Investigating the Factors Leading to Speaking Difficulties: Both Perspectives of EFL Saudi Learners and Their Teachers

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Abstract

The purpose of this study is to investigate the factors leading to speaking difficulties from both the EFL Saudi learners and their teachers' perspectives through answering these questions: 1- What are the factors that affect Saudi students' speaking performance from their own perspectives? 2-What are the factors that affect that affect Saudi students' speaking performance from their teachers ' perspectives? 3- What are the difficulties that Saudi students' encounter when they learn how to speak English from their own perspectives? 4-What are the difficulties that Saudi students' encounter when they learn how to speak English from their teachers' perspectives? The subjects of the study were three hundred and fifty female EFL students and 20 teachers of English. Three instruments were used to answer the research questions: two questionnaires and a classroom observation sheet. The findings of the research proved that the following factors affect Saudi EFL students' speaking performance: conceptual knowledge, listening ability, motivation to speak, teachers' feedback during speaking activities ,confidence, anxiety, mother tongue, law participation time allow to speak and time allowed for preparation. The findings also revealed that students face the following speaking difficulties when they try to speak: fear of mistakes, fear of criticism, the disability to think of anything to say, speak very little, their mother tongue and students' feel shy to speak. Data from class observations show that students' speaking performance is mainly affected by four factors: insufficient input, time for preparation, poor instructions and the unsatisfactory amount of practicing speaking.

Keywords: Communicative competence, factors affect speaking, speaking difficulties, speaking performance, teaching speaking

Introduction
English is the '*Lingua Franca*' of the world. With the technological revolution and e-learning system, the English Language has emerged as one of the world's most important tools of formal communication in the present cyber and digital age (Khan ,2011). English is the dominant language of commerce; it is a worldwide, intercultural, linguistic phenomenon (Graddol, 2006) .It is taught in a bewildering variety of situations. In many countries, it first appears in the primary curriculum, but in those and other countries where it continues to find entrances, most learners are still insufficiently competent in English use (Harmer, 2007). (Davies & Pearse ,1998) make it clear that the major goal of English language teaching should be to enhance learners' ability to use English effectively and accurately in communication.

For language learning to take place, there are four conditions that should exist: the exposure, opportunities to use the language, motivation, and instruction. Learners need chances to say what they think or feel and to experiment in a supportive atmosphere using a language they have heard or seen without feeling threatened   (Willis, 1996). With increased exposure to the English language, students progress from acquiring social language to the more complex academic language (Collier, 1995). Social language is considered conversational, contextualized language and can be developed within two to three years. Academic language is defined as the combination of cognitive skills and content knowledge necessary for successful academic performance at secondary and university levels (Thomas & Collier ,2002).

There is no doubt that the Kingdom of Saudi Arabia is accelerating day by day in the field of education, but the level of achievement in learning English as a foreign language is far below the needed threshold level of proficiency. According to (Alshumaimeri, 2003) "Saudi teachers have pointed out that students leave the secondary stage without the ability to carry out a short conversation." (p.1).

Teaching   English at most technical colleges of Saudi Arabia serves two purposes: first, it strengthens the foundation of English and later lays the basis for specific English which will be used in the years of the students' specialties   such as business, health, computers etc. (Khan, 2011)). In relating to the teachers' role in enhancing or prohibiting students' ability to speak (Rahman, 2010) points out that improperly trained teachers, inadequate teaching methodology, teacher-centered rather than learner-centered activities, students' aptitude, initial preparedness and motivation are some of the challenges of English as a foreign language (EFL) programs in the Arab world that manifest themselves in the students' speaking deficiency**.**

Literature Review
Speaking is "the process of building and sharing meaning through the use of verbal and non-verbal symbols in a variety of contexts") (P.8) as defined by (Chaney and Burk, 1998). According to (Brown ,1994) and (Burns & Joyce, 1997) speaking is an interactive the process of constructing meaning that involves producing, receiving and processing information. Speaking requires that learners not only know how to produce specific points of language, such as grammar, pronunciation, or vocabulary *(linguistic competence)*, but also that they understand when, why, and in what ways to produce language *(sociolinguistic competence)* (Carter & McCarthy, 1995). (Rebecca, 2006) states that:

Speaking is the first mode in which children acquire language, it is part of the daily involvement of most people with language activities, and it is the prime motor of language change. It also provides our main data for understanding bilingualism and language contact. (P.6).

