alpha.

The questionnaire was applied on 50 students, and Cronbach alpha coefficient was 0.80.

2-split-half reliability.

The correlation between the two halves of the questionnaire was 0.65, and the correlation corrected for the split effect was 0.79.

Study results for the first questionnaire:

1- What are the barriers related to teachers that has bad impacts on the speaking skills of students?

Table (1) frequencies, averages, and standard deviations of students' responses to items of the first domain (barriers related to teachers)

The item	Agree level			Average	Standard deviation	Descending order by average
	disagree	No idea	agree			
1. Teachers motivate us to speak in English language.	0	0	50	3.000	0.00	1
2. Teachers allow us use Arabic language to convey our thoughts.	2	45	3	2.020	0.32	4
3. Teachers are patient, understanding, sympathetic, and supportive.	1	0	49	2.960	0.28	3
4. Instructors focus English as a medium of instruction.	0	1	49	2.980	0.14	2
The domain as a whole				2.740

Graph. (1) Average of students' responses (barriers related to teachers)

According to the results shown in graph. (1) & table (1) about the students' responses to items of the first domain (barriers related to teachers) showed that the average of item 1 (3.00), item 4 is (2.980), item 3 is (2.960) and item 2 is (2.020) respectively.

The findings showed that all the participants agree about item. They indicate their teachers encourage them to answer in English language. The majority of participants agree on item 3&4. They state that their teachers are

patient, understanding, sympathetic and they emphasize English as a medium of instruction. On the other hand, the majority of participants have no idea on item 2 which says teachers let them use Arabic language to convey their thoughts.).

The researcher concludes that teachers encourage learners to say the answer in English language, teachers try to be patient, more understanding, full of sympathetic and they concentrate on English as a medium of instruction.

2- What are the barriers related to learners that has bad impact on the speaking abilities of students?
Table (2) frequencies, averages, and standard deviations of students' responses to items of the second domain (barriers related to learners)

The item	Agree level			Average	Standard deviation	Descending order by average
	disagree	No idea	agree			
5-My outcome of English lexicon is NOT enough to speak fluently in English.	0	0	50	3.000	0.00	1
6. My grammar input is NOT enough to build the sentences that I want to say.	7	3	40	2.660	0.72	2
7. I cannot reflect of anything to say or to make long conversation.	38	3	9	1.420	0.78	4
8. I am fear to listen criticism and losing face when speaking in the class/public.	16	2	32	2.320	0.94	3
9. I have no motivation to express myself	47	1	2	1.100	0.42	5
The domain as a whole				2.100

Graph. (2) Average of students' responses (barriers related to learners)

As it can be seen in table (2) which is about the students' responses to items of the second domain (barriers related to learners) showed the average of item 5 (3.000), item 6 is (2.660) , item 8 is (2.320), item 7 is (1.420) and item 9 is (1.100) respectively.

The results showed that all the participants agreed on item 5. They state that their English vocabulary is not enough to speak fluently in English, The majority of participants agreed on items 6&8. They indicate that their grammar outcome is not good enough to build full sentences they want to say and they are fear criticism and losing face when speaking in the class or public.

In contrast, the majority of participants disagreed on items 7&9 (I can reflect of anything to say or to make the conversation long and I have no motivation to express my thoughts.).

3- What are the barriers regarding to English curriculums and textbooks that has bad impact on the speaking skills of learners?

Table (3) frequencies, averages, and standard deviations of students' responses to items of the third domain (barriers related to curriculum and textbook)

The item	Agree level			Average	Standard deviation	Descend ing order by average
	disagree	No idea	agree			
10. All learners have English textbooks comprise speaking skills.	4	35	11	2.140	0.53	3
11. Our curriculum in the course includes exercises that enough for speaking skills.	27	17	6	1.580	0.70	4
12. The tasks in my textbook make my speaking skills strengthen.	18	2	30	2.240	0.96	2
13. There are many activities in my book to practice speaking inside and outside the classroom.	15	7	28	2.260	0.90	1
The domain as a whole				2.055

Graph. (3) Average of students' responses (barriers related to curriculum and textbook)

In light of table (3) which is comprise the students' responses in items of the third domain (barriers related to curriculum and textbook) showed that the average of item13 is (2.260), item 12 is (2.240) , item 10 is (2.140) and item 11 is (1.580) respectively.

The findings collected revealed that the majority of participants indicated that the exercise in their curriculums their speaking skills strengthen and there are many exercises in their books to be practiced inside and outside the classroom,

Finally yet impotently, the majority of participants showed their disagreement opinion on item 11 (our course curriculum comprise enough exercises for speaking skills.) and the majority of students show no idea about item 10 which says that (. All students have textbooks comprise speaking skills.).

The researcher concludes that there are barriers regarding to curriculums and English textbooks that has bad impact on the speaking skills of students such as their course curriculum doesn't contain enough exercises for speaking skills.

4- What are the barriers concerning to learning/teaching methods that has bad impact on the speaking skills of learners?

