Libyan Students' Oral Communication Apprehension towards the Use of English Language in Classrooms at Universiti Utara Malaysia

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ABSTRACT

This study examined the Libyan students' perspective and experience oral communication apprehension in University Utara Malaysia (UUM). The study seeks to generate insight into the oral communication apprehension face by the Libyan students and strategies used to help them in a classroom. Fifty Libyan (50) students participated in this study. From the questionnaire, majority of students claimed that oral communication in English was difficult due to their minimal exposure and limited use of the language in Libya. This study elicited the primary problems that have caused the language apprehension faced by the Libyan students towards the English language, and the strategies that they used. Evidently, this thesis shows that the apprehension towards the English language has various implications on the overall learning experience in Universiti Utara Malays.

INTRODUCTION

Students' apprehension towards the English language in terms of communication and the related constructs such as reticence, unwillingness, shyness and predisposition to communicate have received extensive research and theoretical attention by scholars in communication and psychology. This attention has been prompted by various concerns that communications apprehension (CA) towards the English language can disrupt teaching and learning and most importantly it may disrupt the learning process in the classroom. Apprehension has been clearly established a primary reason for communication avoidance and communication disruption in the language (L1). it may be even so in preventing people from communicating in a second language and disrupting their communication. Apprehension towards English or any languages for that matter can become stumbling block orbarrier in the learning of a second language because the apprehensive individual may be unwilling to engage in the practice in the language necessary to it mastery. Evidently this is supported by [14] who said that:

"… if international students are apprehensive about speaking their own language, their fear of communicating in English must be magnified tenfold. In addition, even those international students who are not apprehensive about speaking in their own language can become apprehensive about speaking in English. As a matter of fact, although foreign students often claim that one of their main goals is to get to know and establish friendships with Americans, in actuality, they secure emotional stability and find support by associating with their own countrymen." (p.594)

The first objective of language used to facilitate the mapping of ideas to words, so that people can communicate. The general notion about language is to aid communication which means that without a language, communication cannot take place. Today, there are many languages being spoken throughout the world. However, words alone are not adequate to express thoughts.

This does not imply that communicators (speakers and listeners) need to have a homogeneous language for everyday language use like the Middle East. The Middle East is a classic example where Arabic language, homogenized to all the nations uses the Arabic language everywhere. Nevertheless, like any other countries, the importance of English is also felt in the Middle East. The English language, known as a well-known international language, a language of business and trade, and globally accepted language for international interaction is desirable in most of the Arab countries.

However, the need for English varies from on Arab country to another depending on their respective policy on the use of the language depending on their need and perception towards the language. It sometimes appears that Arabic learners of English enjoy advantage over many of their fellow Arabs in the Arabic speaking world. According to [22], most Arab learners enjoy opportunities to use English outside the classroom. Therefore, the basic element in acquiring any language is to speak that language. Most of the methods of teaching English to non-native speakers during the 70s are to enable the students to communicate in the target language [12]. This established the fact that learning is much easier by doing and experiencing rather than learning it from the text book. The literature has also shown that the best way acquiring a language is by using it (speaking the language).

English is quite often as the medium of instruction for different subject matters. It is not only used for the learning and teaching methods consider the target language (English) as a vehicle for the classroom communication and not just the object of study. Notable this does not come easy. Many L2 learners are having much difficulty in trying to master the target language. Evidently, such assumption is also true for many Arab students are not competent and functional English language users. The learner's language is characterized by linguistically incorrect and contextually inappropriate forms and expressions. Such difficulties to a very large extent can be attributed to the lack of knowledge, language skills and vocabularies, and much interference from the learners first language. All these contribute to apprehension towards the target languages.

In addition, the linguistic and pragmatic deviations may also exhibit some problems. For example, certain linguistic and pragmatic forms are correct, but may sound 'unnatural' or 'strange' or even bizarre. This can be as result of difference or interference of their L1 and cultural background which in most cases resulted in to variation in the ways words are pronounced (Bridges, 1990; Swan, 1995). This study intends to examine and investigate the barriers that Libyan students have in using the English language in the classroom at College of Business UUM.

Problem Statement
Speaking, listening, reading and writing essential elements in the process of education. These skills are vital for communication. Nonetheless, it is common to find L2 students are not able to master and use the target language confidently. Some are better than the others. The differences in terms of proficiency and come competency in the target language quite often is attributed by various factors like educational background, culture, geographical location, political, religious, and ethnic divisions, and Terrace types commonly held by the learners towards English. Arab students for example are different even among the Arab nations. Some are better English users due to the little exposure to the language while others may find it difficult and then being the first time there are coming in contact with the language.

Quite often, many Arab students, like other international students all over the world, choose to study outside of their countries for many reasons. Barker [4] for example inserted that international universities in many ways provide multiple specialist knowledge and that the prestige of 'foreign' degree qualifies them for better jobs with higher incomes. As indicated in a report of [25], these factors are a combination of 'push' and 'pull' factors. Nevertheless, push factors refer to the features of the home environment that are viewed by prospective students as unsatisfactory, such as: restricted economic resources, fewer world-class institutions, degree of involvement in the world community, fewer doctoral and postdoctoral programs, lack of availability of specialization, limited access to funding (especially for junior Investigators), poor career prospects, and adverse social or political conditions.

On the other hand, pull factors are desirable features of a destination country, such as: better academic and technological facilities, better financial support, and prestige of a foreign degree, social links and personal as well. But, this does not guarantee that the students English language proficiency and competency are improving as they enroll and earn the degree.

As in the case of the Libyan student studying at Universiti Uttara Malaysia, it is evident that they are not using English extensively and have various problem using the language causing and apprehension towards the English language. There are common stereotypes about Arab students' perceptions towards the world, Different cultural beliefs and values, the role of Arabic and other language in the Arab culture, and salient differences between Arabic and English, both linguistically and social linguistically [9]. oh disco also a tribute to the apprehension that Libyan students face when using English as the language of learning. [31] in her study found that common problems that students face have to do with pronunciation and reading the problem is serious as most of the Egyptian students choose not to use or practice the English language. Pronunciation and reading are two causes of apprehension to the target language and this has cause unnecessary pressure on the student.

