Sudan University of Science and Technology
College of Graduate Studies

Impact of English Language Learner's Traits on Oral Communication Skills

(Among University Students)

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أثر خصائص دارسي اللغة الإنجليزية الجامعي في مهارات التواصل اللفظي بين الطلاب الجامعيين

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A Thesis Submitted in partial fulfillment
Of the Requirements for M.A Degree
in English Language

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Declaration

I, the undersigned, hereby declare that, unless otherwise referenced, the content of this thesis is the product of my own effort; and that this thesis as a whole , or any part thereof, has never before been submitted for obtaining a degree or an academic or research title to any educational or research institution other than Sudan University of Science and Technology (Sudan) .

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Dedication

To

My family

My life time mates,

My soul mate

Acknowledgements

Abstract

This study investigates the impact of English Language learner's traits on oral communication skills. The study adopted a descriptive method. One instrument is used for data collection a questionnaire for university students (50 students). The data obtained from the sample provided answers to the research questions. The data are analyzed using the SPSS program. The most important results the study came up with are: First, Learners tend to use English most in work place. Second, Learners' different characteristics affect their oral practices and skills. Third, there are number of strategies used by learners in order to develop their speaking skills. Along with their asking for extra speaking sessions to develop their language. The study also offered some recommendations the most important of which are: (a) Universities should adopt pre-session courses as a remedy for rising students' low levels. (b)Universities should increase teacher - learner and learner - learner contact hours. (c)Universities should adopt regular forums, clubs, or lectures to enhance learners to use English. The study suggested some techniques for teachers in order to help with them their students. Moreover the study gave some suggestions for further research.

المستخلص

تهدف الدراسة لتقصي أثر خصائص دارس اللغة الإنجليزية الجامعي علي مهارات تواصله لفظيا في الجامعة. إتبعت الدراسة المنهج الوصفي. وإستخدم الباحث أداة واحدة لجمع البيانات وهي إستبيان وزع علي طلاب الجامعات(50 طالب). كما أوضحت البيانات التي تم الحصول عليها من إجابات المستهدفين علي أسئلة الإستبيان إجابات للأسئلة المطروحة في البحث . تم تحليل البيانات بإستخدام برنامج SSPS. من أهم النتائج التي توصلت لها الدراسة اولا: أن طلاب اللغة الإنجليزية يميلون لإستخدام اللغة الإنجليزية في الأماكن المخصصة لها. ثانيا: إختلاف خصائص الطلاب يؤثر علي مهاراتهم و ممارساتهم اللفظية. ثالثا: يستخدم الطلاب عدد من الطرق لتطوير مهارات التخاطب لديهم. كما يطالبوا بإضافة المزيد من دورات المخاطبة لتطوير مهارات التواصل لديهم. كما أوصت الدراسة بالأتي: (أ) يجب علي الجامعات إضافة كورسات تخضيرية للمنهج لرفع مستوي الطلاب. (ب) يجب علي الجامعات زيادة عدد ساعات التواصل بين الأستاذ والطالب من جهه وبين الطلاب أنفسهم (ج) يجب علي الجامعات ايضا إعداد أندية و محاضرات مخاطبة دورية لتشجيع الطلاب علي التواصل أكثر مستخدمين اللغة الإنجليزية. كما إشتملت الدراسة علي بعض التوصيات للأساتذة لتقديم المساعدة لطلابهم لتطوير مهاراتهم اللغوية. و كذلك طرحت الدراسة بعض المقترحات للبحوث المستقبلية.

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Introduction

CHAPTER ONE

Introduction

1.0 Background

English language is a major language of international communication. It is a language of science, education, politics, trade, security, intelligence, and press. Accordingly, it can be said that mastering the language and its culture will facilitate communication or integration with large number of people across universe, as well as to access the bodies of knowledge in social, cultural, economic, and political fields.

People across the world use language as a means of transferring and exchanging knowledge, thoughts, interpretations, feelings, actions, interactions, reactions, judgments, evaluations...etc., with others with different nationalities, backgrounds, races, social status. . . etc.

English has been taught for number of decades as a foreign language across the world. It has been a medium of instruction in some universities and colleges.

Generally, English language syllabus concentrates on grammar and reading in order to develop the learners' skills at reading and writing. Little attention is paid to the spoken language. As a result learners' speaking competence is poorer than their writing competence both linguistically and socio- linguistically (Abdulla 2004:2).

As mentioned earlier English language has been a medium of instruction in some universities so that needs methods not like the other sciences that

based on methods as experiments, tracing, solving equations.etc. learning language in general and English language in particular needs methods as observations, analysis, practice and application.

In order to acquire English language, or any other languages, there are some factors have an influence the learning processes such as:

- Personality of the learner: the inhibition or courage of learning process (introvert learner or extrovert —impulsive or reflective learner).
- Age also has a great influence on the learner of foreign languages.
- Motivation: Factors that determine someone's ability or desire to learn a language.
- Language attitude: Expression of positive and negative feelings towards a language.
- Language aptitude: the natural readiness to learn a language.
- Awareness of communication strategies and ability to use them.

1.1 Statement of the problem

This research investigates the relationship between the characteristics of the learners' personality and their communicative skills.

As it has been mentioned that English language is employed as medium of instruction and it consists of two components, first: receptive which consists of reading and listening skills, Second: productive which consists of writing and speaking skills. So it becomes a necessity for English language learners to learn all these skills comprehensibly, but concentration is emphasized on developing the learners' writing skills.

Little attention is also paid to the spoken languages which lead to learners lack the oral communicative skill.

There are some factors that affect learners' productive skills (oral). These factors have great impact on English language production (speaking). Factors such as learners' aptitude, attitude, motivation, and age. As well as the characteristics of the learners' personality.

The main concentration of this study is on the learners' characteristics and their oral communicative skills. Therefore, this study argues the impact of learners' traits on their oral communicative achievement.

1.2 Objective of the study

This study aims:

- To investigate the lack of oral communicative skills among English learners.
- To enhance the importance of oral communicative skills for English learners.
- To examine the genuine communicative potentials of English language learners.
- To find out the techniques and activities used to promote students' oral communication.
- To enhance the oral communication inside and outside lecture rooms.
- To provide the learners with the effective techniques, activities and suggestions that may help to improve their communicative skills.

1.3 Significance of the study

The significance of the study comes from the importance of communication specifically oral communication. This research sets its importance from the fact that the linguistic analysis concentrates more on the speech not writing as Allen et al (1980:26) stated it" the general principles of linguistic analysis is the primacy of the speech over writing". Some linguists do more than this and say language is speech not writing and that writing is just a reflection of speech in different way, such linguists as Moulton and Bloomfield, who support the empiricist approach, also say that children learn to speak before they learn to write as the case with all human beings. "This idea is applicable in English as foreign language EFL (Nourain 2002:12). Therefore the research is set up in order to present the learners' characteristics that affect their speech not their writing. As well as to find out the problems that face the learners, and what are the techniques used to modify these problems, finally, to set a number of activities and techniques to help them mastering English as second language.

1.4 Research questions

The study will attempt to provide answers to the following questions:

- To what extent do students use oral communication?
- To what extent do learners' differences in traits affect their oral productive skill?
- How far are the students aware of learning strategies and communication strategies and how to use them?

1.5 Hypotheses of the study

This study has the following hypotheses:

- Learners do not use oral communication.
- The difference in traits of learners affects their oral productive skill.
- Learners lack the necessary awareness of their oral communication strategies and how to use them.

1.6 Limitation of the study

This study will be limited to the following aspects:

This research will look into two universities: Sudan University of Science and Technology, and Khartoum University The research will cover the first, second, third and fourth year learners of Art and Education at the specified universities. The researcher will distribute around 50 questionnaires.

The time frame is the academic year 2014 -2015.

1.7 Definitions and Abbreviations
1.7.1 Definitions
- **Extrovert**

According to Yan Zhang (2003) extrovert means a person more interested in what is happening around him than in his own thoughts and emotions. That is to say, the extrovert experiences the world more through contact with others and shared experience than through self examination or study.

If the problem were to come about for an extrovert, they would more than just likely find someone to help.

- **Introvert**

According to Yan Zhang (2008) introvert is a person who is more interested in his own thoughts and feelings than in things outside himself, and is often shy and unwilling to speak or join in activities with others. In other words, an introvert tends to remain "in" oneself. If the same problem were to arise, that person might open a book or pace back and forth to come to a solution.

Motivation

- Johnson (1979) referred to motivation as the "tendency to expend effort to achieve goals" (p. 283).

- Keller (1983) identified ability and motivation as the major sources of variation in educational success. Ability refers to what a person can do; motivation refers to what a person will do.

- Ellis (1994), in an overview of research on motivation, simply asserted that motivation affects the extent to which language learners persevere in learning, what kinds of behavior they exert, and their actual achievement.

- Wlodwoski explained motivation as "the processes that can (a) arouse and instigate behavior, (b) give direction or purpose to behavior,(c) continue to allow behavior to persist, and (d) lead to choosing or preferring a particular behavior" (1985, p. 2). The two models of motivation discussed in this literature review also concentrate on specific factors that influence motivation.

Aptitude

- Carroll and Sapon define aptitude as a complex of "basic abilities that are essential to facilitate foreign language learning, which includes discriminating sounds and associating them with written symbols and identifying grammatical regularities of a language" (cited in Dornyei 2005: 23).

- Lightbown and Spada (2006) suggest that" best language learners possess a certain 'knack' for languages which enables them to learn languages more quickly than the others .

- Some authors argue that aptitude is only an 'umbrella-term' for a set of specific cognitive skills and capacities, such as *working memory* or *phonological coding/ decoding*, which go beyond the skills usually measured to determine linguistic aptitude.

Age

The Critical Period Hypothesis (CPH)

According to Richards & Schmidt (2002, p.145) CPH also known as "the sensitive period," is defined as "the period during which a child can acquire language easily, rapidly, perfectly, and without instruction".

1.7.2 Abbreviations

BICS: Basic International Communication Skills.

CANAL- FT: The Cognitive Ability for Novelty in Acquisition   of Language as applied to foreign language test.

CAP: Cognitive and Academic Language Proficiency.

CPH: Critical Period Hypothesis.

EFL: English as Foreign Language.

MBTI: Myers-Briggs Type Indicator.

MLAT: Modern Language Aptitude Test.

PLAB: Pimsleur- Language Aptitude Battery.

SLA: Second Language Acquisition.

SSPS: Statistical Package for Social Sciences.

Chapter Two

Theoretical Framework and Previous studies

CHAPTER TWO

Theoretical Framework and Previous studies

2.0 Introduction

Many attempts have been made to discuss the issues of oral communication skill. The present study tries to focus on the learners' traits and their effect on their performance when they communicate orally.

As the significance of the research sets up from the importance of oral communication skills, the significance of this study is to show the importance of learners' traits for their ability to master oral communication skill. A subordinate aim is to investigate and discuss the communication competence and communication strategies.

This chapter reviews the literature and theories relevant to the learners' traits and their effect the learners' oral productive skill. This chapter is divided into third sections. The first section the theoretical framework is divided into two parts. The first part is about learners' traits; these traits include personality, age, motivation, attitude, and aptitude. The researcher looks into each characteristic insightfully, so the literature is going to be reviewed in separated paragraphs. The second part takes in details the communication competence and communication strategies. The second section reveals some related studies. The third section is the summary of the chapter.

2.1 Part one: Learners' traits

2.1.1 Personality

Second language acquisition is defined as the learning and adopting of a language that is not your native language. Once one has acquired a foreign language, one has mastered that language. For second language learners to make maximum progress with their own learning styles, their individual differences must be recognized and attended to. A number of theories hold that personality factors significantly influence the degree of success that individuals achieve in learning a second language in general and in communicating orally using that language.

As it has been mentioned in the assumption by Freeman and Long (1991) some features of the learner's personality might encourage or inhibit second language learning by enhancing certain facets of language learning while impeding others. So the learner's personality affects his/her language learning and use, by enhancing and impeding some facets mutually. As to prove this theory the types of individuals' personalities should be recognized.

2.1.1.1 Personality types

Personality of the person includes many individual variables that affect his life. They differ from one person to another. In order to know more about those types we are going to look in Isabel Myers and Katherine Briggs' instrument MBTI. The Myers-Briggs Type Inventory identifies individual preferences into four groups, each contains two opposing items. The items tell us something about the learner's personality and how the items affect his life.

The Myers-Briggs Type Indicator (MBTI) is one measure of personality which has been used in a variety of educational settings. The MBTI is a forced choice self report questionnaire and classifies individuals according to four scales bounded by polar opposites. It assumes that every person uses both poles of each of the four scales at some time but responds first and most often in a preferred style. The four bipolar scales are Extroversion-Introversion, Sensing-intuition, Thinking-Feeling, and Judging-Perceiving. The figure bellow provides descriptions for the four scales:

a. Extroversion—Introversion (Attitudes)

The first opposing preference differentiates between two groups of people; the extroverts and the introverts. According to Myers extroverts focus their perception and judgment on people and objects. Unlike introverts who focus on concepts and ideas. So it answers the question where do you prefer to focus your attention and get your energy?

In this way, it can be noticed that extroverts prefer to acquire their personal energy from the outer world while introverts tend to acquire it from inner world of thoughts and ideas. In this regard, Johnston and Orwig (1999) give a clear account for this preference. They claim that "Introverts think best by themselves by processing ideas in their own minds. They can be tired out by too much contact with other people". Extroverts, on the other hand, are usually energized by being with other people and often think best if they can discuss their ideas.

The review made by Prem (2005) is of crucial importance since it displays the characteristics of each dichotomy. According to her, most

people who prefer Extroversion prefer to communicate by talking. They learn best through doing or discussing. They can be characterized to be attuned to external environments, so extroverts are sociable and expressive and they enjoy working in groups. Unlike introverts who are attuned to inner world. They learn best through mental practice and reflection, as they prefer to communicate in writing. They enjoy working alone or in pairs.

b. Sensing Perception—Intuitive Perception (Process of Perception)
Sensing thinkers take in information sequentially through their senses and are most interested in the concrete and the here-and-now. Intuitive thinkers are interested in theories and possibilities and often make good guesses without going through sequential steps. This preference answers the question: How do you prefer to take information?

Here it is clear that seeing people tend to believe in concrete and touchable substances while intuitive rely more on theories.

In this respect, Prem (2005) in her report about Myers- Brigges Personality Type Indicator- MBTI, describes people in the Sensing-Intuition Dichotomy (Take in Information) as follow; people who prefer sensing emphasize the pragmatic. They prefer facts, details, and specific information. They are oriented to present realities, so they value realism. They build to conclusions. Also they trust experience while intuitive emphasize the theoretical. They prefer general concepts. They are oriented to future possibilities. Intuitive value imagination. They see trends and patterns in specific data. They move quickly to conclusions and follow hunches, they trust inspiration.

c. Thinking Judgment—Feeling Judgment (Process of Judgment)

Which kind of judgment to trust when one needs or wishes to make a decision; a person may rely primarily on thinking (T) to decide impersonally on the basis of logical consequences, or a person may rely primarily on feeling (F) to decide primarily on the basis of personal or social values. In this preference thinking people rely on objectivity, while feeling people rely on subjectivity. It answers the question: How do you make decisions?

