

The role of the total Productive Maintenance (TPM) for improving the Organizational Performance Rate within the Libyan Oil and Gas Sector

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Abstract

In today's competitive global markets, customers seek to minimise their supplies regardless of where they are produced. To improve their competitiveness, organisations can use significant lean manufacturing tools such as total productive maintenance (TPM). TPM is a maintenance system which promotes productive maintenance. The main objective of this paper is to determine whether the TPM, based on its main pillars can minimize losses in a production process and have a positive impact on manufacturing performance (MP). Therefore, this study is to facilitate successful TPM implementation within productive and service organizations. A questionnaire is designed based on the TPM factors identified. Then, it sent to companies to collect the opinions of workers on TPM system. Data are collected from 4 oil manufacturing companies: Arabian Oil Gulf Company, Mellitah Oil & Gas Company, Akakus oil Operation, and Zueitina Oil Company. Tests were applied using the Statistical Package for Social Sciences (SPSS) program to verify the effectiveness of TPM on the organizational performance within

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- We may also recommend that the Ministry of Education should supply teachers with up dated techniques methods of teaching English language skills especially speaking. This can be achieved through in service training.
- The new textbooks which are taught in Libyan Secondary Schools is based on the communicative approach therefore; all schools should be supplied by equipment in order to apply all the requirements needed from teachers and students. All these are recommended in order to reach better and more persuasive results than these findings which were collected and presented in this paper.

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5. Most students have the desire to learn English and have shown their positive feeling and attitude towards their teachers' way of teaching and encouraging them to speak English.

Overall, this paper highlighted the difficulties which face secondary school Libyan students in learning English speaking skills in different schools of Misurata and Tripoli cities. In this respect, the study analyses these difficulties that students encounter when they try to speak English language. Both teachers and students showed that they need to overcome the difficulties which may face them in teaching and learning during speaking classes in order to fluent and accurate. Although, some teachers resorted to use L1 in their teaching methods especially in grammar explanation rules or giving meaning to new words, they believe that it was not their choices but it was a result of two main points: the poor level of some students in the class and the shortages of time allowed to each class during a year.

Recommendations

In order to reach more persuasive results than these findings which were collected and presented in this paper, there are some sides which may be needed in order to achieve better results and may develop the education system in Libya especially in speaking skills. Concerning the complaining of shortage of time, the results showed that most teachers pointed out that they use Arabic language in order to save time and finish the whole curriculum at the end of year. Therefore, there are some points and areas were needed to be improved and have to be investigated alongside.

- Many teaching hours are required to help and make teachers and students feel free to deal with speaking classes. In other words, four lessons weekly, to each all skills are not enough for practice the them especially speaking activities.

used to help learners learn the language through using it. Shumin (2002: 204) states that “Speaking a language is especially difficult for foreign language learners because effective oral communication requires the ability to use the language appropriately in social interactions”.

In this paper, our attempt is to examine how do methods of teaching English adopted by Libyan teachers affect students’ speaking? Therefore we visited some schools (in Musrata and Tripoli) and distributed a questionnaire and run some semi-structured interviews with students and teachers the results were summarised as below:

The results of both the questionnaire and the semi-structured interviews indicated that most of participants (Teachers and Students) have a positive attitude toward teaching and learning English Language. Hence, most teachers of English language at secondary schools have positive attitudes towards the process of speaking activities and they believe it is an important part in teaching and learning operation.

The study results also demonstrated that:

1. The majority of teachers are concerned with their students’ speaking classes.
2. Some teachers do not give enough chances to every individual student especially in large crowded classes.
3. Some teachers tend to use Arabic as their native language for both teachers and students in their explanation especially when they teach grammar rules or interdicting new words.
4. Teachers correct their students’ errors in order to lead them to better language learning and motivate them to speak and learn English language.

researchers confirm that language can be acquired and learned through employing this method (see Richards & Rodgers 2001).

Hence, the communicative language method can be defined as the approach to language teaching where the language is used by the learners for different purposes. It emphasizes the use of the target language in real life situations (see Carter & Nunan 2001). Communicative approach can be employed inside the classroom to support learners in their learning and building up their target language. It encourages and helps students to use the language in real life situation. Moreover, students are supposed to use well-formed and effective oral language. However, some oppositionists reject the idea of communicative approach as they believe that some students cannot adopt this approach easily as they get used to adapt with the traditional notes by considering that the teacher is the controller and the leader of the classroom. This is emphasized by Hedge (2000: 62) who declares that “Adult returning to English language study after experiencing traditional teacher-fronted classrooms at school can be daunted by the collaborative element of learning”.