It may be generalizable that Libyan students too are facing or encountering the same problems. The very least, based on the researcher's observations, Libyan students face difficulties in speaking English inside the classroom. the students try to avoid speaking English inside the classroom voluntarily or even if they were asked to participate in answering given question, they will use their mother tongue or they will remain silent as if they have a fear from using the target language. Missing such principals caused a big gap in the learning process which reflected negatively on the learning routine of both the teacher and the students. This represents a serious problem that should be investigated through examining this phenomenon in order to solve it. This study will investigate the following research questions.
1. What are the oral communication problems faced by Libyan students when using the English language inside the classroom at UUM?

2. What are the oral communications strategies adopted by the Libyan students to use the English language inside the classroom at UUM?

RESEARCH OBJECTIVE

The general objective of this study is to describe problem faced by Libyan students using the English language in the classroom. The specific objectives of this study are:
To determine oral communication that apprehension Libyan students studying at UUM in the classroom; and
To understand the oral communication strategies adopted by Libyan students when using English language inside the classroom in University Utara Malaysia.

LITERATURE REVIEW

Literally, communication apprehension is synonymous to communication anxiety. It is an individual's level of fear or anxiety associated with either real or anticipated communication with another person or persons([11]. For instance, anxiety is significant because it adds to people understanding of the cognitive processes behind communication, assumed not to be mindless behavior. 'In other words, people have the ability to choose to communicate or choose not to communicate…whether a person is willing or not to communicate, either in a given instance or more generally, is volitional choice which is cognitively processed. Therefore, it can be added that the personality of the individual may be a determining factor in the manner in which that choice is made and what that choice will be" [16], pp. 20-21).

On the other hand, [24] claimed that communication apprehension is not the only factor that affect an individual's decision whether or not to communicate. It plays a significant role. They added that communication apprehension theory posits that high-apprehension individuals are less likely to engage in communication than low-apprehension individuals. Furthermore, because communication apprehension is believed to be a personality trait, it remains relatively consistent across different communication scenarios. Situational characteristic plays a role in determining how much a person might communicate and vice versa. Although some definitions may vary, all seem to include ideas of distress, fear and anxiety or negative reactions towards interacting with others.

Aside from having different definitions of communication apprehension, there are also many different levels of communication apprehension to explore. In recent literature, communication apprehension has been discussed as having the distinction of both trait and state anxiety. An article by [16] posed that there are actually four types of communication apprehension, Traitlike CA; Context-Based CA; Audience-Based CA; and Situational CA. With these four distinctions there is no longer the dichotomy of an individual only having trait CA or only having state CA, but no there is a continuum on which those characteristics can fall. McCroskey has been attribute with believing that to view all human behavior as being solely trait-like disregards that connection that the two sources share.

Types of Communication Apprehension
As stated earlier, there are four types of communication apprehension. Trait like CA is defined as a relatively enduring, personality –type orientation towards a given mode of communication across a wide variety of contexts (McCroskey, Richmond & Davis, 1982). Person traits are very unlikely to change over time and therefore they would experience the same type of communication apprehension over a long period of time. There are three varieties of trait-like CA namely CA involving oral communication, CA involving writing and CA involving singing. Since these are all different types of trait-like CA, these traits are likely to stay the close to the same over a long period of time, if the condition is left untreated .

The second type of communication apprehension is Context-Based CA. This is defined as a relatively enduring, personality-type orientation toward communication in a given type of context (McCroskey, Richmond & Davis, 1982). On the continuum, context –based CA is one step removed from pure form of trait-like CA. This type of communication apprehension assumes that an individual can have a high level of communication apprehension, for example, when delivering a public speech but have little or no apprehension in another situation involving communication, such as group meetings. Context-based CA can also be broken down into four different levels for further study. Those levels include public speaking, dyadic situation (e.g. job interviews) small group discussion and meeting or classes. As with trait-like CA, it is expected that an individual's results will remain virtually unchanged over an extend period time if no treatment is administered. The third level of communication apprehension is audience-based CA. Audience- based CA is known as a relatively enduring orientation toward communication with a given person or group of people . This type of communication apprehension represents a type of apprehension or anxiety that is felt only one in a particular situation for example when one supervisor calls him/her into his or her office and ask him to explain a specific behavior.

Communication Apprehension Characteristics
Many researchers have illustrated that communication apprehension is significant because it has been tied to introversion, anomie and alienation, low self-esteem, cultural divergence and deficient communication skills [23[31]. However, these other traits are antecedents to communication apprehension. They may develop in tandem with communication apprehension, so they cannot be viewed as direct outcomes of communication apprehension. These other traits, do underscore the communication difficulties faced by high- apprehensive individuals. These difficulties

affect personal relationships and performance in educational and professional settings. While there is no demonstrated connection between intelligence and communication apprehension, which lead to lower evaluation on report cards and standardized tests. High apprehensive students also suffer their peer's negative perceptions. In an organizational context, high apprehensive communicators are less likely to be hired or promoted and thus have a lower earning potential Marcel[16]. These conclusions are consistent across oral, written and computer-mediated communication.

Oral Communication Apprehension

Oral communication apprehension is assumed to be trait and stable across communication situation. Yet, McCroskey has demonstrated that oral communication apprehension is a significant antecedent to actual communication behavior [15]. He added that everyone has had an experience when they have felt nervous talking to someone else. This could be as simple as talking to a new person, or giving a speech to a room full of people. A great deal of the research that has been done in the area of communication apprehension revolves around the classroom; giving or presentations to peers in order to receive a grade.

Apprehension of communicating English: Students Perspectives

Students vary in the degree to which they seek to avoid interaction situation that require verbal participant. These individual differences are both normal and expected. Researches have consistently described certain individuals who experience an inordinate amount of fear and anxiety about oral communication with other people. This construct is described as reticence, speech anxiety, shyness, unwillingness to communicate or more commonly, communication is that there are some students who are more fearful than others in social communication interaction.

Nonetheless, research has also showed that some students experience more oral communication apprehension than others. This can be explained by the fact that their apprehension has negative effects on their communication behavior in addition to other important aspects of their lives. The communication apprehension is likely to experience anxiety in public setting in a discussion among peers or even an informal conversation with a teacher [10][3].

Communication apprehension of second languages has attracted a lot of research in the fields of psychology and education, especially in the area of student behavior in the classroom. [21] noted, for example that because the role of communication apprehension in shaping educational outcomes, CA has now emerged as a major concern of instructional communication researchers. Evidently, an increasing body of research has accumulated indicating that there is a pervasive relationship between this communication variable and various aspects of the academic experience. Indeed, it can also be commented that people's levels of communication apprehension do have a profound impact on their oral communication; social skills and self-esteem [33] [7].