According to Johnston and Orwig (1999) people with a Thinking preference tend to make decisions objectively in a logical and impartial way, while people with a Feeling preference tend to make decisions subjectively on the basis of their feelings and perceived effects on other people.

Another procedure for clarifying this mood is introduced by Prem (2005) who describes Thinking people to be analytical; use cause and effect reasoning. They tend to use logic to solve problems. They are described to be reasonable, fair, and want everyone treated equally. On the other hand, Feeling people are empathetic; guided by personal values. They assess impact of decisions on people. They are described as compassionate, fair, and want everyone treated as an individual.

d. Judging—Perceiving (Style of Dealing with the Outside World)

According to Johnston and Orwig (1999) people with a Judging preference like things to be clear and settled and strive for closure. People

with a perceiving preference like things to be open-ended as long as possible.

In this way, judging people tend to finish things as soon as possible, whereas, perceive people tend to take more time dealing with things. It answers the question: How do you deal with the outer world?

In this regard Prem (2005) says that people who prefer judging are scheduled and organized who strive to finish one project before starting another. They try to avoid last- minute stresses, finish tasks well before deadline. They limit surprises and see routines as effective. While people who prefer perceiving are spontaneous and flexible. They start many projects at the same time. They like things loose and open to change; the decide things too slowly. Unlike judging, perceiving people feel organized by last minute pressures; finish task at the deadline. They enjoy surprises and see routines as limiting.

Combinations based on these four categories of type preferences results in 16 different personality types as follow:

ISTJ	ISFJ	INFJ	INTJ
ISTP	ISFP	INFP	INTP
ESTP	ESFP	ENFP	ENTP
ESTJ	ESFJ	ENFJ	ENTJ

There are some types that most likely to learn and use the language more than the others. This categorization is made is made in light of Prem's classification the personality types. Those types are:

ESTP	ESTJ	ENTP	ENTJ

2.1.1.2 The Importance of the MBTI

The idea of such instrument is to help explain why different kinds of people are interested in different things, prefer different kinds of works and sometimes find it hard to understand each other, all due to basic differences in how people take in information and make decisions about it. The MBTI has been used by people around the world. Teachers and students also use it to make learning more interesting and efficient.

To conclude, the personality of the learner includes many individual differences that might encourage or inhabit second language learning. Many scholars and linguists provide a detailed description of person's preferences. As the case in the current study those views show that these preferences affect his\her learning progress.

2.1.2 Age

Age is one of the most important affective factors in Second Language Acquisition (SLA). There is an agreement among SLA researchers that age as an affective factor that brings about different performance stages in second language learning. So the effect of the age is on the performance stages and the abilities to use the target language for instance Ellis (1994:201-202) argues that most people and most linguists/experts think that children are more successful L2 learners. Most experts also agree that individual learners learn differently depending on many variables like learning opportunities, the motivation to learn, individual differences and learning styles in second language acquisition. The question to be answered here is how stages interact with individual learning differences?

It is generally believed that younger learners have certain advantages over older learners in language learning. As it has been mentioned by Bista in her paper about Age as an Affective Factor in Second Language Acquisition "The common notion is that younger children learn L2 easily and quickly in comparison to older children" (Ellis, 2008, Freeman, 2008; Mayberry and Lock, 2003).

Many linguists specifies certain period of childhood time to be as the most suitable time to learn language easily, quickly and perfectly. In this respect, Bista in her presentation of Age as an Affective Factor in Second Language Acquisition has quoted Freeman and Long (2008) suggestion that "The CPH suggests that a period of time, between birth and somewhere around the age when a child enters puberty, exists in which the learning a second language can be accomplished more rapidly and easily than times falling outside of this period i.e. post puberty". The review made by Mark Patkowski (1982) who examined the level of spoken English of sixty-seven immigrants to the U.S. is of a crucial importance since it displays that "pre-puberty learners acquire second language better than post-puberty learners". The same is true for the study of forty-six Chinese and Koreans speakers carried out by Johnson and Newport (quoted in Lightbown & Spada, 2008), they find that "native like language abilities and the performance levels lower in older children than younger".

Another question to be answered is how age affects second language acquisition. Do people of the same age group possess the same learning characteristics and learn in the same ratio in SLA? Are there any certain features that the researchers have agreed upon regarding the age factor in SLA and CPH?

Some researchers have focused on the view that the younger learners as the better learners, whereas others opine the older learners as the better learners. Each of those researchers focus on specific linguistic features; as Singleton (1989) who focuses on the learners' pronunciation skill.

Some researchers support "the younger the better" hypothesis. In this respect Yamanda *et al.* (qtd. in Singleton, 1989) in their study of 30 Japanese elementary school pupils of seven to ten ages old, who did not have any previous experience of English, find that " more than average older learners decreased with age" i.e. the older the age the lower the score. Furthermore, Patkowski (1982) on his research on 67 highly educated immigrants to the United States from various backgrounds examine the spoken English of the subjects, and analyze "a difference between learners who began to learn English before puberty and those who began learning English later after puberty". His results show a strong negative relationship between age of arrival and syntactic rating. He concludes that the pre-puberty group was better in language learning than the post-puberty group.

The experience of immigrants is considered one of the strongest evidences of the relationship of age and SLA theories. A group of researchers have shown a relationship between age of entry, length of residence and level of language acquisition. In this regard Asher and Gracia (1989) examine acquisition of pronunciation of 71 Cuban immigrants to California. The subjects were of aged groups from seven to 19 years. The majority of them had been in the United States for about five years. They conclude that "not one of the 71 Cuban subjects was judged to have American native pronunciation". They also figure out a

fact that the younger a child had been when entering the United States, the higher the probability of a native like accent. A similar study by Oyama (1976) she study 60 male Italian immigrants who entered to the United States at ages ranging from six to 20. She examines the degree of American accent and proficiency in English listening. Oyama concludes that "age is as an important factor to achieve native like accent". She has shown the relation of age and listening comprehension as follows:

> …those subjects who began learning English before age 11 showed comprehension score similar to those of native speakers, whereas later arrivals did less well; those who arrived after the age of 16 showed markedly lower comprehension scores than the native. (Oyama, 1982, p. 23).

The review made by Dunkel and Pillet (reported in Singleton, 1989) is of crucial importance since they compare the proficiency in French between elementary school pupils and beginning students of French from the university. They find that the younger learners' pronunciation was better than that of the older ones. The same is true for the study carried out by Fathman and Precup (reported in Singleton, 1989) who test oral proficiency in English on 20 children and 20 adults in a formal setting in Mexico. Their finding also bring a similar conclusion that the children scored better in English pronunciation than the adults but the adults scored better than the children in syntax.

To conclude, the age of learner is a crucial factor since it affects the learner's oral communicative skill. As it has been shown the younger the learner is the better, the faster he learns the language and how to speak it. Furthermore, the learner's accent is more genuine.

2.1.3 Motivation

Motivation is considered one of the most needed characteristics to learn languages. It is the complementary chain with the other characteristics, and it is the most important one. So, motivation is the main determinant for the whole process of learning as we will see.

2.1.3.1 A brief history of L2 learning motivation

Scholars pay time to search in this field .The history of L2 motivation research could be traced to its origins at the end of 1950s in Canada by the works of Robert Gardner and Wallace Lambert (1959), till the most contemporary works of Clement and Gardner 2001e al.

As a has been mentioned, those scholars wrote many overviews to describe the history of L2 Motivation research from its origins, but these overviews vary in their emphases, because the scope of the reviews approaches of understanding what motivates the learners to learn and use second language includes a wide range of different theoretical perspectives . Gardner and his colleagues' first stances involved a social psychological perspective and the motivation construct they developed was centered on language attitudinal variables.

2.1.3.2 The importance of motivation

A motivation play a great role in learning language .It determines the way the learning process requires to learn the target language.

As it has been noticed by Verma (2005) "The importance of motivation in human activity has been recognized in the field of social psychology and education for decades, Zahran (1995).

According to this viewpoint, motivation is related to the fields of social psychology in general and education in particular. Also it is mentioned that the importance of motivation in human activity has been recognized for decades; and this indicates that the search in the field of motivation is not a recent phenomenon.

Many scholars relate motivation to psychology and they see it as the natural rediness to learn. As dejnozka and kapel (1991, 61) state that "motivation is a psychological concept in human behavior that describes a specific need". Unlike Gardner (2006 p 242) who believes that "Motivation is a very complex phenomenon with many facets, hence it is not possible to give a simple definition".

On these views of the nature of motivation, it is clear that they view the term motivation in different ways by many schools of thought. For instance, for the Behaviorist perspective motivation is "quite simply the anticipation of reward (brown 2000, p 161)", whereas the Cognitivists view the term motivation as being more related to the learners decisions as Keller (1983, p 389) by brown" the choices people make as to what experiences or goals they will approach or avoid, and the degree of effort they exert in that respect". The Constructivists put further emphasis on social contexts as well as the individual's decisions.

On the definitions of motivation given by the three schools of thought, it is clear that these schools share the same ground emphasis of the concept of "needs". In other words fulfilling needs requires choices and must be interpreted in a social context.

In a more precise way, Brown (2006, p 24) claims that learners with proper motives are more successful. A similar view is Gardner's (2006, p 241) in which he reported that "students with higher levels of motivation will do better than students with lower levels". So, the more the student is highly motivated, the more he/she is well developed. He further adds that "if one is motivated, he/ she has reasons(motives) for engaging in the relevant activates, expands effort, persists in the activities, attends to the tasks, shows desire to achieve the goal enjoys the activities.

The most comprehensive accounts provided by Gender (1985, p10) who defines L2 motivation as "the extent to which an individual works or strives to learn the language because of a desire to do so and the satisfaction experienced in this activity". According to this viewpoint, motivation is the most used concept for explaining the failure or success of a learner; it is an inner source, desire emotion, reason, need, impulse or purpose that moves a person to a particular action.

To conclude motivation is one of the factors that influence the speed and amount of success of foreign language learners.

2.1.3.3 Types of motivation

A large number of researches on second language learning and motivation have been accumulated during the last two decades. A number of these studies agree that motivation can be classified into two main categories: Intrinsic and Extrinsic motivation; and extrinsic motivation can be divided to two types: instrumental motivation and integrative motivation.

Regarding the main categories intrinsic and extrinsic motivation, Harmer (1992) for instance notes that "the former is concerned with what takes place inside the classroom, whereas the latter is concerned with factors outside the classroom".

Extrinsic motivation as it has been mentioned in Harmer's note is related to factors form outside the classroom. In this regard, extrinsic motivation can be divided to integrative motivation and instrumental motivation . As Gardner highlights it "There are two different kinds of motivation in second language situation:

a. Instrumental motivation: When the learner wants to learn a language or to fulfill immediate goals, such as passing an examination ect, so his/ her motivation is of instrumental kind.

b. Integrative motivation: When the motive to learn a language is to communication and integrates with people from another culture, who speak the same language, it is called integrative motivation.

In this way, there are two categories of motivation intrinsic motivation and extrinsic motivation - and two subgroups of the second category: instrumental motivation and integrative motivation.

In more precise way, Verma (2005) regards that instrumentally motivation students are effectively learning English. He believes that the reason seems to be that instrumental motivation works as the force or the pressure to get a good job. In contrast to Lambert and Gardner (1959, 1872) who note that" when a language is learnt only for the utilitarian purposes the success in a foreign / second language is supposed to be lower than if it is learnt for the integrative purposes".

Also brown (2000) asserts that "studies of motivation of second / foreign language learners often refer to a distinction between two types of motivation on namely, instrumental versus integrative motivation". In this way, Brown believes that learners' motivation is a distinction between the instrumental and integrative motivation.

The most comprehensive definitions of the two types is provided by Gardner (1984, p.203) he defines instrumental motivation as" learning a language because of someone or less clearly perceived utility it might have for the learner". Here Gardner talks generally about the goals of the instrumentally motivated learner.

Wilkins (1974 ,p 184) provides a more specific definition of instrumentally learner he notes that "a learner is instrumentally motivated when he/ she wants to learn a language to pass an examination, to use it in one's job , to use it in holiday in the country, as a change from watching television, because the educational system requires it".

On the other hand, Gardner (1983, p 203) defines integrative motivation as "learning a language because the learner wishes to identify himself with or become integrated into the society of the target language". That means the learner wants to be part of that society or its culture.

Wilkins (1972, p 184) provides more specified account to Gardner's definition. He asserts that a learner is integrative motivated when he/she learns a language because he / she wants to know more about the culture and values of the foreign language group … to make contact with the speakers of the language … to live in the country concerned.

As it is noticed Wilkins (1972) gave us nemours reasons that determine the learner's direction / decision either to become instrumentally or interactively motivated. For instance:

a) Pass an examination,

b) To use it in a job,

c) To use it in holiday in the country,

d) Change from watching T.V.,

e) Or because it is an educational system requires.

Besides Gardner and his colleagues Cooper and Fishman (1977) mention a third type of motivation they call ((developmental)). According to them developmental or personal motivation refers to "motivation relating to personal development or personal satisfaction" .This includes watching movies, and reading books in the target language.

To sum up, in spit of the different definitions presented by different linguists and schools, they share the same emphasis of the concept of needs i.e. a learner with proper motives is a successful learner. So this part is related to current study in that it also shows the importance of Motivation as an affecting factor to second language learning.

2.1.4 Attitude

Attitude is one of the affective factors to learn second language. The main questions to be answered are:

- What are the learners' attitudes towards learning a second language?
- What attitudes students actually have towards studying a second language?
- To what extent attitudes towards the second language matter in learning a second language?

In order to answer these questions here are some studies made in regard of the importance of attitude for a second language acquisition. Ellis (1994:197.201) claims that learners' attitudes have been identified as one set of variables of major importance.

What are the learners' attitudes towards learning a second language?
This question is of vital importance to be discussed because it determines whether learners are interested in learning the language or not. Attitudes are either positive attitudes or positive attitudes towards the language being learnt. Noel et al (2003. 26) declare that positive attitudes are typically connected to the speakers of the language in question and the culture represented by its speakers. By so doing, such positive attitudes can be expected to enhance learning. Since the learners are interested in the culture represented by its speakers, they are highly motivated to learn the language. On the other hand, Ellis (1994:197-201) declares that negative attitudes make the learning difficult. The learners get these negative attitudes when they are not interested or have difficulties with the teacher. Furthermore, students' attitudes can change they may have a

negative attitudes at the beginning of learning but this changes during learning process and vice versa.

This facilitate the answer to the question **what attitudes students actually have towards learning a second language?** This can't be measured accurately because learners' attitudes are changeable. Learner may have negative attitudes at the beginning but this could change during the learning process; and vice versa.

In this way, the answer to the third question **to what extent attitudes towards the second language matter in learning a second language?** Is as follow attitude is one of the most important factors affecting second language learning i.e. having the suitable attitude make it easy to learn the language.

