Investigating the Strategies, Activities and Challenges of EFL Speaking Classes

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Abstract—This study analyzes the strategies, exercises, and challenges faced in English as a Foreign Language (EFL) speaking lessons. The study examines pedagogical approaches, a range of speaking exercises, and ongoing challenges to identify successful techniques employed by teachers to enhance students’ oral communication skills, assess the influence of different speaking activities on language proficiency, and explore the difficulties encountered by educators and learners, such as motivation, anxiety, cultural disparities, and limited resources. The study provides valuable insights and recommendations for enhancing language learning outcomes and creating a more favorable learning environment for all stakeholders in EFL-speaking classes. These recommendations focus on improving instructional techniques, curriculum design, and learner support systems. This study used a quantitative research methodology to investigate the techniques, exercises, and challenges faced in English as a Foreign Language (EFL) speaking classes in a private university setting. Quantitative research entails the collection and examination of numerical data to identify patterns, correlations, and trends. Information is gathered from a total of 115 students who are currently enrolled in English as a Foreign Language (EFL) speaking classes. This data is obtained through the use of questionnaires, which consist of both closed-ended questions and Likert-scale questions. Communicative Language Teaching (CLT), Task-Based Learning (TBL), Role-plays, Debates, Learner Anxiety, and Linguistic Barriers have a substantial impact on the performance of English as a Foreign Language (EFL) speaking classes. CLT (communicative language teaching), TBL (task-based learning), role-plays, and debates are identified as reliable indicators, demonstrating the effectiveness of interactive teaching methods. The presence of learner anxiety and linguistic barriers highlights the necessity of addressing psychological and linguistic obstacles in order to promote successful English communication.

Keywords—EFL Speaking Classes, English As A Foreign Language, Pedagogical Strategies, Speaking Activities, Learner Challenges.

I. INTRODUCTION

The development of an individual’s speaking abilities is of the utmost importance in the field of English language teaching (ELT), as it reflects the communicative nature of language acquisition. It is of the utmost significance to do research into the methods, activities, and difficulties that are inherent in English as a Foreign Language (EFL) speaking classes within this particular subject. Speaking lessons in English as a Foreign Language (EFL) serve as the crucible in which students participate in linguistic interaction. The goal of these classes is not just to help students successfully articulate their thoughts but also to help them absorb and respond to a variety of linguistic inputs. This investigation explores the
complex landscape of English as a Foreign Language (EFL) speaking classes, revealing the dense tapestry of pedagogical techniques, dynamic activities, and persistent obstacles that are characteristic of this educational environment. It is within these classrooms that teachers make an effort to cultivate an atmosphere that is conducive to language acquisition. They do this by fostering the speaking proficiency of students while simultaneously overcoming a variety of hurdles that stand in the way of achieving fluency (Islam et al., 2022).

Using an investigative approach, the purpose of this study is to shed light on the various methods that teachers use to improve their students' speaking abilities. These methods include communicative activities as well as scaffolded speaking exercises that are structured according to the learners' current levels of proficiency. In addition, it investigates the various activities that are deployed to increase speaking practice. These activities include role-playing, debates, conversations, and presentations. Each of these activities is aimed at nurturing particular linguistic competencies and authentic communication.

On the other hand, these educational attempts are accompanied by tremendous hurdles that teachers of English as a foreign language face in their classrooms. There are a number of elements that contribute to the effectiveness of speaking training, including learner fear, motivation, cultural obstacles, and resource limits. Each of these factors has a substantial impact on the effectiveness of speaking instruction. In order for educators to offer a supportive and stimulating learning environment that enables learners to overcome linguistic obstacles and attain communicative competence, it is vital that they understand and address the issues that they face. The research objective is to acquire a more profound understanding of the tactics, activities, and challenges that are inherent in English as a Foreign Language (EFL) speaking classes (Mohammed & Mohammed, 2021). The study recognizes the essential role that these sessions play in molding the language development of learners and in encouraging effective communication in a globalized society. The purpose of this study is to contribute to the improvement of pedagogical methods and the empowerment of both educators and learners in the quest for language competency. This will be accomplished via an in-depth assessment of these factors.