Factors Affecting the Apprehension of Speaking English

Cognitive-based investigations of communication apprehensive levels in classroom contexts affirm the continuing relevance of work by students relying on two main factors: internal and external factors.

Internal Factors Affecting Communication Apprehension

Researchers have attempted to provide evidence for links between communication apprehension and different aspect of communication. For example, there may be factors related to some physiological or other internally driven considerations. One conducted study has focused on apprehension and self-perceived communication competence among students who stutter and those who do not [5].The study has found that students who stuttered had higher levels of communication apprehension and poorer scores on their self-perceived communication apprehension compared to those who did not stutter. [19] [32]. On the other hand have established a possible link between communication apprehension and personality traits. It was found that those who were more likely to be introverts experienced higher level of communication apprehension than extroverts.

External Factors Affecting Communication Apprehension

The levels of communication apprehension are also triggered by external factors such as the type of classroom assignment or speech task. For example, [33] have statically tested anticipatory trait anxiety across speech assignments and found that trait anxiety was highest for impromptu speaking, lower for extemporaneous speaking and lowest for manuscript reading. Another potential external source of communication apprehension is the field of study or intended major. For example, [25][26] have noted observations by practitioners and academics who claim that oral and written communication skills among accounting majors need much attention. Their study has found that accounting majors have higher apprehensions towards speaking and writing compared to other business majors.

Activity and Apprehension Related to Japanese Students Perceived Adjustment Difficulties in an English-Medium University

English as a required foreign language subject, student in Japan typically receive six years of compulsory English education in junior and senior high schools. Methods and content of English education are shaped by the central

government through official curriculum guidelines called the 'Course of Study', which presents general course objective a list of content to be taught and guidelines for selecting materials. [28] combined survey and class observation methods and documented the characteristics of Oral Communication classes in one Japanese prefecture. Survey responses from 92 high school English teachers revealed that listening exercises and dialogue practices were most typical classroom activities. Activities for creative expressions and negotiation of meaning such as speech and role play, received weak responses. Grammar and vocabulary instruction was reported as the third most common activity. These activities were conducted largely in Japanese because almost all the teachers reported using Japanese as an instructional medium.

English Intricacy Faced by Arab Students Studying in Host Countries

[24] in his study stated that colleges and universities welcome international students and scholars in order to maintain universal value of education and to further international understanding. That is to say educational is a means of achieving academic and personal goals; moreover, it is an instrument for the economic, social and political development of emerging countries. Hence, international student represents a source of cultural diversity, enlightenment and revenue.

Nevertheless, many studies had considered international student underprivileged given that English is not their mother tongue. Furthermore, difference between their educational backgrounds and those of the educational systems in which they are enrolled may pose difficulties not encountered by domestic students [13] [17]. Experiences of international graduate students, in particular, may be more acute as there is intense pressure for their success. Many students experience different challenge such as language barriers that may affect communications, financial barriers and lack of family support, isolation, loss of social status, culture shock, managing workload, and/or having sufficient academic background in their area of specialization [18]. In addition to these experience, many international students work under parental pressures to overcome educational failures in their home environments.

Arab Students and Their Complexity of Learning in a Second Language Following studies in a language other than the learner's mother tongue is one the main difficulties facing Arab students and this may negatively affect their performance. Hence, a number of studies investigating experiences international students concerning foreign language difficulties have demonstrated a lack of languages competence as the primary problem [8]. Moreover[20]. indicated that many students enter the host country and they believe that they speak the Queen's English only to find that their accent, grammar, pronunciation and that of their host do not match and both parties have difficulty understanding the other.

In addition, language barriers influencing Arab students are not restricted to academic environment inside the classroom or in discussion with supervisor, but go beyond into interpersonal relationships and everyday life interactions. [34] have found English to be linked to culture noting that European 9international students were less likely to experience acculturative distress than were students from other geographic regions (especially Arab countries). [30] insists weak English language skills may lead to negative outcomes. It can be interpreted that the least competent the students are, the less they are able to adapt to the host culture, the less satisfied they will become to their social and community relations. Furthermore, students with weak English language skills have more difficulty communicating with native speakers or other international students.

English Language Speaking Difficulties for Libyan Students

Many Libyan learners of English encounter problems in speaking. This fact has been clearly stated by many researchers [1][22]. Students in Libya learn English in their native country which uses Arabic as the language of instruction[11]. There are a lot of translations or L1 used in the classroom. The only way to learn English to learn English in Libya is through formal instruction, i.e. inside the classroom where the teachers' language at school is Arabic. There is little opportunity to use English who come to the country as tourists, but this rarely happen. [22] added 'another important area difficulty that Arab learners of English have is communication. Arab learners find it difficult to communicate freely in target language.

This may be due to the methods of language teachings and the learning environments in Libya, which may be said to be unsuitable for learning a foreign language. This fact is very noticeable in Libya as the formal language of communication is Arabic". On the extreme side, it is normal for students and teachers to learn or to teach the target language using Arabic. It is like learning English but not English. this contributed to poor mastery and proficiency of Libyan students on using the English language.

Many studies have also been conducted to investigate lexical, syntactical and phonological errors committed by Libyan learners of English [1][2], states that 'one of the linguistic areas in which students in the secondary cycle commit errors is in the speaking skill'. He adds that there are general outcries about the continuous deterioration of the standards of English proficiency of students among school teachers and all who are concerned with English language teaching. In support of [1] found that Libyan EFL student serious lexical errors while communicating in English.

METHODOLOGY

Research Design
Generally, the most vital stage in determining the method of the research is the research design phase. In this thesis, the design is centered on the method of collecting, measuring and analyzing data. The design is constructed based on a a questionnaire to be surveyed to Libyan students under the College of Business in Universiti Utara Malaysia.This study is quantitative in nature. It will employ questionnaire as a method for data collection. The choice of quantitative technique can be traced to the claim of notable scholars that quantitative technique is considered the best method of describing human behavior (Sekaran, 2000). This is applicable to this study we aim at describing Libyan students' behavior in classroom communication using their second language.

