

Assessing the Negative Factors That Affect Speaking Skills at Second-Year Classes at Secondary Schools in Misurata

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Abstract

This study aimed to investigate the speaking difficulties encountered by the secondary school students in the second-year classes in Misurata. It sought to analyze their problems and the factors that negatively affect their speaking skills, in order, to help them to avoid these problems. The research method adopted in this study was a descriptive one. It intended to describe two domains: the first one is the "Affective factors related to students", and the second is the "Factors related to teachers" their roles in teaching speaking skills. These factors were described in detail with some helpful and useful recommendations for teachers to help their students speak. The data was gathered through a series of questions given to a sample of 100 students and 20 teachers from 20 secondary schools. The results suggested that the students did not practice speaking skills both inside and outside classrooms due to: the lack of motivation, fear of making mistakes, lack of self-confidence, shortage of vocabulary, and their poor background experience. Therefore, it is primarily suggested that students need to develop their self-confidence, and being aware of the role of mistakes in learning speaking skills. Secondly, the instructors should employ their maximum potential abilities to assess and activate the students' motivation and self-confidence in speaking skills.

Key words: Speaking skill, assessing, teachers, students, secondary schools, motivation.

تقييم العوامل السلبية التي تؤثر على مهارة التكلم في فصول السنة الثانية من المرحلة

الثانوية في مصراتة

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الملخص

تهدف هذه الدراسة إلى البحث في صعوبات التكلم التي تواجه طلبة المدارس الثانوية في مصراتة، وتعمل الدراسة على البحث في المشاكل التي تواجه طلاب المرحلة الثانوية، والعوامل التي تؤثر سلباً على مهارة التكلم لديهم لكي تساعد على تفاديها. تبنت الدراسة طريقة الوصف للبحث في الأسباب المعرقة لمهارة التكلم لدى الطلاب، والتي حددت تحت سببين: الأول "عوامل مؤثرة على الطلاب"، والثاني "عوامل تتعلق بالمعلمين، وطريقة تدريس مهارة التكلم". وصفت الدراسة هذه العوامل بالتفصيل مع بعض التوصيات المساعدة والمفيدة للمعلمين لمساعدة طلابهم لممارسة مهارة التكلم والتواصل. جمعت البيانات عن طريق سلسلة من الأسئلة أجريت على عينة من "100" مائة طالب، و"20" معلماً من (20) مدرسة ثانوية، أظهرت النتائج أن الطلاب لا يقومون بممارسة مهارة التكلم في داخل المدارس أو خارجها بسبب: نقص الحافز، خشية ارتكاب الأخطاء، نقص الثقة بالنفس، قصور المفردات لدى الطلاب، وقلة خبرتهم على التمرس باللغة؛ لذا فإن الدراسة خلصت إلى تحفيز الطلاب بشكل مبدئي على الثقة بالنفس، وأن يكونوا مدركين لأخطائهم، وأن يعمل المعلمون على بذل أقصى قدراتهم لتقييم وتحفيز الطلاب لاكتساب مهارة التكلم. الكلمات الافتتاحية: مهارة التكلم، تقييم، معلمون، طلاب، المدارس الثانوية، الخوافر.

Problems Background

1.1. Introduction:

Speaking seems to be an important skill of the four language skills (listening, speaking, reading, and writing) because people who know the language are usually referred to as speakers of that language (Ur,1996). The major goal of English language teaching should be to allow learners to use English effectively and accurately in their everyday communication (Davies

and Pearse, 2000). However, not all language learners after many years of studying English can communicate fluently and accurately because they lack the necessary knowledge. This may be due to the fact that teachers' main goal is to cover the prescribed material during their teaching process and they do not give their learners the chance to practise the language. Or this may be due to the limited vocabulary which makes learners face difficulties in expressing themselves properly. Speaking itself contains several other skills called micro-skills. These micro-skills may include: a part of speaking which should be mastered by a language learner, in order, to make communication as to be more effective and accurate. Therefore, a good speaking skill is very important and essential. Assessment of oral skills is a topic that has many interesting sides to it. First of all, final exams/exercises in courses, for instance, are normally written and not spoken, so it would imply that evaluating spoken language has to be done during lessons. Second, it is also usually thought that in (20) secondary schools the main emphasis is to get the students through the matriculation examination where oral skills are not tested. This could mean that speaking skills are not that much emphasized during studies. Moreover, speaking, especially in classrooms, is a public action which might cause anxiety to students. Third, is that assessment of speaking requires different kinds of exercises depending on whether one is assessing, for instance, grammar or pronunciation (Luoma, 2004). To sum up, assessing oral skills have numerous levels which need to be taken into consideration. That is why most of teaching methods focus on written tests more than verbal tests; therefore, these assessments must be taken into account by teachers and their application in the classrooms. However, speaking problems can be great in learning English language. Regardless of the extent to which learners of English as a foreign language know they still face many difficulties and factors that are obstacles to their learning of this language. Therefore, this study seeks to investigate the negative factors affecting students' speaking performance when they speak English Language for the academic year (2020-2021) of Second Year Classes at 20 secondary schools in Misurata.

Statement of the Problem:

This study aims to assess the negative factors that affect second-year students' speaking skills in (20) secondary schools in Misurata. Some students may be tempted to retain grammar, but when it comes to communicating or speaking with others in English, they are not qualified.

Therefore, this study aims to identify the factors and difficulties faced by students in secondary schools and how to deal with these factors.

Research Question:

Based on the statement of the problem, this study is a try to focus on the factors that are supposed to affect learners' performance inside the classroom. Therefore, the study is mainly based on the following questions:

1. What are the negative factors that contribute to creating difficulties in speaking skills?
2. What are the techniques and procedures that may develop students' speaking skills?
3. How do English language teachers attempt to deal with the problem of speaking skills?

Objectives of the Study:

Regarding the research questions above, the aims of this study are:

1. To determine the challenging factors that affect students' English-speaking performance.
2. To specify the reasons may hinder students' skills of Speaking performance.
3. To investigate the factors that affect students' English-speaking performance.

Significance of the Study:

This study intends to investigate the factors that cause poor performance such as students' low ability to use English to communicate with their teachers or colleagues during lessons. This is very useful feedback to curriculum planners to review the proper use of language in teaching English at secondary schools. The study may provide feedback on the status of teaching and learning facilities such as textbooks, laboratories... etc. The feedback may guide the Ministry of Education and Learning to improve the resources allocation at secondary schools aiming at improving the quality of education in schools. The study may provide feedback on the status of guidance and counseling as a component needed to support students' growth through effective use of time and good performance among secondary schools' students. The study expects to bring useful insights which may help in building, modifying and improving the ways of teaching/learning English language.

