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**Investigating the Challenges Encountered by EFL
Students in Speaking Confidently Inside the Classroom**

**A Dissertation Submitted in Partial Fulfillment of the Requirements
of Master's Degree of Art in Applied Linguistics**

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Dedication

I would like to express my heartfelt thanks to my beloved father, Almahdi Sharata, and my mother, Mabrouka Albakhnouq, for their constant support and encouragement throughout my academic journey. I am also deeply grateful to my friends Mohammed Eslail and Seef Eshnina, my brother Ahmed , and to everyone who, in any way, has helped me in completing this study.

To my mother who passed away recently, her absence has left a void no words can fill, but her kind gestures and comforting words have been a light in my darkest moments. May Allah accept her among the righteous, grant her the highest ranks in Jannah, and reward all those who stood by us during this difficult time. She was my guiding light, my home, and my prayer. I will carry her love, values, and memory with me in all that I do.

Finally, I would like to dedicate this research to my martyr brother, Yousef. His memory and sacrifice inspire me every day, and this work is a tribute to his enduring legacy.

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Abstract

This study examined the challenges faced by Libyan Foreign Language University students in English speaking classrooms. The primary focus was on identifying the factors contributing to students' difficulties in speaking production and exploring ways to overcome these challenges. Two research questions were formulated to investigate the challenges students face in speaking classes and the strategies they use to cope with them.

To collect data, both quantitative and qualitative methods were employed, using a questionnaire and classroom observations as research instruments. The study sample consisted of 34 students, randomly chosen to complete the questionnaire, while four English teachers from the Department of English at University of Zawia, were chosen for classroom observation. The questionnaire was used to identify students' challenges, while the observations used to understand the speaking challenges faced by both teachers and students.

Data from the student questionnaire were analyzed using SPSS software, while content analysis was applied to the observation data. The findings indicated that first-semester Libyan university students face speaking challenges that could be addressed by focusing more on speaking skills. Issues related to teachers, teaching resources, textbooks, and extracurricular activities require immediate attention. Recommendations were provided, and the results of this study open avenues for further research in this area.

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Abbreviations

L1.....	First Language
L2.....	Second Language
EFL.....	English as First Language
ESL.....	English as First Language
CLT.....	Communicative language teaching
TBLT.....	Task Based Language Teaching
SPSS.....	Statistical Package for the Social Sciences

Chapter One

Introduction

1.1 Background of the Study

Speaking skill is the process of using the language to communicate orally by using verbal or nonverbal expressions in different contexts that can be developed through language learning. Chaney (1998, p.3). Harmer (2007, p.284) says that speaking is the ability to speak fluently and presupposes not only knowledge of language features, but also the ability to process the information and language on the spot.

Speaking skill is one of the most important skills that as it allows us to communicate with others to express thoughts and feelings, however there are plenty of challenges and difficulties which learner is exposed to. There is no doubt that motivation plays crucial role at English language learning specially at improving all skills especially speaking for undergraduate students, it's considered as the one of the most essential keys which must be applied for the success of both learning and teaching processes . Several researchers have emphasized the strong relation between learning and motivation

According to Boonkit (2010, p.134), "motivation which is one of the keys to the success of teaching and learning process can interpreted as the effort that can encourage someone to do something or the driving force of the subject to perform an action in a goal".

There are another factors which are not less important than the lack of motivation such as the difficulty of pronunciation for unfamiliar words and the fear of mistakes. Jabeen (2013) states that the unsuitable atmosphere is a crucial reason for reduced speaking abilities. Horwitz (1991) believes that anxiety about speaking can affect students' performance. For some individuals, learning a second language is extremely a difficult job which means that they struggle a lot with facing these different obstacles.

1.2 Statement of the problem

According to research conducted by many researchers such as Indahyanti et al (2023) and Horwitz (1986), Kulsum et al. (2025), Alsalihi (2020) and Al-Jamal & Al-Jamal (2014) it is noticed that many EFL students have many difficulties to speak confidently

and fluently and this is the case for many Libyan learners of English as well. Thus this study aims to investigate this challenges that encounter students in speaking and understand the reasons behind students speaking weaknesses from students' points of view. The points of weakness differ from one student to another, which means that each point needs to be considered and addressed individually. Lack of speaking practice can lead to feelings of inadequacy, making it difficult for students to engage fully in classroom discussions or peer interactions

1.3 The Aims of Study

The study aims to find out the challenges which encounter undergraduate students regarding speaking skill at University of Zawia and how they can be supported to speak confidently at the classrooms. It also intends to investigate the factors that contribute to students' difficulties in speaking.

1.4 Research Questions

This research tries to answer the following questions

1. What are the challenges encountered by students in speaking?
2. What are the factors that contribute to students' difficulties in speaking?

1.5 Significance of the Study

This study is significant because it identifies the challenges encountered by undergraduate students at University of Zawia. It also suggests some methods that students may be able to speak fluently. The study results assist teachers to find solutions for speaking problems. It is hoped that the outcomes gained from this study will open doors for further research in the future

1.6. Methodology

A mixed-methods approach was adopted to gather and analyze the data. To answer the research questions, data was collected through classroom observations. The study aimed to examine the challenges faced by first-year students and their teachers in English speaking classes. The sample included 34 students, randomly chosen to complete a questionnaire, while only four English language teachers from the Department of English at University of Zawia, were chosen for observation. First-year students were chosen because they are enrolled in a speaking course and investigating their challenges

early in their academic journey may help to address these issues promptly. The data from the students' questionnaires was analyzed using SPSS software and content analysis was applied to analyze the observational data.

This research included mixed method approach which means that the data collected will be analyzed. This approach will help to understand this issue in depth, and it will assist to identify the main obstacles or problems that prevent students to improve their speaking skills. The students will have the opportunity to choose their own subject to speak about , then after they finish their talk, they have to fill a questionnaire papers with closed end questions and multiple choice questions .This questionnaire includes most of the common challenges that the students encounter at their speaking skill

After collecting the questionnaires data, an observation was held by the researcher for each student individually. The teacher tried to diagnose the problems which the students face at the speaking skill according to the observation during the speaking session besides to data gathered from each student. To make this study effective , two instruments were applied for data collection(questionnaires and observation):-

1.7. Structure of the Dissertation

This dissertation is composed of six chapters, they are as follows.

- The first chapter serves as an introduction, providing an overview of the problem under investigation. It outlines the problem statement, research questions, study objectives, and research methodology.
- The second chapter presents the literature review, summarizing previous studies related to speaking skills.
- The third chapter details the research methodology and the tools used for data collection and analysis.
- Chapter four focuses on data analysis, examining both quantitative and qualitative data. The fifth chapter discusses the findings and their implications.
- Lastly, the final chapter provides the conclusion along with recommendations.

Chapter Two

Review of Literature

2.1 Introduction

This section presents a general background about related topics to the study that have explored the difficulties students face in classroom interaction when it comes to speaking skills, as well as the factors that influence them. To gain a deeper understanding of the subject being investigated, various aspects related to speaking are discussed. These aspects include components of speaking skills, the teaching of speaking, interactions in the classroom, and the factors that impact students' speaking abilities. Finally, a summary of the chapter is also presented.

2.2 Definition of Speaking

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

Speaking is a crucial language skill that involves using language to interact with others Brown, H. D. (2001). It requires the ability to engage in communication with one or more people, conveying meaning through oral expression. According to Penny, speaking can be viewed as a process of constructing meaning, where individuals not only produce language but also receive and process information. For many learners, their ability to speak a foreign language is a significant measure of their proficiency. Students often assess their language learning progress based on their improvements in speaking skills.

Speaking is also the first language skill that children typically develop. This is evident in daily life, where verbal communication plays a central role. Speaking is one of the

most fundamental forms of communication, allowing people to engage in oral interactions to express ideas, thoughts, and feelings. In this regard, speaking is a means of conveying meaning to others through spoken words. Nasir (2023) explains that speaking is an interactive process where meaning is created through producing, receiving, and processing information. It is a skill that involves conveying expressions, ideas, knowledge, feelings, and experiences using speech or body language. Speaking is considered one of the most essential skills in teaching English Mandasari et al(2019). In essence, speaking refers to students' ability to communicate in a foreign or second language to exchange information. Mastering this skill goes beyond understanding grammar and semantics.

Moreover, speaking is one of the four key skills necessary for effective communication in any language, especially when students are not using their native language. This ability allows individuals to use language practically and as a communication tool Namaziandost & Ahmadi(2019). A language must undergo a mental process to become a "thinking language."

Communication, in turn, is crucial for people to share information and express their thoughts. Learning to speak English as a second language presents challenges because students must be proficient in areas like vocabulary, pronunciation, grammar, and more. All of these elements must be considered when trying to speak. Speaking is also one of the most difficult skills for learners to master. It requires considering several interconnected factors when communicating, such as ideas, language, syntax, vocabulary, pronunciation, and listening and responding to others. Harmer, J. (2007)

Furthermore, speaking is the process of orally conveying ideas ,Eliyasun et al (2019). If students do not learn how to speak and do not practice in class, they may lose interest in learning and lack motivation to improve their English-speaking skills. Students who do not develop strong oral skills early on may struggle to keep up with their peers in the future.

David Crystal (2016) highlights the importance of speaking English, noting that it is crucial for communication in the global context, as English has become a dominant international language. Speaking, as a productive skill, involves the use of speech organs to articulate meaning. This is why activities designed to teach speaking skills should encourage students to actively use the target language. In the context of learning English, speaking is a skill that students must master. Various professionals have

provided definitions and perspectives on speaking. Cameron (2001) defines speaking as "the active use of language to express meanings in a way that others may understand." She emphasizes that speaking in a foreign language requires paying close attention to the details of the language, such as selecting the appropriate words, using correct grammar, and structuring sentences to ensure clarity. This is vital for effective communication and understanding between speakers.

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Brown and Yule also describe speaking as the primary means of communication, through which individuals express their thoughts, ideas, and emotions. Speaking involves several language abilities, including pronunciation, listening, grammar, and vocabulary, all of which contribute to efficient communication. Therefore, students must make a concerted effort in the classroom to develop their speaking abilities, as this skill is essential for introducing themselves, conversing with peers, and delivering speeches.

Speaking, much like writing, is a useful skill. It involves using speech to convey meaning to others. However, speaking and writing differ in several key aspects. Brown outlines a number of characteristics that distinguish spoken language from written language. These include permanence, production time, distance, orthography (the system of writing), complexity, formality, and vocabulary (Brown 1994). While written language is permanent and can be reread at any time, spoken language is transient and must be processed in real-time. Speakers must quickly prepare and deliver their ideas, whereas writers have more time to plan, revise, and modify their thoughts. Both speakers and listeners must be present for communication to occur, but speakers, unlike writers, can rely on techniques like emphasis, intonation, pitch, loudness, and pauses to enhance their message.

Moreover, spoken clauses tend to be shorter and simpler than written ones. Louma emphasizes that a significant difference between speaking and writing is that speakers

rarely speak in complete sentences. Instead, speech often consists of idea units—small phrases or clauses connected by words like "and" "or," "but," and "that," which are spoken in a quick, continuous flow with brief pauses between them. Formality is another distinction. Written language tends to be more formal, especially in professional or academic settings, while spoken language is more adaptable and influenced by the context and audience. Lastly, written language typically uses a broader range of vocabulary than spoken language, which tends to be more informal and limited in terms of word choice Louma (2004).

In addition to these distinctions, Brown (2000) identifies several other factors that affect spoken language performance. These include clustering, redundancy, reduced forms, performance variables, colloquial language, rate of delivery, stress, rhythm, intonation, and interaction .

Clustering: Fluent speakers organize their speech in clusters, or phrases, rather than producing words individually. This allows them to connect sounds and ideas more smoothly.

Redundancy: Redundancy in spoken language gives speakers the opportunity to clarify their meaning. This repetition helps ensure understanding.

Reduced Forms: In casual speech, speakers often use contractions and shortened forms, rather than more formal expressions. This contributes to the natural flow of conversation.

Performance Variables: Spoken language allows for pauses, hesitations, and self-corrections as speakers think and organize their ideas while speaking. These performance hesitations are a natural part of verbal communication.

Colloquial Language: Spoken language often includes informal words, idioms, and phrases. Learners need to become familiar with these expressions to sound more natural when speaking.

Rate of Delivery: The pace at which someone speaks is an important aspect of fluency. Teachers can help students achieve an appropriate speaking speed that suits their comfort and the context.

Stress, Rhythm, and Intonation: The stress-timed rhythm and intonation patterns of spoken English play a crucial role in conveying meaning. These elements help listeners understand the intended message and its nuances.

Interaction: Finally, interaction is a key component of speaking. Engaging in conversations with others helps learners develop their speaking skills, as it encourages them to think on their feet and respond spontaneously.

Overall, speaking involves various elements that contribute to effective communication, and learners must develop proficiency in these areas to enhance their spoken language skills because of its importance in oral daily communications, moreover the significance of speaking is introduced in the following section.