The questionnaire consisted of four different sections. Namely, they are: The background of the respondent; the factors related to the issues of adopting the new strategies and techniques; and students' apprehension on the new proposed technique and strategies. The questionnaires were administrated to UUM Libyan students in the quest to examine and study the Libyan students' apprehension towards the use of the English language in their classrooms.

Population and sample
Non probability sampling is chosen for this research because it is considered reliable for an exploratory study like this one. A finite population of subjects does not always exist; as a consequence, it becomes necessary to employ non-random (non- probability) methods. There are three non-probability sampling techniques which provide ways of getting information that may not be accessed through other means. These three sampling techniques are known as; (1) convenience, (2) purposive (3) quota.

Convenience sample
This is the technique that works with individuals or groups that happen to be available for the study. The success of this procedure is dependent upon the number and characteristics of those who choose to respond to the questions.

Purposive sample
This technique uses a sample population that comprises of individuals whom the researcher believes would be representatives of those found in a given population. The purposive sample is also referred to as judgmental. Purposive sample method engages a process which is designed to generate a group that is 'information rich'. If the process is successful, the selected sample will be sufficiently knowledgeable about the phenomenon being studied and therefore should represent the character of the population in a meaningful way.

Quota sample
This is the technique in which individuals or groups are chosen to be in direct proportion to their frequency in the population. In quota sample, selections are made in a way that provides for the characteristics of the resulting sample to be miniature approximation of what would be found in the population. For example, if the researcher knows that seventy percent of the certified public school teachers are employed in urban areas, then seventy percent of the sample should be comprised of teacher who are employed within urban schools.

The representative group is not creating by random selection in quota sample; instead, It is created by convenience, or purposely sampling. The general procedure for quota sampling includes the following:

Step 1: identify the characteristics of the populations that are germane to the study; such as gender, years of experience, highest degree earned. Step 2: using information from sources like the state department of education, determine the size of each relevant segment of the population. Step 3: calculate the proportion of each of these segments. Step 4: identify those who have the characteristics found in step 3 in order to fill the quota. The quality of quota sampling rests with those who are selected to fill the various slots. It also provides opportunities for completing studies that otherwise might not be possible. In the present study, the quota non-probability sampling method is chosen by distributing questionnaires to 70 respondents. These respondents were the most suitable to provide information about the stratified random sampling from 750 postgraduate students at UUM as sample recommended suing table of sampling. What is, most important they match with the intention and objectives of the study which is to focus on Libyan students at UUM COB.

Unit of Analysis
The unit of analysis for this study is individual Libyan postgraduate students in College of Business, Universiti Utara Malaysia.

Data Collection Technique
The questionnaire were personally distributed and administered by the researcher to the respondents. This method was possible since the researcher has full access to the respondents, meeting the respondents in their gathering place in UUM. After distributed the questionnaire, the researcher collected the questionnaires from respondents.

Validating of the instrument
The content and construct (variables) must be validated using appropriate validation approach. For this study, the content of the instrument (questionnaire) was validated via pilot testing where few numbers of questionnaire were first administered to confirm that the content was able to capture relevant information based on the understanding of the respondents. In addition, the questionnaire, were also given to identify academicians at UUM who are known to be experts in quantitative research. This was done to ensure that the developed questionnaire was done in accordance with the standard practice of instrument development that makes it valid.

Construct Validation
The items of the instruments were validating using SPSS reliability test. The calculated reliability level showed the homogeneity of the items and this wound assist in deciding whether the items are valid or not. With the reliability result decisions were made as to whether the instruments can be used, or rejected. The most widely used Cronbach's alpha test of SPSS was used. Any item of the instruments whose Cronbach's alpha was not close to 1 was considered unreliable. When such happens two decisions could be taken either to delete such item if its effect is not so significant or to go back to the field collecting another data having done some required modifications on the instruments.

Data analysis technique
The latest version of the SPSS 29 was used for the statistical analysis. Items were coded before they are entered into the computer. Cronbach's alpha coefficients will be computed to investigate the reliability of the instruments as discussed earlier. Among the analysis methods that were used in SPSS were the reliability test and correlation. A descriptive analysis was used to report the respondent's demographic factors such as age, gender, education and occupation. The descriptive analysis like means, frequencies and percentages were used to describe the responses based on the categories of the participants.

Analysis and Findings
This section presents the results of the data analysis. It includes descriptive analysis and frequency distribution of respondents, means and standard deviations for the variables. Reliability testing was used to identify the consistency of all items included in the questionnaire. Frequencies, means medians and stand deviations for all variables were calculated, to obtain a general profile of the distribution.

Respondent's Demographic Profile
The overall profile of the participating respondents in this survey-based study is presented in tables from 4.1.1 through Table 4.1.3. The overall profile of the participating students 'demographic characteristics are presented in Table 4.1.1 to Table 4.1.3. Of 70 respondents, 60 (85.7%) were male and 10 (14.3%) were female students from Universiti Utara Malaysia. These percentages are indicated in the table below.

Table 4.1.1 Gender of the respondents

	Gender	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Male	60	85.7	8507	85.7
	Female	10	14.3	14.3	100.0
	Total	70	100.0	100.0	

The distribution of age of the respondents ranged from 20 to 31 and above. The results revealed that 32 students belonged to an age range between 26-30 years old. These 32 students formed a percentage of 45.7%. Moreover, there were a group of 28 students whose ages are ranged between 20-25 years. However, the remaining 10 students belonged to an age range between 31 years old and above. It can be concluded that most of the respondents evolved in the study are young. (About 60 respondents' ages are ranged between 20-30 years old).

Table 4.1.2 Age of The Respondent

	Age Group	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	20-25 years	28	40.0	40.0	85.7
	26-30 years	32	45.7	45.7	100.0
	Above 31 years	10	14.3	14.3	100.0
	Total	70	100.0	100.0	

Based on the respondents' citizenship, most of the respondents were Libyans (71.4%), whereas the remaining 20 are form different nationalities (Chinese, Jordanians, Yemenis, Thai and others....). Moreover, the remaining 20 students formed a percentage of 28.6%.

Table 4.1.3 Nationality of respondents

Nationality		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Libyan	50	71.4	71.4	71.4
	Others	20	28.6	28.6	100.0
	Total	70	100.0	100.0	

Results of Students' Responses on Oral Communication Problems Faced by Students Using English Language inside the Classroom

In this section, there were twelve statements scaled in Likert scale coded 1 "strongly disagree" and 5 "strongly agree". The descriptive analysis including means and standard deviations of the twelve statements are summarized in a table. Moreover, students' responses on each of the statement are also presented in another table.