Scope of the Study:

This study is confined to assessing the negative factors that affect speaking skills at (20) secondary schools in Misurata. The researcher focuses on identifying the factors which affect students' speaking skills in asking and answering questions, participating in pair and group discussions, and performing peer-teaching and oral presentations during spoken English classrooms.

Limitation of the Study

This study has three limitations:

1. Limitation of time: This study was carried out and applied in the spring course of the academic year (2020-2021).
2. Limitation of place: This study was applied and carried out in Second Year Classes at Secondary Schools in Misurata.
3. Limitation of Subject: This study will deal with and discuss the "Speaking Difficulties Encountered by Students at secondary schools and what are the suitable solutions for it"

Related Studies

Definition of Speaking:

Speaking is one of the macro skills of English language teaching and learning. It is not easy to define what is meant by terms such as speaking skills since it has been defined in various ways in different disciplines. In language teaching and learning itself, many definitions of speaking have been made according to some experts. Moreover, Brown (1994), Burns and Joyce (1997) define speaking as an interactive process of constructing meaning that involves producing, receiving, and processing information.

Finally, based on the definition given by experts above, it can be inferred that speaking is a process of expressing ideas in the spoken language, and it is one of the most important aspects of language learning. Further, Luoma (2004) stated that being able to speak to friends, colleagues, visitors, and even strangers in their language or in a language which both speakers can understand, is surely the goal of very many learners and the success of learning English can be seen and measured from learners' performance in speaking and how well they present their English in communication.

Factors Affecting Speaking Performance:

There are many factors which have an impact on language learning. These factors are divided into internal and external factors:

2.2.1. Internal Factors:

Internal factors refer to the factors that come from the learner himself. It includes physiological aspects and learners' language competence (ability).

a. Psychology:

Burns and Joyce (n.d.) as cited in Nunan (1999), Schwartz (2005), and Thornbury (2005), argue that psychological factors such as anxiety or shyness, lack of confidence, lack of motivation, and fear of mistakes are the factors commonly hinder students from speaking. Furthermore, Brown (2002), claimed that no successful cognitive or affective activity can be carried out without some degree of self-esteem, or self-confidence for those activities. From the observation of classroom learning, one can find that learners with high self-esteem manifest more confidence and give more positive evaluations on themselves which will promote their language learning. Some students fail in oral English learning or feel less willing and confident in speaking English in class because they have low self-esteem.

A study conducted by Koichi Sato (2003), cited in Minghe and Yuan (2013), find that students of English are not highly competent in speaking because of their fear of making mistakes. The same finding is also shared by another research conducted by Ballard (1996) cited in Yan (2007) who finds that students fail to join in the English discussion because of their vocabulary problems and fear of making mistakes resulting in their inability to speak English well. In addition, she says that students find speaking English a stressful activity, especially, if they have to perform something using English. Moreover, motivation is an important factor in language learning success. Brown (1980), defines motivation as an inner drive, emotion, or desire that moves one to a particular action. It is known to all that proper motivation will draw learners' attention and arouse their interest to learn; thus, they are more likely to succeed in language learning.

b. Language Competence:

According to Chomsky (1965), competence is the ideal language system that enables speakers to produce and understand a number of sentences in their language, and to distinguish grammatical sentences and ungrammatical ones. According to Wikipedia, the performance was used by Chomsky to describe the actual use of language in concrete situation. It is used to describe both the production as well as comprehension of the language. In this study, language factors in speaking performance refer to the ability of the speaker to master the aspects of language while communicating.

These aspects included: fluency, intonation, vocabulary, pronunciation, and grammar.

External Factors:

a. Performance Condition:

According to Nation and Newton (2009), cited in Tuan and Mai (2015), students perform a speaking task under a variety of conditions, and they believe that performance conditions can affect speaking performance. They suggest four types of performance conditions including: time pressure, planning, standard of performance, and amount of support.

b. Learning Environment:

In their research, Minghe and Yuan (2013) stated that ‘another external factor that affects students’ oral English learning is the lacking of good language learning environment’. English is a language used in communications Therefore, a good language environment can effectively promote learning. English is a foreign language that they learn at school, and outside the class or teaching/learning process.

Moreover, the environment does not support the students to speak English frequently. In this study, the environment means the people outside the class. Those people may think that the students just want to show off when they speak English for daily conversation, and then the response that the students get makes them lose their self-confidence to improve their speaking. Since the students do not want to be rejected by the people around them, so they use their native language in daily conversation. That makes the students unable to communicate in English fluently outside the class

According to Tuan and Mai (2015), Learners’ oral performance is affected by factors like performance situation, affective factors, listening skills and feedback during speaking. In the same direction, one way of overcoming problems that students encounter in learning to speak is for teachers to apprehend these factors. Adding to that, Rababah (2005) puts forwards that there are a lot of factors that cause difficulties in speaking English amongst EFL learners. A few of these factors are connected to the learners themselves, the teaching techniques, the curriculum and the environment. To exemplify, many learners stand in need of the necessary terminology to convey their meaning; therefore, they can’t maintain the interaction going.

Moreover, Urrutia and Vega (2010) state that students speaking proficiency is affected by their insufficient vocabulary, hesitation, and the worry to be judged by the others. Oxford (1990) asserts that one of the most

important influences or factors of language learning success or failure is probably the affective side of the learner. Affective factors include inhibition, shyness, lack of self-confidence, pressure, family or friends support, motivation and anxiety.

The Role of Participants:

In the second or foreign language classroom context, teachers should train learners to use and practice the different strategies that can help them to face difficult situations:

Teacher's role:

A good teacher plays different roles to help his/her learners for better understanding and achievement. Byrne compares as Hedge Tricia (2000) said that the teacher will have to play different roles at different times.

Controller:

The teacher is responsible for the teaching and learning processes. The interaction in the classroom should be teacher-learner interaction. Harmer (2009) asserts that the controller teacher is the one who transmits the knowledge from himself to his learners.

Assessor:

The assessment of the student's competence is one of the most important tasks facing the teacher because good teachers know how they must assess their learner's achievements. The teacher should tell the students their strengths and weaknesses by giving corrections or by praising them. As Harmer (2009) said that this is where have to act as an assessor, offering feedback and correction and grading students in various ways.

