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**English Teachers' Perspectives about The Speaking  
Difficulties Facing 10<sup>th</sup> Graders in Hebron  
Governorate**

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# **English Teachers' Perspectives about The Speaking Difficulties Facing 10<sup>th</sup> Graders in Hebron Governorate**

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**English Teachers' Perspectives about The Speaking  
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Governorate**

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## **Dedication**

I dedicate my work to my beloved father who encouraged me to complete my higher studies.

To my beloved mum for her endless support and love and every minute she spent in my life.

To my close friend, my husband for every drop of sweat in our life.

To my brothers, Haitham and Qutaiba for their endless support and encouragement.

To my sisters, Marriam, Lubaba, Afnan and Shahd for helping me for taking care of my daughter.

To my daughter, Rafif for lighting our lives with her smiles and kindness.

To my supportive supervisor Dr. Mohammed Tamimi for his patience, and confidence in me.

To the rested soul of Dr. Zeyad Qabajah for his fruitful teaching.

To all my lovely friends, especially my closest friend Alaa

## **Declaration**

I certify that this thesis submitted for the master degree is the result of my own work in design and research, except where otherwise acknowledged, and that this study or any part of the thesis has not been submitted for a higher degree to any other universities or institutions.

Signed..  ..

Name: Raheeq Nabil Mohammed Attal

Date: 21 \11\2021

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# **English Teachers' Perspectives about The Speaking Difficulties Facing 10<sup>th</sup> Graders in Hebron Governorate**

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## **Abstract**

The aim of the present study is to identify the perceptions of English teachers about the speaking difficulties facing 10<sup>th</sup> graders at the governmental schools in the southern Hebron governorate. Moreover, the study was applied during the second semester of the academic year (2020-2021) at the governmental schools in the southern Hebron Governorate. The researcher used the descriptive method for the purpose of the study. The researcher used the questionnaire as an instrument to collect the data. The questionnaire was handed in to the English teachers. Through the questionnaire, the data was collected and processed by using means, standard deviations, frequencies, percentages, t-test, one-way ANOVA, Person Correlation which was (.74), and Cronbach's Alpha by using SPSS (Statistical Package for Social Sciences). The population of the study consisted of all English language teachers in the southern Hebron Governorate, including (448) male and female teachers. The sample included 141 male and female teachers. The results of the study showed that there were no statistically significant differences between teachers' gender male and female, Also, there were no statistically significant differences between teachers due to the academic qualifications while, there were statistically significant differences between teachers due to the years of experiences for the sake of teachers with (5-10) years experiences and those with more than ten years experiences.

**Key words:** Perspective, speaking skill, Difficulties, Fluency, EFL.

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# Chapter one

## 1.1 Introduction

Language is a communication tool that everyone uses to convey information and arguments to others in their daily lives. In this case, language cannot be divorced from culture, because language represents its nation and is closely related to the attitude or behavior of the group that uses the language (Hedeager, 2019). English language is also considered an important part of communication worldwide. In addition, Richard & Renandya (2002) pointed out that English is the main language in many countries, including Australia, Canada, New Zealand, the United Kingdom and many of its former colonies, and the United States, as well as the second language in many multilingual countries, such as India, Singapore, and the Philippines.

The importance of English as a foreign language can be seen in the fact that it is used by the international business community and in a wide range of jobs in different countries. English language is also used by pilots, travel guides, and media managers. Moreover, English language is used in the domain of education and pedagogy. It provides easy access to essential information for researchers (Reddy, 2016). One of the most skills of English language is speaking skill which is "the process of building and sharing meaning through the use of verbal and non-verbal symbols, in a variety of contexts" (Chaney, 1998, p. 13). Furthermore, the researcher believes that speaking skill is literally one of the most difficult skill to acquire and then master, so students should spend lots of time to acquire the language and then to improve their pronunciation. In addition to that, Abdelgadir (2019) stated that English language teachers work hard to teach language to students who do not even understand English, and they believe that if they are taught English in Arabic, they will be able to master the language. Teachers who can translate into Arabic are preferred. Students in general cannot understand the entire lesson in English because they are not used to listening to it, making it extremely difficult for them to comprehend the lesson without having it translated into Arabic, according to the researcher.

Gilakjani (2016) stated that one of the most basic requirements of students' competence, as well as one of the most essential aspects of language learning, is the ability to grasp pronunciation, and he went on to say that good pronunciation facilitates language learning, while terrible pronunciation promotes challenges in language learning. Also, the researcher believes that before teaching English, English teachers must master the

language in order to teach it effectively with no pronunciation errors, resulting in students learning the language very well and being able to speak it fluently by pronouncing words correctly.

O'Brien (2006) pointed out that acquiring vocabulary, mastering grammar, and understanding the subtle semantics of English are all part of improving oral English skills. At the same time, learning how to communicate effectively in English entails learning how to use the language. He also added that exchanging greetings, starting and maintaining conversations, negotiating collaborative tasks, receiving instructions, telling or listening to stories, and delivering or comprehending lectures are all examples of oral interactions. The aim of teaching speaking, according to (Haozhang, 1997), is to increase the students' oral production. As a result, classroom language teaching activities can aim to maximize individual language use. Furthermore, assisting students in strengthening their ability to communicate effectively and successfully in the target language is what teaching speaking entails (Hossain, 2015).

This study will analyze the causes that make 10<sup>th</sup> graders at governmental schools in the southern Hebron governorate have difficulties to communicate in English from their teachers' perspectives and suggest some solutions that can overcome the difficulties.

## **1.2 Statement of the problem**

When students try to express a few words or build a whole sentence orally, they have difficulty producing English words. Furthermore, the environment may be a factor, as it does not allow those students to have the courage and ability to communicate fluently in the language. In addition, according to Jawabreh (2015) the Palestinian curriculum is intended to be taught communicatively. Also, most teachers, however, are unable to successfully implement this strategy in their classrooms. They normally teach languages using traditional methods, despite the fact that the curriculum requires communication language teaching (CLT).

This research aims to explore the challenges that 10<sup>th</sup> grade students face in developing their speaking skills by collecting and analyzing the perspectives of 10<sup>th</sup> grade English teachers at governmental schools in southern Hebron governorate, as well as to suggest solutions to the reality of language weakness.

## **1.3 Purpose of the study**

This study aims to investigate the extent to which students at governmental schools practice the language communicatively, it aimed also to identify the teachers' perspectives about the students' difficulties with the speaking skills, then to Find out the reasons behind the difficulties students face while speaking in English, to suggest solutions to such difficulties, and finally to analyze teachers' perspectives.

## 1.4 Questions of the study

The study attempts to answer the following questions:

**The first question:** What are the perceptions of English teachers about the speaking difficulties facing 10<sup>th</sup> graders in the southern Hebron governorate?

**The second question:** Are there any statistically significant differences in the perceptions of English teachers about the speaking difficulties facing 10<sup>th</sup> graders in the southern Hebron governorate due to the teachers' gender, qualification and experience?

## 1.5 Hypotheses of the study

The researcher converted the second question into the following null hypotheses:

**The first null hypothesis:** “There are no statistically significant differences in the perceptions of English teachers about the speaking difficulties facing 10<sup>th</sup> graders in the southern Hebron governorate at the level of significance ( $\alpha \leq 0.05$ ) due to teachers' gender.”

**The second null hypothesis:** “There are no statistically significant differences in the perceptions of English teachers about the speaking difficulties facing 10<sup>th</sup> graders in the southern Hebron governorate at the level of significance ( $\alpha \leq 0.05$ ) due to teachers' qualification.”

**The third null hypothesis:** “There are no statistically significant differences in the perceptions of English teachers about the speaking difficulties facing 10<sup>th</sup> graders in the southern Hebron governorate at the level of significance ( $\alpha \leq 0.05$ ) due to teachers' experience.”

## 1.6 Significance of the study

From the teachers' perspectives at governmental schools, this study aims to investigate some of the main difficulties students face in developing their speaking skills. The study may assist English teachers in recognizing and building on the strengths and weaknesses of 10<sup>th</sup> graders in speaking. The findings may be used to help English language supervisors restructure their supervision of English teachers when they teach speaking by recommending new techniques and improving exciting ones that can lead to better teaching of speaking skill. Besides, this research may also assist teachers in sharing with their students the challenges they face and suggesting better ways to improve their English language skills. In addition, it will bring students to a level of practical competence that will allow them to complete extended speaking skill and increase their confidence in practicing and mastering this skill. Furthermore, the results of this study are expected to enrich the context of the Palestinian curriculum, as well as provide recommendations for strengthening communicative language methodologies in government schools. It would also assist teachers in governmental schools in determining the most effective classroom interactions and in selecting objects for their courses.

### **1.7 Limitations of the study:**

The researcher classified the limitations of the study into four categories: Locative, temporal, human and topical limitations.

- 1- Locative limitations: This study has covered all the 10<sup>th</sup> grades at the governmental schools in the southern Hebron governorate.
- 2- Temporal limitations: The researcher conducted this study during the second semester of the academic year (2020-2021).
- 3- Human limitations: The sample was selected random stratified sample, representing all the male and female 10<sup>th</sup> grade English teachers.
- 4- Topical limitation: The study has examined the difficulties of the speaking skill as perceived by 10<sup>th</sup> grade English teachers at schools.

### **1.8 Definitions of terms**

#### **Perspective**

Perspective is a mental view or prospect (Merriam-webster.com). Furthermore, it is a particular way of considering something (dictionary.cambridge.org). The researcher

used the questionnaire to measure teachers' perceptions about the difficulties 10<sup>th</sup> graders face in the southern Hebron governorate.

### **Speaking skill**

Speaking skill is the act of conveying information or expressing one's emotions through speech (lexico.com/definition/speaking). Furthermore, Chaney defines speaking as “the process of creating and sharing meaning in a variety of contexts through the use of verbal and nonverbal symbols” (Kayi, 2006).