Table (4) frequencies, averages, and standard deviations of students' responses to items of the fourth domain (barriers related to learning/teaching methods)

The item	Agree level			Average	Standard deviation	Descending order by average
	disagree	No idea	agree			
14. Teachers blending of English language and Arabic language in their teaching.	13	2	35	2.440	0.88	3
15. Teachers apply different strategies such as body language, intonation ...etc. to practice speaking skills.	10	5	35	2.500	0.81	2
16. Teachers motivate to do presentation in English language.	18	4	28	2.200	0.95	4
17. Teachers use topic to debate to motivate discussions inside the class.	27	7	16	1.780	0.91	6
18. Teachers ask to do role-plays to practice speaking.	33	12	5	1.440	0.67	7
19. The time involved to speaking English language is enough.	20	12	18	1.960	0.88	5
20. Extra instruments and tasks are given to speaking practice.	3	0	47	2.880	0.48	1
The domain as a whole				2.171

Graph. (4) Average of students' responses (barriers related to learning/teaching methods)

Table (4) demonstrates students' responses on the English learning/teaching methods. Data show that the average of item 20 (2.880), item 15 is (2.500), item 10 is (2.140), item 14 is (2.440) respectively.

The results showed that the majority of participants stated that Extra instruments and tasks are given to speaking practice. Their teachers use both English and Arabic in teaching. They also record their teachers' use of body language, intonation through the speaking skills. Their teacher ask students to make presentation in English language.) In contract, the majority of participants show their disagreement opinion about these items (Teachers ask to do role-play to practice speaking skills and they use topic for debate to encourage discussions inside the class.),The time is involved not enough for them.

5- What are the barriers regarding to learning environment that has bad impact on the speaking skills of learners? Table (5) frequencies, averages, and standard deviations of students' responses to items of the fifth domain (barriers related to learning environment)

The item	Agree level			Average	Standard deviation	Descendi ng order by average
	disagree	No idea	agree			
21. The circumstances in speaking class is motivating and attracting.	39	2	9	1.400	0.78	4
22. The size of the class is large.	2	2	46	2.880	0.44	2
23. We listen to the records in the CD for speaking practices.	38	0	12	1.480	0.86	3
24. We are listening and speaking in the English lab.	0	1	49	2.980	0.14	1
The domain as a whole				2.185

Graph. (5) Average of students' responses (barriers related to learning environment)

Table (5) illustrated the students' responses to items related to learning environment. The findings showed that most of participants agreed on items on items (22&24) stated that the class size is large and students learn listening and speaking in the lab.) Whereas the majority of participants opposed the statements in items (21&23) that the atmosphere in speaking class is motivating and attracting and Students listen to the records in the CD as a model for speaking practices.

The researcher concludes that the barriers regarding to learning environment that has bad impact on the speaking skills of learners are the class size is large, the circumstance in speaking class isn't motivating and attracting & students don't listen to the records in the CD as for speaking practices.

6- What is the order of barriers at the domain level from the students' point of view?

Table (6) averages of students' responses to items at the domain level

	Domain	Average	Descending order by average
1	The first domain barriers related to teachers	2.740	1
2	The second domain barriers related to learners	2.100	4
3	The third domain barriers related to curriculum and textbook	2.055	5
4	The fourth Domain barriers related to learning/teaching methods	2.171	3
4	The fifth Domain barriers related to learning environment	2.185	2

Graph. (6) Average of students' responses to items at the domain level

As table 6 illustrates, the order of barriers at the domain level from the students' point of view are:

Barriers related to teachers (average, 2.740), barriers related to learning environment (average, 2.185), barriers related to learning/teaching methods (average, 2.171), barriers related to learners (average, 2.100) and barriers related to curriculum and textbook (average, 2.055) respectively.

As (Table 6) illustrates, the barriers related to teachers, learning environment, learning/teaching methods, learners, curriculum and textbook are summed up as:

- Teachers did not prevent students to use a lot of Arabic language to express their ideas in the answer.

The atmosphere in speaking class isn't exciting and encouraging & learners don't listen to the records in the CD for their speaking performances.

- Students grammar knowledge and vocabulary in English are not good enough to speak English fluently. Students appear shy and afraid of criticism or losing face when speaking in public,.
- Teachers don't ask students to do role-play as a practice speaking skills, they don't use topic for debate to encourage discussions in their class. Students don't have enough chance to express themselves due to limited time and the large class size.

Study results for second questionnaire:

7- What are the methods that help learners during speaking to become more fluently?

Table (7) frequencies, averages, and standard deviations of students' responses to items of the first domain (When I speak English)

The item	Agree level				Average	Standard deviation	Descending order by average
	disagree	neither agree nor disagree	agree	Strongly agree			
1-I say in Arabic before I translate it into English.	33	0	4	13	1.94	1.35	6
2-Communicate in English is very significant for me even though I don't use appropriate grammar.	4	9	28	9	2.84	0.82	4
3-If there is a time, first I write, and last I speak.	4	2	29	15	3.10	0.81	3
4- shy that I feel in making a mistake in speech.	8	0	10	32	3.32	1.10	1
5-I rectify just big errors and disregard the slips of tongue.	11	1	31	7	2.68	0.98	5
6- I reform for myself when making error in speech.	42	1	5	2	1.34	0.82	8
7-If I miss a word, I illustrate the word or use equivalent word in English.	4	3	24	19	3.16	0.87	2
8-I use body language to express my thought better.	31	0	18	1	1.78	1.02	7
The domain as a whole					2.520

Graph. (7) Average of students' responses barriers related to (When I speak English)

Table (7) demonstrated opinions of the students on the methods that help learners during speaking to become more fluently. Average of students' responses barriers related to (When I speak English) are item 4 is (3.32), item 7 is (3.16), item 3 is 3.10, item 2 is 2.84, item 5 is 2.68, item 1 is 1.94, item 8 is 1.78, item 6 is 1.34 respectively

The data showed that most of participants strongly agreed on this item (learners feel shy when they make mistakes.), and the majority of them agreed on these items (they rectify only big errors and ignore slips of tongue, If there is a time, first they write, and then speak. & Communication is very significant for them even if they don't use correct grammar), whereas the majority of participants opposed the statements in these items 1,6,8 (students correct themselves whenever they make errors, they think in Arabic then they translate it into English. and they use gestures to express themselves better).

