The Difficulties the Egyptian Primary School Students Encounter In Speaking English as a Foreign Language (EFL)

HANY RADY GAID

MA EDUCATION
INNOVATION IN TEACHING AND LEARNING

This Dissertation is being submitted in partial fulfillment of the Requirement for the Degree of MA Education

UNIVERSITY OF SOUTH WALES

ABSTRACT

Although speaking is the most significant skill among language skills, as it gives the ability for communicating effectively using the target language, EFL students' oral language development has been neglected in the EFL classes. This study aims at investigating the difficulties the primary school students encounter in speaking EFL in the Egyptian context. Further, exploring the factors that cause those difficulties and finding out solutions that may help ease them are study's objectives. The study takes the form of case study on three governmental language schools. The study sample was chosen purposively. For collecting the needed data, two questionnaires were conducted by the researcher for obtaining data from both grade six students and EFL teachers/supervisors. The obtained data was analyzed quantitatively, following descriptive analytical methodology. From the study findings, it was found that the most common speaking difficulties encountered by the Egyptian primary school students are inappropriate sentence formation and mispronunciation. Further, those difficulties are increased by number of factors. According to the study findings, those factors can be summarized in psychological factors; such as shyness and anxiety, and technical factors; such as issues with the speaking activities included in the EFL curriculum, using learners' first language in the EFL classes and teachers' attitude towards teaching EFL speaking skills. In addition, the study found out that using CLT, emotional intelligence and EFL teachers' CPD can ease those difficulties that the EFL students encounter in speaking EFL in the Egyptian context. From all the study results and findings, the study recommends that teachers need more training on the updated ELT methods, and provide their students with enough time and opportunities for practicing speaking EFL. Moreover, curriculum developers should reconsider the included speaking activities and speaking skill should be included in the final examinations.

Keywords:- *Speaking Skills, Speaking Difficulties, CTL, Oral Language Development.*

DECLARATION

This work has not previously been accepted in substance for any degree and is not being concurrently submitted in candidature for any degree.

Signed/ Hany Rady
Date/ 22nd December, 2019

STATEMENT 1

This dissertation is being submitted in partial fulfillment of the requirements for the degree of MA EDUCATION.

Signed/ Hany Rady
Date/ 22nd December, 2019

STATEMENT 2

This dissertation is the result of my own independent work/investigation, except where otherwise stated. Other sources are acknowledged by giving explicit references. A bibliography is appended.

Signed/ Hany Rady
Date/ 22nd December, 2019

STATEMENT 3

I hereby give consent for my dissertation, if accepted, to be made available for photocopying and for inter- library loan, and for the title and summary to be made available to outside organisations.

Signed/ Hany Rady
Date/ 22nd December, 2019

ACKNOLEDGEMENTS

First and foremost, I thank my God for blessing and helping me to accomplish this work.

I would like to express my deepest gratitude and appreciation to my supervisor Maria Stylianidou, lecturer at the University of South Wales, for her counseling, generous assistance, continuous encouragement and devotion of her precious time to discussing every minute detail of this research study.

I am grateful to UNICAF and the University of South Wales, UK for giving me this chance to pursue M.A. and providing me with this generous scholarship. I am greatly indebted to UNICAF and the University of South Wales, UK.

I will never forget the help of the jury members for their valuable time and effort. I am grateful to them for their sincere advice and comments regarding the study tools.

A word of thanks should go to the study participants for helping the researcher to carry out this piece of work.

Many thanks to my close family members and friends for their patience, encouraging and supporting me; words of thanks could not express what I feel towards them.

Thanks are due to all those who helped me.

TABLE OF CONTENTS

CHAPTER ONE
INTRODUCTION

1. SCENE SETTING

For a half of a century, teaching English has become a field where many studies have been conducted to enhance teachers' ability to carry out effective lessons in their classrooms of English learning. Learning English is not a simple phenomenon as it requires a variety of social, psychological and cultural conditions, and also learners' motivation and their need for using English in a real communicative situation to be successful and effective. In addition, teaching English requires teachers to find appropriate pedagogies, approaches and methods of teaching English. In most of the countries around the world, English has been taught as a foreign language. Therefore, the emphasis in teaching EFL is on learners' professional and personal needs, and to communicate in English effectively. Through these communications, exchanging experiences, attitudes and skills, a healthy learning environment will be created within a multicultural society. Hence the main goal of English language teaching in EFL program is to develop communicative competence to help learners use the target language effectively (Lin and Chien, 2010).

According to Yuniarti (2017), learning EFL aims to acquire the ability to communicate effectively using the target language. Therefore, learning a foreign language aims at acquiring the ability to communicate effectively using the target language. In Egypt, the ministry of education (2018) states that one of the objectives of teaching EFL in the primary stage is intended to familiarize the pupils with the language orally and in writing. In addition, the fifth aim of teaching EFL in primary stage is to enable students to communicate in English simply but effectively through the development of oral proficiency in English. Hence it appears that speaking seems more important than reading and writing (Yuniarti, 2017). According to Kardwish (2016, p.2), "speaking is the process of how to build and share the meaning between two or more through using verbal and non-verbal symbols". Al Hosni (2014) emphasizes that mastering speaking skill in the target language as well as success in carrying out a conversation in the target language is the most aspect we have to focus on. Thus, the ability of speaking EFL effectively and fluently seems to be the most important skill, especially speaking is a productive skill, EFL learners have to improve and master.

Kardwish (2016) states that EFL students encounter many difficulties when they speak EFL. He argues that these difficulties happen because of many factors. Some faculties are psychological which affect EFL students' speaking skill. Meanwhile some factors refer to the learning environment. It is noticed that EFL teachers spend most of their time teaching reading and writing inside their classrooms in addition to many other factors. This leads to that most of EFL students do not master speaking skills and encounter difficulties while trying speaking the target language (Al Hosni, 2014). During his work as a teacher of EFL at a governmental language school in Egypt, the researcher noticed that most of students have some difficulties in speaking EFL. They might have some difficulties in expressing what they want to say simply. This could be due to themselves; they could have some problems in expressing their ideas orally. For example, students in primary grade six might have difficulties in pronunciation, using appropriate vocabulary, using appropriate sentence structure and using grammatical points correctly. In addition to the previous factors, those difficulties may also appear because of psychological and cultural factors.

This dissertation will seek to investigate the difficulties that grade six primary school students encounter in speaking EFL in the Egyptian context. In addition, it will seek to explore the reasons and factors causing

those difficulties, and finding solutions for those difficulties in order to overcome them and develop those students' speaking skills. This dissertation will use a case-study methodology to investigate these difficulties in three governmental language schools in one governorate in Egypt, Sohag governorate. However, this dissertation argues that though it is a case-study, it indicates to the difficulties which the Egyptian primary school students encounter in speaking EFL to enhance the Egyptian primary school students' ability to speak EFL effectively. Furthermore, this dissertation will seek to show these factors, causing these difficulties, from different perspectives. They can be summarized in factors related to learners themselves, EFL teachers and the activities they use, and the EFL curriculum. This dissertation will use two questionnaires as research instruments. Those two questionnaires aim to investigate the difficulties encountered by primary school students in the Egyptian contexts from the perspectives of both EFL primary students and their EFL teachers and supervisors.

2. RESEARCH BACKGROUND

Ibrahim and Ibrahim (2017) conducted a study to examine whether teaching EFL in the Egyptian context in secondary schools matches communicative English language teaching (CELT). They stated that most of EFL teachers in Egypt do not use CELT in their teaching practices in their classrooms. At the end, they recommended that "teachers must make a real communication effort using the target language and motivate their learners to do so" (Ibrahim and Ibrahim, 2017, p. 303). Therefore, the need for enhancing speaking skill and easing the difficulties that are encountered by the EFL learners in the Egyptian context seems to be significant and urgent. Another study was conducted in Oman by Al Hosni (2014) to investigate speaking difficulties that grade five students encounter in speaking EFL and the factors causing these difficulties in the Omani context. However, she did not mention to some students' cultural and psychological factors, for example; the difficulty to find English native speakers in the Omani context to allow students to communicate with and the problem of students' anxiety and shyness of speaking EFL inside and outside the classroom. Furthermore, she did not recommend specific teaching strategies to be used in teaching practices in EFL classes in order to ease those difficulties and motivate students to speak English more effectively. In addition to the previous studies, Kardwish (2016) conducted a study to investigate speaking difficulties that encountered by secondary school students in the Sudanese context. Kardwish (2016) suggested that further studies investigate the role of motivation speaker to deal with the students' negative psychological factors. Besides, the effect of using EFL teaching strategies, methods and syllables on enhancing EFL students' speaking skill is recommended for further studies. One of the studies which investigated a significant psychological factor was conducted in a private school in Jeddah by Qutob (2018) in which she investigated the relationship between grade ten learners' satisfaction within the classroom environment and their EFL speaking skills. She found that there is a strong relationship between the high level of EFL learners' satisfaction and the improvement in their speaking skills. According to the researcher, the classroom environment includes materials and the teacher as a facilitator. On the other hand, Navidinia, Mobaraki and Malekzadeh (2019) investigated the effect of noticing on EFL students' speaking accuracy. The study was undertaken on university students in Iran. The researchers suggested that other researchers conduct studies to investigate the level of EFL students' speaking at different ages and gender, and proficiency.

3. IDENTIFYING RESEARCH GAP IN LITERATURE

Few studies, however, have investigated the difficulties that the primary school students encounter in speaking EFL in the Egyptian context. As a result, this indicates to a need to understand these difficulties encountered by the Egyptian primary school students in speaking EFL. Furthermore, it has become

necessary to explore the factors that cause these difficulties and find out solutions that can help ease these difficulties in order to enhance primary students' speaking skill in the Egyptian context. Mcllwraith and Frtune (2016), in their report, published by British Council in Egypt, shed light on the problem of speaking difficulties and lack of teaching speaking skill, and the need for further investigation on this problem in the Egyptian context. Therefore the need to fill up this research gap has been recommended by a number of related studies in the field in different contexts (Al Hosni, 2014; Dil, 2009; Haidara, 2016; Kardwish; 2016).

4. PURPOSE OF THE STUDY

This study aims to investigate the difficulties encountered by the primary school students, in the Egyptian context, in speaking EFL. Furthermore, it aims at identifying the factors causing these difficulties. In addition, finding possible solutions that help ease those difficulties based on the Egyptian context.

Thus, this study will try to answer the following questions:

Q1   :What are the difficulties the Egyptian primary school students encounter in speaking EFL?

Q2   :Why do the Egyptian primary school students encounter difficulties in speaking EFL?

Q3   :How can the difficulties encountered by the Egyptian primary school students in speaking EFL be eased?

5. RESEARCH PROCEDURES

5.1 Research design:

This study will be in a form of case study as the objectives of this study are 1) investigating the difficulties of speaking EFL encountered by grade six school students in the Egyptian context, 2) identifying the factors causing these difficulties, and 3) finding out solutions for easing these difficulties. So, case study is chosen as it allows the researcher to study in-depth those speaking difficulties, the reasons, and the solutions in the Egyptian context at three governmental language schools in Sohag Governorate. This leads to better understanding of the phenomena of EFL speaking difficulties within the real life context.

Thus, for achieving study objectives by answering the three questions of this study, the quantitative research methodology will be used. For better understanding of these difficulties in speaking EFL and the factors causing them, many researchers used the quantitative research methodology (Alaraj, 2017; El Hannaoui, 2017; Kardwis, 2016).

5.2 Population and Sampling:

The study population will consist of grade six students and grade six teachers at three governmental language schools in Sohag Governorate in Egypt. Each one of these three governmental language schools consists of one primary-six class. So, all primary-six students in the three classes, their three EFL teachers and three EFL supervisors who are responsible for governmental language schools supervision in Sohag Governorate take part in the study. The study sample is conducted by using the purposive sampling, which is a type of non-probability sampling technique.

5.3 Study Instruments:

To achieve the objectives of this study, data will be collected quantitatively by using two questionnaires as study instruments. The first questionnaire is designed to collect data from the EFL teachers and supervisors. It takes the form of likert scale, consisting of thirteen statements. Six EFL teachers and supervisors will be asked to read each statement and circle the appropriate choice according to their level of agreement. This

questionnaire aims at investigating EFL teachers and supervisors' perspectives on the difficulties their students encounter when they speak EFL. Additionally, it explores the factors causing these difficulties and using some approaches to help ease these difficulties according to the perspectives of EFL teachers and supervisors. Further, the second questionnaire is designed to collect data from grade six students. It takes the form of multi choice questionnaire, consisting of ten statements. It will be distributed to forty-five grade six students from the three governmental language schools where the study is undertaken. This questionnaire aims to investigate EFL speaking difficulties that those students encounter when speaking EFL.

5.4 Data Analysis:

The study data which will be collected form the study instruments; a questionnaire for EFL students/supervisors and a questionnaire for EFL grade six students will be analyzed quantitatively, following the descriptive and analytic approach (Nowell et al., 2017; Kardwish, 2016).

So, one of the most significant advantages of the descriptive and analytic approach is that it allows the researcher to arrange study data which is taken holistically under themes according to the study questions that brought by the researcher. As Nowell et al. (2017) argued that the descriptive and analytic approach is considered as a useful approach for examining the perspectives of different study participants and examining a large set of data. Accordingly, this approach helps the researcher handle a well-structured set of data in order to conduct a clear and organized final report.

6. OUTLINE

This dissertation is divided into five main chapters. Chapter one, introduction, describes the study background and the reasoning behind the study problem. Chapter two, literature review, reviews the existing literature and shows what has already been written in the field of the study. Chapter three, research methodology, gives sufficient detail about the methodology of this study. This chapter includes the participants, procedures, and data analysis. Chapter four, research results and findings, presents the results and findings of the study data analysis. Chapter five, conclusion, discuses the findings and the implications of this study. Furthermore, it provides recommendations for further research based on the study findings.

CHAPTER TWO
LITERATURE REVIEW

INTRODUCTION

This chapter is divided into three sections. The first section sheds light on oral language acquisition, teaching of speaking English as a Foreign Language (EFL), and the basic speaking skills. The second section deals with the difficulties of speaking EFL. Further, this section sheds lights on the factors causing these difficulties, dividing them into two categories; factors related to students' psychology and technical factors which are related to the curriculum, and the use of teaching methods. The third section discusses some suggested solutions to overcome EFL speaking difficulties. It further includes a review of related studies, followed by a short commentary.

1. SECTION ONE

This section sheds light on teaching oral language acquisition, teaching of speaking English as a Foreign Language (EFL), and the basic speaking skills.

1.1   Oral Language Acquisition

Zang et al. (1995) state that children acquire oral language naturally. So, oral language acquisition occurs almost without effort. Being this natural process of oral language acquisition occurs naturally does not mean that it leads to mastering oral skills as a result. Because mastering effective speaking skills needs particular attention and persistent speaking practice. Therefore, speaking fluency needs learners to be exposed to second language input. Al Hosni (2014) defines input as "It refers to the language which the learner is exposed to ." As it is mentioned above, input is essential and necessary for oral language acquisition. However, it is a must to be followed by interaction and enhancing the ability of producing the language. This is because the ability of understanding the meaning conveyed by sentences (process of comprehension) differs from the ability to use the linguistic system to express meaning (process of language production). "This process makes it possible for learners to internalise what they have learned and experienced" (Al Hosni, 2014). The researcher also emphasizes on foreign language acquisition as it is a distinguished process in which learning the foreign language takes place unconsciously, exactly as it take place in our real life communications to acquire English as a second language (ESL).

In the past four decades, language learning became more focused on communicative competence than on linguistic competence. Accordingly, learning a foreign language has become concerned on oral language production and the ability of EFL learners to speak fluently in the target language (Derakhshan and Mirarab, 2015).

