



Sudan University of Science and Technology

College of Graduate Studies



**Investigating Problems of Learning English Speaking Skills
A Case Study in Altadamon Unit Edduiem Locality**

دراسة مشاكل مهارات التخاطب في المدارس الثانوية

دراسة حالة - محلية الدويم وحدة - التضامن

**A Thesis Submitted in Partial Fulfillment for the Requirement of MA
Degree in English Language**

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2014

الآية

بسم الله الرحمن الرحيم

قال تعالى :

{ قَالَ رَبِّ اشْرَحْ لِي صَدْرِي • وَيَسِّرْ لِي أَمْرِي • وَاحْلُلْ عُقْدَةً
مِّنْ لِّسَانِي • يَفْقَهُوا قَوْلِي }

صدق الله العظيم

سوره طه

الايات (٢٥-٢٨)

Dedication

I dedicate this work, to my father and mother,

To my brothers and sister,

To my friends and colleagues,

With deep respect and gratitude.

Acknowledgement

My greatest gratitude is to Allah the, Most compassionate and the most merciful.

The researcher would like to express his gratitude to Dr. Mohammed Altyeb for his patience, advice, encouragement and help. He supported me to complete my research.

Thanks are also to my teachers at Sudan University of Science and Technology.

Abstract

This study aims to investigate problems of English speaking skills at Sudanese secondary schools of EDduwiem Locality. Chapter one is an introduction and chapter two is a review of literature and some previous studies which have been done in this field. A questionnaire was used to collect the data from students and SPSS was used to analyze the data.

The findings are that speaking and listening are neglected by secondary schools teachers in EDduwiem Locality; The results show that students need to increase their practice in speaking skills and there are not enough chances for students to speak inside the classroom.

This study recommends that teachers should pay attention to teaching and developing learners speaking skills; schools should be provided with language labs or at least with some educational techniques, so as to introduce classroom communicative activities in good and interesting manners. Also textbooks should be well prepared to motivate and encourage pupils to speak the language and learners should be given enough time to practice speaking skills.

الخلاصة

تهدف هذه الدراسة الى التحقيق في مشاكل التخاطب في المدارس الثانوية في مدينة الدويم (وحدة التضامن). الفصل الاول عبارة عن فصل تمهيدي والفصل الثاني ويعنى بالدراسات السابقة التي تمت في هذا المجال

استخدم الباحث الاستبانة لطلبة المرحلة الثانوية ثم استخدم برنامج (SPSS) في تحليل البيانات. أظهرت نتائج هذه الدراسة الأتى: ان مهارتي الاستماع والتحدث باللغة الانجليزية مهملتان من جانب الاساتذه في المراحل الثانوية وكما اوضحت الدراسة انه لا توجد فرص تحدث كافية للطلاب داخل الفصل.

وقد اوصى الباحث بالأتى: أن يعطي الاساتذة اهتماماً اكبر بتدريس مهارات التحدث باللغة الانجليزية وتزويد المدارس بمعامل اللغة او على اقل تقدير توفير بعض الوسائط التعليمية البسيطة وعرض وتقديم أنشطة المخاطبة الصفية بصورة مستمرة وأن تعد مناهج تدريس اللغة الانجليزية بصورة تحفز وتشجع الطلاب علي تحدث اللغة الانجليزية وعلى المعلمين منح الطلاب وقتاً كافياً للتحدث باللغة الانجليزية.

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Chapter One

Introduction

Chapter One

1- Introduction

1-1Background of the study:

Since communicative language teaching approach is adopted and applied widely in secondary school; students have to express fair speaking skills in English. However, students of secondary schools express feeling of nervousness, tension and apprehension when they are asked to speak in English language. Indeed, feelings of anxiety, reluctance and lack of self-confidence appear in humans when they are proposed by other to speak another language. The problem exists with secondary schools students when learning to speak and with teachers while teaching English as a foreign language. Students often think that the ability to speak a language is the product of language learning, but speaking is a crucial part of the language learning process. Language learning is not an easy task as some people think. It complication process that needs great efforts any language has four skills, listening, reading, speaking and writing. Speaking is often connected with listening. For example the two-way communication makes up for the defect in communicative ability in the traditional learning. Two-way means the relationship of the communication between the teachers and the students at school. This relationship is connected with the communicative activities between two people. It can create a fresh environment for speaking language. The two –way communication can lengthen the dialogue limitlessly. This is its advantage. At the same time, if the speakers want to give the correct response, h/she has to think hard, the sentence is not easily forgotten which is great by themselves through thinking, sometimes with the teacher hint.

In this study the researcher will concentrate on the speaking skill in secondary schools.

1.2 Statement of the problem:

English speaking in Sudan is problematic at secondary schools. Students are unable to speak fluently even in response to simple questions they prefer to express their ideas in Arabic.

1.3 Questions of the study:

This study addresses the following questions:

1-Do the methods at secondary schools meet the requirement of students to speak English fluently?

2-To what extent do secondary schools neglect using techniques to develop learner's speaking skill?

3-What procedures, materials and techniques do teachers use to develop learner's speaking skills?

1.4 Hypotheses of the study:

This study hypothesizes that:

1-The methods used at secondary schools do not meet the need of learners to speak English fluently.

2-The methods used to develop speaking skill are neglected.

3-Materials and techniques that are carried out in secondary schools do not fix speaking skill problems.

1.5 Objectives of the study:

This study aims at:

1-Finding out the effectiveness methods at secondary school in meeting learner's requirement to speak fluently.

2-Finding out the techniques used in secondary school in order to develop students speaking skills.

3-Finding out the materials used in secondary school in order to evaluate students with speaking skills.

1.6 Significance of the study:

The study is very important for students, teachers and syllabus designers because it deals with the speaking difficulties faced by secondary school level who study English as a second language. And it is try to help the students to speak better.

1.7 Methodology of the study:

The method applied in this study is descriptive and analytic; the data will be obtained by using a questionnaire for students of English, second class in secondary schools. The sample size of students 38 and they will be selected randomly and purposefully.

1.8 Limits of the study:

This study is limited to 2nd grade of secondary schools in which the researcher will investigate the speaking skills problems which face students. This study is limited to EDduiem Locality; and its will taken 40 students from different schools for the questionnaire. The academic year 2013-2014.

Chapter Two

Literature Review

Chapter Two

Literature Review

2-0 Introduction

The main purpose of this chapter is to review some of the literature related to this topic.

2-1 Speaking definitions:

Chaney (1998:13) mentions that speaking is a process of building and sharing meaning through the use of verbal and non-verbal symbols in variety of context.

Elsagheer (2001) points out that every opportunity for speaking in classroom should be taken. It is by trying to communicate that students realize their needs for language and by speaking they increase their fluency and confidence. Many language regard speaking ability as the measure of knowing a language. These learners define fluency as the ability to converse with others, much more than ability for read, write or comprehend oral language. They regard speaking as the most important skill they can acquire, and they assess their accomplishments in spoken communication.

Teaching speaking in Sudanese secondary levels has been undervalued and secondary level English language teachers have continued to teach speaking just as a repetition of drills or memorization of dialogues whereas speaking refers to the beginning of human creation. Therefore, a child can learn language and speaking from his environment where he lives.

Chaney (1998:13) states that a child can utter words then gradually can form full sentences until he can speak the language fluently and accurately.

Speech is produced by vocal organs in different phonological aspects such as stress, intonation, vowels, constant, pauses and rhythms ...etc.

Yule (1999:175) asserts that to form words and structure and finally to convey meaningful utterance, first language acquisition is remarkable for speech with which it takes place. A child growing up in the first, two or three years requires

interaction which other language use in order to bring the language in to operation with particular such as English faculty.

English is commonly used as an international language; it is the most widely spoken language all over the world. Most encyclopedias are being written in English that make learning English language a must for everybody around the world. English is the language used in business, aviation, science and technology.

Paul (2000:82) notes that speaking is not simple as it seems, for start:

- Many people do not take speaking in front of large groups of people because of making or producing errors. This is especially true in foreign language.

- Recognizable pronunciation is necessary for speech to be intelligible; it is very hard to understand the regional local accent as with non- native speakers.

- Speaking part in real time to construct their utterances carefully.

- Be prepared and you must think of what you would say.

- There are some clear implications here for teaching:

- try to create a relaxed atmosphere in your classes so that must learner's are not frightened of speaking in front of the test of the class.

- Do many activities of speaking such as pairs group work, so that learner's can speak English without the rest of the class listening.

- Expose the learner's as much as possible to speak in and outside classroom in English

2.2 Four Skills:

Every language in the world comprises four basic principles. They must all be mastered to become fluent a language.

2.2.1 Listening comprehension:

Listening is the receptive skill in the oral mode. In our first language, we have all the skills and background knowledge we need to understand what we hear, so we probably aren't even aware of how complex a process it is. Here we will briefly

describe some of what is involved in learning to understand what we hear in a second language.

Listening, one of the means of language communication, is used most widely in people's daily lives. In addition, teaching the learners a lot of listening activities is a good way of enlargement their vocabulary. On the other hand, it also helps the learners improve their listening comprehension. For instance, people know that the largest difference between mother language learning and foreign language learning is the environment. For a foreign language, we can meet it only in formal places and classes. Training and practicing the oral reading is not a day's work. Practice is important. Only through the practice can the learners improve their listening comprehension (Nunan: 2003).

2.2.2 Speaking comprehension:

Speaking is the productive skill in the oral mode. It, is more complicated than it seems at first and involves more than just pronouncing words.

Interactive speaking situations include face-to-face conversations and telephone calls, in which we are alternately listening and speaking, and in which we have a chance to ask for clarification, repetition, or slower speech from our conversation partner. Some speaking situations are partially interactive, such as when giving a speech to a live audience, where the convention is that the audience does not interrupt the speech. The speaker nevertheless can see the audience and judge from the expressions on their faces and body language whether or not he or she is being understood.

Some few speaking situations may be totally non-interactive, such as when recording a speech for a radio broadcast.