Speaking seems to be the most important skill of all four (listening, speaking, reading and writing) because people who know a language are usually referred to as speakers of that language (Ur, 1996).   The use of English as a second language (ESL) or (EFL) in oral communication is, without a doubt, one of the most common, but highly complex activities necessary to be considered when teaching the English language especially because we live at a time where the ability to speak English fluently has become a must, especially for those who want to advance in certain fields of human endeavor (Al-Sibai, 2004). (Zhang, 2009) argues that speaking remains the most difficult skill to master for the majority of English learners, and most learners remain incompetent in communicating orally in English.

Communicative Competence
   Communicative competence is the ability to use the language correctly and appropriately to accomplish communication goals. The desired outcome of the language learning process is the ability to communicate competently, not the ability to use the language exactly as a native speaker does (Tolstykh, 2012).

Language teaching in the United State is based on the idea that the goal of language communicative competence is made up of four competence areas: linguistic, sociolinguistic, discourse, and strategic (Stovall, 1998). Here are the **four** competences in some detail:
1. Linguistic competence is knowing how to use the grammar, syntax, and vocabulary of a language. Linguistic competence asks: What words do I use? How do I put them into phrases and sentences?
2. Sociolinguistic competence is knowing how to use and respond to language appropriately, given the setting, the topic, and the relationships between the people communicating.
3, Discourse competence   is knowing how to interpret the larger context and how to construct longer stretches of language so that the parts make up a coherent whole.
4. Strategic competence is knowing how to recognize and repair communication breakdowns, how to work around gaps in one's knowledge of the language, and how to learn more about the language in the context.
   Learners should be able to make themselves understood, using their current proficiency to the fullest. They should try to avoid confusion in the message (due to faulty pronunciation, grammar, or vocabulary); to avoid offending communication partners (due to socially inappropriate style), and to use strategies for recognizing and managing communication breakdowns Sheppard (1999).

In the Common European Framework (2001) , communicative competence is said to have only three components including linguistic competence, sociolinguistic competence and pragmatic competence.
For this study scope, communicative competence is described with four components including linguistic, sociolinguistic, pragmatic and strategic competence.

Factors Affecting Students' English Speaking Skills

Affective factors

Affective factors are the most important factors in foreign or second language oral production. These factors include emotion, feeling, mood, manner, attitude, etc. All these factors, especially, motivation, self-confidence and anxiety, decide the input and output of the second language as confirmed by (Edinne, 2013). (Krashen ,1982) argues that affective filter is a kind of psychological obstacle that prevents language learners from absorbing available comprehensible input completely. For him, affective factors function as a filter that reduces the amount of language input the learner is able to understand.

Performance Circumstances

Students perform a speaking task under a variety of conditions. (Nation & Newton, 2009) believe that the performance conditions that can affect speaking performance include time pressure, planning, the standard of performance and the amount of support.

Listening Input

Speaking skills cannot be developed unless we develop listening skills (Doff, 1998). Understudies must comprehend what is said to them to have a fruitful discussion. (Shumin, 1997) shares the ideas of Doff by stating that when one person speaks, the other responds through attending by means of the listening process. Truth be told, each speaker assumes the part of both an audience and a speaker. In this way, one is absolutely not able to react if s/he can't comprehend what is said. It implies talking is firmly identified with tuning in.

Conceptual Knowledge

Conceptual knowledge is defined by Niebling et. al. (2008) as the subjects' data and ideas that students are should learn. The information that conceptual knowledge provides empowers learners to utilize language with reference to the world in which they live. Bachman & (Palmer, 1996) believe that topical knowledge has impacts on talking execution. They state that specific test tasks may be easier for those who possess the relevant topical knowledge and more difficult for those who do not.

Students' expected feedback

Feedback is any reaction from an instructor in regard to a student's performance or behavior (Reynolds, 2006). It can be verbal, composed or gestural. The purpose of feedback in the learning procedure is to enhance a students' performance certainly not put a damper on it. A definitive objective of feedback is to provide students with an "I can do this" state of mind as affirmed by (Kluger and DeNisi, 1996). In any case, when feedback is consolidated with a correctional review, the feedback and instruction become intertwined until "the process itself takes on the forms of new instruction, rather than informing the student solely about correctness." (Thompson & Richardson, 2001: P.41). At the point when the input is predominately negative, contemplates have demonstrated that it can debilitate understudy exertion and accomplishment(Hattie, 2007).

