# Factors Affecting Low English-Speaking Proficiency among Secondary School EFL Learners in Libya: Scoping Review

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**Abstract**
Introduction: Mastery of speaking skills is essential for success in today's society. Effective communication relies heavily on the ability to speak well. English, as a global language, holds great importance in various fields such as economics, politics, education, science, and technology. Problem statement: Libyan learners face difficulties in developing speaking skills and fail to communicate effectively as native speakers, despite studying the language for many years in schools and universities. Traditional approaches like the Grammar-Translation Method (GTM) employed in Libyan schools are often blamed for hindering fluency in English, making the language learning process challenging. English teachers in Libya often overlook teaching oral activities found in textbooks and solely focus on aspects they believe will be covered in exams. It is essential to acknowledge that learning and developing speaking skills require time, and learners need to acquire new vocabulary daily in order to understand and express themselves effectively.Therefore, there are limited studies on the difficulties of Libyan learners facing in speaking during their secondary education, as well as the factors that negatively impact their language skills and hinder their ability to speak in the classroom. Objective:  this research aims to identify the causes that contribute to low proficiency in English speaking skills among Libyan EFL learners. Methods: the searching done by using some online database such as Scopus, Web of science and google scholar on articles published between 2014 and 2024.  Results: the finding of this study shown that the Libyan learners have limited opportunities to practice oral communication skills both in and outside the classroom. Conclusion: there are factors that contribute to difficulties in both academic and personal communication. Furthermore, this study highlights the obstacles EFL teachers encounter when teaching speaking skills in classrooms, including proficiency, large class sizes, limited class durations, and a lack of teaching aids and resources.
**Keywords**: Factors Affecting, Low English-Speaking Proficiency, Secondary School EFL Learners

### Introduction

Speaking skills as a communication tool are an essential part of language. The use of this communication method is prevalent worldwide. The English language is considered lingua franca, which is used as a communication tool to achieve global economics, politics, education, science and technology, and culture, and to communicate with various cultures (Chaya & Inpin, 2020; Rao, 2019). It is difficult to communicate with people from other nations, because each nation speaks a different language. English may be an excellent way to communicate globally due to its status as the second most spoken language after national languages (Raj & Baisel, 2022; Gadri, 2021;Abdelaty, 2023) . Mastering the English language requires reading, writing, and listening (Raj & Baisel, 2022). Mastering English is a priority for the majority of ESL/EFL learners. When learning a foreign language, Learners often measure their progress by improving their speaking skill (Leong & Ahmadi, 2017). Harmer (2007) and Gilakjani (2017) argued that human communication is a complicated process. Communication is crucial for individuals to express themselves and share information. Speakers use communication to convey information. Individuals use language to accomplish their goals, and to achieve successful communication, speakers must engage both listeners and speakers simultaneously (Harmer, 2007; Gilakjani et al., 2013).Speaking may involve other skills; For example, speaking can help learners improve their vocabulary and grammar and later improve their writing skills. Al-Omri andAhmed(2019) reported that speaking is a collaborative process of meaning construction that requires the production, reception, and processing of information. Its form and meaning are determined by the context in which it takes place, including the participants, their shared experience, their specific background, and their speaking purposes. Speaking is an essential means of thinking and learning that needs to be improved because the target language is also the language of instruction in class.

### Literature Review

*Definition of Speaking*

There are a lot definition of word 'speaking' that has been suggested by researchers in language learning According to Harmer (2007) defined speaking as a tool for expressing human beings who engage in various oral tasks, while Alimi, (2015)mentioned that it allows individuals to communicate their personal needs or engage in transactional processes. Muttaqin (2019)pointed out that speaking serves as a means of communication to convey meaning to others successfully. Speaking is the most common technique used for transferring messages to others.  Another definition by  Saidouni (2019)  states that speaking skill is the ability to express oneself correctly and fluently in a given situation. Specifically, students must demonstrate mastery in the following speaking skills: grammar, vocabulary, comprehension, and pronunciation.