### **Difficulties**

The difficulty, according to Merriam Webster's learners dictionary, is something that is difficult to do, cope with, or realize. As a result, the term difficulty in this study refers to a complex challenge faced by EFL students in speaking English. Furthermore, the researcher thinks that the difficulties are the situations of being hard to accomplish, deal with, or comprehend something.

### **Fluency**

Fluency is defined as the ability to speak clearly and fluently, as well as the ability to perform tasks in a manner that appears to be easy (Merriam-webster.com). According to Hartmann & Stork (1976), "A person is said to be a fluent speaker of a language when he can use its structures accurately whilst concentrating on content rather than form, using the units and patterns automatically at normal conversational speed when they are needed." (p.86). Moreover, they added that fluency is the ability to use language structures accurately. In addition to using patterns and units spontaneously when needed.

### **EFL**

EFL is an abbreviation of English as a foreign language, the study of English by nonnative speakers living in a non-English-speaking environment.

## **Chapter Two**

### **Theoretical Framework & Related Studies**

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This chapter examines the research on students' speaking abilities. It is divided into two parts: the first deals with the theoretical literature on the subject, including factors and issues that affect speaking abilities, and the second deals with related studies on the same subject.

#### **2.1 Introduction**

Rabiah (2018) pointed out that as a common or world language, English is used as a language of communication and teaching in many situations around the world. It has a prominent and prestigious position. Also, the researcher believes that learning the English language is one of the most important requirements of this age, because it is a global language, that makes it easier for us to communicate with all countries of all around the world, for conversational skill is the most important skill ever to master the language, without mastering oral skills, we cannot communicate with others from different countries. Unfortunately, most Palestinian students are not familiar with English because it is a foreign language in this country, but it is supposed that all language teachers can strengthen their students in speaking skills by focusing on various curricular and extracurricular activities that enhance the acquisition and development of conversational skills significantly and effectively among tenth grade students. Such as, introducing the students themselves in front of their classmates in English language as much as they can. Also, the teacher can make a role play, and some of the characters in a play who are selected among their classmates have to act some roles in that play by using English. All of these activities strengthen their conversational skill and also gain them high confidence in themselves, which positively affects the speed of their acquisition of foreign language proficiency and also teaches students that nothing is impossible in this world to achieve. Thus, we can say that we have mastered the difficulties that facing school students these days and their inability to express in English because it is not their mother language, and that means that speaking English will never be a big difficulty for students anymore.

Now what about the reasons behind the difficulties students face while trying to speak the language? well, Larter (1962) stated that students use English less outside of class and

more in class. Furthermore, Hetrakul (1995) argued that students have very little time to learn English in class, nor do they have enough motivation to practice English outside class to familiarize themselves with the language. Therefore, the researcher believes that this is often causing Arab students to be troublesome to effectively in their daily lives that's unquestionably the idea explanation for issues with communication and use of English. Also, Nunan (2003) added that most individuals regard speaking the foreign language because the most troublesome task, so this needs heaps of real effort to find out this language, and you should have an intellectual, physical and emotional involvement to be able to turn out a speech. Speaking is a productive oral skill, which is the hardest ability in teaching English as a foreign language (EFL) as a result of it happens in real time. Furthermore, it includes productive verbal utterances to convey meaning. In addition to that, Al Hosni (2014) pointed out that spoken language is the dynamic use of language to speak, which means that for young students, communication in language is a medium for experiencing, perceiving, rehearsing and learning another idiom. To manage verbal communication difficulties in the EFL environment, the expert first wants to identify the real plan for these difficulties, and therefore the conditions for the design of the "problem" area unit. Perhaps speaking is half of language learning, and the oral expression structure in the study room for young students is more like the source of learning. Furthermore, Oxford (1990) asserts that one of the most important influences or factors of language learning success or failure is probably the affective side of the student, affective factors include, inhibition, shyness, lack of self- confidence, peer pressure, family or friends support, motivation and anxiety.

In this chapter, the researcher presents the theoretical framework and the review of the related literature that explores the difficulties students face in the speaking skill.

## **1.2 Literature Review**

### **2.2.1 The Speaking skill**

Heriansyah (2012) stated that one of West Germanic language skills that has got to be mastered by any foreign language student is that the ability to talk, so the common question that arises from anybody who needs to understand one's ability in foreign language is whether or not he/she will speak English or not. In addition to that, Nunan (1991) pointed out that for most people, mastering speaking skill is the single most significant side of learning a second or foreign language, and success is measured in terms

of the ability to hold out a conversation within the language. Also, Richards & Renandya (2002) added that a massive proportion of the world's language is that students study English in order to develop proficiency in speaking. In addition to that, Egan (1999) argued that speaking is the heart of the second language learning. Despite its importance and the difficulties faced in teaching, this skill as the researcher believes is unheeded and neglected at faculties and universities for different reasons, such as teachers' emphasis on descriptive linguistics and therefore the structure of the sentences that creates teacher pay all time on written communication instead of spoken one. From other side, Pinter (2006) pointed out that teachers' efforts ought to be centered on developing students' ability to talk since learning to talk is taken into account because the greatest challenge for all language students. Moreover, Paakki (2013) pointed out that West Germanic has a vital standing in global communication, hence each oral and written English skills are essential around the world. However, to many, speaking English seems to be a terribly difficult task. Since the aim of English education is not only to develop data of descriptive linguistics and written skills however additionally to show oral English skills, this problem desires to be studied so as to remedy true.

These factors, according to El Emara (1983), must be handled in order to communicate in a foreign language. Students must constantly practice and review their English in order to master it, and active language is considered a crucial element of learning. However, some pupils lack the necessary information to practice, thus dynamic language will not be able to continue to promote their excellent performance. They will become annoyed. As a result, as English teachers, we must offer students with appropriate follow-up advice in order for them to attain their objectives. Students can also access statistics and analysis to help them understand the language. Because many higher education publications are published in English, students and scholars should be able to read and write in the language. Furthermore, the key factor to the success of learning speaking is the students themselves, and it is suggested that the students be braver to speak, without feeling afraid of making mistakes, so they should be creative to hunt out their own ways that during which to develop their speaking ability, and the students should use every probability to apply English in and out of the category (Heriansyah, 2012).

All in all, the ability of English is measured by the lead to speaking skill or speech.

### **2.2.2 Oral communication**

Listening exposes speaking, according to Reddy (2016), meaning that listening is the more important of the two abilities. Also, the researcher thinks that a little child who listens to the language from his parents will get the language that is going to be saved in his mind and then uses it, so that is literally what happened to the student who is going to learn a new language beside his mother's one. The more a student listens, the more he speaks. Because of that the researcher believes that the student will never get the great ability to speak the foreign language before mastering listening skill which leads to catch the correct pronunciation and good language from native speakers of English to be able to create a good language by trying to imitate them. Moreover, Brown (1994) added that speech skills area unit represented because the mixture of listening and speaking skills, since listening is often learned indirectly by mixing it with speaking. After learning a language, fluency is extremely necessary. In addition, oral fluency, according to Byrne (1976), could even be a useful quality that relates to a speaker's ability to articulate oneself merely and directly. Also, within the nineteenth century, according to Heaton (1988), speaking has three components: accuracy which is closeness of the measurements to a specific value, fluency which is the property of a person or of a system that delivers information quickly and with expertise and intelligibility which is a measure of how comprehensible speech is in given conditions. Using such components of speech can affect the listener's understanding, clarity and easy understanding of the information generated by the speaker. As a result, the communication process will work well.

### **2.2.2.1 Pronunciation**

Pronunciation, according to Hornby (1987), is the manner in which language is spoken; the manner in which a word is uttered, also it can be the manner in which a human says the words of language. In addition to that, Gilakjani (2012) considered pronunciation to be a series of sound-producing routines. The habit of making a sound is formed by repeatedly repeating it and being corrected when it is pronounced incorrectly. Also, Gilakjani (2016) stated that the pronunciation is crucial in English, especially in oral communication. Since any sound, stress pattern, or intonation has the ability to convey meaning, nonnative English speakers must pronounce such utterances with great care to avoid causing misunderstanding. As a result, having a simple pronunciation is much more important than having a native-like pronunciation. Adding to that, when a speaker's pronunciation is strongly emphasized, it may weaken the speaker's comprehension of the goal of English Pronunciation Instruction.

What the speaker is saying is not understandable to people. Firstly, the speaker uses the wrong sounds when producing English words or uses the wrong prosodic features when producing English sentences. Secondly, while what the speaker is saying is clear to most people, the speaker's pronunciation is unlistenable due to his or her strange and thick accent. Finally, the speaker is understood, and the speaker's English is acceptable to listen to. Also, Jawabrah (2015) stated that communicative Language Teaching CLT has evolved into a new concept that encompasses a wide range of changes in curriculum design and foreign language teaching methodology. It is well recognized as a successful method of teaching English as a foreign language, and he clarified that CLT is not a limited approach to teaching foreign languages. It is, on the other hand, based on a series of characteristics that call for "developing students' communicative competence" in order to have authentic English language learning experiences in the classroom. In addition to that, in the 1980s, the advent of CLT prompted new theories about prospectuses and legislation that are now shaping how people show their capacity to communicate today Vongxay (2013). Adding to that, it is no longer possible to describe it in terms of specific characteristics; instead, it is used as a catch-all word for interventions that seek to improve communicative maturity through individually relevant learning experiences (Littlewood, 2013).