1.2 Teaching of speaking EFL

The importance of using English fluently as a foreign language (EFL) or as a second language (ESL) has become a must. As the ability of speaking English effectively and fluently measures to what extent the person can be successful in certain field of endeavor (Al Hosni, 2014). However, Haozhang (1997) states that teaching speaking used to be neglected because of the misconception the development of oral communication that occurs naturally almost without effort over the time. Al Hosni (2014) argues that the objective of teaching EFL is to develop EFL students' speaking skills and their ability to communicate

effectively. Accordingly, the aim of teaching speaking should aim at maximising students' language practice . Hence, the objective of teaching speaking skills is to communicate effectively and efficiency.

In the Egyptian context, the emphasis is on English as a significant subject. As those learners, who master using English language in their real life communications, can easily guarantee a good job in the future. However, in the public schools in Egypt, EFL teachers have been using traditional approaches that emphasize teaching grammatical structures and vocabulary rather than using communicative approaches and oral language practices (Ibrahim and Ibrahim 2017).

In the communicative approach, both fluency and accuracy are required to be mastered. Mazouzi (2013) defines fluency as it is learner's ability to speak the language in a reasonable and intelligible way without many pauses or hesitation so that the listeners do not lose their interest. Whereas the researcher defines accuracy as it is the emphasis on the correctness and completeness of the language form while learners are speaking EFL (Mazouzi, 2013). Hence learners should develop their speaking skills through classroom practice; however, they should know how that language system works in correct and appropriate way. Unfortunately, traditional methods for teaching English as a foreign or second language in many countries around the world, especially in developing countries, have not yet been successful enough to empower learners with English communicative competence (Ibrahim and Ibrahim, 2017, p. 287).

1.3 Basic Speaking Skills

Being able to produce systematic verbal utterance means that you are able to communicate effectively in different contexts. So developing speaking sub-skills is not only about mastering pronunciation or grammar, but also about mastering a group of sub-skills. Hence, EFL teachers and students should understand that they may learn about vocabulary, grammar and discourse sentences, but also they still need to comprehend, communicate and think as they do in their first language for mastering EFL speaking skills. So EFL teachers and students should work together on developing their speaking sub-skills. Those sub-skills are; 1- pronouncing the distinctive sound clearly enough so that listeners can distinguish them easily, 2- using rhymatic patterns and intonation of the language, 3- using the correct forms of words, 4- using the appropriate words order , and 5- the appropriate use of vocabulary according to the situation and conversation partner. Those speaking sub-skills are important to develop in order to enhance EFL students' ability to communicate effectively. Further 1.2 claims that speaking sub-skills include the following:

1. Produce chunks of language of different length.

2. Orally produce differences among the English phonemes and allophonic variants.

3. Produce English stress patterns, words in stress and unstressed positions, rhythmic structure, and intonational contours.

4. Produce reduced forms of words and phrases.

5. Use an adequate number of lexical units (words) in order to accomplish pragmatic purposes.

6. Produce fluent speech at different rates of delivery.

7. Monitor your own oral production and use various strategic devices- pauses, fillers, self-corrections, backtracking- to enhance the clarity of the message.

8. Use grammatical word classes (nouns, verbs, etc.), systems (e.g., tense, agreement, and pluralization), word order, patterns, rules, and elliptical forms.

9. Express a particular meaning in different grammatical forms.

10. Use cohesive devices in spoken discourse.

11. Accomplish appropriately communicative functions according to situations, participants, and goals.

12. Use facial features, kinesics, body language, and other nonverbal cues along with verbal language to convey meanings. (Mazouzi, 2013, p. 11)

2. SECTION TWO

This section deals with the difficulties of speaking EFL. Further, this section sheds lights on the factors causing these difficulties, dividing them into two categories; factors related to students' psychology and technical factors which are related to the curriculum, and the use of teaching methods.

2.1DIFFICULTIES OF SPEAKING EFL

2.1.1 Lack of vocabulary

During her study on the EFL students in the Omani context, Al Hosni (2014) states that the most common speaking difficulties the students encounter in speaking EFL is lack o vocabulary. It was noticed that those students wanted to speak but they could not find the appropriate words to express what they want, so they stopped speaking. Kardwish (2016) noticed the existence of this difficulty among the EFL secondary students in the Sudanese contexts. Thus the same difficulty has been noticed in a number of related studies among the EFL students in different stages and in different contexts. Accordingly lack of vocabulary can be defined as a speaking difficulty in which the learners cannot find the appropriate vocabulary to use to express what they want to say.

2.1.2 Mispronunciation

Throughout a number of classrooms observations, one of the noticed speaking difficulties encountered by the EFL students in speaking EFL is mispronunciation (Al Hosni 2014). It has been one of the main difficulties making the students stop speaking EFL. This difficulty has been found as a result of spending most of the time teaching grammar, but the EFL teachers do not spend enough time teaching speaking and pronunciation. So, as a result, the students cannot pronounce appropriately when they try to speak EFL to the extent that it has become of the common and main speaking difficulties among EFL students (Al Hosni, 2014; Ibrahim and Ibrahim, 2017).

2.1.3 Inappropriate sentence formation

The disability of forming appropriate sentence is one of speaking difficulties that EFL students encounter in the contexts where English is taught as a foreign language. They do not know how to say what they want to say and they cannot form the sentence appropriately although the EFL teachers give attention to teaching grammar and structure more than the attention they give to teaching speaking skill. This difficulty was noticed by most of the studies and reports that were conducted in the field in different contexts. In the Egyptian context, a report conducted by British Council noticed this difficulty among the Egyptian students in different stages (Mcllwraith and Fortune; 2016).

2.2 Psychological Factors

2.2.1 Shyness

Shyness is defined as a feeling of fear that makes the person avoid social interactions in order to avoid negative evaluations and failure in social situations. Thus shy students may have the knowledge that enable them to use and participate but being negatively evaluated is the reason for making them hesitate, pause and stop thinking to participate effectively. Many teachers see this as a lack of knowledge for those students'

negative participations (Namaghi, Safaee and Sobhanifar, 2015). Further, Kardwish (2016) defines shyness as an emotional feeling many students suffer from when they practice speaking EFL in front of a class. The researcher further shows that one of the most important problem encounter students when they speak in front of people is feeling shyness.

Haidara (2016) conducted a study describing psychological factors that affect negatively EFL learners' speaking performance in Indonesia. The results from analyzing data collected by study instruments show that EFL students have a very good level of grammar and vocabulary. However, most of them are speechless when they are asked to use English in communicative purposes.

2.2.2 Anxiety

Mazouzi (2013) defines anxiety as a feeling of tension, apprehension and worry in which the automatic nervous systems is aroused. Anxiety is considered as the most crucial factor affects EFL learners' speaking ability. The researcher further shows that anxiety can be facilitative or debilitative. As learners, who have moderate anxiety, may be motivated to learn and work through harder tasks. Here, moderate anxiety works as motivator and helpful for learners to learn more. On the other hand, severe anxiety can be debilitative and affect learners' oral performance negatively. By severe anxiety, learners tend to adopt an avoidance attitude and do not engage in learning new speaking tasks or activities (Mazouzi, 2013).

In his correctional study on the effect of anxiety on speaking skill of the Iranian EFL learners, Azizifar (2014) states that the most affected skill by anxiety is speaking skill. Most study participants claim that they are nervous and anxious while speaking EFL in front of people. This feeling of anxiety appears every time there is a situation that enhances the possibilities of speaking. This situation can be a public speaking talk or a task inside the classroom. Hence, the researcher recommends that the time of EFL speaking inside classrooms should be considered in order to enhance peer support and self confidence while speaking EFL in front of the others (Azizifar, 2014).

2.2.3 Lack of motivation

For decades, theorists have conducted a huge number of studies in order to identify and clarify the concept of motivation. Mazouzi (2013) defines motivation as a drive that helps one achieve his/her goals. Thus, motivation is considered as an indicator helps teachers know how much students are willing to learn. Accordingly when the learners are motivated to learn, they will learn fast and effectively. Further the researcher sheds light on two types of motivation; intrinsic and extrinsic motivation. When students are learning a language to obtain praise from their parents or teachers, they are extrinsically motivated. Whereas the students who are learning a language because they find it enjoyable and exciting for themselves, are intrinsically motivated.

It requires hard work to teach spoken English to non-native English speakers in non-English speaking country because EFL students prefer using their first language in their real situations and in their classes as well. So it is normal to find lack of motivation is a common problem and an important factor can cause difficulties in speaking EFL. Mazouzi (2013) refers to the learners who are good at grammar and vocabulary; they are not motivated to use English as they prefer to use their mother tongue instead. Therefore, the researcher claims that motivating students to learn EFL and use it in their speaking is a half success (Babu, 2010 & Mazouzi, 2013).

2.3 Technical Factors

2.3.1 Issues with the Egyptian EFL curriculum "Time for English"

Abdallah (2016) conducted an evaluation study on the Egyptian primary textbook "Time for English". One of this study objectives is to evaluate the EFL curriculum "Time for English" in order to identify its advantages and disadvantages. One of these disadvantages is that the 'Time for English' textbook focuses mainly on pronunciation whereas it does not give enough attention to different real communicative situations. Further, little attention is given to conversations which are too short and takes place in the same place that is not related to the Egyptian context. Hence, the researcher recommends that the Egyptian EFL curriculum 'Time for English' needs to be revised culturally to be suitable for the Egyptian culture, especially in the villages. Further more time should be given to enable teachers and students to practice conversations within different communicative situations in order to enhance speaking skills as well as listening, reading and writing skills. It also is recommended strongly that speaking skill and pronunciation should be implanted in the final examinations. At the end, the researcher states that the Egyptian students need more authentic materials by native English speakers to be included in the curriculum for more realistic real everyday life language and help them improve their speaking skill (Abdallah, 2016).

2.3.2 Using learners' first Language

Al Hosni (2014) states that one of the factors that cause speaking difficulties is using the first language (L1) in EFL classes. Storch and Aldosari (2010) conducted a study to investigate the use of Arabic as a L1 in pair work in an EFL class. The researcher states that students use their first L1 for better understanding the instructions of language tasks or activities. As the researcher claims that more the given task is focused and difficult, more they use their L1 to understand the meaning of instructions and some difficult vocabulary especially low proficiency students who need to use all available resources for better interactions. However, Abdallah (2010) states that the excessive use of Arabic in teaching EFL represents a problem that prevents establishing effective learning environment for enhancing EFL learners' speaking skill.

2.3.3 Teachers attitudes towards teaching speaking skill

EFL teachers in the Egyptian context seem to be interested in teaching English as a written subject; the focus here is on teaching reading and writing rather than teaching speaking skill. McIlwraith and Fortune (2016) state that the teachers are influenced by their students' perspective of teaching English for passing the final examination which does not include testing speaking skill. This appears when one of the teachers, who participated in this study, said;

Students are more interested in passing the exam or scoring higher on it rather than acquiring the language. For example, when I try to teach a listening activity, they say to me, "It's not important." They do not respond to listening activities properly. Some of them interrupt me by saying "Do we have to answer an exam question similar to this activity? (McIlwraith and Fortune, 2016, p. 12)

Further, another teacher commented;

In our educational society, when people say someone is a successful teacher, this generally means they teach students about 20 words in one class, and help them understand grammar perfectly. People don't need a successful teacher who uses communicative activities (McIlwraith and Fortune, 2016, p. 12, p. 6).

Therefore, it appears that teaching speaking in EFL classes in the Egyptian context seems to be neglected. This is obvious from teachers' attitudes towards teaching speaking activities which highly influenced by their EFL learners' attitudes. Thus communicative activities are not conducted in the EFL classes and accordingly EFL learners' speaking skill is negatively affected.

3. SECTION THREE

The third section shows some solutions which can ease the difficulties of speaking EFL.

3.1 Communicative Language Teaching

In 1960s, the communicative Language Teaching approach (CLT) was introduced for the first time by the British Linguistics. After that CLT became dominant instead of the used approaches like; grammar translation approach and audio-lingual approach. In ESL/EFL contexts, CLT is heavily used to enhance EFL learners' ability of communicative competence (Farooq, 2015). Therefore, one of the most significant advantages of using CLT is to provide ESL/EFL learners with opportunities to use and communicate with the target language. Thus the focus has transferred from drill-based language activities into communicative-based language activities. Farooq (2015) conducted this study to investigate the impact of CLT environment on EFL learners' communicative competence. A huge number of EFL teachers tends to use CLT in their EFL classes in order to enhance their learners' communicative competency. Using CLT provides opportunities for conducting engaging speaking activities and enough time for enhancing EFL speaking skill. At the end of the study, the researcher stated that some recommendations for maximising the effectiveness of CLT. The researcher recommends that EFL teachers spend enough time to prepare their CLT activities that may enhance their EFL learners' communication skills. Further, by using CLT, teachers should develop both learners' accuracy and fluency within a communicative learning environment. It is recommended that teachers should integrate the four language skills; speaking, listening, reading and writing skills together as usually it takes place in everyday life situations. Also curriculum designers and developers should revise EFL textbooks so that they can help teachers with applying CLT in their EFL classes (Farooq, 2015).

3.2 Emotional Intelligence

Bar-on (2007) claims that education has tried to emphasize on the cognitive skills for a long time. Despite this emphasis, some learners' performance did not develop or improve positively. This means that there may exist a critical factor that strongly influences learning process. Afshar and Hamazavi (2016) state that emotional intelligence is considered as a psychological feature that enables us to understand and organize our feelings in order to help with problem solving and decision making. Thus, the researchers define emotional intelligence as the abilities that help to motivate oneself to continue in facing frustrations and regulate one's moods to be able to thing, emphasize and hope.

Afshar and Hamazavi (2016) conducted their study to explore the relationships among emotional intelligence, learning styles and EFL learners' L2 achievement in the EFL context. The researcher found a statistically significant positive relationship between EFL learners' emotional intelligence and their achievement in learning L2. Hence, the study results revealed the positive correlation between learners' emotional intelligence and their achievement in learning L2. Therefore the study supported being emotional intelligence as a vital component for learners' success. As the highly emotionally intelligent learners are found more resistant for negative factors and are focused on learning EFL more effectively. Whereas the lower emotionally intelligent learners are found more frustrated and influenced by other factors. Accordingly the researcher recommends that if EFL teachers are willing to enhance their learners' achievement in learning EFL, they should not only work on cognitive skills but the emotional intelligence as well. Additionally, EFL teachers should find more ways to enhance their learners' emotional intelligence to positively effect on the FL acquisition.

3.3 Pygmalion Phenomenon

Wang and Cai (2016) define Pygmalion Phenomenon as it is a phenomenon whereby the high expectations of teachers can be seen as results of their learners' high achievements. Thus teachers' high expectations create positive learning environment which helps learners to meet their teachers' expectations. Many researchers have been studying Pygmalion Phenomenon in the educational fields. From these studies, we can outline how the Pygmalion Phenomenon works:

- A teacher's high expectation influences his attitude toward his students.
- Such attitude has positive effects on students' self-expectancy.
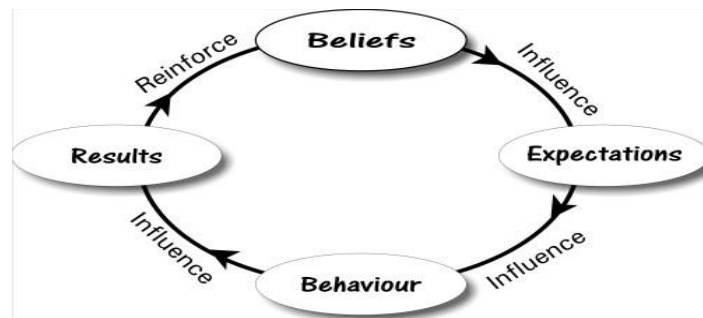- The students' enhanced self-expectancy then improves their performance. (Wang and Cai, 2016, P. 980)

Figure 1: How Pygmalion works (Mydoina, 2019)

On contrary, Chang (2011) conducted a case study on the relationship between Pygmalion Effect and student's achievement, considering that Pygmalion effect means 'you get what you expected'. The study findings indicate to that the teacher's positive expectations are not necessarily to lead to student's success.