Organizer:

As Harmer (2009) stated that the teacher acts in a classroom where many things must be set up; such as organizing pair/group work, giving learners instructions about how well they interact, and finally stopping everything when the time is over. The teacher in such a role spends much time engaging the class in the interaction and ensures its participation. Once the students are involved in the interaction, the teacher can stop interacting and let the learners speak and listen to each other, exchange views, and correct each other.

Speaking usually involves interaction with one or more participants, and therefore, involves a lot of listening, and an understanding of how the other participants feel. It is also necessary to know how to linguistically take turns, and allow others to do the same. In addition to how respond to others'

feelings, we need to be able to process the information they tell us immediately. The longer it takes for one to understand what the other is saying, the less effective an instant communicator he or she is (Harmer, 2001).

Harmer (2001) lists some good and most widely used communicative exercises, acting from a script being the first one. In these acting exercises, students are asked to act out scenes from plays or course books, or dialogues which they have written themselves. In case the students should perform their scene in front of the class, the teacher needs to make sure not to choose the shyest students first, and pay special attention to creating a supportive atmosphere in the class.

Speaking tasks should also provide students with a proper level of challenge. They need to force students to deploy their communicative resources as extensively as possible. Accordingly, the students will experience achievement and even excitement about the task. However, if the degree of challenge is too high, it can inhibit students' use of foreign language, and make them use their first language instead. Therefore, the teachers need to be careful and adjust the activities according to individual learners (Thornbury, 2005).

Teachers' commitments are closely connected to teachers' work performance and their ability to innovate and to integrate new ideas into their own practice, absenteeism, staff turnover, as well as having an important influence on students' achievement, and attitudes towards school.

Joffress et al. (2006), wrote that teachers' commitment is a crucial factor to an effective school, teacher satisfaction, and retention. They claim that low levels of teacher commitment result in decreased student achievement tests than in areas where teachers were found not to be committed to their responsibilities, learners performed poorly. Onabamiro (1997), stated that some teachers in secondary schools' lack mastery of their subject and, therefore, cannot communicate effectively while some others are too rigid in their teaching methods. These make students bored, and irritated, and demonstrate irresponsibility by showing a lack of interest in the lesson. Sichambo (2011), recommended that teachers' workload be reduced by employing more personnel. He advised that secondary school teachers, apart from classroom teaching, had other responsibilities and several remedial lessons, large classes to handle, and a lot of paper work which was causing moderate burnout, and thus performance had moderately slowed down. He further recommended that secondary schools need to find ways of completing

the syllabus to avoid remedial lessons which increase teachers' workload. Rosner (1985), established that the hard-to-teach child needs explicit, unambiguous instruction that is offered in limited portions and accompanied by more than the usual amount of drill and practice. The studies mentioned above established that reducing the workload of teachers can lead to better quality education provided for learners.

However, Fatai (2005), counters that only the teachers who are qualified, certificated, competent, and of a good moral standing need to be employed to teach the students. They should be dedicated teachers who would serve as role models in matters of punctuality, self-discipline, accountability, integrity, and sound leadership styles. Effective schools have teachers who have a strong sense of efficacy.

A knowledgeable teacher is one who knows what to teach and has some ideas about how to do it. It knows that once a child learns a basic fact, this can be incorporated into a future lesson for teaching some subsequent facts. The knowledgeable teacher is constantly looking for better, more effective methods, uses new procedures, and assesses their effects (Rosner, 1985). Teachers' subject-matter knowledge, teaching skills, dedication to teaching, and openness to new ideas, all can play a significant role in determining the success of a new curriculum (Posner, 1992). The above studies have shown that a teacher's qualification impacts directly on the quality of education imparted to the learners.

Absenteeism among teachers contributes immensely to the learners' poor performance, a phenomenon that makes teachers not cover the syllabus adequately (Nyabuto, 2007). The argument here is that if the syllabus is not covered adequately, pupils are likely to be examined in the content they did not fully cover and comprehend, which is likely to lead to poor performance. Teacher absenteeism was further established by Nakhanu (2009) as one of the factors that affect syllabus coverage. These findings further showed the relationship between syllabus coverage and students' performance.

Assessment of Oral Performance:

Syllabus for secondary schools currently determines that rehearsing oral skills should be included in all courses, which means that assessing oral skills need to be included in all courses as well. However, the syllabus does not give detailed guidelines for the assessment (Lukiokoulutuksen suullisen kielitaidon arviointiryhmän muistio, 2006). This means that the student should be able to use the language independently and for instance, be able

to use the language in an argumentative way Assessing spoken language can be divided into two main ways. 1) One can either holistically look at language. 2) one can divide the language into pieces (grammar, pronunciation) and look at them separately, which is called an analytic way of assessing (Bachman 1991). Assessing spoken language can be divided into two main ways. One can holistically look at language, or one can divide the language into (grammar, and pronunciation) and look at them separately, which is called an analytic way of assessing (Bachman 1991). Holistic way means assessing the situation overall, and how the subject handles and performs in a situation that is being assessed. A holistic way of assessing is based on the idea that we cannot see grammatical, or other language function that take place inside one's mind, so we cannot judge them. We have to judge the functions that be able to observe the learner's ability to perform a given task. An analytic way of assessing means looking at certain, predetermined points, for instance, pronunciation. Knight (1992) stated that the teachers should focus on using the latter way of assessing since it is important that the teachers know what needs to be improved in the learners' speech, and that they can give instructive feedback.

Research Methodology

Introduction:

This chapter presents the methodology suggested for the study. This study focuses on some items, such as research design, the population of the study, research instrument, data collection and procedures, questionnaire, and data analysis.

Research Design:

The present study uses the descriptive survey design which involves asking questions often in the form of a questionnaire to subject the study to a large group of individuals: teachers and students. The design involved fact findings, formulation of important principles of knowledge, and solutions to significant problems. This design is the most suitable for this research because it involves a large sample of students and teachers. The advantage of this research is to provide a lot of information from a large sample of individuals. Creswell (2002) observes that a descriptive research design is used when the data is collected to describe persons, organizations, settings or phenomena. This study aims at describing the behaviour of learners and their interaction under this study with influencing them in any way. Therefore, descriptive survey design is the most appropriate method for this study.

Population of the Study:

The population of this study consists of (120) participants, including (20) English language teachers and (100) secondary students for Second Year Classes at Secondary Schools. The teachers are teaching English language at different classes in the second year. This research will be applied in some public secondary schools in Misurata, Libya.