#### **2.2.2.2 Difficulties related to the teacher**

##### **1. Unqualified Teachers**

According to the researcher, unqualified English language teachers will cause a variety of difficulties that hinder the instructional process, so if we want students to be outstanding at speaking the language, we must carefully pick their English instructor. This is the most significant and the most overlooked problem. Furthermore, Ama (2018), who has been teaching English for more than 10 years, pointed out that what makes this problem so difficult to solve is that, since many communities are English language students, they cannot determine who is a good English teacher and who is not. Whatever the teacher says, whether correct or incorrect, will be taken as correct by the student. This has led to a lot of confusion among students because different teachers tell them different things. One of the main causes of this problem is the difficulty teachers have translating from their native languages. For instance, the word 'cup' is pronounced by different teachers as either [kap], [kop], or with a vowel sound that does not exist in English. For instance, the sound /ʌ/ does not exist in the sound systems of many languages, so even teachers sometimes have difficulties pronouncing it.

## **-Lack use of conversational strategies in the classroom**

The researcher thinks that teachers are not aware that focusing on grammar and teaching the forms of words may prevent improving their students' oral communication. On the contrary, students need to be engaged in communication activities in order to improve their speaking skill. Daddi (2014) stated that effective instructors teach students speaking strategies using minimal responses, recognizing scripts, and using language to talk about language that they can use to help themselves expand their knowledge of the language and their confidence in using it. These instructors' help students learn to speak so that the students can use speaking to learn

### **2.2.2.3. Difficulties related to students**

#### **Psychological Factors:**

##### **1. Anxiety and Fear of Mistakes**

The researcher affirms that perfection does not exist in our world; no one is born perfect. People normally make many mistakes in their daily lives because of their nature. At the same time, they shouldn't fear from their mistakes; they have to learn from them in order to avoid making the same ones again as much as possible. Thus, the teacher needs to understand that making mistakes by the students is not a crime. Therefore, the teacher needs to be an instructor more than a punisher

Spielberger (1983) argued that when the autonomic nervous system is stimulated, it causes a subjective sensation of stress, anxiety, uneasiness, and fear.

##### **2. Shyness**

Teachers need to motivate students to be confident. It is okay to feel embarrassed in front of others, but they should know that they can do it and encourage them to speak as much English as possible (Adil, 2021).

Shyness is a psychological condition that causes a person to feel uncomfortable in social circumstances, preventing them from enjoying themselves or causing them to avoid social situations entirely. Shyness can range from mild feelings to mildly insecure in social situations to crippling degrees of fear that obstruct people's ability to socialize (Arifin, 2017). Also, shyness according to Rahayu (2015) is a mental condition that many students

experience as they are forced to speak in English class. This suggests that shyness may be a source of difficulty in students' classroom learning experiences, especially in speaking classes. Really, the students believed that their shyness caused them to lose their minds or that they would forget what to say.

### **3. Lack of Self-Confidence**

Clément (1980) introduced a study that showed that the self-confidence generated by the pleasant and successful experience of using the target language outside the classroom is more relevant than the self-confidence generated by classroom success.

Students are often considered to lose trust because they know that their conversation partners don't understand them or even when they do not understand other speakers. In this case, they would rather stay quiet when others are talking, which shows that they lack confidence in their communication skills (Rahayu, 2015).

Adil (2021) stated that students learn English language but they didn't learn how to speak it. This one of the difficulties that mostly the students faced in the classroom or in front of people, so self-Confidence plays a very important role in speaking English language if the students didn't believe and confident in themselves then they cannot speak English language. Also, he added that self-confidence and beliefs of the students are completely depending on the teachers. The teaches have to encourage and motivate their students to believe in themselves and be confident in speaking English language in public. If the students are worried about making mistakes in speaking, So, the teachers have to teach them that no one can be born perfectly, everyone learns from their mistakes.

#### **2.2.2.4. Lack of oral practice in the foreign language**

The researcher thinks that teaching speaking skills is an essential part of teaching a foreign language because it leads students to acquire the appropriate and competitive cooperative ability, rather than relying solely on remembrance and just keep drilling English words which will never let them master the language and being able to use it in their daily life.

According to Gan (2012), the beginning of oral correspondence difficulties is connected to a lack of commitment to language performance in the educational program. Instead of focusing on oral exercises, the training curriculum concentrated on linguistic issues and hypotheses. Furthermore. According to Richards (2008), speaking in traditional

philosophies usually entailed repeating after the educator, recalling an interaction, or reacting to drills, all of which reflect the sentence-based approach on capability winning in sound lingual and other drill-based environments. Adding to that Richards also stated that grammar-based schedules were being taken out in favor of informative ones centered on abilities and concepts. In addition to that, Gan (2012) added that instructors are encouraged to display English for reasonable purposes rather than of presenting rules and vocabulary learning, as proven by an assessment performed in Turkey. Furthermore, Students talk very little in class, and when they do, it's primarily to answer the teacher's questions, according to class observations. The majority of the time, the replies are single words or extremely brief sentences, which, while comparable to how people answer questions in real life, do not give pupils with enough opportunity to utilize English (Al Hosni, 2014)

### **1- Lack of vocabulary repertoire**

Khamroeva, (2021) pointed out that the importance of teaching and mastering vocabulary in a foreign language classroom cannot be overstated. To do so, a variety of methods and strategies are employed to help EFL students expand their vocabulary. He added that the nature of the material and the EFL learner's assessment of the methodology, strategy, and material may determine the success of the methodology, strategy, or material employed. In this vein, the purpose of this thesis is to look at the effect of short tales in the vocabulary development of EFL students.

### **2- Linguistic competence**

Lehmann, (2007) stated that linguistic competence is sometimes used as an ideal term that somehow embodies the collective knowledge of the language community of the ideal speaker and listener. However, the basic concept is human ability in language. If it is not your native language, you probably have some mastery of the language. Furthermore, Nordquist, (2018) language competence is knowledge of language, but this knowledge is tacit and tacit. This means that people do not have conscious access to the principles and rules governing combinations of sounds, words, and sentences. However, they recognize violations of these rules and principles.

## **2.3 Related studies**

Many experiments have been undertaken in order to recognize a number of causes and concerns that adversely influence student speech performance and result in speaking difficulties.

Park & Lee (2005) examined the relationship between anxiety, oral performance, and self-confidence in L2 students. One hundred and thirty-two Korean college students enrolled in English language classes in 2004 were the subjects of their study. The study's instruments were questionnaires with 32 items relating to English oral performance, self-confidence in communicating, and other subjects. The students' oral success was assessed using TEFL standards, which included: vocabulary and grammar range, ease of speech to show students' fluency in using the target language, attitude toward self-confidence, inspiration, and reduced anxiety/nervousness. The study's findings showed that the anxiety level of the students was negatively related to their oral performance. They came to the conclusion that self-confidence influenced L2 students' oral success in terms of grammar and vocabulary to a large degree. The more nervous they were, the lower their oral success score was.

Al Hosni, (2014) published a case study to look at the speech challenges that young Omani EFL students face. The study's participants were selected from two Omani basic education schools. The study's subjects were grade five teachers and students from Oman's basic education institutions. There were four English teachers in attendance, as well as three classes from the same school. A program analysis, interviews, and a classroom observation were used as the study's instruments. During class, three fifth-grade teachers and one fifth-grade student participated in interviews. The interviews were conducted to learn more about the causes that lead students and teachers to have difficulty communicating. Interviews were filmed and transcribed until they were done. A curriculum review was carried out in order to determine the role that the curriculum may play in the difficulties in speaking. The study of the program was focused on two factors: the frequency of speaking practices and the forms of these activities, which were communicative or non-communicative. The aim of the inquiry was to look at how books incorporate speaking and which tasks are used to do so. The study's results showed that students at that stage face three major speech challenges: inhibition, first language use, and linguistic difficulties.

In Tsiplakides & Areiti (2009), the researchers looked into the distress that Greek students encountered, with the intention of linking the theoretical construct of foreign language

speaking anxiety with everyday classroom procedures. The research also sought to provide teachers around the world with realistic ways to help them reduce language anxiety and increase language proficiency. The study's sample consisted of fifteen students in Greece's lower secondary school, aged 13-14. The students' grade level was Intermediate. The analysis was based on three 45-minute classroom studies three days a week. Students were assigned similarly difficult activities in a group activity of mixed skills. Semi-structured interviews, group meetings, and direct observation were used to gather information. According to the findings, six of the students were nervous because they were afraid of making an error in front of their friends or because they felt they were not good enough to talk. Another poor assessment from the students was their erroneous assumption that they should have right sentences. Furthermore, both nervous students compared their speech ability to their peers in a negative way. Furthermore, when their classmates were not in attendance, students were more able to speak English with their teachers, which is another part of the fear of unfavorable assessment. The researchers came to the conclusion that teachers should be more supportive and not dismiss nervous students as frail, lazy, or unmotivated. Teachers, on the other hand, should intervene in a constructive manner to assist students in overcoming their fear of learning a foreign language.

Abedini & Chalak (2017) conducted research to describe the challenges Iranian EFL students face while speaking English in foreign language classes, as well as the tactics teachers use to overcome these challenges. The research involved 60 language students with comparable levels of English proficiency and 20 EFL teachers. A questionnaire on inhibition was provided to the 60 chosen students in order to classify the causes of inhibition in speech, and semi-structured interviews with 20 teachers were performed in order to gather knowledge about teachers' techniques to reduce inhibitions. Negative assessment was the most important factor leading to inhibition in speech, according to the students' responses to the questionnaire, accompanied by anxiety and trust, linguistic and topical skills, classroom setting, and instruction consistency. Teachers, on the other hand, identified three forms of interventions to minimize speaking inhibition: building an anxiety-free and friendly atmosphere, using common topics for speaking, and providing constructive feedback. Based on the findings, it can be hypothesized that psychological factors are among the most important factors leading to Iranian ESL students' speech inhibition. The findings of the study could provide teachers with ample insight into debilitating factors in speech, thus encouraging teachers to provide students with more opportunities to talk.