2.3 The Significance of Speaking

Communication is facilitated through language, allowing individuals to express their thoughts and emotions while understanding those of others. In the realm of English, there exist four main skills: listening, speaking, reading, and writing. The scope of this research focuses specifically on speaking, with the aim of enhancing students' ability to communicate orally. According to Pattison (1992), the primary objective for individuals learning a language is to acquire the capability to speak it. Wilson (1997) stated that children who possess the ability to articulate their thoughts and ideas in words are more likely to excel academically. Additionally, he emphasized that teaching speaking as a separate subject is unnecessary, as the four language skills can be effectively integrated. Consequently, the benefits of developing speaking skills provided the motivation for conducting the present study.

Speaking is one of the most vital skills in communication and is widely recognized as a cornerstone of language acquisition. Numerous studies underscore its significance in language learning, as it enables learners to express thoughts, convey information, and engage with others in both social and professional contexts. The significances of speaking can be expressed briefly at the following points:

1. Fundamental Role in Communication

Nasir (2023) highlights that speaking is an interactive process of constructing meaning, which involves producing, receiving, and processing information. It is essential for conveying ideas, emotions, and experiences, both verbally and non-verbally, through

body language. This makes speaking a critical skill for learners of any language, enabling them to engage meaningfully with others. Similarly, Mandasari et al. (2019) stress that speaking is among the most important skills in English language teaching because it directly impacts a student's ability to interact in real-life situations.

2. Skill Development and Challenges

Speaking is not merely about producing sounds but requires learners to manage multiple linguistic elements simultaneously. These include vocabulary, pronunciation, grammar, and syntactical structures. Namaziandost and Ahmadi (2019) assert that effective speaking involves both the practical use of language in real situations and a mental process of constructing thoughts and selecting appropriate words. Learners must also be able to understand and respond to others' speech, which involves listening and processing spoken language. This multifaceted nature of speaking makes it one of the most challenging skills for language learners to master.

3. Relationship with Other Language Skills

The development of speaking skills is closely tied to other language skills, such as listening and writing. According to Harmer (2007), speaking not only requires an understanding of grammatical rules but also the ability to use language appropriately in context. It is inherently social and contextual, relying on interactive feedback. In fact, learners often develop their speaking skills in tandem with listening skills, as both are integral to meaningful communication. Furthermore, as Ellis (2008) notes, practice in speaking leads to increased fluency and confidence, thereby strengthening overall language proficiency.

4. Motivation and Engagement

Eliyasun et al. (2019) emphasize that effective speaking practice enhances learners' motivation to learn and actively engage with the language. If students fail to develop their speaking skills early in the learning process, they may lose interest in the language and fail to see its practical application in real-world scenarios. Lack of speaking practice can lead to feelings of inadequacy, making it difficult for students to engage fully in classroom discussions or peer interactions. For this reason, integrating speaking activities into language teaching is essential for sustaining learner motivation.

5. Speaking as a Lifelong Skill

The significance of speaking extends beyond educational contexts. Speaking skills are crucial for social integration, career advancement, and personal development. According to Brown (2001), strong oral communication skills are highly valued in both academic and professional settings. Fluency in spoken language can open doors to job opportunities, foster collaboration, and enhance interpersonal relationships. As such, proficiency in speaking is not only vital for language learners but is also a valuable skill throughout one's personal and professional life.

6. Cultural and Social Impact

Speaking also plays an essential role in cultural and social exchange. Through conversation, individuals learn about different cultural norms, practices, and viewpoints. Teaching students to speak effectively in a foreign language helps them not only gain linguistic knowledge but also cultural understanding, which is key to fostering global communication and cooperation Canale & Swain(1980). As Kachru (1992) observes, English has become a global lingua franca, and the ability to speak it effectively allows individuals to participate in global dialogue and cultural exchange.

Beside its significance in oral communications, there are different components that work together to make speaking effective. In the coming section there is a presentation of all the elements of speaking.

2.4. Components of Speaking Skill

Speaking is an essential skill in language acquisition, and its development involves several key elements that work together to produce effective communication. The ability to speak a language involves more than just the ability to produce sounds; it encompasses a range of cognitive, linguistic, and social factors. This literature review explores the various elements that contribute to speaking skills, including pronunciation, vocabulary, grammar, fluency, and interaction.

1. Pronunciation

Pronunciation is one of the foundational elements of speaking, involving the correct production of sounds, stress, intonation, and rhythm. According to Celce-Murcia et al. (2010), pronunciation encompasses both segmental features (such as individual sounds and phonemes) and suprasegmental features (such as stress, intonation, and connected

speech). Effective pronunciation ensures that speakers are intelligible and can be easily understood by listeners. Poor pronunciation can lead to miscommunication, even if the speaker's grammar and vocabulary are correct.

Research by Derwing and Munro (2005) highlights that pronunciation is a crucial element in second language learning. While accent and exact pronunciation may not always be perfect, learners must aim for intelligibility. They argue that pronunciation instruction should focus on teaching learners to produce sounds accurately and develop natural intonation patterns, rather than attempting to mimic native speaker accents. This approach helps learners build confidence and competence in their spoken communication.

2. Vocabulary

Vocabulary refers to the range of words a speaker knows and can use appropriately in different contexts. A broad vocabulary is essential for effective communication, as it allows learners to express themselves more precisely and clearly. Nation (2001) suggests that vocabulary acquisition is a crucial element of language learning, as it enables learners to form sentences and participate in conversations.

A well-developed vocabulary allows speakers to convey ideas, describe experiences, and engage in meaningful exchanges with others. According to Laufer (1997), learners must not only understand the meaning of words but also be able to use them correctly in context. Therefore, vocabulary development is central to speaking proficiency, and teaching vocabulary should focus on both the form and function of words, helping learners understand their meanings, pronunciation, and usage in different contexts.

3. Grammar

Grammar is another fundamental component of speaking, as it provides the structural foundation for constructing meaningful and accurate sentences. According to Ur (2009), grammar includes both syntax (the arrangement of words in sentences) and morphology (the structure of words). A solid understanding of grammar enables learners to form correct sentences, convey complex ideas, and maintain coherence in speech.

However, speaking often involves real-time production, and learners may face challenges in using grammar accurately while speaking spontaneously. Ellis (2008) points out that learners might make grammatical errors in speech due to the speed and spontaneity required. Nevertheless, fluency in speaking is not solely dependent on

grammatical perfection. While grammar is crucial for clear communication, fluency is more about how smoothly ideas are conveyed rather than achieving absolute grammatical accuracy. Therefore, grammar instruction should emphasize both accuracy and fluency, allowing learners to focus on communication while still building their grammatical competence.

4. Fluency

Fluency refers to the smoothness and speed of speech. It is a key indicator of speaking proficiency and is often seen as a measure of how comfortably and naturally a speaker can communicate in real-time conversations. According to Thornbury (2005), fluency involves the ability to produce speech without excessive pauses, hesitations, or searching for words. Fluent speakers can organize their thoughts quickly and speak with a natural rhythm, enabling them to maintain the flow of conversation.

Fluency is not only about the speed of speech but also about the ability to manage various elements of speaking simultaneously. As Skehan (1996) suggests, learners need to integrate their knowledge of grammar, vocabulary, and pronunciation while speaking to produce fluent speech. While fluency is crucial for effective communication, it is important to balance it with accuracy, as overly rapid or careless speech can lead to misunderstandings or communication breakdowns.

To improve fluency, Thornbury (2005) recommends extensive speaking practice in real-life situations, where learners can engage in spontaneous, interactive conversation. Such practice helps learners internalize language patterns and become more comfortable with the act of speaking.

5. Interaction and Pragmatic Competence

Interaction refers to the ability to engage in conversations, negotiate meaning, and respond appropriately to others. It involves more than just speaking words—it requires active listening, understanding conversational cues, and adapting to the dynamic nature of interaction. According to Canale and Swain (1980), communicative competence includes not only grammatical competence but also sociolinguistic, strategic, and discourse competence. These elements are essential for effective interaction, as they help learners understand how to use language in various social contexts.

Pragmatic competence is a key aspect of interaction, involving the ability to use language appropriately according to the context, the interlocutors, and the goals of

communication. Bachman and Palmer (1996) define pragmatic competence as the ability to use language for specific communicative purposes, such as making requests, giving advice, or expressing opinions. Learners must also be aware of the social rules governing conversations, such as turn-taking, politeness strategies, and the use of formal versus informal language.

Interactional competence is particularly important in spontaneous speaking situations, where speakers must be able to think on their feet, interpret cues, and engage with others to maintain the flow of conversation. As Kasper and Rose (2002) argue, learners must not only focus on linguistic accuracy but also on developing the skills to manage conversations and adapt to various communicative situations.

6. Pronunciation and Intonation

Pronunciation, as previously discussed, is one of the most important elements of speaking, but it is particularly tied to the concept of intonation. Intonation refers to the rise and fall in pitch while speaking, which can significantly alter the meaning of a sentence. For example, a rising intonation can signal a question, while a falling intonation can indicate a statement. Intonation patterns can also convey emotions, emphasis, and attitude.

As J. M. Wells (2006) notes, correct use of intonation is essential for effective communication, as it helps listeners understand the speaker's intent and emotion. Intonation can be particularly challenging for non-native speakers, as it may differ significantly from their first language's patterns. Therefore, intonation instruction should focus on helping learners develop awareness of pitch patterns and their communicative functions in various contexts.

7. Cohesion and Coherence

Cohesion and coherence are important elements in organizing spoken language. Cohesion refers to the use of linguistic devices (such as conjunctions, reference words, and ellipses) to connect ideas and sentences, while coherence refers to the logical flow and clarity of the overall message. According to Halliday and Hasan (1976), cohesion ensures that speech is grammatically linked, while coherence allows listeners to follow the speaker's intended meaning.

Effective speakers use a variety of cohesive devices, such as connectors (e.g., "however," "therefore"), to guide their audience through their speech. They also

organize their ideas logically to ensure that their message is easily understood. Cohesion and coherence are especially important in extended speech, such as presentations or storytelling, where the speaker needs to maintain the listener's attention and ensure that ideas are clearly related.

8. Appropriateness

According to Spratt et al. (2005), appropriateness in speaking refers to the various levels of formality that can be used to convey ideas, ranging from more relaxed to more formal ways of expression. It is crucial for individuals to use the appropriate level of formality that is suitable for a given situation. When engaging in speaking activities, students should aim to master the concept of appropriateness, as it indicates whether they truly comprehend the content of their speech. The ability to demonstrate appropriateness in speaking is important as it showcases a student's understanding of the context and situation of an English conversation.

Moreover, Wilson (1997) describes appropriateness as a complex concept that cannot be fully defined. Essentially, an utterance is deemed appropriate within a specific context if it does not unexpectedly stand out or draw attention. Appropriateness also serves as a criterion for evaluating an individual's speaking competence.

2.5. Teaching Speaking Skill

Teaching speaking skills is a crucial aspect of learning and teaching a foreign language. According to Harmer (1991), the primary objective of teaching speaking is to equip students with the ability to communicate effectively. The ultimate goal is for learners to be able to express themselves clearly and confidently, utilizing their current linguistic proficiency to the maximum extent. However, in today's globalized world, the purpose of teaching speaking goes beyond mere communication. It is also aimed at empowering students to use English fluently and confidently as a means of effective communication and enhancing their overall communicative skills. As Hornby (1995) puts it, teaching involves imparting instructions to individuals, while speaking involves using words in a normal tone of voice. Thus, teaching speaking amounts to providing instruction to individuals in order to facilitate effective communication.

Zhang (2009) argues that speaking remains the most challenging skill for the majority of English learners, who often struggle to communicate orally in English. Several studies have investigated the difficulties encountered by English as a Foreign Language

(EFL) learners in speaking. For instance, Ambu and Saidi (1997) explored issues related to teaching English speaking in a foreign language classroom. Their research revealed that factors such as large class sizes, insufficient teaching time dedicated to English, and a syllabus that fails to meet learners' communicative needs are the primary reasons for students' speaking difficulties.

Additionally, Pathan et al. (2014) examined the challenges faced by Libyan students in their oral production of English and found that the linguistic domain, including vocabulary, grammar, pronunciation, and discourse, constituted the most significant obstacles. Al-abri (2008) also pointed out that the lack of oral activities in textbooks contributes to students' difficulties in speaking. To address these challenges effectively, he proposed incorporating oral activities such as songs, rhymes, simple stories, and conversational language to make the learning process more enjoyable and engaging, thereby enhancing students' speaking skills.

Teaching speaking skills is an integral part of language instruction, as it plays a critical role in enabling learners to communicate effectively in real-world situations. The development of speaking skills, however, poses unique challenges for both learners and educators, requiring the application of specific teaching strategies and methodologies. This literature review explores key approaches, strategies, and challenges in teaching speaking, drawing from recent research and best practices in the field of language education.

Speaking is one of the most essential skills in language acquisition, as it directly impacts learners' ability to communicate in everyday situations. According to Ur (2009), speaking is not just the act of producing language, but it is a vital tool for interaction, expression, and establishing relationships. As speaking allows learners to convey thoughts, ideas, emotions, and requests, it is crucial in both academic and social contexts. Moreover, speaking proficiency is a key determinant of overall language competence, as it serves as an indicator of how well learners have internalized grammar, vocabulary, and pronunciation.

Mandasari et al. (2019) highlight that speaking, being an interactive process, is the bridge between theoretical language knowledge and practical communication. It requires learners to actively engage with their peers, teachers, and the surrounding environment, making it a critical skill in achieving communicative competence. Since

most learners are primarily motivated to learn a language for practical communication, teaching speaking is essential for their success in language acquisition.