1.1 Problem Statement

Employees are widely recognized as one of the most valuable assets in an organization. However, contemporary organizations often face challenges arising from negative behaviors exhibited by their employees. One potentially effective strategy to mitigate these negative outcomes is to enhance employee embedment within the organization. Limited research exists on the correlation between job embeddeness (JE) and employees' attitudinal and behavioral outcomes. Therefore, it is crucial to investigate and assess employees' responses to job embeddeness to better understand its impact after conducting our preliminary investigation, we discovered that a significant number of academic staff in the higher education sector are frequently absent or tardy. This suggests a possible disconnection or lack of embeddedness with their work.

1.2 Research Problems

Lack of speaking activities can lead to reduced motivation among learners. The process of acquiring language is fundamentally motivated by the innate urge to communicate and interact with others in significant ways. If learners see a lack of connection between their language learning endeavors and practical application in real-life situations, they may experience a decline in motivation and enthusiasm towards the learning process. This effect is especially noticeable in English as a Foreign Language (EFL) contexts, when learners may already experience a sense of
detachment from English-speaking environments beyond the classroom. Hence, the neglect of developing oral communication abilities in English as a Foreign Language (EFL) classrooms can have significant consequences for learners' total linguistic competence and drive. It is crucial for educators in these situations to tackle this difficulty in a proactive manner by introducing tactics and activities that give priority to verbal communication. Through the establishment of a nurturing and engaging educational setting that promotes active participation in speaking exercises, instructors have the ability to enable students to conquer obstacles and cultivate the necessary assurance in language skills to excel in English-speaking environments.

1.3 Significance of the Study

The importance of examining the methods, actions, and difficulties encountered in EFL (English as a Foreign Language) speaking classes is in its capacity to provide valuable insights and improve language teaching techniques, ultimately enhancing the educational experience and results for both teachers and students. This study has numerous significant implications.

Pedagogical Insights: By examining the techniques used in English as a Foreign Language (EFL) speaking classes, educators can gain useful knowledge about effective teaching methods. Gaining insight into the most effective ways and techniques for enhancing speaking skills enables educators to improve their teaching strategies, customize education to suit learners' requirements, and maximize learning achievements.

Curriculum Development: A comprehensive examination of the activities employed in English as a Foreign Language (EFL) speaking classes serves as a foundation for the development of curriculum and the provision of resources. Teachers can discern a wide array of speaking activities, including role-plays, debates, discussions, and presentations, that foster genuine communication and linguistic growth. Incorporating these activities into the curriculum improves its comprehensiveness and relevancy, guaranteeing that learners receive comprehensive speaking instruction.

1.4 Research Aim

The purpose of this paper is to examine EFL (English as a Foreign Language) speaking classes' tactics, activities, and obstacles. The study analyzes pedagogical methods, diverse speaking activities, and persistent obstacles in these classrooms to identify effective strategies used by educators to improve students' speaking abilities, evaluate the impact of various speaking activities on linguistic development, and examine the challenges faced by educators and learners, including motivation, anxiety, cultural differences, and resource constraints. The study offers insights and recommendations to improve instructional practices, curriculum design, and learner support mechanisms in EFL speaking classes to improve language learning outcomes and create a better learning environment for all stakeholders.

1.5 Research Questions

Based on the aim of the study, here are several research questions that could guide the investigation into the strategies, activities, and challenges of EFL speaking classes:

1. What are the primary strategies employed by educators to enhance students' speaking abilities in EFL speaking classes?
2. How do different speaking activities, such as role-plays, debates, discussions, and presentations, impact students' linguistic development in EFL contexts?
3. What are the main challenges faced by educators in facilitating effective speaking instruction in EFL classrooms?
1.6 Conceptual Framework

Figure 1. Conceptual Framework

1.7 Research Hypotheses

Hypothesis 1: Implementing Communicative Language Teaching (CLT) strategies in EFL speaking classes will result in greater improvements in students' speaking abilities compared to traditional teaching methods.

Hypothesis 2: Task-Based Learning (TBL) activities in EFL speaking classes will lead to enhanced linguistic proficiency and communicative competence among learners compared to conventional language instruction approaches.