To conclude, learner's attitudes play an important role in language learning progress. It might encourage or inhabit the learning positive or negative. So learner with a positive attitude is highly motivated to learn the language. However, learner's attitude is changeable.

2.1.5 Aptitude

Among individual differences in language learners aptitude is the most controversial and the most disputed among linguists; firstly because it is difficult to define it and place it apart from general intelligence, secondly, due to the limited amount of aptitude research. Despite some previous doubts regarding its significance, in the last two decades aptitude has been acknowledged as one of the most important factors and predictors of learners' ultimate success in L2 learning Dornyei (2005). So, as a result of this acknowledgment the search of this individual difference has

grown. Many scholars and publishers start to expose it apart from intelligence.

2.1.5.1 Aptitude Batteries

In order to measure the linguistic aptitude linguists developed what is called Language Aptitude Battery. The aptitude batteries are tests which are used in order to measure the natural readiness of language learners.

The well known language batteries are the Modern Language Aptitude Test (MLAT) that is developed by Caroll and Sapon in(1957) and the Pimsleur- Language Aptitude Battery(PLAB) developed by Pimsleur in(1966). The former test measures the following components:

a. Phonemic Coding Ability – the ability to link sounds and symbols so that they could be recalled later;

b. Grammatical Sensitivity – the ability to identify the grammatical functions that words have in sentences;

c. Inductive Language Learning Ability – the capacities to analyse language learning material and find patterns;

d. Memory and Learning – the ability to bond stimuli (native language words) and responses (target language words) which affects learner's speed in acquiring new vocabulary.

Pimsleur's LAB test is devised for testing children aged 13 to 19. It is similar to the MLAT in terms that it also takes into account sound discrimination and sound-symbol association. However, some major differences which stem from theoretical background and are reflected in the test design are less concern about memory and a greater emphasis on *the inductive learning ability*. Pimsleur includes motivation in the concept

of linguistic aptitude. This was a controversial move because aptitude and motivation are generally considered to be two separate categories of individual differences. Shehan (1989) differentiates between the two batteries by suggesting that "the difference is in the backgrounds of the authors, Carroll's being in psychology and Pimsleur's being in linguistics". Shehan has clear contributions to the development of aptitude tests. He argues that the number of components should be reduced to the three basic ones. Further attempts to set linguistic aptitude tests were for military purposes, the most important of which is carried out by the American Armed Forces – the Defense Language Aptitude Battery (Petersen and Al-Haik 1976). The main aim of this test is to modify the MLAT so that prediction was maximized.

2.1.5.2 SLA theory and Aptitude

There is a suggestion that aptitude has no effects on the route of SLA, but it may affect the rate of development, especially in classroom learn (Ellis1985). According to Robinson (2002) Current researches of aptitude seems to be concerned with both the theoretical line aimed towards exploring and explaining the role of aptitude during SLA. The empirical line consists of numerous studies which provide data on the effects of aptitude in various learning settings, i.e. formal, naturalistic and experimental.

Grigorenko et al. (2000) design a new aptitude test called the Cognitive Ability for Novelty in Acquisition of Language as applied to foreign language test (CANAL-FT). The test is based on Sternberg's theory of a three-fold view of intelligence, which consists of analytical, creative and practical metacomponents, necessary for everyday life, and not only related to formal teaching contexts. Unlike previous aptitude batteries, the

CANAL-FT measures people's ability to deal with novelty in their learning and is conducted in a naturalistic context. Grigorenko et al. argue that a valid aptitude test should give sub scores which would point towards most appropriate forms of instruction (Sternberg et al. 2002). Such tests would not only be applicable in practice, but would also give more reliable results since they would not only measure one's analytical language abilities, but also creative and practical language acquisition abilities.

To sum up, aptitude and in spite of the limited amount of aptitude research; the use of what called aptitude batteries reveals that it may affect the rate of development, especially in classroom learn. So, it measures the readiness of the learner towards developing his\her oral communication skill.

2.2 Part two: Awareness of communication and communication strategies

2.2.1 Communicative language teaching

Littlewood (1981) contends that "One of the most characteristic features of communicative language teaching is that it pays systematic attention of function as well as structural aspects at language".

However, communicative language teaching allows learners to establish social contacts and keep channels of communication open and it helps learners to master the international function of language successfully.

Brown (2001) considers that the Communicative Approach focuses on language as a medium of communication which has a social purpose and embraces a whole spectrum of functions such as seeking information, apologizing, expressing likes and dislikes. The Communicative Approach

is much more pupil oriented because it is dictated by pupil's needs. Nevertheless, communicative approach is not just limited to speaking skill, but all four skills need to be developed to promote learners confidence in four skills areas. Communication approach seeks to use authentic resources which are more interesting and motivating. In English language classroom, authentic texts serve as partial substitute for community of native speaker. Historically, communicative approach was originated in 1960's and 70's. The communicative methods focuses on language as a medium of communication and communication has a social purpose; communication embraces a whole spectrum of functions and notions; classroom activities a maximize opportunities for learners to use target language in a communicative way for meaningful activities; target language is used as normal medium for classroom management and instructions, active models of learning including pair work and group work are used in classroom and emphasis on oral and listing skills in the classroom are considered by teacher.

Larsen (1997) notes that "To create effective interactions, teachers ideally know when it is appropriate to talk about language and when it is appropriate to let learners use language and how to balance fluency and accuracy work".

Ellis (1997) contends "[O]ne has to practice language at 'medium' level first in order to be able to exercise it at 'message' level. The problem is that a great number of teachers never used to go beyond the medium level and use the language for true purposes of sending and receiving 'message'. They were teaching pupils about the language patterns and rules rather than using it actively for real purposes".

Sauvignon (1983) contends "I offer the following four inter connected characteristic as definition of communicative language teaching:

Classroom goals are focused on all of the components of communicative competence and not restricted to grammatical or linguistic competence; language techniques are designed to engage learners in the pragmatic, authentic, functional use of language for meaningful purposes; fluency and accuracy are seen as complementary principles underlying communicative techniques, and the communicative classroom, students ultimately have to use the language productively and receptively".

- **Communicative competence**

 Hymes (1972) notes that "Communicative competence is that aspect of our competence that enables us to convey and interpret message and negative meanings interpersonally with in specific contexts".

- **Linguistic competence:**

  To achieve accuracy in the grammatical forms of language, pronounce forms accurately, build vocabulary and achieve accuracy in syntax and nephrology.

- **Pragmatic Competence:**

  To learn the relationship between grammatical forms and functions, learn scale of formality and to select language forms fit to topic.

- **Discourse competence:**

  To be able to cope with authentic texts, to be able to use cohesive devices in reading and writing, to be able to use discourse markers, open and close conversations.

- **Strategic competence:**

To use a range of communication strategies.

- **Fluency:**

Ability to keep the conversation going on and to be able to respond with reasonable speed.

Hymes (ibid) notes that "communicative competence involves four characteristics: possibility, feasibility, appropriately and occurrence. Thus, English learners are taught how to use grammatical rules possibly how to deal with social context and idiomatic expression".

Sauvignon (ibid) notes that "The goal of communicative language teaching is to increase communicative competence, being able to understand and interpret messages, understand social contexts in which language is being used, apply the rules of grammar and employ strategies to keep communication from breaking down".

Communicative Competence enables learners to use language in daily life situations in a wide of context for many drives purposes. During the interaction with native speakers, learners notice things about their language use that do not match native speakers or more proficient non speaker's use.

During the interactions, communication may breakdown and listener may let the speaker knows the confusion by asking for clarification, confirmation, repetition or by correcting the speaker. The speaker may respond by checking the message in some ways to make it understandable.

James Gumminus (1980) proposes a distinction between cognitive and academic language proficiency (CAP) and Basic International Communicative Skills (BICS). According to James Gumminus, cognitive and Academic language proficiency is that dimension of proficiency in which the learners of language outside of the immediate interpersonal context. Basic interpersonal communication skills, on the other hand, represent the communicative capacity that all children acquire in order to be to function in daily interpersonal exchange.

2.2.2 Teaching goals and Methods Goal: Communicative competence

Language teaching in the United States is based on the idea that the goal of language acquisition is communicative competence: the ability to use the language correctly and appropriately to accomplish communication goals. The desired outcome of the language exactly as a native speaker does.

Communicative competence is made of four competence areas: linguistic, sociolinguistic, discourse, and strategic.

- **Linguistic competence** knows how to use the grammar, syntax, and vocabulary of a language.

- **Linguistic competence** asks: what words do I use? How do I put them into phrase and sentences?

- **Sociolinguistic competence** knows how to use and respond to language appropriately given the setting, the topic and the relationships among the people communicating. Sociolinguistic competence asks: which words and phrases fit this setting and this topic? How can I express a specific attitude (courtesy, authority,

friend-lines, respect) when I need to? How do I know what attitude another person is expressing?

- **Discourse competence** knows how to interpret the larger context and how to construct longer up a coherent whole. Discourse competence asks: How are words, phrases and sentence put together to create conversations, speeches, email messages, newspaper articles?

- **Strategies competence** knows how to recognize and repair communication breakdowns, how to work around gaps in one's knowledge of the language, and how to learn more about the language and in the context. Strategic competence asks: How do I know when I've misunderstood on when has misunderstood me? What do I say then? How can I express my ideas if I don't know the name of something or the right verb from to use?

In the early stages of language learning, instructors' and students may want to keep in mind the goal of communicative efficiency: That learners should be able to make themselves understood, using their current proficiency to the fullest. They should try to avoid confusion in the message (due to faulty pronunciation, grammar or vocabulary); to avoid offending communication partners (due to socially inappropriate style); and to use strategies for recognizing and managing communication breakdowns.

2.3 Review of previous and related studies

This section about previous studies will inform the researcher about the methods and techniques used by researchers who worked in the same

field. It will also provide information concerning the issues of instrumentation, sampling and data analysis.

2.3.1 The first study

This study was carried in 2006 by Rehab Abdelsalam Elsanousi, under the title: Attitudes and Motivation of University Students towards English Language Learning as a University Required Course Post_Arabicization submitted for Master degree in English language. The researcher investigated the decline of students' standards in English and she related the decline to Arabicization policy she said "the university students have negative attitudes towards English language learning post Arabicization, the university students have low motivation to study English after Arabicization, and Arabicization plays a vital role in the decline of students' standards in English".

The study was carried out in the Sudan University of Science and Technology. The researcher examined the university students' motivation towards language learning. She came up with the results that the university students have negative attitudes towards English language learning, and the university students have low motivation to study English. She attributed this to the Arabicization, she said "..........., and Arabicization plays a vital role in the decline of students' standards in English".

This study is similar to the present study in a number of aspects such as (a) it suggests that the psychological variables (attitudes and motivation) stand as important factors that affect English language learning (b) it reaches the conclusion that learners have negative attitude towards

learning and speaking English (c) and it finds out that learners have low motivation and are not adequately motivated to study English. Moreover, the present study used a descriptive and analytic methodology as what was used by Abdelsalam in her research. However, the present study differs from this study in that it attributed this to the Arabicization.

2.3.2 The second study

The second study is by Aboubaker Mohamed Ibrahim Alsadik(2011). It deals with Teaching Speaking Skills to Secondary School Students. The study is carried out in Wadi Alhayat Secondary School, Libya. It is submitted in fulfillment of requirements for M.A. degree in English language.

The study investigates how speaking skills are taught in Libyan secondary schools, as well as teaching aids and facilities used. It also investigates the shortcomings and problems in teaching speaking skills in Libyan secondary school and explaining the best techniques and strategies that should be used in teaching skills.

The major findings of this study are:

- Many strategies and techniques are used in teaching speaking skills such as games, role play, dialogues, reading graphs and so on.

- Many schools have no teaching aids at all.

- Most schools lack language labs with audio and visual labs.

- Many English teachers are not trained on methods of teaching speaking skills.

- 79% of the students feel ashamed when they make mistake in speaking.

- Two thirds of the students reports that they don't have that kind of training to communicate orally.

- Half of the teachers believe that their students are not always or often confident when speaking in English.

This study is similar to the present study in a number of aspects such as it reveals that (a) 79% of the students feel ashamed when they make mistake in speaking (b) teachers believe that their students are not always or often confident when speaking in English. However, the present study differs from this study in that it utilizes the interview as a second tool to collect data from English teachers. The current study carried out among university students unlike Mohamed's (2011) that were among secondary school students.

2.3.3 The third study

The third related study is entitled "Communicative Language Teaching as AN AID to Second Language Learning in Jebra District – Khartoum State". It is by Nahla M. Nasur Ibnauf (2008) , it is submitted to Sudan University of Science and Technology for the master degree in English language.

The study is carried out to investigate the role of the communicative approach and its techniques as they are used inside the classroom. It highlights the importance of a teaching a foreign language approaches and the nature of techniques used n teaching. Also it gives some methods and approaches that have been used before the communicative approach.

The researcher presents the findings in relation to hypotheses of the research as following:

- The methods and instruments used in secondary school are not effective in teaching and developing communicative language teaching.

- They are no classroom activities to motivate the students to communicate in English.

- The curriculum of secondary schools does not base on the communicative approach.

- The curriculum of secondary schools does not enable teachers to teach students communicatively.

- The classroom activities, techniques and procedures that the teachers carry out in the classroom are not sufficient for motivating the students.

This study is similar to the present study in a number of aspects such as it investigates the communicative approach and its techniques used in teaching. However, the present study differs from this study in that it used checklist as a tool for collecting data. Moreover this study uses the teachers as its sample unlike present study.

2.4 Summary

This chapter provided the basic theoretical about learners' traits and their effect on oral communication, and it focused more precisely on the theoretical background and the historical background of the traits of language learners, communication competence and communication strategies. Furthermore, it presents the relationship of these traits and competences to the oral productive skill. In this way a reasonable portion was specified to the previous related studies in the effect of the learners' traits on oral communication skill.

In this chapter the researcher presented the literature related to the learners' traits. This task was achieved by stating each trait in a detailed presentation accompanied with interpretation of each concept of different scholar.

A reasonable portion was also specified to the communication competence, communication strategies and teaching goals and method goals.

Chapter Three
Methodology

Chapter Three
Methodology

3.0 Introduction

This chapter will explain the methodology of the study. In that, it will describe the methods and techniques adopted the instrument, the population, the samples and the procedures of data analysis.

3.1 The methodology

This study is descriptive in nature. It will focus on the 'what' of the problem in question. The study will attempt to investigate the different aspects of the problem and it will shed light on the areas that need attention.

3.2 Population and sampling
3.2.1 Population

The geographical setting of this is study is Khartoum State. The population of the study is all of the English language students in the Sudanese universities. A sample of 50 students was randomly selected for the questionnaire. They did the questionnaire. The universities which were included in the questionnaire involved the state run universities. Those students were between 18 to 35 years old, some of them at level 2, and some of them at level 3, but the most of them were undergraduate students. They studied English for three years as their specialty. Besides, half of them were students of Art, English department and the other half were college of education students, English department.

