تعلم مهارة التحدث باللغة الانجليزية لدى طلاب المرحلة الابتدائية بمدارس مدينة الزاوية

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ملخص الدراسة :

تهدف هذه الدراسة إلي التحقق من تعلم مهارة التحدث باللغة الانجليزية في مدارس المرحلة الابتدائية بمدينة الزاوية ، والصعوبات التي تواجههم ، حيث إن معظم طلاب المرحلة الابتدائية في مدينة الزاوية يخفقون في تعلم مهارة التحدث باللغة الانجليزية.

يرجع هذا بسبب إهمال مهارة التحدث داخل الفصل الدراسي ، وتشتمل هذه الدراسة على الآتي : التعرف علي مشاكل الصف وفرضياتها ، بعض الدراسات السابقة في حقل التعليم واختباراتها ، والعلاقة بين مهارة التحدث والمهارات الأخرى .

استخدم الباحث طريقتين لجمع المعلومات ، وهما طريقة الملاحظة ، والاستبانة.

الجزء الأخير اشتمل علي النتائج ، والتوصيات ، والمقترحات التي يمكنها أن تساعد الطلاب على تحسين مهارة التحدث ، كما توصلت إلى أنه لا توجد علاقة وثيقة بين الطلاب فيما بينهم ، أو مع معلميهم داخل الفصل .

Investigating Teaching Speaking in Primary Schools in Zawia

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Abstract

This study aims to investigate the present situation of teaching speaking skills to students in primary schools, and the difficulties encountered. Most of the primary school students in Zawia fail to speak in English. This is because the fact that the speaking skill would be neglected inside the classroom.

This study included the following: the first identifies the classroom problems of the study as well as the hypothesis of the procedure of the study. Some previous studies in the field of teaching and testing the speaking skill are discussed. The second shows that the importance of teaching and relationship between speaking and other language skills.

The procedures of the study are provided in order to get a clear picture of the situation in general and students' oral incompetence in particular. The researcher used two techniques to collect data; namely: observation, questionnaire for teachers. Data is analyzed and the results of the study are presented and discussed.

The last part included various remedial education and recommendations that may help the students improve their speaking skill. Finally, reveals a number of problems that may kinder students while speaking or learning English. The problems may the use of: The grammar translation method. And no student-student or student-teacher interaction in class, which lead to passive learning.

Introduction:

Teaching any language involves four skills, which are listening, speaking, reading and writing. Acquiring, these skills are very important for learners of the target language. Listening is the ability to receive and understand the basic elements of language such as sounds and pronunciation and learners should understand listen to help them develop other language skills. Speaking is meant to be the ability to use the language for communication orally, and reading is the skill of language that depends on listening and speaking that help the learners to acquire the vocabulary and sounds and use them in reading. Reading is

getting meaning from written material, and writing is the language skill that depends on listening and speaking, so all these skills are related to each other in some way.

Learning to speak the foreign language is often one of the most difficult aspects of language learning, especially if the students do not live in an English speaking environment and all of them attend schools where English is taught as one of the subjects of the curriculum.

Speaking is an important linguistic activity for both beginners and advance learners. The importance of the speaking skill in language teaching and learning lies in learners various needs to use such a skill in different life situations.

Moreover, speaking skill has a strong connection with other English language skills. It is connected with writing skill. As one writes, s/he speaks while it is difficult for him/her to write words, s/he cannot pronounce. In addition, developing speaking skill is based on building a big wealth of vocabulary before learning to read and write. Furthermore, there is a close connection between listening and speaking skills, they affect each other. Which is training the ears to listen to the language facilitates speaking process. Therefore, a correct pronunciation depends on listening to sounds carefully and distinguishes between them.

In recent years, methodologists and linguists have begun to argue that spoken language should be the principal objective in language teaching as the focusing on writing skill to teaching the oral aspects of the target language.

Rivers (2009:45) adds some other reasons for developing English language speaking skill saying that: students and parents

feel that learning a language has something to do with speaking. Moreover, speaking activities increase students' interest and enthusiasm for language learning.

