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Faculty of Education

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:Research title

**Investigating Problems Encountering Second Year Students
in Developing Speaking skills**

المشاكل التي تواجهه طلاب السنة الثانية في المخاطبة

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Dedication

In such a moment the pen stop before plotting collected in the letters and I try in vain assembled in lines of praise and thanks to god.

And thanks to the candles that melted in pride to illuminate every step in way.

To remove every obstacle in front of me it was messengers of science and ethics.

Dear are you all my teacher can hide the sun because it is the minimum lighting thank you all for your efforts.

And specially thank D/Hassan mahillabdallah Hassan who prefer blahav on this research and tell him thanking words of prophet, peace be upon him.

(The whale in the sea and the birds in the sky blessings on the teacher good people) praise be to me all the best and you have my full appreciation and respect thank all those who helped in the completion of this research.

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To my teachers who taught

Me in the forefront of me beloved mother code of self sacrifice and selfless people
who taught me love and taught me that the conviction does not mean small vigor and
humility does not mean humiliation

And to mu father who instill in myself since childhood love of science has learned
from him insisting resinous values and only creative work in offices for the spotlight
and love appearing silence .

And to my brother I have I have known the family including dave and splendor of
family links

And to all parents and relatives inside and outside the home. And dear to friends who
knew them the sweetness of life and face cheerful.

And colleagues and zmyata recognition thanks to them who are unable recipe works

Thanks and gratitude

I extend my sincere thanks and gratitude to professor venerable doctor/ **Hassan**

Mahill Abdallah Hassan

table of contents

Contents	No
الاية الكريمة	I
Dedication	II
Acknowledgments	III
Table of contents	IV
Abstract	V
المستخلص	VI
Chapter one	
Background	1
Statement of the problem	1
Objectives of the study	2
The Research Questions	2
Hypothesis of the study	3
Significance of the study	3
Methodology of the study	3
Chapter two (literature review)	
INTRODUCTION	4
LITERATURE REVIEW	4
Strategic competence	12
Definitions if communication strategies	13
Nakatani`s Oral communication strategy inventory (OCSI)	14
The main purpose of communication	15

Definition of communication strategies	15
Types of communication strategies	17
Ways to improve oral communication skills	18
Verbal communication	19
Non – verbal communication	20
Non – verbal communication actives	21
Nonverbal communication activities	23
The Role of Nonverbal communication	24
Summary of chapter two	25
Tools of the study	34
Teacher`s questionnaire	35
Subjects	35
The young learners	35
Instrument of data collection	37
Writing test	37
Procedures	38
Validity and Reliability	38
Validity of the test	39
Reliability of t he test	40
Study piloting	40
Introduction	41

The study piloting was conducted for the following aims	42
Chapter three : Methodology of the study	
Introduction	43
Methods and tools of the study	43
Population and sample of the study	43
Tools of the study	44
Teacher`s questionnaire	44
Subjects	44
The young learners	44
Instrument of data collection	45
Writing test	45
Procedures	45
Validity and Reliability	45
Validity of the test	45
Reliability of the test	46
Study piloting	46
Introduction	46
The study piloting was conducted for the following aims	46
Chapter four : DATA ANAKYSIS	
Introduction	48
The Response to the Questionnaire	48
Analysis of teacher`s Questionnaire	48
The highest and lowest Agreement though the teacher's responses	49
The highest and lowest Disagreement	64

though the teacher's responses	
The Responses to the test	65
Analysis of younger learners' test	65
Executive summary	67

Abstract

This study aims to investigate the problems of pronunciation that face Sudanese learners of English as (sust). The study consist of five chapters: chapter one the introduction in includes (the statement of the problem, objectives of the study, research question, hypotheses, significance of the study limitation of the study and methodology), chapter two literature review, it encompasses (introduction, mother tongue interference, comparisons between English and Arabic phonology, rhythm and stress in fluency of English spiking in pronunciation, the inconsistency of English vowels the problem and reasons of previous researchers different sound system between L1 and L2 some pronunciation and spelling rules and previous studies). Chapter three methodology it contained (methodology of the study tools of data collocation populating, sample and reliability and validity) Chapter four data analysis, introduce(introduction and analyses of the questionnaire) Chapter five conclusions it consist of (instruction findings, recommendation and suggestions for fathers studies.

المستخلص

تهدف الدراسة الي تقصي ومعرفة مشاكل المخاطبة الانجليزية التي تواجه طلاب المستوي الثاني بجامعة السودان للعلوم و التكنولوجيا ، حيث تحتوي هذه الدراسة علي خمس فصول : الفصل الاول يضم : (مشكلة البحث ، أهداف البحث ، أسئلة البحث ، فرضيات البحث ، أهمية البحث ، الحدود الزمانية والمكانية، أسلوب جمع البيانات) الفصل الثاني يضم (مقدمة ، أهمية المخاطبة للطلاب، أوراق عملية سابقة) الفصل الثالث يضم : (اجراءات والاساليب (مقدمة الاساليب المتبعة ، ادوات جمع البيانات ، مجتمع الدراسة ، العينة ، المصدقية والصلاحية) . الفصل الرابع : تحليل البيانات التي جمعت ويضم (مقدمة ، تحليل البيانات التي جمعت من (الطلاب) . الفصل الخامس ويضم (الخاتمة ، نتائج، توصيات، ومقترحات

Chapter one

Background 1.0

Encountered Problems Second Years Students face in developing their Speaking skill which are defined as knowledge, as well as skill we need in order to facilitate the conveying textual meaning for performing academic and profession tasks. Many writers believe that English speaking skill is very essential for second English learners, while others believe that English speaking skill is dying out this study is aiming at highlighting. The reasons go beyond the importance of English speaking skill for second language learners. Firstly, teaching English speaking skill for Sudanese second year learners. Secondly the importance of English speaking skill as foundation for Sudanese second year learners' future careers to speak in various professional forms such as business documents including business reports, letters and emails. Moreover, in academic field, English speaking skill is regarded as the most influential skills. In this study, the researcher discovers variety teaching English speaking skill techniques that are important for second language researcher uses a scientific approach to help the Sudanese second year learners' good command achieve English language speaking skill. The researcher also shows the key elements of speaking skill. Such as pronunciation, spelling and the correct grammar are essential.

1.1 Statement of the Problem

It is noticed that in academic field, English speaking skill plays influential role compared to other skills, so attention should be paid to study for Sudanese school English language learners have great tendency to be good listeners, readers, speakers and writers in English foreign language.

Those second year learners need careful attention towards these skills. However, the general command of second year speaker skill is reported to be poor, namely in speaking skill.

1.2 Objectives of the study

The study aims at:

Drawing attention of the second year students as well as teachers to use English speaking skill effectively.

Developing second year students' ability to speak and use different methods that help them to avoid errors.

Identifying errors made by second year students specifying their different types of speaking skills.

1.3 The Research Questions

1. To what extent the teachers can improve English speaking skill for Sudanese second year students?
2. To what extent teachers can play an effective role to develop Sudanese school second year students speaking skills through classroom interaction?
3. To what extent the mother tongue interference can be considered as the major cause for Sudanese second year students English speaking errors?

1.4 Hypothesis of the study

It's noticed that Sudanese second year students of English language poor performance in English speaking skill is due to:

1. Teachers can improve English speaking skill for Sudanese second year students Teachers can play an effective role to develop Sudanese school second year students' skills through lectures room interaction.
2. Mother tongue interference can be considered as the major cause for Sudanese second year students' English speaking errors.

1.5 Significance of the Study

This study will be of great significance in terms of improving the young learners to communicate and to interact positively with English skill.

The study will help the second year students to use different speaking styles which are important for their academic as well as professional life. The study will help to reduce the number of errors committed by second year students.

1.6 Limitations of the Study

This study will be limited to the second year students in Sudan University of Science and Technology Khartoum locality, the academic year 2016.

1.7 Methodology of the Study

The researcher will use the descriptive analytical, quantitative and qualitative methods with either Questionnaire or test are used as tools in the collection of relevant data and information in pursuing this study.

Chapter Two

INTRODUCTION

Speaking is considered to be an important factor as it is one of the four language skills, (listening, speaking, reading, and writing.

People in general concentrate upon this skill rather than the others, because it represents someone's knowledge about the language he knows. The major goal of all English language teaching process should give the learners the ability to use English effectively, accurately in communication (Davies & Pears, 2000).

It can be said that not all language students can speak the target language accurately and fluently and this may be due to many factors concerning with language study.

Students of English can pass and get the written knowledge about the language but the problem is how they can produce the language they have been studying in the faculty.

EFL Students have Some difficulties in speaking English such as use of the mother tongue instead of English when the students interact with each other in the classroom, inadequate time for speaking skill, lack of knowledge of the vocabulary in the target language and low proficiency in oral performance (Al- Hosni, 2014 & Al-Jamal and Al-Jamal, 2014).

LITERATURE REVIEW

Oral Communication is a challenge for any language learner.

It is considered two-way process between a speaker and a listener. The roles are interchangeable.

The speaker becomes a listener and a listener becomes a speaker. Flucher (2003) argues that second language speaking is complex

He confirms that the learners who want to speak L2 have to master the grammar, vocabulary and the sounds

. Al-Hosni (2014) believes that children can acquire language without effort. The ability grows with age and this needs practice.

Richards & Renandya, (2002) Point out that achieving proficiency in oral communication is the main dream and motivation which a large percentage of learners

bring to language classes. Harmer (1991) & Gower et al (1995) noted that speaking has many different aspects including two major categories which are accuracy involving the correct use of vocabulary, grammar and pronunciation.

Brown and Yule (1983) confirm that spoken language production is often regarded as one of the most difficult aspects of language learning. Liu and Jackson (2008) claim that lack of vocabulary was regarded as the main hindrance for spoken communication used by Chinese learners. Morozova & Yeltsin (2013) point out in their study that Russian students had the following problems:

1. Inhibition to speak English. They are afraid of making mistakes
2. The students use their native language when work in pairs.
3. The students do not have information on the topics discussed.
4. Lack of verbal and resources for solving the given task.

They also provided the following steps to enhance speaking skills.