Hypothesis 3: Incorporating role-plays into EFL speaking classes will lead to improved speaking skills and communicative competence among learners compared to traditional instructional methods.

Hypothesis 4: Engaging learners in debates in EFL speaking classes will result in increased fluency, critical thinking abilities, and confidence in expressing opinions in English compared to standard language teaching approaches.

Hypothesis 5: High levels of learner anxiety in EFL speaking classes negatively impact students' speaking performance and hinder their ability to effectively communicate in English compared to learners with lower levels of anxiety.

Hypothesis 6: Linguistic barriers, such as differences in pronunciation, vocabulary, and grammar between learners' native languages and English, pose significant challenges in EFL speaking classes, leading to difficulties in comprehension, expression, and interaction among learners.

II. LITERATURE REVIEW

EFL-speaking classes are essential for language acquisition, providing crucial opportunities for students to improve their oral communication skills. This literature review explores the complex domain of English as a Foreign Language (EFL) speaking classes, with the goal of clarifying the tactics, activities, and obstacles that are inherent in these educational settings. This review aims to provide insight into the complex dynamics that influence the teaching of English as a Foreign Language (EFL) speaking skills by analyzing important teaching methods, speaking activities, and challenges faced by both educators and learners (Alrasheedi, 2020).

The importance of EFL-speaking classes rests in their capacity to cultivate the advancement of students' oral communication abilities, which are crucial for proficient language utilization in authentic situations. By participating in speaking activities, learners not only improve their language skills but also develop self-assurance and fluency in expressing themselves in English. Therefore, the educational environment for teaching English as a Foreign Language (EFL) speaking skills includes a wide range of methods and tasks designed to promote meaningful language learning experiences (Pawlak, 2021).

The discussion on EFL speaking classes revolves around the many pedagogical approaches used by educators to maximize language learning results. Out of these methodologies, communicative language teaching (CLT) is particularly notable for its widespread adoption and emphasis on developing communicative competence rather than focusing solely on grammatical accuracy.
CLT prioritizes interactive and task-oriented learning activities, offering learners genuine chances to participate in significant communication (Zhang et al., 2021). Task-Based Learning (TBL) prioritizes the accomplishment of practical activities to facilitate language acquisition. It encourages learners to actively participate and develop problem-solving abilities (Taheri et al., 2020). In EFL speaking lessons, a wide range of speaking exercises are used to help students acquire and improve their language skills. Role-plays provide learners with simulated environments where they can act out real-life situations, enabling them to apply their language abilities in appropriate contexts. Similarly, debates offer opportunities for students to express and support their perspectives, promoting the development of analytical thinking and persuasive communication skills (Ibna et al., 2021). Nevertheless, in addition to the numerous possibilities for language advancement, EFL speaking sessions can pose difficulties for both teachers and students. Learner anxiety is a widespread barrier that hampers speaking performance and slows down language acquisition (Al-Tamimi et al., 2020). Furthermore, linguistic impediments such as variations in pronunciation, vocabulary, and grammar present difficulties in understanding and communication, requiring specific teaching methods to overcome these issues (Wahyuningsih & Afandi, 2020).

2.1 Strategies

Various pedagogical strategies are used in the field of English as a Foreign Language (EFL) speaking instruction to help students acquire and become proficient in the language. When it comes to helping students develop their communication and language abilities, two well-known methods stand out: task-based learning (TBL) and communicative language teaching (CLT) (Nemati et al., 2020). One of the most influential strategies for teaching languages, communicative language teaching (CLT), places an emphasis on real-world communication. The communicative competence theory is the foundation of CLT, which places an emphasis on task-based activities, interaction, and meaning negotiation to promote language acquisition (Richards & Rodgers, 2001). Contrary to more conventional approaches that center on grammar, CLT encourages students to practice their language skills in authentic contexts by interacting with native speakers in everyday conversations. Communicative language training (CLT) seeks to improve students' linguistic fluency, pragmatic competence, and communication effectiveness by immersing them in real-life talking tasks (Amoah & Yeboah, 2021). Another cutting-edge method of teaching languages is task-based learning (TBL), which places an emphasis on having students complete real-world activities while they study. According to Ellis (2003), task-based learning (TBL) is a method for teaching a language by having students communicate and solve problems in the target language. The goal of these activities is to let students practice using their language abilities in realistic contexts by simulating real-life scenarios. Participating in task-based activities helps students develop crucial cognitive abilities like teamwork, creativity, and critical thinking in addition to their language ability (Choi & Chung, 2021).

