Saudi EFL University Instructors' Barriers to Teaching the Speaking Skills: Causes and Solutions

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Thesis Title: Saudi EFL University Instructors' Barriers to Teaching the Speaking Skills: Causes and Solutions

Subject/major: Linguistics

Institution: College of Languages and Translation, Al-Imam Muhammad Ibn Saud Islamic University

Degree: MA

Year of award: 2015

Supervisor: Dr. Zuhair Zaghlool

Keywords: accuracy, fluency, motivation, questionnaire, speaking, speaking deficiency, teaching barriers

Abstract

The aim of this study was to investigate the causes and the solutions of Saudi EFL university instructors' barriers to teaching the speaking skill. The sample of the study consisted of 132 randomly-selected EFL preparatory year instructors at Al-Imam Mohammad Ibn Saud Islamic University, Princess Nourah Bint Abdulrahman University, and King Saud University in Riyadh city. Three instruments were utilized to collect data for the study: the first one was a questionnaire, the second was semi-structured interviews, and the third one was lectures observations. The researcher designed a five-point Likert scale questionnaire to collect the data of the study which was validated by a panel of raters consisting of ten university professors and instructors. To ensure reliability, Cronbach Alpha formula was calculated. Besides, The findings of the study revealed that the causes of Saudi EFL university instructors' barriers to teaching the speaking skill in the preparatory year were as follows: students' use of L1 during group work or pair work, lack of vocabulary, fear of making mistakes, lack of self-confidence, and lack of motivation. Furthermore, the study results advocated the following solutions to Saudi EFL university instructors' barriers to teaching the speaking skill: enhancing students' self-confidence to speak without fear, correcting students' mistakes kindly, meeting students' needs in speaking textbooks, and adopting recent motivating techniques, increasing the motivating speaking activities in textbooks, and testing the speaking skill. Finally, the study concluded that teacher training and preparation programs should help EFL instructors overcome and avoid such teaching barriers in teaching the speaking skills

Cite as: Al Hassan, N. A. A. (2015). Saudi EFL University Instructors' Barriers to Teaching the Speaking Skills: Causes and Solutions. College of Languages and Translation, Al-Imam Muhammad Ibn Saud Islamic University. (Master Thesis). Retrieved from *Arab World English Journal* (ID Number: 222. February 2019, 1-53. DOI: <https://dx.doi.org/10.24093/awej/th.222>

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Submitted in partial fulfillment of the requirements for the degree of Master of Arts in
Linguistics

Safar, 1437 - November, 2015
Riyadh - Saudi Arabia

BARRIERS TO TEACHING SPEAKING

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This paper has been approved by the Department of English Language and Literature.

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The final copy of this thesis has been examined by the signatories, and we find that both the content and the form meet acceptable presentation standards of scholarly work in the above-mentioned discipline.

Safar, 1437 –December, 2015

Riyadh – Saudi Arabia

Acknowledgments

I am grateful to Allah, most gracious most merciful, for the blessings He has bestowed upon me in strength, patience, and knowledge to complete this thesis.

I acknowledge with utmost gratitude and appreciation my respected supervisor Dr. Zuhair Zaghlool for his great guidance, inspiration, encouragement, time, advice and consideration in the process of carrying out my study. Without his endless support and supervision, this research would have never been possible. I would like to thank and extend my gratitude to the committee members Dr. Aly Shokry and Dr. Hussein Rababah.

I am forever indebted to my beloved mother and father, my greatest inspirations. I would like to thank them for their endless love, patience, encouragement, and prayers. They have instilled in me the sense of achievement, responsibility, dedication, and self-confidence. I also thank them for their emotional, moral, and financial support throughout my academic career.

I would like to express my deepest gratitude to my beloved brothers; Mohammed and Abdullah, and my beloved sisters; Sara, Lujain, and Jana for their sincere and endless love, care, encouragement, help, and support.

Finally, thanks are due to my relatives and friends for their constant help and support during all stages of the study.

Abstract

The aim of this study was to investigate the causes and the solutions of Saudi EFL university instructors' barriers to teaching the speaking skill. The sample of the study consisted of 132 randomly-selected EFL preparatory year instructors at Al-Imam Mohammad Ibn Saud Islamic University, Princess Nourah Bint Abdulrahman University, and King Saud University in Riyadh city. Three instruments were utilized to collect data for the study: the first one was a questionnaire, the second was semi-structured interviews, and the third one was lectures observations. The researcher designed a five-point Likert scale questionnaire to collect the data of the study which was validated by a panel of raters consisting of ten university professors and instructors. To ensure reliability, Cronbach Alpha formula was calculated.

Besides, The findings of the study revealed that the causes of Saudi EFL university instructors' barriers to teaching the speaking skill in the preparatory year were as follows: students' use of L1 during group work or pair work, lack of vocabulary, fear of making mistakes, lack of self-confidence, and lack of motivation. Furthermore, the study results advocated the following solutions to Saudi EFL university instructors' barriers to teaching the speaking skill: enhancing students' self-confidence to speak without fear, correcting students' mistakes kindly, meeting students' needs in speaking textbooks, and adopting recent motivating techniques, increasing the motivating speaking activities in textbooks, and testing the speaking skill. Finally, the study concluded that teacher training and preparation programs should help EFL instructors overcome and avoid such teaching barriers in teaching the speaking skills.

الملخص

تهدف هذه الدراسة إلى استكشاف المصاعب التي تواجه مدرسي اللغة الإنجليزية كلغة أجنبية في تعليم مهارات التحدث للمرحلة الجامعية وإيجاد الحلول المناسبة لها. لقد اشتملت الدراسة على عينة مكونة من 132 مدرس من أساتذة السنة التحضيرية اختيروا عشوائياً في كل من جامعة الامام محمد بن سعود الإسلامية، جامعة الملك سعود، و جامعة الأميرة نورة بنت عبدالرحمن في مدينة الرياض. استُخدمت الباحثة ثلاث أدوات بحث لتجميع بيانات الدراسة وهي الاستبانة، المقابلات الشخصية، و مراقبة المحاضرات. صمّمت الباحثة استبانة على مقياس "ليكرت" خماسي النقاط لتجميع بيانات الدراسة. لقد تم مراجعة و تحكيم الاستبانة على مجموعة من المحكمين مكونة من عشر أساتذة ومدرسين جامعيين للتحقق من مصداقيتها و استُخدمت معادلة (كرونا باخ ألفا) للتأكد من ثبات الاستبانة.

و لقد أظهرت نتائج الدراسة أن أسباب الصّعوبات التي تواجه المدرسين في تدريس مهارات التحدث كانت كالآتي : ميل الطلبة لاستخدام اللغة الأولى في العمل الجماعي في المحاضرات، افتقار الطّلاب لمفردات اللغة، خوف الطلبة من ارتكاب الأخطاء، افتقار الطلبة إلى الثقة بالنفس و التحفيز. و من ناحية أخرى، أظهرت الدراسة أن الحلول لتخطي هذه الحواجز هي كالتالي: تشجيع الطلبة على بناء الثقة بالنفس و التحدث دون خوف، تصحيح أخطاء الطلبة بلطف، تلبية احتياجات الطّلاب في الكتب الدراسية و استخدام أحدث التّقنيات للرفع من مستوى التّحفيز لدى الطالب، زيادة الأنشطة المحفّزة للتحدث في الكتب الدراسية و تقييم مهارات التحدث. و ختاماً، اقترحت الدراسة أنه ينبغي وضع برامج تدريبية لأساتذة اللغة الإنجليزية بالسنة التحضيرية لتفادي هذه الحواجز في تعليم مهارات التحدث.