Diep, (2017) investigated estimations of variables influencing English talking abilities of understudies at the Foreign Language Department of Van Lang University in Vietnam. This examination pointed toward discovering the explanations for the non-familiarity of the college understudies in English talking. The specialist received the quantitative and the subjective methodology. To accomplish the motivation behind the examination, the scientist built up the accompanying instruments: open-finished meetings, class perceptions notwithstanding a poll. The example of the examination remembered 270 understudies of the Foreign Language Department for Van Lan University in Vietnam. The survey comprised of six variables influencing English talking and was divided into domains: confidence, proficiency and vocabulary, grammar, learning environment, and instructors. The data was analyzed by means of the SPSS program. The results of the study revealed that grammar, pronunciation and methods of teaching have the highest impact on the English-speaking skills of the university students. Consequently- and based upon this study -the instructors and administrators of the Foreign Language Department in Van University were able to comprehend the difficulties encountered, hence look for acceptable and executable ways for training and teaching to help their students enhance their English-speaking skills.

## **2.4 Summary**

This chapter provides an overview of the investigation's findings, which can be applied to a variety of topics and challenges that student face when it comes to their ability to teach. Arab students face a huge challenge in smoothly and unquestionably communicating in an unfamiliar language; they lack any of the basic comforts. This investigation brought to light the difficulties that students face on a regular basis. Furthermore, the investigation touches on the issues of speaking ability from the perspectives of educators. The most challenging aspect of learning to speak is the teaching method, followed by a discouraging environment, and helpless teachers, and also, a lack of opportunities to practice the foreign language outside of the classroom, so these are the most important factors to consider in order to overcome all of these challenges, so we can say that his research uncovered some of the problem's weak spots. Also, teachers can use short conversations because it can develop students' oral skills. It encourages students to enjoy and motivate to learn spoken English. As teachers, English teachers should choose and prepare appropriate media or skills to cultivate students' ability, motivation and interest in vocabulary learning, so as to promote students' oral skills.

## **Chapter Three**

### **Methodology and Procedures**

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#### **3.1 Introduction**

This chapter includes description of procedures and methods used by the researcher, to determine the population of the study and the sample, as well as the practical procedures used to build and describe the study tool. This chapter also illustrates the types of statistical tests used in this research.

#### **3.2 Methodology**

Descriptive analytical approach was used. The purpose of this study is to investigate the perceptions of English teachers about the speaking difficulties facing 10<sup>th</sup> graders in the southern Hebron governorate, so to achieve this purpose and in an attempt to answer the questions of the research in chapter one, the researcher collected data through the questionnaire.

#### **3.3 Procedures**

The study used the descriptive and the analytic method to investigate the English teachers' perspectives about the speaking difficulties facing 10<sup>th</sup> graders in the southern Hebron governorate

#### **3.4 Population**

The total study among the study population were (448) English language teachers teaching English in the governmental schools in the southern Hebron governorate. Also, Individual teachers were selected among these teachers and questionnaires were distributed according to independent variables like: gender, qualification and experience.

#### **3.5 Sample of the study**

The sample of the study consisted of 141 male and female 10<sup>th</sup> grade English teachers who were selected randomly from all of English teachers at the governmental schools in the southern Hebron governorate. Independent variable: qualification, years of experience and gender as shown in table (3.1).

**Table (3.1): Sample distribution by teachers' gender, qualification and years of experience.**

<b>Variable</b>	<b>Gender</b>	<b>Frequency</b>	<b>Percent</b>
<b>Gender</b>	Male	70	49.6
	Female	71	50.4
	Total	141	100.0
<b>Qualification</b>	Diploma	18	12.8
	Bachelor	65	46.1
	Master	58	41.1
	Total	141	100.0
<b>Years of experience</b>	less than (5) years	17	12.1
	(5-10) years	30	21.3
	more than 10 years	94	66.7
	Total	141	100.0

### **3.6 Tools**

The researcher developed a questionnaire after reviewing the previous literature studies related to the subject. It consisted of (30) items based on (likert-5-poins scale) with the following scale:

### **-The Validity of the questionnaire**

Many studies were reviewed and referred to various resources in order to develop the study tool that identifies and measures the origins of difficulties in the speaking skill. Moreover, several studies like: Al-Nakhla (2016), Shweiky (2018), Al-Hosni (2014) were referenced. Additionally, the researcher adopted the domains in the questionnaire from Shweiky (2018) with some modifications on the items, and replaced confidence domain with grammar one. (See Appendices, p53)

In order to test the validity of the questionnaire, the researcher used the referee's validity and the internal consistency validity as follows:

### **-The referee's validity**

The questionnaire was introduced to a group of specialists' referees at universities in English language, curricula and teaching methods. The items of the questionnaire were modified according to their recommendations. (See Appendices, p 49)

### **-The Internal Consistency Validity**

The internal consistency validity indicates the correlation of the score of each item of the questionnaire with the total score of the item. To verify the internal consistency of the tool, the researcher has measured the Pearson's correlation coefficient between the score of each item and the total score of the tool as shown in table (3.2).

**Table (3.2): Matrix correlation coefficients of the degree of each domain of the scale with the total score of the scale.**

<b>Domains</b>	<b>R</b>
Speaking difficulties related to the content (textbook) x total degree	.699**
Speaking difficulties related to lack of confidence x total degree	.704**
Speaking difficulties related to vocabulary x total degree	.664**
Speaking difficulties related to Pronunciation x total degree	.706**
Speaking difficulties related to fluency x total degree	.744**

Table (3.2) shows that all domains are related to the total score of the scale is statistically significant at the level of (0.01). The correlation coefficient between the degree of each domain and the total degree of the scale was strong.

## **3.7 Reliability of the questionnaire**

For achieving reliability of the study tool, the researcher uses Cronbach's Alpha formula. As illustrated from table (3.3)

**Table (3.3): Cronbach's Alpha coefficients of reliability of the study tool.**

Item	No. of items	Cronbach's Alpha coefficient
Speaking difficulties related to the content (textbook)	7	0.771
Speaking difficulties related to lack of confidence	7	0.741
Speaking difficulties related to vocabulary	5	0.710
Speaking difficulties related to Pronunciation	6	0.774
Speaking difficulties related to fluency	5	0.725
<b>Total Degree</b>	30	0.870

Table (3.3) indicates that the Cronbach's Alpha for the total degree of the questionnaire is (0.870), which indicates excellent reliability of the questionnaire. Thus, the researcher is assured of the tool reliability and validity for responding, results analyzing and hypotheses testing.

### **3.8 The study variables**

**-Independent variables:** gender, qualification, years of experience.

**-The dependent Variable:** English teachers' perspectives about the speaking difficulties facing 10<sup>th</sup> graders in Hebron governorate.

### **3.9 Statistical Methods**

Data was collected and processed by using means, standard deviations, frequencies, percentages, t-test, one-way ANOVA, Cronbach's Alpha, by using SPSS (Statistical Package for Social Sciences).

**Table (3.4): key for reading means:**

**Low:  $x \leq 2.33$**

**Medium:  $2.33 < x \leq 3.66$**

**High:  $3.66 < x$**

## Chapter Four

### Results of the study

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#### 1.1 introduction

The researcher examined English teachers' perspectives about the speaking difficulties facing 10<sup>th</sup> graders in the southern Hebron governorate.

#### 4.2 Results related to the main question

What are the Perceptions of English teachers about the speaking difficulties facing 10<sup>th</sup> graders in the southern Hebron governorate?

To answer this question, means and standard deviations were computed for each domain and their total score as shown in table (4.1)

**Table (4.1): Means and standard deviations of the domains of the questionnaire.**

No.	Variable	Mean	Std. Deviation	Degree
2	Speaking difficulties related to lack of confidence.	3.93	0.66	High
5	Speaking difficulties related to fluency.	3.89	0.67	High
3	Speaking difficulties related to vocabulary.	3.87	0.72	High
4	Speaking difficulties related to pronunciation.	3.84	0.76	High
1	Speaking difficulties related to the content (textbook).	3.80	0.70	High
<b>Total Degree</b>		<b>3.86</b>	<b>0.49</b>	<b>High</b>

Table (4.1) shows that the degree of the perceptions of English teachers about the speaking difficulties facing 10<sup>th</sup> graders in the southern Hebron governorate was high. The most common factor was speaking difficulties related to lack of confidence, which came first with a mean of (3.93) and a percentage of (78.6%), followed by speaking difficulties related to fluency factor with a mean of (3.89) and a percentage of (77.8%), the third was Speaking difficulties related to vocabulary with a mean of (3.87) and a percentage of (77.4%), the fourth Speaking difficulties related to pronunciation with a mean of (3.84) and a percentage of (76.8%), finally, Speaking difficulties related to the content (Textbook) with a mean of (3.80) and a percentage of (76.0%).

As for the perceptions of the English teachers towards the speaking difficulties facing 10<sup>th</sup> graders in the southern Hebron governorate for each domain of the study, means, standard deviations. Means and standard deviations of the speaking difficulties related to the content (textbook) as shown in table (4.2):

**Table (4.2): Means and standard deviations of the textbook domain.**

No.	Item	Mean	Std. Deviation	Degree
1	The textbook lacks consistency between pictures, paragraphs and questions inside.	4.07	0.96	High
3	The vocabulary items suit students' levels.	3.79	1.05	High
6	The textbook does not contain proper pronunciation exercises.	3.79	1.12	High
2	The textbook does not have enough dialogues.	3.78	1.08	High
4	The textbook does not have enough speaking activities.	3.74	1.20	High
7	The textbook has complex grammatical structures.	3.72	1.04	High
5	The textbook does not contain a glossary drill.	3.71	1.08	High
<b>Total Degree</b>		<b>3.80</b>	<b>1.08</b>	<b>High</b>

Means and standard deviations of the speaking difficulties related to lack of confidence as shown in table (4.3).