Research Instrument:

The research instrument employed to collect data for this study is a questionnaire. It is preferable to use different procedures such as observation, meetings, tests, and questionnaires. However, just two questionnaires have been used: one for teachers and the other for students. The students' questionnaire aims to investigate how some affective factors could influence their desire to speak English, especially in the classroom, and the teachers' questionnaire intends to investigate teachers' opinions about the effect of learners' emotions on their oral performance.

Questionnaires help gather data more quickly, and they take much less effort than interviews from the part of the participants. A questionnaire also makes data processing faster and more straightforward. Furthermore, the level of anonymity in questionnaires is a lot higher than in interviews, which contributes to finding the participants easier (Dörnyei, 2007).

Data Collection and Procedures:

Data is the raw material of research that needs to use them most effective and appropriate data collection methods (Nicholas, 2006). This descriptive survey is to find out the negative factors affecting the instruction of oral skills in secondary schools at the second year in Misurata. It is carried out by administering questionnaires to teachers and students. This study aimed to collect information from respondents and their opinion concerning factors influencing speaking performance of secondary school students. The purpose of using the questionnaire is to allow the respondents to answer questions freely as they fill the questionnaire forms. This instrument is necessary for this study as the teachers had time to provide well taught information. Questionnaires and documents analysis are used as the main tools for collecting data, the selections of these tools are guided by the nature of data to be collected, the time available as well as the objectives of the study.

The questionnaire is considered as the most common tool used for gathering information about a specific topic using a set of clear questions sent for a specific population. According to Brown (2001) a questionnaire is "any

written instrument that presents respondents with a series of questions or statements to which they are to react either by writing out their answers or selecting from among existing answers". The questionnaires in this study are addressed for second year at secondary schools, in Misurata, in order to investigate the research questions as Richterich and Chancerel (1980, p.59) state that "Questionnaires are structured instruments for the collection of data which translate research hypothesis into questions".

Data Analysis:

The analysis of data collected from questionnaires which contains 23 questions administered to teachers and learners at secondary schools, these questionnaires are divided into two domains: the first one is "Affective factors related to students" which consist of (12) questions, the second one is "Factors related to teachers " the role in teaching speaking skill which consist of (11) questions, in order to gather information about the affective factors and their relation with developing speaking.

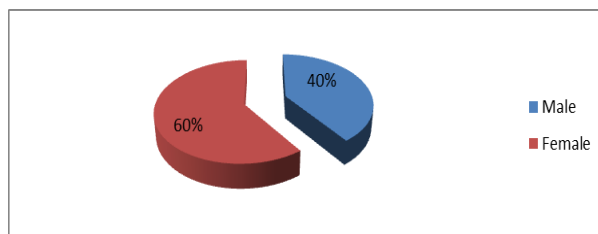
Results and Discussions

The aim of presenting these results is to draw the readers' attention to the different answers based on the difficulties which students may face when they are speaking, besides to the role of teachers at different classes. The number of participants who have been subjected to the study was (100) students, both males and females, and (20) teachers. As to analysis the collected data, each question will be discussed as such.

Section one:

1. Gender:

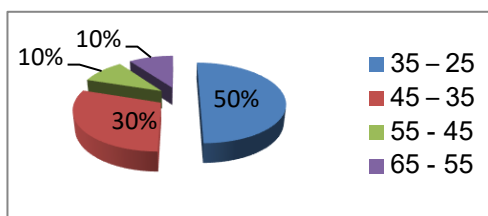
| Gender | Frequency | Percent |
|--------|-----------|---------|
| Male | 8 | 40% |
| Female | 12 | 60% |



According to the results above, the teachers participate to the study represent 40 percent males and 60 percent females, so the difference in gender may be of help to us to get real to results to the factors that affecting speaking skills at the secondary schools in Misurata. Actually, there are a variety of opinions from both genders. Because males and females are supposed to have different perspectives to things, and so they would a different teaching process.

2-Age:

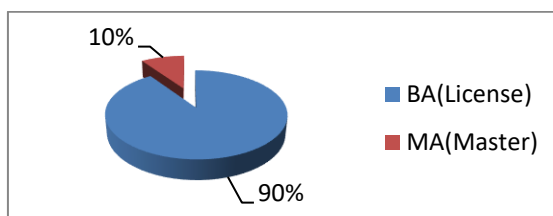
| Age | Frequency | Percent |
|---------|-----------|---------|
| 25 – 35 | 10 | 50% |
| 35 – 45 | 6 | 30% |
| 45 – 55 | 2 | 10% |
| 55 – 65 | 2 | 10% |



This table shows that 50 percent of the teachers have an experience of teaching English in different schools ranging between (25-35) years. They don't have long experience in teaching methods. On the other hand, 30 percent of the teachers claimed that they have the attitude to share their experience in teaching methods.

3. Degree:

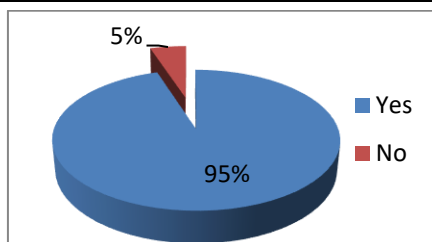
| Degree(s) | Frequency | Percent |
|-------------|-----------|---------|
| BA(License) | 19 | 90% |
| MA(Master) | 2 | 10% |



The table above shows that (90%) of teachers are BA holders; whereas, only (10%) are MA holders.

4- Do you like teaching English? "Why"

| Do you like teaching? | Frequency | Percent |
|-----------------------|-----------|---------|
| Yes | 19 | 95% |
| No | 1 | 5% |



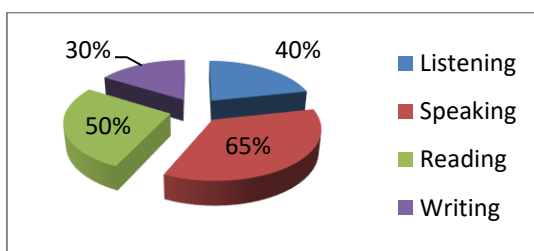
All participants agreed that they like teaching, but they have their own justifications:

- to some of them teaching is interesting;
- one of them argued that teaching is one of his dreams;
- some of them declare that they really enjoy teaching;
- two of them claimed that teaching is their actual job.