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List of Abbreviations

CA: Communicative Approach

CLT: Communicative Language Teaching

EFL: English as a Foreign Language

EMS: English-Medium Subject

ESL: English as a Second Language

KSU: King Saud University

M: Mean

PD: Professional Development

SD: Standard Deviation

SNS: Social Networking Sites

SPSS: Statistical Package for Social Science

Chapter I

Teaching English as a foreign language requires teaching the four skills: listening, speaking, reading and writing. Speaking and writing are the productive skills whereas listening and reading are the receptive skills. According to Boonkit (2010), speaking is one of the four macro skills necessary for effective communication in any language, particularly when speakers are not using their mother tongue. In fact speaking skills are the most important skills that need to be taught for effective communication. Moreover, speaking is the most fundamental human skill (Comings, Garner & Smith, 2006). Zaremba (2006) states that of all the four macro English skills, speaking seems to be the most important skill required for communication. In addition, Sayed (2005) pointed out that first year students in Egypt experienced problems in their oral communication with others that disabled them from using English for communicative purposes. Therefore, the main goal for teachers and students is to be able to effectively communicate in spoken English with other speakers.

In Saudi Arabia public schools, students are taught English from fourth grade and until they graduate from their secondary schools to college; nevertheless, some students are not able to communicate and express themselves in English effectively. As they reach their tertiary level, they still lack both accuracy and fluency (Ansari, 2012).

When teaching the speaking skills in the classroom, teachers expect students to be able to understand, speak, respond, and communicate in and outside the classroom. In fact, it is what has been practiced in the classroom that will help students be ready to communicate with others outside the classroom environment.

Since teaching speaking is the key skill in EFL learning, much responsibility lies upon the teacher. Hence, teachers handling English classes face insurmountable difficulties (Kannan, 2009). Specifically in Saudi Arabia, and due to students' low performance, English language programs need improvement especially on the teachers' quality (Al-Ahaydib 1968). In fact, teachers face many obstacles that impedes them from teaching the speaking skills in their most efficient ways. According to Baker and Westrup (2003), many teachers are good in teaching vocabulary and grammar, but when it comes to teaching speaking; both teachers and students find challenges and difficulties concerning this skill. Besides, Al-Ma'shy (2011) affirmed that most English teachers concentrate on improving reading and writing skills and do not take into account the importance of speaking and listening skills. Likewise, Brown and Yule (1983) asserted that for most of the language teaching history great focus has been on writing a language. This means that teaching the speaking skills is neglected and focus is shifted on reading and writing skills. Al-Twairish (2009) found out that teacher centered language instruction is the leading form of English language teaching in Saudi Arabia. She also pointed out that most teachers preferred to focus on teaching grammar because it did not require a high level of English proficiency on the part of the instructor. Therefore, teachers should take into consideration that teaching the speaking skill is not as easy as teaching the other three skills and they are bound to face difficulties and problems in the teaching process.

1.1 Statement of the problem

Teaching the speaking skills is very challenging. Not much research is conducted on studying the difficulties that teachers encounter as they teach the speaking skill. Eryaka (2013) explained that what has been missing in the solving such a problem is studying the perspective of those who teach English as a Foreign Language (EFL). Investigating these problems is an

important matter especially in the Saudi context and much research is needed particularly on the EFL teachers' behalf. Therefore, the research attempts to investigate this issue in EFL teaching and propose adequate solutions.

1.2 Significance of the Study

The researcher hopes that the findings of the current study will help EFL teachers in teaching the speaking skill. Moreover, it will help EFL teachers and instructors recognize the problems they might face in the process of teaching. Hopefully, these findings would assist teachers and curricula developers by giving valuable feedback on how to overcome such barriers. Finally, this research will urge researchers to conduct more studies in this area.

1.3 Objectives of the Study

This study aims at:

1. Investigating the barriers that encounter EFL teachers as they teach the speaking skill,
and
2. Providing solutions to overcome these barriers.

1.4 Questions of the study

The study is intended to answer the following questions:

1. What are the causes of Saudi EFL university instructors' barriers to teaching the speaking skill?
2. What are the solutions to Saudi EFL university instructors' barriers to teaching the speaking skill?

1.5 Operational Definitions

The following terms are defined to clarify their usage in this following study:

Speaking

Speaking is the productive oral skill which consists of producing systematic verbal utterances to convey meaning (Nunan, 2003, p. 48). Spoken language is short, often fragmentary utterances, in a range of pronunciations. There is often a great deal of repetition and overlap between one speaker and another, and speakers frequently use non-specific references (Nunan, 1989, p. 26).

Fluency

Skehan (1996, p. 22) states, “Speaking fluency refers to the ability to produce the spoken language “without undue pausing or hesitation”. In other words, pauses and hesitation in speech hinders fluency in speaking.

Accuracy

Yuan and Ellis (2003) believe that speaking accuracy is the extent to which the language produced conforms to target language norms. According to Wang (2014) this involves the correct use of pronunciation, vocabulary and grammar.

Teaching Barriers

Anything that inhibits progress or achievement of an objective can be viewed as a barrier (Rodden, 2010). Therefore, teaching barriers are factors that limit teachers from achieving their goals of giving knowledge and education to learners.

EFL: English as a Foreign Language

ESL: English as a Second Language

FLT: Foreign language Teaching

NSE: Native Speakers of English

NNSE: Non-Native Speakers of English

1.6 Limitations of the Study

The findings of this study are restricted by the following factors:

1. The study was conducted in the first semester of 1436/1437 – 2015/2016.
2. This study was restricted to EFL preparatory year instructors at Al-Imam Mohammad Ibn Saud Islamic University, Princess Nourah Bint Abdulrahman University, and King Saud University in the city of Riyadh.
3. The sample included 132 EFL instructors.

1.7 Chapterization

This study is presented in five chapters. Chapter I includes a brief introduction. Chapter II is a literature review of related studies. Chapter III deals with the methodology adopted. Chapter IV is composed of the analysis of data. Finally, chapter V provides discussion of the results, the conclusion of the study, and suggestions for further research.

Chapter II

Literature review

This literature review aims at analyzing an array of existing scholarly information presented by EFL researchers concerning the barriers which face instructors in teaching the speaking skill. Sufficient evidence has shown that most EFL students cannot fluently communicate using the spoken English language for a variety of reasons, which include their instructors' inability to effectively equip them with the EFL speaking skills (Boettcher, 2013).

This chapter presents an overview of related studies investigating the importance of the speaking skill, the widespread problem of speaking deficiency among students in non-English speaking countries, Teacher-related problems which are encountered as they teach speaking EFL and finally a conclusion is given at the end of this chapter. The array of literature available in learning and teaching EFL speaking are from both Arab and foreign studies that discuss this problem from both teachers' and students' perspectives.

2.1 The Importance of the Speaking Skill

EFL instructors carry a great responsibility to address the needs of learners in teaching the English language. Not knowing the students need for learning the English language may interfere with their overall ability to teach the speaking skills. A study conducted by Bailey (2006) asked more than one thousand EFL learner participants to respond to the sixth goal of the US National Education by the Equipped for the Future Initiative. Participants were assigned with an essay prompt inquiring about what acquiring effective speaking skills meant to them. Findings of this study showed that gaining effective speaking skills in the English language meant a lot to them. It meant that they could effectively access important information among

other resources that they can use to orient themselves within the larger global spectrum. Learners can also be able to interact with people in the neighborhood, participate in social and political activities as well as advance into the future.