2.5.1. Approaches of Teaching Speaking

Several approaches and methodologies have been proposed for teaching speaking. Among the most influential are Communicative Language Teaching (CLT) and Task-Based Language Teaching (TBLT), both of which emphasize the functional use of language in real-world situations.

First, Communicative language teaching focuses on fostering communication rather than solely emphasizing grammatical accuracy. Richards (2006) highlights that CLT encourages students to engage in real-life communicative activities, where the focus is on fluency and the exchange of ideas. Speaking activities in CLT often involve role plays, debates, discussions, and interviews, which simulate authentic communication. CLT also places importance on creating opportunities for interaction between learners, which is essential for developing their speaking skills.

A key benefit of CLT is that it encourages student participation in a collaborative, interactive environment. Through meaningful communication tasks, learners are given opportunities to practice speaking in realistic contexts. CLT also helps students develop strategies for communication, such as asking for clarification, making suggestions, and agreeing or disagreeing, which are vital for effective oral communication in any language.

Second, Task based language teaching, as discussed by Ellis (2003), focuses on completing tasks that reflect real-world language use. In this approach, speaking is integrated into tasks that require learners to solve problems, discuss issues, or create something collaboratively. TBLT shifts the focus from language forms to communication and meaning, encouraging learners to use language creatively in practical contexts. Tasks in TBLT include activities such as storytelling, problem-solving, and information-gap exercises, all of which require active speaking.

One of the strengths of TBLT is its emphasis on student-centered learning, where learners engage in meaningful and purposeful communication. By participating in tasks that are relevant and motivating, learners can practice speaking in a context that mirrors real-life interaction, thus fostering fluency and confidence. Furthermore, TBLT

promotes the integration of speaking with other language skills, such as listening and writing, creating a more holistic learning experience.

Third, historically, methods such as the Direct Method and Audio-Lingual Method were prominent in teaching speaking. These methods prioritize spoken practice through drills, repetition, and mimicking native speakers. While these methods are effective in building basic pronunciation and vocabulary, they have been criticized for focusing too heavily on form at the expense of meaning and communicative competence. However, these methods may still have value in certain contexts, particularly when learners need to acquire basic conversational skills quickly.

Fourth, Research has shown that certain types of speaking tasks are more effective in developing speaking skills than others. According to Thornbury (2005), effective speaking tasks promote both fluency and accuracy, providing opportunities for students to practice real-world communication. These tasks can be categorized as follows:

2.5.1.1 Information Gap Activities

Information gap activities, such as "find someone who" or map-based tasks, require students to communicate with their peers to share or obtain specific information. These activities encourage students to speak spontaneously, as they need to use language to gather information from others. According to Nunan (2003), information gap activities are highly effective in promoting interaction, fluency, and collaborative learning.

2.5.1.2. Role Plays and Simulations

Role plays and simulations enable learners to practice speaking in simulated real-life contexts, such as ordering food at a restaurant, giving directions, or negotiating a deal. These activities provide learners with the opportunity to experiment with language in realistic situations. Research by Littlewood (2004) emphasizes that role play encourages students to be creative, take on different perspectives, and engage in problem-solving through communication.

2.5.1.3. Discussions and Debates

Discussions and debates provide learners with the chance to express opinions, argue points, and listen to differing viewpoints. Such activities are valuable for promoting critical thinking and allowing students to practice persuasive language, negotiation, and turn-taking in conversations. According to Harmer (2007), debates can improve both

fluency and accuracy by pushing students to structure their thoughts and articulate complex ideas in a coherent manner.

2.5.1.4 Storytelling

Storytelling activities encourage students to narrate events, share personal experiences, or create fictional tales. These activities allow learners to practice a range of language functions, such as sequencing events, describing characters, and using past tenses. Storytelling fosters fluency by encouraging learners to speak at length, promoting the smooth flow of ideas. As Ellis (2003) notes, storytelling is effective in building both confidence and fluency, as it taps into learners' creativity and personal experiences.

2.6. Challenges in Teaching Speaking

While speaking is crucial, it presents several challenges that face both learners and teachers. For learners, one of the most significant challenges is speaking anxiety, often caused by fear of making mistakes, lack of confidence, or concerns about pronunciation. According to Young (1991), language anxiety in speaking is common, and it can lead to reluctance in participating in speaking activities. This issue is exacerbated in large classrooms, where individual speaking opportunities may be limited.

Additionally, many language learners experience difficulty in managing the complexity of speaking. As outlined by Skehan (1998), speaking requires learners to process multiple language elements (such as vocabulary, grammar, pronunciation) simultaneously while also thinking critically about how to organize their thoughts. This simultaneous juggling of tasks makes speaking a cognitively demanding skill. The challenge increases when learners are required to speak spontaneously, as they may lack the time to plan their responses in advance.

Teachers also face challenges when teaching speaking. One key issue is ensuring that speaking activities are meaningful and relevant to learners. According to Nunan (2003), effective speaking activities should not only focus on language forms but should also mirror real-life communication situations. Another challenge is providing enough speaking practice for all students, particularly in large classes where students may have limited opportunities to speak. Teachers must also foster a supportive and motivating classroom environment that encourages participation and reduces anxiety.

According to prior research, numerous factors contribute to the challenges faced by EFL learners when it comes to speaking English. These factors can be categorized as related to several reasons such as the learners themselves, teaching strategies, the curriculum, and the environment Rababa (2005). Additionally, fear, anxiety, and inhibition have been regarded as obstacles for speaking fluency among EFL students (Park and Lee 2005; Tsiplakides and Ardeiti 2009; Al Hosni 2004). Kumaravadivelu (2003) argued that focusing on understanding, using, and applying language is more effective than focusing on linguistic features. Juhana (2012) stated that fear of making mistakes, shyness, anxiety, lack of confidence, and lack of motivation prevent students from speaking in English class. Ambu and Saidi (1997) found that large class sizes, insufficient English teaching time, and a syllabus that doesn't meet communicative needs contribute to speaking difficulties for learners. Furthermore, Thornbury (2005) mentioned that a lack of confidence can impede fluency. Al-Hazmi and Scholfield (2007) discovered that higher levels of self-confidence correlate with higher scores in oral presentations. Luoma (2001, p .16) stated that speaking is a challenging skill for learners, particularly in a foreign language, and takes a significant amount of time to develop proficiency. Young's (1991) study identified six potential sources of language anxiety from the perspectives of students, teachers, and teaching practices. These sources include personal and interpersonal anxiety, learner assumptions about language acquisition, instructor beliefs about language teaching, instructor-learner communication, classroom procedures, and language testing.

Moreover, as Baily (2005, p.54) highlighted, the target language becomes a foreign language when it is not used for daily communication in society. In EFL classes, where students share the same first language and use English infrequently outside of the classroom, students have limited opportunities to practice speaking.

Additionally, teachers utilizing the first language for classroom management can contribute to speaking difficulties Littlewood (1981). Mourtaga (2011) and Al-Nasser (2015) argue that a lack of exposure to the target language is a primary reason for the low proficiency of Arab learners in English. Al-Nakhleh (2016) found that EFL learners often don't receive enough support from their teachers and surrounding environment to practice speaking English. Additionally, Nakhleh's study showed that excessive use of the mother tongue language by both students and teachers presents a significant challenge for EFL students.

Moreover, Thornbury (2005) identified three main factors contributing to speaking difficulties faced by learners. The first factor is knowledge, where learners struggle to produce correct grammar, vocabulary, and phonology due to insufficient understanding. The second factor is skills, where learners struggle to apply their knowledge for fluency, including conscious awareness, appropriation, and autonomy. Finally, affective factors, such as lack of confidence or motivation, also hinder fluency.

Existing literature also shows that several factors can contribute to students' low proficiency in English. One of these factors is students' motivation towards learning the English language. Another factor is students' attitudes towards English as a second language, where attitudes are considered components of motivation in language learning Gardner and Macintyre (1991). Irwansyah (2015) argues that attitudes are necessary but insufficient for linguistic attainment and must be combined with proper motivation for optimal engagement and achievement. Learners who are motivated to learn a language for cultural understanding, communication, and living abroad demonstrate interactive motivation .Wilkins (1972).

Bachman and Palmer (1996) define topical knowledge as the information stored in long-term memory that enables a speaker to engage in conversations related to a specific topic. However, Al-Nakhleh (2016) suggests that students are not given enough opportunities to practice speaking independently, leading to a lack of interaction among students in the classroom. Additionally, limited exposure to the target language hinders students from participating in real-life conversations and discourse. It is crucial for learners to develop the knowledge and skills necessary to participate in and master discourse (Kumaravadivelu 2003, p. 10).

Chancy (1998, p. 148) points out that even when students use English both inside and outside the classroom, they still encounter difficulties, particularly with unknown words. Speaking remains the most challenging skill for the majority of English learners, and many are still unable to communicate orally,Zhang (2009). Al-Nakhleh (2016) found that learners of EFL often lack support from both their teachers and surrounding environment for speaking practice. Koosha et al.(2011) found that learners' self-confidence significantly affects their speaking fluency. Ellis (2005) states that many students focus on completing tasks rather than engaging in real interaction. Therefore, teachers should incorporate classroom activities that encourage students to

communicate with each other in pairs or groups to stimulate discussion and information exchange ,Fauziati (2002).

Furthermore, Rajab (2013) identifies reasons for students' lack of oral communication, including a lack of using the target language as an instructional tool, reliance on teacher-centered methods, and excessive focus on grammar rules and pattern drills in class. Ni (2012) suggests that motivated students who feel confident and lack anxiety are more engaged with language learning. Juhana (2012) states that students' motivation is influenced by teachers' teaching styles, including the amount of attention and feedback given to students' speaking performance.

Li (2009) argues that students with low motivation make little effort to engage in the language learning process, emphasizing the need for parents, teachers, and educational institutions to motivate students to embrace English as a foreign language. Motivation is a key determinant of second or foreign language learning achievement ,Jameson(2007).

Prior research has consistently shown that motivation is a crucial factor for success or failure in any process, including education. Good progress is often attributed to high levels of motivation. Cameron (2003) emphasizes the importance of motivation for young learners in their English language learning process. Dörnyei and Csizer (1998, p. 203) argue that without sufficient motivation, even individuals with remarkable abilities cannot achieve long-term goals, and effective teaching and appropriate curricula are insufficient on their own for student achievement.

Hence, motivation is essential for effective foreign language learning. It is crucial for societies, parents, teachers, and all those involved in education to create a conducive atmosphere and prioritize speaking activities in the classroom. However, it is important to consider whether motivating learners is an effortless task or a complex one. John, as cited in Dörnyei and Csizér (1998), compares motivating learners to leading a horse to water; it is easy to lead them there, but making them drink is more challenging. This highlights the difficulty of motivating students effectively if teachers lack the necessary awareness of learning strategies. Such a lack of motivation can have negative consequences on their learning journey.

In Libya, teachers tasked with teaching English speaking skills need to be aware of the critical aspects of motivation and the strategies required to encourage proficient English speakers in order to facilitate effective teaching and learning processes.

2.7. The Role of Feedback in Teaching Speaking

Feedback is crucial in teaching speaking, as it helps learners identify their strengths and areas for improvement. According to Ur (2009), feedback can be provided in various forms, including corrective feedback on pronunciation, grammar, or vocabulary usage, as well as more general feedback on fluency and communication strategies. Feedback can be either implicit (e.g., through modeling correct language) or explicit (e.g., providing direct corrections).

Research by Lyster and Ranta (1997) suggests that the most effective feedback involves a balance between correction and encouragement. Teachers should provide timely and constructive feedback that helps learners improve their language skills without discouraging their participation. In addition, peer feedback can be a valuable tool, as students often feel more comfortable providing feedback to their peers, and it fosters collaborative learning in the classroom.

One of the most important aspects of teaching speaking is creating a classroom environment that encourages participation, reduces anxiety, and fosters confidence. According to Krashen (1982), providing a low-anxiety environment and creating opportunities for meaningful interaction can significantly enhance students' speaking abilities. Teachers can build this environment by using engaging and relevant materials, ensuring that students have adequate speaking time, and providing opportunities for both individual and group work.

Additionally, teachers should model effective speaking behaviors and encourage students to use language in context. The use of visual aids, real-life materials (such as videos or audio recordings), and authentic tasks can increase motivation and make speaking practice more meaningful. Encouraging peer interaction and collaborative tasks can also reduce anxiety and enhance the overall speaking experience.

The aim of this study, therefore, is to identify the factors that contribute to these challenges faced by students and teachers, with the ultimate goal of assisting them in overcoming these difficulties.

2.8. Types of Speaking Activities

Different types of speaking activities are important for teachers to consider in order to promote fluency and communication skills among students. It is crucial for teachers to establish clear goals and techniques that encourage fluency

rather than focusing on accuracy. Creating an environment that supports fluency development and providing helpful feedback can greatly enhance students' satisfaction in participating in speaking activities.

As mentioned by Hormailis (2003), speaking activities should be engaging for students. When students actively participate and receive supportive feedback from teachers, they are more likely to feel motivated and content. Rachmawati and Hermagustiana (2010) highlight that one of the objectives of teaching speaking in an English as a Foreign Language (EFL) class is to improve students' ability to express themselves appropriately in the target language within its social and cultural contexts.