8- What are the methods that help learners generally to become more fluently?

Table (8) frequencies, averages, and standard deviations of students' responses to items of the first domain (To improve my speaking ability)

The item	Agree level				Average	Standard deviation	Descending order by average
	disagree	neither agree nor disagree	agree	Strongly agree			
9-I use magazines and books to learn new structures and vocabulary.	18	12	20	0	2.04	0.88	10
10-I try to memorize the speeches to use new structures.	17	0	33	0	2.32	0.96	6
11-I analyze the summary of the speeches or the text in my own words or sentences.	8	1	22	19	3.04	1.03	3
12-I practice speaking English with my instructors and my friends after class.	3	1	13	33	3.52	0.81	2
13-I practice reading English texts aloud.	11	0	31	8	2.72	0.99	5
14-I listen to radio or recordings.	4	0	2	44	3.72	0.83	1
15-I try to repeat after listening to a radio or any music.	3	29	18	0	2.30	0.58	7
16-I like to watch films or TV English programs.	43	0	6	1	1.30	0.76	13
17-When my instructor asks questions in class, I try to think him/her mentally.	25	1	12	12	2.22	1.30	8
18- My friends speak in class, I try to recognize their errors and correct them in my mind.	3	44	2	1	2.02	0.43	11
19- In listening to my instructors or people who are good at English, I take careful about the structures, idioms that they use, and I try to involve them in speaking.	3	43	4	0	2.02	0.38	12
20-My uses for English to English dictionary to get better my pronunciation and acquire new words.	3	0	46	1	2.90	0.51	4

The item	Agree level				Average	Standard deviation	Descending order by average
	disagree	neither agree nor disagree	agree	Strongly agree			
21-I try to be relax in speaking English	16	13	21	0	2.10	0.86	9
The domain as a whole					2.478

Graph. (8) Average of students' responses (To improve my speaking ability)

Based on the above table (8), which is indicated the perceptions of the participants towards the methods that help learners generally to become more fluently, it could be concluded that the average of items are: item 14 is (3.72), item 12 is (3.52), item 11 is (3.04), item 20 is (2.90), item 13 is (2.72), item 10 is (2.32), item 15 is (2.30), item 17 is (2.22).item 21 is (2.10), item 9 is (2.04), item 18 is (2.02), item 19 is (2.02) and item 16 is (1.30) respectively

The data showed that the majority of participants strongly stated that they listen to radio and recordings, they speak English with their teaches and friends after class and most of participants agreed on these items (they try to use English to English dictionary to get better in their pronunciation and acquire new words, they practice reading

English texts aloud, they memorize the dialogs to use the structures), on the other hand. the majority of participants disagreed on this item (they watch films or TV programs in English) and the majority of participants neither agreed nor disagreed on these items (When their friends speak in class, learners try to recognize their errors and rectify them in their minds, When they are listening to the instructors or some of people who are good at English, students take careful about the English structures, and idioms that they use and learners try to utilize them in their speaking, they try to repeat after listening to radio or music).

The researcher conclude that the methods that help learners generally to become more fluently are summed up as:

It is important to note that the progress in English speaking skills of the students is not the work of the teacher but also requires the efforts from the students.

The methods that help learners during speaking to become more fluently are summed up as

- Try to think in English.

Learners speak this anytime, when they are thinking about anything, try to use English, even use an English-to-English dictionary.

- Talk to yourself.

When students are alone anywhere, they can improve their English by speaking their thought out loud.

- Focus on English fluency not grammar.
- If the students concentrating on speaking fluently not to be correctly, they'll still be understood and they'll sound better.
- Listen and repeat
- Focus on the effect of current technological trends and Communicative Language Teaching (CLT) in the improvement of the learners speaking skills.

Watching T.V or YouTube in English improve students' fluency by choosing a short part of a show and repeat it the same way like the native speaker. Pay attention to stressed sounds.

- Learn word forms with the new words and learn phrases not words. Try to tell a story using your English.

9- What are the activities that help learners generally to become more fluently using the internet and playing electronic games?