3.2.2 Sample

As (Dornyei: 2003: 19) stated it "according to the methods of research, there are no hard and fast rules in setting the optimal sample size, and the more scientific sampling procedures applied the smaller the sample size can be. The ideal sample size is large enough to represent the population effectively and small enough to be selected economically".

"Selecting a sample is to draw it randomly" as it has been mentioned in Mutasim (2014).

For the present study, the questionnaire sample, which consisted of 50 English language students in the Sudanese universities, was chosen on a random basis. It was taken from two universities in Khartoum state; Sudan University of Science and Technology and Khartoum University. The sample was taken from College of Language English Department and college of education English department in Sudan University of Science and Technology and Faculty of Education in Khartoum University. In addition, it was taken from students aged between 18 to 35 years old.

The following is a detailed description for the study sample individuals according to their classes and ages "respondents' characteristics".

a. Class

Table no (3.2.1): Frequency distribution for the study respondents according to class.

Table (3.1) : Classes		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Second class	6	17.6	17.6	17.6
	Third class	13	38.2	38.2	55.9
	Fourth class	15	44.1	44.1	100.0
	Total	34	100.0	100.0	

Chart No. (3.2.1): Frequency distribution for the study respondents according to class.
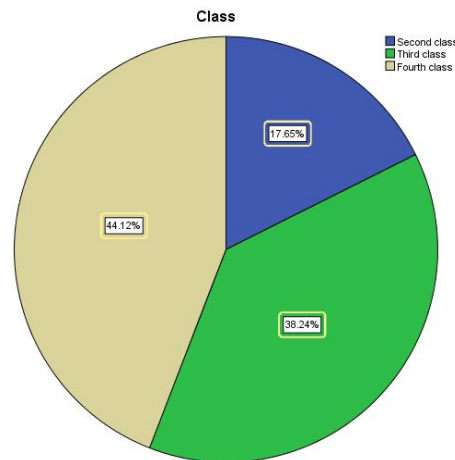
The above table and chart (3.2.1) show that most of the study's respondents were at class 2 with percentage (17.6 %), from class three with percentage (38.2%) and the fourth class students were (44.1%).

b. Age

Table No. (3.2.2) frequency distribution for the study represents according to age.

Table (3.2) : Age of subjects		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Less than 20	6	24.0	24.0	24.0
	More than 20	16	64.0	64.0	88.0
	More than 25	1	4.0	4.0	92.0
	More than 30	2	8.0	8.0	100.0
	Total	25	100.0	100.0	

Chart (3.2.2)

Frequency distribution for the study represents according to age.

Age
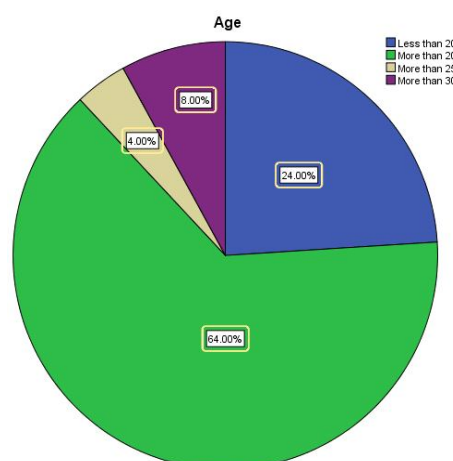
We note from table and chart (3.2.2) the most of the sample respondents were aged between 18 and 35 years, their frequencies were less than 20 (6) persons with percentage (24%), more than 20 (16) persons with percentage (64%) aged more than 25(4%) years. Finally, more than 30 (8%).

3.3 The instruments

The present study adopted a description and analytical method. Accordingly, a questionnaire was designed and administrated to collect questionnaire data from the students of English in Sudanese Universities; Sudan University of Science and Technology and Khartoum University.

3.3.1Students' questionnaire

The researcher searched all the available studies and researches in the area to familiarize him with a great amount of knowledge related to the present study. After a great deal of search in the field of oral communication and checking different previous studies and checking different types of questionnaires related to the present study, the researcher started writing the terms of the questionnaire keeping in mind the hypotheses and questions of the study. The researcher wrote about 33 terms. After words, the process of modification and revision took place

and the questionnaire terms were cut down to 30 terms. After that a questionnaire of one section and a title page accomplished. This questionnaire followed the Likert Scale (strongly agree, agree, neutral, disagree and strongly disagree). Finally, the questionnaire was submitted to the academic supervisor for the comments and advice. After discussion, a final version of questionnaire was designed, printed and distributed for piloting.

3.3.2 Content of the questionnaire

The final version of the questionnaire that was printed in three pages consisted of the following parts:

a. Title page

The title page gives the respondents a brief account of the university, the college and department where the current study had been conducted in. Then the respondents are provided with the title of the research. After that the respondents are told that the information they offer will be remain confidential. Then they are asked to choose the option that suits their point of the view by putting tick in front of the answer they choose. Finally the respondents are thanked for giving their time and help. Followed by the researcher' full name, an email, and phone number written in the bottom of the title page.

b. Questionnaire statements

The main part of the students' questionnaire, following the title page, includes terms of the questionnaire. The total number of statements is 30 terms; these statements are designed to obtain data from the students of English concerning the learners' traits and their effect on oral communication skill, among university students. The main goal of these

statements is to find out the causes behind the problems of university students when they communicate orally, and to find out whether learners traits affect oral communication or not.

3.4 Procedures for data analysis

The data collected thorough the questionnaire will be tabulated and treated statistically by the SPSS program. The results in percentile form will be used to answer the relevant study questions. Also, the data collected from the questionnaire terms will be discussed.

3.5 Questionnaire validity

Concerning data collecting instrument, validity is defined as the quality of data collecting instruments or procedure that enables it to measure what it is supposed to measure (Best: 2000: 208). So the questionnaire statements should represent the purpose of the investigation. They should be clearly defined and researcher should avoid double-barreled statements.

In the light of the contact with the academic supervisor and experts some omissions and replacement of some ambiguous words with other clear ones, took place in the last version that was printed and distributed after that.

3.6 Questionnaire reliability

Discussing data collecting instrument, reliability is a degree of consistency that an instrument or procedure demonstrates. Whatever this instrument is measuring, it should be done so consistently (Best: 2000:208).

After checking the validity of the questionnaire the researcher does a questionnaire piloting for small group of the sample. The piloting was conducted to find out about:

- The appearance of the questionnaire.

- The words simplicity or ambiguity.

- The clarity of the instructions.

To check what was mentioned above ten copies were distributed to ten students of English in Sudan University of Science and technology. They were asked to respond to the questionnaire and provide comments and suggestions. This piloting proved the clarity of the questionnaire instructions.

In the current study, the reliability of the questionnaire was calculated by using the *Cronbach Alpha coefficient.*

3.7 Summary

This chapter describes fully the methodology adopted to collect data. It includes:

- A detailed account of the participants,

- The instrument used to collect data,

- The process of data collection, and

- The data analysis.

The data were analyzed descriptively and statically by using Statistical Package for the Social Sciences (SPSS). A number of descriptive statistical techniques are to be used to arrive at the results of the study.

Chapter Four

Data Analysis and Discussion of the Results

CHAPTER FOUR
Data Analysis and Discussion of Results

4.0 Introduction

This chapter presents and analyzes the data collected through the by the students' questionnaire. Then the hypotheses of the study are presented, discussed, and tested in the light of data drawn by the questionnaire. After that a presentation of the analysis and the discussion of data take place in tables and charts. The results will be used to provide answers to the research questions.

4.1 The data obtained from the questionnaire
4.1.1 Presentation of students' questionnaire

This section provides background information of the sample and about the population in general. A questionnaire was designed to collect data from students at two Sudanese universities about the Impact of Learners' Traits on their Oral Communication Skill. The questionnaire was designed after reading many available studies that test oral communication problems. It was composed of 33 statements but after revision and modifications the questionnaire statements were reduced to 30 statements. It followed Likert's 5 point scale (strongly agree – agree – neutral – disagree – strongly disagree). The validity was checked. In addition, questionnaire piloting was conducted and the validity was calculated statistically using the *Cronbach Alpha coefficient.* 55 copies of the questionnaire were distributed randomly to English language learners at Sudan University of Science & Technology and Khartoum University.

After those 53 copies were returned, three were empty. Then 50 copies were analyzed.

4.1.2 Analysis of students' questionnaire

Statements verify hypothesis No. (1)

Hypothesis	Statements
Learners do not use oral communication.	1, 2, 3, 4, 5

Table (4.1) High demand for English language speakers is in the workplace

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	12	24.0	24.0	24.0
	Agree	26	52.0	52.0	76.0
	Neutral	5	10.0	10.0	86.0
	Disagree	5	10.0	10.0	96.0
	Strongly Disagree	2	4.0	4.0	100.0
	Total	50	100.0	100.0	
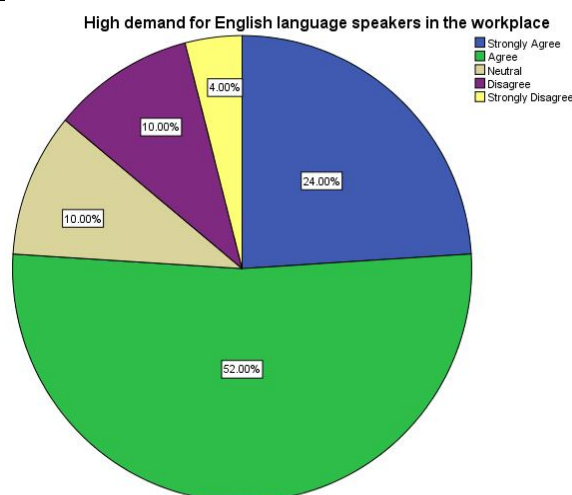
Chart (4.1) High demand for English language speakers in the workplace

- Table and chart (4.1) indicate that 7% of the students think that high demand for speaking English is only in the workplace while 14% of them disagree with that. Only 10% of the respondents are neutral. This indicates that students do not use

the language enough which means that they do not expose to the language usually.

Table (4.2) Learners prefer to use English in classroom		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	12	24.0	24.0	24.0
	Agree	17	34.0	34.0	58.0
	Neutral	12	24.0	24.0	82.0
	Disagree	7	14.0	14.0	96.0
	Strongly Disagree	2	4.0	4.0	100.0
	Total	50	100.0	100.0	
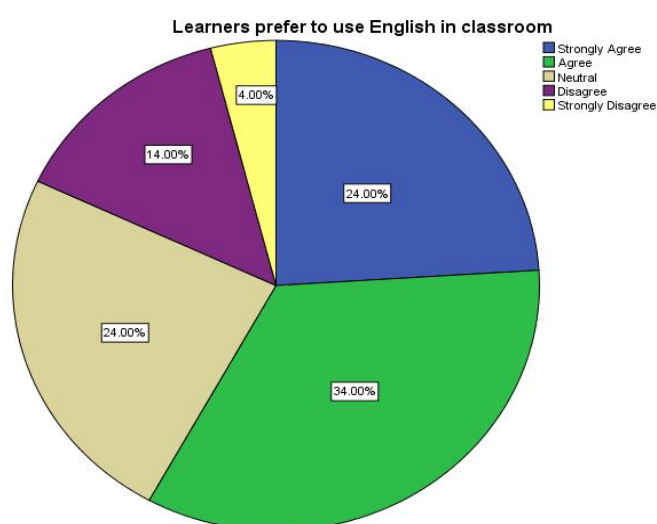
Chart (4.2) Learners prefer to use English in classroom

- Table and chart (4.2) show that 58% of the students agree that learners use English in classrooms only. On the other hand 18% of them disagree to that while 24% of the respondents prefer to remain neutral. If the learners use English only in the classrooms, probably they do not use the language enough to learn it properly.

Table (4.3) Learners use English in the absence of teacher					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	9	18.0	18.0	18.0
	Agree	10	20.0	20.0	38.0
	Neutral	19	38.0	38.0	76.0
	Disagree	10	20.0	20.0	96.0
	Strongly Disagree	2	4.0	4.0	100.0
	Total	50	100.0	100.0	
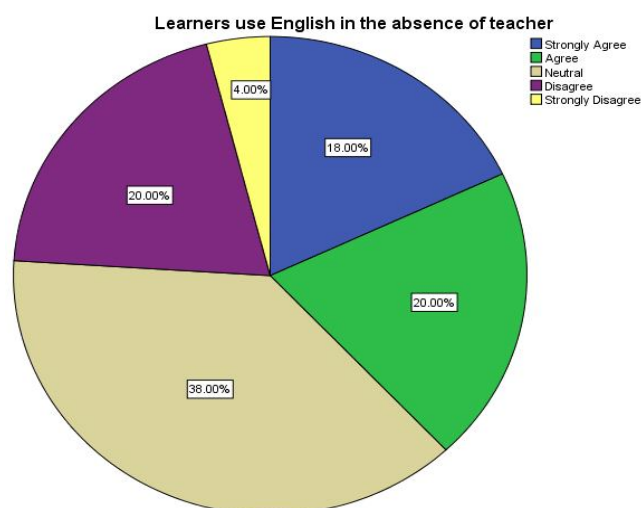
Chart (4.3) Learners use English in the absence of teacher

- As it shown in table and chart (4.3) 38% of the students say that they feel free to speak English in the absence of teacher where 24% of them do not see any difference i.e. the absence of teacher doesn't make any difference to them. The neural are 38%.This indicates that learners feel ease and free to use the language when there is no teacher observing their work. They let their shyness and worry in the absence of teachers.

Table (4.4) Learners use English in certain courses (e.g. literature)					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	7	14.0	14.0	14.0

51

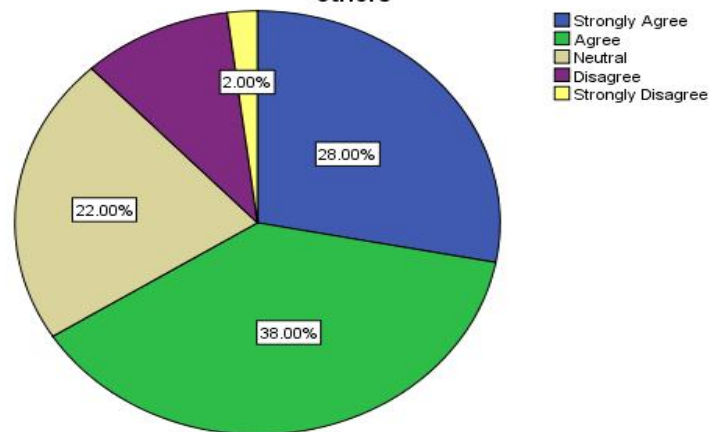|					
	Agree	19	38.0	38.0	52.0
	Neutral	11	22.0	22.0	74.0
	Disagree	9	18.0	18.0	92.0
	Strongly Disagree	4	8.0	8.0	100.0
	Total	50	100.0	100.0	
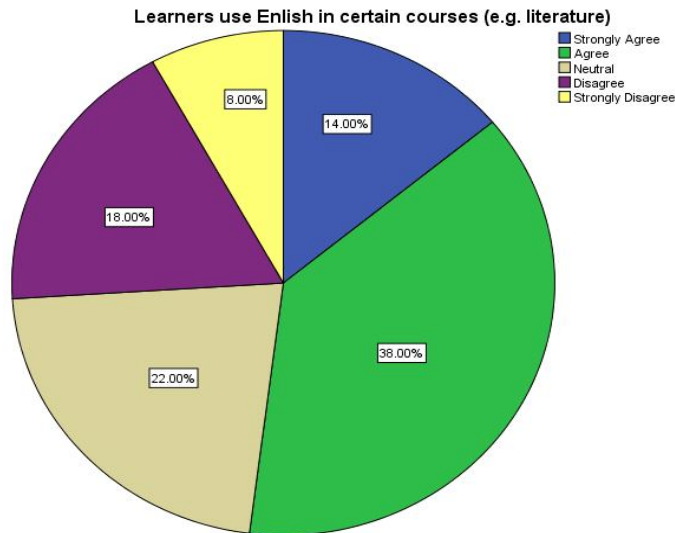
Chart (4.4) Learners use English in certain courses (e.g. literature)

- As it mentioned in table and chart (4.3) 52% of the students prefer to use English in literature courses while 26% of the respondents do not use it in literature courses only 22% of them are neutral. If the students use the language, it will be a problem facing their language acquisition for that they do not use the language as it is needed.