Speaking is often connected with listening. For example, the two-way of communication makes up for the defect in communicative ability in the traditional learning. Two-way means the relationship of the communication between the teacher and the students at school. This relationship is connected with the communicative activities between two people. It can create a fresh environment for speaking language. The two-way communication can lengthen the dialogue limitless. At the same time, if the speakers want to give the correct response, he

has to think hard, the sentence is not easily forgotten which is created by himself through thinking, sometimes with the teacher's hint. They can talk freely and express they as well as they can (Nunan: 2003).

2.2.3 Reading comprehension:

Reading is the receptive skill in the written mode. It can develop independently of listening and speaking skills, but often develops along with them, especially in societies with a highly-developed literary tradition. Reading can help build vocabulary that helps listening comprehension at particularly the later stages.

Reading is an important way of gaining information in language learning, and it is a basic skill for a language learners. There are a lot of reading exercises in an examination today. But all these readings must be done in limited time, so learners are asked to read them correctly and with a certain speed. For instance, someone reads word by word. Another reads with his finger pointing to the words or with his head shaking. Those are all bad habit of reading they should read phrase by phrase. Do not blink eyes so often and shake head. Just move the eyeball. That is enough. If they want to get more word information, there must be a proper distance between their eyes and the reading material (Nunan: 2003)..

2.2.4 Writing comprehension:

Writing is the productive skill in the written mode. It too complicated than it seems at first, and often seems to be the hardest of the skills, even for native speakers of a language, since it involves not just a graphic representation of speech, but the development and presentation of thoughts in a structured way.

Writing is one way of providing variety in classroom procedures. It provides a learner with physical evidence of his achievements and he can measure his improvement. It helps to consolidate their grasp of vocabulary and structure, and complements the other language skills. A sentence is the base of an article. So s/he should begin his writing with sentences. For example, translation is sentence pattern exchanging, and text shortening and rewriting. It helps to understand the text and write compositions. It can foster the learner's ability to summarize and to use the language freely (Nunan: 2003).

2.3 Speaking Skill:

Speaking is an interactive process of constructing meaning that involves producing and receiving and processing information (Brown, 1994; Burns & Joyce, 1997). However, speech is always unpredictable. Speaking requires that learner's not only have to know how to produce specific points of language such as grammar, pronunciation, or vocabulary, but also the ability to use the language. Speaker's skills and speech habits have an effect on the success of any exchange. Speakers must be able to predict and then produce the expected speech when talking; rephrasing, providing feedback, or redirecting (Burns & Joyce, 1997: P: 71).the learner must also choose the correct vocabulary to describe the situation.

2.4 Understanding spoken language:

Brown (1994:46) explains that after listening exercise give pupils the top script, using part of it, pupil mark stressed words and put them into group.

2.5 Preparation and rehearsal:

Before spoken task, give pupil some preparation and rehearsal time because pupil will need guidance on how to use it. A sheet with simple guide lines is effect, for instance, when a learner involved in the exchange progress. The learner also must choose the correct vocabulary to describe the item sought, rephrase o emphasize word to clearly description if the clerk does not understand and use appropriate facial expression to indicate satisfaction or classification with the service.

2.6 Aspects of Speaking Performance:

Speaking is important because speaking is makes people easily understand others. High School students' speaking ability is expected to be good because they learn English since some years and they will have many performances related to oral skill in universities. But in fact, High School students' speaking ability is still low. It is difficult for them to fulfill some aspects of speaking performance.

2.6.1 Fluency:

Lado (1961: 240) points out that speaking ability is described as the ability to report acts or situation, in precise words, or the ability to converse or to express a sequence of ideas fluently.

Thornbury (2005:6-7) mentions that research into listener's perception suggests that pausing is one of the factors of fluency.

Thornbury (2005:8) points out that People can be fluent speakers if they fulfil the following features:

- a. Pauses may be long but not frequent.
- b. Pauses are usually filled.
- c. Pauses occur at meaningful transition points.
- d. There are long runs of syllables and words between pauses.

Foster and Skehan in Nunan (2004:87) propose a model in assessing speaking in which fluency is measured by considering the total number of seconds of silence and time spent saying 'um' and 'ah' by subjects as they complete a task.

2.6.2 Pronunciation:

Thornbury (2005:128-129) states that Pronunciation refers to the student's ability to produce comprehensible utterances to fulfil the task requirements.

Harmer (2001:28-33) provides more issues related to pronunciation. He suggests pitch, intonation, individual sounds, sounds and spelling, and stress.

Pronunciation becomes important because it gives meaning to what is being said. Wrong pronunciation may cause misunderstanding or people involved in a conversation are offended.

2.6.3 Vocabulary:

Thornbury (2005:22) suggests three usual things used by speakers in what they are being said:

When people speaking, they are involving high proportion of words and expressions that express their attitude (stance) to what is being said.

Speakers usually employ words and expressions that express positive and negative appraisal because a lot of speech has an interpersonal function, and by identifying what people like and dislike, they are able to express solidarity.

A speech also usually employs deictic language, i.e. words and expressions that point to the place, time, and participants in the intermediate or a more distant context.

2.6.4 Interactive Communication:

Thornbury (2005:129) points out that Interactive communication refers to the ability of a candidate to interact with the interlocutor and the other candidates by initiating and responding appropriately and at the required speed and rhythm to fulfill the task requirements.

Brown (2001:269) notes that most difficulties faced by students in speaking is the interactive nature of communication. In speaking, especially when they are having conversation they are engaging in a process of negotiation of meaning. Thus, learners usually have problems in how to say things, when to speak, and other discourse constants. Although they have difficulties in this aspect, assessing students through the way they interact is good to train them to have natural speaking.

2.7 Problems in Speaking English as Foreign Language:

There are many experts that suggest solution for these problems. One of them says that problem will appear if there is inappropriate between exception and reality. Another defines that a problem will happen if someone's necessity does not fulfill. A problem is something that if it appears many people will get dissatisfaction. It can make trouble and difficulty for him/herself or other people, and if people procure a problem, they always want to lose it. Problem is a gap between the existing state and a desire state, or a deviation from a norm, standard or status quo, although most problems turn out to have several solutions. Problem is a question proposed for solution, anything which is required to be solved or done, or a source of difficulty.

The learners have their own difficulties in learning the language (Munjayanah, 2004: 17).

2.7.1 Inhabitation:

Unlike reading, writing or listening activities, speaking requires some degree of real-time exposure to an audience. Learners are often inhibited about trying to say thing in foreign language in the classroom: worried about mistakes or simply shy of the attention that their speech attract.

2.7.2 Nothing to say:

Even they are not inhibited, you often hear learners complain that they cannot think of anything to say: they have no motive to express themselves beyond the guilty feeling that they should be speaking.

2.7.3 Low or uneven participation:

Only one participant can talk at a time if he or she is to be heard; and in large group this means that each one will have only very little talking time. This problem is compounded by some learners to dominate, while other speaks very little or not a tall.

2.7.4 Mother tongue use:

It is easier for the students to use their mother tongue in their class because it looks naturally. Therefore, most of the students are not disciplined in using the target language in the learning process.

2.8 Techniques and Materials in Communicative Approach:

There may be aspect of the Communicative Approach that you find appealing. This review has been provided in the event you wish to try to use any of the techniques of materials associated with the communicative Approach (Hymes: 1972).

2.8.1 Authentic Materials:

To overcome the typical problems that students can't transfer what they learn in the classroom to the outside world and to expose students to natural language in a variety of situations, adherents of the Communicative Approach recommended the use of authentic language materials. In this lesson we see that the teacher uses a copy of a genuine newspaper article. He also assigns the students homework, requiring they listen to a live radio or television broadcast. For students with lower proficiency in the target language, it may not be possible to use authentic language materials such as these. Simpler authentic materials (for example, the use of a weather forecast when working on predictions), or at least ones that are realistic, are most desirable. It is not so important that the materials be genuine as it is that they be used authentically. Another possibility for the use of authentic materials with a lower level class is to use regalia that do not contain a lot of language, but about which a lot of discussion could be generated (Brown: 2001).

. 2.8.2 Scrambled Sentences:

The students are given a passage (a text) in which the sentences are in a scrambled order. This may be a passage they have worked with or one they haven't seen before. They are told to unscramble the sentences so that the sentences are restored to their original order. This type of exercise teaches students about the cohesion and coherence properties of language. They learn how sentences are bound together at the supra sentential level through formal linguistic devices such as positions, which unify a text and make it coherent. In addition to written passages, students might also be asked to unscramble the lines of a mixed-up dialog. Or they might be asked to put the pictures of a picture strip story in order and write lines to accompany the pictures (Larson-freeman, 1984).

2.8.3 Language Games:

Games are used frequently in the communicative Approach. The students find them enjoyable, and if they are properly designed, they give students valuable communicative practice. These three features were manifest in the card game we observed in the following way. An information gap existed because the speaker did not know what her classmate was going to do the following weekend. The speaker received feedback from the members of her group, if her group would respond. If

she got a meaningful response, she could presume her prediction was understood (Larson-freeman, 1984).

.2.8.4 Picture Strip Story:

In the activity we observed, one student in a small group was given a strip story. She showed the first picture of the story to the others members of her group and asked them to predict what the second picture would look like. An information gap existed – the students in the groups did not know what the picture contained. They had a choice as to what their prediction would be and how they would word it. They received feedback, not on the form but on the content of the prediction, by being able to view the picture and compare it with their prediction. The activity just described is an example of using a problem solving task as communicative technique. Problem solving task work well in the communicative approach because they usually include the three features of communication. What's more, they can be structured so that students share information or work together to arrive at solution. This gives students practice in negotiating meaning (Freeman: 1986).

2.8.5 Role- play:

Role-play is very important in the Communicative Approach because they give students an opportunity to practice communicating in different social contexts and different socials roles. Role-play can be set up so that they are very structured (for example, the teacher tells the students who they are and what they should say) or in a less structures way (for example , the teacher tells the students who they are, what the situation is , and what they are talking about, but the students determine what they will say). The later is more in keeping with the Communicative Approach, of course, because it gives the students more of a choice. Notice that Role-plays structured like this also provide information gaps since students cannot be sure (as with most form of communication) what the others person or people will say (there's a natural unpredictability). Students also receive feedback on whether or not they have effectively communicated (Freeman: 1986).