In teaching speaking skill, the main aspect is creating practice tasks. This aspect has been well served by the current range of communicative activities, e.g., role-playing, dialogues, games, scenario, stimulation, drama… etc. using such communicative tasks in the classroom is useful, because they involve the learners in comprehending, producing or interacting in the target language, while attention is principally focused on meaning rather than form.

The challenge for primary teachers is to create a classroom environment where English language is used meaningfully. In addition, pupils should have enough opportunities to practice speaking skill.

Speaking is one of the most basic and important skills. Despite the development of modern technological means of communication.

Speaking is very important in everyday life situations. Moreover, any learner who reaches the level at which s/he is able to convey his/her ideas and express his/her needs clearly in appropriate speaking language, is considered to be communicatively competence has proven one of the most successful in providing confidant learners who are able to make themselves effectively understood in shortest possible time. It is therefore, the teachers' responsibility to create situation, which are likely to promote verbal communication, and provide an authentic background for language learning. Lastly, Libyan

learners may have problems with producing words when speaking on general topics in English. Therefore, this study investigates the speaking uttered by preparatory school students within the area of Zawia.

The problem:

There are a number of difficulties that effect the teaching of the speaking skill in primary schools in Zawia. Some of these are:

1. The pronunciation of the students' is very bad. They cannot distinguish between voiced and voiceless sounds, such as (f, v) and (p, b) due to interference of the mother tongue.
2. The students' linguist ability is not up to the level of fifth year primary school students. They cannot construct grammatically correct sentence.
3. Some of language teachers in primary schools are not qualified enough to teach.

Purpose of the study:

This study aims to investigate the following problems, and to provide appropriate solutions:

1. The difficulties of speaking English that encounter primary school students in Zawia.
2. The reason behind students' failure in expressing themselves fluently and accurately in English.

Significant of the study:

The results of this study can be helpful to those who work in the field of teaching English as a foreign language in many aspects related to the communication and pronunciation ability. This study can also be helpful for English language teachers in providing remedial activities and excursion for teaching

speaking. Moreover, the findings of this study may help teachers to know the problems and the difficulties that may face students and provide appropriate solutions.

The previous studies and literature review:

Many linguists regard speaking ability as the measure of knowing a language. They define fluency as the ability to converse with others, much more than the ability to read, or write. They regard speaking as the most important skill the students acquire, who are assessed in terms of their accomplishments in verbal communication.

In the light of the communication approach, language is considered as a human activity; it is looked upon as a means of communication and social interaction, which enable the learners to communicate effectively in using the language.

Slice (1994:256), emphasizes the importance of the language a means of communication, saying that language, oral as well as written, is the basis for all business and social interaction.

Mary(2009:7), assures that oral communication is one of main skills that all school students should be taught. Also, oral communication must not be introduced in the classroom without suitable planning and preparation, as it required great efforts from both teacher and students.

A recurrent concern for the teaching of speaking skill in EFL classes was discussed by Rivers (2009:126), who asserts the importance of combining speaking with communication.

Also, Stevick (2009:82), maintains that real communication is as "speaking without communication is a tale told by idiot".

- The relationship between speaking and other language skills:

Foreign language programmers have identified the four language skills: listening, speaking, reading and writing, and language aspects grammar and vocabulary as the most important features in the process of teaching learning.

- The relationship between listening and speaking:

Teaching the speaking skill depends on teaching the listening skill. In other words speaking requires a great deal of listening, in order to produce accurate pronunciation, structures and vocabulary. Doff (1997:198), believes that the speaking skill cannot be developed unless we develop the listening skill. Teaching listening makes students familiar with the pronunciation system of target language, position of stress and intonation. It also offers students the ability to discriminate between equivalent sound in the native language.

Nunan (1999:160), states that there are two types of listening: reciprocal listening and non-reciprocal listening. Reciprocal listening gives the opportunity to the listener to interact with the speaker as in face conversation. Non-reciprocal listening does not give opportunity to the listener to interact with the speaker, as in listening to the news or to a tape.

- The relationship between grammar and speaking:

Teaching grammar is very important in learning speaking . the learners cannot use word in conversation unless they know how they should be put together by using grammar rules. For example, learners must know when to use present tense forms, and when to use past tense form and appropriate pronouns. Harmer (1991:22), states that students must be knowledgeable

of grammatical structures of the TL in order to be competent users of English language.