Yan (2007, cited in Al-Saqri, 2014)) asserts that the target of learning English is to communicate with others. To achieve this, it is important to increase the students' self-confidence in the skills of speaking in order to support and stimulate them to be more willing to translate their ideas in the second language. Yan concludes that fluency and accuracy should be integrated within activities in the classroom.

Nunan (1989, p. 26) states, "Speaking is one of the most important skills in learning EFL. It is the means through which one can communicate with others to achieve certain goals or to express his opinions, intentions, hopes and viewpoints in a clear way. Unlike written language, spoken language consists of short, often fragmentary utterances. It is characterized by the use of non-specific words and phrases, the use of fillers, repetition, loosely organized syntax and an overlap between one speaker and another."

Febriyanti (2011) believes that speaking is one of the most substantial and essential skills that must be practiced at regular intervals to communicate orally. The mastery of speaking skill is a priority for many ESL and EFL learners. Learners often assess their success in language learning of English on the basis of their improvement on speaking the language.

2.2 The Problem of Speaking Deficiency amongst EFL Students

The fact that most instructors do not understand the educational objective sought after by most learning institutions in supporting the implementation of the EFL programs may interfere with their overall ability to effectively teach the EFL speaking skills (Bailey, 2006).

Research has shown that learning institutions particularly in non-English speaking nations have increasingly encouraged for the dispensation of competent speaking skills among learners at all education levels following the internationalization of the English language as a basic medium of communication around the globe (Al-Jadidi, 2009).

Wallace, Stariha and Walberg (2004) asserted that the lack of practicing the language caused an increase in problems among learners and eventually leads to deficiency in mastering the speaking skills. They pointed out that the more practice students are given the better they perform in speaking. They also discussed that formal speaking improves among students when teachers give them an insight on how to organize their thoughts and ideas, and when students are well prepared for their presentations. This helps reduce the feeling of fear and helps create a friendly atmosphere.

Thapalia (2006) stated that students were fraught with fear of using English in rural areas in Nepal. They lacked the ability to speak English although they scored well in their subjects. Public school teachers were perceived as the cause of this issue due to the use of their mother tongue Nepali in teaching EFL. The bilingual and translation methods were the teaching approaches they used for FLT. As a result, the development of the listening and speaking skills were neglected because focus was to achieve scores in the previous methods. Because they were deprived from listening and speaking English, they couldn't produce the language with such minimal listening input. To solve this problem, schools were advised to equip classrooms with audio/video materials to improve listening and speaking skills.

Kannan (2009) explained that all problems pertaining to speaking EFL will be resolved when teachers give attention to each learner individually. Teachers should motivate students

to participate and to speak in English only. Lots of practice must be given to learners. Furthermore, the atmosphere of the classroom should be friendly and appealing. Kannan concludes that extra attention and coaching must be given to slow learners.

Samantray (2009) points out that the speaking skill among students is in a deficient level due to the ways students are taught English. Students are forced to speak, read, and answer questions although they have not had enough listening tasks. This means that they have not received enough input to be able to produce language. Teachers main focus is to look for students' mistakes and correct them, neglecting learners' effort in trying to produce the language. Because that is their focus, students put more effort on accuracy at such an early stage which hinders them from speaking easily and fluently.

Ansari (2012) believes that the basics of English are not acknowledged among Arab learners. Although they have been taught for seven years, which is a reasonable amount of time, they still look at their teachers with great hope. Learners believe that their teachers will make them learn English in a fast pace which amplifies teachers responsibilities toward their learners.

Kanwal and Khurshid (2012) conducted a study to explore the university students' difficulties in learning English language skills. In order to highlight the language difficulties a 27 item questionnaire was developed and was administered to 200 randomly selected students of department of English. Collected data was analyzed and percentages were computed. Results showed that overall university students required extra help in improving their English listening, speaking, reading and writing skills. Students were hesitant in speaking. Moreover,

university students were not fully satisfied with their present course contents of English language and teaching methodologies.

Boettcher (2013) conducted a study which asserted that students need to know the meaning of a vocabulary item and be able to use the word on a performance level such as writing or speaking. Moreover, the study mentioned that most studies show how interacting with words and learning vocabulary supports student learning and increases students' success and language skills in all modalities: reading, writing, speaking, and listening. Besides, the process of teaching vocabulary is as important as the words themselves. Learning happens through linguistic negotiation: talk. However, studies show that teacher talk dominates the majority of classroom interchanges. The standard teacher-centered and dominated talk hinders students from improving talk. Even researchers who are committed to increasing student discussion fall into this teacher-talk trap. This in return affected speaking in students' learning EFL.

2.3 Barriers Teachers Face in Teaching the Speaking Skill

Torky (2006) conducted a study to investigate the effectiveness of task-based instructions in developing the speaking skills of secondary school students in Egypt. The reason behind her study was the students' significant low performance in speaking. In her study, an informal questionnaire was assigned to 20 EFL teachers and supervisors. The questionnaire aimed to explore and identify the current methods in teaching speaking. It was found that both teachers and supervisors had no adequate knowledge of the speaking skills necessity for students. In addition, students had no opportunities to practice speaking because of the short time allocated in class. Moreover, teachers expressed their needs for new and better

teaching methods that could help in increasing students' motivation in speaking. It was observed that teachers were obsessed with correcting errors which led to students' lack of self-confidence which impeded their fluency. Furthermore, it was found that students' textbooks had very few activities that tackled speaking and that textbooks focused more on language forms. They did not include real information gap or motivating topics to influence students to speak. The researcher recommended that speaking skills should be given more attention. More time and effort should be dispensed to the speaking skills; students should be given opportunities to practice authentic speech on a daily basis. Finally, both teachers and students should be aware of the importance of the speaking skills and what is necessary for educational studies at each level in order to develop the language properly and successfully.

Farooqui (2007) found that instructors' perception concerning students' ability to speak the English language could affect their ability to give out the EFL speaking skills. The participants in the study were five teachers. The instruments were semi-structured interviews, observation, and document analysis. During this study, most respondents stated that instructors blamed students for having a narrow English vocabulary while perfecting their reading and writing skills. Students also felt shy, did not care about this challenge, and hence did not bother speaking out in front of a class. Moreover, students did better in reading and writing skills but perform very poorly in speaking. Other students reportedly had limited opportunities to practice the spoken language outside classroom and thus did not put what they learn in class into practice. According to the participants, the education system also discouraged students from practicing the speaking skills as only reading and writing was tested during examinations. Because students did not have sufficient proficiency in English, teachers found it difficult to orally communicate with them in any type of activity. Teachers usually provided students with

easy topics to aid them in getting started with speaking. As a result, teachers found it challenging to identify gaps in students' spoken language, which in return limited their ability to effectively dispense the skills.

Lary, Lynch and Cali (2008) stated four main causes of EFL problems in learning and teaching: students' lack of motivation, the insufficient allotted time for teaching EFL, the insufficient materials, and the overcrowded English classes that distract teachers. This problem may not be completely solved, but using certain strategies like forming small groups can help teachers to a certain extent. A set of suggested solutions are mentioned including using activities that correlate with learners personalities and characteristics that raises the motivation in EFL learners.

