شروط كتابة البحث العلمي في مجلة جامعة بنغازي الحديثة للعلوم والدراسات الإنسانية

1- الملخص باللغة العربية وباللغة الانجليزية (150 كلمة).
2- المقدمة، وتشمل التالي:
❖ نبذة عن موضوع الدراسة (مدخل).
❖ مشكلة الدراسة.
❖ أهمية الدراسة.
❖ أهداف الدراسة.
❖ المنهج العلمي المتبع في الدراسة.
3- الخاتمة. (أهم نتائج البحث ـ التوصيات).
4- قائمة المصادر والمراجع.
5- عدد صفحات البحث لا تزيد عن (25) صفحة متضمنة الملاحق وقائمة المصادر والمراجع.

القواعد العامة لقبول النشر

1. تقبل المجلة نشر البحوث باللغتين العربية والانجليزية؛ والتي تتوافر فيها الشروط الآتية:

● أن يكون البحث أصيلاً، وتتوافر فيه شروط البحث العلمي المعتمد على الأصول العلمية والمنهجية المتعارف عليها من حيث الإحاطة والاستقصاء والإضافة المعرفية (النتائج) والمنهجية والتوثيق وسلامة اللغة ودقة التعبير.

● ألا يكون البحث قد سبق نشرة أو قُدم للنشر في أي جهة أخرى أو مستل من رسالة أو اطروحة علمية.

● أن يكون البحث مراعياً لقواعد الضبط ودقة الرسوم والأشكال ـ إن وجدت ـ ومطبوعاً على ملف وورد، حجم الخط (14) وبخط ('Arial 'Body) للغة العربية. وحجم الخط (12) بخط (Times New Roman) للغة الإنجليزية.

● أن تكون الجداول والأشكال مدرجة في أماكنها الصحيحة، وأن تشمل العناوين والبيانات الإيضاحية.

● أن يكون البحث ملتزما بدقة التوثيق حسب دليل جمعية علم النفس الأمريكية (APA) وتثبيت هوامش البحث في نفس الصفحة والمصادر والمراجع في نهاية البحث على النحو الآتي:

● أن تُثبت المراجع بذكر اسم المؤلف، ثم يوضع تاريخ نشرة بين حاصرتين، ويلي ذلك عنوان المصدر، متبوعاً باسم المحقق أو المترجم، ودار النشر، ومكان النشر، ورقم الجزء، ورقم الصفحة.

● عند استخدام الدوريات (المجلات، المؤتمرات العلمية، الندوات) بوصفها مراجع للبحث: يُذكر اسم صاحب المقالة كاملاً، ثم تاريخ النشر بين حاصرتين، ثم عنوان المقالة، ثم ذكر اسم المجلة، ثم رقم المجلد، ثم رقم العدد، ودار النشر، ومكان النشر، ورقم الصفحة.

2. يقدم الباحث ملخص باللغتين العربية والانجليزية في حدود (150 كلمة) بحيث يتضمن مشكلة الدراسة، والهدف الرئيسي للدراسة، ومنهجية الدراسة، ونتائج الدراسة. ووضع الكلمات الرئيسية في نهاية الملخص (خمس كلمات).

3. تحتفظ مجلة جامعة بنغازي الحديثة بحقها في أسلوب إخراج البحث النهائي عند النشر.

إجراءات النشر

ترسل جميع المواد عبر البريد الالكتروني الخاص بالمجلة جامعة بنغازي الحديثة وهو كالتالي:

✓ يرسل البحث الكترونياً (Word + Pdf) إلى عنوان المجلة info.jmbush@bmu.edu.ly او نسخة على CD بحيث يظهر في البحث اسم الباحث ولقبة العلمي، ومكان عمله، ومجاله.

✓ يرفق مع البحث نموذج تقديم ورقة بحثية للنشر (موجود على موقع المجلة) وكذلك ارفاق موجز للسيرة الذاتية للباحث إلكترونياً.

✓ لا يقبل استلام الورقة العلمية الا بشروط وفورمات مجلة جامعة بنغازي الحديثة.