*The Importance of Speaking Skills in Learning*

In today's global communication plays a crucial role in achieving success all fields language serves primary tools for a perfect communication which is impossible without it (Rao, 2019). People cannot   achieve their goals without using appropriate language.  Thus there needs for mutual language to communicate with other people all round world.   Effective communication relies heavily on the ability to speak well. English language holds great importance to serves in various fields such as economics, politics, education, science, and technology. According to Leong and Ahmadi  (2017), mention that the acquisition of English speaking skills is popular goal for many learners of English as EFL/ ESL. Learners frequently

measure their progress in English acquisition by assessing their improvement commutation language proficiency. Akhter et al (2020), demonstrate that English has evolved in global language. With importance of communication in today world, it becomes increasingly learners to acquire enabling communication. Learning EFL require competency acquisition. They believe that communication relies on language which is used different situation to convey message and share thoughts and communicate to other.

The need for mastery in English speaking is increasing as English becomes more widely used for international communication (Nazara, 2011). Communication relies on language, which is essential for expressing ideas, feelings, and thoughts. Language is crucial for sharing problems and adds beauty to life. Speech is necessary for communication. Therefore, it is vital for English as a Foreign Language (EFL) learner to work hard to develop their speaking skills. Without language, there would be no society, and without speech, there would be no human language. Language without speech is like a script without actors, and without speech, language is like a play without characters. Language is used in various situations to convey messages, share ideas, and communicate with others. People use speaking skills while working and enjoying life. Effective communication fosters understanding, while a communication gap leads to problems. Productive skills are essential for effective communication. In respect, Al-Omri (2019), stated that speaking could incorporation the other skills. For example, speaking can assist learners in improving their vocabulary and grammar and later enhancing their writing skills. As well researcher mentioned that by speaking, learners could express their feelings, views, or thoughts and tell stories through conversations.

*The Principles of Teaching Speaking Skills*
According to Anuradha et al. (2014), also cited in Hussain (2017), there are several principles of teaching speaking skills that involve promoting the following practices: First, providing students with opportunities to speak immediately. Second, teacher should be taught them as soon as possible, not wait until teacher has a stock of words, phrases, or sentences to teach. Third, some students simply repeated themselves. Fourth, if a student provides a one-word answer to any question, bear it for the time being. It then encourages learners to express themselves in English. In addition, let learners use the structures/phrases/words in different situations and drill them every day. Finally, we encourage the use of tail-forwarding or the back-chaining technique for combining over ten sentences. Finally, role-play and pair-work, if possible, supervise learners to correct the actively engaged and activate the passively engaged.

*The Characteristic of Speaking Skills*
According to Al Jawad, (2023), cited by Mazouzi (2013), "activities for learners should be structured to balance fluency and accuracy accomplishment". Both fluency and accuracy are important elements of communicative approach. The significant characteristic of EFL speaking skills include crucial factors that assist EFL learners in speaking fluently in class ( Hussein et al., 2018).Classroom practice can assist student to develop their communicate competence to understanding how the language system works effectively.

Fluency is the main characteristic of speaking performance and a key goal for educators in teaching language" . Hughes (2013), clarified that "fluency refers to the ability of the learner"

to communicate clearly to avoid interruptions in the conversation as this could cause the listeners to lose interest." Hedge (2000), asserted that "fluency is the capability to response coherently by linking the words and phrases, pronouncing the sounds clearly, utilize stress and intonation".

Accuracy is another characteristic that refers to the correct use of vocabulary, grammar, and pronunciation. Teachers focus on the accuracy of controlled activities, so that feedback is based on correct language use. This causes students to become more anxious and make mistakes when speaking. As a result, teachers and researchers have shifted their focus from accuracy to fluency (Alzatma, 2020; Rizqiningsih & Hadi, 2019).

**Background of English Language Teaching  Methods in Libya**
In Libyan schools, different approaches have been utilized to teach English, such as the Grammar Translation Method (GTM), audio-lingual method (ALM), and Communicative Approach (CA). However, most Libyan schools, English teaching relies primarily on the GTM for teaching English. During lessons, teachers often use Arabic to explain lessons and translate words and phrases from English textbooks into Arabic (Owen et al., 2019; Owen & Razali, 2018).