1. Placing more emphasis on the quality of study books at the basic level.
2. Giving enough time to speaking and phonetic drill of students.
3. Not scolding but rather providing a friendly environment
4. Using practical and applicable strategies by teachers for students while speaking in English most of the time.
5. Developing boldness and confidence in students to ask questions of their teachers.
6. The classes should not be over loaded.
7. Awards and motivation for students.
8. Encouraging listening to CNN and BBC channels for keeping up-to-date and constantly retrain teachers,
9. Arranging various activities and balancing in the courses with respect to literature and language.

Byron (1994:9) believes that the main goal in teaching the productive skill is oral fluency and this can be defined as the ability to express oneself intelligibly reasonably accurately and without too much hesitation or otherwise communication may breakdown because the listener gets impatient or not interest.

Byron (1994) sequences the stages of learning a language as presentation stage when the teacher introduces something new to be learned, practice stage when the teacher allows the learners to work under his control and production stage when the teacher gives them the opportunities to work on their own.

Tuan & Mai (2015) conducted a study dealing with factors affecting students speaking performance at Le ThanhHiem High School in Vietnam. Their results revealed that

- (1) the students speak very little or not.
- (2) They cannot think of anything to say.
- (3) They use mother tongue instead of English when they discuss in groups or pairs.
- (4) Low Participation.
- (5) Lack of motivation to express themselves.
- (6) They translate Vietnamese before they speak.

The students' difficulties occur when they speak English because of their limitations in mastering the component of speaking.

They rarely practice speaking inside and outside the classroom. Rubiati (2010) conducted a study dealing with improving students' speaking skill through debate technique.

She concluded that this technique is very interested to be implemented to improve this skill. Debating make the students co-operate and try to defend for their team and they are active to speak in the classroom. Moreover, this technique is more enjoyable for the teacher and the students. Her results showed that the students who taught through debate technique increased as well as their motivation in speaking.

Improving the students oral fluency is one of the most challenging issues for languages teachers and students.

Skehan in Wang (1996) says that speaking fluently refers to the ability to produce the spoken language without pausing or hesitation .

Yuan & Ellis (2003) points out that speaking accuracy indicates the extent to which the language produced conforms to the target language norms which involves the correct use of pronunciation, vocabulary and grammar.

Schneider (1997) provided a solution for fluency problems which is to focus on fluency and make the students communicate English fluently. He added that knowledge of vocabulary and grammar cannot put one into oral practice.

It is helpful to focus on English and try to improve the students fluency. He suggested to let the learners tape themselves a record while speaking in pairs.

Pair taping allows L2 learners to concentrate on making the output from the accumulated knowledge of English.

The students difficulties appear when they speak the language, This is because of their limitation in mastering the component of speaking and they rarely practice speaking inside and outside the classroom. This is also due to the limitations of vocabulary they have.

Liu & Jackson (2008) claim that lack of vocabulary was regarded as a main obstacle for the spoken communication English learners in china. During writing, the students have time to figure out the most suitable words and phrases but when it comes to speaking the words disappear and never come to their mind so the expressions may not be produced to say the intended meaning precisely.

Liu & Jackson (2008) conducted a study concerning with Chinese EFL learners' unwillingness to communicate oral foreign language anxiety. Their results revealed that

(1) most of the students were willing to practice in interpersonal conversations, but many of them did not like to put themselves in a risk of speaking English in class.

(2) More than one third of the learners felt anxious and feared being negatively evaluated.

Goh in Wang (2014) confirms that three types of speaking tasks can develop learners fluency which are: information gap tasks.

This type of tasks requires to bridge the gap by exchanging their ideas, problem solving tasks which request the learners to solve problems together by using English and social monologues tasks which offer learners many opportunities to talk on a given topic.

These tasks encourage students to express their opinions freely.

Uztosum&Erten (2014) conducted a study which dealt with the impact of English proficiency on the use of communication strategies employed by Turkish EFL learners.

The study aimed at revealing the relationship between language proficiency and the use of communication strategies

Their study showed that Turkish EFL learners had limited speaking performance and they relied on particular strategies to overcome communication problems.

The researchers related the use of these strategies to the learners' educational background which was lack of opportunities to practice the target language using different strategies.

They mentioned that the Turkish EFL learners had limited communication strategies repertoires, The researchers also pointed out that Turkish EFL learners used communication strategies such as gaining time during conversations, repairing structural mistakes in their utterances, using alternative vocabularies when they are unable to recall the target words and rephrasing ambiguous points.

Shumin (1997) views learning to speak a foreign language requires more than knowing its grammar and semantic rules but he sees that learners must also acquire the knowledge of how native speakers use the language in the context of structured interpersonal exchange.

He adds that Teaching a foreign language should incorporate some cultural elements that are intertwined with language itself.

Culture of often taught explicitly as a part of linguistic forms that the students are learning.L2 learning has a number of features such as communicative and grammar competence , language proficiency and the attitude one's own or other culture.

Shumin (1997) suggested that teachers can present situations in which there are cultural misunderstanding that cause people to become offended, angry or confused.

In this case the students can discuss, debate, analyze and determine what went wrong and why.

Thanasoulas (2001) claims that culture is the foundation of communication, He views that culture and communication are inseparable because culture not only dictates who

talks to whom about what and how the communication proceeds but also helps to determine how people encode messages, the meaning they have for messages and the conditions and circumstance under which different messages may or may not sent, noticed or interpreted.

Tomalin&Stempleski (1993: 7-8) in Thanasoulas (2001) provide goals of teaching culture:

- Helping students to develop an understanding of the fact that all people exhibit culturally-conditioned behaviors.
- Helping students to develop an understanding that social variables such as age, sex, social class, and place of residence influence the ways in which people speak and behave.
- Helping students to become more aware of conventional behavior in common situations in the target culture.
- Helping students to increase their awareness of the cultural connotations of words and phrases in the target language.
- Helping students to develop the ability to evaluate and refine generalizations about the target culture, in terms of supporting evidence.
- Helping students to develop the necessary skills to locate and organize information about the target culture.
- Stimulating students' intellectual curiosity about the target culture, and to encourage empathy towards its people.

Harmer (1991) said that there are a number of strategies that teachers can make use to avoid problems occurring in the first place, He sees that prevention is always better than the disciplining cure, He added that unwilling to use English in the classroom during communicative activities make teachers by students behave in uncontrolled way because this is regarded as a student/ teacher failure.

Some students resort to mother tongue when they cannot communicate in L2.

Harmer (1991) adds that students are not blamed when using their first language in classroom. This is because the learners are incapable to produce anything or lack of knowledge about the topic.

Harmer gave reasons for using L1 during oral communication activities such as

1. when the learners of use second language, they utilize translation without thinking about it. It is natural way specially in the elementary and intermediate levels to make the meaning of a new linguistic world through a linguistic world that the learners are familiar with.
2. students use L1 when they help each other during to explain something performing pedagogical tasks.
3. Teachers themselves do not prevent this habit. Students need to know when first language is permissible and when is prohibited.

Willingness to produce oral production is considered the ground towards communication.

Learners appear to respond to a direct questions but many cannot continue or initiate interaction. Willingness to communicate is the first step and primary part in language use and a part of becoming a fluent of L2. When there is a will, there is away.

Moazam&Mahmoodi (2014) investigated the relationship between willingness to communicate and a foreign achievement of Arabic language students at Al- Ali Sina University- Hamedan, Iran.

They found that the students who are more willing to communicate are rather high at L2 achievement. Those learners have more abilities to interact in the classroom.

Hashimoto (2002) carried out a study to measure the affective variables as predictors of reported second language use in classrooms of Japanese English second language.

He concluded that the learners who have greater motivation and willingness to communicate reported using the language more frequently in the classroom.

Sahin (2005) carried out a study concerning with the effect of native speakers of English on the attitudes and achievement of learners in Turkey.

He confirmed that the students who have been exposed to native English teachers have a better achievement in language learning process.

He also found out that there was a significant correlation between students' attitudes and their achievement in English activities. Sahin(2005) mentioned that the results showed by the students who were exposed to native teachers had positive attitudes towards learning second language.

They had more successful improvement in learning than the students who weren't exposed to native teachers.

1. Communication strategies Brown (2000) points out that more recent approaches seem to take communication strategies as elements of an overall strategic competence. Thus, before mentioning communication strategies, it is necessary to clarify the concepts of communicative competence and strategic competence.
2. Communicative competence Hymes (1972) proposed the term “communicative competence” in contradistinction to Chomsky’s notion of linguistic competence. The latter emphasizes the abilities of speakers to produce grammatically correct sentences, and the former includes linguistic competence and sociocultural dimensions. For Hymes, communicative competence enables learners to “convey and interpret messages and to negotiate meanings interpersonally within specific contexts” (Brown, 2000, p.246). Canale and Swain (1980) further develop this notion, identifying four dimensions of communicative competence: grammatical competence (knowledge of what is grammatically correct in a language), sociolinguistic competence (knowledge of what is socially acceptable in a language), discourse competence (knowledge of inter sentential relationships), and strategic competence (the knowledge of verbal and nonverbal communication strategies). In a word, communicative competence includes both the use of the linguistic system itself and the functional aspects of communication, It is a dynamic, interpersonal construct; it is relative and depends on the cooperation of all the involved participants (Savignon ,1983).

Strategic competence:

Strategic competence, the manipulation of language by learners to achieve communicative goals, is the pivotal element in communicative competence. Canale and Swain (1980) claim that it relies on “verbal and nonverbal communication strategies...to compensate for breakdowns in communication due to performance variables or due to insufficient competence” (p. 30). Likewise, Yule and Tarone (1990) define it as “an ability to select an effective means of performing a communicative act that enables the listener/reader to identify the intended referent” (p.181).

In a later study, Canale (1983) modifies the definition to include both the “compensatory characteristics of communication strategies and the enhancement characteristics of production strategies”

(cited in Nakatani, 2005, p.77). Bachman (1990) regards strategic competence as a capacity that put language competence into real communication contexts. Paribakht (1985) suggests that strategic competence is best understood as the skills of a learner to access various solutions to learning and communication problems. These include “both production strategies (oral and written) used to solve lexical, syntactic, and sociolinguistic problems in communicating a message, and reception strategies (aural and written) used to solve similar problems in receiving the message” (p. 142). In sum, strategic competence refers to language learner’s ability to use communication strategies either to solve communication problems or to enhance the effectiveness of communication, which allows speakers to appear more adept than they actually are (Scarcella& Oxford, 1992, p.72). Thus, strategic competence is especially important for ESL/EFL learners with rather limited oral proficiency.