✓ في حالة قبول البحث مبدئياً يتم عرضة على مُحكِّمين من ذوي الاختصاص في مجال البحث، ويتم اختيارهم بسرية تامة، ولا يُعرض عليهم اسم الباحث أو بياناته، وذلك لإبداء آرائهم حول مدى أصالة البحث، وقيمته العلمية، ومدى التزام الباحث بالمنهجية المتعارف عليها، ويطلب من المحكم تحديد مدى صلاحية البحث للنشر في المجلة من عدمها.

✓ يُخطر الباحث بقرار صلاحية بحثه للنشر من عدمها خلال شهرين من تاريخ الاستلام للبحث، وبموعد النشر، ورقم العدد الذي سينشر فيه البحث.

✓ في حالة ورود ملاحظات من المحكِّمين، تُرسل تلك الملاحظات إلى الباحث لإجراء التعديلات اللازمة بموجبها، على أن تعاد للمجلة خلال مدة أقصاها عشرة أيام.

✓ الأبحاث التي لم تتم الموافقة على نشرها لا تعاد إلى الباحثين.

✓ الأفكار الواردة فيما ينشر من دراسات وبحوث وعروض تعبر عن أراء أصحابها.

✓ لا يجوز نشر إي من المواد المنشورة في المجلة مرة أخرى.

✓ يدفع الراغب في نشر بحثه مبلغ قدره (400 د.ل) دينار ليبي إذا كان الباحث من داخل ليبيا، و (200 $) دولار أمريكي إذا كان الباحث من خارج ليبيا. علماً بأن حسابنا القابل للتحويل هو: **(بنغازي – ليبيا - مصرف التجارة والتنمية، الفرع الرئيسي - بنغازي، رقم 001-225540-0011. الاسم (صلاح الأمين عبدالله محمد).**

✓ جميع المواد المنشورة في المجلة تخضع لقانون حقوق الملكية الفكرية للمجلة.

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SPEAKING PROBLEMS OF ARAB LIBYAN LEARNERS IN LEARNING ENGLISH AS A FOREIGN LANGUAGE

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Abstract.

This article indicates that Arab Libyan EFL learners are incompetent in oral communication. Despite spending years in learning English, they fail to employ that knowledge in real communicative situations. This might be the outcome of inadequate teaching approaches that are employed by Arab EFL teachers. Diaaba (2016) pointed out that, their overreliance on traditional approaches which emphasize extensive linguistic input rather than communicative output result in what Wolff (2010 cited in ibed, 2016 p. 338) calls 'mute English learners', who can read and write but cannot speak. The purpose of this study was to uncover challenges facing Arabic-speaking ESL students as well as teachers .13 participations are included in this article. Research questions focused on the needs of the Arab Libyan-speaking ESL students, the factors that influence their learning, and the problems the teachers face in supporting these students. Data sources included teacher and student interviews, classroom observations the results revealed that Arab Libyan learners face challenges in speaking skills due to linguistic and psychological barriers. The study concluded that several important challenges for teachers and students exist, including time, language support, and knowledge insufficient exposure to the target language and frequent use of Arabic were the main factors contributing to the Libyan EFL learners' speaking difficulties. Lack of speaking activities and overemphasis on accuracy at the expense of fluency by the teachers were other contributing factors.

Keywords: Speaking skills; speaking difficulties; instructional approaches; linguistic and psychological barriers

الملخص:

تشير هذه المقالة إلى أن متعلمي اللغة الإنجليزية كلغة أجنبية باللغة العربية الليبية غير أكفاء في الاتصال الشفوي. على الرغم من قضاء سنوات في تعلم اللغة الإنجليزية، إلا أنهم فشلوا في توظيف تلك المعرفة في مواقف التواصل الحقيقية. قد يكون هذا نتيجة لأساليب التدريس غير الملائمة التي يستخدمها مدرسو اللغة الإنجليزية كلغة أجنبية. أشار (2016) Diaaba إلى أن اعتمادهم المفرط على الأساليب التقليدية التي تؤكد على المدخلات اللغوية المكثفة بدلاً من المخرجات التواصلية يؤدي إلى ما يسميه وولف (2010 مذكور في ibed ، 2016 ص 338) "متعلمي اللغة الإنجليزية الصامتة"، الذين يمكنهم القراءة والكتابة ولكن لا يستطيع الكلام. كان الغرض من هذه الدراسة هو الكشف عن التحديات التي تواجه طلاب اللغة الإنجليزية كلغة ثانية الناطقين باللغة العربية وكذلك المعلمين. تم تضمين 13 مشاركة في هذه المقالة. ركزت الأسئلة البحثية على احتياجات الطلاب الناطقين باللغة العربية، والعوامل التي تؤثر على تعلمهم، والمشاكل التي يواجهها المعلمون في دعم هؤلاء الطلاب. تضمنت مصادر البيانات مقابلات مع المعلمين والطلاب، وكشفت الملاحظات الصفية أن المتعلمين العرب الليبيين يواجهون تحديات في مهارات التحدث بسبب الحواجز اللغوية والنفسية. وخلصت الدراسة إلى وجود العديد من التحديات المهمة التي يواجهها المعلمون والطلاب، بما في ذلك الوقت والدعم اللغوي والمعرفة غير الكافية للغة الهدف والاستخدام المتكرر للغة العربية كانت العوامل الرئيسية التي ساهمت في صعوبات التحدث لدى متعلمي اللغة الإنجليزية كلغة أجنبية. كان الافتقار إلى أنشطة التحدث والإفراط في التركيز على الدقة على حساب الطلاقة من قبل المعلمين من العوامل الأخرى المساهمة.

الكلمات المفتاحية: مهارات التحدث، صعوبات في التحدث مناهج تعليمية الحواجز اللغوية والنفسية.

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Introduction.

A language is very important, because it's a means of communication among people. It keeps us in contact with people all over the world. English language is a good example for the importance of a language because it is the most widely used language in many countries. Demerol (2018) pointed out that "English is becoming global language as lingua franca". Also Montgomery (2013), Abushafa (2014), Al-Nasser (2015) and a British Council article (2013) reported that English has emerged as the lingua franca of knowledge and science comparing with the world's ten largest languages, based on the number of native and non-native speakers, and the size of the global dissemination of languages and added that English is the global language of the 21st century. For this reason, speaking English is the most important and difficult skill of the four skills in foreign language learning.

Achieving proficiency in oral communication skills has always been a dream which may be true for the majority of EFL learners in different EFL contexts. Teachers' efforts in having the learners study grammar, learn and memorize a lot of vocabulary do not seem to assist in that respect Diaab (2016). This is a qualitative descriptive research. In doing the investigation and obtaining the data, the writer used some instruments such as, teacher and student interviews, and classroom observations ten Arabic Libyan students, two teachers and a headmaster in a private middle school located in Cyprus participated in this article. They are all Arab Libyan students who studied in several cities in Libya and now they are studying in Cyprus. The present study used a mixed (Authentic) method approach. The teaching and learning of receptive and productive skills face number of particular problems which will need to be addressed because they affect communicative purposes of language. Academy of Graduate Studies article (2012), Diaab, 2016 and Alhosni (2014) pointed out that Arab Libyan learners face difficulties in speaking English because of linguistic and psychological barriers. Insufficient exposure to the target language and lack of speaking activities and English language, inside and outside the classroom .. According to the UNESCO report (2002) and the Ministry of Education's survey (2004) cited in ibed 2016. p.339) "on the Arab Libyan learners' achievement in English, the students in the classrooms are generally passive-recipients of knowledge while teachers played the role of speakers." Based on these considerations, the researcher decided to look into speaking problems experienced by EFL Libyan learners with focus on instructional approaches applied by the teachers and tries to provide some of these problems as well as their solutions. The following research question was addressed:

1. What are the speaking problems experienced by EFL Libyan learners and how do teaching approaches that are used by teachers contribute to these problems?

"FLL refers to the situation in which the target language is not spoken in the immediate environment of the learner". Ringbom (1987) cited in Diaab (2016. p.339) the teaching and learning of receptive and productive skills face number of particular problems. For instance, Al-Nasser. (2015) and Akasha (2013) pointed that, the performance of an average educated Arab user of English is not even passable although they study English for many years. Benrabha, (2015). Ruwaida Abu Rass (2015) Roya Monsefi, (2016), Safia Alsied and Noura Winis Ibrahim (2017) and Fageeh (2011) stated that, Arab students who are majoring in teaching English as a Foreign Language (EFL) face problems in developing well-written paragraphs in English.