GTM remains the most popular and widely used method of teaching English in Libya (Diaab, 2016; Elabbar, 2011). Furthermore, oral skills in the classroom are often neglected, with teachers giving little attention to allowing learners to practice speaking. Their focus is mainly on teaching vocabulary and grammatical structures (Najeeb, 2013; Toubot et al., 2018). As a result of the predominant use of GTM and the lack of emphasis on oral communication, Libyan learners continue to struggle to master effective oral communication in English. Additionally, insufficient class time is dedicated to practicing oral communication skills, further hindering the development of effective English communication among Libyan learners. In 2005, the Ministry of Education in Libya began implementing Communicative Language Teaching (CLT) (Owen & Razali, 2018 ; Esgaiar, 2019). However, teachers continue to rely on conventional methods because of concerns about their effectiveness. Learners lack opportunities to communicate in classrooms and English, and teachers often skip oral activities available in textbooks, focusing solely on the aspects they believe will be tested. This avoidance of speaking activities stems from fear of making mistakes. Many learners and teachers prioritize passing exams over improving their speaking skills. However, it is important to note that learning and developing speaking skills require time, and learners need to continuously expand their vocabulary to better understand and express themselves. English teachers should create a conducive environment for learning oral communication skills in their classrooms ( Algamati, 2024). In respect to Al-bakbak, (2019) it is claimed that TEFL in Libyan schools underscores reading and writing skills over listening and speaking skills. Although the four skills of speaking, listening, reading, and writing are equally important, it is important to prioritize reading and writing over speaking and listening.

**Factors Affecting Low English-Speaking Proficiency among Secondary School EFL Learners in Libya**
Although Libyan learners study formal English language schools for many years, they still struggle to reach achieve acceptable levels of   speaking proficiency (Sahboun et al., 2024). EFL students often face various challenges in developing their speaking skills in Libyan

secondary schools due to challenges. These Challenges contribute to low English-speaking proficiency among secondary school EFL learners in Libya. This article will explore how these can significantly impact their' performance to communicate effectively in language

*The Mother Tongue Interference*
Learners use their mother tongue, Arabic, in teaching English classrooms as subjects of continuing discussion, so they shift their first language to express themselves in the target language. The use of learners' mother tongue (Arabic) in teaching English as a foreign language in Libyan secondary schools has been a subject of ongoing debate (Alsied, 2019). Mansor (2017), states that educational systems contribute to the prevalent utilization of the native language in most secondary schools as part of the educational process. Pathan et al. (2014) explain, students' native languages may hinder their ability to understand and master English language skills, resulting in difficulties in communicating and speaking English in Arabic. Referring to Jahbel ( 2019), the reasons for using the mother tongue in the classroom are shyness, lack of proficiency, or being unmotivated, but this is due to their absence of motivation to communicate in the L2. Similarly, Al Jawad, (2023), believes that students who are learning English may use their native language inside and outside of class because it is easier and more effective, as they feel less stressed after speaking their mother tongue, hindering learning in the target language. Libyan EFL instructors mostly teach English vocabulary and task instructions in secondary schools. Furthermore, they almost always employ Arabic and English as the basis for their metalinguistic explanations (Allafi, 2023)

*Traditional Teaching Method*
Diaab (2016) argues that traditional teaching methods focus more on grammar in structural than teaching speaking skills. In addition, Zadma (2018)reported that Libyan schools are considered underdeveloped and struggle with numerous issues. Among these issues is the lack of proper training for teachers regarding the evaluation of learners and use of traditional assessment methods. Consequently, the Libyan context is focusing increasingly on the teaching and learning of English. Though the current English curriculum relies on CLT and student centered approaches, majority of EFL teacher still utilize traditional approach such as GTM and activities (Al-bakbak, 2019). Likewise , Mofareh ( 2019) found in this study that EFL teachers are responsible for insufficient training and commitment to the use of outdated pedagogy which leads to low proficient learners

*Classroom Environment Pedagogy*
Secondary school students often lack opportunities to practice speaking and interaction in secondary schools because of teacher-centered teaching methods (Hussein, 2018) . Most EFL speaking classes tend to prioritize teacher-centered approaches over student-centered ones. In these classes, instructors typically dominate the conversation, providing explanations and supervising the learning process, which leaves students with lack of opportunities to engage in peer communication (Ashreef, 2018).

*Lack of Oral Practice*
Elsaghayer (2014) indicated complete neglect of oral interactions in the classroom. English teaching primarily focuses on delivering information to students, rather than promoting language usage strategies. As a result, the students struggled to engage in brief conversations.

The focus of learning was vocabulary and language structure rather than oral skills. Toubot et al. (2018), highlighted the lack of attention paid to oral skills in Libyan education.