Definitions of communication strategies:

Selinker (1972) proposes the concept of “communication strategies” (CSs), which he defines as a by-product of a learner’s attempt to express meaning in spontaneous speech through a limited target language system. Since he first used the term, it has been the subject of much discussion but also of little consensus as to its correct definition. In early work, CSs was regarded as language learners’ problem-solving

behavior in the process of target language communication. Language learners employed CSs to compensate for their linguistic shortcomings in order to achieve a particular communicative goal. This kind of notion focuses on the language learner's response to an imminent problem without considering the interlocutor's support for its resolution. Thus, it is an intra-individual, psycholinguistic view that "locates CS in models of speech production or cognitive organization and processing" (Kasper & Kellerman, 1997, p. 2). In contrast, Tarone (1980) defines CSs from the inter-individual, interactional view, regarding CSs as the "mutual attempts of two interlocutors to agree on a meaning in a situation where the requisite meaning structures do not seem to be shared" (p.420). Thus, CSs are utilized to bridge the gap between the linguistic knowledge of the foreign language learner and that of the target language interlocutor in real communication situations (Tarone, 1980) so as to avoid communication disruptions.

The classifications of communication strategies:

Most literature on CSs embodies similar and overlapping taxonomies, which may be divided into avoidance or reduction strategies and achievement or compensatory ones (e.g. Exploring Factors Affecting the Use of Oral Communication Strategies Tarone, 1980; Faerch& Kasper,1983; Dornyei& Scott, 1997).

Using the avoidance or reduction strategies (e.g. topic avoidance, message abandonment, meaning replacement), learners veer away from unfamiliar topics, avoid solving communication problems, and reduce or abandon the messages they intended to convey.

These behaviors can negatively affect the content of the interaction and are common among low-proficiency learners. Using the achievement or compensatory strategies, learners tackle communication problems by an alternative plan for reaching their original goals.

The achievement or compensatory strategies include cooperative strategies (e.g. appeal for help) and non-cooperative ones (e.g. L1-based strategies, such as code switching, foreign zing, and literal translation; interlanguage-based strategies, such as

substitution, generalization, exemplification, word-coinage, and restructuring; non-verbal strategies, such as mime and imitation).

Other strategies, such as time-gaining strategies (using fillers to gain time to think), prefabricated patterns (using memorized stock phrases, usually for survival purposes) also belong to the category of achievement or compensatory strategies.

Using these strategies helps learners complete or continue an oral communication and is regarded as good learners' behavior.

Nakatani's Oral communication strategy inventory (OCSI):

Nakatani's Oral

Nakatani (2006) developed the Oral Communication Strategy Inventory for EFL university students in Japan. According to Nakatani (2010), the term oral communication strategy is used to "highlight interlocutors' negotiation behavior for coping with communication breakdowns and their use of communication enhancers" (p.118).

The questionnaire consists of two parts, The first examines strategies for coping with speaking problems and eight categories consisting of specific strategies are identified: social affective, fluency-oriented, negotiation for meaning while speaking, accuracy-oriented, message reduction and alternation, nonverbal strategies while speaking, message abandonment, and attempt to think in English. With respect to strategies for coping with listening problems, seven categories consisting of specific strategies are identified: negotiation for meaning while listening, fluency-maintaining, scanning, getting the gist, nonverbal strategies while listening, less active listener, and word-oriented. To sum up, we can say that communicative competence is what one knows; strategic competence is one's ability to employ CSs to handle breakdowns in communication. Effectively utilizing the CSs could allow learners to remain in the conversation, which in turn provides them more opportunities to expose to the target language and produce more utterances.

What is communication?

Communication is a fundamental activity in our daily life and there are different methods or channels by which we can communicate our messages, such as face-to-face meetings or emails.

According to Lynch (1996, p. 3), “Communication involves enabling someone else to understand what we want to tell them, what is often referred to as our message.”

That means, in a communication situation, three factors are involved:

1. a speaker or a message sender.
2. a message..
3. a listener or a message receiver.

The main purpose of communication:

is to transmit an intended message to the listener successfully.

In so doing, communication necessarily requires the use of language (Lynch, 1996). It is the responsibility of a message sender to make the message clear and comprehensible for the receiver so that both the message sender and the receiver can reach the communicative goal. However, it is not easy to achieve the communicative goal especially in a situation where the message sender and the message receiver have different native languages, As a result, English is likely to be used as the medium of communication presumably the conversational partner has no linguistic gaps while the language learner does. Attempts must be made by the message sender with linguistic gaps, when the message is being transmitted and when the message is being received, as the message receiver, so the communicative goal will be achieved.

Definition of communication strategies:

Regarding a CS definition, different researchers have defined CSs differently For example, Tarone (1980, p.420; 1983, p.65) defines communication strategies as “a mutual attempt of two interlocutors to agree on a meaning in situations where requisite meaning structures do not seem to be shared.” Similarly, Færch and Kasper (1983a, p.36) define CSs as “potentially conscious plans for solving what to an

individual presents itself as a problem in reaching a particular communicative goal.” Further, Canale (1983, p.10) sees CSs as “verbal and non-verbal strategies that may be called into action to compensate for breakdowns in communication due to limiting conditions in actual communication or to insufficient competence in one or more other areas of communicative competence, and to enhance the effectiveness of communication.” Based on the sample definitions, we can see that CSs are defined based on two main perspectives: the interactional and the psycholinguistic. CSs under the interactional perspective (Tarone, 1980, 1983) have been considered as elements of discourse. The interlocutors also play a role in an oral communication. Meaning negotiation and repair mechanisms between the interlocutors are crucial to the concept of CSs. In the psycholinguistic perspective (Færch& Kasper, 1983a), CSs have been regarded as internal and individual mental plans that language learners employ to solve their oral communication problems. CSs under this perspective are explained based on the cognitive models of speech production (Færch& Kasper, 1980).

In addition, Canale (1983) and Bygate (2000) argue that CSs are used not only to cope with any language-related problems of which the speaker was aware during the course of communication, but also to enhance the effectiveness of communication even if there is no problem or difficulty involved in an oral communication.

Besides, DÖrnyei (1995) proposes an extension of the existing definitions including non-strict meaning-related devices, i.e. fillers and hesitation devices. A few researchers have highlighted the importance of using fillers and hesitation devices as a conscious means to maintain communication in difficult situations (Canale, 1983; Haastrop&Phillipson, 1983; Ellis, 1994). Thus, it can be said that CSs are commonly used not only to bridge the gaps between the linguistic and sociolinguistic knowledge of the foreign language learners and those of the interlocutors in any communication situation but also to keep their talk flowing within their available linguistic knowledge, and eventually manage their oral communication.

For the present investigation, the term ‘strategies for coping with communication problems’ has been defined as ‘an attempt or attempts made by language learners

while engaged in a face-to-face verbal interaction in English to convey a message to the interlocutor or to understand the message.’ In this case, the interlocutor is presumably the conversation partner with no linguistic gaps or deficiencies.

It is noted that, in the present study, ‘communication strategies’, ‘strategies for coping with face-to-face oral communication problems’ and ‘strategies for coping with communication breakdowns’ are used interchangeably.

Types of communication strategies:

CSs are generally used by the L2 learners when the linguistic or sociolinguistic knowledge of a message is unavailable. Two types of CSs are available for them to use:

1. “achievement” strategies (Færch & Kasper, 1983b; Willems, 1987) or “compensatory” strategies (Poulisse, 1987) and
2. “avoidance” strategies (Tarone, 1980; Dörnyei, 1995) or “reduction” strategies (Færch & Kasper, 1983b; Dörnyei, 1995). The strategies of the former type are, for example, word coinage, language switch, paraphrase or circumlocution, paralinguistic devices, or appeal for help.
3. Language learners employ these strategies in an attempt to deal with the communication problems directly by using alternatives in order to get the message across.
4. On the other hand, the learners may rely on the avoidance strategies, such as topic avoidance or message abandonment to change, replace, or reduce the content of the intended message so that they keep the message within their communicative resources.

The available research on CS typologies and classifications reveal that CSs have been classified differently according to the principles of terminology and categorization of different researchers. This means that there is no agreement yet for CS types and classification. Additionally, problems of English use of language learners, e.g. a lack of opportunity to expose themselves to English communication, a fear of being blamed for making mistakes by teachers or classmates, or a feeling of being shy to

speak English, are likely to affect different types of CS use of learners. Accordingly, the present study aims at exploring what types of strategies are being employed by Thai university students majoring in EIC to cope with their oral communication problems.

Ways to Improve Oral Communication:

Scientifically, effective communication is described as a two – way process where the information or idea expressed by the speaker is well received by the listener. In addition Mariani, L (2010) However, we often find that people mumble and jumble when it comes to conversation, One of the major reasons for this is because of the difference in written and spoken language. Secondly, if that language is not our mother tongue, we will have difficulty in speaking it, due to lack of confidence.

One of the basic principles you need to keep in mind is, the more you are into the language, the more proficient you will be in it.

Reading, listening, speaking and tell the time is the best way in learning the language fluently and improving your communication skills. Now, say if you are fluent in writing the language, try to gain confidence for speaking it.

Here are a few simple yet most efficient rules that will help you to know to improve oral communication skills in English

1. Read:

Reading is undoubtedly the best way of improving the vocabulary, and keeping in touch with the language, Reading aloud will help in improving accent and pronunciation of words Talking of accent, you should remember to develop and use only one accent and not mix up, For e.g, learn the British or American accent and always speak in the similar one. Secondly, if you come across new words and phrases, look for their meanings and usage in a sentence.

Now memorize these words and try to use them while speaking. This will not only make your language rich, but will also create a good impression on the listeners

2. Listen :

Listening to native speakers in order to improve the pronunciation and accent is important, If English is not your mother tongue, you should try to listen to the way English speakers speak. You can even watch English language movies, or listen to songs (without the captions) and try to follow it. Mark the different words and try to pronounce them like the native speakers pronounce.

Write down the sentences and try to speak them just like you hear them. There are also several voice and accent software available in the market which can be useful.

3. Speak:

Now lastly, the most important method is to actually speak Try to find a native speaker with whom you can practice Try to communicate in English with the person, even if you make grammatical errors.