From the different studies, teachers' enthusiasm, motivation and high expectation effect on students' achievement. However, it can be said that a lot of factors work together for learners' high achievements which one of these factors is Pygmalion Phenomenon (Wang and Cai, 2016; Chang, 2011).

3.4 Teachers' Professional Development

The data showed in the World Economic Forum Global shows that there is lack in the quality of teaching in education system in the Egyptian context. Taking into consideration that the modern world is changing rapidly. Thus the knowledge of teachers is becoming outdated and needs to be updated for highly qualified teachers. Thus the need for continuing professional development has become a must (McIlwraith and Fortune, 2016). From this point of view, Novozhenina and López (2018) define professional development from two essential aspects. First, teachers increase their knowledge through experience not through literature or theoretical frameworks. Second, teachers are starting to reflect about their teaching practices.

Novozhenina and López (2018) further conducted his study to explore the impact of a professional development program on EFL teachers' performance. 35 in-service EFL teachers participated in this study. After triangulating study data, the researcher found that the EFL teachers started to apply the gained concepts throughout the professional development program in their classes. Further teachers expressed their satisfaction by commenting positively on the study questionnaire by stating that they became happy as they learned new things and teaching methods they could use in their EFL classes. At the end of his study, the researcher recommends that when designing a professional development program, it should include a variety of group activities and individual activities to maximize the benefits that teachers may gain from the

program and enables them to reflect on their teaching practices in their EFL classes (Novozhenina and López, 2018).

REVIEW OF RELATED STUDIES

There are many previous studies that investigated the speaking difficulties encountered by the EFL school students. Those studies have dealt with the topic from different perspectives. One of these studies conducted by Al Hosni (2014) investigated the EFL students' speaking difficulties encountered by young EFL learners in the Omani context. this study revealed that there are five main factors that cause the existence of EFL speaking difficulties; 1- teachers' perceptions and tacit beliefs of teaching speaking, 2- teaching strategies used in EFL classes, 3- curriculum that needs to be revised, 4- extracurricular activities, and 5- assessment regulations as speaking skill is not tested in the final examination.

From a perspective of testing system, Al-Lawati (2002) in his study, that investigates the difficulties encountered by Omani students in their EFL oral production, states that both teachers and students give less attention to speaking activities than writing, reading and listening. This is because that speaking is not included in the EFL exams.

Additionally, another study (Al-Abri, 2008) investigated what causes speaking difficulties to the EFL students. He stated that the main reason for EFL students' speaking difficulties is the lack of teaching speaking activities in textbooks. At the end of his study, he recommended using a variety of speaking activities through songs, chants, stories and conversational language to make students enjoy learning in addition to improving their speaking skills.

Dil (2009) also investigated oral communication difficulties by Turkish EFL students. He found that the two main factors which cause obstacles of oral communications are both anxiety and unwillingness. Those two factors are caused by students' fear from being criticised while speaking EFL and being evaluated negatively.

Afshar and Hamazavi (2016) conducted a study that aims to investigate the difficulties that Iranian EFL learners encounter from their instructors' perspectives. 238 Iranian learners and 30 English instructors participated in their study. The researcher stated speaking difficulties that can be summarized as follows:
- It is difficult to find opportunity to practise English outside the class.
- EFL speaking classes are inefficient as the used materials are unauthentic.
- The lack of team-teaching in teaching EFL speaking classes.
- The lack of necessary facilities in language laboratories.
- Teachers give less attention to teaching speaking activities.

Mazouzi (2013) also conducted a study to analyze some factors affecting oral performance of Algerian EFL learners. From the data obtained, they show some factors affecting on oral performance of EFL learners. Those factors are anxiety, lack of motivation and poor self-esteem. Analyzing those factors led to that inhibition among EFL learners should be reduced during EFL classes.

Kardwish (2016) also investigated speaking difficulties that encounter Sudanese secondary school students. The researcher revealed the difficulties as follows:

- Being students unable to choose the appropriate words and phrases cause difficulty during communicating and speaking EFL.
- Some psychological factors like; shyness and lack of motivation affect in their speaking EFL.
- Lack of time for more practicing speaking is considered a vital problem affects learners' ability to enhance their speaking skill.
- Students' low level of listening skill affects negatively on EFL speaking skill.

From the review of related studies, it appears the lack of research in the field of investigating difficulties that primary school students encounter whereas most of the studies concern on investigating these difficulties among secondary school students or undergraduate students. Further, investigating speaking difficulties among primary school students in the Egyptian context is very rare. Hence, the recent study aims to investigate these difficulties among primary schools students in the Egyptian context in a form of a case study. Another point here is that the recent study tries to identify the factors causing those EFL speaking difficulties and categorize them into two factors; psychological factors and technical factors. Additionally the recent study seeks finding solutions for overcoming EFL speaking difficulties.

CHAPTER THREE
RESEARCH METHODOLOGY

INTRODUCTION

Chapter three gives a detailed description on research methodology. In this chapter, the research objectives and questions are stated. It describes research approach and research design in detail. Further, it shows the research ethical considerations, used during undertaking the research. It also gives a full description on the tools, used to collect research data and the chosen sampling strategy.

1. RESEARCH OBJECTIVES AND QUESTIONS

This study aims at investigating the difficulties encountered by the primary school students, in the Egyptian context, in speaking EFL. Furthermore, it aims at identifying the factors causing these difficulties. In addition, finding possible solutions that help ease those difficulties based on the Egyptian context.

Thus this study will try to answer the following questions:

Q1   :What are the difficulties the Egyptian primary school students encounter in speaking EFL?

Q2   :Why do the Egyptian primary school students encounter difficulties in speaking EFL?

Q3   :How can the difficulties encountered by the Egyptian primary school students in speaking EFL be eased?

2. RESEARCH DESIGN AND APPROACH

2.1 Research Design

Cohen et. al. (2007) define case study research as it involves explaining events or situations which occur at the time of conducting the study. It seeks to give deep understanding in order to evaluate, improve, extend experience or strengthen what is already found throughout all the previous research studies. Therefore, case study can be conducted to investigate, explore or describe a particular phenomenon. Further, case study can be conducted at one site or it can be multi-site. Data, in case studies, can be collected at a point of time or throughout a period of time. In short, case study research involves in-depth analysis in order to have better or deeper understanding about the studied case rather than generalizing to a larger population. Thus, case study is considered as a flexible research methodology. One of the most significant characteristics of case study is that it deals in-depth with the studied case directly, not by indirect approach. The second characteristic of case study that should be considered is that each case study should have a clear focus on which the researcher selects data collection tools and data analysis will be centered. From what is stated above, it appears that case study has some strengths. One of them is that case study works on all aspects of the studied case and this means that it involves in a holistic research investigation. Accordingly, data is considered strong in reality. In addition, case study can employ a variety of data collections tools and measurements. Further, case study is written in a language that non-academic person can understand (Cohen et al. 2007).

This study is inspired by Al Hosni (2014) and Kardwish (2016). Those two studies investigated the difficulties that students encounter in speaking EFL among both primary and secondary students in Oman and Sudan. Both of those studies were conducted in a form of case study so that the researchers could involve in-depth analysis of those factors causing difficulties of speaking EFL. Although the results of a case study cannot be generalized, they work as indicator towards understanding those difficulties in-depth. Hence, this study adopts the form of case study as the objectives of this study are 1) investigating the

difficulties of speaking EFL encountered by grade six school students in the Egyptian context, 2) identifying the factors for causing these difficulties, and 3) solutions for easing these difficulties. So, case study is chosen as it allows the researcher to study in-depth those speaking difficulties, the reasons, and the solutions in the Egyptian context at three governmental language schools in Sohag governorate. This leads to better understanding of the phenomena of EFL speaking difficulties within the real life context. Therefore, in this recent case study, the researcher followed specific steps to conduct the study. Those steps can be summarized in the following points:

1. The researcher identified the topic of his interest which is investigating the difficulties that encounter primary school students in Egypt.

2. The researcher identified and developed the research questions that were stated above.

3. The researcher selected the cases and the number of study units. The study population will consist of grade six students and grade six teachers at three governmental language schools in Sohag governorate in Egypt, and three EFL supervisors who are responsible for the three governmental language schools supervision in Sohag governorate. The selected sampling strategy and population will be discussed in detail.

4. The researcher selected data collection tools. The researcher here used curriculum analysis and developed two questionnaires. One is for collecting data from grade six students and the other is for collecting data from both teachers and supervisors. The selected data instruments will be discussed in detail.

5. In the light of study questions and objectives, the researcher evaluated and analyzed study data quantitatively. Data which will be collected form the study instruments; questionnaires and curriculum analysis is analysed quantitatively, following the descriptive and analytic approach by using SPSS Program.

6. The last step in conducting case study is report writing. The objective that the researcher wants to achieve through report writing is to present the findings in a way that helps readers to understand and evaluate study objectives and questions (Cohen et. al., 2007; Creswell, 2007).

2.2 Research Approach

Creswell (2007) claims that there are many aspects that influence the researcher decision on selecting one specific research approach over the others. The decision of selecting a specific research approach depends on the experiences of the researcher, research design, and the most significant aspect is research objectives and questions.

In this study, accordingly, the experiences and interests of the researcher had an influence on his decision of choosing the research approach, making him prefer the quantitative approach than the other research approaches. Also, the type of the audience that is addressed and the study is being conducted for will be considered during taking the decision of choosing the research approach. As this study will be directed to official bodies of education for example; the Egyptian Ministry of Education. Those official bodies concern with numbers and statistical analysis which the quantitative approach employs. So taking into consideration the audience plays a vital role in choosing the research approach. Furthermore, the most significant aspect affecting the decision of selecting one research approach over the others is the research objectives and questions. As Creswell (2007) states that if the study objective aims at investigating or identifying the factors that influence the study problem or understanding specific problem, the call here is for the quantitative approach. Hence, the researcher here chose the research quantitative approach according to the research objectives which are exploring and investigating the difficulties that the primary school students encounter in speaking EFL in the Egyptian context and understanding the problem in-depth in order to find out solutions for easing the factors causing these difficulties of speaking EFL among primary school

students in Egypt. In short, the researcher's decision of selecting the research quantitative approach over the others was built on the personal experiences and interests of the researcher, the research design, the audience for the study, and the research objectives and questions (Cohen et. al., 2007; Creswell, 2007; Eyisi, D., 2016).

3. DATA COLLECTION TOOLS

To achieve the objectives of this study, data will be collected by using two questionnaires as study instruments. Bork and Francis (1985) stated that using questionnaires as study tools is beneficial especially for gathering data on beliefs and perspectives on particular field of study. Further, using questionnaire is considered an economical means of gathering data on a wide range from different participants. Another advantage of using questionnaire is the validity and reliability of the questionnaire as a study tool especially when it is properly structured and designed.

One questionnaire was conducted for the three EFL supervisors and three EFL teachers. EFL supervisors' questionnaire will be done at the Directorate of Education in Sohag Governorate, whereas the EFL teachers' questionnaire will be done at one of the three governmental language schools where the study will be undertaken. The questionnaire takes the form of likert scale with thirteen statements and participants are asked to circle a number that indicates to the level of agreement or disagreement from one to five where number one means strongly disagree whereas number five means strongly agree. Conducting the questionnaire aims at obtaining their view points on the following:
1. The difficulties the six grade students encounter in speaking EFL.
2. The factors which make them encounter those difficulties in speaking EFL.
3. How they as EFL supervisors and teachers can work on easing those difficulties.

In addition, another questionnaire was conducted for six grade students in each school of the three chosen schools in their classrooms with the presence of their teachers while the school day is operating as usual. The questionnaire takes the form of multiple choice questionnaire. It consists of ten questions and the participants are asked to circle the appropriate choice from their point of view. The questionnaire aims at obtaining their view point on the difficulties they encounter in speaking EFL, the factors causing them and what motivate them to speak EFL inside their classrooms.

To check questionnaires validity, the researcher chose three well experienced EFL teachers working at language schools. He kindly asked them to read the two questionnaires and give their comments for better improvements, besides, asking research supervisor to give comments as feedback. The researcher took all constructive comments into consideration. Those two questionnaires were designed on the base of questionnaires used by Mazouzi (2013) in previous study as master's thesis on investigating speaking difficulties from students' and teachers' perspectives so they are reliable and measurable for both teachers and students.

The researcher distributed the questionnaires to the three EFL supervisors, three EFL teachers and forty-five grade six students to look over the whole questionnaire's statements, giving them enough time to finish filling in the questionnaires. After that the researcher collected the questionnaires to be ready for collecting and analysing study data. The collected data will be analysed quantitatively using descriptive and analytic methods. Analysing data will be discussed in detail in chapter four.

4. POPULATION AND SAMPLING STRATEGY

This case study aims at investigating the difficulties that primary school students encounter in speaking EFL in the Egyptian context. Accordingly, the researcher selected forty-five grade six students at three governmental language schools as the researcher works as EFL teacher at governmental language schools in Sohag governorate. Each school has one class of fifteen grade six students. So the researcher is doing the research study on the whole grade six students and their three EFL teachers as well as the three EFL supervisors who are responsible for the three governmental language schools supervision. Therefore the researcher here chose the sample of this study by using purposive sampling technique which is a type of non-probability sampling strategies.

Purposive sampling is a technique in which the researcher chooses the study participants or informants who might represent the population on purpose in order to be able to collect the needed data for conducting the study (Cohen et al. 2007). According to Tongco (2007), when the researcher uses purposive sampling, it is important to set a group of criteria or qualifications for choosing study sample. Purposive sampling or Judgment sampling can be used in both qualitative and quantitative studies including when using questionnaires (Zhen et al. 2006).

In this study, the researcher used purposive sampling to choose grade six students at three governmental language schools with their EFL teachers and their EFL supervisors to represent all primary students in the Egyptian governmental language schools. The researcher chose specific three governmental language schools because all governmental language schools have the same conditions, in addition, the researcher works in Sohag governorate at its governmental language schools as the researcher faces the problem of the study directly at these three schools. This makes it easy for the researcher to get the appropriate data needed for achieving study objectives. In Egypt, primary six is the final year of primary stage and it is supposed that students have acquired all the primary stage skills throughout their six-year journey. The researcher here applied the study on primary six students to investigate the difficulties of speaking EFL in the light of achieving all the objectives of EFL primary English program "Time for English 6". Each school of them has one class of fifteen primary six students. The researcher then chose all the forty-five students form the three governmental language schools in his study with their three EFL teachers and the three EFL supervisors as each school has an EFL supervisor who is responsible for supervision on school's EFL teachers. Thus the study sample consists of three governmental language schools in Sohag governorate, their primary six students, their EFL teachers who teach primary six, and their three EFL supervisors.

5. STUDY ETHICAL CONSIDERATIONS

The researcher is committed to research local and international ethical considerations as well as the UNIC and USW research ethical considerations.

5.1 Responsibilities to Participants

The researcher followed these research ethical considerations towards the responsibilities to study participants through the following steps:
- The researcher gained access to the study participants by a local written permission from the supervisor who has the authority of giving permission for conducting a study inside the governmental language school.

- Then the researcher provided the participants with information about the study. The researcher included all the needed information in the Information Sheet. It includes the title of the study, study objectives and participants' right to withdraw from the study on any time.

- The researcher, also, informed participants that taking part in the study is voluntary. In addition, the gained data will be anonymised and used in study specific reports and articles that will appear or publish in academic journals.

- The researcher informed students' parents (six grade students are under eighteen) that their children will take part in the study and thus the researcher gave them Study Assent Form to be assigned.

5.2 Managing Data

In this study, the researcher followed ethical considerations to mange the study data in a way that keeps the data confidential and anonymity. These ethical considerations can be summarised as follows:

- Study questionnaires returned anonymously and indirectly.

- Using a unique identifier (code) that makes study questionnaires confidential and not identified except for the researcher.

- All names of places and organisations which could lead to the study participants will be changed.

- The research records will be held securely at USW according to the Data Protection Act 1998 and 2018 (DPA), as well as the new General Data Protection Regulations (GDPR) in accordance with USW guidelines.