Celce-Murcia (1991:86), states that grammar instruction is a part of language teaching and cannot be learnt a lone, but it should interact with meaning, social function and discourse. So, the teacher must not only teach the learners what language rules means, but also he must teach them how to use these rules. Hence, if a language teacher wants his/her students to interact with others, he/she has to produce grammatically correct sentences in order to be understood.

- The relationship between vocabulary and speaking:
Teaching vocabulary is a significant step in language learning. words are the basic building blocks of language and without them students will not be able to construct grammatically correct sentences and speak language to express themselves. Terrel (1999:87), states "the learning of vocabulary is the key to comprehension and speech production . with a large enough vocabulary the student can comprehend and speak a great deal L1 even if his knowledge of structure purpose non-existent.

According to many language specialists, there are two types of vocabulary: active and passive.

Active vocabulary: the content and function of words of a language which are learned so thoroughly that can be used in the performance of any communication act; the vocabulary which can be easily recalled for production. Passive vocabulary refers to words understood when heart or read, but not used in speaking or writing.

Background knowledge is as important as the above-mentioned point; a speaker cannot speak with ease if he does not know the topic and discussion with his peers. One cannot speak fluently if he has no knowledge background.

- Speaking in EFL classrooms:

Speaking mainly serves two important functions which are transactional and interactional (Brown and Yule, 1993:13), considering the transactional as it involves transmitting and sharing information through student-student or student-teacher interactional, it involves establishing relationships between teachers and students, and between student and student. they can successfully exchange thoughts and feeling with each other.

Such relationships encourage students to interact effectively in a learning situation. They enhance student's feeling of safety and lower their anxiety, and feeling that usually accompanies a foreign language learning process.

Kingen (2006:67), asserts that " with a teacher who creates friendly learning environment of caring and sharing with a sense of direction and fun, students, feelings of anxiety are dispelled". Such a more relaxing and comfortable learning environment usually lead to more effective interaction. Cohen (1998:49), maintains, for a meaningful and productive interaction, learners need a communicative space and safe environment to explore meaning through language". Therefore, using language orally is embedded in purposeful interaction and that can be related to the interactive nature of speaking.

- Communicative activities and speaking:

Since communicative activities promote students, use of oral language purposefully, their usage has been recommended throughout the different level of EFL speakers. Terrell (1999:82), asserts "communicative tasks and activities take a variety of forms and this variety helps students with mixed speaking abilities to get involved". Communicative activities enhance developing a successful oral interaction, which in turn promotes speaking in an EFL classroom.

Depending on the requirement of each task, Krough (2001,201), presents four categorized identifications of communicative activities and techniques as follows:

1. Experience tasks: this type of tasks, learners prior knowledge. It includes brainstorming activities and group discussion.

2. Shared tasks: Within these tasks, learners are engaged in helping each other to bridge a learning gab, such as role-play and jigsaw activities.

3. Guided tasks: the main essence that underlies performing guided tasks is presenting guidance to learners. That is to say, the teacher supports learners while accomplishing the task, for example, two ways questionnaires.

4. Independent tasks: learners through this kind of activities without any planned help, for example, an ongoing evaluation activity. However, such variety and flexibility cab be developed within a one-communication activity. Kingen(2000:83), developed a systematic sequential language communicative activity, namely, speak out it is taught through three main procedures, which together form

systematic progression towards a more communicative interaction. These procedures are:

a. Controlled-interaction group work: speaking out activity starts by being highly controlled and great extent text based. It constitutes a pre-communicative interaction procedure.

b. Guided-interaction pair works: in this procedure, a guided communicative interaction takes place through stretching speaking out actively to involve information gab. Pictures can be used to prompt learners' communication.

c. Free-interaction pair works: speak out activity is developed so that students are free to use their own vocabulary to express their own personal experience. That resembles the last stage, which is free-communicative interaction.