Statements	Mean	Standard Deviation
My oral communication lacks enthusiasm and demonstrates negative attitude and interest in the conversation inside the classroom.	3.05	1.07
I cannot maintain an eye contact when communicating with a person whose level of English is higher than mine in the classroom.	3.08	1.15
I find difficulty speaking clearly and employing appropriate English Language skills during a classroom conversation.	3.70	.922
4. I always think of my English Language performance when communicating	3.71	.801
I am very shy and that is giving me problems with English Language	3.70	.937
I do not have much confidence in my oral communication ability.	3.60	.891
I always feel nervous when I have to speak English in the classroom.	3.71	.891
I have very litter English vocabularies and that prevents me from using English	3.72	.832
9. Long and difficult oral communication in English put me off.	3.60	.841
I do not like to speak English in the class when there are Females in the classroom.	3.45	.883
11. I prefer to ask my lecturer after the class rather than in the classroom.	3.67	.793
have some ideas and understand my lecture and class discussion but I do not know how to say it in English.	3.74	.879

The above table indicates the two descriptive statistics (mean and standard deviation) of the first section of the questionnaires answered by 70 students. As it can be seen, the averages of all answers are ranged from 3.00-.3.80, whereas the standard deviations are ranged from .70-1.20.

Statement	Strongly Disagree	Disagree	Neither Agree/ Disagree	Agree	Strongly Agree
1.	3 (4.3%)	21(30.0%)	23(32.9%)	15 (21.4%)	8(11.4%)
2.	6 (8.6%)	17(24.35%)	19(27.1%)	19(27.1%)	8(11.4%)
3.	2 (2.9%)	4 (5.7%)	19(27.1%)	33(47.1%)	12(17.1%)
4.	0 (0.00%)	4 (5.7%)	23(32.9%)	32 (45.7%)	11(15.7%)
5.	1(1.4%)	5 (7.1%)	23(32.9%)	26(37.1%)	15(21.4%)
6.	0 (0.00%)	5 (7.1%)	32 (45.7%)	19(27.1%)	14(20.0%)
7.	0 (0.00%)	1(1.4%)	33(47.1%)	21(30.0%)	15(21.4%)
8.	0 (0.00%)	1(1.4%)	33(47.1%)	20(28.6%)	16(22.9%)
9.	0 (0.00%)	4 (5.7%)	32(45.7%)	22(31.4%)	12(17.1%)
10.	1(1.4%)	6(8.6%)	32(45.7%)	21(30.0%)	9(12.9%)
11.	0 (0.00%)	5(7.1%)	22(31.4%)	34(48.6%)	9(12.9%)
12.	0 (0.00%)	8(11.4%)	14(20.0%)	36(51.4%)	12(17.1%)

The above table illustrates the results of the twelve statements. The statements were scaled based on the Likert scales coded 1 for "strongly disagree" and 5 for "strongly agree".

In regards to the first statement related to oral communication and enthusiasm, negative attitude and interest in conversation inside the classroom, the results showed that 15 students confirmed to the statement and another 8 students strongly agreed. That is to say, there were a total of 23 students who agreed that their oral communication lacks enthusiasm and demonstrates negative attitude and interest in the conversation inside the classroom.

Accordingly, the second statement sought to investigate whether students cannot maintain an eye contact when communicating with a person whose level of English is higher than theirs in the classroom. The results demonstrated that 19 agreed with the statement and another 8 strongly agreed that they cannot maintain an eye contact when communicating with a person whose level of English is higher than theirs in the classroom. They made up a percentage of 38.5% of conformity. On the other hand, there were 23 students who disagreed and 19 others who are not sure about their responses. It can be therefore concluded that few students said that they cannot maintain an eye contact when communicating, and the statement is not valuable in this study.

The third statement of the second section of the questionnaire was "I find difficulty speaking clearly and employing appropriate English language skills during a classroom conversation". There were 45 responses confirming that they find difficulty speaking clearly and employing appropriate English language skills during a classroom conversation. These 45 students made a percentage of 64.2%. Therefore, this statement requires some consideration.

Moreover, there were 43 responses stating that they always of their English Language performance when communicating. These later composed a percentage of 61.4%. Evidently, based on the result, this statement has to be taken into consideration. Furthermore, the fifth statement is related to student's shyness in English language, there were 41 responses that admitted the fact and they formed 58.5%. So, strategies of overcoming shyness have to be applicable.

Nevertheless, the lack of confidence in students' oral communication ability is one important key issue to resolve. In this survey, there were about 33 students who acknowledged that they lack confidence in their oral communication ability. However, this number is less than half of the sample and it would be assumed that most of the respondents in this research are armed with confidence in their oral communication.

Concerning the seventh statement which is related to nervousness when speaking English in the classroom, the results showed that 21 students confirmed to the statement, and another 15 students strongly agreed. That is to say, there were a total of 36 students who agreed that they are nervous when they speak English in the classroom. Hence, to this statement no much effort needs to be undertaken.

The issue of possessing more vocabularies, half of the population in the sample of the study conceded that they are deficient in having enough vocabularies. The outcomes have proven that 51.5% of the students have problems of acquiring new words or terminologies. Thus, and anticipative approach of helping students how to learn new words and assessing them to be familiar with new paraphrases would be highly recommended.

Progressively and in concordance to the questionnaire, the ninth statement was investigating on whether long and difficult oral communication in English put students off. Here, the results have proven that 48.5% of responses agreed with the statement. However, another 45.7% were not really sure if long and difficult oral communication in English put them off. Therefore, it would be advisable to give these students some classes of oral communication practices.

Additionally, relating to the statement male students do not like to speak English in the class when there are females in the classroom, the responses of those who have such complex were about 42.9% compared to 45.7% who were doubtful about the convolution. To such trend could be remedied by offering some debating classes in which both sexes would be involved.

The statement before last in this section was to determine student's preference about asking their lecturer after the class rather than in the classroom. There were 61.5% of responses claiming students prefer to ask their lecturer after the class rather than in the classroom. On the other hand, there were also another 31.4% who did not know if there really preferred to ask their lecturer after the class rather than in the classroom or not.