Moreover, Students have limited opportunities to practice their speaking skills outside the classroom, resulting in a deficiency in their oral proficiency. According Zargoun (2024) stressed that lack of practice is one of the most significant factors that create barriers to speaking English. Regular practice is essential to strengthen and develop language skills. Furthermore, learning English is complicated by a lack of consistent practice, resulting in the loss of important vocabulary. Additionally, lack of concentration and fluency in speech can hinder progress.

In EFL contexts, learners lack motivation to learn English because they do not actively use English in their daily routines. Libyan teachers and learners have no immediate opportunities to apply English outside the classroom because of their lack of direct social contact with English speakers (Azitoni, 2020).

*Internal Psychological*
Internal psychological factors, such as shyness, fear of making mistakes, low motivation, anxiety, and lack of self-confidence, play a significant role in influencing students' speaking skills (Pathon et al., 2014;Zrekat & Al-Sohbani, 2022). According to Bruns and Joyce (1977), Nunan( 1999.), Thornbury,(2005.) Psychological factors are common obstacles that hinder learners' speaking skills. Additionally, Qureshi et al. ( 2020)claimed that psychological factors have a negative impact on learners' oral communication. According to Alrasheedi (2020) investigates the psychological factors influencing learners' speaking performance. Because of the study, it was found that shyness; peer pressure, anxiety, and fear of making mistakes are factors that affect students' speaking skills. Administrators and teachers need to rethink their traditional roles to fulfil students' psychological, academic, and social needs. It is therefore important for instructors to understand the motivation and attitude of each student. Teachers should also learn simple yet effective ways of increasing learners' self-esteem (Alrasheedi, 2020).

*Lack of Vocabulary*
Vocabulary plays significant role for building and developing any aspect of foreign language teaching (Khalid, 2022). Algamati (2024) argues that common issues among secondary learners are a lack of vocabulary and difficulties communicating efficiently and fluently with peers. According to Khan et al.(2018) examined the students face speaking proficiency problem due to lack of vocabulary. They showed that the lack of vocabulary influence negatively on students' performance speaking and listening in classroom to express vocabulary did not necessitate using to produce lexical sophisticate L2 words. The main issue leads to several problem in teaching practices lack of vocabulary leaners are not able to response any teachers' questions in class when speaking due of lack vocabulary (Purwati et al., 2023). Adam (2016) contends that leaners have great difficulty communicating ELF due to lack vocabulary knowledge. Mofareh (2019), found that EFL teachers are clearly responsible for insufficient training and adherence the use outdated pedagogy which leads to contribute low proficiency learners .Thornbury (2005) contends that learners cannot speak English with limited vocabulary, which will lead them evading to utilize English in class. it was difficult for learners to communicate fluently and practices, therefore; they lack vocabularies. According

to Syafiq et al. (2021)leaners who have limited vocabulary and practice often struggle to communicate fluently in English .As results  they may experience feel anxiety and unable to speak due to a lack of meaningful content.

**Teaching Speaking Problem Faced by Teachers in classroom.**
As a second language, English is considered as difficult to learn especially in terms of speaking skills. Therefore, teachers play a crucial role in promoting student-centered communicative classrooms, where students participate actively. It is essential for the teacher to be motivated, interested, and experienced and to have a positive perspective toward the teaching profession in the context of teaching a second or foreign language. Successful learning relies on a teacher ( Algamati & Hamuda, 2019).There are several challenges that teachers face teach English in secondary schools include;

*Proficiency of Teacher*
The majority of Libyan teachers graduated from high institutes of universities; all of them are nationals who hold bachelors to qualify to teach English language in schools without any special training. absent professional training in teaching EFL or ESL negatively  impact their effectiveness  and results in utilize unsuitable and ineffective teaching method by EFL teacher (Pathan et al., 2016).Furthermore , Holandyah et al. (2022), indicate  that  many EFL teachers lack sufficient  proficiency in English  which hinders  their ability teach English orally to  their students. Many EFL teachers in Libya lack adequate training in English language teaching methodologies, and their English language proficiency is not sufficient to teach effectively (Abdelaty, 2023)