- Research data will be stored on a personal computer which is being password protected.

CHAPTER FOUR
RESEARCH RESULTS AND DISCUSSION

INTRODUCTION

Chapter four presents study results and findings, followed by a discussion in the light of study objectives and questions. So, chapter four is divided into two sections. Section one presents the study results and findings. Section two shows discussion on the study results and findings in the terms of the study questions. Study data will be presented by the analytical and descriptive methods in order to assess the study findings. Hence, statistical methods are used as the following: 1. using graphics and percentages for presenting findings in a way that readers can read and understand the findings easily, 2. The frequency distribution of the answers on questionnaires' items are provided for giving the reader better understanding on the nature of the study subjects and trends of the study results.

The study here depends on two questionnaires as the study instruments; 1- Questionnaire one for collecting data from grade six students and 2- questionnaire two for collecting data from EFL teachers and supervisors. Those questionnaires tend to focus on speaking difficulties and the factors causing these difficulties to be able to find solutions that can ease these difficulties. Those questionnaires were done on forty-five grade six students from three governmental language schools with their three EFL teachers and three EFL supervisors.

SECTION ONE: STUDY RESULTS AND FINDINGS

1. Two main questionnaires
Questionnaires' Reliability and Validity

The researcher distributed one questionnaire to six participants; three EFL teachers and three EFL supervisors. None of them was excluded so all the cases were valid 100% (Table 1).

Table (1): Case Processing Summary

		N	%
Cases	Valid	6	100.0
	Excluded[a]	0	.0
	Total	6	100.0
a. Listwise deletion based on all variables in the procedure.			
Prepared by the researcher, SPSS program			

The researcher distributed the other questionnaire to forty five grade six students; from three governmental language schools in Sohag. None of them was excluded so all the cases were valid 100% (Table 2).

Table (2): Case Processing Summary

		N	%
Cases	Valid	45	100.0
	Excluded[a]	0	.0
	Total	45	100.0

a. Listwise deletion based on all variables in the procedure.
Prepared by the researcher, SPSS program

To check questionnaires' validity, the researcher chose three well experienced EFL teachers working at language schools. He kindly asked them to read the two questionnaires and respond to the questionnaires for better improvements, besides, asking research supervisor to give comments as feedback. The researcher took all constructive comments into consideration. The questionnaires proved to be valid as the jury validated them and suggested some modifications such as paraphrasing some statements.

According to National Centre for Education Statistics (1990), it is desirable having a reliability coefficient of (0.70) or higher for indicating that the items are highly related. The researcher also used SPSS program to make sure that the questionnaires are reliable for achieving their purposes. The results showed that the questionnaires were characterized by reliability to achieve the purpose of using it and make the statistical results acceptable (Table 3).

Table (3): Reliability Statistics

	Cronbach's Alpha	N of Items
EFL teachers/supervisors' Questionnaire	.773	13
Grade six students' Questionnaire	.727	10

Prepared by the researcher, SPSS program

1.1 Questionnaire for EFL teachers/supervisors.

1.1.1 Introduction

This questionnaire takes the form of likert scale. It consists of thirteen statements and each statement with a scale from one to five where number one means strongly disagree, number two means agree, number three means neutral, number four means agree and number five means strongly agree. Three EFL teachers and three EFL supervisors were asked to read each statement carefully and circle the appropriate number to indicate their level of agreement or disagreement with the statement. The objective of this questionnaire is to investigate the perspective of EFL teachers and supervisors on the difficulties of speaking EFL and the factors causing them so that we can find out solutions for easing those difficulties in the light of their opinions.

1.1.2 Questionnaire's results

Statement 1: My students have the difficulty of choosing the appropriate vocabulary when speaking EFL.

All the participants responded to the statement with percentage 100%. From the findings, four out of six participants agreed with that their students have the difficulty of using appropriate vocabulary when

speaking EFL. Whereas one participant among the six participants does not find that lack of vocabulary does not represent a difficulty of speaking EFL (Table 1-1).

Table (1-1): Frequencies of Statement 1 Questionnaire 1					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Disagree	1	16.7	16.7	16.7
	Neutral	1	16.7	16.7	33.3
	Agree	4	66.7	66.7	100.0
	Total	6	100.0	100.0	
Prepared by the researcher, SPSS program					

As the following pie chart shows, the majority of participants agreed that their students encounter the difficulty of using inappropriate vocabulary when they speak EFL with the percentage 66.67% (Figure 1-1).
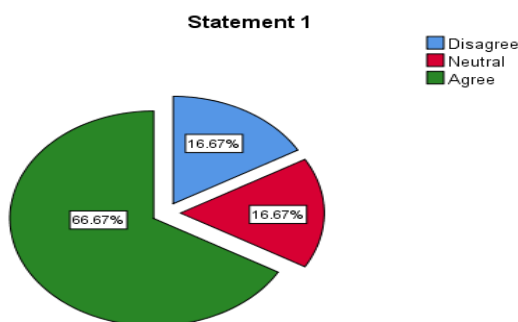

Figure 1-1: Frequency of Statement 1(Prepared by the researcher, SPSS program)
Statement 2: My students have the difficulty of forming the sentence properly when speaking EFL.

All the participants responded to the statement with percentage 100%. From the findings, Two out of six participants disagreed with the statement as they see that their students do not have the difficulty of forming the sentence properly when speaking EFL. However, the other four participants agreed with the statement. They were divided into two groups. Two of them agreed with the statement and the other two participants agreed strongly with the statement (Table 1-2).

Table (1-2): Frequencies of Statement 2 Questionnaire 1					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Disagree	2	33.3	33.3	33.3
	Agree	2	33.3	33.3	66.7
	Strongly Agree	2	33.3	33.3	100.0
	Total	6	100.0	100.0	
Prepared by the researcher, SPSS program					

As the following pie chart shows, 66.66% of participants agreed that their students face the difficulty of forming the sentence properly. On the other hand, two participants, who represent 33.33% of the participants, disagreed with the statement (Figure 1-2).
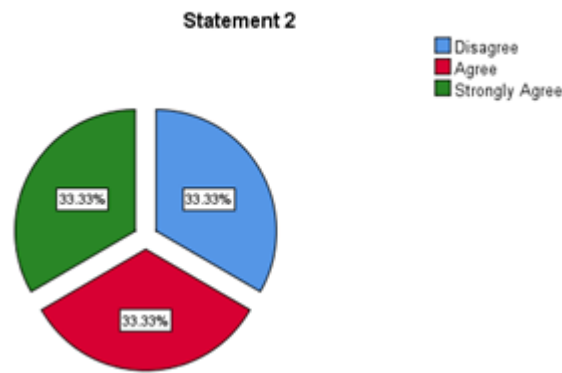
Figure 1-2: Frequency of Statement 2 (Prepared by the researcher, SPSS program)
Statement 3: My students mispronounce the words when speaking EFL.

The findings show that three out of six participants were neutral to the statement. Two participants agreed with the statement as they see that their students mispronounce the words when they speak EFL. On the other hand, one participant disagreed with the statement (Table 1-3).

Table (1-3): Frequencies of Statement 3 Questionnaire 1					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Disagree	1	16.7	16.7	16.7
	Neutral	3	50.0	50.0	66.7
	Agree	1	16.7	16.7	83.3
	Strongly Agree	1	16.7	16.7	100.0
	Total	6	100.0	100.0	
Prepared by the researcher, SPSS program					

The following pie chart shows that 50% of the participants were neutral to the statement. Meanwhile, the participants who agreed and strongly agreed with the statement represent 33.34 %. On the other hand, one participant disagreed with the statement representing 16.67% (Figure 1-3).
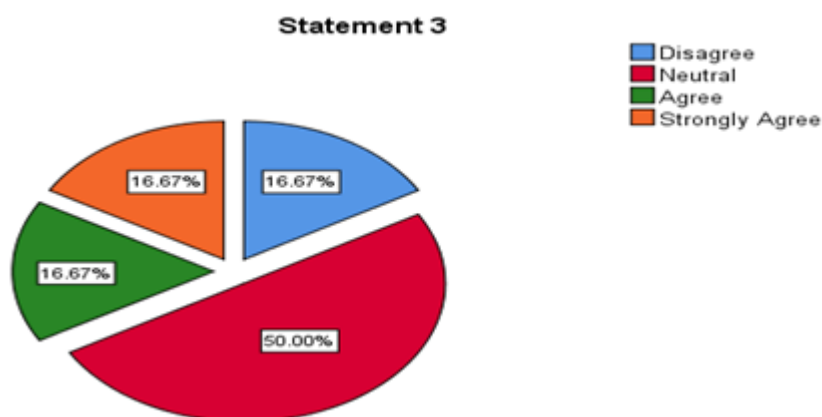

Figure 1-3: Frequency of Statement 3 (Prepared by the researcher, SPSS program)

Statement 4: Shy students, who are not willing to participate in speaking activities, often do not know the answer and are low achievers.

The findings show that five out of six participants disagreed with the statement; three of them strongly disagreed and the other two participants disagreed. As they see that shy students may now the answers and are not low achievers. One participant was neutral to the statement (Table 1-4).

Table (1-4): Frequencies of Statement 4 Questionnaire 1					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	3	50.0	50.0	50.0
	Disagree	2	33.3	33.3	83.3
	Neutral	1	16.7	16.7	100.0
	Total	6	100.0	100.0	
Prepared by the researcher, SPSS program					

The following pie chart shows that the majority of the participants disagreed with the statement, divided into 50% of the participants strongly disagreed and 33.33% of the participants disagreed with the statement. Meanwhile, one participant representing 16.67% of the participants was neutral to the statement (Figure 1-4).
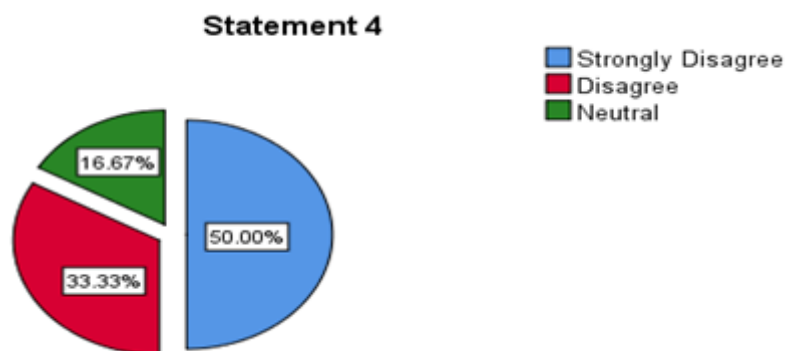

Statement 4

- Strongly Disagree
- Disagree
- Neutral

16.67% | 50.00% | 33.33%

Figure 1-4: Frequency of Statement 4 (Prepared by the researcher, SPSS program)
Statement 5: My students do not participate in speaking activities because of anxiety.

The findings show that three out of six participants disagreed with the statement. Those participants see that their students do not face anxiety that prevents them participating in speaking activities. On the other hand, one participant agreed with the statement. Meanwhile, two participants were neutral (Table 1-5).

Table (1-5): Frequencies of Statement 5 Questionnaire 1					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	2	33.3	33.3	33.3
	Disagree	1	16.7	16.7	50.0
	Neutral	2	33.3	33.3	83.3
	Agree	1	16.7	16.7	100.0
	Total	6	100.0	100.0	
Prepared by the researcher, SPSS program					

The following pie chart shows that 50% of the participants disagreed with the statement, divided into 33.33% of the participant strongly disagreed and 16.67% of the participants disagreed. In addition, two participants representing 33.33% of the participants were neutral to the statement. On the other hand, one participants representing 16.67% agreed with the statement (Figure 1-5).
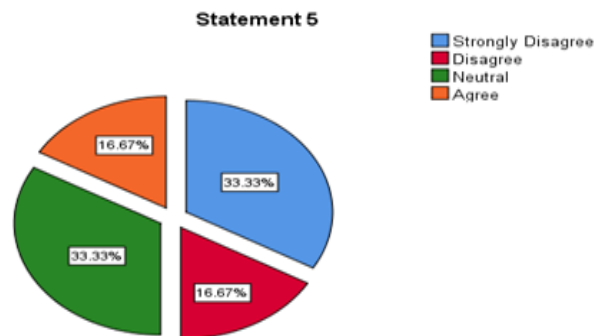

Figure 1-5: Frequency of Statement 5 (Prepared by the researcher, SPSS program)
Statement 6: My students are not motivated to practise speaking EFL in the class.

According to the findings, three out of six participants disagreed with the idea of their students are not motivated to practise speaking EFL in class. On the other hand, one participant agreed with the statement and another one was neutral to the statement (Table 1-6).

Table (1-6): Frequencies of Statement 6 Questionnaire 1					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	1	16.7	16.7	16.7
	Disagree	2	33.3	33.3	50.0
	Neutral	2	33.3	33.3	83.3
	Agree	1	16.7	16.7	100.0
	Total	6	100.0	100.0	
Prepared by the researcher, SPSS program					

The following pie chart shows that 50% of the participants disagreed with the statement; 16.67% of the participants strongly disagreed and 33.33% of them disagreed with the statement. On the other hand, 16.67% of the participants agreed with the statement. One participant representing 16.67% of the participants was neutral to the statement (Figure 1-6).
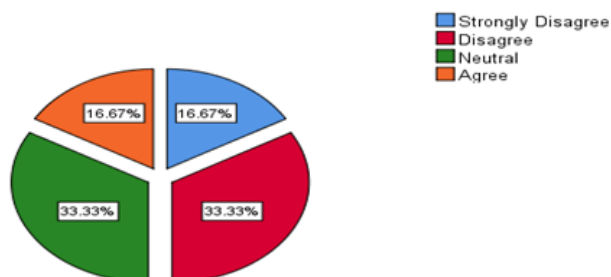

Figure 1-6: Frequency of Statement 6 (Prepared by the researcher, SPSS program)

Statement 7: My students are not motivated to practise speaking EFL in the class.

The results show that three out of six participants disagreed to the statement. On the other hand, one participant agreed with the statement, and another one strongly agreed with the statement. One participant was neutral to the statement (Table 1-7).

		Frequency	Percent	Valid Percent	Cumulative Percent
		Table (1-7): Frequencies of Statement 7 Questionnaire 1			
Valid	Disagree	3	50.0	50.0	50.0
	Neutral	1	16.7	16.7	66.7
	Agree	1	16.7	16.7	83.3
	Strongly Agree	1	16.7	16.7	100.0
	Total	6	100.0	100.0	
Prepared by the researcher, SPSS program					

The following pie chart show that 50% of the participants disagreed with the statement. On the other hand, the participants who agreed with the statement represent 33.33% as 16.67% of the participants and 16.67% of the participants strongly agreed with the statement. One participant representing 16.67% of the participants was neutral to the statement (Figure 1-7)

Figure 1-7: Frequency of Statement 7 (Prepared by the researcher, SPSS program)

Statement 8: Using mother tongue affect negatively practicing speaking EFL.

The results show that two participants out of six agreed with the statement. In addition, one participant strongly agreed with the statement. On the other hand, one participant out of six disagreed with the statement. One participant was neutral to the statement (Table 1-8).