Section Two:

1. On which skill do you focus more on teaching English?

| Listening | speaking | Reading | Writing |
|-----------|----------|----------|---------|
| 40% (8) | 65% (13) | 50% (10) | 30% (6) |

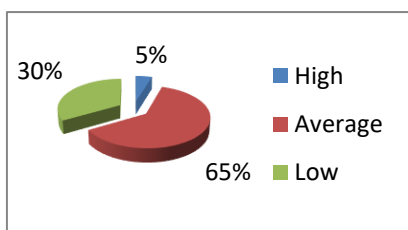


This question illustrates that 65 percent of teachers focus on speaking skills when they teach English. Whereas, 50 percent of them depend on listening. However, only 30 percent claim that they focus on writing.

Accordingly, those teachers believe that speaking is the most important skill. They think that it helps learners to communicate with others and be able to correct their mistakes.

2. Which of the following criteria matches your students' speaking level best in the use of the target language?

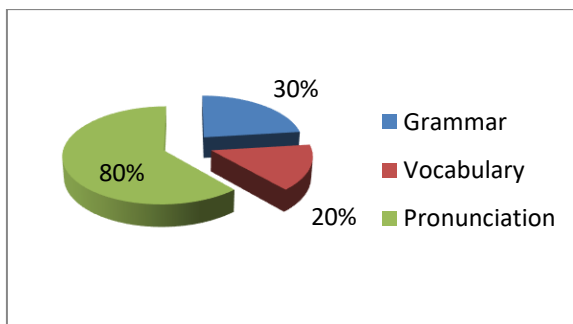
| High | Average | Low |
|--------|----------|---------|
| 5% (1) | 65% (13) | 30% (6) |



When teachers are asked to describe their students' level in speaking, the majority of teachers' answers are average which is in the table above into 65 percent. However, according to this data, only 30 percent of students are not motivated and interested to practise and develop their level in speaking.

3. In which part of the following your pupils find more difficulty when they speak?

| Grammar | Vocabulary | Pronunciation |
|---------|------------|---------------|
| 30% (6) | 20% (4) | 80% (16) |

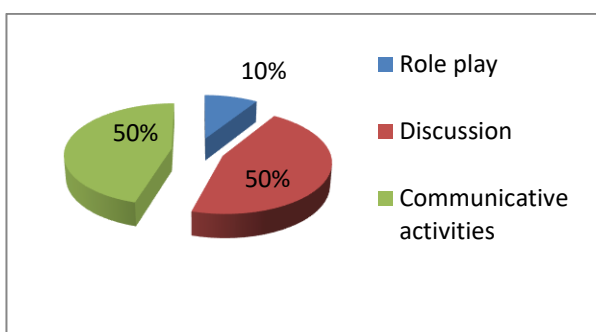


The above table shows that most of teachers believe that 80 percent of students find more difficulty in pronunciation as they speak, while 50 percent

(30 and 20%) of the students find more difficulty in vocabulary and grammar.

4. Which of the following techniques do you use more to motivate learners to speak?

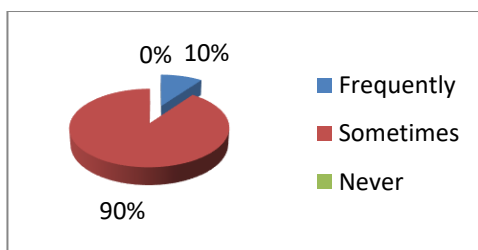
| Role play | Discussion | Communicative activities |
|-----------|------------|--------------------------|
| 10% (2) | 50% (10) | 50% (10) |



This question illustrates that 50 percent of teachers use communicative activities and discussion techniques to motivate students to speak. However, the teachers should use different techniques when they teach according to what will fit to lessons and students.

5. How often do your students participate in speaking activities?

| Frequently | Sometimes | Never |
|------------|-----------|--------|
| 10% (2) | 90% (18) | 0% (0) |



The above table reveals that 90 percent of teachers are participating with their students (i.e. teacher-student) or sometimes among learners themselves (i.e. student-student) very often, while just 10 percent they said frequently. This may in fact due to different ways teachers follow when they teach.

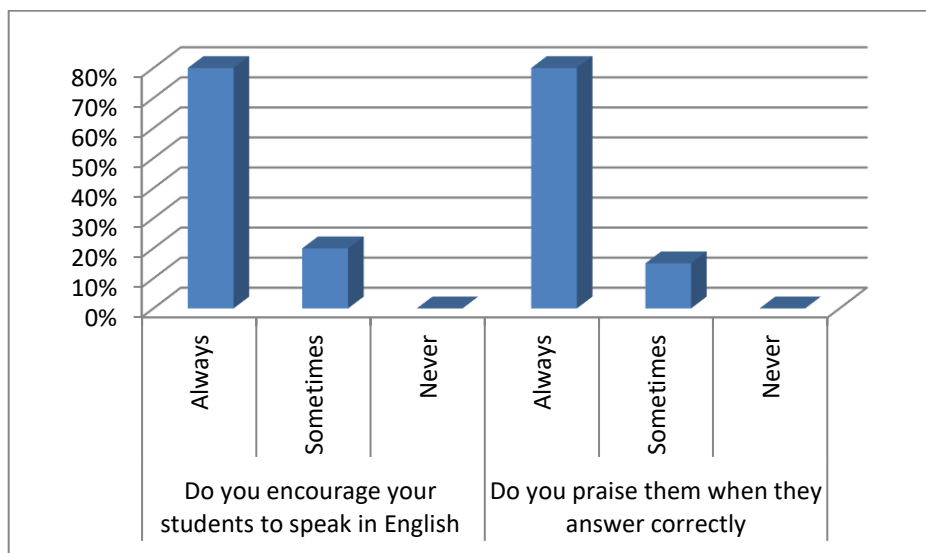
6. Do you encourage your students to speak in English?

| Always | Sometimes | Never |
|----------|-----------|--------|
| 80% (16) | 20% (4) | 0% (0) |

The analysis of the question above shows that 80 percent of the teachers affirmed that they always encourage their students to use the target language; whereas, 20 % declared that they sometimes do so, and none of the teachers opted for "never".