The final statement of the second section of the questionnaire prompted to look into students having ideas but cannot express it during class discussion. The outcomes of this statement showed that 68.5% of students have the same involvedness. Another 20% were uncertain about having ideas and unable to express them in a class discussion. As a consequence, it would be suggestive to provide students with more class discussion that would be graded for those who are volunteers.

Results of Student's Responses on Strategies adopted by Students to use English Language inside the Classroom

Statements	Mean	Standard Deviation
1. I need to be aware of the ideas and thoughts it to others during an oral communication.	1.65	.720
2. I need to be more focus to prevent me loosing my concentration during oral communication.	1.60	.646
3. I have to set appropriate and reachable goals for my oral communication.	1.62	.594
4. I have to be positive oral communication about English in the class	1.80	.490
5. I am willing to learn from mistakes	1.74	.606
6. I have developed supportive relationships outside and inside the classroom.	1.57	.627
7. I need to force myself to participate in discussions in English in the classroom.	1.58	.625
8. I have to take notes in class to record new vocabularies.	1.63	.617

The above table indicates the two descriptive statistics (mean and standard deviation) of the second section of the questionnaires answered by 70 students. As it can be viewed, the averages of all answers are ranged from 1.50-1.80, whereas the standard deviations are ranged from.40-.80.

Statement	Very Important	Important	Not Important
1.	34(48.6%)	26(37.1%)	10(14.3%)
2.	33(47.1%)	30(42.9%)	6(8.6%)
3.	30(42.9%)	36(51.4%)	4(5.7%)
4.	16(22.9)	51(72.9%)	3(4.3%)
5.	24(34.3%)	40(57.1%)	6(8.6%)
6.	35(50.0%)	30(42.9%)	5(7.15%)
7.	34(48.6%)	31(44.3%)	5(7.15%)
8.	30(42.9%)	34(48.6%)	5(7.15%)

Concerning the first statement related to student's awareness of ideas and thoughts during an oral communication, the results showed that 34 students confirmed with importance to the statement and another 26 students also said it is important to be aware of their ideas and thoughts during an oral communication. That is to say, there were a total of 60 students out of a total of 70 who acknowledged that it is important to be aware of one's ideas and thoughts during an oral communication. In view of the second statement that sought to investigate whether students need to be more focus to prevent them loosing their concentration during oral communication, the results highlighted that 33 students said that it is very important for them to more focus to prevent them loosing their concentration during oral communication, and another 8 students believed that it is important for them to focus to prevent them loosing their concentration during oral communication. These two groups made up a percentage of 90% of importance to the statement. On the other hand, there were 6 students who said it is not important for them to focus to prevent them loosing their concentration during oral communication and one respondent did provide an answer. This later was attributed to be a "missing data". The third statement of the third section of the questionnaire was "I have to set appropriate and reachable goals for my oral communication". There were 66 responses acknowledging that it is important for them to set appropriate and reachable goals for their oral communication. These 66 students made a percentage of 94.3%. Besides, the fourth statement is related to students being positive in oral communications about English in the class, there were 67 responses that admitted the fact is important than they formed 95.7%.

Nevertheless, the attempt of willing to learn from one's mistakes is one important key issue to resolve. In this survey, there were about 64 students who acknowledged it is important and they willing to learn from their mistakes. However, this number gave a percentage of more than 90% and it would be assumed that most of the respondents in this research are really willing from their mistakes. The sixth statement was investigating on the importance of students will develop supportive relationship outside and inside the classroom. Here, the results have proven that 92.9% of responses believed the importance of the statement. Therefore, it would be advisable to help these students to develop supportive relationship. The second last statement was to determine students' needs to force themselves to participate in discussion in English in the classroom.The final statement of the third section of the questionnaire is intended in explore on the strategy students have to take notes in class to record new vocabularies. The outcomes of this statement showed that 92.9 % of students need such strategy by demonstrating its importance.

Reliability Analysis

Statements	Mean	Standard Deviation
1. My oral communication lacks enthusiasm and demonstrates negative attitude and interest in the conversation inside the classroom.	3.05	1.07
2. I cannot maintain an eye contact when communicating with a person whose level of English is higher than mine in the classroom.	3.08	1.15
3. I find difficulty speaking clearly and employing appropriate English Language skills during a classroom conversation.	3.70	.922
4. I always think of my English Language performance when communicating	3.71	.801
5. I am very shy and that is giving me problems with English Language	3.70	.937
6. I do not have much confidence in my oral communication ability	3.60	.891
Cronbach's Alpha=.701		
N= 70		
7. I always feel nervous when I have to speak English in the classroom.	3.71	.819
8. I have very litter English vocabularies and that prevents me from using English	3.72	.832
9. Long and difficult oral communication in English put me off.	3.60	.841
10. I do not like to speak English in the class when there are Females in the classroom.	3.45	.883
11. I prefer to ask my lecturer after the class rather than in the classroom.	3.67	.793
12. I have some ideas and understand my lecture and class discussion but I do not know how to say it in English.		.879
Cronbach's Alpha=.695		
N= 70		

The above table indicated the reliability of the research. In other words, it indicated whether the obtained results are reliable and if could rely on the study.

According to Uma Sekaran (2002), if the results are between 0.6-0.9 the research is to be assumed reliable. In this study, the first part of the second section of the questionnaire consisted of 6 items as well the second part. As indicated in the above the table, both part have respective Cronbach Alpha values 0.701 and 0.695. thus, the results of the questionnaire are reliable.

Statements	Mean	Standard Deviation
1. I need to be aware of ideas and thoughts it to others during an oral communication.	1.65	.720
2. I need to be more focus to prevent me losing my concentration during oral communication.	1.60	.646
3. I have to set appropriate and reachable goals for my oral communication.	1.62	.594
4. I have to be positive oral communication about English in the class	1.81	.490
5. I am willing to learn from mistakes	1.74	.606
6. I have to develop supportive relationships outside and inside the classroom.	1.57	.627
7. I need to force myself to participate in discussions in English in the classroom.	1.58	.625
8. I have to take notes in class to record new vocabularies.	1.63	.617
Cronbach's Alpha=.680 **N=70**		

The table above demonstrated the results of the reliability test of the third section of the questionnaire. This section included 8 items which Cronbach Alpha value is equal to 0.68. therefore, the results are to be reliable.

