



Sudan University for science & technology  
Collage of graduate studies  
Collage of language



Thesis title:

Investigating problems of teaching listening and speaking skills to  
undergraduates at Sudan university

تقصي مشكلات تدريس مهارتي الاستماع والمخاطبة لدى طلاب جامعة السودان

A case study of 2<sup>nd</sup> years students of English at SUST collage of  
language

A thesis submitted in partial fulfillment of the requirement of  
the degree of M.A in English language ( Applied Linguistics)

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## الآية

قال تعالى (وَلَا مَأْلَمٌ سَمَّا عِذَابَهُمْ لَعَنَّاهُمْ وَجَعَلْنَا قُلُوبَهُمْ قَاسٍ أَغْوَىٰ لَهُمُ الظَّالِمِينَ) (سورة البقرة الآية - 31)

صدق الله العظيم

سورة البقرة الآية - 31

Dedication

To the beloved members of my family

## Acknowledgement

All praise is due to Allah the almighty who enabled me to finish this academic task , I am gratefully indebted to dr Hillary Marino Pitia for the remarkable guidance , advice , and patience , I am thankfuly to my colleagues for lending a helping hand to me throughout the course of the achievement of this thesis.

## ABSTRACT.

A study aimed at investigating the problems of teaching listening and speaking at Sudan University. The researcher adopted a descriptive and analytical method and used an English language teacher, questionnaire as a tool. The population and sampling of the study comprised 30 teachers of English who were drawn exclusively from Colleges of Languages and Education, Sudan University of Science and Technology. The study came up with the following results: having positive attitudes help the students in mastering speaking and listening skills, and the time assigned for teaching listening and speaking, is insufficient. The researcher recommended that: the university should pay more attention to the listening and speaking skills and. Listening and speaking skills should be given sufficient time in the university syllabus which enables the teachers to develop their learner's skills. The researcher conducted an interview with participants to some recommended suggestions for further studies.

## المستخلص

هدف هذه الدراسة الى تفصي مشكلات تدريس مهارتي الاستماع والمخاطبة لدى طلاب جامعة السودان كما استخدم الباحث المنهج الوصفي التحليلي الاحصائي لتحليل النتائج , تم جمع المعلومات من ثلاثين أستاذًا للغة الإنجليزية الذين تم اختيارهم من كليتي اللغات والتربية بجامعة السودان للعلوم والتكنولوجيا باستخدام وسيلة الاستبيان كوسيلة لجمع المعلومات , من اهم النتائج التي توصلت اليها هذه الدراسة ان : المواقف الإيجابية للطلاب تجاه اللغة الإنجليزية يساعدهم على تحسين مهارتي الاستماع والمخاطبة وأيضا الوقت المخصص لتدريس مهارتي الاستماع والمخاطبة غير كاف , توصي الدراسة بالاتي : يجب على الجامعات ان تولي اهتمام كبيرا لمهارتي الاستماع والمخاطبة في اقسام اللغة الإنجليزية , ويجب ان تخصص الوقت الكافي لتدريس مهارتي الاستماع والمخاطبة حتى يتمكن أستاذ اللغة الإنجليزية من تطوير مهارات طلابهم , أشار الباحث الى توصيات ومقترحات لدراسات لاحقة.

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# CHAPTER ONE

## Introduction

## CHAPTER ONE

### -Introduction.

#### 0. Overview

As a teacher Of .English Language, I recognized that teachers face a lot of . One of them is class crowded, when a<sup>?</sup> ass.is full with students. Or more than it takes, this typically cause them disturbance and distraction which is not helpful -to them. Another reason is that, there is no English. Lab that help learners to improve both, listening and speaking skills. Also', the university syllabus doesn't; cover the areas where the problems occurred. Moreover , the level of the students.is different, some students are better than others, furthermore, the environment has something to do with this so, the learners have a chance to practice their language inside the class Language, for instance , most of Sudanese, students don't like English Language because , is difficult, besides of .that it's a forei.gn language.. Also, we can't forget student's motivation so, if the students have strong desire to learn the Language this would be positive. Sometimes some students feel shy, when they speak in front of. Their class mates, or confused because all eyes are focused on them.

Listening and speaking are the key elements of language learning. Most language 'learners, consider, the ability to listen and speak as crucial to language learning .in order to communicate effectively.(River,1981) problems .in communication may arise when the speaker lacks listening and speaking skills.

similarly, Wanthnasut (2008) found that students were afraid of making stakes while speaking English, and did not dare speak English with :hers, as were too misunderstood. Also, Sirilukkanan (2007) in which :he found that nursing students valued speaking, and listening the most, -however, the ability of

nurses, s speaking seemed to be the weakest point, especially when to deal with foreign, patients. According to Toolsiri (2005) students are good at grammar, but when they have to speak English, they fail to utter the language correctly.

Chonprakay (2009) showed that listening comprehension was Still a big problem for the students.

### **1.1 Statement of the Study Problem:**

As a teacher of English who has working for two years, I have noticed that teachers face many problems in -teaching listening' and speaking skills to undergraduates. Therefore the researcher wants to investigate this problem, so as to help them to improve their language skills.

### **2- 1 Objectives of the Study:**

This study sets out to achieve the following objectives:

- 1/ To investigate The problems face teachers in teaching listening and speaking skills.
- 2/ To the main causes of these problems.
- 3/ To find solutions and suggestions for these problems.

### **3-1 Questions of the Study:**

This study sets out to answer the following questions:

Actively This study encourages universities and schools to provide mining programs for teachers to improve their skills and methods.

furthermore it encourages university., or school syllabus to cover the areas where these problems occurred.

### **4-1 Methodology of the Study:**

The researcher will use:

Descriptive analytic method, beside of that, the researcher design a questionnaire to Collect data.

### **5-1 Limits of the Study:**

This study is limited to investigate problems facing teaching listening and speaking skills to undergraduates at the college of languages, 2nd year students majoring in English. This study will be conducted in the academic year 2017, 2018 .

# CHAPTER TWO

Literature Review and  
Previous Studies

## **CHAPTER-TWO**

### **Literature Review and Previous Studies**

#### **2.0 Introduction**

This chapter presents literature review and previous studies. The focus of this research is English listening and speaking and common problems with listening and speaking experienced by second-year students at faculty of languages. This research provides definitions of both, listening, and speaking skills, as well as establishes the role of listening and speaking skills. The last part of this chapter deals with studies, related to English listening and speaking problems experienced by EFL learners.

#### **2-1 the Role of Listening among EFL Students,**

Whether someone is listening to a speaker or not, if the listeners do not pay attention or are not ready to listen, and consequently listening failure occurs. Poor listening skills can create serious problems for students. For example, it results in missed opportunities. Grant (1987) pointed out that listening is important for many reasons: First, without listening skills, communication can break down. It is easy to communicate if we understand spoken language after listening. Second, listening is important because it enables students to learn the language more easily. For example, after hearing words, students will be able to pronounce the words, as well as sentences or even intonation patterns. Students need to hear the language they are able to produce successfully.

According to Nuan and Miller (1995) there are four factors of listening skills for EFL. First, listening is vital in the language, class room and also provides input for learners. Learning cannot begin without a correct understanding of level-appropriate input. Second, spoken language provides a means of interaction for the learners. Learners must cooperate to achieve understanding and

also have, access to native speakers, furthermore, the failure of the learner to understand may be seen as, a - motivating factor in of interaction and learning rather than a barrier. Third, authentic spoken language presents a challenge for the learner as they must comprehend language as actually used by native speakers. Finally, teachers can use listening exercises to introduce students to new forms of vocabulary, grammar and language interaction patterns. It can be concluded that listening skills are crucial to language learning and help language learners to comprehend spoken language. Therefore, listening is critical means of acquiring a second language and, language performance skills.

## **2.2 The Role of Speaking Skills among EFL Students**

Speaking is one of the important skills in English language learning, and a fundamental part of human communication. In non-English speaking countries, learning English as a foreign language is an integrated process in which the learner may not ignore one or more of the four basic skills: listening, speaking, reading, and writing. However, some students still lack the four basic skills, especially speaking. It may be because English is hard to understand, and they are too afraid of making mistakes

To practice with confidence. In terms of international relations, the ability to speak English is very important, as it enables non-native speakers to participate at an international level. At this level, speaking skills are measured in terms of the ability to carry out a conversation successfully, so to believe that speaking abilities can improve their levels of professional success.

## **2.3 Teaching of Listening Skill**

### **Listening as Comprehension**

Listening as comprehension is the traditional way of thinking about the nature of listening. In most methodology manuals listening and listening comprehension are synonymous. This

view of listening is based on 'the assumption "that the main function of listening in second language learning is to facilitate the understanding of spoken discourse. This latter law of listening considers how 'listening input facilitates the fruitier-development pf second language proficiency.

### Characteristics of Spoken Discourse

In order to understand the nature of listening processes, we need. to consider some of the characteristics of spoken discourse and the special problems 'it faces to the listeners, spoken discourse has very different characteristics from the written one and these differences' can add a number of dimensions to our understanding of how we process speech. For example spoken discourse is usually instaneous 'there is often no chance to, listen -to it again! Up like of written discourse, spoken discourse is' usually an .unplanned and often reflects, the processes oft constructions - such' as hesitation, reduced forms 'fillers and repeats. The 'unit of written discourse is sentence 'spoken language' is delivered, one clause, and longer utterances in conversation. Spoken texts may be spoken with many different - accents, front standard to non-standard to regional,, and so on.

Understanding spoken discourse 'bottom -up and top-down processing.

two different kinds, of processes are involved in understanding spoken discourse. These are often referred ,to as bottom-up and top-down, processing; bottom-up processing refers to using the incoming input as :ire the, message. Comprehension-is viewed ,as a process of decoding

linking listening task'to speaking .tasks in .the way we described above, opportunities can be provided for students to notice how language V used indifferent communicative contexts, and then practice using some, rf the language .that occurred in tire listening texts.

## 2-4 The Teaching of Speaking Skills

The mastery of speaking skill in English is a priority for many, second or foreign language learners. Learners consequently often evaluate their success in language learning as well as the effectiveness of their English, course on 'the basis of how they feel they have improved in their spoken language proficiency.

Oral skills have hardly been neglected, in EFL-ESL Course (witness 'the huge number of conversation and other speaking course book in the free market). Though, how best to approach the teaching of oral skill has longer been the focus of methodological debate. Teachers and textbooks make use of a variety of approaches, ranging from direct. Approaches focusing on specific features of oral interaction (e.g. turn-taking, topic management, and questioning strategies) to indirect approaches which create conditions for oral interaction through group work and other strategies (Richards 1999)

Advances in discourse analysis, conversational analysis, and corpus analysis in recent years have revealed deal about the nature of spoken discourse and how it differs from written discourse. (McCarthy and Carter 1997) These differences reflect the purposes for which Spoken and written language are used. (1996,12) comments: and listening we tend to be getting something done, exploring ideas, working out some aspect of the world, or simply being together. in written we may be creating a record, committing events or moments to paper

### Conversational Routines

Consider the following routines. Where might they occur? What functions would be with those situations?

This one's on me.

I don't believe a word of it.

I don't get the point.

You look great today.

As I was saying .

Nearly time .Got everything.

I'll be making a move then.

### **Styles of Speaking**

An important dimension ,of conversation is using a style of speaking that'" is appropriate to particular circumstances.

Different styles of .speaking

reflect the role, age, sex, and status of participants, in interactions and reflect expression of politeness. Consider the various ways in which it is possible to ask someone the time, and the different social meanings that' are communicated by these differences.