2.8.6 Correcting errors:

Davies (2000:37) asserts that errors have been part of learning since early time even when learning is success full. And Stevens (1980:114) states that in

some traditional practices of teaching foreign language, errors are considered as something that should be avoided or eradicated by all means, but recently with advent of the communicative language teaching, the view towards errors has change a lot. Since then have been no stigma attached to making errors. On the contrary, errors often reveal the learning strategies that employed by the learner and teachers can be adapting their teaching strategies to that strategies (Robin, 1978:204). So teachers and learners may be feed unhappy with this tolerance of errors, but it is simply that what will happen when learners use English outside the classroom. Errors tolerance should not mean that there is not any kind of correction but correction is put in the right place which does not affect the fluency of communication (Murphy, 1986:114). Chastain (1976:337) mentions that correction of errors should be limited to those portions of class in which the students or concentrating on the acquisition of competence and performance activities in which the pupils are concentrating in communicating from are structures.

2.9 Strategies for Developing Speaking Skills:

Students often think that the ability to speak a language is the product of language learning, but speaking is also a crucial part of the language learning process. Effective instructors teach students speaking strategies -- using minimal responses, recognizing scripts, and using language to talk about language – which they can use to help themselves expand their knowledge of the language and their confidence in using it. These instructors' help students learn to speak so that the students can use speaking to learn (Malley and Chamot, 1990).

2.9.1 Using minimal responses:

Language learners who lack confidence in their ability to participate successfully in oral interaction often listen in silence while others do the talking. One way to encourage such learners to begin to participate is to help them build up a stock of minimal responses that they can use in different types of exchanges. Such responses can be especially useful for beginners.

Minimal responses are predictable, often idiomatic phrases that conversation participants use to indicate understanding, agreement, doubt, and other responses

to what another speaker is saying. Having a stock of such responses enables a learner to focus on what the other participant is saying, without having to simultaneously plan a response (Malley and Chamot, 1990).

2.9.2 Recognizing scripts:

Some communication situations are associated with a predictable set of spoken exchanges a script. Greetings, apologies, compliments, invitations, and other functions that are influenced by social and cultural norms often follow patterns or scripts. So do the transactional exchanges involved in activities such as obtaining information and making a purchase. In these scripts, the relationship between a speaker's turn and the one that follows it can often be anticipated.

Instructors can help students develop speaking ability by making them aware of the scripts for different situations so that they can predict what they will hear and what they will need to say in response. Through interactive activities, instructors can give students practice in managing and varying the language that different scripts contain.

2.9.3 Using language to talk about language:

Language learners are often too embarrassed or shy to say anything when they do not understand another speaker or when they realize that a conversation partner has not understood them. Instructors can help students overcome this reticence by assuring them that misunderstanding and the need for clarification can occur in any type of interaction, whatever the participants' language skill levels. Instructors can also give students strategies and phrases to use for clarification and comprehension check. By encouraging students to use clarification phrases in class when misunderstanding occurs and by responding positively when they do, instructors can create an authentic practice environment within the classroom itself. As they develop control of various clarification strategies, students will gain confidence in their ability to manage the various communication situations that they may encounter outside the classroom (Wenden and Rubin, 1987).

2.10 Speaking Activities:

Oral fluency can be developed by using various types of information gap and opinion gap activities term widely used to describe feature essential to communication.

Wright (1984-2) points out that we speak because we want to pass informations or convey opinions which we conceive the receiver may be interested in. If the receiver is of the same opinion and is familiar with what is to be said, there is no gap and there is motive for interaction moreover, oral fluency can be stimulate by using task-based activities, which are essentially goal-oriented, it require the group, or pairs to a chive objective that is usually expressed by observable results, such as brief notes or lists, arrangement items, and spoken summaries. The result should be attainable only by interaction among participants, in their attempt to reach or find out every ones opinion at ask often enhanced if there some kind of visual stimuli to base the talking on in terms of the learner involvement in oral production, activities can be divided into brain storming and task-based.

2.10.1 Brain Storming Activities:

This activities based on the collections of different ideas from the participants, in the first stage. In the second stage these ideas have to be pooled, order and evaluate to support subsequent speech production.

2.11.2 Task based activities:

The most natural and effective way for learner, who studying English in non-English speaking setting to practice talking freely in foreign language, is by thinking out some situations which will provide stimulus for spontaneous speech. In task based activities participant are asked to perform something, where the discussion process in a means to an end. This motivates the learner and provides them with an enjoyable and challenging sense of purpose.

Task based activities also prepare learner for possibilities of communicative interaction outside the classroom.

2.11 Communicative Approach:

Freeman (1986) explains that from the word communication, clear that concentrated more of communication enabling the pupil's to speak using the language which they have learned.

Communication as Byrne (1986) mentions that two way process between speaker and listener or reader and writer, and all have to be able apply in negotiation meaning through the interaction.

And all have position function to perform. Danger Field (1955) and, Wisdom (1979) added that communication is take place there should be an interaction gap, and the participants have bridge this gap. So that by the end of interchange participant. Moreover, carry out these functions with the social content.

2.12 Communication Competence:

Thomas (1983:96-97) mentions that CC approach underlines the importance of pragmatic failure by comparing it with grammatical errors, he agrees that grammatical errors may be irritating and impede communication, but at least as a rule, they are apparent in the surface structure. So the H (the hearer) may not aware that an error occurred. Once alerted to the fact that (The speaker) is not fully grammatically competent native speakers seem to have little difficulty in making allowance for it. Pragmatic failure, on the other hand, is rarely recognized as such by non-linguists.

Previous studies

Numbers of studies have been carried out on speaking skills in Sudan.

Firstly: Interaction in the classroom the communicative approach and its techniques; By Nada Mohammed Abdulla.

The study is carried to investigate the nature of the techniques used in English in Sudanese schools focusing on the communicative techniques the results of the study are:

- 1- Sudanese learners of English are rarely exposed to target language.
- 2- Sudanese learners don't have strong reasons for learning English language.
- 3- Sudanese learners don't have close relationship with the teachers.
- 4- Sudanese learners are less motivation.

Secondly: Suleiman Norein Osman (2002): study; Stimulation of oral communicative in EFL.

This study undertakes to investigate variables responsible for stimulation of oral communication fluency in EFL in four Sudanese universities. It surveys and intensity of students exposure to speech provoking visual stimuli task and interesting activities that contribute to the language content. The study reached conclusion that student's reluctance to oral contribution can be attributed to the following reasons:

- 1- Lack of proper stimulation based on interesting authentic context.
- 2- Poor interaction linguistic input.
- 3- Teachers centered mode of instruction and large classes.

Thirdly: Study of Mohammed Mutasim Mohammed Ali (2009):

He investigated whether the oral communicative activities provided by spine series for the secondary level in Khartoum state, the teaching practice are conducive to developing the student's oral communicative competence. He made use of 3 instruments to collect data. The questionnaires collect data from students, an interview to collect data from teachers and content analysis to elicit data from the text book.

He interviewed teachers to check the efficiency of the oral communication activities provided by spine series at secondary schools. He state that the current

materials and opportunity that given to the students will not develop students oral communicative competence. Also he recommended that to enrich spine with different kind of oral communicative activities, and use group work as a technique in classroom.

Then he concluded the finding depending on 3 instruments responses in the following points:

- 1- The spine series at the secondary level does not provided a variety of oral communication activities.
- 2- The secondary school students are not provided with adequate opportunities to use English.
- 3- The secondary school students are not provided with adequate oral receptive input.
- 4- The analysis of the oral communicative activities provided by the spine series reveals that nearly half of the oral communicative activities provided by spine 4are not communicative.

Chapter three

Methodology

Chapter three Methodology

3.1 Introduction:

This chapter gives account of the methodology used in the present study to achieve objectives. The sample of the study is described and explained. The required information, reliability and validity of the study tool and statistical treatment are shown here.

3.2 Research Method:

The researcher used the descriptive analytical method, to analyze of data collections.

3.3 Data Collection Tool:

The data of the present study was obtained by using a questionnaire for Students.

The researcher has constructed close- ended questions to gather data from secondary school students. The questionnaire was about investigating learning problems of speaking English among secondary schools students. The questionnaire contained 15 questions.

3.4 Population of the Study:

The population was students of Altdamon Secondary School in Eddwiem Locality in the academic year 2014-2015.

Sector	Number of school	Gender	Total
Altdamon Sector	25	Boys- girls	500
		200- 300	

3.5 Sampling:

The student's sample of this study was selected randomly from the population. They represented 10% from the whole student's population. Those students' ages approximately range between 16 -17 years old. They have been studying English using the SPINE series (1, 2, 3, 4) which had been designed for Sudanese basic and secondary schools. The student's started learning English from the 5th grade.

3.6 Validity and Reliability Procedure:

When the researcher developed the questionnaire, he consulted the supervisor. The validity of the questionnaire is that the tool should measure the exact aim for which it had been designed.

To guarantee the validity and the reliability of the questionnaire, the following steps were taken.

1-The questionnaire was reviewed by two teachers who are university lecturers with a long experience in this field.

2-The questionnaire was modified in the light of remarks made by the experts by reducing the number of the statements of the questionnaire to 17 statements only.

3-After constructing the proposed questionnaire, the researcher pretested the questionnaire on selected participants from the study to ensure the clarity and reliability of the questionnaire.

4-The pilot questionnaire copies were returned, scored and tabulated on special lists.

Chapter Four

Data analysis, Result and Discussions

Chapter Four

Data analysis, Result and Discussions

4-1 Introduction:

This chapter presents analysis of the data obtained by the questionnaire.

The researcher used the statistical analysis (chi- square) to analyze the results.