Al-Jadidi (2009) carried out a study which mainly focused on bilingual (English and Arabic) versus monolingual (English only) teaching and the role of first language (Arabic) usage in the classroom. Many students seemed to prefer learning with bilingual rather than monolingual teachers. The study was carried out in six different higher education colleges in or near Muscat. Ten classroom observations were carried and eleven teachers and fifteen students were interviewed from the same college. The researcher observed that the bilingual teachers as a group and monolingual teachers as a group had different characteristic pedagogical styles and approaches. The bilingual teachers were more teacher-centered, relied more heavily on the use of textbooks, focused more on the teaching of grammar and used less varied techniques of instruction and engagement than did the monolingual teachers. On the other hand, the monolingual teachers, while they were more learner-centered and incorporated more communicative, interactive lessons and activities, seemed to be less successful in classroom management and focused less on accuracy, grammar and lexis than their Arabic-

speaking colleagues. The outcomes of the student interviews reflected the outcomes of the teacher interviews and classroom observations. Both students and teachers thought that bilingual teaching was essential at beginning levels of education and that the ability to speak both English and Arabic was beneficial for teachers. Many students, however, thought that as they advanced, interaction in the classroom should be conducted in English only. Together, the perspectives of EFL teachers and students and of the researcher as an EFL teacher point to a significant, but limited, role for Arabic usage in EFL tertiary college classrooms. Recommendations of the findings suggested that monolingual teachers should try to enrich their learning and develop their understanding of the language-learning matters of their students by learning Arabic and about Islamic-culture. On the other hand, bilingual teachers should work to include more communicative approaches and more varied activities into their teaching. The findings also indicated that teachers' inability to understand the primary objective that the government had in supporting the implementation of the EFL program could lower their capacity to teach the speaking skills.

Al-Twairish (2009) carried out a study to measure the effect of the implementation of the Communicative Approach (CA) on the listening and speaking skills of Saudi third year secondary students. To address this issue, a quantitative study was conducted on two randomly selected intact classes at Dammam Tenth Secondary School. These two classes were assigned as an experimental group which consisted of 37 students, and a control group which consisted of 41 students. It was mainly hypothesized that the students taught according to the CA would score higher in the post-test than in the pre-test and that there would be significant statistic difference in scores of the experimental group and the control group. Several communicative activities were used with the experimental group. As for the control group, it was exposed to

traditional, non-communicative, instruction using structurally based methods, such as the audio-lingual method. A pre-test was given to both groups at the beginning of the experiment to ensure that they had the same language background. At the end of the experiment, a post-test was administered to both groups. The study revealed that the CA had a positive effect on the students' listening and speaking skills. The experimental group obtained significantly higher mean scores on the post-test than on the pre-test; the difference between the pre-test mean scores and the post-test mean scores for the control group was not statistically significant. Finally, the experimental group students were more differentiated than the control students on the post-test. In consideration of these results five recommendations were made. First, a shift should be made from non-communicative to communicative ELT. Second, educational policy-makers should consider the applicability of the CA in the Saudi context. Third, EFL teachers should receive in-service training in applying CA principles. Fourth, students should be encouraged to speak the target language with their colleagues. Finally, local ELT textbook writers should work along communicative lines.

Al-Ma'shy (2011) carried out a study to investigate the causes of EFL speaking weakness in Saudi secondary schools in Al-Gunfuthah City. Two hundred and forty students were randomly selected from four secondary schools in Al-Gunfuthah and 30 English teachers were randomly selected to contribute to this study. Four instruments were used in this study. The first instrument was students' questionnaire. The second instrument was teachers' questionnaire. The third and fourth instruments were students' interview and teachers' interview. The most important findings of this study were that Saudi secondary school students were generally weak in speaking English. In addition, most secondary school students had positive attitudes towards speaking in English. Moreover, the speaking difficulties faced by

the students were related to pronunciation, grammar, vocabulary, and fluency. Finally, many reasons for students' weakness in terms of speaking in English were present. These reasons were associated with the English textbook used in the secondary level, the students, and the English teachers. The study recommendations included using effective teaching aids in schools such as language laboratories, videos, and computers to teach English. Besides, English teachers should assist in improving students' speaking skills by motivating students to speak in English. In addition, the number of English contact hours or periods should be increased in order to give the students enough opportunities to practice the English language. Finally, English classes should be divided into four distinct parts based on the four skills in order to assure teaching all of the four skills comprehensively.

Chang (2011) carried out a study which showed that lack of quality professional skills among EFL teachers in implementing the Communicative Language Teaching (CLT) method affected their ability to effectively teach EFL including the speaking skills. The participants in this study were eight EFL instructors from two universities in Taiwan. Although the Taiwan government as well as the Ministry of Education in this country offer workshops and professional training opportunities for EFL teachers, the finding showed that teachers persistence in practicing CLT, students resistance to class participation, limited teaching hours, test-oriented teaching, and the lack of an English environment were considered barriers to teaching. Moreover, there was a need for appropriate curricula and larger classes to affectively teach EFL speaking.

El-Fiki (2012) conducted a study that examined the professional development experiences of a group of EFL and English-medium subject (EMS) teachers working in private and public schools in Cairo, Egypt. The research questions focused on teachers' perceptions

of change and improvement occurring in their teaching practices, their beliefs on the sources of change available to them, and the perspectives of school principals and professional development providers on teachers' change prospects. In this study, a multi-method approach was applied, with a teacher survey given to 174 teachers. The approach of field observation and examination of relevant documents, artifacts, semi-structured interviews were also used. The findings indicated that teachers perceived great change in their practices though their implementation of communicative approaches. Moreover, teaching was influenced by various professional learning opportunities. In addition, change or lack results from teachers' adaptability to their local contextual demands through a process of resistance, resilience, or maintaining the status. The findings pointed out the importance of teachers in change processes and suggested that change results from a process of interaction between teachers and others within their community. The suggestions of the study included the need to replace the technical ideas of professional development with a more ecological orientation, to establish professional learning communities amongst teachers and within schools, and to form a coherent framework for change initiatives. The study mentioned that in the public system, English was taught through traditional teacher-centered approaches. It focused on developing knowledge about language forms rather than building competency and fluency in language use. English was taught through isolated grammar points and repetition of drills. Classes were considered quite crowded which reached up to 70 students sometimes. In addition, there was a heavy reliance on the ministry assigned textbooks which often formed the syllabus taught. This approach led to low levels of English proficiency and high levels of student failure and disappointment. As a result, this system had not produced proficient speakers of English. El-Fiki reported that EFL had widely been integrated in most learning institutions in Egypt in an effort to improve quality

of education. Teachers in both the public and private schools were increasingly changing their perception regarding the introduction of a foreign language in their education curriculum and subsequently adjusting their teaching practices to meet the new educational prospects. However, a considerable number of EFL instructors particularly in regions outside Cairo did not understand the primary objective behind these new developments, and hence, did not bother to adjust their teaching practices to fulfill the new educational objective. As a result, they only committed their efforts to dispense the reading and writing EFL skills, which consequently lowered their overall ability to effectively teach the speaking skills.

Gan (2012) tried to identify the problems with oral English skills of ESL students at a tertiary teacher training institution in Hong Kong. The instruments of this study were semi-structured interviews that addressed the difficulties ESL students encountered in their oral English. Findings stated that insufficient opportunities to speak English in lectures and tutorials, lack of a focus on language improvement in the curriculum, and the poor input environment for spoken communication in English outside class apparently resulted in this problem. The results of the study led the researcher to question the effectiveness of the knowledge- and pedagogy-based ESL teacher training curriculum. The findings emphasized the need to integrate a sufficiently intensive language improvement component in the teacher preparation program. The study also showed that the unfavorable environment outside the classroom demoralized students from showing significant commitment in learning EFL, which consequently affected the instructors' ability to dispense the speaking skills. During this study, Gan discovered that a huge proportion of Chinese population outside the classroom environment used native Cantonese as their first language of communication. Consequently, English language was rarely used in the social communication, hence denies learners the

opportunity to practice the spoken language in their daily life. On the other hand, students preferred to perfect their speaking skills in the Cantonese language to be able to compatibly adapt to the wider Chinese society.