Table (9) frequencies, averages, and standard deviations of students' responses to items of the third domain (the internet and playing electronic games)

The item	Agree level					Average	Standard deviation	Descending order by average
	Almost daily	About once a week	About once a month	Less frequently	Never			
1-Searching for information as : Google.	46	0	0	2	2	1.280	0.97	6
2-Reading articles or newspapers on the internet.	9	16	15	4	6	2.640	1.22	2
3-Ordering products or using services on the internet.	43	1	3	0	3	1.380	1.05	4
4- Having spoken discussions over the internet via e.g. Skype.	3	44	0	0	3	2.120	0.77	3
5-Having written discussions over the internet (via e.g. Messenger or IRC).	44	2	0	0	4	1.360	1.10	5
6- Following discussion forums or weblogs.	3	0	0	0	47	4.760	0.96	1
7- Playing internet-based games.	50	0	0	0	0	1.000	0.00	7
The domain as a whole						2.077

Graph. (9) Average of students' responses barriers related to (the internet and playing electronic games)

In table (9) which is included the students' answers to the items in the third domain (the internet and playing electronic games) showed that average of item 6 is (4.760), item 2 is (2.640), item 4 is 2.120, item 3 is (1.380), item 5 is (1.360), item 1 is (1.280) and item 7 is (1.000) respectively.

The findings showed that the majority of participants strongly agreed on using these items almost daily (Playing internet-based games. Searching for information as: Google. Ordering products or using services on the internet, Having written discussions over the internet (via e.g. Messenger or IRC)), the most of participants agreed on using this item about once a week (Having spoken discussions over the internet via e.g. Skype.) on the other hand, the majority of participants never use this item (Following discussion forums or weblogs.).

It could be concluded that it is very important to focus on the effect of current technological trends and Communicative Language Teaching (CLT) in the improvement of the learners speaking skills. Using internet and You-Tubeetc. help learners generally to become more fluently. Carter (1998), indicated the use of technology in learning helps the students proceed their vocabulary.

10 - What is the order of methods that help learners to speak more fluently at the domain level from the students' point of view?

Table (10) averages of students' responses to items at the domain level for the second questionnaire

	Domain	Average	Descending order by average
1	The first domain When I speak English	2.520	1
2	The second domain To improve my speaking ability	2.478	2
3	The third domain the internet and playing electronic games	2.077	3

Graph. (10) Average of students' responses (the domain level for the second questionnaire)

As table 10 illustrates, the order of methods that help learners to speak more fluently at the domain level from the students' point of view are:

The average of first domain (When I speak English) is (2.520), Domain 2 is (To improve my speaking ability) is (2.478) and Domain 3 (the internet and playing electronic games) is (2.077) respectively.

As (Table10) indicates, the order of methods that help learners to speak more fluently at the domain level from the students' point of view are summed up as:

- **The first domain:** Students feel shy when they make mistakes. They rectify only big errors and disregard slips of tongue. If they have time, first they write, and then they speak. Communicate is very significant for them even though if they don't use appropriate grammar. They don't think in Arabic and translate it into English. – They don't correct themselves whenever they make errors. And they don't use gestures (body language) to express themselves better.

The second domain: The methods that help learners generally to become more fluently from the students' point of view are as the following:

- The students state that they don't listen to radio or recordings. They speak English with their instructors and their friends after class. They memorize the dialogs to use the structures. They practice reading English texts aloud, When their friends speak in class, students try to recognize their errors and correct that in their minds. And they don't watch films or TV programs in English

The third domain: The activities that help learners generally to become more fluently using the internet and playing electronic games are summed up as:

- Playing internet-based games. Searching for information as: Google. Ordering products or using services on the internet. Having spoken discussions over the internet via e.g. Skype. They never follow discussion forums or weblogs.

The interview results:

The researcher conducted an interview with five lecturers and asked them five questions. Their responses are summarized in table 11.

Table 11: the lecturers' responses on the interview questions.

The question	responses	frequency
(1) What are the weaknesses of students in oral communication? Explain	shy or anxiety in conversation	4
	They do not have vocabulary	3
	They are worried about grammar When they try to answer	3
	They talk in Arabic	2
	Lack of confidence	1
	their personality, they don't like to speak	1
	Some topics in the book are not interesting enough	1
(2) Why some students do better than others in speaking but they have got low scores. In contrast of some students, answer very well and they have got high scores in the exam? Explain	Shy	2
	Students fear about their marks	1
	They do not want to speak in front of the class	1
	They have limited vocabulary	1
	The variant levels of students	1
	they can't express their self	1
	they afraid to making errors	1
	the big number of the students	1
(3) What are the technical strategies that can be used in the classroom to motivate students for speaking without fear of making errors?	midterm I do not take it as individual, I give them topic to discuss about it in groups	4
	I motivate them about the importance of English	3
	Let them speak without correcting them	1
	give them vocabulary in the board and ask them to speak freely	1
	give them some incomplete sentences to discuss to each other's, not correcting them by teacher but by their friends	1

	In my class I told them if you speak I will give you extra marks for participation	1
	week student I met them inside the university, I encourage them to speak English with me without fear	1
	for shy students I like them to read and record their voice as whats app, I have a lot of messages. And I asked them to speak in front of the mirror to get a confidence.	1
	I told them this is not lecture just we want to talk as friends	1
(4) How can teachers reduce anxiety and shyness between students in oral performances?	for shy students I like them to read and record their voice as whats app, I have a lot of messages. And I asked them to speak in front of the mirror to get a confidence.	4
	You should appreciate her effort	1
	your body gesture	1
	you can give them a positive feedback	1
	let them read in front of the class any text	1
	I gave them a confidence to speak	1
(5) What are the technologies that used in the class, Did had a strong impact on the students, Is that motivate them to speak?	We use the PowerPoint	3
	Work in groups	2
	We have e book, white board	2
	If ask them to send e notes, they happy to do that	1
	Games	1
	CD player	1
	brain storming	1

	Cambridge online app	1
	What's app groups	1
	some documentary videos	1
	quizzes online	1

The interview results

The researcher conducted an interview with five lecturers and asked them five questions. Their responses are summarized in table 11.