To ensure students have more opportunities to interact and communicate, EFL teachers often organise a range of speaking activities. Some of the most commonly used activities include role play, group work, discussions, and dialogues. These activities allow students to practice and apply their speaking skills in various scenarios, promoting their overall communicative abilities.

2.9. Previous Studies

Zhang (2009) suggested that the skill of speaking has the greatest difficulties for the majority of English learners, leading to inadequate oral communication skills. This issue has been the subject of various studies conducted among English as a Foreign Language (EFL) learners. For instance, Ambu and Saidi (1997) explored the challenges in teaching English speaking in a foreign language classroom, identifying the enormous number of students in the classroom, insufficient time dedicated to English teaching, and a syllabus that fails to meet learners' communicative needs as the primary reasons for their speaking difficulties.

Additionally, Pathan et al. (2014) investigated the speaking difficulties encountered by Libyan students in their oral production of English. They discovered that the linguistic domain, including vocabulary, grammar, pronunciation, and discourse, posed the most significant challenges.

AlNakhleh (2016) further asserted that students do not have sufficient opportunities to practice speaking independently, resulting in minimal interaction among students in the classroom. The aim of this study is to identify the factors contributing to these challenges, benefiting both students and teachers alike.

Moreover, another case study conducted by Anwar (2010) focused on the problems faced by students majoring in English in learning speaking. This study took place at the English department of Al-Muslim University Bireun and involved a sample of 30 students. Three data collection techniques, namely observation, questionnaires, and interviews, were employed. The findings revealed several obstacles experienced by students in speaking English, including lack of grammar, pronunciation, vocabulary, and internal factors such as shyness.

Furthermore, Irwansyah (2015) examined the strategies employed by students to cope with anxiety while speaking English. The researcher used questionnaires and interviews to collect data. The results indicated that various strategies, such as practicing speaking, remembering easier vocabulary, and encourage confidence, can effectively reduce anxiety levels during English speaking activities.

Ratnasari (2020) has carried a case study involving two students (from the Mechanical Engineering Department) and one English teacher, using interviews and speaking grades from classroom presentations. The study identified key challenges including a lack of vocabulary, nervousness, a non-supportive environment, and limited grammar knowledge

A study by Muradi & Amarkhil (2024) surveyed 20 third-year male students from an English Language and Literature department in Afghanistan via a questionnaire. It pinpointed major speaking difficulties, including insufficient vocabulary, pronunciation issues, grammatical challenges, and lack of confidence.

Saragih, Kembaren & Suhendra (2023) gathered perceptions from 194 Indonesian primary school teachers (public and private), using questionnaires with Likert scales and open-ended questions. The analysis revealed that pronunciation, vocabulary gaps, grammar, lack of practice, and anxiety were frequently cited as moderate to significant challenges for young learners. Additionally, teacher experience and school type influenced perceptions regarding anxiety and scaffolding needs.

2.10. Summary of the Chapter

After examining previous research on the topic of the study, the researcher discovered that students face several difficulties that impact their English as a Foreign Language (EFL) speaking skills. The purpose of the sections discussed in this chapter was to provide a comprehensive understanding of the problem being investigated and to enhance the understanding of teaching and learning speaking in Libyan education universities specifically university of Zawia.

Chapter Three

Methodology

3.1. Introduction

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

3.2. Research Design

quantitative and qualitative methods of research were used in this investigation to explore the challenges that students may encounter in speaking skill. Both methods were used to gather the necessary data. The required data were collected through using a questionnaire and a classroom observation in order to make the picture very clear in developing students' speaking skills.

Creswell (2007, p.87) argued that “the quantitative data and their subsequent analysis provide a general understanding of the research problem”. Moreover, Ritchie and Lewis (2003,p.2-3) stated, a qualitative research aimed to provide an in-depth discussion. Participants related to their experiences, thought, history, social, and material situations.

We use quantitative and qualitative methods together in research because they complement each other and provide a fuller understanding of the topic, also they increase the validity of results by confirming findings through different approaches. Quantitative gives the big picture; qualitative adds the personal details and context.

3.3. The participants of the Study

Due to the importance of sampling techniques in any study, participants were selected carefully. The participants in this study were 34 students and four teachers who were

teaching first semester English speaking in English department at zawia university. The number of the students was standard from the beginning of conducting the study.

34 students were chosen by applying simple random sampling technique they were almost from the same which is 19 years old .

Twenty of them were females while 14 were males , the females were the dominants in this research. The students generally displayed a cooperative attitude toward completing the questionnaire. Out of the 34 students who participated:

- 20 students reported that the questionnaire was clear and easy to understand.
- 10 students indicated that the questions were somewhat repetitive or time-consuming, but still manageable.
- 4 students expressed mild reluctance, citing reasons such as lack of time or lack of interest in the topic.

Most students expressed neutral to positive attitudes toward participating, especially when they were informed that their responses would contribute to research or improvements in academic services. Offering anonymity and keeping the questionnaire short (10–15 minutes) contributed to a higher response rate and more genuine answers.

The researcher observed only four teachers only since speaking is taught to first, Second, third and fourth semester. During classroom observation, It was noticed that teachers' personalities, experience, and perceptions had a strong influence on how they approached teaching speaking skills. For example, teachers with outgoing personalities seemed more comfortable using group discussions, role plays, and interactive speaking tasks. Their energy created a relaxed atmosphere that encouraged students to participate confidently. On the other hand, teachers who were more reserved preferred structured speaking activities, such as reading dialogues or asking students to present prepared answers. It was also observed that experienced teachers were more flexible during speaking lessons—they adapted to students' needs, responded positively to mistakes, and used prompts and visual aids to support communication. In contrast, less experienced teachers seemed more dependent on the textbook and were less confident in managing spontaneous conversations. One of the most interesting things which has been noticed was how teachers' beliefs about speaking affected their teaching. Some believed that fluency and communication were more important than perfection, and they gave students space to speak freely. Others focused too much on correcting every mistake,

which sometimes made students nervous or hesitant to talk. Also there were differences in how teachers treated the use of students' first language (L1). While some allowed a bit of L1 to help explain tasks, others insisted on using only English, which sometimes increased pressure on the students. Overall, this observation helped to understand that teaching speaking is not just about using the right activities—it's also about the teacher's personality, experience, and how they view language learning.

3.4. Data Collection Instruments

Data collection methods used in this research involved two tools, which were a questionnaire given to the students and a classroom observation. The questionnaire was delivered to (34) students who were studying in the first first/second semesters in the English department, college of arts at zawia university and the observation were done with the assist of 4 teachers in 4 classrooms at the same college.

3.4.1. Students' Questionnaire

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

The accuracy of the data is further protected from the possibility of human error or distortion by the same simplicity of format. The questionnaire responses were collected; from the students.

The questionnaire was self-designed. It was designed simply to be understood easily. It consisted of fifteen closed-ended questions and was administered to 34 students.

Participants were guided orally by the researcher about how to fill in the questionnaire. Then, results and data were analyzed and presented in tables.

3.4.2 Classroom Observation

The classroom observation took place two weeks after the questionnaire had been administered. The researcher observed four out of six classes in where the questionnaire had been distributed to students. The researcher observed each class in two periods. Unstructured observations are flexible because they allow the teacher-researcher “to attend to other events or activities occurring simultaneously in the classroom or to engage in brief, but intense, periods of observation and note taking” (Hughes, 2002 p.13). In this research, observation was used as a main tool for gathering data. As Ritchi and Lewis (2003:35) stated, observation allowed the researcher investigating directly action, event, and experience without being the part of the population. In addition, this tool enabled the researcher to get more information about what was happening as long as the teaching learning process in English. Especially about student's participation and teachers' feedback to students, and then it would be written down in the observation guide to be analyzed. The unstructured observation was conducted in this study in order to know; the actual scenario of teaching speaking skills in the classrooms, how the teachers carried out speaking class, how the students performed and what challenges the students really encountered in speaking class. The researcher observed four classes within two periods for each teacher's class.

The classroom observation was limited to four teachers who were observed, as two visits for each. The period of the classes was one hour and forty-five minutes for each. The classroom observations were conducted during the Academic year of (Fall) 2024/202

Cohen, et al. (2007, p. 412) argued that "it may take a long time to catch the required behavior or phenomenon; it is prone to difficulties of interpreting or inferring what the data means" The purpose of observation in this study was to find out the challenges that students encountered in classroom interaction. Qualitative validity can be assessed in many ways, and “might be addressed through the honesty, depth, richness and scope of data achieved, the participants approached, and the extent of triangulation” Cohen et al. (2007, p.133). The teachers' classes were visited two times

Furthermore, participants' agreement and permission for the audio tape-recording for their classes was secured in advance as an essential step to conduct this research. To reduce any possible anxieties, the teachers were informed that the researcher's presence was not to assess them but to find out the challenges that their students encounter in

their speaking class to help them overcome these challenges. Otherwise, the teachers may not accept that. In addition, the audio tape-recordings were listened and used by the researcher only for their benefits to the study. Moreover, all the transcribed data gained from the observations were coded by content. The researcher systematically worked through each transcript assigning codes. The researcher had a list of categories after reading through each transcript and letting the categories emerge from the data. As a result, the classroom observation was piloted to be more valid and reliable.

3.5. Procedures of Data Collection

The data for this study were collected through a questionnaire and a classroom observation; during the period of 2024/2025.

- Firstly, the researcher chose the participants. They were four English language teachers and thirty-four first year English department students from at University of Zawya.
- The questionnaire was designed and distributed to the first year English department students.
- With the help of the lecturers, the researcher met the selected students and explained to them the purpose of the questionnaire.
- Then the questionnaire was distributed and the student's responses were received.
- The data obtained from the questionnaire was analyzed using descriptive statistical procedures by Microsoft Excel program.

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

3.6. Ethical Issues in the study

The researcher had maintained strong ethics while and after collecting the research data. A permission from the head of English department at university of Zawia to simply attend the lectures of speaking subject . The participants had been given a piece of paper promising that the confidentiality of their names and data would be strictly maintained.

The researcher had taken their written consent about the ethical issues and the participants' permission her to use the information only for the research purpose.

3.7. Summary of the Chapter

This chapter has described the research methodology of this study. Research design and data collection tools were presented and described. Moreover, reliability and validity of the two instruments. The sample of the study and procedure of data collection were defined. Moreover, the researcher stated some ethical issues in her study. After that she prepared the data for analysis. Furthermore, the next chapter presented the data analysis and results of the study based on the data gathered using the two research methods (a questionnaire and a classroom observation).

Chapter four

Data Analysis and Results

4.1. Introduction

The primary objective of this chapter is to present and provide an in-depth analysis of the data that was collected through both quantitative and qualitative research approaches. The data gathered from the questionnaire, a key tool used in this study, falls under the quantitative category and was thoroughly analyzed and interpreted to provide valuable insights. To facilitate a clear understanding, the results of the quantitative data are presented tables.

In addition to the quantitative data, the qualitative data in this study were derived from classroom observations. For the analysis of the qualitative data, the researcher employed content analysis method, a well-established method in educational research, to interpret the information obtained from the four classroom observations. Content analysis involves systematically examining the recorded observations to identify patterns, themes, and significant aspects related to the study's focus. These observations provided valuable contextual information about the classroom environment, teaching methods, student interactions, and other relevant factors that may influence the research outcomes. Further details about the analysis process and methodology used can be found in Section 4.3.

According to Cohen et al. (2007), the combination of these research approaches, both quantitative and qualitative, is highly suitable for analyzing the type of data collected in this study. The quantitative data offers statistical insights into student responses and behavior, while the qualitative data provides a deeper understanding of the classroom dynamics. The approaches used in this study are designed to capture a comprehensive picture of the research questions being investigated.

Additionally, this chapter provides a detailed description and analysis of what occurred during each classroom observation. The researcher has made efforts to document the events and interactions within the classroom in a clear and structured manner, ensuring that key moments and observations are captured and analyzed in depth. The findings

from both the students' questionnaire and the class observations are then presented and discussed in the sections that follow. These findings are central to answering the research questions and contribute to a greater understanding of the study's focus on teaching practices, student behavior, and learning outcomes.

4.2. Findings of the Students' Questionnaires

The quantitative data gathered from the students' questionnaires was analyzed in a structured manner, with the results presented as percentages (%) using SPSS.

. The questionnaire consisted of 15 closed-ended questions, each crafted to address a specific aspect of the students' experiences and challenges related to their speaking skills in English. The primary purpose of these questions was to gain a deeper understanding of the difficulties students face in speaking confidently to identify the key factors that may be hindering their ability to communicate effectively.

The data was carefully analyzed to reveal trends, patterns, and correlations that could shed light on common obstacles encountered by students in developing their speaking proficiency. Each question was designed to probe into different dimensions of speaking, such as pronunciation issues, lack of confidence, vocabulary limitations, anxiety during speaking activities, and insufficient practice opportunities. By focusing on these areas, the questionnaire aimed to uncover the specific factors that contribute to students' challenges in speaking English.