**Table (4.3): Means and standard deviations of the lack of confidence domain.**

No.	Item	Mean	Std. Deviation	Degree
9	Students have difficulties due to lack of encouragement from the teacher.	4.13	1.00	High
1	Students have fear of being criticized.	3.99	0.98	High
13	Students are afraid of being mocked.	3.99	1.01	High
8	Students feel reluctant to speak.	3.94	0.99	High
14	Students' mistakes are not tolerated and so they are swiftly corrected.	3.85	1.12	High

No.	Item	Mean	Std. Deviation	Degree
12	Students find it difficult to stand and speak out in front of his/ her classmates.	3.83	1.13	High
10	Students lack faith in their own capabilities.	3.78	1.13	High
<b>Total Degree</b>		<b>3.93</b>	<b>1.05</b>	<b>High</b>

Table (4.3) shows that the degree of the perceptions of English teachers about Speaking difficulties facing 10<sup>th</sup> graders in the southern Hebron governorate related to the **lack of confidence** was high, with mean (3.93) and percentage (78.6%).

From table (4.3) we obtained that paragraph (9) have the highest score with an average of (4.13) and percentage (82.6%). While paragraph (10) received the lowest score with an average of (3.78) and percentage (75.6%). Speaking difficulties related to vocabulary as shown in table (4.4):

**Table (4.4): Means and standard deviations of the vocabulary domain**

No.	Item	Mean	Std. Deviation	Degree
16	Students have a limited amount of vocabulary for speaking.	3.98	1.04	High
15	Students have difficulties in using new vocabulary in meaningful sentences.	3.92	1.02	High
19	Students have difficulties in using correct word formation.	3.84	1.10	High
18	Students do not possess enough repertoire of past form of vocabulary.	3.83	1.11	High
17	Students do not possess enough repertoire of active vocabulary.	3.75	1.12	High
<b>Total Degree</b>		<b>3.87</b>	<b>1.08</b>	<b>High</b>

Table (4.4) shows that the degree of the perceptions of English teachers about the speaking difficulties facing 10<sup>th</sup> graders related to **vocabulary** was high, with mean was (3.87) and its percentage was (77.4%).

Means and standard deviation, of the pronunciation as shown in table (4.5):

**Table (4.5): Means and standard deviations of the pronunciation domain.**

No.	Item	Mean	Std. Deviations	Degree
21	Students have difficulties in pronouncing consonants.	4.01	1.09	High
20	Students have difficulties in pronouncing vowels.	3.91	1.01	High
24	students do not distinguish the proper stressed syllables.	3.87	1.09	High
23	Students have difficulties in differentiating between word/noun stress.	3.79	1.11	High
22	Students have difficulties in pronouncing diphthongs.	3.74	1.13	High
25	Students have difficulties in choosing the correct tens.	3.70	1.18	High
<b>Total Degree</b>		<b>3.84</b>	<b>1.10</b>	<b>High</b>

Table (4.5) shows that the degree of the perceptions of English teachers on difficulties facing 10<sup>th</sup> graders in speaking skills related to **pronunciation** was high, with mean (3.84) and percentage (76.8%).

From table (4.5) we obtained that paragraph (21) have the highest score with an average of (4.01) and percentage (80.2%).

While paragraph (25) received the lowest score with an average of (3.70) and percentage (74.0%). Speaking difficulties related to fluency as shown in table (4.6):

**Table (4.6): Means and standard deviation of the fluency domain.**

No.	Item	Mean	Std. Deviation	Degree
30	Students have difficulties in forming correct sentences while communicating with others.	4.01	1.01	High
29	Students have a limited repertoire of lexical choice.	4.00	1.01	High
28	Students have difficulties in expressing themselves easily.	3.97	1.09	High
27	Students have difficulties in organizing their ideas.	3.89	1.11	High
26	Students have difficulties in expressing their ideas.	3.58	1.06	Moderate
<b>Total Degree</b>		<b>3.89</b>	<b>1.06</b>	<b>Moderate</b>

Table (4.6) shows that the degree of the perceptions of English teachers on difficulties facing 10<sup>th</sup> graders in speaking skills related to **fluency** was high,

with mean (3.89) and percentage (77.8%).

From table (4.6) we obtained that paragraph (6) have the highest score with an average of (4.01) and percentage (80.2%).

While paragraph (26) received the lowest score with an average of (3.58) and percentage (71.6%).

### 4.3 Results related to the null hypotheses of the study.

**The first null hypothesis:** “There are no statistically significant differences in the perceptions of English teachers about the speaking difficulties facing 10<sup>th</sup> graders in the southern Hebron governorate at the level of significance ( $\alpha \leq 0.05$ ) due to teachers' gender.”

-An independent samples t-test conducted to compare means of the perceptions of English teachers about the speaking difficulties facing 10<sup>th</sup> graders due to teachers' gender as shown in table (4.7).

**Table (4.7): An independent samples t-test to compare means of the perceptions of English teachers about the speaking difficulties facing 10<sup>th</sup> graders due to teachers' gender.**

Variable	Gender	N	Mean	Std.	(T) value	Sig.
Speaking difficulties related to the content (textbook).	Male	70	3.77	0.67	0.50	0.62
	Female	71	3.83	0.73		
Speaking difficulties related to lack of confidence.	Male	70	4.01	0.67	1.38	0.17
	Female	71	3.85	0.65		
Speaking difficulties related to vocabulary.	Male	70	3.84	0.74	0.36	0.72
	Female	71	3.89	0.71		
Speaking difficulties related to pronunciation.	Male	70	3.88	0.69	0.63	0.53
	Female	71	3.80	0.82		
Speaking difficulties related to fluency.	Male	70	3.96	0.65	1.17	0.24
	Female	71	3.83	0.69		
Total degree of difficulties.	Male	70	3.89	0.46	0.63	0.53
	Female	71	3.84	0.52		

Table (4.7) shows that there are no differences that are statistically significant on the level (0.05) in the means of the perceptions of English teachers about the difficulties facing 10<sup>th</sup> graders due to teachers' gender. The value of the overall level of significance (0.53), this means that there are no differences in the perceptions of English teachers about the speaking difficulties facing 10<sup>th</sup> graders due to teachers' gender. So, we accept the null hypothesis

**The second null hypothesis:** “There are no statistically significant differences in the perceptions of English teachers about the speaking difficulties facing 10<sup>th</sup> graders in the southern Hebron governorate at the level of significance ( $\alpha \leq 0.05$ ) due to teachers' qualification.”

One-Way ANOVA test was conducted to compare the means of the perceptions of English teachers about the speaking difficulties facing 10<sup>th</sup> graders due to teachers' qualification. Means and standard deviations of the perceptions of English teachers about the speaking difficulties facing 10<sup>th</sup> graders due to teachers' qualifications as shown in table (4.8).

**Table (4.8): Means and standard deviations of the perceptions of English teachers about the speaking difficulties facing 10<sup>th</sup> graders due to teachers' qualification.**

Variable	Qualification	N	mean	Std. Deviation
Speaking difficulties related to the content (textbook).	Diploma	18	3.79	0.63
	Bachelor	65	3.77	0.72
	Master	58	3.84	0.70
	<b>Total</b>	<b>141</b>	<b>3.80</b>	<b>0.70</b>
Speaking difficulties related to lack of confidence.	Diploma	18	3.75	0.71
	Bachelor	65	3.95	0.63
	Master	58	3.96	0.68
	<b>Total</b>	<b>141</b>	<b>3.93</b>	<b>0.66</b>
Speaking difficulties related to vocabulary.	Diploma	18	3.88	0.93
	Bachelor	65	3.85	0.70
	Master	58	3.88	0.69
	<b>Total</b>	<b>141</b>	<b>3.87</b>	<b>0.72</b>
Speaking difficulties related to Pronunciation.	Diploma	18	3.52	0.98
	Bachelor	65	3.82	0.75
	Master	58	3.95	0.66
	<b>Total</b>	<b>141</b>	<b>3.84</b>	<b>0.76</b>
Speaking difficulties related to fluency.	Diploma	18	3.71	0.77

	Bachelor	65	3.90	0.60
	Master	58	3.94	0.71
	<b>Total</b>	<b>141</b>	<b>3.89</b>	<b>0.67</b>
Total degree of difficulties	Diploma	18	3.73	0.61
	Bachelor	65	3.86	0.46
	Master	58	3.91	0.48
	<b>Total</b>	<b>141</b>	<b>3.86</b>	<b>0.49</b>

Table (4.8) shows that there are differences in means for of English teachers about the speaking difficulties facing 10<sup>th</sup> graders due to teachers' qualification. To check the significance of the differences the researcher uses One-Way Anova test as shown in table (4.9).

**Table (4.9): One-Way ANOVA in the means of the perceptions of English teachers about the speaking difficulties facing 10<sup>th</sup> graders due to teachers' qualification.**

Variable	Source of Variance	Sum of squares	Degree of freedom	Mean square	F	Sig.
Speaking difficulties related to the content (textbook).	Between groups	0.175	2	0.088	0.177	0.838
	Within group	68.387	138	0.496		
	Total	68.562	140			
Speaking difficulties related to lack of confidence.	Between groups	0.697	2	0.349	0.799	0.452
	Within group	60.226	138	0.436		
	Total	60.923	140			
Speaking difficulties related to vocabulary.	Between groups	0.031	2	0.015	0.029	0.971
	Within group	72.809	138	0.528		
	Total	72.840	140			
Speaking difficulties related to Pronunciation.	Between groups	2.556	2	1.278	2.281	0.106
	Within group	77.332	138	0.560		
	Total	79.888	140			
Speaking difficulties related to fluency.	Between groups	0.714	2	0.357	0.795	0.454
	Within group	61.964	138	0.449		
	Total	62.678	140			
Total Degree	Between groups	0.482	2	0.241	0.994	0.373
	Within group	33.423	138	0.242		
	Total	33.904	140			

Table (4.9) shows that there are no statistically differences on the level (0.05) in the perceptions of English teachers about the speaking difficulties facing 10<sup>th</sup> graders in the

southern Hebron governorate due to teachers' qualification. The significance of the total degree equal (0.373), this value is greater than (0.05), so, we accept the null hypothesis.