*Large Class Sizes*
Difficulties in providing individualized attention. Disruptions in pedagogical practices that adversely affect students' speaking abilities include large class sizes, insufficient discussion time, a lack of audio resources, and a focus on arts courses instead of language development (Zrekat & Al-Sohbani, 2022). Overcrowded classrooms hinder English teaching by impeding the implementation of materials and classroom management, thereby reducing students' English proficiency for classroom communication (Abdelati, 2019). According to Holandyah et al, (2022) manifested the overcrowed classes can have students number varying from one private tutoring session typical size fifteen or twenty and some cases they can swell thirty five or forty or even fifty students in learning language environment such large groups lead to numerus of challenges including discomfort, diminished attentions, issues with assessment, difficulties language management, and decline learning effectiveness. Seraj and Habil ( 2021) asserted that teachers have difficulty managing classes because of large class sizes making challenges for teachers and all students for engaging effectively during oral activities.

*Class Duration*
It appears that the duration of classes affects the teaching of English in Libyan classrooms (Abdelati, 2019). She mentioned that class duration is a crucial element influencing various classroom practices, including using Arabic and omitting certain activities. Consequently, speaking and listening lessons are often neglected. Teachers frequently adhere to strict lesson schedules, which results in pupils becoming passive recipients of information they may not completely understand. These time constraints adversely impact English instruction and obstruct communicative practices, causing teachers to inconsistently utilize tasks that can

affect the application and advancement of communication approaches (Abdelati, 2019). Insufficient time, resources, and materials make Learning EFL more challenging than first language .Teaching it as ESL requires a sufficient time and adequate resources to foster effective classroom environment (Holandyah et al., 2022).

*Lack of Knowledge*
Occasionally, a lack of knowledge among teachers regarding developing communication skills impacts students' communication skills' progress reading and writing skills. Due to examination orientation and care for high marks, concentrating on writing and reading skills compromises overall language progress by overlooking or underestimating speaking skills (Abo-Elhassan et al., 2021).Additionally, teachers claimed to be familiar with the CLT approach; however, they were unable to apply it due to a lack of training (Al-Bakbak2019).

*Limited Access to English Learning Sources*
 A lack of teaching aids and resources is a major challenge for FL instructors teaching English in public secondary schools ((Allafi, 2023; Abdelaty, 2023; El Mezughi, 2021).Research has revealed that high schools frequently suffer from deficiencies in teaching materials like audio-visual aids, textbooks, and technology, which impede the effectiveness of EFL instruction and learning. A shortage of resources can result in dull teaching techniques and lessen motivation and involvement among learners (El Mezughi, 2021; Abdelati, 2019; Soliman, 2013). In respect, Pathan et al. (2016) indicated in their investigation on the difficulties and challenges in EFL classrooms that educational technologies and teaching aids are scarce in high schools. The aforementioned studies highlight the difficulties Libyan learners face in speaking during their secondary school as well as the factors that negatively impact their language skills and hinder their ability to speak in the classroom .and also identifies these challenge that teachers face when teaching English in secondary schools and ignore teaching oral activities found in textbooks and solely focus on aspects they believe will be covered in exams here it is evident EFL teachers still used.

**Related Studies**
In Libya, previous studies have shown that there are various challenges and obstacles that Libyan students face when learning English as a foreign language that affect their speaking skills. Libyan EFL learners encounter several difficulties in speaking for different reasons, from the observation and personal experiences of the researchers.

The first Diaab (2016) investigated the speaking problems of Libyan EFL students and the factors causing this difficulty. The study population included 125 participants from Sebha University. This study used quantitative research. Questionnaires were used to collect data. The results also indicated that about 80.8% of Libyan EFL students were anxious when communicating. In addition, the feeling of anxiety described by 75.2% of them was unable to remember what should be said, which affected them from speaking appropriately. The results indicated that Libyan students encountered difficulties in oral communication because of linguistic and psychological obstacles. The findings revealed inadequate exposure to the target language and frequent overuse of the mother tongue inside and outside the classroom. The study recommends that EFL Libyan teachers rethink their approach to teaching English. More consideration should be given to aspects of communicative competence that involve

the employment of learners in the process of learning and that are more effective in the classroom.

The study conducted by Toubot et al, (2018) investigated EFL the fourth-year students' level of speaking anxiety. This study was used quantitatively. The method of this study adopted Foreign Language Speaking Anxiety Scale (FLSAS) model. This study used the questionnaire to collect data and precisely measure speaking anxiety. The population of this study involved 300 fourth-year English department students at three universities in Libya. The results showed learners had moderate to high levels of EFL speaking anxiety. Also, the study carried out the three elements (communication apprehension, fear of negative evaluation, and low self-confidence) that cause increasing speaking anxiety among EFL learners. The findings revealed that low self-confidence had the highest average, followed by the factors of fear of negative appraisal and communication apprehension.