The results of the questionnaire, with the accompanying analysis and visual representations, provide valuable insights into the specific obstacles students encounter in their speaking skills development. By thoroughly examining the data, this section lays the groundwork for a more comprehensive discussion of the underlying causes of these challenges and sets the stage for potential solutions or interventions. In the next sections, these findings will be further explored, with an emphasis on how they relate to the broader context of language learning and what strategies can be employed to address the issues identified in the study

To evaluate the responses of the study sample, descriptive statistics were used to analyze the data using the Statistical Package for the Social Sciences (SPSS V27), which includes: frequency tables, bar charts, chi square test for goodness of fit.

Q1/ Table (4.1)The duration of studying English

For what duration have you been studying English	Count	%	Chi square	P-value
Less than 3 years	16	47.1	3.056	0.217
Three to five years	10	29.4		
More than 10 years	8	23.5		
Total	34	100.0		

The data in Table(1) illustrate the distribution of English language learning experience among EFL students (N = 34). The majority of participants (47.1%) reported studying English for less than 3 years, while 29.4% had studied for 3 to 5 years, and 23.5% for more than 10 years. A chi-square test of goodness-of-fit was conducted to determine whether the observed distribution of study duration differed significantly from an equal distribution across categories. The results were not statistically significant, $\chi^2 = 3.056$, $p = .217$, suggesting that the observed differences in the duration of English study among participants could be due to chance rather than reflecting a true population difference.

Q2/ Table (4.2) Students practice of English outside classroom

How frequently do you practice speaking in public outside of the classroom	Count	%	Chi square	P-value
Always	3	8.8	18.471	< 0.001
Usually	12	35.3		
Sometimes	17	50		
Never	2	5.8		
Total	34	100.0		

Table (2)presents data on the frequency of public speaking practice outside the classroom among EFL students. The distribution of responses showed that half of the participants (50%) reported practicing speaking in public "Sometimes," while 35.3% indicated they "Usually" practice. A small proportion of students reported practicing "Always" (8.8%) or "Never" (5.8%). A chi-square goodness-of-fit test was conducted to examine whether the observed frequencies differed significantly from an equal distribution across categories. The results were statistically significant, $\chi^2 = 18.471$, $p < .001$, indicating that the observed differences in practice frequency are unlikely to have occurred by chance. These findings suggest that there is a significant variation in the frequency with which EFL students engage in public speaking practice outside the

classroom. The majority of students fall into the middle categories of "Sometimes" or "Usually," which may indicate a moderate level of engagement with extracurricular speaking opportunities. However, the relatively low percentages of students who "Always" or "Never" practice suggest that consistent, frequent practice and complete avoidance of practice are both uncommon behaviors in this sample.

Q3/ Table (4.3) The frequency of applying Arabic language

How often is it allowed for you to discuss in Arabic, your mother tongue, in speaking classes	Count	%	Chi square	P-value
Always	8	23.5	20.706	< 0.001
Often	15	44.1		
Sometimes	9	26.5		
Rarely	1	2.9		
Never	1	2.9		
Total	34	100.0		

Table (3) presents data on the reported frequency of Arabic (mother tongue) use allowed in English speaking classes for EFL students. The distribution of responses indicates that the majority of students (44.1%) reported being allowed to use Arabic "Often," followed by "Sometimes" (26.5%) and "Always" (23.5%). Only a small percentage reported being "Rarely" (2.9%) or "Never" (2.9%) allowed to use Arabic in speaking classes. A chi-square goodness-of-fit test was conducted to examine whether the observed frequencies differed significantly from an equal distribution across categories. The results were statistically significant, $\chi^2 = 20.706$, $p < .001$, suggesting that the observed differences in the frequency of allowed Arabic use are not likely due to chance. These findings indicate a significant variation in the perceived permissibility of using the mother tongue (Arabic) in English speaking classes. The data suggest a tendency towards allowing frequent use of Arabic, with 67.6% of students reporting that it is allowed "Often" or "Always." This pattern might reflect a pedagogical approach that incorporates the use of the first language as a scaffold in second language acquisition, or it could indicate challenges in maintaining an English-only environment in these classes.

Q4/ Table (4.4) The way of providing feedback by teachers

Does your teacher praise you when you answer correctly?	Count	%	Chi square	P-value
Yes	26	76.5	9.529	0.002
No	8	23.5		
Total	34	100.0		

Table(4) presents data on students' perceptions of teacher praise in response to correct answers in EFL classes. The majority of students (76.5%) reported receiving praise from their teachers when answering correctly, while 23.5% reported not receiving such praise. A chi-square goodness-of-fit test was conducted to determine if the observed distribution differed significantly from an equal distribution. The results were statistically significant, $\chi^2 = 9.529$, $p = .002$, indicating that the observed difference in the frequency of perceived teacher praise is unlikely to have occurred by chance. These findings suggest that there is a significant tendency for students to perceive their teachers as providing praise for correct answers. This high rate of perceived positive reinforcement could have implications for student motivation and confidence in EFL speaking classes. The use of praise as a teaching strategy aligns with positive reinforcement principles in language learning, potentially encouraging student participation and fostering a supportive classroom environment.

Q5/ Table (4.5) The students' impression in speaking classes

How do you feel when you're in a speaking class?	Count	%	Chi square	P-value
Anxious	17	50.0	4.647	0.098
Self-assured	10	29.4		
Motivated	7	20.6		
Total	34	100.0		

Table(5) presents data on students' self-reported emotional states during EFL speaking classes. The distribution of responses indicates that half of the participants (50%) reported feeling "Anxious" during speaking classes, while 29.4% reported feeling "Self-assured," and 20.6% reported feeling "Motivated." A chi-square goodness-of-fit test was conducted to examine whether the observed frequencies differed significantly from an

equal distribution across categories. The results approached but did not reach statistical significance, $\chi^2 = 4.647$, $p = .098$, suggesting that the observed differences in emotional states might be due to chance. These findings provide insight into the affective dimension of EFL speaking classes. The high proportion of students reporting anxiety is notable. However, it is encouraging that nearly half of the students reported positive emotional states (self-assured or motivated), which may indicate resilience or effective coping strategies among some learners.

Q6/ Table (4.6) Factors which affect the speaking performance

What elements influence how well you speak?	Count	%	Chi square	P-value
Knowledge of the topics	5	14.7	9.765	0.082
Capability to listen	11	32.4		
Appropriate time to prepare	8	23.5		
Given time for speaking assignments	5	14.7		
Pressure to deliver quality work	2	5.9		
Listener's assistance	3	8.8		
Total	34	100.0		

Table(6) presents data on students' perceptions of factors influencing their speaking performance in EFL classes. The distribution of responses across six categories shows varying levels of perceived importance for different elements. The most frequently cited factor was "Capability to listen" (32.4%), followed by "Appropriate time to prepare" (23.5%). "Knowledge of the topics" and "Given time for speaking assignments" were equally reported (14.7% each), while "Listener's assistance" (8.8%) and "Pressure to deliver quality work" (5.9%) were less frequently mentioned. A chi-square goodness-of-fit test was conducted to examine whether the observed frequencies differed significantly from an equal distribution across categories. The results approached but did not reach statistical significance, $\chi^2 = 9.765$, $p = .082$, suggesting that the observed differences in perceived influences on speaking performance might be due to chance. These findings provide insight into the factors that EFL students believe affect their speaking performance

Q7/ Table (4.7) Different obstacles faced by students in speaking class

What kind of obstacle do you face in speaking class?	Count	%	Chi square	P-value
You have a poor vocabulary	9	26.5	6.588	0.112
You're scared of being judged or looking foolish	7	20.6		
You're unable to come up with anything to say	11	32.4		
you either don't speak at all or very little	3	8.8		
You are shy	4	11.8		
Total	34	100.0		

Table(7)presents data on the primary obstacles EFL students report facing in speaking classes. The distribution of responses across five categories reveals varying challenges. The most frequently reported obstacle was "Unable to come up with anything to say" (32.4%), followed by "Poor vocabulary" (26.5%) and "Scared of being judged or looking foolish" (20.6%). Less frequently reported obstacles were "Shyness" (11.8%) and speaking "Very little or not at all" (8.8%). A chi-square goodness-of-fit test was conducted to examine whether the observed frequencies differed significantly from an equal distribution across categories. The results were not statistically significant, $\chi^2 = 6.588$, $p = .112$, suggesting that the observed differences in reported obstacles might be due to chance rather than reflecting true population differences. These findings provide insights into the challenges EFL students perceive in speaking classes.

Q8/ Table (4.8) Exercises used in speaking class

What kind of exercise do you use in speaking class?	Count	%	Chi square	P-value
Conversation in groups	13	38.2	6.000	0.112
Play roles	5	14.7		
Discussion	5	14.7		
Work in pairs	11	32.4		
Total	34	100.0		

Table(8)presents data on the types of exercises EFL students report using in speaking classes. The distribution of responses across four categories shows varying frequencies

of different speaking activities. The most commonly reported exercise was "Conversation in groups" (38.2%), closely followed by "Work in pairs" (32.4%). "Play roles" and "Discussion" were equally reported, each accounting for 14.7% of responses. A chi-square goodness-of-fit test was conducted to examine whether the observed frequencies differed significantly from an equal distribution across categories. The results were not statistically significant, $\chi^2 = 6.000$, $p = .112$, suggesting that the observed differences in reported speaking exercises might be due to chance rather than reflecting true population differences. These findings provide insight into the types of speaking activities employed in EFL classrooms from the students' perspective.

Q9/ Table (4.9) Equipment used in speaking class

What equipment does your teacher utilize in the speaking portion of the lesson?	Count	%	Chi square	P-value
Smart board	2	5.9	10.000	0.019
Computer	8	23.5		
White board	15	44.1		
Data show(projector)	9	26.5		
Total	34	100.0		

Table(9) presents data on the equipment utilized by teachers during the speaking portion of EFL lessons, as reported by students. The distribution of responses across four categories shows varying frequencies of equipment use. The most commonly reported equipment was the "White board" (44.1%), followed by "Data show (projector)" (26.5%) and "Computer" (23.5%). The "Smart board" was reported least frequently (5.9%). A chi-square goodness-of-fit test was conducted to examine whether the observed frequencies differed significantly from an equal distribution across categories. The results were statistically significant, $\chi^2 = 10.000$, $p = .019$, indicating that the observed differences in reported equipment use are unlikely to have occurred by chance. These findings provide insight into the technological resources employed in EFL speaking classes from the students' perspective. The predominance of whiteboard use suggests a continued reliance on traditional teaching tools, while the notable use of projectors and computers indicates some integration of digital technology. The low reported use of smart boards may reflect limited availability of this technology or teacher preferences. The significant chi-square result suggests that there is a real

difference in the frequency of use among these teaching tools, with a clear preference for whiteboards and digital projection technologies over smart boards in this sample.

Q10/ Table (4.10) The combination of Arabic and English in speaking classes

Does your instructor combine spoken English and Arabic when instructing speaking?	Count	%	Chi square	P-value
Yes	21	61.8	1.882	0.170
No	13	38.2		
Total	34	100.0		

Table (10) presents data on students' perceptions of their instructors' language use during speaking instruction in EFL classes. The majority of students (61.8%) reported that their instructors combine spoken English and Arabic during instruction, while 38.2% reported that their instructors do not combine the languages. A chi-square goodness-of-fit test was conducted to determine if the observed distribution differed significantly from an equal distribution. The results were not statistically significant, $\chi^2 = 1.882$, $p = .170$, suggesting that the observed difference in the reported use of combined languages could be due to chance rather than reflecting a true population difference. These findings provide insight into the language practices employed by EFL instructors during speaking instruction, as perceived by their students.

Q11/ Table (4.11) The importance of giving presentations

Does your teacher require presentation in English?	Count	%	Chi square	P-value
Yes	18	52.9	0.118	0.732
No	16	47.1		
Total	34	100.0		

Table(11) presents data on whether EFL instructors require presentations in English, as reported by students. The results show a nearly even split, with 52.9% of students reporting that their teachers require presentations in English, while 47.1% report that they do not. A chi-square goodness-of-fit test was conducted to examine whether the observed frequencies differed significantly from an equal distribution. The results were not statistically significant, $\chi^2 = 0.118$, $p = .732$, indicating that the observed difference in the requirement of English presentations could be due to chance rather than reflecting

a true population difference. These findings provide insight into the instructional practices regarding English language use in presentation tasks within EFL classrooms. The near-equal split suggests a lack of consensus or standardized practice among instructors in this sample regarding the language requirements for student presentations.

Q12/ Table (4.12)The effect of applying supplementary materials

Does your instructor include other resources and activities into speaking lessons?	Count	%	Chi square	P-value
Yes	23	67.6	4.235	0.040
No	11	32.4		
Total	34	100.0		

Table (12) presents data on the incorporation of additional resources and activities in EFL speaking lessons, as reported by students. The majority of students (67.6%) reported that their instructors include other resources and activities in speaking lessons, while 32.4% reported that they do not. A chi-square goodness-of-fit test was conducted to determine if the observed distribution differed significantly from an equal distribution. The results were statistically significant, $\chi^2 = 4.235$, $p = .040$, indicating that the observed difference in the reported use of additional resources and activities is unlikely to have occurred by chance. These findings suggest a significant tendency for EFL instructors to incorporate diverse resources and activities into their speaking lessons. The significant chi-square result implies that there is a real difference in the frequency of instructors who do and do not incorporate additional resources and activities, with a clear majority doing so in this sample. This could indicate a trend towards more diverse and multimodal approaches to EFL speaking instruction.