Got the time- ?

I guess it must be quite late now?

What's the?

Do you have the time?

Can I bother you for the time?

You wouldn't have he time would you?

### **The; listening problems of English as foreign language (EFL) learners**

There are many causes of the problems that affect the listening skills of English learners Underwood (1989) organizing 'the major listening 'problems as follows:

The-first problem is a lack of control over the speed of speaker, fact that the .listener cannot control the speed of.the speaker, many English language learners believe that the greatest

difficulty With listening comprehension is that the listeners cannot control the speed of the speaker, it's impossible for the listeners to control the speed of speech from an uncontrolled source. For example, if the listener is listening to a radio broadcast, they cannot ask for a slower speed .

The second problem is the inability to -have 'things repeated, is something :he listener must face when exposed to uncontrolled source. Listeners are' rot always in tire position to have the speakers to repeat their speech. For example, if. they are listening to radio or watching television, they are unable to ask for repetition.

The third problem is the limited vocabulary of the listeners. This is one. of' the most significant problems with listening, when listening to speech from uncontrolled source. The listener may be distracted by word that they are unfamiliar with., a listener needs to. understand the vocabulary .in order to comprehend what they are listeners to. For example, if .the listened' chooses word's which the listeners do not know, it will be difficult for' them to understand what they. Are hearing. Encountering unknown words may cause listeners to. stop and think about meaning of the word and miss time next part of. The speech.

A failure to 'recognize signals is the fourth problem of listening. These signals can make tire listener confused about what they are hearing. For examples, if we are giving directions, we need to use sequencing words to put our-information in order by .'Using words like -first, second-, and third. If the. listeners do not know these signals, it will he difficult for them to follow directions;. These signals indicate that the speaker is 'moving from one place .to another, giving' examples or repeating a point. Tire listener may notice some- markers like ', 'secondly. Then" or create, to the body language, gestures Or changes in the speaker's intonation.

The fifth problem' is interpretation.', This problem-is found with listener's, who lack requisite background knowledge to

understand the content of what they are hearing. An example of this is if Thai students, who are familiar with the context of snow, hear the sentence 'the snow was so bad that.

There was no 'body in the school.' This might be difficult for Thai students to interpret correctly if they have never experienced snow. Another words communication is easier if the listener has some relevant knowledge.

The sixth, listening problem is the ability to concentrate and the Concentration level of the listener. Even the shortest break in attention can - lead to students 'becoming bored. For example. If the students are listening to something 'from a poor and unsuitable machine. 'It can make ' listening hard and boring for them. It can be difficult for the listener to focus when listening to a foreign language. Learners feel that listening is very tiring even if they are interested, since it requires a strong effort to follow the meaning. The final problem is established language habits, or learning behavior 'that the learner has picked up from their teachers! As a teacher wants their students to understand everything they hear, they may repeat words slowly and carefully. This can make students worry if they fail to understand particular word or phrase. For example, if a teacher' requires students to listen to something and do an' exercise, the 'students feel that if they do not understand every word they are not' confident they., can complete the task successfully. It can be concluded that the process -of learning listening skills is very complex. The background 'knowledge and ' the skills of .listeners must be all utilized simultaneously. However, our processing space is limited. Before he can understand what have heard.

The Speech -is over, and what is worse, we cannot always .ask for., repetition. Students-, must comprehend the -text as they listen to it 'retain the information in their memory.

Additionally, Chonprakay ,(2009) investigated the listening problems of The undergraduate students 'and found-that listening was a serious and widespread problem. It can be seen from this study that in order to 'be an

effective listener, students need more practice and should try to learn from 'the media around them and the teacher should use various visual, aids to give learners more opportunity to practice their listening -to become more acquainted with the sound. ' '

### **The Speaking Problems of English. as Foreign. Language (EFL) learners;**

In terms' of ,related ' ,problems 'to anxiety. Studies have found that anxiety about speaking .English have been identified in many other countries. Xiuqin (2006) interviewed Chinese students, identified and summarized tire causes of their anxiety about speaking as follows: the first problem' was related 'to a lack of proficiency in English. The second was the fear of being making mistakes and being subject to be stupid, and .the third was related 'to the large class size, followed by an unwilling to take risks,. Then a low tolerance- of ambiguity, and 'finally the competitive nature of the classroom.

A lack of proficiency in English inhabits effective language learning. It is sometimes difficult for students to understand the-teacher, arid, as a result they are unable to effectively answer questions. Some students want to ask the 'teacher to repeat themselves, but they fear other, students -would think that their English is poor. This type of students remains silent and avoids eye contact to indicate that they do not understand and allow the teacher to make the assumption that they are not ready to answer questions.

The second main cause of anxiety is the fear of making mistakes, and being subject to the derision .of their peers if they are confident in their ability to speak English. In the classroom students may be frightened when they speak English in front' of

the classroom. They may be afraid of making mistakes or receiving negative 'evaluation from their peers ,and teachers. The fear' of making mistakes and being laughed at by their peers prevent student's from allowing themselves 'to practice speaking in the classroom.

The third cause of anxiety is-large class sizes. The size of a class affects environment of a class. A large class size can also make nervous -Indents more anxious, especially if they have to address the entire class ;Or example some students losing face in a class is unbearable. In, a large class some Students may avoid speaking activities in order to speak 'in front of large group. However, this problem cannot be easily solved in- schools and universities at the present time. Student's anxiety can be 'decreased, by 'making the class atmosphere more relaxed and the content more enjoyable

The fourth cause' is concerned With students who are unwilling to\* take risks and -limit their own opportunities to speak English. An unwillingness to take risks blocks Students opportunity to explore English if students are willing to take risks when Speaking, they gain exposure to the target language and increase their language' production. However, they are not willing to take risks they may undermine' their ability 'to effectively deal with their problem with speaking. These students fear that they will make fool themselves by taking risks and think that the best way to avoid seeming foolish is to keep silent and to not join discussion The fifth cause is ÷ low tolerance of ambiguity which is-problematic for some students and may lead to misunderstanding the language. Students require clear explanation of the -rules in order to in classroom activities if there any vagueness in the teacher's instructions the students experience anxiety and discomfort .

The final cause is related to tire competitive nature of .the classroom which leads the students to compare themselves to others. Some students ÷ consciously or unconsciously compete

with each other and this can also increase their level of anxiety and frustration'. If students are n't sure that they can answer correctly, they will keep silent to avoid losing face. Their self-consciousness prevents them from participating actively in classroom activities.

### **Definitions of listening,:**

Richard Nordiques (2017) listening is the active process of receiving and" responding to spoken (and sometimes unspoken) messages..

Listening is not merely talking, "said Poet Alice Duer Miller." You-can listen like a black wall or like a spending auditorium where every sound' come back fuller and richer.

Listening is one of the subjects studied in the field of language arts and in the discipline. of conversation analysis.

### **Examples and Observations**

Listening does, not simply mean maintaining a polite silence while you are rehearsing in your mind tire speech you are going to malce the next, time you can grasp a conversational opening.

Listening means trying to see the problem of the way the speaker sees it' , which means not sympathy, which is feeling for him, but sympathy, which experiencing with him. listening requires entering actively and imaginatively into others fellow's situation ,and trying to understand a frame of reference different from your own. This is. not always easy task.

But a good listener does not remain silent, fie asks questions. However, these questions must avoid all implications (whether in tone of voice or wording) of skepticism or challenge or' hostility.' They must clearly, be motivated by curiosity about the speaker's views.

## **Keys to Effective Listening**

.)Adapted from a brochure, and distributed in the 1980s, by the Sperry cooperation

- .1 ;Find areas of interest.
- .2 Judge content. Not delivery.
- .3 Hold your fire
- .4 Listen for ideas.
- 5 be flexible".
- .6 'Work at-listening.
- .7 Resist distractions– .
- .8 .Exercise you‘
- .9 Keep your mind open.
- .10 Anticipate, summarize, weigh the evidence, and look. Between lines. .

## **Elements and Levels of Listening**

There are four elements of good listening.1 : Anticipate -the focus perception of both visual and verbal -stimuli.

:2Hearing-the psychological act' of opening the gates to your ears

.3 'understanding-assigning meaning to the messages received.

.4 Remembering-the storing of meaningful information.

in Addition to the four elements, there are also levels of listening: Acknowledging, sympathizing, paraphrasing, and empathizing. The four levels of listening range from passive to interactive when considered separately. However, the most

effective listeners are 'able to project. All four levels at the same time. That's they demonstrating, paying attention, and making effort to understand and evaluate what is it they are hearing and they complete the process by demonstrating through 'their responses, to their level of comprehension' and interest in what the speaker is saying (Marvin Gottlieb, Managing group of process.

### **The Definition of Speaking**

Noun-

The act, utterance, or discourse of a person who speaks' .

Speaking,, literary work composed for reaction, as accident poetry, oral literature.

Adjective

.3 That speaks

.4 used in suited to or' involving speaking or talking: The speaking of a voice.

5 or relating to declamation.

.6 Giving information .as 'if by speech:

.Speaking proof of a thing.

.7 Highly expressive:

'Speaking eyes .

.8 Life like:

A speaking likeness.

### **Idioms.**

10 .not on speaking terms, not or no longer in a relationship of open, willing, or ready communication, as because of resentment or estrangement:

They had a squabble during tire holidays and now they are not on speaking 'terms. ' ,

Origin of Speaking Expand

Middle 'English word dating back to 1200-50:

Related forms Expand. ' ,

Speakingly, adverb

Speakingness, noun

None speaking, adjective

IS

Well-speaking, adjective

Speak

Speak

verb (used without object), spoke or (Archaic) speak; spoken or (Archaic) spoke; speaking.

1. to utter words or articulate sounds with the ordinary voice; talk: He was too ill to speak.
2. to communicate vocally; mention:
3. to speak to a person about various matters.
4. to converse: She spoke with him for an hour.
5. to deliver an address, discourse, etc.: to speak at a meeting.
6. to make a statement in written or printed words.
7. to communicate, signify, or disclose by any means; convey significance.
8. Phonetics. to produce sounds or audible sequences of individual or concatenated sounds of a language, especially through phonation, amplification, and resonance, and through any of a variety of articulatory processes.
9. to utter vocally and articulately: to speak words of praise.

10. to express or make known with the voice:  
to speak the truth.
11. to declare in writing or printing, or by any means of communication.
12. to make known, indicate, or reveal.
13. to use, or be able to use, in oral utterance, as a language:  
to speak French.
14. (of a computer) to express or make known (data, prompts, etc.) by means of an audio response unit

### **Verb phrases**

Speak for,

to intercede for or recommend; speak in behalf of.

to express or articulate the views of; represent.

to choose or prefer; have reserved for oneself:

This item is already spoken for.

### **Synonyms expand:**

1. Speak, converse, talk mean to make vocal sounds, usually for purposes of communication. To speak often implies conveying information and may apply to anything from an informal remark to a scholarly presentation to a formal address: to speak sharply to speak before Congress. To converse is to exchange ideas with someone by speaking: to converse with a friend. To talk is a close synonym for to speak but usually refers to less formal situations: to talk about the weather; to talk with a friend.

2. pronounce, articulate.

3. say. Disclose

### **Examples for Speaking. Expand**

## Contemporary Examples

.1 Speaking to' a local radio-station today Antonella Ramelli said the

video gives her hope. ; . . . ' .

.2 Jihadis release New Year's, Eve-video of Italian Female Hostages Jamie Dittmer, Barbie Latza Nadeue January, 2, 2015.