Abdallaha (2018), investigated the speaking difficulties encountered by Libyan EFL learners at the Faculty of Arts and Science Al Kufra University. This study used quantitative research. The instrument used in this study was a survey of collected data. The results revealed that the learners had trouble speaking English. The reasons for these problems were somewhat similar, with some differences between the teachers and students. Most students protested that their language was restricted to mechanical vocabulary and grammatical structures. This study recommends that EFL students be given opportunities to improve their speaking abilities. They should be offered with a rich atmosphere that would help learners overcome their difficulties and develop their spoken language.

The A similar study conducted by Algamati & Hamuda (2019) explored difficulties in speaking skills encountered by secondary students in Misurata City in Libya. The goal of this study was to identify the factors that hamper their speaking skills and overcome those factors impeding their proficiency.  The study adopted a descriptive approach, and questionnaires were used to collect data. The sample comprised of 25 teachers and 100 students. The findings revealed that the students were unable to practice oral communication skills inside and outside class due to insufficient time, lack of vocabulary, lack of confidence, and fear of mistakes. Additionally, teachers skipped oral activities in the text and workbooks.

Alike study done by Nijat et al (2019), investigated psychological factors which influenced learners' speaking performance. The primary psychological factors that hampered learners' oral communication in the classroom are fear, shyness, and worry. In addition, students had a lack of confidence to speak because they felt fear to speak in English. Therefore, the study proposed that teachers must encourage students to help them overcome all these factors that influence their class performance. Furthermore, teachers should be more aware to ensure their teaching plans are effective and meaningful.

 Similarly, Manurung and Izar (2019)conducted a study to investigate the learners' speaking challenges and searched the fundamental factors influencing those issues. They confirmed that two factors affected speaking performances, internal and external factors. Internal factors were related to learners themselves, namely the lack of vocabulary and English-speaking approaches of students, a small number of native teachers.  Although external factors were related to teaching approaches, curriculum, and class English learning out class.

Jahbel (2019), investigated the communication problems encountered by undergraduates at Al zytoona University, Libya. These complications include speaking difficulties, low motivation for English learning, pronunciation worries, absence of the required vocabulary, and extreme use of the mother tongue in the class. The findings concluded that EFL students encountered numerous obstacles in learning their speaking skills. Nevertheless, these obstacles involve anxiety, using the Arabic language in class, and lack of language exposure. Hence, English language teachers must consider teaching speaking skills by assisting learners and motivating them to communicate in their target language. To solve students' problems, teachers should apply efficient, communicative tactics and implement contemporary processes.

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Another study done by Hamuda et al. (2023), scrutinized the factors influencing secondary school students' speaking skills, focusing on their impact on skill mastery. This study was conducted in 10 schools, and 150 students were surveyed to understand how oral skills were approached. The results indicated limited speaking opportunities in the target-language classrooms, possibly due to factors such as scarce speaking activities, teachers overlooking conversational practices, inadequate vocabulary for discussions, minimal feedback during English learning, students' motivation and engagement levels, and insufficient time allocated for oral practice.

As mentioned above, various studies have highlighted the challenges that Libyan learners face when speaking in their activities and the factors that negatively influence their language skills and hamper their ability to communicate effectively in classrooms.

**Methodology**
This study identified peer-reviewed research studies or articles written in English and published between 2000 and 2024 using databases such as Google Scholar, ERIC, Science Direct, and Scopus. Database searches were limited to studies conducted in Libya for Libyan learners' English as a second language. Search terms in the keywords fields of the above databases were Libyan EFL learners' speaking challenges, low speaking proficiency among Libyan EFL learners at secondary schools, English speaking difficulties in Libya, and Libyan EFL learners' speaking challenges

**Result and Discussion**
*Challenges Faced by Libyan EFL Learners in Speaking English and the Causes of Low*
*Proficiency Among Secondary School Students in Libya*
Due to psychological and linguistic obstacles oral communication might be challenging for Libyan learners. The findings additionally demonstrated that the primary causes of the speaking difficulties of the Libyan EFL learners were frequent usage of Arabic both within and

outside of the classroom and insufficient exposure to the target language. Other significant problems included a lack of speaking exercises and a teacher emphasis on accuracy over fluency.