Speaking Difficulties

Anxiety

According to (Ur, 1996), there are many factors that cause difficulty in speaking including inhibition, students are worried about making mistakes, fearful of criticism, or simply shy. While investigating Turkish EFL learners' correspondence hindrances in English language classrooms, (Dil ,2009) finds out that anxiety and unwillingness during the English speaking process are viewed ,as two of the greatest impediments for EFL learners. Anxiety and unwillingness are brought on by the apprehension of being contrarily assessed when committing errors, especially before their companions. (Tsiplakides, 2009) conducts a study to explore the reasons why students experience the ill effects of anxiety when it comes to speaking language apart from their mother tongue. According to Tsiplakides', students experience anxiety due to the negative feedback they feel they will receive from their classmates. As confirmed by Mohamed and (Wahid, 2009), speaking anxiety experienced in EFL classrooms often regularly has a pervasive inconvenient effect and impacts students' adjustment to their learning surroundings and eventually the accomplishment of their instructive objectives.

Among the effective factors which influence EFL learners, anxiety appears as one of the most outstanding factors due to its pervasive effects on foreign language learning as stated by (Idri, 2012). Boyce et. al. (2007) demonstrate that students confronted with their instructors' inquiries that they should answer and the likelihood of talking before the entire class, they may experience issues thinking, and experience a few indications like sickness, sweating, powerless knees and a dry mouth .

Motivation

(Cheery, 2015: 5) defines motivation as "the process that initiates, guides, and maintains goal-oriented behaviors. Motivation is what causes us to act, whether it is getting a glass of water to reduce thirst or reading a book to gain knowledge." (Littlewood, 1981) makes it clear that the development of communicative skills can only take place if learners have the motivation and opportunity to express their own particular personality the general population around them.

Confidence

Confidence "certainty" is a mental and social wonder in which an individual assesses his/her capability and own self as per some qualities, which may bring about various enthusiastic states, and which turns out to be formatively steady, however, is still open to variety contingent upon individual circumstances (Nofsinger, 2001). (Brown, 1994) defines confidence as the expression of "an attitude of approval or disapproval, and indicates the extent to which an individual believes himself to be capable, significant, successful, and worthy." In the context of language learning, low confidence can have genuine results. Students may avoid taking the necessary risks to acquire communicative competence in the target language; they may feel profoundly frail and even drop out of the class. Thinking about these impacts, in the language classroom, it is essential to be worried about learners' self-esteem. However, this implies more than doing occasional activities to make students reflect on their worthiness and competence (Schumann, 1994).

As stated by (Brown, 1994), Adelaide Heyde studied the effects of confidence on performance of oral production tasks by American College students. The results show positive

correlation. Self-esteem, therefore, appears to be one of the indicators of successful second language learning. However, confidence is not an isolated variable. It is interwoven with several other personality variables.

Mother-tongue
(Harmer, 1991) suggests some reasons why students use mother- tongue in class. First, at the point when students are gotten some information about a subject they are not linguistically armed for discussing in the outside language. Another reason is that the utilization of native language is a characteristic thing to do. In addition, some students may resort to the first language to disclose something to others if there is no support from instructors to stick to utilizing the target language. Finally, at the point when teachers every now and again use the students' first tongue, students will consequently feel good to utilize it.

Low participation
While increasing participation is a conspicuous objective in courses that incorporate regular discussions and small-group work, it is also vital in an address course. In short, if just a few students take an interest by volunteering answers, making inquiries, or adding to dialogs, class sessions get to be to some degree a lost chance to survey and promote learning (McKeachie, 2005). You can enhance student participation in your course by enhance the environment and planning each class session. Moreover, the way in which you interact, both verbally and non-verbally, communicates to students your attitude about participation (Harmer, 1991). Ideally, the objective of expanding participation is not to have every student participate take an interest similarly or at the same rate. Rather, it is to create an environment in which all members have the chance to learn and in which the class investigates issues and thoughts top to bottom, from a variety of viewpoints. Some students will raise their voices more than others; this variation is a result of contrasts in learning inclinations and in addition contrasts in identities (Davis, 1993).

Fear of Mistake
(Aftat, 2008) argues that the fear of mistakes is linked to the issue of correction and negative evaluation. In addition, this is also much influenced by the students' fear of being laughed at by other students or being criticized by the teacher. As a result, students commonly stop participating in the speaking activity (Hieu, 2011).