Table (1-8): Frequencies of Statement 8 Questionnaire 1				
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Disagree	1	16.7	16.7	16.7
	Neutral	2	33.3	33.3	50.0
	Agree	2	33.3	33.3	83.3
	Strongly Agree	1	16.7	16.7	100.0
	Total	6	100.0	100.0	
Prepared by the researcher, SPSS program					

The following pie chart show that the participants who agreed with the statement represent 50% as 33.33% of the participants agreed and one participant strongly agreed with the statement representing 16.67%. On the other hand, one participant represents 16.67% disagreed with the statement. One participant representing 16.67% of the participants was neutral to the statement (Figure 8).
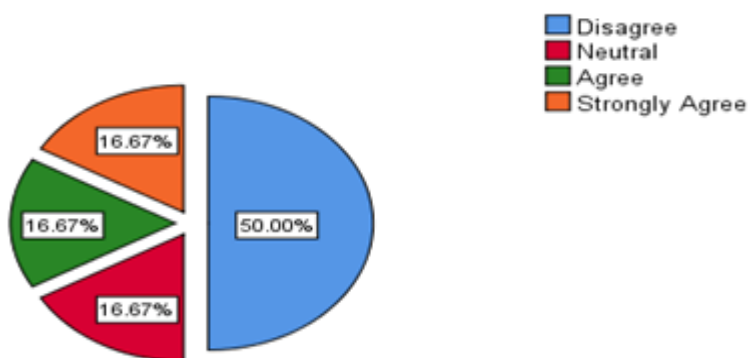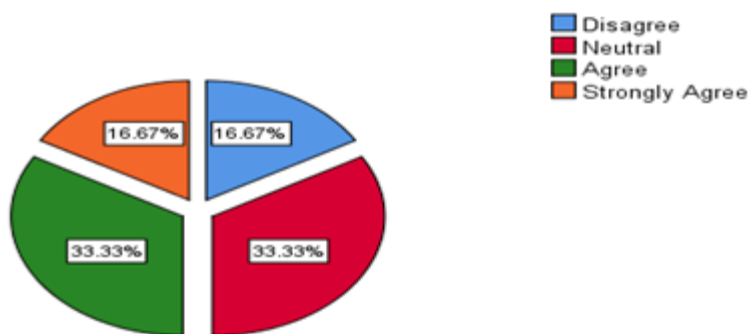

Figure 1-8: Frequency of Statement 8 (Prepared by the researcher, SPSS program)
Statement 9: I focus more on teaching reading and writing skills than speaking skill.

The results show that three participants out of six agreed to the statements out of six agreed to the statement. On the other hand, two participants strongly disagreed to the statement. One participant was neutral to the statement (Table 1-9).

Table (1-9): Frequencies of Statement 9 Questionnaire 1				
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	2	33.3	33.3	33.3
	Neutral	1	16.7	16.7	50.0
	Agree	3	50.0	50.0	100.0
	Total	6	100.0	100.0	
Prepared by the researcher, SPSS program					

The following pie chart shows that the participants who agreed with the statement represent 50%. On the other hand, two participants strongly disagreed to the statement representing 33.33%. One participant, who represents 16.67%, was neutral to the statement (Figure 1-9).
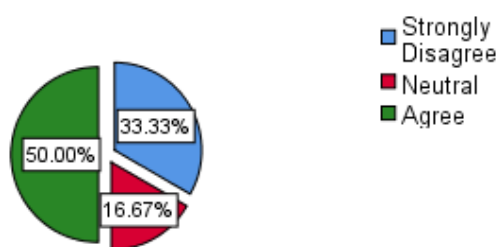
Figure 1-9: Frequency of Statement 9 (Prepared by the researcher, SPSS program)

Statement 10: Using communicative approach helps my students participate in speaking activities.

The results show that all the six participants agreed to the statement. As five out of six participant agreed to the statement and one participant strongly agreed to the participant (Table 1-10).

Table (1-10): Frequencies of Statement 10 Questionnaire 1					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Agree	1	16.7	16.7	16.7
	Strongly Agree	5	83.3	83.3	100.0
	Total	6	100.0	100.0	
Prepared by the researcher, SPSS program					

The following chart pie show that the majority of participants agreed to the statement representing 83.33%. In addition, one participant, who represents 16.67%, strongly agreed to the statement (Figure 1-10).
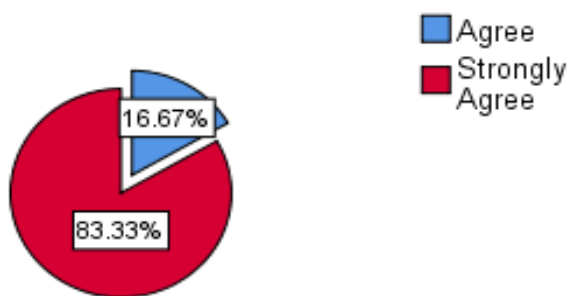

Figure 1-10: Frequency of Statement 10 (Prepared by the researcher, SPSS program)

Statement 11: My students desire to speak EFL well.

The results show that all the majority of participants agreed to the statement. As five out of six participants strongly agreed to the statement and one participant was neutral to the statement (Table 1-11).

Table (1-11): Frequencies of Statement 11 Questionnaire 1					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Neutral	1	16.7	16.7	16.7
	Strongly Agree	5	83.3	83.3	100.0
	Total	6	100.0	100.0	
Prepared by the researcher, SPSS program					

The following chart pie show that the majority of participants agreed to the statement representing 83.33%. Taking into account that one participant, who represents 16.67%, was to the statement (Figure 1-11).
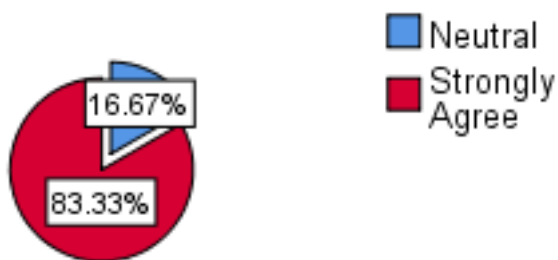

Figure 1-11: Frequency of Statement 11 (Prepared by the researcher, SPSS program)

Statement 12: Teacher's high expectations can influence his/her attitude towards his/her students.

The results show that four participants out of six were neutral to the statement. One participant disagreed to the statement and the other participant strongly disagreed to the statement (Table 1-12).

Table (1-12): Frequencies of Statement 12 Questionnaire 1					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Disagree	1	16.7	16.7	16.7
	Neutral	4	66.7	66.7	83.3
	Strongly Agree	1	16.7	16.7	100.0
	Total	6	100.0	100.0	
Prepared by the researcher, SPSS program					

The following chart pie show that 66.67% of the participants were neutral to the statement. However, one participant representing 16.67% disagreed to the statement and another participant representing 16.67% strongly agreed to the statement (Figure 1-12).
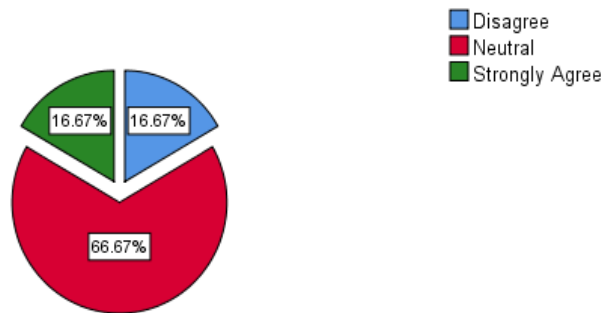
Figure 1-12: Frequency of Statement 12 (Prepared by the researcher, SPSS program)

Statement 13: Teachers need more professional development on communicative approach and updated teaching methods.

The results show that three participants out of six participants strongly agreed to the statement. In addition, two participants agreed to the statement. On the other hand, one participant strongly disagreed to the statement (Table 1-13).

Table (1-13): Frequencies of Statement 13 Questionnaire 1				
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	1	16.7	16.7	16.7
	Agree	2	33.3	33.3	50.0
	Strongly Agree	3	50.0	50.0	100.0
	Total	6	100.0	100.0	
Prepared by the researcher, SPSS program					

The following pie chart show that the majority of the participants agreed to the statement. As 50% of the participants strongly agreed to the statement and 33.33% agreed to the statement as well. On the other hand, one participant representing 16.67% strongly disagreed to the statement (Figure 1-13).
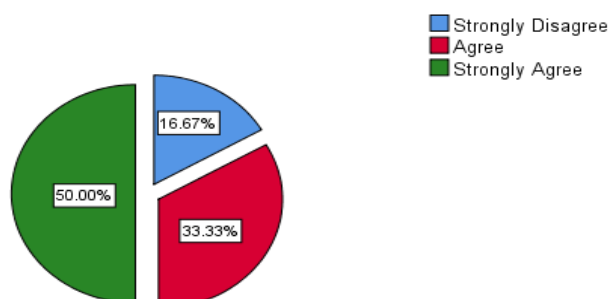

Figure 1-13: Frequency of Statement 13 (Prepared by the researcher, SPSS program)

1.2 Questionnaire for grade six students.
1.2.1 Introduction

This questionnaire takes the form of multiple choice questionnaire. The researcher chose this design as it is considered the easiest for students at the age of twelve in grade six. It consists of ten statements and each statement with two or three choices where the student should choose the most appropriate answer for him/her. Forty-five grade six students from three governmental language schools in Sohag were asked to read each statement carefully and choose the appropriate answer in order to indicate the best answer which expresses their opinions. The objective of this questionnaire is to investigate the perspective of EFL primary school students on the difficulties of speaking EFL that encounter them when speaking EFL.

1.2.2 Questionnaire's results

Statement 1: Do you like speaking English?

The results show that all the majority of participants chose 'Yes' to the statement. As forty out of forty-five participants chose 'Yes' and five participants chose 'No' (Table 2-1).

Table (2-1): Frequencies of Statement 1 Questionnaire 2					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	40	88.9	88.9	88.9
	No	5	11.1	11.1	100.0
	Total	45	100.0	100.0	
Prepared by the researcher, SPSS program					

The following bar chart shows that the majority of participants chose 'Yes' to the statement representing 88.89%. Taking into account that five participants, who represent 11.11%, chose 'No' to the statement (Figure 2-1).
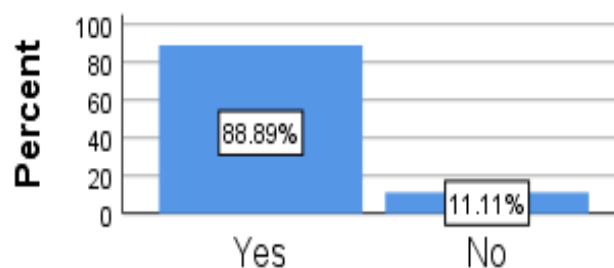

Figure 2-1: Frequency of Statement 1 (Prepared by the researcher, SPSS program)

Statement 2: Do you have enough vocabulary when you speak English?

The results show that twenty-five participants chose 'Yes' to the statement. On the other hand twenty participants chose 'No' to the statement. All the participants responded to the statement, so there is no missing case (Table 2-2).

Table (2-2): Frequencies of Statement 2 Questionnaire 2					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	25	55.6	55.6	55.6
	No	20	44.4	44.4	100.0
	Total	45	100.0	100.0	
Prepared by the researcher, SPSS program					

The following bar chart shows that the participants who chose 'Yes' to the statement represent 55.56% and the ones who chose 'No' to the statement represent 44.44% (Figure 2).
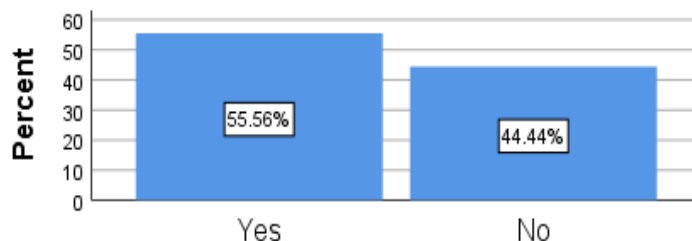

Figure 2-2: Frequency of Statement 2 (Prepared by the researcher, SPSS program)

Statement 3: Do you face any grammatical difficulty when you speak English?

The results show that all the participants responded to the statement so there is no missing case. Nineteen participants chose 'Yes' to the statement and also nineteen participants chose 'Sometimes'. On the other hand seven participants chose ' No' to the statement (Table 2-3).

Table (2-3): Frequencies of Statement 3 Questionnaire 2					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	19	42.2	42.2	42.2
	Sometimes	19	42.2	42.2	84.4
	No	7	15.6	15.6	100.0
	Total	45	100.0	100.0	
Prepared by the researcher, SPSS program					

The following bar chart that the participants who chose 'Yes' and those who chose 'Sometimes' represent 84.44% as each group of them represents 42.22%. On the other hand the participants who chose 'No' represent 15.56% (Figure 2-3).
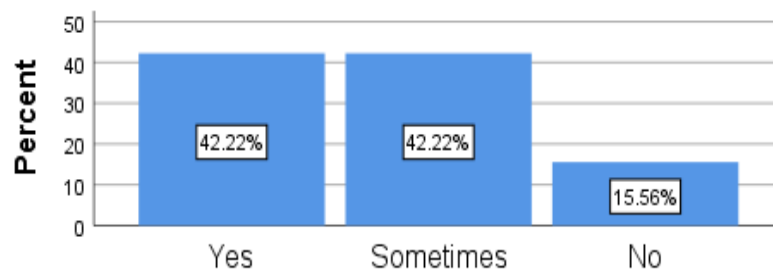
Figure 2-3: Frequency of Statement 3 (Prepared by the researcher, SPSS program)

Statement 4: When you speak, do you face any pronunciation difficulty that makes you stop speaking?

The results show that all the participants responded with no missing case found. Eighteen participants chose 'Yes' to the statement while fifteen of them chose 'No'. Twelve participants chose 'Sometimes' (Table 2-4).

Table (2-4): Frequencies of Statement 4 Questionnaire 2				
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	18	40.0	40.0	40.0
	Sometimes	12	26.7	26.7	66.7
	No	15	33.3	33.3	100.0
	Total	45	100.0	100.0	
Prepared by the researcher, SPSS program					

The following bar chart shows that 40% of the participants chose 'Yes' to the statement while 33.33% of the participants chose 'No' to the statement. On the other hand, the participants who chose 'Sometimes' represent 26.67% (Figure 4).

Figure 2-4: Frequency of Statement 4 (Prepared by the researcher, SPSS program)

Statement 5: Do you feel shy when you speak English among your classmates?

The results show that all the participants responded to the statement with no missing case found. Twenty-one participants chose 'Yes' to the statement. On the other hand, seventeen participants chose 'No' to the statement. Seven participants chose 'Sometimes' to the statement (Table 2-5).

Table (2-5): Frequencies of Statement 5 Questionnaire 2				
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	21	46.7	46.7	46.7
	Sometimes	7	15.6	15.6	62.2
	No	17	37.8	37.8	100.0
	Total	45	100.0	100.0	
Prepared by the researcher, SPSS program				

The following bar chart shows that 46.67% of the participants chose 'Yes' to the statement. On the other hand, 37.78% of the participants chose 'No' to the statement. The participants who chose 'Sometimes' to the statement represent 15.56% (Figure 2-5).

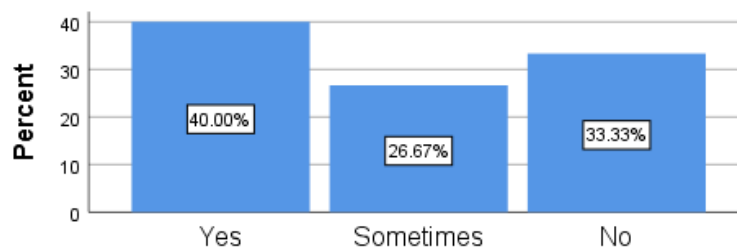**Figure 2-5:** Frequency of Statement 5 (Prepared by the researcher, SPSS program)

Statement 6: When you speak English, Do you feel that your heart beats faster?

The results show that twenty-two participants chose 'Yes' to the statement. On the other hand, seventeen participants chose 'No' to the statement. Six participants chose 'Sometimes' to the statement (Table 2-6).

Table (2-6): Frequencies of Statement 6 Questionnaire 2				
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	22	48.9	48.9	48.9
	Sometimes	6	13.3	13.3	62.2
	No	17	37.8	37.8	100.0
	Total	45	100.0	100.0	
Prepared by the researcher, SPSS program				

The following bar chart shows that 48.89% of the participants chose 'Yes' to the statement. On the other hand, the participants who chose 'No' to the statement represent 37.78% (Figure 2-6).
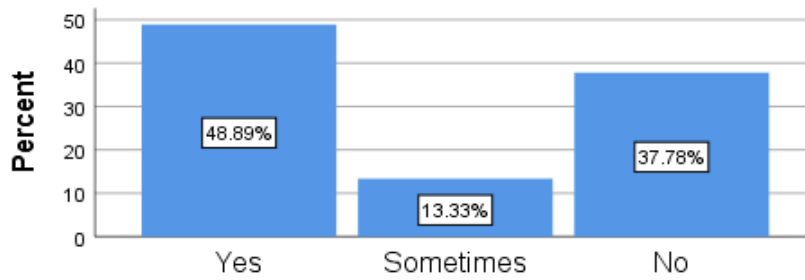
Figure 2-6: Frequency of Statement 6 (Prepared by the researcher, SPSS program)

Statement 7: Are you interested in speaking English well?