Al Mineeai (2013) explored the problems in speaking EFL among female students from secondary schools in Bisha from the teachers' and students' viewpoints. Open and closed questionnaires and an interview were used as instruments for this study. The participants included 228 female students and 14 teachers from five secondary schools in Bisha. The findings of the study revealed that there were speaking EFL problems related to the curriculum, teachers, and students. The curriculum related problems were seen as the most crucial of all problems. The curriculum was not designed in accordance to students' level and did not meet students' needs and problems of their daily lives. Moreover, the time required for training and improving listening and speaking skills were not enough. Also, exams did not really assess speaking skills. Finally, the pupils' textbook is not interesting, and does not have enough illustrations. The second major problem in the study was teacher related issues. For instance, some teachers did not use a variety of teaching aids and technology that facilitated speaking skills. Some EFL teachers lacked proficiency in teaching methods and in the evaluation processes. They also lacked training in speaking and in teaching how to speak EFL. Furthermore, some teachers were unsuccessful in creating a stimulating classroom atmosphere. The final problem in speaking EFL was student-related problems. These problems were not represented in the students' personal difficulties such as lack of confidence, shyness, hesitation, fear of others reactions, and anxiety. Contradictorily, students appeared familiarized with and understood the importance of EFL and consequently they were motivated to speak English fluently and proficiently. As for the solutions to the problems of speaking EFL, it was

suggested that speaking skills should be evaluated. Furthermore, speaking skills must be taught effectively with practice, patience, and hard work in speaking classes. Students should listen to authentic videos, have conversations, participate in role playing, and practice daily life situations separately in particular classes. It was also recommended that they should use the laboratory at least once a week to become familiar with native accents and to imitate them regularly.

2.4 Conclusion

The literature review indicates the importance of the speaking skill. Moreover, it reveals teachers' barriers pertaining to teaching the speaking skills such as the crowded classes, the inadequate textbooks, the unmotivated students, the students' fear of mistakes, inadequate time allotted to the speaking skill, students' use of L1 in the speaking classes, and the dearth of teacher training programs. Furthermore, the reviewed studies suggested the following solutions to teaching speaking and overcoming the barriers: implementing technological services in teaching, providing interesting aids and techniques, increasing teaching speaking hours, decreasing the number of students in classes, and the need for adequate textbooks.

Finally, the review of literature paved the way for the researcher to prepare the instruments of the study in addition to interpreting the results of the study. Moreover, it provided the researcher with a new vision about the various aspects of the speaking skill.

Chapter III

Methodology

This chapter clarifies the methodology and the design of the current study. It gives information about the population, sample, instruments, procedures as well as the statistical analysis that was employed in the study.

3.1 Population and Sample of the Study

The population of the study consisted of both male and female EFL preparatory year instructors at Al-Imam Mohammad Ibn Saud Islamic University, Princess Nourah Bint Abdulrahman University, and King Saud University in the first semester of the academic year 1436/1437 – 2015/2016 in Riyadh city. The Sample was composed of 132 randomly-selected male and female EFL preparatory year instructors.

3.2 Research Instrument

Three instruments were utilized to collect data of the study: a five- point Likert scale questionnaire, semi-structured interviews, and classroom observations. The questionnaire consisted of two main categories. The first category was about the causes of Saudi EFL university instructors' barriers to teaching the speaking skill. The second category dealt with the solutions to those barriers (See Appendix 1).

3.3 Instrument Validity

The first version of the questionnaire and the interview questions were validated by a panel of raters which consisted of ten English language university professors and instructors (See Appendix 3). The questionnaire and the interview questions were modified according to the panel's feedback. Fortunately, the researcher received positive feedback from the panel of raters describing the questionnaire items and the interview questions as well designed, unbiased, comprehensive, intelligible, appropriate, and relevant.

3.4 Instrument Reliability

To ensure the reliability of the questionnaire, it was administered to a pilot sample of 30 randomly-selected EFL preparatory year instructors. This sample was not included in the study. Then Cronbach Alpha formula was calculated using the SPSS program. Alpha was (0.78); this result was acceptable and appropriate for the purpose of this study.

3.5 Procedure

1. The researcher designed the questionnaire of the study and the interview questions benefiting from previous studies (See Appendixes 2 & 3).
2. This questionnaire and the interview questions were validated by a panel of raters which consisted of ten EFL university professors.
3. The questionnaire was edited according to the raters' suggestions.
4. The edited questionnaire was administered to a pilot group consisting of thirty randomly-selected EFL preparatory year instructors who were excluded from the sample of the study.
5. The collected data were analyzed statistically employing the SPSS program to calculate Cronbach' Alpha Formula for reliability.
6. The questionnaire was also modified according to the statistical results.
7. The final version of the questionnaire was administered to the sample of the study.
8. The collected data were analyzed via the SPSS program.
9. The researcher carried out the interviews with ten EFL preparatory year instructors.
10. The researcher attended 6 speaking skill lectures and took notes.

3.6 Statistical Analysis

Cronbach's Alpha formula was used to determine the reliability of the questionnaire. Frequencies, percentages, standard deviation, and means were calculated to analyze the data of the study utilizing the SPSS program.

Chapter IV

Data Analysis and Findings

This chapter presents the results of this study which investigated the causes of and solutions to Saudi EFL university instructors' barriers to teaching the speaking skill at Al-Imam Mohammad Ibn Saud Islamic University, Princess Nourah Bint Abdulrahman University, and King Saud University in the city of Riyadh. As indicated in the previous chapter, the research participants in this study were male and female EFL preparatory year instructors. The questions of the study were the following:

1. What are the causes of Saudi EFL university instructors' barriers to teaching the speaking skill?
2. What are the solutions to Saudi EFL university instructors' barriers to teaching the speaking skill?

4.1 Data Analysis

The statistical data of the study were collected via the questionnaire of the study which was given to the participants. A five-point Likert scale was used to score the levels of the causes and solutions of Saudi EFL university instructors' barriers to teaching the speaking skill. This is a scale used in questionnaires to specify the level of agreement or disagreement based on the following criteria of Rensis Likert (1932): All questions follow the Likert scale: Strongly Agree (5), Agree (4), Neutral (3), Disagree (2), Strongly Disagree (1)

The collected data were computed and analyzed using the SPSS program to answer the questions of the study. To achieve this goal, means (M) and standard deviations (SD) were calculated.

4.3.1 Results of the Study Concerning the Causes of Saudi EFL University Instructors' Barriers to Teaching the Speaking Skill

To answer the first question of the study which was "What are the causes of Saudi EFL university instructors' barriers to teaching the speaking skill?", the researcher calculated the means and the standard deviations for instructors' responses. Table (1) illustrates the means and standard deviations of instructors' responses to the questionnaire items.