4-2 Analysis of the data related to the first Hypothesis:

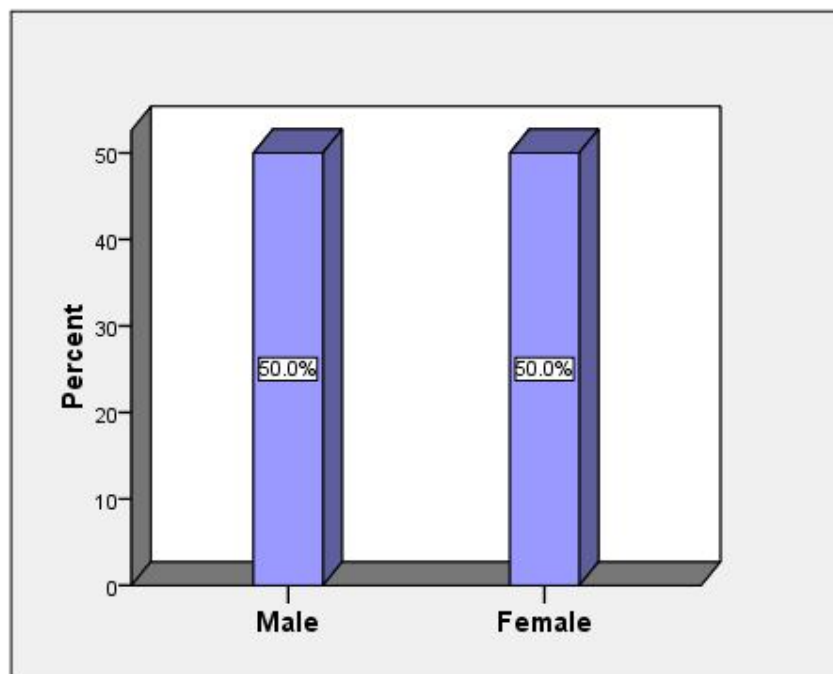
The methods used at secondary school don't meet the need of learners to speak English fluently.

The following table (4-1) and figure (4-1) show that (50.0%) of the population of the study are male and the others are female.

Table (4-2) Distribution of study sample according to sex:

	Frequency	Percent
Male	19	50.0%
Female	19	50.0%
Total	38	100.0%

Figure (4-2) Distribution of study sample according to sex:



4-3 Chances for speaking:

The following table and figure show the students chances of speaking.

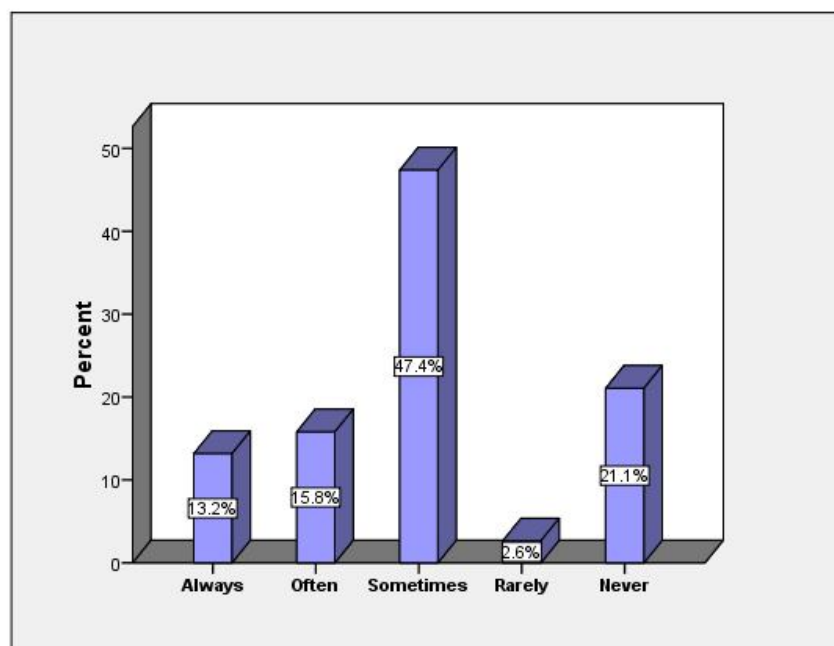
Statement:

I find enough chance to speak English during the lesson.

Table (4-3) Speaking chances:

	Always	Often	Sometimes	Rarely	Never	Total
Frequency	5	6	18	1	8	38
Percent	13.2%	15.8%	47.4%	2.6%	21.1%	100.0%

Figure (4-3) Speaking chances:



The above table (4-3) and figure (4-3) show that 13.2% of the students always find enough chances to speak English during the lesson, 15.6% of them often, find enough chances to speak English during the lesson, 47.4% of them sometimes find enough chances to speak English during the lesson, 2.6% of them rarely find enough chances to speak English during the lesson and 21.1% of them never find enough chances to speak English during the lesson. 47.4% which is the highest percentage of the study sample is sometimes. So the analysis shows that the majority of students say that they sometimes find enough chances to speak during the lesson.

It's clear that many of the students do not find enough chances to speak during the lesson.

4-4 Hesitation:

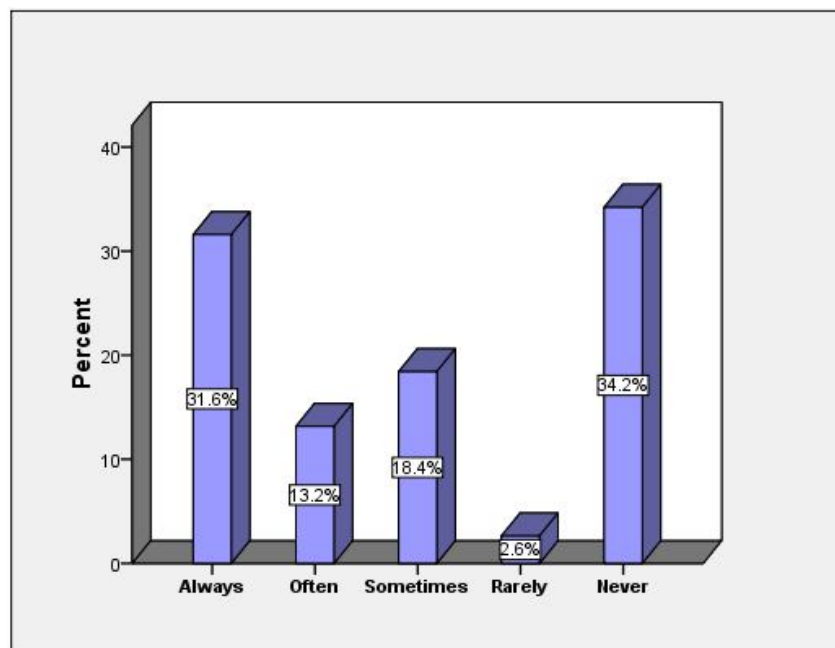
The following table and figure display the hesitant students because of mistakes.

Statement: I hesitate to speak English because I am afraid of making mistakes.

Table (4-4) Hesitation:

	Always	Often	Sometimes	Rarely	Never	Total
Frequency	12	5	7	1	13	38
Percent	31.6%	13.2%	18.4%	2.6%	34.2%	100.0%

Figure (4-4) Hesitation:



The above table (4-4) and figure (4-4) show that 31.6% of theof students always hesitate to speak English because they are afraid of making mistakes, 13.2% of

them often so, 18.4% of them sometimes so, 2.6% of them rarely so and 34.2% of them never so.

44.8% which is the highest percentage of the study sample are always & often. So, most of the students hesitate to speak English.

So the analysis shows that the majority of students say that they always hesitate more than the other options.

4-5 Speaking uncomfortably:

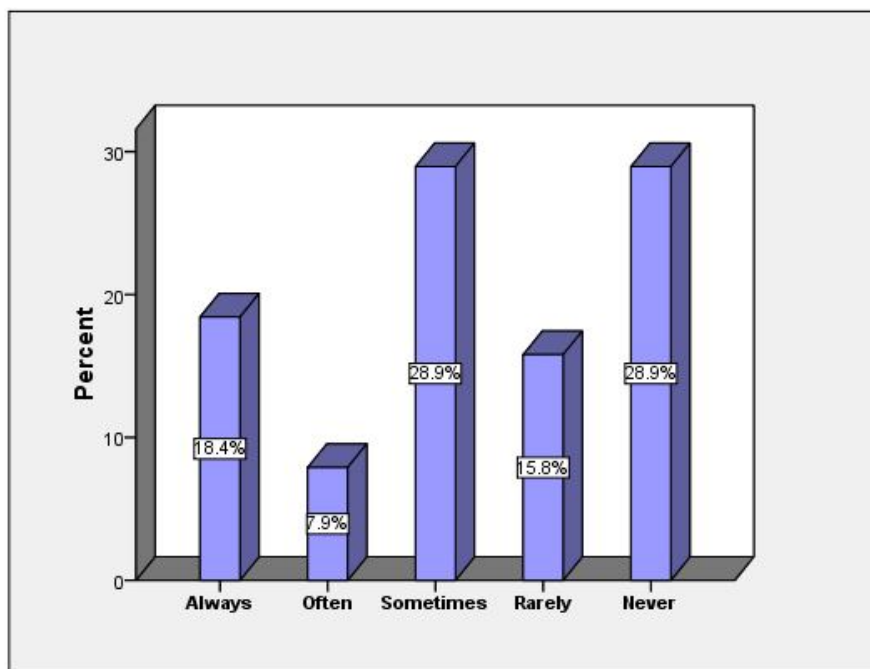
The following table and figure indicate the student's discomforts in speaking.

Statement: I feel uncomfortable when I speak English.

Table (4-5) Discomfort Speaking:

	Always	Often	Sometimes	Rarely	Never	Total
Frequency	7	3	11	6	11	38
Percent	18.4%	7.9%	28.9%	15.8%	28.9%	100.0%

Figure (4-5) Discomfort Speaking:



The above (4-5) table and figure (4-5) show that 18.4% of the students always feel discomfortable when they speak English, 7.9% of them often feel so when they speak English, 28.9% of them sometimes feel so when they speak English, 15.8% of them rarely feel so when they speak English and 28.8% of the them never feel so when they speak English.

55.2% which is the highest percentage of the study sample are always, often and sometimes.

So the analysis shows that the majority of students say that they sometimes feel discomfortable when they speak English.