The results show that thirty-seven participants chose 'Yes' to the statement. On the contrary, four participants chose 'No' to the statement. Four participants chose 'Sometimes' to the statement (Table 2-7).

Table (2-7): Frequencies of Statement 7 Questionnaire 2					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	37	82.2	82.2	82.2
	Sometimes	4	8.9	8.9	91.1
	No	4	8.9	8.9	100.0
	Total	45	100.0	100.0	
Prepared by the researcher, SPSS program					

The following bar chart shows that the majority of participants who chose 'Yes' to the statement represent 82.22%. On the other hand, 8.89% of the participants chose 'No' to the statement. 8.89% of the participants chose 'Sometimes' to the statement (Figure 2-7).
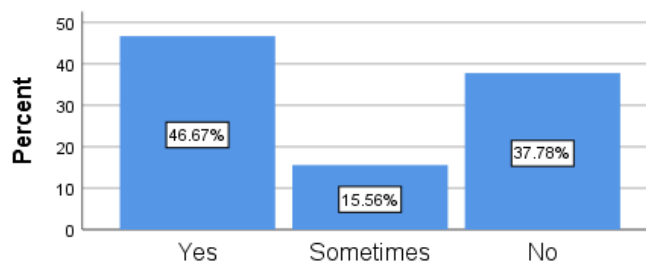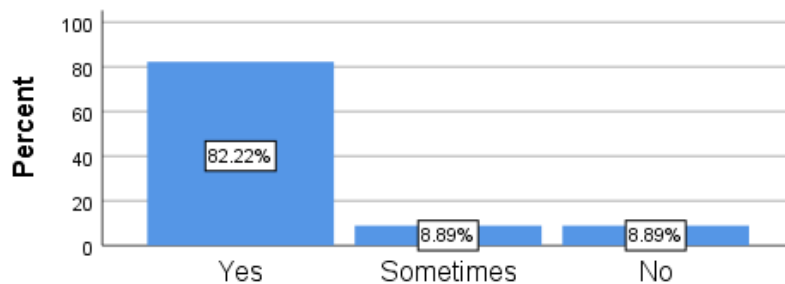

Figure 2-7: Frequency of Statement 7 (Prepared by the researcher, SPSS program)

Statement 8: Do you use Arabic most of the time of your English class?

The results show that twenty-four out of forty-five participants chose 'Yes' to the statement and fourteen participants chose 'Sometimes' to the participants. On the other hand, seven participants chose 'No' to the statement (Table 2-8).

Table (2-8): Frequencies of Statement 8 Questionnaire 2				
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	24	53.3	53.3	53.3
	Sometimes	14	31.1	31.1	84.4
	No	7	15.6	15.6	100.0
	Total	45	100.0	100.0	
Prepared by the researcher, SPSS program					

The following bar chart shows that the participants who chose 'Yes' to the statement represent 53.33% and those who chose 'Sometimes' represent 31.11%. On the other hand, the participants who chose 'No' to the statement represent 15.56% (Figure 2-8).

Figure 2-8: Frequency of Statement 8 (Prepared by the researcher, SPSS program)

Statement 9: Do you like participating in speaking activities in your English class?

The results show that twenty-eight participants chose 'Yes' to the statement and eight participants chose 'Sometimes'. On the other hand, nine participants chose 'No' to the statement (Table 2-9).

Table (2-9): Frequencies of Statement 9 Questionnaire 2				
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	28	62.2	62.2	62.2
	Sometimes	8	17.8	17.8	80.0
	No	9	20.0	20.0	100.0
	Total	45	100.0	100.0	
Prepared by the researcher, SPSS program					

The following bar chart shows that the participants who chose 'Yes' to the statement represent 62.22% and those who chose 'Sometimes' represent 17.78%. On the other hand, 20% of the participants chose 'No' to the statement (Figure 2-9).
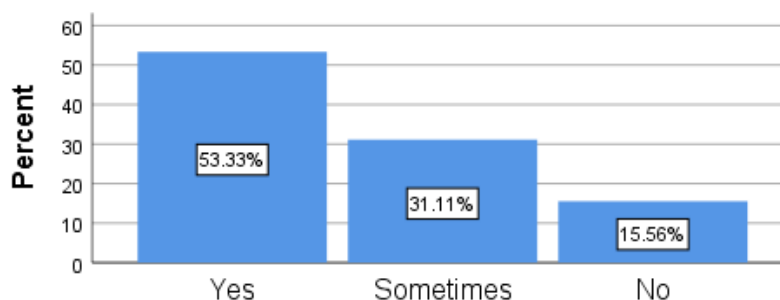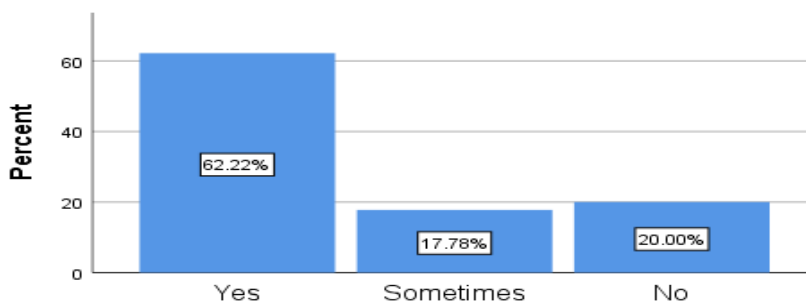
Figure 2-9: Frequency of Statement 9 (Prepared by the researcher, SPSS program)

Statement 10: How often does your teacher encourage you to speak English in the class?

The results show that twenty-three out of forty-five participants chose 'Never' to the statement. On the other hand, thirteen participants chose 'Always' to the statement. Only nine participants chose 'Sometimes' (Table 2-10).

Table (2-10): Frequencies of Statement 10 Questionnaire 2					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Always	13	28.9	28.9	28.9
	Sometimes	9	20.0	20.0	48.9
	Never	23	51.1	51.1	100.0
	Total	45	100.0	100.0	
Prepared by the researcher, SPSS program					

The following bar chart shows that 51.11% of the participants chose 'Never' to the statement. On the other hand, the participants who chose 'Always' to the statement represent 28.89%. 20% of the participants chose 'Sometimes' to the statement (Figure 2-10).

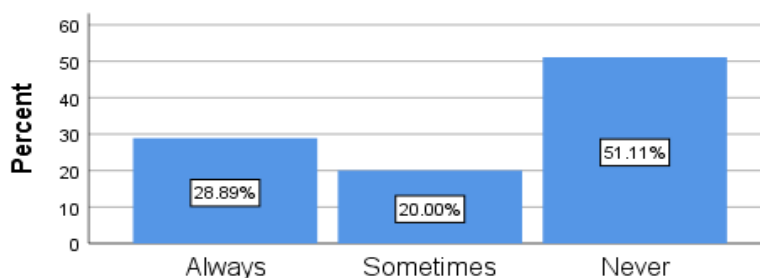**Figure 2-10:** Frequency of Statement 10 (Prepared by the researcher, SPSS program)

SECTION TWO: STUDY FINDINGS AND RESULTS DISCUSSION

Question one: What are the difficulties the Egyptian primary school students encounter in speaking EFL?

1. Lack of vocabulary

Investigating the results of statement one in the EFL supervisors and teachers' questionnaire which asks them to what extend their students have the difficulty of choosing the appropriate vocabulary, the majority of them ,representing 66.7%, see that their students' lack vocabulary is one of the speaking difficulties their students encounter when speaking EFL. This is emphasized by the findings of related research studies as it is noticed through conducting interviews with students and through conducting questionnaires that they can not speak because they do not own the necessary vocabulary on the topic (Al Hosni, 2014; Kardwish, 2016). Taking into consideration that those studies were conducted in other contexts; Al Hosni (2014) conducted her study in the Omani context on the primary school students and Kardwish (2016) conducted his study in the Sudanese context on the secondary school students. However, surprisingly when the researcher investigated grade six students' opinions through the questionnaire when they were asked if they have enough vocabulary when they speak EFL (Statement two), 55.6% of them answered with 'yes' stating that they have enough vocabulary to speak EFL and it does not represent a difficulty for them when speaking EFL.

2. Mispronunciation

Back to the results of EFL supervisors and teachers' questionnaire, the researcher used statement three to investigate if their students mispronounce the words when speaking EFL. 50% of them were neutral to the statement and 16.7% disagreed to the statement. However, 33.34% agreed and strongly agreed that their students encounter the difficulty of mispronunciation. The study findings here validate and support the findings of previous related studies in the field. During doing her research study, Al Hosni (2014) noticed throughout classroom observations that most of grade five students have difficulty in pronunciation. They encounter the difficulty of pronunciation in an appropriate way as they do not master word stress, vowel sounds, consonant sounds and intonation. Furthermore, Kardwish (2016) claims that the school students in the first stages have improper pronunciation when speaking EFL.

3. Inappropriate sentence formation

According to the study results, 33.33% the EFL supervisors and teachers see that their students do not encounter the difficulty of forming sentences properly. However 66.66% of them agreed and strongly agreed that their students encounter the difficulty of forming the sentences properly when speaking EFL. These results validate the students' perspectives. As when the researcher asked the grade six students through statement three if they face any grammatical difficulty when speaking EFL, 42.2% of the students answered with 'Yes' and 42.2% chose 'Sometimes'. Only 15.6% of them chose 'No' as they do not face the difficulty of forming the sentences properly when speaking EFL. This is also noticed by Al Hosni (2014) when she noticed the Omani grade five students facing this difficulty of sentence formation.

Question two: Why do the Egyptian primary school students encounter difficulties in speaking EFL?
The Egyptian primary school students encounter the previous difficulties in speaking EFL because of many factors. The researcher categorized the factors that cause those difficulties into psychological and technical factors.

1. PSYCHOLOGICAL FACTORS
1.1 Shyness
According to the results of grade six students' questionnaire, 46.7% of them feel shy when they speak English in the classroom among their classmates. Meanwhile, 15.6% of them sometimes feel shy when speaking EFL among their classmates. However, 15.6% of them do not feel shy when they speak EFL. Moreover, 50% of EFL supervisors and teachers stated that they strongly disagree those shy students, who are not willing to participate in speaking activities, often do not know the answer and are low achievers. Those findings validate and support Haidara (2016) when he conducted a study describing psychological factors that affect negatively EFL learners' speaking performance in Indonesia. The results from analyzing data collected by study instruments show that EFL students have a very good level of grammar and vocabulary. However, most of them are speechless when they are asked to use English in communicative purposes. On the other hand, Namaghi, Safaee and Sobhanifar (2015) stated that many teachers see this as a lack of knowledge for those students' negative participations.

1.2 Anxiety
According to the results of EFL supervisors and teachers' questionnaire, they see that grade six students do not have anxiety as a factor causing speaking difficulties. As a result, 50% of them do not see that anxiety is not a factor causing their students encounter speaking difficulties. 16.7% of them agreed that anxiety causes speaking difficulties. On the other hand, 48.9% of grade six students feel anxiety as their hearts beat faster when they speak EFL and 13.3% of them sometimes feel anxiety. However, 37.8% of them do not feel anxiety when speaking EFL. The study findings are supported by Azizifar (2014) when stated that the most affected skill by anxiety is speaking skill. Most study participants claim that they are nervous and anxious while speaking EFL in front of people. In addition, Mazouzi (2013) noticed that anxiety affect learners' oral performance negatively.

1.3 Lack of motivation
Surprisingly, according to grade six students' questionnaire, the majority of them representing 82.2% are interested in speaking EFL, although 8.9% of them are not interested in speaking EFL. In addition 50% of EFL supervisors and teachers see that their students are interested in and motivated to speak EFL although 16.7% of them see that their students are not motivated to speak EFL. This is in contrary to many previous studies that stated that EFL learners are not motivated to speak EFL and this causes speaking difficulties. One of the researcher who stated that lack of motivation is common among EFL learners is Mazouzi (2013) that refers to the learners who are good at grammar and vocabulary; they are not motivated to use English as they prefer to use their mother tongue instead.

2. TECHNICAL FACTORS
2.1 Issues with the Egyptian EFL curriculum "Time for English 6"
According to his evaluation study on "Time for English", Abdallah (2016) stated that little attention is given to conversations which are too short and takes place in the same place that is not related to the Egyptian context. Along with Abdallah (2016), the research findings refer to that 50% of the EFL supervisors and teachers see that speaking activities included in "Time for English 6" are not engaging for their students and 16.7% of them are neutral.

2.2 Using learners' first language

In many studies, researchers noticed used Arabic as a first language in English class among EFL learners and its negative effect on speaking EFL. So, using L1 in EFL class is a factor that causes difficulties of speaking EFL (Abdallah, 2010; Al Hosni, 2014; Storch and Aldosari, 2010). Those previous studies' findings validate the research findings as 50% of EFL supervisors and teacher agreed that using mother tongue affect negatively practicing speaking EFL. However, 33.3% of them were neutral and 16.7% of them see that using mother tongue does not affect speaking EFL. According to the results of grade six students' questionnaire, 53.3% of grade six students use Arabic most of the time of their English classes. 17.8% of them sometimes use Arabic in their English classes. On the other hand, only 20% of them do not use Arabic in their English classes.

2.3 Teachers' attitudes towards speaking skill

McIlwraith and Fortune (2016) stated that the teachers are influenced by their students' perspective of teaching English for passing the final examination which does not include testing speaking skill. Also according to EFL supervisors and teachers' questionnaire, 50% of them agreed that they focus on writing and reading skills than speaking skill. However, 33.3% of them focus on speaking skill as well as writing and reading skills.

Question three: How can the difficulties encountered by the Egyptian primary school students in speaking EFL be eased?

1. Communicative language teaching

Farooq (2015) conducted this study to investigate the impact of CLT environment on EFL learners' communicative competence. A huge number of EFL teachers tends to use CLT in their EFL classes in order to enhance their learners' communicative competency. Back to the study results, 83.3% of EFL supervisors and teachers agreed that using communicative approach helps their students participate in speaking activities.

2. Emotional Intelligence

The researchers define emotional intelligence as the abilities that help to motivate oneself to continue in facing frustrations and regulate one's moods to be able to thing, emphasize and hope. So a huge number of studies were conducted to highlight the positive correlation between both the emotional intelligence and learners' positive achievement in learning EFL (Afshar and Hamazavi, 2016; Bar-on, 2007). In this study, the results emphasize that the majority of EFL supervisors and teachers, representing 83.3%, see that their students have the desire to speak EFL well. In addition, 62.2% of grade six students like participating in speaking activities and 88.9% of them like speaking English. These findings validate and support the idea of positive effect of using emotional intelligence in teaching EFL.

3. Pygmalion Phenomenon

From the different studies, teachers' enthusiasm, motivation and high expectation effect on students' achievement. However, it can be said that a lot of factors work together for learners' high achievements which one of these factors is Pygmalion Phenomenon (Wang and Cai, 2016; Chang, 2011). From grade six students' questionnaire, 51.1% of them stated that their teachers never encourage them to speak English in the class and 20% of them stated that their teachers sometimes encourage them to speak English. On the

other hand, only 28.9 of them stated that their teachers always encourage them to speak English in the class. Surprisingly the obtained data from the EFL supervisors and teachers' questionnaire show that only 16.7% agreed that teacher's high expectations can influence his attitude towards his students. On the other hand, 16.7% disagreed to the same statement. Further, 66.7 of them were neutral to the statement.