Al-Nasser (2015), Alsamadani, (2010) Almehmadi, (2012) agreed that, different sentence structure is also one of the reasons that may confuse Arab learners. Arabic-speaking ESL students may struggle their struggling can be related to many factors, including cultural and linguistic factors. Teachers' lack of awareness of these factors can also affect Arab students' achievement

Speaking is one of the most interesting and important skills for students to acquire it was and would continue to be an important language for doing work or business. Chaney (1998 p.13) cited in Zamzam (2011), defines speaking skill as the process of building and sharing meaning and thoughts through the use of verbal and non-verbal symbols, in different contexts. However, Libyan students face considerable problems when they learn English as a foreign language. To do so, this paper first presents what the literature says about Arabic-speaking ESL students as well as teachers, then it discusses the study method and data collection, and finally presents the results according to the research questions. This is followed by conclusions and recommendations for future research

Literature Review.

Foreign Language Learning (FLL).

Numerous studies showed that many EFL learners face difficulties when expressing themselves orally in the target language. For instance, Alhosni (2014) and Zamzam (2011) pointed out that most of the problems of speaking are related to the classroom procedure. These problems such as speaking skills and all related activities are totally overlooked in the classroom. Consequently, it becomes very difficult for the learners to make any progress and master that skill. This issue has recently been the concern for many researchers in the EFL context. Elabbar (2011) claims that the Grammar Translation Method (GTM) is the most popular approach used in teaching English in Libya rather than communicative method in the classrooms. Also, learners are exposed to a limited amount of the language which is fixed by classroom hours and lessons preparation and a high priority is given to writing whereas oral skills are disregarded. Therefore, there is no such effort to encourage learners to practice the language and be engaged in face-to-face interactions. He also added that, administered tests that focus on proficiency in linguistic competence are stimulated because knowing how language functions is more important than knowing what form it takes. Diaab (2016 p.339) explains that "learning how language functions reflects the social aspect of interacting between people through language, and absence of interaction inside the classroom could cause obstacles in applying language structures into spoken discourse". Therefore, if factors such as exposure, opportunities to use the language are not sufficiently fulfilled, oral communication proficiency will not be achieved (Alhosni, 2014).

In another study on Libyan teachers' practices of the English curriculum, (Benrabha 2015; Orafi 2008 & Wang 2009, p.151) cited in Diaab (2016) reported that although the curriculum is designed on the basis of the communicative approach, teachers at schools skip listening and oral activities on the belief that such activities is wasting time giving the fact that the lesson is only 40-45 minutes maximum with a large number of students and added they have no available materials. In addition, they are always under pressure to complete the curriculum in the time set by the ministry of education. They also believe that English is an academic subject that students will

not use elsewhere. As a concluded, traditional instructional methods that focus exclusively on grammar accuracy, neglect learners' part in the learning process, and emphasize the use of L1 instead of the target language do not consider the students' communicative needs.

2.2 Speaking Difficulties and Factors

(Foppoli, (2009) cited in Diaab (2016) stated that, although EFL situations place a great emphasis on reinforcing the learners' linguistic competence, among the speaking problems are grammar structures, limitations of vocabulary and wrong pronunciation; mother tongue interference is a major barrier for the Arab learner of English. The Arab learners face a problem in pronunciation of sounds with which they are not familiar with. Akasha (2013), Akram, (2012) and Ahmad (2011) indicated that Arab speakers face difficulties in certain English consonant sounds, such as /p/, /d/, /v/, /tʃ/, /ʒ/, and /ŋ/. For example, /p/ and /b/ different sounds are two phonemes and add that each one is distinguished by native speaker. There is only the phoneme /b/ in Arabic language for this reason Arab learners confuse /p/and/b/, e.g. words like "park & bark", These errors of pronunciation are due to the different phonological system. They substitute sounds that they don't have in their native language. Al-Nasser (2015). Perfetti & Dunlap (2008) cited in Akasha (2013) It also observed that English learners don't differentiate between some vowel sounds which have more than one way of pronunciation. For instance, the vowel" a" in "hat" and "hate". In addition, learners with different linguistic backgrounds face difficulties to produce numerous sounds .For example, the letter "c" produces two sounds like "s" as in "city' and "k" as in "car" On the other hand, learners may encounter a problem with the English alphabet may have more than one sound or even no sound at all (as in the case of 'silent letters or mute sounds). Such as, the silence sound "k" in "know".