Table 11: Lecturers' responses on the interview question (1)

The question	responses	frequency
(1) What are the weaknesses of students in oral communication? Explain	shy or anxiety in conversation	4
	They do not have vocabulary	3
	They are worried about grammar When they try to answer	3
	They talk in Arabic	2
	Lack of confidence	1
	their personality, they don't like to speak	1
	Some topics in the book are not interesting enough	1

Graph. (11) Frequency of the lecturers' responses on the interview question (1)

As it seen in Graph. (11), the majority of lecturers agree on the statements which say that students are shy and anxiety in conversation, they do not have vocabulary and they are worried about grammar when they try to answer.

The question	responses	frequency
(2) Why some students do better than others in speaking but they have got low scores. In contrast of some students, answer very well and they have got high scores in the exam? Explain	Shy	2
	Students fear about their marks	1
	They do not want to speak in front of the class	1
	They have limited vocabulary	1
	The variant levels of students	1
	they can't express their self	1
	they afraid of making errors	1
	the big number of the students	1

Graph. (12) Frequency of the lecturers' responses on the interview question (2)

It is clear from Graph. (12), that the majority of lecturers are interested in this choice (shy), so the answer of the question is: some students do better than others in speaking but they have got low scores because they are shy.

The question	responses	frequency
(3) What are the technical strategies that can be used in the classroom to motivate students for speaking without fear of making errors?	midterm I do not take it as individual, I give them topic to discuss about it in groups	4
	I motivate them about the importance of English	3
	Let them speak without correcting them	1
	give them vocabulary in the board and ask them to speak freely	1
	give them some incomplete sentences to discuss to each other's, not correcting them by teacher but by their friends	1
	In my class I told them if you speak I will give you extra marks for participation	1
	week student I met them inside the university, I encourage them to speak English with me without fear	1
	for shy students I like them to read and record their voice as what's app, I have a lot of messages. And I asked them to speak in front of the mirror to get a confidence.	1
	I told them this is not lecture just we want to talk as friends	1

Graph. (13) Frequency of the lecturers' responses on the interview question (3)

As it illustrated by Graph. (13), the most of lecturers agree on the statements which say that lecturers do not take midterm as individual, they give students topic to discuss about it in groups and they motivate students about the importance of English.

The question	responses	frequency
(4) How can teachers reduce anxiety and shyness between students in oral performances?	for shy students I like them to read and record their voice as what's app, I have a lot of messages. And I asked them to speak in front of the mirror to get a confidence.	4
	You should appreciate her effort	1
	your body gesture	1
	you can give them a positive feedback	1
	let them read in front of the class any text	1
	I gave them a confidence to speak	1

Graph. (14) Frequency of the lecturers' responses on the interview question (4)

It is clear from Graph. (14), that the most of lecturers are interested in this choice (shy), so the answer of the question is (for shy students, teachers like them to read and record their voice as what's app, they have a lot of messages. And teachers asked them to speak in front of the mirror to get a confidence.

The question	responses	frequency
(5) What are the technologies that used in the class, Did had a strong impact on the students, Is that motivate them to speak?	We use the PowerPoint	3
	Work in groups	2
	We have e book, white board	2
	If ask them to send e notes, they happy to do that	1
	Games	1
	CD player	1
	brain storming	1
	Cambridge online app	1
	What's app groups	1
	some documentary videos	1
	quizzes online	1

Graph. (15) Frequency of the lecturers' responses on the interview question (5)

As it illustrated by Graph. (15), the majority of lecturers agree on the statements which say that teachers use the PowerPoint, work in groups and have e book, white board.

Thus the answer of question is the technologies that used in the class are using the PowerPoint, working in groups and having e book, white board.

Discussion:

The objective of this present study presents the findings of research conducted to challenges faced by Saudi English as foreign language (EFL) learners and to formulate some strategies to overcome their speaking difficulties.

The findings of the research instruments: From the two questionnaires and the interview recognize the barriers related to teachers, learning environment, learning/teaching methods, learners, curriculum and textbook that has bad impact on the speaking skills of learners as follow:

- Teachers let students use a lot of Arabic language to express their answers. As a result, the learners can't acquire enough ability to speak and communicate fluently in English. So they speak few sentences or even words in English and many times they say in Arabic.
- The use of traditional methods of teaching by the teachers, Naser, I & Hamzah, M (2018) and Almutairi (2015) noted that one of the reasons for incompetency in the language among students results from the use of traditional methods of teaching by the teachers. Therefore, teachers need to be creative and provide effective strategies that support students' attention high in order to make the learning process successful.
- The circumstances in English class for speaking isn't encouraging and less motivating, students don't try listen to the records in English in CD as an improvements for their speaking ability. Even though the importance of

listening in the process of EFL teaching and learning, this skill is not getting as much attention as other skills. Good listening skills help in improving speaking abilities. Therefore, teachers must innovate an surroundings conditions lead to listen and speak and motivate the progress in listening and speaking performance that are necessary for long-term skills.