4-6 Fright of Speaking:

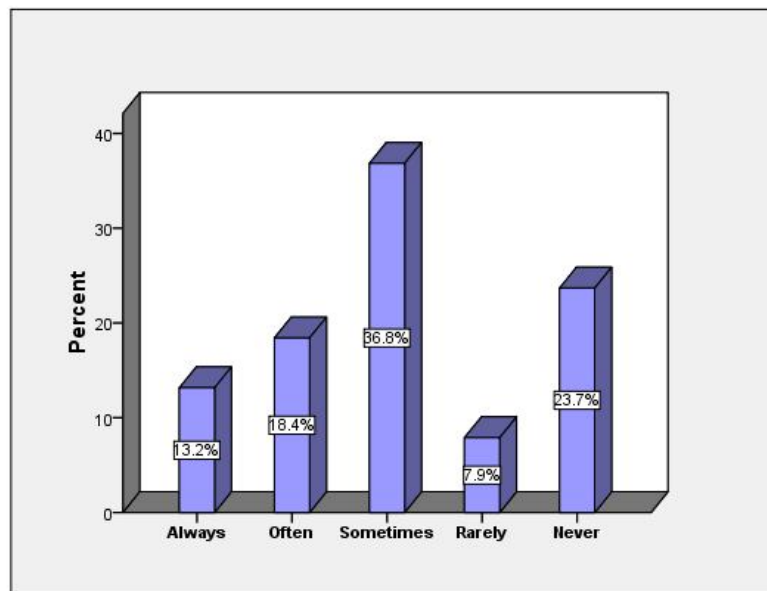
The following table and figure show the frightened students when they speak English.

Statement: I feel frightened when I speak English among people.

Table (4-6) Speaking Fright:

	Always	Often	Sometimes	Rarely	Never	Total
Frequency	5	7	14	3	9	38
Percent	13.2%	18.4%	36.8%	7.9%	23.7%	100.0%

Figure (4-6) Speaking Fright:



The above table (4-6) and figure (4-6) show that 13.2% of the students always feel frightened when they speak English, 18.4% of them often feel so when they speak English, 36.8% of them sometimes feel so when they speak English, 7.6% of them rarely feel so when they speak English and 23.7% of them never feel so when they speak English.

68.8.2% which is the highest percentage of the study sample are always, often and sometimes.

So the analysis shows that the majority of the students sometimes feel frightened to speak English.

4-7 Lack of Vocabulary:

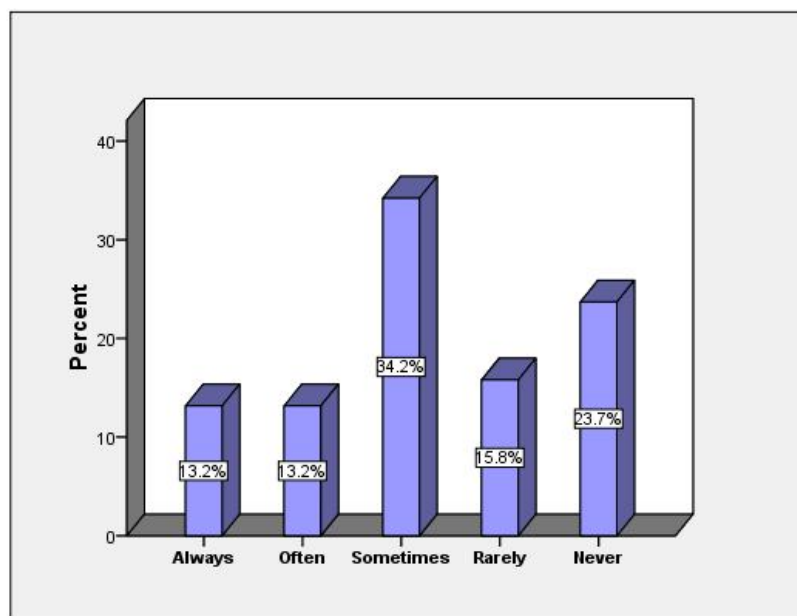
The following table and figure show the students vocabulary words.

Statement- I hesitate when I speak English because I don't have enough vocabulary words.

Table4- Lack of Vocabulary:

	Always	Often	Sometimes	Rarely	Never	Total
Frequency	5	5	13	6	9	38
Percent	13.2%	13.2%	34.2%	15.8%	23.7%	100.0%

Figure4-7 Lack of Vocabulary:



The above table(4-7) and figure(4-7) show that 13.2% of the students always hesitate when speak English because they don't have enough vocabulary words, 13.2%of them often so when they speak English because they don't have enough

vocabulary words, 34.2%of them sometimes so when they speak English because they don't have enough vocabulary words, 15.8%of them rarely so when they speak English because they don't have enough vocabulary words and 23.7%of them never so when they speak English because they don't have enough vocabulary words.

60.6%which is the highest percentage of the study sample are always, often, and sometimes.

The analysis shows that the majority of the students hesitate when they speak English because they don't have enough vocabulary words.

Analysis of the data related to the Second Hypothesis:

The methods used to develop speaking skill are neglected

4-8 English Lessons:

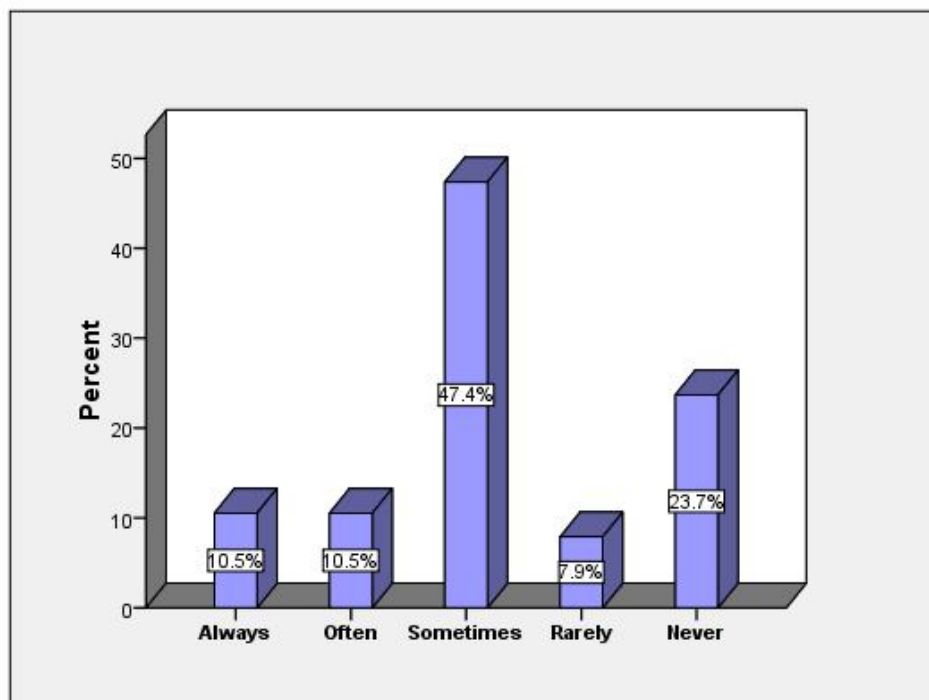
The following table and figure show the speaking in English lessons.

Statement-I speak English only during our English lesson.

Table (4-8) English Lessons:

	Always	Often	Sometimes	Rarely	Never	Total
Frequency	4	4	18	3	9	38
Percent	10.5%	10.5%	47.4%	7.9%	23.7%	100.0%

Figure4-8 English Lessons:



The above table (4-8) and figure (4-8) show that 15.5 % of the students always speak English only during English lesson, 10.5%of them often speak English only during English lesson, 47.4%of them sometimes speak English only during English lesson, 7.9%of them rarely speak English only during English lesson and 23.7%of them never speak English only during English lesson. 68.4 %which is the highest percentage of the study sample are always, often and sometimes.

The analysis shows that the number of the students who say sometimes is higher than the other options. This indicates that the majority of students assure that they speak English just during English lesson.

4-9 Speaking in Groups:

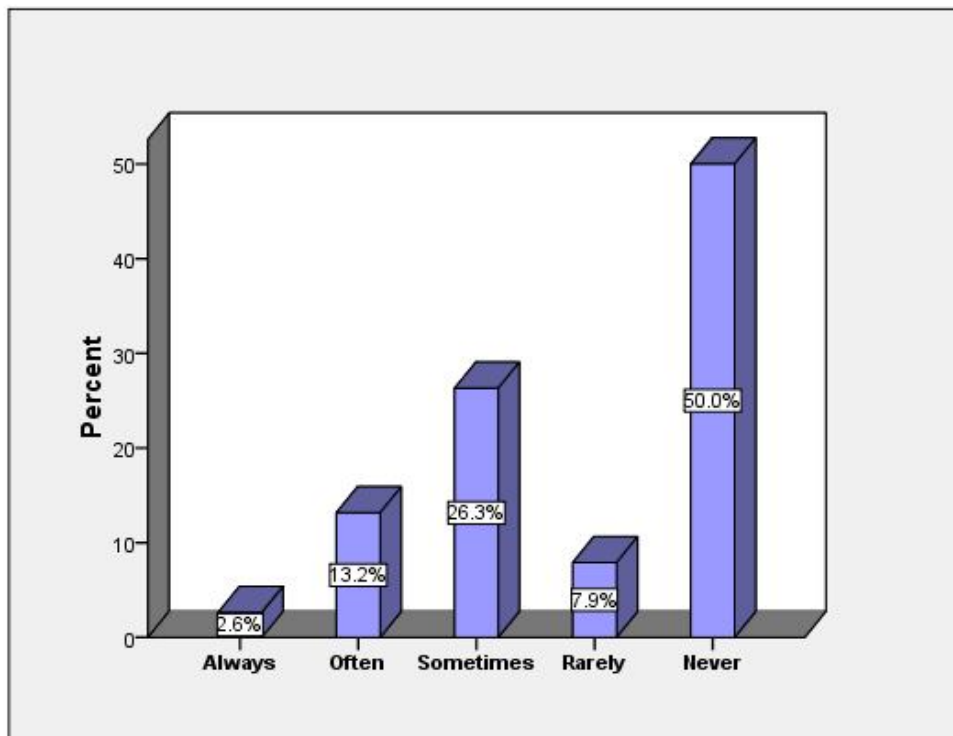
The following table and figure show the division of students to groups.

Statement-During the lesson we are divided to groups in order to speak about some topics.