.3 Mona Iraqi is responsible for 25 families losing their lives. "He said speaking figuratively.

.4 Sisi is persecuting, and publicly shaming Egypt, s Gays Bell Trew December 30, 2014

.:To communicate vocally, mention:

To speak to a person about various matters.

- T To converse:

She spoke with him for an hour.

To deliver an address, discourse etc:

To speak at: a meeting . .

To-make a statement in written or printed words.

To communicate, signify, or. disclose 'by any means., convey significance . . -

.'Phonetic?.. To produce sounds 'or. audible sequences of individual or concerted sound of a .language, especially through phonation,' simplification and resonance, and through any of a variety of articulators processes. ' .

to utter vocally and articulately:

To speak words of praise.

9.To express or make known with the voice:

To speak the truth.

10 .To declare in writing or printing.' or by any means of communication.

11. To make known, indicate or reveal .

12. To be able to use in oral utterance, as a language:

To-speak French .

### **The Problems of Teaching speaking Skills as a (EFL)**

In English there are two kinds of process, receptive and productive. Receptive consists of listening and reading skills, productive- consist of speaking and. writing. All of the skills are important in communication, row the four skills are taught in .English as a foreign language (EFL). Although there are many - approaches in teaching 'speaking 'the learning process still faces many failures. There are many problem's .which influence the failure that' are Clustering 'Redundancy, Reduce forms, Performance variables. Colloquial language. Rate of delivery. Stress ' rhythm, intonation, and interaction. All of these obstacles have to observe in order to reach the success of teaching speaking skills.

#### **Internal problem**

There are several-discussions about problems that come from body of the students themselves. The problems are commonly become .obstacles .in teaching speaking skills, such as:

#### **Native language**

The native language is the most influential factor affecting a learner's' speaking. (2000) states, "if you are familiar with the sound, system-a.f the learner's' native language, you will be better able to explore student's difficulties.

By the statements it concludes that the mother language of the students will be a problem in teaching speaking skills, in this case the teacher should decide to solve this problem. Moreover,, if the linguistic aspect of -tire native, students has really

different from the target language, 'the difference of L1 and L2 is the fundamental factor that determines 'success' of a speaking class.

### 1 Age.

Generally speaking about children under the age of puberty stand an 'excellent chance of "sounding like a native" if they have -continue exposure in English. Beyond the age of puberty while adults will almost - -rely maintain a "foreign accent", there is no particular advantage attributed to age. A fifty year old can be as successful as eighteen year - old if all other factors are equal. Although Brown (2000) argues that "the younger students are better than, the older ones" . It is because in the fact every step of age has its own characteristic that sometimes has a possibility to be a problem in teaching speaking skills..

learners are often described as children, young learners, 'adolescent, young adults or- adults, (Harmer, 2007) the term, children, are generally used for learners' between 'the ages-' of 2 .to. 14. Students are generally described as young learners between the ages of 5 to 9 and very young learners are usually between 2 and 5. Adults are generally thought to be between 16 and 20 .

Brown (2000) clarifies that the children characteristic could be a problem in language teaching. Children are still in an intellectual state. Because of that, children are centered on the here and now on functional purposes of language. They have little appreciation for our adults notion of 'concreteness' and they certainly 'cannot grasp the language used to describe and explain-linguistic concepts.

-Actually children are often innovative in language forms but still have a great many inhibitions. They are extremely sensitive especially to 'peers. moreover, their egoism still being shaped, and therefore the slights of communication can be negatively

interpreted. Children are also focused on what this language can actually be. Used for here 'and now. They are less willing 'to put up with language that doesn't hold immediate that is neither authentic nor meaningful.

Adults have a wider range of life experiences to draw on, both as individual as learners as younger students do. Adults come with a lot of previous experiences which may hamper their progress, (Harmer, 2007),. Brown, (2000) also says that adults usually have acquired a self-confidence, which is not found in children. Unfortunately, adults have: weakness that often brings a problem of general self-confidence into the classroom.

### **.3 Exposure**

It is difficult to define the term (exposure). One Can actually lives in a 'foreign country for a while, but not to, take advantage of being "with people". Research seems to support the notion, that .the quality and intensity of exposure, are more .important than mere length of time brown (2000) says if .class time spent focusing on speaking demands the full attention and interests of the students then they, stand a good chance, of reaching their goals

The statements Showed 'that in terms of exposure the. Discussion will be very fuzzy. Some students, may be more interested in quality and intensity exposure the. teacher-gives is speaking class. contradictory conditions they prefer to get long time' of exposure, in reaching tire speaking class, goal. The relevance is an obstacle in teaching, so the teacher should know the condition of his or her Students in order to be able to give suitable exposure.

### **.4 Innate phonetic ability**

Often referred to as having an "ear" for the language some people manifest a phonetic-coding ability that others do not. In many cases 'if a? person has had exposure to a foreign language

as a child "knack", this is suggested whether the early language is remembered, or not. (Brown 2000) others are simply more attuned to phonetic discriminations. Some, people would believe that you either have such a knack, or you do not. Therefore if speaking seems to be naturally difficult for some students, they should not despair, with some efforts and concentration they can improve, their competence.

In other words, sometimes speaking skills often placed as a talent from an individual. The perspective is not going because many researchers, especially in education have prevented that human has a specific talent or intelligence. Here speaking skills mastery includes verbal intelligence'. 'So the teacher' should understand the fact by realizing that students have their own chance to be successful in speaking class. It will be a big problem if the teacher does not see his students in various talents.

### **.5 ,Identity and language ego**

:Yet another influence is one's, attitudes toward speaker of the target language and the extent of which the language ego identifies with those "speakers. Learners need to be reminded of the importance of positive attitudes toward the people who speak the language, but more important. Students need to become aware of and not afraid of the second Identity may be emerging within them (Brown, 2000.)

The perspective shows that the student's attitudes are very important, in speaking class. Positive attitudes will help the Students to master speaking skills better, on the contrary, by bad attitudes students will be more difficult to reach the speaking class goal. Good attitude is a power that helps students to accept speaking materials. It will be a huge trouble if the teacher does not know the importance of the identity and language ego of his students.

## **6 . Motivation and concern for good speaking**

Some learners are not particularly concerned with their speaking. While others are the extent to which learners 'intrinsic motivation worries them . toward improvement will 'be perhaps, the strongest influence of all six factors.. (Brown 20.00) says that motivation and concerned are high, and then tire necessary effort will be expended in pursuit of goals. It means that motivation is very important in teaching speaking.

The teachers do -not have other choice except to try to wake student's motivation. The problem is that tire motivation is a very complex thing. Motivation means a cluster of factors that generates the behavior and gives it, s direction.(Atkinson2000), In Atkinson point of view motivation is .a term used to describe what generates a -person and what directs his^ activity, and energy and direction are tire Centre- of motivation, furthermore, motivation is divided into intrinsic and extrinsic (Arnold,' 2000). The .problem here is what to build both intrinsic and extrinsic motivation from .the students. Moreover each student 'has his own characteristic, so it needs many strategies and approaches to make up the motivation.

Teachers can help ) earners-to perceive, or develop that .motivation by• showing other things, such as: the clarity of speech is significant -in forming their' self image and ultimately in reaching some of their higher goals,.;

### **External problem**

'(he effectiveness of teaching speaking skills does not only come from internal aspects of the students but also influenced by external factors.- the completeness understanding of problems in teaching speaking should be known by the teacher. The. factor i's an institutional, context that put English as second foreign language in a nation. The context in which tire language is learnt is still considerable relevant to kind of English-'a nation w.i-11 want and need to study, and the skills they .will heed tp acquire .

Harmer, (2007) 'there are three main kinds. Of English teaching it has been suggested that students of EFL tend to use English when travelling or to communicate with other people from whatever country living in 'the largest language community. The latter may need to learn the particular language, 'variety of that community. (Scotch English, Shouter English from England, Australian English, and Texan English), and ESOL (English for speakers of other languages) to describe both situations.

In teaching speaking English as a second language the students are ready, to access to the target language both outside and inside classroom. The students have tremendous advantage. They have an instant "laboratory" available twenty-four hours a day. Because of that it is easier to teach. English as a second language than a foreign language.

Teaching language might broadly categorize as an EFL context is clearly a greater challenge for students and teachers. Often intrinsic motivation, is a big issue since students may have difficulty in seeing the relevance of learning English. (Brown 2000) student's immediate ruse is far from their own circumstances, and classroom hours may be the only part of the day when they are exposed to English.

Moreover, speaking is a skill that needs many exercises. In EFL, the time to do exercise is limited in the classroom. When the students are out from the class, they will use their mother tongue. From the fact, the teacher should choose the most suitable methods in teaching speaking skills. Therefore, the language that the teacher presents, model, elicit, and treat takes on great importance.

### **The problems of Teaching Listening Skills as (EFL)**

Courses of listening skills have a prominent place in, language programs around the world today. English as international language have given priority to find more effective ways to teach English therefore, timely to review what, our current

assumptions, and. practices are concerning the' teaching of these crucial language skills.

The teaching of listening has attracted a greater level of interest an recent years than it did in tire ,past. Earlier. views of listening saw it as .the - mastery of discrete skills on micro -skills such as recognizing reduced forms of' words, recognizing cohesive devices in texts', and identifying . key words in a text, and that these skills should form the focus of .. teaching. But' as we know, there are some reasons of teaching listening skills as the following:

Tire level student's exposure to English. Students are typically different in their understanding, for example you may find some students receive the information' rom their teachers very quickly and more easily, while the others understand slowly,, so student's are not the same. And this makes the teacher confused to follow, a certain strategy or method, in teaching' stunning skills inside the class

Larger classes. This is one of the most ,important; problem of teaching listening, skills, for example, if a class is larger taking a big amount of' , students oh hill crowded, it is naturally cause them contusion and distraction to the learners, which affect on their listening skills.

### **5 Lack of strategy**

Some teachers fail to find certain strategies and methods in teaching listening skills; they do not know what kind of ways or techniques to follow, so as to make i-t easier for their students. Or how to set up an activities, and exercises related to the listening skills among their' learners. Teachers need to understand that students, when hearing, a recoding in .class, are unable 'to get non verbal clues or Pick up the. sounds or., catch the meaning. Therefore,, when planning a listening activity that ihclud.es a recording a teacher could explain the situation in the

recording and have students predict what the dialogue might be, before they listen to it.

#### .4 Teacher, slack of qualification in English.

A lack of qualifications in English inhibits effective language learning, it is sometimes difficult for the students to understand the teacher. And as a result they are unable to answer questions, some students want to ask the teacher to repeat themselves, but they fear that other students would think that their English is poor.

#### .5 The ambiguous performance of the teacher.

The ambiguous performance of the teacher could be a problem of teaching listening skills. Students require clear explanations of the activity, or the rules in order to effectively engage in classroom activities.

If there is any vagueness in the teacher's instructions. The students may experience anxiety and ambiguity

### **Previous Studies related to. The Recent Topics:**

These studies have been conducted in order to investigate the factors which affect English listening and speaking skills. They identified several factors which have a negative impact on student's listening and speaking skills.

Xiuqin (2006) conducted a study to investigate anxiety regarding the English skills of 38 students at Yasian University in China, and questionnaire was used, to collect data. The findings showed that students were suffering from anxiety in the class room: The students reported that the main barrier to their progress in Speaking English was anxiety. Muangmood (2005) conducted a study entitled, "Factors Affecting Entering Students". Ability to speak English at Rajamangala University of Technology Suvarnabhumi Phranakhon Si Ayutthaya. 50 students participated in this study. The instrument used in this

study was questionnaire, the interview and the recording. The findings showed that only 2% had an excellent speaking ability. The result of the study indicates that most of the students had a weakness in spoken English, despite the fact that they had received good grades in English from their previous schools. Moreover, the results also revealed, the lack of, the sufficient learning activities outside class's to develop their English language ability.