**The third null hypothesis:** “There are no statistically significant differences in the perceptions of English teachers about the speaking difficulties facing 10<sup>th</sup> graders in the southern Hebron governorate at the level of significance ( $\alpha \leq 0.05$ ) due to teachers' years of experience.”

One-Way ANOVA test was conducted to compare the means of the participants' responses of English teachers about the speaking difficulties facing 10<sup>th</sup> graders due to teachers' years of experience as shown in table (4.10).

**Table (4.10): Means and standard deviations of the perceptions of English teachers about the speaking difficulties facing 10<sup>th</sup> graders due to teachers' years of experience.**

Variable	Years of experience	N	mean	Std. Deviations
Speaking difficulties related to the content (textbook)	less than 5 years	17	3.09	0.50
	5-10 years	30	3.94	0.74
	more than 10 years	94	3.89	0.65
	<b>Total</b>	<b>141</b>	<b>3.80</b>	<b>0.70</b>
Speaking difficulties related to lack of confidence	less than 5 years	17	3.45	0.78
	5-10 years	30	3.93	0.69
	more than 10 years	94	4.02	0.59
	<b>Total</b>	<b>141</b>	<b>3.93</b>	<b>0.66</b>
Speaking difficulties related to vocabulary	less than 5 years	17	3.20	0.75
	5-10 years	30	4.07	0.67
	more than 10 years	94	3.92	0.67
	<b>Total</b>	<b>141</b>	<b>3.87</b>	<b>0.72</b>
Speaking difficulties related to Pronunciation	less than 5 years	17	3.45	0.62
	5-10 years	30	3.69	1.03
	more than 10 years	94	3.95	0.64
	<b>Total</b>	<b>141</b>	<b>3.84</b>	<b>0.76</b>
Speaking difficulties related to fluency	less than 5 years	17	3.18	0.71
	5-10 years	30	3.85	0.73
	more than 10 years	94	4.03	0.55
	<b>Total</b>	<b>141</b>	<b>3.89</b>	<b>0.67</b>
Total degree of difficulties	less than 5 years	17	3.28	0.42

	5-10 years	30	3.89	0.56
	more than 10 years	94	3.96	0.40
	<b>Total</b>	<b>141</b>	<b>3.86</b>	<b>0.49</b>

Table (4.10) shows that there are differences in means for of English teachers about the speaking difficulties facing 10<sup>th</sup> graders due to teachers' years of experience. To check the significance of the differences the researcher use One-Way Anova test as shows in table (4.11).

**Table (4.11): One-Way ANOVA in the means of the perceptions of English teachers about the speaking difficulties facing 10<sup>th</sup> graders due to teachers' years of experience.**

Variable	Source of Variance	Sum of squares	Degree of freedom	Mean square	F	Sig.
Speaking difficulties related to the content (textbook).	Between groups	9.778	2	4.889	11.478	0.001**
	Within group	58.784	138	0.426		
	Total	68.562	140			
Speaking difficulties related to lack of confidence.	Between groups	4.675	2	2.338	5.735	0.004**
	Within group	56.248	138	0.408		
	Total	60.923	140			
Speaking difficulties related to vocabulary.	Between groups	9.036	2	4.518	9.771	0.001**
	Within group	63.804	138	0.462		
	Total	72.840	140			
Speaking difficulties related to Pronunciation.	Between groups	4.350	2	2.175	3.974	0.021*
	Within group	75.538	138	0.547		
	Total	79.888	140			
Speaking difficulties related to fluency.	Between groups	10.662	2	5.331	14.143	0.001**
	Within group	52.016	138	0.377		
	Total	62.678	140			
Total Degree	Between groups	6.716	2	3.358	17.043	0.001**
	Within group	27.189	138	0.197		
	Total	33.904	140			

Table (4.11) shows that there are statistically differences on the level (0.05) in the perceptions of English teachers about the speaking difficulties facing 10<sup>th</sup> graders due to teachers' years of experience. The significance of the total degree equal (0.001), this value

is less than (0.05), so, we reject the null hypothesis. To find the source of the differences, the researcher used the Post Hoc test for two-dimensional comparisons of the differences between averages of the perceptions of English teachers about the speaking difficulties facing 10<sup>th</sup> graders due to teachers' years of experience. LSD of the Post Hoc test scores by groups' answer due to teachers' years of experience as shown in table (4.12).

**Table (4.12): LSD of the Post Hoc test scores by groups' answer due to teachers' years of experience.**

Variable	Comparison	Mean	5-10 years	more than 10 years
Speaking difficulties related to the content (textbook).	less than 5 years	3.09	0.85*	0.79*
	5-10 years	3.94		0.05
	more than 10 years	3.89		
Speaking difficulties related to lack of confidence.	less than 5 years	3.45	0.49*	0.57*
	5-10 years	3.93		0.08
	more than 10 years	4.02		
Speaking difficulties related to vocabulary.	less than 5 years	3.20	0.87*	0.72*
	5-10 years	4.07		0.15
	more than 10 years	3.92		
Speaking difficulties related to Pronunciation.	less than 5 years	3.45	0.24	0.50*
	5-10 years	3.69		0.26
	more than 10 years	3.95		
Speaking difficulties related to fluency.	less than 5 years	3.18	0.67*	0.85*
	5-10 years	3.85		0.18
	more than 10 years	4.03		
Total degree of difficulties.	less than 5 years	3.28	0.61*	0.68*
	5-10 years	3.89		0.07
	more than 10 years	3.96		

Table (4.12) shows the differences between averages of the perceptions of English teachers about the speaking difficulties facing 10<sup>th</sup> graders in the southern Hebron governorate due to teachers' years of experience, were between the experienced less than (5) years and the experienced (5-10) years and more than 10 years in favor of the experienced (5-10) years and more than 10 years.

## **Chapter Five**

### **Discussion, Recommendations and Conclusion**

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#### **3.1 introduction**

The aim of this study is to look into the perceptions of English teachers about the speaking difficulties facing 10<sup>th</sup> graders in the southern Hebron governorate. The results of the study's two questions are summarized and explored in this chapter. It also explains the findings in the context of the examined literature. Furthermore, it provides proposals for future research. The findings are highlighted and analyzed in this chapter. The conclusion would be addressed in the same order as the study questions and theories were raised. In addition, guidelines based on the study's findings are addressed.

#### **3.2 Discussion of the results**

##### **5.2.1 Discussion of the results of the first question**

###### **1. What are the perceptions of English teachers about the speaking difficulties facing 10<sup>th</sup> graders in the southern Hebron governorate?**

In regard to the speaking difficulties students face in the southern Hebron governorate, the following are the findings of the study:

The researcher found that students have difficulties in all speaking activities especially lack of confidence. Results showed that lack of confidence had the highest mean average (3,93), while the difficulties in speaking related to the content (textbook) had the lowest mean average (3,80). The elements of speaking difficulties that students encounter from teachers' perspectives ranked as follows: (lack of confidence, Fluency, vocabulary, pronunciation, content (textbook)). The results indicated that lack of confidence is the first real reason which reveals the weakness in speaking because students actually lack the encouragement from the teacher to speak the foreign language. On the other hand, according to Rahayu (2015) lack of confidence is commonly understood that students lack of confidence usually occurs when students realize that their conversation partners have not understood them or when they

do not understand other speakers. They would rather remain silent while others speak, indicating the students' lack of confidence in their ability to interact.

Regarding to the items of fluency domain, it is the second real reason which reveals the weakness in speaking because students actually lack the elements of fluency in speaking the language. On the other hand, fluency means the ability to speak a foreign or a second language automatically, easily and accurately.

Regarding to vocabulary domain, it was clear from the figure of item (1) which states (Students have a limited amount of vocabulary for speaking.) was the most important difficulty with a mean of (3.98) followed by the items of (Students have difficulties in using new vocabulary in meaningful sentences). Moreover, item (4) which states (Students do not possess enough repertoire of past form of vocabulary) with a mean of (3.83) and the item (5) which states (my students do not possess enough repertoire of active vocabulary) had the same mean average of (3.75). This study showed that learning vocabulary is required to get fluency. The researcher suggests that when the students want to learn a foreign language, they need to learn vocabulary because in oral communication, the word is the most basic and important component so that the students can express their thoughts and feelings by simple words to send any message. The most important aspect of learning a foreign language is developing vocabulary, if you want to learn a foreign language. The students can try speaking once they've learned some words. All in all, without learning and memorizing English words the student will never be able to speak English language.

Regarding of the speaking difficulties related to pronunciation, item (1) which states (Students have difficulties in pronouncing consonants clusters.) had the highest mean average (4.01). It is the clear problem that students face in speaking English. This item is considered as the most difficult one that students face according to their English teachers. They couldn't pronounce consonants. The researcher thinks that the reason probably is related to the teachers themselves because they didn't focus on the consonant's articulation.

Regarding of the speaking difficulties related to content (textbook), it had the lowest rank with a high average which is (3.80), The highest average was in the mentioned domain in item (1) which states that (The textbook lacks consistency between pictures,

paragraphs and questions inside) which is (4.07). While the lowest average mean in the content (textbook) domain was item (5) which states (The textbook does not contain a glossary drill) with mean average of (3.71) the content is good in terms of vocabulary, dialogues and grammar, but it could be lacking the activities that improve speaking skill. That means speaking activities aren't sufficient and are not compatible with the students' interest.

According to the researcher, these outcomes are related to the students' lack of general speaking abilities. They lack the ability to comprehend the context quickly and properly while interacting with others due to their knowledge of the meanings of specific phrases; these findings have occurred because some teachers do not enable students to use language in real-life settings. Because most teachers are preoccupied with how to finish the material at the time of the assigned class, as they have to finish the basics, rules, and the written material, and they do not care about doing classroom activities that increase the ability to speak English, such as encouraging students every day to stand and talk in English about a situation they experienced yesterday and what they will do tomorrow or what is the situation that made them stronger in their lives all these activities do not have any space in the daily class of the students to give them an opportunity to strengthen their English.