- Mother tongue influence. As to Timothy and Naser, I & Hamzah, M (2018) the effects of the first language is one of the causes of mispronunciation of English words by the EFL students. Teachers prevent the learners to use much their language to participate during the lectures. Consequently they need to motivate the students to respond in English.

- Students 'vocabulary and grammar knowledge in English are little and not enough to speak and communicate fluently. This is a prevalent factor inhabit that the communicative skills in speaking among students .An agreement situation is authenticated in a survey by Naser, I & Hamzah, M (2018). It showed that the students' self-confidence when it comes to speaking English is greatly reduced by the inability to construct grammatically correct sentences and a study by Chae (2014). He stated that it is important for teachers to improve grammatical knowledge of the students in order to avoid problems in conversation.
- Students appear shy and afraid losing face or to listen any criticism when speaking in front of the class,
- A similar situation is authenticated in a survey by Hanifa, R (2018). He stated that one of the reason that affects the speaking abilities of the students was anxiety. Teachers can reduce anxiety and shyness between students in oral performances by asking students to read and record their voice and to speak in front of the mirror to get a confidence.
- Teachers don't ask students to practice speaking skills as Role-play, they don't use topic for debate to encourage negotiation in the class. They don't emphasize English as the medium of instruction and to ensure the students' understanding, they use the mixture of English and Arabic. This makes their comprehension of English slower. Thus the environment in which the EFL students live and study affects their speaking skills . When EFL students are surrounded by people that speak their first language they tend to speak more of that than the English language. So instructors should give a chance for learners to practice the peaking skill in English language in many classes by providing different tasks to communicate such as role-play, debatable topics, and discussion.
- Some curriculums and English textbooks do not provide sufficient exercises to improves speaking skills, therefore learners lack chance to practice.
- Students can't express their ideas and even themselves in a short time and little chance in the large class size. Since there are many students in the class, teachers can't assess the performance for all learners in a limited time and give them feedback, so learners are lost and they don't know what kind of suggestions they should to follow in order to speak appropriately and fluently. In such situation learners tend to be passive.

The results of this survey are similar with the results of Naser, I & Hamzah, M (2018), Kalaldehy (2016), Hameed MM (2013, Mamoon Muhsin Alaraj(2017), Zughoul (1984) and Rababah's study (2001).

Chapter 5

Conclusion and Future Works

The purpose of this study is to present the findings of research conducted to challenges faced by Saudi English as foreign language (EFL) learners and formulate some strategies to overcome their speaking difficulties .In order to do that a sample of 50 students who have enrolled in year one of intensive preparatory English class used. The results from two research instruments: Tow questionnaire and an interview recognize the barriers related to teachers, learning environment, learning/teaching methods, learners, curriculum and textbook that has bad impact on the speaking skills of students as follow:

- (1)Instructors do not consider English as the medium of teaching or instruction. (2)They let learners use much Arabic to express the ideas. (3) They do not f organize communicative task frequently to improves students' speaking ability such as role-plays.(4) Mother tongue influence, teachers didn't prevent students to use Arabic words to express their ideas. (5)The use of traditional methods of teaching by the teachers.
- (6) Students shyness and they are afraid of making mistakes in their speech when speaking in the class or even in public.
- (7) Learners' background knowledge of English is low. (8) They have a limited time for speaking tasks. (9) They lack motivation to speak English.
- (10) The atmosphere in classes for speaking practice is not really attracting and motivating.
- (11) The large size of class effects on the effectiveness of students' speaking performance.
- (12) English curriculums and most textbooks do not contain sufficient exercises for speaking tasks.

Suggestions based on the findings:

The teachers' strategies used to improve learners' fluency in speaking are summed up as:

- (1) Instructors must consider English as the medium of instruction in the class. (2) They should prevent their learners to use Arabic words among the lessons, consequently, encourage them to respond in English. (3) They should provide communicative practices to make progress in students' speaking abilities such as role-plays, discussions. (4) They should give a chance for students to practice speaking English in the class. (5) They should attract their students to speak and give a solution to overcome shyness to a friendly and cooperative environment.
- (6) Teachers need to be creative and provide effective strategies maintain students' attention in order to make the learning process successful.

According to Ngangbanm (2016) the aim of teaching any language is to ensure the student has some of the basic language skills: listening, writing, reading, speaking. (7) One of the important ways is changing the traditional

teaching method to the modern one, such as using YouTube. By using YouTube, they can get a good quality of speech and learn listening by themselves inside and outside the classroom.

(8) Use technology: students have positive attitude in learning English when they use technological devices. Therefore, instructors should give students variety kinds of input such as sessions, articles of news, TV shows, many conversations, hold an interviews or storytelling and so on. Using visible assistance are very important because they draw learners' attentions and increase their motivation.

(9) Reinforce active listening: Listening as one of the language skills plays a very important role to empower students' communication skills. It is because listening supports students' proficiency in speaking. Good listening skills helps in improving speaking abilities because students can get a real conversation straight from the native speakers.

It is vital to note that the progress in English speaking skills of the students is not the work of the teacher but also requires the efforts from the students.