Furthermore, some researchers also claim that this method main concern is not focusing on the grammatical structures and its main focus is only on fluency by ignoring the accuracy which does not help the learner to acquire the target language. Under this respect Richards & Rodgers (2001: .98) also claim that the structure of the language might be ignored as “the focus on fluency rather than the accuracy, which may lead to inadequate control of the grammatical system of the target language”.

We can conclude that teachers are required to use the balance of considering both accuracy and fluency when using the communicative method inside the classrooms and many issues should be taken into consideration while employing it, such as the context, cultures and the size of classes. Communicative method is

approaches in the field of teaching English as a second or a foreign language (Howatt and Widdowson 2004). Therefore, in the 1970s there was a great impact of the cognitive and sociolinguistic theories on the language teaching and the communicative approach began to arise. Moreover, a new way in which learners practise the language in real situation started to be explored (see Bygate 2001). Hedge (2000: 261) described the communicative approach as the method which requires teachers “to ensure that students not only practise speaking in a controlled way in order to produce features of pronunciation, vocabulary, and structure accurately, but also practise using these features more freely in purposeful communication”. He also added that both accuracy and fluency became essential in any activities.

Furthermore, this method opposes the structural view of language and language teaching. It is a shift within a language teaching from the twentieth century up to now. According to McDonough et al. (2013) argue this method represents the communicative view of language and language learning. Many teachers use communicative language method as a tool which may lead their students to be able to communicate in every day situations with other people from various countries. This means that teachers feel that their students would not be prepared to communicate socially if only grammatical items were taught (Beeching, 1988).

The principles and characteristics of the communicative approach as described by Richards & Rodgers (2001) are that the interaction between learners is the main process in teaching second language. Furthermore, this method also emphasizes interaction and learn the language through using it (see McDonough et la. 2013). Researchers argue that the teaching methods which focus on form and on structure do not lead to communicative competence in the target language, therefore they believe that communicative approach helps learners to use the language and practice producing it. Moreover,

Larsen- Freeman (2000: 35) who also claims that by using this method “Learners could overcome the habits of their native language and form the new habits required to be target language speakers”.

However some researchers argue that the Audio -lingual is not an effective method for teaching a foreign language. They pointed that learners can be able to memorise the drill dialogues but they do not understand what it is. This is emphasized by Kirch (1967: 383) who claims that “Many teachers complain that students memorize dialogues and can reproduce them perfectly, but do not know what they are saying”.

Therefore, we may assume that by using this method the teacher’s major role in teaching and learning process is always the one who is the controller and the introducer of the dialogue for learners and the students are just a passive learners who receive the information which is provided by their teacher. Therefore, by employing such a method we may believe that there is a lack of communicative atmosphere inside the classroom which does not help learners to acquire and learn the target language sufficiently.

Researchers such as McDonough et al. (2013) argued that learners can learn the language by using it. In other words, speaking skill does not only involve linguistic elements such as pronunciation and vocabulary it is a social and interactional skills that requires what and how to act and say things effectively in specific communicative situations. Moreover, learners need to learn how to carry and manage a conversation effectively and appropriately for many purposes so that they can learn to use language which is not prepared in advance.

Communicative Language Method

As it has been mentioned above that many methods have been dominant for certain times until the birth of the communicative method in the 1970s. The Communicative approach is one of the

when applying the grammar translation method there is no opportunity for learners to practice the language in real situation.

Grammar translation method was criticised in the mid- and late nineteenth century. This reaction towards traditional language teaching considered this method as older one and a need for alternative methods in teaching languages were needed. The emphasise on grammatical competence was shifted to how learners use the grammar and other aspects of language appropriately for different communicative purposes such as making suggestions or requests (Richards 2006).

Audio–Lingual Method

The Audio-lingual method or an oral- based approach was mainly used in the 1950s which was widely adopted in the United States that time. The emergence of this method was due to the result of the increased consideration that was given to foreign language teaching (see Richards and Rodgers 2001). The main characteristic of this method is that it does not use the students' first language in teaching and the skills of the language can be learnt through practicing producing it. The main concentration of this method is based on the learners practice oral drilling sentences patterns (Hughes 2002). In this respect Richards and Rodgers (2001:59) state that “Dialogues and drills form the basis of audio lingual classroom practices”.

According to Partor & Celce- Murcia (1979) some of the characteristics of this method are that there is no grammatical explanation and grammar rules are only taught inductively. Another characteristic of this method according to Richards and Rodgers (2001) is that the teacher can use first language in the classroom when teachers employ this method they try hard to avoid any errors which might be committed by students, (ibid: 57) declare that “Good habits are formed by giving correct responses rather than by making mistakes. By memorizing dialogues and performing pattern drills the chance of producing mistakes are minimized”. This view is supported by

grammatical patterns and use them accurately and quickly in the suitable situations (Richards 2006).