Modern theories of language acquisition are consistent with the guiding concepts of both CLT and TBL. These educational techniques offer students immersive language learning environments that mimic real-life language use by focusing on genuine conversation, meaningful interaction, and task-based engagement. In addition, CLT and TBL enable students to successfully utilize language in many social, academic, and professional settings by focusing on the development of communicative competence (Zohrabi & Farshbafan, 2022).
2.2 Activities

Speaking instruction for English as a foreign language (EFL) is an ever-changing field that makes use of a wide variety of interesting strategies to boost students’ self-assurance, accuracy, and fluency. Students can hone their public speaking abilities in realistic and engaging settings through the use of activities like role-plays and debates, which stand out as effective teaching tools (Wijaya, 2021). In role-plays, students act out hypothetical situations in which they have unplanned dialogues or encounters with one another. These circumstances are made to mimic actual conversations that people have in everyday life, such as when they buy takeout, reserve a hotel room, or interview for a job. Teachers help students improve their communication abilities by putting them in realistic situations where they can use their language skills through these role-playing activities (Alenezi, 2021). Students develop their critical thinking, problem-solving, and empathy skills while they practice speaking and understanding a variety of roles in role-plays (Liu & Wang, 2023).

Conversely, debates are organized conversations in which students argue for and against a certain position on a given issue or topic (Sukying, 2021). The standard format for a debate consists of two sides arguing for and against a certain topic, with a moderated discussion or rebuttal phase following. Debates are a great way for students to practice arguing their cases and providing evidence to back them up, which helps them become better thinkers and public speakers (Wijayanto & Hastuti, 2021). In addition, debates promote an atmosphere that is ideal for intellectual interchange and productive discourse by encouraging participants to actively participate, collaborate, and engage in polite communication with one another (Ali et al., 2020). Aligning with the principles of communicative language education and task-based learning, both discussions and role-plays provide EFL learners with diverse benefits. (Tran, 2022) Participants in these events get the chance to hone their public speaking abilities in engaging and relevant settings, which aids in their language learning journey. Participants in role-plays and debates also gain self-assurance and competence in speaking and listening to English, which helps them deal with real-life scenarios more effectively (Khasawneh, 2023).

In English as a Foreign Language (EFL) speaking lessons, activities like role-plays and discussions are great for building students' confidence, accuracy, and fluency (Chen et al., 2023). Activities like these help students improve their oral communication skills in a holistic way and get them ready to use language effectively in a variety of social, academic, and professional settings by mimicking real-life communication scenarios and encouraging active participation and critical thinking (Bon, 2022).

2.3 Challenges

Learner anxiety and language hurdles are two major problems that teachers and students of English as a Foreign Language (EFL) frequently face in speaking lessons. These difficulties might make it harder for EFL students to acquire the language and for speaking lessons to be effective (Nushi & Orouji, 2020). Students often struggle with anxiety in English as a Foreign Language (EFL) speaking sessions. This condition is marked by a lack of confidence and comfort when expressing oneself verbally in the target language. This anxiety can show itself in many ways, such as worrying about how others will perceive your grammar or pronunciation skills or worrying that your teachers or classmates will evaluate you (Taghizadeh & Ejtehadi, 2023). Anxieties among students can have a major influence on their public speaking abilities, causing them to dread public speaking assignments, avoid them altogether, and generally be less engaged in class. In addition, students’ motivation and self-assurance can take a hit if they deal with chronic worry, which would
slow down their language learning process (Hosseinpur & Kazemi, 2022). Teachers and students of English as a foreign language (EFL) confront the additional difficulty of overcoming language barriers in the classroom. Learners face these challenges because English and their home languages differ in syntax, vocabulary, grammar, and pronunciation. Inaccurate production and understanding of English sounds, words, and structures might be a problem for students due to these differences (Arjmandi & Aladini, 2020). Language obstacles also make it harder for students to communicate clearly and fluently in English-speaking environments (Orfan, 2020).