Statements	Mean	Standard Deviation
1. I need to be aware of ideas and thoughts it to others during an oral communication.	1.65	.720
2. I need to be more focus to prevent me loosing my concentration during oral communication.	1.60	.646
3. I have to set appropriate and reachable goals for my oral communication.	1.62	.594
4. I have to be positive oral communication about English in the class	1.81	.490
5. I am willing to learn from mistakes	1.74	.606
6. I have to develop supportive relationships outside and inside the classroom.	1.57	.627
7. I need to force myself to participate in discussions in English in the classroom.	1.58	.625
8. I have to take notes in class to record new vocabularies.	1.63	.617
Cronbach's Alpha=.680		
N= 70		

The table above demonstrated the results of the reliability test of the third section of the questionnaire. This section included 8 items which Cronbach Alpha value is equal 0. 68. Therefore, the results are to reliable.

DISCUSSION AND CONCLUSION

Effect of Demographic Profile
A total of seventy students were sampled comprising of both male and female students. Majority of the students were male, 2o students to be precise representing 85.7% of the total population while the remaining 10 students representing 14.3% were female. Although, there is no gender influence on the responses recorded, the uneven representation can be clearly explained by the limited number of Arab women studying in UUM. Similarly, fifty of the respondents fall within 20-30 years of age representing 71.4% of the population and the remaining 20 falls within age 30 and above representing 28.6%, this also does not influence their responses.

Research Constructs
The study was based on two constructs: (1) Difficulty experience while engaged in oral communication in classroom and (2) Possible strategies to be put in place to avoid that. The constructs are made up of 12 and 8 items respectively to capture the student's responses from the two perspectives. The items of the two constructs were found to maintain an acceptable average Cronbach Alpha of 0.70 which is considered suitable for any quantitative study of this nature.

Difficulty associated with Oral Communication in Classroom using English
A large number of students, 23 students to be precise representing 32.9% of the total respondents felt indisposed as to whether their oral communication lacks enthusiasm and demonstrates negative attitude and interest in the conversation inside the classroom while majority of the respondents also disagreed with the notion. 40% of the students tend to agree to the fact that they cannot maintain an eye contact when communicating with a person whose level of English is higher than them in the classroom. At the same time considerable number are also indisposed. A very large percentage of students of 64.2% agreed that they find it difficult to clearly express their ideas in classroom using appropriate English language skills. Also, majority of students (61.4%) agreed that they are always conscious of their English-speaking capability while communicating in class room which normally the effectiveness of their communication. Large percentage of students (58.5%) also agreed to the fact that their inability to communicate in classroom using English is a result of their being shy. There are also students (47.5% to be precise) believe that they don't have much confidence in their oral communication while considerably number (45%) feels indisposed. Larger percentage of respondents (51.4%) feel that they always feel nervous whenever it is required of them to communicate using English language in the classroom while considerable percentage (47.1%) feel indisposed about such notion. Similarly, over average of the participants (52%) attributed their inability to communicate well in English while in classroom to their lack of appropriate English vocabularies. Also 48.5% of the audience agreed that the difficulty in expressing their ideas in classroom using English put the off, 45.7% were indisposed to this fact.

Many students (45.7%) feel indisposed about the notion that the presence of female students in class scares them to communicate well in English while 42.9% agreed to this fact. Most of the respondents (61.5%) agreed to the fact that they prefer asking their lecturer questions while not in class. In the same time, very large of respondents agreed that they have some ideas in class and to some extent they understand the lecture, they are only unable to express themselves in English. All these, confirmed the fact that Libyan students are apprehension towards the target language. They just don't have the confidence and proficiency to use English language in the classrooms.

Strategies for Solving the Problem
Most of the students (85.7%) feel that it is important to be mindful of their thoughts while communicating in the classrooms. Similarly, almost all students (90%) considered it important to be focused while performing oral communication in order not to lose concentration. Majority of the respondents (94.3%) also agreed to the fact that it is important to properly define the goal of their oral communication. Most of the students (95.8%) agreed that they have to be positive in their oral communication.

Interestingly, majority of the students (91.4%) believe that learning from mistakes is a way of improving their oral communication skills. Most of the students (92.96%) also believe that developing a way of improving general English communication skills outside classrooms via interacting with better speakers will definitely improve their oral communication in classrooms. In addition, many respondents (92.9%) believe that the need to force themselves to participate in the class discussion. Also,91.5% of the respondents believe that taking note of the vocabularies used during the class can assist them in improving their oral communication skills.

CONCLUSION

From the result of the research, I can conclude that Libyan students in UUM are faced with serious problems with regards to oral communication in classrooms using English, and majority of the problems are attributed to lack of confidence in themselves. I also can conclude that the eight strategies as identified in the construct can be used in improving the student's skills in classroom oral communication using English considering the unanimous decision of virtually all the respondents on the applicability of the strategies to solve their problem, and become functional students in their classroom.

Recommendation for future study
Due to the limited time given to complete this research, the scope was narrowed to only Libyan students in College of Business, UUM. Future study can expand the scope beyond UUM COB and beyond Libyan students. More nationalities from various Arab countries can be involved in future studies. Although they may all speak same L1, they may come from similar or different socio-cultural background and this can have some effects on their level of oral communication skills.

Acknowledgments

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Table 4.1.1 Gender of the respondents

Appendixes Gender		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Male	60	85.7	85.7	85.7
	Female	10	14.3	14.3	100.0
	Total	70	100.0	100.0	

Table 4.1.2 Age of the Respondent

Age Group		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	20-25 Years	28	40.0	40.0	40.0
	26-30 Years	32	45.7	45.7	85.7
	Above 31 Years	10	14.3	14.3	100.0
	Total	70	100.0	100.0	

Nationality		Frequency	Percent	Valid Percent	Cumulative Percent
/alid	Libyan	50	71.4	71.4	71.4
	Others	20	28.6	28.6	100.0
	Total	70	100.0	100.0	

Statements	Mean	Standard Deviation
1. My oral communication lacks enthusiasm and demonstrates negative attitude and interest in the conversation inside the classroom.	3.05	1.07
2. I cannot maintain an eye contact when communicating with a person whose level of English is higher than mine in the classroom.	3.08	1.15
3. I find difficulty speaking clearly and employing appropriate English Language skills dwing a classroom conversation.	3.70	.922
4. I always think of my English Language performance when communicating	3.71	.801
5. I am very shy and that is giving me problems with English Language	3.70	.937
6. I do not have much confidence in my oral communication ability.	3.60	.891
7. I always feel nervous when I have to speak English in the classroom	3.71	.819
8. I have very litter English vocabularies and that prevents me from using English	3.72	.832
9. Long and difficult oral communication in English put me off.	3.60	.841
10. I do not like to speak English in the class when there are Females in the classroom.	3.45	.883
11. I prefer to ask my lecturer after the class rather than in the classroom.	3.67	.793
12. I have some ideas and understand my lecture and class discussion but I do not know how to say it in English.	3.74	.879