Shyness
(Bowen , 2005) argue that some shy learners are caused by their nature that they are very quiet. In this case, the students are not very confident and tend to be shy because most of them find it very intimidating when speaking English in front of their friends and teacher. In addition, (Saurik ,2011) indentifies that most of English students feel shy when they speak the language because they think they will make mistakes when they talk. They are also afraid of being laughed at by their peers. This fact is also found in the data of this study that students' shyness is their perception on their own ability. In this sense, they are afraid of being laughed at by their friends due to their low ability in speaking English.

Definition of terms:

Speaking difficulties: for the scope of this study, speaking difficulties refers to the difficulties that can be affected by the students emotional state and hinder them from speaking in English class. Among those difficulties are the students' fear of making mistakes, fear of criticism, feel shy to speak, the use of the mother tongue (to feel safe), the disability to think of anything to say (lack of motivation).

Methodology
Questions of the study
This study was designed to address the following questions:

1. What are the factors that affect Saudi students' speaking performance from their own perspectives?
2. What are the factors that affect that affect Saudi students' speaking performance from the teachers ' perspectives?
3. What are the difficulties that Saudi students' encounter when they learn how to speak English from their own perspectives?
4. What are the difficulties that Saudi students' encounter when they learn how to speak English from their teachers' perspectives?

The Subjects of the Study

The subjects of the study are three hundred and fifty female preparatory year students and twenty English teachers at Tabuk University.

Instrumentations

To achieve the purpose of the study, three instruments were used: 10 closed-questions two questionnaire and a classroom observation sheet. The first questionnaire was developed to register for the factors leading to EFL students' speaking difficulties from their teachers' perspectives. The second questionnaire was developed to register for the factors leading to EFL students' speaking difficulties from their own perspectives. Participants are allowed to select three answers for each question. To investigate how teachers carry out speaking lessons, how students perform and what problems students encounter in speaking lessons, the researchers conducts four classroom observations. A classroom observation sheet was used (See appendix C).

Research procedure

After developing the questionnaires, they were reviewed by three EFL experts from the University of Tabuk, KSA who suggested omitting some items and modifying some others. The three hundred and fifty students and the twenty teachers were supposed to answer the same questionnaires in order for the researchers to be able to compare and contrast for their answers. On the first of February 2016, three hundred and fifty sheets of the questionnaire were delivered to the target students in eight classes. The researchers visited each of the eight classes and explained clearly the purpose of administering the questionnaires which is to find the factors affecting their speaking   performance and the difficulties they face when they try to speak English . The researchers Then asked the teachers themselves   kindly to complete the questionnaires and to give the students enough time to complete theirs .

Data Collection

The students' questionnaires were administered and recollected by teachers. The data from the questionnaires were arranged in tables and percentage of each frequency was calculated. The researchers administered and recollected the teachers' questionnaires. The data from the questionnaire were arranged in tables and percentage of each frequency was calculated.

Classroom Observation

The researchers first designed the classroom observation sheet. Classroom observation took place the day after the questionnaires survey had been administered. The researchers observed three randomly selected classes out of eight. Once permission   was taken from the classroom teachers, the researchers observed each class for 100 minutes each.

Data analysis procedure

This study produced two types of data: quantitative and qualitative. The descriptive statistics of percentages were used to analyze the quantitative data derived from the questionnaires, whereas the qualitative data were collected from the classroom observation.

Results and findings
The first question

The first question of the study is "what are the factors that affect Saudi students' speaking performance from their own   perspectives?" In order to answer this question the percentage of the students' answers to the questionnaire items which investigate these factors were calculated. Table 1 illustrates the students' answers.

Table 1 *Factors affecting Saudi students' speaking performance from their own   perspectives*

Factors affecting students speaking	Number of students	Percentage of students' answers
Conceptual knowledge.	302	86%
Law participation.	300	85%
teachers' feedback during speaking activities.	264	75%
Anxiety.	252	72%
Mother tongue.	244	70%
motivation to speak.	245	69%
Confidence.	192	55%
Listening ability.	168	48%
Time allowed for preparation.	166	47%

Time allow to speak.	120	34%

As Table 1 shows that eighty- six percent of the students agree that the "conceptual knowledge" affects their speaking performance. Eighty- five percent of them refer to "law participation" during speaking as an effective factor. Seventy- five percent of the students confirm the importance of "teachers' feedback during speaking activities " while seventy- two percent of them view their "anxiety" as an important factor that influences their peaking performance. Seventy percent of the students   state that they prefer to use "Arabic" in the English classes while sixty- nine percent of them consider " motivation " as an effective factor on their speaking performance .Only fifty- five percent of the students agree that "confidence" affect their speaking performance while forty- eight percent of them think that their " listening ability" influence their speaking performance. Time allow to speak is considered by forty- seven of the students where as only thirty- four of them believe that their speaking performance is affected by "the time allowed to speak".