Table (1)

Means and Standard Deviations of Causes of Saudi EFL University Instructors' Barriers to Teaching the Speaking Skill

No.	Statement	N	Total	Mean	Standard Deviation	Rank
7	Students tend to switch to L1 during group work or pair work.	132	534	4.05	1.06	1
1	Students lack the vocabulary needed to express themselves orally.	132	490	3.71	1.09	2
3	Students are afraid of making mistakes when they speak.	132	482	3.65	1.24	3
4	Students do not practice the speaking skill because they lack self-confidence.	132	457	3.46	1.11	4
2	Students lack motivation to practice the speaking skill.	132	453	3.43	1.26	5
8	Textbooks do not encourage students to practice the speaking skill outside the classroom.	132	442	3.35	1.19	6
6	Students are reluctant to speak because they cannot form correct grammatical sentences.	132	433	3.28	1.09	7
12	The allotted time for speaking activities is insufficient.	132	405	3.07	1.11	8
5	Students are not encouraged to speak since they are not tested on the speaking skill.	132	402	3.05	1.20	9

11	Textbooks speaking activities do not meet students' needs and interests.	132	398	3.02	1.13	10
10	Textbooks speaking activities are insufficient.	132	397	3.01	1.16	11
9	Textbooks speaking activities are not motivating.	132	390	2.95	1.14	12

Table (1) indicates that students' use of L1 during group work or pair work is the most important cause for Saudi EFL university instructors' barriers to teaching the speaking skill. This result is drawn from statement number 7 "*Students tend to switch to L1 during group work or pair work.*" which is ranked first and has got the highest mean 4.05. Moreover, this result is highly supported by the instructors' opinions during the interviews. One of the instructors mentioned, "It irritates me when students switch to L1 in group work, and it irritates me more how much time I take from class to go over those groups and urge them to speak in English." Another teacher stated, "As a Saudi teacher teaching Saudi students EFL, it's a really tough job because students tend to use L1 whenever they approach me, knowing that I understand Arabic perfectly well. During class speaking activities, some students tend to feel shy from their colleagues (Peer Pressure) and remain silent; however, they speak nicely in my office." Another instructor asserted, "Students need some time to prepare for any speaking activity. If they are not given much time, they switch to L1 and speak to each other and to me in L1." In addition, through the researcher's observation of speaking lectures, the researcher noticed that most students chattered in Arabic during pair work or group work.

The other important barriers to teaching the speaking skill are lack the vocabulary, fear of making mistakes, and lack of self-confidence. Those results are drawn from statements 1, 3, and 4 "*Students lack the vocabulary needed to express themselves orally.*", "*Students are afraid of*

making mistakes when they speak.”, “*Students do not practice the speaking skill because they lack self-confidence.*” which are ranked the second, the third, and the fourth; they have got very high means 3.71, 3.65, and 3.46 respectively. These results were emphasized by the EFL instructors during the interviews. One instructor stated, “You would think that in a preparatory level students are mature and understand the challenge of learning EFL, but that’s not the case, they still neglect the importance of learning and speaking EFL. Believe it or not, students still laugh at their peers when they commit mistakes, and it is my duty to stop such negative effects which certainly causes them the lack of confidence and fear of committing mistakes.” During the researcher’s observation, the researcher noticed that lack of words impeded students from expressing themselves orally. If they did not know a certain word, they asked the instructor in L1 for the word they wanted to say.

Another important cause to the barriers of teaching the speaking skill is the lack of motivation. This finding is taken from statement number 2 “*Students lack motivation to practice the speaking skill.*” which is ranked the fifth and has the high mean 3.43. In addition, Table (1) revealed that EFL instructors do not agree that textbooks speaking activities are insufficient or not motivating, so they are not considered barriers to teaching the speaking skill. In other words, they believe that textbooks speaking activities are sufficient and motivating. Those two results are reflected in statements 10 and 9 “*Textbooks speaking activities are insufficient.*” “*Textbooks speaking activities are not motivating.*” which are ranked the ninth and the tenth with the lowest means of 3.01 and 2.95 respectively. Moreover, those findings are supported by the instructors in the interviews. One of the instructors mentioned that in all her long years of teaching, she has seen so many textbooks and has seen how much effort has been put to make the curriculum appealing and motivating for students and that the problem does not lie in textbooks.

4.3.2 Results of the Study Concerning the Solutions to Saudi EFL University Instructors' Barriers to Teaching the Speaking Skill

To answer the second question of this study, "What are the solutions of Saudi EFL university instructors' barriers to teaching the speaking skill?", the researcher calculated the means and the standard deviations for instructors' responses. Table (2) illustrates the means and standard deviations of instructors' responses to the questionnaire items associated to the second part.

Table (2)

Means and Standard Deviations of Solutions of Saudi EFL University Instructors' Barriers to Teaching the Speaking Skill

No.	Statement	N	Total	Mean	Standard Deviation	Rank
4	Instructors should encourage students to establish self-confidence and speak without fear.	132	557	4.22	1.10	1
3	Instructors should be friendly and gentle in correcting students' English speaking mistakes.	132	552	4.18	1.05	2.5
9	Textbooks speaking activities should meet students' needs and interests.	132	552	4.18	1.02	2.5
2	Instructors should adopt recent stimulating techniques to enhance students' motivation to practice speaking such as role play, provocative questions, group work, pictorial stories, transfer activities, retelling stories, etc.	132	547	4.14	1.01	4
8	Textbooks should include adequate stimulating speaking activities which increase students' motivation.	132	542	4.11	0.99	5
5	Textbooks and instructors' tests should examine students' speaking skill.	132	532	4.03	1.10	6
11	Speaking classes should have a small number of students.	132	530	4.02	1.32	7
12	Textbooks should include pictures which stimulate speaking.	132	529	4.01	1.09	8

7	Textbooks should guide students to access online activities to practice the English speaking skill outside the classroom.	132	528	4.00	1.08	9
6	Students should not use L1 in speaking group work and pair work.	132	505	3.83	1.12	10.5
10	The allotted time for speaking activities should be increased.	132	505	3.83	1.08	10.5
1	Students should develop their own strategies of learning and using English vocabulary items orally.	132	485	3.67	1.17	12

Table (2) reveals that the first solution for Saudi EFL university instructors' barriers to teaching the speaking skill is enhancing students' self-confidence to speak without fear. This result is taken from statement number 4 *"Instructors should encourage students to establish self-confidence and speak without fear."* which has the highest mean (4.22) and is ranked the first. This result is supported in the interviews because two instructors indicated that they are obligated to help build students self-confidence and reduce their fear of speaking.

Moreover, the other most important solutions are correcting students' mistakes kindly, meeting students' needs in speaking textbooks, and adopting recent motivating techniques. Those results are drawn in statements number 3, 9, and 2 *"Instructors should be friendly and gentle in correcting students' English speaking mistakes."*, *"Textbooks speaking activities should meet students' needs and interests."*, *"Instructors should adopt recent stimulating techniques to enhance students' motivation to practice speaking such as role play, provocative questions, group work, pictorial stories, transfer activities, retelling stories, etc."* which have very high means (4.18, 4.18, 4.14) and are ranked the second and the fourth respectively; items three and nine have got the same mean and the same rank. In fact, those results are backed by classroom observations. The researcher observed instructors' tolerance of students' mistakes, their satisfaction of textbooks

activities, and employment of recent techniques. Instructors assured the researcher that they tolerated students' mistakes to create positive attitudes among students towards learning English. In addition, four interviewed instructors expressed that the textbooks should be constantly renewed to keep track in meeting students' needs and interests from a generation to another.

Furthermore, the other two important solutions to teaching the speaking skill are increasing the motivating speaking activities in textbooks in addition to testing the speaking skill. Those two results are deduced from statements 8 and 5 "*Textbooks should include adequate stimulating speaking activities which increase students' motivation.*" "*Textbooks and instructors' tests should examine students' speaking skill.*" which ranked fifth and sixth and have high means 4.11 and 4.03.