According to Diaab (2016), demonstrated that speaking induces anxiety in EFL Libyan learners. Additionally, their anxiety stop them from remembering what to say, which limited their ability to communicate effectively. Similarly, Pathan et al (2014), indicated that EFL learners encounter important challenges in speaking, including pronunciation, grammatical, and syntactic issues with inference from the mother tongue, which affect their communication. Likewise, a study conducted by Mohsen (2014), stated that English teaching encountered obstacles following the 1986 air arid, recommending the establishment of language training centres for teachers. Additionally, Alrobeibi and Carey (2017), observed that English education relying on the GTM instead of adopting new curriculum

In a study done by Owen (2019), it was suggested that students face difficulties due to low motivation, teachers' lack of interest, a lack of confidence in practicing English, and traditional methods of teaching English. Most of the students indicated that they feel shy when they speak in English in class and they feel more relaxed when they speak in their first language (Arabic). Besides, Hamuda et al (2023), and Algamati (2024), based on these studies, found that students are not provided with sufficient opportunities to practice their English in the classroom. There are several factors influencing this limitation, including the scarcity of speaking activities, the neglect of conversation-based exercises by teachers, a lack of vocabulary to practice speaking, minimal feedback and corrections provided to students, and the student's motivation and involvement in speaking activities. In addition Salheen (2023), concluded that the most influential aspects influencing the desire for learners for speaking participation during class activities and interaction are the teacher's role, the classroom environment, and subject familiarity in terms of prior experience. Successful learning with active oral participation of students in an ELF classroom may be realised if teachers are well-prepared, the classroom environment is mixed with the conducive and increased social, emotional, and pedagogical factors, along with a high degree of topic awareness. On the other hand and according to Sahboun et al (2023), form the findings, found that the implemented method was found to be highly effective in improving the oral proficiency and performance levels of students.

**Conclusion**
This review sheds light on the challenges encountered by the Libyan secondary students as EFL learners in developing their speaking proficiency in the English language. The study aimed to identify the key factors influencing students' speaking skills and understand the impact of each factor on their ability to master this essential skill. This is mainly due to the issue that is considered psychological factors, such as nervousness and fear of making mistakes, as the main barrier in speaking English. Moreover, it identifies crucial factors that impact learners' speaking abilities, such as a lack of speaking activities, inadequate focus on teacher-led conversation exercises, insufficient vocabulary, minimal feedback, and low motivation. These factors contribute to difficulties in both academic and personal communication. Furthermore, this study highlights the obstacles of EFL teachers encounter when teaching speaking skills in classrooms, including proficiency, large class sizes, limited class durations, and a lack of teaching aids and resources.

## Recommendations

Based on finding of this review, several recommendation should be taken consideration First, overcoming these issues involves cooperation in different education system stakeholders. Prioritising the inclusion of speaking exercises in class plans can help school administrators make sure that instructors set aside time in their schedules for engaged dialogues. Hence, it is important to enhance the curriculum by incorporating diverse topics for discussion, which will help student to improve oral English as a Foreign Language (EFL) speaking skills. In addition, Teachers should be adopted appropriate strategies to teach -specific speaking skills, ensuring that students remain engaged and motivated during lesson. In light of this, I recommend that teachers of EFL in Libya take specific courses, as part of their initial teacher education, that enable them to learn about and analyse the responsibilities of language trainers, pedagogy and teaching strategies, and—most importantly—psychological and affective issues related to FL learning. To improve the student's language proficiency and get them involved in class activities, teachers should give speaking courses the most importance. Giving learners many of chances to communicate effectively.

Beneficial high-speed Wi-Fi connectivity should be installed in secondary schools to support these efforts. This will give teachers and students access to educational resources that improve the quality of the learning environment. It is also essential to provide teachers with resources to help them better understand technology and its role in teaching English, as well as training on how to use it in the classroom. And last, a crucial part of language development is played by the students themselves. Encouraging self-motivation, involvement, and a willingness to take chances when speaking English will make a big difference in their overall development. Additionally, as improving a sense of confidence will have a big impact on one's capacity for successful communication, students should prioritise this.

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