Pedagogical strategies and learner support mechanisms must be integrated into a comprehensive approach to tackle these issues (Bailey & Lee, 2020). Teachers can help students feel comfortable enough to try new things and take risks when it comes to public speaking by cultivating a welcoming classroom community. Incorporating cooperative learning frameworks, giving students constructive criticism, and structuring their speaking activities are all ways to help students overcome their fear of public speaking and gain self-assurance (Saleh & Meccawy, 2022).

Similarly, phonological, lexical, and grammatical skill development are the focuses of targeted instructional interventions that aim to address linguistic impediments. Learners can overcome linguistic obstacles and develop their communicative competence through explicit instruction, concentrated practice, and exposure to actual language usage (Rezalou & Yagiz, 2021). Incorporating culturally relevant materials and activities can also help students become more sensitive to other languages and cultures, which in turn can help them better comprehend and appreciate English-speaking environments (Bulqiyah et al., 2021).

Educators can help EFL students overcome learner anxiety and language difficulties in speaking classes by taking proactive measures and fostering supportive learning settings (Hu, 2022). This will allow students to have more meaningful language-learning experiences. Educators can help students overcome language and anxiety hurdles so that they can become fluent and self-assured English speakers who can thrive in a variety of cultural and linguistic settings (ul Hassan & Qureshi, 2021).

III. Research Methods

This study utilizes a quantitative research methodology to examine the methods, activities, and difficulties encountered in English as a Foreign Language (EFL) speaking classes within a private university environment. Quantitative research entails the gathering and examination of numerical data to discern patterns, connections, and trends. This study employs quantitative approaches to collect data from a substantial number of students and examine the connections between several elements that impact the outcomes of English as a Foreign Language (EFL) speaking classes.

3.1. Population and Sample

The population of interest consists of students who are currently enrolled in English as a Foreign Language (EFL) speaking classes at the private institution. The sample comprises 115 students that were chosen via convenience sampling. The selection of these students is done in a random manner, including various levels and programs offered by the university, in order to guarantee a diverse representation in the sample.

3.2. Data Collection

Data is gathered by administering questionnaires to the chosen people. The questionnaire aims to collect data on the students' perspectives of the tactics, activities, and difficulties faced in their English as a Foreign Language (EFL) speaking classes. The questionnaire has both closed-ended and Likert-scale questions to collect quantitative
responses pertaining to certain facets of speaking education.

3.3. Procedure

The questionnaires are disseminated to the chosen participants during scheduled class sessions or via digital platforms, depending on the instructional method. Participants are given explicit guidance on how to fill out the questionnaire and are guaranteed that their comments will be kept secure and anonymous. Once a specified time has elapsed, the questionnaires that have been filled out are gathered and organized for the purpose of analysis.

3.4. Data Analysis

The gathered data is examined using statistical techniques to detect patterns, connections, and trends. Descriptive statistics, including frequencies, percentages, means, and standard deviations, are calculated to summarize the results for each item in the questionnaire. Inferential statistics, such as correlations, regressions, and factor analyses, are used to investigate the connections between variables and evaluate hypotheses about the factors that affect outcomes in English as a Foreign Language (EFL) speaking classes.

IV. Findings and Data Analysis

Table 1: Reliability Analysis

<table>
<thead>
<tr>
<th>No</th>
<th>Variables</th>
<th>No of items</th>
<th>Cronbach Alpha</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Communicative Language Teaching (CLT)</td>
<td>6</td>
<td>.739</td>
</tr>
<tr>
<td>2</td>
<td>Task-Based Learning (TBL)</td>
<td>5</td>
<td>.748</td>
</tr>
<tr>
<td>3</td>
<td>Role-plays</td>
<td>6</td>
<td>.759</td>
</tr>
<tr>
<td>4</td>
<td>Debates</td>
<td>4</td>
<td>.766</td>
</tr>
<tr>
<td>5</td>
<td>Learner Anxiety</td>
<td>5</td>
<td>.771</td>
</tr>
<tr>
<td>6</td>
<td>Linguistic Barriers</td>
<td>6</td>
<td>.748</td>
</tr>
<tr>
<td>7</td>
<td>EFL Speaking classes</td>
<td>7</td>
<td>.781</td>
</tr>
</tbody>
</table>