7. Do you praise them when they answer correctly?

| Always | Sometimes | Never |
|----------|-----------|--------|
| 80% (16) | 20% (3) | 0% (0) |



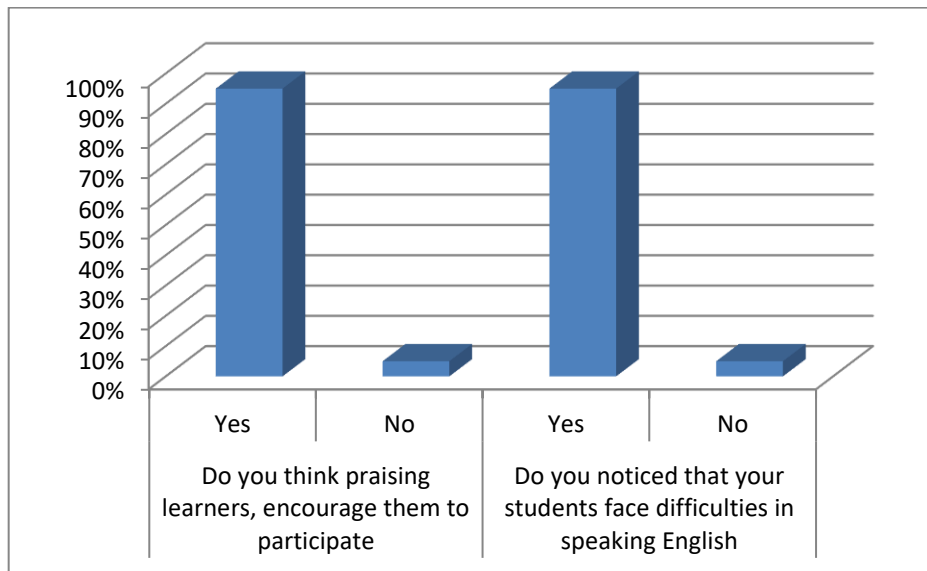
The table above shows that 80 percent of the teachers always praise their students when they answer correctly, while (20%) opted for " sometimes".

8. Do you think praising learners encouraged them to participate?

| Yes | No |
|----------|--------|
| 95% (19) | 5% (1) |

9. Have you noticed that your students face difficulties as they use the target language?

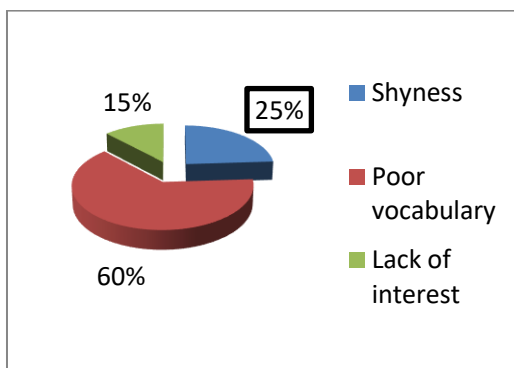
| Yes | No |
|----------|--------|
| 95% (19) | 5% (1) |



The questions (8 & 9) reflect that 95 percent of teachers praise and encourage their students to speak in English, and consequently, 95 percent of the teachers have noticed that their students are facing difficulties as they speak in English. The majority of students refrained from speaking in the classroom even when they are asked individually and even when they know the answer.

10. If yes, do you think that it is due to ...

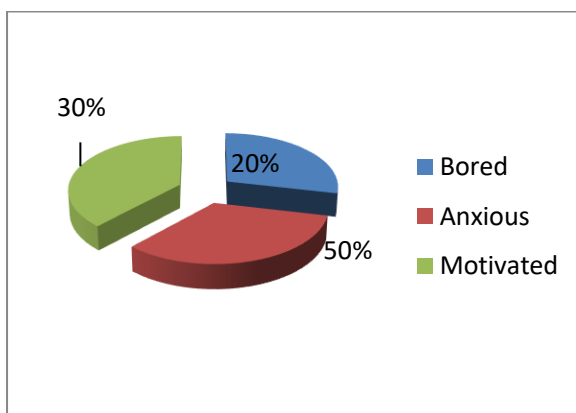
| Shyness | Poor vocabulary | Lack of interest |
|---------|-----------------|------------------|
| 25% (5) | 60% (12) | 15% (3) |



As seen in the table above, 60 percent of teachers refer to learners' poor vocabulary in the classroom as one of the most difficulties that face students when they speak, while others pointed out that 25 percent of students feel shy, and only 15% are not because they lack interest in speaking classes.

11. In speaking classes. how do learners generally feel?

| Bored | Anxious | Motivated |
|---------|----------|-----------|
| 20% (4) | 50% (10) | 30% (6) |



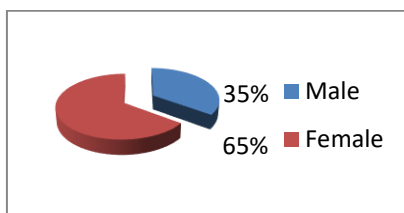
From the table above, 30 percent of the students have the feeling that they are more motivated in speaking classes while 30 percent of students have the feeling that they are bored. As can be noticed, 50 percent of students feel anxious when they speak in English inside the class. This is due to the negative effect on students' English learning.

To sum up, one may conclude that there are a lot of facts that have been revealed on the teachers' approaches in teaching speaking. Most of the teachers argued that the main factors affecting pupils' oral performance are poor vocabulary, pronunciation and feeling anxious.

Section two:

1-Gender:

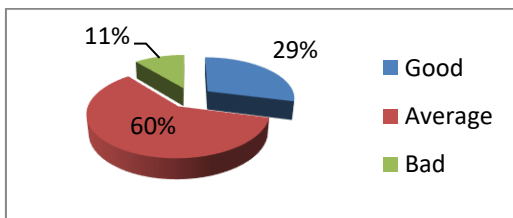
| Gender | Frequency | Percent |
|--------|-----------|---------|
| Male | 35 | 35% |
| Female | 65 | 65% |



According to the results above, the students participate to the study represent 35 percent males and 65 percent females, so this different in gender give us a variety of opinions from both genders

2. The students' level in English is:

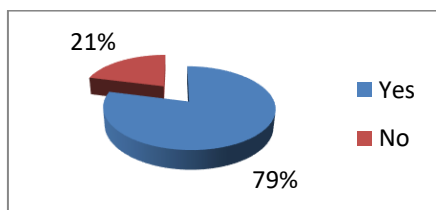
| The students' level in English is | Frequency | Percent |
|-----------------------------------|-----------|---------|
| Good | 29 | 29% |
| Average | 60 | 60% |
| Bad | 11 | 11% |



This table states that 60 % of students their level in English is average; whereas, 29 percent is good. So, it can be noticed that the level of students usually depends on to what extent students understand and produce the language orally.

3. Do you like English language?

| Do you like English language | Frequency | Percent |
|------------------------------|-----------|---------|
| Yes | 79 | 79% |
| No | 21 | 21% |



This question affirms that 79 percent of students like English, while the others do not. This may actually refer to many difficulties faced by learners when they would use or speak in English.