Do not hesitate if the person points out your faults; you should remember that practice makes a man perfect. Conversing on a daily basis will also improve the confidence? If speaking with a native speaker is not possible, you can form groups with people trying to improve their oral communication, take a topic and speak on it, Doing this everyday will boost the confidence and also enrich the language skills.

General Communication Skills:The list of communication skills presented below should be helpful in developing the oral communication skills in business, for presentations and also in general.

1. Pronouncing the word clearly is an important thing to be remembered. The need to repeat a particular word or a sentence affects the flow of presentation
2. To emphasize the importance of a particular thought, words have to be pronounced by changing their tones.
3. Avoiding fillers while speaking is necessary. The sound of fillers ('um', 'ah', etc) could be irritating for listeners
4. While in face – to – face communication process, interrupting the speaker is considered a sign of poor pronunciation
5. Careful listening is as important as speaking clearly while in the process of oral communication. It helps respond in a poorer manner

6. One should always make an eye contact with the listeners; this way, the attention of listeners is not lost and their interest is kept intact.
7. Asking questions in order to obtain information are one of the important aspects of oral communication, One should keep the questions precise in order to get a clear answer Same is the case when a person has to answer a question. Answering the question with correct details and also in quick time is of great importance.
8. It is not advisable to carry on the communication process without understanding a particular point 9-In a communication process, body language of a person is considered as important as the spoken words. Body language of the speaker has a great impact on the listener(s). This is because it gives them an idea or indication of the direction in which the communication process is heading. The listener either gets positively or negatively influenced by the body language of the speaker

Different Settings for Oral Communication:

Interpersonal communication is one of the best ways to start with the process of developing the communication skills You can speak freely and without getting tensed when you just have to speak to a single person at a time. Through interpersonal communication, a person learns how to phrase his/her ideas clearly and also listen to others carefully.

Group discussion exercises play an important role in developing the communication skills.

People get to know each other's' views and thoughts through such exercises. More importantly, discussing on a particular topic compels the participants to listen to each other carefully.

Group discussion exercises can be used both at school or college level and professional level. Speaking in front of a large audience for many of us is quite difficult, It is possible to feel nervous in front of a large audience, However, students can overcome the fear of public speaking completely by making presentations on a regular basis.

This form of oral communication is very different from interpersonal communication. Here, the student must speak precisely and present the topic in a concise manner. Holding the attention of listeners is the key to become a proficient public speaker.

It is necessary to develop oral communication skills in order to survive in today's information – oriented world. Davies, P, & Pears, E. (2000) Dissemination of information can be conducted in a proper manner only if you possess good communication skills> Individual and business relations can be developed and maintained with the use of these skills,The examples of oral communication skills interspersed throughout this article should be of help for business and other forms of communication.

Ways to Improve Oral Communication Skills:

Listen and observe If you have really poor communication skills and can't seem to get any word across, be it at your school, workplace or even with regards to your personal relationships,

Nakatani, Y. (2006) says you must always remember you need to observe those people who communicate effectively. Look and observe those people around you who make easy and effective conversations, This should give you an insight and an understanding that should open up new ways for effective communication skills.

Communication is not just about speaking effectively and in an impressive manner.

If you are looking out for ways to improve your communication skills then remember you also need to be a good listener, This is one factor that is so often overlooked.

ChannarongIntaraprasert (Ph.D) Whenever you listen to the person opposite you, remember you need to take time to think before you pass any judgment on what is being said. Always remember to take a few moments before you respond to anything. Think about your positive points when you are about to start off a great conversation. This will help you overcome the initial hiccups especially if you are going to give a speech before a very large audience.

Having a sense of humor helps to make any conversation light and fun to be in! Develop a sense of humor and use it as an effective way to improve your communication skills. Do note one important thing in such cases. Always remember you must not hurt sentiments of others in any possible way.

If you wish for ways to improve communication skills, develop love for reading. It could be books or even the newspapers. A well – read person can have loads of intelligent things to talk about.

Avoid thinking that what you say is always right.

This may create a certain barrier beforehand in any conversation Listen to the other viewpoints before you judge anything. This will help you to assess the situation better.

Rethink about the ways you are framing your sentences.

Ways to improve communication skills would also need you to frame your sentence in a better manner to avoid offending the person. Sometimes you may reply in such a way that it may seem to make the other person feel aggravated towards the way you speak.

Remember, at work, even if you are displeased, sometimes an effective manner of speech can help you to get better results rather than yelling your head off about the same.

Sporting the right kind of body language can also help you to improve your communication skills.

Having a good conversation can turn to be more effective when you combine it with the right posture.

Maintain eye contact when you speak. Sit and stand in an erect position and have a firm handshake.

All these factors are also very necessary for effective conversations.

A polite manner of conversing can help you improve your communication skills and also earn the respect of others.

The manner in which you convey any message across can help you to impress people more effectively if done in a polite way.

Another way to improve communication skills would be to get other people interested in your conversation as well.

This will help them to open up and you can have a greater time talking about various topics, Ask questions that would urge others to speak as well. Remember that having

good communication skills is not only about talking all the time, it is also about how you get others interested enough to participate in the conversation with you.

Thus we can see how effective communication skills help one to connect with others in every walk of their lives, This would in turn help you to build successful relationships that would create a feeling of harmony and also increase productivity at work.

enjoyment involved in it. Especially the games and activities that promote teamwork would automatically improve the communication, so the activities should be performed in a group rather than doing it alone for last learning.

There are some communication skills activities that would benefit kids and teenagers, and every one alike, to sharpen their skills such as:

1. Verbal Communication:

Canale (1983, p.10) sees Define Verbal communication includes sounds, words, language and speaking. Language is said to have originated from sounds and gesture, There are many languages spoken in the world.

The bases of language information are: gender, class, profession, geographical area, age group and other social elements.

Speaking is an effective way of communicating and is again classified into two types viz, interpersonal communication and public speaking.

Good verbal communication is an inseparable part of business communication. In a business, we come across people from various ages, cultures and races

. Fluent verbal communication is essential, to deal with people in business meetings. Also, in business communication self – confidence plays a vital role when clubbed with fluent communication skills can lead to success.

Public speaking is another verbal communication in which you have to address a group of people, Preparing for an effective speech before you start is important. In public speaking, the speech must be prepared according to the types of audience you are going to face.

The content of the speech should be authentic and must have enough information on the topic you have chosen for public speaking.

All the main points in the speech must be highlighted and these points should be delivered in the correct order.

There are many public speaking techniques and these techniques must be practiced for an effective speech.

Verbal communication is essentially the type of communication which uses words. It uses sounds in addition to the language, gestures and body language, used while communicating

Verbal communication helps in expressing thoughts, emotions and sentiments. A phone conversation, chat with a friend, an announcement made or speeches delivered are all verbal forms of communication. For most of us, it comes with ease. Children or students learn verbal communication through the sounds around them. We soon develop and start understanding the language which helps us to communicate verbally as we grow older.

Non – Verbal Communication:

Non – verbal communication involves physical ways of communication, like, tone of the voice, smell and body motion. Creative and aesthetic non – verbal communication includes singing, music, dancing and sculpturing. Symbols and sign language are also included in non-verbal communication. Body posture and physical contact convey a lot of information. Body posture matters a lot when someone is communicating verbally to someone. Folded arms and crossed legs are some of the signals conveyed by a body posture. Physical contact, like shaking hands, pushing, patting and touching expresses the feeling of intimacy. Facial expressions, gestures and eye contact are all different ways of communication. Reading facial expressions can help in knowing a person better.

2. Non – Verbal Communication Activities

Nonverbal activities help in improving the skills in the form of communication. A stranger's continually staring eyes conveys either interest or dislike.

Dropping shoulders is a sign of tiredness, A twinkle in the eyes signifies that the person is of the happy-go-lucky and enthusiastic types.

Canale (1983, p.10) sees A gentle pat on the shoulder conveys acknowledgement and support from the person, Simple nonverbal communication comes naturally to most of us. As we can develop expertise in nonverbal communication techniques with practice and observation Gestures, body language, and facial expressions, are the major types of nonverbal communication, and form the crux of this kind of communication in our daily life. Studies reveal that we communicate many things non-verbally, and it is an important part of our daily communication To gain an expertise in this field, below are a few nonverbal communication activities for students that would help develop these skills to a considerable extent.

Nonverbal Communication Activities for groups

Nonverbal communication activities can turn out to be fun group activities too, Canale (1983, p.10) added Apart from building the nonverbal communication skills, these techniques also act as team building activities.

The activities which we have given focus around creating something in a time limit. All the communication should be done nonverbally.

The Role of Nonverbal Communication

Further, Canale (1983, p.10) sees In most cases oral communication is probably used more frequently than written communication. Furthermore, both obtaining a good position and succeeding in it depend heavily upon persuasive oral skills For these reasons, it is important to pay attention to two major factors that determine a person's effectiveness of oral communication, especially in meetings, job interviews, and presentations.

1. Speaking Through Eyes

The first thing that a good speaker does is first looks at the audience and takes a pause before beginning to speak This helps to create good impression on the audience. Lynch, T. (1996) While making the way through speech one must take care that he is not too lengthy. One must break his lengthy speeches to short and

interesting ideas. A link should be maintained between consecutive statements. This helps to maintain the rhythm of how to speech and keep the ears of audience towards him, Throughout the speech, the speaker should have maintained eye contact with the audience.

Every reaction has equal and opposite reaction. So, if the speaker doesn't maintain eye contact with the listeners, they will feel that they are being ignored and it is quite likely that they also ignore whatever he is trying to convey.

2. **Voice Level**

One more important thing while communicating is the level of voice that must be clear and audible to audience, Lynch, T. (1996) A good voice can be strong point for being an effective speaker, although it's a natural gift but one can improve by skillful training and practice. Generally, a good speaker knows with what tempo he should speak so that it's not too loud or too weak voice while speaking through amplifiers. Proper variation in pitch and tempo of the voice improves the quality of the speech.

Accurate pronunciation of words with most of us is that we keep on repeating the words like "I mean", "You see", etc which may distract the audience.