Tuliah (2008) conducted a study to explore the factors that contribute to the problems encountered in English listening comprehension. The subject was 149 first-year English major students Bahir Da University, in Ethiopia, and questionnaire was used to collect data reported that the most difficulties in listening were due to a speaker's pronunciation and the speed of the utterance. Furthermore, the poor quality material used in the classroom had a negative impact on the learner's.

Onkao (2009) conducted a study to survey the factors that had a negative impact on the spoken English of employees at Stars Microelectronics Company. Questionnaire was used as instrument in this study. This study was conducted with 102 employees and it was found that factors such as learning conditions, motivators, attitudes and the quality of English teacher- did not cause problems for them. On the other hand, English exposure was a problem for employees when they didn't focus on the English they needed in their daily lives. They reported that they only listened to English songs. As a result, they had less exposure to English and always had problems with their spoken English. In order to solve these problems, the students suggested that the company should provide them the type of English they needed in their daily lives. This course, with a focus on practical English, may help them to improve their spoken English.

Tanveer (2007) investigated the factors that cause language anxiety for ESL and EFL learners. The participants were 20 students and qualitative semi-structured interviews, focus-group discussion techniques, and questionnaires were used to investigate the issue. The findings indicate that students felt anxious while speaking English in front of others. They expressed that they felt 'stupid' if they could not speak English well and found by other students try to 'skip the situation. The factors that created high levels of anxiety. In the class room including evaluation by the teachers. Peers, and the learner's level of self-esteem regarding their 'second language skills. They also reported they become more anxious when they received an error correction. The students, express difficulties with aspects of English including grammar. Pronunciation, the word class system, and modal verbs.

Furthermore, a lack of sufficient input and opportunities to practice speaking in a social context. Were the major causes of their problems with spoken English.

Thanakorn (2007) conducted a study entitled "English Speaking Problems of staff members at SME Bank". The participants of this study, were 100 employees of SME Bank. The questionnaire was used as instrument to collect data. The findings showed that the most frequent English speaking problems among the staff was a lack of opportunity to practice speaking English. These employees had problems with producing grammatically correct English sentences. They had a limited vocabulary, so had to pause to think about the meaning of unknown words while speaking. A lack of knowledge on technical tenses was another problem as well as difficulty, with using the 'correct tenses.

Wanchid (2003) investigated the attitudes of 30 Thai staff toward speaking English at work. This study also examined the problems faced, by the staff in three situations: in meetings, in face to face conversations, and while making presentations.

Questionnaire was used to collect data. The results indicate that the Staff seemed, to have positive attitudes towards the importance of speaking, English in order to communicate effectively in their work place, as they were motivated by the prospect of advancement or future employment opportunities. In Conclusion, it could be argued that instrumental motivation was more influential than integrative motivation. The problems that the staff reported with their speech included limited vocabulary, grammar errors, embarrassment, low self confidence, and fear of making mistakes. The staff considered those to be their main problems, while poor pronunciation and peer accent were considered to be 'minor' problems, and lack of excitement was the least significant

Wathanasut (2008)- conducted a study to investigate the problems with English experienced by Mattayom Suksa at Phosai Pittayalcarn School. The study was also a survey of the level of severity of the

problems that students had with spoken English. The subjects of the study, were 267 students and, a questionnaire was used as instrument in this study. The findings showed that in general, the problems that the 'Students had' were judged to be at a minor level. The most serious problems that students reported, were a lack of confidence and fear of making mistakes while speaking English. Another significant problem was the inability of students to form correct sentences.

# chapter three

Methodology of the Study

## **chapter three**

### **Methodology of the Study**

#### 3.0 Introduction

This chapter is designed to describe the methodology used to end out the problems of teaching listening and speaking skills to undergraduates.

The researcher adopted the descriptive analytical method. This chapter includes: method, the population of the study, sample of study, the tool of the study, the validity of the study, and reliability of the study- . .

#### 1'.3Method

This chapter presents the methodology used to conduct this study, it describes the tool used for data collection, questionnaires have distributed to the teachers of English Language.

#### 3.2 Population and Sampling of the Study

The population used in this study is dawn from some teachers of English at Sudan university of Science and Technology . . . .

#### 3.3 Sample of the Study

Questionnaires have been distributed to a sample of teachers of English about thirty teachers from SuST respectively, were selected randomly to . . . .

elicit their information which is relevant to the research topic.

#### 3.4 Validity of the Study Tools . . . .

Validity is the most important in the evaluation of the research results. To guarantee the validity and reliability of questionnaire, it is always viewed by three judges who are university academic staff with a long experience in this field.

#### 3.5 Reliability of the Study

Reliability refers to whether the instrument (too) can produce the same or very similar results, if it is conducted again under the same condition. The questionnaire calculated by a computer program called (SPSS) Statistic Package for Social science Scale

# Chapter Four

Data analysis , result ,and discussion

# DATA ANALYSIS

## **Introduction**

This chapter is devoted to the analysis, evaluation, and interpretation of the data collected through the questionnaire which was given to 30 respondents who represent the teachers' community in Sudanese secondary schools

## **The Responses to the Questionnaire**

The responses to the questionnaire of the 30 teachers were tabulated and computed. The following is an analytical interpretation and discussion of the findings regarding different points related to the objectives and hypotheses of the study.

Each item in the questionnaire is analyzed statistically and discussed. The following tables will support the discussion.

### **Analysis of the Questionnaire:**

the researcher distributed the questionnaire on determined study sample (40), and constructed the required tables for collected data. This step consists transformation of the qualitative (nominal) variables (strongly disagree, disagree, Undetermined, agree, and strongly agree) to quantitative variables (1, 2, 3, 4, 5) respectively, also the graphical representations were used for this purpose.

### **Statistical Reliability and Validity:**

Reliability refers to the reliability of any test, to obtaining the same results if the same measurement is used more than one time under the same conditions. In addition, the reliability means when a certain test was applied on a number of individuals and the marks of every one were counted; then the same test applied another time on the same group and the same

marks were obtained; then we can describe this test as reliable. In addition, reliability is defined as the degree of the accuracy of the data that the test measures. Here are some of the most used methods for calculating the reliability:

. Alpha-Cronbach coefficient.

On the other hand, validity also is a measure used to identify the validity degree among the respondents according to their answers on certain criterion. The validity is counted by a number of methods, among them is the validity using the square root of the (reliability coefficient). The value of the reliability and the validity lies in the range between (0-1). The validity of the questionnaire is that the tool should measure the exact aim, which it has been designed for.

In this study the validity calculated by using the following equation:

$$\text{Validity} = \sqrt{\text{Reliability}}$$

The reliability coefficient was calculated for the measurement, which was used in the questionnaire using Alpha-Cronbach coefficient Equation as the following:

For calculating the validity and the reliability of the questionnaire from the above equation, the researcher distributed (40) questionnaires to respondents to calculate the reliability coefficient using the Alpha-Cronbach coefficient; the results have been showed in the following table

### **Reliability Statistics**

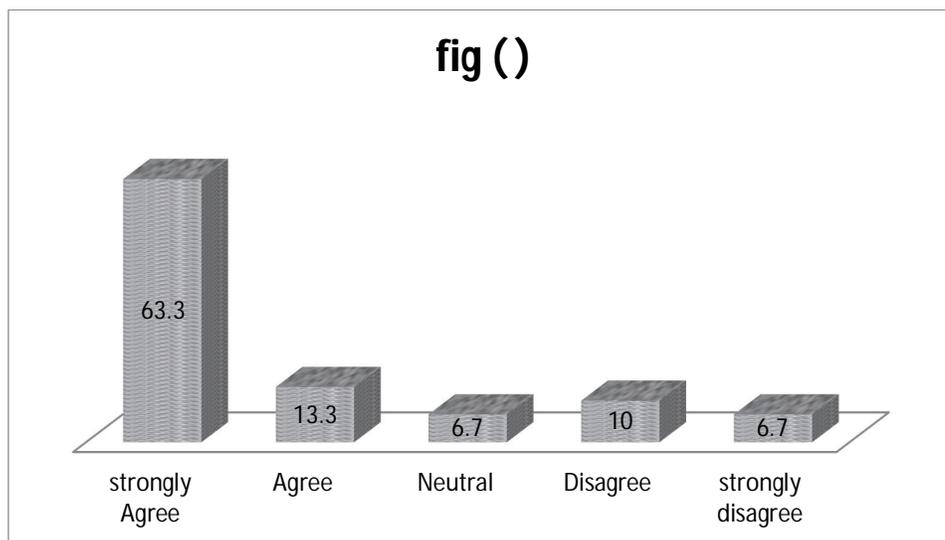
| <b>Cronbach's Alpha</b> | <b>N of Items</b> |
|-------------------------|-------------------|
| <b>0.82</b>             | <b>15</b>         |

**Hypothesis (1) : Teachers of English face a lot of problems in teaching listening and speaking skills because of students' negative attitude**

**Statement No.(1 ):** Most of students in English are shy to communicate only in English when approached by their teachers

**Table No ( ) The Frequency Distribution for the Respondents' Answers of statement No.( )**

| Valid             | Frequency | Percent |
|-------------------|-----------|---------|
| Strongly agree    | 20        | 64.3    |
| agree             | 3         | 12.3    |
| Neutral           | 2         | 6.7     |
| disagree          | 3         | 10.0    |
| strongly disagree | 2         | 6.7     |
| Total             | 30        | 100.0   |

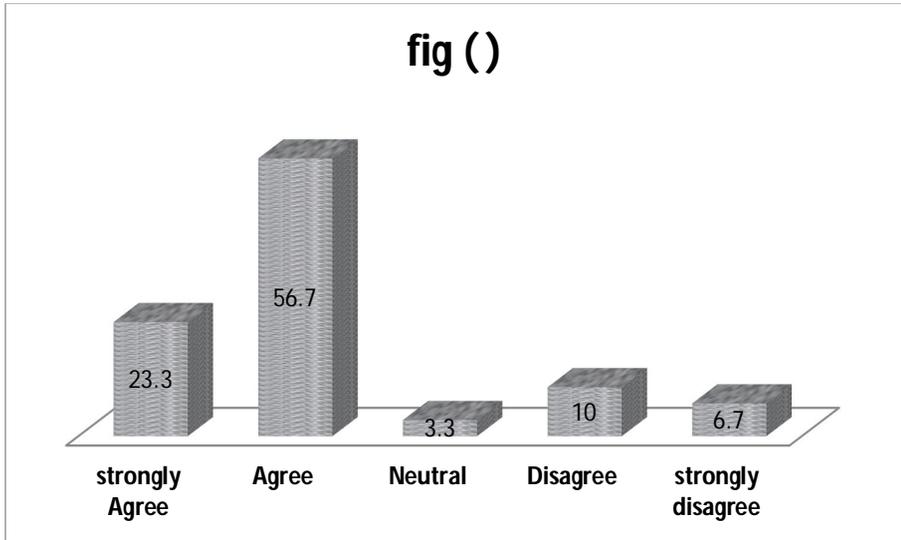


From the above table No.( ) and figure No ( ) It is clear that there are (19) persons in the study's sample with percentage (63.3%) strongly agreed with " Most of students in English are shy to communicate only in English when approached by their teachers ". There are (4) persons with percentage (13.3%) agreed with that, and (2) persons with percentage (6.7%) were not sure that, and (3) persons with percentage (10.0%) disagreed. And (2) persons with 6.7% are strongly disagree