The second question

The second question of the study is "what are the factors that affect Saudi students' speaking performance from their   teachers ' perspectives?". In order to answer this question the percentage of the teachers' answers to their questionnaire items were calculated. Table 2 illustrates the students' answers .

Table 2 *Factors affecting Saudi students' speaking performance from their teachers' perspectives*

Factors affecting students speaking	Number of teachers	Percentage of teachers' answers
motivation to speak.	18	90%
Anxiety.	17	85%
Mother tongue.	16	80%
Conceptual knowledge.	15	75%
Listening ability.	14	70%
Law participation .	12	60%
Confidence .	10	50%
Time allowed for preparation.	9	45%
Teachers' feedback during speaking activities.	9	45%

Time allow to speak.	4	20%

According to teachers, "motivation to speak" is thought to be the most influential factor with a percentage of ninety percent. Eighty -five percent of the teachers believe that "students' anxiety" affects student speaking performance while Eighty percent of the them think that "student' mother tongue" could affect their students' speaking performance while seventy-five of them consider the "conceptual knowledge" as an effective factor. Seventy percent of the teachers agree upon the effect of "the students listening ability" on their speaking performance. "Law participation" was considered by sixty percent of the teachers where as fifty of them consider "confidence". Forty-five of the teachers account for "the time allow for prepare the speaking task" and the "teachers' feedback" as effectual factors upon students' speaking performance.

In summary, the majority of teachers believe that student speaking performance is affected mostly by motivation. The next two important factors are low participation and anxiety. When comparing the first three factors from table 1 with the first three factors from table 2 we find that results from student questionnaire are different from those of the
teachers' . Most students believe that their speaking performance is affected by the conceptual knowledge   followed by both the law participation and the teachers' feedback during speaking activities. Teachers, on the other hand, confirm the motivation to speak, anxiety and the students' mother tongue as the most factors that affect students' speaking performance.

The third   question
The third question of the study is "what are the difficulties that Saudi students encounter when they learn how to speak English from their own perspectives?" In order to answer this question the percentage of the students' answers to their questionnaire items were calculated .Table 2 illustrates the students' answers.

Table 3. *Difficulties that Saudi students encounter when they learn how to speak English from their own perspectives*

Speaking difficulties that Saudi students encounter they learn how to speak	Number of students	Percentage of students' answers
Students' fear of mistakes.	320	91%
Students' fear of criticism.	320	91%
Students feel shy to speak.	300	85%
They speak very little or not at all.	252	72%
Mother tongue.	244	70%

They can not think of anything to say.	245	69%

When being asked about the difficulties they face in their speaking classes, ninety percent of the students admitted that they were "fearful of making mistakes and criticism when to speak" . Eighty five percent of the students admit that they " feel shy to speak ". Seventy two percent of them "speak very little or not at all". While Seventy of them resort unconsciously to their "mother tongue" where as sixty nine percent of them admitted that they "could not think of anything to say ".

The fourth question
The fourth question of the study is "what are the difficulties that the Saudi students' encounter when they learn how to speak English from their teachers ' perspectives? " In order to answer this question the percentage of the teachers' answers to their questionnaire items were calculated. Table 4 illustrates the students' answers.

Table 4 *Difficulties that Saudi students encounter when they learn how to speak English from their teachers' perspectives*

Speaking difficulties that Saudi students encounter	Number of teachers	Percentage of teachers ' answers
They cant think of anything to say .	20	100%
They speak very little or not at all.	20	100%
Mother tongue.	19	95%
Students' fear of	18	90%
Students' feel shy to speak.	17	85%
Students' fear of mistakes.	17	85%

All the teachers decided that "students' disability to think of anything to say and their limited practice of speaking" are the main speaking difficulties that students encountered when they try to speak in English . Ninety -five percent of the teachers believe that their "students tend to use Arabic" rather than English to communicate. Ninety- percent of the teachers confirm their "students' fear of criticism " while eighty five of them account for "the students' shyness and their fear of mistakes " as inhibiting factors of students speaking.