Table (4.5) Learners use English in certain courses (Linguistics)					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	11	22.0	22.0	22.0
	Agree	22	44.0	44.0	66.0
	Neutral	10	20.0	20.0	86.0
	Disagree	5	10.0	10.0	96.0
	Strongly Disagree	2	4.0	4.0	100.0
	Total	50	100.0	100.0	
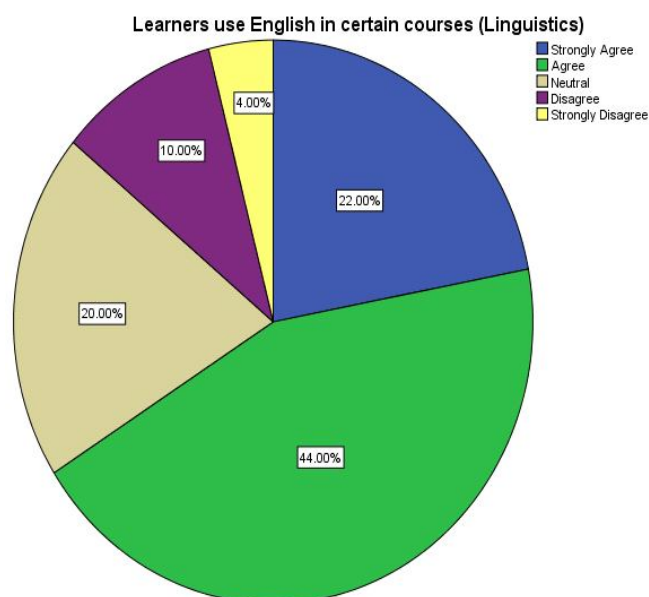
Chart (4.5) Learners use English in certain courses (Linguistics)

- In the table and chart (4-5) with regard to the two positive variables strongly agree and agree, 66% of the students say that students use English in certain courses such linguistics courses, whereas 14% of them disagree to that. 20% of them are neutral. Since students use English in particular courses, so they do not use the language so often.

		Frequency	Percent	Valid Percent	Cumulative Percent
	Table (4.6) Learners rarely use English in informal situations				
Valid	Strongly Agree	8	16.0	16.0	16.0
	Agree	13	26.0	26.0	42.0
	Neutral	10	20.0	20.0	62.0
	Disagree	13	26.0	26.0	88.0
	Strongly Disagree	6	12.0	12.0	100.0
	Total	50	100.0	100.0	

53
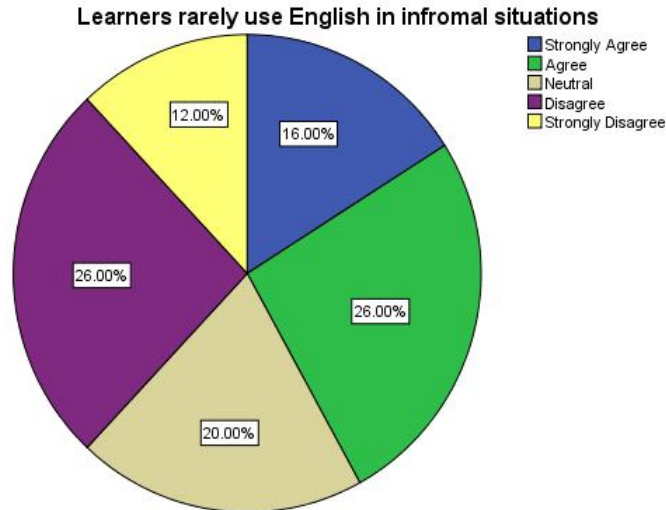
Chart (4.6) Learners rarely use English in informal situations

- In table and chart (4.6) 42% of the students rarely use English in informal situation while 38% do not agree with that 20% of remain neutral. Learners do not use English in non-educational environment such as with friends, family, online friends, language groups.....etc.

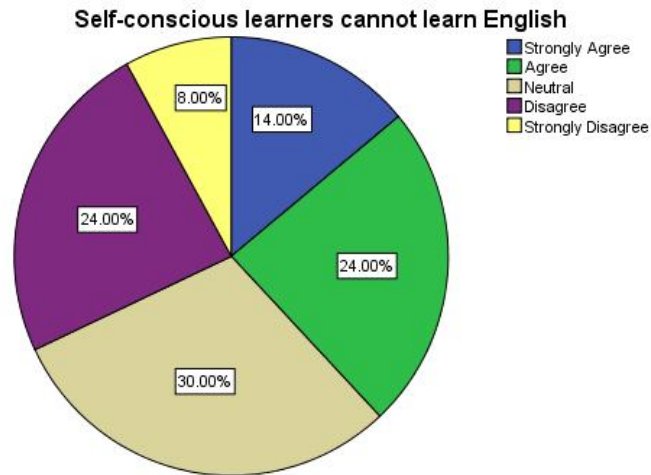| Table (4.7) Learners who take preparatory English courses are better than others		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	14	28.0	28.0	28.0
	Agree	19	38.0	38.0	66.0
	Neutral	11	22.0	22.0	88.0
	Disagree	5	10.0	10.0	98.0
	Strongly Disagree	1	2.0	2.0	100.0
	Total	50	100.0	100.0	

Learners who take prparetory English courses are better than others

Legend:
- Strongly Agree
- Agree
- Neutral
- Disagree
- Strongly Disagree

2.00%
28.00%
22.00%
38.00%

Table (4.7) Learners who take preparatory English courses are better than others

- Table and chart (4.7) show that 66% of the students believe that when they take a preparatory English course they learn English better than those who do not take such courses. On the other 12% disagree with that. The rest are neutral. So to take a pre-session course it helps learners to acquire language better than others.

Statements verify hypothesis No. (2)

Hypothesis	Items
The difference in traits of learners affects their oral productive skill	8, 9, 1, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24

Table (4.8) Learner's personality affects language acquisition					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	16	32.0	32.0	32.0
	Agree	14	28.0	28.0	60.0
	Neutral	15	30.0	30.0	90.0
	Disagree	5	10.0	10.0	100.0
	Total	50	100.0	100.0	

Learner's personality affects language acquisition

- Strongly Agree
- Agree
- Neutral
- Disagree

10.00%
32.00%
30.00%
28.00%
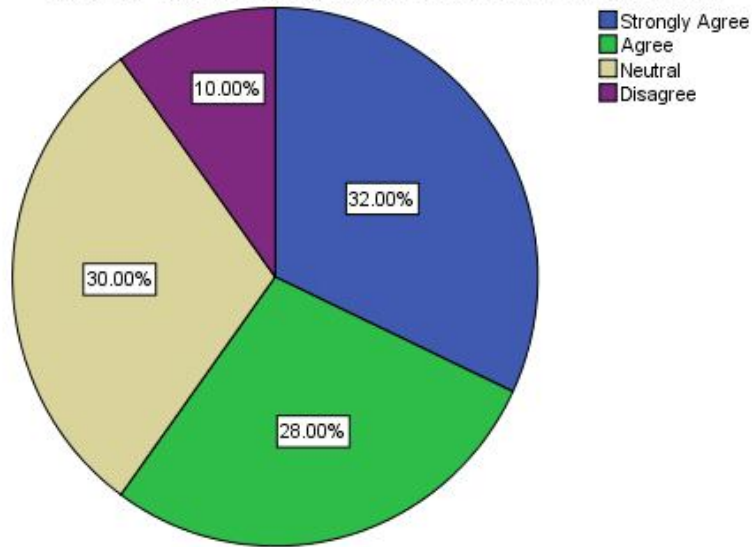
Chart (4.8) Learner's personality affects language acquisition

• Table and chart (4.8) show that 60% of the students think that the personality of the learners affect his/her acquisition while 10% feel the opposite. If the learners' personalities affect language acquisition, learners and teachers should pay more attention to learners' personality types.

| Table (4.9) shy learners cannot learn English					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	27	54.0	54.0	54.0
	Agree	14	28.0	28.0	82.0
	Neutral	4	8.0	8.0	90.0
	Disagree	2	4.0	4.0	94.0
	Strongly Disagree	3	6.0	6.0	100.0
	Total	50	100.0	100.0	

56
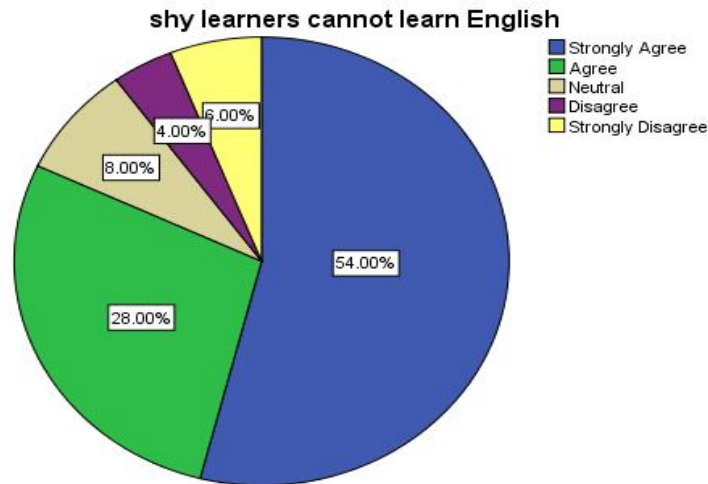
Chart (4.9) shy learners cannot learn English

- As sown in table and chart (4.9) 82% of the students think shy learners can't learn English while 10% of them do not see that. The neutral are 8%. Shyness is one of the trails that affect language acquisition, so the learners with this trait face problem that effect their learning process and sometimes Student may quit learning the language.

Table (4.10) Self-conscious learners cannot learn English		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	7	14.0	14.0	14.0
	Agree	12	24.0	24.0	38.0
	Neutral	15	30.0	30.0	68.0
	Disagree	12	24.0	24.0	92.0
	Strongly Disagree	4	8.0	8.0	100.0
	Total	50	100.0	100.0	

Self-conscious learners cannot learn English

- Strongly Agree
- Agree
- Neutral
- Disagree
- Strongly Disagree

8.00%
14.00%
24.00%
24.00%
30.00%

Chart (4.10) Self-conscious learners cannot learn English

- As shown in table and chart (4.10) above 38% believe that self-conscious can't learn English. Whereas 32% of them do not believe that. 30% of the respondents are neutral. If this is an effective factor in learning language, teachers and self-conscious learners themselves should be aware of the problem and its solution.

Table (4.11) Active learners learn language better than passive learners		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	31	62.0	62.0	62.0
	Agree	12	24.0	24.0	86.0
	Neutral	6	12.0	12.0	98.0
	Disagree	1	2.0	2.0	100.0
	Total	50	100.0	100.0	

58
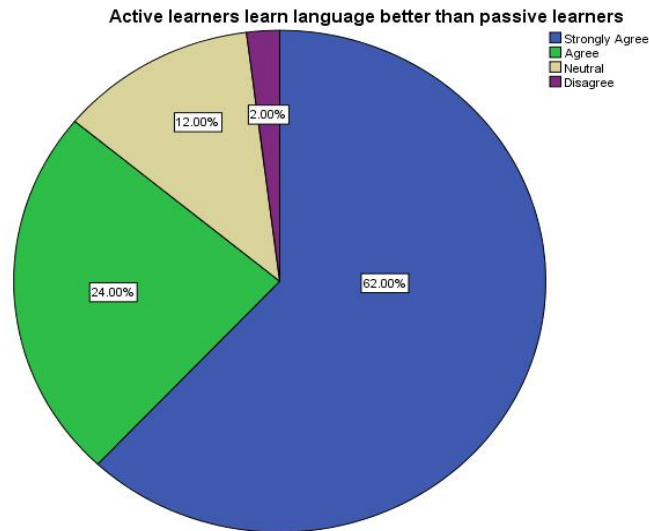
Chart (4.11) Active learners learn language better than passive learners

- Table and chart (4.11) display that 36% of the students believe that active learners can learn English better than others and only 2% of them disagree with that. The neutral are 12%. Since the majority of the students agree that active learners learn language better than passive learners, students agree that active learners learn language better than passive learners, students are expected to participate more and active in the different learning activities.