3. **Audience Awareness**

Lynch, T. (1996) To make our communication successful, the following points should be noted:

- 1) Get the rough idea of the strength of the listeners
- 2) Think over the age, sex, background and interest of the listeners
- 3) See whether the audience is patient enough to handle you for hours. Check out if they are friendly or hostile.
- 4) Choose the paragraph that suits the audience
- 5) Create a feeling that each individual feels that the speaker is trying to talk with him and share the joy and sorrow of events with him
- 6) Let the audience know depth of your knowledge regarding the subject
- 7) Show your sincerity and whole heartedness for the subject

- 8) To keep the communications healthy do keep cracking jokes in between such that the jokes should not be appeared to be deliberately told. They should relate to topic.
- 9) Concentrate on your ideas and do not get distracted by the activities performed by the audience e.g smiling, whispering

4. **Facial Expressions**

Face is mirror of an individual's personality Facial expressions reveal what thoughts are running through a person's mind. For e.g. a smile expresses friendliness and affection. Raised eye-brows show surprise and furrowed forehead conveys fear and anxiety.

All the emotions and various types of human behavior bring different expressions on face. So, while communicating sees that the facial expressions reveal the interest for the subject on which you are communicating.

5. **Dress Sense**

The clothing plays an important role in presenting ourselves to society. The people who wear dress suitable to their body structure look attractive. A person's physical appearance and dress creates a definite impact on the communication process address should be

6. **Importance of Eye Contact in Communication**

The importance of eye contact in communication can't be neglected. Studies conducted over the years have affirmed that eyes play an important role in both verbal and nonverbal communication. Bygate, M. (2000)add Researchers studying human psychology are of the view that nonverbal communication plays an important role in effective communication. Eyes are known as the "windows of the soul" and express our emotions when words fail us.

We all are well aware about the importance of eye contact in communication.

In additionGibson, W. J., & Brown, A. (2009) It enables us to develop a connection with the person we are speaking to and not making an eye contact can send out signals to others that we are disinterested. Maintaining an eye contact doesn't mean staring constantly in other person's eyes, doing this; in fact can send an offensive nonverbal message.

Public speaking still ranks highly on the list of most dreaded things in America, but there are times when we have to come out of our comfort zone and deliver a speech, especially in our professional life, If you are an able orator and impress people with your oratory skills, then listeners are more likely to sit up and take notice.

There are a lot of things that make a good speech, but as this article is on the importance of eye contact, our attention must be focused on our on the necessity of engaging our audience through effective eye contact.

7. **Importance of Eye Contact in Interviews**

Interviewers often make statements like, “we selected him because he appeared more confident” or “he came across as assured young man, with a lot of potential”. How does an individual make himself appear more positive than others? The answer to this lies in how we communicate both verbally and non-verbally in an interview, If we fail to make an eye contact in an interview, we will run the risk of being labeled an introvert or the interviewer may get a feeling that there is something not right about us.

Gibson, W. J., & Brown, A. (2009) Says Making eye contact portrays one in the right way and ensures creating a positive impression on the interviewer.

While we have mentioned the importance of eye contact, it is also very important to know that in various cultures making an eye contact is considered offensive. For example, in China people avoid making eye contact as they consider it as a mark of respect.

In middle Asian countries, eye contact between a man and a woman is minimal (unless you are closely related to each other).

All of us know the importance of eye contact, but still sometimes it gets neglected, may be because we are not comfortable with the situation or we take the other person for granted.

Our eyes have the power to communicate what we are feeling or how we perceive a situation. It is imperative for us to put in the required effort so that we master the art of making appropriate eye contact to ensure that we are good with our social and interpersonal skills.

Summary of Chapter Two:

The researcher divides this chapter into two parts. The first one is related to the theoretical framework.

It concentrates on the most important subjects which connect with the study as well as going through the theories of oral communication with focus on linguistic theories especially the updated ones.

Many views on oral communication are introduced and the researcher thinks it is important to identify the gaps in students' understanding of texts in English that hinder the development of oral communication.

The researcher also thinks in teaching a foreign language, teachers should consistently encourage students to develop oral communication skills, reading, speaking and listening because these skills are acquired over time.

The researcher also notes that the development of oral communication and linguistic competence begins to develop at a very young age as children and parents interact with one another in the natural surroundings of the home environment.

The researcher also notes that exposure to language plays a big role in a child's linguistic development.

At the same time the linguistic competence is hindered by many factors such as cultures, social skills and personal focus, In addition to that, in investigating linguistic competence, linguists focus on the mental system that allows human beings to form and interpret the words and sentences of their language under what is known as grammar which consists of four components phonological competence, lexical competence as well as grammatical and discourse competence.

The theoretical part also goes through classroom communicative competence as contributing to successful classroom participation, productive classroom learning, opportunities for second language acquisition, and of greatest importance the development of overall communicative competence in second language. Moreover, many theories of language and learning are discussed as general objectives allocable to teaching situation.

Above all, students and teachers roles especially the last ones as facilitators of the communication process in the classroom as well as the role of the instructional materials which should be used to support communicative approaches to language teaching, Most important of all, the importance of oral language in the school curriculum if we take into account the techniques and skills which are taught in the classroom programmer need to be further extended and used across the whole curriculum and although the oral language programmer is delivered at the classroom level, the policy for the development of language skills needs to exist, and be implemented, across the whole school. Not only this, but also ways to improve oral communication is another point with great concentration on reading, listening beside speaking as the best way of improving the vocabulary and keeping in touch with the language listening especially to native speakers . Speaking is a very useful method when trying to communicate in English with others. Besides that, oral communication skills through which people can become good speakers and listeners can be developed in schools, workplaces or anywhere.

On the other hand, what oral language skills do students need to develop should be considered such as being able to talk clearly about experiences and ideas, being able to understand, respond to, and use oral language effectively in a range of contexts.

Above all, oral communication skills activities are the best ways to improve the oral and written aspects of communication and through these activities.

Students can improve their verbal as well as written communication and here there are different kinds of activities such as story forming, identifying the objects, listening and drawing, role play, diary writing, group discussion as well as body language and eye contact. Bearing in mind, effective communication techniques are something important and if we put them into practice, success in communication will not be far away. There are different kinds of techniques such as listening to the other part by focusing on what will be said. Moreover, other techniques are like expression, taking criticism positively, avoiding arguments, understanding the audience, feedback and avoiding conflict.

The theoretical framework also sheds light on the different forms of communication whether verbal communication which includes sounds, words, language and speaking. Also, this verbal communication has many styles such as expressive, authoritative, narrative and preaching styles. The other form is nonverbal communication which involves physical ways of communication, like, tone of the voice, touch, smell and body notion, symbols, as well as sign and body language. This nonverbal communication contributes significantly to the effectiveness of oral communication especially the meetings, job interviews, and presentations. The last type of communication is visual communication which is visual display of information like topography, photography, signs, symbols and designs. No doubt, there are some effective ways of communication such as speaking through eyes, voice level, audience awareness, facial expressions postures and eye contact in term of speech and interviews. As we know, the world is dominated nowadays by technology and globalization. Therefore, this technology has obvious impact on communication whether positively or negatively.

Oral communication faces many barriers especially the cultural ones in term of cultural differences among people because people coming from different countries may not find comfort in communicating easily with one another and here language and accent are observed in people coming from different parts of the world. Also, behavior and human nature can be other effective barriers to be followed by religion. In addition to that, there are physical barriers such as environment, distance, ignorance of medium, physical disability, emotional and linguistic barriers as well as social and economic conditions.

The second part is related to the previous studies. It aims at reviewing the objectives as well as the findings to see whether they support what the current research tries to find out. Most important of all, to see the similarities between this study and the previous ones as well as the benefits which the researcher gains from each study. Also, to see what distinguishes the current research from the previous ones and to find out what can be added.

The researcher finds that, the majority of the researchers concentrate on oral communication strategies and their effective role in improving the way of oral communication. Some of the researchers link between oral communication strategies and activities, techniques, training and teachers' role. None of the previous studies concentrates on the major problems of oral communication except one study which mentions motivation, vocabulary, lack of confidence, anxiety, and curriculum, sociolinguistic as well as socio-cultural problems in term of research questions and hypotheses. Instead of that, it sheds light on these problems in term of literature review only but it focuses on solving these problems through thirteen oral communication strategies. The researcher thinks it is high time to investigate the problems of oral communication for the sake of finding updated ways which enhance learning oral communication effectively. So, the absence of talking about the problems of oral communication is a real gap which the current study tries to fill.

Chapter Three

3.0 Introduction

This chapter has discussed the following: methods of the study, population of the study, sample of the study, description of the sample and the instruments, reliability, validity and data analysis procedure.

3.1 Methods and Tools of the Study

The researcher has used the descriptive analytical, quantitative and qualitative methods as well as the questionnaire and the test tools to investigate the following hypotheses:

1. Teachers can improve English writing skill for Sudanese school of young learners.
2. Teachers can play an effective role to develop Sudanese school young learners' writing skills through classroom interaction.
3. Mother tongue interference can be considered as the major cause for Sudanese school young learners' English writing errors.

The researcher has used the statistical package for social sciences (SPSS) namely; the researcher focuses on percentage and frequencies.

3.2 Population and Sample of the Study

The population of this study is drawn exclusively from young learners at secondary schools in Omdurman locality, the academic year 2015-2016. The researcher has chosen two samples to represent this study as such:

Firstly: Sudanese teachers of English from various universities who responded to questionnaire.

Secondly: young learners at secondary schools in Omdurman locality, the academic year 2015-2016 (from both sexes).

3.3 Tools of the study

The researcher was used two tools to collect the information of this study. One includes the questionnaire which was given to hundred (70) Sudanese English teachers whom were selected randomly. The other tool was test which was given to the young learners at secondary schools in Omdurman locality, the academic year 2015-2016. The researcher chooses sixty (60) young learners as the sample.

3.3.1 Teachers' questionnaire

The second tool is a questionnaire which is distributed to the teachers from both sexes. This questionnaire has included a covering page which introduces the topic of the research and identifies the researcher. It uses Likert 5-point scale (Strongly Agree, Agree, Neutral, Disagree, and Strongly Disagree). The statements are about the writing skill.

The questionnaire was designed as a tool for collecting information about the problems encountered young learners at secondary schools in Omdurman locality, the academic year 2015-2016. The questionnaire included 15 statements given to Sudanese English teachers from different universities. It was judged by experienced professors and doctors from Sudan University of Science and Technology. The responses for the questionnaire were given to an expert in statistics and the results are as in the tables of analysis.