Cronbach's alpha is a measure of statistical significance that evaluates the degree of internal consistency and dependability, indicating the extent to which a collection of items is tightly interrelated as a cohesive unit. It quantifies the degree to which all elements of a variable assess the same fundamental concept. The table presents the Cronbach alpha values for each variable. A higher Cronbach alpha value signifies enhanced internal consistency and reliability, indicating strong correlation across the items within the variable and accurate measurement of the same underlying concept. CLT has a Cronbach alpha of .739, TBL has a Cronbach alpha of .748, role-plays have a Cronbach alpha of .759, debates have a Cronbach alpha of .766, learner anxiety has a Cronbach alpha of .771, linguistic barriers have a Cronbach alpha of .748, and EFL speaking classes have a Cronbach alpha of .781, for example. The table presents data on the internal consistency and reliability of several variables pertaining to EFL-speaking classes. This information aids researchers in assessing the accuracy and reliability of their measurement tools.
The table displays the relationships among various independent factors (CLT, TBL, role-plays, debates, learner anxiety, linguistic barriers) and the dependent variable (EFL-speaking classes). The study found strong positive associations between English as a Foreign Language (EFL) speaking classes and Communicative Language Teaching (CLT) (0.597), Task-Based Learning (TBL) (0.378), Role-plays (0.609), Debates (0.703), Learner Anxiety (0.572), and Linguistic Barriers (0.566). These findings indicate a positive correlation between the results on the independent variables and the scores in EFL-speaking classes. The correlations between EFL speaking classes and debates (0.703), role-plays (0.609), and CLT (0.597) are the greatest, suggesting that these characteristics have a more pronounced association with EFL speaking class performance than TBL, learner anxiety, and linguistic barriers. In general, the correlation analysis offers valuable insights into the connections between many variables and EFL speaking classes, aiding in the identification of issues that might impact speaking class success.
The model summary presents an assessment of the extent to which the combination of predictors (CLT, TBL, role-plays, debates, learner anxiety, and linguistic barriers) accounts for the variation observed in EFL-speaking classes. The R square value signifies that the predictors jointly explain a substantial proportion of the variation in EFL-speaking classes. This suggests that the model could be valuable for predicting or comprehending elements associated with speaking class performance.

The ANOVA findings in this table demonstrate that the regression model, which incorporates the predictors CLT, TBL, role-plays, debates, learner anxiety, and linguistic barriers, effectively predicts the performance of EFL-speaking classes. This is supported by the extremely low p-value (Sig. = .000b). Hence, the regression model exhibits a statistically significant enhancement in forecasting EFL-speaking classes when compared to a model without any predictors.
Communicative Language Teaching (CLT) | .699 | .028 | .701 | 21.461 | .000

Task-Based Learning (TBL) | .591 | .031 | .598 | 19.336 | .000

Role-plays | .494 | .022 | .497 | 12.567 | .000

Debates | .601 | .035 | .604 | 15.771 | .000

Learner Anxiety | .611 | .029 | .614 | 18.726 | .000

Linguistic Barriers | .671 | .026 | .675 | 16.373 | .000

a. Dependent Variable: EFL Speaking classes

This P-value shows the chance of receiving a t-value as extreme as the one seen in the sample on the assumption that the null hypothesis is true. A significance value below 0.05 suggests that the predictor has a statistically significant effect. All predictors in this table exhibit a significance value of .000, indicating a high level of statistical significance. The findings indicate that all factors examined, including CLT, TBL, role-plays, debates, learner anxiety, and linguistic barriers, have a substantial influence on EFL speaking lessons. These factors help to clarify the differences in scores in EFL speaking classes, with communicative language teaching (CLT), task-based learning (TBL), role-plays, and debates being particularly influential predictors. This is consistent with the presented assumptions, suggesting that different teaching styles and student characteristics have significant impacts on the outcomes of EFL speaking lessons.