The Methodology:

In this study, the data were collected by the use of primary and secondary sources. The follows a list of practical procedures:

1. Classroom observation.
2. Questionnaire.
3. Data analysis.
4. Conclusion and recommendations will be discussed.

- The questionnaire was administered to 30 language teachers at the beginning of October in academic year 2014-2015.
- They were 15 male teachers and 15 females teachers. All teachers were Libyan. The questionnaire was intended to elicit as much information as possible about the difficulties that face teachers while teaching the speaking skill in primary stage. The questions are:

1. Do you encounter difficulties in teaching speaking?
   Yes ( )

No (   ).

2. If yes, what kind of difficulties do you face when teach speaking?

Time is insufficient (   )

I do not know how to teach speaking (   )

Number of students is very big.   (   )

Lack of audio-visual aids (   ).

3. Which method do you apply in teaching English?

The grammar-translation method.

The direct method.

The audio-lingual method.

The eclectic method

The communicative method.

4. Do you use Arabic language when you teach speaking?

Yes (   )

No (   )

To some extent (   )

5. If yes, why do you speak Arabic in the classroom?

To clarify grammatical points and explain difficult vocabulary

(

Students would not understand lessons if I spoke English. (   )

Both of the above (   )

6. Do you think that the time allotted for speaking is adequate?

Yes (   )

No (   )

7. What kind of aids do you use in teaching speaking?

Whiteboard only   (   )

Visual aids (over head project) (   )

Audio aids (tapes)   (   )

Audio-visual aids (tapes and laboratory classes)   ( )

8. Do you offer opportunities to help students use the language orally in the classroom?

 Yes ( )

 No   ( )

 Rarely ( )

9. Do you use speaking activities such as role-play, discussion, information-gap, interview when teaching speaking?

 Yes ( )

 No ( )

 Sometimes ( )

10. What mistakes do your students usually make?

 Grammar mistakes ( )

 Vocabulary mistakes ( )

 Pronunciation mistakes ( )

 Other mistakes   ( )

11. When students make mistakes, do you usually apply?

 Teacher correction   (   )

 Self correction (giving the student who make the mistake opportunities to correct him/herself. (   )

 Peer correction (asking one of his/her classmate to correct the student who make the errors) ( )

12. Do you think establising a good relationship with students is a positive point in encouraging them to speak in the class?

 Yes ( )

 No ( )

Results and discussions:

Table (1):

Answers to a general questionnaire about the teachers' nationalities and their qualifications:

General information	No. of teachers	Percentage %
Libyan	30	100%
Bachelor of art in EFL	18	60%
Diploma in EFL	12	40%
Male	15	67%
female	15	33^

Experience	No. of teachers	Percentage %
More than 10 years	12	40 %
Less than 10 years	18	60%

Options	No. of teachers	Percentage %
Extensive training	2	7 %
Little training	10	33 %
No training	18	60 %

Teaching aids	No. of teachers	Percentage %
Whiteboard	25	83 %
Charts	5	17 %
CD player	10	33%
Data show	8	27%

Analysis and evaluation of the questionnaire:

In question (1), teachers were asked whether they faced difficulties in teaching speaking. And the answers were as follows: Twenty teachers (67%) said yes, while ten teachers (33%) said No. it is obvious that teachers faced difficulties in teaching speaking as indicated in the above high percentage of the teachers.   Table (1):

Question No	Question	No. of teachers	Percentage%
1	Do you encounter difficulties in teaching speaking? Yes No	20 10	67% 33%

Twenty teachers were asked to specify the areas of difficulties. Ten teachers (50%) said that they did not know how to teach speaking. Five teachers (25%) said because of lack of audio-visual aids. Three teachers (15%) said that number of students was very big, and two teachers (10) said that the time was insufficient for teaching. It can be concluded from the above answers that 50% of the teachers did not have training in teaching speaking which imposes a real problem for the students. Ass to that lack of visual aids, and large classes, which make face-to-face communication between the students and teacher and students difficult if not impossible.

Table (2):

Question No.	Question	No. of teachers	Percentage%
2	What kind of difficulties? - Time is insufficient - I do not know how to teach speaking? - Number of students is very big. - Lack of audio-visual aids	2 10 3 5	10% 50% 15% 25%

In question (3), teacher were asked which method they adopted in teaching English.