3.1 Subjects

3.1.1 The young learners

The subject of this study were (60) second English language young learners at secondary schools. These young learners were selected because they have already had background about writing composition in English language as well as they are already written before. Their age range between (14-16). They have the same educational background. Arabic language is the mothers tongue of most these young learners. These young learners included both (male and female).

3.2 Instrument of data collection:-

3.2.1 Writing test

The material of this research are originally written as answers to writing test designed by the researcher, to test subject's ability to express their ideas in two different sessions, the young learners were provided to with a writing topic and were allowed one hour to finish the topic.

3.3 Procedures

Young learners at secondary schools in Omdurman locality, the academic year 2015-2016(60) were asked to write a guided composition during the class, the young learners were allowed one hour to finish the task.

The topic was a journey to apart near the convergence of the River Nile after that the papers were collected, numbered and marked by the researcher and three different teachers.

3.4 Validity and Reliability

3.4.1 Validity of the Test

The test was administrated to an expert judge who related their relevance.

3.4.2 Reliability of the test

To estimate reliability, the researcher considered the test. The young learners were asked to write a composition. They were not allowed to ask each other.

3.5 StudyPiloting

3.5.1 Introduction

Nunan (1992-145) points out that all research instruments should have piloting phase. Bell (1993-48) also believes that, “all data gathering instrument should be piloted to test how long it takes recipient to complete them to check that all questions and instructions are clear and enable you remove any items which do not yield usable data”.

The writing test items were piloted priors to the main study. The second year young learners of English language in secondary schools participated in the pilot study.

The studypiloting was conducted for the following aims:

1. Give the researcher a clear idea about the time needed for the test.
2. Determine whether the texts questions and instructions were clearly written.
3. Identify any problems.
4. Identify any adjustment that may be needed.

After conducting the pilot study, the researcher note that some student did not understand all the instructions, therefore, the researcher further explained these instructions.

The following part presents the analysis the studypiloting, which is the student’s writing test. “KashAvarz’s (1994) model was used to analyze student’s writing products.

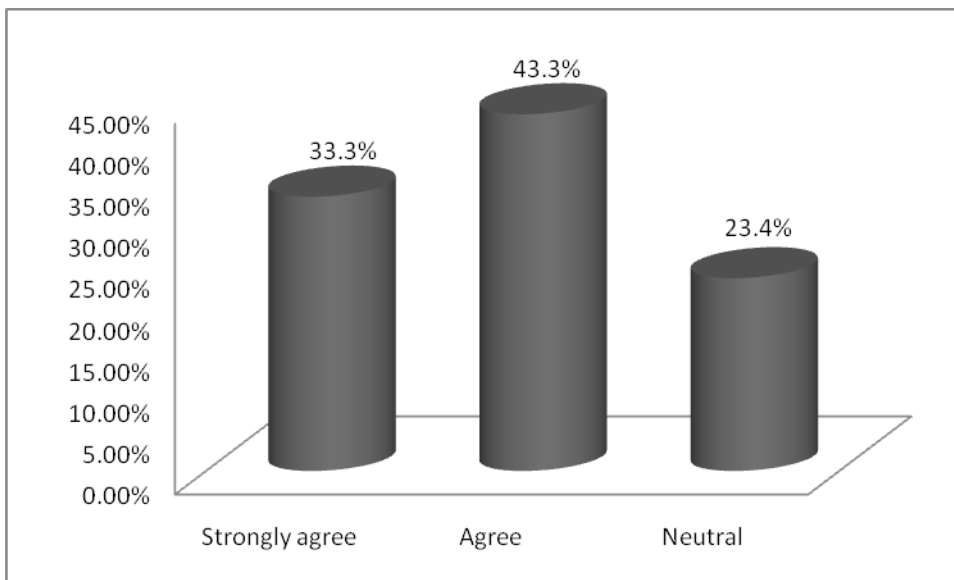
Chapter one

Analyze Data

Table (1)

Second year students of English language are well performance in speaking:

Statement	Frequency	percentage
Strongly agree	10	33.3
Agree	13	43.3
Neutral	7	23.4
Total	30	100

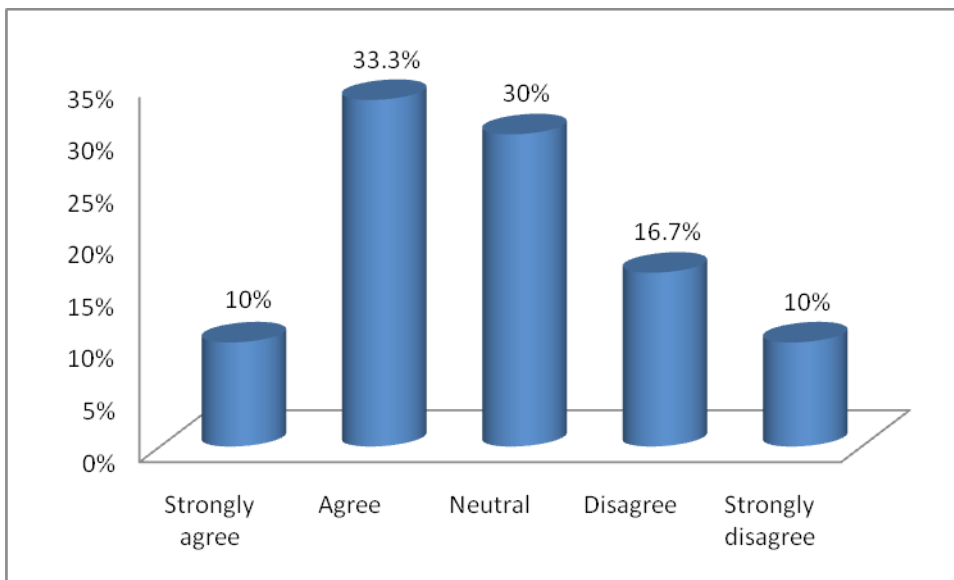


The above table and figure illustrate the percentage of the respondents to the statement of second year students of English language are well performance in speaking is estimated by (46.6%) and those who disagree with the statement an estimated by (0%)

Table (2)

The majority of the second year students are pronounce well:

Statement	frequency	Percentage
Strongly agree	3	10
Agree	10	33.3
Neutral	9	30
Disagree	5	16.7
Strongly disagree	3	10
Total	30	100

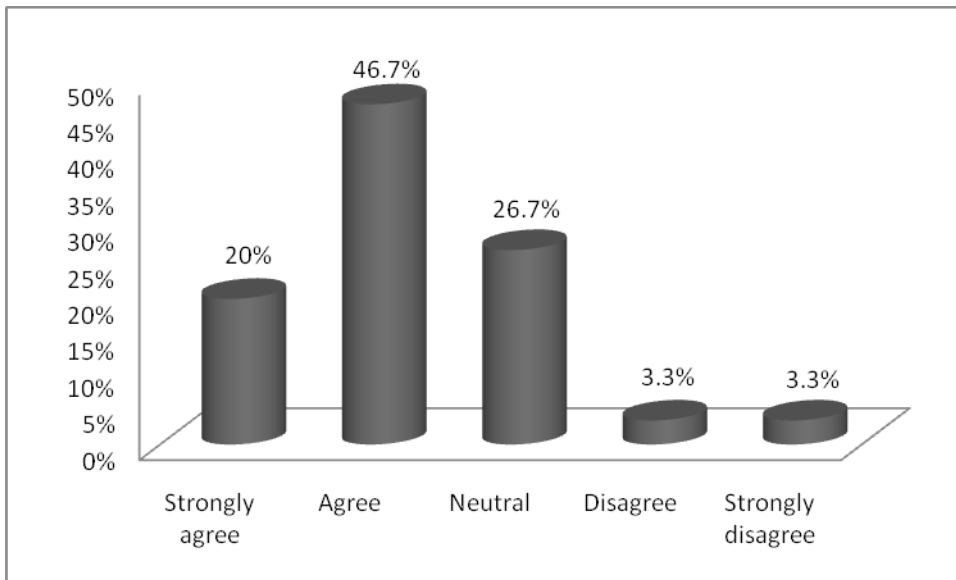


The above table and figure illustrate the percentage of the respondents to the statement of the majority of the second year students are pronounce well is estimated by (43.3%) and those who disagree with the statement an estimated by (26.7%)

Table (3)

Second year students have self confidence in speaking skills:

Statement	frequency	Percentage
Strongly agree	6	20
Agree	14	46.7
Neutral	8	26.7
Disagree	1	3.3
Strongly disagree	1	3.3
Total	30	100

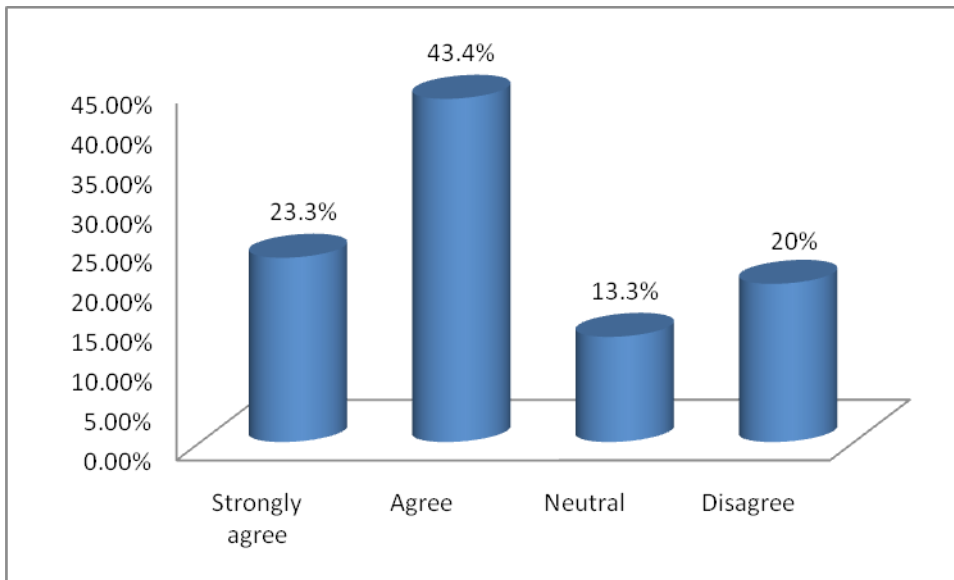


The above table and figure illustrate the percentage of the respondents to the statement of second year students have self confidence in speaking skills is estimated by (66.7%) and those who disagree with the statement an estimated by (6.6%)