4. Teachers' professional development

Novozhenina and López (2018) further conducted his study to explore the impact of a professional development program on EFL teachers' performance. 35 in-service EFL teachers participated in this study. Teachers expressed their satisfaction by commenting positively on the study questionnaire by stating that they became happy as they learned new things and teaching methods that could be used in their EFL classes. This validate the obtained data from the EFL supervisors and teachers' questionnaire, in this recent study, showed that 88.3% of them see that teachers need more professional development especially on communicative approach and updating teaching methods.

CONCLUSION

Regarding the first objective of this study, which is investigating speaking difficulties that the Egyptian primary school students encounter when speaking EFL, the study results and findings revealed that the most common difficulties among the Egyptian primary students are mispronunciation and inappropriate sentence formation.

Considering the second objective of the study, which is exploring the factors causing speaking difficulties among the Egyptian school students when speaking EFL, the study categorized those factors into psychological factors and technical factors. From the study results, it is noticed that shyness and anxiety are the most common psychological factors that cause speaking difficulties among the Egyptian primary school students when they try to speak EFL. Furthermore, the study shed light on technical factors that cause those speaking difficulties. Those common and noticed technical factors are the non-engaging speaking activities included in the Egyptian curriculum "Time for English 6", the heavily use of learners' first language most of the EFL classes' time, and the EFL teachers' attitude towards teaching speaking skills.

Taking into consideration the third objective of the study, which is trying to find out solutions ease these difficulties, the study suggested according to the results some solutions and approaches. The suggested solutions can be summarized in the following. Using communicative approach and Pygmalion Phenomenon can help both teachers and students to ease speaking difficulties that the students encounter when they speak EFL. Also the continuing professional development for the EFL teachers is a must to increase the awareness of teaching speaking skills and to equip the EFL teachers with the updated methods of teaching English. Including speaking in the final exams can contribute in easing some difficulties of speaking EFL and increase the attention on teaching speaking skills in the EFL classes.

CHAPTER FIVE
CONCLUSIONS

INTRODUCTION

This chapter shows a summary of the study, its results and findings, and the conclusions. Regarding the study results and conclusions, recommended implications and suggestions for further study are presented.

SUMMARY

One of the most significant objectives of learning and teaching EFL is to communicate effectively. Besides, one of the objectives of the Egyptian ministry of education is to familiarize primary stage students with the language orally and enable primary stage students to communicate in English simply but effectively through developing their EFL speaking skills.

The recent research study investigated the difficulties that grade six students encounter in speaking EFL, in the Egyptian context. Further, it explored the reasons and factors that contribute and cause those speaking EFL difficulties. Accordingly, it aimed at finding out solutions that may help ease those difficulties and develop the Egyptian school students' EFL speaking skills. The recent research study takes the form of case study and the data was collected by using two questionnaires as main study instruments. The obtained data was analyzed quantitatively in a way the researcher gave attention on the frequencies and the percentages of frequencies to have deep and better understanding study results and findings.

STATEMENT OF THE PROBLEM

The problem of the study lies in the existence of difficulties the Egyptian primary school students encounter in speaking EFL at Governmental language schools in Sohag Governorate. As the researcher is a senior teacher of EFL, working at a governmental language school in Sohag, he noticed that this problem has been common among primary students at the governmental language schools. So, the problem of their speaking difficulties can be noticed in their low level of fluency and accuracy while they are speaking EFL, lack of vocabulary, mispronunciation and inappropriate sentence formation when speaking EFL. This problem is due to many factors affect their speaking level. Those factors can be summarized in psychological factors such as; shyness, lack of motivation and anxiety, and technical factors related to issues with the Egyptian EFL curriculum "Time for English 6", using learners' first language most of the EFL class time and EFL teachers' attitudes towards teaching speaking skills. Additionally, as speaking skill is not tested or examined, students deal with English language not as a language for communication but as a subject they have to pass on its exam. Consequently, when those students start to speak EFL, they encounter difficulties that affect negatively their speaking skills.

STUDY OBJECTIVES AND QUESTIONS

According to the problem of the study, it aims at investigating the difficulties encountered by the primary school students, in the Egyptian context, in speaking EFL. Furthermore, it aims at exploring the factors contributing in causing these difficulties. Furthermore, it aims at finding possible solutions that help ease those difficulties based on the Egyptian context. Hence, the study objectives can be summarized in the following:

1. The study aims at investigating and exploring the difficulties the Egyptian primary school students encounter when they speak EFL.

2. The study aims at identifying the reasons and factors that contribute in causing these difficulties of speaking EFL.

3. The study aims at finding some solutions that may help ease those difficulties and enhance the Egyptian primary school students' level of speaking EFL.

Thus the study objectives are stated in the following study questions trying to answer them:

Q1   :What are the difficulties the Egyptian primary school students encounter in speaking EFL?

Q2   :Why do the Egyptian primary school students encounter difficulties in speaking EFL?

Q3   :How can the difficulties encountered by the Egyptian primary school students in speaking EFL be eased?

SIGNIFICANT OF THE STUDY

The significance of the current study stems from the following considerations:

1. The current study fills up the research gap of investigating the difficulties the primary school students encounter in speaking EFL in the Egyptian context (Mcllwraith and Fortune, 2016). Additionally, the current study is significant as it distinguishes between the difficulties of speaking EFL and the factors that cause these difficulties. As many previous related studies do not distinguish between them clearly as in Al Hosni (2014) and Kardwish (2016). Further the current study may be significant for the curriculum developers and educational leaders as it helps them reconsider designing speaking activities included in the EFL curriculum and implementing speaking skill in the final examination system. The current study may be significant for the Egyptian teachers of EFL as it highlights the factors that contribute in causing their students encounter difficulties in speaking EFL and shows some solutions that help them ease those difficulties in the Egyptian context. Also for the Egyptian supervisors of EFL, the current study may be significant as it may help them consider some difficulties encountered by students in speaking EFL and the suggested solutions when they plan for training EFL teachers as a kind of teachers' professional development.

DESIGN OF THE STUDY

The current study adopts the case study design as it gives the researcher the opportunity to deal in-depth with the studied case directly, not by indirect approach. The study paid a clear focus on the obtained data and data analysis. Therefore, the data obtained from the study instruments, two questionnaires, is analyzed quantitatively. So data analysis is conducted according to the study questions in a way gives clear answers to each one of the study questions. Hence the study data is presented by the analytical and descriptive methods in order to assess the study results and findings.

TOOLS OF THE STUDY

The used instruments for collecting data throughout conducting the recent study are two questionnaires as the following:

1. The first questionnaire is designed for collecting data from the EFL teachers and supervisors. It takes the form of likert scale. It consists of thirteen statements and each statement with a scale from one to five where number one means strongly disagree, number two means agree, number three means neutral, number four means agree and number five means strongly agree. Three EFL teachers and three EFL supervisors were

asked to read each statement carefully and circle the appropriate number to indicate their level of agreement or disagreement with the statement. The objective of this questionnaire is to investigate the perspective of EFL teachers and supervisors on the difficulties of speaking EFL and the factors causing them so that we can find out solutions for easing those difficulties in the light of their opinions.

2. The second questionnaire is designed for collecting data from grade six students. This questionnaire takes the form of multiple choice questionnaire. The researcher chose this design as it is considered the easiest for students at the age of twelve in grade six. It consists of ten statements and each statement with two or three choices where the student should choose the most appropriate answer for him/her. Forty-five grade six students from three governmental language schools in Sohag were asked to read each statement carefully and choose the appropriate answer in order to indicate the best answer which expresses their opinions. The objective of this questionnaire is to investigate the perspective of EFL primary school students on the difficulties of speaking EFL that encounter them when speaking EFL.

LIMITATIONS OF THE STUDY

The current study is limited to sixth year primary stage students. As primary six is the final year of the primary stage in Egypt. So it gives better understanding on the difficulties of speaking EFL encountered by the Egyptian primary school students.

The recent study is limited to the students of the governmental language schools in Sohag Governorate in Egypt. In addition, this study is limited to the school year 2019/2020 in the Egyptian education system.

The recent study's sample is limited to using purposive sampling technique which is a type of non-probability sampling technique. The study population consists of all primary-six students in the three classes of the three governmental language schools, their three EFL teachers and three EFL supervisors who are responsible for governmental language schools supervision in Sohag governorate in Egypt.

The recent study is limited to using two questionnaires as study instruments and analyzing the obtained data quantitatively. The researcher here used questionnaires which are quantitative in nature not mixed approach because of some ethical considerations that prevent the researcher to use instruments that require dealing with the students directly during the usual school day.

FINDINGS OF THE STUDY

According to the study results from the obtained data, the study findings can be summarized in the following:

1. Speaking difficulties encountered by the Egyptian primary school students:

First, one of the common speaking difficulties the Egyptian primary school students encounter when speaking EFL is inappropriate sentence formation according to the perspectives of both students and their teachers and supervisors. This validates the previous related studies as in Al Hosni (2014), Dil (2009) and Kardwish (2016). Second, the Egyptian primary school students encounter mispronunciation as one of speaking EFL difficulties. This is supported and validated what the previous studies in the field conducted .This validates the previous related studies as in Al Hosni (2014), Dil (2009) and Kardwish (2016). Third, lack of vocabulary does not represent a difficulty for the Egyptian primary school students when speaking

EFL from the perspective of the students themselves contrary to previous related studies conducted in different contexts as in Al Hosni (2014) in the Omani context and Kardwish (2016) in the Sudanese context. However, their teachers and supervisors see that lack of vocabulary represents a common difficulty among the Egyptian school students.

2. Factors causing the previous difficulties in speaking EFL
The previous difficulties the Egyptian primary school students encounter when they speak EFL are caused by a number of factors. According to the study results, those factors can be summarized in the following:

2.1 Psychological factors:
The Egyptian primary school students are shy to participate in the EFL speaking activities. This contributes in the existence of difficulties when speaking EFL. Also, the Egyptian primary school students encounter difficulties of speaking EFL because of anxiety as they feel anxious when they are asked to speak EFL in the classroom among their classmates. According to the previous studies in the field, students' lack of motivation is common among EFL students and causes difficulties of speaking EFL. However, surprisingly the Egyptian primary schools students are highly motivated and have the desire to speak EFL well. (Al Hosni, 2014; Kardwish; 2016; Azizifar and Gowhary, 2014; Bar-On, 2007; Chang, 2011)

2.2 Technical factors:
Speaking activities included in the Egyptian EFL curriculum "Time for English 6" are not engaging for the Egyptian primary school students to participate. This validates the findings of the study conducted by Abdallah (2016). The Egyptian primary school students use their first language most of the time of their EFL classes. The use of their first language most of the time of their EFL classes affects negatively their EFL speaking skills (Al Hosni, 2014). Further, most of the EFL teachers do not focus on teaching speaking skills as speaking is not included in the final examinations (McIlwraith and Fortune, 2016).

3. Solutions may help ease the difficulties of EFL speaking
Using communicative language teaching enhances the Egyptian primary school students' EFL speaking skills. This is emphasized by Farooq (2015). Using emotional intelligence approach as well in teaching the Egyptian primary school students helps with facing frustrations and encouraging them participate in speaking activities (Afshar and Hamazavi, 2016; Chang, 2011).

The Egyptian EFL teachers' attitude towards teaching speaking skills should be positive and motivated to put more focus on EFL speaking skills. Teachers should have the opportunity for professional development on the recent English language teaching methods.

CONCLUSIONS OF THE STUDY
Based on the findings of the recent study, the following points were concluded:
The Egyptian primary schools students encounter mispronunciation and inappropriate sentence formation as main difficulties of speaking EFL. There are psychological factors, which are shyness and anxiety, affect negatively the Egyptian primary school students' speaking skills. Also there are technical factors, which are issues with the Egyptian EFL curriculum "Time for English 6", using first learners' first language most of the time of EFL classes and EFL teachers' attitude towards teaching speaking skills, affect negatively the Egyptian primary school students' speaking skills.

Providing encouraging and motivating learning environment that motive the EFL students to participate in communicative speaking activities, helps them improve their EFL speaking performance. In addition, providing the Egyptian EFL teachers with professional development opportunities on the updated EFL teaching methods helps them to improve and develop their traditional method in their EFL classes. The change in the Egyptian EFL teachers' attitude towards speaking EFL from being negative into positive helps them make their EFL students motivated and eager to master speaking EFL.

RECOMMENDED IMPLICATIONS

The following recommended implications are based on the results and conclusions drawn in this study.

Teachers need more training on the updated English language teaching methods, especially on the communicative approach and Pygmalion Phenomenon. For those teachers who are unfamiliar with those approaches, it would be advisable to read books about them by experts in the field, talk to the others who use those approaches within their teaching practices and attend workshops on the related topics.

Teachers should provide their students with frequent opportunities to engage in different speaking activities in order to help them improve their speaking skills as well as their self confidence. Teachers need to encourage their students to speak without fear or shyness, and remind them it is acceptable to make mistakes when they speak EFL.

Students need to feel that participating in EFL speaking activities is enjoyable, fun and engaging. So, it would be advisable that curriculum developers should include communicative speaking activities in the Egyptian EFL curriculum in order to enhance students' speaking skills.

The Egyptian educational policy makers should increase number of EFL classes at the Egyptian primary schools to provide students with longer time for practicing speaking EFL. Accordingly, Students' speaking level should be included in the specifications of the final examinations.

SUGGESTIONS FOR FURTHER RESEARCH

Further research is needed to:
- Seek the effectiveness of using EFL speaking activities based on Emotional Intelligence in developing primary school students' EFL speaking skills in the Egyptian context.
- Find out the relationship between primary school students' socioeconomic level and their EFL speaking level in the Egyptian context.
- Explore the effectiveness of using a suggested teachers' professional development Programme based on Pygmalion Phenomenon in developing their primary school students' EFL speaking skills in the Egyptian context.

REFERENCES

[1]. Abdallah, M. (2016) 'Issues with the 'Time for English' Textbook Series at Egyptian Primary Schools: An Evaluative Study'. *Journal of Faculty of Education, Assiut University*, 32 (10).

[2]. Adiantika, H. and Purnomo, H. (2018) 'The implementation of TASK-BASED instruction in EFL teaching speaking skill', Indonesian EFL Journal, 4(2), p.12.

[3]. Afshar, H., Tofighi, S. and Hamazavi, R., (2016) 'Iranian EFL learners' emotional intelligence, learning styles, strategy use, and their L2 achievement', *Issues in Educational Research*, 26(4), p.635.

[4]. Al-Abri, K., (2008) *'Teachers' evaluation of EFL textbooks used in the Omani basic education schools*', (Unpublished master's thesis). ELT Curriculum and Methodology, College of Education. Sultan Qaboos University.

[5]. Al- Lawati, N. (2002) '*Washbackeffect of secondary certificate English examination on teaching and learning processes*', (Unpublished master's thesis). ELT Curriculum and Methodology, College of Education. Sultan Qaboos University.

[6]. Al Hosni, S. (2014) 'Speaking Difficulties Encountered by Young EFL Learners', *International Journal on Studies in English Language and Literature*, 2(6), pp.22-30. Available at: https://www.researchgate.net/profile/Samira_Al_Hosni/publication/270340628_Speaking_Difficulties _Encountered_by_Young_EFL_Learners/links/54a843470cf256bf8bb7e177/Speaking-Difficulties-Encountered-by-Young-EFL-Learners.pdf [Accessed 15 Jan. 2019].

[7]. Azizifar, A., Faryadian, E. and Gowhary, H., (2014) 'The effect of anxiety on Iranian EFL learners speaking skill', *Applied and Basic Sciences*, 8(10), pp.1747-1754.

[8]. Babu, R. (2010), 'Teaching Spoken English for Non-native Students: Problems, Solutions and Techniques' by A. RAMESH BABU', *Eltweekly.com*. Available at: http://eltweekly.com/2010/06/60-article-teaching-spoken-english-for-non-native-students-problems-solutions-and-techniques-by-a-ramesh-babu/ [Accessed 12 Aug. 2019].