4.4 Summary of the Results

The findings of the study revealed that the causes of Saudi EFL university instructors' barriers to teaching the speaking skill in the preparatory year were as follows: students' use of L1 during group work or pair work, lack of vocabulary, fear of making mistakes, lack of self-confidence, and lack of motivation. Furthermore, the study results advocated the following solutions to Saudi EFL university instructors' barriers to teaching the speaking skill: enhancing students' self-confidence to speak without fear, correcting students' mistakes kindly, meeting students' needs in speaking textbooks, and adopting recent motivating techniques, increasing the motivating speaking activities in textbooks, and testing the speaking skill.

Chapter V

Discussion, Conclusions, and Recommendations

This chapter discusses the research findings, analyzes the results according to the literature review, offers conclusions from these results, and provides some recommendations for educators and future research based on what is presented and analyzed so far.

5.1 Discussion

TEFL is a great responsibility and especially teaching speaking. EFL instructors face difficulties and problems in their teaching process. The purpose of this research was to investigate the causes of and the solutions to Saudi EFL university instructors' barriers to teaching the speaking skill. The questions of the study were the following:

1. What are the causes of Saudi EFL university instructors' barriers to teaching the speaking skill?
2. What are the solutions to Saudi EFL university instructors' barriers to teaching the speaking skill?

After interpreting the data, the researcher summarized the most obvious problems associated with teaching EFL speaking skills and related the findings to the previous ones. The collected data were discussed in accordance with the questions of the study. In the investigation of EFL university instructors' barriers to teaching the speaking skill, the study highlighted the following. First, it was found that the paramount obstacle to teaching EFL speaking skills was that students switched to L1 during group or pair work. Instructors found it disturbing and time consuming in the process of teaching the speaking skills. In fact, it is the instructor's role to encourage students to use FL in group work or pair work. The instructor should not stay at the front of the class; he should move around the groups to listen and offer help. Second, similar to Farooqui (2007) and Boettcher (2013), learners' lack of vocabulary needed to express themselves orally, was a major cause of Saudi EFL university instructors' barriers to teaching the speaking

skill. Learning vocabulary supports learners and teachers together. Third, the fact that students were afraid of making mistakes and did not practice the speaking skill due to the lack of self-confidence was in agreement with Thapalia (2006), Torky (2006), Yan (2007, cited in Al-Sagri, 2014), and Al Mineeai. Fourth, the finding of the study that an important barrier to teaching the speaking skill was lack of motivation is in consistent with Torky (2006), Farooqui (2007), Lary, Lynch, Cali (2008), Al-Ma'shy (2011). It is the instructors' responsibility to enhance students' motivation through employing recent engaging and effective techniques. Fifth, the results of this study also confirmed the findings of Wallace, Stariha, Walberg (2004), Kannan (2009), Torky (2006), Febriyanti (2011) and Gan's (2012) that lots of practice must be given to EFL learners in speaking skill classes at regular intervals. Finally, the findings related to the barriers of overcrowded classes and limited teaching hours are in accordance with Torky (2006), Lary, Lynch, Cali (2008), Al-Ma'shy (2011), Chang (2011), and El-Fiki (2012).

5.2 Conclusion

This study was carried out in order to provide some insights and hopefully clarifies the problems of Saudi EFL university instructors' barriers to teaching the speaking skills. The researcher hopes that the participants of the study can be seen as a representative presentation of all Saudi EFL university instructors although the data source of this study was restricted to Al-Imam Mohammad Ibn Saud Islamic University, Princess Nourah Bint Abdulrahman University, and King Saud University in the city of Riyadh. One can note that from the instructors' discussions in the interview and in class observation the problems they face and come out with suggestions in reference to solutions. Some of the participants gave some valuable suggestions.

Instructors realize the importance and significance of teaching the speaking skills, but they lack the variety in the teaching methods. Most speaking classes are teacher-centered and it would do a great deal of improvement if instructors used other methods like the Communicative Approach. In addition, teacher preparation programs can help in reducing such barriers. As mentioned earlier, the most important barrier that instructors faced was when students switched to L1. An instructor suggested a solution in one of the interviews and stated, “I teach speaking for level (A) students in the preparatory year. I understand students’ hesitance in speaking. But for higher levels, and because of their use of L1 excessively, I would recommend separating speaking skills to be taught or practiced with a trained native speaker.” Moreover, teacher training will assist in providing ways to establish students’ self-confidence and speak without fear. It will also help in providing new techniques to enhance and raise students’ motivation. In addition, textbooks should constantly be changed to meet students’ needs and interest in every level. Moreover, and due to the short time allotted in speaking classes, students should be given a better chance to speak, either by elongating the class time, or at least by reducing the number of students in class. Encouraging students to speak outside classes in English and creating an authentic environment to practice speaking will help increase students’ vocabulary and discourse. Furthermore, correcting mistakes in front of others has a negative effect on learners’ motivation to speak; therefore, instructors should develop new techniques in correcting students’ errors gently. Computer assisted language learning has gone a long way and is proven to improve speaking skills. Instructors should guide students to such programs, where they have one-to-one speaking classes that enrich students with motivation, vocabulary, and practice.

To conclude, hard work, patience, commitment, teacher training programs, motivated and self-confident students, appropriate equipment, and stimulating speaking activities in textbooks, will undeniably reduce the barriers to teaching the speaking skills.

5.3 Recommendations for Future Research

1. Involving private universities in the future is recommended to compare its results with the present study's result.
2. Conducting an empirical study on the proposed solutions to the barriers of teaching speaking is needed.
3. Studying the most recent techniques in terms of teaching speaking and conducting experiments to verify their efficiency in improving the ability to teach speaking EFL.

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APPENDIX 1

Instructors' Questionnaire **Saudi EFL University Instructors' Barriers to Teaching the Speaking Skill: Causes and Solutions**

Dear Instructor,

This questionnaire is an important part of an M.A. study which seeks to investigate Saudi EFL instructors' barriers to teaching the speaking skill. It also attempts to offer solutions to those problems from the instructors' perspectives. Your participation is highly appreciated. The answers will remain confidential and will be only used for academic purposes. Please, respond to each statement and by putting a check (✓) in the space that represents your opinion.

The researcher

Noura Al Hassan
nora7sn@hotmail.com

No.	Statement	Strongly disagree	Disagree	Neutral	Agree	Strongly Agree
Part One: Causes of Saudi EFL University Instructors' Barriers to Teaching the Speaking Skill						
1.	Students lack the vocabulary needed to express themselves orally.					
2.	Students lack motivation to practice the speaking skill.					
3.	Students are afraid of making mistakes when they speak.					
4.	Students do not practice the speaking skill because they lack self-confidence.					
5.	Students are not encouraged to speak since they are not tested on the speaking skill.					
6.	Students are reluctant to speak because they cannot form correct grammatical sentences.					
7.	Students tend to switch to L1 during group work or pair work.					
8.	Textbooks do not encourage students to practice the speaking skill outside the classroom.					
9.	Textbooks speaking activities are not motivating.					
10.	Textbooks speaking activities are insufficient.					
11.	Textbooks speaking activities do not meet students' needs and interests.					
12.	The allotted time for speaking activities is insufficient.					
Part Two: Solutions of Saudi EFL University Instructors' Barriers to Teaching the Speaking Skill						
1.	Students should develop their own strategies of learning and using English vocabulary items orally.					
2.	Instructors should adopt recent stimulating techniques to enhance students' motivation to practice speaking such as role play, provocative questions, group work, pictorial stories, transfer activities, retelling stories, etc.					
3.	Instructors should be friendly and gentle in correcting students' English speaking mistakes.					
4.	Instructors should encourage students to establish self-confidence and speak without fear.					
5.	Textbooks and Instructors' tests should examine students' speaking skill.					
6.	Students should not use L1 in speaking group work and pair work.					
7.	Textbooks should guide students to access online activities to practice the English speaking skill outside the classroom.					
8.	Textbooks should include adequate stimulating speaking activities which increase students' motivation.					
9.	Textbooks speaking activities should meet students' needs and interests.					
10.	The allotted time for speaking activities should be increased.					
11.	Speaking classes should have a small number of students.					
12.	Textbooks should include pictures which stimulate speaking.					