Q13/ Table (4.13)practice's effect in speaking classes

Is there sufficient practice for speaking skills in the course curriculum?	Count	%	Chi square	P-value
Yes	16	47.1	0.118	0.732
No	18	52.9		
Total	34	100.0		

Table (13) presents data on students' perceptions of the adequacy of speaking practice within their EFL course curriculum. The results show a nearly even split, with 52.9% of students reporting insufficient practice for speaking skills, while 47.1% report sufficient practice. A chi-square goodness-of-fit test was conducted to examine whether the observed frequencies differed significantly from an equal distribution. The results were not statistically significant, $\chi^2 = 0.118$, $p = .732$, indicating that the observed difference in perceived adequacy of speaking practice could be due to chance rather than reflecting a true population difference. These findings provide insight into students' satisfaction with the amount of speaking practice incorporated into their EFL curriculum. The near-equal split suggests a lack of consensus among students regarding the sufficiency of speaking opportunities provided in their courses. This division may reflect variations in individual needs, expectations, or experiences within the same or different EFL programs. The lack of a significant difference in perceptions is noteworthy, as it indicates that there is no clear majority opinion on whether the curriculum provides adequate speaking practice. This could suggest that the current level of speaking practice in these EFL courses is at a threshold where it meets the needs of some students but not others.

Q14/ Table (4.14) The nature of speaking classes

Is the environment in the speaking class motivating and exciting?	Count	%	Chi square	P-value
Yes	13	38.2	1.882	0.170
No	21	61.8		
Total	34	100.0		

Table (14) presents data on students' perceptions of the motivational and exciting nature of their EFL speaking class environment. The majority of students (61.8%) reported that the environment in the speaking class is not motivating and exciting, while 38.2% found it to be so. A chi-square goodness-of-fit test was conducted to determine if the observed distribution differed significantly from an equal distribution. The results were not statistically significant, $\chi^2 = 1.882$, $p = .170$, suggesting that the observed difference in perceived classroom environment could be due to chance rather than reflecting a true population difference. These findings provide insight into the affective dimension of EFL speaking classes from the students' perspective. The tendency towards perceiving the environment as not motivating or exciting is noteworthy, as it may have

implications for student engagement and learning outcomes. Although the chi-square test did not reach statistical significance, the observed trend towards a less motivating environment warrants attention. This perception could be influenced by various factors such as teaching methods, classroom dynamics, or individual student characteristics

Q15/ Table (4.15) Emotional concerns related to speaking skill

Out of all the emotive concerns, which one do you deal with the most?	Count	%	Chi square	P-value
A lack of confidence in yourself	5	14.7	2.000	0.572
Shortage of enthusiasm	10	29.4		
Dread of creating errors	10	29.4		
Fear	9	26.5		
Total	34	100.0		

Table (15) presents data on the primary emotional concerns reported by EFL students in speaking classes. The distribution of responses across four categories shows varying frequencies of emotional challenges. "Shortage of enthusiasm" and "Dread of creating errors" were equally reported as the most prevalent concerns (29.4% each), closely followed by "Fear" (26.5%). "A lack of confidence in yourself" was reported least frequently (14.7%). A chi-square goodness-of-fit test was conducted to examine whether the observed frequencies differed significantly from an equal distribution across categories. The results were not statistically significant, $\chi^2 = 2.000$, $p = .572$, suggesting that the observed differences in reported emotional concerns might be due to chance rather than reflecting true population differences. These findings provide insight into the affective factors influencing EFL students' speaking experiences. Although the chi-square test did not reach statistical significance, the observed distribution of emotional concerns highlights the multifaceted nature of affective barriers in EFL speaking classes. The near-equal distribution among enthusiasm shortage, error dread, and fear suggests that these are common challenges faced by many students.

4.3. Summary of the questionnaire findings

Several tables provide insights into the challenges students face:

1. Table 5 shows that 50% of students feel anxious in speaking classes, which is a significant emotional barrier.

2. Table 7 provides more specific information about obstacles in speaking classes:
 - 32.4% of students report being "unable to come up with anything to say"
 - 26.5% report having a "poor vocabulary"
 - 20.6% are "scared of being judged or looking foolish"
3. Table 15 further elaborates on emotional concerns:
 - 29.4% each report a "shortage of enthusiasm" and "dread of creating errors"
 - 26.5% report general "fear"
4. Additionally, Table 13 indicates that 52.9% of students feel there isn't sufficient practice for speaking skills in the course curriculum.
5. Table 14 shows that 61.8% of students do not find the speaking class environment motivating and exciting.

Based on the results, teachers could consider the following measures:

1. Increase speaking practice opportunities: Table 13 suggests a need for more speaking practice in the curriculum.
2. Create a more motivating and exciting classroom environment: Table 14 indicates that many students find the current environment lacking in this regard.
3. Address anxiety and fear: Tables 5 and 15 show high levels of anxiety and fear. Teachers could implement anxiety-reduction techniques and create a more supportive classroom atmosphere.
4. Improve vocabulary instruction: Table 7 indicates that poor vocabulary is a significant challenge for many students.
5. Provide strategies for generating ideas: Table 7 shows that many students struggle with coming up with things to say.
6. Use diverse teaching methods and resources: Table 12 shows that 67.6% of teachers already incorporate additional resources and activities, which could be further expanded to address various learning needs.
7. Consider the role of L1 (Arabic) in instruction: Table 10 shows that 61.8% of instructors combine English and Arabic, which might be helpful for some students in reducing anxiety and clarifying complex concepts.
8. Encourage more group and pair work: Table 8 indicates that these are common and potentially effective speaking exercises.

9. Provide constructive feedback and praise: Table 4 shows that 76.5% of students report receiving praise for correct answers, which could be leveraged to build confidence.

4.4. Summary of Results

This study investigated challenges encountered by EFL students in speaking confidently within the classroom, analyzing responses from 34 participants.

- **Speaking Practice:** While a significant number of students (50%) report practicing public speaking "Sometimes" outside the classroom, a minority (8.8%) practice "Always". This suggests that consistent, frequent practice is uncommon, potentially contributing to speaking anxieties.
- **Mother Tongue Use:** The majority of students (67.6%) reported being allowed to use Arabic (mother tongue) "Often" or "Always" in English speaking classes. While this might reflect pedagogical scaffolding, it could also indicate challenges in maintaining an English-only environment, impacting fluency development.
- **Teacher Feedback:** Students overwhelmingly (76.5%) perceive their teachers as praising them for correct answers, suggesting a potentially positive reinforcement strategy. However, a lack of consistent positive reinforcement might be a factor for the 23.5% who don't receive praise, impacting their confidence.
- **Emotional States:** While a significant proportion (50%) feel "Anxious" during speaking classes, almost half (48%) feel "Self-assured" or "Motivated", indicating the presence of both positive and negative emotions in the learning environment.
- **Speaking Performance Factors:** "Capability to listen" and "Appropriate time to prepare" were identified as the most influential factors for speaking performance, followed by "Knowledge of topics" and "Given time for speaking assignments".
- **Obstacles:** The most common obstacle reported was "Unable to come up with anything to say" (32.4%), followed by "Poor vocabulary" (26.5%) and "Scared of being judged or looking foolish" (20.6%). This underscores the importance of vocabulary development, content knowledge, and addressing performance anxiety.
- **Speaking Exercises:** "Conversation in groups" and "Work in pairs" were the most frequently used exercises, suggesting a focus on communicative practice.

- **Equipment:** Whiteboards were the most commonly utilized equipment in speaking lessons, followed by data show (projectors) and computers, reflecting a mix of traditional and digital tools. However, the limited use of smart boards might indicate a gap in technological integration.
- **Instructor Language:** A majority of instructors (61.8%) combine spoken English and Arabic during instruction, indicating a potential reliance on the mother tongue which might hinder English proficiency development.
- **Presentations:** There is no clear consensus on whether instructors require presentations in English, with a near-even split in student responses. This lack of consistency may create confusion for learners.
- **Additional Resources:** The majority of instructors (67.6%) incorporate additional resources and activities in speaking lessons, indicating a trend towards more diverse and engaging teaching practices.
- **Curriculum Adequacy:** Students' perception of the sufficiency of speaking practice in the curriculum was divided, with 52.9% perceiving it as insufficient and 47.1% finding it adequate. This highlights the need for a careful evaluation of the current practice and potential adjustments based on student needs.
- **Classroom Environment:** A majority of students (61.8%) perceived the speaking class environment as not motivating or exciting, which could potentially impact student engagement and learning.
- **Emotional Concerns:** "Shortage of enthusiasm", "Dread of creating errors", and "Fear" were the most frequently reported emotional concerns, demonstrating the complexity of affective barriers in EFL speaking classes.

4.5. Results of Classroom Observations

Researchers can utilize various analysis techniques to interpret qualitative data, each offering a unique lens through which to examine the findings. Some of the commonly employed methodologies include content analysis, grounded theory as proposed by Glaser & Strauss(1967), thematic analysis as outlined by Braun & Clarke (2006), and discourse analysis. These analytical approaches are essential because they involve breaking down the data into meaningful components, conceptualizing these parts, and then reconstructing them in new ways to derive insights. Strauss and Corbin (1990)

explain that these methods involve "the operations by which data are broken down, conceptualized, and put back together in new ways," a crucial step in qualitative research that allows for the interpretation and extraction of patterns and themes. In this study, the researcher specifically chose to employ content analysis as the primary method to analyze the data collected from twelve classroom observations.

The decision to use content analysis was made due to the nature of the study, where the data from the classroom observations was not analyzed immediately but was instead stored until the completion of all observations. This method allowed for a comprehensive and systematic approach to analyzing the data, ensuring that no detail was overlooked. In content analysis, the researcher examines textual data (in this case, transcriptions from classroom observations) and identifies recurring themes, patterns, and categories that help to explain the observed classroom dynamics. After gathering all the observational data, the researcher worked through each transcript carefully, assigning specific codes that corresponded to different aspects of the classroom environment and teaching practices.

Once the researcher had coded the transcripts, the next step was to organize the data into categories that emerged naturally from the content. These categories were not predetermined but were derived inductively from the data itself, ensuring that the findings reflected the actual classroom experiences rather than any preconceived notions. The primary categories that emerged from the data included: 'The facilities and materials used', 'Class size', 'Time allocated', 'Activities employed in the teachers' classes', 'Use of Students' First Language (1L)', 'Motivating Students', 'Correcting Students' Errors', and 'Giving Feedback'. These categories provided a comprehensive framework for analyzing and understanding the various aspects of the classroom environment, teacher-student interaction, and the overall teaching approach.

Each of these categories offers a distinct insight into the observed teaching practices, and their analysis forms the core of the study's findings. The category of 'Facilities and materials used' looks at the resources that were available to teachers and how they were utilized in delivering lessons, such as the use of technology, teaching aids, and physical classroom resources. 'Class size' is another critical factor that affects classroom dynamics, as larger or smaller classes can influence the teacher's ability to engage with students and manage activities effectively. 'Time allocated' refers to how teachers

managed the time during lessons, whether they adhered to time constraints and how this impacted the lesson's flow and student engagement.

The 'Activities used in teachers' classes' category focuses on the types of activities that were implemented to facilitate language learning, such as group work, pair work, discussions, or individual tasks. The researcher also explored how 'Students' First Language (1L)' was used during instruction, as the use of a mother tongue in an English language classroom can influence students' understanding, participation, and overall comfort level. 'Motivating Students' looks at the various strategies teachers employed to inspire and engage their students in the learning process, while 'Correcting Students' Errors' evaluates how teachers addressed mistakes made by students and how this impacted learning. Finally, the category of 'Giving Feedback' addresses the methods through which teachers provided students with feedback on their performance, whether it was immediate, delayed, or provided in a way that was constructive and encouraging.

By analyzing the data across these categories, the researcher was able to identify patterns in teaching practices and their impact on student engagement, learning outcomes, and overall classroom atmosphere. The detailed analysis of these categories allows for a more nuanced understanding of how different teaching methods, classroom dynamics, and teacher behaviors influence the learning environment. Furthermore, by using content analysis, the researcher ensured that the findings were grounded in the actual data from the classroom observations, providing a rich and accurate portrayal of the observed teaching practices. The following sections provide a detailed examination of each category, offering a deeper look into how these factors contributed to the overall teaching and learning process observed in the classrooms.

A- Facilities and Materials

Regarding the facilities, the classroom observations revealed significant differences in how teachers utilized the available resources, particularly the whiteboard, to enhance their teaching strategies. Each teacher exhibited a distinct approach in incorporating the whiteboard into their lessons. For instance, Teacher C adopted a highly structured method by writing out the lesson objectives clearly at the start of each class. This approach helped to set clear expectations for the students before delving into the core content of the lesson. In contrast, Teachers A, B, and D were more focused on writing vocabulary words and simple terms related to the lesson as they explained the content.

This method, although effective in reinforcing new words, may not have provided the same level of clarity and structure for students in understanding the overall objectives of the lesson.

In addition to the whiteboard, the textbooks used in these lessons contained listening exercises designed to be paired with audio support. However, a significant challenge was the absence of accompanying audio CDs, which directly impacted the teachers' ability to implement these exercises effectively. Without the necessary audio resources, it became difficult for the teachers to deliver the listening activities as intended, which may have limited the students' exposure to authentic language input and hindered the development of their listening skills.

