Exploring some basic problems that face Libyan EFL university students in developing their speaking skills

By

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A final project submitted in partial fulfillment of the requirements for the degree of bachelor in English language with focus on applied linguistics

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Supervised by

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To The Faculty OF Sebha University:

The members of the committee appointed to examine the B.A final project of Najah & Elham find it satisfactory and recommend that it be accepted.

Mr. Abraiek deen .
The advisor's name
Om Hanee
The examiner's name
Dedication

We dedicate this project to our beloved parents, brothers, sisters, close friends and all the teachers of department of English.
Firstly, We thank almighty Allah who deserves this thanks, Then we must not forget our families for helping and encouraging us all the time we are so grateful for them, secondly; we thank our supervisor Mr. Abraiek deen, for his help, we also would like to express our deepest thanks to all the teachers of the English language department, Finally we would like to thank our friends who helped and motivated us all the time.
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CHAPTER ONE
INTRODUCTION

1.1 - Overview

Speaking is a productive skill of language that enables the learner to establish successful communication in that language, therefore, it forms the central place among the four language skills. Failing to master this skill leads to failure in using the language.

1-2 Research Problem:

Though speaking skill is taught to the Libyan EFL learners in department of English from the first semester to the sixth semester still some of the Libyan learners face some problem in developing their speaking and they cannot speak correctly and effectively thus in this study, the researchers will explore some problems that face Libyan university students in developing their speaking.

1.3 Research Question:-

This study attempts to answer the following research questions:-

1- What are the problems that Libyan students have in speaking?

2- Why do Libyan students have problems in speaking?

3- How these problems can be solved?
1.4 purpose and aims:

The purpose of this project is to find the main problems the face English language students at department of English Sabah University in their speaking skills and suggest some solutions to solve these problems.

1.5 Hypothesis:

It is assumed that the Libyan learners commit problems in almost every aspect of language due to various reasons. It is also assumed that the classification of these problems can be done to organize and categorize these problems in systematic way so that the teachers and learners come to know which areas need special attention and if these areas are focused on properly problems can be overcome with effective remedy instruction.
CHAPTER TWO

REVIEW OF LITERATURE

2.1 Overview

Speaking is delivery through the mouth to speak. We create sounds using many parts our body including the lunge vocal tract vocal chords, tongue, teeth and lips. Speaking is the one of the four skills which is listening speaking reading and writing. When two or more people speak or talk to each other speech flows naturally form one person to another in a form of dialogue. Speaking is probably the language skill that most language learners wish to perfect as possible. Speaking is an interactive process of constructing meaning that involving producing and receiving and processing information (Burns 1994)(Joyce 1997). Its form and meaning are dependent on the context in which it occurs including the participants themselves their collective experiences the physical environment and the purpose for speaking.

Speaking is often spontaneous open-ended and involving speech also has its own skills, structure, and convention different form written language (MC Carthy & cater,1995) a good speaker synthesizes this array of skills and knowledge to succeed in a given speech act.

2-2 The Arab EFL Learners difficulties in speaking skill.

Various studies by scholars like Mukattash, (1983) Suleiman (1983) Zughoul (1985,1987) and Ibrahim (1983) found that most of the Arab students problems are due to the reasons such as A) students lack of information regarding the university or college they are enrolled in, B) deficiency in the English language curricula offered by some schools and universities, C) awful teaching methodology, D) problem with
proper language Environments, E) lack of personal impetus on the of students, F) mother tongue interference.

In most of the Arab countries, English subjects are only studied in schools, and that too in Avery unprofessional manner and for a quite limited period which make learning and practicing English more difficult for the Arab EFL learners according to Alam (1983) Khan(2005). This was found to be one the reasons for difficulties faced by the Arab EFL learners in speaking.

2.3 Mother tongue use as a factor leads to cause difficult

Use of mother tongue (Arabic) in the classroom significantly impedes students to use the target (English). It also affects improvement and development of the target language. For these reasons use the mother should be reduced as much as possible and use it only when needed in the classroom. Khadidja (2009,2010,pp.38 39) shows that SL students of the same mother tongue use it outside and even inside the classroom because they feel more comfortable and less exposed to the target language the same author in the same year (2009,2010,pp.38-39), as cited in (Barker, 39) and Westrup, 2003.12) found that Barriers to learning can occur if students knowingly or unknowingly transfer the cultural rules from their mother tongue to a foreign language therefore the learners will not be able to use the foreign language correctly if they keep on being influenced by the use of their mother tongue.
2.4.1 Other factors that might cause difficulties

Grammar is one of the speaking skill areas that improve speaking communication through interaction in the classroom. (Ochs, et al 1997,n,p) define grammar as how words are strung together into sentences. To learn a language through interaction in the classroom facilitates is to learn communication and when both of the teacher and the students get engaged in a conversational topic communication occurs. The goal of language learning in communicative classroom is that learners can learn grammar of the second language in its broadest sense communicatively to enable them understand structures and focus on meaning unconsciously that is to become proficient users of the second language. Research and experience have shown that explicit teaching of grammatical rules even if we were able to formulate them all does not produce such competence (ochs,et al 1997,n,p).