The learners' strategies about speaking in public

The methods that help students during speaking to become more fluently are summed up as

(1) Trying to think in English.

Students can try to speak in anywhere and anytime, when they are thinking about anything, try to use English, even use an English-to-English dictionary.

(2) Talk to yourself.

When students are alone anywhere, they can improve their English by speaking their thought out loud.

(3) Focus on English fluency not grammar.

If the learners concentrate on speaking to be fluently more than to be correctly, they'll be much understood and better.

(4) Listen and repeat

(5) Focus on the effect of current technological trends and Communicative Language Teaching (CLT) to enhance the progression of the learners' speaking abilities.

(6) Watching T.V or YouTube in English improve students' fluency by choosing a short part of a show and repeat it the same way like the native speaker. Pay attention to stressed sounds.

(7) Learn word forms with the new words and learn phrases not words. Try to tell a story using your English.

Learners are recommended to combine to many English clubs and English societies inside their universities or even outside as learning institutions to communicate in English with other members.

Fluency that means speaking in easily, reasonably also quickly and without hesitate and pause a lot. Becoming fluent in a language can take years, but here are some tips to help you.

- speakers if he is good can communicate and get their message across smoothly, even though they may make mistakes. Communication is the most significant part of speaking; it is important to communicate your ideas. Here are some recommendations to help for speaking more fluently.
 - Use every chance in the class to speak English. Speak to your friends and your instructor in English. The more English you speak, the easier you will find speaking.
 - Be confident. You do know a lot of English. Use your English and show what you can say.
 - speak in clear speech about the message you want to tell.
 - Don't worry to make mistakes.
 - Practice anytime and anywhere with different applications. 'Speak for one minute without hesitation ..'
- Choose a topic, e.g. video games.
- Use little expressions to think and to fill the gaps as 'Em' .
 - Try to choose communication strategies to make your English seems natural.

Recommendations

Based on findings of the study, the researcher recommends that

- Using of English in teaching all the courses in university.
- It would be beneficial and useful to do a survey in which learner variables such as: field of study, age and culture background.
- Many surveys can be authenticated with the objective of result more attractive instruments of teaching this skill as well as equivalent to strategies for practice speaking in EFL schools.

Limitations:

- 1-Usful instruments are required as pre-test and post-test but the period is limited.
- 2-Some instructors refused to record the interview.
- 3-I found some difficulties in collecting the results from printed questionnaires that's took a long time

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Appendix A

Instructor Interview questions

- (i) What are the weaknesses of students in oral communication? Explain
- (ii) Why some students do better than others in speaking but they have got low scores. In contrast of some students, answer very well and they have got high scores in the exam? Explain
- (iii) What are the technical strategies that can be used in the classroom to motivate students for speaking without fear of making errors?
- (iv) How can teachers reduce anxiety and shyness between students in oral performances?.
- (v) What kind of technology is used in your teaching methods? Did have a strong impact on the students in the classroom ?Did this technology motivate them to negotiate and to speak in a long discussion ?

Appendix B

Questionnaire on Communication challenges: EFL Saudi Speaking Skills and proposed strategies for overcoming speaking difficulties.

Investigation on the challenges EFL students in Saudi Arabia face in learning English speaking skills in the EFL classroom ,and how the challenges can be overcome through some learners' methods.

BACKGROUND INFORMATION:

Name (Optional).....Level.....Age.....

How important is English to you personally?

- 1 ☐ Very important
- 2 ☐ Moderately important
- 3 ☐ Not very important
- 4 ☐ Not important at all

How long you have studied English altogether.

Study is understood here as any form of institutional education and self-study.

- ☐ I have not studied English at all
- ☐ Less than a year
- ☐ 1–2 years
- ☐ 3–5 years
- ☐ 6–10 years
- ☐ 11–15 years
- ☐ More than 15 years.

The purpose of this study is to explore barriers related to teachers, learners, content, teaching methods, and learning environment that negatively affect the speaking skills of students.

Instructions: Put a (☑) on your most preferred answer (1-agree, No idea, disagree). Choose one answer please.

Domain 1. The Factors regarding to teachers that has bad impact on your speaking skills:

Questionnaire items	1.Agree	2.No Idea	3.Disagree
1. Teachers motivate us to speak in English language.			
2. Teachers allow us use Arabic language to convey our thoughts.			
3. Teachers are patient, understanding, sympathetic, and supportive.			
4. instructors focus English as a medium of instruction.			
5-My possession of English vocabulary is NOT enough to speak English fluently.			

Domain 2. The Factors regarding to students that has bad impact on your speaking skills

6. My grammar input is NOT enough to build the sentences that I want to say.			
7. I cannot reflect of anything to say or to make long conversation.			
8. I am fear to listen criticism and losing face when speaking in the class/public.			
9. I have no motivation to express myself.			

Domain 3. The Factors regarding to curriculum and textbook that has bad impact on your speaking skills

10. All learners have English textbooks comprise speaking skills.			
11. Our curriculum in the course includes exercises that enough for speaking skills.			
12. The tasks in my textbook make my speaking skills strengthen.			
13. There are many activities in my book to practice speaking inside and outside the classroom.			

Domain 4. The Factors regarding to learning/teaching methods that has bad impact on your speaking skills.