When it came to integrating technology into the classroom, there was also a marked difference between the teachers. Teachers A and B made effective use of projectors and computers during their lessons, particularly when addressing the listening components linked to their speaking activities. By incorporating these technologies, they were able to present multimedia resources, such as videos and audio clips, which enriched the learning experience for their students. This technological integration allowed the teachers to create a more dynamic and interactive environment, enhancing students' engagement with the content and improving their comprehension of the listening material.

On the other hand, Teachers C and D chose to rely more on supplementary materials, such as videos and additional worksheets with dialogues, instead of using the textbooks as their primary resource. This approach provided an alternative to the traditional textbook-based lessons and contributed to greater variety in the types of materials used in the classroom. The use of videos and extra worksheets offered students the opportunity to practice speaking in different contexts and engage with more diverse content. This variation in learning resources appeared to have a positive effect on student motivation, as the additional materials presented fresh and engaging opportunities for practicing speaking skills.

However, despite the varied approaches to resource utilization, Teachers A and B tended to rely more heavily on the textbooks. They often took on the role of the primary source of information, answering questions themselves and writing the responses on the board. While this approach ensured that the students received clear explanations, it may have inadvertently limited the opportunities for student participation and active

engagement in the lesson. By writing the answers on the board and providing most of the content, these teachers may have missed the opportunity to encourage more student-driven interaction, which is essential for fostering speaking skills and increasing student involvement in the learning process.

In conclusion, the observations highlighted the diverse ways in which teachers employed classroom resources, including the whiteboard, technology, and supplementary materials. The varied approaches, ranging from the structured presentation of lesson objectives to the integration of multimedia resources, played a crucial role in shaping the learning environment and influencing student engagement. While some teachers effectively used technology and supplementary materials to foster a more dynamic and interactive classroom, others relied more on traditional methods, which, although effective in providing content, may have restricted student participation and engagement.

B- Class Size

Regarding the class size, the data collected from classroom observations underscored the challenges posed by class size. All teachers had classes that included between 25 and 34 students, who were typically arranged in a U-shape facing the whiteboard. The seating arrangement was flexible, as observed in the classes of Teachers A and D, who frequently encouraged students to change seats based on activity requirements. The researcher noted that the large class sizes detrimentally affected students' opportunities for learning speaking skills. The sheer number of students limited the teachers' ability to provide individual feedback, leaving some learners uncertain about their speaking proficiency and the steps necessary for improvement.

The observations further indicated that many teachers (notably A, C, and D) tended to modify their questions, often rephrasing or expanding them for clarity. However, the waiting time for student responses was often brief. This rapid-fire questioning style appeared to stem from a tendency to direct questions to the entire class rather than to individual students. For instance, Teacher C would pose a question to the class and then circulate to ask the same or a modified question to individual students to maintain their attention and ensure comprehension. This highlights the inherent difficulties of managing large classes, particularly those exceeding twenty-five students

C-Time Allowed and Activities

Regarding the time, The observations indicated a pervasive issue regarding the amount of time allotted for speaking practice within the observed lessons. All teachers faced the constraint of limited lesson durations—typically two hours—coupled with the challenges presented by large class sizes. As a result, students often did not receive adequate time for preparation, rehearsal, and actual presentation of their speaking tasks. This lack of sufficient preparation time ultimately hindered student motivation and engagement in speaking activities. For example, when Teacher A instructed student to break into small groups for dialogue preparation, the time allocated for discussion and decision-making among the groups was minimal, leading to a hurried and unsatisfactory completion of tasks.

Additionally, the researcher observed that during the correction phase, teachers A, B, and D often addressed answers in a sequential manner. This approach frequently bored students and slowed the class's overall pace. In contrast, Teacher C allowed students time to compare their responses with each other before displaying them on the board, resulting in a more organized and controlled classroom environment.

When it comes to activities, the analysis of classroom activities revealed that Teachers C and B tended to employ a learner-instructor interaction style, fostering a more dynamic classroom atmosphere, whereas Teachers A and D often relied on learner-learner interactions. All four teachers provided instructions and demonstrations for various tasks, such as gap-filling exercises, table completions for listening activities, and question formation for speaking tasks. However, it was noted that many teachers relied heavily on verbal instructions alone, which not only caused confusion among students but also consumed valuable lesson time, necessitating repetition of instructions for clarity.

Furthermore, the data indicated that Teachers B and C implemented diverse activities to promote speaking skills, utilizing methods such as role-plays and group discussions. For instance, Teacher B introduced a speaking task centered around a picnic scenario, beginning with clear instructions, and playing a related recording. Students then engaged in pair work, articulating their observations about the picture while the teacher monitored their progress and provided encouragement. This hands-on approach culminated in students presenting their findings to the class, with the teacher offering constructive feedback.

In contrast, Teachers A and D demonstrated less interactive approaches, resulting in passive student participation. These teachers often dominated the speaking time, limiting students' opportunities to engage in discussions or express their ideas. For example, Teacher D's approach involved simultaneous writing and explanation, which did not allow students sufficient time to contribute their thoughts, ultimately leading to a lack of engagement and participation.

D- Using Students' L1

The analysis regarding the use of students' first language (L1) in the classroom highlighted how and when teachers utilized Arabic during English speaking instruction. It was observed that only Teacher D consistently translated new vocabulary into Arabic, a practice that seemed justified to aid comprehension. Conversely, Teachers A, B, and C employed L1 primarily during discussions or debates, especially when students struggled to grasp instructions. For example, when Teacher B posed a question involving a new verb, the teacher provided an Arabic translation to clarify meaning. Similarly, when Teacher C introduced a new topic on neighborhoods, the lack of understanding led to silence in the classroom until she translated the term, which prompted students to engage and share their thoughts.

This reliance on L1 indicates a barrier to developing fluency in English, as students did not cultivate the habit of speaking English consistently. The frequent code-switching also revealed that teachers often resorted to a blend of both Arabic and English, especially for instructions, which impacted the overall immersion in the target language. The analysis highlighted that some students translated textbook content into Arabic prior to completing tasks, while others exhibited unnatural speech patterns, struggling to recall vocabulary and structures in English due to reliance on written prompts.

E- Motivating Students

Throughout the observed lessons, it became evident that teachers varied significantly in their efforts to motivate students. Teachers A and B were proactive in fostering an interactive learning environment, which led to heightened student participation and enthusiasm. For instance, Teacher A encouraged students to create original sentences based on specific images, acting more as a facilitator than a traditional instructor. In contrast, Teachers C and D struggled to engage their students, often resorting to direct questioning without encouraging participation. Many students appeared disengaged,

avoiding eye contact and exhibiting nervousness when asked to speak. This lack of motivation indicated that the teaching methods employed by these two teachers did not effectively promote a communicative classroom atmosphere.

F- Correcting Students' Errors

The data analysis revealed two primary aspects concerning how teachers addressed students' speaking errors: the methods of correction and the timing of these corrections. All observed teachers tended to correct errors directly and immediately, which limited opportunities for students to reflect on their responses. Only Teacher B adopted a more interactive approach, interrupting students during their speech to provide corrections, which inadvertently stifled free expression. In contrast, Teachers A, C, and D typically waited until after students finished speaking to address errors, which could lead to a more reflective and constructive feedback process.

G- Giving Feedback

The observations highlighted two distinct categories of feedback provided by the teachers: positive and negative feedback. Teachers A and B were noted for their use of positive reinforcement, often complimenting students with phrases like "well done" or "excellent" after speaking tasks. This approach appeared to foster a more engaging and motivating environment for students. Conversely, Teachers C and D tended to use negative feedback techniques, employing gestures and language that conveyed disapproval. Such methods may have discouraged student participation and created a less supportive learning atmosphere.

4.6. Summary of the Chapter

In summary, this chapter presents a comprehensive examination of the challenges faced by Libyan foreign language university students in their speaking classes. The findings draw upon data collected through both questionnaires and classroom observations, with the aim of answering the key research questions. By applying content analysis theory to the gathered data, the study identifies critical areas for improvement in instructional practices, materials usage, and feedback techniques. The subsequent chapter will delve deeper into the main findings, contextualizing them within existing literature on language education.

Chapter Five

Discussions and conclusion

5.1. Introduction

This chapter is dedicated to examining the challenges that Libyan university students encounter in speaking classrooms while learning English as a Foreign Language (EFL). It aims to interpret the results derived from both quantitative data, obtained through student questionnaires, and qualitative data, collected through classroom observations. By linking these findings to the research objectives, the chapter is structured into two main sections. Additionally, it will provide a brief summary to encapsulate the key points discussed.

5.2. Discussion of the Questionnaire results

The study reveals that first-year EFL students at Azzawya university, face a range of significant challenges that hinder their ability to develop English speaking skills effectively. An analysis of the data from the student questionnaires highlights marked differences in the responses concerning the specific challenges these students encounter. These challenges are categorized according to the various domains outlined in the questionnaire.

1. Challenges students face in speaking outside of classroom

The second domain addresses the frequency with which students use English outside the classroom. The findings indicate that 50% of the students reported that they use English sometimes in their daily lives, while 5.9% indicated that they never use it , 8.8% of students say that they always use it . In a context where all students share the same first language, opportunities for practicing English are severely limited. This lack of exposure is consistent with Baily's (2005) assertion that a language becomes foreign when it is not used in everyday communication. Furthermore, Chancy (1998) suggests that even when students do use English in certain contexts, they often struggle, particularly with unfamiliar vocabulary.

2. Applying Arabic language in English speaking classes

The third domain of the questionnaire focus on the use of students' first language (Arabic) during speaking classes, as well as the language choices made by teachers in EFL classrooms. A striking 41.1% of students indicated that they frequently use Arabic during speaking activities, which challenges Littlewood's (1981) argument that L1 should primarily be used for classroom management purposes. This heavy reliance on Arabic can significantly impede students' ability to communicate effectively in English. Additionally, while 61.8% of the students stated that their teachers mix Arabic and English during lessons in the tenth domain, this practice can have both beneficial and detrimental effects. On one hand, it may alleviate anxiety and enhance comprehension; on the other hand, it can discourage students from attempting to speak English, ultimately hindering their language acquisition. Scholars such as Mourtaga (2011) and Al-Nasser (2015) argue that limited exposure to English is a critical factor contributing to the low proficiency levels observed among Arab learners.

3. The effect of feedback on students performance

In the fourth domain, which explores the feedback provided by teachers during speaking activities, the results indicate that 76.5% of students felt they received positive reinforcement from their instructors. In contrast, only 23.5% reported a lack of constructive feedback. This finding aligns with Juhana's (2012) argument that inadequate feedback contributes to diminished student motivation and interaction during speaking exercises.

4. The effect of classroom atmosphere on the students

The fifth domain assesses the classroom atmosphere and its impact on students' willingness to engage in speaking activities. A little half (50%) of the students expressed that the speaking classroom environment was uninspiring and did not motivate them to share their thoughts or communicate with peers. Factors contributing to this perception include a lack of engaging listening comprehension activities and the reliance on outdated teaching aids, such as traditional whiteboards. These elements foster feelings of anxiety and undermine students' confidence and motivation to actively participate in speaking exercises. Conversely, 20.6% of students found the classroom environment stimulating, supporting the notion posited by Dornyei and Csizer (1998) that motivation is a key factor influencing success in language learning. This contrast in

student motivation highlights the importance of creating a more dynamic classroom atmosphere.

5. Factors which influence the speaking skill

Furthermore, the questionnaire responses of the sixth domain revealed that factors such as fear of making mistakes, anxiety, and low self-confidence are significant barriers to students' speaking performance. This observation aligns with the findings of Park and Lee (2005), Tsiplakides and Areiti (2009), and Al Hosni (2004), all of whom identified anxiety and fear as major obstacles to fluency in speaking. Additionally, the capability to listen emerged as a concern, with 32.4% of students indicating it as a significant factor affecting their ability to speak effectively.

Despite some students reporting opportunities to practice English outside of class, with 50% indicating they just sometimes engage in English conversations, many appear to shy away from real-life interactions due to difficulties in social communication. The findings of the twelfth domain also showed that a substantial 32.4% of students do not receive supplementary speaking materials, contributing to a passive learning environment where students feel unmotivated to participate.

6. Exercises which are done during speaking classes

Regarding classroom activities (eighth domain), the data revealed that 38.2% of students experience conversation in groups as the primary mode of instruction, followed by pair work (32.4%), group discussions (14.7%), and role play (14.7%). This reliance on limited activity types contributes to the challenges students face in developing speaking skills, as noted by Al-Abri (2008), who argues that a lack of engaging oral activities in textbooks exacerbates difficulties in speaking.

5.3 Discussion of the observation Results

The observation has revealed some points which will be clarified individually underneath:

1. Lack of Resources and Practice

Observations conducted during classroom interactions revealed that students were given minimal opportunities to practice speaking English. The majority of lessons were characterized by a teacher-centered approach, where instructors dominated the conversation, leaving students with limited chances to speak.

This finding is consistent with Ghosh's (2010) argument that insufficient practice restricts student interaction in the classroom. Additionally, the observations indicated that teachers often lack essential resources needed to facilitate effective lessons. For instance, the English department did not have a proper laboratory equipped with audio resources, which limited students' exposure to native English speech. Even though textbooks included listening and speaking exercises, the absence of accompanying audio materials rendered these lessons ineffective.