2.4.2 Vocabulary

Vocabulary is words which are used to communicate through interaction in the classroom. Without having sufficient vocabulary one cannot communicate effectively or express their ideas in oral form. Lack of the vocabulary of the target language usually leads learners to borrow words from their native language. For this reason vocabulary is a very important aspect in speaking skill.

Students should be exposed to more interaction with the teacher and with each other in order to learn new words. For example, teacher asks students to speak about any experience happened in their lives and tell it to students so the students can learn some vocabulary from each other.
CHAPTER THREE
RESEARCH METHODOLOGY

3.1 Method:
The method used in this study is a qualitative because the data will be analyzed statistically.

3.2 Design:
An exploring design is used because the study explores the problem of speaking that faced by EFL learner.

3.3 Participants
They are 20 participants from English Department they are both male and female from both villages and city of Sabah. Their ages are between 18-20. All the participants are from the fourth semester.

3.4 Instrument
A questionnaire was used to collect the data. It has 10 items. The participants have to answer by choosing agree or disagree.
CHAPTER FOUR

DATA ANALYSIS

4.1 Overview

This chapter presents the analysis of the questionnaire that was distributed by the researcher to the students.

4.2 Analysis to the questionnaire

Q1: I have lack of grammar and vocabulary

44% of the students do not have lack of grammar and vocabulary, 46% of the students have lack of grammar and vocabulary.

Q2: I cannot understand some English idioms

38% of the students can understand some English idioms, 62% of the students cannot understand some English idioms.

Q3. I has particular poor language experiences

27% of the student do not have particular poor language experiences, 66% of the student have particular poor language experiences

Q4. My level is weak

22% of the student answered that their level is not weak, 77% of the students' level of the language is weak

Q5. the teacher way influence me in learning.
22% of the students are not influenced by the teacher way in learning. 77% of the students are affected by the teacher way in learning.

Q6: I do not know about English culture.

16% of the students do not know about English culture. 23% of the students know about English culture.

Q7: It is possible to understand and write well but not be able to speak.

33% of the students understand and write well but are able to speak. 66% of the students understand and write well but not be able to speak.

Q8: My first language affects my speaking.

38% of the students do not agree that their first language affect speaking, 61% of the students agree that first language affect their speaking.

Q9: I do not have qualities to be an effective speaker.

44% of the students do not have qualities to be an effective speaker, 55% of the students have qualities to be an effective speaker.

Q10: I am not good is speaking.

16% of the students claim that they are good in speaking, 83% of the students said that they are not good in speaking.
CHAPTER FIVE
CONCLUSION

This study is concerned with exploring some problems that face English foreign learning and how to develop their speaking skill, and, it was found that Libyan students of English really find difficulties in target language (English) in our classroom. These problems include difficulties in grammar, vocabulary.

The researchers suggest some strategies to develop and improve speaking skill should be used by both the teachers and the students to develop and improve the target language, as exercises that motivate students to talk in classroom together and with the teachers.
References


MC carthy & cater (1995) speaking is often spontaneous open-ended and involving speech also has its own skills

www.amazon.com\Rentedge encyclopedia of language teaching and learning

Ochs et al (1997) n.p Grammar is one of the speaking skill areas that improves communication through interaction in the classroom

Dealing with Diversity, www. Amazon.com


Alam(1983)| khan(200) Developing speaking skills through interaction strategy training sujatha menon University technologic Retrieved from

www.melta.org.my\ET\2005\DEVELOPING\SPEAKING\20SKILLSP..P.DF.
Dear student:

The aim of this questionnaire is to find out some difficulties that faced students in developing speaking skill please be honestly in order to gain reliable questionnaire.

Part1: Back ground information:

<table>
<thead>
<tr>
<th>Gender: male\female</th>
<th>Age\</th>
<th>Class: semester</th>
<th>Background: city\village</th>
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Part2: mark in the last semester in speaking:

<table>
<thead>
<tr>
<th>Statement</th>
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<tbody>
<tr>
<td>1- Have lack of grammar and vocabulary.</td>
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<tr>
<td>2- I cannot understand some English idioms.</td>
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<tr>
<td>3- I have particular poor language experiences.</td>
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<td>4- My level is weak.</td>
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<td>5- The teacher way influence me in learning.</td>
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<td>6- I don’t know about English culture.</td>
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<td>7- It is possible to understand and write well but not be able to speak.</td>
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<td>8- My first language affect my speaking.</td>
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<td>10- I’m not good is speaking.</td>
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