Summary
The results in tables three and four show a discrepancy between the teachers' and the student' answers about the difficulties which students face when they try to speak English. According to the   students , their fear of making mistakes ,their fear of criticism and their

shyness to speak are the most difficulties they face when they try to speak while when comes to the teachers ,they think that the students' disability to think of anything to say ,their limited practicing of speaking and their mother tongue are the most difficulties that they face when they try to speak   English .

Observation Results

 Basically the idea of conducting classroom observation stems from noticing the discrepancy between the students' and the teachers' answers for the same items .the researchers found it valuable to register for how speaking class is taught and the roles of both the student and the teachers inside the class.

 The following are the researchers comment about the observed classes:

- Students were not given sufficient warming up neither were they smoothly led during speaking tasks.
- Insufficient time for speaking task preparation.
- Students received unclear instructions during group-work; consequently, not all of them were fully engaged in group work. Some of them participated actively, but others preferred to remain as eavesdroppers.
- While some students participated actively in the speaking tasks, others did not. They either played with their belongings or chatted with other colleagues in Arabic.
- The input (of the target language) was very limited. Students tend to use Arabic in pair or group work.
- Students suffered serious anxiety while speaking in class. Sometimes, they did not know what to say and kept silent (due to the insufficient linguistic input).
- Some students tended to read loudly what they had written on a piece of paper. They did not have the command of grammar and vocabulary needed to speak naturally (due to the insufficient time to prepare).
- Much teachers' talking time (TTT), e.g. some teachers kept repeating the same instructions over and over again.
- Limited students' time talking .
- Class time management was so poor; students had to perform a lot of tasks in a hundred-minute class.

Conclusion

Concerning the first research question, the results indicated that the following factors affecting Saudi students' speaking performance from their own   perspectives:

1. Conceptual knowledge
2. Law participation
3. Teachers 'feedback during speaking activities
4. Anxiety
5. Mother tongue
6. Motivation to speak
7. Confidence
8. listening ability
9. Time allowed for preparation
10. Time allow to speak

Concerning the second research question, the results indicated that the following factors affecting Saudi students' speaking performance from their own teachers' perspectives:
1. Motivation to speak
2. Anxiety
3. Mother tongue
4. Conceptual knowledge
5. Listening ability
6. Law participation
7. Confidence
8. Time allowed for preparation
9. Teachers' feedback during speaking activities
10. Time allow to speak

Concerning the third research question the results indicated that the following difficulties affecting Saudi students' speaking performance from their own perspectives:
1.   Students' fear of mistakes
2.   Students' fear   of criticism
3.   Students feel shy to speak
4.   They speak very little or not at all
5.   Mother tongue
6.   They can not think of anything to say

Concerning the fourth research question the results indicated that the following difficulties affecting Saudi students' speaking performance from their teachers perspectives
1. They can not   think of anything to say
2. They speak very little or not at all
3. Mother tongue
4. Students' fear of criticism
5. Students' feel shy to speak
6. Students' fear of mistakes
Data from class observations show that students' speaking performance is mainly affected by four factors:
 1-   Insufficient input.
 2- Time for preparation.
3-   Poor instructions.
4-   In all three lessons observed, the amount of students' oral performance was not satisfactory.

Recommendations
 Based on the results of the study, the following are some recommendations to overcome the difficulties EFL Saudi students face when they try to speak English:

 1-   Students should be given enough time to prepare and perform the speaking tasks
 2-   Creating friendly, helpful and cooperative classroom environment to help students overcome inhibition and shyness.

3- Students should receive clear instructions and sufficient guidance to perform the speaking tasks.
4- Choosing interesting topics which are related to students' life and interests.
5- Including speaking tests as what is tested is always taught.
6- Creating more opportunities to motivate students to speak English in class.
7- Encouraging Students to overcome their fear of making mistakes as making mistakes is a means of learning.

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APPENDICES
APPENDIX A
Teachers' questionnaire
The purpose of this questionnaire is to investigate the factors affecting   preparatory year female students'   speaking performance at Tabuk   University. Your assistance in completing the following questionnaire is greatly appreciated. Please put a tick (✓) in the box beside the option(s) you choose. The information gathered through this questionnaire would be kept confidential.