Thank You

APPENDIX 2

Interview Questions

1. Do you think English speaking skill is important? Why?
2. What are the challenges you encounter in teaching the speaking skill?
3. What are your suggestions to overcome those challenges?
4. Do you think textbooks meet students' speaking needs and interests?
5. How can an EFL instructor enhance students' motivation to improve their English speaking skill?

APPENDIX 3

Questionnaire Raters

1. Dr. Hussein Rabab'ah
2. Dr. Azmi Adel
3. Dr. Yasser Gomaa
4. Dr. Omar Na'eem
5. Dr. Abdulaziz Al-Hassan
6. Dr. Alsadeq Abshah
7. Dr. Mustafa Bin Kharafah
8. Dr. Ahmad Brier
9. Dr. Faisal Alasiri
10. Dr. Ghazi Alotaibi

APPENDIX 4

Dean's Letter to Universities

 رقم المعاملة: ٢٧٨
 تاريخها: ١٤٢٧/٠١/٠١
 إرسالها: ١٤٢٧/٠١/٠١
 بدون المرفقات:

بسم الله الرحمن الرحيم

 المملكة العربية السعودية
 وزارة التعليم العالي
 جامعة الإمام محمد بن سعود الإسلامية
 كلية اللغات والترجمة
 مكتب العميد

DEAN'S OFFICE

الرقم : ..... / ل ت التاريخ : ١٤٢٦ / ١٢ / ٢٠ هـ المرفقات : .....

إلى من يهمه الأمر

السلام عليكم ورحمة الله وبركاته، وبعد:

فإسأل الله لكم دوام التوفيق والسداد، وتفيد كلية اللغات والترجمة بجامعة الإمام محمد بن سعود الإسلامية
 بأن الطالبة/ نورة بنت عبدالعزيز بن عبد المحسن الحسن (1062820822) لديها بحث لإستكمال متطلبات
 الحصول على درجة الماجستير في اللغويات، و عنوان البحث هو:

"Saudi EFL Teachers' Barriers to Teaching the Speaking Skill: Causes and Solutions"

لذا أمل منكم تسهيل مهمتها و توفير ما تحتاجه حيث ستوزع استبانة على عينه من مدرسات جامعة الملك
 سعود، و جامعة الأميرة نورة بنت عبد الرحمن، و جامعة الإمام محمد بن سعود الإسلامية.

و تقبلوا وافر التiche و التقدير.

و الله يحفظكم ويرعاكم

عميد كلية اللغات والترجمة
 د. محمد بن إبراهيم الأحيدب

هاتف: ٢٥٨٥٤٠٤ فاكس: ٢٥٨٦٤٠٦ ص.ب: ٥٧٠١ الرياض: ١١٤٣٢
 Tel: +966 -1- 2585404 Fax: +966 -1- 2586406 p.o.Box: 5701 Riyadh: 11432

APPENDIX 5

KSU Preparatory Year Dean's Approval Letter

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فاكس: +966 11 4694555

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ص.ب. 2454 الرياض 11451
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السنة التحضيرية
مكتب العميد

سعادة عميد كلية اللغات والترجمة بجامعة الإمام محمد بن سعود الإسلامية الموقر

السلام عليكم ورحمة الله وبركاته

إشارةً إلى كتاب سعادتك رقم (٢٧٨) وتاريخ ١٤٣٧/١/١هـ، بشأن رغبة الباحثة/ نورة بنت عبد العزيز بن الحسن بتطبيق أداة بحثها بعنوان "Saudi EFL Teachers Barriers to Teaching the Speaking Skill: Causes and Solutions" على عينة من مدرسين ومدرسات عمادة السنة التحضيرية، نفيد سعادتك أنه بناءً على اجتماع لجنة دعم الأبحاث العلمية بالعمادة بجلستها السادسة والثلاثين المنعقدة بتاريخ ١٤٣٧/١/١٥هـ، لدراسة طلب الباحثة؛ فقد أوصت اللجنة بالموافقة على التطبيق على أن لا يكون التطبيق أثناء المحاضرات؛ وبإمكان الباحثة التواصل مع سعادة الدكتور/ نعيم كامل على جوال رقم: (٠٥٠٨٣٦٤٠٣٨)، أو عن طريق البريد الإلكتروني: nshiber.c@ksu.edu.sa لإكمال الإجراءات.

وتقبلوا سعادتك وافر التحية والتقدير

عميد السنة التحضيرية
د. نامي بن مفرج الجهني

٤/٤/٣٠١٩٩
١٤٣٧/١/٢١
المجلة السعودية
للترجمة العامة

Frequencies and Percentages of the Data of the Study

Number (1): Strongly Disagree

Number (2): Disagree

Number (3): Neutral

Number (4): Agree

Number (5): Strongly Agree

Causes of Saudi EFL University Instructors' Barriers to Teaching the Speaking Skill

No.	1		2		3		4		5	
	Frequency	Percentage	Frequency	Percentage	Frequency	Percentage	Frequency	Percentage	Frequency	Percentage
1	7	5.3	12	9.1	24	18.2	58	43.9	31	23.5
2	10	7.6	27	20.5	21	15.9	44	33.3	30	22.7
3	13	9.8	14	10.6	12	9.1	60	45.5	33	25
4	7	5.3	22	16.7	27	20.5	55	41.7	21	15.9
5	14	10.6	36	27.3	25	18.9	44	33.3	13	9.8
6	8	6.1	26	19.7	34	25.8	49	37.1	15	11.4
7	3	2.3	10	7.6	23	17.4	38	28.8	58	43.9
8	7	5.3	30	22.7	32	24.2	36	27.3	27	20.5
9	9	6.8	47	35.6	31	23.5	31	23.5	14	10.1
10	12	9.1	38	28.8	32	24.2	37	28	13	9.8
11	10	7.6	41	31.1	30	22.7	39	29.5	12	9.1
12	7	5.3	41	31.1	35	26.5	34	25.8	15	11.4

Solutions for Saudi EFL University Instructors' Barriers to Teaching the Speaking Skill

No.	1		2		3		4		5	
	Frequency	Percentage	Frequency	Percentage	Frequency	Percentage	Frequency	Percentage	Frequency	Percentage
1	11	8.3	12	9.1	16	12.1	63	47.7	30	22.7
2	4	3	9	6.8	8	6.1	54	40.9	57	43.2
3	6	4.5	6	4.5	8	6.1	50	37.9	62	47
4	6	4.5	8	6.1	8	6.1	39	29.5	71	53.8
5	8	6.1	5	3.8	14	10.6	53	40.2	52	39.4
6	4	3	16	12.1	24	18.2	43	32.6	45	34.1
7	8	6.1	4	3	17	12.9	54	40.9	49	37.1
8	5	3.8	5	3.8	13	9.8	57	43.2	52	39.4
9	6	4.5	4	3	10	7.6	52	39.4	60	45.5
10	6	4.5	10	7.6	24	18.2	53	40.2	39	29.5
11	10	7.6	14	10.6	11	8.3	26	19.7	71	53.8
12	6	4.5	10	7.6	11	8.3	55	41.7	50	37.9