**Statement No.( ):** Students are reluctant to speak in English in presence

**Table No ( ) The Frequency Distribution for the Respondents' Answers of statement No.( )**

| Valid             | Frequency | Percent |
|-------------------|-----------|---------|
| Strongly agree    | 8         | 24.3    |
| agree             | 16        | 55.7    |
| Neutral           | 1         | 3.3     |
| disagree          | 3         | 10.0    |
| strongly disagree | 2         | 6.7     |
| Total             | 30        | 100.0   |

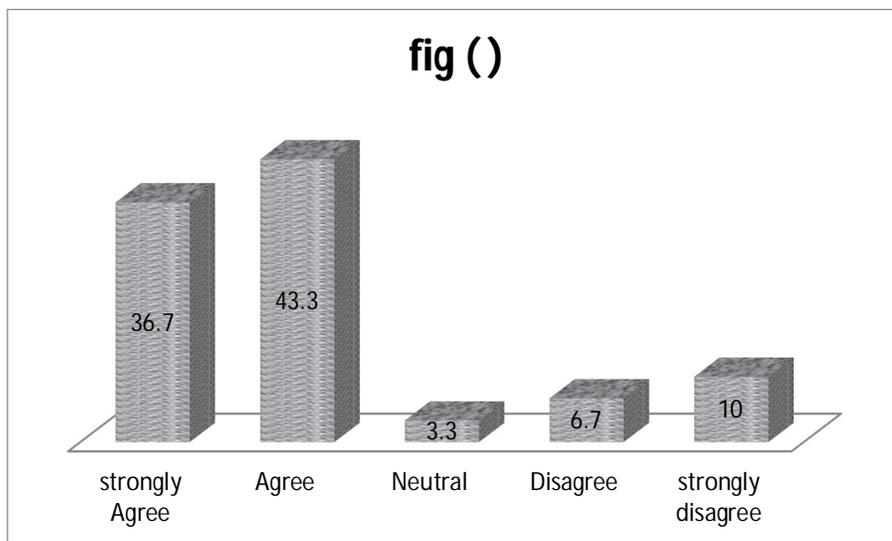


From the above table No.( ) and figure No ( ) It is clear that there are (7) persons in the study's sample with percentage (33.3%) strongly agreed with " Students are reluctant to speak in English in presence ". There are (17) persons with percentage (56.7%) agreed with that, and (1) persons with percentage (3.3%) were not sure that, and (3) persons with percentage (10.0%) disagreed. And (2) persons with 6.7% are strongly disagree

**Statement No.( ):** Students are afraid to making mistakes when they speak in English during the English class

**Table No ( ) The Frequency Distribution for the Respondents' Answers of statement No.( )**

| Valid             | Frequency | Percent |
|-------------------|-----------|---------|
| Strongly agree    | 11        | 36.7    |
| agree             | 13        | 43.3    |
| Neutral           | 1         | 3.3     |
| disagree          | 2         | 6.7     |
| strongly disagree | 3         | 10.0    |
| Total             | 30        | 100.0   |



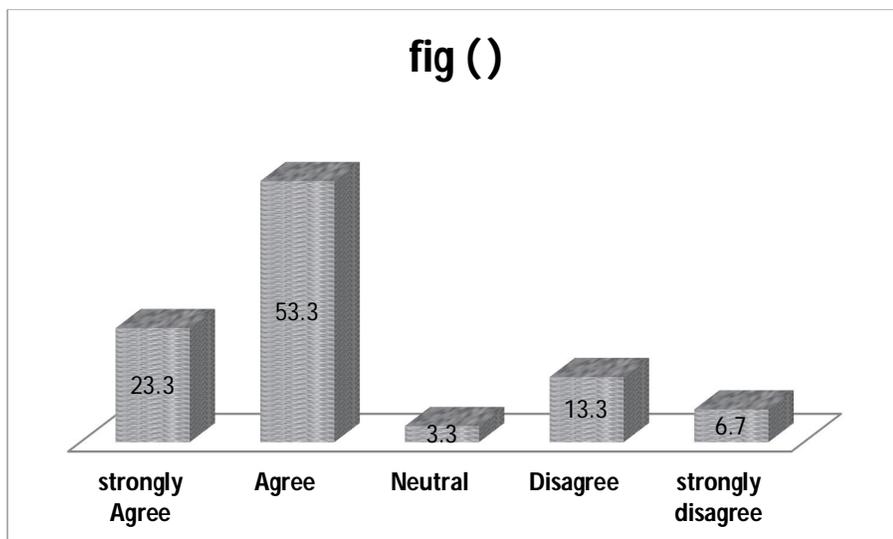
From the above table No.( ) and figure No ( ) It is clear that there are (11) persons in the study's sample with percentage (36.7%) strongly agreed with " Students are afraid to making mistakes when they speak in English during the English class

". There are (13) persons with percentage (43.3%) agreed with that, and (1) persons with percentage (3.3%) were not sure that, and (2) persons with percentage (6.7%) disagreed. And (3) persons with 10.0% are strongly disagree

**Statement No.():** Students are nervous and anxious when practicing English in front of their classmate

**Table No ( ) The Frequency Distribution for the Respondents' Answers of statement No.()**

| Valid             | Frequency | Percent |
|-------------------|-----------|---------|
| Strongly agree    | 7         | 23.3    |
| agree             | 16        | 53.3    |
| Neutral           | 1         | 3.3     |
| disagree          | 4         | 13.3    |
| strongly disagree | 2         | 6.7     |
| Total             | 30        | 100.0   |

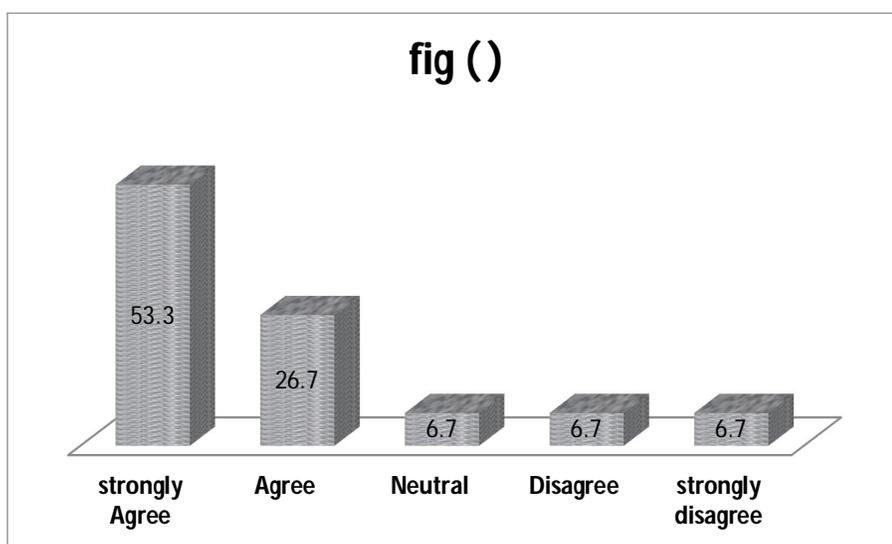


From the above table No.( ) and figure No ( ) It is clear that there are (7) persons in the study's sample with percentage (23.3%) strongly agreed with " Students are nervous and anxious when practicing English in front of their classmate". There are (16) persons with percentage (53.3%) agreed with that, and (1) persons with percentage (3.3%) were not sure that, and (4) persons with percentage (13.3%) disagreed. And (4) persons with 6.7% are strongly disagree

**Statement No.( ):** Having positive altitude helps students in master speaking and listening skills

**Table No ( ) The Frequency Distribution for the Respondents' Answers of statement No.( )**

| Valid             | Frequency | Percent |
|-------------------|-----------|---------|
| Strongly agree    | 16        | 53.3    |
| agree             | 8         | 26.7    |
| Neutral           | 2         | 6.7     |
| disagree          | 2         | 6.7     |
| strongly disagree | 2         | 6.7     |
| Total             | 30        | 100.0   |



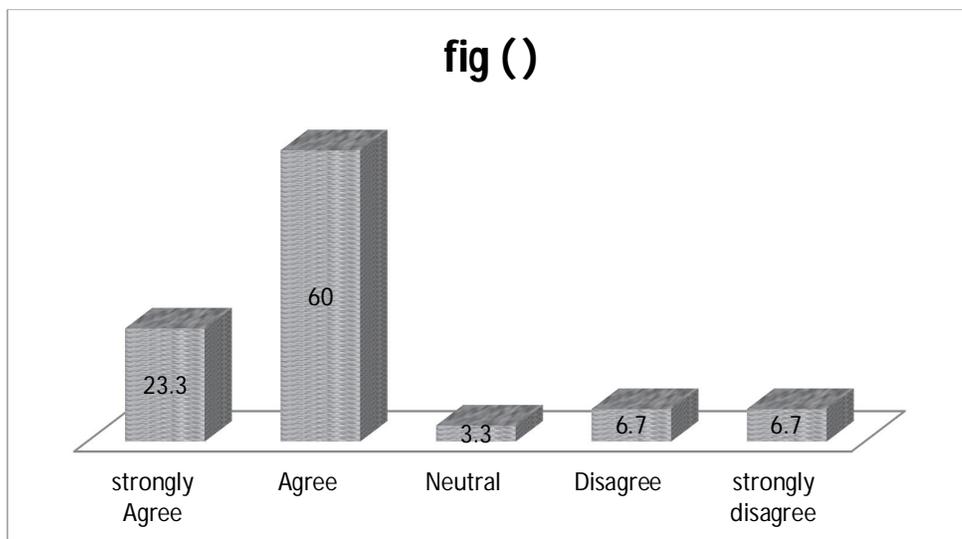
From the above table No.( ) and figure No ( ) It is clear that there are (16) persons in the study's sample with percentage (53.3%) strongly agreed with " Having positive attitude helps students in master speaking and listening skills". There are (8) persons with percentage (26.7%) agreed with that, and (2) persons with percentage (6.7%) were not sure that, and (2) persons with percentage (6.7%) disagreed. And (2) persons with 6.7% are strongly disagree

**2- teaching of listening and speaking has not been sufficiently covered by the university syllabus**

**Statement No.():** Student are not sufficiently exposed to speaking materials produce by native speakers

**Table No ( ) The Frequency Distribution for the Respondents' Answers of statement No.( )**

| Valid             | Frequency | Percent |
|-------------------|-----------|---------|
| Strongly agree    | 7         | 23.3    |
| agree             | 18        | 60.0    |
| Neutral           | 1         | 3.3     |
| disagree          | 2         | 6.7     |
| strongly disagree | 2         | 6.7     |
| Total             | 30        | 100.0   |