According to Richards & Rodgers (2001) grammar translation method is still used in situations where the aim of foreign language study is not to communicate in English language. One of the principles of grammar translation method is using the first language. This method mainly focuses on the structures of the language and teachers employ the techniques that often include memorization and learners are required to focus on the language structure from the very beginning stages rather than use it (Richards 2006).

Hence, teachers provide learners with lists of translated words and sentences and are required to learn and memorise them (see Byram, 2000). This may indicate that teachers use the learners' mother tongue or first language in teaching L2.

However, there is disagreement between researchers about using the first language in teaching second language in classrooms. Those who disagree argue that using the mother tongue should be avoided because learning a language required learners to practice the language to communicate and use it in real situation (Cook, 2001). Further this view is supported by (Burden, 2000, Al-Nofaie, 2010) who claimed that, in order to learn a foreign language, the learner should be completely exposed to the target language and therefore the use of L1 in the classroom delay the learning of the target language (L2). In this respect Larsen- Freeman (2000:16) also emphasized that by using the grammar translation method "The ability to communicate in the target is not a goal of foreign language instruction". Because learners can learn and memorise the rules of the language but they cannot use them when they need to express their message. More to the point, Hughes (2002) also, claims that

“Teachers were recommended to use a balance of fluency activities and accuracy and to use accuracy activities to support fluency activities. Accuracy work could either come before or after fluency work”.

Method

The method can be defined as a technique which might be different from an approach in terms of the aims of how a second language is learned and they both have a common belief that language could be developed through changing in teaching methodology (See Richards & Rodgers 2001).

The Development of Teaching and Learning Methods

Language teaching and learning has been an area of interest to researchers and educators for many years which required using different approaches. This section will briefly describe different methods and approaches that used in the teaching and learning the language. Therefore, it will determine the main background impact on the teaching process. These methods have a great influence on teaching English in general and on teaching and learning speaking skills. Richards (2006) grouped the development of the language teaching in the last 50 years as follows:

- 1:** Traditional approaches (up to the late 1960s)
- 2:** Classic communicative language teaching (1970s to 1990s)
- 3:** Current communicative language teaching (late 1990s to the present)

Hence, it is important to explain each method in more detail.

Grammar Translation Method

The grammar translation method is one of the teaching methods which was widely used up to the late 1960s. The main principles and the priority of this method was given to grammatical competence and repetitive practice that learners should deal with and using them. It is assumed that learners should build up a large range of sentences and

It can be understood that the lack of fluency might break down the communication between the interlocutors, and it can be achieved according to Brown (2007) by giving the opportunity to the students to process the language smoothly without worrying about committing any errors which might be occurred while producing the language. In this regard it is recommended to correct and deal with any errors later on a more focused course. Further it is important for teachers to focus on the objectives of the communicative activity whether the aims is fluency or accuracy (ibid).

Regarding accuracy, according to Brown (2007) in the mid to late 1970, there has been a great shift from focusing on accuracy issues to focusing on how to provide a natural language inside the classrooms. Therefore, with using the communicative language teaching it is important for teachers who teach oral English to make a balance between fluency and accuracy in order for students to learn and use the language both cohesively and clearly. Brown (2007: 324) argued that “While fluency may in many communicative language courses be an *initial* goal in language teaching, accuracy is achieved to some extent by allowing students to focus on the elements of phonology, grammar, and discourse in their spoken output” .

Harmer (2015) mentioned that fluency is different from accuracy in that during communicative activities the main focus is on how to produce and write the language whereas, when teachers deal with accuracy activities, more concentration is on the structure of the language. Hence teachers need to create activities which help to learn how to communicate as well as how to use the language correctly.

In sum, Brown (2007) emphasised that both fluency and accuracy are important goals in communicative language courses, and also fluency is considered by many educators as the primary goal in language teaching. Furthermore, Richards (2006: 15) argued that

required to know how to ask and answer questions beside how to reject and accept or apologise etc.,.

Consequently speaking a language does not only mean knowledge about the structure and the rules of it but further it is the ability to use this knowledge in real life situations.

The role of the teacher in this respect is essential. Generally Language learners feel embarrassed or shy when he/she communicates with another person and sometimes difficulties encountered when they do not understand another speaker or when they realize that a conversation partner has not understood them. Teachers can help students overcome this problem by assuring them that they need to train how to ask for clarification as such difficulties might face whatever the participants' language skill levels (Brown 2007).