V. Conclusion

Proficiency in speaking is essential for language acquisition, especially in English as a Foreign Language (EFL) settings. Proficiency in English enables individuals to effectively and confidently engage in academic and professional endeavors, while also promoting international understanding and fostering global citizenship. Nevertheless, attaining fluency in verbal communication might prove to be difficult, particularly in settings where learners have restricted opportunities to engage in genuine language usage. When teaching English as a Foreign Language (EFL) speaking sessions, educators must employ successful teaching tactics while dealing with problems such as student anxiety and linguistic barriers. The objective of this study is to examine the methods, exercises, and difficulties faced in English as a Foreign Language (EFL) speaking classes, with a specific emphasis on comprehending their influence on student achievements. This research aims to analyze the connections between teaching strategies, learner variables, and speaking proficiency in order to offer valuable insights for pedagogical practices and enhance the effectiveness of EFL speaking instruction. The outcomes of the regression analysis offer significant understanding into the variables that impact EFL speaking lessons. The findings demonstrate that Communicative Language Teaching (CLT), Task-Based Learning (TBL),...
Role-plays, Debates, Learner Anxiety, and Linguistic Barriers have a significant influence on the performance of EFL speaking classes. These findings validate the presented hypotheses, emphasizing the significance of applying efficient teaching strategies and addressing problems connected to learners in order to improve speaking proficiency in English as a Foreign Language (EFL) contexts.

CLT, TBL, Role-plays, and Debates are identified as strong predictors, exhibiting high standardized coefficients and significant t-values. This highlights the efficacy of interactive and communicative teaching approaches in promoting speaking skills among English as a Foreign Language (EFL) learners. Moreover, the considerable influence of Learner Anxiety and Linguistic Barriers emphasizes the necessity of tackling psychological and linguistic hurdles to promote efficient English communication.

The statistically significant levels (Sig. = .000) for all variables demonstrate strong correlations between teaching strategies, learner factors, and outcomes in EFL speaking classes. These findings emphasize the intricate relationship between teaching methods, learner traits, and the development of language proficiency in English as a Foreign Language (EFL) settings. Practically speaking, these findings indicate that EFL educators should give priority to integrating communicative and task-oriented activities, such as role-plays and discussions, into their teaching methods. Furthermore, it is crucial to make concerted efforts to reduce learner anxiety and overcome linguistic obstacles in order to establish supportive and inclusive learning settings that facilitate the development of language learning and speaking skills.

The study enhances our comprehension of successful techniques and obstacles in teaching English as a Foreign Language (EFL) speaking skills. It offers significant perspectives for educators, curriculum designers, and policymakers who seek to improve language learning results in various linguistic environments. Additional research on the long-term impacts and effectiveness of targeted teaching interventions could provide more profound understanding in order to enhance training in English as a Foreign Language speaking classes.

VI. Recommendations

According to the results of this study, there are various suggestions that may be made to improve the efficiency of English as a Foreign Language (EFL) speaking classes:

- Adopt the methodologies of Communicative Language Teaching (CLT) and Task-Based Learning (TBL): Promote the utilization of communicative and task-based activities that foster genuine language usage and significant interaction. By integrating role-plays, discussions, and collaborative assignments, students can engage in authentic speaking exercises and enhance their ability to communicate effectively.

- Alleviate Learner Anxiety: Acknowledge the influence of learner anxiety on speaking proficiency and establish a nurturing and all-encompassing educational setting. Promote transparent dialogue, deliver affirming feedback, and present methods for coping with nervousness, such as relaxation techniques and incremental exposure to speaking assignments.

- Mitigate Linguistic Barriers: Recognize the linguistic variety among learners and offer specific assistance to overcome linguistic obstacles. Provide avenues for enhancing vocabulary acquisition, honing pronunciation skills, and delivering targeted grammar lessons that cater to learners' individual competence levels and linguistic backgrounds.
VII. References