### **5.2.3 Discussion the results of the hypothesis of the second question.**

#### **5.2.3.1 Discussion of the results of the first null hypothesis.**

**The first null hypothesis :** "There are no statistically significant differences in the perceptions of English teachers about the speaking difficulties facing 10<sup>th</sup> graders in the southern Hebron governorate at the level of significance ( $\alpha \leq 0.05$ ) due to teachers' gender".

There are no statistically significant differences in the level of the speaking difficulties facing 10<sup>th</sup> graders from teachers' perspectives in Hebron governorate at the level of significance ( $\alpha \leq 0.05$ ) due to teachers' gender. The value of the overall level of significance is (0.53). This means that there are no differences in the means of perceptions of English teachers about the speaking difficulties facing 10<sup>th</sup> graders in the southern Hebron governorate due to teachers' gender. So, we accept the null hypothesis.

From the perceptions of English teachers, the first, domain on speech difficulties is attributed to a loss of faith. Males had the highest mean (4.1), while females had the lowest (3.85). This showed that both male and female teachers believe that the primary cause of students' speech disabilities is a lack of trust, and that they must support their students and provide them with a high level of self-esteem in order for them to succeed. Teachers should also be more patient with their students' errors when it comes to talk.

The second domain on speaking difficulties is related to fluency from teachers' perspectives. The highest mean was (3.96) for males, while it was (3.83) for females, so the average mean of the difficulties related to fluency is more for the male teachers. This means that female teachers think their students lack the ability to express their thoughts and ideas when they speak in real situations. The highest mean average of the difficulties in speaking related to fluency domain from teachers' perspectives is marked as students originally have difficulties with other elements of the language (vocabulary and pronunciation).

The third domain focused on teachers' experiences on speech difficulties due to vocabulary. Males had the highest mean (3.84) and females had the highest mean (3.89). This suggests that both male and female teachers agree that their students struggle to use new vocabulary in sentences because they struggle to deduce vocabulary lessons like noun-verb-adj-adv. Furthermore, students have a small vocabulary, which hinders their speech abilities and can be explained as a source of difficulty when practicing communication. Vocabulary is considered by some teachers to be the most challenging aspect of speaking ability. If teachers devote more time to teaching language, students would be able to lay the groundwork for learning to communicate.

The fourth domain focused on teachers' experiences on speech difficulties relating to pronunciation. Males had the highest mean (3.88) and females had the highest mean (3.80). This suggests that male teachers notice that their students can't tell the difference between word/noun stress and stressed syllables, as well as having trouble pronouncing consonants, vowels, and diphthongs. Female teachers, too, see the same thing. Furthermore, some students have difficulty in pronouncing long terms, which may be due to a lack of emphasis on pronunciation in the classroom.

Finally, for the domain on speaking difficulties related to the content (textbook) from teachers' perspectives, the highest mean was (3.77) for males, and (3.83) for females. This indicated that male teachers and female teachers see that the textbook is full of vocabulary and grammar that don't suit the students. Moreover, it doesn't contain practical pronunciation exercises and narration activities. This could be explained as the textbook is not fitting the student's level.

### **5.2.3.2 Discussion of the results of the second null hypothesis**

**The second null hypothesis:** "There are no statistically significant differences in the perceptions of English teachers about the speaking difficulties facing 10<sup>th</sup> graders in the southern Hebron governorate at the level of significance ( $\alpha \leq 0.05$ ) due to teachers' qualifications".

The results show that There are no statistically significant differences in the level of the speaking difficulties facing 10<sup>th</sup> graders from teachers' perspectives in the southern Hebron governorate at the level of significance ( $\alpha \leq 0.05$ ) due to teachers' qualification. "The findings indicate that teachers with an MA have the highest mean for certification in all domains, with a mean of (3.91). This means that Master's degree holders are capable of teaching; it also means that high-qualified teachers are able to resolve difficulties with speech at all stages. They focus mainly on the language's components (grammar vocabulary, pronunciation).

Teachers with a B.A. degree often explain differences in arithmetic means in the speech challenges that students encounter in the 10<sup>th</sup> grade from the perceptions of the English teachers at governmental schools in the southern Hebron governorate. The overall mean for all domains on the teachers with a Bachelor's degree was (3.86), according to the findings. This means that teachers with advanced degrees discuss communication difficulties at all times. They place a greater emphasis on language elements (grammar, vocabulary, and pronunciation).

In speaking difficulties related to the vocabulary domain in the questionnaire, the mean average of the teachers who have a diploma degree was (3.88) while the mean average of the teachers who have a M.A degree was (3.88).

This may be explained by the fact that teachers with an M.A. and a diploma degree teach English language elements and could use new techniques in teaching speaking, but there were no significant differences in mean average for teachers with a bachelor's degree and those with a diploma degree and a M.A. It is obvious that the foreign language, which is used from teachers affects good aspects of learning English within and outside of the classroom. Maybe teachers with a master's degree and who hold the diploma degree have developed skills in teaching speaking and are more involved in teaching speaking. Perhaps the reason behind these results is that diploma holders have more effective methods of teaching than those holders of a bachelor's degree specializing in English literature. As for the master's holders, these were the teachers of the bachelor's holders with ordinary competencies, but during their study of language teaching methods at the master's level, they became more efficient than they were because they significantly improved their ability to teach the language in very highly effective methods.

#### **5.2.3.3 Discussion of the results of the third null hypothesis**

**The third null hypothesis:** "There are no statistically significant differences in the perceptions of English teachers about the speaking difficulties facing 10<sup>th</sup> graders in the southern Hebron governorate at the level of significance ( $\alpha \leq 0.05$ ) due to teachers' experience."

Due to the years of training, the findings suggest that there are differences in means for English teachers on the challenges faced by 10<sup>th</sup> graders in speech abilities. The researcher used the One-Way Anova procedure to determine the magnitude of the differences.

The findings of the one-way Anova reveal that. There are statistically significant differences in the level of the speaking difficulties facing 10<sup>th</sup> graders from teachers' perspectives in Hebron governorate at the level of significance ( $\alpha \leq 0.05$ ) due to teachers' years of experience." The significance of the cumulative degree is (0.000), which is smaller than (0.05), so the null hypothesis is rejected.

The disparities in averages of English teachers' perceptions about the speaking difficulties facing 10<sup>th</sup> graders due to teachers' years of experience is between the

experienced less than (5) years and the experienced (5-10) years and more than 10 years in favor of the experienced (5-10) years and more than 10 years, as seen by the previous findings.

That is to say, the more years of experience a teacher has, the better he or she is able to educate students using successful methods of teaching a foreign language, so we can say that a teacher must have a long time of experience in order to produce students with a good ability to speak English.

Teachers with 11 to 20 years of experience, on the other hand, can feel enthusiastic about teaching or enjoy working with students. That is what motivates students to learn more and to be excited about what they are learning from their teachers.

### **5.3 Conclusion**

The analysis of the study's overall findings revealed that several variables influence 10<sup>th</sup> graders' speaking abilities in the southern Hebron governorate.

The findings of the teachers' questionnaire revealed that there were no statistically significant differences between teachers of the gender's male and female, nor between teachers with different university degrees or qualifications, but there were statistically significant differences between teachers with less than 5 years' experience, 5-10 years' experience, and more than 10 years' experience.

It is clear that the foreign language, which is utilized from instructors who hold diploma and master's degrees influences great perspectives of learning English inside and exterior of the classroom. Perhaps instructors with a master's degree and who hold the recognition degree have created aptitudes in educating talking and are more included in instructing speaking. Also, we can say that experience plays an important role in the success of the educational process. Therefore, the more time a teacher invests in the educational process, the better he or she is able to educate students using effective foreign language teaching techniques, it can be argued that the teachers should do all possible to help their pupils speak English effectively.

Overall, the findings of this chapter show that while students are proficient in the components of the English language, they lack understanding on how to utilize and

comprehend vocabulary and pronunciation. Some teachers are unable to teach vocabulary because they lack the essential abilities, and students seldom save synonyms. Long words are sometimes difficult for pupils to pronounce, resulting in communication difficulties.

## **5.4 Recommendations**

In view of the observations presented throughout this study, the researcher proposes the following:

### **-Recommendations to Teachers**

Teachers can use time management in class to improve students' EFL learning in general.

- Teachers should take extensive classes on how to teach speech techniques.
- Integrating the four English language abilities should be promoted when evaluating students' communicative ability. Also, teachers should attempt to come up with new and innovative ways to incorporate the four skill assessments.
- Appropriate teacher training should be offered to the instructors, including demonstrations of classroom management, cooperative learning, and task-based teaching techniques that engage students in pair-and-group discussions rather than instructor-centered lectures.
- Because of the importance of the psychological aspect of the students in teaching, teachers should create a pleasant and engaging speaking experience for students to make them like the language.
- Teachers should build a supportive learning atmosphere, as this would improve students' willingness to accomplish the speaking assignments successfully.
- Additional experience teaching speaking abilities and communication approaches, including methodologies and tactics, is required for teachers.

### **-Recommendations to curriculum designers and decision makers**

- Curriculum designers should include speech ability exercises in the framework of an English curriculum. There may be further narrating occurrences.

- Curriculum designers should intensify interactive exercises in the primary stages to accustom students to speak the language from childhood, so they will not face difficulties in speaking the language later.

#### **-Suggestions for Further Research**

This study looked into the extent of 10<sup>th</sup> graders' speaking difficulties in the southern Hebron governorate. More research can be done to look into the speaking disabilities of students in different grades all over Palestine. If more schools and levels are studied, research may be more complete and on a wider scale.