14. Teachers blending of English language and Arabic language in their teaching.			
15. Teachers apply different strategies such as body language, intonation ...etc. to practice speaking skills.			
16. Teachers motivate to do presentation in English language.			
17. Teachers use topic to debate to motivate discussions inside the class.			
18. Teachers ask to do role-plays to practice speaking.			
19. The time involved to speaking English language is enough.			
20. Extra instruments and tasks are given to speaking practice.			

Domain 5. The Factors regarding to learning environment that has bad impact on your speaking skills.

21. The circumstances in speaking class is motivating and attracting.			
22. The size of the class is large.			
23. We listen to the records in the CD for speaking practices.			
24. We are listening and speaking in the English lab.			

This questionnaire explore some methods that help learners to speak more fluently.

Instructions: Put a (☒) on your most preferred answer (1-disagree, 2-agree-3-Strongly agree,4- neither agree nor disagree). Choose one answer please.

Domain 6.When I try to speak English.....

Questionnaire Items	1.disagree	2.agree	3.Strongly agree	4.neither agree nor disagree
1-I say in Arabic before I translate it into English.				
2-Communicate in English is very significant for me even though I don't use appropriate grammar.				
3-If there is a time, first I write, and last I speak.				
4- shy that I feel in making a mistake in speech.				
5-I rectify just big errors and disregard the slips of tongue.				
6- I reform for myself when making error in speech.				
7-If I miss a word, I illustrate the word or use equivalent word in English.				
8-I use body language to express my thought better.				

Domain 7: To get better in my speaking ability:

9-I use magazines and books to learn new structures and vocabulary.				
10-I try to memorize the speeches to use new structures.				
11-I analyze the summary of the speeches or the text in my own words or sentences.				
12-I practice speaking English with my instructors and my friends after class.				
13-I practice reading English texts aloud.				
14-I listen to radio or recordings.				
15-I try to repeat after listening to a radio or any music.				
16-I like to watch films or TV English programs.				
17-When my instructor asks questions in class, I try to think him/her mentally.				
18- My friends speak in class, I try to recognize their errors and correct them in my mind.				
19- In listening to my instructors or people who are good at English, I take careful about the structures, idioms that they use, and I try to involve them in speaking.				
20-My uses for English to English dictionary to get better my pronunciation and acquire new words.				
21-I try to be relax in speaking English				

The use of the internet and playing electronic games in your free time. Which of these do you do in English:-Please answer all items 1-7.

Questionnaire Items	1-Almost daily	2-About once a week	3- About once a month	4- Less frequently	5- Never
1-Searching for information as : Google.					
2-Reading articles or newspapers on the internet.					
3-Ordering products or using services on the internet.					
4- Having spoken discussions over the internet via e.g. Skype.					
5-Having written discussions over the internet (via e.g. Messenger or IRC).					
6- Following discussion forums or weblogs.					
7- Playing internet-based games.					

الخلاصة

الهدف من هذا البحث هو استخلاص نتائج الدراسات التي نفذت على الصعوبات والعوائق التي تواجه المتعلمون السعوديون كمتحدثين اللغة الإنجليزية وتقديم بعض الاستراتيجيات للتغلب على صعوباتها واتقانها بمهارة في المملكة العربية السعودية ، هناك اعتقاد سائد على نطاق واسع بأنه من الممكن لمتعلمي اللغة الإنجليزية تحقيق مستويات بكفاءة عالية في الكتابة والقراءة والاستماع لكنهم لا يتحدثون اللغة الإنجليزية بطلاقة كافية مقارنة بأقرانهم من جميع أنحاء العالم. هذا أمر مثير للقلق حيث أن هؤلاء الطلاب لديهم دورات انتقائية وإجبارية في اللغة الإنجليزية تمتد على مدار عشر سنوات تقريباً من التعليم المدرسي الإلزامي. سوف تقترح من النتائج بعض العوامل المؤثرة التي يواجهها هؤلاء الطلاب في التحدث عن طريق تمييز هذه التحديات منها أوجه القصور والضعف من جوانب متعددة في طريق تعليمهم . الهدف من هذه الدراسة هو البحث عن إجابات لهذه العوامل التي تواجه المتعلم أثناء التحدث باللغة الإنجليزية من أجل القيام بذلك سيتم استخدام عينة مكونة من 50 طالبة التحقوا بالسنة الأولى في فصول اللغة الإنجليزية التحضيرية المكثفة. سيتم استخدام منهج في البحث كمي ونوعي لنتائج دقيقة وتجنب الانحياز. سيتم تحليل البيانات الكمية باستخدام برنامج لتحليل البيانات بينما سيتم تحليل البيانات النوعية باستخدام التحليل الوصفي. ستساعد نتائج الدراسة في تحديد بعض الأسباب التي تجعل التحدث باللغة الإنجليزية يمثل تحدياً لطلاب اللغة بالإضافة لتقديم المساعدة في صياغة استراتيجيات للتغلب على هذه العوامل التي تواجه الطالب أثناء التحدث .

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صفحة الموافقة

تحدي الصعوبات والعوائق من خلال التواصل و التحدث باللغة الإنجليزية واستراتيجيات لإتقانها بمهارة

رسالة مقدمة من الطالب/هـ

{حياة أحمد كشميري}

لجنة التحكيم

الاسم	التوقيع
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لغير الناطقين بها

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