2. Lack of Time

Teachers often struggle to allocate enough time for teaching speaking skills due to the pressure to cover extensive textbook content, which tends to prioritize reading and writing over speaking. Luoma (2004) emphasizes that mastering speaking is a challenging skill that requires a considerable investment of time. Furthermore, teachers are encouraged to employ suitable classroom activities that promote interaction, such as encouraging students to engage in conversations in pairs or groups.

3. The Role of Activities

The classroom itself emerged as the primary environment for students to encounter English, yet the study found that extracurricular activities aimed at enhancing speaking skills were scarce and limited to simple dialogues and group discussions. This lack of engagement reduces students' opportunities to practice and develop their language skills, contradicting Harmer's (2001) assertion that speaking occurs when two individuals interact purposefully.

4. The Class Size

Class size also played a significant role in hindering student participation. The observer noted that larger class sizes negatively impacted the levels of student interaction, corroborating Ambu and Saidi's (1997) findings that large numbers of students, coupled with insufficient English teaching hours and an unresponsive syllabus, contribute to learners' speaking difficulties.

5. The English Knowledge

Moreover, many students exhibited a lack of foundational English knowledge, often resorting to silence or requesting translations in Arabic. While translating from English to Arabic may seem easier for students and teachers, it ultimately restricts the

opportunity for students to practice and master English. This finding aligns with Littlewood's (1981) assertion regarding the use of L1 for classroom management, which can inadvertently exacerbate speaking difficulties.

6. The Effect of L1

The data also indicated that many students focused more on completing assigned tasks than on engaging in meaningful conversations. During group work activities, they often communicated in vague terms, lacking the ability to articulate their thoughts clearly or justify their viewpoints. Discussions frequently shifted to Arabic, further reducing the use of English. This finding supports Rajab's (2013) assertion that a lack of emphasis on using the target language as a medium of instruction, along with an outdated teacher-centered approach and a focus on grammar drills, hinders effective oral communication.

7. Psychological Issues

The observations highlighted that a significant number of students exhibited low motivation and confidence, both of which hindered their language proficiency. Instances of laughter and ridicule during class created an atmosphere of fear, causing students to hesitate to participate due to the potential for negative feedback from their peers. This aligns with Juhana's (2012) findings that factors such as fear of making mistakes, shyness, anxiety, and lack of confidence can impede students' willingness to speak English. Similarly, Dornyei and Csizer (1998) argue that without sufficient motivation, even the most talented individuals struggle to achieve their long-term goals, underscoring the importance of a supportive classroom environment for facilitating language practice.

8. The Attitude of the Teachers

Another noteworthy observation was that some teachers appeared disheartened by the current teaching situation, likely due to the students' low levels of proficiency. Speaking remains one of the most challenging skills for English learners to master, complicating the teaching process. However, teachers are encouraged to create an environment that fosters fluency, allowing students to speak freely without immediate corrections, as excessive correction can disrupt the natural flow of conversation, Pollard(2008).

5.4. Recommendations for Teachers and Students

Based on the findings of this study, it is clear that EFL students encounter a range of difficulties that hinder their ability to speak fluently in the classroom, including limited vocabulary, lack of confidence, and anxiety about making mistakes. To address these challenges, practical recommendations are provided for both teachers and students. These recommendations aim to create supportive learning environments, enhance teaching practices, and encourage learner autonomy so that students can develop greater confidence and fluency in oral communication.

5.4.1. Recommendations for Teachers

1. Create a Supportive Classroom Environment

- Encourage a non-judgmental atmosphere where mistakes are seen as part of learning.
- Praise effort and progress, not just accuracy, to reduce anxiety.

2. Integrate Communicative Activities

- Use role plays, debates, storytelling, and group discussions to give students meaningful speaking opportunities.
- Prioritize fluency-focused activities before accuracy-focused correction.

3. Provide Scaffolding and Guidance

- Model correct pronunciation, intonation, and sentence structures.
- Offer prompts and guiding questions to help students initiate and sustain conversations.

4. Balance Correction and Encouragement

- Correct errors selectively without interrupting fluency.
- Provide feedback after students finish speaking, focusing on common mistakes.

5. Promote Collaborative Learning

- Encourage pair and group work to reduce pressure on individual students.
- Assign speaking tasks that require cooperation, such as problem-solving or project presentations.

6. Use Technology and Authentic Materials

- Incorporate audio-visual aids, podcasts, and interactive apps to expose students to authentic language use.
- Encourage students to record themselves and reflect on their progress.

5.4.2. Recommendations for Students

1. Practice Outside the Classroom

- Engage with English media such as movies, podcasts, and songs to increase exposure to natural speech.
- Practice speaking with peers or language partners regularly.

2. Adopt Self-Monitoring and Reflection

- Record personal speaking practice to identify weaknesses in pronunciation and fluency.
- Keep a speaking journal to track progress and set goals.

3. Overcome Fear of Mistakes

- View errors as learning opportunities rather than failures.
- Participate actively in class discussions without waiting to be called on.

4. Expand Vocabulary and Expressions

- Learn and practice functional phrases for daily communication.
- Use vocabulary notebooks and practice applying new words in spoken contexts.

5. Develop Confidence Through Preparation

- Prepare notes before speaking tasks or presentations.
- Rehearse in front of peers or alone to reduce anxiety.

6. Engage in Peer Collaboration

- Work in groups to share strategies for improving fluency.
- Give constructive feedback to peers during speaking activities.

5.5. Implications for Further Research

The findings of this study highlight several implications for future research on the difficulties faced by EFL students in speaking fluently within the classroom context. Since the present study was limited to a relatively small group of students and teachers in a single institution, further research should be conducted with larger and more diverse samples across different schools, universities, and cultural contexts. This would allow for broader generalizations and provide deeper insights into whether the challenges identified here—such as anxiety, lack of vocabulary, and limited classroom opportunities—are consistent across different settings or vary according to institutional and cultural factors.

Another implication is the need for longitudinal studies that can track students' development in speaking fluency over time. While this study provided a snapshot of learners' difficulties, future research could examine how specific interventions, teaching methods, or exposure to English outside the classroom influence learners' fluency in the long term. Such studies would contribute to a clearer understanding of the dynamic and developmental nature of speaking proficiency.

Methodologically, future research could benefit from adopting mixed methods approaches that go beyond questionnaires and interviews. The inclusion of classroom observations, language proficiency tests, or recorded speaking tasks could provide more objective evidence of the specific linguistic and psychological difficulties students face. This triangulation would strengthen the reliability and validity of findings while offering a more holistic view of the phenomenon.

Furthermore, future studies should explore the effectiveness of targeted pedagogical interventions designed to improve students' speaking fluency. For example, experimental or quasi-experimental research could investigate the impact of communicative language teaching techniques, technology-enhanced learning tools, or peer collaboration strategies on learners' oral performance. Similarly, examining the role of affective factors such as motivation, self-confidence, and anxiety would provide valuable insights into the psychological dimensions of speaking fluency, which were only partially addressed in the present study.

Finally, the study's findings also imply that future research should pay closer attention to teachers' perspectives and practices. Since only a small number of teachers were interviewed here, additional research involving a wider pool of instructors could shed more light on the pedagogical challenges and classroom strategies that either hinder or facilitate students' speaking development. This line of inquiry could also inform teacher training programs and curriculum design aimed at improving oral proficiency in EFL classrooms.

5.6. Limitations of the Study

Despite the efforts made during the research process, several limitations should be acknowledged:

- **Time Limitation:** The study was conducted within the 2024/2025 academic year, which limited the duration of data collection and analysis.
- **Geographical Limitation:** The study was confined to the English Department at Zawia University, meaning that the findings may not be fully representative of all Libyan universities.
- **Subject Limitation:** The research specifically focused on the challenges faced by EFL students in classroom interactions, limiting its scope to this aspect of language learning.
- **Sample Limitation:** The study involved 34 first-year students and four teachers, which may not fully capture the diversity of experiences and challenges faced by all students and teachers in similar contexts.

5.7. General Conclusion

In summary, this chapter has thoroughly examined the various challenges faced by Libyan university students in EFL speaking classrooms, drawing insights from both quantitative and qualitative data. The findings reveal significant barriers related to language use, feedback mechanisms, classroom atmosphere, and instructional methods. The implications of these results highlight the need for improved teaching practices and the creation of a more supportive learning environment that promotes students' speaking skills.

The research presented in this study contributes to a deeper understanding of the various challenges faced by Libyan university students when engaging in classroom interactions while learning English as a foreign language (EFL). The study employed both quantitative and qualitative research methods, using two primary tools for data collection: a student questionnaire and classroom observations. A total of 34 student responses were analyzed using spss software, while 4 classroom observations of English-speaking lessons were conducted across 4 teachers. The findings, discussed in detail in Chapters Four and Five, reveal a range of issues encountered by students in speaking classes, as well as some factors that helped improve their performance. The key conclusions drawn from the study are as follows:

- **Lack of Positive Feedback:** One of the main challenges identified was the absence of positive feedback from teachers, which significantly impacted students' confidence and motivation. Without adequate encouragement, students were less likely to feel comfortable participating in speaking tasks, leading to a lack of engagement and reluctance to express their thoughts in English.
- **Psychological Barriers:** Several psychological barriers, such as fear of making mistakes, lack of motivation, and anxiety, were found to hinder students' speaking abilities. These emotional challenges led to reduced self-confidence and prevented students from actively participating in speaking activities. In particular, students expressed concern about being judged by their classmates, which further discouraged them from speaking.
- **Limited English Exposure:** Students' overall ability to use English in speaking tasks was also hindered by the fact that they were surrounded by Arabic for most of the day. This lack of exposure to English outside the classroom further diminished their opportunities to practice and refine their speaking skills.
- **Limited Teaching Activities:** The study found that the most used teaching activity was dialogue, with teachers relying heavily on direct conversation. However, other interactive activities, such as pair work, group discussions, and role-playing, were rarely used. These activities are crucial for fostering speaking practice and promoting active student participation. The lack of variety in teaching strategies contributed to the challenges students faced in improving their speaking skills.

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Appendices

Appendix A

Students' Questionnaire

Dear students:

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

Q1. For what duration have you been studying English?

- ☐ Less than three years
- ☐ three to five years
- ☐ Over five years

Q2. How frequently do you practice speaking in public outside of the classroom?

- ☐ Always
- ☐ Usually
- ☐ Sometimes
- ☐ Never

Q3. How often is it allowed for you to discuss in Arabic, your mother tongue, in speaking classes?

- ☐ Always
- ☐ Usually
- ☐ Sometimes
- ☐ Never

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

- ☐ Yes
- ☐ No

Q5. How do you feel when you're in a speaking class?

- ☐ Anxious
- ☐ Motivated
- ☐ self-assured

Q6. What elements influence how well you speak?

- ☐ Knowledge of the topics
- ☐ Capability to listen
- ☐ Appropriate time to prepare
- ☐ Listeners' assistance
- ☐ Pressure to deliver quality work
- ☐ Given time for speaking assignments

Q7: What kind of obstacle do you face in speaking class?

- ☐ You have a poor vocabulary.
- ☐ You're scared of being judged or looking foolish.
- ☐ You are unable to come up with anything to say.
- ☐ You either don't speak at all or very little.
- ☐ You are shy.

Q8: What kind of exercise do you use in speaking classes?

- ☐ Conversation in groups
- ☐ Play roles
- ☐ Discussions
- ☐ Work in pairs

Q9. What equipment does your teacher utilize in the speaking portion of the lesson?

- ☐ Smart board,
- ☐ computer,
- ☐ white board,
- ☐ data show (projector)

Q10. Does your instructor combine spoken English and Arabic when instructing speaking?

☐ yes

☐ No

Q11: Does your teacher require presentations in English?

☐ Yes

☐ No

Q12. Does your instructor include other resources and activities into speaking lessons?

☐ Yes

☐ No

Q13. Is there sufficient practice for speaking skills in the course curriculum?

☐ Yes

☐ No

Q14: Is the environment in the speaking class motivating and exciting?

☐ Yes

☐ No

Q15: Out of all the emotive concerns, which one do you deal with the most?

☐ A lack of confidence in yourself

☐ Shortage of enthusiasm

☐ dread of creating errors

☐ Fear

Thank you for your collaboration

Appendices

Appendix A

ITEM	Teacher A	Teacher B	Teacher C	Teacher
The facilities and materials used	Projectors, Computers Textbooks, whiteboard	Computers, Projectors Textbooks, whiteboard	Videos, Worksheets, whiteboard	Videos, worksheets, whiteboard
The capacity of the Class	25-34	25-34	25-34	25-34
The time allocated for the class	2 hours	2 hours	2 hours	2 hours
The activities applied at the class Activities	Learner learner interaction, gap filling, table completion	Group discussions, Role plays, gap filling, table completion	Group discussions, role plays, gap filling, table completion	Learner learner interaction, gap filling, table completion
The frequency of using Students' L1	Always	Always	Always	Usually
The way of Motivating Students	Excellent Engaging	Excellent Engaging	Poor disengaging	Poor disengaging
Correcting Students' Errors	Contrastive feedback	Interactive approach	Contrastive feedback	Contrastive feedback
Giving feedback	Positive feedback	Positive feedback	Negative feedback	Negative feedback