Personal information

1. Gender
□ Male
□ Female
2. Age
□ 20-25 years
□ 26-30 years

□ 31-35 years
□ 36- 40
□ Other (please specify)………
3. Educational level
□ Bachelor's degree
□ Master's degree
□ Other (please specify)…………………….
4. How long have you been teaching English?
□ 1-5 years
□ 6-10 years
□ 11- 15 years
□ More than 16 years

Part II: Factors affecting students' speaking performance and speaking problems
5. The following yes/no questions describe performance conditions in speaking class, please read and answer them.
Are students given enough time to perform speaking tasks?
Do students prepare for a task before the task is performed?
Do students have any pressure to perform well?
Is the listener patient, understanding, sympathetic and supportive.
6. Choose the adjective that best describes students' state   in speaking classes?
□ Motivated
□ Anxious
□ Confident
7. Choose the adjective that best describes students' listening skills?
□ Very bad
□ Bad
□ Average
□ Good
□ Very good
*8. Choose the adjective(s) that best describe(s) your reaction when your   students make mistakes during oral wor*k
□ Stop them and correct their mistakes.
□ Keep quiet, smile and encourage them to go on their task.
□ Get annoyed when students keep making mistakes.
□ If students cannot think of what to say, you may prompt them forwards.
□ Watch, listen to the   students and write down points to give feedback afterwards.
9. Choose factor(s) that affect(s) your students' speaking performance?
□ Conceptual knowledge

□ Time for preparation
□ Listener's support
□ Motivation to speak
□ Confidence
□ Anxiety
□ Pressure to perform
□ Listening ability
□ Time allocated to perform speaking tasks
□ Feedback during speaking activities
Other reasons (please specify)……………
10. Choose the speaking problem(s) you think your students face while practicing a speaking task
□ They cannot think of anything to say.
□ They are fearful of criticism or losing face.
□ They are worried about making mistakes.
□They speak very little or no English at all.
□ They have no motive to express themselves.
□ They use Arabic.
□ They are shy.
Thank you very much for taking your valuable time to complete this survey.

APPENDIX B
        Students' questionnaire
The purpose of this questionnaire is to investigate the factors affecting   preparatory year female students' speaking performance at Tabuk university. Your assistance in completing the following questions is greatly appreciated. Please put a tick (✓) in the box beside the option(s) you choose. The information gathered through this questionnaire would be kept confidential.
Part I: Demographic information
1. Age
□18-20
□above 20
2. How long have you been learning English?
□5- 7 years
□ More than 7 years

Part II: Factors affecting students' speaking performance and speaking problems
3. How much do you like speaking English in class?
□ very much
□ rather
□ it depends on the topic
□ little
□ not at all
4. How often do you practice speaking outside the classroom?

□ Always
□ Usually

□ Sometimes
□ Rarely
□ Never

5. What do you think about the necessity of speaking skills to your future job?
□ Very necessary
□ Necessary
□ Normal
□ unnecessary
□ Very unnecessary

6. Choose the statements that describe the performance conditions in speaking class.
Students are given plenty of time to perform a speaking task.
Students prepare for a task before the task is performed.
Students have the pressure to perform well.
Listeners are patient, understanding, sympathetic and supportive.

7. when I participate in a speaking class,I'm
□ Motivated
□ Anxious
□ Confident

8. I'm a……………….. listener .
□ Very bad
□ Bad
□ Average
□ Good
□ Very good

9. My teachers ……………... correct my speaking mistakes .
□ Always
□ Often
□ Sometimes
□Rarely
□Never

10. Choose the factor(s) that best affect(s) your speaking performance.
□ Time for preparation
□ Motivation to speak
□ Listener' support
□ Pressure to perform well
□ Confidence
□Conceptual knowledge
□ Anxiety
□ Listening ability
□ Time allocated to perform a speaking task
Other factors (please specify)…………………………………………

11. Choose the problem(s) that face(s) you in learning speaking .
□ You are fearful of criticism or losing face.
□ You are worried about making mistakes.
□ You have no motivation to express yourselves.

□ You cannot think of anything to say in English.
□ You speak very little or no English at all.
□ You use Arabic.
□ You are shy.
Thank you very much for taking your valuable time to complete this survey. Your opinions are greatly appreciated.

APPENDIX C

     Classroom Observation Checklist

Teacher's activities	Students' activities
1. Warm up	integrated
2. Pre-speaking	get enough input/ group work /ss discuss using English
3. While-speaking	all students speak
4. Post- speaking	speaking task leads to next task
5. Homework	encourage students talk outside the class