Sixteen teachers (53%) chose the grammar-translation method. Five teachers (17%) chose the communicative method. Five teachers (17%) said that they preferred the eclectic method, three teachers (10%) chose the direct method, and one teacher (3%) chose the audio-lingual method. Although some teachers took courses in communicative approach, 53% of the number teachers took courses in grammar translation method, which neglected speaking. Here spoken language was not given attention by the teacher

Table(3):

Question No.	Question	No. of teachers	Percentage%
3	Which method do you apply in teaching English? - The direct method - The communicative method. - The grammar translation method - The audio-lingual method - The eclectic method.	3 5 16 1 5	10% 17% 53% 3% 17%

In table (4), teachers were asked whether they speak Arabic with their students in the classroom.

Twenty four teachers (80%) said that they speak Arabic in the classroom. While six teachers (20%) said that they do not. The answer to question (4), reveals the fact that most of the teachers have not been practiced speaking English in class which is another factor negatively affecting teaching speaking.

Table (4):

Question No.	Question	No. of teachers	Percentage%
4	Do you use Arabic language when you teach speaking? - Yes - No .	**24** **6**	80% 20%

In table (5) fifteen teachers (63%) said that students would not understand English spoken all the time. Six teachers (25%) said that Arabic was used to explain grammatical points and difficult vocabulary, while three teachers (12%)used Arabic for both items (a) and (b). it is obvious that students did not have speech exposure according to answer to question (5).

Question No.	Question	No. of teachers	Percentage%
5	Why do you speak Arabic in the classroom? - To clarify grammatical points and explain difficult vocabulary.	6	25% 1
	- Students will not understand lessons if I speak English only.	15	63%
	- Both of the above.	3	12%

In question (6), teachers were asked whether the time was enough for teaching English and covering the whole book.

Twenty five teacher (83%) said that time was not enough for teaching English. While five teachers (17%) said that time was enough. Almost (83%) all teachers complained that time is not

enough for teaching English. According speaking could not be practiced as it should be in other words, speaking was neglected.

Table (6):

question No.	Question	No. of teachers	Percentage%
6	Do you think that time allotted for speaking is adequate? - Yes - No.	5 25	17% 83%

In question (7), teachers were asked what kind of aids they used in teaching speaking and their answers were as follow:

Twenty three teachers (77%) said whiteboard only. Six teachers (20%) said audio aids, and one teacher (3%) said visual aids. While (0%) for audio-visual aids.

Question No.	Question	No. of teachers	Percentage%
7	What kind of aids do you use in teaching? - Whiteboard only. - Visual aids (over head project) - Audio aids (tapes). - Audio-visual aids. (tapes and laboratory classes).	23 1 6 0	77% 3% 20% 0%

In question(8), teachers were asked if they gave their students the opportunities to speak in the classroom.

Twenty six teachers (87%) said yes, whereas four teachers (13%) said no.

Table (8):

Question No.	Question	No. of teachers	Percentage%
8	Do you offer opportunities to help students use language orally in the classroom? - Yes - No.	26 4	87% 13%

There was possibility to give the students the opportunity to speak English in the class in spite of the language classes as stated in one of the former answers (see Q2).

In question (9), teachers were asked whether they used speaking activities in teaching speaking. All thirty teachers (100%) said no.

The answer indicated that teaching speaking was neglected.

Table (9):

Question No.	Question	No. of teachers	Percentage%
9	Do you use speaking activities such as role-play, discussion, information-gap, interview when teaching spelling? - Yes - No.	- 30	- 100%

In question (10), teachers were asked what kind of mistakes their students usually make.

Eleven teachers (37%) said pronunciation mistakes. Eight teachers (27%) said vocabulary mistakes. Six teachers (20%) said grammar errors, and five teachers (16%) said other mistakes. We think it is because speaking was not taught properly.

Table (10):

Question No.	Question	No. of teachers	Percentage%
10	What mistakes do your students usually make? - Grammar mistakes - Vocabulary mistakes - Pronunciation mistakes - Other mistakes.	6 8 11 5	20% 27% 37% 16%

In question (11), teachers were asked about the way in which they corrected their students speaking mistakes.

Twenty three teachers (77%) said they corrected the mistakes. Seven teachers (23%) said peer corrected and (0%) self-correction. From the teachers answers to the above questions it is doubtful that they made pronunciation corrections the fact, which contradicts with their actual behavior in class where teaching speaking was neglected.