By encouraging students to use clarification phrases in class when misunderstanding occurs, teachers can create a positive classroom environment where students feel secure and able to develop control of various clarification strategies, which in turn help them to be confident and manage various communication situations.

Fluency is the ability to maintain a comprehensible and ongoing communication when learners engage in meaningful interaction. Nowadays one of the goals of communicative language teaching (CLT) is to improve fluency in language use. Teachers are required to create activities in classrooms in which students find the opportunities to negotiate for meaning and in which they train how to use communication strategies. Thus students become more confident and able to communicate by using the language (Richards 2006).

Communication breakdowns can be caused by many problems and the teacher can play a great role to minimize these difficulties. Some of the difficulties will be explained later.

Aspects of Speaking

There are two main features of speaking skills namely fluency and accuracy. It is important to describe the traditional definitions of them. The following subsections will provide more detail about these aspects.

Fluency and Accuracy

Fluency according to Mitchell and Myles (2004) is generally associated with the appearance of the communicative language teaching and learning. Fluency is considered to be one of the vital aspects of speaking skill and when learners defined as fluent a speaker that means they have the ability to speak without hesitation. Hedge (2000: 261) defined fluency as “responding coherently within the turns of the conversation, linking words or phrases, using intelligible pronunciation and appropriate intonation, and doing all this without hesitation”.

Therefore a speaker can be described to be fluent if he/ she has the ability to produce the language in a clarity and in a cohesive and coherent way. Furthermore the same writer added that some researchers support the idea that students should concentrate on the meaning not on the form in learning a language while speaking. Therefore, the aims of the fluency activities such as free discussion where students are provided with the opportunity to talk with each other and share their interests and their opinions are to enable students how to communicate and use the language in real situations rather than memorizing the structure and the rules of the language.

It has been argued by Mitchell & Myles (2004) that fluency needs the learners to understand and be aware about both the skills of what and how to use language. In other words, for example, he/she is

Definition of Speaking

Speaking can be defined as not only just the knowledge of the structure or the rules of the language, but also requires how to use the language in the real situation. According to Shumin (2002: 204) “effective oral communication requires the ability to use the language appropriately in social interactions”. Under this respect Bygate (2001: 14) states that speaking in a second language “involves the development of a particular type of communication skill. Oral language, because of its circumstances of production, tends to differ from written language in its typical grammatical, lexical and discourse patterns”.

Speaking as an interactive skill is generally carried out with listening and interaction is one of the key features of speaking. McDonough et al. (2013: 159) stated that during the interaction between the interlocutors “listeners may give the speaker feedback as to whether or not the listener has understood what the speaker has just said”. Hence speaking is considered to be associated with listening and requires to receive interpret the message and respond.

Accordingly, Fulcher (2003) also states that speaking a language is different from writing it. For example when we speak a language we tend to use less formal vocabulary also we try to repeat and repair. In addition when we speak we most of the time are likely to use uncompleted sentences, whereas in written language we use less conjunctions and subordination although both written and spoken language have the same syntactic and semantic rules. Speaking is considered a complex skill which requires students to master many components such as knowing the grammatical rules of the target language, students also need to understand how sentences are put together besides knowing the correct pronunciation rules- the segmental features in order to be understood by the listener (Hughes: 2001).

and sharing information by the students so they can offer the opportunity to use the language and motivate him/her to talk more (see McDonough et al. 2013).

It has been noticed that students in Libyan secondary schools face difficulties when they try to communicate and when trying to express themselves in English language, although they spend more than six years learning English at schools. Despite of the changes in the curriculum which aims to use the English intensively and effectively in the classroom according to the new methods and theories of teaching and learning speaking skill is considered a weak aspect in teaching and learning process, the main focus has been on how students learn the structure of the language correctly. Teachers still pay more attention to the other skills rather than speaking skill assuming that learners will acquire the language spontaneously. This is emphasised by Orafi and Borg (2009: 245) who stated that even though “The broader scope of this curriculum was an obvious departure from its predecessor, where functional language use, listening and speaking had not been addressed”.

This is due to the fact that the EFL Libyan teachers still employ the grammar translation approach as the method in teaching and learning the English Language in secondary schools where their considerations is on explaining the grammatical structures. Beside to this they usually rely on translation by using the Arabic Language. This is might be due to the problematic of the overcrowding classes (see Ali 2008). Therefore, This study, this aims to identify the problems that encounter the secondary school students when they try to produce English language, this study will also be helpful to find out the methods that used by Libyan teachers in teaching speaking skills.