[9]. Bar-On, R., (2007), 'How important is it to educate people to be emotionally intelligent, and can it be done', *Educating people to be emotionally intelligent*, pp.1-14.

[10]. Bork, C.E. and Francis, J.B., (1985) 'Developing effective questionnaires. Physical therapy', 65(6), pp.907-911.

[11]. Chang, J., (2011), 'A Case Study of the" Pygmalion Effect": Teacher Expectations and Student Achievement', *International Education Studies*, 4(1), pp.198-201.

[12]. Cohen, L., Manion, L., and Morrison, K. (2007) Research Methods in Education. 6th edn. New York: Taylor and Francis

[13]. Creswell, W. J. (2007). Qualitative Inquiry and Research Design: Choosing Among Five Approaches. 2nd edn. London: Sage Publications.

[14]. Derakhshan, A., Tahery, F., and Mirarab, N. (2015), 'Helping adult and young learner to communicate in speaking classes with confidence', *Mediterranean Journal of Social Science*, 6(2), pp. 520-525. Available at: http://dx.doi.org/10.5901/ mjss.2015.v6n2p520.

[15]. Dil,Y.(2009), 'EFL Learners' communication obstacles', *Electronic Journal of Social Sciences*, 8(29), pp. 84–100. ISSN1304-0278.

[16]. Directives for General Primary School Teachers (2018). Egypt: Ministry of Education.

[17]. Eyisi, D. (2016), 'The Usefulness of Qualitative and Quantitative Approaches and Methods in Researching Problem-Solving Ability in Science Education Curriculum', *Journal of Education and Practice*, 7(15), pp.91-100.

[18]. Farooq, M.U., (2015), 'Creating a Communicative Language Teaching Environment for Improving Students' Communicative Competence at EFL/EAP University Level', *International Education Studies*, 8(4), pp.179-191.

[19]. Haidara, Y., (2016), 'Psychological Factor Affecting English Speaking Performance for the English Learners in Indonesia', *Universal Journal of Educational Research*, 4(7), pp.1501-1505.

[20]. Haozhang, X. (1997), 'Tape recorders, role-plays, and turn-taking in large EFL listening and speaking classes', *China*, 35 (3), p. 33.

[21]. Ibrahim, M. and Ibrahim, Y., (2017), 'Communicative English language teaching in Egypt: Classroom practice and challenges', *Issues in Educational Research*, 27(2), p.285.

[22]. Kardwish, N. (2016), 'Investigating Speaking Difficulties that Encounter Students at Secondary Schools', Master degree in English language. Sudan University of Science & Technology.

[23]. Lin, G. and Chien, P. (2010), 'An introduction to English teaching: A textbook for English educators'. USA: VDM Dr Muller. ISBN: 978-3-639-227314.

[24]. Mazouzi, M., (2013), 'Analysis of Some Factors Affecting Learners' Oral Performance', (Master's thesis). Mohamed Khider University of Biskra.

[25]. McIlwraith, H. and Fortune, A., (2016), 'English language teaching and learning in Egypt: An insight', British Council.

[26]. Mydoina, V. (2019), 'About Expectations and Labels, or "The Pygmalion Effect" .. [online] What do you mean ?', Available at: https://mydoina.com/2017/09/03/about-expectations-and-labels-or-the-pygmalion-effect/ [Accessed 12 Aug. 2019].

[27]. Namaghi, S., Safaee, S. and Sobhanifar, A., (2015), 'The effect of shyness on English speaking scores of Iranian EFL learners', *Journal of Literature, Language and Linguistics*, 12, pp.22-28.

[28]. Navidinia, H., Mobaraki, M. and Malekzadeh, F. (2019) 'Investigating the Effect of Noticing on EFL Students' Speaking Accuracy', International Journal of Instruction, 12(1), pp. 83-98. Available at: https://doi.org/10.29333/iji.2019.1216a

[29]. Novozhenina, A. and López P., (2018), 'Impact of a Professional Development Program on EFL Teachers' Performance', *How*, 25 (2), pp. 113-128. Avilable at: https://dx.doi.org/10.19183/how.25.2.406

[30]. Nowell, L., Norris, J., White, D. and Moules, N. (2017), 'Thematic Analysis', International Journal of Qualitative Methods, 16(1).

[31]. Qutob, M. (2018), 'The Relationship between EFL Learners' Satisfaction within the Classroom Environment and Their Speaking Skills', English Language Teaching, 11(7), p.116.

[32]. Storch, N. and Aldosari, A., (2010), 'Learners' use of first language (Arabic) in pair work in an EFL class', *Language Teaching Research*, 14 (4), pp.355-375.

[33]. Tongco, M.D.C., (2007) 'Purposive sampling as a tool for informant selection', Ethnobotany Research and applications, 5, pp.147-158.

[34]. Wang, M. and Cai, J., (2016), 'The Application of Pygmalion Effect in Classroom Education', *In 2nd International Conference on Arts, Design and Contemporary Education*. Atlantis Press.

[35]. Yuniarti (2017) 'The effect of teaching oral communication strategies on Indonesian EFL learners' speaking skill', Indonesian EFL Journal, 3(2), pp.193-202.

[36]. Zhang,H., Alex,H.,and Kortner, N., (1995), 'Oral language development across the curriculum,K-12', *ERIC Digest*. ERIC Clearinghouse on Reading English and Communication,Bloomington, IN. ED389029.

APPENDICES
Appendix A:

University of South Wales

INFORMATION SHEET

Study Title: 'The difficulties the Egyptian primary school students encounter in speaking English as a Foreign Language (EFL)'.

Dear,

I would like to invite you to take part in this research study. Before you decide you need to understand why the research is being done and what it would involve for you. Please take time to read the following information carefully. Ask questions if anything you read is not clear or would like more information. Take time to decide whether or not to take part.

This study aims at investigating the difficulties the Egyptian primary school students encounter in speaking EFL, in addition the reasons and factors causing these difficulties in order to find out solutions that can ease those difficulties.

I cannot promise the study will help you directly but the information we get from the study will help to increase understanding the difficulties the Egyptian primary school students encounter in speaking EFL.

Taking into consideration, you have the right to withdraw from the study on any time. If you remain unhappy and wish to complain formally you can do this through, please contact Mr Jonathan Sinfield: jonathan.sinfield@southwales.ac.uk

I hope that you will respond honestly.

All your information will be confidential and you will remain anonymous that means no one will see (your responses) except me and they will be shredded once the research is completed.

Thank you for participation

You're sincerely,
Hany Rady Gaid
E-mail: hanyrady.m@gmail.com

Appendix B:

University of South Wales

STUDY CONSENT FORM

Title of Project: The difficulties the Egyptian primary school students encounter in speaking English as a Foreign Language (EFL).

Name of Researcher: Hany Rady Gaid

Name of supervisor: Dr. Maria Stylianidou

Please **(initial)** all boxes

1.   I confirm that I have read and understand the information sheet dated **31ˢᵗ March 2019** (version**1)** for the above study. I have had the opportunity to consider the information, ask questions and have had these answered satisfactorily.

☐

2.   I understand that my participation is voluntary and that I am free to withdraw at any time without giving any reason, without any consequence to myself.

☐

3.   I agree to my anonymised data being used in study specific reports and subsequent articles that will appear in academic journals.

☐

4.   I agree to take part in the above study.

☐

Name of Participant	Date	Signature

Name of person - taking consent.	Date	Signature

Appendix C:
Questionnaire for EFL teachers/supervisors

DIRECTIONS: Read each statement carefully, and circle the appropriate number to indicate your level of agreement or disagreement with the statement. Please note the following scale when recording your responses: 1 = Strongly Disagree (SD); 2 = Disagree; 3 = Neutral; 4 = Agree; 5= Strongly Agree (SA).

Statement	SD				SA
1. My students have the difficulty of choosing the appropriate vocabulary when speaking EFL.	1	2	3	4	5
2. My students have the difficulty of forming the sentence properly when speaking EFL.	1	2	3	4	5
3. My students mispronounce the words when speaking EFL.	1	2	3	4	5
4. Shy students, who are not willing to participate in speaking activities, often do not know the answer and are low achievers.	1	2	3	4	5
5. My students do not participate in speaking activities because of anxiety.	1	2	3	4	5
6. My students are not motivated to practice speaking EFL in the class.	1	2	3	4	5

7. Speaking activities included in "Time for English 6" are engaging for my students.	1	2	3	4	5
8. Using mother tongue affect negatively practicing speaking EFL.	1	2	3	4	5
9. I focus more on teaching reading and writing skills than speaking skill.	1	2	3	4	5
10. Using communicative approach helps my students participate in speaking activities.	1	2	3	4	5
11. My students desire to speak EFL well.	1	2	3	4	5
12. Teacher's high expectations can influence his/her attitude towards his/her students.	1	2	3	4	5
13. Teachers need more professional development on communicative approach and updated teaching methods.	1	2	3	4	5

Thank you for your positive participation.

University of South Wales

Appendix D:

STUDY ASSENT FORM

Title of Project: The difficulties the Egyptian primary school students encounter in speaking English as a Foreign Language (EFL).

Name of Researcher: Hany Rady Gaid
Name of supervisor: Dr. Maria Stylianidou

We are doing a research study about the difficulties that primary students encounter in speaking English language. A research study is a way to learn more about those difficulties. If you decide that you want to be part of this study, you will be asked to take part in this study.

There are some things about this study you should know. You can find information about this study in the information sheet.

Not everyone who takes part in this study will benefit. A benefit means that something good happens to you. We think these benefits might happen to the Egyptian primary students later.

You do not have to be in this study if you do not want to be. If you decide to stop after we begin, that's okay too. Your parents know about the study too.

If you decide you want to be in this study, please sign your name.

I, _____, want to be in this research study.
                    (Sign your name here)

_____   _____   _____
        (Parent's name)   (Sign Here)   (Date)

Appendix E:
Questionnaire for EFL students

DIRECTIONS: Read each question carefully, and circle the appropriate choice.

Question			
1. Do you like speaking English?	Yes	No	
2. Do you have enough vocabulary when you speak English?	Yes	No	
3. Do you face any grammatical difficulty when you speak English?	Yes	Sometimes	No
4. When you speak, Do you face any pronunciation difficulty that makes you stop speaking?	Yes	Sometimes	No
5. Do you feel shy when you speak English among your classmates?	Yes	Sometimes	No
6. When you speak English, Do you feel that your heart beats faster?	Yes	Sometimes	No
7. Are you interested in speaking English well?	Yes	Sometimes	No
8. Do you use Arabic most of the time of your English class?	Yes	Sometimes	No
9. Do you like participating in speaking activities in your English class?	Yes	Sometimes	No
10. How often does your teacher encourage you to speak English in the class?	Always	Sometimes	Never

Thank you for your positive participation.

Appendix F:
The Jury Members

List of the names of the jury of specialists who validated the tools of the study:

Names of the jury	Position
1. Basem Mahrous	Senior teacher of EFL and PhD candidate at Ain Shams University.
2. Ephraim Nagy	Teacher of EFL and Teacher educator at British Council, Egypt.
3. Nael Anwar	Senior teacher of EFL at Sohag governmental language school

Appendix G:
Dissemination Activity Plan

I.   Specifying research objectives and questions:

This study aims to investigate the difficulties encountered by the primary school students, in the Egyptian context, in speaking EFL. Furthermore, it aims at identifying the reasons causing these difficulties. In addition, finding possible solutions that help ease those difficulties based on the Egyptian context.

Thus this study will try to answer the following questions:

Q1   :What are the difficulties the Egyptian primary school students encounter in speaking EFL?

Q2   :Why do the Egyptian primary school students encounter difficulties in speaking EFL?

Q3   :How can the difficulties encountered by the Egyptian primary school students in speaking EFL be eased?

II.   Significance of the study:

The significance of the current study stems from the following considerations:

1. The current study fills up the research gap of investigating the difficulties the primary school students encounter in speaking EFL in the Egyptian context (Mcllwraith and Fortune, 2016).

2. The current study is significant as it distinguishes between the difficulties of speaking EFL and the factors that cause these difficulties. As many previous related studies do not distinguish between them clearly as in Al Hosni (2014) and Kardwish (2016).

3. The current study may be significant for the curriculum developers and educational leaders as it helps them reconsider designing speaking activities included in the EFL curriculum and implementing speaking skill in the final examination system.

4. The current study may be significant for the Egyptian teachers of EFL as it highlights the factors that contribute in causing their students encounter difficulties in speaking EFL and shows some solutions that help them ease those difficulties in the Egyptian context.

5. The current study may be significant for the Egyptian supervisors of EFL as it may help them consider some difficulties encountered by students in speaking EFL and the suggested solutions when they plan for training EFL teachers as a kind of teachers' professional development.

III.   Specifying research Findings and Conclusions:

Based on the findings of the recent study, the following points were concluded:

1. The Egyptian primary schools students encounter mispronunciation and inappropriate sentence formation as main difficulties of speaking EFL.

2. There are psychological factors, which are shyness and anxiety, affect negatively the Egyptian primary school students' speaking skills.

3. There are technical factors, which are issues with the Egyptian EFL curriculum "Time for English 6", using first learners' first language most of the time of EFL classes and EFL teachers' attitude towards teaching speaking skills, affect negatively the Egyptian primary school students' speaking skills.

4. Providing encouraging and motivating learning environment that motive the EFL students to participate in communicative speaking activities, helps them improver their EFL speaking performance.

5. Providing the Egyptian EFL teachers with professional development opportunities on the updated EFL teaching methods, helps them to improve and develop their traditional method in their EFL classes.

6. The change in the Egyptian EFL teachers' attitude towards speaking EFL from being negative into positive helps them make their EFL students motivated and eager to master speaking EFL.

IV. Identifying the audience:

1. Curriculum developers at the Egyptian ministry of Education.
2. Educational policy makers at the Egyptian ministry of education
3. Professors of EFL curriculum and instructions at the Egyptian universities.
4. EFL teachers and supervisors.

V. Dissemination Partners:

1. The Egyptian ministry of education.
2. British Council, Egypt.
3. The American University in Cairo (AUC).
4. Sohag University in Sohag Governorate, Egypt.

VI. Communicating the study message:

1. Thank you letters:

Thank you letters will be sent to each participant of those who participated in this recent research study after the dissertation approval. The thank you letter includes the study objectives, questions, results, findings and conclusion, with emphasis on the confidentially of their personal data as after the approval all personal data will be shredded.

2. Training session for primary teachers of EFL:

The researcher works as a teacher educator within the National Teachers Training Programme (NTTP), with collaboration between British Council, Egypt and the Egyptian ministry of education. This programme aims at developing primary EFL teachers' English language proficiency and enhancing their teaching practices.

The researcher will present his study findings in a training session in January, 2020 in Sohag Governorate within this programme. As the study objectives are related the objectives of this programme and highly relevant.

3. Professional Conference:

The researcher will submit a proposal to present the study findings containing Chapter five in 'NileTESOL 2021' conference at the American University in Cairo (AUC) in January 2021. This conference is held every year in January at the AUC for the ESL/EFL teachers, instructors and professors, educational leaders, and educational policy makers from all over Egypt. Hence, the researcher will submit the proposal in November, 2020 to be able to present the study findings in January, 2021.

4. Academic Journals in the field

The researcher will send the study abstract, summary and chapter five to be published in the academic journals in the field of the study after the dissertation approval from the University of South Wales, UK. Taking into consideration, the sent manuscripts will be in line with their formatting requirements.

Shortlisted for peer-reviewed and academic journals:

a. Education Research International Journal.

Available at: https://www.hindawi.com/journals/edri/

b. International Journal of Educational Research.

Available at: https://www.journals.elsevier.com/international-journal-of-educational-research.

c. Journal of English Language Pedagogy and Practice.
Available at: http://jal.iaut.ac.ir/

d. Indonesian Journal of Curriculum and Educational Technology Studies.
Available at: https://journal.unnes.ac.id/sju/index.php/jktp