Akram and Qureshi (2012). Referred that, Arab learners have problems grasping "Rhythm and stress" .The idea that stress can change the meaning. For example, (con'vict) is a" verb" while ('convict) is a "noun" To overcome this challenge, Burt and Peyton (2003) suggested that ESL students need to be taught the English symbol system and English sound-symbol correspondences because of the different L1 system. For example, Arabic-speaking ESL students may face difficulties with vowels in English because they are not written in Arabic.

Speaking places, a great demand on students who believe that foreign language learners are judged by how good they are in speaking the language, and thus worry about performing in public.

In addition to the previous factors, there are different affective variables that are involved in learning a new language where emotions such as fear, Lack of confidence and anxiety emerge and can therefore delay effective learning, particularly in communication.

Juhana (2012) conducted a case study at a senior high school in, Indonesia to investigate the psychological factors that hinder students from speaking in English classes. The results show that among the main obstacles that hamper adequate speaking, is anxiety, fear of making mistakes which is correlated with fear from being laughed at. This is in agreement with Brown (2001) who argues that the greatest psychological barriers that lead to speaking reluctance are anxiety and shyness. Likewise, Meihua Liu (2007) in a case study in oral English classrooms in a Chinese

university concluded that the moment when students give presentations in front of the whole class, is where they get the most anxious. in classrooms, learners who suffer from language anxiety exhibit an extreme fear when it comes to speaking and thus their communicative ability is affected According to Smith (2011), Hamouda (2012), Juhana (2012) and Zamzam (2011) and Chen (2010) pointed out that **Student inhibition: The use of the mother tongue: Students interrupt each other: Some students do not have anything to say on a particular topic: Mother tongue interference.**

For instance, making mistakes, being laughed at, and fear of criticism of the teacher and frequent correction. Moreover, they are afraid of their classmates' comments on their performance. Fear of negative evaluation is also a common problem faced by EFL learners which increases their anxiety when asked to speak. In an attempt to save face, especially when being corrected and given feedback by teachers for imperfect language use, EFL students may feel discomfort and stop speaking

Yahya (2013) found that the participants in her survey responded that they would not hesitate in speaking the language if they knew they will not be negatively judged or interrupted for mistake correction.

3. Methodology.

The present study, considered significant in the emerging global conditions, is aimed at finding out the school students' language speaking difficulties. Observations and interviews with 13 participants were conducted with reference to the research question. Interviews were also conducted with teachers and headmasters for the purpose.

3.1. Participants.

The participants who took part in this study were 10 Libyan learners at middle level, aged between 12-17 years old and who have been studying English as a foreign language for about 3-7 years; They were randomly selected from different classes. Also, two teachers participated in the study interviews and classroom observations and one headmaster participated in the study interviews at Nearest private Libyan school.

3.2. Research instruments.

Observation and interviews were used as instruments for gathering data. Interviews with 13 students were conducted with reference to the research question. The combination of two instruments offered the opportunity for elaboration, clarification, interpretation and confirmation of data.

Research Aims.

The overall aim of this study is to investigate the teaching of English in Libyan universities and the objectives of this research are:

1. To find out the challenges and issues that Libyan learners face in speaking English in Libyan schools.

2. To find out whether teachers are well trained in teaching English in Libyan School and.

3. To find out whether adequate teaching material and modern ITC tools are available in schools.

ANALYSIS AND FINDINGS.

Data was collected based on direct interviews. The data obtained from the interviews revealed some interesting results with regard to speaking difficulties and how the learning environment and the style of teaching contributed to these difficulties. The findings show that at school, the students' experience was overloaded with vocabulary memorization, reading comprehension, and grammar rules while speaking skills were almost neglected, in all stages of learning at school. As stated by all the students who studied English as a school subject "…teachers write vocabulary on the board, provide or writes the translation in Arabic, pronounce them and ask use to memorize" and added "we had no speaking class" Two of the students added "we have been learning English for 7 years. After this time, we should know how to use the language, but you find students graduate from college and don't even know how to introduce themselves in English.

