

## Saudi EFL University Instructors' Barriers to Teaching the Speaking Skills: Causes and Solutions

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### Abstract

The aim of this study was to investigate the causes and the solutions of Saudi EFL university instructors' barriers to teaching the speaking skill. The sample of the study consisted of 132 randomly-selected EFL preparatory year instructors at Al-Imam Mohammad Ibn Saud Islamic University, Princess Nourah Bint Abdulrahman University, and King Saud University in Riyadh city. Three instruments were utilized to collect data for the study: the first one was a questionnaire, the second was semi-structured interviews, and the third one was lectures observations. The researcher designed a five-point Likert scale questionnaire to collect the data of the study which was validated by a panel of raters consisting of ten university professors and instructors. To ensure reliability, Cronbach Alpha formula was calculated. Besides, The findings of the study revealed that the causes of Saudi EFL university instructors' barriers to teaching the speaking skill in the preparatory year were as follows: students' use of L1 during group work or pair work, lack of vocabulary, fear of making mistakes, lack of self-confidence, and lack of motivation. Furthermore, the study results advocated the following solutions to Saudi EFL university instructors' barriers to teaching the speaking skill: enhancing students' self-confidence to speak without fear, correcting students' mistakes kindly, meeting students' needs in speaking textbooks, and adopting recent motivating techniques, increasing the motivating speaking activities in textbooks, and testing the speaking skill. Finally, the study concluded that teacher training and preparation programs should help EFL instructors overcome and avoid such teaching barriers in teaching the speaking skills

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