Table (11):

Question No.	Question	No. of teachers	Percentage%
11	When students make mistakes, what do you usually apply? - Teacher correction. - Self-correction (giving the student who makes the mistake opportunities to correct him/her self) - Peer correction (asking one of his/her classmates to correct the student who makes the mistakes)	23 0 7	77% 0% 23%

In question(12), teachers were asked if they thought that estiblishing a good relationship with their students was positive step to encourage students to speak English in the class. Twenty four teachers (80%) said yes while six teachers (20%) said no.

Table (12):

Question No.	Question	No. of teachers	Percentage%
12	Do you offer opportunities to help students use language orally in the classroom? - Yes - No.	24 6	80% 20%

Classroom 0bservation:

Observation of fifteen English lessons is one of the techniques used by the researchers to carry out the investigation. This technique is an essential part of the present study to find out if the results obtained are reliable. In addition, to that observers also seek to find out whether the teachers responses are in harmony with the results of the observation.

Pronunciation:

It is a way to produce the language orally, so if the speaker utters the words in a given context in a different way, s/he may change the whole meaning and cause misunderstanding to the listener. The majority of students pronounced words incorrectly, for example one student pronounced the verb have as /haef/ and the verb think as /tink/. Another student was asked to pronuned words written on the whiteboard, he pronounced the word paper as /peiber/, cook as /kuk/ and hat as /hit/.

Students were clearly unable to discriminate between sounds, which have no equivalents in Arabic, such as (f and v), (t and), such mispronunciation was due to lake of listening practice. The student may have heard these words once or twice in the classroom and when students committed errors the teachers avoided correcting them because of certain reasons. Some teachers said that students would continue making the same mistakes after correction, others said that correcting pronunciation errors would take much time. Also mispronunciation was due to lake of using audio-visual aids. Teachers did not make students listen to cassettes or watch video films.

Another problem which is the use of stress and intonation in speech, the students did not seem to know anything about them, because the teachers neglected practicing them.

Grammar:

During classroom observation, it was noticed that students do not know grammar rules as appeared clearly in their answers to the questions and most errors were due to the interference from L1. For example, one student omitted the proposition (for) after the verb "wait" because in his L1 the verb "wait" is used without preposition. Also, he said look from the window instead of saying , I look through the window.

Another student was asked to tell his name, he answered "I Ahmad" which means that the student did not even know the use of the linking verbs. He also answered "I eat a sandwich" in response to the question (what did you eat last night?) the student used (eat) present tense form of the irregular verb (eat)

instead of (ate) past tense form, which also means that students did not know the irregular verbs.

Students tend to over generalize some rules as in walk-walked, go-goed and lose-losed, instead of saying go-went and lose –lost.

Vocabulary:

Lack of vocabulary prevents students from speaking inside and outside classroom. They resorted to hesitation and thinking of what they thought is the proper word. For example, "one student said the students of my class" instead of saying "my classmates". Another student was asked about his mother's job, he said "my mother works in the house" instead of saying "my mother is a housewife". Besides that, the students were also influenced by L1 in learning L2 vocabulary. For example, one student said, "I take a cup of tea" instead of saying "I have a cup of tea".

Furthermore, some students had a lot of pauses between words while speaking, because they were not used to converse with others in the target language which means that the teacher did not train them to practice speaking the target language.

Some students could understand language when spoken to them but when it came to response, they encountered difficulties in finding suitable vocabulary, which should be used in the situation.

Discussions:
1. **The results obtained from the teachers' questionnaire:**
   Interpretation of data obtained from the questionnaire can be summarized in the following points:
a. Twenty teachers (67%) encountered difficulties in teaching speaking English.

b. Twenty teachers (40%) did not know how to teach speaking.

c. Sixteen teachers (53%) applied methods, which emphasize grammar and ignored language skills, although the new syllabus is based on communicative approach.

d. Twenty four teachers (80%) used Arabic language inside the classroom, which made students unable to speak English fluently.

e. Twenty teachers (67%) believe that their students would not understand lessons if they spoke English all the time in the class.