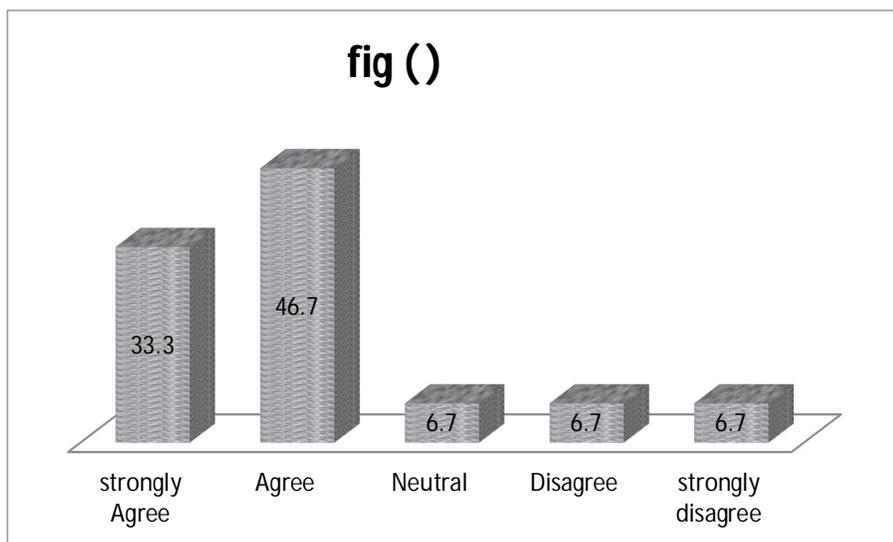
From the above table No.( ) and figure No ( ) It is clear that there are (7)

persons in the study's sample with percentage (23.3%) strongly agreed with " Student are not sufficiently exposed to speaking materials produce by native speakers ". There are (18) persons with percentage (60.0%) agreed with that, and (1) persons with percentage (3.3%) were not sure that, and (2) persons with percentage (6.7%) disagreed. And (2) persons with 6.7% are strongly disagree

**Statement No.( ):** Students are not sufficiently exposed to listening materials designed by native speakers

**Table No ( ) The Frequency Distribution for the Respondents' Answers of statement No.( )**

| Valid             | Frequency | Percent |
|-------------------|-----------|---------|
| Strongly agree    | 10        | 33.3    |
| agree             | 14        | 46.7    |
| Neutral           | 2         | 6.7     |
| disagree          | 2         | 6.7     |
| strongly disagree | 2         | 6.7     |
| Total             | 30        | 100.0   |



From the above table No.( ) and figure No ( ) It is clear that there are (10)

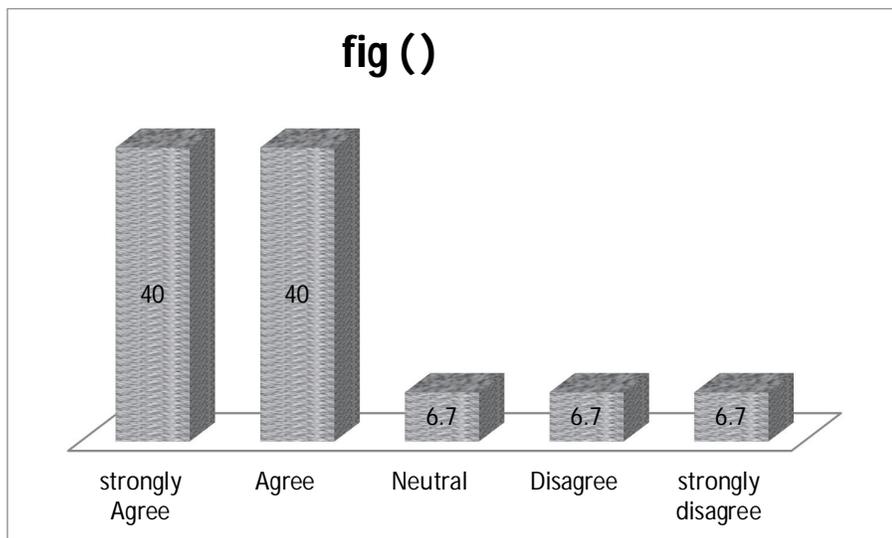
persons in the study's sample with percentage (33.3%) strongly agreed with " Students are not sufficiently exposed to listening materials designed by native speakers ". There are (14) persons with percentage (46.7%) agreed with that, and (2) persons with percentage (6.7%) were not sure that, and (2)

persons with percentage (6.7%) disagreed. And (2) persons with 6.7% are strongly disagree

**Statement No.( ):** Some teachers have not received training on the use of languages lab , so can improve their listening and speaking skills

**Table No ( ) The Frequency Distribution for the Respondents' Answers of statement No.( )**

| Valid             | Frequency | Percent |
|-------------------|-----------|---------|
| Strongly agree    | 12        | 40.0    |
| agree             | 12        | 40.0    |
| Neutral           | 2         | 6.7     |
| disagree          | 2         | 6.7     |
| strongly disagree | 2         | 6.7     |
| Total             | 30        | 100.0   |



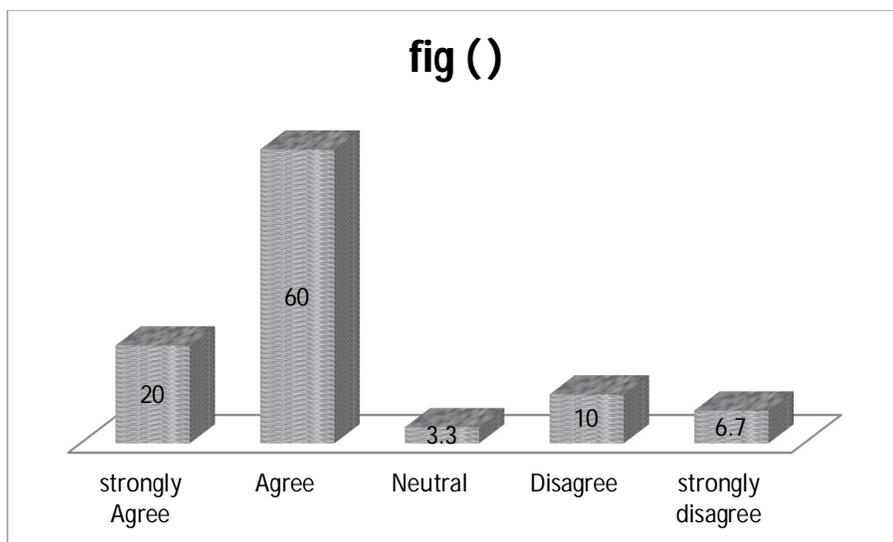
From the above table No.( ) and figure No ( ) It is clear that there are (12)

persons in the study's sample with percentage (40.0%) strongly agreed with " Some teachers have not received training on the use of languages lab , so can improve their listening and speaking skills ". There are (12) persons with percentage (40.0%) agreed with that, and (2) persons with percentage (6.7%) were not sure that, and (2) persons with percentage (6.7%) disagreed. And (2) persons with 6.7% are strongly disagree

**Statement No.( ):** Teachers do not follow effective strategies in teaching listening and speaking skills as stated in the syllabus

**Table No ( ) The Frequency Distribution for the Respondents' Answers of statement No.( )**

|                   | Frequency | Percent |
|-------------------|-----------|---------|
| Strongly agree    | 6         | 20.0    |
| agree             | 18        | 60.0    |
| Neutral           | 1         | 3.3     |
| disagree          | 3         | 10.0    |
| strongly disagree | 2         | 6.7     |
| Total             | 30        | 100.0   |



From the above table No.( ) and figure No ( ) It is clear that there are (6)

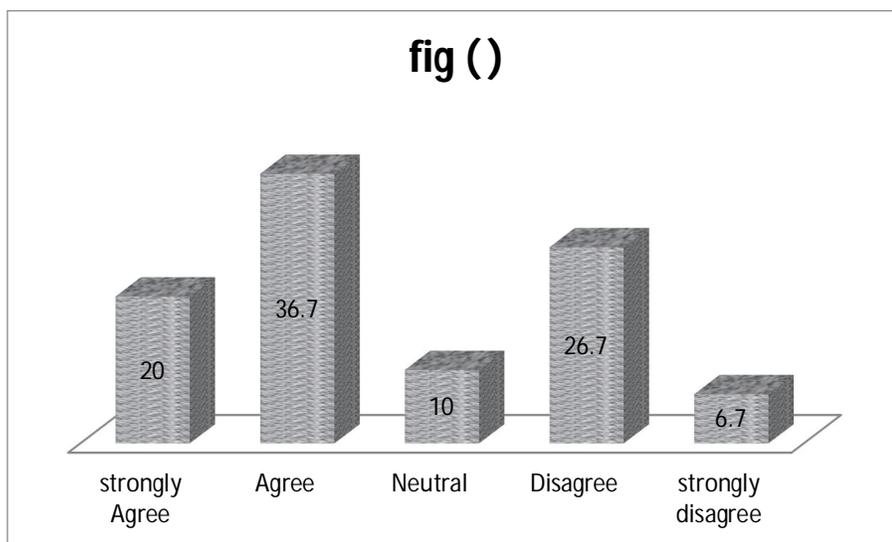
persons in the study's sample with percentage (20.0%) strongly agreed with " Teachers do not follow effective strategies in teaching listening and speaking skills as stated in the syllabus ". There are (18) persons with percentage (60.0%) agreed with that, and (1) persons with percentage (3.3%) were not sure that, and (2) persons with percentage (10.0%) disagreed. And (2) persons with 6.7% are strongly disagree

**Statement N.**( The time assigned for teaching listening and speaking skills is insufficient

**Table No ( ) The Frequency Distribution for the Respondents' Answers of statement No.( )**

| valid          | Frequency | Percent |
|----------------|-----------|---------|
| Strongly agree | 6         | 20.0    |

|                   |    |       |
|-------------------|----|-------|
| agree             | 11 | 36.7  |
| Neutral           | 3  | 10.0  |
| disagree          | 8  | 26.7  |
| strongly disagree | 2  | 6.7   |
| Total             | 30 | 100.0 |



From the above table No.( ) and figure No ( ) It is clear that there are (6)

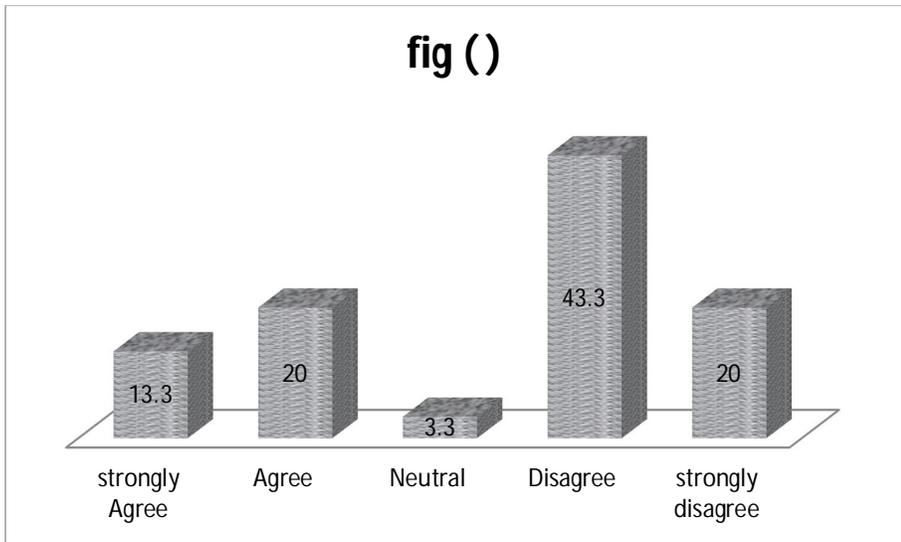
persons in the study's sample with percentage (20.0%) strongly agreed with " The time assigned for teaching listening and speaking skills is insufficient ". There are (11) persons with percentage (36.7%) agreed with that, and (3) persons with percentage (10.0%) were not sure that, and (8) persons with percentage (26.7%) disagreed. And (2) persons with 6.7% are strongly disagree