Statement	Strongly Disagree	Disagree	Neither Agree/Disagree	Agree	Strongly Agree
1.	3 (4.3%)	21 (30.0%)	23(32.9%)	15(21.4%)	8(11.4%)
2.	6(8.6%)	17(24.35)	19(27.1%)	19(27.1%)	8(11.4%)
3.	2(2.9%)	4(5.7%)	19(27.1%)	33(47.1%)	12(17.1%)
4.	0(0.00%)	4(5.7%)	23(32.9%)	32(45.7%)	11(15.7%)
5.	1(1.4%)	5(7.1%	23(32.9%)	26(37.1%)	15(21.4%)
6.	0 (0.00%)	5(7.1%	32(45.7%)	19(27.1%)	14(20.0%)
7.	0(0.00%	1(1.4%)	33(47.1%)	21(30.0%)	15(21.4%)
8.	0(0.00%	1(1.4%)	33(47.1%	20(28.6%)	16(22.9%)
9.	0(0.00%	4(5.7%)	32(45.7%	22(31.4%)	12(17.1%)
10.	1(1.4%)	6(8.6%)	32(45.7%	21(30.0%)	9(12.9%)
11.	0(0.00%)	5(7.1%)	22(31.4%	34(48.6%)	9(12.9%)
12.	0(0.00%)	8(11.4%	14(20.0%)	36(51.4%)	12(17.1%)

Statements	Mean	Standard Deviation
1. I need to be aware of ideas and thoughts it to others during an oral communication.	1.65	.720
2. I need to be more focus to prevent me losing my concentration during oral communication.	1.60	.646
3. I have to set appropriate and reachable goals for my oral communication.	1.62	.594
4. I have to be positive oral communication about English in the class	1.80	.490
5. I am willing to learn from mistakes	1.74	.606
6. I have to develop supportive relationships outside and inside the classroom.	1.57	.627
7. I need to force myself to participate in discussions in English in the classroom.	1.58	.625
8. I have to take notes in class to record new vocabularies.	1.63	.617

Statement	Very Important	Important	Not important
1.	34(48.6%)	26(37.1%)	10(14.3%)
2.	33(47.1%)	30 (42.9%)	6(8.6%)
3.	30(42.9%)	36(51.4%)	4(5.7%)
4.	16(22.9%)	51(72.9%)	3(4.3%)
5.	24(34.3%)	40(57.1%)	6(8.6%)
6.	35(50.0%)	30(42.9%)	5(7.1%)
7.	34(48.6%)	31(44.3%)	5(7.1%)
8.	30(42.9%)	34(48.6%)	5(7.1%)

Statements	Mean	Standard Deviation
1. My oral communication lacks enthusiasm and demonstrates negative attitude and interest in the conversation inside theclassroom.	3.05	1.07
2. I cannot maintain an eye contact when communicating with a person whose level of English is higher than mine in the classroom.	3.08	1.15
3. I find difficulty speaking clearly and employing appropriate English Language skills during a classroom conversation.	3.70	.922
4. I always think of my English Language performance when communicating	3.71	.801
5. I am very shy and that is giving me problems with English Language	3.70	.937
6. I do not have much confidence in my oral communication ability	3.60	.891
Cronbach's Alpha=.701		
N= 70		
7. I always feel nervous when I have to speak English in the classroom.	3.71	.819
8.1 have very litter English vocabularies and that prevents me from using English	3.72	.832
9. Long and difficult oral communication in English put me off.	3.60	.841
10. I do not like to speak English in the class when there are Females in the classroom.	3.45	.883
11. I prefer to ask my lecturer after the class rather than in the classroom.	3.67	.793
12. I have some ideas and understand my lecture and class discussion but I do not know how to say it in English.	3.74	.879
Cronbach's Alpha=.695		
N= 70		

Questionnaire

A. **Please tick (/) the appropriate box or provide relevant answers:**

1. Gender

   Male [ ]   Female [ ]

2. Age group
   20 to 25 years   [   ]
   26 to 30 years   [   ] Above 31 years   [   ]

3. Nationality   (PLEASE STATE) --

B. **Oral Communication problems faced by students using English language inside the classroom**
   Please indicate the extent of your agreement with each statement by circling from 1 — 5, based on the following scale

Strongly Disagree	Disagree	Neither/Agree Disagree	Agree	Strongly Agree
"1"	"2"	"3"	"4"	"5"

1. **My oral communication lacks enthusiasm and demonstrates negative attitude and interest in the conversation inside theclassroom**
2. I cannot maintain an eye contact when communicating with a person whose level of English is higher than mine in the classroom
3. I find difficulty speaking clearly and employing appropriate English Language skills during a classroom conversation.
4. I always think of my English Language performance when
5. I am very shy and that is giving me problems with English Language
6. I do not have much confidence in my oral communication ability
7. I always feel nervous when I have to speak English in the classroom
8. I have very litter English vocabularies and that prevents me from using English
9. Long and difficult oral communication in English put me off
10. I do not like to speak English in the class when there are females in classroom.
11. I prefer to ask my lecturer after the class rather than in the classroom
12. I have some ideas and understand my lecture and class discussion but I do not know how to say it in English
13. I need to be aware of ideas and thoughts it to others during an oral communication.
14. I need to be more focus to prevent me losing my concentration during oral communications.
15. I have to set appropriate and reachable goals for my oral communication
16. I have to be positive oral communication about English in the class
17.

C. Strategies adopted by students to use English language inside the classroom

Circle the appropriate number according to the following scale:

l = Very important   2 = Important   3 = Not important

1	2	3	4	5
		a		
1	2	3	4	5

1	2	3	4	5
1	2	3	4	5

1	2	3
1	2	3
1	2	3
1	2	3

1	2	3	4	5
1	2	3	4	5
1	2	3	4	5
1	2	3	4	5
1	2	3	4	5
1	2	3	4	5
1	2	3	4	5