		Frequency	Percent	Valid Percent	Cumulative Percent
Table (4.12) Age affects language acquisition					
Valid	Strongly Agree	16	32.0	32.0	32.0
	Agree	12	24.0	24.0	56.0
	Neutral	7	14.0	14.0	70.0
	Disagree	7	14.0	14.0	84.0
	Strongly Disagree	8	16.0	16.0	100.0
	Total	50	100.0	100.0	

59
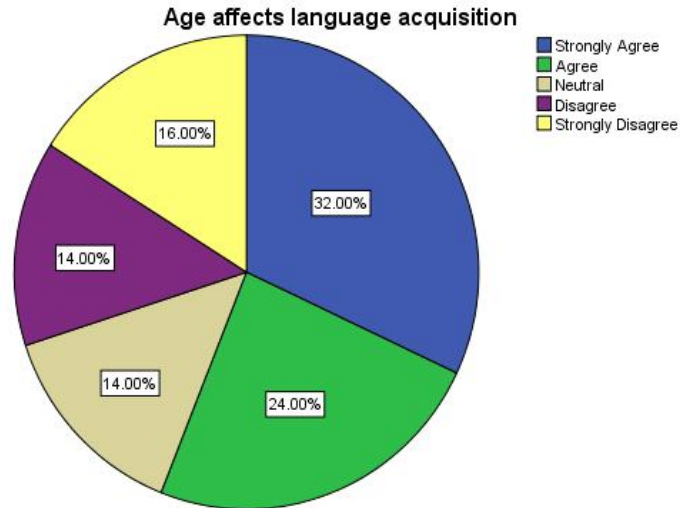
Chart (4.12) Age affects language acquisition

- Table and chart (4.12) show that 56% of the students think that learner's age affects language acquisition while 30% do not see that effect. The neural are14 %. As the majority of the students think age of learners has great effect on language acquisition. As Bloomfield stated it "

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	11	22.0	22.0	22.0
	Agree	11	22.0	22.0	44.0
	Neutral	9	18.0	18.0	62.0
	Disagree	13	26.0	26.0	88.0
	Strongly Disagree	6	12.0	12.0	100.0
	Total	50	100.0	100.0	

Table (4.13) Young learners speak English better than old learners

Young learners speak English better than old learners

Legend:
- Strongly Agree
- Agree
- Neutral
- Disagree
- Strongly Disagree

- 22.00% (Strongly Agree)
- 22.00% (Agree)
- 18.00% (Neutral)
- 26.00% (Disagree)
- 12.00% (Strongly Disagree)
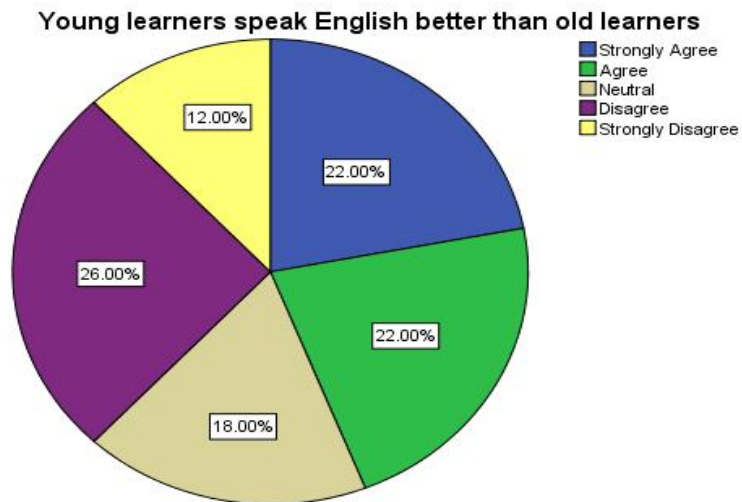
Chart (4.13) Young learners speak English better than old learners

- Table and chart (4.13) show that 44% of the students agree that young learners can speak English better than old learners and 38% of them do not think age can affect language acquisition. 18% of the respondents prefer to remain undecided.

Table (4.14) Young learners have a genuine native accent		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	10	20.0	20.0	20.0
	Agree	15	30.0	30.0	50.0
	Neutral	19	38.0	38.0	88.0
	Disagree	5	10.0	10.0	98.0
	Strongly Disagree	1	2.0	2.0	100.0
	Total	50	100.0	100.0	
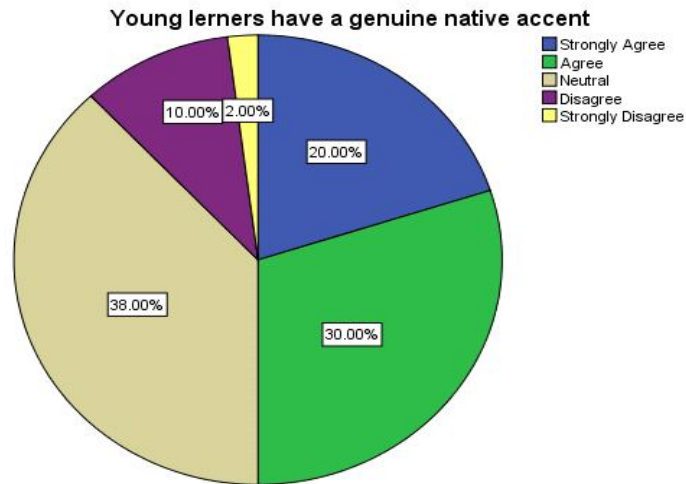
Table (4.14) Young learners have a genuine native accent

- As shown in table and chart (4.14) 50% of the students think
  that young learners have a genuine native accent, whereas 12%
  of them feel the opposite. 38% of the respondents are neutral.
 As it has been mentioned in Bloomfield (1933) child.

Table (4.15) Older learners understand grammar rules better than young learners		Frequency	Percent	Valid Percent	Cumulative Percent
	Strongly Agree	16	32.0	32.0	32.0
	Agree	20	40.0	40.0	72.0
Valid	Neutral	12	24.0	24.0	96.0
	Strongly Disagree	2	4.0	4.0	100.0
	Total	50	100.0	100.0	

- As shown in table and chart (4.15) 72% of the students believe that older learners understand rules of grammar better than younger, while only 4% of them disagree with that. 24% decide to remain neutral. Hence the majority of students agree with that assumption, then t is clear that age of learners affect language acquisition.

| Table (4.16) Motivation affects language acquisition				
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	22	44.0	44.0	44.0
	Agree	14	28.0	28.0	72.0
	Neutral	10	20.0	20.0	92.0
	Disagree	3	6.0	6.0	98.0
	Strongly Disagree	1	2.0	2.0	100.0
	Total	50	100.0	100.0	
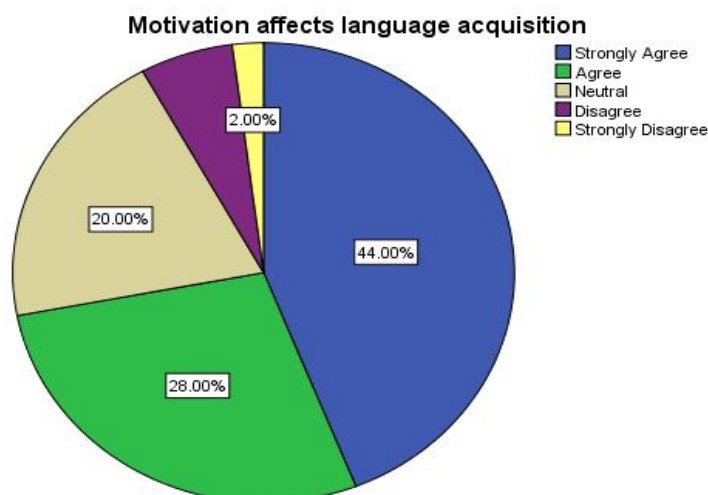
Chart (4.16) Motivation affects language acquisition

- In this table and chart (4.16) 72% of the students strongly agree with that motivation affects language acquisition. Whereas only 8% of them do not agree to that. The rest are neural. The majority of the respondents believe that motivation is important

for learners to acquire language. Motivated learner show great progress in language learning unlike unmotivated learner.

Table (4.17) Learns lack adequate motivation to use English in daily life				
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	17	34.0	34.0	34.0
	Agree	16	32.0	32.0	66.0
	Neutral	8	16.0	16.0	82.0
	Disagree	3	6.0	6.0	88.0
	Strongly Disagree	6	12.0	12.0	100.0
	Total	50	100.0	100.0	
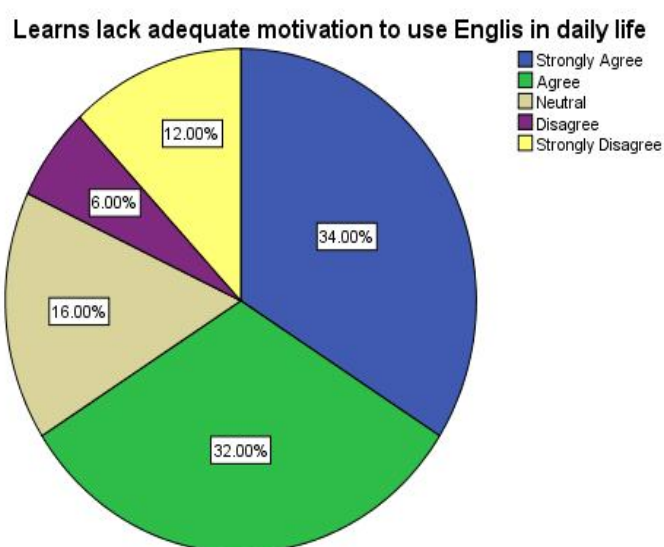
Chart (4.17) Learns lack adequate motivation to use English in daily life

- As shown in table and chart (4.17) 66% of the students assure that lack of motivation stops the students from using English in daily life, on the other hand 18% of them do not see motivation as a reason that make learners stop learning the language. 16% of the respondents choose to be neutral. If students are motivated enough, students are expected to use English freely in daily life situation. But the respondents assure that learners are not motivated enough.

| Table (4.18) Learners learn English to pass exams					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	12	24.0	24.0	24.0
	Agree	12	24.0	24.0	48.0
	Neutral	10	20.0	20.0	68.0
	Disagree	11	22.0	22.0	90.0
	Strongly Disagree	5	10.0	10.0	100.0
	Total	50	100.0	100.0	
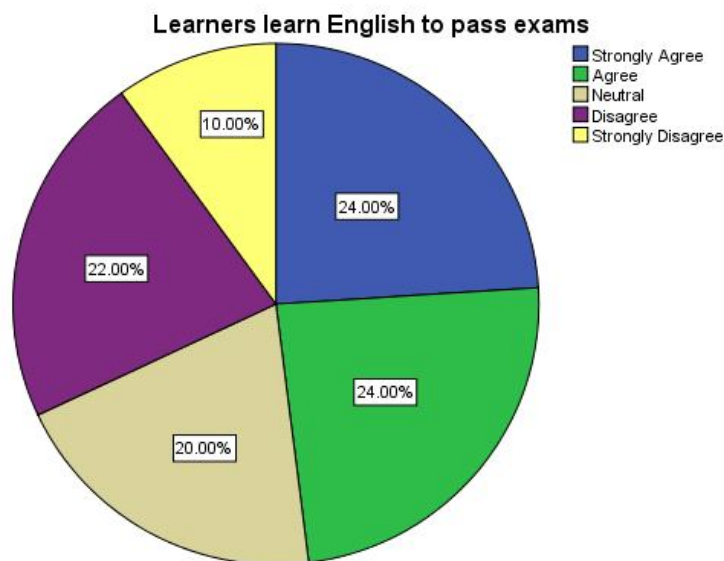
Chart (4.18) Learners learn English to pass exams

- As shown in table and chart (4.18) 48% of the students consider that learning English is to pass exams whereas 32% of them disagree. 20% of the students are neutral. Learner need to have a reason for learning language in order to do better to achieve his goal. As well teachers are expected to help learners to find the proper motives to learn language.

Table (4.19) Learners learn English to get jobs					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	14	28.0	28.0	28.0
	Agree	15	30.0	30.0	58.0
	Neutral	16	32.0	32.0	90.0
	Disagree	2	4.0	4.0	94.0
	Strongly Disagree	3	6.0	6.0	100.0
	Total	50	100.0	100.0	
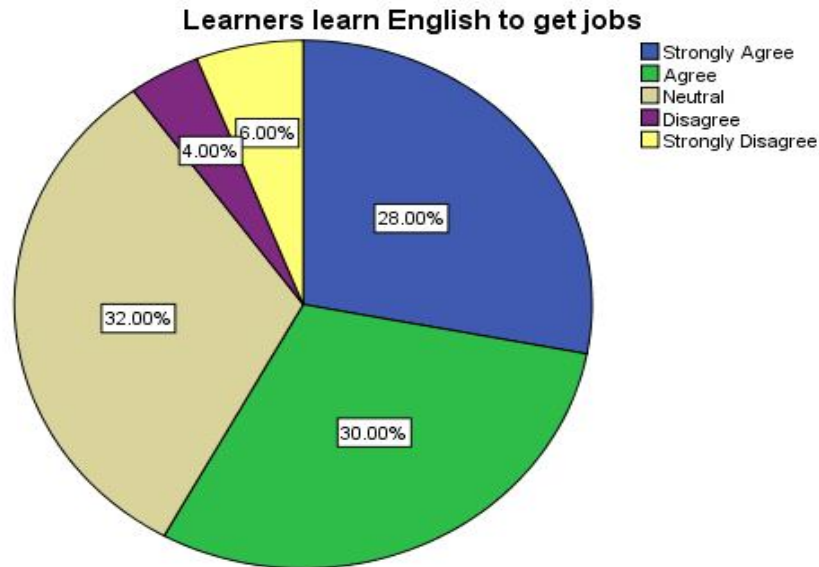
Chart (4.19) Learners learn English to get jobs

- As displayed in table and chart (4.19) 58% of the students are convinced that learners learn English to get jobs. Whereas 10% only disagree to that. The rest prefer to remain neutral. Learning to have jobs is one of the motives that make learners do their best in learning language.

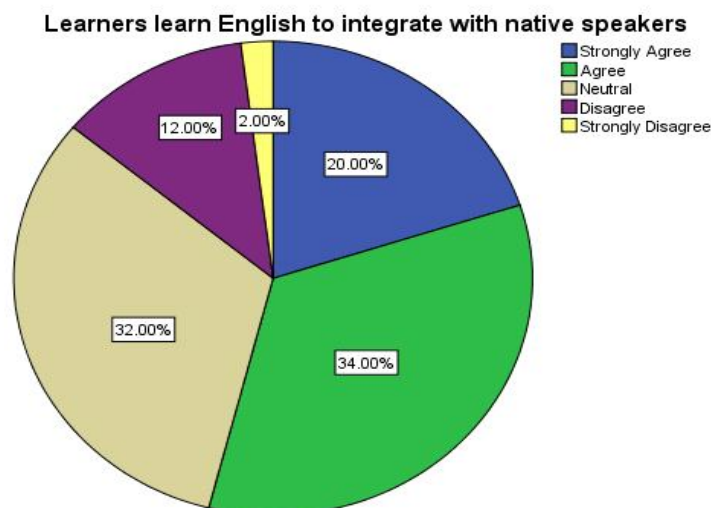| Table (4.20) Learners learn English to integrate with native speakers		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	10	20.0	20.0	20.0
	Agree	17	34.0	34.0	54.0
	Neutral	16	32.0	32.0	86.0
	Disagree	6	12.0	12.0	98.0
	Strongly Disagree	1	2.0	2.0	100.0
	Total	50	100.0	100.0	

Chart (4.20) Learners learn English to integrate with native speakers

- Table and chart (4.20) show that 54% of the students learn English to integrate with native speakers and their cultures while 14% see the opposite. Whereas 32% are neutral. When students learn English to integrate and communicate with the language native speakers and to know more about their cultures, students are interactively motivated. This kind of motivation is unconditioned to specific goals or results in order to learn language but the desire to learn it. Learners with this kind of motives, learn the language more than others.

Table (4.21) Learner's attitude affect language acquisition		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	14	28.0	28.0	28.0
	Agree	25	50.0	50.0	78.0
	Neutral	10	20.0	20.0	98.0
	Disagree	1	2.0	2.0	100.0
	Total	50	100.0	100.0	

67
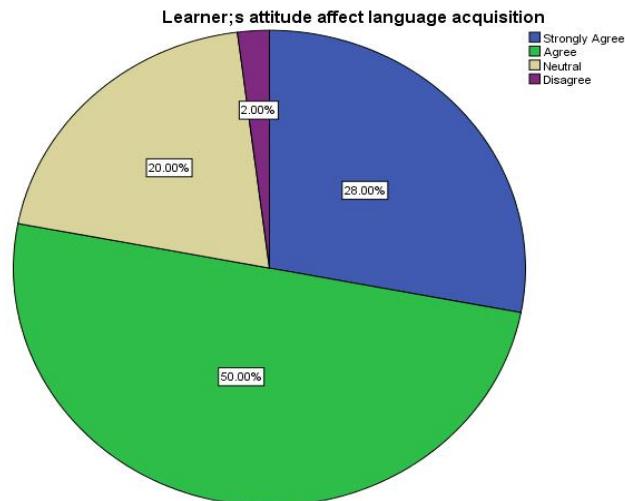
Chart (4.21) Learner's attitude affects language acquisition

- As shown in table and chart (4.21) 78% of the students believe that learner's attitude affect his/her language acquisition only 2% feel the opposite. Whereas 20% are neutral. So the learner's positive or negative attitudes towards the language affect its learning. Learner's negative attitudes hinder him/her language acquisition.