Table4-9 Speaking in Groups:

	Always	Often	Sometimes	Rarely	Never	Total
Frequency	1	5	10	3	19	38
Percent	2.6%	13.2%	26.3%	7.9%	50.0%	100.0%

Figure4-9 Speaking in Groups:



The above table (4-9) and figure (4-9) show that 2.6% of the students are always divided to groups during the lesson in order to speak about some topics, 13.2% of them are often divided to groups during the lesson in order to speak about some topics, and 26.3% of them are sometimes divided to groups during the lesson in order to speak about some topics, 7.9% of them are rarely divided to groups during the lesson in order to speak about some topics, and 50.0%

of them are never divided to groups during the lesson in order to speak about some topics.

50.0 % which is the highest percentage of the study sample is never.

So the analysis shows that the majority of the students who say never which is higher than the other options. This indicates that the teachers do not divide students in classroom to speak about some topics which help students to speak fluently.

4-10 Practicing Dialogue:

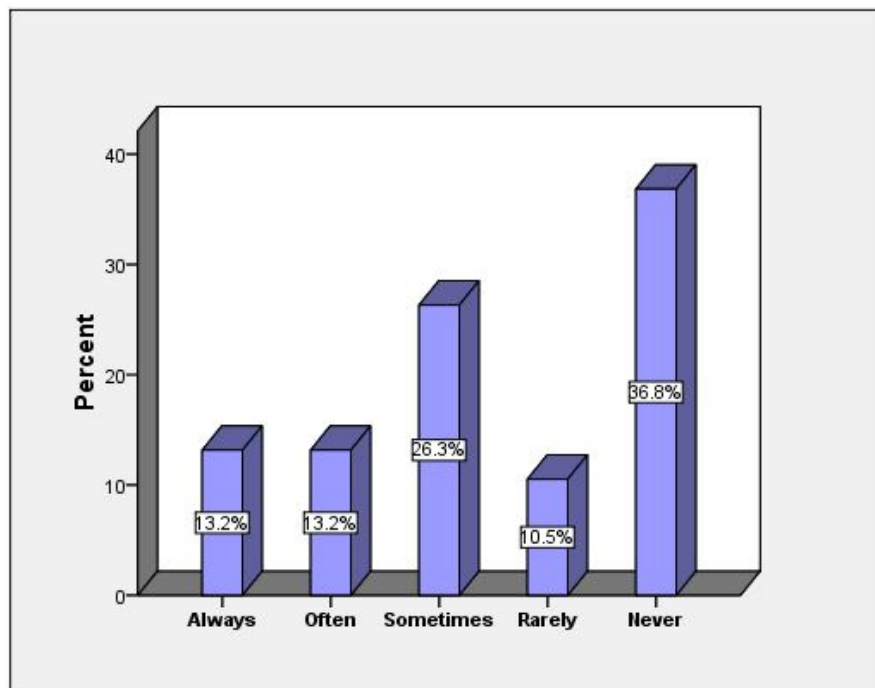
The following table and figure show the practice of dialogue in classroom.

Statement -In the classroom, we are asked to practice dialogue through playing roles of other people.

Table 4-10 Practice of Dialogue:

	Always	Often	Sometimes	Rarely	Never	Total
Frequency	5	5	10	4	14	38
Percent	13.2%	13.2%	26.3%	10.5%	36.8%	100.0%

Figure 4-10 Practice of dialogue:



The above table(4-10) and figure(4-10) show that 13.2% of the students are always asked to practice dialogue in classroom, through playing roles of other people , 13.2% of them are often, asked to practice dialogue in the classroom, through playing roles of other people, 26.3% of them are sometimes asked to practice dialogue in classroom, through playing roles of other people, 10.5% of them are rarely asked to practice dialogue in classroom, through playing roles of other people and 36.8% of them are never asked to practice dialogue in classroom, through playing roles of other people.

52.7% which is the highest percentage of the study sample are always, often and sometimes.

This analysis shows that the majority of students give a negative response saying that the teacher doesn't divide the students to groups to practice roles of other people.

This result indicates that most of the teachers do not involve students in practicing speaking through playing roles of other people which affects the students negatively.

4-11Topic Discussion:

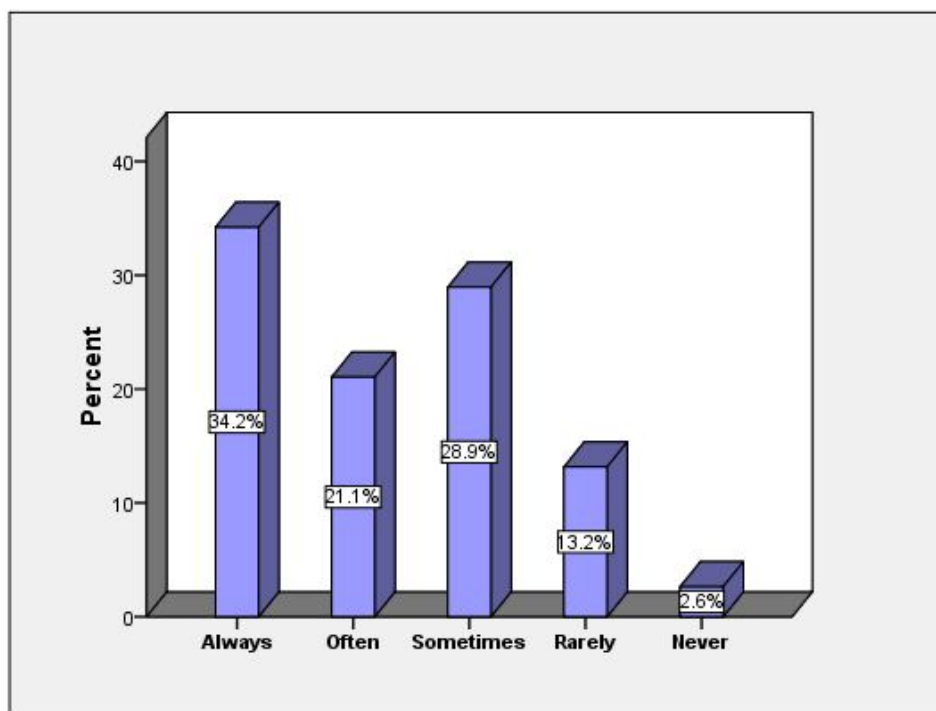
The following table and figure show the discussion topics.

Statement- before writing composition, we discuss the topic.

Table 4-11 Topic Discussion:

	Always	Often	Sometimes	Rarely	Never	Total
Frequency	13	8	11	5	1	38
Percent	34.2%	21.1%	28.9%	13.2%	2.6%	100.0%

Figure 4-11 Topic Discussion:



The above table (4-11) and figure (4-11) show that 34.2% of the students always discuss the topic before writing composition, 21.1% of them often discuss the topic before writing composition, 28.9% of them sometimes discuss the topic before writing composition, 13.2% of them rarely discuss the topic before writing composition, and 2.6% of them never discuss the topic before writing composition.

55.3% which is the highest percentage of the study sample are always & often.

So the analysis shows the number of the students who say always which is higher than the other options. This indicates that, the teachers involve topic discussion to promote their student's abilities in the classroom.

4-12Revision of Words and Grammar:

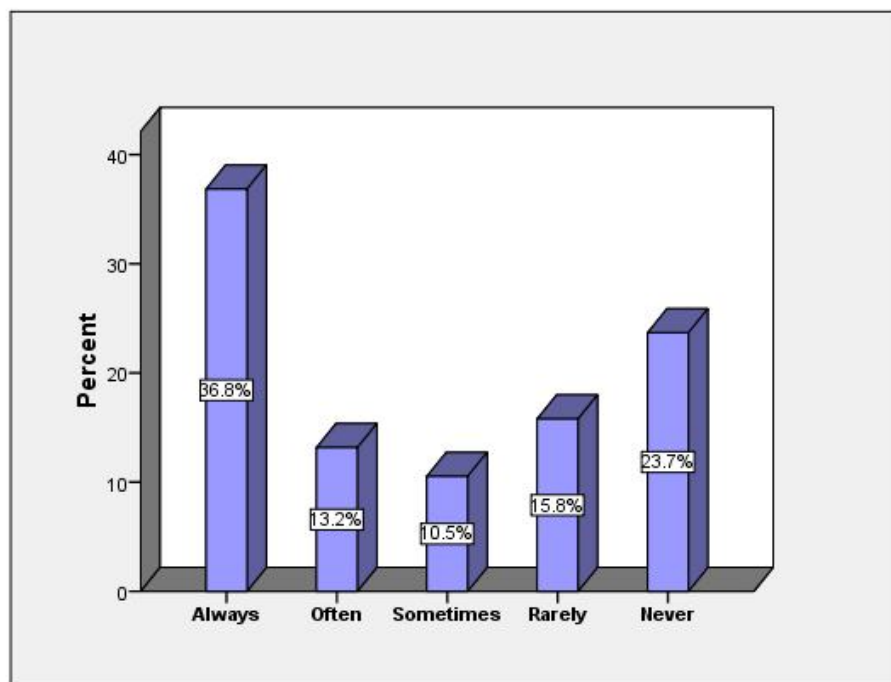
The following table and figure show words and grammar.

Statement-Before I speak, I revision of words and grammar to help me speak better.

Table4-12 Revision of Words and Grammar:

	Always	Often	Sometimes	Rarely	Never	Total
Frequency	14	5	4	6	9	38
Percent	36.8%	13.2%	10.5%	15.8%	23.7%	100.0%

Figure 4-12 Revision of Words and Grammar:



The above table (4-12) and figure (4-12) show that 36.8% of the students always revise words and grammar before they speak to help them speak better, 13.2% of them often do so to help them speak better, 10.5% of them sometimes revise word and grammar before they speak to help them speak better 15.8% of them rarely do so to help them speak better and 23.4% of them never do so to help them speak better.

60.5% which is the highest percentage of the study sample are always, often and sometimes.

So the analysis shows that the students always revise words and grammar before they speak in order to help them to speak better.