Teaching English in Libya

Teaching English in Libya was first introduced in the 1940s, it has become a prominent part of the education system curriculum. As English language is an international Language which is considered to be the language of science and technology, therefore this has encourages the Libyan government to take it seriously as an compulsory subject in secondary schools. This is driven by the belief that students need to learn to speak as well as to write in English because it is not only the language of science and technology, but it is a necessary factor in the development of the country.

Teaching Speaking Skills

According to McDonough et al. (2013: 157) People need to speak because they want “to communicate something to achieve a particular end”. This means that when people want to attain any purposes they need to use suitable expressions to get these purposes. They added that speaking in the early years when communicative teaching was employed is considered as just how to produce the language and the other skills were ignored, but recently there has been a tendency to associate speaking with listening because the listener can shape the discourse with the speaker (ibid).

Moreover, the grammar translation approach is one of the approaches which has a vital influence in teaching language and it aims to not focus on the production of spoken language. Beside to this the other approaches which used to language teaching such as the direct method, the audio-lingual approach and the silent way have also exploited the oral communication as part of their methodology (see Bygate 2001). Therefore, teachers are advised to look at the characteristics of the spoken language while using the modern teaching material such as the communicative approach also they should pay attention to design activities which involve negotiation

وأهمها فى تدريس مهارة التحدث. وفى الختام تم وضع بعض التوصيات التي يعتبرها الباحثان تفيد المعلم والمتعلم على تشجيع مهارة الحديث أثناء المهارات والأنشطة داخل الفصل.

Introduction

Speaking skills is essential issue in teaching and learning operation. Recently, it has been valued as a skill, speaking enables learners to express their thoughts and opinions. Therefore, the aim of new methods of teaching is to improve students' communicative skills. Hence, this study tries to find out if there are any problems when students attempt to use the target language while working in oral activities. It will see if methods of teaching that used by Libyan teachers have an impact on learning speaking.

Education in Libya:

A special consideration has been given to the education part in Libya and made it as one of the priorities that the country seeks. Since English language is the most wide spread language and many people communicate with it in all over the world, therefore, it has become crucial to be learned and taught in Libya. All Libyan citizens have the right to be educated and the ministry of education took a decision to make English language a compulsory subject from the 5th grade. In other words, students have to learn English language when they are eleven years old in order to exposure to English language from an early age to get as much benefit as they can. In Libya, there are two forms of education system either private or public. In both systems, students have the right to choose which route they want to follow. The majority of Libyan citizens usually choose the public education system because it is free of charge. This creates a kind of congestion at the public sector and led to overcrowded classes in most secondary schools whereas few people choose the private education sector.

by using the Arabic Language. Therefore, This study, this aims to identify the problems that encounter the secondary school students when they try to produce English language, this study will also be helpful to find out the methods that used by Libyan teachers in teaching speaking skills.

الملخص

تعتبر مهارة الحديث من أهم المهارات في تعلم وتعليم اللغة الانجليزية. وهي الاسلوب الذي به يتم به عملية الحوار والتعبير والتواصل والتفاهم باللغة المستهدفة بين المتكلمين. لذلك فهذه الورقة تسلط الضوء على الهدف وأهمية مهارة الحديث والطرق والأساليب التي تساهم في تطويرها من أجل الأداء الأفضل في تعلم اللغة وتشجيع الطلاب على التحدث والتواصل بها.

كما تهدف الورقة على معرفة المشاكل والصعوبات التي تعيق مهارة التكلم أثناء التدريبات الشفهية والتحدث. كما يمكن التعرف على ما إذا كانت طرق التدريس المستخدمة من قبل المعلمين لها دوراً مؤثراً على تعلم مهارة الحديث.

لقد استعرضت الورقة أهمية تدريس اللغة الإنجليزية في المدارس الليبية والطرق المستخدمة من قبل المعلمين في التدريس للمهارات المختلفة وخاصة مهارة الحديث ومعرفة العوامل التي تؤثر عليها سلباً وإيجاباً. وكذلك معرفة دور المعلم التي تخفف الطالب على المشاركة في النشاطات المختلفة في الحديث داخل الفصل الدراسي. وتم سرد ما تناولته البحوث عن طرق تدريس مهارة الحديث التي تؤثر على المتعلم من أجل اكتسابها بالشكل الإيجابي الجيد. ولقد أوضحت الورقة أوجه الحديث من خلال الدقة والطلاقة في التكلم والتفاعل مع الآخرين. وعرض بعض طرق التدريس المستخدمة في تدريس اللغة الانجليزية مثل:

"Grammar Translation Method/ Teaching Translation Methods/ Communication Approach".