**3-teaching and listening and speaking has been homebred by classroom situations**

**Statement No.( ):** Teaching of listening and speaking hampered by crowded class

**Table No ( ) The Frequency Distribution for the Respondents' Answers of statement No.( )**

| valid             | Frequency | Percent |
|-------------------|-----------|---------|
| Strongly agree    | 4         | 13.3    |
| agree             | 6         | 20.0    |
| Neutral           | 1         | 3.3     |
| disagree          | 13        | 43.3    |
| strongly disagree | 6         | 20.0    |
| Total             | 30        | 100.0   |



From the above table No.( ) and figure No ( ) It is clear that there are (4)

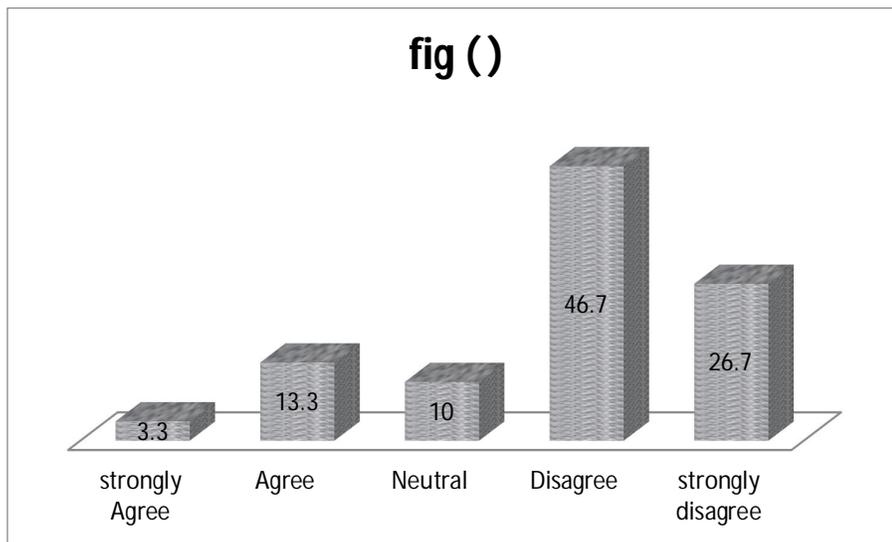
persons in the study's sample with percentage (13.3%) strongly agreed with " Teaching of listening and speaking hampered by crowded class ". There are (6) persons with percentage (20.0%) agreed with that, and (1) persons with percentage (3.3%) were not sure that, and (13) persons with percentage (43.3%) disagreed. And (6) persons with 20.0% are strongly disagree

**Statement No.( ):** Once tome a week is in sufficient to develop the students listening and speaking skills

**Table No ( ) The Frequency Distribution for the Respondents' Answers of statement No.( )**

| Valid          | Frequency | Percent |
|----------------|-----------|---------|
| Strongly agree | 1         | 3.3     |
| agree          | 4         | 13.3    |

|                   |    |       |
|-------------------|----|-------|
| Neutral           | 3  | 10.0  |
| disagree          | 14 | 46.7  |
| strongly disagree | 8  | 26.7  |
| Total             | 30 | 100.0 |



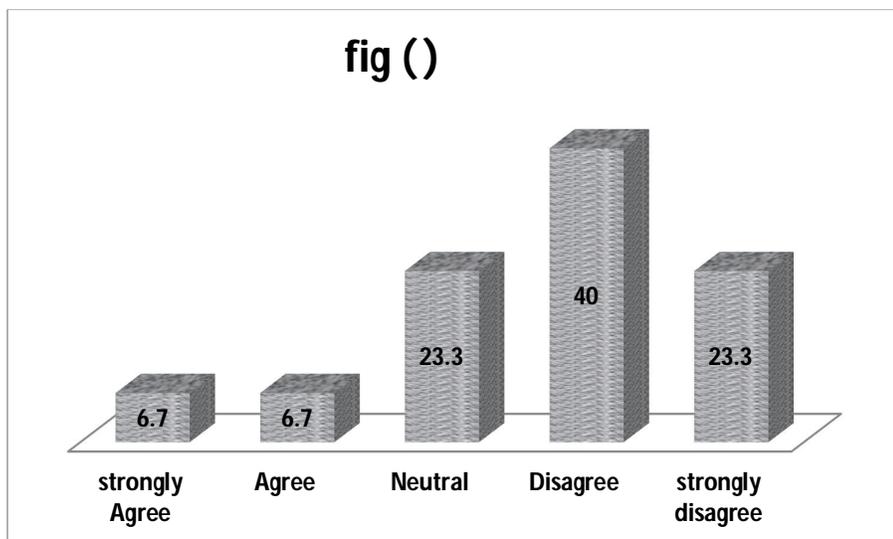
From the above table No.( ) and figure No ( ) It is clear that there are (1)

persons in the study's sample with percentage (3.3%) strongly agreed with " Once tome a week is in sufficient to develop the students listening and speaking skills ". There are (4) persons with percentage (13.3%) agreed with that, and (3) persons with percentage (10.0%) were not sure that, and (14) persons with percentage (46.7%) disagreed. And (8) persons with 26.7% are strongly disagree

**Statement No.():** Large class are not always manageable for teaching listening and speaking due in EFL class room

**Table No ( ) The Frequency Distribution for the Respondents' Answers of statement No.( )**

| Valid             | Frequency | Percent |
|-------------------|-----------|---------|
| Strongly agree    | 2         | 6.7     |
| agree             | 2         | 6.7     |
| Neutral           | 7         | 23.3    |
| disagree          | 12        | 40.0    |
| strongly disagree | 7         | 23.3    |
| Total             | 30        | 100.0   |



From the above table No.( ) and figure No ( ) It is clear that there are (2)

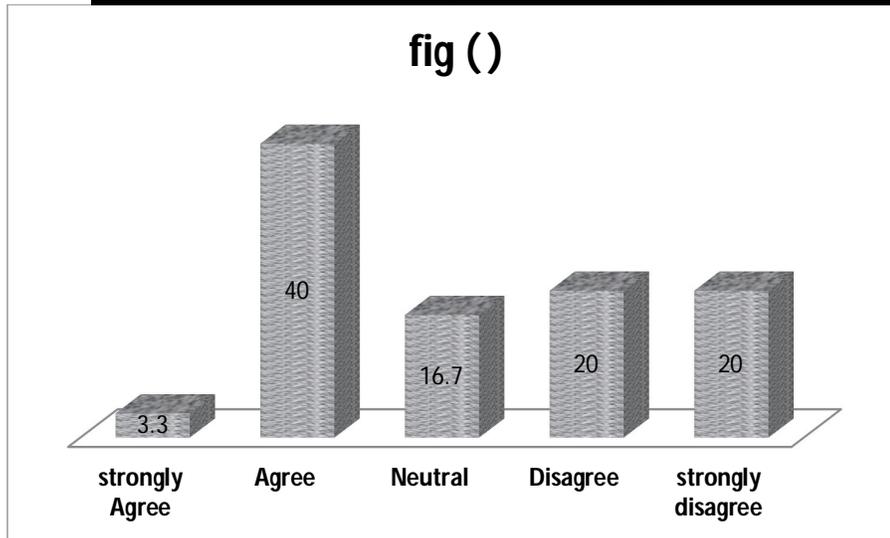
persons in the study's sample with percentage (6.7%) strongly agreed with " Large class are not always manageable for teaching listening and speaking due in EFL class room ". There are (2) persons with percentage (6.7%) agreed with that, and (7) persons with percentage (23.3%) were not sure that, and (13) persons with percentage (40.0%) disagreed. And (7) persons with 23.3% are strongly disagree

**Statement No.( ):** Some teachers do not choose the most suitable technique of listening in EFL class room

**Table No ( ) The Frequency Distribution for the Respondents' Answers of statement No.( )**

| Valid          | Frequency | Percent |
|----------------|-----------|---------|
| Strongly agree | 1         | 3.3     |
| agree          | 12        | 40.0    |
| Neutral        | 5         | 16.7    |

|                   |    |       |
|-------------------|----|-------|
| disagree          | 6  | 20.0  |
| strongly disagree | 6  | 20.0  |
| Total             | 30 | 100.0 |



From the above table No.( ) and figure No ( ) It is clear that there are (1)

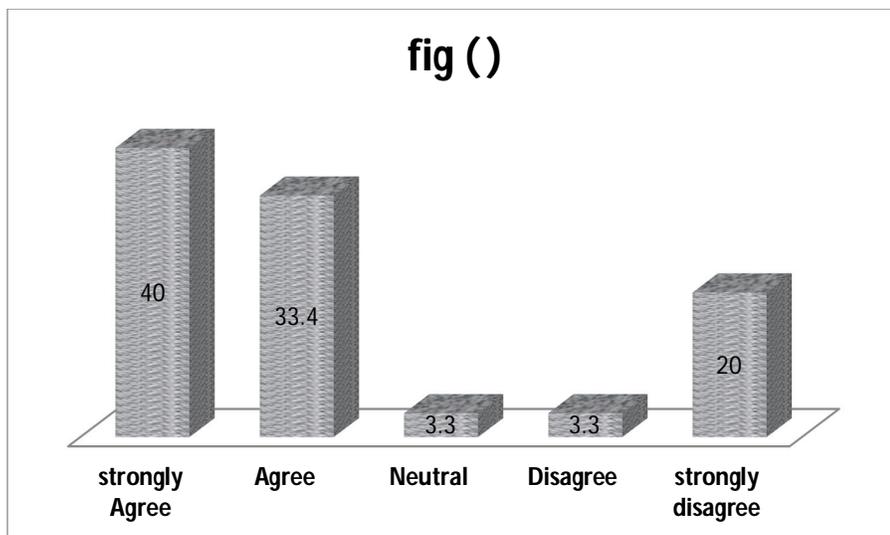
persons in the study's sample with percentage (3.3%) strongly agreed with " Some teachers do not choose the most suitable technique of listening in EFL class room

". There are (12) persons with percentage (40.0%) agreed with that, and (5) persons with percentage (16.7%) were not sure that, and (6) persons with percentage (20.0%) disagreed. And (6) persons with 20.0% are strongly disagree

**Statement No.( ):** The fixed seating arrangement has homebred of teaching and listening in EFL sitting

**Table No ( ) The Frequency Distribution for the Respondents' Answers of statement No.( )**

| Valid             | Frequency | Percent |
|-------------------|-----------|---------|
| Strongly agree    | 12        | 40      |
| agree             | 10        | 33.4    |
| Neutral           | 1         | 3.3     |
| disagree          | 1         | 3.3     |
| strongly disagree | 6         | 20.0    |
| Total             | 30        | 100.0   |



From the above table No.( ) and figure No ( ) It is clear that there are (12)

persons in the study's sample with percentage (40.0%) strongly agreed with " The fixed seating arrangement has homebred of teaching and listening in EFL sitting ". There are (10) persons with percentage (33.4%) agreed with that, and (1) persons with percentage (3.3%) were not sure that, and (1) persons with percentage (3.3%) disagreed. And (6) persons with 20.0% are strongly disagree

**1-Teachers of English face a lot of problems in teaching listening and speaking skills because of students' negative attitude**