4-13 Reading and Writing More than Speaking:

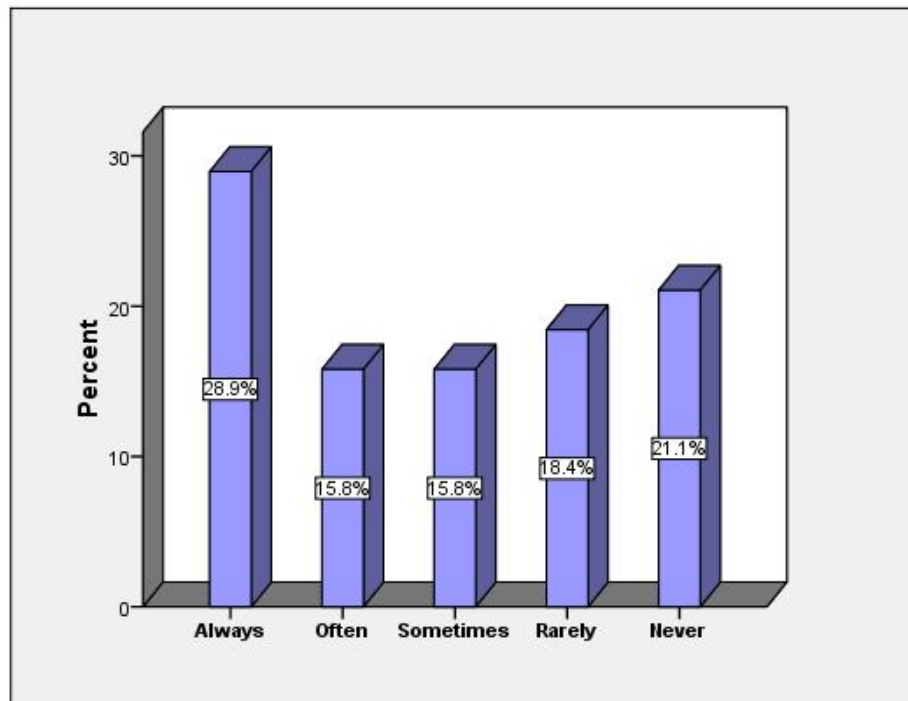
The following table and figure show cases of reading and writing more than speaking.

Statement-In most lessons, we are asked to read and write much than speak.

Table 4-13 Reading and Writing More than Speaking:

	Always	Often	Sometimes	Rarely	Never	Total
Frequency	11	6	6	7	8	38
Percent	28.9%	15.8%	15.8%	18.4%	21.1%	100.0%

4-13 Reading and Writing More than Speaking:



The above table (4-13) and figure (4-13) show that 28.9% of the students always asked to read and write more than speak in most lessons. 15.8% of them are often asked to do so, 15.8% of them are sometimes asked to do so, 18.4% of them are rarely asked to do so and 21.1% of them are never asked to do so.

60.5% which is the highest percentage of the study sample are always, often and sometimes.

The analysis shows that the majority of students say they are always asked to read and write more than speaking in lessons.

This result shows that the students spend time in reading and writing more than speaking.

Analysis of the Data Related to the Third hypothesis:

Materials and technique that carried out in 8th class basic school do not fix speaking skill.

4-14 Speaking English outside the classroom:

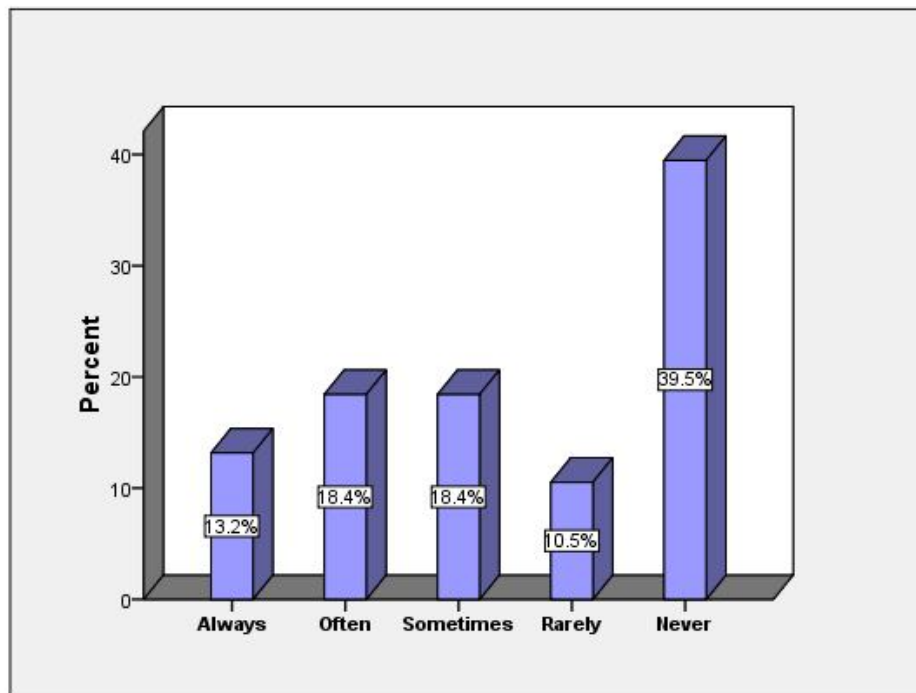
The following table and figure show speaking English outside the classroom.

Statement-Outside the classroom, our language teacher talks to us in English.

Table 4-14 Speaking English outside the classroom:

	Always	Often	Sometimes	Rarely	Never	Total
Frequency	5	7	7	4	15	38
Percent	13.2%	18.4%	18.4%	10.5%	39.5%	100.0%

Figure 4-14 Speaking English outside the classroom:



The above table (4-14) and figure (4-14) show that 13.2% of the students always talk to their teachers in English language outside the classroom, 18.4% of them often do so, 18.4% of them sometimes talk to their teachers in English language outside the classroom, 10.5% of them rarely do so and 39.5% of them never do so.

50.0% which is the highest percentage of the study sample are always, often and sometimes.

The analysis shows that the majority of students say the teachers of English language never speak with them in English language outside the classroom.

4-15 Speaking English with Friends:

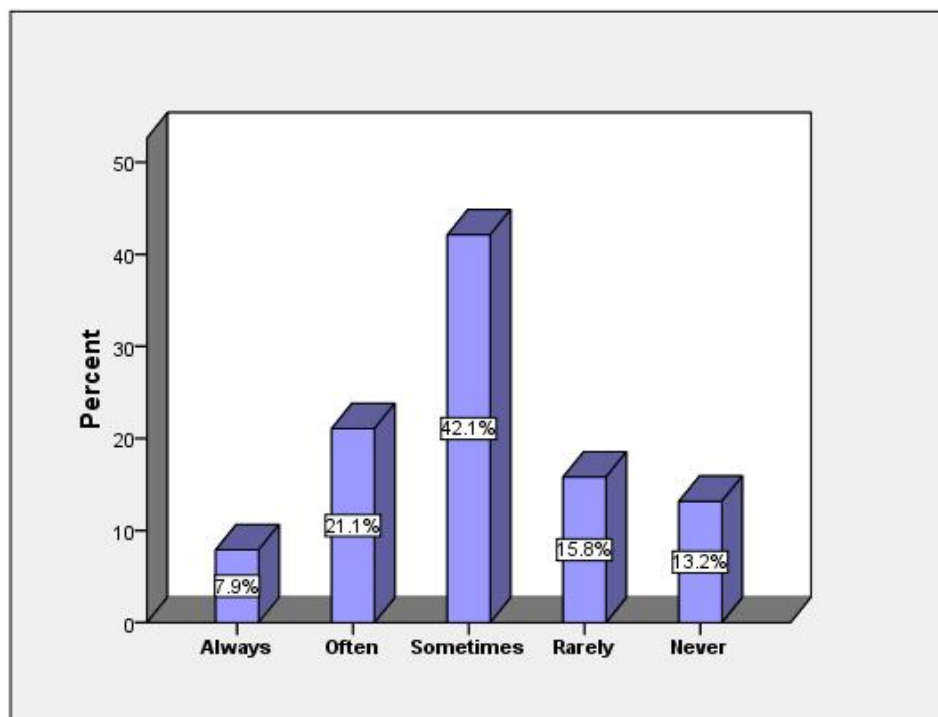
The following table and figure show the activity of speaking English outside the classroom.

Statement-Outside the classroom, I speak to my friends in English.

Table 4-14 Speaking English with Friends:

	Always	Often	Sometimes	Rarely	Never	Total
Frequency	3	8	16	6	5	38
Percent	7.9%	21.1%	42.1%	15.8%	13.2%	100.0%

Figure 4-15 Speaking English with Friends:



The above table (4-15) and figure (4-15) show that 7.9% of the students always speak to their friends in English outside the classroom, 21.1% of them often do so,

42.1% of them sometimes do so, 15.8% of them rarely do so and 13.2% of them never do so.

71.1 % which is the highest percentage of the study sample are always, often and sometimes.

So the analysis shows that the majority of the students say that sometimes they speak with their friends in English which is the higher than the other options. This result shows the abilities of students to speak English outside the classroom.

4-16 Speaking Fluently:

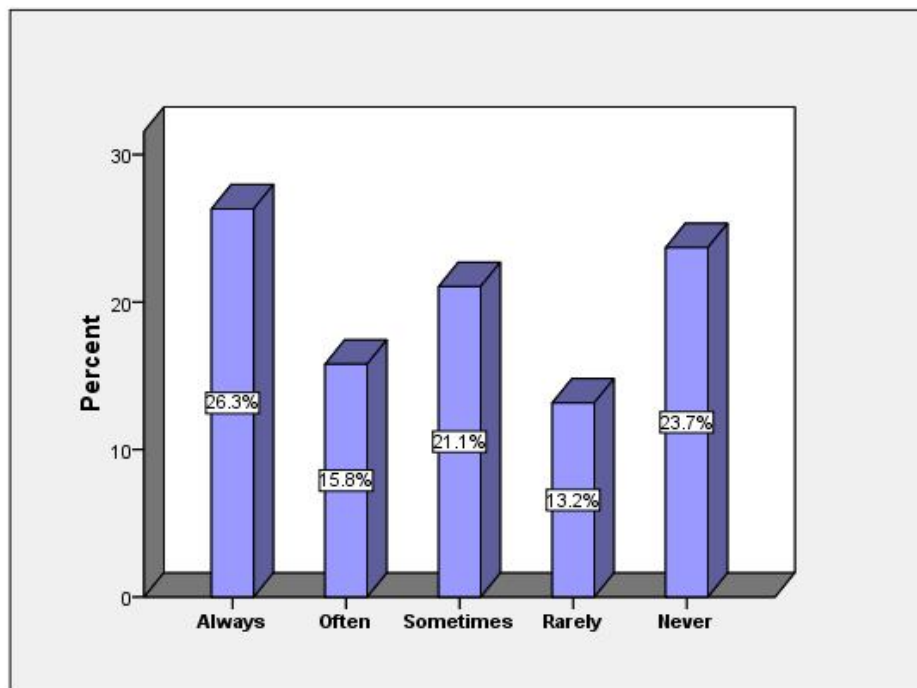
The following table and figure show the teacher's help of students to speak fluently.