A few of them can who were abroad or had private courses". The students also indicated that English was regarded as an additional subject that is taught and learnt to pass exams and has no value.

This style of teaching was also reflected in the use of Arabic in the English classroom and less exposure to English. The students' first language was heavily used in the earliest stages of learning at school through which lessons were introduced and explained. Seven students mentioned that "most times teachers used Arabic at primary and preparatory schools … This is wrong and affected use negatively "'use English and we don't understand". Two students argued "… we should use English … teachers mm ... because we are Arabs we use Arabic. We think it is Ok. They should encourage us to speak English"…when we see.

Our teachers use Arabic, we will do the same ... this is what makes us weak in the language".

Additionally, difficulties in English brought about by poor speaking activities and opportunities. As indicated by a male student "I don't remember teachers asked us to speak English…only teachers dictate, we listen". However, two good level students criticized the fact that conversations were memorized before performing them in the class. Another student commented "we memorize dialogues and say them because we want to pass the exam … this does not help, because if students want to discuss something, they may not be able to do that as they are not prepared and they only say what they memorize".

Interviews with three students were quite different: they were unexpectedly frank and forthright. They honestly stated that "they faced problems with their teachers because when they first learnt English it was hard to ask them a question or raise a query while they taught and, they said, that all the students felt stressed out in their classes ... and added that the teacher did not even explain the meaning of

difficult words which caused a bad impact … and make us do not like English subject anymore.". The teacher was clearly 'autocratic': most of the students said that, took class tests depend on grammar rules so they keep the rules to pass.

Furthermore, all the participants blamed some teachers for not encouraging them to speak. In real situations, the majority of the class would keep quiet whereas, few students speak. A male student clarified this "… not all students participate. Chances are not equal. For example, my class includes 35 students and only five of us speak every time … the rest of us don't speak. I can't blame them, because teachers don't ask them to speak. Always the same faces" One female student clarified that" when we ask the teacher why don't let us share she said I have to start with good once to learn from them and … no enough time for all of you ...". Generally, classroom interaction was teacher-centered at all levels. Teachers seldom discussed topics with students. They would explain lessons and leave the class which decreased the students' opportunities to participate and practice speaking. The only opportunity the students had to use English was either to ask or answer questions and could not express themselves freely.

Interestingly, and in addition to the negative influence the educational experience had on the students' communicative competence, four students referred to the wider society where everyone speaks Arabic. They literally said ".. Because of the environment, even if we speak English inside the classroom, when we go outside, everyone speaks Arabic, it doesn't help".

Despite achieving linguistic knowledge, this aspect is still a speaking obstacle for students. All students pointed out that one of the main difficulties they face when speaking English is vocabulary because they usually reach the point where they cannot express themselves precisely. As stated by a male student "the first thing when I start speaking. I look for suitable word that fits the situation I talk about. Vocabulary is a problem .. mm .. grammar .. while speaking I think of grammar and how to make sentences. It holds me back". Noteworthy, one student mentioned that it is much easier to use grammatical structures in writing than speaking. When they speak, they need more time to think of the right tense to apply which confuses them and makes speaking redundant. Evaluative situations, making interruptions and corrections also led to hesitation in speaking. The situation where students are assessed is considered threatening and uncomfortable. "I prefer to receive feedback after I finish, but teachers interrupt while speaking … this is disappointing … I get confused. And stutter .. teachers do not give me the opportunity to finish and organize my thoughts. What scares me the most is criticism if my grammar is incorrect".

Anxiety also hindered speaking. The most of the students agreed that they feel apprehensive when performing in front of teachers and their classmates. As described by a female student " I studied in a school with all females … actually, stresses. I feel anxious I don't know why ... sometimes my mind goes blank and forget words and ... makes me confused ".