Table (4.22) Students attitude towards learning English is negative		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	11	22.0	22.0	22.0
	Agree	14	28.0	28.0	50.0
	Neutral	23	46.0	46.0	96.0
	Strongly Disagree	2	4.0	4.0	100.0
	Total	50	100.0	100.0	
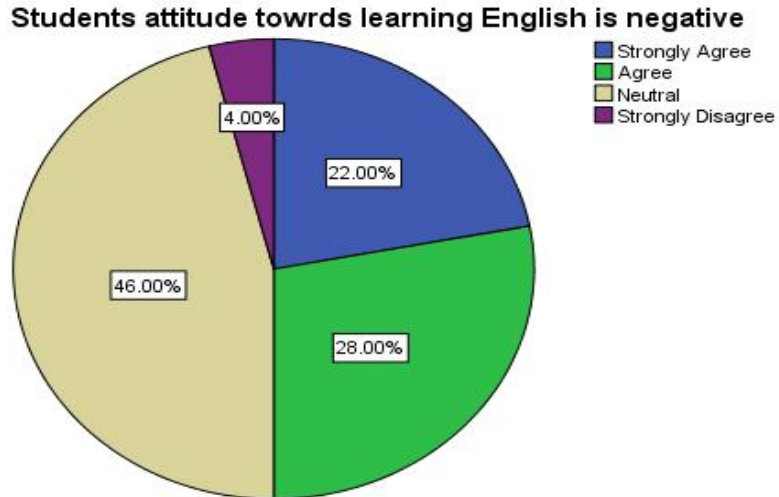
Chart (4.22) Students attitude towards learning English is negative

- As shown in table and chart (4.22) 50% of the students admit that learners have a negative attitude towards learning English. Only 4% opposing them while 46% decide to be neutral. If the students have negative attitudes towards language, students can not learn it in the same way as students with positive attitudes.

		Frequency	Percent	Valid Percent	Cumulative Percent
Table (4.23) students attitude is negative towards speaking English					
Valid	Strongly Agree	9	18.0	18.0	18.0
	Agree	21	42.0	42.0	60.0
	Neutral	13	26.0	26.0	86.0
	Disagree	5	10.0	10.0	96.0
	Strongly Disagree	2	4.0	4.0	100.0
	Total	50	100.0	100.0	

students attitude is negative towrds speaking English

Legend:
- Strongly Agree
- Agree
- Neutral
- Disagree
- Strongly Disagree

18.00%
42.00%
26.00%
10.00%
4.00%
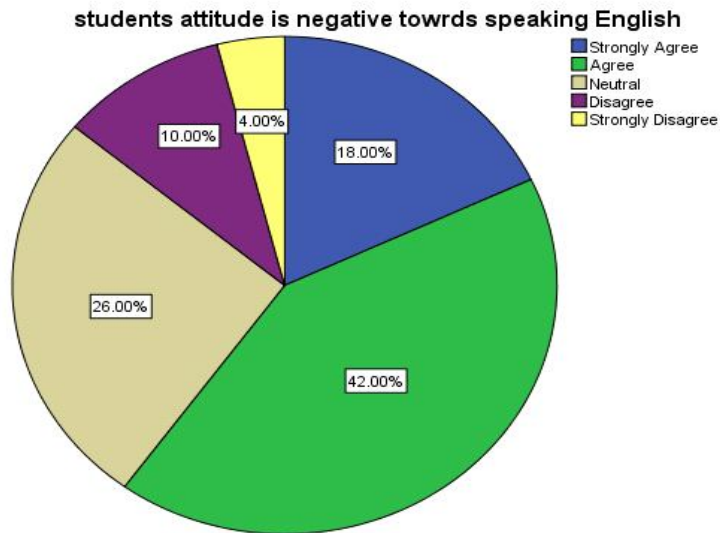
Chart (4.23) students' attitude is negative towards speaking English

- As displayed in table and chart (4.23) 60% of the students have negative attitude towards speaking English whereas 14% of them are opposing this. The rest are remaining undecided. When the students have negative attitudes towards speaking the language, it will be a hindrance to speak English.

Table (4.24) Learners lack aptitude to learn English		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	8	16.0	16.0	16.0
	Agree	19	38.0	38.0	54.0
	Neutral	22	44.0	44.0	98.0
	Strongly Disagree	1	2.0	2.0	100.0
	Total	50	100.0	100.0	
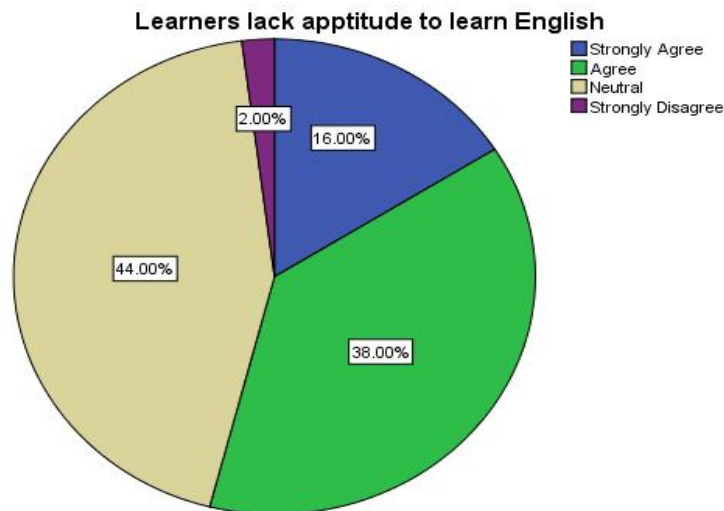
Chart (4.24) Learners lack aptitude to learn English

- Table and chart (4.24) display that 54% of the students agree that learners lack aptitude to learn English while only 2% of them do not agree with that. The rest are neutral. The lack of learners' neutral readiness to learn English constitute a hindrance to learn and speak English.

Statements verify hypothesis No. (3)

Hypothesis	Items
Learners do not have the necessary awareness of their oral communication strategies and how to use them.	25, 26, 27, 28, 29, 30

Table (4.25) Group work helps develop learners' speaking skills.					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	29	58.0	58.0	58.0
	Agree	10	20.0	20.0	78.0
	Neutral	5	10.0	10.0	88.0
	Disagree	1	2.0	2.0	90.0
	Strongly Disagree	5	10.0	10.0	100.0

71

	Total	50	100.0	100.0	

Group work helps develop learners' speaking skills.
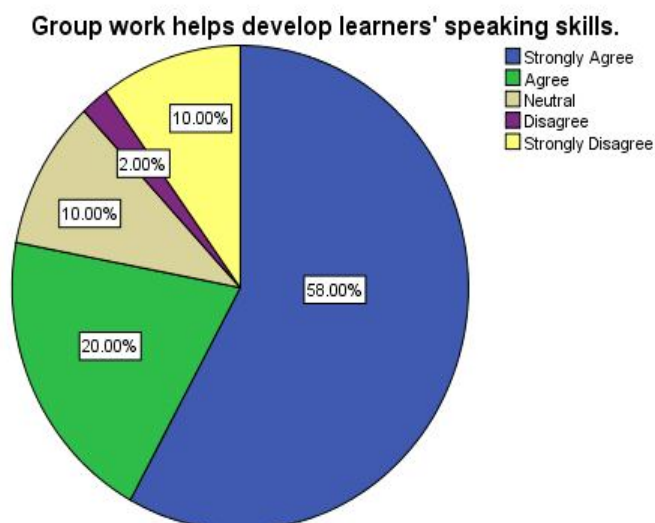
Chart (4.25) Group work helps develop learners' speaking skills.

- Table and chart (4.25) reveal that 78% of the students prefer group work to develop their speaking skills whereas 12% do not prefer that. 10% of them remain undecided. If students work in groups that help the weaker to have the same chances as other to use English, as result students are expected to develop their speaking skills.

Table (4.26) Individual work helps develop learners' speaking skills		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	10	20.0	20.0	20.0
	Agree	14	28.0	28.0	48.0
	Neutral	7	14.0	14.0	62.0
	Disagree	12	24.0	24.0	86.0
	Strongly Disagree	7	14.0	14.0	100.0
	Total	50	100.0	100.0	

Individual work helps develop learners' speaking skills
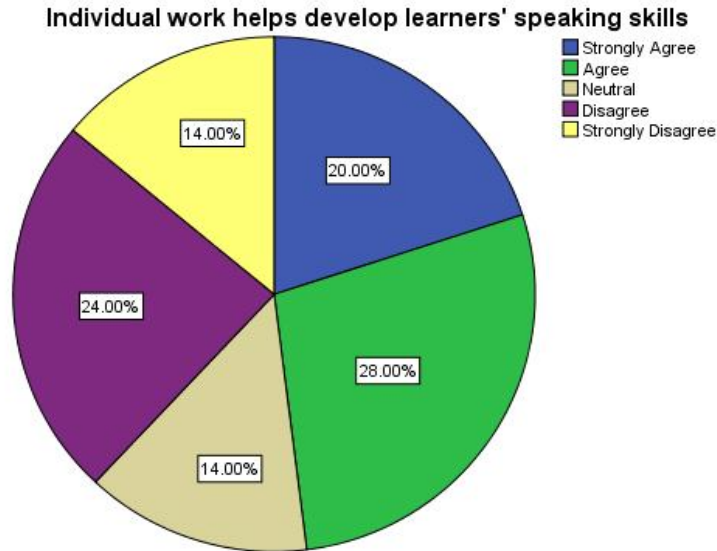
Table (4.26) Individual work helps develop learners' speaking skills

- Table and chart (4.26) show that 28% of the students believe consider individual work is good technique to develop speaking skills, while 38% do not feel that. 14% are neutral. Here the percentages of agreed and disagreed students are close which indicates that students are doubtful about working individually. Individual work is beneficial but it does not help weak learners in the same way group work does.

| Table (4.27) Teacher-learner interaction helps develop learners' speaking skills		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	19	38.0	38.0	38.0
	Agree	13	26.0	26.0	64.0
	Neutral	15	30.0	30.0	94.0
	Disagree	1	2.0	2.0	96.0
	Strongly Disagree	2	4.0	4.0	100.0
	Total	50	100.0	100.0	

Teacher-learner interaction helps develop learners' speaking skills

Legend:
- Strongly Agree
- Agree
- Neutral
- Disagree
- Strongly Disagree
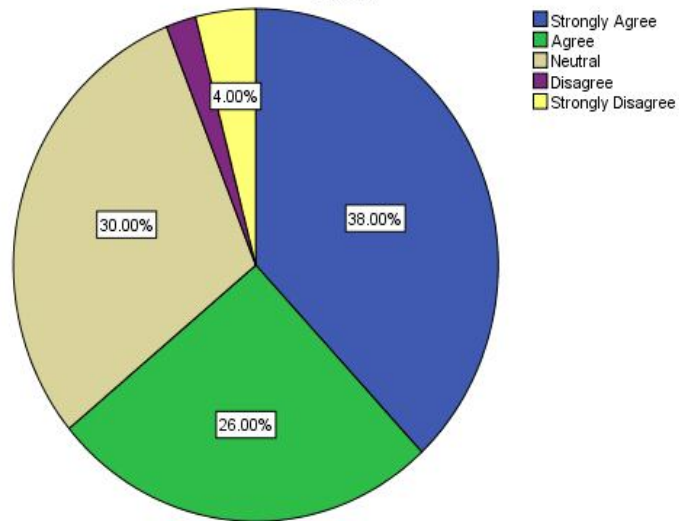
Chart (4.27) Teacher-learner interaction helps develop learners' speaking skills

- Table and chart (4.27) show that 64% of the students think that teacher – learners' interaction can help them to develop their speaking skills. Only 6% of them feel the opposite. The neutral are 30%. The majority of students agree with that they can develop their speaking skills via involving in an interaction with their teachers. Thus interaction between learners and their teachers help learners' language development.

| Table (4.28) Learner-learner interaction helps develop learners' speaking skills,					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	20	40.0	40.0	40.0
	Agree	15	30.0	30.0	70.0
	Neutral	11	22.0	22.0	92.0
	Disagree	2	4.0	4.0	96.0
	Strongly Disagree	2	4.0	4.0	100.0
	Total	50	100.0	100.0	

74

Learner-learner interaction helps develop learners' speaking skills,

Legend:
- Strongly Agree
- Agree
- Neutral
- Disagree
- Strongly Disagree

40.00%
30.00%
22.00%
4.00%

Chart (4.28) Learner-learner interaction helps develop learners' speaking skills,

- Table and chart (4.28) show that 70% of the students prefer to interact with their colleagues to develop speaking skills. Only 8% of them feel the opposite. The rest 22% remain undecided. Here the majority of the respondents believe that interaction with colleagues without teachers observing them helps develop their speaking skills. Interact within groups with colleagues and friends help learners develop their language.