Table (4)

Second year students are able to speak English in real communities:

Statement	frequency	Percentage
Strongly agree	7	23.3
Agree	13	43.4
Neutral	4	13.3
Disagree	6	20
Total	30	100

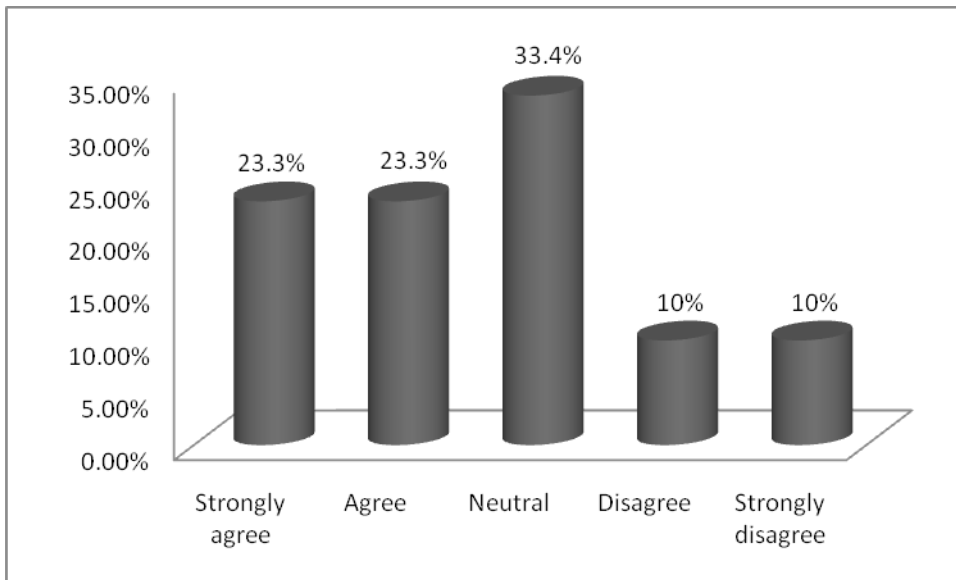


The above table and figure illustrate the percentage of the respondents to the statement of second year students are able to speak English in real communities is estimated by (66.7%) and those who disagree with the statement an estimated by (20%)

Table (5)

Second year students understand native speakers:

Statement	Frequency	Percentage
Strongly agree	7	23.3
Agree	7	23.3
Neutral	10	33.4
Disagree	3	10
Strongly disagree	3	10
Total	30	100

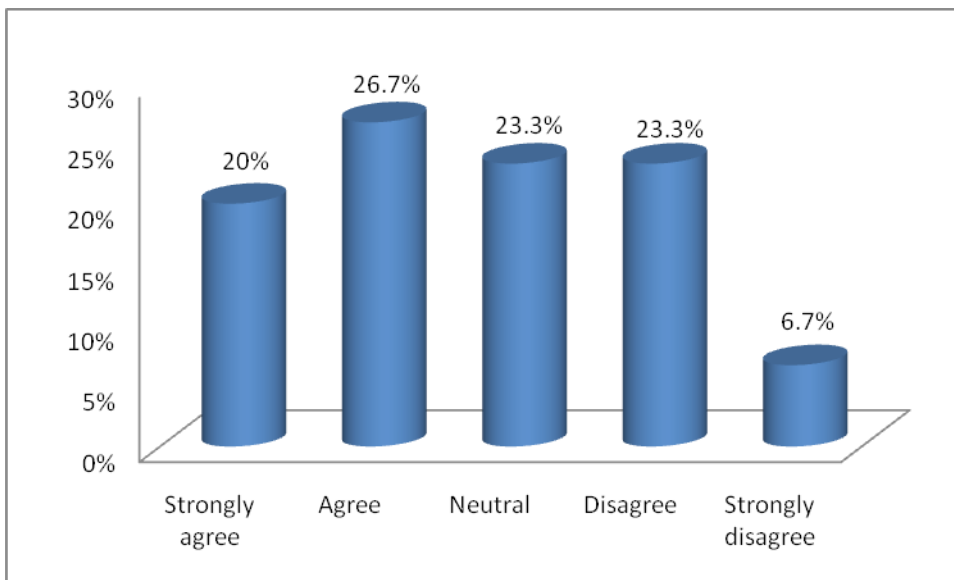


The above table and figure illustrate the percentage of the respondents to the statement of second year students understand native speakers is estimated by (46.6%) and those who disagree with the statement an estimated by (20%)

Table (6)

Teachers improve speaking skills for second year students:

Statement	frequency	Percentage
Strongly agree	6	20
Agree	8	26.7
Neutral	7	23.3
Disagree	7	23.3
Strongly disagree	2	6.7
Total	30	100

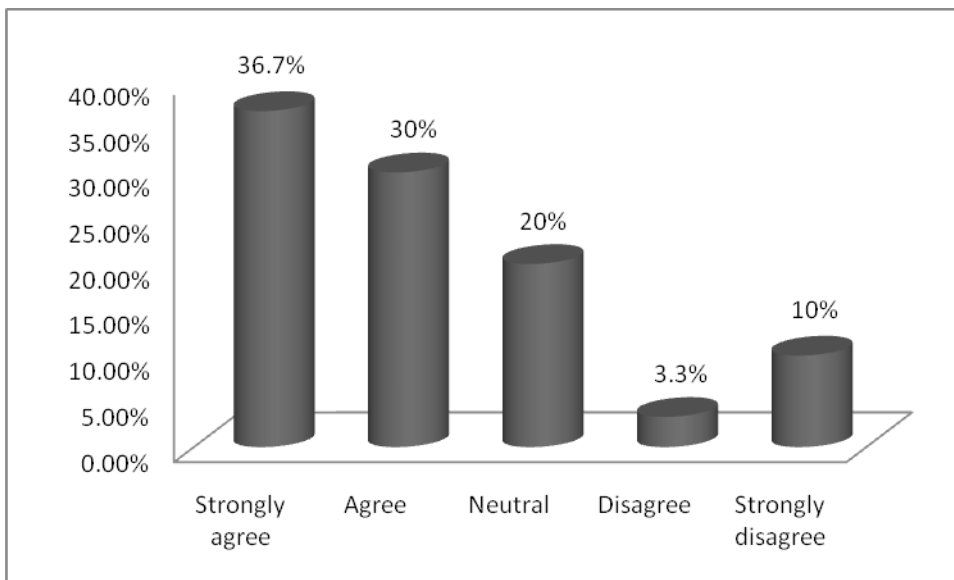


The above table and figure illustrate the percentage of the respondents to the statement of teachers improve speaking skills for second year students estimated by (46.7%) and those who disagree with the statement an estimated by (30%)

Table (7)

Teachers play an effective role to develop speaking skills for second year students:

Statement	frequency	Percentage
Strongly agree	11	36.7
Agree	9	30
Neutral	6	20
Disagree	1	3.3
Strongly disagree	3	10
Total	30	100

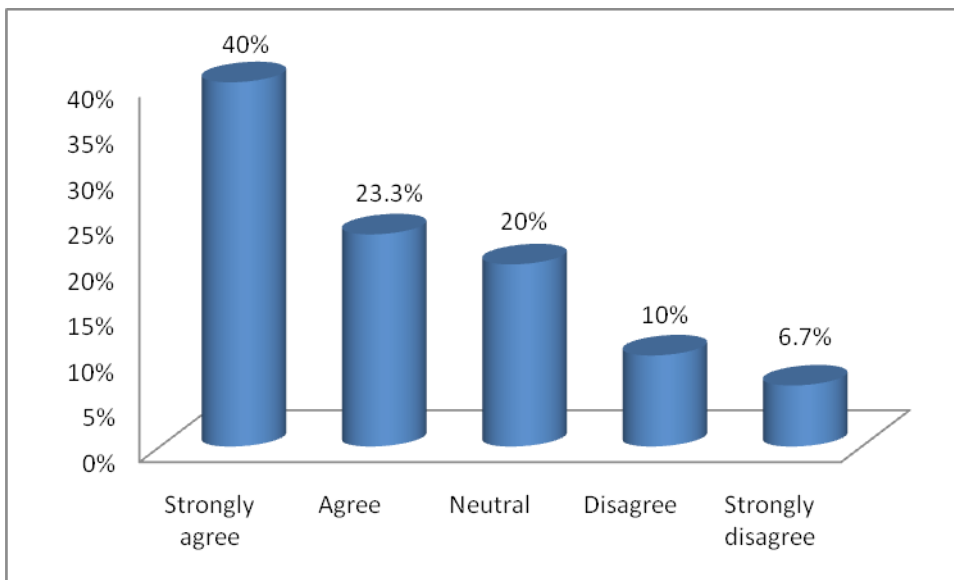


The above table and figure illustrate the percentage of the respondents to the statement of teachers play an effective role to develop speaking skills for second year students estimated by (66.7%) and those who disagree with the statement an estimated by (13.3%)

Table (8)

Teachers help students to pronounce well:

Statement	Frequency	Percentage
Strongly agree	12	40
Agree	7	23.3
Neutral	6	20
Disagree	3	10
Strongly disagree	2	6.7
Total	30	100