f. Twenty five teachers (83%) said that the time allotted for teaching English was very limited when compared to the content of the textbook, specially for teaching speaking which may need the use of different techniques. This shortage of time lead English teachers to concentrate on grammatical structure and reading comprehension rather than speaking.

g. Twenty three teachers (77%) used the whiteboard in language classes as the only means of teaching English.

h. Twenty six teachers (87%) gave their students opportunities to participate in classroom discussion.

i. Thirty teachers (100%) did not use speaking activities because of the teachers lack knowledge about the methods and techniques of teaching speaking.

j. Eleven teachers (37%) believe that students committed many pronunciation mistakes.

k. Twenty three teachers (77%) corrected the errors of the students which lead to creating hesitant speakers. This immediate correction may be because of shortage of the period specified for teaching English i.e., teaching did not

have enough time to ask for self-correction or peer correction or also ask the students to finish the activity then discuss the errors with them.

l. Twenty four teachers (80%) preferred having a good relationship with their students.

2. The results obtained from classroom observation:

The observer has found out that the teachers' responses were not in harmony with the results of the observations.

a. Teaching strategies used in class:

Throughout the time of observation, none of the students spoke fluently and with ease, which is due to the teaching strategies used.

Students were receptive rather than productive, they read from textbooks or sheets without practicing speaking in the target language. Teachers did not use visual aids inside classroom and they did not make students listen to cassettes or watch video films, they only used whiteboard in teaching. Students made many errors in pronunciation, vocabulary and grammar and they hesitated and flet shy. The researcher believes that this is due to the following reasons:

1. Lack of oral exercises.
2. Teachers did not concentrate on discussions in class.
3. Most of students did not have enough time to speak the target language in class.
4. Many teachers used Arabic language when presenting and explaining grammatical rules.
5. Most of the time, teachers did not encourage their students to use English in the class.
6. The classroom was not provided with any kind of visual aids.

7. Some students used old copies, which were taken from ex-student.

This made them answer the questions that were already written in their books without thinking of the structure or the meaning.

b. Interference:

Interference was clearly noticed when one of students omitted the preposition (of) he said, "I take a cup coffee". This interference indicates that the student still not familiar with speaking the target language and they treated the FL as L1. Richards (1997:79) states that the source of difficulty in learning a foreign language comes from L1 interference, which hinders foreign language learning.

c. Generalization:

It should be noted here that the students sometimes over generalized the rules of grammar and pronunciation for example, one student pronounced a word (live) as /lif/ or another student generalized the third person, she said , "they comes to school".

Little wood (1996:23), states that the wrong predictions in overgeneralization are probably attributed to one of two reasons:

1. The rule does not apply to these particular items, we must therefore learn an exception to the general rule.

2. The item belongs to a different category which is covered by another rule. We must reallocate the item to a different category which we know.

d. Unbalanced classroom activities:

In classes that had been observed, translation into L1 and reading were most preferred to most of language teachers. They used Arabic more than English. Furthermore, some of the teachers had serious pronunciation mistakes, they pronounced words

incorrectly. For example, one teacher pronounced the verb thank as /tank/ the adjective good as /gud/.

Teachers were also noticed to write the new vocabulary on the board, ask students to repeat after them three times and copy the words in their notebooks.

Recommendations:

Here are some recommendations based on the results of the present study which need attention for the success of teaching speaking in Libyan primary schools:

1. Applying more recent techniques in teaching the English language to primary school students which would give more attention to the speaking aspect mainly, applying the principles of the communicative approach.
2. The importance of increasing the time allowed to the English language course since it yields to more exposure to the English language.
3. Teachers must focus on activities that could help students learn to speak English fluency.
4. Speaking should be linked to other tasks i.e., speaking should be integrated in teaching with the other three language skills (listening, reading, writing) as well as the other language features as vocabulary, pronunciation …etc.
5. Teachers should speak English with students as much as possible inside classroom.
6. Schools should be equipped with laboratories and tape recorders.
7. The number of the students in language classes should be reduced so that every student has the opportunity to participate in classroom discussions.

8. Teachers should encourage their students to speak and not criticize them. Consonant criticism can be so frustrating, while praising the students create confidence among them.
9. There should be student centered teaching and activities.

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