Table (4.29) Extra speaking sessions help develop learners' speaking skills					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	26	52.0	52.0	52.0
	Agree	12	24.0	24.0	76.0
	Neutral	8	16.0	16.0	92.0
	Disagree	3	6.0	6.0	98.0
	Strongly Disagree	1	2.0	2.0	100.0
	Total	50	100.0	100.0	

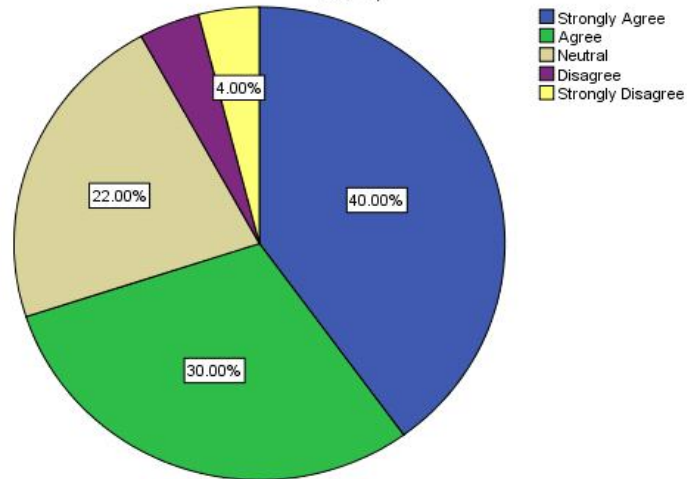extra speaking sessions help develop learners' speaking skills

- Strongly Agree
- Agree
- Neutral
- Disagree
- Strongly Disagree
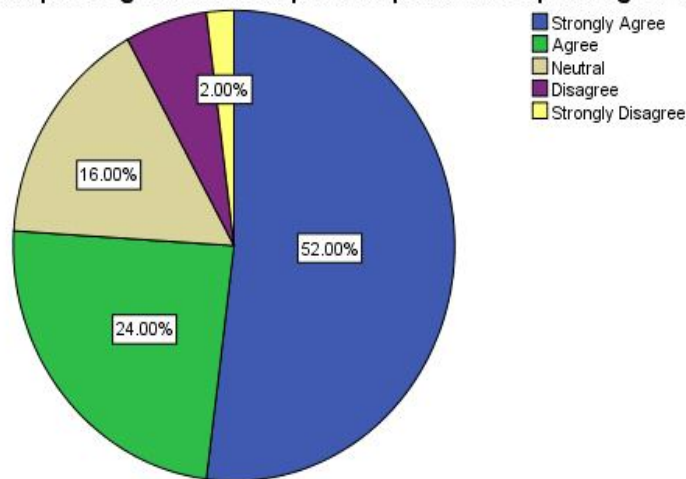
Chart (4.29) Extra speaking sessions help develop learners' speaking skills

- As displayed in table and chart (4.29) 79% of the students think to have extra speaking sessions can help develop speaking skills while 8% of them disagree with that. 10% remain neutral. Thus adding extra speaking sessions and lectures help learners develop speaking skills. As well teachers have extra time to apply and teach speaking techniques and strategies.

<table>
<tr><td colspan="6">Table (4.30) Participation in extra-curricular activities help develop learns' speaking skills</td></tr>
<tr><td></td><td></td><td>Frequency</td><td>Percent</td><td>Valid Percent</td><td>Cumulative Percent</td></tr>
<tr><td rowspan="5">Valid</td><td>Strongly Agree</td><td>33</td><td>66.0</td><td>66.0</td><td>66.0</td></tr>
<tr><td>Agree</td><td>11</td><td>22.0</td><td>22.0</td><td>88.0</td></tr>
<tr><td>Neutral</td><td>5</td><td>10.0</td><td>10.0</td><td>98.0</td></tr>
<tr><td>Disagree</td><td>1</td><td>2.0</td><td>2.0</td><td>100.0</td></tr>
<tr><td>Total</td><td>50</td><td>100.0</td><td>100.0</td><td></td></tr>
</table>
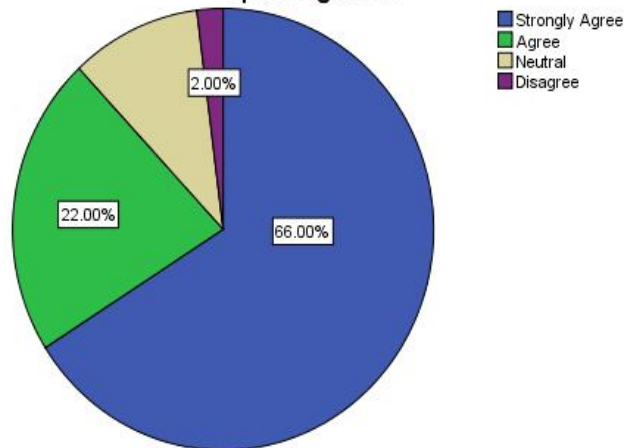
Chart (4.30) Participation in extra-curricular activities help develop learns' speaking skills

As displayed in table and chart (4.30) 88% of the students think that learner' participation in extracurricular activities helps develop learners speaking skills whereas only 2% of them are neutral. 10% of the respondents feel the opposite. If learners involved in extracurricular activities, learners will develop their language particularly speaking skills.

4.2 Verification of Hypotheses

- **Hypothesis No. (1) Learners do not use oral communication.**

This hypothesis is confirmed by the results of the study. Students confirmed that high demand for English language speaker in the work place only which confirms the suggested opinion of researcher that students do not use the language. The result show that students use English in particular courses as literature courses. In addition to that, students say that learners use English only in classrooms for educational purposes. Furthermore, students believe that if they take preparatory English courses to use the language they can use more than others.

- **Hypotheses No. (2) The difference in traits of learners affects their oral productive skill.**

The hypothesis is confirmed by the findings of the study. The results show that learners' characteristics affect their oral productive skills. Since the aim of this study is to investigate those traits and their negative effect on speaking skills, the results confirm the second hypothesis.

The results show that the students agree that learner's personality affect his/her learning. Students confirm that shy learners cannot learn and use English like others. Also, self-conscious learners as well cannot learn English as a result of their worries. In addition to that active learners learn English, unlike passive ones.

However findings of the study show that the age of learners affects language acquisition, but students do not agree totally with this assumption. In contrast to all linguists and grammarians who tested their experiments on children for their children capacity to learn easier and faster. For instance, Bloomfield who described the child's acquisition of language in five steps includes 1\babbling 2\repetition 3\relating the sight and feel of things 4\asking for things not present 5\child's speech perfected (Bloomfield 1933, 19-31). This is Bloomfield's model for how a child could learn to speak without thinking. William Dwight Whitney agreed with Bloomfield. He said" this does not seem to us any more astonishing than the exercise of the same child's capacities in other directions; in acquiring, for instance, the command of a musical instrument".(Whitney 1872, 269). This indicates that learning languages is a process in stages; it should be learnt in earlier ages.

The findings indicates that motivation affect the language acquisition. The results show that learner are not motivated enough to use English in daily life, they lack the necessary motivation to use English in life situation. That is clear in the respondents' answers to these questions. Their responds show that learners learn English for particular causes whether to pass on exam or get job.

The results also show that learners have negative attitudes towards learning the language. This negative attitudes is a result of their feeling that English is difficult to be learnt or because they do not like the teacher.

Also the findings show that learners have a negative attitude towards speaking English specifically. They think that it is difficult to be massed and used. This is negative feelings might be a result of their shyness or self-consciousness or it might be a result of their feel uncomfortable when using it.

The result also show that learners lack language aptitude which is necessary to make them accept and learn the language. Learner's aptitude is a natural readiness to learn languages. The ability to understand, comprehend and solve the structure of phrases, sentences, and provided words, and how to formulate similar ones. This is related to learner's linguistics background and practices. It could facilitate learning the language and make it difficult. Hence, the majority of students confirm that learners lack language aptitude, then it would be difficult task for them to learn and speak language.

- **Hypotheses No. (3): Learners do not have the necessary awareness of their oral communication strategies and how to use them.**

The results of the study reject this hypothesis. Students show high levels of awareness of communication strategies. They reveal that the most effective communication strategy is group work. Working in groups enables learners to practice and use language as well as it enables them to change some wrong thoughts about language and they can correct some linguistic mistakes they already have. Group work is great chance for weaker to develop their language. Also, learners show an interest about individual work. It can be a chance for each learner to practice the language individually. However, students show high levels of interest about group work as a communication strategy that helps them develop their speaking; they also feel interest to work individually in order to develop speaking skills.

The hypothesis also suggests that learner lack awareness about two other communication strategies. Teacher- learner's interaction and learner-learner's interaction as means to develop speaking skills. Regarding the first strategy teacher – learner strategy, students agree that it is effective way to develop speaking skill, but for the second method student feel more comfortable about using this method in order to develop speaking skills without teachers observing them.

The findings show that the majority of the respondents who were English language learners believe that having extra speaking sessions helps learners develop their speaking skill. Also the results show that students admit that participation in extra activities such as English clubs, forums,

language groups...etc.; which is a great opportunity to practice communication strategies and techniques mentioned above; helps learners practice and develop speaking skills.

4.3 Summary

This Chapter has presented the analysis and discussion of data gathered from the students' questionnaire. The respondents were English language learners who study English for at least 2 years as their specialty; they were from different classes and ages.

The results showed that the learners tend to use English most in work place such as classroom. The results also state that learners tend to use English without teachers observing them.

The findings assure that learners' different characteristics affect their oral practices and skills. The difference in characteristic hinders learners from developing their speaking skills. Differences such as the lack of motivation, age of learner, learner's attitudes towards learning and speaking the language acquisition negatively.

The findings show number of strategies used by learners in order to develop their speaking skills. Along with their asking for extra speaking sessions to develop their language.

Finally, the chapter puts into consideration the three hypotheses of the study to see the findings confirm or reject them. Tow hypotheses are confirmed and the third is rejected.

The results of this analysis and discussion will be used in Chapter Five to provide answers for the research questions.

Chapter Five

Conclusion and Recommendations

Chapter Five

Conclusions and Recommendations

5.0 Introduction

This chapter will draw the threads of the study together by answering the research questions and verifying the hypotheses. Data from Chapter Four will be accumulated under each question and hypotheses.

5.1 Results

The questions and hypotheses will be paired and the data that relate to them will be assembled in order to answer the questions and check the hypotheses.

5.1.1 Question One and Hypothesis One

Q1: To what extent do students use oral communication?

H1: Learners do not use oral communication.

The answer to Question One comes from the questionnaire statements 1-7. The data collected from this section summarized and presented in the first section. The data highlight the use of English language by university students. It shows that; learners:

- Use English in classroom when teachers are not there,

- Use English in particular courses such as literature courses more than other courses,

- Learners rarely use English in informal situations,

- Learners with a preparatory language courses use the language more than others,

So, the first question is answered and the first hypothesis is accepted.

5.1.2 Question Two and Hypothesis Two

Q2: To what extent do learners' differences in traits affect their oral productive skill?

H2: The difference in traits of learners affects their productive skill.

The answer to question two and the evidence for hypothesis two come from the second section of the questionnaire; the statements 8 to 24. This data from this section revealed the following:

- Learner's personality affects his/her acquisition,

- Shy learners can not learn English as well as others,

- As well self-conscious learners can not learn English,

- Passive learners can not learn the language the language,

- Old learners can not speak English as young learners,

- Young learners acquire a genuine native accent,

- Learners lack the adequate motivation to use English in daily life. They believe they should learn the language to pass exam or to get job,

- Learners have negative attitude towards learning and speaking English.

So, the second question is answered and hypothesis two is verified.

5.1.3 Question Three and Hypothesis Three

Q3: How far are students aware of communication strategies and their use?

H3: Learners do not have the necessary awareness of their oral communication strategies and how to use them.

The answer to question three and evidence of hypothesis three comes from the third section of the questionnaire, the statements from 25-30. Data from this section revealed the following:

- Group work helps learners develop their speaking skills,

- Learner - learner interaction helps them develop their speaking skills. Also, teacher - learner is preferable,

- To have extra speaking sessions help develop learners' speaking skills,

- Participation in extra – curricular activities helps learners to develop their speaking skills.

So, the third question is answered and the third hypothesis is rejected.

In sum, two hypotheses are confirmed and the third is rejected. First, the findings confirm that the learners do not use oral communication in non educational environments. Second, the findings confirm that the difference in traits of learners affects their oral productive skill. Third, the results reject hypothesis number three that learner do not have the

necessary awareness of communication strategies and how to use these strategies.

5.2 Recommendations

Based on the above, the researcher offers the following recommendations:

- Universities should adopt pre-session courses as a remedy for rising students low levels,

- Universities should increase teacher - learner and learner - learner contact hours,

- Universities should adopt monthly forums, clubs, or lectures to enhance learners to use English,

- Teacher are recommended to consider the following:

  - Teachers should use group work,

  - Teacher should teach their students the rules of discussions in group work,

  - Teachers should motivate their student to participate more; using the language,

  - Teachers should learn some ways of developing friendly atmosphere in their classes to make shy and self-conscious students participate in the teaching process,

  - Teachers should change their students' negative attitudes towards using English,

- Teachers should use and establish a competitive atmosphere in their classes in order to change their students' negative attitudes towards speaking the language.

5.3 Suggestions for further research

Throughout this study, the research has noticed that the following areas need to be researched:

- Motivation is one of the necessary factors of learning a foreign language. Further studies to investigate learners' instrumental and integrative motivation separately are recommended,

- Since it is important that teachers should motivate their students to learn and use English, then it is recommended that more studies on the ways of raising students self-stem and motivation.

- Since, learners' aptitude affects his/her language acquisition; further studies are needed to investigate learners' natural readiness to learn language.

- Future studies on the best ways to teach the methods and strategies for using oral communication for university students.

5.4 Summary

This chapter presented the conclusions and recommendations of the study. The conclusions provided answers to the research questions and verified the hypotheses. Also recommendations were offered and suggestions for further research were proposed.

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Appendixes

Sudan University of Science and Technology
College of Graduate Studies
M.A in English

Dear Student:

This questionnaire is intended to collect data for an M.A thesis. The aim of this study is to investigate **The Impact of English language Learner's Traits' on Oral Communication Skills** among English major university students. The information provided will remain confidential and will be used only for the intended research purposes.

The questionnaire based on five- point scale:

Strongly agree- agree- neutral- disagree- strongly disagree.

You are kindly requested to tick (√) the response which better suit your own option.

Class: [   ]

Age: [   ]

Thank you for your help

Raghda Khalid Alhaj

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Phone: 0127551612

no	Items	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
1.	The number of English language users is high in required environment (schools, universities, jobs… etc).					
2.	Learners always prefer to use the language inside classrooms.					
3.	Learners use the language when there is no teacher.					
4.	Learners use English language in particular courses such as linguistics.					
5.	Learners use English language in particular courses such as literature.					
6.	Learners rarely use English language in non-educational environments (at home, with friends…etc).					
7.	Learners with preparatory English language courses learn the language better than others.					
8.	Learners' personality affects the language acquisition.					
9.	Shy learners can not learn English language adequately to others.					
10.	Self- conscious learners can not learn English language adequately to others.					
11.	Active learners learn English language better than passive learners.					
12.	Age affects the language acquisition.					
13.	Young learners learn English language better than older learners.					
14.	Young learners have a genuine native accent.					
15.	Older learners understand the grammatical rules better than younger learners do.					
16.	Motivation affects English language acquisition.					
17.	Learners are not motivated enough to learn English language.					
18.	Learners learn English language to pass examinations.					
19.	Learners learn English language to get job.					
20.	Learners learn English to integrate with native speakers (i.e. to know more about the culture, tradition, habits…etc).					
21.	Learners' attitudes affect English language acquisition.					
22.	Learners have negative attitudes towards learning English language.					
23.	Learners have negative attitudes towards speaking English.					
24.	Learners do not have the natural readiness to learn English language.					

25.	Group work helps learners develop their speaking skill.					
26.	Individual work helps learners develop their speaking skill.					
27.	Teacher- learner interaction helps learners develop their speaking skill.					
28.	Learner- learner interaction helps learners develop their speaking skill.					
29.	Having extra speaking lectures helps learners develop their speaking skill.					
30.	Learners' participation in different speaking activities (English clubs, forums, and lectures….etc) helps learners develop their speaking skill.					

Comments:

1-…………………………………………….

2-…………………………………………….

3-……………………………………………

Suggestions:

1-……………………………………………

2-……………………………………………

3-…………………………………………….

Thanks for your help…