Section Two:

1. Does your teacher ask you to speak in English?

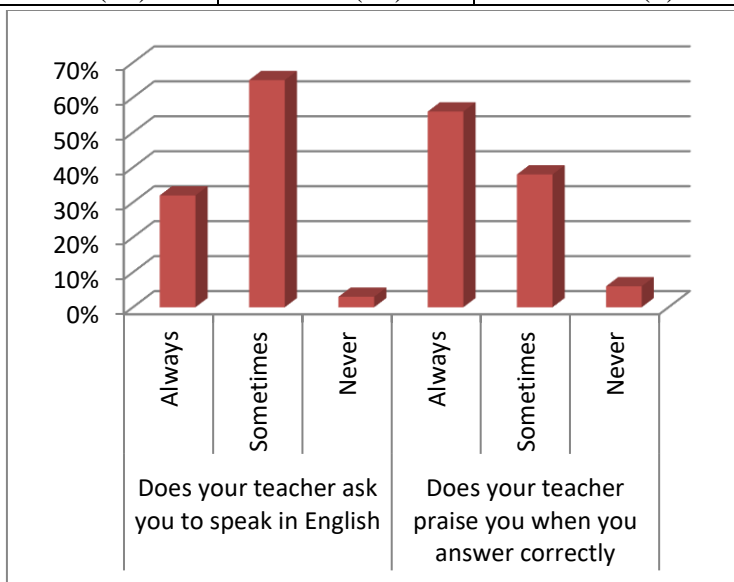
| Always | Sometimes | Never |
|----------|-----------|--------|
| 32% (32) | 65% (65) | 3% (3) |

By contrast, it can be noticed that about 65% of learners advocate that their teachers sometimes ask them to communicate and participate in English

while 32% of them state that their teachers always ask students to speak in English and only 3% of the learners have the feeling that their teachers do not encourage them the use English inside the classroom.

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

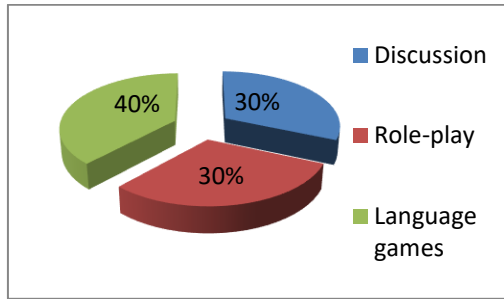
| Always | Sometimes | Never |
|----------|-----------|--------|
| 56% (56) | 38% (38) | 6% (6) |



This result shows that 56 percent of the students their teachers praise them when they answer correctly, this can be taken as a positive reinforce to help learners and increase their self-confidence; whereas, 38 percent of the students sometimes their teachers praise them. Only 6% they chose never.

3. Which activities do you like most?

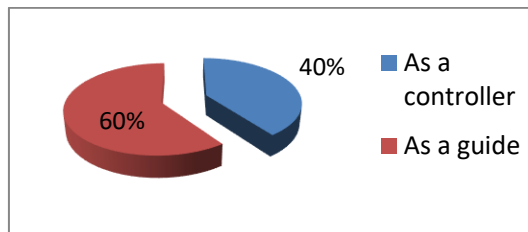
| Discussion | Role-play | Language game |
|------------|-----------|---------------|
| 30% (30) | 30% (30) | 40% (40) |



The table above summarizes that most of teachers use different techniques in classroom activities, 40 percent of students like language games, and 30 percent discussion and 30 percent role play. So, the teachers' role should be adapted with technique that encourages more students' participation.

4. How do your teachers behave in the class?

| As a controller | As a guide |
|-----------------|------------|
| 40% (40) | 60% (60) |



This table affirms that 60 % of students describe their teachers as a guide; while, 40 % believe that their teacher acts as a controller. This makes them less confident and feel shy in the class. However, the teachers should be facilitators and helpful to make learners be more relaxed and create a warmth weather among learners to communicate confidently.

5. Do you feel more comfortable when you participate in speaking activities?

| Yes | No |
|----------|----------|
| 65% (65) | 35% (35) |

In this question shows that 65 percent of students feel comfortable when they participate in speaking activities, while 35 percent of students reveals feel uncomfortable inside the class.

6. Do you think being good at English will help you to speak in English?

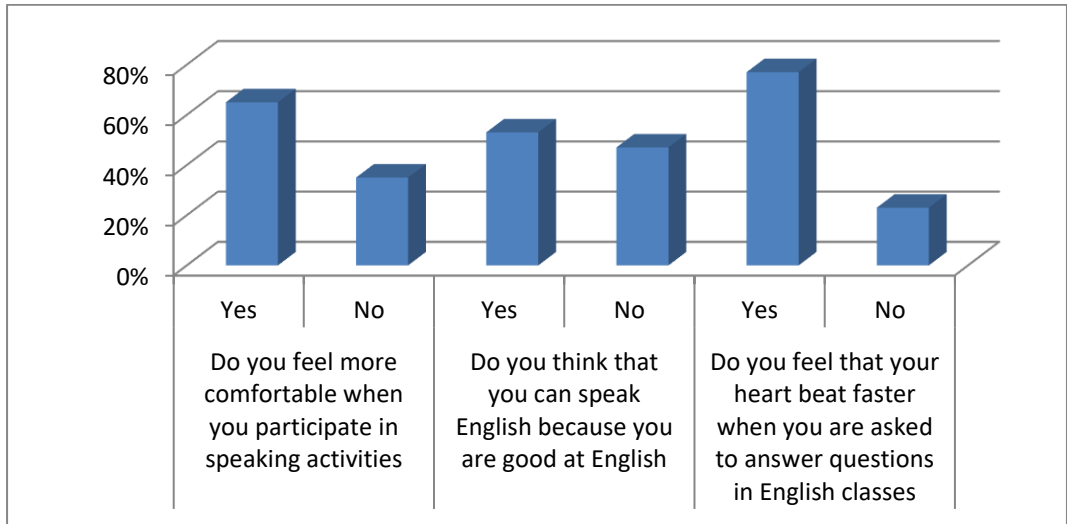
| Yes | No |
|----------|----------|
| 53% (53) | 47% (47) |

The table above reflects that 53 percent of students can freely speak English because they are good at English, and 47% of students believe that they need more and more practice to speak fluently.