Statement-Our teachers help us to speak English fluently.

Table 4-16 Speaking Fluently:

	Always	Often	Sometimes	Rarely	Never	Total
Frequency	10	6	8	5	9	38
Percent	26.3%	15.8%	21.1%	13.2%	23.7%	100.0%

Figure 4-16 Speaking Fluently:



The above table (4-16) and figure (4-16) show that 26.3% of the students think their teachers always help them to speak English fluently, 15.8% of them think their teachers often do so, 21.1% of them think teachers sometimes do so, 13.2% of them think their teachers rarely do so and 23.7% of them think their teachers never do so.

60.2% which is the highest percentage of the study sample are always, often and sometimes.

So the analysis shows the majority of the students say always which is the higher than the other options. The majority of students assure that most of the teachers help them to speak English fluently.

4-17 Pictures and Photographs:

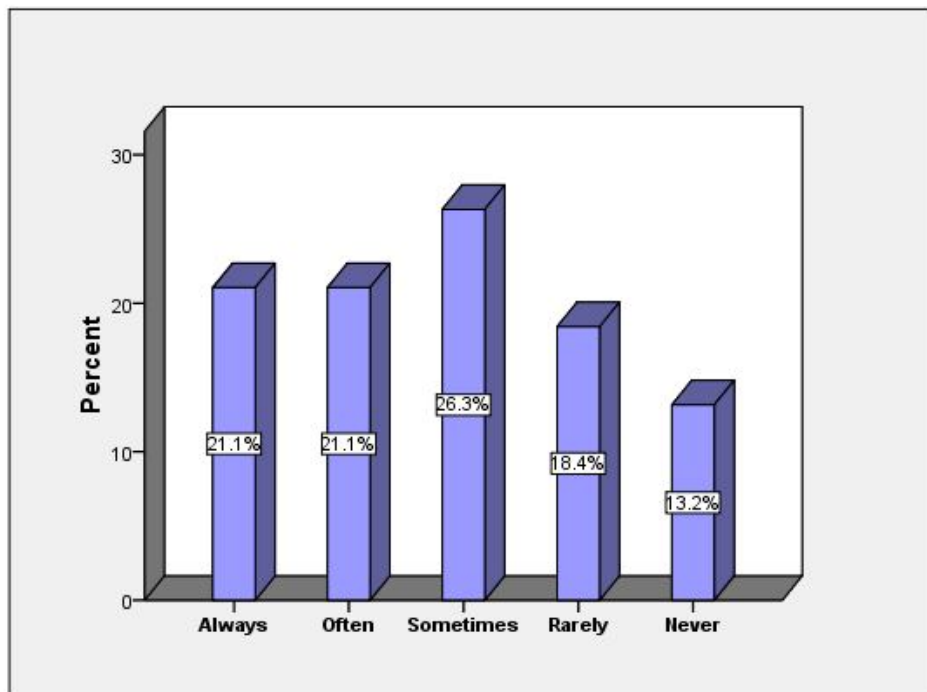
The following table and figure show the materials used in teaching:

Statement- In English classroom, our teacher uses pictures and photographs.

Table4-17Pictures and Photographs:

	Always	Often	Sometimes	Rarely	Never	Total
Frequency	8	8	10	7	5	38
Percent	21.1%	21.1%	26.3%	18.4%	13.2%	100.0%

Figure 4-17Pictures and Photographs:



The above table (4-17) and figure (4-17) show that 21.1% of the students state that their teachers always use pictures and photographs in English classroom, 21.1% of them state that their teachers often do so, 26.3% of them state that their teachers sometimes do so, 18.4% of them state that their teachers use rarely do so and 13.2% of them state that their teachers never do so.

68.5% which is the highest percentage of the study sample are always, often and sometimes.

The result shows that the majority of students say sometimes which is the higher than the other options. The majority of students assure that the teachers use pictures and photographs to facilitate teaching processes.

4-18 Reading Passages:

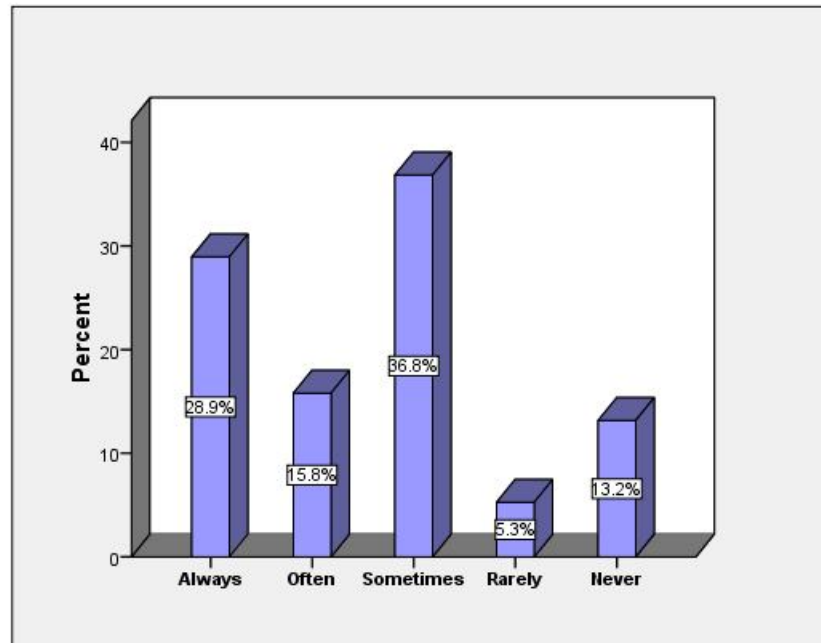
The following table and figure show the discussion of the reading passages.

Statement-Most of the reading passages in our textbook are followed by questions that prompt discussion.

Table 4-18 Reading Passages:

	Always	Often	Sometimes	Rarely	Never	Total
Frequency	11	6	14	2	5	38
Percent	28.9%	15.8%	36.8%	5.3%	13.2%	100.0%

Figure 4-18 Reading Passages:



The above table (4-18) and figure (4-18) show that 28.9% of the students state that most of the reading passages in their textbook are always followed by such questions, 15.8% of them state that most of the reading passages in their textbook are often followed by such questions, 36.8% of them state that most of the reading passages in their textbook are sometimes followed by such questions, 5.3% of them state that most of the reading passages in their textbook are rarely followed by such questions and 13.2% of them state that most of the reading passages in their textbook are never followed by such questions.

72.5 % which is the highest percentage of the study sample are always, often and sometimes.

So the analysis shows that the majority of the students say sometimes which is higher than the other options. The majority of students make sure that the passages in their textbooks are followed by questions that need to be answered.

Chapter Four

Data analysis, Result and Discussions

Chapter Five

Conclusions, Recommendations and suggestions for Further Study

5-1 Introduction

This chapter presents the main findings of the study and it includes some recommendations and suggestions for future studies.

5-2 Conclusions:

The aim of this study is to investigate the problems of English speaking skills at Sudanese secondary schools; the researcher has come out with following findings after the analysis of the obtained data.

1-The most important reason of speaking skill problem is lack of using educational techniques such as audio and visual aids in teaching.

2-Speaking and listening are neglected by secondary schools teachers.

3-Students are not encouraged to practice speaking through playing-roles of other people.

4-Students need to increase their practice in speaking skills.

5-There are no enough chances to students to speak inside the classroom.

6-Shyness of making mistakes is behind students' reluctance to speak in English.

5-3 Recommendations:

Based on the results of the study, the following recommendations are suggested.

1-Teachers should work hard to develop student's speaking skills in future.

2-Secondary schools should provide some visual aids to be used in teaching English language.

3-Teachers should provide students with enough time to practice speaking skills.

4-Teachers should motivate students to read literature.

5-Teachers have to pay more attention for the interaction and adjustment of components of speech.

6-The syllabus should contain more communication activities.

5-4 Suggestions for further studies:

The researcher suggests the following topics to be studied:

1-Investigating the teaching of speaking through songs and storytelling.

2- A study on how to promote the communicative language.

3-Investigating the Sudanese performance in speaking skills at secondary schools.

4-The role that computers can play in developing speaking skills at secondary schools.

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[http: //lequydon-danang.end.vn](http://lequydon-danang.end.vn)

Please tick (✓) in the box which represents your opinion:

Statement	Always	often	sometimes	Rarely	never
1- I find enough chance to speak English during the lesson.					
2- I hesitate to speak English because I am afraid of making mistakes					
3- I feel uncomfortable when I speak English					
4- I feel frightened when I speak English among people.					
5- I hesitate when I speak English because I don't have enough vocabulary words.					
6- I speak English only during our English lesson.					
7- During the lesson we are divided to groups in order to speak about some topics.					
8- In the classroom, we are asked to practice dialogue through playing roles of other people.					
9- before writing composition, we discuss the topic.					
10- Before I speak, I revise words and grammar to help me speak better					
11- In most lessons, we are asked to read and write much than speak.					
12- Outside the classroom, our language teacher talks to us in English.					
13- Outside the classroom, I speak to my friends in English.					
14- Our teachers help us to speak English fluently.					
15- in English classroom, our teacher uses pictures and photographs.					
16- Most of the reading passages in our textbook are followed by questions that prompt discussion.					

***The Name of Allah the Most Gracious,
The Most Merciful***

Pupils questionnaire :

Dear pupils:

This questionnaire is a part of M.A study on Investigating problems of learning English speaking skills at secondary schools.

Please answer all questions. I assure you the information in this questionnaire will be treated confidentially, for research purpose only.

1-sex male female

2- school