**Table No.( ) Chi-Square Test Results for Respondents' Answers of the Questions of the**

| No m. | Statement  | mean | SD  | Chi square | p-value |
|-------|--|------|-----|------------|---------|
| 1     | Most of students in English are shy to communicate only in English when approached by their teachers | 2.4  | 1.9 | 12         | 0.00    |
| 2     |  | 2.5  | 2.6 | 17         | 0.00    |

|   |  |     |     |    |      |
|---|--|-----|-----|----|------|
|   | Students are reluctant to speak in English in presence                                     |     |     |    |      |
| 3 | Students are afraid to making mistakes when they speak in English during the English class | 2.4 | 2.4 | 13 |      |
| 4 | Students are nervous and anxious when practicing English in front of their classmate       | 3   | 0.8 | 25 | 0.03 |
| 5 | Having positive altitude helps students in master speaking and listening skills            | 2.9 | 1.6 | 20 | 0.00 |

**Source: The researcher from applied study, SPSS 24**

The calculated value of chi-square for the significance of the differences for the respondents' answers in question No (1) was (12) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (8.57). this indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, which support the respondent who agreed with the statement "Most of students in English are shy to communicate only in English when approached by their teachers

The calculated value of chi-square for the significance of the differences for the respondents' answers in question No (2) was (17) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (8.57). this indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, which support the respondent who agreed with the statement "Students are reluctant to speak in English in presence

The calculated value of chi-square for the significance of the differences for the respondents' answers in question (3) was (13) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (8.57). this indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, which support the respondent who agreed with the statement " Students are afraid to making mistakes when they speak in English during the English class

- 

The calculated value of chi-square for the significance of the differences for the respondents' answers in question No (4) was (25) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (8.57). this indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, which support the respondent who agreed with the statement "Students are nervous and anxious when practicing English in front of their classmate

-

The calculated value of chi-square for the significance of the differences for the respondents' answers in question No (5) was (20) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (8.57). this indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, which support the respondent who agreed with the statement "Having positive altitude helps students in master speaking and listening skills

- 

**According to the previous result we can say that the first hypothesis of our study is accepted**

**H2 - teaching of listening and speaking has not been sufficiently covered by the university syllabus**

**Table No.( ) Chi-Square Test Results for Respondents' Answers of the Questions of the**

| No m. | Statement   | mean | SD  | Chi square | p-value |
|-------|---|------|-----|------------|---------|
| 1     | Student are not sufficiently exposed to speaking materials produce by native speakers | 2.5  | 1.4 | 17         | 0.00    |

|   |   |     |     |    |       |
|---|---|-----|-----|----|-------|
| 2 | Students are not sufficiently exposed to listening materials designed by native speakers                                  | 2.7 | 2.6 | 15 | 0.00  |
| 3 | Some teachers have not received training on the use of languages lab , so can improve their listening and speaking skills | 2.8 | 0.8 | 20 | 0.001 |
| 4 | Teachers do not follow effective strategies in teaching listening and speaking skills as stated in the syllabus           | 2.5 | 0.7 | 21 | 0.008 |
| 5 | The time assigned for teaching listening and speaking skills is insufficient  | 3.5 | 2.7 | 21 |       |

- The calculated value of chi-square for the significance of the differences for the respondents' answers in question No (1) was (17) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (8.57). this indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, which support the respondent who agreed with the statement "Student are not sufficiently exposed to speaking materials produce by native speakers"

-

The calculated value of chi-square for the significance of the differences for the respondents' answers in question No (2) was (15) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (8.57). this indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, which support the respondent who agreed with the statement "Students are not sufficiently exposed to listening materials designed by native speakers

- 

- The calculated value of chi-square for the significance of the differences for the respondents' answers in question No (3) was (20) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (8.57). this indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, which support the respondent who agreed with the statement "Some teachers have not received training on the use of languages lab , so can improve their listening and speaking skills

- 

The calculated value of chi-square for the significance of the differences for the respondents' answers in question No (4) was (21) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (8.57). this indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, which support the respondent who agreed with the statement "Teachers do not follow effective strategies in teaching listening and speaking skills as stated in the syllabus

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The calculated value of chi-square for the significance of the differences for the respondents' answers in question No (5) was (21) which is greater than the tabulated value of chi-square at the degree of freedom (5) and the significant value level (5%) which was (8.57). this indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, which support the respondent who agreed with the statement "The time assigned for teaching listening and speaking skills is insufficient

- 
- **According to the previous result we can say that the second hypothesis of our study is accepted**

**3-teaching and listening and speaking has been homebred by classroom situations**

**Table No.( ) Chi-Square Test Results for Respondents' Answers of the Questions of the.(3)**

| Nom | Statement | mean | SD | Chi square | p-value |
|-----|-----------|------|----|------------|---------|
| .   |           |      |    |            |         |

|   |   |      |     |    |      |
|---|---|------|-----|----|------|
| 1 | Teaching of listening and speaking hampered by crowded class                                    | 2.9  | 3.5 | 24 | 0.00 |
| 2 | Once to me a week is in sufficient to develop the students listening and speaking skills        | 2.5  | 2.7 | 33 | 0.00 |
| 3 | Large class are not always manageable for teaching listening and speaking due in EFL class room | 2.03 | 4.6 | 41 | 0.00 |
| 4 | Some teachers do not choose the most suitable technique of listening in EFL class room          | 2.8  | 1.4 | 22 | 0.00 |
| 5 | The fixed seating arrangement has homebred of teaching and listening in EFL sitting             | 2.2  | 2.4 | 21 | 0.00 |

The calculated value of chi-square for the significance of the differences for the respondents' answers in question No (1) was (24) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (8.57). this indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, which support the respondent who agreed

with the statement “ Teaching of listening and speaking hampered by crowded class

The calculated value of chi-square for the significance of the differences for the respondents’ answers in question No (2) was (33) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (8.57). this indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, which support the respondent who agreed with the statement ‘ Once tome a week is in sufficient to develop the students listening and speaking skills

The calculated value of chi-square for the significance of the differences for the respondents’ answers in question No (3) was (41) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (8.57). this indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, which support the respondent who agreed with the statement “Large class are not always manageable for teaching listening and speaking due in EFL class room

•

The calculated value of chi-square for the significance of the differences for the respondents’ answers in question No (4) was (22) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (8.57). this indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, which support the respondent who agreed with the statement “Some teachers do not choose the most suitable technique of listening in EFL class room

The calculated value of chi-square for the significance of the differences for the respondents' answers in question No (5) was (21) which is greater than the tabulated value of chi-square at the degree of freedom (5) and the significant value level (5%) which was (8.57). this indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, which support the respondent who agreed with the statement "The fixed seating arrangement has homebred of teaching and listening in EFL sitting

**According to the previous results we can say that the third hypothesis of our study is accepted**



# Chapter five

main finders ,conclusions; recommendations, and  
suggestions for further studies

## chapter five

### main findings ,conclusions; recommendations, and suggestions for further studies

#### 5.0 Introduction

This chapter contains summary of the previous chapter, in addition to the findings and recommendations, conclusion, and suggestion for farther studies.

#### 5.1 FINDINGS :

.1 Most of students are shy to communicate orally in English, when approach by their teachers.

.2 Students are reluctant to speak in English in presence of their .teachers.

.3 Students are afraid of making mistakes when they speak in English during the English classes.

Students are nervous and anxious when practicing English in front of their classmates.

‘having positive attitudes helps students master speaking and listening

skills

'students are not sufficiently exposed to speaking pictorials produced b:-- native speakers.

Students are not. sufficiently exposed to listening materials' produced by native speakers .

.9 Teachers do not follow effective strategies in teaching listening. And speaking skills stated in the syllabus.

.10 The time, assigned for teaching listening and speaking skills is

insufficient'

.11 The fixed- seating arrangement has hampered the teaching listening and speaking in EEL setting- .

## 5.2 Recommendations

Based on-the above-results,, the researcher has come up with the following recommendations:

-1 the university should, pay more attention to the listening and speaking

skills. ب

-2 Tire university should use multimedia to support listening and speaking learning activities.

-3-The university should provide training programs for teachers of English to effectively use the language lab.

“4the department should specify sufficient time for teaching listening and speaking skills , '

~5English listening and speaking-strategies' should be investigated schools, colleges, universities, and companies. '

## 5.3 Conclusion

Listening and speaking skills are very important for developing learner's communicative competence in any language. It helps teachers to identify the problems that students have with English especially listening and speaking skills. It encourages universities and schools to provide training programs for teachers to improve their skills and methods, so as to make it easier for the teachers to find the best way to solve these problems in order to help the students to be effective and proficient learners.

#### 5.4 Suggestions for Further Studies

Further studies should be conducted on the role of the problems of teaching listening and speaking skills to undergraduates.

Using an experimental method for obtaining more reliable results .

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## Questionnaire

Dear teachers.

This questionnaire is used as a tool to collect data for the i  
research in English Language (Applied Linguistics) entitled:  
Investigating Problems of Teaching Listening and Speaking  
Skills to Undergraduates at SUST

Please put -for one. Of the appropriate options: strongly agree,  
agree, neutral, disagree and strongly disagree.

Hypotheses One: Teachers of English face a lot of problems in  
teaching listening and speaking skills because of students'  
negative attitudes.

| Statements   | Strongly<br>agree | agree | Neutral | disagree | Strongly<br>disagree |
|--|-------------------|-------|---------|----------|----------------------|
| most of the<br>students of<br>English shy to<br>communicate<br>orally in English '<br>when approached<br>.by their teachers. |                   |       |         |          |                      |
| students are<br>reluctant to<br>speaking<br>English in the<br>presence of their<br>teachers.                                 |                   |       |         |          |                      |
| students are<br>afraid of making<br>mistakes when<br>they speak in<br>English' during ;<br>English classes..                 |                   |       |         |          |                      |
|  |                   |       |         |          |                      |

|  |  |  |  |  |  |
|--|--|--|--|--|--|
| students are nervous and anxious when practicing English in front of their classmates. |  |  |  |  |  |
| having positive attitudes helps students master speaking and listening skills.         |  |  |  |  |  |

Hypotheses Two: Teaching of listening and speaking has not been sufficiently covered by the university syllabus.

| Statements   | Strongly agree | agree | Neutral | disagree | Strongly disagree |
|--|----------------|-------|---------|----------|-------------------|
| students Are not sufficiently exposed to speaking materials produced by native speakers. |                |       |         |          |                   |
| students Are not sufficiently exposed to speaking materials produced by native speakers. |                |       |         |          |                   |

|  |  |  |  |  |  |
|--|--|--|--|--|--|
| students are not sufficiently exposed to listening materials designed by native speakers.                                |  |  |  |  |  |
| some teachers haven't received training on the use of language lab, so can improve. Their listening and speaking skills. |  |  |  |  |  |
| teachers do not follow effective strategies.in teaching listening and speaking skills as stated in the syllabus          |  |  |  |  |  |
| the time assigned for teaching listening and speaking skills .is insufficient.   |  |  |  |  |  |

Hypotheses three : teaching of listening and speaking is hampered by Crowded classroom situation

| Statements  | Strongly agree | agree | Neutral | disagree | Strongly disagree |
|---|----------------|-------|---------|----------|-------------------|
| teaching of listening and speaking is hampered by Crowded classroom   |                |       |         |          |                   |
| Once time a week is insufficient to develop the students listening and speaking skills                          |                |       |         |          |                   |
| large classes are dot always manageable for teaching listening and spealcing due to disturbances                |                |       |         |          |                   |
| 'some teachers do not choose the most suitable techniques for teaching listening and Speaking in. EFL classroom |                |       |         |          |                   |
| the fixed seating . arrangement has 'hampered the teaching of listening and speaking in EFL setting             |                |       |         |          |                   |

Thanks for cooperation