An interview which makes me surprised that all students agreed that" although the school is private, there are no books available until now and we have photo copies of some pages of the books, and added the same was done last year that they got the books at the beginning of the second semester" and another student added that there is no transportation available which make here absent in few days. All of these factors may effect on the learning English in general. A

On the other hand, interviews with Five students who had studied in international schools for a year. They stated though about the benefits of student-friendly atmosphere there. They talked about their experiences they expressed happiness of good treatment and ways of teaching by school authorities and teachers to face difficulties in speaking. For example, two of them who studied in Canada, said that "the school has allocated them a private teacher of their own to teach them English Language because they didn't know English in that time and they teach us by using new teaching tools such as videos, songs, face to face interaction …" On the other side , all of the students honestly stated that they faced problems with their teacher because the teachers use translation method and speak in Arabic more than English also they added that there is no face- to -face practicing in speaking which effect on our improving in language…, our parents engourged us to speak in English at home…" They were well informed about the capability and potential of Information Technology. They suggested that modern teaching methods and electronic devices should be used for teaching English language for better understanding, learning with least intervention of the teacher and promoting interest for the language. They were specific when they mentioned that teaching should be done using online games, watching movies and social communication programs.

The majority opinion suggested change in approach, methodology and material for teaching. All

The major problem observed by the researcher that includes all other sub-problems was that the outcomes (in the form of language proficiency) were painfully dissatisfying. Imagine a student graduating from High School, and having attended language classes four hours a week in English for full six academic years and yet be unable to introduce her/himself. Also un believable that a country and parents pay money for nothing.

Conclusion.

In view of the findings of this study, the researcher recommends that EFL Libyan teachers reconsider their style of teaching English. More attention should be given to elements of the communicative competence that require the engagement of students in the process of learning and that they be active agents in the classrooms. According to Rogers (1969) "effective learning is acquired through doing" (p.162). As far as speaking is concerned, it requires regular practices because it is a skill that can only be improved through performance. Moreover, EFL Libyan learners should be offered more opportunities to use the target language in a collaborative and cooperative manner by means of speaking activities to develop speaking skills. As the classroom represents the only place where the learners have contact with the target language, teachers should create a comfortable learning atmosphere which could lessen negative emotions such as anxiety and where students can express themselves more easily with no stress or fear.

In conclusion, Arab EFL learners encounter some problems in English speaking due to the influence of mother tongue. I think to overcome this problem there are many solutions such as, courses and materials should be given to the teachers of ESL/EFL to improve their effectiveness in teaching pronunciation. In addition, using more personal motivation, more practicing in groups and individual as well as using media during the class. Finally, the government should change the

English language curricula adopted by some academic institutions. According to Muhammed, A. Arar Hussain (2013) teachers should know the students 'weaknesses and strengths also they should motivate them to improve their pronunciation. Furthermore, the students should have pronunciation classes at early stages because pronunciation is the foundation of speaking. Also the students should be encouraged to practice phonetic transcription, media, and use digital dictionaries as well and given chances to speak in English in the classroom.

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However, one group was able to tide over the problems in a natural way, while the other group considered their situation hopeless.

Some solution and suggestions to these problems.

There are a number of resources and activities available to get around these common speaking problems:

Group work:

Group work increases the amount of time available for oral practice and allows more than one student to benefit from speaking time. Working in groups also lowers the inhibitions of shy students who are not comfortable speaking in front of the whole class.

Easy language:

Simple language makes it easier for students to speak for longer without hesitation and gives them a sense of accomplishment. Essential vocabulary can be pre-taught or reviewed before the activity enabling students to fill-out their speech with more interesting sentences and rich language.

Clear guidelines:

Stating clearly what is expected from each student is essential in ensuring that everyone in the group contributes towards the discussion. Appointing a chairperson to each group to regulate participation is a way to make sure that dominant students leave discussion opportunities open to more reserved students. Feedback reveals the results of the discussion and motivates each student to follow the guidelines.

Rich mount of vocabulary:

Teachers must help students to gain a good amount of vocabulary that are needed to be able to form sentences and to help the students to interact confidently and orally with other students and with the teacher.

Encouragement:

The teacher must encourage the students to speak and to use the language in and out the classroom room and teachers should help students to build confidence by saying to students that if you make mistake you are not criminal but if you make mistakes you can be corrected in a constructive way.

Correct use of Language:

The teacher must teach students how to use language in its appropriate way by showing and giving examples of what situations are best to use some words and phrases.

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