The data for the study was gathered via the eyes of both the teachers and the researcher. In order to achieve more exact results, future study could go beyond this and look into the perspectives of curriculum designers, supervisors, and students.

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# **Appendices**

## Results of Pearson correlation coefficient.

No.	Items	R	Sig.
<b>Domain one: Speaking difficulties related to the content (textbook)</b>			
1	The textbook lacks consistency between pictures, paragraphs and questions inside.	441**	0.001
2	The textbook does not have enough dialogues.	584**	0.001
3	The vocabulary items suit students' levels.	587**	0.001
4	The textbook does not have enough speaking activities.	780**	0.001
5	The textbook does not contain a glossary drill.	686**	
6	The textbook does not contain proper pronunciation exercises.	753**	
7	The textbook has complex grammatical structures.	681**	0.001
<b>Domain two: Speaking difficulties related to lack of confidence</b>			
1	Students feel reluctant to speak.	478**	0.001
2	Students have difficulties due to lack of encouragement from the teacher	556**	0.001
3	Students lack faith in their own capabilities.	674**	0.001
4	Students have fear of being criticized.	703**	0.001
5	Students find it difficult to stand and speak out in front of his/her classmates.	683**	0.001
6	Students are afraid of being mocked	619**	
7	Students' mistakes are not tolerated and so they are swiftly corrected.	658**	
<b>Domain three: Speaking difficulties related to vocabulary</b>			
1	Students have difficulties in using new vocabulary in meaningful sentences.	532**	0.001
2	Students have a limited amount of vocabulary for speaking.	597**	0.001
3	Students do not possess enough repertoire of active vocabulary.	747**	0.001
4	Students do not possess enough repertoire of past form of vocabulary.	760**	0.001
5	Students have difficulties in using correct word formation.	690**	0.001
<b>Domain four: Speaking difficulties related to Pronunciation</b>			
1	Students have difficulties in pronouncing vowels.	471**	0.001
2	Students have difficulties in pronouncing consonants.	682**	0.001
3	Students have difficulties in pronouncing diphthongs.	745**	0.001
4	Students have difficulties in differentiating between word/noun stress.	755**	0.001
5	students do not distinguish the proper stressed syllables.	684**	0.001
6	Students have difficulties in choosing the correct tens	754**	0.001
<b>Domain five: Speaking difficulties related to fluency</b>			

No.	Items	R	Sig.
1	Students have difficulties in expressing their ideas.	571**	0.001
2	Students have difficulties in organizing their ideas.	672**	0.001
3	Students have difficulties in expressing themselves easily	625**	0.001
4	Students have a limited repertoire of lexical choice.	655**	0.001
5	Students have difficulties in forming correct sentences while communicating with others.	584**	0.001

## Committee of Judges

Prof. Afif Zidan	Al-Quds University
Dr. Mohsen Adas	Al-Quds University
Dr. Mousa Al-Fasfous	Al-Quds-Open University
Dr. Hazem Badr	Heron University
Dr, Myassar Ghiasi	Southern-Hebron Governorate
T. Emad Abu Sharar	Al-Siddik Charitable Basic School
T. Samer Awawdeh	Al-Siddik Charitable Basic School
T. Aysha Abu Arqoub	Abu-Al Ghuzlan Basic School





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 التاريخ: 2021/4/12

**لعمري بيهة الأمر  
 تسهيل مهنة بعثة**

بطلبكم مركز البحث والتطوير التربوي أطلب لعمري بيهة الأمر بطلبكم بطلبكم مهمة البعثة:  
 زهيل ليل محمد العنق  
 من جامعة القدس- أبو ديس للحصول على المعلومات اللازمة لإعداد دراستها بعنوان:

**'English teachers' perspective in Hebron district about the difficulties facing 10th graders in speaking skills: Reality and solutions'**

**ملاحظات:**

- تتضمن الدراسة تطبيق استبيان على عينة من معلمي ومدرسات اللغة الإنجليزية لصف العاشر في المدارس الحكومية في جنوب الخليل.
- تتهتم بالبحث في أنشطة جمع البيانات، بالتنسيق مع منسق البحث والتطوير والمواد في المديرية.
- الاستفادة على الأبحاث البحثية من قبل لجنة الممولين طوعية.
- نظراً لظروف الجامعة يتم تطبيق أدوات البحث عبر التواصل الإلكتروني واتصال الباحثين مع الممولين مع الاحترام.

د. محمد علي  
 مدير مركز البحث والتطوير التربوي  
 2021  
 منصف ليل محمد العنق  
 2021



## وجهات نظر معلمي اللغة الإنجليزية حول صعوبات المحادثة التي تواجه طلبة الصف

### العاشر في محافظة الخليل

اعداد الطالبة: رحيق نبيل محمد العتال

المشرف: د. محمد التميمي

#### الملخص:

الهدف من هذه الدراسة هو التعرف على تصورات معلمي اللغة الإنجليزية حول صعوبات المحادثة التي تواجه طلبة الصف العاشر في المدارس الحكومية في محافظة جنوب الخليل. علاوة على ذلك، تم تطبيق الدراسة خلال الفصل الدراسي الثاني من العام الدراسي (2020-2021) في المدارس الحكومية في محافظة جنوب الخليل. استخدمت الباحثة المنهج الوصفي لغرض الدراسة، واستخدمت أيضا الاستبانة كأداة لجمع البيانات. تم تسليم الاستبانة لمعلمي اللغة الإنجليزية. من خلال الاستبانة، تم جمع البيانات ومعالجتها باستخدام الوسط الحسابي، والانحرافات المعيارية، والتكرارات، والنسب المئوية، واختبار t، وأنوفا الاحادي، كرونباخ ألفا، ومعامل بيرسون الذي كان (.74) باستخدام SPSS (الحزمة الإحصائية للعلوم الاجتماعية). تكون مجتمع الدراسة من جميع معلمي اللغة الإنجليزية في محافظة جنوب الخليل، بما في ذلك (448) معلماً ومعلمة. وشملت العينة 141 معلماً ومعلمة. أظهرت نتائج الدراسة عدم وجود فروق ذات دلالة إحصائية بين جنس المعلمين ذكر وأنثى، كما لا توجد فروق ذات دلالة إحصائية بين المعلمين تعزى للمؤهلات العلمية، بينما توجد فروق ذات دلالة إحصائية بين المعلمين تعزى إلى وجود فروق ذات دلالة إحصائية بين المعلمين الذين لديهم خبرة من (5-10) سنوات ومن لديهم خبرة تزيد عن عشر سنوات.

الكلمات المفتاحية: انطباع، مهارة المحادثة، الصعوبات، الطلاقة، اللغة الإنجليزية كلغة أجنبية.

# Questionnaire

## Part (1): Personal Information

Please put (x) in the place that suits your case:

**Gender:** a- Male () b- Female ()

**Qualification:** a- Master () b- Bachelor () c- Diploma ()

**Years of experience:** a- less than 5 years () b- 5-10 years () c- more than 10 years ()

Could you respond to the following items by putting (X) in the box that best expresses your perspective please?

Domain One: Speaking difficulties related to the content (textbook)						
Item No.	Statement	Strongly Agree	Agree	Neutral	Disagree	Strongly disagree
1.	The textbook lacks consistency between pictures, paragraphs and questions inside.					
2.	The textbook does not have enough dialogues.					
3.	The vocabulary items suit students' levels.					
4.	The textbook does not have enough speaking activities.					
5.	The textbook does not contain a glossary drill.					
6.	The textbook does not contain proper pronunciation exercises.					
7.	The textbook has complex grammatical structures.					
Domain Two	Speaking difficulties related to lack of confidence					
Item No.	Statement	Strongly Agree	Agree	Neutral	Disagree	Strongly disagree
8.	Students feel reluctant to speak.					
9.	Students have difficulties due to lack of encouragement from the teacher					

10.	Students lack faith in their own capabilities.					
11.	Students have fear of being criticized.					
12.	Students find it difficult to stand and speak out in front of his/ her classmates.					
13.	Students are afraid of being mocked.					
14.	Students' mistakes are not tolerated and so they are swiftly corrected.					
<b>Domain Three</b>	<b>Speaking difficulties related to vocabulary</b>					
<b>Item No.</b>	<b>Statement</b>	<b>Strongly Agree</b>	<b>Agree</b>	<b>Neutral</b>	<b>Disagree</b>	<b>Strongly disagree</b>
15.	Students have difficulties in using new vocabulary in meaningful sentences.					
16.	Students have a limited amount of vocabulary for speaking.					
17.	Students do not possess enough repertoire of active vocabulary.					
18.	Students do not possess enough repertoire of past form of vocabulary.					
19.	Students have difficulties in using correct word formation.					
<b>Domain Four</b>	<b>Speaking difficulties related to Pronunciation</b>					
<b>Item No.</b>	<b>Statement</b>	<b>Strongly Agree</b>	<b>Agree</b>	<b>Neutral</b>	<b>Disagree</b>	<b>Strongly disagree</b>
20.	Students have difficulties in pronouncing vowels.					

21.	Students have difficulties in pronouncing consonants.					
22.	Students have difficulties in pronouncing diphthongs.					

23.	Students have difficulties in differentiating between word/noun stress.					
24.	students do not distinguish the proper stressed syllables.					
25.	Students have difficulties in choosing the correct tenses.					
<b>Domain Five</b>	<b>Speaking difficulties related to fluency</b>					
<b>Item No.</b>	<b>Statement</b>	<b>Strongly Agree</b>	<b>Agree</b>	<b>Neutral</b>	<b>Disagree</b>	<b>Strongly disagree</b>
26.	Students have difficulties in expressing their ideas.					
27.	Students have difficulties in organizing their ideas.					
28.	Students have difficulties in expressing themselves easily.					
29.	Students have a limited repertoire of lexical choice.					
30.	Students have difficulties in forming correct sentences while communicating with others.					