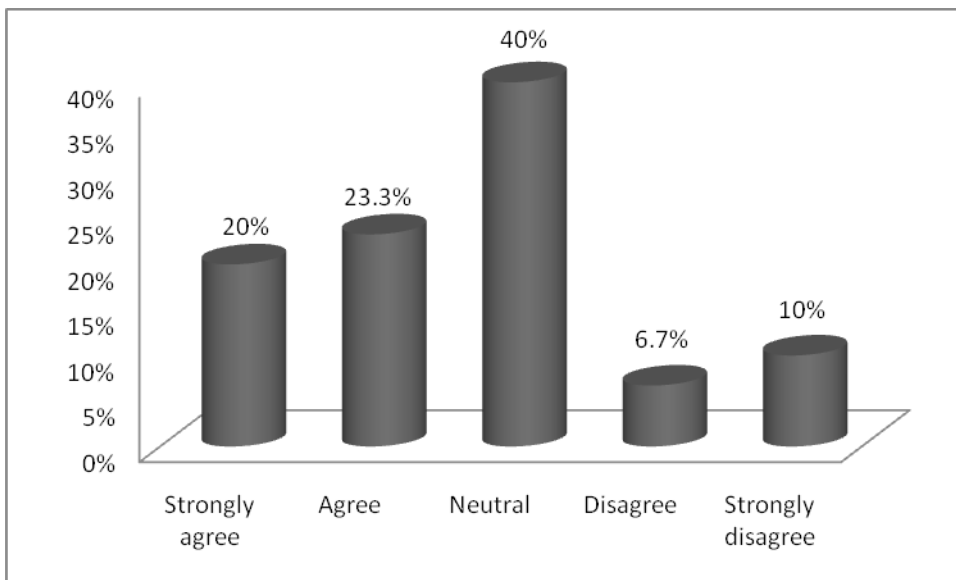


The above table and figure illustrate the percentage of the respondents to the statement of teachers help students to pronounce wellis estimated by (63.3%) and those who disagree with the statement an estimated by (16.7%)

Table (9)

Teachers are well trained to improve speaking skills in second year students:

Statement	frequency	Percentage
Strongly agree	6	20
Agree	7	23.3
Neutral	12	40
Disagree	2	6.7
Strongly disagree	3	10
Total	30	100

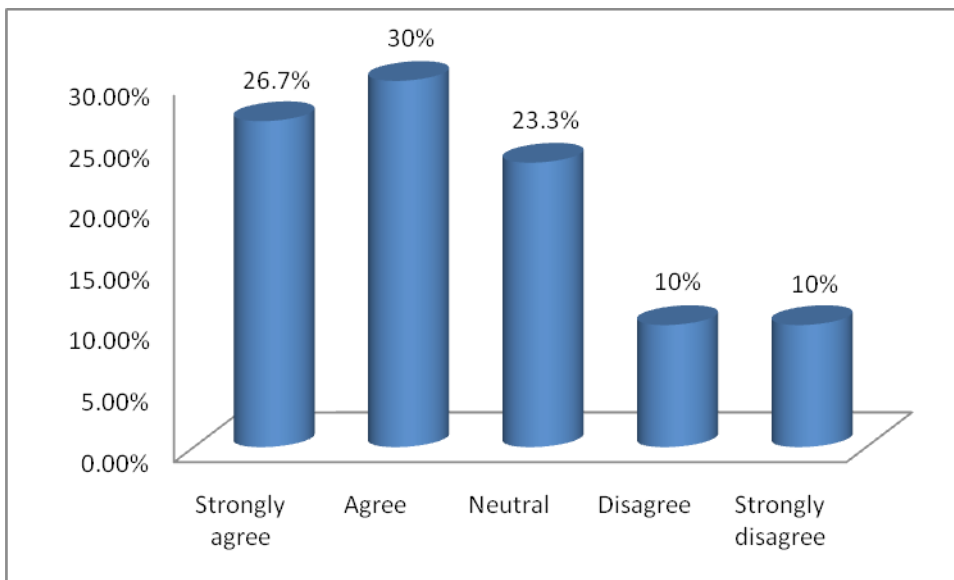


The above table and figure illustrate the percentage of the respondents to the statement of teachers are well trained to improve speaking skills in second year students is estimated by (43.3%) and those who disagree with the statement are estimated by (16.7%)

Table (10)

Teachers have ability to correct mistakes of English speaking skills:

Statement	Frequency	Percentage
Strongly agree	8	26.7
Agree	9	30
Neutral	7	23.3
Disagree	3	10
Strongly disagree	3	10
Total	30	100

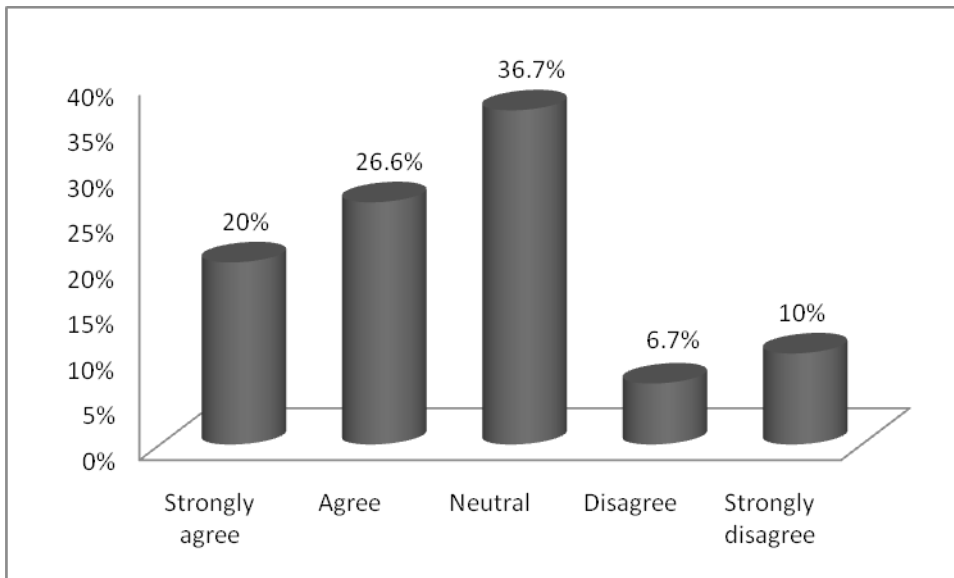


The above table and figure illustrate the percentage of the respondents to the statement of teachers have ability to correct mistakes of English speaking skills is estimated by (56.7%) and those who disagree with the statement an estimated by (20%)

Table (11)

Mother tongue causes major mistakes speaking skills:

Statement	Frequency	Percentage
Strongly agree	6	20
Agree	8	26.6
Neutral	11	36.7
Disagree	2	6.7
Strongly disagree	3	10
Total	30	100

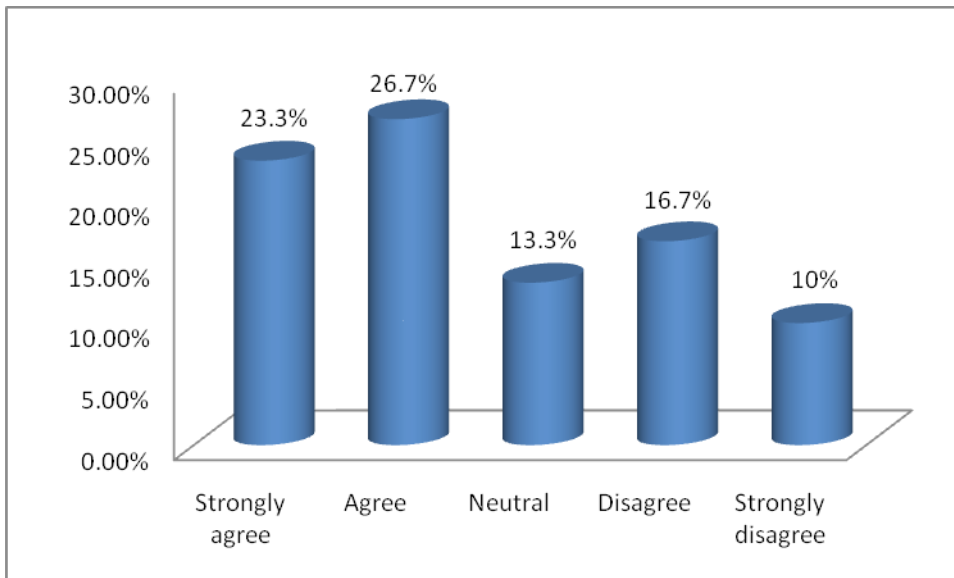


The above table and figure illustrate the percentage of the respondents to the statement of mother tongue causes major mistakes speaking skills is estimated by (46.7%) and those who disagree with the statement an estimated by (16.7%)

Table (12)

Mother tongue effect student's fluency:

Statement	Frequency	Percentage
Strongly agree	10	23.3
Agree	8	26.7
Neutral	4	13.3
Disagree	5	16.7
Strongly disagree	3	10
Total	30	100



The above table and figure illustrate the percentage of the respondents to the statement of mother tongue effect student's fluency is estimated by (50%) and those who disagree with the statement an estimated by (26.7%)

Table (13)

Statistics :

No	Statements	Mean	Median	Chi-square	Sig	Results
1	second year students of English language are well performance in speaking	1.9	2	1.8	0.407	Agree
2	The majority of the second year students are pronounce well	2.8	3	7.3	0.119	Neutral
3	second year students have self confidence in speaking skills	2.2	2	19.7	0.001	Agree
4	second year students are able to speak English in real communities	2.3	2	6	0.112	Agree
5	second year students understand native speakers	2.6	3	6	0.199	Neutral
6	Teachers improve speaking skills for second year students	2.7	3	3.7	0.453	Neutral

7	Teachers play an effective role to develop speaking skills for second year students	2.2	2	11.3	0.023	Agree
8	Teachers help students to pronounce well	2.2	2	10.3	0.035	Agree
9	Teachers are well trained to improve speaking skills in second year students	2.6	3	10.3	0.035	Neutral
10	Teachers have ability to correct mistakes of English speaking skills	2.5	2	5	0.225	Agree
11	Mother tongue causes major mistakes speaking skills	2.6	3	9	0.061	Neutral
12	Mother tongue effect students fluency	2.4	2	5.7	0.225	Agree

From the table above we observe that the question indicates that all the probable values in chi-square was little or than less of significant standard 0.05 that stand for the many difference has statistical evidences among the view of researchables except the question No (1&2 & 4 & 5 & 6 & 10 & 11 &12) because the proper significant has too large (0.05) there for there is no statistical differences .

Chapter five

Results

second year students have self confidence in speaking skills

Teachers play an effective role to develop speaking skills for second year students

Teachers help students to pronounce well

Teachers are well trained to improve speaking skills in second year students

Recommendation

second year students of English language are well performance in speaking

The majority of the second year students are pronounce well

second year students are able to speak English in real communities

second year students understand native speakers

Mother tongue effect students fluency

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95

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