7. Do you feel that your heart starts beating faster when you are asked to answer questions in English in classroom?

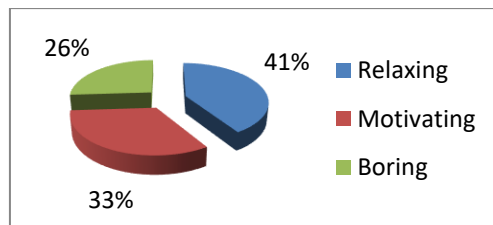
| Yes | No |
|----------|----------|
| 77% (77) | 23% (23) |

From table above, one can notice that 77 percent of students feel anxious and confused in the class when they are asked to answer questions. This may in fact refer back to their poor English knowledge, pronunciation-problems, feeling worry and/or the pressure come from teacher himself.



8. What do you think that the atmosphere in the classroom is like?

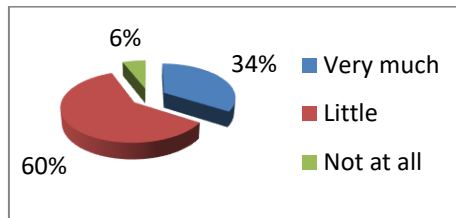
| Relaxing | Motivating | Boring |
|----------|------------|----------|
| 41% (41) | 33% (33) | 26% (26) |



In this table, it could be noticed that 41% of the students feel that the atmosphere is relaxing in oral classes. This is one of the relationships that should learners feel inside classrooms. However, 26% of the students have the feeling that the oral classes made them feel boring. This may as a matter of fact refer back to lack of interest or the method adopted by the teachers.

9. How much do you feel motivated to speak in English?

| Very much | Little | Not at all |
|-----------|----------|------------|
| 34% (34) | 60% (60) | 6% (6) |



The table above show that 60% of the students can be declared to be less motivated to express themselves orally inside the classroom. While 34% of the learners could be considered to be very motivated. This means that they are to some extent are considered to be as such motivated.

10. I always feel ashamed to raise my hand in English class even if know the answer.

| Agree | Disagree |
|----------|----------|
| 42% (42) | 58% (58) |

The results above shows that 58 percent of the students keep silent inside the class when they have the answer. While 42% of them agree that they just keep silent when they have not got the answer. This is sometimes due to shyness to speak in front of whole class either because of pronunciation problems they have or because of lack of confidence they feel.

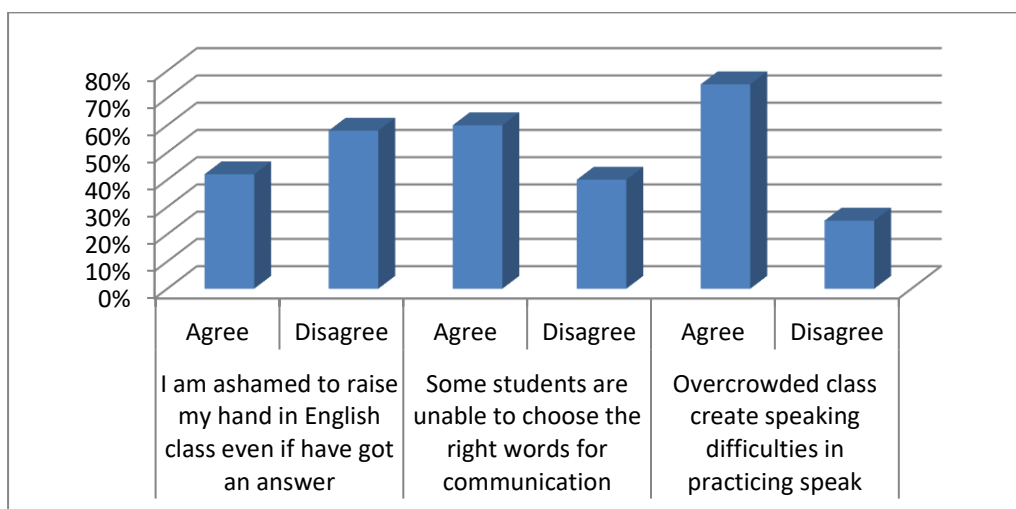
11. Some students are unable to choose the right words to run a successful communication.

| Agree | Disagree |
|----------|----------|
| 60% (60) | 40% (40) |

This table illustrates that 60% of the students cannot choose the correct words when they are communicating. It means they do not have a lot of English knowledge and vocabulary that help them to keep on speaking and communicating fluently. Whereas, 40% of them may be able to choose the right words to to run a successful conversation unconsciously.

12- Overcrowded classes create speaking difficulties in practising and using the target language inside classrooms properly.

| Agree | Disagree |
|----------|----------|
| 75% (75) | 25% (25) |



The table above shows that 75% of the students have difficulties when they speak English in overcrowded classes; while, 25% of the others did not have difficulties when they speak. This may due to their experience in practising English or to their confidence that give them the strength to speak in front of others or even in crowded classes.

The different answers to this questionnaire reveal some aspects of learners' attitudes towards the affective domain role, motivation, and anxiety in enhancing learners' oral performance. The answers in the tables above, all indicate the relationship between affective domain and the level of oral achievement.

Conclusion and Recommendations

Conclusion:

Students at secondary schools of all levels and ages face a lot of problems and challenges when they speak or practice the English language, basically, in the classroom. This research deals with the speaking difficulties encountered the secondary school students and explains how the problems of speaking difficulties can be solved. The results of this study focused on the problems encountered by learners all over the secondary schools, such as: (1) Many students suffered from the lack of vocabulary and difficulties they face in communicating with others effectively and fluently. (2) Some teachers do not encourage their students to speak the target language inside the classroom. (3) There is no clear strategies of teaching English language which can help students to use the target language properly.

The results show that the most important factors that have negative effect on students' performance are: (1) The environment do not give a support to the students to speak English frequently. (2) Lack of practising and devising activities which enhance learners to use the language in the classroom either as student-student, teacher-student, or student-teacher interaction. (3) Overcrowded classrooms lead to poor educational process.

Recommendations:

This study suggests that secondary schools should be provided with some teaching aids in order to introduce classroom activities in good and appropriate ways. In addition, text-books should be well-prepared to motivate and encourage students to speak the language and they should be given enough time to practise speaking skills. The present study has come up with some suggestions that may help in guiding English teachers to overcome the problems teachers and learners face at second year classes in secondary schools in Misurata.

- 1.They should select the appropriate teaching methods to keep their students involved.
2. They should enhance the students' self-confidence.
3. They can set good examples to the students to raise their motivation to learn English language.
4. Teachers should reduce speaking time in the class while increasing students' speaking time.
5. They should give students chance to practise speaking fluently.

6. They should move around the classroom and help the students during their work in groups.

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